

**THE IMPLEMENTATION OF INSTAGRAM POST AS VISUAL MEDIA  
TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL  
AT THE 10<sup>th</sup> GRADE OF SMA DARUL ULUM TEMPEH**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2023**

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AT THE 10<sup>th</sup> GRADE OF SMA DARUL ULUM TEMPEH**

**THESIS**

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember  
to fulfillment of requirement for the degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Study Program

**By:**  
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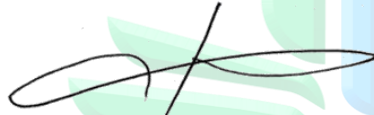
**THESIS**

Have been examined and approved in Partial  
Fulfilment of the requirements of Bachelor Degree of Education (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Study Program

Day: Monday 2  
Date: 05<sup>th</sup> June 2023

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**MOTTO**

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

“Bind knowledge with writing”<sup>1</sup>



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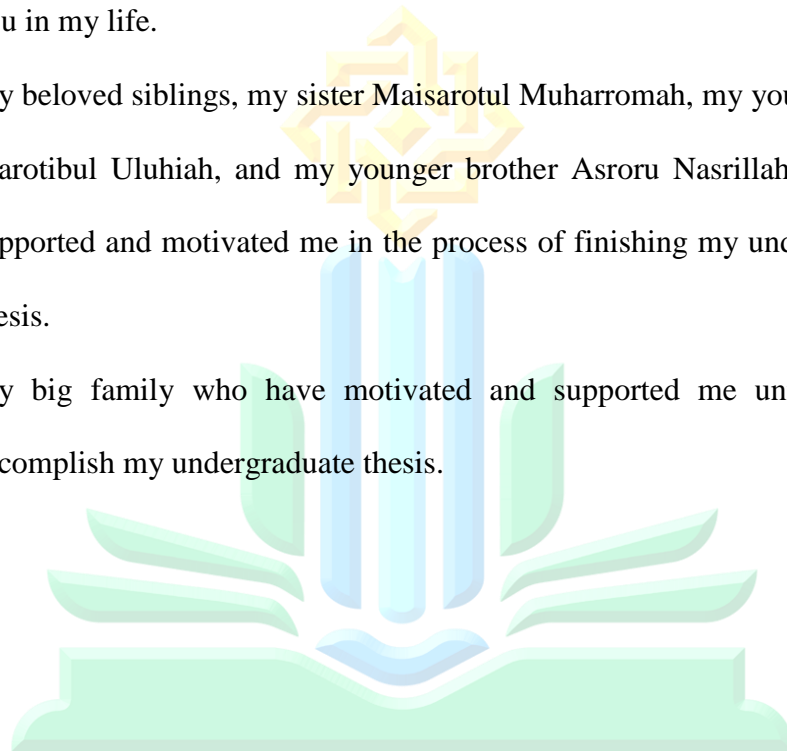
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<sup>1</sup> Ashahihah no.2026, accessed on May 2023. <https://hadits.site/hadits/736>

## DEDICATION

I proudly dedicate this thesis for:

1. My beloved parents, my father Mr. Abdullah and my mother Mrs. Aisah who have supported me and prayed for me in all day. I am so glad to have you in my life.
2. My beloved siblings, my sister Maisarotul Muharromah, my younger sister Marotibul Uluhiah, and my younger brother Asroru Nasrillah who have supported and motivated me in the process of finishing my undergraduate thesis.
3. My big family who have motivated and supported me until I could accomplish my undergraduate thesis.



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## ACKNOWLEDGMENT

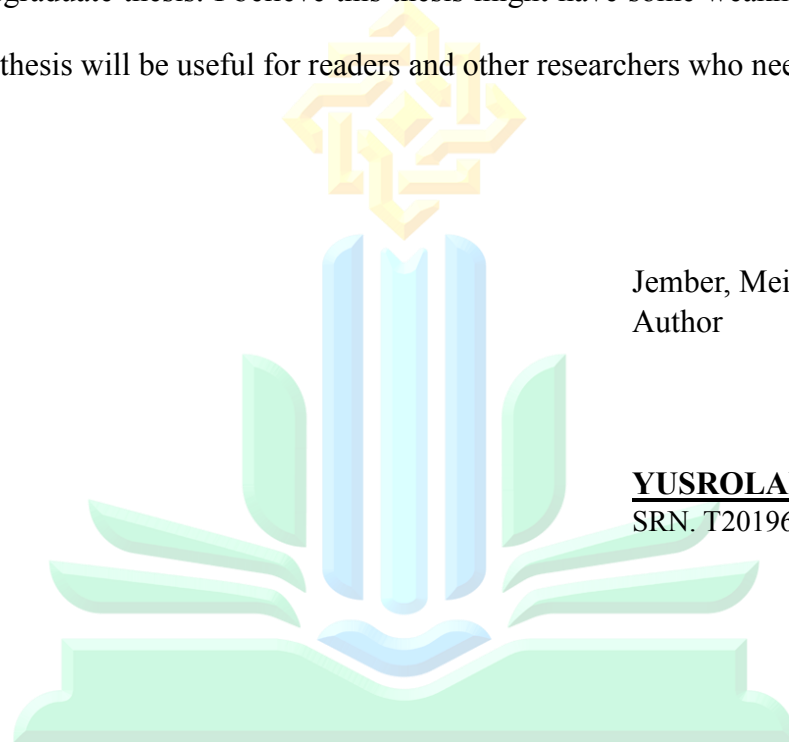
First of all, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. The excellency, Prof.Dr.H. Babun Soeharto, S.E.MM as the rector of State Islamic University KH Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Prof.Dr. Hj. Mukni'ah, M.Pd.I as the dean of the Faculty of Tarbiyah and Teacher Training University KH Achmad Siddiq Jember who has facilitated me to study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program who has supported and facilitated me in every matters.
4. Mr. As'ari, M.Pd.I as the head of English Education Department and my beloved advisor of this thesis who has helped, guided, motivated, and supported me during writing this thesis.
5. The lecturers of English Department who have given me knowledge.
6. Mr. Rudi Adiwiyarto, S.Pd as the head master of SMA Darul Ulum Tempeh who has given me permission and helped me during my research.

7. Mrs. Rani Kumala Dewi, S.Pd as the English teacher who has helped me in conducting my research in SMA Darul Ulum Tempeh and the students who have gave their time to participate in this research.

May Allah SWT repay all of the kindness of the people who helped me finish this undergraduate thesis. I believe this thesis might have some weaknesses, but I hope this thesis will be useful for readers and other researchers who need it.



Jember, Mei 30<sup>th</sup> 2023  
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## ABSTRACT

Yusrolana, 2023: *The Implementation of Instagram Post as Visual Media to Improve Students' Descriptive Text Writing Skill at the 10th Grade of SMA Darul Ulum Tempeh*

**Keywords:** Writing skill, Descriptive text, Instagram post

This study aimed to improve students writing skill on descriptive text through Instagram media at the 10<sup>th</sup> grade of SMA Darul Ulum Tempeh who had a problem in writing. Based on interview with the English teacher, the students' writing achievement was still low which was percentage 34% or 13 students who passed the KKM score and the average score was 68,8. It happened because the students had a problem in writing skill such as the students had many ideas but they did not know how to express it, they lacked of vocabulary, they did not really understand about grammar, and they felt bored with the media used in writing activity. After discussing with the English teacher, we decided to implement Instagram as media to teach writing and could solve the writing problem in the class.

The research question of this research was "How is the implementation of Instagram post as visual media able to improve students' descriptive text writing skill at the 10<sup>th</sup> grade of SMA Darul Ulum Tempeh?"

The study used Classroom Action Research (CAR). The research design was a collaborative classroom action research. The participants of this research were the students of 10<sup>th</sup> B of SMA Darul Ulum Tempeh which consisted of 38 students. This research was carried out in one cycle, which consisted of planning, acting observing, and reflecting. Data collection technique used in this research were students' writing test, observation, interview, and fieldnote. This research used content validity, which involved the English teacher and the English lecturer as validator of the writing test. The criteria of success in this research were if the students reached the KKM score (75) are equal to or higher than 65% of total students in this research. The result of the students' writing test score after the cycle showed that the average score was 78 and the students who passed the KKM score were 73% or 28 students and for students who did not pass the KKM score was 27% or 10 students. From the result of students' average score, it could be concluded that this research was successful.

Based on the result of the research, it was concluded that by applying Instagram they could more creative and motivated to express their idea related to the topic, they could enrich their vocabulary and their grammar was better than before. In other words, it can be said that the use of Instagram application in learning to write descriptive text at SMA Darul Ulum Tempeh is recommended to improve students' abilities to achieve optimal result.

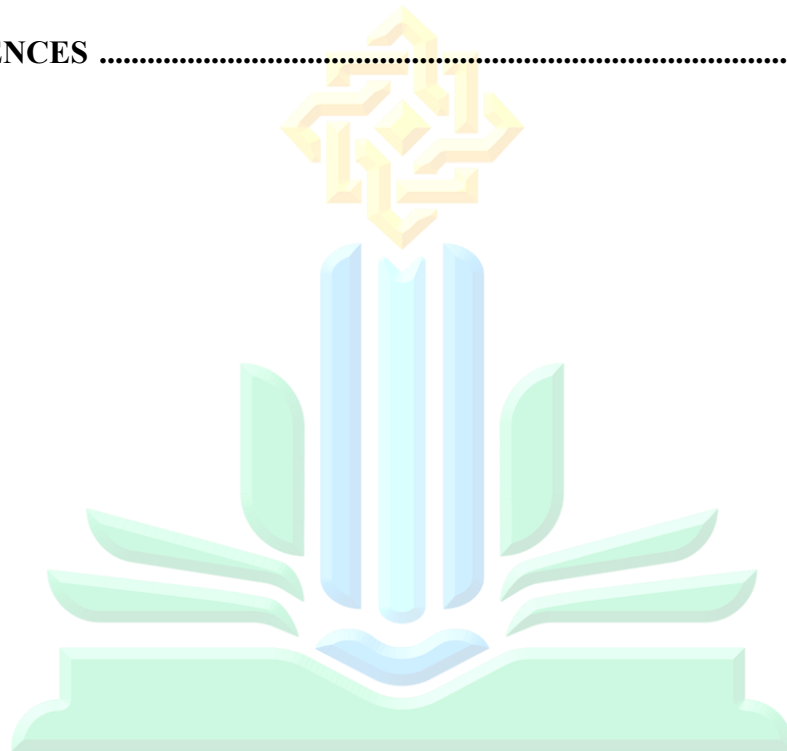


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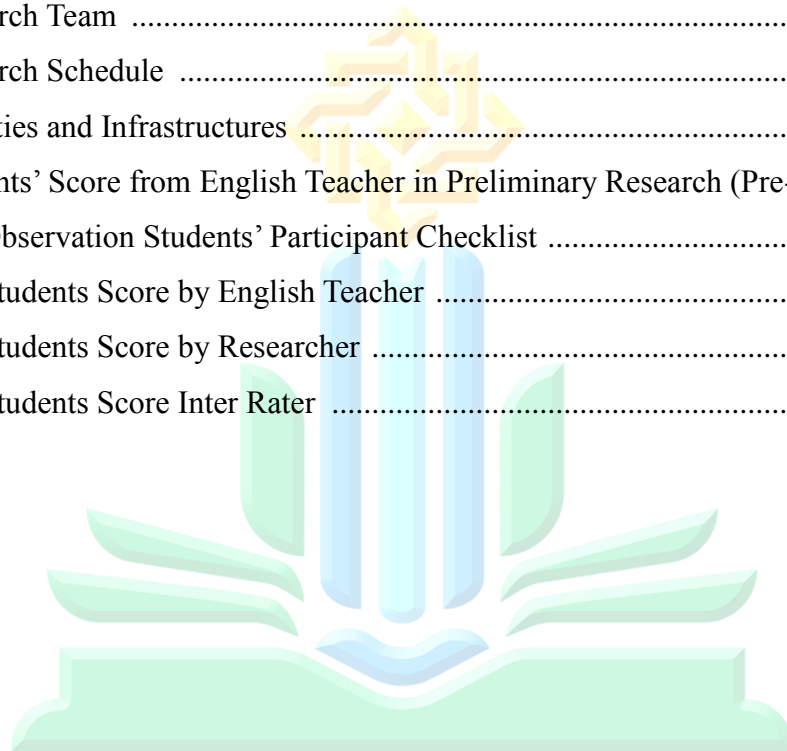
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# CHAPTER 1

## INTRODUCTION

### A. Research Background

Mastery of foreign languages is very important in order to keep up with the progress of time. Foreign language skill is a basic thing that must be possessed by every individual to be able to communicate with other people around the world. Based on article 33 paragraph 3 of Law number 20 of 2003 stated, “Foreign language can be used as the language of instruction in certain educational units to support students’ foreign language skill”.<sup>2</sup> In Indonesia learning foreign language subjects have been applied in schools. Several foreign language subjects are taught such as Arabic, Mandarin, English etc.

English is one of the subjects that are taught in senior high school. There are four skills that students have to learn and mastered in learning English such as, speaking, reading, listening, and writing.

Moreover, writing relates to Qur’an surah Al-Alaq verse 4-5:

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الَّذِي عَلَّمَ بِالْقَلَمِ ۗ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Who has taught (the writing) by the pen (the first person to write was prophet idrees (Enoch))”(4) “*Has taught man that which he knew not*”(5)

So, from the verses above, it can be concluded that human is encourage to write as a means of gaining knowledge. According to tafsir Al Qurtubi, in these verse Allah remind us (human) about benefit of writing and

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<sup>2</sup> Setneg RI, UU No 20-year 2003, article 33.

suggestion for writing, because in the science of writing there is a great wisdom and benefit, which cannot be produced except through writing. Even sciences cannot be published except by writing.<sup>3</sup>

Writing is one way to express feelings, ideas, and experiences in written form. Harmer supports this statement, he stated that writing is a kind of communication to convey ideas or to express feeling through written form.<sup>4</sup> In concert with Broadman and Frydenberg, a descriptive text draws a picture in words so that the readers can catch about the object describe in their mind.<sup>5</sup> Briefly, it can be said that descriptive text is type of text that is used to draw the detail of certain object in writing form. Describing such things help students to use their imaginations to express on their ideas, feeling pr their present and past experience.

Writing has many different forms such as persuasive, narrative, expository and descriptive. In this research the researcher used descriptive text which is focus on describing things, places, emotions, feelings and people.

Writing descriptive text has characteristics that deal with social function, language features, and generic structure.

According to other researchers, Efrianti in her thesis under the title “An analysis of students’ ability in writing generic structure of descriptive text”, she said that in writing students will learn how to organize their ideas and how to write a good content into a text so that they are supported with

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<sup>3</sup> Tafsiralquran.id, “Esensi Qalam dan anjuran menulis dalam Alquran,” accessed September 14, 2022 <https://tafsiralquran.id/esensi-qalam-dan-anjuran-menulis-dalam-alquran/>

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup>* (London: Longman, 2001), 79.

<sup>5</sup> Broadman, C.A & Frydenberg J, *Writing to Communicate: Paragraphs and Essay-3<sup>rd</sup> Edition*, (Newyork: Longman, 2008), 19.

relevant supporting sentences when they write about the object that they want to describe. From this skill, students can also improve their grammar such as how to use correct tenses, articles, adjectives and non-phrases.<sup>6</sup>

As any writing teacher has experienced, many students frequently worried about writing in English.<sup>7</sup> In addition Ikhsan stated that in writing descriptive text, surely many difficulties for students. “Students have trouble producing descriptive text because they lack of motivation, the frequency practice is not enough, and learning method is not correct.”<sup>8</sup>

It also happened in SMA Darul Ulum Tempeh when conducting observation by doing interviewed to Mrs. Rani as English teacher in the 10<sup>th</sup> grade.<sup>9</sup> There were two classes in the 10<sup>th</sup> grade and the students who had the lowest achievement in learning English were the students of 10<sup>th</sup> B. The total students in 10<sup>th</sup> B were 38 students. Based on the result of daily test conducting by the English teacher, there were only 13 students who achieved the KKM score. In other words, the percentage was 35%. The minimal mastery level criterion (KKM) in SMA Darul Ulum Tempeh that must be attained in English was 75. So, by using conventional media like whiteboard and paper, the students did not achieve completeness scores, they feel bored, so changes or innovations in the learning process are very important and must

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<sup>6</sup> Rini Efrianti, “An Analysis of Students’ Ability in Writing Generic Structure of Descriptive Text.” (Skripsi, STKIP PGRI Sumatera, 2015).

<sup>7</sup> Gerlach, V, *Making Sense of Functional Grammar* (Australia: Antiponden Education Enterprose (AEF), 1994).

<sup>8</sup> Nur Ikhsan, “Meningkatkan Kemampuan Menulis Teks Deskriptive Melalui Metode Estafet Writing Di Kelas XI SMAN 2 Rambah Hilir,” Aswir-Astaman (blog), June 26, 2012, <http://aswir-astaman.blogspot.com/2012/06/Meningkatkan-kemampuan-menulis-teks.html?m>

<sup>9</sup> Observation was made at SMA Darul Ulum, March 27, 2023.



be carried out by teachers and candidate teacher. The finding showed that the students had a problem in writing and the teacher need more strategy or media to improve students writing skill.

According to the preliminary study through the interview with the English teacher, the students had a problem in writing. The students did not interest and got bored in learning because there was no innovation, even students had many ideas but they did not know how to express their feelings. Even so, they were confused about word form, word choice, sentence structure and then the students just write their assignment freely. Therefore, many students were not interested or not happy in writing activities.<sup>10</sup>

Based on the preliminary study above, the researcher assumed that the students need innovation or something new in teaching learning process to improve their writing skill. After discussing with the English teacher, we concluded that we would increase the writing skill of the students being 65% or 25 students and the media that could improve students writing skill was Instagram post as visual media.

Therefore, Instagram seems to provide a good environment for students to produce descriptive writing. According to Atmoko, Instagram is an application that is specific to social media.<sup>11</sup> The use of social media has a positive value for users especially for students. As stated by Rokhmawati that learning by using technology as a media can make it easier for students to

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<sup>10</sup> Interview with English teacher at SMA Darul Ulum, March 21, 2023.

<sup>11</sup> Atmoko, B. D, *Instagram Handbook Tips Fotografi Ponsel* (Jakarta: Media Kita, 2012)

understand each material given.<sup>12</sup> Social media can be used as a reference, supporting communication needs, and learning media, especially for foreign language learning. There are so many kinds of social media that can have done by other educators like Youtube, Zoom, Facebook, Instagram etc.

Instagram is a learning medium that can be used and easily accessible by all students because they can already use Instagram properly.<sup>13</sup> Instagram can also be categorized as having quite complete features to support teaching learning process. As Handayani said in her journal, there are two activities that can use Instagram in writing activity, those are: First; writing a caption, Instagram can be a tool to help students to write a descriptive text by use one of Instagram's features. The feature that can use to help students in writing descriptive text is making caption. Second; Photo inspiration, in this activity, teacher can post an interesting photo and then giving some questions that relate to the photo.<sup>14</sup>

In other hand, there were many researchers showed that the implementation of Instagram in language learning was an appropriate technique to improve students' writing skill in descriptive text. The previous research conduct by Sirait J.B and Leni M. with the title "Using Instagram as a Tool for Online Peer Review Activity in Writing Descriptive Text for Senior High School". There were several steps in implementation Instagram; For the

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<sup>12</sup> Suci R. and Henny M., "Penggunaan Instagram Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Inggris," *Media penelitian pendidikan*, 12(2) (December 2018): 1689-1699. <https://doi.org/10.26877/mpp.v12i2.3838>

<sup>13</sup> Zukhruf Ambarsari, "Penggunaan Instagram Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia Pada Era 4.0," *Prosiding Seminar asional PBSI-III*. (Medan, 2020), 82.

<sup>14</sup> Fitri Handayani, "Instagram as a Teaching Tool? Really?," *Proceedings of the Fourth International Seminar on English Language and Teaching*. (ISELT-4, 2016), 325.

first, the students created an Instagram account. The teacher next presented the material about the text. After the students got the material, the teacher instructed them to make the text they had learned. Next, students make the text and then uploaded it on Instagram. Then their friends give comment. After receiving comments, they must revise their draft to make the final version. The result of the research showed that Instagram is convenient and easy to use so that it could motivate students in writing.<sup>15</sup>

Another previous study was conducted by Mursyidah and Maemuna entitled “Instagram as a Media to Foster EFL Students’ English Writing Skill”. The result of the research showed that the data of students’ score of pre-test and post-test was significantly improved. It also supported by interviewed to the students which the result of students’ perception about the use of Instagram as a learning medium were mostly positive. Mursyidah and Maemuna also concluded in their research that the implementation of Instagram media is relevant to the development of English language teaching, especially to create interesting learning strategies that are attractive for students.<sup>16</sup>

One of the reasons why I choose Instagram as media is because it is a social network based on sharing videos and picture where the students can

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<sup>15</sup> J. B. Sirait and Leni Marlina, “Using Instagram as a Tool for Online Peer Review Activity in Writing Descriptive Text for Senior High School,” *Journal of English Language Teaching* 7, no.1 (2018): 291

<sup>16</sup> Mursyidah Saleh and Maemuna Muhayyang, “Instagram as a Media to Foster EFL Students’ English Writing Skill,” *Journal of English Language Teaching* 8, no. 2 (2021): 340.

read and write a caption about the video or picture they post, Listiani<sup>17</sup>. According to Harmer, the use of picture or photograph is very helpful for students to have more creativity in writing especially in describing the picture.<sup>18</sup> That is the reason why I choose Instagram as media.

In this study, the researcher will focus on the use of Instagram as the one of the media for teaching students' writing ability especially in writing descriptive text. In teaching descriptive text, Instagram is considered as an ideal media because by using Instagram it is hoped that students can increase their writing in descriptive text. Moreover, the teacher must be creative in developing and in using Instagram itself. The teacher can also minimize difficulties for students by directing students to write descriptive text using Instagram. Therefore, by using Instagram students can see a picture that shared by other users and they can describe picture using their account Instagram so that the students would feel that it is something new and become their favorite media in learning English.

Based on the problem found out in the preliminary study, so the researcher is interested to conduct the research entitled "The Implementation of Instagram Post as Visual Media to Improve Students' Descriptive Text Writing Skill at the 10<sup>th</sup> Grade of SMA Darul Ulum Tempeh"

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<sup>17</sup> Gisty Listiani, "The effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students with High and Low Motivation," *Journal of English Language Teaching* 5, no. 1 (2016): 4

<sup>18</sup> Jeremy Harmer, *How to Teach Writing* (Harlow, United Kingdom: Pearson Education Limited, 2004)

## **B. Research Question**

Based on the background above, the problem of the study is:

How is the implementation of Instagram post as visual media able to improve students' descriptive text at writing skill the 10<sup>th</sup> grade of SMA Darul Ulum Tempeh?

## **C. Research Objective**

Based on the research problem, the objective of this research is formulated as follow:

To describe the implementation of Instagram post as visual media is able to improve students' descriptive text writing skill at the 10<sup>th</sup> grade of SMA Darul Ulum Tempeh.

## **D. Research Significance**

By doing this research, the writer hopes that the results of this research could be useful for readers as well in the English teaching-learning process especially in improving writing skills.

There are two kinds of significances: Theoretical significance and practical significance.

### **1. Theoretical Significance**

The results of this study are expected to be advice, increase knowledge and information for educators and students regarding the use of social media as learning media.

## 2. Practical Significance

- a. For other readers, the results of this study are expected to be a source of knowledge and are expected to be enrich research references especially in the English education department.
- b. For teachers, the results of this study are expected to be advice for teaching writing skill especially in improving students' writing skills.
- c. For students, the results of this study are expected to provide knowledge or understanding about the use of Instagram as a learning media.

## E. Action Hypothesis

The action hypothesis of this classroom action research is the implementation of Instagram post as visual media can improve students' descriptive text writing skill at the 10<sup>th</sup> grade of SMA Darul Ulum Tempeh.

## F. Definition of Key Term

### 1. Instagram posts as visual media

Instagram is a form of social media that has several features or functions that are suitable for learning to write descriptive text. These features include writing captions that can be added under the picture that will be posted which serves as an explanation of it. The next feature is comment field, this form can be used by the researcher to correct the result of descriptive text that has been made by the students.

It is also a technique of teaching by showing Instagram's posts pictures that have a good description caption. In this study the researcher used Instagram post as visual media to improve students' writing skill.

## 2. Writing skill of descriptive text

Writing is one of skills in English. Writing skill is the skill to express ideas, thoughts, and feelings to other people through writing to make other people or readers can easily understand the ideas conveyed.

Descriptive text is text which the writer tries to describe particular thing/object, person, or place in order the readers are able to understand and to get the same sense as what the writer experienced.

Students writing skill of descriptive text is shown by the students' score after being taught by using Instagram. For the writing test, the researcher asked the students to write about the topic include the aspect of writing in the Instagram Caption.



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## CHAPTER II

### LITERATURE REVIEW

In this chapter, the writer describes some theories and literature related to the problem of this study to provide relevant knowledge in the field.

#### **A. Previous Study**

The first research was from journal, written by Devi Angga Gunantar and Tatas Transinata with the titled “Writing Caption on Instagram as Media for Students’ Motivation and Writing Skill Improvement.” The subject of the research was senior high school in Mranggen Demak. This research used qualitative descriptive method which is focused on extended writing of English language. The result of research showed that the use of picture on Instagram as media can make it easier for students to understand the material given so that it can improve the quality of students writing skill.<sup>19</sup>

The second research was conducted by Sirait J. B and Marlina L., the titled was “Using Instagram as a Tool for Online Peer review in Writing Descriptive Text for Senior High School Students”. The research was used qualitative method. In the research focused on improving students’ ability and interest in writing descriptive text. The research explained about the process of learning writing using Instagram as a tool; for the first, the teacher explained about descriptive text. After the students got the material, next the teacher instructed them to create an Instagram account. After the students created an

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<sup>19</sup> Devi A. Gunantar and Tatas Transinata, “Writing Caption on Instagram as Media for Students’ Motivation and Writing Skill Improvement,” *English Teaching Journal*, no. 1 (February 2019): 30-35.



Instagram account, the teacher asked them to make the text that they had learned and then uploaded in Instagram. Then their friends would give comment. After receiving comment, the last activity is they must revise their draft to make the final version. The result of this research showed that Instagram is convenient and easy to use so that it could motivate students in writing descriptive.<sup>20</sup>

The third research was conducted by Iswar entitled “The Effectiveness of Instastory Instagram Media (IIM) In Developing Students’ English Skills at The First Grade of SMA Negeri 3 Palopo.” This research used Classroom Action Research (CAR) and focused on integrated skill. The result of research showed that the students more interested and enthusiastic when the teacher teaching by using instastory Instagram as the media. It can be concluded that instastory Instagram media is effective way to improve students’ English skills in the learning process.<sup>21</sup>

The fourth research was written by Tiya Anisyah Firdaus, the title is “Improving Secondary School Students’ Recount Text Writing Achievement Through Instagram Mediated Peer Feedback at MAN 1 Jember in Academic Year of 2021/22.” This research used Classroom Action Research (CAR). This research focused on the use of peer feedback through Instagram on Recount text material at 10<sup>th</sup> grade of MAN 1 Jember. The result of research showed that students’ writing was better than before the peer feedback via Instagram

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<sup>20</sup> Sirait J. B and Marlina L. “Using Instagram as a Tool Tool for Online Peer review in Writing Descriptive Text for Senior High School Students,” *Journal of English Language Teaching* 7, no. 1 (2018).

<sup>21</sup> Iswar, “The Effectiveness of Instastory Instagram Media (IIM) In Developing Students’ English Skills at The First Grade of SMA Negeri 3 Palopo,” (Thesis, IAIN Palopo, 2021)

method implemented. There are 90% or 30 students who achieved the minimum score. It means that this research was successful and there was an improvement on the students' writing score.<sup>22</sup>

The fifth research was conducted by Mursyidah Saleh and Maemuna Muhayyang did research about “Instagram as a Media to Foster EFL Students' English Writing Skill.” This research used mix method approach as the combination of quantitative method and qualitative method and focused on extended writing English. The result showed that the use of Instagram as a media in teaching English especially in writing is highly recommended because Instagram provide an ideal platform for students to learn English, so that it can improve students' writing skill. Most of students that is taught using Instagram have a positive perception and they have pleased experienced during the learning process. It can be concluded that students had positive perceptions during the implementation of Instagram as a media for learning process.<sup>23</sup>

**Table 2.1**  
**Differences and Similarities of this research and the previous one**

No	Title	Similarities	Differences
1	Devi Angga Gunantar and Tatas Transinata “Writing Caption on Instagram as Media for	<ul style="list-style-type: none"> <li>Using Instagram as the media on the research.</li> </ul>	<ul style="list-style-type: none"> <li>Employing different research design. Their research used qualitative descriptive method while this research</li> </ul>

<sup>22</sup> Tiya A. F, “Improving Secondary School Students' Recount Text Writing Achievement Through Instagram Mediated Peer Feedback at MAN 1 Jember in Academic Year of 2021/22” (Thesis, UIN KHAS Jember, 2022)

<sup>23</sup> Mursyidah Saleh and Maemuna Muhayyang, “Instagram as a Media to Foster EFL Students' English Writing Skill,” *Journal of English Language Teaching* 8, no. 2 (2021): 331-342, <https://doi.org/10.26858/eltww.v8i2.22588>

	Students' Motivation and Writing Skill Improvement"		<p>used Classroom Action Research (CAR)</p> <ul style="list-style-type: none"> <li>• Different writing text type. Their research focused on extended writing of English but this research focused on descriptive text.</li> <li>• Their research focused on students' motivation and writing skill while this research just focused on writing skill improvement.</li> </ul>
2	Sirait J. B and Marlina L. "Using Instagram as a Tool for Online Peer review in Writing Descriptive Text for Senior High School Students"	<ul style="list-style-type: none"> <li>• Both of researchers use Instagram to improve students writing descriptive text.</li> </ul>	<ul style="list-style-type: none"> <li>• Different research design. Their research was qualitative method while this research was Classroom Action Research (CAR).</li> <li>• Their research implied descriptive text about historical building but this research described natural tourism place.</li> </ul>
3	Iswar "The Effectiveness of Instastory Instagram Media (IIM) In Developing Students' English Skills at the first Grade of SMA Negeri 3 Palopo"	<ul style="list-style-type: none"> <li>• Both of researchers use Instagram as media on the research.</li> <li>• Employing the same research design that classroom action research.</li> </ul>	<ul style="list-style-type: none"> <li>• Different focus skill. Iswar's research focused on integrated skills while this research focused on writing skill.</li> </ul>
4	Tiya Anisyah Firdaus "Improving Secondary	<ul style="list-style-type: none"> <li>• Using Instagram as the media on the research.</li> <li>• Employing the same</li> </ul>	<ul style="list-style-type: none"> <li>• Different writing text type. Tiya's research was Recount text but</li> </ul>

	School Students' Recount Text Writing Achievement Through Instagram Mediated Peer Feedback at MAN 1 Jember in Academic Year of 2021/22"	research design	this research Descriptive text
5	Mursyidah Saleh and Maemuna Muhayyung "Instagram as a Media to Foster EFL Students' English Writing Skill"	<ul style="list-style-type: none"> <li>Using Instagram as the media on the research.</li> </ul>	<ul style="list-style-type: none"> <li>Employing different research design. Their research used mix method approach as the combination of quantitative and qualitative method while this research was Classroom Action Research (CAR).</li> <li>Different writing text type. Their research used Narrative text while this research used Descriptive text</li> </ul>

To distinguish between the present study and the previous study above, the researcher focused on the implementation of Instagram post as visual media to improve students' descriptive text writing skill and this research used Classroom Action Research (CAR). Some previous researches used descriptive text and focused on describing people while the current research used descriptive text and focused on describing tourism place in form of natural tourism. The aspect of writing ability that would be assess in this research was content, organization, vocabulary, grammar, and mechanic.

## B. Theoretical Framework

### 1. The Concept of Writing

#### a. Definition of Writing

Writing is the one of the ways for human to communicate. Communication is not only achieved through speaking but it can also through writing. Through writing people can also transfer knowledge and information to others. In addition, Reszy stated that writing can be said as a mean of communication between the writer and the reader.<sup>24</sup>

#### b. Component of Writing

To write a good paragraph, students must focus on all the writing components such as: the topic sentence, supporting sentence, coherence, cohesion, unity and completeness. According to Boardman, there are six writing components which will be explained as follow:<sup>25</sup>

##### 1) Topic Sentence

A topic sentence is a sentence that indicates the idea of paragraph and also the most important sentence in a paragraph.

There are two parts in a good topic sentence such as the topic and the controlling idea.

<sup>24</sup> Reszy, Y. H, "Teaching Writing Descriptive Text by Using Environmental Observation Strategy," *English Language Teaching*, (2013): 30-38.

<sup>25</sup> Boardman, Cynthia A, and Jia Frydenberg, *Writing to Communicate: Paragraph and Essays 2<sup>nd</sup> Edition* (White Plains: Pearson Educationn. Inc, 2002), 44.

## 2) Supporting Sentence

Supporting sentences are sentences that contain additional ideas that support the main idea in a paragraph by using facts or statistics, examples, and personal experiences.

## 3) Coherence

Coherence is paragraph that consist of sentences that are arranged because they are related to each other according to the principle and the principle may change based on the type of paragraph written. Sorting has three types, those are: logical sorting, chronological sorting, and spatial sorting.

## 4) Cohesion

Cohesion is paragraph where all the supporting sentences are “united” in supporting the topic sentence. There are five important cohesive devices including definite articles, conjunction, pronoun, personal pronoun, synonym.

## 5) Unity

Unity is supporting sentences that relate to the topic sentence. So, when a paragraph has supporting sentences and it is related to the topic sentence, it is called unity.

## 6) Completeness

Completeness means that the paragraph must offer complete information. A paragraph is complete if it has a clear supporting

sentence to explain the main sentence so that the produce of writing can be read and understood by the reader.

### c. Aspect of Writing

According to Hughes, there are five aspects that should be evaluated in writing such as content, organization, vocabulary, grammar, and mechanic which will be explained as follow:<sup>26</sup>

#### 1) Content

Content refers to the ability to use knowledge, comprehensible topic and information, development of thesis, and the interrelation of many details of the relevance of the material and the topic.

#### 2) Organization

Organization refers to the ability to organize ideas logically and cohesively so that the entire paragraph will be unified. In the writing, there must be consist of an introduction, body, and conclusion.

#### 3) Vocabulary

One of the important aspects of language is vocabulary because it refers to the selection of words that are suitable with the content. In addition, vocabulary is also a concern for applied linguistic as well. Thornbury said that without vocabulary nothing

<sup>26</sup> Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 104.

can delivered, this shows how the important of vocabulary learning.

#### 4) Grammar

Grammar is a part of a language's form or structure that deals with sentence-level analysis. Thus, grammar is an explanation of the rules that govern the way sentences are formed.<sup>27</sup>

#### 5) Mechanic

Mechanic refers to spelling and punctuation (i.e. comma (,); point (.); interjection (!) etc.). punctuation helps organize what you write. It adjusts and organizes our words and ideas so that the meaning we want to convey is clear. Those are the core of writing skill and need to be focused when learning to write in English.

From the explanation above about the aspect of writing, this research used those 5 aspects to be asses in writing skill.

#### **d. Process of Writing**

According to journal conducted by Kamehameha School, there are five stages in the writing process. These include pre-writing (planning and outlining), drafting and writing, sharing and responding, editing and revising, and publishing.<sup>28]</sup>

<sup>27</sup> Arthur Hughes, 104.

<sup>28</sup> Kamehameha School, *The Writing Process: An Overview of Research on Teaching Writing as a Process* (2007), 9.



1) Step 1

Pre-writing is an activity before writing a paragraph. The first activity is choosing the topic we will write about, then planning and outlining what we are going to write.

2) Step 2

Drafting and writing is the second step of writing. In this step the writer is asked to make the first version of writing, it can be start from write a rough draft of the ideas.

3) Step 3

The third step is sharing and responding. After the writer make the first draft of writing, then share the draft to other readers or the reviewer and the reviewer will give a feedback or comment about it.

4) Step 4

The fourth step is editing and revising. The writer should edit and make a revision based on the feedback or comment given by the reviewer.

5) Step 5

The last step is publishing. The final draft that has been completed can be share by printing it or publishing it.

## 2. The Concept of Descriptive Text

### a. Definition of Descriptive Text

One kind of text that is learned in Senior High School is descriptive text. According to Henry Guntur Tarigan, descriptive text is text that can describe a story in order to make the reader can understand, feel, and enjoy about the object being discussed.<sup>29</sup>

We often found descriptive text in our daily life. In real life we often communicate with other people by using descriptive text, for example when we watch something interesting then we are amazed of it, so usually we want to tell other people about it. Descriptive means that we make other people “see, listen, smell, or feel” something we see, listen, smell, or feel. We will describe it in our story in the hopes our listener or the reader can imagine what we talk or what we write about.

This research focused on descriptive text which focused on describing place in terms of natural tourism place.

### b. Generic Structure of Descriptive Text

Generic structure is part of text, and each text has a different generic structure. According to Pardiyono, in descriptive text there is generic structure which consist of identification and description, which will be explain as follow:<sup>30</sup>

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<sup>29</sup> Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008)

<sup>30</sup> Pardiyono, *Pasti Bisa: Teaching Genre Based Writing* (Yogyakarta: Penerbit Andi, 2010)

- 1) Identification; introducing about the subject or thing that will be describe. It gives the reader brief details about who, or what of the object.
- 2) Description; focus on specific aspect of the object or thing being describe.

Based on the explanation above, the writer concludes that the generic structure of descriptive text consists of 2 parts, that is; identification and description.

### c. Grammatical Feature of Descriptive Text

There are three grammatical features of descriptive text, they are as follow:<sup>31</sup>

#### 1) Focusing on Specific Noun

The goal of descriptive text is to describe a particular place, person, or thing. A good descriptive text must give detail description to help the reader to imagine the thing. The topic that

will be describe is not general, but more specific. We can give specific details about a place or a person, for example: my city, my mother, my sister, etc.

#### 2) Using Different Kinds of Adjectives

Another feature of descriptive text is using different kinds of adjective. The adjective describes physical qualities, opinion, or classify something. For example: tall, good, excellent, etc.

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<sup>31</sup> Priyana, *Interlanguag: English for Senior High School Students X* (Jakarta: Pusat Perbukuan Department Pendidikan Nasional, 2008), 115.

### 3) Using Simple Present

A descriptive text is usually written in simple present tense.

Simple present tense is used for a present state, a n opinion, a feeling, or the fact that something belongs to someone. It is also used for repeated action such as habits, routines, jobs, habits, and things that always happen.

**Table 2.2**  
**Example of descriptive text**

<b>Element</b>	<b>Example</b>
<b>Identification</b>	Small Seraya Island or better known as Seraya Island is an island located in West Manggarai regency, East Nusa Tenggara, or it is about ten kilometers north of the city center Labuan Bajo. This island is small and has a coastline for about a kilometer. But this island has an incredible beauty and is an ideal place to calm you up or for honeymoon. A visit to this island will make you feel to own an island and a private beach.
<b>Description</b>	The presented landscape will certainly fascinate everyone who visits it. The beach at this island has white sand and the water is quite clear and bluish completed by its underwater beauty. Even when the tide is low, you can walk out to the sea for about 500 meters from the coast. Various activities can be done in this place, such as fishing, swimming and snorkeling. Besides presenting the natural beauty, the island also presents the underwater beauty. It is because the local communities still adhere to their principles for not using equipment such as bomb or cyanide to catch fish. So that environmental sustainability can be maintained very well.

*(Adapted from Buku Pendamping Pembelajaran Pegangan Guru Bahasa Inggris kelas X SMA/MA-1/PN)*

### 3. The Concept of Media

The use of media in the teaching learning process has important role in acquiring knowledge and transferring the material for students. It makes the teacher feel more comfortable and easier to convey the material

to the students, meanwhile the students will be more motivated in learning process.

According to Asyad claimed that, generally media can be characterized as human, materials, or creations of which develop a condition that can help learner to get knowledge, attitude, and skill.<sup>32</sup> The statement above shows that, the media is important in educational process and the students will be easier to understand the lesson through media.

Hornby stated that media is the main ways that many people get information and entertainment, that is; radio, newspaper, television and internet.<sup>33</sup> In addition, the media serves a variety of roles in education. Their primary role is to facilitate the student's learning. The value of media lies in their stimulating effect and ability to project a certain type of experience or perception during the learning process. According to Wahono and Afifah, media can be used to escalate and encourage the students to express their ideas in writing process.<sup>34</sup> With media, it is easier for students to develop their ideas and the teaching and learning writing process will be more interesting.<sup>35</sup>

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<sup>32</sup> Arsyad, Azhar, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2011)

<sup>33</sup> Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English* (England: Oxford University Press, 2006).

<sup>34</sup> Suparwoto Spto Wahono and Kholida Afifah, "The Record of Using Picture Series to Develop Students' Writing Skills," *Journal of English Education* 10, no. 3 (October 2022): 966.

<sup>35</sup> Suparwoto Spto Wahono and Ulfa Khodijatul Q, "Improving Students' Writing Skill Using English Movie with Subtitle," *International Journal of Scientific and Research Publications* 9, no. 12 (December 2019): 593.

According to Sanjaya, there are three kinds of media which will be classified as follow:<sup>36</sup>

a. Audio Media

Audio media is media which can only be heard or only has voice element, such as; song, radio, and recorded.

b. Visual Media

Visual media is a media which can be enjoyed by the sense of sight. The use of social media can facilitate students' comprehension, strengthen memory, and attract students' attention and interest. The visual media can be divided into:

1) Printed Media

Printed media includes magazine, newspaper, text books, and the others.

2) Visual Media

Visual media includes photographs, graphics, pictures, and the others.

c. Audio Visual Media

Audio visual media is media which is not only has a voice but also has image elements (visual) that can be watched, for example video recordings, slides, sounds, film, television, etc.

Based on the classification of media above Instagram can be classified as audio-visual media or just visual media because Instagram

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<sup>36</sup> Wina Sanjaya, *Perencanaan dan Design Sitem Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2008: 163)

can show pictures and videos. In this research, the researcher used picture media on Instagram so this research used visual media.

#### 4. The Definition of Social Media

Social media is a group of Internet-based application that build on ideological and technological foundation of Web 2.0, and allow the creation and exchange of user generated content, Kaplan and Michael said.<sup>37</sup> Social media can be used for the rapid spread of useful information, and also can be used for the proliferation of disinformation and harmful ideas. Basically, social media is a great development of technologies, development of web-based internet, which makes easy for everyone to be able to communicate, participate, share to each other's, and to make an online network.

Curtis in Dan Dao also said that social media is internet sites where people interact freely, sharing and discussing information about each other, using multimedia mix of personal words, pictures, videos, and audio.<sup>38</sup> That is to say, these social media are regarded as the scientific equipment that people use to interact and social media are regarded as the scientific equipment that people use to interact and socialize with each other by creating sharing and commenting among themselves in different networks.

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<sup>37</sup> Andreas M. Kaplan and Michael Haenlein, "Users of the World, Unite! The Challenges and Opportunities of social media," *Business Horizons* 53, no. 1 (2010): 59-68. <https://doi.org/10.1016/j.bushor.2009.09.003>.

<sup>38</sup> Dan V. Dao, "Social Media Classification Scheme in Online Teaching and Learning Activities: A Consideration for Educators," *International Journal of Education and Social Science*, 4 (2015): 85-94.

Based on some definitions of social media above, social media is an online media or digital technology that allows users to interact and communicate with each other freely without being limited by space and time with the internet-based.

The examples of social media that are growing and very well known by the public include Facebook, Twitter, Path, Instagram and many others. In this study, the researcher used Instagram social media as the media.

## 5. The Concept of Instagram

Lisa stated that Instagram comes from the word “instant” or “insta”, like a polaroid camera that was better known as an “instant photo”. Instagram can display photos instantly in appearance. The word “gram” comes from the word “telegram”, which the works of telegram is to send information to other people quickly. It is the same with Instagram can upload photos using the internet, so that the pictures and information conveyed can be sent and shared quickly. That’s why Instagram comes from the word “instant-telegram.”<sup>39</sup>

Atmoko added that Instagram is an application of a smartphone that is specific to social media, which is one of the digital media that have function similar to twitter, but different lies in capturing images in the form or a place to share information about its users.<sup>40</sup> Instagram can

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<sup>39</sup> Lisa Hardianti, “Pengaruh Media Aplikasi Instagram Terhadap Kemampuan Menulis Teks Deskripsi Pada Siswa Kelas VII SMP Swasta Pelita Medan Tahun Pembelajaran 2019/2020” (Skripsi, Universitas Muhammadiyah Sumatera Utara, 2020),15.

<sup>40</sup> Atmoko, B. D, *Instagram Handbook Tips Fotografi Ponsel* (Jakarta: Media Kita, 2012)



provide inspiration for its users and also can increase creativity, because Instagram has features that can make photos become more beautiful, more artistic and become better.

According to Datareportal, Instagram is one of the world's top social platforms. Based on its global advertising audience reach numbers, Instagram has at least 1.440 billion users around the world and placing it 4<sup>th</sup> in the ranking of the world's most active social media platforms in July 2022.<sup>41</sup>

Users communicate with one another by following each other's profiles, which allows them to access the information posted on those profiles and respond by leaving comments or clicking the "like" button. A 'like' is a tag users can place on images to indicate they view them favorably. Instagram users also have ability to chat each other privately using the 'Direct Message'. These facilities allow users to engage in synchronous and asynchronous communication, in both publicly and privately.

Instagram profiles with default settings can be viewed publicly by anybody who visits the site, there is also privacy setting which can restrict the access to one's profile to approved followers only. English language learners 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

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<sup>41</sup> "Instagram Statistics and Trends," Datareportal, accessed November 25, 2022, <http://datareportal.com/essential-instagram-stats>

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.

Caption in Instagram is a brief text that describes an image or video which are usually use to interact what user's intention. Instagram caption turns into extensive thing because the users want to convey ideas about information or messages about what users' feeling or doing. So, Instagram caption is an ideal place to produce descriptive text. The user can describe videos or images that they post using form of descriptive text.

Based on the explanation above, the researcher argue that Instagram is an instant-telegram application. The social system in Instagram is to become a follower of another user's account, or have followers Instagram. So that communication between fellow users Instagram itself can be well established by giving likes and also commenting on photos or videos that have been uploaded by other users.

The use of the Instagram application in learning makes students aware that this application is not only a place to store and publish every photo and video uploaded in a student's personal account, but this application can be a media in the learning process. It shows that learning media can be found in daily life, so that it can generate student motivation in learning.

a. Advantages and disadvantages of Instagram

According to Sindang there are some advantages of Instagram which will be explain as follow:<sup>42</sup>

- 1) Instagram is free and easy to use
- 2) Instagram is a social media application that can be used to self-publish, publish daily events and many others.
- 3) Thus, the themes in learning will be more varied.
- 4) Instagram has the convenience of creating communities and groups, so that learning can be easily seen by other users.
- 5) Instagram has conveniences in finding information and recent events by viewing photos, thus can provide additional value in education.

Besides the advantages, Instagram also has some disadvantages those are:

- 1) Instagram is easy to use in a negative way, for this reason, there needs to be more supervision from the teacher to the students as users in learning activities.

- 2) In using Instagram, very intense communication can occur between fellow users so that it can disturbs the learning process

## **6. Instagram Post as Visual Media to Improve Students' Descriptive Text Writing Skill**

Instagram is basically a part of social networking media. However, in this time Instagram is very popular among teenagers in Indonesia. The

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<sup>42</sup> Astrid Kurnia Sherlyanita & Nur Aini Rakhmawati, "Pengaruh dan Pola Aktivitas Pengguna Internet Serta Meedia Sosial Pada Siswa SMPN 52 Surabaya," *Journal of Information System Engineering and Business Intelligence* 2, no.1 (April 2016) 17-22.

popularity of Instagram certainly indicates that young people in Indonesia has been very advanced in terms of technology, because Instagram is included in the new social media. There are many reasons why they use Instagram, but the main thing is the impact of use Instagram itself. There are many positive and negative impacts of using Instagram. Here the researcher wants to connect the advancement of technology for learning English, especially in teaching writing of descriptive text in senior high school.

Kabilan, Ahmad and Abidin in Kelly states that using Instagram can increase students' motivation because their post will be read by a lot of people, not only by their teacher.<sup>43</sup> In these days, opening the Instagram's site has almost become a daily habit for teenagers, so by connecting it to the lesson, it can increase their motivation and they can always remember the lesson was taught at the class so that it can improve students' English skills especially in writing descriptive text. They will be familiar to use English terms in the Instagram. In addition, the teacher can also give an example to the students that Instagram could also be used as media of learning so that the students can use Instagram in positive terms.

## **7. The Implementation of Instagram Post as Visual Media in Improving Students' Writing Skill**

The implementation of Instagram post a visual media is an alternative ways to improve students' descriptive text writing skill in

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<sup>43</sup> Ronan Kelly, "An Exploration of Instagram to Develop ESL Learners' Writing Proficiency" (Dissertation, Ulster University, 2015), 12.

teaching students senior high school. In this case the teacher uses present tense as a formula in descriptive text. The students should write descriptive text in Instagram caption and give the photo that match with it.

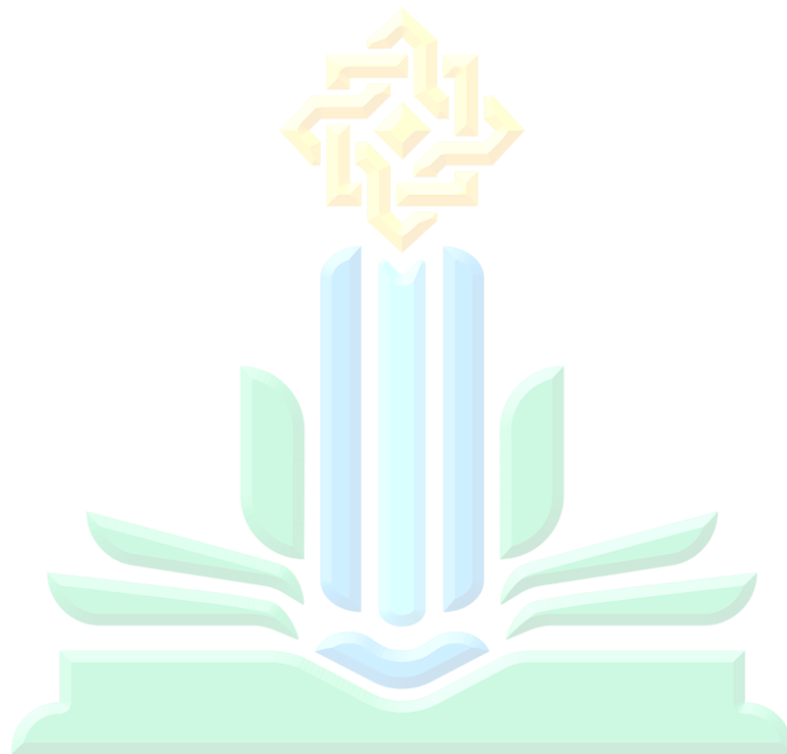
In this study the researcher carried out the steps of Instagram post from Novitasari and Alivi. Are as follow:<sup>44</sup>

- a. The teacher explains and discusses about descriptive text with the students
- b. The teacher gives the example of the material in the Instagram by showing Instagram's posts pictures that have a good description caption.
- c. The teacher asks students to analyze the generic structure, grammar, and adjectives of the text example.
- d. The teacher asks about Instagram especially about their Instagram account
- e. The teacher explains about Instagram to the students
- f. The teacher gives example of how to make descriptive text on the Instagram page with the picture, or give the name of the place.
- g. The teacher asks the students to find at least a picture to use it as a picture that they are going to post.
- h. The teacher gives assignment to students to make a descriptive text about one of natural tourism place then post it on their Instagram account.

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<sup>44</sup> Novitasari & Alivi, J. S., "Instagram: social media as an Instructional Tool to Teach Writing in Large Classes. The 8<sup>th</sup> National English Language Teachers and Lectures Conference (NELTAL). (Malang: State University of Malang Press, 2016), 170.

- i. The teacher asks the students to write the source of the photo they took, write their complete name, add #descriptivetext, and tag the teacher's Instagram account at the end of the caption.



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J E M B E R

## CHAPTER III

### RESEARCH METHOD

This chapter presented about research method. It consisted of research design and procedure, research settings, data collection technique, data analysis technique, and achievement indicator (criteria of success).

#### A. Research Design

This research is classroom action research. Action research is a process of reflective that is carefully considering everything that aims to solve a particular learning and teaching that have been identified.<sup>45</sup> Rustiyanto explained that Classroom Action Research (CAR) is research which the primary focus is the problem faced by the students in the class.<sup>46</sup> From the explanation above, it can be conclude that by conducting classroom action research can solve the problem faced by the students in the classroom. The researcher should do an observation and interview with the English teacher and the specific class that have the lowest writing descriptive score in order to collect the data.

This research is collaborative classroom action research. It means that the researcher collaborated with the English teacher of SMA Darul Ulum Tempeh as observer and collaborator in conducting the research. The researcher's role is as an English teacher who will teach English, while the English teacher's role is an observer or collaborator who observe the action of

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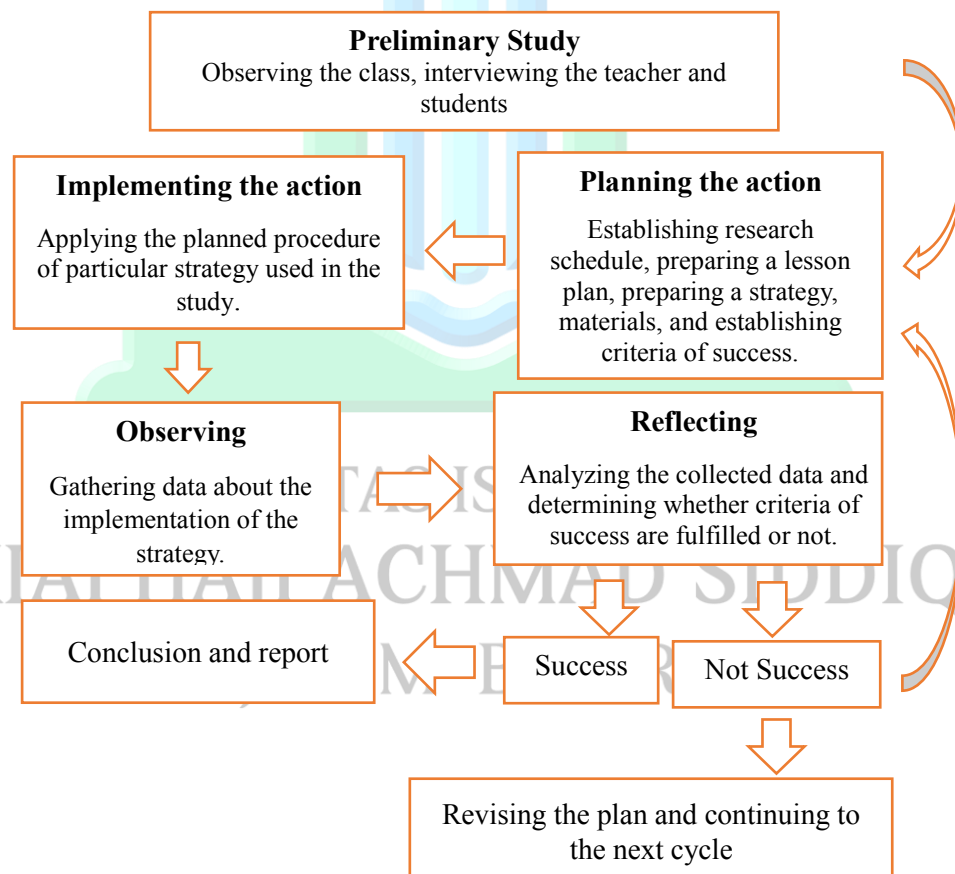
<sup>45</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), 30.

<sup>46</sup> Rustiyanto, m.si dan Tri Wijaya, m. pd., *Penelitian Tindakan Kelas*, (Yogyakarta: noktah 2020), 15

the research while teaching and learning activities happen in the classroom, and also the English teacher acts as collaborator when helping the researcher in designing lesson plan and carrying out the reflection. The researcher and the English teacher decided to agree use Instagram post as visual media to improve students writing skill of descriptive text.

This research adopted the Classroom Action Research procedure by Kemmis and Taggart model 2006, the design of classroom action research can be seen in the following diagram:<sup>47</sup>

**Picture 3.1**  
**Classroom action research cycle**



<sup>47</sup> Rochiati Wiriadmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya, 2006), 66.



## 1. Planning

In the research, planning was the researcher planned an action that was discuss in the first meeting with the teacher based on reflective preliminary observation.<sup>48</sup> In this research the planning was done after identifying and diagnosing the students' problem during learning writing English. In this stage the researcher should prepare lesson plan before teach the students in order to improve their writing skill.

There are several activities that the researcher planned, those are as follow:

- a. The researcher observed the class and interviewed the English teacher and the students about problem in the class and students' writing problem.
- b. The researcher established research schedule.
- c. The researcher determined to choose the Instagram post as a media
- d. The researcher made a lesson plan (the steps of Instagram post was mentioned)
- e. The researcher prepared the material about descriptive text.

## 2. Acting

Acting in classroom action research is an implementation or application by the researcher as a teacher consciously, planned, and

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<sup>48</sup> Rustiyarso and Tri Wijaya, *Penelitian Tindakan Kelas* (Yogyakarta: Noktah, 2020), 41.

accordance with the lesson plan.<sup>49</sup> The researcher taught the students using lesson plan that have been made before. The steps are as follow:

- a. The researcher explained the material about descriptive text. It consisted of the definition, the function, the generic structure, language feature and give example by showing Instagram's posts pictures that have a good description caption.
- b. The teacher asks students to identify the generic structure, grammar, and adjectives of the text example.
- c. The researcher explained about Instagram to the students.
- d. The researcher asked the students to make a descriptive text with the theme natural tourism place and prepare at least a photo then post it on their Instagram account.
- e. The teacher asks the students to write the source of the photo they took, write their complete name, add #descriptivetext, and tag the teacher's Instagram account at the end of the caption.

### 3. Observing

Observing was the time to gathering data and documenting the effect or impact of the actions.<sup>50</sup> It can be concluded that observing is needed to gathering data and documenting of the action. During the implementation of the plan, the researcher collaborated with the English teacher as collaborator to observe the class activities and class situation.

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<sup>49</sup> Rustiyarso and Tri Wijaya, *Penelitian Tindakan Kelas* (Yogyakarta: Noktah, 2020), 43.

<sup>50</sup> Rustiyarso and Tri Wijaya, 45.

The researcher and the collaborator observed the class include of: students' writing activity, students' responses during teaching and learning activities, students' enthusiastic participant during learning process, and while students doing exercise. The researcher and the English teacher also made some notes during observe by using observation checklist. Then the researcher identified whether there was an improvement or not.

#### 4. Reflecting

Reflecting is aimed to reflect or evaluate the stage before.<sup>51</sup> Reflection is conduct to know the strength and weakness using Instagram post as a media. In this stage, the researcher and the collaborator analyzed the result of students' writing test score based on the formula about the average score and the percentage of class which passed the minimal mastery level criterion (KKM) in part of data analysis and based on the criteria of success. If the result of the implementation can improve or reach the criteria of success, it means that the cycle was successful. When the result is successful, the research can stop. But if the result is still failed, the researcher will revise the plan and continue to the next cycle. The researcher and the collaborator agreed that the number of meetings in one cycle were 3 meetings, which was divided as follow: two meetings for teaching or implementing the media and one meeting for test.

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<sup>51</sup> Rustiyarso and Tri Wijaya, *Penelitian Tindakan Kelas* (Yogyakarta: Noktah, 2020), 46.

## 5. Revising the Plan

Revising the plan need to be done if the action of the cycle did not make an improvement on students' writing skill. It means that the revising plan was conditional to the next cycle.

## B. Research Settings, Time of the Research and Research Subject

### 1. Research Setting

The research was conducted in SMA Darul Ulum Tempeh. The reason why the researcher chose this school because Instagram had never been used by English teacher of SMA Darul Ulum Tempeh and the headmaster of SMA Darul Ulum Tempeh had given permission to conduct this research. Then the researcher decided to take research in SMA Darul Ulum Tempeh.

### 2. Time of the research

This Classroom Action Research (CAR) was carried out through one cycle to improve students' writing skill of descriptive text by using Instagram post as visual media.

### 3. Research Subject

The participants of this research were the students of the 10<sup>th</sup> B grade. The class have 38 students, consist of 27 students are female and 11 students are male. The subject is choosing because in this class had problems in writing and most of the students in this class had a low score. The students who passed the KKM score was 35% or 13 students, and who not passed the KKM score was 65% or 25 students. That was the reason

why they need a strategy or media in learning writing English to help them in improving writing skill.

### **C. Procedure of the Study**

In a cycle, there are four components for doing classroom action research. Those are: planning, acting, observing, reflecting. In this research, the researcher used one cycle. The researcher collaborated with the English teacher who taught English in class 10<sup>th</sup> B. The activities that be done in one cycle were as follow:

#### **1. Pre-cycle**

In the pre-cycle, the researcher conducted an interview with the English teacher and observed the students' activities in the class. As a result, the researcher knew the problem that was happening to the students and their difficulties in writing skill, and the researcher also knew the students' score from the English teacher as collaborator of this research.

#### **2. Cycle 1**

##### **a. Planning**

Planning is the first step in the classroom action research procedure. This activity cover problem identification. Knowing the problem allows the researcher and collaborator to find better solution to solve the solution that arose. After the problem face by the students known, the researcher and English teacher collaborate to plan everything needed in order to solve the problem. There were several activities that the researcher planned:

- 1) Arranging the lesson plan
- 2) Preparing the media related to the material
- 3) Preparing teaching material (about descriptive text)
- 4) Preparing observation checklist and field note
- 5) Making the test instruction

b. Acting

Action is the process of doing something. Or it can be said that action is carried out in the classroom by implementing plan that have been made, namely the use of Instagram posts as visual media. Action in classroom action research is a core activity, because in the implementation there will be observations and assessments. The researcher has implemented the lesson plan made before. The steps were as follow:

- 1) The researcher explained the material that is about descriptive text.
- 2) The researcher introduced Instagram post as visual media to students.

3) The researcher asked the students related to the material (descriptive text).

4) The researcher asked the students to do what teacher's instruction.

c. Observing

Observation is carried out simultaneously at the time of implementing/acting. At this stage, observation is made on the learning

process which using Instagram as the media. The purpose of observation is to obtain in-depth information about the

learning process. The observation was done to check were as follow:

- 1) The students' activity in the classroom.
- 2) The students' response during teaching and learning process (KBM) in the class.
- 3) The students' writing skill improvement; content, organization, grammar, vocabulary, and mechanic.

d. Reflecting

After doing observation of class action, the next step is to reflect. In the reflection process, the results obtained during the observation are analyzed whether they are as expected or not. In this case if the results are not in accordance with the expected goals, then it is necessary planning for the next cycle. In this stage, based on the data

had been collected, the researcher and the English teacher discussed and made evaluation to determine the next cycle.

#### **D. Technique of Collecting Data**

1. Writing test

Test is a way to measure students' ability, such as the student's skill at in the beginning, the progress of students in learning and the students'

skill improvement during the treatment and in the last cycle.<sup>52</sup> There are three types of tests, such as; quiz, spoken test and writing test. In this research, the researcher used writing test.

To get the result data of the research, the researcher and the English teacher gave writing test to students in the last steps of a cycle. The test was about writing test, and the test is done individually. The material was about descriptive text and the language feature is simple present tense (focused on describing place about the natural tourism place). To support the test, the researcher asked the students to write descriptive text about natural tourism place in Instagram caption form. From this activity the researcher and the English teacher as a collaborator would take a score to check the students' improvement in writing skill.

Then the test result was examined and score by using an assessment element consisting of; content, organization, vocabulary, grammar and mechanic. The researcher checked the content and organization of the caption (writing descriptive) to determine the students understanding about the material that is about descriptive text. The researcher checked the grammar and mechanic because the material is simple present tense and to know students understanding about punctuation, capitalization, and correct spelling in English. The researcher checked the students' vocabulary to know their knowledge about the text they made. It is related to the Hughes, there are five aspects that should be

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<sup>52</sup> Departemen Pendidikan dan kebudayaan direktorat jendral Pendidikan dasar dan menengah direktorat Pendidikan umum, *Penelitian Tindakan (Action Research)*, (Bandung: Alfabeta,1999), 33-34.



evaluated in writing such as content, organization, vocabulary, grammar, and mechanic.<sup>53</sup> The scoring rubric is used for measuring students writing test, adopted from Jacobs et al in Hughes that presented in the table below.<sup>54</sup>

**Table 3.1**  
**Scoring Rubric for Writing Test**

Aspect	Score	Criteria
CONTENT	16-20	EXCELLENT: knowledgeable – substantive - relevant to the assigned topic
	11-15	GOOD: some knowledgeable of the subject – adequate range – mostly relevant to the topic, but lacks detail.
	6-10	FAIR: limited knowledge of subject – little substance – inadequate development of the topic.
	1-5	POOR: does not show knowledge of the subject – non substantive – not relevant – or not enough to evaluate.
ORGANIZATION	16-20	EXCELLENT: fluent expression – ideas clearly stated – well-organized/supported – logical sequencing – cohesive.
	11-15	GOOD: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	6-10	FAIR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.
	1-5	POOR: does not communicate – no organization – or not enough to evaluate.
VOCABULARY	16-20	EXCELLENT: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	11-15	GOOD: adequate range – occasional errors of word/idiom for, choice, usage but meaning not obscured.

<sup>53</sup> Arthur Hughes, *Testing for Language Teachers* 2<sup>nd</sup> edition (Cambridge: Cambridge University Press, 2003), 104.

<sup>54</sup> Arthur Hughes, 104

	6-10	FAIR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.
	1-5	POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
GRAMMAR	16-20	EXCELLENT: effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	11-15	GOOD: affective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	6-10	FAIR: major problems in simple/complex constructions – frequent errors of negation, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	1-5	POOR: virtually no mastery of sentence construction rules – dominated by errors – or not enough to evaluate.
MECHANICS	16-20	EXCELLENT: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	11-15	GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	6-10	FAIR: frequent errors of spelling, punctuation, capitalization – meaning confused obscured.
	1-5	POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – or not enough to evaluate.

## 2. Observation

In this case, the researcher did observation in the teaching learning process in SMA Darul Ulum Tempeh especially in 10<sup>th</sup> B in academic year 2022/2023 as preliminary study to know the teacher performance and the class situation during teaching learning process (KBM).

## 3. Interview

In this research, interview data was used to collect the data or information that cannot be obtain through observation. The data gathered from the interview process to get the result and to test the correctness answer.<sup>55</sup> There are three kinds of interview data, structured interview, semi-structured interview, and unstructured interview. In this research, the researcher used semi-structured interview.

The researcher interviewed the English teacher and the students of 10<sup>th</sup> grade in SMA Darul Ulum Tempeh. The first, the researcher interviewed the English teacher to get the data about students' writing problem in the classroom, such as the students' problem in learning writing, students' situation during teaching learning process, and students' writing score. The second, the researcher interviewed the students about problem faced in learning writing.

## E. Data Analysis Technique

The analysis data in this research could be obtain by using two data. Those are quantitative and qualitative data.

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<sup>55</sup> Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan*, (Bandung: Alfabeta, 2016), 161.

1. Quantitative data, in this stage the descriptive statistical analysis is used by the researcher to find the average score of students' writing skill and the class percentage.

a. In analyzing the data, the researcher tries to get the average of students' writing descriptive score. The formula is as follow:

$$X = \frac{\sum xn}{n}$$

X : mean

$\sum xn$  : individual score

N : number of students

b. To calculate the percentage of student completeness that passed the KKM (75) which got from the school agreement at SMA Darul Ulum Tempeh, it using the formula:<sup>56</sup>

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

P: The class percentage

F: Number of Students

**Table 3.2**  
**Criteria of Percentage of Writing Skill<sup>57</sup>**

Final Score (%)	Skill Criteria
85-100%	Very Good
70-84%	Good
55-69%	Enough
≤54%	Poor

<sup>56</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

<sup>57</sup> Oemar Hamalik, *Teknik Pengukur dan Evaluasi Pendidikan*, (Bandung: Mandar Maju, 1989), hal. 122.

2. Qualitative data, in this case qualitative data explained the description of observation students' activities during teaching learning process (KBM) and the interview before and after the implementation of classroom action research. The description of observation students' activities included students' activities, students' expression, students' enthusiasm in learning process, and students' confidence.

#### **F. Validity Data**

The validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Heaton stated that, every test whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it.<sup>58</sup> From the explanation above we could see that the test should aim to provide accurately measure of the particular skill which it is intended to measure. There are many kinds of validity data, such as: face validity, construct validity, empirical validity, consequential validity and content validity.

In this research, the researcher applied content validity. According to Heaton, content validity depends on a careful analysis of language being tested and the specific course objectives.<sup>59</sup> The test should be designed to include a representative sample of the course and it should be clear how the test items relate to the course objectives. Before conducting the test, for the first the test would be checked for validity of the research. To try the content of validity the researcher compared the contents of the subject instruments

<sup>58</sup> J.B Heaton, *Writing English Language Test*, (London and New York, 2000), 159.

<sup>59</sup> J.B Heaton, *Writing English Language Test*, (London and New York, 2000), 160.

based on English curriculum and syllabus. Then, after all item were compared, the researcher could do the treatment. For making test validity, the researcher used two expert judgments, the first was Mrs. Rani Kumala Dewi, S.Pd as an English teacher in SMA Darul Ulum Tempeh and the second was Mr. Ihyak Mustofa, S.S, M.Li as an English lecturer at UIN KHAS Jember.

### G. Criteria of Success

This research will be successful if the percentage of students learning result after the cycle increases with the minimum score is 75 are equal to or higher than 65% of total students in the 10<sup>th</sup> B of SMA Darul Ulum Tempeh.

### H. Research Team

In this case, the research team of this classroom action research consist of: the researcher, the English teacher of SMA Darul Ulum Tempeh, and the English lecturer of UIN KHAS Jember. The research team table are as follow:

**Table 3.3**  
**Research Team**

No	Name	Task
1	Yusrolana	Researcher
2	Rani Kumala Dwi, S.Pd	Collaborator
3	Ihyak Mustofa, S. S, M.Li	Validator

### I. Research Schedule

In this research, the researcher explained the research schedule, as follow:

**Table 3.4**  
**Research Schedule**

No	Activities	March			April						
		<i>Week</i>									
		3	4		1		2		3	4	
	1	2	1	2	1	2					
1.	<b>Preparation</b>										
	Arrange the concept of the research	✓	✓								
	Arrange the instrument of the research	✓	✓								
	Pre-cycle		✓								
2.	<b>Action or implementation</b>										
	Treatment 1 (Cycle 1)			✓							
	Treatment 2 (Cycle 1)				✓						
	Post-test (Cycle 1)						✓				
3.	<b>Report of the Research</b>										
	Arrange the draft report							✓	✓		
	Complete the report								✓	✓	

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## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter explains about profile of the school, research findings and discussion. The detail of research processes was presented below:

#### A. Overview of Research Objects

##### 1. Profile of SMA Darul Ulum Tempeh

SMA Darul Ulum Tempeh was located in Hasanudin street, No. 28, Krajan 3, Pandanwangi - Tempeh – Lumajang.<sup>60</sup> This school has three grades consist of class 10<sup>th</sup> A and class 10<sup>th</sup> B, class 11<sup>th</sup> A and class 11<sup>th</sup> B, and class 12<sup>th</sup>. It also received their “accredited B” status. This school was founded by KH. Mahrus Ali Mujana in year 2005. SMA Darul Ulum is one of the Islamic schools in Lumajang. SMA Darul Ulum is held to develop attitudes, abilities, knowledge, and skill of the students that are prepared to live in the society and prepare students for the future to enter the higher education.

##### 2. Vision and Mission of SMA Darul Ulum Tempeh

###### a. The Vision of SMA Darul Ulum Tempeh

“The realization of intelligent human beings who have noble character science and technology as well as environmental awareness”.<sup>61</sup>

###### b. The Mission of SMA Darul Ulum Tempeh

1) Improving services of character learning.

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<sup>60</sup> See appendix 17

<sup>61</sup> SMA Darul Ulum Tempeh, “Visi dan Misi SMA Darul Ulum Tempeh,” 01 April 2023.



- 2) Improving ICT-based learning services.
- 3) Carry out quality learning.
- 4) Improving the implementation of environmental education.<sup>62</sup>

### 3. Featured Program (extracurricular activities)

There are some extracurricular activities in SMA Darul Ulum, those are: kaligrafi, badminton, qiroatul Qur'an, MUA, knitting, and sewing.

### 4. Facilities and Infrastructures

**Table 4.1**  
**Facilities and Ifrastructures**

No	Facilities	Amount	Condition
1	Headmaster's Offices	1	Good
2	Teachers' Room	1	Good
3	Administration Offices	1	Good
4	Library	1	Good
5	Classroom	5	Good
6	Musholla	1	Good
7	Teachers' Toilet	2	Good
8	Canteen	1	Good
9	Laboratory	1	Good
10	Hall	1	Good
11	Living Room	1	Good
12	Guidance and Counselling Room (BK)	1	Good
13	Students Council Room (OSWAS)	1	Good
14	UKS Room	1	Good

### B. Research Findings

This section included the result of Classroom Action Research (CAR).

The research findings obtained from the beginning to the end of teaching learning process. This research adopted Kemmis and McTaggart's model and

<sup>62</sup> SMA Darul Ulum, 01 April 2023.

this research was carried out in one cycle. In a cycle consisted of four main stages: planning, implementing or acting, observing and reflecting. The research was conducted of three meetings in one cycle consisted of two meeting for acting or implementing and one meeting for conduct writing test. Each meeting was held on Thursday in a week. The first meeting was held on 30<sup>th</sup> of March 2023 and the second meeting was on 6<sup>th</sup> April 2023. The classroom action research was conducted at SMA Darul Ulum Tempeh in academic year 2022/2023. The participants of the research were the 10<sup>th</sup> B grade of social class, which consisted of 38 students. The finding of the cycle could be described as follows:

### **1. Research Findings in the Pre-Cycle (Before the Action)**

The researcher carried out the pre-cycle before implementing the action. For the first the researcher conducted an interview with the English teacher and the students of 10<sup>th</sup> B grade of SMA Darul Ulum Tempeh. The goal of this activity was to identify the students' problem during teaching and learning process. After the interview, the researcher also carried out the observation activities to observe the students' learning process and students' condition during teaching and learning process.

The result of interviewing with the English teacher showed that the students had a low score in writing skill.<sup>63</sup> The researcher was informed by the English teacher that the students had a low score in English subject. The teacher said that 10<sup>th</sup> B was class that had a lowest score and the

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<sup>63</sup> See appendix 6

English teacher also explained the problems' faced by the students during teaching and learning process. The students had many ideas but they did not know how to express it, they lacked of vocabulary, and they did not really understand about grammar because they felt bored and did not interest in learning new language.

The researcher prepared the teaching material based on topic stated in curriculum. The material was about Descriptive text. The researcher made one lesson plan for each meeting. It could be seen in appendix 5. In this study, the researcher got the students' writing score from the English teacher of 10<sup>th</sup> B of SMA Darul Ulum Tempeh. The writing assessment of the students' score in pre-cycle are same with the researcher aspect assessment of students' score. The result of pre-cycle showed that there were many students who had a low score under the minimum mastery score (KKM) 75. The students' score of pre-cycle are as follow:

**Table 4.2**  
**Students' Writing Score from English Teacher in Preliminary Research (pre-cycle)**

No	Name of Students'	Students' Score					Students' Score
		C	O	V	G	M	
1	AZZZ	13	12	12	11	12	60
2	AAP	15	17	13	18	14	77
3	AFA	12	12	11	13	12	60
4	AUH	15	15	13	17	18	78
5	CBMI	17	15	14	17	15	78
6	DA	14	13	12	13	13	65
7	DKM	16	16	15	16	14	77
8	DAF	18	15	16	16	15	80
9	DS	15	16	15	18	15	79
10	DJS	16	15	14	17	15	77
11	DFH	17	15	15	17	16	80

No	Name of Students'	Students' Score					Students' Score
		C	O	V	G	M	
12	DRR	16	16	15	16	16	79
13	EM	14	12	13	13	12	64
14	EI	15	16	14	17	15	77
15	FR	14	12	13	14	12	64
16	HA	14	13	13	13	14	67
17	LRM	13	12	14	13	13	65
18	MMN	15	14	15	16	18	78
19	MHS	15	13	13	14	13	68
20	MJE	15	13	14	15	14	70
21	MAY	14	13	13	12	13	65
22	MR	14	12	13	12	13	64
23	MH	17	15	15	17	14	78
24	PDAP	14	12	13	13	13	65
25	RYA	13	12	11	12	12	60
26	RA	16	13	12	14	13	67
27	SA	14	13	12	13	13	65
28	SNF	12	12	11	12	13	60
29	SNH	13	12	12	11	12	60
30	SR	12	12	11	13	12	60
31	SRM	15	12	13	13	14	67
32	SW	17	15	15	15	15	77
33	SS	13	12	13	13	12	63
34	S	12	12	13	11	12	60
35	VA	15	14	13	15	12	68
36	VLA	14	13	13	12	13	65
37	ZR	13	12	12	11	12	60
38	DF	15	13	14	15	13	70
Total							2.617

The researcher calculated the data by using the formula below:<sup>64</sup>

a. Mean of the students' 10<sup>th</sup> B class score=

$$\bar{X} = \frac{\sum xn}{n}$$

$$= \frac{2.632}{38}$$

$$= 68,8$$

X : mean

<sup>64</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

$\sum xn$ : individual score

N : number of students

b. Percentage of completeness of writing skill=

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

$$= \frac{13}{38} \times 100\%$$

$$= 34\%$$

P: The class percentage

F: Number of Students

The result of the pre-cycle above could be concluded the data in the preliminary research (pre-cycle), the students' mean score was 68,8 and the percentage of the students who reached the KKM (75) was 34% or 13 students. It could be said that the students' writing skill was still low. The further action in better learning was needed to improve students' writing skill. Therefore, the researcher hoped that by using Instagram post as a media could be the solutions and improve students' writing skill.

## 2. Research Findings in Cycle 1

In this cycle, the researcher used some steps to implement the media, these were including: planning, acting, observing, and reflecting. The details of the activity were as follow:

### a. Planning

All elements required to conduct this study were completed during the planning stage. Those are timetable, lesson plan, study material, written test, and observation checklist. Then, in regards to the

lesson plan and the learning materials, they had been designed based on the curriculum and school's syllabus. The test was designed to see the improvement of students' writing skill. Also, field note and observation checklist were used in this study.

At the outset, the researcher met with the English teacher to discuss about the students' writing problem during the teaching and learning process. The researcher interviewed the English teacher on Tuesday, 21<sup>st</sup> March 2023 in teacher's room of SMA Darul Ulum Tempeh. The result of the interview showed that the students' writing skill was still low.<sup>65</sup> The English teacher explained to the researcher that the students had a low score in English especially in Writing. The teacher said that 10<sup>th</sup> B was class that had a lowest score and the English teacher also explained the problems' faced by the students in the class during teaching and learning process. There were some difficulties faced by the students in writing English, such as students did not interest and got bored in learning, even students had many ideas but they did not know how to express their feelings. Even so, they were confused about word form, word choice, and sentence structure.

The English teacher said that she used various teaching method in teaching English to improve the students' writing skill. Sometimes the teacher used conventional method but the students were bored and

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<sup>65</sup> See appendix 6

sleepy. Sometimes, she gave video then asked the students to write a word then ask them to create new sentence using the word they had, but the result of using the method many students were still not interest to write so they just write freely.

After interviewed the English teacher, the researcher interviewed the student of 10<sup>th</sup> B to know the problems. The result of interview with the students of 10<sup>th</sup> B, students showed that they did not interest and bored in writing.<sup>66</sup> They had any ideas but they did not know how to express it because they did not understand well about grammar and vocabulary.

To make sure the answer from English teacher and the students, the researcher observed the class situation to know more about students' writing problems during teaching and learning process. During teaching and learning process the English teacher used conventional method, and the English teacher gave the students assignment from textbook and students worksheet.<sup>67</sup> The result of observation showed that the result was the same with the interview from the English teacher and the students.

After interviewing and observing, the researcher assumed that the students need a new strategy or media to improve their writing skill. When the English teacher always used conventional method or video to improve the students' writing skill, but the method was failed,

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<sup>66</sup> Appendix 6

<sup>67</sup> See appendix 8

the students were still bored, sleepy, and not interest during learning process, there was no improvement in their writing test score.

So, the researcher concluded that they need a new strategy or media in learning process to make them enjoy, interest, and be spirit in learning process, could improve their writing skill, and the media could solve the students' problem in writing during teaching and learning process. The researcher asked the English teacher's opinion as the collaborator in this research about Instagram post as a media in teaching and learning process to improve students' writing skill. The English teacher agreed if the researcher taught writing using Instagram because the teacher never used Instagram as a media in teaching and learning process.

In addition, the researcher and the English teacher analyzed the syllabus. The researcher also made a lesson plan for teaching and learning process, prepared the media, and material which were appropriate with the standard and basic competence in curriculum of education.<sup>68</sup>

In this research, the researcher used Instagram post as a media in teaching and learning process. The material of this research was descriptive text (Interesting places in Indonesia), the researcher conducted three meetings in one cycle, two meetings for teaching and one meeting for writing test. When the researcher discussed with the

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<sup>68</sup> See appendix 4



English teacher about lesson plan, the researcher also explained to the English teacher as a collaborator of this research about what should the researcher do and what should the collaborator do in the class. In conducting this research, the researcher's role was an English teacher who taught writing English, while the real English teacher's role was an observer or collaborator who observed the class situation and students' response during teaching and learning process. So, during the teaching and learning process the teacher helped the researcher to make a field note.

#### **b. Acting**

In the implementation of the acting, the researcher taught writing in one cycle consisted of three meetings, two meetings were for teaching and one meeting was for writing test. The steps of teaching writing were based on the lesson plan had been made. The description of each meeting was explained below:

##### **1) The First Meeting**

The first meeting was conducted on Thursday, March 30<sup>th</sup> 2023 at 07.15-08.25 in 10<sup>th</sup> B class. The researcher conducted the teaching and learning process accompanied with the English teacher as collaborator. This research was collaborative classroom action research. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observed the class and made a field note to know the class situation

and the result of students' activities during teaching and learning process. Before starting the class, the researcher introduced herself and explained the purpose of this research.

After preparing all the materials, the researcher continued the session with greeting to the students, asking them to pray, checking the student's attendance list and asking them about their feeling and condition. The researcher also explained to them about what they were going to learn in the meeting.<sup>69</sup>

The condition of 10<sup>th</sup> B was happy and enjoyed. In this meeting, the students were present in the class only 32 students, because 6 students were got permit. Among of them got a sick and got family business so they could not join the class. After that, the teacher prepared the laptop and the LCD, next the teacher started the class by explaining the material about descriptive text.

Descriptive in this research was focused on tourism place (theme:

interesting places in Indonesia). The researcher began to explained about the definition of descriptive text, the generic structure and continued by the language features of descriptive text. The researcher also explained about simple present tense (the definition and the formula of present tense) because it was a language feature of descriptive text.

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<sup>69</sup> See appendix 5

After explaining the materials, the researcher continued with explaining the example of descriptive text by showing Instagram's posts pictures that have a good description caption as a media. Then, the researcher gave another example about the description of Papuma beach. The researcher read the text while asking question according to the materials explained earlier related to the descriptive text of tourism place. The researcher gave the question about Papuma beach. In this moment, the researcher gave a chance for students who wanted to answer the question. There was a student who raised her hand to answer the question from the researcher, her name is Dina. The researcher said:

From the description of Papuma beach, which one is the Identification and which one is the description?. Dina answered: The first paragraph is identification because it described the place in general and the second paragraph is the description miss.

She answered the question correctly and loudly. The

researcher said *good job* and the researcher asked other students to give applause for her.



**Picture 4.1**  
**Student answer the teacher's question**

Next, the researcher continued to explained about the use of Instagram. The researcher explained about the features of Instagram and asked about their Instagram account. In this moment there is student who did not have Instagram account, so, the researcher helped him by giving procedure how to create it.

After explaining the material, the researcher asked the students to ask question if they did not understand about the material. There is a student who asked to the researcher, her name was Rasti:

*“Miss saya mau bertanya”, “Iya Rasti, silahkan”* researcher said. Rasti: *“Miss kenapa descriptive text menggunakan simple present tense?”*, the researcher: *“good question Rasti. Seperti yang saya jelaskan tadi mengenai simple present tense, bahwa simple present tense digunakan untuk menyampaikan fakta, jadi descriptive text memakai simple present tense karna menggambarkan sebuah fakta dari objek yang kita deskripsikan mbak. Bisa dipahami mbak?”*. Rasti: *“Iya miss paham, terimakasih miss”*.

The students enjoyed the class and focused to hear the explanation from the researcher. There were 5 students who felt sleepy, speak with their friend and make the class noisy and never tried to focus in learning process.



**Picture 4.2**  
The researcher explained the material to the students

After that, the researcher showed descriptive text on the Instagram page in projector screen. Next, the researcher threw the ball to the students then the students who get the ball will come to the front of class to answer the question from the teacher. The question related to the material and example of descriptive text shown.

The questions were:

- a) What do you know about descriptive text?
- b) What are generic structures of descriptive text?
- c) From this example of description text, which one is the Identification and which one is the description?
- d) Mention the example of simple present tense from this description text!

The student who has answered the question from the researcher, threw the ball to their friends who had not got the ball. The students took turn coming forward, and answering the question from the teacher.

After implementing the first treatment of Instagram, the researcher made a conclusion about the material that had been learned to make the students more understand. The researcher taught the students based on the lesson plan and syllabus. The researcher also checked the field note from the English teacher

during teaching and learning process, to know the result of teaching and learning process in one meeting.

Based on the field note made by the English teacher, the students were interested during learning using Instagram.<sup>70</sup> The students could understand the material well. They could understand about the meaning, the purpose, generic structure, and language features of descriptive text. The students felt enjoyed and focused during the researcher explaining the material. They could answer the question from the teacher and they could express their opinion well about the material but did not know how to write descriptive text. Therefore, the researcher should make an effort to confirm the improvement of students' writing skill at the second meeting.

## 2) The Second Meeting

The second meeting was conducted on Thursday, April 6<sup>th</sup> 2023 at 07.15-08.25 in 10<sup>th</sup> B class. In the second meeting the

researcher and the collaborator came to 10<sup>th</sup> B class. The activity of the second meeting was not different from the first meeting. The English teacher helped the researcher to observe the class situation and make field note to know the result of teaching learning process in the second meeting. The researcher started the meeting with greetings and asked the students to pray. After that the researcher checked the students' attendance list and asked the students

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<sup>70</sup> See appendix 11

condition to warming the class situation. On that day, the students were present in the class only 36 students, because 2 students were got permit. They were getting sick so they could not join the class.

Previously, the researcher reviewed the last meeting to refresh the students' memories about descriptive text. The researcher asked some question to the students. The researcher:

“Do you still remember about descriptive text?” The students: “Yes mis” The researcher: “What is the definition of descriptive text?” Some students: “*Sebuah teks yang menjelaskan atau mendeskripsikan objek, bisa orang, hewan, benda atau tempat*” (descriptive text is a text that explains and describes a person, thing, or a place) The researcher: “Good job! how about the generic structure of descriptive text?” Some students: “There are two, identification and description which contains special characteristic” The researcher: “Okey good answer”.

There were 5 students were still confused about descriptive text.



**Picture 4.3**

**The students answer the researcher question**

In this meeting the researcher explained again about descriptive text but in this meeting the researcher focused the material about present tense and example of positive, negative and interrogative. The researcher also explained to the students how to



make descriptive text by using present tense through Instagram as a media.

After explaining the material, the researcher divided the students in a group and each group consisted of 3 students. The researcher showed the Instagram post picture that have a good description caption by different post with the first meeting. The researcher asked the students to analyze the caption by writing the generic structure, language feature, adjective (also the meaning of the adjective), and the teacher asked them to write the main idea of the second paragraph. The researcher also explained to the students that who could answer correctly and quickly they would get a reward from the researcher. The students were really happy and more focus in learning process.

Finally, the class was done and the lesson ended. The researcher determined the first winner, and the second winner. The

first winner was group 5 because they could answer correctly and mention all the adjective (and its meaning) of the caption and the second winner was group 7 because they could answer correctly and mention 5/7 adjective (and its meaning) of the caption. The students were happy and active in this meeting and the researcher easy to control the students.

In the end of the class, the researcher concluded the material to strengthen the students' understanding. The researcher also



asked the students about their feeling whether they enjoy or not with the lesson in the second meeting. The students said that they enjoyed the class and interested with the material. The researcher also asked the students about the reason why they enjoyed and happy in the class. Some students answered that they felt interest and enjoy because they could know what the meaning of the word and they could know how to write descriptive text in Instagram page. Instagram post as a media could make their understanding better about how to make good sentence in descriptive text.

After concluding the material, then the researcher informed them that in the next meeting they would get writing test. The researcher asked them to learn more about descriptive text. Then, the researcher closed the class by greeting and hamdalah.

### **c. Observing**

In this stage, the researcher gave writing test for students to know the improvement of students' writing skill. The test of this research was written test and the test was individually. The test was conducted on Thursday, 13<sup>th</sup> April 2023 at 07.15-08.25 in lab multimedia. The researcher started the class by greeting, praying, and checking the students' attendance. In this meeting all of students attended the class.

In this research, the material of writing test was about descriptive test and the theme of descriptive text was natural tourism

place. So, the students could choose the topic of natural tourism place that they know and like it. The students then had to write a descriptive text consisting of identification and description.

The students were given 45 minutes to find at least a picture to use it as a picture that they are going to post, write the text including shared their result to Instagram as the caption, before post it, the teacher asked the students to write the source of the photo they took, write their complete name, add #descriptivetext, and tag the teacher's Instagram account at the end of the caption. Next step was the researcher and the students together discussed the result of the students' assignment in 20 minutes. During the test period, students were allowed to open the dictionary but they were not allowed to use Google translate tool.

At that time, the researcher looked at the condition of the class was conducive. The test could run smoothly until all the students

finished the test. It means the class in this research had comfortable atmosphere of learning activities and run effectively, so the learning carried out by the researcher could be achieved. The students understood well about descriptive text. It can be seen from the result of writing test which was average could match the grammar and the generic structure of their writing. Besides, most of the students had a good writing because they conveyed their idea correctly. The students focused on their writing, but there were one or two students looked

confused but everything was under control while the progress of the test. The students finished the test according to the rule of the test and the time that had been set.

After giving test to the students, the researcher checked the field note from the English teacher. The teacher looked that there was improvement on students' writing skill.<sup>71</sup> When the researcher gave the students writing test, most of the students enjoyed and became more active in writing descriptive text especially about natural tourism place according to the theme that they wanted. The students could understand well about the material and they could get new vocabulary about it. In addition, the students were confident, they were no longer feeling ashamed to ask question to the researcher, and they write better than before. It could be seen when they could express their ideas in writing without being afraid of grammar, vocabulary, and generic structure related to descriptive text.

The researcher and the English teacher as a collaborator also observed the students' situation in the class, the students' pay attention or not during teaching and learning process and the students enthusiastic. The data were described as follow:

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<sup>71</sup> See appendix 11

**Table 4.3**  
**The Observation Students' Participant Checklist**

No	Indicators	Criteria			
		1	2	3	4
1.	Students pay attention to the researcher when she is teaching by using Instagram post as a media				√
2	Students can analyze the generic structure, language feature, and adjective of the text related to descriptive text				√
3	Students can write descriptive text correctly			√	
4	Students can deliver question and answer the question by the researcher correctly			√	

**Note:**

Final Score (%)	Skill Criteria
85-100%	Very Good
70-84%	Good
55-69%	Enough
≤54%	Poor

The score of observation as follow:

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

$$P = \frac{14}{20} \times 100\%$$

$$P = 70\%$$

From the result of the observation checklist above, it can be concluded that students were pay attention and were interested during learning process by using Instagram post as a media. The students could write descriptive text in Instagram page and it made the students enjoyed the learning process.

#### **d. Reflecting**

In this phase, the researcher evaluated the students' writing skill during teaching and learning process by using Instagram. The researcher evaluated it by looking at the data that had been collected. The researcher used field note, students' observation checklist from the first meeting until the writing test that written by the English teacher, and the result of the students' writing test score.

Based on the field note made by the English teacher in the first meeting, the students were enjoyed and interested during learning process by using Instagram. The students could understand the

material well. They could understand about the meaning, the purpose, generic structure, and language features of descriptive text. The students felt enjoyed and focused during the researcher explaining the material. They could answer the question from the teacher and they could express their opinion well about the material but did not know how to write descriptive text.

Then, the researcher also checked the field note of the second meeting. The students' response in the class were good. The researcher

looked the classroom condition was better than in the first meeting. The students more understood about the language feature of descriptive text and understood how to write descriptive text.<sup>72</sup> In the second meeting, the students did not make a noise during the treatment. The students followed the researcher's instruction. The students were happy, active, and more focused in this meeting. The researcher also asked the students about their feeling whether they enjoy or not with the lesson in the second meeting. The students said that they enjoyed the class and interested with the material. The researcher also asked the students about the reason why they enjoyed and happy in the class. Some students answered that they felt interest and enjoy because they could know what the meaning of the word and they could know how to write good descriptive text.

Furthermore, the data from the last meeting showed that there was an improvement on the students' writing skill. When the

researcher gave a writing test to the students, most of the students enjoyed and became more active in writing descriptive text especially about natural tourism place according to the theme that they wanted.

The students could understand well about the material and they could get new vocabulary about it. In addition, the students were confident, they were no longer feeling ashamed to ask question to the researcher, and they write better than before. It could be seen when they could

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<sup>72</sup> See appendix 11

express their ideas in writing without being afraid of grammar, vocabulary, and generic structure related to descriptive text, but there were some students who still confused about how to write descriptive text. Besides of that, most of the students could express their ideas in written form well.

After checking the field note, the researcher analyzed the result of the students' writing test score. To know the result of the students' test score, the researcher checked the score from the researcher and the English teacher as a collaborator. After getting the data of students' writing score from the researcher and the English teacher, the researcher got the final score.<sup>73</sup> For the final score of students' writing was obtained from the division between the score from the English teacher and the researcher because it used inter - rater. The researcher then calculated the percentage of students' final score and related it with the criteria of success of this research.

Before implementing the Instagram post for teaching and learning in writing skill students of 10<sup>th</sup> B, the researcher determined the criteria of success. This researcher would be successful if the percentage of students learning result after the cycle increases with the minimum score is 75 are equal to or higher than 65% of total students in this research. Finally, after implementing Instagram post as a media, the result of students writing test showed that the mean score was 78.

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<sup>73</sup> See appendix 15

There were 28 students or 73% of the total students of this research who passed the minimum mastery criterion (KKM 75). Meanwhile, there were 10 students or 27% of the total students who did not pass the KKM (75). The researcher used Anas Sudjono's theory in his book to calculate the data. The formula used to determine the class percentage which passed the Minimum Mastery Criteria (KKM 75) was as follow:<sup>74</sup>

**Table 4.4**  
**The Students' Writing Score from the English Teacher**

No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
1	AZZZ	14	13	14	16	13	70
2	AAP	18	16	16	20	17	87
3	AFA	14	15	14	18	14	75
4	AUH	19	16	16	20	17	88
5	CBMI	18	16	17	20	18	89
6	DA	16	16	15	18	14	79
7	DKM	18	15	16	20	16	85
8	DAF	20	17	17	20	18	92
9	DS	17	15	15	20	15	82
10	DJS	17	15	15	19	17	83
11	DFH	20	17	16	20	18	91
12	DRR	16	16	14	19	13	78
13	EM	16	14	15	16	14	75
14	EI	17	15	14	19	18	83
15	FR	12	13	15	12	15	67
16	HA	18	14	14	18	16	80
17	LRM	15	14	14	17	18	78
18	MMN	19	16	16	19	16	86
19	MHS	15	14	14	15	18	76
20	MJE	17	16	15	18	15	81
21	MAY	15	16	15	17	16	79
22	MR	16	15	14	16	14	75
23	MH	18	14	15	18	15	80
24	PDAP	15	14	13	16	12	69

<sup>74</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.



No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
25	RYA	15	13	14	16	13	71
26	RA	15	14	18	18	13	78
27	SA	16	13	14	17	15	75
28	SNF	15	14	13	15	13	69
29	SNH	15	17	13	18	14	77
30	SR	14	15	13	15	13	70
31	SRM	15	15	13	17	18	78
32	SW	17	14	14	19	17	81
33	SS	15	13	14	15	14	70
34	S	15	13	14	15	13	69
35	VA	18	15	14	18	15	80
36	VLA	15	14	13	16	12	69
37	ZR	14	13	14	16	13	70
38	DF	18	15	14	19	18	84
<b>Total Score</b>							2969

**Table 4.5**  
**The Students' Writing Score from the Researcher**

No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
1	AZZZ	15	13	14	16	13	71
2	AAP	18	16	16	20	17	87
3	AFA	16	15	14	18	14	76
4	AUH	19	15	17	19	17	87
5	CBMI	18	16	17	20	18	89
6	DA	18	16	15	19	14	82
7	DKM	18	14	17	20	17	86
8	DAF	20	17	17	20	17	91
9	DS	17	15	15	20	15	82
10	DJS	17	14	16	19	16	82
11	DFH	20	17	16	20	18	91
12	DRR	16	16	14	19	13	78
13	EM	17	14	15	16	14	76
14	EI	18	15	14	19	18	84
15	FR	14	13	15	12	15	69
16	HA	18	14	14	18	15	79
17	LRM	15	15	13	17	17	77
18	MMN	20	16	16	20	17	89
19	MHS	15	13	15	15	18	76
20	MJE	17	16	15	18	16	82

No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
21	MAY	15	16	15	17	16	79
22	MR	16	15	14	17	14	76
23	MH	18	14	15	17	14	78
24	PDAP	15	13	13	15	12	67
25	RYA	15	13	14	16	12	70
26	RA	17	15	17	18	13	80
27	SA	16	13	14	18	15	76
28	SNF	15	14	13	15	13	69
29	SNH	16	16	14	18	14	78
30	SR	15	15	13	15	13	71
31	SRM	16	15	13	17	18	79
32	SW	18	14	15	19	17	83
33	SS	15	13	14	15	14	70
34	S	15	13	14	16	13	70
35	VA	18	15	14	19	15	81
36	VLA	15	14	13	16	12	69
37	ZR	14	13	14	16	13	70
38	DF	20	15	15	19	16	85
<b>Total Score</b>							2985

**Table 4.6**  
**The Students' Writing Score Inter Rater**

No	Name of Students'	Students' Score		Mean Score
		English Teacher	Researcher	
1	AZZZ	70	71	70
2	AAP	87	87	87
3	AFA	75	76	75
4	AUH	88	87	87
5	CBMI	89	89	89
6	DA	79	82	80
7	DKM	85	86	85
8	DAF	92	91	91
9	DS	82	82	82
10	DJS	83	82	82
11	DFH	91	91	91
12	DRR	78	78	78
13	EM	75	76	75
14	EI	83	84	83
15	FR	67	69	68

No	Name of Students'	Students' Score		Mean Score
		English Teacher	Researcher	
16	HA	80	79	79
17	LRM	78	77	77
18	MMN	86	89	87
19	MHS	76	76	76
20	MJE	81	82	81
21	MAY	79	79	79
22	MR	75	76	75
23	MH	80	78	79
24	PDAP	69	67	68
25	RYA	71	70	70
26	RA	78	80	79
27	SA	75	76	75
28	SNF	69	69	69
29	SNH	77	78	77
30	SR	70	71	70
31	SRM	78	79	78
32	SW	81	83	82
33	SS	70	70	70
34	S	69	70	69
35	VA	80	81	80
36	VLA	69	69	69
37	ZR	70	70	70
38	DF	84	85	84
<b>Total Score</b>		2.969	2.985	2.966

1). Mean of the students' 10<sup>th</sup> B class a

a) Mean of the students' 10<sup>th</sup> B class after treatment:

$$X = \frac{\sum xn}{n}$$

$$X = \frac{2.966}{38}$$

$$X = 78$$

**The description:**

X : mean

$\sum xn$  : individual score

N : number of students

b) Percentage of completeness of writing skill after treatment:

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

$$P = \frac{28}{38} \times 100\%$$

$$P = 73\%$$

**The description:**

P: The class percentage

F: Number of Students

Based on the explanation above, the researcher concluded that the implementing of Instagram post as a media could improve students' writing skill because it could achieve the criteria of success of this research. As a result, it could be said that this research was success. Therefore, the cycle might finish and did not continue to the next cycle.

### C. Discussion of The Research

This section presented the discussion of the research finding of teaching writing by using Instagram post as a media related to the theories. After implementing Instagram post a media and teaching and learning process of this research, the result showed that the students' writing score was gradually increased. It means that there was an improvement of students' writing achievement. It could be seen from the data in preliminary study, the students mean score was 68,8 and the percentage of the students who reach the

KKM (75) was 13 students or 34% of the total students of 10<sup>th</sup> B class. It could be said that the students' writing skill was still low.

Based on the students' writing test score, the result showed that the mean score was 78 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 75) was 73% or 28 students. Meanwhile the students who did not pass the KKM (75) was 27% or 10 students. The improvement that had been achieved by the students from the first data up to the result of writing test score was 39%. This research was success, because the result of the students' writing test score could improve and the criteria of success could be achieved.

The implementation of Instagram post as a media in teaching writing English got a good response from the students. During teaching and learning process by using Instagram post as a media the students focused when the researcher explained the material, by Instagram students were able to write descriptive text according to generic structure and language feature. The idea of developing the description was also quite interesting, because on their Instagram there are pictures that they want to post. They can use Instagram as a media to write descriptive text, where descriptive text is to describe about an object. By looking at the photos of tourism place and posting the on Instagram, the students become more daring to express and work their writing in the public sphere. Using Instagram as a media in learning writing English, the students could practice their writing skill especially in descriptive text, their ideas become more developed and got a lot of inspiration of it.

The researcher began the writing class by explaining the material using Instagram post and it made the students enjoy during the learning process. They had known about descriptive text like the description, the purpose, generic structure and also the language feature of descriptive text. during teaching and learning process, the students did not make a lot of noise in the class because they were focus on the researcher's explanation and there was an improvement on the students' writing achievement after the implementing Instagram as the media. So, it can be concluded that the students' need innovation or something new such as the media used in teaching learning process to make students more active and interested to write. Most of the students enjoyed the class when the researcher gave them material by using Instagram as a media. According to Mursyidah and Maemuna the implementation of Instagram media is relevant to the development of teaching English writing, especially to create interesting learning strategies that are attractive for students.<sup>75</sup>

In this researcher, the researcher concerned to the students' writing skill. The students' writing skill was better than before. The students' writing skill got improvement in some aspect, those are content, mechanic, vocabulary, and organization. It happened because in Instagram the researcher showed good description caption as an example of descriptive text. After the researcher explained the material, the researcher asked the students to analyzed the caption showed in front of class. So, the students could know the

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<sup>75</sup> Mursyidah Saleh and Maemuna Muhayyang, "Instagram as a Media to Foster EFL Students' English Writing Skill," *Journal of English Language Teaching* 8, no. 2 (2021): 340.

meaning of the sentence or word and the students could know about the organization of the text. In accordance with Bachman's statement that organization is important as the ability to understand and form correct sentence, including the meaning of sentences and their inclusion in a text.<sup>76</sup> Based on the statement above, it can be concluded that writing is one of the productive skills influencing written communication and need a good organization to produce meaningful sentence.

The students got increase in mechanic (capitalization). Previously they often made mistake in the first sentence, after the period, when writing the name of place, people and so on. Then, after the implementation of Instagram post, they could write it correctly. Gouzerh also strengthen that the first word of a sentence is always capitalized.<sup>77</sup>

Besides of that, the students also understood about the grammar and the comprehension about descriptive text by using Instagram as a media. The researcher explained about the definition of descriptive text, the generic structure, and the language feature (simple present tense) of the text. When the researcher asked them to analyzed descriptive text, the student could answer and mention the generic structure and adjectives by using present tense. They practiced in every meeting when the researcher asked them to analyze the text. Therefore, the students could remember about the pattern of descriptive text (simple present tense) automatically. The researcher also asked them to

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<sup>76</sup> Lyle F. Bachman, "What Does Language Testing Have to Offer?," *TESOL Quarterly* 25, no. 4 (1991): 671-704.

<sup>77</sup> Robin Torres Gouzerh, *Intermediate English Grammar for ESL Learners* (New York: McGrawHill Education, 2016), 231.

mention the example of simple present tense of the text. So, by it the students could improve their grammar and their comprehension about the text. As we know that grammar was needed for students to form and construct correct sentence. It was supported by Chomsky in Richards that; knowledge of grammar underlies our ability to produce and understand sentence in a language.<sup>78</sup> It means that grammar was needing in learning writing English, because it used to avoid misunderstanding and help people to construct correct sentences.

However, by implementing Instagram as a media in teaching writing, the researcher found some evidence on it. The advantages of using Instagram in this research was the students could more creative and motivated express their idea related to the topic in the class when they see the actual picture, the picture in the Instagram have stimulated them to write more, it also allowed them to learn new vocabulary and understand about the topic or meaning of some word. The students could communicate ideas using the vocabulary they have and they also learn to write well from few words. This is related to Handayani statement that Instagram is interesting to be used as a tool for learning that not only creates exciting new ways for students to interact and share learning going through Instagram is like writing a caption and also Instagram gives beneficial effect in improving students' language skill

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<sup>78</sup> Jack C. Ricards, *The Context of Language Teaching* (Cambridge: Cambridge University Press, 2008), 144.



especially writing.<sup>79</sup> In conclusion Instagram gave a good improvement on students' writing skill.

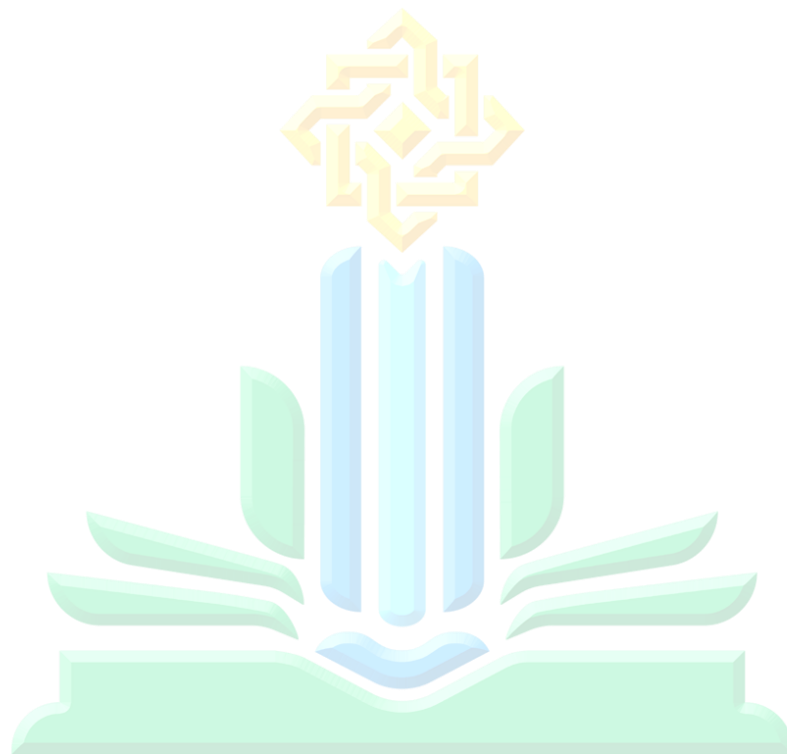
The improvement of students' writing achievement could be seen from the students' writing achievement based on Instagram media given by the researcher. The students' improvement in writing skill could be seen from changing the students' mean score. The mean score of preliminary research was 68,8 while the mean score of writing test after treatment was 78. The percentage of students in the first data which obtained from teacher in the preliminary research was 34% to 73% after implementing the action. The improvement that had been achieved by the students from the first data up to the result of writing test score was 39%. After implementing the treatment and doing writing test, the students who reach the minimum score were 28 from 13 students who reached the minimum score in the preliminary research.

In conclusion, the implementation of Instagram post as a media in teaching writing skill could improve the students' writing skill in organization, vocabulary, mechanic, and grammar. It could be seen from writing's students in preliminary study and in the writing test after treatment. In preliminary study, the students were confused how to express their idea and they did not really know about grammar. Meanwhile in the students writing test, they could more creative and motivated express their idea related to the topic and their grammar was better than before. From thus, it could be concluded that by

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<sup>79</sup> Fitri Handayani, "Instagram as a Teaching Tool? Really?", *Proceedings of the Fourth International Seminar on English Language and Teaching*. (ISELT-4, 2016), 325.

using Instagram as a media in teaching writing skill in 10<sup>th</sup> B class of SMA Darul Ulum was improved.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents two points there are conclusion and suggestion. The conclusion based on the result of research finding presented in the previous chapter. Meanwhile, the suggestions are given related to further implementation of Instagram post as a media to further studies.

#### A. Conclusion

The implementation of Instagram post a visual media is an alternative ways to improve students' descriptive text writing skill in teaching students senior high school. In this case the teacher uses present tense as a formula in descriptive text. After the teacher explained about descriptive text, The teacher given the example of the material in the Instagram by showing Instagram's posts pictures that have a good description caption, then as a test the teacher asked the students to write descriptive text in Instagram caption and give at least a photo that match with it.

Based on the result of findings and discussion, the researcher concluded that the implementation of Instagram post as visual media in teaching writing could improve the students' writing skill. The result of writing score in preliminary study was 34% students who passed the KKM (75) with 68,8 as the average score. The result of the students' writing test after a cycle up to 73% or 28 students who passed the KKM (75) with 78 as the average score and the students who did not pass the KKM score was 27%

or 10 students. So, the improvement that had been achieved by the students from the first data up to the result of writing test score was 39%.

The aspect of writing which got improvement in teaching learning process after implementing Instagram post as a media in the class were vocabulary, content, organization, mechanic, and grammar in material descriptive text. The students could improve their understanding about the material of descriptive text such as the definition, the generic structure, and language feature (simple present tense) after the researcher implemented the media in each meeting. The students writing skills also improved by using Instagram caption. So, their writing was better than before the action. From the result above, it could be concluded that by using Instagram post as a media in teaching English in SMA Darul Ulum Tempeh could improve the students' writing skill and this research was successful.

## **B. Suggestion**

Based on the conclusion above, the researcher offered some suggestion for the English teacher and the future researcher which will be explained as follow:

### **1. For the English Teacher**

The teacher could use Instagram as a media in teaching writing in the class to make students more creative and motivated express their idea in writing activities. Instagram helped the students in enriching of vocabulary and improving their understanding about organization and grammar.

## 2. For the Future Researcher

The researcher hopes that this research could use as reference for further research to do better strategy in teaching and learning English. The further research could implement this media by using another skill in English.



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## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Yusrolana  
NIM : T20196132  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur - unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur – unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai perundang - undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 30 Mei 2023

Saya yang menyatakan



**YUSROLANA**  
**NIM. T20196132**

Appendix 1

**MATRIX OF RESEARCH**

Title	Variable	Indicator	Source of Data	Data Collection	Research Question
<p>THE IMPLEMENTATION OF INSTAGRAM POST AS VISUAL MEDIA TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL AT THE 10<sup>th</sup> GRADE OF SMA DARUL ULUM TEMPEH</p>	<p>1. The implementation of Instagram posts as visual media</p>	<p>1. The teacher gives example of descriptive text in Instagram page.                  2. The teacher asks students to identify the generic structure, language feature and adjectives of the text.                  3. The teacher gives example of how to make descriptive text on the Instagram page with the picture.                  4. The teacher gives assignment to students to make a</p>	<p>1. Students' writing test                  2. Observation                  3. Interview data</p>	<p>1. Research Design: Classroom Action Research (CAR)                  The stages of CAR:                  a. Planning                  b. Acting                  c. Observing                  d. Reflecting                  2. Data Collection Method:                  a. Writing test                  b. Observation                  c. Interview                  3. Data Analysis:                  a. Average score:  <math display="block">X = \frac{\sum xn}{n}</math>                  Notes:  <math>\bar{X}</math> : mean  <math>\sum xn</math>: individual score                  N : number of</p>	<p>How is the implementation of Instagram post as visual media able to improve students' writing skill of descriptive text at the 10<sup>th</sup> grade of SMA Darul Ulum Tempeh?</p>

	<p>2. Students' Writing skill</p>	<p>descriptive text and asks to mention the teacher on their Instagram account.</p> <p>5. Reflection and feedback</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Organization</li> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Mechanic</li> </ul>	<p>students</p> <p>b. Pass score:  <math display="block">P = \frac{F}{N} \times 100\%</math> Notes:  P: The class percentage  F: Number of Students</p> <p>4. Validity of Data:  Content validity</p> <p>5. Criteria of Success:  This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 65% of the total students in the research.</p>	
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1800/In.20/3.a/PP.009/04/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Darul Ulum Tempeh

Jl. Hasanudin No. 28, Pandanwangi - Tempeh - Lumajang

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196132  
Nama : YUSROLANA  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Instagram Post as Visual Media to Improve Students' Writing Skill of Descriptive Text at 10th Grade of SMA Darul Ulum Tempeh" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Rudi Adiwiyarto, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Maret 2023

an. Dekan,

Wakil Dekan Bidang Akademik,





**YAYASAN DARUL ULUM PANDANWANGI**  
KEMENKUMHAM RI NOMOR : AHU – 0002260.AH.01.04 TAHUN 2016  
**“SMA DARUL ULUM”**

NSS : 304052109046 TERAKREDITASI “B” NPSN : 20520806  
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Jln. Hasanudin No.29 Pandanwangi HP.085859738591 Tempeh 67371 Lumajang

**SURAT KETERANGAN**

Nomor: 00265/SK/ SMA.DU/B/V/2023

Yang bertanda tangan di bawah ini:

Nama : Rudi Adiwiyarto, S.Pd  
Jabatan : Kepala Sekolah  
Alamat : Jl. Hasanuddin No.28 Pandanwangi - Tempeh – Lumajang

Menerangkan bahwa mahasiswa berikut ini:

Nama : Yusrolana  
NIM : T20196132  
Semester : 8  
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)  
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian dalam bentuk observasi dengan judul *“The Implementation of Instagram Post as Visual Media to Improve Students’ Writing Skill of Descriptive Text at the 10<sup>th</sup> Grade of SMA Darul Ulum Tempeh”*. Yang dilaksanakan pada tanggal 21 Maret 2023 sampai 20 April 2023 di SMA Darul Ulum Tempeh.

Demikian surat keterangan ini kami terbitkan untuk dipergunakan sebagaimana mestinya.

Lumajang, 20 April 2023





## Appendix 4

### SILABUS

#### Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA

Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menulis dan mendeskripsikan</li> <li>• Struktur Teks                             <ul style="list-style-type: none"> <li>- Identifikasi</li> </ul> </li> </ul>	1.4.1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive sederhana tentang	- Guru menjelaskan materi tentang descriptive text serta	6 JP	<ul style="list-style-type: none"> <li>• Buku pendamping pembelajaran Bahasa Inggris Kelas X</li> <li>• Contoh teks tertulis dari</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tulis</li> <li>• Penugasan</li> <li>• portofolio</li> </ul>

<p>memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>(nama keseluruhan dan bagian)</p> <ul style="list-style-type: none"> <li>- Deskripsi: Sifat (ukuran, warna, jumlah, bentuk, dsb), fungsi, manfaat, Tindakan, kebiasaan.</li> </ul> <p>• Unsur Kebahasaan</p>	<p>tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.</p>	<p>menunjukkan contoh teks deskriptif pada laman instagram kepada peserta didik.</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi kasi dengan menyebutkan struktur teks,</li> </ul>		<p>Instagram</p>	
<p>4.4. Teks Deskriptif 4.4.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan</p>	<ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal.</li> <li>- Adverbial terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, dst.</li> <li>- Kalimat deklaratif dan interogatif</li> </ul>	<p>4.4.1.1 Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan struktur teks dan unsur kebahasaan teks deskriptif sesuai konteks</p>	<p>Menunjukkan contoh teks deskriptif pada laman instagram kepada peserta didik.</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi kasi dengan menyebutkan struktur teks, unsur kebahasaan, dan adjective dari contoh-contoh yang ada di Instagram</li> <li>- Bertanya jawab tentang isi dari contoh teks deskriptif yang</li> </ul>			



<p>bersejarah terkenal.</p> <p>4.4.2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>dalam tense yang benar.</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <ul style="list-style-type: none"> <li>• Topik Deskripsi tempat wisata alam yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<p>penggunaan.</p> <p>4.4.2.1 Menyusun teks deskriptif tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan di laman Instagram berdasarkan</p>	<p>ditampilkan.</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>		
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**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah : SMA Darul Ulum  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X B / Ganjil  
Materi Pokok : Descriptive Text  
Alokasi Waktu: 4 X 40 menit (2x Pertemuan)

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5. 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.4.1.1 Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive sederhana tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4.4.1.1 Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan struktur teks dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.
4.4.2 Menyusun teks descriptive lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan	4.4.2.1 Menyusun teks deskriptif tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	kebahasaan teks deskripsi secara benar sesuai konteks penggunaan di laman Instagram berdasarkan topik dan gambar yang dipilih.
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### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana terkait tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.
- 2) Menjelaskan isi teks deskriptif dengan memperhatikan generic structure, language feature, adjective dari teks deskriptif sesuai dengan penggunaan.
- 3) Menyusun teks deskriptif tentang tempat wisata alam dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan di Instagram berdasarkan topik dan gambar yang dipilih.

### D. Materi Pembelajaran

#### 1. Fungsi sosial

Menulis dan mendeskripsikan

#### 2. Struktur teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Deskripsi: Sifat (ukuran, warna, jumlah, bentuk, dsb), fungsi, manfaat, Tindakan, kebiasaan.

#### 3. Unsur kebahasaan

- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal.
- Adverbial terkait sifat seperti *quite, very, extremely*, dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

#### 4. Topic

Deskripsi tempat wisata alam yang dapat menumbuhkan perilaku yang termuat di KI

#### 5. Materi

##### Procedure Text

- **Definition of Descriptive Text**

Descriptive text is genre of text which contain explanation and description of an object, from its shape, function, characteristics, etc. The object of descriptive text can be varied, it can be a person, an animal, a place, a thing, etc.

- **The Language Features of Descriptive Text**

In the descriptive text, we use:

- 1) Simple present tense

- 2) Using adjectives
- 3) Focusing on specific object

- **The Generic Structure of Descriptive Text**

The generic structure of descriptive text, below:

- 1) Identification (general explanation of the thing which is going to be describe)
- 2) Description (specific characteristics)

- **Theme of Procedure Text**

Interesting places in Indonesia

### E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model Pembelajaran : Discovery Learning

Metode : Direct interaction, lecturing

### F. Media/Alat dan Bahan

Instagram, LCD, PowerPoint, Laptop or HP

### G. Sumber Belajar

1. <http://www.belajarbahasainggris.us/2012/02/contoh-teks-descriptive-niagara-falls.html>
2. <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>.
3. Buku pendamping pembelajaran Bahasa Inggris untuk SA/MA kelas X

### H. Langkah – Langkah Pembelajaran

#### 1. Pertemuan Pertama (2 Jam Pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>Pre-Activity</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam dan peserta didik menyapa guru.</li> <li>2. Guru menjawab sapaan peserta didik dan menanyakan kabar kepada peserta didik.</li> <li>3. Guru meminta salah satu peserta didik untuk memimpin doa sebelum mulai pelajaran.</li> <li>4. Guru mendata kehadiran peserta didik.</li> <li>5. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris.</li> <li>6. Guru menyampaikan tujuan pembelajaran kepada peserta didik.</li> <li>7. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru.</li> </ol>	<b>10 menit</b>
<b>Whilst-Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan materi tentang descriptive text mulai dari purpose, generic structure, dan language features kepada peserta didik.</li> <li>2. Guru menunjukkan contoh descriptive text kepada peserta</li> </ol>	<b>65 menit</b>

	<p>didik dengan menunjukkan postingan gambar di laman Instagram yang memiliki caption deskripsi yang bagus.</p> <ol style="list-style-type: none"> <li>3. Peserta didik mulai mengamati ciri ciri atau rumus dalam contoh yang diberikan guru.</li> <li>4. Guru menjelaskan tentang penggunaan media Instagram.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Guru memberi kesempatan kepada siswa untuk bertanya seputar topik pembelajaran.</li> <li>2. Guru menjawab pertanyaan peserta didik dengan menjelaskannya.</li> </ol> <p><b>Experimenting/Exploring</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang materi procedure text kepada guru.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Guru menampilkan sebuah layar memuat Instagram yang berisi tentang contoh lain dari descriptive text berupa tempat wisata.</li> <li>2. Guru menunjuk siswa untuk menganalisis generic structure yang terdapat pada layar.</li> </ol> <p><b>Creating and Communicating</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menjawab dengan menjelaskan generic structurenya.</li> <li>2. Guru memberikaan umpan balik kepada siswa.</li> </ol>	
<b>Post-Activity</b>	<ol style="list-style-type: none"> <li>1. Guru merangkum kembali materi tentang descriptive text untuk menentukan tingkat pemahaman peserta didik.</li> <li>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</li> <li>3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</li> <li>4. Guru menutup pembelajaran dengan berdoa bersama dan salam.</li> </ol>	<b>5 menit</b>

## 2. Pertemuan Ke dua (2 Jam Pelajaran)

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>ALOKASI WAKTU</b>
<b>Pre-Activity</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam dan peserta didik menyapa guru.</li> <li>2. Guru menjawab sapaan peserta didik dan menanyakan kabar kepada peserta didik.</li> <li>3. Guru meminta salah satu peserta didik untuk memimpin doa sebelum mulai</li> </ol>	<b>10 menit</b>

	<p>pelajaran.</p> <ol style="list-style-type: none"> <li>4. Guru mendata kehadiran peserta didik.</li> <li>5. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris.</li> <li>6. Guru menyampaikan tujuan pembelajaran kepada peserta didik.</li> <li>7. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh Guru.</li> </ol>	
<b>Whilst-Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Guru mereview kembali materi tentang descriptive text kepada peserta didik untuk meningkatkan pemahaman peserta didik.</li> <li>2. Guru menunjukkan kembali contoh lain dari descriptive text di Instagram pada peserta didik.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Guru bertanya kepada peserta didik apabila masih ada yang belum dipahami.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Guru menunjukkan contoh langkah-langkah menyusun descriptive text di laman Instagram kepada peserta didik.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Guru membagi siswa menjadi beberapa kelompok.</li> <li>2. Guru meminta siswa untuk menganalisis generic structure, language feature, adjective, serta menjelaskan ide utama paragraf dari contoh descriptive text yang ditunjukkan.</li> </ol> <p><b>Creating and Communicating</b></p> <ol style="list-style-type: none"> <li>1. Mendiskusikan tugas yang sudah dikerjakan oleh siswa.</li> <li>2. Guru memberikan umpan balik kepada siswa.</li> </ol>	<b>65 menit</b>
<b>Post-Activity</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari</li> <li>2. Guru menutup pembelajaran dengan berdoa bersama dan salam.</li> </ol>	<b>5 menit</b>

### 3. Pertemuan ke tiga

- **Writing Test**

- Guru mengucapkan salam dan berdo'a sebelum memulai pelajaran.
- Guru mengajak siswa mencari tema dan gambar yang akan di post di Instagram
- Guru melakukan writing test yaitu peserta didik menulis teks deskriptif tentang tempat wisata alam via Instagram.

- Guru mengingatkan peserta didik untuk menulis sumber foto yang mereka ambil, menulis nama lengkap mereka, menambahkan hastag #descriptivetext, dan tag akun Instagram guru (@yusrolana\_ay) di akhir caption.
- Guru menampilkan sebuah layar memuat Instagram dan melihat hasil kerja peserta didik dalam bentuk caption kemudian mendiskusikannya.
- Guru memberikan umpan balik kepada siswa.
- Guru menutup pembelajaran dengan berdoa bersama dan salam.

## I. Penilaian

### 1. Sikap Tanggung Jawab

Intstrumen: Rubrik Pengamatan (Peer Assessment)

No	Nama siswa	Berpartisipasi dalam mengerjakan tugas				Menyelesaikan tugas dengan baik				Modus
		1	2	3	4	1	2	3	4	
1										
2										
3										

Notes:

- 4 = selalu
- 3 = sering
- 2 = kadang-kadang
- 1 = tidak pernah

### 2. Keterampilan

- **Scoring rubric for writing test.**

No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
1							
2							
3							
4							

- **Analytical of scoring rubric of writing test**

Aspect	Score	Criteria
CONTENT (C)	16-20	EXCELLENT: knowledgeable – substantive - relevant to the assigned topic



	11-15	GOOD: some knowledgeable of the subject – adequate range – mostly relevant to the topic, but lacks detail.
	6-10	FAIR: limited knowledge of subject – little substance – inadequate development of the topic.
	1-5	POOR: does not show knowledge of the subject – non substantive – not relevant – or not enough to evaluate.
ORGANIZATION (O)	16-20	EXCELLENT: fluent expression – ideas clearly stated – well-organized/supported – logical sequencing – cohesive.
	11-15	GOOD: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	6-10	FAIR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.
	1-5	POOR: does not communicate – no organization – or not enough to evaluate.
VOCABULARY (V)	16-20	EXCELLENT: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	11-15	GOOD: adequate range – occasional errors of word/idiom for, choice, usage but meaning not obscured.
	6-10	FAIR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.
	1-5	POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
GRAMMAR (G)	16-20	EXCELLENT: effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	11-15	GOOD: affective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	6-10	FAIR: major problems in



		simple/complex constructions – frequent errors of negation, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	1-5	POOR: virtually no mastery of sentence construction rules – dominated by errors – or not enough to evaluate.
MECHANICS (M)	16-20	EXCELENT: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	11-15	GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	6-10	FAIR: frequent errors of spelling, punctuation, capitalization – meaning confused obscured.
	1-5	POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – or not enough to evaluate.

(Source: Jacobs et al in Hughes, 2003)

– **Rubric used to describe the data**

No	Category	Score
1	Poor	≤ 54
2	Fair/Enough	55-69
3	Good	70-84
4	Very good	85-100

Mengetahui,

Guru Bahasa Inggris

Lumajang, 27 Maret 2023

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## Appendix 6

### THE RESULT OF INTERVIEW

#### Time and Place of Interview

1. Day/date : Tuesday, 21<sup>st</sup> March 2023
2. Place : Teacher's room in SMA Darul Ulum and in class X B
3. Time : 09.30-finish

#### Respondent

1. English teacher
2. Students of class X B

#### Note

- R : Researcher  
ET : English teacher  
S : Students

#### THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

- R : Sekolah menggunakan kurikulum apa nggih bu?
- E : Kami masih menggunakan K13 mbak
- R : Bu apakah murid disini memiliki kendala atau masalah dalam belajar Bahasa Inggris husunya pada skill writing?
- ET : Iya benar sekali mbak.
- R : Menurut ibu, kira-kira masalah apa yang mereka hadapi? Atau apa yang menghambat kemampuan menulis mereka bu?
- ET : They have many ideas but don't know how to express it mbak. Mereka kurang memahami betul rumus atau cara menyusun sebuah teks. Jadi mereka kurang grammarnya mbak, vocab kayak pemilihan katanya gitu juga masih kurang mbak. Mereka juga ngga tertarik dan bosan gitu mbak selama pembelajaran.
- R : Berapa KKM untuk mata pelajaran Bhs. Inggris bu?
- ET : KKM nya disini 75 mbak.
- R : Jenengan mengajar berapa kelas bu?
- ET : Disini untuk kelas X dibagi menjadi 2 kelas saja mbak, jadi saya mengajar dua-duanya, Xa dan Xb
- R : Menurut ibu kelas mana yang paling rendah nilainya?
- ET : Menurut saya kelas Xb mbak, kelas ini nilainya lebih rendah dari pada kelas Xa.
- R : Kira-kira berapa persen dari mereka yang kurang menguasai writing bu?

ET : Di kelas Xb jumlah seluruh siswanya ada 38 orang mbak seperti yang mbak lihat tadi saat observasi, dan sekitar 35% atau sekitar 13 siswa dari mereka yang berhasil. Dan yang belum menguasai writing sekitar 65% mbak.

R : Lumayan banyak ternyata nggih bu. Kalo boleh tau, kira-kira apa saja yang sudah ibu lakukan di kelas supaya mereka tertarik pada writing?

ET : Biasanya saya menggunakan metode ceramah mbak, tapi seperti yang saya bilang tadi murid-murid banyak yang bosan dan ngantuk ketika saya memakai metode tersebut, dan akhirnya saya coba mix dengan video contohnya nanti liat video kemudian siswa menulis beberapa vocab kemudian siswa diminta untuk menulis sebuah kalimat simple menggunakan kata tersebut saya pikir itu akan akan berhasil. Bisa dikatakan berhasil mbak tapi yang berhasil ya itu-itu saja. Yang lain ya tetap, ada yang ngawur, ada yang alasan ketinggalan menulis lalu tidak mengerjakan, dan sebagainya.

R : Kira-kira media apa yang belum ibu terapkan di kelas untuk meningkatkan kemampuan writing mereka?

ET : apa ya mbak? Gimana kalo melibatkan sosial media mbak, sekarang kan anak-anak lagi seneng-senengnya sosmed.an tuu, tapi saya kurang mampu untuk merancang strateginya.

R : Kalo boleh saya penelitian di kelas tersebut, apa ibu setuju kalo saya menggunakan media Instagram untuk pembelajaran agar kemampuan writing mereka meningkat?

ET : Monggo mbak silahkan, asalkan hasilnya bisa meningkatkan nilai writing anak-anak dan mereka bisa enjoy dan tidak bosan Ketika pelajaran bahasa Inggris.

R : Enggehpun bu, saya akan mencoba memakai media Instagram pada penelitian saya nanti. Terimakasih bu sudah bersedia menjawab interview saya.

ET : Iya mbak sama-sama. Kalo ada apa-apa jangan sungkan-sungkan tanya ke saya, semoga lancar penelitiannya.

R : Enggeh bu... Aamiin.

### THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : Kalian suka nulis dalam Bahasa Inggris ngga?

S1 : suka dikit miss

S2 : Kalo saya tergantung miss, kalo saya paham cara nulisnya saya suka, kalo saya ngga paham yaa gitu deh miss

S3 : Naah saya juga gitu miss

R : Masalah atau kesulitan kalian dalam Writing apa?

S2 : Banyak miss, salah satunya kalo missal sama gurunya disuruh nulis saya bingung mau nulis apa kalo dikasih tema, kayak gak ada ide miss.

S3 : Kalo saya biasanya punya banyak ide tapi bingung mau nulisnya gimana, kayak susunan katanya sama Bahasa Inggrisnya gitu miss, kurang tertarik juga yang mau nulis miss.

S1 : Iya miss saya juga, seringnya saya bingung mau nulis miss, kurang paham grammarnya miss.

R : Jadi kalian takut salah mau nulis karna ga paham grammar dan ga tertarik gitu yaa?

S1&S3: Iya miss

R : Kalo nanti saya selipkan media sosial selama pembelajaran kalian tertarik ngga mau nulis caption?

S : Mau mau miss, tapi diajarin ya miss gimana cara nulisnya biar bagus. Kita juga ga pernah pake media sosial miss selama pembelajaran Bahasa Inggris.

R : Yasudah terimakasih yaa jawabannya, see you

S : See you miss.

## Appendix 7

### THE RESULT OF OBSERVATION

#### (FIELD NOTE)

Class : X B of SMA Darul Ulum Tempeh

Teacher : Rani Kumala Dewi, S.Pd (T)

Researcher : Yusrolana (R)

Day : Monday

Date : 27th March 2023

Time : 07.30 – 09.00

#### THE RESULT OF OBSERVATION

Pada hari senin, tanggal 27 maret 2023 tepatnya pada pukul 07.30 sampai dengan pukul 09.30 WIB, R melakukan observasi di kelas X B yang dilakukan pada saat pra penelitian untuk melengkapi data yang digunakan untuk mengerjakan skripsi. Pada hari itu juga T memiliki jadwal untuk mengajar kelas X B mata pelajaran Bahasa Inggris. Kelas X B mempunyai jumlah murid sebanyak 38 siswa, terdiri dari 27 perempuan dan 11 laki-laki. Kegiatan ini dilakukan untuk mengobservasi kelas X B pada saat pembelajaran berlangsung. Materi yang dipelajari pada hari tersebut adalah I'm going to. Sebelum memulai pelajaran, T memastikan semua siswa siap menerima pelajaran, selanjutnya T membuka pelajaran dengan mengucapkan salam kemudian berkata "Good morning students" dan "How are you today?", siswa pun menjawab "I am fine" dengan suara yang keras dan kompak karna pada saat itu mereka masih semangat karna masih jam pertama. Setelah itu, T mengecek presensi atau daftar hadir siswa pada hari tersebut dengan mengatakan "Who is absent today?" siswa pun menjawab dengan menyebutkan nama temannya yang tidak masuk karna kepentingan keluarga dan menunjukkan surat izin ke T.

Di awal sesi, T mereview pelajaran minggu lalu untuk mengetes pemahaman siswa terhadap materi pada minggu tersebut, T berkata "Ada yang masih ingat materi minggu lalu tentang apa?" ada beberapa siswa yang menjawab "I'm going to". Setelah itu T bertanya kepada siswa "What is 'I'm going to'?" tidak ada siswa yang menjawab, kemudian T bertanya menggunakan Bahasa Indonesia "Apa itu I'm going to? Kapan kita bisa menggunakannya?" ada beberapa siswa menjawab "I'm going to digunakan Ketika kita ingin menyampaikan sebuah rencana melakukan suatu tindakan atau kegiatan", T memberikan pujian dengan memberikan applause dan berkata "Good". Selanjutnya T bertanya lagi "ada yang bisa memberikan contoh?" salah satu siswa mengangkat tangan dan menjawab "I'm going to go camping this afternoon" kemudian T merespon "Okey, good."

Today we are going to continue our material last week about I'm going to". T bertanya kepada siswa "Ada yang tau apa saja yang bisa kita gunakan selain I'm going to untuk menyampaikan sebuah rencana?" siswa menjawab "Tidak tahu bu". Kemudian T menjelaskan mengenai I would like to, I will, would rather dan kegunaanya dan selanjutnya T memberikan contoh-contohnya.

Setelah T memberi contoh, T meminta salah satu siswa untuk maju ke depan kemudian siswa tersebut diminta untuk memberikan contoh dengan menuliskan di papan tetapi saat itu tidak ada siswa yang mau maju ke depan. Oleh karena itu, T menunjuk salah satu siswa untuk maju, siswa tersebut diminta untuk menuliskan rencana liburannya namun siswa tersebut hanya diam dan berkata "Saya tidak tahu bu", kemudian T memintanya untuk duduk dan menunjuk siswa lain untuk maju. Setelah itu, siswa tersebut menuliskan tentang rencana liburannya dan siswa tersebut sesekali menoleh ke temannya dengan suara yang pelan dia bertanya "Bahasa Inggrisnya ini apa?" temannya tersebut menggelengkan kepala dan siswa tersebut bertanya kepada teman yang lainnya menanyakan Bahasa Inggrisnya "Tamasya" lalu temannya memberitahunya. Lalu siswa tersebut berkata "I'm going to sightseeing in the city".

Hampir semua siswa mengalami hal seperti di atas, ada juga beberapa siswa yang berkata "jangan langsung disuruh maju bu, kita punya banyak ide tapi bingung kalo di tulis". Kemudian T memberi mereka waktu untuk berfikir, setelah itu T berkata "siapa yang mau maju? Kalian boleh bawa kamus". Setelah beberapa menit kemudian ada siswa yang mau maju, mereka lumayan bisa writing walaupun masih terdapat kesalahan. Hasil inti dari kegiatan observasi di kelas X B ada beberapa siswa yang lancar writing, grammar dan generic structurenya benar, tetapi sebagian besar dari kelas X B masih rendah dalam writing. Hal tersebut dikarenakan mereka tidak percaya diri, kurangnya minat belajar Bahasa Inggris dan vocabulary serta grammar yang mereka miliki masih kurang. Hal tersebut dapat terlihat ketika mereka kesulitan untuk menulis dalam bentuk Bahasa Inggris. Di akhir pembelajaran, T mengulang sedikit materi tersebut agar siswa semakin paham terhadap materi yang sudah dipelajari. Kemudian, T menutup pembelajaran dengan berkata "see you" dan mengucapkan salam.

J E M B E R

## Appendix 8

**Students' Score from English Teacher in Preliminary Research  
(Pre-cycle)**

No	Name of Students'	Students' Score					Students' Score
		C	O	V	G	M	
1	AZZZ	13	12	12	11	12	60
2	AAP	15	17	13	18	14	77
3	AFA	12	12	11	13	12	60
4	AUH	15	15	13	17	18	78
5	CBMI	17	15	14	17	15	78
6	DA	14	13	12	13	13	65
7	DKM	16	16	15	16	14	77
8	DAF	18	15	16	16	15	80
9	DS	15	16	15	18	15	79
10	DJS	16	15	14	17	15	77
11	DFH	17	15	15	17	16	80
12	DRR	16	16	15	16	16	79
13	EM	14	12	13	13	12	64
14	EI	15	16	14	17	15	77
15	FR	14	12	13	14	12	64
16	HA	14	13	13	13	14	67
17	LRM	13	12	14	13	13	65
18	MMN	15	14	15	16	18	78
19	MHS	15	13	13	14	13	68
20	MJE	15	13	14	15	14	70
21	MAY	14	13	13	12	13	65
22	MR	14	12	13	12	13	64
23	MH	17	15	15	17	14	78
24	PDAP	14	12	13	13	13	65
25	RYA	13	11	12	12	12	60
26	RA	16	13	12	14	13	67
27	SA	14	13	12	13	13	65
28	SNF	12	12	11	12	13	60
29	SNH	13	12	12	11	12	60
30	SR	12	12	11	13	12	60
31	SRM	15	12	13	13	14	67
32	SW	17	15	15	15	15	77
33	SS	13	12	13	13	12	63
34	S	12	12	13	11	12	60
35	VA	15	14	13	15	12	68
36	VLA	14	13	13	12	13	65
37	ZR	13	12	12	11	12	60
38	DF	15	13	14	15	13	70
Total							2.617

The researcher calculated the data by using the formula below:<sup>80</sup>

c. Mean of the students' 10<sup>th</sup> B class score=

$$\bar{X} = \frac{\sum xn}{n} = \frac{2.632}{38} = 68,8$$

X : mean

$\sum xn$ : individual score

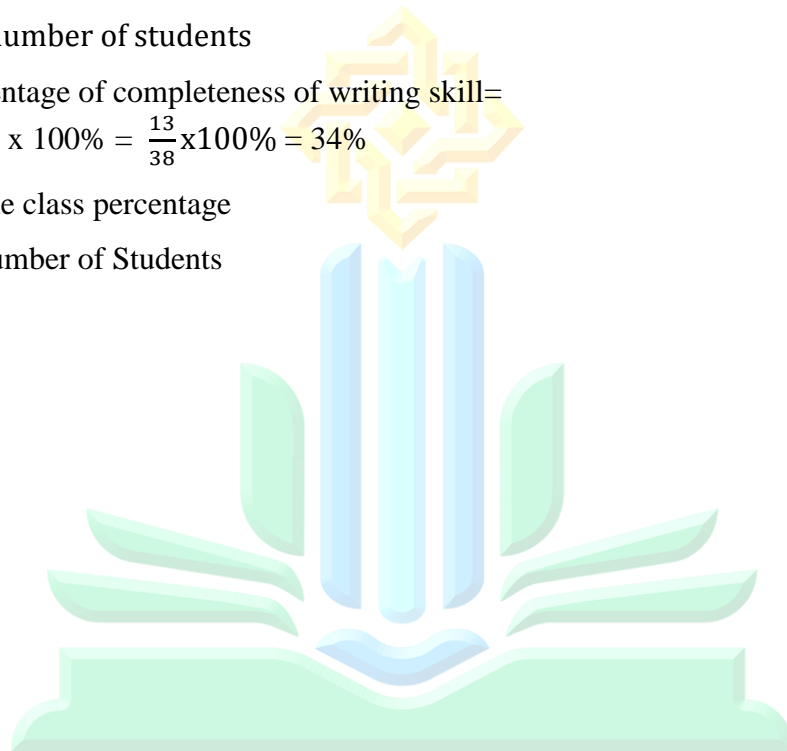
N : number of students

d. Percentage of completeness of writing skill=

$$P = \frac{F}{N} \times 100\% = \frac{13}{38} \times 100\% = 34\%$$

P: The class percentage

F: Number of Students



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<sup>80</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.



Appendix 9

**Instrument Validity**

**LEMBAR VALIDASI INSTRUMEN PENELITIAN**

**"THE IMPLEMENTATION OF INSTAGRAM POST AS VISUAL MEDIA TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF DARUL ULUM SENIOR HIGH SCHOOL"**

Nama Validator : Ilyak Mustafa. S.S, M.Li  
Ahli Bidang : Metode Penelitian Kualitatif / Translation.  
Unit Kerja : Tadris Bahasa Inggris FTIK.

**Petunjuk pengisian:**

1. Penilaian instrument penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut.  
4 = sangat baik  
3 = baik  
2 = kurang  
1 = sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjaama Bapak/Ibu kami ucapkan terimakasih

### LEMBAR VALIDASI INTERVIEW

No	Aspek yang dinilai	Skor			
		1	2	3	4
1	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				✓
2	Pertanyaan wawancara mudah dipahami			✓	
3	Pedoman wawancara layak digunakan untuk menganalisis kemampuan menulis siswa				✓
4	Bahasa yang digunakan tidak mengandung makna ganda				✓
5	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓	

Komentar dan saran perbaikan

*Pertanyaan wawancara sudah*

*dipertimbangkan*

.....


Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang Valid, butuh revisi
4. Tidak Valid, Butuh revisi

( mohon untuk melingkari nomor yang sesuai dengan kumpulan bapak /ibu )

Jember, *20 Maret 2023*

Validator



*IKSAB, MUDAFA, S.S. Muli*

**LEMBAR VALIDASI  
INSTRUMEN OBSERVASI**

No	Aspek yang dinilai	Skor			
		1	2	3	4
1	Petunjuk penggunaan instrumen lembar observasi sesuai dengan grammatikal Bahasa Inggris			✓	
2	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas				✓
3	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas			✓	
4	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep			✓	
5	Pedoman atau kriteria penskoran dapat digunakan dengan baik				✓

Komentar dan saran perbaikan

1. Grammatiknya diperbaiki.....

2. Petunjuk Penilaian konsep.....

...diperjelas.....

Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi

2. Valid, dapat digunakan dengan revisi

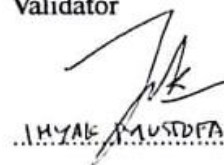
3. Kurang Valid, butuh revisi

4. Tidak Valid, Butuh revisi

( mohon untuk melingkari nomor yang sesuai dengan kumpulan bapak /ibu )

Jember, 20 Maret 2023

Validator



IHYAK MUSTAFA, S.S., M.LI

### LEMBAR VALIDASI SOAL

No	Aspek yang dinilai	Skor			
		1	2	3	4
1	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator				✓
2	Soal sesuai dengan indicator				✓
3	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓
4	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				✓
5	Rumusan kalimat soal mudah dipahami			✓	
6	Butir soal menggunakan Bahasa Inggris yang sesuai dengan grammatical			✓	
7	Rumusan soal tidak menggunakan kata /kalimat yang menimbulkan penafsiran ganda atau salah pengertian				✓

Komentar dan saran perbaikan  
*Direction disesuaikan dengan*  
*Indicator pencapaian.....*  
 .....

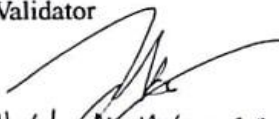
Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang Valid, butuh revisi
4. Tidak Valid, Butuh revisi

( mohon untuk melingkari nomor yang sesuai dengan kumpulan bapak /ibu )

Jember, 20 Maret 2023

Validator

  
 Inyik M. W. M. S. S. M. Li

Appendix 10

**THE RESULT OF OBSERVATION CHECKLIST**

**OBSERVATION STUDENTS' PARTICIPATION CHECKLIST**

No	Indicators	Criteria			
		1	2	3	4
1.	Students pay attention to the researcher when she is teaching by using Instagram post as a media				✓
2	Students can analyze the generic structure, language feature, and adjective of the text related to descriptive text				✓
3	Students can write descriptive text correctly			✓	
4	Students can deliver question and answer the question by the researcher correctly			✓	

**NOTE:**

No	Final Score (%)	Skill Criteria
1	85-100%	Very Good
2	70-84%	Good
3	55-69%	Enough
4	≤54%	Poor



### The Description of Observation Students' Participation Checklist

No	Indicators	Criteria			
		1	2	3	4
1.	Students pay attention to the researcher when she is teaching by using Instagram post as a media	Students did not pay attention to the researcher when she is teaching by using Instagram post as a media	Less than 7 students pay attention to the researcher when she is teaching by using Instagram post as a media	More than 10 and less than 15 Students pay attention to the researcher when she is teaching by using Instagram post as a media	Almost Students pay attention to the researcher when she is teaching by using Instagram post as a media
2	Students can analyze the generic structure, language feature, and adjective of the text related to descriptive text	Students couldn't analyze the generic structure, language feature, and adjective of the text related to descriptive text	Less than 7 students can analyze the generic structure, language feature, and adjective at least 5/10 of the text related to descriptive text	More than 10 and less than 15 students can analyze the generic structure, language feature, and adjective at least 5/10 of the text related to descriptive text	Almost students can analyze the generic structure, language feature, and adjective 5/10 of the text related to descriptive text
3	Students can write descriptive text correctly	Students couldn't write descriptive text correctly	Less than 7 students can write descriptive text correctly	More than 10 and less than 15 students can write descriptive text correctly	Almost students can write descriptive text correctly
4.	Students can deliver question and answer the question by the researcher correctly	Students couldn't deliver question and answer the question by the researcher correctly	Less than 7 students can deliver question and answer the question by the researcher correctly	More than 10 and less than 15 Students can deliver question and answer the question by the researcher correctly	Almost Students can deliver question and answer the question by the researcher correctly

## FIELD NOTE GURU

## Field Notes

Field note 1 : Thursday (30 Maret 2023)

Time : 07.15 - 08.25 AM.

Place : 10th B Class

Meeting : 1

Pada pukul 07.15 hari Kamis, Researcher memasuki kelas Xb bersama guru bahasa Inggris. Researcher membuka kelas dengan greeting, berdo'a bersama dan dilanjut mengecek kehadiran siswa. Kemudian researcher memulai kelas dengan warming up seperti bertanya feeling dan kondisi mereka "How are you?". Setelah warming up, researcher menjelaskan apa yang akan dipelajari hari ini yaitu descriptive text. Sedangkan guru bahasa Inggris membantu mengawasi kelas.

Researcher mulai menjelaskan mengenai descriptive text. Ia menjelaskan dari definisi, generic structure dan language feature dari descriptive text. Kemudian researcher <sup>memberi</sup> ~~menampilkan~~ contoh dari descriptive text dengan menampilkan postingan Instagram yang memiliki caption deskripsi yang bagus - menggunakan proyektor.

(KKY)

Setelah menunjukkan contoh, researcher menjelaskan bagian-bagiannya spt Identifikasi, descripsi, adjective, dan simple present tense yg ada di contoh tersebut. Kemudian researcher menampilkan contoh lain yang ada di Instagram, lalu memberi siswa kesempatan untuk menjawab pertanyaan.

Researcher kemudian menampilkan contoh descriptive yang lain di laman Instagram lalu melemparkan bola kecil ke murid, murid yang terkena bola tersebut harus menjawab pertanyaan researcher seputar contoh yang ditampilkan di layar proyektor. Murid yang sudah menjawab lalu melemparkan bola ke murid yang lain sampai semua kebagian untuk menjawab pertanyaan.

Murid<sup>2</sup> merasa tertarik selama pembelajaran, mereka <sup>enjoy dan</sup> fokus saat researcher menjelaskan materi, mereka bisa menjawab pertanyaan researcher dan mereka bisa mengekspresikan opininya mengenai materi yang dipelajari. Akan tetapi, mereka masih bingung bagaimana cara menulis descriptive text. Karena waktunya sudah habis researcher merangkulum materi hari ini dan menutup pelajaran di kelas dengan salam.

KIKY



## Field Notes

Field note 11: Thursday (6 April 2023)

Time : 07.15 - 08.35 am

Place : X B class.

Meeting : 2.

Pada hari Kamis jam 07.15 researcher memasuki kelas bersama guru bahasa Inggris. Researcher membuka kelas dengan greeting dan berdoa bersama. Setelah berdoa, researcher mengecek kehadiran siswa kemudian memulai kelas dengan warming up. Researcher mengucapkan "Good morning" dan menanyakan kabar siswa "How are you?". Setelah warming up, researcher menjelaskan kembali materi descriptive text dengan media (Instagram post) Sedangkan guru bahasa Inggris membantu mengawasi kelas.

Pada pertemuan ini researcher menjelaskan lagi materi sebelumnya, seperti definisi, generic structure dan language feature, akan tetapi lebih fokus pada language feature (simple present tense).

KKY

Setelah menjelaskan materi, dan mengecek pemahaman siswa, researcher meminta siswa untuk membuat kelompok, yang mana setiap kelompok terdiri dari 3 siswa. Lalu researcher menampilkan Laman Instagram yang memuat descriptive text tentang wisata kemudian meminta siswa untuk menganalisis caption tersebut. ~~Researcher~~ <sup>Researcher</sup> juga menjelaskan untuk kelompok yang jawabannya benar dan cepat akan mendapatkan reward dari researcher.

Pada pertemuan kedua ini kondisi kelas membaik, siswa lebih faham lagi bagaimana cara menulis descriptive melalui Instagram. Akhirnya jam ganti sudah tiba, researcher menutup kelas dengan salam

## Field Notes

Field note III : Thursday (13 April 2023)

Time : 07.15 - 08.30 am

Place : Lab

Meeting : 3 (writing test).

Pada hari Kamis, pukul 07.15 Researcher memasuki kelas, kemudian mengucapkan salam dan meminta ketua kelas untuk memimpin doa. Setelah berdoa, researcher mengecek kehadiran siswa. Lalu menyampaikan pada siswa bahwa hari ini akan diadakan writing test spt yang telah di info kan minggu lalu.

Researcher meminta siswa untuk log in akun Instagram nya di computer/laptop di depannya. Murid di beri waktu 45 menit untuk Menuliskan <sup>alam</sup> descripsi dan tempat wisata yang mereka sukai. Siswa juga diminta untuk menentukan gambar yang sesuai dg yang mereka tulis untuk di post di Instagram.

Setelah semua siswa menyelesaikan tugasnya, researcher bersama murid mendiskusikan hasil kerja mereka.  
~~kemudian memberi~~ Pada saat mengerjakan,

(KIKY)

Siswa diperbolehkan membuka kamus, tetapi tidak boleh menggunakan google translate. Pada saat mengerjakan, siswa terlihat enjoy dan interest menuliskan tempat wisata alam yg mereka sukai. Meskipun ada beberapa siswa yang terlihat bingung saat mengerjakan tetapi mereka bertanya pada researcher, akhirnya mereka pun berhasil dalam test itu. Karena bel ganti sudah berbunyi, researcher menutup kelas dengan salam

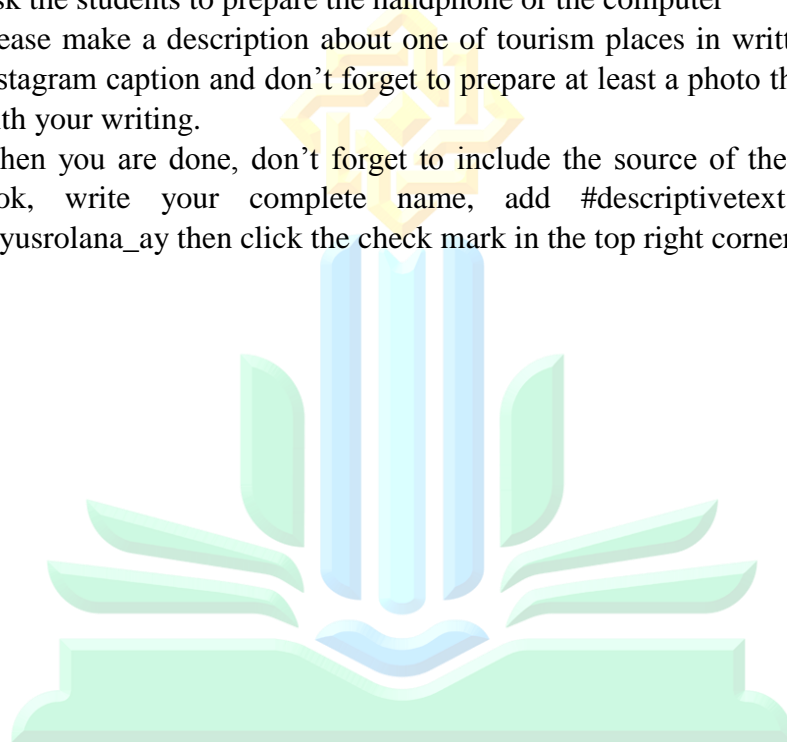
## Appendix 12

### TEST INSTRUMENT

The researcher uses writing test to make a descriptive text for the test of this research.

#### Direction:

1. Ask the students to pray
2. Ask the students to prepare the handphone or the computer
3. Please make a description about one of tourism places in written form in Instagram caption and don't forget to prepare at least a photo that matches with your writing.
4. When you are done, don't forget to include the source of the photo you took, write your complete name, add #descriptivetext and tag @yusrolana\_ay then click the check mark in the top right corner!



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## Scoring Rubric for Writing Test

Aspect	Score	Criteria
Content (C)	16-20	EXCELLENT: knowledgeable – substantive - relevant to the assigned topic
	11-15	GOOD: some knowledgeable of the subject – adequate range – mostly relevant to the topic, but lacks detail.
	6-10	FAIR: limited knowledge of subject – little substance – inadequate development of the topic.
	1-5	POOR: does not show knowledge of the subject – non substantive – not relevant – or not enough to evaluate.
Organization (O)	16-20	EXCELLENT: fluent expression – ideas clearly stated – well-organized/supported – logical sequencing – cohesive.
	11-15	GOOD: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	6-10	FAIR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.
	1-5	POOR: does not communicate – no organization – or not enough to evaluate.
Vocabulary (V)	16-20	EXCELLENT: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	11-15	GOOD: adequate range – occasional errors of word/idiom for, choice, usage but meaning not obscured.
	6-10	FAIR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.
	1-5	POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Grammar (G)	16-20	EXCELLENT: effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	11-15	GOOD: affective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	6-10	FAIR: major problems in simple/complex constructions – frequent errors of negation, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	1-5	POOR: virtually no mastery of sentence construction rules – dominated by errors – or not enough to evaluate.
Mechanics (M)	16-20	EXCELLENT: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	11-15	GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	6-10	FAIR: frequent errors of spelling, punctuation, capitalization – meaning confused obscured.
	1-5	POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – or not enough to evaluate.

Appendix 14

**The Students' Attendance List**

<b>No</b>	<b>Name of Students'</b>	<b>F/M</b>
1	AZZZ	M
2	AAP	M
3	AFA	M
4	AUH	F
5	CBMI	F
6	DA	M
7	DKM	F
8	DAF	M
9	DS	F
10	DJS	M
11	DFH	F
12	DRR	F
13	EM	F
14	EI	F
15	FR	M
16	HA	F
17	LRM	F
18	MMN	F
19	MHS	F
20	MJE	M
21	MAY	M
22	MR	M
23	MH	M
24	PDAP	M
25	RYA	M
26	RA	F
27	SA	F
28	SNF	F
29	SNH	F
30	SR	F
31	SRM	F
32	SW	F
33	SS	F
34	S	F
35	VA	F
36	VLA	F
37	ZR	M
38	DF	F

## Appendix 15

## Students' Writing Test Score

Teacher

No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
1	Achmad Zaky Zam Zam	14	13	14	16	13	70
2	Agung Adi Purnomo	18	16	16	20	17	87
3	Ahmad Faisol Akbar	14	15	14	18	14	75
4	Anindia Usfatu Hasanah	19	16	16	20	17	88
5	Chavia Bella Mareta I.	18	16	17	20	18	89
6	Daniel Arauna	16	16	15	18	14	79
7	Dea Khlifatul .M	18	15	16	20	16	85
8	Deni Arya Febriansa	20	17	17	20	18	92
9	Dewi Sinta	17	15	15	20	15	82
10	Dimas Juli Saputro	17	15	15	19	17	83
11	Dina Fitriatul Husna	20	17	16	20	18	91
12	Dwi Rasti Rahayu	16	16	14	19	13	78
13	Eka Maharami	16	14	15	16	14	75
14	Elda Ismawati	17	15	14	19	18	83
15	Fathur Rozikin	12	13	15	12	15	67
16	Halimatul Ahadiyah	18	14	14	18	16	80
17	Lilla Rofiatul Ma'rifah	15	14	14	17	18	78
18	Maulidina Maharani N.	19	16	16	19	16	86
19	Melinda Halimatus S.	15	14	14	15	18	76
20	Mochammad Julianto E.	17	16	15	18	15	81
21	Mohammad Agung Y.	15	16	15	17	16	79
22	Mohammad Royhan	16	15	14	16	14	75
23	Muhammad Hidayatulloh	18	14	15	18	15	80
24	Prayoga Deva Aditya P.	15	14	13	16	12	69
25	Riyo Andiko	15	13	14	16	13	71
26	Rita Anjani	15	14	18	18	13	78
27	Salsabela Agustin	16	13	14	17	15	75
28	Siti Nurfaida	15	14	13	15	13	69
29	Siti Nurhalizah	15	17	13	18	14	77
30	Sofia Rahma	14	15	13	15	13	70
31	Sofia Ramadani	15	15	13	17	18	78
32	Sofira Winata	17	14	14	19	17	81
33	Soimatus Soleha	15	13	14	15	14	70
34	Sopiah	15	13	14	15	13	69
35	Vivi Amelia	18	15	14	18	15	80
36	Vivi Lusiana Agustin	15	14	13	16	12	69
37	Zainur Rifa'i	14	13	14	16	13	70
38	Dewi Finatasari	18	15	14	19	18	84
<b>Total Score</b>							<b>2969</b>

## Note:

- C: Content  
 O: Organization  
 V: Vocabulary  
 G: Grammar  
 M: Mechanic



Researcher

No	Name of Students'	Students' Score					Total Score
		C	O	V	G	M	
1	Achmad Zaky Zam Zam	15	13	14	16	13	71
2	Agung Adi Purnomo	18	16	16	20	17	87
3	Ahmad Faisol Akbar	16	15	14	18	14	76
4	Anindia Usfatu Hasanah	19	15	17	19	17	87
5	Chavia Bella Mareta I.	18	16	17	20	18	89
6	Daniel Arauna	18	16	15	19	19	82
7	Dea Khlifatul .M	18	14	17	20	17	86
8	Deni Arya Febriansa	20	17	17	20	17	91
9	Dewi Sinta	17	15	15	20	15	82
10	Dimas Juli Saputro	17	14	16	19	16	82
11	Dina Fitriatul Husna	20	17	16	20	18	91
12	Dwi Rasti Rahayu	16	16	14	19	13	78
13	Eka Maharami	17	14	15	16	14	76
14	Elda Ismawati	18	15	14	19	18	84
15	Fathur Rozikin	14	13	15	12	15	69
16	Halimatul Ahadiyah	18	14	14	18	15	79
17	Lilla Rofiatul Ma'rifah	15	15	13	17	17	77
18	Maulidina Maharani N.	20	16	16	20	17	89
19	Melinda Halimatus S.	15	13	15	15	18	76
20	Mochammad Julianto E.	17	16	15	18	16	82
21	Mohammad Agung Y.	15	16	15	17	16	79
22	Mohammad Royhan	16	15	14	17	14	76
23	Muhammad Hidayatulloh	18	14	15	17	14	78
24	Prayoga Deva Aditya P.	15	13	13	15	12	67
25	Riyo Andiko	15	13	14	16	12	70
26	Rita Anjani	17	15	17	18	13	80
27	Salsabela Agustin	16	13	14	18	15	76
28	Siti Nurfaida	15	14	13	15	13	69
29	Siti Nurhalizah	16	16	14	18	14	78
30	Sofia Rahma	15	15	13	15	13	71
31	Sofia Ramadani	16	15	13	17	18	79
32	Sofira Winata	18	14	15	19	17	83
33	Soimatus Soleha	15	13	14	15	14	70
34	Sopiah	15	13	14	16	13	70
35	Vivi Amelia	18	15	14	19	15	81
36	Vivi Lusiana Agustin	15	14	13	16	12	69
37	Zainur Rifa'i	14	13	14	16	13	70
38	Dewi Finatasari	20	15	15	19	16	85
<b>Total Score</b>							<b>2985</b>

Note:

C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanic

### Students' Writing Test Score Inter Rater

No	Name of Students'	Students' Score		Mean Score
		English Teacher	Researcher	
1	AZZZ	70	71	70
2	AAP	87	87	87
3	AFA	75	76	75
4	AUH	88	87	87
5	CBMI	89	89	89
6	DA	79	82	80
7	DKM	85	86	85
8	DAF	92	91	91
9	DS	82	82	82
10	DJS	83	82	82
11	DFH	91	91	91
12	DRR	78	78	78
13	EM	75	76	75
14	EI	83	84	83
15	FR	67	69	68
16	HA	80	79	79
17	LRM	78	77	77
18	MMN	86	89	87
19	MHS	76	76	76
20	MJE	81	82	81
21	MAY	79	79	79
22	MR	75	76	75
23	MH	80	78	79
24	PDAP	69	67	68
25	RYA	71	70	70
26	RA	78	80	79
27	SA	75	76	75
28	SNF	69	69	69
29	SNH	77	78	77
30	SR	70	71	70
31	SRM	78	79	78
32	SW	81	83	82
33	SS	70	70	70
34	S	69	70	69
35	VA	80	81	80
36	VLA	69	69	69
37	ZR	70	70	70
38	DF	84	85	84
<b>Total Score</b>		2.969	2.985	2.966

- In this research, the final score was gotten from the division between the English teacher's score and the researcher's score because it used inter-rater in writing test.
- The researcher calculated the data of final score using the formula below:<sup>81</sup>

**a. Mean of the students' 10<sup>th</sup> B class after treatment:**

$$X = \frac{\sum xn}{n}$$

$$X = \frac{2.966}{38}$$

$$X = 78$$

**The description:**

X : mean

$\sum xn$  : individual score

N : number of students

**b. Percentage of completeness of writing skill after treatment:**

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

$$P = \frac{28}{38} \times 100\%$$

$$P = 73\%$$

**The description:**

P: The class percentage

N: Number of students



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<sup>81</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

Appendix 16

**Research Journal's Activities**






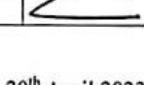
RESEARCH JOURNAL'S ACTIVITIES

Name : Yusrolana

NIM : T20196132

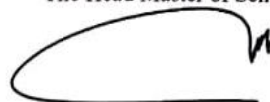
Location : SMA Darul Ulum Tempeh

Title : The Implementation of Instagram Post as Visual Media to Improve Students' Writing Skill of Descriptive Text at the 10<sup>th</sup> Grade of SMA Darul Ulum Tempeh.

No	Day/Date	Activities	Initial
1	Tuesday, 21 <sup>th</sup> March 2023	The researcher gives research permit to the school and interview the English teacher and a few students at 10 <sup>th</sup> grade of SMA Darul Ulum Tempeh	
2	Monday, 27 <sup>th</sup> March 2023	The researcher observes the classroom activity at 10 <sup>th</sup> grade of SMA Darul Ulum Tempeh and consult about lesson plan with the English teacher	
3	Thursday, 30 <sup>th</sup> March 2023	The researcher applies the action (first meeting)	
4	Thursday, 6 <sup>th</sup> April 2023	The researcher applies the action (second meeting)	
5	Thursday, 13 <sup>th</sup> April 2023	The researcher gives writing test to the students	
6	Thursday, 20 <sup>th</sup> April 2023	The researcher asking for a letter of research finishing	

Lumajang, 20<sup>th</sup> April 2023

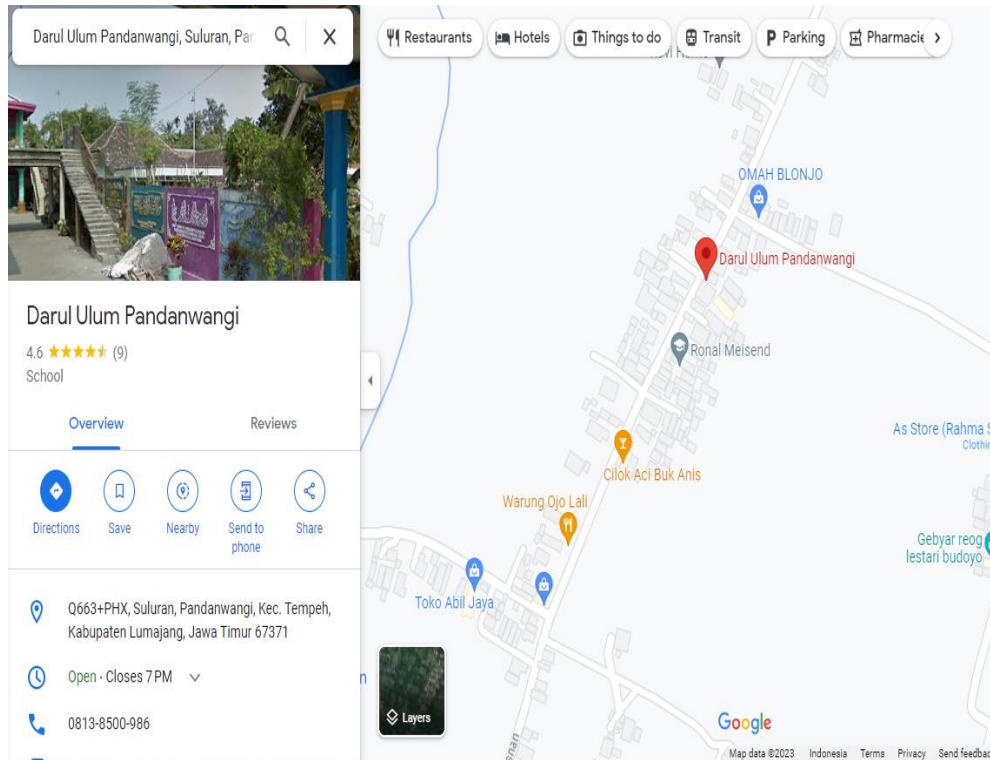
The Head Master of School



Rudi Adiwiyarto, S.Pd.

Appendix 17

SMA Darul Ulum Tempeh – Lumajang Maps



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Appendix 18

**Documentations**



The researcher interview with the English teacher



The researcher checked the students' attendance list



The researcher explained the material



The researcher when explaining the material



Students while asking the material



The students while doing their assignment



## Students' work



halimatus9574 mengundang Anda untuk menjadi kolaborator dalam postingannya.

Tinjau



Disukai oleh aakzulfimbem dan 7 lainnya

**halimatus9574** This Beach with beautiful scenery such as Pura Tanah Lot is Balekambang Beach located in Bantur area, approximately 65 km south of Malang, East Java.

Balekambang beach has a beautiful scenery with three large rocks. The rock apparently referred as the island, those called as Anoman Island, Wisanggeni Island, and Ismoyo Island. Among the three reef islands, the most famous island is Ismoyo island. Where the magnificent temple built. The temple name is 'Luhur Amertha Jati'. The island is connected by a bridge with a width around 1.5 meters.

Balekambang beach definitely have pretty heavy waves. Several tourism will do surfing to conquer the waves of Balekambang beach. The beach view is wonderful. You can find white sand along the beaches and crystal clear sea water beach adds for more appealing. The beach is clean and well maintained. This beach is one of favorite tourist spot in Malang. Shore support facilities are available here, such as parking lots, souvenir stalls, restaurants, restrooms, office information, bungalows, swimming pool, scout camp, and pavilion.

Chavia Bella M.  
#descriptivetext  
@Yusrolana\_ay

Lihat semua 3 komentar

yusrolana\_ay 89

aakzulfimbem 89







Disukai oleh **aakzul fimbem** dan 7 lainnya

**nay\_8090** Gunung Gambir Tea Plantation

Gunung Gambir Tea Plantation is one of some favorite tourist destinations in Jember. The location of this place is at Sumber Baru, Jember.

Gunung Gambir Tea Plantation is categorized as a new tourist destination in Jember. this place have a beautiful view of the spread of the tea plantation. Besides, this place has a relaxing atmosphere that makes visitors feel comfortable in this place. The manager of this tourism palace develops some facilities, one of them is provide some photo spots for the visitors. It becomes a very great idea since people nowadays love to take photo or selfie. The visitors can take photos in the photo spot and move to other spots. To be able to take photos in the photo spot, they have to pay 5000 rupiahs for each person. Moreover they can borrow the property provided to support their photo. This place is very suitable for people who love photography.

Dewi Finata S.

#descriptivetext

📷: Pinhome

#@yusrolana\_ay

**yusrolana\_ay** Good ✨ 85 ✓

**aakzul fimbem** 84



IQ



Disukai oleh **forza\_gans** dan 13 lainnya

**dnftrtlhsna** Baron Beach is a mandatory destination when visiting Yogyakarta. The location is in Gunung Kidul, to get there it is quite far, about 2 hours from the city center.

Many activities can be done here, such as riding a fishing boat around the beach, enjoying seafood brought by farmers with a variety of dishes, either fried or grilled.

Go up to see Baron Beach from the lighthouse, which is only 10 minutes walk. Before going home, don't forget to take the time to buy souvenirs, typical of the sea. It's quite a fun holiday here..

:Mytrip123.com

#descriptivetext

@yusrolana\_ay

Lihat semua 6 komentar

**yusrolana\_ay** 91



**aakzulfimbem** 91



## RESEARCHER'S BIODATA



### Personal Information

- Full Name : Yusrolana
- NIM : T20196132
- Gender : Female
- Place, Date of Birth : Lumajang, Mei 14<sup>th</sup> 2001
- Address : Pandanwangi – Tempeh – Lumajang
- Religion : Islam
- Deparyment/Majors Courses : Language Education/English Department
- Email Address : [yunaatk73@gmail.com](mailto:yunaatk73@gmail.com)

### Educational Background

- 2005 – 2007 : TK Darl Ulum Tempeh
- 2007 – 2013 : MI Darul Ulum Tempeh
- 2013 – 2016 : SMP Darul Ulum Tempeh
- 2016 – 2019 : SMA Darul Ulum Tempeh

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