CHAPTER I

INTRODUCTION

A. Background

Writing is an important skill for learning English. Writing is an important English skill because it can help students develop other language skills and improve their thinking skills. Therefore, writing is an important tool to help people learn a new language. Writing is a productive language skill because it involves the use of words, sentences and large writing to communicate Punamasari et al (2021). So, it can be concluded that writing is an important skill in helping language learning. So, it is said that learning to write well is an important skill in English.

Wrting activities can explore thoughts and feelings about an object, choose what to write, and write it so that readers can easily understand it. Writing activities not only involve thoughts or feelings, but also writing down one's thoughts, knowledge and life experiences. As a result, writing is not an easy skill to learn; in fact, it must be mastered by Janna (2020).

The activity of writing to describe living creatures, objects, places or experiences that someone has experienced is not easy. Writing skills are more difficult for native language speakers to understand or master than other language skills Ariustini (2014) because in writing you have to convey your thoughts or good ideas in written form. Not all descriptive essays can describe something the student wants to describe. Describing an object is a reflection of thoughts, ideas, visions of an object to be expressed in written or verbal form, Monita (2016).

This is a fact on the ground and there are several factors behind this problem. Mardika (2017) These factors include: (1) students' lack of interest in participating in descriptive writing lessons; (2) students cannot express or put their ideas into written form, so students do not know what to write; (3) students pay less attention to punctuation when writing; (4) Students do not develop existing vocabulary (5) have difficulty connecting the main sentence with supporting sentences; and (6) educators have not discovered or used innovative learning methods. The main problem in this problem is the need to pay attention to students' writing skills. Most students have not mastered writing skills. Because of the mindset of some students, writing activities are very boring and it is very difficult to express or express their ideas. This is caused by not being used to reading. Educators also do not train students enough to hone their writing skills, because teachers only focus on theory. The learning process is often still teacher-centered and educators also do not connect teaching materials with daily life, making students feel bored Sriani (2015). The role of educators is very necessary in motivating students so that students are motivated in learning and do not feel bored when writing.

One alternative that can be done so that students want to write well is for educators or teachers to provide fun learning so that students are interested in the lesson and don't get bored quickly. Teachers can use a learning model with the help of Instagram social media, because students are already used to using or playing Instagram. Instagram media is an alternative and innovative tool for teachers when learning to improve students' descriptive writing skills. The relationship between

Instagram social media and the ability to write descriptions is that Instagram can be a forum for expressing creative ideas in writing descriptions or captions to describe one of the photos that will be uploaded by Yulia (2019). Based on the results of observations at SMP Muhammadiyah Parepare conducted by researchers, students' writing skills are still very low, especially in the English vocabulary section, because in general class VII is a class that has just started learning at that school. So, the writing ability of class VII students is still very low.

Therefore, when students have carried out the learning process at school they have six days to study. When interviewing teachers and students, researchers found that there were several students who still experienced difficulties in learning English, one of which was difficulty in English vocabulary.

In delivering learning material, most students find it difficult to understand if they only use the question and answer method. Students become bored, jealous and passive, so that based on the average score for students' writing ability is 65, while the standard score for SMP Muhammadiyah Parepare is 70. Minimum Completeness Criteria (KKM) are determined by the education unit by referring to graduate competency standards. This shows that students need improvement in writing skill. Based on data that students' writing skills are still low, the researchers tried to provide effective images from Instagram and can make students interested and enthusiastic about learning by using Instagram images. By using Instagram images, students will be happier and more interested because children at that age like to see unique and interesting pictures on each student's cellphone.

According to Macarthy (2015) Instagram is a social media application aimed at someone who likes visuals and has fun features that can be used to take photos and upload them to feeds that can be seen by many people. Instagram social media made him famous. a medium that has a great opportunity to be used as a medium that can carry out online activities. According to Atmoko (2011) in Utari (2017), after becoming a social media platform that is admired by many users, Instagram allows its users to carry out online-based activities for its users, in carrying out activities by sharing product photos and so on. on.

Based on the explanation above, researchers want to use Instagram picture because Instagram is one of the social media most popular with researchers. Instagram is a media in learning that can be used to help teachers in providing the material they provide to students. Using this kind of media is a smooth way to help students develop creativity when writing descriptive text.

B. Problem Statement

Students have not been able to create descriptive text well because students' writing skill are still very low, especially in the English vocabulary section, and they have never used Instagram picture in learning.

"Does the use of Instagram picture improve the students' writing skill in composing descriptive text for class VII.I and VII.II students of SMP Muhammadiyah Parepare?”

C. Objective of The Research

This study aims to describe how to use instagram picture improve the students' writing skill in composing descriptive text for class VII.I and VII.II students of SMP Muhammadiyah Parepare

D. Significance of The Research

This research is expected to be useful theoretically and practically:

1. Theoretically

   Theoretically, research provides English teachers with information about writing descriptive text using Instagram picture and an introductory source for subsequent researchers who want to do research in the same way.

2. Practically

   Practically significant is that the results of this study provide other useful information, such as:

a. For Teachers

It is informative and inspiring to be more creative in using effective learning media.

b. For Students

This is good work for students in writing descriptive text using Instagram picture, as well as students in terms of writing descriptive text.

c. For Researchers

Add knowledge and skills about writing descriptive text by using Instagram picture.

E. Scope of the research

The scope of the research was restricted by discipline, content, and activity.

1. By discipline, this research is applied in terms of English, especially in teaching descriptive text.
2. By content, this research will be conducted to practice writing skills through Instagram picture.
3. By activity, the researcher conveys the purpose of learning and then provides a picture media to develop his imagination into a photo to form descriptive text. In the last activity, the researchers concluded about the material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

There are some researcher who had conducted research by using instagram as media in teaching english, such as rosdiani (2022) this research aims to determine the effectiveness of using instagram captions in improving vocabulary mastery of grade eight students of smpn 4 tanantovea donggala, central sulawesi. This is a quasi-experimental research design, involving 44 students selected through the total population sampling technique. To collect the data, the paper-and-pencil method with tests (pretest and posttest) was used. The results showed that there was a significant difference between students' vocabulary mastery before and after the intervention. With p=0.05 and df=42, it was found that the tcounted value of 9.53 is higher than the tcritical value of 1.683. This means the research hypothesis is accepted. In other words, using instagram captions can improve vocabulary mastery of grade eight students of smpn 4 tanantovea donggala.

Alfiandy kamal (2019) research the objectives of this research were (1) to gain an overall picture of students' vocabulary mastery in learning vocabulary through instagram, (2) to find out students' interest in learning vocabulary through instagram, (3) to get an in-depth understanding on factors that contribute to make students interested in learning vocabulary by instagram. Researcher applied mix-method in this research. Data obtained from three instruments, namely vocabulary test, questionnaire, and interview guideline. The sample consisted of 48 students

from sma nasional maros that taken by using cluster sampling technique. The results showed that (1) there was significant improvement of the students' vocabulary mastery that showed significant as 0.001 which is smaller than a=0.05, (2) students were interested in learning english vocabulary through instagram and categorized as high. (3) students were interested because of these four major factors namely simplicity, accessibility, feeling of happiness, and students' vocabulary mastery achievement.

Nurul Fajrianti (2020) Based on the objectives and initial discussion of this research, two results were obtained. Firstly, the use of Instagram social media by students at Muhammadiyah Pangkalan Bun Middle School is that all students, especially class VIIA at Muhammadiyah Pangkalan Bun Middle School, are aware of Instagram social media. Most students are active Instagram users. Students who use Instagram usually use or play Instagram for more than 5 hours a day. They only use Instagram to share their daily lives through photos and videos shared on their feed or in their account stories. Instagram Media not utilized properly or not utilized for one of the media when they study. And the second result, namely the pre-action test, showed that almost all students used titles that were appropriate to their theme and tended to be reluctant to develop their knowledge. The pre-action score shows the highest score, namely 75, while the lowest score is 40. So the average score on the pre-action test is 55.5. In cycle I with the help of Instagram media, the cycle I action test after collaborating showed that on average almost all students used the same title as friends who got the same picture. The prefix that students use to start their essays is starting from person

Yahya Ramadon (2019) research The design of this research is experimental quantitative research. The population is the eleventh-grade students' of SMAN 1 Gresik, and the sample is 38 students of XI SIG 2 as the experimental group, and 37 students of XI SIG 1 as the control group. The research instruments are test and speaking assessment rubric. The data are gained in the form of pre-test and post-test score. Then, the data are analyzed by using the Mann-Whitney U Test to find its significance level because the score data is not normally distributed. The result of the study shows that based on the output of the Mann-Whitney U Test, significance level (p-value) of post-test scores is .000. It is lower than .05 which means there is a significant difference between both groups after given a treatment. In addition, the experimental group has a higher mean rank score of the post-test which is 47.92 than the control group which is 27.81. In short, there is a significant difference in the use of of Instagram on eleventh-grade students' speaking skill. Then, the effect size given belongs to large effect, that is .47. Thus, it can be concluded that there is an effect of using Instagram on eleventh-grade students' speaking skill.

Zidny (2017) he study was implementing the planned actions, the material and the tasked that were designed using Genre based Approach were provided through Instagram. After all of actions had been implemented, any information related to the effect of the implementation was collected. From the information, it proved that the actions were successful to improve the students‟ writing skill.

B. Some Partinent Ideas

1. Instagram picture

a. Definition of Instagram picture

In this modern era, technology is increasingly developing and can be accessed by anyone and anywhere, so that education has utilized technology as a medium for learning. according to Winataputra (2007) are activities carried out to initiate, facilitate and increase the intensity and quality of learning for students.

Instagram is a very popular application, especially among teeinageirs. They can use Instagram just by easily installing the application and then they can use the features on Instagram such as uploading photos and videos. According to Atmoko (2012) Instagram is a photography-baseid social networking service.

Apart from that, Instagram can of course be an effective medium for learning, because apart from being an application that can allow useirs to send photos and videos, users can also get information via Instagram. Falahuddin (2014) said that learning media is anything that can provide information from information sources to recipents of information. It can be concluded that learning media are tools used by teachers to convey lesson material with the am of stimulating students' thoughts, feelings and interests.

b. Characteristics Instagram picture

Instagram can be interpreted as an application that can function as media that has many uses, such as sharing photos and videos on a social network, allowing users to take photos and videos, and adding filteirs to add an interesting impression to photos. Apart from that, Instagram is also a medium for interaction between users

and their family, friends or distant acquaintanceis. Then users can also see a lot of information through photos and videos uploaded via Instagram.

In this benefit, Instagram can bei an eiffective medium for thei leiarning proceiss, where teachers and students can utilize Instagram features to create an interesting learning process. According to Hamalik in Tafonao (2018) learning media has the characteristics, namely :

1) learning media can be touched, seen and heard, and can be observed by five senses,
2) objects or things that can be see in and heard,
3) learning media used for communication between teachers and students,
4) learning media as tools in the teaching and learning process,
5) learning media is an intermediary used in the learning process,
6) learning media as tools and techniques related to learning methods.

According to Kemp in Falahudin (2014), there are several benefits of learning media, namely the delivery of learning material can be uniform, the learning process clearer and interesting, the learning process becomes more interactive, efficiency in time and energy, improving the quality of learning outcomes, media can be done anywhere and at any time, media can foster students' positive attitudes towards the material and learning process, change the role of the learner in a more positive direction, the media can create learning materials that abstract becomes more concrete, and media can overcome the limitations of human senses.

c. The strengths of picture Instagram

There are several strengths of Instagram that make it attractive to its users. According to (Enterprise, 2012, p. 3) these advantages are:

a) Instagram is an application that is distributed free of charge

b) The appearance of the uploaded photos will become more attractive and aesthetic and not boring by using the photo editing feature provided by Instagram.

c) Instagram can make someone very creativeproduce photos or videos that are unusual and even tend to be unique or are often called instagrammable. This can make the user popular so that he has quite a few followers. Communities that have the same interests can also make it easier to establish friendship connections.

d. The weaknesses of picture Instagram

Weaknesses of Instagram Apart from advantages, each social media also has its own weaknesses. According to (Nainggolan et al., 2018) there are two weaknesses that Instagram has, namely:

a) Spamming

Spamming is one of the weaknesses of Instagram. How could it not be, people will easily give negative comments and even tend to be rude about what the account owner uploads via the comments column feature available on Instagram.

b) Open to all types of content

As a result of there being no restrictions on who will use it, Instagram is not free from content that has a negative impact on its users which is usually spread by irresponsible people.

2. Writing skills

a. Definition of writing skills

Even though learning to write can be integrated or integrated into every learning process in class, writing skills are sometzimes only taught when learning to write. Internal or external integrations are possible. Learning to write is integrated with other language skills through internal integration. Writing can also be integrated externally with subjects other than English Sorenggana (2018).

b. Benefits of Writing

By writing a lot of benefits that can be obtained. The benefits of writing can felt by themselves and others who read the writing. Komaidi (2007) put forward six benefits of writing, which are as follows. ”Firstly, for raise curiosity (curiocity) and train sensitivity in seeing the reality around. Second, through writing activities, encourage someone to look for references such as books, magazines, newspapers and journals. Through these activities, will add insight and knowledge of what is written. Third, through writing activities, trained to arrange thoughts and arguments in a coherent, systematic, and logical manner. Fourth, through writing activities, psychologically will reduce the level of tension and stress. Fifth, through writing activities, if the written results are published by the mass media or published by a publisher, will get inner satisfaction because his writing is considered useful for others. In addition, also received an honorarium (award). Sixth, get popularity when the writing is read by many people. This will get satisfaction alone and feel valued by others.

The special benefit of writing activities for academics is being able to provide idea to a global problem. Language can refer to life experiencen man. All life experiences are expressed when talking, interacting with others, and write it through written language. Oktaria, et al, (2017) .

c. The purpose of writing

The writer makes a writing certain has a purpose. There are some purposes in writing. According to , the purpose of writing is:

1) Assignment purpose: someone writes because of being asked.
2) Altruistic purpose: to entertain the readers or avoid readers from being sad.
3) Persuasive purpose: to convince reader about a truth of ideas.
4) Informational purpose: giving information to the reader.
5) Self - expressive purpose: to introduce the author to the reader.
6) Creative purpose: to achieve artistic values.
7) Problem solving purpose: to explain, explore, closely observe and make ideas and thoughts clear and acceptable by reader.

It is helpful to keep in mind some of the many uses we are likely to make of writing. For example, on a personal level, most of us use writing to make a note of something (things we have to do or wants other to do, like our shopping list) and to keep records of things we want to remember. We send messages and write letters to friends, and a view of us keeps diaries. Most of us have to fill in forms from time to time and occasionally we write format letters.

d. The components of writing

Writing is one of communication skill which is an important way to carry out ideas, feeling and experience to the other, but learning to write in foreign language is not easy matter, because it has some component or aspect to extend indirectly message. In writing the target language, the learners who want to master the language have to pay attention to some aspects of writing in order that they are able to write well.

There are some components that should be considered in writing activity by the researcher. It is very important to understood because the written form will be evaluated that is good or not form the components of writing. :

1. Dealing with the content

   The students were able to develop their writing adequately and relevant to the topic. The students could develop the idea into more complex one. They started to add some supported information in their writing.

2. Dealing with the organization

   The students were able to produce and to enhance a well-organized and cohesive text. Their writings were well written and well read. The idea was clearly sated and supported.

3. Dealing with the vocabulary

   The students were able to use correct and appropriate words. Students‟ mastery of vocabulary had obviously improved. They were accustomed to open the dictionary to find the words. Sometimes, they discussed with friends in choosing the appropriate words.

4. Dealing with the language use

Many students were able to distinguish nouns, verbs, and adjectives. They also had been able to use be (Is, Am, Are) properly. In addition, they were able to use the simple present tense appropriately.

5. Dealing with mechanic

The students were able to use correct punctuation and capitalization well. They got used to put full stop in the end of sentences. Then, they were able to use capital letter appropriately. They always paid attention to the spelling of the words.

There are some components of writing as the consideration to establish a good text in given by the experts. If the writers want to make a good writing, they should understand about these components and apply these to make the readers understand and the purpose from their mind delivered to the readers because good writing can be seen from how far the readers understand it.

3. Descriptive text

a. Definition of descriptive text

The Ministry of Education and Culture says (Kemendikbud 2013:121), descriptive text is a type of text that describes the circumstances (nature, shape, size, color, and so on) individually and uniquely. This text emphasizes the relationship between the whole and its parts. From these statements, it can be said that descriptive text is writing that describes a particular object uniquely for the knowledge and experience of the reader. In the descriptive text, the writer will be involved in observing a certain object that will be used in written form with the help

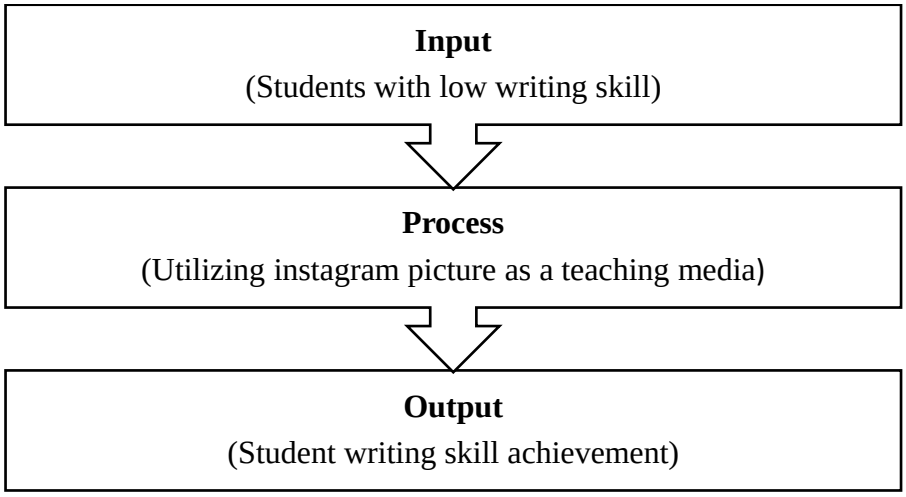
of language skills, diction, parsing, writing composition, and others. The activity of writing descriptive text by capturing the object being observed, then impregnated, imagined in the mind, and then written form The descriptive text is basically an object that is observed. It cannot be separated from the subjectivity of the author, although not up to one hundred percent. Any writing will involve the subjectivity of the author Dasril K (2021).

A content model that includes something's characteristics is a description text. It intends to describe and reveal whether descriptions of people, animals, places, objects, warrants, and particular lab reports are necessary for effective use Batubara et al (2021). In general, descriptive text is a text that lists the characteristics of something. Descriptive text is also defined as a text or speech intended to provide a verbal description of an object, character, location, or event. It aims to describe and express a particular person, place, or thing Wahyuni (2016).

Descriptive text describes or says something to the reader. This kind of text gives information about people, animals, things, places, and other things. As a result, the author will provide the reader with information about the brand-new object in the form of descriptive text, which will also provide a clear picture of the object and a concise description of it. The object's explanation essentially aims to help the reader comprehend the text and gain knowledge from it Purnamasari et al (2021).

C. Conceptual Framework

Figure 2. 1 Conceptual Framework



1. Input

   At this stage, data on students' descriptive text writing skills were collected by giving a test called a pre-test and collected through teacher and student interviews. Students answer questions in the form of text or material about descriptive text. This stage requires face-to-face meetings.

2. Process

   The researcher gave four times for treatment, once for pre-test and once for post-test. In the first treatment I gave an Instagram picture of Kristian Ronaldo. In the second treatment I gave an Instagram picture of Sunflowers Valley. In the third treatment I gave an Instagram picture of Arianagrande and in the last treatment I gave an Instagram picture of a landscape. And for the pre-test I gave Raffi Ahmad Instagram picture and for the post-test I gave Agnezmo Instagram picture. When the treatment was carried out four times, I gave students 60 minutes to describe the picture and the same for the pre-test and post-test.

3. Output

At this stage the output is of this learning, composing students' ability to write descriptive text via Instagram picture. The researcher provides text to students to measure the composing in students' ability to write descriptive text.

D. Hypothesis

1. Null Hypothesis: There is no significant improving of the students' writing skill after being taught by using Instagram Picture.
2. Alteirnativei Hypotheisis: There is significant improving of the students' writing skill after being taught by using Instagram Picture.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was used pre-experimental research with one group pre-test and post-test design. There was only one group contain in this pre-experimental research design. The design conducted by giving a pre-test followed by a treatment and -then a post-test. To find out whether there is a significant influence using Instagram pictures in writing students' descriptive text.

E = O X O

E = Experimental Class

O = Pre-test

X = Treatment

O = Post-test

(Gay, 2012)

B. Variable of the Research and their Operational Definitions

1. Research variable

   There are two variables in this research, namely the independent variable and the dependent variable.

a. The independent variable of this research is Instagram Picture as media to improve writing skill.

b. The dependent variable of this research is writing skill of the students'.

2. Operational Definition of Research Variables

1). Instagram Picture

The use of Instagram picture is an independent variable because it can influence students' ability to write descriptive text using Instagram picture at SMP Muhammadiyah Parepare. Then students can describe the Instagram picture provided by the researcher. Then students can write the contents of the image in the form of descriptive text. Students will be assessed on their grammar and vocabulary in writing after viewing Instagram picture.

2). Writing skill

Variable dependent in this research is students' writing skill. Students' writing skill in this study refers to students' intelligence in writing or expressing ideas properly and correctly.

In this research, several indicators are used as assessment materials to determine how students' writing skill have improved, they are:

1) Students understand what they write about, students can think about ideas and can develop ideas coherently well.
2) Grammar in students' writing is precise and organized according to the rules of writing.
3) Students can learn a lot of new vocabulary.
4) Students can use writing mechanics such as capitalization, period, and comma placement well and correctly.
5) Students can organize paragraphs according to the applicable generic structure.

C. Population and Sample

1. Population

The population of this study is students of class VII SMP Muhammadiyah Parepare for the 2023-2024 academic year. The total population is 30 students consisting of 2 classes.

2. Sample

Researcher used total sampling in determining the sample. According to Arikunto (2006:120) total sampling is taking samples that are the same as the total population. The population in this study was 30 students in class VII.I so the sample in this study was class VII. II, totaling 30 students.

D. Instrument of the Research

The instrument of this research is a writing test. The writing test is to determine students' writing achievements in English. This test prepares descriptive text which carries out four treatments with the themes of Kristian Ronaldo, Sunflowersvalleyus, Ariana Grande and Nature. And once for the pre-test with the theme Raffi Ahmad and once for the post-test with the theme Agnez Mo, it is given for 60 minutes, 2 paragraphs and a minimum of 200 words. The pre-test is given to obtain data about students' knowledge and the post-test is to identify students' abilities in writing descriptive texts and the treatment functions to improve students' writing skill.

E. Procedure of Collecting Data

The collection of the data that can be used to determine the research's outcome is the most crucial aspect of this study. The following are some of the methods that will be used to gather data for this study:

1. Pre-test

The pre-test is a measurement of the dependent variable before treatment is given. Pre-test is the first step in collecting data. At the first meeting, the researcher conducted a pre-test on students regarding descriptive text. Students will be asked to describe one of the famous Instagram users, namely "rafinagita1717", consisting of two paragraphs and a minimum of 200 words for 60 minutes. The purpose of presenting the pre-test is to find out the results of students' writing skill before being given treatment.

2. Post-test

The post-test is given after students receive treatment. The post-test is exactly the same as the pre-test, namely students be asked to describe one of the students' Instagram photos, namely "Agnezmo", which consists of two paragraphs and a minimum of 200 words for 60 minutes. This aims to determine students' writing abilities before and after being given treatment.

F. Treatment

After being given a pre-test, the researcher gave treatment to the students. The procedure is as follows:

1. First, the researcher greets the students, checks their whereabouts, and provides appreciation and motivation. The researcher explains what is meant by

descriptive text to the students and asks the students to open their Instagram application and the researcher describes the photo that the students describe with their Instagram account name, namely "Cristiano Ronaldo" which consists of 2 paragraphs and a minimum of 200 words for 60 minutes. After the students completed their assignments, the researcher asked them to collect them at the teacher's desk. After that, the researcher told the students that at the next meeting students did not need to bring their cellphones and install the Instagram application.

2. Second, the researcher said hello and invited the students to pray. The researcher also checked the students' attendance using English. The researcher explains the objectives and benefits of learning about the topic to be taught. The first presentation explains the meaning of descriptive text, the structure of descriptive text, the linguistic meaning of descriptive text, and the social function of descriptive text. Researchers also asked students to open their phones and open the Instagram application. The researcher asked students to open the famous Instagram account "Sunflowersvalleyus" and choose the photo they would describe. The researcher explains how to compose descriptive text using images that students have via their Instagram accounts. Then the researcher asked students to conclude the important points after the learning process. The researcher conveyed their study plan at the next meeting and asked them to always carry a cellphone and have the Instagram application. Researcher provided student learning motivation before class ended and the researcher asked

the students to pray and give greetings. fourth, the researcher said greetings and invited students to pray.

3. third, researcher checked students' attendance in English. This researcher explanation explains the purpose and benefits of studying the topic that be taught. Yesterday's lesson was to refresh students' memories and in checking student assignments, the researcher again asked students to open one of their Instagram accounts, namely "ariana grande" and asked students to describe the picture. The researcher checked the students' assignments. The researchers explained the learning plan at the next meeting and reminded them to always bring their cell phones and the Instagram application. Researcher provide student learning motivation before class ends. The researcher asked students to pray and give greetings.
4. Fourth, The researcher repeated yesterday's lesson to refresh students' memories and then checked the students' assignments Researchers asked students to look for famous Instagram accounts with the theme "nature" then choose one of the pictures there and describe it . The researcher asked students to read the results of their assignments in front of the class and then provided an explanation if there were students who still did not understand. Researchers provide opportunities for students to ask questions. The researcher explained the learning plan at the next meeting and reminded them to always bring a handphone and have the Instagram application. Researchers provide student learning motivation before class ends.The researcher asked students to pray and give greetings.

G. Technique of Data Analysis

In this study, data will collected after respondents (students) received treatment. Data are taken from pre-test and post-test student through quantitative analysis. The data will analyst using the following procedure:

1. Scoring the students' writing

Table 3.1 An analytical scoring rubric writing

Components Of Writing	**Score**	**Description**
1. Content	30-27	substantial mastery of knowledge.
	26-22	mastery of some adequate knowledge about the substance
	21-17	limited mastery of knowledge regarding the topic or content
	16-13	Mastery of knowledge about topics and substance is very poor2
2. organization	20-18	express ideas clearly and write fluently
	17-14	a bit less organized but the main idea remains focused
	13-10	not fluent or sometimes the ideas are confusing and tend not to connect
	9-7	ideas are uncommunicated and meaningless and disorganized
3. vocabulary	20-18	Use and selection of appropriate, appropriate and effective words/idioms/phrases
	17-14	Once in a while errors appear in the form of a word/phrase/idiom, choice of words and their use but they do not essentially affect the meaning

	13-10	Errors often appear in the form of words/phrases/idioms and in word choice and usage
	9-7	in principle it tends to be translation in nature and the choice of words and their use are inadequate
	25-22	Correct and effective use of complex sentences
	21-19	effective in use but the construction tends to be simple
4. Language	18-11	there are many problems in sentence construction
	10-5	the use of correct sentence construction is less than optimal
	5	master writing conventions, spelling and punctuation as well as capitalization very well
	4	Sometimes errors occur in the use of writing conventions, spelling and punctuation as well as capitalization
5. mechanic	3	Errors often occur in the use of writing conventions, spelling and punctuation as well as capitalization
	2	no mastery of writing conventions and many errors in spelling and punctuation and capitalization

Adapted by (Heaton,1989)

2. The data analyses from pre-test and post-test scores. To analysed achievement, the researcher uses the following formula

b. The score classifies based on components observed.

$$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{Maximum Score}} \times 100\%$$

(Direktorat Pembinaan, SMA., Pendidikan, J., & Pendidikan, M. K., 2018)

c. Classifying the score of the students

The information is categorized using the following scoring method.

Table 3.2 Scoring classification

No	Predicate	Classification	Score
1	A	Very Good	86-100
2	B	Good	71-85
3	C	Poor	56-70
4	D	Very Poor	0-55

(Direktorat Pembinaan, SMA., Pendidikan, J., & Pendidikan, M. K., 2018)

d. To analyses the data of pre-test and post-test the researcher using SPSS 29.

e. Hypothesis Testing

In a study, data is analyzed to allow the researcher to determine whether the hypothesis is supported or not. It should be remembered that data analysis only determines whether the hypothesis is supported or not in the research, not whether the hypothesis is proven or not (Gay, 2012).

Hypothesis testing criteria:

H0 is accepted if sig. value > α = 0.05

H1 is accepted if sig. value < α = 0.05

Based on the explanation above, if the significant value is greater than the probability value (α = 0.05), it means that there is no significant influence on the use of Instagram picture. Apart from that, if the significant value is smaller than the probability value, it can be concluded that there is a significant influence on the use of Instagram picture.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The results of the research data analysis are based on data obtained from the learning activities of students who were taught using Instagram media for classes VII.I and VII.II of SMP Muhammadiyah Parepare. The results obtained are presented using quantitative descriptive. The pre-test and post-test scores are used as data sources for this analysis. The pre-test was carried out at the beginning of the meeting to see students' writing abilities before being introduced to the media and treatment. While the post-test is given after receiving treatment.

1. Scoring classification of pre-test and post-test

The results of the classification of the student pre-test are presented in the table below :

Table 4.1 Scoring Classification of Pre-test

No	Classification	Predicate	Score	Pre-Test	
				F	%
1	Very Good	A	86-100	0	0
2	Good	B	71-85	0	0
3	Fair	C	56-70	10	33
4	Poor	D	< 55	20	67
Total				30	100

The table above displays the results of 30 students who received a pre-test by writing descriptive text using Instagram images. Student results varied, as the researchers found, indicating that no student scored particularly high. Only 10 students, or 33% of the total students, obtained sufficient clarity. And 20 students (67%) explained that it was inadequate. Because some students in this class did not understand the content of the written text, they were categorized as adequate and inadequate. Most students always give wrong answers. Students' pre-test writing achievement is still low. There are thirty students registered at SMP Muhammadiyah Parepare School in classes VII.1 and VII.II. We can conclude that this class is still considered inadequate, not superior.

Table 4.2 Scoring Classification of Post--test

No	**Classification**	**Predicate**	**Score**	**Post-Test**	
				F	**%**
1	Very Good	A	86-100	4	13
2	Good	B	71-85	26	87
3	Fair	C	56-70	0	0
4	Poor	D	< 55	0	0
Total				30	100

The results of 30 students' writing learning using Instagram picture are shown in the table above. Students gave correct answers to researchers, but the proportion of students increased. In the post-test, 4 students (13%) received a very good classification, 26 students (87%) received a good classification. Before the

test, there were no students who received a very good score. reasonable categorization.

These findings indicate that students' writing on the post-test had a greater proportion and score than on the pre-test. This indicates that after receiving instruction via Instagram, students' writing abilities advance.

2. Result of Statistic Analysis

The results of the statistical analysis of students' pre-test and post-test are presented in the table below:

Table 4.3 Statistic Analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	51,77	30	8,974	1,638
	Post Test	82,30	30	5,279	,964

Table 4.3 shows the average student scores on the pre-test and post-test. The average score on the pre-test was 51.77 and the average score on the post-test was 82.30. This shows that students' scores increased after using Instagram picture as a medium in learning to write descriptive text. The standard deviation shown in table 4.3 is 8.974 before treatment and 5.279 after treatment. This means that the lower the standard deviation value, the better the effect of the media used.

3. Hypothesis Testing

In hypothesis Testing, researcher used SPSS 29.0.1.0. Hypothesis testing criteria:

H_0 accepted if sig. value > α = 0,05

H_1 accepted if sig. value < α = 0,05

Table 4.4 Hypothesis Testing

Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pre Test - Post Test	-30,533	8,299	1,515	-33,632	-27,434	-20,151	29	<,001	<,001

If the significance value t < 0.05 then H0 is rejected, meaning there is a significant influence, namely an increase in students' writing skills using Instagram images and if the significance value t > 0.05 then H0 is accepted, meaning there is no significant influence, namely there is no increase in ability students wrote using Instagram pictures.

Based on the results of the table, it is known that the significant value of t < 0.05, which means there is a significant influence, namely an increase in students' writing skills using Instagram pictures.

B. Discussion

Writing skills are the ability to put ideas into words in complete and concise sentences that effectively convey meaning to readers Janna (2020). Students take a pre-test as part of the initial research phase. This pre-test is designed to ensure students' writing abilities before receiving treatment. Students receive a written pre-test at the first meeting. Assignment at the first meeting, please explain about RaffiAhmad photo. They were given a pre-test and paper to record their responses. Researchers used Instagram to help SMP Muhammadiyah Parepare students in class VII.I and VII.II write more detailed texts. Through administering exams, researchers can collect information about students' writing abilities and level of satisfaction when using Instagram materials to compose descriptive work.

Six meetings were conducted in this study: one for the pre-test, one for the post-test, and four for the Instagram picture treatment. One social media platform that can be utilized as a tool for English writing is Instagram. English teachers can also utilize Instagram to encourage their students to write more, particularly in descriptive material. The Instagram picture that is discussed in this study involves students opening the Instagram app on their phones and describing the platform based on the researcher's snapshot or photograph. Students then interpret it based on their ideas and imaginations as well as what they observe. This is meant to increase students' enthusiasm and make it simpler for them to come up with engaging ideas for paragraphs.

Because students employ a lot of creativity when they describe a picture, Instagram images can help them write more descriptive texts. We employ a lot of

imagination and fantasy when writing, particularly when describing something or writing in a descriptive style. Our imagination will enable us to expand on the primary concepts currently present in our minds. We can use a key theme, for instance, to describe a family or other circumstance. Naturally, we will envision a family photo. Because they had firsthand experience and found it simpler to describe, students who created their images were more motivated to write descriptive texts than researchers who created the images.

Instagram is a useful tool for studying, particularly for English language and literary courses. While utilizing the Instagram app for learning materials might facilitate distant interactions between educators and students, Good can effectively communicate the content that educators wish to impart. Instagram offers benefits and drawbacks when it comes to language acquisition. But compared to shortage, this application offers more benefits. The benefits of using Instagram for education include helping pupils become more proficient in language Rosdiani (2022). Thus, it can be said that teachers in the Web 4.0 age can make use of this program.

In general, the results of this study are consistent with those of several other studies that used Instagram. In his research, Yahya Ramadon (2019) addresses how pupils' speaking abilities are affected by utilizing Instagram. He employed a control group and an experimental group in his study. The information gathered then takes the shape of pre-test and post-test results. The preceding class was different from the prior one in that each student stepped forward and spoke to the other students clearly and concisely, describing the picture that the researcher had given them, after which they had 45 minutes to comprehend and describe it. In the

meantime, the student is allowed 60 minutes to explain the picture that the researcher has chosen and has written on their piece of paper. A further distinction from earlier studies is found in the population and sample.

At the treatment stage, the researcher used Instagram photographs and gave the students instructions to launch the Instagram app on their phones and create an account based on the theme she had developed. Pupils are excited and engaged in their learning of the use. media based on technology, like images from Instagram. This is consistent with Pribadi (2017) argument, which states that technology-based learning materials are utilized to enhance the interest of classroom activities and boost students' willingness to learn.

After giving treatment to students, the researcher administered a follow-up test, called the post-test. The only thing that separates this post-test from the pre-test in terms of methods and content is the theme that students choose to create their descriptive writing. Agnes Mo was the theme assigned to the pupils in the post-test. This post-test is intended to measure student performance following treatment. This study discovered that using Instagram photos helped students write more detailed texts. There was an increase from the pre-test to the post-test administration scores. To address these four learning cycles, the researcher used Instagram photographs to help with the production of descriptive prose. The students were given a post-test by the researcher following their treatment. The post-test scores for the students were rated as very good, good, and fair. The outcomes or display of the pupils' pre-test and post-test results serve as evidence for this.

It is clear that there is a difference between students' pre-test and post-test scores, namely low pre-test scores and high post-test scores. This is because pre-test students do not yet know what descriptive text is. After being given treatment in the form of Instagram photos for four meetings, students were better able to complete the post-test in the form of writing descriptive text and obtained higher scores than before.

From the results of their learning, researchers found that students learning through Instagram pictures could get the best results in learning to write descriptive text. and this data was taken from 30 students from two classes who mastered the pre-test and post-test. It can be seen from Table 4.3 that the average score is 51.77 before using Instagram pictures. then the average post-test score increased to 82.30 after treatment. So, the average student score in the post-test is the highest score compared to the pre-test score.

CHAPTER V

CONCLUSION AND SUGGESTION

The first section of this chapter was a conclusion based on the research results and discussion. The second was a suggestion for additional research.

A. **Conclusion**

In this research, researchers used a pre-experimental quantitative descriptive approach. This research was conducted to find evidence that students in class VII.1 VII.II of SMP Muhammadiyah Parepare can write more detailed text when using Instagram images. Among the tangible resources that can be utilized in the classroom are images from Instagram. This content was created from scratch to help students write.

Based on the research results, it can be said that learning using Instagram images can improve students' descriptive text writing skills. Instagram images improve students' descriptive text writing skills for better learning achievement at SMP Muhammadiyah Parepare VII.1 and VII.II. This improvement is very satisfying. The pre-test and post-test provisions are the data sources for this analysis. The results of the pre-test and post-test carried out by the researcher obtained a t-count value greater than the t-table value, this shows that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. In this case, the researchers concluded that Instagram images were able to improve students' descriptive text writing skills.

B. **Suggestion**

1. For the teacher

Teachers must be creative in their creation and provision of teaching and learning resources. To ensure that pupils are not bored while studying, teachers must also incorporate a variety of media into their lessons.

2. For students

Active students are students who show enthusiasm when learning and can build positive activities so that learning is active, creative, and effective and also fun where students can practice improving their writing skills.

3. For future researchers

who want to conduct the same research using Instagram pictures in writing descriptive text, it would be much better if future researchers use other platforms such as Facebook and Tik Tok. The researcher realizes that there are still many shortcomings in this research, such as the length of time in teaching, so the researcher anticipates that future researchers will overcome existing shortcomings to increase research efficiency, so the research duration of six meetings can be extended to more than six meetings. Future researchers can also be expected to examine sources and references related to other learning materials. To ensure that the research is carried out well, it is also intended that future researchers can also be prepared in taking samples, data collection and other procedures.

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