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IMPROVING THE STUDENTS' WRITING SKILL IN COMPOSING DESCRIPTIVE TEXT BY USING INSTAGRAM PICTURE

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ABSTRACT

This research is based on students' writing skills before and after writing descriptive text using Instagram pictures. The aim of this research is to find out whether the use of Instagram pictures can improve the writing skill of class VII.I and VII.II students at SMP Muhammadiyah Parepare after being given treatment using Instagram picture in writing descriptive text.

The researcher used a descriptive quantitative pre-experimental design. This research has been conducted for six meetings. The first meeting was pre-test, the next four meetings were for giving treatment, and the last meeting was for the post-test. The population is SMP Muhammadiyah Parepare. While the sample is composed of 30 students from class VII.1 and VII.II taken as sample using total sampling.

The results of the descriptive quantitative analysis showed that students' writing skill increased when using Instagram Pictures. These results are shown by the average score of the pre-test (51.77) and the post-test (82.30). After carrying out t-test calculations, the researcher found that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted. This means that using Instagram Pictures as a medium can improve the students' writing skill in composing descriptive text in classes VII.I and VII.II at SMP Muhammaadiyah Parepare.

Keywords: Writing Skill, Instagram Picture, Descriptive texts

ABSTRAK

Penelitian ini didasarkan pada keterampilan menulis siswa sebelum dan sesudah menulis teks deskriptif menggunakan gambar Instagram. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan gambar Instagram dapat meningkatkan keterampilan menulis siswa kelas VII.I dan VII.II SMP Muhammadiyah Parepare setelah diberikan perlakuan penggunaan gambar Instagram dalam menulis teks deskriptif.

Peneliti menggunakan desain pra-eksperimental deskriptif kuantitatif. Penelitian ini telah dilaksanakan selama enam kali pertemuan. Pertemuan pertama merupakan pre-test, empat pertemuan berikutnya untuk pemberian treatment, dan pertemuan terakhir untuk post-test. Populasinya adalah SMP Muhammadiyah Parepare. Sedangkan sampelnya berjumlah 30 siswa dari kelas VII.1 dan VII.II yang diambil sampelnya dengan menggunakan total sampling.

Hasil analisis deskriptif kuantitatif menunjukkan bahwa keterampilan menulis siswa meningkat ketika menggunakan Instagram Pictures. Hasil tersebut ditunjukkan dengan rata-rata skor pre-test (51,77) dan post-test (82,30). Setelah melakukan perhitungan uji t, peneliti menemukan bahwa Hipotesis Nol (H0) ditolak dan Hipotesis Alternatif (H1) diterima. Artinya dengan menggunakan media Instagram Pictures dapat meningkatkan keterampilan menulis siswa dalam menyusun teks deskriptif pada kelas VII.I dan VII.II di SMP Muhammaadiyah Parepare.

Kata Kunci: Keterampilan Menulis, Instagram Picture, Teks Deskriptif.

Introduction

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.

One alternative that can be done so that students want to write well is for teachers to provide fun learning so that students are interested in the lesson and don't get bored quickly. Teachers can use learning models with the help of social media. Because in general social media has been defined broadly to refer to “many things”. Murthy (2013) So far, the

majority of students have used the internet via smartphone to access social media. However, the application that they often use is Instagram because Instagram is currently one of the most popular social media.

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.

Instagram media is an alternative and innovative tool for teachers when learning to improve students' descriptive text writing skills. In learning English, there are several texts that are often studied in writing skills, namely descriptive text, recount text, narrative text, and procedure text. In this research, the researcher took one type of writing text, namely descriptive text because descriptive text is a form of writing that aims to expand the reader's knowledge and experience by describing the true nature of an object Finoza in Nurudin (2010). This is in accordance with the opinion of Gerot and Peter (1995) who state that the aim is to describe individuals, locations or objects. Dasril K (2021).

Based on observations at Parepare Muhammadiyah Middle School 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.

Based on the explanation above, researchers want to use Instagram pictures because Instagram is one of the most popular social media among students. 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 one way that helps students develop creativity when writing descriptive texts.

Method

This research is a pre-experimental research with a one group pre-test and post-test design. There was only one group included in this pre-experimental research design. The role is carried out by giving a pre-test followed by treatment and then a post-test. There are

two variables used by researchers in this research. Namely independent variables and dependent variables. The independent variable in this research is Instagram picture as a medium for improving writing skills. The dependent variable in this research is students' writing skill..

Results and Discussion

The research findings and data analysis are based on data obtained from student learning activities taught using Instagram picture. The results obtained are presented using quantitative descriptive methods. In this research, the author conducted a pre-test at the first meeting to find out the extent of students' mastery of writing descriptive texts before being given treatment and then gave a post-test after being given treatment. This research was conducted during four meetings attended by thirty students. The pre-test and post-test materials are in the form of Instagram picture that will be described by students

A. Scoring classification on Pre-test and Post-test

A.1. Scoring classification of pre-test

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

Table 4.1 shows the classification of student scores on the pre-test. The table above shows that many students fall below the minimum achievement classification criteria. Some students scored less on the pre-test score classification. This proves that students are still low in writing descriptive texts.

A.2. Scoring classification of post-test

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

Table 4.2 shows the classification of students' scores on the post-test after being given treatment using Instagram picture. The table above shows an increase in students' writing of descriptive texts

B. The Mean Score and Standard Deviation of Students in Pre-test and Post-test

Table 4.3: Mean Score and Standard Deviation of Students in Pre-test and Post-test.

		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.

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C. Hypothesis Testing

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.

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.

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

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.

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.

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.

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