

# Teaching Writing Descriptive Text Using Instagram

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## Abstract

Increasing student achievement in writing English is very important. Since English becomes an international language, students must be able to master it. The most difficulty faced by students in learning English is writing. They have difficulty developing their ideas and writing according to the correct structure. Besides, they always play mobile phones while in the class because the students get bored when teaching learning process. So the teacher must be more creative to make the class atmosphere more fun and interesting. Regarding to the problem, The teacher must find the right media. Based on the interview with the teacher, it is assumed that the students of ten grades in SMA Muhammadiyah 3 Tulangan have writing difficulties and are not motivated to learn English writing. This study uses a qualitative analysis. The researcher uses the field-note when teaching learning process to know how the implementation of using instagram in Descriptive text also uses questionnaire to know how the students' responses to the use of Instagram Media. Based on the result, it can be concluded that using instagram can be the media in teaching writing Descriptive text to the tenth grade of MIPA 3 SMA Muhammadiyah 3 Tulangan.

**Keywords:** *Instagram, Writing, Descriptive Text*

## Abstrak

meningkatkan pencapaian murid dalam menulis bahasa inggris sangatlah penting. Sejak bahasa inggris menjadi bahasa internasional, murid harus mampu menguasainya. kesulitan pertama yang dihadapi siswa dalam belajar bahasa inggris adalah menulis. mereka kesulitan untuk mengembangkan ide mereka dan menulis sesuai dengan struktur yang benar. disamping itu, mereka selalu bermain handphone saat di kelas karena mereka bosan. jadi guru harus lebih kreatif untuk membuat suasana dikelas menjadi lebih menyenangkan dan menarik. mengenai permasalahan tersebut, disini penggunaan instagram sebagai alat yang efektif untuk belajar mengajar. Berdasarkan wawancara dengan guru, diasumsikan bahwa siswa kelas sepuluh SMA Muhammadiyah 3 Tulangan mengalami kesulitan menulis dan tidak termotivasi untuk belajar menulis bahasa Inggris. Penelitian ini menggunakan analisis kualitatif. Peneliti menggunakan catatan lapangan ketika mengajar proses

pembelajaran untuk mengetahui bagaimana penerapan penggunaan instagram dalam teks deskriptif juga menggunakan kuesioner untuk mengetahui bagaimana tanggapan siswa terhadap penggunaan Media Instagram. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan instagram dapat menjadi media dalam pengajaran menulis teks deskriptif ke kelas sepuluh MIPA 3 SMA Muhammadiyah 3 Tulangan.

**Kata kunci:** Instagram, Menulis, Deskriptif Text

## **Introduction**

English is an international language and as foreign language in Indonesia, According to (Clyne, 2008) as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.” consider the importance of English. So teaching English from kindergarten to college. English has the important role because it is international language. as the first foreign language, students are expected to master English well.

Reading, listening, speaking are skills in English and writing is one of the difficult skills because students must develop ideas, add vocabulary, and learn about sentence structure in English as Donn said that Writing is regarded as the most difficult activity. Writing takes a lot of time. Consequently, teacher is forced to overcome this problem. They have to find out a way to motivate their students to write. The teacher must give assignments that make students know their purpose in writing and make them understand what they are writing. Teacher should know that the most important factor in writing is student’s involvement.

There are many kinds of media that can be used to improve student’s motivation and less students’ boredom. A good media can make students easy to learn and not bored in teaching learning process. The media carries messages or information to readers or users. A good media can help teachers to teach and create a new atmosphere in the classroom, so students can take lessons happily and not bored. In this new technological era, social media becomes a fashionable tool for teaching and learning, for example, students interact with teachers,

friends, and their parents. They can create groups on social media and discuss about learning material. social media also helps students who are shy to interact with others and express their ideas directly.

However, Instagram is a very popular social media that is widely used by teenagers in general. they upload their photos, interact with others by commenting on photos. Make stories on Instagram wherever they go, upload their own photos or family photos with description and share experiences on Instagram. Therefore, Instagram seems to provide an ideal environment for students to produce descriptive writing.

In this research, the researcher will focus on the use of Instagram as one of the media to motivate the students ability in writing descriptive text. By using Instagram, students are expected to be motivated and enthusiastic to write English, especially in descriptive text. however, the teacher must also be creative in using Instagram itself. The teacher can minimize student difficulties in writing English using Instagram. students feel something new in learning English especially in writing, because Instagram looks very fun for them.

SMA Muhammadiyah 3 is one of school in Tulangan, Sidoarjo. SMA Muhammadiyah 3 Tulangan also provides Wi-Fi hotspot access is free for both teachers and students can anyone reasonably priced hotspot network will be free to use the internet even though access is restricted. In addition, nearly 90% of students of SMA Muhammadiyah 3 Tulangan especially for first grade has an android phone which has a quota of internet and have Instagram account.

Based on the conversation writer with English teacher of SMA Muhammadiyah 3 Tulangan, some students have less interest in writing. Then, English teacher of SMA Muhammadiyah 3 Tulangan said that some students of SMA Muhammadiyah 3 Tulangan less motivate in writing skill and they always use their smartphone in the class. Most students feel bored with English language learning in the classroom because some English teachers only use media textbooks and LKS (*Lembar Kerja Siswa*). Finally, the writer decides to choose

SMA Muhammadiyah 3 Tulangan as the setting for his research because students of SMA Muhammadiyah 3 Tulangan have low motivation in writing ability. And the writer focuses on MIPA 3 class of first grade of SMA Muhammadiyah 3 Tulangan, because they got difficulties in writing descriptive text.

## **Methodology**

To answer the problems of the study, qualitative research design is chosen. Because the aims of this study to describe the implementation of teaching writing descriptive text by using instagram to the tenth grade of MIPA 3 SMA Muhammadiyah 3 Tulangan. The subject of the study will be teaching writing descriptive text by using instagram to the tenth grade of MIPA 3 in 2017-2018 academic year, to the tenth grade of MIPA 3 with 31 total number of students. The sources of the data was: the observation in teaching learning process where the teacher teach writing used Instagram as the media, the students activity along the teaching learning process, also the class situation and questionnaire was given to the students to provide the information about the students response towards the teaching learning process using Instagram asa media.

The data for this research was collected by observed the teaching learning process in the classroom where the teacher teach writing using Instagram as a media, and the students response towards the learning process using Instagram.

## **Result of The Research**

The observation of implementation teaching writing descriptive text by using instagram was conducted two times, start from 18<sup>th</sup> April until 25<sup>th</sup> April 2018 in X MIPA 3 SMA Muhammadiyah 3 Tulangan with 35 students.

The first meeting was conducted on Wednesday, 18<sup>th</sup> April 2018 at 14.03 p.m until 15.15 p.m. When The teacher entered the class and gave greeting, the class situation were not conducive yet after the class changing hours. The teacher checked the students attendant lists and called their name one by one. Before entered the main point, teacher asked questions to the students about what was descriptive text and The students directly gave the answer together.

Thus, automatically the students knew what descriptive text is. After the teacher finished his explanation, the teacher asked all students to read about text of describing place “Borobudur temple”, then the teacher with the students analysis “Borobudur temple”

Then, the teacher gave task to write a paragraph about describing favorite place and ask to uploading their work to the instagram. The teacher leads the students to pray before going home and saying good-bye and salam before leaving the classroom.

The second meeting was conducted on Wednesday, 25<sup>th</sup> April 2018, 14.03 p.m until 15.15 p.m. The teacher entered the class and prepared of teaching instruments. the teacher started the class by greeting and praying. Then, the teacher reviewed the materials on the previous meeting by asked questions to students about definition and generic structures of descriptive text. They gave good answer and enthusiastic. The teacher checked students attendant lists. Then the teacher asked to open their task that given last week. The teacher asked them to gather with their own group.

The first group was uploaded the picture about Brantas river with the caption all about Brantas river. From the picture and caption, they could express their idea and feeling to wrote the caption about Descriptive text. But, they forget to give the hashtag after wrote the caption. The second group was uploaded the picture and the caption about Monas. They can write the caption longer than the first group. They can write good descriptive text about Monas and express their idea toward that place into the interesting words. The third group was uploaded the picture and wrote the caption about Borobudur temple. It could be seen that they develop their idea to write caption or to describe the picture. Moreover, they can write the caption in good organization of descriptive text. The fourth group was uploaded the picture about their favorite place in the Batu Secret Zoo. Then, they gave the hashtag after writing caption, so the researcher will know that they have submitted the task in Instagram. The fifth group was uploaded the picture about favorite place in the Bromo Mountain. From that picture and caption, they

could described the place in the caption with good explanation, so the reader will get the knowledge from the picture and caption.

After the students finished the task, the teacher asked the students to present the result of every group's writing in front of class. After the students presented in front of the class, the teacher ask about difficulties in writing descriptive text. The students did not find difficulties in made paragraph describing place. The teacher and the students made conclusion about describing place. Then, The teacher asked the students to sit quietly. After that the researcher gave questionnaire to the students.

Questionnaire is administered in order to know the student's response in learning writing descriptive text by using instagram. This instruments is distributed to 31 students. There are ten questions in the questionnaire. The questionnaire is in the form of "yes" or "no" questions. The amount of the students who chosen an option for each question in reflected in percentage (100%).

### The Result of Questionnaire

No.	Question	Student's Responses		Percentage
		YES	NO	
1.	Do you like English lesson?	22	4	70,9 % (Yes)
2.	Do you like writing in English?	28	3	90,3 % (Yes)
3.	Do you have a problem in learning writing English?	24	7	77,4 % (Yes)
4.	Do you have difficulties along teaching writing by using instagram?	3	28	90,3 % (No)
5.	Do you feel interested in learning writing by using instagram?	27	4	87 % (Yes)

6.	Do you like learning writing Descriptive text by using Instagram?	28	3	90,3 % (Yes)
7.	Does your teacher use instagram as a media in teaching learning writing before?	0	31	100 % (No)
8.	Can Instagram media help you to write in English?	29	2	93,5 % (Yes)
9.	Do you feel the progress or improvement in writing after using Instagram as a media?	29	2	93,5 % (Yes)
10.	Do you agree if instagram is applied in learning writing?	28	3	90,3 % (Yes)

The Researcher also percentage of each questionnaire.

1. The first question was “Do you like English lesson?” and the percentage were 70,9 % answered Yes and 12,9 % answered No. it was mean that almost of the students like with English lesson.
2. The second question was “Do you like writing in English?” and the percentage were 90,3 % answered Yes and 9,6 % answered No. It means that almost students like writing in English.
3. The third question ” Do you have a problem in learning writing English?” and the percentage were 77,4 % Yes and 22,5 No. it means that almost all of the students have a problem in learning writing in English.
4. The fourth question was “Do you have difficulties along teaching writing by using instagram?” and the percentage were 90,3 Yes and 9,6 No. it

means that most of the student did not have difficulties along teaching writing by using Instagram.

5. The fifth question was “Do you feel interested in learning writing by using instagram?” and the percentage were 87% answered Yes and 12,9% answered No. After saw the percentage the researcher knew that almost all of the students felt interest to learning writing by using instagram.
6. The sixth question was “Do you like learning writing Descriptive text by using Instagram?” and the percentage were 90,3% answered Yes and 9,6% answered No. It means that almost of the students like to learning writing by using Instagram.
7. The seventh question was “Does your teacher use instagram as a media in teaching learning writing before?” and the percentage were 0% answered Yes and 100% answered No. It means that all of students agree that the teacher was not using instagram as a media to teaching writing before.
8. The next question was “Can Instagram media help you to write in English?” and the precentage were 93,5% answered Yes and 6,4% answered No. In means that almost of the students agree that instagram can help them to write in English.
9. The ninth question was “Do you feel the progress or improvement in writing after using Instagram as a media?” and the percentage were 93,5% answered Yes and 6,4% answered No. It means that almost the students felt the progress or improving in writing after using instagram.
10. The last question was “Do you agree if instagram is applied in learning writing?” and the percentage were 90,3% answered Yes and 9,6% answered No. It means that almost all the students agree using instagram in learning writing skill is applied in learning writing.

## **Discussion**

Based on the finding of the study, it was shown that the implementation procedure of learning writing using Instagram Media. Instagram media implemented in this study consist of seven steps. Those are; 1. The teacher



decided on the teaching materials, 2. The teacher explained about learning writing by using Instagram media, 3. The teacher organized the group of the students, 4. The teacher provided the situation to the learning process by using Instagram 5. Teaching writing by using Instagram 6. Having students modify the situation and 7. Having the students perform in front of the class.

As the researcher field notes in the observation, the implementation of Instagram in the class was good enough. The students enjoyed the teaching learning process because of its challenging nature. The classroom atmosphere became more alive and all the students were actively involved in the teaching learning process. They seemed relaxed and excited during the performance period. They were interested in teaching writing through Instagram as a media.

After the teaching technique was implemented, the students gave a piece of paper that contained the questionnaire of the learning process. From the questionnaire the researcher got the result that there were more students who liked using Instagram as a media, they could focus, were interested, enjoyed the lesson and understood the material. But there were some students who did not like writing descriptive text by using Instagram in learning speaking English. It related with the statement of Penny (2002), Instagram Task makes students actively contribute in the process of learning. It can be the key in increasing students' motivation to learn English much more enthusiastically.

## **Conclusion**

The teacher started the class by greeting his students and asked them some simple questions about Descriptive text. The students replied by giving appropriate answers for the questions. The teacher continued by asking them some questions that would introduce them to the topic. Then, he prepared to open the power point for the first meeting materials. The introduction covered an explanation about what descriptive text is like and how to use Instagram as a media in writing descriptive text. After that, he organized the students into pair work. In this meeting the teacher found that there were some important points that should be given more attention. The first was about the media. It was found that there were

many students still confused about the rules. Here, the teacher should explain the rules more clearly to them. Besides, he had to give more attention in introducing the media to control the students' interaction well. The second was about the time. Some of the students made mistake in their work and took a longer time to revise their task.

### **Suggestion**

1. For the Teachers
  - a. The teacher should be creative and innovative in developing the teaching- learning activities in classroom. It hopes to make students have more motivation and interesting in learning English.
  - b. Teacher should make the classroom atmosphere lively by using appropriate method and teaching aids.
  - c. Teacher should monitor the activity of the groups and their members
2. For Students
  - a. The students should learn English in different ways, in form of small group with different background of member through the use of instagram media in writing activity.
  - b. The students should be active in the group discussion and they should ask their teams in mastering the learning material.
3. For other researchers
  - a. The researchers can use the result of this study as the starting point for further research in the same field.
  - b. The researchers can also use it as a reference for other studies in different.
  - c. Due to the limited of this study, the researcher hopes the other researchers will do similar study to improve the student's speaking ability.

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