

# IMPROVING STUDENTS' WRITING SKILL THROUGH INSTAGRAM STORIES

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## Abstract

This research deals with the Writing Skill. The problems of this research are to know the improving students' writing skill of the eighth grade students of Junior high school in MTsN 1 Deli Serdang in the academic year of 2021/2022. The objective of this research is to find out the use of the Instagram Stories can improve students' writing skills especially in descriptive text. The method will use pre-experimental method. The population of this research is the eighth-grade students of Junior high school in MTsN 1 Deli Serdang in the academic year of 2021/2022. The sample consisted 25 students participants. The instrument will use the test, which was distributed in pre-test and post-test sessions.

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

## 1. INTRODUCTION

Writing is an instrument for thinking and learning. It is a unique way to explore ideas and information. Writing is one of four skills in English. Increasing the writing skill needs training eventually. Descriptive text is one of writing subject. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, we can say that the descriptive text is the text that describes what kind of person or an object describing, good shape, properties, number and others in particular. The goals of descriptive text is clear, namely to explain, describe or disclose a specific individual or object.

Today, we live in an age of globalization or the age of modernization. In modernization, people are very dependent on technology. Technology is the basic thing for every community. From parents until young people especially students. Lately, many students use social media to find information and learning resources. The process of teaching and do not only focus on delivering information, but now social media has an important thing in education world. The social media gives a good impact for educational processes. The social media can be interpreted as a combination of learning in analog or online. The students need to be personally involve to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting, it should be support by good and interesting teaching style and media used in the learning process. These networking are also a means for student's opportunity for shy students to Interact more with each other. However, Instagram is currently one of the most popular SNS in the world

with over 300 million active users (Instagram Press, 2015).

Preparing learning models and learning technique will make the students interest to study English, especially in writing skills. Writing is also a productive skill to which careful attention must be paid, and teaching such skills really needs special training in order to make the learning process effective (Saifuddin S. , 2016) Writing has several forms, one of them is "descriptive text" which focuses on describing people, place, things, emotion and feelings. Saifuddin (2016), state that in descriptive writing, we can capture and keep our memories for many years because they are our link to the past. They can remind us of events and people from our life that have help shape who we are today. Describing such things helps students to apply imaginations to their real lives and what has already passed in them. Similarly the other researchers say that, in writing the students will know how to write good content into a text about the object that they want to describe and how to organize the ideas which is supported with relevant supporting sentences and this skill, the students can improve their grammar such as how to use correct tenses, adjectives, article and non phrase (Efrianti, 2015). In writing skill, surely there are troubles in writing descriptive text. The difficulties when the students writing descriptive text that are the lack of motivation, the frequency practice is not enough and learning method is not correct(Ikhsan, 2012). The students need to be personally involved to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting, it should be supported by good and interesting teaching style and media

used in the learning process. They are extremely post everything, every moment that are interesting according to them in their 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 promote the students' writing ability especially in writing descriptive text. In teaching descriptive text, Instagram is considered as an appropriate media, because by using Instagram it is supposed that students will more enthusiastic and more motivated in writing about descriptive text. Based on the previous description, the writer applied the title, "Improving Students' Writing Skill Through Instagram Stories".

Based on the background of the study, the problem is, "Does the use of Instagram stories improve students' writing skills in descriptive text?"

The objective of the research is "To find out the use of Instagram can improve students' writing skills in descriptive text?"

The research's relevance can give contribute to the readers especially students of STMIK Pelita Nusantara in study of English in the first semester. Because, the research is about descriptive text, which is the kind of writing skill in English.

The writer expects that the research can give contribution for academic and practical :

1. Academic

- a. This research is used to enlarge theory especially the form of descriptive text.
- b. This study is also useful for further references for those who are interested in conducting a research on descriptive text.

2. Practical

- a. For the students : The reader will be introduced the concept of descriptive text through Instagram stories
- b. For another reader : The reader can avoid using it in wrong way.

## 2. RESEARCH METHODOLOGY

This research will use pre-experimental research, which was one group pretest and post-test design. A pre-test provided a measure on some attribute or characteristic that was assessed in an experiment before the group got a treatment, while a post-test measured on some attribute or characteristics that assessed for participants in an experiment after a treatment. The researcher will use quantitative approach in this research to analyze data.

The population of this research was the students at MTsN 1 Deli Serdang. Therefore, the population in the study consisted of 125 students from three classes.

The sample of the study was selected by using purposive sampling technique. The researcher chose the sample by looking the characteristics of the class and based on information from the teacher.

The instrument will use writing test. In the test, the researcher asked students to write a descriptive paragraph about a topic (pre-test). The students had to write 2 paragraphs in the pre-test and 2 paragraph in the post-test.

The first was pre-test and the second was post-test. Pre-test was intended to measure the students ability in writing ability before the treatment was given, while posttest was to measure students' writing ability after the treatment given.

In collecting the data, the researcher used a systematical and standard procedure. A method of collecting in this research used writing test that contain a set of exercise or other instruments. The researcher will use two kinds of test, pretest and posttest. The researcher subjected both pre-test and post-test as follows:

**a. Pre-test**

The researcher came to the class and told the students what they had to do. The pretest in writing ability the researcher asked the students to write paragraphs in descriptive about their parents (mother/father). The aim of administering pretest was to get initial information of the students before the experimental conducted.

**b. Treatment**

After administering the pre-test, the writer gave the treatment four times to the students. The researcher applied the treatment by showing Instagram's pictures, which have good descriptive caption. Then the material was given to the students in the form of print pictures, in other words, after that the students described what they thought. The students wrote in a paragraph in the form of descriptive text. The steps of the treatment could be classify into three phases:

- Pre-writing Activity

In this phase, the researcher introduced and explained the material about the text that was going to discuss that was descriptive text. Then before the text was discussed, the researcher showed the pictures and explained about the organization that used in descriptive text. The researcher asked the students to make a paragraph about the pictures and the students expressed their ideas in accordance with the pictures.

- Whilst-writing

Activity First of all the students downloaded instagram app and made their own instagram account. In this step, the researcher provided theme for the students in terms of the kind of picture that the students had described. After that, the researcher guided the students to discuss the theme. After the students understood the theme, the researcher asked the students to find a picture, which will related to the theme. The students were going to build their ideas to be some paragraph and expressed their ideas in the caption of their instagram. The students could use the dictionary to find out the word or new vocabulary in their write.

- Post-writing Activity

Post writing activity was instructional activity that the students and researcher did after writing taken place. In this step, post question, feedback and whole discussion would be conducted. The researcher did it by giving quiz around the material as evaluation and reinforcement.

### c. Post-test

The last method of collecting the data was administered post-test. Post-test administered to the students after being exposed with instagram as the treatment. The post-test in writing ability, the researcher did it after give the treatment in experimental research or after teach writing on instagram. The purpose of administering post-test in this study was to observe and measure any changes of the students' writing descriptive text after being taught by instagram. The post-test was done to get writing score of students after doing the treatment.

Data analysis is the way data analyses by the researcher. In managing and analyzing the data collect, the researcher used quantitative data analysis so the researcher analyzed the data by using formula. The analysis used to find the significant difference of the students' writing descriptive text ability before and after used of using Instagram as a media.

## 3. FINDING AND DISCUSSION

### Findings

The findings of this research deal with the classification of students' pre-test and post-test. A pre-test was given before treatment which is knowing the students' ability in writing descriptive text before given the treatment, while post-test was given after treatment in order to know the students' writing skills after treatment was done and the result of the post-test of this research could answer the first question of this research that aimed to find out the improvement of students ability in writing descriptive text by using Instagram in MTs N. 1 Deli Serdang.

### Descriptive Statistics

- Pre-Test

Based on the data of Pre test. The mean of the total was 66,84, the minimum was 81 and standard deviation was 6.926.

Table 1. Frequency and Rate Percentage of the Students' Writing inPre-test

Score	Classification	Frequency	Percentage
		Pre-test	Pre-test
91-100	Very Good	0	0%
76-90	Good	3	12%
61-75	Fair	15	60%
51-60	Poor	7	28%
< 50	Very poor	0	0%
Total		25	100%

Table 1 showed the frequency and percentage of the students' writing in pre-test from 25 students. As clearly presented, the highest percentage of the students' (60%) was in fair classification. Mean while, some of the students' got poor ability and only a very small percentages were good in writing. In addition there was no students' got either very good

or very poor category. In conclusion, before the treatment, the students of MTs N.1 Deli Serdang had fair ability in writing especially in descriptive text.

- Post-Test

Based on the data of post-test above, the mean of the total post-test score was 79.36, the minimum was 70, maximum was 87 and standard deviation was 4.377.

Table 2. Frequency and Rate Percentage of the Students' Writing inPost-test

Score	Classification	Frequency	Percentage
		Post-test	Post-test
91-100	Very Good	0	0%
76-90	Good	21	84%
61-75	Fair	4	16%
51-60	Poor	0	0%
< 50	Very poor	0	0%
Total		25	100%

Table 2 showed the frequency and percentage of the students' writing in the post-test from 25 students. As presented in the table, almost all of the students were in good category or have good writing ability. Besides, there were very small percentages that got fair category just 4 students or 16%. There was no students were in very good category, as well as poor and very poor. It meant that students' writing ability in that school was significantly improved after treatment.

Figure 1. Percentage of The Students' Writing in Pre-test and Post-test.

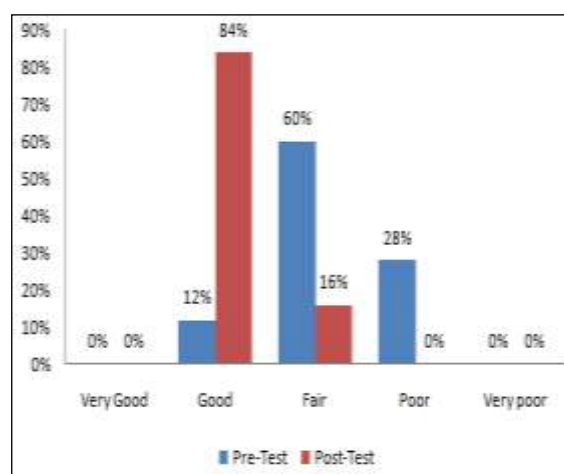


Figure 1 showed the result of the students' writing. Therefore, after conducting the research, the results of pre-test and post-test were different. As described in the chart, good category students' frequency went up from 12% to 84% after the treatment. Furthermore, in fair category, the students got average 60% in pre-test and it went down to 16% in post-test. In poor category, students' writing skill got 28% in pre-test and after treatment there was no students got poor category anymore. Lastly, there was no students' into were in very good and very poor category in pre-test and post-test. Therefore, using instagram to improve students' writing ability especially in descriptive text is very beneficial and effective.

**Table 3. The Improvement of the Students' Writing in Pre-test and Post-test**

Indicator	Pre-test	Post-test	Improvement (%)
Writing	66.84	79.36	18.73%

Table 3 showed that pre-test was 66.84 and post-test was 79.36 the score of post-test > pre-test. Thus, the improvement of the students' mean score of pre-test and post-test were 18.73%. It indicates that the students' writing descriptive text significantly through instagram.

### Discussion

The researcher found that before gave the treatment used instagram application majority of students' (60%) was in fair classification. Meanwhile, some of the students' got poor ability and only a very small percentages were good in writing. In addition there was no students' got either very good or very poor category. Therefore, before the treatment, the students' of MTs N. 1 Deli Serdang had fair ability in writing especially in descriptive text.

Based on the characteristics of the components of writing students get problems to write specific of content because the information was almost enough, and less relevant to the problem.

From the aspect of vocabulary, it can be concluded that utilization of the word good, choice words and phrases are less precise and vocabulary was low. Students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence. Second, the assessor also concluded that the organization of the pre-test and post-test approved by the upper text of the upper-middle respondent has good coherence and an appropriate schematic structure. But after the treatment used instagram application, almost the students were in good category or have good writing ability. Besides, there were very small percentages that got fair category, they were just 4 students or 16%. There was no student in very good category, as well as poor and very poor. Therefore, the result showed that the use of instagram to improve students' writing skill in descriptive text at MTs N.1 Deli Serdang is beneficial for them.

In other words the use of instagram can improve writing ability of students especially in descriptive text. Using instagram made the students more enthusiastic and interested during the teaching and learning process of writing. The students had no hesitation to express their idea. Since the use of picture in instagram can make students' imagination more developed and make students more motivated to make a good descriptive text, because many people can see his posts in instagram. Therefore the result of this research also showed that using instagram could improve students' writing especially in descriptive text that focused on five aspects of writing they are content, grammar, structure,

vocabulary and mechanic. In discussing student work, Instagram is also good as a medium for displaying work. Therefore, using Instagram can make lessons more effective and efficient in terms of time, energy, and equipment. As a result, students' writing skills can be improved properly.

Zidny (2007) also said that the use of Instagram in the teaching and learning process significantly improved the students' writing skill. The students made a good improvement on the aspects of content, vocabulary, organization, grammar, and mechanics. The social media worked well to improve their interest, focus, and proficiency in writing. They were more interested in the teaching and learning process and kept focused on the class. They also had more opportunities to practice their skill using the social medium. There were significant improvements in the test scores. In conclusion, the use of Instagram can improve the students' writing skill significantly. Etikaningsi (2018) said the same thing that, there was significant difference in students writing score between those taught using Instagram and those who aren't. In conclusion, teaching students writing by using Instagram pictures are more effective than teaching without using Instagram pictures. In other words, the use of Instagram is effective in teaching writing descriptive texts.

Furthermore, the findings showed that the mean score in pre-test was 66.84 and after treatments become 79.36, thus the score of post-test > pre-test. Furthermore, the improvement of the students' mean score of pre-test and post-test were 18.73%. The other finding of this research showed t-test value higher than the t-test table value ( $11.050 > 1.711$ ). Based on elaboration above, it could be concluded that  $H_0$  was rejected. Otherwise, the alternative hypothesis ( $H_1$ ) was accepted. In other words, the use of Instagram can improve writing skill students in descriptive text at the tenth grade in the academic year of 2019/2020.

Based on the research above the use of Instagram to improve students' writing skills in descriptive text had significant effect for teaching and learning process. The use of Instagram is very suitable as a learning tool for English teachers by using the Instagram as a method because it provides variations in implementation material to release students' boredom in learning to write, such as writing descriptive, narrative text, essay and ect. Handayani, (2016) claimed that through Instagram the students can post photos or videos that can be commented by their followers. Purwandari (20017) also related that the use of photographs on instagram in teaching descriptive text to improve students' writing skill.

Another insightful point was related to Kelly's research (2005) revealed that Instagram can be an effective tool to improve students writing. Kelly Ronan said that teachers can boost students'



creative and critical thinking skills by using Instagram. Instead of writing descriptive text or narrative essays, students can share the results of their stories through photos. Which made the writing experience in the classroom more fun and meaningful.

#### 4. CONCLUSION AND SUGGESTION

##### Conclusion

Based on the research findings and discussion, it can be concluded that the use of Instagram can improve students' writing skills, particularly in writing descriptive text of MTs N. 1 Deli Serdang. It was proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test was 66.84 which was classified as fairly classification, while that of post-test was higher than mean score of pre-test as 79.36 which was classified as good category. Moreover, based on the data analysis, t-test was value higher than the t-test table value ( $11.050 > 1.711$ ). It means that there was a significant difference. Therefore  $H_0$  was rejected and  $H_1$  was accepted. In other words, the use of Instagram can improve writing skill students' in descriptive text.

##### Suggestion

Based on the research, the researcher gives some suggestions as follows: It is recommended for English teachers to use the Instagram application as a method because it provides variations in implementing material to release students' boredom in learning writing, especially descriptive text.

The other researchers who would like to conduct similar research, they are suggested to apply the technique in different level of the students because every school has different level of the students. The other researchers should be creative and innovative to modify the

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