

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Instagram

1. Instagram

Instagram is currently one of the most popular SNSs (*Social Network Sites*) in the world with over 300 million active users.¹⁹ The focus of Instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily.²⁰ Therefore, Instagram seems to provide an ideal environment for L2 learners to produce descriptive writing.

Users form connections by 'following' each other's profiles which enables them to view the content posted on these profiles and response in the form of comments or 'likes'. A 'like' is a tag users can place on images to indicate they view them favorably. Once a user follows other users, all postings from these users will be collected and presented on the user's 'News Feed'. Instagram members also have the ability to message each other privately using 'Direct message'. These facilities allow users to engage in synchronous and asynchronous communication, both publicly and privately.²¹ Instagram profiles with default settings can be viewed publicly by anyone who visits the site; there are also privacy settings which can restrict the access to one's profile to approved followers only.

¹⁹Kelly, Ronan. *An Exploration of Instagram to Develop ESL Learner's Writing Proficiency*, (England: British Council 2015), P. 1.

²⁰Prichard, C. (2013) Using Social Networking Sites as a Platform for Second Language Instruction. *TESOL Journal*. 4/4. 752-758.

²¹Instagram Press. (2017) www.instagram.com. Accessed: 11/02/2017.

2. Instagram as Media in Teaching Writing Descriptive Text

Instagram is one of the most popular social media channels for teens and tweens today. It works as a unique way for teachers and students to connect and share information.²² In fact, Instagram is developing a regular presence in classrooms around the world and teachers are finding creative ways to put it to good use. Teachers can also use Instagram with their students for educational benefits. Instead of adding photos to Instagram themselves, teachers can task students with documenting what is going on in the classroom, including experiments, projects and hands-on activities.

Students can even use Instagram on field visits, share photos of what they find interesting and use Instagram to document their findings. Parents can enter into action by joining Instagram class accounts to see what happens in the classroom each day and Instagram can be used for education as the use of visual images potentially improves students' interpersonal development.²³ In addition, group activities such as creating projects in Instagram about schools, wildlife in school parks, in classrooms or from group collaborations can improve students' intelligence in art.²⁴ From which the teacher can teach students about composition, lighting, framing and writing captions. It makes students and teachers' creativity able to see how each student creates writing

Foreign language classes can use Instagram images to remember new vocabulary, or describe key features of a culture. But sharing information is a two-way process, and teachers can follow the class account to learn a little more about what students found important enough to document that day. Teachers may choose to use Instagram in place of a traditional exit slip, having each student take a picture to share and tell about what he or she

²²Kessler, G. (2013) *Teaching ESL/EFL in a World of Social Media, Mash-Ups, and Hyper-Collaboration*. TESOL Journal. 4/4. 615-632

²³McBride, K. (2009) Social Networking Sites in Foreign Language Classes: Opportunities for Re-creation. In Lomicka, L. and Lord, G. *The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning*. (35-58). San Marcos, TX: CALICO.

²⁴Kelly Ronan. (2015). *An Exploration of Instagram to develop ESL Learners' Writing Proficiency*. TESOL Journal. 4/4. p. 35-36



Figure 2. 4 Page to Write



Figure 2. 5 Page to Comment

B. Motivation

1. Students' Motivation

Motivation is one of the most important components of learning process in student. In the field of learning motivation is essential to success. In this case without motivation, success will be hard to achieve. It is also important in determining how much student will learn from the activities they perform in the information in which they are exposed. Student who are motivated to learn something one higher cognitive process in learning about it and absorb and retain more from it.²⁶

2. Concepts Related in Motivation

Motivation is typically defined as the forces that account for the stimulation selection, direction, and continuation behavior. From Houghton perception, it can be divided into 5 categories.²⁷ They are:

a. Interest

Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. Interest can refer o selection of stimuli or attending to something.

b. Need

The student who has a need is one who lacks something that a given activity or outcome can provide. Thus a “need for affiliation” is satisfied by friendly relationship with another person. A “need for achievement” can be met, with a corresponding increase in satisfaction, by success in attaining some goal requiring effort.²⁸

c. Attitude

The student's attitudes toward something consist of her feeling for against what se conceives that thing to be. So, an attitude involves emotion (feelings), directionality (for or

²⁶ Robert E. Slavin, *Educational Psychology Theory and Practice*, (Boston: Johns Hopkins University, 1994), 347

²⁷ Excerpted from Houghton Mifflin chapter 11 of Biehler/Snowman, *Psychology Apllied to Teaching*, 1997 pp. 399. Retrieved from <http://college.cengage.com/education/pbl/tc/motivate.html>

²⁸ Sardiman, A.M. (2011). *Interkasi dan Motivasi Belajar-Mengajar*. Cet. IX, Jakarta: Raja grafindo Persada.

against), an objective (the something). Attitudes, like motives, arouse and direct purposeful activity.²⁹

d. Aspiration

A student's aspiration is his hope or longing for certain kind of achievement. With a certain level of aspiration, the students will try without it, they will make little effort. Students have levels of aspiration that mobilize and direct activity toward such goal.

e. Incentive

Incentive arouse activity is the tip-off that behavior modification techniques use this aspect of motivation to the fullest. The student motivated by curiosity has understanding or knowledge as her incentive.

3. Intrinsic and Extrinsic Motivation

The most powerful of motivation are intrinsically or extrinsically motivated to the success in the task. According Brown; "Apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self-determination".³⁰

Extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. Behavior initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefit can ultimately accrue those who, instead, view punishment avoidance as a challenge that can build their sense of competence and set determination.³¹

Intrinsic motivation is doing something as an in itself for it is won self-support pleasurable reward of enjoyment interest challenge or skill and knowledge development. Extrinsic motivation is doing something as a means to separable outcome

²⁹ Hamalik, Oemar. 2003. *Proses Belajar Mengajar*. Bandung: Bumi Aksara.

³⁰ H. Douglas Brown, op. Cit, 155-159

³¹ H. Douglas Brown, op. Cit 155-159

such as gaining a qualification, getting a job, satisfied the teacher or avoiding punishment. So, in this research will analyze the internal motivation of the students.

4. The factors that influence the motivation

According to Muhibbin, there are some factors that create differential among language learner such as internal factor and external factor. In Internal factor include of intelligence, attitude, interest, and attention. While an external factor includes of environment family and society.³²

a. Internal factors

The internal factors are the factors that come from the student themselves.

1) Intellegence

Intellegence represents one aspect determining success in studey. If students have normal intellegence or higher one it may potentially obtain good achievement in learning.

2) Attitude

Attitude is internal indicate which has the affective dimension in form of responds tendency in the same way to a thing, the object and etc. Both positively and negatively. The positively attitude especially to teacher and to the lesson, it is good indicator for the student in learning process.

3) Interest and Attention

Interest and attention have close relation which learning. One who has interested in special lesson such as EYL subject than to others. Students, who interest in choosing EYL subject, may have more opportunity to reach high achievement in learning.

4) Aptitude

Aptitude is not easy to define. It is usually defined in terms of the tests that have been used to measure it.³³ According to Carrol in Larsen Freeman and long aptitude as a concept correspond to the notion that in approaching in

³² Munhibbin Syah, M.Ed, "Psikologi Pendidikan", (Bandung: PT.Remaja Rosda Karya, 2005), 139

³³ Ibid 207

a particular learning or a program the individual may be thought of a processing some current state of capability in learning that task if the individual is motivated has the opportunity of doing so. The capability is presumed to some combination of more of less enduring characteristic of individual.³⁴

5. Benefits of Educational Media Technology in learning

Various benefits of learning media has been discussed by many experts. According to Kemp and Dayton, even though it has long been recognized that many advantages of using instructional media, but its integration into teaching programs run very slowly.³⁵ They cite several studies that show the positive impact of the use of media as an integral part of learning in class or as a primary way of learning directly as follows:

- a. Submission lessons more easily understood.
- b. Learning can be more attractive
- c. Learning to be more interactive with the implementation of learning theory and psychological principles are acceptable in terms of student participation, feedback, and reinforcement.
- d. The length of time necessary learning can be shortened because most media requires only a short time to deliver messages and content in considerable amounts and likely can be absorbed by the students.

Teachers can utilize a variety of instructional media as well, teachers can share the role with the media. The role of teachers and instructional media will motivate or encourage students to be attracted to subjects so the learning process can optimally. Teaching and learning process is influenced by factors of learning methods and media used. Both are interrelated where the selection of a particular method will affect the type of media to be used. In the sense that there should be conformity between them to achieve learning objectives.

³⁴ Ibid 167

³⁵ Kemp., Dayton. (2013). "A motivational learning using social-media". Retrieved at <http://jaltpublications.org/archieve/proceedings/2004/E20.pdf> on October 2016

C. Response

According to Susanto that response is a reaction, meaning acceptance or rejection, and indifference to what is communicated by the communicator in his message. Response can be divided into opinions and attitude, where opinion or opinion is an open answer (overt response) to an issue expressed with spoken words or written. While attitude is a closed reaction (covert response) emotional and personal, is a tendency to react which is very positive or negative to certain people, objects, or situations.³⁶ Harvey and Smith define that response is a form of readiness in determining good attitude in positive form or negative to an object or situation.³⁷ This definition indicates the existence. The division of response by Ahmadi is detailed as follows:³⁸

1. Positive response

A form of response, action, or attitude that shows or shows, accepts, acknowledges, approves, and performs the norms applicable where the individual is located.

2. Negative response

A form of response, action, or attitude that indicates or shows rejection or disapproval of the applicable norms in which the individual is situated.

Student response is a social reaction done by students in responding to the influence or stimuli in itself from repetition situations done by others, such as the act of repetition of teachers in the learning process or from social phenomena around the school. In this case the response in the intention is the reaction and student responsiveness to the process of learning English with Instagram media. According to Marsiyah "to know the response of a person to

³⁶Susanto. 1988. "*Psikologi Pendidikan*", Bandung: PT. Remaja Rosda Karya, 140.

³⁷ Harvey & Smith (2009). "Educational Psychology, Theory and Practice". Oxford: Elsevier. pp. 67

³⁸ Ahmadi Wirawan Sarwono. 1991. *Psikologi Remaja*. Jakarta: Rajawali Press. Retrieved from <http://http://yakinsuccess.blogspot.co.id/2015/04/respon-siswa-dalam-proses-belajar.html>

something can be through a questionnaire or interview, because the questionnaire and interviews generally ask for information about the facts known by the respondent / also about his opinion or attitude.³⁹ So in this study student response is defined as the respond of students at the time of teaching and learning activities take place. As for student responses that will be described are as follows:

- a. The responses of students to the English lesson
- b. Students' responses to the way teachers teach
- c. Students' response to how learn to write
- d. Student' response to teaching and learning process with media instagram.
- e. Students' response to the English language after following the learning of English by using media instagram.

D. Writing

1. Nature of Writing

Writing is the action of composing ideas in sentence. The ideas have to be well organized, so that they will be meaningful for the readers. Bryne states that writing is one of the language skills, which is use for medium of communication, especially in direct communication. It means that writing is a system of communicating between a writer and readers who are not physically present.⁴⁰

2. The Important Element of Writing

Before the writer begins to write, he/she has to remember that every writing situation is different. According to Hughey,⁴¹ there are three important elements of writing, there are:

³⁹Marsiyah Asrina, "Respon Siswa Terhadap Pembelajaran Bahasa Indonesia dengan Metode Laerning by Doing".(Makassar: University of Muhammadiyah) 122 retrieved from <http://unismuhwriters.com>

⁴⁰Donn Bryne, *Teaching Writing Skill*. (London: Longman Group Ltd, 1991), Page.1

⁴¹ Hughey, Jane. *Teaching ESL Composition Principle and Techniques*. (Massachussets: Newbury House Publisher inc). pp 39

a. The Message/Subject

The subject is about which is writer will write a message of the information that the writer wants the readers know without a message, the writer will not get the sense of his writing. Without a message, writing is not communication anymore, because there is no information that the writer tries to convey and share with the read.

b. The Writer's Purpose

The writer's purpose is he/she usually has to ask him/herself about the specific purpose of his writing so that he will not get difficulty to focus on his idea, whether to entertain, to inform and to describe his/her writing.

c. A Reader

A reader is who will read the writing. The writer should know what the needs of his/her readers are, their levels or their motivation.⁴²

3. The Purpose of Writing

Every activity has a purpose, writing also has a purpose. According to Cox, the purposes of writing are:⁴³

a. To express ideas

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b. To provide information

It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers' point of view.

⁴²Hughey, Jane. *Teaching ESL Composition Principle and Techniques*. (Massachussets: Newbury House Publisher inc). pp 41

⁴³Martha Heasley Cox, *Writing From Procces Purpose* (Chicago: Science Research Asociates, Inc, 1962), P. 23.

d. To create literary work

It means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment.

E. Teaching and Learning of Writing

Teaching writing is seen as difficult since it takes time to manage the composing process. Because of this difficulty, teachers must help the students in generating ideas and providing practice in composing the texts. Teachers realize that the students' difficulty in writing mostly happen at the beginning when they started to write. In this case, the role of the teachers is very important in helping the students.

Social media in the teaching of writing can be a helper for teachers. Sometimes, English teachers are reluctant to use social media in teaching English, especially writing. The close relationship between writing and thinking makes writing a valuable part of any language course. In this case, think before writing will help students to learn what they want to write. Students must be able to imagine their readers and motivate yourself to write for them.⁴⁴

In this study researcher used social media is Instagram as a medium of learning in order to motivate students in writing the descriptive text. This media is expected to help the students to stimulate their ideas and make it easier for them to write, especially, descriptive text.

F. Descriptive Text

1. Descriptive Text

Description is one of the types of writing where the writer describes something which commonly a person or a place. Bereton adopted from Agustin stated that this is done in order to give the main idea of the description and to describe the dominant impression. The descriptive text is one of the text genres that should be taught to the eleventh-grade students of senior high school.⁴⁵

⁴⁴ Kelly Ronan. (2015). *An Exploration of Instagram to develop ESL Learners' Writing Proficiency*. TESOL Journal. 4/4. p. 59

⁴⁵Depdiknas, Kurikulum 2004 Standrart Kompetensi Mata Pelajaran Bahasa Inggris untuk SMA/MA. (Jakarta: Depdiknas, 2004).

According to Pradiyono, Descriptive contains a description of an object, whether animate or inanimate, including humans and animal. The focus of the writing lies in the description of the characteristics of the parts, features, quality or quantity using adjectives.⁴⁶ Hyland informs that the purpose of descriptive picture is to give an account of imagined or factual events and phenomena.⁴⁷ It is important to note that the writer must supply detail in his/her description in order to clear the picture in readers' mind. Through the concrete pictures of something the writer wants to describe the readers find the description more meaningful.⁴⁸

2. The Purpose of Descriptive Text

Based on the definition of descriptive above, the purpose of a descriptive text is to present the reader with a picture of a person, subject or setting. White stated that there are several aims of descriptive text:⁴⁹

- a. To help the reader to see the objects, persons and sensations.
- b. To explain the reader about a subject.
- c. To describes something to make the reader interested.
- d. To make the author make a return of the object that already exists in the form of writings.
- e. To demonstrate something to a reader.

3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, like a person, place, or object. So, it usually takes three forms, they are:

a. Description of People

People are different, and people's writing descriptions are different. We need to pay attention to the identification,

⁴⁶ Pradiyono. 12 Writing Clues for Better Writing Competency. (Yogyakarta: Andi. 2006). Page. 165

⁴⁷ Hyland. *Writing, Brief Edition*, (Texas: Scott, Foresman and Company, 1993),p 148

⁴⁸ Hyland, Ken. *Second Language Writing*. (UK: Cambridge University Press, 2003). Page 20

⁴⁹Fred. D White, *The Writer's Art*,.....p. 61-62

impression and sketch of the characters to better understand our writing.⁵⁰

1) Identification

Identification is used primarily in official records and documents, identification consists only of certain statistical information such as: date of birth, origin of school, height, weight. While the characteristics that look like: hair color, skin, and eyes. And recognizable signs such as: scars, birthmarks.

2) Impressions Unlike identification

The impression also conveys the whole idea of what we describe. Many of the details may not be fully explained, but the impression is usually less complete and informative than identification, but this impression may be more effective in capturing one's characteristic.

3) Character Sketch

More details about people are usually called character sketches. As the name implies, the sketch character describes a person's character, or at least the main personality trait. Character sketches tell about the type rather than the individual, revealing the characteristics common to group members, such as ceremonial members, school athletes, arts students etc.

b. Description of Places

In describing a place such as a school class does not need to start with one area and then proceed to one area. Even so, the sentence should not be randomly arranged. The description should be arranged in such a way that the reader can clearly visualize the scene being described.⁵¹ To make the paragraph more interesting, we can add an idea that expresses an attitude or impression of where it is being described. The setting of details in our writing descriptions depends on the subject and the purpose.

⁵⁰ Michael.E. Adelstin and Jean G, Pival. *The Writer Commitment*, (New York: Harcourt Brance Jovanovich, Inc.,1976), p 150

⁵¹ William Zinsser, *On Writing Well*, (New York: Harper and Row Publishers, 1980), p. 88

c. **Description of Things**

To write a description of something, the author must have a good imagination about what will be explained. In addition, to make our subject more interesting and prosperous for the readers we can use proper effective nouns and verbs.⁵²

1) **Using proper nouns**

In addition to write the descriptive text with concrete details and speech figures, we may also include the proper nouns, such us: the names of people, places and objects. Includes the proper nouns that readers can recognize in order to make what we describe easier to understand for reader.

2) **Using Effective Verbs**

We know how important verbs are narrations, but effective verbs can also add many descriptions. The author uses the verb to make the description more specific, accurate, and interesting. For example, "the butterfly flies in the sky" The verbs in use also give the reader a more accurate picture of the butterfly action.

4. **The Generic Structure of Descriptive Text**

Gerot and Wignell states that the Generic structure of descriptive writing are:⁵³

- a. **Identification** which identifies phenomenon that will be describe.

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

⁵² Ibid 267-268

⁵³ Gerot and Wignell. E – Journal of English Language Teaching Society (IELTS) Vol. 2 No 1 2014 – ISSN 2331 - 1841

- b. **Description** which describe parts, qualities, or characteristic of something or someone in detail.

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft? Because my Teddy bear is a doll. I don't need to feed it. I wash it a laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my teddy bear very much.

G. The Use of Instagram to Teach Student Descriptive Text

Learning does not always require books or other text-based documents. Students can learn and express themselves in many ways, including through visual images.⁵⁴ Teacher can use Instagram as media when to teach descriptive text. Instagram gives students access to thousands of photographs every day and allows them to add their own photographs to the mix. By taking and responding to photographs and make the descriptive text as the caption, students learn to communicate in a different way and have the opportunity to boost their critical thinking and creative skills. Teachers can also get in on the Instagram action, using the photographs to share all of the great things they are doing in the classroom and share their experiment to other friends through Instagram.

For teachers who want to boost students' creative and critical thinking skills, Instagram can also be a helpful tool. Instead of writing descriptive text or narrative essays, students can share the results of their stories through photos. Photo essays can be created in nearly every subject area, with students posting photos to show their understanding of a subject and adding captions to include key facts or other pieces of information.⁵⁵ The photos found on Instagram can also

⁵⁴Theodore, Huebener. *Audio-Visual Technique in Teaching Foreign Language*, (New York: New York University Press, 1967). Page 38

⁵⁵ Kelly Ronan. (2015). *An Exploration of Instagram to develop ESL Learners' Writing Proficiency*. TESOL Journal. 4/4. p. 89

be used to inspire creativity, having students choose a photo and then write a short story, description their story or on what they see. Using Instagram's search feature, students can also search for photos by hash tags and find photos to help them learn more about a particular topic or to use as part of a report or research project.

The researcher makes the circle of Instagram posting in data collection from Ronan Kelly who conducted a research entitled "An Exploration of Instagram to Develop ESL Learners' Writing Skills". He only conducted the research in three cycles as the picture below.



In those cycles, Ronan Kelly asks the participants update the Instagram in every meeting. Then, he gives the feedback about the Instagram posting. In the last meeting, he interviews the participants about the use of Instagram in writing descriptive text. However, in this case, the researcher conducts the research in five cycles (see page 46). Then, the researcher adds the other activity like game to make students enthusiastic in learning writing descriptive text in the classroom.

H. Previous Study

The first previous study had been done by Gisty listiani.⁵⁶ The study with title "*The Effectiveness of Instagram Writing Compared to Teacher Centered to Teach Recount Text to Student with High and Low Motivation*". This research was purposed to examine the effectiveness of Instagram writing compared to teacher centered to teach recount text to students with high and low motivation. The sample of the research was eight grade Students in SMP Kesatrian 1 Semarang in the Academic Year of 2015/2016). This research used quasi experimental method which the researcher divided the sample

⁵⁶ Listiani Gisty. Undergraduate Thesis: "*The Effectiveness of Instagram Writing Compared to Teacher Centered to Teach Recount Text to Student with High and Low Motivation*" (Semarang: Universitas Negeri Semarang, 2013)

into to group, experimental group and control group. Based on the finding and discussion of the research, using Instagram writing promoted a better understanding for students with high and low motivation which improved the quality of their writing than teacher centered writing.

Second study was conducted by Lajuan Davis and L. Roger Yin.⁵⁷ The study with title “*The Use Of Social Networking Tool Twitter to Improve College Students Business Writing Skills*”. Focus of this research was writing and technology skill that usually Employers are searching for employees with appropriate business writing and technology skills. In order to satisfy employers’ needs, a combining of the two skills areas needs to be accomplished. This study tries to determine that uses of the social media tool, Twitter, the students’ writing skills can be improved. The sample of this study is undergraduate traditional business communication courses, there are 68 volunteer (two groups) to participate in this study. To collect data the researcher uses a Perceptions Survey Pretest which is purposed to know students’ perceptions regarding their knowledge and/or use of Twitter before participating in the study. This study uses qualitative research methods by doing personal interviews and assessing students’ short reflection papers about the using Twitter as media of learning. The general consensus is that the students perceive the use of Twitter whose 140- character per message limit does help their business writing to be more brief, clear, and concise. The data collected support the hypothesis that the mean grade scores between Twitter users and Non-Twitter users possess a statistically significant difference which grade scorer’s Twitter users are higher than Non-Twitter users. So, using Twitter as media of learning can be an effective tool to improve students’ writing ability.

Third study was conducted by Khusnita entitled, “*The Use of Facebook to Improve Students Skill and Increase Their Motivation in Writing Recount Text*”.⁵⁸ This collaborative classroom action research

⁵⁷ Davis Lajuan, L. Roger. 2013 “*The Use Of Social Networking Tool Twitter to Improve College Students Business Writing Skills*” (Oxford University)

⁵⁸ Khusnita. Undergraduate Thesis: “*The Use of Facebook to Improve Students Skill and Increase Their Motivation in Writing Recount Text*” (Universitas Sebelas Maret, 2015)

aimed to find out the effectiveness using facebook to improve students skill and their motivation in writing skill. The population was tenth grade of SMAN 1 Kajen. The students of X 2 class of SMAN 1 Kajen was chosen as the sample of the study. The result showed that the use of Facebook contributes to the improvement of students' skill and the increase in their motivation in writing recount text.

From those three studies, this study is quite different in term of focus and locus. The first previous study was investigating the effectiveness of Instagram writing compared to teacher centered to teach recount text to students with high and low motivation using quasi eksperimental method. It is different with my study that this focuses on the students' motivation in writing descriptive text using Instagram with qualitative method. For the second and third previous study, it is also different with my study. Although it described about writing skill and use website tools such as Instagram, Facebook, Twitter to do research and almost the finding and discussion of the previous studies above show that using website tools was an effective tool to improve student's writing skill. So, the previous study above becomes researcher's guidance to do this research and the researcher is willing to use an online media named Instagram as an alternative medium to teach and motivate students in writing skill. In this context, the researcher will use descriptive qualitative to describe the research.