CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher described the data has been obtained during the research. The result and discussion of data were used to answer the statement of the problem that stated in the first chapter. The statements of the problems were: How can Instagram be used to motivate students to write descriptive text? And what are students' responses the use of Instagram as a medium of teaching writing descriptive text?

There were three kinds of instruments used to collect data in this present classroom action study; they were library research, interview, and note taking. To answer the first research question, the data from library research was used to make lesson plan, from the data, it could be explained how the using of Instagram was used as medium in teaching descriptive writing. Related to the second research question, the data from the result of interview was used to know the response of students toward the using of Instagram as a media to learn English.

A. Description of Research Site

SMAN 1 Gresik is located on Jalan Arif Rahman Hakim no 1 Gresik. The place was very strategic; it is very easy to reach from many sides. There are many vehicles which are operated every day. The school has many facilities such as big classroom, yard, parking area, mosque, library, laboratories, etc. Each classroom is also completed with air conditioner, television, projector and sound which areneeded by students more comfortable in the classroom. Moreover, the students of SMAN 1 Gresik can study and accept the lesson well in their classroom. During the break time, the students are very happy enjoying the school's facilities.

The teacher and the school's worker of SMAN 1 Gresik are very kind and friendly. They are competent in their field. Each teacher gives high priority to teach professionally in their jobs. Not only the teacher, but also the school workers work with best reputation. On the other hand, all students of SMAN 1 Gresik are considered as selected who have good achievements in learning. However, they have one of bad habit in the classroom. They often use mobile phone while the lessons begin. So, the researcher utilizes that situation by applying the learning based online media. Nowadays, 80% of students have the

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account of social media like Instagram (Based on the interview with all students).

B. Data Presentation

The data was obtained in by conducting and observing the teaching and learning process in writing descriptive text by using Instagram. The teacher conducted the teaching and learning as usual. Since it ran normally, it was easier to know the students problem and solve the difficulties faced by them. Then, the researcher was accompanied by the teacher who observed the entire activities during the teaching and learning process. This research was conducted into some cycles. In the last meeting, the researcher interview students to know their response about Instagram as media in writing descriptive text.

1. Interview

Interview is one of instruments used by researcher in order to know about how the students use Instagram and how it affected students' motivation after learning by using Instagram as teaching media in writing descriptive text. Then, the researcher interviewed 15 students of X MIPA 3 in SMAN 1 Gresik. There are five questions in this interview which ask about the frequency using Instagram, the frequency of using Instagram in learning English, the influence of using Instagram in writing descriptive text, the level of difficulties in using Instagram for writing descriptive text, and the influence of Instagram to motivate students in writing descriptive text. The result of interview was explained by the researcher in a table (See appendix 1.3). Then, the data description about the result of interview will be explained below.

1) Table 4.1 The Frequency of Using Instagram
$(n = 15, \dfrac{F}{n} \times 100\%)$

NO.	CATEGORY	FRE-QUENCY	PER-CENTAGE (%)
1.	Students often use the Instagram	13 students	86,6 %
2.	Students seldom use the Instagram	2 students	13,4 %
3.	Students never use the Instagram	0 students	0 %

The table 4.1 shows the result of data analysis of interview with students about the frequency of using Instagram. The table shows the result of data analysis of the frequency using Instagram was 13 students or 86,6 % of students often use Instagram. Based on the interview, most of them said that they often use Instagram for entertainment. They want to reduce stress after studying hard in the school. Moreover, they want to see interesting picture in Instagram. Then, they said that by using Instagram enable them to make friends with many people. Then, there are 2 students or 13,3 % of students said that they seldom to use the Instagram. They said that they have no time to use social media like Instagram because they are busy with other activity such as studying in the school, learning outside the school, and playing. Last, there are no students who said that they never use the Instagram. From those explanations, it can be concluded that they was familiar with Instagram. It can be proved that almost every day they use Instagram with various purposes.

2) **Table 4.2 The Frequency of Using Instagram in Learning English (n = 15, $\frac{f}{n}$ x 100%)**

NO.	CATEGORY	FRE-QUENCY	PER-CENTAGE (%)
1.	Students often use the Instagram in learning English	2 students	13,3 %
2.	Students seldom use the Instagram in learning English	8 students	53,3 %
3.	Students never use the Instagram in learning English	5 students	33,4 %

The table 4.2 shows the result of data analysis of interview with students about the frequency of using Instagram in learning English. The table shows the result of data analysis of the frequency using Instagram in learning English was 2 students or 13,3 % of students often use Instagram with combine in learning English. Based on the interview, they said that they often make caption using English in Instagram

because they want to improve English skill. They will arrange the word and grammar well when they write English caption because they know that it will be read by their friends in Instagram. Then, they also want to look different with other by using the English caption.

Moreover, they feel that they are trained when they write caption by using English. Then, there are 8 students or 53.3% of students said that they rarely use Instagram in learning English. Most of them say they do not like to post photos or videos and write captions every day. They post photos or videos and write in English according to their mood. Last, there are 5 students or 33,3 % who said that they never use the Instagram learning English. They said that writing English caption in Instagram is not important for them. It will not give impact for them to improve their English skill and the other reason is some students said that their English skill is still low. They think that it will be difficult to write caption by using Instagram. It will not give impact for them to improve their English skill. So, they prefer use Indonesian in writing caption in Instagram in order many people will know about the meaning of the caption in their Instagram. From those explanations, it can be concluded that most of students seldom to use the Instagram in learning English. Although they think that writing caption by using English is difficult, they still try to do it to practice their English skill.

3) **Table 4.3 The Influence of Using Instagram in Writing Descriptive Text (n = 15, $\frac{F}{n}$ x 100%)**

NO.	CATEGORY	FRE-QUENCY	PER-CENTAGE (%)
1.	Instagram gives influence in Writing Descriptive Text	12 students	80 %
2.	Instagram does not give influence in Writing Descriptive Text	3 students	20 %
3.	Instagram does not give influence at all in Writing Descriptive Text	0 students	0 %

The table 4.3 shows the result of data analysis of interview with students about the Influence of using Instagram in writing descriptive text. The table shows that 12 students or 80% of students said that Instagram gives influence in writing Descriptive text. Based on the interview, they said that by using Instagram, they can learn writing descriptive text interestingly. They can upload the picture and write the caption related to the topic. From that method, they are freely to describe things using their own word as creative as they can. Moreover, by using Instagram, they try to attract other friends to give comment by writing nice caption about the material of descriptive text. Then, they can explore the idea to write caption in Instagram. Then, they also said that using Instagram can improve their vocabulary about adjective in describing things. So, it gives the influence in to improve their skill in writing descriptive text. Then, there are 3 students or 20 % of students said that Instagram does not give influence in Writing Descriptive Text. They said that to write caption related to the topic of descriptive text do not require some skill. They can look for the sources in the internet and they can copy past the caption. Then, they can use Google Translate to write those captions about descriptive text without thinking about the grammar. So, it does not give the influence in writing descriptive text. Last, there are no students who said that Instagram does not give influence at all in writing Descriptive Text. From those explanations, it can be concluded that most of students said that Instagram gives influence in writing Descriptive text. It gives the influence in writing nice and interesting caption, improving some vocabulary about adjective, and exploring the idea about the topic of descriptive text.

4) **Table 4.4 The Level of Difficulties in Using Instagram For Writing Descriptive Text (n = 15, $\frac{F}{n}$ x 100%)**

NO.	CATEGORY	FRE-QUENCY	PER-CENTAGE (%)
1.	Students said that in using Instagram for writing descriptive text is easy	9 students	60%
2.	Students using Instagram for writing descriptive text is difficult	6 students	40%

The table 4.4 shows the result of data analysis of interview with students about the level of difficulties in using Instagram for writing descriptive Text. The table shows that 9 students or 60% of students said that using Instagram for writing descriptive text is easy. Based on the interview, most of them often use English caption in Instagram, so that makes them easy to write descriptive text. They just upload the picture related to the descriptive text. Then, they write the caption about the material. Moreover, they can explore the idea when they use Instagram as application to help them in writing descriptive text. Then, there are 6 students or 40% of students said that using Instagram for writing descriptive text is difficult. They said that to write caption related about descriptive text is difficult because they do not know the words in English. So, they must translate it first when they write the caption. So, it will take long time to do it. Moreover, they have difficulty to write the nice word and use appropriate vocabulary related to the topic of descriptive text. From those explanations, it can be concluded that most of students said that using Instagram for writing descriptive text is easy because by uploading they own picture in Instagram, they can expore the idea and develop the words to write caption. Then, by giving comments in Instagram, it can attract other students to write the comment easily about the description of picture.

5) **Table 4.5 The Influence of Instagram To Motivate Students in Writing Descriptive Text (n = 15, $\frac{f}{n}$ x 100%)**

NO.	CATEGORY	FRE-QUENCY	PER-CENTAGE %)
1.	Instagram gives influence to motivate students in writing descriptive text	10 students	66,6 %
2.	Instagram does not give influence motivate students in writing descriptive text	4 students	26,6 %
3.	Instagram does not give influence at all motivate students in writing descriptive text	1 students	6,8 %

The table 4.3 shows the result of data analysis of interview with students about the influence of Instagram to motivate students in writing descriptive text. The table shows that 10 students or 66,6% of students said that Instagram gives influence to motivate students in writing descriptive text. Based on the interview, students said that they often use Instagram and read the caption of many people. Some people use English caption in Instagram, so because of that result, they are motivated to do the same thing. After the researcher gives the students the task of writing descriptive text, they can be motivated to write English well like people write the English caption in Instagram. Then they think that by the task given by researcher, they can improve their writing skill. So, they are very enthusiastic in writing caption about descriptive text by using English. Then, there are 4 students or 26,6 % of students said that Instagram does not give influence to motivate them in writing Descriptive Text. They said that they rarely write English caption in Instagram, so they are not motivated to write caption about descriptive text by using English. Moreover, by using the Instagram or not, they can still learn and improve writing descriptive text. So, it does not give the impact for

motivating them. Then, there are 1 students or 6,8% of students said that Instagram does not give influence at all motivate students in writing descriptive text. They said that they cannot use English well, so he is not motivated to write caption related about descriptive text. From those explanations, it can be concluded that most of students said that Instagram gives influence to motivate them in writing descriptive text. They are motivated from English caption of other people, so they want to try in and apply in the task given by researcher.

C. The Students Response of Using Instagram in Writing Descriptive Text

In this case, the researcher wants to know the student's opinion about the teaching of descriptive text by using Instagram. It is important because the researcher thinks that before starting teaching, the researcher should know about whether the students are motivated in learning descriptive text by using Instagram. From the result of interview, it showed 86,6 % of students often use Instagram and 13,3 % of students often use Instagram in learning English. It can be concluded that they were familiar with the Instagram and some of them often learn English by writing English caption in Instagram. Then, 80% of students said that Instagram gives influence in writing Descriptive text and 60% of students said that using Instagram for writing descriptive text is easy. It can be concluded that they can do the task well because Instagram give positive impact for them. They said that writing descriptive text by using Instagram was interesting. They can upload the picture and write the nice caption related to the topic. They can also develop their vocabulary. So, it gives the influence in to improve their skill in writing descriptive text. Last, there is 66,6% of students said that Instagram gives influence to motivate students in writing descriptive text. They are very enthusiastic in writing caption about descriptive text by using English because they want to explore their ability in writing descriptive text in Instagram and attract the other friend to give comment. From the result, the researcher can conclude that more than one half of students of ten grades in MIPA 3 SMAN Gresik were motivated to use Instagram in learning English especially in writing descriptive text.

1) **The General Evaluation**

There are 66,6% of students said that the use of Instagram in writing descriptive text was very useful for them. They are motivated to choose the best picture and write the nice caption using English to attract the other friends in giving comments. Moreover, they can develop their idea in writing caption at least 150 words that are decided by the researcher. Finally, most of students said that it is important to use Instagram as teaching strategy to motivate students in writing descriptive text.

There is positive relationship between using Instagram and writing descriptive text. First, most of students often use the Instagram. Instagram was popular for students. They said that it gives benefit for entertainment and reduce stress after studying hard in the school. Moreover, they can see picture and caption from many people.

Second, students said that they often make caption using English in Instagram because they want to improve English skill and they feel it look cool when write English caption. They will arrange the word and grammar well when they write English caption because they know that it will be read by many people in Instagram. Moreover, they feel that they are trained to learn English when they write caption by using English.

Third, most of students said that Instagram gives influence in writing Descriptive text. They said that by using Instagram, they can learn writing caption about descriptive text interestingly and creatively. Moreover, by using Instagram, they try to attract other friends to give comment by writing nice caption about the material of descriptive text. Then, they also said that using Instagram can improve their vocabulary about adjective in describing things.

Forth, students said that using Instagram for writing descriptive text is easy (see table 4.4 page 55). Most of them often use English caption in Instagram, so that makes them easy to write descriptive text. Moreover, they can explore the idea when they use Instagram as application to help them in writing descriptive text.

Fifth, students said that Instagram gives influence to motivate students in writing descriptive text. They said that they often use Instagram and read the caption of many people. Some people use English caption in Instagram, so because of that result, they are motivated to do the same thing. After the researcher gives the

students the task of writing descriptive text, they can be motivated to write English caption well like people do it in Instagram.

D. Implementation of Using Instagram on the Student's Ability to Write Descriptive Text

The researcher gave three tasks to the students to upload the picture and write caption of the descriptive text related to the topic. At the first task, students were divided in group. The topic for man's group is woman idol while the topic for the girl's group is favorite food. Then, the researcher gave the topic of for the second task. The topic is about favorite place. Last, the researcher gave the last task with the topic favorite movie. After doing those tasks, it can be seen that there are some weakness and strength of students to write descriptive text in Instagram. The researcher will explain the implementation of using Instagram on the student's ability to write descriptive text in the below.

1) First Task

The researcher gave the first task to the students in the class. In that task, the researcher divided them into 5 groups based on the gender to write descriptive text. Then, the topic for man's group is woman idol while the topic for the girl's group is favorite food. Then, they must write the descriptive text minimum 150 words. Finally, the researcher gave them homework to upload the group task in the Instagram. They must write the creative caption on their Instagram and students can tag the post in teacher's Instagram (@azaqillah) and give hashtag #descriptivewriting #missazaclass#xmipa3smansagress. Then, each group must give comment to other group's post. Some groups have some weakness and strength. It will be explained below for each picture.

1) **Figure 4.1**

Figure 4.1 is explained that the group uploaded the picture about meatball with the caption Bakso. Moreover, there are some comments from other friends. From that picture and caption, it is concluded that they have the weakness in writing caption. They forget that they must write the caption by using English, but they still use the Indonesian caption "Bakso". Moreover, they should be able to develop their idea to write caption or to describe the picture, because they must write the caption minimum 150 words. Then, they also forget to give the hashtag after writing caption. However, they have also the strength in giving comment. They can give good comment related to the posting. By looking the picture, they can express their idea and feeling to give the nice comment with the emoticon. So, it is good for doing the first task.

2) **Figure 4.2**

Figure 4.2 is explained that the group uploaded the picture about Isyana Saraswati. From that picture and caption, it is concluded that they have the weakness in writing caption. They forget that they must write the caption minimum 150 words. Then, they also forget to give the hashtag after writing caption. However, they can write the caption longer than the first group. They can write good descriptive text about Isyana Saraswati. Moreover, the other friends also give nice respond related to the picture, because she is one of the famous singers in Indonesia. Based on the comment, they can express their feeling toward that singer into the interesting words in comment, because most of them are fans of Isyana.
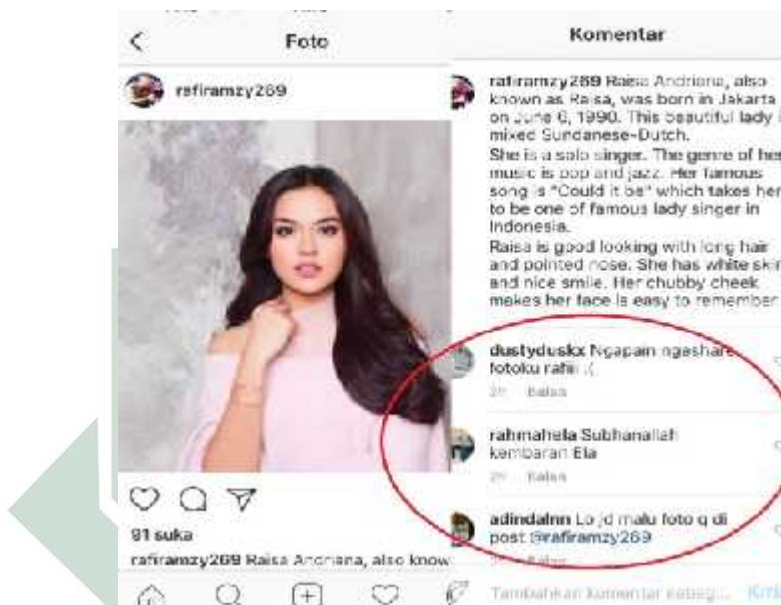
3) **Figure 4.3**

Figure 4.3 is explained that the group uploaded the picture about Raisa. From that picture and caption, it is concluded that they have the weakness in writing comment. They use Indonesia to write comment in friend's posting. They forget that they must write the caption by using English, but they still use comment with Indonesia. However, it can be seen in the figure 3 that the group can develop their idea to write caption or to describe the picture at least 150 words. Moreover, they can write the caption in good organization of descriptive text. That should be done by other group to write the caption by using English at least 150 words.

2) **Second Task**

The researcher gave the second individual task with the topic about the favorite place. Students can choose the best photo in their favorite place. Then, they must write descriptive text with

minimum 150 words. After that, students can tag the post in teacher's Instagram (@azaqillah) and give hashtag. Each student must give comment minimum 3 other student's post. The result of second task is explained by researcher below.

1) Figure 4.4

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Figure 4.4 is explained that the group uploaded the picture about favorite place in the Maha Vihara Majapahit. From that picture and caption, it is concluded that she has the improvement in doing second task given by researcher. It can be seen that she wrote the caption by using English at least 150 words. Then, she gave the hashtag after writing caption, so the researcher will know that she has submitted the task in Instagram. In addition, there are various comments related to the picture. It can engage them to share their experience in the comment.

2) **Figure 4.5**

Figure 4.5 is explained that the group uploaded the picture about favorite place in the Bali Pandawa Beach. From that picture and caption, it is concluded that he has done the work very well. He wrote the caption by using English more than 150 words. He can describe the place in the caption with good explanation, so the reader will get the knowledge from the picture and caption. Then, he can write the nice hashtag using his own word such as #pesonaIndonesia and #WonderfulIndonesia. That hashtag show that the student can improve their skill in describing text by using interesting hashtag. Moreover, he gave the sources of the picture, so the reader will know whether the picture is the real from their own vacation or pick up in the other source.

3) **Figure 4.6**

ure 2. 3

Figure 4.6 is explained that the group uploaded the picture about Kawah Putih Ciwidey. It can be seen in comment that there is student who just gave comment "hassshhh". That student did not write other words to give the comment of the posting. To improve their writing, they should be creative in giving comment. However, it can be seen in the figure 2.3 that the students can develop their idea to write caption or to describe the picture at least 150 words. Moreover, she wrote the complete hashtag after writing caption. It can be concluded that the student can understand about the task given by the researcher.

3) **Third Task**

In this task, the researcher gave opportunity for students to choose the topic. Students can choose the best photo or short video. Then, they must upload it in Instagram and write the caption to describe the picture at least150 words. After that, students can tag the post in teacher's instagram (@azaqillah) and give hastag. Each

student must give comment minimum 3 other student's post. The result of second task is explained by researcher below.

1) Figure 4.7

Figure 4.7 is explained that the student uploaded the picture about storks. From that picture and caption, it is concluded that she has the improvement in doing last task given by researcher. It can be seen that she wrote the caption by using English at least 150 words. Then, she can explore their idea to write descriptive text. Moreover, she gave the hashtag after writing caption, so the researcher will know that she has submitted the task in Instagram. In addition, there are many students who give comments related to the picture. It showed that students are interested in learning writing descriptive text by using Instagram.

2) **Figure 4.8**

Figure 4.8 is explained that the student uploaded the picture about The Maze Runner. From that picture and caption, it is concluded that she has the improvement in doing last task given by researcher. She was the best students in writing descriptive text. It should be imitated by other students. First, she can develop the idea from the topic into the good paragraph. She can describe the picture in appropriate vocabulary and grammar. Then, she wrote the caption by using English at least 150 words. Then, she also gave the hashtag after writing caption. So, she has done everything that the researcher wants.

From the explanation above from the first until the third task, it is concluded that there are some weakness and strength of students in writing descriptive text by using Instagram. First, the weaknesses of students are they often forget to write the caption or describe the picture at least 150 words. They also

forget to give hashtag after writing caption. Then, some of them use Indonesia to write the caption and give comment. Then, for their strength, most of students can do the good work in the second and last task. They can explore the idea and develop it into good paragraph because they have more time to write it and arrange the grammar well. Moreover, they are very interested in giving comment to the other friends posting especially when the give the comment related with their favorite thing.

E. Discussion

The research was intended to know the way to use Instagram to motivate students in writing descriptive text of the tenth-grade students of SMA N 1 Gresik in academic year 2016/2017. Based on the interview with the English teacher in SMA N 1 Gresik, most of students of ten grades have low performance in writing skill. The researcher tries to use strategy to motivate them in writing skill by using Instagram.

To apply the strategy, the researcher gives the way to use Instagram to motivate students in writing descriptive text. The researcher give five tasks for some meetings to the students to write descriptive text based on the topics that are selected by the researcher in Instagram (See circle page 48). The result shows that there is significant improvement for the last task (see figure 3.1 & 3.2 page 48). Almost the whole students can do the best work in writing and describing the picture and also giving comment. The significant improvement of doing last task indicated that students were motivated to write descriptive text by using Instagram. It shows that Instagram was very effective tool to increase student's ability in writing descriptive text.

Based on the result of the task above, it is proved that using Instagram can motivate students in writing descriptive text. Moreover, it is also supported by the previous research from Ronan Kelly in the research entitled "An Exploration of Instagram to Develop ESL Learners' Writing Proficiency". Ronan Kelly proved that the research was run successful. The research was done in three sequential phases. The process of the research was participants 'Instagram posts were collected and given corrective feedback, and then this process continued after it was revised and updated. The result shows that

Instagram can be an effective tool to improve students writing. Ronan Kelly 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.[64] Then, according to Theodore, students can learn and express themselves in many ways, including through visual images.[65] Teacher can use Instagram as media when to teach descriptive text. 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. Based on those explanations, Instagram have many great advantages for students. Students can learn descriptive text by interesting activities in Instagram such as uploading photo, writing caption, hashtag, etc. It can motivate them to write English especially in writing descriptive text.

In this study, the researcher also wants to know student's attitudes towards the use of Instagram as a medium of teaching writing descriptive text. By doing it, the researcher would know the students' feeling whether they were motivated or not in the using Instagram. Therefore, the researcher interviewed students in the last session of this research. The result shows that most of students are exited and motivated in writing descriptive text by using Instagram. It has proved by the researcher and explained it in table 5.5 page 60. The result of the interview shows 66,6 % students said that Instagram can motivate them in writing descriptive text, 26,6 % of students said that Instagram does not give influence to motivate them in writing descriptive text, 6,8% of students said that Instagram does not give influence at all motivate students in writing descriptive text.

Based on the result of interview, students show positive response toward using Instagram in writing descriptive text. Most of them said that using Instagram can help them in improving writing descriptive text. According to the Harvey and Smith, positive response is form of response, action, or attitude that shows or shows, accepts, acknowledges, approves, and performs the norms applicable where

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[64] [64]Kelly Ronan. (2015). *An Exploration of Instagram to develop ESL Learners' Writing Proficiency*. TESOL Journal. 4/4. p. 35-36
[65] Theodore, Huebener. *Audio-Visual Technique in Teaching Foreign Language*, (New York: New York University Press, 1967). Page 38

the individual is located.[66] So, in this case the response of students is the positive reaction of students to the process of writing descriptive text with Instagram media.

In conclusion, the findings of the main data in the study was in line with the existing supporting data of interview which revealed the effectiveness of using Instagram in motivating students to write descriptive text. It helps students to explore the idea to choose the picture and write the caption. So, it could be concluded that using Instagram can motivate students in writing descriptive text to the tenth-grade students of SMAN 1 Gresik in academic year 2016/2017.

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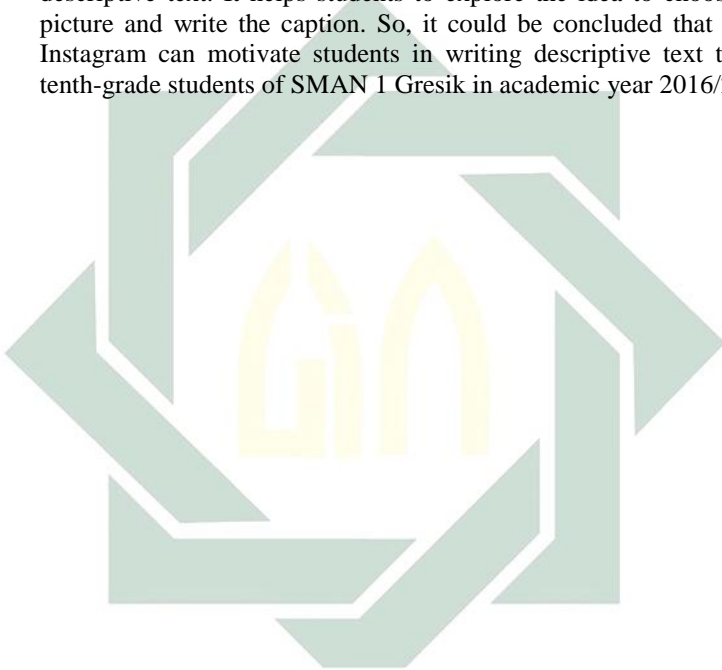
[66] Harvey & Smith (2009). "Educational Psychology, Theory and Practice". Oxford: Elsevier Science. pp 67.