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ENHANCING THE TENTH-GRADE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY USING INSTAGRAM-BASED WRITING EXERCISES

THESIS

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JEMBER UNIVERSITY
2020

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DEDICATION

This thesis is dedicated to:

1. My beloved parents: Ahmad Suja'i and Siti Mu'awiyah.
2. My beloved brother: Muhammad Roikhan.
3. All of my beloved family and friends that I cannot mention one by one.

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MOTTO

"If you are on social media, and you are not learning, not laughing, not being inspired or not networking, then you are using it wrong."
(Germany Kent)

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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ENHANCING THE TENTH-GRADE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY USING INSTAGRAM-BASED WRITING EXERCISES

THESIS

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Finally, I hope this thesis will provide some advantages for the researcher and readers. Any constructive suggestions and criticism will be wisely appreciated to make this thesis better.

Jember, September 2020

The writer

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SUMMARY

Enhancing the Tenth-Grade Students' Writing Skill of Descriptive Text by Using Instagram-Based Writing Exercises; Irma Khariroh; 150210401087; 92 pages; English Language Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the X IPS 2 students' writing skills of descriptive text by using Instagram-based writing exercises. Based on the interview conducted with the English teacher, X IPS 2 was chosen as the participant of this research because this class had the lowest score in writing skills. Based on the interviews, we suspected the traditional media (worksheets) the teacher used was less interesting so that the students did not participate more in the teaching and learning process. Thus, they missed some exercises aimed to help them improve their writing skill.

Instagram was chosen to assist students in enhancing their writing skill since it became a popular social media especially for teenagers. Besides, it also provides some interesting features. They can post a picture on Instagram and use the caption feature to practice their writing. Through Instagram, students can practice their writing and enhance their writing skills everytime and everywhere. Moreover, hashtag feature helped them to find some good writings of other Instagram users so that they can learn to write a better writing.

This research was done in one cycle. It consisted of three meetings where the first and second meetings were used for the implementation of the action. Then, the last meeting was used for the writing test. There were criteria of success determined in this research. It was at least 75% of the students achieved the standard minimum score and at least 75% of the students actively participated in the teaching and learning process. The result showed that the percentage of the students' writing achievement test improved from 34.2% in pre-action to 81.5% in post-action. The use of Instagram really affected the improvement of the students' writing achievement. This significant improvement was done since Instagram has

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strength in making an enjoyable learning activity where the students found new learning environment. They were actively participated during teaching and learning activities. They also listened to the explanation about descriptive text on Instagram very well. It helped them easily understand the material so that they were able to write a good descriptive text. Furthermore, the result of the students'active participation improved from 73.6% in meeting 1 and 89.4% in meeting 2. Thus, it can be concluded that Cycle 1 was successful in enhancing the students'writing achievement and students' active participation because the percentage of both criteria for success was more than 75%. The action was stopped because the results of the writing test and the observation achieved the minimum scored required.

Based on the results above, it can be concluded that the use of Instagram could enhance the tenth-grade students' writing achievement and their active participation. Therefore, it is suggested for the English teachers to use Instagram as an alternative media in teaching writing to involve students to actively participate in the lesson. Besides, it is expected that the result of this research can give further information for future researchers who want to conduct similar research with different language skills, such as to enhance the students' reading comprehension achievement. Furthermore, future researchers are suggested to conduct similar research with different levels of students, different schools, and also different types of text.

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CHAPTER I. INTRODUCTION

This chapter presents some points related to the topic, i.e. research background, research questions, research objectives, and research contribution.

1.1. Research Background

As one of the world languages, English is important to be mastered by people nowadays. In Indonesia, English becomes a foreign language in which Indonesians do not use English in daily life. However, English is important to be taught since it is used in almost every aspect of life including the educational field. It is important to teach English to the students in this globalization era because they are going to face global communication in which English is involved. Moreover, mastering English is one of the keys to connecting with other people around the world.

There are four language skills (reading, listening, speaking, and writing) and three language components (vocabulary, grammar, and pronunciation) that students should master. As one of the language skills, writing becomes an essential part of teaching and learning English. Purwandari (2017) notes that writing is the most complicated skill because it is composed of process and product. The process is the practice of writing and the product is the outcome of the writing process itself.

Since writing is complicated rather than the other skills, I interviewed the English teacher at MAN 2 Jember to know the problem commonly faced by the students during writing lessons. The teacher stated that the problems commonly faced by the students during writing were the lack of vocabulary and grammar mastery. Moreover, she said that the students had a greater interest in current social media to be used in the teaching and learning process. The teacher also said that she had ever used video in teaching writing. However, she used worksheets more often rather than video. The students might feel bored because of it. It became the reason for class X IPS 2 to get the lowest score than the other classes. The mean score of writing was 75 which also the mean score for other skills. However, the mean score of this class was 68.5 which means that it was lower

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than the standard minimum score which was 75. Hence, I intended to solve this problem by using Instagram-based writing exercises focusing on the use of pictures on Instagram. It aims to gain students' greater interest in the teaching and learning process, especially in writing. Thus, it will help students' to enhance their writing achievement.

One of the reasons I choose Instagram is because Instagram is a social network based on sharing pictures (Listiani, 2016) and videos where students can provide caption as their writing about the picture or video they post. Picture or photograph is very helpful for students to have higher creativity in writing or describing the picture (Harmer, 2004), that is why I use Instagram as the media.

Besides, the modern era brings a significant effect on education. Many teachers apply technology in the teaching and learning process. In the field of education, technology is used to "open up new possibilities that allow one to increase the effectiveness of the educational activity" (Dočekal & Tulinská, 2015:3765). Besides, it helps to "facilitate and coordinate greater attention, encourage meaningful interaction and participation, promote better collaboration" (Schirmer, 2011:16). Teaching by using Instagram helps students to participate more actively during the teaching and learning process. It is because that way of teaching is different from the traditional one. It allows students to "… interact with other people trough loving and leaving comments to other users using icons provided" (Soviyah& Etikaningsih, 2018:34).

Some researchers revealed the result of the same topic related to the use of Instagram in improving students' writing skills. Listiani (2016) applied experimental research which shows that the use of Instagram supported a better understanding for students with high and low motivation which improved the quality of their writing. Besides, Purwandari (2017) conducted experimental research and found that teaching students by using the application of photographs on Instagram can improve students' writing skills in writing descriptive text. It was effective and recommended for the English teacher as one of the references in the teaching and learning process. Furthermore, Soviah & Etikaningasih (2018) in their experimental research revealed that the experimental group got a higher

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score compared to the control group. It shows that teaching writing of descriptive text using Instagram picture is more effective.

Based on the explanation above, I am interested in conducting a research entitled "Enhancing the Tenth-Grade Students' Writing Skill of Descriptive Text by Using Instagram-Based Writing Exercises".

1.2. Research Questions

Based on the research background, the questions of this research are formulated as follows:

1. Can the use of Instagram-based writing exercises enhance the tenth-grade students' descriptive text writing achievement at MAN 2 Jember?
2. Can the use of Instagram-based writing exercises enhance the tenth-grade students' active participation in the teaching and learning process of writing at MAN 2 Jember?

1.3. Research Objectives

Based on the research questions above, the objectives of this research are as follows:

1. To enhance the tenth-grade students' descriptive text writing achievement at MAN 2 Jember
2. To enhance the tenth-grade students' active participation in the teaching and learning process of writing at MAN 2 Jember

1.4.Research Contribution

1.4.1. Empirical Contribution

The result of this research can facilitate the next researchers to have further information to investigate more on the use of Instagram-based writing exercises to enhance students' writing skills. Besides, they can use this research as a reference to conduct a similar study with different research designs, different levels of students, different text types, etc.

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1.4.2. Practical Contribution

This research is expected to assist students in enhancing their writing skill and their participation during the writing activity. Hopefully, they have a new learning experience using Instagram to assist them to enhance their writing skill especially in writing descriptive text. Since Instagram can be operated wherever and whenever they are, students can practice more to write so that they can develop their writing skills.

Moreover, it is also expected to provide information to the English teachers to have various ways or techniques in teaching. The teachers are expected to be able to gain students' motivation in writing and overcome students' lack of writing by using this media.

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CHAPTER II. LITERATURE REVIEW

This chapter reports on the results of the review of related literature and previous studies on the use of Instagram in the teaching and learning process.

2.1. Review of Related Literature

2.1.1. Writing Skill complex

Writing is one of the four language skills that English language learners need to master. According to Heaton (1991:135), "writing is a complex and difficult skill because it requires grammatical and rhetorical devices and also conceptual and judgmental elements". While Gray (1997) states that when writers and linguistic researchers describe writing as a process, they are trying to describe the very complex system of altering ideas into a writing form. It is one of the activities that make students able to encourage their thinking skills (Gray, 1997). It means that writing can foster students to activate their thinking skills to produce good writing. Besides, through writing, students will be more creative in creating a story because they can write everything in their minds. Sometimes, they can improve their writing to be more interesting. Moreover, Fairbain and Winch (2011) state that the writer's job is to make his writing interesting for the readers to persuade them that the writer not only knew something but also that he has thought about the topic. In other words, the writer should create attractive content dealing with the topic to make the readers have a full interest in reading the content.

2.1.2. Writing Achievement

In general, the achievement is the success of people in doing something. However, in the educational field, achievement dealing with the ability of students in doing test related to the courses. Through the test given by the teacher, the students are expected to achieve the objective of the lesson. Hughes (2003:13) states that achievement is "how successful individual students, groups of students, or the courses themselves have been in achieving objectives". In this case, students' writing achievement relates to their ability in creating a text that achieves

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the score on the aspects of writing (content, grammar, vocabulary, mechanics, and organization).

2.1.3. Aspects of Writing

Hughes (2003) states that five writing components should be considered such as content, grammar, vocabulary, mechanics, and organization. All of them are very essential in creating and producing good writing. Specifically, the components are as follows:

a. Content

Heaton (1991) describes the content or treatment of content as the capability to be able to think creatively and develop relevant ideas. In producing good and interesting writing, a writer should expand his imagination to be more creative. Thus, he can create good content for writing and avoid irrelevant ones.

b. Grammar

Grammar is the capability to write sentences correctly and appropriately (Heaton, 1991). Besides, Fairbairn & Winch (2011:109) define grammar as "a set of rules that govern the way our language works". Having a good grammar acquisition is needed for a writer. It is important because each genre of text has different language use which means a writer should consider whether he has to write it in the present or past form.

c. Vocabulary

The word vocabulary has the meaning of "the ability to manipulate sentences and paragraphs and use language effectively" (Heaton, 1991:135). To have good writing, the writer should have lots of vocabulary. It will make them easy in stating their idea into writing. Further, the writer should consider the choice of vocabulary to make the writing in line with the context.

d. Mechanics

This is one of some important things in writing. As Heaton states (1991:135) that mechanical skill is "the ability to use correctly those conventions peculiar to the written language". Examples of mechanical skills are punctuation and spelling. The writer should consider those things to avoid confusion in meaning

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because when the writer misplaces the punctuation, it will affect the meaning of the sentence.

e. Organization

Heaton (1991:135) states that "organization is the ability to write in an appropriate manner of a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information". It is the way how the writer arranges or organizes the story in order. A good organization of text will deliver a clear meaning to the reader.

2.1.4. Descriptive Text

According to Oshima & Hogue (2007:61), "Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds". The good description leads the readers to an imagination of the things described. They can imagine things in their mind.

The descriptive text has two generic structures as follows:

a. Identification: (contains the introduction of a person, place, animal, or object will be described.)
b. Description: contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describes. (British Course, 2017)

Besides the generic structures, the descriptive text also has language features as follows:

a. Specific participant: has a certain object, is not common and unique (only one), for example, Bandengan beach, my house, Borobudur temple, uncle Jim
b. The use of the adjective (an adjective) to clarify the noun, for example, a beautiful beach, a handsome man, a famous place in Jepara, etc.
c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut, etc). (British Course, 2017)

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The following text is an example of a descriptive text:

Borobudur Temple

Identification	Borobudur is a Buddhist temple. It was built in the ninth century under the Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.
Description	The first five terraces are square and surrounded by walls adorned with Buddhist sculptures. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The design symbolizes the conception of the universe in Buddhist cosmology. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

(Adapted from British Course, 2017)

2.1.5. Picture

Harmer (2004) defines picture as good media to help students to incite their creativity in writing. The conditions shown in the picture are often used to learn grammar and vocabulary. By looking at the picture, students will be able to create sentences and find new vocabulary. Besides, it can encourage students' writing production since they can widen their imagination in describing the object. Comparing to the writing activity without using pictures, a picture helps students to be easier in describing something as much information they get from the picture. Hence, I am interested to focus on the use of pictures through Instagram-based writing exercises in language teaching and learning process since Instagram is a social platform based on sharing photos and videos.

2.1.6. The Use of Instagram on Language Education

Instagram is one of photo and video sharing applications commonly used by people. Phillips (2013) describes Instagram as an online photo sharing and social networking service. It was first launched in October 2010 by Kevin Systrom and Mark Krieger. Moreover, Kishundat (2018) states that Instagram is a unique

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media sharing compared to other social platforms. Instagram users can take photos and modify them with the filter provided by Instagram. Besides that, Instagram provides several features that make the users have more interest in it. For example Instagram story, IG TV, geo-tag, hashtag, like, direct message, caption, comment, etc. It is in line with the benefit of using pictures or photographs on Instagram as a media in the teaching and learning process especially in writing where students can write a caption on their post. As Phillips states (2013) that Instagram can affect students' language intelligence, other students can comment on their friends' posts as feedback. By doing so, it will encourage students to use their language skill.

2.1.7. The Advantages and Disadvantages of Using Instagram in Teaching Writing

Using Instagram in language teaching and learning process has both advantages and disadvantages. The following are some possible advantages of using Instagram in teaching and learning processes such as encourages students to be more prolific writers, makes writing easier to share, provides opportunities to write outside of class, can link to related text (Novitasari and Alivi, 2016).

1. Encourages students to be more prolific writers

   By using Instagram, students can be more prolific writers. Many students like to use Instagram to share something they have captured. They are often posting pictures and also provide caption related to the picture. It encourages students to write and produce more writing.

2. Makes writing easier to share

   Instagram is a social media that is easy to access. To share something on Instagram, students only need to choose a picture they want to post. After that, they write something as the caption and post it. This is a simple way presented by Instagram which makes the users easier to share what they wanted to write.

3. Provides opportunities to write outside of class

   Students will have great opportunities to write outside of class. They can practice writing something on every post they share on Instagram. It facilitates

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students to practice more in writing since they can access Instagram every time and everywhere.

4. Can link to related text

Instagram helps students to find other examples of text with a similar genre. Through hashtags provided by Instagram, students can follow hashtags related to the text such as #descriptivetext. They will easily find so many texts related to the descriptive text which will help them widen their knowledge on how to write a descriptive text.

Besides, there is also the disadvantage of using Instagram in teaching writing. During using Instagram, students may not focus on the instruction of the teacher. "…., they can neglect the reasons for using Social Media in Education and focus on distracting and time-wasting activities" (Owonla, 2018). They can do other activities on Instagram such as making Instagram stories, checking their DM (direct message), etc. Therefore, it is important for me to constantly check students' smartphones.

2.1.8. The Procedure of Teaching Writing by Using Instagram

This research is done in some stages. Below are the steps in doing this research (Novitasari and Alivi, 2016):

1) Pre-writing activities:

a. The teacher logs in to the teacher’s Instagram account.
b. The teacher asks the students to log in to their own Instagram account.
c. The teacher asks the students to follow the teacher's Instagram account, their friends' Instagram account, and the hashtag #descriptiveman2jbr.
d. The teacher posts a picture of a tourism place and gives a caption as an example of descriptive text on Instagram.
e. The teacher guides the students to explain the social function, generic structures, and language features based on the teacher's post on Instagram.

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2) Doing exercises
   a. The teacher gives material to the students for task 1 in the form of rearranging jumbled words. The steps are as follows:
      1. The teacher posts the task on the teacher's Instagram account.
      2. The teacher asks the students to write their names and students' number at the beginning of the comment.
      3. The teacher asks the students to write the answer on the Instagram comment feature.
   b. The teacher gives material to the students for task 2 in the form of writing a descriptive text. The steps are as follows:
      1. The teacher gives a topic to the students.
      2. The teacher asks the students to find a picture related to the topic and use it as a picture that they are going to post.
      3. The teacher asks the students to write their complete names and students' number at the beginning of the caption.
      4. The teacher asks the students to write a descriptive text as the caption.
      5. The teacher asks the students to add #descriptiveman2jbr at the end of the caption and tag the teacher's Instagram account.
3) Sharing the written production on Instagram
   a. The teacher asks the students to post their writing on Instagram
   b. The teacher asks the students to comment on their friends' posts.

2.2. Previous Studies on Writing Skill by Using Instagram

Several studies are focusing on the use of Instagram to improve students' writing skills. First is experimental research conducted by Listiani (2016). In this research, the researcher wanted to find out how effective Instagram writing is to teach recount text to students with high and low motivation, how effective teacher-centered writing is to teach recount text to students with high and low motivation, and the last is the comparison between Instagram writing and teacher-centered writing to teach recount text to high and low motivated students in the eighth grade of SMP Kesatrian 1 Semarang. To conduct the research, she involved

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40 students of the eighth graders of SMP Kesatrian 1 Semarang in the academic year 2015/2016. As the results of the study, the score of the experimental group was 73 and the control group was 67.15. It indicated that the experimental group has a higher score than the control group. Thus, the higher achievement of the experimental group showed that the use of Instagram supported a better understanding for students with high and low motivation which improved the quality of their writing.

In 2017, Suharso (2017) conducted action research that involved 28 students of Grade X of Science 5 at SMAN 5 Yogyakarta. Based on the data gained by the researcher, the researcher revealed that Instagram can improve students' writing skills significantly. It helps students to have a good development of content, vocabulary, organization, grammar, and mechanics. Moreover, social media affect students to have a higher interest, focus, and proficiency in writing. Besides, by using social media, they can practice it at home.

Another experimental research has been conducted by Purwandari (2017). In doing this research, the researcher involved 60 students from VIII F class and VIII H class of SMPN 1 Ungaran. The result of the study showed that there is a significant difference between the score of the experimental group who has a higher score rather than the control group. The score of the experimental group was 74.80 and the control group was 72.63. It can be concluded that teaching students by using the application of photographs on Instagram can improve students' writing skills in writing descriptive text. The researcher found that applying photographs in the teaching process can gain students' interest and also promote students to be more active and creative. Besides, it motivates students to learn English independently especially in writing. It was effective and recommended for the English teacher as one of the references in the teaching and learning process.

The last, Soviah & Etikaningsih (2018) conducted experimental research in a private school in Yogyakarta. 6 classes of tenth-grade students were involved in the research. Both the experimental and control group consisted of 25 students for each. The result of the study showed that the experimental group got higher score

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comparing to the control group. It was indicated that Instagram can be a helpful and appropriate media to be used in an English language learning setting especially in writing descriptive text.

From those previous researches above, there is a similarity with this research. It is discussing the use of Instagram in teaching writing. However, there is a distinction between this research and the previous researches. Besides improving students' writing skills of descriptive text by using Instagram, this research also intended to improve students' participation during the teaching and learning activities using Instagram. Since the students' participation in learning affects their achievement, it is important to improve their participation to make them have a good learning achievement especially in writing descriptive text.

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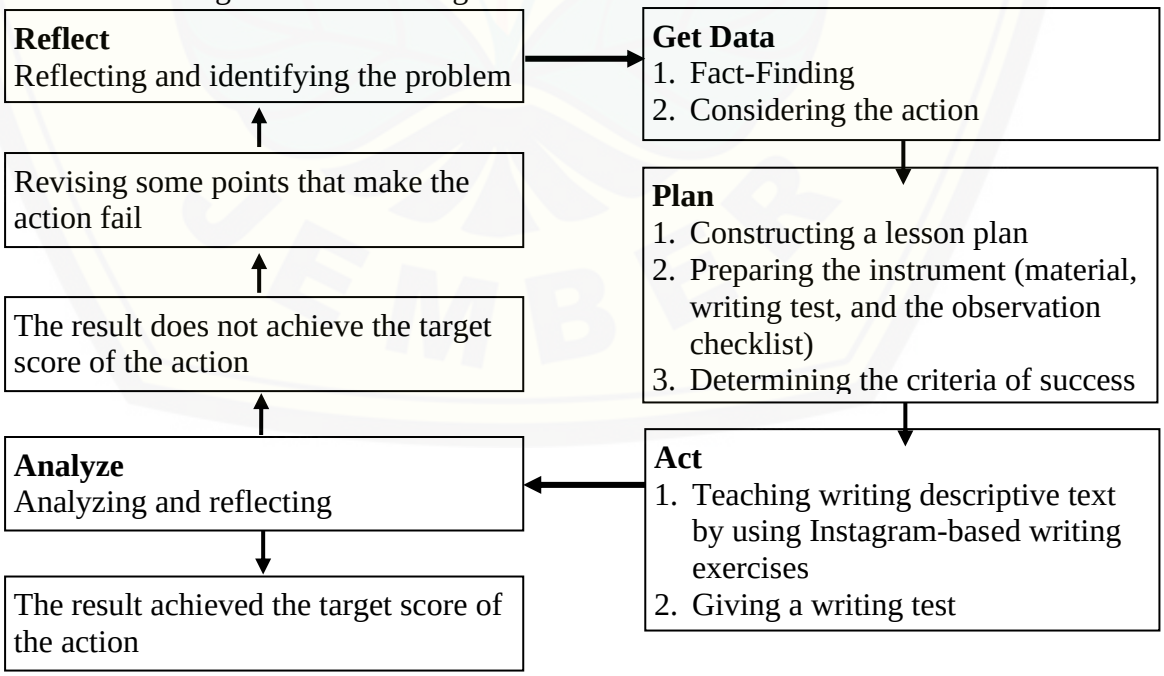
CHAPTER III. RESEARCH METHODS

This chapter presents the research method applied in this research. It involves research design, research context, research participant, data collection, and data analysis method.

3.1.Research Design

This research aimed to enhance the tenth-grade students writing skills of descriptive text by using Instagram-based writing exercises focusing on the use of pictures or photographs. A classroom action research with a cycle model applied in this research. Scott & Morrison (2006:4) defined action research as a research strategy with a purpose to modify the condition being studied. Moreover, Lodico*et al*. (2010) stated that classroom action research "… simultaneously serves to enhance the professional skills of educators, advance our knowledge, and improve educational processes and outcomes.". There were five basic stages in each cycle including reflect, get data, plan, act, and analyze (Lodico *et al*., 2010: 321). The design of this classroom action research was as illustrated in Figure 3.1.:

Figure 3.1. The Design of Classroom Action Research



(Lodico *et al*., 2010:322)

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Based on the design of the research previously discussed, the procedure of this research is as follows:

1. Interviewing the English teacher of MAN 2 Jember to get information about students' problem in writing
2. Gathering the supporting data of the research such as the name of the research participants
3. Determining the action
4. Planning the action
5. Constructing lesson plans, teaching materials, observation checklist, a writing test and the criteria of success
6. Implementing the action by using Instagram-based writing exercises focusing on the use of photographs in writing class
7. Observing the students' activity during the action in the class. It was helped by the English teacher
8. Giving a writing test
9. Analyzing the students' score of writing test
10. Reflecting on the result of students' score collaboratively with the English teacher
11. Revising some points
12. Implement the revised point for the next cycle
13. Observing the students' activity during the action in the class
14. Giving a writing test
15. Analyzing the students' score of writing test
16. Reflecting on the result of students' score collaboratively with the English teacher
17. Writing a conclusion of the action

    Number 11 up to 16 done if the cycle did not achieve the target of the action.

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3.2.Research Context

I conducted the research at MAN 2 Jember due to some reasons. First, based on the interview with the English teacher, I got information that the tenth-grade students still find difficulties in writing. This problem was related to students' writing scores of which the mean score (68.5) was lower than 75 as the standard minimum score. Second, the headmaster of MAN 2 Jember permitted me to conduct the research at the school. Third, the English teacher never used Instagram-based writing exercises in teaching writing. Last, this school allowed the students to use a gadget for certain lesson activities and the English teacher ever taught students using the internet, which means it was also possible to teach the students using Instagram.

3.3.Participants Selection

The participants of this research were the students of X IPS 2 at MAN 2 Jember. This class was chosen because the class had the lowest mean score of all the tenth-grade classes. Based on the data from the English teacher, the mean score of this class was only 68.5 which was below 75 as the standard minimum score.

3.4.Data Collection

3.4.1. Writing Test

Writing test were used to know the students' ability in writing a text after they were taught by using Instagram which is done in each cycle. In this case, the students were asked to write a descriptive text as the caption for the picture that they were going to post on Instagram. This type of test was included in the subjective test because "candidates must think of what to say and then express their ideas as well as possible" (Heaton, 1991:25).

3.4.2. Observation

Observation was needed to document the students' participation. Besides, it was also used to know whether the students were actively participating in the activities or not. In this research, observation done by the collaborator, in this case, the English teacher. To check the students' participation, I used the following observation checklist.

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Table 3.1. Observation Checklist of Students' Participation

NO	STUDENTS' INITIALS	INDICATORS					A	P
		1	2	3	4	5		

The indicators:

1. The students actively answer the teacher's question
2. The students actively ask questions related to the text
3. The students actively explain aspects of the text (social function, generic structure, and language feature)
4. The students actively do the exercise assigned to them
5. The students actively comment on their friends' post

Notes:

The student was categorized as active (A) if he/she fulfilled at least 3 indicators and the student who fulfilled less than 3 was categorized as passive (P).

3.5.Data Analysis Method

There were two kinds of analysis used in this research. First was the students' writing achievement. Second was the observation results of the students' active participation. To achieve the target set for this research, I provided the criteria for success as follows:

1. The use of Instagram-Based writing exercises can enhance students' writing achievement with the mean score at least 75 and it achieved by at least 75% of the students.
2. The use of Instagram-Based writing exercises can enhance at least 75% of students' participation during the class.

I used the following formulas to analyze the result:

To analyze students' writing achievement, I used this following formula:

$$S = \frac{R}{N} \times 100\%$$

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S = the percentage of the total number of students whose score ≥ 75

R = the total number of the students whose score ≥ 75

N = the total number of the students doing the test

(Adapted from Purwanto, 2009:112)

To analyze students' participation, I used this following formula:

$$E = \frac{n}{N} \times 100\%$$

E = the percentage of the students who participated actively during the teaching and learning process of writing by using Instagram

A = the number of students who participated actively

N = the total number of the students (the subject)

(Adapted from Ali, 1993:186)

Those formulas were used to count the percentage of the students' writing achievement and the students' active participation during the learning process using Instagram. Besides, the formulas were used to know whether the students achieved the required score or not.

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CHAPTER V. CONCLUSION

This chapter presents the conclusion of this research and also suggestions for the English teachers, the students, and future researchers.

5.1. Conclusion

Based on the findings of this research, it can be concluded that:

1. The use of Instagram-based writing exercises can enhance students' writing achievement. The result showed that there were 31 of 38 students who got 75 or more as the standard minimum score. In other words, there was 81.5% of students achieved the minimum requirement. Since the percentage of the students' writing skill was more than 75%, it can be concluded that the use of Instagram-based writing exercises successfully enhanced students' writing achievement.
2. The use of Instagram-based writing exercises can enhance students' active participation during the class. The result showed that the percentage of the students' active participation was improved. The percentage of the students' active participation in meeting 1 was 73.6% and 89.4% in meeting 2. Hence, it can be concluded that the use of Instagram-based writing exercises successfully enhanced students' active participation.

5.2. Suggestions

Instagram can be a good medium in teaching writing since the result of this research shown the improvement in the students' achievement in writing descriptive text. Hence, there are some suggestions proposed to the English teacher, the students, and future researchers.

5.2.1. The English Teachers

The English teachers are suggested to use Instagram to help them in improving students' writing achievement. Moreover, Instagram can help teachers to provide a new learning environment to gain students' interest during the teaching-learning process. Thus, the teachers are expected to use Instagram more

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often in teaching writing descriptive text and also other text types and other language skills.

5.2.2. The Future Researchers

It is expected that the result of this research can give further information for future researchers who want to conduct similar research. However, future researchers are suggested to conduct similar research with a different focus such as the level of students, different types of text, different language skills such as reading, etc.

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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Enhancing the Tenth-Grade Students' Writing Skill of Descriptive Text By Using Instagram-Based Writing Exercises	1. Can the use of Instagram-based writing exercises enhance the tenth-grade students' descriptive text writing achievement at MAN 2 Jember? 2. Can the use of Instagram-Based Writing Exercises enhance the tenth-grade students' participation in the teaching and learning process of writing at MAN 2 Jember?	**Independent Variable:** Teaching writing by using Instagram-Based Writing Exercises **Dependent Variable:** a. The students' writing skill achievement	1. The indicators of using Instagram-Based Writing Exercises are: Instagram helps students in gaining interest to write descriptive text. 2. The students' writing skill achievement that consists of: a. Grammar b. Organization c. Vocabulary d. Mechanics e. Content	1. Participants of the research: the tenth-grade students of X IPS 2 at MAN 2 Jember 2. Informant and collaborator: the English teacher of the tenth-grade students of X IPS 2 at MAN 2 Jember	1. **Research Design**: Classroom action research. The stages of the cycle are : a. Reflect b. Get data c. Plan d. Act e. Analyze (Lodico *et al*, 2010:322) 2. **Research area determination method**: Purposive method. 3. **Research subject determination method**: Purposive method. 4. **Data collection method**: a. Observation b. Writing test	1. The use of Instagram-Based Writing Exercises can enhance the tenth-grade students' descriptive text writing achievement at MAN 2 Jember 2. The use of Instagram-Based Writing Exercises can enhance the tenth-grade students' participation in the teaching and

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		b. The students' active participation in writing lesson	3. The students' active participation in writing activity which consists of: a. Answering the teacher's question b. Asking questions related to the text c. Explaining aspects of the text (social function, generic structure, and language feature) d. Doing the exercise assigned to them e. Commenting on their friends' post		5. Data Analysis method: a. The writing test will be graded based on the scoring rubric. Then, it will be analyzed by using this following formula to find the percentage of students gaining a score of ≥ 75: $S = \frac{R}{N} \times 100\%$ Notes: **S**: the percentage of the total number of students whose score ≥ 75 **R**: the total number of the students whose score ≥ 75 **N**: the total number of the students doing the test (Purwanto, 2009:112) b. Data generated through observation	learning process of writing at MAN 2 Jember

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					will be analyzed by using the following formula: $E = \frac{n}{N} \times 100\%$ Notes: **E**: the percentage of the students who participated actively during the teaching and learning process of writing by using photographs on Instagram **n**: the number of students who participated actively **N**: the total number of students (the subject). (Ali, 1993:186)	

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APPENDIX 2

Preliminary Data Instruments

Interview Schedule

No.	Questions	Answers
1.	What curriculum is used at MAN 2 Jember?	We use the 2013 curriculum
2.	What is the allocated time in one meeting?	90 minutes
3.	Do the students have difficulties in learning English, especially in writing?	Yes, they do
4.	What difficulties do the students have in writing?	The students' problem in writing is their lack of vocabulary and grammar
5.	How do you solve the problems?	I try to make them interested to open a dictionary to help them find new vocabulary and its meaning. Besides, I ask students to write and memorize the new vocabulary and the meaning
6.	What strategy or technique do you use in teaching writing?	Usually, I use worksheets. I ask students to write a text-based on a certain topic. Besides, I ever use video as the media in teaching writing. I ask students to observe the video, then I ask them to write the characters of the story, moral value, etc.
7.	Have you ever used a photograph on Instagram as the media in teaching writing?	No, I haven't. However, I ever used the printed photograph in teaching writing
8.	What is the standard minimum score of writing at MAN 2 Jember?	The standard minimum score is 75. It is also the standard for all language skills
9	How many classes do you teach for the tenth-grade?	I teach 7 classes of the tenth-grade
10.	Which class do you think has the most difficulties in writing?	I think X IPS 2 has the most difficulties in writing which mean their mean score are the lowest than the other classes.
11.	How about the score of X IPS 2?	The mean score of X IPS 2 is 68.5 or only 34% students achieved the standard minimum score
12.	What do you think about their	They often feel bored when they are

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	participation during the teaching and learning process of writing?	writing

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APPENDIX 3

The Tenth-Grade Students' Previous Score of Writing

No.	X IPS 2	
	Students' Initial	Score
1.	ARSA	85
2.	AJ	71
3.	AF	81
4.	ARSA	68
5.	AA	69
6.	AKR	65
7.	ANA	76
8.	AVCZ	69
9.	ADR	73
10.	CWI	63
11.	CSD	67
12.	CAR	78
13.	DRRL	84
14.	DETP	63
15.	DAL	68
16.	EAN	71
17.	FR	72
18.	IDW	71
19.	IRU	71
20.	KR	58
21.	LSJDA	63
22.	LUW	50
23.	MEW	76
24.	MZ	68
25.	MWAP	72
26.	MDAR	50
27.	MCA	71
28.	NIPA	60
29.	NA	50
30.	NYS	60
31.	NMI	75
32.	NAH	76
33.	SR	72
34.	VNK	64
35.	WM	74
36.	WSP	67
37.	YAM	68
38.	YDI	65
Mean Score		68.5

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APPENDIX 4

LESSON PLAN
(Cycle 1 - First Meeting)

School : MAN 2 Jember
Subject : English
Class : X IPS 2
Genre : Descriptive Text
Theme : Describing Tourist Destination
Language Skill : Writing
Time Allocation : 2 x 45 minutes

A. Core Competence

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence	Indicators
1.	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	4.4.1.1 Explaining the social function, generic structures and language features of descriptive text posted by the teacher on Instagram.
2.	4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Rearranging jumbled words posted by the teacher on Instagram 4.4.2.2 Creating a descriptive text on Instagram based on the topic given by the teacher and the picture they choose individually

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C. Learning Objectives

1. The students canexplain the social function, generic structures and language features of descriptive text posted by the teacher.
2. The students can rearrange jumbled words posted by the teacher on Instagram accurately using the Instagram comment feature.
3. The students can create a descriptive text on Instagram based on the topic given by the teacher and the picture they choose independently.

D. Teaching Approach and Model

Approach: Scientific Approach

Model: Discovery Learning

E. Media and Teaching Sources

1. Media: Instagram, LCD, PowerPoint
2. Learning Sources :
   a. http://britishcourse.com/20-contoh-descriptive-text-terbaik.php
   b. http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php

F. Teaching and Learning Activities

Activities	Activities' Description	Time
Pre-Instructional Activities	1. Greeting the students 2. Asking the students to pray 3. Checking students' presence 4. Giving leading questions 5. Posting a picture of Borobudur Temple on the teacher's Instagram account 6. Showing the teacher's post to the students 7. Stating the objective of learning	1' 2' 2' 2' 2' 2' 1'
Main Activities	**Observing** 1. Showing the example of a descriptive text posted by the teacher on Instagram 2. Asking the students to observe the example of descriptive text posted by the teacher on Instagram	2' 3'
	Questioning 1. Giving the students opportunities to ask questions related to the text posted on the teacher's Instagram (the generic structure, language features, etc)	4'

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	Experimenting 1. Guiding the students to explain the social function, generic structure, and language features based on the teacher's post on Instagram.	5’
	Associating 1. Asking the students to do task 1 by rearranging jumbled words posted on the teacher's Instagram account 2. Asking the students to do task 2 by creating a descriptive text on Instagram based on the topic given by the teacher and the picture they choose individually	15’ 25’
	Communicating 1. Discussing all the tasks done by the students with the whole class 2. Asking the students to comment on their friends' post through the Instagram comment feature 3. Giving feedback to the students	5’ 5’ 5’
Closure	1. Guiding the students to conclude the materials given 2. Stating the conclusion 3. Parting the class	5’ 3’ 1’

G. Assessment

Writing Scoring Rubric

Composition Profile		
Aspect of Writing	**Scores**	**Criteria**
Content	4	EXCELLENT: knowledgeable – substantive – relevant to the assigned topic
	3	GOOD: some knowledge of the subject - adequate range – mostly relevant to the topic, but lacks detail
	2	FAIR: limited knowledge of the subject – little substance – inadequate development of the topic
	1	POOR: does not show knowledge of the subject – non-substantive – not relevant – OR not

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		enough to evaluate
Organization	4	EXCELLENT: fluent expression – ideas clearly stated – well-organized/supported – logical sequencing - cohesive
	3	GOOD: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	2	FAIR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	1	POOR: does not communicate – no organization – OR not enough to evaluate
Vocabulary	4	EXCELLENT: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	3	GOOD: adequate range – occasional errors of word/idiom form, choice, usage *but meaning not obscured*
	2	FAIR: limited range – frequent errors of word/idiom form, choice, usage – *meaning confused or obscured*
	1	POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
Grammar	4	EXCELLENT: effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
	2	FAIR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – *meaning confused or obscured*
	1	POOR: virtually no mastery of sentence construction rules – dominated by errors – OR

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		not enough to evaluate
Mechanics	4	EXCELLENT: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	2	FAIR: frequent errors of spelling, punctuation, capitalization – *meaning confused obscured*
	1	POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – OR not enough to evaluate

(Adapted from Jacobs *et al.* in Hughes 2003:104)

Writing Score: $\frac{\text{Content+Organization+Vocabulary+Grammar+Mechanics}}{20}$ x 100

Jember, 22 Januari 2020

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MATERIALS

a. A picture of Borobudur Temple posted on the teacher's Instagram account

b. Leading questions:

1) Have you ever visited Yogyakarta?
2) Which places did you visit?
3) Can you mention the tourism places in Yogyakarta?

c. Example of descriptive text:

Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under the Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

The first five terraces are square and surrounded by walls adorned with Buddhist sculptures. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The design symbolizes the conception of the universe in Buddhist cosmology. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

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PROCEDURES

Task 1:

1. The teacher posts the task on her own Instagram account.
2. The teacher asks the students to write their names and students' number at the beginning of the comment.
3. The teacher asks the students to write the answer on the Instagram comment feature.

Task 2:

1. The teacher gives a topic (Taman Safari Prigen) to the students.
2. The teacher asks the students to find a picture related to the topic.
3. The teacher asks students to write their complete names and students' number at the beginning of the caption.
4. The teacher asks the students to write descriptive text in 100 words as the caption.
5. The teacher asks the students to add #descriptiveman2jbr at the end of the caption and tag the teacher's Instagram account.
6. The teacher asks the students to post it.
7. The teacher asks the students to comment on their friends' posts.

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Exercise

Task 1

Rearrange the jumbled words above into a good sentence. Write your answer in the comment feature below. Please write your complete name and your student's number (name_student's number) at the beginning of your comment

1. is – Gustave Eiffel – the – Eiffel – the – Tower – of – designer.
2. is – popular – Indonesia – tourist – Bali – destination – in – a.
3. Yogyakarta – beaches – the – in – is – one – attractive – of – Parangtritis.
4. Temple – locally – the – Roro – is – known – Prambanan – as – Temple – Jonggrang.
5. rectangular – National – The – height – is – Monument – tower – a – of – 132 – with – meters – the.

Task 2

Find a picture of Taman Safari Prigen. Write your complete name and your student's number (name_student's number) at the beginning of the caption. Then, write descriptive text in 100 words as the caption on your own Instagram account based on the picture you choose. Please add #descriptivetaskman2jbr at the end of the caption and tag the teachers' Instagram account.

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Answer Key:

Task 1

1. Gustave Eiffel is the designer of the Eiffel Tower.
2. Bali is a popular tourist destination in Indonesia.
3. Parangtritis is one of the attractive beaches in Yogyakarta.
4. Prambanan Temple is locally known as the Roro Jonggrang Temple.
5. The National Monument is a rectangular tower with the height of 132 meters.

Model Answer for Task 2:

Taman Safari Prigen

Taman Safari Prigen is one of the safari parks in Indonesia. The location of Taman Safari Prigen is at Prigen, Pasuruan, East Java. This safari park is very famous because it is the only safari park in East Java.

There are so many animals that we can find in Taman Safari Prigen. Taman Safari Prigen provides animal shows. One of them is the Dolphin Show. Usually, there are one or two dolphins for each show. During the show, we can see dolphins catching the ball, jumping through the ring, kissing the visitor, and so on. It is one of the great animal shows.

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APPENDIX 5

LESSON PLAN
(Cycle 1 – Second Meeting)

School : MAN 2 Jember
Subject : English
Class : X IPS 2
Genre : Descriptive Text
Theme : Describing Tourist Destination
Language Skill : Writing
Time Allocation : 2 x 45 minutes

A. Core Competence

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence	Indicators
1.	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	4.4.1.1 Explaining the social function, generic structures and language features of descriptive text posted by the teacher on Instagram.
2.	4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Rearranging jumbled words posted by the teacher on Instagram with their chairmate 4.4.2.4 Creating a descriptive text on Instagram based on the topic given by the teacher and the picture they choose individually

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C. Learning Objectives

a. The students can explain the social function, generic structures, and language features of descriptive text posted by the teacher.
b. The students can rearrange jumbled words posted by the teacher on Instagram accurately using the Instagram comment feature.
c. The students can create a descriptive text on Instagram based on the topic given by the teacher and the picture they choose independently.

D. Teaching Approach and Model

Approach: Scientific Approach

Model: Discovery Learning

E. Media and Teaching Sources

1. Media: Instagram, LCD, PowerPoint
2. Learning Sources :
   a. http://www.belajarbahasainggris.us/2012/02/contoh-teks-descriptive-niagara-falls.html
   b. http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php

F. Teaching and Learning Activities

Activities	Activities' Description	Time
Pre-Instructional Activities	1. Greeting the students	1'
	2. Asking the students to pray	2'
	3. Checking students' presence	2'
	4. Asking questions related to the previous materials	2'
	5. Posting a picture of Niagara Waterfall on teacher's Instagram account	2'
	6. Showing the teacher's post to the students	1'
	7. Stating the objective of learning	1'
Main Activities	**Observing**	
	1. Showing the example of a descriptive text posted by the teacher on Instagram	2'
	2. Asking the students to observe the example of descriptive text posted by the teacher on Instagram	3'
	Questioning	
	1. Giving the students opportunities to ask questions related to the text posted on the	4'

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	teacher's Instagram (the generic structure, language features, etc)	
	Experimenting 1. Guiding the students to explain the social function, generic structure, and language features based on the teacher's post on Instagram.	5’
	Associating 1. Asking the students to do task 1 by rearranging jumbled words posted on the teacher's Instagram 2. Asking the students to do task 2 by creating a descriptive text on Instagram based on the topic given by the teacher and the picture they choose individually	15’ 30’
	Communicating 1. Discussing all the tasks done by the students with the whole class 2. Asking the students to comment on their friends' post through the Instagram comment feature 3. Giving feedback to the students	5’ 5’ 5’
Closure	1. Guiding the students to conclude the materials given 2. Stating the conclusion 3. Parting the class	2’ 2’ 1’

G. Assessment

Writing Scoring Rubric

Composition Profile		
Aspect of Writing	**Scores**	**Criteria**
Content	4	EXCELLENT: knowledgeable – substantive – relevant to the assigned topic
	3	GOOD: some knowledge of the subject - adequate range – mostly relevant to the topic, but lacks detail
	2	FAIR: limited knowledge of the subject – little substance – inadequate development of the topic

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	1	POOR: does not show knowledge of the subject – non-substantive – not relevant – OR not enough to evaluate
Organization	4	EXCELLENT: fluent expression – ideas clearly stated – well-organized/supported – logical sequencing - cohesive
	3	GOOD: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	2	FAIR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	1	POOR: does not communicate – no organization – OR not enough to evaluate
Vocabulary	4	EXCELLENT: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	3	GOOD: adequate range – occasional errors of word/idiom form, choice, usage *but meaning not obscured*
	2	FAIR: limited range – frequent errors of word/idiom form, choice, usage – *meaning confused or obscured*
	1	POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
Grammar	4	EXCELLENT: effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
	2	FAIR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – *meaning confused or obscured*

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	1	POOR: virtually no mastery of sentence construction rules – dominated by errors – OR not enough to evaluate
Mechanics	4	EXCELLENT: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	2	FAIR: frequent errors of spelling, punctuation, capitalization – *meaning confused obscured*
	1	POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – OR not enough to evaluate

(Adapted from Jacobs *et al.* in Hughes 2003:104)

Writing Score: $\frac{\text{Content+Organization+Vocabulary+Grammar+Mechanics}}{20}$ x 100

Jember, 24 Januari 2020

English Teacher

Rizki Mariatus Sholehah, S. Pd
NUPTK. 6155173663300003

Researcher

Irma Khariroh
NIM. 150210401087

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MATERIALS

a. Asking some questions about the previous materials:
   1) Do you still remember the material we learned in the last meeting?
   2) What was that?
   3) What is the social function of descriptive text?
   4) What are the generic structures of descriptive text?
   5) What are the language features used in the descriptive text?

b. A picture of Niagara Waterfall posted on the teacher's Instagram account

c. Example of descriptive text:

Niagara Waterfall

Niagara waterfall is the most popular waterfall in the world. It is one of the most beautiful and powerful natural wonders of North America. It can produce more than 6 million cubic water per minute.

Niagara waterfall is on the Niagara River which is part of the border between Canada and the United States. It has two waterfalls. The Horseshoe Fall belongs to Ontario, Canada, and the American Fall belongs to New York, United States of America. Horseshoe waterfall is not as high as the American waterfall, but it is 792 meters; the American waterfall is only about 305 meters wide. Niagara waterfall becomes one of many favorite places to visit in the United States. It is estimated that about 10 million tourists visit Niagara waterfall each year.

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PROCEDURES

Task 1:

1. The teacher posts the task on her own Instagram account.
2. The teacher asks the students to write their names and students' number at the beginning of the comment.
3. The teacher asks the students to write the answer on the Instagram comment feature.

Task 2:

1. The teacher gives a topic (Bromo Mountain) to the students.
2. The teacher asks the students to find a picture related to the topic.
3. The teacher asks students to write their complete names and students' number at the beginning of the caption.
4. The teacher asks the students to write descriptive text in 120 words as the caption.
5. The teacher asks the students to add #descriptiveman2jbr at the end of the caption and tag the teacher's Instagram account.
6. The teacher asks the students to post it.
7. The teacher asks the students to comment on their friends' posts.

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Exercise

Task 1

Rearrange the jumbled words above into a good sentence. Write your answer in the comment feature below. Please write your complete name and your student's number (name_student's number) at the beginning of your comment

1. large – amphitheater – city – is – the – Rome – of – in – a – Colosseum.
2. underwater – landscape – its – for – and – is – well-known – Ampat – the – Raja.
3. claimed – the – Toba – as – Lake – in – Asia – lake – Southeast – is – largest.
4. The – Wall – for – China – extends – Great – of – 8851 – about – kilometers.
5. Lombok – is – the – of – Trawangan – island – in – located – of – Gili – the – northwest.

Task 2

Find a picture of Bromo Mountain. Write your complete name and your student's number (name_student's number) at the beginning of the caption. Then, write descriptive text in 120 words as the caption on your own Instagram account based on the picture you choose. Please add #descriptivetaskman2jbr at the end of the caption and tag the teachers' Instagram account.

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Answer Key:

Task 1

1. Colosseum is a large amphitheater in the city of Rome.
2. Raja Ampat is well-known for the underwater and its landscape.
3. Toba Lake is claimed as the largest lake in Southeast Asia.
4. The Great Wall of China extends for about 8851 kilometers.
5. Gili Trawangan is located in the northwest of the island of Lombok

Model Answer for Task 2:

Bromo Mountain

Bromo Mountain is one of the favorite tourist destinations in East Java. It has beautiful scenery that makes visitors want to visit this place again. There are four entrances that visitors can reach. Those are Malang, Pasuruan, Probolinggo, and Lumajang.

There is a sandy area around Bromo Mountain. It becomes one of the reasons for the manager to set some rules for visitors. One of them is that the manager suggests the visitors to rent a jeep. It is because jeep is a suitable vehicle for this sandy area. Furthermore, to reach the top of the crater, the visitors can rent horses since it is far from the parking area. Those facilities are very helpful and enjoyable for the visitors.

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APPENDIX 6

Writing Test
(Cycle 1)

School	**: MAN 2 Jember**
Subject	**: English**
Class	**: X IPS 2**
Genre	**: Descriptive Text**
Theme	**: Describing Tourist Attractions**
Language Skill	**: Writing**
Time Allocation	**: 2 x 45 minutes**

Find a picture related to the topic given by the teacher. Write your complete name and your student's number (name_student's number) at the beginning of the caption. Then, write descriptive text in 150 words as the caption on your own Instagram account based on the picture you choose. Please add #descriptivetaskman2jbr at the end of the caption and tag the teachers' Instagram account.

Topics:

1. **Papuma Beach (student's number 1 to 6)**
2. **Payangan Beach (student's number 7 to 12)**
3. **Watu Ulo Beach (student's number 13 to 18)**
4. **Sukorambi Botanical Garden (student's number 19 to 24)**
5. **Rembangan Hill (student's number 25 to 30)**
6. **Coffee and Cocoa Science Techno Park (Puslit Koka) (student's number 31 to 36)**
7. **Gunung Gambir Tea Plantation (Kebun Teh Gunung Gambir) (student's number 37 and 38)**

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APPENDIX 7

Model Answer for Writing Test

a. Papuma Beach

Papuma Beach is one of some favorite tourist destinations in Jember. The location of Papuma Beach is at Ambulu, Jember.

Papuma Beach has bright white sand. The white sand becomes the favorite thing since it is different from other beaches in Jember with its black sand. Moreover, there are also blue water, blue sky, and wave that complete the beautiful view of this beach. Furthermore, there are also fishing boats and huge stones in the sea that support the view. Many visitors come to Papuma Beach, especially at the weekend and national holidays. Usually, they come to this place with their family. There are some activities that they are usually doing at this beach such as swimming, taking photos, playing sand, etc. Besides, they also sit at the seashore looking at the view and feel the ambiance. This beach is very suitable for spending a holiday with family or friends.

b. Payangan Beach

Payangan Beach is one of some favorite tourist destinations in Jember. The location of Payangan Beach is at Ambulu, Jember.

Payangan Beach can be categorized as a cheap beach in Jember. It is often visited by the visitors because they do not need to pay the entrance ticket. Although the visitors do need to pay the entrance ticket, this beach presents a beautiful view for them. The water, the wave, and the wind give a relaxed atmosphere for the visitors. Besides, the black sand creates its beauty. There are fishing boats parked by the beach since there are fishermen who live in a village near the beach. Moreover, there are also photo spots on the hills. The visitors need to pay for about 5000 rupiahs to be able to enjoy the photo spots. This beach is very suitable for people who want to have a short holiday with a low budget.

c. Watu Ulo Beach

Watu Ulo Beach is one of some favorite tourist destinations in Jember. It is located at Ambulu, Jember.

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Watu Ulo Beach has a huge stone line at the seashore. It becomes the most famous in this place. It is the reason why this beach is called Watu Ulo Beach. The location of Watu Ulo Beach is between Payangan Beach and Papuma Beach. Since it is near Payangan Beach, Watu Ulo Beach has the same atmosphere. Just like Payangan Beach, Watu ulo beach has a black sand beach. Watu Ulo Beach also has a beautiful view and a relaxed atmosphere. The water, the wave, and the wind can make the visitor enjoy. Besides, it also helps to build a better mood. The visitors of this beach are not as much as Papuma Beach and Payangan Beach. However, this situation can help visitors to relax their mind. This place is peaceful and relaxing.

d. Sukorambi Botanical Garden

Sukorambi Botanical Garden is one of some favorite tourist destinations in Jember. The location of Sukorambi Botanical Garden is at Sukorambi, Jember.

Sukorambi Botanical Garden has so many facilities. Since it is an educational tourism place, most of the facilities in this place are suitable for the family to spend holiday time. This place is also visited by schools to hold outbound or field trips. The facilities are including swimming pool, outbound, flying fox, gardening, a camping field, etc. Besides, there is also animal feeding as the newest facility in this place. Parents can ask their children to involve in animal feeding. They can feed the animals by giving them their food for example vegetables or fruits. It becomes a great choice to hold a field trip since it provides a new atmosphere of learning. Visitors can do outdoor learning in this place. It makes them feel enjoy to learn.

e. Rembangan Hill

Rembangan Hill is one of some favorite tourist destinations in Jember. The location of Rembangan Hill is at Rembangan, Jember.

Rembangan Hill becomes a tourist destination that is often visited by the visitors especially from Jember itself. This place has a stunning view. Besides, the cold temperature of Rembangan Hill makes the visitors comfortable to be in this place longer. Usually, the visitors visit this place to enjoy the view and the environment. Moreover, Rembangan Hill also has some facilities that can be

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enjoyed by visitors. Those are the swimming pool, cafeteria, villa, etc. The visitors can swim in the swimming pool. They can also buy some food at the cafeteria when they are hungry after swimming. Furthermore, they can stay a night at the villa to enjoy the beautiful night view. This place is suitable for people who want to spend a holiday in a beautiful yet quiet place.

f. Coffee and Cocoa Science Techno Park (Puslit Koka)

Coffee and Cocoa Science Techno Park or it is known as Puslit Koka is one of some favorite tourist destinations in Jember. The location of this place is at Jenggawah, Jember, East Java.

Coffee and Cocoa Science Techno Park has so many facilities. Since it is an educational tourism place, this place is often visited by schools to hold field trips and also college students to do research. Many visitors come to this place at the weekend. They enjoy the facilities provided in this place. One of the facilities that can be enjoyed by visitors is the wooden train. They can go around the cocoa plantation by using this vehicle. Besides, visitors can also see the chocolate production process. After enjoying the facilities there, the visitors can buy the popular chocolate product of this Coffee and Cocoa Science Techno Park. This place is a good place for spending a holiday.

g. Gunung Gambir Tea Plantation (Kebun Teh Gunung Gambir)

Gunung Gambir Tea Plantation is one of some favorite tourist destinations in Jember. The location of this place is at Sumber Baru, Jember.

Gunung Gambir Tea Plantation is categorized as a new tourist destination in Jember. This place has a beautiful view of the spread of the tea plantation. Besides, this place has a relaxing atmosphere that makes visitors feel comfortable in this place. The manager of this tourism place develops the facilities. They provide some photo spots for the visitors. It becomes a very great idea since people nowadays love to take photo or selfie. The visitors can take photos in the photo spot and move to other spots. To be able to take photos in the photo spot, they have to pay 5000 rupiahs for each person. Moreover, they can borrow the property provided to support their photo. This place is very suitable for people who love photography.

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APPENDIX 8

The Result of the Students' Writing Achievement Test

No.	Students' Initial Name	Score 1					Σ	WS	Score 2					Σ	WS	AS
		Writing Aspects							Writing Aspects							
		C	O	V	G	M			C	O	V	G	M			
1.	ARSA	4	3	3	3	4	17	**85**	4	4	3	3	4	18	**90**	**87.5**
2.	AJ	4	3	4	3	3	17	**85**	4	3	3	3	4	17	**85**	**85**
3.	AF	4	3	3	3	3	16	**80**	4	3	3	3	4	17	**85**	**82.5**
4.	AR	3	3	4	3	4	17	**85**	4	4	3	3	4	18	**90**	**87.5**
5.	AA	4	4	3	3	4	18	**90**	4	3	3	4	3	17	**85**	**87.5**
6.	AKR	4	4	3	3	4	18	**90**	4	3	3	3	4	17	**85**	**87.5**
7.	ANA	4	3	3	3	3	16	**80**	3	3	3	3	3	15	**75**	**77.5**
8.	AVCZ	4	3	3	3	3	16	**80**	4	3	3	3	4	17	**85**	**82.5**
9.	ADR	4	3	3	3	4	17	**85**	3	3	3	3	3	15	**75**	**80**
10.	CWI	3	3	2	3	4	15	**75**	3	3	3	3	3	15	**75**	**75**
11.	CSD	3	3	4	3	3	16	**80**	3	3	3	3	3	15	**75**	**77.5**
12.	CAR	4	3	4	3	3	17	**85**	3	2	3	3	3	14	**70**	**77.5**
13.	DRRL	3	3	3	3	4	16	**80**	3	3	3	3	3	15	**75**	**77.5**
14.	DETP	3	3	3	3	3	15	**75**	3	3	3	3	3	15	**75**	**75**
15.	DAL	4	3	2	3	4	16	**80**	2	3	3	3	4	15	**75**	**77.5**
16.	EAN	3	3	2	3	3	14	**70**	3	3	3	3	3	15	**75**	**72.5**
17.	FR	2	3	3	3	4	15	**75**	2	3	3	3	3	14	**70**	**72.5**
18.	IDW	4	3	4	4	3	18	**90**	4	4	3	3	3	17	**85**	**87.5**
19.	IRU	3	3	3	3	4	16	**80**	3	2	3	3	4	15	**75**	**77.5**
20.	KR	3	4	4	3	3	17	**85**	4	3	3	3	3	16	**80**	**82.5**
21.	LSJDA	4	3	2	3	3	15	**75**	4	3	3	3	3	16	**80**	**77.5**
22.	LUW	3	3	3	3	4	16	**80**	3	3	3	3	3	15	**75**	**77.5**
23.	MEW	4	4	3	3	3	17	**85**	4	3	3	3	4	17	**85**	**85**

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24.	MZ	3	4	4	3	3	17	**85**	4	3	3	3	3	16	**80**	**82.5**
25.	MWAP	3	3	3	3	3	15	**75**	3	3	3	3	4	16	**80**	**77.5**
26.	MDAR	3	3	4	4	3	17	**85**	3	3	3	3	3	15	**75**	**80**
27.	MCA	3	3	3	3	3	15	**75**	3	2	3	3	3	14	**70**	**72.5**
28.	NIPA	3	2	3	3	3	14	**70**	3	2	3	3	3	14	**70**	**70**
29.	NA	4	3	3	3	3	16	**80**	3	3	3	3	3	15	**75**	**77.5**
30.	NYS	3	3	4	3	3	16	**80**	3	2	3	3	3	14	**70**	**75**
31.	NMI	3	2	3	3	3	14	**70**	3	3	3	3	3	15	**75**	**72.5**
32.	NAH	3	3	4	3	3	16	**80**	4	3	3	3	3	16	**80**	**80**
33.	SR	3	3	3	3	3	15	**75**	4	3	3	3	3	16	**80**	**77.5**
34.	VNK	4	3	3	3	4	17	**85**	3	3	3	3	4	16	**80**	**82.5**
35.	WM	3	3	3	3	3	15	**75**	3	3	3	3	4	16	**80**	**77.5**
36.	WSP	3	2	3	3	3	14	**70**	3	3	3	3	3	15	**75**	**72.5**
37.	YAM	3	3	3	3	3	15	**75**	3	3	3	3	3	15	**75**	**75**
38.	YDI	3	3	3	3	3	15	**75**	3	2	3	3	3	14	**70**	**72.5**
Average								**79.3**							**77.9**	**78.8**

Notes:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanics

Σ = C+O+V+G+M

WS = Writing Score

AS = Average Score

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APPENDIX 9

The Result of Observation

No.	Students' Initial Name	Meeting 1							Meeting 2						
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	ARSA	✓	-	✓	✓	-	A		✓	✓	✓	✓	-	A	
2.	AJ	✓	-	✓	✓	-	A		✓	-	✓	✓	-	A	
3.	AF	-	✓	✓	✓	-	A		-	✓	✓	✓	-	A	
4.	AR	✓	-	✓	✓	-	A		✓	✓	-	✓	✓	A	
5.	AA	✓	✓	-	✓	-	A		✓	✓	-	✓	-	A	
6.	AKR	✓	-	-	✓	✓	A		-	✓	✓	✓	✓	A	
7.	ANA	-	-	✓	✓	✓		P	✓	✓	✓	✓	✓	A	
8.	AVCZ	-	✓	-	✓	-		P	✓	-	✓	✓	-	A	
9.	ADR	✓	-	✓	✓	-	A		✓	-	-	✓	✓	A	
10.	CWI	✓	✓	-	✓	-	A		✓	✓	-	✓	-	A	
11.	CSD	-	✓	-	✓	-		P	-	✓	✓	✓	✓	A	
12.	CAR	✓	-	✓	✓	-	A		✓	-	✓	✓	✓	A	
13.	DRRL	-	-	✓	✓	-		P	✓	-	-	✓	-		P
14.	DETP	✓	-	✓	✓	✓	A		✓	✓	✓	✓	✓	A	
15.	DAL	✓	✓	-	✓	✓	A		✓	-	✓	✓	✓	A	
16.	EAN	-	✓	✓	✓	✓	A		✓	-	✓	✓	✓	A	
17.	FR	✓	-	-	✓	✓	A		✓	-	✓	✓	✓	A	
18.	IDW	-	-	✓	✓	-		P	✓	-	✓	✓	-	A	
19.	IRU	✓	✓	-	✓	-	A		✓	✓	-	✓	-	A	
20.	KR	✓	-	✓	✓	✓	A		✓	✓	✓	✓	✓	A	
21.	LSJDA	✓	✓	-	✓	-	A		✓	✓	-	✓	-	A	
22.	LUW	✓	-	✓	✓	✓	A		✓	✓	✓	✓	✓	A	
23.	MEW	-	-	✓	✓	-		P	-	-	✓	✓	-		P
24.	MZ	✓	-	-	✓	-		P	✓	✓	-	✓	-	A	
25.	MWAP	✓	✓	-	✓	-	A		✓	✓	-	✓	✓	A	
26.	MDAR	✓	✓	-	✓	-	A		✓	✓	✓	✓	✓	A	
27.	MCA	✓	-	-	✓	-		P	✓	-	✓	✓	-	A	
28.	NIPA	-	✓	-	✓	✓	A		-	✓	-	✓	✓	A	
29.	NA	✓	-	✓	✓	-	A		-	-	✓	✓	✓	A	
30.	NYS	✓	✓	-	✓	-	A		✓	✓	-	✓	-	A	
31.	NMI	✓	-	-	✓	-		P	-	-	✓	✓	-		P
32.	NAH	✓	-	✓	✓	-	A		✓	-	✓	✓	-	A	

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33.	SR	-	✓	✓	✓	-	A		✓	✓	✓	✓	-	A	
34.	VNK	✓	✓	✓	✓	✓	A		✓	✓	-	✓	✓	A	
35.	WM	✓	-	-	✓	✓	A		✓	-	-	✓	✓	A	
36.	WSP	✓	-	✓	✓	-	A		✓	✓	✓	✓	-	A	
37.	YAM	✓	-	-	✓	✓	A		✓	-	✓	✓	✓	A	
38.	YDI	-	✓	✓	✓	-		P	-	-	✓	✓	-		P
Total							28	10						34	4
Percentage							73.6%	26.3%						89.4%	10.5%

Notes:

1. Answering the teacher’s questions
2. Asking questions related to the text
3. Explaining the aspects of the text (social function, generic structure, and language feature)
4. Doing the exercises assigned to them
5. Commenting on their friend's post

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APPENDIX 10

The Sample of the Exercises

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38 likes

alfakhfdtrzq Papuma beach

Papuma Beach is a tourist spot in the district of Jember. This beach is very crowded in weekend or national holiday. The name of Papuma is an abbreviation of the "white sand". Papuma Beach is located in the village of Lojejer, Wuluhan district, Jember Regency. Papuma Beach is also known as Tanjung Papuma Beach. Papuma Beach offers a very beautiful experience. Besides its natural beauty, this beach is also has so many fauna such as, lizards, pedestal chickens, various types of birds, wild boar, deer, porcupine, and pangolin. Papuma Beach provides some supporting facilities for those who want to enjoy the atmosphere of Papuma Beach in a long time, such as lodging and campsites. When the sun goes down, the atmosphere at Papuma Beach will be more beautiful to enjoy. The dim twilight and the rustle of the sea make a dramatic atmosphere that is reluctant to be left behind.(alfa_06)
#descriptiveman2jbr

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APPENDIX 11

A Letter of Research Permission

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267, 337422, 333147 • Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor 0407 /UN25.1.5/LT/2020 17 JAN 2020
Lampiran : -
Hal : Permohonan Izin Penelitian

Yth. Kepala Sekolah
MAN 2 JEMBER

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS/ Pendidikan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris di bawah ini:

Nama	: Irma Khariroh
NIM	: 150210401087
Judul	: Enhancing the Tenth Grade Students' Writing Skill of Descriptive Text by Using Instagram-Based Writing Exercises
Jadwal Penelitian	: Januari 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MAN 2 Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izindan sekaligus memberikanbantuan informasi yang diperlukan.

Demikian permohonanini kami sampaikanatas perhatiandan kerjasama yang baik kami sampaikanterima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

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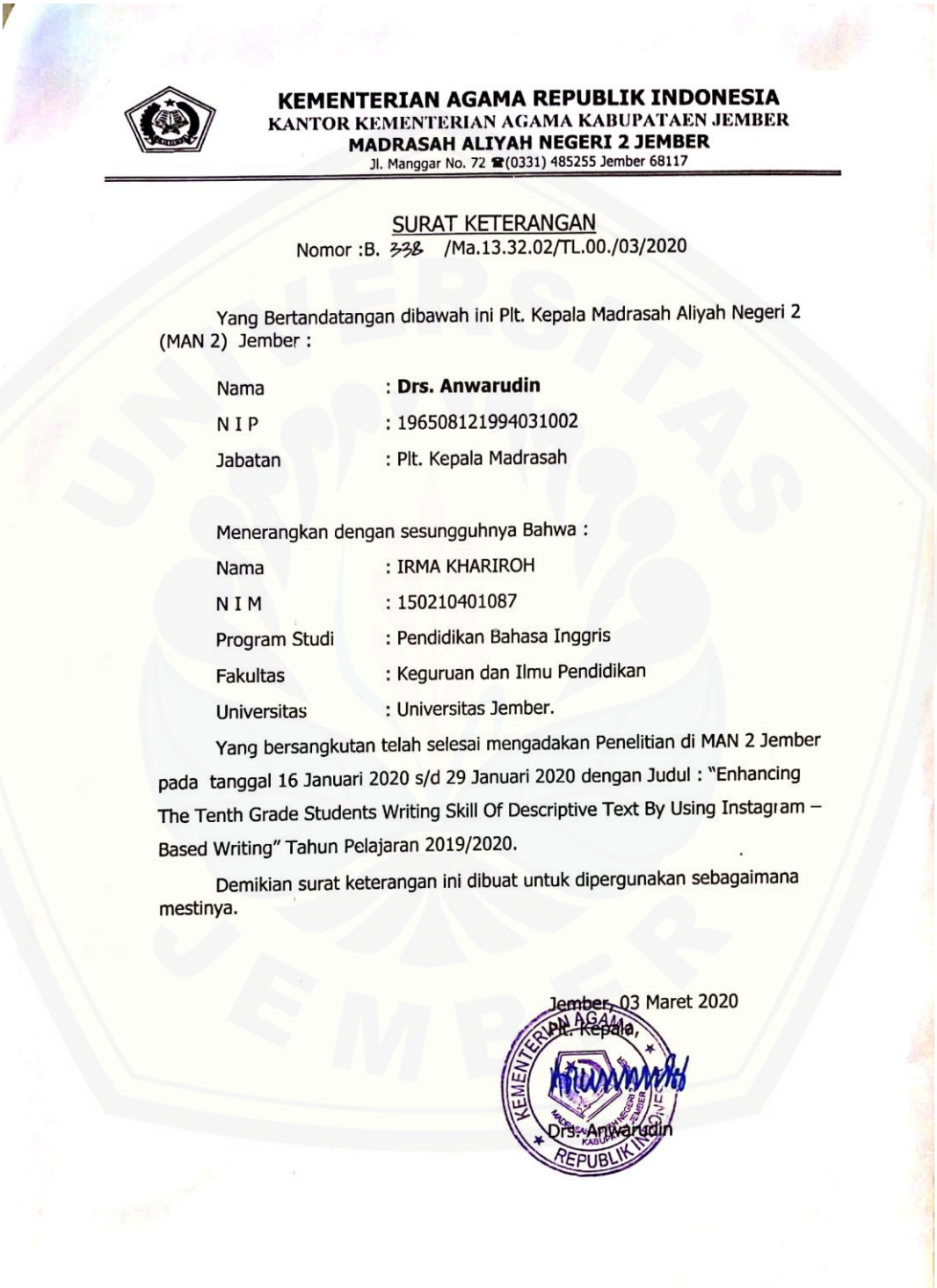
APPENDIX 12

A Letter of Finished Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATAEN JEMBER
MADRASAH ALIYAH NEGERI 2 JEMBER
Jl. Manggar No. 72 ☎(0331) 485255 Jember 68117

SURAT KETERANGAN
Nomor :B. 338 /Ma.13.32.02/TL.00./03/2020

Yang Bertandatangan dibawah ini Plt. Kepala Madrasah Aliyah Negeri 2 (MAN 2) Jember :

Nama	: **Drs. Anwarudin**
N I P	: 196508121994031002
Jabatan	: Plt. Kepala Madrasah

Menerangkan dengan sesungguhnya Bahwa :

Nama	: IRMA KHARIROH
N I M	: 150210401087
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Universitas	: Universitas Jember.

Yang bersangkutan telah selesai mengadakan Penelitian di MAN 2 Jember pada tanggal 16 Januari 2020 s/d 29 Januari 2020 dengan Judul : "Enhancing The Tenth Grade Students Writing Skill Of Descriptive Text By Using Instagram – Based Writing" Tahun Pelajaran 2019/2020.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 03 Maret 2020
Plt. Kepala,

Drs. Anwarudin