THE USE OF PHOTOGRAPHS ON INSTAGRAM^{TM} IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' WRITING SKILL
(A Case of the Eighth Grade Students of SMP N 1 Ungaran in the Academic Year of 2016/2017)

a final project
submitted in partial fulfillment of the requirements
for degree of *Sarjana Pendidikan*
in English

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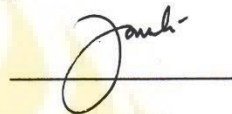
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APPROVAL

This final project has been approved by the Board of Examination of the English Department, Faculty of Languages and Arts, Semarang State University, on September 2017.

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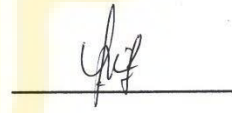3. **First Examiner**
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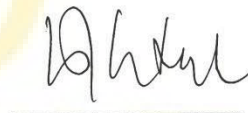   NIP. 198505282010121006

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Declare that the final project entitled "THE USE OF PHOTOGRAPHS ON INSTAGRAM IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' WRITING SKILL" is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

Semarang, September 2017

Mustika Purwandari

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MOTTO AND DEDICATION

"Tidak ada balasan kebaikan kecuali kebaikan"
(QS. Ar Rahman : 60)

To my beloved parents, Wagiman and Purdwi Yatmi.

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The perfect is only belonged to God, the Most Merciful. I hope that this final project will be useful for all the readers either for English teachers or English students. And not to mention, this final project is to give contribution to the next researchers.

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Mustika Purwandari

ABSTRACT

This final project is an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran.

In order to achieve the objective, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using photographs in Instagram and the control group was taught without using photographs in Instagram.

After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 74.80 and the control group was 72.63. It means that the score of the experimental group was higher than the score of the control group. The t-test result showed that t-value was 2.056 and t-table was 2.002, which means that the t-value is higher than the t-table. It proves that there is a significant different achievement between the groups which taught using photographs in Instagram and using conventional teaching.

Based on the result of this study, it is concluded the application of photographs in Instagram can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

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CHAPTER I
INTRODUCTION

In this chapter, the researcher would like to present the introduction of the study. It consists of a background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

English in a language of globalization is used in almost all of countries in the world as a means of International communication. Because of its significance role, English has been included to Indonesian Educational System Curriculum. It is a compulsory subject in Elementary School, Junior High School, Senior High School, and at the University level. The English curriculum stipulates that English subject should include four skills, there are listening, speaking, reading, and writing.

One of the skills in English subject is writing. Writing is one of the important skills which has to be mastered by the students of Junior High School in learning English. Writing has always taken part of the syllabus in teaching English, (Harmer 2004: 31). Writing is a combination of a process and product so it is assumed as the most difficult skill. The process is a stage in which the students are about to make a product (text) and when they start to write. The product is the text as a result of the process of writing. Before producing a text, students need a long process starting from planning until producing. It is important to master language

components such as grammar, vocabulary, and etc. in the process of writing. A teacher should have an interesting method for teaching and learning process since teaching writing is not easy.

Nowadays internet is so familiar among high school students. Blog and social networking website such as Instagram, Facebook, and Twitter are the examples of the familiar websites which high school students most browse every time they connect to the internet. In the cyber world, people around the world mostly communicate each other using English. The students as potential users of internet should master English in some terms that are related to the website they browse because some websites provides information in English only. In short, learning and mastering English are very benefit and important for the students to explore information via internet, known as a virtual world.

Based on the findings from the observation in SMP Negeri 1 Ungaran, the researcher found students' difficulties in writing. The teacher only used a textbook, whiteboard, and pieces of paper while teaching writing. Students looked so bored with the teacher's explanation. Using media to teach is very useful to solve the students' boredom. Susanti (2009) found that teaching writing using miniatures as the media. The content of her research is about the importance to develop teachers' method and technique in teaching writing so that the teaching and learning process will be more interesting.

On the other hand, in university level, the skills learned by students are influenced by technology, including the skill of writing. "Technology derived from the word 'techno' which means technique, art or skill, and 'logos' which

means science. Therefore, technology can be defined as a scientific knowledge of art or skill" (Hartoyo, 2012). In this globalization era, technology, which connects people around the world have been developing from time to time. Social media is an example of the technology development. According to Jasra (2010), social media now account for 11% of time spent online.

A survey of 3,001 children aged nine to 16 found that 24% had their own blog and 82% sent text messages at least once a month (Kleinman, 2009). This percentage will surely increase each year since children nowadays amazingly can keep abreast of the latest technology update. Even Oxford University (2013) confirmed that students who avoid the internet are at a serious educational and social disadvantage, since reading, writing, and commenting on blogs or other social media provides an opportunity to engage with language in a setting outside the classroom.

Social media is one of the modern technologies that allow people to stay connected and "shorten" the distance between countries around the world. It is one of the reasons that make some sectors, such as education, take advantage of this latest technology. Many teachers and lecturers start to make the best use of social media. "Writing teachers now commonly use the web in their teaching and have students engaged with blogs, wikis, Twitter, Facebook, Instagram, and other forms of multimedia that combine static and moving words and images" (Yancey, 2009).

Helping students to cultivate the skills needed for writing is often about cultivating a love of writing. It's true thet not every students has a budding author

in them, but each of them does have a need to be able to express themselves clearly, concisely, and intelligently, because writing skills are essential. The best way to help them develop those skills is to give them a vested interesting in communication. Blogging can offer opportunities for students to develop their communications skills through meaningful writing experiences. Yoga (2012) states that "using a blog in teaching writing descriptive text, the students had fun with the lesson". Her finding was the students had good improvement after being taught by using a blog. By using blog as a teaching medium could make students be more active and enthusiastic in writing. The students made good writing after being taught by using blog; they enjoyed and liked it very much. They also could get the information about descriptive text and they could write their writing product in the blog to share and express their ideas in writing descriptive text.

In line with the above explanation, an English teacher has a great challenge to encourage students learning English successfully. An English teacher should have a strategy in learning teaching process, so the aim of the study can be achieved. Using appropriate teaching media is one of the strategies they can apply in learning teaching process. A study that was conducted by Asmiyatun (2010) about teaching writing. Her research was about the contribution of the photograph as a medium in writing descriptive text could show significant achievement. By applying photograph as a learning media in a guided writing activity, perhaps students not only can learn how to write in English, but also play and communicate with others. Hopefully, using photograph could be alternative media in solving one of the education problems.

One definition of photograph is a two-dimentional or three-dimentional visual picture or image representative person or things. The use of photographs in teaching writing is actually meant to help students to catch and express their ideas easily. It is relevant to the opinion stated by Fathroni (2012), using 3D images to help students to be able to catch the idea by looking at the images that they should describe. 3D images are effective since they can stimulate the students' interest in writing. The result of the data analysis showed that there is significant difference between students who has been taught through 3D images and by giving verbal guidance and students who has been taught without using 3D images as an aid.

Considering the importance of the media use, the researcher used photographs in Instagram to teach descriptive text to improve students' writing skill in eighth-year student of SMP Negeri 1 Ungaran. The researcher used photographs in Instagram in order to help the students develop their writing skill, especially in writing descriptive text.

1.2 Reason for Choosing the Topic

The goal of teaching English is to make the students master the four basic skills of language; reading, listening, speaking and writing. But in this study, I only focus on using Instagram as a media to teach writing descriptive text. The reasons why I choose the topic are as follows:

a. To give the teachers more strategy to teach writing, especially in writing descriptive text.

b. In learning writing descriptive text, students need to express their ideas with visual imagination, so the researcher chooses photographs to improve

their imagination. They can explore their imagination by looking at the photograph and then express their ideas.

c. Almost all of students have an Instagram account. It will be easier to learn writing descriptive text since Instagram forces them to write their feeling when they uploading a picture. In addition, accessing Instagram is very easy. They can use computer or phone.

1.3 Research Questions

In this study, the researcher would like to define the problem as follows:

1. How significant is the difference in the achievement between eighth students of SMP N 1 Ungaran who are taught by using photographs in Instagram and those who are taught by using the conventional technique in writing descriptive text?

2. How is teaching using photograph in instagram applied in eighth grade in SMP Negeri 1 Ungaran?

1.4 Objectives of the Study

Based on the research questions, the objectives of the study are:

1. To explain how significant the difference in achievement between the eighth students of SMP N 1 Ungaran who are taught by using photographs in Instagram and those who are taught by the conventional technique is.

2. To describe how teaching using photograph in instagram applied in eighth grade in SMP Negeri 1 Ungaran is.

1.5 Significance of the Study

The result of the study hopefully provides some advantages as follows:

1. For the English Teachers

   The result of this study will be useful for the teachers so that they will recognize the importance of using media in teaching learning process.

2. For the Students

   This study will help students to develop their writing skill by express their ideas, especially in a describing thing. It will make the teaching and learning process more interesting and effective.

3. For the Writer

   This study will be one of her experiences in writing a descriptive text while she is studying in the English Department.

4. For the Readers

   It will be useful for the readers to know the importance of use Instagram to improve writing skill.

1.6 Limitation of the Study

The study is limited on using photographs in Instagram in teaching descriptive text to improve students' writing skill. The researcher will conduct a research for this study to the 8th year students of SMP Negeri 1 Ungaran.

1.7 Outline of the Study

This study consists of five chapters. Each chapter is explained as follows:

Chapter I consists of the introduction of the study. It discusses the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II consists of the review of related literature. It discusses the review of previous study, definitions of writing, components of writing, steps of writing, features of descriptive text, discussions of the photography, Instagram, teaching writing in junior high school, and teaching writing using real phenomenon photographs in Instagram in junior high school.

Chapter III consists of methods of investigation. It discusses experimental design, a procedure of experimental design, the subject of the study, instrument of the study, the procedure of collecting data, and method of data analysis.

Chapter IV shows the detailed pretest and posttest result, different gain between pretest and posttest, and the discussion of research finding.

Chapter V presents the conclusion from the findings and some suggestions.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature. It consists of the review of previous studies, review of theoretical background dealing with teaching writing in junior high school, teaching writing using photographs in Instagram in junior high school. In addition, it discusses the theoretical framework of this study.

2.1 Review of the Previous Studies

Media play an important role in a teaching and learning process, especially in writing. The use of media facilitates the teacher and the students to reach the goal of the writing. Gerlach and Elly (1980:241) propose that a medium is any person, material or event that established conditions which enable learners or students to acquire knowledge, skills, and attitude. A similar research was done by Kukuh (2013). The content of his research is about improving students' writing ability in narrative text by using chronological 3D pictures as media. His research has been done dealing with picture media shows that pictures can help the student in writing. The result shows some students were more attracted, more active, and more interested in studying when they used pictures compared to their behavioral when they did not use those materials. The research dealing with pictures is done in elementary school. Kukuh found that the average of post test was higher than the pre test. The use of pictures as media works well in guided writing class, especially for the sixth graders. The use of pictures as media influences students' motivation and improves the students' achievement in the guided writing area.

From those statements above, we can conclude that picture as learning media can improve students' ability in writing. A picture can stimulate students' thinking. It also helps students in gaining idea and constructing their idea directed to the topics. The pictures can help students in constructing idea and helping to start writing text. The students are more attracted, more active, and more interested in studying when they use pictures. Besides that, the pictures also can influence students' motivation and improve the students' achievement in writing, so in this study researcher will use picture as media.

The use of sophisticated and new things as a tool in writing becomes popular nowadays. It is because are more actively engaged in a new and sphisticated gadget as well the applications which are supported by Internet connection. One of the applications that provide features to learn English is blog. Because blog provides special features to learn writing, it is also possible to improve students' ability in writing, especially in writing descriptive text. A study was conducted by Rohman (2012) about the use of a blog to improve descriptive writing skill. The study shows that blog helps students to improve their ability in writing descriptive text. From the results of the observation and questionnaire, the students gave good responses after being taught by using a blog. It could be concluded that teaching writing descriptive text by using a blog as the medium was effective and recommended for the English teacher as an alternative way in the teaching and learning process of descriptive writing.

There are many students still perform poorly in writing a descriptive text and they are uninterested in writing. They are lacked to practice and the teacher

provides less time for teaching writing. Moreover, some teachers still use conventional media in the learning process. By using modern media such as Facebook, Blog, or Instagram, can help student more attractive to join the activities in the class. Modern media is chosen because it is very popular among the students so it can encourage the students to writing descriptive text. Qurtufi (2015) shows a study about the application of photographs in facebook in writing descriptive text. He puts a case study research that the objective study is tenth grade students of SMA Islam Sultan Agung 2 Jepara in the academic year of 2012/2013. In order to achieve the object, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using photographs on Facebook and the control group was taught without using photographs in Facebook. After both groups were given the treatment, the result of the study shows that the mean score of the experimental group was higher than the score of the control group. The *t*-test result showed that *t*-value was higher than the *t*-table. It proves that there is a significant different achievement between the groups which taught using photographs in Facebook and using conventional teaching. Based on the result of this study, it is concluded the application of photographs in Facebook can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of the references in teaching and learning process.

From those reviews of previous studies above, it can be concluded that use of media can improve students' skill in writing especially in writing descriptive

text. The researcher thinks that nowadays almost all people like to use an online network. It is proved that almost all people use social network and they also try to look for some information using the online medium. It means that nowadays all people like the online medium. However, the use of Instagram as media has never been conducted before. Therefore, in this study, the researcher chooses Instagram in teaching descriptive writing.

2.2 Review of the Theoretical Study

2.2.1 Definitions of Writing

According to Vallete (1977: 217) "writing is communication through the written word. So we can say that all the things that written in order to communicate with other are called writing". Next, Harmer (2004: 86) states that "writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities".

It is often said that writing may truly be considered as the most sophisticated skill because in writing we consider not only about meaning and structure but also punctuation, paragraph, spelling, and capitalization. This statement is similar to Vallete's opinion. Vallete (1977: 217) states that "the student learning a foreign language follows a series of steps in developing the writing skill. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen".

Writing has many general concepts. There are several definitions of writing that can be studied. Meyer (2005: 1) states that "the word writing comes from a verb. That means that it's an activity or a process. Writing is a way to produce language, writing means speaking to other people on a paper or on a computer screen".

Another opinion about writing comes from Harmer (2001:154), he states that "writing is a process that what we write is often heavily influenced by the constraints of genres. Then these elements have to be present on learning activities. "

From the definitions above I can conclude that writing is a way to produce language that comes from our thought. It does not need only one time, but it needs a lot of time to do the editing process and rewrite the text again. It also can be concluded that writing is a way to produce language containing ideas, feelings, and experiences which through a long process with a specific purpose into written form and somehow can be applied to a medium.

2.2.2 Components of Writing

Writing is not only developing words into sentences, but it also deals with how to communicate ideas through written text. If a writer would like to produce a good writing, she/he needs to pay attention in components of writing which are stated by Boardman (2002: 31-44). They are:

1) Topic sentences

A topic sentence is the most important sentence in a paragraph because it contains the main idea of a paragraph. A good topic has two parts: the topic and the controlling idea.

2) Supporting sentences

The supporting sentences support the topic sentence. The common ways to support a topic sentence are to use facts or statistics, example, and personal experiences.

3) Coherence

All good paragraphs have some characteristics in common. The first of this is called coherence. A coherence paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that you are writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering.

4) Cohesion

One of the components of a good paragraph is cohesion. A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

5) Unity

A paragraph has unity when all the supporting sentences relate to the topic sentence. With unity, the product of writing will be easier to understand because from the beginning to the end it only talks about one topic.

6) Completeness

Another component of paragraph is completeness. A paragraph is complete when it has all the major supporting sentences. It needs to fully explain the topic sentence and all the minor supporting sentences. It needs to explain each major supporting sentence.

2.2.3 Steps of Writing

They are generally six steps of writing that we need to reach a good product of writing which is stated by Meyers (2004:3-12) as follows:

1) Explore ideas

Before starting to write, a writer has to explore as many ideas as possible since writing involves discovering ideas as much as possible, then he/she records it to save the idea. In this step, a writer has also to focus the ideas systematically by considering three questions: first, the subject which means the material that he/she intends to write about. Second, the purpose which means the writers' intention from his/her writing toward the reader. Third is the audience; in this case is the reader. The audience influences the language used in conveying the writing subject and the purpose that a writers wants to achieve.

(2) Pre-write

Writing process involves writing the idea on a piece of paper or on a computer. In this step, a writer does not have to worry about the grammar, diction, spelling or punctuation because he/she will revise it later. There are three steps in pre-writing: first, brainstorming, i.e. listing thought as they

come in mind. Second is clustering. In this step, a writer may write the subject in the middle of the page, circle it, and then write related ideas around the main circle. And free writing. In this step, a writer simply writes about the subject without worrying about the sentence structure, spelling, logic, and grammar.

(3) Organize

In this step, a writer begins to organize ideas after putting his/her ideas into words. This process involves selecting, subtracting, and adding ideas, and then outlining them.

(4) Write a first draft

In this step, a writer writes as fast as possible, as if he/she was speaking to his/her readers to record his/her thoughts. If an idea occurs to him/her that belongs earlier in the draft, make a note about it in the margin and write on a sheet of paper.

(5) Revise the draft

In this step, a writer may add or omit material, move and remove ideas that have no fitted, revise it several times until producing a good composition of the text. It is considering as the part of the writing process that may take the most time.

(6) Produce the final copy

Finally, a writer can edit it and carefully check the correction after he/she had revised the draft. Notice that this final draft is more entertaining than the

original. All of its content develops the main point. Its sentences are clear and it has plenty of details.

2.2.4 Types of Writing

According to Brown (2004:220) there are four types of writing. Types of writing activities to perform writing should be based on the students' level and capacity.

Figure 2.1
Four types of writing

(1) Imitative
In this type of writing, learners must attain skills in the fundamental and basic skill of writing. Learners may be asked to imitate letters or words. Another task in imitative writing is giving correct punctuation in a brief sentence. The imitative level is usually for students of elementary school.
(2) Intensive (controlled)
The tasks of this type of writing are concerned in forming or constructing sentences. The objective of this category is to find out the students' competence in grammar and vocabulary in forming sentences and conveying the meaning is not necessarily needed. This writing type is usually applied in students of junior high school.
(3) Responsive
At this level, learners are required to perform at a limited discourse level in forming sentences. Learners are asked not only to connect sentences into a paragraph but also create a logical connection of two or three paragraph. In this level of writing, learners can involve the genres of writing such as narrative and descriptive. This level is intended for students of senior high school.
(4) Extensive
The level of extensive writing implies all the processes and strategies of writing for all purposes. At this level, learners are expected to be able to form an essay, a major project, or even a thesis. This level of writing is usually for advanced learners.

Brown (2004:220)

According to the theories above, the teaching of narrative skill should be well constructed and based on students' level also capacity. In the study, junior high school students.

2.2.4.1 General Concept of Genre

According to Cambridge dictionary, genre is a style that involves a particular set of characteristic. Genre can also be defined as a style of expressing

ourself in writing. There are two major categories or genre of writing. Those are fiction where the things, event and characteristic are not true and the other is non-fiction where the things, event, and characteristic are based on fact. Swales (1990) identified a genre as "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose.

Students need to study certain texts in the genres they are going to write before they start their own writing in order to have a clear idea of what paragraph they will make. Based on the curriculum, the eighth grade of junior high school students should master three types of genres (text types). These genres have their own structures because of the social purposes they fill in the culture. The genres for eighth grade junior high school level include recount, descriptive, and narrative texts.

2.2.5 Teaching Writing in Junior High School

Teaching is a process of interaction between teachers and students which commonly happen in a classroom. Teaching English to junior high school students is not an easy job. In teaching writing, teachers need to use skills and strategy in order to make students to be able to compose a text. At the eight years, students are expected to learn at least three texts in two semesters. Those are descriptive text, recount text, and narrative text. The standard competence of *Kurtilas* Curriculum (Kurikulum 2013) Depdiknas (2013:12) that is to express the meaning of simple functional written text and short essay in the form of descriptive,

recount, and narrative to interact with others, expects students to be able to produce good descriptive, narrative, and recount texts. In Junior High School, descriptive text is usually introduced through amusing description like descriptive about tale, legend, fable or myth. At first, the students are introduced to an amusing story that can make them interested in the genre. Later, the students are introduced to the characteristics of narrative that is different from other text types. After that, they will be asked by the teacher to write simple narrative texts.

2.2.6 Definition of Descriptive Text

Descriptive is one genre which must be learned by students of a junior high school. According to Anderson and Anderson (1997:48), "descriptive text is a text which says what a person or thing is like". Descriptive text is like painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures.

Another definition of descriptive text comes from Broadman (2002:6), he states that descriptive text is kind of paragraph which is used to describe what something looks like. It means descriptive text can be formed into two types; they are speaking and writing description. Thus, descriptive text is a kind of genre which is used to describe a particular person, place, activity, idea or thing which is drawn in word form both speaking and writing.

In line with Broadman, Oshima and Hogue (1997: 50) state that "descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/ or sounds". In other words, it can be said that descriptive text

captures one experience of a person, place or thing into words by appealing to the five senses: sight, hearing, smell, taste and touch.

2.2.7 Features of Descriptive Text

According to Gerot and Wignell (1995:208), descriptive has "two generic structures; they are identification which introduces the participants, such as the person (who), place or thing to be described (what) and description which describes part, qualities, and characteristics". Gerot and Wignell also state that there are four significant lexico grammatical features of descriptive text. They are:

1) Focus on specific participants

2) Use of attributive and identifying processes

3) Frequent use of epithets and classifiers in nominal groups.

4) Use of simple present tense.

2.2.8 Media

In this subchapter, the writer discusses the media like:

2.2.8.1 Photograph

Photograph is one of the visual aids that can be used in writing. It makes something clearer. It also can be used to create a situation for writing classes more clearly. One kind is that it tells us a simple and obvious story.

Sudjana and Rivai (2007:71) state that "photograph is a kind of flat opaque picture including picture and printed painting". The photograph belongs to graphical media or two-dimensional media, which can also be transferred into a transparent picture by using an opaque projector.

Minor as quoted by Hikmah (2007:6) states that photograph is a two-dimensional visual representation of person, place, and things. A photograph may not only be worth a thousand words but it may also be worth a thousand years and a thousand miles. A photograph is also simple in that it can be drawn, printed, or photographically processed and it can also be mounted for preservation for the use in future.

2.2.8.2 Characteristics of Photograph

Sudjana and Rivai (2007:72-73) state that there are five characteristics of photograph. They are:

1) Photograph is two-dimensional media and belongs to still opaque picture that is very important for the teaching purpose.

2) Photograph can give the impression of moving activity, a man who is riding a motorcycle for instance.

3) Photograph focuses on topic and impression, thus photograph can be valuable media in teaching and learning process.

4) Photograph enables students to an observe object, person, place or situation presented in detail and individually.

5) Photograph can be used in all subjects of study.

2.2.8.3 Instagram^{TM}

Instagram is a mobile, desktop, and Internet-based photo-sharing application and service that allows users to share pictures and videos either publicly or privately. Instagram allows users to edit and upload photos and short videos through a mobile app. Users can add a caption to each of their posts and

use hashtags and location-based geotags to index these posts and make them searchable by other users within the app. Each post by a user appears on their followers' Instagram feeds and can also be viewed by the public when tagged using hashtags or geotags. Users also have the option of making their profile private so that only their followers can view their posts.

Instagram is an effective website for engaging young people in social issues using pictures. Many students communicate with other students through comment column or direct message. Instagram has much impact on learning. It is kind of sites for online collaboration; an integral tool in life of students nowadays. Like other media, Instagram function as an online diary.

2.3 Theoretical Framework

This chapter describes some theories underlying the topic of the study. The theories are divided into three parts of review. There are the review of previous study, theoretical study, and theoretical framework. Some theories used in this research will be explained briefly in this subchapter.

In this study, the researcher used Qurtufi's research to her research. The researcher focus on writing activity. The research is about the application of photographs in facebook in writing descriptive text while in this study the researcher use photographs in instagram. The researcher uses instagram as a medium in teaching writing especially in teaching descriptive. The researcher uses instagram as a medium to teach writing in descriptive text because it is an online medium and more interesting. This medium will make students have more time to make their descriptive texts because they can do that in their homes. The

students can discuss with their friends, they also can comment on their works. Besides giving comment, the students can ask the teacher by using that instagram account. The researcher assumes that teaching writing by using instagram will be an effective way if it is applied appropriately.
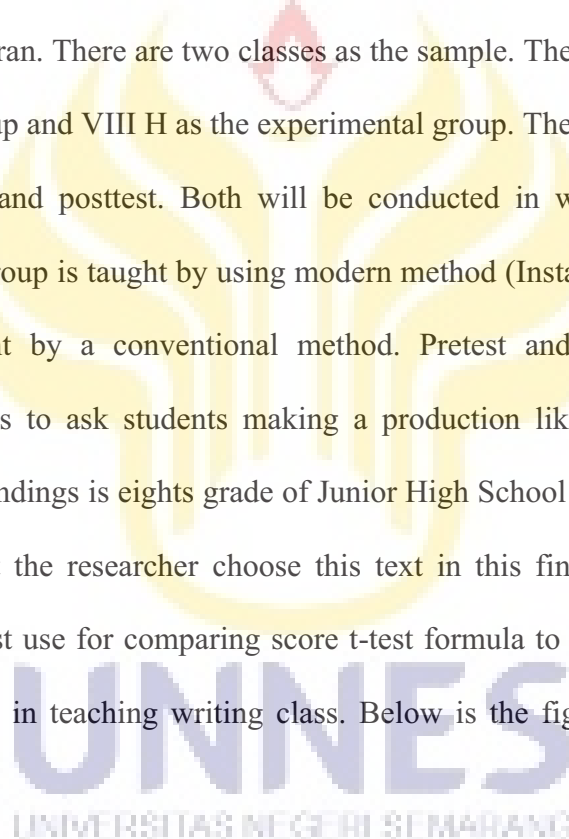
The researcher used the theory from Broadman (2002:6) in this study, he states that "descriptive text is kind of paragraph which is used to describe what something looks like. It means descriptive text can be formed into two types; they are speaking and writing description". In this research, the researcher focus on writing activity. She applies writing the descriptive text for the teaching material. The eighth grade students of SMP have got to make a descriptive text effectively. It becomes the focus on this research to help the students improve their writing skill especially in writing descriptive texts.

Meyers (2005:2) states that "writing is a way to produce language, which you do naturally when you speak. It is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them". In this research, the researcher uses this theory because writing is an activity in teaching and learning process in which the students are able to express their ideas, thought, opinions and feeling and organize them based on the theme given by the teacher. The researcher also gives some clues for the students to help them in composing their writing.

The writer uses experimental research based on Arikunto. Experimental research tries to observe the cause and effect relation between two variables,
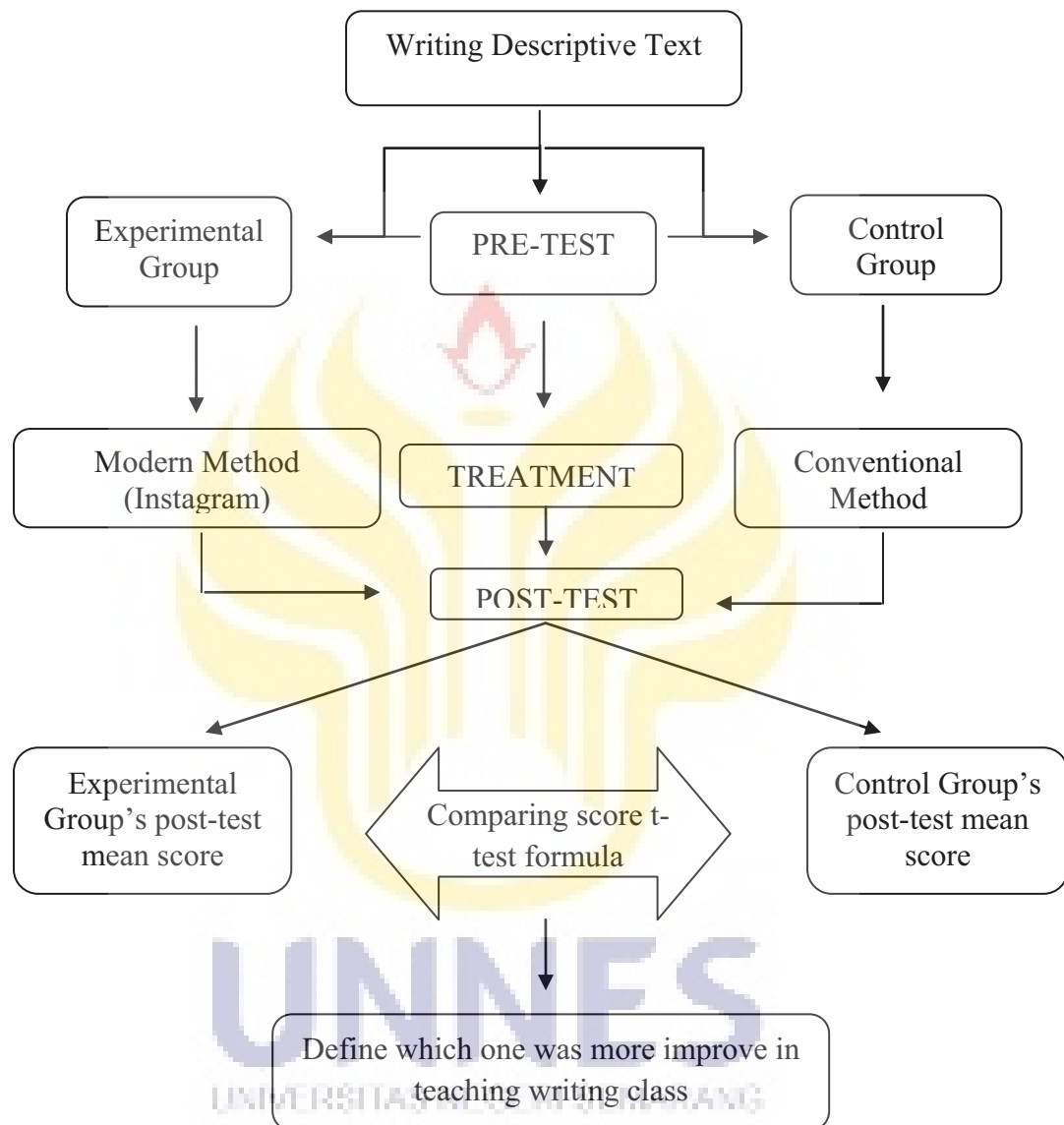
experimental group and control group. The experimental group is given a new treatment. In this case, the writer uses the photograph in Instagram to teach the students. The control group is being taught with a conventional method. Then, the writer uses an analytical method to give the score of the text. The writer uses the analytical scale for rating composition tasks adapted by Brown (2004:244)

In this study, the subject of the research is the eighth-grade students of SMP N 1 Ungaran. There are two classes as the sample. The first class is VIII F as the control group and VIII H as the experimental group. The researcher would like to use pretest and posttest. Both will be conducted in written test form. The experimental group is taught by using modern method (Instagram) and the control group is taught by a conventional method. Pretest and posttest session the researcher tends to ask students making a production likes a text because the object of this findings is eights grade of Junior High School and they have learned descriptive text the researcher choose this text in this findings to be explored. Here, in posttest use for comparing score t-test formula to define which one was more improved in teaching writing class. Below is the figure of the theoretical framework:

Figure 2.2
Theoretical Framework

CHAPTER V
CONCLUSION AND SUGGESTIONS

In this chapter, the researcher would like to present conclusion and suggestions of the research.

5.1   Conclusions

The first objective of this research was to describe the significant difference in achievement between the eighth students of SMP N 1 Ungaran who are taught descriptive text by using photographs in Instagram and those who are taught by the conventional technique. According to the analysis, the researcher conducted experimental design.

There was a significant difference in the achievement in understanding in writing descriptive text for both experimental and control group. It can be seen from the final score of the each group. At the first, the average of pretest between the experimental and control groups were 62.90 and 60.23. Then after the students got the treatments, the score for experimental group became 74.80 and 72.63 for the control group. And another result can be seen from the t-test result. The t-test result showed that t-value was 2.056 and t-table for $\alpha = 5\%$ was 2.002. It means that t-value is higher than the critical value. From the result, finally, the researcher concluded that there was a significant difference between experimental and control group.

Descriptive text deals with describing something or someone. It will be difficult for students if they only use their imagination. Photographs help students

to be able to catch the idea by looking at the photographs that they should describe. It will be easier for them to develop and gain their ideas by using photographs. The use of photograph in instagram for teaching writing descriptive text on the eighth grade students of SMP Negeri 1 Ungaran in the academic year of 2016/2017 was effective because there was an improvement of the students' writing achievement. The improvement was proven by the calculation the different gain between the pre-test and the post-test of the experimental and control groups where is the score of the control group was 12.4 and the score of the experimental group was 11.9.

The second research questions is to describe how teaching using photographs in instagram applied in eighth grade in SMP N 1 Ungaran. By applying photograph, the students were encouraged to be active and creative. It gave them more motivation during the learning process. Photograph in instagram helps the students in learning English independently, especially writing skill. Furthermore, most of the students said that they were interested using photograph in instagram during learning writing descriptive text. They stated that photograph in instagram was effective to help them to improve their writing skill.

5.2   Suggestions

According to the conclusion above, the researcher would like to present following suggestions to be considered to improve the teaching of writing.

The students should improve their English especially in writing in the daily lives. They should practice more and more. They should improve their writing by using some techniques to make it easier and fun in learning.

The teacher should be as creative as possible in developing the teaching learning process. It is very important to use various methods in teaching writing for the students. The appropriate methods can make student more active and enthusiastic in the teaching learning process. Using media also help the students easy to accept the materials. Here, the teacher should be selective in choosing the media. Photographs in instagram is an interesting medium to improve the students' writing skill. Beside that, the students also can interact with their friends in their Instagram account.

The next researchers can use this study as a reference in conducting their researches. During the research, the students gave positive response and enjoyed to the medium. It is suggested to the next researcher to use photographs in Instagram as an alternative technique to improve writing descriptive text.

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