

CHAPTER I

INTRODUCTION

A. Background of the study

English is an international language used throughout the country. Many countries use English language as the second language they use in their respective countries. The use of English language is almost every country is very important, at this time mainly. English is often used various formal activities for workers and students in the era of globalization today.

The students must be able to write in English and be able to speak English for now and in the future when they graduate later. The school and teacher must be teaching students about English because it will be useful for students' future. Based on Standard Competence stated in Government Regulation No. 22 of 2006, the goal of English teaching and learning in Indonesia is to develop discourse competence. It concerns on producing both oral and written texts on conveying in four integrated skills, consisting of listening, speaking, reading, and writing. "In the teaching and learning of English in secondary schools in Indonesia, all the four language skills are included in the curriculum. Writing is one of competence in English besides reading, speaking, and listening. ¹ Richard and Renandya states that "There is no doubt that writing is the most difficult idea, but also translating these

¹ Arzaqillah Mubarakah, Thesis "*Using Instagram To Motivate Students' Writing Descriptive Text At Second Grade In Sman 1 Gresik Academic Year 2016-2017*", State Islamic University Of Sunan Ampel Surabaya, 2017.P.1

ideas into readable texts." ² We all know, as a teacher, to make students produce ideas when writing and make students interest when they are also able to balance with the current era.

When students have interest in learning, students will have the will and abilities in all aspects being studied. According to Mangal stated that "interest is the central force that drives the whole machinery of teaching learning processes"³, in the current era of globalization, students are more likely to use the media in every daily activity.

Many types of media in the present that can be used as a tool for students to be interested in English lessons. In other words, in the era of globalization at the moment social media has become very popular for students, it is also used as a necessity of life in the present. So that social media becomes a prestigious teaching ground among schools, this is evidenced by the facts that exist in the present. However, at this time many people use Instagram media because Based on TNS research "Instagram is one of the most popular SNS in Indonesia and around the world with users more than 300 active users".

Instagram images and videos posted on their daily basis and almost all students use Instagram to share every moment they post in the Instagram. Because according to them, Instagram provides something

² Richard J. C and Renandya. W, A. (Eds). Methodology in language teaching : An Amhology current practice . Cambridge : Cambridge University press. (2002) P. 30

³ Tri Saswandi, "Teaching Style And Students' Interest In Learning English" Volume 17, Nomor 1(January-Juny 2014), 38.

interesting that can make them a description of writing from an interesting post.

In this research, the researcher will focus on the use of Instagram as one of the media to give interest to students' writing especially in writing descriptive text. Instagram is an application that people use to share photos and have an Instagram Bengstrom & Backman stated that “ Instagram account can follow other users and write comments on their photos”⁴

Instagram can be used in writing descriptive text because Instagram is an application that is used to print images and videos. that means there is a connection with descriptive text, because descriptive text is describing something including images. besides that a teacher must be more creative using Instagram. teachers can overcome student difficulties and provide direction for students to write descriptive text using Instagram.

According to Ferlazzo, by having students create photo essays based on a list of themes or concepts from the curriculum, using photos to engage students in writing responses or captions based on photo. As Laponsie said that the way Instagram is a course that can provide a medium for students to the concept of the course.⁵

⁴ Khalwah Otayf, Thesis : “*Identifying And Comparing The Influence Of Instagram On The Creativity And Design Process Of Female Fashion Design Students In Saudi Arabia And In The United States*”(Muncie : Applied Sciences and Technology,2017), 3.

⁵ Arzaqillah Mubarakah, Thesis “*Using Instagram To Motivate Students’ Writing Descriptive Text At Second Grade In Sman 1 Gresik Academic Year 2016-2017*”.

SMK Ikhlas Multiprogram is one of the vocational high schools in Jawilan Serang-Banten, this school is one of the private schools that already has accreditation in the province of Banten. this school has many majors such as Multimedia majors, APK, TKJ and others.

This school already has complete learning facilities such as a Computer Lab, and equipped with wifi so students can access wifi freely, then the eleventh grade of Multimedia students almost all use android, so the authors conducted this research.

Based on conversations with several students of the Ikhlas Multiprogram Jawilan Serang-Banten Vocational High School, they have boredom and lack interest in learning English in the writing class especially because the teacher only uses the source of the LKS.

Finally the research decided to do research in this school with a focus on researching the students at eleventh grade of multimedia of SMK Ikhlas Jawilan Serang-Banten.

B. Focus Of Study

This study focuses on the use of Instagram toward students' interest in writing descriptive text at eleventh grade of Multimedia of SMK Ikhlas Multiprogram Jawilan Serang-Banten. The researcher will only observe Instagram post in one class, the class at eleventh grade of Multimedia of SMK Ikhlas Jawilan Serang-Banten.

The researcher will introduce and use technique in which Instagram is used as media for learning descriptive text. The topics of using Instagram are limited into: describing tourist attractions in banten, describing animal and describing Indonesia's hero.

C. Research Questions

The statements of problem are :

1. How does the use of instagram at the students' activities in writing descriptive text ?
2. How does the students' interest in writing descriptive text by using Instagram?

D. Objective of the study

1. To describe the students' writing activities on Instagram.
2. To describe how students' interest in writing descriptive text on Instagram.

E. Significant of the the study

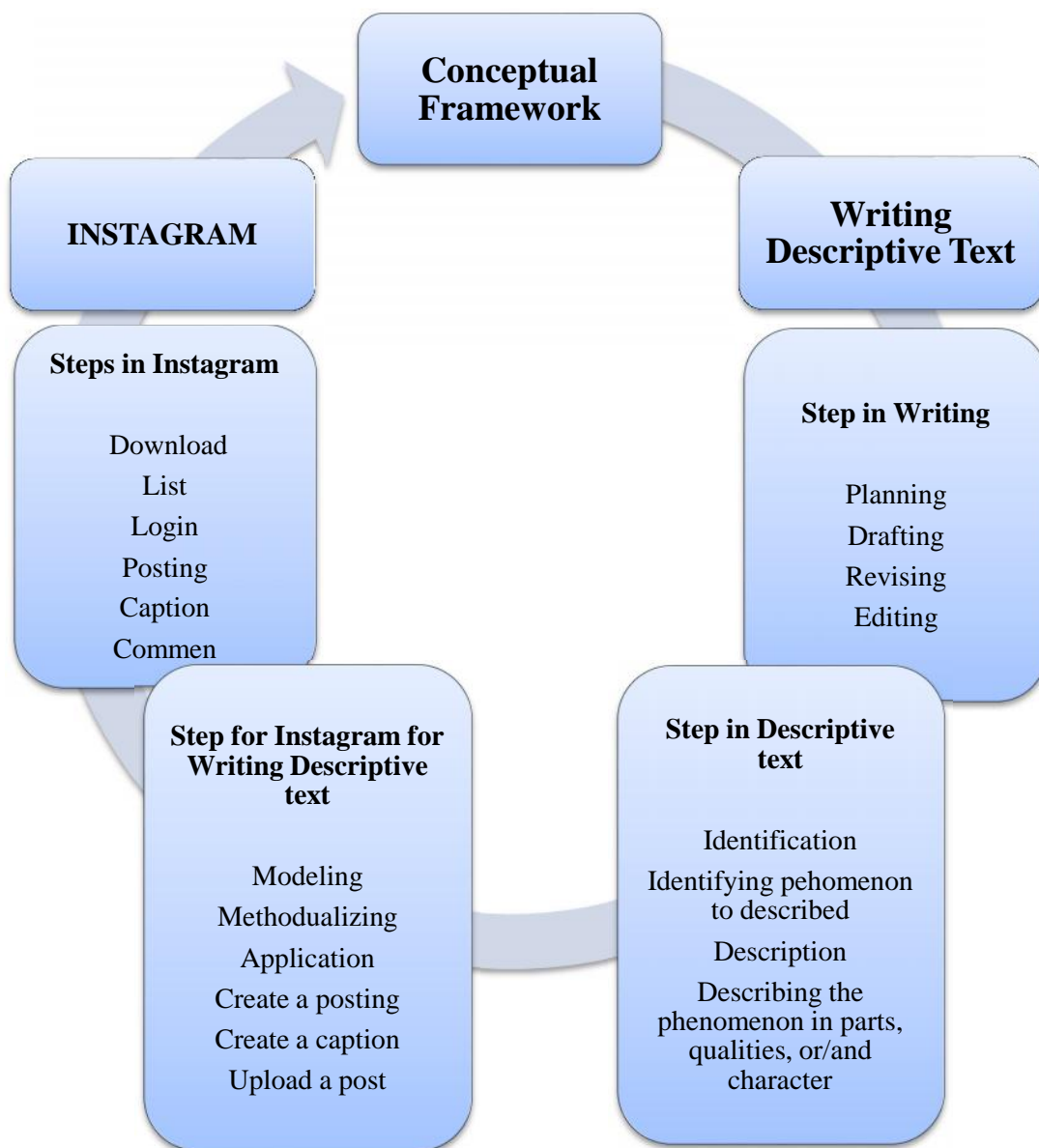
- 1) Research
 - a. It can use reference media for future
 - b. It can add insight for writer

That means the researcher can use this research paper to be her/his learning resource later and gaining knowledge for it.

- 2) For the teachers:

- a. To contribute to the discourse of learning by using Social Network Sites to English teaching programs, especially in investigating the students' writing ability.
 - b. To provide deeper information and knowledge about the use Instagram as one of the social media that aims to engage students' interest in writing course.
 - c. To create a classroom atmosphere that is more effective to use the good and interesting media. Additionally it can determine the level of student writing with honest student responses, teachers can analyze it to make assessment records
- 3) For educational practitioners and researchers:
- a. Hopefully this research will be useful as an input for other researchers to conduct further research dealing with writing skill using a different instructional learning tool.

F. Conceptual Framework



G. Previous Study

The writer found many previous studies dealing with Instagram writing in teaching those previous studies are :

The first study is “The Effectiveness Of Instagram Writing Compared To Teacher Centered Writing To Teach Recount Text To Students With High And Low Motivation” this Journal was written by Gisti Listianti at English Department Faculty of Languages and Arts. State University of Semarang.

This study used experimental research at Semarang SMP 1 Kesatrian Middle School and the result of the study is teaching recount of using Instagram text results in a better achievement. Besides, the t-value of the higher-critical post test was meant that the difference was statistically significant. Thus, the higher achievement of the experimental group was promoted a better understanding for students with high and low motivation which improved the quality of their writing.

Thus, this study is different from the research that the researchers did, the difference lies in the methodology because researchers use case study methods using observations and questionnaires.

The second study is “Students Attitude Toward using Instagram in Teaching Writing” this journal was written by Fitri Handayani, M.Pd at FKIP UMMY Solok⁶. The research used questionnaires and interview at first grade of English Department UMMY Solok, The result of the research showed that students had a very positive attitude towards the use of Instagram as an teaching writing activity in the classroom.

⁶ Fitri handayani, “Students Attitude Toward using Instagram in Teaching Writing” *Vol 2, No 1, January-December 2017*.

Thus the above research is different from the research that the researchers did, because this study uses the method of observation and questionnaires conducted at the Ikhlas Multiprogram Vocational School in Serang-Banten.

The third study is “Using Instagram To Motivate Students’ Writing Descriptive Text At Second Grade In Sman 1 Gresik Academic Year 2016-2017” this thesis was written by Arzaqilah Mubarokah at University Of Sunan Ampel Surabaya.⁷ The study above used observation and questionnaires and the result is the students was felt motivated to write descriptive text.

Thus the above research is different from the research that the researchers did, because this study uses the method of observation and questionnaires conducted at the Ikhlas Multiprogram Vocational School in Serang-Banten. if the above research is to find out the motivation then this research is to find out the interests of students.

⁷ Arzaqillah Mubarokah, Thesis “*Using Instagram To Motivate Students’ Writing Descriptive Text At Second Grade In Sman 1 Gresik Academic Year 2016-2017*”, State Islamic University Of Sunan Ampel Surabaya, 2017.

H. The Key Term

1. Instagram

Based on Bengstrom & Backman Instagram is an application that people use to share photos and have an active instagram account Instagram can follow other users and write comment on their photos.⁸

2. Writing

Writing is a form of communication to deliver thought or to express feeling through written form.⁹

3. Interest

According to Mangal interest is the central force that drives the whole machinery of the teaching learning process.¹⁰

I. Writing organization

Chapter I is in introduction, it contains the background of the study, focused of study, the research question, the objective of the study, the significance of the study, the conceptual framework, the previous study, the key term and the organization of the writing.

Chapter II is a theoretical framework they are the definition of digital technology for learning, e-learning at educational institutions, digital technology as a classroom writing lesson, standard for language teacher

⁸ Khalwah Otayf, Thesis : “*Identifying And Comparing The Influence Of Instagram On The Creativity And Design Process Of Female Fashion Design Students In Saudi Arabia And In The United States*”(Muncie : Applied Sciences and Technology,2017), P.3.

⁹ Jeremy Harmer. *The Practice of English Language Teaching*, Longman2001.P.79.

¹⁰ Tri Saswandi, “*Teaching Style And Students’ Interest In Learning English*” STKIP Muhammadiyah Wilayah Jambi di Sungai Penuh. Volume 17, No. 1, ISSN:0852-8349, 2014 .P..38.

preparation, theory digital natives, social media, the kinds of social media, instagram, Instagram as medium for teaching, the benefits of using Instagram as a social media for language learning, interest, the kind of interest, the function of interest, the role of interest in learning, writing, descriptive text, generic structure descriptive text, language features of descriptive text, the purpose of descriptive text, kinds of descriptive text.

Chapter III is methodology of the research that consisted research method, place and time of research, respondents, data and source data, data collection technique, data analysis technique.

Chapter IV is the result of the research consist of description of research site, the data from observation, the data from questionnaires, the result of interview, the data interpretation.

Chapter V is conclusion and suggestion.

CHAPTER II

THEORITICAL FRAMEWORK

A. Digital Technology for learning

Digital technology is now widely found in all fields, such as education, government and employment. As in the field of education, usually technology-based education is commonly called E-Learning.

1. E-Learning at Educational Institutions.

Educational institutions in Indonesia can use a technology-based learning system or commonly called E-Learning, from the elementary school level to high education. E-learning system can be used for learning media in the classroom from distance learning to learning as a medium to facilitate classroom learning.

Based on Yefim Kats' books E-learning is used by educational institution has various characteristics. we can open a wide matrix of two axes; one is "educational institution," the other is "use of e-learning systems," Educational ranges from primary school, to university, to life-long learning. the use of e-learning systems range from scenarious using files only, to stimulation of complex procedures, to full-fledged distance learning courses, where all interactions are exclusively online.¹¹

Teherefore, in this case, e-learning refers to a variety of technologies that are internet-based and Instagram is one of the internet-based software applications, this means that Instagram is a form of application that is

¹¹ Yefim Kats, Learning Manajement System Technologies anad Software Solutions for Online Teaching Tools and Application (United States of America, 2010), 59.

tecnology and can be called e-learning which can be used as an internet-based learning media for the level of education senior high school like SMA or SMK.

2. Digital Technology As A Classroom Writing Lesson

The teacher is required to have a creative spirit when carrying out learning in class, this demand is done to give interest to students in following classroom learning, nowadays, as a teacher must be able to balance existing times with the classroom learning model. Technology is being hunted by students at this time, therefore a teacher must be able to balance the goals of students with the teaching done in the classroom, this is intended to attract or arouse students' interest in learning.

Based on the book of "Because Digital Matter" as said by Ohler, that a teacher who is said to be creative is a teacher who is literate in technology, meaning that in this case a teacher can use technology in teaching. Technology was viewed as a way to free the teacher to do more interesting things in class by shifting drills from classroom time to computer lab time.¹²

So in this case, where a teacher can be free to make a class more interesting because it brings students more creative with using technology, one of which is online media, namely Instagram, where Instagram is not

¹² Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Techology*, Rotledge, (New York, 2016), 14.

bound by time, it can be done without classes and this will be more interesting.

Jones and Fortescue states that “Higgins's dichotomy of masters and pedagogue was further refined by Jones and Fortescue into three roles for computers: 'Power of the Answer', Workhouse 'and' Stimulus”.¹³

Teachers who are truly digitally fluent will blend creativity and innovation into lesson plans, assignments, and projects and understand the role of digital can play in creating academic expectations that are authentically connected, both locally and globally, to their students' lives, Classrooms in transition may emphasize a medley of strategies, such as these:

- Provide writers with a wide range of playful, low-stakes opportunities to brainstorm, freewrite, draft, compose, and edit (using text, graphics, sound, and still images) using computers, digital tools, communication technologies, and network spaces to improve their skill and flexibility as writers. Explore the wide range of mind-mapping, office suite, image-editing, audio-editing, and video-creation tools that can support this work, many of which are available for schools for free.
- Build online searches, critical reading, and information literacy into classroom routines, helping students articulate and apply evaluative criteria to assess the validity and credibility of research findings. Create "Portals"

¹³ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology*, 13.

for online activities-pages of links for students to focus on- and engage students in performing online research using Web-based search engines and online databases. Pose problems, puzzles, or questions and invite students to think of innovative ways to use technologies to address these queries.

- Create a room for students to work both individually and collaboratively with a variety of media to design, develop, publish, and present original ideas to multiple audiences (for example, slideshow presentations, newsletters, Web sites, digital movies). Have students explore different information and communication technologies and choose the best technology to facilitate the task at hand and the situation to which they are responding.
- Invite students to participate in teaching. In technology-rich classrooms, there will always be a range of students with a broad and often diverse set of technology-related skills, and students are often excellent teachers or mentors. Through the process of teaching and learning from each other and sharing experiences as writers, students will learn to make knowledge from their experiences in digital environments and transfer that knowledge to new problems and challenges.
- Help students to understand both writing and technology as complex, socially situated, and political tools through which humans act and make meaning. Approach each different technology as a learning experience;

prepare students to be good learners and critical thinkers who can take strategies and apply them in different situations with different.¹⁴

Digital technology today is no stranger to using the internet, where the internet always facilitate the sophistication of a technology, and at this time, a lot of learning in e-learning based schools because e-Learning provides new opportunities for learners and teachers. It also comes with its share of challenges.¹⁵ On the other hand also, e-learning has many benefits :

a) Based on Yefim's book Smith & MacGregor stated that of Active Learning, Active learning means doing something with new information.

Online environments encourage learners to:

- Make choices.
- Interact with others in a social environment.
- Choose media.

b) Real-world Context, Online environments can provide authentic experiences because learners have access to so much more information and so many more points of view than before. They can work with:

- Cross-country research projects.
- Workplace learning.
- Real, current data.

¹⁴ D`anielle Nicole DeVoss, Elyse Eidman-Aadahl, and Troy Hicks, *Because Digital Writing Matters : improving student writing in online and multimedia environments /National Writing Project*, Jossey-Bass, San Francisco.58-59.

¹⁵Katy Campbell, *E-ffective Writing and E-Learning Environment*,(United States of America, 2004), 3.

- More resources (both formal and non-formal).
- c) Depth of Coverage, Because anyone can publish on the Internet, learners can find more information from more sources and up-to-date research findings, than one professor can possibly provide. Online research opportunities can be accompanied with instruction about critical information literacy.¹⁶
- d) Information Literacy Skills, e-Research is a good context for finding and assessing information from non-traditional sources. What is the most appropriate theory of learning for hypermedia environments? The answers to this question are many and varied. Many converge on one point:

Learning is a cognitive learning process involving the acquisition of high-level skills of problem-solving and critical thinking.

- e) Critical and Creative Thinking, Linking through time and space gives learners exposure to the thought processes of others through:
- Discussion.
 - Problem-solving peer assessment of writing.
 - Public process
 - Writing as cognitive process.¹⁷

¹⁶Katy Campbell, *E-effective Writing and E-Learning Environment*, (United States of America, 200), 9.

¹⁷ Katy Campbell, *E-effective Writing and E-Learning Environment*, .9.

3. Standard for language teacher preparation

Some educational standards project have focused heavily on technology. these include the international society for technology (ISTE) National educational technology standards (NETS) and the information and communication Technologies competency standards for teachers (ICT-CST) related by UNESCO. The UNESCO ICT-CST standards are intended for use by ministries of educational around the world to promote educational reform through the incorporation of ICT.¹⁸

Where in this case, one of which is Indonesia, of course Education in Indonesia must use an ICT-based education model direnakan this provision has been held by UNESCO. The ISTE /NETS standards are likely more accesible for individual teachers. These standards provide guidelines for technology use for teachers across disciplines from prekindergarten to postsecondary school. one of The ISTE/NETS teacher standard is facilitate and inspire students learning and creativity Teachers use their knowledge of subject matter, teaching and learning and technology to facilitate experiences that advance students learning, creativity and innovation in both face-to-face and virtual environments.¹⁹

A teacher must facilitate students with creative things, and of course technology is one of the facilities that can be used for this, in this case the

¹⁸ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology*, Rotledge, (New York, 2016), 57-58.

¹⁹ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology* 58.

current technology of many types, such as virtual technology, namely online media or social media. So that students engage with social media in learning is intended to provide creativity space for students, based on Fiona Farr and Liam Murray Thorne and Payne stated that “to engage their students and to allow them to interact in new and different ways, both in the classroom and beyond the walls of the classroom”.²⁰

4. Theory of Digital Natives

The term 'digital natives' consist of an adjective and a noun, whose connections are taken both separately and together, periodically point in time in which the term appears. it was coined by march prensky in the " natives speakers 'of digital language of computers, video games and the internet.

In its context, thus both' digital 'and' natives' refer to language - the language of these digital technologies, and those that are native to it speak it fluently. however, the choice of words has broader implications. The 'digital' in digital natives also refer to the current evolutionary phase of information and communication technologies (ICTs).²¹

So, in this case, where indigenous digital is a term that refers to the younger generation such as students who use computers, video games and the internet, this means it is no stranger to all students everywhere to use technology such as Instagram in teaching English in the classroom. hence a

²⁰ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology* 225.

²¹ Nishant Shah & Fieke Jansen, *Digital AlterNatives with a cause?*, Centre For Interney and Society, Bangalore, India and Hivos Knowledge Programme, The Hague, The Netherlands, 2011, P. 11.

teacher must be able to take advantage of the conditions that exist today, where we all know that, the current conditions are the many online or social media technologies that are widely used by students. one of them is Instagram.

Ku & Soulier Gaith stated that “Generation of natives with the following characteristics: enjoying activities in an all-online environment, for example more often creating online friendships; as soon as possible get information, collaborate on a network, search information at random, therefore prefer hypertext-based information.”²²

Bhatt states, communication and information technology skills are at the core of competence in digital literacy.²³ One must have the ability to master digital technology devices one of which is the internet, many of the media that use the internet one of them is Instagram, so that a student and teacher must have the ability in technological skills. in this case, Instagram is one of the online technologies that can be used for classroom teaching.

B. Social Media

1. The definition of social media

Nowadays, social media is something familiar for everyone because social media is always used every day at this time. Besides needs, social

²² Riana Mardina, Literasi Digital Bagi Generasi Digital Natives, from <https://www.researchgate.net/publication/326972240>.

²³ Riana Mardina, Literasi Digital Bagi Generasi Digital Natives, from <https://www.researchgate.net/publication/326972240..>

media also helps humans in everything, such as for communication, for work, for school and for all aspect of human activities.

2. The Kinds of Social Media.

There are several definitions of social media which are found by the writer. According to Grahl social media can be categorised into six different but overlapping categories, which include :

1. Social networks (e.g. Facebook, LinkedIn);
2. Bookmarking sites (e.g. Delicious, StumbleUpon);
3. Social news (e.g. Digg, Reddit);
4. Media Sharing (e.g. Instagram, Youtube, Flickr);
5. Microblogging (e.g. Twitter); and
6. Blogging, particularly comments and forums.²⁴

So, in this case, Instagram is one of the social media that will be used as a learning media to give interest to students.

According to Fiona Farr and Liam Murray Blattner and fiori , Mills , Blattner Lomicka and Lord Social networking tools or Social Media such as these and others also provide opportunities for language learners to enhance digital and multiliteracy skills, interact in and through the target language, work collaboratively and enhance their linguistic and pragmatic.²⁵

²⁴ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology*, Rotledge 255.

²⁵ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology*, Rotledge, (New York, 2016), 255.

Chickering, Ekman and Gamson stated that “Social Media are engaging, and students more time and effort activities. engagement is a measure of "time on task".²⁶ So by using social media like Instagram in the classroom, the teacher will provide a wider opportunity because social media is not limited in time, so teaching does not always have to be done in the classroom.

Social media sites allow people to share information with friends and strangers easily and constantly. for language teachers and learners, a communication-rich context offers wonderful opportunities for meaningful interaction and motivated learning. the students who are growing up with mobile devices take their ability to share information for granted.²⁷

According to Kaplan and Michael social media is defined as a group of Internet-based applications that build on the ideological of web 2.0 technologies and that allows people to create, share or exchange information, ideas, images, and videos in virtual communication and networking.²⁸

In other words, social media is used to share all information about everything, we can used if in every time and everywhere when we used social media.

²⁶ Bebo White-Irwan King Philip Tsang, *Social Media Tools and Platforms in Learning Environments*, Springer, (London New York, 2011), 146.

²⁷ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Technology*, Rotledge,(New York, 2016).19.

²⁸ Hairus Salikin and Saidna Zulfiqar Bin Tahir : “The Social Media-Based Approach in Teaching Writing at Jember University Indonesia” Jember University, (January 2017). ISSN 923-869XE-ISSN 923-8703. 48.

C. Instagram

1. The definition of Instagram

Instagram is one software that we can use as a social media communication tool that can upload images and videos. Instagram account users can follow each other for friendship on social media and can comment on each other in each picture or video post.

There are several definitions of Instagram which are found by the writer. According to Bengstrom and Backman Instagram is an application that people use to share photos and have an active instagram account Instagram can follow other users and write comment on their photos.²⁹ When someone using instagram activity that is done is not to upload photos or video and it is only done by people who have the account.

Based on Instagram Press, 2015 Instagram is currently one of the most popular SNSs in the world with over 300 million active users. The focus of Instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily. Therefore, Instagram seems to provide an ideal environment for L2 learners to produce descriptive writing.³⁰

²⁹ Khalwah Otayf, Thesis : *“Identifying And Comparing The Influence Of Instagram On The Creativity And Design Process Of Female Fashion Design Students In Saudi Arabia And In The United States”*(Muncie : Applied Sciences and Technology,2017), 3.

³⁰ Ronan Kelly “An Exploration Of Instagram To Develop ESL Learners’ Writing Proficiency “ (Ultser University. 2015), 01.

Instagram also called is media sharing, its mean Instagram can share photos and video and it is can use for sharing the photos with use a caption or description about the photos or video.³¹

According to Pero Ali Instagram is such an amazing application and one of the most popular social media applications. What makes it the best application in learning English language is that its users learn in an entertaining and spontaneous way. Instagram has a beneficial characteristic as it falls on the category of social networking and the main source of networking is communication.³²

Instagram usage is defined as the activities in which users are engaged on Instagram. Activities include: “leave” “comment” on Friends’ posts”, “put #Hashtags” on posts”, use “#Hashtag” to search for things and “view online shop pages”. The “like” and “comment” buttons were both available under every post on Instagram.³³

2. Instagram as a medium for teaching.

Instagram is chosen as the media because it is one of the social media that is popular among people, expecially the teenagers.³⁴ Thus, instagram is developed as the tool for online peer-review activity in writing

³¹ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Techology*, Rotledge, 255.

³² Noraien Mansor and Normaliza Abd Rahim, “Instagram In ESL Clasroom”, 109.

³³ Cheung Ting Ting, “A study of Motives, Usage, Self-presentation and number of followers on Instagram” vol 3, 2014, 1-35, 02.

³⁴ Jepri Bobby Sirait1 and Leni Marlina2, “Using Instagram As A Tool For Online Peer-Review Activity In Writing Descriptive Text For Senior High School Student”. State University of Padang Journal of English Language Teaching Volume 7 No. 1 ISSN 2302-3198, 292.

descriptive text. In this case, one of the online media is Instagram and online media certainly requires a connection, and with social connections, students or teachers will use the media in the teaching and learning process.

Instagram is one of a social media and the students are familiar with the social connection available and many need little urgent to take advantage of language learning opportunities via social sites. the reseach is developing on the use of effectiveness of social media in language teaching, such as that by Kabilan, Ahmad and Abidin.³⁵

Based on Kurniawan and Kastuhandani Implementing Instagram can give students a new experience by learning writing in the new envirointmentbecause it provides the opportunity for students to read and read through photodescription or caption , comment and direct message.³⁶

Instagram is one of a social media and the students are familiar with the social connection available and many need little urgent to take advantage of language learning opportunities via social sites. the reseach is developing on the use of effectiveness of social media in language teaching, such as that by Kabilan, Ahmad and Abidin.³⁷ With so many already using

³⁵ Jepri Bobby Sirait1 and Leni Marlina2, “*Using Instagram As A Tool For Online Peer-Review Activity In Writing Descriptive Text For Senior High School Student*”. State University of Padang Journal of English Language Teaching Volume 7 No. 1 ISSN 2302-3198.19

³⁶ Octana Ayu Prasetyawati Thesis : The Use Of Instagram to Promote Students Engagement In Basic Writing Class, (Yogyakarta : Universitas Sanata Dharma Yogyakarta, 2018), 33.

³⁷ Jepri Bobby Sirait1 and Leni Marlina2, “*Using Instagram As A Tool For Online Peer-Review Activity In Writing Descriptive Text For Senior High School Student*”. State University of Padang Journal of English Language Teaching Volume 7 No. 1 ISSN 2302-3198, 19.

social media technologies, albeit for personal reasons, instructors do not have to spend significant time training the students to use them Boyd.³⁸

In fact, in the present social media is familiar to almost everyone, especially students, this is evidenced from the research TNS (Taylor Nelson Sofres) who suggested that Indonesia released user data and some other information related Instagram in Indonesia.

TNS notes users in Indonesia are dominated by young people who actively use smartphones and have good financial ability and have educational background of university graduates. Instagrammers in Indonesia it is 89 percent young, educated and well-established, "TNS Indonesia Director Hansal Savla told Tempo."³⁹ Therefore, Instagram is a medium that can be used for learning in the classroom, this can be an interesting media for students and teachers to improve the interest of children to class lessons.

Foreign language classes can use Instagram images to remember new vocabulary, or describe key features of a culture. But sharing information is a two-way process, and teachers can follow the class account to learn a little more about what students found important enough to

³⁸ Bebo White-Irwan King Philip Tsang, *Social Media Tools and Platforms in Learning Environments*, Springer, London New York, 2011, 40.

³⁹ Yenni Yusra./ Riset TNS : "*Generasi Terpelajar Dominasi Pengguna Instagram di Indonesia*". <https://dailysocial.id/post/riset-tns-generasi-terpelajar-dominasi-pengguna-instagram-di-indonesia>.

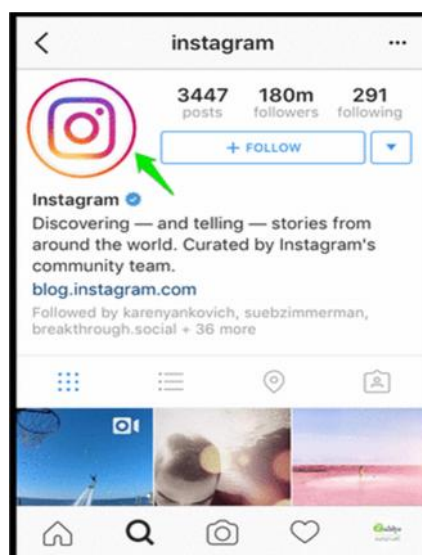
document that day. Teachers may choose to use Instagram in place of a traditional exit slip, having each student take a picture to share and tell about what he or she learned in class that day. The photos students and teachers add to Instagram can be used as part of portfolios or during parent-teacher conferences and teacher evaluations.⁴⁰

See picture below about instagram.

1.1 Where to write a comment

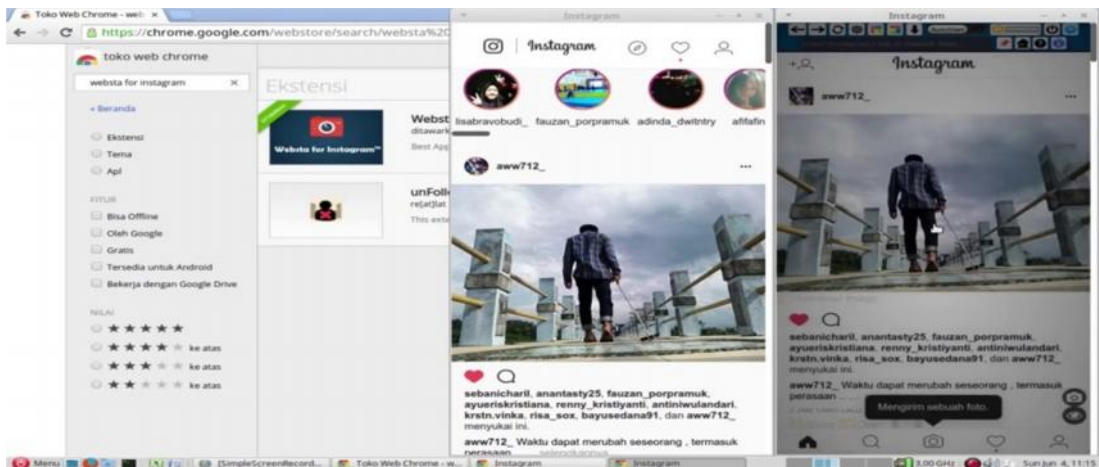


1.2 Instagram Profile



⁴⁰ Kelly Ronan. (2015). *An Exploration of Instagram to develop ESL Learners' Writing Proficiency*. TESOL Journal. 4/4, 35-36.

1.3 Instagram Wall



One of benefit that has emerged from the use of SNS is motivation and students enjoyment. McBride suggested that daily engagement with Facebook could motivate factors for pedagogically useful foreign language experiences. Stevenson and Liu explored the pedagogical and technical use of three language-related SNS in the context of foreign language learning.⁴¹

In this case, the one related to SNS is not only Facebook, but also including Instagram, so that, Instagram or various other SNSs can make students have attraction or interest and motivation when they learn to use the media in foreign languages, one of which is language English.

D. STUDENTS' INTEREST

According to Mangal interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that

⁴¹ Fiona Farr and Liam Murray , *The Routledge Handbook of Language learning and Techology*, Rotledge,. 259.

given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning.⁴² So, when a teacher wants to make students love lessons, the first thing to do is to grow a sense of interest. because with the interest of students will semkin enthusiastic follow the lesson.

Moreover, Crow and Crow in Mangal state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself.⁴³ In other words, interest can be a reason for someone doing something and paying attention to something. it means that when students have interest students will pay attention to the lesson or take part in any activities in the classroom conducted by the teacher.

According to Gardner and tamir.

The term 'interest' usually refers to preference to engage in some types of activities rather than others. An interest may be regarded as a highly specific type of attitude : when we are interested in particular phenomenon or activity, we are favorably inclined to attend to it and give time to it.⁴⁴

⁴² Tri Saswandi, "Teaching Style And Students' Interest In Learning English" STKIP Muhammadiyah Wilayah Jambi di Sungai Penuh. Volume 17, No. 1, ISSN:0852-8349, 2014, 38.

⁴³ Tri Saswandi, "Teaching Style And Students' Interest In Learning English". 38

⁴⁴ Ricardo Thrumper, "Factor affecting Junior High School Students' interest in Physics. Vol 15, No, 1, March 2006. 48

According to Syaiful Bahri himself, in his book entitled "Learning Psychology" interest is a activity or activity that is settled and carried out to pay attention to and remember some activities favored either intentionally or not. If a person or student has an interest when doing an activity, activities here eg learning activities then they will like and also memperhatiakn something object that will be taught, because students who have interest will like it. and this interest is needed in every lesson and teaching that a teacher will undertake. A teacher should create a genuine interest in the student, True interest, in Dewey's view, creates unified activity-the entirety of the interested child is devoted to the interesting activity.⁴⁵

If someone already has a genuine interest, he will see what people are passionate about with interest, interest can also be interpreted as emotion. Silvan Tomkins was the first to view interest as an emotion; he called interest the "affect which has been most seriously neglected" He saw interest as a positive emotion associated with novelty, one that motivated the person to explore new things.⁴⁶

1. Indicators of Students' Interest.

According to Slameto (2003) indicators of students' interest are:

a. Attention

⁴⁵ Paul J Silvia, *Exploring The Psychology Of Interest*, (Oxford University Press, Inc. 2006), 74.

⁴⁶Paul J Silvia, *Exploring The Psychology Of Interest*, 44.

1) Asking to the teacher about the material. 2) Looking for other sources about the material or the lesson. 3) Concentration while learning. 4) Focus while the teacher explains the material.⁴⁷

b. The Willingness

1) Try to do the task difficult as any. 2) Still learning although the teacher did not go to class. 3) Enthusiastic to follow the lesson. 4) Diligently read the English book.

c. Needs

Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples: 1) Learn English in order to succeed in a career. 2) The awareness to make their own notes while learning process.

d. Feelings happy or joyful feelings

1) Enjoy in doing the task or exercise given by the teacher at school. 2) Always enthusiastic to follow the lessons. 3) Take a note from the material.

e. Teaching Materials and Teachers' Good Attitudes.

1) Teachers' attention makes the students motivated in learning English. 2) Students feel that learning English is fun. 3) Have a high enthusiastic to the lesson and the teacher. 4) Teachers' explanation make the students understand about the lesson.

⁴⁷ Tri Saswandi, "Teaching Style And Students' Interest In Learning English". 39

f. Participation

- 1) Ask if do not understand the material. 2) Always do the task given by the teacher. 3) Answer the question from the teacher.⁴⁸

2. The Kind of Interest

- Cognitive interest

Based on Harp and Mayer suggest using cognitive interest as an alternative way to enhance learning. To generate cognitive interest, intrusction on a topic should signal the underlying structure of relationship of relevant concepts. Such strategies would include identyfying main ideas, related topic. The iede is that, if topics are presented in a way that learners find easier to understand, the topic will seen interesting. When comparing performance on both recall and problem-solving transfer.⁴⁹

- Emotional Interest

According to Darwin, Ekman and Izard Interest as an emotion. Emotion has distcintive facial expressions, also according to Ekman Some emotional expressions is happiness, anger, fear, sadness, and disgust are considered to be universal.⁵⁰

⁴⁸ Tri Saswandi, "Teaching Style And Students' Interest In Learning English". 39

⁴⁹ Angela Yoo, Journal :Emotional and Cognitive Interest : How Creating Situational Interest Affects Learning With Multimedia,)Department of Psychology, USA. 3597)

⁵⁰ Paul J Silvia, *Exploring The Psychology Of Interest*, Oxford University Press, Inc. 2006.

3. The Function of Interest

Izard and Ackerman suggest motivational function—“interest motivates exploration and learning, and guarantees the person's engagement in the environment. Survival and adaptation require such engagement”
Diverse areas of research demonstrate beneficial motivational effects of interest. Studies of successful adolescents indicate that “undivided interest” promotes the growth of expertise.

According to Rathunde and Csikszentmihalyi An experience-sampling study of high school students assessed subjective experience during school-related activities .Three years later, achievement and talent were measured. Feelings of undivided interest during the first year of high school strongly predicted academic success, engagement with school, and teachers' ratings of achievement three years later.⁵¹

When students have an interest in something, this will make the student succeed in mastering the things he wants to master, because the function of interest itself is to provide the growth of expertise in certain respects. and interest is very good and should be grown to every student to learn.

4. The Role Of Interest In Learning

Intuition suggests that interest facilitates learning, and in this case intuition is correct. Many studies, far too many to review here, find that

⁵¹ Paul J Silvia, *Exploring The Psychology Of Interest*, 21.

interest enhances learning from text. In his review, Schiefele found that interest had a substantial effect on text learning.

According to Sadoski, Goets, Fritz, Shirey and Reynolds Interest improves memory for single sentences, brief paragraphs, long essays and many text types, such as sonnets, haiku, biographies, news reports, and short stories.

In this case, the interest is very good for the learner, this is because interest is a very important role in the learning process, especially learning to read and write, when the students already have an interest then he will be very enthusiastic with the lesson being given, other than that interest can also improve students' something.

E. Writing

1. Definition of Writing

Vahapashi and Leksi in Sara Cushing Weigle, they are said writing is inextricably linked to formal education.⁵² In terms of in Indonesia, formal education levels include elementary, middle and high school or vocational school up to college.

Writing is central to our personal experience, professional careers and social identities, yet multifaceted nature constantly evades adequate

⁵² Sara Cushing Weigle, *Assessing Writing*. (New York: Cambridge University Press, 2002). 4

description.⁵³ so, when someone writes they are focusing on themselves, because they have to focus on what they are going to write so they must really focus on their personal experience abilities.

Writing (as one of the four skills of listening, speaking, reading and writing) he always formed part of the syllabus in teaching of English.⁵⁴ Based on Paul in Lilis setiasih Dadi argues that English learners as a foreign language (EFL) need to have the ability to read and write enables an English learner to speak in English more communicative.⁵⁵ Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁵⁶

Thus, formal schools in Indonesia must apply writing lessons in English language lessons, because writing will make students express ideas and thoughts to make an understandable writing. as stated by Paul's opinion above that writing can make English students more communicative.

Based on Hailiday in David Nunan, suggest that writing has evolved in societies as a result of cultural changes creating communicative needs which can not be readily met by the spoken language. He speculates that with the emergence of cultures based on agriculture rather than hunting and gathering,

⁵³ Rosa.M. Manchon,, Learning-to-write and writing-to-learn in an additional language, (Spain : John benjamins Publishing, 2011). 17

⁵⁴ Jeremy Harmer, How to teach Writing. 31

⁵⁵ Lilis Setiasih Dadi, *How to Write A Short Essay In English Academic Writing*, Alfabeta Bandung, 2015. 2.

⁵⁶ Morris, Rupperd, smith Hurried, *Bussiness writing*, (Orienbussisness book, Great Britain Class, Ltd 1999). 22.

there develop a need for permanent record which could be referred to over and over again. This was the initial stimulus for the emergence of a new form of language : writing.

In the modern world, written language serves a range of function in everyday life, include the following :

a. Primarily for action.

Public sign , e.g. on road and stations; product labels and instructions, e.g. on food, tool of toys purchased; recipes; maps; television and radio guide ; bills menus; telephone; directories; ballot pappers; computer manuals; monitors and printouts. For social contact. Personal correspondence; letters; postcards; greeting cards.

b. Primarily for information

Newspaper (news editorials) and current affairs magazines, hobby magazines; non fiction book, including textbooks; public notices; advertisement; political pamphlets; scholastic; medical, etc. reports; guide book and travel literature.

c. Primarily for entertainment

According to Haliday Light magazines, comic strips; fiction book; poetry and drama; newspaper features; film subtittles; games, including computer games.⁵⁷

⁵⁷ David Nunan, *Language teaching and methodology*, Macquarie University, march 1991, 84.

Thus, that writing has many uses for daily life in the community for various information in all matters and that all serves for communication, for example in here is like newspaper, it functions for information about news to be told to the public, so that the public knows it and has reciprocity in the news to respond to it, and indirectly there has been communication between the reader and the writer.

F. Descriptive text

1. The Definition of Descriptive text

Descriptive text is a type of writing that describes (shows) or shows (Show) something instead of telling it. the description text can describe the person, feeling, sound, place, process, quality or procedure in detail.

2. Generic structure of Descriptive text

In general, the descriptive essay structure consists of two parts namely:

- Identification.
- Description.⁵⁸

3. Language Features of Descriptive Text

The are the Language features of descriptive text (Garot and Wignell) :

- Using simple present tense
- Using action verb
- Using special technical terms⁵⁹

⁵⁸ Lilis Setiasih Dadi, *How to Write A Short Essay In English Academic Writing*, Alfabeta Bandung, 2015.171.

4. The Purpose of Descriptive Text

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

- a. To help the reader to see the objects, persons and sensations.
- b. To explain the reader about a subject.
- c. To describes something to make the reader interested.
- d. To make the author make a return of the object that already exists in the form of writings.
- e. To demonstrate something to a reader.⁶⁰

2. Kinds of Descriptive Text

- a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

⁵⁹ Lilis Setiasih Dadi, *How to Write A Short Essay In English Academic Writing*. 172

⁶⁰ Arzaqillah Mubarakah, Thesis "Using Instagram To Motivate Students' Writing Descriptive Text At Second Grade In Sman 1 Gresik Academic Year 2016-2017", State Islamic University Of Sunan Ampel Surabaya, 2017. 21

1. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).⁶¹

2. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

b. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits.

In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual,

⁶¹ Fikri Fauzia. *Improving Students' Ability In Writing Descriptive Text Using Clustering Technique*. (Syarif Hidayatullah State Islamic University Jakarta), 2011. 22

revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

a. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.⁶²

b. Description of a thing.

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

⁶² Fikri Fauzia. *Improving Students' Ability In Writing Descriptive Text Using Clustering Technique*.²³

c. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them

d. Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.⁶³

⁶³ Fikri Fauzia. *Improving Students’ Ability In Writing Descriptive Text Using Clustering Technique.*, 24-25.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

The research will conduct this research by applying qualitative descriptive approach. Qualitative is a research method of the social sciences that collect data and analyze the data in the form of words (verbal and written) and actions of human beings as well as researchers did not attempt to calculate or quantify qualitative data that has been obtained and thus did not analyze the figures. Data were analyzed in qualitative research is the words and deeds of human.⁶⁴

The data in the form of words. Therefore, what actually will happen in the research field described as factual and accurate as possible.

B. Place and Time of Research

The place of this research conducted on eleven grade Multimedia of SMK Ikhlas Multiprogram Jawilan Serang-Banten on February 08th-27nd 2019 in academic year 2018/2019.

C. Respondent

The respondent in this study are the students of eleven grade of Multimedia of SMK Ikhlas Multiprogram Jawilan Serang-Banten in academic

⁶⁴ Afrizal, *Metode Penelitian Kualitatif* (Jakarta : Raja Grafindo Persada).13

year 2019/2020 The eleventh of Multimedia was chosen because the students are the medium level in senior high school.

In this study the researcher take twenty students or one class on eleven grade of multimedia of SMK Ikhlas Multiprogram Jawilan Serang-Banten to know the students interest in writing descriptive text on Instagram. The main reason why the researcher choose the school in order that tied together to support each other and can contribute between researcher and students in EFL classroom in Senior High School SMK Ikhlas Multiprogram Jawilan Serang-Banten.

D. Data and Source of Data

There are two types of data that the researcher uses in this research.

Those are :

a. Primary Data

- The first primary of data is transcription of observation about the behavior or students' activities on instagram, such as : upload students post about descriptive texts, review caption, students interaction between groups and between students in term of giving and receiving comment on instagram caption and feedback for each comment.

b. Secondary Data

Picture as documentation of the research process, the students learning in this class, and the track and record of the school will be the additional data that will be collected by the researcher.

c. Source of Data

The primary source of data in this research is the students at SMK Ikhlas Multiprogram Jawilan. In this case there is students at elevent grade will be observed, quesstioned, and interviewed to obtain data concerning use to analyze students interest in writing descriptive text on instagram.

E. Data collection technique

Three kind of data collecting method were employed, namely observation, questionnaire and interview.

a. Observation

The first technique is observation, Sutrisno Hadi suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

Data collection techniques with observations are used if, research relating to human behavior, work processes, natural phenomena and if the respondent observed is not too large and in this right. In this data gathering

technique, the research played a role of observer as participant. In this role the researcher built the relationship with the participants but didnot really get involved in the activity of the class. According to Ary The status of being an observer was known by the participants.⁶⁵

Therefore the researchers will do in the class such as :

- Introduce her self in front of in the class.
- Give a knowledge of descriptive text.
- Meet with the students at the class for three meeting to discuss students post on instagram and provide knowledge about descriptive text,
- And give questionnaires and interviews.

There were three purposes of conducting the observation in descriptive text class, such as :

- To provide knowledge of the subject about descriptive text in the class.
- To establish good communication between researchers and students.
- To build relationship with the participants could feel open to give detailed and

⁶⁵ Octana Ayu Prasetyawati Thesis : The Use Of Instagram to Promote Students Engagement In Basic Writing Class, (Yogyakarta : Universitas Sanata Dharma Yogyakarta, 2018).33

- Reliable information related to the question in the interview and ask the statement in the questionnaires.

The observation sheet were made into two form. First observation sheet was in the form of description since it described the implementation of descriptive text on instagram. Second the observation sheet was made in the form of table which contained the captre of instagram posting especially observed the caption of descriptive text. The researcher focused on the caption of descriptive text, the collaboration and interaction among students like gave and received the comment for each groups and students on instagram posting.

Based on observation, the research will find the data about the students interest for instagram at writing descriptive text, will see the collaboration and interaction each students from each groups' postings and from see the caption of descriptive text on Instagram.

b. Questionnaire

The second technique is questionnaire, According to Brown Questionnaire can be defined as "any written instruments that present respondents with a series of question or statements to which they are to react either by writing out their answers or selecting from among existing answer as cited in Dornyei. According to Dornyei The questionnaire provides a highly structured data collection instruments since it asks about

very specific information and gives various response to be chosen by the respondents.⁶⁶.

In this study the researcher used a questionnaire as the instruments to obtain the data related to the use of instagram toward students' interest in writing descriptive text. The statements were construct to find out how students' interest in writing descriptive text by using Instagram as media in teaching. The statemnts used Likert-Scale. According to Dornyei The scale values in this questionnaires were used to measure and assess the agreement of level of belief,s; attitudes; opinions interests, values; aspirations; and expectations of the students.

Likert-Scale values mostly represent 5 responses , such as “strongly disagree,” “disagree,” “undecided,” “agree,” and “strongly agree”. However, the researcher did not use neutral or undecided agreement level in order to avoid the tendency of the participants to mostly choose this value. The middle category can prevent the participants from making a choice.

Based on sugiyono's book, likert-Scale models that the researchers used is “Example of Multiple choice Forms”, which consist of “ Strongly disagree,” “Disagree,” “Undecided,” “Agree,” and “Strongly Agree.” With the multiple choice forms, the answer s can be placed in different places.

⁶⁶ Octana Ayu Prasetyawati Thesis : The Use Of Instagram to Promote Students Engagement In Basic Writing Class, (Yogyakarta : Universitas Sanata Dharma Yogyakarta, 2018).29

For answer “Strongly Disagree” put in the answer to the first number and from next answer placed after “Strongly Agree”.⁶⁷ Therefore, there were only four choices in

In the questionnaire and it is written in Bahasa Indonesia to help students understand the content easily.

c. Interview

The third technique is interview. According to Kvale and Brinkman Interviews are guided question-answer conversations, or an “inter-change of views between two persons conversing about a theme of mutual interest”.⁶⁸ The important thing if the researcher do the interview, the researcher just give the relevance question for the interview and there are four tips for good interviewer such as, the first is clear the topic, the second is give question based on the research question, the third is the good respondent, the fourth is the good management of time, the last is transcript of the interview.

Interview is one of the techniques of collecting data that is done by dealing a question directly to the interviewer. According to Allport as quoted by Jehoda in Sutrisno’s bppk states that if we ant to know what people feel, what they remember, what their emotions and motives are like, and the reasons for aacting as they do wy not ask them.⁶⁹ It means that interview will help the interviewer to know what the respondents feels about something. In this study,

⁶⁷ Sugiyono, *Metode Penelitian Pendidikan*, ALFABETA, Bandung, 2015. 138

⁶⁸ Wiley-Blackwel, *Qualitative Research method Collecting Evidence, Grafting Analysis, Communicating Impact*, UK Copyright, 2013.131

⁶⁹ Sutrisno Hadi, *Methodology Research untuk Penulisan Paper, Skripsi, Thesis dan Disertasi*. (Yogyakarta: Andi Offset). 192

the researcher interviews some students at eleventh grade of Multimedia of SMK Ikhlas Multiprogram jawilan.

F. Data Analysis Technique.

After all the data has been collected, researchers will conduct data analysis, according to Miles and Huberman conducted interactively through the process of data reduction, data display, and verification. whereas according to Spradley it is done sequentially, through the process of domain, taxonomy, complementary analysis, and cultural themes.⁷⁰

Data collected by observation and questionnaires. There are three steps for analysis data technique in exploratory qualitative, such as reduction data, show the data with transcript of interview, do verification to interpretation the data and compare the data with literature about the subject and it makes to conclusion.⁷¹ But in this case the researcher use observation, questionnaire and the last is interview. Based on sugiyono's book triangulation of techniques, it means that researchers use different data collection techniques to get data from the same source.⁷² In this case the researcher used different data collection technique like observation, questionnaire and interview.

1. Analysis data obtain observation

The observation sheet were made into two form. First observation sheet was in the form of description since it described the implementation

⁷⁰ Sugiyono, *Metode Penelitian Pendidikan*, 2015. 401

⁷¹ Sugiyono, *Metode Penelitian Pendidikan*, 329

⁷² Sugiyono, *Metode Penelitian Pendidikan*, 330

of descriptive text on instagram. Second the observation sheet was made in the form of table which contained the capture of instagram posting especially observed the caption of descriptive text. The researcher focused on the caption of descriptive text, the collaboration and interaction among students like gave and received the comment for each groups and students on instagram posting.

Based on observation, the research will find the data about the students interest for instagram at writing descriptive text, will see the collaboration and interaction each students from each groups' postings and from see the caption of descriptive text on Instagram.

2. Analysis of data obtained from questionnaires

The data obtained from questionnaires were used to answer research. The data were used to know students interest in writing descriptive text on instagram. The questionnaires collected from the students were counting every answer of the questionnaire to determine the frequency. To counting the percentage. The researcher used formula :

$$p = \frac{f}{n} \times 100\%$$

Explanation : p = Percentage

F = Frequency of Respondents

N = Number of participants.⁷³

⁷³ Anas Sudjiono, Pengantar Statistik Pendidikan, (Jakarta : Raja Grafindo Persada, 2000), p. 40-41

100% = Constant Value

The last is describing the data from the questionnaire from the steps above, students' interest in writing descriptive text on Instagram.

3. Analysis of data obtained from the interview

The data obtained from students interview were used to cross-check the data obtained from the observation and questionnaire. Tape recording also obtained from the interview sessions was replayed and transcribed. From the transcription, studentsn interest in writing descriptive text on instagram and students writing activity on Instagram was explained.

4. The data validation

Validity is degree of accuracy of the data happens to the object of research with the power that can be reported by an investigation.⁷⁴ In this research, the researcher used triangulation time and triangulation method, the researcher used observation, questionnaire and interview to find out the data needed. The observation was focused on students writing activiyy on Instagram. An interview with the student eleven grade of multimedia of SMK Ikhlas multiprogram Jawilan conducted to get data which can be used to make sure about the result of observation and questionnaire. The observation was done more one time, it means that time triangulation was employed in this researcher expected the result of this researcher was accurate because the data was collected more than one time and more thsn one data method.

⁷⁴ Sugiyono, *Metode Penelitian Pendidikan*, 363.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the researcher describe the data has been obtained during the research. The result and discussion of data were used to answer the statement of the problem that stated in the first chapter the statement of the problem were : How are the student's writing descriptive text activities on Instagram ? How the students interest in writing descriptive text on the use of instagram? There were three kinds of instruments used to collect data in this present qualitative descriptive : observation, questionnaires and interview. To answer the first research question, the data from observation and to answer the second research question the data from the result of questionnaires and interview.

A. Description of Research Site

In this researcher would present the result of the research. The data was taken from observation, questionnaire and interview to students at eleven grade of Multimedia of SMK Ikhlas Multiprogram Jawilan Serang-Banten. The data was collected on Friday 08th of February, Friday 15th of February, Friday 22nd of February and Wednesday 27th of February 2019. Based on those data, then the researcher obtained the following result : The researcher observed the students activity on Instagram. After collecting the data of the study ought to answer the research question: which written

Descriptive texts activity on Instagram at Students at eleven grade of Multimedia of SMK Ikhlas Multiprogram Jawilan Serang-Banten.

B. The data From Observation

The observation have been conducted for three times in one month, these observations are carried out on Instagram, where students post their writing in each group and the researcher observe it on Instagram. Data collection techniques with observations are used if, research relating to human behavior, work processes, natural phenomena and if the respondent observed is not too large and in this right. In this data gathering technique, the research played a role of observer as participant. In this role the researcher built the relationship with the participants but didnot really get involved in the activity of the class. The status of being an observer was known by the participants .⁷⁵ In here the researcher observe through Instagram where the status of the observation is only known by students and researcher.

a. The first observaton sheet on Instagram

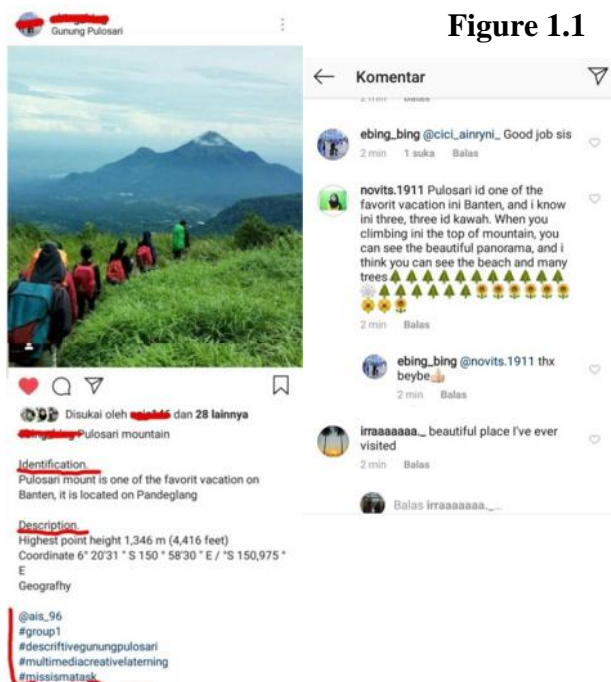
Before giving the first task, the researcher introduced himself in front of in the class and told several students to introduce themselves in front of in the class too. After that, the researcher remaineded students about

⁷⁵ Octana Ayu Prasetyawati Thesis : The Use Of Instagram to Promote Students Engagement In Basic Writing Class, (Yogyakarta : Universitas Sanata Dharma Yogyakarta, 2018).33

descriptive text and the researcher gives simulations to students to write on the Instagram about their respective description.

Furthermore the researcher divided the students into five groups consisting of female and male students and the researcher gave assignments to each group to make descriptive texts with the theme of tourism in Banten. then students work together to determine what tours will be lifted to be used as writing material that they will post on Instagram.

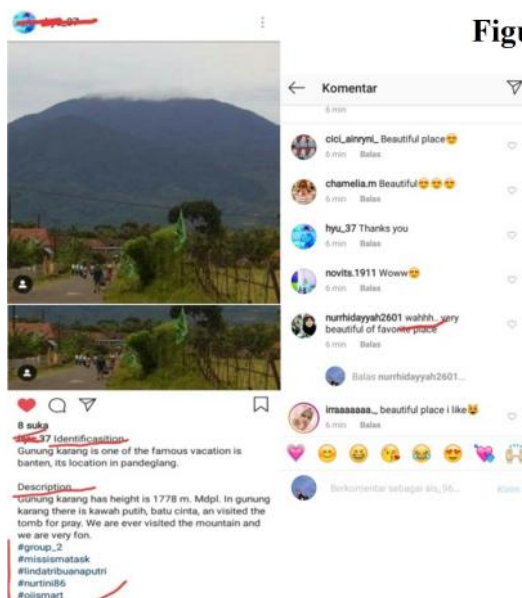
1) The transcript of observation writing on Instagram of Group 1.



The first group or figure 1.1 took the topic of Pulosari mount, Pulosari mount is one of the tours in Banten. In the first meeting, the first group of five people looked very simple to make descriptive text. The first group, very short

descriptive text writing in only about four lines. In their writing they do not include the title of the writing and they should not write the identification points and description. for this first task it looks like a warm up for researchers because there are still many shortcomings in their writing. But, they don't forget to include hastags like #missismatask #multimediacreativelearning # Group1 and mark my account, later than that, in this post some friends made comments and members of the group responded to comments from other group members. although their comments look simple and short, from here the researcher can conclude the effort of students in writing descriptive texts creatively and try to give comments and feedback. It is seen that students are participating in each group's assignments.

2) The transcript of observation writing on Instagram of Group 2.

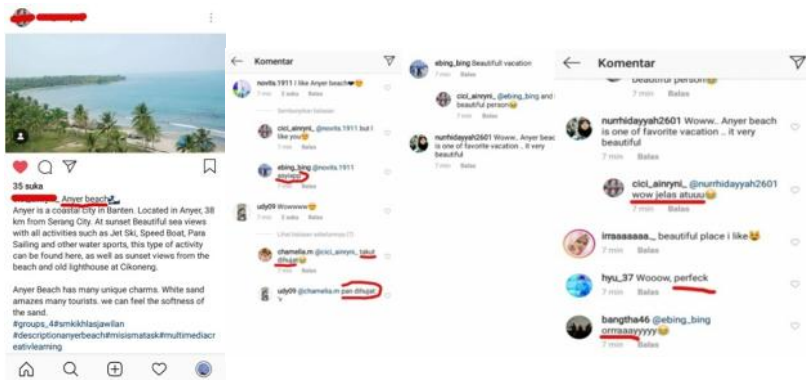


The second group or figure 1.2 took the topic of Karang Mount, karang Mount is one of the tours in Banten. In this first meeting, the second group consisting of five people, they wrote descriptive text or the caption looks simple. However, the writing of the second group is longer than the first group. however, the second group also did not write the title of their writing and should not write pont identification and descirption to mark generic structure in descriptive text. But the second group also did not forget to write hastag like #missismatask #Group_2 #multimediacreativelearning and mark the researcher account @ais_96. In here researchers can see that the first meeting and task in group 2 still looks simple and more careful.

Besides that, the comments in group 2 were very simple and short and there was also seen one of the students giving a comment in Indonesian, the word "waah". it should be replaced with the word "wow". but, more than that, they were seen enjoying their activities on Instagram as evidenced by their active comments and giving emoticons.

- 3) The transcript of observation writing on Instagram of Group 3.

Figure 1.3

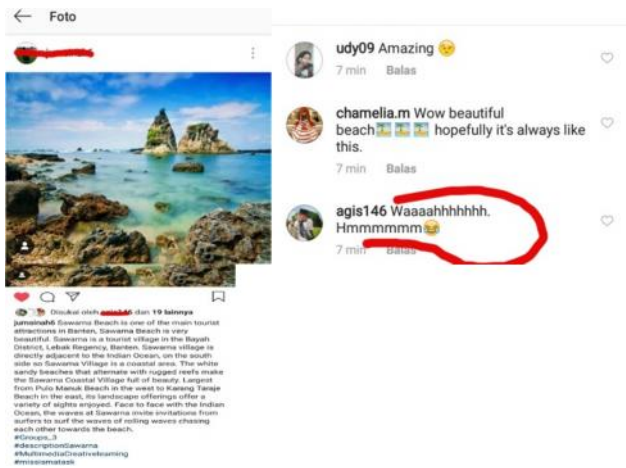


The third group or figure 1.3 uploaded an image of anyer beach with the title of anyer beach. moreover there are some comments from other friends. from the picture and its description, it was concluded that they were weaknesses that they forgot to give spaces between identification and description, their writing was more inclined to identification.

In addition, some comments from other friends using Indonesian such as the words "Asyiapp", "Fear of being blasphemed", "wow clear," and "oraayy" in this case they seem joking, but the advantages in this first meeting in their writings look a little detailed to describe a beach. but more than that, in this first assignment, in terms of comments although only a few words short they seemed enthusiastic and could express their feelings with comments followed by emoticons. so, that could be said to be good for the first meeting.

4) The transcript of observation writing on Instagram of Group 4.

Figure 1.4



The fourth group or figure 1.4 uploaded a picture of Sawarna beach and there were a few simple comments from other friends. from the picture and the statement, it was concluded that they had a weakness that they forgot to give the title of their writing, they should give a title to a description of the picture described by them. Besides, in the picture post there were three comments from other friends, but there was one comment that used Indonesian like "waaaah hmmm". although like that two other friends give simple comments and can express their feelings by giving comments followed by emoticons. More than that, their writing looks good, identification and description of their writing has been seen and the advantage is that they don't forget to write hastag and mentag. so, even though there were only three comments that were good in the first meeting.

5) The transcript of observation writing on Instagram of Group 5.

Figure 1.5

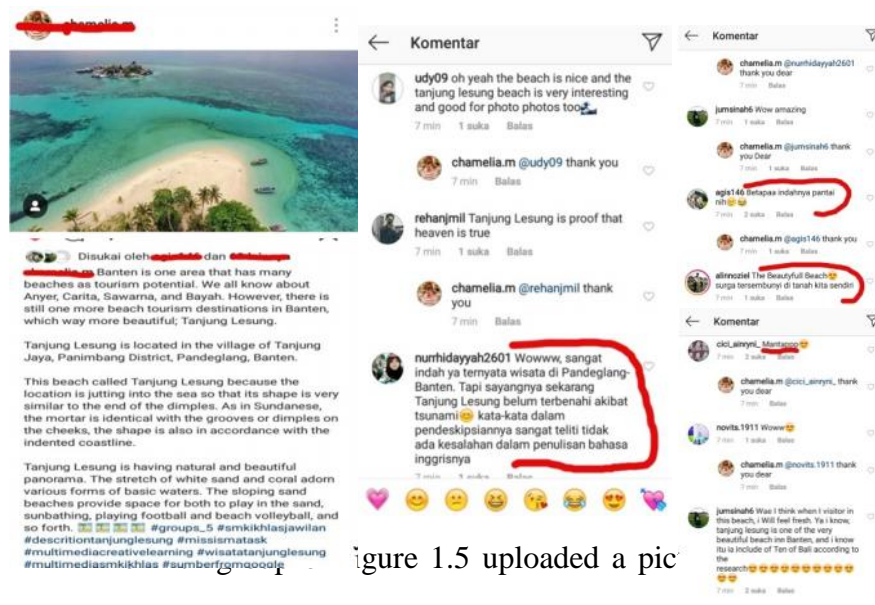


Figure 1.5 uploaded a picture of Tanjung Lesung

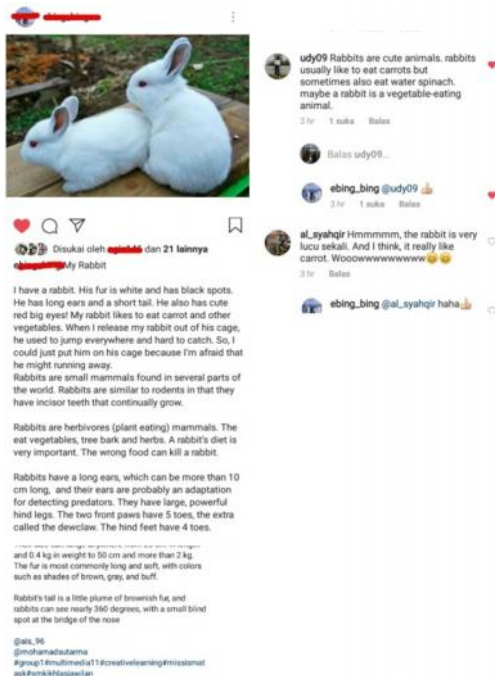
beach and there were some comments from other friends. from the picture and the statement, it was concluded that they had a weakness that their writing could be seen copying pastes from a source because they wrote the source hashtag #wisatatanjunglesung, but apparently they edited it again by changing a few words from their writing. other than that they forgot to give the title of the writing they should have given a title for a description of the image described by them. besides, in the post the image is visible some comments that are unique and quite long. but there are comments that they forget to use English but they use Indonesian, but there are also full english and long comments. It can be concluded that they can explore their ideas through comments that they give and use emoticons and this interaction is very good between students in the group.

b. The second observaton sheet on Instagram.

The researcher gave a second task on the topic of animals. the researcher assigns task to each group. where each group must work together to write. and researchers also did not forget to provide the task requirements. each group must post the task by giving hastag such as, #Group #missismatask #multimediacreativelarning.

1) The transcript of observation writing on Instagram of Group 1.

Figure 2.1

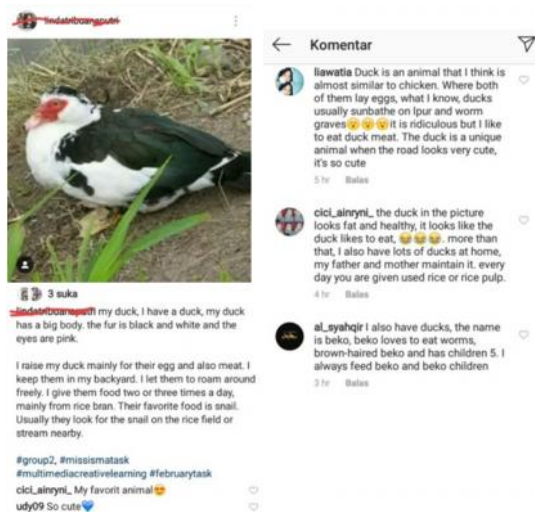


The first group or figure 2.1 uploaded a picture of a rabbit with the title "My Rabbit". and some comments from other friends. From the picture it can be concluded that they collaborated well to write descriptive texts of a rabbit. It was seen that the detail of a text was shown and the first group had a very good development from its first post. besides, in this second post, several other friends

have started to write good comments using English even though there is a commentary mixing English with Indonesian like "very funny". but more than all, the conclusion was that they developed more ideas for writing descriptive texts and in more detail, they also did not forget to write the hashtag and tag delain they added hashtag #mohamadsutarma namely as their English class teacher. this was proven by the children to be very enthusiastic and sensitive. so this is great in the second assignment in a group.

2) The transcript of observation writing on Instagram of Group 2.

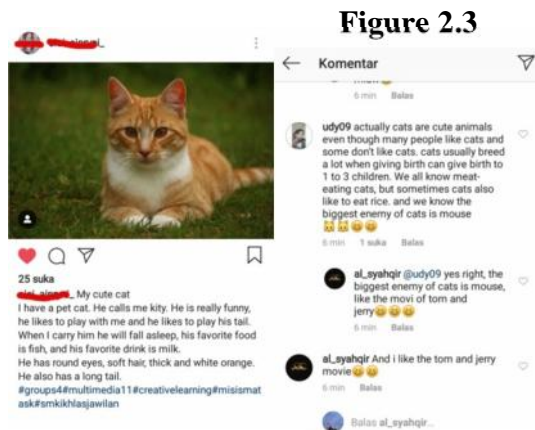
Figure 2.2



The second group or figure 2.2 uploading a duck picture and other comment friend. in the picture we can conclude, that group 4 has a weakness that is they forget to write the title, they should give the title but in the second upload in group two it has seen progress in terms of writing descriptive text. besides, comments from other friends have also been arranged without using

Indonesian and they also express with an emoticon. so, even though their writing is simple but it has seen progress.

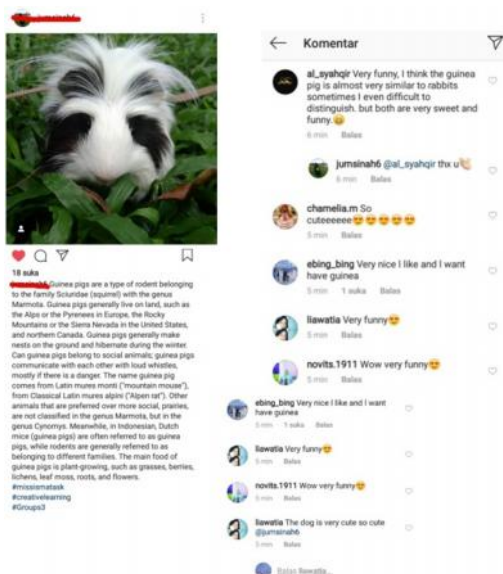
3) The transcript of observation writing on Instagram of Group 3.



The third group or figure 2.3 uploading a picture of a cat with the title "My cute cat". and some comments from other friends. From the picture it can be concluded that they wrote text descriptive writing simply. The descriptive text of a cat looks simple, but the generic structure of an article is visible, except that they forget to give a space to make it look neater and more beautiful and easier for readers to read. and this third group of developments in writing is not very visible, but they do not forget to always write hastag and tags. besides that the advantages of this group have comments from other friends who are so good and other friends give comments using full english and with emoticons, here, their expressions and their interactions from a comment and a bald look from members of this group. In this second post, it can be concluded that their writing is not very developed but they still seem to have the power of writing and commended.

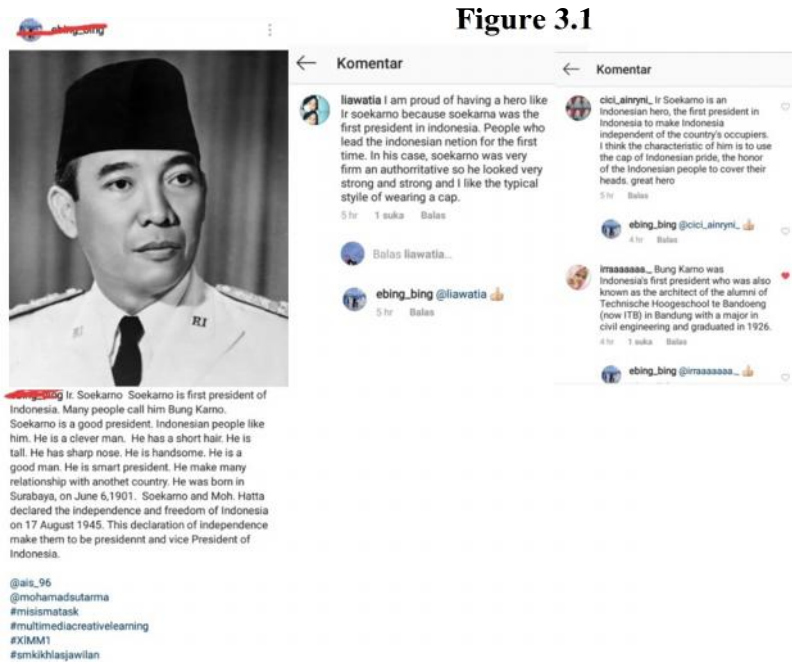
4) The transcript of observation writing on Instagram of Group 4.

Figure 2.4



The fourth group or figure 2.4 uploaded a picture of a guinea pig and some comments from other friends. From the picture it can be concluded that their weakness is not giving a title to the text. However, the article looks very detailed and complete, the generic structure of an article is visible. besides of course they always don't forget to give hastags and tags. Besides, this writing is very good plus the number of comments and reciprocation of each other's students is proven to be seen expressing students in the picture in a comment, this is great for building students' harmony through interaction with one another. they will be able to express their ideas completely and give a caption, even though their comments look so simple. For this second post in group 4, the development has increased and is good.

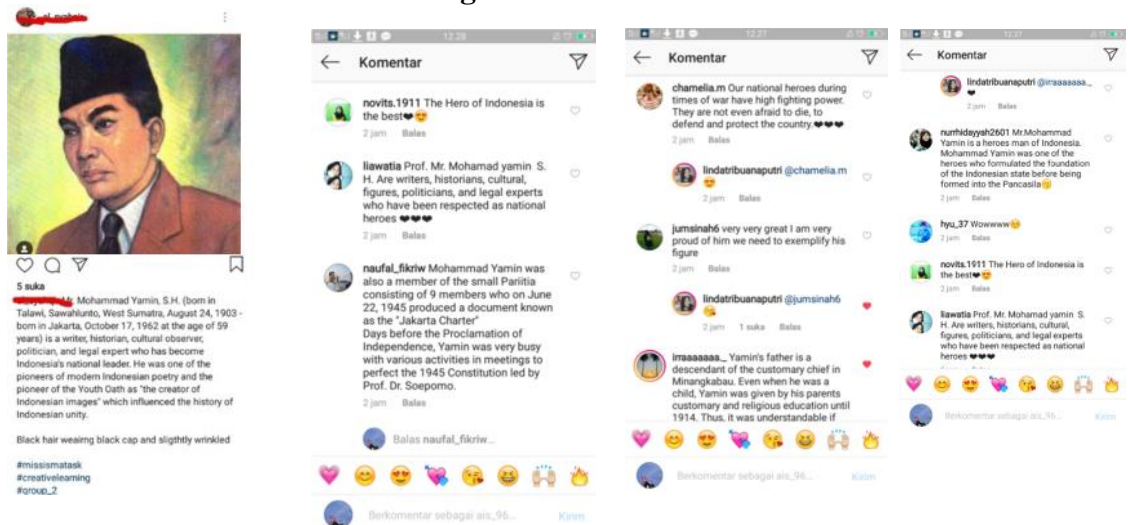
1) The transcript of observation writing on Instagram of Group 1.



The first group or figure 3.1 uploaded the picture of Ir. Soekarno and some comments from other friends. From the picture, we can conclude that this group forgot to give the writing title. Besides, those who commented on this group could develop their ideas to write their opinions about the picture. Although the writing in this group looks simple, but they are good because they try to write in accordance with the generic structure descriptive text.

2) The transcript of observation writing on Instagram of Group 2.

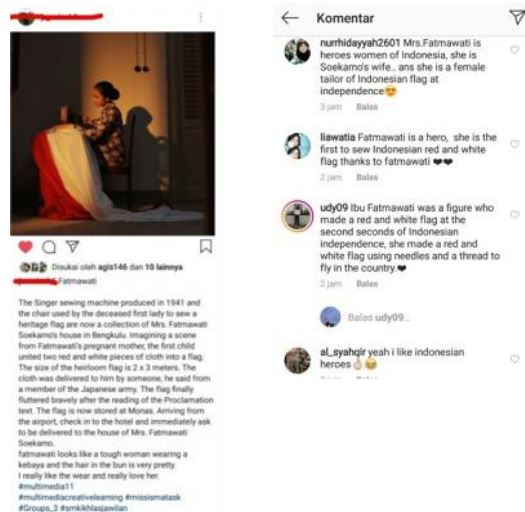
Figure 2.2



The second group or figure 2.2 uploaded a picture of Mohammad Yamin, and some comments from other friends. From the picture, it can be concluded that the student's writing looks good and detailed, but they separate far from space to just one sentence, but they don't forget to always write hastags and tags. besides that the comments in this post also look better and look more alive because each student interacts well using English and looks reciprocated, they also don't forget to express their feelings by giving emoticons. so, in group 2 in this last post, it shows the development and elegance. especially the activeness of students in giving comments, this is very good in an interaction that must be built because from here students will establish familiarity and be trained to use English.

3) The transcript of observation writing on Instagram of Group 3.

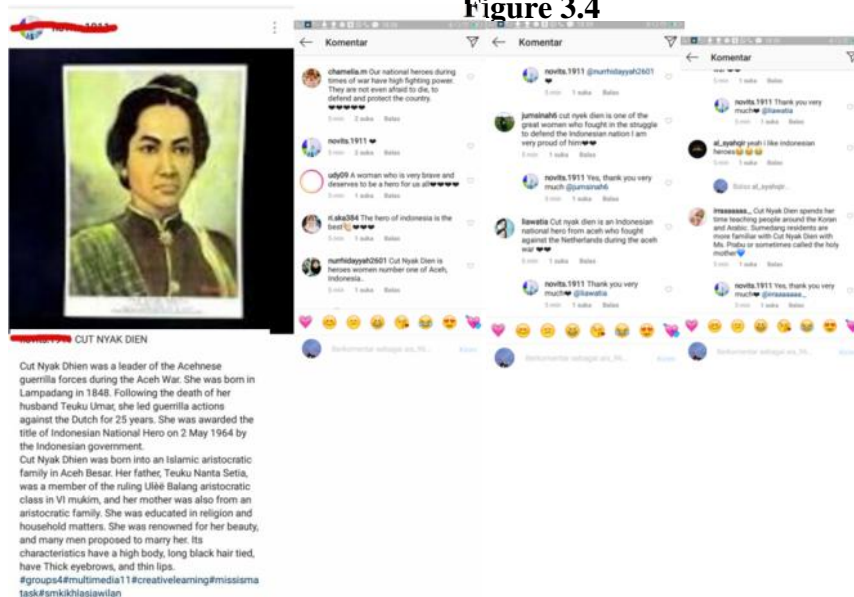
Figure 3.3



The third group or figure 3.3 upload a picture of an Indonesian female hero, fatimah, and some comments from other friends. From the picture it can be concluded that the student's writing looks very good and very detailed and they also do not forget to write the title "Fatimah" in the writing. they also don't forget to write hastag and tags. besides, comments from other friends also look very good, they write full english and express by giving emoticons. so, in group 3 in this last post, there was a lot of development and elegance. especially the activeness of students in giving comments, this is very good in an interaction that must be built because from here students will establish familiarity and be trained to use English.

4) The transcript of observation writing on Instagram of Group 4.

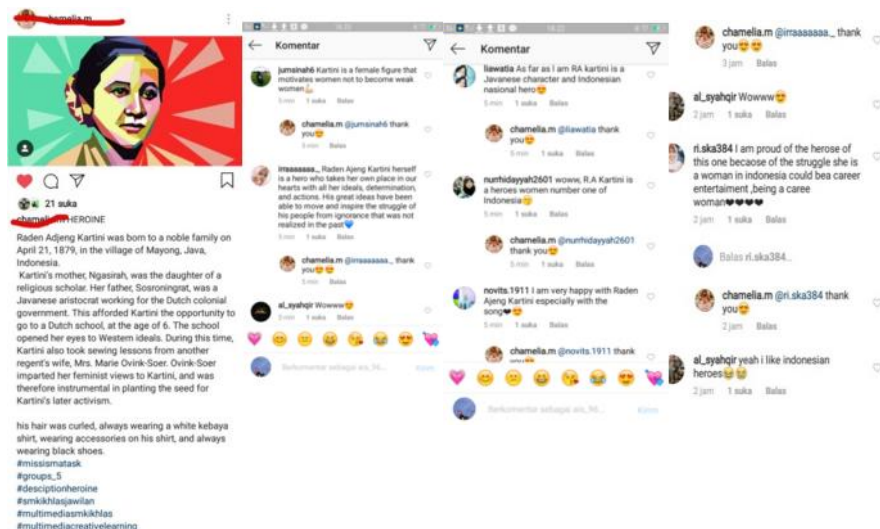
Figure 3.4



The fourth group or figure 3.4 uploaded a picture of Indonesian female hero "Cut Nyak Dien", and several comments from other friends. From the picture, it can be concluded that the students' writing looks very good and very detailed and they also do not forget to write the title "Cut Nyak Dien" in the writing. They also don't forget to write hastag and tags. Beside, the comments from other friends also look very good, they write full English and express by giving emoticons. So, in group 4 in this last post, it was very visible in its development and elegance especially the activeness of students in giving comments, this is very good in an interaction that must be built because from here there will be familiarity between students and trained in using English and no other students commenting in English. So the conclusion of their last writing is very good and very active.

5) The transcript of observation writing on Instagram of Group 5.

Figure 3.5



The fifth group or figure 3.5 upload a picture of Indonesian female heroit is Kartini, and some comments from other friends. From the picture it can be concluded that the student's writing looks very good and very detailed and they also don't forget to write the title "HEROINE" in the writing. They also don't forget to write hashtag and tags. besides, comments from other friends also look very good, they write full english and express by giving emoticons. So, in group 5 in this last post, it was very visible in its development and elegance. especially the activeness of students in giving comments, this is very good in an interaction that must be built because from here there will be familiarity between students and trained in using English and no other students commenting in English. So the conclusion of their last writing is very good and very active.

The researcher can conclude that the activity of writing students on Instagram from each meeting is different. In the first meeting, the groups writing descriptive texts tended to be ordinary, there was no sensitivity and concern for the writing and interaction of a comment. In the second meeting, the descriptive text writing groups had begun to show awareness and sensitivity and activeness of students giving comments although there were some students using Indonesian language to give comments, but the activity of writing students on Instagram about descriptive text had begun to develop from the first meeting. And in the last meeting students were sensitive and cared about the writing they made about descriptive text, they also used English in a comment. So, the activity of students writing descriptive text can be concluded to be good for students because they are so enthusiastic about following each stage. so that's the activity of students on Instagram in writing descriptive texts that researchers can conclude.

C. The Data From Questionnaire

The data collect of questionnaire, the data description showed by tabulation which conducted by the writer explain about the student interest in writing descriptive text.

Table 4.0 Frequency and Percentage Distribution of The Emotional Interest.

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
1.	I'm happy to write	14	5	1	

	Descriptive text on Instagram.	(70%)	(25%)	(5%)	
2.	I feel enjoy When I use descriptive text on Instagram.	11 (55%)	8 (40%)	1 (5%)	
3.	I'm feel comfortable to use Instagram as the media in teaching writing descriptive text	10 (50%)	9 (45%)	1 (5%)	
4.	I feel Interested to write descriptive text on Instagram	11 (55%)	9 (45%)		

Table 4.0 reveals the repondents' of the emotional interest on the use of Instagram toward students' interest in writing descriptive text. Fourteen (14) or 70% from the repondents strongly agree if the students feel happy to write descriptive text on Instagram, eleven (11) or 55% strongly agree when the students use descriptive text on Instagram feel enjoy, ten (10) or 50% strongly agree students feel comfortable to use Instagram as the media in teaching writing descriptive text, eleven (11) or 45% students' feel interested to write descriptive text on Instagram.

This only means that students have a good emotion of interest in teaching descriptive text on Instagram. Good emotion for students when learning can help the students to be more spirit and much emotion the students can feel like happy, enjoy and comfortable. Based on Paul J Silvia Interest as an emotion. Emotion has distcintive facial expressions. Some

emotional expressions is happiness, anger, fear, sadness, and disgust are considered to be universal.⁷⁶

Table 4.1 Frequency and Percentage Distribution of Possitive affect Of Interest.

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
5.	Learning descriptive text on instagram make me very enthusiastic	10 (50%)	9 (45%)		1 (5%)
6.	I always prepared the complete caption to finish my writing descriptive text on instagram	7 (35%)	11 (55%)	1 (5%)	1 (5%)

Table 4.1 reveals the respondents of the possitive affect of interest on the use of Instagram toward students interest in writing descriptive text. Ten (10) or 50% from the responden strongly agree learning descriptive text on Instagram make the students very anthusiastic, eleven (11) or 55 % agree the students always prepared the complete caption to finish their writing descriptive text on Instagram.

This only means that students have possotive affect of interest on the use of Instagram toward students interest in writing descriptive text. According to Dewey Interest is essential for pleasurable satisfying learning, and research has confirmed that interest predicts both intrinsic motivation for learning and positive affec.

Table 4.2 Frequency and Percentage Distribution of Cognitive Interest.

⁷⁶ Paul J Silvia, *Exploring The Psychology Of Interest*, Oxford University Press, Inc. 2006

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
7.	I can use the theory of writing descriptive text which I have learn, when the teacher use Instagram in the class of writing	12 (60%)	4 (20%)	4 (20%)	
8.	I try to finish make a caption of descriptive text on Instagram well	9 (45%)	10 (50%)	1 (5%)	
9.	Using instagram on the lesson of descriptive text make me easily to found ideas for writing	6 (30%)	11 (55%)	4 (20%)	

Table 4.3 reveals the respondents of cognitive interest on the use of Instagram toward students interest in writing descriptive text. Twelve (12) or 60% from the respondents strongly agree the students can use the theory of writing descriptive text which their have learn when the teacher use Instagram in the class of writing, nine (9) or 45% strongly agree students try to finish make a caption of descriptive text on Instagram well, twelve (11) or 55 % agree Using instagram on the lesson of descriptive text make the students easily to found ideas for writing.

This only means that students have a good cognitive interest on the use of instagram toward students interest in writing descriptive tex. According to Harp and Mayer suggest using cognitive interest as an alternative way to enhance learning. To generate cognitive interest, intrusction on a topic should signal the underlying structure of relationship of relevant concepts. Such strategies would include identifying main ideas, related topic. The iede is that, if topics are presented in a way that learners find easier to understand, the topic will seen interesting. When comparing

performance on both recall and problem-solving transfer. So, when the students have a good cognitive interest in the learning it can be an alternative way to enhance learning.

Table 4.4 Frequency and Percentage Distribution of Learning Exploration.

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
10.	Learning descriptive text through instagram makes me explore my knowledge about writing descriptive text for the better.	10 (50%)	7 (35%)	3 (15%)	

Table 4.4 reveals the respondents of learning exploration on the use of instagram toward students interest in writing descriptive text. From the respondents strongly agree ten (10) or 50 % learning descriptive text through Instagram makes the students explore their knowledge about writing descriptive text. This only means that students have an exploration in the learning descriptive text on Instagram, Izard and Ackerman suggest motivational function “interest motivates exploration and learning, and guarantees the person's engagement in the environment. So, in this case the students can explore their knowledge about descriptive text when the the students used instagram while learning descriptive text. The students can have a motivation and the function is interest to explore learning.

Table 4.5 Frequency and Percentage Distribution Students' Participation in Writing.

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
11.	I love accessing Instagram as an application that use to share photos or other picture in my daily activity.	10 (50%)	4 (20%)	3 (15%)	3 (15%)
12.	Instagram is precise media to writing descriptive text because can share photos.	11 (55%)	5 (25%)	3 (15%)	1 (5%)
13.	I gave a commented on each other group's post on Instagram of Descriptive texts.	9 (45%)	10 (50%)	1 (5%)	
14.	I collaborated with the group to complete the descriptive text assignment posted on Instagram.	13 (65%)	7 (35%)		
15.	My friend give a comment from my group post's.	9 (45%)	10 (50%)	1 (5%)	

Table 4.5 reveals the respondents of Students' Participation in Writing on the use of instagram toward students interest in writing descriptive text. ten (10) or 50% from the respondents strongly agree the students love accessing Instagram as an application that use to share photos or other picture in their daily activity, twelve (11) or 55 % agree Instagram is precise media to writing descriptive text because can share photos, ten (10) or 50% agree the students gave a commented on each other group's post on Instagram of Descriptive texts, threeteen (13) or 65% agree collaborated with the group to complete the descriptive text assignment posted on Instagram. each student collaborated with the group to complete

the descriptive text assignment posted on Instagram, ten (10) or 50 % agree each friends in the class give a comment each group post's.

This only means the students more open to engaging and participating in descriptive text on Instagram. So when students are more open to engaging , students will follow everything that happens in learning, in this case students can follow the way of learning such as, give a comment on each group post's, collaboration with groups and the students make instagram which the application for daily activity to access. Because according to Bengstrom and Backman Instagram is an application that people use to share photos and have an active instagram account Instagram can follow other users and write comment on their photos.⁷⁷

Table 4.6 Frequency and Percentage Distribution of Providing a new learning environment.

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
16.	I have a new learning experience in the class from writing descriptive text on Instagram.	13 (65%)	6 (30%)	1 (5%)	
17.	Pictures on Instagram help me to get more better inspirations and idea to make a caption on learning writing descriptive text.	7 (35%)	11 (55%)	1 (5%)	1 (5%)

⁷⁷ Khalwah Otayf, Thesis : *"Identifying And Comparing The Influence Of Instagram On The Creativity And Design Process Of Female Fashion Design Students In Saudi Arabia And In The United States"* (Muncie : Applied Sciences and Technology, 2017).3

18.	Give a comment to my friend on instagram is a new experience in learning.	3 (15%)	11 (55%)	5 (25%)	1 (5%)
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Table 4.6 reveals the respondents of providing a new learning environment on the use of Instagram toward students interest in writing descriptive text. Threeteen (13) or 65% from respondents strongly agree the students have a new learning experience in the class from writing descriptive text on Instagram, eleven (11) or 55% agree picture on Instagram help the students to get more better inspirationa and idea to make a caption on learning writing descriptive text, eleven (11) or 55 % agree give a comment to their friend on Instagram is a new experience in learning.

This only means the students have a new learning environment in learning descriptive text on Instagram because According to Bengstrom and Backman Instagram is an application that people use to share photos an have an active instagram account Instagram can follow other users and write comment on their photos.⁷⁸

Table 4.7 Frequency and Percentage Distribution of Learning interest.

NO	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
19.	I really pay attention to the step descriptive text lesson using instagram.	8 (40%)	12 (60%)		

⁷⁸ Khalwah Otayf, Thesis : *"Identifying And Comparing The Influence Of Instagram On The Creativity And Design Process Of Female Fashion Design Students In Saudi Arabia And In The United States"*(Muncie : Applied Sciences and Technology,2017).3

20.	Instagram give influence toward student's interest in writing descriptive text.	15 (75%)	5 (25%)		
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Table 4.7 reveals the respondents of learning interest on the use of Instagram toward students interest in writing descriptive text. Twelve (12) or 60% from the respondents agree the students really pay attention to the step descriptive text lesson using Instagram, fifteen (15) or 75 % strongly agree Instagram give influence toward students' interest in writing descriptive text. This only means that the students have an interest in learning descriptive text with the use of Instagram. According to Syaiful Bahri himself, in his book entitled "Learning Psychology" interest is a activity or activity that is settled and carried out to pay attention to and remember some activities favored either intentionally or not. So, when the students have an interest when their learning, the students will easily to follow the learning step in the class.

D. The Result of interview

The interview was conducted on February 27nd 2018. It had been given to the students to get description or opinions to support the data from observation and questionnaire. And to get the answer of the researcher's question about the students interest in writing descriptive text on Instagram. The aim of the interview is to find out how the students interest in writing descriptive text on Instagram and the research did structured interview with

the students of grade of XI Multimedia of SMK Ikhlas Multiprogram Jawilan.

In this interview the researchers conducted focus group interviews because they consisted of one interviewer and several subjects. in focus group interviews, interviewers are actually more likely to function as moderators who regulate and facilitate the flow of conversation.

according to Arintonang, subjects who were included in focus groups were homogeneous subjects. for that reason, the subjects must be selected before the interview so that the homogeneous subjects can be obtained. according to Malhotra also the main purpose of this interview is to gain deep knowledge by hearing a group of people from the right target market to discuss the issues observed with the researcher.⁷⁹

Therefore the researcher chooses the characteristics of students who are homogeneous with the criteria

1. Students have a prominent level of intelligence.
2. Students have a level of courage.
3. Students who often look active.
4. Students recommended by the teacher.
5. Students who often involve themselves in asking questions and answering when learning activities.

⁷⁹ Merlita Putriana : “Metodologi Penelitian”
<http://merlifutriana0.blogspot.com/p/wawancara.html>

6. And students who according to researchers are able to provide data on the interview.

Therefore the researchers chose five students who had homogeneous criteria or characteristics that were almost the same as twenty respondents.

From this interview, researchers found all students from this interview answered that when they wrote descriptive text on Instagram their interest was growing, which meant that they increasingly had an interest in learning to write. they also answer what researchers can conclude, their reasons are as follows:

1. by learning to write descriptive texts on their instagram they feel proud, happy and comfortable.
2. They have new experiences when learning on Instagram that makes them more interested in writing.
3. By using Instagram also students get new knowledge both about the science of writing and the science of English.
4. They can explore their knowledge of descriptive text because students develop it on Instagram
5. And they also say that Instagram is one of the right media for learning to write especially descriptive text learning. because they feel by using social media like Instagram students feel fun.

In other words, the finding of this interview students are increasingly interested to writing descriptive text. By using Instagram in

writing descriptive text students find new experiences in teaching because usually teachers only use worksheet or LKS to learn English especially in writing. The conclusion above states that Instagram is the right medium in learning to write descriptive text. Students can also explore their abilities about descriptive text and it all gives a positive influence for students to increase descriptive text because they feel happy to run it so that it can increase students' interest in learning descriptive text.

E. The Data Interpretation

After analyzing all data from observation, questionnaires and interviews, the author have obtained result from the use of Instagram toward students interest in writing descriptive text at eleventh grade of Multimedia of SMK Ikhlas Jawilan Serang-Banten. The result show that students in SMK Ikhlas who become participants in this research the participants in this study have gone through three stages to find out how students' interest in descriptive text after using Instagram. they assume that they are increasingly interested in learning descriptive text after using Instagram.

In descriptive text writing looks at student creativity and student ideas written on the basis of the thoughts discussed in the group for posting on Instagram and also shows the interaction between students in an English comment that is good for practicing students' writing and language skills in

English and the activity of writing on Instagram adds to the interest of students in writing descriptive text.

To corroborate the statement, about students increasingly having an interest in writing descriptive texts, the author obtained the data from a questionnaire using interview techniques. overall, students are able to understand and respond to interview questions discussed in Indonesia.

From the three data, it can be concluded that the interest of students is increasing in writing descriptive text when using Instagram, where in this case interest is very important in the learning process because

The interest in teaching the whole process of teaching the learning process.

when someone has an interest in something someone will give time for something.

according to Gardner and Tamir The term interest is usually rather than others. An interest is very specific type of attitude: when we are interested in a phenomenon or activity, we are favorably inclined to give it and give time to it⁸⁰ and we can see in this case students are involved in writing descriptive text activities on Instagram and give their time so cool to do it and interact with each other on Instagram.

then from that student interest in writing is very good because
According to Sadoski, Goets, Fritz, Shirey and Reynolds Interest Improves

⁸⁰ Ricardo Thrumper, "Factor affecting Junior High School Students' interest in Physics. Vol 15, No, 1, March 2006. 48

memory for single sentences brief paragraphs and many text types, such as connections, haiku, biographies, news reports, and short stories. so that when students have an interest in writing it means developing their writing and improving their writing skills.

In addition, students will be increasingly interested in learning when there is stimulation to make students have an interest in learning, and here the stimulation for students to have an interest in learning is Instagram media and Instagram is a technology that can be used as a medium for learning.

Based on Yefim Kats' books E-learning is used by educational institutions to have various characteristics. we can open a wide matrix of two axes; one is "educational institution," the other is "use of e-learning systems," Educational ranges from primary school, to university, to life-long learning. the use of e-learning systems range from scenarios using files, to stimulation of complex procedures, to full-fledged distance learning courses, where all interactions are exclusively online.⁸¹

So, Instagram can be said as a media based on e-Learning because it uses the internet online and can be remotely.

So, e-learning-based Instagram can increase students' interest in descriptive text learning in eleven multimedia classes at Serang-Banten Vocational School Ikhlas Multiprogram

⁸¹ Yefim Kats, Learning Manajement System Technologies anad Software Solutions for Online Teaching Tools and Application, United States of America, 2010. 59

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research. Conclusion is summarize the result of the discussion based on the research problems. so, it summarize about the use of Instagram toward students' interest in writing descriptive text. While, the suggestion is the researcher recommendation based on the result of the research for having better result on the use of Instagram toward students interest in writing descriptive text.

A. Conclusion

1. Based on observation in Instagram, students use Instagram as a descriptive medium to write text. There are some students activities on Instagram :The first, students use Instagram as a medium for writing descriptive text, the second, students make a caption to describe the picture they upload on Instagram in writing descriptive text, the third students use Instagram to interact through comments or feedback from each group post and the fourth students use Instagram as a media to express their creativity in writing descriptive text and the last students use Instagram to share their writing descriptive text on Instagram with gave a tag and hashtag the researcher and other friends.

However, using Instagram is interesting for students when writing a descriptive text. It seen the significantly from activity of students'

writing on Instagram and using Instagram in descriptive text activities are used by students as well as possible.

2. Based on questionnaires and interviews, the students have a good interest in writing descriptive text, so when the students have a good interest in writing descriptive text its mean the students have a significantly interest in writing descriptive text.

From the questionnaires it can be concluded if the students have a good interest so that students' interest is so significant in writing descriptive text. In other words, for learning interest 75 % answered strongly agree Instagram give influence toward student's interest in writing descriptive text and answered agree 25%. So, the researcher can conclude the students' interest in writing descriptive text is significant when the students use Instagram in writing descriptive text.

Based on interview, there are several reasons why the students' interest in writing descriptive text increased significantly:

1. Students feel happy when writing descriptive text on Instagram
2. Students feel comfortable when writing descriptive text.
3. Students feel enjoy when writing descriptive text.
4. Students find a new learning environment on Instagram.
5. Students feel Instagram can explore their writing descriptive text.
6. Students feel learning on Instagram is not monotonous.

7. And students feel Instagram is one of precise media to writing descriptive text.

So, from some of the reasons above, it can be concluded that students have a good interest so that students' interest in writing descriptive text increases significantly.

B. Suggestion

Based on the result of the research findings the research would like to give some suggestion for the following people:

1. For the English teacher

From this study the researchers found a problem during the study when students had several students who did not have a quota to access instagram in class, so to overcome this the researchers gave free wifi access from schools for research activities and smooth research, because before conducting research, researchers had prepared possibilities that will occur during the study. therefore to overcome this researcher gives students access to free wifi from the school to be accessed by students and access to free wifi is applied only to students who are currently the subject of research.

In other words, when the teacher will do the teaching primarily based on the internet, a teacher must prepare in such a way as to smooth the learning process. as well as free internet access so students are not

burdened and feel happy because they have free internet access to study and each student has different abilities but each student must have an interest in developing. What a teacher needs to do is know what students need so that student interest can be increased to learn English that a teacher teaches. The teacher must be able to keep up with the times in balancing classroom teaching and modeling now but also must be able to filter it before applying it to the media of learning in the classroom. The student must be given stimulation to provide an effect of interest in a learning course the role of a teacher must be prepared to be responsive to understand all the conditions of students.

2. For the researcher

When conducting research a researcher must prepare everything for the course of the research and the possibilities that will occur and when there are things that are not desired to occur, a researcher must be prepared to overcome the existing problems and for the other researcher who want to conduct a research about the use of Instagram in writing descriptive text, the result of the study can be used as an additional reference for further research with different discussion domain of the use of Instagram in writing descriptive text.

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