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AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING INSTAGRAM AS MEDIA ON DESCRIPTIVE WRITING ABILITY AT THE ELEVENTH GRADERS OF MA AL MA'ARIF PAKUAN RATU WAY KANAN

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THE INFLUENCE OF USING INSTAGRAM AS MEDIA ON THE STUDENTS' DESCRIPTIVE WRITING ABILITY AT THE ELEVENTH GRADERS OF MA AL-MA'ARIF PAKUAN RATU WAY KANAN

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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PENGARUH PENGGUNAAN MEDIA INSTAGRAM TERHADAP KEMAMPUAN SISWA MENULIS TEKS DESKRIPTIF DI KELAS KELAS XI MA AL MA'ARIF PAKUAN RATU WAY KANAN

ABSTRAK

Oleh:

CAHYA FITRI SETIA ASTUTI

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan media instagram dapat mempengaruhi kemampuan siswa dalam kemampuan penulisan deskriptif teks pada kelas XI MA Al Ma'arif Pakuan Ratu Way Kanan. Dalam penelitian ini peneliti memberikan test berupa pre test untuk mengetahui kemampuan siswa dalam penulisan deskriptif teks dan post test untuk mengetahui hasil siswa dalam mengerjakan teks deskriptif setelah menggunakan media Instagram.

Penelitian ini merupakan jenis penelitian kuantitati yang dilaksanakan di MA Al Ma'arif Pakuan Ratu Way Kanan pada kelas XI yang siswanya berjumlah 60 siswa. Teknik yang digunakan untuk memperoleh sample adalah cluster random sampling. Dalam pengumpulan data peneliti menggunakan test. Peneliti menggunakan test untuk memperoleh data siswa melalui tugas untuk membuat tulisan deskripti teks. Test ini digunakan untuk mengetahui apakah media instagram dapat digunakan siswa dalam kemampuan dalam menulis deskripti teks, analisa yang digunakan peneliti adalah dengan menggunakan t-test.

Akhirnya data menunjukkan bahwa t_{hitung} =21.353 lebih besar dari pada t $_{table}$ =2.021, dengan dengan demikian dapat disimpulkan bahwa Hi di terima dan H_0 ditolak. Hal ini menunjukkan bahwa penggunaan media Instagram mempunyai pengaruh terhadap kemampuan menulis deskripti teks siswa pada kelas XI MA Al Ma'arif Pakuan Ratu Way Kanan.

Kata Kunci: *Deskriptif Teks, Instagram dan Kuantitatif.*

THE INFLUENCE OF USING INSTAGRAM AS MEDIA ON THESTUDENTS' DESCRIPTIVE WRITING ABILITY AT THE ELEVENTH GRADERS OF MA ALMA'ARIF PAKUAN RATU WAY KANAN

ABSTRACT

By:

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The purpose of this study was to determine whether the use instagram media can affect students' ability in writing descriptive text ability on the XI MA Al Ma'arif Pakuan Ratu Way Kanan. In this study, researchers gave test in the form of pre-test to determine students' ability in writing descriptive text and a posttest to find out the results of students in working on descriptive text after using Instagram media.

This research is conducted at the research quantitative MA Al Ma'arif Pakuan Ratu Way Kanan in class XI that students numbered 60 students. The technique used to obtain the sample is cluster random sampling. In the data collection researchers used test. Researchers used the test to obtain data on students through a task to create a descriptive text. This test is used to determine whether students can use instagram media to write descriptive text, then researchers used an analysis is by using t-test.

Finally, the data show that t = 21,353 is greater than the t table = 2,021, with thus it can be concluded that Hi is received and H_0. This shows that the use Instagram media has an influence on students' ability to write descriptive text in class XI MA Al Ma'arif Pakuan Ratu Way Kanan.

Keyword: Descriptive Text, Instagram and Quantitaive.

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The Honorable the Headof Tarbiyah Department
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Assalamu'alaikumWr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.
Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE

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An Undergraduated thesis entitled: the Influence of using instagram on descriptive writing ability at the eleventh graders of MA Al Ma'arif Pakuan Ratu Way Kanan. Written by Cahya Fitri Setia Astuti, Student Number: 1291497, English Education Department had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, February 21st at 15.00-17.00 P.M

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APPROVAL PAGE

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Metro, February 2017
The writer,



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MOTTO

خَيْرَ مَالِكَ مَا نَفَعَكَ

"The best of your possesions is useful to you"
(Arabic Proverb)

مَنْ صَبَرَ ظَفِرَ

"Those who wait to be lucky"
(Arabic Proverb)

DEDICATION PAGE

This undergraduate thesis is dedicated to my father, my mother, my brothers, Ahmad Zaili, S.Pd.I, Bakti Gozali,S.Pd.I, Ahmad Agus Supriyatna and my sister Etika Candra Dewi and all of the officer and lecturer of IAIN Metro.

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In the name of God, Allah SWT who has given us mercies and blessing, so we can be here in the time of favor without any obstacles and trobles. Due to His way for the sake of true religion and in the day when we are coming to real believe in His immortal power. Shalawat and Salam be always given to our leader Muhammad SAW, the man of true godness of everything, the brave hero of heroes from the world to the here after.

This thesis is presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program, entitled: "THE INFLUENCE OF USING INTAGRAM AS MEDIA ON THE STUDENTS' DESCRIPTIVE WRITING ABILITY AT THE ELEVENT GRADERS OF MA AL-MA'ARIF PAKUAN RATU WAY KANAN"

The writer would like to express his gratitude to the sponsor, Dra. Umi Yawisah, M. Hum and the co-sponsor, Ahmad Subhan Roza, M. Pd, who have sincerely guided the writer to accomplish this thesis in time. The writer also does not forget to appreciate all helps and supports from the principal of MA Al Ma'arif Pakuan Ratu Way Kanan, Suyitno, S. Pd. I, the English teacher of eleventh grader, Siti Rokayah S. Pd. I and also the eleventh graders students of MA Al Ma'arif Pakuan Ratu Way Kanan.

Finally, the writer realizes that this thesis is far for perfect. At last, hopes that the result of the research will give significant contribution in English teaching learning in MA Al Ma'arif Pakuan Ratu Way Kanan.

Metro, February 2017
The writer,

Cahya Fitri Setia Astuti
NPM: 1291497

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the Languages in the world. It has become an International Language that is almost used by all countries as the first, the second or the foreign Language. Moreover, English has been declared as a formal Language on International communication for a long time ago.

Indonesia is one of the countries that declared English as a foreign Language. The proof, it can be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education.

The four skills of the Language that should be mastered by all Language learners are listening, speaking, reading, and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

As productive skill, writing is one of the important skills, which are taught in the school. It takes on a very significant role in teaching English as a foreign or second Language. By writing, we can remember something and think critically as well. Moreover, it is not only for communicating each other but also for expressing an idea. In addition, Rosenberg states that "writing enable the students to mull over and examine ideas carefully, to explore their

implication, and to create new ideas."[1] Learning to write will take a longer time than learning to speak because writing requires the greater accuracy and variation.

In this case, the writer tries to study about the process of writing a descriptive text of the eleventh graders students at the MA Al Ma'arif Pakuan Ratu Way Kanan. Then the writer has conducted a Pre-survey on August 18th 2016 taken by English teacher from the daily test result38 students of eleventh graders.

Table 1. The Score of the Result on the Daily Test

No.	Score	Frequency	Percentace (%)	Category
1.	76-85	7	18,2%	Good
2.	60-75	10	26,31 %	Fair
3.	10-59	21	55,26 %	Bad

Based on the explanation above, it shows the twenty-one out of thirty eight students have low ability in writing a descriptive paragraph. It means that more than 50 % of the eleventh class students of the MA Al-Ma'arif Pakuan Ratu Way Kanan have low ability in writing a descriptive paragraph.

From the table above the writer thought that is any problem in English subject? Where is the problem? So the writer asked to some students what is the problem when they studied of English Subject, is it so difficult to think the idea? Has ever try using media? Then the students answered that sometimes

[1]Vivian M. Rosenberg, *Reading, Writing and Thinking*, United States of America: Western Michigan University, 1989.

feel hard to write what will the students write because less vocabularies. Some other said that have no idea to put it down on paper beacuse the mood is bad. And then they want to study English is make them creative and when use the media, it is easy to get or use.

So the writer has the idea want to research English Subject using Instagram as media, because some of students said that they have no idea to write the thing, animal, place or event when they want to describe.Therefore, the writer wants to conduct a research entitled "The Influence of Using Instagram as media on the Students' Descriptive Writing Ability at the Eleventh Graders Students of MA Al-Ma'arif Pakuan Ratu Way Kanan."

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The students feel hard to write a descriptive paragraph because they do not have sufficiency of vocabulary and grammar mastery.
2. The students have the difficulties to put ideas down on paper to transform thoughts into words and coherent organization.

C. Problem Limitation

Based on the problem identification above, the writer limits the problems only to the last problem, the students do not use instagram that can influence

their ability in writing a descriptive text.This research has conducted at the eleventh graders students of the MA AlMa'arif Pakuan Ratu Way Kanan.

D. Problem Formulation

The problem that will be researched is formulated as follow that "Is there any positive and significant influence of using instagram on the students' writing ability of the eleventh graders of the MA Al-Ma'arif?

E. Objective and Benefit of the Study

As follow to know what the objectives and the benefits of this study are:

1. Objective of the Study

   To know the influence of usingInstagramas media on the students' descriptive writing ability of the eleventh graders of the MA AlMa'arif Pakuan Ratu Way Kanan.

2. Benefits of the Study

   a. For the Students:

   - To enable the students to use effective writing ability.
   - To enable the students to use instagram before they begin to write adescriptive text.

   b. For the Teachers

   - To enable the teachers help the students in solving the problems while writing a descriptive text.

- To enable the teachers teach their students to arrange the word and the sentence to make a good descriptive text.
- To enable the teachers know the advantages of using instagram in order to teach writing ability more effectively and interestingly.

c. For the School

- To enable the school make the further research about the influence using instagram on the students' writing ability.
- To enable the school to adapt curriculum and policy on the real condition and problems faced by the students while writing.
- To enable the school support the English learning process by preparing the teaching instruments.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains the theories that support the research. It includes concept of writing, concept of descriptive writing, concept Instagram and concept of teaching descriptive writing through Instagram, and the explanations of each sub-topic are as follows:

1. The Concept of Writing

a. The Definition of Writing

Writing is a psychological activity of the language user to put information in the written text. Brown says writing is a process to and up thinking something you can not have started our thinking.[2] Based on the Hammerly on his book, writing is putting down on the paper what we can say and would say in the presence of a listener.[3] Means that writing is our idea that we write down on the paper in order the other people know what we want in our brain.

According to Wallace, Writing is the final product of several actions learning that are hugely challenging to learn simultaneously[4]. It is explain that writing is one of the learning results such as note

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[2]Brown, H. Douglas, *teaching by Principle: An interactive Approach to Language Pedagogy. second adition*, (Addison Wesley: Longman, 2001), p. 337

[3]Harmelly, Hector, *Synthesis in Language Teaching an Introduction to languistics*, (Simon Fraser University, 1986), p. 506

[4]Wallace, Trudy, *Teaching Speaking, Listening and Writing*, (International Bureau of education Journal, TYPHON Annecy, France), P.15

taking, identifying a central idea, outlining, drafting, and editing. Besides that, Jeremy said writing as a tool to reflect and as a way to promote written fluency. It also a way that the teachers and students can start to a new kind of dialogs in the classroom[5].

The other definition about Writing is from Zemach, he said that becomes a difficult skill to master in both first language and second language.[6] In term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It defies that writing academic papers is particularly difficult. In the other hand, Nathan said that Writing is complex cognitively demanding activity, which is done by students in learning process.[7]

From those explanations above, we can say that writing is the result of transforming our thought or idea and process of monitoring any single words, rereading, and revising.

b. The Types of Writing

1) Description

Description is about sensory experience. How something looks, sounds, tastes.[8] Mostly it is about visual experience, but description also deals with other kinds of perception.

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[5] Harmer, Jeremy , *How To Teach Writing*, (Pearson Longman, England, 2004), p.V
[6]Zemach, Dorothy E, and Charlos Islam, *Paragraph Writing from sentence to paragraph*, (Macmilan), p. iv
[7]Mertens, Nathan L, *Writing processes, tools and techniques*, (Nova science publisher Inc, New york, 2010), p. vii
[8]Kane, Thomas S, *The Oxford Essential Guide to Writing*, (New York, Oxford University Press 2000), p. 351

Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

2) Argumentation

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts.

3) Narration

Narration is the form of the writing used to relate of act of events. Narration tells the event meaningfully in word that happen chronological, not randomly.[9] Narration places occurrence in time and tells what happened according to natural time sequence.

4) Exposition

Expository writing is writing that is designed to convey information or Explain what is difficult to understand. It means that exposition writing is used to explain a process or procedure or to give directions or instructions

Those are the types of writing which are usually used. Those types must be known and learned by students who are

[9] *Ibid.*, P. 366

learning English. The students have to know what is the purpose and tense of the writing text.

c. The Process of Writing

According to Mc Crimmon, the writing process will be divided into three stages, as follows:

1) Planning

Planning is any orderly procedure uses to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

2) Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

3) Revising

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examined and re-evaluate the choice that has created a piece of writing.[10]

[10]Mc Crimmon, James M., *Writing With a Purpose*, (New York: Houghton Miffin, 1984), p.119

d. The Characteristics of a good Writing

The classifications of some characteristics of a good writing are:

1) Good writing is interesting. This is true regardless of whether it is designed to amuse, inform, or persuade the reader. Written generally stimulate interest by presenting some knowledge or insight that is new and important to the readers. Hence, writers need to be experts, but they should avoid telling readers what obvious or already known.
2) Good writing clear. It is ideas have been organized logically, word selected carefully and the sentence constructed skillfully that are readers without any struggling to understand what the writers means.
3) Good writing concise. It contains no unnecessary words, phrases, or sentences, consequent. The readers will feel that their time is wasted.
4) Good writing is affective. It conveys a message to readers in such a way that will achieve that effect that the writer intended. To achieve this objective, the writer must choose the wise word, sentences and paragraph structure that will best communicate to their readers will not be distracted from the message, good writer also follow the accepted

convention of spelling, punctuation, capitalization and so on.

5) Good writing is refers to authentic voice of the writer. It conveys the sound of sentence thinking with another person. However, good writers adapt that "speaking style" to suit the relationship appropriate to the purpose and audience of the writing occasion.[11]

Moreover, Davies said, "writing is probably the linguistic skill that is least used most people in their native language".[12] It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

According to Davies, "good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating."[13] The writer aim is the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, punctuation.

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[11] *Ibid.*
[12] Paul Davies and Eric Pearse, *Success in English Teaching*, Oxford University Press, New York. 2002
[13] Paul Davies and Eric Perse, loc. cit

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means.

Referring to the previous statement, in writing, a person puts down graphic symbols that have meaning and they should be in the right rules. In addition, the writer will more focus on descriptive writing.

2. Concept of Descriptive Writing

According to Siahaan, Descriptive is also a text. It is a paragraph in which a writer tries to picture out an object to the reader. The object can be anything. It can be a concrete object as a person, or an animal, or a plan etc. it can be an abstract object such as an opinion, or idea, or love, or hate or believe, etc.[14]

One of the texts types used in research is descriptive text. A descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced. In addition to informing and interesting other, description adds to enjoyment of life.

---

[14] *Ibid,*

Descriptive text can be presented as writer or spoken texts. In a descriptive text, the writer as authority informs something to the unknown readers or listener. The descriptive text may come in any forms, such as textbooks, encyclopedia, or essay test answers. This are type of text consists of two main parts, there are identification and description:

a. Identification: it identifies a particular person, place, or thing to be described. The identification can be in the form of definition.
b. Description: it contains subtopics. They describe parts, qualities, and characteristics. [15]

It means that descriptive text is able to provide detail information about the particular thing in order to make the readers understand what the writer means. Furthermore, descriptive text is a text that is used to describe a particular thing, person, or place. It talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities. The subject being described is explained as clearly as possible to make the reader or listener able to see or image the subject in their mind clearly as the author sees in his/hers.

For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His goal, then, is to use enough carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.

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[15] Th. M. Sudarwati And Eudia Grace, *Look Ahead,* (Erlangga, Jakarta, 2007)

According to Wikipedia, descriptive writing has a goal, characteristics, and uses. Here are the explanations:

a. Goal

Descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.

b. Characteristics

The general characteristics of descriptive writing include:

1) Focus on specific participants: a particular class or thing, person or place (e.g. The Time, SBY President, garden) rather than generalized participants (e.g. the happy family, newspaper, marketing).
2) Used of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verb).
3) Use of simple present tense.
4) Frequent use of classifier in nominal group (e.g. one of..., many of..., etc)

c. Uses

Descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative.[16] The following is the examples of descriptive text:

Table 2. The Example of Descriptive Writing

	My Pet
Identification ←	I want to tell you about my pet.
Description {	My pet is cat. I have many pets in my house, like chicken and cow. However, I just like my cat. He is a sweet and healthy cat. He has two blue eyes and one white tail. The body hair is black and there is mustache on his noose. He is very funny.[17]

From the explanation of the descriptive text above, it can be see that the organization of the text consists of two parts; they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described (*My Pet*). In order hand, descriptions tell the topics more clearly (such as parts and its characteristics).

[16]http://www.thewritingsite.org/resources/genre/descriptive.asp was take on January, 18th 2016
[17]*Ibid.*

3. Concept of Instagram

a. Definition of Instagram

Instagram was developed and launched by Mike Krieger and Kevin Systorm in october 2010 as a photo-sharing application. They came up with the word Instagram as combination of instan and telegrams, word that pretty much sum up the function of Instagram. Based on Hallary School book's Instagram is a photo and video sharing website a mobile application that allows users to upload, filter and shares photos with followers and friends on Instagram and other social networking sites simultaneously.[18]

In addition to, Krista Neher said that Instagram is a mobile application that works on smartphones and tablets.Instagram (www.Instagram.com) was purchased by Facebook in April of 2013 for a billion dollars, which shows that the giant of social networking sees potential in Instagram.[19]

Then, Catlin argued that Instagram is a photo and video sharing app. It falls the umbrella of social media, which immediately makes some parents and administrators nerveos.

Based on the explanations above it can be concluded that instagram is the social media application to share photo and videos, in other hand it can give addition about coment page and like page to

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[18]Hillary School, *Instant orifits to uide to Instagram Success* step by step picturial guide is worth a thousand word was taken on February, 15 2016

[19]Krista Neher. *Visual Social Marketing for Dummies A Wiley Brand.* was taken on February, 15 2016

give recomendation for other. Then, its a recomendation to make writing easy than before.

a. How to Setup An Account of Instagram

After know about what is Instagram and now the next step to use it is make an account Instagram itself and the question is How to make it?[20] Instagram is a social network where we can use images to share any moment of life with our friends. It is the first social platform created specifically for mobile devices. This social network stands out because it is fast and easy to use. We just take a picture, add filters, add a title, and share; that's how easy it is to use Instagram. If we want to create an account, keep reading and we will tell you which steps to follow:

1. Download the application on your mobile device



We previously mentioned that the social network Instagram is the first designed for mobile devices, although it is possible to access it from a computer. Depending on the type of mobile device we have, we can download the application from the App Store (iPhone or iPad), Google Play (Android), or Windows Phone Store (Windows Phone). We just have to search for "Instagram."

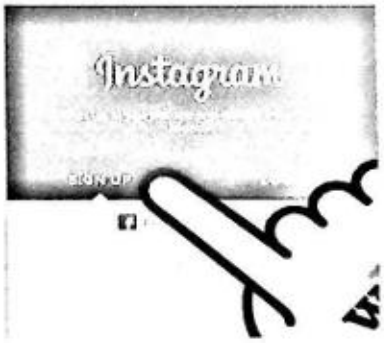
[20]Raisya Hudson, *"How to Create Instagram Account"*inhttp://www.wikihow.com/Create-an-Instagram-Account was taken on February, 20th 2016.

2. Install Instagram



Once we have downloaded the application, click on the "Open" button, which will lead us to a page where we can create a new user account in Instagram.

3. Go to the registration menu



Instagram will show to us two registration options: with our Facebook account or with our e-mail.

4. Complete the registration



Submit a valid e-mail, because Instagram will ask toverify it; also, it is where we will receive our log-in information. Then, add our platform username and the required password.

5. Register your phone number.



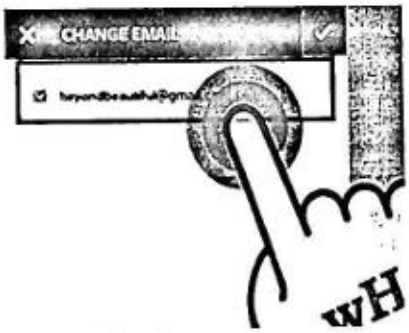
We should register our phone number to make it easier for Instagram to verify our profile. Right now, they are using an SMS system so that users want not receive spam. Donot forget to add our country code.

6. Fill out the information



Fill out our profile information, personal details, description, blog, etc...any information necessary for people to get to know our taste and personality.

7. Confirm our e-mail address



Remember to check our inbox to finish our Instagram registration. There, we should find a verification e-mail.

8. Enjoy Instagram



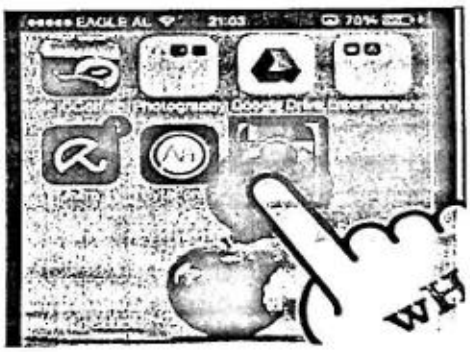
We are now a valid Instagram user. Start posting and sharing pictures with our friends, and we will become part of a community that gets bigger every day.[21]

[21] *Ibid,*

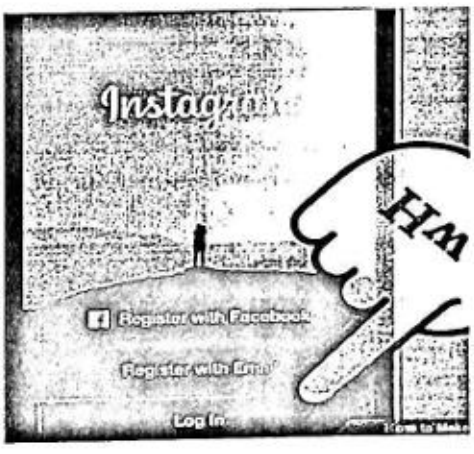
b. How To Post On Instagram

Instagram is a popular photo-editing app that allows users to apply a number of preset filters to a photo of their choice. This article exclusively outlines how to apply a filter and share photos with Instagram. For more comprehensive instructions on the rest of the app and its other social features, see How to Use Instagram. Let us follows these steps are:

a. Tap the Instagram app from your smartphone's home screen to open the application. Signup for an account or log in; you will not be able to use its features otherwise.

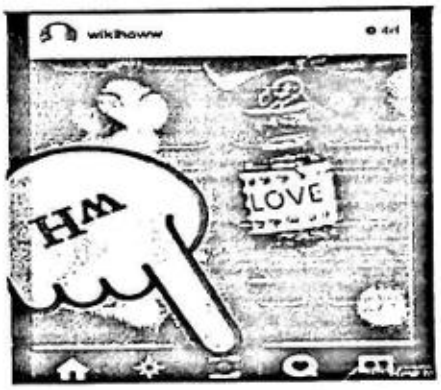


b. Create an account, if you don't have one.



Click the "Log In" button at the bottom of your screen and enter your email, username, password, phone number (optional), and upload a photo (optional) to create your account. You will not be able to use Instagram without an account.

c. Tap the camera button in the center to take a photo or select one from your photo album for "instagramming". You can zoom in and out of your photo to focus on a specific part, but notice that Instagram forces you to use a square crop. All instagrams must be square.



d. Select a filter to apply to your photo. You may preview all of the filters before choosing one. You can also choose "normal" to use the photo as is, without filtering it. Understand what's generally the ideal filter to apply depending on your photo:



a) Filters that enhance highlights (lighten): Amaro (light blue tint), Rise, (golden tint), Walden (bluish white tint, more washed out)

b) Filters that enhance highlights (lighten) slightly: Hudson (blue tint), Valencia (golden tint), Sierra (white tint), Nashville (blue/yellow tint)

c) Filters that enhance shadows (darken) slightly: Mayfair (orangish tint),

d) Filters that enhance shadows (darken): X-Pro II (yellowish tint, medium contrast), Lo-Fi (high contrast), Sutro (low contrast)

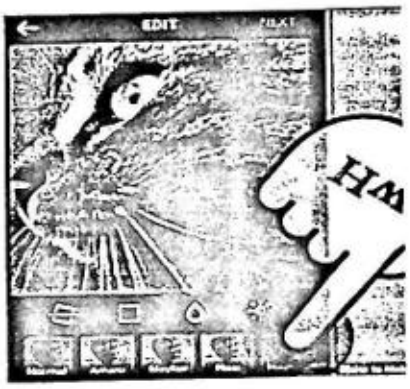
e) Filters that decrease saturation of photo: Sierra (pale yellow tint), Earlybird (burnt yellow tint), Brannan (gray tint, high contrast, more washed out)

f) Filters that increase saturation of photo: Hefe (reddish brown tint), Kelvin (orange tint)

g) Filters that enhance negative colors of photo: 1977 (light red tint)

h) Monochrome (black and white) filters: Willow (less contrast), Inkwell (more contrast)

e. Optionally apply additional features to your Instagram.

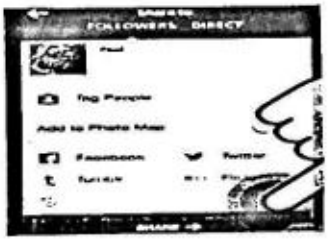


These are the row of horizontal buttons above the filter options. You can add a frame (preset for each filter), circular or rectangular blur, illumination, or rotation.

f. On the next screen, you have more optional steps to take. You can add a caption, choose to add it to your photo map (and name the location), tag other users who are in the photo, or share it on your other social networking accounts.



g. Your Instagram will now upload to your home feed and show up on your account page.[22]



c. The Benefits Of Instagram

Using Instagram has a number of advantages, people use Instagram because of its photo editing options, to participate in the Instagram community, and to experience the ease of sharing Instagram photos on other social networks.[23] Its mean that using Instagram is to keep photos and videos on social networks although it will share to other but its way to keep existence in this world. Also Instagram can keep private photos or videos that only to followers.

Finally, Instagram makes it quite easy for users to share photos in videos to other social networks such as Faceebook,

[22]Raisya Hudson, *"How to Make Instagram Account"*inhttp://www.wikihow.com/Make-an-Instagram-Postingwas taken on February, 20th 2016.
[23]Krista Neher, *Loc. Cit*

Twitter, Tumblr, Foursquare and Flickr. With only the click of few buttons on your part, a photo can simultaneously be shared on all these social networks.

4. Teaching Descriptive Writing through Instagram

The Instagram is the media in online era, so Instagram is one of the media to make easy and simple in learning situation. From Instagram the concept of descriptive writing will be interesting and can give reality picture appropriate with the thing. The following is the steps of descriptive writing through Instagram:

a. Step 1 : create a list of things you want students to find and document using Instagram. Then I took screenshots of my list on my phone and posted those images on my Instagram account.
b. Step 2 : create a public account for your school use. This is an account that viewable to the world, so it is an account you want to limit to school photos and ensure that you get photo release consent from students if you plan to post photos them.
c. Step 3 : share your account name and a unique hashtag for your scavenger hunt with students. Ask them to tag you (include your @username) in their scavenger hunt photos and include the unique hashtag.
d. Step 4 : require your students to include a note with their images. Thsi required that they listen closely to the docent leading our and/or do a

quick search to find out more about the item on our scavenger hunt list.

c. Step 5 : click the hashtag under any photo to view all of the photos your students have posted for your scavenger hunt. They can comment and "like" each other photos. Which allows them to interact socially during the field trip.[24]

5. English Syllabus for the Eleventh Grade

The basic competence of the eleventh grade in this Islamic Senior High School is descriptive text and recount text which the content of material are developing skill of descriptive and recount text, grammar practice and building up the Porto polio etc. while, because of the score of descriptive text in this grade is low, so, the writer more take attention in developing descriptive writing.

Moreover, the teaching learning writing activity of the syllabus are reading "Pets", writing the "Pets" based on picture and text, arrange the statements etc. so, the writer used Instagram to easy the student in the beginning of writing descriptive process which from Instagram, the students got more inspiration, information and illustration in writing.

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[24] *Ibid,*

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research; there are independent variable (X) and dependent variable (Y). The independent variable is Instagram and dependent variable is students' descriptive writing ability. Descriptive writing is one of the basic competencies that should be achieved in writing English subject which the students have the ability to develop and produce written simple function text. Descriptive writing is clearly describing a person, place, or thing which purposes the reader gets information from it.

Then, the students study to describe something clearly by the language. Therefore, teaching descriptive writing is very important. The goal of teaching descriptive writing is clearly describing a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience. There are many kinds of media in teaching descriptive writing. One of them is the teacher should have the ability to choose the appropriate media and implement it in teaching process to obtain the goal. The use of an interesting media is necessary to motivate the students to learn.

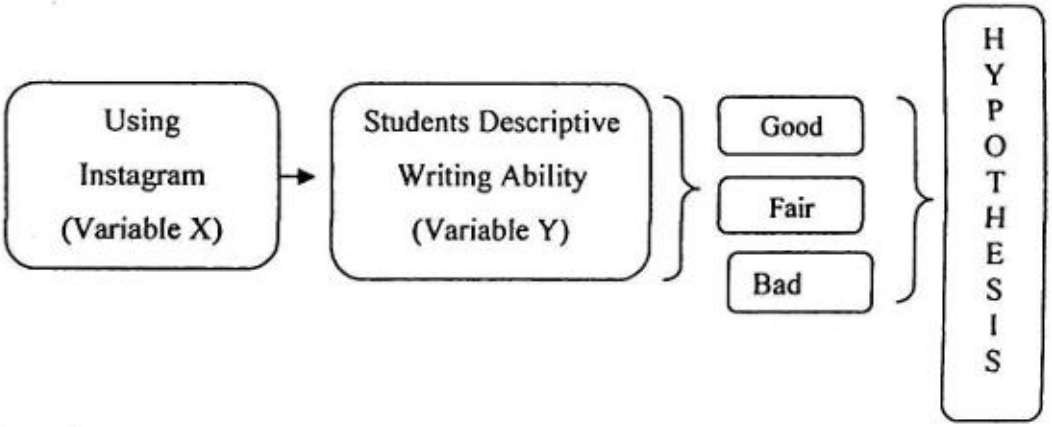
Therefore, in this research the researcher focuses on the teaching descriptive writing at the eleventh graders of MA Al-Ma'arif of Way Kanan by using Instagram. The researcher assumes that descriptive writing is appropriate for the level. Furthermore, the researcher believes that teaching by using Instagram on descriptive writing makes the students will be interests in learning and learn the descriptive writing easily.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 1

The influence of using instagramas media on the students' descriptive writing ability at the eleventh graders of MA Al Ma'arif Pakuan Ratu Way Kanan



3. Hypotheses

1) Hypotheses Formulation

"A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation."[25]It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample.In other opinion, hypotheses are predictions the writer holds about the relationship among variables.[26] It used in experiment in which writer compare group.Based on the quotation above, it can be understood that hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon.

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[25]Daniel Muijs, *Doing Quantitative Reaserch in Education*, (New Delhi:Sage Publication, 2004), p.3.

[26] John. W. Creswell, *Research Design*,(London:Sage Publications, 2003), p.108.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to John. W. Creswell, research designs are plans and the procedures for research to get detailed methods of data collection and analysis.[27]So, research design consists ofdata that the writer will do in the research.

The writer will use quantitative research.Quantitative research is a means for testing objective theories by examining the relationshipamong variables. These variables, in turn, can be measured, typically on instruments, so thatnumbered data can be analyzed using statistical procedures.[28]We can say that quantitative is the research by which the numeric data are used to find knowledge. This research isdescriptive correlation research which will be done as expose facto in MA Al Ma'arif Pakuan RatuWay Kanan.This design can be illustrated as follows:



X = Independent variable (Instagram)

Y = Dependent variable (Descriptive Writing)[29].

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[27]John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches.* (London: Sage Publication, 2002), p.20
[28]John W. Creswell, *Research Design*, (United State of America: SAGE.2009), p.22
[29]S. Margono, *MetodologiPenelitianPendidikan*,(Jakarta:Rineka Cipta,2005), p.139

This research consists of two variable. Dependent variable and independent variable. Dependent variable of this research Instagram and independent variable is descriptive writing. This design is used to investigate whether there is an influence of using instagram media ondescriptive writing result.

B. Population and Sampling Technique

1. Population

Daniel Muijs "The population is the group of people we want to *generalize*to."[30]As well as deciding on what information you need, you also need todecide exactly what your *population* is going to be. The population is thegroup you want to generalize your findings to.[31]

Graeme Keith Porte "A population consists of an entire set of objects, observations, or scores that have something in common. It is the entire group the writer is interested in, which he or she wishes to describe or draw conclusions about."[32] Based on the definition above, it means that the population is the whole subject that will be research in the research.

The population of this research is the students of the eleventh graders of the MA Al-Ma'arif Pakuan Ratu Way Kanan. The total populations in this research are 60 students that are divided into two classes.

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[30]Daniel Muijs, *Doing Quantitative Research in Education*, (California: sage Publication, 2004),p.15.
[31]*Ibid.*, p.37.
[32]*Graeme Keith Porte, Appraising Research In Second Language Learning,* (Philadelphia: University of Granada,2002), p.241.

2. Sample

A sample is a group of units selected from a larger group (the population) to represent it, because the population is too large to study in its entirety. The Sample is the group of participants in a study selected from the target population from which the writer generalizes to the target population.[33]

The writer concluded that a sample is subgroup of the target population that the writer plans to study for generalizing about the target population.The writeruse one classes as the sample from population. So, the writerwill takeXI which is consist of 38 students.

3. Sampling Technique

In conducting the research to get the sample from population, the writer uses the cluster purposive sampling technique. The writer choose the clusterpurposive sampling technique as sampling technique because the writerwill take one class that has lower score than other class.

C. The Operational Definitions of Variables

Operational definitions of variables inthis research are:

1. Independent Variable

The independentvariable are those that (probably) cause, influence or effect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable. the element that the writer believes may in some way

[33]John W. Creswell, *Educational Research*, (United State of America: Pearson,2012), p.381

relate to, or influence, the dependent variable.[34]Independent variablc of this research is using Instagram that is defined asa technique to generate a lot of information by writing non-stop. Using Instagram will help the students to generate many ideas about the topic without regard for grammar and spelling. It is not only make the students feel confident, but also make them feel comforttwhen they write a descriptive text.

The writer gave experimental treatments about using Instagram after they did pre-test.

2 Dependent Variable

The dependentvariable is an attribute or characteristic that is dependent on or in influenced by the independent variable.[35]It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of independent variables.

Dependent variable of this research is writing ability. In this research is limited only to writing a descriptive textwhich it is defined saying what somebodylook, smell, taste, feel, or sound bymaking a visual imageof people, places or things with the relevant and details information and try to make the readersto image or to visualize the objectclearly.

It includes:

a. The ability to make topic sentence.

b. The ability to make the supporting sentences.

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[34]Graeme Keith Porte, *Appraising Research.*, p.237
[35]*Loc.Cit* P.115

c. The ability to make the concluding sentence.

d. The ability to make coherence ofa descriptive text.

e. The ability to make cohesion ofa descriptive text.

f. The ability to make unity ofa descriptive text.

The writer used writing test of a descriptive text of a topic to measure the students' writing ability.

D. Data Collected Method

1. Test

According to Yogesh, in educational research achievement test are most commonly used.[36]In the other word, test is examination of a person's knowledge orability.

In this research, test will use as data collection method. The test will use to measure thestudents' ability in writing a descriptive text. The writer used pre-experimental design with one group pre-test and post-test.

a. Pre-test

The pre-test will give before the experimental treatments. It was essay test form. The pre-test was done to measure the students' ability in writing a descriptive text before giving experimental treatments about using Instagram. The writer tested the students by askingthem to make a descriptive text based on the topic.

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[36]*Ibid.*,p. 209

b. Treatments

The teacher will give the experimental treatments about using Instagram for several times. The teacher will give the explanation and example about a descriptive text by using Instagram.Using Instagram will help the students to generate many ideas about the topic without regard for grammar and spelling. It is not only make the students feel confident but alsomake the students feel comforttablewhen they write a descriptive text.

c. Post-test

At last, the writerwill give the post-test to know the students' ability in writing a descriptive text by using Instagram technique. The post-test was carrying out after giving the experimental treatments for several times. The writerwill test the students by asking them to write a descriptive text of the topic preceded and post toInstagram.

2. Documentation

Creswell defines documentation as the method which is used to get information from written language such as files, and theory of book, argumentation, etc that is related with the problem of research.[37]It means that documentation is written language (paper) that gives the valid data or information.

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[37]*Ibid. P.* 181

The writer will use this method to get the data about the school history of MA Al-Ma'Arif Pakuan Ratu Way Kanan the buildings of MA Al-Ma'Arif Pakuan Ratu Way Kanan, the condition of the teacher and official employees in MA Al-Ma'Arif Pakuan Ratu Way Kanan, the quantity of the students of MA Al-Ma'Arif Pakuan Ratu Way Kanan, the organization structure of MA Al-Ma'ArifPakuan Ratu Way Kanan the location sketch of MA Al-Ma'ArifPakuan Ratu Way Kanan.

3. Observation

According to C.R Kothari, The observation method is the most commonly used method specially in studies relating to behavioral sciences.[38] So, the writer concludes, observation is activity where something around us is observed. It can be, place, condition of students, etc.

The writer uses the observation as a data collecting method from students' scoring individual to know the capability of each student. So it can be additional assessment when analyze the test result.

[38] C.R Khotari, *Research Methodology.*,p.96

E. Research Instrument

Instrument can be understood as the tool of research which will use in each method.[39] Furthermore the research instrument involves:

1. Instrument Blueprint

   a. The instrument which used in documentation method is documentation guidance, as follows:

      1) Documentation about the school history ofMA Al-Ma'ArifPakuan Ratu Way Kanan.

      2) Documentation about the buildings of MA Al-Ma'ArifPakuan Ratu Way Kanan.

      3) Documentation about the condition of the teacher and official employees in MA Al-Ma'ArifPakuan ratu Way Kanan.

      4) Documentation aboutthe quantity of the students of MA Al-Ma'ArifPakuan Ratu Way Kanan.

      5) Documentation about the organization structure of MA Al-Ma'Arif Pakuan Ratu Way Kanan.

      i. Documentation about the location sketch of MA Al-Ma'ArifPakuan Ratu Way Kanan.

   b. The instrument which used in observation method is observation guidance, as follows:

      1) The cognitive aspect; the students could generate many ideas about the topic.

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[39] *Ibid. P.* 110

2) The affective aspect; the students could feel more confident and comfortable when they wrote a descriptive text.

c. The instrument which used in test method is test guidance, as follows:

1) Pre-test

The pre-test was given before the experimental treatments. It was essay test form. The pre-test was done to measure the students' ability in writing a descriptive text before giving experimental treatments about using Instagram. The writer tested the students by asking them to make a descriptive text based on the topic.

2) Post-test

At last, the writer gave the post-test to know the students' ability in writing a descriptive text by using Instagram technique. The post-test was carrying out after giving the experimental treatments for several times. The writer tested the students by asking them to write a descriptive text of the topic preceded by using Instagram first.

2. Instrument Calibration

Instrument calibration will use to know the validity and reliability instrument degree.

a. Validity

Validity refers to the degree to which a test measures what it is supposed to measure and consequently permits appropriate

interpretation of scores.[40] So, it can be conclude, Validity will use to get accurate data which has good quality. The writerwill use content validity to know the relevant of the test and how well the test samples are being tested.

Content validity is the degree to which a test measures an intended content area. The writer will use content validity based on the syllabus and material of eleventh grade of MA Al-Ma'ArifPakuan Ratu Way Kanan.

b. Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring.[41]In other word it can be said that it is a test that can be trusted. If the instrument reliable the result data will be trusted or reliable.Moreover, the writer used the standard for test instrument as following:

Table 3
The Composition Scoring Profile

Score		Criterions
Content	0-24	- thesis statement - related ideas - development of ideas through personal experience, ilustration, facts and opinions - use descrption, cause/effect, comparison/contrast - consistent focus
Organization	0-20	- effectiveness of introduction - logical sequence of ideas - appropriate length
Discourse	0-20	- topic sentences

[40] *Ibid*, p. 160
[41] *Ibid*, p.164

		- paragraph unity - transitions - discourse markers - cohesion - rhetorical conventions - reference - fluency - economy - variation
Syntax	0-12	-
Vocabulary	0-12	-
Mechanics	0-12	- spelling - punctuations - citation of refernces applicable neatness and appearance[42]

F. Data Analysis Technique

To investigate whether there is any positive and significant influence ofclassroom management toward English learning result at MA Al-Ma'ArifPakuan Ratu Way Kanan,the writer will analyzes the data by using chi-square. To know the significant influence between the variables the writer using T-test formulation.

Technique formulation of T-test is as follow:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]$$

Note: $\chi 2$ = value of chi square

f0 = observed frequency

fe = expected frequency[43]

T-test formulation:

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[42] H. Douglas Brown.*Teaching By Principles An Interactive Approach To Langange Pedagogy 2ndEdition.* San Fransisco State UniversityNew York 2001. P. 355-356

[43] Donald Ary,et al:2010, p.188

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$$

Note:

$S_{\bar{X}_1 - \bar{X}_2}$ = Standard error of the difference between two means.

$\underline{\bar{X}_1}$ = The squared deviation scores in group 1

$\underline{\bar{X}_2}$ = The squared deviation scores in group 1[44]

Source: (The Pattern taken from Donald Ary,et al:2010,)

[44] *Ibid*, p.171

CHAPTER IV

RESULT OF THE RESEARCH

A. The Data Description

The data description included some points as follows (1) the profile of research setting (2) the data of research variable.

1. Profile of Research Setting

a. History of MA Al Ma'arif

MA Al Ma'arif is one of the Islamic Senior High Schools in Pakuan Ratu Way Kanan. It was built on 1997, thelocatedonPunta Dewa street No. 02 Serupa Indah village, Pakuan Ratu district. It was builton the landarea of +7500m^2withthe followingborders: North sideborderingbyMI Serupa Indah, SouthsideborderingbyJami' Serupa Indah Mousqe, west sideborderingbythe houses, eastsidebordering football square.

The periods of leadership were as follows:

1. Suwondo	1997 to 2001
2. Rojudin	2002 to 2006
3. Mukhtoliman	2007 to 2010
4. Suyitno, S.Pd. I	2011 to present

b. Human Source

MA Al Ma'arif has professional teachers and officers from various universities and also from various levels of education. This is due to a better

quality of the graduates of MA Al Ma'arif who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process. The description of human source is as follow:

The total number of the teachers and officers were 16 persons. In addition, it also consists of 50% or 8 persons who were graduated from SMAand50% or 8 persons which were graduated from S1.

2. Research Data

a. Pretest Result

To measure the students writing ability the researcher used the pretest before giving the treatment. The student has given the questions that must be answered. The researcher was gave the students about write description text in class used their work-book and have to finished on 30 minutes. The result of pretest can be shown as follows:

Table.4

The Pretest Score of Students Writing Description Ability at the Eleventh Grade of MA Al Ma'arif taken on January 10, 2017

No	Initial Students	The score of Pretest
1	AH	40
2	AS	46
3	ANW	40
4	AT	63
5	AH	56
6	AA1	50
7	AA2	43
8	AS	43
9	AKR	40
10	AP	40
11	AF	56
12	BBB	56
13	CHW	63
14	DA	60
15	DY	43
16	DPS	40
17	DS	40
18	DKW	40
19	DS	56
20	EP1	50
21	EP2	46
22	FM	46
23	FA1	40
24	FI	53
25	FA2	43
26	GNS	50
27	HM	53
28	HS	56
29	IN	56
30	IA	46
31	KM	47
32	JW	46
33	MH	43
34	MIK	53
35	MS	46
36	NH	53

37	RAS	56
38	RA	56
39	RDP	56
40	RAP	43
41	RP	43
42	RR	56
43	R	40
44	SA	40
45	SS	53
46	SAL	50
47	SDP	43
48	SE	47
49	SK	47
50	SM	56
51	SUH	56
52	SF	60
53	S	46
54	TN	46
55	VCS	60
56	VSP	60
57	WAS	63
58	WW	53
59	YS	56
60	YIS	47

From the data above can be found that the highest score was 63 and the lowest score was 40. Based on the data, the writer then measured the class interval by using the formula as follows:

$$\frac{\text{the highest score} - \text{the lowest score}}{\text{the number of category}}$$

The highest score = 63

The lowest score = 40

Total of the categories = 3

$$= \frac{63-40}{3}$$

$$= \frac{23}{3} = 7.6 = 8$$

The total of class interval of this result pretest research was 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table.5
The Table of Frequency Distribution of Pretest Score

No	Class interval	Frequency	Category	Percentage
1	56-63	20	Good	33%
2	48-55	10	Fair	17%
3	40-47	30	Bad	50%
Total		**60**		**100 %**

Based on the table frequency distribution above, it can be inferred that 60 students as the research sample can be divided:

1. For the class interval of 56-63, there were 20 students or 33 % who are included in the good category.
2. For the class interval of 48-55, there were 10 students or 17% who are included in the fair category.
3. For the class interval of 40-47, there were 30 students or 50% who are included in the bad category.

So the pretest is categorized into bad category.

b. Post test Result

After analyzing the weakness of students in descriptive writingability, the researcher conducted the treatment to help the students in ability of

descriptive writing. The researcher asked to the students about the difficulties in writing and gave more explanation about the descriptive text by using the Instagrammedia until the student's confidence with their ability. After the students in this class has been given the treatment and they have understood, further the researcher gives the post test to measure their knowing of descriptive writing ability with same test. The result of post test can be shown as follows:

Table.6
The Post-test Score of Students Descriptive Writing at the Eleventh Grade of MA Al Ma'arif

No	Initial Students	The score of Post test
1	AH	63
2	AS	73
3	ANW	56
4	AT	66
5	AH	70
6	AA1	65
7	AA2	66
8	AS	76
9	AKR	69
10	AP	74
11	AF	73
12	BBB	70
13	CHW	70
14	DA	76
15	DY	66
16	DPS	69
17	DS	56
18	DKW	60
19	DS	69
20	EP1	73
21	EP2	66
22	FM	76

23	FA1	69
24	FI	66
25	FA2	69
26	GNS	65
27	HM	73
28	HS	70
29	IN	76
30	IA	69
31	KM	69
32	JW	66
33	MH	72
34	MIK	73
35	MS	63
36	NH	66
37	RAS	71
38	RA	66
39	RDP	63
40	RAP	58
41	RP	65
42	RR	70
43	R	58
44	SA	60
45	SS	60
46	SAL	66
47	SDP	66
48	SE	69
49	SK	60
50	SM	70
51	SUH	76
52	SF	76
53	S	60
54	TN	65
55	VCS	70
56	VSP	76
57	WAS	76
58	WW	66
59	YS	69
60	YIS	60

From the data above can be inferred that the highest score was 76 and the lowest score was 56. Based on the data, the writer then measured the class interval by using the formula as follows:

$$\frac{\text{The highest score} - \text{the lowest score}}{\text{The number of category}}$$

The best score = 76

The bad score = 56

Total of the categories = 3

$$= \frac{76-56}{3}$$

$$= \frac{20}{3} = 6.6 = 7$$

The total of class interval of this result pretest research is 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table. 7

The Table of Frequency Distribution of Post test Score

No	Class interval	Frequency	Category	Percentage
1	70-76	23	Good	38%
2	63-69	27	Fair	45%
3	56-62	10	Bad	17%
Total		**60**		**100 %**

Based on the table frequency distribution above, it can be inferred that 60 students as the research sample can be divided:

From the data above can be inferred that the highest score was 76 and the lowest score was 56. Based on the data, the writer then measured the class interval by using the formula as follows:

$$\frac{\text{The highest score} - \text{the lowest score}}{\text{The number of category}}$$

The best score = 76

The bad score = 56

Total of the categories = 3

$$= \frac{76-56}{3}$$

$$= \frac{20}{3} = 6.6 = 7$$

The total of class interval of this result pretest research is 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

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1	70-76	23	Good	38%
2	63-69	27	Fair	45%
3	56-62	10	Bad	17%
Total		**60**		**100 %**

Based on the table frequency distribution above, it can be inferred that 60 students as the research sample can be divided:

1. For the class interval of 70-76, there were 38 % who are included in the good category.
2. For the class interval of 63-69, there were 45 % students who are included in the faircategory.
3. For the class interval of 56-62, there were 17 % students who are included in the bad category.

So the Post test is categorized into good category.

B. Hypothesis Testing

After applying the documentation and test the media, the researcher analyzed the data by using analysis of t-test in order to prove whether there is the influence of using Instagram as media toward the students' descriptive writing ability at the eleventh graders of MA Al Ma'arif, as follows:

1. Preparing the table in order to prove whether there is the influence of using Instagram as media toward the students' descriptive writing ability at the eleventh graders of MA Al Ma'arif,

Table.8

The List of Pretest Score and Post test Score Students' Descriptive Writing Ability at the eleventh graders of MA Al Ma'arif

No	Students initial	Pretest Score	Post test Score	D	D^2
1	AH	40	63	23	529
2	AS	46	73	27	729
3	ANW	40	56	16	256
4	AT	63	66	3	9

No	Students initial	Pretest Score	Post test Score	D	D^2
5	AH	56	70	14	196
6	AA1	50	65	15	225
7	AA2	43	66	23	529
8	AS	43	76	33	1089
9	AKR	40	69	29	841
10	AP	40	74	34	1156
11	AF	56	73	17	289
12	BBB	56	70	14	196
13	CHW	63	70	7	49
14	DA	60	76	16	256
15	DY	43	66	23	529
16	DPS	40	69	29	841
17	DS	40	56	16	256
18	DKW	40	60	20	400
19	DS	56	69	13	169
20	EP1	50	73	23	529
21	EP2	46	66	20	400
22	FM	46	76	30	900
23	FA1	40	69	29	841
24	FI	53	66	13	169
25	FA2	43	69	26	676
26	GNS	50	65	15	225
27	HM	53	73	20	400
28	HS	56	70	14	196
29	IN	56	76	20	400
30	IA	46	69	23	529
31	KM	47	69	22	484
32	JW	46	66	20	400
33	MH	43	72	29	841
34	MIK	53	73	20	400
35	MS	46	63	17	289
36	NH	53	66	13	169
37	RAS	56	71	15	225
38	RA	56	66	10	100
39	RDP	56	63	7	49
40	RAP	43	58	15	225

No	Students initial	Pretest Score	Post test Score	D	D^2
41	RP	43	65	22	484
42	RR	56	70	14	196
43	R	40	58	18	324
44	SA	40	60	20	400
45	SS	53	60	7	49
46	SAL	50	66	16	256
47	SDP	43	66	23	529
48	SE	47	69	22	484
49	SK	47	60	13	169
50	SM	56	70	14	196
51	SUH	56	76	20	400
52	SF	60	76	16	256
53	S	46	60	14	196
54	TN	46	65	19	361
55	VCS	60	70	10	100
56	VSP	60	76	13	169
57	WAS	63	76	13	169
58	WW	53	66	13	169
59	YS	56	69	13	169
60	YIS	47	60	13	169
	Total			$\sum D$ **1089**	$\sum D^2$ **22323**
	$\overline{D}$			**18.15**	

2. Putting the data above into the formula of t-test in order to get "t observed"

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{18.15}{\sqrt{\frac{22323 - \frac{(18,15)^2}{60}}{60(60-1)}}}$$

$$t = \frac{18.15}{\sqrt{\frac{22323 - (1185921 : 60)}{60 \times 59}}}$$

$$t = \frac{18.15}{\sqrt{\frac{22323 - 19765{,}35}{3540}}}$$

$$t = \frac{18.15}{\sqrt{\frac{2557.65}{3540}}}$$

$$t = \frac{18.15}{\sqrt{0.72}}$$

$$t = \frac{18.15}{0.88} = 20.625$$

To know the critical value of t-test (t_{table}), the researcher firstly counted df, *df*is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1 = 60-1

= 59

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Tabel.9
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	60	40	63	50	7.112
Post-test	60	56	76	68	5.464
Valid N (listwise)	60				

The table above demonstrated that the total sample of pretest or before treatment was 60 with the minimum value was 40 and maximum 63, mean of pretest was 50 with the standard deviation was 7.112. Meanwhile the total sample of posttest or after treatment was 60 with the minimum valuc was 56 and maximum 76, its mean of posttest was 68 with the standard deviation 5.464.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table.10

Paired Samples t Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-1.81500E1	6.58407	.85000	-19.85085	-16.44915	-21.353	59	.000

The table above illustrated that the mean of pretest X1 and posttest X2 result was 18.15 and it's the standard deviation was 6.58407 with standard error mean was 0.705, t observed was 21.353 with degree of freedom was 59 to confidence interval of the difference 95% .

After considering the t-test table by using df59.So it can be found that:

Table. 11
The Table of level significant

Level of significant	5 %	1 %
df59	2.021	2.423

1. The critical value of t-test (t_{table}) for the 5 % level is 2.021
2. The critical value of t-test (t_{table}) for the 1 % level is 2.423

From all data analysis above, it can be found that:

1. "$t_{observed}$" = 21.353
2. "t_{table}" = 2.021

Its mean that "$t_{observed}$" higher than "t_{table}"it can be inferred that there is positive influence of using instagram as media toward descritptive driting ability in the eleventh graders of MA Al Ma'arif Pakuan Ratu Way Kanan.

C. Interpretation

1. Interpretation of "$t_{observed}$"

In this research all of the test done individually by the students. It is benefit to know the influence of using Instagram media on the students' descriptive writing ability from the result of those test, there was different score of students. It can be seen from the result of the students' pretest and posttest.

- If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.
- If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted.

2. Statistic Significance

The researcher has formulated the Alternative Hypothesis (Ha) such as:

Thereis a positive influence of using instagram media on the students' descriptive writing ability at the eleventh graders of MA Al Ma'arif.

Finally, the data confirmed that "$t_{observed}$" = 21.353 is higher than "t_{table}" = 2.021. Therefore, it can be concluded that Ha isaccepted and Ho is rejected. It means that there is a positive influence of using instagram as media on the students' descriptive writing ability at the eleventh graders of MA Al Ma'arif Pakuan Ratu Way Kanan.

D. Limitation

This research was conducted at MA Al Ma'arif Pakuan Ratu Way Kanan. Then subject of the research were the eleventh graders of MA Al Ma'arif Pakuan Ratu Way Kanan. Furthermore, choice the subject was the instagram as media. The result of this research did not discuss all of the problems that faced by the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the analysis and result of theresearch, the researcher can conclude that: the Instagram media has a positive influence on the students descriptive writing. It can be used as the media in learning descriptive writing and it can improve their ability in descriptive writing. It can be seen from the result of critical value "$t_{observed}$" is 21.353 and "t_{table}" is 2.021. The data confirmed that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be concluded that H_a is accepted and H_o is rejected. So, there is the influence of instagram on the students' descriptive writing ability at the eleventh graders of MA Al Ma'arif Pakuan Ratu Way Kanan.

B. SUGGESTIONS

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Teachers
   a. Give the guidance to the students in descriptive writing.
   b. In teaching descriptive writing, using instagram as media actively. So, the students' can understand descriptive writing easier and faster

2. For the Students

   a. The students always study hard in analyzing the reading text.

   b. The students must be accustomed to write descriptive.

   c. The students should try to read the text using instagram as media.

3. For the Headmaster

   a. The facilities that more complete can support in learning process.

   b. Observe the teacher in learning process.

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APPENDICES

CURRICULUM VITAE



The writer was born at Negara Harja, March 14, 1994. She is the third daughter of Sugeng Mugiarto and Muslimah. Being a teacher was the last thing she ever dreamt of.

Enrolling in SD N Negara Harja. Indeed, six years had been a long journey to pass in SD N Negara Harja since 2001-2006. While she had so many friends to leave. In line with his focus of the study, she, then, decided to extend his study in MTs Miftahul Ulum in 2007-2009. After graduating from MTs Miftahul Ulum, she continued her study in MA Al Ma'rif for three years (2010-2012). Nevertheless, IAIN Metro has become her next direction to go on her study in the academic year of 2012/2013 and choose S1 the English EducationDepartment of Tarbiyah Faculty since the academic year of 2012/2013 up to now.

Since being a university student of IAIN Metro for years, the writer was quite active in some internal organizations or UKM. She was a member of Scout Movement and a member of PMII.