INCREASING STUDENTS' ABILITIES IN WRITING THROUGH INSTASTORY IN THE TENTH GRADE OF MAN PALOPO

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

IAIN PALOPO

Composed By:

NURUL FIKRIYYAH TAQWA
REG. NUM. 18.0202.0011

ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

INCREASING STUDENTS' ABILITIES IN WRITING THROUGH INSTASTORY IN THE TENTH GRADE OF MAN PALOPO

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education
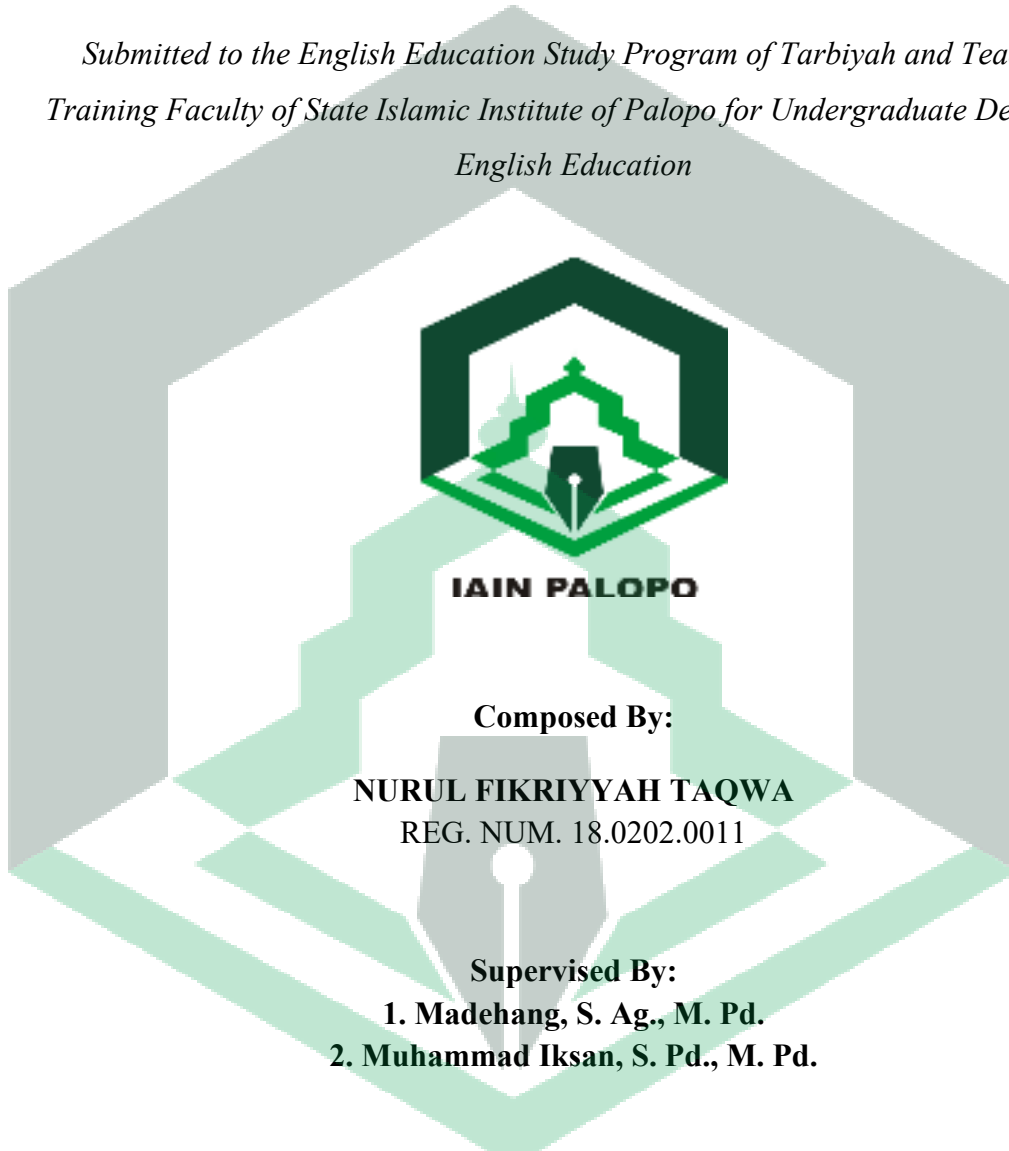
Composed By:

NURUL FIKRIYYAH TAQWA
REG. NUM. 18.0202.0011

Supervised By:
1. Madehang, S. Ag., M. Pd.
2. Muhammad Iksan, S. Pd., M. Pd.

ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

STATEMENT OF AUNTHENTICITY

I, who undersigned below,

Name   : Nurul Fikriyyah Taqwa

Reg. Number   : 18 0202 0011

Study Program   : English Education

Faculty   : Tarbiyah and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of others work that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 05ᵗʰ September 2022

Regards,

Nurul Fikriyyah Taqwa

18 0202 0011

ii

THESIS APPROVAL

This thesis entitled "Increasing Students' Abilities in Writing through Instastory in The Tenth Grade of MAN Palopo", which was written by Nurul Fikriyyah Taqwa, Reg. Number 18 0202 001 , a student of English Language Education Study Program of Palopo, has been examined and defended in Munaqasyah session which was carried out on August 24th 2022. Coincided with Muharam, 26th 1444 H, it is authorized and acceptable in fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, 06th September 2022

COMMITTEE OF EXAMINATION

1. Amalya Yahya, S. E., M. Hum   Chairman   (   )

2. Wisran, S. S., M. Pd.   Examiner I   (   )

3. Dr. Magfirah Thayyib, S. S., M. Hum.   Examiner II   (   )

4. Madehang, S. Ag., M. Pd.   Consultant I   (   )

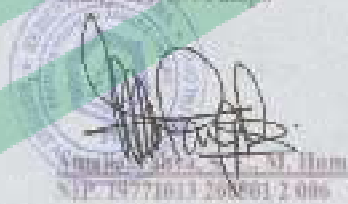5. Muhammad Ihsan, S. Pd., M. Pd.   Consultant II   (   )

Approved by

The Dean of Tarbiyah and Teacher   The Head of English Education
Training Faculty   Study of IAIN Palopo

_____ Kara, M. Pd.   _____, M. Hum.
NIP. 19811231 199903 1 014   NIP. 19771013 200801 2 006

iii

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. Alhamdulillahi Rabbil 'Alamin, praise be to Allah SWT., for His grace so that the researcher could start and finish this research. Shalawat and Salam always be devoted to Rasulullah SAW., who has shown us the straight path to the perfect religion. This thesis research entitled "Increasing Students' Ability in Writing through Instastory in Tenth Grade of MAN Palopo" was submitted as a requirement for the undergraduate degree in English Education Study Program at Tarbiyah and Teaching Training Faculty, State Islamic Institute of Palopo. The researcher is very grateful for finishing this research whilst her limitation in several aspects. Nevertheless, with the guidance and support from certain people, this thesis research could be finished. Hence, with all humility, the researcher would like truly thank to:

1. Prof. Dr. Abdul Pirol, M. Ag., as the Rector of IAIN Palopo and Mr. Vice Rector I, II, and III of IAIN Palopo.

2. Dr. Nurdin Kaso, M. Pd., as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and Mr./Mrs. Vice Dean I, II, and III of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

3. Amalia Yahya, S. E., M. Hum., as the Head of English Education Study Program of IAIN Palopo and the staff who has helped and guided in finishing this thesis.

4. Madehang, S. Ag., M. Pd and Muhammad Iksan, S. Pd., M. Pd., as the consultant I and II for the guidance, instruction and support in finishing this thesis.

5. Wisran, S. S., M. Pd and Dr. Magfirah Thayyib, S.S., M. Hum as the examiner I and II for the suggestions and corrections for finishing this thesis.

6. Dr. Rustan S, M. Hum., as the academic advisory lecturer.

7. All of the lecturers in the English Education Study Program of IAIN Palopo who have educated the researcher during her study.

8. Madehang, S. Ag., M. Pd., as the Head of the Library Unit and employees who have helped a lot in collecting literature that is related to this thesis.

9. Dra. Hj. Jumrah, M. Pd. I., as the Principal of MAN Palopo, Rahmawati, S.S., as the homeroom teacher of X MIPA I Class, all of the teachers and the staff who have authorized the researcher in finishing her research.

10. All of the students of the X MIPA I Class who have collaborated and supported the research process.

11. The researcher's beloved parents who have always there since day one. The researcher's beloved sisters, Nurul Inayah Taqwa and Nurul Hidayah Taqwa who have always supported the researcher.

12. The researcher's classmates at BIG D 2018, thank you for the kindness and the warmness. Thank you for always be one BIG D family.

13. The researcher's new family at KKN Posko Dandang. Thank you for one of the best stories in the researcher's life.

14. The researcher's new sisters Ilasary, Nurul Annisa, and Reski Maulida Hikman. Thank you for always be there in every sad and happy stories in the researcher's life. Thank you for your support even at the lowest part.

Finally, the researcher would like gravely thank to everyone who has supported in finishing this thesis. Even though this thesis is not perfect, it is expected to be beneficial for other researchers and readers. Therefore, suggestions and critics are accepted.

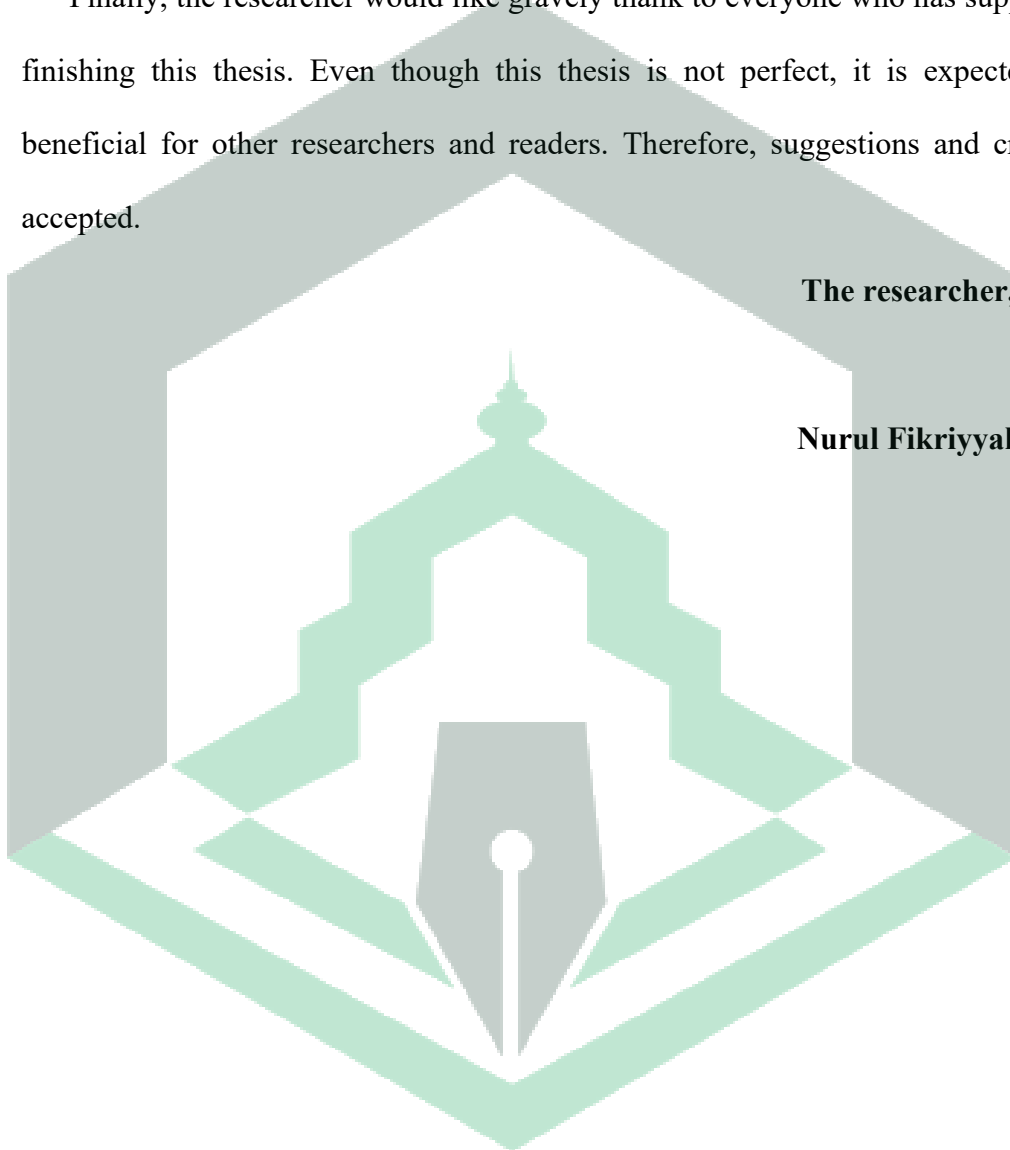**The researcher,**

Nurul Fikriyyah Taqwa

TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHARTS

ABSTRACT

Nurul Fikriyyah Taqwa, 2022, "Increasing Students' Ability in Writing through Instastory in Tenth Grade of MAN Palopo". A thesis of English Department Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: Madehang, Muhammad Iksan.

Writing is one of the essential skills in learning English. Meanwhile, the students' writing abilities are lacking nowadays. Therefore, to overcome this problem, the students' writing abilities must be increased. Recently, the researcher has done research in the tenth grade of MAN Palopo, especially in X MIPA I class. In this research, the researcher directed the students to write their descriptive text about several given themes on their Instastory and they added several pictures that were related to the themes. The researcher revealed that Instastory could increase students' writing abilities because it has several useful features, more helpful for students to write their ideas and more fun to use for studying writing. As the result, the students' writing abilities increased. The result promotes that Instastory increases students' abilities in writing.

Keywords: Writing, increase, Instastory.

CHAPTER I

INTRODUCTION

A. **Background of the Study**

There are internal problems that students face in writing English. They are the difficulty to compose words in the correct order, the difficulty to write sentences in correct grammar, lacking vocabulary, and spelling words.[1] Moreover, one of the problems for Indonesian students in writing English is they are still affected by their mother tongue. This problem occurs because although both the language, English and Indonesian, have grammar rules however some tenses are difficult for students to understand. They have difficulties in translating their ideas to the target language, in this case, English.[2]

English learning is not only done in the classroom but also could be done everywhere. At the beginning of 2003, seeing the spreading of Severe Acute Respiratory Syndrome (SARS), the Hong Kong Education and Manpower Bureau announced cancelling classes for all educational institutions. Therefore, students started to watch teaching videos at home and complete

---

[1] Hanna Novariana, Sumardi, and Sri Samiati Tarjana, "Senior High School Students' Problems in Writing A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skilla," *English Language and Literature International Conference (ELLiC)* 2 (2018): 216–19, jurnal.unimus.ac.id.

[2] Machalla M A Megaiab, "The English Writing Competence of the Students of Indonesian Senior High School," *WEI International Academic Conference Proceedings*, 2014.

tasks every week.[3] In line with that, various applications are made every year to support offline and online English learning in various English skills including writing skill. By using social media in writing English, the students have opportunities to communicate with native English speakers and practice writing English in motivating ways.[4] Several social media applications could support writing English learning. One of those social media is Instagram.

Instagram is a social media application that was developed under the authorization of Kevin Systrom and Mike Krieger.[5] This social media platform permits the users to share photos and 60-second videos that can be edited with numerous filters organized with users' tags and location information, add captions, like the content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and search for hashtags and users. Mainly there are several features of Instagram which can be used by the users.[6] The features are; Post to share pictures or short videos to Instagram feed, Story to post pictures or videos to Instastory for 24 hours, Reels to post 15, 30, or 60 seconds videos to Instagram feed, and Live to do a video streaming.

[3] Voyce Li, "Social Media in English Language Teaching and Learning," *International Journal of Learning and Teaching* 03, no. 2 (2017), doi:10.18178/ijlt.3.2.148-153.

[4] Binbin Zheng and Soobin Yim, "Social Media in the Writing Classroom and Beyond Framing the Issue," *John Wiley & Sons, Inc.*, 2018, doi:10.1002/9781118784235.eelt0555.

[5] Piyush Mishra, "Kevin Systrom: Co-Founder of Instagram- Biography," *Startuptalky.Com*, April 29, 2019, https://startuptalky.com/kevin-systrom-instagram/.

[6] Suryantari, Hadna, and Joko Priyana. "Exploring ways of using Facebook and Instagram in Teaching English." *Advances in Social Science, Education and Humanities Research* 165 (2018): 298-301

Several useful features in Instagram could help students to learn English. One of the features is Instagram Instastory. In Instastory, students could learn four English skills which are reading, listening, speaking, and writing. Students could write anything on their Instastory, such as; captions of their photos, quotes, congratulation cards, and even their daily stories. In addition, students could give and get feedback from their viewers who are their friends. Teachers could use Instagram Instastory to teach English writing skill because it is easy to operate.

Furthermore, students nowadays are very familiar with Instagram and it is common for them to have an Instagram account to capture and share their daily moments. Therefore, Instagram is highly recommended as a media for learning writing skill. Ayuni Akhiar et al., found that students manifested high positive perceptions and views in using Instagram to improve their writing skills.[7]

The researcher has done a pre-observation in the tenth grade of MAN Palopo and found that the students lack in writing. They tend to be doubtful when they are asked to write their idea in English, they write sentence structures incorrectly and sometimes they do not complete the given tasks. Moreover, some of the students are still doubtful to respond to questions in English yet only answer questions if it is in Indonesian. Because of this, the

---

[7] Ayuni Akhiar, Al Amin Mydin, and Shaidatul Akma Adi Kasuma, "Students' Perceptions and Attitudes towards the Use of Instagram in English Language Writing," *Malaysian Journal of Learning and Instruction*, no. Specialissue (2017): 47–72, doi:10.32890/mjli.2017.7796.

researcher would like to use familiar social media for the students to use as a media for learning English writing and in this case, Instastory. There are some significant differences in the results of using Instastory to increase students' writing skills. The students were more enthusiastic and interested when they were taught by using Instastory.[8]

B. Problem Statement

Based on the background that the researcher has explained above, the problem could be stated as "Does Instastory increase students' writing skills in the tenth grade of MAN Palopo?".

C. The Objectives of the Research

Based on the problem statement that the researcher explained above, the objective of the research is to find out whether Instastory increases students' writing skills in the tenth grade of MAN Palopo.

D. Significance of the Research

The results of this study are strongly expected to be able to provide some theoretical and practical benefits to be applied are as follows:

1. Theoretically

The result of this research is expected to give a contribution to the theory of teaching writing skills by using technology, especially

---

[8] Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo" (State Islamic Institute of Palopo, 2021), http://repository.iainpalopo.ac.id/id/eprint/3131/1/SKRIPSI ISWAR ACC UT-dikonversi%282%29.pdf.

Instastory and to be able to give the strategy in increasing students' writing skills through Instastory.

2. **Practically**

   a. **Teacher**

      This research is expected to make the teachers get another choice in choosing the more fun way of teaching writing by using Instagram Instastory.

   b. **Students**

      This research is expected to help students in increasing their English writing skills, especially EFL learners.

   c. **Other Researcher**

      This research is expected to be used as a new reference in English writing skills for other researchers by retrieving information from this research, especially for the researchers who would conduct a teaching writing by using technology research.

E. Scope of the Research

The scope of the research is focusing on increasing students' writing abilities in the tenth grade of MAN Palopo by using Instastory, especially by describing people, places and things in a form of descriptive text.

F. Operational Definition

1. Writing Skill

There are many different definitions of writing given by experts from many resources. Writing is a thinking process involving mental mechanisms such as brainstorming, preparation and organizing. The cognitive writing theory and the methodology it presents, help students learn how to use conceptual thinking and integrate it into their writing process.[9]

According to Rise B. Axelrod and Charles R. Coopers' said, "writing is a complex process and as such contains an element of mystery and surprise. However, we know and believe that writing is a skill that anyone can learn to manage".[10] Nawira Ayu Insani said, "writing is an activity to reveal thoughts and feelings in the form of writing that is supposed to be read by the reader and work as an indirect communication tool".[11]

Based on the several writing definitions above, the researcher concludes that writing is a process or activity that requires mental and thinking preparation to produce writing that reveals the thoughts and feelings of the writer.

---

[9] Khaled Abkar Alkodimi and Arif Ahmed Mohammed Hassan Al-Ahdal, "Strategies of Teaching Writing at Saudi Tertiary-Level Institutions: Reality and Expectations," *Arab World English Journal* 12, no. 2 (2021): 399–413, doi:10.24093/awej/vol12no2.27.

[10] Rise B. Axelrod and Charles R. Chooper, The St. Martin's Guide to Writing, (New York: St Martin's Press, Inc, 1985), p.3.

[11] Nawira Ayu Insani, "The Use of Instagram to Improve Students' Writing Skilss in Descriptive Text (A Pre-Experimental Study at the Tenth Grade of SMAN 2 WAJO)" (Muhammadiyah University of Makassar, 2020).

2. Instastory

Instagram Stories is a new feature launched by Instagram. This feature is very similar to the Snapchat app. Users can directly share daily activities in the form of photos or short videos into the story column so that they can be seen by followers (people who always follow uploads of photos or videos that we share) with added text and certain effects but can only be seen within 24 hours. hour. Because after 24 hours the story will automatically be deleted by itself.[12]

[12] Rahim, M., Erawan, E., & Alfando, J. (2018). Motif Penggunaan Instagram Story (Studi Kasus pada Siswa Siswi Jurusan Multimedia di SMK Negeri 1 Samarinda). *J. Ilmu Komun. Univ. Mulawarman*, *6*(3), 1-13.

CHAPTER II

LITERATURE REVIEW

A. **Previous Study**

The researcher summarised several relevant findings from other previous research concerning students' writing skills and the application of Instagram in teaching English writing skill. Noraien Mansor and Normaliza Abd Rahim applied Instagram as a platform for language learning activities to motivate and increase students' interest in online discussions with their classmates. The students are asked to post their videos with captions on their Instagram accounts then their classmates gave feedback. The researchers found that the students were pleased in participating and interacting with their classmates while doing their assignments. Through the research, the students' reading and writing skills were increased by using Instagram as a platform for language learning because it is an effective tool for students to interact with their task-related activities.[13] The similarity to this research is the students will be asked to post pictures and captions. However, their classmates are not required to give feedback.

Moreover, Fitri Handayani applied Instagram to teaching writing to university students. The researcher posted several pictures on her Instagram account then the students are asked to give feedback about the pictures. The researcher found that students were interested in expressing their ideas

---

[13] Noraien Mansor and Normaliza Abd Rahim, "Instagram in ESL Classroom," *Man In India* 97, no. 20 (2017): 107–14.

during writing class. Through the research, using Instagram in learning English was an effective and innovative way because it allowed students to deliver their ideas, guide students to write effectively, and provide them experience the pleasure of learning.[14] The resemblance to this research is the use of pictures or photos. However, this research will require students to give their descriptive text about the pictures.

In line with that, Ayuni Akhiar et al. examined university students' perceptions and attitudes towards the use of Instagram in writing English. The students are asked to participate in writing descriptive texts with a specified topic. The researchers found that students gave positive perceptions against using Instagram in improving their writing skills. Through the research, the students showed positive perceptions and positive views of using Instagram in increasing their writing skills.[15] The similarity to this research is the students are asked to write their descriptive texts. Nevertheless, this research subject is Islamic Senior High School students.

In addition, Achmad Yudi Wahyudin and Fatimah Mulya Sari applied Instagram as a tool to motivate and increase university students' writing skills. The researchers gave several tests including pre-test and post-test that are related to describing public places. The researchers revealed that the students' writing skills were improved by using Instagram. Through the research, Instagram could trigger students' interest and confidence in

[14] Fitri Handayani, "Instagram as A Teaching Tool? Really?," *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)* 4, no. 1 (2016): 320–27, file:///C:/Users/Windows 10/Downloads/6942-13821-1-SM (6).pdf.
[15] Akhiar, Mydin, and Kasuma, "Students' Perceptions and Attitudes towards the Use of Instagram in English Language Writing."

writing.[16] The resemblance to this research is the students will be given a pre-test, treatment, and post-test in the form of a descriptive text. Still, this research will use the Instastory feature. Afterwards, Abdul Basith and Ahmad Syafi'I surveyed the use of Instagram in teaching recount text for senior high school students. The students are asked to choose a topic and then post their recount text on Instagram. The researchers discovered that using Instagram allows students to generate their ideas in writing recount text and makes students feel enjoy learning writing. Through the research, Instagram gave beneficial effects in helping teachers during teaching recount text.[17] The similarity to this research is the research subject which is Islamic Senior High School students. Nevertheless, the kind of text that the researchers used was recount text.

Furthermore, Iswar used Instagram in increasing students' integrated skills through class action research. The students wrote congratulation cards and descriptive texts on their Instastory with related picture backgrounds. The researcher found that students benefit exceedingly in learning English by using Instagram Stories. Through the research, the students are active and enthusiastic during the learning process because there are so many helpful Instastory features for students to learn English.[18] The resemblance

---

[16] Achmad Yudi Wahyudin et al., "The Effect of Instagram on the Students' Writing Ability at International Conference on English Language Teaching and Learning 2018," no. November 2018 (2019).

[17] Abdul - Basith, "Instagram as Media in Teaching Writing Recount Text for Senior High School Students," *SALEE: Study of Applied Linguistics and English Education* 1, no. 01 (2020): 11–20, doi:10.35961/salee.v1i01.66.

[18] Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo."

to this research is the students will be asked to write descriptive texts on their Instastory. Nevertheless, this research will apply an experimental design.

The researches above have differences from this research. Most of the research above used the Post feature, meanwhile, this research will use the Instastory feature. Besides, the subjects of those researches are university students while this research subject is Islamic senior high school students. Nevertheless, the resemblances to this research are most of those researches focused on increasing students' writing skills.

This research is still considered important to be conducted, although there have been several studies that are using Instastory to teach writing because this research will use the newest version of Instastory. There always be new features in Instastory that are interesting and useful for the students to learn writing. For example, the users could add music to their photos or videos on Instastory. Therefore, the users could express their situations and feelings through Instastory.[19]

---

[19] Dylan Lockwood, "How to Add Music to Your Instagram Story | Laptop Mag," *Future US, Inc.*, 2022, https://www.laptopmag.com/how-to/add-music-to-your-instagram-story.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing

Writing is an important skill and the last stage in language learning to achieve through education.[20] Moreover, writing requires knowledge of spelling, vocabulary, punctuation, and grammar. Besides, this skill also requires the capability to produce and manage ideas.[21] Furthermore, according to Fitri Novia, writing is a part of communication that is used to state ideas and sense on a piece of paper.[22]

b. Problems of Writing

Jeen Peter and Govindarajan Singaravelu found that several problems are detected in students' acquisition of English writing. They are problems with spelling, grammar, syntax, punctuation and diction.[23]

---

[20] Üzeyir Süğümlü, Hasan Hüseyin Mutlu, and Enes Çinpolat, "Relationship between Writing Motivation Levels and Writing Skills among Secondary School Students," *International Electronic Journal of Elementary Education* 11, no. 5 (2019): 487–92, doi:10.26822/iejee.2019553345.

[21] Akhmad Fauzhan, "Increasing Students' Writing Skills by Utilizing Blogs," *University of Palangka Raya*, no. 2003 (2003): 1–13.

[22] Fitri Novia, "Cops Strategy: A Strategy to Teach Writing Skill," *UAD TEFL International Conference* 1 (2017): 247, doi:10.12928/utic.v1.174.2017.

[23] Jeen Peter and Govindarajan Singaravelu, "Problems in Writing in English among High School Learners," *Aegaum Journal* 8, no. 9 (2021): 1502–15.

1) Spelling

Spelling error refers to orthographic and phonological problems.[24] Orthographic problems indicate a case where misspelt word and written target word sounds the same, however, the graphene or the written form does not correspond with the target grapheme or target word.[25]

On the other hand, phonological problems refer to a case where the misspelt word and the target word do not sound the same because the written symbols and the spoken sound do not correspond.[26]

2) Grammar

There are various types of grammatical errors that occur in students' writings. They are adverbs, conjunctions, pronouns, articles, prepositions, subject-verb agreement, nouns, verb tenses and adjectives. These problems occur because the students have poor command.[27]

3) Syntactical

Syntactical includes demonstrative determiner, tense, subject-verb agreement, passive voice, auxiliary and noun phrase.

---

[24] Muchammad Affandy, "Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020" (State Islamic Institute of Surakarta, 2020).

[25] Reima Al-Jarf, "Spelling Error Corpora in EFL," *College of Languages and Translation, Saudi Arabia* Volume 7 (2010): 11.

[26] Ibid.

[27] Charanjit Kaur et al., "Grammar Errors Made by ESL Tertiary Students in Writing," *Canadian Center of Science and Education* 10, no. 5 (2017): 16–27, doi:10.5539/elt.v10n5p16.

The syntactical problems occur in the types of disordering, omission, misformation and addition.[28]

4) Punctuation

Punctuation errors in students' writings include the use of full stop and comma, colon and semi-colon, hyphen and dash, and brackets and parentheses. Because they cannot differentiate between the use of that punctuation.[29]

5) Diction

Diction is a word option for writers to express their ideas, opinions, or feelings in their writings. Diction problems in students' writings are caused by the influence of their first language, translation, and indecency.[30]

c. **Components of Writing**

In increasing writing skill, there are several writing components. They are; content fulfilment, organizational

---

[28] Hendri Gayo and Pratomo Widodo, "An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students," *Yogyakarta State University* 17, no. 4 (2018): 58–70.

[29] Abdusalam Alhadi A Shweba and Yan Mujiyanto, "Errors of Spelling , Capitalization , and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya," *Universitas Negeri Semarang* 7, no. 2 (2017): 92–102, doi:https://doi.org/10.15294/eej.v7i2.15731.

[30] Muhammad Jabal and An Nur, "Errors in Using Diction and Grammar of Students' Final Course Academic Writing of Department of English Education at Jakarta State University," *Universitas Islam Negeri Alauddin Makassar* 1, no. 1 (2019): 63–69, doi:https://doi.org/10.24252/elties.v1i1.7248.

effectiveness, grammatical knowledge, vocabulary use, and mechanics.[31]

1) Content Fulfillment

This component aims to evaluate the writer's capability to answer a given question in writing by serving various compliances such as entity and intercourse supporting sentence, explanation, and example.

2) Organizational Effectiveness

This component aims to evaluate the writer's capability to build and manage ideas and supporting sentences cohesively and coherently inside and among the paragraphs. The paragraphs must be easy for the reader to absorb the information.

3) Grammatical Knowledge

The quality of sentence constructions will be affected when students whose second language is English are careless in language and grammatical competency.[32] Write the Evaluate the writer's capability to prove syntactic variant and complexity carefully.

4) Vocabulary Use

Evaluate the writer's capability to use variously suitable and proper lexical items. The chosen vocabulary must be able to

---

[31] Farshad Effatpanah and Purya Baghaei, "Cognitive Components of Writing in a Second Language: An Analysis with the Linear Logistic Test Model," *Psychological Test and Assessment Modeling* 63, no. 1 (2021): 13–44.

[32] Lely Refnita, "Students' Grammatical Problems in Writing Simple Paragraphs : Lack of Grammatical Competency or Language Carelessness ?," *Proceedings of ISELT FBS Universitas Negeri Padang* 2 (2014): 292–300, http://ejournal.unp.ac.id/index.php/selt/article/view/6716.

describe the object well so that the readers could imagine it easily. Moreover, the vocabulary must be interesting to read.

5) Mechanics

This component evaluates the writer's capability to comply with the conventions of English writing such as margins and indentation, spelling, capitalization, and punctuation. The mechanics must be considered well to make the ideas or information that are written delivered easily to the readers.

d. Process of Writing

As a classroom activity, the writing process consists of four basic steps. They are planning, drafting (writing), revising and editing.[33]

1) Planning

This first step encourages the students to generate their ideas before entering the core activities in the writing process. The students convert their ideas to a note form and evaluate the quality and utility of the ideas.

2) Drafting

In this step, students are focused to arrange their notes from the previous step to a mind map, diagram, or ribbed from. The writing rules, such as spelling, grammar or the neatness of the text are ignored.

---

[33] Arya Budi Wibowo, "Improving Writing Skill by Using Process Writing Approach for Grade X Students of SMA N 1 Kasihan," *Yogyakarta State University*, 2013.

3) Revising

In the third steps, students are expected to review their written drafts. They could share their drafts to their friends or make a writing group then their friends give feedbacks. After that, the students rearrange their drafts based on the given feedbacks and they might extend new ideas or eliminate unnecessary sentences.

4) Editing

In the last step, the mechanical aspects of students' writings are checked. The mechanical aspects are margins and indentation, spelling, capitalization, and punctuation. This step is important so that students' writings are able to read and ready to share.

e. **Teaching Writing**

Writing is one of English skills which is basic and practical that allows people to be more than just passive recipients of linguistic input, but also cause to emerge the abilities in thinking critically.[34] However, writing is difficult for most of the students whose the first language is not English, including Indonesian students. In this case, there are several differences between Indonesian and English in grammatical and structural terms and style. The students must be able to have an ability in translating or

---

[34] Abkar Alkodimi and Mohammed Hassan Al-Ahdal, "Strategies of Teaching Writing at Saudi Tertiary-Level Institutions: Reality and Expectations."

transforming the meaning from Indonesian to English context. The English form must not be rigid, so it is able to read by readers.[35]

On the other hand, teachers have important role in applying the appropriate strategies to their writing class because teachers factor might influence the students in producing their writings. Teaching strategies that are applied by the teachers would somehow determine the teaching writing in the classroom.[36] Therefore, teachers should choose the proper teaching writing strategies for their class carefully. Moreover, teacher should remember that it is important to make efforts in helping the students to produce their writings.[37]

2. **Descriptive Text**

a. **Definition and Purpose**

Descriptive text is a kind of text which mentions the characteristic of object.[38] The aim of descriptive text is to give information about the object. The context is the description of particular thing, animal, person, or others, for example: place, people, or thing.[39]

---

[35] Ariyanti Ariyanti, "The Teaching of EFL Writing in Indonesia," *Dinamika Ilmu* 16, no. 2 (2016): 263, doi:10.21093/di.v16i2.274.

[36] Sufatmi Suriyanti and Aizan Yaacob, "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia," *Universiti Utara Malaysia, Malaysia* 13, no. 2 (2016): 71–95.

[37] Danielle S Mcnamara and Laura K Allen, "Writing Danielle S. McNamara & Laura K. Allen," *Institute for Educational Sciences and Office of Naval Research*, 2019.

[38] Faculty O F Languages, "Using Clustering Technique to Explore the (The Case of the Tenth Graders of State Senior High School 1 Pegandon in the Academic Year of 2014 / 2015)" (Semarang, 2015).

[39] Mursyid, *Learning DescriptiveText*, *English for Special Purposes*, n.d.

b. Generic Structure

There are two generic structures in descriptive text, they are identification and description.[40]

1) Identification

On this part, the paragraph must contains the identifications of the object. It includes introduction and general description about the object. The identifications of the object are written on the first paragraph.

2) Description

The next paragraph contains specific characteristics of the object such as qualities, parts, material, colour, size, and other specific characteristics that are needed to deliver so that the readers could imagine the described object easily.

3. Instastory

a. Definition

Instastory or Instagram Story is a new feature that was launched by Instagram that are actively accessed by more than 500 million users everyday.[41] This feature is very similar to Snapchat application. The users could share their daily activities in pictures or short videos directly to the *story* section and they could add text or certain effect so that their *followers* could see. The *story* would

---

[40] Ibid.

[41] HT TECH, "Hot Instagram Story Tip! Know How to Hide Your Private Stuff from Someone," *HT TECH*, January 2022, https://tech.hindustantimes.com/tech/news/hot-instagram-story-tip-know-how-to-hide-your-private-stuff-from-someone-71641220711891.html.

be deleted automatically in 24 hours.[42] Instagram application could be installed in several mobile operating system such as Android and iOS.

b. **Features**

Instastory has several useful features such as capturing photo and video, writing text in Create mode, doing live streaming, and many more. It also allows users to share locations, stickers, and gifts. On Instastory, users could watch other users' story.[43]

Instastory is easy to operate. These are the steps in making an Instastory[44]:

1) The first step is install Instagram application on gadget.

2) The second step is sign up to make a new account or log in if the user has an account.

3) The next is open Instastory feature.

4) Finally, take a photo or video or add a photo or video that are already in the gallery.

c. **Using Instastory in Teaching Writing**

Students nowadays are common to have a personal Instagram account to update every moment on their life. They mostly use it to take photos or videos and use filters that is

[42] Muhammad Rahim, Endang Erawan, and Johantan Alfando, "Motif PenggunaanInstagram Story (Studi Kasus Pada Siswa Siswi Jurusan Multimedia Di SMK Negeri 1 Samarinda)," *EJornal Ilmu Komunikasi* 6, no. 3 (2018): 263–75.

[43] Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo."

[44] Zainab Hasnain, "How to Use Instagram Stories Like A Pro," *The Verge*, 2017, https://www.theverge.com/2017/7/1/15889750/instagram-stories-how-to-tips-features-tricks.

provided in Instagram application so that their photos or videos will be more eye-catching. Then those photos or videos will be posted and their *followers* could like and comment on their post.[45] By using Instagram features, students could interact with their friends which is called as *followers*.

Students tend to be bored and have less motivation in learning English since they feel that it is difficult to learn. Therefore, using Instagram Instastory Media (IIM) will help students to learn English in an easy way.[46] Moreover, as mentioned above, students are familiar to the Instagram application so that they have known how to operate it. In Instastory, students could post photos and videos then write captions such as descriptive texts about the places that they visited, announcement texts about upcoming events, and recount texts about their memories. After posting photos or vidoes, their friends could give comments about their posts by sending *direct messages*. By using Instastory as the media for learning writing skills, students are expected to increase their writing skills and interact in more fun way with their friends.

[45] Handayani, "Instagram as A Teaching Tool? Really?"
[46] Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo."

C. Conceptual Framework

The researcher took a tenth grade class to be the sample of this research then did pre-test, treatment, and post-test. In teaching writing, the researcher explained the topic which are describing thing, people, and animal. After that, the students practiced on their Instastory.

Chart 2.1 Conceptual Framework

Teaching Writing Skills

Instastory:
1. Easy to operate
2. Familiar for students
3. Useful features for learning writing
4. Motivate students to learn writing
5. Fun to use in learning writing

Students' Writing Ability Improvement
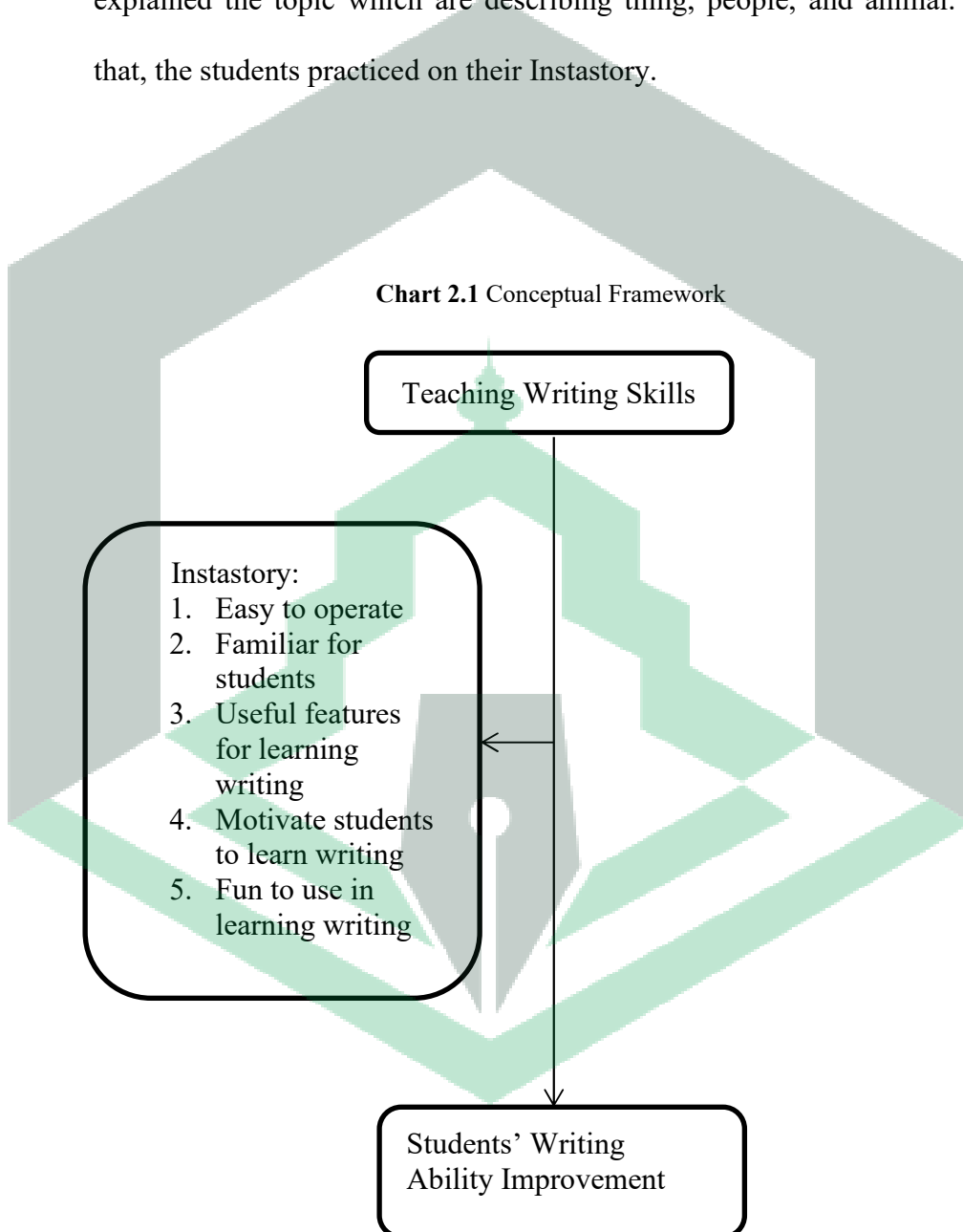
D. Hypothesis

Based on the theory stated above, the hypothesis of this research is formulated as follows:

H_a: Instastory increases students' writing skills in the tenth grade of MAN Palopo.

H_o: Instastory does not increase students' writing skills in the tenth grade of MAN Palopo.
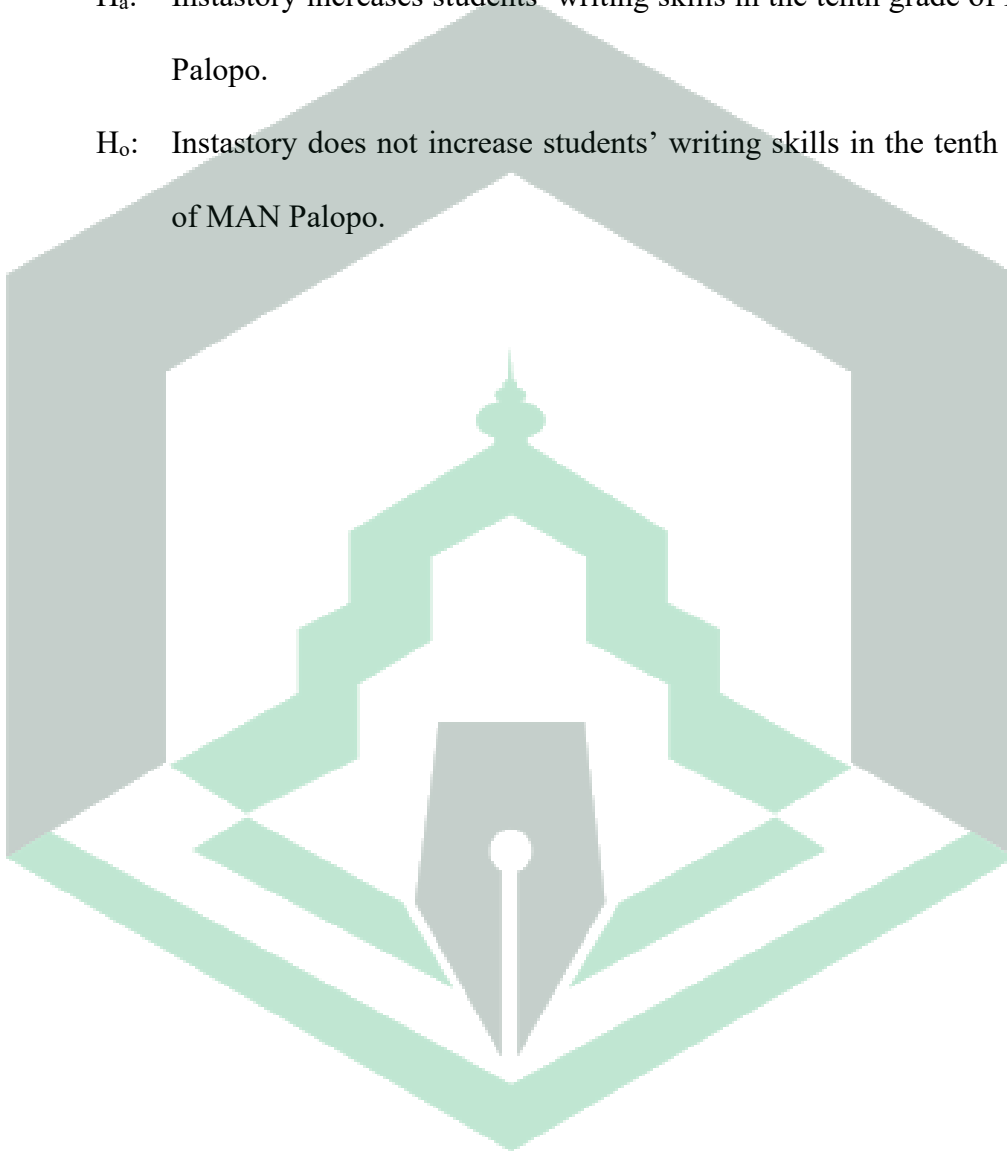
CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

This research applied a pre-experimental design, especially the One-Group Pretest-Postest Design that only needed an experiment group for pre-test and post-test, which aim to increase students' ability in writing through Instastory in the tenth grade of MAN Palopo.

This research design pattern is described as follows:

$$\boxed{O_1 \ X \ O_2}$$

Where:

O1: Pre-test for experimental class

O2: Post-test for experimental class

X: Treatment

B. Variables

The research variables consisted of:

1. The independent variable of this research is Instastory

2. The dependent variable of this research is students' writing ability

C. Time and Location of the Research

This research was conducted in February 2022 on the tenth grade of MAN Palopo, which is located at Dr. Ratulangi Street, Balandai, Bara, Palopo, South Sulawesi. The researcher chose MAN Palopo because the researcher has done an internship program there and the school has a

research class which allows students to use electronic tools, especially gadgets while studying in the classroom. Moreover, the school provides Wi-Fi or a Wireless Fidelity network for the research class. Therefore the students could access Instagram easily.

D. Population and Sample

1. Population

The population of this research was all of the students in the tenth grade of MAN Palopo and the total was approximately 216 students that are divided into 8 classes and 3 majors. The data was taken on the date of the situation of class and students of MAN Palopo in July 2021, 2021/2022 academic year.

2. Sample

The researcher used non-probability sampling, especially the purposive sampling technique. This technique was chosen because each of the population members does not have an equal chance of being selected to be the sample and also because all of the population are chosen to be the sample. This research used Instagram application on gadgets, especially the Instastory feature. Therefore, the researcher chose a sample class that supported using the gadget and accessing Wi-Fi networks while in the studying process.

The sample was X MIPA 1 class and the total was 23 students which was the only research class in the tenth grade of MAN Palopo. This class is a research class that implements a digital learning system so that the

students could update the lesson from their smartphones or notebook online.[47]

E. Instrument of the Research

The researcher used a writing test to collect the students' descriptive text writings before and after the treatment. After that, the researcher compared both of the test results. The first test was a pre-test which was given before the treatment and the last test was a post-test which was given after the treatment. Both of the texts were descriptive texts with the topics "Favourite Thing" and "Favourite Pet".

F. The procedure of Collecting Data

1. Pre-Test

The researcher gave a writing test for the pre-test. The students were given a theme regarding one of their favourite things and asked to make a descriptive text based on the theme. The pre-test was held for a meeting and given before the treatment to specify students' writing ability before and after the treatment.

2. Treatment

The researcher prepared various themes for the treatment to give to the students to increase their writing skills. The treatments were provided after the pre-test and were done for four meetings. The details of this step are as follows:

---

[47] Rudy, "H. Sirajuddin Tutup Masa Ta'aruf Siswa Baru MAN Palopo," *Kementrian Agama RI Provinsi Sulawesi Selatan*, 2021, https://sulsel.kemenag.go.id/berita/berita-wilayah/h-sirajuddin-tutup-masa-taaruf-siswa-baru-man-palopo.

a. The First Meeting

1) The researcher opened the class by greeting the students and asking about their conditions.

2) The researcher asked the class leader to lead the prayer.

3) The researcher checked the attendance list.

4) The researcher gave the students an instruction to prepare their Instagram accounts. They used their accounts or made new accounts.

5) The researcher explained the component of writing descriptive texts, explained descriptive text and gave the students an example regarding describing a deskmate.

6) The researcher asked the students to write their descriptive texts regarding their deskmates on their Instastory and some of them posted a picture that was related to their texts.

7) The researcher gave feedback and correction in content, organization, vocabulary, grammar, and mechanics to each of the students' Instastory via Direct Message feature, then wrote their scores on the student's score list.

8) The researcher reviewed and concluded the lesson. Then the researcher closed the class by asking the class leader to lead the prayer.

b. The Second Meeting

1) The researcher opened the class by greeting the students and asking about their conditions.

2) The researcher asked the class leader to lead the prayer.

3) The researcher checked the attendance list.

4) The researcher gave the students an instruction to prepare their Instagram accounts.

5) The researcher explained the component of writing descriptive texts, explained descriptive text and gave the students an example regarding describing a favourite figure.

6) The researcher asked the students to write their descriptive texts regarding their favourite figures on their Instastory and some of them posted a picture that was related to their texts.

7) The researcher gave feedback and correction in content, organization, vocabulary, grammar, and mechanics to each of the students' Instastory via Direct Message feature, then wrote their scores on the student's score list.

8) The researcher reviewed and concluded the lesson. Then the researcher closed the class by asking the class leader to lead the prayer.

c. The Third Meeting

1) The researcher opened the class by greeting the students and asking about their conditions.

2) The researcher asked the class leader to lead the prayer.

3) The researcher checked the attendance list.

4) The researcher gave the students an instruction to prepare their Instagram accounts.

5) The researcher explained the component of writing descriptive texts, explained descriptive text and gave the students an example regarding describing a favourite place.

6) The researcher asked the students to write their descriptive texts regarding their favourite places on their Instastory and some of them posted a picture that was related to their texts.

7) The researcher gave feedback and correction in content, organization, vocabulary, grammar, and mechanics to each of the students' Instastory via Direct Message feature, then wrote their scores on the student's score list.

8) The researcher reviewed and concluded the lesson. Then the researcher closed the class by asking the class leader to lead the prayer.
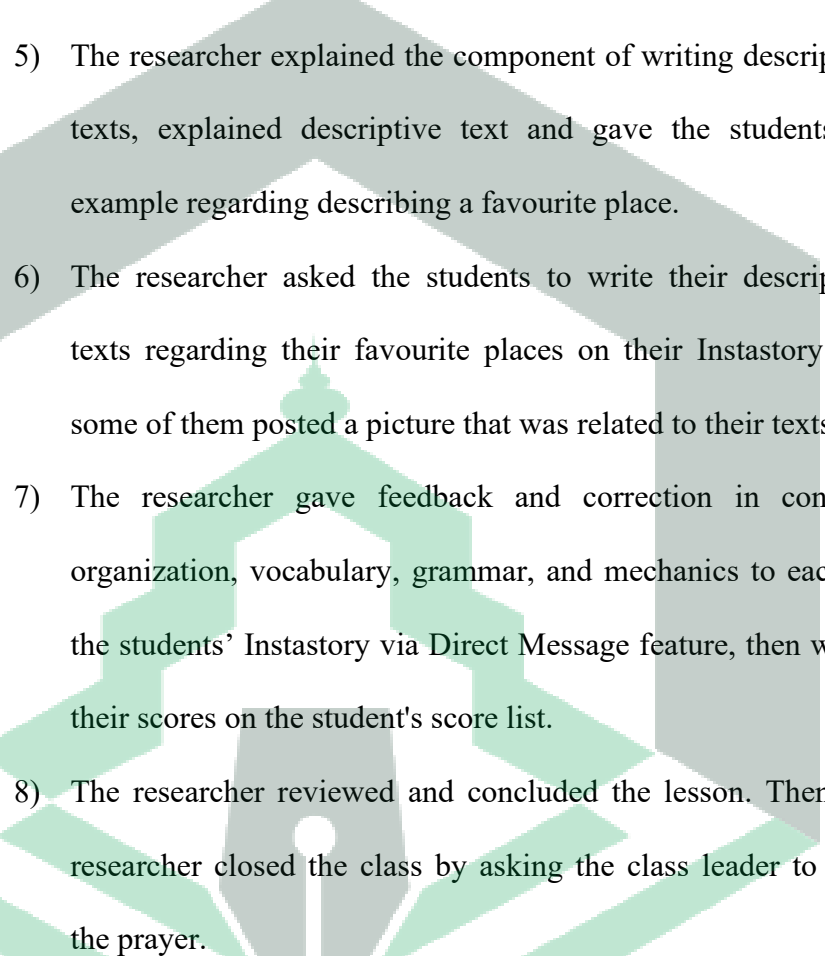
d. **The Fourth Meeting**

1) The researcher opened the class by greeting the students and asking about their conditions.

2) The researcher asked the class leader to lead the prayer.

3) The researcher checked the attendance list.

4) The researcher gave the students an instruction to prepare their Instagram accounts.

5) The researcher explained the component of writing descriptive texts, explained descriptive text and gave the students an example regarding describing a city that they want to visit.

6) The researcher asked the students to write their descriptive texts regarding a city that they want to visit on their Instastory and some of them posted a picture that was related to their texts.

7) The researcher gave feedback and correction in content, organization, vocabulary, grammar, and mechanics to each of the students' Instastory via Direct Message feature, then wrote their scores on the student's score list.

8) The researcher reviewed and concluded the lesson. Then the researcher closed the class by asking the class leader to lead the prayer.

3. **Post-Test**
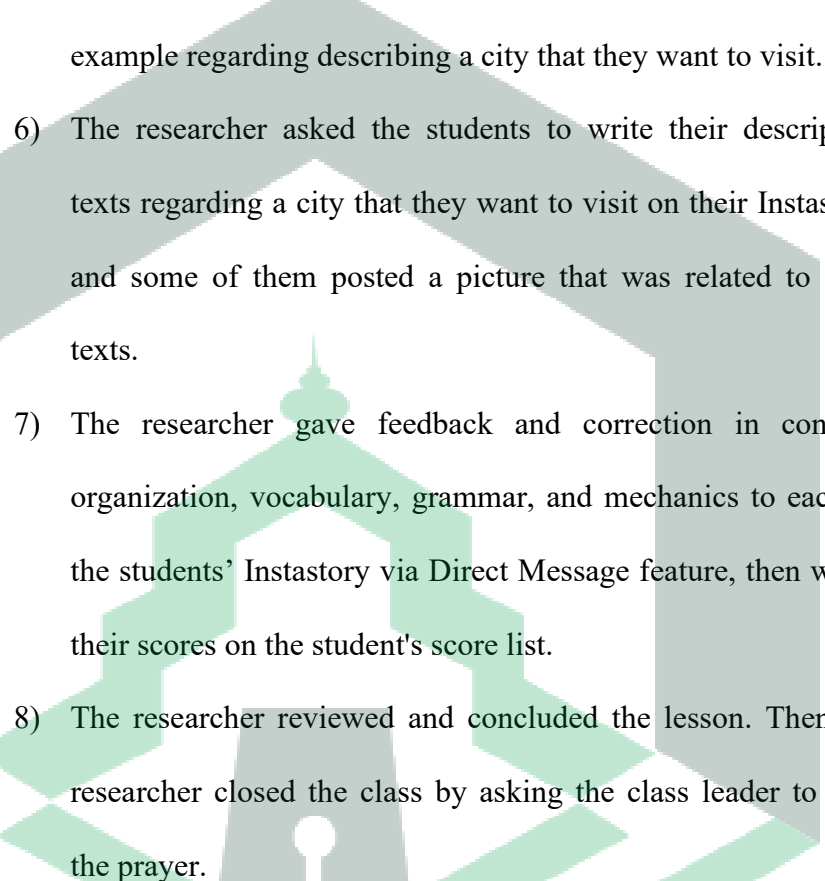
The post-test was held after the treatment for a meeting. The students were given a theme regarding one of their hobbies and asked to make a descriptive text based on the theme. The purpose of this step was to know the result of the treatment.

G. The technique of Analysing Data

To analyse the data, the researcher used several steps as follows:

1. Classifying the Score

   The objective score was classified into five scales, and the components involved[48].

   a. *Content* is the substance of writing, the idea expressed.

   b. *The organisation* is the purpose of organisation material in writing which happens from beginning to end.

   c. *Vocabulary* is all the words used by the students.

   d. *Grammar* is the correct use of syntactic patterns and structural words.

   e. *Mechanics* is the use of the graphic convention of the language.

Table 3.1. Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich, well focused, the main idea, stands out, and secondary ideas do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is very limited
5	5-8	Very Poor	No organisation, not enough to evaluate because no meaningful

---

[48] J.B Heaton, "Writing English Language Test," *System*, 1990, doi:10.1016/0346-251x(90)90037-6.

Table 3.2. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organised, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a strong conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall organisation may sometimes be ineffective poor to obvious or the main idea stand out logical be incomplete sequencing
3	12-14	Fair	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail
4	9-11	Poor	No communication and transition is very weak, leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-8	Very Poor	No organisation, not enough to evaluate, confusing sender

Table 3.3. Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is quite clear, some words may lack precision
3	12-14	Fair	The writer struggle with eliminating vocabulary, grouping words
4	9-11	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text: verb are weak and view in number: is, are, was, were, and dominated
5	5-8	Very Poor	Almost the words used are wrong, colourless, not enough to evaluate, and much wrong spelling

Table 3.4. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions but meaning seldom cored
3	16-19	Fair	A significant problem in simple construction, is frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Very Poor	Virtually not the master of sentence construction rules

Table 3.5. Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, not problem of spelling, punctuation, capitalisation, paragraph
2	4	Good	Few errors of spelling, punctuation, capitalisation, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalisation, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalisation, paragraphing
5	1	Very Poor	Illegible writing

2. Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{students'correct\ answer}{total\ number} \times 100$$

3. Classifying the students' scores into the following criteria:

Table 3.6. Scoring Classification

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very poor

4. Determining the mean score, standard deviation, test of significance, and standard value

   The researcher calculated it by using SPSS 22 and used a distribution table to choose the score of t_{count} (t_o). Besides, knowing whether the pre-test and post-test were significantly different and also to know the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which are:

   If: $t_o \geq t_t$ = Reject the null hypothesis

   If: $t_o < t_t$ = Received null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is divided into two parts. The first part is the research findings. The second part is the discussion of the research findings.

A. Research Findings

This part contains the finding of the research that includes the detail of data analysis from pre-test and post-test.

1. Students' Writing Score in Pre-Test

Table 4.1 Students' Writing Score in Pre-Test

No.	Name	Score					Pre-Test
		Con	Org	Voc	Gra	Mec	
1.	MF	8	7	8	16	2	41
2.	NS	5	5	9	16	2	37
3.	AA	9	9	12	16	2	48
4.	NZ	5	8	10	17	2	42
5.	MR	9	9	9	15	2	44
6.	XFF	9	9	12	17	2	49
7.	ES	10	9	9	17	2	47
8.	SH	9	9	9	17	2	46
9.	S	10	10	12	17	2	51
10.	DA	10	9	12	16	2	49
11.	MPL	25	18	17	20	4	84
12.	NA	12	12	12	17	2	55
13.	TFA	9	9	12	17	2	49
14.	NR	9	9	12	16	2	48
15.	KP	20	17	17	20	4	78
16.	S	12	9	12	19	2	54
17.	ARF	9	9	12	17	2	49
18.	ANAG	12	9	12	15	2	50
19.	WA	14	13	15	19	2	63
20.	AAFM	12	11	12	16	2	53
21.	N	9	9	9	16	2	45

22.	NA	9	9	9	16	2	45
Total							1.127

The researcher serves tables that contain the students' writing scores in the Pre-Test which are including *content, organization, vocabulary, grammar,* and *mechanics*.

a) Content

Table 4.2 Students' Classification Score of Content in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage(%)
Very Good	27-30	0	0%
Good	15-26	2	9%
Fair	12-14	5	23%
Poor	9-11	12	55%
Very Poor	5-8	3	14%
Total		22	100%

b) Organization

Table 4.3 Students' Classification Score of Organization in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage(%)
Very Good	18-20	1	5%
Good	15-17	1	5%
Fair	12-14	2	9%
Poor	9-11	15	68%
Very Poor	5-8	3	14%
Total		22	100%

c) Vocabulary

Table 4.4 Students' Classification Score of Vocabulary in Pre-Test

Classification	Score	Pre-Test	
		Frequency	**Percentage(%)**
Very Good	18-20	0	0%
Good	15-17	3	14%
Fair	12-14	11	50%
Poor	9-11	7	32%
Very Poor	5-8	1	5%
Total		22	100%

d) Grammar

Table 4.5 Students' Classification Score of Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	**Percentage(%)**
Very Good	23-25	0	0%
Good	20-22	2	9%
Fair	16-19	18	82%
Poor	9-15	2	9%
Very Poor	5-8	0	0%
Total		22	100%

e) Mechanics

Table 4.6 Students' Classification Score of Mechanics in Pre-Test

Classification	Score	Pre-Test	
		Frequency	**Percentage(%)**
Very Good	5	0	0%
Good	4	2	9%
Fair	3	0	0%
Poor	2	20	91%
Very Poor	1	0	0%
Total		22	100%

2. Students' Writing Score in Post-Test

Table 4.7 Students' Writing Score in Post-Test

No.	Name	Score					Post-Test
		Con	Org	Voc	Gra	Mec	
1.	MF	15	14	15	21	3	68
2.	NS	12	12	15	19	3	61
3.	AA	15	16	15	20	4	70
4.	NZ	14	14	14	18	3	63
5.	MR	12	12	15	20	4	63
6.	XFF	15	16	15	20	3	69
7.	ES	13	13	13	18	3	60
8.	SH	16	16	15	20	4	71
9.	S	15	15	14	19	3	66
10.	DA	15	14	14	19	4	66
11.	MPL	26	19	18	21	4	88
12.	NA	15	15	16	20	4	70
13.	TFA	20	15	17	20	4	76
14.	NR	19	15	17	20	3	74
15.	KP	20	18	17	21	4	80
16.	S	15	15	13	20	3	66
17.	ARF	14	15	15	20	3	67
18.	ANAG	15	15	15	20	4	69
19.	WA	15	15	16	20	3	69
20.	AAFM	14	15	15	20	3	67
21.	N	14	14	12	18	3	61
22.	NA	20	18	16	20	3	77
Total							1.521

The researcher serves tables that contain the students' writing scores in Post-Test which are including *content, organization, vocabulary, grammar,* and *mechanics.*

a) Content

Table 4.8 Students' Classification Score of Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage(%)
Very Good	27-30	0	0%
Good	15-26	15	68%
Fair	12-14	7	32%
Poor	9-11	0	0%
Very Poor	5-8	0	0%
Total		22	100%

b) Organization

Table 4.9 Students' Classification Score of Organization in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage(%)
Very Good	18-20	3	14%
Good	15-17	12	55%
Fair	12-14	7	32%
Poor	9-11	0	0%
Very Poor	5-8	0	0%
Total		22	100%

c) Vocabulary

Table 4.10 Students' Classification Score of Vocabulary in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage(%)
Very Good	18-20	1	5%
Good	15-17	15	68%
Fair	12-14	6	27%
Poor	9-11	0	0%

Very Poor	5-8	0	0%
Total		22	100%

d) Grammar

Table 4.11 Students' Classification Score of Grammar in Post-Test

Classification	Score	Post-Test	
		Frequency	**Percentage(%)**
Very Good	23-25	0	0%
Good	20-22	16	73%
Fair	16-19	6	27%
Poor	9-15	0	0%
Very Poor	5-8	0	0%
Total		22	100%

e) Mechanics

Table 4.12 Students' Classification Score of Mechanics in Post-Test

Classification	Score	Post-Test	
		Frequency	**Percentage(%)**
Very Good	5	0	0%
Good	4	9	41%
Fair	3	13	59%
Poor	2	0	0%
Very Poor	1	0	0%
Total		22	100%

3. Students' Classification Score in Pre-Test

Table 4.13 Students' Classification Score in Pre-Test

No	Score	Classification	Pre-Test	
			Frequency	**Percentage**
1	96-100	Excellent	0	0%
2	86-95	Very good	0	0%
3	76-85	Good	2	9%
4	66-75	Fairly good	0	0%
5	56-65	Fair	1	5%
6	36-55	Poor	19	86%

7	0-35	Very poor	0	0%
Total			22	100%

4. Students' Classification Score in Post-Test

Table 4.14 Students' Classification Score in Post-Test

No	Score	Classification	Post-Test	
			Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very good	1	5%
3	76-85	Good	3	14%
4	66-75	Fairly good	13	59%
5	56-65	Fair	5	23%
6	36-55	Poor	0	0%
7	0-35	Very poor	0	0%
Total			22	100%

5. Students' Comparison Score in Pre-Test and Post-Test

Table 4.15 Students' Comparison Score in Pre-Test and Post-Test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0%	0	0%
2	Very Good	86-95	0	0%	1	5%
3	Good	76-85	2	9%	3	14%
4	Fairly Good	66-75	0	0%	13	59%
5	Fair	56-65	1	5%	5	23%
6	Poor	36-55	19	86%	0	0%
7	Very Poor	0-35	0	0%	0	0%
Total			22	100%	22	100%

6. Students' Mean Score and Standard Deviation in Pre-Test and Post-test

Table 4.16 Paired Samples Statistics of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	51.2273	22	11.04938	2.35574
	Post-Test	69.1364	22	6.69965	1.42837

Table 4.17 Paired Samples Correlations of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	22	.731	.000

Table 4.18 Paired Samples Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test	-17.90909	7.66507	1.63420	-21.30759	-14.51059	-10.959	21	.000

The Table 4.18 showed that $t_o(t_{count})$ = 10.959 and df (degree of freedom) = 21. While the t_t = 2.079 the degree of freedom (df) = 21, with the standard significant = 5%.

$$10.959 > 2.079$$

Following the data analysis above, ($t_o > t_t$) the t_{count} is higher than the t_{table}. Therefore, it can be specified that there is a substantial deviation in the students' writing skill scores before and after the use of Instastory in teaching writing skills.

B. Discussion

The students' result score in the Pre-Test showed that there were only two students who were classified as "Good". Whereas, there was a student who was classified as "Fair" and the rest students were classified as "Poor". It could be concluded that the student's writing ability before the treatments is deficient.

The researcher gave the explanation of writing component, explained descriptive text and gave feedback to the students' Instastory on the treatment step. Giving feedback to the students' writing is important in order to increase students' writing abilities.[49] After four meetings treatments, the students' result score in Post-test showed that there was a student who was classified as "Very Good", there were three students' who was classified as "Good", and the rest students were classified as "Fairly Good" and "Fair".

The students acquired more ideas by using Instastory in writing their descriptive text. This findings is in line with the previous research. Using Instastory in teaching writing could help students in getting more ideas,

---

[49] Iris Vardi, "The Relationship Between Feedback and Change in Tertiary Student Writing in the Disciplines," *International Journal of Teaching and Learning in Higher Education* 20, no. 3 (2009): 350–61, http://www.isetl.org/ijtlhe/.

because Instastory has several useful and fun features.[50] On the other hand, the treatment process also influenced the students to produce writing in a more organized way. Therefore, as we could see on the Table 4.7, the aspect that increased the most in the Post-Test result was Content and Organization. The substantial deviation between the Pre-Test score and the Post-Test score which the Post-Test score is higher than the Pre-Test score showed that Instastory is recommended to be used in teaching writing skills for senior high school students because it could increase students writing abilities. Instastory is easy to operate and also makes students easier to write their ideas based on the given topics. Which made the students writings' qualities increased.[51] Hence, the null hypothesis is rejected.

Meanwhile, there are deficiencies of Instastory in teaching writing. The first is Instastory could not be accessed if there is no internet connection. The second is that Instastory is only available for 24 hours. However, there is a Wi-Fi network in X MIPA I Class of MAN Palopo, so that Instastory could be accessed by the students. Another deficiency could be overcome by the researcher because Instastory could be saved or captured by the screen shoot feature on the smartphone.

---

[50] Iswar, "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo."

[51] Astiti Dwi Handayani, Bambang Yudi Cahyono, and Utami Widiati, "The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions," *Studies in English Language Teaching* 6, no. 2 (2018): 112, doi:10.22158/selt.v6n2p112.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation of the research findings and discussion, it could be concluded that Instastory could increase students' writing ability especially in writing descriptive text in the tenth grade of MAN Palopo. It was evidenced by the students' mean scores. In the Pre-Test, the mean score was 51.22. While in the Post-Test, the mean score was 69.13. Moreover, the data analysis showed that there was a substantial deviation where the t_{count} value (10.959) is higher than the t_{table} value (2.079). The conclusion is H_0 was rejected and H_1 was accepted. In other words, Instastory increased students' ability in writing.

B. Suggestion

Based on the findings and conclusion of this research, the researcher would like to give the following suggestions:

1. For Teachers

Instastory is recommended in teaching writing to increase students' writing skills. Before applying it in the class, the teacher has to make sure that there is an internet connection. So that the teacher could access Instastory. Also, make sure that the teacher and the students have followed each other accounts on Instagram to make it easier for giving feedback to the students.

2. **For Students**

It is better to install the newest version of Instagram to get the complete feature of Instastory. The students could add several pictures or GIFs that are related to the writing theme. There is also a music feature that the students could add to their Instastory to complete their writing.

3. **For Other Researcher**

Instastory could not only useful in teaching writing skills, but also in teaching other skills. The other researcher could try to use Instastory in teaching other skills since there are several useful features in Instastory. The other researcher could also try another way to teach writing skills by using Instastory.
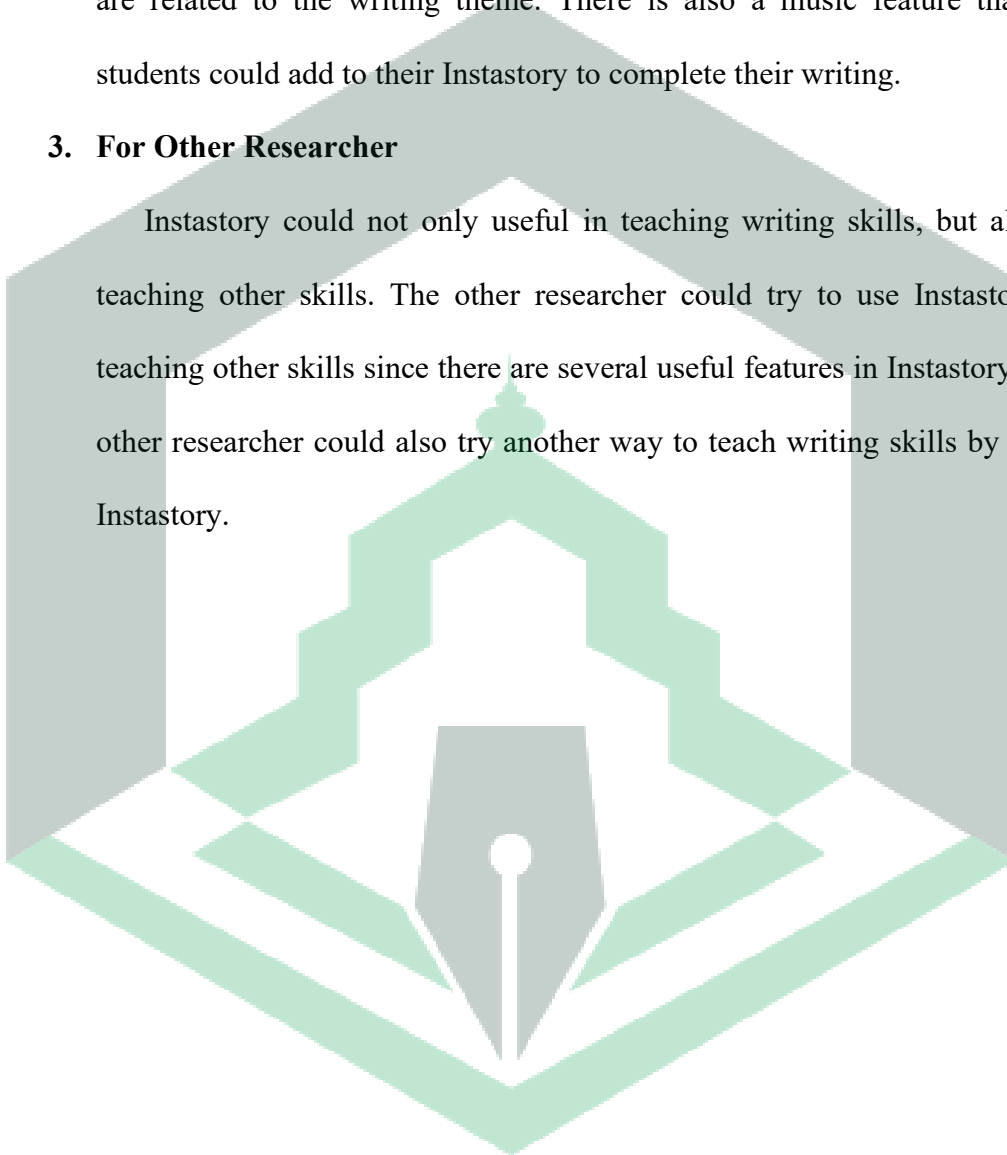
BIBLIOGRAPHY

Abkar Alkodimi, Khaled, and Arif Ahmed Mohammed Hassan Al-Ahdal. "Strategies of Teaching Writing at Saudi Tertiary-Level Institutions: Reality and Expectations." *Arab World English Journal* 12, no. 2 (2021): 399–413. doi:10.24093/awej/vol12no2.27.

Affandy, Muchammad. "Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020." State Islamic Institute of Surakarta, 2020.

Akhiar, Ayuni, Al Amin Mydin, and Shaidatul Akma Adi Kasuma. "Students' Perceptions and Attitudes towards the Use of Instagram in English Language Writing." *Malaysian Journal of Learning and Instruction*, no. Specialissue (2017): 47–72. doi:10.32890/mjli.2017.7796.

Al-Jarf, Reima. "Spelling Error Corpora in EFL." *College of Languages and Translation, Saudi Arabia* Volume 7 (2010): 11.

Ariyanti, Ariyanti. "The Teaching of EFL Writing in Indonesia." *Dinamika Ilmu* 16, no. 2 (2016): 263. doi:10.21093/di.v16i2.274.

Basith, Abdul -. "Instagram as Media in Teaching Writing Recount Text for Senior High School Students." *SALEE: Study of Applied Linguistics and English Education* 1, no. 01 (2020): 11–20. doi:10.35961/salee.v1i01.66.

Effatpanah, Farshad, and Purya Baghaei. "Cognitive Components of Writing in a Second Language: An Analysis with the Linear Logistic Test Model." *Psychological Test and Assessment Modeling* 63, no. 1 (2021): 13–44.

Fauzhan, Akhmad. "Increasing Students' Writing Skills by Utilizing Blogs." *University of Palangka Raya*, no. 2003 (2003): 1–13.

Gayo, Hendri, and Pratomo Widodo. "An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students." *Yogyakarta State University* 17, no. 4 (2018): 58–70.

Handayani, Astiti Dwi, Bambang Yudi Cahyono, and Utami Widiati. "The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions." *Studies in English Language Teaching* 6, no. 2 (2018): 112. doi:10.22158/selt.v6n2p112.

Handayani, Fitri. "Instagram as A Teaching Tool? Really?" *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)* 4, no. 1 (2016): 320–27. file:///C:/Users/Windows 10/Downloads/6942-13821-1-SM (6).pdf.

Hasnain, Zainab. "How to Use Instagram Stories Like A Pro." *The Verge*, 2017.

https://www.theverge.com/2017/7/1/15889750/instagram-stories-how-to-tips-features-tricks.

Heaton, J.B. "Writing English Language Test." *System*, 1990. doi:10.1016/0346-251x(90)90037-6.

Iswar. "The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo." State Islamic Institute of Palopo, 2021. http://repository.iainpalopo.ac.id/id/eprint/3131/1/SKRIPSI ISWAR ACC UT-dikonversi%282%29.pdf.

Jabal, Muhammad, and An Nur. "Errors in Using Diction and Grammar of Students' Final Course Academic Writing of Department of English Education at Jakarta State University." *Universitas Islam Negeri Alauddin Makassar* 1, no. 1 (2019): 63–69. doi:https://doi.org/10.24252/elties.v1i1.7248.

Kaur, Charanjit, Swaran Singh, Amreet Kaur, Jageer Singh, Nur Qistina, Abd Razak, and Thilaga Ravinthar. "Grammar Errors Made by ESL Tertiary Students in Writing." *Canadian Center of Science and Education* 10, no. 5 (2017): 16–27. doi:10.5539/elt.v10n5p16.

Languages, Faculty O F. "Using Clustering Technique to Explore the (The Case of the Tenth Graders of State Senior High School 1 Pegandon in the Academic Year of 2014 / 2015)." Semarang, 2015.

Li, Voyce. "Social Media in English Language Teaching and Learning." *International Journal of Learning and Teaching* 03, no. 2 (2017). doi:10.18178/ijlt.3.2.148-153.

Lockwood, Dylan. "How to Add Music to Your Instagram Story | Laptop Mag." *Future US, Inc.*, 2022. https://www.laptopmag.com/how-to/add-music-to-your-instagram-story.

Mansor, Noraien, and Normaliza Abd Rahim. "Instagram in ESL Classroom." *Man In India* 97, no. 20 (2017): 107–14.

Mcnamara, Danielle S, and Laura K Allen. "Writing Danielle S. McNamara & Laura K. Allen." *Institute for Educational Sciences and Office of Naval Research*, 2019.

Megaiab, Machalla M A. "The English Writing Competence of the Students of Indonesian Senior High School." *WEI International Academic Conference Proceedings*, 2014.

Mursyid. *Learning DescriptiveText. English for Special Purposes*, n.d.

Nawira Ayu Insani. "The Use of Instagram to Improve Students' Writing Skilss in

Descriptive Text (A Pre-Experimental Study at the Tenth Grade of SMAN 2 WAJO)." Muhammadiyah University of Makassar, 2020.

Novariana, Hanna, Sumardi, and Sri Samiati Tarjana. "Senior High School Students' Problems in Writing A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skilla." *English Language and Literature International Conference (ELLiC)* 2 (2018): 216–19. jurnal.unimus.ac.id.

Novia, Fitri. "Cops Strategy: A Strategy to Teach Writing Skill." *UAD TEFL International Conference* 1 (2017): 247. doi:10.12928/utic.v1.174.2017.

Peter, Jeen, and Govindarajan Singaravelu. "Problems in Writing in English among High School Learners." *Aegaum Journal* 8, no. 9 (2021): 1502–15.

Piyush Mishra. "Kevin Systrom: Co-Founder of Instagram- Biography." *Startuptalky.Com*, April 29, 2019. https://startuptalky.com/kevin-systrom-instagram/.

Rahim, Muhammad, Endang Erawan, and Johantan Alfando. "Motif PenggunaanInstagram Story (Studi Kasus Pada Siswa Siswi Jurusan Multimedia Di SMK Negeri 1 Samarinda)." *EJornal Ilmu Komunikasi* 6, no. 3 (2018): 263–75.

Refnita, Lely. "Students' Grammatical Problems in Writing Simple Paragraphs : Lack of Grammatical Competency or Language Carelessness ?" *Proceedings of ISELT FBS Universitas Negeri Padang* 2 (2014): 292–300. http://ejournal.unp.ac.id/index.php/selt/article/view/6716.

Rudy. "H. Sirajuddin Tutup Masa Ta'aruf Siswa Baru MAN Palopo." *Kementrian Agama RI Provinsi Sulawesi Selatan*, 2021. https://sulsel.kemenag.go.id/berita/berita-wilayah/h-sirajuddin-tutup-masa-taaruf-siswa-baru-man-palopo.

Shweba, Abdusalam Alhadi A, and Yan Mujiyanto. "Errors of Spelling , Capitalization , and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya." *Universitas Negeri Semarang* 7, no. 2 (2017): 92–102. doi:https://doi.org/10.15294/eej.v7i2.15731.

Süğümlü, Üzeyir, Hasan Hüseyin Mutlu, and Enes Çinpolat. "Relationship between Writing Motivation Levels and Writing Skills among Secondary School Students." *International Electronic Journal of Elementary Education* 11, no. 5 (2019): 487–92. doi:10.26822/iejee.2019553345.

Suriyanti, Sufatmi, and Aizan Yaacob. "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia." *Universiti Utara Malaysia, Malaysia* 13, no. 2 (2016): 71–95.

TECH, HT. "Hot Instagram Story Tip! Know How to Hide Your Private Stuff from Someone." *HT TECH*, January 2022. https://tech.hindustantimes.com/tech/news/hot-instagram-story-tip-know-how-to-hide-your-private-stuff-from-someone-71641220711891.html.

Vardi, Iris. "The Relationship Between Feedback and Change in Tertiary Student Writing in the Disciplines." *International Journal of Teaching and Learning in Higher Education* 20, no. 3 (2009): 350–61. http://www.isetl.org/ijtlhe/.

Wahyudin, Achmad Yudi, Universitas Teknokrat Indonesia, Fatimah Mulya Sari, and Universitas Teknokrat Indonesia. "The Effect of Instagram on the Students' Writing Ability at International Conference on English Language Teaching and Learning 2018," no. November 2018 (2019).

Wibowo, Arya Budi. "Improving Writing Skill by Using Process Writing Approach for Grade X Students of SMA N 1 Kasihan." *Yogyakarta State University*, 2013.

Zheng, Binbin, and Soobin Yim. "Social Media in the Writing Classroom and Beyond Framing the Issue." *John Wiley & Sons, Inc.*, 2018. doi:10.1002/9781118784235.eelt0555.
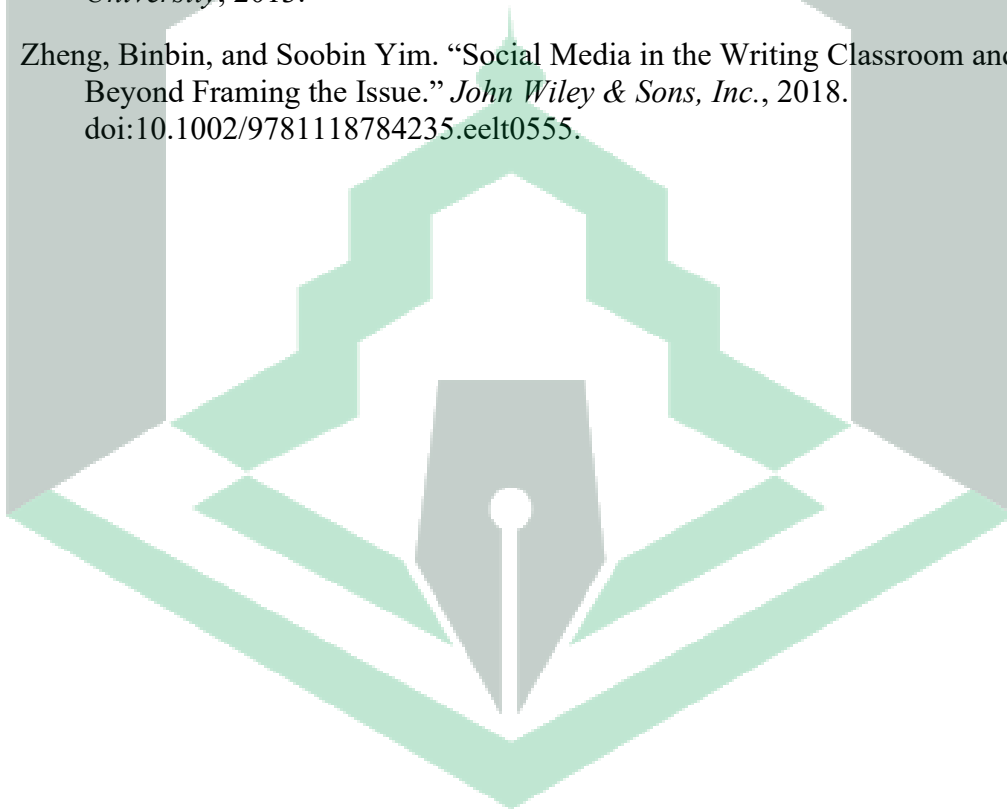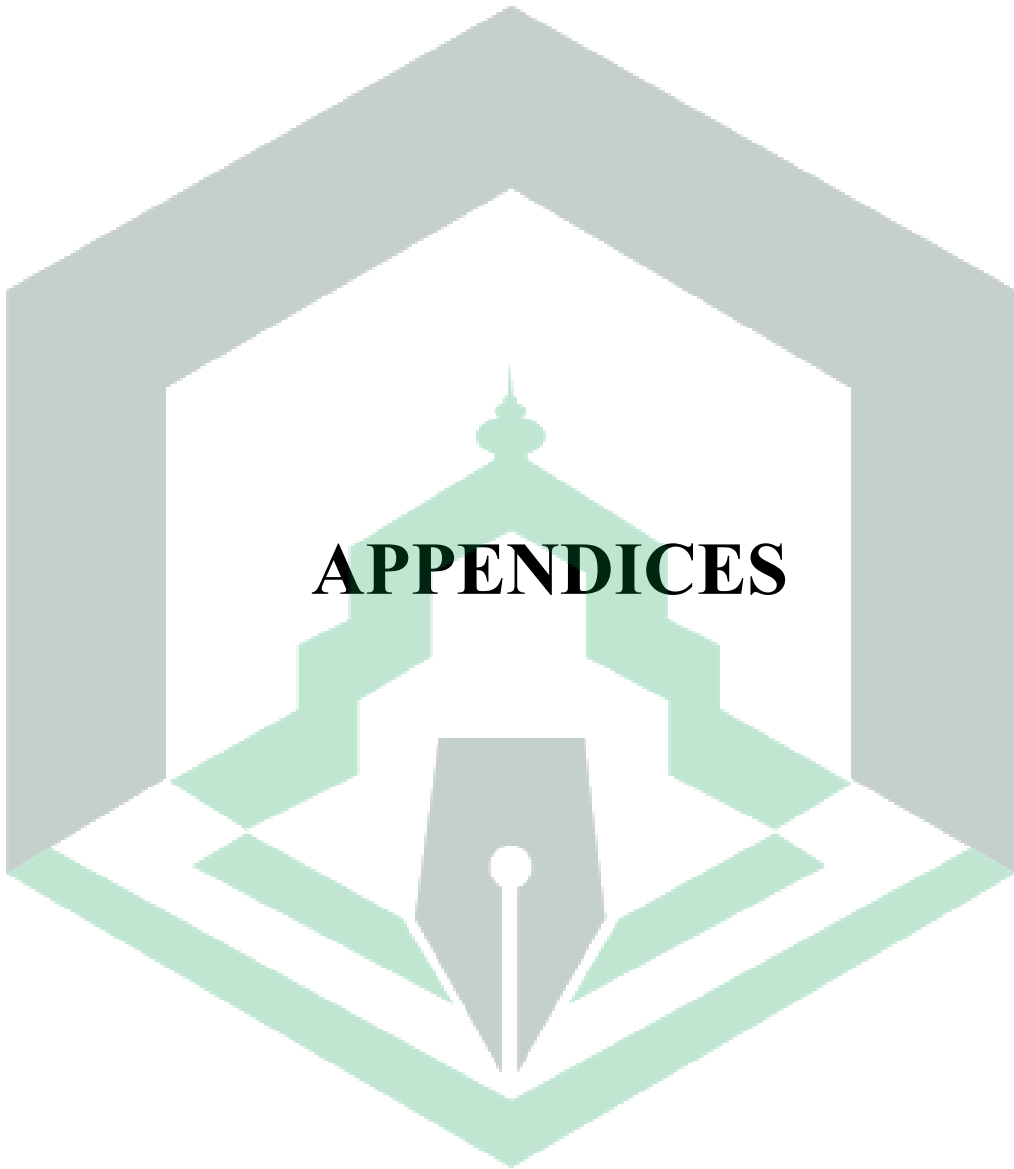
APPENDICES

1
RESEARCH LICENSE

RESEARCH LICENSE

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ASLI

IZIN PENELITIAN
NOMOR : 801/P/DPMPTSP/2022

DASAR HUKUM :

1. Undang-Undang Nomor 13 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 25 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Peraturan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NURUL FIKRIYAH TAQWA
Jenis Kelamin : Perempuan
Alamat : Jl. Cempaka No 31 A Kota Palopo
Pekerjaan : Mahasiswa
NIM : 16 0202 0011

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

INCREASING STUDENTS' ABILITY IN WRITING THROUGH INSTASTORY IN TENTH GRADE OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO

Lamanya Penelitian : 27 Januari 2022 s.d. 27 Februari 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang di berikan.
4. Menyerahkan 1 (satu) eksemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 25 Januari 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.SI
Pangkat : Pembina Tkt I
NIP : 19760811 199512 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo;
3. Gubernur cq BKPMD;
4. Kapolres Palopo;
5. Kepala Kantor Penelitian dan Pengembangan Kota Palopo;
6. Kepala Kesbang Kota Palopo;
7. Yang bersangkutan di kawasan penelitian.

2

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : MAN Palopo   **Kelas / Semester :**   X MIPA I/ Genap

Mata pelajaran   : Bahasa Inggris   **Pertemuan Ke-: 1-4**

Materi   : Descriptive Text   **Alokasi Waktu : 75 Menit JP**

KD: 4.4 Teks deskriptif.

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menggunakan pendekatan saintifik dan model pembelajaran *discovery learning* diharapkan siswa dapat menjelaskan, menentukan, menyajikan, dan menyelesaikan masalah berkaiatan dengan *teks deskriptif.*

B. METODE PEMBELAJARAN : DISKUSI

C. MEDIA PEMBELAJARAN, ALAT, DAN SUMBER BELAJAR

- Media: Papan tulis, spidol, penghapus papan tulis, contoh teks, laptop, proyektor, dan *smartphone.*
- Sumber belajar: *Power Points* dan *website* pembelajaran.

D. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN KE-1	
KEGIATAN PENDAHULUAN (10 MENIT)	
• Melakukan pembukaan dengan salam pembuka dan berdoa. • Menanyakan kabar peserta didik. • Memeriksa kehadiran peserta didik.	
KEGIATAN INTI (45 MENIT)	
Stimulus	• Guru menyebutkan ciri-ciri fisik manusia. • Guru melakukan *eliciting* dan menulis jawaban peserta didik di papan tulis.
Identifikasi masalah	• Guru menampilkan materi *descriptive text* beserta contohnya pada layar proyektor. • Guru menjelaskan materi *descriptive text* beserta contoh teks yaitu sebuah teks *Describing Deskmate*.
Pengumpulan data	• Guru mengecek pemahaman peserta didik.
Pembuktian	• Guru mengarahkan peserta didik untuk menyiapkan akun *Instagram* mereka. • Guru meminta peserta didik untuk mengikuti akun *Instagram*

	guru.
	• Guru meminta siswa untuk membuat sebuah teks deskripsi tentang teman sebangku mereka pada *Instastory* mereka.
Menarik kesimpulan	• Guru mengecek pemahaman peserta didik terhadap materi.dan meminta peserta didik untuk menanyakan jika ada yang kurang jelas.

REFLEKSI DAN KONFIRMASI (20 MENIT)

- Guru melakukan review materi yang telah dipelajari.
- Guru memberikan kalimat motivasi agar peserta didik semakin giat belajar agar menuju kesuksesan mereka.
- Guru menutup kelas dengan mengucapkan terima kasih kepada peserta didik, meminta maaf jika ada kesalahan, berdoa dan mengucapkan salam.

PERTEMUAN KE-2

KEGIATAN PENDAHULUAN (10 MENIT)

- Melakukan pembukaan dengan salam pembuka dan berdoa.
- Menanyakan kabar peserta didik.
- Memeriksa kehadiran peserta didik.

KEGIATAN INTI (45 MENIT)

Stimulus	• Guru menyebutkan ciri-ciri fisik manusia. • Guru melakukan *eliciting* dan menulis jawaban peserta didik di papan tulis.
Identifikasi masalah	• Guru menampilkan materi *descriptive text* beserta contohnya pada layar proyektor. • Guru menjelaskan materi *descriptive text* beserta contoh teks yaitu sebuah teks *Describing Favourite Figure*.
Pengumpulan data	• Guru mengecek pemahaman peserta didik.
Pembuktian	• Guru mengarahkan peserta didik untuk menyiapkan akun *Instagram* mereka. • Guru meminta peserta didik untuk mengikuti akun *Instagram* guru. • Guru meminta siswa untuk membuat sebuah teks deskripsi tentang tokoh favorit mereka pada *Instastory* mereka.
Menarik kesimpulan	• Guru mengecek pemahaman peserta didik terhadap materi.dan meminta peserta didik untuk menanyakan jika ada yang kurang jelas.

REFLEKSI DAN KONFIRMASI (20 MENIT)

- Guru melakukan review materi yang telah dipelajari.
- Guru memberikan kalimat motivasi agar peserta didik semakin giat belajar agar menuju kesuksesan mereka.
- Guru menutup kelas dengan mengucapkan terima kasih kepada peserta didik, meminta maaf jika ada kesalahan, berdoa dan mengucapkan

salam.

PERTEMUAN KE-3	
KEGIATAN PENDAHULUAN (10 MENIT)	
• Melakukan pembukaan dengan salam pembuka dan berdoa. • Menanyakan kabar peserta didik. • Memeriksa kehadiran peserta didik.	
KEGIATAN INTI (45 MENIT)	
Stimulus	• Guru menyebutkan ciri-ciri tempat. • Guru melakukan *eliciting* dan menulis jawaban peserta didik di papan tulis.
Identifikasi masalah	• Guru menampilkan materi *descriptive text* beserta contohnya pada layar proyektor. • Guru menjelaskan materi *descriptive text* beserta contoh teks yaitu sebuah teks *Describing A Favourite Place*.
Pengumpulan data	• Guru mengecek pemahaman peserta didik.
Pembuktian	• Guru mengarahkan peserta didik untuk menyiapkan akun *Instagram* mereka. • Guru meminta peserta didik untuk mengikuti akun *Instagram* guru. • Guru meminta siswa untuk membuat sebuah teks deskripsi tentang tempat favorit mereka pada *Instastory* mereka.
Menarik kesimpulan	• Guru mengecek pemahaman peserta didik terhadap materi.dan meminta peserta didik untuk menanyakan jika ada yang kurang jelas.
REFLEKSI DAN KONFIRMASI (20 MENIT)	
• Guru melakukan review materi yang telah dipelajari. • Guru memberikan kalimat motivasi agar peserta didik semakin giat belajar agar menuju kesuksesan mereka. • Guru menutup kelas dengan mengucapkan terima kasih kepada peserta didik, meminta maaf jika ada kesalahan, berdoa dan mengucapkan salam.	

PERTEMUAN KE-4	
KEGIATAN PENDAHULUAN (10 MENIT)	
• Melakukan pembukaan dengan salam pembuka dan berdoa. • Menanyakan kabar peserta didik. • Memeriksa kehadiran peserta didik.	
KEGIATAN INTI (45 MENIT)	
Stimulus	• Guru menyebutkan ciri-ciri tempat. • Guru melakukan *eliciting* dan menulis jawaban peserta didik di papan tulis.

Identifikasi masalah	• Guru menampilkan materi *descriptive text* beserta contohnya pada layar proyektor. • Guru menjelaskan materi *descriptive text* beserta contoh teks yaitu sebuah teks *Describing A City that I Want to Visit*.
Pengumpulan data	• Guru mengecek pemahaman peserta didik.
Pembuktian	• Guru mengarahkan peserta didik untuk menyiapkan akun *Instagram* mereka. • Guru meminta peserta didik untuk mengikuti akun *Instagram* guru. • Guru meminta siswa untuk membuat sebuah teks deskripsi tentang sebuah kota yang ingin mereka kunjungi pada *Instastory* mereka.
Menarik kesimpulan	• Guru mengecek pemahaman peserta didik terhadap materi.dan meminta peserta didik untuk menanyakan jika ada yang kurang jelas.
REFLEKSI DAN KONFIRMASI (20 MENIT)	
• Guru melakukan review materi yang telah dipelajari. • Guru memberikan kalimat motivasi agar peserta didik semakin giat belajar agar menuju kesuksesan mereka. • Guru menutup kelas dengan mengucapkan terima kasih kepada peserta didik, meminta maaf jika ada kesalahan, berdoa dan mengucapkan salam.	

3
PRE-TEST

STUDENTS' WRITINGS ON THE PRE-TEST

Writing Answer Sheet-Pre-Test

Name : Asmy Ayumi

Class : X MIPA 1

Reg. Number :

Test Date : 18 / 01 /2022

Instructions:

1. Write a descriptive text regarding one of your **favourite things**.

2. Write at least 12 sentences.

1). I really like wristwatch

2). The size is medium

3). I have 5warm tubes

4). the color is not bright

5). made of rubber and iron

6). the clock has digits and small hands that run

7). use ordinary

Writing Answer Sheet-Pre-Test

Name : Andi Nauli Armani Gani

Class : X MIPA 1

Reg. Number :

Test Date : Friday, 04 February 2022

Instructions:

1. Write a descriptive text regarding one of your **favourite things**.

2. Write at least 12 sentences.

Motorcycle

1. I usually use it to go to School.

2. On hand Status.

3. red with black.

4. My mom used to use to go to the Market.

5. It is a Vehicle.

6. it has two wheels.

7. to ride it.

8. We need a helmet to keep use safe.

9. So it is not Surprising that many motorbikes are Selling well in Indonesia.

10. Motorcycles have become a Personal Vehicle for everyone.

11. Use gasoline if you want to use it

12. Enough for two to three People

Writing Answer Sheet-Pre-Test

Name   : EGA SAPUTRI K.

Class   : X. mipa 1

Reg. Number :

Test Date   : 4.

Instructions:

1. Write a descriptive text regarding one of your **favourite things**.

2. Write at least 12 sentences.

- I like an object that is ~~cellphone~~ matress
- bed or matres is a favorite place to express emotions
- ~~So matress~~ features the characteristics of the matress are: soft, comfotable. the shape is like a matress.
- being in bed is entertainment for you
-

Writing Answer Sheet-Pre-Test

Name : Mian Adnan

Class : X MIPA 1

Reg. Number :

Test Date : Friday , 9 , 02 , 2022

Instructions:

1. Write a descriptive text regarding one of your **favourite things**.

2. Write at least 12 sentences.

1. I like black
2. I like a soft Mattress
3. I like soft Pillows
4. I have a my phone
5. I have a laptop
6. I have a book
7. I have a panda doll
8. I have a Favourite mug
9. my Favorite hijab
10. I have a Favourite Plate
11. I have a Favorite color violet
12. I have a Favorite fountain pen

Writing Answer Sheet-Pre-Test

Name : SITTI HAJAR

Class : X mipa 1

Reg. Number :

Test Date : Friday, 04, 02, 2022

Instructions:

1. Write a descriptive text regarding one of your **favourite things**.

2. Write at least 12 sentences.

1. I like the doll my mom bought
2. I like the colors in the class
3. I like to play hp
4. I like to ride a bicicle in the evening
5. I like reading books in my spare time
6. I like to go for a walk on my holidays
7. I like watching cartoons on television
8. I like to clean my own room
9. I like to play with small children
10. I like to go on vacation with my family
11. I like to sleep
12. I like going to school

4
TREATMENTS

STUDENTS' INSTASTORY ON THE 1ST TREATMENT

DESCRIBING DESKMATE

keyshaaaa444

MY DEKSMATE

I would like to describe about on of my classmate. Her name is Salsabila. She is my deksmate since our first day of school. I and friends usually call her Aca. Every morning we always go to school together. Even at school, we always stay together wherever we go, such as going to toilet or canteen. We're just like pear and carrots. She is also funny sometimes and gives me some giggles while having conversation with her or just watching her ridicolous behavior.

Her favorite foods are fried chicken and meatballs soup. Her hobby is singing, her voice is really good when she singing. She also cute and sweet face. She is really kind to all people. She also can make friend with every single students in my class. When I find some difficulties at any subject, she always help me. I'm so gled for having a best friend like her ♡

@nurulfikriyyah_taqwa
@salsa_irwn

STUDENTS' INSTASTORY ON THE 2nd TREATMENT

DESCRIBING A FAVOURITE FIGURE

salsa_irwn

Maudy Ayunda

My idol is Maudy Ayunda. She is a girl of many talents. Young, bright and talented are a few of the words that best describe 17-year-old actress Maudy Ayunda. Considering her age, she has enjoyed many rare opportunities including playing the lead role in prominent films.her amazed me with his what has he achieved so far and her can keep me motivated.

Kejar Mimpi
Maudy Ayunda

STUDENTS' INSTASTORY ON THE 3rd TREATMENT

DESCRIBING A FAVOURITE PLACE

mahesaputrilukman28

My Favourite Place

My favourite place is my Junior Highschool, SMPN 8 Palopo. I studied there for 3 years. I really love that place because it gives me a lot of beautiful memories. I have many friends and amazing teachers from there.

SMPN 8 Palopo is located in Jl. Dr. Ratulangi No 66, Palopo. It has 9 classes for each grade. It has three fields. They are basketball field, volleyball field, and soccer field. It also has two computer labs, a science lab, an english lab, and an art room. The teacher's lounge is located right in front of the ceremony area and flagpole. It has many canteens. I always go there at lunch break.

The most memorable place in SMPN 8 for me is the library. I read a lot of books in there and study with my Math Club friends. Sometimes I wish I can go back there and be a junior highschooler again.

STUDENTS' INSTASTORY ON THE 4th TREATMENT

DESCRIBING A CITY THAT I WANT TO VISIT

5
POST-TEST

STUDENTS' WRITINGS ON THE POST-TEST

Writing Answer Sheet-Post-Test

Name : Apeng Aguani

Class : X MIPA 1

Reg. Number :

Test Date : Kamis, 4 april, 2022

Instructions:

1. Write a descriptive text regarding one of your **favourite animals.**

2. Write at least 12 sentences.

Panda

Panda is a big and chubby animal because panda have weigh over 100 kg, so panda look like a bear. Panda is animal from western China and Tibet, especially from the bamboo forest China and Tibet. Panda has 2 foots and 2 hands. Panda use its hands to eat bamboo and its leaves. Panda search bamboo together with others panda. Beside that, the hands also use to help walk. At the hands there are extra thumbs, which to helps panda eat. The foots also usually use too. If panda stand, panda as tall as a man.

Body panda is a black an white. In the head, there are black eyes patches and black ears. The hand is white. Panda's nose is big and the mouth as big as the nose. Panda's furry is long and straight, and also very soft and smooth. The skin thick and fluffiant furry makes panda so cute.

Writing Answer Sheet-Post-Test

Name   : Ardi Hindi Barira Ca...

Class   : X MIPA 1

Reg. Number : 0062078816

Test Date   : 09 April 2022

Instructions:

1. Write a descriptive text regarding one of your **favourite animals**.

2. Write at least 12 sentences.

My Favourite Animals

    I want to talk about my Favourite animal. My Favourite animal is Panda. I like it because it's Funny and smart. Panda Favourite Food is bamboo. Panda is a mammal that is usually classified into the bear family. Panda live in mountainous areas.

    The characteristics of panda's is that they have dark circles in the panda eye area. Panda has a big body. The panda's body is generally colorgraun with white fine hair, while the hands and feet are black. Panch fur is Mostly black. Panda is one of the conic animals from China. Animals that come from the bear family are herbivores or plant eaters.

    In Indonesia there are panda named Cai Tao (male) and Hu Chun (female) which have been conserved for three years.

Name : EGA SAPUTRI YARIDI

Class : X mipa I

Reg. Number : —

Test Date : 05-04-2022

Instructions:

1. Write a descriptive text regarding one of your **favourite animals**.

2. Write at least 12 sentences.

My Favorite animals is a cat

I have a cat. It is a female cat. He has a short tail. She like to lick her tail. My cat's fur is black. So I call him "the hole" because he has one color.

bolong like to eat fish. but he not only likes to eat but he also likes to sleep and play. bolong has quite a spoiled nature. he really likes being touched gently while sleeping. he is very cute and docile. however I still love him and bolong will always be my best friend.

Name : NuH AIMUH

Class : X MIPA 1

Reg. Number : 0068010000

Test Date : Sabtu, 09-04-2022

Instructions:

1. Write a descriptive text regarding one of your **favourite animals**.

2. Write at least 12 sentences.

I would like to talk about my favourite animal. my favourite animal is Panda. I like it because it is cute and smart. This animal is has a colour black and white. Panda is one of the rare mammal animal in the world and endangered.

Panda feel about 10 to 12 hours a day and about 40-80 kg of bamboo just to eat. Panda's favorite food is bamboo, but sometimes they also eat meat even honey. Moreover panda thick skin can protect them from the attack of bees. When eating, panda will sit down. and although he was classified as a bear. but panda do not hibernate like other bears.

Their toughest enemies are wild dogs. when the wild dogs began to attack, the panda will dodge and climb trees to avoid fights.

Name : SITTI HAJRA

Class : X mipa 1

Reg. Number : —

Test Date : 09 - 04 - 2022

Instructions:

1. Write a descriptive text regarding one of your **favourite animals**.

2. Write at least 12 sentences.

My Favourite Animal (cat)

I have a fat cat in my house. I called him Embem because it is so chubby. It's a famure cat. I found him on the street nearby 2 years ago when she was a kitten.

Now Embem has grown to be an adult cat. She has a big and fat body. Her fur is basically white with some random black and brown spots all over her body. Her eyes are yellow and a bit dark. Her nose and the part of her inside ears are light pink. I like it because it is kind and beautiful. Her likes to sleep. I love it very much.

6
DOCUMENTATIONS

TREATMENT DOCUMENTATIONS

PRE-TEST DOCUMENTATIONS

POST-TEST DOCUMENTATIONS