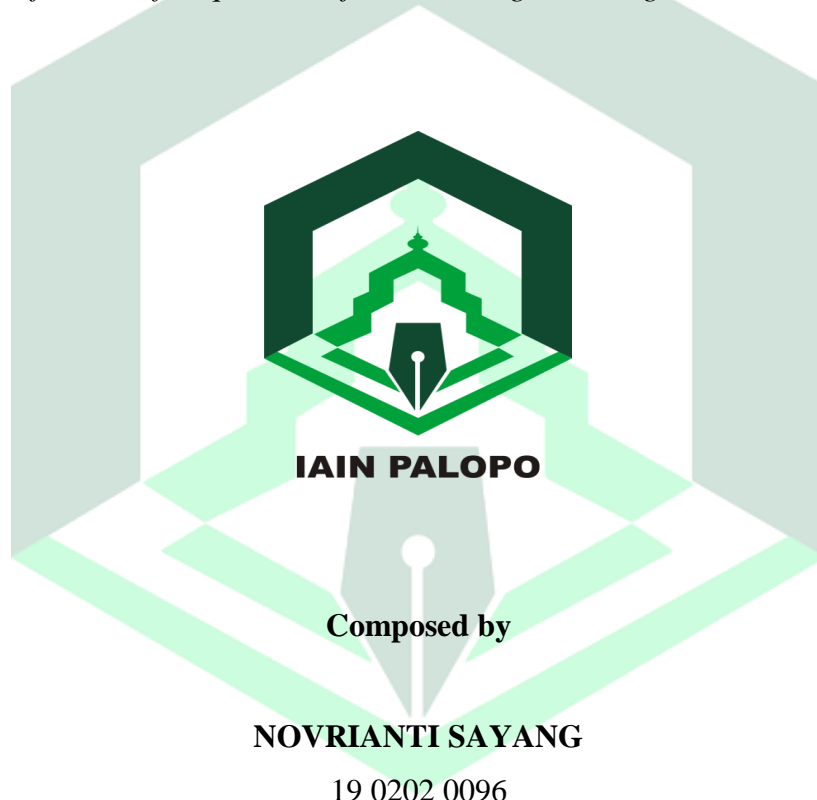


**THE EFFECTIVENESS OF USING AN INSTAGRAM FEED  
IN WRITING DESCRIPTIVE TEXT FOR ENGLISH  
DEPARTMENT STUDENTS OF IAIN PALOPO**

*A Thesis*

*Submitted to the English Language Education Study Program of S1 Tabiyah and  
Teacher Training Faculty of the State Islamic Institute of Palopo in Partial  
Fulfillment of Requirement for S.Pd. Degree in English Education*



**IAIN PALOPO**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

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**Consultant by:**

- 1. H. Madehang S.Ag., M.Pd.**
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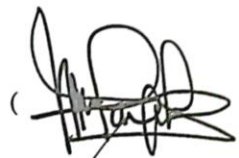




**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

## THESIS APPROVAL

This thesis entitles "*The Effectiveness of Using an Instagram Feed in Writing Descriptive Text for English Department Students of IAIN Palopo*" which is written by Novrianti Sayang, Reg. Num. 19 0202 0096, English Language Education Study Program of Palopo and has been examined and defended in *Munaqasyah* session which is carried out on March 13<sup>th</sup>, 2023. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, March 13<sup>th</sup>, 2023


### COMMITTEE OF EXAMINATION

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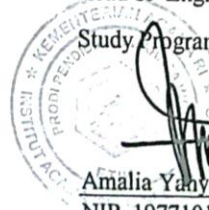
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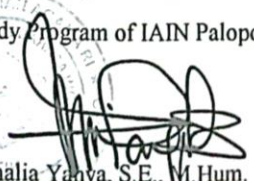
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Tempat

*Assalamu 'alaikum Wr. Wb.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:


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Judul : The Effectiveness of Using An Instagram Feed In Writing Descriptive Text for English Departement Students of IAIN Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.


Demikian untuk proses selanjutnya.

*Wassalamu 'alaikum Wr. Wb.*

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Palopo, 19<sup>th</sup> February 2023

  
Novrianti Sayang  
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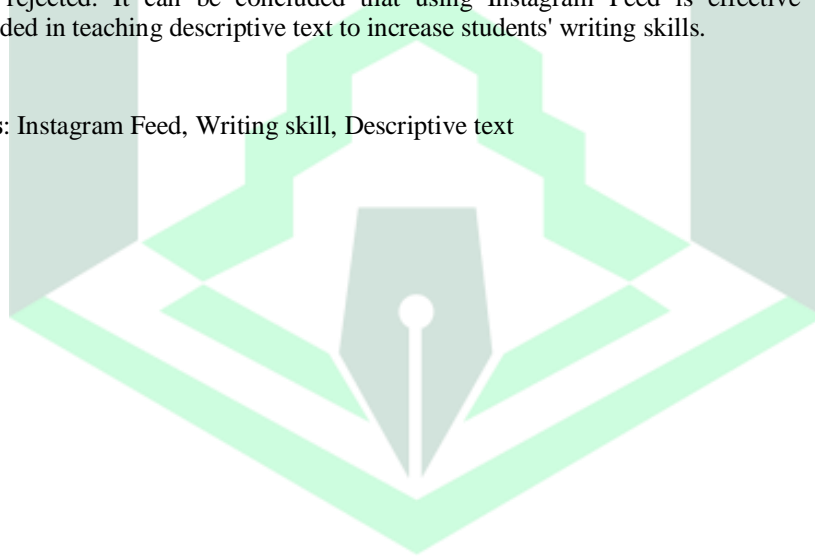
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## ABSTRACT

**Novrianti Sayang, 2023.** *"The Effectiveness of Using an Instagram Feed in Writing Descriptive Text for English Department Students of IAIN Palopo,"* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. H. Madehang S.Ag., M.Pd. (Consultant 1) and Yuyun Ruqiyat Said S.Pd., M.Pd (Consultant 2).

This research aims to determine the effectiveness of using Instagram Feed in writing descriptive text in BIG A class in the 3<sup>rd</sup> semester of the English department of IAIN Palopo. A pre-experimental study was used in this research. Design focusing on one group's pre-test and post-test design. The population of this study consisted of all 72 students enrolled in three classes for the third semester of IAIN Palopo. The sample was taken by using a purposive sampling technique, which consists of 24 students. While the research instrument used was a writing test. The data were analyzed using Paired Sample T-test and calculated with SPSS 22. The data were analyzed by calculating the mean score and paired sample t-test. This research showed the mean score on Post-Test (83.92) was higher than the Pre-Test (50.54). The value of data analysis,  $t_{count}$  (was 18.362), while the  $T_{table}$  for the standard of significance level 0,05 (5%) on df (degree of freedom) value 23 was 2.069, which means the data stated that the value of  $t_{count}$  is higher than the value of  $T_{table}$ . On the other hand, hypothesis alternative ( $H_1$ ) was accepted, and hypothesis null ( $H_0$ ) was rejected. It can be concluded that using Instagram Feed is effective and can be recommended in teaching descriptive text to increase students' writing skills.

**Keywords:** Instagram Feed, Writing skill, Descriptive text



# IAIN PALOPO

# CHAPTER I

## INTRODUCTION

### A. Background

One of the languages that are also frequently used worldwide is English. It is considered one international language as a result. Developing effective communication is one of the aims of teaching English. The four essential language skills are speaking, reading, and writing. Writing is one of the four capabilities.<sup>1</sup> According to Nunan, writing was a thought process involving coming up with ideas, considering how to represent those thoughts in effective writing, and structuring those ideas into concise sentences.<sup>2</sup>

Additionally, writing is a valuable technique for students because it is a good tool for communication. We can express our ideas, feelings, and announcements to others through writing. The researcher mainly focuses on writing skills because writing needs hard thinking to produce a statement, words, sentences, paragraphs, and composition that support each other as a unity. According to Iswande-Sae, even though the most frequent writing issues were quite complex, students still encountered them because their command of grammar was subpar, and they lacked the vocabulary and writing prompts to develop their ideas.<sup>3</sup>

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<sup>1</sup> L.G Alexander, *Practice and Progress* (London: Longman Group Ltd, 1975).

<sup>2</sup> David Nunan, *Second Language Teaching and Learning with Technology* (Ireland, 2000).

<sup>3</sup> Iswande Sa-e, "The Effectiveness Of Mind Mapping to Teach Writing of Descriptive Text (an Experimental Study of Seventh Grade Students' of SMP Muhammadiyah 1 Purwokerto in the Academic Year of (2015/2016)," (FKIP UMP, 2017) (n.d.).



Based on the problems in writing above, the researcher chose the Instagram Feed to increase the students' writing skills in BIG A class in the 3rd semester of the English department of IAIN Palopo, because Instagram Feed can motivate students in writing. Also, students can develop their ideas through the use of Instagram Feed as a media for learning. It can make the students interested in learning, especially in writing descriptive text. This research innovates to make the understanding atmosphere more practical, easy, and fun using Instagram Feed as a media.

In the modern era, a teacher must know how to fully integrate into the teaching and learning process, especially when teaching and learning English. Social media is a technology tool that people use on a daily. One of the most popular social media sites nowadays is Instagram. Because Instagram does have a feed and caption area where users can post, it can serve as a platform for students to practice their writing skills. This is particularly useful for teaching students how to create descriptive prose.<sup>4</sup>

The platform for social media, Instagram, was developed with the cooperation of Kevin Systrom and Mike Krieger.<sup>5</sup> In general, Instagram provides various features that users can use.<sup>6</sup> The parts are posts for posting images or brief videos to an Instagram story for posting pictures or short movies to Instagram for

---

<sup>4</sup> Siti Sholikhah Aisyah Ririn Perwikasih Utari, and Muh Syafei, "The Use of Instagram as Media to Teach Students' Writing Recount Text" Vol.6, No.2 (2019).

<sup>5</sup> Mishra Piyush, "Kevin Systrom: Co-Founder of Instagram- Biography," *startuptalky.com*, April 2019.

<sup>6</sup> Suryantari Joko Priyana, and Hadna, "Exploring Ways of Using Facebook and Instagram in Teaching English," *Advances in Social Science, Education and Humanities Research* 165, 2018, 298–301.

24 hours, and Reels for posting 15, 30, or 60-second videos to Instagram. And Live for live streaming video.

Descriptive text is one type of text. Even though the students can utilize essential present and adjective clauses while writing descriptive text, students often find this form of content challenging to understand. The identification and the description make up the generic structure of a descriptive text. The title details the items, locations, and people that will be described. To characterize Depdiknas, it speaks about recognizing phenomena (Departemen Pendidikan Nasional).<sup>7</sup>

Based on the preliminary observation and Interviews with a writing lecturer of students in the 3<sup>rd</sup> semester, she said they never teach writing skills using the Instagram feed. In a single class, many students still lack the capability of writing. On the other hand, many students in this class lacked reporting abilities, vocabulary, and grammar structure, and students usually felt challenged to organize their ideas. Because of that, the researcher chooses Instagram feed as one of the tools for organizing ideas and cultivating students' imaginations when composing descriptive text.

The researcher expects the students' to be enthusiastic and motivated to write in English, especially in descriptive text. To improve teaching quality in learning activities, the researcher in this study was interested in formulating the title "The Effectiveness of Using an Instagram Feed in Writing Descriptive Text for English Department Students of IAIN Palopo."

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<sup>7</sup> Depdiknas, "Pembelajaran Text Descriptive," no. Jakarta (2004).

## **B. Research Questions**

The writer formulated the historical issues, and the author devised the following research question: is the Instagram Feed effective in teaching writing a descriptive text to English department students of IAIN Palopo?

## **C. Purpose of The Research**

Based on the research question, this research aims to determine the effectiveness of using Instagram Feed in writing the descriptive text for English department students of IAIN Palopo.

## **D. Significance of the Research**

The research is essential in two ways. They have both theoretical and practical significance:

### **1. Theoretical Significance**

The researcher must be able to provide the method for writing descriptive text through Instagram Feed and contribute to the idea of teaching writing descriptive text through Instagram Feed.

### **2. Practical Significance**

#### **a. For Lecturers**

This study is expected to inspire educators to plan engaging lessons around dynamic and creative learning environments and provide educators with another option for teaching writing using Instagram Feed that is more enjoyable.

b. For Students

By using Instagram Feed, this study hopes to increase students' enthusiasm for English language learning while enhancing their ability to write descriptive texts.

c. For other Researchers

For other researchers interested in teaching descriptive text using Instagram Feed, this research is expected to be used as a new reference in English writing skills for other researchers by retrieving pieces of information from this research.

### **E. Scope of the Research**

This research focuses on Using an Instagram feed to write descriptive text for students of IAIN Palopo in the English department, primarily by describing people, places, animals, and things.

### **F. Definition of Key Terms**

Key term definitions are essential to be given to avoid misunderstanding. This researcher was referring to the topic discussed in the present study. Some terms used need to be defined.

1. Writing

Writing is a way for the writer to communicate their thoughts in a medium they and the reader can understand, such as paper, technology, and others. A writer also needs the imagination to prepare a piece of writing rapidly.

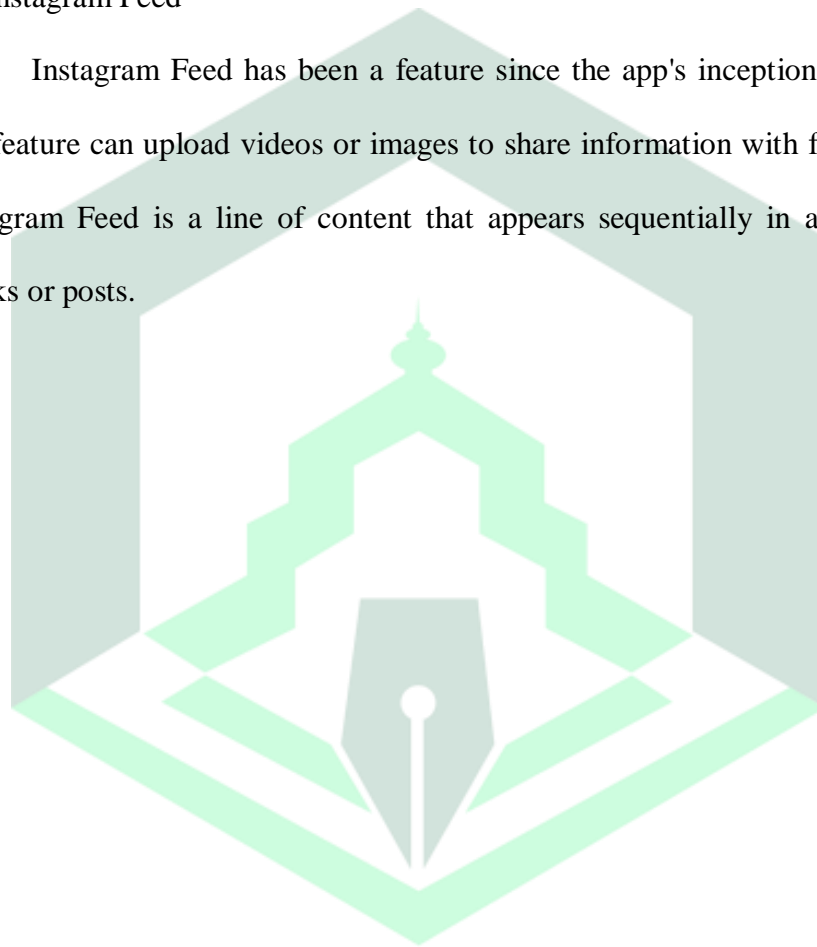
## 2. Descriptive text

Descriptive text explains or tells the details about something, whether it be people, location, mood, situation, or event, which makes the readers able to imagine or experience it.

## 3. Instagram Feed

Instagram Feed has been a feature since the app's inception. Users of this feature can upload videos or images to share information with followers.<sup>8</sup>

Instagram Feed is a line of content that appears sequentially in a series of blocks or posts.



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<sup>8</sup> Irene Mardiatul Laily et al., "Instagram Sebagai Media Pembelajaran Digital Agama Islam Di Era 4.0" 3, no. 2 (2022): 165–70.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There are some previous researches related to this research. These are:

Iswar(2021), with the title "*The Effectiveness of Instastory Instagram Media(IIM) in Developing Students ' English Skill at the First Grade of SMAN 3 Palopo*". The research used integrated skills tests and observation (CAR). This research revealed that cycle II was better than cycle I (64%) and cycle II(91,66%).<sup>9</sup>

Peni Adytia(2019), with the title "*The Effectiveness of Using Instagram Application in Teaching Writing Recount Text at SMP Negeri 1 Tulungagung*". An experimental method was used in the study, along with a quantitative approach. Used pre-experimental of this research. This study showed the result that there is a significant difference between the results of the pre-test and post-test. The post-test average test of 21.57 was better than the pre-test average of 14.51. The results of the statistical calculations were obtained from the value of Sign. (2-tailed) was 0.000, and it can be concluded that (Ha) was accepted and the null hypothesis (H0) was rejected. Using the Instagram app when instructing

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<sup>9</sup> Iswar, "The Effectiveness of Instastory Instagram Media ( IIM ) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo" (2021), [http://repository.iaipalopo.ac.id/id/eprint/3131/1/SKRIPSI ISWAR ACC UT-dikonversi%28%29.pdf](http://repository.iaipalopo.ac.id/id/eprint/3131/1/SKRIPSI_ISWAR_ACC_UT-dikonversi%28%29.pdf).

students on writing recount texts is an effective and viable option. Writing recount prose will be taught using media at SMP Negeri 1 Tulungagung .<sup>10</sup>

Iswandee Sa-e(2017) "*The Effectiveness Of Mind Mapping to Teach Writing of Descriptive Text `(an Experimental Study of Seventh Grade Students' of SMP Muhammadiyah 1 Purwokerto in the Academic Year of (2015/2016))*". The research used quasi-experiment (quantitative). The result of this research was that the t-test result was 2,562, while the t-table score at a significance level of  $\alpha = 0.05$  for df(degree of freedom): 34 was 1.961. So, the t-test was higher than the t-table ( $2.562 > 1.691$ ). It means that the hypothesis stated that mind mapping effectively taught the writing of a descriptive text to the seventh-grade students of SMP Muhammadiyah one Purwokerto in the academic year of 2015/2016).<sup>11</sup>

Ebik Ragustio(2019) "*The Use of Instagram to Improve Students' Ability in Writing Descriptive text at Seventh Grade Students of SMPN 1 Cileunyi Bandung Academic Year 2018-2019*". The research was a quasi-experimental study". The analysis results prove that using Instagram can improve students' ability in descriptive text. Using the independent t-test in SPSS, the hypothesis test shows that the t-count was 2.230, while the t-table for  $\alpha = 5\%$  was 1.993 ( t-count 2.230 > t-table 1.993). The research hypothesis (H0) was rejected and accepted (Ha). It could be concluded that there is a significant difference in students' scores between the experimental and control classes. The calculation of the N-Gain score

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<sup>10</sup> peni Adytia, "The Effectiveness of Using Instagram Application in Teaching Writing Recount Text at SMP Negeri 1 Tulungagung," (*State Islamic Institute (IAIN) of Tulungagung*) (2019) (n.d.).

<sup>11</sup> Sa-e, "The Effectiveness Of Mind Mapping to Teach Writing of Descriptive Text `(an Experimental Study of Seventh Grade Students' of SMP Muhammadiyah 1 Purwokerto in the Academic Year of (2015/2016))."

shows that the practical class was classified as 'Average,' which is higher than the control class, which was classified as 'Low.' So, teaching descriptive text with Instagram is more effective than without Instagram.<sup>12</sup>

The differences between this research and those previous studies are the research method, the future of media in the teaching process, the research object, and the writing topic. The previous study used mind mapping and also used Instagram application in teaching writing descriptive text and recount text. The selected writing ability is consistent with this study and all previous studies. The instrument was a writing test, and the researcher used a pre-experimental design.

## **B. Some Pertinent Ideas**

### **1. Definition of Writing**

Writing is one essential talent that students must master. Even so, compared to speaking, listening, and reading, writing is still thought to be the most difficult ability to master. Additionally, according to Fitri Novia, writing is a form of communication that expresses thoughts and sense on paper.<sup>13</sup> In addition to developing and organizing ideas, writing also means transforming those ideas into readable writings.

According to Brown, writing is putting ideas onto paper to form as words, clarify their major points, and give them a structure that makes sense. The

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<sup>12</sup> Ragustio Ebik, "The Use of Instagram to Improve Students' Ability in Writing Descriptive Text at Seventh Grade Students of SMPN 1 Cileunyi Bandung Academic Year 2018-2019," (*English Education Department of State Islamic University of Sunan Gunung Djati Bandung, 2019*). (n.d.).

<sup>13</sup> Fitri Novia, "Cops Strategy: A Strategy to Teach Writing Skill," *UAD TEFL International Conference 1* (2017): 247, <https://doi.org/10.12928/utic.v1.174.2017>.



teacher must ensure that every student meets quality writing standards as they translate thoughts from the brain into written shape.<sup>14</sup>

The function of writing is to give knowledge, education, or entertainment. It is impossible to acquire writing well. When learning to write, one must put their whole heart into it and have fun, as writing is not just about the writer but also the readers who interpret what is written. The paper includes a process for research, the author's experiences, training, and an idea to communicate in writing. Writing practice is one way to improve writing skills constantly.<sup>15</sup>

The researcher concluded that writing is one method to inform readers based on the above definition. In addition, writing is a way for the writer to communicate their thoughts in a medium they and the reader can understand, such as paper, technology, and others. A writer also needs the imagination to prepare a piece of writing rapidly.

## **2. Components of Writing**

One should focus on substance, organization, vocabulary, grammar, and mechanics to improve writing.

### **a. Content**

The writing's subject matter must be straightforward so that the reader can understand the material. The material must be written, coherent, and sustainable to be deemed complete.

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<sup>14</sup> Brown H.D, "Language Assessment Principles and Classroom Practices."

<sup>15</sup> Febri Anggraini, "Brainstorming Technique In Teaching Writing Descriptive Text," *Channing: Journal of English Language Education and Literature* 5, no. 2 (2020): 71–74, <https://doi.org/10.30599/channing.v5i2.840>.

b. Grammar

Writing has a significant impact on grammar. To help the writer be more cautious and use formal language, grammar decides whether a sentence is true or false.

c. Vocabulary

One element of expressing words and structuring them into phrases is vocabulary. A strong word choice can also significantly affect a writer's ability to convey his ideas understandably.

d. Mechanics

The techniques are divided into two categories: capitalization and punctuation. The purpose can make the writer's message more clear. Capitalization in writing is used to distinguish capital characters. Additionally, formal language and a few other items are identified using mechanics.

e. Organization

A sentence must convey a word or idea from a writer. To guarantee clear writing, it must also be sequential from start to finish.<sup>16</sup>

### 3. Writing Process

According to Richard, the process of writing occurs in several stages:

b. Planning

Planning was a crucial part of management, particularly for activities that took place in class, and aimed to encourage students always to feel

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<sup>16</sup> J.B. Heaton, "Writing English Language Test (New Edition). (Longman Inc. New York, 1998), p.135," n.d.

their ideas. Students are therefore expected to be able to communicate their thoughts clearly and to write well.

c. Drafting

At this point, researchers concentrate on the efficacy and fluency of students' writing, paying attention not only to grammar but also to handwriting neatness. The capability of scholars to envision the audience is one element of effective writing.

d. Revising

When students revise, the researcher goes over the respondent's comments. Rereading what was written allows learners to better understand and convey meaning to the reader. Repairing is not only checking but is done to improve global content and organizational errors in writing ideas, so the writer wants to tell them to the reader.

e. Editing

Students compile texts at this stage as they prepare the final draft for review by teachers. Grammar, spelling, punctuation, diction, sentence structure, and supporting truth, such as quotations and the like, can all be edited by students for their work and that of their peers.<sup>17</sup>

#### 4. The Characteristics of Good Writing

An essay's elements are present in good writing, which also adheres to grammatical standards and must be simple for the reader to understand.

Without having to read the essay again, the viewer must understand the

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<sup>17</sup> Jack c Ricard willy A Renandya, "Methodology in Language Teaching and Anthology of Current Practice," Longman Dictionary of Language Teaching and Applied Linguistics," (2002),135., n.d.

significance of the writing. According to Cushing, the following personalities exhibit goodness and righteous behavior.<sup>18</sup>

- a. A good piece of writing has goals and intentions that are clear and easy to comprehend.
- b. The punctuation and grammar are perfect, accurate, and perfectly correct.
- c. Process information simply and precisely.
- d. Has a resolution after the writing and the essay.

### **5. Kinds of Writing**

There are kinds of writing:

- a. A narrative text is a text that narrates a world event, which can have the character of informative or entertaining
- b. The recount text is the text that contains a sequence of activities or events in the past.
- c. The descriptive text is the text that the content description object
- d. Expository text is text that is content with an argument, point of view, problem, or particular thing
- e. A procedure text is a text containing the sequence of actions to something.<sup>19</sup>

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<sup>18</sup> Sara Ceigle Cushing, "Assessing Writing, Cambridge: Cambridge University Press," 2002.

<sup>19</sup> *12 Writing Clues for Better Writing Competence*, n.d.

## C. Descriptive Text

### 1. Definition of Descriptive Text

The students create descriptive text based on the description of an object. Writing A person, location, or thing is vividly described in the descriptive text to help the reader visualize what is being described.<sup>20</sup>

The students will create descriptive text according to the data given about an item. Writing descriptive text provides a detailed explanation of a person, location, or thing, prompting the reader to visualize the subject of the description.<sup>21</sup> Rega Dita Pratiwi's descriptive text was based on was used to describe various things, including animals, humans, and specific objects. In other words, the purpose of the descriptive text is to provide information and descriptions specific to the location or individual being described.<sup>22</sup>

In a nutshell, a descriptive text is a text that explains or tells the details about something, whether it be people, location, mood, situation, or event, which makes the readers able to imagine or experience it. This is because descriptive details enable the readers to visualize elements in the story. The reader can experience what the author is trying to convey through their sight, hearing, scent, taste, touch, and emotional feelings.

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<sup>20</sup> Darini Bilqis Maulany, "The Use of Mind Mapping Technique in Writing Descriptive Text," *Indonesia University of Education*, No. 1 (2013): 30–42.

<sup>21</sup> L.A. Zemach, D.E. and Rumisek, *Academic Writing: From Paragraph to Essay* (New York: Oxford: Macmillan Publisher Ltd, 2005).

<sup>22</sup> Dwi Atmoko, Bambang, "Instagram Handbook Tips Fotografi Ponsel," (*Jakarta: Media Kita, 2012*), n.d.

## 2. Characteristics of Descriptive Text

Text that describes something stands out from other kinds of writing due to the qualities that define it. According to Ahmad Thommy, the characteristics of an explanation text can be broken down into three primary categories, which are as follows:<sup>23</sup>

- a. The utilization of the present simple tense in the organization of the words. This particular present is utilized in the majority of the sentences. It indicates that the subject or object is portrayed from the point of view of the creator of the descriptive text. Its purpose is to induce in the readers' minds a sense of being present at the scene being recounted.
- b. The text that describes something does so frequently about a particular thing. It indicates that no involvement from human participants is necessary for the viewer. The explanation takes up most of the description, focusing on the discussed subject.
- c. The author does an excellent job of clearly depicting the person, object, or location described in the text. In most cases, an adjective sentence is used by this text to describe the subject at hand.

Given the preceding explanation, it is feasible to conclude that descriptive text characteristics are expressed in the simple present tense. It uses the phrase "adjective phrase" to visualize a person, location, or thing it describes, including people and some objects.

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<sup>23</sup> Ahmad Thommy, "Writing Genre in English, (Surakarta: Era Intermedia,2008)," n.d., 15.

### 3. The Purpose of Descriptive Text

According to Dietsch, there are three general purposes of description, namely:

- a. To create imagery, a mood, or an aura of a place.
- b. To stimulate understanding and convince.
- c. To urge the listener to action.<sup>24</sup>

### 4. Generic Structure of Descriptive Text

There are two primary kinds of descriptive text structures:

#### a. Identification

This paragraph and this section must both contain the item identifications. It consists of an introduction and a thorough explanation of the topic. The first paragraph contains the names of the various components of the entity.

#### b. Description

The subsequent paragraph elaborates on specific features of the described thing and its aspects, parts, material, color, size, and other elements required to effectively convey the message and enable the readers to visualize it being described easily.

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<sup>24</sup> Betty M, Dietsch, "Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook. Ohio: Graw Hill Marion Technical College," 2006.

## D. Concept of Instagram

### 1. Definition of Instagram

Instagram is a form of social media that lets users post photos and videos to an app to document their lives. Instagram has hundreds of millions of users who utilize the platform in a variety of unique methods.<sup>25</sup> Students can benefit from using Instagram as an interactive writing medium, particularly for composing descriptive text.

Instagram has a ton of different characteristics to choose from. Users can download and share videos with other Instagram users, write notes, post comments, engage in direct message conversations, submit photos, and more. Instagram is a fun and speedy method to share one's life with one's friends through a collection of pictures taken with one's smartphone. Take a picture of it using your mobile phone, and afterward, select a filter to turn it into a remembrance that you can keep with you for a very long time. Teachers can use this media to creatively announce students' homework assignments and share students' experiences while participating in classroom activities through pictures published on Instagram. These can all be done as part of the teaching-learning process. Because of this, educators need to be inventive when using technology. The proliferation of hundreds of different social media means that educators must exercise caution when choosing appropriate forms of media with an online component.

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<sup>25</sup> Lev Manovich, "Instagram and Contemporary Image," *Academia Accelerating The World's Research*, n.d., 11.



## 2. Instagram Feed

Instagram Feed is a line of content that appears sequentially in a series of blocks or posts. Instagram Feed has been a feature since the app's inception. Users of this feature can upload videos or images to share information with followers and add captions or descriptions that provide context for the uploaded media. Feed is a feature that notifies users of their different activities. The "following" and "news" tab categories are both present in the news feed.

According to Atmoko in 2012, definite categories should be filled in for photos to upload the information's significance, mainly:

a. Title

The caption or title photo strengthens the character or message that the user wishes to convey.

b. Hashtag

The hash (#), or feature fence, denotes the identifier. Hashtags are essential because it is simple for users to locate an Instagram photo with a particular hashtag.

c. Location

The location function enables users to see where they are taking pictures. Instagram is a service for sharing photos, but it also functions as a social network because users can communicate.<sup>26</sup>

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<sup>26</sup> Atmoko, Bambang, "Instagram Handbook Tips Fotografi Ponsel."

### 3. The Advantages and Disadvantages of Instagram

#### a. Instagram Advantages:

- 1) Space and time cannot be used to optimize the teaching and learning process to engage interactively with more effective teachers in education and teaching.
- 2) Increasing student data capture because teaching resources are text-focused and include images, video, audio, or other exciting media.<sup>27</sup>

#### b. Instagram Disadvantages:

- 1) If the user does not make the Instagram account private, anyone can view the page and say or do whatever they want on the page or with the photo.
- 2) Teens and pre-teens give away personal information that random people shouldn't know
- 3) Children and teenagers can include their addresses in their photos.
- 4) Some people use social media solely to communicate with others and gather information about them.
- 5) There is no filter to prevent children from seeing explicit material; they may end up seeing anything that someone has posted, but they can ban the person who posted it and report the image and the person.

### 4. The Benefits of Using Instagram

Instagram provides novel and comprehensive features compared to other social media platforms. People can use a photo filter on Instagram to make the

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<sup>27</sup> Iswar, "The Effectiveness of Instastory Instagram Media ( IIM ) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo."

photo ready to post and demonstrate how artistic the pictures or videos are. People can also alter the settings to see how they compare to other social media platforms. People can also modify the scenes to see who watches or looks at their shared photos or videos. We can communicate messages directly to friends or others using Instagram's direct message feature. The last option is a live show on Instagram.

Instagram is distinct from other social media platforms because it offers unique and thrilling features. Not only that, but Instagram also serves as a bridge to other social media platforms, allowing us to post photos and videos on multiple platforms at once. Because of these reasons, the researcher intends to use Instagram as a medium to teach composing descriptive text.

Instagram's location, date, and take someone features to help students recall where, with whom, and when a photo was taken. Furthermore, social features greatly encourage users to socialize. Following another account will automatically show each upload on their main website.<sup>28</sup>

We can infer from the description above that there are many things we can learn from Instagram. Students can use Instagram's features to show their interests by writing profile descriptions, etc.

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<sup>28</sup> Adytia, "The Effectiveness of Using Instagram Application in Teaching Writing Recount Text at SMP Negeri 1 Tulungagung."

## 5. Features of Instagram

Thanks to its wide range of offerings, we can use Instagram's thrilling features for learning. Here are some of Instagram's features, including:

### a. Instagram Feed

Instagram Feed has been a feature since the app's inception. Users of this feature can upload videos or images to share information with followers. Lecturers can use this feature to increase students' interest in learning by uploading pictures and videos packaged as attractively and creatively as possible. Lecturers can add subject-related information to uploaded posts using the caption menu or description column. Each image or video the lecturers post to the Instagram feed has a remark section where students can leave feedback or ask questions about the content. The lecturers can also use this space to interact with the students.



Figure. 2.1: Using the Instagram Feed Feature

## b. Highlight Feature

The highlight feature is a feature that users can use to archive the Instagram stories they have made. If the Instagram story the Post will disappear after 24 hours, then with this feature, the post will not disappear after 24 hours, so posts on Instagram stories can see again when lost.

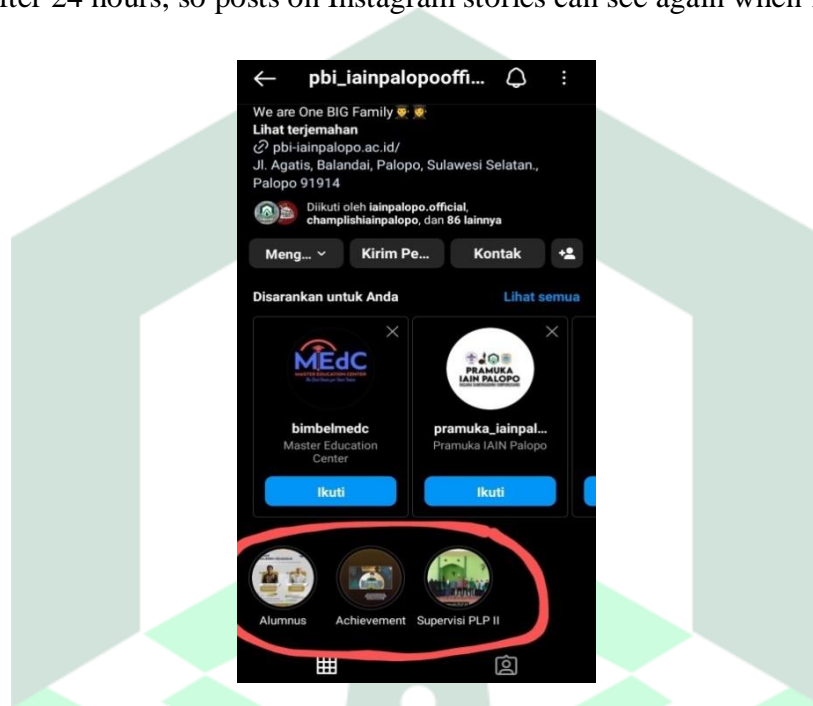


Figure. 2.2: Using the Highlight

## c. Instagram Story

This feature can make it easier for users to share videos or photos with other users. This feature does not take long or is temporary and only lasts 24 hours. After exceeding this time, the content will automatically disappear from the user's Instagram story that has been uploaded. Instagram stories have many stickers that lecturers can use to make uploaded content more engaging.



Figure. 2.3: Using Instagram Story

#### d. Instagram Live

This live feature allows users to broadcast live to their followers. Lecturers can use this feature to convey material directly to students. Students can communicate with the lecturer in the comments column, so the learning process becomes active. Lecturers can also see how many students joined the live broadcast in the Instagram live feature. The lecturer can use this when the lecturer wants to take student attendance.



Figure. 2.4: Using the Instagram Live Feature from an account of the lecturer of IAIN Palopo

e. Instagram Reels

Instagram reels are a relatively new feature on Instagram social media. This Reels feature contains content in the form of videos with a duration that is not short. Lecturers can take advantage of this Reels feature when lecturers feel that the material they want to convey is quite a lot and requires a long time.<sup>29</sup>



Figure. 2.5: Using the Instagram Reels Feature

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<sup>29</sup> Laily et al., "Instagram Sebagai Media Pembelajaran Digital Agama Islam Di Era 4.0."

### E. Conceptual Framework

The researcher designs the conceptual framework to write the descriptive text. This research aims to determine the students' writing skill increase. The diagram below shows the conceptual framework.

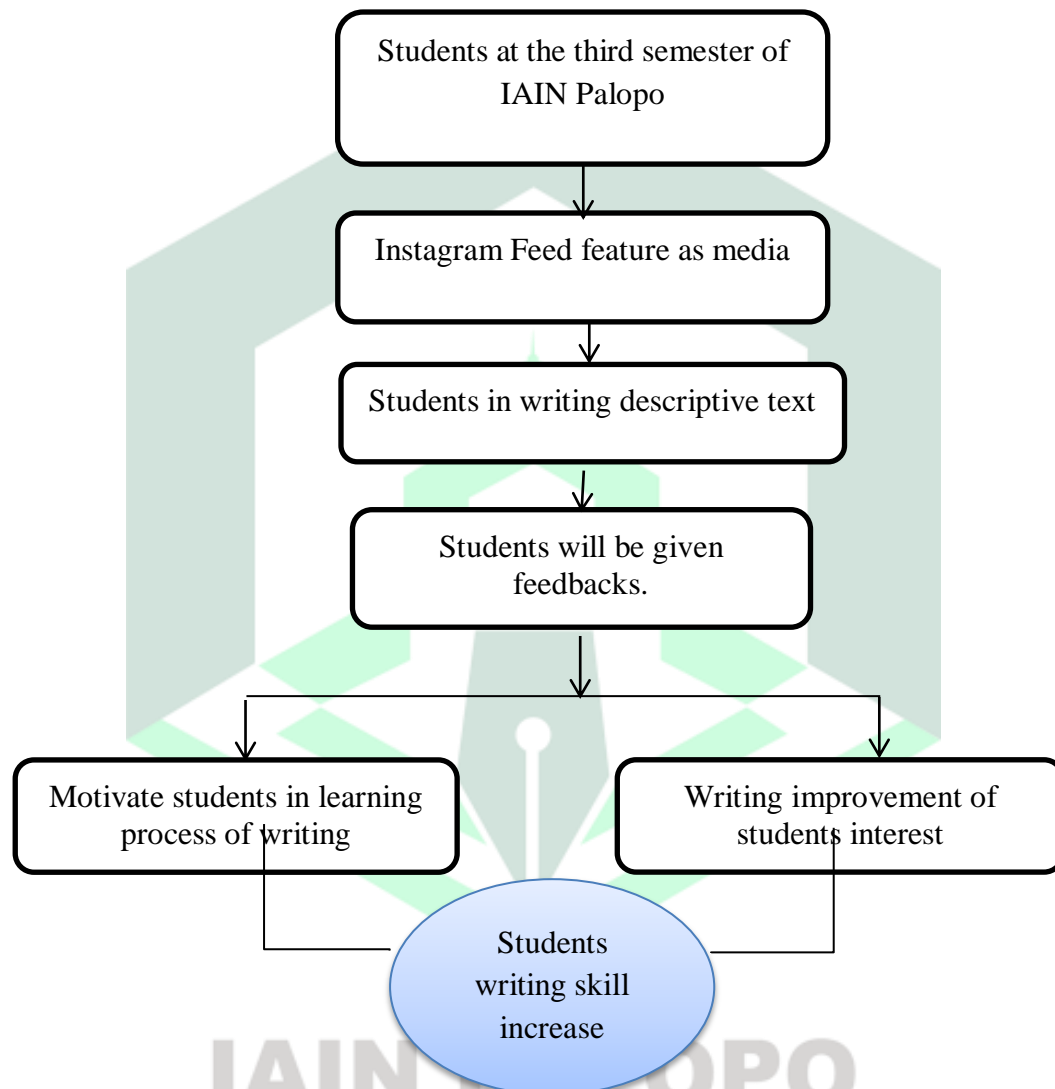


Figure. 2.6: Conceptual Framework

The researcher would enroll in a BIG A class in the third semester to serve as the study sample and then conduct pre-, treatment-, and post-tests. The researcher would describe the subject while describing objects, people, and animals to teach writing. The students would then rehearse on their Instagram

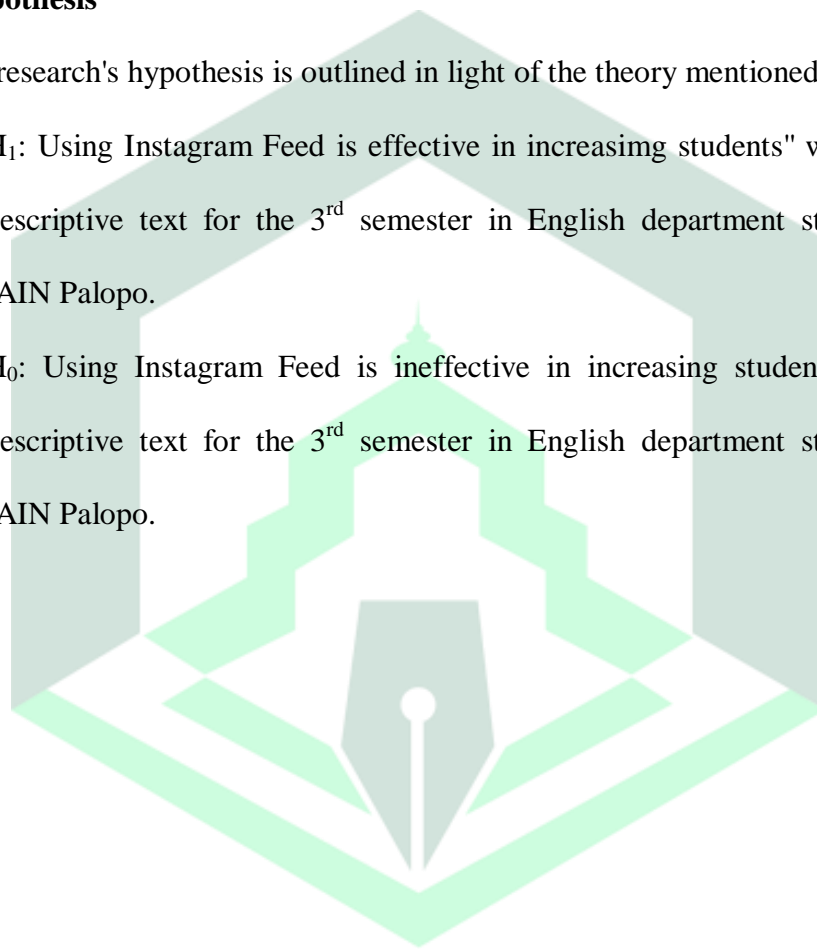


Feed. By using an Instagram Feed in writing for English department students at IAIN Palopo, the researcher aimed to discover empirical proof of the student's improvement in writing descriptive text and the significance of the effectiveness of teaching writing descriptive text.

#### **F. Hypothesis**

The research's hypothesis is outlined in light of the theory mentioned above.

1.  $H_1$ : Using Instagram Feed is effective in increasing students' writing the descriptive text for the 3<sup>rd</sup> semester in English department students of IAIN Palopo.
2.  $H_0$ : Using Instagram Feed is ineffective in increasing students writing descriptive text for the 3<sup>rd</sup> semester in English department students of IAIN Palopo.



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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher used a pre-experimental design in this research. The design is one group for pre-test and post-test design. The researcher conducted six meetings. This aims to describe the effectiveness of writing the descriptive text for students using the Instagram feed.

The pattern of this research design is as follows:

$O_1 \quad X \quad O_2$

**Notes:**

$O_1$ : Pre-test (Before Treatment)

X: Treatment

$O_2$ : Post-test (After treatment)

#### B. Variables

The variable of this research consists of two variables, namely:

1. Independent Variable: The use of an Instagram feed
2. Dependent Variable: Students writing descriptive text

#### C. Time and Location of the Research

Research time started in January until February 2023. The location of this research was IAIN Palopo at Agatis street, Balandai, Bara, Palopo city, South Sulawesi.

## **D. Population and Sample**

### **1. Population**

The population in this research was the students in the third semester of the English department students of IAIN Palopo. The total population is approximately 72 students divided into three classes.

### **2. Sample**

The researcher determines the purposive sampling technique used in this research. Various factors lead to the researcher's decision to use this technique. This research used the Instagram application on gadgets, especially the Instagram Feed feature. Therefore, the researcher chose a sample class that supported using devices while studying. The researcher observed that many students in a single class still lack writing capability. On the other hand, many students in this class lacked essay abilities, vocabulary, and grammar structure, and students usually felt it challenging to organize their ideas. The sample of this research is 24 students in BIG A class in the 3<sup>rd</sup> semester of English department students of IAIN Palopo.

## **E. Instrument of The Research**

The instrument of this research was a writing test to collect the students' descriptive text writing before and after treatment. The trial aims to gather information on the students in writing descriptive text. Before beginning the treatment, the researcher conducts the entering pre-test of writing descriptive text to determine their past expertise in writing descriptive text, then gives the antidote to the students, and then does the post-test of writing descriptive text and after

that, gathering the pre-test and post-test data is used to assess the students writing descriptive text.

#### **F. Validity of The Research**

In this research, before the researcher conducted research in the 3<sup>rd</sup> semester, the researcher made an aspect of feasibility to the validity of the test instrument. And the researcher asked one expert to correct and fill in the feasibility aspect (The writing lecturer of IAIN Palopo).

#### **G. The procedure for Collecting Data**

##### **1. Giving Pre-test**

The researcher gave a writing test for the pre-test to the students. In this pre-test, the researcher was provided with some pictures of the animal, people, and places, and then the students chose one of the pictures and wrote 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.

The details of this step are as follows:

- a. The researcher opened the class by greeting the students and asked their condition.
- b. The researcher checked the attendance list.
- c. The researcher instructed students to write descriptive text based on the picture.
- d. The researcher closes the meeting with prayer.

## 2. Giving Treatment

The researcher gave treatment to the students after the pre-test. The researcher shared the material about descriptive text and the introduction to using the Instagram application. Next, the teacher asked the students to make descriptive text based on the picture uploaded on the Instagram feed. The treatment was provided after the pre-test and done for six meetings. The details of this step are as follows:

### a. The first meeting

- 1) The researcher opened the class by greeting the students and asked their condition.
- 2) The researcher checked the attendance list.
- 3) The researcher gave the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.
- 4) The researcher described people and animals using a generic structure to the students, explaining the descriptive text, the purpose, and the generic form, and introduced the Instagram feed as a media.
- 5) The researcher gave an example of a descriptive text using an Instagram feed.
- 6) The researcher uploaded the photo on Instagram and instructed the students to see the picture that the researcher share.
- 7) The researcher instructed the students to upload the picture on the Instagram feed, then described the image in the description column and tagged a researcher's Instagram account.

- 8) The researcher gave feedback on the students' posts on their Instagram feed by providing corrections to students' writing with the students.
  - 9) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.
- b. The second meeting
- 1) The researcher opened the class by greeting the students and ask their condition.
  - 2) The researcher checked the attendance list.
  - 3) The researcher gave the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.
  - 4) The researcher prepared one topic, Jokowi as President of Indonesia, using an Instagram feed, uploaded the photo on Instagram, and instructed the students to see the image the researcher shared.
  - 5) The researcher introduced and explained to the students how to describe
  - 6) The researcher instructed the students to upload the picture on the Instagram feed, then told the image in the description column and tagged a researcher's Instagram account.
  - 7) The researcher gave feedback on the students' posts on their Instagram feed by providing corrections to students' writing with the students.
  - 8) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.

c. The third meeting

- 1) The researcher opened the class by greeting the students and ask their condition.
- 2) The researcher checked the attendance list.
- 3) The researcher gave the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.
- 4) The researcher prepared one topic, the Angora cat's picture, uploaded the photo on Instagram Feed, and instructed the students to see the image the researcher shares.
- 5) The researcher introduced and remembered to the students that had been explained how to describe an animal, its purpose, and its generic structure.
- 6) The researcher instructed the students to upload the picture on the Instagram feed, then described the image in the description column and tagged a researcher's Instagram account.
- 7) The researcher gave feedback on the students' posts on their Instagram feed by providing corrections to students' writing with the students.
- 8) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.

d. The fourth meeting

- 1) The researcher opened the class by greeting the students and ask their condition.
- 2) The researcher checked the attendance list.

- 3) The researcher gave the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.
  - 4) The researcher prepared one topic, a Library picture, uploaded the photo on an Instagram Feed and instructed the students to see the image the researcher shares.
  - 5) The researcher introduced and remembered the students explaining how to describe the place, the purpose, and the generic structure.
  - 6) The researcher instructed the students to upload the picture on the Instagram feed, then described the image in the description column and tagged a researcher's Instagram account.
  - 7) The researcher gave feedback on the students' posts on their Instagram feed by providing corrections to students' writing with the students.
  - 8) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.
- e. The Fifth Meeting
- 1) The researcher opened the class by greeting the students and ask their condition.
  - 2) The researcher checked the attendance list.
  - 3) The researcher gave the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.
  - 4) The researcher prepared one Oki Setiana Dewi picture topic, uploaded the photo on Instagram, and instructed the students to see the picture the researcher shares.



- 5) The researcher introduced and remembered to the students that have been explained how to describe people, the purpose, and the generic structure.
  - 6) The researcher instructed the students to upload the picture on the Instagram feed, then described the image in the description column and tagged a researcher's Instagram account.
  - 7) The researcher gave feedback on the students' posts on their Instagram feed by providing corrections to students' writing with the students.
  - 8) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.
- f. The sixth meeting
- 1) The researcher opened the class by greeting the students and ask their condition.
  - 2) The researcher checked the attendance list.
  - 3) The researcher gave the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.
  - 4) The researcher prepared one Tiger picture topic, uploaded the photo on Instagram feed, and instructed the students to see the picture the researcher shares.
  - 5) The researcher introduced and remembered the students explaining how to describe an animal, its purpose, and its generic structure.
  - 6) The researcher instructed the students to upload the picture on the Instagram feed, then described the image in the description column and tagged a researcher's Instagram account.

- 7) The researcher gave feedback on the students' posts on their Instagram feed by providing corrections to students' writing with the students.
- 8) Before the researcher ended the class, the researcher reviewed the material and closed the meeting with prayer.

### 3. Giving Post-Test

This test would be known the effectiveness of using the Instagram feed in teaching writing descriptive text and also to see the result of the treatment. In this post-test, the researcher gave some pictures of the animal, people, and place, and then the students chose one of the pictures and wrote a descriptive text based on the theme by the students. From the score of this test, the researcher intends to determine the effectiveness of using the Instagram feed in teaching descriptive text.

### H. The technique of Data Analysis

The researcher must define the scoring rubric for examining the data, including Content, Organization, Vocabulary, Grammar, and mechanics. The following are the several steps to analyze the data:<sup>30</sup>

#### 1. Classifying the Score

The objective score is classified into five scales, the components involved.

- a. *Content* is the substance of writing, the idea expressed.
- b. *The organization* is the purpose of organization material in writing, which happens from beginning to end.

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<sup>30</sup> J.B Heaton, "Writing English Language Test," (New York: Longman Inc), Vol.18, (1990).

- 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 exciting detail, complete, rich, well focus, the main idea, stand out, secondary opinions do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be 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 minimal
5	5-8	Very Poor	No organization, not enough to evaluate because there is no meaningful

Table 3.2. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a firm conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious, or the main idea stand out logically 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 are fragile, leaving the connection between ideas fuzzy, incomplete, or bewildering
5	5-8	Very Poor	No organization, not enough to evaluate, confusing the sender

Table 3.3. Scoring of Vocabulary

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

Table 3.4. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Practical complex construction with few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Practical but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions, but the meaning is seldom cored
3	16-19	Fair	A significant problem in simple construction 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, no problem with spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors in spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Very Poor	Illegible writing

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

Table 3.6. Scoring of Classification

No	Classification	Score
1	Very Good	96– 100
2	Good	86 – 95
3	Fair	75 – 85
4	Poor	36 – 74
5	Very Poor	≤ 35

3. We are determining the mean score, standard deviation, test of significance, and common value.<sup>31</sup>

The researcher calculated it using SPSS 22 and  $T_{table}$  distribution to choose the score of  $T_{count}$  ( $t_o$ ). The researcher used the criteria of hypothesis acceptability, which is:

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

If:  $t_o < t_t =$  Received null hypothesis

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<sup>31</sup> J. B. Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury. (United State of America), vol. New Edition, (1975).

## CHAPTER IV

### FINDINGS & DISCUSSIONS

This chapter will discuss two research components, findings and discussions.

#### A. Findings

In this section, the researcher writes down the result of students from BIG A class in the 3<sup>rd</sup> semester of IAIN Palopo.

#### 4. The Score of Students' Writing Skills in Pre-Test

Table 4.1. The Students' Pre-Test Scores in the Overall

No	Students	The writing aspects					Score of Test
		C	O	V	G	M	
1	S1	11	11	10	15	3	50
2	S2	15	16	13	17	3	64
3	S3	12	10	12	16	2	52
4	S4	7	7	8	11	2	35
5	S5	9	11	13	16	4	53
6	S6	10	9	14	20	3	56
7	S7	13	12	15	16	3	59
8	S8	6	5	17	18	2	48
9	S9	7	8	9	14	2	40
10	S10	7	6	7	12	3	35
11	S11	12	13	12	17	4	58
12	S12	11	10	12	15	2	50
13	S13	15	15	13	15	4	62
14	S14	6	6	8	10	3	33
15	S15	13	10	12	20	2	57
16	S16	9	9	10	16	2	46
17	S17	12	10	10	15	3	50
18	S18	10	9	12	14	2	47
19	S19	10	11	13	16	2	52
20	S20	9	12	10	17	2	50
21	S21	11	11	12	13	3	50
22	S22	14	16	12	19	4	65
23	S23	7	9	9	12	2	39

24	S24	16	15	14	14	3	62
Total		252	251	277	368	65	1213
		Mean Score					50.54

The result showed the average score of students writing ability in some components of Content, Organization, Vocabulary, Grammar, and mechanics, with a mean score of 50.54 before giving the treatment.

Table 4.2. Descriptive Statistics of Student's Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	24	33	65	50.54	9.179
Valid N (listwise)	24				

Table 4.2 shows the descriptive statistics of students' pre-Test scores. It explains that the highest student score is 65, and the lowest is 33. It also stated that the mean score of the students' pre-test was 64,79, with a standard deviation of 9.179.

a. Content

Table 4.3. Students' Frequency and Percentage of Content in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	27-30	0	0
Good	15-26	3	12,5%
Fair	12-14	6	25%
Poor	9-11	9	37,5%
Very Poor	5-8	6	25%
Total		24	100%

The table above shows the students' frequency and percentage of content in the Pre-Test before giving the treatment. Three samples received the Good category with a percentage is 12,5%. Six samples got the Fair category with a percentage of 25%, nine samples got the Poor category with a percentage of 37,5%, and six samples got the Very Poor category with a percentage of 25%.

### b. Organization

Table 4.4. Students' Frequency and Percentage of Organization in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	4	16,7%
Fair	12-14	3	12,5%
Poor	9-11	12	50%
Very Poor	5-8	5	5%
Total		24	100%

The table above shows the students' frequency and percentage of organization in the Pre-Test. These four samples received the Good category with a percentage is 16,7%. Three samples got the Fair category with a percentage of 12,5%, 12 samples got the Poor category with a percentage of 50%, and five samples got the Very Poor category with a percentage of 5 %.

### c. Vocabulary

Table 4.5. Students' Frequency and Percentage of Vocabulary in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	2	8,3%
Fair	12-14	13	54,2%
Poor	9-11	6	25%
Very Poor	5-8	3	12,5%
Total		15	100%

The table above represents the students' frequency and percentage of vocabulary in the Pre-Test before giving the treatment. There were two samples in got Good category with a percentage is 8,3%, 13 samples in got Fair category with a percentage of 54,2%, six samples in got Poor category with a percentage of 25%, and 3 got the Very Poor category with a percentage of 5 %.



## d. Grammar

Table 4.6. Students' Frequency and Percentage of Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	23-25	0	0
Good	20-22	2	8,3%
Fair	16-19	10	41,7%
Poor	9-15	12	50%
Very Poor	5-8	0	0
Total		24	100%

The table above shows the result of students' frequency and percentage of grammar in the Pre-Test before giving the treatment. There were two samples in the Good category with a percentage of 8,3%, ten samples in got the Fair category with a percentage of 41,7%, and 12 samples in got Poor category with a percentage of 50%.

## e. Mechanics

Table 4.7. Students' Frequency and Percentage of Mechanics in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	5	0	0
Good	4	4	16,7%
Fair	3	9	37,5%
Poor	2	11	45,8%
Very Poor	1	0	0
Total		24	100%

The table above illustrates the students' frequency and percentage of Mechanics in the Pre-Test before giving the treatment. Four samples were in a Good category with a percentage of 16,7%, nine got a Fair category with a percentage of 37,5%, and es in got Poor category, a percentage of 45,8%.

Table 4.8 Descriptive Statistics of Writing Aspects in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	24	6	16	10.50	2.949
Organization	24	5	16	10.46	3.036
Vocabulary	24	7	17	11.54	2.395
Grammar	24	10	20	15.33	2.599
Mechanics	24	2	4	2.71	.751
Valid N (listwise)	24				

The table above shows the descriptive statistics for the Pre-Test in writing aspects. The minimum content value is 6, the maximum value is 16, the mean is 10.50, and the standard deviation is 2.949. The organization shows that the minimum value is 5, the maximum value being is 16, the mean is 10.46, and the standard deviation is 3.036. The minimum vocabulary value is 7, the maximum value is 17, the mean is 11.54, and the standard deviation is 2.395. Grammar stated that the minimum value is 10, the maximum value is 20, the mean is 15.33, and the standard deviation is 2.599. And mechanics revealed that the minimum value is 2, the maximum value is 4, the mean value is 2.71, and the standard deviation is 751.

## 2. The Score of Students' Writing Skills in Post-Test

Table 4.9 The Students' Post-Test Scores in Overall

No	Students	The writing aspects					Score of Test
		C	O	V	G	M	
1	S1	23	14	15	21	4	77
2	S2	29	15	20	23	5	92
3	S3	25	17	18	20	4	84
4	S4	19	14	18	20	4	75
5	S5	18	14	16	20	4	82
6	S6	28	18	19	23	5	93
7	S7	28	16	18	23	5	90
8	S8	21	14	17	20	4	76
9	S9	19	16	17	21	4	77
10	S10	29	18	16	20	5	88

11	S11	18	15	18	21	4	76
12	S12	17	16	17	21	4	75
13	S13	29	17	17	21	5	89
14	S14	24	15	15	23	5	82
15	S15	28	19	19	23	5	94
16	S16	29	19	19	24	5	96
17	S17	27	18	16	23	4	88
18	S18	28	17	17	20	4	86
19	S19	27	18	17	21	4	87
20	S20	23	16	15	20	4	78
21	S21	20	18	16	20	4	78
22	S22	29	20	19	23	5	96
23	S23	18	15	18	20	4	75
24	S24	20	17	16	23	4	80
Total		576	396	413	514	105	2014
		Mean Score					83.92

The research results showed the average score since writing the successful students at several components, :, Content, Organization, Vocabulary, Grammar, and mechanics, with a mean score of 83,92 after giving the treatment.

Table 4.10. Descriptive Statistics of Student's Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	24	75	96	83.92	7.235
Valid N (listwise)	24				

Table 4.10 shows the descriptive statistics of students' post-Test scores. It explains that the highest student score is 96, and the lowest is 75. It also stated that the mean score of the students' pre-test was 83,92, with a standard deviation of 7.235.

## a. Content

Table 4.11. Students' Frequency and Percentage of Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	27-30	11	45,83%
Good	15-26	13	54,17%
Fair	12-14	0	0
Poor	9-11	0	0
Very Poor	5-8	0	0
Total		24	100%

The table above shows the students' frequency and percentage of content in the Post-Test after giving the treatment. There were 11 samples in the Very Good category with a percentage of 45,83% and 13 in the Good category with a percentage of 54,17%.

## b. Organization

Table 4.12. Students' Frequency and Percentage of Organization in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	8	33,33%
Good	15-17	14	58,33%
Fair	12-14	2	8,33%
Poor	9-11	0	0
Very Poor	5-8	0	0
Total		24	100%

The table above shows the students' frequency and percentage of organization in the Post-Test. Eight samples received the Very Good category with a percentage of 33,33%, 14 got the Good category with a percentage of 58,33%, and two reached the Fair category with a percentage of 8,33%.

## c. Vocabulary

Table 4.13. Students' Frequency and Percentage of Vocabulary in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	10	41,67%
Good	15-17	14	58,33%
Fair	12-14	0	0
Poor	9-11	0	0
Very Poor	5-8	0	0
Total		15	100%

The table above represents the students' frequency and percentage of vocabulary in the Post-Test. Ten samples got the Very Good category with 41,67%, and 14 got the Good category with a percentage of 58,33%.

d. Grammar

Table 4.14 Students' Frequency and Percentage of Grammar in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	23-25	9	37,5%
Good	20-22	15	62,5%
Fair	16-19	0	0
Poor	9-15	0	0
Very Poor	5-8	0	0
Total		24	100%

The table above shows the result of students' frequency and percentage of grammar in the Post-Test. There were nine samples in the Very Good category with a percentage is 37,5%, and 15 samples in the Good category with a percentage of 62,5%.

e. Mechanics

Table 4.15 Students' Frequency and Percentage of Mechanics in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	5	9	37,5%
Good	4	15	62,5%
Fair	3	0	0
Poor	2	0	0
Very Poor	1	0	0
Total		24	100%

The table above illustrates the students' frequency and percentage of Mechanics in the Post-Test. Four samples got the Good category with a percentage is 37,5%, and 15 got the Fair category with a percentage of 62,5%.

Table 4.16 Descriptive Statistics of Writing Aspects in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	24	17	29	24.00	4.462
Organization	24	14	20	16.50	1.769
Vocabulary	24	15	20	17.21	1.414
Grammar	24	20	24	21.42	1.412
Mechanics	24	4	5	4.37	.495
Valid N (listwise)	24				

The table above shows the descriptive statistics for the Post-Test in writing aspects. The minimum content value is 17, the maximum value is 29, the mean is 24.00, and the standard deviation is 4.462. The organization shows that the minimum value is 15, the maximum value is 20, the mean is 16.50, and the standard deviation is 1.769. The minimum vocabulary value is 15, the maximum value is 20, the mean is 17.21, and the standard deviation is 1.414. Grammar stated that the minimum value is 20, the maximum value is 24, the mean value is 21.42, and the standard deviation is 1.412. And mechanics revealed that the minimum value is 4, the maximum value is 5, the mean value is 4.37, and the standard deviation is 495.

### 3. The Comparison of Students' Scores in Pre-Test and Post-Test

Table 4.17. Comparison of Students' Pre-Test and Post-Test Results

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage(%)	Frequency	Percentage (%)
1	Very Good	96– 100	-	-	2	8,33%
2	Good	86 – 95	-	-	9	37,5%
3	Fair	75 – 85	-	-	13	54,17%
4	Poor	36 – 74	21	87,5%	-	-
5	Very Poor	≤ 35	3	12,5%	-	-
Total			24	100%	24	100%

The table comparison of the Pre-Test and Post-Test results is shown in Table 4.17. Twenty-one students received a Poor score, with a percentage is 87,5%, and three students got Very Poor, with a percentage of 12,5%. In the Post-Test, two students received a Very Good score of 8,33%, nine had a good score of 37,5%, and 13 received a Fair score of 54,17%. With a total sample of around 24 and a percentage is 100%

#### 4. The Mean Score and Standard Deviation of the Pre-Test and Post-Test

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

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	50.54	24	9.179	1.874
	Post-Test	83.92	24	7.235	1.477

Table 4.18 displays the paired sample statistics for the Pre-Test and Post-Test. The student's pre-test means the score was 50.54. The Post-Test mean score was 83.92, Pre-Test and Post-Test standard deviations were 9.179 and 7.235, respectively. Before the test, the standard error mean was 1.874. After the test, it was 1.477. This Paired Samples Statistics showed the Post-Test data was higher than the Pre-Test data.

Table 4.19 The Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	24	.432	.035

The correlation between the pre-test and post-test for paired samples is shown in Table 4.19. As can be seen, the value is 432, and the significant value is 035.

Table 4.20 The Paired Samples Test of Pre-Test and Post-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pre-Test-Post-Test	-33.375	8.904	1.818	-37.135	-29.615	-18.362	23	.000	

Table 4.20 displays the results of the paired samples test for the pre-test and post-test. The value of  $T_c$  ( $t_{count}$ ) was 18.362, with the df (degree of freedom) value of 23. In contrast, the  $T_t$  ( $T_{table}$ ) for the standard of significance level 0,05 (5%) on df (degree of freedom) value 23 was 2.069 means the data stated that the value of  $T_c$  ( $T_{count}$ ) is higher than the value of  $T_t$  ( $T_{table}$ ), as follow  $18.362 > 2.069$ . based on the result of a hypothetical test using a t-test to establish the difference between Pre and Post-Test scores. The result from the t-test in this research showed the significance value was 0.000 is smaller than the P value standard 0.05 ( $0.000 < 0.05$ ). On the other hand, hypothesis alternative ( $H_1$ ) was accepted, and hypothesis null ( $H_0$ ) was rejected. Thus, it can be concluded that using Instagram Feed effectively teaches descriptive text in writing to English department students of IAIN Palopo. It can be recommended that students use the Instagram Feed to increase their writing.

## B. Discussion

From the results of data collection done by the researcher, research has shown that the use of the Instagram Feed as a media in teaching descriptive text can help students in BIG A class in the 3<sup>rd</sup> semester of IAIN Palopo to develop their writing skills primarily in the five components of Content, Organization,



Vocabulary, Grammar, and Mechanics. A significant difference in using the Instagram Feed can be seen in increased students writing skills before and after treatment. The average student score before treatment is 50,54, and the average after treatment is 83.92.

In the content, before treatment, the students write the descriptive text without any organization, has no meaningful statement, lacks sequence, minimal information, doesn't communicate, and develops. In the organization, it is nothing to measure because has no communication, confusing the reader, no ideas, incomplete the sentence and no organization. In the vocabulary, students are not enough to evaluate because almost the words are wrong, there is incorrect spelling, struggles with eliminating vocabulary, many errors in words/idioms, many repetitions, and not feat the text. In grammar, students writing are not understandable and not communication because there is almost no construction of the sentence, significance issue in pronoun, preposition, word, and the function of the sentence. Lastly, In mechanics, students still make many spelling, paragraphing, capitalization, punctuation, and illegible writing errors.

After providing treatment, writing students increases. In the content, students' writing was detailed and clear, focused on the theme, and rich even though the whole might not be interesting. The reader can easily understand what the students write in the organization because the supporter's logical sequencing is well organized. The students are fluent in expressing themselves even though some are still confused in order or sometimes ineffective. In the vocabulary, some students have been able to group words into a sentence, specific and accurate.

However, some of the students' writing has suffered a word/idiom error, relatively simple, and some words may be incorrect. In grammar, some of the students' writing has only a few mistakes on the deal, number, and preposition, experiencing a small problem in complex construction on the pronoun, word function, and practical but simple. And the last aspect is mechanics. Some of the students are well in mechanics, and there is no problem with spelling, capitalization, and paragraphs, but some students have little errors in punctuation. Among the greatly increased component of a post-test is content because students' writing was detailed and clear, focused on the theme, and rich even though the whole may not be interesting.

The result of this study is supported by the research of Peni Adytia (2019). She identified using the Instagram application in writing recount text is an effective teaching medium for enhancing the students writing ability in recount text. The findings showed that using the Instagram application motivated the students in writing recount text, the students were active, the students enjoyed implementing the Instagram application, and the media was suitably used in writing essays. Also supported by Iswar (2021) found a significant difference between students' effectiveness and motivation in developing English skills for students who used Instagram Instastory media. He implies that using Instagram Instastory media can improve students' English skills after being given vocabulary teaching using Instagram media Instastory. Ebik Ragustio (2019) also supported this research, which found that teaching descriptive text with Instagram is more effective than without Instagram. The experimental-class students' writings were

improved than the control group. Instagram has become promising media in the other context of EFL teaching and learning.

The researcher finds similarities and differences in using Instagram Feed to teach the descriptive text. The similarities between the previous and current research are two points of view. First is the effectiveness of using Instagram to improve writing skills. The differences are some points, Peni Adytia used Instagram Application in teaching writing recount text, Iswar used Instastory Instagram Media(IIM) to develop students' vocabulary, Ebik Ragustio used Instagram to improve student's ability in writing descriptive text, Iswantee Sa-e used mind mapping to teach the writing of the descriptive text. And both previous researchers used quasi-experimental except Peni Adytia also used pre-experimental, and this current research used pre-experimental research.

Based on the previous information, it may be concluded that Instagram Feed is effective in teaching and recommended because it increases the students' writing skills to write descriptive texts. Instagram Feed is also recommended as teaching media because most students sometimes spend time with gadgets and the internet.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the study results, the researcher concluded that Instagram Feed is effective in increases students writing of descriptive text for the 3<sup>rd</sup> semester in English department students of IAIN Palopo. Instagram Feed motivates students in the learning process of writing, students' interest in learning, and increase the student's writing skill. The value of students on Pre-Test and Post-Test can prove this. The Pre-Test results illustrated that students' writing ability is still deficient, thus affecting the interest of writing students. Significant differences between the Pre-Test score and Post-Test have proven it. The average value of the Pre-Test students is 50.54, the Pos-Tes is 83.92, and the probability value (P) is 0.05 (0.000 < 0.05). Research provides treatment by using Instagram Feed in writing descriptive text to increase students writing skills and interest in learning. Researchers, in this case, are consistent with the increasing interest in student learning because they use learning media that may be new to them.

#### B. Suggestions

From the results of the research and conclusions above, the researcher provides the following suggestions:

1. For lecturers

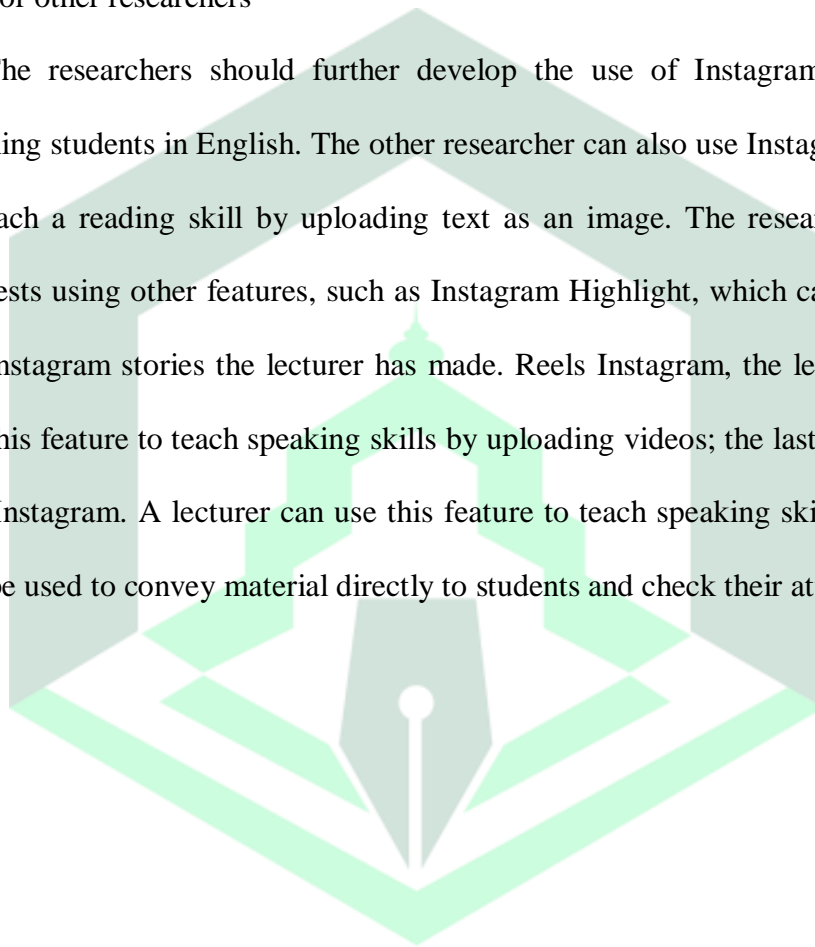
Lecturers can use Instagram Feed as a support tool to improve student writing skills. Natural: The lecturers must have a smartphone and a good internet network.

## 2. For students

Students can use Instagram Feed as a support tool for improving their writing skills. Students must have an Instagram account or create a new one and an internet network.

## 3. For other researchers

The researchers should further develop the use of Instagram Feed in teaching students in English. The other researcher can also use Instagram Feed to teach a reading skill by uploading text as an image. The researcher also suggests using other features, such as Instagram Highlight, which can archive the Instagram stories the lecturer has made. Reels Instagram, the lecturer can use this feature to teach speaking skills by uploading videos; the last feature is live Instagram. A lecturer can use this feature to teach speaking skills, which can be used to convey material directly to students and check their attendance.



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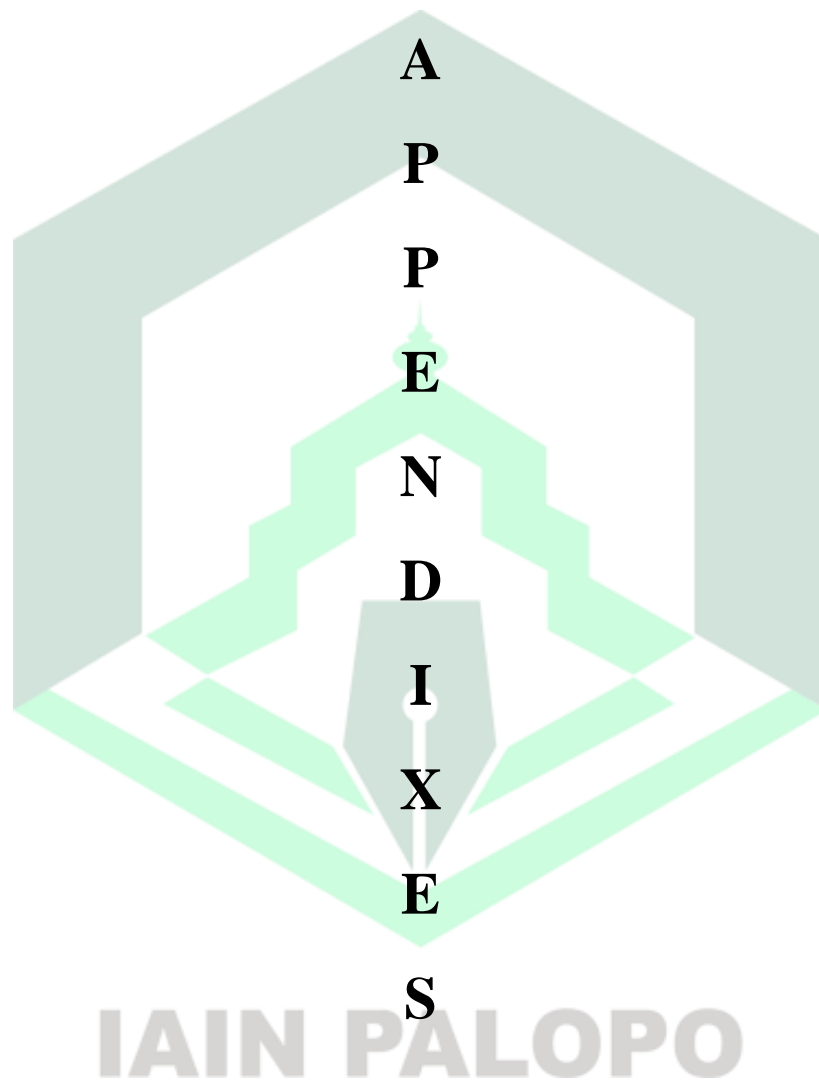
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**PPP LESSON PLAN (First Meeting)**

<b>CLASS/LEVEL</b>	The 3 <sup>rd</sup> semester/Basic
<b>TOPIC</b>	Descriptive Text
<b>OBJECTIVES</b>	Students should be able to write descriptive text according to the picture uploaded on Instagram.
<b>VOCABULARIES</b>	Awesome, small, sad, funny, good, kind, bad, interesting, nice, large, fast, hard, smart, etc.
<b>MATERIALS</b>	Handphone, marker, whiteboard, Instagram, and Pictures
<b>TIME</b>	90 minutes
<b>POTENTIAL PROBLEM</b>	<ol style="list-style-type: none"> <li>1. Mixed ability</li> <li>2. Distracted behavior</li> <li>3. Lack of vocabulary</li> <li>4. Error networking</li> <li>5. Lack of quota</li> </ol>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introducing Self</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• The teacher asks about the student's condition.</li> <li>• The teacher introduces herself.</li> </ul>	T-Ss	7 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• The teacher mentions the students' names one by one.</li> <li>• The teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• The teacher instructs students. If the teacher says "attention," students say "attention, attention,</li> </ul>	T-Ss	3 minutes

attention."  The teacher gives an example of the attention grabber.		
<p><b>Present Material</b></p> <ul style="list-style-type: none"> <li>The teacher gives the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.</li> <li>The teacher described people and animals using a generic structure to the students, explaining to them what descriptive text, the purpose, and the generic structure was, and introducing the Instagram feed as a media.</li> <li>The researcher gave an example of a descriptive text using an Instagram feed.</li> </ul>	T-Ss	25
<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher uploads the photo on Instagram and instructs the students to see the picture that the teacher share.</li> <li>The teacher instructed the students to upload the picture on the Instagram feed, then describe the picture in the description field.</li> </ul>	STT	30 minutes
<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>Finally, the teacher corrects students' writing, and then students write the correct arrangement of the descriptive text.</li> <li>The teacher reviews the material and closes the meeting with prayer, saying, "Thank you and Wassalam."</li> </ul>	STT	20 minutes

**PPP LESSON PLAN (Second Meeting)**

<b>CLASS/LEVEL</b>	The 3 <sup>rd</sup> semester/Basic
<b>TOPIC</b>	Descriptive Text
<b>OBJECTIVES</b>	Students should be able to write descriptive text according to the picture uploaded on Instagram.
<b>VOCABULARIES</b>	Tall/short, thin, long hair, dark/brown, small/big, old/young, moustache, etc.
<b>MATERIALS</b>	Handphone, marker, Instagram and Pictures
<b>TIME</b>	90 minutes
<b>POTENTIAL PROBLEM</b>	<ol style="list-style-type: none"> <li>1. Mixed ability</li> <li>2. Distracted behavior</li> <li>3. Lack of vocabulary</li> <li>4. Error networking</li> <li>5. Lack of kuota</li> </ol>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• Teacher asks about students' condition.</li> </ul>	T-Ss	2 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• Teacher mentions students' names one by one.</li> <li>• Teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Attention grabber</b> <ul style="list-style-type: none"> <li>• Teacher instructs students. "Hii" then students say "Hello"</li> <li>• Teacher gives an example of the attention grabber.</li> </ul>	T-Ss	3 minutes

<p><b>Review</b></p> <p>The teacher reviews the topic in the previous meeting.</p>	T-Ss	10 minutes
<p><b>Present Material</b></p> <ul style="list-style-type: none"> <li>• The teacher teacher give the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.</li> <li>• The teacher prepared one topic, Jokowi as President of Indonesia picture by using an Instagram feed picture and upload the photo on Instagram and instructed the students to see the image that the researcher share, and explained to the students how to describe</li> </ul>	T-Ss	20 Minutes
<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher instructs the students to upload the picture on the Instagram feed, then describe the picture in the description field.</li> </ul>	STT	30 minutes
<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Finally, the teacher corrects students' writing, then students write the correct arrangement of the descriptive text.</li> <li>• The teacher review the material then prayerfully closes the meeting, saying "Thank you and Wassalam".</li> </ul>	STT	20 minutes

**PPP LESSON PLAN (Third Meeting)**

<b>CLASS/LEVEL</b>	The 3 <sup>rd</sup> semester/Basic
<b>TOPIC</b>	Descriptive Text
<b>OBJECTIVES</b>	Students should be able to write descriptive text according to the picture uploaded on Instagram.
<b>VOCABULARIES</b>	Adorable, cute, fast, nosy, amusing, mouth, nose, tail, colour, big, fish, meow, etc.
<b>MATERIALS</b>	Handphone, marker, Instagram and Pictures
<b>TIME</b>	90 minutes
<b>POTENTIAL PROBLEM</b>	<ol style="list-style-type: none"> <li>1. Mixed ability</li> <li>2. Distracted behavior</li> <li>3. Lack of vocabulary</li> <li>4. Error networking</li> <li>5. Lack of kuota</li> </ol>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introduction</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• Teacher asks about students' condition.</li> </ul>	T-Ss	2 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• Teacher mentions students' names one by one.</li> <li>• Teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Warm Up</b> <ul style="list-style-type: none"> <li>• Students will do a "whisper" activity.</li> <li>• Before doing the activity, the teacher divides students into groups.</li> <li>• Then, students make a line according to their group.</li> </ul>	S-S	5 minutes

<ul style="list-style-type: none"> <li>• Next, the teacher whispers to the first person a sentence (descriptive text), and the first person whispers to the second person, and so on.</li> <li>• Finally, the last person will write the sentence on the paper.</li> </ul>		
<p><b>Review</b></p> <p>The teacher reviews the topic in the previous meeting.</p>	TTT	8 minutes
<p><b>Present Material</b></p> <ul style="list-style-type: none"> <li>• The teacher give the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.</li> <li>• The teacher prepared one topic, the Angora cat's picture, uploaded the photo on Instagram feed and instructed the students to see the image the researcher shares, and remembered to the students that had been explained how to describe an animal, its purpose, and its generic structure.</li> </ul>	T-Ss	20 minutes
<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher instructs the students to upload the picture on the Instagram feed, then describe the picture in the description field.</li> </ul>	STT	30 minutes
<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Finally, the teacher corrects students' writing, then students write the correct arrangement of the descriptive text.</li> <li>• The teacher review the material then prayerfully closes the meeting, saying "Thank you and Wassalam".</li> </ul>	STT	20 minutes

**PPP LESSON PLAN (Fourth Meeting)**

<b>CLASS/LEVEL</b>	The 3 <sup>rd</sup> semester/Basic
<b>TOPIC</b>	Descriptive Text
<b>OBJECTIVES</b>	Students should be able to write descriptive text according to the picture uploaded on Instagram.
<b>VOCABULARIES</b>	Unique, valuable, beautiful, perfect, suitable, boring, big, small, etc.
<b>MATERIALS</b>	Handphone, marker, Instagram and Pictures
<b>TIME</b>	90 minutes
<b>POTENTIAL PROBLEM</b>	<ol style="list-style-type: none"> <li>1. Mixed ability</li> <li>2. Distracted behavior</li> <li>3. Lack of vocabulary</li> <li>4. Error networking</li> <li>5. Lack of kuota</li> </ol>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introducing Self</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• Teacher asks about students' condition.</li> </ul>	T-Ss	2 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• Teacher mentions students' names one by one.</li> <li>• Teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	TTT	8 minutes

<p><b>Present Material</b></p> <ul style="list-style-type: none"> <li>• The teacher teacher give the students an instruction to prepare their Instagram accounts. They may use their accounts or make new account.</li> <li>• The teacher prepared one topic, Library picture, uploaded the photo on an Instagram feed, instructed the students to see the image the researcher shares, and remembered the students explaining how to describe place, the purpose, and the generic structure.</li> </ul>	T-Ss	25 minutes
<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher instructs the students to upload the picture on the Instagram feed, then describe the picture in the description field.</li> </ul>	STT	30 minutes
<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Finally, the teacher corrects students' writing, then students write the correct arrangement of the descriptive text.</li> <li>• The teacher review the material then prayerfully closes the meeting, saying "Thank you and Wassalam".</li> </ul>	STT	20 minutes



**PPP LESSON PLAN (Fifth Meeting)**

<b>CLASS/LEVEL</b>	The 3 <sup>rd</sup> semester/Basic
<b>TOPIC</b>	Descriptive Text
<b>OBJECTIVES</b>	Students should be able to write descriptive text according to the picture uploaded on Instagram.
<b>VOCABULARIES</b>	Tall/short, thin, long hair, dark/brown, small/big, old/young, moustache, etc.
<b>MATERIALS</b>	Handphone, marker, Instagram and Pictures
<b>TIME</b>	90 minutes
<b>POTENTIAL PROBLEM</b>	<ol style="list-style-type: none"> <li>1. Mixed ability</li> <li>2. Distracted behavior</li> <li>3. Lack of vocabulary</li> <li>4. Error networking</li> <li>5. Lack of kuota</li> </ol>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introducing Self</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• Teacher asks about students' condition.</li> </ul>	T-Ss	2 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• Teacher mentions students' names one by one.</li> <li>• Teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	5 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	TTT	8 minutes

<p><b>Present Material</b></p> <ul style="list-style-type: none"> <li>• The teacher teacher give the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.</li> <li>• The teacher prepared one Oki Setiana Dewi picture topic, uploaded the photo on Instagram, and instructed the students to see the picture the researcher shares, and remembered to the students that have been explained how to describe people, the purpose, and the generic structure.</li> </ul>	T-Ss	20 minutes
<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher instructs the students to uploade the picture on the Instgram feed, then describe the picture in the description field.</li> </ul>	STT	35 minutes
<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Finally, the teacher corrects students' writing, then students write the correct arrangement of the descriptive text.</li> <li>• The teacher review the material then prayerfully closes the meeting, saying "Thank you and Wassalam".</li> </ul>	STT	20 minutes

**PPP LESSON PLAN (Six Meeting)**

<b>CLASS/LEVEL</b>	The 3 <sup>rd</sup> semester/Basic
<b>TOPIC</b>	Descriptive Text
<b>OBJECTIVES</b>	Students should be able to write descriptive text according to the picture uploaded on Instagram.
<b>VOCABULARIES</b>	Adorable, cute, fast, nosy, carnivorous, mouth, nose, tail, forest, orange, black, etc.
<b>MATERIALS</b>	Handphone, marker, Instagram and Pictures
<b>TIME</b>	90 minutes
<b>POTENTIAL PROBLEM</b>	<ol style="list-style-type: none"> <li>1. Mixed ability</li> <li>2. Distracted behavior</li> <li>3. Lack of vocabulary</li> <li>4. Error networking</li> <li>5. Lack of kuota</li> </ol>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<b>Greetings and Introducing Self</b> <ul style="list-style-type: none"> <li>• Teacher greetings the students.</li> <li>• Teacher asks about students' condition.</li> </ul>	T-Ss	3 minutes
<b>Attendance List and Praying</b> <ul style="list-style-type: none"> <li>• Teacher mentions students' names one by one.</li> <li>• Teacher asks students to lead the prayer before starting the class.</li> </ul>	T-Ss	7 minutes
<b>Review</b> The teacher reviews the topic in the previous meeting.	T-Ss	10 minutes

<p><b>Present Material</b></p> <ul style="list-style-type: none"> <li>• The teacher teacher give the students an instruction to prepare their Instagram accounts. They may use their accounts or make new accounts.</li> <li>• The teacher prepared one Tiger picture topic, uploaded the photo on Instagram feed, instructed the students to see the picture the researcher shares, and remembered the students explaining how to describe the animal, the purpose, and the generic structure.</li> </ul>	T-Ss	20 minutes
<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher instructs the students to uploade the picture on the Instgram feed, then describe the image in the description field.</li> </ul>	STT	35 minutes
<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Finally, the teacher corrects students' writing, then students write the correct arrangement of the descriptive text.</li> <li>• The teacher review the material then prayerfully closes the meeting, saying "Thank you and Wassalam".</li> </ul>	STT	20 minutes

**PRE-TEST**

Name :  
NIM :  
Class :

**Material: Describing (people, animal and place)**

**Instructions:**

1. You have 60 minutes to do this pre-test!
2. Choose one picture with the pictures below, then write descriptive text at least two paragraph based pictures!

Market



Najwa Shihab



butterfly



4. Pay attention to the generic structure and language features of your descriptive text!
5. Please do it by yourself!

## POST-TEST

Name :  
NIM :  
Class :

**Material: Describing (people, animal and place)**

### Instructions:

1. You have 60 minutes to do this pre-test!
2. Choose one picture with the pictures below, then write descriptive text at least two paragraph based pictures!

Campus



Nadim Makarim



Crocodile



3. Pay attention to the generic structure and language features of your descriptive text!
4. Please do it by yourself!

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.S., M. Hum.  
 Jabatan/Pekerjaan : Dosen  
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*The Effectiveness of Using An Instagram Feed In Writing Descriptive Text for English Departement Students of IAIN Palopo*

dari mahasiswa:

Nama : Novrianti Sayang  
 Program Studi : Pendidikan Bahasa Inggris  
 NIM : 19 0202 0096

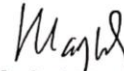
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Bisa tentukan panjang teks nya / jumlah paragraph
- Sedikit gambar yang dimaksud

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 26 Desember 2022

Validator,



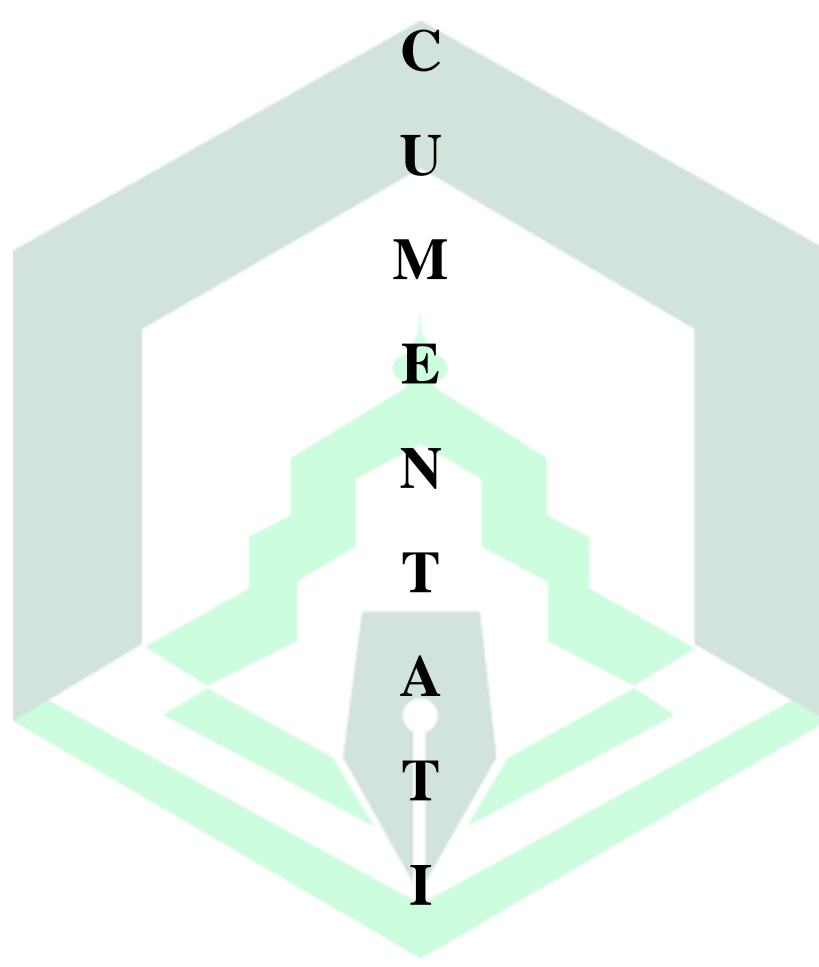
Dr. Magfirah Thayyib, S.S., M. Hum

NIP. 198507192018012001

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### Giving Pre-test



Figure. 2.7: The researcher gave the pre-test to the students

### Giving Treatment





Figure. 2.8: The researcher gave the treatment to the students

### Giving Post-Test



Figure. 2.9: The researcher gave a post-test to the students

## PRE-TEST

Name : Muh. Fykrri Haykal  
 Nim : 21 0202 0019  
 Class : Bio 3 A

### Butterfly

This thing calls butterfly, it is an fly animal.  
 The butterfly is very beautiful.

It has three colors black, white, and orange. It has two wings that beautiful. The butterfly has small head with two antenna on its head.



Name : salsu Nuzla-  
 class : 3A  
 Nim : 2102020016

Market is a place to buy something, there are butcher, green grocery, fruit stall and many others. People usually go to market to buy needs.

There are type of market, there modern market like supermarket and traditional market.

Name : Pinky Purwinda  
 NIM : 2102020068

### MARKET

Market is the accumulation of buyers and sellers where competition between buying and selling is established. Traditionally, we think that market is a place where buying and selling is occurred. But in economics market is not denoted by place.

An actual or nominal place where forces of demand and supply operate, and where buyers and sellers interact to trade goods, services, or contracts or instruments, for money, or barter.

According to economic theory, market means a commodity market. As for example - Jute market, gold market, fish market, etc.

### Due Test

Name : Mimi faliska Aufandi  
 Class : IPS 3A  
 NIM : 2102020027

### Butterfly

A butterfly is a flying insect with a small body and large, often colorful wings. Some gardeners plant specific flowers that attract butterflies. Butterflies are closely related to moths, which also have wings that are large in proportion to their bodies and antennae.

pre test

This lady is Nagwa shihab. Her call name is Nana. She was born in Makassar on September 1977. She is Qur'ani shihab's daughter. Her hair is black. She has white skin and she tall. She so beautiful.

We know Nagwa as a presenter of Mata Nagwa and an anchor of the news on Metro TV. Her sharp questions to the interviewees are really interesting to enjoy. This beautiful lady has several achievement during her career. She has won Panasonic Gobel awards as The most Favorite of talk show presenter, The best journalist of Metro TV, and young globe leader.

Name : Muh. Afif Musth  
 class : PEI 3A  
 Date : Kamis, 26 Januari 2023  
 NIM : 2102020036

**Market**, a means by which the exchange of goods and services takes place as a result of buyers and sellers being in contact with one another, either directly or through mediators or institutions.

Markets in the most liberal and immediate sense are places in which things are bought and sold.

## TREATMENT

← Postingan

miss\_lewid

Describing people is to tell or describe about people. Such as appearance, attractiveness, height etc...

### Vocabularies of people

- 1. Appearance/personality**  
She is talkative, She is Funny, She is kind person, she's honest and patient
- 2. Attractiveness**  
She's cute, she's pretty, she's beautiful, he's handsome
- 3. Height**  
He's short, he's average height, he's talk,
- 4. Weight**  
He's thin, he's slim, he's average weight, he's muscular, he's little heavy, etc.
- 5. Hair long**  
She gas short hair, She gas medium length hair, She gas long hair, She gas straight hair, She gas wavy hair, She gas Curly hair, etc.
- 6. Hair color**  
She gas blond hair, She has black hair, She gas brown hair, he's bald, he's has abmoustache, he has beard, etc.
- 7. Age**  
He's in his early twenties, he's in his mid twenties, he's in his late twenties, she's kind of young, She's kind of old, she's around 20 tears old, etc.
- 8. Wearing ( cloth**  
The woman is wearing black shoes, The man is wearing a yellow tie, the man wearing a jacket, the woman wearing a blouse etc.

Disukai oleh reza\_san\_001 dan 1 lainnya

30 Januari

miss\_lewid

### DESCRIPTIVE TEXT 1/2

- 1 Definition of descriptive text**  
Descriptive text is a text that explains or telling the details about something, whether people, place, mood, situation, or event, which makes the readers can imagine or feel.
- 2 Purpose of descriptive text**
  1. To create imagery, a mood, or an aura of a place.
  2. To stimulate understanding and convince

← Ditandai Edit

intannrni973 Mengikuti



14 suka

intannrni973 Joko Widodo, also known as Jokowi, is the seventh and current President of Indonesia. He was elected in July 2014 as the first Indonesian president who did not come from a military or elite political background.

A member of the Indonesian Democratic Party of Struggle (PDI-P), Jokowi was elected Mayor of Surakarta in 2005, and was re-elected in 2010 with more than 90% of the vote. In October 2012, Jokowi was elected Governor of Jakarta on an anti-corruption platform. In 2012, he was ranked as the third best mayor in the world by the international City Mayors Foundation.

As President, Jokowi has focused on a nine-point plan that emphasizes helping the poor by clamping down on corruption, improving public services, implementing land reforms, and developing more affordable housing. He has also focused on infrastructure, introducing or restarting long-delayed programmes to build highways, high-speed rail, airports and other facilities to improve connectivity in the Indonesian archipelago.

Jokowi was born and raised in Surakarta and his humble beginnings are well documented. He graduated from Gadjah Mada University in Yogyakarta with a degree in forestry engineering, and worked in a pulp mill before establishing his own furniture factory and becoming a successful furniture exporter.

Nama: Intan Nuraeni  
 Nim: 2102020006  
 Class: PBI 3A  
 @miss\_lewid



Figure. 2.10: The students uploaded a Jokowi picture on January 30<sup>th</sup>, 2023





pptoto.1

1 suka

pptoto.1 This is a cat. Cats are a type of carnivorous mammal belonging to the Felidae family. Cat habitat is on land. Sometimes cats can mingle with humans as pets, but they can also live wild. Cats have a gestation period of 63 days. When a kitten is born, its eyes and ears are still blind and deaf. Kittens' eyes and ears usually start to open when they are 8-10 days old.

Compared to other animals, cats are among the cleanest animals. Because cats often clean their bodies by licking their saliva. However, this saliva can cause allergies in humans.

Cats have adorable behavior that makes these animals liked by many people. Common cat behaviors are purring, climbing, and having a straightening reflex. Cats have a gestation period of 63 days. When a kitten is born, its eyes and ears are still blind and deaf. Kittens' eyes and ears usually start to open when they are 8-10 days old.

Compared to other animals, cats are among the cleanest animals. Because cats often clean their bodies by licking their saliva. However, this saliva can cause allergies in humans.

Nama : Muh. Afif Muslih  
Nim : 2102020036  
@miss\_lewid

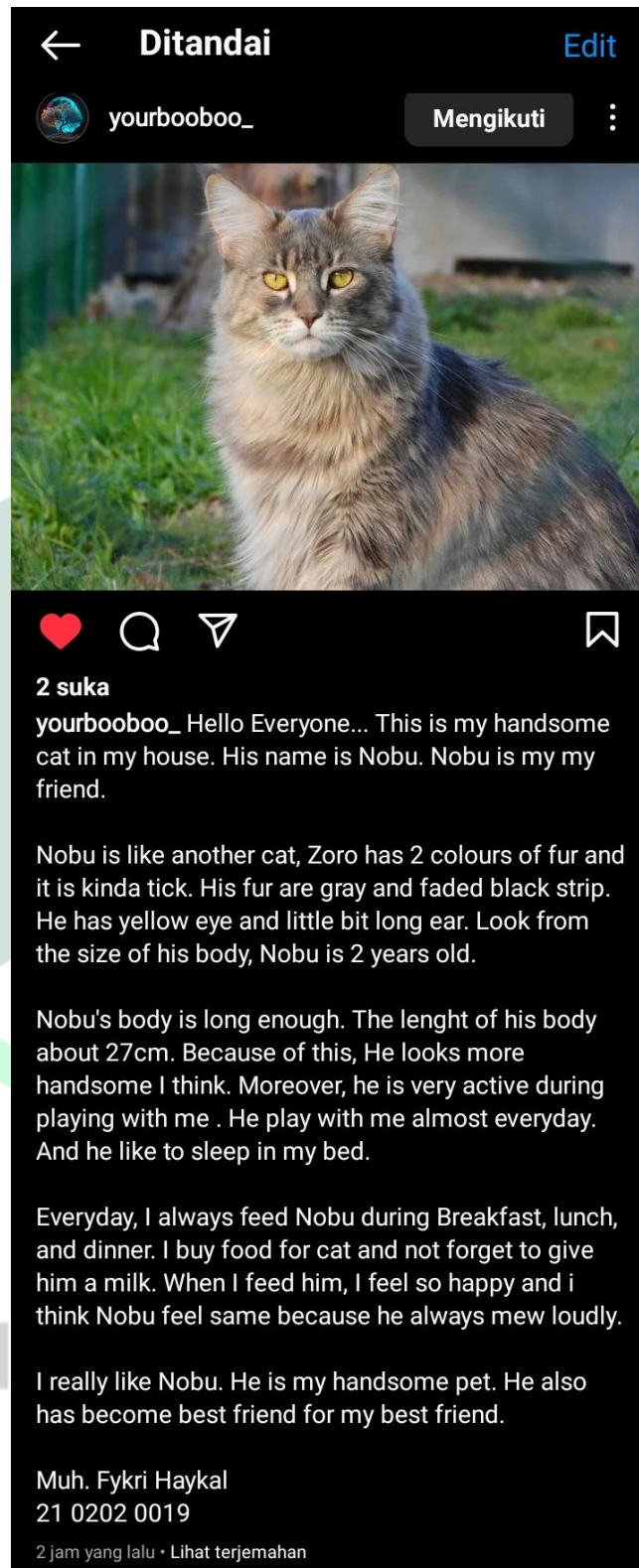


Figure. 2.11: The students uploaded a Angora cat picture on January 30<sup>th</sup>, 2023

← Ditandai Edit

 nurh5\_04 Mengikuti ⋮



6 suka

nurh5\_04 The library is a place where many kinds of scientific books are stored which are very useful. Libraries where students and students do a lot of reading activities, with a quiet room away from noise which is able to create a reading room that is so comfortable for those who like to read.

Libraries inspire so many readers to add to their knowledge, with various kinds of books stored there, and only for those who like and like to read the library is the most comfortable place for them to read in an atmosphere that can create inspiration. The library is never empty to visit, always crowded by those who like to read.

So much knowledge can be obtained from reading in the library room so easily the knowledge is obtained, with a quiet place and atmosphere away from the impression of noise, the library is the favorite place for those who like to read.

@miss\_lewid

47 menit yang lalu · Lihat terjemahan



Figure. 2.12: The students uploaded a Library picture on February 3<sup>rd</sup>, 2023

nurh5\_04 Mengikuti



15 suka

nurh5\_04 This public figure may already be familiar to our ears. We can meet this Muslim woman who works as a preacher on several national television programs or on various YouTube channels that broadcast Islamic da'wah. Oki Setiana Dewi was born in Batam on January 13, 1989. She is the first child of three siblings. Oki's parents are Sulyanto and Yunifah Lismawati who are a married couple of Javanese-Palembang descent.

Oki auditioned for the film "Ketika Cinta Bertasbih" which was held on his campus, he idolized a writer named Habiburrahman El-Shirazy, because thanks to his novel, Oki's life changed. Oki likes the character Ana Alfathunnisa and wants to be like her in real life. But he didn't expect to get the main character's role, so he signed up for the audition by choosing another character. Of the thousands of participants who took part, Oki passed the selection and was finally chosen to be the main character as Ana. Oki postponed his studies for one semester because of filming in Egypt. From the film he played, Oki received various awards.


Until finally Oki married Ory Vitrio and was blessed with 3 children. Oki also completed his Masters in Early Childhood Education at Jakarta State University and his Doctorate at UIN Syarif Hidayatullah majoring in Communication. Now Oki Setiana Dewi has become a well-known preacher or preacher who is liked by many people, including myself. The Maskanul Huffadz Islamic boarding school that he founded has also spread to several regions and there is even a program for taking sanad in Turkey.


@miss\_lewid  
 Name:Nur Halima  
 Nim:2102020071  
 Class:PBI 4A



Figure. 2.13: The students uploaded a Oki Setiana Dewi picture on February 6<sup>th</sup>, 2023

← Ditandai Edit

 pptoto.1 Mengikuti



1 suka

pptoto.1 The tiger is the largest living cat species of the genus *Panthera*. Tigers have distinctive stripes on their fur, in the form of dark vertical stripes on orange fur, with white undercoat. Tigers are apex predators, they mainly prey on ungulates such as deer and wild boars. Tigers are territorial animals and are generally solitary predators, but still have a social side, they still live in close-knit areas, to support their food needs and raise their offspring.

The tiger is listed as Endangered species on the IUCN Red List. In 2015, it is estimated that the wild tiger population worldwide is only around 3,062 to 3,948 adult individuals, most of the tiger population lives in small isolated pockets. India currently has the largest population of tigers. The main causes of the decline in tiger populations are habitat destruction, habitat fragmentation and poaching. Tigers are also victims of human-wildlife conflict, especially in countries with high human population densities.

The tiger is one of the world's most recognized and popular charismatic megafauna. Tigers have been featured in ancient mythology and folklore across various cultures and historical periods.

@miss\_lewid

Nama : Muh. Afif Muslih  
Nim : 2102020036  
Kelas : BIG A

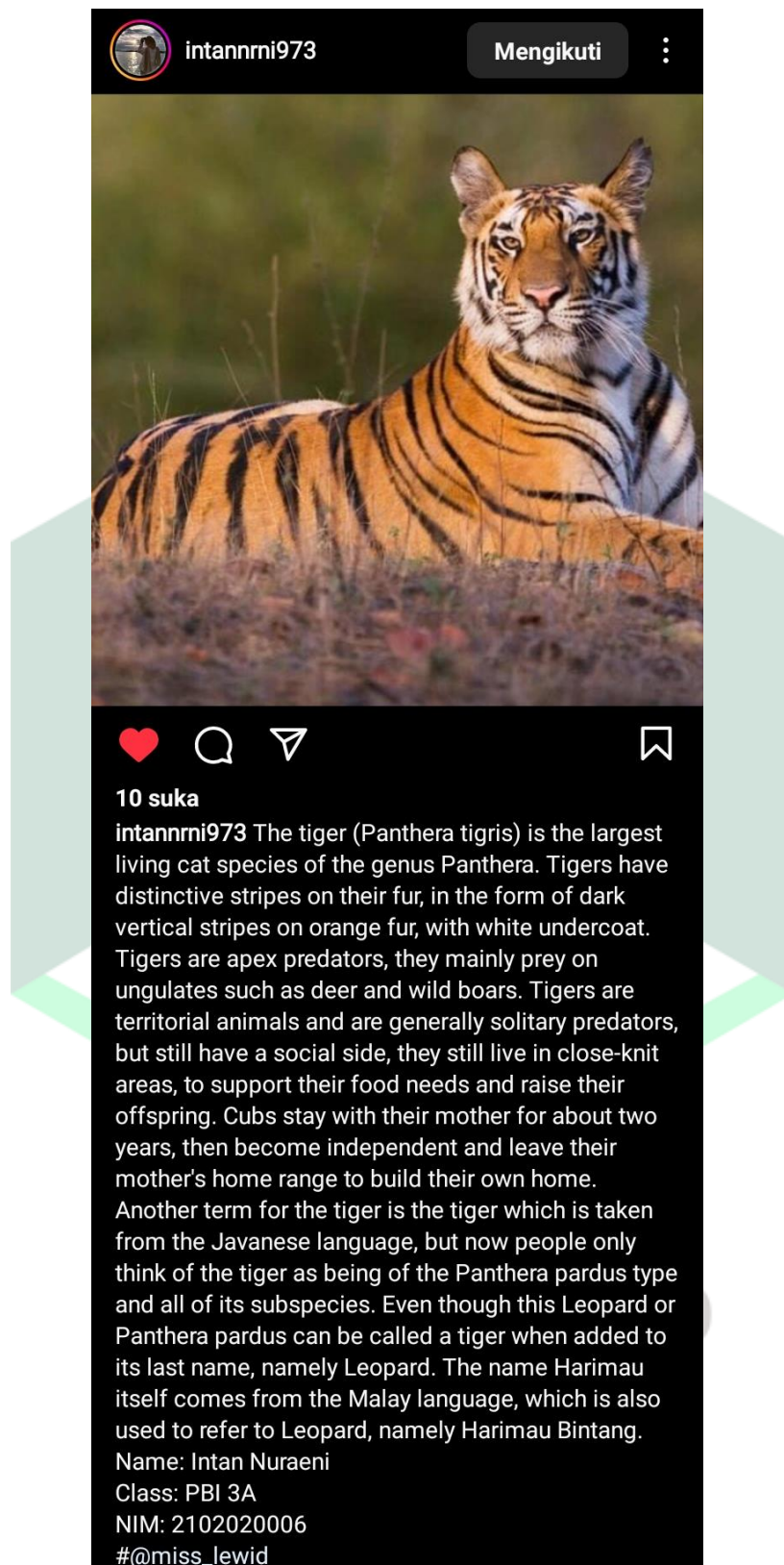


Figure. 2.14: The students uploaded a Tiger picture on February 8<sup>th</sup>, 2023



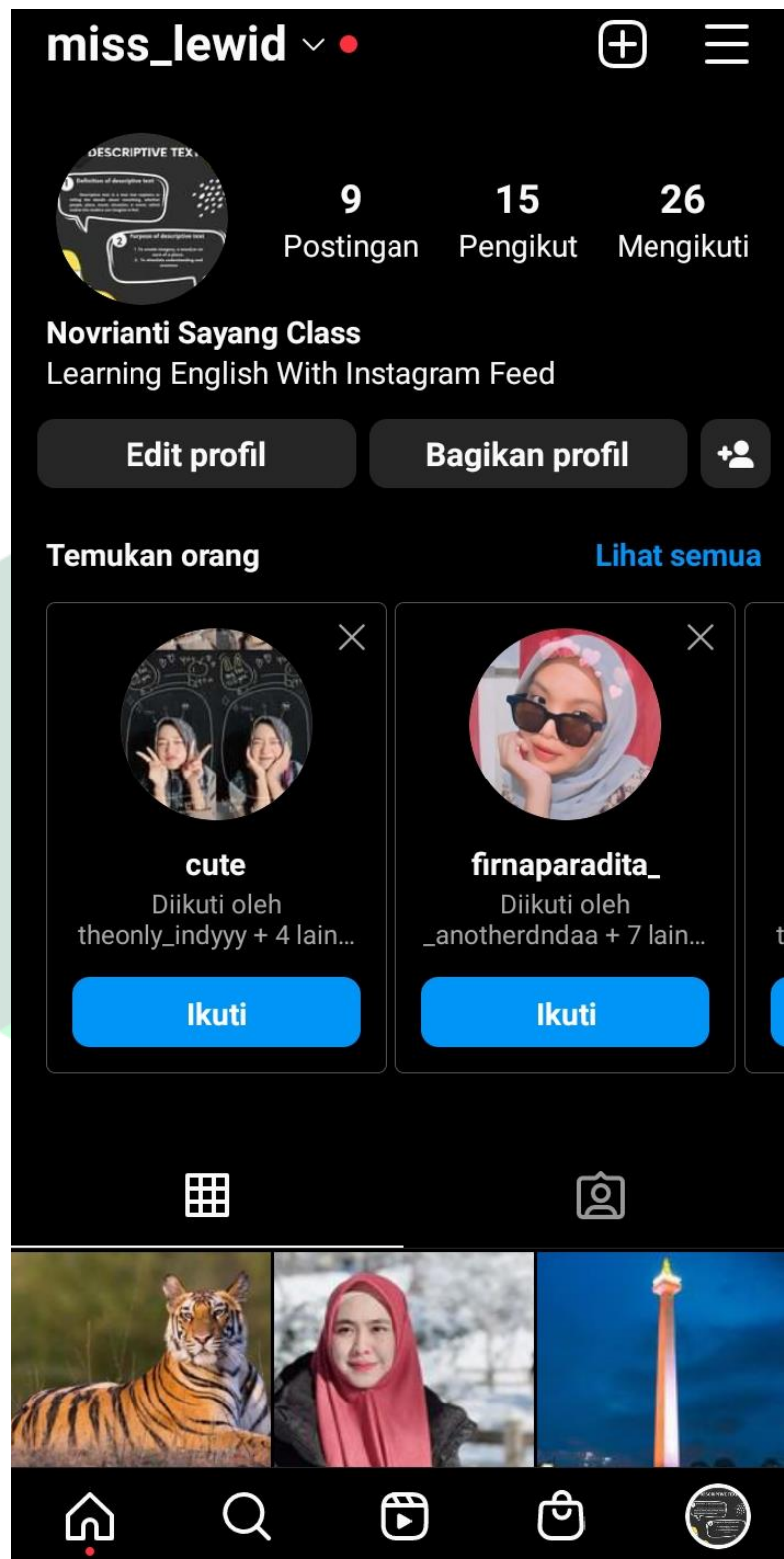


Figure. 2.15: Instagram account of the researcher







Figure. 2.16: The students assignment in the researcher room mark

## POST-TEST

No. \_\_\_\_\_  
Date: \_\_\_\_\_

<input type="checkbox"/>	Name : Intan Nurani
<input type="checkbox"/>	class : PBI 3A
<input type="checkbox"/>	Nim : 210 202 0006
<input type="checkbox"/>	"CROCODILE"
<input type="checkbox"/>	The estuary crocodile is one of the crocodile which is included in crocodylidae. It is called as BEKATAK crocodile (Crocodylus porosus). It can be found in the rivers and in the sea near of the estuary. The estuary crocodile can be found in almost in Indonesia's water. It is famous because it is the great crocodile in the world it is bigger than all crocodile (Crocodylus niloticus) and American Alligator (Alligator mississippiensis). This crocodile is classified based on the behind fin on the heat or not. The color of the body is grayish or dark green (especially adult freshwater crocodile) in the other hand the young estuary crocodile is greenish with the black spot. The habitat of estuary crocodile is in estuary rivers and sometimes it can be found in sea. It likes brackish water, Australian called "saltwater crocodile" (one of the crocodile which lives in the sea). The estuary crocodile has a land in the world from the bengala by (Sri Lanka, Bangladesh, and India) until polinesia waters (Fiji island and vanuatu). The favorite habitat of the estuary crocodile is Indonesia and Australia.
<input type="checkbox"/>	The estuary <del>crocodile</del> crocodile breeds by laying eggs. When it breeds, the female of estuary crocodile will make a nest from the grasses and leaves garbage. It lays the eggs in the raining season the eggs will be saved by the mother until they hatch and they can find meal by their selves. The typical of the estuary crocodile. It has wide muzzle, it does not have wide fin on her neck the length of the body to the tail is only $12$ meter. It has been found in sangatta, North Borneo. Not only as the biggest crocodile, but also it is the most dangerous crocodile.

**BOS**

POST TEST

Name: Melvi Fariška Afandi

Nim: 2102020027

Class: BIG 11 A

### Crocodyles

Crocodyles have powerful jaws with many conical teeth and short legs with clawed webbed toes. They have a unique body form that allows the eyes, ears and nostrils to be above the water surface while most of the animal is hidden below. The tail is long and massive, and the skin is thick and plated.

Crocodyles are a living link with the dinosaur-like reptiles of prehistoric times and are the nearest living relatives of the birds. A large variety of crocodylian fossils have been discovered that date back 300 million years to the Late Triassic Epoch.

Fossil evidence also suggests that three major radiations occurred. Only one of the four suborders of crocodyles has survived to modern times. The order Crocodylia includes the "true crocodyles," alligators, caimans, and gavials.

## Post - Test

No. \_\_\_\_\_

Date: \_\_\_\_\_

Name : Muh. Fykrı Haykal

Class : Big 3 A

Reg-Num : 2102020019

"Crocodile"

Crocodile is Carnivorous animal, feeding mostly on  
 Vertebrates such as fish, reptiles, birds, and mammals depending  
 on species and age.

Crocodile range in size from the African dwarf  
 crocodile, which grows to over 6 feet, to the saltwater  
 crocodile which grows to over 20 feet in length.  
 Crocodiles have large, broad bodies with short legs  
 and long, muscular tails. They have thick, leathery  
 skin with bony, plate shaped scales. All crocodile  
 teeth are pointed, cone shaped and located on the  
 outside of the jaws. Crocodile heads are long and  
 pointed with the eyes and nostrils located on the top  
 of the head.

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Name : Ayu Andra  
Nim : 2102020047  
Class : PBI 3A

" Post test "

Nadlem Matarim

Nadlem anwar Matarim, B.A., M.B.A. is an Indonesian businessman who is currently serving as the Indonesian Minister of Education, Culture, Research and Technology in the advanced Indonesia cabinet under President Joko Widodo - K.H. Maimun Amin, who was appointed on October 23 2019. He is the founder of GJKT, a transportation company and bus-based service providers operating in Indonesia and a number of southern Asian countries such as Singapore, Vietnam, and Thailand.

Nadlem Matarim underwent a basic education process up to SMA moved from Jakarta to Singapore. After completing his high school education in Singapore, in 2002 he majored in International Relations at Brown University, USA. After finishing his studies at Harvard with an MBA, Nadlem decided to return to his homeland and work at McKinsey and Co. was a McKinsey Consultant for 3 years.



IAIN PALOPO



Name : M. Raihan Masrur M.

NIM : 21 0202 0017

Class : PBI 3A

## Crocodile

Crocodiles are four-legged semi-aquatic carnivorous reptiles who tend to live in a freshwater habitats such as lakes and rivers. But some of them also live in brackish water. They consume fish, birds, other reptiles and mammals as their main diet. They are tropical species so they are very sensitive to cold. They are considered to be one of prehistoric animal that still exist until today.

The skin around their bellies is smooth and the skin of their dorsal surface is thick and rugged. They can reach the size of 5 to 6 m long with the body weight of 1000 kg. The length of their tail is almost as long as their body. Their head is long and it has V-shaped snout in front of it. The width of their upper and lower jaws is the same and when they close their mouth all of their teeth are visible. Both of their eyes are located on top of the skull which allow them to take a peek at the ~~near~~ enemy while their body is under water.





1 2 0 2 3 1 9 0 0 9 0 0 5 8

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 56/IP/DPMPPTSP/II/2023

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2016 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di 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 Perizinan 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	: NOVRIANTI SAYANG
Jenis Kelamin	: Perempuan
Alamat	: Jl. Agatis Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 19 0202 0096

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

**THE EFFECTIVENESS OF USING AN INSTAGRAM FEED IN WRITING DESCRIPTIVE TEXT FOR ENGLISH DEPARTEMENT STUDENTS OF IAIN PALOPO**

Lokasi Penelitian	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
Lamanya Penelitian	: 19 Januari 2023 s.d. 19 Februari 2023

**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. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar 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 menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 20 Januari 2023  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ERICK K. SIGA, S.Sos**  
 Pangkat : Penata Tk.I  
 NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Danlim 1403 SWG
4. Kapokes Palopo,
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
 Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo  
 Email: pbi@iainpalopo.ac.id

**SURAT KETERANGAN**

Nomor : 103 / In.19/FTIK-PBI/PP.00.9/02/2023

*Assalamu'alaikum Wr. Wb.*

Saya Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum  
 NIP : 19771013 200501 2 006  
 Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama : Novrianti Sayang  
 Nim : 1902020096  
 Prodi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul **"The Effectiveness of Using On Instagram Feed In Writing Descriptive Text For English Department Students of IAIN Palopo."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Palopo, 13 Februari 2023

Program Studi  
  
 Amalia Yahya, SE., M.Hum  
 NIP. 19771013 200501 2 006

## SCORING PRE-TEST

No	Students	The writing aspects					Score
		Content	Organization	Vocabulary	Grammar	Mechanics	
1	FR	11	11	10	15	3	50
2	IN	15	16	13	17	3	64
3	A	12	10	12	16	2	52
4	SN	7	7	8	11	2	35
5	RS	9	11	13	16	4	53
6	MRM	10	9	14	20	3	56
7	P	13	12	15	16	3	59
8	MFH	6	5	17	18	2	48
9	Y	7	8	9	14	2	40
10	MFA	7	6	7	12	3	35
11	RAKS	12	13	12	17	4	58
12	NI	11	10	12	15	2	50
13	MRN	15	15	13	15	4	62
14	MAM	6	6	8	10	3	33
15	ANK	13	10	12	20	2	57
16	AA	9	9	10	16	2	46
17	DW	12	10	10	15	3	50
18	MNI	10	9	12	14	2	47
19	IA	10	11	13	16	2	52
20	PP	9	12	10	17	2	50
21	AF	11	11	12	13	3	50
22	NH	14	16	12	19	4	65
23	MGS	7	9	9	12	2	39
24	H	16	15	14	14	3	62
Total			252	251	277	368	65
		Mean Score					50,54

## SCORING POST-TEST

No	Students	The writing aspects					Score
		Content	Organization	Vocabulary	Grammar	Mechanics	
1	FR	23	14	15	21	4	77
2	IN	29	15	20	23	5	92
3	A	25	17	18	20	4	84
4	SN	19	14	18	20	4	75
5	RS	18	14	16	20	4	82
6	MRM	28	18	19	23	5	93
7	P	28	16	18	23	5	90
8	MFH	21	14	17	20	4	76
9	Y	19	16	17	21	4	77
10	MFA	29	18	16	20	5	88
11	RAKS	18	15	18	21	4	76
12	NI	17	16	17	21	4	75
13	MRN	29	17	17	21	5	89
14	MAM	24	15	15	23	5	82
15	ANK	28	19	19	23	5	94
16	AA	29	19	19	24	5	96
17	DW	27	18	16	23	4	88
18	MNI	28	17	17	20	4	86
19	IA	27	18	17	21	4	87
20	PP	23	16	15	20	4	78
21	AF	20	18	16	20	4	78
22	NH	29	20	19	23	5	96
23	MGS	18	15	18	20	4	75
24	H	20	17	16	23	4	80
Total			576	396	413	514	105
		Mean Score					83,92

IAIN PALOPO

## BIOGRAPHY



**Novrianti Sayang**, was born on Pangalli 10 November 2001. The author is the couple's youngest of four siblings, a father named Alimuddin and a mother named Kartini. Currently, the writer lives in Pangalli, South Sabbang, North Luwu. The writer's basic education was completed in 2013 at SDN 008 Dandang. Next, in the same year studying at SMPN 1 Sabbang, now known as SMPN 1 Sabbang Selatan, until 2016. In 2016, she studied at SMKN 7 Luwu Utara. After graduating high school in 2019, the author continued her education at Palopo and majored in the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo (IAIN Palopo).



**IAIN PALOPO**