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Research Article

Potential Use of Instagram as Learning Tools in Improving EFL Students` Descriptive Writing Skill

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Article Info	Abstract
 	The study aims to find out how is the writing descriptive text developed by using Instagram at the EFL students of SMP NU Gendong and how is the response of the students in learning descriptive text through Instagram. In this study, the researcher focuses in improving the writing descriptive text by using Instagram. The subjects of this research are limited at the teacher and third grade of SMP NU Gendong. This study used Design Development Research but employed in two approach that is quantitative and qualitative to analyze the data. The technique used by researcher to collect the data were interviews and questionnaires. The result of this study showed that applying Instagram helps the students to improve their idea before writing a descriptive text by applying Instagram. They prefer to write descriptive text in a caption than writing in their book. Data collected from the students' response showed strong positive response from the participants that the application Instagram was good because they can help the students improve their ability in writing descriptive text. And also, they were excited in teaching and learning process. Students also showed good interest during the treatment. They were actively worked in their group and collaborated each other. They confidently write their opinion and were interested to do the student worksheets.

INTRODUCTION

Social media is a new technology that used by almost everyone in this planet. Start from children to adult, young to old, everyone knows about social media. At this time, social media become a natural part of everyday life. People can communicate each other without meeting face to face. Students can learn English from social media without any conventional classroom and distance among them. In this case, researcher also gets innovative way to teach using social media to increase student`s motivation, spirit and enhancing students learning environment (Ilknur, Celik, 2014).

Currently, Instagram has a growing number of users worldwide since it was first released in 2010. Instagram is a photo and video sharing application that is very popular with people around the world. Instagram allows its users to share daily activities captured through photos or videos with various filters and additional applications such as music and adding locations for its users. Now, many people use Instagram not only for personal consumption, but also to sell several products, advertisements, and teaching aids that are

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considered very modern and liked by many students. There are many positive things that can be shared on Instagram such as developing learning materials so that they can be useful for others.

Writing is about to produce a written product. Written text is often resulted by thinking activity, the good news is that writing involved skills that can be learned, practiced and mastered. Writing is a language skill that plays an essential role in English with experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. It helps learners to acquire English language because the activity stimulates thinking and facilitates them to develop the skills.

Writing descriptive text is one of the materials that are taught in school especially in the grade one senior high school in Indonesia. In fact, writing descriptive text is not as easy as people think. Writing descriptive text is a complex process. There are some difficulties which are faced by students because of some conditions. The conditions here refer to the failure of creating the ideas, understanding the words, the sentences, the sentences' unity and organization, and the lack of interest or concentration. Descriptive text is a text that intended to describe something like person, place or thing. A good description will make the readers imagine the things clearly in their mind. A writer from good description is like an artist that paints a picture, so it can be seen clearly like a "word picture" in the mind of the readers.

In the previous study, Husna et al. (2013) found that students still found difficulties in transferring and developing their ideas into a written form well in composing a text, then students still fail in organizing the sentences, they just directly wrote what they taught without planning a list of their ideas. Utami et al. (2014) found that students find difficulties in writing descriptive text. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. Students also complain that they cannot think of anything significant enough to write. They do not know how to organize the ideas and some of them do not even have any ideas to write. In writing descriptive text, the writer required to have a good vocabulary in order to describe something clearly. With those problems, students find writing as a scary task. It makes them less interested in writing. Moreover, the teacher usually uses writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning.

Based on the issues above, the researcher is motivated to try Instagram as a learning tool in improving EFL students writing descriptive text ability. The researcher will conduct the research in the third grade of junior high school by using the Instagram, students are expected to be motivated and enthusiastic to write English, especially descriptive text. Students can feel something new in learning English in order to make them enjoy the lesson, the teacher also can minimize the difficulties in writing and became creative in teaching descriptive text using Instagram.

METHOD

In this study, the researchers selected Design and Development Research (DDR) method to find and build products that are ready for operational use in the school. In this study the researcher used six steps of Design and Development Research (DDR. The steps in DDR are research and information, collecting, planning, developing preliminary form of product, preliminary field testing, and final product revision.

In the pre-design study, The researchers conducted interviews with some students to figure out the student's difficulties and needs in learning English especially for developing writing descriptive text ability with the developing material using Instagram. The technique of data analysis that was descriptive qualitative analysis. In the planning step, the researchers will start applying Instagram based on related materials in developing writing text ability especially for descriptive text, based on the learners' needs to comprehend writing skill and the researchers would develop the instructional product. In the process of developing the product.

In the Post-design study, the researcher did preliminary field testing and main product revision. Preliminary testing was conducted to obtain the judgments from the experts and suggestions for the developing material using Instagram. The comments and opinions were used to revise and improve the developing material. The developing material was also evaluated by giving the post-design questionnaires to one of English lecturers of Universitas Islam Malang. Preliminary testing was conducted to obtain evaluation, judgment, suggestions of the developing material for teaching grammar using Instagram to third grade students of Junior High School. In the post-design study, the researchers analyzed the descriptive data about experts' judgment

opinions. Based on the data, the researchers will revise and improve the development of materials. As the last step, the researcher must be publication of the product

The time to conduct the study is in the academic year of 2024-2025. The researchers conducted the study in SMP NU Gendong which is located in Laren, Lamongan. This research is designed for third grade consist of 14 students. The subjects of this study are the teacher, the students and the researchers. The researchers used interview and questionnaire to collect the data. For the first interviewing, the researchers interview the teacher and collect information in the research setting. The collect information is used to know the real problem in the field. The second interviewing has purpose to know the developed writing material itself, whether the writing descriptive text by using Instagram is effective or not. Questionnaire is for instructional design expert and students. It was created to know some suggestion and revision should be made by the researcher. Furthermore, to help the researchers know the weakness of the product. From questionnaire, the expert gives suggestion to revise the prototype.

There will be two types of method in presenting data analyzing. They are quantitative data and qualitative data. Quantitative data will be presented in the form of number and qualitative data will be covered descriptively in the form of sentence. The data analysis will be explained in each step. The obtained data in needs analysis will be presented in different ways. The interview data will be clarified descriptively, and to analyze the questionnaires and checklist result, the researcher will calculate them in the formula of percentage. Then, the results of each instrument will be presented in table. The data will be analyzed using the following formula adapted from Likert scale;

$$\text{Percentage (100)} = \frac{f \times 100\%}{N}$$

Figure 1. the formula of data percentage

f   = Frequency
N   = the number of students
100 = fixed number

The data from the expert validation then was calculated in different formula. The formula used is purposed by Levin and Stephen, (2010).

$$\text{Mean} = \frac{\sum Xi}{n}$$

Figure 2. The Calculated Formula of Expert Validation
$\sum Xi$ = the sum of data values
n   = the number of summed data

To interpret whether or not the development materials are good and acceptable, the researcher will show the assessment of the mean.

No	Scale	Range	Category
1	1	0 – 1	Poor
2	2	1,1 – 2	Fair
3	3	2,1 – 3	Good
4	4	3,1 – 4	Excellent

Table 1. the assessment of the mean

RESULTS AND DISCUSSION

The Result of Needs Analysis

The needs survey was conducted on September 2024, at SMP NU Gendong. There were three kinds of instruments used. The first instrument was interview to the students and the teacher. The second instrument was questionnaire to the students.

To get the data of the teacher needs, the researcher conducted an interview subjected to the teacher. The interview to the teacher is intended to get information about what methods are used in teaching and student's difficulties in learning writing. Through this interview, the researcher found that the method used by the teacher was drilling to memorize the vocabulary and make a group of students to discuss each other. The problem found that the most difficult skill learned by the students is writing. Students cannot memorize the vocab well, and do not understand the meaning of the word to be written so that they find it difficult in learning English writing. In learning writing, the students must know much of vocabulary when they write a sentence and how to arrange the sentence use the grammatical pattern correctly. Based on the reasons above the teacher has to increase the students in learning writing skill.

The teacher provides book from the school. The book explains kinds of text, such us Narrative Text, Descriptive Text, Recount Text, Report Text, and Procedure Text. For this study, the researcher focuses on Descriptive Text.

The Students Interview Result

The interview section conducted to know the students interested in learning English. The interview was conducted on September 2024. In addition, the interview guideline is useful to know how interested students to English class when their renewal of teaching method.

From the interview result, the researcher found that most of students like to learn English. They said English is very important in the future. That is their reason for taking English courses. The researcher discovered difficulties faced by the students in English learning, most of them answer the same, they did not know the meaning and how to use grammar and also many students declared that the teaching method is boring.

From the interview result, the researcher found that most of students prefer if the teacher uses another method, like games, watching movie or something new in teaching-learning English.

Developing and Designing Product

The result of need analysis was used as the basis of developing and designing product. The developed materials should be in line with the student's book in basic students' course. In this step, the researcher only develops ways of teaching. The material is same as the book, about Descriptive Text include definition, Generic of the structure and Explanation.

After designing the product, the researcher continues to submit the first draft of the product to experts. This stage aims to obtain expert input on the development material as a basis for carrying out revision 1. In revision 1 the expert proposes to review the content and appearance to make it more attractive, so that students are more motivated to learn. The try out was conducted on Oktober 8th, 2024. The schedule adapts to English lessons.

Students Respond Toward the Product

The researcher gained very positive response from the students about the product given. They enthusiastically accept because the products provided as needed and use of gadgets in learning that interest them more to learn. Then the result of the questionnaires was analyzed in table 2.

Final Product

The final product is developed based on the advice of experts, teachers and students' opinions during the interview. The results of this product are in the form of teaching materials which are more modern and fun than the teaching methods used by the teacher before.

Discussion

This section presents the discussion based on the findings of the study. It is concerned about the potential use of Instagram as a learning tool to improve students' descriptive writing skill. According to Murcia (2003), "media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex". Therefore, media

is important for teaching and learning process. Teachers need media to help them deliver the material being taught. It also helps the students to be able to understand the material more easily. Moreover, media is one of a good way to help students in learning English.

Based on the research, developing Instagram-based learning materials to improve students' descriptive writing skill is more effective. Ganguly (2004) stated that, "visual media have played a significant role, for majority of people it is easier to remember pictures than to remember just words. Instagram are used in this study because they share many visual pictures of teaching with objects". Based on the data finding above, positive result has been indicated. It was proven by the results of students.

The figures show that applying Instagram helps the students to improve their idea before writing a descriptive text by applying Instagram. They prefer to write descriptive text in a caption than writing in their book. Data collected from the students' response showed strong positive response from the participants that the application Instagram was good because they can help the students improve their ability in writing descriptive text. Also, they excited in teaching and learning process. Students also showed good interest during the treatment. They were actively worked in their group and collaborated with each other. They confidently write their opinion and were interested to do the student worksheets. This result supported by Anderson (2009) in his theory, he stated that there are some characteristics of students who had interesting in learning. The characteristics are having motivation in learning, having self-confident in learning and many more.

Except for the time consuming in inquiry and formulation stages, there were no significant problem during the treatment. Based on the statement above, the researcher concluded that Instagram can be used to improve students' ability in writing descriptive text and it was effective.

CONCLUSION

This research aimed at developing writing descriptive text by using Instagram to reach the objective. The researchers used Design and Development Research (DDR) method in conducting the research. The stages used by the researcher were adapted from Borg and Gall (1983:772).

There were six stages which should be done by the researchers. They were research and information, collecting, planning, developing preliminary form of product, preliminary field testing, and final product revision. The *first* stage was research and information; the researchers tried to find out information before conducting the research. The *second* stage was collecting; the researcher uses two instruments to collect the data. They were questionnaires and interview guideline. The *third* stage was planning; the researchers tried to plan the activity in conducting this research. The *fourth* stage was developing (design) product. The researchers used the result of need survey as the basis to develop the descriptive text materials. The *fifth* stage was preliminary field testing; the researchers tried to distribute the product to the students. Then, the researchers gave questionnaire to check whether it is satisfying or not. The last stage was final product revision. After the researchers distributed the product and gave questionnaire to the students, the researchers did not found revision in this stage. The final product of this research is an Instagram account named "fun_englishclass". All of the materials focus on the students' writing descriptive text improvement. After the entire of the research, the researchers concluded that all of students enthusiastic in learning descriptive text by using Instagram. The researchers believed that the developed material had been appropriate for the students.

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