

**The Effectiveness of Using Instagram to Improve Student's Descriptive  
Writing Ability of the Tenth Grade Students of SMA N 1 Wedung in  
Academic Year of 2020/2021**

**A FINAL PROJECT**

Submitted in partial fulfilment of the requirements  
for the bachelor degree (*Sarjana Pendidikan*) in English Education



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SEMARANG  
2021**

# APPROVAL PAGE

A Sarjana Pendidikan Final Project

Entitled

**THE EFFECTIVENESS OF USING INSTAGRAM TO IMPROVE STUDENT'S  
DESCRIPTIVE WRITING ABILITY OF THE TENTH GRADE STUDENTS OF  
SMA N 1 WEDUNG IN ACADEMIC YEAR OF 2020/2021**

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Semarang, July 29<sup>th</sup>, 2020

Approved by

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# VALIDATION

*A Sarjana Pendidikan* Final Project on

**THE EFFECTIVENESS OF USING INSTAGRAM TO IMPROVE STUDENT'S  
DESCRIPTIVE WRITING ABILITY OF THE TENTH GRADE STUDENTS OF  
SMA N 1 WEDUNG IN ACADEMIC YEAR OF 2020/2021**

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**Defended before the board of examination**

**On 9<sup>th</sup> August, 2021**

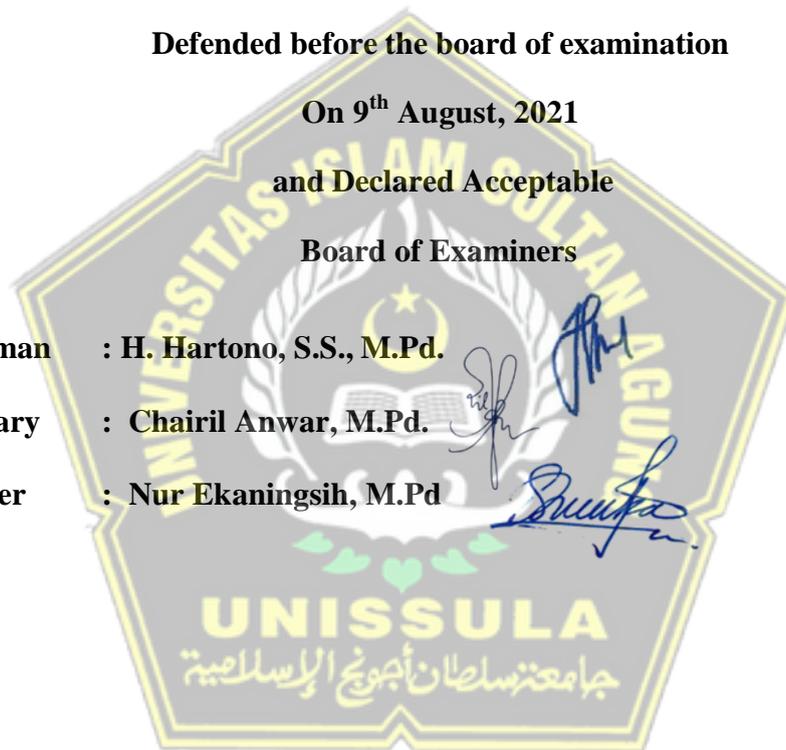
**and Declared Acceptable**

**Board of Examiners**

**Chairman : H. Hartono, S.S., M.Pd.**

**Secretary : Chairil Anwar, M.Pd.**

**Member : Nur Ekaningsih, M.Pd**



## SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi

Judul : The Effectiveness of Using Instagram to Improve Student's Descriptive writing Ability of the Tenth Grade Students of SMA N 1 Wedung in Academic Year 2020/2021

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Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

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## STATEMENT OF ORIGINALITY

I hereby declare that undergraduate final project I wrote does not contain the works or part of the works of other people except those were cited in the quotation and the references as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, July 29<sup>th</sup>, 2020



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## MOTTO

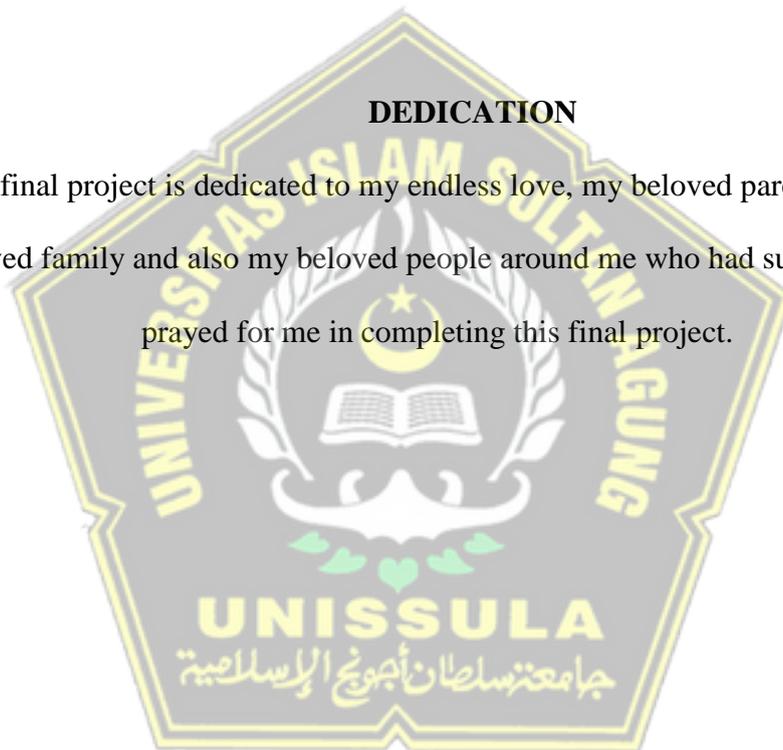
- ❖ Allah does not change a soul except {with that within} its capacity.

(QS.Al-Baqarah: 286)

- ❖ Have patience for yourself. Remember that even the moon needs time to become full.

## DEDICATION

This final project is dedicated to my endless love, my beloved parents and my beloved family and also my beloved people around me who had supported and prayed for me in completing this final project.



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All praise is given to Allah SWT, the Lord of the world for His mercies and blessing, the writer finally could finish this final project. The writer would like to express her biggest gratitude and appreciation for people who have helped her in finishing her final project. The writer would like to say thank you to bellowing people:

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## ABSTRACT

Alfiani, Feni. (2021). The Effectiveness of Using Instagram to Improve Student's Descriptive Writing Ability of the Tenth Grade Students of SMA N 1 Wedung in Academic Year 2020/2021. English Education Department. Language and Communication Science Faculty, Sultan Agung Islamic University. Advisor: H. Hartono, S.S., M.Pd.

The objective of the study is to find out the effectiveness of using Instagram to improve student's descriptive writing ability at the tenth grade students of SMA N 1 Wedung in the academic year of 2020/2021. The methodology of this research was Experimental Research. The population of this research was all of students at the tenth grade of SMA N 1 Wedung. From the entire population, two classes were chosen as the samples. X MIPA1 class was the experimental group and X MIPA 2 was the control group. The technique of data collection was pre-test and post-test to find out the student's mastery on writing skill, especially in Descriptive Text by using Instagram. The result of this research shows that (1) the result of students before and after treatment were different, (2) there is effectiveness of using Instagram to improve student's descriptive writing ability because the t-test result of post-test was 3,19 with df was 68 from  $(n_a+n_b-2)$  in significant level of 5% and t-table was 1,66. It showed that t-test was higher than t-table ( $3,19 > 1,66$ ). Based on the finding result of this study, the researcher concluded that there was effectiveness of using Instagram to improve student's descriptive writing ability at the tenth grade students of SMA N 1 Wedung in the academic year of 2020/2021.

**Key Words:** *Writing, Descriptive Text, Instagram.*

## INTISARI

Alfiani, Feni. (2021). The Effectiveness of Using Instagram to Improve Student's Descriptive writing Ability of the Tenth Grade Students of SMA N 1 Wedung in Academic Year 2020/2021. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Komunikasi, Universitas Islam Sultan Agung. Pembimbing: H. Hartono, S.S., M.Pd.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Instagram dalam meningkatkan kemampuan menulis deskriptif siswa kelas X SMA N 1 Wedung tahun ajaran 2020/2021. Metodologi penelitian ini adalah Penelitian Eksperimental. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA N 1 Wedung. Dari seluruh populasi, dipilih dua kelas sebagai sampel. Kelas X MIPA1 sebagai kelompok eksperimen dan X MIPA 2 sebagai kelompok kontrol. Teknik pengumpulan datanya adalah pre-test dan post-test untuk mengetahui penguasaan siswa terhadap keterampilan menulis khususnya Teks Descriptive dengan menggunakan Instagram. Hasil penelitian ini menunjukkan bahwa (1) hasil belajar siswa sebelum dan sesudah perlakuan berbeda, (2) terdapat keefektifan penggunaan Instagram untuk meningkatkan kemampuan menulis deskriptif siswa karena hasil t-test post-test adalah 3,19 dengan df 68 dari  $(n_a+n_b-2)$  pada taraf signifikan 5% dan t-tabel 1,66. Hal ini menunjukkan bahwa t-test lebih tinggi dari t-tabel ( $3,19 > 1,66$ ). Berdasarkan hasil temuan penelitian ini, peneliti menyimpulkan bahwa terdapat efektivitas penggunaan Instagram untuk meningkatkan kemampuan menulis deskriptif siswa pada kelas X di SMA N 1 Wedung tahun ajaran 2020/2021.

***Kata Kunci: Menulis, Teks Deskripsi, Instagram.***

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# CHAPTER I

## INTRODUCTION

In the first chapter consists of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the study, the Limitations of the Study, the Significances of the Study, the Definition of Key Terms and the Outline of the Study.

### 1.1 Background of the Study

One of the important subjects that taught in senior high school is English. Writing, speaking, listening, and reading are the four skills that students must learn and master when learning English. Because all of the skills are intertwined in learning English, it is critical for learner to acquire and comprehend them all. Based on the 2013 Curriculum, the senior high school students are expected to be able to write text. Writing has an important role in communication because it is used to express the thoughts, feelings, desires, and plans in written form (Akkaya & Kirmiz 2013)

The English curriculum stipulates that English subject should include four skills. They are reading, listening, speaking and writing. Writing is words which the writers free themselves from what they currently think, feel, and perceive. In addition, Writing is one of the productive skills which need to be mastered by language learners besides speaking. Students should be able to write out their ideas with right structure and language. As a result, students agree that writing is hard. Teachers must modify their teaching methods to become more innovative and enjoyable so that students are satisfied with what they have learnt.

Media can be used to make learning of writing fun and creative, So that the students will enjoy it. Therefore, Teachers should adopt a variety of media as teaching aids, depending on the subject. English language learning can be more successful and better when media is used, and it can also help the students understand the language. In short, adopting media to teach can make it easier for teachers to teach and for students to become interested in and understand English.

Instagram is a social media platform where users can communicate personal information by posting photos and videos, as well as writing Instagram captions. In addition, Instagram is one of the most popular social media platforms for people today, primarily teenagers. It offers as a one-of-a-kind platform for teachers and students to communicate and share information. In reality, Instagram has a close relationship with learners.

Teachers play an essential role in the digital era since technology has advanced to the point where it can assist teachers as a teaching aid as well as a new medium for learning. Instagram can help students improve their writing skills by allowing them to leave comments on photos and videos, as well as write captions and hashtags that uploaded by the students Furthermore, students are more motivated to complete their writing assignment because Instagram allows them to post photographs or videos that might assist and support them in organizing a successful writing project (Muwafiqi, 2017). In other words, students have more opportunities to improve their writing skills, particularly in terms of organization, coherence, and theme development. As a result, Instagram can provide students with the chance and support they need to improve their writing skills. The researcher indicated Instagram as a medium for teaching writing to be more effective in this study. It is easily accessible and most commonly used devices that

are simple to use (Al-Ali, 2014: 3). Students can access Instagram from anywhere at any time. Students can submit photos and share them on Instagram so that others can see them as well. Because of the reasons and facts stated above, the writer uses Instagram as a teaching tool, specifically in writing class, to help students improve their writing skills. Feed on Instagram is the set of pictures or videos that a person posts. It can be looked by that person's friends or the person's follower. Using "Instagram" as a learning tool is a useful tactic to help students in their understanding of descriptive text. "Instagram" is a social media platform for sharing moments like images and videos, whereas descriptive writing is text that analyzes an object in detail. Teachers can use "Instagram" as a learning tool, making it easier to teach descriptive text. They will also attract additional enthusiasts by using their own instagram account.

## **1.2 Reason for Choosing the Topic**

The writer chose the title **"The Effectiveness of Using Instagram to Improve Student's Descriptive Writing Ability of the Tenth Grade Students of SMA N 1 Wedung in Academic Year of 2020/2021"** because of the following reasons: Based on pre observation in SMA N 1 Wedung, Students struggle with writing because they rarely participate in writing tasks in class. They only use simple sentences in their writing. Furthermore, they do not have a clear understanding on correct sentence structure, which makes them hesitant to create a paragraph. In a fact, my younger sister is one of the students in SMA N 1Wedung. She is unable to write in the correct tenses, such as simple presents. She further claimed that the teacher teaches in an old-fashioned method, which bores the students. In addition, as the writer knows, during teaching and learning process, the students often find difficulties in digging their idea and imagination in writing

descriptive text.

Most students are bored with English language teaching in the classroom since some English teachers just utilize media textbooks and LKS (Lembar kerja siswa). As a result, they struggled to understand genre texts. (Alfiyatun and Muntaha: 2018). In addition, the researcher also got information about students' writing ability by doing interview with some students of SMA N 1 Wedung. They said that they had low motivation in learning writing and got difficulties on constructing their ideas into a good text. Besides, they also said that they felt lazy to consult with the dictionary while did writing.

According to social learning theory, in order to get students interested in the lesson, the teacher should use creative media to make them enjoy the lesson such as using social media. In this modern era or digital era, students are using smartphone that can download a lot of applications and social media such as facebook, twitter, instagram, and etc. In this case English teachers have to be creative to use any teaching media in teaching English skills. In the reality, there are many problems in writing especially in writing descriptive text. The students face difficulty in figuring out the objects that could be described. So, from explanation above, the writer will use Instagram application in teaching and learning process, in order to get the learning process can be more colorful, such as the teacher can post an interesting photo or vidio then asks the students to write a descriptive caption in the comments (Kessler, G: 2013).

The writer chose Instagram as the media because this media is one of the most popular social media now. Instagram can be accessed from any location and at any time. Instagram may be accessed on both a mobile phone and a computer. Besides, students in senior high school may have this application in their

smartphone. So, it will be interested if we as a teacher teach a Descriptive text by using Instagram application. Students can view photos and videos that have been published by others on Instagram. As a result, they can describe it using their Instagram account.

### 1.3 Statement of the Problem

Based on the Background study above, the writer limits the discussion by stating the following problem:

- Is using Instagram effective to improve student's ability in writing descriptive text of the tenth grade Students of SMA N 1 Wedung in academic year 2020/2021?

### 1.4 Objective of the Study

Based on the research question above, the objective of the research is as follows:

- To find out the effectiveness of using Instagram to improve student's ability in writing descriptive text in writing class.

### 1.5 Hypothesis of the Study

Based on the research problem, the Hypothesis of this research are:

- a) **H0** : There is no significant difference in the ability of descriptive writing among students of SMA N 1 Wedung who were taught writing using Instagram and those who were taught writing not using Instagram application.
- b) **H1** : There is significant difference in the ability of descriptive writing among students of SMA N 1 Wedung who were taught writing using Instagram and those who are taught writing not using Instagram application.

### 1.6 The Limitation of the Study

The scope of this study was conducted to the tenth grade students of SMA N 1 Wedung especially for Science class as sample. The limitation of subject was English which focused on writing on descriptive text. Besides, the writer used Instagram application that consisted of Photos and videos to improve students' writing achievement. In order to get an optimal result, the writer limit this research, it will be done in class X MIPA I & MIPA II SMA N 1 Wedung because most of students here are active on social media, and they also have their own Instagram account. In some condition, Students were permitted to use their smartphones to assist in the teaching and learning process at school. .

### **1.7 The Significance of the Study**

The writer hoped that result of this study will be useful for provide input for:

#### **1. The Students**

The students are expected to have experience in improving their writing skill in different and creative way.

#### **2. The English teachers**

It is expected that it would encourage English teachers to have a looked at this media and consider how they may use it if they have a similar situation while teaching English.

#### **3. The next researcher**

It will be interesting to see if this research can be used as a source for their findings or if it motivates them to develop their new findings.

### **1.8 Definition of Key Terms**

- Writing

Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages (Urquhart and Mcleaver 2005)

- Descriptive text

Descriptive text is describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things.

(Anderson & Anderson 2003:26)

- Instagram Application

The word Instagram refers to one of popular social media which is viewers can like the photo, leave a comment, or read previously posted comments.

In this application, it also displays how many people have “liked” the photo, the photo’s caption, and comments appended below the caption

(Kevin Systorm 2012)

## 1.9 Organization of the Final Project

To make the reader easier to understand the content of this research, the writer divided into five chapters, they are follows:

1. Chapter I (Introduction)

This chapter consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypothesis of the study, limitation of the study, significance of the study, the definition of key term and organization of the final project.

2. Chapter II (Review of related literature)

This chapter consists of the review that related writing and Instagram, The researcher uses some references that support the study.

3. Chapter III (Research Method)

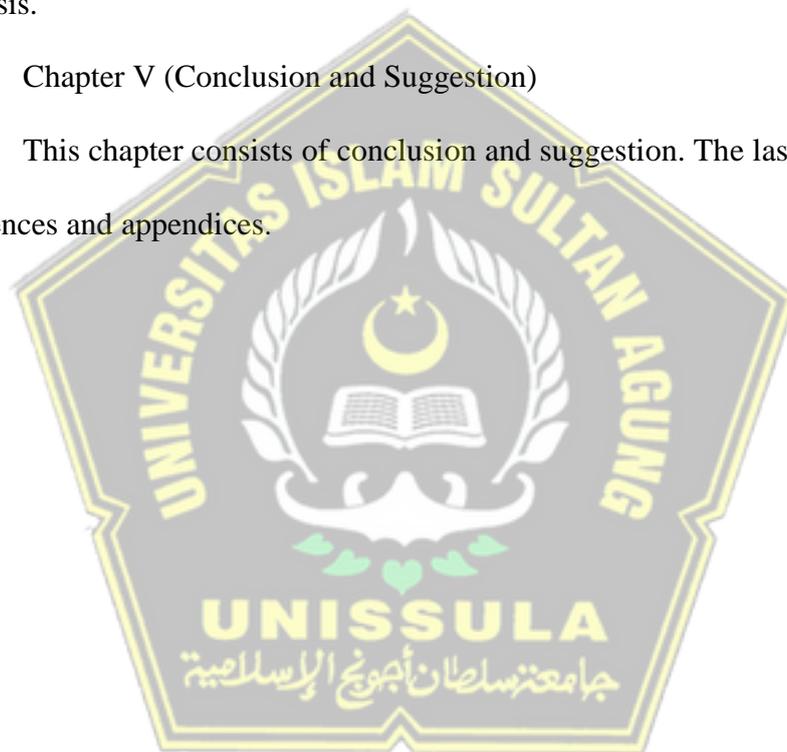
This chapter consists of the research design, the population, sample and sampling of the research, research instrument, validity and reliability testing, and technique data collection.

4. Chapter IV (Results and Discussion)

This chapter consists of the result of validity and reliability of the instrument, Pre-test analysis, Post-test analysis, treatment analysis, and T-test analysis.

5. Chapter V (Conclusion and Suggestion)

This chapter consists of conclusion and suggestion. The last part there were references and appendices.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter includes a survey of related literature on Writing (writing in a foreign/second language). Writing as a process (teaching writing in senior high school in Indonesia), component of writing, Descriptive Text (the structure of descriptive text, the characteristics of good descriptive text, the criteria of good description), Instagram (definition of Instagram, the features of Instagram, the use of Instagram to teach English writing, Review of Previous studies).

#### **2.1 Writing in a foreign/second language**

Writing is one of skill in English learning. Basically, there are four basic skills in English; listening, speaking, reading, and writing. Writing is one of the important skills that students need to develop. As a result, people learn a language and all of the abilities associated with it in order to communicate effectively and develop positive relationships with their society.

In order to become a successful communicator, learners who are studying a language should work hard to master the language's skills. It is common knowledge that learners face numerous difficulties when attempting to acquire a language because everything appears to be new to them, including new vocabulary, grammatical structure, pronunciation, and usage. Therefore, language skills are necessary for the people of the modern world to communicate effectively with the other people.

Learners must master all four abilities of hearing, speaking, reading, and writing in order to master the English language. Each of these four skills is critical for foreign or second language learners. These four skills are separated into two

groups: receptive (passive) and productive (active) skills. where students must use these skills to develop languages Furthermore, speaking and writing are more obvious to others, are controlled directed activities, and their primary focus is accuracy. When students learn English, they face various challenges in learning the necessary language skills. As a result, teachers must make concerted effort to engage students to learn English in an English language learning environment.

Furthermore, learners can use the internet to improve and master their English language skills. The EFL/ESL teachers should also concentrate on various strategies that are useful in their teaching in order to motivate the learners towards learning these the levels and interests of the learners while choosing the topics for writing tasks.

## **2.2 Writing as a process**

Writing, according to Brown (2001:333), is a cognitive process that can be planned and given huge revisions before to publication. Writing cannot be completed in a short period; it requires several processes, beginning with prewriting, drafting, revising, editing, and finally releasing the work. In order to write well, we must combine correct grammar and select appropriate language.

Harmer (2004:86) states that the writing is a process that we write is often influenced by contains of genres, then these element have to be present in learning activity. Writing is a process of thinking and organizing, rethinking and organizing. Based on Harmer (2004:4) writing process consist of some stages. The description of each terms are:

### **a) Planning**

Before starting to write or type, the writer should try and decide what they

are going to say. Writers have to think about three main issues. Those are the purpose, the audience (the reader), and content structure. The first is they have to consider the aim of their writing since this will influence not only the kind of text they are going to produce, but also the information and language they choose to include. Second, the writer must consider the audience. Not just the structure of the writing (how it is put out, how the paragraphs are arranged, etc.) but also the language used will be influenced by the audience (formal or informal language). Finally, the writer must consider the piece's content structure. Pre-writing is a term used to describe this step. Before creating a first draft, the writer engages in pre-writing activities such as thinking, discussing, reading, and writing about his topic. Pre-writing can be defined as a method of getting the brain ready for writing. We pick what we are going to write about before we begin. After that, we make a plan for what we will write.

**a) Drafting**

. The second step of the writing process involves drafting. During drafting, the writer puts his ideas into complete thoughts, such as sentence and paragraph. The writer organizes his ideas in a way that allows the reader to understand his writing.

**b) Editing (Reflecting and Revising)**

During the writing process, if there is rough draft, the writer should take on the first edit of his work. A writer should be encouraged to edit as much of his own paper as possible in order to get reflection about his writing then the writer can make appropriate revisions.

c) **Final Draft**

Final draft is edited draft. It may look different from both the original plan and the first draft because it has changed in the editing process. Writing, according to the specified amount, is a method of producing language that develops from our thoughts, ideas, and feelings and is written on paper. Students can use writing to produce ideas, order sentences coherently, revise the text into a strong composition, and edit the material for correct grammar..

**2.3 Teaching Writing in Senior high school in Indonesia**

Because of people's increased awareness, English is becoming more important as a primary medium of communication in the global era. (Nurhayati et al.,2016). The syllabus for senior high school grade X on Basic Competencies includes descriptive text as one of the genres (Kompetensi Dasar). According to the syllabus, students must learn about descriptive writing about persons, tourism place about historical building (Sirait and Marlina: 2018).

When discussing the teaching of writing in senior high schools, there are a few important points to consider. To begin with, teaching must be considered in light of the students' ages, since this will help determine which technique is most appropriate for teaching the students. Students in Senior High School, for example, who are teenagers. As a result, they can participate in a variety of communicative situations. Teaching and learning for X grade students, in particular, must be developed to assist them in improving their writing techniques in order to develop their writing skills.

Secondly, Curriculum 2013 is a progression of Curriculum 2006. Knowledge, skill, and attitude are the three fundamental components of education

that the K-13 fulfills. Teaching writing in Senior High School in Indonesia involves a variety of strategies and approaches. Teacher must use an interesting method of teaching writing because adopting an engaging and innovative method of teaching writing can help senior high students succeed. .

## 2.4 Component of Writing

There are some components of writing in order to make a good writing:

### a. Content

The term "content" refers to a collection of data that supports the topic of the article. The writer might develop the specifics to describe the main theme in the content element.

### b. Organization

The way students organize their thoughts is considered to as organization. The text is organized with clear ideas and appropriate arrangement.

### c. Vocabulary

The appropriateness of word selection that are used in each phrase is essential in writing.

### d. Grammar

Grammar is a linguistic guideline that guides how words are combined. The use of grammar may be applied to all types of sentence structures, resulting in more understandable writing.

### e. Mechanic

The term "mechanic" relates to the students' writing style. A paragraph is a collection of sentences that needs appropriate spelling and punctuation. All of the characteristics listed above, such as organization, content, vocabulary, grammar, and

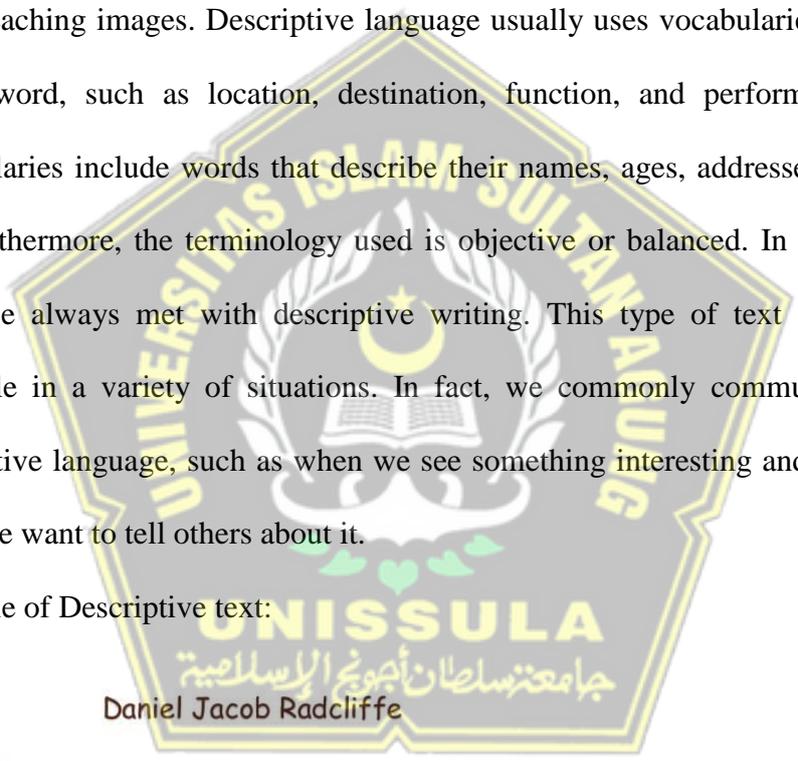
mechanics, are included in writing. The writer's pride in his work is expressed by an excellent writing outcome.

## 2.5 Definition of Descriptive Text

A descriptive text refers to the characteristics of a person or an object. The text in descriptive text will be easily found around us. It is in encyclopedias, scientific journals, and historical books.

Descriptive text is commonly supported with images, diagrams, maps, and other teaching images. Descriptive language usually uses vocabularies that span the entire word, such as location, destination, function, and performance. People's vocabularies include words that describe their names, ages, addresses, jobs, and so on. Furthermore, the terminology used is objective or balanced. In our daily lives, we have always met with descriptive writing. This type of text will be readily available in a variety of situations. In fact, we commonly communicate through descriptive language, such as when we see something interesting and are fascinated by it, we want to tell others about it.

Example of Descriptive text:



Daniel Jacob Radcliffe

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. his nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.

Dan has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Identification

Description

### 2.5.1 The Characteristic of Descriptive Text

The social function of Descriptive text is to describe something. It might be a specific person, animal, or object. The basic structures of descriptive text are as follows:

- a) Identification. In this part, it contains about the introduction of a person, place, animal, or object that will be described.
- b) Description. In this part, It contains of detail description about someone or something that is defined in identification. The specific characteristic who or what that described is written in description part. While the language features of a descriptive text are follows:
  - Using a specific participant. Example: My father, my cat, etc.
  - Using simple present tense. Example: I have a doll. My doll is very cute
  - Using action verbs. Example: My rabbit likes carrots, my cat plays on the yard.
  - Using such kinds of adjectives which are describing and numbering the subject, thing or object. Example: my cat has two ears, my cat has grey fur.
  - Using “thinking” verbs and “feeling” verbs.

### 2.5.2 The Criteria of Good Description

The key to make good descriptive writing is to include enough information to allow the reader to visualize what the thing, place, animal, or person literally looks like. The details can be thought of in terms of the object's characteristics, such as color, form, quantity, or even weight. It's also necessary to use the space order to describe the object.

Students can begin describing from the bottom up, from the outside in to the inside out, or from the left to the right (Prastiyo: 2018). Consider the description

of Yogyakarta's Indrayanti Beach. Students may begin by observing and describing the characteristics of Indrayanti beach before moving inside to discuss certain aspects of how Indrayanti beach appears. According to some experts, the objective of descriptive text is to explain something and allow the reader to imagine the object being described. By moving some senses to gain some experiences about the things, the description may be found.

### 2.5.3 Criteria of good writing

Some criteria for good writing are outlined by Tarigan (1994:6):

- A good writing indicates an excellent piece of writing illustrates the writer's ability to organize the materials into a logical framework.
- A good piece of writing indicates the writer's ability to analyse his work and then improve it through editing. The capacity and willingness of the writer to modify his draft is essential to writing success Tarigan (1994:6) explain some criteria of good writing:

### 2.6 The definition of Instagram

Instagram is a mobile application and social media platform that allows users to publish their own photos and videos while also interacting with others. *Kevin Systrom and Mike Krieger* founded Instagram in October of 2010.

With over 300 million active users, Instagram is one of the most popular social networking services on the world. People typically use Instagram to exchange personal information, such as uploading photos or videos and providing an explanation in the form of a caption. Instagram provides a variety of features, including photo filters, direct messaging, Instagram story, group chat, photo editing, location tagging, and live video streaming are just a few of the features available.

Another Instagram user can make a lot of connections by following each other's profiles, which allows them to see the content that is uploaded on these pages and respond with comments or likes. When a person follows another Instagram user, all of their posts will appear in the user's news feed. Instagram also allows users to send private messages to one another via direct message.

Viewers can like the photo, add a remark, or read previously posted comments using this feature. It's a fantastic way to get students to use Instagram in the classroom. Instagram has the potential to be a great instructional tool that adds variety and excitement to the learning process. (Kirst: 2016 as cited in Handayani: 2016). Students can also take part in a group activity in which each student requests that the others comment on a photo or video. This allows students to share their ideas with classmates and teachers. Based on the previous definition of Instagram, the researcher chooses Instagram as a tool for teaching descriptive text writing skill because using Instagram as a teaching tool is likely to affect students' enthusiasm in learning English both in and outside of the classroom.



Figure 2.6 The Format of homepage.



Figure 2.6 The Format of interface.

### 2.6.1 Features of Instagram

Instagram has a number of features that can be used to assist in the teaching and learning process, including:

a) Photo and video sharing

Instagram enable users to take pictures or videos by Using the tool or existing photographs or videos on the user's camera roll. It can give information about what is going on related to the picture or video that is uploaded. If it is applied in learning process, Uploading and captioning pictures or videos is a very good method for students learning how to write effectively.

b) Social network

Instagram, like other social media platforms, is built around social interaction, such as having friends or followers. By following other users, users can become friends with them. Users can see the nickname, profile image, how many photos or videos have been submitted, and how many followers and followers the account has at the top of the profile. Users can see others videos and pictures in their news feed when they follow someone. In addition, users can communicate with each other by using direct message. Instagram is very possibly to deliver service for language educational purposes since it facilities students to learn how to talk and speak in a language effectively.

### 2.6.2 The Use of Instagram to teach English Writing

Learner is not always necessary to learn from books or other text-based documents. Students can learn in a variety of manners, including through the use of visual pictures. When teaching descriptive text, teachers can use Instagram as a tool. Every day, Instagram provides students with access to hundreds of pictures and

allows them to upload their own photos to the app. By taking and responding to photos and producing a descriptive text as the caption, students learn to communicate in a new way and have the opportunity to enhance their reflective practice and creative abilities. Teachers can also utilize the photos to share all of the wonderful things that are going on in the classroom, as well as to share their experiment with their friends on Instagram (Kelly: 2015).

Teachers are recommended to register an Instagram account before implementing Instagram into classroom activities. It's a personal account that'll only be used to communicate with students. It is possible to provide useful materials in studying writing via the teacher's Instagram account. Teachers can also submit anything that would assist students in efficiently learning to write. Teachers can also use Instagram to share information and knowledge from other people.

### **2.6.3 The advantages of Using Instagram**

For the following reasons, Instagram was to be an excellent medium for supporting English study. For starters, it provided contextualized visual data that may be used in language classes. Second, implementing Instagram into the classroom can help to foster a socially connected community of learners, since the platform allows students to communicate and interact with one another. Third, Instagram's accessibility of use and availability on most commonly used devices improve self - confidence to explore using it in a language school. (Ali, 2014; Handayani, 2016).

### **2.7 Previous Study**

In order to complete this article, the researcher reviews other preliminary studies that look into the same subject. Soviyah and Etikaningsih conducted the first

study (2018). The usefulness of utilizing Instagram to improve skill in producing descriptive language was studied using an experimental research methodology. This study included 50 students and used a random sampling approach. The information was gathered using a pre- and post-test. T-test calculation and descriptive analysis were used to evaluate the data quantitatively. The findings revealed a substantial difference in writing scores between students who thought about Instagram and those who did not. As a result, Instagram may be used to educate students how to write descriptive text.

The effectiveness of applying Instagram Profile Pictures in teaching writing descriptive text to tenth grade students of MA AT-TAQWA Nusa Wungu Cilacap in the academic year 2012/2013 is the second previous research, which was authored by Kurniyati in 2013. According to the findings, teaching English writing descriptive text using an Instagram profile picture as an alternate approach is successful.

Alfiyatun was in lead of the third study (2018). The goal of her study is to see if using Instagram Caption to teach writing to tenth grade students at SMA Muhammadiyah 1 Karanganyar in the 2017/2018 academic year is successful. This research used a quasi-experimental technique. Using cluster random sampling, two classes were chosen as the sample. The researcher utilized a pre-test and post-test writing test to collect data. The average of the students in the experimental group using Instagram captions was 85.88, whereas the average of the students in the control group using pictures was 76. The independent t-test result is higher than the t-table result ( $18.7862 > 2.060$ ) with  $n = 25$  students, the significance level was 0.05. As a result, students who are taught through Instagram captions have improved writing skills than those who are not.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter consists of the research design, population and sample, variable of the research, research instrument, validity and reliability testing, technique of data collection and technique of analyzing data.

#### 3.1 Research Design

The researcher used an experimental design to perform this study in order to determine the impact of using Instagram to teach writing. Experimental design, according to Ary et al. (2010:201), is a generic strategy for carrying out a study containing an active independent variable. The goal of this study was to look into the cause and impact of a connection.

The researcher used experimental research to see what would happen to the participants of the study if they were given the media as a treatment. The impact of systematic manipulation of one or more variables on another variable is studied in experimental research.

There are two types of variables: independent variables and dependent variables. Independent variables may be modified, whereas dependent variables can be evaluated. The researcher compared two courses in this study. The experimental group was the first, while the control group was the second. Pre- and post-tests were given to both groups. The treatment was only given to the experimental group.

Instagram was used to treat the experimental class, while pictures were used to teach the control class. The purpose of this study was to see if using Instagram as a social media platform might help students enhance their descriptive writing skills in first grade at SMAN 1 Wedung.

**Table 3.1**  
**Research Design for Experimental and Control Class**

Pre-test	Independent Variable	Post-test
A1	X	B1
A2	-	B2

A1 : Pre-test of experimental class

B1 : Pre-test of control class

X : Treatment by using Instagram

A2 : Post-test of experimental class

B2 : Post-test of control class

The purpose of this research was to determine the efficacy of using Instagram to teach writing. It would be discovered by comparing the test values of the students' writing ability scores before and after they were taught to use Instagram.

### 3.2 Variable of the Research

In conducted this research, the researcher used two kinds of variables; dependent variable and independent variable. As stated by Cohen et, al. (2007: 504). It was a variable that could be changed. Furthermore, the dependent variable (Y) is a result variable that is influenced by the input variable. It is the result of an independent variable's influence or reaction. Independent variable (X) is an input variable which causes a particular outcome.

- a) Independent Variable (X) : The Use of Instagram to teach Descriptive text.
- b) Dependent Variable (Y) : Student's writing skill

### 3.3 Research Instrument

Instrument is defined as a tool for obtaining data. The instrument applied in this study as an experimental design is tests. In this study, there are two types of research instruments: test and non-test, which are explained as follows:

#### a. Test

Kind of research instruments that is used to measure students accomplishment is called test. There are several types of test such as: placement test, diagnostic test, achievement test, formative test, summative test, pre-test, post-test, etc. In this research, the researcher used the written test for pretest and captioning in posttest. In those test, the students will get some exercises about descriptive text.

#### b. Non-test

Kind of research that is used to measure non-academic achievement such as interview, observation, documentation, etc. is called non-test. The researcher used document as one of the instrument. She gathered all of the data needed for this study from the school and teacher papers, such as student results and scores on the Pre-test and Post-test.

### 3.4 Validity and reliability

A good test must fulfill some qualities such as validity and reliability. The test is valid if it measures what it intends to measure, and the test is reliable if it measures consistently

#### 3.4.1 Validity of the Instrument

Validity, according to Lodico et al. (2006: 88), focuses on whether the instrument claimed to measure what it actually measures. It represents the

instrument's efficiency. The research applied Content validity of the study. The capacity of a measurement instrument to be generalized to the whole content of what is being measured is called to as content validity. The research design included a pre- and post-test based on the syllabus of SMA N 1 Wedung tenth grade students Lodico et, al. (2006: 88) state that validity focuses on what the instrument

### 3.4.2 Reliability of the Instrument

Sukardi (2007) states that reliability is the level in the test in a consistent manner that measures at any test. A research instrument can be stated reliable if the tool was used to measure in when and in any time, the result is same In this research, the writer would use inter rater reability to assess students' writing skill. There were two raters who will be involved in this study, they were the writer and the English teacher of SMA N 1 Wedung. In this research, the researcher used formula of Alpha-

Crobach: 
$$r_{ac} = \left( \frac{k}{k-1} \right) \left[ 1 - \frac{\sum ab^2}{at^2} \right]$$

Note:  $r_{ac}$  : reability of the instrument

$k$  : total of the question

$\sum ab^2$  : total of the variant of the question

$at^2$  : total variant

It called reliable if  $r_{\alpha}$  positive and  $r_{ac} > t$  table, and If  $r_{ac} < r$  table, it is not reliable

### 3.5 Technique of Data Collection

The technique of collecting and measuring information on variables of interest is known as data collection. The researcher gathered data from pre-test and post-test in this study. The following criteria were used to categorise the students' scores in order to measure their progress.

**Table 3.7**  
**The Score Classification**

<b>Criteria of Master</b>	<b>Grade</b>
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

(Cohen, 2018)

**a) Pre-test**

The researcher gave a pretest before treatment is given. Pretest was given in the first meeting in order to know the capacity of the students' competence between the experimental and control class. In addition, the purpose of conducting pretest was to get initial information of the groups before the further research was conducted.

**b) Post-test**

Posttest was given to know the change of understanding writing after treatment by using Instagram. It is an assessment that given to students. It was given after both the experimental and control groups had received the treatment.

**c) Documentation**

Documentation was taken during the researcher do the online research. The researcher uses some related documents to the object, such as: school profile, students' name lists and the process of during online research.

### 3.6 Technique of analyzing data

The researcher analyzed the data after collecting it, as a result of the previous test. The researcher used the t-test to determine the difference in writing skill scores between students who used Instagram and those who did not. The results of both the experimental and control groups were determined using a comparative technique. These groups were examined to see whether there were any significant differences. The t-test formula was used to calculate the procedure of assessing the pre-test and post-test:

$$\frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + yb^2}{na + nb - 2}\right) + \left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

Explanation:

Ma : mean of group A score

Mb : mean of group B score

Xa : deviation of the individual score from group A

Xb : deviation of the individual score from group B

Na : number students of group A

Nb : number students of group B

A t-table was used to do the analysis. There is a significant difference between the two groups if the calculation reaches the t-table. Furthermore, if the calculation is less than the t-table, it means that the effectiveness of the two groups is not significantly different.

### 3.7 Statistical Hypothesis

The t-test was used to calculate the difference between the experiment group (X) and the control group (Y), with the following assumptions:

- a. The null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected if the t-test t-table has a significant level of 5%. This implies that using Instagram to teach writing is ineffective.
- b. If the t-test exceeded the t-table by 5%, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It indicates that using Instagram to teach writing is effective.



## CHAPTER IV

### RESULTS AND DISCUSSION

In this chapter consists of Description about school profile, the result of validity and Reability of the instrument, the Pre-test, the treatment, the post test and the data of t-test analysis.

#### 4.1 The School Profile

SMA N 1 Wedung is one of popular Senior High Schools in Wedung. It is located on Bungo-Pasir street number 02 Wedung, Demak, Central Java. The quality of the school is good which has “A” accreditation. This school has 23 permanent teachers and 27 temporary teachers. From all of them, there are three teachers who teach English lesson in SMA N 1 Wedung. Both the teachers and the students have reached either academic or non-academic achievements. Furthermore, this school organizes English Club to help students in improving their English ability. The school has 12 classes. There are 4 classes for tenth graders with total number 211 students and for each class is about 35-36 students and 4 classes for eleven graders with total number 212 students and for each class is about 35- 36 students. The total number of students in this school is 629 students.

Vision of SMAN 1 Wedung

*“Berperilaku agamis, Kreatif, Terampil menjadi Insan pembelajar dan peduli lingkungan”.*

#### 4.2 Validity and Reability of the Instrument

A good test must fulfill some qualities such as validity and reliability. The test is valid if it measures what it intends to measure, and the test is reliable if it measure consistently.

#### 4.2.1 Validity of the Instrument

In this study, the validity test is to test the validity of the item of question. If the data at the 5% significance level, then if  $r_{xy} > r_{table}$ , it could be said that the question item was valid and if  $r_{xy} < r_{table}$ , then it could be said that questions of item was invalid (Azuar, 2016). The following is a validity test between variables with  $r_{table}$  0,349.

**Table 4.2.1**

**The result validity on Pre-test question with the formula**

No Item	$r_{xy}$	$r_{table}$	Explanation
Item 1	0,897	0.349	Valid
Item 2	0,905	0.349	Valid

Based on the table above, there were two items which were 0.897 and 0,905 that higher than ( $r_{table}$ .  $r_{xy} > r_{table}$ ) it can be said that the pre-test question item was valid.

**Table 4.2.1**

**The result validity on Post-test question with the formula**

No Item	$r_{xy}$	$r_{table}$	Explanation
Item 1	0,947	0.349	Valid
Item 2	0,939	0.349	Valid

Based on the table above, there were two items which were 0.947 and 0,939 that higher than ( $r_{table}$ .  $r_{xy} > r_{table}$ ) it could be said that the post-test question item was valid.

#### 4.2.2 Reliability of the instrument

Reliability test is a test to what extent the measurement results can be trusted, as well as to determine whether the question item of pre-test and post-test is

reliable

**Table 4.2.2**

**The reliability result on pre-test question with the formula.**

Cronbach's Alpha	N of Items
.743	2

From the table above, it showed that the alpha value was 0,743, it means greater than the Cronbach alpha coefficient, which was 0.60. It can be concluded that the research instruments used are reliable.

**Table 4.2.2**

**The reliability result on post-test question with the formula.**

Cronbach's Alpha	N of Items
.762	2

From the table above, it shows that the alpha value was 0,762, it means greater than the Cronbach alpha coefficient, which was 0.60. It can be concluded that the research instruments used are reliable.

### **4.3 The Pre-test Analysis**

The researcher held the pre-test for experimental group and control group on 18<sup>th</sup> July 2021. The writer gave a pre-test before conducting the treatment. The pre-test aimed to measure the students' ability in writing descriptive text before they started receiving treatments. The two groups were tested at different times, and the students were then asked to write a descriptive paragraph on the themes they were given. On a Google form, the students submitted 60 words about SMA N 1 Wedung in 20 minutes. The score was calculated into the following categories after collecting the result:

**Table 4.3**  
**The Analysis of Pre-test Result**

<b>Group</b>	<b>Grade</b>	<b>The Number of the Students</b>	<b>The Total of the Students</b>
<b>Control</b>	<b>Excellent</b>	<b>0</b>	<b>34</b>
	<b>Very Good</b>	<b>1</b>	
	<b>Good</b>	<b>5</b>	
	<b>Fair</b>	<b>8</b>	
	<b>Poor</b>	<b>10</b>	
	<b>Very Poor</b>	<b>9</b>	
<b>Experimental</b>	<b>Excellent</b>	<b>0</b>	<b>34</b>
	<b>Very Good</b>	<b>2</b>	
	<b>Good</b>	<b>4</b>	
	<b>Fair</b>	<b>9</b>	
	<b>Poor</b>	<b>10</b>	
	<b>Very Poor</b>	<b>9</b>	

According to the table above, 1 student in the control class had a very good level, 5 students had a good level, 8 students had a fair level, 10 students had a poor level, and 9 students had a very poor level. There were 2 students in the experimental class with a very good level, 4 students with a good level, 9 students with a fair level, 10 students with a poor level, and 9 students with a very poor level.

#### **4.4 The Treatment Analysis**

The treatment of research was done from 19<sup>th</sup> July 2021 – 21<sup>st</sup> 2021. There were two classes that were used for this research, those are X MIPA 1 as the experimental class and X MIPA 2 as the control class. In this research, the experimental class was given the treatment while the control class was not. In this teaching learning process, the writer was acted as the teacher

This experimental treatment was carried out 3 meetings. The first meeting was on 19<sup>th</sup> July 2021. The aim of the meeting is to make the students able to identify and to understand about the appropriate definition, social function, and generic structure of descriptive text. After the students get into the lesson, the researcher

asked students to identify the social function, the generic structures and the language features of Descriptive text. In the second meeting was on 20<sup>th</sup> July 2021, the researcher posted an interesting picture on Instagram application and asked the students to write a descriptive caption in the comment section, in order to help the students get the idea to write something related to the topic.

On the third meeting was on 21<sup>st</sup> July the researcher gave the example how to make descriptive text by uploading the pictures, writing a caption, and putting the name of the place on Instagram application. After that, the researcher gave an assignment to the students to make a descriptive text about “Tourism place” that they have ever visited before by writing caption and upload it on their own account of Instagram.

#### **4.5 Post-test**

After the experimental class received the treatments, a post-test was conducted to assess students' ability to write descriptive text.

On July 22, 2021, the researcher conducted a post-test for both the experimental and control groups. Throughout this session, the researcher challenged the students to create a descriptive text about a “Tourism Place” that they had previously visited by posting a photo and writing a caption on their personal Instagram account about the topic.

The researcher analyzes the post-test results from the experimental and control groups in this discussion. The experimental and control groups' post-test results are shown below.

**Table 4.3**  
**The Analysis of Post-test Result**

Group	Grade	The Number of the Students	The Total of the Students
Control	Excellent	0	34
	Very Good	4	
	Good	10	
	Fair	11	
	Poor	6	
	Very Poor	3	
Experimental	Excellent	4	34
	Very Good	8	
	Good	11	
	Fair	10	
	Poor	1	
	Very Poor	0	

According to the table above, there were 4 students in the control class with a very good level, 10 students with a good level, 11 students with a fair level, 6 students with a bad level, and 3 students with a very poor level. There were 4 kids in the experimental class who had an exceptional level, 8 students who had a very good level, 11 students who had a good level, 10 students who had a fair level, and just 1 student who had a poor level.

#### 4.6 T-test Analysis

After analyzing Pre-test and Post-test, the next step is analyzing t-test to know the difference between the mean score of the control class and experimental class. The purpose of conducting t-test in the post –test is to know whether the students improved after being given the treatment.

##### Experimental Group

$$Me = \frac{\sum xi}{n}$$

$$Me = \frac{2587}{34}$$

$$Me = 76$$

##### Control Group

$$Me = \frac{\sum xi}{n}$$

$$Me = \frac{2281}{34}$$

$$Me = 67$$

Based on the post-test from experimental class and control class, it could be seen that the calculating of mean between two classes was compared. Where the mean of pre-test of experimental class was 76 and the mean of control class was 67. It means that mean of experimental class is lower than control class ( $M_a \leq M_b$ ).

From the calculation before, the researcher concluded that there were differences between post-test of experimental class and control class. The mean post-test of experimental class was 76 and the mean post-test of control class was 67.

$$\begin{aligned}
 T_o &= \frac{M_a - M_b}{\sqrt{\left(\frac{\sum xa^2 + yb^2}{na + nb - 2}\right) + \left(\frac{1}{na} + \frac{1}{nb}\right)}} \\
 &= \frac{76 - 67}{\sqrt{\left(\frac{5237 + 3819}{34 + 34 - 2}\right) + \left(\frac{1}{34} + \frac{1}{34}\right)}} \\
 &= \frac{9}{\sqrt{\left(\frac{9056}{66}\right) \left(\frac{2}{68}\right)}} \\
 &= \frac{9}{\sqrt{(137,21) (0,02)}} \\
 &= \frac{9}{\sqrt{2,74}} \\
 &= \frac{9}{2,3} \\
 &= 3,19
 \end{aligned}$$

When comparing the t-test and the t-table, The t-test was calculated at 3,19, with a df of 68 from df ( $na + nb - 2$ ) at a significant level of 5%, and a t-table of 1,66. The result of the t-test and the t-table is 3,19 1,66. It indicates that the t-test is less powerful than the t-table. According to the researcher's findings, there was a significant difference between the experimental class's post-test and the control class post-test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research has reached a conclusion based on the findings of Chapter IV. According to the statistical analysis of the data, the students' descriptive text writing using the Instagram application significantly improved following the treatments. Based on the Chapter IV, the data analysis, It was proved by analyzing the data from the difference between the experimental and control groups' mean scores. Based on the previous chapter's data analysis, the researcher came to the following conclusion:

The following is a profile of the students' writing ability before and after using Instagram and a picture:

- The experimental group's pre-test mean score was 58, while the control group's pre-test mean was 64. As a result, the experimental group's mean pre-test score was lower than the control groups. It was proven by analysing the data collected from the difference in mean scores between the experimental and control groups.
- The researcher arrived at the following conclusion based on the data analysis in the previous chapter control group ( $M_a M_b / 58 64$ ). It indicates that before treatment, the profile of students' writing ability was different.
- The experimental group's post-test mean score was 76, whereas the control group's post-test mean was 67. As a result, the experimental group's mean post-test score was higher than the control group's ( $M_a >$

Mb / 76 > 67). It indicates that after treatment, the students' writing ability profile was improved.

The use of Instagram to teach descriptive text writing was shown to be effective. The t-test of the pre-test and post-test verified it. The pre-test t-test result was -2,5 with a df of 68 from (na+nb-2) at a significant level of 5% and a t-table of 1,66. As a result, the t-test (-2,5 1,66) is less than the t-table. It indicates there was no difference in effectiveness between the experimental and control groups.

Meanwhile, after the writer provided treatments, the post-test score was used to determine the effectiveness of both groups. The post-test t-test result was 3,19, with a df of 68 from (na+nb-2) at a significant level of 5% and a t-table of 1,66. It was shown that the t-test was higher than the t-table (3,19 > 1,66). This indicates that Instagram was effective in teaching writing to SMA tenth grade students.

## 5.2 Suggestion

Based on the research finding, the result is known from statistical calculation that the students writing skill mastery in Descriptive text by using Instagram and picture was different. Some suggestion for teacher, students, and researcher as proposed as follow:

### ➤ For the teachers

Teachers have a significant influence on the learning process. They should motivate students and create a fun environment for them so that they will be engaged in studying and the process will be successful. Teachers could, for example, encourage pupils to develop and explore their ideas while teaching

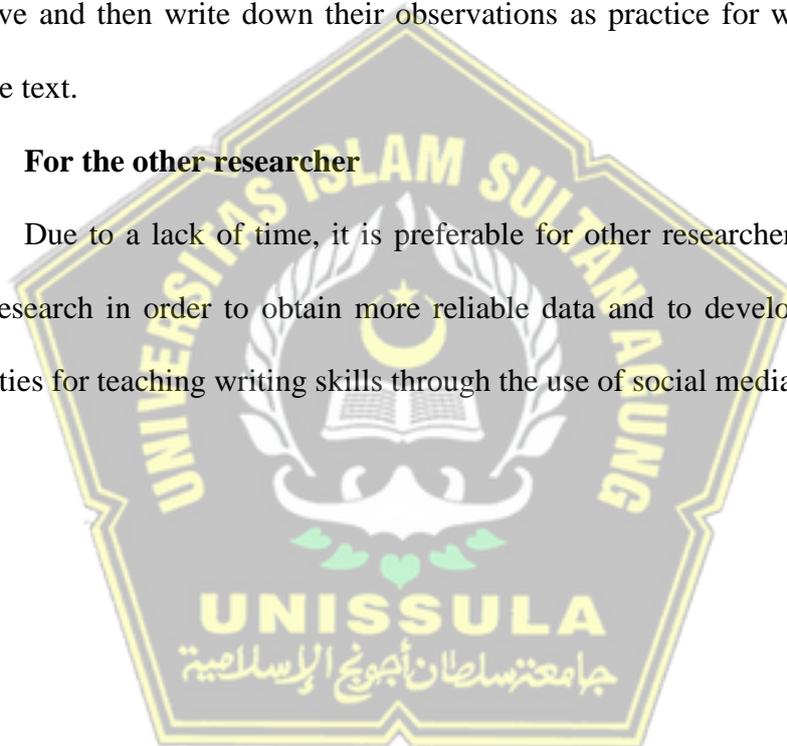
writing. Instagram can be adopted or used in the classroom by the teacher.

➤ **For the students**

During the learning process, students must maintain their focus. They should not be afraid to make mistakes or reluctant to learn from them. On a regular basis, students should practice writing good paragraphs or organizing content. As a method of aiding in the development of a good text, they should improve their vocabularies. Students can use social media (instagram) to observe and then write down their observations as practice for writing a good simple text.

➤ **For the other researcher**

Due to a lack of time, it is preferable for other researchers to continue this research in order to obtain more reliable data and to develop appropriate activities for teaching writing skills through the use of social media (instagram).



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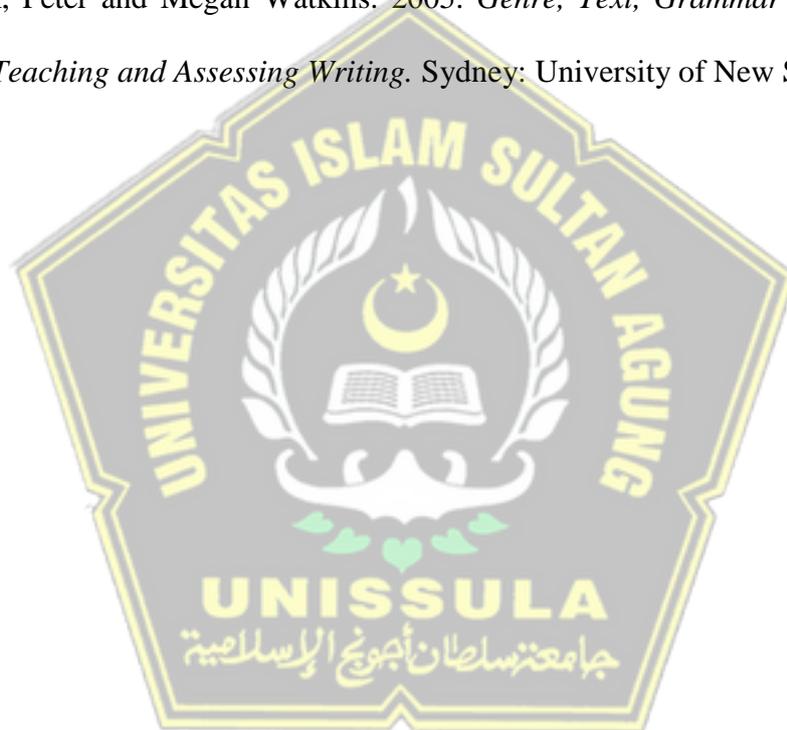
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# APPENDICES



# APPENDIX 1

## Research Approval Letter



**YAYASAN BADAN WAKAF SULTAN AGUNG**  
**UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)**

Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455  
email: [informasi@unissula.ac.id](mailto:informasi@unissula.ac.id) web : [www.unissula.ac.id](http://www.unissula.ac.id)

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bismillah Membangun Generasi Khaira Ummah

Nomor : 023/D.1/FBIK/VII/2021  
Lamp. : 1 (satu) berkas  
Hal : Permohonan Izin Mengadakan Penelitian

Semarang, 1 Dzulhijjah 1442 H  
12 Juli 2021 M

Yth. Kepala Sekolah Menengah Atas Negeri 1 Wedung  
Jl. Raya Bungo Pasir, Kecamatan Wedung,  
Kabupaten Demak, Jawa Tengah 59554

*Assalamu'alaikum wr. wb.*

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama : Feni Alfiani  
NIM : 31801600613  
Program Studi : Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :  
**" The Effectiveness of Using Instagram to Improve Student's Descriptive Writing Ability of the Tenth Grade Students of SMA N 1 Wedung in the Academic Year of 2020/2021"**

dengan Dosen Pembimbing : Hartono, SS., M.Pd.  
(NIK. 210496038)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengizinkan mahasiswa tersebut di atas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

*Wassalamu'alaikum wr. wb.*

**Dekan FBIK,**

**Kurniawan Yudhi Nugroho, S.Pd., M.Pd.**  
NIK. 210813021

**Tembusan:**

1. Yang bersangkutan
2. Arsip

## Appendix 2

### Student's List Name

NO	NIS	NISN	STUDENT'S NAME OF MIPA 1	M/F
1	798	0055834408	ABDUL AZIM NASYTIAR	M
2	799	0068419175	ABIL ABAS RAGIL SAPUTRA	M
3	808	0054496410	AKMAL DAFFA SAPUTRA	M
4	810	0058935991	ALIA FITRI AZ ZAHRO	F
5	819	0068769085	ANISSYATUL KARIMAH	F
6	836	0064112785	DIMAS TIRTO RAHAYU	M
7	837	0066108460	DINA AMALIA	F
8	841	0061709055	FAIZ ABDUL ROHMAN	M
9	842	0052303092	FARDIANY NUGROHO	F
10	843	0065723149	FARHAN FADLI	M
11	845	0067985809	FATIYA NUR FADILA	F
12	851	0063724015	IKA NOVITA SARI	F
13	852	0061435944	IKA SUCI RAHMADANI	F
14	854	0057682210	ILHAM FATKUR ROHMAN	M
15	860	3065885579	JULIANA PUTRI	F
16	863	0065280123	LILIS IRMAYANTI	F
17	865	0068237428	LULU NISWATUN	F
18	866	0066469193	MARSEL NAZIHA ADNIN	M
19	871	0069634371	MUHAMAD IQBAL	M
20	885	0065862547	MUHAMMAD VISAL FERDIANSYAH	M
21	888	0076638899	NABILA SALSABILA	F
22	889	0065705101	NAFFA RINDA CAHYA ABIDIN	F
23	890	3055174619	NAILA NIZZATUL IZZA	F
24	891	0061018632	NAILA NUSROTUL UMMAH	F
25	894	0065987826	NAYLA MAGHFIROH	F
26	895	0069051895	NAYSILA RAMADANI	F
27	905	0053635375	PRAHES WIDIANTO	M
28	914	0062830433	RIYANTI KHOIRUNNISA	F
29	924	0065840318	SINTIA VIVI ARIANTI	F
30	927	0063841924	SUCI NUR AMALIA	F
31	930	0078720694	SYERIL ARDHANIA SALIM	F
32	931	0072730602	TAUFIQ HIDAYAT	M
33	933	0068658033	VICKY ERFIN AGUS SAPUTRA	M
34	936	0059017052	ZACKI AL FAROUQ	M
35	937	0063741403	ZAHWA ZALKIA PUTRI	F
36	938	0067027447	ZIDUS SALAMAH	F

NO	NIS	NISN	STUDENT'S NAME OF MIPA 2	M/F
1	800	0051044876	AFRIDA INDAH RAHAYU	F
2	803	0067671544	AHMAD HISYAM ALAWI	M
3	805	3064958662	AHMAD MUTIUR ROHMAN	M
4	807	0062757362	AKHADATUL NURIL ULYA	F
5	809	0051103234	ALI FAISHOL	M
6	815	0066826688	ANDHIKA PUTRA AL-YUDIN	M
7	816	0052278907	ANGGINTA SALSABILA PUTRI	F
8	820	0064652274	ARDANA YUDHA ADI PRAYOGA	M
9	821	0065047116	ARIELLA JAUHAROTUL INEZ	F
10	822	0067042332	ARIS ROSANTO	M
11	830	0062416105	DAFFA DWI ADITYA	M
12	832	0056202053	DELLA TRIANA DEWI	F
13	834	0042794743	DIAN ARISTIANTO	M
14	840	0064720363	ERLANGGA EKA ROMANDON	M
15	846	0067948724	FATMA AYU SANIA	F
16	847	0055011567	FERI INDRA PRASETIA	M
17	857	0069062066	INTAN RAHMAWATI	F
18	858	0075765583	IRDA AFDILA	F
19	859	0068703267	IZZULFATA AHSAN AS-SIDQY	M
20	868	0063144677	MEILINDA SUKMA KURNIAWATI	F
21	872	0068606102	MUHAMAD NIZAR QOLIZAMI	M
22	873	0069891922	MUHAMMAD AGUS YUMIDAR	M
23	875	0071223949	MUHAMMAD EKA PRASETYA	M
24	882	0068030218	MUHAMMAD SABILAL MUTADI	M
25	887	0051202196	MUSMIATUN	F
26	893	0067805434	NAJWA INTAN PERMATA	F
27	906	0061116255	PUTRI DWI NUR AINI	F
28	908	0061482153	RARA MAULIDA OKTAVIANI	F
29	910	3069358985	RIFQOH NUR AUDAH	F
30	915	0065583082	RIZQY ABY SHOBAROH	M
31	916	0061704067	RONA NISRINA	F
32	920	0063650690	SARAH MECCA ANWARIYAH	F
33	926	0063443320	SITI ROHMAH	F
34	929	0055662771	SYAIFUL MUJAB	M
35	932	0048941398	TRI WAHYUNINGSIH	F
36	941	0054526066	ZULFA NURUN NIYYAH	F

## APPENDIX 2

### The Result of Pre-test

✈️ 📶 04.30 🌙 📶 🕒 54% 🔋

Name: \*

Juliana putri

Absen: \*

15

Class: \*

X MIPA 1

X MIPA 2

Please Make a Descriptive text about your school in 5 minutes! \*



SMAN 1wedung is a school where I participate in learning activities, and this school is a place to seek knowledge.

This high school is located in Bungo village, Wedung sub-district, beside or behind this school there is SMP N 1 Wedung.

and SMA N 1 Wedung is an excellent school based on entrepreneurship.

This school was inaugurated by the Regent of Demak HM Dachirin said this school was inaugurated as an effort by the government to educate the citizens of Wedung

04.26 54%

docs.google.com

### Pre-test For Experimental Class

Pertanyaan Jawaban **35**

## 35 jawaban

Menerima jawaban

Ringkasan Pertanyaan Individual

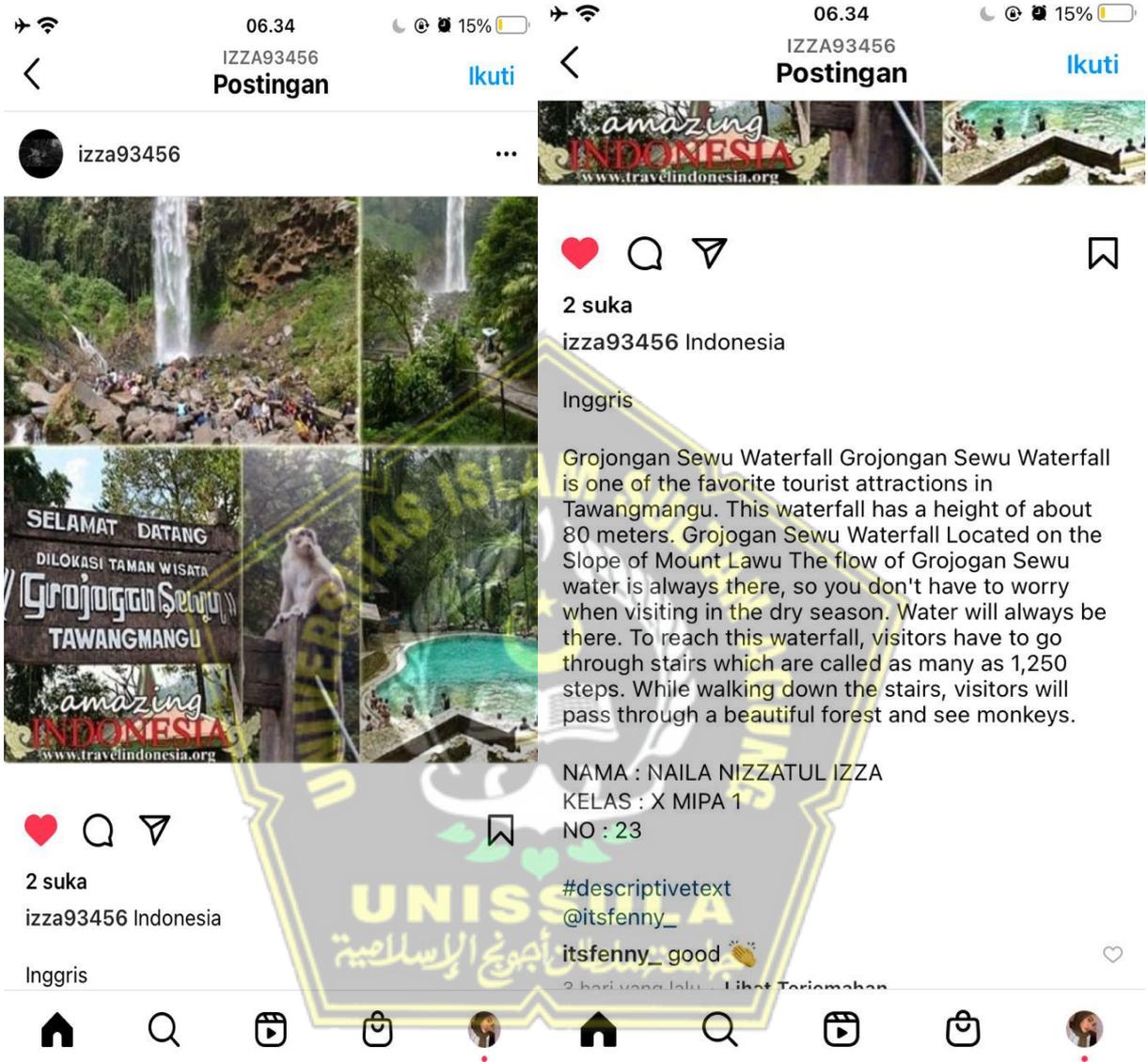
Name:

35 jawaban

Score	Percentage
2	5.7%
1	94.3%

Abil abas Faiz Ab... Ika novi... NAFFA... Riyanti... Zahwa...  
Anissy... IKA NO... LILIS I... Naila N... Syeril A...

### Appendix 3 The Result of Post test





10 suka  
rynt.nsa Kartini beach is a tourist attraction located in the Bulu area of Jepara, Central Java, this beach has a land area of 3.5 ha, its strategic area for transportation routes, Kartini beach is a form of appreciation from the government to the city that pioneers the revival of indigenous women, the name of this beach is taken from RA Kartini who is a hero who fights for women's rights to be equal to men, and on Kartini beach there are also beaches and parks such as turtles, ocean parks, mini spoor, docks and others.

Nama: RIYANTI KHOIRUNNISA  
Kls : X MIPA 1  
noabs:28

1 minggu yang lalu · Lihat Terjemahan



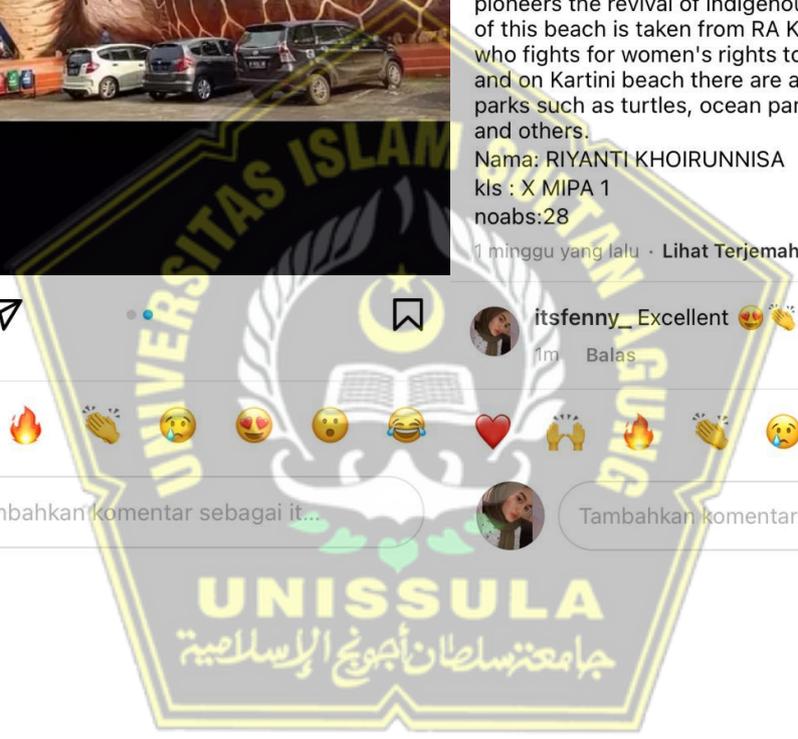
10 suka



Tambahkan komentar sebagai it...



Tambahkan komentar sebagai it...



NO	Nama x mipa 1	No soal	jumlah	jmlhkuadrat	Nama x mipa 1	kuadrat		
1	Abdul	2	2	4	16	Abdul	4	4
2	Abil	2	3	5	25	Abil	4	9
3	Akmal	1	2	3	9	Akmal	1	4
4	Alia	2	4	6	36	Alia	4	16
5	Anissyatu	4	3	7	49	Anissyatu	16	9
7	dina	4	2	6	36	dina	16	4
8	Faiz	2	3	5	25	Faiz	4	9
9	Fardiany	1	1	2	4	Fardiany	1	1
10	Farhan	2	1	3	9	Farhan	4	1
11	Fatiya	4	3	7	49	Fatiya	16	9
12	ika novita	2	4	6	36	ika novita	4	16
13	ika suci	4	2	6	36	ika suci	16	4
14	ilham	2	3	5	25	ilham	4	9
15	juliana	4	4	8	64	juliana	16	16
16	lilis	2	2	4	16	lilis	4	4
17	lulu	3	2	5	25	lulu	9	4
18	marshel	1	2	3	9	marshel	1	4
19	m.iqbal	2	1	3	9	m.iqbal	4	1
20	m.visal	1	1	2	4	m.visal	1	1
21	nabilla	4	2	6	36	nabilla	16	4
22	naffa	3	3	6	36	naffa	9	9
23	nayla nizzatul	1	2	3	9	nayla nizzatul	1	4
24	nayla nusrotul	2	3	5	25	nayla	4	9
25	nayla maghfiroh	3	1	4	16	nayla maghfiroh	9	1
26	naysila r	4	3	7	49	naysila r	16	9
28	riyanti	3	1	4	16	riyanti	9	1
29	sintia	3	4	7	49	sintia	9	16
30	suci	2	3	5	25	suci	4	9
31	sheril	3	2	5	25	sheril	9	4
32	taufiq	3	3	6	36	taufiq	9	9
33	vicky	1	1	2	4	vicky	1	1
34	zacky	2	4	6	36	zacky	4	16
35	zachwa	2	3	5	25	zachwa	4	9
36	zidus	3	2	5	25	zidus	9	4
		84	82	166	894	Ex2	242	230

n	34
varian	0.73 0.79
E xvarian	1.52
VARIAN TOTAL	2.456747
N SOAL	2
R11	0.762592

NO	Nama x mipa 1	Nilai x			skor total	NO	Nama x mipa 1	Nilai x			Skor total
		soal 1	soal 2					Soal 1	Soal 2		
1	Abdul	70	4	2	6	1	Abdul	55	2	3	5
2	Abil	66	2	3	5	2	Abil	43	2	2	4
3	Akmal	53	1	2	3	3	Akmal	28	1	2	3
4	Alia	68	2	4	6	4	Alia	50	3	2	5
5	Anissyatu	80	4	4	8	5	Anissyatu	64	3	3	6
6	Dimas				0	6	Dimas				0
7	dina	92	5	5	10	7	dina	73	4	3	7
8	Faiz	75	4	3	7	8	Faiz	66	3	3	6
9	Fardiany	80	4	4	8	9	Fardiany	69	3	3	6
10	Farhan	53	2	1	3	10	Farhan	28	2	1	3
11	Fatiya	86	4	5	9	11	Fatiya	60	3	2	5
12	ika novita	63	2	4	6	12	ika novita	45	2	2	4
13	ika suci	82	4	2	6	13	ika suci	68	3	3	6
14	ilham	76	2	3	5	14	ilham	70	3	4	7
15	juliana	90	5	5	10	15	juliana	82	4	4	8
16	lilis	72	2	2	4	16	lilis	65	3	2	5
17	lulu	78	3	2	5	17	lulu	53	2	1	3
18	marshel	55	1	2	3	18	marshel	46	2	2	4
19	m.iqbal	52	2	1	3	19	m.iqbal	27	1	1	2
20	m.visal	60	3	3	6	20	m.visal	38	2	1	3
21	nabilla	94	5	5	10	21	nabilla	60	2	3	5
22	naffa	94	5	4	9	22	naffa	83	4	4	8
23	nayla nizzatul	75	4	4	8	23	nayla nizzatul	28	1	2	3
24	nayla nusrotul	96	5	5	10	24	nayla nusrotul	75	4	3	7
25	nayla maghfiroh	80	5	5	10	25	nayla maghfiroh	53	2	2	4
26	naysila r	92	5	5	10	26	naysila r	75	3	4	7
					0	27	prahes				0
28	riyanti	72	4	5	9	28	riyanti	51	2	2	4
29	sintia	88	5	5	10	29	sintia	57	2	3	5
30	suci	86	5	5	10	30	suci	69	3	3	6
31	sheril	83	5	5	10	31	sheril	65	3	3	6
32	taufiq	67	3	3	6	32	taufiq	53	2	2	4
33	vicky	74	4	4	8	33	vicky	62	3	2	5
34	zacky	82	5	5	10	34	zacky	76	3	4	7
35	zachwa	85	5	5	10	35	zachwa	77	4	3	7
36	zidus	68	3	2	5	36	zidus	60	2	3	5
	r table		0.349	0.349	0.349		R table	0,349	0,349		
	r hitung		0.947311	0.939657			R hitung	0.897	0.905		
	kriteria		VALID	VALID			Kriteria	Valid	Valid		

# Documentation

