THE EFFECTIVENESS OF USING SOCIAL MEDIA (INSTAGRAM) IN TEACHING WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA N 1 PEJAGOAN IN THE ACADEMIC YEAR OF 2016/2017

A THESIS

Submitted as a partial fulfillment of the requirement to obtain Sarjana Pendidikan degree at English Education Program of Purworejo Muhammadiyah University

By :
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ENGLISH EDUCATION PROGRAM TEACHER TRAINING AND EDUCATION FACULTY PURWOREJO MUHAMMADIYAH UNIVERSITY 2017
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MOTTOS

- Allah will never change the condition of the people if they don’t try to change themselves. Al-Qur’an (Ar – Raad 11).
- Life is beautiful when we can be useful for others.
- I can do it because I believe I can do.

With the higher motivation and ambition, good personality, bring oneself closer to Allah SWT obey parents’ words and ability to work hard.
DEDICATIONS

In the name of Allah SWT, the most gracious, the most merciful, with
grate gratitude and love, I would like to dedicate to:

1. Allah SWT “May love toward you never can be separated, I love you
   not only to hope your heaven, but purely as form of an honest devotion,
   a pert whatever your rewards."
2. My beloved mother, Siti Lestari. Thanks for every each things that
   you give to me. You are a very wonderful woman in my life.
3. My beloved father, Mohamad Yasir. Thanks for pray for my success
   and support me.
4. My beloved brother Hari Mantari thanks for support and all.
5. All of my friends, the students of 2013 English department especially
   for class D, keep me in your heart.
STATEMENT

I who sign below
Name : Budi Sumantri
Student’s Number : 132120164
Department : English Education Program

Declare that this thesis is really my own work, not written by anyone else, not a plagiarism either partially or wholly. Opinions and findings of others contained in this thesis are cited using the code of scientific ethics.

If it is proved that this thesis is plagiarism, I am willing to take responsibility legally sued by Muhammadiyah University of Purworejo.

Purworejo, 31 July 2017
The researcher,

Budi Sumantri
ACKNOWLEDGEMENT

Praise to Allah SWT, the Almighty, the creator of Universe, just because of His mercy, the researcher is being able to finish his thesis. He would like to express his deepest gratitude to:

1. Drs. Supriyono, M.Pd. the Rector of Muhammadiyah University of Purworejo.
2. Yuli Widiyono, M.Pd. the Dean of Teacher Training and Educational Science Faculty of Muhammadiyah University of Purworejo.
3. Sri Widodo, S.S., M.hum. the Head of Study Program of English Educational Department.
4. Abdul Ngafif, M.Pd.B.I the writer’s main consultant who has patiently given encouragement, advice, comment, suggestion and motivation to finish this thesis.
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7. Sunarto, S.Pd,M.Pd as the Headmaster of SMA N 1 Pejagoan, for his permission, given to the researcher to conduct his research at SMA N 1 Pejagoan.
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9. All the people who have helped the writer to finish his study that he can’t mention one by one. Thank you so much.

Finally, the writer confesses that the thesis is still far of being perfect. However, it is hoped that this thesis will be useful to improve English teaching-learning process.

Purworejo, 31 July 2017

Budi Sumantri
ABSTRACT

Budi Sumantri. 2017. The Effectiveness of Using Social Media (Instagram) in Teaching Writing Skill Descriptive Text at the Tenth Grade Students of SMA N 1 Pejagoan in the Academic Year of 2016/2017. A Thesis of Teacher Training and Educational Faculty of Purworejo Muhammadiyah University.

The objectives of this research are (1) to describe the students’ writing skill in descriptive text, and (2) to find out the effectiveness of using social media (Instagram) in teaching writing skill descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017.

This study belongs to Experimental research. To collect the data the researcher used test as the instrument. The data were collected through writing test. The experiment was held through pre-test and post-test. The researcher used two groups: experiment group and control group. In the control group the researcher used conventional technique, while in the experiment group the researcher used social media (Instagram). The population of the study was the Tenth Grade Students of SMA N 1 Pejagoan. The total number of the tenth grade students of SMA N 1 Pejagoan is 316 students. The researcher took only 64 students.

The mean score of control group is 63.43, and have sufficient category in writing skill. While, the mean score of experimental group is 75.35, and have good category in writing skill. The computation result of t-test was 7.715. The result of computation value is consulted to the t_{table} at 0.05 significant level, the t_{table} is 2.000. It is seen that the computation result (7.715) is higher than t_{table} (2.000) in significant level 0.05. From the result above, it could be conducted that there was significant difference in the achievement between the students who were taught using social media (Instagram) and the students who were taught without social media (Instagram). So, it could be concluded that social media (Instagram) was an effective medium of teaching writing in descriptive text.

Key words: Effectiveness, Social Media (Instagram), Writing Skill, Descriptive text.
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CHAPTER I
INTRODUCTION

A. Background of the Study

As a social creature, people cannot live alone in the world. People need to interact with their family, their friends, their teachers, and the others. People as social creature means that one people needs other people and social environment as a medium communication. In communication, people need instrument as the media to express their opinion, ideas, and feeling. The media is language.

Language is very important aspect in social life. Through language (spoken, written or cue), people will perform a communication and social contact. Language also seen as a mirror of one’s personality, because the language is translated as a reflection of sense, thoughts, and behavior. But basically, the main function of language is sending message or meaning by one person to another.

English is an international language which is used all over the world. For that reason, it is important for people to master English spoken and writing. In order to be able to communicate and socialize with the world community. The Indonesian government chooses English as the first foreign language to be taught in schools and a major subject for the students from elementary school to university students, they realize how important English in their life.

In fact, the students in senior high school still find some difficulties. They still get confused in mastering English language because learning English
language is different from learning the native language. As we know, English has an important role in international relationship as an international that is used in many countries in the world. Students must master four language skills, namely; listening, speaking, reading, and writing.

As a part of language skill, the mastery of writing is very important to support communication among human being. Language is not only spoken, but also written. According to the researcher, the skill which is most difficult to be mastered is writing. Most of students’ have difficulties in writing English, especially for students of senior high school. They cannot express their ideas; they just became passive students in the classroom. Many students complain to their teachers that writing English is too difficult and its makes the students bored. That is why the appropriate strategy and media are needed in teaching English to attract the students interested in learning English.

Media is one important component in teaching learning process. Therefore, the use of media is very much recommended, so that the interaction between the teacher and the students will increase students’ interest to learn. Nowadays, many kinds of media have been developed. Media can be divided into three major criteria. They are visual, audio, and audio visual media. The developments of technology indirectly have a contribution in the developments of media. One of the media that can be used is social media (instagram). Social media (instagram) is a visual media that can make the students interesting with the learning process.
Instagram is one of the social networking media launched in October 2010. Recently, Instagram becomes very popular among the teenagers. It used as a media to communicate with other people around the world. There are many reasons why the teenagers use Instagram, but the main thing is the impact of the use Instagram itself. There are many positive and negative impacts of the use of Instagram. The researcher wants to connect advancement of technology to learning English, especially in teaching writing descriptive text in Senior High School.

In senior high school, learning English especially writing exactly boring and as a teacher should have strategy to make the students interested on the subject. Teacher can use technology to make the students interested to learning English. Here, the researcher choose social media (Instagram) as medium to teach descriptive text, by using social media (Instagram) the students can be motivated and interested in learning English. Teachers have high responsibility to develop students’ writing skill, especially in teaching descriptive text. The teacher must create interesting activities in the classroom in order the students can develop their ideas in writing.

Therefore, the researcher tries to reduce the problems of the students’ writing skill and intends to find out what can be done to help the students’ improve their writing skill. So, in this research the researcher tries to observe and find out “The Effectiveness of Using Social Media (Instagram) in Teaching Writing Skill of Descriptive Text at the Tenth Grade Students of SMA N 1 Pejagoan in the Academic Year of 2016/2017”.
B. Identification of the Problem

The researcher knows that students’ in Senior High School sometimes get difficulties to write English. Students are sometimes confused to write English because they don’t know what they will write. To master writing, it needs a strategy, so it can be learned easily.

The disinterests towards learning makes the students don’t understand the material comprehensively. In teaching descriptive text, usually the teacher asks the students to write descriptive text using text book as a references, so the students feel bored. Some problems in teaching writing are the following:

1. The lack of students’ vocabulary. Students’ vocabulary is important in writing because by knowing a lot of vocabulary this can make easier in writing.

2. The lack of students’ grammar. Most of students in Senior High School do not mastery grammar well. So the students have difficulties to arrange the sentence.

3. The lack of interesting media by teacher. Most of them still focus only on text books. The teachers teach in front of the class with the students’ only sit and listen what the teacher said.

4. The media used by the teacher is not interesting. The students sometimes feel bored with the teaching and learning process. By using the learning, the researcher hopes it can improve learning motivation and students’ writing skill in descriptive text.
5. Passive students’ during teaching learning process. One of the biggest problems in class is having passive students. When the teacher gives questions or gives stimulus, there is none of them gives respond.

C. Limitation of the Problem

For making the research accurate and to avoid misunderstanding of the reader, the researcher limits this research on media used by the teacher. As we know, basic of language skill consists of speaking, reading, listening, and writing. In this research, the researcher limits in writing skill. There are many kinds of genre in English writing; one of them is descriptive text. The researcher limits this discussion on writing descriptive text.

Social media (instagram) is a suitable media for transferring the idea and helping the students to write easily. Here, the researcher limits the problem only on social media (instagram) in teaching writing skill of descriptive text at the tenth grade of SMA N 1 Pejagoan.

D. Statement of the Problem

Based on the background and the limitation above, the problem that will be analyzed by the researcher is stated as follows:

1. How is the students’ writing skill of descriptive text at the tenth grade students’ of SMA N 1 Pejagoan in the academic year of 2016/2017?
2. Is using Social Media (Instagram) effective in teaching writing skill of descriptive text at the tenth grade students’ of SMA N 1 Pejagoan in the academic year of 2016/2017?

E. Objectiveness of the Study

In line with the statement of the problem, the objectiveness of the study are:
1. To describe the students’ writing skill of descriptive text at the tenth grade students’ of SMA N 1 Pejagoan in the academic year of 2016/2017.
2. To find out the effectiveness of Social Media (Instagram) in teaching writing skill of descriptive text at the grade students’ of SMA N 1 Pejagoan in the academic year of 2016/2017.

F. Significance of the Study

The result of this study will hopefully be useful for many people. Significance of the study is stated as follows:

1. For the teachers

The result of the study is expected to give information for the teachers in preparing the material that will be given to the students. Moreover, it helps the teachers to choose the media to teach their materials. This research is also expected to give more teacher ideas in making strategy and media to give an interesting learning for the students, especially in writing learning.
2. For the students

This research is expected to be able to help students to improve their writing skill in descriptive text and to make them interested with the material. It is also expected to give more motivation to learn English, to give assumption that writing English is fun, and to reborn their self confidence that they can write English correctly.

3. For the readers

The result of this research also contributes to the readers to give reference to conduct further research. It is expected to facilitate the reader in applying the new media. It will attract the reader to apply new media to make easier and interesting to increase their writing skill in descriptive text.

4. For the researcher

The researcher will get more knowledge by doing this research. The researcher also gets new experience which will be used for this time and for the future.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Teaching and Learning Process

a. Definition of Teaching

Teaching is the most important thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. Teaching is also an activity, which is integrated one to teach other. According to Hornby (2006:1518), teaching is derived from the word “teach”. It means to show somebody how to do something. He also states that teaching is an effort to present the knowledge which is done by somebody to other persons.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning. Learning as a deductive rather than an inductive process, you probably choose to present copious rules and paradigms to your students rather than let them “discover” thus rules inductively. (Brown, 2000:19). It is relevant with Hornby (2006:1518) stated that teaching means the work of teacher or the ideas or particular persons or group that are taught to other people.

Based on the description of teaching above, it can be concluded that teaching is an activity of the teacher to give some instruction, materials, and knowledge from the students to develop their intelligence.
b. Definition of Learning

In education process at school, the teachers’ duty is teaching, meanwhile the students’ duty is studying. Then the correlation between teaching and studying is called learning. Learning can be defined in many ways. The act of learning varies between one another. The activity of human can be said as learning since learning is not only related to teacher and students, but in any aspect the world.

According to Brown (2000:7), learning is human activity which is done since they were doing until they die. The word “learning” derived from the word “learn”. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Meanwhile, Hornby (2006:840) said that learning is knowledge that you get from reading and studying. Learning is also defined as a process of thinking. Thinking of learning is process of finding and looking knowledge by interaction between individual and environment.

According to Brown (2000:7), learning has some definitions, there are:

1. Learning is acquisition or “getting”.
2. Learning is retention of formation or skill.
3. Retention implies storage system, memory and cognitive organization.
4. Learning involves active, conscious focus on acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some from or practice, perhaps reinforced practice.

7. Learning is a change behavior.

From the definition above, the researcher concludes that learning is an effort of somebody to get more knowledge or something that has not been mastered before.

c. Relationship between Teaching Learning

The teaching learning process cannot do it there are no teachers and students. Brown (2000:6) stated that teaching and learning process happens because there is an interaction of an individual to the social environment. It means that teaching and learning cannot work without involvement of the both teaching and learning.

Teaching and learning have a very close relationship. Teaching is a process of instructions, while learning is the purpose of instruction. Teaching is work done by the teacher and learning is work done by the students. The teacher helps the students to gain knowledge or to change the behavior by giving instruction. Teaching is a part of learning process. It has an important role in education. If a teacher teaches in a school, it means there are students who learn. It means that the operation in the relation to the goal in the school is assigned by the learner. In order hand teaching and learning are two things which cannot separate each other. Therefore, in teaching learning process, it can be said that one of the
important roles of the teacher is to attempt to give guidance and aid the students who are trying to reach their goal.

According to Brown (2000:7), teaching cannot be defined a part from learning. The concept to teach is differently interpreted to the concept of learning. Brown also defines teaching as showing or helping someone learns, giving interaction, guiding the study of the something, providing knowledge, causing to know or understand. So, teaching is guiding and facilitating learning, enabling their learn and improve their skill and students.

Based on the statement above, teaching learning process involves many activities in educative situation to reach the objectives of teaching. The control of the process of teaching learning is the ability of the teacher to create communicative situation in educative situation between teacher and learner.

2. General Concept of Writing

a. Definition of Writing

Writing is one of skill in English learning. Essentially, there are four basic skills in English; writing, reading, listening, and reading. Writing is one of demand skill in English. Writing is not only activities combine words. Writing is a process repeated, namely process of revising and rewriting.
Harmer (2004:86) states that writing is a process and that we write is often heavily influenced by contains of genres, then these element have to be present in learning activity. Writing is a continue process of thinking and organizing, rethinking, and organizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

Linse and Nunan (2005:98) stated that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

From definition above the researcher can conclude that writing is a way to produce language that comes from our through. It is written on a paper or a computer screen.

b. Teaching Writing Skill

Writing skill is one of skill English language skills, to listening, speaking, and reading. Writing skill include productive or produce other than speaking skills.

Brown (2001-335-336) writing is something use as a production mode for learning, reinforcing, or testing grammatical concepts. Writing is to present a paragraph to the students in which they have to alter a given structure throughout.

There are some reasons for teaching writing to the students. According to Harmer (2001:79), the reason for teaching writing to the
students of English is foreign language include reinforcement, language development, learning style, and writing as a skill in its own right.

Reinforcement means that some students acquire language and purely oral or aural, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all its together and as an aid to commit the now language to memory. Students often find it useful to write sentences using new language shortly after have studied it.

Language development means that we cannot be sure, but it seems that the school process of writing (rather like the process of speaking) help us to the learn as we go along the mental activity we have to go through in order to contract proper written texts is all part of the outgoing learning experiences.

Learning style means some students fantastic quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many, the learners the time to think things through, to produce language, in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and brother of interpersonal communication.

Writing as skill means by the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening, and reading. Students need to know some of writing’s letters,
how to replay advertisements, and increasingly, how to write using electronic media. They need to know some of writing’s special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately.

To achieve the goal, of course practices will make them perfect. The more students practice writing with a systematic and graded way, better result will be in students which sharpen their sensitivity in choosing the diction, using the appropriate grammar as well as the writing styles and genres.

c. Writing Evaluation

The evaluation of writing is different between on people to another. The key to being a judge is fairness and explicitness in what you take into account in your evaluation. (Brown 2000:356).

According to Ganesse and Upshur (1997:207), categories for evaluating writing are:

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
</table>
| 1. | Content    | 30-27 | **Excellent to very good:**
<p>|    |            |       | knowledgeable<em>substantive</em>through development of writing<em>relevant to assigned topic |
|    |            | 26-22 | <strong>Good to average:</strong> some knowledge of subject</em>adequate range<em>limited development of writing</em>mostly relevant to topic, but lacks detail |
|    |            | 21-17 | <strong>Fair to poor:</strong> limited knowledge of subject<em>little substance</em>inadequate limited of topic |
|    |            | 16-13 | <strong>Very poor:</strong> does not show knowledge of subject<em>non-substantive</em>not pertinent*OR not enough to evaluate |</p>
<table>
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<tbody>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-7</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20-18</td>
</tr>
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<td></td>
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<td>17-14</td>
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<td></td>
<td></td>
<td>13-10</td>
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<td>9-7</td>
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<tr>
<td>4.</td>
<td>Language Use</td>
<td>25-22</td>
</tr>
<tr>
<td></td>
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<td>21-18</td>
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<td></td>
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<td>17-11</td>
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<td>10-6</td>
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The weighting scale of the categories might look like on the table below:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Language use</td>
<td>25</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

3. General Concept of Text

a. Definition of Text

The ability to use a language is manifested through the text production. The text in this study refers to a broader sense, not merely a
reading text as we usually use in studying a language. Words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text.

Richard and Schmidt (2002:594) stated that a text is a segment of spoken or written language that has the following characteristics:

1. It is normally made up of several sentences that together create a structure or unit, such as a letter, a report, or an essay (however one word texts also occur, such as DANGER on a warning sign).
2. It has distinctive structural and discourse characteristics.
3. It has a particular communicative function or purpose.
4. It can often only be fully understood in relation to the context in which it.

Creating a text requires us to make choices about the word we use and how we put them together. If we make the right choices then we can communicate with other. Our choice of words will depend on our purpose and our context.

A text may be spoken and written, prose or verse, dialogue or monologue, single proverb to a whole play, a momentary cry for help to all – day discussion on commit. It is clear from the definition that a text does not depend on form. It may be very short like a scream of help, warnings, or signs. The form of the text may be very long such as a text of religious sermon, a book, a whole play etc, reading text, as are usually use in teaching English is also a text, but a text is not only a reading text.
It may be spoken or written. Every day we produce text as many as the interaction that we make with other people.

**b. Types of Text (Genre)**

According to Richard and Schmidt (2002:245), genre is a type of discourse that occurs in particular setting, that has distinctive and recognizable patterns and norms organization and structure, and that has particular and distinctive communicative function.

In short, the genre is a piece of writing which shares a common purpose which tends to a common structure, on language purpose, and might be to provide instructions for someone else to carry out the task. Richard and Schmidt (2002:371) divide genre into four, they are:

1. **Descriptive writing**
   
   It provides a verbal pictures or account of a person, place or thing

2. **Narrative writing**
   
   It reports an event or tells the story of something that happened.

3. **Expository writing**
   
   It provides information about an explains a particular subject patterns of development within expository writing include giving example, describing a process of doing or making something, analyzing causes, and effects, comparing and/or contrasting, defining a term or concept, and dividing something into parts or classifying it into categories.
4. Argumentative writing

Attempts to support a controversial point or defend a position on which there is a difference of opinion.

Anderson (1995:193) differentiates the genres of text based on the story genres into two main type, those are literary text and factual text. Below is a description of some common text types or writing genres stated by Anderson:

Literary text is a text that that appeals to our emotions and imagination; it can be poetic, dramatic or narrative. The text types in literary text are:

1. Narrative

It is a literary text that tells a story to entertain or give a view of life.

2. Poetry

It is a literary text that is used to express feelings and views of life.

3. Drama

It is a literary text that uses acting out to communicate ideas.

Factual text presents information or ideas and aim to show, tell or persuade the reader or audience. The main text types in this category are:

1. Recount

It is a factual text that recalls a series of events in the order in which they occurred.
2. Response

It is a factual text that describes a piece of work and gives a judgment about that work, for example, a movie review.

3. Explanation

It is a text that tells how or why something occurs.

4. Discussion

It is a factual text that gives a range of options about an issue, for example, debates, essays and current affairs interview.

5. Informative report

It is a factual text that presents information about a subject.

6. Exposition

It is a factual text that aims to persuade by arguing one side of the issue.

7. Procedure

It is a factual text that gives instructions on how to do something.

8. Description

It is a factual text that provides characteristics of a person or thing.

The students’ ability to understand and write a particular genre depends not only on the classroom instruction, but also on their knowledge and previous experiences of the genre. Therefore, the researcher concluded that genre is a kind of texts which includes specific structures, features, and communicative purpose.
c. Description of Descriptive Text

Descriptive text is a text which is say what a person or a thing is like. According to Gerot and Wignell (1995:208), descriptive text is the text that has social function to describe and reveal a particular person, place, or thing. In descriptive text, the relationship between the researcher and the readers is like an authority person versus unknown readers or listener. The text will be found easily around us. It will found in encyclopedias, scientific magazines, and history texts.

Descriptive text often completed with pictures, diagrams, maps etc. Descriptive text usually uses vocabularies that cover the word such as the name of places including location, destination, function, and performance. For the people, the vocabularies used are the word describing name, ages, address, job, etc. Moreover, the language use is neutral or objective language.

We always found descriptive text in our daily life. In various contexts such text will be easily got. In fact we often communicate by using descriptive text such as; when we watch something interesting then we are amazed of it, so we want to tell other about it. Descriptive something means that we make other people “see, listen, feel, or smell” something we see, listening, feel, or smell. We will describe it in our story in the hope that the listener can imagine what we talk about.
Example of Descriptive Text:

**Rihanna**

*Her full name is Robin Rihanna Fenty. She is a famous singer in the world. She was born on 20 February 1988 in Saint Michael, Barbados.*

*Rihanna has small family. There are 5 people in her family. They are her father, mother, and 2 siblings. Her father's name is Ronald. Her mother is Monica Fenty. Her siblings are Rorrey and Rajad.*

*Rihanna likes modeling. She has ever won modeling contest, Miss Combermere. She also loves fashion style. Her hair style changes quite often. Sometimes she performs with curly hair. But, in another chance she appears in straight hair with different color.*

*Rihanna is a very success RnB singer. She has won many awards such as Grammy Award and American Music Award. Her songs are known well through the world; Only Girl (In the World), What's My Name?, Unfaithful, Umbrella, Love the Way You Lie, for instance.*

Source: [http://www.sekolahoke.com](http://www.sekolahoke.com)

d. Writing Descriptive Text

Descriptive writing or text is usually also used to help researcher develop an aspect of their work, e.g. to create a particular mood, atmosphere describe a place so that the reader can create vivid pictures of characters, places, objects etc.

According to Knapp and Watkins (2005:208), the generic structure and grammatical feature of descriptive text as bellow:
a. The generic structure of descriptive text:

1. Classifications; Classifications can be technical or commonsense, depending on the context within which the topic or phenomenon is being described.

2. Descriptions; Focus on specific aspect of the phenomenon being described.

b. Grammatical features of descriptive text are as follow:

1. Using simple present tense.

2. Using relational verbs to classify and describing appearance/qualities and parts/functions of phenomena.

3. Using Action verbs to describe behaviors/uses.

4. Mental verbs are used when describing feelings.

5. Adjectives are used to add extra information to nouns.

6. Adverbs are used to add extra information to verbs to provide more detailed description.

4. General Concept of Media

a. Definition of Media

Media for teaching and learning process has important role in acquiring knowledge for the students and transferring the material. It makes the teacher feel more comfortable and easier to convey the material to the students. Meanwhile the students will be more engaged to study.
According to Asyad (2011:3), stated that, in general media can defined as human, materials, or creation of which develop a condition that can help learner to get knowledge, skill, and attitude. The statement shows that the media is very important in learning process, with the media the learners will be more easily to understand the lesson.

Hornby (2006:916) stated that media is the main ways that large numbers of people receive information and entertainment, that is; television, radio, newspaper and the internet.

In addition, media deliberately arrange the learning experience to promote a perception or desire change if performance. Media serve variety of roles in education. Their primary role is to facilitate the student’s learning. The value of media lies in their stimulating effect and ability to project a certain type of experience or perception during the learning process. Media can help teacher to tap into the various learning sense, and to make the teacher’s role of manager of learning rather than deliver of content.

b. Classification of Media

According to Sanjaya (2008:211), media can be classified as follows:

1. Audio Media

Audio media is a media which can be heard or only has voice element. This media included radio, song, and recorded.
2. Visual Media

Visual media is a media which can be watched and does not have voice element. The media can be divided into:

a. Printed Media

Printed media includes newspaper, magazine, text books, and the others.

b. Visual Media

Visual media includes pictures, photographs, graphics, and the other.

c. Audio Visual Media

Audio visual media is media which is not only has a voice but also has visual element which can be watched. This includes television, film, and video recorded.

Based on the classification of media above, social media (instagram) can be classified as a media due to present visual media because social media (instagram) show pictures and video.

c. Function of Media in Teaching Learning

Media plays an important role in teaching learning process. The used of media help the students master the material presented by the teachers more easily, because teaching writing, especially in writing descriptive text is not easy. Arsyad (2011:15) says that using learning media can generate the desires and new interest, generate motivation and
stimulation of learning activities and even bring the psychological influences on the students.

According to Arsyad (2011:24), there are some the benefits of media in teaching learning process, such as:

1. Learning will attract more students so that it can grow learning motivation.
2. The meaning of lesson materials will be more clear that can be better to understood by students and enable it to master and achieve learning objectives.
3. Teaching methods will be more varied, not merely verbal communication through the playback of words by the teacher, so that students are not bored and the teacher is not exhausted.
4. The students can do more learning activities, because not only listen to the teacher's directive, but also other activities such as observing, performing, demonstrating, playing, and others.

From the information above, media is very important in learning process because with the media the students will be more interested and easy to understanding the lesson.

5. Definition of Social Media (Instagram)

a. Definition of Social Media

Social media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow
the creation and exchange of User Generated Content. (Kaplan & Haenlein, 2010:61). Social media can be used for the rapid spread of useful information, but can also be used for the proliferation of disinformation and harmful ideas. Basically, social media is the great development of technologies, development of new web based internet, which makes easy for everyone to be able to communicate, participate, share to each other’s, and makes an online networks.

Dao (2015:85) stated that social media are Internet sites where people interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal words, pictures, videos, and audio. Social media sites are two-way communication, so interaction between the instructor and students, among the students, and between the students, and materials becomes effective for teaching learning.

Social media is divided into several types. According to Kaplan and Haenlein (2010: 65), there are several types of social media:

1. Collaboration Project

In this collaboration project, the website allows for the user should be able to change, add, or remove the contents in this website. A Wiki is perhaps the most typical collaborative project site (e.g., Wikipedia). Wiki’s allow too many participants to work together on the same project. (e.g., a research analysis, writing a dictionary, or group work project).
2. Blogs

Blogs is considered the earliest form of social media sites. Blogs are usually managed by one person only, but provide possibility of interaction with others through the addition of comments. In this blogs, the user can to expressing something in this blog such as storytelling or criticizing government policies.

3. Content Community

The main objective content communities are the sharing of media contents (e.g., videos, pictures, audio clips, and Power Point presentations) between users. Users on content community are not required to create a personal profile, these pages usually only contain basic information, such as the date they joined the community and the number of videos shared.

4. Social Networking Sites

In this website, an application that will allow the users to create personal profiles, invite others to join the site, access the profiles of other users, share information (text, pictures, and videos) and send emails as well as instant messages to each other.

5. Virtual Game Worlds

In this virtual world, which reflects the 3D environment, where users can participates in games via personalized avatars in virtual worlds.
6. Social Virtual Worlds

In a virtual world allows the users to choose personalized avatars, their behaviors, their lives, and their acts in their virtual lives that are similar to their real lives.

Based on the types of social media above, the researcher chooses the type of Social Networking Sites as based on the explanation described above, because social media Instagram has the same characteristics as the type of social networking site, namely the users can interact with the others and the users can share the content pictures and videos.

b. Definition of Instagram

Instagram is a form of social media that shares photos over the Internet through an application that allows users to alter their images by applying filters and sharing their photos on a variety of other social media platforms (Tyer, 2016:30). Instagram is the social networking sites launched on October 6th, 2010 and founded by Kevin Systrom and Mike Krieger. Kevin was a graduate of Stanford University in 2006 with a major Management Science and Engineering. Whereas, Mike is a Stanford University alumnus who studies the Symbolic Systems focus on Human-Computer Interaction.

On 12th April 2012, Instagram was bought by Facebook with a fantastic price. According to Tyer (2016:33), Instagram also allow users to take a filtered photo through the app (or filter a photo already stored
on their device) and share it with their social network on Instagram and post directly to Facebook. Instagram popularity is increasing rapidly around the world. Atmoko (2012:21) stated that Instagram is preferred because of its ease and quick to sharing photos plus some interesting retro-style filters.

(a) Instagram app home-page  
(b) Interface of Instagram

In Instagram, users can also give a description of photos that will be uploaded in Instagram, so the uploaded photos are more informative. According to Atmoko (2012:52), there are some parts that should be filled so the uploaded photos are more informative. The sections are:

1. Title

Make the headline or photo caption is more to strengthen the character or message to be conveyed to the picture.

2. Hash tag

A hash tag is a label in the form of a word prefix symbol marked by a fence (#). The feature of this symbol (fence) is important
because it is very easy for users to find photos on Instagram with a certain label.

3. Location

Instagram maximize this technology to provide location features. So every photo uploaded will show the locations where they were taken.

Based on the definition of Instagram above, the researcher chooses Instagram as media in teaching writing skill of descriptive text because using Instagram as teaching media is expected to increase the interest of the students to learning English in the classroom and outside of school.

c. Social Media (Instagram) in Teaching Writing of Descriptive Text

Social media (Instagram) is basically a part of social networking media, however, in Indonesia Instagram is very popular among teenagers in this time. Instagram’s popularity certainly indicates that young people in Indonesia are very advanced in terms of technology, because Instagram included in new social media. They are many reasons why they use Instagram, but the main thing is the impact of the use of Instagram itself. There are many positive and negative impacts of the use of Instagram. Here the researcher wants to connect the advancement of technology to learning English, especially in teaching writing of descriptive text in Senior High School.

Opening the Instagram’s site has almost become a daily habit for teenagers these days, so by connecting it to the lesson they can always
remember the lesson at the class. They will be familiar to use English terms in the instagram. In addition, the teacher can also give an example to the students that instagram could also be used as media of learning so that the students can use instagram in positive terms.

The steps of teaching writing descriptive text using instagram there are:

1. The teacher discusses about descriptive text with the students.
2. The teacher gives the example of descriptive text.
3. The teacher asks the students to identify the generic structure of the text.
4. The teacher asks the students about their instagram.
5. The teacher opens instagram pages and explaining about social media (instagram).
6. The teacher gives the example how to make descriptive text with the pictures, caption, or the name of the place from the instagram.
7. The teacher gives assignment to the students to makes a descriptive text based on one of their friend’s instagram account.
8. The teacher gives conclusion about the material that had learned.

6. Conceptual Framework

Since the launch of instagram in October 2010, it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day. In Indonesia, the teenagers are also having a hobby in using
There are so many possibilities in using Instagram, for example to support their social life, to get new friends, and to get new information. Due to possibilities in using Instagram, there are so many ways to support teaching learning processes, especially in teaching descriptive text.

Teaching writing using social media (Instagram) is one of the ways which can be used by the teacher in teaching writing skill of descriptive text. The students can be respectfully motivated and interested because the learning process is fun by using social media (Instagram). In other words, social media (Instagram) can stimulate ideas of the students. The researcher tried to conduct a research about the study in order to prove the effectiveness of media in teaching learning activity. Therefore, the teacher has to choose media that can be received by the students or applied a success in teaching learning process. When media can be applied successfully, the student’s achievement will be higher, so that the teaching learning process is said to be effective.

**B. Previous Study**

The researcher took some previous study as consideration for conducting the study. The researcher takes two previous studies are the following:

The first previous study was conducted by Imar Kurniasih in 2012. She conducted a research entitled “The effectiveness of using Facebook Profile to improve students’ ability in writing descriptive text at the tenth grade students of SMA N 9 Purworejo in the academic year of 2011/2012”. She used
experimental quantitative research in her research. She said that the result of using media in teaching and learning process was effective. It show by the t-value was higher than the t-table (3.813 > 2.000). It means that there is significant effective on the students’ ability in writing descriptive text before using Facebook Profile and after using Facebook Profile as a media learning at the tenth grade students of SMA N 9 Purworejo in the academic year 2011/2012.

The second previous study is “The effectiveness of using Profile Picture of Facebook in teaching writing descriptive text at tenth grade students of MA AT-TAQWA Nusawungu Cilacap in academic year 2012/2013.” which has written by Kurniyati in 2013. The result of the study states that there is effectiveness of teaching English writing descriptive text using Profile Picture of Facebook as an alternative technique. It show by the t-value is higher than t-table that was (4.219>2.021). It means that using Profile Picture of Facebook gives positive contribution towards the students’ writing skill descriptive text.

The similarity between this research and the both of previous studies is using social media as media in teaching writing descriptive text and the use of experimental design. Whereas, the differences this research and the previous studies are on the kind of social media in teaching writing descriptive text. In this research the researcher used instagram and then the previous studies are using Facebook as media in teaching writing descriptive text.

Based on those previous studies, it becomes the inspiration of the researcher in conducting the research. The researcher would like to study one
of the interesting media in teaching writing, especially in descriptive text. The researcher is interested in conducting the study entitled “The Effectiveness of using Social Media (Instagram) in Teaching Writing Skill of Descriptive Text at the Tenth Grade Students of SMA N 1 Pejagoan in the Academic Year of 2016/2017”.

C. Hypothesis

According to Arikunto (2010:110), hypothesis is an answer which typically a while for the research problem, until it is proven through the data that collected.

By using the hypothesis it will make the researcher easier to focus the researcher’s work. Therefore, in this study, the researcher proposed two hypotheses. There is as follow:

Ho : The use of Social Media (Instagram) is not effective in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017.

Ha : The use of Social Media (Instagram) is effective in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017.
CHAPTER III
RESEARCH METHODS

A. Design of the Research

The researcher must decide the type of the research to make a systematic research. Therefore, this research is classified as an experimental research because in doing experiment, the researcher needs treatment to compare the result of the pre-test and the post-test. Moreover, this experimental research is done by using quantitative research in processing the data and getting the result.

In this research, the researcher used experimental design, specifically the pretest-posttest equivalent group design. Sugiyono (2016:116) states the pretest-posttest group design figures as follows:

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>O₁</th>
<th>X</th>
<th>O₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>O₃</td>
<td></td>
<td>O₄</td>
</tr>
</tbody>
</table>

Where:

- O₁ : Pre-test of experimental group
- O₂ : Post-test of experimental group
- O₃ : Pre-test of control group
- O₄ : Post-test of control group
- X  : Treatment using Social Media (Instagram)

This research was conducted by using quantitative technique in processing the data and getting the result. Based on the illustration above, the
researcher concludes that this research entitled “The Effectiveness of Using Social Media (Instagram) in Teaching Writing Skill of Descriptive Text at the Tenth Grade Students of SMA N 1 Pejagoan in the Academic Year of 2016/2017” is experimental research.

B. Place and Time of the Research

1. Place of the Research

This research was conducted at SMA N 1 Pejagoan placed on District Pejagoan, Soka Barat Street KM.4, Kebumen.

2. Time of the Research

This research was conducted on the second semester in the academic year of 2016/2017 began from 26th April up to 18th May 2017.

Table 3.
The Schedule of Collecting the Data

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>26th, April</td>
<td>11.00 a.m until</td>
<td>Pre-test in X IPA 1 class as experimental group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>12.30 p.m.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>27th, April</td>
<td>07.00 a.m until</td>
<td>Pre-test in X IPA 2 class as control group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>08.30 a.m.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3rd, May 2017</td>
<td>11.00 a.m until</td>
<td>First treatment in X IPA 1 class as experimental group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>12.30 p.m.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4th, May 2017</td>
<td>07.00 a.m until</td>
<td>First teaching in X IPA 2 as control group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>08.30 a.m.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>10th, May 2017</td>
<td>11.00 a.m until</td>
<td>Second treatment in X IPA 1 class as experimental group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>12.30 p.m.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>10th, May 2017</td>
<td>15.00 p.m until</td>
<td>Second teaching in X IPA 2 class as control group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>16.30 p.m.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>17th, May 2017</td>
<td>11.00 a.m until</td>
<td>Post-test in X IPA 1 class as experimental group.</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>12.30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
C. Variable of the Research

According to Sugiyono (2016:61), research variable is an attribute or nature or value of people, objects or activities that have certain variations set by researchers to be studied and then to be drawn conclusions. In this study, there are two kinds of variables called the independent variable and dependent variable:

1. Independent Variable

The independent variable is called a variable that influence. In this case, as the independent variable is the media of teaching writing. It is using Social Media (Instagram) in teaching descriptive text. It is symbolized by “X”.

2. Dependent Variable

The dependent variable called be effect variable, and as the dependent variable is the students’ writing skill manifested in the test scored. It is symbolized by ‘Y’.
D. Population, Sample, and Sampling Technique of the Research

1. Population

Sugiyono (2016:117), states that population is generalizing region which consist of: object/subject having the quality of certain and characteristic which specified by researcher to be studied then pulled its conclusion.

In this research, the population is the tenth grade students’ of SMA N 1 Pejagoan in the academic year of 2016/2017. The total number of the tenth grade students’ of SMA N 1 Pejagoan is 316 students. It divides into 10 classes (X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, and X IPS 1, X IPS 2, X IPS 3, X IPS 4, X IPS 5)

2. Sample

Sugiyono (2016:118), states that sample is a part of the total and characteristic which is has by the population. The samples which are taken must be representative.

In this research, the researcher takes 2 classes as the sample. They are X IPA 1 and X IPA 2 students of SMA N 1 Pejagoan.

Table 4.
Sample of the research

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Group</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X IPA 1</td>
<td>Experimental</td>
<td>32</td>
</tr>
<tr>
<td>2.</td>
<td>X IPA 2</td>
<td>Control</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>TOTAL</strong> 64</td>
</tr>
</tbody>
</table>

3. Sampling Technique
Sugiyono (2016:118) says that sampling technique is the technique or the way of taking sample. To determine the sample to be used in research, there are variety sampling technique are used. One of the sampling techniques is purposive sampling.

According to Sugiyono (2016:124), purposive sampling is a sampling technique with particular consideration. The researcher uses this technique because of some factors, i.e. the limitation of time, budget, etc.

The researcher uses purposive sampling technique in taking the sample. Because the time allocation is limited and the researcher must choose the two classes that are in balance in English subject.

Based on the consideration above, the researcher takes purposely the two classes as a sample. One would be treated as the experimental group and the other as a control group. The experimental group is class X IPA 1 where the number of students is 32 students, and the control group is class X IPA 2 where the number of students is 32 students. The researcher chooses the two classes because the material of the subject is appropriate for those classes.

E. Research Instrument

Research instrument is a way to get the data. An instrument is significance to collect data required in an experiment research. Sugiyono (2016:148) stated that research instrument is a tool which is used to measure the natural phenomenon and social phenomenon that is observed. Meanwhile,
Arikunto (2010:146), says that research instrument is kind of tool which used by the researcher to collect or get the data. There are two kinds of instruments namely test and non-test. In this research, the researcher used test as the instrument to collect the data.

Test is important as a tool to measuring students’ competence in learning. Test can be useful devices, but they are only one among many procedure and tasks that teacher ultimately use to assess students. In conducting this research, the researcher applies the following steps:

1. Pre test

   According to Creswell (2012:297), states that pre-test is a measure on some attributes or characteristics that the researchers assess for participants in an experiment before the participants receive the treatment.

2. Post test

   According to Creswell (2012:297), states that post-test is a measure on some attributes or characteristics that the researchers assess for participants in an experiment after the researchers give a treatment.

   In giving the score, the researcher modified category for scoring based on Ganesse and Upshur (1997:207). There are five general categories that are the basis for the scoring of writing.

Table 5.
Scoring on Writing
F. Technique of Collecting the Data

Collecting data is systematic procedure to get the data that research needs. The researcher has several technique of collecting data which are called instrument. The researcher uses test as an instrument to collect the data. The data collection is carried on April 26th until May 18th 2017 with the cooperation with the principal and English teacher of SMA N 1 Pejagoan.

In this research, the researcher carried out some steps, there are:

1. Preparing the research instrument

   The researcher prepare research instrument to collect the data.

2. Conducting pre-test

   The researcher conducted pre-test before giving the treatment to the students. Both of groups are asked to make a descriptive text and they are asked to do the test individually in 45 minutes. The topic for the pre-test is “Benteng Van Der Wijck”.

   The time allocations of the pre-test:
a. The pre-test of experimental group was conducted on April 26th, 2017 at 11.00 a.m until 12.30 p.m.

b. The pre-test control group was conducted on April 27th, 2017 at 07.00 a.m until 08.30 a.m.

3. The researcher conducts the treatment

   a. The researcher taught experiment group by using social media (instagram) as an alternative way of teaching writing skill, especially in descriptive text.

   b. At the first meeting for experimental group the researcher used the pictures of famous person that is Valentino Rossi in social media (instagram). The students were asked to observe the pictures used by instagram and then the students leave a comment about Valentino Rossi. Then the researcher asked the students to make a descriptive text about “Valentino Rossi” with the developing of comments.

   c. For the control group, the researcher would not use the teaching aid media (Social Media (Instagram)) in teaching and learning process but used the conventional method. The researcher only gave the material about the writing and explanation about the descriptive text and then gave simple explanation about the descriptive text and the theme is “Valentino Rossi’ without seeing a picture in social media (instagram) when writing.

   d. Both of groups were asked to make descriptive text in group of 6.
e. At the second treatment the researcher asked the students to make a descriptive text in the previous meeting individually.

f. The treatment was conducted in 3\textsuperscript{rd} and 10\textsuperscript{th} May 2017.

4. After the treatment was conducted, the researcher conducted the post-test. It was conducted on 17\textsuperscript{th} and 18\textsuperscript{th} May 2017. The researcher gave the post-test for both of group. Both of groups were given same topic. The topic for the post-test “Menganti Beach”. The researcher asked the students to make a descriptive text for about 45 minutes.

a. The post-test of experimental group was conducted on May 17\textsuperscript{th}, 2017 at 11.00 until 12.30 p.m.

b. The post-test of control group was conducted on May 18\textsuperscript{th}, 2017 at 07.00 a.m until 08.30 a.m.

c. The researcher compared and found the result of the pre-test and post-test.

G. Technique of Analyzing Data

After collecting the data, it is necessary for the researcher to make data analysis. The analysis is related to the computation in answering the problem statement.

To analyze the data the researcher used:

1. **Descriptive analysis**

   According to Sugiyono (2015:29), descriptive analysis is a statistic which has function to describe or to give a description on the observed
object by data sample or population without doing analysis and make conclusion to general. The descriptive analysis is used to describe the variable of this research that is the students’ writing skill that is taught by using social media (instagram) as a media to teach writing descriptive.

The descriptive analysis includes the measurement of mean, mode, median, range, variance, and standard deviation (SD). In this research, the researcher uses mean and standard deviation (SD) to analyze the data.

The discussion of mean and standard deviation (SD) will be explained as follows:

a. Mean

According to Sugiyono (2015:49), mean is a group explanation techniques based on the average value of the group. The formula is:

\[ Me = \frac{\sum x_i}{n} \]

Where:

- \( Me \) : Mean
- \( \sum x_i \) : The total of the scores
- \( n \) : The total number of students or sample

b. Median

According to Sugiyono (2015:48), median is one of group explanation techniques based on the middle value of the data which have been organized from the lowest to the highest or from the highest to the lowest.
c. Mode

According to Sugiyono (2015:47), mode is a group explanation techniques based on the value which is popular often is being found.

d. Range

Range can be known by reducing the largest data with the smallest data available in the group. (Sugiyono, 2015:55). The formula is:

\[ R = x_t - x_r \]

Where:

- \( R \): Range
- \( x_t \): the highest data
- \( x_r \): the lowest data

e. Variance

Variance is one of techniques used to explain the homogeneity. According to Sugiyono (2015:56), variance is the sum squares of all deviations of individual values against group averages. The formula is:

\[ S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1} \]

Where:

- \( S^2 \): sample variance
- \( n \): number of sample
- \( \sum (x_i - \bar{x})^2 \): the square of each score subtracted by mean score.
f. Standard Deviation

The standard deviation is the way of showing the spread of the score. It measures the degree to which the group of score deviates from the mean. (Sugiyono, 2012: 58). The formula is:

\[ SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}} \]

Where:
- \( SD \): the Square of the deviation standard
- \( \sum (x - \bar{x})^2 \): the square of each score subtracted by mean score
- \( n \): the total number of the students

2. Inferential Analysis

In this analysis, the researcher analyzed the data to the hypothesis. The analysis was done to find out the effectiveness of social media (instagram) in teaching writing.

a. Test of normality

Sugiyono (2015:79) states that normality test data (X2) is done by comparing the data that has been collected with the standard normal curve/standard. Test is usually carried out by using the test for normality distribution with the chi square technique (x).

The formula is follows:

\[ X^2 = \sum \frac{(fe-fh)^2}{fh} \]

Where:
\( x^2 \) : the chi square value

\( fo \) : the observed frequency

\( fh \) : the expected frequency

\( df \) : degree of freedom (the total class interval 1)

The result of the compilation is consulted to the table. The data are normal if the obtain \( x^2 \) value is lower than the critical value of \( x^2 \) in the table, and the data are not normal if it is higher than the critical value in the table.

b. Test of Homogeneity of Variance

To determine T-test formula, the researcher applies the variance homogeneity test to test the variance of two samples. To know whether the variance of two samples is homogeneous or not, the researcher uses F-test. Statistically, if the value of F obtained is lower than the value of F table, it means that the variance of two samples is homogeneous. The formula is:

\[
F = \frac{\text{the highest variance}}{\text{the lowest variance}}
\]

(Sugiyono, 2015:175)

If the price \( F_{\text{value}} < F_{\text{table}} \), it states that the variance of the two group are homogeneous.

c. Test of Hypothesis
This test is used to know whether Social Media (Instagram) in teaching writing skill of descriptive text is effective or not at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017. To decide which hypothesis that is accepted or rejected. T-test formula is used to compare the two samples. If t-value is lower than t-table, the null hypothesis (Ho) is accepted, and on the contrary if t-value is greater than t-table, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The hypothesis is tested in this study by the independent sample t-test by using manual computation. The reason for choosing t-test is that the researcher compares the mean of the data sample in pre-test without treatment and post-test after doing the treatment. The formula is:

\[
 t = \frac{x_1 - x_2}{\sqrt{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2 \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \]

Where:

- \( t \): t value
- \( x_1 \): mean score of experimental group
- \( x_2 \): mean score of control group
- \( n_1 \): number of sample of experimental group
- \( n_2 \): number of sample of control group
- \( s_1^2 \): variance of the experimental group
$S_2^2$ : variance of the control group.

(Sugiyono, 2015:138)

In this testing, the hypothesis analyzed through t-test. The t-test is
to see the different score between the two variables the students’
writing skill of the pre-test and the post-test. After getting the result
of t-value, t-value is consulted to the t-table to be interpreted.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Data Description

In this research, the researcher uses quasi experimental quantitative research. The researcher divides two classes namely experimental group (X IPA 1) consist of 26 students and control group (X IPA 2) consist of 28 students. Then the number of the sample is 54 students, because 6 students from the experimental group and 4 students from the control group cannot follow the activities during the research. The researcher collects some data by giving test to the sample. The goal of the test describes the effectiveness of using social media (instagram) in teaching writing skill of descriptive text at the grade students of SMA N 1 Pejagoan in the academic year of 2016/2017. To know the validity of the test, the researcher uses face validity and content validity.

In computing the test result of writing descriptive text, the score test is based on criteria of scoring proposed by Arikunto (2010:245). They are as follows:

Table 6.
Classification of the Students’ Writing Skill

<table>
<thead>
<tr>
<th>Value</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>66-79</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>56-65</td>
<td>C</td>
<td>Sufficient</td>
</tr>
<tr>
<td>40-55</td>
<td>D</td>
<td>Fairly Sufficient</td>
</tr>
<tr>
<td>&lt;39</td>
<td>E</td>
<td>Poor</td>
</tr>
</tbody>
</table>
To know the result of the research, the researcher presents the result of pre-test and post-test from experimental group and control group as follows:

1. Pre-test

The researcher held the pre-test for experimental group on 26<sup>th</sup> April 2017 and control group on 27<sup>th</sup> April 2017. On 3<sup>rd</sup> May 2017, the researcher gave first treatment to the experimental group using social media (instagram) and then on 4<sup>th</sup> May 2017, the researcher also gave first teaching to the control group used conventional method. On 10<sup>th</sup> May 2017, the researcher gave second treatment to the experimental group using social media (instagram) and then on 10<sup>th</sup> 2017, the researcher also gave second teaching to the control group used conventional method.

In this discussion, the researcher calculates the pre-test and post-test result of the experimental group and control group. The following is the result score of pre-test from experimental group and control group:

**Table 7.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sample 1</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Sample 2</td>
<td>62</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>Sample 3</td>
<td>62</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>Sample 4</td>
<td>65</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Sample 5</td>
<td>61</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>Sample 6</td>
<td>65</td>
<td>51</td>
</tr>
<tr>
<td>7</td>
<td>Sample 7</td>
<td>55</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Sample 8</td>
<td>52</td>
<td>52</td>
</tr>
</tbody>
</table>
The result of pre-test of experimental and control group is distributed based on the classification of students’ achievement by Arikunto (2010:245). It is shown in the following table.

**Table 8.**

**The Frequency Distribution of Students’ Score in Pre-test**

<table>
<thead>
<tr>
<th>Interval</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exp</td>
<td>Con</td>
</tr>
<tr>
<td>80-100</td>
<td>Excellent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>66-79</td>
<td>Good</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Score Range</td>
<td>Category</td>
<td>Experimental</td>
<td>Control</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>&lt;39</td>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40-55</td>
<td>Fairly Sufficient</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>56-65</td>
<td>Sufficient</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>

The research findings of pre-test are also described in the form of chart. There is the chart describing the result as follow:

![Chart 1. The Frequency Distribution of Students’ Score in Pre-test](chart.png)

From the chart above, it shows the result of students writing skill in pre-test done by experimental and control group. On the experimental group, there is no student who belongs to excellent category. There are 4 students who belong to good category. There are 15 students who belong to sufficient category. Then, 7 students belong to fairly sufficient. And there is no students who belong to poor category.

On the control group, there is also no student who belongs to excellent category. There is 1 student who belongs to good category. There
are 12 students who belong to sufficient category. There are 15 students who belong to fairly sufficient category. And there are also no students who belong to poor category.

2. Post-test

The researcher held the post-test for experimental group on 17th May 2017 and control group on 18th May 2017. In this discussion, the researcher calculates the result of post-test from experimental and control group. The following is the result score of post-test from experimental and control group.

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Experimental</td>
</tr>
<tr>
<td>1</td>
<td>Sample 1</td>
<td>79</td>
</tr>
<tr>
<td>2</td>
<td>Sample 2</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>Sample 3</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>Sample 4</td>
<td>86</td>
</tr>
<tr>
<td>5</td>
<td>Sample 5</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>Sample 6</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>Sample 7</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>Sample 8</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Sample 9</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>Sample 10</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>Sample 11</td>
<td>66</td>
</tr>
<tr>
<td>12</td>
<td>Sample 12</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>Sample 13</td>
<td>73</td>
</tr>
<tr>
<td>14</td>
<td>Sample 14</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>Sample 15</td>
<td>74</td>
</tr>
</tbody>
</table>

Table 9
The Post-test Result of Experimental and Control Group
The result of post-test of experimental and control group is distributed based on the classification of students’ achievement by Arikunto (2010:245). It is shown in the following table:

Table 10. The Frequency Distribution of Students’ Score in Post-test

<table>
<thead>
<tr>
<th>Interval</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exp</td>
<td>Con</td>
</tr>
<tr>
<td>80-100</td>
<td>Excellent</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>66-79</td>
<td>Good</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>56-65</td>
<td>Sufficient</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>40-55</td>
<td>Fairly Sufficient</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>&lt;39</td>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>

The research findings of post-test are also described in the form of chart as follow:
Chart 2.

The Frequency Distribution of Students’ Score in Post-test

From the chart above, it shows the result of students writing skill in post-test done by experimental and control group. On the experimental group, there are 6 students who belong to excellent category. There are 19 students who belong to good category. Then, there is 1 student who belongs to sufficient category. And there are no students who belong to fairly sufficient and poor category.

On the control group, there are no students who belong to excellent category. There are 9 students who belong to good category. There are 17 students who belong to sufficient category. Then, there are 2 students who belong to fairly sufficient category. And there are also no students who belong to poor category.

B. Data Analysis

1. Descriptive Analysis

a. Pre-test Experimental and Control Group

1) Central Tendency
a) Mean

From the data in table 7, the researcher tries to find the mean of the data by applying the mean formula. The following formula is to get the mean score:

**Experimental Group**

\[ Me = \frac{\sum x_i}{n} \]

\[ Me = \frac{1538}{26} \]

\[ Me = 59.15 \]

**Control Group**

\[ Me = \frac{\sum x_i}{n} \]

\[ Me = \frac{1558}{28} \]

\[ Me = 55.64 \]

b) Median

Based on the data in table 7, the median of experimental group is 60 and control group is 55.

c) Mode

Based on the data in table 7, the mode of experimental group is 62 and control group is 60.

d) Maximum

Based on the data in table 7, the highest score of experimental group is 68 and control group is 67.

e) Minimum

Based on the data in table 7, the lowest score of experimental group is 47 and control group is 45.

2) Measure of Group Dispersion

a) Standard Deviation
The computation of standard deviation and variance of experimental and control group as follow:

**Table 11.**

**Standard Deviation and Variance of Pre-test Experimental and Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Sample</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Score (x - x̄) (x - x̄)^2</td>
<td>Score (x - x̄) (x - x̄)^2</td>
</tr>
<tr>
<td>1</td>
<td>Sample 1</td>
<td>60 0.85 0.72</td>
<td>60 4.36 18.98</td>
</tr>
<tr>
<td>2</td>
<td>Sample 2</td>
<td>62 2.85 8.10</td>
<td>48 -7.64 58.41</td>
</tr>
<tr>
<td>3</td>
<td>Sample 3</td>
<td>62 2.85 8.10</td>
<td>45 -10.64 113.27</td>
</tr>
<tr>
<td>4</td>
<td>Sample 4</td>
<td>65 5.85 34.18</td>
<td>53 -2.64 6.98</td>
</tr>
<tr>
<td>5</td>
<td>Sample 5</td>
<td>61 1.85 3.41</td>
<td>55 -0.64 0.41</td>
</tr>
<tr>
<td>6</td>
<td>Sample 6</td>
<td>65 5.85 34.18</td>
<td>51 -4.64 21.56</td>
</tr>
<tr>
<td>7</td>
<td>Sample 7</td>
<td>55 -4.15 17.25</td>
<td>50 -5.64 31.84</td>
</tr>
<tr>
<td>8</td>
<td>Sample 8</td>
<td>52 -7.15 51.18</td>
<td>52 -3.64 13.27</td>
</tr>
<tr>
<td>9</td>
<td>Sample 9</td>
<td>47 -12.15 147.72</td>
<td>64 8.36 69.84</td>
</tr>
<tr>
<td>10</td>
<td>Sample 10</td>
<td>55 -4.15 17.25</td>
<td>56 0.36 0.13</td>
</tr>
<tr>
<td>11</td>
<td>Sample 11</td>
<td>61 1.85 3.41</td>
<td>58 2.36 5.56</td>
</tr>
<tr>
<td>12</td>
<td>Sample 12</td>
<td>51 -8.15 66.49</td>
<td>52 -3.64 13.27</td>
</tr>
<tr>
<td>13</td>
<td>Sample 13</td>
<td>56 -3.15 9.95</td>
<td>57 1.36 1.84</td>
</tr>
<tr>
<td>14</td>
<td>Sample 14</td>
<td>60 0.85 0.72</td>
<td>62 6.36 40.41</td>
</tr>
<tr>
<td>15</td>
<td>Sample 15</td>
<td>66 6.85 46.87</td>
<td>55 -0.64 0.41</td>
</tr>
<tr>
<td>16</td>
<td>Sample 16</td>
<td>67 7.85 61.56</td>
<td>67 11.36 128.98</td>
</tr>
<tr>
<td>17</td>
<td>Sample 17</td>
<td>54 -5.15 26.56</td>
<td>62 6.36 40.41</td>
</tr>
<tr>
<td>18</td>
<td>Sample 18</td>
<td>62 2.85 8.10</td>
<td>56 0.36 0.13</td>
</tr>
<tr>
<td>19</td>
<td>Sample 19</td>
<td>58 -1.15 1.33</td>
<td>53 -2.64 6.98</td>
</tr>
<tr>
<td>20</td>
<td>Sample 20</td>
<td>48 -11.15 124.41</td>
<td>60 4.36 18.98</td>
</tr>
<tr>
<td>21</td>
<td>Sample 21</td>
<td>56 -3.15 9.95</td>
<td>58 2.36 5.56</td>
</tr>
<tr>
<td>22</td>
<td>Sample 22</td>
<td>58 -1.15 1.33</td>
<td>50 -5.64 31.84</td>
</tr>
<tr>
<td>23</td>
<td>Sample 23</td>
<td>64 4.85 23.49</td>
<td>54 -1.64 2.70</td>
</tr>
</tbody>
</table>
Based on the data in table 11, the formula of standard deviation is as follow:

### Experimental Group

\[
SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}
\]

- \(SD = \sqrt{\frac{867.38}{26-1}}\) = 5.89
- \(SD = \sqrt{\frac{867.38}{25}}\) = 5.44

### Control Group

\[
SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}
\]

- \(SD = \sqrt{\frac{798.43}{28-1}}\) = 5.89
- \(SD = \sqrt{\frac{798.43}{27}}\) = 5.44

b) Variance

Based on the data in table 11, the formula of variance is as follow:

### Experimental Group

\[
S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}
\]

- \(S^2 = \frac{867.38}{26-1}\) = 34.70
- \(S^2 = \frac{867.38}{25}\) = 34.70

### Control Group

\[
S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}
\]

- \(S^2 = \frac{798.43}{28-1}\) = 29.57
- \(S^2 = \frac{798.43}{27}\) = 29.57
S\(^2\) = 34.70  \quad S\(^2\) = 29.57

c) Range

Range can be found by the formula as follow:

R = \(x_t - x_r\)

Based on the data in table 7, the range of experimental group is 21 and control group is 22.

b. Post-test Experimental and Control Group

1) Central Tendency

a) Mean

From the data in table 9, the researcher tries to find the mean of the data by applying the mean formula. The following formula is to get the mean score:

\[
\text{Experimental Group: } \quad \bar{x}_e = \frac{\sum x_i}{n} \\
\text{Control Group: } \quad \bar{x}_c = \frac{\sum x_i}{n}
\]

\[
\bar{x}_e = \frac{1959}{26} = 75.35 \\
\bar{x}_c = \frac{1776}{28} = 63.43
\]

b) Median

Based on the data in table 9, the median of experimental group is 76 and control group is 63.50.

c) Mode

Based on the data in table 9, the mode of experimental group is 72 and control group is 60.
d) Maximum

Based on the data in table 9, the highest score of experimental group is 86 and control group is 75.

e) Minimum

Based on the data in table 9, the lowest score of experimental group is 64 and control group is 52.

2) Measure of Group Dispersion

a) Standard Deviation

The computation of standard deviation and variance of experimental and control group as follow:

Table 12.
Standard Deviation and Variance of Post-test Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Sample</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Score</td>
<td>(x̄ - x)</td>
</tr>
<tr>
<td>1</td>
<td>Sample 1</td>
<td>79</td>
<td>3,65</td>
</tr>
<tr>
<td>2</td>
<td>Sample 2</td>
<td>74</td>
<td>-1,35</td>
</tr>
<tr>
<td>3</td>
<td>Sample 3</td>
<td>72</td>
<td>-3,35</td>
</tr>
<tr>
<td>4</td>
<td>Sample 4</td>
<td>86</td>
<td>10,65</td>
</tr>
<tr>
<td>5</td>
<td>Sample 5</td>
<td>72</td>
<td>-3,35</td>
</tr>
<tr>
<td>6</td>
<td>Sample 6</td>
<td>76</td>
<td>0,65</td>
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<tr>
<td>7</td>
<td>Sample 7</td>
<td>76</td>
<td>0,65</td>
</tr>
<tr>
<td>8</td>
<td>Sample 8</td>
<td>70</td>
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<tr>
<td>9</td>
<td>Sample 9</td>
<td>64</td>
<td>-11,35</td>
</tr>
<tr>
<td>10</td>
<td>Sample 10</td>
<td>75</td>
<td>-0,35</td>
</tr>
<tr>
<td>11</td>
<td>Sample 11</td>
<td>66</td>
<td>-9,35</td>
</tr>
<tr>
<td>12</td>
<td>Sample 12</td>
<td>68</td>
<td>-7,35</td>
</tr>
</tbody>
</table>
Based on the data in table 12, the formula of standard deviation is as follow:

**Experimental Group**

\[ SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}} \]

\[ SD = \sqrt{\frac{749.88}{26 - 1}} \]

\[ SD = \sqrt{30.00} \]

**Control Group**

\[ SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}} \]

\[ SD = \sqrt{\frac{922.86}{28 - 1}} \]

\[ SD = \sqrt{34.18} \]
**b) Variance**

Based on the data in table 12, the formula of variance is as follow:

**Experimental Group**

$$S^2 = \frac{\sum(x_i - \bar{x})^2}{n-1}$$

$$S^2 = \frac{749.88}{26-1}$$

$$S^2 = 30.00$$

**Control Group**

$$S^2 = \frac{\sum(x_i - \bar{x})^2}{n-1}$$

$$S^2 = \frac{922.86}{28-1}$$

$$S^2 = 34.18$$

**c) Range**

Range can be found by the formula as follow:

$$R = x_t - x_r$$

Based on the data in table 9, the range of experimental group is 22 and control group is 23.

From the calculation above, the table below is the summarized scores of writing ability of experimental and control group.

**Table 13.**

The writing skill result pre-test of experimental and control group

<table>
<thead>
<tr>
<th>Group</th>
<th>H</th>
<th>L</th>
<th>R</th>
<th>Me</th>
<th>Mo</th>
<th>T</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>68</td>
<td>47</td>
<td>21</td>
<td>60</td>
<td>62</td>
<td>26</td>
<td>59.15</td>
<td>5.89</td>
</tr>
<tr>
<td>Control</td>
<td>67</td>
<td>45</td>
<td>22</td>
<td>55</td>
<td>60</td>
<td>28</td>
<td>55.64</td>
<td>5.44</td>
</tr>
</tbody>
</table>

**Table 14.**

The writing skill result post-test of experimental and control group

<table>
<thead>
<tr>
<th>Group</th>
<th>H</th>
<th>L</th>
<th>R</th>
<th>Me</th>
<th>Mo</th>
<th>T</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>86</td>
<td>64</td>
<td>22</td>
<td>76</td>
<td>72</td>
<td>26</td>
<td>75.35</td>
<td>5.48</td>
</tr>
<tr>
<td>Control</td>
<td>75</td>
<td>52</td>
<td>23</td>
<td>63.50</td>
<td>60</td>
<td>28</td>
<td>63.43</td>
<td>5.85</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>--------</td>
<td>----</td>
<td>----</td>
<td>--------</td>
<td>------</td>
</tr>
</tbody>
</table>

Notes:

H : the highest score  
Mo : the mode  
L : the lowest score  
T : the total of the students  
R : the range  
M : the mean  
Me : the median  
SD : the standard deviation

2. Inferential Analysis

a. Test of Normality

Normality test is used to see whether the distribution of the data as not. In testing the normality of the data, the researcher uses Chi Square formula. The steps to test the normality are as follows:

1) The Students Post-test of Experimental and Control Group

a) According to Sugiyono (2015:79), the amount of class interval is 6.

It is divided to the 6 sectors called Standard normal curve. Each sector has its own percentage. They are 2.7%, 13.53%, 34.13%, 34.13%, 13.53%, and 2.7%.

b) Determining the length of class interval

Length of class (post-test of experimental group)

\[
\frac{\text{the highest score} - \text{the lowest score}}{6 \text{ (the amount of class interval)}}
\]

\[
= \frac{86 - 64}{6}
\]

\[
= 3.67 \text{ (overall to 4)}
\]
Length of class (post-test of control group)

\[
\text{the highest score} - \text{the lowest score} = \frac{6 (\text{the amount of class interval})}{6} \\
= \frac{75 - 52}{6} \\
= 3.83 \text{ (overall to 4)}
\]

(c) Making the table to test the normality of the data using Chi-square.

**Table 15.**

The calculation of normality test using Chi-square for variable X (post-test of experimental group)

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>( f_o )</th>
<th>( f_h )</th>
<th>( f_o - f_h )</th>
<th>( (f_o - f_h)^2 )</th>
<th>( (f_o - f_h)^2/f_h )</th>
</tr>
</thead>
<tbody>
<tr>
<td>64-67</td>
<td>2</td>
<td>1</td>
<td>1.30</td>
<td>1.68</td>
<td>2.40</td>
</tr>
<tr>
<td>68-71</td>
<td>3</td>
<td>4</td>
<td>-0.52</td>
<td>0.27</td>
<td>0.08</td>
</tr>
<tr>
<td>72-75</td>
<td>7</td>
<td>9</td>
<td>-1.87</td>
<td>3.51</td>
<td>0.40</td>
</tr>
<tr>
<td>76-79</td>
<td>8</td>
<td>9</td>
<td>-0.87</td>
<td>0.76</td>
<td>0.09</td>
</tr>
<tr>
<td>80-83</td>
<td>4</td>
<td>4</td>
<td>0.48</td>
<td>0.23</td>
<td>0.07</td>
</tr>
<tr>
<td>84-87</td>
<td>2</td>
<td>1</td>
<td>1.30</td>
<td>1.68</td>
<td>2.40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26</strong></td>
<td><strong>26</strong></td>
<td><strong>-0.19</strong></td>
<td><strong>8.14</strong></td>
<td><strong>5.42</strong></td>
</tr>
</tbody>
</table>

Based on the table 15, the calculation of normality of experimental group Chi-square value is 5.42. Then, it is compared to the value of Chi-square table with df (degree of freedom) 6-1 = 5. Based on Chi-square table, it is known that at the Chi-square value on significance level 0.05 is 11.07. Chi-square obtained is lower than the value of Chi-square table (5.42 < 11.07). Therefore, the distribution of the data of experimental group is normal.
Table 16.
The calculation of normality test using Chi-square for variable Y (post-test of control group)

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>( f_o )</th>
<th>( f_h )</th>
<th>( f_o-f_h )</th>
<th>((f_o-f_h)^2)</th>
<th>( (f_o-f_h)^2/f_h )</th>
</tr>
</thead>
<tbody>
<tr>
<td>52-55</td>
<td>2</td>
<td>1</td>
<td>1,24</td>
<td>1,55</td>
<td>2,05</td>
</tr>
<tr>
<td>56-59</td>
<td>4</td>
<td>4</td>
<td>0,21</td>
<td>0,045</td>
<td>0,01</td>
</tr>
<tr>
<td>60-63</td>
<td>8</td>
<td>10</td>
<td>-1,56</td>
<td>2,42</td>
<td>0,25</td>
</tr>
<tr>
<td>64-67</td>
<td>7</td>
<td>10</td>
<td>-2,56</td>
<td>6,54</td>
<td>0,68</td>
</tr>
<tr>
<td>68-71</td>
<td>4</td>
<td>4</td>
<td>0,21</td>
<td>0,045</td>
<td>0,01</td>
</tr>
<tr>
<td>72-75</td>
<td>3</td>
<td>1</td>
<td>2,24</td>
<td>5,04</td>
<td>6,66</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>28</strong></td>
<td><strong>28</strong></td>
<td><strong>-0,20</strong></td>
<td><strong>15,63</strong></td>
<td><strong>9,67</strong></td>
</tr>
</tbody>
</table>

Based on the table 16, the calculation of normality of experimental group Chi-square value is 9.67. Then, it is compared to the value of Chi-square table with \( df \) (degree of freedom) 6-1 = 5. Based on Chi-square table, it is known that at the Chi-square value on significance level 0.05 is 11.07. Chi-square obtained is lower than the value of Chi-square table (9.67 < 11.07). Therefore, the distribution of the data of experimental group is normal.

d) Comparing the value of Chi-square obtained and the value of Chi-square table. If the value of \( X^2_{obtained} \) is lower than \( X^2_{table} \), the distribution of the data is declared as normal. If the value of \( X^2_{obtained} \) is higher than \( X^2_{table} \), the distribution of the data is declared as abnormal.

b. Test of Homogeneity

To determine the t-test formula, the researcher applies the variance homogeneity test to examine the variance of two samples. To know
whether the variance of two samples is homogenous or not, the researcher uses F-test. The computation of F test is as follow:

\[
F = \frac{\text{the highest variance}}{\text{the lowest variance}}
\]

\[
F = \frac{34.18}{30.00}
\]

\[
F = 1.14
\]

From the computation above, the value of F is 1.14. Then, it is compared to the of \( F_{\text{table}} \) with df of number of numerator (26 − 1 = 25) and df numerator (28 − 1 = 27). The \( F_{\text{table}} \) on the significant level 0.05 is 1.92. Because of F obtained is lower than the value of \( F_{\text{table}} \) (1.14 < 1.92), it means that the variance of two sample is homogenous.

c. Test of Hypothesis

In this section, the researcher wants to discuss about the hypothesis testing result. This test is used to know whether it is effective or not of teaching writing in descriptive text using social media (instagram) at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017. To decide which hypothesis that will be accepted or rejected, the t-test formula is used to compare two samples.

There are three points involved in testing hypothesis. There are level of significance, null hypothesis, and test of experimental significance. The three points above are presented in the following:

1) Level Significance
In testing hypothesis, the researcher used the level of significance to minimize the false conclusion of the research. That was applied to reject the hypothesis in order to gain the objective conclusion. Generally, the level used in any research is the 5% or 1% level. By using the level of significance of the 5% level, it means that the falseness of conclusion was 5% and the truth of conclusion was 95%.

2) The Null Hypothesis

In testing hypothesis, the researcher commonly faced with the null hypothesis. By using the null hypothesis, the hypothesis statement will be easier to be proved. The hypothesis (Ha) of this research said “The effectiveness of using Social Media (Instagram) is effective in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017”.

To prove whether the hypothesis was rejected or accepted, the researcher changed the research hypothesis into the null hypothesis. Therefore, the null hypothesis (Ho) said: “The effectiveness of using Social Media (Instagram) is not effective in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017”.

3) Test of Experimental Significance

After knowing that data is normal, the variance of two samples is homogenous and the number of sample of experimental group is
different with the number of sample of control group, so the t-test can be separated and formula pooled variance. (Sugiyono, 2015:138). In t-test pooled variance, the computation to know the value of df in the t-table is as follows:

\[ dk = n_1 + n_2 - 2 \]

\[ = 26 + 28 - 2 \]

\[ = 52 \]

From the computation above, the mean of post test result of experimental group is 75.35 and the mean of post test result of control group is 63.43. To know the comparison between them, the researcher uses t-test pooled variance to analyze them. The computation of t-test is as follow:

The t-test formula:

\[ t = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}} \]

\[ t = \frac{75.35 - 63.43}{\sqrt{\frac{(26-1)30.00 + (28-1)34.18}{26+28-2}\left[\frac{1}{26} + \frac{1}{28}\right]}} \]

\[ t = \frac{11.92}{\sqrt{\frac{750.00 + 922.86}{26}}\left[\frac{54}{26} + \frac{54}{28}\right]} \]

\[ t = \frac{11.92}{\sqrt{\frac{1672.86}{52}}\left[\frac{54}{728}\right]} \]
\[ t = \frac{11.92}{\sqrt{32.171 \left[ \frac{54}{728} \right]}} \]

\[ t = \frac{11.92}{\sqrt{2.387}} \]

\[ t = \frac{11.92}{1.545} \]

\[ t = 7.715 \]

The result of computation of the t-test is 7.715. To know whether or not the hypothesis is accepted or rejected, the result of computation value is consulted to the \( t_{table} \) at 0.05 significant level, the table is 2.000.

It seen that computation result (7.715) is higher than \( t_{table} \) (2.000) in the significant level 0.05. So, the conclusion is there is any difference between students who taught by social media (instagram) and students who not taught by social media (instagram) at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017.

The conclusion is the writing of experimental group is better than the writing of control group at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017.

C. Interpretation of Research Result

In this section, the researcher is discussion the findings of the research in which had been to be answered, would be discussed on the basis of the result of
the analysis. The effectiveness of using social media (instagram) in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017. The detail of the discussion is as follows:

1. The students’ writing skill of descriptive text at the tenth grade of SMA N 1 Pejagoan in the academic year of 2016/2017.

a. The Students’ Writing Skill of Experimental Group

The highest score of the students of experimental class of the tenth grade of SMA N 1 Pejagoan is 86 and the lowest is 64. The mean of experimental group is 75.35, the standard deviation is 5.48, and the variance is 30.00. The mean score is included in the interval of 66 to 79. It means that the students of experimental group at the tenth grade of SMA N 1 Pejagoan have good result on their writing skill. From 26 samples, the students that got excellent category is 22.2% (6 students), good category 70.3% (19 students), and sufficient category 3.7% (1 student).

b. The Students Writing Skill of Control Class

The highest score of the students of control class of the tenth grade at SMA N 1 Pejagoan is 75 and the lowest is 52. The mean of control group is 63.43, the standard deviation is 5.85, and variance is 34.18. The mean score is included in the interval of 55 to 65. It means that the students’ achievement of control group at the tenth grade students of SMA N 1 Pejagoan has sufficient result on their writing skill. From 28 samples, the students that got good category is 31.5% (9 students),
sufficient category 59.5% (17 students), and fairly sufficient category is 7% (2 students).

2. The effectiveness of using social media (instagram) in teaching writing skill descriptive text at the tenth grade of SMA N 1 Pejagoan in the academic year of 2016/2017.

From the data presenting, it shows that with the number of sample from the previous analysis, it showed that with the amount of samples \( n_1 = 26 \) and \( n_2 = 28 \) and the level significant was 5%, the result of the computation of \( t_{\text{value}} \) was 7.715. The computation showed that the \( t \)-value was higher than \( t \)-table that was 7.715>2.000.

Based on the result of data analysis, it can be said that “The use of Social Media (Instagram) is effective in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017” is accepted. It means that there are significant differences between the post test result of experimental group and control group. Based on the computation of mean score, the value of mean score of experimental group was higher than mean score of control group (75.35>63.43). So, the researcher can conclude that the better student in writing is experimental group, the group that taught using social media (instagram) as media.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis on Chapter IV, it can be concluded that the data presented the significance of social media (instagram) towards the students’ writing skill. It has been proved by analyzing the data from the distinction between two mean score of experimental group and control group, and also using t-test formula.

1. The mean score of experimental group is 75.35 in writing. It is included in the interval 66 to 79. It means that the students of experimental group have good category in writing skill. Meanwhile, the mean score of control group is 63.43 in writing. It is included in the interval 55 to 65. It means that the students of control group have sufficient category in writing skill. The post test result of experimental group is higher than control group. The mean score of post-test of experimental group is 75.35, while the control group is 63.43.

2. The result of the computation of t-value is 7.715. Based on the value in t-table for n₁ = 26 and n₂ = 28 and the significance of level is 5%, the value of t-table is 7.715. The computation showed that the t-value is higher than the t-table that is 7.715 > 2.000. Since the obtained t-value is higher than the critical value on the t-table, the hypothesis is accepted and the effect is significant. It means that there is a significant effect of the students’ writing skill in descriptive text using social media (instagram).
As a result, based on the result findings it can be concluded that the use of social media (instagram) is effective in teaching writing skill of descriptive text at the tenth grade students of SMA N 1 Pejagoan in the academic year of 2016/2017.

B. Suggestions

The researcher has some suggestions in teaching writing skill, especially for the teacher and the students. The suggestions are as follow:

1. For the teacher
   a. The teacher should introduce and apply the media/method in their teaching to attract the students’ motivation in learning English to be more fun.
   b. The teacher can use the social media (instagram) in teaching writing skill of descriptive text especially in Senior High School students.

2. For the students
   a. Students should practice continuously to make good paragraph or arrange text. They should enrich vocabularies as supporting to arrange a good text.
   b. Students can observe used social media (instagram) and then write the idea into as practice of making a good simple text.
3. For the other researcher

Because of limited of the time, so it is better to the other researchers to continue this research in order to get more accurate data, and can create the suitable activity in teaching writing skill by using social media (instagram).


http://www.sekolahoke.com accessed on April 20, 2017 at 8.00 p.m.
APPENDICES
APPENDIX 1
SURAT KEPUTUSAN PENETAPAN DOSEN PEMBIMBING SKRIPSI
Nomor: 83/E.A.06/FKIP/OMP/V/2017

Berdasarkan usulan Ketua Program Studi Pendidikan Bahasa Inggris tentang Pembimbing Skripsi, Wakil Dekan FKIP Universitas Muhammadiyah Purworejo menetapkan:

1. Nama : Abdul Ngeffil, M. Pd. B.I.
   NIP/NBM/NIDN : 06020784/94
   Jabatan Akademik : Asisten Ahli
   Sebagai Pembimbing I,

2. Nama : Jufitri Triana, M. Pd.
   NIP/NBM/NIDN : 06220177/02
   Jabatan Akademik : Asisten Ahli
   Sebagai Pembimbing II,

Dalam penyusunan skripsi mahasiswa:
Nama : Budi Sumantri
NIM : 132120164
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Social Media (INSTAGRAM) in Teaching Writing Skill Descriptive Text at the Tenth Grade Students of SMA N 1 Pejagan in the Academic Year of 2016/2017

Dernikun ketetapan ini dibuat agar dilaksanakan dengan sebaik-baiknya.

Purworejo, 13 Mei 2017

[Signature]

Emong Ilke N., S.S. M. Hum.
Rektor
Yth. Kepala SMA Negeri I Pejagalan

di – Kebumen

Assalamu’alaikum wr. wb.

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara bermenbertar izin kepada mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Purworejo:

Nama : Budi Sumantri
NIM : 132120164
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan kegiatan penelitian dalam rangka penyusunan Skripsi yang akan dilaksanakan pada:

Waktu : Maret 2017 s/d selesai
Lokasi : SMA Negeri I Pejagalan Kebumen
Judul Skripsi : The Effectiveness of Using Social Media (Instagram) in Teaching Writing Skill of Descriptive Test at The Tenth Grade Students of SMA N 1 Pejagalan in The Academic Year of 2016/2017
Pembimbing : Abdul Ngaffi, M.Pd.BI

Demikian atas perhatian, bantuan dan izin yang diberikan, kami sempatkan terima kasih.

Wassalamu’alaikum wr. wb.

Wali Deken FKIP,
SURAT KETERANGAN
Nomor : 423.4 / 524

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Pejagoan, Kecamatan Pejagoan, Kabupaten Kebumen, Provinsi Jawa Tengah menerangkan bahwa:

Nama: Budi Sumantri
NIM: 132120164
Jurusan: Pendidikan Bahasa Inggris
Fakultas: Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Purworejo
Alamat Rumah: Karangsambung, Rt 03/02, Karangsambung, Kebumen

Yang bersangkutan tesebut di atas benar-benar telah melaksanakan penelitian di SMA Negeri 1 Pejagoan pada bulan 26 April 2017 s.d 18 Mei 2017 dengan judul:

"THE EFFECTIVENESS OF USING SOCIAL MEDIA (INSTAGRAM) IN TEACHING WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 PEJAGOAN IN THE ACADEMIC YEAR OF 2016/2017"

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sepihaknya.

Pejagoan, 18 Mei 2017

[Signature]

SUNARTO, S.Pd, M.Pd
Pembina
NIP. 19611114 198601 1 002
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NIM: L32021164

Consultant: Abdul Ngaffi, M.Pd.B.I

Title of Thesis: The Effectiveness of Using Social Media (Instagram) in Teaching Writing Skill of Descriptive Text at the Tenth Grade Students of SMA N 1 Pajegan in the Academic Year of 2016/2017

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Purworejo, 17 July 2017

Consultant

Abdul Ngaffi, M.Pd.B.I
NIBN 06 0207 8/04
# THESIS CONSULTANT LOG

Name: Budi Sumantri  
NIM: 132100164  
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Title of Thesis: The Effectiveness of Using Social Media (Instagram) in Teaching Writing Skill of Descriptive Text at the Tenth Grade Students of SMA N 1 Pujagran in the Academic Year of 2016/2017

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Purworejo, 1 August 2017  
Consultant II  

Juiia Trian, M.Pd.  
NIDN 06 2201 7702
## LIST OF STUDENT NAMES

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# LIST OF STUDENT NAMES

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APPENDIX 4
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Negeri 1 Pejagoan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / Genap (2)
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 JP ( 2 x 45’ )

A. Kompetensi Inti (KI)

KI. 1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan fakta, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI. 4. Mengolah, menalar, dan menyajikan, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD)

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator
   1.1.1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.
   2.3.1. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
   3.7.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada Teks deskriptif sederhana tentang orang.
   4.8.1. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
   4.10.1. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

D. Tujuan Pembelajaran
   1.1.1. Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.
   2.3.1. Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
   3.7.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang.
   4.8.1. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
   4.10.1. Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

E. Metode Pembelajaran
   1. Model Pembelajaran : Cooperative Learning
   2. Metode Pembelajaran : Observasi,Experiment, dan Diskusi
F. Materi Pembelajaran

Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur Teks
- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

Unsur kebahasaan
- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti quite, very, extremely, dst.
- Kalimat dekalraif dan interrogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik
Deskripsi orang, tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

Contoh kalimat deskriptif

Rihanna

Her full name is Robin Rihanna Fenty. She is a famous singer in the world. She was born on 20 February 1988 in Saint Michael, Barbados.

Rihanna has small family. There are 5 people in her family. They are her father, mother, and 2 siblings. Her father's name is Ronald. Her mother is Monica Fenty. Her siblings are Rorrey and Rajad.

Rihanna likes modelling. She has ever won modelling contest, Miss Combermere. She also loves fashion style. Her hair style changes quite often. Sometimes she performs with curly hair. But, in another chance she appears in straight hair with different colour.

Rihanna is a very success RnB singer. She has won many awards such as Grammy Award and American Music Award. Her songs are known well through the world; Only Girl (In the World), What's My Name? Unfaithful, Umbrella, Love the Way You Lie, for instance.
G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10’)
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas dan kemudian berdo’a sebelum memulai kegiatan pembelajaran.
- Guru mengecek kehadiran siswa.
- Guru menyampaikan materi pembelajaran yang akan di pelajari.

2. Kegiatan Inti (70’)

Eksplorasi :
- Guru menyajikan teks sederhana yang mendeskripsikan tentang orang.
- Siswa membaca teks deskripsi.
- Guru memberikan pertanyaan berkaitan tentang teks yang diberikan - Siswa menjawab pertanyaan guru.
- Guru menanyakan kepada siswa tentang orang yang diidolakan oleh siswa, kemudian guru meminta siswa untuk menceritakan orang yang diidolakan.

Elaborasi :
- Guru memberikan gambar orang terkenal (Posting) di Instagram, dan siswa secara individu memberikan cirri-ciri secara fisik tentang orang tersebut dalam kalimat sederhana melalui komentar di Instagram (Comenting).
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang disampaikan.
- Siswa secara individu menyusun teks deskriptif tentang orang dengan mengembangkan kalimat-kalimat yang ada pada komentar di Instagram (Comenting) sesuai dengan fungsi sosial, tujuan, struktur, dan unsur kebahasaannya.
- Guru memberikan timbal balik (feedback) tentang hasil kerja siswa.
- Siswa diminta untuk mempresentasikan hasil pekerjaannya di depan kelas secara individu.

Konfirmasi :
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi teks deskripsi.
3. **Kegiatan Penutup (10’)**  
- Siswa bersama guru menyimpulkan pembelajaran.  
- Siswa melakukan refleksi tentang proses dan hasil belajar.  
- Siswa menjawab pertanyaan yang diberikan oleh guru.  
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

H. **Media/ Alat/ Bahan/ Sumber**  
   a. Media : Sosial Media (Instagram)  
   b. Alat : Whiteboard, boardmaker, Komputer, LCD  
   c. Bahan : Materi tentang teks deskriptif  
   d. Sumber : Buku, Internet (teks)

I. **Penilaian**  
   a. Jenis Tugas : Individu, Tertutup  
   b. Bentuk Instrumen : Tes Tertulis  
   c. Skor  

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Mengetahui,  
Guru Bahasa Inggris  
Pejagoan, … Mei 2017  
Sri Raharjo,S.Pd  
NIP. 19701108 199702 1001  

Guru Praktikan Bahasa Inggris  
Budi Sumantri  
NIM : 132120164
APPENDIX 5
Pre test and post test instrument

**Pre Test**

Make a descriptive text based on the pictures!

![Pre Test Image]

**Post Test**

Make a descriptive text based on the pictures!

![Post Test Image]
THE RESULT OF PRE-TEST

Experimental Group and Control Group
Identification:

Fort van der Wick located in Borneo, Indonesia.
Central area Fort van der Wick used to be a fortress.

Description:

The shape of Fort van der Wick is a rectangle.
This building has a two floors and
In the center, painted red, the keel.

At the back of the fort, there are three parking places.

In parking, there are many vehicles.

There are two ornamental gate in front of the fort.

Content = 14: The content is less organized.
Language use = 11: Improve your grammatical skill again.
Organization = 10: the order of writing is less well organized.
Vocabulary = 10: The use of vocabulary in your writing is not consistent.
Mechanic = 2: The use of capital words should be noticed again in your writing.

(47)
Banten, Van Der Wijke is located in Kebumen, Central Java. The fortress is made from colonial domination of the Dutch. This fortress was built around 1840.

The fortress is dominated with red colour and stone has a shape of Octagonal. The fortress (have) a mini from which serve to see historic buildings in the fortress. In around fortress there is a tree (cut).

The fortress also have a sixteen barrack that is function used as soldiers, Netherlands and now large area.

The fortress have a two floors and there is a port of the building serves to reconnaissance. The fortress have a property hard and strong property.

* Language: 10, there is still a simple error about using grammar.
* Organization: 12, still found confusing content.
* Vocabulary: 11, still finding the simple error about vocabulary ex: fortresses.
* Mechanics: 3, should be developed again.
Name: Gina Richardnson
Class: X MIPA 1
No: 34

### Fortress Van Der Wijk

Located in Kebumen City, the fortress is known as one of the historical sites of Indonesia. It was built in the early 10th century in 1930.

The fortress is dominated by red color. A train with yellowed, visible from many miles to the historical site. In the fortress, there are many objects and historical photos. We can find several objects; all were handcrafted and can be visited by the public. Visitors can easily get into the fortress.

A building that functioned as a hotel and room all around can be found. However, the most unique actually is the existence of a mini-train just above the fortress. With this train, visitors can surround the fort and enjoy a view from the top of the fortress.

This fortress also became the mainstay of tourist attractions and surrounding areas Kebumen. Not only for the means of holiday, the fortress can also be used for learning facilities and add insight with the existence of historic objects in it.

### Evaluation

* Content: 21
  - There is a simple story grammatical, simple and clear.
* Organization: 14
  - Good, gives complete information to the reader. A bit too many quotes, especially when using a dictionary.
* Vocabulary: 12
  - I hope you don't use an online dictionary.
* Mechanics: 3
  - Give attention again to the use of capital words.

---

The distance of Van der Wijk fortress from the city center is 12 km.
DEUTSCH

Name: Ahmed Habib
Class: X MM 2
No: 03

The wall of the fortress 1306, 638, 1192. There are...

Exercise: 1. Fill in the gaps with the correct prepositions.
2. Complete the sentences using the correct articles.

Content: 15; Content less developed, develop again.
Language use: 11; The use of grammar is still a lot wrong.
Organization: 10; Paragraph 3 is better combined with paragraph 2.
Vocabulary: 10; There is still the use of wrong vocabulary, improve your
Mechanic: 2; The use of capital words should be noted again.
Name: Apriani Dwi Nugroho
Class: X MIPA 2
No: 05 (Kuna)  

Bahteng van der Wijck

Van der Wijck Bastion is a castle defense which built by Belanda. Bahteng van der Wijck is established by Van der Wijck. Before the place is used as a recreation area, the fort was used to keep an eye on the southern coast of (conjectured location).

Bahteng van der Wijck is composed of various rooms. Among them, is the prison, the surveillance room, the argument of the soldiers, a store at the time, the castle has been renovated for recreation, among them are a children’s play area, garden, small zoo, swimming pool, fish therapy and vehicle for other games. This building has its own uniqueness that is octagonal in shape and the building is mostly red and black. This Castle also has two military towers in front of the entrance.

Language use = 10: Pay attention again, comma on your writing.
Organization = 10: Still finding confusing content in paragraph 1.
Vocabulary = 10: The use of vocabulary is not consistent.
Mechanics = 2: The use of capital words should be noticed again.

(50)
**Name:** Karina Rasna 01

**Class:** X MIK 2

**No:** 19

---

**BENTENG VAN DER WICK**

Benteng Van der Wick is located in Gombong, Kebumen City.

The fortress is dominated with red colour. In 1818, formerly in this location Dutch East India Company (VOC) office and to conquer Diponegoro war, there were many troops came to the location and make the office as military concentration.

In the (Benteng) can be found the pictures of war on 1945.

In addition we can take the train that is above (temple) the fortress.

There is also (lake) in front (Benteng) the fortress.

This is octagonal (fort) has two floors. This (castle) the whole wall is made of red brick.

---

**Language:** 17, the major problem in simple construction on grammar.

**Vocabulary:** 13, the used of vocabulary is not consistent (Benteng, fort, temple).

**Organization:** 13, good, easy to understand by the readers.

**Mechanics:** 3, there is still content that is understood.
THE RESULT OF POST-TEST

Experimental Group and Control Group
MENARINTI BEACH

Mendut: best is famous location to attract many tourists because Mendut is located in Java, Indonesia, between the city of Yogyakarta and the mountain village of Java. Mendut is known for its big statue of Buddha. The beach is very clean, and there is a small temple nearby.

Kampung Besar, a village on the beach, is also a popular tourist destination.

Language use = 15: improve your grammatical skill in your writing.
Organization = 13: the location or distance in identification paragraph 1.
Vocabulary = 13: the use of simple vocabulary should be noticed again.
Mechanics = 3: the use of capital letters should be noticed again in your writing.
Menganti Beach

Menganti Beach is famous vacation in Kebumen. Menganti Beach is located in Asnan subdistrict, Kebumen regency. The sand of the Menganti beach is colour while. This beach though a water bright blue.

Time

From Menganti beach area be found many coconut trees and kai as a fir tree in the coastal there are the fishing boat. Beside the beach there is also the mountainous chalk. Ticket prices are quite cheap for only 170-13,000. One object that needs to be visited by the time until in beach is the lighthouse and Tanjung rear brick located southeast of the beach of Menganti.

Content = 23 : very good the topic covers all the elements.
Language use = 17 : still finding a simple error grammatical in your writing.
Organization = 16 : easy to read by the reader.
Mechanical = 3 : space and the use of capital words should be noticed again.
Menganti Beach

Menganti beach located in Kebumen City, (Java, Central Java)

One of the beaches that have long been known by the surrounding community because of its beauty is Menganti Beach. Kebumen.

This beach have the beauty of the sea as well as the mountain are amazing. Menganti beach is the only white sandy beach in the Kebumen. We can buy fresh sea fish that just go off the fishing boats at a fairly cheap price. Currently there is a beautiful bridge and there is a photo and decorated with flowers & to taking a photo. But the access roads are quite challenging with cliffs and derivative are very high.

Because the beauty of the beach is replacing many television show shoot has been placed and also many artists who come to vacation in Menganti Beach.

Total - 25: Very good
Language use - 19: Effective but fragile construction. Good.
Organization - 16: In paragraph  3 still finding the confusing content.
Vocabulary - 17: Java, lengah in English, Central Java)
Mechanic - 2: The use of capital words should be noticed again.
Name: Ahmad Heri
Class: X Form 2
No: 02

POST TEST

MENGANTI BEACH

Menganti Beach is located in Menganti Village, Subdistrict Mendan, Kecamatan Mendan, Central Java. This beach is one of the most beautiful beaches in Central Java. White sand, beaches and lagoon

Views of the hills and sea are also beautiful. There are cliffs. The landscape of the hills is a bit difficult to access. This beach becomes a favorite among tourists. However, the scenery remains unchanged. There are many fishing and the bridge red. Not only becoming a tourist but also becoming a fisherman. There is also a beacon.

Content = 17 : Paragraph are separated to the proper understand, what type of test
Language use = 13 : Improve your grammatical skill again.
Organization = 9 : Paragraph are separated in order to clear the content.
Vocabulary = 10 : There is a dull confusing use of vocabulary.
Mechanics = 3 : The use of capital letter should be noted again.

(3A)
Menganti Beach is one of the most well-known beaches in the area. Located in Karang Jumur Village, Ayah District, the beach is known for its white sand and clear blue water. The beach is situated in the direction of South East, with Tanjung Karang Beach being the closest point. The direction of west is Tanjung Kedai, further down. Menganti Beach has a white sandy shore and is surrounded by cliffs, rocks, and hills. There are also areas of mangrove and coconut trees, providing a beautiful natural setting. Beachgoers can enjoy activities such as swimming, snorkeling, diving, surfing, and fishing. There is also a small fishing village situated nearby. 

- **Language use**: 12: Improves your grammatical and lexical accuracy. 
- **Organization**: 11: There is no specific swimming pool in the Menganti beach. 
- **Vocabulary**: 12: The use of vocabulary should be noticed again. 
- **Mechanics**: 12: The use of capital letters should be noticed again.
Name: Karina Risma Wulandari
Class: X MIPA 2
No: 19

Menganti Beach

Menganti Beach is a place for holiday. The location of Menganti Beach is in Menganti Village, Upah, Kebumen. The journey from Kebumen City to Menganti Beach takes one hour. The journey is not far from the beach.

The beach has many tourists who visit for various reasons. In the Menganti Beach, there are many activities for tourists to enjoy. The beach is beautiful and has clear, clean water. Tourists can swim, play water sports, or simply relax and enjoy the view.

The beach has several food stalls where you can enjoy various delicious foods. These include seafood, ice cream, fried bananas, and other snacks.

In conclusion, Menganti Beach is a great place for a relaxing holiday. The beach is beautiful and the activities available provide enough opportunities to make your visit enjoyable. The food is also delicious, making it a perfect place for a fun-filled day out.

* Content: 30; Good. The topic covers a broad element.
* Language: 10; There is a small mistake about grammar to be noticed anywhere.
* Organization: 16; Good. Clear, more informative.
* Vocabulary: 15; ok. The use of vocabulary should be addressed.
APPENDIX 6
Tabel Nilai $t_{α,v}$
NILAI-NILAI DALAM DISTRIBUSI $t$

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Sumber: Sugiono (2015: 454)
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Sumber: Sugiono (2015: 456)
APPENDIX 7