

ABSTRACT

Ebik Ragustio. 2019. *“The Use of Instagram to Improve Students’ Ability in Writing Descriptive text at Seventh Grade Students of SMPN 1 Cileunyi Bandung Academic Year 2018-2019”*. An Undergraduate Thesis. The Research of English Education Department, The Faculty of Tarbiyah and Teacher Training of State Islamic University of Sunan Gunung Djati Bandung.

Writing is one of the most important skills in learning English. It supports and prepares the development of other language skills in English and stimulate students’ critical thinking and communicate complex ideas. On the other hand, writing is a complex skill that is very difficult to master. In my preliminary observation at SMPN 1 Cileunyi, students difficulties in developing ideas, grammar accuracy, and vocabulary mastery. To support the students, the researcher integrated a customary social media platform, Instagram. In particular, this platform was used to help the students' descriptive writing. Instagram has become an alternative for creative and innovative teaching media and been helpful for teachers to achieve learning goals (Al-Ali, 2016; Soviah & Etikaningsih, 2018; Shazali et al., 2019).

The research was aimed (1) to find out the result of students’ ability in writing descriptive text taught using Instagram; (2) to find out the result of students’ ability in writing descriptive text taught without Instagram; (3) to reveal the significant different improvement between students’ ability in descriptive text taught using Instagram and without Instagram.

The research was a quasi-experimental study. Its population involves 11 classes of seventh-grade students of SMPN 1 Cileunyi, Bandung in the academic year 2018/2019. The sample includes 38 students of Class VII A (as experimental class) and 38 students of Class VII G (as control class). Its instruments consist of two equal writing tests, one for pre-test and the other for post-test.

Students' writing scores were proceeded to the statical analysis. The analysis results prove that the use of Instagram can improve students’ ability in descriptive text. The hypothesis test, using the independent t-test in SPSS, shows that t-count was 2.230, while t-table for $\alpha = 5\%$ was 1.993 (t-count 2.230 > t-table 1.993). It means that the research hypothesis (H_0) was rejected and (H_a) was accepted. It could be concluded that there is a significant difference in students' scores between the experimental and control classes. To further the hypothesis test, the calculation of the N-Gain score shows that the experimental class was classified 'Average,' which is higher than the control class was classified 'Low.'

In conclusion, teaching descriptive text with Instagram is more effective than without Instagram. Compared to the control group, the experimental-class students' writings were more improved. Instagram becomes promising media in the other context of EFL teaching and learning.