

CHAPTER V

DISCUSSION

In this chapter the researcher presents the discussion of the result findings about the implementation of the use of *Instagram* in describing people around to improve students' writing descriptive text for seventh E graders of SMP Brawijaya Smart School.

5.1 Discussions on the Cycle

Based on the interview guide findings, the English teacher said that the 7E students' problems are grammar and vocabulary in writing. Therefore, the researcher fixes their problems by implementing the use of *Instagram* because based on the pre-questionnaire findings, the students like writing on the *Instagram* caption and they think that practicing writing on *Instagram* will be so interesting.

In addition, the English teacher never tries using social media in teaching writing.

Based on the interview guide findings, the English teacher said that the students need to learn vocabulary and grammar in conducting the writing product.

Based on the pre-questionnaire findings, 60% of the students chose grammar as their problem in writing and 20% of the students chose the vocabulary as their problem in writing. As Hammer (2001) says that finishing a productive task (speaking or writing) can become very frustrated when the students just do

not have the words or the grammar they need to express themselves. It can be seen that grammar and vocabulary are really problem in finishing a productive task.

Therefore, in pre-test there are 3 students only (15%) who passed 75 or higher than 75 as the minimum passing grade. The pre-test is given before implementing the use of *Instagram* in teaching writing. Brown (2007) demonstrates the rubric analytical scoring descriptive which the researcher uses to assess the students' writing. There are five aspects; content, organization, grammar, vocabulary, mechanic. Then, the researcher finds that the students made mistakes a lot in grammar and vocabulary in pre-test.

Based on the findings, *Instagram* has enhanced the students' achievement in writing descriptive text at school. It is in line with Lockyer and Patterson (2008) stated that the use of a social networking site in a formal education environment created positive learning outcomes and experience for the participant. *Instagram* is one of social media which the researcher uses in a formal education environment which can create positive outcomes because it has been proved that the students make an improvement in writing descriptive text from pre-test to the post-test which are illustrated in figure 5.1. It also has been proved that the students make improvements in writing descriptive text from the pre-test, task 1, task 2, and the post-test. The graphics is illustrated in figure 5.1.

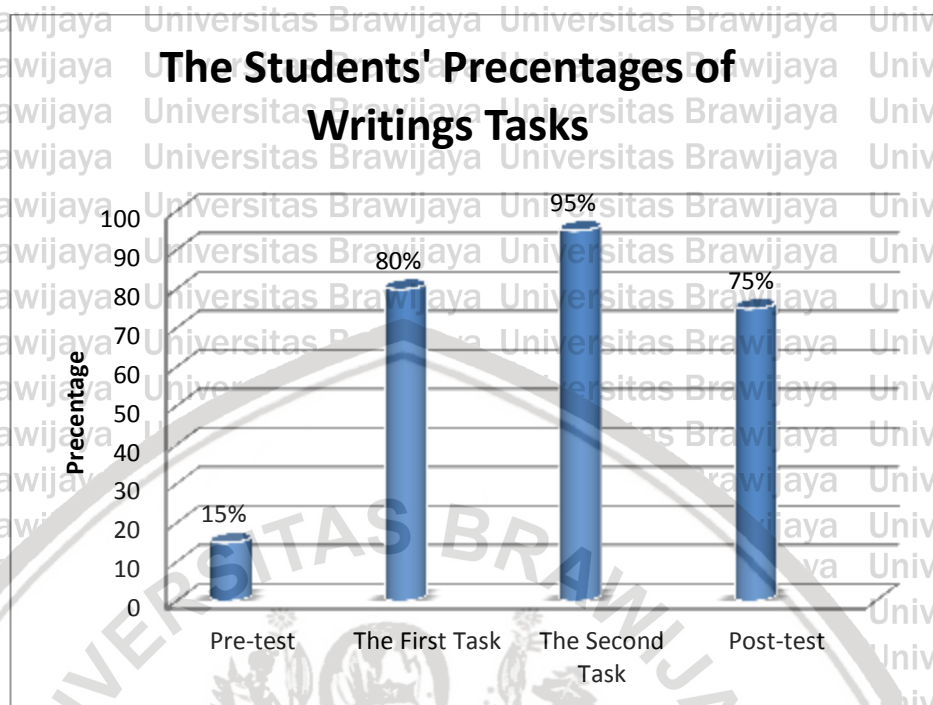


Figure 5.1 Graphics of The Students' Percentages of Writing Tasks

It can be seen that the percentages of post-test can reach the criterion of success (75%) because 75% of the students can reach 75 or higher than 75 as the minimum passing grade. There are 15 out of 20 students who can reach 75 or higher than 75 as the minimum passing grade.

From the first task until the post-test, it can be seen that *Instagram* also can increase the students' participation in writing. It also has proven from the observation checklists and the field notes from the two observers. The researcher found 17-20 students who participated actively in some meetings and 13-16 students who participated actively in some meetings. Based on the observation checklists findings, mostly the students cooperate each other to do their work. The students participate actively in interaction. The students do their task without any disturbing. The students answer and respond the teacher's questions actively. The

students ask questions to the teacher. The students act like the teacher's instruction.

It is because by using *Instagram*, the students feel that they have more opportunities to practice writing and increasing their experience. It has been proved by using the post-questionnaire. In the post-questionnaire findings, 100% of the students like using *Instagram* as their media to describe people around.

100% of the students agree that describing people on *Instagram* is effective and more interesting than describing people around on the paper like what the English teacher usually does to the students. 100% of the students agree that the use of *Instagram* in writing English descriptive text can make them want to write with more correct grammar. 95% of the students agree that the use of *Instagram* can make them want to build their more vocabularies, so that they can upload their descriptive text on *Instagram*. Mazer, Murphy, and Simonds (2007, cited in Toliver 2011) also proved that teacher self-disclosure via social networking can increase students' motivation and improve their participation in the classroom thus impacting the positive student outcomes. Toliver (2011) stated that several current studies proved that asynchronous online interaction might support learners' flexibility, stimulate newer or innovative ideas, and facilitate learning.

Yang and Tang (2003, cited in Toliver 2011) also stated that face-to-face discussions supported by Computer-Mediated Communications (CMC) (e.g., social network) were tended to be more fun and enjoyable and could include a greater diversity of different opinions than the face-to-face discussion supported

by CMC. Therefore, the use of *Instagram* can make them participate actively in the class.

95% of the students said that their friends' comment on *Instagram* really helped them to make their writing to be better when they do revising and editing.

Then, 95% of the students agree that they feel better in writing English descriptive text after using *Instagram*. White (2009) proved that posting common mistakes on the discussion board was effective in decreasing mistake. For example, the incorrect of pronoun such as 'she, he, it, etc' in the first two weeks was solved by posting common advice on the discussion board. It could contribute to decrease grammar mistakes subsequently. The students also used it as the advice and grammar guide to write further posts.