

THE USE OF PHOTOGRAPHS ON INSTAGRAM IN TEACHING DESCRIPTIVE TEXT TO IMPROVE STUDENTS' WRITING SKILL

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Abstract

This research was an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran. In order to achieve the objective, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using photographs in Instagram and the control group was taught without using photographs in Instagram. After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 74.80 and the control group was 72.63. It means that the score of the experimental group was higher than the score of the control group. The t-test result showed that t-value was 2.056 and t-table was 2.002, which means that the t-value is higher than the t-table. It proves that there is a significant different achievement between the groups which taught using photographs in Instagram and using conventional teaching. Based on the result of this study, it is concluded the application of photographs in Instagram can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

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INTRODUCTION

English in a language of globalization is used in almost all of countries in the world as a means of International communication. Because of its significance role, English has been included to Indonesian Educational System Curriculum. It is a compulsory subject in Elementary School, Junior High School, Senior High School, and at the University level. The English curriculum stipulates that English subject should include four skills, there are listening, speaking, reading, and writing.

One of the skills in English subject is writing. Writing is one of the important skills which has to be mastered by the students of Junior High School in learning English. Writing has always taken part of the syllabus in teaching English, (Harmer 2004: 31). Writing is a combination of a process and product so it is assumed as the most difficult skill. The process is a stage in which the students are about to make a product (text) and when they start to write. The product is the text as a result of the process of writing. Before producing a text, students need a long process starting from planning until producing. It is important to master language components such as grammar, vocabulary, and etc. in the process of writing.

In the reality, there are many problems in writing especially in writing descriptive text. The students face difficulty in figuring out the objects that will be described. Djuharie (2007: 24) explained "Descriptive text aims to describe someone or something specifically both visible things that can be seen and invisible things for example characteristics and attitudes." However, there are many students write descriptive texts only the visible things, they forget to write the invisible things, one of them is characteristic of the objects even they are important to be described. Instead of it, the students either think or say that they cannot, or do not want to write. Their perceptions occur because they lack of confidence in making writing based on the processes and the theories that are exist. They also think that writing is boring and they have 'nothing to say'. The boring of the subjects will lead the students become lazy and ignore to have the important knowledge and experience around the world (Harmer 2007: 113).

For overviewing the problems, the teachers have to be more creative. They should use some media, methods, and techniques in order to the effectiveness of teaching writing a descriptive text. In this study, the researcher conducts research in utilising photograph in instagram as media. The research aimed to investigate whether there is positive significant difference achievement of writing descriptive text gained by experimental group taught using photograph in instagram and comparison group taught without using photograph in instagram at SMP Negeri 1 ungaran in the academic year of 2016/2017 or not. It was hoped that the photograph in instagram could develop students' skill in writing descriptive texts.

LITERATURE REVIEW

Writing

Boardman and Frydenberg (2001) say that writing is a continuous process of thinking and organizing, rethinking and reorganizing. So, writing can be said clearly as the representative of thoughts and ideas of someone in written way. The goal of all writing, as stated by Palmer et. al. (1994), is to construct meaning for ourselves and to communicate that meaning to others. It means to write we should generate the ideas then deliver to the reader.

Descriptive Text

Descriptive is one genre which must be learned by students of a junior high school. According to Anderson and Anderson (1997:48), "descriptive text is a text which says what a person or thing is like". Descriptive text is like painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Another definition of descriptive text comes from Broadman (2002:6), he states that descriptive text is kind of paragraph which is used to

describe what something looks like. It means descriptive text can be formed into two types; they are speaking and writing description. Thus, descriptive text is a kind of genre which is used to describe a particular person, place, activity, idea or thing which is drawn in word form both speaking and writing.

In line with Broadman, Oshima and Hogue (1997: 50) state that “descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/ or sounds”. In other words it can be said that descriptive text captures one experience of a person, place or thing into words by appealing to the five senses: sight, hearing, smell, taste and touch.

Photograph

Photograph is one of the visual aids that can be used in writing. It makes something clearer. It also can be used to create situation for writing classes more clearly. One kind is that it tells us a simple and obvious story.

Sudjana and Rivai (2007:71) state that “photograph is a kind of flat opaque picture including picture and printed painting”. The photograph belongs to graphical media or two-dimensional media, which can also be transferred into a transparent picture by using an opaque projector. Minor as quoted by Hikmah (2007:6) states that photograph is a two-dimensional visual representation of person, place, and things. Photograph may not only be worth a thousand words but it may also be worth a thousand years and a thousand miles. A photograph is also simple in that it can be drawn, printed, or photographically processed and it can also be mounted for preservation for the use in future.

Instagram

Instagram is a mobile, desktop, and Internet-based photo-sharing application and service that allows users to share pictures and videos either publicly or privately. Instagram allows users to edit and upload photos and short videos through a mobile app. Users can add a caption to each of their posts and use hashtags and location-based geotags to index these posts and make them searchable by other users within the app. Each post by a user appears on their followers' Instagram feeds and can also be viewed by the public when tagged using hashtags or geotags. Users also have the option of making their profile private so that only their followers can view their posts.

METHODOLOGY OF THE RESEARCH

This study was conducted in SMP N 1 Ungaran with the eighth grade students in the academic year of 2016/2017 as the population. The entire number of the students in this grade is 240 students in eight classes. The sample of the research were the VIII F and VIII H students of SMP N 1 Ungaran in the academic year of 2016/2017. The total number of subjects involved in this research were 60 students. The VIII F was given a treatment by using photograph in Instagram as a medium and the VIII H was taught by conventional method. The classes were given same materials and assignments each other with different tools. There were four meeting for both classes consisted of pre-test, treatments, and post-test. First, conducting a pre-test with the same test to know normality and homogeneity scores of experimental group (class VIII H) and control group (class VIII F). Second, treating experimental group with photograph in instagram and control group with conventional media (text book). Third, conducting a post-test for both groups with similar test to know the significant difference achievement between two groups.

The design of the experiment can be described as follows:

E 01	X	02
C 03		04

Where:

E : Experimental group (EG)

C : Control group (CG)

01 : Pre-test for the experimental group

02 : Posttest for the experimental group

03 : Pre-test for the control group

04 : Posttest for the control group

X : Treatment with photographs in Instagram (Arikunto, 2006)

The pre-test were aimed to measure students' basic writing ability. Moreover, students were asked to write a descriptive text in 10-15 sentences for 80 minutes. The post-test purpose was to measure students' improvement of descriptive text writing which method was similar with the pre test. The obtained data were analyzed to get the normality, homogeneity, and T-test result. The use of Statistical Package for the Social Science (SPSS) application, Microsoft Excel, and manual were combined to compute the data.

RESULT AND DISCUSSION

Pre-test

The pre-test was conducted on Saturday, March 4th, 2017 for both control group and experimental group. It was held in the first meeting. There were 30 students of experimental group and control group joined this test.

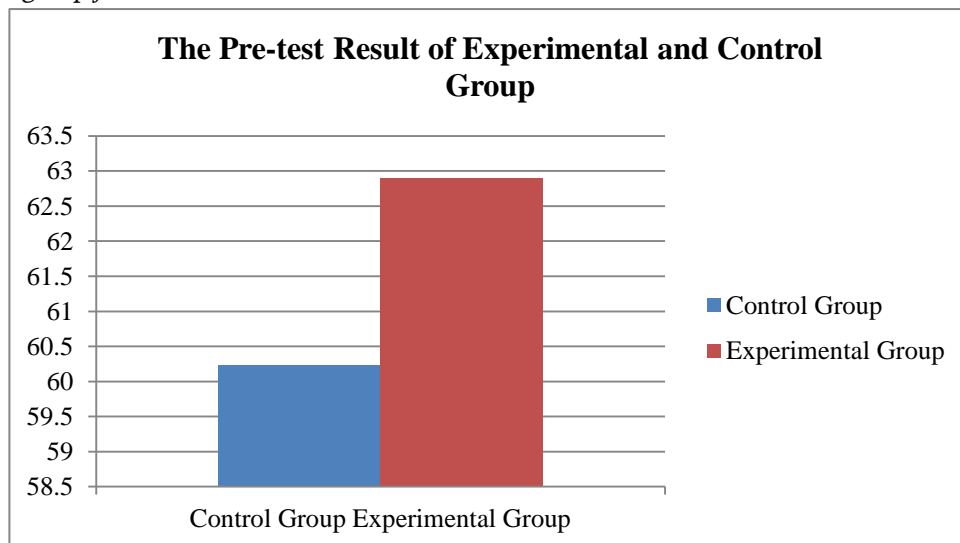


Diagram 3.1 The Pre-Test Result of Experimental and Control Group

From the pre-test result, the average scores of the students were analyzed. The average score of experimental group was 62.90, while the average score of control group was 60.23. Although the result of pre-test showed the difference between the score average of control and experimental groups, but it was not very significant. It means that the prior ability between experimental and control groups was relatively the same before the treatment was given.

Homogeneity

If both classes are not homogenous, the treatment also cannot be conducted because both classes do not have same ability in narrative text achievement. The homogeneity of pre-test of both the experimental and the control groups was computed as follows:

$$F = \frac{\text{highest varians}}{\text{lowest varians}}$$

(Sudjana, 2005)

Which the statistics hypothesis and research hypothesis are:

$$H_0 : \sigma_1^2 = \sigma_2^2 \quad (\text{both of samples have the similar varians})$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2 \quad (\text{both of samples have difference variance})$$

The criteria H_0 accepted if $F_{hitung} < F_{\frac{1}{2}\alpha(n_1-1, n_2-1)}$ with the real degree 5%, $dk_{\text{numerator}} = (n_1 - 1)$ and $dk_{\text{denominator}} = (n_2 - 1)$.
so it can be computed:

$$F = \frac{\sigma_2^2}{\sigma_1^2}$$

$$F = \frac{45.059}{36.737} = 1.22$$

Since $F_{\text{value}}(1.22) < F_{\text{table}}(1.860)$, it could be concluded that the population between the experimental and control group were homogenous. It means that the study could be continued because the two groups were homogenous.

2. Normality of the Pre-test in Experimental and Control Group

I could implement the treatment when the data of the study was normally distributed. Normality test was used to check whether both groups was proper to be tested. The normality test result of pre-test could be seen in the following table:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest_Experimental	.099	30	.200*	.969	30	.514
Control	.097	30	.200*	.959	30	.293

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 3.1 Normality Test Result of Experimental and Control Pre-test

The data were stated in normal distribution if p-value (Sig.) was higher than 0.05. From the calculation of Kolmogorov-Smirnov, the p-value of control group (0.200) was higher than 0.05. It showed that the pretest data of control group was normally distributed. And the p-value of experimental group (0.200) was also higher than 0.05. It could be stated that the pretest data of experimental group was normally distributed. Moreover, from the calculation of Shapiro-Wilk the p-value of control group also 0.293 was higher than 0.05. It showed that the pre-test data of control group was normally distributed. The p-value of experimental group was 0.514 also higher than 0.05. It could be concluded that the pre-test data of experimental group was also normally distributed. As a result, it could be concluded that the pre-test data of experimental group and control group was normally distributed, so that the experiment could be continued.

Post-test

The post-tests for VIII H as the experimental group was held on March 25th 2017 and VIII F as the control group was held on March 18th, 2017. There were 30 students in both experimental and control classes who did the post-test. The result of the post-test can be seen as the chart below.

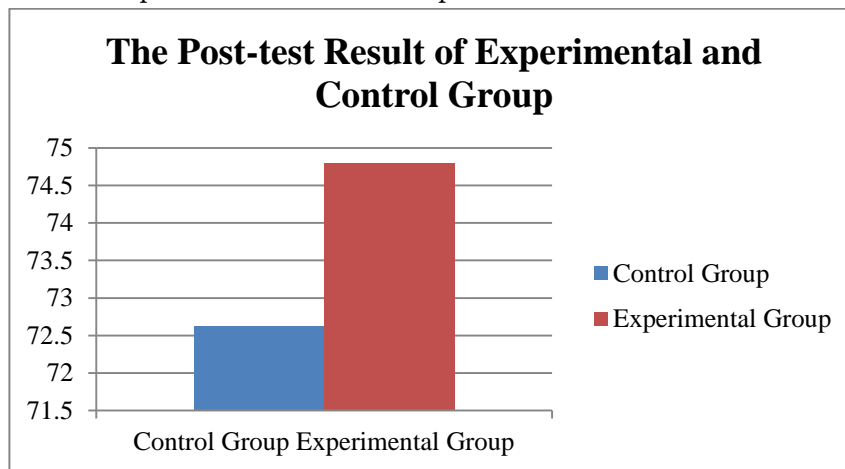


Diagram 3.2 The Post-Test Result of Experimental and Control Group

From the post-test result, the average scores of the students were analyzed. The average score of experimental group was 74.80, while the average score of control group was 72.63. It can be concluded that the achievement of the experimental group who were taught using photographs in Instagram was higher than the control group who were taught using the existing technique that used in that school.

Normality of Control Group and Experimental Group

To compute the normality of the Post Test, the researcher using Statistical Package for the Social Science (SPSS) method. Below was the table of the students' distribution score on the post test:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest_Experimental	.089	30	.200*	.979	30	.811
Control	.126	30	.200*	.973	30	.624

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 3.2 The Normality of Control and Experimental Group

The data were stated in normal distribution if p-value (Sig.) was higher than 0.05. From the calculation of Kolmogorov-Smirnov, the p-value both of experimental and control group (0.200) was higher than 0.05. In addition, the calculation of Shapiro-Wilk, the p-value of control group (0.624) was higher than 0.05. And the p-value of experimental group (0.811) was also higher than 0.05. As a result, I concluded that the post-test data of both groups were normally distributed, so the t-test could be counted.

T-Test Statistical Analysis

$$M_x = \frac{\sum x}{n_x}$$

The researcher used the following formula to calculate the difference gain of the pretest and posttest of the experimental group:

Where:

$\sum x$: the sum of the difference gain of the pretest and posttest of the experimental group.

M_x : the difference gain of the pretest and posttest of the experimental group.

n_x : the number of the experimental group students

$$M_x = \frac{\sum x}{n_x} = \frac{363}{30} = 12.1$$

So, the difference gain of the pretest and posttest of experimental group was 12.1. And the researcher used the following formula to calculate the difference gain of the pretest and posttest of the control group:

$$M_y = \frac{\sum y}{n_y}$$

Where:

$\sum y$: the sum of the difference gain of the pretest and posttest of the control group.

M_y : the difference gain of the pretest and posttest of the control group.

n_y : the number of the control group students

$$M_y = \frac{\sum y}{n_y} = \frac{372}{30} = 12.4$$

So, the difference gain of the pretest and posttest of control group was 12.4.

Group	Average of Pretest	Average of Posttest	The Difference between Pretest and Posttest
Experimental	62.90	74.80	11.9
Control	60.23	72.63	12.4
The difference between experimental and control group	2.67	2.17	

Table 3.3 The Result of Pre-test and Post-test Average Scores of Both Groups

After finding the different gain of the pre-test and post-test, I calculated the t-test to know the significant difference between the post-test of the experimental and control groups. It was done by comparing the t-value and t-table. The t-value was found from the score differences between the post-test of experimental and control groups, while the t-table was found by consulting to the critical value on the table column. The result of t-test can be seen in the table as follow,

Independent Samples Test

		Score	
		Equal	Equal
		variances	variances
		assumed	not
		assumed	assumed
Levene's Test for F		.470	
Equality of Variances	Sig.	.496	
t-test for Equality of t		2.056	2.056
Means	df	58	57.563
	Sig. (2-tailed)	.044	.044
	Mean Difference	2.167	2.167
	Std. Error Difference	1.054	1.054
	95% Confidence Lower	.058	.057
	Interval of the Upper	4.276	4.276
	Difference		

Table 3.4 The T-Test Post-Test of Experimental and Control Group

From the calculation above, the result showed that the t-value was 2.056. For $\alpha = 5\%$ and $df = 30 + 30 - 2 = 58$, $t(0.05)(58) = 2.002$. The t-table was 2.018, so the t-value was higher than the t-table. Based on the computation above, it showed that there was a significant difference on post test result between experimental and control groups because t-value exceeds ttable ($2.056 > 2.002$).

The use of calculating T-test in Post-test was to prove that there were significant differences between the result in control and experimental group. In this part, if Sig. (-2 tailed) was lower than 0.05 then there were significant differences between control and experimental group in achieving the result of post-test. From the result in tables of Post-test T-test was shown that Sig. (2-tailed) was 0.01 and t-test was 2.056. If the result of t-test in post-test was positive, and sig. (2-tailed) was lower than 0.05. It indicated that there were significant difference between control and experimental group in achieving the result of post-test. Null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted because t-value was higher than t-table (t value > t table). In conclusion, teaching writing descriptive text by using photographs in instagram was more effective to improve students' speaking skill of the eighth grade students of SMP N 1 Ungaran in academic year of 2016/2017 than the existing technique that used in that school.

CONCLUSIONS

There was significant difference in the achievement in understanding in writing descriptive text for both experimental and control group. It can be seen from the final score of the each group. At the first, the average of pretest between the experimental and control groups were 62.90 and 60.23. Then after the students got the treatments, the score for experimental group became 74.80 and

72.63 for the control group. And another result can be seen from the *t*-test result. The *t*-test result showed that *t*-value was 2.056 and *t*-table for $\alpha = 5\%$ was 2.002. It means that *t*-value is higher than the critical value. From the result, finally, the researcher concluded that there was a significant difference between experimental and control group. By applying photograph, the students were encouraged to be active and creative. It gave them more motivation during the learning process. Photograph in instagram helps the students in learning English independently, especially writing skill. Furthermore, most of the students said that they were interested using photograph in instagram during learning writing descriptive text. They stated that photograph in instagram was effective to help them to improve their writing skill.

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