Instagram Feed to Teach Descriptive Writing

Nafita Siska Santoso[1], Dina Kartikawati[2]
nafitasiska@gmail.com, dina.kartika.fuad@gmail.com

[1]*Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Jl. Mayor Sujadi Timur no. 7 Tulungagung, Jawa TImur, Kode pos 66221, Indonesia*
[2] *Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Jl. Mayor Sujadi Timur no. 7 Tulungagung, Jawa TImur, Kode pos 66221, Indonesia*

Corresponding Author: Nafita Siska Santoso (nafitasiska@gmail.com)

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh antara sebelum dan sesudah diajarkan menggunakan feed instagram. Penelitian ini menggunakan pra-eksperimental dengan non parametrik. Peneliti menggunakan one-group pre-test and post-test design. Populasi dalam penelitian ini adalah siswa kelas X SMK Sore Tulungagung dan 15 siswa dalam satu kelas sebagai sampel. Peneliti menggunakan Cluster Sampling. Instrumen yang digunakan dalam penelitian ini adalah tes dan feed instagram. Analisis data yang diperoleh menggunakan Saphiro Wilk, Levene Test, dan Wilcoxon Test di SPSS 21.0. Hasil penelitian menunjukkan bahwa rata-rata standar error pre-test adalah 0,235 < 5,40, dan rata-rata standar error post-test adalah 0,133 < 8,47. Asim. Sig adalah 0,001, lebih kecil dari 0,05 (0,001 < 0,05). Dapat disimpulkan bahwa hipotesis diterima. Artinya ada perbedaan antara hasil belajar menulis teks deskriptif untuk pre-test dan post-test. Secara keseluruhan, dapat disimpulkan bahwa menggunakan Instagram sebagai alat pengajaran untuk menulis teks deskriptif adalah ide yang baik. Pembelajaran menulis teks deskriptif menggunakan Instagram Feed efektif untuk siswa kelas X SMK Sore Tulungagung tahun ajaran 2020/2021.

Kata kunci*: Instagram Feed, Menulis, Teks Deskriptif.*

Abstract

The study aims to know about the effect between before and after taught using the Instagram feed. This study used pre-experimental with non-parametric. The researcher used one-group pre-test and post-test design. In this research, the population consists of grade tenth SMK Sore Tulungagung and 15 students in one class for the sample. The researcher used Cluster Sampling. The instruments used in this study were tests and Instagram feed. The analysis of the data obtained using Saphiro Wilk, Levene Test, and Wilcoxon Test in SPSS 21.0. The finding of this research showed that the pre-test standard error mean is 0,235 < 5,40, and the post-test standard error mean is 0,133 < 8,47. The Asymp. Sig was 0,001, it was smaller than 0,05 (0,001 < 0,05). It can be concluded that the hypothesis is accepted. This means that there was a difference between the results of learning descriptive text writing for pre-test and post-test. Overall, it might be concluded that using Instagram as a teaching tool for writing the descriptive text was a good idea. Teaching writing descriptive text using Instagram Feed was effective for students at tenth-grade SMK Sore Tulungagung for the 2020/2021 academic year.

Keywords: Instagram Feed, Writing, Descriptive Text.

INTRODUCTION

English has a strong influence and is recognized worldwide. English is recognized worldwide as an international language. The government is currently starting to realize that English is a language that needs to be learned by all people, especially the younger generation as the successor of a nation.

There are several different styles of text in English. Dewi and Huda (2020) said that, narrative, descriptive, recount, report, explanation, analytical exposition, hortatory exposition, process, and so on are just a few examples of different styles of writing. A descriptive text is one of them. Descriptive text is a type of text writing model that describes someone or something. For writing descriptive text, there are two systems to consider. The first is the identification of the character, place, or person being described. The second is a description or special characteristics possessed by the object, place, or person being described, for example, characteristics, physical appearance, or other things that are written specifically and clearly.

During this pandemic, schools implement online learning. The space for learning becomes limited. The teacher and student cannot interact directly. Currently, schools use social media and applications that can support the learning process. The teacher uses existing social media to interact and deliver material to students. Choosing the right social media as a learning medium can also determine the success of achieving learning objectives. One way to overcome this is that researchers use social media, especially Instagram as a learning media. Instagram is one application that is familiar and often used by people of all ages.

Instagram is a type of social media that is used to share photos, videos, and the activities we do. Instagram itself contains a collection of photos and videos uploaded to our account accompanied by a title or a brief explanation of what was posted. There are many terms that exist in Instagram, one of the terms that will be used by researchers is the Instagram feed. The photographs and videos you share on your main Instagram profile page are referred to as your Instagram feed (Hsiao, 2019).

The aims of the study are to determine the comparison of the student's understanding in writing descriptive texts between those who were given treatment and not given the treatment and the effectiveness of using the Instagram feed method in teaching writing descriptive text.

Writing is an act of expressing our opinions, thoughts, and feelings. Sharples (1999:8) as cited by Elia Masa Ginting (2012) actually, writing provides an opportunity for students to express themselves, discuss and illustrate concepts. As a consequence, the ability to write is one of the most essential qualities that people need.

We can connect and disagree with others by writing. Writing is a widely used mode of communication. Furthermore, many people prefer writing as a way of transmitting information in an accurate and efficient manner (Yoandita, 2019). Writing is an effective and efficient form of communication because their writing can be read anytime. In contrast, to communicate through speaking, people may only remember what was said at the time, and over time people will forget about it. Communication through speaking has no written evidence that can be reviewed if the topic of conversation is forgotten, instead of written communication. As a result, the writer must compose it carefully and simply in order for others to understand it.

Jayanti (2019) stated that expressing thought in writing is not easy for most people, and it plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to others.

In writing, well-prepared content in English is to develop ideas and creativity that can be understood by others. According to Nunan (2003) as cited by DeLuca (2013) writing is a time-consuming, dynamic cognitive process that necessitates consistent mental effort over a long period of time. Writing makes us use our cognitive to form a series of writings that contain a note or information from the author. In writing, there are flows and processes that the writer must go through to create quality writing. The process and flow are finding ideas, designs, concepts, writing on the necessary media, developing existing works, correcting writing errors, reviewing them until the writing is feasible and of high quality.

Writing skills are important in all aspects. In education, writing is used to measure creativity, use of language, and appropriate grammar structures to meet existing assessment and writing requirements. Prasityo (2018) as cited by Muthoharoh (2019) said that writing is activity of skill to express some ideas or even feelings into the words and it is process of moving some senses to get the ideas.

According to Elia Masa Ginting (2012), writing is the process of forming and arranging ideas into appropriate words to communicate the goal and present them on paper. In writing, it takes a gradual process. This process aims to produce good writing results. One of the most crucial components is the process. From the right process,

writers can create good quality products. According to Oshima and Hogue's opinion (1991:3) as cited by Jayanti (2019) said that pre-writing, preparation (oulining), writing and revising drafts, and writing the final copy are the four key stages of the writing process. Prewriting, according to Skwire, D., & Wiener (2008), is an operation that alerts the writer before committing to a subject. Before writing, writers usually look for and think about ideas about what to write.

After finding the idea, the writer made a design and the concept. In making a concept, the writer must think about the concept carefully. According to Nugraheni (2019), making a concept before writing is important to avoid writing something which does not go beyond the boundaries of the existing topic. The writer must understand the purpose of writing well to determine the right concept and match the writing to be made. The design contains what you want to discuss in the product. This design serves to narrow the context to be discussed. With the design, the writer will be easier to develop the design framework. Besides, the author will focus more on describing the ideas that they already have. Design and concept will make it easier for writers in writing something. By designing the concept, the author will keep on track and not deviate from the original idea that has been made. With the concept, the writer can move on to the next process. The next process is to express ideas in writing on the desired media. The writing is compiled and made based on the designs and concepts that have been made.

Sometimes we make error and mistake in writing. It makes us have to revise and improve our writing so that it becomes good writing. Revisions come from readers who provide opinions about our writing and provide input and suggestions to make the better writing.

After revising, the next thing that needs to be done is to determine the product concept to be realized or writing the final copy.

There are several types of texts studied by Vocational High School students. According to Indonesia curricula (2004) as cited by Yoandita (2019), recount, narrative, procedural, news item, and descriptive are examples of text styles that should be mastered by tenth-grade English students. One of the types of texts studied by students in Vocational High Schools is descriptive text.

Descriptive text is a text that describes the desired object clearly and in detail. Rass (2001:98) as cited by Yoandita (2019) said that details used are usually sensory and selected to describe what the writer see, hear, smell, touch, and taste. The existing object can be animals, humans, plants, fruit, food, drink, place or building or object. The

descriptive text aims to provide information to readers about the object being discussed. This text invites readers to join in imagining the object discussed while reading.

The use of particular parties, written in the present tense, connecting verbs, adjectives, and relational and material processes are all linguistic characteristics of descriptive text (Derewianka, 1990; Gerot & Wignell, 1994; Nafisah & Kurniawan, 2007; and also Emilia, 2010).

According to Paujiyanti (2014), the features of descriptive paragraphs are the depiction is done by involving the five senses, give a picture of an object, place, or atmosphere, provide an explanation of the object being described, and it has a purpose so as if the reader can come to hear, see, and feel what is described by the writer himself.

While the characteristics of descriptive paragraphs were described by Sutarni and Sukardi (2008) are concerning the purpose of the appearance of an impression based on the effects of the five senses, describe or describe an object, thing, or event as an object, it requires factual data to illustrate, so as to clarify the description, it uses development patterns in the order of space and explores the source of ideas or ideas based on observation or observation.

As stated by Jolly (1984:470) as cited by Elia Masa Ginting (2012) assert there are five types of descriptive writing paragraph. They are:

a. Describing Process

A process description not only describes how something was done, but also why it was done and what was needed to finish it.

b. Describing and event

A writer must be able to memorize and recall what occurred during an event to explain it. The writer must clarify all aspects of the event so that the readers can visualize the actual situation.

c. Describing a personality

Recognizing a person's unique features is the first step in describing him or her. A writer needs to characterize people in terms of physical characteristics (hair, eyes), emotional characteristics (warm, nervous), moral characteristics (greedy, trustworthy, deserving, trust), and intellectual characteristics (cleverness, perception).

d. Describing a place.

Presenting something concrete is the way to describe place, for example: a home, a hospital, and a school.

e. Describing an object

To describe an object accurately is done by providing the physical characteristics of the object such as the colour, form, shape, and so on.

According to Hardy and Klarwein (1999: 1) as cited by Jayanti (2019) the generic structure of descriptive text contains definition and description. Description consist of description of purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today.

In line with Hardy and Klarwein (1999: 1), Gerot and Wignell (1994: 208) and Yusak (2004: 49) as cited by Jayanti (2019) add their opinion about generic structures of descriptive text, they say that there are two generic structures of descriptive text as follows*:*

a. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. In the descriptive text, the writer can describe and explain objects, people, or places.. Masruri (2010:1), as cited by Jayanti (2019) states that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

b. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. It supported by Masruri (2010:1) as cited by Jayanti (2019) explain that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

Instagram is an application that exists on Android and Apple based on photos and videos. Instagram is one type of social media that is currently popular. This application is used and liked by various types of age groups. Many people like it because it is easy to

use and the users can communicate with many people from various countries in the world.

According to Listiani (2016) students require such technology to stay focused throughout the lesson. Social media can be an alternative for students to learn. Learning is not just from a book and school. Learning can be through many things around us, such as Instagram but students also have to sort out what on Instagram is and get rid of the negative things. By using Instagram, students can hone their abilities and talents. One of ability in compose Instagram feed is writing. Instagram provides a feature to write text or messages into the caption column when uploading something. Based on Listiani (2016) Instagram is a social media platform that allows users to share photos and fifteen-second videos that can be shared on other platforms and students can upload a photo, write a caption (description of the photo) in any of the given spaces, and comment on other students' photos.

Visual media is used in the learning process to assist students in developing their English skills (Basith, 2020). According to Novitasari and Alivi (2016) as cited by Basith (2020) there are several beneficial uses of Instagram that can provide students in writing process: 1) make writing easier to share, 2) support group works, feedbacks, and collaborations, 3) provide opportunities in writing outside of class, 4) Instagram can link related texts and multimedia, and 5) provide students with a sense of authorship.

RESEARCH METHOD

The researcher chose to use pre-experimental. It is part of the experimental research design. There is no random assignment of subjects to groups or other strategies to control extraneous variables in the pre-experimental design. It means that the researcher in this study did not have the authority to select the sample (Ary 2010: 302) as cited by Muthoharoh (2019b).

The researcher used pre-test and post-test to compare the results. The researcher wanted to know whether there was a difference before and after using the teaching method with the Instagram feed. That way made the results more accurate. Through these results, it was known the success rate of the methods used in classroom or e-learning.

Table 3.1 The Illustration of Research Design One Group Pre-test Post-test

Pre-test	Treatment	Post-test
T1	X	T2

X : Instagram feed (Independent Variable)

T1 : Students' achievement in writing descriptive text before taught by using Instagram feed (Dependent Variable)

T2 : Students' achievement in writing descriptive text after taught by using Instagram feed (Dependent Variable)

The population consisted of all students of grade tenth SMK Sore Tulungagung. The total students in SMK Sore Tulungagung is 800 students. The sampling used was *Cluster Sampling*. According to Thomas (2020) cluster sampling divides a population into smaller groupings known as clusters, and then selected a sample at random from among these clusters. From the population of grade tenth students of SMK Sore Tulungagung with the number 800 students, researcher used 15 students in one class for the sample.

To determine the accuracy and results of the test, the researcher used a scoring rubric to assess student work. The aspects used to assess the test are content, organization, vocabulary, grammar, and mechanics. These aspects can form a good and coherent descriptive text. The score is used to assess the text based on the rating from the rubric score scale.

Table 3.2 Scoring Rubric of Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

FINDINGS AND DISCUSSIONS

Findings

The table below sow the list of score pre-test and post-test.

Table 4.1 The Result of Student's Score Pre- test and Post-test

Student's Name	Pre-test (T1)	Post-test (T1)
S1	7	9
S2	5	8
S3	6	9
S4	5	8
S5	6	8
S6	5	9
S7	4	8
S8	6	9
S9	6	9
S10	4	8
S11	6	8
S12	6	9
S13	6	8
S14	5	9
S15	4	8

Table 4.2 Normality Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.278	15	.003	.861	15	.025
Post Test	.350	15	.000	.643	15	.000

a. Lilliefors Significance Correction

Table 4.3 The Result of The Homogeneity Test

Test of Homogeneity of Variances

Writing score

Levene Statistic	df1	df2	Sig.
6.026	1	28	.021

Table 4.4 The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
posttest * pretest	Between Groups	(Combined)	1.019	3	.340	1.377	.301
		Linearity	.883	1	.883	3.577	.085
		Deviation from Linearity	.136	2	.068	.276	.764
	Within Groups		2.714	11	.247		
	Total		3.733	14			

The researcher employed the Wilcoxon Test with the SPSS 21.0 version to evaluate the findings data. The basis for decision-making with Wilcoxon Test were if the value of Asymp.Sig < 0,05 then the hypothesis was accepted. Besides that, if the value of Asymp.Sig > 0,05 then the hypothesis is rejected. The following table 4.10 shows the results of hypothesis testing:

Table 4.5 Paired Sample T-test

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	15[b]	8.00	120.00
	Ties	0[c]		
	Total	15		

a. Post Test < Pre Test
b. Post Test > Pre Test
c. Post Test = Pre Test

Test Statistics[a]

	Post Test - Pre Test
Z	-3.453[b]
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Discussions

Based on the output SPSS above, it represented that the significance value of the pre-test was 0,025 and it was smaller than 0,05 (0,025 < 0,05). It means that H_0 rejected and H_1 accepted. The data distribution of the pre-test is automatically not normal. And then, the significance of post test was 0,000 and it was smaller than 0,05 (0,000 < 0, 05).

It means that H_0 rejected and H_1 accepted. The data distribution of the post-test is automatically not normal. Thus it can be concluded that the two data (pre-test and post-test) are not normally distributed. The researcher used non-parametric statistical tests.

The homogeneity was tested in this study using SPSS 21.0 and the Levene Test (Test of Homogeneity of Variances). If the significance value > 0,05 then the data is homogeneously distributed, but if the significance value is < 0,05 then the data is not homogeneously distributed. Based on the table 4.8, showed that the significance level of the results the homogeneity test of the pre-test and post-test was 0,021. The results of the homogeneity was smaller than 0,05. (0,021 < 0,05). So, it can be concluded that the data obtained from the pre-test and post-test did not have the same variance (not homogeneous).

Non-parametric statistical tests were used because the data did not meet the data assumptions, namely that the data were normally distributed and had non-homogeneous variations. It concluded for further testing using non-parametric statistical tests.

The significance deviation from linearity was 0,764. The result of the linearity was bigger than 0,05 (0,764 > 0,05). From the result we can concluded the data had linear relationship between the independent variable and the dependent variable.

Based on the table 4.5, the data showed that the negative ranks between the results of learning descriptive writing text for the pre-test and post-test were 0. This value indicates that there was no decrease from the pre-test value to the post-test value.

Positive ranks between the learning outcomes for the pre-test and post-test. There were 15 positive data (N) which means that all 15 students experienced an increase in the results of learning to write descriptive text learning outcomes from pre-test scores to post-test scores. The mean rank was 8,00, while the sum of ranks was 120,00.

Ties was the similarity of pre-test and post-test scores. The value of the ties in the data showed 0, so it can be said that there was no equal value between the pre-test and post-test.

The data also showed that, Asymp. Sig was 0,001. The value of 0,001 was smaller than 0,05 (0,001 < 0,05) then it can be concluded that the hypothesis is accepted. This means that there was a difference between the results of learning descriptive text writing for pre-test and post-test. The conclusion is that using Instagram Feed to increase or raise students' descriptive writing abilities is helpful. So, the

conclusion was "There is an effect of using Instagram Feed on writing descriptive text in the tenth-grade of SMK Sore Tulungagung."

The researcher applied a pre-test and a post-test to determine whether this media is effective or not, and then computed both tests using SPSS 21.0 version. The results of the calculation between the pre-test and post-test revealed that using an Instagram feed to increase or raise the students' ability in writing descriptive text.

The standard deviation is used to determine how large the sample's variance is. The pre-test standard deviation is $0,910 < 5,40$, and the post-test standard deviation is $0,516 < 8,47$, if the standard deviation rises above the mean, the mean is not homogeneous, and if the standard deviation falls below the mean, the mean is homogeneous. As a result, it may be argued that the pre-test and post-test standard deviations were homogeneous, implying that the sample of this study has almost the same mean.

The standard error mean is used to determine how accurate a sample is. The pre-test standard error mean is $0,235 < 5,40$, and the post-test standard error mean is $0,133 < 8,47$, if the standard error mean is higher than the mean, the sample is not representative, and if the standard error mean is smaller than the mean, the sample is representative. As a result, it is possible to conclude that the sample used in this study was a good sample or representative of the population.

If the value Asymp.Sig was less than or equal to $0,05$, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected, according to the hypothesis requirement. It is reasonable to conclude that the students' ability in writing descriptive text after being taught using Instagram Feed was better than their ability before being taught using Instagram Feed. In fact, the result of the negative ranks between the results of learning descriptive writing text for the pre-test and post-test were 0. The positive ranks were 15 positive data (N) which means that all 15 students experienced an increase in the results of learning to write descriptive text learning outcomes from pre-test scores to post-test scores. The mean rank was $8,00$, while the sum of ranks was $120,00$. The value of the ties in the data showed 0, so it can be said that there was no equal value between the pre-test and post-test. From the data above, it suggests that using Instagram Feed to improve students' descriptive writing abilities was effective.

Using Instagram Feed can help students learn more and increase their achievements in writing descriptive text at tenth grade of SMK Sore Tulungagung. Using

the mean of the pre-test was 5,40 becomes 8,47. The rising score above relates to the advantages of using Instagram Feed for writing descriptive text.

According to the findings of the data analysis, past research has found that using Instagram to teach writing is effective. Muthoharoh (2019), this was an experimental study to see if there was any difference in learning accomplishment between students who are taught to write descriptive text using Instagram's photo content as media and those who are taught without Instagram's photo content. The participants in the study were students in the SMKN 1 Boyolangu in first grade. The researcher did a pre-experimental to attain the goal. Without a control or comparison group, the researcher employs one class as the study's subject. The students were given a pre-test and a post-test to assess their competence before and after they were taught using Instagram's photo content. After the researcher gave the pre-test and post-test, the result of the study shows that the mean of post-test was 77,42 and it was higher than the mean of pre-test (65,75), the different mean is 11,67. As a result, it is reasonable to conclude that using Instagram's photo content to improve or raise students' descriptive writing skills in the first grade of SMKN 1 Boyolangu is effective.

Nugraheni (2019), this study used experimental research with simple random sampling. The participants in the study were the students in the MAN Salatiga in first grade. This study included 35 students as the experimental group and 36 students as the control group. The experimental group was taught how to write descriptive text using Instagram as a teaching tool, while the control group was taught using picture. The experimental group's score in the post-test mean was 72. The control group, on the other hand, had a lower average score of 67. This indicates that the mean of this study is higher than that of the previous one.

Therefore, it may be concluded that using Instagram as a teaching media for writing is also appropriate for creating descriptive text. Furthermore, using Instagram Feed to teach writing descriptive text is helpful in raising students' competence in the tenth-grade students of SMK Sore Tulungagung in the academic year 2020/2021.

CONCLUSIONS AND SUGGESTIONS

From the results of hypothesis testing in the research findings, we know that the mean of students' writing descriptive text-ability after being taught using Instagram Feed was less than their competence before being taught using Instagram Feed. It suggests that using Instagram Feed to improve or enhance students' descriptive writing abilities was successful.

As a result, the treatment involving the use of Instagram Feed as a teaching tool can be considered a success. Furthermore, the study's findings revealed that the experience of using Instagram Feed inspired students in writing descriptive text. During the deployment of Instagram Feed, the students had a good attitude and actively participated. Overall, it might be concluded that using Instagram as a teaching tool for writing descriptive text essays was a good idea. Furthermore, teaching writing descriptive text using Instagram Feed was helpful in improving or increasing students' competence at the level of SMK Sore Tulungagung tenth grade students in the academic year 2020/2021 as proposd by Novitasari and Alivi (2016).

Researchers suggest teachers use Instagram Feed as a learning medium to improve students' ability to write a descriptive text. In addition, the use of Instagram Feed can increase student motivation during learning. The creativity and attention of students in participating in learning also increase. Students also enjoy learning more when using Instagram Feed. Instagram Feed is also flexible and can be used anytime and anywhere because it can use smartphone, PC, or laptop.

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