CHAPTER I

INTRODUCTION

1.1   The Background of The Study

According to Drs. Ahmad Izzan, M.Ag. (2010:4). Language is a communicate with someone who speaks a different language through another language, and is a medium for connecting one another. In this case language is one of the most important factors that have meanings such as closing relationships, being a tool for understanding feelings, and various other interests.

From the explanation above the researcher can infer that language is a system for communicating meaning from the given description. Its important feature is to interact and talk Language is utilized by humans to understand and apprehend each other. As we know that God created humans in specific conditions and characters, so humans beings need to have interact using language, one of which is English.

English is the third largest language most widely spoken worldwide. From elementary school through university in Indonesia, English is taught as a foreign language. In the field of education, students are predicted to be able to speak English fluently in order to be able to compete in technological developments because English is an international language used to communicate with everyone in the world.

When we learning English, there are four basic skills that must be mastered, namely speaking, listening, reading, and writing. These skills are interrelated and cannot stand alone. Therefore, students need to master the four skills. Uma and Ponnambala (2001), who assert that students' communicative proficiency in the

target language will be determined by their mastery of language skills, provide evidence in support of the target language. The four skills in English serve many very precious purposes.

Writing instruction focuses on helping students articulate their thoughts on paper while also providing linguistic skills for doing. Writing motivates children to focus on using proper language because they believe that when they write, their language may evolve as they work to fix the issues that the writing brings to their notice. Harmer (2004:31). The goal of teaching English is to improve students' ability to write in English effectively. Grammar and other language components are essential for teaching writing, especially when it comes to composing descriptive texts.

According to Gerot and Wignell (1995:192) There are many genre of text, some are divided into fourteen types, there are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description/descriptive, hortatory exposition, explanatory, discussions, reviews, and comments.

Descriptive text is a text that is intended to describe a particular person, place, or thing. Based on Oshima and Hogue (2007) stated that descriptive writing appeals to the senses, so that it tells how something looks, feels, smells, tastes, and or sounds. In addition, a good description is like "word picture" the reader can image objects, places, or people in his mind. A good description writer is like an artist who creates a "word picture" for the reader can image for the reader to "see."

Instagram is a photo sharing service application that permits users to take photos and provide filters, then share them on social networks including the

instagram owner himself. Kaplan & Haelein, (2014:26) says that instagram is a group of applications that use an internet-based and web.2.0 technology that allows alternate and that creates user-generated content. Instagram can also be beneficial to help students in writing English subjects, especially in writing descriptive text. Instagram may be an inspiration that can be used as the forerunner of student writing. In this activity, teachers and students can post interesting photos and write descriptive captions within the remarks.

Many kinds of media there are video, picture, news paper and etc. researcher in this thesis using picture as media. Picture as media to learning writing especially in descriptive text can bring different situation. The researcher thinks that learning writing descriptive can make easy using picture. It makes practice funnier and spurs students to write descriptive text. using the picture, we can distribute what we see and make a sentence with genuine based grammatical features and more fluently in writing some text.

The population in this study are students at tenth grade of SMA Singosari Delitua. in profile picture on Instagram, user uploaded pictures that have an emotional connection to the user as their profile. The user of Instagram knows in detail about the picture they uploaded. when they are asked to describe the picture, it will be easier when they are to describe pictures that they are not familiar with that, especially in writing skills, and the researcher wants to see whether learning to use Instagram profile pictures in schools has an effect or not as a medium for learning writing skills in descriptive texts.

Therefore, to overcome the problems, the writer proposes to use the instagram profile as medium. Instagram Profile as a media to teach descriptive

text to improve students' writing abilities. Because the students sometimes feel bored since the media and method that the teacher used is boring, the students will not be interested in what the teacher teaches. In this research, the researcher wants to give an interesting way to teach descriptive text use instagram Profile as a media. Using instagram Profile for learning will make the students easy to understand and will guide the students to write a descriptive text.

Based on the problem and explanation above, the focus of this research can be stated to know The Effect of Using Profile Picture of Instagram in Teaching Writing Descriptive Text in knowing the effectiveness writer use from Kurniyati 2013. Therefore, this research will be conducted by the title **"The Effect of Using Profile Picture of Instagram in Teaching Writing Descriptive Text at Tenth Grade of SMA Singosari Delitua."**

1.2   The Identification Problem of The Study

The researcher recognized the problem as follows, based on the background that was previously explained:

1. Using Profile Picture of Instagram in teaching descriptive text because many students in senior high school struggle to comprehend how to write descriptive text.

2. The teacher must have an interesting media that can makes students easy to understand the material. One of the interesting media which is more suitable to teach descriptive text is using profile picture of instagram.

3. Students difficult with structure to begin the writing or make a sentence. Teenagers have a hobby in using instagram so that the researcher thinks that using their hobby that is using instagram as a media in teaching

writing descriptive text will make the students interested in the subject and the student can understand well about the text.

1.3 The Problem of The Study

Based on the background of the study, the problem statement of this study is "Does The Profile Picture of Instagram Significantly Affect The Tenth Grade Students' Ability in Writing Descriptive text at SMA Singosari Delitua ?".

1.4 The Objective of The Study

Based on the background of the study, the problem statement of this study is "To find out if the profile picture of Instagram significantly affects the tenth grade students' ability in writing descriptive text at SMA Singosari Deli Tua"

1.5 The Scope of The Study

According to Rudi Wignell (1994:190) There are many different types of text, including spoof text, descriptive text, anecdote, hortatory, exposition, news item, reports, narrative, process, explanation, discussion, review, recounts, and commentary text. there are also five components of writing, they are content ideas, grammar, vocabulary, organizing ideas, and mechanics. However, the researcher in this case simply paid attention to the identification and description parts of the generic descriptive text structure. The researcher also explain the definition of descriptive text and the researcher only takes an overview of describing person used theory from Kurniyati 2013. In This research will be conducted in the tenth grade of SMA Singosari Delitua for the academic year 2021/2022.

1.6 The Significances of The Study

The findings of this study are expected to give useful information about the effect of profile picture of instagram in teaching writing descriptive text. There are two kinds significance of this study. They are:

1. **Theoretically**: The result of the study is expected to be useful in enriching the practical knowledge in writing descriptive text.

2. **Practically** : The findings of the study are expected to be useful for :

    1) For The students at English Department : Provide information about profile of instagram in teaching writing descriptive text.

    2) For The Teacher : The Teacher hopes that this research can help the teacher for teaching their students and give the motivation to the development of teaching English writing. Thus the teachers know the error writing of their students then they can prepare how to teach them well.

    3) For Other Researcher : Also contributes to other rsearcher to give references to the next researcher to conduct further research related to the use of profile picture of instagram for teaching descriptive text.

1.7 The Hyphothesis

1. Ho: The profile pictures of instagram does not significantly affect the tenth grade students' ability in writing descriptive text at SMA Singosari Delitua.

2. Ha: The profile picture of instagram significantly affects the tenth grade students' ability in writing descriptive text at SMA Singosari Delitua.

1.8 Theoretical Framework

This part explains the framework that the researcher uses to answer the research problem. The answers to the research problem are based on some of the theories explained in this research.

To answer the research problem, the researcher will use the theory of writing from Dalman (2014:3) state that writing is a kind of communication in which people communicate messages or information to another in writing utilizing written language as a tool or medium. According to Oshima and Hogue (1997:50), Descriptive writing appeals to the senses, so it describes how something feels, looks, smells, tastes, and sounds. In the chapter three the researcher will use the theory from Ary et al. (2010:19) experimental research is a examine of the impact of systematic amendment of one variable on other variables. Furthermore, experimental research can be defined as a technique of sorting out hypotheses that starts with queries concerning the relationship among two or extra variables. The studies layout for this have a look at can be experimental quantitative research, with one organization serving because the experimental class and some other serving the control group. Those theories mentioned will be used to analyze the research problem posed by the researcher. The researcher will provide conclusions about the overall learning activities carried out in class to students so students understand the purpose of research that has been carried out in class.

1.9 Key Terms

1. The Effect is something that means success or something that is done successfully as an accuracy of use, results or supports a goal.

2. Profile Picture is a description of what appears to be a representation of something someone or a scene in daily life can also be called a real object of an image that can be used as a starting point for language practice.

3. Instagram is an image or video-based social media that provides photo or video sharing services to everyone online.

4. Writing is an activity process of ideas or thoughts that want to be expressed in a paper.

5. Descriptive text is a text that describes something, whether it is a person, thing, event, or place. Descriptive text provides detailed explanations so that readers understand the object of information they are looking for.

CHAPTER II

REVIEW OF LITERATURE

2.1 Writing

2.1.1 Definition of Writing

Writing is a process to get product, it is influenced by various factors like vocabulary, grammar, organization, spelling and punctuation. Writing is the act of process of producing words in a form that can be read and understood is known as writing.

Dalman (2014:3) state that writing is a kind of communication in which people communicate messages or information to another in writing utilizing written language as a tool or medium.

Then, according to Tarigan (2013:3), writing is a linguistic potential that is used to interact with others indirectly rather than face to face.

According to Suhendra (2015:5) Writing skills are skills someone to put an idea in a piece of writing. It is always considered difficult because people think ideas are easier to put in a form spoken language. It can be seen that writing skills need to be improved as a basis for expressing ideas and ideas in written form, because writing skills are often abandoned because someone prefers to express ideas in oral form.

Based on Sukartiningsih et al (2013:3) Writing skills are skills in generating thoughts or feelings in the form of an essay or make a story. From the opinion above it can be drawn conclusion that writing skills are not only for expressing ideas and ideas in written form, but also one's ability to give birth to a more

specific person's thoughts. Writing skill is necessary improved on the grounds that writing skills, are not only required when a person is educated or still in school.

Qodaroh (2017: 75) states that "Writing is one side of language skills, because of its nature, continuous practice is a requirement.

For all the above definitions, the writer states the writing is an English skill that outlines ideas, interests, and feelings in the author's code to communicate with readers without feeling hurried and to explore experiences. We can express our thought, feeling, and anything else that involves thoughts through writing, as well as to express our experience, expertise, and so on.

2.1.2 Process of Writing

Process of writing is a recurrent that comes naturally and is not step by step guide to which writers refers. According to Harmer (2004:4) writing process includes a few degress. They are planning, drafting, editing, and final draft. The description of each terms are:

1. Planning

    Writer needs consider three major difficulties when preparing. They are the aim of their writing, the target audience for whom they are writing, and the organization of the content structure.

2. Drafting

    Drafting is the first version of a piece of writing. This could be edited later after the process editing.

3. Editing (Reflecting and Revising)

    Once a writer has completed a draft, they usually go over it to see where it works and where it doesn't. Following comments and concept

creation from other readers or editors, reflecting and modifying is assisted.

4. Final Draft

After editing the draft, the writers make the changes that consider being necessary for their final version. In final version is complete and ready to be sent to the intended audience. The writer can concluded process of writing is means of producing good writing, should be include substabtive about issues and use both formal and informal language.

2.1.3 The Purposes of Writing

There are some reason why people do writing. Every writing has a purpose. The significance of the purpose in writing the writer expect of response by the reader's. Grenville (2001:1) states that There are three purposes of writing: to entertain, to inform, and to persuade.

1. To Entertain

Imaginative or innovative writing tends to be used in entertainment writing. It implies that the author must use creativity. It must evoke some sort of emotion in the readers rather than make them chuckle.

2. To Inform

The goal of writing is to inform the reader of something. This type of writing might concentrate on things, locations, processes, and events. It may be seen in news articles, scientific or commercial reports, how-to guides, and college and high school essays..

3. To Persuade

The writer tries to convince the reader of something that a factor of view is valid by using presenting the fact/data so that readers follow writer's opinion and adopt that viewpoint.

2.1.4 Types of Writing

The general subject matter of a text is described by its genre. Reading texts come in a variety of forms, including narrative, recount, procedural, report, descriptive, spoof, anecdote, and more. Three factors understanding the objective of the writing, effective grouping of text elements, and sound grammatical construction can contribute to a genre's efficacy.

Based on Rudi Hartono (2005:5), the term genre refers to specific text types rather than traditional literary forms. It is a type of text that is characterized in terms of social objectives as well as the level of context in which the social purpose is addressed.

Richard and Schmidt (2002:245), state that genre is a sort of discourse that occurs in a certain location, has distinct and recognizable patterns and conventions, and has a specific communicative function.

Gerot and Wignell (1994:190) genre text divided into fourteen types, there are spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description/descriptive, hortatory exposition, explanation, discussion, review, and commentary text.

a. Spoof

Spoof is kind of genre that aims to retell a story with a comedic twist.

b. Recount

Recount is a factual text tell somebody about something especially that he/she has experience of a series related to events.

c. Report

Report is a kind of text that is used to describe how things are in our surroundings, with reference to natural, man-made, and social phenomena.

d. Analytical exposition

Analytical exposition is a text written with the goal of convincing the reader or listener that something in the case is true.

e. News item

News item is factual texts that inform the reader about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text which has function to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text which tells an events or process chronogically recounts events or a process in a specific period of time.

h. Procedure

Procedure is a text that describes how the process should be done in a detail.

i. Descriptive/Description

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

j.   Hortatory Exposition

Hortatory exposition is a type of prose used to persuade the reader or listener that something should or not be the case.

k.   Explanation

Explanation is a text that explain the processes involved in the formatting or functioning of natural or social cultural systems.

l.   Discussion

Discussion is a text for offering view points related to some socio-economic problems.

m.   Review

Review is a text serve the social purpose of critiquing an artistic creation or public event.

n.   Commentary

Commentary is a text which has the processes of socio cultural phenomena as if it were a natural thing.

2.2   Descriptive Text

2.2.1   Definition of Descriptive Text

Descriptive text is a piece of writing that aims to provide the reader an image and a sense of meaning through sensory details. Additionally, descriptive text is typically used to described how people seem and act, how a place looks, and how an object looks. Descriptive text may also be defined as a set of sentences that are closely related in idea and that serve a single function. Oshima and Hogue (1997:50), state that descriptive writing appeals to the senses, therefore it describes how something looks, feel, smells, tastes, and sounds.

According to Pardiyono (2007:34) description is a specific kind of written material that serves the purpose of providing information about an object (human and non human). Juanita (2013:115) intends to describe a certain particular person, place or thing.

According to Richards and Schmidt (2010:164) state that descriptive is am investigation that attempts to describe accurately and factually a phenomenon, subject or area. Kane (2000:352) stated that descriptive text is description about sensory experience like how something looks, sounds, and tastes. It is about experience but description also deals with other kinds of perception. The purpose of descriptive text is to describe and mention a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything.

The schematic structure of descriptive text is divided in two two: identification and description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participants, written in present tense, use linking verbs, use adjective, use relational and material processes.

2.2.2 The Purposes of Descriptive Text

As a social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertiser describes products to persuade us to buy them; travel agents, describe locales to entice us to visit them; and real estate agents, describe properties to

stimulate a desire to see them. Description enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

2.2.3 General Stucture

According to Widjaja (2011), generic structure and descriptive language features text as follows:

General structure of Descriptive text :

    a. Identification : identifies phenomenon to be described (mention the name, occupation, profession and career).

    b. Description : describe parts, quality, characteristics (mention the physical characteristics, manner of dress and his personality).

2.2.4 The Language Features of Descriptive Text

    a. The use of Adjectives and Compound Adjectives

Adjectives is a word that is used to modify a noun or pronoun. There are five types of adjectives as follows:

1. Descriptive adjective or Quality adjective

Descriptive adjectives are the ones that differ the most type of adjective. This adjective describes a noun that refers to an action, state, or quality (sloppy, dangerous, happy, sad, black, white, big, small, long, fat, english, triangular). Examples: hazardous chemicals, vegetables are green, square boxes, big

houses, tall trees, colds morning, true story, English language, country.

2. Adjective of quantity

The adjective quantity tells us the amount (how many) or the number (how many) of nouns.

Example:

He has eaten three apples.

I do not have much money.

This long and skinny centipede has many legs.

3. Demonstrative adjective

Demonstrative adjectives (this, that, this, that) indicates the noun it modifies singular or plural and whether the position of the noun is near or far from the person speaking or writing. An adjective demonstrative that also indicates a fact about a noun.

Example:

This red balloon is mine and the three yellow balloons are yours.

This cute baby is his brother. That cute baby is his sister.

These two fat cats have tails, but the skinny cat has none a tail.

4. Possessive adjective

A possessive adjective expresses possession of a noun by someone or something. Possessive adjectives are the same as possessive pronouns. All the possessive adjectives are listed in the following table.

Example :

I spent **my** afternoon cleaning the bad room

Its skin is dry and rough

Our grandmothers were classmates.

5. Compound adjective

According to Richard Nordquist (2013) Compound adjectives are two or more words (such as part-time or high-speed) that act as a single idea to change a noun (part-time employee, high-speed pursuit). As a general rule, words in compound adjectives are written with a hyphen when they come before the noun (the famous actor) but not when they come after (the actor is well known). Also, compound adjectives formed with an adverbending in -ly (such as changing rapidly) are usually not hyphenated.

Example:

This is a brightly-lit room

She is a well-known actress

He is a well-known writer.

b. The use of Linking verb

According to Pedantic (2006), the connecting verb connects the subject with some further information about the subject.

These are examples of some major connecting verbs:

Be : I am very tired tonight.

Look: My hair looks messy today.

Feel: My head feels fuzzy.

Taste: This glass of Scotch tastes great.

Smell: This pizza smells a little weird.

Voice: My neighbors sounds very angry.

It seems: They seem determined to keep me awake tonight.

Here are a few others; Appear; Get; Become; Grow; Stay; keep;

Turn ; Prove; Go; Remain; Resemble; Run; Lie.

c. The use of Attributive Has and Have

According to Chris McCarthy (2008) attributive has and have
will described as below:

 Have

Have is used with some pronouns and plural nouns:

Example:

I have a great English teacher.

You have toothpaste on your chin.

We have a meeting at 12.

Nurses have a difficult job.

Has

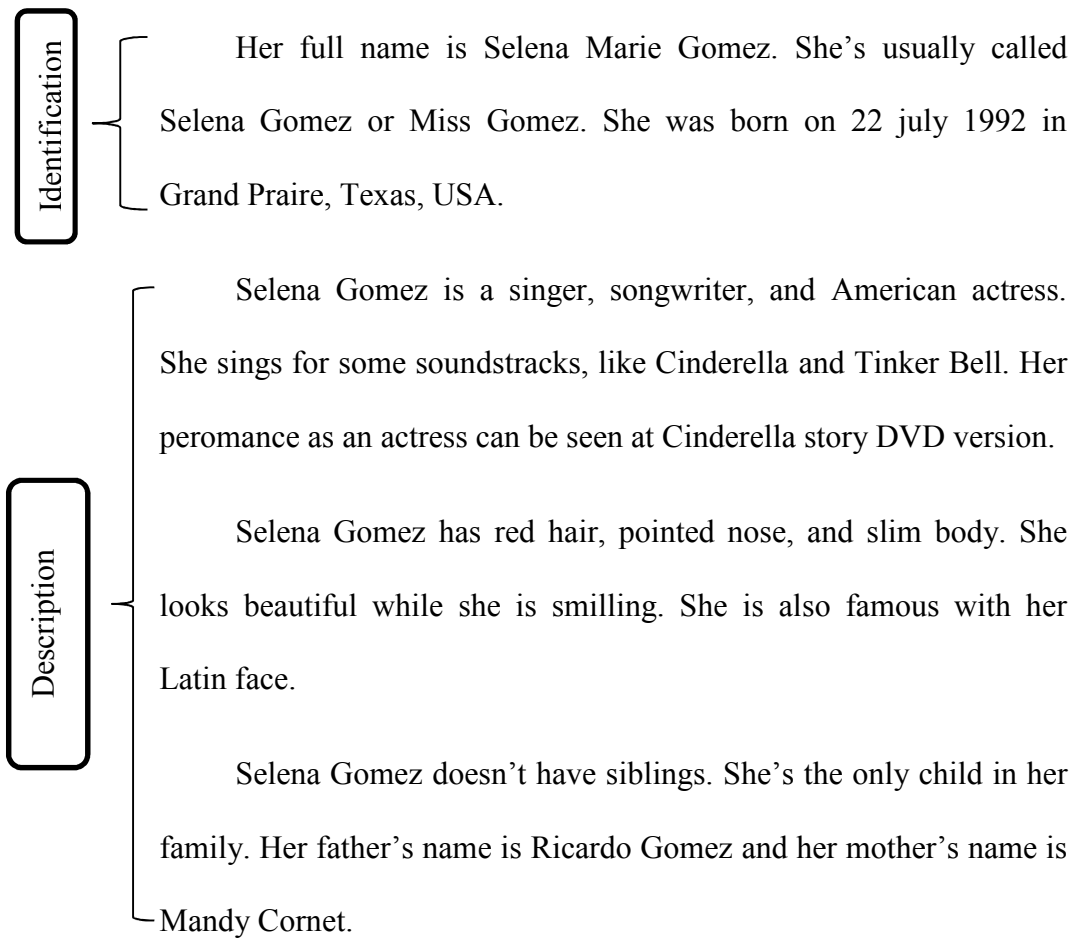Has is used with the third person singular

Example:

She has a great personality.

He has a new haircut.

The washing machine has a leak in it.

Example of Descriptive Text

Selena Gomez

Identification {
Her full name is Selena Marie Gomez. She's usually called Selena Gomez or Miss Gomez. She was born on 22 july 1992 in Grand Praire, Texas, USA.
}

Description {
Selena Gomez is a singer, songwriter, and American actress. She sings for some soundstracks, like Cinderella and Tinker Bell. Her peromance as an actress can be seen at Cinderella story DVD version.

Selena Gomez has red hair, pointed nose, and slim body. She looks beautiful while she is smilling. She is also famous with her Latin face.

Selena Gomez doesn't have siblings. She's the only child in her family. Her father's name is Ricardo Gomez and her mother's name is Mandy Cornet.
}

2.3 Media

2.3.1 Definition of Media

Based on Gerlach, et al (1980:241) media will be defined as the graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information. They also say that media as a medium is any person, material, or event that establishes condition which enable the learmer to acquir knowledge, skill and attitudes.

Branston and Stafford (2010:9) the majority of us inhabit the media's spaces, which weave in and out of our lives more than they are actual objects.

According to Carol et all (2010:3), people communicate via media to share information. Newspapers, magazines, radio, books, television, textbooks, photos, cartoons, movies, advertisements, music, the internet, and other media fall under this category. In other words, the media is the source of the educational content that is used to create a learning environment where students are motivated to learn. To complement the delivery of the lesson, the teacher is permitted to employ media during the teaching and learning process.

According to Sundem (2007:102) the following are good sources of revision materials to help the student in writing:

a. picture books

b. newspapers

c. websites

d. historic primary documents

e. textbooks

f. literature

Researchers argue that websites or online computers program is something useful for education, especially in studies description text. Here the researcher uses Instagram which is one of the there are many websites on the internet as a good resource and also as a good medium for teaching writing descriptive text.

According to Arsyad (2012:33) media can be classified as follows:

1. Traditional Media

a. Visual projected

There are: Opaque projection, overhead projection, slides, and filmstrips.

b. Visual does not projected

There are: picture, poster, photo, chart, grafics, diagram, and etc.

c. Audio

There are: Disk recorded, reel, cartride and others.

d. Presentation multimedia

There are: Slide plus voice (tape), multi-image.

e. Dynamic visual that are projected

There are: Film, television, video

f. Printed

There are: Text book, workbook, and etc.

g. Games

There are Simulation, puzzle and others.

h. Realia

There are: Model, speciment and manipulated.

2. Choice of Cutting – edge Media Technology

a. Telecommunication - based media

Teleconference and distance lecture.

b. Microprocessor – based media

Compact (video) disk, computer games and etc.

Based on the media classification above, social media (Instagram) can be classified as media because it presents visual media. because social media (Instagram) displays an image and video.

2.3.2 The Function of Media

Kemp and Dayton Arsyad (2015:23) formulates that there are many functions of using media in teaching learning process. There are as follows:

1. The material Submission process becomes more uniform. The same messages is sent to all students through the media.

2. Learning may be more interesting. The media can be utilized to grab students' attention and maintain it.

3. Learning can be more interactive with the application of learning theory.

2.4 Instagram

2.4.1 Definition of Instagram

Instagram is useful for helping students in writing English subjects, especially writing descriptive text. Handayani (2016) describes several activities that can be carried out reflected in writing. First is "caption it". Instagram can be a fairy of inspiration that can serve as a student's first write-up. In this activity, teachers and students can post an interesting photo and they write a descriptive caption in the comments. The advantage of this activity is that pictures can help students in give ideas about what to write.

Instagram can also be implemented for EFL students as a medium for teaching descriptive text writing. Broughton et al. (1980) stated that English is a

foreign language the language taught in schools, often widely, but does not play an important role. role in the life of the nation or society. That is, EFL students only use English in school or other situations that are not very important. It is concluded that EFL students as individuals only use English in English class. Furthermore, EFL students can use Instagram as a medium in the descriptive writing process.

2.4.2 Profile Pictures of Instagram

A Profile Picture is a painting or drawing representation a person or thing that replace as object can be used in place of an object to help the subject or recipient grasp the point or major idea of the picture. According to Heidari & Araghi (2015), images in the form of graphs, comics, posters, cartoons, board drawings, photographs, calendars, maps, wall charts, and many more are frequently utilized as teaching aids in language classrooms.

Based on Solahudin (2009) describing picture is useful for training a students' imagination and retell the story in writing English. The picture is one of the visual aids that may be utilized to support and assist students in understanding the lesson that has been written about by the teacher in writing.

Instagram allows users to share snapshots of their lives with a large audience in seconds. These abilities and strengths are not overlooked by celebrities who are acutely aware of the impact their social media accounts have on their followers and the relationships they build Ward (2016:44). Instagram is used to upload photos, with a focus on artwork created by anyone around the world using their account.

Instagram is used to upload photos, with a focus on artwork created by anyone around the world using their account. Instagram is a relatively new application and form of social media that allows users to share frequently changing photos with their friends, family and followers on the Internet using filters Hoffman in Tyer, (2016: 30). The success of Instagram is largely due to the increasing demand for people accessing social media and smartphones, because it is the most used application via mobile devices Sanvenero, (2013). Can be accessed as long as the device is connected to internet facilities. It could be used when there is internet data, Wi-Fi, or WLAN system. Uploaded Instagram photos are used for various purposes, from sharing personal life to information that is important to people around the world.

From the statement above, the researcher concludes that learning to write descriptive text can also be done through any media such as using a profile photo on Instagram to describe something or someone.

2.4.3 The Advantages of using Profil Picture of Instagram

As a tool for earning English especially writing, profile picture can be used to encourage them to express their ideas by writing and pictures draw the student's attention, encouraging them to write about what they have observed on the picture. Picture offers a fantastic opportunity for the use of vocabulary and may also stimulate the imagination encourage the student's participation in an interactive classroom atmosphere so that they will get better result.

According to Wright (1989:17), there are some advantages for pictures in writing such as:

1. The student may be inspired by images, which may encourage participation and attentiveness.

2. Pictures contribute to the context in which language is being employed.

3. The pictures can be objectively described, analyzed, or interpreted or responded to subhectively.

4. Pictures can serve as substitutions through controlled practice.

2.4.4 The Disadvantages of using Profile Picture of Instagram

Furthmore, Shoimin (2016:126) says, the disadvantages of picture, they are:

1) It takes a lot of time,

2) Many students are inattentive,

3) Must prepare many tools and resources relating to the subject matter to be taugh with method

4) The instructor concern that the class may become chaotic

5) Does not come at a low cost

2.5   Profile Picture and Basic Information

Profile picture is a fairly simple method to use the profile picture. Evison (1992) said that a picture is a description of how something seems. The picture is a representation of a person, place or thing. They are also typical in daily life. The real object of the picture has a good starting point for the students in practicing the language.

Jacklova (2009) stated that profile pictures can be used to represent a lot of words and a sentence patterns, providing the student with better controlled practice. A teacher can enhance controlled practice by using a variety of exercises

and games . These could be games on memorization such as hide and seek among others. The five senses used by the students in describing pictures they used eyes to saw the picture, used ears to listen to what their partner said, used mouth to describe the picture. what their partner was saying, and their mouths to describe the picture.

The picture can be used as a genuine object, which is highly useful for explaining the meaning of a certain terms or for igniting students' interest, particularly in writing class, it can be utilized as a catalyst for a creative project. The use of pictures should be appropriate for the level of the students and should be obvious to them Harmer, (2007).

Picture is a paint is a painted representation of the objects or people that a teacher employs to help students grasp a concept. A picture is worth ten thousand words, according to an adage. Everything including vocabulary, language abilities, and grammar. May be taught through pictures.

The use of profile pictures might inspire students' inventiveness. Profile picture are frequently used to illustrate issues in the course of learning. Because of this, teachers can also include the image into a learning exercise. In a communicative and engaged classroom, the image might be crucial as well.

This core tenant of social media includes wider and freer access to information through the use of new technologies Charles Wankel (2011:8). Sometimes Facebook users use photos or pictures of their favorite pets and items, in General. Meanwhile, research conducted on Facebook and Instagram is relatively new and has not been widely discussed in terms of identity creation and

self-understanding Ganda (2014:6). users use photos As avatars, we can clearly see the appearance and characteristics of users of this photo.

Instagram social media is basically part of a social network, however in Indonesia, Instagram is very popular among teenagers today. The popularity of Instagram certainly shows that young people in Indonesia are very advanced in technology, because Instagram is included in the new social media. they reveal many reasons why they use Instagram, but the most important reason is the impact of using Instagram itself. There are many positive and negative impacts of using Instagram. Here, the researchers hope to combine technological advances with learn English, especially when teaching writing descriptive text in high school.

Opening the instagram site has almost become their daily habit, so researcher associate it with lessons to teach them remember the lessons in class. They will get used to using English terminology on Instagram. In addition, teachers can also provide examples to students Instagram can also be used as a learning medium for students to take advantage of Instagram positively. Instagram is safe for people and education because it is open to anyone. Use real user data and no illegal content. By using actual Instagram user data, the researcher believes that the Instagram profile picture is a suitable medium for teaching writing descriptive text at tenth grade of SMA Singosari Delitua.

2.6   Previous Study

The researcher took several previous studies as consideration for conducting the study. Researchers took third previous studies, namely the following:

The first previous research was conducted by Imar Kurniasih in 2012. She conducted a study entitled *"Effectiveness of Using Facebook Profiles to Improve*

Students' Ability to Write Descriptive texts in the tenth grade of SMA N 9 Purworejo school year 2011/2012". She used experimental quantitative research in her research. She said that the results of using media in the teaching and learning process were effective. This shows that the t-value is higher than the t-table (3,813 > 2,000). This means is there any significant effectiveness on students' ability in writing descriptive texts? before using the Facebook Profile and after using the Facebook Profile as a learning medium for the tenth grade students of SMA N 9 Purworejo in the academic year 2011/2012.

The second previous study was *"Effectiveness of using Facebook Profile Picture in Teaching Writing Descriptive text in the tenth grade of MA AT-TAQWA Nusawungu Cilacap students in the 2012/2013 academic year."* which was written by Kurniyati in 2013. The results of the study state that there is an effectiveness in teaching writing descriptive English text using Facebook Profile Pictures as an alternative technique. This is indicated by the the t-value than t-table that is (4,219>2,021). This means that using a Facebook Profile Picture makes a positive contribution to students' descriptive text writing skills.

The third previous study was *" The Effectiveness of Teaching Writing Through Picture Series to grade VIII Students of SMPN 3 Sleman 2013/2014".* The similarities of the thesis to this research using picture as media and has purpose to identify the effect of picture to achieve students writing skill. But the differences at the thesis the researcher are to describe the writing ability of the students learning through picture, to describe writing ability of those learning not through pictures, and to find out the difference in the writing ability between those learning not through picture. And then we can see the differences from research

design. The research design of the thesis is a quasi-experimental study. the findings of the research showed that there was a significant difference in the writing ability between the eighth grade students of junior high school taught by picture and those who were not taught by the picture. The scores indicated that there were improvements from the result of the students' pre test and post test. And the contribution of this research to my research is showed that the scores indicated that there were improvements from the result of the students' pre test and post test. The mean of pretest experimental class was higher than the mean of pretest of control class.

The similarity between this study and the third previous studies using social media picture as a medium in teaching writing descriptive texts and the use of experimental designs. While the difference between this study and previous research on the types of social media in teaching writing. In this study the researcher used Instagram and then the previous research used Facebook and picture series as a medium in teaching writing descriptive text.

Based on previous studies, this has become an inspiration for researchers in conducting their research. The researcher wants to study an interesting media in teaching writing, especially in descriptive text. The researcher is interested in conducting a study entitled "The Effect of Using Profile Pictures of Instagram in Teaching Writing Descriptive Text " in Class X SMA Singosari Delitua.
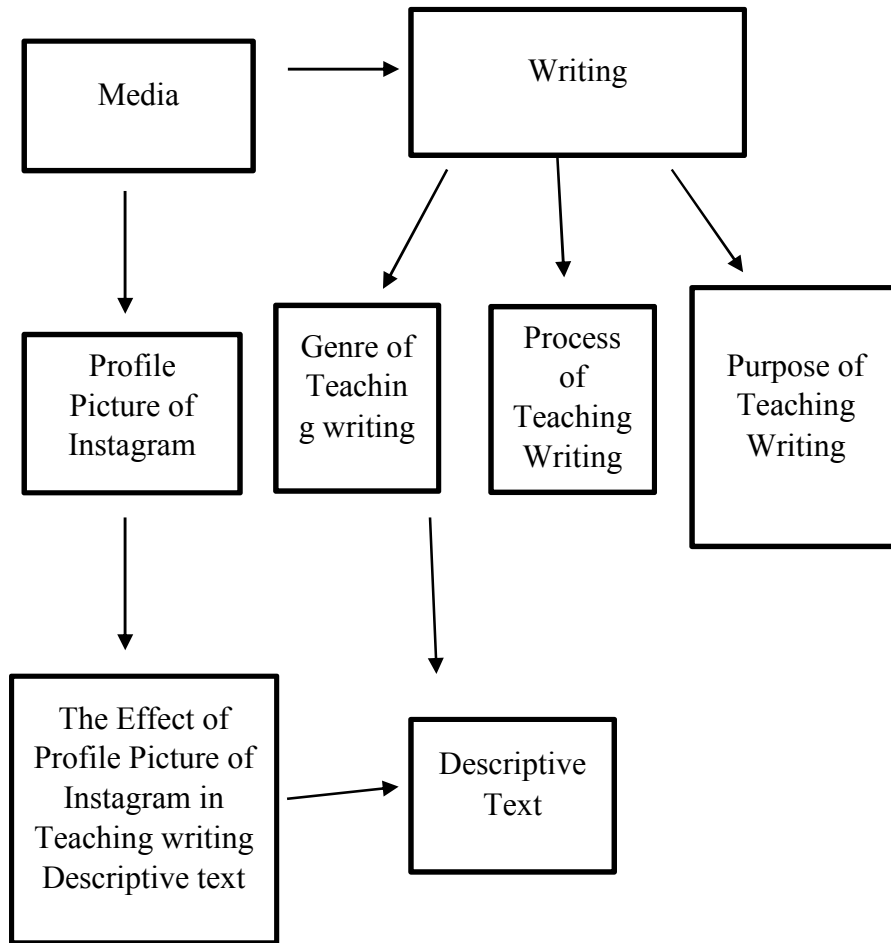
2.7 Conceptual Framework

In 2021 the user of instagram had just 85 milion users, but today the users of instagram is more then 120 milion users. In Indonesia, the teenagers also have a hobby of using instagram. There are so many possibilities in using instagram, for

example, to support their social life and to get new information. Due to possibilities of using instagram, there are so many ways to support teaching learning processes, especially in teaching descriptive text.

Using profile picture of instagram as a media for teaching descriptive text is one of the ways the teacher can use to teach writing incredibly descriptive text. By using their hobby in using instagram will give an enjoyable media and material in writing descriptive text, and finally, the student can understand well about the text.

So, the researcher tries to research the study to prove the successfulness of the media in the teaching-learning activity. Therefore, the teacher has chosen a media that can be received by the students or applied a success in teaching learning process. The media is can be applied successfully, so that the teaching learning process is effective:

Figure 2.8

Conceptual Framework

Media	Writing
Profile Picture of Instagram	Genre of Teaching writing
	Process of Teaching Writing
	Purpose of Teaching Writing
The Effect of Profile Picture of Instagram in Teaching writing Descriptive text	Descriptive Text

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study used a quantitative approach with an experimental research design. Experimental research can be defined as a systematic method for building relationships that contain causal phenomena. The goal in this study is to see how effective Instagram profile pictures are in teaching writing descriptive text at SMA Singosari Delitua.

According to Ary et al. (2010:19) experimental research examines the impact of the systematic amendment of one variable on other variables. Furthermore, experimental research can be defined as a technique of sorting out hypotheses that starts with queries concerning the relationship among two or extra variables. The studies layout for this look at can be experimental quantitative research, with one organization serving the experimental class and some other served the control group.

Table 1

Control group pre-test and post test design

Experimental Group	Control Group
O_1	O_1
X	-
O_2	O_2

Where:

O_1 = pre-test

X = treatment

O_2 = post-test

3.2 Population and Sample

1. Population

Based on Arikunto (2010:173) population research is the entire field of study. suppose someone wants to observe every component of the research domain, so his or her research is called population research. The population in this research used the tenth grades from SMA Singosari Delitua. The total variety of population are 40 students.

2. Sample

According to Ary (2010:428) the selection of a sample, participants or sites, is essential in qualitative research, just as it is in quantitative research. The sample of this research are two classes . The researcher was taken each class consists of 20 students. The first class is as experimental and the second is as control group. Experimental group consists of 20 students and control group consists of 20 students.

3.3 The Instrument of Collecting Data

This research is a quantitative, so there is a need for data analysis. The analysis is related to computation in answering problem formulations and hypothesis. According to Arikunto (2006:151) research instrument is a tool in research that uses methods. Meanwhile, Sugiyono (2006:147) states that the

research instrument is a tool used to measure natural phenomena and observed social phenomena. The instrument used to collect data in this research is a test.

In this research, the researcher used an essay test. The test material is writing descriptive text. The test questions for both classes are the same: class X-1 as the experimental group and class X-2 as the control group. This test is intended to determine the effectiveness of pictures in learning to write descriptive text and whether the test is valid or not.

In this final project, the researcher used content and construct validity to make an essay writing test. The researcher also consulted the test with consultant and English teachers at SMA Singosari Delitua.

3.4 The Procedure of the Research

In getting the data, there are three procedures which take by the writer: pre-test, treatment, and post-test. The steps of procedures are :

1. Pre-Test

Pre-test is a test that is being developed and can be revised based on the basic items of analysis obtained from the pre-test results. A Pre-test can be called a test before learning occurs.

2. Treatment

To find out the effect of the using profile picture of instagram in teaching writing descriptive text. A treatment would conducted to the experimental group. Group A is as the experimental, group B is as the control group gave the same material, but different treatment. The teaching became the experimental group of the using profile picture meanwhile the control group used the descriptive text.

3. Post-Test

In teaching, a comparison of the pre-test and post-test outcomes measures the amount of progress that a student has made.

3.5 The Scoring of Writing

The teacher has to have a good concept of writing assessment to asses the writing work correctly to evaluate the students' mastery of writing. In this research, the researcher was rating scale to score or evaluate the students in writing. The following were the scoring criteria for writing according to Jacobs et al, scale Weigle, (2002:116).

No	Assesment Aspect	Categories	Score	Criteria
1.	Content	Excellent	27-30	Excellent to very good: through the development of the thesis, in accordance with the assigned topic.
		Good	22-26	Good to average: a few knowledge of situation adequate range, restricted development of thesis, more often than not relevan to

				subject matter, however lacks detail.
		Fair	17-21	Fair to poor: shaky or minimally recognizable advent, organization can berely be visible, extreme issues with ordering of thoughts, lack of helping evidence.
		Poor	13-16	Very poor: does not display knowledge of subject, nonsubstantive or not enough to assess.
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearly stated/supported,we

				ll-organized, logical sequencing and development.
		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and improvement.
		Poor	7-9	Very poor: does not communicate, no organization.
3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective

				word/idiom choice and usage, phrase from mastery, appropriate register.
		Good	14-17	Good to average, adequate range, occasional mistakes of word/idiom form, choice, usage but means not obscured.
		Fair	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.

4.	Language Use	Excellent	22 – 25	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
		Good	18 – 21	Good to average: Effective but simple structure, minor problems in complex structure, some errors in agreement, tense, quantity, word order/function, articles, pronouns, prepositions but the meaning is rarely obscured
		Fair	11 – 17	Fair to poor: major

				problems in simple/complex construction, frequent errors in negation, agreement, tense, quantity, word order/function, articles, pronouns, prepositions and participles passages, runons, deletions, confusing or obscured meanings.
		Poor	5 – 10	Very poor: hardly master the rules of sentence structure, make dominant errors, communicate.
5.	Mechanics	Excellent	5	Excellent to very good: demonstrates mastery of

				conventions, few mistakes of spelling, punctuation, capitalization, paragraphing.
		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but that means not obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, terrible handwriting, which means confused.

		Poor	2	Very poor: no mastery of conventions, ruled by way of errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no longer enough to assess.
		Total Score	100	

3.6 The Validity and Reliability of The Test

A test's reliability is determined by its validity. Before being used to produce reliable study data, the two variables must pass a test.

3.6.1 The Validity of The Test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity is defined because of the quantity to which the tool measured what was claimed to measure. Arikunto (2006:168) states the validity is a measurement that demonstrated the instrument's validity. An instrument can be valid if it can measure what is supposed to be measured. There are three types of validity: (1) content validity, (2) criterion-related validity,

(3) construct validity. The construct validity used in this study refers to how well the subject matter and learning outcomes are captured by the test at a certain point in the educational cycle.

3.6.2 The Reliability of The Test

Reability is one of the characteristics of good test. It refers back to the consistency of the measurement. According to Vest and Kahn (2006:289) reliability is the level of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently.

In order to find out whether the test reliable or not, the writer was used the formula of Alpha in Arikunto (2010:238-240) as the following:

$$r11 = \frac{k}{k-1} \left[1 - \frac{\sum a_b^2}{a_t^2} \right]$$

Where:

$r11$: Reability of instrument

k : The number of items of the Test

$\sum a\_b\text{^}2$: The number of variants of each item

a^{2t} : Total of variants

3.7   Technique of Analyzing Data

After collecting data from the test, the data would analyzed by following procedure:

1. Tabulating the data for control group and experimental group.

2. Comparing the experimental and control classes' test scores.

3. Calculating the mean of experimental and control group.

4. Calculating the range of the data by using the following formula.

5. Calculating standard deviation of each other.

6. Analyzing the data by using t-test.

T – test used in this research in order to prove the hypothesis that state"There is a significant effect by using Profile Picture of Instagram in Teaching Writing Descriptive text".

The Formula of the test is:

$$t = \frac{mx - my}{SEm^1 - SEm^2}$$

Where:

$m^1 - m^2$ = Defferentation of two mean score.

$SEm^1 - SEm^2$ = The Standart Error of difference between two means