

The Effectiveness of Using Instagram as Online Media toward Writing Descriptive Text at Tenth Grade of Senior High School 8 Jambi City

Efa Silfia¹, Suci Rahmawati²

^{1,2}Universitas Batanghari

Correspondence Email: efasilfia28@gmail.com

Abstract: The popularity of social media between students can be used as a language teaching tool. One of popular is Instagram this is a social network that can be use to take pictures and videos, and share publicly or privately on the application. This study aims to research the effectiveness of using Instagram as a online media toward writing descriptive text. This research was conducted toward the tenth grade of senior high school 8 Jambi city in semester two there were 34 students participated in this test. Seventeen students participated in control class and also seventeen students in experimental class. Based on the researcher findings and discussion, it can be concluded that the use of instagram as online media toward writing descriptive text at the tenth grade of Senior high school 8 Jambi City. It was proven by the students mean score improvement from pre-test and post-test. The students mean score of pre test was 36,76. Which was classified as very poor classification, while that of post-test was higher than mean score of pre-test as 53.67 which was classified poor category. Moreover, based on the data analysis, t-test was value. It means that there was a significant difference. Therefore H₀ was rejected and H₁ was accepted. In other words, the use of instagram as online media toward writing skills students in descriptive text.

Keywords: writing, social media, instagram

Abstrak: *Kepopuleran media sosial dikalangan pelajar dapat dijadikan sebagai sarana pengajaran bahasa. Salah satu yang populer adalah Instagram, ini adalah jejaring sosial yang dapat digunakan untuk mengambil gambar dan video, dan membagikannya secara publik atau pribadi pada aplikasi. Penelitian ini bertujuan untuk meneliti efektivitas penggunaan Instagram sebagai media online terhadap penulisan teks deskriptif. Penelitian ini dilakukan terhadap siswa kelas X SMA Negeri 8 Kota Jambi pada semester dua yang mengikuti tes ini berjumlah 34 siswa. Tujuh belas siswa berpartisipasi di kelas kontrol dan tujuh belas siswa di kelas eksperimen. Berdasarkan temuan peneliti dan pembahasan, dapat disimpulkan bahwa penggunaan instagram sebagai media online dalam menulis teks deskriptif di kelas X SMA Negeri 8 Kota Jambi. Hal ini dibuktikan dengan peningkatan nilai rata-rata siswa dari pre-test dan post-test. Nilai rata-rata siswa pada pre test adalah 36,76. Yang tergolong dalam klasifikasi sangat buruk, sedangkan nilai post-test lebih tinggi dari nilai rata-rata pre-test sebesar 53,67 yang termasuk dalam kategori buruk. Selain itu, berdasarkan analisis data, uji-t adalah nilai. Artinya terdapat perbedaan yang signifikan. Oleh karena itu H₀ ditolak dan H₁ diterima. Dengan kata lain penggunaan instagram sebagai media online terhadap keterampilan menulis teks deskriptif siswa.*

Kata Kunci: *menulis, media sosial, instagram*

INTRODUCTION

In the era of modernization, humans depend on technology. This makes technology basic need for every community from old to young person especially students. Lately, many students have open social media to find information and learning resources. In the world of education today the teaching and learning process does not only focus on delivering information collect by classroom walls, but in accordance with the times that social media requires educational processes, done in another virtual room. Formal use of social media can be interpret as a combination of learning in analog or online.

The students need to be personally involve to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting, it should be support by good and interesting teaching style and media used in the learning process. Furthermore, in this new era of technology, social networks sites has become a fashionable tool in teaching and learning for example, Students are interacting in such social media with or without their teachers consent or knowledge through study groups. Discussions between friends are carried out heavily among adolescents and resources are share through online social networks. These networking sites are also a means for students opportunity for shy students to interact more with each other.

However, Instagram is currently one of the most popular SNS in the world with over 300 million active user (Instagram Press, 2015)

On other hand the teachers should prepare a good learning models and learning technique it make the students will be curious and interest to study English, especially in writing skills. Writing is also a productive skill to which careful attention must be paid, and teaching such skills really needs special training in order to make the learning process effective (Saiffuddin, 2016)

English lessons what should have been fun and exciting was out of hope when the teacher writing lessons give only a particular theme only. The teacher has not been yet to realize that not all students understand that theme given nor experienced the things on the subject. Students being bored and less interested in writing because it wasn't familiar and do not know what to write in their text.

It also happened to the senior high school N 8 Jambi city when this researcher observed during PPL in class X3 according daily test, the students lack the motivation to write text. By using the students' method of address not reaching a snap point, it is evident that changes or invitation in the learning process it's important to be a teacher.

So the problem that often occur are like: students who don't attracted and tended to be bored in learning because of the absence of change or innovation, even students still find it difficult to put ideas and opinions in the writing that student about to create. In addition, in writing activities most of the students still fail to control patience and precision in selecting a vocabulary, correct use of punctuation and many writings students who aren't maximum. Therefore, many students are not interested or not happy with writing.

Attendance of the media in the learning process provides ease for teachers to accomplish the purpose of the learning process for students. Media also provides to make it easier for students to understand the material presented that with the media teacher learning can make energi and student motivation writer. Teachers can use existing media or something familiar with humans. One of them is the media photo and videos in the social media account. An researcher is attracted to using the media of the instagram application, as one of the outlets in the process text study description for treatment of students. Based on observations researcher use social media as a learning medium because todays technological developments have a lot of positive effects on social media, one is Instagram. The problem of students writing on feeds Instagram is that they are less consistent with photo/videos.

With the media, it was make it easier for teachers to teach and made changes in the study of English, but most of the teachers still rarely use the media in the learning process. Unknown by telling a few English teachers at the school, that they are struggling and confused using the media in the learning process in English. They prefer their usual method of delivery dot he teaching, even more English with focus on explaining to students. They consider their usual methods of speaking were more efficient in teaching and also more practically used. But with No. reality they imagined in the learning process, students tent to be more bored and difficult to understand at learning time so that the scores are unsatisfactory. Beside of that, there must be innovation in the learning process in order for students to become more interested and motivated to learn with change. Especially with progress increasingly sophisticated and advanced technology can make it easier for teachers to do so developing in teaching especially English with various media outlets that could be used.

RELATED LITERATURE

Instagram

Instagram is a picture-based social media that provides service share photos or videos online. Instagram comes from the understanding of the overall function of this application. The word "instants" comes from the word "instant" like a Polaroid camera better known in one day as "instant photo". Instagram can also display instan photos, such as Polaroid in on display.

“Telegram” which it works to transmit information you want to pass on is acceptable quickly. That's why Instagram is a sum of Instagram words and telegrams.

According to Maulina (2018) Instagram is modern social media, the students and the teachers become creative to use it for anything. The word Instagram refers to one of the features in Instagram which is viewers can like the photo content also displays how many people have liked the photo, give comments and the users can also give hashtag below the caption. Instagram is interesting for teaching writing. Social media also help to encourage the use of the English as the users (students) want their captions to be read locally or internationally and the best way to do it. It is through the use of English language as it is a language used by the world.

According to Tyer (2016:30) Instagram is a form of social media that shares photos over the internet through an application that allows users to alter their images by applying filters and sharing their photos on a variety of other social media platforms.

According to Soviyah (2018) using a mobile phone as a media to learn, Instagram allows users to snap a picture and share it to others. Users only need to snap a photo, then choose a filter to transform the image and keep it around forever as a memory, users can also add text to give information about the pictures or videos shared. In terms of who use it and for what function, Instagram can be used by everyone all over the world in order to post any updates or information, share photo or videos, and chat or argue with other Instagram users.

Instagram is one of the most popular social networking sites (SNS) in a world of more than 300 million active users (Instagram, 2015). The focus of Instagram is for users to post individual images or videos with a description on their profiles, about 70 million images and videos posted daily (Instagram Press, 2015). This, Instagram seems to provide an ideal environment for students of a foreign language to produce good writing.

Writing

Writing is one of the language skills, besides listening, speaking and reading that must be mastered by English learners. They have to be able to express their thoughts in writing to develop their ideas, and make readers interested when their writing is read. Through writing, they can also transfer information and knowledge to others. In other words, writing can be said as a means of communication between the writer and the reader (Reszy, 2013)

According to Syatriana (2018), writing is a language skill. It is used to communicate indirectly, not face to face with another person, but through the writing media. Writing does not require appropriate selection of topic, but mostly to be determined who is supposed to read it and particularly for the article and its objectives. Through writing we can convey the content of thoughts and feelings, both imaginary or real conditions. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing, or the experience of pain.

Brown and Saifuddin (2016) state that writing is a way of life. It is also the development of ideas, argument, logic, cause and effect. Without some abilities to express yourself in writing a student cannot pass the course. Writing is also a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to a topic beforehand.

Writing Assessment

According to Brown (2001:4), assessment is a popular, sometimes misunderstood term in current educational practice, people might be thought that testing and assessing is the same term, but they are not. Prepared to administrative procedures that happen at identifiable times in curriculum when learners master all their faculties to offer peak performance are being measured is called test.

Besides, assessment is a going procedure that contains a much extensive domain. Test is a sub-set of assessment. It is only form of assessment that teacher can use, test can be the assessment but assessment is not always test.

This research will use scoring to measure the students writing task. Analytical scoring have five major elements that will help to call the writer attention to areas of needed enhancement.

The following are the criteria for scoring writing which are used in this research :

- a. Content: tittle chosen agreement
- b. Organization: unity of paragraph, coherence, and cohesion
- c. Vocabulary: the precision of using vocabulary
- d. Language use: tenses and pattern
- e. Mechanics: spelling and punctuation

Descriptive Text

Oshima and Hogue (2007:61) explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. A good description is a word picture, the reader are able visualize object, place, or person his or her mind. Husein and Pulungan (2017:1) state that descriptive is a kind of text which gives description about an object (living or non living things) such as person, place, or thing. In addition, they say that the social function of writing descriptive text is to describe a particular person, place, thing or animal.

According to Gerot and Wignell (1995:208) descriptive text is the text that has social function to describe and reveal a particular person, place or thing. In descriptive text, the relationship between this research and the readers is like an authority person verus unknown readers and listener. The text will be found easily around us. It will found in encyclopedias, scientific magazine, and history text.

Based on definition above, it can be concluded that descriptive text is to describe particular thing, animal, person, place, or other by looking, smelling, tasting, or felling them,

RESEARCH METHOD

The research used quantitative method in this research to analyze data. According to Creswell (2014:32) quantitative research is an approach for testing objective theories by examining the relationship among variables. This research used true experiment design. Experimental research methods are divided into large groups. Sugiyono (2014:107), saying that experimental research methods can be interpreted as research methods used to determine the effect of treatment to others in a controlled condition. In this study, the research used the experimental quasi method of one group pretest and posttest.

This researcher used a sample random sampling technique in taking the sample. Kerlinger (2006:188) simple random sampling is a method of withdrawal from a population or the universe in a certain way so that every member of the population or the universe has that chance same to choose or take. The sample of the study was selected by using sample random sampling technique. This research chose the sample by looking the characteristics of the class and based on information from the teacher.

Sample of The Research

Class	Classification	Number of students
X 1	Control Class	17
X 3	Experimental class	17
Total		34

The instrument that was used in this researcher was writing test, in the test the researcher asked student to write a descriptive paragraph about a topic (pre-test) the students had to write 3

paragraphs in the pre-test and 3 paragraphs in the post-test. In collection the data, this researcher uses a systematical and standard procedure. A method of collecting in this research used writing test that contain a set of exercise or other instruments. The researcher used two kinds of test, pretest and posttest. This researcher subjected both pre-test and post-test as follow:

Pre-test

This researcher came to the class and told the students what they had to do. The pretest was in writing skills in caption their school. The aim of administering pretest was to get initial information of the students before the experimental conducted.

Treatment

After administering the pre-test, this research gave the treatment four times to the students. This researcher applied the treatment by showing Instagram pictures, which have good descriptive caption. Then the material was given to the students as print pictures, in other words, after that the students described what they thought. The students write in a paragraph in the form text. The steps of the treatment could be classified into three phases:

- Pre-writing activity

In this phase, the researcher introduced and explained the material about the text that will going to discuss that text. Then before the text will discussed, this researcher showed the pictures and explained about the organization that us in text. This researcher asked to students to make a paragraph about with the pictures.

- Whilst-writing Activity

First of all the students downloaded Instagram app and made their own Instagram account. In this step, the researcher provided theme for the students in terms of the kind of picture that the students to discuss the theme. After the students understood the theme, the researcher asked the students to find a picture, which will related to the theme. The students could use the dictionary to find out the word or new vocabulary in their write.

- Post-writing Activity

Post writing activity was instructional activity that the students and researcher did after writing taken place. In this step, post question, feedback and whole discussion would be conducted. This researcher did it by giving quiz around the material as evaluation and reinforcement.

Post-test

The last method of collecting data was administered post test. Post test administered to the students after being exposed with Instagram as the treatment. The post test in writing, the researcher did it after give the treatment in experimental research or after teach writing text after being taught by Instagram. The post test was done to get writing score of students after doing the treatment.

Data analysis was the way data analyses by this researcher. In managing and analyzing the data collect, this researcher used quantitative data analysis so the researcher analyzed the data by using formula. The analysis used to find the significant difference of the students writing text before and after used of using Instagram as a media.

The steps to analyze data as follows:

1. The test examined and then score by using an assessment elements consisting of content, organization, vocabulary, grammar, and mechanic.
2. After all test results were obtained, then rate 10-100 value. Score that had obtained then analyzed.
3. After each students work was assessed then presented to find the grade average value.

4. This researcher found the score by using formulas. The score of pre-test and posttest are calculated as follows:

$$\text{Score} = \frac{\text{Students' score}}{\text{maximum score}} \times 100$$

5. This researcher determined the mean score. To find the scores, this researcher used the formula as follows :

$$\text{Mean} : \bar{x} : \frac{\sum fx}{n}$$

6. The students percentage was arranged into the diagram of rating quality percentage.
7. Then, the meaning of the percentage is arranged in the table of rating scale. As result, this researcher uses a rating scale to arrange the level of effectiveness.
8. Using SPSS (Statical Product and Service Solution) determined the students value.
9. Calculating the mean score of the students test by using SPSS
10. Finding the improvements percentage of students writing achievements of utilizing Instagram by using SPSS.

FINDING AND DISCUSSION

This research was conducted toward the tenth grade of senior high school (SMA N 8) Jambi city in semester two there were 34 students participated in this test. Seventeen students participated in control class and also seventeen students in experimental class. The pre-test was conducted on 17 January 2023. Then, treatment was given for four times. Finally, the researcher gave post test on 24 January 2023.

This study explains the research of that study. The study used techniques on instagram applications, students were asked to look at some of the writing examples that have been provided on the instagram application. The test given to this students writing before and after treatment was given. In this case, that case it about to find out how the instagram application on the students effectiveness and this test is done to see how effectively instagram is used for writing methods.

The Result of Writing Descriptive

This section describes and analyzes test in experimental class in experimental classes the test is given after the class is given treatment.

The experimental class of the study was class X3 of SMA N 8 Jambi city. it consist of 17 students. Who has been given treatment. then they will be given a test in the form of a writing test. After the treatment and test were given, the scores from all students were obtained. Each rating criteria is worth some points. The score given is in accordance with the oral proficiency scoring categories, namely : content, organization,, grammar, vocabulary and mechanic (Sara Cushing Weigle, 2002)

Based on the result of Students' writing above, the researcher found that students can more easily understand material through the instagram media. The high score for the students is 56.25 with a student of 10 and a low score for the students is 50.00 with a 7 student.

Frequencies

The result of pre-test of experimental and controlled class based on SPSS 21 version software was gained from the steps as follows : *Analyze>> Description>> Statistic>> Frequencies*. Then put post-test into variables>> Click Statistic>> Checklist the entire menu>> Click *Ok*

Table 1
Data Description of Pre-test of Experimental Class
Statistics

Pretest exsperiment X3

N	Valid	17
	Missing	0
Mean		36.7647
Median		36.7188 ^a
Mode		37.50
Variance		9.191
Range		12.50
Minimum		31.25
Maximum		43.75
Sum		625.00

The table below was tool of presentation consisting of columns and rows and there were numbers which describe the division and the percentage of frequency distribution.

Table 2
Frequency distribution of pre-test result of Experimental class
pretest exsperiment X3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31.25	3	17.6	17.6
	37.50	13	76.5	94.1
	43.75	1	5.9	100.0
	Total	17	100.0	100.0

Results gained from a pre-test in class X3 as the controlled class of this researcher were presented in a table below:

Table 3
Data Description of Pre-test result of Controll Class
Statistics

pretest control class

N	Valid	17
	Missing	0
Mean		41.9112
Median		43.7400
Mode		37.50
Variance		47.677
Range		25.00
Minimum		31.25
Maximum		56.25
Sum		712.49

Table 4

**Frequency Distribution of pre-test Result of control class
pretest control class**

	Frequency	Percent	Valid Percent	Cumulative Percent
31.25	2	11.8	11.8	11.8
37.50	6	35.3	35.3	47.1
43.74	1	5.9	5.9	52.9
Valid 43.75	4	23.5	23.5	76.5
50.00	3	17.6	17.6	94.1
56.25	1	5.9	5.9	100.0
Total	17	100.0	100.0	

The results of post test of experimental and control class based on SPSS 21 version software was gained from the steps as follows : *Analyze>>Description>>Statistic>>Frequencies*. Then put post-test into variables Click *Statistic>> Checklist the entire menu >> Click OK*.

**Table 5
Data Description of Post-test Result of Experimental class
Statistics**

posttest experiment X3

N	Valid	17
	Missing	0
Mean		53.6765
Median		56.2500
Mode		56.25
Variance		10.053
Range		6.25
Minimum		50.00
Maximum		56.25
Sum		912.50

According to the table, it could be made a table of frequency distribution which was presented as follows :

**Table 6
Frequency Distribution of post test result of experimental class
posttest experiment X3**

	Frequency	Percent	Valid Percent	Cumulative Percent
50.00	7	41.2	41.2	41.2
Valid 56.25	10	58.8	58.8	100.0
Total	17	100.0	100.0	

Table 7
Data Description of post test result of controll class

Statistics
posttest control class

N	Valid	17
	Missing	0
Mean		48.5288
Median		50.0000
Mode		50.00
Variance		36.771
Range		25.00
Minimum		37.50
Maximum		62.50
Sum		824.99

Table 8
Frequency Distribution of post test result of controll class
posttest control class

	Frequency	Percent	Valid Percent	Cumulative Percent
37.50	1	5.9	5.9	5.9
43.74	1	5.9	5.9	11.8
43.75	5	29.4	29.4	41.2
Valid 50.00	7	41.2	41.2	82.4
56.25	2	11.8	11.8	94.1
62.50	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Before the writer calculated the value of t-test to look at the hypothesis, the researcher had to analyze the normality and homogeneity of the data. The examination of normality was needed to know whether the data had been normally distributed. Then, after getting the normality, the next step was calculating the homogeneity of data. It was proposed to look at whether the data was homogeneous or heterogeneous.

Normality test

The normality test is performed using kolmogorov-smirnov and saphiro-wilk. The test is for two groups, both pre-test and post-test group, to determine if the distribution of the data from the sample is normal. Thus, the researcher used SPSS version 21 software. If the normality is more than the level of significance α (0.05), scores will be normally distributed.

Homogeneity test

Homogeneity test is used to test whether the data from the two group have the same variant in order that the hypothesis can be tested by independent test. Like normality test, this kind of the also uses SPSS version 21 software. The following tables contained the result of test of homogeneity between both of the class.

In the test of homogeneity, data were stated as homogeneity distribution when sig. score was above 0.05. sig. score in these columns were 0.002 and 0.078. These are bigger than 0.05 which mean that these data had homogeneity distribution data.

T-test

After calculating the data of post-test, the researcher has found that post – test result of experimental and control class is normal and homogenous. The data would be analysed to prove the hypothesis. It used a t-test formula. The research hypothesis is multiple choice, The result of t-test was found that the t_{count} is (-23.754) while the t_{tabel} () with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 17 + 17 - 2 = 32$. It means that the T_{count} is smaller than the t_{tabel} (Tt). That is, he results showed what the experiment class had no.

Discussion

To determine if there is a first language influence toward speaking ability at grade X3 of Senior High School (SMA N) 8 Jambi City. The researchers gave tests to the two classes which were experimental and class control classes. There were 17 students in the experiment class. Meanwhile, there were 17 students in the control class. Both classes conducted tests by conducting writing tests in accordance with the theme given with the theme that had been given by the researcher.

Based on the characteristics of the components of writing students get problems to write specific of content because the information was almost enough, thesis development was very limited, and less relevant to the problem but not complete

From the aspect of vocabulary, it can be concluded that utilization of the word good, choice words and phrases are less precise and vocabulary was low. Students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence. Second, the assessor also concluded that the organization of the pre-test and post-test approved by the upper text of the upper-middle respondent has good coherence and an appropriate schematic structure.

Before giving the test, the researchers gave treatment to an experimental class at one meeting. While in the control class, researchers are not given treatment, but directly provide tests. Students are given a test in the form of a speaking test, to find out the score obtained by students, researchers use writing assessment, aspects assessed are content, organization, grammar, vocabulary, and mechanic.

In other words the use of intagram can improve writing ability of students especially in descriptive text. Using instagram made the students more enthusiastic and interested during the teaching and learning process of writing. The students had no hesitativ to express their idea. Since the use of picture in instagram can make students' imagination more developed and make students more motivated to make a good descriptive text, because many people can seen his posts in instagram. Therefore the result of this research also showed that using instagram could improve students' writing especially in descriptive text that focused on five aspects of writing they are content, grammar, structure, vocabulary and mechanic.

Based on the analysis data used t-test, it was found that the t-test (T_o) is -23.754. This means that T_o is smaller than the t-table (T_t). Then, for DF is 16. That is, the results showed that the experimental class had no writing.

After doing this study and getting the results of this study, researcher learned that there is no writing descriptive text. The study focused on looking at the writing.

Based on the above explanation, researcher concluded that there was no the effectiveness of using Instagram as a online media toward writing descriptive text at tenth grade of Senior High School 8 Jambi city.

CONCLUSION

Based on the researcher findings and discussion, it can be concluded that the use of instagram as online media toward writing descriptive text at the tenth grade of Senior high school (SMAN) 8 Jambi City. It was proven by the students mean score improvement from pre-test and post-test. The students mean score of pre-test was 36,76. Which was classified as very poor classification, while that of post-test was higher than mean score of pre-test as 53.67 which was classified poor category. Moreover, based on the data analysis, t-test was value. It means that there was a significant difference. Therefore H₀ was rejected and H₁ was accepted. In other words, the use of instagram as online media toward writing skills students in descriptive text.

REFERENCES

- Ary, e. a. (2010). *Introduction to Research in Education*. wadsworth: Cengage Learning.
- Ary, j. e. (2002). *Introduction To Research In Education*. Wadsworth: Belmont.
- Atmoko, B. D. (2012). *Instagram Handbook*. Jakarta: Media kita.
- Brown, H. D. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. newyork: Longman Inc.
- Creswell, J. (2014). *Research Design: Pendekatan, Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Doa, V. (2015, april). *Social Media Classification Scheme in Online Teaching and Learning activities*. *International Journal of Education and Social Science*, vol.2, no.4.
- Gerot, L. W. (1995). *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Greenhow, C. (2010). "Literacies in aniche online social network application". New Orleans: paper presented at the American Educational Research Association Annual Metting.
- Harmer. (2004). *The Practice of English Language Teaching*. essex: Longman.
- Kaplan, M. (2010). *Users of the world, Unite! The challanges and oppurtunities of Social Media*. Business Horizon.
- Knapp, P. W. (2005). *Genre, Text, Grammar : Technologies for Teaching and Assesing Writing* . Sydney: University of New South Wales Press Ltd.
- Liburd. (2011). *WEB 2.0 I Videregaende Uddan-Nelser*. idehaefte Fra Evidencenter.
- Oshima, A. &. (2007). *Writing Academic English (fourth Edition ed.)*. United State of america: Pearson Longman.
- Press, I. (2015). *Diambil kembali dari www.instagram.com*
- Reszy, Y. H. (2013). *Teaching Writing Descriptive Text by Using Environmental Observation Strategy*. *English Language Teaching*.
- Soviyah. (2018). *Instagram Use to Enhance Ability in Writing Descriptive Text*. *Indonesian EFL Journal*.
- Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Bandung: CV Alfabeta.
- Syatriana. (2018). *Implementing a design Model in Teaching Writing through Reflection Strategy*. *Indonesian EFL Journal*.
- Taprial, V. .. (2012). *Understanding Social Media*.
- Tyer. (2016). *Instagram : What Makes you post?* *pepperdine Journal of communication Research*, vol. 4, Article 14.