

SKRIPSI



**THE USE OF INSTAGRAM AS A MEDIA
TO TEACH STUDENTS' WRITING RECOUNT TEXT**

**BY
SITI SHOLIKHAH
NIM 201532047**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2019



**THE USE OF INSTAGRAM AS A MEDIA
TO TEACH STUDENTS' WRITING RECOUNT TEXT**

SKRIPSI

**Presented to Muria Kudus University
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education Department**

By:

**SITI SHOLIKHAH
NIM 201532047**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2019**

MOTTO AND DEDICATION

MOTTO

“Never give up, take your responsibility and improve your integrity”

“Never cry, this world never allow you to be weak”

“Everything will be fine, take it easy”

DEDICATION

This skripsi specially dedicated to:

- Her honourable parents, Sutopo and Sumber
- Her love Wanna One members Kang Daniel, Kim Jae Hwan, Hwang Minhyung, Lee Dae Hwi, Lai Guanlin, Yoon Jisung, Ha Seongwoon, Ong seongwoo, Bae Jinyoung, Park Jihoon and Park Woojin who always give their best for her
- Special thanks for Kang Daniel who taught her well how to face this world
- Her beloved Dreamers, Hyung, Bulok, Eunji, Colo, Nia, Mbak Pika, Min and Cabe Eka
- All lecturers for their knowledge and experiences in learning
- All beloved friends who always support her with loyalty to struggle along
- Herself who never give up to reach her dream

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Siti Sholikhah (NIM 201532047) has been approved by the *skripsi* advisors' for further approval by the Examining Committee.

Kudus, 17th July 2019

Advisor I



Drs. Muh. Svafei, M.Pd
NIDN. 0013046201

Kudus, 17th July 2019

Advisor 2



Aisvah Ririn Perwikasih Utari, S.S, M.Pd
NIDN. 0628018502

Acknowledged by

Head of English Education Department




Nuraeningsih, S.Pd, M. Pd
NIDN. 061207790


EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Siti Sholikhah (201532047) has been reviewed by the Examining Committee as a requirement for the research.


Kudus, 8th August 2019
Skripsi Proposal Examining Committee


Nuraeningsih, S.Pd, M. Pd
NIDN. 061207790


, Chairperson


Aisviah Ririn Perwikasih Utari, S.S, M.Pd
NIDN. 0628018502

, Member


Farid Noor Romadlon, S.Pd., M.Pd
NIDN. 0602078301

, Member


Atik Rokhayani, S.Pd., M.Pd
NIDN. 0601058402

, Member

Acknowledged by
The Faculty of Teacher Training and Education


Dean
Dr. Slamet Utomo, M.Pd
NIDN. 0019126201

ACKNOWLEDGEMENT

In the name of Allah SWT, the researcher would like to express her biggest gratitude to Allah SWT who always gives mercy and blessing so the researcher can finish her skripsi entitled “The Use of Instagram as a Media to Teach Students’ Writing Recount Text”.

In completing this research, there are many people who gave a lot of support, advice and also suggestion that is needed by the researcher. So that the researcher would like to convey her special gratitude to them, they are:

1. Dr. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Nuraeningsih, S.Pd., M.Pd as the Head of English education Department of Muria Kudus University.
3. Drs. Muh. Syafei, M.Pd as the first advisor and Aisyah Ririn Perwikasih Utari, S.S, M.Pd as the second advisor for all his time and patience in guiding the researcher to compose this skripsi.
4. All of the lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
5. Drs. Sri Haryoko as the Headmaster of SMA N 2 Kudus who has given permission for the researcher to conduct this research.
6. All of the teachers of SMA N 2 Kudus, especially the English teachers who helped the researcher in conducting the research.
7. The researcher’s family, especially her father (Mr. Sutopo) and her mother (Mrs. Sumber) who always prays and supports for her success and happiness.
8. The researcher’s best friend Hyung, Bulok, Eunji, Colo, Nia, Mbak Pika, Min and Cabe Eka who always support and give motivation to finish the research.

Finally, the researcher hopes that it will be useful for the readers, especially for those who are in the field of education.

Kudus, 19th July 2018

The Researcher



Siti Sholikhah

ABSTRACT

Sholikhah, Siti. 2019. *“The Use of Instagram as a Media to Teach Students’ Writing Recount Text”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Muh. Syafei, M.Pd., (ii) Aisyah Ririn Perwikasih Utari, S.S, M.Pd.

Key Words: *Instagram, Media, Recount Text, English Writing*

Instagram is social media site that can be used as a media to teach students’ writing recount text. It is because there is a lot features that can be used for the students to improve their interest in joining teaching and learning process especially in teaching and learning writing. From the theory of habit and authentic material, the researcher uses this media to teach students’ writing recount text.

The objective of this research is to find out whether there is a significant difference between students’ writing recount text before and after being taught by using Instagram as a media or not.

In this research, the researcher used quantitative method and used quasi-experiment as the design of the research. The number of sample is 36 students from X MIPA 4 which are taken by using cluster random sampling technique. The researcher uses test as the instrument of the research. The test is in the form of writing test to know the students’ writing ability before and after being taught by using Instagram as a media.

The result of the research shows that the students’ mean score have an improvement from 6.8 to 8.8 and from good categorize to excellent categorize. And the standard deviation from the students score has decreased from 0.89 to 0.83 which means that the students’ post-test score is well distributed than the pre-test score. The calculation of t-test shows that the H_0 is rejected and H_a is accepted. It is because the t_o (t obtain) falls in the critical region and t_o (t obtain) is more than t_t (t critical). The t_o (t obtain) is 5.3 while the t_t (t critical) is 2.042.

In conclusion, there is a significant difference between students’ writing recount text before and after being taught by using Instagram as a media. Moreover, the researcher suggests that the teacher should have a good management in controlling the students when they use hand phone at the class and also make sure that the students understand well about the material before they practice their writing ability.

ABSTRAK

Sholikhah, Siti. 2019. *Penggunaan Instagram sebagai Media untuk Mengajar Text Recount Siswa*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Drs. Muh. Syafei, M.Pd., (ii) Aisyah Ririn Perwikasih Utari, S.S, M.Pd.

Kata Kunci: *Instagram, Media, Text Recount, Menulis*

Instagram adalah media sosial yang dapat digunakan sebagai media untuk mengajar siswa dalam menulis teks recount. Hal ini karena dalam Instagram, terdapat banyak fitur yang dapat digunakan siswa untuk meningkatkan minat mereka dalam proses belajar dan mengajar terutama dalam menulis. Dari teori kebiasaan dan materi othentik, peneliti menggunakan media ini untuk mengajar siswa dalam menulis teks recount.

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat perbedaan yang signifikan antara tulis teks recount siswa sebelum dan sesudah diajar dengan menggunakan Instagram sebagai media atau tidak.

Dalam penelitian ini, peneliti menggunakan metode kuantitatif dan menggunakan eksperimen semu sebagai desain penelitian. Jumlah sampel adalah 36 siswa dari X MIPA 4 yang diambil dengan menggunakan teknik cluster random sampling. Peneliti menggunakan tes sebagai instrumen penelitian. Tes ini berupa tes menulis untuk mengetahui tulisan teks recount siswa sebelum dan sesudah diajar dengan menggunakan Instagram sebagai media.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa mengalami peningkatan dari 6,8 menjadi 8,8 dan dari kategori baik menjadi kategori sangat baik. Dan standar deviasi dari skor siswa telah menurun dari 0,89 menjadi 0,83 yang berarti bahwa skor post-tes siswa didistribusikan dengan baik daripada skor pre-test. Dan perhitungan uji-t menunjukkan bahwa H_0 ditolak dan H_a diterima. Itu karena t_0 (t hasil) jatuh di wilayah kritis dan untuk (t hasil) lebih dari t_t (t kritis). T_0 (t hasil) adalah 5.3 sedangkan t_t (t kritis) adalah 2.042.

Sebagai kesimpulan, ada perbedaan yang signifikan antara tulisan teks recount siswa sebelum dan sesudah diajarkan dengan menggunakan Instagram sebagai media. Selain itu, peneliti menyarankan bahwa guru harus memiliki manajemen yang baik dalam mengendalikan siswa ketika mereka menggunakan ponsel di kelas dan juga memastikan bahwa siswa memahami dengan baik tentang materi sebelum mereka mempraktikkan kemampuan menulis mereka.

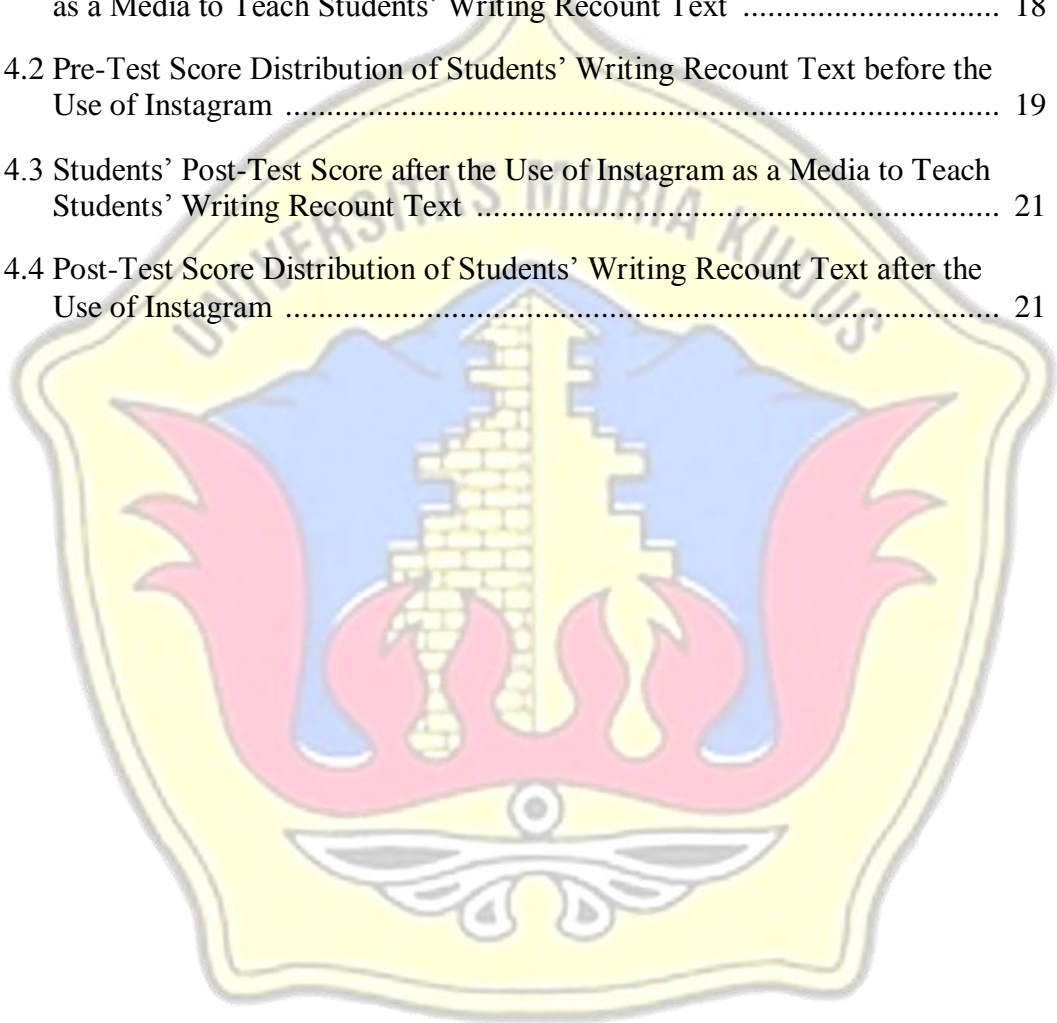
TABLE OF CONTENTS

COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
ABSTRACK	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Statement of the Problem	2
1.3 Objective of the Research	3
1.4 Significance of the Research	3
1.5 Scope of the Research	3
1.6 Operational Definition	4
CHAPTER II REVIEW TO RELATED LITERATURE AND HYPOTHESIS	5
2.1 Teaching English in SMA 2 Kudus	5
2.2 Writing Recount Text	5
2.3 Instagram as a Media to Teach Writing	7
2.4 Review of Previous Research	9
2.5 Theoretical Framework	10
2.6 Hypothesis	11
CHAPTER III METHOD OF THE RESEARCH	12
3.1 Design of the Research	12
3.2 Population and Sample	12
3.3 Instrument of the Research	13
3.4 Data Collection	15
3.5 Data Analysis	15

CHAPTER IV FINDING OF THE RESEARCH	18
4.1 Finding of the Research.....	18
4.1.1 The Students' Writing Recount Text before the Use of Instagram as a Media	18
4.1.2 The Students' Writing Recount Text after the Use of Instagram as a Media	20
4.2 Hypothesis Testing.....	22
 CHAPTER V DISCUSSION	 25
5.1 The Students' Writing Recount Text before Being Taught by Using Instagram	25
5.2 The Students' Writing Recount Text after Being Taught by Using Instagram.....	26
5.3 The Significant Difference between the Students' Writing Recount Text before and after Being Taught by Using Instagram.....	28
 CHAPTER VI CONCLUSION AND SUGGESTION	 27
6.1 Conclusion.....	27
6.2 Suggestion	27
 REFERENCES	 30
APPENDICES	32
STATEMENT	68
CURRICULUM VITAE	69

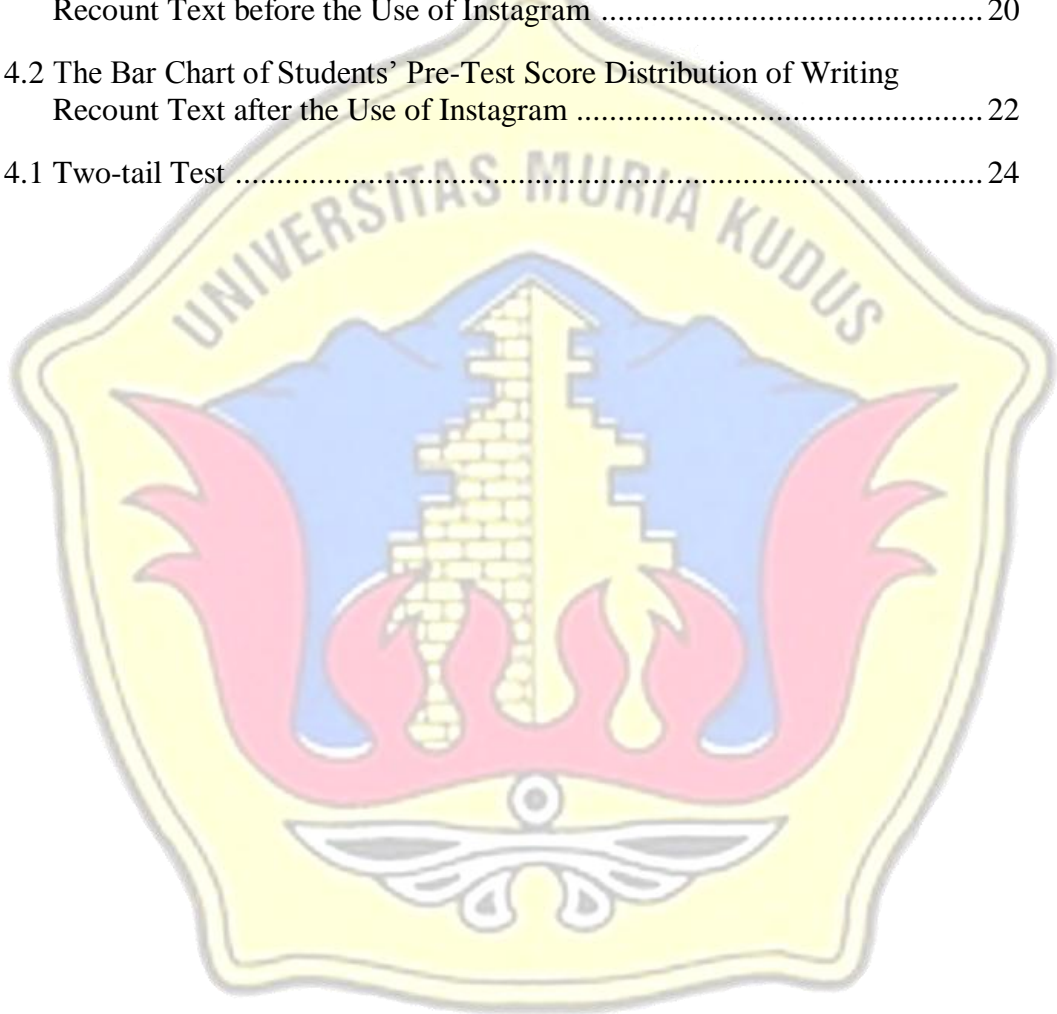
LIST OF TABLE

Table	Page
3.1 Total Students in SMA 2 Kudus at Tenth Grade in Academic Year 2018/ 2019	13
3.2. Scoring Rubric of Writing Test	14
3.3 The Criteria of Test Score	15
4.1 Students' Score of Writing Recount Text before the Use of Instagram as a Media to Teach Students' Writing Recount Text	18
4.2 Pre-Test Score Distribution of Students' Writing Recount Text before the Use of Instagram	19
4.3 Students' Post-Test Score after the Use of Instagram as a Media to Teach Students' Writing Recount Text	21
4.4 Post-Test Score Distribution of Students' Writing Recount Text after the Use of Instagram	21



LIST OF FIGURES

Figure	Page
2.1 Example of Recount Text on Instagram	7
2.2 The Material for the Students on Instagram	8
3.1 One Group Pre-Test Post-Test Design	12
4.1 The Bar Chart of Students' Pre-Test Score Distribution of Writing Recount Text before the Use of Instagram	20
4.2 The Bar Chart of Students' Pre-Test Score Distribution of Writing Recount Text after the Use of Instagram	22
4.1 Two-tail Test	24



LIST OF APPENDICES

Appendix	Page
1 Lesson Plan	33
2 Pre-Test and Post-Test Instruction	44
3 The Students Pre-Test Score of Writing Recount Text	45
4 The Data Calculation of Mean and Standard Deviation of Pre-Test Score ..	46
5 The Students Post-Test Score of Writing Recount Text	48
6 The Data Calculation of Mean and Standard Deviation of Post-Test Score.	49
7 The Data Calculation of t Obtained (t_o)	51
8 The Summary of T-test Result	54
9 The Comparison Result of Writing Ability	55
10 T-Tables	56
11 Documentations	57
12 Letters	60

