

The Use of Genre Based Approach and Instagram to Improve Students Ability in Writing Descriptive Text

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif melalui Genre Based Approach berbantuan Instagram. Ini adalah penelitian tindakan kelas. Subyek dalam penelitian ini adalah 36 siswa kelas X Teknik Mesin 2 SMK N 4 Semarang. Data dikumpulkan dalam satu siklus melalui tes, observasi kelas, dan dokumentasi. Tes dilakukan dalam bentuk pre-test, post-test siklus I, dan post-test siklus II. Instrumen yang digunakan adalah lembar tes, pedoman observasi, dan pedoman dokumentasi. Data dianalisis dengan menggunakan metode deskriptif kualitatif. Hasil menunjukkan bahwa siswa mengambil peran aktif dalam kegiatan belajar mereka. Kualitas tulisan mereka juga meningkat. Nilai rata-rata mereka meningkat dari 63 (Pretest), 74 (Siklus I), dan 80 (Siklus II). Kesimpulannya, penggunaan Genre Based Approach berbantuan Instagram efektif untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Peneliti berharap bahwa penggunaan Genre Based Approach berbantuan Instagram mungkin dapat digunakan oleh guru bahasa Inggris dalam mengajar bahasa Inggris, khususnya dalam mengajar menulis teks deskriptif.

Kata kunci: Genre Based Writing, Instagram, Writing ability, Descriptive text.

ABSTRACT

This research aims at improving students' ability in writing descriptive text through Genre Based Approach assisted with Instagram. It is classroom action research. The subjects in this study were 36 students of X Technical Machine 2, SMK N 4 Semarang. Data was collected within the cycles through tests, classroom observation, and documentation. Tests were conducted within the pretest, the post-test of Cycle I, and post-the test of Cycle II. It used test sheets, observation guidelines, and documentation guidelines as the instruments. The data was analyzed using the qualitative descriptive method. Results show that students take an active role in their learning activities. The quality of their writing also improved. Their mean scores increase from 63 (Pre-test), 74 (Cycle I), and 80 (Cycle II). In conclusion, the use of Genre Based Approach and Instagram was effective to improve students' ability in writing descriptive text. The researcher hopes that the use of Genre Based Approach and Instagram may probably be used by English teacher in teaching English, especially in teaching writing descriptive text.

Keywords: Genre Based Writing, Instagram, Writing ability, Descriptive text

1. INTRODUCTION

One of the subjects learned in school is English. English has evolved into a global language, with many people all over the world using it to communicate. That is why English is being used as a second language for several countries in the world, including Indonesia. So, all of us need to learn English. In general, preparing our student with English capability is one of the goals of teaching and learning English at school. English has four basic skills discipline that must be taught to meet that goal. Those skills are speaking, writing, listening, and reading (Harmer, 2001).

Writing is the receptive skill that is important for students to learn and master in learning English. Writing is more than just writing something on a blank piece of paper; it is scrupulous yet complicated process. Writing is both a process as well as a product. A piece of writing requires a lengthy process that includes planning, drafting, editing, and final drafting (Harmer, 2004). Students admit that writing is difficult because they should deliver their idea into blank paper also with the right vocabulary, good structure, and grammar. In addition, students have to find out a way to motivate themselves to start writing. Those problems also occur when students try to write a descriptive text.

The problem that is faced by students in writing descriptive text is they are difficult to describe something and they don't know how to explore their ideas. That problem can occur because the students lack of vocabulary. Another problem is students are not able to develop their ideas because they also find it difficult to combine sentences in writing descriptive paragraph. The use of inappropriate techniques or media in online learning also affects students' interests. Hence, students become bored with online learning and lose interest in writing. Teachers should be careful in choosing the techniques or media used in educational activities.

One of the teacher's roles in learning is as a facilitator. In an effort to improve writing skills, teachers provide direction to

students so they can develop their ideas (Brown, 2001). Based on the characteristics of the students in the previous meeting, the researcher chose to use Genre Based Approach and Instagram as student media to improve writing skills in descriptive text. The genre-based approach aims to increase students' understanding of the many methods for structuring written content. By talking about the distinguishing elements of various purposeful texts, it may be accomplished. The major goal of a genre-based approach is to employ text analysis to help students comprehend and take charge of the discourses and customs of their field of study (Wingate, 2012).

The massively developing technology has enhanced students' interest in learning activities. One of the media which can apply is social media. The use of social media can increase student interest because almost all students use social media and they have at least one account in each popular social media. There are many kinds of social media that can improve students' motivation in writing, especially writing descriptive text. One of them is Instagram. Instagram is a very popular application and is widely used by all people, especially teenagers. Instagram is an application where we can share photos, videos with other Instagram users. In addition, we can also include caption text in the photos and videos that we upload. For this reason, Instagram would be one of the excellent platforms for students to create descriptive text.

In this study, the researcher chose the topic because writing is one of the skills in English that is important for students to learn and master in learning English. According to Hyland (2002) writing is not been taught, but it is learned. There are many strategies for teaching students based on their materials or abilities in teaching and learning English. The students who learn English will be successful if the learning sources or strategies are appropriate for their needs. To motivate students in writing, appropriate and interesting techniques or media are needed to make English learning fun and more enjoyable.

Therefore, the researcher wants to make writing more interesting by using Genre Based Approach and Instagram as media. When students are interested in writing activities, it is hoped that their writing skills will improve, especially when writing descriptive text. By conducting this research, the researcher hopes that this research can be used as a reference for English teacher in selecting media or techniques in learning activities.

Genre Based Approach

Genre Based Approach has four main stages that can be applied in learning steps: Building Knowledge of Fields, Modelling of Text, Joint Construction, and Independent Construction of text. Through the steps in this strategy, students are expected to have more time to make a draft and make revisions to the draft that has been made. In addition, Genre Based Approach is a combination of product and process approach (Kim, J., & Kim, 2005). In his journal, he found that combining the two strategies helped improve the writing skills of students.

Instagram

Instagram is a smartphone application and social networking platform that allows users to share photos and videos (Moreau, 2018). Instagram allows its users to edit and then upload their photos or videos. Kevin Systrom and Mike Krieger discovered Instagram in October 2010. Instagram is a popular social media platform. Many people from various backgrounds and ages use Instagram. Usually people use social media to share their personal information, such as uploading their photos or videos.

Users can add an explanation to their photo or video, or it can be called a caption.

According to Kabilan et al. (2010) showed how media social blended with education. Without a doubt, teaching and learning writing in the future will involve write with social media. The challenge is to ensure that teaching and learning activities achieve the best integration of the new learning paradigm with traditional practice.

Based on the opinions by the experts above, in this era, the use of Information and Communication

Technology (ICT) is one of the right methods in teaching and learning activities, one example is the use of social media. Because it is undeniable that everyone uses social media. By using social media such as Instagram, it allows students to be more interested and more comfortable to write so that it will improve students' writing skills.

Writing Ability

According to White (1986) in Khasanah (2015) Writing is the process of conveying ideas, information, knowledge, or experience, and it understands writing to gain knowledge or some information to share and learn. Brown (2001) also states that writing is a written result of thinking, drafting, and revising procedures that require special skills, such as how to generate ideas, organize them coherently, use discourse markers and rhetorical conversations coherently into written texts, revise texts for clearer meanings, edit text for correct grammar, and produce the final product. Writing is a way to put thinking or ideas into text. Furthermore, writing is the use of words by writers to liberate themselves from what they are currently thinking, feeling, and perceiving.

Based on the statements above, the writer concludes that writing is the process of expressing ideas, information, and knowledge as means of communication.

Descriptive Text

According to Boardman (2002) descriptive text is a paragraph that describes how something appears. It means that descriptive text can be divided into two types: speaking description and writing description. Descriptive text is a type of genre that is used to describe a specific person, place, activity, idea, or thing using words from both speaking and writing.

2. METHOD

In conducting this research, the researcher used classroom action research design. The researcher examines the data from students' writing tests to determine the issues they confront. This classroom action research was carried out at SMK N 4 Semarang. The subjects in this study were 36 students of X Technical Machine

2. The research is based on the classroom action research (CAR), which consists of four components. There are Planning, Acting, Observing, and Reflecting.

The researcher employs both a pre-test and a post-test. A pre-test was used to gather initial information on students' ability in writing ability before the treatment was conducted. A post-test was carried out after using Genre Based Approach and Instagram in teaching writing descriptive text as a treatment. The researcher was able to determine the significant difference in students' achievement in writing descriptive text before and after the treatment by analyzing the students' post-test scores.

The researcher identified two issues: a lack of students' writing abilities and a lack of students' motivation to improve their abilities. Students are less active and imaginative in the classroom. Sometime, students are also bored and pay less attention to what the teacher explains. The researcher then investigates the problem's solution. The researcher tried to solve the problem by giving a new method to the students using Genre Based Approach assisted by Instagram. By using Genre Based Approach and Instagram with a picture, students can more easily determine ideas in writing text.

After the researcher implemented Genre Based Approach and Instagram in the teaching process and gave assignments to students to improve their writing skills. Researchers evaluate the process and the results. Researchers found that it enabled them to improve their writing skills using Genre Based Approach and Instagram.

The last is data processing and analysis. The author collects data from each cycle. And it is possible to infer that employing Genre Based Approach and Instagram to develop students' ability in writing descriptive text.

3. FINDINGS AND DISCUSSION

In this chapter, the findings of the research from cycles 1 and 2 will be presented. Students from X Technical Machine 2 at SMK N 4 Semarang took part in this study. Classroom action research was used by the researchers in this study.

Researchers employed Genre Based Approach and Instagram to improve students' ability in writing descriptive text.

The implementation of cycle I Planning

The lesson plan and the descriptive text test items were developed by the researcher and organized according to the curriculum during the planning stage. Two cycles of action implementation were carried out. There were two meetings per cycle. Each meeting in every cycle had 180 minutes. After preparing lesson plan for the research, the researcher and the collaborator gave pre-test for students in the first meeting.

Action

The researcher administered pre-test to see the students' ability in writing descriptive text. This was the first meeting, held on Tuesday, March 21st 2023. The second meeting was held on the Monday, March 27th 2023. Additionally, for giving brain storming to students, the researcher asked to the students about what is descriptive text. Furthermore, the teacher carried out learning activities by applying the genre-based approach using Instagram as a medium. Cycle I consisted of two meetings. In the first meeting, the teacher discussed more about the physical appearance of an object. In Building Knowledge of the Field, the teacher builds context, meaning, and vocabulary that lead to learning about describing things. Next is Modelling of Text, where students are shown examples of descriptive text and how to write it. In this step, the teacher also teaches grammar and the proper use of mechanics such as noun phrases and adjective phrases. The next step is the Joint Construction of the Text. The teacher divided the class into six groups, so that each group had six students. In this section, the teacher starts giving instructions on how to use their smartphones to make descriptive text. In this section, they describe one item related to mechanical engineering. Each group uploads a photo of the item they have selected and writes a short and simple description according to the results of their discussion in the caption column on

their Instagram account. The teacher takes a sample description to be discussed with all students. Independent Construction of Text is done at home. Students were given instructions to redevelop the descriptive text that had been made with their respective groups and re-upload it on their respective Instagram accounts.

In Cycle I, the 2nd meeting, the teacher applied similar learning steps but with additional material regarding some adjectives such as diligent, kind, smart, beautiful, handsome, old, young, and others. In the Independent Construction of Text, students are instructed to make a descriptive text based on the material presented at the first and second meetings. The results of this activity are used as the Cycle I post-test.

Observation

In the observation part of the action above, the researcher presented teaching descriptive text. In the first meeting, the researcher gave a pre-test to the students in order to determine their basic understanding of descriptive text. In fact, many of them had a low understanding of how to write descriptive text. Before explaining the descriptive text, the researcher asked the students what their problem was from the pre-test. Then the researcher explained about descriptive text. Moreover, to know how well the students understood descriptive text, the researcher gave exercises in groups. After the students finish the exercise, the researcher gives them homework. In the second meeting, the teacher applied similar learning steps but with additional material. Students were instructed to write a descriptive text based on the material presented at the first and second meetings. This activity is used as the Cycle I post-test. The result showed that some students still got low scores.

Reflection

From the observation results of the learning process in cycle I, it can be concluded that the teaching and learning process using Genre Based Approach and Instagram has not yet reached the research's minimum competency requirement. Due to time restrictions, not all students get the opportunity to express

their understanding. The researcher found some weaknesses in cycle 1 of this research. The researcher did not provide more explanation, so the students were rather confused and afraid to ask something about the materials. The researcher was not satisfied with the students' responses when the researcher gave them the materials. The students are not active in the class. The reasons above also become the weaknesses of the researcher. The strengths are that the researcher can apply the technique based on the students' ability and this technique is also very interesting in the writing learning process. The result from the post-test only 44,4% of the students get score above 75, 8,3% of the students get score 75, and the other 47,2% students get worse. Because cycle 1 had not been reached, so the researcher continued in cycle II by changing a lesson plan, especially in action.

The implementation of cycle II Planning

In planning, the researcher prepared the lesson plan and also gave the same test about descriptive text. There were differences in making lesson plans in cycle 2. In cycle 2, the researcher delved deeply into giving knowledge about descriptive text and provided more examples in the teaching and learning process.

Action

The implementation of Cycle II is a continuation of Cycle I. The pre-test and post-test in Cycle I have increased, so the implementation of Cycle II aims to test the consistency of using Genre Based Approach and Instagram media in the teaching and learning process. The results of reflection in Cycle I become evaluation material for planning the next learning activity. In the action stage, the teacher still applied the same approach and media as in Cycle I. Cycle II was held for two meetings, on April 11, 2023, and April 17, 2023. The researcher explained more detail about descriptive text (the generic structure and language features of descriptive text). Furthermore, to know how far students understood the

descriptive text materials, the researcher guided the students to make groups, and each group consisted of six students. The researcher demonstrated the task and provided instructions before the students completed it. The students created a descriptive text based on the picture that the leader of the group received. After the students had completed their task, the researcher gave a correction. Furthermore, the researcher gave the result of the task based on the lecturer's scoring. The researcher closed the meeting after the time was up.

The second meeting was conducted on Monday, April 10, 2023. The meeting was opened by greeting, brainstorming, and checking the students attendance lists. The researcher gave post-test II. After that, the students have to collect their sheets. Then the researcher gave the conclusion about the research and closed the meeting.

Observation

In observation, the researcher presented teaching descriptive text. In the first meeting of Cycle II, the researcher asked the students about their problem from the previous meeting, and they solved it together. The researcher explained the descriptive text deeply, and then the researcher distributed some pictures about things in technical machines for each group. Then the students comprehend a descriptive text in groups. The students look so happy and enjoy themselves. In the last meeting, the researcher gave a post-test II. Factually, about 86.1% of the students could do the post-test II well.

Reflection

This is the conclusion of Cycle II. The teaching and learning process using Genre Based Approaches had achieved the minimum standard of research competence. This success can be reached because the explanation is better and deeper than in cycle 1. More than 75% of the students got scores above 75, and more than 75% of the students had high motivation in learning English, especially in writing descriptive text. Because this research had reached its target, the researcher stopped it.

Tabel 1. The Results of the Pre-test, Post-test I, and Post-test II

No. Subject	Pre-test	Post-test I	Post-test II
1	75	87	90
2	68	84	88
3	60	75	83
4	53	71	80
5	80	88	90
6	61	80	86
7	68	83	84
8	65	73	76
9	59	70	78
10	79	89	92
11	58	65	76
12	68	70	79
13	56	67	75
14	51	75	78
15	73	84	87
16	51	70	78
17	45	61	71
18	45	53	59
19	81	84	88
20	81	88	92
21	45	58	65
22	87	89	92
23	61	75	83
24	80	83	87
25	67	77	80
26	51	66	75
27	47	62	77
28	57	65	75
29	51	62	70
30	77	87	89
31	59	66	75
32	70	78	83
33	45	53	59
34	80	86	89
35	81	88	90
36	47	65	77
Total	2282	2677	2896
Mean	63	74	80
Min	45	53	59
Score			
Max	87	89	92
Score			

Based on table, it can be seen the difference between pre-test, post-test 1 and post-test 2 scores. Before starting the material about descriptive text, a pre-test was done to determine the beginning of the students' mastery in writing descriptive text. According to the pre-test results, only 10 students out of 36 received a score of 75 or higher. The pre-test total score was 2282, and the mean score was 63. The highest score was 87, and the lowest score was 45. It can be seen that many students still got a score less than the standard minimum. Most students could not do the test well. They found difficulties when writing descriptive text.

After teaching the material about writing descriptive text using Genre Based Approach and Instagram, the post-test was given to the students. The type of test between pre-test and post-test 1 is similar. The total score of the post-test in cycle 1 was 2677, and the mean score was 74. The highest score was 89, and the lowest score was 53. It can be seen that only some students reach the minimum standard. It was better than the pre-test.

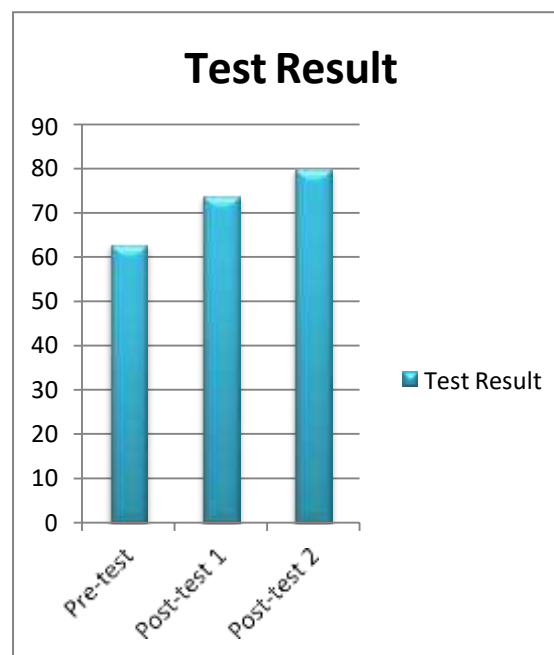
In this research, the teaching and learning processes ran effectively. The result of the test increased very well, and the students achieved the minimum score. Based on the table above, it is clear that the students' scores varied. The highest score was 92, and the lowest score was 59. Therefore, the researcher does not need to continue to the next cycle again. The students' scores always increased in each cycle, and more than 80% of the students achieved the minimum score. So, in this research, the use of Genre Based Approach and Instagram can increase students' ability in writing descriptive text.

Discussion

There are two cycles in this research. In each cycle, there was an increased score. In the first meeting, the students felt confused about descriptive text. So, the researcher gave an explanation to the students and gave them the task about descriptive text. The researcher implemented a genre-based approach and Instagram in the teaching and learning process. Based on the results

of the research, it can be seen that the students' scores in writing descriptive text improved after they learned using Genre Based Approach and Instagram. Based on the results of the research, it can be seen that the students' scores in writing descriptive text improved after they learned using Genre Based Approach and Instagram.

Figure 1. Test Result



Based on the figure 1, it can more easily be explained from the average score of the pre-test, post-test cycle 1, and post-test cycle 2. The increasing average score from the pre-test, post-test 1, and post-test 2, starting from 63, 74, and 80. From the calculation of the pre-test, only 10 students got a score above 75, which is about 27.7%. The result from post-test 1 is that only 44.4% of the students get a score above 75, 8.3% of the students get a score of 75, and the other 47.2% get worse. In cycle II, more than 75% of the students got scores above 75, and more than 75% of the students had high motivation in learning English, especially in writing descriptive text.

This study proved that Genre Based Approach and Instagram can be used by teachers in teaching-learning processes, especially in writing descriptive text. The teaching method applied in the

classroom has a great opportunity to attract students' attention and interest in writing descriptive text. This study showed that Genre Based Approach and Instagram have a positive impact on students' writing ability as well as their interests. The Genre Based Approach applied by the teacher provides opportunities for students to learn and produce texts through concept construction activities, group activities, and individual activities. In addition, Instagram is a good alternative for teachers to implement in the classroom, and it is easier to get students' attention. It also provides several benefits, such as increasing their knowledge and writing ability.

4. CONCLUSION

In this research, the researcher uses Classroom Action Research (CAR). The researcher did the research in two cycles. Based on the findings and discussion, this research shows an increase in the students' quality of writing descriptive text. The number of students who have a complete score in Cycle 2 is 31, or about 86.1%. The increasing average score from the pre-test, post-test 1, and post-test 2, starting from 63, 74, and 80, provides further proof for this research. It could be concluded that the application of the Genre Based Approach assisted by Instagram media, was able to improve students' skills in writing descriptive text. This study showed that Genre Based Approach and Instagram have a positive impact on students' writing ability as well as their interests. The Genre Based Approach applied by the teacher provides opportunities for students to learn and produce texts through concept construction activities, group activities, and individual activities. In addition, Instagram is a good alternative for teachers to implement in the classroom, and it is easier to get students' attention. It also provides several benefits, such as increasing their knowledge and writing ability.

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