

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Findings**

The researcher would explained some things about the results that have been found when the research took place which would be drawn conclusions according to the initial planning that has been written in the previous section. This chapter presented the result of experimental class research conducted in the eighth grader of MTsN 3 Mahligai Banjarmasin. Before planning study, researcher has observed the atmosphere of class during the practice of PPL 2 taking place in MTsN 3 Mahligai Banjarmasin. The process ran for two months. In PPL 2, with the English teacher from the school, the researcher has followed the process of learning English as teacher for 12 meetings. From the program also the researcher found a lot of problems that arose especially related to the writing problems of the students while learning the language, vocabulary, structure and learning tool in English class. The position of the study participants at that time was seven graders in MTsN 3 Mahligai Banjarmasin.

In addition to classroom observation, the writer also spent much of her time hanging out with them after the class finished such us as during breake ate together in canteen and prayed in congregation. The researcher indirectly asked the students about the problem in English class and asked the teacher about the writing process in the class such as kind of learning tool for

writing, how often is writing activity in the class, what kind of writing that usually the students write. The teacher said that students usually write English lesson when they got the homework or worksheet and then they answer the homework and worksheet written form. Furthermore, when the researcher observed the class, the researcher found that the English teacher in the class sometime use learning tool or media to teach English language.

After that, the researcher continued to research starting from July 21<sup>st</sup> 2018 until September 22<sup>nd</sup> 2018. The numbers of the samples that had followed the course of the study were 31 students consisting of 17 females and 14 male students. The thirty-one students followed post-test, treatment and post-test. They are eighth H graders in MTsN 3 Banjarmasin. Overall, the observations carried out have taken place with permission and acceptable and welcomed in the school concerned in MTsN 3 Banjarmasin. Having previously conducted discussions on the preparation of research, the school concerned has given the opportunity to conduct tests in two meetings. The first is meeting for pre-test and the last meeting for post-test. In addition, researcher did the treatment as much as 9 time for Descriptive text and Recount text; 7 times to teach about Descriptive text and 2 times to teach about Recount text; and 1 time researcher re-explained about Descriptive and Recount text before students did post-test.

### **1. The Data Analysis of Try-out Finding**

Before collecting the data, the researcher did some activities during the research such as try-out test, pre-test, treatment, conventional teaching

and post-test. After the researcher finished the try-out test, she also held pre-test, treatment and post-test.

This part covered about validity and reliability.

a. Validity of Instrument

The validity test of research information used *Software Statistical Packages for Social Science (SPSS) for Windows Release 22*. There are 6 items, 3 items of Descriptive and 3 items of Recount. Validity test used two classes: the Higher class and Ordinary class.

**Table 4.1 Analysis of Validity Test in Higher Class**

By the same calculation process obtained value validity as follows:

Nomor Soal	1	2	3
$r_{xy}$	0,912	0,963	0,969
Keterangan	Valid	Valid	Valid

Based on the table 4.1 of rates of criticism from  $r$  product moment at 5% significance level with  $N = 10$  it can be seen that  $r_{\text{tabel}} = 0,632$ . So the grain problem number 1 is valid, because the value of  $r_{xy} > r_{\text{tabel}}$ .

**Table 4.2 Analysis of Validity Test in Ordinary Class**

By the same calculation process obtained value validity as follows:

Nomor Soal	1	2	3
$r_{xy}$	0,727	0,750	0,856
Keterangan	Valid	Valid	Valid

Based on the table 4.2 of rates of criticism from  $r$  product moment at 5% significance level with  $N = 10$  it can be seen that  $r_{\text{tabel}} = 0,632$ . So the grain problem number 1 is valid, because the value of  $r_{xy} > r_{\text{tabel}}$ .

b. Reliability Instrument

A good test must be valid and reliable. Reliability means “consistency”. To get the coefficient of correlation, the research applied the Product Moment computation by looking at the Cronbach’s alpha column. Cronbach’s alpha itself is a measure of internal consistency. It is considered to be a measure of scale reliability.

**Table 4.3 Analysis of Reliability Test in Higher Class**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.931	3

Based on the table 4.3 of rates of criticism from  $r$  product moment at 5% significance level with  $N = 10$  it can be seen that  $r_{\text{tabel}} = 0,632$ . So the grain problem number 1 is valid, because the value of  $r_{xy} > r_{\text{tabel}}$ .

**Table 4.4 Analysis of Reliability Test in Ordinary Class**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.617	3

Based on the pricing table 4.4 criticism of  $r$  product moment at 5% significance level with  $N = 10$  it can be seen that  $r_{\text{tabel}} = 0,632$ . So the problem device not reliability, because 2 of value  $r_{xy} < r_{\text{tabel}}$ .

## 2. Data Analysis and Hypothesis Test

Conclude the try-out finding in the following are the analysis of pre-test and post-test result.

### a. Pre-Test Analysis

It was done to know the pre-test result on class eighth H graders MTsN 3 Banjarmasin, the following is of Pre-test score.

**Table 4.5 Pre-test in Class Eight H  
(DescriptiveText)**

Name	C	O	V	L	M	Score
S1	14	8	12	10	2	46
S2	13	7	10	6	2	38

S3	13	7	7	5	2	34
S4	14	8	12	10	2	46
S5	14	8	12	10	2	46
S6	16	13	13	10	2	54
S7	14	8	12	10	2	46
S8	14	8	12	10	2	46
S9	16	13	13	10	2	54
S10	13	7	10	6	2	38
S11	20	13	13	12	2	60
S12	13	7	7	5	2	34
S13	14	8	12	10	2	46
S14	16	9	12	10	2	49
S15	14	8	12	10	2	46
S16	22	13	16	13	2	66
S17	14	8	12	10	2	46
S18	16	13	13	10	2	54
S19	20	12	13	12	2	59
S20	13	7	10	6	2	38
S21	14	8	12	10	2	46
S22	13	7	7	5	2	34
S23	13	7	10	6	2	38
S24	14	8	12	10	2	46
S25	13	7	10	6	2	38
S26	20	12	13	12	2	59
S27	13	7	7	5	2	34
S28	13	7	10	6	2	38
S29	13	7	7	5	2	34
S30	20	13	13	12	2	60
S31	20	13	13	12	2	60
<b>The Highest Score</b>						<b>66</b>
<b>The Lowest Score</b>						<b>34</b>
<b>Median</b>						<b>46</b>
<b>Mean</b>						<b>46</b>

O : Organization            7 - 20

V : Vocabulary            7 - 20

L : Language use            5 - 25

M : Mechanics            1 - 5

This table 4.5 and chart show the result from pre-test in class eighth H. the highest score is 66, the lowest score is 34; the mean score is 46 and the median score is 46.

**Table 4.6 Pre-test in Class Eight H (Recount Text)**

Name	C	O	V	L	M	Score
S1	13	7	10	6	2	38
S2	13	7	10	6	2	38
S3	13	7	7	5	2	34
S4	14	8	12	10	2	46
S5	13	7	10	6	2	38
S6	13	7	10	6	2	38
S7	13	7	7	5	2	34
S8	20	10	15	12	2	59
S9	16	13	13	10	2	54
S10	13	7	10	6	2	38
S11	22	15	18	12	3	70
S12	25	15	18	12	3	73
S13	14	8	12	10	2	46
S14	16	8	12	10	2	48
S15	14	8	12	10	2	46
S16	16	13	13	10	2	54
S17	13	7	10	6	2	38
S18	14	8	12	10	2	46
S19	13	7	7	5	2	34
S20	24	13	16	13	2	68

S21	14	8	12	10	2	46
S22	13	7	7	5	2	34
S23	16	13	13	10	2	54
S24	13	7	10	6	2	38
S25	14	8	12	10	2	46
S26	16	8	12	10	2	48
S27	14	8	12	10	2	46
S28	13	7	7	5	2	34
S29	13	7	7	5	2	34
S30	27	12	18	15	3	75
S31	14	8	12	10	2	46
<b>The Highest Score</b>						<b>75</b>
<b>The Lowest Score</b>						<b>34</b>
<b>Median</b>						<b>46</b>
<b>Mean</b>						<b>46</b>

This table 4.6 and chart show the result from pre-test in class eighth H. The highest score is 75, the lowest score is 34, the mean score is 46 and the median score is 46.

a. Post-test Analysis

Then the final step after treatment, the writer gave final test as an evaluation material. In this case, test was same as pre-test. With the aim was to know the progress of material they got during the nine meetings. This test was conducted on September 22<sup>nd</sup> 2018 in class eighth H. they worked the test about 1 hour. The scoring was based on five slightly different categories given the following point values:

C : Content

13 - 30



O : Organization            7 - 20

V : Vocabulary            7 - 20

L : Language use            5 - 25

M : Mechanics            1 - 5

More information about the scores can be seen in the table.

**Table 4.7 Post-test in Class Eight H  
(Descriptive Text)**

Name	C	O	V	L	M	Score
S1	20	12	13	12	2	59
S2	20	12	13	12	2	59
S3	16	13	13	10	2	54
S4	14	8	12	10	2	46
S5	20	12	13	12	2	59
S6	22	13	16	13	2	66
S7	22	12	14	12	2	62
S8	20	12	13	12	2	59
S9	28	15	20	18	4	85
S10	26	15	20	16	3	80
S11	28	17	20	21	4	90
S12	16	13	13	10	2	54
S13	20	12	13	12	2	59
S14	16	13	13	10	2	54
S15	26	15	20	16	3	80
S16	28	15	20	18	4	85
S17	16	13	13	10	2	54
S18	28	17	20	21	4	90
S19	22	15	18	12	3	70
S20	24	13	16	13	2	68
S21	22	13	16	13	2	66
S22	16	13	13	10	2	54
S23	21	12	13	12	2	60
S24	26	16	20	15	3	80

S25	26	15	20	16	3	80
S26	22	13	15	14	2	66
S27	22	13	16	13	2	66
S28	20	12	13	12	2	59
S29	22	13	16	13	2	66
S30	28	15	20	18	4	85
S31	22	13	16	13	2	66
<b>The Highest Score</b>						<b>90</b>
<b>The Lowest Score</b>						<b>46</b>
<b>Median</b>						<b>66</b>
<b>Mean</b>						<b>67</b>

This table 4.7 and the chart show the result from post-test in class eighth H. the highest score is 90 and the lowest score is 46. Then the mean score is 67 and the median score is 66.

**Table 4.8 Post-test in Class Eight H (Recount Text)**

<b>Name</b>	<b>C</b>	<b>O</b>	<b>V</b>	<b>L</b>	<b>M</b>	<b>Score</b>
S1	16	13	13	10	2	54
S2	13	7	10	6	2	38
S3	22	13	16	13	2	66
S4	22	15	18	12	3	70
S5	25	15	18	12	3	73
S6	20	12	14	12	2	60
S7	20	10	15	12	2	59
S8	28	17	20	21	4	90
S9	22	15	18	12	3	70
S10	22	15	18	12	3	70
S11	28	15	20	18	4	85
S12	25	15	18	12	3	73
S13	14	8	12	10	2	46
S14	16	13	13	10	2	54
S15	25	15	18	12	3	73
S16	26	15	20	16	3	80

S17	20	10	15	12	2	59
S18	25	15	18	12	3	73
S19	16	13	13	10	2	54
S20	25	15	18	12	3	73
S21	20	12	14	12	2	60
S22	16	13	13	10	2	54
S23	20	12	14	12	2	60
S24	14	8	12	10	2	46
S25	20	12	14	12	2	60
S26	24	13	16	13	2	68
S27	22	13	16	13	2	66
S28	20	12	14	12	2	60
S29	16	13	15	10	2	56
S30	28	17	20	21	4	90
S31	20	10	15	12	2	59
<b>The Highest Score</b>						<b>90</b>
<b>The Lowest Score</b>						<b>46</b>
<b>Median</b>						<b>60</b>
<b>Mean</b>						<b>64</b>

This table 4.8 and the chart show the result from post-test in class eighth H. Concluded that the highest score is 90 and the lowest score is 46. Therefore, the mean score is 64 and the median score is 60.

### 3. Description about Effectiveness of Instagram in Improving Eighth Graders' Writing Skill based on Pre-test and Post-test Data

#### a. Recount text

**Table 4.9 the Difference between The Pre-test and Post-test in Class**

#### **Eighth H**

Name	Different		Score
	Pre-	Post	

	test	test	
Student 1	38	54	16
Student 2	38	38	0
Student 3	34	66	32
Student 4	46	70	24
Student 5	38	73	25
Student 6	38	60	22
Student 7	34	59	25
Student 8	59	90	31
Student 9	54	70	16
Student 10	38	70	32
Student 11	70	85	15
Student 12	73	73	0
Student 13	46	46	0
Student 14	48	54	6
Student 15	46	73	27
Student 16	54	80	26
Student 17	38	59	21
Student 18	46	73	27

Student 19	34	54	20
Student 20	68	73	5
Student 21	46	60	14
Student 22	34	54	20
Student 23	54	60	6
Student 24	38	46	8
Student 25	46	60	14
Student 26	48	68	20
Student 27	46	66	20
Student 28	34	60	26
Student 29	34	56	22
Student 30	75	90	15
Student 31	46	59	13

The table 4.9 above showed different score between pre-test and post-test. Among the 31 students sampled, the students got a higher score in pre-test score than the post-test. Generally it can be concluded that the students' score after treatment by using Instagram increased when compared with students score before the treatment.

### 1) Normality Test.

The normality test is used to know whether the data is normally distributed or not. To test the data in this research, it used the formula *Kolmogorov Smirnov* in *SPSS program ver. 22*. It is said:

$H_a$  = the data distributes normally

$H_o$  = the data do not distribute normally

Then it is followed by the criteria:

$H_a$  is accepted and  $H_o$  rejected if *Asymp. Sig* > 0.05

$H_a$  is rejected and  $H_o$  accepted if *Asymp. Sig* < 0.05

**Table 4.10 Result of Normality Test**

**Descriptive Statistics**

	N	Mean	Std. Deviation	Minimum	Maximum
Pre_test_r	31	46.48	11.977	34	75
Post_test_r	31	64.48	12.277	38	90

**One-Sample Kolmogorov-Smirnov Test**

		Pre_test_r	Post_test_r
N		31	31
Normal Parameters <sup>a,b</sup>	Mean	46.48	64.48
	Std. Deviation	11.977	12.277
Most Extreme Differences	Absolute	.194	.159

	Positive	.194	.159
	Negative	-.149	-.100
Test Statistic		.194	.159
Asymp. Sig. (2-tailed)		.005 <sup>c</sup>	.045 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In normality test based on Kolmogorov-Smirnov, the data were stated as distributed normal when sig. score was above 0.05. In the table above, it showed that both of pre-test and post-test had normal distribution data. The sig. score in pre-test was 0.05. Meanwhile the sig. score in post-test was 0.45. Researcher concluded the data is normal because the score was above 0.05.

## 2) Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeny or not.

With the criteria:

$P > 0.05$  = the data distributes homogeneously

$P < 0.05$  = the data dose not distribute homogeneously

**Table 4.11 Result of Homogeneity Test**

### Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Hasil_belajar	1	31	46.48	11.977	2.151
	2	31	64.48	12.277	2.205

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_belajar	Equal variances assumed	.246	.622	-5.843	60	.000	-18.000	3.081	-24.162	-11.838
	Equal variances not assumed			-5.843	59.963	.000	-18.000	3.081	-24.162	-11.838

In the test of homogeneity, the data was tested as homogeneity distribution when significance score was about 0.05. Significance in these columns was 0.622. These were bigger than 0.05 which means that these data had homogeneity distribution data.



### 3) Hypothesis and Significant of Hypothesis

In this study, the researcher used Paired Sample T-test in this test which conducted on two paired samples. Paired samples can be interpreted as sample with the same subject but subject to different treatments.

**Table 4.12 The Result of Paired Sample T-test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test_r	46.48	31	11.977	2.151
	Post_Test_r	64.48	31	12.277	2.205

In the result of analysis using paired sample test are results of two samples for pre-test and post-test data. The value of pre-test obtained the mean of learning outcome of 46.48. As for the value of post-test obtained the mean value of learning outcome is 64.48. The number of respondents or students who were sampled is 31 students.

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper			
Pair 1	Pre_Test_r - Post_Test_r	-18.000	9.822	1.764	-21.603	-14.397	-10.204	30 .000

The table of Paired Sample Test showed the results of pre-test and post-test that has been done on 31 students as sample in this research. The t-test statistic is -10.204 and df in this result is 30. While the value of sig. (2-tailed) by  $0.000 \leq 0.05$  because this sig value (2-tailed) by 0.000 is smaller than 0.05. Then it can be concluded that the use of Instagram is effective for the subject of English writing in students of class eighth H.

b. Descriptive Text

**Table 4.13 The Difference between The Pre-test and Post-test in Class Eighth H**

Name	Different		Score
	Pre test	Post test	
Student 1	46	59	13
Student 2	38	59	21
Student 3	34	54	20
Student 4	46	46	0
Student 5	46	59	13
Student 6	54	66	12
Student 7	46	62	16

Student 8	46	59	13
Student 9	54	85	31
Student 10	38	80	42
Student 11	60	90	30
Student 12	34	54	20
Student 13	46	59	13
Student 14	49	54	5
Student 15	46	80	34
Student 16	66	85	19
Student 17	46	54	8
Student 18	54	90	36
Student 19	59	70	11
Student 20	38	68	30
Student 21	46	66	20
Student 22	34	54	20
Student 23	38	60	22
Student 24	46	80	34
Student 25	38	80	44
Student 26	59	66	7

Student 27	34	66	32
Student 28	38	59	21
Student 29	34	66	32
Student 30	60	85	25
Student 31	60	66	6

The table 4.13 showed the different score between pre-test and post-test. Among the 31 students sampled, the students got a higher pre-test score than the post-test. Generally it can be concluded that the students' score after treatment by using Instagram increase when compared with students before give treatment.

#### 1) Normality Test

The normality test is used to know whether the data is normally distributed or not. To test the data in this research, it is used the formula *Kolmogorov Smirnov* in *SPSS program ver. 22*. It is said:

Ha = the data distributes normally

Ho = the data do not distribute normally

Then it is followed by the criteria:

Ha is accepted and Ho rejected if *Asymp. Sig > 0.05*

Ha is rejected and Ho accepted if *Asymp. Sig < 0.05*

**Table 4.14 Result of Normality Test**

One-Sample Kolmogorov-Smirnov Test			
		pre_test_d	post_test_d
N		31	31
Normal Parameters <sup>a,b</sup>	Mean	46.23	67.13
	Std. Deviation	9.362	12.200
Most Extreme Differences	Absolute	.187	.182
	Positive	.187	.182
	Negative	-.136	-.145
Test Statistic		.187	.182
Asymp. Sig. (2-tailed)		.007 <sup>c</sup>	.010 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In normality test based on Kolmogorov-Smirnov, data were stated as distributed normal when sig. score was above 0.05. In the table above, it showed that both of pre-test and post-test had normal distribution data. The sig. score in pre-test was 0.07. Meanwhile the sig. score in post-test was 0.10. Researcher concluded the data is normal because the score was above 0.05.

## 2) Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeny or not.

With the criteria:

$P > 0.05$  = the data distributes homogeneously

$P < 0.05$  = the data dose not distribute homogeneously

**Table 4.15 Result of Homogeneity Test**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- taile d)	Mean Differen ce	Std. Error Differe nce	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_belajar	Equal variances assumed	2.857	.096	-7.568	60	.000	-20.903	2.762	-26.428	-15.378
	Equal variances not assumed			-7.568	56.234	.000	-20.903	2.762	-26.436	-15.371

In the test of homogeneity, the data was tasted as homogeny distribution when significance score was about 0.05. Significance in these columns was 0.096. These were bigger than 0.05 which means that these data had homogeny distribution data.

3) Hypothesis and Significant of Hypothesis

In this study, the researcher used Paired Sample T-test in this test which conducted on two paired samples. Paired samples can be interpreted as sample with the same subject but subject to different treatments.

**Table 4.16 Result of Paired Sample Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test_d	46.23	31	9.362	1.681
	Post_test_d	67.13	31	12.200	2.191

In the result of analysis using paired sample test are results of two samples for pre-test and post-test data. The value of pre-test obtained the mean of learning outcome of 46.23. As for the value of post-test obtained the mean value of learning outcome is 67.13. The number of respondents or students who were sampled is 31 students.

Paired Samples Test						
Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
			Lower	Upper		

Pair 1	Pre_test_d - Post_test_d	-20.903	11.140	2.001	-24.989	-16.817	-10.448	30	.000
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The Paired Sample Test table showed the results of pre-test and post-test that has been done on 35 students as sample in this research. The t-test statistic is -10.448 and df in this result is 30. While the value of sig. (2-tailed) by  $0.000 \leq 0.05$  because this sig value (2-tailed) by 0.000 is smaller than 0.05. Then it can be concluded that the use of Instagram is effective for the subject of English writing in students of class eighth H.

In addition, the data were also supported from interview result with five students. In the interviews, it was found out what the students' felt when learn writing by using Instagram. The students showed their interest during the teaching learning process. Most of them enjoyed to participate actively in expressing their idea during writing process. They were busy on working on their Instagram and their friends' Instagram.

From the transcription, the students mostly stated that Instagram was helpful to attract their interest to write actively. It guided them to write by giving pictures and help students to relate them with real life situation.

Below are interviews' questions, related to this;

1. How often do you use instagram? Why?
2. How often do you post on Instagram in English? Why?



3. How do you feel learning English by Instagram in the class?
4. What is the advantage by using Instagram in writing activity?

Below are some parts of the interview transcription, related to this;

#### **Student A**

“..... This is my first time using Instagram for learning English in my class. Instagram make learning process more fun. I did not feel bored anymore. Even instagram make my interest to learn writing. Writing in instagram is easier than writed by hand. Because when I write in instagram, if I am wrong I just click or touch knop “delete” .....”

#### **Student B**

“.....When we learn English in the class using instagram. It is very interesting and simple. Because, we can see posts of the writing of our classmate in Instagram and we just hold our smart phone to write the text and no need to use pen and correction pen. However, what make me afraid is if I run out of bills”.

#### **Student C**

“..... I never posted pictures and give caption on Instagram use English Language. It makes me think twice before posting my writing. But, I think it is fun when I saw every students in class were busy with their phone and ask suggestion with their friend to post writing.....”

### **Student D**

“..... I like learning writing by instagram. I usually like to open instagram and I like English language. I can open dictionary in my phone. So, it also increases my motivation to write....”

### **Students E**

“..... I feel normal when I learn English using Instagram in the class. But, It did not make me bored because I can see posts of my classmates’ writing in Instagram. Apparently, every students can generate their idea and caption of the picture in their Instagram.....”

From the interview transcription above, it can be seen that Instagram is a useful tool to be used in teaching writing. Instagram primarily provides students with the opportunities to read and write through photo description, comments and direct messages. Social media such as SNS, Fb, Twitter, Instagram, etc. can afford opportunity for writing practice and increase motivation to post using English (Kelly, 2015). Instagram is useful education tool and allow students to develop ideas s with contextual-relevant content and offers them learning experience that they enjoy (Handayani, 2017).

## **B. Discussion**

From the statistical measurement above, it is shown that  $H_0$  (Null Hypothesis) is not accepted or rejected;  $H_a$  (Alternative Hypothesis) is

accepted because value of  $t_{\text{count}}$  is higher than of  $t_{\text{table}}$  (value of “critic”). It means, there is significant difference in students’ writing skill using Instagram. It can be concluded:

1. There was a significance improvement of eight graders of MTsN 3 Banjarmasin after being treated using Instagram as learning tool in teaching writing skill.
2. It is effective to use Instagram as learning tool in teaching writing skill to eighth graders of MTsN 3 Banjarmasin.

Based on the result of the test there was difference between the highest and lowest score of students in the test. The highest test score of students after using Instagram to help writing descriptive text was 90 and for recount text was 90. The highest score of the students before using Instagram for writing descriptive text was 66 and for recount text was 75. Meanwhile the lowest score of the students after using instagram for descriptive text was 46 and for recount text was 46. The lowest score of students before using Instagram for descriptive text was 34 and for recount text was 34.

The writer also found differences in the mean score of the students they before treatment and after treatment. For descriptive text, the mean score of the students who used instagram before treatment is 46 and students after treatment is 67. It means that students score of descriptive text increased. For recount text, the mean score of the students before treatment is 46 and students after treatment is 64. It means that the students score of descriptive text increased.

From the scoring result, students in both groups had similarity in grammar errors and mechanism. The most mistakes were produced from the use of grammar and followed by writing mechanism. In grammar aspect, students were not consistent in using past tense when they wrote about recount text. Meanwhile, in writing mechanism aspect, students made errors in spelling and punctuation. However, their ideas were well-developed even though the way they organized the text needed to be improved.

. The data tabulation showed that the students' mean score in writing recount text was lower than descriptive text. The average score of recount text was 64 and the average score of descriptive text was 67. However, descriptive text and recount text had the highest score was 90. In addition, the score of recount text was lower in grammar errors due to some errors in using past-tense. Some of students were still using present tense or present tense and past tense.

The atmosphere in the class eighth H when the students used Instagram was fun. The class was far from boring when the researcher collected their picture and caption. After that, the researcher showed the picture and caption in monitor. In result, every student can see what their friends made. In this case, the students can smile, laugh, boast and act playfully to make the class was fun. However, when the students worked in their own instagram some students seemed to be very focused and some students asked to their friends or the researcher, and what students had not understand. This is proved what Handayani (2017) stated that Instagram can

become a great educational tool that makes the educational process, unique, interesting and insightful.

Instagram has advantages and disadvantages in some ways. For advantages, the first, writing in Instagram does not make students bored in the class. Second, students can see the posts of writing of the other students in Instagram. Third, the students can open dictionary in their smart phone. So they did not have to bring dictionary to the class. For disadvantages, the first is when we want to use instagram as a learning tool the students must have bill to access internet in order to open the Instagram app. Second, the students can imitate the posts of the other students.