

USING INSTAGRAM ON COLLABORATIVE WRITING ACTIVITY IN LEARNING WRITING DESCRIPTIVE TEXT

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Abstract

This study aimed to discuss the implementation of Instagram on collaborative writing activity in learning writing descriptive text and to know the students' responses toward the used of Instagram on collaborative writing activity in learning writing descriptive text. The writer was conducted this study to students of seventh grade at one of Junior High School in Karawang. This study used qualitative research and its design was an interpretative study that focus on making descriptive text through Instagram collaboratively. The study will take five volunteer as participants to fill the questionnaire, interview and documentation by google form. This research focus on learning writing descriptive text using Instagram on collaborative writing activity. The result showed that study indicates that Instagram as media of learning on collaborative writing activity helped the students in learning writing descriptive text. The data showed that 87% of them felt happy to learn descriptive text using collaborative writing techniques and 87% of them also have felt motivated towards learning descriptive text using Instagram on collaborative writing activities. By using Instagram on collaborative writing activity also got a positive response from the students. It was proven by the result of the data that the students get helped in making a descriptive text by using Instagram on collaborative writing activity. There are three main responses toward the use of Instagram on collaborative writing in learning descriptive text, they are: (1) Instagram as a good media of learning for collaborative writing, (2) Collaborative writing can be help students to make descriptive text easier, (3) Instagram on Collaborative Writing can be increased the students writing skills.

Keywords: *Descriptive Text, Instagram and Collaborative Writing Activity*

INTRODUCTION

Language skill can be broken down into four skills. They are listening, speaking, reading and writing. listening and reading can be categorized as receptive skill meanwhile, speaking and writing can be categorized as productive skill. Writing is more difficult than speaking as productive skill. Knap and Watkins (2005: 15) state that although speaking and writing are both form of communication that use language as medium, they are actually slightly different. According to Dumais (in Fitri 2013: 74), writing in English meant to fill the gap that exist

between the ability to express ideas, feeling, opinions and taught and the ability to express the same things in written form in English. It means that writing is result of thinking. Writing is one of the essential abilities in learning English. It is a perceptible means of communication which appears in a written form. Writing can help students to convey their ideas, feelings, opinions and information into text. Some people usually used it as their media to communicate indirectly through text and it can be said as a process of creative



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activities that produce a paper which can be useful for everyone. According Nunan (1989) stated that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. It is a requisite to think and compose ideas to produce compositions. Writing skill is vital for academic success and employment. Meanwhile, According to Ngabut (in Fitri 2013: 74), there are four common problems in writing they are content, organizing, vocabulary and grammar. First is content. The students face the problems when they are not able to formulate the topic to the controlling idea and topic sentences to the supporting sentences. Second is organizing. A good paragraph should explain or describe the text clearly, unity, coherence, logically and easily to understand by the readers Third is vocabulary. Vocabulary is very important things to formulate a good text. The writer will be able to communicate his/her thinking result in written form by using the appropriate collocation. Fourth is grammar. In order to have a good paragraph, each sentence should have the clear formula such as subject, predicate and object and the sentences should be arranged in a good order at sentences sequences.

Based on Curriculum School as the educational orientation for most of the schools in Indonesia expects the students are able to write various types of genres. It means that the students of Junior High School are expected to be able to write at least five genres: narrative, recount, descriptive, report, and procedure in the context of daily life. The most of students have learned writing English since primary school but most of them cannot write well. The students at one of Junior High School in Karawang, frequently are being confused of what to write and how to start. This condition affects the students' achievement in writing skill. It is needed some creative and engaged strategies to solve the problem.

Writing descriptive text is one of the problem for the students. The researcher's observation in learning writing descriptive text found some problem that occur in the class, such as the students have lack of motivation to practice writing. It can be seen when they were asked to describe something into written form. The students have difficult to find out ideas in the process of implementation from beginning idea. They also can not choose dictation and construct the sentence. Because, they are confused to used vocabulary,

grammar and organization in writing descriptive texts. So, there are some of them did not even know what they should write.

Based on the problem, the researcher wants to solve the problem (students' writing skill in descriptive text), teaching techniques play the important roles to achieve the teaching and learning objectives. In writing process, sometimes a teacher does not give the example and guidance how to develop ideas. This causes learning writing skill based solely on the result rather than on the process. The teacher needs fun learning activity to fade students' boredom in the classroom. Teacher can be applied good and interesting approach, method and technique can help and affect the successful of teaching writing in the class. In this situation initiates the writer to conduct a research by applying Collaborative Writing as the techniques and Instagram as the media of learning to facilitate this technique.

1. Writing

Writing is one of the four language skills besides listening, speaking and reading in language teaching. According to Ghaith (2008) who states that writing is a complex process that encourages someone to present his/her ideas in a noticeable and actual messages. It means that writing is one of skills that have functions as media to show up someone conducts indirect communication activities by expressing ideas, feeling, opinion and information in written form. While according to Nunan (2002:88), writing is the mental work of inventing ideas, thinking how about to express them and organizing them into statements and paragraphs that will be clear to a reader. Many people have difficulties to express ideas, feeling, and opinion into written form. They assumed that writing is difficult skill, it is the skill that can be practiced and mastered.

Writing is a progressive activity which employs a long process. According to Harmer (2004: 4) defines this process as the stages which a writer goes through in order to produce something in its final written form. The first is planning. Planning is the first stage of writing process when the writers should have the plan, try, and decide what they are

going to say before starting to write. The students asked to make some ideas that related to the topic. They must have planning what are they going to write in the first draft. The second is drafting. In drafting, the writer starts to write down all the assumptions that have planning before into text. The writers are going to express their ideas, opinion or their thinking into paragraph form without paying attention to the mistakes. And all the assumption that it will be amended later in the stages of editing. Third is editing (reflecting and revising). In this process, writer read through what they have written to see where it works and where it does not work. The result of writing can give feedback by the teacher, their classmate or classroom aides to help students revise. Revising is not only checking for language errors, but also improve global content and the organization of ideas so made clearer the reader. And the last is final version. After the writers have edited their draft and revised the parts they consider to change, they produce the final version. The final version can be different from the first draft, but now the writer is ready to send or publish the writing product to the audience.

In addition, the characteristics of written language Brown (2001: 341-342) points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

a) Permanence

Writing is permanent. Once the writers finish their writing, they cannot reedit their writing.

So, a thorough refinement and revision are needed before the final draft is submitted.

b) Production time

Time limitation is one of the important issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing, and vice versa. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

c) Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should

be able to predict the audience's general knowledge and write from the perspective of the target audience.

- d) Orthography Many different writing systems have evolved around the world (Harmer, 2004: 1). Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the writer's native writing system.
- e) Complexity Different from spoken language which tends to have shorter clauses and forms, the written language tends to have larger clauses with more complex forms. Therefore, the writer should write clearly, cohesively, and coherently in delivering the message to the readers.
- f) Vocabulary The written English has a greater variety of lexical items than in spoken conversational English. The lexical items used in the text may have different meaning depend on the context embedded. Therefore, the writer should learn and take benefits from the extensive number of English words.
- g) Formality Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.

Since writing is a way to communicate in the written form, every thing should be clear. It means that before the writers come to the end of their writing, they should make sure that their writing has already met the purpose of their writing so that the target readers could get the message clearly.

2. Descriptive Text

Descriptive text is a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. According Emilia (2008) says that descriptive text is a kind of text that has a purpose to give information about something or someone. It has many things uses in other kinds of writing. In descriptive text, writers can describe a particular person, place or thing into text. According to

Pardiyono (2006:163) says that a descriptive text is about the description of something or someone that consists of characteristics, something special, quality and quantity.

Oshima and Hogue (2007:61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

Based on the definition in the previous paragraph, it can be concluded that descriptive text is a kind of text that has purpose to describe a person, place or thing that tells how something looks, feels, smells, tastes and/ or sounds, so the reader is able to imagine the object that is described in the descriptive text. It is factual types of text which consists of generic structure and lexicogrammatical features.

a) The Generic Structure of Descriptive Text

Descriptive text is type of texts which has function to describe particular person, place, or thing. The students can use simple present and adjective clause in a writing descriptive text.

According to Mukarto (2006:15), a descriptive writing or text is usually also used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. In addition, the purpose of descriptive text above that description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:

- Describe a special place and explain why it is special.
- Describe the most important person in your life.
- Describe the animal’s habit in your report.

In simple words, the descriptive text has generic structure as identification and description. Mukarto (2006:19) stated that descriptive text has two generic structure as follows:

1. **Identification:** identifies the phenomenon to be described

2. **Description of features:** describes features in order of importance that is, parts/things (physical appearance), qualities (degree of beauty, excellence, of worth/value), and other characteristics (prominent aspects that are unique)

b) The Lexicogrammatical Features of Descriptive Text

There are several steps to make a good descriptive text. According to Mukarto (2006: 19), in describing a particular object, the descriptive text has to use some language features as follows:

- Focus on a specific participant.
- Use of attributive and identifying process.
- Frequent use of epithets and classifiers in nominal groups.
- Use of simple presents tense.

3. Collaborative Writing

Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing. This strategy facilitates students to write a certain text with In other words, the students will work together to produce a good writing. Harmer (2004: 73) stated that Collaborative Writing is a learning writing process that allows students to learn from each other. Gives each members of the collaboration access to others’ minds and knowledge, it is the task with a sense of shared goals which can be very motivating. Collaborative writing can be defined as a technique which comes from the concept of collaborative learning based on the work of Vygotsky.

Collaborative writing did have positive impacts to their students’ writing, as well as their speaking skills. They suggested several steps that take to carry out collaborative writing. The first, as they suggested, is to pair students, either choosing their partners themselves or being chosen by the teachers. Mulligan and Garofalo (2011) suggested teachers to rotate partners to avoid to encourage students to work with different people with different levels of proficiency. The second step is to provide opportunities for



the pairs to brainstorm the topics they want to write about. This step can also be used to talk about the organization of the writing piece. The next part is by encouraging students to meet outside class hours to do research to support their ideas. This step is followed by the students working in class to outline, plan, and write the first draft. Teachers may provide suggestions on the outline. After this, students are to submit the first draft and returned with comments and suggestions. Students then work on the second draft based on the comments and suggestions and receive a grade. This cycle may continue with students assigned to do different roles, so they can explore other roles.

According to Chin (1996), collaborative writing is an area where group work may provide significant benefit. It allows students to simultaneously work on different portions of the same document and to review and critique the written work of others. While according to Daiute (1986) in Storch (2005: 2) argued students should collaborate throughout the writing process. Such collaboration means that learners have joint responsibility over the production of the text. This may promote a sense of co-ownership and hence encourage students to contribute to the decision making on all aspects of writing: content, structure, and language.

It is clear that collaboration refers to a group discussion in writing, in this way, personal combination determines optimal results among them-group or pairs. Accordingly, Frakas (1991 cited by Spring, 1997) offers four possible definitions useful in engaging group discussion through the core activities, they are:

- a) Pair or group students jointly construct the finished text of a paper;
- b) Pair or group students participating to writing aspects in a paper;
- c) One or more students revising a paper through editing and reviewing,
- d) Each partner working actively with another or other partners and drafting a paper based on their own thoughts or ideas.

In collaborative writing, students work together in pairs or triads in composing a formal paper. Each student participates and cooperate at the steps of the writing process such as brainstorming ideas, gathering and organizing ideas, drafting, revising, and editing a paper. Working together actually help students to learn and run the writing process

effectively. Finally, students work in composing a text will better and better and can be easily read by readers (Barkely F. Elizabeth et., al. 2005).

Collaborative writing process can refer to about how groups or pairs provide feedback to each other, what they search for help from each other, and how they discuss and negotiate strategies in pointing writing concerns (e.g., how to mark a missing citation) (Kessler, Grek, et.al, 2012). The purpose of the collaborative

writing does not only produce final product but also construct meaning in collaboration to achieve higher quality of product. The revising and editing processes are mutual relationship to the learning process. The most practical way teachers provide feedback to students' errors and monitor them in working in group (Shin WanTeow, 2014).

Based on the notions suggested linguists above we can concluded that collaborative writing called as group writing, two or more students working together to make a written text. Collaborative writing also is helping the students to write descriptive text easier. Therefore, it is expected that by using collaborative writing strategy, it will be encouraged students to be active in writing descriptive text.

According to Teo (2000: 2) one procedure for applying collaborative writing called as *peer assisted writing activity* as follows:

1. Pair Up Students

The one who is at a higher writing level plays the role of a *Helper*, and the one who is at a lower writing level a *Writer*.

2. Warm Up Activities

The activities should focus on promoting students' friendship and helping them get to know each other.

3. Steps in the Activity

• **Step 1: Ideas**

Students are provided with complete questions that mostly begin with "WH" words to generate ideas. The pair then reviews the keywords in the notes and determines if the order

• **Step 2: Draft**

At this stage, each group begins to make the first draft in their writing on a predetermined topic. In this case the role of *Writer* will start to express his/her first idea which will later be revised or added by the *Helper*.

- **Step 3: Read**

The *Writer* reads the writing aloud. If he/she reads a word incorrectly, the *Helper* may provide support if he/she is capable of doing so.

- **Step 4: Edit**

In this step, the *Helper* and *Writer* look at the draft together, and the *Writer* considers whether improvements are necessary. There are five edit levels in this step. They are *meaning*, *order*, *style*, *spelling*, and *punctuation*.

- **Step 5: The Teacher Evaluates**

In this stage students will get instructive comments and feedback from the teacher in terms of grammar and meaning / ideas, orders, style, spelling, and punctuation (punctuation).

3. Instagram Tools for Collaborative Writing

According to Kietzmann et al. (2011), they assumed that Social Media has been defined as web-based applications which provide functionality for sharing, relationships, groups, conversations and profiles. We can communicate, network, share, and many other activities using social media such as Whatsapp, Instagram, Facebook, YouTube, Twitter, and so on. But of the several social media they use, Instagram is the most popular media because, there are many people who use Instagram as a media of learning for students in developing writing skills. According to Salomon (2013), he assumed that Instagram can provide flexibility for students to express themselves, so they are interested in interacting in it. In this case, the teacher is only as a facilitator to improve students' writing skill, the teacher gives direction to students to be able to develop their ideas. There are several features that allow students to upload photos, videos, and communicate through the comments column provided. The photo sharing feature is the most popular part. Students can take pictures or photos with their cell phone cameras then share them with other friends right then and there.

Based on the explanation above, collaborative writing that will be applied with the help of Instagram media can provide opportunities for students to learn and produce text through the

activities of constructing concepts in group activities. Instagram features can be used as a medium for writing ideas. The teacher can give instructions to arrange descriptive sentences in accordance with the pictures posted by the teacher and provide feedback on the results of student writing. So that way, the application of collaborative writing assisted by Instagram media is able to develop students' skills in writing descriptive

METHOD

The researcher conducted a basic interpretive qualitative study as designed to find out the natural setting of certain phenomenon or situation from the students' responses using interview, questionnaire and documentation toward the used of instagram on collaborative writing in learning writing descriptive text. The writer used qualitative approach to obtain the data and to present the result of this study. Qualitative approach is the best suitable approach to explore in detail about phenomenon that already existed. According Denzin and Lincoln (2000), he assumed that qualitative involves an interpretive and naturalistic approach.

The research was conducted on June 2020 at one of Junior High School in Karawang. The participant was students of seventh grade in the second semester. The researcher will take five volunteers as participants to fill the questionnaire, interview and documentation. This research focus on learning writing descriptive text using instagram on collaborative writing activity.

In this research, the researcher did some steps in data collecting technique to obtain the comprehensive data. First, the interview based data as the instrument to collecting data. The interview was conducted to gain the detail data concerning the objective was to find out the learning process of writing descriptive text using instagram on collaborative writing activity. Second, the questionnaire based data as the data secondary data was used to obtain and to support the interview concerning the objective of research. Third, documentation based the data as the last instrument to collecting data. The researchers used to explore data in the form of documents, such as

syllabus, lesson plans, documents, reference books for English learning, schedule of learning activities, list of names of blind people, facilities or infrastructure and documentary photos.

RESULTS AND DISCUSSION

1. Findings of The Research

The purpose of this study is to apply Instagram on descriptive text by collaborative writing activity. Meanwhile, the data in this research was some students of VII class who have been determined to be participants in this research. This research was conducted for two meetings on June, 29th 2020 to July, 06th 2020.

Before the activities were conducted, the writer determines the materials and lesson plan of learning. The first meeting, the researcher conducted self-introduction, give the learning motivation by video, give the explanation all the material of learning and example of the material. And the last meeting, the researcher ask to students to divide the member of groups, give the group assignments and teachers gives feedback on the group assignments.

The data was collected through interview and questionnaire that provided the answer related to how students' responses toward the learning process of Writing descriptive text using Instagram for collaborative writing activity. The first step, researcher conducted interview to five students as participants chosen randomly presented the students' responses of the interview questions that was made through the Google form. There are three main responses toward the use of Instagram on collaborative writing in learning descriptive text, they are: (1) Instagram as a good media of learning for collaborative writing, (2) Collaborative writing can be help students to make descriptive text easier, (3) Instagram on Collaborative Writing can be increased the students writing skills.

The students give a positive responses toward the use of Instagram on collaborative writing in learning writing descriptive text. The most of participants said that Instagram on collaborative writing made the students active in learning descriptive text. The media is very suitable for learning descriptive text using collaborative writing techniques. In addition, the technique was success to attract their attention, can be increased writing skills and make students to be active in



learning descriptive text

In addition the second step, researcher conducted questionnaire. And the results of the questionnaire given to five respondents with 10 questions via Google Form. The result of questionnaire revealed that most of the students stated that the use of Instagram on collaborative writing helped them to finish the descriptive text better. The data showed that 87% of them felt happy to learn descriptive text using collaborative writing techniques and 87% of them also have felt motivated towards learning descriptive text using Instagram on collaborative writing activities.

2. Discussion of The Research

Based on the findings of the data, the researcher found different responses conducted by interviews and questionnaire with the students. The findings showed that the students provided positive responses to support the success of learning and increase students' writing skills. They were very supportive in this study. They felt comfortable with the learning activities, they are likely to be more active and confident in participating at the learning activities. As the stated of Moon (2000) "*If they are happy and secure, they are more likely to enjoy and benefit from their learning*". As the result, more than 80 percent students who interested and feel happy with Instagram as an media of learning for collaborative writing techniques in learning descriptive text.

As the stated of Akhiar, Mydin and Kasuma (2017) explained that Instagram can become a media for the students to improve their motivation to learn writing. It means that Instagram can become an interactive media for the students to learn English writing ability, especially writing descriptive text. The application of social media such as Instagram, facebook and others in learning descriptive text make students' writing skills increased. They are more easily to make descriptive text through social media.

In addition, the purpose of this research was focused on students' perception about collaborative writing or group work activities. The study showed that the most of the participants had the same perspective

toward collaborative writing or group work activities and most of their attitude toward it was positive.

collaborative writing can make students are to be active and they are much easier to write texts better.

CONCLUSION

The research showed that the implementation of Instagram on collaborative writing in learning descriptive text, it is very instrumental in helping students to make descriptive texts. In this study, the researcher conducted the learning process in two meeting. For the first meeting, the activity was self - introduction. The students asked to self - introduction through column comments on the photos posted by teacher. And the other activity, it was warming up. The teacher provided the motivational video for students with motivational caption too. It aims to create the atmosphere more interesting in learning and students become enthusiastic in learning. After that, teachers explained about all the material (Descriptive Text) and give an example of the material (Descriptive Text) that teachers explained and teacher divide the students into pairs. Meanwhile, for the second meeting, the activity was provided exercise of descriptive text practice and teacher gave feedback on the result of descriptive text practice.

In addition, the research also showed that this research had positive response towards the use Instagram on collaborative writing in learning descriptive text. There are three main of the student's responses, they are: (1) Instagram as good media of learning for collaborative writing, (2) Collaborative writing can be help students to make descriptive text easier, (3) Instagram on Collaborative Writing can be increased the students writing skills. It can be concluded that Instagram on collaborative writing has a positive role as media of learning and techniques for teaching to students.

Furthermore, the last research also can be seen from the results of questionnaires which stated that almost all students were interested and happy with the use of Instagram as a tool on collaborative writing techniques to make descriptive texts. The data showed that 87% of them felt happy and interested to learn descriptive text using collaborative writing techniques and 87% of them also have felt motivated towards learning descriptive text using Instagram on collaborative writing activities. Based on the final result, it can be concluded that the use of Instagram on

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