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Genre Analysis of Efl Students' Writing Descriptive Text On Instagram

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Abstract

The purpose of this study was to explore EFL students' writing of descriptive text through Instagram by adding genre analysis and students' responses. This research uses the narrative inquiry method with a qualitative approach. In this study researchers took VII students as subjects. Researchers use observation and interview as research instruments. The results of this study show that there are still some students who still have difficulty in writing descriptive texts because of the lack of vocabulary they master. The use of the Instagram application in writing descriptive text provides a sense of fun and fun for students and makes it easier for students to develop themselves and can share it with their virtual friends. Based on the results of the study, it can be concluded that the problem faced by students is that there are still difficulties in writing English. It is recommended for English teachers that teachers can memorize repetitive vocabulary to students and teachers are even more creative in improving vocabulary teaching methods.

Keyword : *Descriptive Text, Instagram, Genre Analysis*

Abstrak

Tujuan dari penelitian ini adalah untuk mengeksplorasi tulisan teks deskriptif siswa EFL melalui Instagram dengan menambahkan analisis genre dan tanggapan siswa. Penelitian ini menggunakan metode inkuiri naratif dengan pendekatan kualitatif. Dalam penelitian ini peneliti mengambil siswa kelas VII sebagai subjek. Peneliti menggunakan observasi dan wawancara sebagai instrumen penelitian. Hasil penelitian ini menunjukkan bahwa masih ada beberapa siswa yang masih mengalami kesulitan dalam menulis teks deskriptif karena kurangnya kosakata yang mereka kuasai. Penggunaan aplikasi Instagram dalam menulis teks deskriptif memberikan rasa senang dan menyenangkan bagi siswa serta memudahkan siswa untuk mengembangkan diri dan dapat membagikannya kepada teman-teman virtualnya. Berdasarkan hasil penelitian, dapat disimpulkan

bahwa masalah yang dihadapi siswa adalah masih adanya kesulitan dalam menulis bahasa Inggris. Disarankan bagi guru bahasa Inggris agar guru dapat menghafal kosa kata berulang-ulang kepada siswa dan guru lebih kreatif lagi dalam meningkatkan metode pengajaran kosa kata.
Kata Kunci : Teks Deskriptif, Instagram, Analisis Genre

PENDAHULUAN

Writing is one of the important skills to be improved in academic life as stated by Harmer (2004) "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

In students` skills in writing, it becomes a major concern for teachers because there may be some students who do not understand the contents of their books, therefore teachers must look for variations in teaching writing and teachers must find suitable media to attract interest in learning and build self-confidence from students

Teaching experience has shown that the students still struggle to write descriptive texts. During the identification portion, student made mistakes when writing statements, such as "The doll is little, fluffy, and cute. The majority of the paragraphs the pupils write contain descriptions. The media can have an impact on the creation of descriptive text since it will grab students` attention and help them understand phrases and even paragraphs of descriptive text. In order to learn how to write descriptive prose, a variety of media can be used, including Instagram.

Most students enjoy using Instagram, which can be used as a learning tool based on their preferences. Instagram can be utilized to accomplish meaningful goals as well as just for fun, particularly in terms of raising student achievement in the area of emotional learning. Students are more motivated to write their descriptive texts as a result. Therefore, the researcher is interested in doing the research with the title The Implementation of Learning Writing Descriptive Text through Instagram.

From previous studies, it was found that the use of instagram in descriptive text learning gets a positive response from students so that students can understand the material and process in writing descriptive text. From the explanation above, researcher aims to explore EFL students` writing of descriptive text through Instagram by adding genre analysis and students` responses. Therefore the researcher applies the learning process that has been carried out by previous researchers by adding to genre analysis and students' responses when studying descriptive texts using Instagram media. From the explanation

above, researcher aims to explore EFL students' writing of descriptive text through Instagram by adding genre analysis and students' responses.

The genre of analysis in descriptive text is generic structure and language features that are used to describe linguistic characteristics and text patterns. In the generic structure descriptive text has two components, namely Identification and description. Identification contains about the introduction of a person, place animal or object will be described while description contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe. In Language Feature descriptive text has 4 components, namely specific participant, adjective, present tense, action verb. Specific participant has a certain object, it is not common and unique (only one), adjective to clarify the noun, present tense the sentence pattern used is simple present because it tell the fact of the object describe. Action verb: verbs that show and activity.

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METODE PENELITIAN

The approach in writing this article uses the narrative inquiry method, in this study researchers carried out observations and interviews with students to get information about writing descriptive text using Instagram. The observation was carried out from March 15 to March 20, 2023 at SMPN 5 West Karawang. The resource persons in this study were grade 7 students.

RESULTS AND DISCUSSION

In this section, researchers have found results through descriptive text and interview process conducted on grade VII junior high school students. Researchers used text and interview instrument to find out genre analysis and students' responses were about writing descriptive text using Instagram. Based on the research finding, the data result was shown as follow:

1. The result of EFL students' writing Descriptive Text based on Generic Structure

Almost all students understand the use of Generic Structure in writing descriptive text. They can apply identification and description according to the structure in the descriptive text. The results of student success in applying the generic structure can be seen in the form of percentages as follows. In the results of the study it was found that 100% of students understand with certainty the use of description structures, this is because before writing descriptive texts, students really pay attention to the understanding and provisions in writing description structures. Furthermore, the identification structure showed that the percentage results in 30 students found as many as 97% of the total students understood correctly the use of the identification structure. 3% of the total students still misunderstand the use of identification structures.

2. The result of EFL students' writing Descriptive Text based on Language Feature

It was found that there were some students who were inconsistent in applying language features in writing descriptive texts. The Language Features section shows that almost all students apply generic structural patterns to their descriptive texts. All students understand how to use certain participants, simple present tense, to be verbs, and adjectives in their writing, although some of them still don't understand how to apply verbs and noun phrases in their descriptive text. Language features of the descriptive text respectively each student are as follows:

I idolize Nikola Tesla (July 10, 1856-January 7, 1943) was a Serbian-American inventor, physicist, mechanical engineer and electrician. He is best known for his contributions to the design of alternating current (AC) electrical system (text 1)

Ari Bernandus Lasso More Bernandus Lasso known as Ari Lasso is the original singer Indonesia. He is a former vocalist the band Dewa 19, since 1991 until 1999, the man who was born in Madiun, January 17 1974 is the son of the couple Bartholomeus B Lasso and Sri. The song that I like from Ari Lasso is "HAMPA". (text 2)

Kazuhiko Nagata or who is familiarly called Smokey Nagata is a car tuner in Japan. His passion for cars started when he was 14 years old, where his parents owned a garden and he often helped drive his parents' truck. Over time, Nagata fell in love with cars.(text 3)

he has a very friendly nature and hardworking. He is responsible for what he makes kind hearted and not grumpy and he is very smart. He is hardworking and responsible is the type that I like. (Text 4)

Ayunda Faza Maudya , B.A., M.A., M.B.A known as Maudy Ayunda is an Indonesian actress, model, activist, writer and singer-songwriter. He was included in the Forbes Asia Under 30 list in 2021 and has been nominated for the Indonesian Music Award 13 times and received double nomination for the Citra Cup at FFI 2022. Maudy took a break from the entertainment world and focused on his education. Maudy continued high school at the British School Jakarta . At the time, he served as student council president. After graduating from high school, Maudy was accepted at the University of Oxford, England and majored in PPE (Philosophy, Politics and Economics). He started his studies in September 2013 and graduated in 2016. In 2019, Maudy continued her studies for a master's degree and was successfully accepted at two world-renowned universities, namely Harvard University and Stanford University. She decided to study at Standford University and graduated in 2021 with a dual degree in business (M.B.A) and education (M.A) proof that women can be highly educated and not humiliated. (Text 5)

From the five text examples above, it can be concluded that texts 1, 2, 3, 5 have applied specific participants to their text. Furthermore, on the use of Present tense it can be concluded that texts 1, 2, 3, 4 have applied Present tense to their text. Further on the use of Adjectives it can be concluded that texts 2, 4, 5 have applied adjectives to their text. Furthermore, on the use of Action Verbs it can be concluded that texts 2, 3, 4, 5 have applied Action Verbs to their texts.

Therefore, the results of descriptive text language features show that almost all students can write the correct descriptive text elements consisting of Specific Participant (97%), present tense (93%), adjectives (87%), and action verbs (57%). All students understand how to use simple present tense being verbs, and adjectives in their writing, although some of them still do not understand to apply verbs and noun phrases in their descriptive text. It could be because they don't know the corresponding verb phrases and nouns.

3. The result of EFL students' responses in learning to write Descriptive Text using Instagram

A. Student voice on English Lesson

All respondents liked English lessons and loved writing texts. Evidenced by mentioning "Ya, saya suka." (Yes, I like). This can be because in the process of teaching English learning, especially in writing materials, teachers use various creative methods that make students interactive and comfortable during the learning process.

B. Student's view of Descriptive Text

All respondents know what descriptive text is, as evidenced by the first respondent's answer, namely "Teks yang menyebutkan ciri-ciri orang atau benda atau lain sebagainya." (Text that tells about a person or how that person is. Not only people, between things and others). In the next question, the researchers asked about their difficulties in writing descriptive texts and the first and third responders had the same answer, namely vocabulary use, they answered "ada, kalo memilih kosakata" (Yes, if choose vocabulary).

C. Student's view of Instagram

In interviews about Instagram, all respondents knew what Instagram was by being proven by mentioning, "ya, saya tahu" (Yes, I know). In the next question, the researcher asked the function of Instagram, the answer from each respondent has something in common, namely the function of Instagram is to post videos or photos, evidenced by mentioning "untuk memposting video ataupun foto" (to post the videos or photos). In the next question, researchers asked whether or not respondents had learned lessons using Instagram, two respondents said they had used Instagram in Indonesian lessons, and one other respondent said only in English lessons that they used Instagram in lessons. This is evidenced by respondents saying "Baru Bahasa Inggris saja" (New, English only).

D. Integration of learning Descriptive Text with using Instagram

In the eighth question about what respondents did when starting to use Instagram to learn to write descriptive text. Two respondents said the same thing that became easier to prove by mentioning "lebih mudah dibanding menulis dikertas" (Easier than writing on paper), and one other respondent said that he was happy to be proven by him mentioning "senang, karena selain bisa membantu kita untuk belajar bisa jadi motivasi juga buat orang" (happy, because besides being able to help us to learn it can also be a motivation for people). Therefore, they have no difficulty in the process of writing descriptive text using Instagram evidenced by mentioning "Tidak" (Nope).

Furthermore, in the next question, the researcher asked whether Instagram is a suitable medium used to write descriptive text, both respondents answered that Instagram is a suitable medium but one other respondent stated that the use of Instagram as a

medium for writing descriptive text depends on the context to be explained, this is evidenced by saying "tergantung, ngedeskripsikannya yang baik-baik ya boleh aja sih" (it depends, if you describe it well. Yes, no problem.). Then they have different reasons regarding the suitability of the Instagram application as a medium for writing descriptive text, namely the first respondent stated that the Instagram application is not just a medium for posting photos. But there is a caption feature, in this feature users can write descriptive text based on the photo to be posted, this is evidenced by saying "Instagram tidak hanya memposting foto. Ada caption, di caption itu kita bisa menuliskan teks deskriptif tentang apapun yang kita posting" (Instagram doesn't just post photos. There is a caption, in that caption we can write descriptive text about anything we post). And two respondents said the same "Karena dapat berbagi informasi tentang karakteristik seseorang yang ingin kita gambarkan/deskripsikan." (Because it can share information about the characteristics of someone we want to describe).

For the next question, the researcher asked whether the Instagram application makes it easier to write descriptive text, all respondents answered that Instagram media makes it easy to write descriptive text, this is evidenced by all respondents saying "Iya" (Yes). For the next question, the researcher asked whether the Instagram application makes it easier to write descriptive text, all respondents answered that Instagram media makes it easy to write descriptive text, this is evidenced by all respondents saying "Keuntungan pertama adalah kita dapat membuat teks yang lebih deskriptif dan yang kedua dapat meningkatkan pengikut" (The first advantage is that we can make more descriptive text and the second can increase followers). In the last question, researchers asked what their response was to writing descriptive text using Instagram, their response was positive that it was easier and they were happy, as evidenced by one respondent saying "Senang, dan mudah. Karena kita mengunggahnya di Instagram, jadi lebih mudah" (Happy, and easy. Because we upload it on Instagram, it's easier).

CONCLUSION

As mentioned in the first chapter, the purpose of this study was to analyze genre analysis by adding students' responses about descriptive tech writing using Instagram. The result of research that has been conducted by researchers is that there are still some students who still have difficulty in writing descriptive texts because of the lack of vocabulary they master. However, the use of Instagram in writing descriptive text provides a sense of fun and fun for students and also makes it easier for students to excrete themselves and

share it with their virtual friends. The solution that researchers can provide to students' difficulties in writing descriptive texts based on the results of interviews is to memorize vocabulary and the teacher provides some vocabulary every meeting and create a more pleasant classroom atmosphere.

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