

# Utilization of Instagram Media to Improve Learning Outcomes in Writing Descriptive Texts for Grade X-5 Students of SMA Negeri 10 Fajar Harapan Banda Aceh

Nurul Hikmah

SMA Negeri 10 Fajar Harapan Banda Aceh

Email: [elhikmah2020@gmail.com](mailto:elhikmah2020@gmail.com)

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## ABSTRACT

This study aims to improve descriptive text writing skills in grade X students of SMA Negeri 10 Fajar Harapan Banda Aceh through the implementation of the Technological Pedagogical Content Knowledge (T-PACK) learning model utilizing Instagram social media. The background of this study departs from the results of observations and interviews that indicate that writing is the most difficult skill for students to master, especially in the aspects of grammar, word choice, punctuation, and spelling. In addition, monotonous learning and limited use of technology in the school environment cause low student learning motivation. Initial data obtained through formative assessment (pre-test) showed variations in student writing abilities, where 21.8% of students were in the category of needing guidance, 31.3% were sufficient, 37.5% were good, and only 9.4% were very good. The implementation of the T-PACK model was carried out by integrating Instagram as a learning medium. Students were directed to observe examples of descriptive texts, do drafting, write collaboratively, and publish their work on Instagram. This process was followed by presentations and reflections to measure understanding and increase motivation. The results of the study showed that the use of T-PACK-based digital media was able to increase students' interest, motivation, and learning outcomes in writing descriptive texts. Support from the school, teachers, and active student involvement were important factors in the success of this study.

## ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis descriptive text pada siswa kelas X SMA Negeri 10 Fajar Harapan Banda Aceh melalui penerapan model pembelajaran Technological Pedagogical Content Knowledge (T-PACK) dengan memanfaatkan media sosial Instagram. Latar belakang penelitian ini berangkat dari hasil observasi dan wawancara yang menunjukkan bahwa menulis merupakan keterampilan paling sulit dikuasai oleh siswa, terutama dalam aspek tata bahasa, pemilihan kata, tanda baca, dan ejaan. Selain itu, pembelajaran yang monoton dan keterbatasan penggunaan teknologi di lingkungan sekolah menyebabkan rendahnya motivasi belajar siswa. Data awal diperoleh melalui asesmen formatif (pre-test) yang menunjukkan variasi kemampuan menulis siswa, di mana 21,8% siswa berada pada kategori perlu bimbingan, 31,3% cukup, 37,5% baik, dan hanya 9,4% sangat baik. Implementasi model T-PACK dilakukan dengan mengintegrasikan Instagram sebagai media pembelajaran. Siswa diarahkan untuk mengamati contoh teks deskriptif, melakukan drafting, menulis secara kolaboratif, dan mempublikasikan hasil karya mereka di Instagram. Proses ini diikuti dengan presentasi dan refleksi untuk mengukur pemahaman serta meningkatkan motivasi. Hasil penelitian menunjukkan bahwa penggunaan media digital berbasis T-PACK mampu meningkatkan minat, motivasi, dan capaian hasil belajar siswa dalam keterampilan menulis descriptive text. Dukungan dari pihak sekolah, guru, serta keterlibatan aktif siswa menjadi faktor penting dalam keberhasilan penelitian ini

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## 1. INTRODUCTION

The teaching of English at SMA Negeri 10 Fajar Harapan Banda Aceh generally runs smoothly, and students demonstrate relatively high ability in acquiring this foreign language. However, despite their overall competence, students' writing skills remain comparatively low, as reflected in their learning outcomes. Writing is widely acknowledged as one of the most challenging skills for language learners, requiring mastery of grammar, vocabulary, punctuation, and spelling, as well as the ability to organize ideas coherently (Dang, 2019; Toba, Noor, & Sanu, 2019).

This challenge is particularly evident among tenth-grade students, whose performance in writing tasks has not yet reached the expected standards. This is very much in line with the statement of Richards & Renandya (2002), who argue that writing is the most difficult skill to master for foreign language learners—even for students at outstanding schools such as those at SMA Negeri 10 Fajar Harapan—because they must pay close attention to grammar, social functions, and text structure required in a particular type of text. In addition, students often face challenges in word choice, punctuation, and spelling (Alisha, Safitri, & Santoso, 2019).

As an English teacher for tenth-grade students, the author recognizes the importance of addressing these difficulties by focusing on writing skills to improve students' academic achievement. Interviews conducted with several students in July 2023 revealed that learners are highly interested in using digital media, and they find learning more engaging and accessible when technology is integrated into the classroom. Recent studies confirm that social media platforms such as Facebook and Instagram can enhance students' motivation and creativity in writing tasks (Fithriani et al., 2019; Hanifah, 2019). This insight highlights the need for innovative teaching strategies that combine pedagogy, content, and technology to foster motivation and enhance learning outcomes.

To respond to these challenges, the author adopted the Technological Pedagogical Content Knowledge (TPACK) model, which emphasizes the integration of technology into subject-specific pedagogy (Ammade, Mahmud, Jabu, & Tahmir, 2019). Within this framework, Instagram was selected as the primary medium to support the teaching of descriptive text writing. The use of Instagram not only aligns with students' digital interests but also provides an interactive platform for drafting, sharing, and presenting written work.

Studies on descriptive text writing among Indonesian high school students show persistent difficulties in vocabulary, grammar, and text organization, underscoring the need for technology-enhanced approaches (Suhaimi & Sa'adah, 2019; Ratnaningsih & Mumtaza,

2019). By leveraging this model, the study aims to explore how technology-enhanced learning can improve students' motivation and achievement in writing descriptive texts.

## 2. METHOD

To assess students' initial ability in writing skills, the researcher first administered a formative assessment in the form of a pre-test. This test was conducted with thirty-two students of class X-5 at SMA Negeri 10 Fajar Harapan Banda Aceh. The results of the pre-test provided baseline data regarding students' writing proficiency.

From the assessment, it was found that:

- Seven students obtained a score of 65,
- Ten students obtained a score of 78,
- Seven students obtained a score of 85,
- Five students obtained a score of 90, and
- Three students obtained a score of 95.

These results illustrate the distribution of students' initial writing performance, which was further analyzed using descriptive statistics and visualized in a pie chart to depict the proportion of students across different achievement levels. The baseline data served as a reference point for evaluating the effectiveness of the intervention applied in subsequent stages of the study.

Students' initial assessment data is shown in the following pie chart:

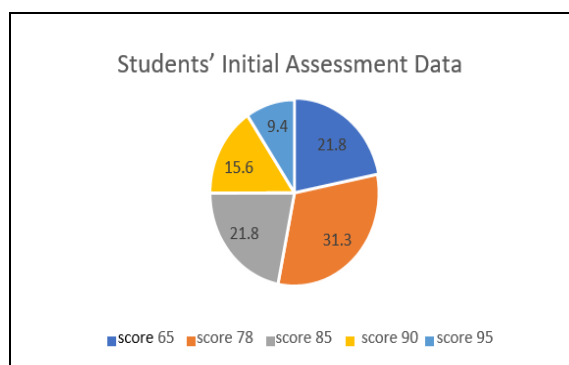


Figure 1. Students' initial assessment data

From the data above, it can be concluded that seven students received the grade *needs guidance*, ten students received the grade *fair*, twelve students received the grade *good*, and only three students received the grade *very good*. These scores can be seen in the following table:

Table 1 Distribution of assessment results at the initial condition

Score		Frequency	Percentage	Proficiency
Interval	Grade			
92 – 100	Very good	3	9.4%	Completed

85 – 91	Good	12	37.5%	Completed
78 – 84	Fair	10	31.3%	Not complete
≤ 78	Poor	7	21.8 %	Not complete
Total Score		32	100%	

### 3. RESULTS AND DISCUSSION

In The integration of Instagram as a learning medium offers significant novelty because it aligns with technological advancements and the lifestyle of Generation Z, often described as digital natives who rely on technology in their daily routines (Göçen, Tolaman, & Azizoglu, 2023; Nur & Ramadhani, 2025). Over a three-year implementation of Instagram-based learning for descriptive text writing, several positive outcomes were observed:

#### 1. Greater Engagement in Writing Activities

Writing lessons became more interactive and less monotonous, encouraging students to participate actively and complete descriptive text assignments with enthusiasm (Fithriani et al., 2019; Hanifah, 2019).

#### 2. Improved Language Accuracy

Students showed increased awareness of grammar, social functions, and text structure, particularly because their writing was shared publicly. This heightened attention contributed to better summative performance (Suhaimi & Sa'adah, 2019; Hafizah et al., 2024).

#### 3. Enhanced Confidence and Enjoyment

Learners expressed satisfaction when their work was visible to parents, peers, and the wider community. This public exposure fostered confidence and pride in producing writing that could be shared openly (Tasoin, Anabokay, & Isu, 2025).

#### 4. Strengthened Reasoning Skills in Writing

Students' reasoning abilities improved, enabling them to articulate ideas more effectively in both Indonesian and English writing competitions (Hamdani & Abid, 2025).

#### 5. Growth in Critical Thinking Skills

Critical thinking skills were enhanced, as evidenced by students' participation in offline and online debate competitions, reflecting their ability to analyze and argue effectively (Mariya et al., 2025).

#### 6. Improved English Learning Outcomes

Overall achievement in English improved significantly. By the end of Phase E, students demonstrated the ability to use spoken, written, and visual texts appropriately for different contexts, purposes, and audiences. They produced diverse text types—narrative, descriptive, procedural, expository, recount, and report—while also developing inferential reading skills and greater awareness of audience and purpose (Yanti & Said, 2024; Anggrarini & Yulianawati, 2025).

The improvement in student learning outcomes can be observed in the table below.

Tabel 2. Distribution of final assessment results

Score		Frequency	Percentage	Proficiency
Interval	Grade			
92 - 100	Very good	17	53.1%	Completed
85 - 91	Good	15	46.9%	Completed
78 - 84	Fair	0	0%	-
≤ 78	Poor	0	0 %	-
Total Score		32	100%	

From the table above, it can be seen that out of thirty-two students, seventeen received the *very good* category and fifteen received the *good* category. These two levels indicate that the students have successfully mastered the skill of writing descriptive texts. This data shows that writing descriptive texts through Instagram media improve the learning outcomes of Grade X-5 students at SMA Negeri 10 Fajar Harapan Banda Aceh.

#### 4. CONCLUSION

The findings indicate that the integration of Instagram as a medium for teaching descriptive text writing has significantly enhanced the learning outcomes of students at SMA Negeri 10 Fajar Harapan Banda Aceh, as evidenced by their improved engagement, heightened attention to language accuracy, increased confidence, stronger reasoning and critical thinking skills, and overall achievement in English subject competencies, thereby demonstrating that social media-based learning not only benefits students individually but also contributes positively to the school's academic performance and broader educational environment. This success also influences the school's average scores and impacts the achievements of students who will participate in the *Seleksi Nasional Berdasarkan Prestasi (SNBP)*.

In addition to benefiting students, this good practice also provides advantages for the school, both in terms of increasing students' learning motivation and improving their learning outcomes. Furthermore, families and the students' social environment also experience the benefits of implementing descriptive text writing through Instagram, as students' work can be easily accessed.

The factors supporting the success of this good practice include the provision of adequate technological facilities at school, such as sufficient and proper computer devices and reliable internet connectivity that students can use while in class or study rooms.

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