IMPROVING STUDENTS' WRITING SKILLS IN WRITING CAPTION PARAGRAPHS THROUGH INSTAGRAM DISCUSSION BY APPLYING WH-QUESTION TECHNIQUE DURING WRITING PROCESS IN GRADE XII SMA NEGERI 2 BATANG ANAI

THESIS

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ABSTRAK

Rosehana Ariza.2024. Improving Students' Writing Skills in Writing Caption Paragraphs through Instagram Discussion by Applying WH-Questions technique during Writing Process in Grade XII, SMA Negeri 2 Batang Anai.

Keterampilan menulis siswa kelas XII SMAN 2 Batang Anai masih rendah dalam menulis paragraf. Sebagian besar siswa belum mencapai standar ketuntasan minimal. Kosa kata siswa yang masih kurang dan ide-ide yang akan ditulis juga masih rendah sekali, sehingga membuat satu paragraf merupakan tugas yang sulit bagi mereka. Untuk mengatasi masalah tersebut peneliti melakukan penelitian tentang bagaimana meningkatkan keterampilan menulis siswa dalam menulis paragraf dengan menggunakan teknik WH Question. Tujuan penelitian adalah untuk mengetahui sejauh mana teknik WH Question dalam menulis paragraf dapat meningkatkan keterampilan menulis teks Caption siswa, bagaimana guru seharusnya menerapkan teknik WH Question selama proses menulis dalam menulis teks paragraf Caption, dan faktor-faktor yang mempengaruhi keterampilan siswa. dalam menulis dengan menggunakan teknik WH Question dalam menulis paragraf Teks Caption di kelas XII SMA Negeri 2 Batang Anai. Penelitian ini merupakan penelitian tindakan kelas. Peserta dalam penelitian ini berjumlah 28 orang, empat belas laki-laki dan empat belas perempuan. Dalam melakukan penelitian, peneliti dibantu oleh seorang kolaborator. Penelitian ini terdiri dari dua siklus. Tiap siklus dilaksanakan empat kali pertemuan, tiga kali pertemuan untuk proses belajar mengajar, dan satu kali pertemuan untuk tes . Ada dua jenis data yaitu data Kuantitatif dan Kualitatif. Data kuantitatif dikumpulkan melalui tes dan data kualitatif diperoleh dari lembar observasi, catatan lapangan, dan hasil wawancara. Hasil temuannya menunjukkan bahwa penggunaan teknik WH-Question dapat meningkatkan keterampilan menulis siswa. Peningkatan tersebut terlihat dari nilai rata-rata keterampilan menulis siswa pada setiap siklusnya. Nilai rata-rata siklus 1 adalah 74,96 Selain itu, skornya kemudian meningkat menjadi 76,93 pada siklus 2. Peningkatan ini terlihat pada setiap indikator keterampilan menulis strategi menghasilkan ide dan memposting di media sosial khususnya Instagram. Jadi kesimpulannya adalah bahwa dengan menggunakan WH Question dapat meningkatkan keterampilan menulis siswa dalam menulis paragraf teks Caption di kelas XII IPA1 SMA Negeri 2 Batang Anai.

Keywords: *Teknik bertanya WH-Question, Keteramplan Menulis. Peningkatan, Penelitian Tindakan Kelas*
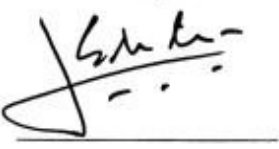
ABSTRACT

Rosehana Ariza.2024. Improving Students' Writing Skills in Writing Caption Paragraphs through Instagram Discussion by Applying WH-Questions technique during Writing Process in Grade XII, SMA Negeri 2 Batang Anai.

The students' writing skills at grade XII SMAN 2 Batang Anai are still low in writing paragraphs. Most of the students had not reached the minimum standard of achievement. The students lacked vocabulary and ideas, so constructing paragraphs was a difficult task for them. To overcome that problem the researcher researched how to improve the students' writing skills in writing paragraphs by using the WH Question technique. The purpose of the research was to identify to what extent the WH Question technique in writing paragraphs can improve the student's writing skills in Caption Text, how should the teacher implements the WH Question technique during writing process in writing paragraph Caption text, and the factors that influent students' skill in writing by using the WH Question technique in writing paragraph of Caption Text at grade XII of SMA Negeri 2 Batang Anai. This research was classroom Action research. There were 28 participants in this research, fourteen males and fourteen females. In conducting the research, the researcher was helped by a collaborator. This research consisted of two cycles. Each cycle had four meetings, three meetings for teaching and learning, and the last meeting for the test. There were two kinds of data namely Quantitative and Qualitative data. Quantitative data were collected from the tests and qualitative data were from the observation sheet, fieldnote, and interview result. The finding showed that using the WH Question technique could improve the student's writing skills. The improvement could be seen from the average scores of the student's writing skills at each cycle. The average score of cycle 1 was 74,96 In addition, the score then was improved to 76,93 in cycle 2. This improvement could be seen in each indicator of writing skill strategy to generate the idea and post on social media, especially on Instagram. So it can be concluded that by using WH Question can improve the student's writing skills in writing paragraphs of Caption text in class XII IPA1 SMA Negeri 2 Batang Anai.

Keywords: *WH-Question Technique, Writing Skills. Improvement, Classroom action research*

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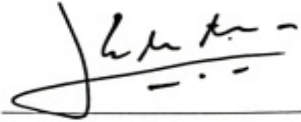
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Yang memberi pernyataan,

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TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURES

LIST OF CHART

LIST OF APPENDICES

CHAPTER I INTRODUCTION

A.   Background of the Problem

There are four skills integrated into teaching the English language in the classroom, namely listening, speaking, reading, and writing skills. Listening and reading are known as receptive skills while speaking and writing are considered productive skills

In both Curriculum 13 and the Curriculum of Independent Learning (Merdeka Belajar) as outlined in Permendikbud No. 37 tahun 2018, the learning objective of writing is for students can compose specific text in the form of caption text related to pictures, photos, tables, graphs, or charts, all while considering their social function, text structure, and linguistic elements, with the accuracy and contextual relevance. In the Merdeka Belajar curriculum, as specified in Permendikbud Number 033/H/Kr/2022, students are expected to demonstrate the ability to express complex ideas and employ a wide range of vocabulary and verb tenses in their writing. They should incorporate topic sentences into their paragraphs and use time markers for sequencing. Additionally, they should skillfully use conjunctions, connectives, and pronoun references to establish connections or contrasts between ideas, both within and between paragraphs.

One of the skills taught in the classroom is Writing skill. Writing skills are the abilities that can help teacher put their thinking into words in a meaningful form and mentally interact with the message (Utami et al.,

2012). So, writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing.

From both curricula, it is clear that in writing skills the students should have the capability to write paragraphs. But in real situations, writing is considered the most challenging skill. Many students are still confused to write in English due to a lack of ideas. This challenge is particularly pronounced when it comes to composing paragraphs for caption texts, even though students have been studying this skill since elementary school. Researchers often face this issue in the classroom in teaching writing skills, the teachers teach only focus on the product but less on process. Besides that the teachers teach conventional way. Furthermore, when teachers give assignments in writing tasks and then ask the students to write and present their writing in front of the class. Sadly, only a few students can complete these assignments. It means that most of the students do not have the skill to write paragraphs.

As a teacher at SMA Negeri 2 Batang Anai, the researcher has deeply concerned because only a few students at SMA Negeri 2 Batang Anai can compose coherent paragraphs. The preliminary observation result at SMA before conducting the research, the students consistently receive low scores in constructing paragraphs. Their limited vocabulary can make it difficult for them to effectively convey their thoughts in writing. When they lack both vocabulary and ideas, constructing sentences becomes a complicated task. Furthermore, the students lack essential techniques for

composing paragraphs. Consequently, they exhibit a reluctance to complete assignments that require writing, and they are often doubtful about presenting their work. Many students are confused by feelings of insecurity and fear of making mistakes. Their writing tends to be convoluted and challenging to comprehend, resulting in poorly structured and essentially meaningless paragraphs.

To overcome this problem, the researcher needs to focus on resolving students' difficulties in writing paragraphs. Several researchers have employed this technique in their studies. For instance, according to Wragg & Brown (2002: 7) states that teacher asked question to find out what the students already to know. Furthermore, the question used to stimulate or to develop student's imagination to seek information. So by giving questions play a significant role in language, especially when seeking information. The words such as 'what,' 'who,' 'where,' and 'when' are commonly used to question.

Axelrod and Cooper (2010:33) suggest that when writing a paragraph, it is beneficial to focus on questions that help students create a short analysis. As a guiding principle for writing a paragraph, one can start with WH Questions such as What? Why? How? and so on. Asnawan & Permatasari (2021:1640) applied the WH Question strategy via social media and emphasized that utilizing the WH Questions technique makes the learning of writing skills more engaging and accessible for students. Rahim (2017:1546) noted that WH Questions have been selected as one of the

methods to enhance student's writing performance. Additionally, another scholar, Namasivayam (2017:219), affirms that the study's outcomes demonstrate the effectiveness of the WH Questions technique as a valuable pre-writing method for ESL learners. Consequently, this has a positive influence on students' learning when incorporating the WH Questions technique into writing. Taylor (2009: 27) says the best way to begin the process of setting essay topics is by asking questions about the subject, such as words 'what', 'who', 'whom', 'where', 'when', 'how', 'why. His statement will help the students easily start writing caption paragraphs by using the WH Question technique during writing process.

Based on the previous research above, the researcher is interested in conducting this research using the WH Question technique to guide the students to create a paragraph based on the pictures This technique is still rarely used, so the researcher believes it is highly effective in teaching writing. As a result of this research, the researcher aims to apply this technique to compose a paragraph

For this reason, the researcher wants to examine how to make the students write paragraph caption text through teaching writing. In this case, the researcher will focus on writing paragraphs especially when teaching the caption text in the classroom. But why the researcher chose this material because it is available in Curriculum 13. In that curriculum, there are some types of text taught in grade XII, such as Narrative, News Item, procedure, application letter, caption text, etc. The researcher focuses on caption text

because the objective of learning in caption text is for the students to be able to write a paragraph of caption text in the classroom. Furthermore, it is very interesting for students studying caption text because caption text will use some interesting pictures and the student will write a short paragraph based on the pictures given.

When teaching caption text, the researcher will utilize the WH Question technique to compose a paragraph. This technique is very simple and easy to use. The researcher will teach how to write a short paragraph by using this technique. the researcher will provide students with some pictures.

The researcher also adds other techniques in teaching writing skills. It uses the Scaffolding technique. Axford et al (2009:88) says a scaffolding is writing plan first the teacher needs to do a simple exercise teachers can use to help them prepare their first writing

Today, wonderful technology is growing so rapidly, such as the Instagram platform. The primary focus of Instagram is for users to post individual images or videos with descriptions on their profiles. Approximately 70 million images and videos are posted daily (Kelly, 2015: 1). Naturally, people of all ages, from children to teenagers, adults, and even the elderly, are using the internet, and its usage is growing rapidly. Teenagers and students often turn to the internet to find educational resources or materials, and many also engage in online gaming. However, the most popular online destinations worldwide, particularly among

students, are social media platforms such as Twitter, Line, TikTok, Facebook, Instagram, and so on.

The effect of technology is felt positively by both teachers and students. For teachers, preparing a lesson often involves some references from the internet. In other words, teachers use the internet to create slides for presenting lessons in the classroom. As educators, it is important to stay updated with global networking sites. The students can also learn English through social media such as Instagram which is one of the most popular applications for students. Instagram user is more interactions users experience on the platforms, the more it makes them happy (Serafinelli, 2018:56)

Nearly all students have Instagram accounts and enjoy sharing their photos with captions. They are interested and very active in posting everything there. So, this is a good way to improve their writing skill in constructing a paragraph, the teacher tries giving the students an assignment then they write on the wall. The students can write their captions on digital technology. And the fact that they are more interested in using digital such as using applications to communicate through social media such as Instagram.

Because the researcher is an English teacher, she has attempted to motivate students to write on social media when assigning writing tasks. The researcher believes that by providing students with the opportunity to

share their experiences through platforms like Instagram, they will find writing enjoyable.

Unfortunately, however, the students like to post on Instagram but their writing still has many mistakes. Their writing is still bad at constructing sentences. It is because the teacher has not given the technique for writing a paragraph. so they do not know how to make a good arrangement.

The researcher has asked students to write their experiences on the wall of social media but not yet in depth. The researcher has not conducted the research. This is just the researcher's presumption that with the technique above, the researcher hopes that students can write good paragraphs in English after the teachers teach the writing skills by using the technique of WH Question during writing process.

Based on this simple technique, she is interested in doing this Action Research to know whether writing captions paragraphs on social media will improve the students ' writing skills using WH Question technique.

In writing activities, the WH Question technique is an effective way to improve the student's writing skills. There are some previous studies of the research that have been done by several researchers, such as Kartika and Siti (2023), which state that using WH questions can improve its effect on writing skills. Willinsky et al. (2021:139) state that the use of WH-questions

has been effective and has successfully improved the students' writing ability in narrative text.

From the statements above, many researchers have conducted research about the improvement of students' writing skills by using WH question techniques. but the texts they have researched are narrative or descriptive. But for conducting caption text, it still happens rarely. So the researcher is interested in conducting this research.

B. Identification of the Problem

Based on the first observation done by the researcher at grade XII of SMAN Negeri 2 Batang Anai, some problems were found during the process of teaching and learning activities. However, the students can write a paragraph but it is not in good construction. It means that the students do not have the capability to write good paragraphs.

The first problem comes from the teachers' side. When teaching writing the teacher is only giving a model of a text but the teacher teaches still a conventional way. The teacher focuses more on the product, not the process of how to write. The teacher rarely teaches the techniques in writing. The teacher only gives some models and then asks the students to write. the teacher gives some tasks about writing skills without using the techniques in writing skills. So the solution of this problem, the teacher should use stages of writing such as, *pre-writing- drafting-revising and publishing,* technique of writing when teaching process.

The second problems come from the students' side. The problem that they face is, that the students are lack vocabulary so they confused about what they will write. If the students only have a few vocabularies, they will not be able to write. the effects are they are lazy to write and reluctant to start writing. The next problem, the students are not able to write short paragraphs in English because they don't have any idea how to write. The other is knowing the technique of how to write a short paragraph., The students' writing is convoluted and writing. Their paragraph is very bad and meaningless. To overcome this problem, the teacher uses WH question and scaffolding technique.

C.   Limitation of the problem

Based on the description of the background of the problem and the identification of the problem, several factors were faced by the students in grade XII of SMAN 2 Batang Anai in writing paragraphs on caption text. The significance of the research is that the students are not able to write paragraphs of Caption Text in English so the researcher will limit the problem on *how to improve the students' writing skills in writing Caption paragraph of through social media such as Instagram discussion* . The researcher will apply the technique to write the caption paragraph by applying the WH Question during writing process at grade XII of SMA Negeri 2 Batang Anai. This technique will be assumed to help the students easily write a paragraph of caption text as a reason to improve the student's writing skills in writing   caption paragraph

D.   Formulation of the Problem

Based on the limitation of the problem above, the problem of the research can be formulated as follows: to what extent can the significant of applying WH Question technique in writing caption paragraphs during writing process improve the students' writing skills at grade XII of SMA Negeri 2 Batang Anai?

E.   Research Question

Based on the statement of the problem above the research problem questions are;

1. To what extent the significant of applying WH Question technique during writing process in writing paragraphs can improve the students' writing skills of Caption paragraph at grade XII of SMA Negeri 2 Batang Anai?

2. How should the teacher implement the WH Question technique in writing paragraph Caption text at grade XII of SMA Negeri 2 Batang Anai?

3. What factors influent students' skill in writing by using the WH Question technique at grade XII of SMA Negeri 2 Batang Anai?

F.   Purposes of the Research

The purpose of the research is as follows;

1. To find out whether the significant of applying WH Question during writing process can improve the students' writing skills of writing Caption paragraphs at grade XII of SMA Negeri 2 Batang Anai Padang Pariaman Regency

2. To find out how should the teacher implements the WH Question technique in writing paragraph Caption text at grade XII of SMA Negeri 2 Batang Anai.

3. To find out what factors influent students' skill in writing by using the WH Question technique at grade XII of SMA Negeri 2 Batang Anai.

G. Significant of the Research

This research is conducted to find out the students' problems in improving writing skills by applying the WH Question technique during writing process at grade XII of SMA Negeri 2 Batang Anai. The researcher hopes the research will be worthwhile to the students in writing caption paragraphs by applying the WH Question technique during writing process. the researcher expects that by applying this technique can make the student compose paragraphs easily. Beside that. the students will enjoy learning English. Furthermore, the researcher also hopes this research can give more contribution to the students learning English not only in the classroom but also outside for example using digital media to express their feelings through pictures they posted on Instagram and they can write the caption text based on the pictures they posted.

It is expected the result of the research can motivate the student to learn English more. furthermore, this research can provide additional knowledge or information for other researchers who are going to do similar research.

The researcher also hopes for the teachers to develop their teaching by applying this technique and it could be a guide for the teachers to teach writing skills by applying WH Question during writing process before giving writing tasks to students

H.   **Definition of the key terms**

   Writing skill is the fundamental skill abilities that students need to have an ability to write, they can convey their ideas, appreciation, feeling and experiences with anyone, at any time or place.

Caption   text is a short text that is used to complete an image. Caption text appears usually under pictures, photos, graphics, posters and even tables.

WH Question is a strategy to use to write a sentence or paragraph

Instagram discussion is a tool that is quick and easy to be accessed as a mobile application by the students