

**IMPROVING STUDENTS' WRITING SKILL ON RECOUNT  
TEXT BY USING INSTAGRAM POST AS VISUAL MEDIA**

**THESIS**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute of Kediri.

Kediri, June 20<sup>th</sup>, 2022

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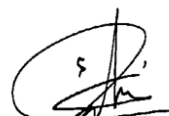
  
  
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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dengan waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 12 Juli 2022 kami dapat menerima dan menyatakan hasil perbaikannya.

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## **MOTTO**

**“Take it Easy but Seriously”**

**~Zulia Rahma~**

## DEDICATION

*In the name of Allah 'Azza Wa Jalla, I dedicate this thesis to:*

- 1. Allah SWT, Lord of the Worlds who gave the most beautiful gift in my life.*
- 2. My parents namely Moh. Yazid and Suryaningsih who love me and educate me since childhood until now.*
- 3. My older brothers namely Abdul Latif Zainuri and Muhammad Faiz, who have supported me to study at IAIN Kediri.*
- 4. My best cousins, namely Mr. Afif and Mrs. Nurul who always supports both material and motivation during my studies at IAIN Kediri.*
- 5. Abuya Dr. H. Anis Humaidi M.Ag and Umik Dr. Najihatul Fadliyah S.H.I., M.Pd.I as second parents who always share religious knowledge and motivate me while I am at The Sunan Ampel islamic boarding school.*

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Third, I would like to thank all those who have helped me, given me motivation, enthusiasm and prayers in order to complete my thesis, they are :

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Alhamdulillah, in the end I have finished my thesis with great struggle and enthusiasm. However, my writing is still far from perfection, therefore criticism and suggestions from readers are highly expected for the improvement of further writing. I hope that this thesis can have a positive impact on the readers and provide benefits for all people especially education in Indonesia.

Kediri, May 26<sup>th</sup> 2022



The Writer

## ABSTRACT

**Nurdiana, Yulia.** 2022. *Improving Students' Writing Skill on Recount Text by Using Instagram Post As Visual Media*, English Department, Faculty of Education and Teachers Training, State Islamic Institute of (IAIN) Kediri.

Advisors: Erna Nurkholida, M.Pd, Drs. Agus Edi Winarto, M.Pd

Key terms : Writing Skill, Recount Text, Instagram Post.

This study aims to improve students' writing skill on recount text through Instagram media. This objective contains the background that the researcher found that many students were bored with the media used in writing texts in the last semester of class X MIPA 1. In the previous semester on descriptive text material, text writing activities only used paper media to write so that students did not have creative ideas in writing descriptive text.

The researcher carried out her research in the class X MIPA 1 SMAN 3 Kediri in the 2021/2022 academic year. There are 36 students in the class. This study used a classroom action research as research design. Classroom action research used Kurt Lewin's model. This research has been carried out in one cycle in which the cycle consists of the stages of planning, action, observation, and reflection. The study was carried out in one cycle. In the cycle consisted of three meetings. The data were gathered in this study through Observation, Test and documentation.

The results of this study indicate that there is an increase in students' writing skills through Instagram media. This is evidenced by the average score on the preliminary test of 65,278 then the cycle test obtaining an average score of 76,389. on the results of the pre-liminary test there were 6 students or 16.67% who achieved the KKM score, while in the first cycle test there were 34 or 94.45% of students who achieved the KKM score. Based on the success criteria, the research is said to be successful if 80% of students get an average score of at least 75. Thus, this research in one cycle is declared successful in improving students' abilities in writing skills. In other words, it can be said that the use of the Instagram application in learning to write recount text at SMA Negeri 3 Kediri is recommended to improve students' abilities to achieve optimal results.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents about background of study, problem of the research, objective of the research, significance of the research, limitation and scopy, and definition of key terms.

### **A. Background of Study**

English is a communication tool in the world that has four skills, namely speaking, reading, writing and listening skills. In English, there are two macro language skills, namely receptive and productive skills. Receptive skills are more emphasized on receiving and understanding a word or information, as well as reading and listening skills. Productive skills are more emphasized in producing language, and which includes productive skills, namely speaking and writing skills in English. Writing skill is one of the four English skills that must be mastered as a foreign learner of English (Gunantar & Transinata, 2019). Language learners in Indonesia themselves include, junior high schools, high schools to.colleges. However, writing is the highest level and the most difficult skill in mastering a language because when writing a person is required to think or explore what ideas will be written and produce a written product.

Writing skill is an indirect form of communication that requires a deep thought process to supply an excellent writing product. Writing skills are an integral part of the overall learning process experienced by students while they are studying at school. In this case, having writing skills is very much needed for

language learners, the goal is so that they can hone their language skills. Because, after all people can benefit from writing skills, that is someone can interact with other people not only by using spoken language but also written language.

Based on the syllabus, writing subjects focus on genre text. Text genre is a type of written or spoken discourse such as descriptive text, narrative, recount, report, anecdote, spoof, argumentative text, and others. One of the text genres that the researcher uses is recount text. Recount text is one type of English text that retells events in the past (which have been done). Based on the basic competencies that must be met by students in the tenth grade syllabus of Senior High School, it is expected that (1) students can capture contextual meaning related to social functions, text structures, and linguistic elements of spoken and written recount texts related to historical events. (2) students can compose spoken and written recount texts, short and simple, related to historical events, taking into account social functions, text structure, and linguistic elements, correctly and in context.

In the field of education, language development cannot be separated from the use of visual media that serves as an intermediary to improve and train students' English skills. Along with the advancement of information and communication technology that brings changes in the field of education, many people use it for reasons of learning and teaching for teachers and students. The use of digital-based visual media in learning is believed to provide many benefits and positive effects as has been stated by many researchers, the application of effective use of technology can increase student motivation in learning. As for the



part that supports technology, it is social media. As is known so far that in everyday life many people use social media as media for communicating, buying, selling, and especially also in learning and teaching.

Social media is a means of socializing online in cyberspace where social media users can easily participate, communicate, interact, and share information quickly and up-to-date. There are many kinds of social media-based applications, including Facebook, YouTube, Twitter, Instagram and so on (Indriani & Wirza, 2020). One application that is widely used by many people is Instagram, this application is easily accessible by all people, can be accessed anytime and anywhere, only with adequate internet can enjoy the unique features in the application in various ways, one of which is by share text accompanied by a photo that describes something. Photos accompanied by descriptions can be in the form of humor, motivation, romance and others. In this world, there are many Instagram accounts that share texts or quotes using English about romance, biblical quotes, humor, motivation, and medicine, there are also accounts that share various forms of grammar, English (Indriyanti & Prasetyo, 2018).

Based on the results of observations during the internship, the researcher chose a place of research at SMAN 3 Kediri City because during the observation and teaching practice the researcher found problems in the teaching and learning process of English. In general, the problems that the researcher found were: (1) students have difficulty in developing writing ideas and (2) they feel bored with the media used such as paper. This problem is caused by the absence of media variations in learning, especially writing skills in English subjects. To solve this

problem, the writer uses Instagram as a visual medium in teaching recount text to develop students' writing ideas. Researcher use social media in the form of Instagram, where Instagram is a good and interesting application and in general many people like to use it, including from various groups ranging from teenagers to adults. As many researchers have said, Instagram is referred to as one of the most popular mobile applications among young people in today's digital era.

On Instagram, students can share ideas about something. they can share stories by retelling events that they have experienced whether it is a happy or sad event in their life. Their friends can also see and give some arguments to each other. so that by posting their stories and pictures on Instagram, training their confidence in writing skills, they become free to express and work according to their respective levels of creativity. Their English vocabulary will also increase, because on Instagram students can see the results of the translated text (foreign language) to the original language translation (source language). Based on this background, the researcher took the title of the study with the title "Improving Students' Writing Skill on Recount Text by Using Instagram Posts as Visual Media". By using Instagram to develop the creativity of writing recount texts, it is hoped that students can increase their level of creativity in English in general, while in particular, it is hoped that they will master recount text material properly and correctly according to the context and grammar.

## **B. Problem of the Study**

Based on the background of study above, the researcher wants to know “How can the Instagram Post as Visual Media improve the student’s writing skill on recount text at Tenth Grade of SMAN 3 Kota Kediri” ?

## **C. Objective of the Research**

Based on the study above, the objective of this study is to know “How to improve student’s writing skill on recount text through Instagram post for Tenth grade of SMAN 3 Kota Kediri”.

## **D. Significances of the Research**

The results of this research are expected to have a positive impact on the contribution teaching and learning English, namely:

### 1. For the researcher

It is to improve self-performance in teaching English through writing skills using Instagram post as visual media.

### 2. For the students

It is hoped that it can motivate students to be more creative in expressing ideas for learning English through writing skills using Instagram post.

### 3. For teachers

It is hoped that it can inspire English teachers to always use interesting learning media as possible, so that students are always enthusiastic in every learning activity.

### **E. Limitation and Scopy**

Based on the research problem, the researcher limited the research to the students' ability to write recount text using the visual media of Instagram posts. In addition, researcher also limit the research subjects. The research subjects in this study were students of class X-MIPA 1 SMAN 3 Kediri, which consisted 36 students.

### **F. Definition of Key terms**

#### 1). Teaching and Learning.

Teaching and learning is the process of channeling knowledge to obtain an actual and reliable understanding. The two cannot be separated because in teaching and learning there are many strategies that can be used can be used to teach students based on the material or potential they have by students. According to Brown (2000), "Teaching cannot be defined separately from learning. Education is leading and promote learning, enable learners to learn, and create conditions for it study". Learning is the acquisition of knowledge. From the above definition, the teaching can be seen as helpful. Promote and direct how to learn and gain something and knowledge. For example like a student who learns English, he will be said to be successful if the source or strategy learning is related to what is needed by him (students in learning and teaching activities).

#### 2). Writing.

Writing is a form of communication skill that is done indirectly requires a deep thought process. Writing skills are an integral part of the whole

learning process experienced by students while they study at school. According to Husna (2017) Writing skill is the most important skill that is difficult for foreign language learners to learn, because after all Writing is a difficult skill for both native and non-native speakers; because the writer must be able to write it in various things such as content, organization, purpose, audience, vocabulary and mechanics such as spelling, capitalization and punctuation,". By writing students will generate ideas and make them a product of the skills they have.

### 3). Recount text.

Recount Text is one kind of texts that is learned by Senior High School Students. Recount text is one of text types that retells past events. According to Fika Megawati (2020), a recount is a piece of text that retells past. the event usually in order in which they happened. Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically.

### 4). Instagram.

Instagram is one of the social media-based applications that serves as a tool to expose tool to expose events or moments through pictures, videos, posters and many other interesting features used by the public in the world of the universe. According to Tanzila (2018) Instagram has many advantages for the public, this advantage is felt by those who are not only in the fields of economics, marketing, technology but are also felt by many users in the field of education, especially in terms of learning and teaching.

## **CHAPTER II**

### **LITERATURE OF REVIEW**

This chapter presents a review of the literature review related to this research. In this chapter, there are definition of writing, components of writing, process of writing, understanding of recount text, Instagram as a visual media, and advantages of Instagram.

#### **A. Definition of Writing**

Writing skill is an activity to develop feelings and ideas to produce structured sentence Hood (2013). Writing is also a means of communicating in writing, so that written communication tends to involve a thought process, because writing requires a process of selecting and organizing ideas into a coherent and logical whole (words, sentences, grammar).

According to Husna (2017) Writing skill is the most important skill that is difficult for foreign language learners to learn, because after all Writing is a difficult skill for both native and non-native speakers; because the writer must be able to write it in various things such as content, organization, purpose, audience, vocabulary and mechanics such as spelling, capitalization and punctuation,". Writing namely is the thinking of process in english skills. There is a process of expressing ideas main idea to be processed into a structured theme according to the grammar, content that is correct and appropriate and coherent". so it can be concluded that writing is a communicative activities even in written form. it depends on social awareness expectation. It means as activities that are communicative in nature, writing

can develop expectations of social relations because writing is a tool in communication.

According to Thresia et al., (2019), writing is a communication tool using media in the form of symbols and signs to convey ideas. Most people use writing for communication because people can interact with other people not only by speaking language but also written language looks more real and interesting. So writing skills have several stages such as planning, drafting, editing, taking notes, brainstorming, generating drafts and other evidence reading or editing again. Therefore writing is not a one-step action, writing requires a process. This means that students need to collect ideas to produce a good story or text.

Based on definition writing of the research experts, it can be concluded that writing is a written process of arranging the ideas into a text, so writing is a productive language skill activity. Applied to produce ideas, thoughts, and feelings in writing. This writing skill is a form of skill that can be improved through practice and requires several processes to create ideas become well structured to be conveyed into a text.

## **B. Process of Writing**

According to Hood (2013), the writing process is a way of observing what people do after they write a transcription. This means that this method is about how someone creates an idea and then creates it in writing. Harmer suggests that the written method has four main components. Its four components are as follows:

a). Planning

Experienced writers plan to write about something. Before they start writing or typing, they struggle to choose what to say. For some writers, this may include taking detailed notes.

b). Drawing

We can request the main version of the play as a draft. The first "Go" of a text is usually done with the idea that it will be changed later. Because thanks to the ultimate version, many drafts can be created from the writing process to editing.

c). Editing (reflecting and revising)

After the writer produces a draft, they usually read what they write to determine where to work and what didn't work. Perhaps the order of knowledge is not clear. They can then move paragraphs or write a new introduction. They may use special types of files. words for specific sentences. More skilled writers tend to consider issues with general meaning and structure before focusing on detailed features such as individual words and grammatical accuracy. The last two, of course, are important, and are often discussed. Subsequent operations. Reflection and review often help other readers who provide comments and suggestions. The reactions of other readers to the written article will help the author to make a suitable television.

d). Final Version

After the authors edit their draft, making the changes they acknowledge are necessary, they produce their final version. It can be very different from



the original plan and the first draft because everything changed during the editing process. But now writers can send transcriptions to their target audience.

### **C. Component of Writing**

According to Brown (2000) means that there are five significant components of writing, they are content, organization, vocabulary, grammar, and mechanic.

#### ➤ Content

Content must be clear in order that someone can understand the message conveyed and obtain information from the text. An honest content must be compacted and completed.

#### ➤ Organization

In your writing you need to make your thoughts now no longer handiest clean for yourself, however additionally on your readers. Being prepared can be a be counted of balancing your thoughts and the manner you carry them in your readers. When you are getting ready lengthy shape textual content, your purpose is to shape that textual content as clean on your reader to absorb as possible. If the reader has were given to backpedal to shape feel of your article, or if it's far provided in the course of a babbling movement of recognition from which the reader have to fish on your details , your article can have much less impact. Fifty-5 percentage of travelers will study a chunk of writing for 15 seconds or much less earlier than shifting on. Obvious

company will make your put up greater swimmable, and that's an sincere thing! A reader is much more likely to live round whilst a quick test exhibits that the know-how for your article has relevancy. Headings with applicable key phrases can also assist Google apprehend important subjects in longer posts, that's high-quality for SEO. That is in particular essential in case you are writing a weblog put up or the alternative piece of content material that is based on software traffic. Organization is that the capacity to expand thoughts and coherence, order of importance, trendy to precise, precise to trendy, chronological order, and spatial sample so it turns into a based paragraph.

➤ Vocabulary

Good vocabulary, along with punctuation, grammar, and many other tools, is just one of the essential tools in a writer's toolbox. Vocabulary can make your sentences more powerful and simple and make it easier for you to say exactly what. Maybe. This essential tool makes it easy to choose the simplest words for each job and avoids vague words that don't give the reader an honest sense of your meaning. building. Your vocabulary is one of the easiest ways to enhance your writing and writing capabilities. Any writing task is much easier, as there are several synonyms in the repertoire that you can always pull. Expanding your vocabulary doesn't have to be difficult or painful. Here are 25 ways you can improve your writing

vocabulary in a day. A vocabulary is a collection of words structured into sentences, paragraphs, or essays. Good sentences are composed of appropriate words so that no one will misunderstand you after reading a book.

➤ Grammar

The author must master grammar so that the author can produce good writing. Good writing is writing that has the right tenses, vocabulary, right sentences, words, etc.

➤ Mechanics

Mechanics refers to the pronunciation of words and the way they are written or organized. On paper, Mechanics consists of capital letters, spelling, and punctuation.

#### **D. The Purposes of Writing**

Writing is a productive activity that produces work, so that people who see it in writing can also benefit from it. Successful people don't plan to write from scratch. Instead, they think more about their feelings. When someone wants to write something, they have a goal to write. Each writer has his own goals and they adapt to the written text.

In addition, according to Setiawan Djuharie (2009), writing has four general goals, namely as follows; The first purpose of writing is to inform, persuade, reveal, or to confirm.

1) First, writing to inform which aims to educate readers about a required topic such as knowledge, meaning that the author shares interesting knowledge so that readers become more aware and can benefit from the writing.

2) Second, the purpose of writing is to persuade, namely the author wants to persuade or convey to the reader so that they can accept the author's ideas.

3) Third, the purpose of writing is expressive, meaning the author has a purpose to express his feelings, opinions, and experiences. The last is definitely writing, the writer can convince the reader of his argument by explaining the idea to the reader. When ideas are well organized, they will be fun to read and even enjoy. Whether they are writing love letters or papers, they are writing to inform, persuade, express and affirm. In addition to a general purpose, writing also has a specific purpose, according to Indriyanti & Prasetyo (2018), and the specific purpose of writing is to inform readers about the editorial. The philosophy of this guide is about something. If writing is useful for students to be more active and creative, it can ideally improve their writing skills. However, practicing this skill is not easy. In addition, some students do not understand all the information they have read. In this case, they must have full command of adequate English vocabulary. according to Hidayati & Widiati (2019) writing is very different from reading. Writing has special requirements and has heavy responsibilities, such as moral responsibility, because of the level of difficulty. While reading is not so difficult to do even everyone can easily read, but otherwise difficult to write.

It can be said that reading skill is easier than writing skill because reading is a receptive skill whereas writing is a productive skill.

### **E. Recount Text**

- Recount Text

One type of text that is studied by tenth grade high school students is recount text. Recount text is one type of text that retells past events Suryani, (2020). In recount text, it describes events that have occurred, either happy or sad events. The events must also be sequential according to the sequence of events that have occurred.

According to Hood (2013), recount text is part of the text that tells the past. Events, usually in the order in which they occur. Therefore, the characteristic of the story text can be a series of events in which past events are written chronologically. The purpose of the text is usually to give the reader an idea of the event. It also has the most general purpose of providing information and entertaining. In other words, recount text is a type of text that retells some past events to inform and entertain the reader. Recount texts usually include historical events, personal experiences, biographies of a scientist, artist, witness reports, newspaper reports, letters, conversations, television interviews, and many others.

- Generic Structure of Recount Text

To create an effective recount text, it is necessary to use the standard used guide a writer to make good writing. The recount text has several

important characteristics that the authors might use. Generally the structure of the recount text consists of :

Generic Structure	Definition
Orientation	There is background information about who, what, where, and when the story happened
A series of event	This consists of paragraphs that present the events in the order in which they occurred.
Re-orientation	Reorientation is the conclusion of the story. tells how the characters feel; it's optional.

The conclusion is recount text tells the reader what happened in the past. It begins with an orientation that tells the readers involved, what happened, where the event happened, and when it happened. The sequence of events is then written in some sort of order. time. Finally, summarizing the event may be the final turnaround.

- Language Features

The language features of the recount text are :

- 1). Focus on a single participant / group participant

The recount text focuses on what the individual or group of people was do. You can write in the first or third person

- 2). Use the past tense

The past tense is the form of the verb used to describe past behavior. Many linguists describe it in their own term, but most linguists have the

same term. Some of the past tenses that are often used in writing recount texts include simple past, past progressive, past perfect progressive, past perfect.

### 3). Use of material (plot) process

The material process is the process of executing a material. You express them The notion that an entity is doing what it can physically do Another entity.

### 4). Focus on the time series sequence of events (temporal conjunction)

Conjunctions are connectives. It's a part of speech (word class) useful for connecting words, phrases, clauses or sentences. Example: Last year After that, on weekends etc.

- Kinds of RecountText

Recount text is divided into three kinds, namely:

#### 1. Factual Recount

Factual Recount is a recount text that tells facts such as scientific reports, police reports, or real events in history.

#### 2. Personal Recount

This Recount Text is familiar to everyone. Personal Recount is a text that contains personal experiences and is real, not fiction. An example of a short recount text that we can encounter everyday is a note that says about an incident that happened experienced today or tweets containing personal stories. It can all be assembled into a Recount Text.

### 3. Imaginative Recount

Imaginative Recount is a type of recount text that is very suitable for people with high imagination power because it contains imaginative experiences. Examples of texts such as the story of the magical butterfly, the mermaid and the prince of dreams, and others.

- Example of Recount Text

RECOUNT TEXT	GENERIC STRUCTURE
<p style="text-align: center;">Going to Goa China Beach</p> <p>A few months ago, I went to Goa China beach with my big family of Sunan Ampel Islamic boarding school. The original name of this beach is Rowo Indah Beach. It is located in Tumpak Awu Hamlet, Sitarjo Village, Sumbermanjing Wetan District, Malang Regency, East Java. The trip there took about 5 hours. We left from Blitar at 07.30 AM using a car and we arrived about 11.00 AM o'clock.</p>	<p style="text-align: center;">Title Orientation</p>
<p>Arriving there at 11.00 noon, my friends and I rested under a tree. there, my friends and I had lunch with the lunch we had brought earlier. then after that my friends and I prayed dhuhur in congregation under a shady tree.</p> <p>On the beach it was a clear day with blue skies and I felt a light breeze. The waves there are suitable for swimming, but unfortunately I can't swim. I just played with the white sand and</p>	<p style="text-align: center;">Sequence of Event</p>



<p>didn't forget to take a selfie with the beautiful beach background.</p> <p>In the afternoon, I rushed to clean myself after spending a long time at the beach. and don't forget after that my friends and I went to a cafe with berbeque food to enjoy a variety of culinary delights. coupled with the beautiful view near the beach adds to the taste of our meal.</p>	
<p>I feel happy to be able to vacation with the big family of the cottage and enjoy the natural beauty created by God. Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 12:00 PM because the trip was jammed.</p>	Re-Orientation

#### **F. Instagram as Visual Media**

Instagram is a social media-based application that has many users on Facebook the whole world. because Instagram is an application that contains various interesting features, someone can send messages, post their events via photos or videos, and they can edit their work on the Instagram equipped with various interesting features. Instagram is very good for use by various groups including teachers and students in learning because by using Instagram students will be more enthusiastic in the learning and teaching process. Furthermore, according to Fika Megawati (2020) using Instagram as a teaching medium also makes students feel that it is something new in learning English. Moreover, using Instagram has become part of their daily activities in today's era, where they usually make photo essays based on a list of themes or

concepts, then use photos to involve them in writing responses or descriptions based on the photos they want to post. This makes it easier for students to make descriptive texts.

According to Gunantar & Transinata (2019) Instagram is a very impressive application, coupled with its amazing features, increasingly support the interests of the community related to their daily needs. especially in the field of education, Instagram can be used as a learning medium because of its supporting features, such as:

- 1) Instagram photo sharing allows users to take pictures in the application or use photos that are already on their camera. Then users can upload their photos on their Instagram accounts, so people can see them easily.
- 2) Social the experience of people on Instagram is very pleasant. Instagram connects people all over the world. This is very global society and has many advantages for students to express feelings by writing something. This means that when students are involved in the community they will try to make a better move.
- 3) Education on Our Humanity Together Instagram is a good medium to teach students writing skills. Students who engage in a good writing atmosphere such as writing descriptive paragraphs will benefit greatly. by engraving words through pictures that are posted on Instagram make them think and imagine wider and will support them in compiling text in the space provided they can develop writing based on their personal life experiences.

## **G. The Advantages of Instagram**

According to Tanzila (2018) Instagram has many advantages for the public, this advantage is felt by those who are not only in the fields of economics, marketing, technology but are also felt by many users in the field of education, especially in terms of learning and teaching. The following are the advantages of Instagram in the field of education:

1. Students can improve their writing skills because they have to write better.
2. Students are able to be confident to publish their writings in public
3. Teachers become more creative in creating interesting learning media.
4. Teachers and students can critically, imagine and be more innovative in writing skill.

## **H. Previous Study**

In this study there were three previous studies to the writer's research. Firstly, a research that was written by Cariesa Tirta Kencana (2022) the writer used Pre-experimental research design, entitled "*The Use of Instagram to Improve Students' Writing Skills in Explanation Text for Eleventh Grade Students*". The result showed that the use of Instagram could improve students' writing skills of grade XI students indicated by the Paired Sample Test. The paired sample t-test results obtained a significance value of .000 < .05 and the result of t was -9.991. It could mean that the null hypothesis was rejected and the alternative hypothesis was accepted. The correlation value of 0.239 and the significance value of 0.189 > 0.05. It meant that there was

no correlation between the pre-test and post-test variables. The use of Instagram had an influence on students' writing skills. Instagram could make the students easier to write explanation text. Then the research can be concluded that Instagram is a Social media has many benefits for students to improve their writing skills and teachers can also take advantage of Instagram to help students develop creative and critical thinking skills.

The second, a research written by Laisya Tanzila (2020), and the title of her research is "*The Process of Using Instagram in Learning Writing Descriptive Text at First Grade SMA NEGERI 1 TANJUNG BALAI*". The method of this research used descriptive qualitative of which technique of collecting data are observation, interview and documentation. The objective of this research to describe the process of using instagram in learning writing descriptive text. The results of this research: show that there are three findings about the process of using instagram in learning writing descriptive text: opening activities process, implementing activities process, and closing activities process. But in specifically, there are fourteen findings, joining to the class meeting, answering the teacher's greeting, confirming the attendance, and listening teacher's explanation, downloading instagram application, creating instagram account, logging in to instagram account, writing descriptive text in the book, finding the photo, inserting the photo, writing descriptive text in the caption, posting the photo and tagging teacher's instagram account, and taking screenshot of photo.

The last research written by Arzakilah Mubarokah (2017). The title of the research is “Using Instagram to motivate students' Writing Descriptive Text at Second Grade in SMAN 1 Gresik Academic Year 2016-2017”. The objective of the present research is to explore and describe the use of Instagram to motivate students in writing descriptive text in students of ten grades in SMAN 1 Gresik. This study is qualitative using descriptive approach. This research shows that the use of Instagram can be done to motivate students in writing descriptive text. Key data required for The research was obtained through a descriptive writing task in Instagram. The results of some tasks on Instagram show some weaknesses and students' strength in doing assignments. Most students forget to write caption at least 150 words in English. Then, they forgot to give hashtag after writing the caption. However, they can improve their writing in the last task by writing descriptive text with the appropriate generic descriptive text structure. The findings of this study indicate that writing descriptive text can effectively improve and motivate class X SMAN 1 Gresik.

The difference from the three previous studies above, it can be seen that in the first study the research objective was whether Instagram could effectively improve the writing skills of class VIII students. Then the next research has a research objective to describe the process of using Instagram in learning to write descriptive text. and the last research has a goal, namely to explore and describe the use of Instagram to motivate students in writing descriptive texts for tenth graders at SMAN 1 Gresik.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter the researcher describes research design, setting and subject of the research, procedure of the research, and data analyze.

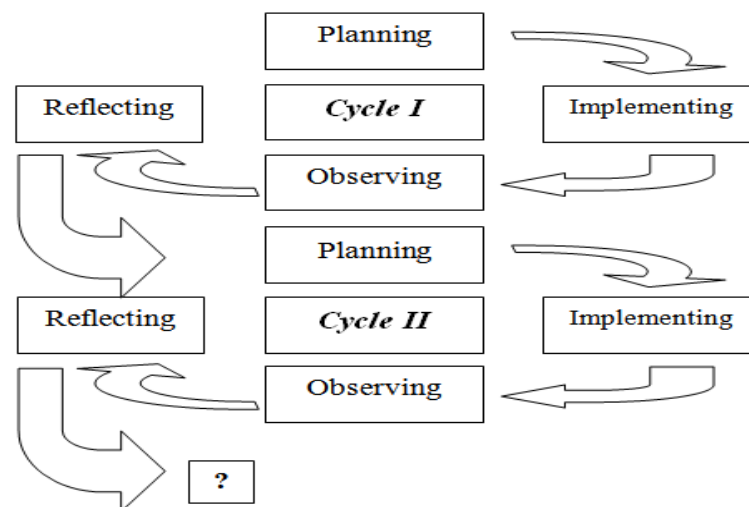
#### **A. Research Method**

This research used classroom action research as a research method. This classroom action research uses the Kemmis and McTaggart model. This model essentially consists of four components, namely planning, action, observation, and reflection. In its implementation, Kemmis and Mc Taggart's model combines action and observation. This is done because in its implementation the action research component is inseparable from the observation component. The research components in the Kemmis and McTaggart models are a cycle of actions carried out in one lesson.

At the planning stage, the researcher prepares a design and determines the focus of the problem then makes an instrument to record the facts that occur during the action. The next stage is the implementation of the action which is the implementation of the design as well as the stage of observation or observation of the ongoing learning process. For the final stage of reflection on the implementation of the actions that have been carried out. The four stages in the research are elements to make a cycle. According to Juliandi (2014) Classroom Action Research is a observation of learning activities in the form of a actions, which are intentionally raised and occur in a class simultaneously. This study aims to improve performance, it is contextual in nature and the results are not to be

generalized. However, the results of classroom action research can also be applied by other people who have a background similar to the researcher. Classroom action research is a study conducted by teachers in the classroom, including planning, implementing and reflecting on the various stages of collaboration and participation in actions. The purpose is to improve teachers' performance and make students' learning outcomes higher than before. (Dedi Dwitagama, 2012). The Process of CAR has some cycle on the practice. In this research, the researcher uses two cycles, there are cycle one and cycle two. The researcher needs to revise to make the researcher know the acting is a success and increase the writing skill.

From some of these theories, it can be concluded that classroom action research is problem-based research that aims to solve problems. Problems that arise in the classroom are then corrected through teaching and learning activities through a cyclical process involving several stages of planning, action, observation, and reflection. so going through cycles it is normal for a project to go through two or more cycles in an interactive process.



This research design was conducted in two cycles, each which has some steps, which are ; (a) planning, (b) implementation, (c) observing, (d) reflecting.

a. Planning

Planning is the basis for conducting treatment after confirming the research problem. A research needs to be prepared before conducting action research. Researchers prepared several materials that would be used in the research process, such as syllabus, lesson plans, Instagram applications, some examples of recount text on Instagram posts, field notes about student activities and responses.

b. Implementing

At this steps the researcher is doing the teaching and learning process based on the lesson plan which was made. The researcher asks about students' condition than she calls her students one by one. Next step, The researcher gives Pre-liminary test to her object. Then, she introduced and taught recount text by using Instagram media to improve their writing skills.

c. Observing

Based the researcher practice her method, the researcher gives cycle test and after practice her method, the researcher gives scoring after the students finish their test.

d. Reflecting

In the analysis process, the researcher analyzes the teaching and learning process that occurs in the classroom. The researcher calculates the pre-



liminary test and cycle test, if the cycle test is successful the cycle can be stopped.

## **B. Setting and Subject of the Study**

The researcher conducted classroom action research at SMAN 3 Kediri. This school is located on Jl. Mauni No. 88, Bangsal, Pesantren District, Kediri City, East Java Province. This school was chosen as the research area based on the researcher having observed teaching and learning experiences during internships. The researcher chose this school because the researcher found that many students were bored with the media used in writing texts in the last semester of class X MIPA 1. In the previous semester on descriptive text material, text writing activities only used paper media for writing so that students did not have creative ideas in writing descriptive text.

From this background, the researcher tried to improve students' recount text writing skills through Instagram media. The researcher know very well what is happening about the teaching and learning process of English subjects in the classroom. The researcher can find and identify some problems faced by students in learning to write. After identifying the problem, the researcher tried to use Instagram as a media to improve the quality of students' writing skills. The subjects of this study were students of class X-MIPA 1 SMAN 3 Kediri. The researcher have a time schedule to conduct research and use that time to make observations and familiarize themselves with school conditions, conduct research and analyze the results.

### **C. Research Procedures**

The research procedure used by the researcher in this classroom action research is based on Kurt Lewin's design. In conducting classroom action research, the researcher used the following procedure; (a) planning, (b) acting, (c) observing (d) reflecting. Before carrying out the four stages of classroom action research, a preliminary study was conducted, which was used to identify real problems in teaching writing and to obtain general information related to students' writing skills. In Lewin's classroom action research design, if the first cycle has been completed but there are still obstacles, it is necessary to continue with the second cycle with the same concept as the first cycle. (Dedi dwitagama, 2012). This includes planning, acting, observing, and reflecting. Moreover, before entering the classroom action research cycle, researcher should conduct a Pre-liminary study.

#### **1. Pre-liminary of Study**

In the pre-liminary study, the researcher taught class X -MPA 1 and gave a little material about recount text, then students are asked to make a recount text according to their personal experience, as for the theme of the recount text, which is free according to the creativity that exists in each student, but the story must be true what they experience in their lives.

#### **2. Procedures of the Classroom Action Research**

##### **a). Planning**

At this stage, the writer and teacher made some plans based on the findings of the preliminary study. Planning activities include designing

lesson plans, preparing teaching materials and learning media needed, determining the criteria for student success in learning, and then preparing the materials the test (Pre-liminary test & cycle test) was carried out to see if the students could write the recount text properly and correctly.

b). Action

At this stage, the researcher continued with class actions that took place according to the lesson plans that had been prepared. In carrying out this research activity, the author acts as an English teacher who teaches how to write recount text, using Instagram as a medium for writing text. Meanwhile, the teacher acts as an observer and observes all activities that occur during the education and learning process of researcher in the classroom. The implementation of class proceedings consists of three sessions in each cycle.

1). First meeting

At the first meeting, the researcher explained the subject matter about recount text. The researcher explains the general structure of a recount text and gives some examples of recount text in the BKS book. after the students have understood what the researcher is teaching, then the researcher conducts pre-liminary test .

2). Second Meeting

At the second meeting, the researcher began to use Instagram posts as a visual media for students to make recount texts. The researcher gives an example of posting an image on Instagram about

recount text to help students develop ideas for writing skills. Then, students make recount texts with the help of the teacher.

### 3). Third Meeting

In the third meeting, the students write the recount text without the help of the teacher. Then they need to be collected as a final test /cycle test. In this study, the researcher took two cycles. He needs three encounters in each cycle. if the first cycle is successful in accordance with the success criteria, then the research can be stopped, but if the success category is still minimal, then the next action is to continue to the second cycle.

#### c). Observing

This stage describes the collection of all relevant data on every aspect that occurs during implementation. Important aspects of observation include collecting data sources, tools used in data collection, and data collection techniques. These tests are preliminary test and cycle test. Preliminary tests were conducted to see if students were good at writing recount texts using paper media. The cycle test is a test to determine the improvement of students' writing skills in writing recount texts by using Instagram posts as a visual media.

#### d). Reflecting

After collecting the data obtained, the researcher analyzed the data from the education and learning process that had been carried out. then, the researcher used observation to write recount text using

Instagram media. The education and learning process runs well when they are involved in the education and learning process. If the first plan doesn't work, the next step the writer make another plan (re-scheduling) to solve the student's problem and get good results.

#### **D. Data Analysis**

The researcher analyzed the data using three ways, namely reducing the data, data display and drawing conclusion.

##### 1. Reducting the data

The researcher selects the data that really interpret the study to get the validity. Only the valid data can be counted. The researcher must have thrown the invalid data to keep it in line.

##### 2. Data display

The researcher presents the data to prove the result of data analysis. After reducting the data, the researcher shows this as simple data and readable.

##### 3. Drawing conclusion

The researcher makes a conclusion based on the observation and data display arranged before. This classroom action research uses a formulation as follow to analyze the data from the test :

**Total students get score at least 75 minimally X 100 %**

**The Students in the Class**

The researcher and teacher make an agreement that if more than 80% of students get a minimum score at least of 75 , then student learning achievement can be said to have increased. Meanwhile, student test scores can be categorized based on the criteria for student test scores in table 3.1, success criteria in table 3.2 and the scoring guide in table 3.3.

**Table 3.1**  
**Criteria of students' test Score**

<b>No</b>	<b>Score</b>	<b>Predicate</b>	<b>Writing level</b>
1	80-100	A	Very Good
2	70-79	B	Good
3	60-69	C	Fair
4	50-59	D	Poor
5	25-49	E	Very poor

**Table 3.2**  
**The Criteria of Succes**

<b>Percentages of the students getting score at least 75 minimally</b>	<b>Qualification</b>
80 % -100%	The student achivement in english improves well and the instagram posts as visual media that is applied can improve the student's achient in english succesfully
50%-79%	The student achivement in english improves enough and the the instagram posts as visual media that is applied can not improve the students achient in english succesfully yet
0%-49%	The student achivement in english do not improves and the instagram posts as visual media that is applied is fail in improving the student's achient in english

**Table 3.3**  
**The Scoring Guide**

**WRITING RUBRIC ASSESSMENT**

ASPECT	SCORE	DESCRIPTION
Text Structure	5	Complete and orderly text structure
	4	Complete but not orderly text structure
	3	Incomplete text structure
	2	Incorrect text structure
	1	Unstructured
Developing Ideas	5	Correct main idea, relevant supporting sentences
	4	Nearly relevant main idea and supporting sentences
	3	Less relevant main idea and supporting sentences
	2	Irrelevant main idea and supporting sentences
	1	No main idea
Accuracy <i>(grammar and vocabulary)</i>	5	Correct use of grammar and vocabulary
	4	Nearly correct use of grammar vocabulary
	3	Fairly correct use of grammar and vocabulary
	2	Poor use of grammar and vocabulary
	1	Incorrect use of grammar and vocabulary
Mechanics <i>(punctuation, writing style)</i>	5	Use of correct punctuation, good writing style
	4	Nearly correct use of punctuation, good writing style
	3	Fairly correct use of punctuation, fairly good writing style
	2	Poor use of punctuation, poor writing style
	1	Incorrect use of punctuation, bad writing style

Total score = 4 x 5 = 20 x 5 = 100



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the finding of the study that are found from the subjects of the research and discussion. This finding is based on the improvement of writing skill on recount text of the Tenth grade at SMAN 3 Kediri by using Instagram post as visual media.

#### **A. Finding of Pre-liminary**

This research was conducted on March 14-28 2022. The research location is at SMAN 3 Kediri. The research subjects in this study were students of class X MIPA-1, totaling 36 students. There are several activities that researchers do in the preliminary study. The first, the researcher asked permission for research from the head of the curriculum at the school, then continued with consultation with the English teacher regarding the research schedule in the classroom. The second, the researcher observed and identified problems related to the teaching and learning process of English class X MIPA-1 for the academic year 2021/2022. The third, researcher conducted research related to improving students' writing skills in recount texts using the Instagram application. In this study, the researcher succeeded in conducting research with one cycle. One cycle consists of several steps, namely as follows: Planning, Action, Observation, and Reflection.

## **B. Finding of Cycle 1**

### 1). Planning the Action.

At this stage the researcher got a teaching schedule from the English teacher class X MIPA 1. Before the researcher carried out teaching activities, the researcher made a lesson plan according to the teacher's guidance at the school. the researcher made a lesson plan to teach recount text by the theme "My experience". (available in appendix 1).

After designing the lesson plan, the researcher and the teacher determined the criteria of success. The criteria of success is 80% of the students's writing achieved the minimum mastery criterion-kriteria ketuntasan minimal (KKM). The minimum mastery criterion-kriteria ketuntasan minimal (KKM) was 75. The instruments used in collecting data are the writing test, observation check list, writing rubric assesment and documentation. All of them can be seen in appendices 2,3, and 4.

### 2). Implementing of the Action

Implementing the action of the cycle was done on March 14<sup>th</sup>, March 21<sup>th</sup>, and March 28<sup>th</sup>, 2022. The researcher implemented the teaching learning process based on the lesson plan which had been made. There were 2 x 45 minutes in a meeting.

1). The first meeting

Date : March,14<sup>th</sup>, 2022

Topic : Recount Text

Class : X MIPA 1

Time : 2 x 45 minutes in a meeting

a. First Activity

On Monday, March 14<sup>th</sup> 2022, the researcher was given a schedule by the teacher to carry out the research process. At the beginning of entering the researcher as a teacher carrying out the teaching process as usual teachers, the researcher greeted the students with greetings asking for news such as “How are you?” and the students responded well.

After those activities, the researcher attended in class in a coherent manner. the researcher also provide motivation and learning objectives and ask some questions about students’s writing skills, writing experience text :

The questions are ;

- 1) Do you know what recount text is ?
- 2) What are generic stuctures of recount text ?
- 3) What grammar is usually used in recount text ?
- 4) Do you know what kind of recount text that we will learn in this unit 10 ?

The students were asked to answer one by one by the teacher. After they answered according to their abilities, the teacher gave a little clarity about the theme and material to be studied in chapter 10, namely the

chapter theme: "My experience" which discussed the meaning of recount text, generic structure, and language features in recount text.

b. Main Activity

After students understand about what has been explained, the teacher asked to students to make a recount text with the theme : "Self-Experience" which is free according to the original experience that has ever existed in their respective lives. The teacher asked the students to write the recount text on a sheet of paper. After they finished then they could collect it at the teachers desk.

Test procedure 1

- 1). Write the recount text according to your personal experience on paper.
- 2). The theme of recount text is "free themes" according to your personal experience.
- 3). Don't forget to write the name, student attendance, and class correctly.

The following is an example of recount text in the task 5 :

Meeting Rio Dewanto	Generic structure
It was Tuesday afternoon. It was about 4.30. my english course had just finished, but no one came to pick me up yet. That's why i decided to wait for my elder brother	Orientation
A black car suddenly stopped in front of me car, then, was opened. The man in the car asked the nearest hotel. While giving him directions to the hotel, I looked at him. He looked so	Chronology of the Event

<p>handsome and familiar, but i was not sure whether he was my favorite actor.</p> <p>He was so friendly and humble. Because of being so curious, i asked him whethe he was Rio Dewanto. How surprised i was that time when he said, “Yes, Iam Rio Dewanto”. I did not miss the chance for sure. I asked him to take some pictures with me. He agreed with that. We took the pictures i also asked for his sign.</p>	
<p>I was so happy that time because i met my faavorite actor. I also shook hand with him. That ws one of great moments in my life.</p>	<p>Evaluation</p>

c. Final Activity

The teacher asks students to examine their writing. After students consider their work has been completed, the teacher invites students to collect their assignments in front of the class.

d. Closing and Prayer

The teacher closed the teaching and learning process by reviewing the lessons that have been delivered, and says about the next material to the next meeting. Then, the teacher asked to the students says *hamdalah*, and teacher say salam to the students.

2) The Second meeting

Date : March, 21<sup>th</sup>, 2022

Topic : Recount Text

Class : X MIPA 1

Time : 2 x 45 minutes in a meeting

a. First Activity

On Monday, March 21<sup>st</sup>, 2022, the researcher continued his research and entered the class by greeting and greeting students with something like “Good morning?” and "How are you today?" and then students answered well. After the activity, the researcher checked the attendance of all students in the class. the researcher also provide motivation and review what has been learned last week's meeting. One of them by playing a game of throwing the ball (throwing questions).

Starting from the teacher who throws the ball to the students then the student who throws the ball in turn to his friend and the student who gets the ball will come to the front of the class to answer questions that have been prepared by the teacher. the question is still related to the material in unit 8: recount text (my experience).

These questions are

1. What do you know about recount text?
2. What are the generic structures of recount text? mention and explain!
3. Mention the language features of the recount text?
4. Mention examples of simple past verbs! at least 3 !

After the teacher throws the ball to the students at random, the lucky student who gets the ball goes forward and answers the questions the teacher gives. and so on, those who have answered throw the ball to their friends who have not got the ball. Students take turns coming forward and answering short, random questions that the teacher chooses for them.

## b. Main Activity

The core learning activity at this second meeting, the teacher gave examples of recount texts in the Instagram application. the teacher sends a link to an example of a post that has been made to the whatsapp group. Then students see examples of these posts. After the students observe the example of the recount text, the teacher explains and opens questions for students who want to ask. The teacher asks students to identify the meaning of the text along with the generic structure contained in the recount text.

The following is an example of recount text on instagram :



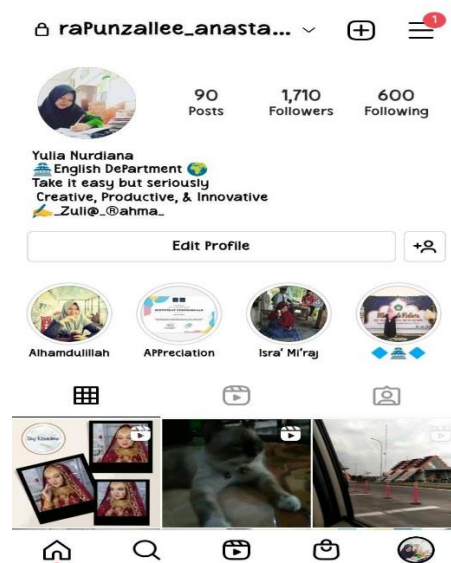
Students were also asked to discuss with their classmates to analyze the recount text on Instagram. Then after the students wrote the results of the analysis which included generic structures and language features, the

teacher appointed several student representatives to present them in front of the class.

### c. Final Activity

After several students successfully presented the results of their analysis. The teacher asks students to download the Instagram application, and explains that for the next meeting students will be asked to make a recount text on Instagram by tagging the teacher's Instagram account: "Rapunzallee\_anastasya".

The following is the teacher's Instagram account:



### d. Closing and Prayer

The teacher closed the teaching and learning process by reviewing the lessons that have been delivered, and says about the next material to the next meeting. Then, the teacher asked to the students says *hamdalah*, and teacher say salam to the students.



### 3). The Third meeting

Date : March, 28th, 2022

Topic : Recount Text

Class : X MIPA 1

Time : 2 x 45 minutes in a meeting.

#### a. First Activity

On Monday, March 28<sup>th</sup>, 2022, the researcher continued his research and entered the class by greeting and greeting students with greetings such as "Good morning! and How are you today?" and students respond well. After that, the researcher checked the attendance of all students in the class. Researchers also provide motivation and review what has been learned at the previous meeting.

#### b. Main Activity

In the core lesson, the teacher explains the procedure for doing test 2, namely making recount texts through Instagram media. The teacher asks students to prepare their cellphones. they were asked to check their personal account, when it was ready, they were asked to make a recount text along with their photo. the theme given by the teacher is to make a recount text with the theme "Holiday in the beach".

Test procedure 2 :

1). Write recount text according to your personal experience with the theme "Holiday in the beach".

- 2). Upload on your respective Instagram with photos of your personal experiences.
- 3). Tag my account "Rapunzallee\_anastasya in your instagram.
- 4). Don't forget to write your name, students attendance, and class correctly.

The following is an example of recount text on Instagram:

**ferdifebriantono14** Ikuti

**ferdifebriantono14**  
 Name : Ferdi Febriantono  
 No. Absen : 14  
 Class : X MIPA 3  
 @rapunzallee\_anastasya

Vacation to Sidem Beach

• Orientation (Pembukaan) :  
 It was Sunday morning, 02 June 2021, my friend and I were bored after two weeks of holidays, so we rode our motorcycle to a Sidem beach, which is fifty six kilometers from where we live.

• Event (Isi) :  
 When we arrived at the beach at 5.00 am, we were surprised to see only a few visitors there. After having a quick dip in the ocean, which was really cold, we realized why there were not many people there. The waves there are very high and also quite windy.  
 After we bought Pecel rice and other food at the store nearby, we walked down the beach for a while, very wide beach and many beautiful views.  
 Before we made the long trip back we decided to Paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, we were here joking and laughing so that our minds were refreshed after a few months of studying at school, at 4 Pm we decided to go home because it was getting late.

• Reorientation (Kesimpulan) :  
 When we finally arrived home, we were both totally exhausted. However, that day was very wonderful for me. I won't forget the moment.

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 ferdifebriantono14  
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Vacation to Sidem Beach

### c. Final Activity

After the students finish making the recount text on Instagram, the teacher checks whether the students have really sent their assignments personally properly.

## d. Closing and Prayer

The teacher closes the teaching and learning process by providing motivation and enthusiasm for learning. Then the teacher asked the students to say hamdalah, and the teacher greeted the students.

## 3). Observing the Action

The Table Score of The Students of The Cycle 1

No.	Name	L/P	Pre-liminary-Test	Successful	Cycle test	Successful
1.	AA.	P	70	X	80	√
2.	AS.	P	60	X	85	√
3.	A E. D.	P	70	X	80	√
4.	AB. S.	L	60	X	80	√
5.	A.S	P	85	√	80	√
6.	A D.	L	45	X	75	√
7.	BP.	L	60	X	75	√
8.	C.R.	L	75	X	80	√
9.	C.R.	P	75	√	85	√
10.	CI.	L	60	√	85	√
11.	DA.	P	55	X	85	√
12.	DL.	P	55	X	70	X

13.	HHH	L	60	X	85	√
14.	ISL.	L	70	X	60	X
15.	JM.	P	65	X	75	√
16.	KW.	P	65	X	85	√
17.	LR. W.	P	50	X	75	√
18.	MA	P	65	X	80	√
19.	MH	P	50	X	80	√
20.	MA	L	70	X	85	√
21.	MF	L	55	X	75	√
22.	MD	L	70	X	75	√
23.	NAD	P	65	X	90	√
24.	NAJZ	P	70	X	80	√
25.	RAF	L	65	X	80	√
26.	RAP	L	65	X	90	√
27.	RDZA	L	65	X	80	√
28.	RNLD	L	65	X	85	√
29.	SNA	P	50	X	80	√
30.	SW	L	65	X	85	√
31.	SPA	P	85	√	80	√
32.	TANRZ	P	70	X	80	√

33.	TA	P	60	X	80	√
34.	VA	P	65	X	90	√
35.	YN	L	80	√	85	√
36.	ZF	P	90	√	85	√
Total Score		2350			2750	
Average		65,278			76,389	
The percentages of the successful students		16,67%			94,45%	

Note :

x = Not successful

√ = Successful

#### 4). Reflecting

This is a reflection of the cycle one in the teaching writing by using instagram post as visual media based on activities planning, implementing, and observing at Tenth Grade in SMAN 3 Kediri. The action is success if the students' writing score reach improvement 80% or more the students got 75 minimally.

Furthermore, the percentages of the result was  $\frac{34}{36} \times 100 \% = 94,45 \%$  students got success. Then, the percentages of the students who did not get success yet was

$\frac{2}{36} \times 100 \% = 5,56 \%$  . it has reached the criteria of success in this study.

From the data above, there are two students who did not successful and they did not included of the criteria of success because their score is under the KKM that 75. The data showed that 80% more students who write recount text on Instagram are successful after using this media. the researcher can stop the cycle because the percentages of the result showed 94,45% students success their writing skill in recount text by using isntagram post as visual media.

It can be concluded that in cycle one the majority of students succeeded in using Instagram as a learning media. Therefore, the cycle can be stopped because it has reached the success criteria, namely 80% of students get a minimum at least score of 75.

### **C. Discusssion**

In this study, researcher conducted research using the classroom action research (CAR). Basically, this research design was carried out in two cycles, but because in the first cycle it was successful in improving students' writing skills in writing recount texts, this cycle could be stopped. The research subjects consisted of 36 students from class X MIPA 1 at SMA Negeri 3 Kediri. From the results of the study, there were 34 students who succeeded in improving their recount text writing skills through Instagram media and 2 others failed to improve their writing skills through Instagram.

Based on the research findings, it was obtained data that of 36 students in the class X MIPA 1 got a total score of pre-liminary test which was 2350 with an average score of 65,278 students. Therefore the percentage level of student success in pre-liminary test was obtained 16,67%. In the pre-liminary test,

students used paper as a media for writing recount text. While the researcher gave the freedom to determine the theme they would write, so that they could easily think and develop their writing ideas as creatively as possible. The value obtained by students has not reached the KKM value because it is known that on average students in writing recount texts are still not precise in terms of grammar, vocabulary, placement of generic structure, and especially in developing ideas.

The results of the next test, namely cycle test, obtained a total score of 2750 from the total number of students. The average value obtained by students is 76,389. The percentage level of student success is 94,45%. As for the process of Cycle test, which is done by means of students posting a caption on Instagram accompanied by a recount text with the theme "Holiday in the beach". Students who collect assignments must tag the teacher's account, namely "Rapunzallee Anastasya" accompanied by the name, class and student attendance. This process is in accordance with the process of using Instagram media in research by Arzakilah Mubarokah (2017), in his research, specifically there are fourteen stages of the process of using Instagram as a learning medium, namely attending class meetings, answering teacher greetings, confirming attendance, and listening to teacher explanations, downloading instagram app, create instagram account, login instagram account, write descriptive text. in the book, search for photos, insert photos, write descriptive text in the caption, post photos and tag the teacher's Instagram account, and take photo screenshots.

In the cycle test, on average, students were able to write recount text according to the generic structure, many of the grammars used the simple past or

past verb. The idea of developing the story is also quite interesting, because on their Instagram there are pictures of them that they want to post. They can use Instagram as a media to write recount text, where recount text is to tell stories that they have experienced in the past. By looking at photos of their personal experiences and posting them on Instagram, they become more daring to express and work with their writings in the public sphere. With the Instagram application they can practice their writing skills, their writing ideas become more developed and get a lot of inspiration. This is in accordance with the qualitative research of Arzakilah Mubarokah (2017). The results of his research showed that in the final test, at the end of the meeting in the class, it showed that writing descriptive texts could effectively improve and motivate the tenth graders of SMAN 1 Gresik. The advantages that students get by using Instagram as a writing media were that students become more inspired and easily remember interesting events or events that they have experienced in the past, so that it becomes easy for them to string words that are on their minds.

In addition, Instagram is also a social media that has many benefits for students to improve their writing skills and teachers can use Instagram to help students develop creative and critical thinking skills, this is in accordance with the research of Cariesa Tirta Kencana's (2022) which showed that the use of Instagram can improve the writing skills of class XI students as indicated by the Paired Sample Test. The results of the paired sample t test obtained a significance value of  $.000 < .05$  and the t result of -9.991. This means that the null hypothesis is rejected and the alternative hypothesis is accepted. The correlation value is



0.239 and the significance value is  $0.189 > 0.05$ . This means that there is no relationship between the pre-test and post-test variables. It can be concluded that the use of Instagram has an influence on students' writing skills. Instagram can make it easier for students to write explanatory text.

From the results of the study, it can be concluded that the results of using the Instagram application in writing recount texts can improve student achievement in writing recount text for class X MIPA 1 at SMA Negeri 3 Kediri. Based on the pre-liminary test mean of 65,278, to 76,389 on the cycle test. The increase in the score is closely related to the use of the Instagram application in teaching write recount text. In other words, it can be said that the use of the Instagram application in teaching writing recount text at SMA Negeri 3 Kediri is recommended to improve students' ability to achieve optimal results.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter researcher presents conclusion and suggestion based on research findings and discussion which has been presented in the previous chapter.

#### A. Conclusion

The results showed that the use of visual media post Instagram can improve the writing skills of class X students in writing recount texts at SMAN 3 Kediri in the academic year 2021/2022. From the results of the research and discussion, it can be concluded that students experienced a good improvement in writing recount texts using the Instagram application. This is evidenced by the increase in scores from pre-liminary test to cycle test scores. In the pre-liminary test, students used paper as a medium to write recount text, and they got an average score below the KKM score of 65,278, from the pre-liminary test the percentage of success was 16,67%. Meanwhile, in the cycle test, students got a better score than the previous score, the average score obtained by students was above the KKM score with an average value of 76,389. The percentage of students who succeed is 94,45%, so it can be concluded that students can improve their writing skills through Instagram media and the action is said to be successful because the student's writing score can reach an increase of 80% or more the student gets a minimum average score at least of 75.

## **B. Suggestion**

Observing the results of this study, the researcher would like to provide suggestions, namely as follows:

### 1). English teacher

Teachers are advised to use the Instagram application as an alternative media to improve students' skills; especially in the field of writing. because this media is flexible in time, and can be used anywhere and anytime as well as possible, besides that, the benefits of this Instagram application are many, including training students' writing skills so that they appear bolder. Even relatives can see it and can even comment on their respective writings. The second benefit is that students and teachers become more creative, innovative and productive in the success of learning programs both online and offline.

### 2) Future researchers

In order for future researchers to use this research to get inspirational ideas, they can develop this media or Instagram application in other cases. In addition, future researchers can use this research as a reference to support several sources. The author hopes that future researchers can investigate the effectiveness of using Instagram on other language skills or in different research designs.

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## **APPENDICES**