

Improving Students' Writing Skills in Narrative Text by Using Instagram for Eleventh-Grade Students

Rizka Desi Anggraini¹, Abdul Muis², Entika Fani Prastikawati³

¹Pendidikan Bahasa Inggris, Pendidikan Profesi Guru, Universitas PGRI Semarang, Semarang, 50232

²Guru Bahasa Inggris, SMA Islam Sultan Agung 1 Semarang, Semarang, 50242

³Pendidikan Bahasa Inggris, Pendidikan Profesi Guru, Universitas PGRI Semarang, Semarang, 50232

E-mail: rizkadesya36@gmail.com, ainasywadad@gmail.com, entikafani@upgris.ac.id

ABSTRAK

Keterampilan menulis siswa adalah keterampilan yang paling utama dalam proses pembelajaran. Dengan begitu, guru semestinya mempunyai metode atau strategi untuk dapat meningkatkan keterampilan menulis siswa, terutama untuk menulis sebuah narrative text dengan baik. Sedangkan, guru seharusnya dapat menggunakan media pembelajaran berbasis teknologi agar dapat menyesuaikan dengan kondisi siswa saat ini, seperti aplikasi media sosial yang dapat digunakan sebagai media pembelajaran bagi siswa, contohnya penggunaan aplikasi Instagram. Instagram sangat populer dikalangan siswa sehingga bukan hal yang sulit bagi mereka untuk menggunakannya. Jadi, tujuan dari penelitian ini adalah peneliti ingin mengetahui penggunaan Instagram dalam proses pembelajaran di kelas dan peningkatan keterampilan menulis siswa dalam membuat sebuah narrative text menggunakan Instagram. Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam 2 (dua) siklus dan setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data dalam penelitian ini adalah observasi dan tes. Hasil penelitian ini menunjukkan bahwa di siklus pertama 83,33% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 82,83. Pada siklus kedua 100% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 88,17. Berdasarkan data tersebut dapat disimpulkan bahwa menggunakan Instagram dapat meningkatkan keterampilan menulis siswa kelas XI-11 SMA Islam Sultan Agung 1 Semarang.

Kata kunci: Keterampilan menulis, *Narrative text*, Instagram

ABSTRACT

Student writing skills are the most important skills in the learning process. Thus, a teacher must have a method or strategy to improve a student's writing skills, especially to write a narrative text well. Teachers should be able to use technology-based learning media to adapt to students' current conditions, such as social media applications that can be used as learning media for students, for example, the Instagram app. Instagram is so popular with students that it is not difficult for them to use it. So, the objective of this study is that researchers want to know about the use of Instagram in the learning process in the classroom and improve students' writing skills in creating a narrative text using Instagram. This research is Classroom Action Research (CAR) which is carried out in 2 (two) cycles and each cycle consists of planning, implementation, observation, and reflection. The data collection technique in this study is observation and testing. The results of this study show that in the first cycle, 83.33% of students met the Minimum Proficiency Criteria with an average score of 82.83. Based on the data, it can be concluded that using Instagram can improve the writing skills of students of class XI-11 SMA Islam Sultan Agung 1 Semarang.

Keywords: Writing skill, *Narrative text*, Instagram

1. INTRODUCTION

Writing is a common skill that students must acquire because writing skills are necessary in daily life. Writing skills include language skills, especially English language skills. There are four language skills in English, they are reading skill, speaking skill, listening skill, and writing skill. Students are expected to master English vocabulary following their school level and understanding of English lessons. Writing skills are used by teachers to deliver materials that will be delivered effectively and efficiently to the students so that the students can easily receive them (Fajriati, 2020). Thus, students can write in the form of a text that is English language learning material, for example, narrative text.

Ideally, students can create a narrative text with the correct structure and also know all the language characteristics used in the narrative text, but most students still have difficulty creating a narrative text correctly that matches the structure and the language featured used. So, based on that problem, the researcher as a teacher can provide alternative solutions so that students can make a narrative text properly through the use of technology as a learning media. The technology used is social media apps specifically Instagram.

Instagram is usually used by students in their free time, for example when the school breaks, but their social media as a learning media, they can use in the learning process in the classroom. So they'll be more interested in learning, especially learning English. Instagram has advantages in the learning process and it is easy to use anywhere, whether learning to teach outside or in the classroom, and also gives the ease of thinking and generates understanding through the images shown on Instagram. So, the students are expected to be able to make a narrative text correctly according to certain rules and patterns. Students can practice writing narrative text using Instagram.

Writing Skill

According to Fhonna (2014), writing is one of the language skills in English that needs to be improved, especially academic writing because writing requires complex skills such as boosting students' writing

skills in terms of grammar, vocabulary, and mechanics (Khulel, 2022). Writing skills are an integral part of the overall learning process experienced by students while they are studying at school (Nurdiana, 2022). Writing skill requires an ability not only to arrange ideas but also to reshape and revise them (Rachmawaty Linuwih & Kurniawan Winardi, 2020).

According to Brown (2000), there are five components of writing skills:

- a. Content
For a person to understand the message from the writing, the content of the writing or text must be clear. A comprehensive, well-packed writing is necessary to capture the content of a writing.
- b. Organization
In writing, one must make his writings communicable to the reader. From that, the writer can balance the ideas to be able to convey the message written to the reader. Thus, the organization clearly will make the writing created will be capable of capturing the information created relevantly.
- c. Vocabulary
A word is an important part of writing as it can make the writing more effective and help the reader to capture what the author meant. A writer must choose the best word for every writing that is made by building up the word that the writing attracts a reader and good writing consists of the right words so that there is no misunderstanding from someone when reading their writing.
- d. Grammar
A writer must master the grammar corresponding to what is to be written, for example writing a narrative text, the author must use the past tense grammar to match the context of the writing. Good writing is writing the correct sentences according to the grammar of the language, using sentences, words, and others correctly and appropriately.
- e. Mechanic

Mechanism refers to the way the correct writing covers, the use of capital letters, spelling, and readings corresponding to the writing.

Narrative Text

According to Rebecca (2003), a narrative text is a kind of text which relates a series of logically, and chronologically related events that are caused or experienced by factors. According to Siahaan (2008) is "the generic structure of a narrative text that establishes character, setting, and time".

Instagram

According to Candra Adi Pratama & Hartono (2020), Instagram is a social media that focuses on writing captions of uploaded photos or videos and sharing them with other digital users around the globe. Instagram has benefits such as Instagram can motivate students in writing because they share their paragraphs and then upload them on the internet (Wijayanti, 2023). Instagram as this kind of social media is very familiar to the students and they will be enthusiastic to learn with this Instagram (Alqo, 2022). The use of Instagram as a social media is expected to be able to help students in improving their English writing skills. This media will also make students motivated to express their ideas (Gunantar & Transinata, 2019).

According to Nurdiana (2022), the advantages of using Instagram in education are:

1. Students can improve their writing skills because they have to write better
2. Students can be confident to publish their writing in public places
3. Teachers become more creative in creating an attractive learning media
4. Teachers and students can be more critical, imaginative, and innovative in their writing skills.

That way, the students can use Instagram as a learning medium in writing a narrative text, moreover, this text is understood as a story that can be supported with images that symbolize the entire story

or every event in a text, for example, legends, myths, fables, folk stories and so on.

Therefore, to solve the problem related to student writing skills, the researchers determined the objective of the research is to know the students' achievement and the improvement the students' writing skills by using Instagram to make a narrative text because students can use Instagram application as a creative and innovative learning medium in their learning, the researcher make a Classroom Action Research (CAR) which entitled "Improving Students' Writing Skills in Narrative Text by Using Instagram For Eleventh Grade Students SMA Islam Sultan Agung 1 Semarang".

2. METHOD

The type of research used in this study is Classroom Action Research (CAR). The research consists of two cycles, each of which has several stages, they are planning, implementation, observation, and reflection.

The researchers used the Classroom Action Research (CAR) method because this study aims to solve a problem in the learning process so that it can improve the student's writing skills in learning English, especially on the material narrative text.

This classroom action research has been carried out at SMA Islam Sultan Agung 1 Semarang. The school's location is in the middle of the city and close to residential settlements. The subject of this research is the students from XI-11 with a total of 24 people consisting of 24 women. The researchers deliberately chose this class because it was a class taught by the researchers and also a class that had poor writing skills with evidence at the time of observation in that class.

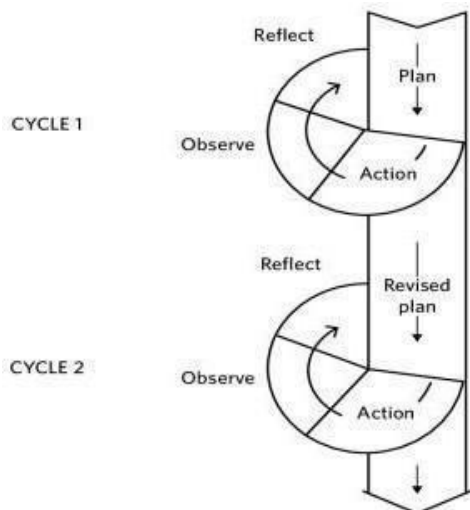


Figure 2.1 The cycle of Classroom Action Research (Kemmis dan Mc. Taggart Model)

- a. Planning
According to Nurdiana (2022), Planning is the basis for conducting treatment after confirming the research problem. Researchers prepare tools and materials related to learning and teaching processes such as preparing teaching modules, creating instruments to be given to students due to the post-test in Cycle I, preparing materials, and creating student activities. Researchers also provide an evaluation section to test students' writing skills against the material narrative text has been taught is good or not.
- b. Implementation
At this stage, researchers carry out the learning and teaching process based on the teaching modules that have been created. The researcher asked how the student's condition then called it one-on-one. Next, the researchers gave pre-tests to eleventh-11th grade students to create a narrative text following a given theme, namely the legend or the origin of Indonesian cities.
- c. Observation
According to Selviana (2022), At this step the researcher will carry out the teaching process and serve the situation and conditions in the classroom. In this case, observations can help in observing the activities of teachers and students during the

learning process. Then the researchers performed observations covering all student activities at each meeting so that researchers could measure student skills, especially writing skills.

d. Reflection

Reflection is used to understand processes, problems, questions, and obstacles that are real in strategic action by reflecting on an exact action that has been recorded in the observation. Reflection as a result of discussion to be able to plan for the next cycle and also analyze the learning and teaching processes that occur in the classroom.

Data collection techniques are the steps taken to obtain data. The data collection techniques used in this study have two stages as follows:

1. Observation
Observations are the first steps taken by researchers before starting research. The direct observation of an object to learn its truth, situation, condition, context, place, and meaning to collect data for research is known as observation. So, by doing the observations, the researchers can get the information they need to gather the research data.
2. Tests
It is known that tests are a method to measure a person's ability in a particular field, so the researcher gives two (2) stages of pre-test and post-test as the assessment given to the test results that include writing, contents of writing, grammar, read/write accuracy of vocabulary, as well as the type of verb used.

A research instrument is a tool or method used to collect the data required in the research process. In this study, the researchers used observation sheets and student writing skills assessment sheets.

1. The observation sheets are used to record activities occurring in the classroom, such as student-to-teacher interaction, the use of teaching methods, student participation levels, and so on, which are lists of lessons or

worksheets to be completed by the researcher.

2. The test assessment sheets are intended to be the student's writing skills appraisal sheets to measure student achievements or their progress that are adapted to the material of the lessons taught, i.e. English lessons in the narrative text material. Students' writings will be evaluated using the writing assessment chapters adapted from Brown (2007) which can be seen in the following table.

The writing skills assessment section consists of five components they are content, organization, grammar, vocabulary, and mechanics, where the scale for each component is given between a scale of 5 and 20. Therefore, the highest score is 100, while the lowest is 25. In evaluating student outcomes, the researcher gives a matching score on each aspect of the assessment based on indicators. Meanwhile, the indicator of research success itself can be seen from the increasing number of students who get better scores from each cycle.

Data analysis in research is an important part of the research process because with this analysis the existing data will appear useful, especially in solving research problems and achieving the end goal of research that is useful to know the meaning and concept of the results of such research. Researchers use qualitative data analysis techniques, i.e. by collecting data obtained through test results, field records, and observation sheets, and then the data is displayed, discussed, and concluded. The data analyzed and its analysis techniques are as follows:

1. Learning implementation data by using Instagram

This data comes from action observation data. An observer carries out observation of learning implementation using Instagram. The value obtained is then summed up, averaged, and calculated as a percentage of its achievement to the ideal value of the total number of observed aspects using the percentages.

$$\text{Percentage} = \frac{\sum \text{value of learning implementation}}{\sum \text{values of learning ideal implementation}} \times 100\%$$

Table 3.1 Learning Implementation Success Criteria

No	Percentage	Classification
1	81-100	Very good
2	61-80	Good
3	41-60	Enough
4	21-40	Less good
5	<20	Not good

2. Student Writing Skills Data by Applying Instagram in Narrative Text

Data is derived from a test applied to students to know the improvement of student writing skills by applying Instagram the required data is the data of the student writing test score. The learning results are obtained from the final test results of each cycle. The student's writing skills results are analyzed to determine the intensity of learning individually by analyzing the final test results data using the criteria of learning intensity. A student is called a learner if he has reached a score of more than 70.

The analytical techniques used to find out how much improvement the student's writing skills in this study are:

$$\text{Percentage of learning completeness} = \frac{\sum \text{Passing students}}{\sum \text{Maximum students}} \times 100\%$$

A performance indicator in class action research is a parameter or measure used to evaluate the effectiveness of actions or changes made by teachers in their classes. Researchers use student achievement indicators that include student test scores between scores before and after action.

Students are said to improve their writing skills if, at the time of the final test, they score >75 based on minimum accuracy criteria. Writing skills are said to be improved if all observed aspects including content adjustment with title, text claims, vocabulary selection, grammatical selection, and vocabulary writing are improved from Cycle I to Cycle II. Enhancements are

declared to be successful if each aspect is in the good category. If the student's writing skills have met the indicators of success then the cycle can be stopped.

3. RESULT AND DISCUSSION

Based on the pre-test results, the researcher identified that students' writing skills need to be improved by using a certain technique or method to overcome these problems. This study consisted of 2 (two) cycles. The first cycle consisted of 2 lesson hours and the second cycle was also 2 lesson hours. Researchers followed the stages of the class action research cycle according to Kemmis and Mc. Taggart consists of 4 stages, namely: planning, implementation, observation, and reflection.

1. Cycle I

Cycle I was conducted in one meeting in class XI-11 SMA Islam Sultan Agung 1 Semarang. The first meeting was held on August 1, 2023. One meeting was held for 2 x 35 minutes. In this study in collaboration with teachers who helped in the learning process. activities carried out include planning, implementation, observation, and reflection stages. The following is an explanation of each stage.

a. Planning

In this stage, the researcher determines the class in which the research will be conducted, sets the time, determines the main subject, prepares reading sources or books, teaching tools, and materials, and prepares materials to be taught including teaching modules and narrative text powerpoints, prepares observation sheets designing assessment instruments and most importantly prepares the internet network to use Instagram.

b. Implementation

In this stage, researchers carry out all the plans that have been made during the process of these stages. In this implementation, researchers carried out several activities, the following are the steps in the learning process using Instagram:

1. Introduction Activity

- Opening greeting
- The teacher checks students' attendance
- The teacher conveys the learning objectives to be achieved
- The teacher conveys the learning methods and assessment techniques that will be used

2. Core activity

- The teacher shows the material narrative text through PowerPoint
- Students listen to the PowerPoint that has been displayed and also answer some questions asked by the teacher.
- The teacher links the Narrative text material on Instagram
- Learners scan the barcode of the linked Instagram link
- Learners independently identify examples of narrative text including the text structure and linguistic features used in the text.

3. Closing Activity

- Teacher and students conclude what has been learned
- The teacher conducts the first post-test
- The teacher provides information about the material that will be learned next
- The teacher closes the class with greetings

c. Observation

At this stage, observations were made by the researcher and co-researchers when the teacher implemented the planned teaching strategies and students were engaged in learning activities.

Table 4.1 Results of Cycle I Observation Sheet

No	Activities	Observation Results
1.	Learners pay attention when the teacher presents the material	There are still some students who do not pay attention when the teacher presents the material
2.	Learners utilize books and other learning resources	Students have not received module books from the school, so students utilize and understand the material taught by the teacher by writing important points in PowerPoint and also by using Instagram that has been made by the teacher so that students can learn independently.
3.	Learners actively answer the questions asked	Only some learners can be actively involved
4.	Learners respect teachers and other learners.	Students lack respect for the teacher during the learning process
5.	Students are orderly and place themselves well during the learning process	Students are still not orderly to be able to place themselves properly during the learning process

d. Reflection

In this reflection stage, researchers reflect on how the learning process is about the results of observations and actions that have been planned. After planning, implementing, and observing, the researcher knew that the results of Cycle I research could not be said to be effective in overcoming problems in the classroom because students were still not ready to follow the learning process in class properly. Therefore, for the next meeting, more improvements need to be made. The teacher as a researcher together with the observer agreed to continue the class action research in Cycle II.

2. Cycle II

Cycle II was carried out in one meeting in class XI-11 SMA Islam Sultan Agung 1 Semarang. The meeting was held on August 8, 2023, with one meeting of 2 x 35 minutes. In this study in collaboration with teachers who helped in the learning process. activities carried out include planning, implementation, observation, and reflection stages. The following is an explanation of each stage.

a. Planning

Planning that has been done by researchers is to prepare the needs in Cycle II by preparing learning tools such as teaching modules, LKPD, evaluation questions, and media. The media used is Instagram for each student to access individually. In addition, researchers prepare research instruments, namely observation sheets as a measure of the results of students' writing skills.

b. Implementation

In this stage, researchers carry out all the plans that have been made during the process of these stages. In this implementation, researchers carried out several activities, the following are the steps in the learning process using Instagram:

1. Introduction Activity
 - Greetings
 - The teacher checks the students' attendance
 - The students and the teacher make a class agreement for learning process
 - The teacher makes apperception by exploring students' experience in the material to be learned
 - The students pay attention to the teacher conveys the learning objectives to be achieved

- The teacher provides information about the material to be learned next
- The teacher closes the class with a greeting

c. Observation

Observations were made during the learning process which was carried out by researchers and co-researchers. Researchers and co-researchers observed the results of student writing by filling in the observation sheet prepared by the researcher.

2. Core Activities

- The teacher shows the material of narrative text through PowerPoint.
- The teacher links the narrative text material on Instagram
- Learners scan the barcode of the linked Instagram link
- Learners and teachers identify examples of narrative text including the text structure and linguistic features used in the text and also listen to the video postings that have been provided.
- Learners compare their writing with the examples available on Instagram.
- The teacher provides explanations on each Instagram post

3. Closing Activities

- Teachers and learners summarize what has been learned.
- The teacher conducts the second post-test

Table 4.2 Results of Cycle II Observation Sheet

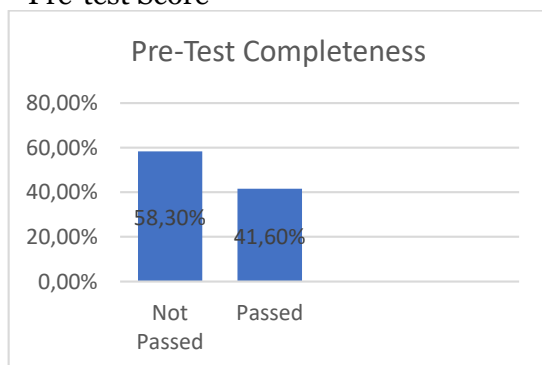
No	Activities	Observation Results
1.	Learners pay attention when the teacher presents the material	Most students pay attention when the teacher presents the material
2.	Learners utilize books and other learning resources	Learners use Instagram which has available examples of narrative text and the teacher guides students so that they can learn it independently and make the narrative text correctly according to the example of the post that is complete with the text structure and linguistic features used.
3.	Learners actively answer the questions asked	Many learners are already actively involved in the learning process by being able to answer questions asked.
4.	Learners respect teachers and other learners.	Learners respect the teacher enough during the learning process
5.	Students are orderly and place themselves well during the learning process	Students are still not orderly enough to be able to place themselves properly during the learning process

d. Reflection

Reflection after completing Cycle I of learning includes the results of observations that have been carried out during all the planning stages in Cycle II, researchers and co-researchers as observers discuss the results of students' writing skills and have seen an improvement from the first post-test. Therefore, researchers and co-researchers ended the class action research that had been carried out in this cycle.

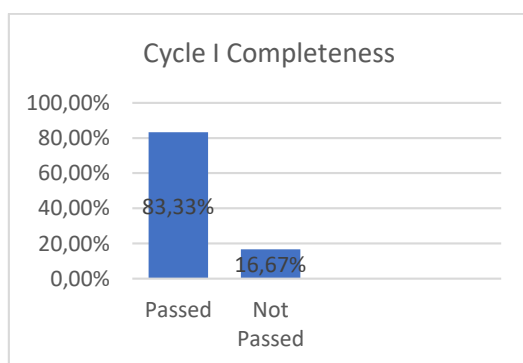
Based on the previous explanation, researchers collected data from 24 students through tests and observation sheets. This data includes various measurements that aim to determine the success of the research included in the pre-test scores, cycle I post-test scores, cycle II post-test scores, and observation sheets. Furthermore, researchers analyzed all of these scores to obtain valid research results as follows.

1. Pre-test Score



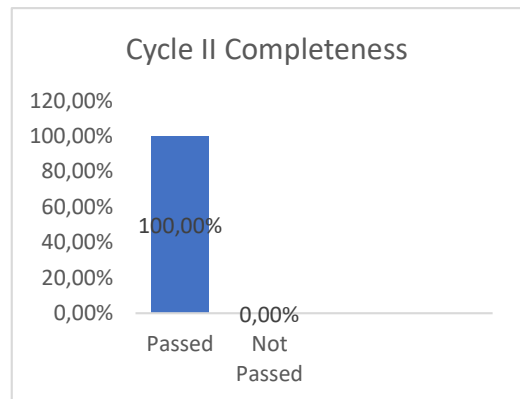
This can be seen that student completeness is 58,30 % and the student incompleteness is 41,60%.

2. Cycle I Post-test Score

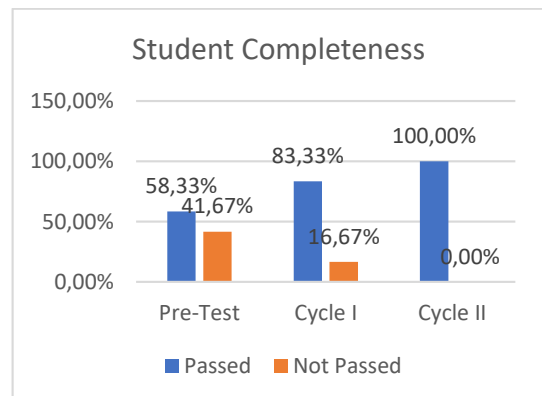


This can be seen that student completeness increased to 83,33% and the number of students who don't have completeness is 16,67%.

3. Cycle 2 Post-test Score



This can be seen that student completeness has been 100%.



Based on the findings table above, overall the process of implementing this class action research in cycle 1 went well. Teachers apply Instagram as a learning media following the steps that have been planned. In cycle I, students made a project to make narrative text with the help of Instagram as their learning media. The method was used in core activities, namely student activities to use Instagram in the learning process. So, students open Instagram which has been given a link by the teacher, then students identify individually what has been found. The implementation of cycle II actions was carried out by continuing to use Instagram as a learning medium, in which a detailed

explanation of a narrative text had been linked so that students were able to learn and practice it to create a Narrative text. From the overall implementation of the actions of the two cycles, researchers have carried out learning by following the steps in the flow of implementation of each cycle.

The discussion of the findings of this study can conclude that students' writing skills on narrative text material using Instagram successfully increased. This can be seen in Table 4.4 student completeness increased from 58.3% to 83.3% from pre-test to post-test cycle I by 25%. This is in line with the results of the observation sheet written by the observer during the learning process. The use of Instagram as a learning media to write a narrative text can attract students' attention to engage in the learning process. Through Instagram, students will be more focused on following the learning because students can use it independently. On the other hand, this media can also be used in a fun way because students like to use social media in their daily lives. After the teacher provides a link for students to open the Instagram that has been prepared by the teacher, namely the Legend of Lampung City. Then, students are asked to identify examples of narrative text that have been available. After that, students create a narrative text following the theme taken which is the Legend of Cities in Indonesia which consists of the Legend of Surabaya City, the Legend of Semarang City, the Legend of Banyuwangi City, the Legend of Balikpapan City, and the Legend of Salatiga City. However, in cycle I there were still students who scored below the KKM (minimum score) <70, related to the results of the study, then additional treatment was given during the learning process of cycle II.

The implementation of cycle II is the same as the implementation of cycle I, but at this stage, the teacher provides additional supporting media that can be found on Instagram. The use of additional media in the form of video posts can be used as one of the teaching methods that can help students improve their writing skills. As a result, the average score of students' completeness has increased significantly. As a result, it can be seen from Table 4.4 that student completeness increased from the first cycle

post-test to the second cycle post-test from 83.3% to 100%, so there was an increase of 27%.

It can be seen that a more significant increase occurred in cycle II. It means that the use of Instagram as a learning media can provide a significant improvement. The results of students' writing skills are based on the writing assessment rubric by Brown (2007) which includes several components, namely *content*, *organization*, *grammar*, *vocabulary*, and *mechanics*. From these components, the improvement of students' writing skills can be described as follows:

1. The first component is *content*. In this component, the student's writing was better than in the pre-test because the students could compose sentences about a city legend story that they wanted and were *paperless*.
2. The second component is *organization*. In this component, there was an increase in those who initially could not connect the next sentence to be more coherent in a text that they had made. Students can make a narrative text according to the right text structure into a cohesive paragraph to be seen.
3. The third component is *grammar*. The results of student writing have improved significantly because students can arrange grammar correctly in each sentence they write. Students can express their ideas well following the language in this narrative text which uses *past tense* vocabulary correctly. Although during the pre-test they still made many mistakes, during the post-test of cycle I and II they were able to compose words and sentences that could explain a text they had made.
4. The fourth component is *vocabulary*. The results of student writing at the time of the pre-test were still a lot of vocabulary that was not appropriate to use, but during the post-test cycle I and II students were able to add new vocabulary tailored to the content of the text they created. This made a better improvement because of the choice of vocabulary they added when creating a narrative text. Therefore, students can be said to be successful in choosing and using the vocabulary they know.

5. The fifth component is *mechanics*. This component includes spelling, punctuation, and the correct use of capital letters. Previously, during the pre-test, some students still did not pay attention to the correct use of capital letters and punctuation. After being given examples of explanations through Instagram, students can write texts by paying attention to the use of capital letters, punctuation, and correct spelling.

Based on the analysis of the components of students' writing skills, it can be concluded that there is an improvement that occurred during the study following previous research which states that Instagram can improve students' writing skills on narrative text material such as creating a story. This method can help students in developing their writing and can be an alternative for teachers to use Instagram as a learning media when teaching.

4. CONCLUSION

According to the results of the analysis and discussion at the pre-cycle (pre-test), cycle I (post-test 1), and cycle II (post-test 2) stages, it can be concluded that the writing skills of students in class XI-11 SMA Islam Sultan Agung 1 Semarang in the 2023/2024 academic year can be improved by using Instagram as a learning medium in learning English narrative text material. This can be seen from the average value of student scores during the implementation of pre-cycle, cycle I, and cycle II. The average value of students in the pre-test was 71.83, then increased in cycle I which was 82.83, and finally in cycle II the average value of students increased to 88.17. So it can be concluded that the use of Instagram can improve students' writing skills.

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