

The Use of Instagram to Improve Students Ability in Writing Caption Text

Sheila Putri Safira^{1,*}, Maria Yosephin Widarti Lestari², Siti Maimunah³

^{1,2} Universitas PGRI Semarang

³ SMA N 6 Semarang

E-mail: sheilaputrisafira@gmail.com, maria_utama92@yahoo.com, sitineysa38@gmail.com

ABSTRAK

Tujuan utama penelitian ini adalah untuk meningkatkan keterampilan menulis siswa kelas 11 SMA N 6 Semarang khususnya kelas XI IPS 3 melalui penerapan Instagram sebagai media pengajaran yang berharga dalam pembelajaran bahasa Inggris. Untuk mencapai tujuan tersebut, penelitian ini menggunakan metode penelitian tindakan kelas, yang disusun menjadi dua siklus berbeda, yang masing-masing mencakup tahapan utama perencanaan, pelaksanaan, observasi, dan refleksi. Strategi pengumpulan data yang digunakan dalam penelitian ini meliputi tes tertulis dan observasi rinci. Hasil penelitian ini menunjukkan kemajuan yang patut dicatat. Pada siklus I, sebanyak 78,12% siswa menunjukkan kompetensi dengan memenuhi Kriteria Ketuntasan Minimal (KKM), dengan nilai rata-rata 78,12. Pada siklus II selanjutnya persentase ini meningkat signifikan menjadi 93,75% dengan skor rata-rata 80,81. Temuan ini secara nyata menunjukkan dampak keberhasilan pengintegrasian Instagram sebagai media pembelajaran dalam meningkatkan keterampilan menulis siswa kelas 11 di kelas XI IPS 3 di SMA N 6 Semarang.

Kata kunci: Keterampilan menulis, *Caption Text*, Instagram

ABSTRACT

The primary objective of this research is to enhance the writing skills of 11th-grade students in SMA N 6 Semarang, specifically within the confines of class XI IPS 3, through the application of Instagram as a valuable teaching media in English language learning. To achieve this goal, the research employs a classroom action research method, which is structured into two distinct cycles, each encompassing key phases of planning, implementation, observation, and reflection. The data collection strategies employed in this study encompass written tests and detailed observations. The results of this study reveal noteworthy progress. In the first cycle, a substantial 78.12% of students demonstrated competency by meeting the Minimum Mastery Criteria (KKM), with an average score of 78.12. In the subsequent second cycle, this percentage significantly increased to 93.75%, accompanied by an average score of 80.81. These findings unequivocally demonstrate the successful impact of integrating Instagram as a learning medium in elevating the writing skills of 11th-grade students in class XI IPS 3 at SMA N 6 Semarang.

Keywords: *Writing skill, Caption Text, Instagram*

1. INTRODUCTION

In the current era of globalization and modernization, the midst of a significant societal transformation is found by us. This modernization, marked by profound changes in various social aspects, seeks to uplift underdeveloped conditions and

improve the overall well-being of communities. At the heart of this transformation lies technology, which has evolved from a luxury to an essential component of daily life, serving people of all ages, from the elderly to the tech-savvy younger generation. This digital revolution,

however, is most apparent among students who increasingly rely on social media as a primary source of information and a valuable tool for learning. According to Selwyn, N. (2016), traditional classroom setting gives way to a more dynamic educational landscape, the integration of social media is redefining the learning experience. It combines conventional teaching methods with online resources, presenting an opportunity to create a more accessible, engaging, and adaptable educational system. Balancing the benefits of this integration with potential drawbacks, such as information overload and digital distractions, is a challenge that requires careful consideration for educators and policymakers in this digital age.

In the realm of English language learning, there exist four fundamental skills that are pivotal to becoming proficient in this global language: listening, speaking, reading, and writing. The acquisition and enhancement of these skills are paramount for effective communication and comprehension. To attain mastery, students can employ a variety of methods and techniques. These may include actively engaging in language immersion, participating in formal language courses, or simply integrating English into their daily routines. By dedicating time and effort to these essential skills, learners are better equipped to navigate the demands of a rapidly globalizing world.

Like the other three language skills - listening, speaking, and reading - writing presents its own set of challenges and distinctive characteristics. Writing encompasses a multifaceted process, requiring individuals to not only identify key ideas but also skillfully organize supporting statements, meticulously review their work, and diligently refine their prose (Alsamadani, 2010; Handayani, 2017). For foreign language learners, particularly in the context of the English language, writing is more than just the construction of sentences; it is an intricate art that involves the interpretation of ideas and the precision in expressing them through the careful selection of words.

This complexity is further highlighted when crafting captions for texts or images. In such instances, students are not only tasked with the skill of composing words but are also expected to adeptly interpret the ideas or messages conveyed by visual content. It is imperative that they do so with a judicious choice of vocabulary and the adept structuring of these elements into fitting captions.

Today's era of globalization, people worldwide express their ideas, thoughts, and emotions through rapid written communication on social media platforms. This swift writing process not only aids in learning but also harnesses students' English writing skills. Technological advancements, particularly in the realm of social media, have established these platforms as key tools for online communication. Social media, or Social Network Sites (SNS), comprises numerous popular websites, particularly among teenagers, serving as hubs for interaction, information dissemination, and knowledge application in students' learning experiences (Gustina, 2015).

The rise of technology has fueled a surge in teenage social media use, enabled by the ubiquitous presence of smartphones. Among the many platforms available, Instagram, a widely popular one, stands out. It allows users to seamlessly share their thoughts and emotions through a blend of images or videos complemented by textual descriptions. For educators, Instagram serves as an innovative tool to enhance students' writing skills. This synergy between Instagram and writing skills lies in its unique ability to provide a canvas for students to creatively express their ideas through written text or descriptive image captions (Yulia, 2019). Integrating social media into the learning process fosters effective communication, nurtures creativity, and enhances writing abilities.

In the skill of writing, there are challenges that may be encountered in creating caption texts. Possible reasons for students' low writing abilities in producing caption texts may involve a lack of motivation, insufficient practice frequency, and possibly inappropriate teaching methods (Ikhsan, 2012). Furthermore,

Sholihah (2016) adds another layer to the complexity of caption writing by pointing out that difficulties can stem from issues related to the structure and language aspects of the text. This emphasizes the importance of students not only grasping the basics of grammar and language but also comprehending how these elements are strategically used to create engaging captions.

It is incumbent upon teachers to recognize that student engagement is the linchpin of the writing process. To ensure a successful learning experience, students must feel personally invested in their work, finding the process both interesting and enjoyable. By addressing these challenges and tailoring teaching methods to students' needs, educators can help them develop the skills necessary to write captivating and effective caption texts.

According to Rokhmawati Suci and Henny Mastuti (2018) in their research titled "The Use of Instagram to Improve English Vocabulary," their study showed that after using Instagram, there was an improvement in students' vocabulary mastery, as evidenced by the average class scores in each cycle. Therefore, the researchers suggest using Instagram as an alternative vocabulary learning tool that can assist students in their writing activities.

Hence, Instagram is recognized as an ideal platform for instructing students in the art of crafting compelling captions. This instructional approach not only holds the potential to enhance their writing skills but also serves as a source of inspiration and motivation. It encourages students to engage with language on a practical and creative level, making their learning experience more vibrant and relatable.

In addition, teachers have a vital role to play in harnessing the power of Instagram for educational purposes. They should embrace their creative potential in developing innovative teaching methods that leverage the platform. By guiding their students in the art of composing caption texts through Instagram, educators can effectively eliminate potential obstacles that might otherwise impede the learning process. This method breathes fresh life

into the English language learning journey, transforming it into an exciting and dynamic experience for both teachers and students alike.

2. METHODOLOGY OF THE STUDY

The research methodology employed in this study is Classroom Action Research (CAR). CAR is a dynamic and participatory research approach conducted by educators or researchers with the primary objective of enhancing and refining the quality of education within the classroom setting. This approach places students at the center of its focus (Susilowati, 2018). CAR is essentially a method used to identify and address issues or challenges in the teaching and learning process by actively implementing concrete actions and fostering the development of skills necessary to detect and rectify these issues (Susilo et al., 2022). Consequently, it can be deduced that Classroom Action Research (CAR) serves as an invaluable tool for pinpointing shortcomings and problems within the educational process, with the ultimate aim of effecting positive improvements in the teaching and learning experience.

Classroom action research (CAR) is a research process carried out by a teacher or a group of teachers with the aim of improving the quality of learning in the classroom. CAR aims to study, analyze and overcome deficiencies in the learning process in a systematic and oriented manner. CAR is usually carried out in certain cycles which include planning, action, observation and reflection stages (Kemmis & McTaggart, 1999). According to him, classroom action research can help teachers improve classroom learning, identify effective solutions, and develop better learning methods.

The following is an image developed by (Kemmis & McTaggart, 1999) regarding the syntax or cycle in classroom action research:

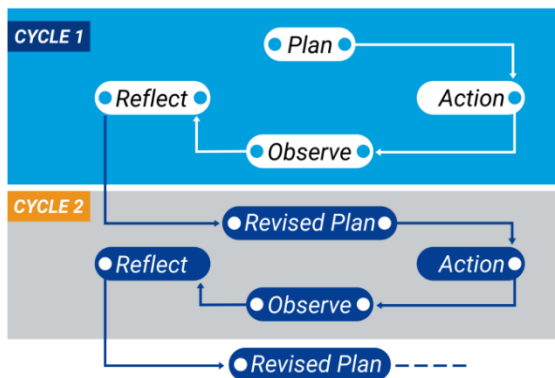


Figure 1: Classroom Action Research syntax (adapted from Kemmis and McTaggart's model)

This research was conducted within a classroom setting, utilizing a specific learning method and instructional media aimed at enhancing students' abilities and improving their learning outcomes. The primary objective of this study was to explore the effectiveness of Problem Based Learning (PBL) as a method to elevate students' skills in writing caption text. The research focused on 36 students enrolled in the 11th grade, specifically from class XI IPS 3 at SMA Negeri 6 Semarang.

The main focus of the research was to assess and improve students' writing proficiency, particularly in the context of creating captions for various forms of media. To achieve this, the research incorporated various educational tools and materials, including syllabi, instructional modules, student discussion sheets, and student worksheets. These resources played a crucial role in facilitating the learning process and evaluating the progress made by the students.

Data pertaining to students' writing abilities were gathered and analyzed through the completion of these student worksheets. This approach allowed for a comprehensive assessment of the impact of Problem Based Learning on the development of students' caption text writing skills, as well as the effectiveness of the selected instructional materials.

3. FINDINGS AND DISCUSSION

Discussion is the most crucial aspect throughout the entirety of a scientific article. The function of the discussion is to address the research questions, interpret the findings, integrate the research findings into existing knowledge, and formulate new theories or make adjustments to existing ones. Speaking about the initial situation of the students, based on observations made before the implementation of classroom action research, it can be concluded that the students in class XI IPS 3 are relatively active in answering short questions given before the material starts. However, when writing material is introduced, the students' enthusiasm wanes a bit because they perceive writing in English as a difficult task. Additionally, they also claim that they have limitations in mastering vocabulary.

Pre-Cycle

To assess students' text description writing abilities, the researcher conducted a pre-test before implementing the use of Instagram as a medium. The pre-test took place on August 22, 2023. Students were asked to write a simple paragraph about their classmates. During the test, students were not allowed to use dictionaries or search for information on the internet. The purpose of the pre-test was to gauge students' initial abilities in writing text descriptions before any interventions were introduced. The results of the pre-test for students can be seen in the following table:

Category	Range Scores	Total	Percentage (%)	Mean
Very good	100 – 87	0	0	70,09 (Good)
Excellent	86 – 75	10	28,12	
Good	74 – 61	19	59,37	
Fair	60 – 47	7	12,50	
Poor	46 – 34	0	0	
Very poor	< 34	0	0	

Table 1. Result of Pre-Test

Based on the results of the pre-test, it has come to light that among the 36 students in the XI IPS 3 class, the students' average score stands at 70.09. This average score, however, falls short of the minimum passing grade, which is set at 75. Shockingly, only 10 students, or approximately 28.12% of the class, were able to meet this passing criterion. On the flip side, a significantly larger group of 26 students, making up about 71.87% of the total class, fell below this minimum threshold.

Recognizing this unsettling situation, the researcher embarked on a comprehensive analysis and engaged in discussions with both teachers and peers. This collaborative effort has revealed a concerning trend: the students' academic performance falls in the lower bracket. This finding underscores the pressing need for targeted interventions and pedagogical enhancements to uplift the students and help them achieve the desired educational outcomes. The quest for improvement in their academic journey has now taken center stage as educators and researchers work hand-in-hand to chart a path toward academic success for these students.

Cycle I

Based on the findings from the pre-test, the researcher recognized a pressing need to bolster students' writing abilities by employing specialized media or methods that could effectively address the identified

challenges. Consequently, the researcher decided to leverage Instagram as a platform for enhancing students' proficiency in composing caption texts. The overarching aim of this study is to ameliorate students' writing skills, encompassing various crucial facets including content, text structure, grammar, vocabulary usage, and syntactical precision. This approach will be synergistically integrated with a discussion-based methodology, fostering active student participation in communicative processes. By blending these strategies, the research seeks to create a dynamic and engaging learning environment that will empower students to become more proficient and confident writers.

In the first cycle, the steps taken by the researcher involved planning the learning process. The researcher designed a learning model using Instagram as a medium, which would be used as a treatment for teaching caption text related to describing inspirational figures. In this stage, the researcher applied a project-based learning model. Furthermore, the researcher coordinated with various parties, including the 11th-grade IPS 3 English teacher and colleagues, to determine meeting schedules and necessary preparations. The implementation of learning in the first cycle consisted of two meetings, which took place on August 22, 2023, and August 29, 2023, with each meeting lasting for 2x45 minutes. The result of post-test as follows:

Category	Range Scores	Total	Percentage (%)	Mean
Very good	100 – 87	2	6,25	78,12 (Excellent)
Excellent	86 – 75	25	71,87	
Good	74 – 61	9	21,87	
Fair	60 – 47	0	0	
Poor	46 – 34	0	0	
Very poor	< 34	0	0	

Table 2. Result of Post-Test Cycle 1

The table depicts that there are 25 students who successfully achieved a minimum passing grade (KKM) of 75 in the first cycle, which accounts for 78.12% of the total number of successful students. On the other hand, the number of students who haven't reached the KKM has decreased to 21.87%, totaling 9 students. Additionally, 2 students received an excellent category grade, while 25 other students obtained a very good category grade. Furthermore, the average score has increased to 78.12, which can be categorized as excellent. Based on these results, it can be concluded that the use of Instagram media has successfully improved students' writing skills. Initially, the average student score was 70.09, but after using Instagram media, the average score increased to 78.12, indicating an improvement in writing skills. However, based on observations during the first cycle, there are still challenges in students' writing abilities, especially in sentence structure and translation. Therefore, to address this issue, the researcher believes that students' abilities can still be enhanced, and thus, Cycle II needs to be implemented.

Overall, the implementation of actions in cycle I went well. The researcher successfully used Instagram as planned. However, there were still some findings that need improvement, such as:

- a. Students still make mistakes in constructing sentences in English correctly and have difficulty translating words/phrases into English. Therefore, the researcher will explain about sentence construction in English in cycle II.
- b. Students are still unable to use the right words in sentences; hence, the researcher will encourage students to utilize available learning resources, especially dictionaries.

Cycle II

From the results obtained in cycle I, the researcher felt that the overall goal had not been achieved. Therefore, the researcher will carry out the second cycle with an additional treatment, which involves observing photos or videos of their idols whose accounts are on Instagram. This is

done to increase the enthusiasm of the students. In the second cycle, the activities are not significantly different from those in the first cycle. Preparations for the second cycle include preparing teaching modules, getting teaching materials ready, creating tests, and finding some inspirational Instagram accounts, which are then used as a medium for providing additional treatment. The implementation of the learning process in the second cycle consists of 2 meetings on September 5, 2023, and September 12, 2023, with a total time allocation of 2x45 minutes (2JP). During the implementation of the actions, field notes are used to help observe the learning process and make findings in the second cycle.

The results of students' written scores after implementing actions using Instagram media with the assistance of photos and videos in cycle II can be seen in the following table:

Category	Range Scores	Total	Percentage (%)	Mean
Very good	100 – 87	2	6,25	80,81 (Excellent)
Excellent	86 – 75	30	87,50	
Good	74 – 61	4	6,25	
Fair	60 – 47	0	0	
Poor	46 – 34	0	0	
Very poor	< 34	0	0	

Table 3. Result of Post-Test Cycle 2

The table presented above provides a comprehensive snapshot of the students' performance in cycle II. It highlights a remarkable achievement, with 32 students surpassing the minimum passing grade of 75, constituting a substantial 87.50% of the total student population. This accomplishment underscores the dedication and hard work put forth by these students in their pursuit of academic excellence. Conversely, the data also reveals encouraging news in terms of those

who have not yet attained proficiency. The number of students falling below the proficiency threshold has significantly reduced to a mere 4 individuals, comprising only 6.25% of the total student body. This positive development showcases the effectiveness of the teaching and learning strategies implemented during this cycle. Furthermore, the average score for all students in cycle II has experienced an impressive boost, rising to 80.81. This is a significant improvement from the

previous cycle, where the average score was 78.12. The substantial increase in the mean score underscores the remarkable progress made by the students in enhancing their writing abilities.

In the course of this reflective process, the researcher collaborates closely with the English teacher and fellow educators to delve into the outcomes of the second cycle, using it as a pivotal benchmark for assessing the overall success of this research initiative. Impressively, over 75% of the students have not only successfully navigated through the material but did so as early as the first cycle. What stands out is the overwhelmingly positive assessment of student engagement during this cycle. They have demonstrated a commendable level of active participation throughout the learning journey, eagerly engaging with the teacher during material reviews, posing pertinent questions that contribute to their learning, exhibiting the courage to share their innovative ideas, and displaying an exceptional ability to harness learning resources effectively. These encouraging observations underscore a marked enhancement in the quality of student participation throughout the learning process facilitated by the use of Instagram as an educational platform.

The overall implementation process of actions in cycle I went well. The teacher used Instagram as planned. In cycle I, students were assisted using a collaborative method, which is the discussion method. This method was used in the core activity, which is student discussions. Students were asked to analyze an inspirational figure's photo and then describe it for a caption text. The implementation of actions in cycle II was carried out using Instagram with the

support of photos and videos to strengthen student understanding. Throughout the implementation of cycle II, the researcher conducted the teaching by following the steps using Instagram as a medium.

A more detailed discussion of the research findings is presented by comparing the results obtained during the pre-cycle, cycle I, and cycle II. Student improvement can be seen in the following table.

Table 4. Results in All Cycles

Assessment Aspect	Average Aalue			Enhancement	
	Pre - test	Cycle I	Cycle II	Pre-test – Cycle I	Cycle I – Cycle II
Writing Ability	70,09	78,12	80,81	8,03	2,69
> Minimum Value	28,12 %	78,12 %	93,75 %	50 %	15,63 %

From the data in the table above, it can be concluded that the use of Instagram media in the first cycle has successfully improved student performance. This is evidenced by the increase in the average score from 70.09 to 78.12. Furthermore, there is a significant increase in the percentage of students who achieve scores above the passing grade, rising from 28.12% to 78.12%. This 50% increase reflects a higher level of student engagement during the learning process. The utilization of Instagram media as a writing learning tool has successfully captured students' attention and enabled them to gain a deeper understanding. Additionally, this technique is combined with discussion methods, where students participate in group discussions to generate ideas and thoughts on the discussed topics. Subsequently, students use the results of these discussions for writing exercises.

From the description above, it can be concluded that the improvements obtained during the study align with previous research that indicates the application of Instagram media enhances students' writing skills and vocabulary (Rahmawati and Prasetyo, 2020). Therefore, this technique can assist students in developing

their writing and can be an alternative for teachers in teaching writing.

4. CONCLUSION

The research findings revealed a notable improvement in the students' writing skills as they progressed from cycle 1 to cycle 2. This positive shift underscores the efficacy of using Instagram as a multimedia tool to enhance the writing abilities of 11th-grade students in the IPS 3 class. These results substantiate the assertion that the integration of Instagram into the teaching process can lead to significant advancements in students' writing proficiencies. The data across the three key phases of the study: pre-cycle, cycle 1, and cycle 2 are particularly evident when analyzed.

The research has unequivocally demonstrated that the writing skills of 11th-grade students at SMA N 6 Semarang, in the academic year 2022/2023, can be notably elevated through the strategic utilization of Instagram as an instructional technique for writing. This transformative impact can be observed by examining the average scores of the students during the study's various stages. The initial pre-test results indicated an average score of 70.09, which substantially improved to 78.12 in cycle 1. Remarkably, in cycle 2, the average student score soared to 80.81, further cementing the notion that Instagram is a highly effective tool for enhancing writing proficiency in the classroom.

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