

**THE USE OF INSTAGRAM AS A LEARNING MEDIUM TO IMPROVE
STUDENTS' WRITING A RECOUNT TEXT AT THE FIRST YEAR
STUDENTS OF SMKN 1 PAKUAN RATU**

Undergraduate Thesis

By

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2023**

ABSTRACT

THE USE OF INSTAGRAM AS A LEARNING MEDIUM TO IMPROVE STUDENTS' WRITING A RECOUNT TEXT AT THE FIRST YEAR STUDENTS OF SMKN 1 PAKUAN RATU

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Linda Wijayanti

The objectives of this research were to find out: 1) whether there was any significant improvement on students' writing achievement after being taught using Instagram as a learning medium, and 2) which aspect improved the most after using Instagram as a learning medium. This research was quantitative research with one group pre-test and post-test design. The subjects of the research were 32 students at the first grade of SMKN 1 Pakuan Ratu. The writing test was administered as the instrument of the research. The data were analyzed statistically by using Paired Sample T-test. The result of the research showed that the mean score of post-test (69.5) was higher than the pre-test (58.9) with the gain was 10.6. The result of t-value (8.660) is higher than t-table (2.040) and the value of two-tailed significance is $0.00 < 0.05$. It showed that the hypothesis was accepted and there was a significant improvement on students' writing achievement of recount text after the implementation of Instagram and the aspect of writing that improved the most after the implementation of Instagram was content. Overall, regarding to the results above, it can be stated that Instagram as a learning medium is effective to improve students' writing skill in writing recount text.

Keywords: *Instagram, peer correction, teaching writing, high school.*

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**By:
Linda Wijayanti**

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
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**In
The Language and Arts Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2023**

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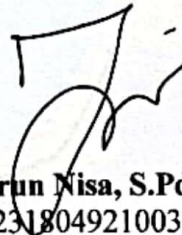
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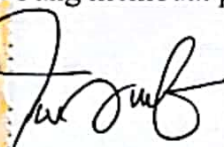
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Dengan ini menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali pada beberapa bagian tertentu yang memuat kutipan bersumber dari penulis lainnya yang saya jadikan sebagai acuan yang menunjang penyelesaian karya ini. Apabila ternyata terbukti bahwa pernyataan itu tidak benar, sepenuhnya menjadi tanggung jawab saya nantinya.

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CURRICULUM VITAE

Linda Wijayanti was born in Sukabumi on August 15th, 2001. She is the first child from a warm hearted couple – Nyono and Rumini. She has three siblings, two younger sisters named Lidia Wati and Nafsha Frisca Aurelia and her younger brother, Tias Ardian.

She began her first education at TK Pertiwi in 2006, after that she continued her study at SDN 1 Sukabumi and graduated in 2013. In the same year, she was accepted at SMPN 2 Beringin Ratu and finished in 2016. Then in 2017, she pursued her study at SMKN 1 Pakuan Ratu and graduated in 2019. She was registered as a student of English Education Study Program at University of Lampung in 2019. From July to August 2022, she did a KKN Program in Simpang Kanan, Tanggamus. Furthermore, in September 2022, she did a teaching practice program (PLP) at SMAS Tri Sukses Natar.

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MOTTO

*“Indeed, with hardship [will be] ease. So when you have finished (your duties),
then stand up (for worship).”*

(Qs. Al-Insyirah 6-7)

“The future belongs to those who believe in the beauty of their dreams”

(Shoyo Hinata – Haikyuu)

DEDICATION

The writer dedicates this script to:

Her beloved parents – Nyono and Rumi

Her sisters – Lidia Wati and Nafsha Frisca Aurelia

Her brother – Tias Ardian

Her Almamater – University of Lampung

Her friends in English Education Study Program

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Having completed this work, the writer realized that there are some individuals who always supported and gave her a generous suggestion in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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Finally, the researcher realizes that this script is still far from being perfect. However, the writer hopes that this paper can be beneficial for the readers and those who want to carry out this research further.

Bandar Lampung, June 2023

The Author,

Linda Wijayanti

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I. INTRODUCTION

This chapter consists of some points. Those are background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms. The content of the chapter is provided below:

1.1 Background

Writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn (White, 1986). Besides, Hoffman (1990:1) stated that writing is a way of thinking. By that statement, we can summarize that while we get things down in writing, it helps us remember experiences, sort and organize information and analyze ideas to make better sense of what we write. Additionally, Harmer (1998) stated that writing is used for various purposes which results in various forms. In education field, getting students used to expressing ideas, opinions, and thoughts through written form is very important. Students can provide information, share their complete understanding of something, and develop their power of initiative through writing. Writing is a complex activity, because writing will require various stages and complex thinking processes. Hence, it is natural for students to be taught writing skills as early as possible.

When compared to other language skills, writing skills are more difficult to understand or implement by native language speakers, because writing must provide good thoughts or ideas in written form. According to Harsyaf (2009), most of English learners seem to agree that writing is the most difficult skill to master. The students find it difficult to start writing because they do not know what to write. This is in line with the statement of Harmer (2004): “A common response from many students when they are asked to write is that they have nothing to say”. In addition, there are also students who have a lot of thoughts and feelings to write about; however, they cannot write them because they do not know how to start.

In fact, the researcher found several obstacles to students' writing while having done preliminary observation in SMKN 1 Pakuan Ratu, especially for first graders. The students have no ideas in writing and they are lack of vocabulary. Most students are still unable to develop their writing skills properly during the learning process. The students found it difficult to express their ideas through writing. Besides, some students were confused about how to start writing. They got many difficulties in organizing their ideas in writing. Meanwhile, the other students had gotten ideas but were confused how to put them into a written form until it become an effective paragraph.

Furthermore, the teacher still uses conventional methods which tend to be monotonous. The writing learning that has been done by the teacher so far is by providing the necessary linguistic elements, giving some examples of the topic

writing, then asking students to make similar writings. The teacher does not use interesting medium and strategy for students and does not involve students directly in the learning process.

Regarding to the problems above, to improve and attract the students' attention in learning writing, the teacher must put a lot of efforts in supporting students so that they can master English writing much better. According to Sulistyorini et al (2019), medium is needed to make a variation in the teaching and learning process so that the process itself can be more fun and interesting. It can help to increase students' interest and allow them to be more active in the learning process.

According to Smaldino et al (2014), medium is a means of communication. It refers to anything that carries information between a source and a receiver. Medium are important things in English language teaching and learning process. The use of medium can change the teacher's role as a sole dispenser of knowledge to the coordinator of learning experiences. As a result, the communication gap between the teacher and students are bridged, assisting the teacher to explain concepts better, which improves the teaching and learning process.

Social media is also a medium that can be defined as a digital platform that provides facilities to communicate and carry out social activities for each of its users. Lewis (2010) noted social media simply serve as a label for digital technologies that allow people to connect, interact, produce and share content. Facebook, Twitter, Path, Pinterest, and Instagram are mostly social media platforms that are commonly known by people (Handayani, 2016). Instagram is

one kind of social media used by people to communicate, give comment, chat and share their stories.

In relation to elaborations above, the researcher decides to choose Instagram platform as medium in teaching writing. According to Alhabash and Ma (2017), Instagram is a mobile photo-sharing application that allows users to take photos, use filters, and post them on the site itself. Meanwhile, Manampiring (2015) states that Instagram is social media which focuses on photos and videos in short duration with the caption. Instagram is a fun quick form to share humans' life with others through a series of pictures (Listiani, 2016). This platform was launched on October 6, 2010. It is a social media platform where users can share photos, videos, text or posts from their own accounts.

As one of social media, Instagram is commonly used by the students in this digital era. Most people spend their times on mobile devices for social media matter. Consequently, social media can be used as a mobile learning tool to provide a positive impact on language learning (Al-Jarrah et al., 2019). Besides, Instagram has the benefits such as Instagram can motivate students in writing because they share their own paragraph and then uploaded it in the internet. In line with Al-Jarrah et al (2019), Gunantar (2019) states that the use of Instagram can motivate the students to become good writers because it was interesting them in writing class.

There are some previous researches related to the use of Instagram as a learning medium in writing that have been conducted. Pratama and Hartono (2020), on their

research concluded that Instagram is a good platform and there was a different outcome of students' writing significant improvement in the students' interest in writing and scores. It could be noted that using Instagram post in teaching learning process of writing contributed positively in the improvement of students' writing skill.

Furthermore, Anggia (2019) said that the use of Instagram can help them to feel motivated to write proper text. Besides, some Instagram' features can support students to practice writing. It also allows students to share photos or videos, add text, use filters, tag other people's accounts, and so on. One of them that students can use to practice writing is to add captions to their posts.

In addition, Maulidia (2021) explained that the ability to write recount text of students after being taught using the Instagram application was higher than their skills before being taught using the Instagram application. Besides, the process of using the Instagram application motivates students in writing recount text. The students were active and interested during the implementation of Instagram application to be used as teaching medium in writing recount text.

The last research was done by Aliah et al (2020) and the finding showed that the use of Instagram was effective and helped students in writing recount text. It showed by the score that they had got in first test and second test were progressive. In addition, the students were felt enjoy and easier in writing recount text using Instagram.

Although numerous pieces of research implement the use of Instagram in teaching writing, there are only several researches exploring the use of Instagram as a learning medium for teaching writing in vocational high school and involve peer correction. Therefore, the researcher conducted this research through the research entitled "The Use of Instagram as A Learning Medium to Improve Students' Writing A Recount Text at the First Year Students of SMKN 1 Pakuan Ratu". By using Instagram, the researcher in this research would like to find out whether there is a significant improvement of students' writing of recount text and to find out which aspects of writing are the most improved after they are taught using Instagram as a learning medium.

1.2 Research Questions

In line with the background described above, the researcher formulated two research questions as the main problem:

1. Is there any significant improvement on students' writing achievement after using Instagram as a learning medium?
2. Which aspect of writing improves the most after using Instagram as a learning medium?

1.3 Objectives of the Research

In line with the research questions above, the objective of the study is as follow:

1. To find out whether there is a significant improvement of students' writing achievement after using Instagram as a learning medium.
2. To find out which aspect of writing improves the most after they are taught through Instagram as a learning medium.

1.4 The Uses of the Research

The uses of this research are formulated as follows:

1. Theoretically, the result of this research is expected to support and strengthen the previous research and it can be used as a reference for further research.
2. Practically, the result of this research hopefully can be the consideration for English teacher to help the students to master English writing skill by using Instagram and also it can activate the students in learning process so that the ability in writing text will increase.

1.5 Scope of the Research

The researcher focused the research on using Instagram for teaching writing recount text. Thus, the focus of the research was to find out the improvement of the students in writing personal recount text after the students are taught through Instagram as learning medium. The Instagram features used by the researcher are the Instagram group and Instagram feed. The subject of this research was one class Accounting major in the first grade of SMKN 1 Pakuan Ratu in the academic year 2022/2023. The scope of writing skills consists of content, organization, vocabulary, grammar and mechanics.

1.6 Definition of Terms

In order to avoid misunderstanding, the definitions of terms provided as follows:

1. Writing

Writing is a process of expressing thoughts and feelings, conveying and

organizing ideas in a piece of words.

2. Recount text

Recount text is a text which retells an experience or events that already happened in the past.

3. Medium

Medium refers to anything that carries information between a source and a receiver.

4. Instagram

Instagram is a mobile photo-sharing application that allows users to communicate with their followers, take photos, use filters, and post them on the site itself.

5. Peer correction

Peer correction is an activity which involves students to exchange information or ideas.

That is all about the explanation of this chapter which consists of background, research question, objectives of the research, the uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses about some related theories and literature to the problems of this research. It consists the previous studies, concept of writing, aspects of writing, teaching writing, recount text, kinds of recount text, Instagram as a learning medium, the procedure of teaching writing through Instagram, advantages and disadvantages of Instagram, theoretical assumption, and hypotheses.

2.1 Previous Studies

In order to establish the literature review of this study so that it can be more relevant, the researcher inserts some background of previous research that has been conducted by several researchers.

The first study was accomplished by Pratama and Hartono (2020), who carried out “Improving Student’s Writing Skill of Descriptive Text by Using Instagram Posts as Visual Media”. The object of the research was 36 students of eleventh grade of social one of an SMA in Semarang. Technically, the method used by the researcher was the pre-experimental method. Based on the finding and result discussion of this research, the use of Instagram contributed positively in the improvement of students’ writing skill, particularly in developing writing descriptive text at the eleventh grade of social one of an SMA in Semarang. It can be seen by the students’ mean score which is taken from pre-test and post-test.

Another research was conducted by Anggia (2019) entitled “The Use of Instagram Post for Assisting Tenth Graders in Writing Recount Text”. The researcher used the students of grade X at MAN 1 Mojokerto in the academic year 2019/2020 as the population of this research. It consisted of about 25 participants. As a result, the use of Instagram can help them to feel motivated to write proper text. Moreover, the students get new experience in using new learning medium. Furthermore, Instagram' features can support students to practice writing. It also allows students to share photos or videos, add text, use filters, tag other people's accounts, and so on. One of them that students can use to practice writing is to add captions to their posts.

The next study was done by Maulidia (2021) who conducted the research about “The Effectiveness of Instagram in Improving the Second Grader's Writing Recount Text At MTsN 5 Kediri”. The object of the research was the eighth grade of students in MTsN 5 Kediri. Based on the result, it was clearly shown that there was a different outcome of students' achievement in writing recount text after being taught by using Instagram than their skills before being taught using Instagram platform. In addition, the process of using the Instagram application motivates students in writing recount text. The students were active and interested during the implementation of Instagram application to be used as teaching media in writing recount text. In terms of this, Instagram can be a very useful medium to increase students' activeness and motivation in writing skills.

The last research was done by Aliah et al (2020) entitled “The Use of Instagram in Mediating Students' Writing Recount Text”. The object of the research was 25

students of tenth grade SMA PGRI 3 Bogor. Technically, the method used by the researcher was classroom action research. Based on the finding and result discussion of this research, the use of Instagram was effective and helped students in writing recount text. It showed by the score that they had got in first test and second test were progressive. Furthermore, the students were felt enjoy and easier in writing recount text using Instagram.

Concerning with the previous research above, the researcher surely points out that Instagram is a type of medium that can be useful in the process of learning English. In addition, integrating Instagram as a medium in teaching writing can be such a great way and modern teaching technique that gives a useful-impactful positive effect on students' writing performance and motivates students to engage in an active learning. It is not surprising, to welcome the fact that Instagram will be utilized both to the teacher and students in the educational field. The researcher also makes sure this research will be more beneficial to the development of English writing teaching.

2.2 The Concept of Writing

Writing is one of English skills that should be developed by English language learners. Through writing, learners can express feelings and convey the ideas into a piece of words. Besides, writing allows learners to communicate, develop their thinking knowledge, and their ability in English such as grammar and vocabulary. To be highlighted, writing can be said to be the most convenient way to send our thoughts and to have interaction with readers by words.

There are several definitions of writing, as states that writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic. Moreover Meyers (2005:2) says that writing is an action, a process of discovering and organizing your ideas, putting them into a paper and reshaping and revising them. The statement shows that the purpose of writing is to express ideas and thoughts clearly in written language. We can choose words to express our ideas and also, we can still make a revision to our writing because writing is a thought process, writing can be planned and given many revisions before it becomes a release work.

Brown (2001) says that writing cannot be produced once, it must be followed by some steps that beginning from prewriting, drafting, revising, editing and the last release the work. In writing, there are some problems that often made by the writer with grammar, vocabulary, handwriting, spelling, layout, and punctuation (Harmer, 2001). It means that, good content of writing only is not enough, we also must focus on the grammar to make good writing.

2.3 Aspects of Writing

Learning writing refers to the process of how someone comes up with an idea and thought, describes it, and then pours the idea that has been described into a piece of text. In order to write well-organized writing, there are several aspects which should be considered by students. As claimed by Jacobs et al (1981: 90) there are five aspects of writing as explained below:

1. Content:

The first aspect refers to the substance of writing, the experience of the main idea, for instance, groups of related statements that a writer presents as a unit in developing a subject. The content paragraph basically conveys ideas rather than fulfills the special function of transition, restatement, and emphasis.

2. Organization:

It refers to the logical organization of the content called (coherence). It is scarcely more than an attempt to piece together all collections of facts and jumble ideas. In early drafts, it may still be finding out in order, trying to make our pattern in its materials, and working to bring particulars of its subject in line with that is still only a half-formed notion of purpose.

3. Vocabulary:

It refers to the selection of words that is suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. In detail, it can be identified by paying full attention to the word choice or diction in order to convey ideas to the reader.

4. Language use

This aspect mainly focuses on the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out a logical relationship in paragraph writing.

5. Mechanic

The last aspect refers to the use of the graphic convention of the language, such as the steps of arranging letters, word paragraphs by using knowledge of the structure and some other related to one another.

The above aspects were used to examine students' writing to get score of their test. In addition, the teacher needs to apply those aspects in the teaching process. Therefore, during the learning, the students should consider those aspects as the standard of their writing.

2.4 Teaching Writing

Teaching writing is a process that refers to the teacher as a facilitator for students to be the one who helps them master the material during the process of learning writing. Regarding Brown (1980), he stated that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. In this case, the teacher acts as a facilitator or person who provides guidance that helps them to learn skills or knowledge. The teacher has a full obligation to help students, guide them to successfully in learning the material so that the students understand and can do something better.

Moreover, Raimes (1983) stated that teaching writing is a unique way to reinforce learning. Teaching writing is an important part in students' language learning. it is because in teaching writing, students are expected to be able to express their ideas or thoughts on a piece of paper. Hence, teachers must know the problems faced by students during the teaching and learning process. The teachers must make their students know, understands, and be able to develop their knowledge. Furthermore, the purpose of teaching writing is for students to produce good piece of writing, the teacher needs to guide students to improve their writing skills gradually. In teaching, the teacher has to pay attention to the students' level and teach writing exercises systematically.

It can be concluded that teaching writing is one of the most essential skills which need to be mastered by the teacher. As we know that interesting activities can motivate students and make them feel enjoy in teaching learning process. Since it is really needed by the learners to develop their English writing skills so that they will be more able either to confess their thoughts in well-written form or to increase learners' self-confidence appropriately in pouring the ideas they are interested into well-text written.

2.5 Process of Writing

Good writing comes from working through a process. The writing process is an important action that involves the necessary process steps to produces a good quality final piece of writing. Tompkins (2000: 9) states that in the writing process, there are five stages in teaching writing, they are pre-writing, drafting, revising, editing, and publishing.

The five basic stages in writing are:

A. Pre-Writing

Prewriting is first stage of writing process whereas the writer requires to making preparation and plan what they are going to write. It stimulates thoughts for getting started. In the pre-writing step, the students get ideas and details to write about.

B. Drafting

In this stage, the focus is to get ideas down on paper. Drafting is the stage where the writer starts to write and put their ideas and details in the form of a draft, with a little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are writing a rough draft and writing leads.

C. Revising

Revising is a process when a writer re-writes work on what has been done, to make it more robust. The word revision means “seeing again”. The above quotation means that in this stage, the writer clarifies and refines ideas in their composition. As Tompkins claims that revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material. So, according to him revising is a good opportunity for the students to refine the writing and improve their work into effective writing.

D. Editing

Editing is the stage of putting the writing into its final form (Tompkins: 2000). It is the last process of writing before the work release. In this process, the writer should correct the errors that they made especially in grammatical, syntactic and mechanical errors. Compared to other stages, editing requires a lot of time, knowledge, experience and commitment so that the writing has good quality.

E. Publishing

In publishing stage, the students end up with their final writing draft and they will publish their writing. Publishing has its advantages for the students, as Tompkins claims that share students' writing with audience can promote students the real communication with their readers during writing process. Hence, students having real audiences enable them meaningfully responds to their writing and increases or develops their confidence as authors.

In summary, the stages of writing are pre-writing, drafting, revising, editing, and publishing. However, the stages of writing process were used by the researcher in using the Instagram platform during the learning process were editing, revising, and publishing stage.

2.6 Recount Text

Basically, there are some kinds of texts that should be mastered by the students, such as descriptive, narrative, recount and procedure text. Each kind has different aims, structure and language features that students need to be considered. However, in this research, the researcher mainly focuses on recount text.

2.6.1 Definition of Recount Text

Based on School-Based Curriculum 2013, there are some kinds of text that students of Vocational High School need to learn. One of many them is recount text. Recount text is a text that retells past events usually in the order in which they happened. Hyland (2004) stated that recount is kind of genre that has social function to retell past event for the purposes of informing or entertaining. Furthermore, according to Munawaroh (2016) stated that recount text is a type of text that has the main function or communicative purpose to tell the reader or listener or viewer about past event or past experience. The purpose of recount text is to give the reader a description of event or to retell events for the purpose of informing and entertaining.

2.6.2 Generic Structure of Recount Text

There are three generic structures of recount as stated by Derewianka (1990):

a. Orientation

This stage contains the background information to make the reader understand the text. To guarantee that the orientation is clear to understand by the reader, it needs to use some questions to explain orientation in detailed such as who, what, when, where and why. Those indicators can give some information such as who was

involved, what happened, where this event took place when it happened, setting and characters are introduced.

b. Series of Events

This stage is the main important activities that occurred in a story of text. The series of events are usually written in chronological order or sequence. This stage includes about how problems deal with, how character within the text feel about the events, told in detail.

c. Re-orientation

This stage is the conclusion of the story. It can be in the form of summarization of the outcome or the result, evaluation of the topic's importance, personal opinion or comment. It can also be in the form of speculation of the future. At this stage, the sequence of events is ended and any issues or problems are completely resolved by characters.

It can be concluded that the elements which should be focused in the generic structure of recount text are orientation, events, and re-orientation. In writing recount text, students should understand about generic structure because it will guide them to make a good paragraph.

2.6.3 Language Features of Recount Text

According to Boardman (2008:287), there are several language features that usually found in a recount text. They are mentioned as below:

1. Using nouns and pronouns to identify people, animals or things involved.
2. Using past action verbs to refer the events.
3. Using simple past tense to located events in relation to speaker`s time.
4. Using conjunctions and time connectives to sequence the event.

5. Using adverbs and adverbial phrases to indicate place and time.
6. Using adjectives to describe nouns.
7. Using specific participant.

Those language feature has important role to support the students in writing recount text. Therefore, the students must follow the language features mentioned above to write a good composition of recount text.

2.7 The Kinds of Recount Text

According to Derewianka (1990), recount text is classified into five types:

a. Personal recount

Personal recounts are texts used to retell personal experiences that have been passed. They are directly involved in, such as bad or happy experience, holiday, etc.

b. Factual recount

A factual recount refers to reporting the facts or an incident by reconstructing factual information. For instance, biography, autobiography, and history.

c. Imaginative recount

An imaginative recount retells an imaginative story such as fiction. It means the event that happened in the text do not occur in the real life. It usually can be found in textbook.

d. Procedural recount

Procedural recount refers to a sequence of steps in an investigation of experiment thereby providing the basis for reported results or findings.

e. Biographical recount

Biographical recount is a text to inform the readers by retelling person's life story

about the achievements in past events.

From the five types of recount text above, the focus of the research was personal recount since it tells the activities whereas the writer involves or does by him or herself.

2.8 Instagram as Learning Medium

Learning medium is used to stimulate learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving learning objectives. McLuhan (1964) stated that the learning medium carries the content as well as the context of communication. Medium can be connector in delivering topic to students (Christine, 2017). Soekartiwi (1996) said that the advantages of using medium in teaching-learning process are: to increase the learners' motivation, to avoid the learners bored, to make learners easy to understand the material, and to make the learning process more systematic.

Instagram is one of social media that can be used as a medium in English learning process. Literally, Instagram is combination of the word "instant" and "telegram. Instagram was created by Kevin Systrom and Mike Krieger, and was launched on October 6, 2010. Instagram is a fun and quick way to share people's life with their followers through a series of pictures. Besides sharing pictures and videos, the users also are able to add captions, tagging and following users, adding location, adding comments and hashtags, checking feeds, and sending direct messages.

Instagram is a popular social media site that young learners have become almost fully accustomed to; adding it into their learning process can be viewed as a way of applying topics learned in class in a real-world situation (Huang et al: 2018). In line with that, Wiktor (2012) explained that Instagram has a lot of potential to be a language learning tool in terms of language skills.

Unfortunately, even though writing takes an important role and becomes a core skill for learners' academic life, learners commonly find it as the most difficult skill to acquire. They have difficulties in mastering it and think that writing is a boring activity. This is the reason for the teachers that they should have medium in teaching writing. According to Listiani (2016), Instagram and its supporting features can also be used as a medium in learning process related activities. By using Instagram, teachers can use this tool to develop certain activity creatively.

The use of Instagram as learning medium can help students in producing writing texts. Instagram features can be used as a medium to express ideas and ideas in writing. Moreover, Instagram can create a fun and meaningful learning environment for the students because they are enjoying using Instagram in doing school tasks (Shazali et al., 2019). Meanwhile, Basith and Syafi'i (2020) stated that among the students' popularity, Instagram offers an excellent opportunity for the teacher to design a creative learning activity. Instagram helps students develop ideas and provide a learning experience that they enjoy, with contextual content. Thus, teachers can use Instagram in teaching process with their students in learning process.

2.9 Peer Correction

Peer correction is a technique where the students learn from their mistakes and provide feedback to their friends. According to Liu and Hansen (2005), peer correction is an activity which involves students to exchange information or ideas. In addition, the students have roles and responsibilities as commentators and advisors to each others' writing in both written and oral formats in the process of writing.

Furthermore, Jacobs (1989:68) states that peer correction is a part of a larger category of educational activity in which students work together in a group. Jacobs is positive that peer correction increase learners' insight into the writing process. Witbeck (1976) states that peer correction helps students discover most of the errors that may lead to better writing. The students can develop the skill of revising and checking their own mistakes and can give the students more chances to know about the correct way in order to make their writing better.

Peer correction is seen as a way of giving more control to students since it allows them to give response and make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (Mendonca and Johnson, 1994). Correcting mistakes by peers does not only enable students to be more aware of their peers' mistakes, but it also develops the students' sensitivity to become critical reader and promotes their level in academic writing in general. Moreover, as mentioned by Sultana (2009: 12), peer correction is implemented in classrooms to enhance learner autonomy, cooperative, interaction and involvement. It encourages the atmosphere of cooperation and

gives the opportunity to students to cooperate with their classmate during the learning process.

Scharle and Szabo (2000) have strongly suggested peer feedback to be applied for checking, especially for students' written work. They have provided an outline of how it can be applied in classroom; once students finish writing, the teacher gives one essay (or any written work) to each student and students are asked to evaluate each other's work. After that, they correct the errors and send notes to the respective authors about what they have corrected.

Peer correction is a technique that enables the students work in pair. They are asked to give opinions and suggestion so that the students are able to get feedback from their pair. By using this technique, the students will have an opportunity to take an active part to try, locate, and correct their peers' errors to enable students to be better able to take a larger portion of the learning process. The researcher assumes that peer correction can be done in teaching writing through Instagram as a learning medium. This technique can give the students more chances to know about the correct way in order to make their writing better.

2.10 Procedure of Teaching Writing Through Instagram

There is no exact model in teaching writing using Instagram, it is mean that the t teacher who wants to utilize Instagram on their teaching activity should be creative to create a learning model. However, in this research, Instagram is used as the medium to teach writing. The researcher creates a group to share the learning material and the students join group on Instagram. The students will

discuss a certain topic based on material given by the researcher. Additionally, they will share their writing on Instagram feed. The Instagram feed is equipped with a comments section where students can share their opinion on others' writing that can be evaluation for them as a peer correction. Peer correction enables the students work in pair. It gives opinions and suggestion so that the students are able to get correction from their friends.

According to Avivi and Megawati (2020), the procedures of teaching and learning activity by using Instagram as follows:

Table 2.1 The Procedure of Teaching Through Instagram

Pre-writing	The teacher creates a private Instagram group and invites students to join the group. The private group is used to help the teacher in sharing the material and providing feedback. Other users who are not members of the class cannot follow the discussion in the group.
Planning	In this step, students are asked to make an outline of their own writing in a paper.
Drafting	After the students finish their outline, students are ready to draft their text. In this step, the teacher provides guidelines on how to write the text.
Feedback	In this step, the students exchange their draft through Instagram for peer correction. The students will receive feedbacks from their peers and the teacher.

Revising and Editing	The students revise and edit their drafts based on the feedback from their peers and the teacher.
Publishing	After the students edit their drafts, they create the final version of the story and re-post/edit their previous writing on their Instagram account.

Based on the procedure of teaching and learning activity using Instagram by Avivi and Megawati (2020) above, the researcher will adopt those procedures to be applied during the research in teaching writing carried out using Instagram as a learning medium.

2.11 Advantages and Disadvantages of Instagram in Teaching Writing

According to Anggraeni (2017), there are some points in terms of the advantages and disadvantages of teaching writing through Instagram:

1. Students could improve their writing skills because they must write better.
2. Students are able to improve their confidence to publish their writing in public.
3. The students can do their assignment everywhere, it saves their time.
4. Instagram can be used every time and everywhere. This gives the students flexibility in joining the discussion because they can use Instagram when they have spare time.
5. Students get many comments or feedback from their friends, teachers, and followers on Instagram.

Those are some of the advantages of Instagram that can be used by both teachers and students in the teaching learning process. In addition, there are some disadvantages by using Instagram as medium in improving students' writing skill:

1. Students are easily distracted when using Instagram and learning activities are disrupted. They often lose focus because they busy on other Instagram features and notifications from social media appear during learning.
2. Some students might copy a text from other sources. However, the teacher has to check students' writing one by one to make sure that they make it by themselves.

Based on the previous paragraphs, those are the advantages and disadvantages of Instagram in the learning activity. Although Instagram has many advantages, it still has some disadvantages. The researcher tries to overcome those problems by emphasizing the rules in the classroom.

2.12 Theoretical Assumption

In teaching writing, there are several media that can be used by the teacher to achieve learning objectives in the learning process. When compared to other language skills, writing is considered as the hardest skill in learning English. It is clearly seen since in reality most of the students find it difficult to express their ideas in written form. Besides, students need to consider the five aspects of writing: content, grammar, vocabulary organization, and mechanics. There are so many medium in teaching writing, the teacher should be creative and innovative in choosing an appropriate medium in order to apply them in the teaching and learning process so that learning objectives can be achieved.

Instagram is one of the media, which can be used to teach writing. Instagram can be utilized as a medium to teach writing recount text. Besides, Instagram can help the students to express their ideas and thoughts easily so that the learning process can be more effective, enthusiastic, and fun in writing recount text. In the teaching process, the teacher guides the students to organize and write recount text considering the aspects of writing. Thus, the use of Instagram can minimize students' difficulties in writing.

Based on the theoretical framework elaborated above indicate that the Instagram platform can be useful as a medium to improve students' writing skills. It can be summarized that Instagram as the medium gives beneficial effect in helping the students to enrich their understanding, allows them to show students' ideas with contextually-relevant content and also increases their motivation and achievement. In addition, Instagram facilitates students to learn suitable new words and vocabulary since they become selective in choosing words. Finally, the researcher assumed that teaching recount text using Instagram help students to improve their writing achievement.

2.13 Hypotheses

Based on the problem statements presented by the researcher, the researcher formulates the hypothesis that will be tested in this study as follows:

H₁ : There is a significant improvement of students' writing achievement after using Instagram.

H₂ : Content is the aspect that improve the most among the other aspects of writing.

This chapter has explained about the previous studies, the concept of writing, aspects of writing, teaching writing, process of writing, recount text, the kinds of recount text, Instagram as learning medium, procedure of teaching writing through Instagram, advantages and disadvantages of Instagram, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about the research method which consists of research design, population and sample, variables of the research, data collection, research procedures, rubric scoring instrument, research instrument, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

This research was a quantitative approach. This research used pre-experimental research, which is one group pre-test and post-test design. The students were given pre-test before treatment and they were given post-test after treatment. The researcher used one class as the sample of the experimental class. The design is presented as follows:



It can be further described as follows :

T1 : Pre-test (Pre-test is provided before the researcher begins the teaching writing process through Instagram so that the students' writing achievement can be measured before they are given the treatment)

T2 : Post-test (Post-test is provided after students having been taught by using Instagram)

X : Treatment (The treatment is provided for three times by using Instagram in order to enhance students' writing achievement)

(Setiyadi, 2006)

3.2 Population and Sample

The population of this research was the first grade of the students at SMKN 1 Pakuan Ratu in the academic year 2022/2023. There are four majors of the first grade consisting of six classes, two classes for Accounting Major, two classes for Motorcycle Business and Engineering major, one class for Animal Husbandry Agribusiness major, and one class for Food Crops and Horticulture Agribusiness major. The total students for the first grade are 180 students. In determining the sample, the researcher used a purposive sampling. The researcher used only one class. The samples of this research were 32 students of X.1 Accounting students.

3.2 Variable of Research

Variable is a noun that stands for variation within a class of object, such as gender, achievement, motivation, behavior, or environments (Setiyadi, 2018). Inherently, there are two kinds of variable namely independent variable (X) and dependent variable (Y). In this research the variables are described as follows:

1. Instagram as an independent variable (X)

It is categorized as an independent variable due to the use Instagram that can influence the dependent variable in determining the effect between phenomenon and the object which is observed.

2. The students' writing achievement in recount text as a dependent variable (Y)

It is categorized as a dependent variable due to students' achievement based on

the result. The achievements of students can be measured to determine whether there is an effect of the independent or not.

3.4 Data Collecting Technique

In collecting the data, the researcher provided tests (pre-test ad post-test). The data is explained as follows:

1. Pre-test

The pre-test was administered before the treatment process. It aims to find out the students' achievement of recount text writing before using Instagram. In administering the pre-test, the teacher asked the students to make a recount text paragraph.

2. Post-test

The post-test was administered after the students received the treatment. The aim of this test to find out the students' achievement after treatments that improves from pre-test to post-test. The result of post-test was compared with the score of pre-test to know whether there is a significant improvement or not.

3.5 Research Procedures

The procedures of the research are as follows:

1. Determining the population and samples

The population of this research was the first-grade students of SMKN 1 Pakuan Ratu. The researcher chose one class as the experimental class.

2. Finding and selecting materials to be taught and tested

In this step, the teaching material was arranged based on the curriculum of the first grade of vocational high school. The material emphasized on their writing

achievement in recount text.

3. Administering a pre-test

The researcher asked the students to write a recount text based on the given topic. The time was 60 minutes for the test. A pre-test was conducted to measure students' preliminary ability before the treatment.

4. Conducting the treatment

After giving the pre-test, the students joined in the class. The teacher shared the material on Instagram group and learning activities are carried out in offline class. The students discussed the material with the teacher and share their writing on Instagram. The treatments were conducted in three meetings. The students were guided by teacher to write a recount text.

5. Administering the post-test

After giving treatment, the researcher gave the post-test to students. In order to see the improvement of students' writing achievement, the post-test was conducted on the next day after having the treatments. The test was in the form of writing. The students were asked to develop their recount text writing based on the given topic. The post-test was conducted in 60 minutes.

6. Scoring

The researcher involved two raters (first rater and second rater) to score the writing test. The researcher was filled the scoring of the first rater (R1) and the second rater (R2) was filled by the English teacher.

7. Analyzing the test result (pre-test and post-test)

Both pre-test and post-test result of the class were analyzed by using Paired Sample T-test to compare the data of the two means score.

8. Concluding and reporting the result of analysis data

In the last step, after analyzing the result of the tests, the researcher reports it on the script by also adding the conclusion and suggestions for further researchers.

3.6 Scoring Criteria of Writing Test

In determining the students' writing scores, the researcher used the scoring criteria. The criteria of scoring system were based on the rating sheet from Jacobs et al (1981) as follows:

Table 3.1 The Scoring Criteria

Aspect	Criteria	Score
Content	Excellent to very good: Knowledge, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	Fair to poor: Limited knowledge of subjects, little substance, inadequate development of topic.	21-17
	Very poor: Does not show knowledge of subjects, no substantive nor pertinent, not enough to evaluate	16-0
Organization	Excellent to very good: Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing.	20-18
	Good to average: Loosely organized but the main ideas stand out, limited support, logical but sequence and development.	17-15
	Fair to poor: Non-fluent, ideas confused or disconnected, lack logical sequence and development.	14-10

	<p>Very poor: Does not communicate, no organization, not enough to evaluate.</p>	9-7
Vocabulary	<p>Excellent to very good: Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.</p>	20-18
	<p>Good to average: Adequate range, occasional errors or idiom choice, usage but meaning not clear.</p>	17-15
	<p>Fair to poor: Limited range, frequent errors of idioms/words, meaning confused or not clear.</p>	14-10
	<p>Very poor: Essentially translation, little knowledge of English vocabulary, not enough to evaluate.</p>	9-7
Grammar	<p>Excellent to very good: Effective complete constructions, few error of agreement, tense, number, word order, function and preposition.</p>	25-22
	<p>Good to average: Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.</p>	21-18
	<p>Fair to poor: Major problem in simple construction, frequent error in negotiation, agreement, tense, number, word, and meaning confusing.</p>	17-11
	<p>Very poor: Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</p>	10-5
Mechanic	<p>Excellent to very good: Few errors of punctuation, spelling and capitalization/used correctly.</p>	5
	<p>Good to average: Occasional errors of punctuation, spelling, and capitalization.</p>	4
	<p>Fair to poor: Numerous errors of punctuation, spelling, and capitalization.</p>	3

	Very poor: No mastery of convention, dominated by errors of punctuation, spelling, and capitalization.	2
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(Jacobs et al, 1981)

Based on the explanation above, the researcher evaluated the aspects of recount text writing based on aspects of writing: content, organization, vocabulary, grammar and mechanic.

3.7 Instrument of The Research

The researcher used research instrument to figure out whether the objective of the research had been achieved or not. In order to collect the data, writing test was used as the instrument of this research to gain the data. There were two writing tests of this research; the writing pre-test and the writing post-test. The pre-test was conducted in the first meeting and post-test was conducted after the treatments. Additionally, the tests were accompanied by detail instructions and directions including time allocation.

3.8 Validity and Reliability

According to Setiyadi (2018), validity and reliability are important points to be considered in developing the instrument. These two aspects cannot be separated regarding the measurement of the instrument. In carrying out the treatment, the researcher must check whether the instruments used are valid and reliable. Besides, validity and reliability are used to find out whether an instrument has achieved the criteria of good test. Hence, the researcher wants to know whether the test used as the instrument of this research are appropriate to use or not.

3.8.1 Validity

Validity is a matter of relevance. A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). In addition, Hatch and Farhady (1982) also said that there are two basic types of validity: content validity and constructs validity.

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test (Hatch and Farhady, 1982). In content validity, the material given must be suitable for the curriculum. The test is considered as valid in content validity since the test of writing represented the linguistic features of basic competence in the chapter being taught that are suitable for the curriculum of Vocational High School.

b. Construct Validity

Construct validity is needed for the test instrument which has some indicators in measuring one aspect or constructs (Setiyadi, 2013). Construct validity is the process determining the extent to which test performance can be interpreted in terms of one or more constructs. In this research, the researcher asked the students to write a recount text to measure the students' writing achievement. The researcher measured the result of students' writing with the scoring criteria proposed by Jacobs, et al (1981). The scoring rubric consists of five aspects of writing; those are content, organization, language use, vocabulary and mechanic.

3.8.2 Reliability of the Test

Hatch and Farhady (1992) state that reliability of the test can be defined as the extent to which a test produces consistent result when administered under similar

conditions. A test can be considered reliable if the tests have a consistent result. In this research, to find out the reliability of the data and to avoid the subjectivity of the research, the researcher uses inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second was English teacher of Vocational High School. Before scoring the students' recount text writing, it is important to make sure that both raters used the same criteria of scoring. Thus, the first and second raters use the assessment criteria compiled from Jacobs et al. (1981). To find out the correlation between the two raters, the researcher employs Rank Spearman Correlation. Meanwhile, statistical formula is used in order to achieve the reliability. The formula is as the following:

$$\rho = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

Where:

ρ : Coefficient of rank order

d : The difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982)

In this case, the coefficient of rank correlation analyzed with the standard of reliability as follows:

1. 0.80000 – 1.0000 : very high reliability
2. 0.60000 – 0.7900 : high reliability
3. 0.40000 – 0.5900 : medium reliability
4. 0.20000 – 0.3900 : low reliability
5. 0.00000 – 0.1900 : very low reliability

(Arikunto, 2005)

Based on the standard of reliability above, it could be concluded that the writing tests would be considered reliable if the tests reached the range of 0.60-0.79 (high reliability). The reliability of this research could be seen on the explanation below:

1) Result of Reliability of the Pre-test Score

$$\rho = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

$$\rho = 1 - \frac{6.177}{32 (32^2 - 1)}$$

$$\rho = 1 - \frac{1062}{32736}$$

$$\rho = 1 - 0.032441349$$

$$\rho = 0.967558651$$

From the explanation above, it could be seen that the result was 0,967558651. It indicated that students' score in pre-test from two raters had a very high reliability.

2) Result of Reliability of the Post-test Score

$$\rho = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

$$\rho = 1 - \frac{6.206.25}{32 (32^2 - 1)}$$

$$\rho = 1 - \frac{1237.5}{32736}$$

$$\rho = 1 - 0.037802419$$

$$\rho = 0.962197581$$

Meanwhile, the result of students' scores from the two raters in post-test was 0,962197581. It means that the students' score had very high reliability.

3.9 Data Analysis

Data analysis is the way data analyzed by the researcher. In managing and analyzing the data collection, the researcher used quantitative data analysis so the researcher analyzed the data by using formula.

3.9.1 Data Analysis of the First Research Question

1. Scoring the pre-test and post-test by using inter-rater.
2. Tabulating the results of the tests (pre-test and post-test)
3. Calculating the means of both the pre-test and post-test using this formula:

$$M d = \frac{\Sigma d}{N}$$

Md : refers to mean

Σd : relates to total score of the students

N : refers to number of students

(Hatch and Farhady, 1982)

4. Getting the improvement of students' scores in order to find whether there is significant difference of students writing before and after being taught using Instagram.
5. Composing a discussion regarding the result.
6. Answering the first research question by concluding the result of the analysis.

3.9.2 Data Analysis of the Second Research Question

1. Finding the means of pre-test and post-test in each aspect of writing.
2. Analyzing the significant improvement of each aspect of writing by comparing the means of the pre-test and post-test.
3. Drawing conclusion by comparing the score of each writing aspect.

In conclusion, those analysis is a sequence of steps that was used to find the significant improvement of the students" writing recount text achievement before and after used of using Instagram as a learning medium.

3.10 Data Treatment

Concerning Setiyadi (2006), using Paired Sample T-Test to examine the hypothesis has three basic assumptions that can be illustrated as follows:

- a. The data are an interval.
- b. The data are taken from random sample in population (non-absolute).
- c. The data is distributed normally.

The test was used to find out whether the data were normally distributed or not by using normality test SPSS. Shapiro Wilk Normality was used by the researcher to analyze the normality of the data because this research has a small sample.

The hypotheses of the normality test are :

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal

To find out whether the data is distributed normally or not, normality test was used as follows :

Table 3.2 Result of Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre test	.964	32	.358
Post test	.963	32	.326
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

The level of significance used by the researcher is 0.05. The hypothesis will be accepted if the result of the normality test is higher than 0.05 ($\text{sig} > 0.05$). From the table 3.2 the value of normality test in pre-test (0.358) and in post-test (0.326) was higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In addition, the data of pre-test and pos-test were distributed normally.

3.11 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The researcher used Paired Sample T-test to find out significant improvement of students' writing achievement before and after the implementation of using Instagram. Briefly, the formulation of the hypothesis can be described as follows:

H_1 : There is a significant improvement of students' writing achievement after using Instagram.

H_2 : Content is the aspect that improve the most among the other aspects of writing.

In addition, to find out the second research question, the researcher compared the result of each writing aspect to know which aspects of them has the most significant improvement.

Paired Sample T-test was used to test the hypothesis. The criteria are :

$H_0 = \text{Sig.} > 0.05$

$H_1 = \text{Sig.} < 0.05$

H0 is accepted is significance level is higher than 0.05 ($p > 0.05$)

H1 is accepted is significance level is lower than 0.05 ($p < 0.05$)

Those all explanations of this chapter which are concerned with research design, population and sample, data variable, data collection, research procedures, scoring criteria of writing test, instrument, validity and reliability, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use Instagram as a learning medium in teaching writing and also for those who want to conduct similar further research.

5.1 Conclusion

The objectives of this research were to investigate whether the implementation of Instagram can improve students' writing achievement or not and to find out which aspect improves the most after being taught using Instagram. Having conducted the research at the tenth grade of SMKN 1 Pakuan Ratu and analyzing the data, the researcher draws the conclusion as follows:

1. Firstly, there is a significant improvement of students' writing achievement after using Instagram. It could be seen from the computation the value of two-tailed significance is $0.00 < 0.05$. In addition, the students' mean score in the post-test (69.5) was higher than in the pre-test (58.9). Hence, it can be concluded that learning using Instagram as learning medium is effective, especially in writing recount text.
2. Secondly, the use of Instagram could also improve the students' skill in five aspects of writing namely content, organization, vocabulary, language use, and mechanics by seeing the analysis of the students' works in the post-test in each aspect. However, content was the aspect that improve the most among the other aspects of writing. The use of Instagram made the students able to elaborate the

ideas creatively by considering the relevancy of theme. Consequently, it will help them write a recount text easily.

5.2 Suggestions

Referring to the conclusion above, the researcher gives some suggestions as follows:

1. Suggestions for English Teachers

- a. Considering the advantages of Instagram, it is highly recommended for English teachers to utilize Instagram as a learning medium because it can improve the students' achievement in each aspect of writing. Thus, the researcher suggest that English teachers can consider using Instagram as an alternative way in teaching writing. Besides, the feature in Instagram is suitable to teach writing. Teacher can use Instagram as medium to share materials and students' writings.
- b. The researcher only focused on the increase of students' writing achievement in recount text. Therefore, the researcher suggests English teacher to find out the implementation of Instagram as a learning medium in other kinds of text such as descriptive, procedure, or report text.
- c. It is also suggested that English teacher can use Instagram platform as a learning medium in teaching other language skills such as speaking, reading, and listening.

2. Suggestions for Further Researchers

- a. This study was conducted in vocational high school level. Therefore, further researchers can try to conduct a study which focuses on students at a different

level of schools such as junior high school or university level.

- b. In this research, the researcher only focused on the increase of students' writing achievement in recount text. The researcher suggests other researchers to find out the use of Instagram as a learning medium in other kinds of text such as descriptive, procedure, or report text.
- c. In this research, the researcher used Instagram group to share and discuss the materials. Hence, it is suggested that further researchers can investigate the use of the other features on Instagram in teaching other language aspects such as speaking, reading, and listening.
- d. Further researchers are suggested optimize the use of Instagram features in every stage of writing.

Finally, those are the conclusion of this study after the implementation of Instagram and also suggestions for both English teachers and further researchers.

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