

**THE IMPROVEMENT OF WRITING RECOUNT TEXT THROUGH
INSTAGRAM AT MAN 2 KOTA MADIUN**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2023**

**THE IMPROVEMENT OF WRITING RECOUNT TEXT THROUGH
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THESIS

Present to

State Institute of Islamic studies Ponorogo

In Partial Fulfillment of the Requirement

For the Degree of Bachelor in English Education



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MOTTO

الَّذِي تَعَلَّمَ بِالْقَلَمِ

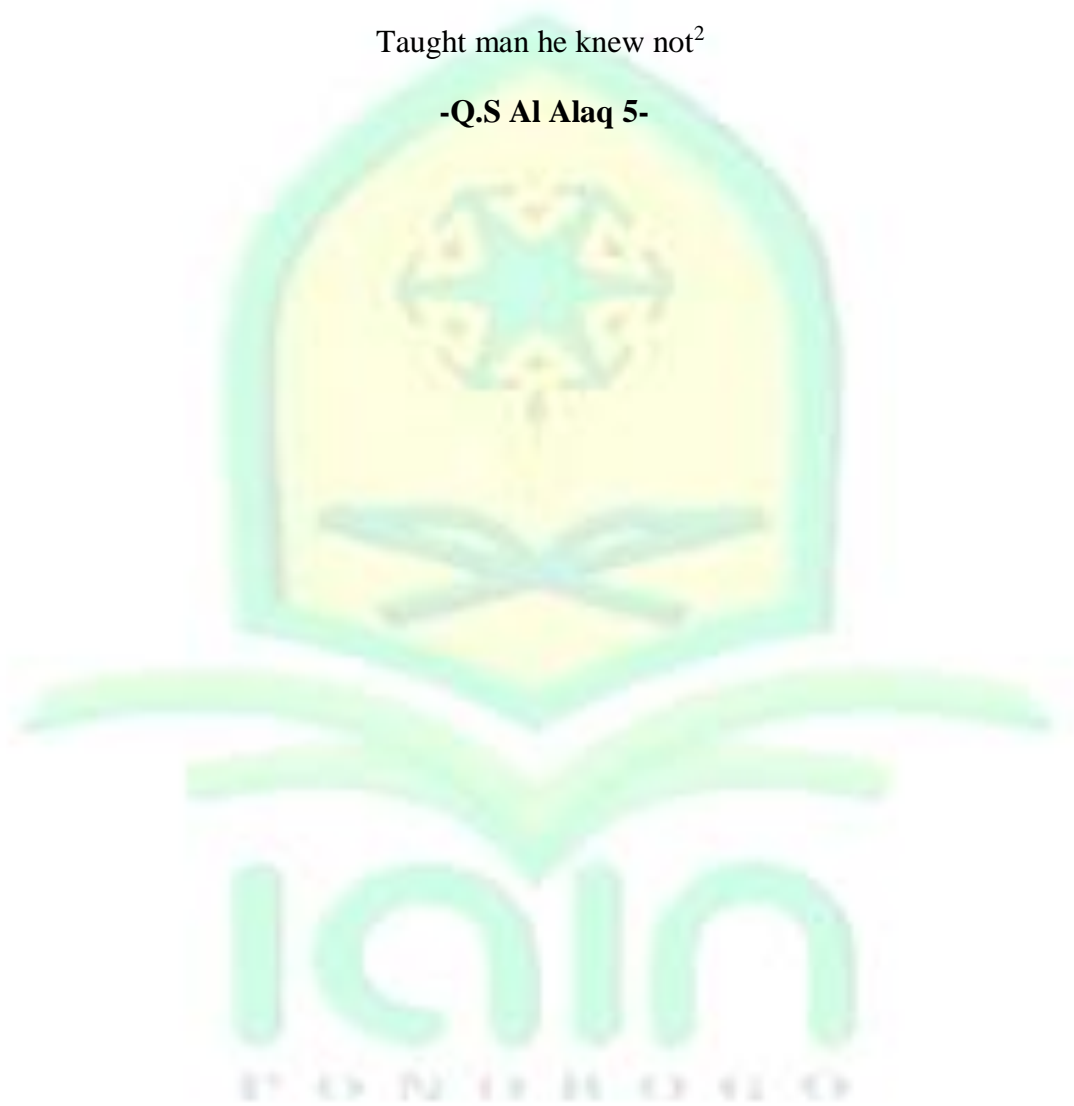
Who taught by the pen¹

-Q.S Al Alaq 4-

عَلَّمَ مَا الْإِنْسَانُ يَعْلَمُ

Taught man he knew not²

-Q.S Al Alaq 5-



¹Cipta Bagus Segar, Al Quran QS Al Alaq/96:4

²Cipta Bagus Segar, Al Quran QS Al Alaq/96:5

ABSTRACT

Bastiyan, JawaraRamadhanaDio. 2023. Implementing Instagram on recount text as an effort to improve the writing skills of class X Mipa 2 students at MAN 2 kotaMadiun for academic year 2022/2023. Thesis, English Department Faculty of Education and Teaching Training State Islamic Institute of Ponorogo. Advisor Dr. Ahmadi, M. Ag

Keyword:*Instagram, Recount Text, Writing Skills.*

The most essential difficulty that the author experiences when teaching students English is how to teach students to express language in the form of writing even though they have experienced writing lessons. In general, writing is work that is purely based on art or ideas. Many students today do not use writing to express their idea.. Students now have a wide range of chances to be creative and inventive because to the role that technology plays in education. Students may experiment, investigate and realize their ideas because they have access to a variety of knowledge and tools. With the use technology, learning may be expedited, made easier to access and reinforced through engaging activities. Not only students but also teachers lay technology in what they do with it and how it is used to best support their needs.

This research aimed to improve the ability to write recount text of class X MIPA 2 at MAN 2 kotaMadiun in academic year 2022/2023. This research is class action research (CAR) because the research is carried out to solve learning problems in the classroom. This research went through two cycles which was in each cycle there were four stages : planning, acting, observing, and reflecting. The data collection of this research used test, observation sheet and field note. The sample of this research was 34 students of X MIPA 2.

The result of this researchstudents of X MIPA 2 get Instagram treatment to write recount text. After receiving treatment for students of X MIPA 2 the students' writing skills can be improved well, as can be seen from the results of the pre cycle test students get an average score of 51,42 which is the very bad category. Then, on the results of the post cycle test students get an average score of 83,18 which is included in the excellent category.In conclusion, from data exposure above Instagram can be a writing media to improving the students' writing ability.

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In the name of Allah SWT, The Most Gracious The Most Merciful.

All of the praises are given to Allah SWT, The Almighty God for blessing me to finish my thesis entitled, “The Improvement Writing Recount Text Through Instagram as Media at MAN2 Kota Madiun”

Salawat and Salutation be upon to Prophet Muhammad SAW that has guide us to the right way so we can enjoy the current state.

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The researcher realizes there are so many deficiencies and lack hence the writer should be very glad to hear from others who find mistakes and omissions. Also the writer welcomes comments, criticism and suggestion from the readers. The researcher hope this thesis will be useful for the readers, especially English students of the State Islamic Institute of Ponorogo.

Ponorogo, 16 September 2023

Author

Jawara Ramadhana Dio B

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CHAPTER I

INTRODUCTION

A. Background of the Study

Students now have a wide range of chances to be creative and inventive because to the role that technology plays in education. Students may experiment, investigate and realize their ideas because they have access to a variety of knowledge and tools. With the use technology, learning may be expedited, made easier to access and reinforced through engaging activities. Not only students but also teachers lay technology in what they do with it and how it is used to best support their needs. Therefore, technology has shown a powerful impact on the education system.

Deal with technology in the education system, there are digital classroom that use electronic devices or platforms such as social media, multi media, and mobile phones as media to teach students. Technology is advancing very quickly today, and Indonesia has seen many technological advances, particularly in the education sector. Media is an important factor in the learning process. Media can be a motivation for students and a tool for students to learn. Teachers will be able to foster a more creative environment in the classroom by utilizing the right media in the teaching and learning process. Therefore researcher will focus on as one of the media to promote students' ability in writing.

The most essential difficulty that the author experiences when teaching students English is how to teach students to express language in the form of writing even though they have experienced writing lessons. In general, writing is work that is purely based on art or ideas. Many students today do not use writing to express their idea.

English is a mandatory course for junior high school to high school levels in this nation. The development of the four skills that students need to have listening, speaking,

reading, and writing is one of the objectives of studying English in school. To be able in writing skill, we must know the rules of writing and practice them often. Writing is a actually a difficult talent to acquire. Students need to express their ideas and emotion in creative way. By writing students are able to apply ideas, express their feelings and creativity. Writing is an activity of thinking with reason, students need to master vocabulary and sentence structure.

Students who are studying the English language need to be proficient writers. Through the expert of writing ability, students can convey the ideas, thought, feelings, and emotions to other in writing. In surah At – Taha verse 52 explains:

قَالَعَلْمَهَا عِنْدَ رَبِّي فَكَتَبْنَا بِهَا لِيُذَكِّرَ الَّذِينَ لَمْ يَرْسَلْنَا فِيهَا آيَاتِنَا أَنْ يَتَّبِعُوا الْأَعْيُنَ وَأَنْ يَنْسُوا

Means: He replied(Musa), “Their knowledge is with my Lord, in a document. My Lord never mistakes and never forgets.”³It can be concluded, it is very important for us that writing can be benefit to others like knowledge in books so that future generations know what happened in the past. In the digital era, the composition of education is one of the problems in lesson. It can be seen that students have access to social media platforms in an organized manner. They also communicate with their friends, update their trends, and share their images and videos to update. technological developments are currently advancing rapidly and innovation in Indonesia, especially in education sector.

Writing is a creative process that involves a lot of divergent thinking rather than convergent.⁴Divergent thinking is a process of thinking by exploring various creative ideas. It be concluded that based on the theoretical basis above, writing is an activity of expressing ideas or thoughts that are manifested in the form of essays or writings. Writing is exceptionally helpful in our life, like composing an English article, section or English text. Before making paragraph of text, the writer needs to attend the steps of writing. The four core writing stages planning, drafting (writing), revising (redrafting), and editing as three additional stages ex post are all included in the process writing exercise used in

³Departemen Agama RI, *Al Quran & Tajwid* (Jawa Barat: cv Penerbit Diponegoro,p.312)2013

⁴Titin Setiartin Ruslan et al, Book: (KEBIPAAN 2019, Suurakarta p.112).2019

classrooms.⁵The writing process is needed to finalize what students will write in writing. Williams says from Tsania Fitra Maulidia teaching of writing is a mechanism that makes students recognize that writing is a social practice and that it is inherently operating for someone to learn . It means that teaching writing is highly expected for students to achieve their highest in word communication.⁶

Teaching writing is challenging because not only do teachers need to be creative in their lesson plans, but students also need to be able to generate words on their own as a type of productive capacity.⁷Writing instruction requires the use of an original creative method or medium. Because, the achievement of successful teaching is needed for students who use English as a foreign language especially in the media. As a result, teachers need to have a solid strategy or resources to make it simple for pupils to begin writing in English.

Recount text is a piece of text that retell past events, usually in the order in which they happened⁸There are three types of recount text, namely personal recount, factual recount and imaginative recount. Personal recount is a type of text that aims to tell about the author's personal experience, then factual recount usually stories to present reports related to events that occurred based on facts (actually happened), and the last imaginative recount is a text that someone usually uses as a story of an imaginative event experienced by someone. Thus, purpose of recount text is to describe past experiences by retelling events that occurred.

Some researches look into how students feel about using Instagram to teach writing. Instagram is a photo and video sharing application that allows users to take photos and videos that allow users to take photos, take videos, apply digital filters and share them on various social networking services.⁹Many people use Instagram in various fields, especially in the education line. The Instagram post is one benefit of instagram which teachers may use for

⁵Jack C. Richards et al, *Methodology in Language Teaching*, Cambridge University, 2002

⁶Tsania Fitra Maulidia, Skripsi: "*The Effectiveness of Instagram in Improving The Second Graders' Writing Recount Text at MtsN 5 Kediri*". UIN MALIK IBRAHIM Malang p.2.2021

⁷Harmer Jeremy, *Essex: Pearson Education Limited*.2007

⁸Ahmad Alex Zakaria et al, Book: (More Than Reading Text Book, Jombang: UNWAHA Press p.11)2021

⁹Siti Saadah Hafidz, Book: (Book Chapter Komunikasi Pemasaran Pariwisata Surabaya: UNITOMO PRESS p.103).2021

stimulating students to post and to share interesting photos or videos about their learning activities.¹⁰In this research, explored the possible use of instagram as a language learning tool.¹¹ Moreover, using instagram in the classroom is a great idea. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful.¹²On Instagram there are also features that can support the ability to write recount text such as Instagram stories, Instagram feeds, and Instagram reels. We had more success connecting with our students and engaging in teaching and learning on instagram than on any other social network we use.¹³

Instagram is used to teach writing for a variety of reasons. The fact that practically all students use Instagram as their primary social media platform nowadays is crucial because it means that using Instagram as a writing approach is possible. A showing technique is a recommended set of ways applied to pass expertise and skills on to the understudies. According to researchers, Instagram is a well known application among students and it might be a frequent media for students to write. This application is built on uploading and sharing photos and videos that are shared to other social networking platforms. Students can upload photos or videos, give captions according to the description of the photo or video and give feedback from uploaded photo or video.

Based on the syllabus for tenth grade of Islamic Senior High School (MAN), one of basic competences are to have a good ability in writing a recount text. Moreover, when the researcher had a dialogue with student of tenth grade in MAN 2 kota Madiun there were several problems in learning English, especially writing. Writing is a sustained endeavor.

¹⁰Yahya Ramadoni, "The Effect of Using Instagram on Eleventh Grade Students Speaking Skill" *Journal Retain*, Volume 7, Nomor 1, 2019, p. 124

¹¹Sebah Al - Ali, *Embracing the Selfie Craze: Exploring the Possible use of Instagram as a Language Learning Tool*. 2014

¹²Handayani Fitri, *Students' attitudes Toward Using Instagram in Teaching Writing*, *Journal of Educational Studies*. 2017

¹³Danielle Salomon, *Moving from on Facebook: Using Instagram to Connect with Undergraduate and Engage in Teaching and Learning*. 2013

Typically as, individuals begin to develop the topic, they are confronted with various issues.¹⁴ Student lack vocabulary, lack of grammatical use, and students' perception that writing is boring and difficult. Students are not able to print effective texts because they cannot process main ideas and see details in a paragraph. Therefore, as a prospective educator, I understand that these problems must be resolved. Another problem, based on observations of class x MIPA 2 students regarding recount text material, was that a problem was found namely that students were less interested in writing.

Related to the above problem, it is also found that some paragraphs were written in one sentence only.¹⁵ This means that students find difficulties in writing text in paragraphs. Up to now, it can be seen that writing skill hasn't been facilitated well. Therefore, social media is an effective tool used as a media for student to improve their writing skill especially writing a recount text.

Based on explanation above, the writer is interested in conducting a research by a title "The Improvement Writing Recount Text Through Instagram as Media at MAN 2 kota Madiun".

B. Identification And Limitation Of The Study

In this research design of this study is class action research, the researcher focuses on the impact of Instagram in improving writing recount text at the tenth grade of MAN 2 kota Madiun.

C. Statement of Problem

Based on the background above, the researcher formulated some research questions as "How is Instagram applied in improve students's writing skills?"

¹⁴Wulan Rahmatunisa, Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay, University of Kuningan, 2014

¹⁵Irfa Dila, *The Problem faced by Students in writing Descriptive text in Individual work and group work at Eight grade in SMPN 1 Tinggimoncong*, Muhammadiyah university of Makasar, 2018

D. Research Objective

This research is aimed to achieve the objectives as to know the successful of Instagram to improve students' writing skills in recount text.

E. Significance of Study

1. Theoretical significance

It is hoped that this research can help students in writing, especially in recount text material as an effort to improve students' writing skills.

2. Practical significances

a. Significance for the reseacher

To get additional knowledge in the world of education and direct experience in applying writing recount text through Instagram so that it can be reviewed by further researchers.

b. Significance for the students

This research can provide information that is helpful in order to improve the quality of the English language learning process for the school.

c. Significance for the Teacher

The reults of this study are expected to be an alternative in improving student learning outcomes so that they will be more enthusiastic about using fun learning.

F. Operational Definition

1. Effectiveness

Effectiveness is a level of success in doing something and reaching thegoal. The effectiveness ofthis research is the existence of differences in thestudents' writing skills based on the score of the tests that are given before andafterthetreatment byusingInstagram.

2. Writing

Writing is a thought process to find ideas, think about how to express them in good writing, and organize these ideas into clear statements and paragraphs.¹⁶ In order to be able students must know the writing process.

¹⁶David Nunan, *Practical English Teaching*, New york.2003

3. Recount Text

Recount text is one of several types of genres. This is a genre that has a social function to retell an event for the purpose of informing or entertaining.¹⁷ This text retells events or experiences in the past. It aims to inform or entertain the audience or readers. Recount text focuses on a series of events, one event followed by another. Usually arranged in chronological order, either according to the time of their appearance.

4. Instagram

Instagram is a relatively new form of communication where users can easily share their updates by taking a photo and adjusting it using filters. The use of Instagram can motivate students to become good writers because it was interesting for them in writing class¹⁸.



¹⁷Hyland Ken, *Genre and Second Language Writing*, The University of Michigan Press. 2004

¹⁸Devy Angga Gunantar & Tatas Transinata, *Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement*. 2019

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

We'll talk about several theories that connect to and support this study. The theory of teaching English to EFL students will be extensively examined, particularly the instruction of writing on recount text.

. In this chapter, several theories related to writing, recount text, media, and Instagram are introduced. The researcher uses concepts as the basic knowledge for understanding of writing, recount text, social media and Instagram as media for writing skill. The concepts deal with the improvement of tenth graders' writing recount text through Instagram as media at MAN 2 Kota Madiun.

1. Teaching Writing using Instagram

Process of writing is very important in teaching writing. The teachers will know the process of writing by using interesting teaching media. Instagram is one of social media that can be used as media for teaching writing. By knowing the features of Instagram, students can share their idea, thought, experiences or stories using Instagram.

Research on the use of Information and Communication Technology (ICT) tools in EFL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skill in terms of quality and quantity.¹⁹ By utilizing Instagram caption in teaching EFL writing, the students will have fun to learn it. Based on the colourful picture of Instagram, and also their own

¹⁹Melor Md. Yunus et al, *The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills*.2013

experience. In the psychological side, the students are more interest and comfortable to write in instagram caption rather than the other media.

In this study, the researcher conducts an English materials for learning recount text based on Independent curriculum. In Independent curriculum, there are three assessment from the modul of English. The assessment for the tenth grade of Senior High School using Diagnostik, Formatif, Sumatif. Based on Independent curriculum, recount text is the form text that aims at retelling evens for the purpose of informing or entertaining. Therefore, the teacher needs to find the appropriate teaching method to improve the students' skill in writing recount text. Thus, the Elemen as follows:

1) English curriculum of X grade

Chapter recount text with Elemen, as follows:

Table 2.1 Tujuan Pembelajaran on Modul

1.	Profil Pelajar Pancasila	: Bertakwa kepada Tuhan YME, Mandiri, Bernalar Kritis, Kreatif, Berkebhinekaan Global.
2.	Tujuan Pembelajaran	: Mengimplementasikan penggunaan kosa kata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks. Memproduksi secara mandiri beragam teks tulisan yang jelas dan runtut dengan pengembangan ide, organisasi dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca.

2) Teaching on writing process.

The teacher centers around the usefulness of the composition or the most common way of thinking of itself. In the context of teaching writing, there are no good or bad learning strategies but that is how the learning strategies are implemented in the class.²⁰ Writing is a basic ability that students must have in English. There are four justifications for instructing English language learners on the writing process:

a. Reinforcement

Although some students only learn language orally, the majority of them get much more from seeing the language in writing.

b. Development of Language

Language learning is facilitated by the actual language learning process.

c. Style of Learning

For students who take a little longer than average to acquire language by seeing and listening, writing is a good option.

d. Ability of Writing

Similar to speaking, listening, and reading, teaching writing is a fundamental language skill.

According to the instructions above, teachers who teach writing must adhere to the teacher-related principles. Teachers should consider the following guidelines while teaching writing :

1. Understand your students' reasons and goals for writing

Knowing students' reasons and goals for writing is critical to solving and realizing student progress. So it takes an approach and communication

²⁰Haerazi&Mohammad Kazemian, Journal of Language Literature studies, Vol.1,2021

between teachers and students. In addition, it can be seen from how much interest and motivate students have in writing. When the teacher's goals are not in accordance with the students, or the teacher's goals are not in accordance with the school, this will have an impact on dissatisfaction and not optimal in writing activities. Thus, understanding the reasons and goals of students in writing is very important before the teacher start the lesson. So that the teacher can convey the learning objectives in a way that makes sense, is easily accepted and understood in the student's position.

2. Provide Many Opportunities for Students to Write

In the student learning process, the teacher's job is to provide students with free and comfortable learning opportunities, one of which is to practice writing. Students need to explore without limits and without being bound by written and implied judgments. Through intensive practice, students can improve their writing skills. Teachers need to plan and evaluate lesson plans according to students' conditions. In every student's writing sometimes it does not always have to be corrected or assessed, this is intended so that students can practice freely without thinking about the grade of the teacher.

3. Make Feedback Helpful and Meaningful Giving

feedback has a strong correlation with student achievement. One way to provide meaningful feedback for students is to develop communication by providing guidance and assistance to students on how to make improvements to achieve goals. Forms of delivering effective feedback, such as instructional dialogue between teacher and student or student and student. In addition, it can also use recorded responses,

individual conferences or live approaches, written responses or feedback, and so on. In essence, a little or a lot of feedback is very important and needed by students.

4. Make it clear to students how or what aspects will be evaluated from their writing.

The teacher has the task of answering students' expectations about the results of their writing subjectively. The following is a list of the overall student writing skill evaluation scales that are important to know, including:

- a. How important is creativity, or originality of ideas?
- b. How important is following a particular written format; such as a research report, book report, letter, etc.?
- c. How important is grammatical accuracy?
- d. How important is it that the assignment includes recently taught material?
- e. How important is accuracy in spelling and punctuation?

2. Writing

- a. Definition of Writing

- 1) Definition of Writing

According to Ali Ghufon writing as a process of expressing ideas or thought in words should be done at our leisure.²¹The result of this process of expressing ideas or thoughts can be called essays or writings. And according Supriadi writing is a creative process that involves a lot of divergent thinking rather than

²¹Ali Ghufon, Book: (Research Paper Writing, Yogyakarta: CV BUDI UTAMA p.2).2016

convergent.²² It can be concluded that based on the theoretical basis above, writing is an activity of expressing ideas or thoughts that are manifested in the form of essays or writings.

2) Writing Process

An author must consider how to have them cooperate during the writing process if they are to generate a piece of writing. The following six fundamental steps for writing :

a) Assesing the assignment

The first stage in the writing process is to grasp precisely what the teacher wants on a certain project because every student has written assignments with various purposes.

b) Generating ideas

Generating ideas is a process that involves coming up with new concepts, ideas, or solution for specific purposes. As many thoughts as you can come up with about a certain subject are the goal of this step. This requires creative thinking and lateral thinking to produce fresh and original ideas.

c) Organizing your ideas

Students must now organize their thoughts after gathering some for a paragraph.

d) Writing the first draft

The students must come up with concepts and plan their writing before beginning the first draft.

e) Rewriting

It is critical part of the writing process and consist of two separate processes revising and editing.

²²Titin Setiartin Ruslan et al, Book: KEBIPAAN 2019, Surakarta p.112).2019

f) Writing the final draft

This is the final step of writing. Based on the outcomes of the revising stage, the students write in the proper paragraph structure in the final draft.

3) Writing stages

The students have to following steps that divided writing stages into four step such as; Prewriting, Writing the first draft, Revising and Editing and Proofreading.²³

a) Prewriting

Prewriting is first stage in the writing process. At this stage there is a problem about what ideas will be written. According to Zemach and Lisa before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process is called pre – writing.²⁴

Such as:

1) Free Writing

Free writing is writing without thinking about spelling, grammar and topics. The aim of free writing is to get rid of the fear of writing.

2) Questioning

In Questioning, the writer make some question base on the writer topic at the first, it can be 5W + 1H such as; Why? When? Where? Who? How? And What ways?²⁵

3) Making a list

Making a list is to knowing about brainstroming. Brainstroming is a way to gathering ideas about a topic.²⁶ The writer accommodates the ideas and combines the listed ideas.

²³Moh. Hafidz M.Pd, Book: (Basic Academic Writing, Bangkalan: STKIP PRESS p.1)2010

²⁴Ibid

²⁵Ibid

²⁶Ibid

4) Clustering

Clustering can call as mapping. This method will help their like writers to think visual. The clustering process itself creates a visual map of the concepts, making this strategy useful for those who prefer to think visually.

5) Preparing a scratch Outline

The scratch outline is a plan or blue print to help you achieve a unified, supported, and well – organized composition.²⁷

b) Writing the first draft

Same as free writing, at this stage writing without thinking to spelling and grammar, but at this stage the writer has found ideas to write and develop supporting ideas. At writing the first draft, students are not worried with grammatical precision or the neatness of the draft instead, are concentrated on the writing's flow. In this case the students begin to write down their ideas based on composition the main ideas in pre-writing stage, and also they can consult their ideas to the teacher and ask their help to arrange the sentence structure.

c) Revising

Revising focus on the coherence sentences between main idea and supporting idea.²⁸Revising not only checks for language errors but also completes the organization of the reader's ideas to get the writers idea.

²⁷Ibid

²⁸Ibid

d) Editing

The process of editing is to choose which are sentences more relevant and interesting topic.²⁹ To ensure that the writing is error free, the author should revise several times. However, students not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, prior to submit their work for evaluation. At the last stage, students are engaged in fixing their text as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, and sentence structure.

c. The type of writing

Various writing performance exist. They are based on assessments and levels and include:

1) Imitative

It is to produce written language, the learner has to attain skill in the fundamental, basic tasks of writing letter, words, punctuation, and very brief sentences. It can be categorized in first level. Tasks can be used in this level are letter, words, simple sentences (copy paste).

2) Intensive

It is the second level and the meaning and context are of some importance in determining correctness and appropriates, but most assessment tasks are more concerned with focused on form, are rather strictly controlled by the test design. Tasks that are used dictation and dicto – comp, grammatical transformation task.

²⁹Ibid

3) Responsive

Assesment tasks require learners to perform at a limited discourse level, connecting sentences into paragraph and creating connected sequence of two or three paragraph. The tasks are paraphrase, guided question and answer.

4) Extensive

Writing implies successful management of all the processes and strategies purposes. It is focused on achieving purpose, developing and organizing ideas logically, also grammatical form is limited to occasional editing or proofreading of a draft. The task are paragraph construction task strategic option, essay paper, thesis.

d. Purpose Writing

There are many purposes for writing, one of which is to express oneself. The purpose of writing an introduction are to provide background of the study and to identify the questions the research addressed.³⁰ It can be explained that the purpose of writing is : First, to convey the main ideas. Second, it provides information about a text. Third, to provide entertainment to the reader. And fourth, to influence the reader on the arguments expressed in writing.

³⁰Sri Wahyuningsih, Book: (The Hand Book of Writing for Academic Purposes, Surabaya: Jakad Media Publishing p.41)2021

1) Assignment purpose

In term of this purpose, the writer actually doesn't have the purpose of writing. It is just for completing the task given.

2) Altruistic purpose

Here, the writer intends to entertain the reader through his writing order so they can serve the life in the easy, simple and enjoyable way.

3) Informative purpose

The writer introduces and expresses what he really feels or thinks to the readers.

4) Creative purpose

Through his/her writing, the writer wants to perform artistic norms by him/herself.

5) Problem solving purpose

The writer wants to explain and analyze the problem in his/her mind so that the reader understands it.

6) Persuasive purpose

The writer wants to persuade or convince the reader about his idea.

7) Self expression purpose

The writer introduces and expresses what he/she really thinks to the reader.

3.Recount Text

a. Definition Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened.³¹ Thus, purpose of recount text is to describe past experiences by retelling events that occurred.

1) Generic Structure of Recount Text

a) Orientation: Introducing the participants, place and time.

The primary characters and perhaps a few supporting ones are introduced. There are typically some cues as to where or when the action takes place.

b) Events: Describing series of event that happened in the past.

The researcher describes the characteristics of an event in an event. The occasions here ought to be sequenced in time request so the researcher shouldn't get going making sense of what occurred toward the start of the day.

c) Re – orientation: It is optional. Stating personal comment of the writer to the story.³² Re orientation statement is the evaluation comment, which appears sporadic through out the account of occurrences but is not required.

2) Language Features of Recount Text

a) Introducing personal participant; I, my group, etc.

b) Using chronological connection; then, first, etc.

c) Using linking verb; was, were, saw, heard, etc.

d) Using action verb; look, go, change, etc.

³¹Ahmad Alex Zakaria et al, Book: (More Than Reading Text Book, Jombang: UNWAHA Press p.11)2021

³²Ahmad Junaedi, Book: (English Module for English Learners,Bogor: Guemedia Group p.114).2021

e) Using simple past tense.³³

From the explanation above it tends to be begun that relate text manages series of occasions that retell about something occurred previously. It is required to have been educated to tenth grade students of MAN 2 kota Madiun on the grounds that it is one of the requirekents in the educational program.

3) Kinds of Recount text

Recount text has several kinds of text that can be used, such as:

a) Personal recount

Personal recout is a recount text that function to tell the author's personal experience. This indicates that the author is actively taking part in the event's activities.

b) Factual recount

Factual recount is a recount text that serves to present reports of events that actually occurred, such as reports on scientific experiments or police reports.

c) Imaginative

Imaginative is a type of recount text that serves to present an imaginative story. Then write down the events or incidents that have occurred.³⁴

b. Purpose of recount text

The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened (chronological order). Recount text are texts that recount events with the intention of either entertaining or instructing their audience.

³³Ibid

³⁴Ahmad Alex Zakaria et al,Book: (More Than Reading Textbook,Jombang: UNWAHA Press p.11).2021

4. Media

a. Definition of Media

One of the important factors in teaching learning process is media. It plays an important role in the teaching and learning process because it can be a student learning tool. The teaching and learning process' goals can be achieved by students with the help of media.

Anything used to transmit a message from the sender to the recipient is a form media, and it can pique students' interest and provoke their thoughts in order to help them learn.³⁵

Based on the definition above, it can be concluded that media is a technology or tool used to send some information from sender to receiver. Related to the teaching learning, media are tools which have important functions to support teaching – learning process in the classrooms and they help the teachers transfer the knowledge to the students.

b. Kinds of Media

According to Susanti and Affrida Zulfiana several media groupings are divided into the following groups:

1) Visual media

Visual media is a tool or learning resource which contains messages, information, especially subject matter that is presented in an interesting and creative way that is applied using the sense of sight.

³⁵Asnawir and M. Basyiruddin Usman, "Media Pembelajaran".2002

2) Audio Media

Audio media or listening media is a type of learning resources that contain messages or subject matter that are presented in an interesting and creative way and are applied using only the sense of hearing.

3) Audio – Visual Media

Audio – Visual media is a type of learning media or learning resources that contain messages or subject matter that are made in an interesting and creative way by using the senses of hearing and sight.³⁶

c. Advantages of Media

1) Social Media as Communication Channels

Studies have shown that the successful running of any learning experience depends on many things, one of which being effective communication between teachers and their students.

2) Social Media as Engagement Tools

Social media tools are also effective ways to increase students' engagement. As the social features of social media resources have interested the attention of many people on the world.

3) Social Media as Collaborative Platforms

Another vital advantages of social media is collaboration. Collaboration means working together jointly, intellectually, and socially to achieve common goals.³⁷

d. Disadvantages of Media

1) The action factor, Unless the use for sites that are not age appropriate.

2) Distractions

3) The risk of cyber bullying

4) Limiting face to communication.

³⁶Susanti and Afrida Zulfiana, "ICT Pembelajaran Jenis – Jenis Media dalam Pembelajaran".2017

³⁷Rdouan Faizi, "Exploring the Potential Benefits of Using Social Media in Education". Ijep. Vol. 3 2013

5.Instagram

a. Definition Instagram

The instagram post is one benefit of Instagram which teachers may use for stimulating students to post and to share interesting photos or videos about their learning activities.³⁸



Figures 2.1 Instagram Application

b. Supporting Features of Instagram

The features of Instagram such as :

- 1) Homepage : The main page displaying the timeline of recent photos of fellows users that have been followed.
- 2) Comment : As a social networking service, a comment feature is required. Every post in Instagram can be commented by text or by emoticons.
- 3) Explore : The display of the most liked photos, similar with the trending topics in twitter.
- 4) News Feed : This feature display notifications of various activities performed by Instagram user. News feed have to type of tabs namely “following” and “you”.
- 5) Follow : Menu ‘find friends’ in the ‘settings’ page provides several alternative search channels. There are five channels provided : from my contact, Facebook friends, Twitter friends, search names, and user names and

³⁸Yahya Ramadoni, “The Effect of Using Instagram on Eleventh Grade Students Speaking Skill”Journal Retain, Volume 7, Nomor 1, 2019,p. 124

suggested friends. Follow the names you selected. All five can be used to improve search results.

- 6) Sharing: Instagram gives users the ease to share their photos to other popular social networks. Currently there are five social networks that are supported i.e tweeter, facebook, flickr, tumblr and foursquare.
- 7) Filter : Instagram provides multiple filter that allows users to enhance photos.
- 8) Hashtag : A label (tag) is a word prefixed with a symbol marked by (#). It makes it eaasy for users to find photos in Instagram with certain labels.
- 9) Location : All smart phones are now equipped with geotagging features. Instagram maximizes this technology by providing location features. So each photo with the uploaded geotag feature will show the location where it was captured.
- 10) Like : You give 'like' in the photos in timeline. The 'like' sign indicates how popular the photo.
- 11) Mention : Mentions can be applied both in caption and comments.
- 12) Insta Story : It's report to friends, and a statemen of someone's style.³⁹

Based on the features of Instagram, the media that can be used in the teaching and learning process is sharing. In this research, the researcher will use photos and videos to post on Instagram according to the student's photo and video descriptions. With Instagram students are more interested in writing than writing on paper. Good writing allows you to express what's in your head so that others can understand.⁴⁰

c. Instagram as a teaching tool

Instagram is a kind of application of various photo and video that make the user possible to take photo, video, apply digital filter, and share it

³⁹F Handayani et al, Book: (WOMELA-GG 2019, Medan p.247-248).2019

⁴⁰Mignon Fogarty, Book: (the Ultimate Writing Guide for Students, New York p.1).2011

to many kinds of social networking service including the own of Instagram itself. Instagram is one kind of media which can be used in teaching learning process. It is completed with many features. User can write notes, post comments, chat with direct message, upload photo, download, and share video to all Instagram users. Nowadays, it is a popular social networking site which most of people familiar with it.

Using picture on Instagram is one of way that can help the teachers to explain language and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

d. Advantages of Instagram

Students may be more engaged in instagram interaction if it gives them the freedom to express themselves. There are several features that allow students to upload photos, videos and communicate via the available comment fields. The photo sharing features is the most popular part. Students can take pictures with their cellphone camera that share them with other friends right away.

The feature in Instagram make it easier for students to remember where, with, whom and when the photo was taken because on Instagram there is location, date and take someone. In addition, social features also strongly support users to socialize. By following another account, each

upload will appear automatically on their main page. These other friends are able to feed back on the upload.

Based on the definition above, it can be concluding that there are many benefits that can be learned through Instagram. Students can express their interest on Instagram using features that can be reminiscent of writing their description on their profile etc.

B. Previous Similarities and Differences study

To improve the conduct of this research's procedure and outcomes in order to reinforce the uniqueness of this research, the researcher afterwards completes it using pertinent prior research studies. They include the following :

Tsania Fitra Maulidia (2019) had conducted the research about "*The Effectiveness of Instagram in Improving Writing Recount Text*", this research concluded that the student's writing recount text ability after being taught using Instagram application is higher than to skills before being taught using Instagram application.⁴¹ Based on findings of observations, it proved by the result of the Paired Sample T-test showed that Sign. (2-tailed) was less than 0.05 ($0.000 < 0.05$). Based on the result of T-test, it means that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. As the result, the treatment using Instagram application as teaching media could be called successful. Similarities and differences between the research conducted by Tsania Fitra Maulidia and the research conducted by the author is Research subject. Research by Tsania Fitra Maulida conducted second grade at MTSN 5 Kediri, whereas the research by the author conducted tenth grade at MAN 2 kota Madiun.

⁴¹Tsania Fitra Maulidia, Skripsi: "*The Effectiveness of Instagram in Improving The Second Graders' Writing Recount Text at Mtsn 5 Kediri*", UIN Malik Ibrahim Malang p.79.2021

Meanwhile, Transinata (2019) who conducted the research about *“The Using Photo-Based Media on Instagram Social Media can improve students’ English writing skills and the effect to use English”*. In this case, researcher used photo on Instagram in term of effective teaching and learning process. The success of photo-based media usage on Instagram can be seen from the quality improvement of the learning process in writing. Overall the use of photo-based media on social media Instagram can improve English writing skills and also increase their motivation in using English. This can be seen from the average score of the English writing test from the pre-action stage until the end of the second cycle which has improved quite well.

. The description above can be concluded similar and difference between Transinata and researcher. Research by Transinata and Devy Angga Gunantar conducted class VIII at SMPN 3 Mranggen, whereas the research by the author conducted tenth grade at MAN 2 kota Madiun.

Thus, MutiaraSafira (2021) who conducted the research about” The Influence of Using Instagram toward Students’ Writing Ability in Descriptive Text discovered that there is an influence of using instagram towards students’ writing ability in descriptive text at the second semester”. Instagram is considered as an appropriate tool to teach of descriptive text because it is supposed that it can make students more enthusiastic and more motivated in writing descriptive text. In addition, in using instagram itself, the teacher has to be creative. This finding is in accordance with the author who conducts the research in writing recount text through instagram. Research by Mutiara Safira conducted class X at SMK Trisakti Jaya Bandar Lampung, whereas the research by the author conducted tenth grade at MAN 2 kota Madiun.

On the other hand, RisaAprilia (2022) who conducted the research of “The Effect of Instagram on Students’ Writing Skill in Recount Text” discovered that there is significant

difference between the students taught writing recount text using Instagram than those taught without using Instagram. This can be seen in the increase in the average score of the English writing test from the pre-action stage to the end of Post Test. The control Group's mean score was 62.300 and the Experimental Group's 70.771, and with a significant value is 0.00 which is over 0.05 it can be said that there researcher can decide to accept H_a that states there is significant difference between the student taught writing recount text using Instagram.

Students are encouraged to make the most of Instagram by including it as a learning medium in the English teaching and learning process. This research shows that instagram is the media of teaching while the author uses instagram is the media to tell historical events. The stories of historical events are shared on instagram. Research by Mutiara Safira conducted class X at SMA 3 Bangkalan, whereas the research by the author conducted tenth grade at MAN 2 kota Madiun.

C. Conceptual Framework

Based on the theoretical basis above, the following framework is proposed:

1. Through Instagram students are easier to apply writing especially writing recount text.
2. Writing skills are an important part of communication, good writing skill will ease to deliver our messege with clarity.

D. Hypothesis

Hypothesis is temporary assumption of the researcher based on the phenomenon that is happening related to the research. In this research, there are two kinds of hypothesis formulated, there are Null Hypothesis (H_0) and the alternative Hypothesis (H_a). Based on the theories described in the previous sub-chapter above, the following theoretical hypothesis can be proposed:

1. The null hypothesis (H_0):

There is no significant difference between students who are taught by using Instagram and who are not taught by using Instagram in writing recount text.

2. Alternative hypothesis (H_a):

There is significant difference between students who are taught by using Instagram and who are not taught by using Instagram in writing recount text.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a type of classroom action research, purposive sampling is a technique is a technique of determining the sample with certain consideration. CAR which means research in the form of action. The aim of action research, as opposed to much traditional or fundamental research, is to solve the immediate and pressing day to day problems of practitioners. According Elliot has defined action research as the study of a social situation with a view to improving the quality of action within it.⁴² What makes classroom action research distinctive are the following :

1. Action research is necessary for the open adoption of efficient pedagogical competitiveness.
2. Teacher use action research in the field of education to build and alter their educational ideas by acting as a research component based on teachers' own language.
3. Action research can examine educators' unfulfilled selves more deeply by examining their own work.
4. Action research helps educators become aware of social and systemic variables by including reflection into its processes.
5. Action research demands that the researcher build and apply their knowledge, which included careful consideration of both theory and practice.

For example, will conduct research on the quality of education, then the sample data source is schoolteachers. Previous research in this area has been

⁴² James McKernan, "Curriculum Action Research" .Routledge. 2006

extensively studied. For guidance in completing this investigation, the researcher seeks some. The source of data used in the study is Instagram.

The researcher applied class action research. The data was needed to reply how istheeffectivenessof Instagraminimprovingwritingrecounttext.In thisresearch,researcherfocusmainlyinimprovingtengradewritingrecounttextthrou ghInstagram.

TheOneGroupPreTest–PosttestDesign

Table 3.1 An illustration of a pre test and post test design for one group

Pre test	Treatment	Post test
Y1 (DV)	X (IV)	Y2 (DV)

Information:

X : Independent Variable (Instagram)

Y1 : Dependent Variable (Students achievement before learning strategy through Instagram)

Y2 : Dependent variable (Students achievement after learning strategy through Instagram)

If the outcomes are as expected and meet the established success criteria, if the study has not yielded the expected findings after considering those factors, it may be discontinued before moving on to the next cycle.

B. Research Setting and Subject

1. Resesarch Setting

This research was carried out at Man 2 Kota Madiun which is located on Jl. Sumber Karya No. 5, Mojorejo, Taman districts, Madiun city. The researcher chose a place at MAN 2 Kota Madiun with several considerations, one of which was that MAN 2 Kota Madiun was one of the state high schools whose educational institutions had

good habits and also good interaction with fellow school residents. Strategic location, safe and have adequate facilities.

2. Research Time

Research time is the time used during a study, this research has been conducted on 1 month. At the first meeting, the researcher administered the pre – test and gave an overview of the research to students. second meeting, the researcher provides knowledge about recount text. Third meeting, the researcher conducted post test cycle 1. Fourth meeting, the researcher give learning strategy through Instagram. And last meeting, conducted post test and interview.

3. Research Subject

In this CAR study, the research subjects were students of class X MIPA 2 for learning to write recount text through Instagram. This class has 34 students, which are boys and girls. Boys has 13 students and Girls has 21 students.

C. Data and Data Source

The sources of data for CAR research can come from many sources including observation, interviews and test. Using primary data that have been gathered specifically for the current study challenge and using techniques appropriate to that problem.⁴³ In this research, the primary data could be got by interviewing some student ten grade and English teachers of MAN 2 Kota Madiun

Wellspring of information is the informant which can give data about the research information. The secondary data could be got by school data archives. School data archives include the number of tenth grade students and the number of English teachers at Man 2 kota Madiun.

⁴³Joop.Jhox&Hennie R.Boeije,*Data Collection, Primary vs Secondary, Encyclopedia of social Measurement*, Vol.1,2005

D. Techniques of Data Collection

Data collection techniques are the most strategic first step in research because the main purpose of research is to obtain data. Without knowing the techniques of data collection researchers will not get data that meets the established data standards.

1. Qualitative

a. Observation of student activeness

Observation is mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as it really happened occur rather than as we think they occur.⁴⁴Students from x MIPA 2 at MAN 2 kota Madiun participated in the research by being observed. Data was gathered to find out how engaged students were in the learning process and to determine whether or not the lesson plan was adequately implemented in the classroom.

b. Interview

The purpose of the interview in this research is to gather information on the students' attitudes, opinions and experiences with producing recount texts. This Interview was used by researchers to gather data in the form of applying the teaching writing mode to english subjects as an effort to improve writing skills in class x MIPA 2 at MAN 2 kota Madiun.

c. Field note

Field note is documented of all action during research. Field note were used regarding observation, interviews and teaching process. It is very practical to follow the development of research and ideas.

⁴⁴Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York : Cambridge Press,1999) p.80

2. Quantitative

Test results will be utilized as the quantitative data in the study. The test is used to assess students' scores before and after the CAR research cycle. Pre test and post test are the types of tests.

E. Research Instrument

Research instrument refers to materials or tools that can be used to collect data needed in CAR. The following is the research instrument that is needed in this research.

1. Observation

In conducting observations the researchers tried to get as much information as possible from the teacher about the condition of the students and designed a student observation sheet which included student activity, student interest in writing classes, and student attention.

Student Component

Table 3.2 Observation sheets

No	Observed thing	Score			
		1	2	3	4
	Siswa				
1	Students' interest in taking writing classes: a. Student attendance. b. Come class on time. c. Curiosity writing recount text.				
2	Student activity a. Active students answer the question. b. Student actively express ideas. c. Active students ask.				

3	Student attention:				
	a. Focus on material				
	b. Enthusiastic				
	c. Pay attention				

Description:

4 : Very Good

3 : Good

2 : Bad

1 : Very Bad

2. Test

Test is a research instrument that is used as a benchmark for students' ability to achieve competence. The researcher prepared two tests consisting of a pre – test and post – test.

a) PRE--TEST

**Worksheet
Let's Write a Recout Text**

1. Please write a factual recount about "*The Proclamation of Independence*".
2. Work within the generic structure.
3. Your test given 90 minutes.
4. Use your phone for google Translate.

b) POST—TEST

Worksheet
Let's Write a Recount Text

1. Please write a factual recount about “*COVID 19*”.
2. Work within the generic structure.
3. Your test given 90 minutes.
4. Please upload your work on Instagram.

c) Assesment

The researcher have the scoring test, includes: Content, Organization, Vocabulary, Language use, Mechanics.

1) Content

To effectively convey a message and provide the reader with information, writing must have clear content.

2) Generic Structure

The writer's arrangement and structure of the writing's thoughts or material is referred to as organization in writing related contexts.

3) Language use

In writing, grammar and language use become essential component. It is used in writing descriptions and other forms of writing that involve correct language and point of grammar.

4) Vocabulary

Vocabulary is a component of sentence, whether it be a word or a phrase.

5) Mechanics

Mechanics in writing also has other crucial components. Punctuation, capitalization, and spelling are all required. If an article is written with proper and decent mechanics, readers will have no trouble understanding its intended meaning.

No	Aspect	Criteria	Score
1.	Content	<ul style="list-style-type: none"> • The description of the historical events are fascinating. • The description of the historical events are sufficiently fascinating. • The description of the historical events are less fascinating. • The description of the historical events are described uninteresting. 	<p>5</p> <p>4</p> <p>3</p> <p>2</p>
2.	Generic Structure	<ul style="list-style-type: none"> • Accommodating all components of the generic structure for recount text and well described. • Accommodating all components of the generic structure for recount text and properly documented. • Accommodating all components of the generic structure for recount text and well described enough. 	<p>5</p> <p>4</p>

No	Aspect	Criteria	Score
		<ul style="list-style-type: none"> • Accommodating all components of the generic structure for recount text and badly documented. 	3
3.	Vocabulary	<ul style="list-style-type: none"> • The words chosen are employed in a very effective. • The words chosen are employed effective. • The words choiced are employed less effective. • The words chosen are employed not effective. 	5 4 3 2
4.	Language Use	<ul style="list-style-type: none"> • Use language feature of recount text very appropriately. • Use language feature of recount text appropriately. • Use language feature of recount text less appropriately. • Use language feature of recount text not appropriately. 	5 4 3

No	Aspect	Criteria	Score
			2
5.	Mechanics	<ul style="list-style-type: none"> • Very good in spelling, punctuation, capitalization, paragraphing. • Average in spelling, punctuation, capitalization, paragraphing. • Fair in spelling, punctuation, capitalization, paragraphing. • Poor in spelling, punctuation, capitalization, paragraphing. 	5 4 3 2

3. Field note sheets

Field note is the record of all activity during research. Field note were used regarding observation, interviews and teaching process.

F. Data Analysis and Indicator of Success

1. Data Analysis

The analysis was conducted to determine the success or failure of implementing learning strategies in research. This can be seen from the percentage of students in X MIPA 2 at MAN 2 kota Madiun. Data obtained from field were then analyzed using qualitative and quantitative data techniques.

a. Qualitative Analysis

Qualitative data approaches are used both during field data collecting and after the data has been fully gathered. Data reduction, data display and conclusion are all parts of data collecting process flow.

b. Quantitative Analysis

Using descriptive comparative statistics to interpret the results.

As for the quantitative data in this study comes from the test each cycle.

1) Questionnaire

$$N = \frac{\text{Student acquisition score}}{\text{Maximum score}} \times 100$$

2) Test

$$\bar{x} = \sum \frac{x_i}{n}$$

Description

\bar{x} : The mean students' score

$\sum x_i$: Total score of students

n : the member of students

This classroom action research is to be successful if in each cycle of learning activities there is a significant change obtained by increasing student learning outcomes. This indicator is characterized by an increase in the learning outcomes of students who achieve a score of minimal score ≥ 75 reaching 75% of the total students.

2. Indicator of Success

In the context of classroom action research, an indicator of success is a specific indication that serves as a benchmark or reference for success at a given stage. This classroom action research is to be successful if in each cycle of learning activities there is a significant change obtained by increasing student learning outcomes.

G. Research Procedures

Research procedures, which describes the steps that the researcher will use to determine the answers to his research questions. This research was referred to the Spiral Model Kemmis & Mc Taggart, where there are four important stages in classroom action research, namely (1) planning, (2) actions, (3) Observation, and (4) reflection, resulting in cycles as shown in Figure 1.⁴⁵

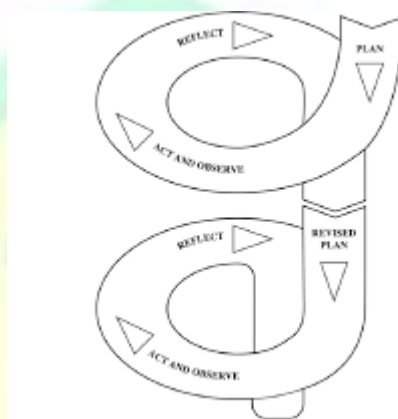


Figure 3.1 Spiral Model

As for the explanation of the stages as follows:

1) Planning

Planning is develop a critical plan of action in order to improve what has already happened. In this phase, the problem or issue and develop a plan of action in order to bring an improvement in a spesific area of the research context.⁴⁶

After previously making observations, the researcher found a problem that students' learning oucomes in writing were still low, then the researchers and supporting teachers agreed to make improvements to student learning outcomes.

2) Acting

⁴⁵W. Sumarni et al, "Project Based Learning to Improve Psychomotoric Skills: Class Action Research", JPHI Vol 5, Nomor 2, 2016, p. 158

⁴⁶Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practioners*, ESL & Applied Linguistics Professional Series (New york: Routledge,2010), p.8

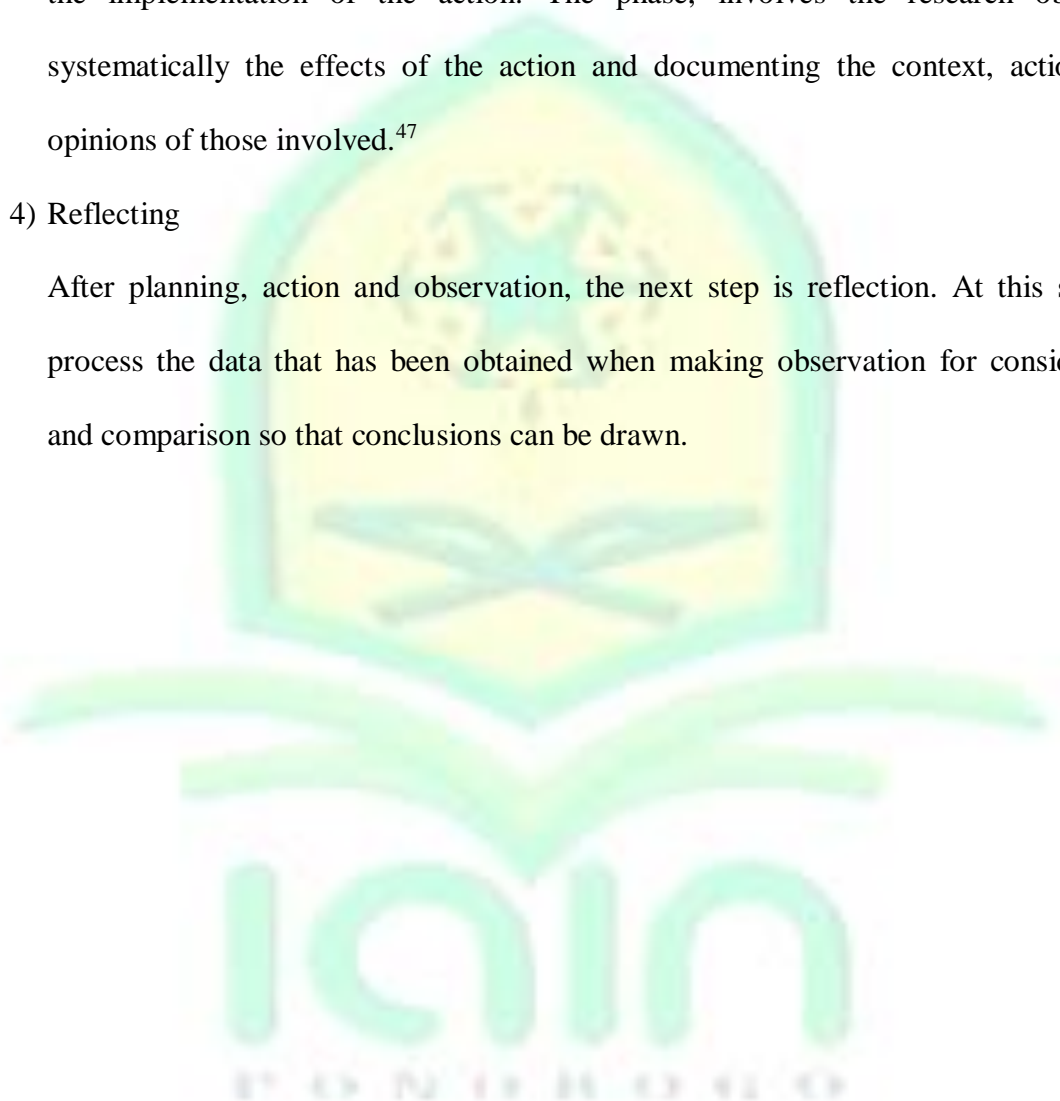
Acting is the implementation of all the plans that have been made. The role of the researcher in implementing the action is to be involved in the learning process that has been planned, namely according to the issues raised.

3) Observing

Observation activities or can be called observing are carried out simultaneously with the implementation of the action. The phase, involves the research observing systematically the effects of the action and documenting the context, actions and opinions of those involved.⁴⁷

4) Reflecting

After planning, action and observation, the next step is reflection. At this stage to process the data that has been obtained when making observation for consideration and comparison so that conclusions can be drawn.



⁴⁷Ibid

CHAPTER IV

RESEARCH RESULT

In this chapter discusses how Instagram media can be used to improve students' writing skills and aspects of using Instagram media that are important in order to improve students' writing skills.

A. General Description of Research Setting.

1. Objectives of MAN 2 Kota Madiun

MAN 2 Kota Madiun is located on Jl. Sumber Karya No. 5, Mojerejo, Taman District, Madiun city. Many parents choose to send their children to quality schools and don't need to spend a lot of money. Researchers conducted action research carried out in two stages: pre-research and implementation of action research. In this study, using Instagram media to improve speaking skills was carried out in two cycles. The first cycle consists of action plans, action implementation, action observation, and action reflection. In the second cycle, the steps consist of improving plans, implementing actions, observing actions and reflecting on actions as the final reflection.

2. Vision and Mission of MAN 2 Kota Madiun

a. Vision:

“The realization of student beings with noble character, skilled, achievers and environmental culture.”

b. Mission:

- 1) Increase the faith and piety of all citizens of MAN 2 kota Madiun.
- 2) Carry out learning and self development actively and efficiently to create excellence in the fields of science, english, ICT, IPTEK, sports and art.

- 3) Mastering updated ICT in madrasah learning and administration.
- 4) Instill the noble values of the nation by applying them to madrasah environment, family, and community through strengthening scheduled character education at madrasah.
- 5) Creating a good culture for the implementation of the main tasks and functions of each component of Man 2 kota Madiun.
- 6) Providing students with as wide an opportunity as possible to increase their potential and talents as much as possible through intra and extra curricular activities.
- 7) Creating and implementing environmentally friendly policies.

Table 4.1 Schedule Implementation research

Description	Implementation
Cycle 1 : Pre Test 1 (first meeting)	27 February 2023
Cycle 1 : Learning process(second meeting)	4 March 2023
Cycle 1 : Post test 1 (third meeting)	6 March 2023
Cycle 2 : Learning process (fourth meeting)	11 March 2023
Cycle 2 : Post Test 2 (fifth meeting)	13 March 2023

B. Data Exposure

1. Data Exposure of Pre-research

In the pre-research consist data from the researcher activities that are done before the main research begin. In the first stage the researcher doing preliminary study at MAN 2 Kota Madiun to find out the students' problem when study English especially in the writing skills. An interview with an English teacher

served as the basis for the preliminary analysis and well observation why the student feel bored and not enthusiastic in the English lesson which is focused in the writing skill. After the researcher find out the problem, the next stage the researcher doing arrangement of teaching module that suitable of the students' problem.

Teaching module is the other name of lesson plan. MAN 2 Kota Madiun used *kurikulummerdeka*. The researcher arranged the teaching module based on the problem that is found by researcher in this phase. The teaching module is validated by the expert of the *kurikulummerdeka* that is Dr. Basuki, M.Ag.

On Monday, January 30th 2023the researcher brought the permission letter to ask the permission to the headmaster of MAN 2 Kota Madiun to conduct a research based on the problem. The researcher also took data from the school that is the profile of the school and document of the English teacher that related of the research the example is english test score. The score used to determine and also choose the class that has the lowest proficiency in the English especially in the writing. The lowest class will be chosen by the researcher to conduct the research.

2. The Data Exposure of Research

Data exposure explains the findingdata in the each cycles. In this research consist of two cycle and in the each cycle has four steps that is planning, actions, observation, reflection. The elaboration of cycle can be seen as follow.

a. Data Exposure of cycle 1

1) Planning

In accordance with pre-research, the researcher has found the problem which is be a reason why the students feel bored and not enthusiastic during the lesson. The first activity, the researcher need a plan that compatible with that problem to enhance the writing skill of the

student of MAN 2 Kota Madiun. Then, the researcher arranged the teaching module (lesson plan) see in the appendix (appendix 1). The following is the description.

- a) Choose the aid teaching that is instagram.
- b) Make a teaching module that appropriate to enhance the writing skill.
- c) Make an example as teaching material when teaching in the class.
- d) Make a research instrument as a tool of assessment that is observation sheet, field note sheet and test.

2) Actions

The actions activity conducted on February, 27th 2023 the actions activity consist of three meetings. The first meeting, the researcher carried out the pre-test to find out the writing skills before the teaching media is used (see field note appendix 2). The following table is the result of pre-test in the cycle 1.

Table 4.2 The Result of Pre-test Cycle 1

No	Name	Aspect					SCORE	TOTAL	Description
		C	O	V	LU	M			
1	Aditya N	2	2	2	2	2	10	40	Not Achieved
2	Afta R	3	2	3	2	2	12	48	Not Achieved
3	Agustya D	3	2	3	3	2	13	52	Not Achieved
4	Alnoer R	2	2	3	2	2	11	44	Not Achieved
5	Amalia S	4	2	3	3	3	15	60	Not Achieved
6	Ar-Rafi	2	2	2	2	2	10	40	Not Achieved
7	Azzalya R	2	2	2	2	2	10	40	Not Achieved
8	Berliana A	3	3	3	3	3	15	60	Not Achieved
9	Bilqis E	4	4	3	3	2	16	64	Not Achieved
10	Dhilan R	2	2	3	3	2	12	48	Not Achieved
11	Elfa T	3	3	3	2	3	14	56	Not Achieved
12	Fahmi R	2	2	3	2	2	11	44	Not Achieved
13	Fiantika N	3	4	3	3	3	16	64	Not Achieved
14	I Gusti P	2	2	2	2	2	10	40	Not Achieved
15	Ma'rifatul H	2	2	2	2	2	10	40	Not Achieved
16	Marisya Z	3	2	3	3	2	13	52	Not Achieved
17	Muchammad R	3	2	3	3	2	13	52	Not Achieved
18	Mufidah H	3	3	3	2	2	13	52	Not Achieved

No	Name	Aspect					SCORE	TOTAL	Description
		C	O	V	LU	M			
19	M Bahij	2	2	2	2	2	10	40	Not Achieved
20	M Raffly	2	3	3	3	2	13	52	Not Achieved
21	M Rizqi	2	3	3	3	2	13	52	Not Achieved
22	Nabylan L	3	3	3	2	2	13	52	Not Achieved
23	Naila F	3	2	3	3	3	14	56	Not Achieved
24	Natasha D	3	3	3	2	3	14	56	Not Achieved
25	Natasya N	2	2	3	2	2	11	44	Not Achieved
26	Nindy R	2	2	2	2	2	10	40	Not Achieved
27	Nurul A	4	3	3	3	2	15	60	Not Achieved
28	ReyhanEzhar	3	3	2	2	2	12	48	Not Achieved
29	Riska R	3	3	4	3	3	16	64	Not Achieved
30	Salwa Z	4	3	3	2	2	14	56	Not Achieved
31	Selvia D	3	2	3	3	2	13	52	Not Achieved
32	Syafi' A	3	3	4	3	3	16	64	Not Achieved
33	Tahta A	3	3	4	3	3	16	64	Not Achieved
34	Zakiyyah D	3	3	3	2	2	13	52	Not Achieved
Average								51,42	

The table above showed that there is no the student who got score up to 75. It means that, the writing skill of the student MAN 2 Kota Madiun has low score than the KKM of the school that is 75. The average score of the class only 51,42. It can be concluded that researcher have to conduct the appropriate strategies used teaching aid to enhance the writing skills of the students. To make easier for researcher to measure how many percent that is need to enhance the score in order to reach the indicator of success that is 75%, the researcher converted into percentage. The description as follow.

Table 4.3 Percentage Result of Pre-test Cycle 1

	Achieved	Not Achieved	Total
F	0	34	34
Percentage	0%	100%	100%

Accordance with the percentage above, the researcher need to enhance students writing skill up to 100% to reach the KKM of the school. After

the researcher measure the ability of the student, then the researcher did an improvement in the case of teaching aid or teaching media in the class. On the second meeting in date of March 4th 2023. The researcher did a teaching process used instagram that consist of three steps that is pre-activity, main activity, post-activity.

a) Pre-activity

The first activity that was begun by researcher is saying *salam*(regards) and pray to open the teaching class. After that, the researcher checking the absent of the class and also delivered the goals of the learning and concept map related to the materials that will be learnt. Before the main activity conducted, the researcher give a simple diagnostic assessment to the students in order to observe and comprehend the sentences in the warming-up.

b) Main Activity

In the main activity, the researcher began by divided class into 5 group. In each group consist of 6 – 7 students. In each group, the student will read the narrative text first before to arrange the narrative text based on the generic structure. Thus, the students will enhance their knowledge and information about the generic structure and language features of narrative text. In the group, the student will analyze and identify the information from the recount text. After that, the students will find the value from the story of recount text this activity. After all of the students have done the activity in the group, the result of each group will be elaborated in front of class and the students can response the narrative text from the other group. The researcher also doing formative assessment when the student

comprehend, identify, analyze, and enhance the information about recount text.

c) Post Activity

In the post activity, the researcher give the students chance to ask about things that make them still confuse. The student also reviewed the obstacles in analyze the narrative text during lesson by deliver it to the researcher. The researcher deliver the lesson materials for the next meetings.

The third meeting in the cycle 1 was held on March 6th 2023, the researcher did a post test to measure the improvement after treatment used instagram as teaching media/ teaching aid. The following is the result.

Table. 4.4 The Result of Post Test in Cycle 1

No	Name	ASPECT					SCORE	TOTAL	Description
		C	O	V	LU	M			
1	Aditya N	4	3	4	3	3	17	68	Not Achieved
2	Afta R	4	5	5	4	4	22	88	Achieved
3	Agustya D	5	4	3	4	4	20	80	Achieved
4	Alnoer R	4	4	5	5	3	21	84	Achieved
5	Amalia S	5	4	5	5	4	23	92	Achieved
6	Ar-Rafi	3	4	3	4	4	18	72	Not Achieved
7	Azzalya R	4	3	3	3	3	16	64	Not Achieved
8	Berliana A	3	3	3	3	3	15	60	Not Achieved
9	Bilqis E	5	5	5	4	4	23	92	Achieved
10	Dhilan R	4	3	3	4	3	17	68	Not Achieved
11	Elfa T	4	4	4	3	4	19	76	Achieved
12	Fahmi R	5	4	4	4	3	20	80	Achieved
13	Fiantika N	5	5	4	4	5	23	92	Achieved
14	I Gusti P	4	3	4	4	3	18	72	Not Achieved
15	Ma'rifatul H	5	3	5	5	4	22	88	Achieved
16	Marisya Z	5	4	5	5	4	23	92	Achieved
17	Muchammad R	4	3	4	4	3	18	72	Not Achieved
18	Mufidah H	5	5	4	4	3	21	84	Achieved
19	M Bahij	4	4	4	3	2	17	68	Not Achieved
20	M Raffly	5	3	3	3	3	17	68	Not Achieved
21	M Rizqi	5	4	3	3	3	18	72	Not Achieved
22	Nabylan L	5	4	5	5	4	23	92	Achieved
23	Naila F	5	4	5	4	4	22	88	Achieved

No	Name	ASPECT					SCORE	TOTAL	Description
		C	O	V	LU	M			
24	Natasha D	4	4	5	5	4	22	88	Achieved
25	Natasya N	4	4	4	3	3	18	72	Not Achieved
26	Nindy R	4	3	3	3	2	15	60	Not Achieved
27	Nurul A	5	4	5	4	3	21	84	Achieved
28	ReyhanEzhar	4	4	5	5	4	22	88	Achieved
29	Riska R	5	5	4	4	4	22	88	Achieved
30	Salwa Z	5	4	3	3	3	18	72	Not Achieved
31	Selvia D	5	4	3	3	4	19	76	Achieved
32	Syafi' A	4	4	5	4	3	20	80	Achieved
33	Tahta A	5	4	4	4	4	21	84	Achieved
34	Zakiyyah D	5	5	5	5	3	23	92	Achieved
Average								79,29	

The result above showed, it can be observed that the result of post-test has increased significantly. The student who reached the KKM is 21 students and the student who did not reach the KKM is 13 students. The average score also increased, in the pre-test average score is only 51,42 and then in the post test the average score of the students increased that is 79,29. It means that, more than a half of the population in the class has reached the KKM of the school. To make it easier, the researcher converted that result into percentage. The following is the details.

Table 4.5 Percentage Result of post-test in the cycle 1

	Achieved	Not Achieved	Total
F	21	13	34
Percentage	62%	38%	100%

Based on the table above, the percentage showed that it is still lower than indicator of success that is 75% from the student of that class reach the KKM. The researcher have to improve 13% again to reach the indicator of success. Because of the result did not meet the indicator of success, the researcher have to continue to the next cycle in order to achieve the target.

3) Observation

The observation phase was conducted while the researcher did a learning process. In this research, only used students' observation sheet. There are three kind of aspects that are student interest in taking writing classes, student activity, student attention. The sum up of the result is in the table below. The further detail about observation sheet can be seen in the appendix (see appendix 3).

Table 4.6 The Result of Observation Sheet

No	Observed Thing	Score	Max Score	Percentage
1	Students' Interest in Taking Writing Classes	11	12	92%
2	Student Activity	12	12	100%
3	Student Attention	12	12	100%
Total		35	36	97%

From the result above, in the aspect of students' interest in taking writing classes is 92% consist of the three kind things that is student attendance, come class on time, curiosity writing recount text. Meanwhile, in the aspect of student activity is 100% that consist of three kind things that observed that is active students answer in the question, students actively express ideas, active students ask. In the last aspect is student attention, the result of observation sheet in that aspect is 100% which is consist of three kind things that is focus on material, enthusiastic, pay attention. The total accumulation of the percentage of the all aspect is 97%.

4) Reflection

In this phase the researcher did a reflection to throwback during learning. The researcher did an evaluation to consider whether the researcher need to carry out the next cycle. The research instrument that is test and observation seen will be evaluated in this phase by the researcher.

The result of the pre – test, post – test, observation sheet for cycle 1 are detailed below. In the pre-test, the student who reached the KKM of the school is 0%. It means, there is no student who reached the KKM of the school in that class. Then, the researcher used instagram to stimulate the students' idea in the writing skill and did a post-test. The post-test showed that only 62% of the students reached the KKM of the school. It means in the post test cycle 1, the students achievement has not reached the indicator of success that is 75%. On the observation sheet in the cycle 1. The total accumulation of the all aspect is 97%. It means, the student is active in the class.

Based on the result of cycle 1, the researcher considered to carry out the next cycle to reach the indicator of success which has been set. The researcher needed to evaluate the obstacles during cycle 1. The obstacle during learning process is the students are not yet familiar with the use of teaching aids, namely instagram and the student forget the generic structure of the recount text.

In conclusion the researcher need to improve 13% in the test to reach the indicator of success.

b. Data Exposure of cycle 2

1) Planning

Based on the result of cycle 1, the researcher has to carry out the cycle 2 to achieve the indicator of success because some of the student are not yet familiar with the teaching aids, namely instagram, then the researcher prepare the references and the materials in the instagram to facilitate the student in the learning process. The second obstacle is the

student forget about the generic structure of recount text, so the researcher should explain in detail. The activity in this step, consist of:

- a) Preparing for teaching module based on the instagram.
- b) Searching for the references and the materials in the instagram as teaching aid.
- c) Preparing for hand out about generic structure of recount text.
- d) Preparing for the instrument

2) Actions

In the fourth meeting, On March 11th2023, the researcher carried out cycle to the first activity is the learning process. In this meeting consist of three activity. The elaboration as follow.

a) Pre-activity

Before the researcher went to the main activity, the researcher opened the class by saying salam (regards). And then, asked to the chief of class to lead to pray before learning. After that, the researcher delivered the goals of learning and map concept that related to the materials. The diagnostic assessment also was given by researcher in this activity. The student observed the picture and comprehended the sentences in the warming-up and answered the questions.

b) Main-activity

As which was did in the cycle 1, the researcher also divided class into each group. In the each group, the researcher gave the handout about generic structure and then explained it in front of class. The student also enriched their knowledge about recount the definition, generic structure, language features of recount text. In this activity, the student identified and analyzed the recount text. After activity in the

group was done, the peer learning inter-group to response the work result in each group to discuss together. The researcher in this activity accompanied them to draw the conclusion about recount text.

c) Post-activity

In the closing activity, the students was given a chance to ask the material that is not yet understood and communicate theirs obstacles during the learning process and during analyze the recount text. The researcher sum up the material of that meeting and give a reflection. The researcher delivered the activity about the next meeting in order to the students can prepare their self to do a post-test.

The fifth meeting, On March 13th2023 the researcher carried out the post-test 2 to know the student achievement after learning process. The following table is the result of post-test-2 in the cycle 2.

Table 4.7 The Result of Post-test 2

No	Name	Aspect					Score	Total	Description
		C	O	V	LU	M			
1	Aditya N	4	3	4	5	4	20	80	Achieved
2	Afta R	4	5	5	4	4	22	88	Achieved
3	Agustya D	5	4	3	5	4	21	84	Achieved
4	Alnoer R	4	4	5	5	3	21	84	Achieved
5	Amalia S	5	4	5	5	4	23	92	Achieved
6	Ar-Rafi	3	4	5	4	4	20	80	Achieved
7	Azzalya R	4	3	5	4	3	19	76	Achieved
8	Berliana A	4	3	5	4	4	20	80	Achieved
9	Bilqis E	5	5	5	4	4	23	92	Achieved
10	Dhilan R	4	3	3	4	3	17	68	Not Achieved
11	Elfa T	4	4	4	3	4	19	76	Achieved
12	Fahmi R	5	4	4	4	3	20	80	Achieved
13	Fiantika N	5	5	4	4	5	23	92	Achieved
14	I Gusti P	4	3	5	4	5	21	84	Achieved
15	Ma'rifatul H	5	3	5	5	4	22	88	Achieved
16	Marisya Z	5	4	5	5	4	23	92	Achieved
17	Muchammad R	4	4	4	4	4	20	80	Achieved
18	Mufidah H	5	5	4	4	3	21	84	Achieved

No	Name	Aspect					Score	Total	Description
		C	O	V	LU	M			
19	M Bahij	4	4	4	3	4	19	76	Achieved
20	M Raffly	4	3	4	4	4	19	76	Achieved
21	M Rizqi	5	4	3	3	3	18	72	Not Achieved
22	Nabylan L	5	4	5	5	4	23	92	Achieved
23	Naila F	5	4	5	4	4	22	88	Achieved
24	Natasha D	4	4	5	5	4	22	88	Achieved
25	Natasya N	4	4	4	3	3	18	72	Not Achieved
26	Nindy R	4	3	5	5	4	21	84	Achieved
27	Nurul A	5	4	5	4	3	21	84	Achieved
28	ReyhanEzhar	4	4	5	5	4	22	88	Achieved
29	Riska R	5	5	4	4	4	22	88	Achieved
30	Salwa Z	5	5	4	4	4	22	88	Achieved
31	Selvia D	5	4	3	3	4	19	76	Achieved
32	Syafi' A	4	4	5	4	3	20	80	Achieved
33	Tahta A	5	4	4	4	4	21	84	Achieved
34	Zakiyyah D	5	5	5	5	3	23	92	Achieved
Average								83,18	

The result above showed that the writing skill of the student was significantly increased. The students who achieved the minimal score is 31 students and the students who got the score lower than the minimal score is only 3 students. The accumulation of the score also increased become 83,18. Then the researcher converted into percentage to easier the reader to read this data. The detail as follow.

Table 4.8 The Percentage of Post-test 2 Result

	Achieved	Not Achieved	Total
F	31	3	34
Percentage	91%	9%	100%

The percentage above showed that the students who achieved the minimal score is 91%. It means that class have reached the indicator of success. The researcher can consider that will not continue to the next

cycle about the class have reached the predetermined percentage that has been set by researcher.

3) Observation

The observation also carried out in the cycle 2 by researcher. The observation only observed the students during teaching process. The observation was held to know weather the student active in the class or not. The following is the sum up about the result of observation sheet in the cycle 2. The further detail can be seen in the appendix (appendix4)

Table. 4.9 The Result of Observation Sheet of Cycle 2.

No	Observed Thing	Score	Max Score	Percentage
1	Students' Interest in Taking Writing Classes	12	12	100%
2	Student Activity	12	12	100%
3	Student Attention	12	12	100%
Total		36	36	100%

Based on the result above, I the aspect of the students interests' in taking writing classes have a maximal score in percentage that is 100%, then in the aspect of student activity also have a percentage that is 100% and the last in the aspect of student attention got 100% too. All of aspect in the observation sheet was maximally complete. It means that, the student gave the best performance during the learning process.

4) Reflection

In this step, the researcher evaluated the teaching aid of instagram to increase the student achievement in the cycle 1 and cycle 2 through post-test and observation sheet.

The following is the elaboration of the result of post-test 2 and observation sheet. In the pre-test showed that the student who reached the minimal score was 91% it means that that class have reached the indicator of

success that is 75% of total students. In the observation sheet also have a maximal score in percentage that is 100%. In conclusion, in the cycle 2 achieved the indicator of success and the next cycle can be stopped because the researcher can prove that the instagram can enhance the student achievement in the writing skill especially in the recount text. The role of both researcher also student created conducive class during the learning. Peer learning inter-group helps the student enhance their knowledge more because they can discuss together and have similar comprehension about the recount text.

C. Discussion

The data discussion will be elaborated in the below that consist of test and observation sheet during cycle 1 and cycle 2. The description as follows.

The test result showed that the improvement of the test score from the cycle 1 to cycle 2 increased. The data test of pre-test and post-test cycle 1 can be seen in the following table.

Table 4.10The Result of Pre-test and Post-test

Description	Pre-Test 1		Post Test 1	
	F	%	F	%
Achieved	0	0%	21	62%
Not Achieved	34	100%	13	38%

The pre-test conducted before the researcher used instagram as media/teaching aids. There were no one got the score up to minimal score in the pre-test. The percentage of the students who got the score up to minimal score is 0%. After the researcher used instagram in the learning process, the score was significantly improve that is 62% but that improvement has not yet achieved the indicator of success. The researcher needed to improve that is 13% again to

reach the indicator of success. To easier to find out the improvement in the pre-test and post-test, the following graph will be showed the description.

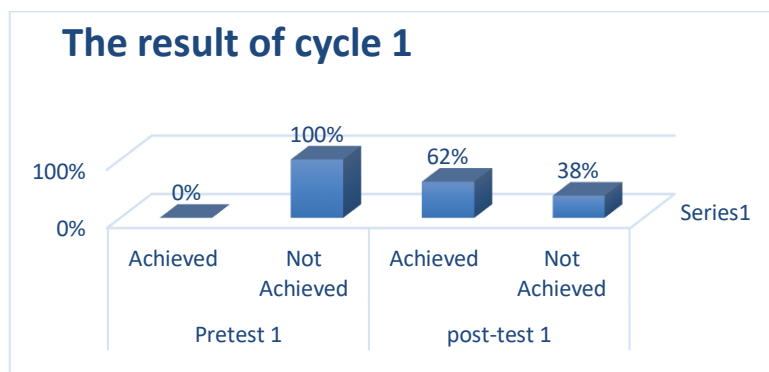


Figure 4.1 The Result of Cycle 1

The result of cycle 2 showed there is an improvement from the cycle 1 to the cycle 2. The following table is the comparison between pre-rest, post-test 1 and post-test 2.

Table 4.11 The Result of All Test

Description	Pre-Test 1		Post Test 1		Post Test 2	
	F	%	F	%	F	%
Achieved	0	0%	21	62%	31	91%
Not Achieved	34	100%	13	38%	3	9%

The researcher carried out the post-test 2 after the researcher overcame the students' problem based on the evaluation about students' obstacles during the learning process in cycle 1. In the posttest 2, there are 31 students who achieved the minimal score of the school in the percentage that is 91%. It means, the percentage improvement from the post-test 1 to post-test 2 is 29% and has reached the indicator of success that is 75% of total students. As a result, the researcher was not need to carry out the subsequent cycle as the indicator of the success. The illustration of the improvement in each test can be seen in the following graph.

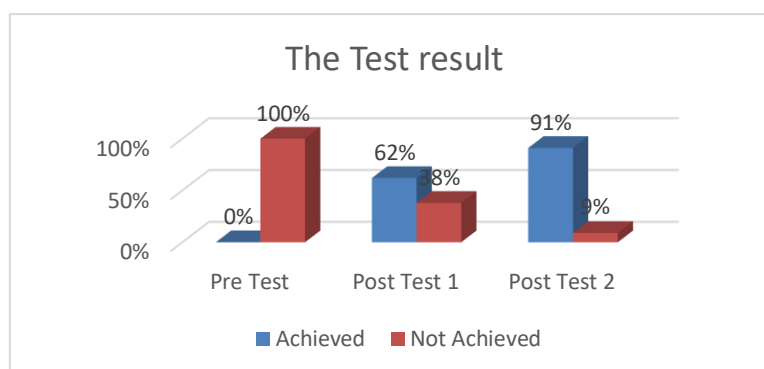


Figure 4.2. The Result of Each Cycle

Based on the data from cycle 1 to cycle 2, the researcher concluded that in the cycle 1, the students cannot achieve the indicator of success because the students did not know the generic structure of the recount text and Instagram was not yet familiar to some of the students at that class, they lack of idea that should search by their own to enrich their knowledge about the recount text through Instagram as the media/teaching aids. Then, the problem came from the vocabulary mastery, some of the student lack of English vocabulary. To overcome the short coming, the researcher prepared the references to support the learning process. The researcher also gave them handout material about the generic structure of recount text to facilitate the students during lesson. The teacher also gave them explanation to use their phones to search the generic structure also the vocabulary from Google. Google translate helps students learn English vocabularies, it can be seen from its function that can translate many languages, one of which is English.

Then, in the cycle 2, after the researcher overcame the shortcoming during cycle 1. The score result of post-test 2 achieved the indicator of success.

Meanwhile, in the result of observation sheet both in the cycle 1 to cycle can be seen in the table below.

Aspect	Cycle 1	Cycle 2
	%	%
Students' Interest in Taking Writing Classes	92%	100%
Student Activity	100%	100%
Student Attention	100%	100%
Total	97%	100%

Table 4.12 The result of observation sheet

In the result of observation sheet above, in the cycle 1 the all aspect almost reach the maximal score, only the aspect of students' interest in taking writing class which is lower than others. The aggregation score of all aspect in the cycle 2 is 97%. After the researcher overcome the problem of student from cycle 1 the aggregation score of all aspect in the cycle 2 is 100%. It means there is an improvement that is 3%. The following is an illustration of improvement of observation sheet from cycle 1 to cycle 2.

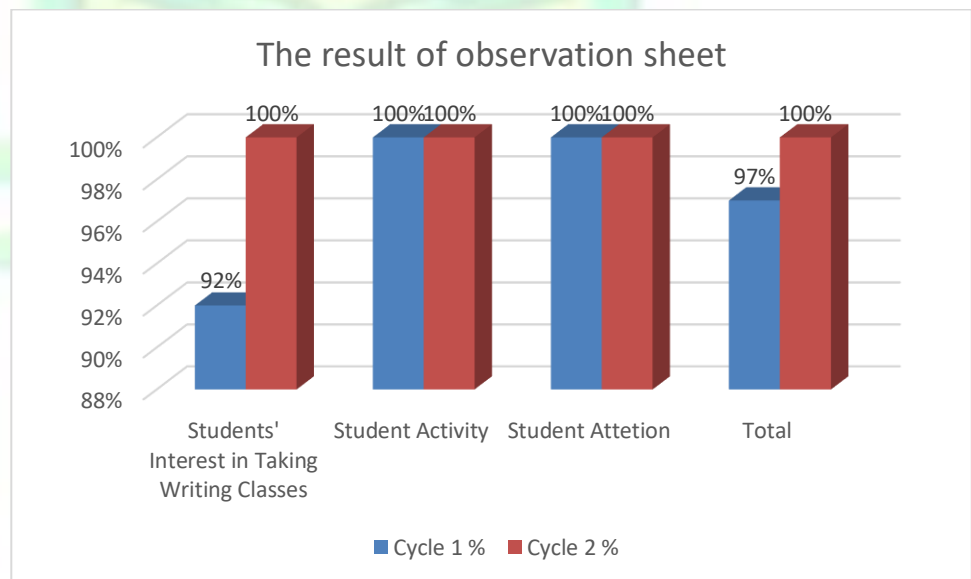


Figure 4.3 The Result of Observation Sheet.

CHAPTER V

CLOSING

A. Conclusions

Based on findings and discussion that explained in the chapter IV, that students of X MIPA 2 get Instagram treatment to write recount text. After receiving treatment for students of X MIPA 2 the students' writing skills can be improved well. As can be seen from the results of the pre cycle test students get an average score of 51,42 which is the very bad category. Then, on the results of the post cycle test students get an average score of 83,18 which is included in the excellent category.

B. Recommendations

Based on the results of the research it is proven that Instagram can improve students' ability to write recount text in English learning, the researcher suggest the following :

1. For English teacher, in order to be able to further improve the quality of student learning and be able to improve the teaching and learning system by using learning methods that are appropriate to the conditions and situations in the class.
2. For students, in order to be more active in learning, being critical, active and enthusiastic in participating in the learning process in the class.
3. For future researchers, they who are interested in the use Instagram in teaching writing can use this research as a reference in order to make a better research in the related field.