

**THE INFLUENCE OF INSTAGRAM TOWARDS  
STUDENTS SKILL OF WRITING PROCEDURE  
TEXT AT THE FIRST SEMESTER OF THE  
NINTH GRADE AT SMP N 3 NATAR LAMPUNG  
SELATAN IN THE ACADEMIC YEAR OF  
2021/2022**

**A Thesis  
Submitted in Partial Fulfillment of The  
Requirements for S1-Degree**

**By  
LUSIANA AGUSTIN PRATIWI  
NPM. 1811040014**

**Study Program : English Education  
Supervisor : Iwan Kurniawan, M.Pd  
Co-Supervisor : Dian Reftyawati, M.Pd**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG**

**2022**

# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

As the first step to understanding the title of this proposal, and to avoid misunderstanding or ambiguity in it, the researcher considers it is needed to explain certain words that are the key to the title of this proposal. The title is “The Influence Of Instagram Towards Students Skill Of Writing Procedure Text”. As for a description of the meaning of several terms contained in the title of this proposal, as follows;

The definition of influence is from “being affected”, influence interferes, causes a change, and impinges.<sup>1</sup> In other words, influence is the form of power that can come from a person or object or can come from actions that can causes a change that occurs in the surroundings. So that, in this research influence can defined as the power of Instagram application as one of the new media given to students to improve their writing skill, especially writing in procedure text.

Instagram is one of the most popular social media used by many people especially teenagers in general. In Instagram itself there are many features that can used such as, being able to share photos and videos besides that, Instagram can also provide a caption in the photo or video and more features. This is in line with the statement that said Instagram is a type of web 2.0 which is a social networking platform commonly used by students to share their personal information, such as uploading their photos or videos and writing Instagram captions.<sup>2</sup> Therefore, Instagram application is suitable can be used as a new media to help students in writing. Students can take advantage of the many features available on Instagram to facilitate students in writing activities, through Instagram students can publish their writings.

---

<sup>1</sup> Johan Zaaiman, “Power and Influence: Assessing the Conceptual Relationship” 85, no. 1 (2020): p.4.

<sup>2</sup> Anggraeny, C. W. *Students' Perspectives Toward The Use Of Instagram In Writing Class.* (Malang: Faculty Of Letters, State University Of Malang, 2017 ), p.68.

Understanding writing according to Boardman and Frydenberg stated that, writing is a process of thinking, organizing, rethinking and continually rearranging, writing can be clearly described as the of one's own thoughts and ideas in writing.<sup>3</sup> Therefore, writing skill is capacity of someone to produce some written through the several process. In this research, the researcher focused on writing skills, especially writing procedure text. According to Knapp and Watkins said that procedure text is a text that tells or explains to someone about how to do something or the steps to make something.<sup>4</sup> It can be concluded that procedure text is a genre of text that aims to inform the reader about how to make something along with the steps or how to do something.

This research found the influence of using Instagram toward students writing skills in procedure text. Seeing that writing is one of the important skills and must be mastered by students and there are many obstacles faced by students. By using Instagram students can be more creative and motivated in writing ideas that students have, through the features available in the Instagram application. Therefore, this research can be used as a reference for more creative and innovative media that can be used by teachers in the learning process in class with students. So, students can be more interested and not bored in the learning process.

## **B. Background of the Problem**

In English lesson there are four skills will be learned by students, such as listening, speaking, reading and writing. Writing is one of the important skills that must be learned and mastered by students in learning English as a foreign language. Writing is a skill in learning English that is related to the ability to express ideas, opinion and feelings in a sentence. Fulwiller said that, writing is not just about skill, but more than what writers can do encourage or

---

<sup>3</sup> Boardman, C. A., Frydenberg, J. *Writing To Communicate: Paragraph And Essays*, Second Edition. ( New York: Pearson Education ,2001 )p.11.

<sup>4</sup> Knapp, P. And M. Watkins. *Genre, Text, Grammar: Technologies For Teaching And Assessing Writing*. (UNSW Press,2005)p.154.

expand their own thoughts, ideas, and motivation communicate with others through writing.<sup>5</sup> It can be said writing is an important skill for students to be master, because writing is a skill that can encourage writers to expand their ideas and can also motivating students to communicate through writing with the readers. This is in line with Harmer statement which says that, writing is a thought process to develop ideas or opinions in their minds so that they can produce words into a sentence or writing.<sup>6</sup> It was concluded that writing is a skill that requires more thought because before writing, students must think of an idea or opinion that will be expressed into a word and developed into a sentence that can be understood by the reader.

Writing skill is not an easy skill, because it requires more ability to find inspiration in finding ideas and also developing it to get a sentence, besides that it also requires the ability to understand the structure of writing and the correct way of writing so that the results of writing that are made can be understood by the reader. This is in line with Nunan statement, writing activities is a job that requires mental processing because you have to get ideas and think hard in expressing them and must be able to organize these sentences to become paragraphs that can be understood by readers.<sup>7</sup> From the results of the statement, it can be concluded that a good sentence is a sentence that is conveyed by the author and is able to be understood by the reader.

In writing there are many obstacles that were faced by students in their process writing. The obstacles derive from many aspects as the foregone researches such as vocabulary and diction, grammatical features, exploring and generating ideas, organization, and teaching

---

<sup>5</sup> Ufi Ruhama and Dewi Ismu Purwaningsih, "Improving Students' Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media," *English Language Teaching Educational Journal* 1, no. 3 (2019): 177, <https://doi.org/10.12928/eltej.v1i3.293>.

<sup>6</sup> Jeremy Harmer, "How to Teach Writing" (Malaysia: Longman, 2004).p.162.

<sup>7</sup> David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill., 2003).p.88.

process.<sup>8</sup> From the statement, there are various obstacles faced by students in process learning writing. It was concluded that, in the process of writing, there are many things that students must pay attention. Students must be able to master the things contained in writing skills and students has to master the correct way of writing texts and adjusting genres and structures, because in writing texts will have a different structure from one text with other texts.

In the English syllabus for class IX first semester of Junior High School, there are several skills in English that must be mastered by students, one of which is writing skills. In writing skills, there are several texts that are taught in writing English, one of the texts is the procedure text. According to Djuharie explained that, procedure text is a text that gives instructions about steps how to do something.<sup>9</sup> In the procedure text there are several steps that must be considered by students in making procedure text, students must pay attention to the goals, materials, and steps in the procedure text. So that when students practice making procedure text students can make it correctly and sequentially until the text that is made becomes a good text and can be understood by the readers. Djuharie also stated that procedure text is a text containing the procedure, process, mean, or steps of making something.<sup>10</sup> From several explanations about the meaning of procedure text, it can be interpreted that procedure text is a text that tells or explains to the reader about how to make something or how to do something by containing processes and steps in sequence. So that, the text created can provide information and can be read clearly by the reader.

In this research, the researcher was conducted a preliminary research at SMPN 3 Natar Lampung Selatan on Monday, July 16<sup>th</sup>, 2022. Based on preliminary research, the researcher obtained data from interview. The interview itself is a conversation to gather

---

<sup>8</sup> David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003).p.88

<sup>9</sup> Nuri Yanni Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability ( A Study at the Eleventh Grade Students of MAN Sipagimbar )," *Jurnal Linear (Language Intelligence and Educational Research)* 1, no. 2 (2018): 130, <https://scholar.google.co.id>.

<sup>10</sup> *Ibid*.p.131

information, the interview is done by asking a question to the interviewee.<sup>11</sup> The researcher was conducted the interview with English teachers at SMPN 3 Natar, namely Mrs. Marta Heti M, M.Pd. She said that the students' writing skill were still very low, especially in writing procedure text and according to the teacher, the students showed no interest in learning to write in English. It can be seen during the process of learning English in the classroom students are not active, only listening to the material explained by the teacher. In the interview also said that so far the teacher has used textbooks as teacher guidelines in teaching. In teach procedure text the teacher asks students to open their textbooks and teacher explain the material related to the procedure text, after that the teacher gives students the opportunity to ask some questions but many students are silent and do not ask questions, then the teacher asks students to see examples of procedure text in the textbook and the teacher asks students to make a procedure text in the student's notebook. The media used by the teacher is the picture contained in the textbook.

The teacher also said that she was still had some trouble to finding media that can motivate the students in teaching and learn English, especially learning in writing. Looking at the results of interviews with teachers, the researchers concluded that one of the things that made students not interested and motivated in learning English, especially in learning writing, because the way or media teachers used to teach English especially in writing is still used old or monotonous media. This, in line with Oktaviani & Desiarti in their journal said that, in the era of digital technology like now, in teaching we can't just use textbooks. There are many ways by using media that can help in increasing language knowledge such as using online platforms and multimedia games.<sup>12</sup> It can be concluded, that in teaching media is needed that can make students interested and more motivated in learning. Thus, the students can improve their

---

<sup>11</sup> M. Easwaramoorthy & Fataneh Zarinpoush, "INTERVIEWING FOR RESEARCH," *Imagine Canada*, 2006, 2, <http://www.imaginecanada.ca/>.

<sup>12</sup> Lulud Oktaviani and Elsa Marina Desiarti, "A Lecturer's and Students' Perspective toward Ethnic Snake Game in Speaking Class at Universitas Muhammadiyah Malang," *Teknosastik* 15, no. 2 (2019): 53, <https://doi.org/10.33365/ts.v15i2.98>.

skills, especially in writing skill. When the researcher was conducted the preliminary research, the researcher also obtained the data on student writing scores given by the teacher, the scores data can be seen from the table below.

**Table 1.1**  
**The Student's Score of Writing of the Ninth Grade of SMPN 3 Natar Lampung Selatan**

No	Class	Score		Total
		≥ 60	< 60	
1	IX A	12	20	32
2	IX B	10	21	31
3	IX C	7	24	31
4	IX D	10	22	32
5	IX E	6	25	31
6	IX F	8	23	31
<b>Number of Students</b>		<b>53</b>	<b>135</b>	<b>188</b>
<b>Percentage</b>		<b>28.19%</b>	<b>71.81%</b>	<b>100%</b>

*Source: The data from English teacher of SMP Negeri 3 Natar Lampung Selatan*

From table 1.1 it can be seen that there are six classes in total ninth grade, with 188 students. There are many students whose scores are still below the specified standard values or the criteria of minimum mastery (KKM). The KKM scores at SMP Negeri 3 Natar is 60, while based on the data above, the number of students whose scores are less than the KKM of 60 is 135 students (71.81%) and the number of students whose scores are above 60 or who pass the KKM are 53 students (28.19%). The far comparison of scores made the researcher conclude that in ninth grade the students writing scores were still very low and it could be said that there were still many students who had difficulties in writing skills.

From the information above, there are several obstacles faced by the students in writing process, the first is the lack of vocabulary owned by the students. Because of that, the students had difficulty to



developing their ideas in to sentences. The different obstacles faced by the students based on interview with the English teacher, the students had low motivation in learn writing skill, because their felt very difficult in learn writing. In addition, the other obstacles from aspect teaching process, the teacher said in teaching wrting, the teacher had difficulty to find the media that can be used in teach the students especially teaching writing procedure text, to make students interested and enthusiastic in process learning writing.

Based on the explanations above, the researchers decided to provide new media for students of SMPN 3 Natar as a variation in the learning process, especially in learning to write procedure text. So that, the learning process can be interesting and fun. In this case, the researcher was used Instagram as a media to be introduced and used by students. The researcher chose Instagram as a learning media because the researcher believes that, in the current era of globalization, Instagram is a popular social media and a lot of people use Instagram, including teenagers. They spend a lot of time playing social media either to share their daily activities through features on Instagram or just scrolling to see something that is trending, therefore researchers choose Instagram social media to make Instagram media more useful, especially for educational purposes. This is supported by Krist's opinion that said Instagram can be a great educational tool that makes the educational process unique, interesting, and insightful.<sup>13</sup> Therefore, researchers are increasingly interested in using Instagram as a media that can help the teaching and learning process of students in class. Meanwhile, according to Rinda's statement said, the new strategy using Instagram in teaching writing gives students opportunity to correct grammar, decrease error spelling, find new vocabularies, and get more relevant idea to organize script. Second, comments of correction force students to check and more careful on their writing to avoid the negative

---

<sup>13</sup>Kirst, Michael W. *Instagram As An Educational Tool For College Students*.(2016),p.234.



comments.<sup>14</sup> From the statement it was concluded, Instagram as one of social media can be used as a strategy in the process of teaching writing skills to students.

There are several previous studies that use Instagram to support this research. The first research was conducted by Fitri Handayani, with the research title “Students Attitudes Towards Using Instagram in Teaching Writing”. This research aims to investigate students attitudes towards the use of Instagram in teaching writing.<sup>15</sup> In this previous research, the researcher used questionnaire and interviewed. After transcribing the interviews, The results showed that the students attitudes towards this activity were very positive, their interest during the teaching and learning process, most of them enjoyed to participate actively in expressing their idea during the teaching writing process. The difference from this study is, this previous research used questioner and interviewd to get the data and more focused to know the students attitudes towards the use of Instagram in teaching writing.

The second previous research was conducted by Cariesa Tirta Kencana and Nur Fauzia, with the research title “The Use of Instagram to Improve Students' Writing Skills in Explanation Text for Eleventh Grade Students.” This previous research focused on improving students' writing skills through Instagram media.<sup>16</sup> The results showed that the use of Instagram can improve students' writing skills, students can more easily write explanation text through Instagram media. The difference from this study is, this previous research used the difference genre of text is explanation text and in this previous study used senior high school for participants.

---

<sup>14</sup> Saleh, Mursyidah, and Maemuna Muhayyang. “Instagram as a Media to Foster EFL Students' English Writing Skill.” *ELT WORLDWIDE Journal of English Language Teaching* Vol.8, no. 2 (2021): p.332.

<sup>15</sup> Handayani, Fitri. “Students' Attitude toward Using Instagram in Teaching Writing.” *JURNAL EDUCATIVE: Journal Of Educational Studies* 2, No. 1 (2017): 28.

<sup>16</sup> Nur Fauzia and M Pd, “The Use of Instagram To Improve Students' Writing Skills in Explanation Text for Eleventh Grade Students,” *RETAIN (Research on English Language Teaching in Indonesia)* 09, no. 03 (2022): 132–38.

The third research was previously conducted by Candradewi Wahyu Anggraeni with the title "Student Perspectives on the Use of Instagram in Writing Classes". This study aims to describe students' perspectives on the use of Instagram as a writing media in the classroom.<sup>17</sup> The results of this study students provide a positive perspective regarding the use of Instagram as a media for their writing assignments, students state that Instagram media makes students motivated to write better. The difference from previous research with the research to be carried out is that, previous research is more focused on finding out how is the perspective generated by students regarding the use of Instagram for their writing media and the research method used is a qualitative method.

Based on the background of the problems described above, the researchers are interested in trying to use Instagram as a media, so that students are enthusiastic in writing texts, especially writing procedure text. Therefore, the researcher will conduct a study entitled "The Influence Of Instagram Towards Students Skill of Writing Procedure Text at the First Semester of the Ninth Grade at SMPN 3 Natar Lampung Selatan In The Academic Year Of 2021/2022".

### **C. Identification and Limitation of the Problem**

#### **a. Identification of The Problem**

Based on the explanation on the background of the study, some problem could be identified as follows:

1. Students lack of vocabulary.
2. Students less motivation in learn writing skill, because writing is very difficult for them.
3. Teacher find the difficult to find media to teach writing procedure text material, to make students enthusiastic and interested in the learning process.

---

<sup>17</sup> Candradewi Wahyu Anggraeni, "Students' Perspective Toward the Use of Instagram In Writing Class," *1st English Language and Literature International Conference (ELLiC)*, 2017, 926–35.

b. Limitation of the problem

In the terms of problem identification, to make it more specific and meaningful, the researcher would like to limit the problems in this research. In this research, the limitation of the problem is the influence of Instagram towards students skill of writing procedure text at the first semester of ninth grade at SMPN 3 Natar Lampung Selatan in the academic year of 2021/2022.

#### **D. Formulation of the Problem**

Based on limitation above, the researcher formulated the problem as follows: Is there any significant influence of using Instagram towards students skill of writing procedure text at the first semester of the ninth grade at SMPN 3 Natar Lampung Selatan in the academic year of 2021/2022?

#### **E. Objective of the Research**

The objective of this research are: To find out whether there is the significant influence of using Instagram towards students skill of writing procedure text at the first semester of ninth grade at SMPN 3 Natar, Lampung Selatan in the academic year of 2021/2022.

#### **F. Significance of the Research**

With this research, it is expected to be able to provide benefits and uses, among others::

1. Theoretically

Provide information to English teachers at SMPN 3 Natar, Lampung Selatan about the influence of using Instagram as a media that students can used for the learning process of writing procedure text. The results of this study are expected to be able to provide information to English teachers and to help English teachers in using new media, namely Instagram which can be used in writing procedure text.

2. Practically

a. For the teacher

By using Instagram media can make teachers have variations in teaching English so that students are

interested and do not feel bored in the process of learning English, especially writing skills.

b. For the student

This research is expected to be able to make students feel interested in following English lessons and make students more motivated to learn to write better, especially writing procedure text.

c. For the next researchers

For the next researchers, this research is expected to be used as a reference for conducting other research about Instagram as a writing media. By reading and understanding this research, it is also hoped that next researchers can conduct more in-depth research related to the use of Instagram as media in teaching English.

## G. Relevant Research

There are several research that are relevant to this research. The first relevant research conducted by Warda & Armeria, from the article entitled *“The Effectiveness of Teaching Writing Descriptive Text by Using Social Media “Instagram” to Improve Students’ Writing Ability at Junior High School Students”*. This research was aimed to know the effectiveness of Instagram media for teaching writing descriptive texts and to find out student responses about the use of Instagram as a medium to improve students' writing skills.<sup>18</sup> The results of this study state that the use of Instagram social media as a medium for learning to write texts, especially descriptive texts at the Barunawati Junior High School, the results have a significant influence on students' writing skills. The similarities from previous research with this research to be conducted using quantitative methods and researchers using junior high school students. as a sample, in addition to the similarities, there are also significant

---

<sup>18</sup> Encik Gayiani Warda and Armeria Wijaya, “The Effectiveness of Teaching Writing Descriptive Text by Using Social Media ‘Instagram’ to Improve Students’ Writing Ability at Junior High School Students,” *Tell : Teaching of English Language and Literature Journal* 7, no. 1 (2019): 16, <https://doi.org/10.30651/tell.v7i1.2696>.

differences, namely in previous studies using the descriptive text genre while this study used the procedural text genre.

The second previous research was conducted by Retno Widia Agustin, Mutiara Ayu in their journal entitled “*The Impact Of Using Instagram For Increasing Vocabulary And Listening Skill*”. This study focuses on knowing whether or not there is an impact on using Instagram to improve vocabulary mastery and listening skills.<sup>19</sup> The results of the preliminary research conducted by the researcher concluded that it is true that Instagram media can be used as a media that helps students in the process of learning listening skills and increasing vocabulary knowledge, this result is evidenced by the statement of the results of the questionnaire data given by the researcher to the students. The difference between previous research and research that will be carried out in previous research focuses on determining the impact of using Instagram as a media to students and in previous studies also using qualitative research with a descriptive approach and in previous studies researchers focused on students' vocabulary and listening skills.

The last previous research is from Ade Christanty Yudha Bestari entitled “*Students' Perception of Instagram Caption as Media in English Language Teaching*”. This study aims to identify the perceptions that students have about the use of Instagram as a media for teaching English.<sup>20</sup> The results of this previous study the students had positive perception, based on students opinions about many of advantages gained through using Instagram as a media for learning English including being able to motivate students in writing, making students more creative in writing and making students free to develop ideas or opinions it is based on images uploaded by students, besides that there are also weaknesses in using Instagram, namely the limitations of internet connections, to upload

---

<sup>19</sup> R W Agustin and M Ayu, “The Impact of Using Instagram for Increasing Vocabulary and Listening Skill,” *Journal of English Language Teaching and Learning (JELTL)* 2, no. 1 (2021): 1–7, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

<sup>20</sup> Ade Christanty Yudha Bestari, “Students' Perceptions of Instagram Caption As Media in English Language Teaching,” *Journal of Applied Linguistics (ALTICS)* 2, no. 1 (2020), <https://doi.org/10.36423/altics.v2i1.366>.

images students must have a good internet connection. In this previous study there was a significant difference with the research to be carried out, the research focused more on the perceptions students of the use of Instagram as an English learning media and also all participants in previous research were second semester students of the mathematics study program.

After reading and understanding several previous studies related to the research, it was conclude that there is a significant similarity to this research, namely using Instagram as a teaching and learning media especially in English and there are several studies had the positive and negative impacts of using Instagram as a media for student writing skills. However, the use of Instagram especially in junior high schools is still very limited. Therefore, researchers are interested in using Instagram as a media that will be used at SMP Negeri 3 Natar in ninth grade students and researchers wanted to find out whether the use of Instagram as media can make students interested and become a solution to the problem of students who lack motivation in learning English, especially writing skills.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

From the several explained and the result of the data researcher obtained, the researcher can conclude as follow:

In this study, after carrying out several steps in the research, the researcher obtained the first result, namely the results of the pre-test in the experimental class obtained a score of 55.06, then the results of the pre-test score of the control class were 45.42. After that, they were given treatment with an experimental class using Instagram as a media and a control class using pictures and the next step was conducted a post test. The post-test in the experimental class got a score of 73.06 while the post-test in the control class got a score of 60.13. Thus, in this research, the researcher found that there was a significant influence of using the Instagram application towards students skill in writing procedure text. This can be proven by the average gain score in the experimental class is 18.00 and the gain score in the control class is 14.71, which means that the gain score in the experimental class is higher than the gain score in the control class.

Besides that the significant influence can also be proven through the results of the t-test value of Sig. (2-tailed) from the assumption of equal variance on the independent sample t-test, the table shows that the value of Sig. (2-tailed) is  $0.02 < = 0.05$ . Which means  $H_0$  is rejected and  $H_a$  is accepted. It can be said that the Instagram application can be used as a media in writing procedure text for students.

Therefore, it can be conclude that There was significant influence of using Instagram toward students skill of writing Procedure Text at the first semester of ninth grade at SMPN 3 Natar Lampung Selatan in the academic year of 2021/2022.



## **B. Suggestion**

Based on the conclusion above, after this research was completed and got the results, the researcher tried to provide some suggestions were as follow:

2. For English Teachers
  - a. In this study, the researcher used Instagram as the media used. Therefore, the researcher suggested that the English teacher try it implementing the Instagram application as a learning media in teaching writing, this media is suitable for helping students develop their ideas for writing.
  - b. Teachers should try to use a variety of techniques and media in the learning process to develop proficiency in English, especially in writing skill.
  - c. To develop students' ability in English, researchers suggest that students are given the opportunity to learn by using media that allows them to assist the learning process . So that students can feel comfortable, enjoy and enthusiastic as well as more motivated in learning.
2. For students
  - a. Students should be more serious during English learning process. Students must understand that some of the social media they often use can actually be used as learning media, such as Instagram so that students can study anywhere and anytime.
  - b. Students need practice in learning English, especially writing, so that students can be more skilled in writing
  - c. Students should practice more to develop their skills in English especially in writing skills, the students can practice with friends or their teachers.
3. For other researchers
  - a. Researchers in this study use Instagram application to improve students' writing skills. Other researchers can find learning English more interesting applications and more effective for helping students.

- b. In this study, researchers used Instagram application to help students in junior high school used to teach writing. For others researchers, can use this application in different ways other level or type of English skills.



## REFERENCES

- Agustin, R W, and M Ayu. "The Impact of Using Instagram for Increasing Vocabulary and Listening Skill." *Journal of English Language Teaching and Learning (JELTL)* 2, no. 1 (2021): 1–7. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.
- Alhabash, Saleem, and Mengyan Ma. "A Tale of Four Platforms: Motivations and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Students?" *Social Media and Society* 3, no. 1 (2017). <https://doi.org/10.1177/2056305117691544>.
- Amali, Dyah Ayu. "The Influence Of Using Peer Editing Towards Students' Writing Ability In Recount Text At The First Semester Of Tenth Grade Of SMA Negeri 17 Bandar Lampung In The Academic Year Of 2019/2020." Bandar Lampung: Tarbiyah And Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018.
- Anggraeni, Candradewi Wahyu. "Students' Perspective Toward the Use of Instagram In Writing Class." *1st English Language and Literature International Conference (ELLiC)*, 2017, 926–35.
- Anisa, Ike, and Sukasih Ratna Widayanti. "English Academic Writing for The Students of Widya Dharma University of Klaten." *International Journal of Active Learning* 4, no. 2 (2019): 155.
- Anupama, K. "Hypothesis Types and Research." *International Journal of Nursing Science Practice and Research* 4, no. No.2 (2018): 78.
- Astuti, Neni. "The Influence Of Using Collaborative Writing Technique Towards Students' Writing Ability In Descriptive Text At The First Semester Of The Eight Grade At MTS AL-HIKMAH Bandar Lamung In The Academic Year Of 2018/2019." Bandar Lampung: Tarbiyah And Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018.
- Azizah, Mutiara safira putri. "THE INFLUENCE OF USING INSTAGRAM TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK TRISAKTI JAYA BANDAR

- LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021,” 2021, 30.
- Bestari, Ade Christanty Yudha. “Students’ Perceptions of Instagram Caption As Media in English Language Teaching.” *Journal of Applied Linguistics (ALTICS)* 2, no. 1 (2020). <https://doi.org/10.36423/altics.v2i1.366>.
- Creswell, John W. *Education Research Fourth Edition*. Boston: Pearson Education, 2008.
- Difika, Fifit. “Dakwah Melalui Instagram (Studi Analisis Materi Dakwah Dalam Instagram Yusuf Mansur, Felix Siauw, Aa Gym, Arifin Ilham).” *Walisongo Respository*, 2016, 19. <http://eprints.walisongo.ac.id/6462/>.
- Djarmiko, Istanto Wahyu. “Strategi Penulisan Skripsi, Tesis, Disertasi Bidang Pendidikan.” *UNY Press*, 2018, 73.
- Dunigan jima. *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008.
- Eckes, Thomas, Anika Muller-Karabil, and Sonja Zimmermann. *Assessing Writing. Handbook of Second Language Assessment*, 2016. <https://doi.org/10.4324/9781315561301-9>.
- Faizah, Lailatul. “IMPROVING STUDENTS’ ABILITY IN WRITING PROCEDURE TEXT BY USING PICTURE (An Experimental Research at The 9,” 2015, 113.
- Fauzia, Nur, and M Pd. “The Use of Instagram To Improve Students’ Writing Skills in Explanation Text for Eleventh Grade Students.” *RETAIN (Research on English Language Teaching in Indonesia)* 09, no. 03 (2022): 132–38.
- Handayani, F. “Instagram as a Teaching Tool? Really?” *Proceedings of ISELT FBS Universitas Negeri Padang* 4, no. 1 (2015): 320–27. <http://ejournal.unp.ac.id/index.php/selt/article/view/6942>.
- Harahap, Nuri Yanni. “The Effect of Picture Sequences Strategy on Students’ Writing Procedure Text Ability ( A Study at the Eleventh Grade Students of MAN Sipagimbar ).” *Jurnal Linear (Language Intelligence and Educational Research)* 1, no. 2 (2018): 130. <https://scholar.google.co.id>.
- Harmer, Jeremy. “How to Teach Writing.” Malaysia: Longman, 2004.

- Harsyaf, Nurmaini, and And Zakhwan. *Teaching Writing*. Jakarta: Ministry of National Education, 2009.
- Hughes, Arthur. "Testing for Language Teachers: Second Edition." Cambridge: Cambridge University Press, 2003.
- Hyland, Ken. *Teaching and Researching Writing. Teaching and Researching Writing*, 2013.  
<https://doi.org/10.4324/9781315833729>.
- Jack R Fraenkel and Norman E Wallen. *How to Design and Evaluate Research in Education EIGHTH EDITION*. New York: McGraw-Hill, 2012.
- Julien B. Kouamé. "Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants." *Journal of MultiDisciplinary Evaluation* 6, no. 14 (n.d.): 132–39.
- Kothari, C.R. *Research Methodology Method and Techniques (2nd Ed)*. New Delhi New Age International Publishers: New Age International Publishers, 2004.
- Kurnia, Neng Dewi, Riche Cynthia Johan, and Gema Rullyana. "The Correlation Between Instagram Social Media Usage And Competency Of Media Literacy At Upt National Institute Of Technology Library." *EduLib* 8, no. 1 (2018): 1.  
<https://doi.org/10.17509/edulib.v8i1.10208>.
- Kurniawan, Iwan. "An Analysis of Students' Ability In Using Subject-Verb Agreement" 9, no. 2 (2016): 327–43.
- Livingston, Samuel A. "Test Reliability - Basic Concepts." *Research Memorandum ETS RM-18-01*, no. January (2018): 1–38.  
<https://www.ets.org/Media/Research/pdf/RM-18-01.pdf>.
- M. Easwaramoorthy & Fataneh Zarinpoush. "INTERVIEWING FOR RESEARCH." *Imagine Canada*, 2006, 2.  
<http://www.imaginecanada.ca/>.
- Mehrali, Calp. "The Comparison of Fourth Grade Students Essays Based on Free and Guided Writing Technique in Terms of the Quality of Written Expression." *Educational Research and Reviews* 10, no. 4 (2015): 446.  
<https://doi.org/10.5897/err2014.1969>.
- Nabila, Jihan. "An Analysis of Students' Perception of Writing

- English Caption on Instagram,” 2019, 24.
- Nugraheni, Dina Septi. “The Effectiveness of Using Instagram to Teach Writing at MAN Salatiga in The ACademic Year of 2019/2020,” 2019, 1–63. <http://dspace.rowan.edu/handle/10927/977>.
- Nunan, David. *Practical English Language Teaching*. New York: Mc Graw Hill., 2003.
- Nurdiansyah, Amelia, and Tryanti R. Abdulrahman. “The Use of Instagram To Develop Students’ Writing Ability.” *Akademika* 9, no. 01 (2020): 104–5. <https://doi.org/10.34005/akademika.v9i01.808>.
- Nuryadi, Tutut Dewi Astuti, Endang Sri Utami, and M. Budiantara. *Buku Ajar Dasar-Dasar Statistik Penelitian*, 2017.
- Oktaviani, Lulud, and Elsa Marina Desiarti. “A Lecturer’s and Students’ Perspective toward Ethnic Snake Game in Speaking Class at Universitas Muhammadiyah Malang.” *Teknosastik* 15, no. 2 (2019): 53. <https://doi.org/10.33365/ts.v15i2.98>.
- Ruhama, Ufi, and Dewi Ismu Purwaningsih. “Improving Students’ Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media.” *English Language Teaching Educational Journal* 1, no. 3 (2019): 177. <https://doi.org/10.12928/eltej.v1i3.293>.
- Shen, Lihong. “Context and Text.” *Theory and Practice in Language Studies* 2, no. 12 (2012): 2663–69. <https://doi.org/10.4304/tpls.2.12.2663-2669>.
- Suprihatin. “Improving Writing Skill In Recount Text By Using Guided Writing At The Second Semester Of The Eight Grade Of SMPN 2 Tanjung Sari Lampung Selatan In The Academic Year Of 2017/2018.” Bandar Lampung: Tarbiyah And Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018.
- Taherdoost, Hamed. “Validity and Reliability of the Research Instrument ; How to Test the Validation of a Questionnaire / Survey in a Research Hamed Taherdoost To Cite This Version : HAL Id : Hal-02546799 Validity and Reliability of the Research Instrument ; How to Test The.” *International Journal of*

*Academic Research in Management* 5, no. 3 (2016): 28–36.

Warda, Encik Gayiani, and Armeria Wijaya. “The Effectiveness of Teaching Writing Descriptive Text by Using Social Media ‘Instagram’ to Improve Students’ Writing Ability at Junior High School Students.” *Tell: Teaching of English Language and Literature Journal* 7, no. 1 (2019): 16. <https://doi.org/10.30651/tell.v7i1.2696>.

Zaaiman, Johan. “Power and Influence: Assessing the Conceptual Relationship” 85, no. 1 (2020): p.4.

