

**THE EFFECTIVENESS OF INSTAGRAM IN IMPROVING
THE SECOND GRADER'S WRITING RECOUNT TEXT AT
MTsN 5 KEDIRI**

THESIS



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MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY, MALANG
JULY, 2021**

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Submitted to the Board of Examiners In Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (*S.Pd*) in the English Education
Department



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JULY, 2021

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THE EFFECTIVENESS OF INSTAGRAM IN IMPROVING THE
SECOND GRADER'S WRITING RECOUNT TEXT AT MTsN 5 KEDIRI

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LEGITIMATION SHEET
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SECOND GRADER'S WRITING RECOUNT TEXT AT MTsN 5 KEDIRI

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Assalamualaikum Wr. Wb

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In the name of Allah SWT The Most Beneficent and The Most Merciful. The only we worship and only thee we ask for help. All praises are to Allah SWT, The Lord of Universe, for all blesses so that the writer can accomplish this thesis. In addition, may peace and salutation be given to the Prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticisms and suggestion will be gladly accepted.

Malang, June 25th, 2021

Tsania Fitra Maulidia
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LATIN ARABIC TRANSLITERATION

The writing of Arabic-latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= z	غ	= g	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Diphthong Vocal

اؤ	= aw
اي	= ay
او	= û
اى	= î

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ABSTRAK

Maulidia, Tsania Fitra. 2021. Keefektifan Instagram dalam Meningkatkan Keterampilan Menulis Recount Siswa Tingkat Dua di MTsN 5 Kediri. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Teks Recount, Aplikasi Instagram

Pengajaran menulis diajarkan untuk mengajarkan kepada siswa untuk membuat teks secara benar. Berbagai fenomena menunjukkan bahwa siswa-siswi menemukan berbagai kesulitan mempelajari bahasa asing apalagi dalam pembelajaran menulis. Kesulitan siswa-siswi yaitu bagaimana menciptakan suatu ide untuk menulis dan tidak dapat mengatur tulisan mereka dengan baik. Untuk itu, apakah kegunaan dari aplikasi instagram yaitu efektif atau tidak untuk media pembelajaran menulis teks recount kelas 8 MTsN 5 Kediri tahun akademik 2020/2021.

Rumusan masalah dalam penelitian ini yaitu: (1) Bagaimanakah efektivitas Instagram dalam meningkatkan kemampuan menulis teks deskripsi recount siswa? Menurut rumusan masalah diatas, tujuan dari penelitian ini yaitu untuk mengetahui kemampuan siswa dalam menulis teks recount di kelas eksperimen sebelum dan sesudah menggunakan Instagram, serta untuk mengetahui keefektifan Instagram dalam meningkatkan kemampuan menulis teks deskripsi recount siswa. Penelitian ini menggunakan pendekatan kuantitatif pada metode experimental design. Populasi dari penelitian ini adalah seluruh murid kelas 8 pada MTsN 5 Kediri yang terdiri dari 448 siswa. Sample dari penelitian ini yaitu menggunakan purposive sampling dan mendapatkan kelas 8A yang terdiri dari 36 siswa. Sedangkan instrumen yang digunakan adalah test. Tahapan yang dilakukan peneliti yaitu pre-test, treatment dan post-test. Peneliti mengumpulkan data dengan cara Paired T-test dengan SPSS 25.0.

Hasil penelitian ini menunjukkan adanya perbedaan signifikan antara hasil pre-test dan post-test. Nilai rata-rata post-test 79.61 yaitu lebih tinggi dari pada nilai pre-test 60.44. dari hasil penghitungan statistic, diperoleh hasil bahwa nilai dari Sign. (2-tailed) telah diterima dan Hypotheis Null (H0) ditolak. Ini dapat disimpulkan bahwa penggunaan aplikasi instagram pada media pengajaran menulis teks recount adalah efektif dan dapat digunakan sebagai media alternatif untuk mengajar menulis teks recount di MTsN 5 Kediri.

ABSTRACT

Maulidia, Tsania Fitra. 2021. The Effectiveness of Instagram in Improving the Second Grader's Writing Recount Text at MTsN 5 Kediri. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Recount Text, Instagram Application

Teaching writing is taught to teach students to make texts correctly. Various phenomena show that students find various difficulties in learning foreign languages, especially in learning to write. The difficulty of the students is how to create an idea for writing and cannot organize their writing well. For that, whether the use of the Instagram application is effective or not for learning media to write recount texts for class 8 MTsN 5 Kediri for the 2020/2021 academic year.

The formulation of the problem in this study are: (1) How is the effectiveness of Instagram in improving students' writing recount descriptive text skills? According to the formulation of the problem above, the purpose of this study is to determine the ability of students to write recount text in the experimental class before and after using Instagram, and to determine the effectiveness of Instagram in improving students' writing recount descriptive text skills. This research uses a quantitative approach to the experimental design method. The population of this study were all 8th grade students at MTsN 5 Kediri which consisted of 448 students. The sample of this research is using purposive sampling and getting class 8A which consists of 36 students. While the instrument used is a test. The stages carried out by the researcher were pre-test, treatment and post-test. Researchers collected data by means of Paired T-test with SPSS 25.0.

The results of this study indicate a significant difference between the results of the pre-test and post-test. The post-test mean score is 79.61 which is higher than the pre-test score is 60.44. from the results of statistical calculations, the results obtained that the value of Sign. (2-tailed) was accepted and the Null hypothesis (H₀) was rejected. It can be concluded that the use of the Instagram application as a medium for teaching writing recount text is effective and can be used as an alternative medium for teaching writing recount text at MTsN 5 Kediri.

التلخيص

مولدة، ثانية فطرة. 2021. إنفعالية الوسيلة الاجتماعية " إنستاغرام " لترقية الطبقة الثانية في كتابة الماضية بالمدرسة المتوسطة الحكومية الخامسة كديري. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرف : الدكتور لانجينج بدياننا الحاج الماجستير.

الكلمات المرشدة : الكتابة الماضية، الوسيلة الاجتماعية " إنستاغرام " .

الهدف من التعليم الكتابي صناعة النثر أو النص بالصحيحة. الظواهر التي تبدو فيهم أنهم يصعبون في دراسة اللغة الطريفة لا سيما في كتابتها. الصعبة التي يواجهها الطلاب هي إيجاد الرأي للكتابة و عدم ترتيب كتابتهم. و لذلك أرادت الباحثة معرفة إنفعالية الوسيلة الاجتماعية " إنستاغرام " للوسيلة التعليمية في كتابة الماضية بالمدرسة المتوسطة الحكومية الخامسة كديري سنة 2021/2020. و الأسئلة في هذا البحث : 1) كيف إنفعالية إنستاغرام لترقية كفاءة الطلاب في كتابة النص الماضي ؟.

من تلك الأسئلة، الهدف من هذا البحث معرفة كفاءة الطلاب في كتابة النص الماضي بالفصل التجريبي قبل استخدام إنستاغرام و بعده و معرفة إنفعالية إنستاغرام لترقية كفاءة الطلاب في كتابة النص الماضي. و استخدم هذا البحث طريقة البحث الكمي في طريقة التجريب التصويري. المشتركون في هذا البحث جميع طلاب فصل الثامن بالمدرسة المتوسطة الحكومية الخامسة كديري الذين كانوا هم 448 طالبا. المثل من هذا البحث استخدام الجنس المثلي و وجد طلاب فصل الثامن أ الذي فيه 36 طالبا. و الآلة المستخدمة الامتحان. الطبقة المعتمدة فيه الامتحان الابتدائي و النهائي. و جمع الحقائق فيه بطريقة Paired T-test و أيضا SPSS 25.0.

و النتيجة من هذا البحث : أن هناك فرق بعيد بين الامتحان الابتدائي و النهائي. معظم النتيجة الامتحان القبلي 60,44 و هي أكبر من نتيجة الامتحان البعدي 79,61. و من الحساب الاحصائية، معروف أن نتيجة من " Sign. (2-tailed) " مأخوذة و الفرضية الفارغة أي " Hypothesis Null " مردودة. و هذه تدلّ على أن استخدام إنستاغرام للوسيلة التعليمية في كتابة النص الماضي منفعة.

CHAPTER I INTRODUCTION

In this chapter, the researcher discusses several points related to this research. These points cover the background of the study, the research problem, the study focus, the research hypothesis and validity, the scope and limitation of the research and the meaning of the key terms.

1.1 Background of the Study

English is an International language spoken in many countries throughout the world. It is used as a means of interaction. Many countries use English in many ways such as for social relations, education, industry, etc. Some countries consider English to be their native language. However, In Indonesia, English is a foreign language. It is not used for day-to-day interactions and is taught as being one of the courses of the school. In this country, English is a compulsory subject to be taught at junior high school. One of the purposes of teaching English is to improve students' ability to communicate covering four skills, namely listening, speaking, reading and writing. The importance of writing skill for a moslem has been suggested in holy Qur'an as stated in Q.S. Al-Alaq: 4-5 as follow:

(4) الَّذِي عَلَّمَ بِالْقَلَمِ

(5) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

(4) He who taught (the use of) the pen, (5) Taught man that which he know not" [From Allah].

The verses of Al-Qur'an above tell us that Allah SWT teaches humans by pen/quill. According to Abdullah, to understand something more deeply, humans must try to write even when our knowledge is still superficial. By writing something, the humans will learn to clarify our understanding a lot.

In reality, writing skill are not easy to learn. Most learners have difficulty in writing because it requires hard thinking in order to generate concepts ideas which are poured into sentences, phrases, a paragraph up to an essay. They must be able to arrange their ideas in a composition that has a coherence and a unity. In addition, the learners need to convey their feeling in a good way. They need to express their ideas and emotions in a creative way, so that the readers can understand their writing. Writing is complex and challenging because in order to write well, students must learn vocabulary, forms of the sentences, and they should be conscious of the convents, punctuations and spellings.

According to Harmer (2001:258) the writing process is more complicated than any other process, and the different phases of writing up, structuring, analyzing, focusing and developing ideas and reviews are more complex. Writing is also a way of communication and connecting with others. In order to develop student writing skills, the instructor teaches writing based on the subject.

Williams says (2003: 119), 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 to lead students towards reaching their highest potential in word communication.

In order to have the greatest contact capacity in terms, the teachers would not be able to turn up in a short time. It requires a process in which students can learn to think about the subject, outline it, set the main concept, and create sentences into a good paragraph, before it comes to its final project of their writing.

Teaching writing is not easy, since it is not only teachers who should be imaginative in the teaching process, but also the students who have to produce language themselves as a form of productive ability (Harmer, 2007: 265). Teaching writing needs an invented creative technique or media. So, the teachers should have a strong plan or media to make it easy for students to start writing in English.

Based on the syllabus for second grade of Islamic Junior High School (Mts), one basic competences are to have a good ability in writing a recount text. Moreover, when the researcher did investigation by having dialog with the teacher of the second grade's students at MTs Negeri 5 Kediri, the teacher said that there were many problems faced by the students in writing English text including writing recount text. There are three problems that they have, namely lack of vocabularies, inability to use grammatical correctly, and their perception that writing is boring and difficult.

In line with the problems of writing above, Elanneri Karani (2008) also identifies four problems faced by students when they are assigned to write a text. The first is related to its content. This means that students cannot produce an effective text because they cannot construct the main idea and support the

detail in a paragraph. The second is to organize. Students cannot organize a paragraph in a good text when organizing. Third is dealing with vocabulary. Sometimes the lack of vocabulary for students to construct a good paragraph, so students cannot convey their ideas and opinions smoothly. Fourth, it deals with grammar. A good text describes a sentence and structure correctly, and a paragraph has a good order of words in the sequence of sentences.

Based on the explanation above, most of the writing problem comes from the students' side so that in the teaching writing process, students have low motivation and not interested in this subject. Moreover, the students usually feel fed up with the media used in teaching writing process. It means that the students need an interesting media that can help them to be motivated in learning writing.

Media is important in teaching process by the teacher in the classroom. According to Brown (2001: 257), instruction media utilized in learning activities will affect the effectiveness of learning. The media are often used by the teacher as learning tools to help students achieve the learning objectives. Many teaching media have been used in teaching learning writing, to motivate students to write, such as; social networking application, movie, picture or magazine.

Seeing the importance of media in teaching writing process, in this study, the researcher wants to study the use of Instagram application as a medium of instruction in teaching writing and see whether it is effective or not to increase the students' achievement in writing recount text.

There are some reasons why Instagram application is use in teaching writing. Instagram application is a common media for students to write. It is a familiar application in this era and it could provide several supporting aspects to enhance student's writing ability.

This application is a social network based on sharing pictures and video which can be posted to other social media sites. Students can upload pictures or videos, fill the caption (a description of the picture or video) in unlimited provided spaces, and give comment to others picture or video. In addition, there will be a written communication between one student and others in a limited topic based on the picture uploaded. Students can upload their own experience picture and make a caption based on their experience. Their friends can also take a look and give some comments to each other. If they did so, the researcher believed that students vocabulary will increase.

Many previous studies show that teaching using media in writing recount text give more motivation to the students, such as, a thesis entitled "The Effectiveness of Using Picture Series in Teaching Writing Recount Text at MTs Darul Hikmah Tawang Sari Tulungagung" Tutut Pratiwi (2017), based on the study, picture series can help teaching learning process run well and also give motivation to the students to write. The result of this study shows that teaching writing recount text by using pictures series is effective.

Second, a thesis entitled "The Effectiveness of Teaching Writing Recount Text by Using Facebook" by Putri Aisyah (2015) from UIN Syarif Hidayatullah. The goal of this study was seeing the effectiveness of using

Facebook in teaching writing. The study shows that teaching writing recount text by using Facebook is effective.

Third, a journal entitled, “The Effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students with High and Low Motivation” this research was done by Gisty Listiani (2016) from Universitas Negeri Semarang. This study aimed to find out the effectiveness of Instagram used by the teacher to teach writing. The result of the study found that teaching recount text using Instagram resulted a better achievement.

The previous studies above are used as references by the writer in conducting this study and also as the comparison between those relevant studies with the present study conducted by the researcher. The research focused on the role of using social networking site especially an Instagram application in increasing the ability of writing recount text. The difference between this study and the previous study lies on the media used as a part of the teaching process and as the subject of the research.

Based on explanation above, the writer is interested in conducting a research by a title “The Effectiveness of Instagram in Improving the Second Grader’s Writing Recount Text at MTs Negeri 5 Kediri”

1.2 Research Question

Based on the background of the study, the problems of this study were formulated as follow:

1. How is the effectiveness of Instagram to improve the students' writing ability of describe recount text ?

1.3 Objective of The Study

Based on the research problems, the studies will intend:

1. To know the effectiveness of Instagram to improve the students' writing ability of describe recount text.

1.4 Hypothesis

The hypotheses of this research are formulated as follow:

1.4.1 Null Hypothesis(Ho)

“There is no significant difference in writing recount text achievement of the students before being taught by using Instagram application and after being taught by using Instagram application”

1.4.2 Alternative Hypothesis(Ha)

“There is a significant difference in writing recount text achievement of the students before being taught by using Instagram application and after being taught by using Instagram application”

1.5 Significant of The Study

The findings of this study are expected to give contribution for:

1.5.1 Teacher

Teachers should know the level of their students' mastery in writing ability. It will be easier for them to decide the step will be done to improve the quality of teaching writing. The result of the research can be used as an input to determine the alternative steps and media in teaching writing.

1.5.2 Policy Maker

The result of this research can be used as consideration to determine the importance of selecting appropriate media for students in teaching any skills in English especially in teaching writing

1.5.3 Other Researcher

Other researchers who are interested in doing research in teaching writing recount text by using a certain media can use the result of the research as basic information for their study, in other words, this study could be useful to provide scientific reference for their research.

1.7 Definition of Key Term

Definition of key terms are important to be given in order to avoid misunderstanding. Referring to the topic will be discussed in the study, some terms need to be defined as follows:

1.7.1 Teaching Writing

Nunan (2003: 88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Teaching writing is how the teacher share the material and explain the general material about writing.

1.7.2 Instagram

Instagram is one of the social media to have communication based on internet that can show picture, video and definition based on the picture or video. Everyone can post their own experience picture or videos and everyone can look it.

1.7.3 Recount Text

A recount text is text that retells experiences in the past. A recount text presents the past experience in the series of events in detail. The generic structures of recount text should consist of the following: Orientation (introducing the participants, place and time), event (describing series of event that happened in the past), and reorientation (it is optional, stating personal comment of the writer to the story).

CHAPTER II

REVIEW OF RELATED LITERATURE

Some theory relates and supports this study will be discussed here. The theory will discuss a lot about teaching English to EFL students' especially teaching writing on recount text and the use of Instagram media that becomes the focus of this study. This chapter will consist of the definition of writing, the writing process, the writing skills and the purpose of writing and teaching. Genre focused on the recount text will also be discussed here such as; The definition of recount text, purpose of recount text, the general structure of recount text, the types of recount text and the language features of recount text. Then, the use of Media focused on Instagram application will consist of the definition of Instagram, the benefits of Instagram, the teaching of writing Recount Text using Instagram and the features of Instagram. The last one is about teaching writing using Instagram.

2.1 The Concept of Writing

In this section, it will be presented some theories related to writing, genre, recount text and media in teaching. It will also be mentioned some previous studies related to this research.

2.1.1 Definition of Writing

Writing is one way to communicate with other people. It is the representation of language which is used to express and explain ideas in a textual medium through the use of signs or symbols.

There are several definitions of writing, as Meyers (2005:2) states that writing is an action, a process of discovering and organizing your

ideas, putting them on the paper and reshaping and revising them. While Boardman (2002:84) says that writing is a continuous process of thinking and organizing, rethinking and reorganizing. The explanation shows that writing is a process to produce language. We can take more time to think and choose words in order to express our idea. We can still make a revision if it is not so clear to express what we intend to write.

Writing is a complex skill, it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, in which it must have been used certain grammatical rules and choose the right words in the sentences. Each of sentences in a paragraph must have certain correlation with each other and organize in a good order.

Writing is one aspect of ability to use language which is planned with purpose of using language. Writing is a process of describing a language so that the message delivered by the writer can be understood by the reader. Scott and Ytberg (2010: 63) said that there are difficulties in writing in the foreign language. Writing needs some process of thinking. It means that students need to gather ideas to write have a number to write a good story or text. Spratt et all (2005: 27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing drafting, editing, producting another draft, and proof reading or editing again. Those step can help the students in writing process.

2.1.2 Writing Process

Writing is the combination among the aspects of brain, ideas, what a writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in writing process. It can be said that there is no writing without a process.

Boardman (2002:11) states that writing is a continuous process of thinking and organizing. She suggests six basic steps into writing as follows:

2.1.2.1 Assessing the Assignment

Every student has writing assignments with different purpose, so the first step in the writing process is to understand exactly what the teacher wants on a particular assignment. The most important piece of information for you to know is the topic and purpose of the assignment.

2.1.2.2 Generating Ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible.

2.1.2.3 Organizing your ideas

After getting some ideas for composing paragraph, now students need to organize those ideas. In organizing the ideas, the students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they

need to consider which points to include in order supporting the main point.

2.1.2.4 Writing the first draft

Before writing the first draft the students have to generate the idea and organize the pattern of writing. Good writer should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

2.1.2.5 Rewriting

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

1. Revising is the first part of rewriting. The students can start revising as soon as they finish writing, or, better yet, set their paragraph aside for a while and go back to it later.
2. Editing is when the students make sure the spelling, capitalization, punctuation, vocabulary and grammar. Editing is somewhat mechanical because they are basically following rules. The rules of spelling, for example, are clear; a word is either right or wrong.

2.1.2.6 Writing the final draft

It is the last step in the writing process. In the final draft, the students write correct paragraph format based on the result of the revising step. It should have correct grammar, spelling,

capitalization, punctuation and vocabulary. Keep in mind that any of the steps can be repeated at any time.

2.1.3 Stages in Writing

According to Brown (2001: 348) there are three main stages in writing process, there are pre-writing, drafting, and revising. Langan (2005: 17) stated that the writing process includes four stages, pre-writing, writing the first draft, revising, and editing writing, they will go through between the stage of make a draft, revision until finishing final draft. In the writing process, there are four basic writing stages, they are planning as pre-writing, drafting, revising and editing stated by Richard and Renandya (2002: 316). The four basic stages in writing are:

2.1.3.1 Pre-Writing

Before doing writing activity, an idea should be organized in such a way so that what is written can be easily understood. Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002: 316). It stimulates thoughts for getting started. According to Dorothy E (2003: 5) the writer who begin writing and decide what they are going to write about. Then, plan what they are going to write, this process called pre-writing. In the pre-writing there are some strategies and techniques for generating idea based on Langan (2005: 23), such as:

1. Free Writing

Free writing is writing without stopping. Write whatever comes into your head about the topic. The purpose of free writing is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, or organization.

2. Questioning

In questioning the writer generates ideas and details by asking questions about the subject. Such questions include why? When? Where? Who? What? And how?

3. Making a List

Make a list also known as brainstorming, brainstorming is a way of gathering ideas about a topic. The writer collects ideas and associates the ideas that have been listed.

4. Clustering

Same as making a list, clustering also known as mapping. It is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way because clustering itself is making a visual map of the ideas.

2.1.3.2 Drafting

At the drafting, students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the

neatness of the draft (Richard and Renandya, 2002: 317). 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.

2.1.3.3 Revising

Revising is a process when the writer re-work the rough material of the draft to get it in shape. Here, students rewrite their draft after getting feedback from the teachers. Revising not only about checking for language errors the students' writing but it is done to improve global content and the organization of ideas that the reader can get the writers' idea.

2.1.3.4 Editing

Editing is the last process of writing. In this process, the writer should correct the errors that they made especially in grammatical errors. The writer should edit more than once in order can be free of errors. 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.

After the teacher gives some comments for their writing, the students correct again before it given to the teacher for final evaluation. Based on the process of writing above, it can conclude that the students have to know and follow the steps in writing. They have to understand how to write properly based on the rules and steps in writing skill.

Related to writing process there are many concepts offered by many English experts, but not all process can be applied in all students' activity in writing. Each concept should be appropriated with the ability, level and student's age.

2.1.3 The Purpose of Writing

There are many purposes of writing, such as to complete the assignment, to earn a good grade, to publish their writing, and so on. Hugo (1986:24) in Sari (2008:8) states that the purposes in writing activities are as follows:

2.1.3.1 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.

2.1.3.2 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.

2.1.3.3 Informative Purpose

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

2.1.3.4 Creative Purpose

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

2.1.3.5 Problem Solving Purpose

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

2.1.3.6 Persuasive Purpose

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

2.1.3.7 Self-Expression Purpose

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

While according to Vicki Urquhart (2005: 18) there are four of writing purposes. They are:

2.1.3.8 To Inform

The purpose for writing to inform is to share facts and other information. Information texts such as report make statements that are supported by facts and truthful evidence. The text that

have purpose to inform something can be called informative writing.

2.1.3.9 To Explain

The purpose for writing to explain is to tell *what*, *how*, and *why* about a topic. An example is to explain in writing how to do or make something.

2.1.3.10 To Narrate

The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle and end. Examples are fictional stories and personal narrative.

2.1.3.11 To Persuade

Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both.

2.1.4 Teaching Writing

Teaching English in Junior High School include four language skills such as reading, writing, listening and speaking. All of the skills are related each other. According to Harmer (2004: 31 – 32), writing as one of the four skills that always formed part of syllabus in teaching of English. Writing used as means of reinforcing the language that has been taught.

According to Harmer (1998: 73) there are four reasons for teaching writing to students of English as a foreign language:

2.1.4.1 Reinforcement

Some students acquire language is purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using language shortly after they have studied it.

2.1.4.2 Language Development

The actual process of language helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the going learning experience.

2.1.4.3 Learning Style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and brother of interpersonal face-to-face communication.

2.1.4.4 Writing as Skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. they also need to know some of writing special conventions such as punctuation, language development and learning style.

2.2 Review on Genre

In this section, it will be presented some theories related to definition of genre, and the kinds of genre such as; recount text, report, discussion, anecdote, procedure, ect.

2.2.1 Definition of Genre

A text is one form of media in the form of written or spoken to deliver a fact or story that can amuse and give information to a reader or listener. According to Nunan (1993: 43), genre refers to a purposeful, socially constructed communicative event. Most event result in the text (that is, pieces of oral or written communication). These are all different text types, which have different communicative function. Each has its own distinctive linguistic characteristics, and its own generic structure.

2.2.2 The Kinds of Genre

According to Anderson (1997: 3) there are ten kinds of genre, such as:

2.2.2.1 Recount

It is kind of genre that its social function is to retell event for the purpose of informing or entertaining.

2.2.2.2 Report

It is kind of genre that has function to describe that way things are with reference to range of natural, man-made and social phenomena in environment.

2.2.2.3 Discussion

It is a kind of genre that has function to present at least two points of view about an issue.

2.2.2.4 Explanation

The social function of explanation is to explain the process involved in the formation or working of natural or socio cultural phenomena.

2.2.2.5 Exposition (analytical)

It is a text that its special function is to persuade the reader or listener that something in the case.

2.2.2.6 Exposition(hortatory)

It is a text that its social function is to persuade the reader or listener that something should not be the case.

2.2.2.7 News Item

It is a kind of genre that has a social function to inform reader, events of the day which are considered newsworthy or important.

2.2.2.8 Anecdote

It is a text that has social function to retell an event a humorous twist.

2.2.2.9 Narrative

It is a kind of text that has social function to amuse, entertain, and to deal with actual or vicarious experience in different way. It deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds resolution.

2.2.2.10 Procedure

It is a text that has social function to describe how something is accomplished through a sequence of actions or steps.

Based on the explanation above, it can be concluding that genre is a text type that contains functions and messages or server that is served in written text.

2.3 Review on Recount Text

This part describes about definition of recount text, purpose of recount text, the kind of recount text and the generic structure of recount text.

2.3.1 Definition of Recount Text

One of many kind of texts learned by Junior High School students is recount text. Recount text is a text which tells story happened in the past. Anderson (1998: 24) explained that recount text is a piece of text that retells past events, usually in order in which they happened. Thus, the special features of recount text could be found in its sequence of events in which the past event in written chronologically. The purpose of the text is usually to give the reader a description of event. Besides its most common purposes are to inform and to entertain.

In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader.

2.3.2 The Purpose of Recount Text

Derewianka (2004: 18) stated that the purpose of a recount is to list and describe past experience by retelling events in the order in which

they happened (chronological order). To achieve the purpose, the text will move through different states:

1. An orientation which lets the reader know who is involved, where, when, etc.
2. The retelling of a series of events in chronological sequence.

Recounts are written to retell events with the purpose of either informing or entertaining their audience. Frequent use is made of words, which link events in time, such as: next, after, when, then. After, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

Based on the statement above, it can be concluded the purpose of recount text is to inform or entertain the reader. In orientation the reader can find where or when, it happened. In chronological sequence the reader finds that action word to know more details.

2.3.3 Generic Structure of Recount Text

Wardiman (2008: 61), stated that there are some steps for constructing a recount text. They are:

2.3.3.1 Orientation

It is introduced the main characters and possibly some minor characters. Some indications are generally given of where or when the action happens.

2.3.3.2 Event

Events are where the researcher tells how the characteristic to the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened).

2.3.3.3 Reorientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

2.3.4 The Kinds of Recount Text

Recount text classified into three. They are personal recount, factual recount, and imaginative recount (University Canberra, 2011: 26).

2.3.4.1 Personal recount

Personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of the personal recount is to inform and to entertain the reader.

2.3.4.2 Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or even, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on it the past.

2.3.4.3 Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means the event that happened in the text do not occur in the real life. Its purpose to entertain and it usually can be found in textbook.

2.3.5 The Language of Recount Text

The kind of text can be seen from its form of language used. It's also recount text. There are some language features of recount text, as follows:

1. Usually written in the past tense. Some forms may use simple present tense.
2. Word that show the order of events (then, next, first, afterwards, at last, meanwhile).
3. The subject of the recount tends to focus on individual or group participants.
4. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

2.4 Media in Teaching

In this part there will be discussed many problems related to media used in teaching English skills especially writing. They are about definition of media, kinds of media and the advantages of using media.

2.4.1 Definition of Media

One of many important aspects in teaching learning process is media. It plays an important role in teaching and learning process because it can affect students' interest in joining the class. Media can be used to motivate students to reach the objectives of teaching learning process. The teacher should use various media to make students interest in studying writing. Komza (1991: 2) defines that media can be defined by technology, symbol systems, and processing capabilities. Medias are tools used to convey the information from the sender to receivers.

While according to Usman and Asnawir (2002: 12), media are anything used to send message from the sender to receiver, so it can arouse the learners' thought, feeling and interest to gear the students' learn. Using media creatively will make students to study better and can increase their performance in accordance with the goal that they want.

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.

2.4.2 Kinds of Media

There are many kinds of media. According to Murcia (2001: 462), said that there are two kinds of media. They are nontechnical media and technical media.

1. Nontechnical Media are media which are non-electricity, low in cost, simple and easy to use to use in the classrooms. These media include blackboard, flashcard, maps cartoon pictures, puppets, newspapers, magazines, etc.
2. Technical Media are media which need electricity, costlier, high technology, and can bring the outside of the world in all complexities into the classroom. These media include record players, audiotapes, CD players, radio, television, video players, computers, slide projectors, etc.
3. Based on the statement above, it can be concluding a good media can help the teachers to achieve the teaching learning goals. It can be facilitated process learning to understand of materials.

2.4.3 Advantages of Media

According to Sudjana and Rifai (2012:43) there are some advantages of using media in the teaching – learning process. Those are:

1. To increase the learners' motivation because the learning process is more interesting.
2. To make the learners easy to understand the instructional materials.
3. To make the teaching – learning process more systematic and various

4. The students will do more activities in the learning process so it can avoid the learner boredom.

Based on the statement above, it can be concluding media is a tool which has an important function to help or support teaching learning process. The climate, conditions and the learning environment is created by the teachers.

2.5 Instagram as Teaching Media

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 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.

The use of Instagram as a learning media can help students in producing text. The Instagram feature can be used as a medium to express writing ideas. The teacher can give instructions to arrange sentences according to the picture, give feedback on the results of other colleagues'

Seeing the important role of Instagram, the following part be described about definition of Instagram, advantages and disadvantages of Instagram. Based on Gisty Listiani (2016).

2.5.1 The Definition of Instagram

Instagram is one of social networking media. Social networking that the use of a website to connect each other who has similar interest, hobby, school etc. since Instagram was invented in 2010 by Kevin Systrom. Instagram is a fun and quick way to share one's life with his or her friends through a series of pictures, snap a photo with a mobile phone, then choose a filter to transform the image into a memory to keep around forever.



Figure 2.1 Instagram Application

Instagram was created by Kevin Systrom and Mike Krieger, and was launched in October 2010. The service rapidly gained popularity, with

over 100 million active users as of April 2012 and over 300 million as of December 2014.

2.5.2 Supporting Features of Instagram

Instagram is impressive with its amazing features to support people's purposes related to daily needs and education. Moreover, Instagram can be used as learning media due to its supporting features, such as:

2.5.2.1 Photo Sharing

Instagram allows the user to take pictures within the application or use photos that already exist in user's camera roll. Users can give their photo a title, which is helpful and fun. The title itself can make people curious about what is actually going on.

2.5.2.2 Social

Instagram, like any other social network, is based on having friends or followers. On Instagram, users 'follow' people. At the top of the profile (or anyone's profile) the user will see the username, profile pic, how many photos have been uploaded, how many followers the account has, and how many they are following. When users follow someone, their photos show up in their stream. The other things people can do here are 'like' the photos and comment on them. Both are appreciated. People ask questions in the comments, like "where was this taken" or "what

application did you use for that?" It's currently a very friendly community.

2.5.2.3 The Community

People's experience on Instagram has been extremely enjoyable. Instagram connects people around the world. It's a very global community and has many advantages for students to express their feeling by writing something. It means when students are involved in a community they will try to make better move, in this case is their product in writing recount text.

2.5.2.4 An Education on our Shared Humanity

Those features of Instagram are great opportunity to teach students writing skill. Students involve in a good atmosphere of writing recount text because when working on their project they will get better insight from the picture uploaded. Pictures make them think wider and will support them in arranging a text in provided space because what they write is based on their personal life's experience.

2.5.3 The Benefit of Using Instagram

Instagram can provide flexibility for students to express so they are interested in interacting in it (Salomon, 2013). There are several features that allow students to upload photos, videos and communicate via the available comment fields. The photo sharing feature 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. Thus other friends can provide comments regarding the upload (Listiani, 2016). Giving each other comments on photo or video upload can create a learning community (Lao & Gonzalez, 2005). Through these features, it can provide experience and time to students to write specifically on the recount text.

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.

2.6 Teaching Writing Recount Text using Instagram

In the process of learning and teaching, the teacher can use a good media to support the process. The teacher has to think the appropriate and effective media that will be used in the teaching and learning process. In this research, the researcher will use picture on Instagram as media in teaching writing recount text. Picture creates the situation for learning in the class to be interesting. According to (Kreidler, 1965: 41) stated that the ultimate of writing

is to give the students the opportunity to express their own ideas clearly, using pattern they have learned. Teaching writing by using picture can lead to interest learning for students.

The procedure of using Instagram, students uploading story or post some pictures or video on the timeline Instagram. The picture or video give features on Instagram (e.g. location, time, emoticon, tag, hashtag etc.)

Then, students make a recount text on their paper depend on their picture or video post. The other students can give comment or suggestion about their post.

Based on the definition above, it can be concluded students can learn recount text via Instagram. By using the photos, they have, then posting them to their account. Then, write a description on their picture. The photo taken shows the events that have accrued, in writing description using verb two. That is one of the language features in the recount text.

2.7 The Main Features of Instagram

Instagram is a social media application that allows users to share photos and videos from their live, add captions, edit filters, explore and create new content etc. Instagram has five main menus all located at the bottom (Atmoko, 2012: 28) are as follows:

2.7.1 Home Page

Home page is the main page that displays (timeline) photos the lasts from fellow users who have been followed. How to view photos is just that by sliding the screen from bottom to top like when scrolling mouse

on computer. Approximately 30 recent photos loaded when users access the application, Instagram just limit the latest photos.

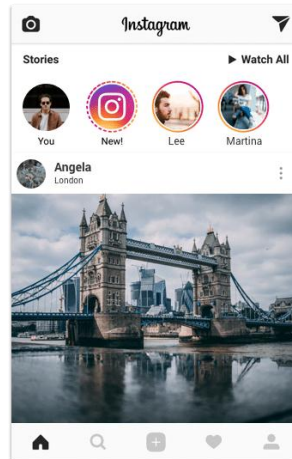


Figure 2.2 Home Page on Instagram

2.7.2 Comments

As a social networking service, Instagram provides a commentary feature, photos in Instagram can be commented in the comments column. Way to press icon marked with a comment balloon under the photo, then written impressions about the photo in the box provided after that press send button.

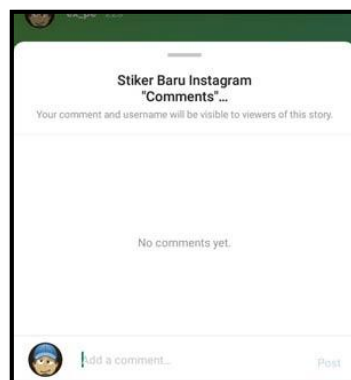


Figure 2.3 Comment on Instagram

2.7.3 Explore

Explore is the view of the most popular photos favorite Instagram users. Instagram uses a secret algorithm for determine which photos are included in the explore feed.

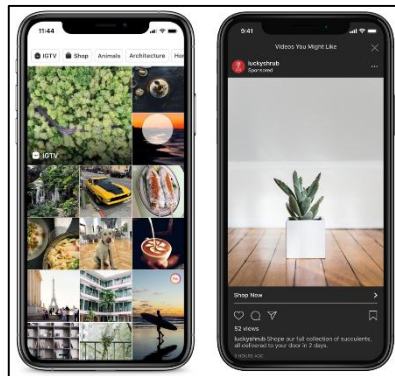


Figure 2.4 Explore on Instagram

2.7.4 Profile

User profiles can know in detail about user information, either from users or other users. Profile page can be accessed via the business card icon in the far right main menu. This feature displays the number of photos that have been uploaded, the number of followers and the number of following.



Figure 2.5 Profile on Instagram

2.7.5 News Feed

News feed is feature of notification to the variety of the activities conducted by the Instagram user. News feed has two types of the tabs “following” and “news”.



Figure 2.6 News Feed on Instagram

According to Atmoko (2012), there are some parts that should be filled in order photo in upload has the meaning of information, parts of it namely:

2.7.5.1 Title

Title or caption photo is to strengthen the character or message who want to be delivered in the user.

2.7.5.2 Hashtag

Hashtag is a symbol marked fence (#), feature fence this is very important because it is very easy users to find photo on Instagram with hashtag certain.

2.7.5.3 Location

Location is feature showing the location where users taking a picture. Although Instagram called services photo sharing, but Instagram is also a social network because the user can interact with each other users.

Based on the features above, it can be concluded that, there are many features provided by Instagram. Every feature has a function respectively. Features can help to organize and manage to be favorite post.

2.8 Previous Studies

Previous studies are results of research that has been conducted by other previous researchers, in this part the researcher shows some related researches which also talk about teaching strategies are applied by the teacher in teaching writing Recount Text. Those studies are explained as follows:

The first study is a research conducted by (Tutut Pratiwi, 2017). The Effectiveness of Using Picture Series in Teaching Writing Recount Text) based on the research, Picture Series is more effective than the direct learning model on the writing of recount text for second grade of Junior High School One Tulungagung.

The next study comes from (Fenny Yustika Seli, 2014), The Effectiveness of Using Social Networking Site in Teaching Writing of Recount Text). Based on the research, by using social networking site actually the researcher used Facebook as the tool can improve the teacher skills, student activities and

writing recount text skills of second grade students of Junior High School One Tulungagung. In other study to get students' mastery in Writing Recount Text, a researcher using Social Networking Site of Facebook to increase students' motivation, it makes the students more interesting in teaching learning and also to know the effectiveness of students' mastery in writing recount text.

Stated Handayani (2016), the result of this journal is Instagram give beneficial effect in improving students' language skill. Besides, using Instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately.

Purwandari (2017), this research was an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using Instagram as media which is significantly different from those who are taught without Instagram. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran. In order to achieve the objective, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using Instagram and the control group was taught without Instagram. After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 74.80 and the control group was 72.63. It means that the score of the experimental group was higher than the score of the control group. The t-test result showed that t-value was 2.056 and t-table was 2.002, which means that the t-value is higher than the t-table. It proves that there is a significant different achievement

between the groups which taught using Instagram and using conventional teaching. Based on the result of this study, it is concluded the application of Instagram can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

In the other previous study of *Advances in Social Science, Education and Humanities Research of International Conference on English Language and Teaching (ICOELT 2018)* entitled *Enhancing Accounting Students' writing Skill Through Instagram* stated that there is a significant difference of the students' result in writing skill by Fenny Thresia (2018), from the mean score pre-test is 57,46 increase into 74,20. The researcher stated that the use of the Instagram Application in teaching writing recount text is considerably effective for enhancing students' ability in writing a recount text.

From the previous studies above, this present research has difference in teaching media and material. So this research try to know the effectiveness of Using Instagram Application to make the students very interested and enthused in writing recount text.

CHAPTER III

RESEARCH METHOD

This chapter contains the description of the method employed in the research. The description covers research design, population, sample, research instrument, validity, and reliability testing, normality testing, data collecting method and data analysis.

3.1 Research Design

This research used quantitative method. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics (Aliaga and Gunderson in Mujis, 2004: 1).

Before doing research, the researcher identified the type of the research to be carried out and prepare a plan. This study used an pre-experimental research design. The design of this research used one group pre-test and post-test design. The requirement of this design is stated by Ary (2010: 302), pre experimental design does not have random assignment of subjects to groups or other strategies to control extraneous variable.

In this case, the researcher used pre-experimental design means using one class as single group who get the treatment and the group get pre-test and post-test to know the result of treatment. The pre-test and the post-test are given to take the score of the students' ability before and after being taught using Instagram application. The researcher only used one class as the subject of the study.

Pre-experimental research was used because the situation was not feasible to have random assignment to determine the sample of the research. That is why in this study the researcher just took one group or class and sets pre-test and post test to see the result of the treatment.

The One Group Pre-Test – Post-Test Design as follows:

Table 3.1 The Illustration of Research Design One Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
Y1 (DV)	X (IV)	Y2 (DV)

Two variables are explained for the above table namely :

X : Independent Variable (Instagram Content Application)

Y1: Dependent Variable (Students' achievement in writing recount text before taught by using Instagram application)

Y2: Dependent Variable (Students' achievement in writing recount text after taught by using Instagram application)

The procedures of experimental research that use one group pre-test and post-test design in this study are described as follows:

1. Administering Pre-test (Y1) with a purpose of measuring students' descriptive writing ability before applying Instagram application.
2. Applying experimental treatment teaching writing recount text by using Instagram application.
3. Administering post-test (Y2) with a purpose of measuring students' descriptive writing ability after applying Instagram application.

This research intended to investigate the improvement of students' ability in writing recount text by using Instagram application at second grade of MTs Negeri 5 Kediri. The use of the treatment was aimed at proving whether the increase scores got by the students as subject of the study was caused by the use Instagram or not. Thus, the effect of that treatment is known from the increasing score when the students taught using Instagram application by comparing pre-test and post test score.

The researcher conducted five meetings to apply the treatment to the students using Instagram application. In the first meeting, the researcher conducted pre-test in order to know how far the students' know about recount text, after doing the pre-test, the researcher provided little explanation about writing recount text. Next, the researcher continued the explanation about the material of Recount text using material 1, after giving explanation, the researcher told the students about Instagram application and ask the students' Instagram name account. In the third meeting the researcher gave a review to the previous material and then teach recount text again using material 2. And then the researcher gave a task to upload photo in the Instagram account with the caption of the photo using recount text included orientation–events–reorientation with a certain topic. At the fourth meeting the students gave last treatment before giving a post-test in the last meeting.

Table 3.2 Schedule of Researchers' Activities

No	Date	Activities
1	24 th March 2021	Giving pre-test
2	25 th -31 st March 2021	Giving the first treatment (material 1)
3	1 st -8 th April 2021	Giving the second treatment (material 2)
4	9 th -15 th April 2021	Giving last treatment (material 3)
5	15 th April 2021	Giving Post-Test

3.2 Population and Sample

In this section, several theories related to the population and sample in the study will be presented. It will also mention the subjects that will be used in the research.

3.2.1 Population

A population according to Ary (2009: 162) is all members of any well-defined class of people, events, or object. It means that the population is a group of subjects, it can be person or things, to whom or which the findings of the research are to be applied.

In according to the topic of the research, the population is the whole students of the second grade students of MTs Negeri 5 Kediri in the academic year 2021/2022.

3.2.2 Sample

Selecting sample is very important step in conducting a research. According to Ary (2009: 149) the small group that is observed is called a sample and the larger group about which the generalization is made is called a population. A sample is a portion of a population. It means that a good sample must represent the entire populations as good as possible, so that the generalization of the sample as true as population.

In this research the researcher selected one class of A, the reason because the English teacher who handles class 8A suggests to take that class as subject of sample to be researched by some reasons: First, the

class is taught recount text. Second, the class is cooperative, which is expected to facilitate researchers in conducting research.

Table 3.3 Sample of Research

Sample of 8A Class		Total Participant
Male	Female	
10	26	36

3.3 Research Instrument

Research instrument refers to a material or tool to collect the data. The instrument that was used in this research was a writing test. The students were given two kinds of test. The first test is pre-test and second test is post-test. Both of the tests were in the forms of writing recount text by considering the level grade of students. The topic in each test was different to avoid bias as they can remember on the previous topic given and to know the result of tests, the researcher used scoring rubric. The aspects of scoring include the aspects of content, organization, vocabulary, grammar, and mechanics.

3.4 Trustworthiness of Data

The data in the research is trustworthy because it has been resulted from trusted instrument in the form of a good test. It is so, because in composing the test, the writer considers many aspects which become the criterion of a good test. One of the important characteristic of a good test is the appropriateness with the ability of test taker. It is commonly called Validity. While the second important characteristic is the consistency of the test which is called Reliability.

In this research the writer did some steps to ensure that the instrument (test) was valid and reliable. The step consist of two kinds to prove that the test as instrument has validity and reliability as described below:

3.4.1 Validity

Ary et al (2010: 225) defines validity as the extent to which an instrument measured what it claimed to measure. In other words, validity is measuring what it is designed to be measured. In language testing, Brown (2004) defines validity as the extent to which inference made from assessment results are appropriate, meaningful, and useful in terms of the purpose of assessment.

To measure whether the test has a good validity, the researcher analyzes the test from two kinds of validity. They are content and construct validity.

3.4.1.1 Content Validity

This kind of validity is determined by seeing whether the content of the test is representative parameter of what is supposed to be measured. To see the Content validity, it can be done by seeing whether the content of the test is representative sample of the objectives and the material prescribed in The Basic Course Outline (GBPP).

In this research, the researcher gave the writing test to measure writing ability in recount text. To see the content validity of the research, it can be seen from the representation of the test

objectives to the goal category of GBPP. In Curriculum 2013 of MTs stated that the Basic Competence must be achieved by students is Analyzing social function, text structure, and language features in recount text related to the simple experience and events according to its content.

In this research the writer gives test by asking students to write in the form of recount text about the students' experience during pandemic and their experience during learning from home. Two kinds of the test are in line with goal of the basic competence. So it can be concluded that the tests have high content validity.

3.4.1.2 Construct Validity

Construct validity is validity which show how far the tests are suitable with the theory that becomes a foundation on composing those tests. According to Johnson (2001: 303) construct validity deals with the relationship between a test and a particular view of language and language learning.

In this test, the researcher asked the students to answer the essay test based on recount text. The aspects of writing recount text guides to create a suitable instrument before being tested. The composing of theory refers to generic structure, language features, and social function of writing recount text. Therefore, this is valid in term of construct validity. First it is about generic

structure which is consists of orientation, the researcher and the second rater identified generally about something happened, where the events took place and when it happened. Second is language features which is consists of focusing on specific participants, use of simple past tense, action and thinking or feeling verbs, use of temporal sequence, focus on specific participant, use the conjunctions and action verbs. Third is social function which presents the purpose of making recount text by stating recount text is to describe past experiences by retelling events.

3.4.2 Reliability

Reliability shows whether an instrument is reliable or not and can be used as a device to collect the data with the stability of the test score. According to Howit and Cramer (2002: 28) reliability is the extent to which the measure will give the same response under similar circumstances. Ary et al (2010: 236) also defines reliability as the degree of consistency with an instrument measures whatever it is measuring. Thus, it can be said that a reliable test is consistent and dependable. In the other words, reliability is the consistency of the instrument in producing one the similar score on different testing occasion or with different raters.

To make sure the instrument (test) is reliable, the researcher conducted a try out for the test but in the different students before truly

conducting to the sample of the research. The researcher conducted the try-out of the test in another school but with the same level of the students and there are 8 students in the try out test.

To find out the reliability of the score obtained either from the pre-test and post-test, the researcher calculated two scores of the students to calculate the correlation between them. The formula to find out the correlation coefficient is *Pearson Product-Moment*. Correlation measure how variables or rank orders are related. Correlation coefficient range in value from -1 and +1. A value of 0 indicates no linear relationship.

Table 3.4 Reliability Testing

Correlations			
		Pre-Test	Post-Test
Pre-Test	Pearson Correlation	1	,922**
	Sig. (2-tailed)		,001
	N	8	8
Post-Test	Pearson Correlation	,922**	1
	Sig. (2-tailed)	,001	
	N	8	8
**. Correlation is significant at the 0.01 level (2-tailed).			

From the table above, it can be seen that the result of the correlation coefficient in try out test of pretest is 0.922 or close with 1, it means that there is perfectly positive relationship between two variables. Based on the result above, the instrument is reliable to be tested.

In order to get the score of the students' result, the researcher have the scoring rubric, there are 5 categories to be considered in the writing test, they are content, organization, vocabulary, language use and

mechanics. The categories for evaluation of writing recount text can be seen in the table criteria below: (J. B. Heaton, 1989)

Table 3.5 Table Assessment

Content	
5	The story about past events are described very interestingly
4	The story about past events are described interestingly enough
3	The story about past events are described less interestingly
2	The story about past events are described uninteresting
Organization	
5	Accommodating all elements of the generic structure of recount text and described very well
4	Accommodating all elements of the generic structure of recount text and described well.
3	Accommodating all elements of the generic structure of recount text and described well enough
2	Accommodating all elements of the generic structure of recount text and described poorly
Vocabulary	
5	The words choiced are used very appropriately
4	The words choiced are used appropriately
3	The words choiced are used less appropriately
2	The words choiced are used not appropriately
Language Use	
5	Use language feature of recount text very appropriately
4	Use language feature of recount text appropriately
3	Use language feature of recount text less appropriately
2	Use language feature of recount text not appropriately
Mechanics	
5	Very good in spelling, punctuation, capitalization, paragraphing
4	Average in spelling, punctuation, capitalization, paragraphing
3	Fair in spelling, punctuation, capitalization, paragraphing
2	Poor in spelling, punctuation, capitalization, paragraphing

3.5 Data Collection Procedure

The data collection method serves the way how the researcher gets the data which is needed. To measure the effect of using Instagram application in

writing recount text, the researcher will use instrument. The instruments are pre-test and post- test. It can be seen clearly below:

3.5.1 Observation

In doing observation, the researcher did the following steps: First, the researcher tried to get information as much as possible from the teacher about the condition of students. Especially, condition of students second's grade class. The condition is about their characteristic, background of family, environment, and also their interest to study English. Second, the researcher tried to behave friendly and helpful in order to make the students did not change their natural characteristics instead of that she also hoped that students would tell frankly about many problems which they faced in studying English, especially in studying writing. Third, the researcher found that the students had many problems in studying writing, such as; they are not interested in joining writing class, the class was not active, no questions from the students during the class, etc.

According to the writer, all the problems were caused by the way at teaching at the class less interesting and monotonous. The conventional way at teaching was used such as explaining what was recount text, then what was the generic structure, the function at the text and the asked students to write the form at text in their own paper and then submitted to the teacher. From the observation, the researcher tried to give different way in studying writing. The way was different with what they usually did so

far, that was writing using Instagram, especially writing about recount text using Instagram application.

3.5.2 Test

Language tests can be distinguished from one another on the basis of when the test was held, especially in relation to the implementation of language teaching. On the basis of these criteria, in order to determine whether or not there is a comparison between the level of language proficiency at the two different stages, it requires the use of the same or equivalent test (Djiwandono, 1996). Therefore, a pre-test and post-test were held to find out whether there were effective results in this study.

1. Pre-Test

Pre-test was given to the students to know their achievement in writing recount text before being taught by using Instagram application. A pre-test provided a measure on some attribute or characteristic that you assess for participants in an experimental before they receive treatment (Creswell: 2003). The form of pre-test is essay. The test is given to students by sending via WhatsApp group, then students will work on it for 90 minutes with the theme that has been given. To organize this activity, the researcher conducted a google meet with the students and asked the class teacher to help to participate in monitoring the activities of the students, so that it could be ensured that the students did the pre-test in an orderly manner.

2. Treatment

After administering the pre-test, the researcher gave the students treatment. In doing treatment, the researcher did the following steps: First, the writer gave motivation about the importance at writing, such as; it could be used to express creativity, improve imagination, and also add knowledge. The writer also motivated students about the advantages to be a good writer. It could give benefit to others, it would make someone famous, make money, etc.

Second, the writer asked students to decide what they wanted to write, the important thing was that about something happened in the past. It could be about students experience or others experience both fiction or non fiction. Third, the researcher asked students to write in instagram application which actually most of them had known it, but they usually used it for fun, such as; uploading photo, seeing content that they like, giving comment to what they think interesting, etc.

Fourth, the researcher give some inputs about students weakness in writing recount text, such as; they should use verb in past for an because it was about past event. Fifth, the writer always tried hard to be close with students during the treatment to make them feeling comfortable, and to make them to have feeling to be guided and accompanied. Sixth, the researcher always reminded students to tell their problem, either it was about there problem in writing recount text or their problem in studying English. The last step is the researcher always giving reward to the students who asked questions, giving

comment or answer the teacher questions. Although the reward as just in the form of non material such as applause, smile, nodding, etc.

3. Post-Test

Post-test was given after the student get treatments that is taught by using Instagram application in recount text. From the score of this post- test, the researcher intends to find out the effectiveness of using Instagram application in teaching recount text. The form of post-test is essay and the level of difficulty is mostly the same with the pre-test, but the topic is different.

The test is given to students by sending via WhatsApp group, then students will work on it for 90 minutes with the theme that has been given. To organize this activity, the researcher conducted a google meet with the students and again asked the class teacher for helping to participate in monitoring the activities of the students, so that it could be ensured that the students did the post-test in an orderly manner.

The number of students who did post-test were the same with the number in pre-test. After finishing the test and getting students' work, the researcher calculated the score of post-test. The result of the scores were be compared with pre-test.

3.6 Data Analysis

Data analysis is a process of systematically searching and arranging the transcripts of interviews, field notes, and other materials that are accumulated

to increase our own understanding and allow you to present what you have discovered to others (Bogdan and Sugiyono, 1987:90)

After getting work sheets from the students as the subject of the research, the writer did the following steps:

1. Scoring by using the table assessment (Brown, 2004:244-245)
2. From the table assessment the writer obtained data in the form of scores of pre-test and post-test.
3. Next the writer entered the scores to the table

Table 3.6 Pre-test and Post-test scores of Experiment Classes

Name of Students	Experimental Class	
	Y	Z
SUM ($\sum n$)		

Where:

Y: Pre-test of Experimental Class

Z: Post-Test of Experimental Class

4. Tabulating the data from score table into the distribution of frequency, then find out the mean, standard deviation, and standard error of variable X by using the formulas bellow:

- a. Mean of The Experimental Group

$$M_x = \frac{\sum x}{N}$$

Equation 3.1 Mean of The Score

M_x : Mean score of experimental group

$\sum x$: The score SUM of experimental group

N : The total of respondents

b. Measuring the SUM of standard deviation. (Sugiyono, 1987:61)

$$SD = \sqrt{\frac{\sum_i FX_i^2}{N} - \frac{(\sum FX_i)^2}{N}}$$

Equation 3.2 SUM of Standard Deviation

SD: Standard Deviation

(i): Interval of Class

$\sum FX_i^2$: *The square deviation SUM of experimental group*

N: The total of respondents

c. Measuring the standard error (Anas sudijono, 2012:282)

$$SE_M = \frac{SD}{\sqrt{N - 1}}$$

Equation 3.3 Standard Error of The Mean

SE_M: Standard error of the mean

SD: Standard Deviation

N: Number of cases

1: Constant Numbers

5. The writer uses normality test to know the normality of the data needed to analyze whether both groups has normal distribution or not as the prerequisite of applying paired sampled t-test.
6. The writer uses homogeneity test to know relatively same variant or not.
7. Then, the writer applies all of them into t-test formula. T-test formula was used to know whether there is any effect of guided - questions strategy in writing or not. (Riduwan, 2010:157)

$$t_{test} = \frac{x - \mu}{SD / \sqrt{N}}$$

Equation 3.4 T-Test Formula

x: Mean of post-test

μ: The population mean

SD: Standard Deviation

N: Number of cases

By the criteria:

If t-test \geq t-table, Ha is accepted and Ho is rejected.

If t-test < t-table, Ha is rejected and Ho is accepted.

8. The last, the writer calculated degrees of freedom (df) by using the formula:

$$df = N - 1$$

After getting the data from the formula, the researcher analyzed the significant level. If the t-test is higher than t-table, it means that there is positive effect of the smedia in teaching writing. So the writer's hypothesis is accepted. In Contrary, if the t-test value is lower than t-table, the writer's hypothesis is not accepted. However, the hypothesis testing in this research used the value of Sig, that is, if the Sig < 0.05, it means that H0 is rejected and Ha is accepted.

9. In addition, the writer used SPSS 25.0 program to compare the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains three topics related to research finding and discussion. They are the description of data, normality and homogeneity testing, data analysis, hypothesis testing and discussion.

4.1 Findings

In getting data, the researcher used research instrument. Then, the researcher analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into some parts. They would be described as follows:

4.1.1 The Data Analysis of the Pre-Test

In this part of test, the researcher asked the students to write the story about “My Best Experience during Pandemic”. The students were given about 90 minutes to write the recount text. There were 36 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students’ writing achievement before they were given the treatment. The writing test is in the form of essay. Therefore, in scoring the students’ work, the researcher used a rubric. The students work were also scored by two raters. The first is the writer herself and another rater is an English teacher in Kediri. The result of pre-test (Table 4.1), the histogram chart of pre-test (Figure 4.1), and the descriptive statistic of pre-test score consisted of mean (Table 4.2), those can be seen below:

Table 4.1 The Students' Score in Pre-Test

NO	INITIALS' NAME	C		O		V		L		M		SCORE		TOTAL		RESULT
		I	II	I	II	I	II	I	II	I	II	I	II	I	II	
1	FES	2	2	2	2	3	2	2	2	3	3	12×4	11×4	48	44	46
2	MFAP	3	3	3	3	3	3	3	3	3	3	15×4	15×4	60	60	60
3	MRM	3	4	3	3	3	4	3	4	4	3	16×4	18×4	64	72	68
4	MYH	3	4	4	3	3	4	3	3	3	2	16×4	16×4	64	64	64
5	MFRD	3	3	2	3	3	4	2	3	3	3	13×4	16×4	52	64	58
6	MFI	3	4	2	3	3	3	2	3	2	3	12×4	16×4	48	64	56
7	MRAK	2	3	2	3	3	4	3	3	3	3	13×4	16×4	52	64	58
8	MV	3	3	3	3	4	3	3	2	3	3	16×4	14×4	64	56	60
9	RAA	2	3	2	3	2	3	3	3	3	3	12×4	15×4	48	60	54
10	RSAT	4	3	3	3	4	4	2	3	3	4	16×4	17×4	64	68	66
11	AZR	4	4	3	3	4	4	2	3	3	4	16×4	18×4	64	72	68
12	ANA	3	3	3	3	3	4	3	4	3	4	15×4	18×4	60	72	66
13	AMA	3	4	3	3	4	4	3	4	3	4	16×4	19×4	64	76	70
14	AIA	2	3	2	2	4	3	3	3	3	3	14×4	14×4	56	56	56
15	BANH	3	2	3	3	4	4	4	3	4	3	18×4	15×4	72	60	66
16	BLA	2	3	4	3	4	3	3	4	3	3	16×4	16×4	64	64	64
17	BSM	3	3	2	3	3	4	3	4	3	4	14×4	18×4	56	72	64
18	CDWP	3	4	3	3	2	3	2	4	3	3	13×4	17×4	52	68	60
19	CM	2	3	3	3	3	4	3	4	2	3	13×4	17×4	52	68	60
20	DAV	4	3	3	4	4	3	3	2	3	3	17×4	15×4	68	60	64
21	DFA	2	3	2	3	4	3	3	3	3	4	14×4	16×4	56	64	60
22	DMM	4	3	3	2	3	3	3	2	3	3	16×4	13×4	64	52	58
23	EMA	2	2	2	2	4	3	3	3	2	2	13×4	12×4	52	48	50
24	IDF	3	4	2	2	3	3	4	3	3	2	15×4	14×4	60	56	58
25	IPA	4	4	2	3	4	3	3	2	3	3	16×4	15×4	64	60	62
26	LA	2	3	3	2	4	2	3	2	3	2	15×4	11×4	60	44	52
27	MAK	3	4	2	4	4	3	4	3	4	3	17×4	17×4	68	68	68
28	NAAA	3	3	2	3	3	4	4	3	3	2	15×4	15×4	60	60	60
29	PNIR	3	3	3	3	4	3	2	3	3	4	15×4	16×4	60	64	62
30	RRY	2	2	3	2	3	2	4	2	4	3	16×4	11×4	64	44	54
31	RAW	3	3	3	3	4	3	4	3	3	3	17×4	15×4	68	60	64
32	SL	3	3	3	3	3	2	3	2	3	4	15×4	14×4	60	56	58
33	SCK	2	3	4	3	2	3	2	3	2	3	12×4	15×4	48	60	54
34	SMD	3	4	2	4	3	4	4	3	4	3	16×4	18×4	64	72	68
35	SRF	3	2	3	3	3	4	3	3	3	3	15×4	15×4	60	60	60
36	WM	3	2	3	2	4	3	4	3	3	3	17×4	13×4	68	52	60

In the table above, the results score basen on the rubric is Multiplied by four to get the total score. Than, the score from the first and second rater is Summed and devided into two, to get the Mean as the final result.

Based on the table above, it could be seen the result of the pre-test in second graders' students of A class at MTs Negeri 5 Kediri. The lowest score was 46 and the highest in the pre- test was 70. In this table, the researcher has included a detailed assessment, which consists of: Content (C), Organization (O), Vocabulary (V), Language use (L), Mechanics (M). The purpose of that is to provide convenience to researchers in assessing the results of the student pre-test which refers to the Scoring Rubric.

The researcher used SPSS 25.0 to know the descriptive statistics and the percentage of students' score on pre-test. The result is presented in the form of the histogram chart to understand easily the meaning of the scores. Here is the histogram chart:

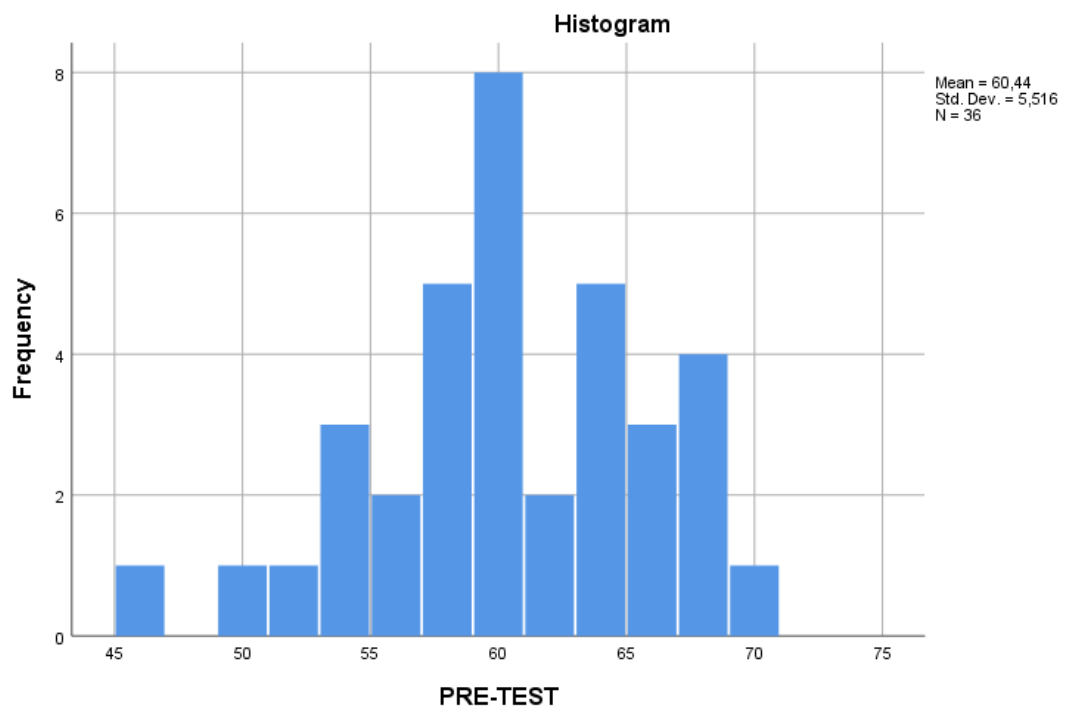


Figure 4.1 The Histogram Chart of Pre-Test

From the Figure of Histogram Chart , it can be seen the description of the range of values obtained by students and the frequency of scoring the students, it can be seen the description of the range of values obtained by students and the frequency of obtaining grades in students. From the histogram, data can be obtained, namely the range of values from 45 to 50, a frequency of 2 student is obtained, then in the range of values from 50 to 60, a frequency of 19 students is obtained, and for scores of more than 60 to 70, a frequency of 15 students is obtained. From the results of the Histogram Chart, it can be concluded that there are many students who have scores below the Passing Grade (KKM) on the pretest. To see the detail of the calculation of the pre-test, it can be seen in the table below:

Table 4.2 The Descriptive Statistic of Pre-Test

Statistics		
PRE-TEST		
N	Valid	36
	Missing	0
Mean		60,44
Std. Error of Mean		,919
Median		60,00
Mode		60
Std. Deviation		5,516
Variance		30,425
Range		24
Minimum		46
Maximum		70
Sum		2176
Percentiles	25	58,00
	50	60,00
	75	64,00

Table 4.2 showed that total of the data were divided into number of data which determined as mean score from pre-test. It was 60,44. Then, the half number of data sample which determined as median score from pre-test was 60,00. To know the most frequently appeared number, the data used mode score and the most appeared number was 60. The standard deviation of pre-test is 5,516, the minimum score was 46, the maximum score was 70. The sum of pre-test is 2176. From the table above, it can be described as follows: The total students joining test as sample of the study is 36 students, all of those are doing the test and the mean score of them is 60,44. The Standard Deviation (SD) is aimed to know the number of score or data which differs from the Mean. When the standard deviation is lower than the Mean, it shows that the sample is good for the research. It is also shown into this research; the Standard Deviation is 5,516 while the Mean is 60,44.

Then, the Variance (V) is used to show the measurement of the average distribution of the result of the test. If the score of Variance is lower than the Mean, it shows that the data is good because the distribution doesn't deviate from the Mean.

The Standard Error, show the accuracy of the sample to the population. The lower of the standard error, the better the sample we have. And, the sample is more represented the population used in the research, it also can be seen in this data that the Standard Error of the

mean is only 0,919. From the description of the score, it can be conducted that the data statistically is a good data.

After knowing the result of pre-test, the researcher gave the treatment of Instagram application as a media in teaching writing recount text with the purpose probably the students writing achievement could be increased. Lastly, the researcher gave post-test in order to measure the different scores or achievement after conducting the treatment.

4.1.2 The Data Analysis of Post-Test

In post test, the researcher asked the students to write recount text with different topic that pre-test. The topic was “My Experience during Larning from Home”. The allocation time was 90 minutes. There were 36 students as the sample of this research. The purpose of conducting post-test was intended to measure the students’ writing achievement after they were given treatment. The writing test is in the form of essay. Therefore, in scoring the students’ work, the researcher used a rubric. The students work were also scored by two raters. The first is the writer herself and another rater is an English teacher in Kediri.

The result of post-test (Table 4.3), the histogram chart of post-test (Figure 4.2), and the descriptive statistic of post-test score consisted of mean (Table 4.4), can be seen below:

Table 4.3 The Students' Score on Post-Test

NO	INITIALS' NAME	C		O		V		L		M		SCORE		TOTAL		RESULT
		I	II	I	II	I	II	I	II	I	II	I	II	I	II	
1	FES	3	3	3	3	4	4	3	3	3	3	16×4	16×4	64	64	64
2	MFAP	5	5	4	4	4	5	4	5	4	4	21×4	23×4	84	92	88
3	MRM	5	5	4	5	5	5	3	4	4	5	21×4	24×4	84	96	90
4	MYH	5	5	4	4	4	5	4	5	4	5	21×4	24×4	84	96	90
5	MFRD	4	4	3	3	4	5	3	4	4	4	18×4	20×4	72	80	76
6	MFI	4	4	4	4	4	4	4	4	3	3	19×4	19×4	76	76	76
7	MRAK	4	5	3	4	5	4	4	4	3	3	19×4	20×4	76	80	78
8	MV	3	3	3	4	3	4	3	3	3	4	15×4	18×4	60	72	66
9	RAA	4	4	3	4	4	4	4	3	4	4	19×4	19×4	76	76	76
10	RSAT	4	5	4	3	4	5	4	4	3	4	19×4	21×4	76	84	80
11	AZR	4	4	3	4	4	4	4	4	3	4	18×4	20×4	72	80	76
12	ANA	5	5	4	5	5	5	4	5	5	4	23×4	24×4	92	96	94
13	AMA	5	5	4	4	5	5	4	4	4	5	22×4	23×4	88	92	90
14	AIA	5	5	3	4	4	4	4	3	4	4	20×4	20×4	80	80	80
15	BANH	5	5	4	5	5	5	5	4	5	5	24×4	24×4	96	96	96
16	BLA	4	5	3	4	4	5	4	5	4	5	19×4	24×4	76	96	86
17	BSM	5	5	3	4	4	4	5	5	4	4	21×4	22×4	84	88	86
18	CDWP	4	4	4	5	4	4	5	5	4	4	21×4	22×4	84	88	86
19	CM	3	3	4	5	4	5	5	3	3	3	19×4	19×4	76	76	76
20	DAV	3	4	3	4	4	4	4	4	4	4	18×4	20×4	72	80	76
21	DFA	4	4	3	3	5	5	3	4	4	4	19×4	20×4	76	80	78
22	DMM	4	4	5	3	5	5	3	4	4	4	21×4	20×4	84	80	82
23	EMA	3	4	3	4	5	5	4	4	4	3	19×4	20×4	76	80	78
24	IDF	4	4	4	4	5	5	4	4	3	4	20×4	21×4	80	84	82
25	IPA	3	4	4	4	5	5	4	4	4	4	20×4	21×4	80	84	82
26	LA	4	3	4	4	4	3	4	3	4	3	20×4	16×4	80	64	72
27	MAK	4	5	4	4	4	5	3	4	4	4	19×4	22×4	76	88	82
28	NAAA	3	4	4	5	5	4	4	4	4	4	20×4	21×4	80	84	82
29	PNIR	4	3	3	4	4	4	3	3	4	4	18×4	18×4	72	72	72
30	RRY	4	4	3	3	4	5	4	3	4	4	19×4	19×4	76	76	76
31	RAW	4	3	3	4	4	4	4	4	4	3	19×4	18×4	76	72	74
32	SL	4	4	4	4	4	4	3	3	4	4	19×4	19×4	76	76	76
33	SCK	3	4	3	4	4	4	3	4	4	4	17×4	20×4	68	80	74
34	SMD	3	4	3	4	4	4	4	3	4	4	18×4	19×4	72	76	74
35	SRF	4	4	3	4	5	4	3	4	4	4	19×4	20×4	76	80	78
36	WM	3	4	4	5	4	3	3	4	4	3	18×4	19×4	72	76	74

In the table above, as in pre-test, the results score basen on the rubric is Multiplied by four to get the total score. Than, the score from the first and second rater is Summed and divided into two, to get the Mean as the final result.

Based on the table above, it could be seen the lowest and the highest scores of eight A class. The lowest score in Post-test was 63 and the highest one was 95. The researcher used SPSS 25.0 to know the descriptive statistic percentage of students' score of post-test. To make easier to understand about the students' score, see the histogram chart below:

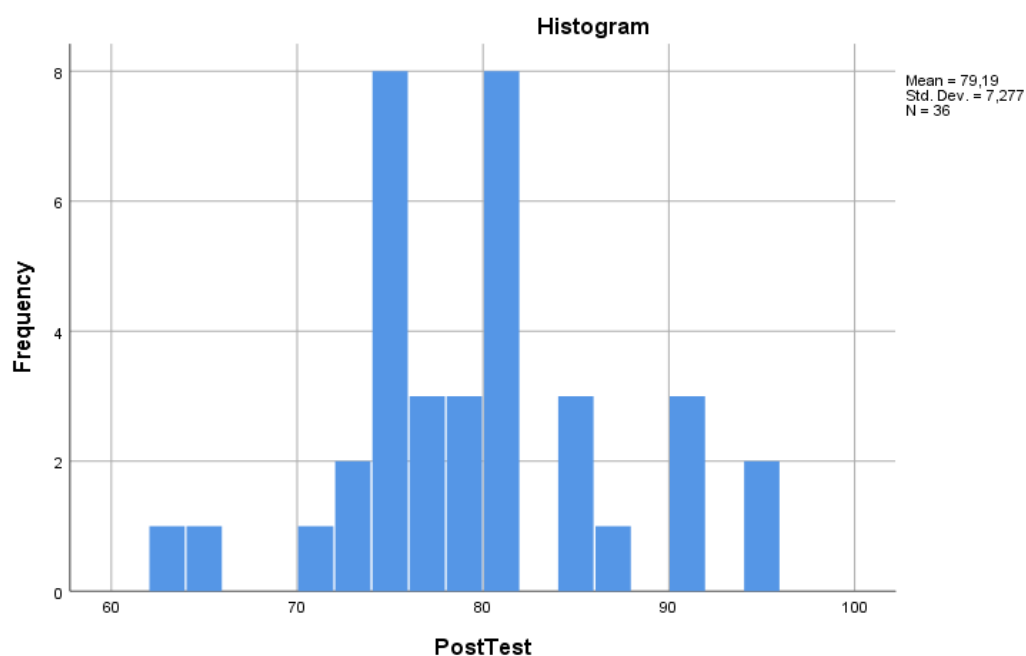


Figure 4.2 The Histogram Chart of Post-Test

From the Figure of Histogram Chart, it can be seen the description of the range of values obtained by students and the frequency of obtaining grades in students. From the histogram, data can be obtained, namely: the range of values from 60 to 70 obtained a frequency of 2 students, then in the range of values more than 70 to 80 obtained a frequency of 17 students, then for values more than 80 to 90 obtained a frequency of 12

students, and for scores of more than 90 to 100, a frequency of 5 students was obtained. From the results of the Histogram Chart, it can be concluded that, there are many students who's score are above the Passing Grade (*KKM*) in the post-test. To see the detail of the calculation of the post-test, it can be seen in the table below:

Table 4.4 The Descriptive statistics of Post-Test

Statistics		
POST-TEST		
N	Valid	36
	Missing	0
Mean		79,61
Std. Error of Mean		1,197
Median		78,00
Mode		76
Std. Deviation		7,184
Variance		51,616
Range		32
Minimum		64
Maximum		96
Sum		2866
Percentiles	25	76,00
	50	78,00
	75	85,00

In this research, the group was intended to eight A class students of MTs Negeri 5 Kediri. based on the above, showed that the total data were divide with number of data which determined as mean score from post-test, it was 79,61. then, the half number of data sample which determined as median score from post-test was 78,00. to know the most frequently appeared number, the data used mode score and the most appeared

number was 76. The standard deviation of post-test is 7,184. The range of post-test is 32. In addition, the minimum score was 64 and the maximum score was 96. the sum of the post-test is 2866.

From the table above, it can be described as follows: The total students joining test as sample of the study is 36 students, all of those are doing the test and the mean score of them is 79,61. That it means, it is high enough, more after if it is compared with the mean of the pre-test which is only 60,44. The Standard Deviation (SD) is aimed to know the number of score or data which differs from the Mean. When the standard deviation is lower than the Mean, it shows that the sample is good for the research. It is also shown into this research, the Standard Deviation is 7,184 while the Mean is 79,61.

Then, the Variance (V) is used to show the measurement of the average distribution of the result of the test. If the score of Variance is lower then the Mean, it shows that the data is good because the distribution doesn't deviate from the Mean.

The Standard Error, show the accuracy of the sample to the population, the lower of the sample to the population. The lower of the standard error, the better the sample we have. And, the sample is more represented the population used in the research, it also can be seen in this data that the Standard Error of the mean is only 1,197. From the description of the score, it can be conducted that the data statistically is a good data.

4.1.3 The Effectiveness of Instagram in Improving Writing Recount Text

In this research, the effectiveness of using Instagram to improve writing recount text can be achieved because there is an evidence of the students' increasing score from pre-test to post-test. The proof can be seen in the following table:

Table 4.5 Differences Result

NO	INITIAL'S NAME	DIFFERENCES		DESCRIPTION
		Pre-Test	Post-Test	
1	FES	46	64	Increase
2	MFAP	60	88	Increase
3	MRM	68	90	Increase
4	MYH	64	90	Increase
5	MFRD	58	76	Increase
6	MFI	56	76	Increase
7	MRAK	58	78	Increase
8	MV	60	66	Increase
9	RAA	54	76	Increase
10	RSAT	66	80	Increase
11	AZR	68	76	Increase
12	ANA	66	94	Increase
13	AMA	70	90	Increase
14	AIA	56	80	Increase
15	BANH	66	96	Increase
16	BLA	64	86	Increase
17	BSM	64	86	Increase
18	CDWP	60	86	Increase
19	CM	60	76	Increase
20	DAV	64	76	Increase
21	DFA	60	78	Increase
22	DMM	58	82	Increase
23	EMA	50	78	Increase
24	IDF	58	82	Increase
25	IPA	62	82	Increase
26	LA	52	72	Increase
27	MAK	68	82	Increase
28	NAAA	60	82	Increase
29	PNIR	62	72	Increase
30	RRY	54	76	Increase
31	RAW	64	74	Increase
32	SL	58	76	Increase
33	SCK	54	74	Increase
34	SMD	68	74	Increase
35	SRF	60	78	Increase
36	WM	60	74	Increase

From the table above, it can be seen that the difference of scores before pre-test and post-test among 36 students is great enough. The pre-test was carried out before the students were explained about the use Instagram, and the post-test was carried out after the students were given explanation about Instagram. From these results, it can be stated that the pre-test score (before Instagram treatment) is lower than the post-test (after Instagram treatment). Basically the increase in the mean score between the pre and the posttests may be divided into 4 groups. The first-group is the increase of the score from 1 to 7 shown by MV and SMD where their scores from the pretest to post-test are 57 to 66 and 68 to 74 with the increase of 9 and 6, respectively.

The second group has the scores of the students' writing skill between pre and post-tests with the range from 8 to 15 which are shown by 7 (seven) students namely AZR (from 68 into 76), WM (60 into 74), RAW (64 into 74), MAK (68 into 82), DAV (62 into 76), PNIR (62 into 72), RSAT (66 into 80) with an increase of 8, 14, 10, 14, 12, 10 and 14 respectively.

In the next group, the range of the increase of scores in students; writing ability group the pre and posttest is from 16 to 23 which is shown by 18 students: SRF, SCK, NAAA, LA, IPA, DFA, CM, BSM, BLA, AMA, RAA, MRAK, MFI, MFRD, MRM, FES, ARY, SL where the average increase in this group is 19,8. The last group shows the greatest increase from the pretest to the post-test with the average increase of

26,4. There are six students in this group namely EMA, CDWP, BANH, ANA, MYH, AIA, DMM, IDF and MFAP.

From the descriptions above, it can be stated that the first group has the least number of students, while the third group shows the highest number of students. Therefore, the greatest change occurred in the third group with the range from 16 to 23. It is shown that the Instagram is effective to improve students' writing ability.

4.1.4 The Result of Normality Testing

Normality testing is conducted to determine whether the data is normal distribution or not. The main reason of conducting normality testing in a research in order to know the population or the data involved in the research is in the normal distribution. The computation of normality testing in this research using *One-Sample Kolmogorov-Smirnov test* in SPSS 25.0 by significant value (α) is 0.05. basic decision making normality testing were as follows:

- a. If the significance value > 0.05 , the data had normality distribution
- b. If the significance value < 0.05 , the data did not have normal distribution.

Table 4.6 Normality Test Result

One-Sample Kolmogorov-Smirnov Test			
		PRE-TEST	POST-TEST
N		36	36
Normal Parameters ^{a,b}	Mean	60,44	79,61
	Std. Deviation	5,516	7,184
Most Extreme Differences	Absolute	,115	,144
	Positive	,115	,144
	Negative	-,107	-,106
Test Statistic		,115	,144
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,056 ^c
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the output from SPSS above, the table shows that the significant value of Pre-test is 0.200 and significant value of Post-test is 0.056. both of significant value of pre-test and post-test are higher than 0.05. The significant value of pre-test is 0.200 and its higher than 0.05 ($0.200 > 0.05$). it means that H_a is accepted and H_0 is rejected. It automatically the data distribution of pre-test is normal. Then, the value of post-test is 0.056 and it is higher than 0.05 ($0.056 > 0.05$). It means that H_a is accepted and H_0 is rejected. It automatically the data distribution of pre-test is normal. Therefore, it can be concluded that both of the data (pre-test and post-test) are normal distribution.

4.1.5 The Result of T-Test and Hypothesis Testing

Data analysis was done to know the difference of students' score in writing ability of recount text before and after being taught by using Instagram application.

The researcher conducted hypothesis testing to know if there is significant difference achievement of eight A class in MTs Negeri 5 Kediri in academic year 2020/2021 in writing recount text before and after being taught by using Instagram application. To analyze the finding data, the researcher uses *Paired Sample t-Test* by using SPSS 25.0. The researcher used t-test because the data distribution was normal. The result of can be seen in below:

Table 4.7 Descriptive Statistics for Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	60,44	36	5,516	,919
	POST-TEST	79,61	36	7,184	1,197

As mentioned before, there were 36 students as sample of this research. The name of the students had been mentioned by initial name to keep the privacy of the students. The researcher administered the test before being taught by using Instagram application. The test consisted of instructions about the way to write a recount text in essay form. In Table 4.7 it is showed the descriptive statistic of pre-test and post-test. As previously mentioned that there are two hypotheses in this study, they are (1) H₀ stating that there is no any significant difference on students

writing ability of recount text before and after being taught by Instagram application. (2) H_a stating that there is any significant difference on students writing ability of recount text before and after being taught by Instagram application. To make more clear it can be seen in the following table:

Table 4.8 Paired Sample Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	36	,547	,001

From the result of the data analysis, the researcher can conduct a hypothesis testing by following the procedure below:

If $\text{Sig.} < \alpha$, the null hypothesis (H_0) is rejected and the alternative (H_a) is accepted. It means that there is significant different students' score of students' writing ability in recount text at second grade in MTs Negeri 5 Kediri before and after being taught by using Instagram application, it means that it is effective.

If $\text{Sig.} > \alpha$, the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means that there is no significant different students' score of students' writing ability in recount text at second grade in MTs Negeri 5 Kediri before and after being taught by using Instagram application, it means that it is not effective.

Table 4.9 Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-19,167	6,222	1,037	-21,272	-17,061	-18,483	35	,000

The table above showed that there is a significant difference in mean score between pre-test and post-test because the value of Sig is 0.000, which is lower than 0.05. Because the Sig value >0.05 , it means that H_0 is accepted. If the Sig < 0.05 , it means that H_0 is rejected. It is clear that the Sig is 0.000 and it is lower than 0.05 so that H_0 is rejected and H_a is accepted. So based on the table above, it can be concluded that using Instagram application in teaching writing recount text is effective in increasing the students' writing ability of recount text.

4.2 Discussion

In this research, the researcher conducted the research by using one sample of population, because of the limitation of technique related to the crash with the school policy, which was impossible to make a new class used as a sample of research whose members taken from all classes of class 8. Since the principle did not allow the researcher to make a new class, she took one of the existanced classes to be sample of this research. It is 8A class of MTs Negeri 5 Kediri.

The number of students are 36, it has been chosen by purposive sampling technique in term suggestion by the English teacher in the school. In order to know the result of this research whether this media is effective or not, the researcher used pre-test and post-test then computed both of the tests into SPSS 25.0. the result of computation between pre-test and post-test shows that the use of Instagram application is effective in teaching writing recount text by looking the students' score in the writing recount text ability.

The analysis data by using SPSS 25.0 that the mean of the pre-test was 60.44 and post-test improved into 79.61 after getting treatment. The mean of the pre-test is lower than the post-test ($60.44 < 79.61$), it means that the null hypothesis could be rejected, and it can be concluded that using Instagram application in teaching writing recount text was effective on students' writing ability of recount text.

Although, some of students' score of pre-test and post-test were not perfect but it showed that the students achievement of post-test increase significantly compared with pre-test. On the output of paired sample test after calculated the data, it showed t value (Sign. 2-tailed) was 0.000. from comparing with the standard level of significance (0.05). ($0.000 < 0.05$), it means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It could be concluded that there was significant difference of students' score before and after being taught Instagram application in teaching writing recount text. Thus, it can be interpreted that writing ability of the students had been

improved after getting the treatment by using Instagram application in teaching writing recount text.

In finding, it was showed that the result of using Instagram application in teaching writing recount text can increase students achievements in writing recount text at Junior High School especially at 8A students of MTs Negeri 5 Kediri. based on the mean of pre-test 60.44 becomes 79.61 in post-test. The increasing score is close related to the use of Instagram application in teaching writing recount text. In other words, it can be said that the use of Instagram application in teaching writing especially for recount text at MTs Negeri 5 Kediri is recommended to increase the ability of student to reach there optimum result.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions based on research finding and the discussion presented in the previous chapter.

5.1 Conclusion

Based on the result of hypothesis testing in research finding, it can be concluded that the students' writing recount text ability after being taught using Instagram application is higher than to their skills before being taught using Instagram application. It means that the use of Instagram application is effective to be teaching media for enhancing the students' recount writing ability. 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 (H_0) 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.

In addition, the findings of the research showed that the process of using Instagram application motivated the students in writing recount text. The students were active and interested during the implementation of Instagram application to be used as teaching media. Overall, it could be said that Instagram application as media in teaching writing is also suitable used in writing essay, recount text or just writing assignment. Furthermore, teaching writing recount text by using Instagram application is effective and can enhance students'

achievement in the level of second grade students of MTs Negeri 5 Kediri in academic year 2020/2021.

5.2 Suggestion

Considering the result of this study, the researcher would like to give suggestion, they are as follows :

5.2.1 English Teachers

The teachers are suggested to use Instagram application as an alternative media to enhance students; teaching writing. Using Instagram application in teaching process, teachers necessarily give peer or teacher feedback in online mode. It is intended to enrich the feedback that the students will receive. In addition, it can also be suggested to the teachers to give more motivations to all students and pay more attention to the students with lower spirit and motivation. This media is flexible in time, and be able to use every where and everytime as well as possible.

5.2.2 For Next Researchers

The future research can use this research to get inspiring idea, they may develop this media or Instagram application in another cases. In addition, the future researcher can use this research as reference to support some sources. The writer hope, the next researcher can investigate the effectiveness of Instagram use on the other language skill or in different research design.

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APPENDICES

Appendix 1 First Activities

RENCANA PELAKSANAAN PEMBELAJARAN

DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah : MTsN 5 Kediri	Kelas/Semester : VIII / 2	KD : 3.11 dan 4.12
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 4 x 40 menit	Pertemuan ke : 1
Materi	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau	

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau

B. KEGIATAN PEMBELAJARAN

MEDIA	<ul style="list-style-type: none"> • Whatsapp, Google classroom, google form dll • Slide presentasi (ppt) 	ALAT	<ul style="list-style-type: none"> • Laptop, Handphone, tablet dan lain lain 	SUMBER	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Google Classroom</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	<ul style="list-style-type: none"> • Guru memberikan file soal kepada siswa (<i>melalui Whatsapp group</i>) • Guru membacakan dan menjelaskan terkait instruksi pengerjaan (<i>melalui Google Classroom</i>) • Guru mempersilakan kepada siswa untuk bertanya jika ada yang kurang dipahami (<i>melalui Whatsapp group, Google Classroom</i>) • Guru menjelaskan gambaran umum tentang materi <i>Recount Text</i> (<i>melalui Google Classroom</i>)
PENUTUP	<ul style="list-style-type: none"> • Guru memberikan simpulan dari soal yang telah diberikan (<i>melalui Google Classroom</i>) • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dilakukan dengan tes pengetahuan (berupa tes tulis)

Appendix 2 Second Activities

RENCANA PELAKSANAAN PEMBELAJARAN

DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah	: MTsN 5 Kediri	Kelas/Semester	: VIII / 2	KD	: 3.11 dan 4.12
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 4 x 40 menit	Pertemuan ke	: 2
Materi	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau				

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau

B. KEGIATAN PEMBELAJARAN

MEDIA	<ul style="list-style-type: none"> • Whatsapp, Google classroom, google form dll • Slide presentasi (ppt) 	ALAT	<ul style="list-style-type: none"> • Laptop, Handphone, tablet dan lain lain 	SUMBR	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Google Classroom</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (<i>melalui Whatsapp group, Google Classroom</i>) terkait materi <i>Struktur Teks Personal Recount; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau.</i> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur Teks Personal Recount; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau.</i> • Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Struktur Teks Personal Recount; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau</i> • <i>Melalui Whatsapp group dan, Google Classroom</i>, Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah

	dipelajari terkait Struktur Teks Personal Recount; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau , Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru membuat simpulan tentang materi yang telah disampaikan • Guru memberikan umpan balik proses kegiatan pembelajaran • Guru memotivasi siswa • Guru menginformasikan materi selanjutnya • Guru memberikan penjelasan seputar penggunaan aplikasi Instagram dan menu didalamnya. • Guru memberikan tugas untuk mengunggah foto di instagram dengan tema/topic bebas sesuai dengan materi <i>recount text</i> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan dari pengamatan sikap.

LANGKAH PEMBELAJARAN MENGGUNAKAN INSTAGRAM DILUAR KELAS

1. Guru telah memberikan tugas pada akhir pertemuan,
2. Siswa mengupload foto beserta deskripsi foto (Teks *Recount*) pada kolom caption
3. Durasi upload foto pada jam 12.00 – 21.30 WIB pada hari pemberian tugas
4. Di akhir teks recount pada kolom caption diberikan keterangan nama dan No. absen
5. Setiap foto di tag (ditandai) kepada instagram (account) guru agar guru dapat mengetahui bahwa siswa sudah menguploadnya
6. Setelah siswa mengupload, guru memberikan feedback pada kolom komentar, *direct message*, maupun whatsapp
7. Siswa membenarkan dari teks recount yang mereka buat pada kolom caption

REFERENSI

1. Buku ajar siswa kelas VIII “*When English Rings a Bell*”
2. Ef.co.id/englishfirst/englishstudy/pemahaman-recount-text-dalam-bahasa-inggris.aspx

Appendix 3 Third Activities

RENCANA PELAKSANAAN PEMBELAJARAN

DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah	: MTsN 5 Kediri	Kelas/Semester	: VIII / 2	KD	: 3.11 dan 4.12
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 4 x 40 menit	Pertemuan ke	: 3
Materi	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau				

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau

B. KEGIATAN PEMBELAJARAN

MEDIA	<ul style="list-style-type: none"> • Whatsapp, Google classroom, google form dll • Slide presentasi (ppt) 	ALAT	<ul style="list-style-type: none"> • Laptop, Handphone, tablet dan lain lain 	SUMBER	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Google Classroom</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (<i>melalui Whatsapp group, Google Classroom</i>) terkait materi <i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</i> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami. Pertanyaan ini harus tetap berkaitan dengan materi <i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</i> • Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi. dan saling bertukar informasi mengenai. <i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</i> • <i>Melalui Google Classroom</i>, Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Adverbia penghubung waktu: first, then, after that,</i>

	<i>before, at last, finally, dan sebagainya</i> , Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru membuat simpulan tentang materi yang telah disampaikan • Guru memberikan umpan balik proses kegiatan pembelajaran • Guru memotivasi siswa • Guru menginformasikan materi selanjutnya • Guru memberikan penjelasan seputar penggunaan aplikasi Instagram dan menu didalamnya. • Guru memberikan tugas untuk mengunggah foto di instagram dengan tema/topic bebas sesuai dengan materi <i>recount text</i> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan dari pengamatan sikap.

- LANGKAH PEMBELAJARAN MENGGUNAKAN INSTAGRAM DILUAR KELAS
1. Guru telah memberikan tugas pada akhir pertemuan,
 2. Siswa mengupload foto beserta deskripsi foto (Teks *Recount*) pada kolom caption
 3. Durasi upload foto pada jam 12.00 – 21.30 WIB pada hari pemberian tugas
 4. Di akhir teks recount pada kolom caption diberikan keterangan nama dan No. absen
 5. Setiap foto di tag (ditandai) kepada instagram (account) guru agar guru dapat mengetahui bahwa siswa sudah menguploadnya

Appendix 4 Fourth Activities

RENCANA PELAKSANAAN PEMBELAJARAN

DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah : MTsN 5 Kediri	Kelas/Semester : VIII / 2	KD : 3.11 dan 4.12
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 4 x 40 menit	Pertemuan ke : 4
Materi	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau	

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau

B. KEGIATAN PEMBELAJARAN

MEDIA	<ul style="list-style-type: none"> • Whatsapp, Google classroom, google form dll • Slide presentasi (ppt) 	ALAT	<ul style="list-style-type: none"> • Laptop, Handphone, tablet dan lain lain 	SUMBER	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Google Classroom</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (<i>melalui Whatsapp group, Google Classroom</i>) terkait materi <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami. Pertanyaan ini harus tetap berkaitan dengan materi <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i> • Peserta didik diberi kesempatan untuk mendiskusikan, dan saling bertukar informasi mengenai <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i> • Melalui <i>Whatsapp group, Google Classroom</i>, Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Nomina singular dan plural dengan atau tanpa a, the,</i>

	<i>this, those, my, their, dsb.</i> , Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru membuat simpulan tentang materi yang telah disampaikan • Guru memberikan umpan balik proses kegiatan pembelajaran • Guru memotivasi siswa • Guru menginformasikan materi selanjutnya • Guru memberikan penjelasan seputar penggunaan aplikasi Instagram dan menu didalamnya. • Guru memberikan tugas untuk mengunggah foto di instagram dengan tema/topic bebas sesuai dengan materi <i>recount text</i> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan dari pengamatan sikap.

- LANGKAH PEMBELAJARAN MENGGUNAKAN INSTAGRAM DILUAR KELAS
 1. Guru telah memberikan tugas pada akhir pertemuan,
 2. Siswa mengupload foto beserta deskripsi foto (Teks *Recount*) pada kolom caption
 3. Durasi upload foto pada jam 12.00 – 21.30 WIB pada hari pemberian tugas
 4. Di akhir teks recount pada kolom caption diberikan keterangan nama dan No. absen
 5. Setiap foto di tag (ditandai) kepada instagram (account) guru agar guru dapat mengetahui bahwa siswa sudah menguploadnya

Appendix 5 Fifth Activities

RENCANA PELAKSANAAN PEMBELAJARAN

DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah : MTsN 5 Kediri	Kelas/Semester : VIII / 2	KD : 3.11 dan 4.12
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 4 x 40 menit	Pertemuan ke : 5
Materi	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau	

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau

B. KEGIATAN PEMBELAJARAN

MEDIA	<ul style="list-style-type: none"> • Whatsapp, Google classroom, google form dll • Slide presentasi (ppt) 	ALAT	<ul style="list-style-type: none"> • Laptop, Handphone, tablet dan lain lain 	SUMBER	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Google Classroom</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	<ul style="list-style-type: none"> • Guru merespon siswa seputar tugas yang diberikan di pertemuan sebelumnya • Guru memberikan feedback dari penugasan dipertemuan sebelumnya • Guru memberikan file soal kepada siswa (<i>Whatsapp group</i>) • Guru membacakan dan menjabarkan terkait instruksi pengerjaan (<i>Google meet</i>) • Guru mempersilahkan kepada siswa untuk bertanya jika ada yang kurang dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru memberikn simpulan dari soal yang telah diberikan • Guru memotivasi siswa • Guru menginformasikan materi selanjutnya • Guru mengakhiri pembelajaran dan berdoa

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dilakukan dengan tes pengetahuan (berupa tes tulis)

Appendix 6 Worksheet Pre-Test



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

PRE-TEST FOR WRITING TEST

Name:	Date :
Absent:	Score :

Instruction!

1. Please write a personal recount text about "My best experience during pandemic" in your real life!
2. You are given 90 minutes to write recount text
3. Your story must contain at least or minimal 3 paragraph
4. Please make identification, the generic structure (Orientation - Events - Re-orientation)
5. You have to use the following language features of recount text:
 - a. Simple past Tense
 - b. Action verb
 - c. Proper noun
 - d. Conjunction to show the order of the event (first, second, next, then)
 - e. Temporal sequence (on September, last year, last month)
6. Your score will be graded based on five aspects (Content, Organization, Grammar, Vocabulary, and Mechanics)
7. Write your task in the answer sheet
8. You may open your dictionary.

Please start to write your experience in the following worksheet!

Appendix 7 Worksheet Post-Test



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

POST-TEST FOR WRITING TEST

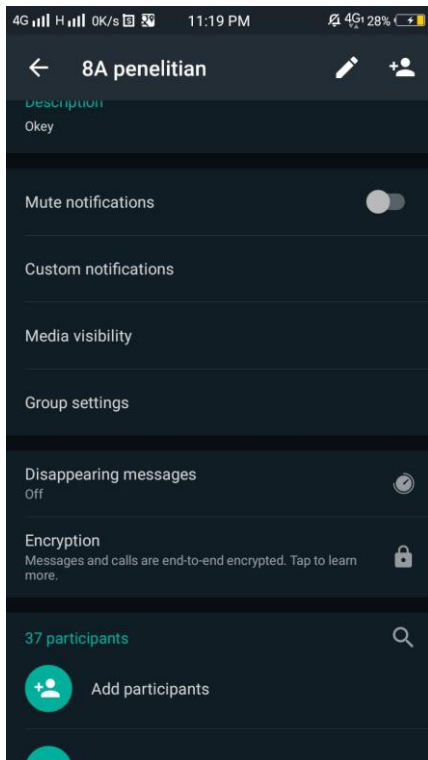
Name:	Date :
Absent :	Score :

Instruction!

1. Please write a personal recount text about "My experience during Learning from Home" in your real life!
2. You are given 90 minutes to write recount text
3. Your story must contain at least or minimal 3 paragraph
4. Please make identification the generic structure (Orientation - Events - Re-orientation)
5. You have to use the following language features of recount text:
 - a. Simple past Tense
 - b. Action verb
 - c. Proper noun
 - d. Conjunction to show the order of the event (first, second, next, then)
 - e. Temporal sequence (on September, last year, last month)
6. Your score will be graded based on five aspects (Content, Organization, Grammar, Vocabulary, and Mechanics)
7. Write your task in the answer sheet
8. You may open your dictionary.

Please start to write your experiences in the following worksheet!

Appendix 8 Documentation



Appendix 9 Students' Work

4G H 2.1K/s 1:17 PM 79%

← Tagged Edit



View Likes
vian_ptm76

Jogging with my brother
Orientation: Three months ago my brother and I went jogging around the area of my house.


Events: We departed at ten past five. My brother and I went through the pedestrian path. We also passed a lot of bamboo trees in the middle of the road. Then we arrived at the Tjunction I decided to go to the right for saw the sun rise on the edge of the field. I captured the moment with my cellphone camera.

Re-Orientation: After that we decided to go home through the same road

Home Search Video Shop Profile

4G H 2.2K/s 1:11 PM 81%

← Tagged Edit



View Likes
_ais0709

LEARNING AT HOME

Orientation:
Learning is done at home because of the dangerous corona virus and not just learning is done at home but all activities must be done at home only.

Event:
Every dawn I wake up to prayer then at 6 o'clock I shower and breakfast then work and learn the tasks that the teacher has given through whatsapp until it's done, Actually learning at home is very boring but it has to be done. Then during the day I pray dzuhur then lunch after that sleep to wake up at 2 then clean the house after that I take a shower and carry out ashar prayer up to maghrib after which I eat after meal I carry out isya' prayer then rest and sleep. I wake up to dawn again to perform prayers and further as usual if there is no other event.

Re-orientation:
That's what my activities were like during the study at home.

My name is Aisyatun Mardhia Arramadhani

Home Search Video Shop Profile

4G H 1.4K/s 1:17 PM 80%

← Tagged Edit



View Likes
wlm3137

'HOLIDAY'

Orientation : my family and I go on vacation to the beach while on vacation for refreshing.

Event : I went to the beach very early in the morning and got there around nine. The beach there was very beautiful, the waves and the scenery around the beach made the beach look even more beautiful. I played water and sand on the beach, it was very fun.

Re-orientation : holidays are very enjoyable and make the mind calm.

Nama : Wulan Maulidiyah

Home Search Video Shop Profile

4G H 1K/s 1:17 PM 79%

← Tagged Edit



View Likes
wlm3137

'LEARN TO COOK'

Orientation : The pandemic made me feel bored at home and finally made me eager to learn to cook, one of which is Korean cuisine.

Event : one of the dishes I make is tteokbokki. The way to make it is very easy and it tastes good too. To make it we can use ingredients that are at home.

Re-orientation : It was a fun experience. I can use my free time to learn to cook.

Nama : Wulan Maulidiyah

Home Search Video Shop Profile

4G H 4.2K/s 1:17 PM 79%



View Likes
resty_ayu45

Orientation:

This year I often go to my brother's house in the City of Subbaya usually I leave at 3 am arrive the at 7 am

Events :

Upon arrival, immediately have breakfast with your family after breakfast I immediately took a shower and rushes to jan My brother bo exercise in front of his yard, Sports are Volleyball badminton, etc.

Re-orientation

last day in Surabaya, play to your heart's content and clean to go home. That's my day off

Nama :Resty Ayu Wijaya Wulandari
kelas :8A
No.ab :31

Home Search Video Shop Profile

4G H 1.5K/s 1:18 PM 79%



View Likes
_ais0709

A sunny day

Orientation: On this morning I and my little family went to a park and did a jogging there.

Event: We jogged together after that we took photos and after the jogging was done I took my family to eat somewhere that had my favorite chicken porridge main menu we headed there and ordered a 4 chicken porridge menu with warm tea drinks and after the meal we were home.

Re-orientation: That's my morning, how's your morning today? We're very happy this morning.

Duty @tsania_fm
Name: Aisyatun mardhia arramadhani

Home Search Video Shop Profile

Appendix 10 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitkuln-malang.ac.id](http://fitkuln-malang.ac.id) email : fitk@uin_malang.ac.id

Nomor : 838/Un.03.1/TL.00.1/01/2021 16 Maret 2021
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian

Kepada
 Yth. Kepala Madrasah Tsanawiyah Negeri 5 Kediri
 di
 Jl. Marabunta, Balong, Ringinrejo, Kec. Ringinrejo, Kediri, Jawa Timur,
 64178

Assalamu'alaikum Wr. Wb.

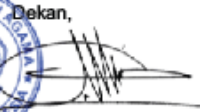

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : TSANIA FITRA MAULIDIA
 NIM : 17180036
 Jurusan : Tadris Bahasa Inggris - S1
 Semester - Tahun Akademik : Genap - 2020/2021
 Judul Skripsi : **The Effectiveness of Using Instagram to Improve Students' Writing Recount Text Skills in EFL Classroom**
 Lama Penelitian : **Maret 2021** sampai dengan **Mei 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,


 Dr. H. Agus Maimun, M.Pd
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix 11 Letter of Completion of Research


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. KEDIRI
MADRASAH TSANAWIYAH NEGERI KANDAT
 Alamat : Jl. Marabunta Balong – Ringinrejo – Kediri
 Telp. (0354) 411913 Kode Pos : 64176 Email : mtrokandak@yahoo.com
 NSM : 213350605287 NPSN : 20581184

SURAT KETERANGAN
 Nomor: B-~~63~~/MTs. 13.33,05 / PP. 00. 5/06/ 2021

Yang bertanda tangan dibawah ini :

N a m a	: AGUS GUNAWAN ,M.Pd.I
N I P	: 19710817 199903 1 002
Pangkat/ Golongan Ruang	: Pembina/ IVa
Jabatan	: Kepala Madrasah MTs Negeri 5 Kediri
Instansi	: Kantor Kemenag Kab. Kediri

Dengan ini menerangkan bahwa Saudara :

N a m a	: Tsania Fitria Maulidia
N I M	: 17180036
Fakultas/ Jurusan	: TARBIYAH/ TADRIS BAHASA INGGRIS
Asal Perguruan Tinggi	: UIN MAULANA MALIK IBRAHIM MALANG

Yang bersangkutan benar-benar telah melaksanakan penelitian guna penulisan Tugas akhir / Skripsi dengan judul **"The Effectiveness of Instagram to Improve Students' Writing Recount Text Skills in EFL Classroom "** Terhitung mulai tanggal 24 Maret sampai 15 Mei 2021.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ringinrejo, 08 Juni 2021

Kepala


AGUS GUNAWAN ,M.Pd.I
 NIP. 19710817 199903 1 002



Appendix 12 Instrument Validation Letter

23/6/2021

<https://iik.uin-malang.ac.id/persuratan/mahasiswa/validator-cetak.php?modata=133>

KEHIMPUNAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARIYAH DAN KEGURUAN
 Jalan Gajayana 50, Malang 65144 Telp. (0341) 551154 Faks. (0341) 572533
 Website: www.uin-malang.ac.id E-mail: info@uin-malang.ac.id

Nomor : 133/Un.03.1/TL.00.1/05/2021 18 Maret 2021
 Lampiran : -
 Hal : Validasi Validasi Instrumen Penelitian

Kepada
 Yth. Bapak / Ibu Dr. Sukarsono, M.Pd.
 di Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan proses penyusunan Skripsi mahasiswa berikut:

Nama : TSANIA FITRA MAULIDIA
 NIM : 17180036
 Program Studi : S1 Tadris Bahasa Inggris
 Judul Skripsi : The Effectiveness of Instagram to Improve Students' Writing Recount Text Skills in EFL Classroom
 Validasi : Validasi Instrumen Penelitian
 Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd.

maka dimohon Bapak/Ibu berkenan menjadi validator tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Scan QR Code ini



untuk verifikasi

a.n. Dekan
 Wakil Dekan Bidang Akademik,

 Muhammad Walid

Tembusan:

1. Ketua Jurusan Tadris Bahasa Inggris;
2. Arsip.

Appendix 13 Letter of Validation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Malang 65144 Telepon (0341) 551354 Faks (0341) 572533
 Website: www.ftk.uin-malang.ac.id E-mail: ftk@uin-malang.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama Lengkap : Dr. SUKARSONO, M.Pd.
 Jabatan/Pekerjaan : Dosen
 Instansi Asal : UIN SATU Tulungagung

Menyatakan bahwa materi pembelajaran dengan Judul:
 The Effectiveness Of Instagram In Improving The Second Grader's Writing Recount Text
 At MTsN 5 Kediri
 dari mahasiswa :

Nama : TSANIA FITRA MAULIDIA
 Program Studi : Tadris Bahasa Inggris
 NIM : 17180036

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *validitas isi sudah tercermin dlm narasi intruksi..
 namun narasi perlu dieht terkait kesalahan gramatikalnya :*
2. *Perlu diberikan heading pd naskah test sehingga
 'face validity' test lebih meyakinkan -*

Keterangan:

*) Coret yang tidak diperlukan

Malang, 22 Maret 2021
 Validator,

Dr. Sukarsono, M.Pd.

Appendix 14 Validation of Pre-Test from Dr. Sukarsono, M.Pd.

Heading / judul Nasabah
Test

PRE TEST

Name :	Date :
Absent :	Score :

Instruction!

1. Please write a personal recount text about "My best experience during pandemic" in your real life ~~which happens in the past~~ *ineffective clause!*
2. You are given 90 minutes to write recount text
3. Your story ~~contain~~ *must* at least or minimal 3 paragraph
4. Please make identification ^{of} the generic structure (Orientation - Events - Re-orientation)
5. You have to use the following language features of recount text :
 - a. Simple past Tense
 - b. Action verb
 - c. Proper noun
 - d. Conjunction to show the order of the event (first, second, next, then)
 - e. Temporal sequence (on September, last year, last month)
6. Your score will be ~~measured~~ *measured* based on five aspects (Content, Organization, Grammar, Vocabulary, and Mechanics)
7. Answer it in the answer sheet *write ...*
8. You may open your dictionary.

Please start to write your experiences ~~s~~ in the following worksheet!

Appendix 15 Validation of Pre-Test from Dr. Sukarsono, M.Pd.

Heading / Judul test?

POST TEST

Name :	Date :
Class/ absent :	Score :

Instruction!

1. Please write a personal recount text about "My experience during Learn^{ing} from Home" in your real life which happens in the past! *redundant clause!*
2. You are given 90 minutes to write *must* a recount text.
3. Your story *must* contain at least or minimal 3 paragraph
4. Please make identification *of* the generic structure (Orientation - Events - Re-orientation)
5. You have to use the following language features of recount text :
 - a. Simple past Tense
 - b. Action verb
 - c. Proper noun
 - d. Conjunction to show the order of the event (first, second, next, then)
 - e. Temporal sequence (on September, last year, last month)
6. Your score will be *grades* measured based on five aspects (Content, Organization, Grammar, Vocabulary, and Mechanics)
7. Answer it in the answer sheet *write your!*
8. You may open your dictionary.

Please start to write your experiences *s* in the following worksheet!

Appendix 16 Thesis Consultation Logbook



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : TSANIA FITRA MAULIDIA
 NIM : 17180036
 Judul : The Effectiveness Of Instagram In Improving The Second Grader's Writing
 Recount Text At MTsN 5 Kediri
 Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd

No	Tgl/Blh/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	12/Oktobcr/2020	Pembahasan mengenai judul dan persiapan bab 1-3	
2	21/November/2020	Mulai dalam pembahasan Judul	
3	24/Januari/2021	Revisi bab 2	
4	19/Februari/2021	Re-check bab 1-3	
5	24/Februari/2021	Bimbingan dari dospem terkait isi proposal	
6	1/Maret/2021	Bimbingan akhir dari dospem untuk lanjut ke seminar proposal	
7	17/Juni/2021	Bimbingan terkait bab 1-5	
8	24/Juni/2021	Bimbangan pembahasan bab 4 dan 5	

Malang, 24 Juni 2021

Menyetujui,
 Dosen Pembimbing

Dr. H. Langgeng Budianto, M.Pd.
 NIP. 197110142003121001

Mengetahui,
 Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M. Pd.
 NIP. 197110142003121001

*Appendix 17 Curriculum Vitae***CURRICULUM VITAE**

Nama Lengkap : Tsania Fitra Maulidia
Tempat, Tanggal lahir : Kediri, 06 Juli 1999
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas. Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. Cempaka, RT. 03 RW. 01,
Kec. Gurah, Kab. Kediri
Alamat E-mail : tsaniafitramaulidia99@gmail.com
Nama Wali : Drs. H. Syaifulloh.

Riwayat Pendidikan

1. 2003-2005 RA TPI Tambakrejo
2. 2005-2011 MI TPI Tambakrejo
3. 2011-2014 MTs Negeri 2 Kota Kediri
4. 2014-2017 MA Negeri 1 Kab. Blitar
5. 2017-Sekarang UIN Maulana Malik Ibrahim Malang