THE USE OF INSTAGRAM IN MEDIATING STUDENTS' WRITING RECOUNT TEXT

Winda Nur Aliah[1] , Nuraeni[2], M. Shabir[3]
Universitas Ibn Khaldun Bogor
windanuraliah25@gmail.com, zawsfaa@yahoo.com

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Instagram dapat memediasi siswa dalam menulis teks recount dan untuk menemukan pengaruh Instagram pada siswa dalam menulis teks recount. Penelitian ini di ambil di SMA PGRI 3 Bogor kelas X dengan 25 peserta didik. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK), dilakukan dalam dua siklus. Ada empat jenis data yang dikumpulkan, data kuantitatif diperoleh dari observasi, tes dan wawancara. Hasil penelitian menunjukkan bahwa mereka merasa termediasi atau terbantu oleh Instagram sebagai media untuk menulis teks recount hal ini ditunjukkan oleh nilai utama dari menulis siswa yang diperoleh pada tes 1 adalah 9 siswa mendapat nilai melebihi KKM (69) dan pada tes kedua terdapat 22 siswa mendapat nilai melebihi KKM (69). Serta hasil dari hasil wawancara menunjukkan bahwa siswa merasa termediasi atau terbantu oleh Instagram dalam menulis teks recount dan mereka merasakan adanya pengaruh dari Instagram dalam penulisan teks recount di kelas. Dengan ini, dapat disimpulkan bahwa kegiatan menulis teks recount siswa di kelas dapat dibantu atau dimediasi dengan menggunakan Instagram sebagai media dalam pengajaran dan pembelajaran bahasa Inggris.

Kata kunci: Menulis, teks recount, Instagram

ABSTRACT

The objective of this study was to know how Instagram mediates students' writing recount text, and to find the impacts of Instagram on the students' writing recount text. The participants of this research was taken in one of Senior High School in Bogor 10th grades have 25 students. The method use in this study was Classroom Action Research (CAR), conducted in two cycles. There were 3 kinds of data collected, those were observations, tests, and interviews. The result of the study showed that the mean score of the students' writing recount text gained on test 1 was 63,56 (9 out of 25 students passed the KKM). In the second test the mean score of the students' writing recount text was 76,92 (22 out of 25 students passed the KKM). It can be conclude that Instagram was able to mediate students' writing recount text and it gave impacts to the students on their writing recount text.

Keywords: Writing, Recount Text, Instagram

INTRODUCTION

In Indonesia, English is taught as a foreign language (EFL). Every people wants to master it, so they learn at a school or at English course. Now, Indonesian students start to study English at kindergarten, elementary school, junior high school, and senior high school. There are four skills that have to be mastered in learning English, namely listening, speaking, reading, and writing. The important one of the four language skills to be mastered is writing.

According to Rogers (2005) cited in Dewi (2018) writing is an important way in communication for human life because it is one of the language skills. The same perception was stated by Dantes (2013) that writing becomes one of the most important aspects of the language skills since it helps students expand the other language macro skills without them being aware of doing it. Writing is also an action that need a process of finding and organizing our ideas and share informations.

Writing is consider as a complex skills, because writing includes process of copying words, phrases, or sentences to build up awareness of the text structures and

genre. Based on generic structures and language features mostly used, there are some types of text. They are report, narrative, analytical, procedure, spoof, anecdote, descriptive, recount, news item, etc. One kind of text is recount text, and the students have to study it.

According to Hyland (2004) cited in Karso (2017) stated that recount is kind of genre that has social function to retell past event for the purpose of informning or entertaining.

At school, especially in Senior High School level, writing and understanding kind of text (text based learning) takes most part in English subject (Ranabumi, 2017).

The researcher wants to investigate the one of technology that is instagram to mediate students' writing recount text and to find the impacts on students writing recount text. Instagram (IG) was launched on October 6, 2010. It is one platforms of social media which its user can share photos, and starting from mid-2013 Instagram's services expanded to sharing 15-seconds video. Since that time, the number of people used Instagram increased rapidly. From the Instagram statistic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram, inc. 2018). According to Steinmetz (2018) that Instagram is a word that refers to posting a picture on the social media platform of the same name, was among the 840 new terms and definitions the dictionary announced that it had added to its rank as was the adjective *Instagrammable,* a descriptor for those things that one might deem worthy of sharing. For example, Handayani et.al (2018) in their study "The Use of Instagram in The Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions". The use of instagram in the English language learning classroom was more beneficial as well as more helpful than manual method.

The researcher believes that by using instagram, it can mediate the students in writing recount text.

Research Question

How Instagram can mediate students' writing Recount Text and to find out the impacts of the use of Instagram on the students' writing Recount Text.

Purpose of The Study

To know how Instagram can mediates students' writing Recount Text and to find out the impacts of the use of Instagram in writing Recount Text

LITERATURE REVIEW
Writing

Writing is an important skill out of other skills: listening, reading, and speaking in English language learning. Writing also is a complex process that allows writer to explore thought and ideas, and make them visible and concrete (Ariyanti, 2016).

The term writing has been defined by many researchers. Rogers (2005) defines writing is an important way in communication for human life because it is one of the language skills. According to Meyers (2005) cited in Muhajir & Aryanti (2012) that writing is a way to produce language, which you speak. Writing is also an action that need a process of finding and organizing our ideas and share informations.

According to Richard (2000, p. 172) in Batubara (2017, p. 14), "Writing is functional communication, making learners possible to create imagined worlds of their own design". Drawn from the opinion above, writing is a way to communication in written form to expressing ideas or thoughts and possible to create imagined worlds in writing. While Kuehn, S. A. & Lingwall, A. (2017, p.11) states that writing requires the mental "heavy lifting" of developing those ideas into prose that is clear, concise, and well ordered. The purposes of well ordered. The purposes of well ordered writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.

Nunan (2003) in Tennant (2013) states that Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. Different idea of writing is stated by Hyland (2003) cited in Muhajir & Aryanti (2012) that writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her own views on a topic.

Finally, drawn from the definition above, it can be concluded that writing is an activity to express ideas, opinions or feelings and thoughts which are arranged in words,

sentences, and paragraphs as the implementations of the writers' knowledge on vocabulary, spelling, grammar, and etc.

Teaching Writing

Teaching writing is a difficult skill to be mastered by the teacher. Harmer (2010, p. 112) cited in Dunita et. all (2017, p. 84) notes that the logical reason of teaching writing is to give students opportunity to sharpen their though in language processing spontaneously. It consist benefits for students, for example: 1) as a good way to help the development of students' ability of using vocabulary and grammar, increasing the ability of using language; 2) as an essential tool to support other skills because if a student has good writing ability, they can speak and read text more effectively; 3) as a way to approach modern information technology as well as the human knowledge.

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Teaching students to write well is one of the most challenging tasks in education.

Writing itself is complex, often disorderly, and frequently frustating. When teachers compare notes and approaches, they invariably conclude that they need more than a fixed or single approach to teach writing, particularly if they are to adress the needs of all students (Karten, 2015).

Teaching writing related to social media, Alrubail (2016) stated Instagram as a platform is about the visual aspect. However, the caption component allows students to provide a brief description, outline, or a story to the visual they share. Alrubail also mention outlets strengthen student writing through feedback, confidence, and collaboration. Moreover, teachers can actively use such tool to keep in touch with students or to organize activities online (Zhang, 2013, p. 173).

Instagram

Certain popular social media applications are popping up. One of them is Instagram. Instagram (IG) was launched on October 6, 2010. It is one platforms of social media which its user can share photos, and starting from mid-2013 Instagram's services expanded to sharing 15-seconds video. Since that time, the number of people used Instagram increased rapidly. From the Instagram statistic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram, inc. 2018).

For now, Instagram can take many functions: create accounts, post content (picture or 15-seconds videos), apply filters, add captions, tag another users, add locations, add hashtags, like contents, add accounts, and explore (search for) hashtags/users (Ali, 2014).

Furthermore, Instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips et.al , 2013). Besides, According to Steinmetz (2018) that Instagram is a word that refers to posting a picture on the social media platform of the same name, was among the 840 new terms and definitions the dictionary announced that it had added to its rank as was the adjective *Instagrammable,* a descriptor for those things that one might deem worthy of sharing.

Kinds of Text

Text is one of media for communicating with each other. Text also is an article which often read. It is the language unity that express the meaning contextually. So that the students are expected to express their ideas about their experience focused to infrom the readers.

Pardiyono (2012) claims that text is the expressions of communication which could be informed in written text, spoken text, picture, or symbols in order to convey the certain messages to the people.

Many kinds of text English in writing text, Gerrot et. al (2012) cited in Dewi (2018). Story consists of some genres as follows:

1) Narrative Text

Narrative text is text to amuse ar to entertain the reader with actual or imaginary experience in difficult ways.

2) Explanation Text

Explanation text is text which explains the process involved in the formation and working of natural or social culture phenomenon.

3) Hortatory Exposition Text

To persuade readers or listeners that something should or shouldn't be the case.

4) Spoof Text

To retell event with humorous twist.

5) Analytical Exposition Text

To persuade readers or listeners that something is the case.

6) Report Text

To report something just like the way it is.

7) Descriptive Text

To describe a particular person, place, or things.

8) Review Text

To criticise an art work, event, for a public audience.

9) News Item Text

To inform the readers or listeners about events of the day which are considered to be news worthy or important.

10) Procedure Text

To show how something is accomplished through steps or sequence.

11) Recount Text

To retell events with the purpose of informing and entertaining.

Recount Text

Recount is a genre that student learns in the writing English, this text is written with purposes is either to inform or to entertain the readers about events in the past.

Hyland (2004) cited in Dewi (2018) stated that recount is kind of genre that has social function to retell past event for the purposes of informing or entertaining. Besides, recount can explain about the students' life story. In addition, Knapp et. al (2005) claimed that recount text basically it is written out to make a report about an experience of a series of related event.

In recount text, the sentences are usually organized according to time order or chronological order one thing happens, another thing happens, and events are told in the same order. This definition implies that recount text is a text that retell a story for the purpose of entertaining, amusing, and informing based on writers' experiences.

a) **Generic Structures of Recount Text**

1. *Orientation (Information about what, who, when, and where)*

Recount text begins by telling the reader who was involved, what happened, where this event take place, and when it happened.

2. *Event (Chronological Event)*
The main important activities or events that occured in that story. The function is to give more explanation of the orientation.

3. *Re-Orientation (Writers' Opinion)*
A conclusion of story in other words this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things.

b) **Grammatical Features of Recount Text**

There are several grammatical features of recount text as the following:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday, On Monday, On Sunday, On Wednesday, etc.
3. Focus on specific participant, e.g. I (the writer).
4. Using the conjunctions, such as: and, then, before, after, etc.
5. Using action verb, e.g. went, stayed.

METHOD

This research adopts Classroom Action Research (CAR), because it is a kind of research that is applied in the classroom by a teacher. Burns (2010, p.25) claimed that Action research is a collaborative approach that allows educators to work with colleagues and students to find solutions to problem. Also, Cresswell, (2012) claims that action research are systemic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational settings operates, their teaching, and their students learning. Action research also provides an opportunity for educators to reflect on their own practices.

Classroom Action Research is a research conducted by the teacher in a classroom, mainly with the problem or improving the teaching/learning process. Based on Creswell (2012), that action

research are systemic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the way of their particular educational settings operates, their teaching, and their students learning. Action research also provides an opportunity for educators to reflect on their own practices.

Burns (2010, p.5) argues that Action research used two cycles in conducting the research and the step of each cycle they were plan, action, observation, and reflection. Steps in classroom action form has done through a cycle and devided into four steps. Kemmis and Taggart (1998) cited in Burns (2010) stated that the research is started by *plan* for an *action*, the *plan* is implemented as an *action* in a classroom, the *action* is then *observed*, and the *reflection* has done to analyze the data obtained during the action.

Kemmis and Taggart (1998) cited in Burns (2010) claimed that the researcher explain four steps from their theory 1.Plan, 2. Action, 3. Observation, and 4. Reflection.

This research was conducted by using Classroom Action Research (CAR) form to observe and analyze the use of instagram in the classroom to mediating students in writing activities. This research was also conducted in two cycles through for stages : planning, action/implementing, observing, and reflecting.

The participants of this research have been taken at SMA PGRI 3 and the researcher chose X grade of senior high school and the participant consists of 25 students.

FINDINGS AND DISCUSSION

The research finding present and discuss the answer to the research questions.

Finding of First Cycle

The researcher did several steps in conducting a classroom action research. In cycle 1, the researcher did two meetings which were conducted in 6th and 20th of February 2020. Every cycle consisted of four steps, they were planning, acting, observing, and reflecting.

The first test in cycle 1 had been done on Thursday, 20th February 2020. It started from 10.00 am until 11.20 am. The test was used to know the impact of Instagram in students' writing recount text and as a result of students' performance in the class.

Table 4.1
The Result of Students' Writing in First Cycle

Number	Criteria	Frequency
1	Below KKM (Score <69)	16
2	Passed KKM (Score >69-89)	9
3	Passed KKM (Score >89)	-

Firstly, the researcher calculated the mean score seen below:

$$\bar{X} = \frac{\sum xi}{n}$$

$\bar{X}$ = Mean Score

$\sum xi$ = Total of Individual Score

n = Number of Students

$$\bar{X} = \frac{1578}{25}$$

$$\bar{X} = 63,56$$

Next, to know the class percentage that's passed the KKM using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total students who passed the KKM

N = Number of students

$$P = \frac{9}{25} \times 100\%$$

$$P = 36\%$$

Based on the result of the first test in cycle 1, the data showed that the mean of first test was 63,56. There were only 9 students or 36% who derived the score above the KKM. Meanwhile the 16 others were still under the KKM.

a) **Finding of Second Cycle**

The researcher had reached good enough result in cycle 1. To make sure the impact of instagram in mediating students' writing recount text, the research continued to cycle 2. In cycle 2, the researcher did two meetings which were conducted on Thursday, February 27th 2020 and Thursday, March 5th 2020.

The second test in cycle 2 had been done on Thursday, 5th March 2020. It started from 10.00 am until 11.20 am. The test was used to know the impact of Instagram in

students' writing recount text and as a result of students' performance in the class.

Table 4.2
The Result of Students' Writing in Second Cycle

Number	Criteria	Frequency
1	Below KKM (Score <69)	3
2	Passed KKM (Score >69-89)	18
3	Passed KKM (Score >89)	4

The calcuation of the mean of students' score in writing second test gained 76,92. It was derived from:

$$\bar{X} = \frac{\sum xi}{n}$$

$\bar{X}$ = Mean Score

$\sum xi$ = Total of Individual Score

n = Number of Students

$$\bar{X} = \frac{1923}{25}$$

$$\bar{X} = 76,92$$

Next, to know the class percentage that's passed the KKM using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage
F = Total students who passed the KKM
N = Number of students

$$P = \frac{22}{25} \times 100\%$$
$$P = 88\%$$

Based on the result of the second test in cycle 2, the data showed that the mean of first test was 76,92. There were 22 students or 88% who derived the score above the KKM.

b) Interview Result

The interview was held on Thursday, 5th March 2020. It started after the class finished. In this interview, the researcher asked 5 questions about the information related to the research question about the impact of instagram in students' writing recount text and how can Instagram mediates students' writing recount text.

Based on the interview, the researcher concluded that they were felt enjoy and easier in writing recount text using Instagram. They were mediated because Instagram could help them in writing recount text. They also could write the recount text easily because they had idea from the caption of Instagram, in addition, Instagram also provides features that support writing recount text, like being able to upload photos that can be an idea of writing recount text, and the text translation feature when getting a poorly understood vocabulary.

Discussion

Referring to the research finding above, the most of students had been helped and mediated learning using Instagram, even though it was only focused on one of many aspects, because every students had different abilities, some students had been helped and mediated on one of aspect from recount text, such as in vocabulary, generic structures, motivation, and grammar. It was shown by finding of the study in the cycle 1 that the result of students' writing recount text were still poor. In this cycle it could be seen from the number of students who passed the KKM were only 9 out of 25 students.

In the cycle 2, there were 22 out of 25 students who passed the KKM. It means showing good progress in their writing recount text. With this progress, it could be concluded that students felt mediated with Instagram on writing recount text, and Instagram had many impacts on students' writing, such as in terms of vocabularies, generic structures, and language features that existed in the recount text.

Beside that, in the interview section they shared their feelings and their results after they learned using Instagram, and the result of interview showed that the students never learned using Instagram as a media before, so they were felt enthusiastic, also they felt with Instagram, their writing activities become more fun and easier to understand, so that we could know what were the impacts of Instagram in students' writing recount text. As shown in previous studies had also experience that Instagram can be effective in teaching and learning (Ronan, 2015).

By using Instagram, the students knew which part they should write first. Students had photos in sequence

(Mubarokah, 2017, p. 10), also according to (Ronan, 2015) the use of Instagram as a learning media helps students in producing text.

The Instagram feature can be used as a medium to express writing ideas. it helped students to write recount text . Teaching recount text writing by using Instagram as a media could support students to be more interested, more motivated, and more mediated (Alrubail, 2016). According to (Salomon, 2013) Instagram can provide flexibility for students to express so they were interested in interacting in it.

CONCLUSIONS

After conducting some steps in this classroom action research, the researcher would give some conclusions and suggestions based on the findings and the discussions as the result from this research. The researcher would like make some conclusions about this research, this research used the classroom action research (CAR) and also conduct 2 cycles in four meetings to know how Instagram can mediates students' writing recount text and to find out the impacts of the use of Instagram in writing recount text. It was investigated in the X Science grade of SMA 3 PGRI Bogor. The amount of students in X science were 25 students. The researcher implemented theory from Burns design which consist of four steps phases. Those are planning, acting, observing, and reflecting. Beside that, to gain the data the researcher used 3 instruments such as; observation, test, and interview.

Based on the research conducted in X science grade of SMA PGRI 3 Bogor, the researcher concluded that using Instagram in mediating students' writing recount text was effective and helped students in their writing. It showed by the score that they had got in first test and second test were progressive.

REFERENCES

Ali, Sebah Al. (2014). "Embracing the selfie craze: exploring the possible use of Instagram as a language learning tool." *Issues and Trends in Educationsl Technology.* p. 1-16.

Allyn, P. (2015). *Top 5 Reasons Writing is Important for kids on NBC's Education Nation.*

Alrubail, R. (2016, February 16). *How to Use Social Media to Strengthen Student Writing.* Retrieved May 5, 2018, from www.edutopia.org: https://www.edutopia.org/discussion/how-use-social-media-strengthen-student-writing

Ariyanti. (2016). The teaching of EFL writing in Indonesia. *Dinamika Ilmu,* Vol. 16. No. 2

Batubara, F. A. (2017). Improving students' ability in writing of announcement through gallery walk technique of eight grade at MTs Jam'iyatul Alwashliyah Tembung in academic year 2016/2017. English Education Program, State Islamic University of North Sumatera, Medan.

Burns, Anne. (2010). *Doing Action Research in English Language Teaching: A Guide for Practicioners.* New York: Routledge.

Brown, H, D. (2004). *Language Assessment: Principles and Classroom Practices.* Pearson: England.

Creswell, J. W. (2012). *Educational research ; planning, conducting and evaluating quantitave and qualitative research (4th ed).* Boston: pearson

Dantes, *et al.* (2013). The Investigation of the teaching of writing at tenth grade of Senior High School (SMAN) 1 Aikamel in East Lombok. *E- Journal of Graduate Program of Pendidikan Ganesha University, 1.*

Decker. S. (2011). *What is social media?.* [online], available at www.heidicohen.com.

Dewi, F. A. (2018). A Case Study of Students' Problems in Writing Recount Text. *Final Project Undergraduated Program.* Ibn Khaldun University. Bogor.

Dunita, L., Jafar., and Edy. (2017). The Quality of University students' Writing Under Free Writing Technique. *International Journal of English Language Teaching,* vol. 5, no. 6, pp. 81.

Dwi, Nur. (2010). *Improving Writing Recount Text by Using Photographs.* Semarang: IKIP PGRI Semarang.

Gerot, Linda., & Wignell Peter. (2012). *Making Sense of Functional Grammar.* Sydney:

Antepodean Educational Enterprises.

Handayani, *et al.* (2018). The use of Instagram in the teaching of EFL writing: Effect on writing ability and students' perceptions. *Studies in English Language Teaching,* Pp. 122-126.

Harmer, J. (2010). *How to Teach English,* new edition. China: Pearson Education Limited.

Hyland, K. (2004). *Genre and Second Language Writing.* The United State of America: The University Michigan Press. In Karso, B.A.H. 2017. *Student's Strategies in Writing Recount Text at SMAN 10 Bogor.* Bogor: Ibn Khaldun University.

Instagram, Inc. (2018). Retrieved May 6, 2019, from Help Centre: https://help.instagram.com/search/?q=email

Jarwan, F. (2015). *Teaching Thinking: Definition and Application.* Amman: Dar Al Fikr: Jordan.

Johnson, et. al. (2012). *Educational Research: Quantitative, qualitative and mix approaches (4th ed).* Thousand Oaks: CA: SAGE Publications. Inc.

Kamler, B. (2001). *Relocating the personal: A critical writing pedagogy .* Norwood, SA: Australian Association for the Teaching of English.

Karso, B. A. H. (2017). Students' Strategies in Writing Recount Text at SMAN 10 Bogor. *Final Project Undergraduated Program.* Ibn Khaldun University. Bogor.

Karten, Karen. (2015). *National Writing Project: 30 Ideas for Teaching Writing.* Bancroft Way: Barkeley, California.

Knapp & Megan, W. (2005). Genre text, grammar: technologies for teaching and assesing writing. Australia: University of New South Wales Press Ltd.

Kuehn, S. A., & Lingwall, A. (2017). *The Basics of Media Writing: A Strategic Approach.* United States: CQ Press.

L. R Gray, G. E. (2012). *Educational Research.* Boston: Pearson Eduaction, Inc.

Margono. (2000). *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.

Merchant, Guy. (2013). Unravelling the Social Network: Theory and Research. *Learning Media and Technology Journal.* Vol. 37, No. 1, March 2012, Pp 4-19. London.

Meyers, A. (2005). *Gateaways to Academic Writing; Effective Sentences, Paragraph, and Essays.* Boston: Pearson Education, Inc. In Muhajir, R. & Aryanti, P.D. (2012). *Teaching Narrative Text Using Chain Picture.* Ibn Khaldun University. Bogor.

Moreau, E. (2018) *What Is Instagram, Anyway?* Retrieved May 5, 2018, from Lifewire: https://www.lifewire.com/what-is-instagram-3486316.

Mubarokah, Arzaqillah. (2017). Using Instagram to motivate students' Writing Descriptive Text at Second Grade in SMAN 1 Gresik Academic Year 2016-2017. *Final Project Undergraduate Program.* UIN Sunan Ampel. Surabaya.

Muhajir, R. & Aryanti, P.D. (2012). *Teaching Narrative Text Using Chain Picture.*Ibn Khaldun University. Bogor.

Mustika, Purwandari. (2017). *Journal of English Language Teaching.* English Department Teacher Training and Education Faculty of Language and Arts, UNS.

Nunan, D. (2003). *Practical English language teaching.* New York: McGraw Hill/Comemporary. In Tennant, A. (2013). *Reading matters : What is reading?* [online], available at www.onestopenglish.com .

Oktaviani, N. F. (2019). Students' Perception on The Use Instagram in Writing Descriptive Text. *Final Project Undergraduated Program.* Ibn Khaldun University. Bogor.

Pardiyono. (2008). *Pasti bisa! The art of teaching technique of class*

handling as food-like services. Yogyakarta: CV. Andi Offiset.

Phillips, B. J., McQuarrie, E. F., & Miller, J. (2013) The Megaphone Effect: Taste and Audience in Fashion Blogging. *Journal of Consumer Research, Vol. 40, Issue,* 136.

Ranabumi, R. (2017) . Improving students writing short story skill through time token learning and video media on grade VII junior high school. *Journal of Education and Learning.* p. 11 (4).

Richardson, L. (2000). New writing practices in qulitative research. *Sociology of Sport Journal.* 17: 5-20.

Ronan, K. (2015). An exploration of Instagram to develop ESL Learners' Writing Proficiency. England: British Council.

Salomon, D. (2013). *Moving on from Facebook to Instagram to Connect with Undergraduates and Engage in Teaching and Learning.* College & Research Libraries News.

Spratt, M. (2005). *TKT Teaching Knowledge Test Course.* UK: Cambrige University Press. In Karso, B. A. H. 2017. Students' Strategies in Writing Recount Text at SMAN 10 Bogor.

Steinmetz, K. (2018, September 4). *Instagram is officially a verb, according to Merriam-Webster.* Retrieved April 4, 2019, from TIME USA, LLC. Retrieved from: time.com/5386603/instagram-verb-merriam-webster/.

Triwinarsih, L. H. (2019). The effectiveness of using Instagram to teach writing skill in recount text at the eight grade of MTsN 02 Boyolali in the academic year 2018/2019. *Final Project Graduate Program.* The State Islamic Institute. Surakarta.

Zhang, I., & Suharso. (2017). *Improving Students' Writing Skill Using Instagram in Grade X of science 5.* Yogyakarta: Program Studi Pendidikan Bahasa Inggris, UNY.