THE EFFICACY OF USING INSTAGRAM THROUGH A PROCESS-BASED APPROACH IN TEACHING WRITING SKILL IN THE SECOND-GRADE OF SMA NEGERI 4 PALOPO

A Thesis

A thesis submitted to the English Language of S1 Tarbiyah Department of State Islamic of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

IAIN PALOPO

Proposed By:

Magfirah Hafid

REG. NUM. 18 0202 0092

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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1. **Dr. Masruddin, S.s., M.Hum.**
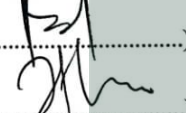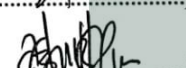2. **Andi Tenrisanna Syam S.Pd. M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

THESIS APPROVAL

This thesis, entitled "Efficacy of Using Instagram Through a Process-Based Approach in Teaching Writing Skill in the Second-Grade of SMA Negeri 4 Palopo ", which was written by Magfirah Hafid, Reg. Number 18 0202 0092, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Wednesday, February 15st 2023, coincided with Rajab, 24th 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

Palopo, February 15st 2023

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

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EXAMINER APPROVAL

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EXAMINER APPROVAL

Thesis Entitle : The Efficacy Of Using Instagram Through A Process-Based Approach In Teaching Writing Skill In The Second-Grade Of Sma Negeri 4 Palopo

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All praise to Allah SWT. who has given grace, guidance, and physical strength to the author so that the author can complete this Final Project with the title *"The Efficacy Of Using Instagram Through A Process-Based Approach In Teaching Writing Skills In The Second Grade Of Sman 4 Palopo"* after a long process. Sholawat and greetings to the Prophet Muhammad SAW and his family, friends, and followers. This thesis was prepared as one of the requirements that must be met to obtain a bachelor's degree in the English language education study program at the State Islamic Institute (IAIN) Palopo. This thesis can be completed thanks to the help, guidance, and encouragement from many parties, so writing this thesis could be better. Therefore, with infinite sincerity, the author would like to express his deepest gratitude to the following:

1. Prof. Dr. Abdul Pirol, M.Ag. as Rector of IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd. as Dean of the Faculty of Tarbiyah and Teacher Science IAIN Palopo along with Mr/ Mrs. Deputy Dean I, II, and III Faculty of Tarbiyah and Teacher Training IAIN Palopo.

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Palopo, 22 November 2022

The Writer

Magfirah Hafid

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ABSTRACT

Magfirah Hafid, 2023. *"The Efficacy of Using Instagram through A Process-Based Approach in Teaching Writing Skill in the Second Grade of SMA Negeri 4 Palopo".* Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Palopo. State Islamic Institute of Palopo. Supervised by (1). Dr. Masrudin, S.S., M.Hum., and (2). Andi Tenrisanna Syam S.Pd. M.Pd.

This research aims to determine the efficiency of Instagram through a process-based approach to improve the writing skills of the second-grade students of SMAN 4 PALOPO. In this study, the researcher used the pre-experimental method research method. This study uses a pre-test and post-test design to determine the improvement of students' writing skills using Instagram at SMAN 4 Palopo. The research instrument is a test aiming to assess a student's writing skills level, which will be classified into two steps: pre-test and post-test. Existing tests are in the form of essays, and writing test essays are in the form of words. The researcher conducted pre-test and post-test instruments in writing activities based on experimental research. The findings show that the mean score in the pre-test is 52.50, and after treatment, during six meetings, the mean of the post-test becomes 70. Thus, the post-test value was higher than the pre-test. H_0 is rejected, and the alternative hypothesis (H_1) is received. It can conclude that using Instagram can improve students writing skills in the narrative text of the second grade of the 2022/2023 academic year.

Keywords: Instagram, Writing, Pre- experimental method.

CHAPTER I

INTRODUCTION

A. Background

Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. According to Suparno and Yunus in Dalman, writing is an activity of delivering messages (communication) using written language as a tool or medium. In addition, Heaton in Dalman, states that writing skills are complex and sometimes difficult for each, requiring mastery of grammatical and rhetorical devices and conceptual and judgmental elements.[1] The importance of writing skills: first, writing skills are a productive and expressive activity. Second, skills writing is critical because it supports student performance. Third, skills Writing is essential for students because writing is a complex activity. Fourth, the skills applied to increase students' creativity through writing activities can convey knowledge and information that everyone wants to know. And Fifth, skills are essential for every student because to hone skills in writing, a student must have a lot of ideas, knowledge, and life experience.[2] Writing is very important for everyone, especially students. In addition to challenging students to understand something that has been taught, writing can also encourage and train students to compare the things being studied and the ideas or data the researcher will write.

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[1] Dalman, *Keterampilan Menulis, (*Depok: PT. Raja Grafindo Persada, 2018), 4.
[2] Lili Ratnasari, Syahrul R, Makalah: "Pentingnya Keterampilan Menulis Dalam Kurikulum 2013 Pada Pembelajaran Bahasa Indonesia Di Sekolah", file:///C:/Users/ASUS/Downloads/MAKALAH%20LILI%20RATNASARI.pdf

Social media is an online media that is used by each other by its users to more easily communicate, share, and create different content without being limited by space and time. Social media also has a function that can make it easier for us in various social media matters and cannot be separated from harmful things that can affect our mindset and lifestyle using social media. Examples of the impact of excessive use of social media are reduced sleep time due to spending too long playing social media, preferring to play social media over spending time with friends and family, and lack of association due to being too busy with the virtual world. It can affect the lifestyle who use social media as we know that there are six types of social media we often use: Facebook, WhatsApp, Telegram, Tiktok, Youtube, and Instagram. Furthermore, using social media or applications will adversely affect the learning process. One of them is time-consuming. For example, they must download and have an application, create an account to access it, and so on. Therefore, to facilitate teachers and students in using social media to learn English, Teachers can use some of the popular social media, so it doesn't take up time; one of the most popular social media is Instagram.

According to M Nisrina in her book entitled Online Business, the meaning of Instagram is an application used for sharing photos and videos. Instagram is still a part of Facebook that supports our Facebook friends to follow our Instagram accounts. The increasing popularity of Instagram as an application used to share photos makes many users jump into online businesses to promote their products via

Instagram.[3] In this study, the researcher will discuss social media, Instagram, as we know that people, mainly students, have widely used Instagram. It provides a new way to communicate on social networks through photos. Through the title or description of the photo, you can give its pleasure because, here, users can be creative by stringing charming words to strengthen the character or message conveyed in photos. Comments are part of the interaction, which makes it more lively and private. Other users express their thoughts through words, and users are free to give any comments on photos, be it suggestions, compliments, or criticism. The problem faced by the teacher during the writing learning process is the mastery of vocabulary and grammar and the issues encountered. The learning process of writing is poor communication due to a lack of vocabulary, and students do not have a (more minor) motivation to learn. Therefore, teachers must use online learning media, one of which is social media Instagram.

Accourding Tribble in Mauliyah Avivi journal said a process approach to teaching writing emphasizes the author's creativity. He also pays attention development of practicing writing great. According to Adult in Mauliyah Avivi journal , systematically applying a process approach will help students realize that even professional writers can't get their hands on good writing immediately. According to Nabhan in Mauliyah Avivi journal, the process of writing has become a master in English Foreign Language (EFL) writing class. The process approach writes about several steps. Harmer in Mauliyah Avivi journal recommends a four-

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[3] Nabilla Aprilia (2016), *INSTAGRAM SEBAGAI AJANG EKSISTENSI DIRI Studi Fenomenologi Mengenai Pengguna Instagram Sebagai Ajang Eksistensi Diri Pada Mahasiswa Ilmu Komunikasi Fisip Unpas.* Skripsi(S1) Thesis, PERPUSTAKAAN, Hal 30 http://repository.unpas.ac.id/12619/

step approach covering planning, drafting, editing (reflecting and revising), and final versions. In the planning step, Students must determine the purpose of writing. Then, they must know about the style of language and its content. In the drafting step, students start writing. They need to focus on developing their ideas and organization. Next, students go back to check their draft on the steps. If there is an error, they have to revise it into the correct writing. The final step is the final version. Students have completed all processes. Their writing is ready sent or published, and readers will read the results of their writing.[4] The writing process approach has several steps: planning, drafting, editing (reflecting and revising), and final versions. The first step is planning. Next, students must determine the purpose of writing. Then, they must know about the style of language and its content. Next, in the composing step, students start writing. They need to focus on developing their ideas and organization. Next, students go back to check their draft on the steps. If there is an error, they have to revise it into the correct writing. The last step is the final version. Students have completed all processes. And their writing is ready, sent, or published, and readers will read the results of their writing.

Based on the description above, the researcher is interested in conducting a research entitled "The Efficacy of Using Instagram Through Process Genre – Based in Teaching Writing Skills At the Second Grade of SMAN 4 Palopo". The author wants to analyze whether students can improve their writing skills through Instagram using a process approach.

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[4] Mauliya Avivi, Fika Megawati, "Instagram post Writing caption through process approach in developing writing skill," EduLite Journal of English Education, Literature, and Culture Vol. 5, No. 2, August 2020, pp. 240-250,
http://jurnal.unissula.ac.id/index.php/edulite/article/view/10141/4367

B. Problem Statement

Based on the above background, the research questions are formulated as follows: Does using social media Instagram through a process-based approach effectively improve the writing skill of the second-grade students at SMA Negeri 4 Palopo?

C. The Objective of the Research

From the discussion of the problem formulation above, the purpose of this study is to determine the efficiency of Instagram through a process-based approach to improve the writing skill of the second-grade students of SMA Negeri 4 Palopo.

D. Significances of the Research

The significance of this research is expected to be helpful information for English teachers about students' competencies, and the results of this research are expected to be excellent material to assist the teacher in improving writing students' narrative text, for research can add experience and knowledge about writing.

1. For the Teachers

This research is expected to assist teachers in interacting and delivering material through Instagram so that students can improve their writing skills using Instagram social media.

2. For the Students

This research benefits students by improving writing skills through Instagram social media using a process approach.

3. For the further researcher

This research can introduce the approach process to students to improve their writing skills through social media, Instagram.

E.   Scope of the Research

To make this research measurable, it is necessary to scope and limit this research. The researcher focused to determine the efficiency of Instagram through a process-based approach to improve the writing skill of the second-grade students of SMA Negeri 4 Palopo. By using instagram application in the form of material was stories of narrative text all of the genre of stories in narrative text.

F.   Definition of Terms

1. The process approach is a learning strategy that focuses on students. Some of the activities carried out in the classroom, and the approach process is strategies for learning to motivate students to excel in writing subjects. This approach can also improve students' writing skills.

2. Instagram is an image-based social media that provides online photo or video-sharing services. One of its functions is to find and share photos or knowledge. The teacher can also use Instagram social media to improve students' writing skills.

3. Writing is a creative process for expressing ideas in written form for entertaining, conveying messages, and so on. The narrative text is a text that contains imaginary stories, fairy tales, and true stories. Usually, we can learn a moral value at the end of the stories. The purpose of narrative text is to

entertain the reader with a story or stories written by the author and simultaneously imply a moral message to be conveyed to the reader.

4. Writing skills are someone's skills to express thoughts, ideas, and ideas using a series of written language that is good and correct.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

They are some studies related to this research as follows:

Rosyida Asma'ul Husna et al. conducted research entitled "Using Instagram in Teaching Writing for University Freshmen." This study aimed to elaborate on the use of Instagram in teaching writing to first-year university students. This current study contained a reflection from a lecturer who had used Instagram to improve students' writing skills through a process-genre-based approach. The result showed that Instagram could significantly improve students' writing skills, especially to help them find that writing was part of social activities and create a good composition that it had ideally finalized. This study aimed to elaborate on the use of Instagram in teaching writing to first-year university students. This current study contained a reflection from a lecturer who had used Instagram to improve students' writing skills through a process-genre-based approach.[5] The research above differed from the previous "Using Instagram in Teaching Writing for University Freshmen." While the current research has the title "The Efficacy of Using Instagram through Process Genre – Based Approach in Teaching Writing Skills At the Second Grade of SMAN 4 PALOPO. Previous research has a descriptive qualitative research design method, while the researcher currently uses the Pre-Experimental method. Previous research conducted research in University

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[5] Rosyida Asma'ul Husna, Mirjan Anugerahwati, Furaidah, "Using Instagram in Teaching Writing for University Freshmen". Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan Volume: 5 Nomor: 9 Bulan September Tahun 2020 Halaman: 1350-1358, http://journal.um.ac.id/index.php/jptpp/article/download/14058/6232

Freshmen, while the researcher is currently conducting research in SMAN 4 PALOPO. At the same time, the similarities are that they both use Instagram to improve their writing skills and use a process genre-based approach.

Research conducted by Iswar under the title "The Effectiveness of Instagram story Instagram Media (IIM) in Developing Students English Skills At The First Grade of SMAN 3 Palopo. Iswar aimed to improve students' integrated skills using Instagram story Instagram media in the tenth grade of SMAN 3 Palopo. The research objective is to find out data and how to develop students' English skills through Instagram story Instagram media. This thesis used Classroom Action Research. This research revealed that cycle II was better than cycle I scores. It can be shown by the student's mean score in cycle I (64%) and cycle II (91,66%). In addition, students benefit when learning English using Instagram Stories because there are live features, Q&A, Quizzes, Guess to work, and self-disclosure.[6] The research above shows differences between the previous research titled "Effectiveness of Instastory Instagram Media (IMM) in Developing students' English Skills at the First Grade of SMA Negeri 3 Palopo". While the current research has the title "The Efficacy of Using Instagram through Process Genre – They based Approach in Teaching Writing Skills At the Second Grade of SMA Negeri 4 thiPalopo. Previous research uses the Classroom Action Research method, while the current research has a Pre-Experimental method. Previous research conducted research in SMAN 3 PALOPO, while the researcher is currently

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[6] Iswar, 2021, "The Effectiveness of Instagram story Instagram Media (IIM) in Developing Students English Skills At The First Grade of SMAN 3 Palopo. http://repository.iainpalopo.ac.id/id/eprint/3131/1/SKRIPSI%20ISWAR%20ACC%20UT-dikonversi%282%29.pdf

conducting research in SMAN 4 PALOPO. As for the similarities, they both use social media, Instagram.

Avivi et al. conducted research entitled "Instagram post Writing caption through process approach in developing writing skill." This study aims to determine the effect of Instagram captions on students' writing skills in recounting text through a process approach. The researcher implemented a quasi-experimental design for the two classes of Multimedia students at one of the Indonesian vocational high schools. The result of this study indicates that the Instagram caption-through process approach has a positive effect on developing English writing skills. More specifically, the students can use their Instagram account as an alternative way to learn English by sharing their experiences, strengthening their step in writing skills through editing and revising the draft based on the teacher's feedback, and publishing writing products. This study implies that the feature Instagram gives advantages to English teachers and students and can be promoted as an attractive educational technology for writing activities.[7] The difference between the previous researcher and the current researcher is that the previous researcher used a Quasi-Experimental method, while the current researcher used a Pre-Experimental method. At the same time, the similarities are that both used Instagram and process approach.

Research conducted by Dian Arihasta et al. under the title "Project-Based Learning, Process Writing, And Instagram An Attempt To Enhance The Students'

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[7] Mauliya Avivi, Fika Megawati, "Instagram post Writing caption through process approach in developing writing skill," EduLite Journal of English Education, Literature, and Culture Vol. 5, No. 2, August 2020, pp. 240-250,
http://jurnal.unissula.ac.id/index.php/edulite/article/view/10141/4367

Writing Skill." This collaborative classroom action research was aimed at improving the student's ability to write hortatory exposition text. It involved 30 students from high school as the research subject. A writing test was the instrument used in this study to collect the data. The research findings indicate that implementing project-based learning combined with process writing and Instagram Could improve the students' writing achievement.[8] The difference between the present and previous researchers is that the previous researcher used collaborative classroom action research while the current researcher used pre-experimental research. However, the similarities are that they both discuss writing and use Instagram.

Hairus Salikin et al. researched "The Social Media-Based Approach in Teaching Writing at Jember University, Indonesia." In the last few years, the use of social media has become the main topic in teaching and learning. However, with the rapid development of technology, there must be a shift in students' interest in employment in the media. Thus, this research aimed to reveal; (1) Do the use of social media improve the EFL students' writing skill; and (2) What factors affect the EFL students' writing achievement. This research employed an experimental design. The respondent of the current research were two classes of third-semester EFL students at the University of Jember.[9] The difference between the previous

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[8] Dian Arihasta, Yazid Basthomi, "Project-Based Learning, Process Writing, And Instagram An Attempt To Enhance The Students' Writing Skill." Jurnal Pendidikan Humaniora Volume 7, Number 3, September 2019, pp. 76–84, http://journal.um.ac.id/index.php/jph/article/view/12606/5998

[9] Hairus Salikin & Saidna Zulfiqar Bin Tahir, "The Social Media-Based Approach In Teaching Writing At Jember University, Indonesia." International Journal of English Linguistics; Vol. 7, No. 3; 2017 ISSN1923-869XE-ISSN1923-8703 Published by Canadian Center of Science and Education.

researcher and the current researcher is that the previous researcher conducted research at Jember University, Indonesia. In contrast, the present researcher conducted research at SMAN 4 Palopo. However, the similarities are that they both discuss writing and use the experimental method.

B. Literature Review

1. The Concept of Writing

a. Definition of Writing Skill

Writing is a creative process of expressing ideas through written language and goals, for example, telling, convincing, or entertaining. Writing can also be stringing letters into words or sentences to be conveyed to others.[10] According to Suparno and Yunus in Dalman, writing is an activity of delivering messages (communication) using written language as a tool or medium. According to Tarigan in Dalman, writing reduces or describes graphic symbols that produce a language that someone understands so that others can read the graphic symbols and understand the language and graphics. Meanwhile, Marwoto in Dalman explains that writing is expressing ideas or ideas in the form of essays freely.[11]

Writing has several purposes, namely :

1) Assignment objectives: students write an essay to fulfill a task assigned by a teacher or an institution. This form of writing is usually in papers, reports, or free essays.

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[10] Dalman, *Keterampilan Menulis, (*Depok: PT. RajaGrafindo Persada, 2018), 3.

[11] Dalman, *Keterampilan Menulis, (*Depok: PT. RajaGrafindo Persada, 2018), 4.

2) Aesthetic purpose, writers generally write to create beauty (aesthetic) in a short story, poetry, or novel.

3) For information, a newspaper or magazine is one of the media that contains writing to explain that the data's purpose is to provide readers with information.

4) In this case, the author is more concerned with the reader's satisfaction, and the author is more business-oriented. One of them is writing popular novels by Fredy, Mira W, and others.[12]

Writing skills in learning are essential; as mentioned by Tarigan in Rojaki journal, writing skills function as indirect communication, not face-to-face with other people.[13] The benefits of writing are as follows, increase intelligence, develop the power of initiative and creativity, cultivate courage, and encourage willingness and ability to collect information.

Based on the opinion above, it concludes that the benefits of writing are developing creativity, namely by finding ideas and ideas, gathering materials, and clarifying a problem. Another benefit of writing is that it creates knowledge and skills intelligence, namely by generating knowledge that has been previously known.

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[12] Dalman, *Keterampilan Menulis, (*Depok: PT. RajaGrafindo Persada, 2018), 14.

[13] Rojaki, "Upaya Meningkatkan Kemampuan Menulis Puisi Melalui Model Pembelajaran Sinektik Siswa Kelas X 3 Sma Negeri 2 Sekayu", Jurnal llmiah Guru "COPE", Nomor 02/TahunXVl/Nopember 2012, 59, https://journal.uny.ac.id/index.php/cope/article/download/3964/3423

b. Components of Writing

1) Vocabulary

Vocabulary is vocabulary. Alternatively, vocabulary is a collection of words that are part of a particular language and are used to construct sentences. For example, the word Guru means a person whose job (livelihood, profession) is teaching.

2) Grammar

Grammar is a branch of science that studies the formulation of the principles that govern the use of language. Grammar is the science of linguistics that studies language. Grammar in English is called grammar, which is very important for the initial capital that an English speaker must master to communicate properly and correctly.

3) Content

At least four things are measured in an application with content, the composition of which one proposed must only have unity and continuity and must improve.

4) Organization

The organization is concerned with how the writer arranges and organizes their ideas and messages, which consist of some partial order. In writing, the writer should know what kinds of paragraphs they want to write and what topic they want to tell the readers. It must be supported by cohesion.

a) Coherence

Coherence means sticking together; in a coherent essay, all the ideas stick together. A cohesive paragraph is each idea in a supporting sentence related to the topic or the idea.

b) Spatial order

If the purpose of the paragraph is to tell how something looks, the most effective organization pattern is usually spatial.

5) Mechanics

It deals with capitalization, punctuation, spelling, etc. It is a very important part of writing because it will immediately lead the reader to recognize what the writer means. Punctuation is important as a way to clarify meaning. In English, writing capital letters have two principles. First, they used to distinguish between particular things. Second, it is the first word in quotations, formal statements, proper adjectives, etc. Using favorable mechanics in writing will make the reader easy to group the conveying ideas and messages towards the written text.[14]

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[14] Ryan Permadi Teladan, "The Effectivebess Of E-Learning System Using Google Classroom To Improve Students' Narrative Text Writing Skill," 2020, i–81.

2. The concept of Instagram

a. Definition of Instagram

Instagram is a social media application that is used to share photos and videos that all followers can see; the uploader of photos and videos can give each other comments and likes each other, which can also be done provide a sentence or comment on an image or video (caption).

b. Procedure of Instagram

The following is how to create Instagram for new users or those who don't have Instagram. Users can try creating a personal Instagram account by verifying their mobile number, downloading the Instagram app, opening the Instagram app, selecting Create Account, entering username or username, Click Next Create Account with Email or Phone Number, selecting Phone Number, and entering an active phone number. Then, click More, enter your username, Enter your Password or password, and Complete the following step to create Instagram account creatwas ed successfully.

c. Instagram features

The following are excellent features that Instagram has :

1) Share photos and videos

The most important feature of Instagram is as a place to share photos and videos with other users. The photos you want to upload can be obtained through the photo album gallery or directly from the default camera feature of the Instagram application.

Users can provide captions and filters on the photos. In addition, users can also tag or tag other users who are involved in the photo. What's interesting about Instagram is that users can edit the photos they want to upload with effects or filters already available on Instagram. in its initial version, Instagram had fifteen photo effects that users could use when they want to edit their photos. But Instagram has more than fifteen filters.

2) Comment and Like

On uploaded photos or videos, other users can leave comments and likes. Instagram has a like feature whose function is similar to that provided by Facebook, namely as a marker to that other user, like photos that have been uploaded. The length of time and number of likes on a photo on Instagram can be a unique factor that affects the popularity of the photo. The number of followers is also an essential element that makes a photo famous. If a photo becomes renowned, it will enter directly into its popular page.

3) Explore

In June 2012, Instagram introduced the explore feature. Explore on Instagram is a tab inside the app that displays popular photos taken in nearby locations and searches. The researcher updated the research in June 2015 to show trending tags, places, curated content, and the ability to search for locations. In April 2016, Instagram added the "Videos You Might Like" channel to the tab, followed by the "Events" channel in August, featuring videos for concerts, sports games, and other live events.

4) Instagram Story

In August 2016, Instagram launched Instagram stories. The feature allows users to take photos and videos, add effects and layers and then add them to flashes of their Instagram stories. Content uploaded to Instagram stories will disappear after 24 hours. The media noted the similarity of this feature with Snapchat. This feature is further developed with the addition of the ability to share locations, stickers, and effects from photos and videos uploaded to Instagram stories.

5) IGTV

IGTV on Instagram is a vertical video feature launched by Instagram in June 2018. Based functionality is also available within the Instagram app and website. IGTV allows uploads of up to 10 minutes with file sizes up to 650 MB. In addition, verified and popular users can upload videos up to 60 minutes long with file sizes up to 5.4 GB. This feature automatically starts playing videos as soon as they launch.[15]

3. Teaching with Social Media Instagram

A study conducted by "We Are Social and Hootsuite recently" stated that the Indonesian people have a large number of social media users, reaching 130 million active users using various social media such as Instagram, Twitter, Facebook, and others. And still, the report "We are Social Media" in January 2018 also revealed that Indonesia's total population reached 256.4 million people, with internet user penetration reaching 132.7 users.

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[15] Ayu Sandari Award, "Instagram Is A Photo and Video Sharing Platform, It's A Series of Advanced Features," 07 Maret 2019. Instagram Is A Photo and Video Sharing Platform, and It's Its Advanced Feature Lineup - Tekno Liputan6.com Diakses pada Tanggal 13 April 2022

With social media, students can further develop their abilities, especially in the technical and social matters needed to deal with developments in the current digital era. They will also learn how to adapt and socialize with their close friends through social media and better friendship management. When the friendship community is more comprehensive, this will also increase students' motivation, especially regarding self-development from the subject matter and input from new friends connected via online media.

Social media, such as Facebook, Twitter, and Instagram, can be more helpful in improving the quality of friendship, especially in terms of caring and empathy for friends who are connected online. So social media for learning is wider than just learning materials. We can divide it into three functional parts: infrastructure, information, and a tool for producing and distributing media content. Social media can play a significant role in education. It can be seen from the increasing number of methods developed in the world of education, and many have used learning media taken from social media. The application of social media for learning can further trigger the quality of learning if it is used as much as possible.

Instagram has a feature to post photos and videos using a unique design to be interesting if used as learning media. Instagram features that can use as teaching media are feeds and stories. Of course, pictures that interest students and participate in the learning process must be displayed in sharing the subject matter.

Instagram is a learning media that can be utilized and easily accessible by all students because students can already use Instagram well. Instagram can also be categorized as having quite exclusive features to support the process of learning.

How to use Instagram as a learning medium can be made in the feed Instagram, Instagram Stories, and live; if you want to provide enough material, the teacher can upload the material through the Instagram feed. If the teacher wants to provide material that is not too much and a little practice to practice the skills, the students can use the Instagram stories feature. In contrast, if the teacher wants to convey directly or wants to give additional material related to material that has been uploaded, teachers can use the live feature on Instagram.

The Instagram app can be a learning medium, especially in English. Learning media with this Instagram application can make it easier for teachers to students to interact remotely, but the material they want to be told can be delivered by good. Instagram also has advantages and disadvantages as a learning medium.

All types of social media have advantages and disadvantages, especially internet-based ones. The advantages contained in using Instagram as a learning medium are:

a. Make it easier for teachers and students to interact and deliver the material. Teachers can interact and convey material or knowledge to students only through Instagram. Teachers and students do not have to sit in class during the teaching process, but teachers can do it all with Instagram.

b. Free

The Instagram application is a free application that the entire community can access. Especially for students, so to use this application, there is no need to spend money expensive.

c. Interesting learning material

Instagram has several features that can give the impression of being attractive for readers to read in public. This application can edit the material in such a way as in the form of photos or videos. After the photo/video is edited, the material can be directly uploaded and viewed, especially by students.

d. Easy to reach

Almost all students use this application because it is easy to use and access so that students can accept the material presented by the teacher. However, in addition to some of the advantages described, there are also some disadvantages to applying Instagram as a learning medium.

Disadvantages contained in using Instagram as a learning medium are:

a. Too free to access

Instagram can easily access applications that can affect the character of students because Instagram is not only related to lessons but has impact negatives are also found in this application, so to access this application, students must require parental supervision.

b. Using a stable internet network

The internet network must also be stable because the learning process is slow if an internet error occurs.[16]

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[16] Zukhruf Ambarsari "Penggunaan Instagram Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Pada Era 4.0," Prosiding Seminar Nasional PBSI-III Tahun 2020: 84, http://digilib.unimed.ac.id/41225/1/Fulltext.pdf

4. Conceptual Framework

In this study, to implement the treatment, the students created an Instagram account for the second grade of SMAN 4 Palopo. In addition, the researcher used pre-test and post-test to collect the data. Before they got the test, the researcher asked permission from the school to conduct research. After obtaining consent, the researcher discussed with the English teacher the goals, schedule, and one class selected as participants in this study. Aside from that, researchers need six times of meeting to collect data. The first encounter used to give a pre-test and do half the treatment. Then the researcher used the last meeting to continue treatment and provide a post-test.
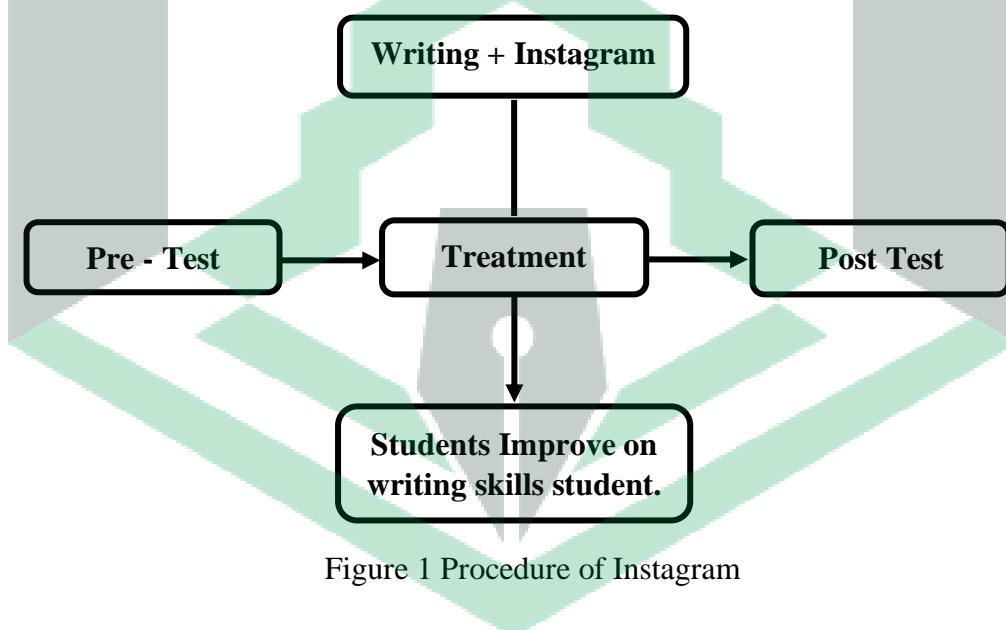
Figure 1 Procedure of Instagram

The diagram above shows the framework of this research. It started with the researcher analyzing the students' writing ability by conducting a pre-test. From this test, the researcher collected data and examined the students' writing abilities. The researcher analyzed the students' writing ability by giving a pre-test. From the test,

the researcher collected data and examined writing skills. After giving the treatment, the researcher gave a post-test to determine the development of students' writing skills using Instagram through a process approach. After giving the treatment, the researcher gave a post-test to assess the development of students' writing skills after using social media Instagram.

5. **Hypothesis**

There are several hypotheses formulated in this study as follows:

Ha: This means that there is an influence of Instagram social media in improving the writing skills of SMAN 4 Palopo students.

Ho: This means that there is no influence of Instagram social media in improving the writing skills of SMAN 4 Palopo students.
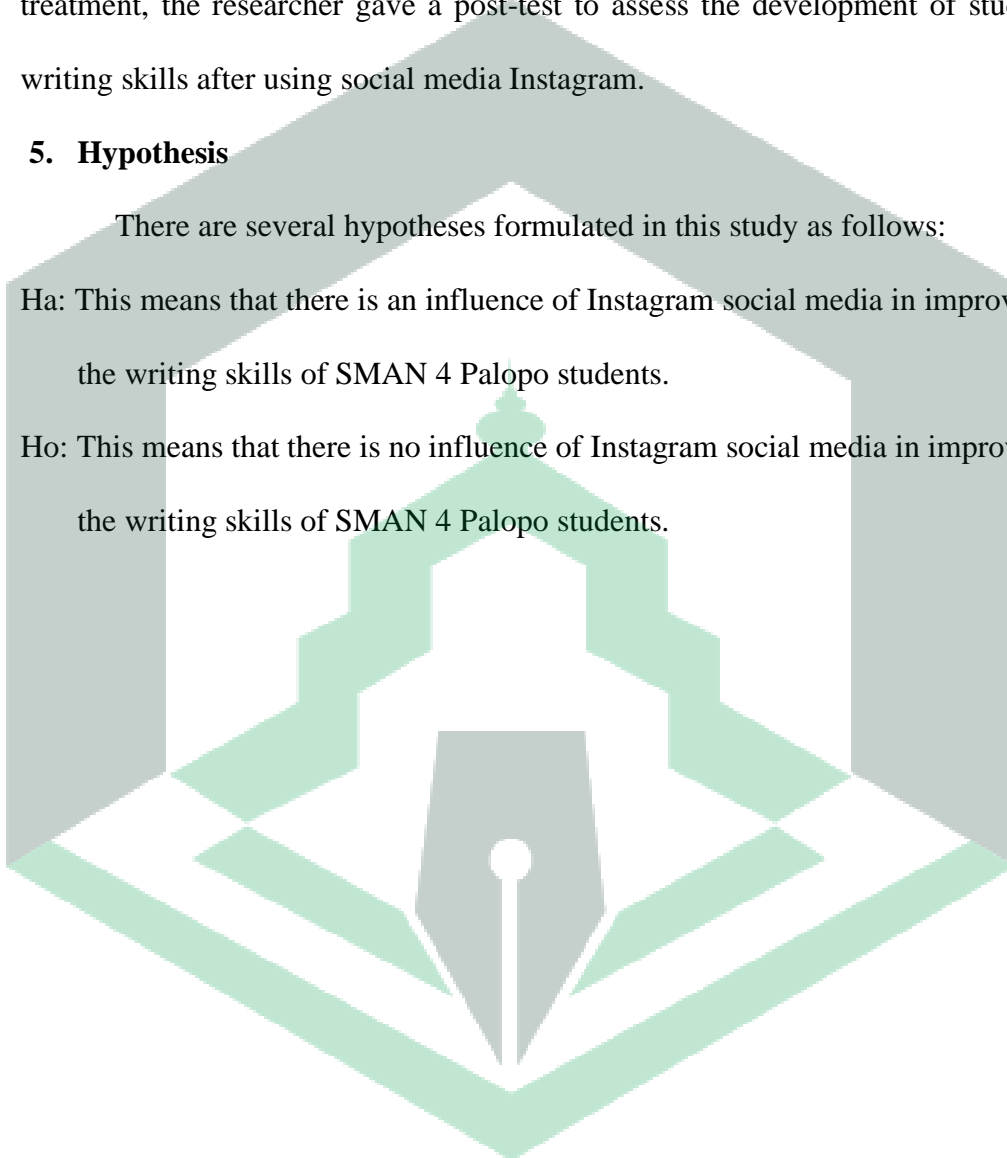
CHAPTER III

RESEARCH METHODE

A. Design of the Research

In this study, the researcher used the pre-experimental method research method. This study uses a pre-test and post-test design to determine the improvement of students' writing skills using Instagram at SMAN 4 Palopo.

The design of this research can be explained as follows:

$$X_1 \, N \, X_2$$

X_1: Writing ability of experimental students in the pre-test.

N: Treatment teaching writing by using Instagram.

X_2: Writing ability of experimental students in post-test.

B. Variables

Variables are divided into two, namely independent variables and dependent variables.

1. A variable independent in this research is the Instagram process-based approach.

2. A variable dependent in this research is the students' Instagram process-based approach.

C. Time and Place of the Research

The researcher was conduct this research on the second-grade students of SMAN 4 Palopo.

D. Population and Sample of the Research

1. Population

The researcher conducted this research at SMA Negeri 4 Palopo academic year 2022/2023. This research is on second-grade students in the first semester at SMA Negeri 4 Palopo. There are 95 students and two majors, namely science and social studies. There are two classes in science: one and two. There are two classes in social studies: one and two. In science one, there are 27 students. In science two, there are 24 students. Meanwhile, in IPS 1 class, there are 28 students, and in IPS 2 class, there are 16 students.

2. Sample

The sample of this research was the second science class which consists of 10 students of the second-grade science at SMA Negeri 4 Palopo. The samples were chosen because of the availability of students to participate in this research activity.

E. The instrument of the research

The research instrument was in the form of a test that aims to determine the level of a student's writing skills, classified into two steps: pre-test and post-test. Existing tests were in the form of essays, and writing test essays were in the form of words.

F. The procedure for Collecting Data

1. Pre-test

   Before doing the treatment, the researcher gave a pre-test. This test determines the students' prior knowledge before the material is presented. The test was about narrative text with the theme "Slice of life."

2. Treatment

   After conducting a pre-test, the researcher provided treatment to improve students' writing skills. This treatment is completed by using social media Instagram for six meetings. The steps for giving the treatment are as follows:

   a. First meeting

   1) The researcher introduced the social media Instagram and narrative text.

   2) The researcher provided an example of narrative text through social media Instagram.

   3) The researcher asked students to open Instagram and re-read the meaning of Instagram and the uploaded narrative text.

   4) The researcher wrote the narrative text that has been determined on the paper that has been distributed about the slice of life, and after that, the students sent their work to the Instagram group.

   5) Some of the students commented on the results of their friend's work, and the researcher also provided suggestions or comments on the results of the students' work.

   6) Students were asked to revise their work, which will be collected at the next meeting.

7) Closing.

b. Second meeting

1) Students posted back on their Instagram group about the results of improving their work at the previous meeting.

2) The researcher asked students to write narrative text on Instagram and upload the results of their work to Instagram by tagging Instagram learning.

3) The researcher asked some students to correct what their friends had done (narrative text) and also corrected the student's writing.

4) Students are asked to revise their work, which would be collected at the next meeting.

5) Closing.

c. Third meeting

1) Students posted back on their Instagram accounts about the results of improving their work at the previous meeting.

2) The researcher uploaded an example image on Instagram to learn. And students write on Instagram about a narrative text that has been uploaded, namely the legend.

3) The researcher asked some students to correct what their friends had done (narrative text) and corrected the student's writing.

4) Students were asked to revise their work, which will be collected at the next meeting.

5) Closing.

d. Fourth meeting

1) Students post back on their Instagram accounts about the results of improving their work at the previous meeting.

2) The researcher uploaded an example image on Instagram to learn. And students write on Instagram about the narrative text uploaded, namely the myth.

3) The researcher asked some students to correct what their friends had done (narrative text), and the researcher also corrected the student's writing.

4) Students are asked to revise their work, which will be collected at the next meeting.

5) Closing.

e. Five meeting

1) Students post back on their Instagram accounts about the results of improving their work at the previous meeting.

2) The researcher uploaded an example image on Instagram to learn. And students write on Instagram about the narrative text uploaded, namely the fairy tale.

3) The researcher asked some students to correct what their friends had done (narrative text), and the researcher also corrected the student's writing.

4) Students are asked to revise their work, which will be collected at the next meeting.

5) Closing.

f. Six meeting

1) Students post back on their Instagram accounts about the results of improving their work at the previous meeting.

2) The researcher uploaded an example image on Instagram to learn. And students write on Instagram about the narrative text uploaded, namely the fable.

3) The researcher asked some students to correct what their friends had done (narrative text), and the researcher also corrected the student's writing.

4) Students are asked to revise their work, which will be collected at the next meeting.

5) Closing.

g. Seven meeting

1) Students post back on their Instagram accounts about the results of improving their work at the previous meeting.

2) The researcher uploaded an example image on Instagram to learn. And students write on Instagram about the narrative text uploaded, namely the personal experience.

3) The researcher asked some students to correct what their friends had done (narrative text), and the researcher also corrected the student's writing.

4) Students are asked to revise their work, which will be collected at the next meeting.

5) Closing

h. Eight meeting

1) Students post back on their Instagram accounts about the results of improving their work at the previous meeting.

2) students write on Instagram about the narrative text uploaded, namely the Folk tale.

3) The researcher asked the student to send their work in a group Instagram.

4) Closing

i. Post-test

After giving the treatment, the researcher gave a post-test to the students to find out the results of students writing skills after using Instagram. In this post-test, students are asked to make a narrative text, and after that, students are asked to upload it on their respective Instagram. Then the researcher will give an emoticon of love on the students' Instagram.

During the treatment in the class, the written process approach, as depicted in the picture.
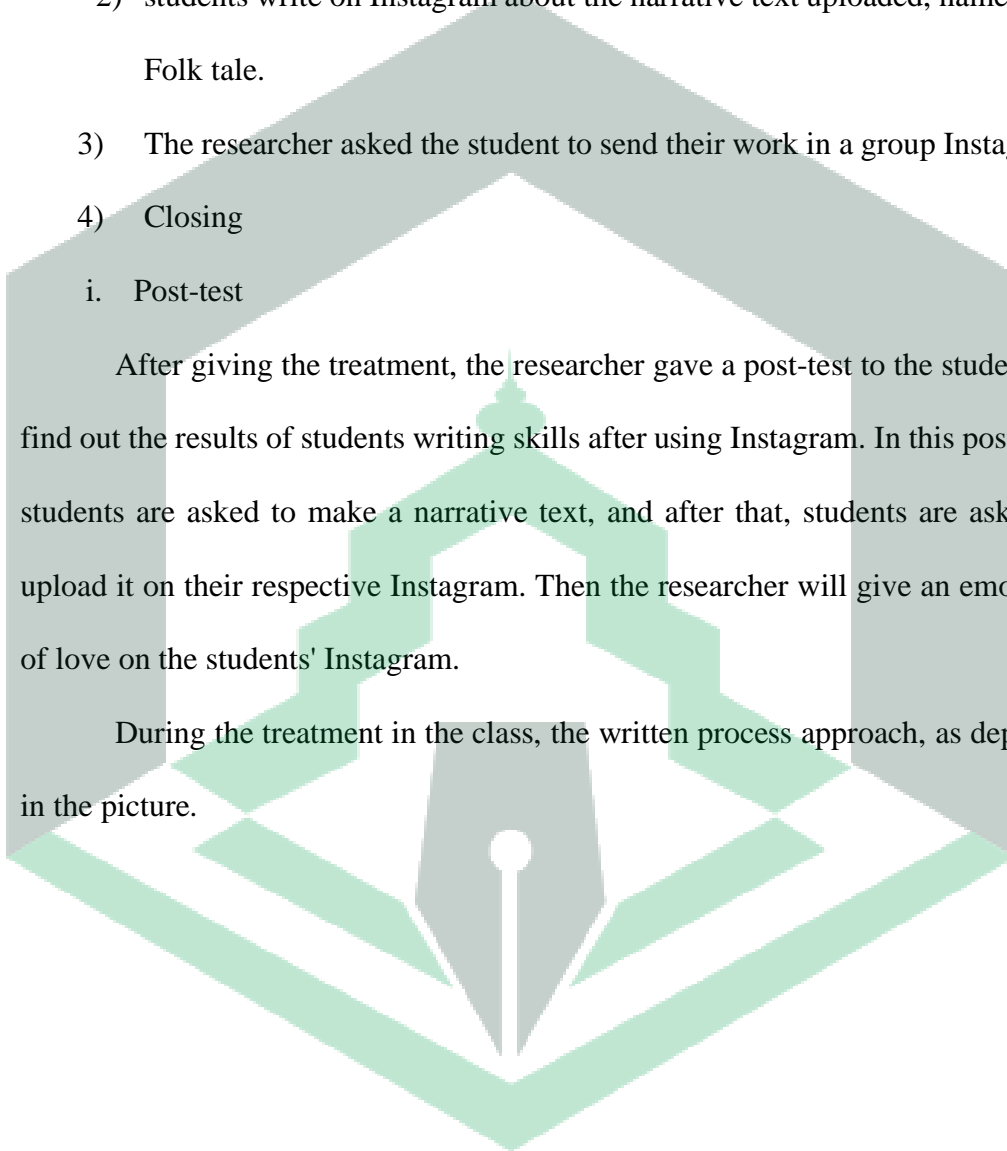
Applying the process approach on Instagram
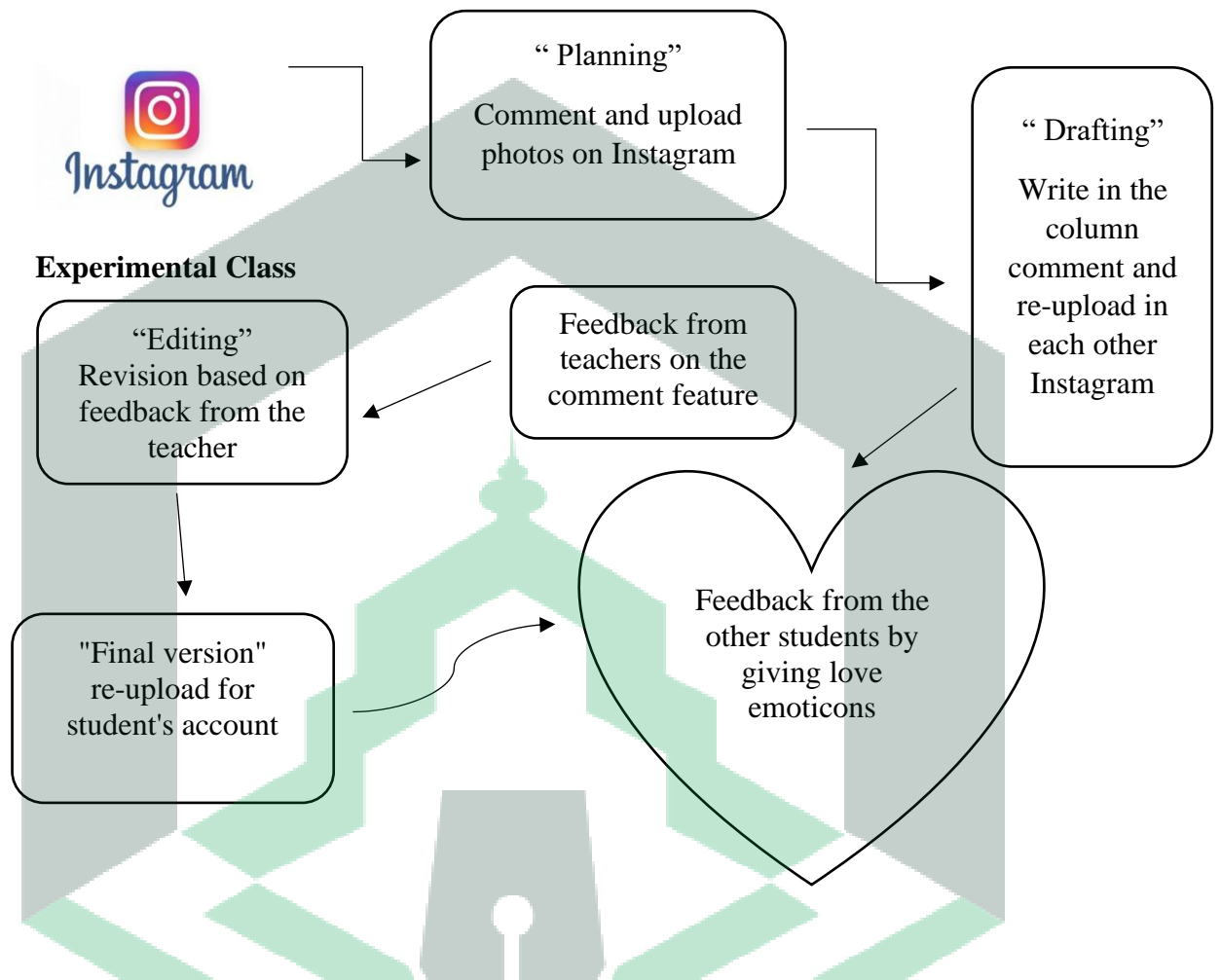
Figure 2 Applying the process approach on Instagram.

G. Techniques of analyzing data

The researcher was conduct pre-test and post-test instruments in writing activities based on experimental research. All students were get a pre-test at the first meeting to measure their writing qualifications. After that, treatment were be carried out for eight meetings. Finally, the researcher was use a post-test instrument

to determine the impact of writing via Instagram on second-grade students of SMAN 4 Palopo.

The researcher uses the following steps to analyze the data:

1. Classifying the Score

    The components from J.B Heaton included in the objective score are divided into five scales[17].

    a) The notion represented, the substance of writing, is referred to as *content*.

    b) Organizing in writing is to keep the content organized.

    c) rm *vocabulary* refers to any terms the students use in writing.

    d) *Grammar* is the structural terms and syntactic patterns' accuracy.

    e) The use of language's graphic convention is called *mechanics*.

    Rating Accuracy Classification :

    a. Scoring of Content

Table 1.1 Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, engaging; comprehensive, rich, and well-focused; the central concept stands out; supplementary ideas only take up a little space.
2	15-26	Good	Even if the overall outcome isn't particularly engaging, keep the emphasis. Although support is an offer, it may be limited, prominent, insubstantial, or broad.
3	12-14	Fair	There needs to be more logical sequencing and development of confusing or disjointed concepts and a lack of purpose or theme.
4	9-11	Poor	The writer needs to be proficient, communicate, and have minimal information.
5	5-8	Very Poor	There is no real organization. There is no way to assess it.

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[17] J.B. Heaton, *Writing English Language Test*, *Longman Inc., New York*, vol. 18, 1990, https://doi.org/10.1016/0346-251x(90)90037-6.

b. Scoring of Organization

Table 1.2 Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Expression is fluid, and thoughts are well communicated. Supporter well-organized logical sequencing implies the order structure or presentation is engaging and pushes the reader through the content. A powerful ending, a strong beginning, and a smart arrangement of detail
2	15-17	Good	The reader may easily understand what's said. Still, the overall organization may sometimes need to be more effective because the primary concept needs to b,e more evident or the sequencing needs to be completed.
3	12-14	Fair	There needs to be more logical sequencing and fluency in the development. Thneeds to be more direction in writing and ideas and information.
4	9-11	Poor	There is no communication, and the transition is shaky, making the relationship between concepts hazy, incomplete, or perplexing.
5	5-8	Very Poor	There is no organization, little information to analyze, and the sender is perplexed.

c. Scoring of Vocabulary

Table 1.3 Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, as well as their selection and use, are precise.
2	15-17	Good	Range of words/idioms, choice, and errors. While the overall message is unmistakable, individual words may lack accuracy. Language communication seldom grabs the reader's imagination.
3	12-14	Fair	The writer needs help eliminating jargon and organizing words.
4	9-11	Poor	They were using grammatical, idiomatic, and mistakes usage. Only the widest, many repetitions, and often words suffice the text: Language is so vague and abstract, so redundant, so empty of detail that only the broadest, many repeats, and usually words do not suffice the text: is, are, was, were, and dominated are all weak verbs with a low number of views.
5	5-8	Very Poor	Almost all the terms used are incorrect, insufficient to assess, and inaccurate.

d. Scoring of Grammar

Table 1.4 Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	This effective complicated structure includes agreement, tense, number, word, order/function pronoun, and preposition problems.
2	20-22	Good	An effective and simple construction is a little issue in a complicated structure with numerous tenses, words, functions, pronouns, and prepositional mistakes, but the meaning is seldom cored.
cured	16-19	Fair	Common in basic construction is a hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment mistakes. Isn't communication important?
4	9-15	Poor	Error grammar reigns supreme. Unable to comprehend and assess.
5	5-8	Very Poor	Very little command of the norms of sentence formation.

e. Scoring of Mechanics

Table 1.5 Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	It's not about spelling, grammar, capitalization, or paragraph length; it's about demonstrating mastery of tradition.
2	4	Good	There are a few spelling, grammar, capitalization, and paragraphing mistakes.
3	3	Fair	Some spelling, punctuation, capitalization, and paragraphing mistakes.
4	2	Poor	There are several spelling, functions, capitalization, and paragraphing problems.
5	1	Very Poor	Incomprehensible writing

2. Scoring the student's pre-test and post-test

$$\text{Score} = \frac{3C + 2O + 2G + 2{,}5V + 5M}{x\ 100}$$

3. Classifying the students' scores by J.B Heaton into the following criteria[18].

Table 1.6 Scoring Classification

No	Score	Classification
1	90-100	Very Good
2	80-89	Good
3	70-79	Adequate
4	60-69	Inadequate/Unsatisfactory
5	≥60	Failing/Unacceptable

[18] J.B. Heaton, *Writing English Language Test*, *Longman Inc., New York*, vol. 18, 1990, https://doi.org/10.1016/0346-251x(90)90037-6.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts. The results of the study are the first part. The second is a discussion of the research findings mentioned in the research question.

A. Findings

In this section, the researcher describes the result of an experiment conducted by the Second-grade students of SMA Negeri 4 Palopo for four meetings. The determined result is as follows :

1. The score of students writing skills in the pre-test

The researcher offers the average student's writing skills score in this area, starting with content, organization, vocabulary, grammar, and mechanics.

Table 2.1 The Students' Pre-test Score Overall

No	Initials	The Writing Aspects					Total Scores	Category
		Content	Organization	Vocabulary	Grammar	mechanics		
1	S1	19	16	19	18	4	75	Good
2	S2	20	16	20	17	5	78	Good
3	S3	20	17	19	19	5	80	Good
4	S4	0	0	0	0	0	0	Poor
5	S5	8	8	10	10	2	38	Poor
6	S6	16	14	18	16	4	68	Fair
7	S7	5	5	8	8	2	28	Poor
8	S8	8	5	13	10	2	38	Poor
9	S9	10	12	15	11	2	50	Poor
10	S10	19	18	15	15	3	70	Good

Table 2.1 indicates that the pre-test score showed that most students got an inadequate score, except three students got an adequate score.

By using SPSS 22, the researcher calculated the average score and its standard deviation, which are presented in Table 4.2 below:

Table 2.2 Mean Score and Standard Deviation of Students' Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	10	0	80	52.50	26.336
Valid N (listwise)	10				

As shown in Table 2.2, the students' highest score was 80, and the lowest score was 0. In addition, it was also demonstrated that the students' mean pretest score was 52.50, and the standard deviation was 26.336.

2. The Students' Scores in the Post-test

Table 2.3 The Students' Scores' in each Writing Aspect

No	Initials	The Writing Aspects					Total Scores	Category
		Content	Organization	Vocabulary	Grammar	Mechanics		
1	S1	20	16	20	20	4	80	Good
2	S2	20	18	20	20	5	83	Good
3	S3	25	20	20	23	5	93	Very Good
4	S4	10	10	6	5	2	33	Poor
5	S5	20	17	19	20	4	80	Good
6	S6	20	20	20	20	5	85	Good
7	S7	10	10	10	6	2	38	Poor
8	S8	12	11	10	10	2	45	Poor
9	S9	20	15	19	19	5	78	Good
10	S10	20	20	20	20	5	85	Good

Table 2.3 indicates that the post-test score showed that one student got excellent, six got a good score, and two got an adequate score. It can conclude that there is an increasing score in the post-test after giving treatment.

This is a descriptive statistic table of students' scores in the post-test.

Table 2.4 The Mean Score and Standard Deviation of the Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	10	33	93	70.00	22.186
Valid N (listwise)	10				

Table 2.4 displays that N is the sample, and the sample is 10. The minimum value is 33, the maximum value is 93, the mean is 70.00, and the standard deviation is 22.186.

3. The Student's Rate percentage and Frequency in the pre-test

Table 2.5 Students' Classification Scores in the Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	0	0%
2	Good	80-89	1	10%
3	Adequate	70-79	3	30.00%
4	Inadequate	60-69	1	10.00%
5	Failing	≤60	5	50.00%
	Total		10	100%

Table 2.5 shows that three students (30%) got an adequate score, and five (50%) got a failing score.

4. The Student's Rate Percentage and Frequency in Post-test

Table 2.6 Student's Classification Score in the Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	1	10.00%
2	Good	80-89	5	50.00%
3	Adequate	70-79	1	10.00%
4	Inadequate	60-69	0	0.00%
5	Failing	≤60	3	30.00%
	Total		10	100%

Table 2.6 presents that there got an excellent score. One student (10.00%) got a good score, five students (50.00%), one student got an adequate score, and three students (30.00%) got a failing score.

**COMPARISON OF THE STUDENTS'
WRITING IN PRE-TEST AND POST-TEST**

Pre-Test Post-Test

	CONTENT	ORGANIZATION	VOCABULARY	GRAMMAR	MECHANIC
Pre-Test	12.5	11.1	13.7	12.4	2.9
Post-Test	17.7	15.7	16.4	16.3	3.9
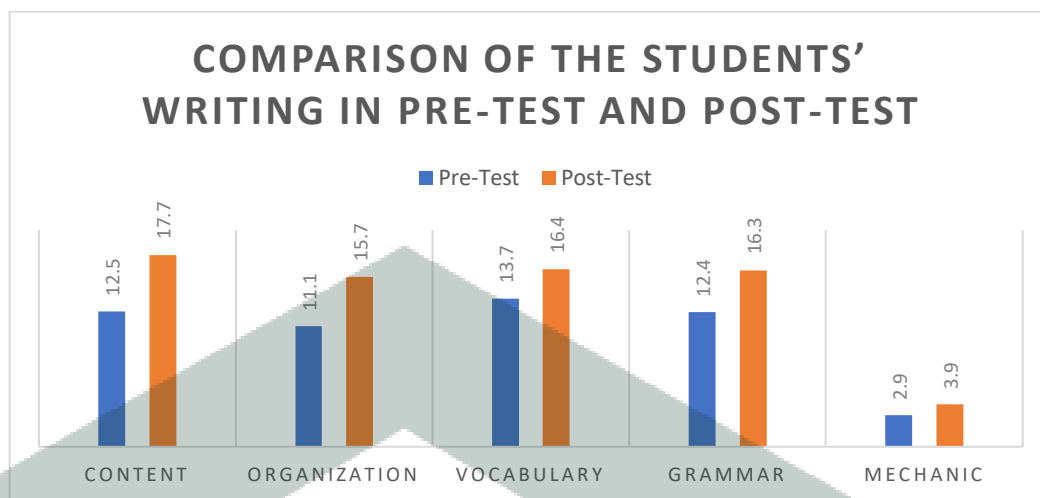
Figure 3.1 Comparison of The Students' Writing in Pre-test and post-test.

Figure 4.1 shows the result of the students writing. Therefore, the pre-test and post-test results were different after conducting the research. As described in the chart, the content's mean score went up from 12,5 to 17,7 after the treatment. Furthermore, the organizations' mean score was 11,1 on the pre-test and increased to 15.7 on the post-test. In vocabulary, the mean score got 13.7 on the pre-test, and after treatment was 16.4. In grammar, the mean score was 12.4 on the pre-test and increased to 16.3 after giving treatment. And in mechanics, the mean score was 2.9 and went up to 3.9 in the post-test. Therefore, using Instagram to improve students writing ability, especially in narrative text, is very beneficial and effective.

B. Discussion

In this section, the discussion relates to the interpretation of the related findings with the use of Instagram to improve students writing skills in the second grade of SMA Negeri 4 Palopo. This is indicated by the student's scores on the pre-test and post-test of 10 students.

The researcher found that before being given treatment using Instagram, the application of most students (50%) was in the medium classification. Meanwhile, some students have the poor ability and only a very small percentage in writing. In addition, none of the students could have scored better before the treatment; the second-grade student SMA Negeri 4 Palopo has a pretty good ability in writing especially narrative text.

Based on the characteristics of the writing component, students got a problem writing certain content because the information is almost enough, and thesis development is very limited and less relevant to the problem but not complete.

Instagram can improve students writing skills, especially in narrative text. Using Instagram makes students more enthusiastic and interested during the teaching and learning process of writing. Students feel free to express their ideas. Therefore, this research also shows that using Instagram can improve students writing skills, especially in narrative text.

Furthermore, the findings show that the mean score in the pre-test is 52.50; after treatment, during six meetings, the mean of the post-test becomes 70.00. Thus, the post-test value > pre-test. Based on the description above, it could be concluded that H0 is rejected. On the other hand, the alternative hypothesis (H1) is received.

In other words, the use of Instagram can improve students writing skills in the narrative text of the second grade of the 2022/2023 academic year.

There is an explanation to support the statement above as follows: Mauliya Avivi et al. stated that the Instagram caption-through process approach has a positive effect on developing English writing skills. More specifically, the students can use their Instagram account as an alternative way to learn English by sharing their experiences, strengthening their step in writing skills through editing and revising the draft based on the teacher's feedback, and publishing writing products. This study implies that the feature Instagram gives advantages to English teachers and students and can be promoted as an attractive educational technology for writing activities.[19]

Based on the research above, using Instagram to improve students' writing skill on narrative text significantly affects the teaching and learning process. The process of using Instagram is very suitable as a means of learning English teachers by using Instagram as a method because it provides variations in implementation materials to release students' boredom in learning to write, such as writing narratives, texts, essays, and others. This is also supported by the learning situation during the learning process takes place, the students are very good at carrying out learning to write and are effective in the learning process taking place. It is said to be effective

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[19] Mauliya Avivi, Fika Megawati, "Instagram post Writing caption through process approach in developing writing skill," EduLite Journal of English Education, Literature, and Culture Vol. 5, No. 2, August 2020, pp. 240-250,
http://jurnal.unissula.ac.id/index.php/edulite/article/view/10141/4367

because students study enthusiastically and have motivation to learn in using Instagram.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the effectiveness of the use of Instagram in learning to write narrative texts for second-grade science students at SMAN 4 PALOPO proven by the findings before being given treatment using Instagram, the application of most students (50%) are in the medium classification. Meanwhile, some students have the poor ability and only a very small percentage in writing. In addition, none of the students scored very well. Therefore, before the treatment, the second-grade student SMAN 4 Palopo has a pretty good ability in writing especially narrative text.

B. Suggestion

Based on the findings and conclusions of the data analysis, the researcher would like to make the following suggestions:

1. To the teacher

   Teachers can use the Instagram application to improve students' writing skills. Before using the app, the teacher must have a stable network connection and an Android smartphone.

2. To students

   Students can use the Instagram App to improve their writing skills. Before using the app, students must have a stable network connection and an Android smartphone.

3. To other researchers

Researchers can test the effectiveness of using Instagram in various elements of English skills in the future, considering that the material contains four main English skills. It also serves as a reading resource or source of information to learn how to improve writing skills using the Instagram application.

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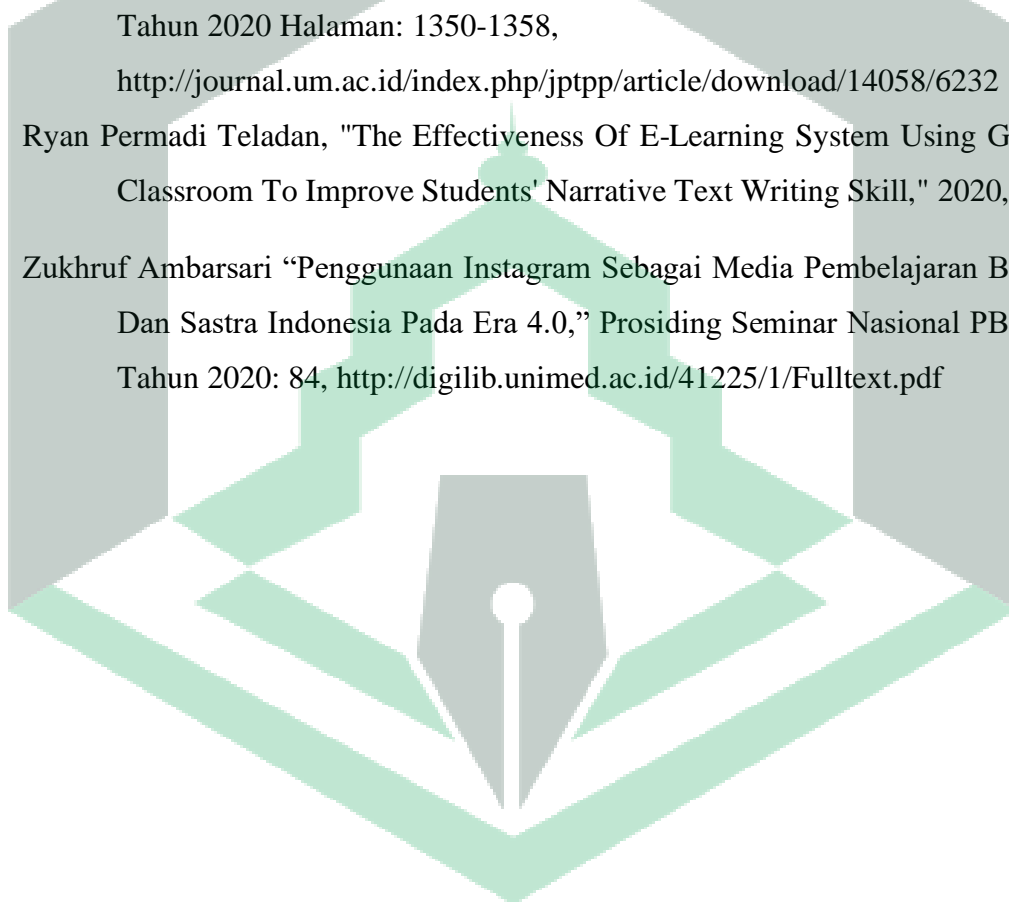
APPENDIX
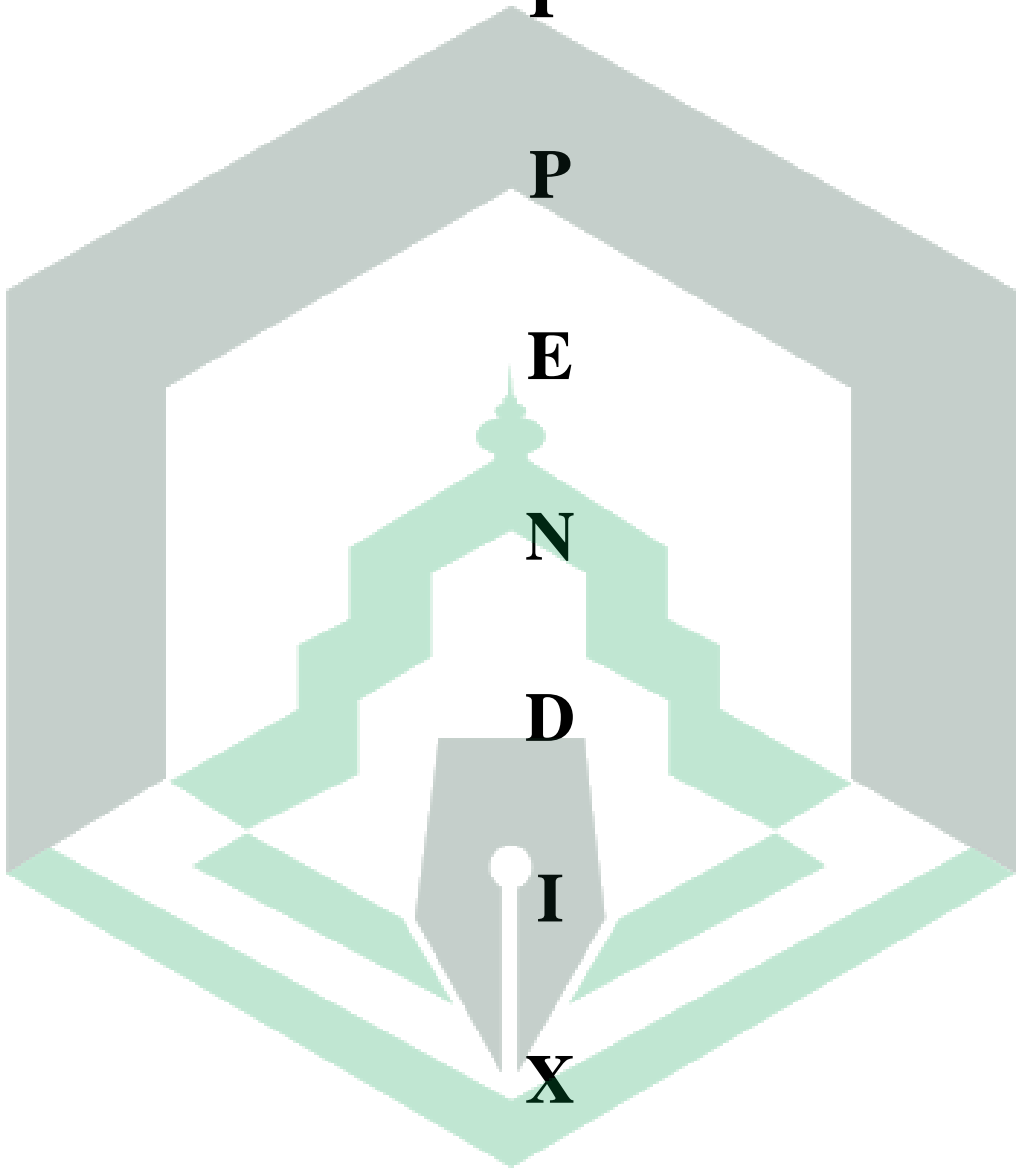
INSTRUMENT PRE – TEST

Create a narrative text based on a slice of your life. Don't forget to write down your name and your class/semester.

Name   :

Class/semester :

....

....

....

....

....

....

....

....
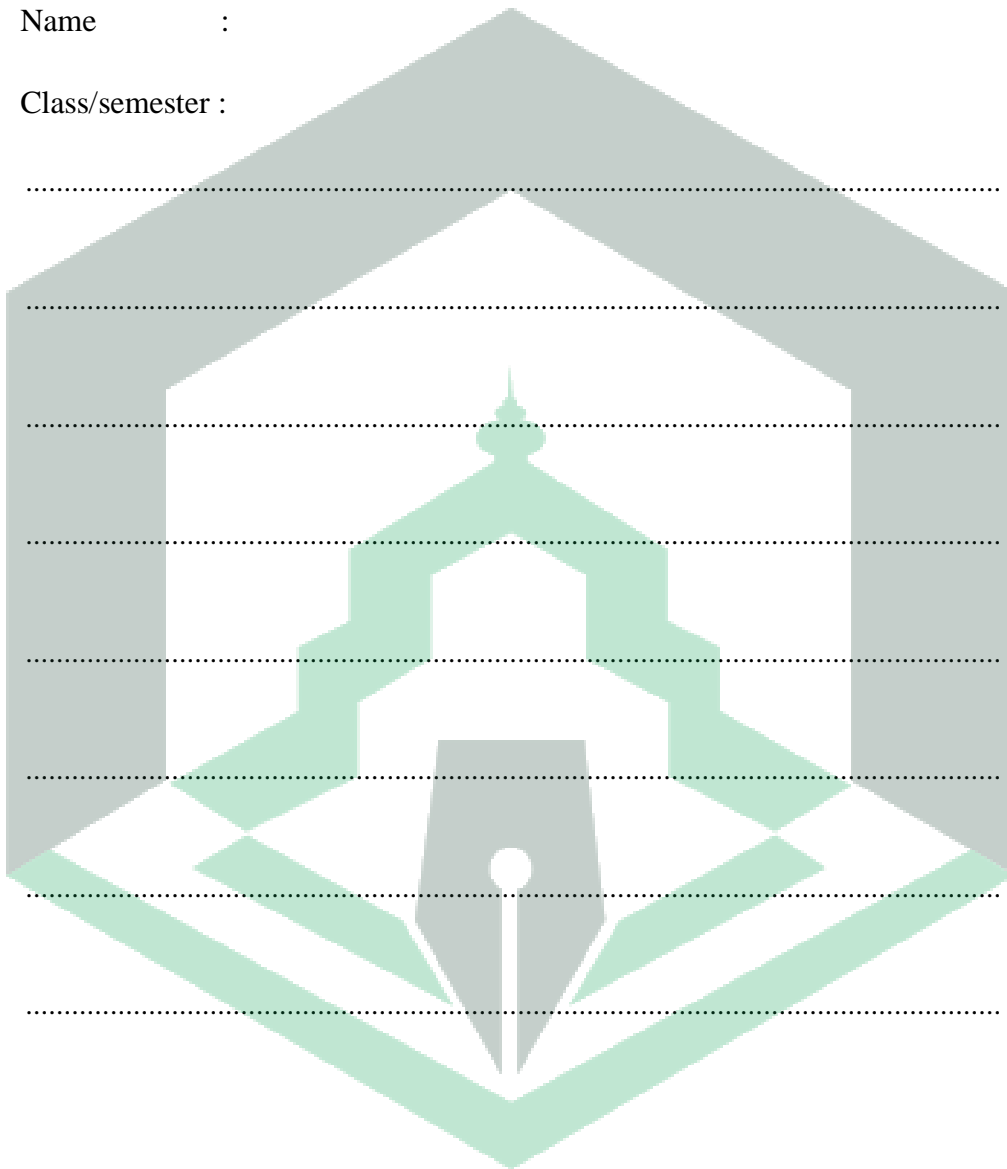
INSTRUMENT POST – TEST

Create narrative texts based on fairy tales, myths, legends, or fables. Don't forget to write down your name and your class/semester.

Name   :

Class/semester :

Once upon a time, there are ....

....

....

....

....

....
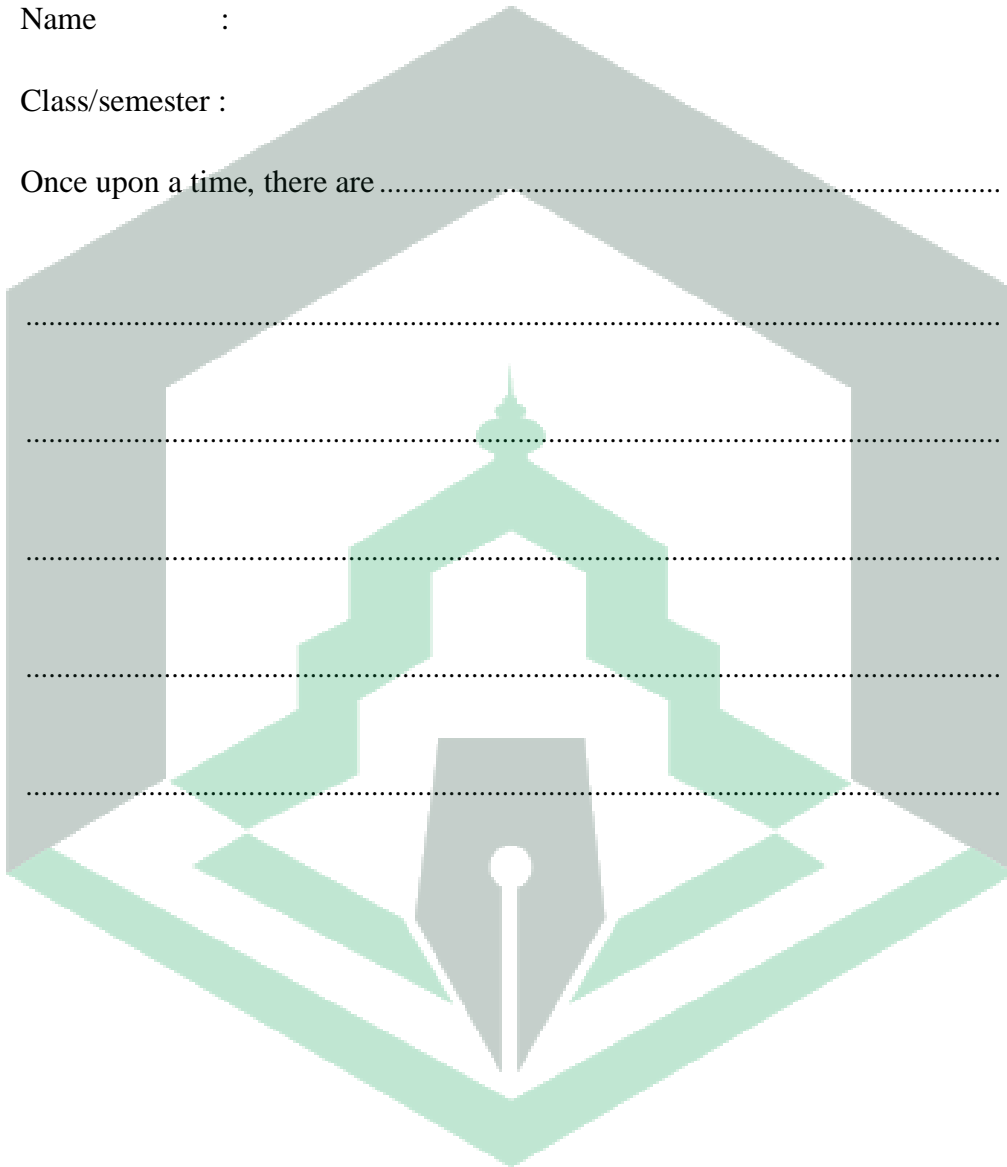
TEACHING MATERIALS

INSTAGRAM

1. **Definition of Instagram**

   Instagram is a social media application that is used to share photos and videos that all followers can see; the uploader of photos and videos can give each other comments and likes each other, which can also be done provide a sentence or comment on a photo or video (caption).

2. **Instagram features**

   The following are excellent features that Instagram has :

   a. Share photos and videos

   b. Comment and Like

   c. Explore

   d. Instagram Story,

   e. IGTV

NARRATIVE TEXT

1. **Definition and Purpose Narrative Text**

   The narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually, a moral value is learned at the end of the story. The purpose of this text is to entertain the reader with a story or stories written by the author and, at the same time, imply a moral message to be conveyed to the reader.

2. **Types of Narrative Text**

   The types of narrative text are:

   a. The Fables Stories, which include the character being animals but exhibiting human-like behavior such as talking.

   b. Fairy – Stories, stories that are generally fantasy or full of magic.

   c. Legends, the story is based on facts, but the characters don't exist.

   d. Myth, the story tries to explain the world and how we should react to it.

3. **Example of the text**

PINOCCHIO

Once upon a time, there was a wood doll maker named Geppetto. He was eager to have a son, but his wife died a few years ago. One day, he got the idea to make dolls not feel lonely anymore. He then made the

wooden doll all day long. Finally, in the morning, he finished making it and the doll he named Pinocchio. After that, he felt lonely again because Pinocchio couldn't speak even once. So one night, Geppetto prays to God that Pinocchio will become a real child. After that, he always thought about it in his mind.

The next day, he was surprised that Pinocchio was alive. He then taught Pinocchio how to walk, how to speak, how to read, and how to do other things like what ordinary humans do. He then studied at an elementary school. One day, Pinocchio gets bored, making him come home late. When Pinocchio finally came home, Geppetto asked. He asked that he be at school, but in fact, he was not in school. Pinocchio's nose grows again and again, and that means that Pinocchio is lying.

The following day, Pinocchio is kidnapped by a circus performer. Pinocchio was then used as an enslaved person to play the circus. He is so famous because he is a puppet who can talk. Geppetto was worried about Pinnochio because Pinocchio hadn't been home for nearly two days. He tried to find Pinocchio everywhere, but he didn't find it. A colossal wave blew him away when he searched for Pinnochio in the sea. He was then in the whale's belly, and when he woke up, he couldn't find a way to get out of the whale's belly.

On the other hand, Pinocchio could finally escape and get out of the circus. He went home, but it turned out that there was no one there. So finally, he searched for Geppetto in the sea. He had the same accident as

Geppetto, and he eventually met Geppetto in the belly of the whale. The two came out of the stomach by lighting a fire. At the end of the story, they go home together and live happily ever after.

PPP LESSON PLAN TEMPLATE

MEETING 1

CLASS/LEVEL	XI MIPA 2
TOPIC	Introduce myself, Social media Instagram, Narrative Text
OBJECTIVES	At the end of this lesson, students can create narrative text through Instagram by paying attention and understanding the examples given previously.
VOCABULARY	Instagram, narrative text
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self lag confidence, small class

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
- Opening		
o Greeting the students	T – SS	5
o Ask the students condition, "How are you today?"	T – SS	3
o Pray together	T – SS	3
o Check Attendance	T – SS	3
- Present Material		
o The teacher will introduce the social media Instagram and tell them the advantages of social media on Instagram.	T	3
o After that, the teacher will explain the narrative text	T	5
o The teacher will provide an example of narrative text through social media, Instagram	T	3

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o The researcher asked the student to follow the Instagram that she has been made.	T – SS	3
o The researcher will provide an example of narrative text.		
o The researcher asked students to Write the narrative text that had been determined on the paper that had been distributed about the slice of life, and after that, the students sent their work to the Instagram group.	SS	7
o Some of the students commented on the results of their friend's work, and the researcher also provided suggestions or comments on the results of the student's work.	T – SS	5

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o Students are asked to revise their work, which will be collected at the next meeting.	T	5
o The teacher gives a conclusion from the narrative text		
o The teacher ends the learning activity by saying thank you and salam.		

PPP LESSON PLAN TEMPLATE

MEETING II

CLASS/LEVEL	XI MIPA 2
TOPIC	Narrative Text, writing
OBJECTIVES	Students can write narrative text through Instagram.
VOCABULARY	Narrative text, writing
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
- Opening		
o Greeting the students	T – SS	2
o Ask the students condition, "How are you today?"	T – SS	2
o Pray together	T – SS	3
o Check Attendance	T – SS	3
- Present Material		
o The teacher will repeat the example discussed in the previous meeting.	T	4
o After that, the teacher gives an example of narrative text.	T	2

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o The students started writing activities. Before beginning the writing activity, Students post on their Instagram group about the results of improving their work at the previous meeting. o The researcher asked students to write narrative text on Instagram and upload the results of their work to Instagram by tagging Instagram learning.	T – SS	15

	Interaction	Time
o The researcher asked some students to correct what their friends had done (narrative text) and updated the student's writing. o Students are asked to revise their work, which will be collected at the next meeting.	T – SS	5

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o The teacher gave a conclusion from the materials today. o The teacher ends the learning activity by saying thank you and salam.	T	2

PPP LESSON PLAN TEMPLATE

MEETING III

CLASS/LEVEL	XI MIPA 2
TOPIC	Legend
OBJECTIVES	Students can develop their narrative text writing through Instagram.
VOCABULARY	Instagram, narrative text, picture
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
- Opening		
o Greeting the students	T – SS	2
o Ask the students condition, "How are you today?"	T – SS	2
o Pray together	T – SS	3
o Check Attendance	T – SS	3
- Present Material		
o The teacher will repeat the lesson from the previous meeting.	T	4
o After that, the teacher inserted a picture on Instagram.	T	2

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o Students post back on their Instagram accounts about the results of improving their work at the previous meeting.	T – SS	3
o The researcher uploaded an example image on Instagram to learn. And students write on Instagram about a narrative text that has been uploaded, namely the legend.	T	5
o The researcher asked some students to correct what their friends had done	T - SS	12

	Interaction	Time
(narrative text) and updated the student's writing. o Students are asked to revise their work, which will be collected at the next meeting.	SS	4

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o The teacher gave a conclusion from the materials today.	T	3
o The teacher ends the learning activity by saying thank you and salam.	T	2

PPP LESSON PLAN TEMPLATE

MEETING IV

CLASS/LEVEL	XI MIPA 2
TOPIC	Myth
OBJECTIVES	Students can develop their narrative text writing through Instagram.
VOCABULARY	Instagram, narrative text, picture
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
- Opening o Greeting the students o Ask the students condition, "How are you today?" o Pray together o Check Attendance	T – SS	10
- Present Material o The teacher will repeat the lesson from the previous meeting. o After that, the teacher inserted a picture on Instagram.	T	7

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o Students post back on their Instagram accounts about the results of improving their work at the previous meeting. o The researcher uploaded an example image on Instagram to learn. And students write on Instagram about a narrative text that has been uploaded, namely the myth. o The researcher asked some students to correct what their friends had done (narrative text) and updated the student's writing.	T – SS	25

Students are asked to revise their work, which will be collected at the next meeting.		

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o The teacher gave a conclusion from the materials today. o The teacher ends the learning activity by saying thank you and salam.	T	3

PPP LESSON PLAN TEMPLATE

MEETING V

CLASS/LEVEL	XI MIPA 2
TOPIC	Fairy Tale
OBJECTIVES	Students can develop their narrative text writing through Instagram.
VOCABULARY	Instagram, narrative text
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time

- Opening
  o Greeting the students
  o Ask the students condition, "How are you today?"
  o Pray together
  o Check Attendance
	T – SS	7

- Present Material
  o The researcher will repeat the lesson from the previous meeting.
  o After that, the researcher inserted a picture on Instagram.
  o The researcher explains the image uploaded on Instagram, an example of today's material.
	T	8

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o Students post back on their Instagram accounts about the results of improving their work at the previous meeting. o The researcher uploaded an example image on Instagram to learn. And students write on Instagram about a narrative text that has been uploaded, namely a fairy tale.	T – SS	25

	Interaction	Time
o The researcher asked some students to correct what their friends had done (narrative text) and updated the student's writing. o Students are asked to revise their work, which will be collected at the next meeting.		

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o The researcher gave a conclusion from the materials today. o The researcher ends the learning activity by saying thank you and salam.	T	5

PPP LESSON PLAN TEMPLATE

MEETING VI

CLASS/LEVEL	XI MIPA 2
TOPIC	Fable
OBJECTIVES	Students can develop their narrative text writing through Instagram.
VOCABULARY	Legend
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

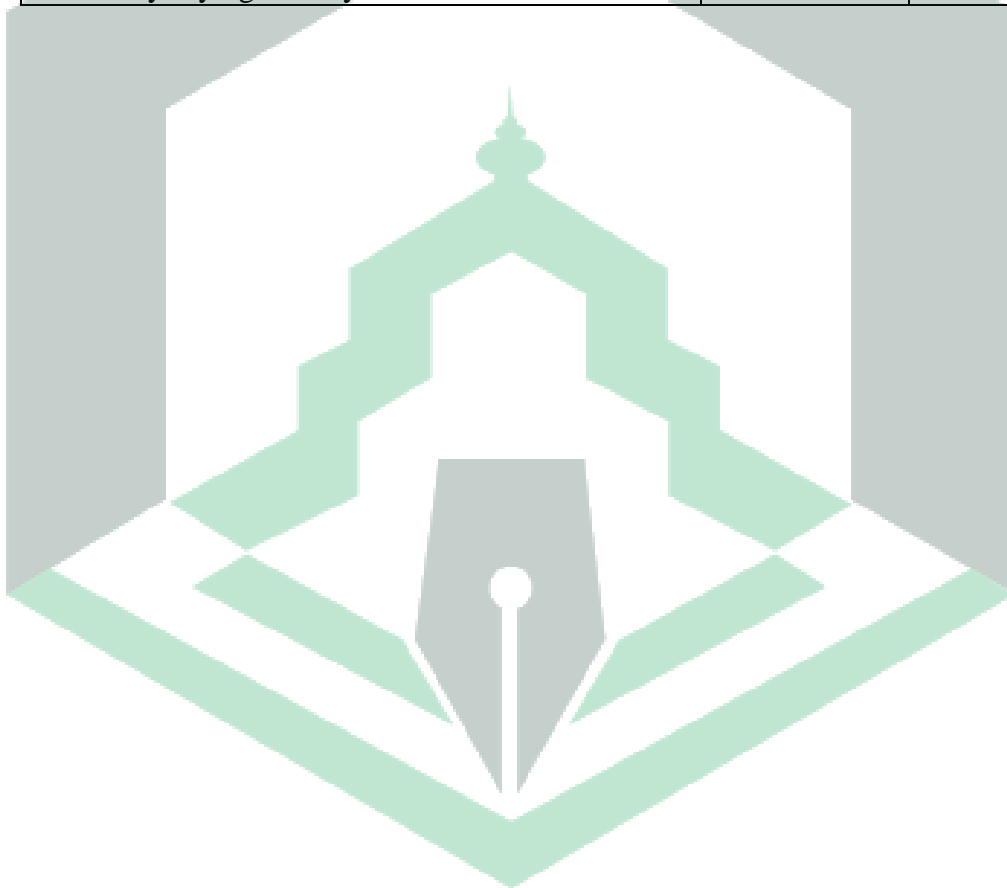| Present Activities	Interaction	Time

- Opening
  o Greeting the students
  o Ask the students condition, "How are you today?"
  o Pray together
  o Check Attendance
	T – SS	7

- Present Material
  o The researcher will repeat the lesson from the previous meeting.
  o After that, the researcher inserted a picture on Instagram.
  o The researcher explains the image uploaded on Instagram, an example of today's material.
	T	8

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o Students post back on their Instagram accounts about the results of improving their work at the previous meeting. o The researcher uploaded an example image on Instagram to learn. And students write on Instagram about the narrative text uploaded, namely the fable.	T – SS	20

o The researcher asked some students to correct what their friends had done (narrative text) and updated the student's writing.		
o Students are asked to revise their work, which will be collected at the next meeting.		

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o The teacher gave a conclusion from the materials today.		
o The researcher ends the learning activity by saying thank you and salam.	T	10

MEETING VII

CLASS/LEVEL	XI MIPA 2
TOPIC	Personal Experience
OBJECTIVES	Students can develop their narrative text writing through Instagram.
VOCABULARY	Personal Experience
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time

- Opening
  o Greeting the students
  o Ask the students condition, "How are you today?"
  o Pray together
  o Check Attendance
	T – SS	7

- Present Material
  o The researcher will repeat the lesson from the previous meeting but with a different theme.
  o After that, the researcher inserted a picture on Instagram.
  o The researcher explains the image uploaded on Instagram, an example of today's material.
	T	8

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o Students post back on their Instagram accounts about the results of improving their work at the previous meeting. o The researcher uploaded an example image on Instagram to learn. And students write on Instagram about a narrative text that has	T – SS	20

been uploaded, namely the personal experience.		
o The researcher asked some students to correct what their friends had done (narrative text) and updated the student's writing.		
o Students are asked to revise their work, which will be collected at the next meeting.		

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o The teacher gave a conclusion from the materials today. o The researcher ends the learning activity by saying thank you and salam.	T	10

PPP LESSON PLAN TEMPLATE

MEETING VIII

CLASS/LEVEL	XI MIPA 2
TOPIC	Folk Tale
OBJECTIVES	Students can develop their narrative text writing through Instagram.
VOCABULARY	Folk Tale
MATERIALS	Mobile phone
TIME	1 X 45 minutes
POTENTIAL PROBLEM	Self-lag confidence, mixability

Present: get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
- Opening o Greeting the students o Ask the students condition, "How are you today?" o Pray together o Check Attendance	T – SS	7
- Present Material o The researcher will repeat the lesson from the previous meeting. o After that, the researcher inserted a picture on Instagram. o The researcher explains the image uploaded on Instagram, an example of today's material.	T	8

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S Interaction is very important.

Practice Activities	Interaction	Time
o Students post back on their Instagram accounts about the results of improving their work at the previous meeting. o The researcher uploaded an example image on Instagram to learn. And students write on Instagram about a narrative text that has been uploaded, namely a folk tale.	T – SS	20

	Interaction	Time
o The researcher asked the student to send their work in a group Instagram. o The researcher asked some students to correct what their friends had done (narrative text) and updated the student's writing. o Students are asked to revise their work, which will be collected at the next meeting.		

Produce: Production activities allow the students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
o After that, the researcher will give love emoticons to students. o The teacher gave a conclusion from the materials today. o The researcher ends the learning activity by saying thank you and salam.	T	10

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 822/IP/DMPTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	MAGFIRAH HAFID
Jenis Kelamin	:	Perempuan
Alamat	:	Dsn. Seriti Utara Kab. Luwu
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0092

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFICACY OF USING INSTAGRAM THROUGH PROCESS-BASED APPROACH IN TEACHING WRITING SKILLS AT THE SECOND GRADE OF SMAN 4 PALOPO

Lokasi Penelitian : SMA NEGERI 4 PALOPO

Lamanya Penelitian : 19 Juli 2022 s.d. 19 Agustus 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 19 Juli 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :
1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/802-UPT.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo,** menerangkan bahwa :

N a m a	:	**Magfirah Hafid**
N I M	:	**18 0202 0092**
Tempat / tgl. lahir	:	**Palopo, 08 Maret 2000**
Jenis kelamin	:	**Perempuan**
Program Studi	:	**Pendidikan Bahasa Inggris**
Alamat	:	**Dsn Seriti Utara Desa Seriti Kec. Lamasi Timur**

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo,** pada tanggal 02 Agustus sampai dengan 12 Oktober 2022, guna melengkapi Skripsi yang berjudul:

"The Efficacy Of Using Instagram Through Process-Based Approach In Teaching Writing Skills At The Second Grade Of SMAN 4 Palopo"

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 15 Oktober 2022
Kepala UPT

Drs. H. ASMAN, M.Pd
Pangkat / Pembina utama Muda
NIP 19641231 198903 1 242

BerAKHLAK **#bangga melayani bangsa** **Sipakatau** **disdik Sulsel**

Lembar Validasi Instrumen Writing Narrative Text

Judul Skripsi : The Efficacy Of Using Instagram Through A Process-Based Approach In Teaching Writing Skills In The Second-Grade Of SMA Negeri 4 Palopo

Nama Mahasiswa : Magfirah Hafid

NIM : 18 0202 0092

Prodi : Pendidikan Bahasa Inggris

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.

2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :

   1 = Tidak Sesuai

   2 = Kurang Sesuai

   3 = Sesuai

   4 = Sangat Sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			V	

2.	Kalimat instrument mudah dipahami dan tidak menim bulkan penafsiran ganda				v
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				v

Komentar dan Saran:

....

....

....

....
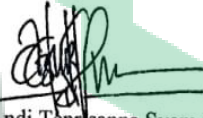
....

B. Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan:

a. Layak digunakan tanpa revisi

b. Layak digunakan dengan revisi

c. Tidak layak digunakan

Palopo, 4 September 2022

Validator,

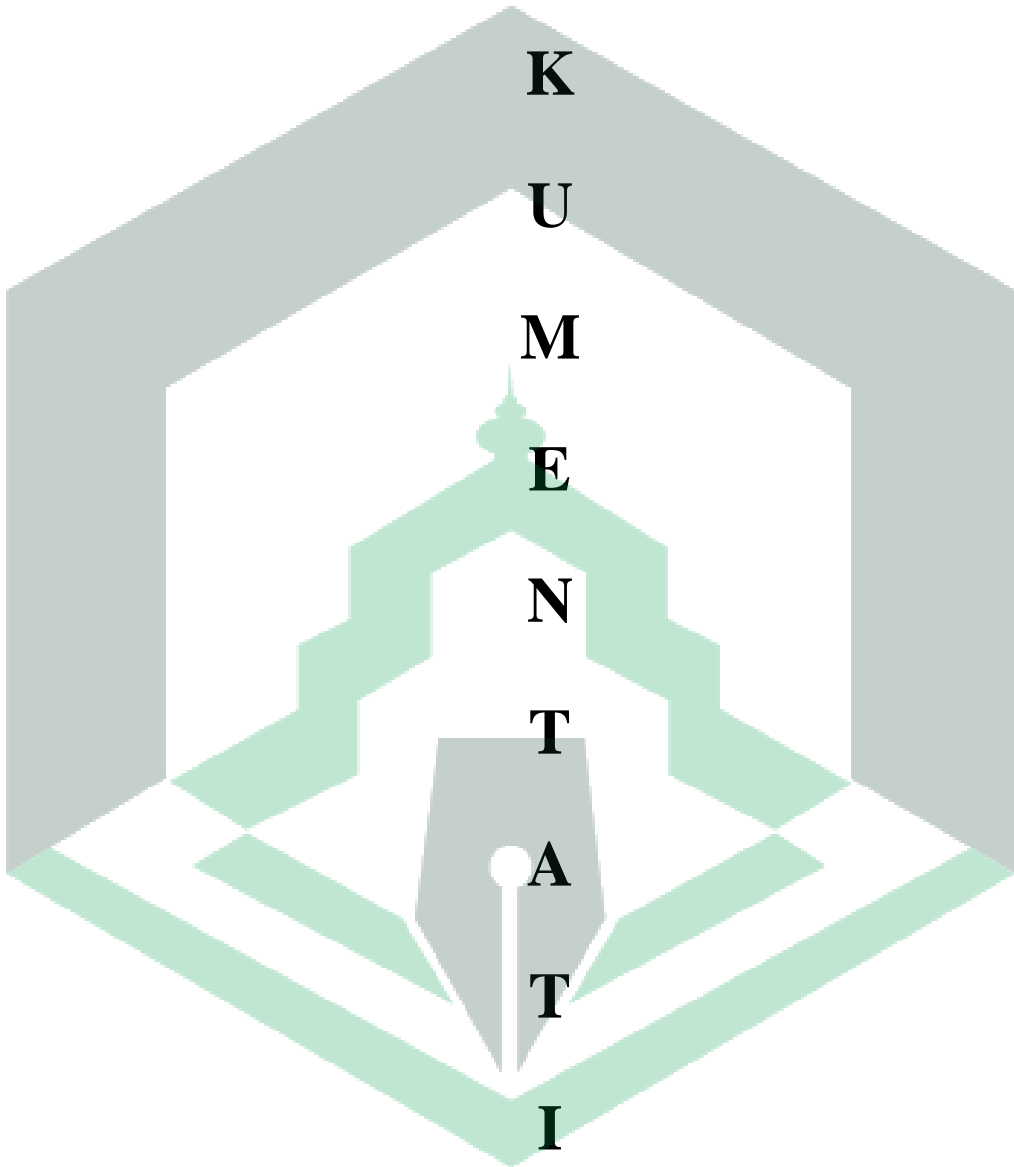Andi Tenrisanna Syam S.Pd. M.Pd.
NIP. 19860423 2015 03 2 005
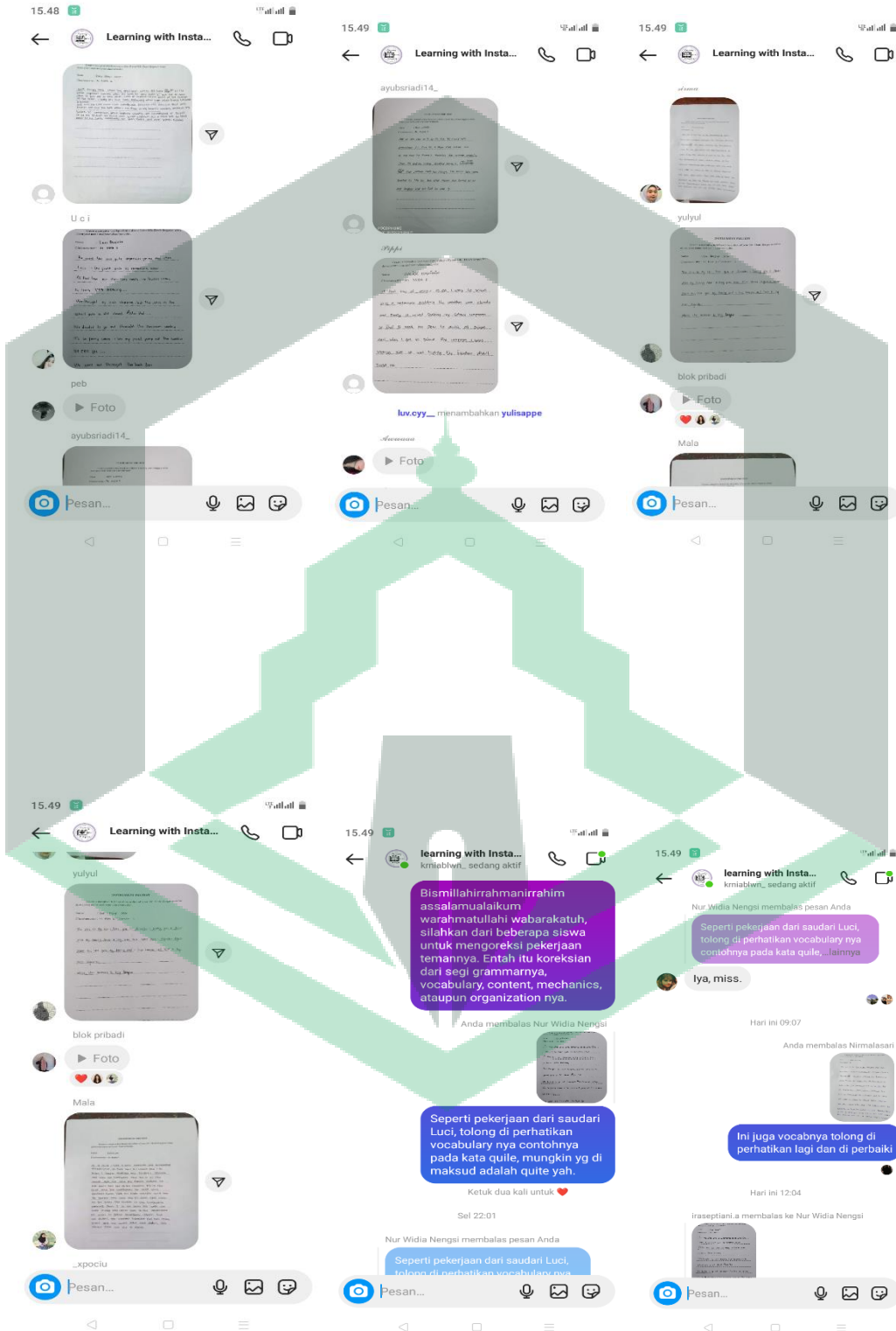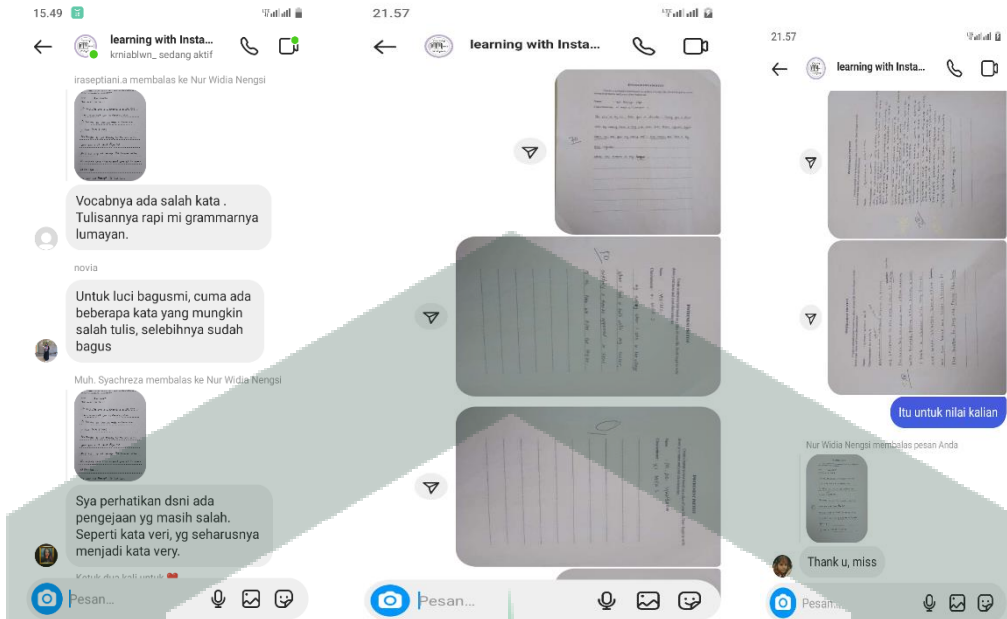
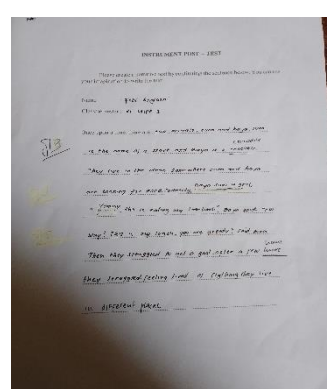DOKUMENTATION

OBSERVATION

GIVING PRE-TEST

GIVING POST-TEST

PRE-TEST

Screen 1 (15.48):

Learning with Insta...

Uci

peb

ayubsriadi14_

Screen 2 (15.49):

Learning with Insta...

ayubsriadi14_

⚡ggfvj

luv.cyy__ menambahkan **yulisappe**

Aerenm

▶ Foto

Screen 3 (15.49):

Learning with Insta...

Aerenm

yulyul

blok pribadi

▶ Foto

Mala

Screen 4 (15.49):

Learning with Insta...

yulyul

blok pribadi

▶ Foto

Mala

_xpociu

Screen 5 (15.49):

learning with Insta...
krniablwn_ sedang aktif

Bismillahirrahmanirrahim assalamualaikum warahmatullahi wabarakatuh, silahkan dari beberapa siswa untuk mengoreksi pekerjaan temannya. Entah itu koreksian dari segi grammarnya, vocabulary, content, mechanics, ataupun organization nya.

Anda membalas Nur Widia Nengsi

Seperti pekerjaan dari saudari Luci, tolong di perhatikan vocabulary nya contohnya pada kata quile, mungkin yg di maksud adalah quite yah.

Ketuk dua kali untuk ❤️

Sel 22:01

Nur Widia Nengsi membalas pesan Anda

Seperti pekerjaan dari saudari Luci, tolong di perhatikan vocabulary nya

Screen 6 (15.49):

learning with Insta...
krniablwn_ sedang aktif

Nur Widia Nengsi membalas pesan Anda

Seperti pekerjaan dari saudari Luci, tolong di perhatikan vocabulary nya contohnya pada kata quile, lainnya

Iya, miss.

Hari ini 09:07

Anda membalas Nirmalasari

Ini juga vocabnya tolong di perhatikan lagi dan di perbaiki
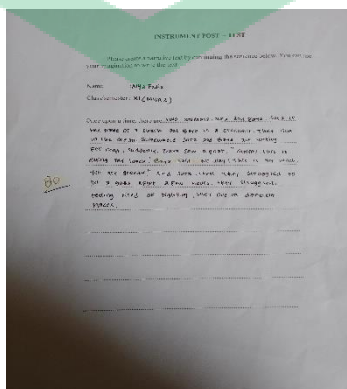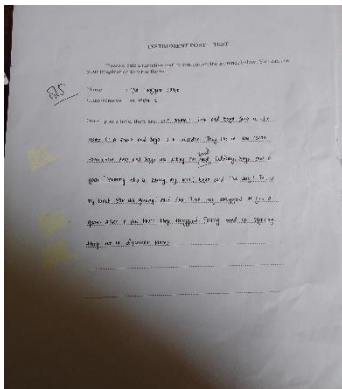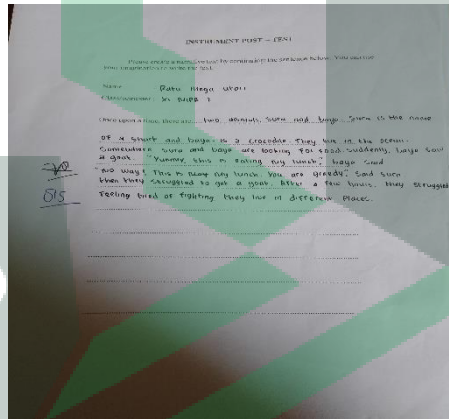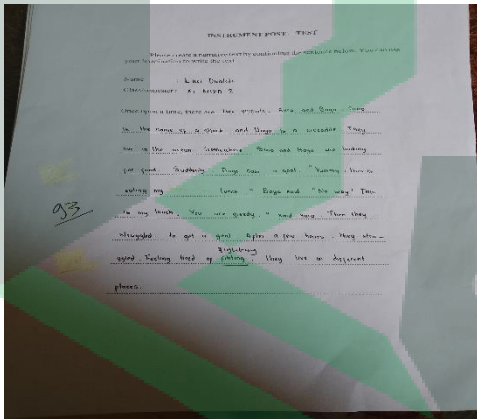
Hari ini 12:04

iraseptiani.a membalas ke Nur Widia Nengsi

POST-TEST

CURRICULUM VITAE

Magfirah Hafid she was born in Palopo on March 8th , 2000. Her father's name is Abd. Hafid. and her mother's name is Nurhaeni. She has two brothers who are older than her. She had one sister she is older then her. She is the fourth or the last child in her family. She started her studies at the Kindergarten School Hikmah Lamasi in 2005 and graduated in 2006. After that, She countinued her study at Elementary School 107 Setiarejo in 2006 and graduated in 2012. After that, she continued her study at Junior High School 1 Lamasi and graduated in 2015, and she continued her study at Senior High School 4 Palu in 2015 until 2017 and she moved to school in Senior high School 11 Luwu graduated in 2018. She then continued her studies at the State Institute for Islamic Studies (IAIN) Palopo in 2018, taking classes at the English Department. She finished her studies in 2023. She completed her studies at the State Institute for Islamic Studies (IAIN) Palopo with a thesis titled "The Efficacy of using Instagram through A Process - Basic Approach in teaching Writing skill in the Second – Grade of SMA Negeri 4 Palopo."