

The Use of Instagram Post For Assisting Tenth Graders in Writing Recount Text

Irtya Shofi Anggia

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya

Irtyaanggia@mhs.unesa.ac.id

Abstrak

Menulis adalah salah satu dari empat keterampilan bahasa dalam belajar bahasa Inggris yang harus dikuasai oleh siswa. Namun, ada beberapa faktor yang menghambat siswa dalam menulis. Salah satu faktor tersebut adalah guru tidak mengajar menulis dengan teknik yang sesuai. Guru juga tidak memberikan materi atau media yang menarik dalam kegiatan menulis siswa. Untuk membuat siswa merasa termotivasi dan memiliki keinginan untuk belajar, guru harus mengajar dengan materi dan media yang menarik. Salah satu media yang menarik untuk mengajar menulis adalah Instagram. Dengan demikian, tujuan dari penelitian ini adalah untuk mengetahui apakah Post Instagram adalah media yang cocok bagi siswa untuk mempraktikkan tulisan mereka atau tidak. Bagaimana guru mengimplementasikan media ini selama proses belajar mengajar, bagaimana hasil tulisan siswa dalam teks recount selama implementasi posting Instagram dan bagaimana respon siswa terhadap penggunaan Post Instagram untuk membantu mereka dalam menulis teks recount. Penelitian ini menggunakan metodologi deskriptif kualitatif dengan 26 peserta yang terdiri, seorang guru bahasa Inggris dan 25 siswa X PDCI MAN 1 Mojokerto. Berasal dari set pengamatan, tulisan siswa, dan wawancara, hasil penelitian ini menunjukkan bahwa siswa memiliki persepsi positif dalam menggunakan pos Instagram sebagai media untuk menulis. Para siswa mendukung penggunaan Instagram sebagai media karena mereka senang menggunakannya. Selanjutnya, hasil tulisan siswa cukup mengesankan. Kesalahan utama adalah dari fitur bahasa, kebanyakan dari mereka salah dalam penggunaan Verb 2. Kesimpulannya, Instagram dapat diimplementasikan sebagai media untuk melatih kemampuan menulis siswa karena dapat membantu mereka merasa termotivasi untuk menulis teks yang tepat. Selain itu, para siswa mendapatkan pengalaman baru dalam menggunakan media pembelajaran baru.

Kata Kunci: Instagram, media , teks recount, media sosil, pengajaran menulis.

Abstract

Writing is one of the four language skills in learning English that has to be mastered by the students. However, there are several factors that obstruct students in writing. One of those factors is the teachers do not teach writing with appropriate technique. Teachers also do not provide interesting material or media in students' writing activity. To make the students feel motivate and have the desire to learn, teacher should teach with interesting material and media. One of the interesting media to teach writing is Instagram. Thus, the purposes of this study are to find out whether Instragram Post is suitable media for the students to practice their writing or not. How the teacher implements this media during the teaching and learning process, how the students' writing result in recount text during the implementation of Instagram post and how the students response toward the use of Instagram Post for assisting them in writing recount text. This research used descriptive qualitative methodology with 26 participants consisting, an English teacher and 25 students of X PDCI of MAN 1 Mojokerto. Derived from of sets of observation, students' writing, and interview, the results of this research showed that the students have positive perception in using Instragram Post as media to write. The students supported the use of Instagram as media because they enjoyed using it. Furthermore, the result of students' writing text was quite impressive. The main mistake is from language features, most of them were wrong in the use of Verb 2. In conclusion, Instagram can be implemented as media to practice students' writing ability because it can help them to feel motivated to write proper text. Moreover, the students get new experience in using new learning media.

Keywords: Instagram, media , recount text, social media, teaching writing.

INTRODUCTION

Writing is one of the four language skills in learning English that has to be mastered by the students. It is an active skill that produces a product that represents what writer's think. The writing process describes things in writer's mind. It can be describing the writer's thought, feeling, or ideas. According to Brown (2001:336), writing is an activity that involves the process of thinking. He also explained that before releasing the writing product, it can be planned first and revised repeatedly. Furthermore, Elbow (1973) in Brown (2001:336) states that writing has two step-process. Those are finding out the meaning and putting the meaning into language. Writing gives an opportunity to explore ideas and obtain information. The good writing product will give a certain message to the person who reads it.

There are some types of texts that should be learnt by students, which are descriptive, narrative, report, news item, procedure, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, anecdote, and recount text. Among those texts, recount text is one of the writing texts that should be learn by the students in the tenth grade.

Recount text retells experiences or events that happened in the past. The text tells the readers what happened, where the event took place and who was involved. The purposes of the text are to inform and to entertain the readers. Thus, there is no conflict in the recount text. There are three elements that are included in recount text. Those are orientation, events and reorientation. There are also language features that are usually found in recount text. They are descriptive words, appropriate nouns, connector words, and the use of past tense. This text has been taught since junior high school. However, the students still have difficulties in writing it. It is because the students do not quite understand the purpose of the text, the schematic structure, and the application of language features.

Based on the result of the preliminary research, it was found that 79% students could not write recount text well. The students do not understand about grammar. They got difficulties to differentiate the tenses. The students should use past tense as the language feature in recount text. Consider this fact, it is important for the teacher to assist the students during the writing process, especially recount text.

Teaching writing is a challenging work for teachers. It is because teacher needs to guide and motivate the students in learning writing. Teachers are required to find out about the learning style in order to make the students interested in learning writing.

Moreover, teaching writing requires time and process. The teacher should teach writing activity through a series of stages that can support the students' thinking process. The teacher also has to explain the organization of the text to students to develop their writing. However, sometimes students feel bored when they only listen to the teacher's explanation. Therefore, the teacher can provide learning media that is appropriate to the needs and development of students' writing. The learning media is expected to be a tool for students in expressing their ideas when the writing process takes place. Furthermore, it can make student feel less difficult in writing text.

There are several factors that obstruct students in writing, which are internal and external factor. First, internal factor arises from the lack of knowledge of the students, such as the difficulty to arrange proper sentence. While the obstacle that comes from external factor arises because the teachers do not teach writing with appropriate technique. According to Heong et al (2013:15), students feel difficult to develop their idea. The students cannot transfer their idea into the proper paragraph. Moreover, Coffin et al (2003:32) said that English grammar also becomes students' difficulties in writing text. Moreover, teachers also do not provide interesting material or media in students' writing activity. To make the students feel motivate and have the desire to learn, teacher should teach with interesting material and media. One of the interesting media to teach writing is Instagram.

Nowadays, students can easily access social media through their smartphone. Almost every teenager has one Instagram account. It is very popular social media among students. Students often write their personal thought and idea on Instagram along with some pictures. They do not realize the activity that they always do can assist them to practice their writing skill. If the teacher can use Instagram as media to make students accustomed to writing, then, Instagram can be a tool to motivate students to write. Students will not mind practicing their writing through this site. In fact, students may not realize that they are practicing their writing skill. In Instagram, there are some features that can support students to practice their writing. This social media allows users to share photos or videos, add captions, edit filters, tweak settings, engage with others, explore, and many more. Based on the features that already mentioned, the students can post the picture along with text in the text box. They can use any pictures, such as picture from the past holiday, vacation or just hang out with friend. Thus, recount text is the most suitable text that can be applied. Students can retell their previous experiences or events. The teacher can give students an assignment to post a

picture from their last holiday and write a recount text that related to the picture in the text box. Besides, Instagram has large audience, so students can communicate with their friends. They can give feedback to each other through comment box.

In line with the explanation above, The research questions are formulated as follows::

1. How does the teacher implement the use of Instagram post for assisting students in writing recount text?
2. How is the students' writing result in recount text during the implementation of Instagram post?
3. How do the students respond to the use of Instagram post for assisting them in writing recount text?

RESEARCH METHODOLOGY

For this study, the researcher used descriptive and qualitative research as the research design. The purposes of this research were to describe and explain the result of the implementation of Instagram post for assisting tenth graders in writing recount text.

The researcher chose qualitative research because it monitors the process that happened directly during the observation, which was appropriate for this study. According to Ary (2010:424), instead of numbers and statistics, the data of qualitative research are in the form of words and pictures. Furthermore, qualitative research should give clear exposition. Thus, this research described and explained in the form of words.

The subjects of the study were the tenth graders of senior high school. The researcher chose tenth graders because they will learn recount text in the second semester as stated in syllabus of 2013 Curriculum. Moreover, the researcher chose senior high school because they are very active in using social media.

The study was conducted in one of the high schools in Mojokari. This school is one of the favorite schools in Mojokari that applies 2013 Curriculum. This school allows students to bring phone but does not allowed them to use it during classes. Thus, the students can easily access Instagram in their break time. Therefore, the researcher wants to know whether the use of Instagram post can assist the students in writing recount text.

The data of this study were collected from the result of observation and interview. Those data were used to answer the research questions that are stated in Chapter I. The researcher collected the data from teacher and students. The data obtained from verbal and nonverbal activities during the implementation of Instagram for assisting students in writing text. Thus, the researcher observed all the meeting, interviewed the students, and also took notes during the observation.

To answer the first research question which asks about the implementation of Instagram for assisting students in writing recount text, the researcher observed and take notes during the learning process. The data were

collected from students' and teacher's activities in the learning-teaching process. Then, to answer the second research question which was about the students' writing result in recount text during the implementation of Instagram post, the researcher collected the data from the students writing product. The researcher also interviewed some students to find out their opinion about the use of Instagram post for assisting them in writing to answer the third research question.

To conduct the study, the researcher needs an instrument as a tool to collect the data. Appropriate instrument helps the researcher to get decent data. Thus, for this study, the researcher used four instruments, which are observation checklist, field note, interview guidelines and rubric.

Then, for this study, the researcher established the research through observation and interview. Observation was used because it supports qualitative research that uses description. The researcher conducted the observation in class where the teaching-learning process happened. The researcher observed the implementation of Instagram post for assisting students in writing recount text. The researcher observed the situation and atmosphere during the learning process from the beginning till the end of the class. There were three meetings observed by the researcher. The researcher sat at the back of the class and observe the teaching learning process silently. For this study, the researcher used non-participant observation technique. As stated by Koshy (2005), non-participant observation is where the researcher only watches and not permitted to take any part that will occur during the observation. The activities in the class were fully handled by the teacher. The researcher only observed, checked and took note to collect the data needed.

Then, interview was conducted after the observation. In other words, after the teaching learning process ends. The interview was intended for the students. The purpose of conducting interview for the students was to find out the students' opinion and responses about the use of Instagram post for assisting them in writing recount text.

In this study, the researcher chose the theory of qualitative data analysis stated by Ary et al (2010). The researcher applied the theory in analyzing the data. The theory consists of familiarizing-organizing, coding-reducing, and interpreting-representing.

Thus, familiarizing-organizing is the first stage of this data analysis. The researcher will familiarized the data by analyzing the field notes and observation checklist. the researcher observed the learning process from the beginning till the end. Then, field notes and observation checklist were used to support the observation that has been done by the researcher. Through the field notes and observation checklist, the researcher easily analyzed the situation that happened during the learning process in the class in detail. It shows how the teacher implemented Instagram as media in writing recount text and how the students responded or reacted. Then, after trying to be familiar with the data, the

researcher organized the data, so it was easier for the researcher to analyze them through the next stage.

The second stage is coding-reducing. In this stage, the researcher divided the students' writing product to analyze the data based on the theory. The purpose of this step was to know the writing result of the students. Then, the researcher classified students' writing product into three categories, such as excellent, fair and poor. The researcher also conducted interview with some students. This interview was intended to find out the students' perspective and response. This interview was transcribed in the form of description. Next, the researcher reduced inappropriate data to ease the researcher in analyzing the data and answering the research question.

The last stage is interpreting-representing. The researcher interpreted and represented the data in detail. The researcher explained the result of the research about the use of Instagram post in assisting tenth graders in writing recount text. It represented in the form of words without using number.

RESULT

1. The Implementation of the Use of Instagram Post for Assisting Students in Writing Recount Text

a. First Observation

The first observation was conducted in the classroom on 26th February 2019. The class began at 08.30 a.m. The teacher had prepared the material and media before starting the class. When the teacher entered the class, some of the students were not sitting on their own desk. After the teacher stood up in front and asked them to behave, the students were back to their own desk. No one was talking and paying attention to the teacher. To open the class, the teacher greeted the students. Then she checked the roll to know who was absent that day. Apparently, no one was absent.

The teacher informed the lesson they were going to learn that day is about recount text. In the observing stage, the teacher asked students if there were some historical events that they knew. The students took some times to remember. Then, the teacher asked some students to retell the historical event to their friends. After that, the teacher asked whether the stories told by their friends are recount text or not. Most of the students said that the story is categorized as recount text.

The teacher shared the handout to all students. The handout was a screen shoot from Instagram post about the battle of Surabaya. The Instagram post contains a picture and text (in this case: a caption). The teacher asked the students to read the text silently in 5 minutes and at the same time underline the difficult words for them. After understanding the teacher's instruction, all of the students started reading the text silently. The time was up and the teacher asked them to stop reading. Then, in the questioning stage, the teacher told the students to ask question related to the text. The teacher suggested to always raise their hand if they have question or opinion. Two students raised their hand. The teacher gave chance to them to ask in turn. One student asked about whether

the text was recount text or not? Then, the teacher answered that she was right. The text they have read was recount text. Then, the other student asked about the generic structure of the recount text. Then, to answer that question, the teacher asked the students whether one of them knew the generic structure of recount text or not. All of the students in the class stayed silent. Apparently, they did not know about it yet. So that, the teacher explained that there are orientation, events and re-orientation in the recount text. Then, the teacher asked students to look at the text again and tried to identify the generic structure on the text. Furthermore, the teacher asked what kind of tenses used in the text. Almost all of students could answer it correctly that recount text uses simple past tense. After that, one of the students asked about some difficult word on the text and apparently almost all students hard to understand some words. So that, the students were asked to write down the difficult words on the whiteboard in turn. Then, the teacher and students discussed it together. The teacher also tried to explain the meaning of the words using sentences and gestures.

Then in the associating stage, the students were asked to work on the task in 10 minutes individually. The questions on the task were about to ask student about the purpose of the text, the main idea, the detail information and the text summary. The students understood and began to work. The teacher allowed students to open dictionary to help them understand. After they finished, both teacher and students discussed the task about the purpose of the text, main idea, detail information and text summary. One of the students was pointed out to tell the purpose of the text. She barely answered that correctly, so the teacher gave the other students a chance to answer. Then, the student in front of the seat raised his hand up and told the purpose of the text correctly. The discussion went on to the main idea of each paragraph. Some students raised their hand and the teacher gave the students chance to answer that in turn. Then, they moved to discuss the detail information on the text. The students were actively answering the teacher's question.

The associating stage was passed. The teacher asked the students whether they noticed that the text they read before was from Instagram post or not. All of students in the class said that they noticed it. Then, the teacher explained that she will tell the students that Instagram can be used as media to write the text in the next meeting. Some students were mumbling, saying they did not have Instagram account. However, after the teacher explained the use of Instagram as media to help them in practicing writing briefly, the students agreed and determined to create an Instagram account.

At last, the teacher closed up the class by reviewing a bit about what they have learned that day. The clock showed right on the 10.00 am. Five minutes before the first break was used to remind the students to learn about recount text more in their home and inform the students what they are going to do in the next meeting.

b. Second Observation

The researcher conducted the second observation on Saturday, 2nd March 2019 at school. It was still a classroom observation. The class began at 02.30 p.m. The teacher came to the class after preparing all the materials and media. The teacher greeted the students to open the class. Then she checked the attendance list to know who was absent that day. There were 25 students in the class so none of them was absent. The teacher started the class by reviewing their last material which was about recount text. Some students actively answered the questions. However some of them did not pay attention. It was maybe because they were already tired after having physical exercise class. They also reviewed the generic structure of recount text.

After all of the students remembered about the previous material, the teacher went to the exploring stage. The teacher wanted them to create a group consisting of 2-3 people. Then, she gave each group two different Instagram posts. The students were told to identify the generic structure of each text. The teacher gave the students 15 minutes to do the work. They could ask the teacher if there were any difficult words. The time was up. The teacher drew a graphic organizer on the whiteboard. Each group was given a chance to write on the whiteboard. The students seemed quite ready to take the chance. They took turn to write their answer on the whiteboard. Then, the teacher and the students discussed the answer together. Each group managed to convey their answer and ideas.

After that, in the associating stage, the teacher gave the students some pictures and scramble sentences. The teacher also gave them a graphic organizer that contain the generic structure of recount text. Then, the teacher explained the rule of this task. First, the teacher told the students to arrange the pictures into coherent event. After that, the teacher told them to arrange the sentences into proper recount text based on the pictures. Each pictures represented each generic structure of recount text. After the student understood about the task, the teacher told them to start working on it.

Each group worked on their task quietly. They discussed together when arranging the pictures and the sentences. They asked questions to the teacher to make sure whether they have done it right or not. The teacher gave some advice to the students about their work. They needed 15 minutes to finish their task. Then, the teacher and the students discussed their work together. Almost all of groups have done the task well. They succeeded arranging the pictures and sentences into proper recount text.

At last, the clock showed right on the 03.15 p.m. when the teacher ended the class. Five minutes before ending the class was used to remind the students to learn about recount text more in their home and inform the students what they are going to do in the next meeting.

c. Third Observation

The third observation conducted on Tuesday, 05th March 2019. The class started at 08.00 a.m. Before starting the class, the teacher greeted the students and

checked the attendance list. No one was absent that day. Then, the teacher asked whether the students still remember about the previous material they have learned. The teacher and the student reviewed the previous material briefly.

Then the teacher and the student went to the experimenting stage. There were four stages on this writing process. The first one is planning. In this stage, the teacher asked the students to choose a picture about historical event from the internet. The teacher gave 5 minutes to look for the picture they wanted to write. Then, the teacher shared the graphic organizer for each student. She told the students to write the main idea or points for each paragraphs of their recount text on it based on the photo that they chose. After that in the drafting stage, she asked them to develop their writing from the main idea or point that they have made. After they all understood about the instruction, the teacher told them to start writing.

The students actively asked questions to the teacher about their writing. Some students had difficulty in composing sentences into paragraph, so the teacher helped the students by giving some advice for their writing. The teacher checked the students' progress one by one. The teacher also allowed students to use their dictionary to help them. After some of them finish their writing, the teacher checked their work and told the students to revise their writing if they are not use the right generic structure and language features. That was included to the revising stage.

The lesson was almost up, however most of students were not done yet with their writing so the teacher told them to continue and finish it at home. The teacher told them to post their writing (final drafting) on their Instagram and they also had to give a comment on their friend's Instagram post. The teacher would also give a comment for them. Then, the teacher asked them to screenshot their Instagram post and collect it to the class leader before submitting it to the teacher. Those assignment was included to the communicating stage. After all of the students understood about their assignment, the teacher said goodbye and left the class

2. The Students' Writing Results in Recount Text during the Implementation of Instagram Post

This part consists of the students' writing results of the use of Instagram post in writing recount text. The students' writing texts were analysed using modified rubric of ESL composition profile by Jacob et al encompassing content, organization, vocabulary, language use and mechanic. It will be presented based on total assessment into Excellent to very good, very good to fair, fair to poor level for each text. As a result, there were five students got excellent to very good, fifteen students got very good to fair and five students got fair to poor. Below is the description of the students' writing results.

1. Excellent to Very Good Level

a. Student 3

Renville Agreement

On Jan 17, 1948 treaty between the Netherlands and the Republic of Indonesia concluded on the U.S warship Renville, anchored in the harbor of Djakarta (now Jakarta). It was an attempt, albeit unsuccessful, to mediate disputes left unresolved by an earlier Dutch-Indonesia settlement.

After the Linggadjati Agreement—under which a federal United States of Indonesia was to be formed—conflicts between the Dutch and the Republican had continued. Each side accused the other of violating the agreement. The Dutch continued their military operations, moving into the republic's territory in Java and Madura. While the republicans sought help abroad, the security council of the United Nations offered its mediation, which led to the formation of the Good Offices Committee (GOC). The cease-fire agreement, known as Renville Agreement, confirmed Dutch territorial gains and also granted the Dutch de jure sovereignty until the formation of the United States of Indonesia was completed. On the Indonesia side, the republic's sole gain was promise of a plebiscite in the Dutch-occupied parts of Java, Madura and Sumatra to determine whether they would join the republic or become separate states.

This agreement made Indonesia a new step of declared the existence of republic Indonesia to the world.

The text above belongs to excellent to very good level. Each paragraph contains well supported main idea. The ideas were written clearly and comprehensively. In terms of the generic structure of recount text, the text above was very well organized. There are orientation, events and re-orientation. The student also put a very nice reorientation. He stated his opinion well in the end of the text. The student also used some sophisticated words, such as *anchored*, *attempt* and *disputes*. There was also no grammatical error in the text even though there were some errors in vocabulary choice, such as in the last paragraph the words “a new step” should be replaced with “one step closer to”. However, that did not affect the overall meaning.

b. Student 5

Puputan Margarana

The war of Puputan Margarana in Bali began with the desire of the Dutch to establish the State of East Indonesia (NTI). Lt. Col. I Gusti Ngurah Rai, commander of the Nusa Tenggara Regiment, tried to thwart the formation of the NTI by holding a NICA ambush in Tabanan on December 18, 1946.

On November 20, 1946 I Gusti Ngurah Rai and his troops (Ciung Wanara) conducted a long march to Mount Agung, the eastern tip of the island of Bali. But suddenly on the way, the troops were intercepted by Dutch soldiers in Marga Village, Tabanan, Bali. A war broke out between the army and the gasty, rulling with Dutch soldiers. The sound of gunshots suddenly surrounded the corn fields in the hilly area, which is located about 40 kilometers from Denpasar.

Ciung Wanara's young men, who at that time were still not ready with their weapons, were to hasty in attacking Dutch soldiers. They are still focusing on their defense and waiting for the command from I Gusti Ngurah Rai to retaliate. As soon as the attack shot was fired, dozens of young men burst from the cornfield and retaliate against the Dutch Indische Civil Administration (NICA). With weapon of booty, finally Ciung Wanara succeeded in repelling Dutch soldiers.

But it turns out the battle isn't over yet. This time the Dutch soldiers who had been provoked by emotions turn increasingly brutal. This time not only was the explosion of weapon heard, but the NICA attacked the young forces of I Gusti Ngurah Rai with bombs from aircraft. The stretch of rice field and fertile corn fields is now a slaughter field full of smoke and blood.

This event was later recorded as the event of Puputan Margarana. That night on 20 november 1946 in Marga was an important history of milestone of the people's struggle in Indonesia against the Dutch colonial for the sake of the Nusa and the Nation.

The recount text above is categorized into excellent to very good level. This writing is well-organized structure of recount text which consists of orientation, events and re-orientation. The idea was also in logical order and connected. The main idea was also well support. Moreover, the student's vocabulary was pretty sophisticated, such as *conducted*, *thwart*, and *establish*. The student also stated his opinion very well. However, there is still some errors in the student's text which are grammatical errors, such as “*which is located...*”, “*They are still focusing...*”, “*it turns out the battle isn't over yet*”, “*fertile corn fields is now...*”. Those sentences use simple present tense instead of simple past tense. Then, there is also mechanic error, for example the spelling of the word “*rulling*” is wrong. It

should be “*ruling*”. However, those errors did not affect the overall meaning.

c. Student 7

The 2004 Indian Earthquake and Tsunami

The 2004 Indian Ocean tsunami occurred at 8:58:53 on December 26, the center was located off the west coast of Sumatra, Indonesia. The earthquake shocks were scaled from 9.1 to 9.3. This is the third largest earthquake ever recorded.

The earthquake and tsunami resulted in many countries in Southeast Asia and beyond, including Indonesia, Sri Lanka, India, Thailand, Maldives, Somalia, Myanmar, Malaysia, and others. 230,000-280,000 victims were killed and others missing. Total damage of US \$ 2.9 billion. Not only human, tsunami also damage environment. Damage to the mangrove, coral reefs, forest, coastal swamps, plants, sand dunes and rocks, the diversity of animals and plants. Large-scale of humanitarian assistance is needed because of damage to infrastructure, scarcity of food and water, and extensive economic damage. Outbreaks of disease are special problem due to high population density and tropical climate in disaster area, many people survive while inside the mosque. Even so there is a miracle that is felt at the Baiturrahman mosque. When a 21 meters high tsunami hit the coast of Banda Aceh on December 26, 2004, this mosque was included as a survivor, the Baiturrahman moaque onlu suffered damage to several parts of the mosque's walls.

This earthquake and tsunami was one of the deadliest natural disaster in history. Indonesia is the most severely affected country besides Sri Lanka, India and Thailand. Only with the help of God can the Baiturrahman mosque be intact and save many people. United Nation (UN) secretary General Kofi Annan stated that reconstruction requires five to ten years.

This text is categorized in excellent to very good writing text because the students wrote it really well. There were clear main ideas. The development of each paragraph was connected to each other. She also did not make many mistakes. She stated and organized it into a good recount text. She supported her ideas by adding details that related to the topic. The overall story was easy to read. There are just a few errors in grammar and vocabulary choice. She used “*is*” and “*are*” instead of “*was*” and “*were*”. There is also an error in the vocabulary choice. The word “*damage*” should be written as “*damaging*” to match the sentence. However, the mistakes were not in major part so it did not intervene the overall meaning.

2. Very Good to Fair Level

a. Student 8

Youth Oath Day

The oath of youth is a pledge from young Indonesians who claim to have one homeland, one nation, and one language. The youth oath was first read on 28th October 1928 in Jakarta (Batavia). The youth oath was the result of the formulation of the youth congress 2.

The second of youth congress was held 3 times in different places by the Association of Indonesian Students (PPI). The members were students from all parts of Indonesia. The congress was also attended by representatives of youth organizations namely Jong Java, Jong Batak, Jong Celebes, Jong Sumatra Bond, and so on.

The first meeting on Saturday, 27th October, 1928 in the Katholieke Jongelingen Bond (KJB) building. Soegondo Djojopuspito hopes that this congress can strengthen the spirit of unity. The second meeting on Sunday, 28th October, 1928 in the Oost Java Bioscoop building, discussed the issue of education by Muhammad Yamin. The third meeting, at the Indosische Clubgebouw building on street Karnat Raya 106, Sunario explained the importance of nasionalism and democracy besides the scouting movement.

The second youth congress which was held on 27-28 October 1928 resulted in the formulation of the oath of youth. Muhammad Yamin wrote the text then Soegondo Djojopuspito who signed it and was finally read by Soegondo.

The congress of the youth oath produced a formula that unified the Indonesia youth. Until now the event was the basis of the remembrance of “Youth Oath Day”.

This text belongs to very good to fair level. The main idea of each paragraph was explained well. The student also organized the text according to the generic structure of recount text. In the first paragraph there was orientation which explains about what happened, who was involved, where the story happened and when the story happened. Next, the student told the event of the story in the second, third and fourth paragraph. The student explained the story sequentially. Then, the student wrote her opinion that is categorized as re-orientation in the last paragraph. However, there are some errors in the text. There are some grammar errors. The student made some mistakes in using “*is*” instead of

“was”. In the sentence “*Soegondo Djojopuspito hopes that...*”, the student uses simple present tense instead of simple past tense. Then, in several sentences a word needed to be added to make it clearer. For example, in the sentence “*The first meeting on Saturday...*” and “*The second meeting on Sunday...*”, the students should add “was” to complete the sentence. Furthermore, in the sentence “*The third meeting, at..*”, the coma should be replaced with the word “was”. Nonetheless, the mistakes did not affect the overall meaning of the text.

b. Student 11

Battle of Medan Area

On August 27, 1945 the people of Medan just heard the news of the proclamation under Mr. Teuku Mohammada Hassan as governor of Sumatra.

The allied landings in the city of Medan took place on October 9, 1945 under the leadership of T.E.D. Kelly. The landing of allied (British) army was followed by NICA allied forces. The arrival of allied and NICA soldiers turned out to provoke various of incidents.

On October 13, 1945, the youth and TKR fought against allies and NICA in an attempt to seize and take over government building from Japanese hands. Britain issued an ultimatum to the Indonesian people to surrender their weapons to allies, but they ignored the ultimatum. On December 1, 1945, the allies put up a board that read “Fixed Boundaries Medan Area” in various suburbs of Medan. The actions of the allies were a challenge for the youth. On December 10, 1945, the allies and NICA launched a massive attack on the city of Medan.

The attack on 10 December 1945 caused many casualties on both sides. In April 1945, the allies succeeded in occupying the city of Medan.

The text is included in very good to fair level. The student organized the text well. She included orientation, events and re-orientation clearly in the text. From the orientation, the student stated what happened in the battle of Medan area, who was involved in it, where it happened and also when it happened. She presented the events in chronological order. She also added some details. Then, for the last paragraph she wrote her opinion related to the topic as a re-orientation. She explained the story of the battle of Medan area quite well. The student developed the main idea for each paragraph interconnected. There were some details that also included in the text. There is also grammar error in the text and a word need to be added to make it more understandable. For example, in the sentence “*The allied landings...*”, the student should add “was” to complete the sentence. Then, the word “*issued*” should be replaced with “*released*” to make the sentence easier to understand.

c. Student 14

Five Days Battle in Semarang

This battle took place for 5 days, October 15-19, 1945 in the city of Semarang, Central Java. The battle fierce it fueled by captive Japan escape on 14 October 1945 that made the young man Indonesia furious against the Japanese troops.

The battle was preceded by Japanese troops who were still in the city of Semarang and launch an attack against some strongholds of the TKR, which aims to liberate the people of Japan who are still in detention at once disarm and bring eight members of the police special that time was to keep the source of drinking water for citizens of Semarang namely Reservoir Siranda in Candilama.

Meanwhile, word got out that the Japanese poisoned the source of drinking water in Candilama that leads to a doctor of the hospital Purusara (Dr. Karyadi) died when he want to check the source of the water. Dr. Karyadi and his driver died because of killed Japanese soldiers on the way of Reservoir Siranda. The killing of Dr. Karyadi ignited the anger of the youth. As a result, there is a battle in the Simpang Lima, Tugu Muda and surrounding areas. This battle involves approximately two thousand Japanese troops commanded by Major Kido dealing with a TKR and the youth.

This battle was stopped after the armistice. However, these events take a lot of casualties from both sides. Dr. Karyadi which became one of the victims, his name was later immortalized as the name of one of the hospital in the city of Semarang. To commemorate the event, the government built a monument, which was given the name of Tugu Muda.

The text above is categorized as very good to fair level. The student explained the story clearly and

consequently. The main idea in each paragraph was developed well. The story in the text gave clear information about what happened. There were some details supporting the main idea in the text. Moreover, the organization of the text was following the rules of the generic structure of recount text. However, the researcher found some grammatical errors in the text. The student was using “is” and “are” instead of “was” and “were”. Then, in the sentence “*which aims...*” and “*This battle involves approximately...*”, the student used simple present tense instead of simple past tense. There were also some errors in punctuation. In the sentence “one of the victims his name..”, the student should add coma between the word “victim” and “his name”. She also needed to add some words to make some sentences clearer. Nevertheless, it was still understandable.

3. Fair to Poor Level

a. Student 1

Linggarjati Agreement

Linggarjati agreement is historic agreement between between the Indonesian side and the British side. Linggarjati agreement happened on 25 march 1947, in Linggarjati, Cirebon.

The entry of AFNEI was accompanied by NICA to Indonesia, then there was conflict between Indonesia and British. Indonesia asks the Dutch to recognize the sovereignty of the island of Java, Sumatra and Madura. But, the Dutch only want to recognize Java and Sumatra only. The British government sent Lord Killearn to Indonesia to complete negotiations between Indonesia and the Netherlands. Finally, the Linggarjati agreement began on 11-13 November 1956, nut the new agreement was made on March 25. 1947.

Indonesia wants to agree to this Linggarjati agreement because Indonesia chooses a peaceful way to resolve conflict to avoid falling victims.

The text above had limited information related to the topic. It shows that the student did not really know about the topic. The overall text was also quite confusing because each paragraph seemed not connected to each other. The development of main idea was not consistent too. The students also used wrong grammar. She often used simple present tense instead of simple past tense which was one of the rules that should be in the recount text. for example in the sentence “*Linggarjati agreement is historic..*”, “*Indonesia asks the Dutch...*”, “*the Dutch only want to...*”, and “*Indonesia wants to agree...*”. Moreover, she did not state her opinion clearly in the last paragraph. In conclusion, this text contains many errors in grammar, and content that interfered with the meaning that made it hard to understand.

b. Student 4

The Java War

The great war and lasted for five years (1825-1830) on the island of Java, the Dutch East Indies (now Indonesia). This war was one of the greatest battles that had occurred in the Netherlands during the period of its occupation in the archipelago, requesting Dutch troops under the leadership of General Hendrik Merkus de Kock who tried to reduce the defense of the Javanese population under the leadership of Prince Diponegoro.

As a result of this war, the dead Javanese population reached 200,000, while the Dutch killed against 8,000 Dutch soldiers and 7,000 indigenous soldiers. The end of the war won Dutch control over Java.

The text was assessed under this level for some reasons. The text is too short to explain the story about the topic. The writer also did not follow the right organization of the generic structure of recount text. There is no orientation to open the story. There was also no clear stated opinion for re-orientation. The text was also hard to understand because the writer did not developed the main idea well. Moreover, there were also a mechanic error, for example in the sentence “The great war and lasted..”, there is no need to add the word “and”.

c. Student 16

<p style="text-align: center;">National Music Day</p> <p>National music day is <u>commemoration</u> of the day of music in Indonesia which is <u>commemorated</u> every march 9, equated with the birthday of Wage Rudolf Supratman.</p> <p>The aim of the nation music day is to <u>increase</u> public appreciation of national music, increase the confidence and motivation of Indonesia Music activist, and improve achievement at national, regional and international levels.</p> <p>According to presidential decree number 10 of 2013, music itself is a universal cultural expression that represents noble values and humanity that have a strategic role to advance national development. At every commemoration of national music day there is usually an award for Indonesian musician, both living and dead.</p> <p>Commemoration of national music day is <u>indeed needs</u> because not a few children of the generation of the nation memorize pop music from outside as well as memorize national music</p>

There are some reasons why this text is included in this level. First, the student used wrong grammar. She also used simple present tense instead of simple past tense. For example in the sentences, “*National music day is commemoration...*”, “*Indonesia which is commemorated...*”, “*The aim of the nation music day is to increase...*”, “*...of national music day is indeed needs...*”. Secondly, this text was not considered as the recount text because this text is not retelling the past event.

4. The Students’ Response on the Use of Instagram Post to Assist Students’ in Writing Recount Text

This part presents the results from the interview which were answered by the students after the use of Instagram post to assist them in writing recount text. These data were represented by nine students that were picked randomly. The questions in the interview were unstructured type because the researcher wanted to dig more comprehensive information. The results of interview are drawn as follow:

The first question was about how important to use Instagram and other network site to the students’ daily life. Six students answered that Instagram was very important for them. Student 1 and 2 explained that it was important to look for information related to college and university. Next, Student 3 stated that we can get new information through social media. We could gain wider knowledge. Then, Student 4 answered it can be used to entertain herself. Student 5 also stated that Instagram is famous social media nowadays. There are also a lot of news and we can be connected to other people around the world. Student 6 had similar answer as Student 3. She explained that she could gain more knowledge and important information through Instagram and other social media. However, other students, 3 students to be specifically, answered that Instagram and other social media were not really important for them. One of them, Student 7, explained that he did not addicted to it and he did not quite understand how Instagram works. Next, Student 8 answered that Instagram was not important because it was just for fun. Then, the last student said that she did not regularly use it so it was not important for her.

The second question was about how often the students use Instagram. For this question most of them answered that they often used or accessed Instagram. Seven students said that they accessed Instagram everyday even though they were just scrolling through the timeline. Then, two other students said that they

rarely used Instagram. One of the students even said that he accessed Instagram only twice a month.

The third question was talking about what the students think about learning by using Instagram. Student 1 and 2 said that if they can learn something from Instagram, it means that they had used Instagram wisely. Student 3 answer that learning from Instagram was beneficial. Student 4 and 9 had similar answer that explained further answer from Student 3. They can learn something like craft, cooking, make up and many more from Instagram. It was very useful for them. Student 5 said that learning from Instagram was the same as learning from book. The difference was we need to follow a certain account based on what we want to learn. Then, Student 6 and Student 8 had similar answer. They explained that nowadays everyone has smartphone to access Instagram. People just need to search the information they want to get. According to them, the Information from Instagram was more practical, easy to find and learn. However, Student 7 had different answer. He said that he could not learn from smartphone. It seems that the student can only learn from book so he stated that learning from Instagram was no use.

The fourth question was about the students’ feeling when the teacher taught writing through Instagram. Student 1 said that it made her interested to make one too (refer to the recount text on Instagram post showed by the teacher). Student 2, 3 and 8 said that the learning process became more fun, unique and variable. Student 5 and 9 said that it made them realize that Instagram cannot only be used for fun. It can also be used as learning media. However, 3 other students had different opinion. Student 4 and 6 said that it was complicated. It was because they need to write it on the book first and then write it again on the caption box on Instagram before they post it. Nonetheless, Student 6 said that it might because it was the first time they did that. He added that it was actually fun to learn. Then, Student 7 said that it was so-so.

Last, the fifth question was about the students opinion whether Instagram can be used as media to practice their writing or not. Three students (Student 1, 2 and 3) said that Instagram can be used as media to practice their writing because if they made a mistake, someone can correct them by giving a comment. Then, the other students almost had similar answer. They said that it can be place for them to practice their writing ability so that they can be fluent. Nevertheless, one student (student 9) had different answer. He said that he preferred to practice or learn writing through book because it was more memorable in mind. The following is the table summary which shows the students answers or response on the interview.

DISCUSSION

1. The Implementation of the Use of Instagram Post for Assisting Students in Writing Recount Text

According to the existing data on the observation sheet and field notes, the teaching and learning process during the use of Instagram Post for assisting students in writing recount text was going well and successful. Besides it was in line with the theory stated by Harmer (2004). He said that teacher has to perform demonstrating, motivating and provoking, supporting, responding and evaluating before, during and after students writing. As stated by Brown (2001:335), writing is different from speaking as swimming is different from walking. Thus, teaching writing properly is important because Writing is more complex than just a representation of spoken language.

In the demonstrating stage, the teacher showed the example of the recount text from the Instagram post that could make the students easier to understand the text. The teacher also explained clearly that the students had to create a recount text in the future so the students will give full attention to the material. Next, in motivating and provoking stage, the teacher gave permission to browse the difficult words from online and offline dictionary and gave a chance to student to discuss it. The teacher also gave some clues for them to understand the meaning of the word. Besides, the teacher walked around the class and helped students' difficulties when writing a draft for recount text. This is in line with Rumise and Zemach (2005), they state that to produce a good writing product, there are several steps that must be passed. It is more than just putting some words together to make sentences. This process belongs to supporting stage. The teacher also gave explanation of how to make a proper recount text. In evaluation stage, the teacher gave a comment for the students' mistakes directly and indirectly through comment box on students' Instagram Post.

In conclusion, the teacher applies perform demonstrating, motivating and provoking, supporting, responding and evaluating in the teaching-learning process. The teacher introduced the students about the recount text. Then, the teacher guide the students how to write recount text properly.

1. The Students' Writing Result of the Use of Instagram Post for Assisting Them in Writing Recount Text

In this part, the researcher discusses the results of the students' recount texts on their Instagram Post. The text that written by students here was recount text, precisely about historical event. The researcher used this topic because it listed in the syllabus. Based on the students' writing that had been assessed using adapted writing rubric by Jacob et al, most students writing texts were ranged of very good to fair. This result met the researcher's expectation.

Considering the rubric's criteria, most students successfully fulfilled each point. The excellent to very good level recount text had satisfying organization, vocabulary, mechanism and grammar.

The students added their background knowledge to the re-orientation as their opinion. It made the development of the text rigorous because they included the important details or information in the text. This is in line with Healey (2007), he states that writer should communicate with their readers through fulfilling the audience's expectation and having sense of the audience. Anderson (1997) also explains that the purpose of the recount text is to inform and entertain the readers. So that, the students need to tell the story in their writing as interesting and clear as possible. However, the researcher does not include the content of students' writing in the evaluation because the students only rearrange the text from some resources. Nevertheless, the students organized their text in logical order. They also used sophisticated and various vocabulary that made the text interesting to read. Even though there were minor mechanics and grammatical mistakes, the overall meaning of the text was still easy to understand. It fulfilled Ayer (2005) assumption that good writing expresses a clear point, tightly structure, substantive and interesting. Next, most of the very good to fair level made mistakes in the grammatical aspect. Most of them seem still forgot to use simple past tense. They also made mistakes in choosing the appropriate vocabulary. According to Harmer (2004), writer needs to revise and check the writing throughout the process frequently. This process can avoid the ambiguity, grammatical errors, disorganized order and other mistakes of the writing. Then, the fair to poor writing was far below the excellent to fair level. The students that got this level seem do not understand yet about the recount text.

In conclusion, writing is considered as complicated skill to teach compare to the other skills. From the data above, most students were able to write recount text with minor mistakes. The main mistake is from language features, most of them were wrong in the use of Verb 2.

2. The Students' Response Toward the Use of Instagram Post for Assisting Them in Writing Recount Text

Based on the results of the interview, most students showed positive responses toward the use of Instagram post in writing recount text. They enjoyed the learning process that used Instagram as media. They also supported the idea of using Instagram more often.

According to the data sample represented by nine students, it shows that most of them regularly accessed Instagram on their daily basis. They also said that Instagram was important and useful for them. They used it not only for fun but also for looking for useful information. They explained that they could use Instagram as media to learn English because it was more practical. This is supported by Smaldino (2005), he defines media as a place of communication and source of information. The students agreed that Instagram can be a place to

practice their writing. One of them said that if they regularly practice their writing ability, they will be more fluent. Then, if they write constantly, they will be accustomed to it and make lesser mistakes. This matches with Harmer (2004), he stated that writing makes students focus on accurate language use. Then, he also explains that pictures can make students become more creative in writing their text. Furthermore, according to Hyland (2004), the quality, writing process and many other components of writing can be affected by the new technology.

In conclusion, the students showed positive perception in using Instagram Post as media to write. Most of students also have willingness to use Instagram Post as media to practice their writing skill. They said that it will make them more fluent and make lesser mistakes if they regularly practice their writing.

CONCLUSION AND SUGGESTION

Conclusion

From the analysis, it can be concluded that Instagram can be a place for students to practice their writing. It is because they are common with technology and they were well-known with online learning to help them study. The students can use this media to share their writing to a lot of people since Instagram has millions of users. Moreover, Instagram has some features that could make students had more experience in writing. They can post a picture to make the readers more interested in the writing. There is also a comment box which can be used for people to give advice to the writer. In short, Instagram provides opportunity for the students to integrate their language skills in wide community-consisting not only local people but could be native people as well.

Then, the students' writing texts were also quite impressive. Most of the students got very good to fair marks. They wrote and develop their writing well. It deals a lot with the role of Instagram as media here because students felt motivated to write it well since they would share it to a lot of people.

Furthermore, the students response to this media was also very positive. They supported the use of Instagram as media because they enjoyed using it. Besides, it was a comfortable environment for the students to practice because they can share their work to a lot of people. They could also get some advice if they made mistake in their writing. Additionally, the idea of combining Instagram into the language learning and teaching could help Indonesian students' awareness of using social media not only for fun, but also for academic purposes.

Suggestion

The researcher would like to give some suggestions with the purpose to improve teaching and learning process in Indonesia in the future. This suggestion is intended for the teacher that read this

research and the future researcher. English teacher that already read this research is expected to be more creative in teaching writing. He/she should pay attention to the students' needs by combining new interesting media. Instagram is one of media that can not only develop language skills, especially writing, but also boost the students' willingness to practice. Besides, students need more than just a role of teacher to appraise their writing. They also need friends and a lot of people to appreciate their writing. It is hoped that the teacher would keep using this media in teaching-learning process in the future.

Last, the researcher realizes that this research is far from being perfect. So that, as the researcher hopes there will be another research that will be conducted in similar field but in different perspective in the future, for example, using Instagram to practice student's writing skill in narrative text or using Instagram to practice the students' speaking ability.

REFERENCES

- Anderson, M., & Anderson, K. (2003). *Text Type in English Type 1*. Australia: Macmillan.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, K. C. (2010). *Introduction to Research in Education* (8th Ed.). Belmont, CA: Wadsworth.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to language Pedagogy*. New York: Longman Publishing Group.
- Hamer, J. (2004). *How to Teach Writing*. Harlow, United Kingdom: Pearson Education Limited.
- Hedge, T. (2005). *Writing (Resource Book for Teacher)*. University of Oxford: OUP Oxford.
- Knapp, P., & Watkins, M. (2005). *Genre Text and Grammar*. Sidney: University of New South Wales.
- Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman Publishing.
- Kurniati, N. (2015). The use of tumblr to enhance the students' writing skill in recount text (Undergraduate Thesis). Semarang: Walisongo State Islamic University
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nisa, F. Z. (2015). Improving students' writing ability in recount text by using cooperative integrated reading and composition (Undergraduated thesis). Semarang: Walisongo State Islamic University.
- Nunan, D. (2003). *Practical English Language Teaching*. New York, NY: McGraw-Hill.

- Seli, F. Y. (2014). The effectiveness of using social networking site in teaching writing of recount text (Undergraduated Thesis). Jakarta: Syarif Hidayatullah State Islamic University
- Smaldino, S. E., Lowther, D. L., Mims, C., & Russel, J. D. (2005). *Instructional Technology and Media for Learning* (8th Ed.). New Jersey: Pearson.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Urquhart, V., & McIver, M. (2005). *Teaching Writing in The Content Areas*. Alexandrian, Virginia USA: Association for Supervision and Curriculum.
- Utami, A. B. (2012). Improving students' writing skill on recount text through collaborative writing technique (Undergraduated thesis). Yogyakarta: Yogyakarta State University.
- Zemach, E. D., & Rumisek, L. A. (2005). *Academic Writing from Paragraph to Essay*. Macmillan: Universidad De Sevilla.

