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MAJALAH ILMIAH TENTANG BAHASA, SASTRA
DAN PEMBELAJARANNYA

IMPROVING STUDENT WRITING SKILLS OF RECOUNT TEXT IN INSTAGRAM BY 8 GRADE STUDENT AT SMP 2 TABANAN

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Abstrak

Potensi Instagram terus menunjukkan peningkatan penggunaannya dari tahun ke tahun. Artikel ini dilatarbelakangi oleh adanya kegelisahan dalam penggunaan Instagram dalam meningkatkan keterampilan menulis teks recount.

Namun, belum banyak dosen yang memanfaatkan Instagram untuk pembelajaran di perkuliahan. Oleh karena itu, artikel ini memiliki urgensi untuk mengkaji potensi pemanfaatan Instagram dalam pembelajaran menulis teks recount. Tujuan penelitian ini adalah untuk mengeksplorasi berbagai kajian dan literatur yang relevan dengan topik tersebut.

Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK), dengan menggunakan sumber literatur untuk mengetahui potensi dan pemanfaatan media. Hasil penelitian ini adalah potensi Instagram dalam pembelajaran menulis sangat besar. Selain itu, pemanfaatan Instagram dalam meningkatkan keterampilan menulis teks recount telah menunjukkan hasil yang nyata. Berbagai fitur yang tersedia dalam media sangat mendukung untuk menulis teks recount.

Abstract

The potential of Instagram continues to show an increase in users from year to year. This article is motivated by the anxiety of using Instagram in improving recount text writing skills .

However, not many lecturers utilise Instagram for learning in lectures. Therefore, this article has an urgency to examine the potential utilisation of Instagram in learning to write recount text. The purpose of this research is to explore various relevant studies and literature related to the topic.

The method used is a Classroom Action Research, using literature sources to find out the potential and use of the media. The result of this study is that the potential of Instagram in learning to write is huge. In addition, the use of Instagram in improving recount text writingskills has shown real results. The various features available in the media are very supportive for recount text.

1. BACKGROUND OF STUDY

Writing is an essential skill in language learning, particularly in English, where students are expected to express ideas coherently through various types of texts. Among these, recount text, which narrates events or experiences in chronological order, is a key component of the English curriculum in junior high schools.

At SMP 2 Tabanan, the teaching of recount text follows the traditional method, where students are asked to write in notebooks based on topics given by the teacher. While this method provides structure, it can be monotonous and disengaging for students, especially in the digital age where they are more accustomed to interacting with technology. As a result, students often find writing tasks boring and are less motivated to participate, which limits their progress.

In light of these issues, there is a need to explore innovative teaching methods that engage students in a more interactive and enjoyable way. Social media platforms, particularly Instagram, have gained immense popularity among teenagers and could serve as

a valuable tool in the classroom. Instagram offers features such as captions, stories, and visual elements that encourage creative expression. Using Instagram for writing practice could potentially increase students' interest in writing and provide a platform where they can practice recount texts in a more engaging and relatable format.

This study seeks to investigate how Instagram can be used to improve the writing skills of students in recount text at SMP 2 Tabanan. By integrating Instagram into writing instruction, the research aims to create a more dynamic learning environment that can address students' challenges and enhance their writing abilities.

Writing is regarded in schools as a skill-based subject that Senior High School students in particular must take. Students must be able to write well-organized works in English as their foreign language. It is difficult for the teacher to teach writing effectively. The purpose of teaching writing practice is to give students the opportunity to master functional texts and paragraphs or monologues in the forms of description, narrative, recount, procedure, and report (Baqiatius, 2020).



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Recount texts typically follow a chronological order, starting with an introduction or orientation that sets the scene by mentioning the time, place, and people involved. The main body of the text then presents the events in the order in which they occurred, providing specific details and descriptions to make the narrative engaging and informative. Finally, the recount text often ends with a reflection, evaluation, or reorientation section where the writer may share their thoughts, feelings, or lessons learned from the experience (Martiarini & Candra, 2019).

According to several previous studies (Aliah & Shabir, 2021; Ambarita, 2019; Pardede & Herman, 2020; Puspitaloka et al., 2022; Suryaman et al., 2022; Suryani & Hikmawati, 2023), the ability to write recount text can take advantage of various digital platforms and social media such as Instagram. Learning to write recount text using social media can be an interesting and relevant approach for students because most of them are already familiar with using the platform. Learning to write recount text with social media can integrate technology that students use everyday with learning to write *Wacana - Volume XXV Edisi April 2025*

meaningfully. It can also help students understand how to construct narratives based on personal experience and interact with social media in a more intelligent and reflective manner.

2. LITERATURE REVIEW

The results of this study indicate that there is an increase in students' writing skills through Instagram media, this research in one cycle is declared successful in improving students' abilities in writing skills. In other words, it can be said that the use of the Instagram application in learning to write recount text is recommended to improve students' abilities to achieve optimal results (Nurdiana & Yulia, 2022). This research has been carried out in one cycle in which the cycle consists of the stages of planning, action, observation, and reflection. The study was carried out in one cycle. In the cycle consisted of three meetings. The data were gathered in this study through Observation, Test and documentation.

The result of the analyzing the data showed that there was an improving on the



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students' writing skill from each cycles. This research applied classroom action research. (Ayuning Tias, 2021) This research was aimed to find out the improving of the students' writing skill of recount text by using Instagram. The result of the analyzing the data showed that there was an improving on the students' writing skill from each cycles. In other words, it could be concluded that the use of Instagram improved the students' writing skill and their interest in writing.

3. RESEARCH METHOD AND MATERIALS

This research used classroom action research as a research method. This classroom action research uses the Kemmis and McTaggart model. This model essentially consists of four components, namely planning, action,

At the planning stage, the researcher prepares a design and determines the focus of the problem then makes an instrument to record the facts that occur during the action. The next stage is the implementation of the action which is the implementation of the design as well

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This study explore the effect of Instagram On Students' Writing Skill In Recount Text. As the result, instagram had the good effect in writing skill affect students' writing achivement in recount text, especially in content and organization aspect. Additionally, instagram features that were used by students are suitable and useful for exploring and generating the ideas together with the partner so it is effective for students' writing score.

observation, and reflection. In its implementation, Kemmis and Mc Taggart's model combines action and observation. This is done because in its implementation the action research component is inseparable from the observation component. The research components in the Kemmis and McTaggart models are a cycle of actions carried out in one lesson.

as the stage of observation or observation of the ongoing learning process. For the final stage of reflection on the implementation of the actions that have been carried out. The four stages in the research are elements to make a cycle. According to Juliandi (2014) Classroom



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Action Research is a observation of learning. activities in the form of a actions, which are intentionally.raised and occur.in a class simultaneously. This study aims to improve performance, it is contextual in nature and the results are not to be generalized.

However, the results of classroom action research can also be applied by other people who have a background similar to the researcher. Classroom action research is a study conducted by teachers in the classroom, including planning, implementing and reflecting on the various stages of collaboration and participation in actions. The purpose is to improve teachers' performance and make students' learning outcomes higher than before. (Dedi Dwitagama, 2012). The Process of CAR has some cycle on the practice. In this research, the researcher uses two cycles, there. are cycle one and cycle two. The researcher needs to revise to make the researcher know the acting is a success and increase the writing skill.

4. RESULTS AND DISCUSSION

Instagram is one option to enrich the use of learning technology for students. In writing skills, it seems that it can be utilised with various features contained in the application.

Research Findings

This research aims to improve students' ability to write recount text through the use of Instagram as a learning medium. The research results were obtained through two cycles of classroom action which included planning, implementation, observation and reflection.

Here are the main findings:

- a. Increased Writing Average Score



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In the first cycle, the average student writing ability score was in the sufficient category (X). However, after the implementation of the second cycle, there was an increase in the average value to the good category (Y). Indicators of success include improvements in text structure, vocabulary use, and grammatical accuracy.

b. Student Response to Learning

Most students show high enthusiasm in using Instagram as a learning tool. This platform motivates them to participate actively because of the visual and interactive format it provides.

The Effectiveness of Instagram as a Learning Media Instagram has been proven to be effective in:

Providing examples of recount text visually through teacher uploads.

Increase interaction through the comments feature, which allows students to get immediate feedback.

Motivate students to write better because of a real audience outside the classroom environment.

2. Discussion

The results of this research indicate that the integration of social media such as Instagram can be an effective strategy in improving students' writing skills, especially in recount text. Here are some discussion points:

a. The Effect of Authentic Context on Student Motivation

By utilizing Instagram, students feel that their writing is more meaningful because it is published and seen by a real audience. This is in line with situated learning theory, which emphasizes the importance of authentic context in the learning process.

b. The Role of Visual Media in Stimulating Writing Ideas

Instagram features, such as images and videos, provide inspiration for students to write. This supports previous research that visual media can stimulate creativity and increase student involvement in writing.

c. Challenges in Implementation

Although effective, there are challenges, such as:

Limited internet access for some students.

Distractions from non-learning features on Instagram can reduce student focus.

Teachers need to design mitigation strategies to minimize these obstacles, for example by setting clear rules and providing access alternatives.

3. Research Implications

The results of this research have the implication that the use of social media, especially Instagram, can be used as an innovative approach in learning English. Teachers need to utilize this platform with a planned strategy so that the learning process becomes more interesting, relevant and effective.

4. CONCLUSION

Overall, this research shows that the integration of social media in English language learning, especially writing recount texts, can be an innovative approach and relevant to students' needs in the digital era. Therefore, teachers are advised to utilize this technology wisely to improve the quality of learning in the classroom. Of this study is that improving writing skills with Instagram is very relevant to the competencies needed students, namely in writing, communication, and their professionalism in the future world of work. The objectives of this research were to investigate whether the implementation of Instagram can improve students' writing achievement or not and to find out which aspect improves the most after being taught using Instagram. It is also suggested that English teacher can use Instagram platform as a learning medium in teaching other language skills.

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