

AN UNDERGRADUATE THESIS

THE EFFECT OF USING INSTAGRAM
ON THE STUDENTS' WRITING SKILLS OF THE TENTH GRADE
AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG

By:
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H / 2026 M

**THE EFFECT OF USING INSTAGRAM
ON THE STUDENTS' WRITING SKILLS OF THE TENTH GRADE
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Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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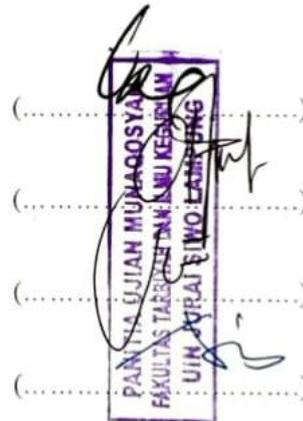
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**THE EFFECT OF USING INSTAGRAM
ON THE STUDENTS' WRITING SKILLS OF THE TENTH GRADE
AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG**

ABSTRACT

By:

ROFI'ATUL HASANAH

The primary goal of this research is to find out whether using Instagram gives a significant effect on students' writing skills, especially in writing recount text. The object of this research consisted of 50 students who were divided into two classes, namely class X 6 as the control class and class X 3 as the experimental class.

This present research is a quantitative study conducted in the form of a quasi-experimental design. To collect the data, the researcher applied cluster random sampling. A writing test was used as the instrument of data collection, consisting of a pre-test and a post-test. The formula used to analyze the data was the independent sample t-test. The purpose of giving the pre-test and post-test was to determine the differences in students' writing skills before and after the treatment using Instagram. The result of the pre-test showed that the experimental class obtained an average score of 57,6, while the control class obtained 58,2. After the treatment was given, the post-test results showed that the experimental class reached an average score of 76,6 and in control class obtained 55.5.

Based on the analysis result, the independent sample t-test showed that the Sig. (2-tailed) value was 0.000, which is lower than $\alpha = 0.05$. It means that the alternative hypothesis (H_a) is accepted. In other words, there is a positive and significant effect of using Instagram on students' writing recount text. Therefore, H_a is accepted and H_o is rejected. Based on these findings, it can be concluded that using Instagram can improve the students' ability in writing recount text of the tenth graders at MA Ma'arif NU 5 Sekampung.

Keywords: *Instagram, Recount Text, Writing Skills*

**PENGARUH PENGGUNAAN INSTAGRAM
TERHADAP KEMAMPUAN MENULIS SISWA KELAS X
MA MA'ARIF NU 5 SEKAMPUNG LAMPUNG TIMUR**

ABSTRAK

Oleh:

ROFI'ATUL HASANAH

Tujuan utama penelitian ini adalah untuk mengetahui apakah penggunaan Instagram memberikan pengaruh yang signifikan terhadap keterampilan menulis siswa, terutama dalam menulis teks recount. Objek penelitian ini terdiri dari 50 siswa yang dibagi menjadi dua kelas, yaitu kelas X 6 sebagai kelas kontrol dan kelas X 3 sebagai kelas eksperimen.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk desain kuasi-eksperimental. Untuk mengumpulkan data, peneliti menerapkan cluster random sampling. Tes menulis digunakan sebagai instrumen pengumpulan data, yang terdiri dari pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-t sampel independen. Tujuan pemberian pre-test dan post-test adalah untuk mengetahui perbedaan keterampilan menulis siswa sebelum dan sesudah perlakuan menggunakan Instagram. Hasil pre-test menunjukkan bahwa kelas eksperimen memperoleh skor rata-rata 57,6, sedangkan kelas kontrol memperoleh 58,2. Setelah perlakuan diberikan, hasil post-test menunjukkan bahwa kelas eksperimen mencapai skor rata-rata 76,6 dan di kelas kontrol memperoleh 55,5.

Berdasarkan hasil analisis, uji-t sampel independen menunjukkan nilai Sig. (2-tailed) sebesar 0,000, yang lebih rendah dari 0,05. Hal ini berarti hipotesis alternatif (H_a) diterima. Dengan kata lain, terdapat pengaruh positif dan signifikan penggunaan Instagram terhadap kemampuan menulis teks recount siswa. Oleh karena itu, H_a diterima dan H_o ditolak. Berdasarkan temuan ini, dapat disimpulkan bahwa penggunaan Instagram dapat meningkatkan kemampuan menulis teks recount siswa kelas X di MA Ma'arif NU 5 Sekampung.

Kata Kunci: *Instagram, Teks Recount, Keterampilan Menulis*

STATEMENT OF RESEARCH ORIGINALITY

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Alhamdulillah Rabbil ‘Alamin first of all, praise and gratitude to Allah SWT for the abundance of His grace and guidance, so that this thesis entitled *“The Effect of Using Instagram on The Students’ Writing Skills of The Tenth Grade at MA Ma’arif NU 5 Sekampung East Lampung”* can be completed. Blessings and greetings, do not forget the author presents to the prophet Muhammad SAW who brought humanity from the time of ignorance to the Islamic era.

The researcher realizes that many parties have provided support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., the Rector of State Islamic University of Jurai Siwo Lampung
2. Dr. Siti Annisah, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the Head of the English Education Study Program of Tarbiyah and Teacher Training Faculty of UIN JUSILA.
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Hopefully, this research can provide benefits for readers as well as for parties who contribute to the world of education. For that reason, the researcher sincerely welcomes any constructive criticism and suggestions as valuable input to improve this thesis.

Metro, August 4th, 2025

The Researcher,

A handwritten signature in black ink, appearing to read 'Rofi'atul Hasanah' with a stylized flourish at the end.

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MOTTO

إِذَا لَمْ تَصْبِرْ عَلَى مَرَارَةِ التَّعْلَمِ، فَسَتَبْقَى فِي مَرَارَةِ الْجَهْلِ

*If you cannot endure the hardship of learning, then you must
be ready to endure the pain of ignorance.*

— Imam Ash-Shafi'i

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My wonderful parents, Mr. Imam Baidowi and Mrs. Khutbatul Muhtaroh, made an infinite effort in my education. Thank you for your sacrifice and endless love

My beloved siblings, Himmatul Aliyah and Abdul Kafin Nadzif, thank you always loving and supporting me.

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CHAPTER I

INTRODUCTION

A. Background Of Study

Language has a crucial function in human life as a means of communication that allows people to share ideas, deliver information, and express emotions. Among the many languages spoken globally, English holds the status of the primary foreign language in Indonesia. It has been included in the national curriculum and is taught from the elementary level up to university.¹ Among the six English language skills, writing is one of the essential ones to master. This skill is useful for learning and daily life. In the curriculum, students are expected to have the skill to write different kinds of texts, which means they should achieve good writing competence as the learning target.

In addition, in senior high schools in Indonesia, students learn different kinds of texts, including descriptive text, recount text, procedure text, and narrative text. In this study, the focus is on recount texts. Based on interviews with teacher at MA Ma'arif NU 5 Sekampung East Lampung, the researcher obtained information about several problems in writing, especially in writing recount texts. These problems include a lack of interest, limited vocabulary, difficulty in organizing ideas, and low motivation to express their

¹ Adinda Aulia Rahmah, "Evaluation of the Importance of English as a Foreign Language in Elementary Schools in Indonesia," *Journal Of Foreign Language Learning and Teaching* 3, no. 1 (2023): 52–63.

experiences in writing. If these problems are not solved, students will find it difficult to achieve the minimum mastery criteria, and it may also affect their confidence in using English in real situations.

In teaching writing, teachers are expected to help students develop ideas, organize content, and use appropriate language structures. However, many students find writing difficult and experience the same problems. In addition, traditional learning methods can sometimes cause students to become bored and unmotivated. Therefore, teaching writing should be more engaging to help students learn better and feel motivated to write.

In today's digital age, technology has a significant role in facilitating students' learning processes. One of the popular platforms among students is Instagram, which offers a combination of visuals, captions, and interactive features. Instagram is widely used by students in their daily lives, making it a familiar and accessible tool that can create a more engaging learning atmosphere.

This study focuses on how Instagram may serve to assist students' writing skills in learning English. Instagram offers a unique blend of creativity, interactivity, and accessibility that can enhance students' engagement in writing tasks. By creating posts, adding captions, interacting with others, and sharing stories, Instagram enables students to practice writing skills in a real-world context that feels relevant to them.² Ultimately, Instagram can serve as a useful platform for supporting students in

² Abdul Basith, "Instagram as Media in Teaching Writing Recount Text for Senior High School Students," *SALÉE: Study of Applied Linguistics and English Education* 1, no. 01 (2020): 11–20.

overcoming writing challenges and building essential language skills in a more engaging and accessible way.³

With regard to writing problems, the researcher conducted a pre-survey at MA Ma'arif NU 5 Sekampung East Lampung. The preliminary survey was carried out on August 4th, 2025. Below is the students' test result:

Table 1.1

The Data of Pre-Survey Result among the Tenth Graders of MA Ma'arif NU 5 Sekampung East Lampung.

No	Score	Frequency	Percentage%	Explanation
1.	≥ 75	19	38%	Complete
2.	≤ 75	31	62%	Incomplete
Total		50	100%	

The data above show that students' writing skills in class X are relatively low. There are only 19 out of 50 students who got a good score, and 31 students got scores below of 75 according to the Minimum Mastery Criteria (MMC).

From the explanation above, it can be concluded that many students face difficulties in writing skills, especially in composing recount texts. This problem was also found among the tenth graders of MA Ma'arif NU 5 Sekampung East Lampung. Therefore, the researcher aims to investigate how Instagram can serve as an effective medium to encourage students in learning

³ Ghada Mousa Abdullah Alghamdi, "Investigating the Effect and Students' Perceptions of Using Instagram as a Writing Teaching Tool in Saudi EFL Classrooms," *English Language Teaching* 15, no. 8 (2022): 46.

English, particularly in writing recount texts. Additionally, the researcher seeks to identify appropriate strategies to help students' express ideas clearly and organize their writing effectively in line with principles of teaching writing.

In line with this statement, the researcher intends to carry out a study with the title "The Effect of Using Instagram on The Students' Writing Skills of The Tenth Grade at MA Ma'arif NU 5 Sekampung East Lampung."

B. Problem Identification

Based on the background above, there are some problems identified as follows:

1. The students lack interest in writing activities.
2. The students have limited vocabulary in writing recount text.
3. The students struggle to organize their ideas in recount text.
4. The students have low motivation to write about their experiences.

C. Problem Limitation

Based on the problem identification above, the researcher would limit the problem to number 1 and 4 problems that students still lack interest in writing and low motivation to write about their experiences in recount text.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem as follows: “Is there any positive and significant effect of using Instagram on the students’ writing skills of the tenth grade at MA Ma’arif NU 5 Sekampung East Lampung?”

E. Objectives and Benefits of The Study

1. Objective of The Study

The objective of this research is to know whether there is a positive and significant effect of using Instagram on the students' writing skills of the tenth grade at MA Ma’arif NU 5 Sekampung.

2. Benefits of The Study

a. For the Students

As a way to give motivation for the students to study English, especially their writing skill in recount text.

b. For the Teachers

The researcher hopes that using Instagram as a medium in teaching writing skills, especially in recount text, will assist English teachers in the learning process, so that students do not feel saturated when studying English.

c. For the Researcher

This research can be used as a consideration source for the next researcher who wants to investigate a similar problem about the effect of using Instagram on students' writing recount text at the tenth grade of MA Ma'arif NU 5 Sekampung

F. Prior Research

In order to gain an understanding of this research, several previous studies relevant to the topic have been reviewed. The first research was conducted by Arif Nugroho entitled "Let's Write a Caption: Utilizing Instagram to Enhance ESP Students' Writing Skills". The method used in this study employed a pre-experimental design. The study involved a sample of 36 students from the Sharia Banking department. This research sought to examine whether the use of Instagram improves students' writing skills. The researcher employed pre-tests and post-tests to gather the data. The results indicated that students' writing skills improved after being taught using Instagram. The students also became more motivated and interested in writing. This research used Instagram in descriptive writing for ESP students.⁴

The second study referenced in this research was conducted by Tria Mellinia Satya Pratiwi and was entitled "Exploring Students' Perception on the Use of Instagram as a Platform in Creative Writing Course." The method employed in this study was qualitative descriptive. The sample consisted of

⁴ Arif Nugroho and Any Rahmawati, "Let's Write A Caption!": Utilizing Instagram To Enhance Esp Students' Writing Skills," *Journal Basis* 7, no. 1 (2020): 1–12.

27 students from the English Education Study Program who were enrolled in the Creative Writing course. This research aimed to explore students' perceptions of using Instagram in writing class. Data was collected through questionnaires, interviews, and documentation. The result showed that students had positive perception toward Instagram because it helped them to be more creative and expressive in writing. Instagram also made the writing process more fun and interesting. This research used Instagram for creative writing and focused on students' perception.⁵

The third previous study was conducted by Mursyidah Saleh, entitled "Instagram as a Media to Foster EFL Students' English Writing Skill." The study used a pre-experimental design along with mixed methods. The sample in this research was 25 students at SMA Negeri 3 Parepare. The aim of this study was to determine whether Instagram could enhance students' writing skills in narrative texts. The researcher employed pre-tests and post-tests to assess the improvement. The results indicated that the students' writing scores improved after they were taught using Instagram. The students also gave positive responses because Instagram was enjoyable and interesting to use. The research applied to Instagram for teaching narrative text at the senior high school level.⁶

⁵ Tria Mellinia Satya Pratiwi, Noor Eka Chandra, and Elvina Arapah, "Exploring Students' Perception on the Use of Instagram as a Platform in Creative Writing Course," *Journal of English Language Teaching and Learning (JETLE)* 4, no. 2 (2023): 98–113,.

⁶ Mursyidah Saleh and Maemuna Muhayyang, "Instagram as a Media to Foster EFL Students' English Writing Skill," *ELT Worldwide: Journal of English Language Teaching* 8, no. Vol 8, No 2 (2021) (2021): 331–42.

Based on the previous studies mentioned above, this research shares some common aspects, such as the use of Instagram as a medium to teach writing. However, the distinction of this study lies in the context and content of the Instagram material. This research employs Islamic-themed Instagram accounts. Through this context, the study aims to examine the effect of using Instagram on students' writing skills, particularly in writing recount text that contain religious values. The integration of religious content into English writing instruction has not been examined in the previous studies.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing Skill

1. Definition of Writing Skill

According to Nunan, writing is defined as an activity that involves physical and mental actions, serving to convey thoughts or feelings to others and even give a certain impression to readers.¹ In other words, writing involves not just generating words, but also conveying meaning and emotions in a manner that can impact the reader.

In addition, Brown explains that writing is a process that requires a different set of competency from speaking. This process involves planning, composing, and revising, which demand specific skills so that ideas can be conveyed in a structured and coherent manner.² In other words, writing is not something that happens instantly, but rather is done step by step, planning ideas first and then refining them through revision so that they become easy to understand.

Harmer emphasizes that students need to master writing to effectively communicate in writing form, such as composing reports, responding to letters, and producing various written texts.³ This shows that

¹ David Nunan, *Practical English Language Teaching, Language* ((Singapore: McGraw-Hill, 2003), 88., 2003).

² H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, 2nd Ed, Language* (Longman, 2000).

³ Jeremy Harmer, *How To Teach English*, n.d.79

writing is not only a medium to convey information but also a tool to develop one's ability to think critically and organize ideas logically.

According to Sharples, Writing can be seen as an open-ended process of designing, supported by different tools and resources.⁴ He argues that writing is not simply the transcription of ideas into language, but a creative process in which new ideas are generated, and existing ideas are transformed. This view emphasizes the role of the writer as a designer of text who actively constructs meaning through a cycle of engagement and reflection

According to Ken Hayland, writing is a social and cognitive process that not only produces correct language forms, but also connects them with the purpose, audience, and context of its use.⁵ Therefore, writing can be defined as to build meaning through text by considering aspects of language, purpose, audience, and situation. Writing also functions as a medium for individuals to convey their ideas, thoughts, and emotions, while simultaneously developing their critical thinking abilities. Consequently, engaging in writing activities can improve students' knowledge and competencies, particularly their writing skills.

Based on the previous explanation, writing skill can be defined as the competence to express ideas, thoughts, information, and emotions clearly and effectively in written form. This skill involves thinking,

⁴ Mike Sharples, "An Account of Writing as Creative Design," in *The Science of Writing*, n.d.

⁵ Ken Hyland, "Teaching and Researching Writing, 2nd Ed" (Harlow: Pearson Education Limited, 2009), 10.

planning, drafting, and revising to ensure that the message is well-organized and easy for the reader to understand. Therefore, writing skill is not just about putting words on paper, but also about conveying meaning and emotions in a coherent and purposeful way.

2. Process of Writing

According to Harmer, the writing process consists of the following stages:

a. Planning

Before writing, the writer plans what to write by listing ideas or words. The planning involves three aspects: determining the purpose, language, and information; identifying the audience to adjust the language; and organizing the content, including facts, ideas, or arguments.

b. Drafting

After preparing lists related to the topic, the writer can begin drafting. In this process, they start writing down the main ideas into sentences or paragraphs based on the plan.

c. Editing (Reflecting and Revising)

After completing a draft, the writer reads it again to see what works and what needs improvement. They may change the order of information, rewrite parts, or adjust working. Feedback from other readers can also help the writer make better revisions.

d. Final Version

After editing, the writer produces the final version and is ready to share it with the intended readers.⁶

3. Components of Writing

Heaton divides writing into five key components:

a. Language use

In writing, language use is the skill of producing accurate and appropriate sentences, including proper use of prepositions, nouns, verbs, adjectives, and articles.

b. Mechanical skills

Mechanical skills involve correctly applying words and sentences, as well as punctuation, spelling, and capitalization in writing.

c. Treatment of Content

Content means the skill of expressing ideas creatively and clearly, without including unnecessary information. The content must be easy to understand for readers.

d. Stylistic skills

Stylistic skills refer to the ability to organize sentences and paragraphs effectively, using appropriate vocabulary and language to make writing more impactful.

⁶ Jeremy Harmer, *How to Teach Writing*, Pearson Longman, 2004.

e. Judgement skills

In writing, judgment skills involve producing text suitable for the intended purpose and target audience, as well as to select, organize, and sequence relevant information logically.⁷

From the experts' descriptions, it can be concluded that there are five key components in writing, which must be taken into account prior to writing.

4. Measurement of Writing Skill

Writing assessments serve to measure writing performance, as outlined below:

Table 2.1
The Measurement Rubric of Writing Skill

Writing Performance	Score	Criteria	Details
Content	30-27	Excellent to very good	Knowledge, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate range, etc.
	21-17	Fair to poor	Limited knowledge of subject, little substance, etc.
	16-13	Poor	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated, etc.

⁷ J.B Haeton, *Writing English Language Test* (New York: Longman, 1988).

	17-14	Good to average	Somewhat choppy, loosely organized but main idea stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Poor	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective word/idiom form choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Poor	Essentially translation, little knowledge of English vocabulary.
Language use/grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in

			simple/complex constructions, etc.
	10-5	Poor	Virtually no mastery of sentence construction rules, etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions, etc.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc. ⁸

B. The Concept of Recount Text

1. The Definition of Recount Text

A recount text is a type of text used to retell past events. Usually, the writers share their own experiences or past occurrences.⁹ This definition shows that recount texts focus on retelling past experiences, which helps readers understand the sequence of events clearly.

⁸ *Ibid.*, 146

⁹ Senny Suzanna Alwasilah, "College Students' Learning Outcomes On Genre-Based Approach Implementation In Teaching A Recount Text Writing," *Innovative: Journal Of Social Science Research* 4, no. 3 (2024): 11092–112.

Meanwhile, Mauren states that recount text is a type of text that describes past experiences or events, which may be based on the author's personal experiences or historical occurrences.¹⁰

Furthermore, Barwick states that a recount retells a past event, which means it uses past tense form. A text's choice of language is shaped by factors such as the reader, the topic, and the mode of communication, whether spoken or written.¹¹

2. Generic Structure of Recount Text

a. Orientation

The orientation provides the background information necessary to understand the retelling. It includes details about the time, place, and participants. The audience needs to know when the event occurred, who was involved, what happened, where it took place, and occasionally the reason behind it.

b. Sequence of events

The sequence of events is the section of a recount where students need clear guidance and support to structure their writing. They should describe in detail who was involved, what happened, where it occurred, and when it took place. During the drafting or planning stage, students may list all events, organize them chronologically, and add personal comments or evaluations. At this point, they may also try changing the order of events, such as by using flashbacks.

¹⁰ Maureen Hyland, *Writing Text Types* (Western Australia: R.I.C. Publication, 2009).

¹¹ John Barwick, *Targeting Text: Recount, Procedure, Exposition* (Glebe, NSW: Blake Education., 1999).

c. Re-orientation

Re-orientation is usually used to conclude the sequence of events.

When students experiment with different recount structures, this part can also function as an introductory paragraph. This section generally refers to information presented in the orientation paragraph.¹²

C. Concept of Instagram

1. Definition of Instagram



Figure 2.1 Instagram Logo¹³

Instagram is a social media platform that serves as a message delivery tool (application) to communicate with a wider audience by sharing photos or videos, equipped with features such as Direct Message (DM), comments, and likes.¹⁴ It is effective in increasing students' vocabulary, interest, and motivation to learn English, and can create learning process that is more interesting and flexible.¹⁵ Instagram helps students share and develop ideas in English writing. That way, it is hoped that the platform can encourage creativity and support their writing skills.

¹² *Ibid.*,5-6

¹³ Pinterest, *Instagram Logo*, accessed February 5, 2026, <https://pin.it/5o1OTAJ6Y>

¹⁴ Retno Widia Agustin and Mutiara Ayu, "The Impact of Using Instagram for Increasing Vocabulary and Listening Skill," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 1–7.

¹⁵ *Ibid.*

2. The History of Instagram

Instagram was founded by Kevin Systrom and Mike Kriger in October 2010 as a free iPhone application for sharing photos, with its name derived from the combination of *instant camera* and *telegram*. Since its inception, Instagram has continued to evolve by adding various features such as emoji search hashtags, user tagging, direct messaging, photo/video carousels, Instagram stories, algorithm-based feeds, GIFs, pools, augmented reality filters, Spotify integration, as well as shopping, video, accessibility tools. Since 2021, Instagram has continued to develop features such as Reels, Stories, and interactive tools, allowing users to create posts as a medium for self-expression, information sharing, and engagement.¹⁶

3. The Features of Instagram



Figure 2.2 Instagram Home Screen

¹⁶ Linnea Laestadius and Alice Witt, "Instagram Revisited," in *The SAGE Handbook of Social Media Research Methods*, ed. Luke Sloan and Anabel Quan-Haase, 2nd ed. (Thousand Oaks, CA, 2022), 581–97.

Instagram provides several key features that support user interaction and content creation. With the profile content, users can view posted photos, enlarge them, and access detailed information. Instagram's photo features allow users to like, comment, view likes, read captions, and engage in discussion. The navigation tools at the bottom of the screen include the home feed, explore page, posting tools, notifications, tag friends and insert hashtag. Photo sharing enables users to take pictures directly from the app or upload them from the gallery, accompanied by captions. The platform's social aspect fosters interaction through community engagement. Overall, these features not only facilitate visual communication but also provide space for written expression through captions, comments, and other text-based interactions.¹⁷

4. Steps of Teaching Writing by Using Instagram

The process of teaching writing through Instagram is conducted in several steps, as explained below:

a. Topic Selection

Students choose Islamic topics from an Instagram account that share stories about prophets. Students also prepare a related picture.

b. Pre-writing Activities

The teacher shows sample captions about prophets' stories. Students brainstorm ideas and list key vocabulary.

¹⁷ Basith, "Instagram as Media in Teaching Writing Recount Text for Senior High School Students."

c. Drafting.

Students write a recount text following the structure, such as orientation, events, and re-orientation.

d. Peer Review/Teacher Feedback

Students exchange drafts based on the feedback given from peers or the teacher about content, grammar, and organization.

e. Revising

Students revise their drafts based on the feedback given.

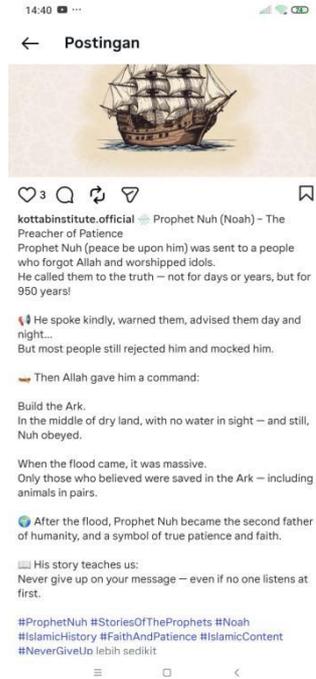
f. Sharing on Instagram

Students upload their final text as an Instagram caption with a related picture and hashtags related to the prophets' stories. The comment section serves as an interactive space where peers and the teacher respond to the writing.

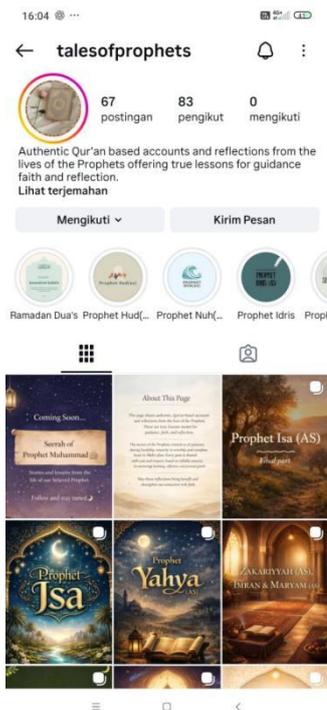
5. Islamic Instagram Account

In this study, several Islamic Instagram accounts were used as learning resources. These accounts provide captions and written content in English that can be utilized as examples for students' writing practice. The content is relevant to students' context and supports the learning objectives in writing activities.

a. Kottabinstitute.official



b. Talesofprophet



D. Theoretical Framework and Paradigm

1. Theoretical Framework

Basically, in every research, there are two variables. Both are variables in this study. They are the independent variable (X) and the dependent variable (Y). The independent variable (X) is using Instagram, and the dependent variable (Y) is writing skills.

Writing skills are important in learning because they show students' ability to express ideas and information clearly. However, many students find writing difficult and less engaging, especially in a foreign language. Therefore, students need to apply various techniques and strategies, whether consciously or unconsciously, to process new information and complete writing tasks.

This study focuses on the use of Instagram as a tool to examine its effect on students' writing skills. The research was conducted with class X students at MA Ma'arif NU 5 Sekampung. The researcher assumes that using Instagram in writing activities can make it easier for students to practice their writing skills. If students develop stronger writing skills, they will be able to express their thoughts and ideas more effectively.

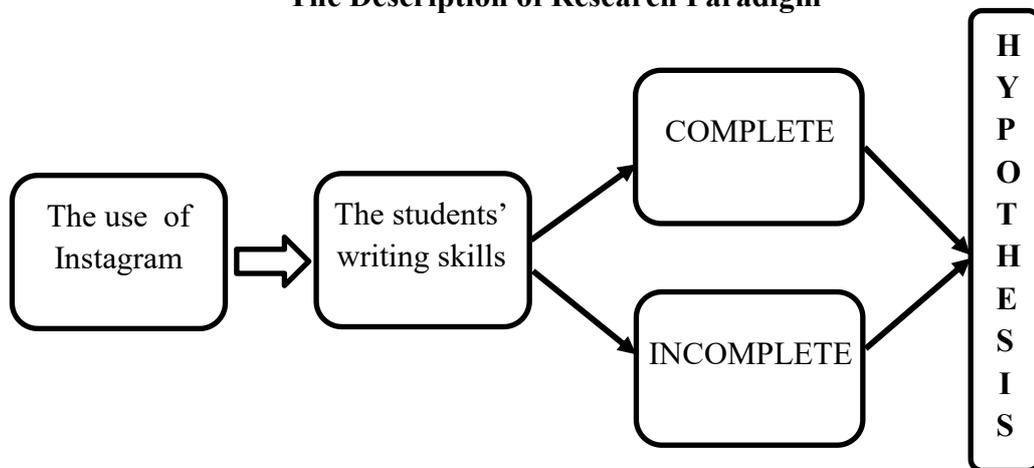
If the use of Instagram proves effective in the learning process, it will positively affect both teachers and students.

2. Paradigm

Paradigm is the correlation pattern at the variables to be able to be researched. Moreover, based totally on theoretical framework above, the author described the paradigm as follows:

Figure 2.2

The Description of Research Paradigm



Based on the explanation in the figure above, if the use of Instagram is high and the students' writing skills are good, it can have a positive and significant effect on students' writing skills. Conversely, if the use of Instagram is low and students' writing skills are poor, then there is no positive and significant effect of using Instagram on students' writing skills.

E. Hypothesis

1. Hypothesis Formulation

The researcher formulated the hypothesis for this research based on the theoretical framework and paradigm above. There are two kinds of

hypothesis of this research as follows: Based on the assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (H_a)

There is a positive and significant effect of using Instagram on the students' writing skills.

b. Null Hypothesis (H_0)

There is not a positive and significant effect of using Instagram on the students' writing skills.

2. Statistical Hypothesis

Regarding the statistical hypothesis concept, Yogesh defines that "A hypothesis can be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form of null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis".¹⁸ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research is:

- a. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is rejected.
- b. If the probability or Sig. $> \alpha$ (0.05), then the null hypothesis (H_0) is accepted.

¹⁸ Yoges Kumar Singh, Fundamental of Research Methodology and Statistics (New Delhi: New Age International (P) Limited, Publishers, 2006),61.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

C. R Kothari defines research design as a plan that organizes the conditions for data collection and analysis to ensure relevance to the research purpose while maintaining procedural efficiency.¹ In this research the researcher would use quantitative research. Mujis states that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).² It can be concluded that in quantitative research we use and collect numerical data to gather information.

There are two types of quantitative research designs, namely experimental designs and non-experimental designs. This study belongs to experimental design, specifically a quasi-experimental design. In quasi experimental research, the researcher assigned intact groups as the experimental and control group using pre-test and post-test to both groups. The sample of this research was selected using cluster random sampling.

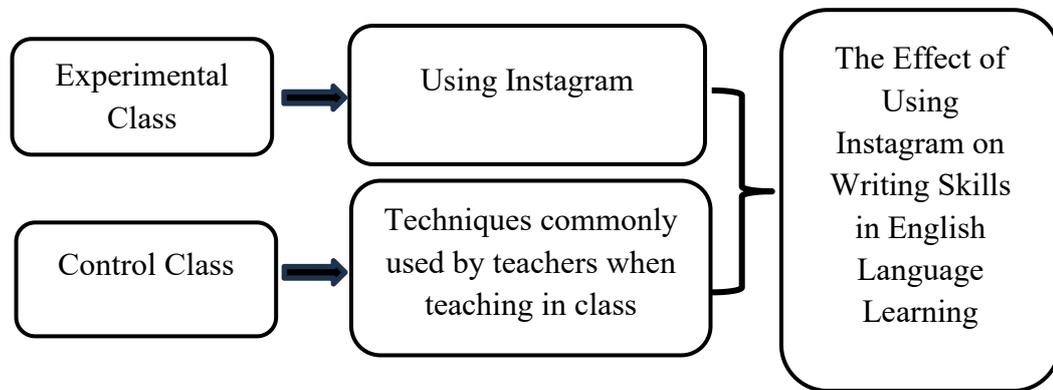
In this research, the researcher uses two groups. As an experiment class, X 3 receives the treatment that is taught by the use of Instagram, and class X 6 as a control class provides treatment using learning techniques commonly used by teachers when teaching in class. The design follows:

¹ C.R Kothari, *Research Methodology: Method and Techniques*, 2nd Editio (New Delhi, India: New Delhi International (P) Ltd., Publishers, 2004).

² Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, 2nd edition (London: SAGE Publication, 2013).

Figure 3.1

Design The Effect of Using Instagram in Experimental and Control Group



Firstly, both classes received the pre-test before doing a treatment. Secondly, the experimental class (X 3) got treatment using Instagram and control class (X 6) didn't get treatment. Thirdly, both classes received the pot-test with the same instrument in the pre-test. Finally, it could be found the effect of using Instagram on writing skills.

The description of sequence is:

Table 3.1

The Quasi Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental Group	X	X	X
Control Group	X		X

Following the pos-test, the analyses of statistics are carried out to look whether or not treatment has had an effect for experimental class.

B. The Operational Definition of Variable

In quantitative research, operational definitions are used to specify how variables might be determined inside the study. Through operational definitions, researcher can make it clear which groups receive treatment and what outcomes are measured. This clarity also makes it possible for the research to be carried out systematically. There are two kinds of variables, namely:

1. Independent Variable (X)

An independent variable is a stimulus or input factor that functions either within an individual or in the element that the researcher measures, manipulates, or selects in order to examine its connection with an observed phenomenon.³

The independent variable (X) of this research is using Instagram. Instagram is a social media platform that can be utilized as a medium to support the learning process, particularly in students' writing skills. In this research, students were encouraged to use Instagram posts and features as media for learning recount text. Through this activity, students could observe, analyze, and take inspiration from authentic content on Instagram, which then helped them to generate ideas for their own writing. The treatment by using Instagram was given by researcher after the students did the pre-test.

³ Yoges Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International (P) Limited, Publishers, 2006),63.

2. Dependent Variable (Y)

The dependent variable is response or output variable. It is the observed and measured factor that shows the effect of the independent variable. It represents the consequence of changes in the independent variable.⁴ In this research, the dependent variable is writing skills. The researcher will measure students' writing skills by using a test.

C. Population, Sample and Sampling Technique

1. Population

The Population is the group of individuals having one characteristic that distinguishes them from other groups.⁵ This indicates that the population is all members of group such as people, object, or events that are determined in research. It means that the population is all members of a group that is determined through research, including people, events or objects. The population in this research is at tenth graders of MA Ma'arif NU 5 Sekampung East Lampung. There were six classes at the tenth grade of MA Ma'arif NU 5 Sekampung East Lampung.

2. Sample

A sample is a subset of the population that is taken to be representative of the entire population.⁶ The research took place from X 3 as an experiment class and X 6 as a control class.

⁴ *Ibid.*

⁵ Jack R Fraenkel, Norman E Wallen, and Hellen H Hyun, *How To Design And Evaluate Research In Education*, 8TH Editio (New York: McGraw-Hill, 2012), 92.

⁶ *Ibid.*,91.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in research study. In this research, the researchers will use cluster random sampling to analyze the statistics specifically. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected (that is, the sampling unit is a group rather than an individual).⁷

D. Data Collection Technique

The researchers used some techniques to obtain accurate data at MA Ma'arif NU 5 Sekampung East Lampung. In collecting the data, the writer used the technique such as:

1. Test

According to Yogesh, in educational research achievement tests are most commonly used.⁸ Tests are used to measure a person's ability or knowledge in a particular field.

a. Pre-test

The pre-test administered during the first meeting before the treatment in order to identify the students' initial writing skill prior to the use of Instagram as a learning medium.

b. Post-test

The post-test was administered after the implementation of Instagram as a teaching medium. This test was used to quantitatively

⁷ *Ibid.*,96.

⁸ Singh, *Fundamental of Research Methodology and Statistics*.

measure the students' writing skills and to identify significant changes resulting from the treatment. The results of the post-test were then compared with those of the pre-test in order to evaluate the effectiveness of Instagram in e students' writing skill in recount text.

2. Documentation

Documentation is the process of determining the required information, recording or collecting documents, organizing them, and making them available to those who need them.⁹ The researchers use this method to get data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of MA Ma'arif NU 5 Sekampung.

E. Research Instrument

The researcher instrument in this research held the test which explained as follows:

1. Instrument Blueprint

To get the data needed by researchers to collect information in the field, a blueprint can be used. The test was designed as an essay test to measure the students' writing skill in recount text. The writing test was given in two stages:

1) Pre-test

The pre-test was conducted before the experimental treatment.

The purpose was to measure the students' writing skills. The

⁹ Manuel Guzman and Bert Verstappen, *What Is Documentation*, vol. 2 (Versoix, Switzerland: Huridocs, 2003).

students were asked to write a recount text about their holiday experience without using Instagram as the learning media.

2) Post-test

The post test was conducted after the treatment. The purpose was to measure the students' writing skill after being taught by using Instagram as the media. The students were asked to write a recount text about their holiday experience by utilizing Instagram.

2. Instrument Calibration

Calibration involves examining and refining the instrument to guarantee its accuracy and reliability. For this study, instrument calibration is crucial for the accuracy of the writing test. The pre-test and post-test are designed to measure students' writing skill in recount text before and after using Instagram as the learning medium. Both tests consist of writing tasks in which students are asked to compose a recount text based on the given topic. The tasks are selected to represent the indicators of writing skill (content, organization, vocabulary, language use, and mechanics) while remaining manageable tests are used to provide clear and measure data.

3. Measurement of Research Instrument

Data processing is carried out through a validity assessment.

a. Validity Test

A valid test ensures that the data or instrument accurately measures what it is supposed to measure. The researcher needs to know the validity of the test to understand whether the test has a good validity or not. A test is considered valid if it effectively measures what it is designed to measure.

The calculation of the research data analysis technique uses the help of SPSS 25. The steps for conducting the validity test are as follows:

- 1) Open the IBM SPSS application
- 2) Input the data in the Data View.
- 3) Go to menu, select Analyze, choose Correlate, and then click Bivariate.
- 4) In the Bivariate Correlations dialog box, move all relevant data into Variable box. Under Correlation Coefficients, select Pearson. For the Significance Test, choose Two-Tailed and check the Flag Significant Correlations option.
- 5) Click OK to run the analysis.

b. Reliability Test

A reliable test ensures that an instrument procedures consistent and stable results. In this study, the reliability of the writing test was analyzed using IBM SPSS Statistic 25. The steps are as follows:

- 1) Open the IBM SPSS application
- 2) Input the data in the Data View.
- 3) Go to menu, select Analyze, choose Scale, and then click Reliability Analysis.
- 4) Move the variables to be tested, select the Split-half model, click Statistics, choose Scale if item is deleted, then click Continue,
- 5) Click OK to run the analysis.

F. Data Analysis Technique

Data analysis technique is a method used to classify data according to the problem raised to make it easier to understand. To examine differences in means between two groups, a t-test is commonly employed. This test generally requires one continuous dependent variable and one categorical independent variable (such as a group of experiments and a group of controls).¹⁰ The analysis in this study was based on the average scores from the pre-test. Before performing the t-test, it is necessary to check the normality and homogeneity of the data. A normality test is conducted to

¹⁰ Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology Essentials of Behavioral Science, Book* (Hoboken, NJ: John Wiley & Sons, Inc., 2005).

determine whether the data are distributed consistently. To determine whether the data is homogeneous or not, a homogeneity test is required after the normality test.

1. Normality Test

The Kolmogorov-Sminov and Shapiro-Wilk tests are used to compare sample scores with a normally distributed dataset that has the same mean and standard deviation.¹¹ Normality testing assesses the probability that the sample comes from a population with a normal distribution. The hypothesis for the normality test is as follows:

- a. Null Hypothesis (H_0): The data was called with a normal distribution if sig is positive > 0.05 .
- b. Alternative Hypothesis (H_a): The data was called with a non-normal distribution if the value of sig < 0.05

2. Homogeneity Test

After the normality test, the researcher conducted the homogeneity test using Levene's test in SPSS. Levene's test tests the null hypothesis that the variances in different groups are equal, meaning the difference between the variances is zero.¹² The homogeneity test is conducted to determine two or more data groups are equal.

¹¹ Andy Field, *Discovering Statistics Using SPSS*, 3rd edition (London: SAGE Publication Ltd, 2009),144.

¹² *Ibid.*,150.

The hypothesis for the homogeneity test is as follows:

- a. H_0 (Null Hypothesis): The variances of the data are homogeneous if $\text{Sig.} > 0.05$.
- b. H_a (Alternative Hypothesis): The variances of the data are not homogeneous if $\text{Sig.} \leq 0.05$.

3. Hypothesis Test

To answer the question “Whether the use of Instagram can affect students writing skills at MA Ma’arif NU 5 Sekampung East Lampung”. Then the researcher analyzed the data using an independent sample t-test with IBM SPSS Statistics 25.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Description of Profile of MA Ma'arif NU 5 Sekampung

a. Brief Story of MA Ma'arif NU 5 Sekampung

Madrasah Aliyah (MA) Ma'arif NU 5 Sekampung, East Lampung, was established on July 25, 1983. It was founded by the Ma'arif NU Education Institute of the Sub-branch Representative Council (MWC) of Sekampung District, East Lampung Regency, with the head of the madrasah being Mr. Drs. Zaidun SW.

The Madrasah Aliyah was established due to the community's need for education, the absence of a Madrasah Aliyah in this area, and there being 10 junior high schools as supporting schools, which are: SLTP PGRI 1 Sekampung, SLTP PGRI 2 Sekampung, SLTP PGRI 3 Sekampung, SLTP PGRI 4 Sekampung, SLTP Negeri 1 Sekampung, SLTP Negeri 2 Sekampung, SLTP Muhammadiyah Sekampung, SLTP Pertiwi Sekampung, MTs Ma'arif NU 5 Sekampung, MTs Ma'arif 13 Hargomulyo, and MTs Muhammadiyah Sekampung. Graduates from these SLTP/MTs, if they want to continue to the senior high school level (especially Madrasah Aliyah), would have to go to Metro, which is approximately 20 km away.

MA Ma'arif NU 5 Sekampung, which has a zip code of 34182, is located on Jalan Kampus Ma'arif Sumbergede No. 56 A, Sekampung

District, East Lampung Regency. This madrasah has received A accreditation and continues to be dedicated to producing a generation that is noble, successful, and becomes a productive member of society.

b. Vision and Mission of MA Ma'arif NU 5 Sekampung

1) Vision

"As a Center for Science and Technology (Iptek) and Islamic Art that is populist, high-quality, and beneficial to society for the welfare of the people."

2) Mission

- a) Organize education, teaching, and community service based on science and technology.
- b) Develop academic individuals who are ethical and morally upright and maintain the tradition of Islamic sciences.
- c) Improve the quality of facilities and infrastructure as well as management continuously.
- d) Maintain harmonious and synergistic relationships with other institutions.
- e) Enhance the quality of input, process, and output.

2. Description of Results Data Research

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any positive and significant effects of using Instagram on students' writing skills among the tenth graders at MA Ma'arif NU 5 Sekampung East Lampung.

To describe the result of this research, the researcher explained the following parts:

a. Analysis of Research Instrument Trial Results

1. Validity Test

Table 4.1
The Validity Results

		C	O	V	L	M	Jumlah
Content	Pearson Correlation	1	,839**	,584**	,222	,587**	,877**
	Sig. (2-tailed)		,000	,007	,348	,006	,000
	N	20	20	20	20	20	20
Organization	Pearson Correlation	,839**	1	,619**	,302	,616**	,862**
	Sig. (2-tailed)	,000		,004	,195	,004	,000
	N	20	20	20	20	20	20
Vocabulary	Pearson Correlation	,584**	,619**	1	,695**	,556*	,854**
	Sig. (2-tailed)	,007	,004		,001	,011	,000
	N	20	20	20	20	20	20
Language Use/ Grammar	Pearson Correlation	,222	,302	,695**	1	,551*	,622**
	Sig. (2-tailed)	,348	,195	,001		,012	,003
	N	20	20	20	20	20	20
Mechanic	Pearson Correlation	,587**	,616**	,556*	,551*	1	,744**
	Sig. (2-tailed)	,006	,004	,011	,012		,000
	N	20	20	20	20	20	20
Jumlah	Pearson Correlation	,877**	,862**	,854**	,622**	,744**	1
	Sig. (2-tailed)	,000	,000	,000	,003	,000	
	N	20	20	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the table, it can be seen that the results of the validity test for all variables show that each item has a Pearson correlation value (r count) higher than the r table value of 0.468 for N=20-2, and the significant value is lower than 0.05. This

means all variables meet the criteria of validity. Therefore, all of these items can be used for actual data collection.

2. Reliability Test

Table 4.2

The Reliability Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,764	5

Based on reliability test, the instrument shows a Cronbach's Alpha value above 0.70, which indicates that the instrument has high internal consistency. Therefore, the instrument is considered reliable and suitable for actual data collection.

b. Pre-Test Result

The researcher conducted a Pre-test on November 13th, 2025 by giving writing skills test to the tenth graders in MA Ma'arif NU 5 Sekampung East Lampung. The type of writing skills is composition text in the form of recount text in English. In the pre-test process, the researcher asked the students to answer the questions of writing skills test in order to know to their writing recount text. The pre-test results are illustrated in the following table:

Table 4.3

The Pre-Test Result of the Students' Writing Skills of Class X 6
(Control Class) of MA Ma'arif NU 5 Sekampung East Lampung

No.	Name	Data	Criteria
1.	AO	58	Incomplete
2.	DP	56	Incomplete
3.	DA	55	Incomplete
4.	DAW	58	Incomplete
5.	EK	61	Incomplete
6.	FR	58	Incomplete
7.	GAV	61	Incomplete
8.	HNR	55	Incomplete
9.	ISW	53	Incomplete
10.	JDA	60	Incomplete
11.	KBA	64	Incomplete
12.	KS	61	Incomplete
13.	LAJ	60	Incomplete
14.	LA	60	Incomplete
15.	MR	56	Incomplete
16.	NSS	55	Incomplete
17.	NM	56	Incomplete
18.	RNV	55	Incomplete
19.	RIP	60	Incomplete
20.	RWR	64	Incomplete
21.	SN	60	Incomplete
22.	LSQ	60	Incomplete
23.	VRR	63	Incomplete
24.	WA	49	Incomplete
25.	ZPNA	57	Incomplete
Total		1.445	
The average grade		58,2	

Incomplete : 25 Students (100%)

Complete : 0 Students (0%)

Table 4.4

The Pre-Test Result of the Students' Writing Skills of Class X 3
(Experimental Class) of MA Ma'arif NU 5 Sekampung East Lampung

No.	Name	Data	Criteria
1.	AHM	39	Incomplete
2.	AR	59	Incomplete
3.	ANS	67	Incomplete
4.	AA	54	Incomplete
5.	AO	76	Complete
6.	AAO	40	Incomplete
7.	CA	72	Incomplete
8.	DA	67	Incomplete
9.	DNY	80	Complete
10.	EAS	48	Incomplete
11.	FE	55	Incomplete
12.	IGR	52	Incomplete
13.	JA	54	Incomplete
14.	LQ	63	Incomplete
15.	LS	34	Incomplete
16.	MR	60	Incomplete
17.	MK	50	Incomplete
18.	MAR	60	Incomplete
19.	MLA	53	Incomplete
20.	NFD	47	Incomplete
21.	RD	58	Incomplete
22.	RAGP	73	Incomplete
23.	RS	47	Incomplete
24.	SA	64	Incomplete
25.	SM	68	Incomplete
Total		1440	
The average grade		57,6	

Incomplete : 23 Students (92%)

Complete : 2 Students (8%)

Based on the results of pre-test above, it was investigated that the average grade in control class is 58,2 and the experimental class is 57,6. It shows the students' writing skills before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Instagram.

c. Treatment by Using Instagram

In this research, the researcher conducted the treatment by applying Instagram in the process of the research. In doing the treatment, the researcher did it in two meetings. For the first meeting, this research was conducted on November 20th, 2025 and the second research was conducted on November 27th, 2025. It was also carried out directly by researcher who was directly at MA Ma'arif NU 5 Sekampung to the tenth grade to carry out treatment with Instagram.

d. Post-Test Results

The researcher conducted on December 4rd, 2025 by giving writing skills test to the tenth graders in MA Ma'arif NU 5 Sekampung. The type of writing skills test is recount text in English. In the post-test process, the researcher asked the students to answer the question of writing skills test in order to know to their writing recount text. The post-test results are illustrated in the following table:

Table 4.5

The Post-Test Result of the Students' Writing Skills of Class X6
(Control Class) of MA Ma'arif NU 5 Sekampung East Lampung

No.	Name	Data	Criteria
1.	AO	47	Incomplete
2.	DP	67	Incomplete
3.	DA	59	Incomplete
4.	DAW	54	Incomplete
5.	EK	66	Incomplete
6.	FR	68	Incomplete
7.	GAV	59	Incomplete
8.	HNR	60	Incomplete
9.	ISW	56	Incomplete
10.	JDA	51	Incomplete
11.	KBA	81	Complete
12.	KS	68	Incomplete
13.	LAJ	68	Incomplete
14.	LA	63	Incomplete
15.	MR	68	Incomplete
16.	NSS	64	Incomplete
17.	NM	68	Incomplete
18.	RNV	63	Incomplete
19.	RIP	68	Incomplete
20.	RWR	64	Incomplete
21.	SN	63	Incomplete
22.	LSQ	52	Incomplete
23.	VRR	63	Incomplete
24.	WA	62	Incomplete
25.	ZPNA	67	Incomplete
Total		1.569	
The average grade		62,76	

Incomplete : 24 Students (96%)

Complete : 1 Students (4%)

Table 4.6

The Post-Test Result of the Students' Writing Skills of Class X 3
(Experimental Class) of MA Ma'arif NU 5 Sekampung East Lampung

No.	Name	Data	Criteria
1.	AHM	60	Incomplete
2.	AR	80	Complete
3.	ANS	89	Complete
4.	AA	85	Complete
5.	AO	63	Incomplete
6.	AAO	76	Complete
7.	CA	64	Incomplete
8.	DA	79	Complete
9.	DNY	87	Complete
10.	EAS	68	Incomplete
11.	FE	82	Complete
12.	IGP	69	Incomplete
13.	JA	77	Complete
14.	LQ	89	Complete
15.	LS	75	Complete
16.	MR	79	Complete
17.	MK	78	Complete
18.	MAR	76	Complete
19.	MLA	77	Complete
20.	NFD	80	Complete
21.	RD	82	Complete
22.	RAGP	79	Complete
23.	RS	76	Complete
24.	SA	82	Complete
25.	SM	63	Incomplete
Total		1.915	
The average grade		76,6	

Incomplete : 6 Students (24%)

Complete : 19 Students (76%)

Based on the results of post-test above, it was investigated that the average grade in control class is 62,76 and experimental class is 76,6. It shows the students' writing ability after the treatment. After getting the complete data, the researcher investigated the effect of Instagram on writing skills by using SPSS.

e. Analysis Requirements Test Results

1. Normality Test

Table 4.7
Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Writing Skills Scores	Posttest A (Kontrol)	,190	25	,020	,929	25	,084
	Posttest B (Eksperimen)	,190	25	,020	,930	25	,085

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test using the Shapiro-Wilk method, the post-test data of both the experimental and control groups show significance values gather than 0.05. Thus, the data are normally distributed and fulfill the assumption for conducting the Independent Sample t-test.

2. Homogeneity Test

Table 4.8

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	,410	1	48	,525
	Based on Median	,333	1	48	,567
	Based on Median and with adjusted df	,333	1	47,230	,567
	Based on trimmed mean	,361	1	48	,551

Based on the homogeneity test using Levene's Test, the obtained significance value is greater than 0.05, namely $p = 0.525 > 0.05$. Therefore, the data has homogeneous variances.

f. Testing of Hypothesis

In testing hypothesis of this research, the research refers to two hypotheses, as follows:

1. H_0 : There is no positive and significant effect of using Instagram on writing recount text at the tenth graders of MA Ma'arif NU 5 Sekampung East Lampung.
2. H_a : There is positive and significant effect of using Instagram on writing recount text at the tenth graders of MA Ma'arif NU 5 Sekampung East Lampung.

This is the statistical hypothesis:

1. If the value of Sig. (2-tailed) is lower than 0.05 and t-value is higher than the t-table, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Meanwhile, if the value of Sig. (2-tailed) is higher than 0.05 and the t-value is lower than the t-table, the null hypothesis (Ho) is accepted, and the alternative (Ha) is rejected.
2. The mean score of the experimental group and the control group can also be compared. If the mean score of the experimental group is higher than the mean score of the control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Meanwhile, if the mean score of the experimental group is lower than the mean score of the control group, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculation in variable X (using Instagram) test to variable Y (writing recount text), the researcher obtained the results described as follows:

Table 4.9

The SPSS Computation Result about the Effect of
Using Instagram on Writing Skills

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	,410	,525	-6,448	48	,000	-13,840	2,147	-18,156	-9,524
	Equal variances not assumed			-6,448	47,254	,000	-13,840	2,147	-18,158	-9,522

Based on the SPSS results, it is clear that because the probability or Sig. (2-tailed) is 0.000, which is lower than α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of using Instagram on students' writing recount text. In other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that using Instagram gives a positive and significant effect on students' ability in writing recount text.

B. Discussion

This study aims to determine whether the use of Instagram has an effect on students' writing skills in recount text at the tenth grade of MA Ma'arif NU 5 Sekampung. The findings of this research reveal that the application of Instagram in teaching writing can significantly affect students' writing skills. It is proven by the result of the mean post-test scores in both classes. The mean score of the experimental class reached 76.6, while the control class only achieved 62.76. The difference between the two classes indicates that students who were taught by using Instagram obtained better writing achievement than those who were taught without Instagram. Furthermore, the improvement of students' writing skills did not occur without supporting factors such as the use of appropriate teaching materials, engaging learning media, and students' motivation during the learning process, which will be explained in the following discussion.

The first reason for the improvement of students' writing skills is that Instagram provides meaningful and contextual learning experiences. In line with the study conducted by Arif Nugroho, the use of Instagram in writing class can improve students' writing skills through interactive activities such as writing captions and responding to posts. Instagram allows students to express their ideas in a real and authentic context. When students are given opportunities to write captions and share their thoughts, they become more engaged in the writing process. This meaningful exposure helps students

develop their ability in organizing ideas, choosing appropriate vocabulary, and constructing sentences more effectively.

The improvement found in this research is also supported by the study conducted by Mursyidah Saleh, who revealed that Instagram significantly enhanced students' writing performance through pre-test and post-test improvement. The integration of Instagram in writing activities makes students more interested and motivated because the platform is familiar to them. When students feel comfortable with the learning media, they are more confident in expressing their ideas in written form. As a result, their writing performance shows better development compared to conventional teaching methods.

Furthermore, the findings of this study are consistent with the research conducted by Tria Mellinia Satya Pratiwi, who found that students had positive perceptions toward the use of Instagram in writing class. Positive perception plays an important role in the learning process because students who enjoy the activity tend to participate more actively. In this research, students showed greater enthusiasm during the treatment sessions. They were more willing to complete writing tasks and revise their work. This active participation contributes to the improvement of their writing skills.

In addition, the improvement can be seen from several components of writing such as content, organization, vocabulary, grammar, and mechanics. Through Instagram activities, students were encouraged to write more structured recount texts. They were able to organize events chronologically,

develop clearer ideas, and use more appropriate vocabulary. The practice of writing captions repeatedly also helped students reduce grammatical errors and improve sentence construction. Therefore, Instagram not only increases students' motivation but also contributes to the development of essential writing components.

Based on the explanation above, it can be concluded that the findings of this study support previous research stating that Instagram is an effective medium in teaching writing. The use of Instagram encourages students' engagement, improves their writing performance, and creates a more enjoyable learning atmosphere. Therefore, Instagram can be considered as an alternative medium for teaching writing skills in senior high school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. It can be seen that the result pre-test in the experimental class with an average score of 57,6 and in control class with an average score of 58,2. After pre-test doing the treatment and the result post-test in experimental class with an average score of 76,6 and in control class with an average score of 62,76.

Based on the SPSS result, it is clear that if the probability or Sig. $< \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that there is a positive and significant of using Instagram on writing recount text. In addition, it can be concluded that Instagram is effective in helping students generate ideas, arrange events, and write recount text in a clear and structured way.

B. Suggestions

Based on the conclusion above, the researcher gives several suggestions as follows:

1. For the Students

The students are expected to use Instagram as one of the alternative media for learning English, especially in writing recount text.

Instagram can help students explore ideas, arrange events, and write more clearly.

2. For the Teachers

The teacher may use Instagram as a supporting media in teaching recount text. This application can make the learning process more interesting and help students understand how to organize a recount text in a simple way.

3. For the Headmaster

The headmaster is suggested to provide support for the use of digital media such as Instagram in the learning process. This can create a more interactive classroom atmosphere and give both teachers and students new experiences in learning English.

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APPENDICES



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Nomor : B-2827/In.28/J/TL.01/07/2025
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala MA MA`ARIF NU 5
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala MA MA`ARIF NU 5 SEKAMPUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ROFI`ATUL HASANAH**
NPM : 2201050010
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF USING INSTAGRAM ON STUDENTS`
WRITING SKILLS OF TENTH GRADE AT MA MA`ARIF NU 5
SEKAMPUNG

untuk melakukan prasurvey di MA MA`ARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala MA MA`ARIF NU 5 SEKAMPUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
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LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR
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SURAT KETERANGAN PRASURVEY
 Nomor : 137/421.3-MAMNU.5/VII/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung menerangkan bahwa :

Nama : ROFI'ATUL HASANAH
 NPM : 2201050010
 Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Prasurvey di Madrasah Aliyah Ma'arif NU 5 Sekampung Tanggal 25 Juli 2025, dalam rangka menyelesaikan Tugas Skripsi.

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 25 Juli 2025

Kepala Madrasah,

ETRIYANTO, S. Ag.



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UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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RATIFICATION PAGE

The Research Proposal entitled: THE EFFECT OF USING INSTAGRAM ON THE STUDENTS' WRITING SKILLS OF THE TENTH GRADE AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG, Written by: Rofi'atul Hasanah, Student Number: 2201050010, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, Oktober 27th, 2025 at 09.30 – 11.00 WIB.

BOARD OF EXAMINERS

Examiner I : Dr. Umi Yawisah, M.Hum


(.....)

Examiner II : Dr. Ahmad Subhan Roza, M.Pd


(.....)

Examiner III : Trisna Dinillah Harya, M.Pd


(.....)

Examiner IV : Aisyah Sunarwan, M.Pd


(.....)



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Umi Yawisah (Pembimbing 1)
(Pembimbing 2)

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : ROFI'ATUL HASANAH
NPM : 2201050010
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF USING INSTAGRAM ON THE STUDENTS' WRITING SKILLS OF THE TENTH GRADE AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 November 2025 Ketua
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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ROFI'ATUL HASANAH**
 NPM : 2201050010
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA`ARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING INSTAGRAM ON THE STUDENTS` WRITING SKILLS OF THE TENTH GRADE AT MA MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 12 November 2025

Wakil Dekan Akademik dan
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 NPM : 2201050010
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA MA`ARIF NU 5 SEKAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA`ARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING INSTAGRAM ON THE STUDENTS` WRITING SKILLS OF THE TENTH GRADE AT MA MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 November 2025
 Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
 NIP 19880823 201503 1 007



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR
 MADRASAH ALIYAH MA'ARIF NU 5 SEKAMPUNG
 Jl. Kampus Ma'arif Sumbergede 56 A, Sekampung 34382
 0725-7850794 @. maaarifnu5@gmail.com. @
 https://mamnu5sekampung.com. @

SURAT KETERANGAN RESEARCH
 Nomor : 177/421.3-MAMNU.5/XII/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung menerangkan bahwa :

Nama : ROFI'ATUL HASANAH
 NPM : 2201050010
 Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Penelitian di Madrasah Aliyah Ma'arif NU 5 Sekampung dari Tanggal 12 September 2025- 03Desember 2025, dalam rangka menyelesaikan Tugas Skripsi.

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 05 Desember 2025

Kepala Madrasah,

FITRIYANTO, S. Ag.



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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Rofi'atul Hasanah
 NPM : 2201050010

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 5 Agustus 2025	Mistyping - Revisi Background of study → should be relevant to the problem.	<u>Rufi.</u>
2.	Senin, 11 Agustus 2025	Background of study → has been revised. → the problem(s) should be stated clearly.	<u>Rufi</u>
3.	Jum'at, 22 Agustus 2025	Chapter II : the theory of Instagram? - theory of writing : the figures? - Figure 2.1 : revise!	<u>Rufi</u>



Mengetahui
 Ketua Program Studi TBI

Dr. Much Deinitatur, M.Pd.B.I
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Uke.

Dr. Umi Yawisah, M.Hum
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN METRO**

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NPM : 2201050010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Selasa, 26 Agustus 2025	Theoretical framework, revise.	<u>Ruff.</u>
5.	Sabtu, 6 September 2025	Chapter III → sampling technique → revise → dpps → use the newest version.	<u>Ruff.</u>
6.	Jum'at, 19 September 2025.	→ Revision is ok ACC for proposal seminar	<u>Ruff.</u>
7.	Kamis, 13 November 2025	APD → ACC → continue to the school → conducted the research	<u>Ruff.</u>

Mengetahui,
Ketua Program Studi TBI

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KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Rofiatul Hasanah

Program Studi : TBI

NPM : 2201050010

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
11.	senin 18/2021 12	Abstracts < ind. english are ok	Rufi	ky
12	Rabu 10/2021 12	chapter I : state the problem clearly from general to specific	Rufi	ky
13	Jum'at 12/2021 12	Chapter II. use the general articles	Rufi	ky

Mengetahui,



Dr. Much Deiniatur, M.Pd. B.I
 NIP. 197506102008011014

Dosen Pembimbing

Dr. Umi Yawifah, M. Hum
 NIP. 19620424199032001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Rofiatul Hasanah

Program Studi : ↑ B1

NPM : 2201050010

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
8	Senin, 05/12/2025	Chapter III data < Primary secondary	<i>Ruf</i>	<i>U</i>
9	Rabu 10/12/2025	Chapter IV : Result → Ok.	<i>Ruf</i>	<i>U</i>
10	Jum'at 19/12/2025	- Bibliography → write in alphabetical order - Revision is ok → Acc for Murningsyah	<i>Ruf</i>	<i>U</i>

Mengetahui,

Ketua Prodi



Dr. Much Damiatur, M.Pd. B.I
 NIP. 197506102008011014

Dosen Pembimbing

U

Dr. Umi Yawidah, M.Hum.
 NIP. 196204241999032001

Lesson Plan

Penyusun	: Rofi'atul Hasanah
Satuan Pendidikan	: MA
Mata Pelajaran	: Bahasa Inggris
Fase/Kelas/Semester	: E/X/1
Tahun Pelajaran	: 2025/2026
Materi	: Recount text
Alokasi Waktu	: 45 × 2 menit (2 JP)
Kompetensi Awal	
Pada Fase ini peserta didik diharap mampu memahami dan mengetahui pengertian recount text, mengetahui generic structure recount text, mengetahui unsur kebahasaannya. Melalui pembelajaran ini peserta didik diharapkan mampu menulis recount text dengan isi yang relevan dan berurutan.	
Profil Pelajar Pancasila	
<ul style="list-style-type: none"> • Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia • Berkebhinekaan • Bergotong royong • Mandiri • Bernalar kritis • Kreatif 	
Sarana dan Peralatan	
Papan Tulis, Penghapus, Spidol, Kamus, Smartphone, buku paket	
Target Peserta Didik	
<ul style="list-style-type: none"> ➤ Peserta didik regular ➤ Peserta didik dengan hambatan belajar ➤ Peserta didik cerdas Istimewa berbakat 	
Model Pembelajaran	
<ul style="list-style-type: none"> ❖ Pembelajaran tatap muka ❖ Metode Pembelajaran Ceramah, Diskusi, Penugasan 	
Tujuan Pembelajaran	
<ul style="list-style-type: none"> ➤ Peserta didik mengetahui pengertian recount text ➤ Peserta didik mengetahui penggunaan Recount text ➤ Peserta didik mampu menganalisis formula pada kalimat simple past tense 	
Pemahaman Bermakna	
Peserta didik memiliki pemahaman tentang recount text	
Pertanyaan Pemantik	
<ul style="list-style-type: none"> ➤ What is the definition of Recount text? ➤ What is the function of Recount text? ➤ What is the structure of Recount text? 	

Kegiatan Pembelajaran

1. Pendahuluan
 - a. Guru membuka kegiatan pembelajaran dengan mengucapkan salam
 - b. Perwakilan siswa memimpin doa.
 - c. Guru mengecek kehadiran siswa.
 - d. Guru memberikan apersepsi atau mengaitkan tentang materi sebelumnya.
 - e. e. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
2. Kegiatan Inti
 - a. Teacher explains the material about recount text.
 - b. Teacher explains how to use Instagram as a learning tool.
 - c. Students choose Islamic topics from an Instagram account that share stories about prophets. Students also prepare a related picture.
 - d. The teacher shows sample captions about prophets' stories. Students brainstorm ideas and list key vocabulary.
 - e. Students write a recount text following the structure, such as orientation, events, and re-orientation.
 - f. Students exchange drafts based on the feedback given from peers or the teacher about content, grammar, and organization.
 - g. Students revise their drafts based on the feedback given.
 - h. Students upload their final text as an Instagram caption with a related picture and hashtags related to the prophets' stories. The comment section serves as an interactive space where peers and the teacher respond to the writing.
3. Penutup
 - a. Guru mengevaluasi tentang materi yang telah dipelajari atau yang telah disampaikan dan dijawab oleh peserta didik.
 - b. Guru memberikan gambaran sekilas untuk materi yang akan dipelajari selanjutnya.
 - c. Guru menutup pembelajaran dengan mengucapkan salam.

Assesmen

- a) Asesmen Formatif :
 - Penilaian formatif melalui tugas, dan kuis.
 - Penilaian proyek yang dikerjakan peserta didik.
 - Penilaian sikap dilakukan melalui observasi dengan jurnal penilaian sikap
- b) Asesmen Sumatif :
 - Penilaian harian/ Penilaian Tengah Semester/ Penilaian Akhir Semester

Pengayaan dan Remedial

- a. Pengayaan:

Pengayaan: (untuk peserta didik yang menguasai materi)

Peserta didik diberikan tambahan bahan belajar, misalnya membaca teks sejenis atau menonton video terkait materi, untuk memperdalam pemahaman dan pengetahuan mereka.

- b. Remedial: (untuk peserta didik yang belum memahami materi)
Peserta didik diberi kesempatan mempelajari Kembali materi dasar dan mengerjakan ulang soal-soal yang sebelumnya belum dikuasai dengan baik.

Refleksi Peserta Didik dan Guru

- ✓ Bagaimana memastikan peserta didik agar dapat memahami materi recount text?
- ✓ Pada bagian mana dari materi ini peserta didik mudah memahami?
- ✓ Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN:

1. Bahan Bacaan Guru dan Peserta Didik

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati. Tujuan Teks Recount Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/sudah terlewati. Struktur Teks Dapat mencakup:

- Orientasi : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Urutan kejadian/kegiatan: serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- Orientasi ulang : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Sekampung, 7 November 2025

Mengetahui,
Guru Mata Pelajaran



Intan Muthoharoh, M.H

Mahasiswa Peneliti



Rofi'atul Hasanah
NPM.2201050010

Guidance for Test**Pre-test**

Name of Student :

Class :

Instruction :

Write a recount text about the story of Prophet Adam (AS)!



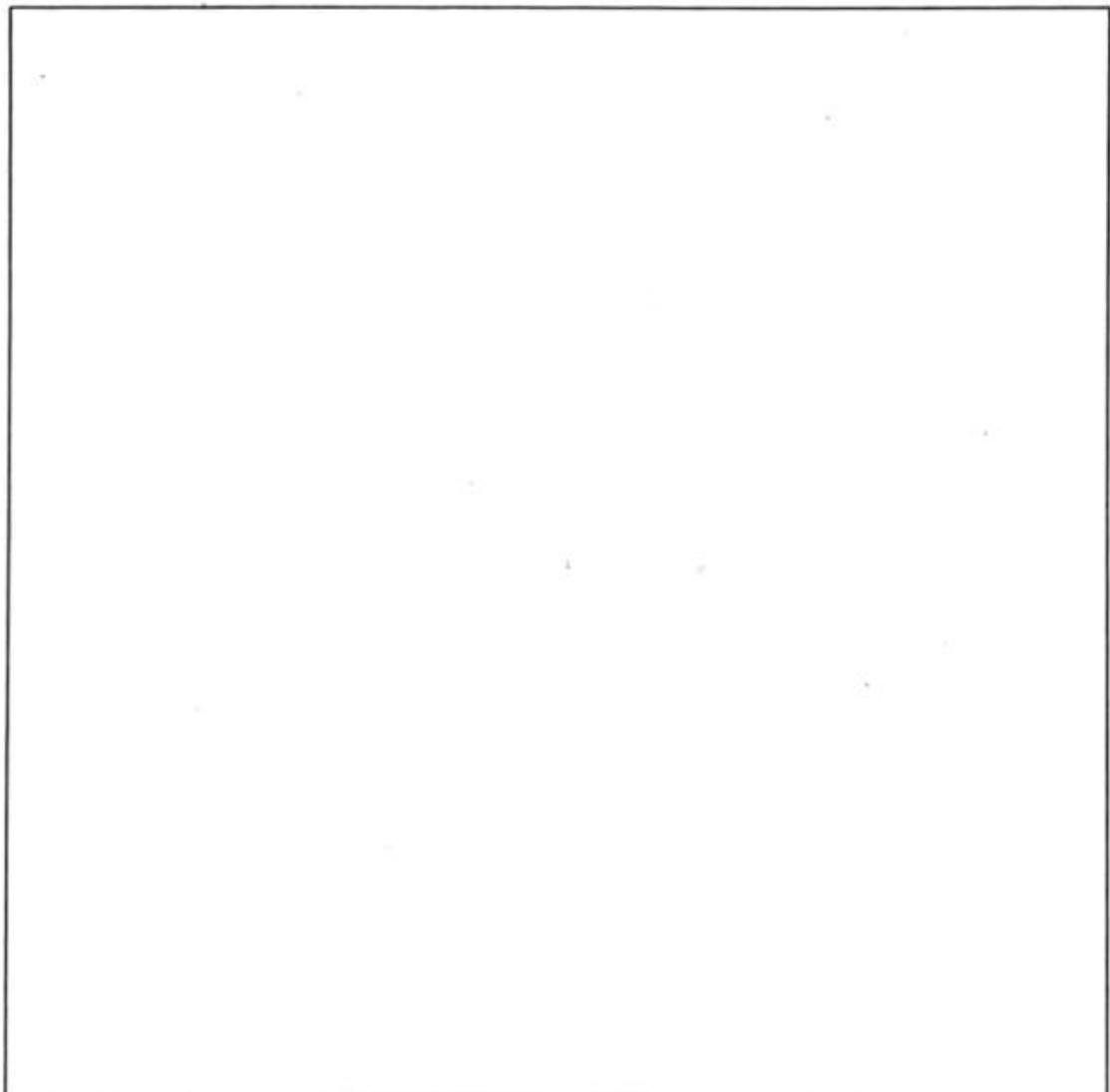
Guidance for Test**Post-test**

Name of Student :

Class :

Instruction :

Write a recount text about the story of Prophet Muhammad (SAW)!



THE BLUEPRINT OF THE WRITING TEST

School : MA Ma'arif NU 5 Sekampung

Subject : English

Grade : X

Academic Year : 2025/2026

Test Objective	Writing Aspect	Indicators	Instrument
To measure the students' writing skills to write a recount text based on a specific topic, focusing on content, organization, vocabulary, language use, and mechanics.	<ol style="list-style-type: none"> 1. Content 2. Organization 3. Vocabulary 4. Language Use/Grammar 5. Mechanics 	<ol style="list-style-type: none"> 1. Students are able to write a recount text with clear chronological events. 2. Students are able to retell past events based on the given topic. 3. Students are able to use time connectors correctly (first, then, after that, finally). 4. Students are able to use simple past tense correctly in writing. 5. Students are able to use correct spelling, punctuation, and capitalization. 	<p>Pre-test: Write a recount text about the story of Prophet Adam (Nabi Adam).</p> <p>Post-test: Write a recount text about the story of Prophet Muhammad SAW. Your writing should consist of 12–18 sentences. Organize events in order and use appropriate past tense forms.</p>

The Result of Pre-Test Control Class

No.	Name	Data	Criteria	Grade
1.	AO	58	Incomplete	X6
2.	DP	56	Incomplete	X6
3.	DA	55	Incomplete	X6
4.	DAW	58	Incomplete	X6
5.	EK	61	Incomplete	X6
6.	FR	58	Incomplete	X6
7.	GAV	61	Incomplete	X6
8.	HNR	55	Incomplete	X6
9.	ISW	53	Incomplete	X6
10.	JDA	60	Incomplete	X6
11.	KBA	64	Incomplete	X6
12.	KS	61	Incomplete	X6
13.	LAJ	60	Incomplete	X6
14.	LA	60	Incomplete	X6
15.	MR	56	Incomplete	X6
16.	NSS	55	Incomplete	X6
17.	NM	56	Incomplete	X6
18.	RNV	55	Incomplete	X6
19.	RIP	60	Incomplete	X6
20.	RWR	64	Incomplete	X6
21.	SN	60	Incomplete	X6
22.	LSQ	60	Incomplete	X6
23.	VRR	63	Incomplete	X6
24.	WA	49	Incomplete	X6
25.	ZPNA	57	Incomplete	X6
Total		1.445		
The average grade		58,2		

The Result of Pre-Test Experimental Class

No.	Name	Data	Criteria	Grade
1.	AHM	39	Incomplete	X3
2.	AR	59	Incomplete	X3
3.	ANS	67	Incomplete	X3
4.	AA	54	Incomplete	X3
5.	AO	76	Complete	X3
6.	AAO	40	Incomplete	X3
7.	CA	72	Incomplete	X3
8.	DA	67	Incomplete	X3
9.	DNY	80	Complete	X3
10.	EAS	48	Incomplete	X3
11.	FE	55	Incomplete	X3
12.	IGR	52	Incomplete	X3
13.	JA	54	Incomplete	X3
14.	LQ	63	Incomplete	X3
15.	LS	34	Incomplete	X3
16.	MR	60	Incomplete	X3
17.	MK	50	Incomplete	X3
18.	MAR	60	Incomplete	X3
19.	MLA	53	Incomplete	X3
20.	NFD	47	Incomplete	X3
21.	RD	58	Incomplete	X3
22.	RAGP	73	Incomplete	X3
23.	RS	47	Incomplete	X3
24.	SA	64	Incomplete	X3
25.	SM	68	Incomplete	X3
Total		1440		
The average grade		57,6		

The Result of Post-Test Control Class

No.	Name	Data	Criteria	Grade
1.	AO	47	Incomplete	X6
2.	DP	67	Incomplete	X6
3.	DA	59	Incomplete	X6
4.	DAW	54	Incomplete	X6
5.	EK	66	Incomplete	X6
6.	FR	68	Incomplete	X6
7.	GAV	59	Incomplete	X6
8.	HNR	60	Incomplete	X6
9.	ISW	56	Incomplete	X6
10.	JDA	51	Incomplete	X6
11.	KBA	81	Complete	X6
12.	KS	68	Incomplete	X6
13.	LAJ	68	Incomplete	X6
14.	LA	63	Incomplete	X6
15.	MR	68	Incomplete	X6
16.	NSS	64	Incomplete	X6
17.	NM	68	Incomplete	X6
18.	RNV	63	Incomplete	X6
19.	RIP	68	Incomplete	X6
20.	RWR	64	Incomplete	X6
21.	SN	63	Incomplete	X6
22.	LSQ	52	Incomplete	X6
23.	VRR	63	Incomplete	X6
24.	WA	62	Incomplete	X6
25.	ZPNA	67	Incomplete	X6
Total		1.569		
The average grade		62,76		

The Result of Post-Test Experimental Class

No.	Name	Data	Criteria	Grade
1.	AHM	60	Incomplete	X3
2.	AR	80	Complete	X3
3.	ANS	89	Complete	X3
4.	AA	85	Complete	X3
5.	AO	63	Incomplete	X3
6.	AAO	76	Complete	X3
7.	CA	64	Incomplete	X3
8.	DA	79	Complete	X3
9.	DNY	87	Complete	X3
10.	EAS	68	Incomplete	X3
11.	FE	82	Complete	X3
12.	IGP	69	Incomplete	X3
13.	JA	77	Complete	X3
14.	LQ	89	Complete	X3
15.	LS	75	Complete	X3
16.	MR	79	Complete	X3
17.	MK	78	Complete	X3
18.	MAR	76	Complete	X3
19.	MLA	77	Complete	X3
20.	NFD	80	Complete	X3
21.	RD	82	Complete	X3
22.	RAGP	79	Complete	X3
23.	RS	76	Complete	X3
24.	SA	82	Complete	X3
25.	SM	63	Incomplete	X3
Total		1.915		
The average grade		76,6		

Guidance for Test

Pre-test

Name of Student : A H Utsar Alci
 Class : X6.

Instruction :

Write a recount text about the story of Prophet Adam (AS)!

Adam was create by Allah and placed in Jannah.
 He lived with peace and learned to care for the garden.
 one day he ate the forbidden fruit and felt sorry. Allah
 then sent him to earth and taught him how to live
 there

C : 18

O : 14

V : 13

L : 10

M : 3

58

Guidance for Test

Pre-test

Name of Student : Aina Nirmala Sari

Class : 10³ wahab hasbullah

Instruction :

Write a recount text about the story of Prophet Adam (AS)!

Prophet adam is the first man Allah make. He live in heaven with hawa. Allah say Adam can eat many fruit but not the one tree. But one day Adam and Hawa listen the devil and they eat the fruit. After that they feel sad and scared. Then Allah send them to earth. Adam say sorry to allah and allah forgive him. Adam live on earth and start human life.

C : 24
 O : 15
 V : 12
 L : 12
 M : 3

 67

← Postingan



_chaachao



Disukai oleh [rofi1082](#)

_chaachao Name : Marshanda Raysha

Class : X Wahab Hasbullah

The History of Prophet Muhammad SAW

Prophet Muhammad SAW was the son of Abdullah and his mother was Siti Aminah.

He is the last prophet. In his childhood, the Prophet Muhammad SAW worked as a shepherd with his uncle. As a teenager, he began working as a merchant. When he was 25 years old, the Prophet Muhammad SAW married Siti Khadijah who was 40 years old.

Then, at the age of 40, the Prophet Muhammad SAW received the message and was appointed an apostle to convey Islamic teachings to mankind.

[@rofi1082](#)

[#recounttext](#) [#hisoryofprophetmuhammadsaw](#) lebih sedikit



← Postingan



fika_a_e



Disukai oleh fika_a_e dan lainnya

fika_a_e Name : Fika Elentiana

Class : X Wahab Hasbullah

The History of Prophet Muhammad SAW

Prophet Muhammad SAW is the last prophet. He was born in 571 AD in the city of Makkah in the Year of the Elephant. Since his young age, he was known as an honest person and was given the title Al-Amin, which means trustworthy.

At the age of forty, Prophet Muhammad SAW received revelation from Allah through Angel Jibril. He was sent to spread the religion of Islam. At first, he preached secretly, but after several years he preached openly to the people.

During his preaching, Prophet Muhammad SAW received many rejections and insults. However, he remained patient and continued spreading Islam. Finally, Islam was accepted and widely known. Prophet Muhammad SAW became a good example for all Muslims. He taught goodness, honesty, and patience, and Muslims should follow his good character.

[#recounttext](#) [#historyofprophetmuhammadsaw](#)

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The documentation of Research Process

- Pre-test (class control & class experiment)



- Treatment (1 & 2)



- **Post-test (class control & class experiment)**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-923/Un.36/S/U.1/OT.01/12/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : ROFI'ATUL HASANAH
NPM : 2201050010
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201050010.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Desember 2025
Kepala Perpustakaan,
Aan Guntoni S.I.Pust.
NIP. 19920428 201903 1 009

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CURRICULUM VITAE



The name of researcher is Rofi'atul Hasanah was born in Trimulyo on December 27th 2003. The researcher is the second child of the happy couple, Mr. Imam Baidowi and Mrs. Khutbatul Muhtaroh. The researcher has an older sister named Himmatul 'Aliyah and has younger brother named Abdul Kafin Nadzif.

The researcher education began at TK Darmawanita Trimulyo. Then, the researcher continued her studies at MI Muhammadiyah Trimulyo. Then, she continued her educational studies at the Islamic Junior High School at MTs Ma'arif NU 5 Sekampung and completed her studies in 2019. After that, the researcher continued her studies at the Islamic Senior High School at MA Ma'arif NU 5 Sekampung and graduated in 2022. Finally, she enrolled as an undergraduate student in the English Department at State Islamic University Jurai Siwo Lampung. In the future, she hopes to continue her study at the masters of degree.