AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' WRITING SKILLS
BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT
AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR

By

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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC OF METRO
1446 H / 2025 M

IMPROVING THE STUDENTS' WRITING SKILLS
BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT
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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
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1446 H/ 2025 M

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Saudari Dhea Destiana

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

      Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Dhea Destiana
Student Number : 2101051008
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR

      Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

      Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

The head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
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Metro, 19 Juni 2025
pembimbing

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APPROVAL PAGE

Title   : IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR

Name   : Dhea Destiana

Student Number   : 2101051008

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

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Appendix :
Matter   : **In order to hold the munaqosyah**
                of Dhea Destiana

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Dhea Destiana
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Department   : English Education
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Title   : IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

The head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
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Metro, June 19, 2025
. Sponsor

Prof. Dr. Dedi Irwansyah, M.Hum
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RATIFICATION PAGE
No. B -2429/in.28.1/J/PP.00.9/07/2025

An undergraduate thesis entitled: IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR, Written by Dhea Destiana, student number: 2101051008, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 25th, 2025 at 09.00 - 11.00 a.m.

BOARD OF EXAMINERS:

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Examiner I   : Dr. Widhya Ninsiana, M.Hum.   (................................)

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IMPROVING THE STUDENTS' WRITING SKILLS
BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT
AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR

ABSTRACT

By:

DHEA DESTIANA

One of the important skills in English language learning is writing, which has been widely associated with technology. By using Instagram captions as learning media, this study aimed to improve students' ability to write narrative texts.

This study used the Classroom Action Research (PTK) method. There were 32 tenth grade students at SMA Negeri 1 Mesuji Timur involved in this study. This classroom action research was conducted in two cycles. In the first cycle, the conventional approach was used, while Instagram captions were incorporated into the learning process in the second cycle.

The results showed that students' writing scores improved significantly; the average was 58.44 in the pre-test to 78.50 in the second cycle post-test, students' writing scores improved significantly. Most students became more motivated and more active in class. Instagram captions provide students with a creative and relevant platform to help students learn to write. Instagram captions will be increasingly used as a creative medium in the future, and teachers will be encouraged to use similar technologies to improve student engagement and their learning outcomes.

Keywords: Instagram Caption, Narrative Text, Writing.

MENINGKATKAN KETERAMPILAN MENULIS SISWA DENGAN MENGGUNAKAN MEDIA CAPTION INSTAGRAM PADA TEKS NARATIF DI KELAS SEPULUH SMA NEGERI 1 MESUJI TIMUR

ABSTRAK

By:

DHEA DESTIANA

Salah satu keterampilan penting dalam pembelajaran bahasa Inggris adalah menulis, yang telah secara luas dikaitkan dengan teknologi. Dengan menggunakan caption Instagram sebagai media pembelajaran, penelitian ini bertujuan untuk meningkatkan kemampuan siswa untuk menulis teks naratif.

Penelitian ini menggunakan metode Penelitina Tindakan Kelas (PTK). Terdapat 32 siswa kelas sepuluh di SMA Negeri 1 Mesuji Timur yang terlibat dalam penelitian ini. Penelitian tindakan kelas (PTK) ini dilakukan dalam dua siklus. Pada siklus pertama, pendekatan konvensional digunakan, sedangkan caption Instagram dimasukkan ke dalam proses pembelajaran pada siklus kedua.

Hasil penelitian menunjukkan bahwa nilai menulis siswa meningkat secara signifikan; rata-rata 58,44 pada pre-test menjadi 78,50 pada post-test siklus kedua, nilai menulis siswa meningkat secara signifikan. Sebagian besar siswa menjadi lebih termotivasi dan lebih aktif dalam kelas. Caption Instagram memberikan siswa platform kreatif dan relevan untuk membantu siswa belajar menulis. Caption Instagram akan semakin digunakan sebagai media kreatif di masa depan, dan guru akan didorong untuk menggunakan teknologi serupa untuk meningkatkan keterlibatan siswa dan hasil belajar mereka.

Kata Kunci: Caption Instagram, Menulis, Teks Naratif.

STATEMENT RESEARCH ORIGINALITY

The Undersigned:

    Name   : Dhea Destiana

    Student Number   : 2101051008

    Department   : English Education Study Program

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 2025

Dhea Destiana
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ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama : Dhea Destiana

NPM : 2101051008

Program Study : Tadris Bahasa Inggris

Fakultas : Tarbiyah dna Ilmu Pendidikan

Menyatakan bahwa skripsi ini secara keseluruuhan adalah asli hasil penelitian saya kecuali bagian;bagian tertentu yang dirujuk dari sumber dan disebutkan dalam daftar pustaka.

Metro, Juni 2025

Dhea Destiana
NPM.21010510080

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا ....

"Allah does not require of any soul more than what it can affort"

(Q.S Al-Baqarah: 286)

This will pass.

Sadness will pass, pleasure will pass. whatever it is will definitely pass. So, don't

overdo it.

(Mr. Fahruddin Faiz)

Never make a decision when you're too happy or too sad.

Calm down first, decide later.

(Giyar Ade Rahman)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. To Mr. Efendi and Mrs. Sri Yuliana, my beloved parents. Thank you for your endless love, comforting hugs, and your guidance in every step I take. Thank you for education you have provided, the guidance you have given, and all the efforts you have made to bring me to where I am today. I am also greatful for all the prayers that have been offered for my success.

2. To my brothers and sisters: sister Cisca Dian Vianti, brother Dwinda Mauwaldi, and brother Iqbal Diaz Kusuma. Who has always been an inspiration and source of encouragment. Thank you for your prayer, help, and advice that never cease. Thank you for always adding enthusiasm and colour to life. Thank you for always being there in the midst of fatigue and exhaustion.

3. To my dear nephew Kama Arutala Mauwaldi, a little hero who always looks for and calls Buleeekkkkk on the phone. Thank you for being a refresher amidst the stress of assignments and revisions.

4. I would like to thanks Giyar Ade Rahman for patiently accompanying me through the process, for being there to strengthen me when I am tired, and for constantly encouraging me when I feel like giving up.

5. To Mamber W.O.W, Friends who I have come to think of as sisters. Annisa Nuriyani, Dewi Masitoh, Putri Mutiara Sukma, Shakila Indar Salsabila, and Yeppy Aprita Sari I would like to thank you for all the support and strength you have given me, thank you for always listening to my complaints, and thank you for always encouraging me to be better.

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Alhamdulillahi Robbil 'Alamin, first of all, the Researchers would like to thank Allah SWT, the Lord of the universe, who has given researchers the opportunity to complete the Final Thesis entitled "Improving The Students' Writing Skills By Using Instagram Captions Media In Narrative Text At The Tenth Grade of Sma Negeri 1 Mesuji Timur". Shalawat and salam to the role model of Muslims in the world, namely the Prophet Muhammad SAW.

In completing this thesis, the researcher realizes that many parties have provided assistance and suggestions that are useful for the completion of this thesis. Therefore a big tank you is addressed to:

1. Prof. Ida Umami, M.Pd.Kons., as the Rector of State Islamic Institute of Metro.

2. Dr. Siti Annisah, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deniatur, M.Pd, B.I as the head of English Education Department of IAIN Metro.

4. Prof. Dr. Dedi Irwansyah, M.Hum, my supervisor who has spent a of time to give guidance, suggestion, and advice for the researcher in the process in writing this Undegraduate Thesis.

5. Lecturers who have provided knowledge to the researcher while studying at Metro State Islamic Institute.

6. Soleh Udin, S.Pd., as Head of SMA Negari 1 Mesuji Timur, and employees and teachers who helped complete this thesis.

The researcher realizes that this proposal is far from ideal, but the researcher has tried his best. Therefore, researchers are very hopeful for criticism and suggestions that can build towards a better direction, and researchers will be happy to receive them. Hopefully this research will be useful for everyone.

Metro, June 5 2025

Dhea Destiana
NPM.21010510080

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CHAPTER 1

INTRODUCTION

A. **Background of Study**

Writing is a creative process in which a person conveys their ideas to others with the aim of inform, convince, and entertain the reader. Writing has many important roles, namely as a tool for self- understanding oneself, so that students can develop new or deeper expressions, and as a way to understand what they write.[1] Writing can improve understanding and language skills. Thus, it can be said that writing is a tool used to convey meaningful information through written language to others.

Writing also requires media to channel the ideas, and writers must also choose the most suitable media for writing. Using social media in the teaching and learning process can be beneficial for students. One of the social media that is widely used by students because it is easy to apply and allows students to get information quickly is the Instagram application.[2] There are various features on this platform, such as image editing filters and video sharing. With these feature,

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[1] Dwi Cahyani Aprilianti, ' An Analysis of The Use of Picture In Writing Among The Eleventh Graders At Senior High School Muhammadiyah Pekalongan, East Lampung' , *IAIN Metro*, (2020), 1-2.

[2] Zukhruf Ambarsari, 'Using Instagram as a Learning Media for Indonesian Language and Literature in the 4.0 Era', *Proceedings of the PBSI-III National Seminar 2020* , 2020, 81–86 <http://digilib.unimed.ac.id/41225/1/Fulltext.pdf>.

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learning becomes more interesting for learners so as to improve their learning skills.[3]

Zidny et al reported that the use of Instagram in the teaching process can significantly improve students' writing skills. This is evidenced by the mean scores of the pre-test and post-test analyzed using Repeated-Measures ANOVA, the results of which showed that after the steps were applied to students, there was a significant change.[4]

Aisyah et al assert that the use of Instagram as a learning and teaching tool can help students improve their ability in writing descriptions. Instagram is a great tool for English teachers to use as a teaching tool as it offers a variety of implementation materials to prevent boredom in teaching writing to students.[5]

Mahmud et al claim that social media such as Facebook and Instagram in universities are not only communication tools, but also learning and teaching tools. This is because students studying English at a university in Makassar have a positive perception of the use of Facebook and Instagram as tools for learning English.[6]

Saleh et al. showed that students have a positive perspective on Instagram as a learning medium. This is because the statistical findings of students' post-test

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[3] Yenny Ratnasarie and Tuntun Sinaga, 'Instagram Post: Modifying the Use of Instagram to Increase Students' Ability in Writing Cutline Caption', *English Education: Jurnal Tadris Bahasa Inggris* , 16.1 (2023), 39–54 <https://doi.org/10.24042/ee-jtbi.v16i1.15751>.

[4] Irfan Zidny and Suharso, 'Improving Students' Writing Skill Using Instagram in Grade X of Science 5 at SMAN 5 Yogyakarta ', *Journal Student UNY* , 2014, 1–23.

[5] Sitti Aisyah and others, 'The Use of Instagram to Develop Students' Writing Skill at SMK Darussalam Makassar', *Akademika* , 6.01 (2023), 60–68 <https://doi.org/10.34005/akademika.v9i01.808>.

[6] M urni Mahmud, Muftihaturrahmah Burhamzah, and Akhmad Affandi, ' Facebook And Instagram In Teaching Paragraph Writing : Students' Perception ', *Makassar State University (*2022), 1226–42.

results are higher than the pre-test results. The data shows a significant value (2-tailed) of less than 0.05, which shows that students' post-test results are better than the pre-test.[7]

Renaldi state that using Instagram can help students in writing content and organization. The total t-test value of 6.30, which is greater than the t-table value (1.833), shows this fact. Thus, H1 is accepted and Ho is rejected. This means that there is a significant difference between students' writing ability before and after using Instagram.[8]

Based on the statement above, it is mentioned that Instagram can improve students' writing skills. With this statement, researchers took Instagram as a medium in the learning process, because Instagram is a application that has many feature in it, so that student become interested in participating in the learning process.

Besides, grade X student of SMA Negeri 1 Mesuji Timur, showed a lack of motivation to learn English, a lack of vocabulary, and difficulty in starting to write narrative texts. This is based on the pra-survey data that the researcher has obtained on September 05, 2024. So researcher found that learning with Instgaram is one of the media that is very suitable to help students learn to write english, especially narrative text.

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[7] Mursyidah Saleh and Maemuna Muhayyang, 'Instagram as a Media to Foster EFL Students' English Writing Skill', *ELT Worldwide: Journal of English Language Teaching* , 8.Vol 8, No 2 (2021) (2021), 331–42 <https://ojs.unm.ac.id/ELT/article/view/22588/pdf>.

[8] Saipul Renaldi, 'Using Instagram to Improve Students' Ability and Interest in Writing Descriptive Paragraph', *Journal La Edusci* , 1.1 (2020), 12–24 <https://doi.org/10.37899/journallaedusci.v1i1.28>.

Student own problem in writing that impacts scores them, as shown below this:

Table 1.
Data pra-Survey in writing bility at tenth grade
of SMA Negeri 1 Mesuji Timur

Category	Amount Student	Percentage (%)
Pass (>70)	12 students	37.5%
Failed (<70)	20 students	62.5%
total	32	100%

Source*: Students' writing scores given by English teacher at tenth
grade of SMA Negeri 1 Mesuji Timur*

Based on the data above, there are 32 students in class X of SMA Negeri 1 Mesuji Timur. In other words, 32 students will not pass the exam if they score below 70. In addition, there are no students who score 85-100, there are only 12 students who score 75-80, 11 students who score 65-74, and 9 students who score 0-55. This data shows that students' writing scores in the class are still low. Therefore, students' writing ability must be improved. To overcome these problems, this study aims to improve students' ability to write narrative texts by using Instagram captions as learning media. Through media that is close to students' daily lives, it is expected that they can be more motivated and actively involved in writing creatively and contextually.

B. Problem Identification

By considering the research background, the data identified the following problems:

1. Students have no desire to learn English.

2. Students do not have much vocabulary.

3. Students have difficulty in starting to write narrative texts.

C. Problem Limitation

The researcher realised that studying all issues related to writing skills was impossible, so the researcher limited the issue to students having difficulties when starting to write narrative texts. The researcher hopes that using Instagram captions when writing narrative texts data helps to overcome this problem.

D. Problem Formulation

In the previous discussion of the researcher background, the objectives of this research are as follows: "How does the Instagram captions media can improve students' writing skills in narrative text at the tenth of SMA Negeri 1 Mesuji Timur?"

E. Objectives and Benefit Study

1. Objectives of the Study

The objectives of the study is to improve students' writing skills by using Instagram captions.

2. Benefits of the Study

    a. For the teacher

        This research can provide contributions to the process of learning and teaching English.

    b. For the Students

        By using Instagram, it is hoped that students will be more interested and motivated to learn English, especially in writing skills.

    c. For the Researchers

        This can increase knowledge about writing narrative texts and serve as a data source for further research.

F. Prior Research

    The researcher realizes that this research on the use of Instagram is not the first or the latest. Several previous researchers have conducted research on the same subject. First, Kharimah from the English Language Education study program, Islamic State University of Salatiga, in this study it can be concluded that there is a significant difference in students' mastery of writing narrative texts before and after using Instagram.[9]

    Second, Hafid from the English Education study program of IAIN Palopo, conducted a study at SMAN 4 Palopo which aimed to improve students' writing skills using Instagram as a learning medium. In this study, the researcher concluded

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[9] Nurul Kharimah, The Effect of Instagram For Writing Mastery on Narrative Text Of The Eleventh Grade Students Of SMA N 1 Andong Boyolali In The Academic Year 2021/2022, *Universitas Islam Negeri Salatiga*, (2022).

that the use of Instagram can help students write narrative texts in the second grade during the 2022/2023 academic year.[10]

In addition, Kurniasari from the Indonesian Language and Literature study program of Syarif Hidayatullah State Islamic University Jakarta, this study aims to determine the ability to write narrative texts using Instagram social media of class VII students of SMP Yayasan Pendidikan Islam As-Saudiyah. The researcher concluded that the ability to write narrative texts of class VII students of SMP Yapis is included in the fairly good category.[11]

Previous studies have shown that this inspires and motivates researchers to conduct research with Instagram media. Researchers can find similarities and differences. The similarity is that all of the above studies are related to how Instagram is used to help writing skills. This study is also different because of the method used . It can be seen that previous studies used pre-experimental methods, while the current researcher uses the Classroom Action Research (CAR) approach.

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[10] Maghfirah Hafid, The Efficacy of Using Instagram Through A Process-Based Approach in Teaching Writing Skills in the Second-Grade of SMA Negeri 4 Palopo, *IAIN Palopo*, (2023).

[11] Avit Kurniasari, ' The Use of Instagram Media in Writing Narrative Essays by Grade VII Students of SMP Yapis Jakarta in the 2019/2020 Academic Year' , *UIN Syarif Hidayatullah Jakarta* , 2.1 (2022), 1–4.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. The Definition of Writing

Writing is a creative process to express ideas through written language and with the purpose of informing, convincing or entertaining. Writing can also be in the form of arranging letters into words or sentences to be conveyed to others. Writing allows us to capture ideas as they arise and then select, check, add, reduce and correct them to achieve good and correct writing.[12]

Writing is a very important skill to be mastered by someone, especially students. By writing, students are expected to be ble to express the ideas, thoughts and feelings that they have during the learning process in various types of writing, both fiction and nonfiction.[13]

Writing is a psychological act in which people use language to explain information in the form of written text. It can be said that writing is the process of conveying the writer's ideas, thoughts and feelings through conventional methods so that readers can understand the message or information conveyed.[14]

Writing well requires an understanding of structure and other elements to create good letters, words, sentences and paragraphs. With the creation of a

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[12]Denise Schmandt, ′ How Writing Came About', *French–American*, (1996).

[13] Avit Kurniasari, ′The Use of Instagram Media in Writing Narrative Essays by Grade VII Students of SMP Yapis Jakarta in the 2019/2020 Academic Year ', *UIN Syarif Hidayatullah Jakarta* , 2.1 (2022), 1–4.

[14]Allisa Milani, 'Improving Students' Writing Skill in Descriptive Text Through Picture at The Seventh Grade of SMP Negeri 2 Metro', *IAIN Metro*, (2023).

writing, the reader must understand the message the writer wants to convey. Because writing means creating graphics that can be understood by others.

In conclusion, writing is very important to be developed. Writing is very important to improve students' ability in speaking English, because writing is one of the main parts of English. Writing is the process of conveying the writer's thoughts to the reader through text consisting of clauses, phrases or even sentences.

2. The Process of Writing

There are several stages in the writing process, including the following:[15]

a. Pre-Writing

Pre-Writing is the earliest stage in writing activities. Writers do many things during the Pre-Writing stage. Starting from generating ideas, making writing outlines and free writing.

b. Drafting

Drafting is the second stage in the writing process, where writers continue to organize their ideas based on the topics they have in the pre-writing stage. At this stage, writers create topics, supporting sentences and closing sentences that will be developed into paragraphs.

c. Revising

In the process of revising, which means improving, the writer tries to perfect the draft that has been made by adding supporting information,

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[15] St Asriati and Maharida Maharida, 'Improving the Students' Writing Skill By Using Process Writing Approach At the Second Grade Students of Smk Grafika Gowa Makassar', *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* , 2.2 (2013), 224 <https://doi.org/10.26618/ejpbi.v2i2.788>.

sharpening the writing formulation, changing the order of writing the main ideas, deleting irrelevant information.

d. Editing

Editing is the final stage of the writing process and involves a process of repeated revision. It involves correct grammar, punctuation, spelling, capitalization, and writing style.

e. Proofreading

Proofreading is the process of reviewing written work before it is published or shared to avoid errors. This is the final stage in the writing process. This stage involves correcting punctuation, spelling errors, grammar and formatting.

3. The Purpose of Writing

The main purpose of writing is to convey information and messages from the writer to the reader. The message must be conveyed in a precise, clear, and targeted manner. To achieve this, writers need to organize their ideas and thoughts coherently and logically. The use of clear, concise, and effective language is very important so that readers can understand the content of the writing easily. Thus, writing will be an efficient means of communication between the writer and the reader.

4. The Writing Assessments

Writing assessment is the process of assessing writing or writing ability in a variety of ways, such as portfolios, direct writing tasks, and holistic or

analytical assessment.[16] Writing assessment will be easier to do if in the assessment process using indicators of writing narrative text.

According to Reid, the indicators of writing are divided into five, as follows[17]:

a. Content

Relevant information is available in the content, which is complemented by in-depth explanations used to compare, describe and define facts.

b. Organization

Organization is the part that explains how the writer chooses words or sentences for each paragraph.

c. Vocabulary

Vocabulary is a basic component of writing. To write well, writers must have sufficient vocabulary.

d. Language

In the use of language, students are required to write in grammatical terms. Students must ay attention to the use of verb, prepositions, clauses, modals, articles, and the order of tenses.

e. Mechanics

In this section, students are trained in using proper handwrite, punctuation, spelling, and capitalisation.

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[16] Sara Cushing Weigle, 'Assessing Writing', *Cambridge University Press*, 2002, 39.
[17] Joy M. Reid, Teaching ESL Writing, (*USA: Prentice Hall Regent*, 1993), 236-237.

5. The Measurements Rubrics of Writing Skills in Narrative Text

According to Reid, the criteria of each writing score are: conten (13-30), organization (7-20), vocabulary (7-20), language (5-25), and mechanic (2-5). So, the highest total of the score of writing narrative text is 100.

Table 2.
The Measurements Rubrics of Writing Skill in Narrative Text

Writing Performance	Score	Criteria	Details
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good	Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea.
	13-16	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical but incomplete sequencing.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.

	7-9	Poor	Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	14-17	High	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of work/idiom from, choice, usage, meaning confused or obscured.
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
language	22-25	Excellent	Effective, complex construction, few errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions.
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or

			fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative.
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[18]

B. Concept of Narrative Text

1. The Definition of Narrative Text

Narrative text is a text written with the aim of entertaining or informing the reader or listener. Narrative text is a type of text that tells a series of events that are logically and chronologically related, which are caused or experienced by certain factors.[19] The sequence of events in a narrative text is interrelated and forms a

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[18] Joy M. Reid, p.237.

[19] Agustina Lestari Wilujeng, 'Using Instagram Story To Enhance the Narrative Text Writing Skill of the Tenth Graders of Sma Negeri 1 Magelang in the School Year 2017/2018',

coherent storyline. In addition, stories in narratives are often influenced by certain factors that cause events to occur. Thus, narrative text not only conveys information, but can also build the reader's imagination and emotions.

2. The Purpose of Narrative Text

Narrative texts aim to entertain, tell stories and provide literary experiences.[20] In addition, narrative also serves to convey moral messages through the storyline that is built. Narrative writers usually create certain characters, conflicts, and settings to make the story feel alive and interesting. In other words, narrative writing is written to tell an event or experience that can inspire or provide lessons for its readers.

3. The Types of Narrative Text

There are many types of narrative text, namely as follows:

a. Fictional Narrative

This type of narrative text is not based on real events or people. It can be a book, short story, fable or fairy tale.

b. Autobiography

An autobiography is a narrative written from a first-person perspective that tells the author's life story.

c. Biography

This is a narrative written in the third person that tells the life story of another person.

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d. Memoir

A memoir is a narrative written in the first person that tells the life story of another person.

e. Legend

Legends are traditional stories that have been passed down from generation to generation and often explain the origins of a particular society or culture.

4. The Generic Structure of Narrative Text

Narrative texts have several general structures in their writing, namely as follows:[21]

a. Orientation

The initial part of the text story consists of an introduction to the characters, background, atmosphere, place and time.

b. Complications

Complication is part of the problem, the conflict that occurs in the story. The peak of the problem faced by the character is called complication.

c. Resolution

Problem solving, including people's attitudes and approaches in solving problems and finding solutions.

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[21] Winny Agustia, Riznanda Nensi Fadilah, Amalia Hasanah, 'Students' Difficulties in Writing Narrative Text', *English Journal of Indragiri*, 4.1 (2024), 28–40 <https://doi.org/10.32520/eji.v4i1.906>.

d. Code

Part of a narrative text that provides moral values, recommendations, or lessons in the closing section to be given to the reader.

C. Teaching Media

Media is a tool used to convey messages or information. Media can be used effectively and interestingly in the teaching and learning process. In this section, we will explain the definition of learning media, the function of learning media and the types of learning media.

1. Definition of Teaching Media

Media is usually defined as a graphic, photographic, or electronic tool for capturing, processing, and reassembling visual or verbal material in the teaching and learning process. Media generally refers to all aids that can be used by teachers to deliver a subject to students during the learning process to achieve certain learning objectives. Various types of media that can be used in the learning process, such as PowerPoint, images, videos, audio,

Media is anything that can be used to convey messages and can attract students' attention, interests, thoughts and feelings in learning activities to achieve learning goals.[22] The meaning of learning media focuses on sending messages or information to the recipient of the message.

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[22] Kiki Andriani, Ardiana, and Firman, 'Teaching MediaA EFL Classroom: What Are They and Why Select Them', *Journal of Language Testing and Assessment* , 2.1 (2022), 87–97 <https://ojs.fkip.unismuh.ac.id/index.php/jlta>.

Media is also called a message-carrying technology used to help students learn, media is also a physical way to deliver learning materials. [23] If the media contains messages or information about Education which includes learning objectives, then the media can be said to be learning media.

2. The Function of Teaching Media

Media can help students learn and make the material more concrete, interesting, and easy to understand. This is the reason why the use of media is very important in the learning process.

There are two functions of learning media, namely as follows:[24]

a. AVA (Audio Visual Aids or Teaching Aids)

Serves to provide real experiences to students. Language is basically abstract, so teachers must use aids such as pictures, models or concrete objects when teaching certain topics so that students can understand what the teacher is saying. The first function of media is to help explain what the teacher is saying, because without media the teacher's explanation will be very abstract.

b. Communication

In this case, the function of the media is in the middle of two things, namely the person who receives (reads, sees and hears) and the person who writes and makes the media (communicator or source). The person who reads, sees and hears the media in communication is called the recipient or audience.

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[23] Asep Aziz Nasser and others, 'Web-Based New Student Admission System in Improving Student Quality in the Pandemic Era', *Biormatika: Scientific Journal of the Faculty of Teacher Training and Education*, 7.1 (2021), 100–109 <https://doi.org/10.35569/biormatika.v7i1.965>.

[24] Abdul Wahid, 'The Importance of Learning Media in Improving Learning Achievement', *DDI Pinrang Teacher Training and Education College*, 5.2 (2018), 73–85 <https://doi.org/10.58176/eciejournal.v3i01.679>.

The media that is made, for example in the form of modules, films, slides and so on that contain messages that will be delivered to the recipient. Some other functions of using learning media are as follows:[25]

1) Communicative Function

Learning media facilitates communication between the sender and recipient of the message. As a result, there are no problems in conveying verbal language or misperceptions.

2) Motivation Function

Learning media can increase students' motivation to learn. This happens because the development of learning media not only includes artistic elements, but also makes lessons easier for students, increasing students' motivation to learn.

3) Function of Meaning

The use of data learning media becomes more meaningful because learning not only adds information but can also improve students' ability to interpret information better.

4) Perceptual Equalization Function

Every student can have the same understanding of the material being taught.

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[25] Teni Nurrita, 'Development of Learning Media to Improve Student Learning Outcomes', *MISYKAT: Journal of Al-Quran, Hadith, Sharia and Tarbiyah Sciences* , 3.1 (2018), 171 <https://doi.org/10.33511/misykat.v3n1.171>.

5) Function of Individuality

Learning media can meet the needs of students with different interests and learning styles due to different student backgrounds, including experience, learning styles and abilities.

3. Kinds of Teaching Media

As far as we know, learning media is a tool that can be used by teachers and students to achieve certain academic goals. Then learning media can be divided into several categories,

According Hikmah, media are classified into three categories such us:[26]

a. Visual Media

Visual media uses verbal communication symbols to convey messages. In order for the message to be delivered effectively, the symbols must be understood thoroughly. Media can also attract students' attention, clarify learning materials, and illustrate or embellish facts that might be forgotten if not conveyed.

b. Audio Media

The message delivered through this media is represented by auditory symbols, both verbal and nonverbal. In the context of learning, audio media is considered as learning material presented auditorily. Thus, audio media can improve students' thoughts, feelings, attention, and abilities so that the

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learning process occurs. Audio media is considered as cheap, enjoyable and easy teaching material based on learning development.

c. Audio Visual Media

Audio visual media is a series of electronic images combined with audio sound elements inserted into a video tape. This series of electronic images is then played by a video recorder or video player.

Instagram is a social media that has features in the form of images and videos that jointly involve the sense of vision (visual) and the sense of earing (audio), so it can be concluded that Instagram is included in audio visual media.

D. Concept of Instagram Caption

1. The Definition of Instagram

Instagram is a social media application with millions of users worldwide that focuses on creating captions on photos or videos that are uploaded and shared with global internet users.[27] Instagram has benefits such as being able to motivate students in writing, because they can share the paragraphs they have created and then upload them on the internet.[28] Instagram will also motivate students to express their ideas.[29] That way, it is hoped that Instagram can help students improve their English writing skills.

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[27] Alfin Candra Adi Pratama and Hartono Hartono, 'Improving Student 's Writing Skill of Descriptive Text by Using Instagram Posts as Visual Media', *Journal of Advanced Multidisciplinary Research* , 1.2 (2020), 98 <https://doi.org/10.30659/jamr.1.2.98-105>.

[28] Khairun Nisa Linda Wijayanti, Lilis Sholihah, 'The Use of Instagram as a Learning Medium to Improve Students' Writing a Recount Text at the First-Year Students of SMKN 1 Pakuan Ratu ', *University of Lampung ,* 12.2 (2023), 151–54.

[29] Devy Angga Gunantar and Tatas Transinata, 'Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement', *ETERNAL (English Teaching Journal)* , 10.1 (2019) <https://doi.org/10.26877/eternal.v10i1.3905>.

2. The History of Instagram

Instagram was first released by Kevin Systrom and Mike Krieger in October 2010, by transforming the initial features of an app called Burbn, which focused on setting locations, into a platform focused on sharing photos with creative filters. Burbn allowed users to post check-ins along with photos, which was not yet a major feature in social posting, inspired by the popularity of location-based platforms like Foursquare. Systrom then recruited Mike Krieger, a fellow Stanford graduate who had worked at social media platform Meebo, after securing venture funding for Burbn. They changed the idea to concentrate on photos taken on mobile phones and gave it the name Instagram.[30]

3. The Features of Instagram

Instagram is a relatively easy-to-use, visual-based platform that allows users to upload images or short videos into a permanent feed or Stories feature that only lasts for 24 hours. Users can choose to share posts publicly or only to their followers. In addition, it features live broadcasting, direct messaging (DM), as well as searching through hashtags or specific topics. The app also provides tools to capture, edit and decorate photos/videos with filters, text, stickers and special effects. Instagram initially limited square uploads, but since 2015, the upload resolution was expanded to 1080 pixels. Social interactions such as liking,

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[30]Alison Eldridge, "Instagram; History, Features, Description, and Facts", in https://www.britannica.com/money/Instagram at June, 29 2025.

commenting and replying to Stories with emojis are also part of the user experience on the platform.[31]

4. The Nature of Caption

Caption is a short description that accompanies an illustration, which provides important details of the photo or video. Caption is also called a cut line or text that is under the upload. Caption is a place to write that is provided and to emphasize exploration of information about yourself or others.[32] Caption is related to many things, such as culture, social events, religion, knowledge, and even personal information. So, with the caption can provide information easily to readers.

5. The Function and Purpose of Instagram to Teach Students

Instagram can be used by teacher as a platform to teach narrative text. By taking and responding to photos or videos uploaded to the platform and creating narrative text as captions, teachers can improve students' critical and creative thinking skills. Instagram can also be a useful tool for teachers who want to help students think critically and creatively. Students can share their stories through photos or videos by writing narrative text in the caption column.

Existing Instagram posts can also be used to inspire creativity, by asking students to select a photo or video and then write a short story, descriptive text or

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[31] Alison Eldridge, at June, 29 2025.

[32] Amirudin and Sulis Triyono, 'Expositive Acts on Instagram: Knowing What People Intent to "Write" on Their Captions through Pragmatics Perspective', *International Journal of Applied Linguistics and English Literature*, 7.4 (2018), 129 <https://doi.org/10.7575/aiac.ijalel.v.7n.4p.129>.

narrative text about what they see. Using Instagram's search feature, students can also search for information to help them learn more about a particular topic.

E. Action Hypothesis

Based on the above framework, the researcher formulated an action hypothesis that the use of Instagram captions can improve students' writing skills. This is based on an improve of 75% of student achieving a Minimum Completion Criteria (MCC) of 70 in learning process of English writing narrative text using Instagram captions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Location

The researcher choose SMA Negeri 1 Mesuji Timur as the location of the classroom action research because e school has features that are in line with the research objective, which is to improve the quality of learning by using contextual and applicative approaches. This school, located in Eka Mulya, Mesuji Timur, on Jl. Pangeran Diponegoro, reflects the state of education in the region, which still needs innovative learning approaches to improve student engagement. In addition, support from teacher and principals as well as the school's openness to academic collaboration were important components that supported the success and smooth running of the research.

B. The Subject of The Research

This type of research is classroom action research (CAR) and the subjects in this study are the tenth grade students of SMAN 1 Mesuji Timur. This class consists of 32 students. The researcher choose this class because most of the students have low grades in English, especially in writing.

The English teacher to collaborate with the researcher to act as a controller in the teaching and learning process. In this way, the researcher can easily observe the development of students who actively participate in the learning process.

C. Action Plan

This type of research is classroom action research. Classroom action research is a type of research that can be done by anyone in any situation regardless of status or position. It is also called self-reflective practice because researcher pay close attention to what they do.[33]

Classroom action research is an important part of teacher professional development efforts, it helps teachers learn to write and take notes through critical and systematic thinking activities.[34] In classroom action research, teachers usually use qualitative and interpretive research methods and collect data and often with the help of academic partners to evaluate how classroom learning can be improved.[35]

Based on the statement above, researcher can say that classroom action research is a type of reflective research conducted by teachers in the classroom. It can help teachers solve problems by using alternative methods, strategies, or techniques to improve the learning process.

Classroom action research consists of three cycles, namely cycle I, cycle II. Each cycle consists of four activities including planning, action, observation, and reflection as follows:

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[33] Jean McNiff and Jack Whitehead, 'Action Research: Principles and Practice', *London: Routledge*, 1992 <https://doi.org/10.1080/14767333.2016.1220174>.

[34] Dr. Alek, M.Pd., ' Classroom Action Research Book in Language Education: Theory, Design and Practice' , *UIN JAKARTA PRESS* , 2016 <https://ejournal.unisnu.ac.id/JPIT/article/view/526%0Ajurnal.untan.ac.id>.

[35] Stephen Kemmis and Robin McTaggart, 'The Action Research Planner', *Victoria: Deakin University.* , 1988.
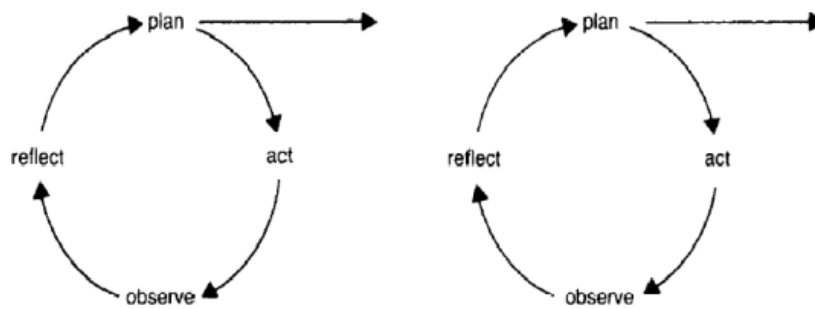
Classroom Action Research Jean McNiff's Model[36]

1. Cycle 1

The following are four activities in cycle 1, namely: planning, action, observation and reflection.

a. Planning

Planning is the initial step in an activity, usually explaining what, when, why, how the action ends. Without planning, research activities will be difficult to focus on. Planning is a reference for researchers in carrying out an action. Below are some steps that researchers can take in planning:

1) Researcher prepare learning plans.

2) Researcher prepare learning materials.

3) Researcher prepare learning resources for the material to be taught.

4) Researcher prepare Instagram media that will be used in the learning process.

5) The researcher prepared an observation sheet.

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[36] McNiff and Whitehead.

b. Action

Action is the second step in this classroom action research. Action is the activity of implementing the learning plan that has been prepared in the planning step. In this section, the researcher takes several actions in the form of:

1) Pre-Learning Activities

   a) Pray together and greet the students

   b) Checking student attendance list

   c) Asking how students are doing

2) Learning process

   a) Researcher implement and use the prepared learning plan.

   b) Researcher gave written test to students in the form of writing known narrative stories.

   c) Researcher explain the meaning of narrative text, the structure of narrative text, and types of narrative text.

   d) The researcher asked students to work on several questions related to narrative texts that had been explained by the researcher.

   e) Researcher gave them several fable titles to choose from and rewrite in their own version.

3) Post-Learning Activities

   a) The teacher asks students to answer several questions related to narrative text.

   b) The researcher spoke to the students regarding the material that would be studied at the next meeting.

c) The researcher ended the lesson and greeted the students.

c. Observation

During the Cycle 1 actin, learning was still conducted in a conventional way without using Instagram media. The activity started whit a pre-test assessment to find out how well the students understood the main topic. The results of the pre-test showed that most students stil had difficulty understanding the ideas given. Grades then were usually below the Minimum Standard Criteria (MSC) showed that student still lacked understanding of the material.

The teacher used a simple lecture (teacher-led explanation) and discussion approach during the learning process, but student participation was low. Many students look unenthusiastic, passive, and not actively involved in learning activities. This has an impact on the overall learning outcomes.

To find if students' understanding had developed, the teacher conducted the first post-est. the results showed a slight improvement compared to the pre-test, but many had not reached the Minimum Standard Criteria (MSC).

The results show that the learning strategy used in Cycle 1 did not fulfil students' learning needs well. Therefore, to increase students' interest and engagement in learning in the next cycle, it is recommended to use digital-based learning media, such as Instagram.

d. Reflection

This stage is an activity where researcher analyze and conclude based on the results obtained from the tests and observations that have been carried

out. Reflection is used to analyze the results of observations and tests that will be the basis for further improvements.

2. Cycle 2

   a. Planning

      1) Establish the results of the reflection of the first action

      2) Discuss the actions to be taken in cycle 2

      3) Collecting learning materials and media

   b. Action

      1) The researcher greeted the students, then invited the students to pray and continued by saying hello.

      2) The researcher asked how the students were doing, and gave a little motivation to the students so that they could be more active in the learning process.

      3) Researcher checked students' knowledge of narrative text.

      4) After checking students' knowledge, the researcher gave students the opportunity to ask questions if there was anything they did not understand about the narrative text material.

      5) Researcher explains to students about Instagram that will be used for learning media.

      6) The researcher asked if all students had Instagram social media, and all students answered that they had Instagram social media.

7) Then the researcher gave one fable story *"The Here and The Tortoise'"* to the student to rewrite how the story with their own version on the caption feature on Instagram.

8) Researchers and students make a conclusion about the learning that has been carried out.

9) The researcher advised the students to repeat what they had learned at home, and then the researcher ended the learning process.

c. Observation

In the implementation of cycle II, the learning process using Instagram captions was more effective and directed. The teacher gave clearer instructions, and guided students more actively in composing captions with narrative text structures. During the activity, students showed higher interest and activeness compared to the previous cycle. They were more confident in writing, discussing, and displaying their caption results through the class Instagram media. The classroom situation also became more conducive and dynamic, with the involvement of almost all students in the learning process.

Students seemed to understand well the structure of narrative texts such as orientation, complication, and resolution. They also began to be able to use appropriate vocabulary and construct more varied and communicative sentences. When discussing in small groups, students gave each other input on each other's topics, and showed a critical attitude and responsibility for the task. Teachers and researchers noted that students who were previously

passive now began to actively participate, and even showed increased creativity in composing simple but meaningful narrative stories.

During the learning process, students seemed very enthusiastic. They actively asked questions, discussed, and completed tasks with high enthusiasm. The collected assignments showed an improvement in quality in terms of content, structure, and creativity of the narrative. This was reinforced by the results of post-test 2, where as many as 80% of the 32 students managed to score above the KKM (70). This shows that the social media-based learning approach significantly improved students' understanding and writing ability.

Overall, the learning activities in cycle II showed that the use of Instagram captions not only improved students' learning outcomes quantitatively, but also improved the overall quality of the learning process. Students were more engaged, understood the material better, and were more motivated in writing narrative texts. Learning activities are no longer monotonous, but rather become fun and interactive activities. Based on the results of these observations, it can be concluded that the actions in cycle II successfully achieved the expected goals and showed significant improvements compared to the previous cycle.

d. Reflection

Researcher make corrections and analyze the results of the action. Through reflection, researcher find the advantages and disadvantages of the action. At this point, researcher study, compare the results of the pre-test and

post-test, and reflect on whether students' attitudes are positive or negative, whether they are enough for cycle two or should continue to the next cycle.

D. Data collection technique

Since the purpose of this study is to find out how students can use Instagram to improve their writing skills, the researcher provided tests, observations, documentation, and field notes in data collection techniques.

In the learning activities, the researcher explained the writing skills material using Instagram and the researcher gave a test to students at the end of the cycle meeting. At each meeting, the researcher took students' scores and saw how they developed. By using interactive learning media, the scores of class X students of SMA Negeri 1 Mesuji Timur can increase at each meeting. This shows that students' writing skills can be improved.

The following are the methods used in the data collection process:

1. Test

In this study, the researcher used an instrument test. A test is a description of questions or exercises used to measure competence, knowledge, intelligence, and skills. The test used by the researcher is a written test. This test was intended for class X of SMA Negeri 1 Mesuji Timur and collected data on students' writing skills. This test is divided into two parts:

a. Pre-Test

The pre-test at the first meeting was conducted to determine students' abilities before the action research was carried out.

b. Post-Test

Post-Test is given in class at the end of the meeting. This treatment is given at the final meeting after the treatment and aims to see whether there has been a change in student performance in class. Post-Test is the result of the treatment. Improvement can be seen if the average score after the test is higher than the average score before the test.

2. Observation

The researcher collected information about the actions of students and teachers during the learning process through observation. The use of Instagram by teachers and students was the subject of this observation. The researcher assessed several aspects of the teaching and learning process by checking the statements on the observation sheet to find out whether students carried out activities related to the use of Instagram in the teaching and learning process.

3. Documentation

Researchers use this method to obtain school data such as school profiles, number of students, teachers, and school conditions.

4. Field Notes

To collect more accurate data, researchers use field notes to facilitate data analysis. This is intended to test students' activities in learning English. This is done after the teaching and learning process is complete.

E. Data Analysis Techniques

To analyze the data, the average of the pre-test and post-test was used. At the beginning and end of each cycle, tests were given to measure student achievement. Minimum Standard Criteria (MSC) for English subjects for tenth grade students at SMA Negeri 1 Mesuji Timur.

The following is the formula for calculating the average score:

$$\overline{x} = \frac{\Sigma^x}{N}$$

Notes:

$\overline{X}$ = Average value

ΣX = Total of all scores

N   = Number of students

Afterwards, the researcher checked the pre- and post-test results. The results were graded according to the school's Minimum Standard Criteria (MSC) (70). The researcher used the scoring guidelines from the writing assessment rubric to assess the students' writing task results. These indicators include key elements such as content, organization, vocabulary, language use, and mechanics. To get a final score for each student, each aspect is scored using a certain scale. Furthermore, this score is used to determine whether students have met the Classroom Action Research (CAR).

If students fail to reach the Minimum Standard Criteria (MSC) in the first cycle, the researcher will select them to join the second cycle. In Classroom Action Research (CAR), at least two cycles are conducted. If all students successfully

achieve the Minimum Standard Criteria (MSC) at the end of the second cycle, the

Classroom Action Research (CAR) can be stopped and considered successful.

F. Success Indicator

The indicator of success in this study is if 75% of students get a score of

at least 70. In addition, the study shows that students can improve their skills in

writing narrative texts. if the goal is achieved, then the process can be stopped

CHAPTER IV

RESULT OF THE RESEARCH AND DISSCUSION

A. Result of The Research

1. Description of The Research Location

a. The Brief History of SMA Negeri 1 Mesuji Timur

SMA Negeri 1 Mesuji Timur was first established in 2006 and will be the only State High School in Mesuji Timur District, Mesuji Regency, Lampung Province until today (Year 2025). The school was established in accordance with Tulang Bawang Regent Decree No. B/278.A/DD.VIII/HK/TB/2006.

The decree stipulated the establishment of elementary school and USB for junior high school, high school, and vocational school on July 12, 2006. SMA Negeri 1 Mesuji Timur has a School Statistic Number (NSS) 301120521062, School Identification Number (NIS) 300621, and National School Identification Number (NPSN) 10809291. Initially, SMPN 1 Mesuji Timur, which is now SMPN 7 Mesuji, was where education began before SMA Negeri 1 Mesuji Timur had its own building. The teaching and learning process and all school activities are carried out in the junior high school.

SMA Negeri 1 Mesuji Timur is located in Eka Mulya Village and is on Jl. Pangeran Diponegoro. From time to time, this school continues to improve its education. Services to students are also continuously improved to achieve better learning outcomes. The school has achieved many proud achievements despite its

young age. The achievements include sub-district, district, provincial and even national levels.

Many graduates of SMA Negeri 1 Mesuji Timur have successfully entered universities in Indonesia. Many graduates are also successful in many workplaces. They are scattered in Mesuji, throughout Indonesia and even abroad. This makes the school the center of attention of the surrounding community.

The decision of the National Accreditation Board for School/Madrasah Number 968/BAN-SM/SK/2019 regarding the accreditation of SMA Negeri 1 Mesuji Timur is B (Good) with a score of 82 and is valid from 2019. Currently, SMA Negeri 1 Mesuji Timur has approximately 155 students consisting of MIPA and IPS majors. Has 24 Educators and Education Personnel who are competent in their fields. A simplified Merdeka curriculum is set in the school. From Monday to Friday, the school implements a full day school system.

SMA Negeri 1 East Mesuji is involved in extracurricular and academic activities. Rohis, Scouts, Paskibra, Content Creators, Youth Red Cross), Arts, and Sports are all examples of such activities. This diversity of activities helps students' interests and talents develop. This shows that educational institutions prioritize academic and non-academic aspects in a balanced manner.

b. Vision and Mission of SMA Negeri 1 Mesuji Timur

The vision of SMA Negeri 1 Mesuji Timur is the realization of people who are faithful, intelligent, skilled, independent, and responsible. While the mission of SMA Negeri 1 East Mesuji are: a) Instilling the value of faith in God Almighty which is integrated into all subjects; b) Creating an effective and

efficient learning process time process by a conducive environment; c) Developing the field of science and technology based on the interests, talents, and potential of students; d) Fostering the independence of students through habituation, entrepreneurship and self-development activities that are planned and balanced: e) Fostering awareness of shared responsibility between schools, parents, school committees, and the community in improving the quality of education that has high competitiveness.

B. **Instagram Caption Media Improve the Students' Writing Skill**

This study used a classroom action research method that aims to improve student learning activities and outcomes at SMA Negeri 1 Mesuji Timur. The research was conducted in two cycles, cycle one consisted of four stages, namely planning, action, observation, and reflection. Cycle one was conducted for two meetings, while cycle two was conducted for only one meeting. Students' learning outcomes in writing narrative text were obtained from tests consisting of pre-test and post-test given to students at the beginning of the study and the end of the cycle. As for student activation, it was obtained from the results of student learning observations. In this study, the researcher acted as the English teacher, and Mrs. Riyani, S.Pd acted as the collaborator..

1. **Cycle 1**

a. **Planning**

At this stage, the researcher prepared the Teaching Module and the material to be taught. The material used is narrative text material, which includes the

definition, general structure, social function, and characteristics of narrative text. In addition, the researcher made an observation sheet containing student names and activities observed during the learning process. At this stage, the researcher also gave a pre-test to the students.

b. Action

The first meeting was held on Tuesday, June 10, 2025 which took place at 09.45 to 11.00 WIB, with a duration of 2 times 40 minutes or 80 minutes. While the second meeting was held on Wednesday, June 11, 2025 which took place at 08.20-09.30 WIB, with a duration of 2 times 40 minutes. The researcher acted as a teacher, and Mrs. Riyani, S.Pd acted as a collaborator and observer at this meeting.

1) The first Meeting

At the beginning of the lesson, the researcher said greetings and greeted the students. The researcher then checked the students' attendance list and asked about the students' condition. Before presenting the material, the researcher asked the students some questions, such as "What do you know about narrative text?" Only a few students were able to answer this question, but the answers were not precise. The researcher explained a little general material about narrative text to the students, and continued by giving a pre-test to the students.

a) Pre-Test

Before the treatment was given, a pre-test was given to students to determine their ability to write narrative text. The pre-test was conducted on Tuesday, June 10, 2025. At this meeting, the researcher acted as the teacher. The

initial activity began with the collaborator greeting, leading the prayer, checking attendance, and asking how the students were doing. After that, the collaborator explained narrative text to students. Before giving treatment, the researcher conducted a pre-test to find out the students' abilities. The researcher used a written test that had to be done within 45 minutes. The results of the pre-test can be seen in the following table:

Table 3.
The Result of Pre-Test Score

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AS	19	12	12	11	3	57	Failed
2.	AM	24	16	15	14	4	73	Passed
3.	AIF	18	12	12	13	3	58	Failed
4.	AZK	24	16	14	13	4	71	Passed
5.	CPA	24	16	15	14	4	73	Passed
6.	C	18	11	12	11	3	55	Failed
7.	DD	20	12	13	11	3	59	Failed
8.	D	19	11	12	10	3	55	Failed
9.	F	18	12	11	11	2	54	Failed
10.	GP	17	13	12	10	3	55	Failed
11.	IPK	20	14	13	12	3	62	Failed
12.	JMZ	18	13	11	12	3	57	Failed
13.	LM	20	15	14	12	4	65	Failed
14.	MDCL	21	15	15	14	4	69	Passed
15.	MNP	18	12	12	10	3	55	Failed
16.	NB	21	13	13	13	3	63	Failed
17.	NN	23	15	15	15	4	72	Passed
18.	NMS	20	14	12	12	3	61	Failed
19.	PMA	19	15	13	13	3	63	Failed
20.	PNS	21	13	14	13	4	65	Failed
21.	RB	19	12	11	10	3	55	Failed
22.	RP	16	12	13	14	3	58	Failed
23.	RW	18	11	12	12	2	55	Failed
24.	RBS	18	11	13	13	2	57	Failed
25.	R	18	13	12	10	3	56	Failed
26.	SR	25	17	16	15	4	77	Passed
27.	SS	18	11	10	11	3	53	Failed
28.	SR	16	12	11	12	3	54	Failed

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
29.	UB	17	13	11	13	3	57	Failed
30.	UK	19	12	14	13	3	55	Failed
31.	VP	18	10	12	13	2	55	Failed
32.	YE	17	12	11	10	3	53	Failed
High Score							77	
Lower Score							53	
Average							58.44	

Table 4.
Percentage of student's score in Pre-Test

No.	Interval	Category	Frequency	Percentage
1.	> 70	Passed	5	15.63%
2.	< 70	Failed	27	84.38%
Total			32	100%

Source: *The result of writing pre-test at tenth grade of*
SMA Negeri 1 Mesuji Timur
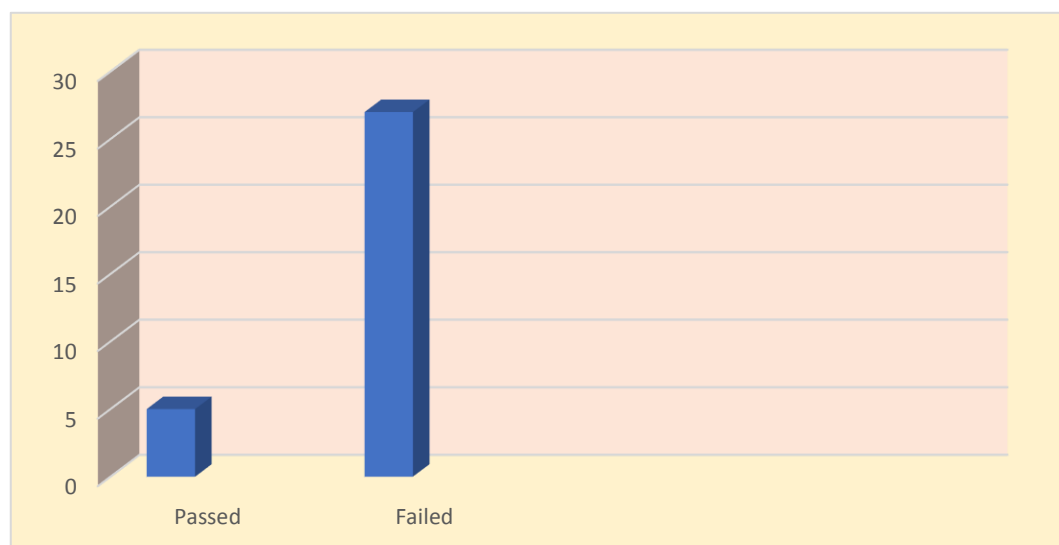
Figure 1.
Percentage of Student's Narrative Wringing Pre-Test Score

As shown by the results of the pre-test conducted by students, the results showed that only 15.63% or 5 students scored above 70 and met the Minimum Completeness Criteria (MCC), while 84.38% or 27 students scored below 70 and

did not meet the Minimum Completeness Criteria (MCC). This shows that students' learning outcomes in writing narrative text are still low. Therefore, the researcher used Instagram caption media to help students write narrative text better. Therefore, the researcher and collaborator planned an action or treatment consisting of planning, action, observation, and reflection in an effort to improve students' weaknesses.

2) Second Meeting

a) Post-Test 1

The second meeting was held on Wednesday, June 11, 2025, at 08.20 to 09.30 WIB. This meeting begins with the teacher saying slam and inviting students to pray together. after that, it is continued with the teacher checking the presence of students and asking how the students are doing. then, the teacher provides treatment to students in the form of explaining material about narrative text. both from the definition, examples of narrative text, general structure, and others. after the explanation is complete, students are asked by the teacher to carry out Post-Test 1 for Cycle 1, where students must write a narrative text with the topic of the story that has been given within 45 minutes. The table below shows the results of Post-Test 1 Cycle 1:

Table 5.
The Result of Student's Narrative Text Post-Test 1
Score in Cycle 1

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AS	19	12	14	14	3	62	Failed
2.	AM	25	16	17	20	4	82	Passed

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
3.	AIF	20	13	13	15	3	64	Failed
4.	AZK	25	16	16	20	4	81	Passed
5.	CPA	26	15	17	20	4	82	Passed
6.	C	18	11	12	13	2	56	Failed
7.	DD	21	12	131	14	3	63	Failed
8.	D	19	11	14	14	3	61	Failed
9.	F	20	12	13	14	2	61	Failed
10.	GP	18	12	12	13	2	57	Failed
11.	IPK	24	15	15	19	4	77	Passed
12.	JMZ	19	11	14	13	2	59	Failed
13.	LM	25	14	16	20	4	79	Passed
14.	MDCL	23	15	17	19	4	78	Passed
15.	MNP	18	10	13	12	3	56	Failed
16.	NB	24	16	17	20	4	81	Passed
17.	NN	24	15	18	19	4	80	Passed
18.	NMS	23	15	15	18	4	75	Passed
19.	PMA	21	13	14	15	3	66	Failed
20.	PNS	21	14	15	13	4	67	Failed
21.	RB	20	12	13	14	2	61	Failed
22.	RP	22	12	15	15	3	67	Failed
23.	RW	19	13	12	11	3	58	Failed
24.	RBS	21	14	12	12	3	62	Failed
25.	R	19	11	13	13	2	58	Failed
26.	SR	27	16	17	21	4	85	Passed
27.	SS	19	11	12	12	2	56	Failed
28.	SR	21	13	14	15	3	66	Failed
29.	UB	20	12	13	14	2	61	Failed
30.	UK	20	12	13	14	2	61	Failed
31.	VP	21	13	13	12	3	62	Failed

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
32.	YE	17	12	13	12	2	56	Failed
High Score							**85**	
Lower Score							**53**	
Average							**63.28**	

Table 6.
Percentage of Student's Writing Narrative Text
Post-Test 1 Score in Cycle 1

No.	Interval	Category	Frequency	Percentage
1.	> 70	Passed	10	31,25%
2.	< 70	Failed	22	68,75%
Total			**32**	**100%**

Source: *The Result of Writing Narrative Text*
Post-Test 1 Score in Cycle 1
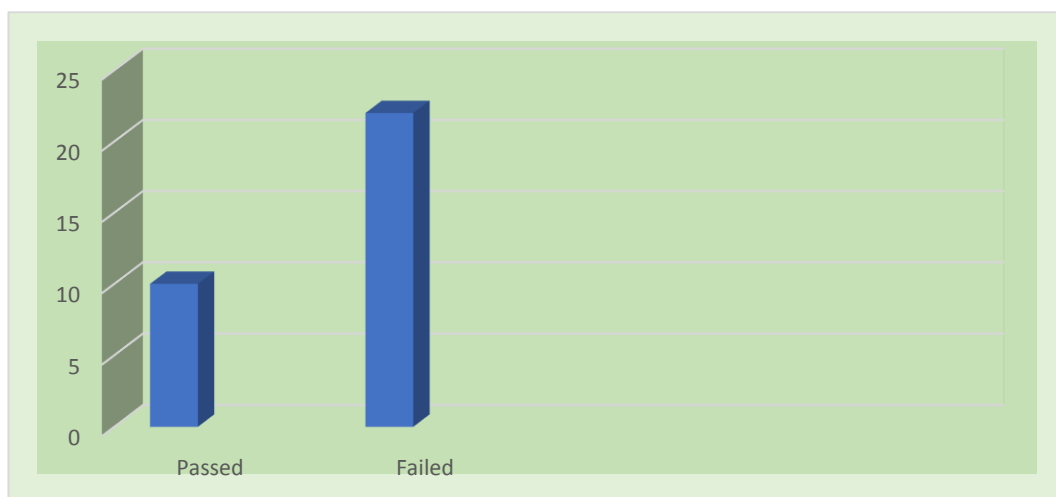
Figure 2.
Percentage of Student's Writing Narrative Text
Post-Test 1 Score in Cycle 1

Based on the results of post-test 1 conducted by students, the results show

that only 31.25% or 10 students scored above 70 and met the Minimum Completion

Criteria (MCC), while 68.75% or 22 students scored below 70 and did not meet the

Minimum Completion Criteria (MCC). In addition, the post-test 1 average score of 63.28 shows that students have better scores in narrative text writing compared to the pre-test average score of 58.44. However, the success indicator in this study is that 75% of students must pass the Minimum Completion Criteria (MCC) (70). This means that the results of post-test 1 based on the success indicator are considered unsuccessful.

3) Observation

During the observation, the researcher as an educator observed the students' actions and provided material about narrative text writing to the students. During the learning process, the observer also observed the students during the learning process. By checking the observation sheet for meeting 1 and 2, students who actively participated in the discussion got points. The indicators of student activity are as follows:

Table 7.
The Student's Activities in Cycle 1

No.	Student's Activity	Frequency	Percentage
1.	Students pay attention to the teacher's explanation.	25	80%
2.	Students ask and answer the teacher's questions.	24	75%
3.	Students are able to complete assignments.	25	80%
4.	Students participate actively in class	26	81%
Total Students		**32**	
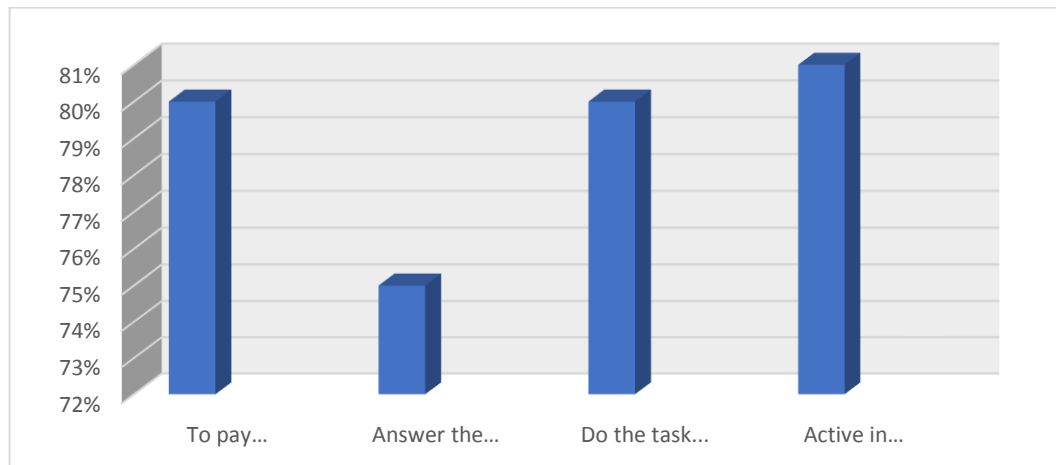
Figure 3.
Percentage of student's activities in cycle 1

The table shows not all students actively participate in class. 25 students (80%) pay attention to the teacher explanation, 24 students (75%) understand the material, 25 students (80%) are active in class, and 26 students (81%) are able to complete assignments.

4) Reflection

The results of observations made on the learning process in cycle 1 showed that the learning process did not meet the Minimum Completeness Criteria (MCC) (70). At the end of this cycle, researchers looked at and calculated all actions, including students' pre-test and post-test scores. The comparison between the pre-test and post-test 1 scores is as follows:

Table 8.
The Comparison Between Pre-Test and
Post-Test 1 Score in Cycle 1

No.	Name	Pre-Test Score	Post-Test 1 Score	Improving	Explanation
1.	AS	57	62	8	Improved
2.	AM	73	82	9	Improved
3.	AIF	58	64	6	Improved

No.	Name	Pre-Test Score	Post-Test 1 Score	Improving	Explanation
4.	AZK	71	81	10	Improved
5.	CPA	73	82	9	Improved
6.	C	55	56	1	Improved
7.	DD	59	63	4	Improved
8.	D	55	61	6	Improved
9.	F	54	61	7	Improved
10.	GP	55	57	2	Improved
11.	IPK	62	77	15	Improved
12.	JMZ	57	59	2	Improved
13.	LM	65	79	14	Improved
14.	MDCL	69	78	9	Improved
15.	MNP	55	56	1	Improved
16.	NB	63	81	18	Improved
17.	NN	72	80	8	Improved
18.	NMS	61	75	14	Improved
19.	PMA	63	66	3	Improved
20.	PNS	65	67	2	Improved
21.	RB	55	61	6	Improved
22.	RP	58	67	9	Improved
23.	RW	55	58	3	Improved
24.	RBS	57	62	5	Improved
25.	R	56	58	2	Improved
26.	SR	77	85	8	Improved
27.	SS	53	56	3	Improved
28.	SR	54	66	12	Improved
29.	UB	57	61	4	Improved
30.	UK	55	61	6	Improved
31.	VP	55	62	7	Improved

No.	Name	Pre-Test Score	Post-Test 1 Score	Improving	Explanation
32.	YE	53	56	3	Improved
Total		1.838	1.994	225	
Average		58.44	63.28		

Table 9.
The Comparison Between Pre-Test and
Post-Test 1 Score in Cycle 1

Interval	Pre-Test	Post-Test	Explanation
> 70	5	10	Passed
< 70	27	22	Failed
Total	**32**	**32**	
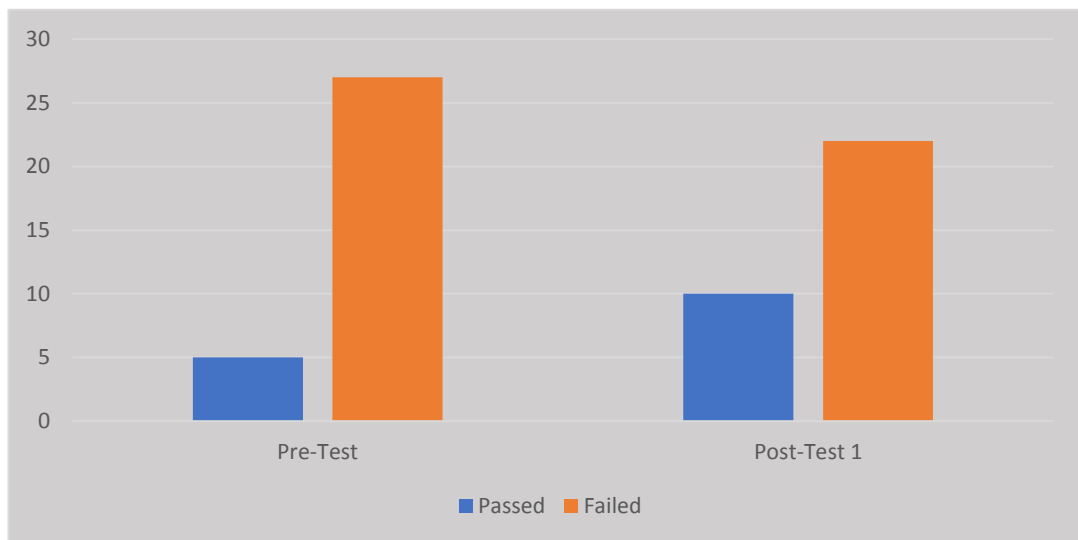
Figure 4.
The Comparison Between Pre-Test and
Post-Test 1 Score in Cycle 1

Of the 32 students, it can be concluded that 15.63% or 5 students among the interval > 70 students have met the Minimum Completeness Criteria (MCC). Furthermore, there were 84.38% or 27 students among the interval < 70 who did not meet the Minimum Completeness Criteria (MCC). In post-test 1, it can be

concluded that 31.25% or 10 students among the > 70 interval have met the Minimum Completeness Criteria (MCC). Furthermore, there were students who failed to meet the Minimum Completion Criteria (MCC) of 68.75% or 22 students with interval scores < 70. The average value of the pre-test was 58.44, and the average value of post-test 1 was 63.28. although there was an increase between the two, these values still did not meet the success indicators. Because the success indicator was not achieved, namely 75% of students must pass the criteria, so this research is considered unsuccessful.

2. Cycle 2

Cycle 1 and cycle 2 both consist of planning, action, observation, and reflection. These will be discussed further below:

1) Planning

Based on the results of observation and reflection on cycle 1, it was shown that cycle 1 had not been successful. Therefore, researchers and collaborators tried to improve the learning process in cycle 2. In cycle 2, researchers prepared the Teaching Module, materials, medias, observation sheets, and tests for post-test 2.

2) Action

a) Post-Test 2

Cycle 2 has the same learning process description as cycle 1. Researchers aim to increase student activity each time. This stage was carried out in 1 meeting. Cycle 2 took place on Thursday, June 12, 2025. The activity begins with the teacher saying greetings and inviting students to pray together. Researchers as teachers

explain to students about Instagram captions that will be used in doing the tests given by the teacher. The teacher also gave examples of how to use the Instagram caption media to students. Then, students listened to the teacher's explanation and listened to the motivation for students to study more diligently. After the teacher finished explaining the media to be used, the teacher gave post-test 2 to students. The post-test 2 given was a written test about the story "The Tortoise and the Hare". Students were asked to retell the story based on their understanding, and write their work into Instagram in the caption feature that was available. After students finished working on the task, the researcher analyzed the results obtained by students in post-test 2. The results of post-test 2 can be seen in the following table:

Table 10.
The Result of Student's Narrative Text Post-Test 2
Score in Cycle 2

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AS	24	14	14	15	3	70	Passed
2.	AM	27	18	18	17	4	84	Passed
3.	AIF	26	12	12	17	4	71	Passed
4.	AZK	23	18	16	22	4	83	Passed
5.	CPA	27	18	18	18	4	85	Passed
6.	C	16	11	13	20	2	62	Failed
7.	DD	19	17	14	16	4	70	Passed
8.	D	16	13	14	18	3	64	Failed
9.	F	15	15	14	18	3	65	Failed
10.	GP	18	17	15	16	4	70	Passed
11.	IPK	24	18	18	19	3	82	Passed
12.	JMZ	17	14	16	17	3	67	Failed
13.	LM	25	17	20	17	3	82	Passed
14.	MDCL	23	18	19	17	4	81	Passed

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
15.	MNP	18	16	17	16	3	70	Passed
16.	NB	23	18	19	18	4	82	Passed
17.	NN	22	17	19	19	4	81	Passed
18.	NMS	20	16	19	18	3	76	Passed
19.	PMA	19	16	18	17	3	73	Passed
20.	PNS	20	16	17	16	3	72	Passed
21.	RB	20	17	15	16	3	71	Passed
22.	RP	21	18	17	17	3	73	Passed
23.	RW	20	18	16	15	3	72	Passed
24.	RBS	18	17	16	16	3	70	Passed
25.	R	19	17	16	15	3	70	Passed
26.	SR	29	18	18	19	4	88	Passed
27.	SS	16	11	13	20	2	62	Failed
28.	SR	19	17	16	18	3	73	Passed
29.	UB	19	16	17	15	3	70	Passed
30.	UK	18	17	16	16	3	70	Passed
31.	VP	20	17	15	17	2	72	Passed
32.	YE	25	13	15	7	2	62	Failed
High Score							**88**	
Lower Score							**62**	
Average							**73.22**	

Table 11.
Percentage of Student's Writing Narrative Text
Post-Test 2 Score in Cycle 2

No.	Interval	Category	Frequency	Percentage
1.	> 70	Passed	26	81,25%
2.	< 70	Failed	6	18,75%
Total			**32**	**100 %**
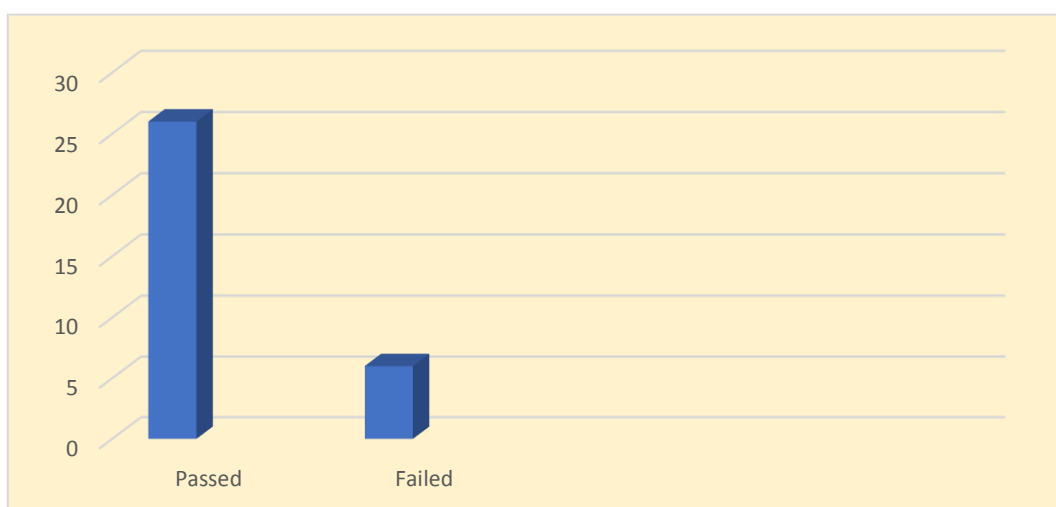
Figure 5.
Percentage of Student's Writing Narrative Text
Post-Test 2 Score in Cycle 2

Based on the results of students' narrative text writing in post-test 2, it can be concluded that 81.25% or 26 students scored above 70 or met the Minimum Completeness Criteria (MCC), while 18.75% or 6 students did not meet the Minimum Completeness Criteria (MCC). Thus, the success indicator has been achieved, because 81.25% of students get a minimum score of 70 to meet the Minimum Completeness Criteria (MCC).

 3) **Observation**

At this stage, the researcher presents the material by using Instagram captions as learning media. Just like the previous lesson, 4 indicators were used to recognize student activity.

Researchers concluded that learning in cycle 2 was successful based on the results of the cycle 2 observation sheet. The results of the observation of student learning activity values are shown below:

Table 12.
The Student's Activities in Cycle 2

No.	Student's Activity	Frequency	Percentage
1.	Students pay attention to the teacher's explanation.	30	94 %
2.	Students ask and answer the teacher's questions.	28	90 %
3.	Students are able to complete assignments.	29	91 %
4.	Students participate actively in class	28	90 %
Total Students		**32**	
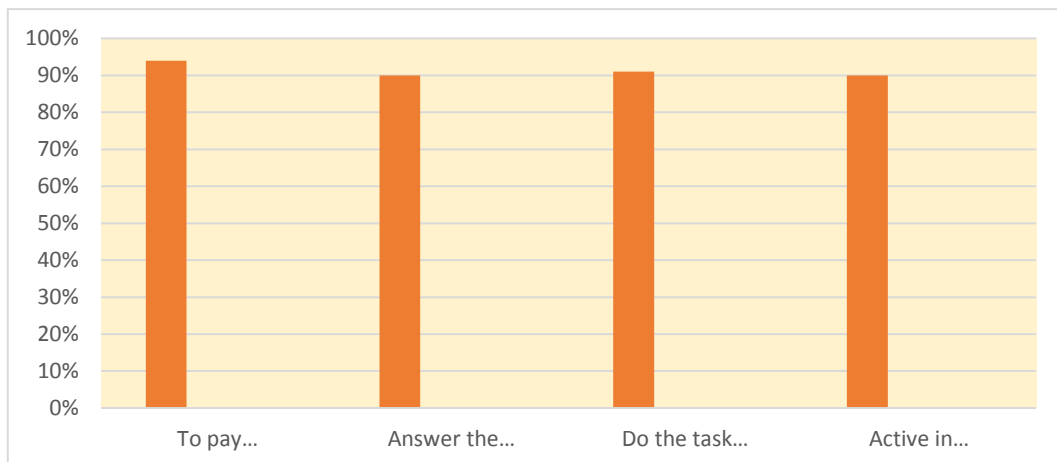
Figure 6.
Percentage of student's activities in cycle 1

Cycle 2 showed an increase in student activity, as shown in the table above. Because, all four percentages of students reached more than 75%. The researcher concluded that the cycle 2 learning process was successful. The percentage of students who have activities paying attention to the teacher is 94%, students who

are able to answer questions are 90%, students who are able to complete tasks are
91%, and students who are active in class are 90%.

4) Reflection

At the end of this cycle, researchers and collaborators analyzed and
calculated each process, including the results of post-test 2 and student learning
observations. The comparison between students' post-test 1 and 2 results can be
seen in the following table:

Table 13.
The Comparison Between Post-Test 1 and
Post-Test 2

No.	Name	Post-Test 1 score	Post-Test 2 Score	Improving	Explanation
1.	AS	62	70	8	Improved
2.	AM	82	84	2	Improved
3.	AIF	64	71	7	Improved
4.	AZK	81	83	2	Improved
5.	CPA	82	85	3	Improved
6.	C	56	62	6	Improved
7.	DD	63	70	7	Improved
8.	D	61	64	3	Improved
9.	F	61	65	4	Improved
10.	GP	57	70	13	Improved
11.	IPK	77	82	5	Improved
12.	JMZ	59	67	8	Improved
13.	LM	79	82	3	Improved
14.	MDCL	78	81	3	Improved
15.	MNP	56	70	14	Improved
16.	NB	81	82	1	Improved

No.	Name	Post-Test 1 score	Post-Test 2 Score	Improving	Explanation
17.	NN	80	81	1	Improved
18.	NMS	75	76	1	Improved
19.	PMA	66	73	7	Improved
20.	PNS	67	72	5	Improved
21.	RB	61	71	10	Improved
22.	RP	67	73	6	Improved
23.	RW	58	72	14	Improved
24.	RBS	62	70	8	Improved
25.	R	58	70	12	Improved
26.	SR	85	88	3	Improved
27.	SS	56	62	6	Improved
28.	SR	66	73	7	Improved
29.	UB	61	70	9	Improved
30.	UK	61	70	9	Improved
31.	VP	62	72	10	Improved
32.	YE	56	62	6	Improved
Total		**1.994**	**2.343**	**203**	
Average		**63,28**	**73,22**		

Table 14.
The Comparison Between Post-Test 1 and
Post-Test 2

Interval	Post-Test 1	Post-Test 2	Explanation
> 70	10	26	Passed
< 70	22	6	Failed
Total	**32**	**32**	
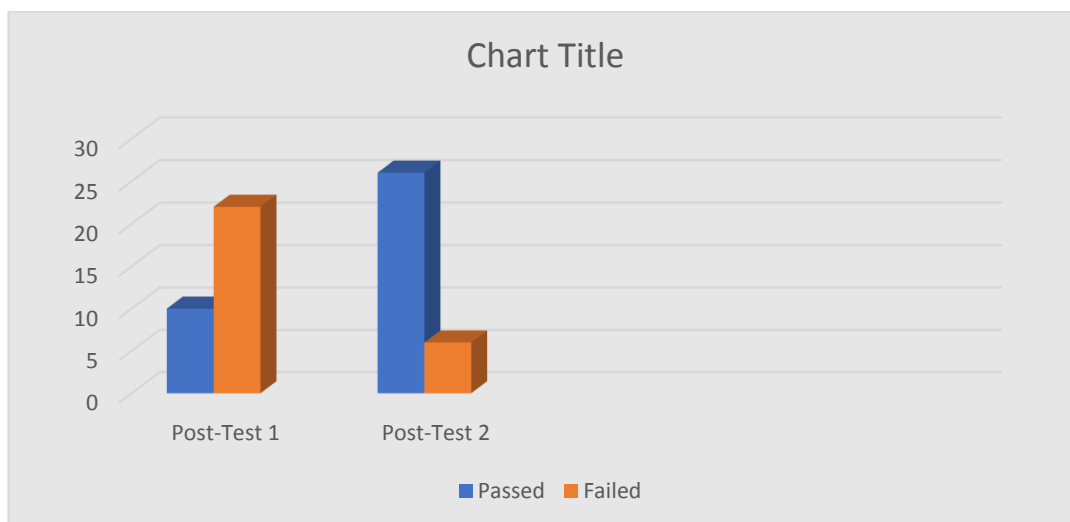
Figure 7.
The Comparison Between Post-Test 1 and
Post-Test 2

In the table above, it can be concluded that the highest score obtained by students in post-test 2 is 88, and the lowest score is 62. The average score obtained in this cycle is 73.22. The percentage of student success in post-test 2 is 81.25%% or 26 students passed the Minimum Completion Criteria (MCC), and 18.75% or 6 students did not pass the Minimum Completion Criteria (MCC). This shows that students' ability to write narrative texts has improved.

The results of post-test 2 show that learning meets the success criteria of Classroom Action Research (CAR), so there is no need to continue in the next cycle. In short, Instagram captions can improve students' ability to write narrative texts.

3. Comparison of Pre-Test, Post-Test 1, and Post-Test 2

The English learning process in cycle 1 can be said to be successful, but the average score obtained by students is still low. It is said so, because student results in post-test 1 are higher than the pre-test, but have not met the Minimum

Completion Criteria (KKM), and student results in cycle 2 are better than cycle 1.

The table below shows the results of each test:

Table 15.
The Comparison of Writing Narrative Text Scores in Pre-Test and
Post-Test 1 in Cycle 1 and Post-Test 2 in Cycle 2

No.	Score		
	Pre-Test	**Post-Test 1**	**Post-Test 2**
1.	57	62	70
2.	73	82	84
3.	58	64	71
4.	71	81	83
5.	73	82	85
6.	55	56	62
7.	59	63	70
8.	55	61	64
9.	54	61	65
10.	55	57	70
11.	62	77	82
12.	57	59	67
13.	65	79	82
14.	69	78	81
15.	55	56	**70**
16.	63	81	82
17.	72	80	81
18.	61	75	76
19.	63	66	73
20.	65	67	72
21.	55	61	71
22.	58	67	73
23.	55	58	72
24.	57	62	70

No.	Score		
	Pre-Test	**Post-Test 1**	**Post-Test 2**
25.	56	58	70
26.	77	85	88
27.	53	56	62
28.	54	66	73
29.	57	61	70
30.	55	61	70
31.	55	62	72
32.	53	56	62
Total	**1.838**	**1.994**	**2.343**
Average	**58.44**	**63.28**	**73.22**
Passed	**5**	**10**	**26**

Table 16.
The Comparison of Writing Narrative Text Scores in Pre-Test and
Post-Test 1 in Cycle 1 and Post-Test 2 in Cycle 2

Interval	Pre-Test	Post-Test 1	Post-Test 2	Explanation
> 70	5	10	26	Passed
< 70	27	22	6	Failed
Total	**32**	**32**	**32**	

The table above shows the increase in scores based on the results of the pre-test, post-test 1, and post-test 2. Therefore, the researcher concluded that this study was successful because the success indicators were met. The results of the pre-test, post-test 1, and post-test 2 are shown below:
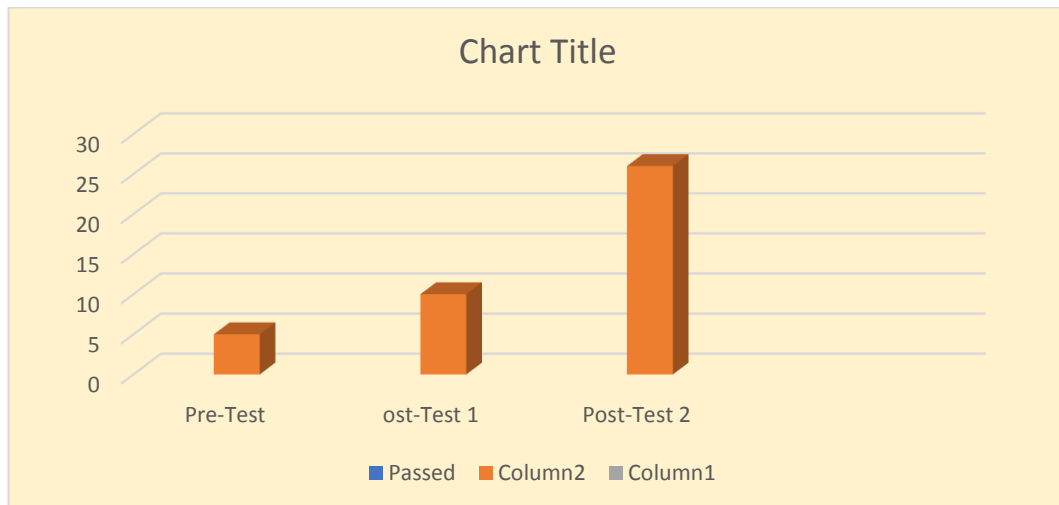
Figure 8.
The Comparison of Writing Narrative Text Scores in Pre-Test and
Post-Test 1 in Cycle 1 and Post-Test 2 in Cycle 2

From the diagram above, it can be concluded that Instagram captions as learning media can help students in writing narrative texts. This can be seen in the diagram above which shows that the increase in student scores from pre-test to post-test 1, and from post-test 1 to post-test 2.

4. **The Result of Students Learning Activities in Cycle 1 and Cycle 2**

Data on student learning activities were obtained from each student learning activity recorded on the observation sheet. The following improvement table shows the data:

Table 17.
Table of Student's Activities in
Cycle 1 and Cycle 2

No.	Student's Activities	Cycle 1		Cycle 2		Improving
		F	Percentage	F	Percentage	
1.	Pay attention of teacher explanation	25	80 %	30	94 %	14%
2.	The Student's ask/answer question	24	75 %	28	90 %	15%

No.	Student's Activities	Cycle 1		Cycle 2		Improving
		F	Percentage	F	Percentage	
3.	The student's able do the task	25	80 %	29	91 %	11%
4.	The student's active in the class	26	81 %	28	90 %	9%
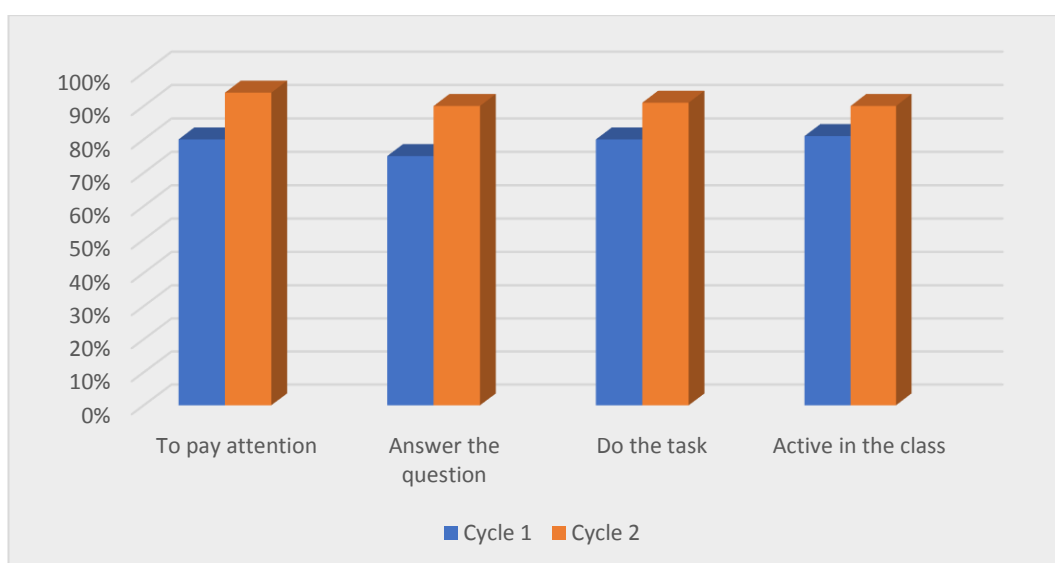
Figure 9.
Figure of Student Learning Activity Results in
Cycle 1 and Cycle 2

1) **The students pay attention of teacher explanation**

From cycle 1 to cycle 2, students' attention to the teacher's explanation increased. In cycle 1, only 80% and in cycle 2 94%, with an increase of 14%.

2) **The students ask/answer question**

In the student ask/answer process in the learning process, it can be seen in the percentage table that there was an increase from cycle 1 to cycle 2. This shows that if the teacher asks questions to students, they have the confidence to answer, even though their answers are not optimal. The level of participation in this activity increased by 15% from 75% in cycle 1 to 90% in cycle 2.

3) The student's able do the task

Cycle 1 had 80% and cycle 2 had 91% of students asking questions. This activity increased by 11%.

4) The student's active in the class

In cycle 1, students' understanding of the material in the class increased from 81% to 90% in cycle 2. The percentage increase from cycle 1 to cycle 2 was 9%.

With the above data, it can be concluded that students are actively involved in learning. In cycle 1 and cycle 2, most students showed improvement when using Instagram caption media in learning. Based on the explanation from cycle 1 and cycle 2, it can be concluded that the use of Instagram caption as learning media can help students in writing narrative text. The average score increased from 58.44 to 63.28 and 73.22.

In addition, from the results of this explanation, the researcher concluded that this research was successful and could be stopped at cycle 2 because the success indicator of 75% of students who scored more than 70 had been achieved. In post-test 2, 26 students (81.25%) passed with a passing indicator with a score of more than 70 and an average of 73.22.

C. Discussion

In teaching writing at SMA Negeri 1 Mesuji Timur class X, based on the results of the pre-survey, there are several problems, such as students having difficulty in starting writing narrative texts. The researcher chose Instagram caption as a learning media to help students learn to write narrative text.

Writing narrative text will be easier to understand if supported by the right learning media, because the subject matter will become clearer for students who want to understand it. Based on the explanation of cycle 1 and cycle 2, the researcher assumes that the use of Instagram caption as a learning media when teaching writing can improve students' ability to write narrative text. The number of students who passed increased from pre-test 15.63% or 5 students, post-test 1 31.25% or 10 students, and post-test 2 81.25% or 26 students.

In addition, using Instagram captions as learning media when teaching writing can make the class more interesting. Cycle 1 and cycle 2 showed improvement in learning activities. Students' attention to the teacher's explanation increased from 80% to 94%, students' questions increased from 75% to 91%, being able to complete tasks increased from 80% to 91%, and students' activeness in class increased from 81% to 90%.

This is in accordance with research conducted by Purba et al, in their research entitled "The Using of Instagram Caption to Improve Students' writing Ability for The Tenth Grade Students of SMA Swasta Yayasan Perguruan Keluarga Kota Pematang Siantar", the study found that using Instagram captions as learning media can improve students' writing ability. This can be seen from the average value of the pre-test and post-test results that have been carried out. The average score obtained by students in the pre-test was 58.13, while the average post-test

score obtained by students was 82.20. From the average score between the pre-test

and post-test, there was an increase of 24.07 points.[37]

[37] Benarita Purba, Rohdearni Wati Sipayung, and Dita Sintia, 'The Using Of Instagram Caption To Improve Students Writing Ability For The Tenth Grade Students Of SMA Swasta Yayasan Perguruan Keluarga Kota Pematang Siantar', *Bilingual : Jurnal Pendidikan Bahasa Inggris*, 6.1 (2024), 17–22 <https://doi.org/10.36985/jbl.v6i1.1212>.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on all the data that has been collected from the Classroom Action Research (CAR), researchers get conclusions and some suggestions that can support the findings of researchers.

A. Conclusion

Based on the research results, the researcher would like to conclude that there is an increase in the percentage of student learning outcomes in writing narrative text. Some tests carried out in the learning process, for the pre-test results showed as many as 5 students or 15.63% who scored above the Minimum Completion Criteria (MCC), for post-test 1 showed as many as 10 students or 31.25% who scored above the Minimum Completion Criteria (MCC), and for post-test 2 showed as many as 26 students or 81.25% who scored above the Minimum Completion Criteria (MCC).

In the process of learning English, student learning outcomes in cycle 1 and cycle 2 showed an improvement in student writing and also student activity in the learning process in the classroom. This can be seen from the percentage of students in cycle 2 has reached the target, which is 75% of students get scores above the Minimum Completion Criteria (MCC). In addition, students were more active in class, able to create narrative texts well, had a good understanding of the narrative text material, and students enjoyed doing their work in class. Therefore, it can be

concluded that Instagram caption can improve the ability of class X students of SMA Negeri 1 Mesuji Timur in writing narrative text.

B. Suggestion

After conducting the research, based on what has been mentioned above, below are some recommendations that the researcher would like to give to improve teaching and learning activities:

1. For the Student's

In the writing process, the role of the teacher and the positive response of the students are very important. Teachers encourage students to be more active and creative in designing and creating narrative texts. Students write with the guidance of the teacher, so that students can write good narrative texts.

2. For the English Teacher

It is recommended that English teachers use more varied learning media or media that are often used by everyday students such as Instagram. Because if the learning media is interesting, students will be more interested and more enthusiastic in the learning process. In addition, teachers are expected to make extracurricular English at school, so that students can improve their English skills outside of school hours.

3. For the Headmaster

To support the English learning process, the headmaster is expected to prepare complete and supportive facilities in the classroom. This will enable teachers and students to conduct an effective learning process.

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APPENDIXES

SYLLABUS

School   : SMA Negeri 1 Mesuji Timur
Subject   : English
Class/Semester   : X/II
Time Allocation   : 2 × 40 Minutes

KI 4: Trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory

	Basic Competence	Maini Material and Learning Materials	Learning Activities	indicator	Learning Resources
3.7	Analyze social functions, text structure, and language features of narrative texts in oral and written forms.	- Definition and purpose of narrative texts - Text structure: orientation, complication, resolution - Language features: past tense, action verbs, time connectors	- Reading and analyzing sample narrative texts - Group discussions about text structure - Vocabulary exercises (verbs and connectors) - Grammar review (past tense) - Listening to short stories	- Identify the purpose of narrative texts - Recognize text structures (orientation, complication, resolution) - Identify language features (past tense, time connectives)	- Student textbook - English short story books - Online platforms (BBC Learning, Storynory) - Teacher handouts
4.7	Compose a simple narrative text, oral	- Narrative writing techniques	- Writing a short story in pairs or individually	- Draft a narrative story	- LKS (Lembar Kerja Siswa)

	and written, about imaginative events or experiences.	- Brainstorming story ideas - Creating character and setting - Drafting and revising narrative text	- Peer editing sessions - Oral storytelling presentation	- Use appropriate text structure - Apply relevant grammar and vocabulary	- Examples of student writing - Video storytelling platforms

LESSON PLAN

1. **GENERAL INFORMATION**
   A. **Identity**
      Education Unit   : SMA Negeri 1 Mesuji Timur
      Level/Class   : SMA / X (Ten)
      Subject   : English
      Time Allocation   : 2 / JP

   B. **Initial Competence**
      Learners master the vocabulary, text definition, social function of text, text structure, linguistic elements, point of view, conclusion of story content, moral value and information related to narrative text related to fable stories.

   C. **Profile of Relevant Pancasila Student**
      1. Believing, fearing God Almighty and having noble character 2.
         - Be polite
      2. Be globally diverse
         - Know and appreciate culture
      3. Critical reasoning
         - Acquire and process detailed ideas and information related to
         - Summarize the content of narrative text
         - Analyze the moral values contained in the text
      4. Confident
      5. Independent

   D. **Facilities and Infrastructure**
      - Classroom, laptop, projector, cell phone, video, stationery, LKPD, science book class X PPT and teaching module.

   E. **Target Learners**
      - Class X/Phase E Learners

2. **CORE COMPETENCIES**
   A. **Learning Objectives**
      1) Identify the text structure (orientation, complication, resolution) in narrative text.
      2) Find linguistic elements such as past tense, time conjunctions, and action verbs.

3) Retell the content of narrative text orally and in writing with appropriate language.
4) Write simple narrative texts using appropriate structure and language.

B. Learning Materials

1) Definition of Narrative Text

   Narrative text is a text that aims to entertain readers with stories that have a series of events. It usually contains fictional stories such as fairy tales, legends, folklore, fables and short stories.

2) Text Structure
   a. Orientation: Introduction of characters, time, and place.
   b. Complication: The emergence of a problem or conflict.
   c. Resolution: The resolution of the problem.
   d. Coda: Provides a conclusion, moral message.

3) Language Elements

1) Past tense (example: went, saw, was, were)

2) Adverb of time (example: once upon a time, onde day)

3) Direct and indirect speech

   a. Adverb of time (contoh: once upon a time, onde day)

   b. Direct and indirect speech

A. Learning Steps

Meeting 1 (2 JP)

1. **Starting activity**

   a. The teacher prepares students to be ready for learning by greeting, praying, checking attendance, explaining learning objectives.

2. he teacher provides ice breaking before learning begins.

Core activity

   a. The teacher gives some triggering questions related to narrative text that students know.

   b. The teacher gives some triggering questions related to the material of some examples of narrative stories.

c. The teacher gives Fill the Blank student worksheets to the students.

d. Students work on the worksheet individually with enthusiasm.

e. The teacher and students discuss the results of student work given by the teacher to students.

f. The teacher gives appreciation to students for working enthusiastically until the end.

g. After that, the teacher explains the material about narrative text, namely social function, text structure, types of narrative text and linguistic elements to the students.

h. When the explanation is finished, the teacher invites students to ask about the material that has not been understood.

i. The teacher re-explains the part that has not been understood by the students.

Closing Activities

a. Students reflect on learning with the teacher.

b. The teacher gives feedback.

c. The teacher motivates the students

d. Together, close with prayer and greetings**.**.

Meeting 2 (2 JP)

1. Starting Activity
   a. The teacher prepares students to carry out learning by giving greetings, praying, checking attendance, reviewing learning activities at the previous meeting, explaining learning objectives and preparing learning resources at this meeting.
   b. The teacher invites students to play Ice Breaking before learning begins.

    c. The teacher prepares students to carry out learning by giving greetings, praying, checking attendance, reviewing learning activities at the previous meeting, explaining learning objectives and preparing learning resources at this meeting.

    d. The teacher invites students to play Ice Breaking before learning begins.

Core Activities

    a. The teacher reviews the material learned in the previous meeting.

    b. The teacher asks questions about the narrative text learned in the previous meeting.

    c. Students answer the questions asked by the teacher.

    d. The teacher assigns the students to write the fable story "The Frog and the Scorpion" according to the storyline they know.

    e. The teacher and students discuss the student work given by the teacher to the students in the previous meeting.

    f. Some students present their stories to the class.

    g. The teacher gives appreciation to all students who have done the assignment..

Closing Activities

    a. Students reflect on learning with the teacher.

    b. The teacher gives feedback.

    c. The teacher provides information to students to send links to assignments that have been done by students on the Instagram application through the WhatsApp group that has been created.

    d. The teacher motivates the students

    e. Together, close with prayer and greetings.

Pertemuan 3 (2 JP)

1. Initial Activity

    a. The teacher prepares students to carry out learning by giving greetings, praying, checking attendance, reviewing learning activities at the previous meeting, explaining learning objectives and preparing learning resources at this meeting.

b. The teacher invites students to play Ice Breaking before the learning begins..

Core Activities

a. The teacher reviews the material learned in the previous meeting.

b. The teacher explains the learning media that will be used in learning English on today's meeting.

c. The teacher explains how to apply the Instagram App, and introduces some of the features on the Instagram App (photos, videos, captions, etc.)

d. The teacher gives a little guidance to all students in writing a simple story using the Instagram App on the Caption feature.

e. Students practice the method shown by the teacher.

f. The teacher gives individual assignments to students in the form of rewriting fable stories (Hare and Tortoise), and provides information to students to use the Instagram Application in doing assignments on the caption feature.

g. Students work on the assignment with enthusiasm.

Assessment

a. Knowledge: Written test (identify the structure and linguistic elements)

b. Skills:

   1) Oral: Retelling the text

   2) Written: Writing a fable story

   3) Attitude: Activeness, responsibility.

Media and Learning Resources

    a. English package book

    b. Indonesian folktales and fables from the internet

B. Evaluation

Writing Performance	Score	Criteria	Details
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good	Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea.
	13-16	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical but incomplete sequencing.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	7-9	Poor	Does not communicate, no organization, or not enough to evaluate.

	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
Vocabulary	14-17	High	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of work/idiom from, choice, usage, meaning confused or obscured.
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
language	22-25	Excellent	Effective, complex construction, few errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions.
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.

	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative.
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[38]

Eka Mulya, 10 June 2025

Collaboration　　　　　　　　　　　　　　　Researcher

Riyani, S.Pd　　　　　　　　　　　　　　**Dhea Destiana**

NIP.　　　　　　　　　　　　　　　　　**NPM.2101051008**

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[38] Joy M. Reid, p.237.

The Result of Pre-Test

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AS	19	12	12	11	3	57	Failed
2.	AM	24	16	15	14	4	73	Passed
3.	AIF	18	12	12	13	3	58	Failed
4.	AZK	24	16	14	13	4	71	Passed
5.	CPA	24	16	15	14	4	73	Passed
6.	C	18	11	12	11	3	55	Failed
7.	DD	20	12	13	11	3	59	Failed
8.	D	19	11	12	10	3	55	Failed
9.	F	18	12	11	11	2	54	Failed
10.	GP	17	13	12	10	3	55	Failed
11.	IPK	20	14	13	12	3	62	Failed
12.	JMZ	18	13	11	12	3	57	Failed
13.	LM	20	15	14	12	4	65	Failed
14.	MDCL	21	15	15	14	4	69	Passed
15.	MNP	18	12	12	10	3	55	Failed
16.	NB	21	13	13	13	3	63	Failed
17.	NN	23	15	15	15	4	72	Passed
18.	NMS	20	14	12	12	3	61	Failed
19.	PMA	19	15	13	13	3	63	Failed
20.	PNS	21	13	14	13	4	65	Failed
21.	RB	19	12	11	10	3	55	Failed
22.	RP	16	12	13	14	3	58	Failed
23.	RW	18	11	12	12	2	55	Failed
24.	RBS	18	11	13	13	2	57	Failed
25.	R	18	13	12	10	3	56	Failed
26.	SR	25	17	16	15	4	77	Passed
27.	SS	18	11	10	11	3	53	Failed

28.	SR	16	12	11	12	3	54	Failed
29.	UB	17	13	11	13	3	57	Failed
30.	UK	19	12	14	13	3	55	Failed
31.	VP	18	10	12	13	2	55	Failed
32.	YE	17	12	11	10	3	53	Failed
High Score							**77**	
Lower Score							**53**	
Average							**58.44**	

Eka Mulya, 10 Juni 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

The Result of Post-Test 1

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AS	19	12	14	14	3	62	Failed
2.	AM	25	16	17	20	4	82	Passed
3.	AIF	20	13	13	15	3	64	Failed
4.	AZK	25	16	16	20	4	81	Passed
5.	CPA	26	15	17	20	4	82	Passed
6.	C	18	11	12	13	2	56	Failed
7.	DD	21	12	131	14	3	63	Failed
8.	D	19	11	14	14	3	61	Failed
9.	F	20	12	13	14	2	61	Failed
10.	GP	18	12	12	13	2	57	Failed
11.	IPK	24	15	15	19	4	77	Passed
12.	JMZ	19	11	14	13	2	59	Failed
13.	LM	25	14	16	20	4	79	Passed
14.	MDCL	23	15	17	19	4	78	Passed
15.	MNP	18	10	13	12	3	56	Failed
16.	NB	24	16	17	20	4	81	Passed
17.	NN	24	15	18	19	4	80	Passed
18.	NMS	23	15	15	18	4	75	Passed
19.	PMA	21	13	14	15	3	66	Failed
20.	PNS	21	14	15	13	4	67	Failed
21.	RB	20	12	13	14	2	61	Failed
22.	RP	22	12	15	15	3	67	Failed
23.	RW	19	13	12	11	3	58	Failed
24.	RBS	21	14	12	12	3	62	Failed
25.	R	19	11	13	13	2	58	Failed
26.	SR	27	16	17	21	4	85	Passed
27.	SS	19	11	12	12	2	56	Failed

28.	SR	21	13	14	15	3	66	Failed
29.	UB	20	12	13	14	2	61	Failed
30.	UK	20	12	13	14	2	61	Failed
31.	VP	21	13	13	12	3	62	Failed
32.	YE	17	12	13	12	2	56	Failed
High Score							**85**	
Lower Score							**53**	
Average							**63.28**	

Eka Mulya, 11 Juni   2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

The Result of Post-Test 2

No.	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AS	24	14	14	15	3	70	Passed
2.	AM	27	18	18	17	4	84	Passed
3.	AIF	26	12	12	17	4	71	Passed
4.	AZK	23	18	16	22	4	83	Passed
5.	CPA	27	18	18	18	4	85	Passed
6.	C	16	11	13	20	2	62	Failed
7.	DD	19	17	14	16	4	70	Passed
8.	D	16	13	14	18	3	64	Failed
9.	F	15	15	14	18	3	65	Failed
10.	GP	18	17	15	16	4	70	Passed
11.	IPK	24	18	18	19	3	82	Passed
12.	JMZ	17	14	16	17	3	67	Failed
13.	LM	25	17	20	17	3	82	Passed
14.	MDCL	23	18	19	17	4	81	Passed
15.	MNP	18	16	17	16	3	70	Passed
16.	NB	23	18	19	18	4	82	Passed
17.	NN	22	17	19	19	4	81	Passed
18.	NMS	20	16	19	18	3	76	Passed
19.	PMA	19	16	18	17	3	73	Passed
20.	PNS	20	16	17	16	3	72	Passed
21.	RB	20	17	15	16	3	71	Passed
22.	RP	21	18	17	17	3	73	Passed
23.	RW	20	18	16	15	3	72	Passed
24.	RBS	18	17	16	16	3	70	Passed
25.	R	19	17	16	15	3	70	Passed
26.	SR	29	18	18	19	4	88	Passed
27.	SS	16	11	13	20	2	62	Failed

28.	SR	19	17	16	18	3	73	Passed
29.	UB	19	16	17	15	3	70	Passed
30.	UK	18	17	16	16	3	70	Passed
31.	VP	20	17	15	17	2	72	Passed
32.	YE	25	13	15	7	2	62	Failed
High Score							**88**	
Lower Score							**62**	
Average							**73.22**	

Eka Mulya, 12 Juni 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

OBSERVATION SHEET O STUDENTS

CYCLE I

Class/Semester : X/II

School : SMA Negeri 1 Mesuji Timur

Date :

No.	Name	Activity				Total Score
		Pay Attention	Ask/ Answer the Question	The Students Able Do the Task	The Students Active In the Class	
1.	AS	-	√	√	√	3
2.	AM	√	√	√	√	4
3.	AIF	√	√	√	-	3
4.	AZK	√	√	√	√	4
5.	CPA	√	√	√	√	4
6.	C	√	-	√	√	3
7.	DD	√	√	√	√	4
8.	D	√	√	-	-	2
9.	F	-	√	√	√	3
10.	GP	√	√	√	√	4
11.	IPK	√	√	√	√	4
12.	JMZ	√	√	-	√	3
13.	LM	√	√	√	-	3
14.	MDCL	√	√	√	-	3
15.	MNP	√	-	√	√	3
16.	NB	√	√	√	√	4
17.	NN	√	√	-	√	3
18.	NMS	√	-	√	√	3
19.	PMA	√	√	√	-	3
20.	PNS	-	√	√	√	3
21.	RB	√	√	-	√	3
22.	RP	√	-	√	√	3
23.	RW	-	√	-	√	2
24.	RBS	√	√	√	√	4
25.	R	√	-	√	√	3
26.	SR	√	√	-	√	3
27.	SS	-	√	-	√	2

No.	Name	Activity				Total Score
		Pay Attention	Ask/ Answer the Question	The Students Able Do the Task	The Students Active In the Class	
28.	SR	-	-	√	√	2
29.	UB	√	√	√	√	4
30.	UK	√	√	√	-	3
31.	VP	√	-	√	√	3
32.	YE	-	-	-	√	1
Total		25	24	25	26	
Percentages		80%	75%	80%	81%	

Note:
- Tick (√) for each positive activity
- Percentages of student's activities:

$$P = \frac{1}{n} x 100\%$$

P = Percentage
I = Indicator
n = Total of students

Eka Mulya, 10 June 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

OBSERVATION SHEET O STUDENTS

CYCLE II

Class/Semester   : X/II

School   : SMA Negeri 1 Mesuji Timur

Date   :

No.	Name	Pay Attention	Ask/ Answer the Question	The Students Able Do the Task	The Students Active In the Class	Total Score
1.	AS	√	√	√	√	4
2.	AM	√	√	√	√	4
3.	AIF	√	√	√	√	4
4.	AZK	√	√	√	√	4
5.	CPA	√	√	√	√	4
6.	C	√	√	√	√	4
7.	DD	√	√	√	√	4
8.	D	√	√	√	√	4
9.	F	√	√	√	√	4
10.	GP	√	√	√	√	4
11.	IPK	√	√	√	√	4
12.	JMZ	√	√	√	√	4
13.	LM	√	√	√	-	3
14.	MDCL	√	√	√	-	3
15.	MNP	√	√	√	√	3
16.	NB	√	√	√	√	4
17.	NN	√	√	-	√	3
18.	NMS	√	-	√	√	3
19.	PMA	√	√	√	√	4
20.	PNS	√	√	√	√	4
21.	RB	√	√	-	√	3
22.	RP	√	√	√	√	4
23.	RW	√	√	√	√	4
24.	RBS	√	√	√	√	4
25.	R	√	-	√	-	2
26.	SR	√	√	√	√	4
27.	SS	-	√	√	√	3

No.	Name	Activity				Total Score
		Pay Attention	Ask/ Answer the Question	The Students Able Do the Task	The Students Active In the Class	
28.	SR	√	-	√	√	3
29.	UB	√	√	√	√	4
30.	UK	√	√	√	-	3
31.	VP	√	-	√	√	4
32.	YE	-	√	-	√	2
Total		30	24	25	26	
Percentages		94%	75%	80%	81%	

Note:
- Tick (√) for each positive activity
- Percentages of student's activities:

$$P = \frac{1}{n} \times 100\%$$

P = Percentage
I = Indicator
n = Total of students

Eka Mulya, 12 June   2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

FIELD NOTE
CYCLE I

Date	Meeting	Activities
Tuesday, 10 June 2025	*1ˢᵗ* Meeting	1. Give pre-test for the students. 2. Some students were confused about the pre-test questions given.
Wednesday, 11 June 2025	*2ⁿᵈ* Meeting	1. The teacher gives the material narrative text. 2. Some students are noisy with their classmate 3. Some students didn't understand about the material 4. The teacher re-explains to students the part of the material that has not been understood. 5. Give post-test 1 to the students after giving treatment. 6. Some students passed the minimum standard criteria. 7. Make reflection to students and made evaluation for the teaching learning process.

Eka Mulya, 10 Juni 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

FIELD NOTE
CYCLE II

Date	Meeting	Activities
Thursday, 12 June 2025	1st Meeting	1. The teacher explains the Instagram caption media that will be used in the learning process. 2. The student gives more attention for the teacher. 3. The teacher gives post-test II. 4. Most of students the task correctly. 5. Most of students passed the minimum standard criteria.

Eka Mulya, 12 Juni 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**
NIP.   **NPM.2101051008**

OBSERVATION SHEET OF TEACHER ACTIVITY

CYCLE I

Teacher Activity	3	2	1

1. Pre-test
   a. Preparation of lesson plans.
   b. Preparation the media to be used.
   c. Ability to start the lesson.
	√
	
	√
		
		√	

2. While Teaching
   a. Information on learning objectives.
   b. Explain the material in order.
   c. Motivate students to learn.
   d. Encourage students to ask questions.
   e. Teaching students to answer questions related to the topic.
	√
	√
		
		√
		√
		√	

3. Post Teaching
   a. Conclude the result learning.
   b. Close the learning activity.
	√	
		√	

TOTAL	5	5	

Note:
Tick (√) for each positive activity
3 = Good
2 = Enough
1 = Bad

Eka Mulya, 10 June 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

OBSERVATION SHEET OF TEACHER ACTIVITY

CYCLE II

Teacher Activity	3	2	1

1. Pre-test
   a. Preparation of lesson plans.
   b. Preparation the media to be used.
   c. Ability to start the lesson.
	√
	√
	√		

2. While Teaching
   a. Information on learning objectives.
   b. Explain the material in order.
   c. Motivate students to learn.
   d. Encourage students to ask questions.
   e. Teaching students to answer questions related to the topic.
	√
	√
	√
		
		√
		√	

3. Post Teaching
   a. Conclude the result learning.
   b. Close the learning activity.
	√	
		√	

TOTAL	7	3	

Note:
Tick (√) for each positive activity
3 = Good
2 = Enough
1 = Bad

Eka Mulya, 12 June 2025

Collaboration   Researcher

Riyani, S.Pd   **Dhea Destiana**

NIP.   **NPM.2101051008**

Instrument of Pre-test

Nama   :

Kelas   :

1. Write a narrative story that you know and based on your imagination.

    Don't forget to write the title of the story!

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Instrument of Pre-Test

C : 16
O : 12
V : 13
L : 14
M : 3

Nama : Rahmah Paedah

Kelas : X

1. Write a narrative story that you know and base on your imagination.

   Don't forget to write the title of the story!

   58

   Once upen a time there was a Princes nomed Snow. She was very beautiful. had black hair. and her skin was as white as Flour. Her step mother was a Jealous Hor. She asked the miror and asked who was the most beautiful. The miror said Snow white. Then She got angry and told the hustter to kill her. But She couldn't bear it and instead released her into the forest. Then Snow white met Seven cure dwarfes and liked with them. Bu the Queen disguised herself as a granmother. Sail apples. She was given a poisoned apple. Snow white ate it and immadiatly feanted and slept for a long time until the Prince come and kissed her. then wake up and got married. That's it and

Instrument of Pre-Test

C : 21
O : 13
V : 14
L : 13
M : 4

Nama : Putri Movita Sari

Kelas : X

1. Write a narrative story that you know and base on your imagination.

   Don't forget to write the title of the story!

   65

There are two girls named Bawang Merah
and Bawang Putih, Bawang Putih is very
kind, diligent, patient, basically the ideal child,
but her fate is not that beautiful because
she lives with a very evil stepmother and
bawang merah, every day she is ordered around,
the work piles up, and she is not appreciated
either. then one day she found a
magical fish in the river, then the fish
helps her but is killed by the evil stepmother.
After that Bawang Putih gets a gift from
an old grandmother because she helped
her sincerely, the gift is a pumpkin filled
with snakes and scary things because
she is greedy and evil. Well, in the end Bawang
Putih lives happily, Bawang merah and her mother.

Instrument of Post-test 1

Nama   :

Kelas   :

1. Choose 1 story tite below, then write the story from the title you
   choose in the column provided!

   a. Sangkuriang   e. Legend of Prambanan Temple

   b. Cinderella   f. Snow White

   c. Legend of Toba Lake   g. Malin Kundang

   d. Deer and Crocodile   h. Timun Mas

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Instrument of Post-Test 1

C : 22
O : 12
V : 15
L : 15
M : 3

67

Nama : Rahmah Paedah

Kelas : X

1. Choose 1 story tite below, then write the story from the title you choose in the column provided!

   a. Sangkuriang
   b. Cinderella
   c. Legend of Toba Lake
   d. Deer and Crocodile
   e. Legend of Prambanan Temple
   f. Snow White
   g. Malin Kundang
   h. Timun Mas

Once upon tme there is bot name malin kundang he kivs whith his Mother in small village near beach. they life is Poor but mhother Always love malin very much. one day main Sai he want go Sailing Find Jb and moset, and Promise back Soon mother Cry but Let hega hope he Success.

Years go Pass, malin net Came back, mother Still wait every day at beach. one dat big Ship came, white nise man inside, is that men is main bur he act like he not know his Mother, mother run to hug he, but Malin Push her and Sai She not his mom, People Shock, mother Sad and Curse main for forget her.

After that Sky turn dark, thunder Loud, Sea becam wild Suddenly big wav, hit Ship main fall to rock, his body turn Stone, People beleve it Punish mai From God becave he forgit his mom, Now Stone at beach look like kneeling man, they Sail down:

Instrument of Post-Test 1

Nama : Putri Mourita Sari

Kelas :

C : 21
O : 14
V : 15
L : 13
M : 4

67

1. Choose 1 story tite below, then write the story from the title you choose in the column provided!

   a. Sangkuriang
   b. Cinderella
   c. Legend of Toba Lake
   d. Deer and Crocodile
   e. Legend of Prambanan Temple
   f. Snow White
   g. Malin Kundang
   h. Timun Mas

Once upon a time there was a woman named Mbok Rondo, who lived alone, near the forest. She really wanted to have a child, but yes, life was also difficult. Eh, suddenly a giant came, then gave her a cucumber, and the child grew up. Mbok Rondo was very happy, yes, she had planted cucumber seeds in her backyard. Eh, that's right, she grew up and a cute little girl appeared, named Timun mas because she was the child of timun mas.

But yes, there was also an agreement with the giant, the giant asked timun mas when she was an adult. Mbok Rondo panicked, but she did not stay silent, and finally asked for help from a hermit on the mountain. She was given a package containing strange objects: salt needles, cucumber seeds, and shrimp paste. When the giant came to kidnap timun mas, she ran away while throwing the objects one by one. And every time the giant was thrown, he always got into trouble - getting pricked by needles, getting stuck in a cucumber forest, even drowning in a sea of shrimp paste, and eventually getting lost.

Instrument of Post-test 2

Nama   :

Kelas   :

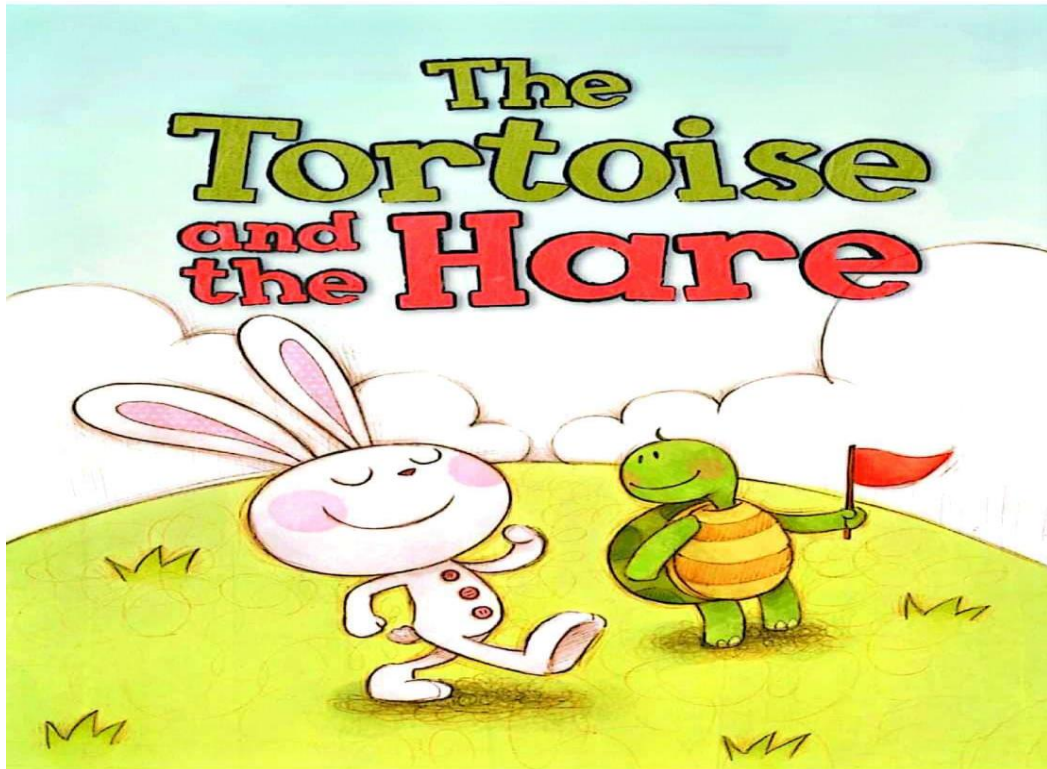1. Please write The Tortoise and The Hare story in the Instagram app
    in the caption feature.
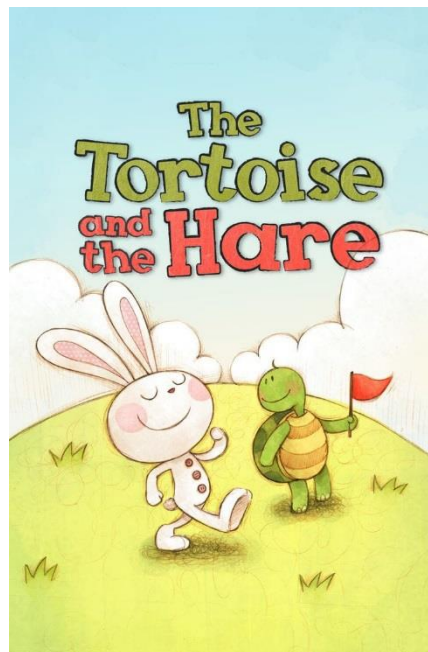
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← **Foto**

_putriiiiii ⋮

C: 20

O: 16

V: 17

L: 16

M: 3

72

♥ 4 ◯ ◁ 🔖

Disukai oleh rahmah_1274 dan lainnya

_putriiiiii **Putri Novita Sari // The Tortoise and The Hare**

.Once upon a time there was a rabbit who was very clever at running fast, to the point that his friends were amazed, but the rabbit was very arrogant.

One day the rabbit met a turtle, he yelled at the turtle because he was walking very slowly, by walking slowly too, the rabbit said "You walk very slowly" after that the turtle

After that the rabbit came back until the turtle was confused and said "this is what is called running, not like you, slowly..." then the turtle replied "ooo...you are so arrogant", after that the rabbit

Then the next day, the race started 1,2,3 then the rabbit ran quickly leaving the turtle at the starting line, the turtle kept running and was left far behind. After a while the rabbit stopped.

. When the finish line was in sight, the tortoise was greeted with the shouts of his friends "Come on, tortoise, hurry up." The noisy sound made the rabbit wake up and was shocked so that he ran very fast, but

@sman01mesujitimur_official
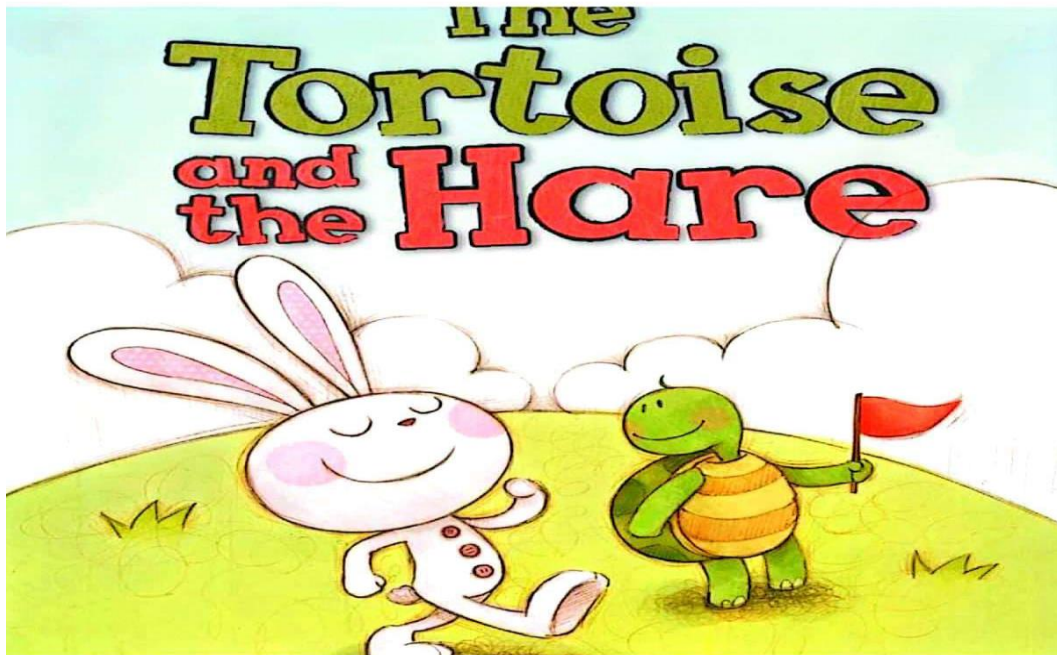@ddstna_dd

ll jam yang lalu • **Lihat terjemahan**

🔍 ⊞ 🎬 ⬤

Foto

rahmah_1274

C: 21

O: 18

V: 17

L: 17

M: 3

73

♥ 6 ◯ ◁

Disukai oleh helo_rya dan lainnya

rahmah_1274 Rahmah Paedah
The Tortoise and The Hare
Once, there lived a boastful hare. He could run very fast and was over proud of his speed. While he was walking around, the hare met a slowly moving tortoise. He laughed at him and said, "You're such a slowcoach, buddy!" The tortoise was annoyed by the hare words and replied, "My dear friend, hare! You're over proud of your speed. Let's have a race, and see who is the faster between us?"

Next day, the hare and the tortoise had a race. The hare ran very fast and left the tortoise far behind. He confidently thought that he would surely win the race. "The tortoise will take a very long time to get here, so I will catch my breath first for a moment," said the hare to himself.

After waiting for quite a while, the hare started to get bored. He leaned on a tree and decided to take a nap for a while. The tortoise kept walking slowly but steadily until he passed the hare. The hare suddenly woke up and saw that the tortoise was just about an inch from the finish line.

Then the hare started to run as fast as he could, but it was too late. The tortoise had just crossed the finish line and won the race. At last, the hare was really disappointed and bowed his head down admitting his lose

@smanOlmesujitimur_official
@ddstna_dd

11 jam yang lalu • Lihat terjemahan

DOCUMENTATION

The First Meeting Pre-test in Cycle 1
On Tuesday, 10 June 2025 at 09.45-11.00 WIB

The Secound Meeting Post-Test 1 in Cycle 1
On Wednesday, 11 June 2025 at 08.20-09.30 WIB

The First Meeting Post-Test 2 in Cycle 2
On Thrusdat, 12 June 2025 at 09.45-11.00 WIB

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : 1766/In.28.1/J/TL.00/05/2025
Lampiran : -
Perihal : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-
 Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**DHEA DESTIANA**
NPM	:	2101051008
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR

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, 28 Mei 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1846/In.28/D.1/TL.00/06/2025
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 MESUJI
TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1845/In.28/D.1/TL.01/06/2025, tanggal 03 Juni 2025 atas nama saudara:

Nama	:	**DHEA DESTIANA**
NPM	:	2101051008
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 MESUJI TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 MESUJI TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Juni 2025
Wakil Dekan Akademik dan
Kelembagaan,

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-1845/In.28/D.1/TL.01/06/2025

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

Nama	:	**DHEA DESTIANA**
NPM	:	2101051008
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 MESUJI TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR".

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 : 03 Juni 2025

Mengetahui,
Pejabat Setempat

SOLEH UDIN, S.Pd
NIP. 19700903199412001

Wakil Dekan Akademik dan Kelembagaan,

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

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 01 MESUJI TIMUR
Jl P. Diponegoro Desa Eka Mulya,Mesuji Timur,Mesuji 34698
Telp 082293796574 Fax. -
Laman : www.sman1mesujitimur.sch.id Pos-el : sman1mesujitimur@yahoo.com

SURAT PEMBERIAN IZIN RESEARCH
Nomor : 421/*332*/V.01/DP.18A/2025

Berdasarkan Surat Nomor : B-1846/In.28/D.1/TL.00/06/2025 tentang Permohonan Izin Research dalam rangka Penyusunan Skripsi oleh mahasiswa atas nama:

Nama	: DHEA DESTIANA
NPM	: 2101051008
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	: "IMPROVING THE STUDENTS' WRITING SKILLS BY USING INSTAGRAM CAPTIONS MEDIA IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 MESUJI TIMUR".

Dengan ini Kepala SMA Negeri 01 Mesuji Timur memberikan Izin Research dalam rangka menyelesaikanTugas Akhir/ Skripsi tersebut.

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