

**THE EFFECTIVENESS OF USING INSTAGRAM
MEDIA IN TEACHING NARRATIVE TEXT OF
ELEVENTH GRADES STUDENTS AT UPT SMA
NEGERI 10 SINJAI**



THESIS

As a Requirement for Compiling a Thesis
English Education Study Program

by:

NURUL AZHIZHAH

Reg. No. 200110018

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024**



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1. Dr. Takdir, M.Pd.I.
2. Harmilawati, S.S., S.Pd., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024**

STATEMENT OF AUTHENTICITY

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Sinjai, June 29th 2024

The Researcher,



Nurul Azhizhah

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PENGESAHAN SKRIPSI

Skrripsi berjudul, *The Effectiveness Of Using Instagram Media In Teaching Narrative Text Of Eleventh Grades Students At UPT SMA Negeri 10 Sinjai*, yang ditulis oleh Nurul Azhizhah Nomor Induk Mahasiswa (NIM) 200110018, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Sabtu, tanggal 29 Juni 2024 M bertepatan dengan 22 Dzulhijjah 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd).

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ABSTRACT

Nurul Azhizhah. Effectiveness of Using Instagram Media in Teaching Narrative Text to Students at Class XI of UPT SMA Negeri 10 Sinjai. Thesis: Sinjai, English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2024.

This research aims to prove the effectiveness of using Instagram media in teaching narrative texts to students in class XI UPT SMA Negeri 10 Sinjai. This research is experimental research using a quantitative approach, with research variables namely, Instagram media (X) and narrative text teaching (Y).

The type of research used is an experimental method with a quantitative approach. The subjects of this research were 30 students. Data collection techniques include questionnaires, tests, and documentation. The data analysis technique uses paired T-test and simple linear regression with the help of SPSS 23.

Based on the T-test results, the Sig. (2-tailed) is 0.000. The significance value obtained is smaller than 0.05 or $0.000 < 0.05$, which means H_a is accepted and H_0 is rejected. The normality test results for the pretest and posttest were 0.253 and 0.062 respectively, which indicated a normal distribution. The homogeneity of variance test result is 0.489, which indicates a homogeneous variance. This proves that the use of Instagram has a significant impact on improving students' narrative writing abilities. Based on these data, it is proven that the use of Instagram media is effective in teaching narrative texts.

Keywords: Instagram; Narrative Text

مستخلص البحث

نور العزيزة. فعالية استخدام وسائل التواصل الاجتماعي في تدريس النصوص السردية للطلاب في الصف الحادي عشر في مدرسة المتوسطة الحكومية ١٠ سنجائي. الرسالة العلمية، سنجائي، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٤.

يهدف هذا البحث إلى إثبات فعالية استخدام وسائل التواصل الاجتماعي في تدريس النصوص السردية للطلاب في الصف الحادي عشر في مدرسة المتوسطة الحكومية ١٠ سنجائي. هذا البحث هو بحث تجريبي باستخدام نهج كمي، مع متغيرات البحث وهي وسائل التواصل الاجتماعي (X) وتدرس النصوص السردية (Y).

نوع البحث المستخدم هو طريقة تجريبية بنهج كمي. كان موضوع هذا البحث ٣٠ طالبًا. تشمل تقنيات جمع البيانات الاستبيانات والاختبارات والتوثيق. تستخدم تقنية تحليل البيانات اختبارات المقفون والانحدار الخطي البسيط بمساعدة SPSS 23.

بناءً على نتائج اختبار Sig. (ذيل ثنائي) هو ٠.٠٠٠٠ قيمة الدلالة التي تم الحصول عليها أصغر من ٠.٠٥ أو ٠.٠٠٠٠ > ٠.٠٠٥، مما يعني أن H_0 مقبولة و H_1 مرفوضة. كانت نتائج اختبار الطبيعية للاختبار الأولي والاختبار اللاحق ٠.٢٥٣ و ٠.٠٦٢ على التوالي، مما يدل على توزيع طبيعي. نتيجة اختبار تحانس التباين هي ٠.٤٨٩، مما يدل على تباين متجانس. هذا يثبت أن استخدام استغرام له تأثير كبير على تحسين قدرات الكتابة السردية للطلاب. بناءً على هذه البيانات، ثبت أن استخدام وسائط استغرام فعال في تدريس النصوص السردية.

الكلمات الأساسية: استغرام ؛ النص السردية

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدًا
وَعَلَى آلِهِ وَاصْحَابِهِ أَخْمَعِينَ أَمَّا بَعْدُ

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Nurul Azhizhah
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CHAPTER I

INTRODUCTION

A. Background of The Problem

English has become an international language serving as a medium for global communication, business, and education. Apart from being an international language it allows individuals to engage in global communication. The ability to speak English also opens the door to significant opportunities in everyday life where insight and knowledge will be opened by mastering English. Likewise, Dimara said that learning and understanding English is a necessity that cannot be avoided by studying English, someone will open up their insight and knowledge (Dimara, 2022). As Dimara noted the current era of globalization, the importance of English proficiency cannot be overstated.

The era of globalization, English has become important for lives. In fact, English is the second most widely spoken language in the world. Therefore, it is important for master English as a step to face various challenges in this modern era (Andika & Mardiana, 2023).

Globalization has made the use of English increasingly widespread so that the ability to speak and write in English

has become one of the main skills that is important in the professional world, especially with increasingly rapid technological developments. Rapid development of science and technology, the emergence of multimedia technology and its applications for teaching, displaying audio, visual, and animation effects brings its own color to English language teaching and sets a favorable platform for reform and exploration of English language teaching models in the digital era (Putu, 2019).

English is one of the most important language subjects in education for students in Indonesia because they study English from elementary school to university level. In accordance with government regulation number 262/M/2022 concerning changes to the decision of the minister of education, culture, research and technology regarding guidelines for implementing the curriculum in the context of learning recovery (Kepmendikbudristekdikti, 2022), that English language education is a lesson taught at all levels of education. Through English, students are expected to have the ability to communicate in English in today digital era.

Ever-growing digital era, the use of social media has created significant changes in various aspects of life, including education. Today young generation has wide

access to various social media platforms, one of which is Instagram. This media is not only used to share photos and videos, but also as a tool for informal communication and learning. Therefore, research on the effectiveness of using social media, such as Instagram, in improving the ability to write English narrative texts among high school students is becoming increasingly relevant.

English is taught at almost all levels of education, but there are still obstacles in achieving the desired level of proficiency. These challenges can be overcome by leveraging technology and social media platforms such as Instagram as learning aids. While there are many social media platforms like Facebook, Twitter, TikTok, and so on. Instagram stands out as an appealing choice due to its ability to provide a visual and interactive learning experience.

Instagram is very popular and widely used by teenagers. Students tend to spend their time accessing Instagram. They upload photos or videos along with descriptions, and interact with others by leaving comments or sending direct messages. Thus, Instagram can provide a fun and ideal atmosphere for students to produce written texts. Kencana and Fauzia said that Instagram seemed to be

a good place for students to practice writing (Kencana & Fauzia, 2022).

Akhlar et al., in Saleh and Muhayyang (2021) said that students see Instagram as a learning medium, most of them provide positive feedback. Apart from that, Instagram also provides several benefits in the learning process, such as increasing students' self-confidence and encouraging the formation of socially connected learning communities (Saleh & Muhayyang, 2021).

The act of teaching involves facilitating the learning of others by sharing one's existing knowledge. The effectiveness of a student's learning experience is significantly influenced by the successful execution of the teaching and learning process. This encapsulates the essential function and role of the teacher (Kaherunnisa et al., 2023). Teaching English holds great significance and requires considerable attention. An English teacher is expected to investigate efficient techniques, methods, and approaches (Harmilawati, 2020). Teaching writing in the digital era has unique challenges. Teachers need to follow technological developments to support their teaching process. One of the impacts of technological developments is the emergence of various types of social media which are

currently popular with both young and adult students. Instagram is one of the most popular social media among students, which is used to share activities such as uploading photos or videos and adding captions to their posts. This reflects a major shift in the way students interact with technology. As described in the Quran in Surah Al-'Alaq, verse 4 which reads : **الَّذِي عَلَّمَ بِالْقَلَمِ** (Q.S Al-Alaq:4) which means “He who taught by the pen” (Kemenag 2021). This verse encourages the Muslim community to actively seek knowledge, with the pen as its symbol. Islam recognizes that learning is part of divine decree, urging its followers to continuously enhance knowledge as a form of worship. In the current digital era, easy access facilitates Muslims in pursuing knowledge effectively.

Learning to write at school is often considered a quite difficult task. Writing in a second language (L2) is a complex skill as it necessitates proficiency in both higher-level abilities, such as organizing and planning, and lower-level ones, like spelling and grammar. Teaching this skill poses a significant challenge and requires substantial effort (Syahreza & Hartina, 2023). Therefore, teachers need to design teaching methods that make this subject easier for students to understand. Apart from that, the choice of text

types also has an important role in the success of teaching writing in English. In selecting appropriate texts, teachers must take into account the individual characteristics of students.

When teaching writing in the digital era, teachers can utilize various Instagram features, including Instagram Stories or Live, to assign creative tasks to students. This approach not only enhances their writing skills but also enables students to engage in an environment they are familiar with and enjoy. Consequently, teachers can leverage technological advancements and social media to enhance the teaching of writing.

In teaching writing, there are many things taught, one of them is various types of text. In writing, there are also several types of text that need to be understood, such as descriptive, recount text, persuasive text, exposition text, procedure text, and narrative. Descriptive texts are used to detail people, places, or objects, creating a vivid picture for the reader. Recount texts, on the other hand, provide the skill of retelling events or past experiences chronologically. Persuasive texts aim to convince readers to adopt a specific viewpoint through arguments and evidence. Exposition texts are employed to present factual information clearly and

organized, as seen in scientific articles or textbooks. Procedure texts offer instructional steps on how to do something, evident in recipes or device usage instructions. Meanwhile, narrative texts focus on developing a story, conveying messages through interconnected characters, plot, and setting.

The various text types mentioned above, narrative text is a type of text studied in the tenth grade of high school, in the second semester. According to Lubis, narrative text is a story that tells about something interesting which has the aim of entertaining or amusing the reader. Narrative use occurs when you tell a friend about something interesting that happened to you at work or at school, when you tell someone a joke (Lubis, 2017).

According to the independent curriculum (Kurikulum Merdeka) for English lessons at SMA Negeri 10 Sinjai, eleventh grade students are taught to write various types of texts, such as descriptive, recount, procedural and narrative. For eleventh grade students at SMA Negeri 10 Sinjai, writing narrative texts is not an easy task because students have to understand generic structures and related language features. According Septha et al., (2019) Narrative texts can generally be divided into two categories: fictional narratives,

which tell imaginary stories in an imaginary world such as fairy tales, short stories, and legends; and narrative nonfiction, which tells true stories such as news articles, essays, biographies and history.

Based on initial observations, the ability to write narrative texts in class XI of SMA Negeri 10, researcher found that students had difficulty expressing ideas from their minds in writing. This is proven by the majority of students having difficulty writing simple paragraphs in narrative texts and as a result, they achieve low scores in writing ability. This situation also impacts students' lack of proficiency in grammar and limitations in their vocabulary. Apart from that, the author also observed the way teachers teach writing to students, where the teacher only reads material about narrative texts from textbooks and provides several exercises without providing sufficient explanations, then asks students to write narrative texts by choosing the title freely (Observation on September 25, 2023).

Researcher chose the Instagram application as a learning medium that can be recommended to students because this application is used by the majority of students today, students need to be personally involved so that the learning process becomes valuable, interesting and fun.

They actively share everything, every moment that they find interesting on their Instagram account. Therefore, Instagram seems to create the perfect environment for students to develop narrative writing skills (Purba et al., 2021).

Apart from that, Instagram also provides an opportunity for students to connect their experiences in everyday life with narrative writing skills. By sharing interesting moments and personal experiences through pictures and stories on Instagram, students can also generate ideas to create a narrative text based on the posts available on Instagram. For example, when a landscape picture appears in a student's Instagram feed, it can serve as inspiration for writing a narrative text.

Based on the reason above researcher are interest to conduct research under the title "The Effectiveness of Using Instagram Media in Teaching Narrative Text of Eleventh Grades Students at SMA Negeri 10 Sinjai”.

B. Problem Formulation of The Research

Based on the background above, the formulation of the problem in this research is ”Is the use of Instagram media effective in teaching English narrative texts to eleventh grade students at SMA Negeri 10 Sinjai?”.

C. Objective of the Research

Based on the formulation of the problem above, the objective of this research is to determine the effectiveness of Instagram media in teaching writing English narrative texts to eleventh grade students at SMA Negeri 10 Sinjai.

D. Significance of the Research

1. Theoretical Benefits

This research has the potential to contribute to the academic community by enriching existing knowledge and becoming an important input in efforts to develop science, especially those related to the study of narrative texts.

2. Practical benefits

- a. This research can provide insight into how the use of social media Instagram can influence English language learning, especially in the context of writing narrative texts. The results of this research can be used to improve English teaching methods at the high school level.
- b. This research could encourage collaboration between the field of education and the field of social media,

paving the way for broader interdisciplinary research on the impact of social media on learning.

- c. The results of this research can also be used to develop an English education curriculum that is more oriented towards the use of technology and social media. This can help students develop skills relevant to the modern world.
- d. Innovative approaches such as using Instagram can increase students' motivation to learn English. They may be more eager to participate in learning because of its relevance to their daily lives.
- e. The results of this research can also be used to develop an English education curriculum that is more oriented towards the use of technology and social media. This can help students develop skills relevant to the modern world.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Media

Media can be considered as an intermediary that facilitates the delivery of messages from a source to a message recipient. In other words, media serves as a means to convey educational information or messages. Media is a tool used to support a learning process so that the learning can proceed effectively. Media can also be interpreted as a connection between the provider and receiver of information. The use of media as a link between educators and learners is what is referred to as learning. In other words, active learning requires the support of media to deliver the material that learners will study (Kaz, 2017).

Kemp and Dayton Pagarra et al (2022) suggests that the role of media in the communication process is as a transmitting tool that conveys messages from the sender to the message or information receiver (Pagarra et al., 2022).

In a narrow sense, media refers to the material components and tools within the learning system. In a

broader sense, however, media involves the maximum utilization of all components in the learning system and learning resources mentioned above to achieve specific learning objectives (Miftah, 2017).

Media is a tool for conveying information or delivering messages from the message source through an intermediary to the message receiver. It has the capacity to stimulate the minds, feelings, attention, and willingness of students, thus fostering the learning process in students (Azizah, 2019).

Based on the explanation above, it can be concluded that media is a tool as an intermediary that facilitates the transmission of messages from a source to a recipient, especially in the context of education. Media acts as a supporting tool in the learning process to ensure its effectiveness.

2. Types of Media

The digital era, however, meant a whole new set of media transmission methods and devices, with more developed every year. These days, most types of digital media fit into one of these main subgroups:

- a. Audio: Audio forms of digital media include digital radio stations, podcasts, and audiobooks. Tens of millions of Americans subscribe to digital radio services such as Apple Music, Spotify, Tidal, Pandora, and Sirius, which provide a wide range of musical stations and allow users to listen to databases of millions of songs on demand.
- b. Video: Many digital media outlets are visual, from streaming movie and television services such as Netflix to virtual reality surgical simulators used in medical institutions. One of the biggest players in visual digital media is YouTube, which hosts billions of videos. Launched in 2005, the website is one of the most popular destinations on the web.
- c. Social media: Social media includes sites such as Twitter, Facebook, Instagram, LinkedIn, and Snapchat, which enable their users to interact with one another through text posts, photographs, and videos, leaving “likes” and comments to create conversations around pop culture, sports, news, politics, and the daily events of users’ lives (Angela, 2019).

According to Tantray et al., (2023) media can be divided into:

- a. Television: Television has been a source of entertainment for American families for more than five decades. Initially, there were limited program options, but now there are numerous general and specialized channels, offering a vast array of programs. Unlike the past when viewers had to watch programs at their scheduled broadcast times, today's technology allows them more flexibility. Viewers can access movies or TV episodes at their convenience through cable or satellite services' pay-per-view or on-demand features. Additionally, they have the option to download or stream episodes from the Internet and watch them on their computers. The use of DVR devices, such as Tivo, enables viewers to record programs for later viewing. Some viewers can even watch programs on their cell phones, demonstrating the evolving ways in which television content is consumed.
- b. Movies: Movies, the earliest motion picture tech, were once only in theaters. Now, they're easily accessible at home on computers and phones. Commercial movies air on TV, cable, and satellite, often in HD. DVDs, Blu-Rays, and online platforms like Netflix and Amazon provide various viewing options. Amateur

home movies are also widely shared on platforms like YouTube and Vimeo.

- c. **Modern Mobile:** Modern mobile phones are more than just telephones; they're multimedia devices. Besides calls, they enable text and photo messaging, boast features like cameras, programmable ringtones, internet access, and music/video players. The latest "smart" phones, like the iPhone, include GPS for location tracking and downloadable applications that turn them into versatile devices. With the right plan, you can watch TV shows, browse the internet, and use the phone as a portable GPS.
- d. **The Internet:** The Internet, built on interconnected computers, enables instant data sharing. It facilitates two-way communication in synchronized and asynchronous forms, replacing traditional phone and bulletin board systems. One-way communication, like TV broadcasts, is also possible. Internet communications use a common digital format, providing a global platform for individuals to create and publish accessible web pages, regardless of wealth or education.

Based on the explanation above, in this research, the learning media that will be used is social media using Instagram application, as this medium is considered suitable for the characteristics of students in the current era who are more creative using digital technology.

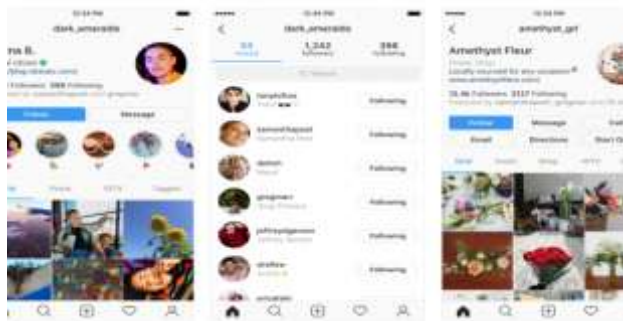
3. Instagram App

a. Understanding the Instagram Application

Literally, Instagram stands for instant camera and telegram. These words were then mixed and combined to create a new term, namely Instagram. According to Handayani et al (2018) Instagram was originally designed as a mobile application, specifically for sharing photos and even 60-second videos. In addition to sharing visual content, users have the ability to enrich their posts with captions, tag and follow other users, tag locations, interact with comments and hashtags, stay current with news feeds, and exchange direct messages (Handayani et al., 2018).

Instagram was introduced on October 6, 2010, as a social media platform where users can share photos. In mid-2013, Instagram expanded its service to include sharing videos as long as 15 seconds, resulting in a

rapid increase in the number of its users (Fitri, 2017). Now, based on a report released by We Are Social and Hootsuite, the number of global Instagram users has reached 1.32 billion as of January 2023 (Moreau, 2018). Here is the display of the Instagram homepage and posts.



Picture 2.1
(www.Instagram.com)



Picture 2.2
(www.Instagram.com)

With an internet network, user can access the Instagram application page from computers and smartphones anywhere and anytime for free, including all the advanced features available. This application has the potential to support relevant learning processes, both in secondary schools and in tertiary institutions.

One of the big advantages of using Instagram is the potential to create engaging content and interact with students through a platform they love. Teachers can utilize photos, videos, and stories to explain complex concepts, make learning more fun, and facilitate meaningful discussions. In addition, collaboration between students in creating content related to the subject matter can stimulate deeper understanding.

To maximize the benefits of using Instagram in learning, it is necessary to keep up to date with new features and tools introduced by the platform. By innovating and collaborating with educational technology experts, educators can design richer and more relevant learning experiences for a generation growing up in this digital era. So, Instagram and other

social media can be very effective tools in supporting modern education.

Educators must always strive to stay up to date on the latest developments in technology and social media. Instagram, like other social media platforms, continues to introduce new features and changes in usage policies. Therefore, it is important to stay abreast of updates and understand how these features can be integrated into learning (Basith, 2020).

Additionally, collaborating with educational technology experts and sharing experiences with fellow educators can be very helpful. The exchange of ideas, successful teaching strategies, and solutions to emerging challenges can open up opportunities to develop better teaching practices.

While innovating and collaborating in the use of Instagram and other social media in learning, educators must also always consider how to ensure student security and privacy. Protection of students' personal data and proper supervision must always be a priority.

With a commitment to keeping up with technological developments, innovating teaching

approaches, and ensuring student safety, Instagram and other social media can be highly effective tools in supporting modern education. Shaping learning experiences that relate to the real world that students inhabit today can help them develop skills and knowledge that are relevant for the future.

The Instagram application can be an application that supports learning, from searching for material or material references and information about education can be easily found on Instagram. In the context of writing narrative text, Instagram is a valuable resource for writers looking for additional inspiration and knowledge. Users can explore various accounts, hashtags, and educational related content to get interesting story ideas or narrative content. Apart from that, the platform also allows students and writers to share their own stories with a wider audience, helping in the development of their narrative writing skills. With the ease of access and variety of material on Instagram, this app is a valuable tool in supporting writers in exploring and developing their narrative texts (Moreau, 2018).

From the above understanding, researcher can conclude that Instagram is a social media platform that has developed from sharing photos into a global network with more than 1.32 billion users in 2023. With easy access via the internet, Instagram is not only a place to share photos and videos. , but also a source of information, inspiration and potential support in learning. In a learning context, Instagram can be a useful tool with a wide variety of educational material resources available and the ability to share knowledge and stories with a wider audience. As such, Instagram has an important role to play in social and educational development, not only as a social media platform, but also as a valuable learning tool.

b. Features in the Instagram Application

Instagram is not just a social media platform for sharing photos and videos. It also offers a variety of interesting features that can support learning, especially in the context of writing narrative texts. With its ability to upload images, videos and short stories, Instagram provides many opportunities to develop narrative writing skills. Authors can use photos and videos as a source of visual inspiration for

their stories. In addition, users can add captions, tag locations, and use hashtags to enrich their stories. This creates an engaging and interactive learning experience where students can actively participate in creating creative narratives (Carpenter et al., 2020).

In learning, Instagram is not only a tool to explore creativity, but also a place to share work and get feedback from a wider audience. This encourages students to feel more involved in the writing process and provides additional motivation to develop their narrative writing skills. Thus, Instagram can be an effective learning tool that not only allows students to hone their writing skills, but also facilitates sharing and collaboration with their peers, making learning more fun and meaningful. Some Instagram features that can support learning are:

- 1) **Sharing Photos and Videos** Users can take photos or videos through Instagram's own device and then share them with others, or they can use photos or videos that are already in their gallery. Uploaded photos or videos can be captioned to provide information about what actually happened. This information can be in the form of a title, sentence,

or paragraph. The process of annotating photos and videos is a very relevant activity in the language learning process. Through the photo and video sharing feature, educators, in this case teachers, can post photos and videos related to learning material.

- 2) Comments Like social media in general, Instagram provides a comment board to make communication easier for its users. Users can provide comments on the comment board regarding posted photos or videos. This makes Instagram a tool that enables English language learning by facilitating students in speaking and writing the correct language. This feature can also be used as a means of communication between teachers and students to ask questions related to the material being studied.
- 3) Social Interaction Instagram is similar to other social networks in that it is based on having friends or so-called followers. Users can interact directly with other people by liking or commenting on uploaded photos or videos. This is a very friendly activity to build relationships with others. Apart from that, Instagram also allows users to form communities who have the same hobbies, interests

or passions such as traveling, cooking, sports, beauty, fashion, so they can gather and share photos, information and knowledge

- 4) Caption: Every post on Instagram can be accompanied by a caption. This is a good place to introduce a story, provide context, or add a narrative element to your photo or video.
- 5) Hashtags: Using relevant hashtags allows you to categorize and discover content related to a specific topic or theme. This can help in the research and development of narrative stories.
- 6) Instagram Stories: Instagram's stories feature allows you to share short moments in temporary video or image format. It can be used to tell stories in small, creative chunks.
- 7) live streaming: Instagram Live allows you to interact directly with your audience. This can be used to read stories or tell stories directly to your audience.
- 8) IGTV: IGTV allows you to upload longer videos, so you can create deeper and more structured content for learning (Saleh & Muhayyang, 2021).

c. Advantages of the Instagram Application

Instagram has several advantages, making it suitable as a platform for narrative text learning, namely:

- 1) Instagram is an image and video based platform, so you can use images and videos to help visualize stories. This can be very useful in studying narrative texts, as it can help students understand the characters, background, and events in the story.
- 2) The "stories" feature on Instagram allows you to create temporary image or video-based stories. You can use this to design activities where students create short stories based on the narratives they are learning. This will allow them to summarize the story in a creative way.
- 3) Instagram allows students to get creative with how they present stories. They can use a variety of filters, effects, and creative tools to create compelling images and videos that tell part of a narrative story.
- 4) Instagram allows users to easily share their narrative texts with a wider audience through features such as Stories or regular posts.

- 5) The app has a large user network, which can enable students to engage with other people's narratives, learn from their experiences, and understand multiple points of view in narrative texts (Rahmawati et al., 2023).

d. Disadvantages of the Instagram Application

Even though Instagram has several benefits, making it suitable for use as a medium in narrative text learning, it also has some drawbacks. In general, the downside of Instagram is that its usage can give rise to feelings of social inequality. Users feel that their lives are not as good as others'. Instagram users believe that the platform can encourage negative behavior, such as spreading hate speech, receiving fake news, engaging in suicidal actions, and etc (Kusuma & Yuniardi, 2020). Regarding the researcher perspective, the shortcomings of the Instagram application are as follows:

- 1) The network or internet sometimes has problems
- 2) When students open their smartphones and students are directed to create narrative text, students can open Google Translate to create narrative text

- 3) Instagram has a strict character limit for each text post, which is around 2,200 characters. This can be an obstacle to exploring deeper and more complex narratives.

e. Benefits of the Instagram Application

The development of the use of Instagram as a learning media must continue to be considered so that Instagram can become a strong competitor in the realm of learning media. The use of learning media cannot be reduced to existing learning patterns, which are often limited by educational technology. In Indonesia, there are four learning patterns that are generally used, namely traditional patterns, lecturer patterns with the help of media, media-based learning patterns, and learning patterns that rely entirely on media (Salsabila et al., 2020). The use of Instagram as a learning media falls into the third category of learning patterns, namely media-based learning patterns, where media is considered an important component in the learning system on a par with other components.

The interactive multimedia approach in learning via Instagram utilizes a variety of visual and audio elements that can improve student understanding. In

this context, students not only read texts, but also see images, hear sounds, and engage in social interactions. Multimedia content such as images, videos, and sounds can be used to explain complex concepts in a way that is easier for students to understand.

However, it is important for educators to design content that suits the characteristics of social media such as Instagram. Content must be interesting, relevant and have a clear structure. In addition, there must be strict supervision and guidelines to ensure that the use of Instagram in learning remains within ethical and safe limits.

By adopting an interactive multimedia approach through Instagram, educators can create more interesting and relevant learning experiences for the generation growing up in this digital era. By utilizing the potential of social media as an effective learning tool, we can develop learning methods that are more dynamic and responsive to students' current needs.

The Instagram application can provide significant benefits in learning narrative text. Through this platform, students have the opportunity to visualize their stories with pictures and videos, increase

creativity with various editing features, and understand the characters in the story better through creating character profiles. Using appropriate language in captions and descriptions can practice written communication skills, while social interaction with friends through sharing stories can increase student motivation and involvement. Collaboration in groups can also be facilitated by combining narrative story content in one Instagram account. Additionally, students can reflect on their learning journey through notes on Instagram.

In integrating Instagram as a reflection and evaluation tool, it is important for teachers to provide clear guidelines to students about what is expected from their learning journey notes. Teachers can also design creative assignments that encourage students to reflect on the subject matter they have learned through social media. For example, they may be asked to create a visual collage or short video that illustrates their understanding of a particular story or concept.

Additionally, collaboration between students in providing feedback on their reflection-posts can be an integral part of the learning experience. These

discussions and interactions between students can enrich their perspectives and help them to see aspects they may have missed in their understanding.

By utilizing Instagram as a reflection and evaluation tool, teachers can develop students' metacognitive skills, help them to better understand how they learn, and design more effective strategies for improving their learning. This is an example of how technology and social media can be powerful tools in supporting deep and continuous learning (Wijaya, 2020).

Instagram can also be used as a reflection and evaluation tool. Students can keep a record of their learning journey through posts that reflect their thoughts about the learning process, the difficulties they encountered, and the insights they gained. This helps them to better understand their own development as readers and writers of narrative.

4. Writing Narrative Text

a. Writing

Writing is more than just putting words together; it is an art that contains many stages that a writer needs

to go through. The writing process starts from the stage of obtaining ideas, where the writer must have a strong inspiration or concept for the work to be made. Then, the next step is to process these ideas, namely to develop these ideas into coherent plots, characters, and story settings.

Writing involves more than just assembling words; it is an art that encompasses multiple stages a writer must navigate. The writing process initiates with idea generation, requiring the writer to possess a robust inspiration or concept for the upcoming work. Subsequently, the next phase involves refining these ideas by developing cohesive plots, characters, and story settings (Hotimah & Hudriatul, 2015).

Writing competence refers to the capability to effectively write and master the elements of writing, including grammar, style, mechanics, and discernment (Pratiwi, 2018).

“Writing is an integral part of language skills that plays a crucial role in human life. Proficiency in the Indonesian language is consistently applied in daily activities for communication, both orally and in writing. Through the act of writing, an individual can convey ideas and thoughts to achieve specific goals” (Lelatul, 2017).

Based on the explanation above, writing is not just about stringing words together; it is a complex art that involves various stages a writer must go through. Starting with the formation of strong ideas, this process includes developing these ideas into a coherent plot, characters, and story settings. Writing competence, which encompasses mastery of grammar, style, mechanics, and sharpness of thought, becomes a key element in this process.

b. Genre of Writing

Writing is divided into four types. They are descriptive, exposition, argumentation and narrative:

1) Descriptive Text

Descriptive writing serves to create a vivid portrayal. In its purest form, it doesn't involve significant events or actions; instead, "Description" captures the essence of how something looks, feels, tastes, sounds, or smells—devoid of narrative developments. It abstains from explaining relationships or processes beyond individual experiences, focusing on immediate and subjective perceptions. Descriptive writing establishes a connection between the external world and our

internal sensations, typically crafting a verbal snapshot of a singular moment. This style relies heavily on rich and vivid adjectives and adverbs. Descriptive paragraphs and essays often adopt a first-person perspective, emphasizing a more emotional and personal tone compared to expository writing. It's worth noting that purely descriptive passages are rare, as descriptive writing is commonly intertwined with other styles as a supplement.

2) Exposition Text

Expository writing serves to unveil or clarify aspects of a subject. It is also referred to as "information writing" because it imparts information about a person, place, thing, relationship, or idea. This is achieved through the use of clear rationales, factual information, statistical data, cause-and-effect relationships, or illustrative examples. As expository paragraphs aim to convey facts, they are presented devoid of emotion and typically adopt a third-person perspective. However, the use of "I" is permissible in expository writing if the emphasis is on

objective, impartial descriptions and explanations, rather than expressing personal emotions (which would shift the focus into "descriptive writing") (Pratiwi, 2018)

3) Narrative Text

Narrative writing, whether in a paragraph or an essay, functions to recount a story, akin to a narrator in a play. Unlike a short story or a play, however, it is expected to be based on a true story. The primary purpose of narrative writing is to depict the personal developmental journey an individual, often the writer themselves, has undertaken to reach a specific point in their life. Consequently, it is typically presented from a first-person perspective. True narrative writing is relatively uncommon due to its demanding nature, requiring the inclusion of a conflict that is overcome. This conflict forms the essence of any narrative, whether it be a paragraph, an essay, or a complete story. In an essay, this usually involves a single incident or anecdote where the narrator faces a brief challenge, overcomes it, and ideally emerges stronger. The act of overcoming should lead to a

deeper understanding. Mere description or explanation of surroundings doesn't qualify as narrative; instead, a narrative requires a concise establishment of the setting, an exposition of the challenge, and a resolution of this challenge. In essence, a narrative demands a plot.

4) Persuasive Text

Persuasive, or argumentative, writing is likely the most prevalent form of writing encountered at the university level. Its objective is to persuade the reader that the writer's viewpoint or recommended course of action is valid. Achieving this requires the writer to establish a well-defined and debatable limited topic with multiple perspectives. It is crucial for the author to comprehend alternative sides of the topic to effectively present compelling information that counters opposing views. While presenting these opposing viewpoints is permissible, they should be briefly summarized at the outset and promptly refuted, with the aim of demonstrating their falsehood or relative unimportance. If uncertain

about how to execute this, one can opt to stick to their side of the argument (Colin, 2017).

Types of texts according to Nirmalasari, (2018) they are divided into five, namely:

1) Deskriptive Text

Descriptive text is a type of text that delineates the characteristics of a person, object, or place in detail, allowing the reader to imagine it as if it were truly real.

2) Narrative Text

Narrative text is a type of text that tells a story following a chronological sequence of events. Its communicative purpose is to entertain listeners or readers with either real or imaginary experiences.

3) Procedure Text

Procedure text is a type of text that provides clear explanations on the steps to make or perform something.

4) Recount Text

Recount text is a type of text that retells past events sequentially, employing clear time markers from the past

5) Report Text

Report text shares similarities with descriptive text, as it provides a general overview of something without going into detailed specifics, unlike in descriptive text.

Based on the explanation of the four types of writing above, the type of writing that will be used in this research is narrative text.

c. Definition Narrative Text

Narrative is a description of events, especially in novels or stories, actions or the process of experiencing a story. Pardiyono in Lubis (2017) defines narrative as a story that tells past activities or events with the aim of overcoming problems and giving lessons to the reader. The narrative usually revolves around problematic events that lead to a critical crisis or turning point and ultimately finds a resolution. In summary, narrative storytelling involves depicting events and experiences in a compelling and attention-grabbing way (Lubis, 2017).

According to Anderson as cited in Latifah et al (2019), it is stated that, Narrative can be described as written or spoken content that recounts a story with the

purpose of both engaging and enlightening the audience, providing information or amusement. In essence, a narrative is a form of text that communicates a tale, aiming to captivate and inform those who read or listen to it (Latifah & Rahmawati, 2019).

According to Rebecca in Susilawati (2017), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djamaika & Wulandari, (2013) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral (Susilawati, 2017).

From this explanation, it can be concluded that narrative stories are stories that tell interesting things with the aim of entertaining or captivating readers. Narrative use occurs when you tell a friend about an interesting experience that happened at work or school, or when you share a joke with someone.

d. Characteristics of Narrative Texts

Narrative text has several characteristics, namely:

- 1) It tells a story or event.

- 2) Events are usually arranged in chronological order, following the order in which they occurred.
- 3) The narrator has a purpose in telling the story. There are several points the narrator wants to convey, or an impression he wants to give to the reader. Therefore, the details in the narrative are carefully chosen according to the narrator's intentions (Lubis, 2017).

Narrative is the telling of a story. And to be interesting, a good story must have interesting content. The story should tell about an event that is interesting to your audience. You can even view your narrative like a film where readers see people in action and hear their conversations. Therefore, the narrative should be detailed and clear, with events arranged in the order in which they occurred or through other effective means that you should use in the narrative that achieves all of the following objectives (Lubis, 2017):

- 1) The narrative is unified, with all the action developing the main idea.
- 2) The narrative is engaging, inviting the writers to feel themselves observing and listening to the events.

- 3) This narrative introduces the basic elements of setting - who, what, where, and when - in the context of the action.
- 4) The narrative is consistent, with transitions indicating changes in time, place, and character.
- 5) This narrative starts at the beginning and ends at the end. In other words, the narrative follows a time sequence, with events occurring in time order.
- 6) It follows chronological order – with events occurring in time sequence.

e. Language Features and Generic Structures

Narrative Text

Narrative text has language features and generic structures, namely.

- 1) Language Features Narrative text
 - a. Focus on specific and usually individualized participants.
 - b. Focus on material processes.
 - c. Use of relational processes and mental processes
 - d. Use past tense (Latifah & Rahmawati, 2019)

The language elements in the narrative of Otong Setiawan Djuharie in Lubis (2016) states that in writing narrative paragraphs, there are several

language elements used, such as nouns, individual participants, past tense, conjunctions, action verbs, and speech verbs (Lubis, 2017):

- a. Nouns are words used as names of people, places, or things.

Budi is our teacher.

There is a desk in the classroom.

I saw a man in the market.

- b. Individual participants refer to subjects involved in a particular situation or story, as can be found in stories such as the story of Snow White, the story of the Prophet Muhammad, or the story of Malin Kundang.
- c. Simple past tense, Simple Past Tense is used in sentences or stories that focus on past events, which can be recognized from the use of verbs and adverbs in the sentence.
- d. Conjunctions Conjunctions are words used to connect one word with another word, or one sentence with another sentence.
- e. Action Verbs Action verbs are divided into two forms.

1. Regular verbs are verbs that have normal inflection or are usually added with "ed" or "d" in the infinitive form.
2. Irregular verbs are verbs that do not have normal inflection or are usually added with "ed" or "d" in the infinitive form.
3. Speech Verbs These relate to verbs that are used to report or say something, such as say, tell, promise, think, understand.

2) Generic Structures

Anderson in Lubis (2017) states that the steps for constructing a narrative are as follows (Lubis, 2017):

- a. Orientation/exposition The reader is introduced to the main characters and perhaps some minor characters. Usually an indication is given as to where the action takes place and when the story takes place.
- b. Complication/culmination of conflict
Complication is driven by a series of events, during which we would normally expect complications or problems to arise. This

wouldn't be so interesting if nothing unexpected happened.

- c. Climax This is the part where the narrator tells how the characters respond to complications. This includes how they feel and what they do. Events can be told in chronological order (the order in which they happened) or in flashback. The audience is given the narrator's point of view.
- d. Resolution/culmination In these passages, implications may be resolved for better or worse, but are rarely left completely unresolved (though this is certainly possible in certain types of narrative that leave us wondering "How does it end?")
- e. Reorientation - This is an optional ending to the event.

Narrative writing as an activity can be divided into four separate part. Each of these four sections will form one paragraph. These paragraphs should be arranged as follows (Djamaika & Wulandari, 2013):

- a. The first paragraph should tell something about the job. What type of work are you doing? Where is the work done? What are your working conditions?
- b. The second paragraph should describe the conflict. What is the source of the conflict? Is it a conflict between two different attitudes towards work, two different ways of doing the same job, or two different personalities?
- c. The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?
- d. The fourth paragraph should provide the moral of the story. What did you learn from that experience? Can you apply what you learn to other experiences in your life?

Based on the explanation above, the researcher concludes that narrative writing is a process that involves several important stages, including generating ideas, processing ideas, and creating the final work. This process plays a key role in creating stories that interest and entertain readers.

Writing narrative is a challenging process, but also very rewarding. Dedicated and skilled writers can create stories that have a strong appeal to readers, stir emotions, and convey a message or experience powerfully. With a deep understanding of the stages in narrative writing and ongoing practice, writers can continue to improve their skills in creating unique and influential narrative works.

Moreover, narrative is a type of text that narrates events or stories with the aim of entertaining or captivating the reader, and writing narrative is an art that involves creativity, an understanding of story structure, and the ability to convey a moral or educational message to the reader. It is a powerful tool for sharing experiences and stories with others.

B. Effectiveness of Learning

Effectiveness is a fundamental element in achieving predetermined goals or objectives within any organization, activity, or program. It is deemed effective when the set goals or objectives are successfully accomplished as originally specified (Gibson JIL, 2017).

According (Junaida, 2018) efektivitas is a crucial concept as it provides an overview of an organization's success in achieving its objectives. In other words, it measures the level of goal attainment from the implemented activities compared to the predetermined targets.

Effectiveness is defined as the degree of success in attaining a predetermined goal. Activities are considered effective when their outcomes meet the expected targets (Ngazizah & Khamidatul, 2019).

The effectiveness of learning is a measure of the success of an interactive process between students and between students and teachers in an educational setting to achieve learning objectives. The effectiveness of learning can be observed through students' activities during the learning process, their responses to the teaching, and their mastery of the concepts taught (Rohmawati, 2019). The effectiveness of learning can be interpreted as the extent to which a learning process achieves its planned objectives (Tribowo, 2018).

Based on the explanation above, the researcher concludes the effectiveness of learning is essentially determined by how well students engage with each other and with their teachers to attain the set learning objectives. This

effectiveness is visible in students' activities, their responsiveness to teaching, and their mastery of the concepts covered. In simpler terms, it reflects how successfully the learning process meets its intended goals.

According to Slavin in Tribowo (2018) there are four indicators that can use to measure the effectiveness of a learning process. These four indicators are:

- a. Teaching quality reflects the extent to which the presentation of information or the ability to assist students facilitates easy learning of the material. The quality of teaching can be assessed based on both the process and outcomes of learning. The learning process is evaluated by examining the alignment between the teacher's and students' activities with the instructional steps employed.
- b. Appropriate teaching level indicates the extent to which a teacher ensures that students are ready to learn a new lesson, meaning they possess the necessary skills and knowledge required for the upcoming material but have not yet acquired that particular lesson. The appropriateness of teaching level is assessed based on the readiness of students to learn. The appropriate teaching level is considered effective when students are prepared

for the learning, as indicated by the criteria of at least satisfactory student readiness.

- c. Incentives involve the extent to which a teacher ensures that students are motivated to complete learning tasks and engage with the presented material. The evaluation of incentives is based on observing the teacher's activities in providing motivation to students.
- d. The time factor involves the extent to which students are given sufficient time to comprehend the material being taught. Learning can be deemed effective when students can complete the learning within the specified time allocation.

Based on the indicators above, a learning process can be considered effective if all four indicators of learning effectiveness are met.

C. Writing Skills Indicator

Here is a table that shows writing skills indicators, serving as a guide at every step in the assessment of students' writing abilities.

Table 1.2
Writing Skills Indicator

No	Aspects	Criteria	Scores
1	Content: Topic development	Through development of topic	5
		Relevant to topic but lacks detail	4
		Inadequate development of topic	3
		Does not show knowledge of topic	2
2	Organization: Paragraph Structure	Write paragraph structures correctly	5
		Loosely organized but ideas stand out	4
		Incoherent ideas and lacks logical sequencing	3
		Does not write paragraph structures correctly	2
3	Vocabulary: Word choice/diction	Employ accurate and effective choice of words/diction	5

		Employ accurate diction, but not effective	4
		Employ lacks accuracy of diction, but meaning not be obscured	3
		Errors in applying diction or word form, and meaning obscured	2
4	Grammar: Sentence structure/ construction	Use correct grammar (tenses used, pronoun, subject-verb agreement, etc)	5
		Several errors of tense, pronoun, subject-verb agreement, etc but meaning not obscured	4
		Major errors of tense, pronoun, subject-verb agreement, etc and meaning obscured	3
		No mastery of sentence construction and	2

		dominated by errors	
5	Mechanics: Spelling, punctuation, and capitalization	Very little errors of mechanics	5
		Few errors of mechanics, but meaning not obscured	4
		Many errors of mechanics, and meaning obscured	3
		Dominated by errors of mechanics	2

(Jiménez, 2018)

D. Some Pertinent Ideas

There have been several research related to the use of Instagram as a teaching tool for narrative texts conducted by previous researcher. Among them, there are five relevant ideas that will be used for comparison and as a test of the originality of the research to be conducted by the researcher.

The first is Journal by Rafika Purba et al., "Improving Students' Writing Skill Through Instagram Stories" (2021). Based on their research, it can be seen the objective of this research is to find out the use of the Instagram Stories can improve student's writing skills

especially in descriptive text, research methods used pre-experimental method and the result the use of the Instagram application in teaching can enhance students' writing abilities. Instagram is highly suitable as a learning tool for English language teachers, employing it as a method to introduce variety in learning materials to overcome student boredom in writing, such as descriptive, narrative, and essay writing (Purba et al., 2021).

The similarity between this research and the current research is that both investigate Instagram as a learning tool, particularly in writing instruction. The difference lies in Rafika's focus on the effectiveness of using Instagram for descriptive text writing while this research will focus on narrative text.

The second is journal by Handayani et al., "The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions" (2018). Based on their research, it can be seen research methods used pre-experimental method and the result their research suggests recommendations for future teachers and researchers regarding the use of Instagram in teaching English writing. They find that Instagram use holds significance and is enjoyable to implement in learning (Handayani et al., 2018).

The similarity with the present research is the examination of the effectiveness of Instagram in learning. The difference is that Handayani et al.'s research aims to test the effects of Instagram use in teaching English writing at the university level and explore students' perceptions, while the current research will evaluate the effectiveness of Instagram in writing narrative text skills at the high school level.

The third is journal by Nur Fauziah, "The use of Instagram to improve students' writing skills in explanation text for eleventh grade students" (2022). Based on her research, this research takes advantage to learn from social media which is Instagram especially for English subject. The method utilized by the researcher was pre-experimental the result the research can be seen that Instagram is a useful tool for students to learn explanatory texts through social media. In short, Instagram can be utilized to help students enhance their writing skills while creating explanatory texts (Kencana & Fauzia, 2022).

The similarity with the present research is the focus on using Instagram to improve students' writing skills. The main difference is the research's focus, where the current research focus centers on enhancing narrative writing skills,

while research concentrates on improving explanatory text writing.

The fourth is journal by Rostiana Dwi Nanda et al., "Teaching writing through Instagram to improve students' writing skill at the first grade of SMA Negeri 15 Bandar Lampung" (2019). The objectives of the research are to identify the improvements to students' writing skill, and to find which aspect has the most significant improvement. This research used a quantitative method and based on their research, it can be seen that using Instagram in writing instruction effectively enhances students' writing skills. Therefore, it can be inferred that integrating Instagram in the context of writing instruction has a positive impact, especially on grammar aspects (Rostiana et al., 2019).

The similarity with the present research is the use of Instagram as a medium for teaching writing in high school. The difference is that this research focuses more broadly on writing in general, while the current study specifically concentrates on narrative text writing skills.

The fifth is journal by Rahmawati et al., "The Effect of Using Instagram Learning Media on Student Learning Outcomes Using the Discovery Learning Model on Reaction Rate Material" (2023). This research used a quasi-

experimental design and based on their research, it can be seen that the use of Instagram learning media with the discovery learning model influences the improvement of student learning outcomes (Rahmawati et al., 2023).

The similarity with the present research is the use of Instagram as a learning medium. The difference is that in this research, Instagram is used to support a learning model that is discovery learning, whereas in the current research, Instagram is used as a learning medium for writing narrative text.

E. Hypothesis

Hypothesis is a temporary statement or logical conclusion about a population that is temporary. In statistics, a hypothesis refers to a statement about the characteristics of a population, which reflects the variables in the population and is estimated based on statistical data from the sample (Heryana, 2020). The hypothesis is proposed in the form of a statement containing two possibilities. The hypothesis of this research is:

Ho: The use of Instagram media is not effective in teaching narrative text in English for class XI students at SMA Negeri 10 Sinjai.

Ha: The use of Instagram media effective in teaching narrative text in English for class XI students at SMA Negeri 10 Sinjai.

CHAPTER III

RESEARCH METHOD

A. Types and Approach of The Research

The type of the research used in this research was experimental research. Experimental research involves intentional actions by research to administer specific treatments to research subjects. The aim is to induce a particular event or condition for investigation, with a focus on understanding the resulting consequences (Jaedun, 2017). In this research, researcher used Free-experiment. Free-experiment is an experimental design where subjects are not randomly assigned to either the experimental or control group (Hastjarjo, 2019). The research approach used in this research is a quantitative approach. The main goal in this research is to test a hypothesis or answer a research question using statistical methods. The hypothesis of this research is the use of Instagram application on students' effective in teaching narrative text of class XI at SMA Negeri 10 sinjai. To determine the effectiveness of using Instagram media in writing narrative texts, this research employed an experimental design with an on-group pre-test post-test.

The design of this experimental research could be seen in the table one group pretest and posttest design below:

Table 3.1

One-Group pretest-posttest Design

Pretest	Treatment	Posttest
01	X	02

(Fitrianingsih & Musdalifah, 2018)

Note:

01: Pretest Score (Before treatment)

02: Posttest scores (After Treatment)

X: Treatment (Instagram)

B. Variable Definition

Variables can be defined as student attributes, or objects, that vary from one person to another. Based on this understanding, it can be concluded that the research variable is an attribute or trait or value of people, objects or activities that have certain variations determined by researchers for students and then conclusions are drawn. (Firdaus et.al., 2021). In this research there were two research variables, these variables are:

1. Independent variable: Independent variable, often also called independent variable, influencing variable. An

independent variable can also be interpreted as a condition or value which, if it appears, will give rise to (change) another condition or value. Independent variables or independent variables (X) or epredictor variables, are variables that can influence positive and negative relationship (Purwanto, 2019). The independent variable in this research was the use of Instagram media as a learning tool in English learning. The use of Instagram as a tool for learning involves posting photos with captions, where the captions serve as narrative texts and are uploaded on the students' personal Instagram accounts.

2. Dependent variable: The dependent variable is the variable that is affected or the result of the independent variable. There is also another view which says that the dependent variable, which is also known as the criterion variable (Y), is the main focus in observation and is the aim of the research. The dependent variable in this research was the students' ability to write narrative texts in English by class XI at SMA Negeri 10 Sinjai. Students gave lessons on narrative texts, and then they were guided to create narrative texts that will later serve as captions for their Instagram posts.

C. Place and Time of The Research

1. Place of The Research

This research took place at class XI IPS 1 of SMA Negeri 10 Sinjai street Andi Akbar Mangarabombang, Samataring. The researcher determined this subject in the research because XI IPS 1 studied narrative text subjects and only students in class XI IPS 1 possess smartphones, and they are permitted to use Instagram as a learning medium.

2. Time of The Research

The research was conducted from November 2023 to May 2024. During this time frame, there is sample opportunity to gather data, analyze findings, and draw meaningful conclusions regarding the relationship between the use of Instagram and narrative writing skills among the targeted high school students, which is the main focus of the research.

D. Population and Sample

a. Research Population

Population refers to the total number of entities, units, or individuals whose characteristics you want to investigate. The population consists of 96 students, but for this research, the sample was specifically drawn from

the students of class XI IPS 1 at SMA Negeri 10 Sinjai, which amounts 30 students.

Table 3. 2

Recapitulation of students at UPT SMAN 10 Sinjai

Class	Total
XI IPS1	30
XI IPS2	21
XI IPA 1	25
XI IPA 2	20
Total	96

(Documentation of SMA Negeri 10 Sinjai, 2023)

b. Research Sample

Sample is a subset of data took from a population, representing objects within that population (Mukrimaa et al., 2016). The sampling technique used is purposive sampling. Purposive sampling is a non-random method where researchers intentionally select specific instances by identifying unique characteristics that align with the research objectives, with the aim of effectively addressing the research questions (Lenaini, 2021). The researcher chooses this sampling technique because only students in class XI IPS 1 possess smartphones and they are permitted to use Instagram as a learning medium.

E. Research Procedure

1. Research Design

This study employs a quantitative research approach with a one-group pre-test and post-test design. The primary objective is to evaluate the effectiveness of Instagram media as a tool for teaching narrative text to eleventh grade students. By comparing the students' performance before and after the intervention, the study aims to determine the impact of Instagram on their narrative writing skills.

2. Population and Sample

The population for this study consists of all eleventh grade students at UPT SMA Negeri 10 Sinjai. From this population, one class was randomly selected to participate in the study. This class served as the sole experimental group, experiencing the teaching intervention through Instagram.

3. Instrumentation

To measure the effectiveness of the intervention, several instruments were employed:

A. Pre-test and Post-test: These tests are designed to assess students' narrative text writing skills. The

evaluation will focus on key aspects such as structure, creativity, grammar, and coherence.

- B. Questionnaire: After the intervention, students will complete a questionnaire to provide feedback on their experience using Instagram as a learning tool.

4. Preparation

- a. Develop Teaching Materials: In preparation for the intervention, comprehensive lesson plans incorporating Instagram as a teaching tool were developed. These plans outlined activities and assignments designed to enhance students' narrative writing skills through the use of Instagram.
- b. Create Assessment Tools: Pre-tests and post-tests were carefully designed to measure students' narrative writing abilities. Additionally, questionnaires were prepared to gather qualitative data on student engagement and feedback.
- c. Training: Teachers involved in the study received training on how to effectively utilize Instagram in teaching narrative text. This training covered the technical aspects of Instagram as well as pedagogical strategies for integrating social media into the classroom.

5. Implementation

- a. Pre-test: Before the teaching intervention began, students completed a pre-test to establish a baseline of their narrative writing skills. This helped in measuring the progress made after the intervention.
- b. Treatment: The teaching phase involved the implementation of the Instagram-based lesson plans. Activities may include posting narrative text prompts on Instagram, encouraging students to write and share their narrative texts via Instagram posts. This phase aims to immerse students in a social media environment that fosters creativity and engagement in narrative writing.
- c. Post-test: Following the teaching phase, students will take a post-test to assess any improvements in their narrative writing skills. The results of this test compared to the pre-test scores to evaluate the effectiveness of the intervention.
- d. Data Collection: All data, including completed tests and questionnaires, were collected for analysis. This data provided a comprehensive view of the intervention's impact on student learning and engagement.

6. Data Analysis

- a. **Scoring:** The pre-tests and post-tests were scored using a rubric that evaluates key components of narrative writing, such as structure, creativity, grammar, and coherence. This ensured a standardized assessment of student performance.
- b. **Statistical Analysis:** Statistical methods, such as paired t-tests, were used to compare the pre-test and post-test scores. This analysis determined whether there are significant improvements in students' narrative writing skills as a result of the Instagram-based teaching intervention.
- c. **Qualitative Analysis:** Responses from the questionnaires were analyzed qualitatively to gain insights into students' attitudes towards the use of Instagram in their learning process and their levels of engagement.
- d. **Validity and Reliability:** To ensure the validity of the study, the content of the tests and questionnaires was reviewed by experts in language education. This confirmed that the instruments accurately measure the intended outcomes. Reliability assessed through a

pilot test, which helped to refine the instruments and ensure consistent results.

F. Data Collection Techniques

This research used a quantitative approach. Therefore, data collection techniques were used questionnaires, tests, and documentation.

1. Questionnaire

Data collection technique used by giving questions or statements to respondents to answer. This question aims to get data about how well students understand writing narrative texts using instagram. The questionnaire that was used in this research is closed-ended questionnaire using the Likert scale.

2. Test

The data collection technique used to collect data to compare in the result score of students before and after using the Instagram application on students ability to write narrative text.

a. Pretest

This process involved assigning narrative text writing tasks to students before they were introduced to or began using Instagram in a learning context. The aim was to measure and understand the extent of the

students' narrative writing abilities before engaged in an intervention using the Instagram platform. A written test was used, where students had been given instructions to create a narrative text without seeking inspiration from Instagram.

b. Treatment

The teaching phase involves the implementation of Instagram-based lesson plans. Activities may include introducing the Instagram application for learning, then providing materials about narrative texts, followed by guiding students to brainstorm ideas for creating narrative texts through the Instagram application, and finally creating narrative texts and posting narrative text prompts on Instagram, encouraging students to write and share their narrative texts via Instagram posts. This phase aims to immerse students in a social media environment that fosters creativity and engagement in narrative writing.

c. Posttest

This process evaluates students' understanding and abilities after introduced to the Instagram application as a learning medium. To achieve this goal, students are given the task of creating narrative texts after

becoming accustomed to using Instagram in a learning context. Students were given a written test, where students are provided with instructions to create a narrative text inspired by Instagram and then upload it to their personal Instagram accounts.

3. Documentation

Documentation plays a crucial role in supporting transparency, efficiency, and sustainability in various activities or research. This research, the documentation collected includes the attendance list, questions, student grades pre/post-tests and questionnaire forms.

G. Research Instruments

Research instruments are devices used to collect data in a research context. In this research, the instruments used included questionnaires sheets, test (pretest and post-test), and list of documentation.

1. Questionnaires sheets

The questionnaire sheets, there were ten questions about Specific aspects of Instagram usage and narrative text learning. That were answered by students using the Likert scale.

The questionnaire asked questions that were measured using a Likert scale.

Table 3.3
Likert scale measurement

Scale	Score
Strongly agree	4
Agree	3
Neutral	2
Don't agree	1

(Ilham, 2022)

2. Test

In this study, two tests were conducted: a pre-test and a post-test. Both tests consisted of a written test with five questions each. In the pre-test, students were instructed to create a narrative text without using Instagram media. On the other hand, in the post-test, students were instructed to create a narrative text by drawing inspiration from Instagram, followed by uploading the created narrative text.

3. List of Documentation

In supporting the data collection for this research, several crucial elements need consideration. Firstly, an attendance list is implemented to identify participants, ensure consistent attendance, and facilitate the verification of the representativeness of the participant

group. Secondly, detailed research questions provide a framework for data collection, ensuring comprehensive coverage of the aspects under investigation and laying the foundation for in-depth data analysis. Additionally, student grades before and after interventions are recorded to evaluate the impact of the independent variable on academic performance.

The use of questionnaire forms adds a subjective dimension by collecting views, perceptions, or opinions from respondents that may not be revealed through other objective data.

H. Validation and Reliability Test

Data that has been collected, such as questionnaires and test were tested using Validation Test and Reliability Test are carried out, this is an absolute requirement to get research results that are valid and reliable.

1. Validation Test

The degree of consistency between the data that actually occurs on the object and the data collected by the researcher. Validation Test Criteria were as follows:

- a. If $1 > T\text{-table}$ then the questionnaire item is valid.
- b. If $1 < T\text{-table}$ then the questionnaire item is said to be invalid (Syahrums & Salim, 2017).

The instruments that underwent validation testing were the questionnaire sheet, and test.

In this research, a validity test was carried out on the questionnaire instrument to determine whether the questionnaire was valid or invalid. The validity test was carried out on 30 respondents consisting of 16 statement items. The validity test was conducted at SMA Negeri 3 Sinjai. In this research used product moment correlation validity test with the help of SPSS version 23. The results of the validity test are as follows:

Table 3.4
Questionnaire Validity of The Test

Items	r-count	r-table	Criterion
1	1	0,361	Valid
2	0,398	0,361	Valid
3	0,656	0,361	Valid
4	0,638	0,361	Valid
5	0,429	0,361	Valid
6	0,867	0,361	Valid
7	0,574	0,361	Valid
8	0,724	0,361	Valid
9	0,429	0,361	Valid
10	0,386	0,361	Valid

Source: Results of data analysis with SPSS 21

Based on the table above, a questionnaire validity test was conducted on 30 respondents consisting of 10 statement items. Based on the table it is known that all the statement items of variable X are declared valid.

2. Reliability Test

The extent to which measurement results using the same object produced the same data. A questionnaire is said to be reliable or reliable if students' answers to statements are consistent or stable over time. The instruments that underwent reability testing were the questionnaire sheet The criteria for the reliability test can be seen in the following table.

Table 3.5
Criteria for the reliability

Reliability Coefficient Range	Interpretation
0.00 to 0.20	Very Low Reliability
0.21 to 0.40	Low Reliability
0.41 to 0.60	Moderate Reliability
0.61 to 0.80	High Reliability

(Wardoyo, 2017)

The reliability test was carried out on the questionnaire. Reliability test in this research used maintained level of stability of the research instrument used in this research. The results of reliability test are as follow:

Table 3.6
Questionnaire Reliability of the Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.758	17

Source: Results data analysis with SPSS 23

Based on table 3.4 of the reliability test results above, it be seen that the Cronbach's Alpha value is 0,758 or $0,758 > 0,70$. It means that the question item have a high level reliability.

I. Data Analysis Technique

Data analysis techniques involve diverse data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

To test the normality of data from writing narrative texts before and after treatment using the Instagram application, this study used the Shapiro-Wilk Test. This test was used the SPSS 25 application, and the significance level used was 0.05. Normality test results are interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed (Syahrurum & Salim, 2017).

2. Homogeneity test

Homogeneity test used to determine whether the variances of two populations (pretest and posttest) are identical. This homogeneity test also used the SPSS 25 application with the Levene test.

- a. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous.
- b. If the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiyono, 2018).

3. Test for Hypothesis

The paired sample t-test is a parametric test used to test the same hypothesis or not different from two variables. The data came from the paired subjects' two measurement of two different observation periods. The purpose of the paired sample t-test is to determine whether there is a significant in average score before and after treatment. If the significant of the paired samples t-test $< 0,05$, then H_0 rejected and accepts H_a . In this research, the hypothesis are as follows, H_0 that is the use of Instagram media is not effective in teaching narrative text in English for class XI students at SMA Negeri 10 Sinjai and H_a that is the use of Instagram media is effective in teaching narrative text in English for class XI students at SMA Negeri 10 Sinjai.

CHAPTER IV

RESEARCH FINDINGS

A. General Description of Research Location

1. Profile of UPT SMAN 10 Sinjai

School name	:	UPT SMA Negeri 10 Sinjai
NPSN	:	40318275
Educational level	:	SENIOR HIGH SCHOOL
Address	:	Jl. Andi Akbar Manggarabombang, Samataring Village, East Sinjai District, Snjai Regency, South Sulawesi Province.
Postal code	:	92671
Area	:	Urban
School Status	:	Country
Accreditation	:	B
Geographical	:	-5, 1376 Latitude 120, 2625
Position		Longitude
Date of establishment decree	:	07-27-2010
Operational Permit	:	11 YEAR 2010

Decree

Ownership status : Local government

Date of Operational : 07-27-2010

Permit Decree

Account number : 297860433

Owned Land Area : 3268

(m2)

NPWP : 9,19739E+12

Implementation : Morning-afternoon

Time

E-mail : saman10sinjai@gmail.com

Website : <http://sman10sinjai.sch.id>

Headmaster : Dra. Arni Idawati, M.Pd

2. Vision and Mission of SMA Negeri 10 Sinjai

a. Vision

Excellent in achievement, obedient to IMTAQ, competent in information technology, loves the environment and has national cultural character.

b. Mission

1. Implement and implement 8 (eight) educational standards.
2. Developing student behavior in accordance with the teachings adhered to.
3. Developing students' potential optimally based on ethics, logic, aesthetics and kinestics.
4. Developing the potential of teachers and students in using information and communication technology
5. Implement a school-based management system.
6. Implementing a system (mastery learning) so that students have competencies in accordance with competency standards.
7. Improving the quality of human resources who care and have an environmental culture.
8. Integrate life skills in an integrated and professional manner in the learning process.

3. Goal of SMA Negeri 10 Sinjai

- a. Preparing students who are devoted to Allah SWT. And have noble morals and strong character.

- b. Preparing students to become people with personality, intelligence, quality and achievements in academic and non-academic fields.
- c. Equip students to have information and communication technology skills and be able to develop themselves independently
- d. Instill in students to be tenacious and persistent in competing, adapting to the environment.
- e. Develop an attitude of sportsmanship in all aspects of life
- f. Preparing students to be able to continue to state universities or universities abroad/internationally
- g. Equipping students with skills/skills that can compete in the global era.

4. State of Students

Student is someone who develops his potential in the educational process, both formal and non-formal education (<http://sman10sinjai.sch.id>).

**Table 4.1 Recapitulation of students at UPT SMAN
7 Sinjai**

Class	Total
XI IPS1	30
XI IPS2	21
XI IPA 1	25
XI IPA 2	20
Total	96

(Documentation of SMA Negeri 10 Sinjai, 2023)

Based on the table above, it can be seen that UPT SMAN 10 Sinjai has an average of 30 students in class XI IPS 1 and an total of 96 people in class XI.

B. The Result and Discussion of the Research

1. Result of the Research

The results of this research were to answers the predetermined problem formulations that can strengthen a hypothesis or temporary answer. This research was conducted to prove effectiveness of using instagram media in teaching narrative text of eleventh grades students at UPT SMAN 10 Sinjai.

a. Normality test

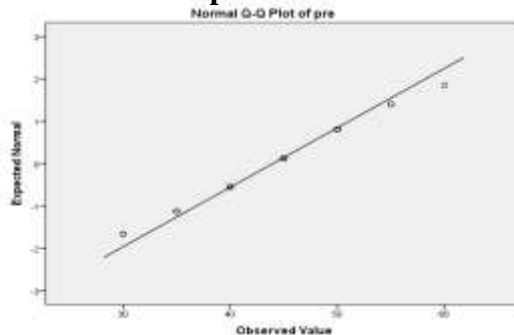
Table 4.2
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.156	30	.061	.957	30	.253
Posttest	.179	30	.015	.934	30	.062

Source: Result of data analysis with SPSS 23

Based on the results of the normality test above, it is known that the significance value from pretest is $0.253 > 0.05$ while for the significance value from the posttest is $0.062 > 0.05$. So, based on the table above, it can be concluded that the residual values of the pretest and posttest results are normally distributed, because data can be considered normally distributed if the significance value is greater than 0.05.

Graphic 4.1



Source: Result of data analysis with SPSS 23

Based on the normal Q-Q plot above, it can be seen that the dots are located around the diagonal line. So it can be concluded that the residual values of the pretest and posttest results are normally distributed

b. Homogeneity Test

Table 4.3
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.835	3	23	.489

Source: Result of data analysis with SPSS 23

Based on the table 4.3 the results of the homogeneity of variance test using the Levene method. The Levene test statistic and its significance value (Sig.) are displayed in the last column. The homogeneity of variance test is used to examine whether the variances among data groups are homogeneous or not. If the significance value is greater than the specified significance level (usually 0.05), then the null hypothesis (homogeneity of

variance) cannot be rejected, indicating that the variances among data groups are considered homogeneous. In this case, the significance value of 0.489 indicates that there is not enough evidence to reject the hypothesis that the variances among data groups are homogeneous at the 0.05 significance level. Therefore, it can be concluded that the homogeneity of variance is met for the analyzed data. because data can be considered homogeneity if the significance value is greater than 0.05.

c. T-test

The paired sample t-test table using the SPSS 23 is as follows:

Table 4.4
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair a - b 1	-9.50000	10.08840	1.84188	-13.26707	-5.73293	-5.158	29	.000

Source: Results of data analysis from SPSS 23

Based on the table 4.4 above, the value of Sig. (2-tailed) is 0.000. the significance value obtained is less than 0.05 or $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore, it can be concluded that H_a is accepted and H_0 is rejected. In other words, using instagram media is effective in teaching narrative text of XI IPS 1 at SMAN 10 Sinjai.

2. Discussions

The results of this research confirm that Instagram media effective in teaching narrative texts at SMA Negeri 10 Sinjai. Data analysis indicates that the significance values for the normality and homogeneity of variance tests meet the required statistical criteria. The paired t-test results show a significant difference between the pretest and posttest scores of students after using Instagram as a learning medium. This indicates that Instagram is not only an engaging teaching tool but also effective in improving students' narrative writing skills. These findings suggest that innovative approaches using social media in education can be an effective strategy for enhancing students' skills in the context of modern education. Thus, the integration of social media such as Instagram into the curriculum can positively contribute to

achieving more effective and engaging learning goals for students.

Based on the data analysis conducted, the normality test results show that the significance values (Sig.) for the pretest and posttest are 0.253 and 0.062, respectively. Both of these values are greater than 0.05, indicating that the residual data from the pretest and posttest results have a normal distribution, the homogeneity of variance test results show a significance value (Sig.) of 0.489, which is greater than the specified significance level (usually 0.05). Therefore, the null hypothesis (homogeneity of variance) cannot be rejected, indicating that the variances among data groups are considered homogeneous and the paired t-test results show a significance value (Sig.) of 0.000, which is less than 0.05. Thus, the null hypothesis (no difference between pretest and posttest scores) is rejected, and the alternative hypothesis (there is a difference between pretest and posttest scores) is accepted. This indicates that the use of Instagram media has a significant impact on improving the narrative writing skills of eleventh-grade students at SMA Negeri 10 Sinjai.

The previous research conducted by (Handayani et al., 2028) in a study titled "The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions" stated similar findings. The results of their research suggest recommendations for future teachers and researchers regarding the integration of Instagram in teaching English writing because it can improve students' writing abilities.

In another study conducted by (Rostiana, 2019) titled "Teaching Writing through Instagram to Improve Students' Writing Skill at the First Grade of SMA Negeri 15 Bandar Lampung," it was stated that the objectives of the research were to identify improvements in students' writing skills and to determine which aspect showed the most significant improvement.

Based on the questionnaire results, it can be concluded that students feel happy and engaged in learning through the use of Instagram as a medium. They find joy and interest in utilizing Instagram for their learning activities, particularly in the process of generating ideas from the platform and transforming them into written texts. This integration of Instagram into their learning environment not only captures their interest but

also encourages active participation in the learning process. By exploring content on Instagram, students are not only exposed to diverse perspectives and creative ideas but also challenged to articulate their thoughts and interpretations into coherent written texts. This approach not only enhances their writing skills but also fosters a sense of creativity and ownership in their learning journey. Overall, the positive response from students underscores the potential of integrating social media platforms like Instagram into educational settings to enrich learning experiences and cultivate various skills beyond traditional methods.

These results demonstrate that the use of social media such as Instagram can be an effective tool in the learning context, particularly in enhancing students' writing abilities. With the right approach and integration into the curriculum, social media can be a valuable resource in creating engaging and attractive learning experiences for students.

CHAPTER V

CLOSING

A. Conclusion of The Research

Based on research that has been conducted on class XI IPS 1 at SMAN 10 Sinjai, after analyzing the data using questionnaires, tests and documentation, it can be concluded that the results of the hypothesis indicate that the using instagram media effective in teaching narrative text. It can be prove by the final results of testing using a paired sample T-test. Based on the table above Based on the table 4.6 above, the value of Sig. (2-tailed) is 0.000. the significance value obtained is less than 0.05 or $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore, it can be concluded that H_a is accepted and H_0 is rejected. In other words, using instagram media effective in teaching narrative text of XI IPS 1 at SMAN 10 Sinjai.

B. Suggestion of The Research

1. For students to be able to choose a good technique in improving English language skills. One of them is the dictogloss technique which is very useful when we want to improve our listening skills for the teacher

2. For the teacher must be good at choosing interesting techniques and methods in teaching English so that it feels fresher and more relaxed.
3. For the school to be able to improve the facilities and infrastructure that support the learning process properly.

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APPENDICES

Appendix 1: Questionnaire Instrument

QUESTIONNAIRE SHEET GRID STUDENT'S RESPONSE TO TEACHING NARRATIVE TEXT USING INSTAGRAM MEDIA

No.	Indicators	Sub Indicators	Item		Amount
			Negative	Positive	
1	Teaching quality	1. The teacher demonstrates proficiency in using Instagram tools for instructional purposes 2. Visual elements, such as images or			

		videos, are effectivel y incorporat ed into the instructio nal posts 3. Interactio ns are designed to follow a logical sequence that supports instructio nal objectives 4. The teacher lacks proficienc			
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		y in utilizing Instagram tools for instructional purposes.			
2	Appropriate teaching level	5. Responses to pre- activities indicate a baseline understanding of the upcoming material 6. Students actively engage with pre- activities,			

		demonstrating readiness for the lesson 7. Instructional material is tailored to match the students' existing knowledge and comprehension levels 8. Instructional material is not tailored to match the			
--	--	---	--	--	--

		students' existing knowledge and comprehension levels.			
3	Incentives	9. Learning activities incorporate elements that appeal to students' interests and curiosity 10. The structure and design of			

		activities aim to sustain engagem ent througho ut the lesson 11. Creative use of Instagra m tools, such as polls or interacti ve features, enhances student engagem ent 12. Visual and			
--	--	---	--	--	--

		multimedia elements are employed creatively to enhance the overall learning experience. 13. Learning activities lack elements that appeal to students' interests and			
--	--	--	--	--	--

		curiosity . 14. The structure and design of activities fail to sustain engagement throughout the lesson.			
4	Time factors	15. Quantifiable metrics, such as likes, comments, or			

		shared content, indicate active student participa tion			
		16. Students express enthusia sm and interest in learning through their interacti ons on Instagra m			
		17. The teacher effective			

		ly manages the pacing of instructi onal content to align with time constrain ts 18. Timely completi on of material is consiste ntly achieved , avoiding			
--	--	---	--	--	--

		unnecessary extensions.			
		19. Students display a lack of enthusiasm and interest in learning through their interactions on Instagram.			
		20. Timely completion of material is			

		inconsist ently achieved , leading to unnecess ary extensio ns.			
TOTAL					

Appendix 2: Questionnaire Sheet

QUESTIONNAIRE SHEET STUDENTS IN TEACHING NARRATIVE TEXT USING INSTAGRAM MEDIA

A. Personal Data

Name :

No. Reg :

Class/year :

School :

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (√)
2. Description of the answer options:
 - a. Strongly Agree (4)
 - b. Agree (3)
 - c. Don't Agree (2)
 - d. Strongly Disagree (1)

Observation Statement Items

Items	1	2	3	4
	SD	DA	A	SA
1. I find the use of Instagram as a medium for teaching narrative text very interesting.				
2. I feel highly engaged in learning narrative text through Instagram.				
3. I believe that teaching narrative text through Instagram contributes to my understanding.				
4. I find the learning material for narrative text on Instagram easy to understand				
5. I feel that the presented narrative text material aligns with my level of understanding.				

6. I feel that learning narrative text on Instagram highly motivates me to study				
7. I feel that the use of Instagram helps me understand narrative text easily				
8. I feel that the feedback provided by the teacher significantly helps me improve the quality of my work				
9. I am always prepared for pre-learning activities on Instagram				
10. I have a high level of motivation during narrative text learning on Instagram.				

Appendix 3: Questionnaire Sheet**QUESTIONNAIRE SHEET STUDENTS
TOWARD TEACHING NARRATIVE TEXT USING
INSTAGRAM MEDIA****A. Personal Data**

Name :

No. Reg :

Class/year :

School :

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (✓)
2. Description of the answer options:
 - a. Strongly Agree (4)
 - b. Agree (3)
 - c. Don't Agree (2)
 - d. Strongly Disagree (1)

Observation Statement Items

Items	1	2	3	4
	SD	DA	A	SA
1. I find Instagram effective as a learning medium for narrative text				
2. I believe that Instagram features (such as posts, stories, or live sessions) assist in the delivery of content by the teacher				
3. I feel engaged in learning narrative text through Instagram features.				
4. I always apply the knowledge I gained in posting assignments or activities on Instagram				
5. The quality of feedback from the teacher				

regarding the application of my knowledge in Instagram posts is highly constructive				
6. Learning activities on Instagram are well-designed to maintain my interest				
7. Creativity in using Instagram features to capture my attention in learning narrative text is highly appreciated				
8. Learning material on Instagram is usually completed within the specified time				
9. The teacher effectively ensures there are no delays in the submission of assignments through				

Instagram.				
10. I consistently apply the knowledge gained in posting assignments or activities on Instagram				

Appendix 4: Results of the Questionnaire

Nama	1	2	3	4	5	6	7	8	9	10	Jumlah
Adrian Pratama	5	3	4	3	4	3	4	5	3	3	56
Andika	4	4	4	3	3	2	4	4	3	3	51
Andyka Putra	4	4	4	3	3	2	4	4	3	3	51
Aryadi Sangjaya	4	4	3	3	3	2	4	3	3	3	53
Aswa Al Munawarah	4	3	3	3	3	3	4	2	2	2	43
Daffa Adyaksa Putra	5	1	5	3	5	3	4	5	3	4	60
Darmawansyah	4	4	3	3	3	2	4	3	3	3	53
Fadhal Mujahid	5	1	5	3	5	3	4	5	3	4	60
Fahril	5	4	4	2	3	2	5	4	3	3	63
Fauzan Supadi	4	4	4	4	5	4	5	5	4	3	65
Galang	3	2	4	3	4	3	3	4	2	1	45
Ikral	3	3	3	3	3	3	3	3	3	3	48
Inayahtul Munawarah	4	4	4	4	4	4	4	4	4	4	64
Indira Renata	4	4	3	3	3	4	2	3	3	3	53
Ivan Adriansyah Jafar	4	4	4	3	3	2	4	4	4	4	51
Khaerul	4	4	4	3	3	2	5	5	4	4	55
M. Aiman	3	4	4	3	4	3	3	4	2	3	49
Mita T	3	4	4	3	4	3	3	4	2	1	47
Muh. Fauzan	4	5	5	3	5	3	4	4	3	4	61
Muh Faiz	4	3	4	2	3	3	4	4	3	3	54
Muh. Fikri Afriza	5	3	4	3	5	3	4	5	3	4	61

Muh. Nurhidayahat	5	4	3	3	5	4	5	5	5	5	65
Nia Ramadani	5	1	5	3	5	3	4	5	3	4	58
Nirmalasari	4	4	3	3	3	2	4	3	3	3	53
Pabil	3	3	3	3	3	3	3	3	3	3	48
Ramlan	5	2	3	3	5	4	5	5	5	5	63
Rifki	5	4	4	3	3	4	4	4	3	3	56
Sahara Amelia	3	2	4	3	2	2	3	4	2	3	48
Saiful Yahya	5	1	5	3	5	3	4	5	3	4	61
Nurazizah Rawiani	5	1	5	3	5	3	4	5	3	4	60
	4	4	3	3	3	2	4	3	3	3	53

Appendix 5: Plagiarism Information

 **UAD UNIVERSITAS ISLAM AHMAD DAHLAN** | GP2M
FAKULTAS TARBIYAH
DAN ILMU KEGURUAN

SURAT KETERANGAN
Nomor: 32/G1.1/H.3 AL/A/2024

Gugus Peneliti dan Pengabdian Masyarakat Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Ahmad Dahlan menerangkan telah selesai melakukan pemeriksaan plagiasi dengan membandingkan artikel-artikel lain menggunakan pecangkat lunak Turnitin pada tanggal: 03 / 05 / 2024.

Judul: The Effectiveness of Using Instagram as Media in Teaching Narrative Text of Eleventh Grader Students at UPT SMAN 10 Surab

Penulis: Nurul Achizkiah

Jenis Tindakan: SKRIPSI

No. Pemeriksaan: 1.6.43.03.02.2024

Dengan hasil sebagai berikut:

Tingkat kesamaan keseluruhan artikel (Similarity Index) yaitu: 2.5 %

Demiikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya


Saharuddin, S.Pd., M.TESOL
NIDN: 2126029204

Appendix 6: Test



...remembered Liliwe yesterday night, this morning it
 started quite heavily. In fact, it's time to go to school
 with our bags ready, it is certainly not about
 ourselves for going to school. Tomorrow, I have to
 travel quite a distance to get to school. Another
 offered me a backpack tomorrow when we arrived that I
 would get caught in the rain and that it is okay, take a
 backpack bag, and you can go to school. If you don't go
 to school, the teacher will definitely understand.
 offered me a backpack, I was of course very grateful to
 another's offer, understanding the heavy rain outside.
 About three days, I can ride in my room with
 sleeping. "But, really..." I answered. "If I don't go to
 school, I don't learn, too." I answered. "I don't go to
 school," answered the mother happily. "It's not the
 main thing, there are always teachers to guide you
 a teacher's wife the father said, it was said to
 another's offer, we have no right to choose our
 employment. Another smiled looking proud. "Oh, yes,
 it's not your choice, right? Well, you can choose to
 go to school, get caught," said Another. I still go to school
 for today. From then on, we and there are many
 children, for the sake of learning, being able to
 have no right.



Appendix 7: List Documentation

LIST DOCUMENTATION

The Effectiveness of Using Instagram Media in Teaching
 Narrative Text of Eleventh Grades Students at SMA Negeri 10
 Sinjai

Fill in the following statements in the column provided by
 placing a check mark (✓)

Statement	Yes	No
Attendent List	✓	
Questionnaire forms	✓	
Student grades Pretest- Posttest	✓	

Appendix 8: Respondents

No	Nama	Reg. No	Class
1	AP	3129	XI IPS 1
2	AK	3130	XI IPS1
3	AP	3131	XI IPS1
4	AS	3132	XI IPS1
5	AM	3133	XI IPS1
6	DA	3134	XI IPS1
7	D	3135	XI IPS1
8	FM	3136	XI IPS1
9	F	3137	XI IPS1
10	FS	3138	XI IPS1
11	G	3139	XI IPS1
12	I	3140	XI IPS1
13	IM	3459	XI IPS1
14	IR	3141	XI IPS1
15	IA	3142	XI IPS1
16	K	3143	XI IPS1
17	MA	3144	XI IPS1
18	MT	3145	XI IPS1
19	MF	3146	XI IPS1
20	MF	3147	XI IPS1
21	MA	3148	XI IPS1
22	MN	3149	XI IPS1
23	NR	3150	XI IPS1
24	N	3151	XI IPS1
25	P	3152	XI IPS1
26	R	3153	XI IPS1
27	R	3154	XI IPS1
28	SA	3155	XI IPS1
29	SY	3156	XI IPS1
30	NR	3157	XI IPS1

Appendix 9: Students Writing Test (Pretest) Results

No.	Nama	Topic development	Paragraph structure	Diction and punctuation	Sentence structure	Total
1	Adrian Pratama	15	10	10	15	50
2	Andika	10	5	15	15	45
3	Andyka Putra	10	10	10	5	35
4	Aryadi Sangjaya	5	15	10	10	40
5	Aswa Al Munawarah	15	15	5	10	45
6	Daffa Adyaksa Putra	15	5	15	10	45
7	Darmawansyah	5	15	15	15	50
8	Fadhal Mujahid	10	10	5	10	35
9	Fahril	10	5	10	10	35
10	Fauzan Supadi	10	10	10	10	40
11	Galang	15	10	15	15	55
12	Ikral	10	15	10	10	45
13	Inayahtul Munawarah	5	10	15	20	50
14	Indira Renata	10	10	10	10	40
15	Ivan Adriansyah Jafar	15	5	10	10	40
16	Khaerul	15	15	10	15	55
17	M. Aiman	15	15	15	15	60
18	Mita T	15	5	15	10	45
19	Muh. Fauzan	10	10	10	15	45
20	Muh Faiz	15	10	15	10	50
21	Muh. Fikri Afriza	10	10	10	15	45
22	Muh. Nurhidayahat	5	15	15	15	50
23	Nia Ramadani	10	10	10	15	45
24	Nirmalasari	15	5	10	10	40
25	Pabil	15	10	15	10	50
26	Ramlan	5	15	5	5	30
27	Rifki	10	15	10	5	40
28	Sahara Amelia	10	10	10	15	45
29	Saiful Yahya	5	15	5	5	30
30	Nurazizah Rawiani	10	10	10	10	40

Appendix 10: Students Writing Test (Posttest) Results

No.	Nama	Topic development	Paragraph structure	Diction and punctuation	Sentence structure	Total
1	Adrian Pratama	20	15	15	20	70
2	Andika	15	10	20	20	65
3	Andyka Putra	15	15	15	10	55
4	Aryadi Sangjaya	10	20	15	15	60
5	Aswa Al Munawarah	20	20	10	15	65
6	Daffa Adyaksa Putra	20	10	20	15	65
7	Darmawansyah	10	20	20	20	70
8	Fadhal Mujahid	15	15	10	20	60
9	Fahril	15	10	15	20	60
10	Fauzan Supadi	15	15	15	15	60
11	Galang	20	15	20	20	75
12	Ikral	15	20	15	15	65
13	Inayahtul Munawarah	10	15	20	25	70
14	Indira Renata	15	15	15	15	60
15	Ivan Adriansyah Jafar	20	10	15	15	60
16	Khaerul	20	20	15	20	75
17	M. Aiman	20	20	20	20	80
18	Mita T	20	10	20	15	65
19	Muh. Fauzan	15	15	15	20	65
20	Muh Faiz	20	15	20	15	70
21	Muh. Fikri Afriza	15	15	15	20	65
22	Muh. Nurhidayahat	10	20	20	20	70
23	Nia Ramadani	15	15	15	20	65
24	Nirmalasari	20	10	15	15	60
25	Pabil	20	15	20	15	70
26	Ramlan	10	20	10	20	60
27	Rifki	15	20	15	10	60
28	Sahara Amelia	15	15	15	20	65
29	Saiful Yahya	10	20	10	10	50
30	Nurazizah Rawiani	15	15	15	15	60

Appendix 11: : Supervisor's Decree

 UNIVERSITAS ISLAM AHMAD DAHLAN		FAKULTAS TARBIIYAH DAN ILMU KEGURUAN				
SURAT KEPUTUSAN NOMOR: 682.DU/ILSAU-F/KEP/2023						
TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN ILMU KEGURUAN T.A. 2023/2024						
DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM AHMAD DAHLAN						
Meningkat	1. Bahwa untuk penduan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.					
Meningkat	2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang layak dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.					
Meningkat	a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. b. Undang-undang No. 20 tahun 2003 tentang Pendidikan. c. Undang-Undang RI No. 12 Tahun 2012, tentang Pendidikan Tinggi. d. Keputusan Menteri Agama RI No. 1562 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan. e. Pedoman PP. Muhammadiyah No. 03/PP/01.08/2012 tentang Perguruan Tinggi Muhammadiyah. f. Statuta Universitas Islam Ahmad Dahlan.					
Meningkatkan	1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024. 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor 293.B/01.3 AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.					
MEMUTUSKAN						
Meningkatkan	Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.					
Pertama	Mengangkat dan menetapkan (sebagai):					
	<table border="1"> <thead> <tr> <th>Pembimbing I</th> <th>Pembimbing II</th> </tr> </thead> <tbody> <tr> <td>Dr. Tahir, M.Pd</td> <td>Hamidawati, S.N, S.Pd, M.Pd</td> </tr> </tbody> </table>	Pembimbing I	Pembimbing II	Dr. Tahir, M.Pd	Hamidawati, S.N, S.Pd, M.Pd	
Pembimbing I	Pembimbing II					
Dr. Tahir, M.Pd	Hamidawati, S.N, S.Pd, M.Pd					
	untuk penulisan skripsi mahasiswa: Nama : Nurul Azhizah NIM : 200110018 Program Studi : Tadris Bahasa Inggris Judul Skripsi : The Effectiveness of Using Instagram Media in Teaching Narrative Text of Eleventh Grade Students at IPT SMAN 10 Sinjai					
Kedua	Hal-hal yang menyingkat pendataan baik karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.					
Ketiga	Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.					
Kemudian	Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kesalahan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.					
Alamat : Jl. Sultan Hassanudin No. 20 Kota Sinjai 74144 Email: uad@uad.ac.id Telp. 085291088010 Kode Pos. 90812						

Appendix 12: Research Permit Application



Nomor : 264.01/III.3.A/SEK004
 Lampir : Satu Rangkap
 Hal : Pemohonan izin Penelitian

Kepada Yang Terhormat
 Kepala SMAN 10
 Di -
 Singaj

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka pemidone skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan
 bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama	Nural Azharah
NIM	200110018
Program Studi	Tadris Bahasa Inggris (TBI)
Semester	VIII (Delapan)

Akan melaksanakan penelitian dengan judul :
*"The Effectiveness Of Using Instagram Media In Teaching Narrative Text Of
 Eleventh Grades Students At UPT SMA Negeri 10 Singaj"*.

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bermaksud dapat diberikan
 izin melaksanakan penelitian Di SMAN 10 Singaj.

Atas perhatian dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

Demikian,

 Dr. Tholoth M. Pd. I
 NPM: 1213495

Tertemban disampaikan Kepada Yth
 1. Rektor UTAD Singaj
 2. Kepala Dinas Pendidikan Kabupaten Singaj

Alamat : Jl. Sultan Hassanudin No. 22 Kab. Singaj
 Telp. 08229200070 Kode Pos. 80912

Email : hriswan@uad.ac.id www.uad.ac.id
 UAD: Resmi Official @uad.official

Appendix 13: Research Permit



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 10 SINJAI

Alamat: Jl. A. Abdul Muji Manggaharung, Rm. Sinjai Timur E-Mail: smn10sinjai@gmail.com Kode Pos 90671

SURAT KETERANGAN PENELITIAN
 No. 421.3/073-UPT.SMA.10/KE.DSDIK.

Yang bertanda tangan di bawah ini:

Nama	Dra. ARNI IDAWATI, M.Pd
NIP	19690430 199403 2 006
Pangkat / Gol	Pembina Tk.I / IVb
Jabatan	Kepala Sekolah

Menerangkan bahwa:

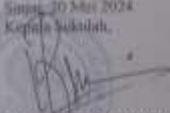
Nama	SURUL AZHIZHAH
NIM	200101018
Program Studi	Tadris Bahasa Inggris
Pekerjaan	Mahasiswa (SI)

Telah mengadakan penelitian di SMAN 10 Sinjai dengan judul:

"The Effectiveness Of Using Instagram As Media In Touching Narrative Text Of Eleventh Grader Students at UPT SMAN 10 Sinjai"

Dilaksanakan pada tanggal 14 s.d 16 Mei 2024.

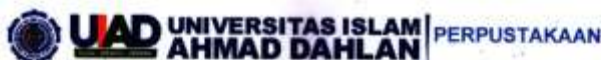
Dumikian surat keterangan ini dibuat untuk dipergunakan sebagaimana.

Sinjai, 20 Mei 2024
 Kepala Sekolah,

Dra. ARNI IDAWATI, M.Pd
 NIP. 19690430 199403 2 006

Appendix 14: Documentation



Appendix 15: Certificate Of Turnitin Results



SURAT KETERANGAN HASIL TURNITIN

Sehubungan dengan kewajiban Tes Turnitin dengan **Similarity Check** minimal 30% sebagai salah satu kelengkapan persyaratan administrasi bagi mahasiswa, dengan ini Lembaga Perpustakaan UIAD Sinjai menerangkan bahwa:

Nama : Nurul Azhizhah
 Nim : 200110018
 Prodi : TRI
 File : Skripsi
 Status : Lulus dengan 27% Similarity Check

Adalah benar telah dilakukan **Similarity Check** dan **Lulus** sebagaimana data terlampir, dan surat ini dibuat berdasarkan keadaan yang sebenarnya untuk bisa dipergunakan sebagaimana mestinya.

Sinjai, 23 Desember 2024
 Kepala Perpustakaan



Muhammad Setiawan, S.I.P., M. I. Kom
 NBM : 1341989

Appendix 16: Turnitin

turnitin Page 1 of 88 - Cover Page Submission ID: 00000000000000000000

Perpustakaan UIAD

NURUL AZHIZHAH 200110018

Mar 190202002
Perpustakaan
LL DOKTS IN Turnitin Consortium Part V

Document Details

Submission ID break-13421407191	81 Pages
Submission Date Dec 23, 2024, 8:57 AM GMT+8	16,901 Words
Download Date Dec 23, 2024, 8:43 AM GMT+8	81,706 Characters
File Name SKRIPSI_NURUL_AZHIZHAH_200110018.docx	
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- 4 Missing Citation 0%**
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- 11% Publications
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Appendix 17: Biography

BIOGRAPHY

Name : Nurul Azhizhah
 Reg : 200110018
 Place of birth : Sinjai, 20th October 2001
 datePlace of birth
 date
 Address : Samatarang Sub District,
 Mangarabombang Village, East Sinja
 District, Sinjai Regency.
 Experience : Board of English Student Association
 Organization (ESA) 2021-2023
 Educational :
 History
 SD : SDN 162 Sinjai
 SMP : SMPN 2 Sinjai Timur
 SMA : UPT SMAN 10 Sinjai
 Handphone : 087841602824
 Email : Nurulaz334@gmail.com
 Parents' names : Majid (Father)
 Maryam (Mother)