The Teaching Of Report Text by Using INSTAGRAM TO The Tenth Graders

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| **Keywords**writing skills report textInstagramorganize ideassocial media platforms | **Abstract**Writing is one of the fundamental English skills that students must master, yet it is also one of the most challenging. Students often struggle to express their ideas in written form and are unsure of what to write. To write effectively, students need a clear idea or inspiration, and one way to generate ideas is through pictures. Pictures can help center students' attention on the content, providing visual stimuli that inspire imagination and creativity. Specifically, pictures on Instagram can serve as valuable tools for students, allowing them to focus their attention and build their ideas. This research explores the use of Instagram as a tool for teaching report text writing in senior high school. The subjects were tenth-grade students of SMAN 4 Malang. The researcher employed a descriptive qualitative method, documenting the teaching and learning process and gathering students' responses through questionnaires. The results indicated that teaching report text writing using Instagram involved six steps: introducing the concept and purpose of report text writing, selecting appropriate pictures on Instagram, discussing and analyzing the pictures to generate ideas, guiding students in organizing their ideas, having students write their report texts, and reviewing and providing feedback. An impressive 85.7 percent of students agreed that Instagram should be used as a tool for learning writing. This structured approach made the writing process more engaging and interactive, significantly enhancing students' ability to generate and organize ideas, ultimately improving their writing skills. The positive response from the majority of students highlights the effectiveness and potential of using social media platforms like Instagram as innovative tools in educational settings. |

1. Introduction

Writing is a fundamental component of language. It has an important role in education and knowledge. Writing is producing a written message (Souzandehfar & Ahmed Abdel-Al Ibrahim, 2023). It organizes our ideas on paper. We can express ideas and information on paper into good sentences through writing, allowing us to express everything that is in our minds into a text. As a result, writing is the process of thinking to invent ideas, thinking about how to express those ideas in good writing, and clearly arranging the ideas into statements and paragraphs (Nunan, 2013). Writing has also been identified as an effective method of micro-learning English concepts such as idioms, grammar and structure, pronunciation, and vocabulary (Popovych & Drlik, 2024). Writing is used as a memory aid or practice tool to assist students in practicing and working with the language they have been studying (Harmer, 1998). Writing is a method of communication. It is an important aspect of English skills that should be emphasized in the classroom teaching-learning process. According to (Kern, 2000) writing is functional com­munication that allows learners to create imagined worlds of their own design. It means that writing allows learner to express their imagination. Writing skills as a practical tool that helps students practice using the language they are learning as well as a thought process to find ideas, consider how to express them in good writing, and organize these ideas into statements and paragraphs.

Writing is a necessary language skill for students. Writing is one of the most difficult skills to master in the teaching-learning process. Writing is a skill that needs to study and practice to be developed. We should have something meaningful to convey before write. Good writing should be understandable to the reader. The writer should write words and sentences that are understandable for a variety of readers. A good writer must explain their ideas and opinions in detail. The writer should detail because the writer cannot see what the reader does not understand. When a student wants to create a text, good writing is essential and should be the primary focus. The student must consider many things to make good writing because writing is not a simple process. According to (Harmer, 2004) , there is much importance in learning writ­ing. The first is writing is not always time-bound in the same way that conversation is. The student has a lot of time to think before producing a sentence. The second is writing encourages students to focus on accurate language that uses in their text. Students are motivated to develop their skills as they solve problems while writing. The last is writing is used to reinforce language that has been learned. The students use their writing skills to take notes on what they have learned while in the learning process. According to (Hasewaga, 2013) there are possible factors that make writing is one of difficult skill. The first is they fail to develop their concepts and ideas in writing. The second is they may also lack a grasp of writing and the way to write. The problem with students' writing is that they can't express or realize their ideas in written form, so they don't know what to write. Students do not develop existing words and have difficulty connecting the main sentence with support sentences.

The main issue in this problem is the need to pay attention to students' writing skills. Most of the students have not mastered writing skills. Due to the mindset of some students, writing activities are very boring and it is very difficult to express their ideas. Pardosi & Bachtiar’s (2013) study revealed that most of the students said that writing was so difficult and bored. Teachers also do not train students to improve their writing skills because they only concerned with theory (Fajriyanti, 2020). The role of the teacher is needed to motivate the students in learning so they will not feel bored. Learning media, especially internet-based learning media, can be used as an alternative to develop students' interest in the learning materials. The use of media make the students enable to get the lesson and give an agreeable environment in classroom to encourage the students’ motivation and students’ interest to the lesson. In the modern era, the teacher must master to use technology as a media in teaching and learning process. However, teachers are still unable to use technology, which has become a necessity in today's world. According to Potter & Rockinson-Szapkiw (2012), most teachers are unable to integrate technology in learning because lack of proficiency. Despite the fact that this can make it easier for teachers to convey materials to students.

Internet-based learning media that can be used in the learning process in this era is social media. Social media is one technology that everyone uses every day. Basically, social media is used to share our thoughts or ideas, show our personal life, and create material or content for learning English. The users of Social media applications are encouraged to share their opinions, experiences, knowledge, and sometimes their locations. According to (Agosto & Abbas, 2011) social media are digital tools that are designed more for digital content sharing than for communication and interaction. The main purpose of social media is to share content. Based on Hootsuite, a content management service site that provides online media services connected to various social networking sites, in February 2021, of Indonesia's total population of 274.9 million people, 202.6 million are active internet users, and 170 million are active social media users.

Today's most popular social media platforms are Facebook, Twitter, and Instagram. Based on data in Digital 2021 that have been surveying by Global Web Index (GWI) the most social media that are used in Indonesia are Instagram, Facebook, Twitter, Linkedin, and Pinterest. They survey Indonesian people the age between 16 years old and 64 years old. The result is the user of Instagram is 89%, the user of Facebook is 83%, the user of Twitter is 63%, 40% use Linkedin, and user of Pinterest is 38% (Retnayu et al., 2023). These are some popular applications that are often used by both the general public and students. Teachers can use social media as learning media in the classroom. In previous research, several researchers also used social media as learning media in the classroom. The first is (Wahyuni & Rohmad, 2019) did research on “Teaching Writing Descriptive Text by Using Facebook at Seventh Grade SMPN 1 Semen”. Based on these findings, the researcher concluded that Facebook, particularly Facebook groups, is an effective tool for teaching writing descriptive text. The researcher suggests that by using social media such as Facebook, teachers can reduce students' writing problems and improve students' writing achievement. The second from (Basith & Syafi'i, 2020) in this journal “Instagram as Media in Teaching Writing Recount Text for Senior High School Students”. He found that Instagram is a useful educational tool for providing students and teachers with an easy and enjoyable way to communicate inside and outside of the classroom. Instagram allows students to show their ideas with contextually relevant content and provides them with an enjoyable learning experience. It should be emphasized that using Instagram in learning can be an innovative media if it is used appropriately by students and teachers for educational purposes.

In this research, the researcher focused on teaching writing report text. A report text is a text that presents information about something in general. Report text is a type of text that describes things like objects, humans, plants, animals and etc. It explains in general and does not focus on one thing but on all things in one category. The purpose of report text is to describe something as it is, which is the result of systematic observation or research and analysis. The point is that the text report contains scientifically proven facts about an object. There have been previous studies about teaching report text. Mahmudah & Siti (2010) did research on “The Use Picture in Teaching Writing of Report Text”. Based on these findings, the researcher concluded that the students’ achievement in writing report text using pictures is better than the students’ achievement in writing report text without using pictures. The use of pictures especially image of living things and non-living things in teaching writing of report text gives contribution to stimulate students’ ideas and help them to express their ideas in learning writing. Adhim & Fairuz (2020) concluded that teaching writing using pictures created an interesting, enjoyable, and fun class atmosphere in the writing class. Students feel curious with the object inside the picture. The student feel enjoyed because it has never been used before to teach writing report text. Handayani’s (2017) study revealed Instagram is a kind of tool which can give beneficial effect in guiding students to write effectively. It is a useful education tool in giving students and teacher an easy way to communicate that goes beyond office hours and classroom. In the present study, the researcher also used pictures to teach report text by utilizing social media. Instagram seems to provide an ideal environment for students to produce a report text because Instagram provides a lot of pictures to inspire the students and, as a social media, it allows students to upload their writing products there, which makes them more enthusiastic and eager to write.

Instagram is a very popular social media platform, especially among teenagers. They upload photos and interact with others by commenting on them. Besides, they can write Instagram stories wherever they go, upload photos or videos with descriptions, and share their experiences on Instagram. The main focus of Instagram is posting individual images or videos with the description in the profile. Based on the data in Instagram Press 2021 some 500 million images and videos are posted daily. At the bottom of images that have been posted by the user, there is a caption. Captions are sentences that are used to clarify photos or videos. The caption describes the photos or videos which use to interact with what user's intention. Students can learn with use this new form of literacy to help them develop their writing skills. Instagram primarily gives students the opportunity to read and write photo descriptions and comments.

Instagram is mostly made up of images uploaded by users. It's more image than text. It has been designed to aid in the development of user trust and credibility (Pittman & Reich, 2016). The picture on Instagram can be interesting media. A picture is a common type of media that can be easily provided. There are some benefits of pictures in teaching writing. First, pictures can motivate students to pay attention and dissect. Second, picture add to the context in which language is used. Third, pictures can be objectively described or subjectively responded to. Fourth, pictures can be used to prompt responses to questions. Finally, pictures can stimulate and provide information for use in conversation, discussion, and storytelling (Wright,1989). Picture on Instagram will be a suitable media for teaching report text. The report text includes scientifically proven facts about an object. Pictures on Instagram will assist students in writing in a fun and easy way. By viewing the pictures on Instagram, students can use their imagination to build their ideas, make cohesive and systematic sentences. Students will not run out of ideas because they can get new ones by looking at pictures. Using pictures to teach the learning process can help students overcome writing difficulties and develop ideas for good sentences.

Based on the problem and explanation above, the focus of this research was to investigate a method of teaching writing using a digital tool in social media. The researcher used pictures on Instagram as a media to teach writing report text. The strength of Instagram is the majority of the posts are images and the images are also more interesting and diverse than those on other social media platforms. When writing a report text, one must describe things in general and contain scientifically proven facts about an object. By using pictures in Instagram, students are greatly helped in developing ideas and will be motivated to write. Pairing report text and Instagram will produce much better result than pairing it with other social media platforms. This study aims to use Instagram to teach Report text to the tenth grade on SMAN 4 Malang. The researcher formulated two research questions as follows: (1) how do students use Instagram to write report text? and (2) how do the students respond to the teaching of report text using Instagram?

1. Method

The present research adopted a qualitative method, in which the data was collected as filed notes of the research activities carried out by the researcher. The researcher used a qualitative approach to conduct this research. The purpose of this research is to describe the implementa­tion of teaching writing report text by using Instagram to the tenth grade. This research was conducted at SMAN 4 Malang. The participants of this research was tenth grade students of SMAN 4 Malang with 28 total number of students.

There are two sources of data. The first is the results of observation from the teaching-learning process in the classroom. The second is questionnaire. First, the researcher makes a lesson plan to organize English teaching activities in class. The lesson plan was developed based on the English syllabus and the basic competence of a report text. The lesson plan will help the researcher in conducting teaching activities in the class. Table 1 shows the blueprint of the lesson plan:

**Table 1. Blueprint of the Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aspect | Text Type | Topic | Indicator | Task Item | Word |
| ContentOrganizationGrammarVocabularyMechanic  | Report Text | Writing report text about living things, non-living things, and technology. | Students write report text about living things, non-living things, and technology using pictures on Instagram. The student divied into two big groups.  | Write a report text about living things, non-living things, and technology. The student makes a report text based on the Instagram picture. Group 1 find the picture on Instagram by themselves. Group 2 the picture is chosen. The student write report text in at least 100 words. The teacher gives 45 minutes to finish the text. | ±100 words |

The researcher conducted the teaching and learning process in three meetings and the duration of each meeting was 3 x 30 minutes. All the three meetings have different actions according to the lesson plan. The teaching procedure was as follows:

In the first meeting, the researcher explained the material of report text. The researcher used a PowerPoint presentation with an appropriate and good template to attract the student's attention to the learning activity in the class. The researcher was explaining the definition, social function, and generic structure of report text. In the end of the class, the researcher had a reflection on the student. The student opened their Instagram and found the researcher account. The reflection contained the questions about the material that has been explained in the class and it used Instagram stories. This reflection had purpose to check their understanding of the material that has been explained in this meeting.

In the second meeting, the researcher reviewed all the material that has been explained last meeting. Then the researcher divided the students become two big groups. For group 1, the researcher asked them to open their Instagram accounts. The students found picture on Instagram or video reels that can inspire them to make report text. For group 2, the picture or reels has been selected by the researcher. The student chose the picture randomly and they can see the picture in the researcher Instagram account. Both group 1 and group 2 to observe and inspect the pictures or reels. Then the researcher gave 15 minutes for students to browse the internet with their own smartphones to find more information about the pictures or reels. Next the researcher gave them a task to write a report text with minimum 150 words.

In the third meeting, the students submitted their report text. Then the researcher gave their assignment randomly to all the students. The researcher told the student to read their friends' report texts. Then the student checked the report text based on the 5 aspects. There is content, organization, grammar, vocabulary, and mechanics. The student revised the report text based on the friend's commentary. They should post their revised report text on Instagram account and tag the researcher account. Before end the class the researcher gave the students a questionnaire.

The observation in teaching learning in the classroom where the researcher teaches writing used Instagram, the students' activity along the teaching learning process, and the class situation. The researcher will also keep an eye on the students and take notes on the behaviors and actual events that occur. The second is the results of the questionnaire from the students. The questionnaire was used to find out the students' responses about teaching writing report text by using Instagram. This questionnaire was distributed to 28 students. The questionnaire has 10 questions in the form of “yes” and “no” questions. The questionnaire was given to the student to provide information about the students' responses to the teaching learning process using Instagram in the classroom.

1. Findings and Discussion

The following are the steps of how to teach report text writing using Instagram as the media. These steps will answer research questions, namely (1) how do teachers teach writing report text to the tenth grade students using Instagram? and (2) how do the students respond to the teaching of report text using Instagram? to answer the questions, the researcher will describe the implementation of using Instagram in writing report text.

1. Topic Selection

After explaining the learning material about report text, The researcher divided the students become two big groups. The student in group 1 can choose the picture by themselves and group 2 the picture selected. Then the researchers ask the student to choose topic to be written. The students can write about living things, non-living things and technology.

1. Pre-writing activities

All the students found picture on Instagram or video reels that can inspire them to make report text. Then they observed the picture. The researcher gave the students time to browse on the internet with their own smartphones to find more information about the pictures. The students felt enjoyed and curious to find out the information on the internet.

1. Drafting

In this part, students were ready to begin drafting for their text. In helping students write the text, the teachers provide guidelines on how to write the text. The students continued to make report texts based on the information that they got on the internet. They asked the researcher when they found difficulties in writing report text. The researcher helped and answered in simple ways, so students understand how to write report text using the object inside the picture.

1. Peer review

The students exchanged their work for peer revision. Peer correction is important to get feedbacks or inputs from audiences and make students learn to accept constructive criticism. Peer feedback helps students in improving their writing. The student checked their friends work based on the 5 aspects. There are content, organization, vocabulary, grammar and mechanics. The student gave the comment to the friends' work and wrote it on the back of the paper.

1. Revising

The student revised the report text based on the friend's feedback. The teacher guided the students to revise their text.

1. Sharing the written production on Instagram

After revise the text, the student posted on their Instagram account. They repost the picture that has been chosen. The student wrote the report text in the caption of the picture. The student should post and tag the researcher Instagram account. Here is the student’s work.



**Figure 1. The Work of Students in Group 1**

This is one example of students’ work from group 1. She makes report text based on the picture on Instagram and chooses the picture by herself. She chooses the category of the living things and makes a report text about Koala. This work is good because the text contains generic structure in the Report text. Report text has 2 generic structures that are general classification and description. General classification is almost complete and descriptions are arranged with almost proper connectives. The topic is complete and clear, but the details are almost relating to the topic. The first paragraph in the text is a general classification. In the first paragraph, she stated general aspect of thing that will be discussed that is Koala. She also discusses where Koala can be found. For second and third paragraph is descriptions. She describes in more detail the Koala. She discusses the characteristics and physical appearance of Koala. In the last paragraph, she describes koala behavior. This report text uses an appropriate generic structure but does not use an appropriate paragraph format, but it uses correct spelling, punctuation, and capitalization. The first line of the paragraph should give indents five spaces. Paragraph alignment should use justify to align text to both the left and right margins. This creates a clean look along the left and right sides of the text. This work is very few grammatical. She used the right grammatical. The vocabulary that she used few misuses of vocabularies, word forms, but not change the meaning.



**Figure 2. The Work of Students in Group 2**

Here is one example of students’ work from group 2. He makes report text based on the picture on Instagram chosen by the researcher. The topic is complete and clear, but the details are not relating to the topic. This paragraph contains only one paragraph. In lines 1-5, He discusses Polar bears can be found. Then in line 6, he describes the characteristics and physical appearance of the Polar bear. This paragraph can’t include a General classification or description. General classification is not complete and descriptions are arranged with few misuse connectives. If he separated lines 1-5 and 6-last into two paragraphs, the text has a generic structure. The first is general classification and the second paragraph is description, but he should add more descriptions about polar bears to make it good. He can explain the behavior, habitat, and food to make the text more complete. Also, the paragraph format must be fixed. Paragraph alignment should align text to both the left and right to create a clean look. The first line of the paragraph should give indents five spaces. It has a few grammatical but not effect on meaning. The vocabulary contains confusing word and word form. In one sentence, he explained how long it was separated by commas, so it was confusing. He should have broken it down into several sentences. For the Mechanics it has occasional errors of spelling, punctuation, and capitalization. The students’ scores of assignments can be seen in Table 2:

Table 2. The Students’ Scores of Assignments

|  |  |  |
| --- | --- | --- |
| No | Group 1(picture chosen by the student) | Group 2(picture chosen by the researcher) |
| Initial of student | Content score | Initial of student | Content score |
| 1. | MYA | 3 | DFS | 3 |
| 2. | NFP | 3 | DRR | 3 |
| 3. | JAM | 3 | FRM | 3 |
| 4. | AAV | 3 | FBHS | 4 |
| 5. | FDA | 2 | ISN | 3 |
| 6. | NN | 4 | KZS | 2 |
| 7. | NAS | 3 | MRA | 3 |
| 8. | OAP | 3 | NSAS | 2 |
| 9. | RI | 2 | KAN | 2 |
| 10. | APN | 3 | ARR | 3 |
| 11. | AO | 3 | AIA | 3 |
| 12. | ADE | 3 | AP | 3 |
| 13. | ANS | 3 | ZAZ | 2 |
| 14. | DVN | 2 | MHMS | 3 |

Based on the score of content of the students' work, the content score of group 1 is better than group 2. It means that the student that makes report text with Instagram picture that chooses themselves get good result than the students that make report text with Instagram pictures chosen by the researcher. The student that chooses the picture by themselves can make paragraphs according to their ideas and imagination. They can make report text based on what is in their mind. According to (Harmer, 2001), there are several teaching techniques, one of which is using pictures. Picture are valuable to center the student’s consideration on the content and start to get the idea. The Pictures can explain the meaning of the objects. Pictures can be used to record the events, explain processes, and focus attention. When the students use an interesting picture, they will learn more about the topic or event inside the picture. Pictures on Instagram can help students focus their attention on what the text says by allowing them to imagine it. The student will not get stuck to write because they will get a lot of ideas when they see the picture. It is different if the picture is selected by the researcher. Pictures serve an important role as learning aids. According to Alexander's (1988) opinion that the use of an interesting image may arouse a desire to learn more about the topic or event being presented. The picture helps the students to draw students' interest and allow them to center on the subject at hand. If they don't interest in the picture, they cannot focus on the picture and cannot make the best.

Heaton (1991) says that the skill of writing something complex and sometimes difficult to teach. Not only have to master grammar and rhetoric but must also master the concepts and elements that determine. In the process of learning writing, there are several aspects that must be understood to produce good writing. According to Jacob (2004) there are 5 aspects in writing. There are content, organization, Grammar, Vocabulary and Mechanic. We cannot see the text only on one aspect. If we want to improve our writing skills than we have to improve the five aspects. The contents of a paragraph must be developed the main idea. Organizing in writing, every sentence can support the main paragraph idea. The new sentences still supported the previous sentence and the text should use the proper general classification of the text. The text must use correct grammatical. Vocabulary must match the content of the paragraph. In writing must pay attention to spelling, punctuation, and capitalization. These 5 aspects cannot be separated. These 5 aspects must be learned if we want to improve our writing skills.

The students were asked to fill out a questionnaire at the last meeting. The students’ response result can be seen in Table 3.

Table 3. Students Responses in the Questionnaire

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Question | Student’s response | Percentage |
| Yes | No |
| 1. | (1) | 27 | 1 | 96% [Yes] |
| 2. | (2) | 25 | 3 | 89% [Yes] |
| 3. | (3) | 11 | 17 | 61% [No] |
| 4. | (4) | 5 | 23 | 82% [No] |
| 5. | (5) | 20 | 8 | 71% [Yes] |
| 6. | (6) | 21 | 7 | 75% [Yes] |
| 7. | (7) | 0 | 28 | 100% [No] |
| 8. | (8) | 25 | 3 | 89% [Yes] |
| 9. | (9) | 23 | 5 | 82% [Yes] |
| 10. | (10) | 24 | 4 | 86% [Yes] |

Learning to write report text by using Instagram is something new for them because their teacher never teaches them to use Instagram in class. It is indicated by the student's answer to question number 7. All of the students agree that the teacher was not using Instagram as a media to teach writing before. There was 89.3% of students agreed that using Instagram can help them to write in English but 3 students did feel not helped to write in English using Instagram media. It is because 39.3% of students have a problem in learning to write English. Some students have serious problems with writing. According to Bryne (1988), there are three problems in writing. The first is the Linguistic aspects like grammar, vocabulary, and choice of words. The second is the Physiology aspect such have poor ideas. They struggle to develop written material or content. The last is cognitive aspects like spelling, capitalization, punctuation, and paragraphing. The student that has the problem must have fully monitoring by the teacher. Although the student like English lessons and writing in English, they need special treatment from the teacher to help them to solve their problem.

There were 82.1% of students who perceived that they improved their writing after using Instagram as a media and 17.9% of students who thought that they did not improve. Five students did not feel of making progress in writing using Instagram. It can be caused by their not being interested in learning writing by using Instagram. If the student is not interested in using media, then they will not have the effort to improve themselves in writing. The student who is interested in media will definitely try their best to make progress. The other reason is the student did not understand the material. It can be seen from question number 4 that 17.9% of the students have difficulties in the teaching-learning process in the class using Instagram. When the teacher explained the material some students did not pay attention to the teacher’s explanation so they could not catch the material.

The result of the questionnaire shows that most of the student responses are good which means that most of the student give the answer “yes”. It can be seen from the average percentage number of all questions. There are some students who did not feel being helped because of had serious problems with writing and need special treatment. Some student did not improve their writing because they were not interested in using Instagram as media. Even though some students did not feel being helped and improved, most students agree with learning report text by using pictures on Instagram. It can be seen from the percentage number of the last number. There were 85.7% of students agreed that Instagram is applied in learning writing.

1. Conclusions

Based on the activities of teaching English writing report text using Instagram, it can be summarized that Instagram can help the teacher in teaching writing report text. The student will get a lot of ideas when seeing the picture on Instagram, so the student will not get stuck to write the report text. Using pictures on Instagram including media that is very easy to use because easily prepared, inexpensive, and can be adapted to many subjects. The implementation of teaching writing report text using Instagram done by the student occurs in six steps. To the English teacher, the researcher suggests the teacher should improve student’s writing ability by using media always that can make student more enthusiastic, so the student can put more ideas and information in writing process. To the students, especially those at the tenth grade in SMAN 4 Malang, the researcher suggests to always practice English especially in writing report text by using some media or application to help write more easily. To other researchers, the researcher suggests doing another research about learning writing especially report text by using another media so that students who don't like Instagram can have another alternative that make them enjoy writing activities if the media suits their interests. The weakness of this study is that the researcher did not do the instrument validation procedure. Future researchers are recommend­ed to validate the instruments so that the result will be more reliable.

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