

Improving the Twelfth Grade Students Writing Ability Using Instagram at SMA Negeri 1 Banyuasin 1 (A Classroom Action Research)

Winiarti^{1*}, Masagus Firdaus², Mulyadi³

^{1,2,3} Universitas PGRI Palembang, Indonesia

*Corresponding author: winartimutia29@gmail.com

Abstrak

Perkembangan pesat kecerdasan buatan (AI) telah mengubah praktik pendidikan, khususnya dalam pendidikan guru bahasa Inggris. Studi ini mengeksplorasi bagaimana calon guru menggunakan alat AI untuk merancang komponen pembelajaran pada mata kuliah Metodologi TEFL. Desain deskriptif kualitatif digunakan yang melibatkan 17 calon guru di Universitas Muhammadiyah Pringsewu, Lampung. Data dikumpulkan melalui wawancara semi-terstruktur, analisis dokumen, dan observasi kelas. Temuan menunjukkan bahwa peserta sering menggunakan ChatGPT, Gemini, Canva AI, Grammarly, QuillBot, dan Microsoft Copilot untuk mendukung perencanaan pelajaran, pengembangan materi, desain asesmen, pembuatan media, serta peningkatan bahasa. Peserta menganggap AI bermanfaat untuk meningkatkan kreativitas, efisiensi, dan kompetensi teknologi dalam perencanaan pembelajaran. Meskipun demikian, beberapa tantangan diidentifikasi, termasuk ketergantungan berlebihan pada AI, kekhawatiran tentang keakuratan konten, risiko plagiarisme, serta masalah etika. Studi ini menyoroti pentingnya mengintegrasikan literasi AI dan pedagogi digital kritis ke dalam program pendidikan guru TEFL untuk mempromosikan penggunaan teknologi AI yang bertanggung jawab, efektif, dan berlandaskan pedagogi yang baik.

Kata kunci: Improving, Students Writing, Instagram

Abstract

The objective of this research is to find out and analyze how Instagram can Improve The twelfth Grade Students Writing skill by Using instagram At SMA Negeri 1 Banyuasin. This researched use classroom action research. Based on the results of the Classroom Action Research and the research results that have been presented, the following conclusions can be drawn: 1) That the average activity and learning outcomes of class XII students of SMA Negeri 1 Banyuasin I in learning English writing material using Instagram in Cycle I observations, the average student learning activity was 59.6% and increased in Cycle II, which was 70.0%, then in cycle III experienced a good increase, which was 86.5%. In this case, it can be proven that there was an increase in the percentage from cycle I and cycle II, which was 21.4 % , then an increase in the percentage in cycle II to cycle III of 16.5%. and 2) This is evident from the posttest scores between the experimental class and the control class, where the experimental class had an average score of 90.43 with a percentage of 88.4% and the control class had an average score of 79.13 with a percentage of 71.8%. The results obtained with the help of the SPSS 2.0 program, namely the value indicated by sig (2-tailed) tcount 0.020> then Ho is rejected and Ha is accepted thus this study states that there is a significant influence of the use of Instagram on improving the writing of class XII students in the English subject at SMA Negeri 1 Banyuasin I.

Keywords: Improving, Students Writing, Instagram.

1. INTRODUCTION

In this current era, human dependence on technology is very large. As a result, technology has developed into an essential need for all levels of society, from parents to children, with a

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major emphasis on students (Rosdiana et al., 2024; Soughati et al., 2025; Lukita et al., 2023). Recently, more and more students are turning to social media as a source of information and educational materials. In today's educational landscape, the teaching and learning process is not limited to the dissemination of knowledge within the walls of the classroom. This also includes educational activities that take place in cyberspace, driven by the influence of social media (Malik et al., 2022; Darimi, 2017; Wilkins et al., 2024). Formal use of social media can be seen as a combination of traditional face-to-face and online learning approaches.

For the learning process to be truly effective, interesting and long-lasting, students must participate actively. This engagement is fostered by an engaging teaching style and the use of engaging educational materials. In the digital era, Social Networking Sites have gained prominence as valuable tools in the field of teaching and learning. For example, students often engage in these social platforms, sometimes even outside the purview of their instructors, to form study groups or share educational resources. Teenagers invest a lot of time in conversations with friends and sharing resources on online social networks. The platform also offers a valuable avenue for introverted students to connect with their peers. In particular, Instagram stands out as one of the most used social networking sites in the world, with more than 300 million active users.

Instead, educators should develop effective learning models and techniques that can capture students' enthusiasm for learning English, with a special focus on improving their writing skills. Writing, as another productive skill, requires careful attention, and instructing this skill requires special training to ensure the effectiveness of the learning process (Adi Pratama & Hartono, 2020; Safitri et al., 2024; Sujati et al., 2023).

Writing is widely recognized as one of the most difficult language skills to master compared to listening, speaking, and reading. According to Fauzia (2022), writing remains the most challenging language skill for learners to acquire. Similarly, Siahaan explains that language learning consists of four fundamental skills: listening, speaking, reading, and writing. Among these, writing requires learners to organize ideas systematically and communicate meaning effectively. Nurhadi (2021) further emphasizes that writing is an essential component of foreign language learning because it enables writers to convey ideas in a structured manner that can be clearly understood by readers.

The process of writing demands creativity, critical thinking, and linguistic competence. Many students encounter significant obstacles when writing in English, making it one of the most demanding productive language skills. Ratnaningsih (2016) argues that writing is particularly challenging because students must not only select appropriate vocabulary but also construct grammatically accurate sentences that effectively communicate their intended meaning. Furthermore, writing involves multiple cognitive processes, including planning, organizing, drafting, revising, and evaluating ideas. Tan also highlights that successful writing requires sophisticated cognitive processing combined with linguistic competence. Riswandi (2018) points out that teaching and learning writing in English is often more difficult than developing oral communication skills. Unlike spoken interaction, written communication relies entirely on the writer's ability to create meaning without immediate feedback from readers. Consequently, effective writing requires careful organization of ideas, appropriate language use, and sufficient time for revision (Bora, 2023; Li et al., 2023; Widyaningrum et al., 2019). Sadler et al., as cited in Westwood, also emphasize that producing high-quality writing is a complex and mentally demanding activity that requires considerable effort and persistence.

These characteristics explain why many students experience greater difficulties in writing than in other language skills. However, these challenges are not limited to students alone. English teachers also encounter difficulties in teaching writing effectively, making writing instruction both time-consuming and demanding. According to Sihombing (2016), the writing process consists of several interconnected stages, namely pre-writing, drafting, revising, and editing. Each stage plays an essential role in helping students generate, develop, and refine their ideas into coherent written texts.

In many classrooms, English teachers continue to rely on conventional teaching methods when teaching writing. Such approaches often fail to address students' learning difficulties effectively, highlighting the need for more innovative instructional techniques. Preliminary observations conducted at SMA Negeri 1 Banyuasin 1 revealed that many twelfth-grade students experienced considerable difficulties in developing their writing skills. Interviews with English teachers and students indicated that learners struggled to generate ideas, organize paragraphs, and express their thoughts due to limited vocabulary and insufficient writing practice. The classroom observations further revealed several major problems in the teaching and learning process. Students demonstrated low writing proficiency, experienced difficulties in understanding writing concepts, and received limited exposure to varied instructional strategies. Moreover, teachers rarely implemented innovative techniques that could increase students' engagement in writing activities. Analysis of students' academic achievement also showed unsatisfactory results. Among 32 students, only seven achieved the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal/KKM), while the remaining twenty-five students failed to meet the required standard of 70. These findings indicate that students' writing performance remains below the expected level and requires immediate improvement.

The interview findings also revealed several factors contributing to students' poor writing performance. These include low learning motivation, inadequate vocabulary, difficulties in constructing grammatically correct sentences, limited ability to generate ideas, and a general lack of interest in writing activities. Most students perceived writing as the most difficult English skill, resulting in low participation during classroom instruction. Consequently, improving students' writing competence is essential to help them achieve the required KKM score and become more confident writers. Therefore, teachers need to employ instructional techniques that can create a more engaging, enjoyable, and meaningful writing learning environment.

Sulistyorini (2019) emphasizes that students require stronger motivation, particularly in learning English writing. This finding highlights the importance of implementing innovative teaching strategies to overcome students' writing difficulties. Interviews with English teachers also revealed that many students struggled to develop coherent paragraphs because they were unable to organize their ideas logically. As a result, students often found writing assignments difficult and frustrating.

Considering these challenges, English teachers are expected to adopt instructional techniques that can increase students' motivation and improve the quality of writing instruction. Appropriate teaching methods should not only enhance students' writing achievement but also create a more interactive, enjoyable, and productive classroom atmosphere. One instructional medium that has attracted considerable attention is Instagram. According to Silaban (2019), Instagram can be utilized as an effective platform for teaching writing

because it provides authentic contexts that encourage students to express their ideas creatively.

Instagram offers various features that support descriptive writing activities by allowing students to observe visual content and respond through written descriptions. Fidian (2020) argues that Instagram is particularly suitable for teaching descriptive texts because it can increase students' motivation and enthusiasm for writing. Through visual stimuli provided by photographs and images, students are encouraged to develop ideas more easily and produce more meaningful descriptive texts. Moreover, teachers can integrate Instagram creatively into classroom instruction by assigning students to compose descriptive texts based on images uploaded on the platform. Such activities not only make writing lessons more engaging but also provide authentic learning experiences that promote students' creativity and writing competence. Therefore, this study focuses on the implementation of Instagram as an instructional medium to improve the descriptive writing skills of twelfth-grade students at SMA Negeri 1 Banyuasin 1.

2. THEORETICAL REVIEW

2.1 Writing Concepts

Writing is one of the important language skills that English learners must have, apart from listening, speaking and reading. Mastery of these skills allows students to articulate their ideas in writing, facilitating the development of their thinking and the reader's engagement with their written work. In addition, writing functions as a means of transferring information and knowledge to other people. In essence, writing can be seen as a form of communication that bridges the gap between writers and readers (Yulianti et al., 2019; Bailey, 2020; Dewi, 2023).

2.2 Instagram concept

Instagram, which has more than 300 million active users, stands out as one of the most famous Social Networking Sites (SNS) in the world (Instagram Pres, 2023). Instagram primarily centers on users sharing individual images or videos accompanied by descriptions on their profiles, and Instagram witnesses a staggering volume of around 70 million images and videos posted every day (Instagram Press, 2015; Nurjanah et al., 2023; Alshammari, 2021). As a result, Instagram seems to be an ideal environment for foreign language learners to create descriptive writing.

3. METHOD

3.1 Place and Timeline of Research

This researched was carried out at SMAN 1 Banyuasin 1 which is located in Banyuasin Regency; precisely in Sepakat street, Banyuasin 1 District. The research consists of three cycles, starting with a pretest at the end of July. Each cycle last for two weeks, the first cycle carried out at the end of July, the second cycle in early August 2023, and the third cycle carried out in mid-August 2023. The researched carried out on the following schedule:

Table 1. Research Timeline

Timeline	Activity
April 2023	• Preparation
April-June 2023	• Write proposals
July 2023	• Proposed Seminar
July – August 2023	✓ Data collection ✓ Data analysis
September 2023	✓ Report writing
October 2023	✓ Seminar
December 2023	✓ Thesis
April 2024	✓ Graduation

3.2 Research Objects and Informants

The population in this study were students of SMA Negeri 1 Banyuasin I class XII F6 and XII F7. Where the number of students is Class XII F6 totaling 33 students and Class XII F7 totaling 32 students.

The researcher chose class XII F7 as samples in this study because based on observations through teachers, students' desire to write using English in this class is still very low compared to other classes, so the researcher decided that this class was worthy of being studied in overcoming this problem.

Table 2. Research Example

Sample	The number of students
XII F7	32
Total	32

Source : SMA Negeri 1 Banyasin I

3.3 Research Methods

This researched use classroom action research. Classroom action research, often called Classroom action research (CAR), is a research approach carried out by teachers and researchers in the classroom with the aim of improving the learning process which is the responsibility of the researcher. Educators can apply classroom action research as a step to improve the quality of their roles and responsibilities as educators in managing the learning process. This approach functions as a means to determine what methods are most effective in a person's classroom to facilitate improved learning outcomes, and the insights gained can then be integrated into the teaching and learning process.

3.4 Research Procedure

In the context of this research, the researcher's goal was to improve the writing skills of twelfth grade students with the help of collaborators, using Instagram as a platform. This research uses a classroom action research approach, which focuses on improving English language teaching and learning, especially in the domain of writing skills. Let's discuss more comprehensively the three cycles that will be implemented in collaboration with partners:

Cycle 1: In the first cycle, the initial planning stage includes setting clear goals for using Instagram as a tool to improve writing skills. Collaborators and researchers collaboratively design and implement specific activities and tasks on Instagram to stimulate student

engagement with written expression. After the planning stage, these actions are implemented in class, with collaborators and researchers actively involved in guiding the process.

Cycle 2: The second cycle advances the action research journey. Collaborators and researchers revisit the planning stage, adapting or refining activities based on observations and feedback from the initial cycle. The actions carried out at this stage aim to further improve students' writing skills. Collaborators continued to provide essential support, guiding students in Instagram-based writing assignments.

Cycle 3: The third cycle is the culmination of the action research process. After reflecting on the results and insights from the previous cycle, collaborators and researchers plan and implement additional improvements. Actions are adjusted based on learning from previous experiences. Collaborators continue to play a role in monitoring student progress, providing guidance, and ensuring effective integration of Instagram into the teaching and learning process.

3.5 Creation for Success

The success of a PTK (Classroom Action Research) is not solely measured by increasing proficiency but also the added value of education through assessments carried out during the PTK process. In this research, the criteria for success are 85 % of Class The success of PTK research is determined by the increase in scores compared to the previous year.

3.6 Data Collection

Data collection is an important thing in research, because this technique is a strategy or method used by researchers to collect the data needed in their research, data collection in research is intended to obtain materials, information, facts, and information that can be trusted. Therefore, in this study, researchers collect data through observation, documentation, and test techniques (Mukhtazar, 2020)

1) Observation

According to Sudaryono (Sudaryono, 2019) observation is making direct observations of research objects to see the activities carried out up close.

2) Documentation

According to Sugiyono (2018) documentation is an important document taken from an event, documents can be in the form of photos or videos, based on the opinion above, the documentation used as a source of data and this research is books and cellphones as documentation in the form of photos and research results.

3.7 Class Action

The criteria for the success of the action in this study is the existence of improving twelfth grade students in writing using inst a gram at SMA Negeri 1 Banyuasin I (classroom action research) marked by the achievement of the minimum completeness criteria (KKM) for theme 6 Subtheme 1 which obtained a value above the KKM reaching 70%.

4. RESULT AND DISCUSSION

1. Description of Research Implementation

a. Research Data Description**1) Results Observation Cycle I**

There are several stages in conducting observations, the first is conventional observation of learning activities. At this stage, observations that have been prepared and assessments of the results of actions are carried out using the observation and evaluation formats that have been prepared. The following is a list of student learning activities that are observed, including:

Table 3. Observation of Student Learning Activities Writing Cycle I

Observed Aspects	Average Score			Average	Percentage (%)
	1	2	3		
1	1.9	2.2	2.3	2.7	67.5
2	2.0	2.1	2.4	2.5	62.5
3	2.1	2.1	2.3	2.2	54.2
4	2.1	2.1	2.3	2.2	54.2
Average	2.0	2.1	2.3	2.4	59.6

The aspects observed are:

- a) Students' writing skills
- b) Students' attention in participating in teaching and learning activities
- c) Intensity of questions between students
- d) Actively respond to teacher's explanation

In cycle I, meeting 1, the average student activity was 2.0. This activity includes preparation activities including preparing the required learning media and preparing stationery until the end of learning at meeting 1 or the first learning. This first learning activity is writing without using Instagram. Learning activities start from delivering the material to the core learning, giving students practice assignments that are done by the teacher to form groups. Then continued with discussions with peers in their respective groups. Then at the end there is a question and answer session for each individual, each correct answer gets a score of 100 and is entered into the assessment table made by the teacher on the board. Then, the scores at the 3rd meeting will be added up, then the group that gets the highest score will get an award.

At the 2nd meeting, the average student activity showed an increase, namely to 2.1. In this activity, the same as the 1st meeting, it was carried out with preparations including preparing media and stationery that would be used in learning. In this 2nd learning activity, it remained on writing learning activities. Learning activities began with the delivery of material, then continued with discussions with peers in each group. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores at the 3rd meeting will be added up. add them all up, then the group with the highest score will get an award.

Meanwhile, at the 3rd meeting, the average student learning activity showed an increase of 2.3. This activity was carried out the same as meetings 1 and 2 with preparations including preparing media and stationery that will be used in learning to write using Instagram. Then continued with a discussion with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores were added up, then the group with the highest score would receive an award.

So from the description above, it can be seen that overall the average results of observations of student learning activities in writing learning in English subjects in cycle I showed a table of 3 with a percentage of 59.6%. While the results of notes from the results of observer observations of students in the learning process are included in the moderate category. in the fairly good category.

2) Results Observation Cycle II

There are several stages in conducting observations, the first is observation of learning activities using Instagram. At this stage, observations are made of the actions that have been prepared and assessments of the results of the actions using the observation and evaluation formats that have been prepared. The following is a list of student learning activities that were observed, including:

Table 4. Observation of Student Learning Activities Using and Not Using Instagram Cycle II

Aspect Observed	Average Score			Average	Percentage (%)
1	2.3	2.9	3	2.7	68.3
2	2.0	3.1	3.0	2.7	67.5
3	2.2	3.3	2.9	2.8	70.0
4	2.6	3.3	3.0	3.0	74.2
Average	2.3	3.2	3.0	2.8	70.0

The aspects observed are:

- Students' writing skills
- Students' attention in participating in teaching and learning activities
- Intensity of questions between students
- Actively respond to teacher's explanation

In cycle II Meeting 1, the average student activity was 2.3. This activity includes preparatory activities including preparing the required learning media and preparing stationery until the end of learning at meeting 1 or the first learning. This first learning activity is writing using Instagram. Learning activities start from delivering material to giving practice assignments to students carried out by the teacher by forming groups. Then continued with discussions with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the

assessment table made by the teacher on the board. Then, the scores at the 3rd meeting will be added up, then the group with the highest score will receive an award.

At the 2nd meeting, the average student activity showed an increase, namely to 3.2. In this activity, the same as the 1st meeting, it was carried out with preparations including preparing media and stationery that would be used in learning. In this second learning activity, it remained on writing learning activities. Learning activities began with the delivery of material then continued with discussions with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores at the 3rd meeting will be added up, then the group with the highest score will receive an award.

Meanwhile, at the 3rd meeting, the average student learning activity showed an increase of 3.0. This activity was carried out the same as meetings 1 and 2 with preparations including preparing media and stationery that will be used in learning in learning to write using Instagram. Then continued with a discussion with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores were added up, then the group that got the highest score would get an award.

So from the description above, it can be seen that the overall results of the average observation of student learning activities in writing learning in English subjects in cycle I showed a figure of 2.8 with a percentage of 70.0%. Meanwhile, the results of the notes from the results of observer observations of students in the learning process are quite good.

3) Results Observation Cycle III

There are several stages in conducting observations, the first is to conduct observations of learning activities using the Instagram application. At this stage, observations are made of the learning activities that have been prepared and assessments of the results of the actions using the observation and evaluation formats that have been prepared. The following is a list of student learning activities that were observed, including:

Table 5. Observation of Student Learning Activities Using Instagram

Cycle III

Observed Aspects	Average Score			Average	Percentage (%)
1	3.3	2.9	3.9	3.4	84.2
2	3.7	3.7	3.9	3.8	94.2
3	3.1	3.3	3.8	3.4	85.0
4	3.3	3.3	3.0	3.3	82.5
Average	3.4	3.3	3.7	3.5	86.5

The aspects observed are:

- a) Students' writing skills
- b) Students' attention in participating in teaching and learning activities

- c) Intensity of questions between students
- d) Actively respond to teacher's explanation

In cycle III Meeting 1, the average student activity was 2.8. This activity includes preparatory activities including preparing the conventional media needed and preparing stationery until the end of learning at meeting 1 or the first learning. This first learning activity is writing without using Instagram. Learning activities start from delivering material to giving practice assignments to students carried out by the teacher by forming groups. Then continued with discussions with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores at the 3rd meeting will be added up, then the group with the highest score will receive an award.

At the 3rd meeting, the average student activity showed an increase, namely to 3.5. In this activity, the same as meeting 1, it was carried out with preparations including preparing media and stationery that would be used in learning. In this second learning activity, it remained on writing learning activities. Learning activities began with the delivery of material then continued with discussions with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores at the 3rd meeting will be added up, then the group with the highest score will receive an award.

Meanwhile, at the 3rd meeting, the average student learning activity showed an increase of 3.5. This activity was carried out the same as meetings 1 and 2 with preparations including preparing media and stationery that will be used in learning in learning to write using Instagram. Then continued with a discussion with peers in their respective groups. Then at the end a question and answer session was held for each individual, each correct answer received a score of 100 and was entered into the assessment table made by the teacher on the board. Then, the scores were added up, then the group that got the highest score would get an award.

So from the explanation above, it can be seen that the overall results of the average observation of student learning activities in learning to write English subjects in cycle III showed a figure of 3.5 with a percentage of 86.5%. Meanwhile, the results of notes from observer observations of students in the learning process are quite good.

b. Research result

This section discusses the research results in the form of exploration of learning attitudes and learning motivation. on achieving writing comprehension. After the data is grouped , it is then analyzed to answer the statement in the questionnaire that has been prepared by the researcher " How Instagram can improve the Writing Skills of Grade Twelve Students at SMA Negeri 1 Banyuasin I ". There are 20 statement items in the questionnaire. The data is tabulated in a table. This table has four aspects that are assessed regarding the improvement of writing skills , including: briefly, concisely, compactly and clearly. The number of each frequency range will be calculated in percentage form to make it easier to observe.

The questionnaire was conducted on Tuesday, November 21, 2024 at 07.00 WIB XII. F7 with a total of 32 students in the academic field 2023/2024. The closed one questionnaire with five options for respondents to choose from was calculated using the SPSS 2.0 program to find the percentage of each item. It is calculated using the formula adapted from Likert's

Score written in the previous chapter . Questionnaire items are categorized into levels adjusted to the respondent's achievements levels as written in the previous chapter as well. Total questions for this study Formerly 20 that represented six indicator from learning motivation based on on Dimiyati And Mudjiono in Suparman (2002).

Discussion

a. Data Analysis of Class Action Results of Student Learning Activities in Cycles I, II and III

1) Cycle I Analysis

Based on the research results, the average score, average and percentage of conventional student learning activities in cycle I were as follows:

- a. Students' writing skills in participating in teaching and learning activities In cycle I, the first meeting, students' writing skills were still lacking with an average score of 1.9, in the second meeting there was a slight increase, namely an average score of 2.2, and in the third meeting there was another increase but not optimal with an average score of 2.3 with an average of 2.7 and a percentage of 67.5%.
- b. Student activities in participating in teaching and learning activities In cycle I, the first meeting, student activities in participating in teaching and learning activities were still lacking with an average score of 2.0 , at the second meeting there was a slight increase, namely an average score of 2.1, and at the third meeting there was another increase but not optimal with an average score of 2.4 with an average of 2.7 and a percentage of 67.5% .
- c. Intensity of Questioning between Students and Students In cycle I, the first meeting, the intensity of asking questions between students and students was still lacking, as can be seen from the average score of 2.0 , the second meeting, the average score was 2.1, and the third meeting experienced an increase with an average score of 2.3 with an average of 2.2 and a percentage of 54.2%.
- d. Activeness in Responding to Teacher Questions In cycle I, the first meeting, activeness in responding to teacher questions was still lacking, with an average of 2.1 , in the second meeting the average score was 2.1, in the third meeting the average score was 2.3 with an average of 2.2 and a percentage of 54.2%.

2) Cycle II Analysis

Based on the research results, the average score, average and percentage of student learning activities with conventional and Instagram collaborative learning in cycle II are as follows:

- a. Students' writing skills in participating in teaching and learning activities In cycle II, the first meeting of students' writing skills still seemed lacking with an average score of 2.3, at the second meeting there was a slight increase, namely an average score of 2.9, and at the third meeting there was another increase but not optimal with an average score of 3.0 with an average of 2.7 and a percentage of 68.3%.
- b. Student activities in participating in teaching and learning activities In cycle II, the first meeting, student activities in participating in teaching and learning activities were still lacking with an average score of 2.0, at the second meeting there was a slight increase,

namely an average score of 3.1, and at the third meeting there was another increase but not optimal with an average score of 3.0 with an average of 2.7 and a percentage of 67.5%.

c. Intensity of Questioning between Students and Students In cycle II, the first meeting, the intensity of asking questions between students and students was still lacking, as can be seen from the average score of 2.2 , the second meeting, the average score was 3.3, and the third meeting experienced an increase with an average score of 2.9 with an average of 3.0 and a percentage of 70.0%.

d. Activeness in Responding to Teacher Questions In cycle II, the first meeting, activeness in responding to teacher questions was still lacking, with an average of 2.6 , the second meeting had an average score of 3.3, and the third meeting had an average score of 3.0 with an average of 3.0 and a percentage of 74.0%.

3) Cycle III Analysis

Based on the research results, the average score, average and percentage of student learning activities with learning using Instagram in cycle III are as follows:

a. Students' writing skills in participating in teaching and learning activities In cycle III, the first meeting, students' writing skills were still lacking with an average score of 3.3, at the second meeting there was a slight increase, namely an average score of 2.9, and at the third meeting there was another increase but not optimal with an average score of 3.9 with an average of 3.4 and a percentage of 84.2%.

b. Students' attention in participating in teaching and learning activities In cycle I II, the first meeting, students' activities in participating in teaching and learning activities were still lacking with an average score of 3.7. In the second meeting, there was a slight increase, namely an average score of 3.7. In the third meeting, there was another increase but it was not optimal with an average score of 3.9 with an average of 3.2 and a percentage of 94.2%.

c. Intensity of Questioning between Students and Students In cycle III, the first meeting, the intensity of asking questions between students and students was still lacking, as can be seen from the average score of 3.1 , the second meeting, the average score was 3.3, and the third meeting experienced an increase with an average score of 3.8 with an average of 3.4 and a percentage of 85.0%.

d. Activeness in Responding to Teacher Questions In cycle III, the first meeting, activeness in responding to teacher questions was still lacking, with an average of 3.3 , the second meeting had an average score of 3.3, and the third meeting had an average score of 3.0 with an average of 3.5 and a percentage of 86.5%.

In this research action there are many things that we all need to know. Learning to write using Instagram is an effective learning method in English subjects in learning to write. During group discussions, a teacher must be more careful and emphasize to each individual to really discuss with their group. Class XII is a high class at the upper secondary education level, but communication with each other is not very productive, therefore, when implementing learning actions using Instagram, a teacher must work extra hard to continue to approach individually considering that the Instagram application is an application that can be used in other things. This is an obstacle and difficulty in implementing the action in this study.

The advantages of learning using Instagram can be seen in the implementation of learning activities. Students have more opportunities to use their questioning skills and discuss a

problem. Students are more intense in solving a problem through discussions with their peers. Learning using Instagram also trains teachers to pay more attention to students as individuals and their learning needs. Students in carrying out the actions in this study also appeared more active in asking or answering questions (responding) as seen in the observation sheet, student learning activities increased.

5. CONCLUSION

Based on the findings of this Classroom Action Research, it can be concluded that the implementation of Instagram as a learning medium successfully improved the writing ability of the twelfth-grade students at SMA Negeri 1 Banyuasin I. The improvement was reflected in both students' learning activities and writing achievement across the research cycles. The average percentage of students' learning activities increased from 59.6% in Cycle I to 70.0% in Cycle II and reached 86.5% in Cycle III. This indicates an improvement of 21.4% from Cycle I to Cycle II and a further increase of 16.5% from Cycle II to Cycle III. These results demonstrate that the integration of Instagram into writing instruction enhanced students' participation, engagement, and learning outcomes throughout the classroom action research process.

The effectiveness of Instagram was further supported by the students' writing achievement. The post-test results revealed that the experimental class obtained a higher mean score ($M = 90.43$; 88.4%) than the control class ($M = 79.13$; 71.8%). Statistical analysis using SPSS showed a significant difference between the two groups, with a significance value (Sig. 2-tailed) of 0.020, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that the use of Instagram had a significant positive effect on improving the writing skills of twelfth-grade students in English at SMA Negeri 1 Banyuasin I.

Based on the results of this study, several suggestions can be offered. First, English teachers are encouraged to use Instagram as an alternative instructional medium to create a more engaging and interactive writing classroom while increasing students' motivation and creativity. Second, school principals are expected to provide greater support for teachers by encouraging the integration of innovative digital learning media, including Instagram, into English writing instruction. Third, students are encouraged to participate actively during the learning process by asking questions, responding to teachers' instructions, and engaging consistently in writing activities to maximize their learning outcomes. Finally, future researchers are recommended to conduct similar studies with larger sample sizes, different educational contexts, and longer implementation periods. Since this study involved only one class consisting of 32 students and was conducted within a limited number of research cycles, further investigations are needed to obtain more comprehensive and generalizable findings regarding the effectiveness of Instagram in improving students' writing skills.

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