

USING INSTAGRAM BLOG FOR TEACHING WRITING SKILL DESCRIPTIVE TEXT ON ENGLISH TOUR AND TRAVEL COURSE

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Abstract: *Students' in tourism business management vocational education program of Banyuwangi State Polytechnic must have excellent writing skill to promote tourist destination in Banyuwangi by writing a description of tourist destination in Instagram blog. This study aims to identify and to describe teaching learning process by using Instagram blog. This research used qualitative design. The researcher began to investigate the classroom online teaching and learning classroom activities by using several research instruments such as observation checklist, interview, and questionnaire. The lecturer tried to use Instagram blog as teaching aid during teaching and learning process especially in writing descriptive text about some popular tourist destinations in Banyuwangi. She also made them interested to begin write their idea. It could give the students a greater chance to write and express their ideas in English. This research was hold in Banyuwangi State Polytechnic on February 4th until 4th March, 2021. The result of this research was Instagram blog can help the lecturer taught well besides that the lecturer had already prepared learning contract well therefore she taught clearly.*

Keywords: writing; descriptive text; tour and travel

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INTRODUCTION

One of graduation profile students' tourism business management study program of vocational education program in Banyuwangi was to be a travel agencies, therefore they should be able to promote popular tourist destination via weblog. They have a difficult job to raise the tourist visitation to some popular destination in Banyuwangi.

Students in tourism business management study program of vocational education program of Banyuwangi State Polytechnic should help Banyuwangi local government especially tourism sector to increase tourist visitation. One the alternative solution is writing descriptive tourist destination in their own Instagram blog by adding an interesting photo and video tourist destination then they should write the description of tourist destination.

The classroom teaching learning process in Banyuwangi State Polytechnic should be conducted in online. The students and teachers should avoided contact directly with the students. One of the suitable online applications to teach writing skill that were used to make classroom interaction was Instagram blog (Husna et al., 2020). It refers to the personal blog

diary journal in the internet where the students can express their ideas, experiences, and interact with people in a written form (Sholikhah, 2019).

According to the syllabus in learning contract to teach writing skill in the tourism business management study program of vocational education program in Banyuwangi State Polytechnic, the students are demanded to write descriptive text about tourist destination in Banyuwangi. Tourism business management students at Banyuwangi State Polytechnic have good competencies to advertise popular tourist destination in Banyuwangi. The students are also expected to do communication in descriptive text better. They should be able to express the idea of Banyuwangi tourism destination by writing descriptive text.

Renaldi (2020) conducted his research by using Instagram, he expected to be able to increase students' skill and Interest in writing Descriptive Paragraph". He was proving that the use of Instagram blog in teaching and learning process can motivate the students to write better and they can express their ideas through their blogs(Renaldi, 2020). Beside that Bakar (2009) conducted the research with the title "*Instagram as a Platform for Language learning.*" He was proving that enhancing writing skills through Instagram blogging in an advanced English as a foreign language class can increase the students' interest and could motivate students to write in English(Bakar, 2009). They were proving that they had been succeeded by using Instagram blogs to assist students to improve learning process deeply. It can enrich the students' idea in writing skill.

The purpose of this research is to explore and to investigate the classroom teaching and learning activities by using Instagram blog to teach the students' writing skill in the tourism business management study program of vocational education program of Banyuwangi State Polytechnic. The researcher chose first grade students of class 1-A of Banyuwangi State Polytechnic because according to the lecturer's statement they have a lot of academic achievement especially in English communication skill. Some of them had participated in English news casting and debate. The researcher emphasized on classroom teaching and learning process as the subject of this research. The focus of this research are expression about promoting tourist destination, describing tourist destination facility, access and tourist attraction. This study aims to explore about using Instagram blog to enrich students' idea in descriptive text. Therefore, using Instagram blog can promote meaningful help to enrich their language production (Husna et al., 2020).

LITERATURE REVIEW

Writing is a creative process production language skills in stating written expression (Ur, 1996). It is the most difficult skill to be mastered for the students. Writing is the last skill learned after speaking, listening, and reading. It is the most difficult skill that is learned by the students. The teacher needs some innovative teaching techniques to

get target of teaching writing. She should know the students' characteristic better. The teachers have to know the students interest, aspirations, learning style.

To produce good writing skill, the learners should comprehend skills in fundamental concept of writing. They are sentences, word, punctuation, and the sentence structure (Nunan, 2003). The students have to think and develop information, ideas or argument in logical sequence without writing practices; students have difficulties in achieving clarity, which is the aim of any writing exercise. Writing activities have three stages, they are prewriting, writing, and revising (Nunan, 2003). The steps contribute significant effect to produce effective and efficient writing. The first step is prewriting. It is the beginning step of exploring idea before starting writing activities. The prewriting prepares our concept to explore the ideas. Then, Brainstorming. It is a prewriting activity to correlate the ideas with the relevant topic. In this step, the author writes and posts short descriptive text in their blog. The commonly feature of a blog is widely open for public consumption therefore; many visitors are interested to give some comments on the author's blog. Instagram blog could help the students to write descriptive well (Kelly, 2013). It could open the students ideas in developing descriptive text paragraph. An Instagram blog can be one of the alternative medium for teaching writing which the students can express their ideas in page internet and share about their interesting experience of life (Apriani & Melati, 2018). It also can help learning writing descriptive text.

Based on the previous study, the researcher try to prove the use of Instagram blog in different ways with Renaldi (2020). Although he conducted the research in rural region also, he was stimulating the students about descriptive text by giving the serial pictures before writing in their blog. It was different from this research, the researcher stimulates the students in understanding about the material in every meeting by giving an example of text before using Instagram blog. This was done because the students in A class need understanding descriptive text as sample first before explaining them about the flow of the ideas.

Another study claimed that the teacher should encourage more the students to produce writing text and she push them to explore deeper their idea. The teacher's roles are to facilitate and to motivate the students. To activate students' motivation during writing process, the teacher should design pleasurable and relaxed learning situation or condition so that students can enjoy writing process. The pleasurable mind during learning writing activities could help the students to write better and they can explorer their idea quickly therefore their skill could be significantly improved. Instagram is supposed to be an effective instructional teaching aid to help the students in creating some brilliant writing because Instagram has complete features (Husna et al., 2020)

Instagram blog has modern and attractive feature. It is unique services that can distinguish from others social media features. In the similar study also states a significant difference occurred between students' result in writing recount text before and after treatment using Instagram in teaching writing skill. They follow learning process in writing recount text by using Instagram as an instructional teaching media. As the result students' score after using that features, the students mean score was in outstanding category otherwise before the use of Instagram is good category. Instagram is an effective instructional teaching media on teaching students' writing recount text (Sholikhah, 2019). Based on the previous studies above, the researcher tried to conduct a research about a study on the teaching writing descriptive text by using Instagram blog during classroom process. The similar thing is this research use Instagram. In conclusion, the differences between the previous studies above and this research are the object and the focuses of the study.

METHOD

This part presented on the process of how to get the data about teaching learning interaction process during learning writing descriptive text about destination in banyuwangi by using Instagram blog.

Research Design

The design of this research used descriptive qualitative design. Qualitative research employed case study. In case study, the researcher should investigate and search the completed data collection in depth. It consisted of the several sources of data information such , interviews data, audiovisual material, some documents, observation field note, and reports (Ary et al., 2010). A report usually was a case description and case was according to related themes(Almalki, 2016). In this study, the researcher observed the teaching writing by using webblog in business tourism management at Banyuwangi State Polytechnic. The reason of using descriptive qualitative research because the researcher wanted to investigate how to the teacher used Instagram blog to teach better in the virtual classroom. Descriptive qualitative research design was one of the researchs that had aim to overcome the problem found during teaching and learning process and also to help the students success in learning process.

Subject

The first grade of students' tourism business management study program of vocation educational program of D-4 at Banyuwangi State Polytechnic and the lecture was the research subject. The researcher chose tourism business management study program at Banyuwangi State Polytechnic because it based on once of graduation profile they should be able to promote Banyuwangi popular tourist destination. The lecturer

recommend that the students could comprehend and develop their idea material by given using Instagram blog. The researcher chose second semester students and the lecturer as the subject of the study. There were 30 students in this class. They were 20 males and 10 females and the last was the English lecturer.

Instrument

The researcher used some of instruments, such as: (1) observation, (2) interview, (3) questionnaire, and (4) documentation. The observation checklist was used to measure the students' activity during the teaching and learning writing descriptive process. The interview was used to know the information about the problem faced by the students in learning writing. The questionnaire was used to know the students like or not in applying Instagram blog as media in teaching learning process. Then, the test was used to measure the achievement of the students' writing skill. The last instrument was documentation to collect the data about the students' attendance list, the students' score, and the photos when the teaching and learning process was done.

Observation

The observation checklist was used to analyze the students' activeness and passiveness. During classroom interaction process via zoom application, the interaction process was recorded by zoom application. The data was saved in googledrive therefore it could be accessed after the classroom process. The data were in checklist form. The researcher used observation checklist to check the students activity whether they were passive or not during teaching and learning conducted. Observation was hold on Feb 4th until March 4th, 2021.

The table of observation can be formulated as follow:

No.	Name of the Students	Indicator				Total score	Category	
		1	2	3	4		Active	Passive
1								
2								
3								

Notes:

1. The student is able to all of direction from the lecturer.
2. The student understands the lesson.
3. The student asks to the lecturer
4. The student answers each task.

Interview

Interview consisted some questions orally to the teacher and the students about the problems in teaching and learning writing. The researcher needed information answer, so the researcher conducted open interview. The interview was hold on March 21th, 2021. The interview process to get the data was taken on virtually interaction. It used zoom application to get the data interview. The data are in the form of interview guide. The researcher asked to the English teacher and students of class A with 5 questions.

No	For Teacher	No	For Students
1.	In your opinion, as an English lecturer, which one should I make the object of my research? Explain!	1.	Do you like English lessons?
2.	What is the value of previous English lessons?	2.	What do you think about how English the lecturer teach?
3.	What media have you used in the process of teaching English?	3.	What media have you been given during the learning process?
4.	What are the problems of students in teaching English, especially in writing a sentence?	4.	Which one do you choose? Speaking, reading, listening or writing?
5.	What makes class 1A different from other classes?	5.	What are the problems you face in the process of learning to write English?

Questionnaire

Questionnaire contained of a series of questions the purpose of gathering information from respondents (Ary et al., 2010). The researcher used questionnaire to obtain the students' opinion about their problem during the teaching learning writing descriptive text process by using Instagram blog. The researcher collected the data for questionnaire by giving some questions on February 14th, and March 21th, 2014 and he sent to the googleform to each students' personal email. The data was collected after the teaching learning process finished in each meeting from the students of the first grade from Banyuwangi State Polytechnic. The data were in the form of the series of questions to get information from the students whether they like or not in applying Instagram blog as media in teaching learning process. The researcher gave questionnaire consist of 10 questions

No.	Questions	Yes	No
1.	Do you enjoy teaching writing descriptive text process by using Instagram blog?		
2.	Is the use of Instagram blog good for teaching writing descriptive text?		
3.	Is the use of Instagram blog helping you write descriptive text effectively and efficiently?		
4.	Do you have any difficulty during you joined in the teaching		

	writing descriptive text by using Instagram blog?*
5.	Are you interested to learn writing when the teaching and learning process conducted?
6.	Is the lecturer's direction obvious during the teaching process?
7.	Is the lecturer's choice of using Instagram blog appropriate to teach writing descriptive text?
8.	Do you prefer Instagram blog as a media in teaching writing descriptive text?
9.	is there any benefit that can you get during joining in teaching writing decriptive text by using Instagram blog?*
10.	Is there any trouble when you use Instagram blog?

Documentation

In this research, documentation was also the important instruments to collect the supporting data. The researcher collected the data from the learning contract, observation checklist, the students' score, the students' attendance list, questionnaire, and the photos when the process of teaching and learning in zoom room meeting. Documentation was hold on Feb 04th until March 21th, 2021. The data are in the form of the lesson plan, observation checklist, the students' score, the students' attendance list, questionnaire, and the photos when the process of teaching and learning in zoom meeting room.

Data Analysis

The data were analyzed based on the following steps: first, the percentage of questionnaire were calculating and the result become the answers of the research question. The interview data would be written in the transcription and they were collected, reduced, and selected related to the research problem, They would be the solution of the research problem. The observation checklist data about students' activeness and passiveness would be gathered from recorded video of zoom meeting. The researcher also observed lecturer's documentation such as the learning contract and evaluation. The lecturer evaluation was analyzed. It was abut the students' progress learning in writing descriptive text based on the data analysis.

Observation and interview data were gathered and analyzed in brief by adjusting, selecting, and reducing all of data obtained. The obtained data would be simplified based on review of related literature. Data which was obtained from the questionnaire were analyzed by using this formula in figure 1.

Figure 1. The Formula of Questionnaire Calculation

$$R = \frac{F}{N} \times 100 \%$$

(Ary et al., 2010)

Note:

R = Students' respond

F = Frequency of students' respond

N = Total number of students

RESULTS AND DISCUSSION

This part described findings and the discussion. The research findings were data from observation checklists and questionnaire. The data were student's activities during the teaching and learning conducted. The discussion presented about some detail information on the classroom teaching and learning process. The English lecturer conducted teaching writing activities skills in the descriptive text by using Instagram blog through e learning.

Results

The result were presented about the description all of found data. In this section, the researcher tried to explore about some research findings data. The purpose of this research aimed to investigate the factual result in classroom via zoom meeting online that had been happened during teaching descriptive text process by using Instagram blog as media at Banyuwangi State Polytechnic. In this research, the researcher observed in two meetings. They were February 4th and 10th, 2021. The first lesson classroom meeting was about conducting the teaching writing descriptive text by using Instagram blog. The second meeting was about reviewing previous teaching material and examine the students'.

The learning contract was already designed collaboratively, it contained (a) the learning subject, learning outcome, graduation profile outcome, semester, years, and time allocation, (b) the target of the learning contract that was conducted in the end of the section. It was related with learning outcome. The students were able provide some information of Banyuwangi tourism destination by using Instagram blog. They were able

to express their idea about tourist attraction in Banyuwangi by using Instagram blog and they also were able to do write based on the fact in the Instagram blog, (c) the teaching-learning process was divided into three stages, they were opening teaching, main teaching activity, and post activity, (d) The students could learn from the video, e book material and webpage from internet, (e) The lecture examined the students' writing as the evaluation.

The learning contract consisted of the source of the teaching material, learning outcome, and assessment. The teaching material was descriptive text and the theme was popular tourist destination in Banyuwangi and food culinary product or gastronomy tourism in Banyuwangi. The lecturer used Instagram blog as media in teaching descriptive text. Teaching writing by implementing Instagram blog as media in teaching-learning was the first meeting and the second meeting was reviewing previous material and examine the students' writing result.

Meeting I

On February 5th 2021 at 07.30 a.m. until 09.20 a.m meeting one was carried out. In this meeting the researcher introduced and explained what Instagram blog was and gave the students example of Instagram blog. The students should understand about how to write and post in Instagram blog before the end of the teaching activity. on the time allocation in the learning contract was carried out 2 x 50 minutes. It began at 08.00-09.30 AM. The students should be able to write the real description of tourist destination and facilities description based on the photo and video attached in Instagram blog then students were able to write the tourist destination description.

Opening teaching Activity

Around 10 minutes in the opening activity, the lecturer asked to pray together with the students, greeted, and checked the students' attendance then giving question to the students to stimulate about the material would be given, then the researcher also showed the example of Instagram blog and gave some important vocabulary related to tour and travel tourist destination in Instagram blog.

Main Teaching Activity

In this activity, the researcher spent for 40 minutes to explain about what the Instagram blog was. After that, the researcher asked the students to check their pair and open Instagram blog. To start the students writing skill, the researcher asked the students to write at least 60 words in their blog with giving question "what did you know about popular destination in Banyuwangi and then try to describe them?" to stimulate to students about the background knowledge about Banyuwangi tourism destination. They began to write banyuwangi tourism destination, then posting their writing in their blog by adding some personal experienced in their photo and video. After posting, the lecturer asked the

other students to review the posting then analyzed the writing including give their comment. In reviewing the friend's blog, many students look up the dictionary and asked to the other friend to know the meaning of it. Many students also cheated each other how to give comment.

Post Activity

This was last teaching activity. The lecturer taught this section in 10 minutes. In this activity, the lecturer asked about students' problem in writing descriptive text during the teaching-learning activities and she draw a conclusion. While the classroom process were conducting by zoom meet application, the observer filled the observation checklist to measure the students' participation during the teaching and learning process was found in the meeting I. The lecturer spent around 10 minutes to check the students' writing and recheck the students' Instagram blog at the end.

The Result of the Observation Checklist meeting one

This part was to measure students' participation and their attitude during classroom activity. The researcher used some instruments to measure the student's attitude and participation during using Instagram blog as media in this research., Questionnaire, Observation checklist and result of the students writing descriptive text would be analyzed in line with the research problem. In observing meeting I, the researcher got the data from the observer, the observer used the student's observation checklist to get information in the student's activeness. At the first meeting of meeting one, only 40% students was active in joining class zoom meeting. Then, for the second meeting, the student's activeness reached 60% which meant that 21 students were joining the class actively, it could be said that the students can follow the researcher's instruction.

The Result of the Questionnaire Meeting one

To check the students' satisfaction of using Instagram blog during the process of teaching writing, the researcher shared a form of questionnaire which consisted of 10 questions. Those 10 questions could reflect whether the students liked the applied strategy or not. After collecting the data, the researcher counted it and got information that 60% of the students liked and happy of the applied strategy. It meant that from 35 students in class A, there were 23 students liked and happy of the applied strategy

Meeting II

In meeting two the researcher used the same media with the previous meeting in meeting one. The researcher used Instagram blog to teach writing skill. This meeting consisted of two meetings, in which on the first meeting, the researcher focused on the word choice of descriptive text and the second meeting focused on test writing skill of content of the idea. As the researcher explained in reflecting of meeting one that the

researcher tent to implement discussion technique in the first meeting to grab their attention and understand the material of the description tourist destination, the researcher divided the students in pair and modified the example of the text by adding their personal photo and video experienced to help students to activate their idea, then the researcher asked the students to discuss the draft text with their pair into good order.

After that the students identify the content of the idea then post in their blog, and the researcher asked the other group to edit their friend's posting. In the second meeting, the researcher took the score from this meeting as the test by giving a topic " *tourist destinations experience and the facilities description* " for students to write in their blog then the lecturer give appropriate times to finish making sentences. There would be some changes, at meeting one, the researcher only introduced Instagram blog and explained about descriptive text.

In the meeting two, the researcher divided the students in a pair and tried to complete the example of text i in the first meeting, the students were asked to arrange the paragraph to the right order, then asked the students to identify flow of the idea of the text after that the researcher asked the other group to edit the posting. In the second meeting, the researcher takes the score from this meeting as the test by giving a topic " *tourist Destination in Banyuwangi*" for students to write in their blog then give appropriate times to finish making sentences based on the flow of their idea.

In every idea has different time, to finish making identification the student was given 5 minutes, to finish making events the student was given 10 minutes, and to finish making description the student was given 5 minutes then asked the students to write directly in their blog. Before giving the test, the researcher explained more about the flow f the idea of descriptive text to remember the students understanding for 3 minutes.

Opening Teaching Activity

The lecturer spent 10 minutes did greeting, praying together, checked attendance list, and stimulated for the beginning of the lesson.

Main Teaching Activity

In this activity, the researcher took 40 minutes explained about tourist destination descriptive text and the flow of the idea of descriptive in which the researcher introducing words as who, when, where as the characteristic of identification, introducing the description of part of tourist places. The students would be asked to make the paragraph in the Instagram blog after that the researcher asked the students to edit the friend's writing with giving comment.

Post Teaching Activity

At the end of meeting, the researcher spent for 10 minutes to check the students' work and review the students' blog.

The observation Checklist result in meeting Two

The researcher gained the data from the observer during teaching learning process. The observer was observing the meeting two by using observation checklist to get information about the student's activeness. The questionnaire used to measure the students' responses. In meeting one, 70% students were active in virtual classroom zoom meeting. Then, in meeting two, the students activeness reached again 80% which meant that 30 students participated in the class actively

The Result of the Questionnaire Meeting Two

To check the student's interest on the using Instagram blog in meeting two, the researcher also sent a form of questionnaire via googleform which consisted of 10 questions. Those 10 questions could reflect whether the students liked and happy the applied strategy or not. After collecting the data, the researcher counted it and got information that 82% of the students liked and happy the using of Instagram blog. It meant that 31 students in class A liked and happy the applied the teaching strategy.

Discussion

The obtained data from observation activities, the researcher reflected the meeting one of these researches was not run well. It was shown from the students activeness which was 50%. From the questionnaire made, it showed that 60% of the students liked and happy of the applied strategy. Furthermore, to measure how far the student's skill in descriptive text by using Instagram blog, the researcher also gave test in the second meeting of meeting one. The test showed that student's achievement was still 47%. Then, it could be said that only 18 students got 65 or more. In this test, the students had to choose one topic to make sentences based on the flow of the idea of description text.

The teaching activity in every meeting, the lecturer gave practice for each student to write in their blog such as writing their activity during in tourist destination area, they described the tourist destination facilities that they could enjoyed. The students were able to make a draft in the worksheet before writing in their blog. The problems faced by the students were difficulties to write in their blog. Sometimes they asked to the other friends when they did not know the words in English, so it made the situation in zoom meeting was crowded and to many noise from the device. The students were also still confused to comprehend each assignment and following the lectures direction. Based on the finding in meeting one, the classroom zoom meeting was not success, therefore the lecturer

continued into meeting two. In meeting two, the lecturer tried to use the technique in the first meeting to make the students more active in getting involved in the series activity provided by the lecturer.

Based on the research finding, in this meeting there were 80% of the students seemed to be active because the students fully pay attention when the lecturer gave an explanation about the material of descriptive text. The students did not have the problem in their blog again, it was different from meeting one that the lecturer gave the text to students as sample, in meeting two, to get their attention and understanding about the material of free writing technique about tourist destination description, the lecturer asked the students to discuss with their pair to be good order. In this activity, the students seemed to enjoy in writing the text so the discussion run well, and they could help each other in analyzing the flow of the idea of writing descriptive text. Bikowski, & Kissler (2002) stated that one of the technique teaching and learning that were lecturing and discussion technique.

The lecturer conducted the test to measure the students' writing skill. She only gave the students a topic sentences without making a draft because the lecturer directly gave the students times to think to make sentences. The students understood about the idea of the text, many students had finished and posted their writing. Some students' writing result had good diction and paragraph development. that the students were fluent when they are able to write easily as well as understandably when they can write their own ideas. By using Instagram blog, the students could write about tourist destination(Listiani, 2016).

The lecturer had done using the teaching technique to help the students in understanding the teaching material before writing in their blog. She had already given the students an example of tourist destination text then discuss the difficult vocabulary to understand the meaning of it and explain the material. She asked the students to write with their own ideas. Bakar (2013) states that EFL students will learn writing effectively by check vocabulary in the dictionary or look up in the internet frequently to help them explore their idea obviously and systematically. The result of EFL learners' writing is often influenced by their first language. The improvement of writing will be questioned if EFL students write English frequently but present their thoughts with the style of their first language. In conclusion, the use of weblog as media had been successful enough to improve the students' writing skill in learning English.

CONCLUSION

Based on the research findings above, the researcher had reached a conclusion that the lecturer used Instagram blog as the medium and she teach via the zoom meeting application to teach writing descriptive text. The teaching and learning writing descriptive text were conducted well because the lecturer could control the entire classroom environment. She had already made well organized learning contract in systematically. The students enjoyed learning descriptive text writing skills. They could explore more the idea about writing tourist destination by using Instagram blog during the teaching-learning activities. It could give many benefits for the students developing idea. First, the students could write a tourist destination description easily because they could understand the flow of the idea from their free writing process. It made the students be more confident to write up in expressing their idea. Second, the lecturer did not again wasting time to activate students idea. Third, the lecturer gained students' attention by using Instagram blog because it could help the students to imagine the concept of tourist destination description.

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