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THE USE OF INSTAGRAM TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXTS

Gusnadi, Abdul Hamid Ali, Indah Sri Redjeki
Universitas Pakuan Bogor, Indonesia

Email Korespondensi: *gusnadi2026@unpak.ac.id*

ABSTRACT
This study investigated the effectiveness of Instagram as a learning medium for improving tenth-grade students' ability to write recount texts at SMK Bakti Nusa Tamansari. The study responded to students' difficulties in developing, organizing, and expressing ideas in English writing and to the need for learning media that connect classroom activities with students' digital practices. A pre-experimental one-group pre-test–post-test design was employed. Students completed a writing pre-test before receiving Instagram-based instruction and a post-test after the treatment. Instagram photographs and captions were used to stimulate ideas, support chronological organization, and provide a meaningful context for recount writing. The students' pre-test and post-test performances were compared using a t-test. The analysis produced a calculated t-value of 17.2, exceeding the critical t-value of 2.04. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected, indicating a significant improvement in students' recount-text writing performance after the treatment. The findings suggest that Instagram can function as a relevant supplementary medium for English writing instruction by linking visual prompts, personal experiences, digital literacy, and written communication. Its use should nevertheless be guided by clear learning objectives, structured writing activities, teacher feedback, and responsible digital practices particularly in vocational secondary school learning contexts today.
Keywords: Instagram, recount text, writing ability, digital literacy, EFL writing

PENDAHULUAN

Digital technology has substantially changed how students communicate, access information, construct knowledge, and express ideas. For contemporary learners, digital environments are an integral part of how information is encountered, interpreted, and shared. This shift has important implications for education because teachers are increasingly expected to connect classroom learning with digital practices familiar to students. In English language education, digital literacy therefore involves more than the technical ability to operate devices. It also includes the capacity to locate, evaluate, create, and communicate information through digital tools in purposeful and responsible ways. Language learning is

particularly suited to this development because it depends on repeated exposure to meaningful communication and opportunities to produce and interpret language. Digital tools can extend such opportunities beyond textbooks and worksheets by creating authentic or semi-authentic contexts in which students use English for meaningful purposes (Alakrash & Razak, 2021; Pratolo et al., 2022; Rahman et al., 2023).

Social media represents one of the most accessible digital environments for language learning because it combines communication, content creation, interaction, and multimodal expression. Among social-media platforms, Instagram has particular potential for writing instruction because its visual features can be directly connected to written language. Photographs, videos, captions, comments, and stories allow learners to associate language with specific people, places, experiences, and events. The caption function is especially relevant because it requires users to convert visual information into concise written expression. Research indicates that Instagram can support language learning when its features are integrated into structured pedagogical activities rather than used simply as informal social interaction. Studies have reported positive effects on interaction, motivation, collaboration, and language achievement when Instagram is deliberately incorporated into English learning (Rizal & Farikhah, 2021; Saleh & Muhayyang, 2021; Alfadda et al., 2022).

The potential value of Instagram is particularly relevant to writing because writing is a cognitively demanding productive skill. Learners must generate ideas, organize information, select appropriate vocabulary, apply grammatical rules, establish coherence, and consider the intended audience. Recent research suggests that social media can provide additional opportunities for written communication and make writing activities more meaningful. Purnama (2024) emphasizes the contribution of social media to EFL writing development, while Noordi et al. (2024), through a systematic literature review, conclude that Instagram-based activities can positively support students' writing ability and motivation. More broadly, Jin (2025) reports that social-media-integrated writing tasks can contribute to writing proficiency while also influencing learners' writing anxiety. These findings strengthen the argument that social media can serve as a pedagogical environment for writing when activities are guided by clear instructional objectives.

This potential is especially relevant to recount-text instruction. A recount retells past events or experiences and generally presents them in chronological order. Anderson and Anderson (2003) describe recounts as texts that present past events in the sequence in which they occurred. Knapp and Watkins (2005) similarly emphasize the presentation of a connected series of experiences, while Warner (2009) notes that recounts may take personal or factual forms. Successful recount writing therefore requires more than recalling an event. Students must determine which details are relevant, organize events logically, maintain relationships between one event and the next, and use language features that clearly indicate past time. Appropriate vocabulary, past-tense forms, temporal conjunctions, and coherent sequencing are important components of an effective recount.

Despite understanding these structural features conceptually, students may still experience difficulty producing a coherent recount text. One common problem is idea generation. Learners may have personal experiences that could serve as writing topics but may struggle to determine what should be included, how the experience should be divided into events, or how those events should be expressed in English. Other difficulties may involve limited vocabulary, inaccurate grammar, and weak sentence connections. In the instructional context of the present study, students similarly experienced difficulty developing, organizing, and connecting ideas when writing recount texts. They could identify an experience but still had difficulty transforming memories into coherent English sentences and arranging those sentences into a logical sequence.

Visual prompts may provide useful scaffolding for overcoming these difficulties. Photographs can activate memories of people, places, actions, emotions, and specific moments, thereby making abstract writing tasks more concrete. A photograph may help a learner remember where an event occurred, who was involved, what happened first, and what happened afterward. Instagram provides a natural connection between visual prompts and written production because a photograph can function as an idea stimulus while a caption provides an initial form of expression. Students can begin with a short caption and gradually expand it into a fuller recount by adding orientation, event sequence, details, and reorientation. This process can reduce the difficulty of beginning a writing task because students do not have to generate content from an abstract prompt alone.

The use of captions may also function as instructional scaffolding between idea generation and extended writing. Students who find it difficult to produce a complete recount immediately can begin with a shorter linguistic task. A caption may contain basic information concerning a person, location, activity, or event. The teacher can then encourage students to elaborate the caption by answering questions related to when the experience occurred, where it took place, who participated, what happened first, and what happened subsequently. Through this gradual development, students can move from individual details toward a coherent sequence of events. The multimodal relationship between photographs and language may therefore reduce the gap between having an experience to describe and possessing the linguistic resources required to describe it.

The pedagogical value of this scaffolded approach is supported by recent research. Ilma and Sari (2022) reported significant improvement in recount-text writing among students taught through Instagram-based activities, while Puspitaloka et al. (2022) examined Instagram as a medium for engaging students in recount writing. Alghamdi (2022) found generally positive learner perceptions of Instagram as a supplementary writing tool, and Hutasuhut et al. (2024) reported that English caption writing was perceived as an authentic opportunity to practice written communication. Nurisma et al. (2024) further identified behavioral, cognitive, and affective engagement in Instagram-assisted EFL writing. Manurung et al. (2025) likewise reported the usefulness of Instagram for improving recount-text writing. Together, these studies suggest that Instagram may support writing through visual stimulation, authentic communication, engagement, and repeated text production.

An additional advantage of social-media-supported writing is the possibility of providing students with a more authentic sense of audience. In conventional classroom writing, students may perceive the teacher as the only reader of their work. Consequently, writing can become primarily an assessment activity rather than a communicative act. Instagram can potentially alter this perception because captions and posts are naturally associated with sharing information with others. Even when the platform is used within a controlled classroom account, students may become more aware that written language communicates meaning to an audience. Such awareness can encourage greater attention to clarity, vocabulary, organization, and appropriateness. This communicative dimension may be especially useful in recount writing because the genre is fundamentally concerned with communicating experiences to readers.

Research beyond Instagram-specific writing activities also supports the broader integration of social media into EFL instruction. Zhao and Yang (2023) found that a social-media-supported flipped classroom significantly improved EFL learners' writing performance and reduced writing anxiety. Their findings suggest that digital social environments can contribute to both linguistic and affective aspects of writing. Writing anxiety can hinder idea generation, revision, and willingness to participate. A familiar platform may help reduce some barriers when learners are provided with sufficient preparation, teacher guidance, and opportunities to interact with peers. In the present study, Instagram was similarly positioned not as an independent teaching method but as a medium embedded within structured writing instruction.

The connection between digital familiarity and learner engagement is also important. Students who regularly encounter social media outside school may perceive technology-mediated writing as more relevant to their everyday experiences. Alfadda et al. (2022) found that Instagram-supported language-learning activities could facilitate interaction, collaboration, motivation, and achievement when combined with appropriate instructional strategies. This suggests that the educational potential of Instagram is not determined solely by its technical features but by the way those features are organized into meaningful learning experiences. Students may be more willing to participate when tasks resemble familiar communicative practices while still requiring them to achieve specific linguistic objectives.

Nevertheless, the educational use of Instagram requires careful pedagogical control. Familiarity with social media should not be equated with writing competence, and frequent use of Instagram does not automatically improve academic English. Technology becomes educationally useful only when aligned with explicit objectives, appropriate tasks, teacher guidance, feedback, and assessment. Students still need direct instruction regarding recount structure, vocabulary, grammar, coherence, and revision. Teachers must also consider responsible digital practices, privacy, appropriate content, unequal access to devices, internet connectivity, and differences in digital competence. Recent studies similarly emphasize that the value of social-media-supported writing depends on purposeful instructional design rather than technological novelty alone (Noordi et al., 2024; Jin, 2025).

These considerations reveal a continuing need for context-specific empirical research. Although a growing body of literature reports positive relationships between Instagram, social media, learner engagement, and EFL writing, effects may differ according to learner level, genre, teaching procedure, assessment criteria, and institutional context. Recount writing is particularly suitable for further investigation because its emphasis on personal experience and chronological organization corresponds closely with the visual and autobiographical nature of many Instagram posts. Evidence from one context, however, cannot automatically be generalized to vocational secondary education, where students may have distinctive learning needs and varying levels of English proficiency and digital literacy.

Against this background, the present study investigated whether the use of Instagram captions could improve the recount-text writing performance of tenth-grade students at SMK Bakti Nusa Tamansari. The study compared students' writing performance before and after Instagram-based instruction and tested whether the observed difference was statistically significant. By integrating a familiar digital platform into a structured recount-writing process, the study seeks to provide empirical evidence concerning the pedagogical usefulness of Instagram for supporting idea development, chronological organization, language production, and written expression. The study also contributes to the broader discussion of how social media can be transformed from an everyday communication tool into a purposeful supplementary medium for English language learning.

METODE PENELITIAN

The study employed a pre-experimental one-group pre-test-post-test design to examine whether Instagram-based instruction was associated with improvement in students' recount-text writing performance. In this design, the same group of students completed a writing task before the instructional treatment and another writing task after the treatment. The pre-test provided an initial measure of students' ability to write recount texts, whereas the post-test provided a measure after the use of Instagram as a supplementary instructional medium. The comparison between the two measurements was used to

determine whether a statistically significant change occurred following the treatment. Because the study did not include a separate control group, the design was intended to identify change within the participating group rather than to compare two different instructional conditions.

The research was conducted at SMK Bakti Nusa Tamansari and involved tenth-grade students who were studying English in a vocational secondary-school context. The study focused specifically on recount-text writing because this genre requires students to retell past experiences or events in a coherent chronological sequence. The existing manuscript identifies the participants as tenth-grade students but does not report the exact sample size; therefore, no additional number of participants is introduced in the present article. The instructional context was selected because students had experienced difficulties developing, organizing, and connecting ideas when they were asked to write recount texts.

Instagram was used as a supplementary medium during the treatment. The learning activities connected photographs and captions with the stages of recount writing. Students were guided to use a photograph or visual representation of a past experience as a stimulus for generating ideas. They identified relevant information about the experience, such as the people involved, the place, the sequence of events, and their responses to what happened. Short caption writing was then used as an initial form of written expression before the ideas were expanded into a more complete recount text. This procedure was intended to help students move gradually from visual information to organized written language.

The treatment also emphasized the basic organization and language features of recount texts. Teacher guidance focused on helping students establish an orientation, arrange events chronologically, and provide an appropriate closing or reorientation when required. Attention was also directed to vocabulary, past-tense forms, temporal expressions, sentence construction, and coherence between events. Instagram did not replace explicit writing instruction; instead, it functioned as the medium through which students practiced generating, organizing, and communicating ideas. The teacher's role remained important in providing instructions, examples, guidance, and feedback throughout the writing process.

Data were collected through two writing assessments. The pre-test was administered before the Instagram-based treatment to represent students' initial recount-text writing performance. After the instructional activities had been completed, the post-test was administered to measure performance following the treatment. The study therefore generated paired observations from the same group at two points in time. The source manuscript reports the inferential comparison between the pre-test and post-test but does not provide the descriptive statistics, scoring rubric, duration of treatment, or detailed sample characteristics. These elements are consequently not reconstructed or estimated in this article.

The hypothesis test compared the calculated t-value obtained from the pre-test-post-test analysis with the critical t-value used as the decision criterion. The null hypothesis stated that the use of Instagram did not produce a significant difference in students' recount-text writing performance, whereas the alternative hypothesis stated that a significant difference occurred after the Instagram-based instruction. The decision rule was to reject the null hypothesis when the calculated t-value exceeded the critical t-value. The reported values were then interpreted in relation to the research question concerning the effectiveness of Instagram as a supplementary medium for teaching recount-text writing.

HASIL DAN PEMBAHASAN

The analysis showed a statistically significant difference between students' recount-text writing performance before and after the Instagram-based instructional treatment. The calculated t-value was 17.2, whereas the critical t-value used for the hypothesis test was 2.04. Because the calculated value was substantially higher than the critical value (17.2 > 2.04), the statistical decision was to reject the null hypothesis and accept the alternative hypothesis. Under the decision rule applied in the study, this result indicates that students' writing performance after the instructional treatment differed significantly from their performance before the treatment. The test statistic therefore provides the principal quantitative evidence used to answer the research question concerning whether Instagram-based instruction was associated with improvement in students' ability to write recount texts.

The null hypothesis represented the assumption that the use of Instagram as a supplementary instructional medium did not produce a statistically significant difference in students' recount-text writing performance. In contrast, the alternative hypothesis represented the expectation that a significant difference would be observed after students participated in the Instagram-based learning activities. The comparison between the calculated t-value and the critical value clearly favored the alternative hypothesis. The obtained t-value did not fall close to the critical boundary; instead, it exceeded that value by a wide margin. Accordingly, the null hypothesis was rejected and the alternative hypothesis was accepted. This statistical decision supports the conclusion that the pre-test and post-test results were not equivalent under the analytical criterion used in the study.

The direction of the study's reported finding was positive. Students' recount-text writing performance improved after the Instagram-supported instructional activities. The pre-test represented the students' initial level of performance before the treatment, while the post-test represented their performance after the treatment had been implemented. The significant difference between these two measurements indicates that the students did not perform at the same level at the two points of measurement. Within the logic of the one-group pre-test-post-test design, the post-treatment performance was interpreted as higher than the initial performance. Therefore, the result is consistent with the study's purpose of examining whether Instagram captions could function as a supplementary medium for improving students' recount-text writing.

The empirical finding also answers the main research question directly. Based on the reported hypothesis test, the use of Instagram in the instructional treatment was associated with a significant improvement in the participating students' recount-text writing performance. The finding suggests that the students' performance after engaging in Instagram-based learning activities was significantly better than their baseline performance measured before the treatment. In the context of this study, Instagram was used to connect visual prompts, captions, and recount-writing activities. The result therefore supports the central empirical claim of the article that the instructional use of Instagram can accompany measurable improvement in recount-text writing among the participating tenth-grade students at SMK Bakti Nusa Tamansari.

Table 1 summarizes the hypothesis-testing result used as the basis for the statistical decision.

Table 1. Summary of the Hypothesis Test

Calculated t-value	Critical t-value	Decision	Interpretation
17.2	2.04	Reject H_0; accept H_a	Statistically significant difference

The table shows that the calculated t-value of 17.2 was greater than the critical t-value of 2.04. According to the decision criterion stated in the study, this comparison required rejection of H0 and

acceptance of Ha. The resulting interpretation was that a statistically significant difference existed between the students' writing performance before and after the Instagram-based treatment. This is the most important inferential result reported in the available study material. The result provides evidence that the observed post-treatment performance was not treated as a random fluctuation under the hypothesis-testing procedure used by the researchers.

A useful way to read this result is to distinguish the statistical decision from the substantive direction of the finding. Statistically, the decision is based on the inequality 17.2 > 2.04. Substantively, the study reports that students' recount-text writing performance improved after the treatment. These two statements are related but not identical. The first establishes that the difference met the chosen threshold for statistical significance. The second describes the direction in which the study interpreted the observed change. Together, they form the basis for concluding that the Instagram-supported instruction was associated with improved recount-text writing performance in the participating group.

The result should also be understood in relation to the study design. The research used a one-group pre-test-post-test procedure, meaning that the same participating group was assessed before and after the instructional treatment. As a result, the primary empirical comparison is within the group across the two measurement occasions. The findings therefore establish that the group's post-test performance differed significantly from its pre-test performance. They do not, by themselves, provide a comparison with students who received a different instructional method or no Instagram-based treatment. The result is thus appropriately stated as a significant pre-test-post-test difference within the participating group.

The available manuscript does not provide the exact descriptive statistics that would usually accompany this type of inferential analysis. Specifically, the source material does not report the pre-test mean, post-test mean, standard deviations, confidence intervals, exact sample size, or a standardized effect-size estimate. Because these statistics are not available, they are not estimated, reconstructed, or inferred in the present article. This reporting boundary is important because statistical significance alone does not reveal the exact magnitude of the average score increase. The available evidence allows the study to state that the pre-test-post-test difference was statistically significant, but it does not allow the present article to specify how many score points students improved on average or how large the effect was in standardized units.

For the same reason, the result cannot be broken down into separate components of writing performance unless such component scores are available. The study concerns recount-text writing, which may involve idea development, organization, vocabulary, grammar, coherence, mechanics, and use of appropriate recount features. However, the available statistical result is reported only at the level of overall writing performance. Therefore, the present Results section does not claim that one specific component improved more than another. Any interpretation concerning which aspects of writing may have benefited most from the Instagram-based treatment belongs to further analysis or future research rather than to the reported empirical results.

The absence of detailed descriptive statistics also means that the distribution of student scores cannot be described from the available evidence. It is not possible to determine whether improvement occurred consistently across most students, whether a smaller number of students experienced especially large gains, or whether score variability increased or decreased after the treatment. Likewise, the available information does not permit calculation of the proportion of students reaching a particular performance criterion. These questions are important for a complete statistical profile, but they are not answered by the reported t-value alone. Accordingly, this article limits the Results section to conclusions that are directly supported by the available data.

Even with these reporting limitations, the hypothesis-test result remains clear. The calculated t-value of 17.2 was well above the critical value of 2.04, and the statistical decision was unambiguous under the rule used in the study. The null hypothesis was rejected, the alternative hypothesis was accepted, and the difference between pre-test and post-test writing performance was regarded as statistically significant. This result is consistent with the study's stated conclusion that students performed better after participating in the Instagram-based instructional activities.

The finding can therefore be summarized at three levels. First, at the measurement level, students were assessed before and after the instructional treatment. Second, at the inferential level, the reported t-test produced a calculated value of 17.2 compared with a critical value of 2.04, leading to rejection of H0. Third, at the substantive level, the study interpreted the significant difference as improvement in recount-text writing after the use of Instagram as a supplementary learning medium. These three levels provide a clear chain from measurement to statistical decision and then to the study's empirical conclusion.

From a reporting perspective, the most defensible conclusion is that the participating students demonstrated a statistically significant improvement in recount-text writing performance after the Instagram-based instructional treatment. The evidence is strong in terms of the reported hypothesis decision, but the available data do not provide enough information to quantify the exact size or distribution of the improvement. The result therefore supports the main claim of the study while also defining the limits of what can be concluded from the reported statistics.

In summary, the Results section confirms that the Instagram-based treatment was followed by a statistically significant change in students' recount-text writing performance. The calculated t-value of 17.2 exceeded the critical value of 2.04, leading to rejection of the null hypothesis and acceptance of the alternative hypothesis. The study consequently concluded that the students' writing performance improved after the treatment. This result answers the main research question and provides the empirical foundation for the subsequent Discussion section, where the possible instructional reasons for the improvement, its relationship to previous research, and its pedagogical implications are considered in greater depth.

DISCUSSION

The statistically significant difference between students' pre-test and post-test writing performance indicates that Instagram-based instruction was associated with improvement in their ability to write recount texts. The calculated t-value of 17.2 exceeded the critical t-value of 2.04, meaning that the difference observed after the treatment satisfied the statistical criterion used in the study. This result supports the central assumption that a familiar digital platform can become instructionally useful when it is deliberately transformed from a social medium into a structured learning resource. Nevertheless, the interpretation should not stop at statistical significance. The more important issue concerns how Instagram may have supported the writing process. Because the study employed a one-group pre-experimental pre-test-post-test design, the mechanisms discussed here should be regarded as plausible explanations consistent with the instructional procedures and previous studies rather than as independently tested causal pathways.

One important explanation concerns the role of visual prompts in supporting idea generation. Recount writing requires students to reconstruct an experience, identify relevant events, and organize those events chronologically. For learners who find it difficult to begin writing, an abstract topic may provide insufficient support. A photograph can make an experience more concrete because it can activate memories of people, places, actions, emotions, and particular moments. Instagram naturally combines images with written captions, allowing students to move from visual information to verbal expression. The

image can trigger details, while the caption provides an initial space for converting those details into written language. Puspitaloka et al. (2022) similarly highlighted Instagram as a medium for engaging students in recount-text writing, reinforcing the idea that visual and textual features can be pedagogically combined to assist idea development.

A second explanation is related to scaffolding. Writing a complete recount text requires students to coordinate several processes at the same time, including generating ideas, selecting vocabulary, applying grammar, sequencing events, and maintaining coherence. Instagram caption writing can provide an intermediate step between an initial idea and a complete recount. Students may first write a short caption that identifies the event and expresses its basic meaning. The caption can then be expanded by adding information about when and where the event occurred, who was involved, what happened first, what happened next, and how the experience ended. In this sense, caption writing reduces task complexity by dividing the writing process into manageable stages. Ilma and Sari (2022) reported positive writing outcomes from Instagram-based activities, while Manurung et al. (2025) also showed the usefulness of Instagram for recount-text writing.

This scaffolded process may also strengthen the sequencing required in recount writing. A recount is not merely a collection of sentences about past events; it requires logical relationships among orientation, event sequence, and reorientation. When students begin with an image and develop a caption into a fuller text, they can be guided to consider what happened before the photographed moment, what occurred during it, and what happened afterward. Teacher questions such as "What happened first?", "Who was involved?", and "What happened next?" can help students transform visual memory into an organized narrative.

The familiarity of Instagram may also contribute to students' willingness to participate. Many students encounter social media regularly in everyday communication. When an instructional task uses a familiar platform, students may perceive the activity as less distant from their ordinary experiences than a conventional writing exercise based only on a textbook prompt. Familiarity alone does not improve language competence, but it can reduce the barrier to participation and make the task more meaningful. Alghamdi (2022) reported positive learner perceptions of Instagram as a supplementary writing tool, while Hutasuhut et al. (2024) found that students perceived writing English captions on Instagram as an authentic opportunity to practice writing. These findings support the interpretation that relevance and familiarity can encourage active involvement when the platform is used for a clearly defined academic purpose.

Engagement provides another useful perspective. Writing requires sustained attention to content, vocabulary, grammar, organization, and revision. Instagram-based activities can shift students from being passive recipients of information to active producers of content. They can select an image, decide what experience to describe, formulate a caption, expand it into a text, and respond to feedback. Nurisma et al. (2024) identified behavioral, cognitive, and affective engagement in Instagram-assisted EFL writing. The improvement found in the present study may therefore reflect not only additional writing practice but also greater involvement in the learning process. However, because engagement was not directly measured, it should be treated as a possible explanatory factor rather than a confirmed mediating variable.

The finding is also relevant to digital literacy. Using Instagram for educational writing requires students to use digital technology purposefully rather than merely consume content. They must interpret visual information, select what is relevant, create written messages, and communicate meaning according to an academic task. Alakrash and Razak (2021) emphasize the relationship between digital technology and language learning, while Rahman et al. (2023) highlight meaningful digital practices in English learning contexts. Pratolo et al. (2022) also point to the importance of digital-literacy readiness among teachers

and learners. The present findings therefore suggest that Instagram-based writing activities may provide a context in which language development and purposeful digital practice occur simultaneously.

At the same time, the result should not be interpreted as evidence that Instagram itself teaches students to write. The platform does not automatically provide knowledge of recount structure, grammar, vocabulary, cohesion, or coherence. Its educational value depends on the instructional design created by the teacher. Students still require explicit explanation of orientation, chronological events, reorientation, past-tense forms, temporal expressions, sentence construction, and revision strategies. They also require feedback so that errors are not reinforced through repeated posting. Rizal and Farikhah (2021) and Dewi and Rizal (2023) similarly suggest that social media becomes educationally valuable when it is purposefully integrated with language-learning objectives. Thus, the present result is more accurately interpreted as evidence supporting Instagram-assisted instruction rather than uncontrolled social-media use.

Teacher guidance is therefore essential. A productive sequence can begin with a photograph related to a past experience, followed by brainstorming, short caption writing, identification of orientation and event sequence, expansion into a complete recount text, revision, and feedback. Instagram serves as a stimulus and production environment, but the writing process remains under pedagogical control. The practical implications are significant for English teachers. Instagram can be used as a supplementary medium to make writing activities more contextual, visual, and communicative. Teachers can ask students to select or use teacher-provided photographs, produce captions using target language features, and expand those captions into recount texts. Peer response can be introduced in a controlled manner using clear criteria for comments on content, organization, grammar, and vocabulary. Teachers also need rules related to privacy, respectful interaction, copyright, and responsible digital behavior. Where internet access or device ownership is unequal, equivalent activities can be conducted using shared devices, printed screenshots, offline photographs, or classroom-controlled accounts.

Several limitations should qualify the interpretation of the results. First, the study used a one-group pre-test-post-test design without a control group. Alternative explanations for the observed improvement therefore cannot be ruled out as strongly as in a true or quasi-experimental design. Students may have improved partly because of repeated exposure to the writing task or other classroom factors during the treatment period. Second, the available manuscript does not report complete descriptive statistics, including pre-test and post-test means, standard deviations, effect size, confidence intervals, exact sample size, treatment duration, or a detailed scoring rubric. The reported t-test establishes statistical significance according to the criterion used in the study, but it does not show how large the improvement was or which component of writing changed most.

These limitations suggest several directions for future research. Subsequent studies should include a comparison or control group, report complete descriptive and inferential statistics, and provide detailed information about participants, treatment duration, writing tasks, and assessment procedures. Researchers should calculate effect sizes and examine specific dimensions of writing, such as idea development, organization, vocabulary, grammar, coherence, and mechanics. Engagement, motivation, digital literacy, and writing self-efficacy could also be measured directly to test whether they function as supporting or mediating variables.

Overall, the findings contribute to growing evidence that social media can support EFL writing when integrated deliberately with explicit instruction. For the students involved in this study, Instagram appears to have provided a meaningful context in which visual experience, personal relevance, digital familiarity, and structured writing practice could be combined. When teachers provide clear structure, guidance, feedback, and responsible-use procedures, Instagram can become a practical supplementary

medium for helping students generate ideas, organize past experiences, and develop more coherent recount texts.

KESIMPULAN

The study concludes that Instagram can function as an effective supplementary medium for teaching recount-text writing to tenth-grade students at SMK Bakti Nusa Tamansari. The statistical analysis showed that the calculated t-value of 17.2 exceeded the critical value of 2.04, resulting in rejection of the null hypothesis and acceptance of the alternative hypothesis. Within the one-group pre-test-post-test design used in the study, this finding indicates a statistically significant improvement in students' recount-text writing performance after the Instagram-based instructional treatment.

Pedagogically, Instagram appears useful because it combines visual prompts with opportunities for written expression. Photographs can help students recall experiences and generate ideas, while captions can serve as an initial stage before those ideas are expanded into complete recount texts. Its effectiveness, however, depends on structured teacher guidance, explicit instruction in recount organization and language features, appropriate feedback, and responsible digital practices. Instagram should therefore complement, rather than replace, established writing instruction.

The findings should be interpreted within the limitations of the available study. The design did not include a control group, and the source manuscript does not report descriptive statistics, effect size, exact sample size, treatment duration, or a detailed scoring rubric. Future studies should address these limitations and examine which dimensions of writing benefit most from Instagram-assisted instruction. Overall, the study supports the purposeful integration of familiar digital media into EFL writing instruction to make recount-text learning more contextualized, engaging, and connected to students' everyday digital experiences while maintaining clear academic objectives and equitable access for all participating learners.

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