THE EFFECT OF PROJECT BASED LEARNING ASSISTED BY INSTAGRAM IN THE YEAR TENTH STUDENTS' WRITING SKILL AT SMA NEGERI 1 KUANTAN HILIR

A THESIS

Intended to Fulfill One of The Requirements for The Award of Sarjana Degree in English Language Teaching and Education of Universitas Islam Riau

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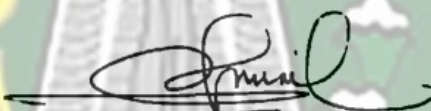**UNIVERSITAS ISLAM RIAU**

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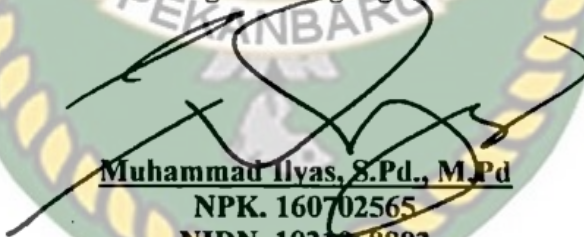
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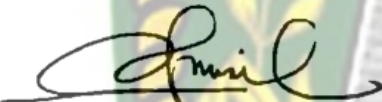NIK. 091102367
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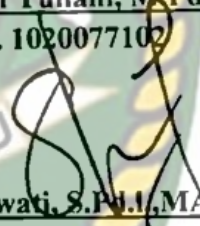
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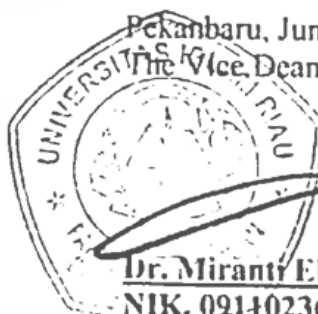
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DECLARATION

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I truly that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the references. Scientifically, I took responsible for thruthfulness of the data presented in this paper.

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ABSTRACT

Afrila Yanti, 2022. The Effect of Project Based Learning Assisted by Instagram in The Year Tenth of Students' Writing Skill at SMAN 1 Kuantan Hilir.

*Key Word: Project **Based Lear**ning, Instagram**, Recount** Text*

Project Based Learning in teaching English was said to foster students autonomy and encourage active, students-centered language practice. Moreover, social media can be a distraction for learning. Instagram is one of the social media that provides information through posts uploaded by its users. From this cases, the researcher wanted to know how a social media such as Instagram has a role in the students' writing skill and how effective a social media for everyday use while enchancing their writing skill. Based on the consideration above, the researcher as interested in carrying out study on the effect of Project Based Learning Assisted by Instagram in The Year Tenth Students' Writing Skill at SMA Negeri 1 Kuantan Hilir".

This study focused on quantitative approach which is intented to find out the effect of using Project Based Learning assisted by Instagram. This research was clarified into experimental research that used one group. A pre-test was provided a measure on some attribute or characteristic that was assessed in an experiment before the group gets a treatment, while a post-test measured on some attribute or characteristics that was assessed for participants in an experiment after a treatment.

Based on statistical calculating using SPSS 26.0 program, the researcher found the t score >t table (19.392 2.064). Because the Sig Vakue >0.05, it means that H0 is accepted. If the Sig <0.05, it means that H0 rejected. It is clear that Sig 0.000 and it is lower than 0.05 so that H0 is rejected and Ha is accepted. So, it can be concluded that there is significant effect of using Project Based Learning Assisted by Instagram towards students writing skill of recount text at first year of SMA Negeri 1 Kuantan Hilir.

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In the name of Allah SWT, The Most Beneficent and The Most Merciful. The only we worship and only the we ask for help. All praises are to Allah SWT, The Lord of Universe, for all blesses so that the writer can accomplish this thesis. In addition, may peace and salutation be given to the Prophet Muhammad SAW who has taken all human being from the darkness to the lightness. The writer would like to express the genuine gratitude to:

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Finally, the researcher realized that this thesis is far from perfect. Therefore, constructive critics and suggestion from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

Sincerely yours,
The Researcher

Afrila Yanti

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

At this time, we live in an age of globalization or it could be call the age of modernization. Modernization itself in the social science transition in a form that changes from a situation that is not advance or less develop to a better direction in the hope that society was get better.

In the era of modernization like now, humans are very dependent on technology. This makes technology a basic need for every community. From parents until young people especially students. Lately, many students have open social media to find information and learning resources. In the world of education today the teaching and learning process does not only focus on delivering information collect by classroom walls, but in accordance with the times that social media requires educational processes,done in another virtual room.

The students need to be personally involve to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting, it should be support by good and interesting teaching strategy and media used in the learning process. Teaching English to Senior High School students aims at developing four language skills namely listening, speaking, reading, and writing. Those skills must be integrated.

Writing is one of the four language skills, which are always part of the syllabus in teaching English. In the 2013 curriculum, the syllabus of the junior and senior high school curriculum requires students to be able to write several types of genres in writing. There are narratives, recounts, descriptive, reports, explanations, analytical expositions, hortatory expositions, procedures, discussions, reviews, anecdotes, spoofs, and news items.

In fact, recount text is one of the genres that students must master in learning English. But in reality, students face many problems in writing recount text. This research is based on the experience of the researcher's observations during PPL at SMAN 1 Kuantan Hilir. The learning proccess still uses monotonous learning model to teach English in text based learning. Therefore, it causes the students lose their interest and they don't focus on learning English anymore. So, teachers are encouraged to create a learning environment which can not only inspire students' learning motivation, but also develop students' critical thinking ability.

As solution to overcome these obstacles, there were many activities that connect to real world and authentic problems and issues that could be employed in teaching writing skills. The use of learning strategy, many things influence learning motivation and science process skills for learning. Project Based Learning (PJBL) was one of them. It goes beyond generating students' interest. Project Based Learning in teaching English

was said to foster students autonomy and encourage active, students-centered language practice.

Moreover, social media can be a distraction for learning. Instagram is one of the social media that provides information through posts uploaded by its users. By using Instagram people can connect all over the world and interact easily. In addition, Instagram also presents many features including profile interface, profile content, Instagram's photo, message, status update, and navigational tools there are home page, explore page, posting page, notification page and user's profile page.

From this cases, the researcher wanted to know how a social media such as Instagram has a role in the students' writing skill and how effective a social media for everyday use while enchancing their writing skill. Based on the consideration above, the researcher as interested in carrying out study on "Project Based Learning Assisted By Instagram In The Year Tenth Students' Writing Skill At SMA Negeri 1 Kuantan Hilir"

1.2 Setting of The Problem

Based on the background of the problem which is explained above, the researcher found: Firstly, in learning proccess still uses monotonous learning model to teach English in text based learning that makes the students bored. And then, the teacher's stategies seem not really work well for the studets, that can make students not interested in English writing in classroom.

Secondly, some of students cannot make a good writing beacuse they are not enjoy in writing activity, so it affect the students writing skill. Some of students got the problems how to begin their recount text, how to write sentence, it happened bacause the students get bored and have lack of interest in learning process.

Thirdly, they got problem to express their ideas in writing recount text and get trouble when they start to write, because the students have lack of vocabularies and fell unconfidence to develop their idea into a good writing recount text.

At the last, the use of Project Based Learning startegy assisted by Instagram can be an alternative to encourage the students in writing English.

1.3 Limitation of The Problem

Based on the background and setting of the problem stated above, it is very important for the researcher to limit the problem. Students feel bored when the teacher provides learning material in English. It makes learning less interesting for students in Class. However, the researcher was focuses on the effect of Project Based Learning Assisted by Instagram in the year tenth students' writing recount text at SMA Negeri Kuantan Hilir.

1.4 Formulation of The Problem

Dealing with limitation of the problem above, the problem of this study were formulated as follows : "Is there any significance effect of

using Project Based Learning assisted by Instagram in The Year Tenth Students' writing recount text at SMAN 1 Kuatan Hilir?".

1.5 Objectives of The Problem

Based on reserach problem the objective of this reserach was intend to know the effect of using Project Based Learning assisted by Instagram in The Year Tenth Students' writing recount text at SMAN 1 Kuatan Hilir.

1.6 Significance of The Research

The findings of this study are expected to give contribution for:

1. To contribute useful information for the teacher to apply better Problem Based Learning Assisted by Instagram in teaching writing recount text.

2. To enhance students' knowledge about the writing ability of recount text.

3. To make students' more active and more creative in writing specially in recount text.

4. To give information to the English teacher SMAN 1 Kuantan Hilir in teaching writing students of recount text using Project Based Learning Assisted by Instagram.

1.7 Definition of The Key Terms

Definition of key terms are important to be given in order to avoid misunderstanding. Referring to the topic was discussed in the study, some terms need to be defined as follows:

1. Project Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation.

2. Instagram is one of the social media to have communication based on internet that can show picture, video and definition based on the picture or video. Everyone can post their own experience picture or videos and everyone can look it.

3. Teaching writing is how the teacher share the material and explain the general material about writing.

4. A recount text is text that retells experiences in the past. A recount text presents the past experience in the series of events in detail. The generic structures of recount text should consist of the following: Orientation (introducing the participants, place and time), event (describing series of event that happened in the past), and reorientation (it is optional, stating personal comment of the writer to the story).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1   Definition of Writing

Writing is one way that people use to communicate to expressing or explaining the ideas in the form of text media and through the use of signs or symbols.

There are several definition of writing, as Nation (2009)argues that writing is a good practice exercise before working on other abilities like speaking, listening, and reading. This preparation enables the sentences to be used constructively, such as when working on projects with an educational degree. The explenation shows that writing is a process to create language. we can think and choose words that we want to express our ideas and we can take more time. We can still make the revision if it is not good to show what we want to write.

Another opinion came from Langan (2010), Writing consists basically of making a point and then providing evidence to support or develop that point. This is because in writing we are always asked about ideas and things that support these ideas. Writing is also a skill that anyone can learn with practice. The more often someone writes, the better the writing.

Dantes 2013 in Soviyah & Etikaningsih (2018), states that writing becomes one of the most important aspects of the language skills since it helps students expand the other language macro skills without them being aware of doing it. Writing is a complex ability, it includes a complex process accomplished step through steo to pass on expertise or messages in our mind in a written form, in which it have to were used certain grammatical guidelines and select the proper words inside the sentences.

In other words, writing is known as product skill of English besides speaking. The writing productions were in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, it could be stated that writing skill was a complex activity in producing a qualified writing. The complex activity consisted of stages as the steps in writing. To improve students's writing skil, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers needed to consider the teaching of writing skill well based on their students's needs, ability and capacity.

Based on the definition above, it means writing is a form of communication converts ideas into words where there is a process in its activities that can require creativity so that to produce good writing must practice.

2.1.2 The process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing.

Writing process can be seen as a four main stages, there are planning, drafting, revising and editing. In making a good piece of writing, ideally it had to be done on some stages but it might be varied for everyone.

The process of writing consists of stages that represent the way the writers composing a written text. There are some stage in producing a good writing text. According to Oshima & Hogue (2007)there are four main elements, namely planning, drafting, revising, and editing.

1) Planning

Planning or pre-writing was considered as a basic for kinds of writing. it was also viewed as an activity that encouragespeople to write. This stage would stimulate us to generate and gather information for writing.

2) Drafting

At this stage, the writer focused on the fluency of writing but did not think about grammtical accuracy or the neatness of the draft. The drafting may related to the topic or the writer's purpose at the beginning.

3) Revising

Revising was not simply checking for language errors. It was done to improve the content and the organization of ideas so that the writer's purpose was made clearer to the reader.

4) Editing

In this stage, language errors, such as grammar, spelling, punctuation, diction, sentence structure and accuracy should be fixed in order to prepare the final draft for evaluation. The mistakes might be found during self rechecking. In editing process, it made students saw the connection between their own work and the exercise in order to created clear and unambiguous communication.

In conclusion, all of the process from the stated above are very important in writing because by following the process and steps correctly, the writing we write also be better.

2.1.3 The Purpose of Writing

According to Grenville (2001), there are three purposes of writing: to entertain, to inform and to persuade.

1) To Entertain

Some writing is meant just to entertain other writing complex entertainment with a more serious purpose.

2) To inform

Presenting information is one of the most common writing purposes.

3) To persuade

Generally, all of people probably have strong views on many issues, and their feelings may sometimes impel to other people to try swaying the reader.

2.1.4 Writing Component

Jacobs (2014), states that there are five aspect must be considered in writing that consist of content, organization, vocabulary, language use and mechanism.For successful in writing they must understand the aspect because without one of the aspects there is no writing. These component can help the students to control their writing.

1) Content

Content revers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfiying special function of transition, restatement,and emphasis. (Jacobs, 2014)

2) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as

clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

4) Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

5) Mechanic

Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences.

At last, writing component is so important because they are connected. Therefore, in getting to know the writing skill of students are participated to master a lot of these component with the aim that their capabilities echance.

2.1.5 The Nature of Recount Text

Anderson & Anderson (1997:48) in Ismail, Zaim, & Gistituanti (2018) define Recount text as a piece of text that retells past event, usually in the order in which they happened. Recount is one of examples of story genres. Recount text reconstructs past experience. It means that recount text tells about something that has

happened. Recount text is a text that telling reader about one story wich retells events or experiences in the past.

Barwick (1999) in Sholikha, Syafei, & Perwikasih Utari (2019) defined that recount text is a text that reconstructs the past events. A recount text present the past experience in the series of events in detail, commonly recount text is arranged in chronological order, wether by time or by essence of the event it self. This type of text is not only used at school but also at other media written and electronic, it's usedin many real social contexts. For example is used in diary, blog, letter, biography and others.

In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader.

2.1.6 The Generic Structure of Recount Text

According to (Sholikha et al., 2019) there are kind of the generic structure of recount text, there are:

1) Orientation

The function of orientation is as the setting and to introduce or informs the reader about participants, place, time, and activity that was happened.

2) Events

Events in time order tell the sequence or the chronicle of some activities that happened in the past.

3) Re-Orientation

It is optional. Re-orientation is an optional which function to close a recount text. It may also eppear in the form of concluding sentences.

2.1.7 Language Features of Recont Text

The kind of text can be seen from its form of language used. It's also recount text. There are some language features of recount text, as follows:

1. Usually written in the past tense. Some forms may use simple present tense.

2. Word that show the order of events (then, next, first, afterwards, at last, meanwhile).

3. The subject of the recount tends to focus on individual or group participants.

4. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

2.1.8 Project Based Learning

Project-based Learning model is a learning model that involves the activeness of students in solving problems, carried out in groups/independently through scientific stages with a certain time limit which is outlined in a product to be further presented to others Ariyana, Bestary, Pudjiastuti, & Zamroni, (2019). Project-Based Learning (PjBL) requires a comprehensive teaching

approach in which the student learning environment is designed so that students can investigate authentic issues. Moreover, Sudadi et al., (2021) stated Project Based Learning (PjBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Michael McDowell in Boss & Krauss, (2007) says that managing students terms is critical to the success of project based learning. In PjBL, students are given a complex, quite difficult, complete, but realistic project and then given enough help so that students can complete the task.

There are the characteristic of PjBL :

1) Completion of tasks is carried out independently starting from the planning, preparation, to product presentation stages.

2) Students are fully responsible for the project to be produced.

3) The project involves the roles of peers, teachers, parents, and even the community.

4) Train creative thinking skills.

5) The class situations are very tolerant of deficiencies and the development of ideas.

according to Directorate General of Teachers and Education Personenel of The Ministry of education and Culture in Ariyana et al., (2019) the syntax of Project Based Learning are:

1. Start with the essential question

   Essential question is needed in this method which the questions should be integrated with the topics. It much better than task at hand that pose problem and situation based on the materials. For getting students interest, it may use recently problem or situation which is make the students feel curious and will answer the questions with the spirit of study that questionnaire also related with the topic.

2. Design a plan for Project

   Design a plan for project has to involve both of students and teacher. In design a plan for the project, teacher should give a chance for students to participate by sharing their ideas. Students have an active role in deciding activities. They also have toknow what they should do. It includes the explanation about the rules of project development, the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project.

3. Created a schedule

To finish the project, the teacher and students will create a schedule to decide the time allocation of working the project, and deadline to submit the project. Every student must submit the end product on time. It means project has a timeline when they begin and finish it depends on the agreemment of both.

4. Monitoring

Teacher as monitor reponsible to observe all of the progression, guide the students during the project development, facilitate the learning process and help the students when they get stuck or missunderstanding, and lastly, to ensure that every students is involved on the project. So, the role of teacher is only for monitoring students.

5. Assesess the outcome

Student's achievement will gain of this phase. Product will assess by the teacher that it will give students feedback in understanding the material. Assessment also helps teacher in designing instruction to teach more effectively. So, the teacher can improve quality of teaching and learning process.

6. Evaluate the experience

In the last stage of project development where the teacher and students reflect on the project they have done, the teacher needs to make sure that the students are able to find answers of essential question.

2.1.9 The Principles of PjBL

According to Blumenfeld, et al. (1991) in Luh, Ning, & Putri (2017), a successful implementation of PBL in the classroom can raise students' motivation by being fully involved and engaged to the classroom activities. Project teaching gives children the opportunity to work and productively find knowledge sharing. Teachers only observe and monitor the course of teaching and learning activities both in the classroom and outside the classroom. According to Ariyana et al. (2019) As a learning model, project-based learning has several principles, that it :

1) Principles of centralization

   This principle asserts that project work was the essence of the curriculum. This model was central to learning strategies, where students learn the key concepts of a knowledge through project work.

2) Principles of a driving question

This principle asserts that project work focused on "questions or problems" that can encourage students to strive for the main concept or principle of a particular field.

3) Principles of constructive investigation

The principle of constructive investigation was a process that leads to the achievement of goals, which contain inquiry activities, concept building and resolution.

4) Principle of autonomy

The principle of autonomy in project-based learning can be defined as the independence of students in implementing the learning process, which was free to choose his own choice, work with minimum supervision and responsibility.

5) Realistic principles

The realistic principle means that the project was real, not like in school.

2.1.10 The Advantages of PjBL

According to Moursund (1999) several advantages of project-based learning, among others:

1) Improve student's learning motivation.

2) Improving problem-solving skills, making students more active and successfully solving complex problems.

3) Skills of students to seek and obtain information will increase.

4) Students were able to work with group and practice communication skill.

5) Students were able to practice skills in organizing projects, and make allocations of time and other resources such as equipment to complete tasks

2.1.11 Media in Teaching

One of many important aspects in teaching learning process is media. It plays an important role in teaching and learning process because it can affect students' interest in joining the class. Media can be used to motivate students to reach the objectives of teaching learning process. The teacher should use various media to make students interest in studying writing. According to Arief, 2009 in Angga & Transinata (2019) The word of media comes from Latin which literally means intermediary or introduction. Medias are tools used to convey the information from the sender to receivers.

According to Bartlett-Bragg (2006:3) in Ismail et al. (2018), A social network is a range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment

Based on the definition above, it can be concluded that media is a technology or tool used to send some information from sender to receiver. Related to the teaching learning, media are tools which have important

functions to support teaching – learning process in the classrooms and they help the teachers transfer the knowledge to the students

The popularity of social media such as Facebook, Instagram, Twitter, Path and Pinterest are influencing young people, including students. Students might spend their time almost around the clock to use social media via their laptops or mobile devices. They may have their own accounts to interact with their friends and to have social interaction among people.

2.1.12 Benefits of Social Media in Teaching Writing

According to Taprial (2012:8) in Warda & Wijaya (2019) social media is the media that permitted be social or get social by sharing with each other such as, content, news, photo, etc. Besides, Listiani (2016) argued that Instagram is unique media with many features in supporting students' purpose related to the students' daily needs and education such as photo sharing, social and education.

The popularity of social media such as Facebook, Instagram, Twitter, Path and Pinterest are influencing young people, including students. Ismail et al., (2018) stated by using technology of social media they feel free from any burden, embarrassment or any other form of pressure, either physically or mentally or from any form of disturbances in the surrounding environment. Students might spend their time almost around the clock to use social media via their laptops or mobile devices.

They may have their own accounts to interact with their friends and to have social interaction among people.

Media is very useful to be used in teaching learning activity. Asyhar (2012:8) in Ismail et al., (2018) states that learning media can be perceived as anything that are able to convey message from a source intentionally to create conducive learning environment where the receiver of the message can involve in the learning process efficiently and effectively . On the other hand, some students get bored quickly in the classroom due to the materials not always exciting or relevant. Social media tools can be used to design learning activities socially and interactively, such as discussion, debate, group projects, etc.

2.1.13 Definition of Instagram

According to Alhabash & Ma, 2017 in Sallamah, Husein, & Sabiq (2020) Instagram is a mobile photo-sharing application that allows users to take photos, use filters, and post them on the site itself. Instagram has more than 400 million active monthly users who post more than 40 billion photos. Instagram was created by Kevin Systrom and Mike Krieger, and was launched in October 2010. The service rapidly gained popularity, with over 100 million active users as of April 2012 and over 300 million as of December 2014.

Users from connections by following each others' s profiles which enables them to view the content posted on these profiles and respond in the form of content posted on these profiles and respond in in the form of

comments or 'likes'. A 'like' is a tag users can place on images to indicate they view them favourably. Once a user follows other users, all postings from these user's 'New Feed'. Instagram member also have the ability to message each other privately using 'Direct Message'. These facilities allow users to engage in synchronous and asynchronous communication, both publicly and privately.

Instagram is a fun and quick way to share people's life with their friends through a series of pictures. Instagram is a relatively new form of communication where users can easily share their updates by taking photos or videos, Yuheng Hu 2014 in Soviyah & Etikaningsih (2018). Many things can be achieved using Instagram. Instagram profiles with default settings can be viewed publicly by anyone who visits the site, there are also prifacy settings which can restrict the acces to one's profile to approved followers only. Students' learning English can utilize this new form of literacy to assit in developing writing skills. It is important to apply these stretegies and keep practicing outside of class in a medium which further engages the students and prepares them for

the constantly growing mobile and social web technologies. Instagram primarily provides learners with the oppurtinities to read and write through photo descriptions,comments and direct messages.

Instagram has a lot of features and functions to support students' interest in writing. One of the benefits of using instagram as social

networking is to help students to improve their ability in writing and gathering ideas to become a good recount text.

2.1.14 Instagram as Learning Media

Teachers can use Instagram as a media to motivate students to write. Instagram is popular among students that they will find it is fun to practice their writing on this site.

Kelly (2015) in Putriana (2019), stated Instagram is an online social media used to share videos and photos. Social media can be defined as web-based and mobile technologies which are used extensively for the purpose of communication.

Therefore, the social media can be adapted by the teachers to develop certain activities in language learning. As one of the platforms social media, Instagram is become widely used by the students. It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos on instagram. It is common for the students to have an account on their Instagram and update every moment on their life such as sharing picture and video.

2.1.15 Supporting Feature of Instagram

Instagram is impressive with its amazing features to support people's purposes related to daily needs and education. Moreover, Instagram can be used as learning media due to its supporting features, such as:

1) Photo Sharing

   Instagram allows the user to take pictures within the application or use photos that already exist in user's camera roll. Users can give their photo a title, which is helpful and fun. The title itself can make people curious about what is actually going on.

2) Social

   Instagram, like any other social network, is based on having friends or followers. On Instagram, users 'follow' people. At the top of the profile (or anyone's profile) the user will see the username, profile pic, how many photos have been uploaded, how many followers the account has, and how many they are following. When users follow someone, their photos show up in their stream. The other things people can do here are 'like' the photos and comment on them. Both are appreciated. People ask questions in the comments, like "where was this taken" or "what application did you use for that?" It's currently a very friendly community.

3) The community

   People's experience on Instagram has been extremely enjoyable. Instagram connects people around the world. It's a very global community and has many advantages for students to express their feeling by writing something. It means when

students are involved in a community they will try to make better move, in this case is their product in writing recount text.

4) An education on our shared Humanity

Those features of Instagram are great opportunity to teach students writing skill. Students involve in a good atmosphere of writing recount text because when working on their project they will get better insight from the picture uploaded. Pictures make them think wider and will support them in arranging a text in provided space because what they write is based on their personal life's experience.

2.1.16 The Main Feature of Instagram

Instagram is a social media application that allows users to share photos and videos from their live, add captions, edit filters, explore and create new content etc. Instagram has five main menus all located at the bottom are as follows:

1) Home Page

Home page is the main page that displays (timeline) photos the lasts from fellow users who have been followed. How to view photos is just that by sliding the screen from bottom to top like when scrolling your phone.
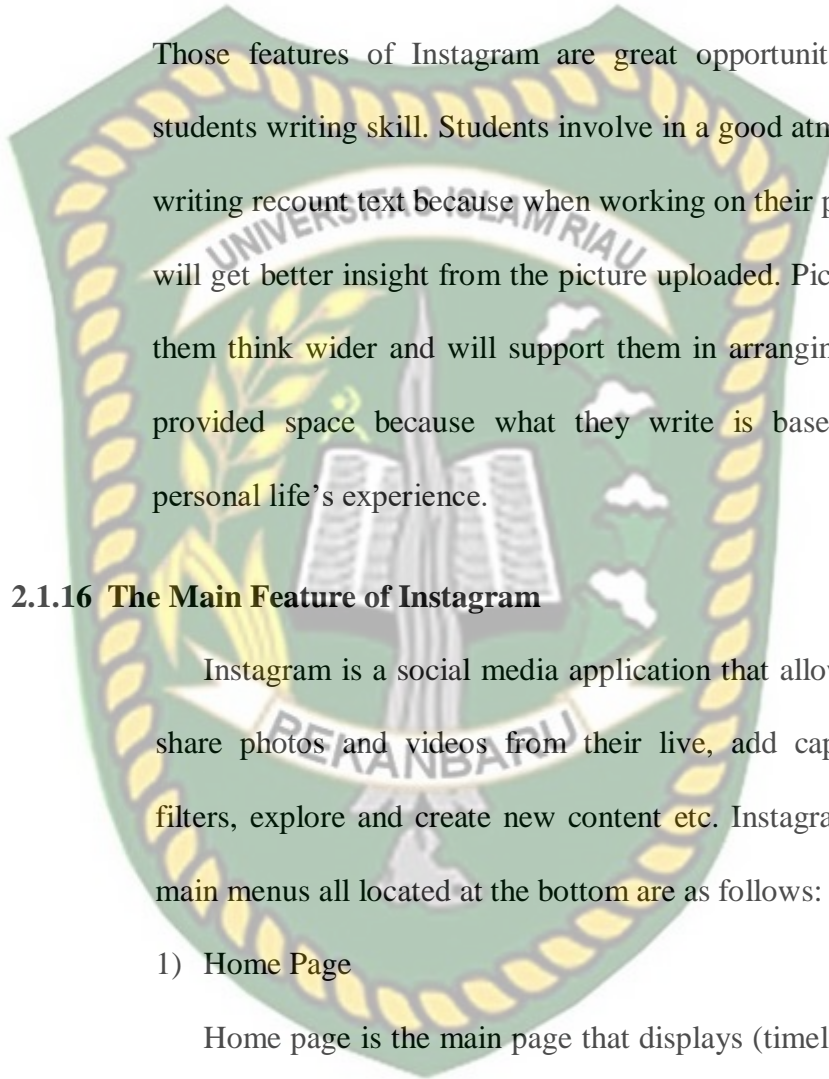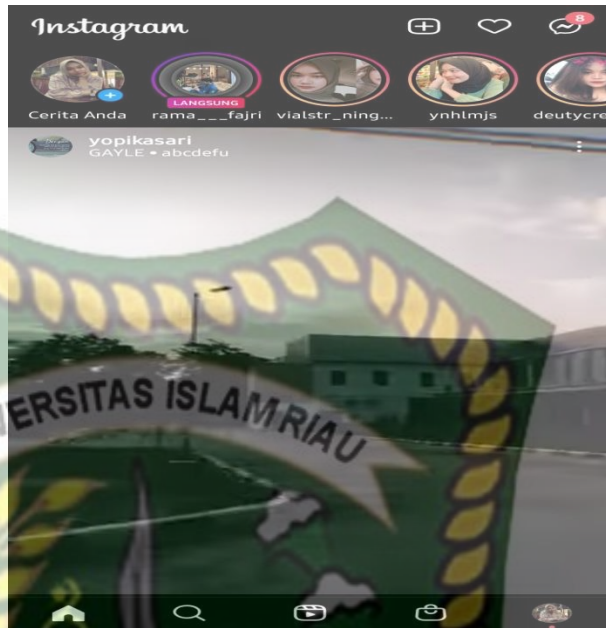
Figure 2. 1 *Home Page on Instagram*

2) Comment

As a social networking service, Instagram provides a commentary feature, photos in Instagram can be commented in the comments column. Way to press icon marked with a comment balloon under the photo, then written impressions about the photo in the box provided after that press send button.

Figure 2. 2 *Comment on Instagram*

3) Explore

Explore is the view of the most popular photos favorite

Instagram users. Instagram uses a secret algorithm for

determine which photos are included in the explore feed.
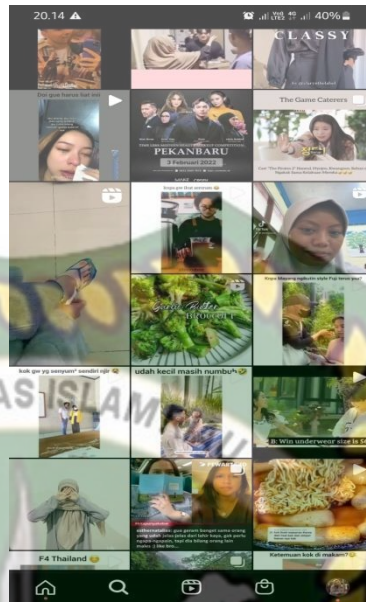
Figure 2. 3 *Explore on Instagram*

4) Reels

Reels is a new feature on Instagram that has been released

in 2021. Reels is a feature to upload the short video and we

can give the song or music.

Figure 2. 4 *Reels on Instagram*

5) Profile

User profiles can know in detail about user information, either from users or other users. Profile page can be accessed via the business card icon in the far right main menu. This feature displays the number of photos that have been uploaded, the number of followers and the number of following.
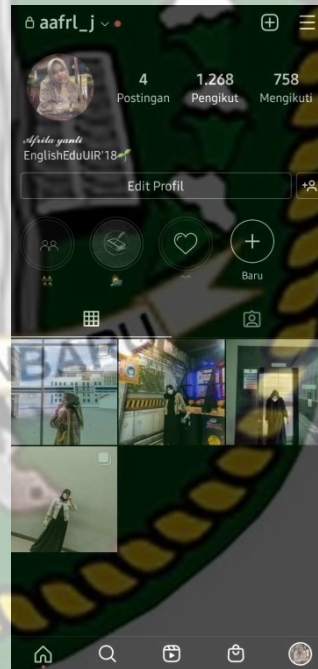
Figure 2. 5 *Profile on Instagram*

6) News Feeds

News feed is feature of notification to the variety of the activities conducted by the Instagram user. News feed has two types of the tabs 'following' and 'news'. There are

some part in order to upload new feeds they are title or caption, hashtag and location.
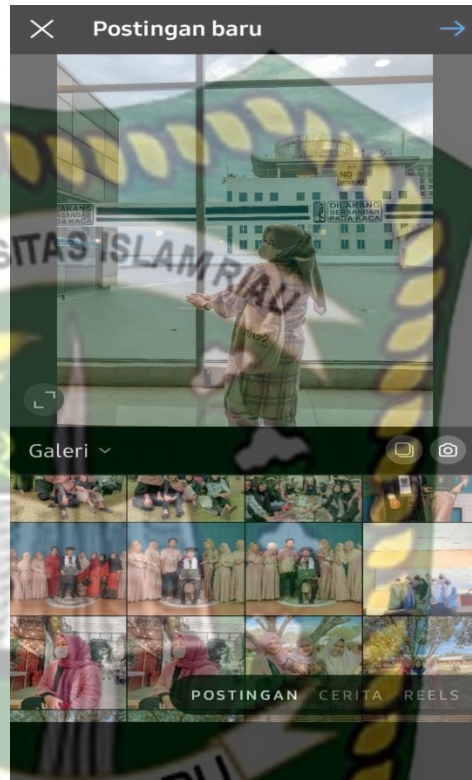
Figure 2. 6 *New Feeds on Instagram*

Based on the features above, it can be concluded that, there are many features provided by Instagram. Every feature has a function respectively. Features can help to organize and manage to be favorite post.

2.1.17 The Advantages of Using Instagram in Teaching Writing

Conducted Anggraeni (2017) in Putriana (2019) shows that, there are advantages and obstacles to using Instagram in writing. There are several features that allow students to upload photos, videos and communicate via the available comment

fields. The photo sharing feature is the most popular part. Students can take pictures with their cellphone camera that share them with other friends right away.

According to Anggraeni (2017), there are six advantages using Instagram account, namely:

1) Students could improve their writing skill because they must write better.

2) Students were able to improve their confidence to publish their writing in public.

3) It was not time-consuming.

4) It was an easier way to do the assignment.

5) It could be done every time and everywhere.

6) Students got many comments or feedback from their friends or lecturer or followers in instagram.

Based on the definition above, it can be concluded students can learn recount text via Instagram. By using the photos, they have, then posting them to their account. Then, write a description on their picture. The photo taken shows the events that have accrued, in writing description using verb two. That is one of the language features in the recount text.

2.2 Relevance Studies

Previous studies are results of research that has been conducted by other previous researchers, in this part the researcher shows some related researches which also talk about teaching strategies are applied by the teacher in teaching writing Recount Text. Those studies are explained as follows:

The first study is a research conducted by Safaruddin, Ibrahim, Juhaeni, Harmilawati, & Qadrianti (2020). This study aims to analyze the effect of using Project Based Learning (PjBL) strategy assisted by Electronic Media in increas- ing learning motivation and Science Process Skills (KPS) on the material "Heat Transfer". The study used a quasi-experimental pretest- posttest experimental design with 59 students. The experimental group was taught using the PjBL strategy while the control group was taught with a conventional strategy that was teacher-centred. Learning motivation is measured using questionnaires distributed to students, and KPS is measured through observation using observation sheets. The results, average score of KPS with the PjBL strategy = 86.33, the conventional strategy = 74.52; the average score of learning motivation with PjBL strategy = 78.05, conventional strategy = 69.49. Conclude from this data that the use of the PjBL based on e-media strategy is effective and influences the improve- ment of KPS and learning motivation of elementary school students.

Ayu Insani (2020), conducted an action research at the The Use of Instagram To Improve Students' Writing Skills In Descriptive Text. The result of the data indicated that, the students" mean score of post-test was (79.36), was greater than the mean score of pre-test (66.84). Based on the data analysis, t-test was value higher than the t-test table value (11.050>1.711) at the level of significance 0.02 with degree of freedom (df) = 24. It means that there was a significant difference. Therefore H0 was rejected and H1 was accepted, it can be concluded that the use of instagram in process learning teaching can improve writing skills students" in descriptive text.

Maulidia (2021), this study was conducted on The Effectiveness of Instagram in Improving The Second Grader's Writing Recount Text At Mtsn 5 Kediri. This research uses a quantitative approach to the experimental design method. The population of this study were all 8th grade students at MTsN 5 Kediri which consisted of 448 students. The sample of this research is using purposive sampling and getting class 8A which consists of 36 students. While the instrument used is a test. The stages carried out by the researcher were pre-test, treatment and post-test. Researchers collected data by means of Paired T-test with SPSS 26.0. The results of this study indicate a significant difference between the results of the pre-test and post-test. The post-test mean score is 79.61 which is higher than the pre-test score is 60.44. from the results of statistical calculations, the results obtained that the value of Sign. (2-tailed) was

accepted and the Null hypothesis (H0) was rejected. It can be concluded that the use of the Instagram application as a medium for teaching writing recount text is effective and can be used as an alternative medium for teaching writing recount text at SMAN 1 Kuantan Hilir.

Based of some previous studies, the difference between the relevance studies above and the researcher is that tthe researchers will conduct studies in using Project Based Learning (PjBL) assisted by Instagram in teaching writing. The material design is focus on recount tetxt. The researcher will use an experimental research design with quantitative approach, and explained the effect of using PjBL Stragtegy assisted by Instagram to improve students' writing skill in aspect of content, organization, vocabulary, Language use, and mechanics.

2.3 Conceptual Framework

The Effect of Project Based Learning Assisted by Instagram In The Year Ten Students' Writing Skill At SMA Negeri 1 Kuantan Hilir

Pre-Experimental Research

Experiment Class

PRE-TEST	TREATMENT	POST-TEST
Writing Test	Teaching Recount Text	Writing Test

Project Based Learning assisted by Instagram

RESULT

Vocabulary | Organization | Grammar | Mechanic | Content
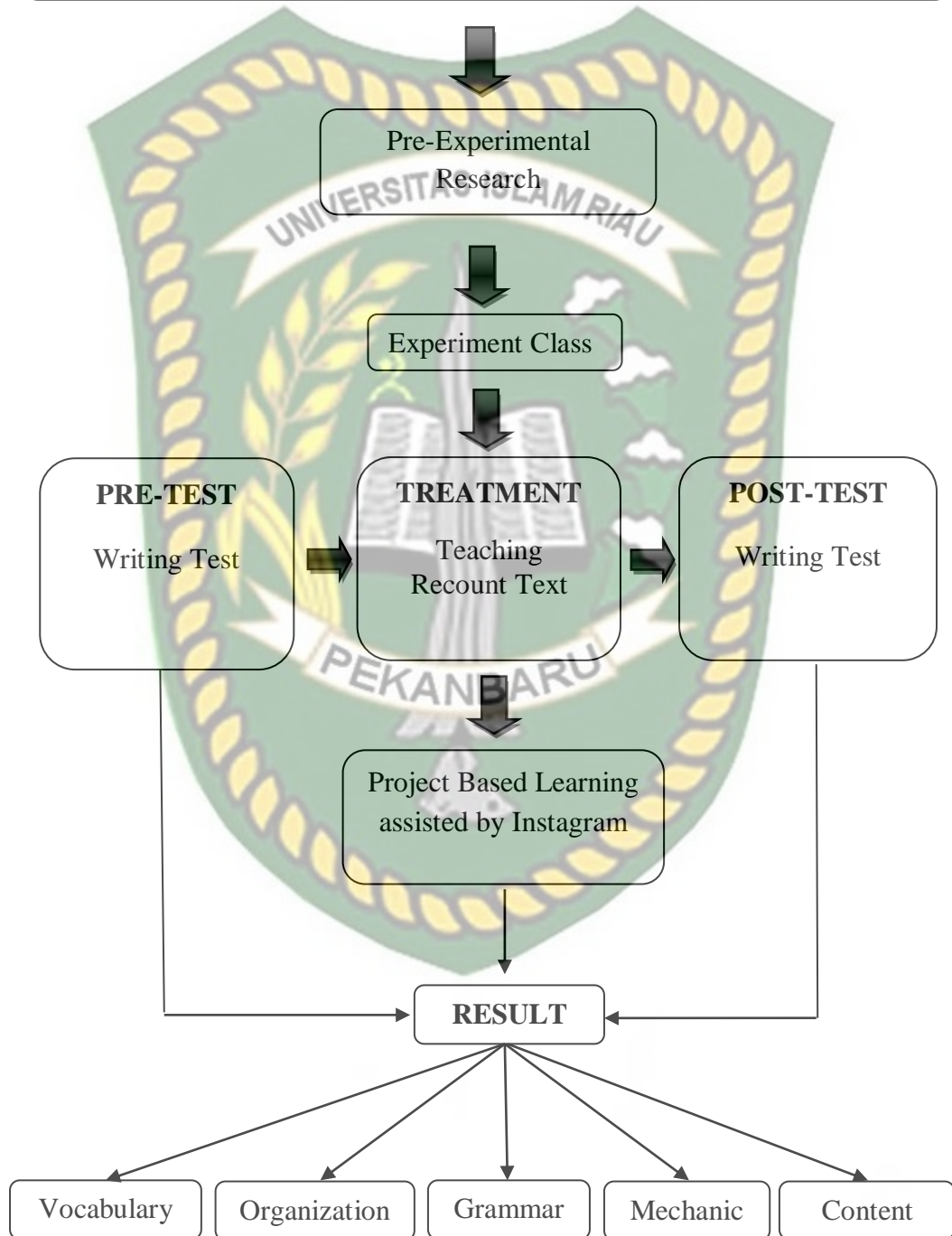
Figure 2. 7 *Conceptual Framework*

2.4 Hypothesis

1. Null Hypothesis (Ho)

   There is no significant effect of Project Based Learning Assisted by Instagram in the year tenth students' writing skill of recount text at SMA Negeri 1 Kuantan Hilir.

2. Alternative Hypothesis (Ha)

   There is significant effect of using Project Based Learning Assisted by Instagram in the year tenth students' writing skill of recount text at SMA Negeri 1 Kuantan Hilir
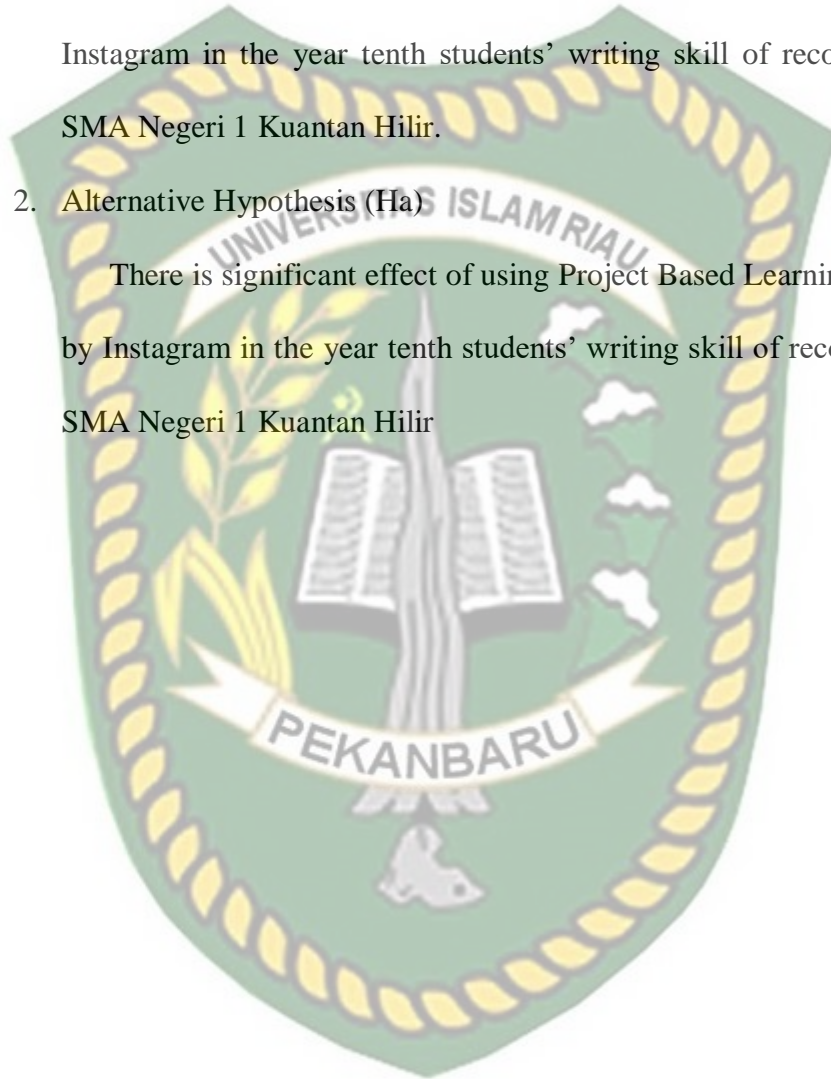
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This Research design is an experimental research. Creswell (2014), stated experimental research seed to detemine if a specific treatment influences an outcome. It means that the experimental reserach was design to know and observe the cause and effect from the variables and then to know whether there is no influence from the treatment given. This study focused on quantitative approach which is intented to find out the effect of using Project Based Learning assisted by Instagram. The main purpose of quantitatif research is the detection of causal relationship between variables.

In this research was clarified into experimental research that used one group pre-test and post-test design. In one group pre-test and post-test design, that is a single group to be measured or observed not only after being exposed to a treatment of some sort, but also before a treatment. A pre-test was provided a measure on some attribute or characteristic that was assessed in an experiment before the group gets a treatment, while a post-test measured on some attribute or characteristics that was assessed for participants in an experiment after a treatment.

Table 3. 1 *Research Design*

Class	Pre-Test	Treatment	Post-Test
X IPA1	Y1	X	Y2

3.2 Location And Time of The Research

This research was carried out of the first year students of SMA Negeri 1 Kuantan Hilir in academic year 2021/2022. The location of SMA Negeri 1 Kuantan Hilir is JL. Jenderal Sudirman, Kepala Pulau, Kec. Kuantan Hilir, Kab. Kuantan Singingi. The data will be collected in second semester. It was be start from March to May 2022 by implementing Project Based Learning Assisted by Instagram in the year tenth students' writing skill of recount text at SMA Negeri 1 Kuantan Hilir.

Table 3. 2 *The Schedule of Researcher's Activities*

No.	Meeting	Activities
1.	1st	Pacu Jalur
2.	2st	Tugu Baserah
3.	3st	Going to Pasar Baru as Traditional Market
4.	4st	A Day in Taman Jalur
5.	5st	Tradition of Mandi Balimau

3.3 Population and Sample of The Research

Population can be defined as a group of subjects that can be people or things, to whom the research is used. According to Ary et al. (2003) a population is all of members of any class of people, events, or object that well-grouped.

The population of this research is the whole students of the first grade students of SMA Negeri 1 Kuantan Hilir in the academic year 2021/2022. There were seven classes of first year students at SMA Negeri 1 Kuantan Hilir.

Table 3. 3 *Population of The Research*

CLASS	NUMBER
X IPA 1	28 Students
X IPA 2	29 Students
X IPA 3	29 Students
X IPA 4	28 Students
X IPS 1	28 Students
X IPS 2	29 Students
X IPS 3	28 Students
TOTAL	199 Students

In this research, the class that got experiment class, researcher supposed an experimental class. It was found that X

IPA 1 as experimental class. The reason why the researcher choose this class, because base on the experience when the researcher during PPL, among several classes, this class is the most active.

Table 3. 4 *Sample of The Research*

Class	Number of Students	Gender	
		Male	Female
X IPA 1	28	13	15

3.4 Instrument of The Research

The material of this research was suitable on the curriculum 2013 and based on the syllabus of SMAN 1 Kuantan Hilir. In this Reserach the test was given in pre-test and post-test. To get basic knowledge students about writing skill in recount text, the researcher was give pre-test. After that, the researcher was give treatment using PjBL assisted by Instagram. And then, after the students are given the treatment, the researcher was give the post-test to find out the result of students' writing skill using PjBL assisted by Instagram.

The instrument of the study can be seen as follows :

Table 3. 5 *Blue Print of Pre-Test and Post-Test*

Indicators	Kinds of Text	Topics	
		Pre-Test	Post-Test
Content, Vocabulary, Mechanics, Grammar and Organization	Recount Text	Pacu Jalur	Tradition of Mandi Balimau

3.5 Procedure of The Research

The data collection method serves the way how the researcher gets the data which is needed. To measure the effect of PjBL assisted by Instagram application in writing recount text, the researcher was use instrument. The instruments are pre-test and post- test and would be carried out in five meetings.It can be seen clearly below:

1) Observation

In doing observation, the researcher try to get information as much as possible from the teacher about the condition of students especially the condition of students' tenth grade class. And then, the researcher try to behave friendly. Last, the reasearcher find that the students have many problems in studying writing.

Based on the researcher's experience when during PPL, all the problems were caused by the way at teaching at the class less interesting and monotonous. The conventional way at teaching was used such as explaining what was recount text, then what was the generic structure, the function at the text and the asked students to

write the form at text in their own paper and then submitted to the teacher. From the observation, the researcher will try to give different way in studying writing. The way will be different with what they usually did so far, that is using Project Based Learning (PjBL) Assisted by Instagram, especially in writing about recount text.

2) **Pre-Test (Meeting 1)**

In the first meeting, Pre-test will be given to the students to know their achievement in writing recount text before being taught by using PjBL Assisted by Instagram application. The researcher will give the writing test about recount text of historical events in the first meeting. The test conducted in 60 minutes, with 2JP x 30 Minutes.The writing test must consist of five components, they are content, organization, vocabulary, language use, mechanics. The researcher was given explanation about the test and how to do the test. Researcher also gave one topic and students did writing an explanation text by using Pacu Jalur Events as a topic.

3) **Treatment**

In doing treatment, the researcher was given motivation about the importance at writing. First of all, the researcher must to ensure students have downloaded instagram app and made their own instagram account. Before giving the post test to the students, the researcher was applied the PjBL and Instagram in the class. The researcher was carrying the class in two meetings. The steps are :

Meeting 2

At the first meeting of treatment, it consisted of 2JP x 30 Minutes. This section used Tugu Baserah as a topic. But previously, in the last meeting, the researcher gave the instructions to the students to explore the Tugu Baserah. The students were asked to look for anything interenting around Tugu Baserah and take the picture to put in Instagram feed as the media learning.

In this meeting 10 minutes taken for absensi, and asking about how about their explorations activities for Tugu Baserah, 35 minutes to finish their writing recount text and post to their Instagram feed. And for the last 15 minutes to assess students' outcome. The researcher used all of project based learning method during during teaching and learning process. From start with essestial question, design a plan, create shcedule, monitoring, assess the outcome and evaluate the experience.

Meeting 3

In this meeting of treatment, the researcher helps the students to know and understand about recount text. The students was trying again to write the recount text with telling the experince when they are going to pasar baru as traditional market as the topic. This session time was same with last treathment. 10 minute to opening the class and review the last meeting. 35 minutes for do

the writing project and last 15 minutes for evaluation and reflect the project.

Meeting 4

In the fourth meeting as the last treatment, students were trying again to write the recount text with a day in taman jalur as the topic. Treatment is this meeting, also have the same of allocation time (2JP x 30 minutes) by using Project Based Learning assisted by Instagra as media. It was 10 minutes to take the absensi and review the topic in this meeting. It was 35 minutes for writing and 15 minutes for conducting the assesment and evaluation.

4) **Post-test (Meeting 5)**

After treatment, the post-test is administered in order to know the students' writing skill after using Project Based Learning assisted by Instagram. The students have to write a recount text with Tradition of Mandi Balimau in Instagram feed. After that, the Raters will evaluate based on the indicators writing asessment.

3.6 Data Collection Technique

The technique used in this study consists of pre-test, treatment, and post- test. Pre-test is a test arranged and used to measure the student"s ability before the learning program started. Then, the students was given the treatment with using PjBL assisted by Instagram. Finally, post-test was conducted to know the skill of students in writing recount text after teaching-learning process has implemented. The score of pre-test and post-

test are used find out the differences appeared between the test conducted at the begining of the learning and the test conducted at the end of the lesson.

3.7 Data Analysis Technique

Quantitative form, all of the data was take from the result of writing test. It contained the students score in every performance using the indicators. The categories for evaluation of writing recount text can be seen in the table criteria bellow :

Table 3. 6 *Table Assessment*

Content	
5	The story about past events are described very interestingly
4	The story about past events are described interestingly enough
3	The story about past events are described less interestingly
2	The story about past events are described uninteresting
Organization	
5	Accommodating all elements of the generic structure of recount text and described very well
4	Accommodating all elements of the generic structure of recount text and described well.
3	Accommodating all elements of the generic structure of recount text and described well enough
2	Accommodating all elements of the generic structure of recount text and described poorly
Vocabulary	
5	The words choiced are used very appropiately
4	The words choiced are used appropiately
3	The words choiced are used less appropiately
2	The words choiced are used not appropiately
Language Use	
5	Use language feature of recount text very

	appropiately
4	Use language feature of recount text appropiately
3	Use language feature of recount text less appropiately
2	Use language feature of recount text not appropiately
Mechanics	
5	Very good in spelling, punctuation, capitalization, paragraphing
4	Average in spelling, punctuation, capitalization, paragraphing
3	Fair in spelling, punctuation, capitalization, paragraphing
2	Poor in spelling, punctuation, capitalization, paragraphing

(Arikunto, 2018)

In order to analyze students' writing ability in writing recount text, the researcher use minimum standard score of English subject in Senior High School 1 Kuantan Hilir that is 75 for students' English subject. In analyzing the data, the researcher used scores of pre-test and post-test of experimental class.

After getting work sheets from the sheets from the students as the subject of the research, the researcher do the following steps:

1) The researcher entered the scores to the table.

Table 3. 7 *Pre-test and Post-test scores of Experimental Classes*

Name of Students	Experimental Class	
	Y1	Y2
SUM (∑n)		

Y1: Pre-test of experimental class

Y2: Post-test of experimental class

2) Tabulating the data from score table into the distribution of frequency. then finf out the mean, standard deviation, and standard error of variable X using the formulas bellow:
   a. Mean of the experimental group
   b. Measuring the SUM of standard deviation.
   c. Measuring the standard error.

3) The researcher uses normality test to know the normality of the data needed to analyze whether both groups has normal distribution or not as the prequitise of applyingg paired sampled t-test.

4) Then, the researcher applies all of them into t-test formula. T-test formula was used to know whether there is any effect of using Instagram media in writing recount or not.

5) Last, the researcher calculated degrees of freedom (df) by using the formula.

6) After getting the data from the formula, the researcher analyzed the significant level. If the t-test is higher than t-table, it means that there is positive effect of using Instagram in teaching recount. So, the researcher's hypothesis is accepted. In contary, if the t-test value is lower than t-table, the research's hypothesis is not accepted. However, the hypothesis testing in this research used the value of Sig, that is, if the $Sig < 0.05$, it means that H0 is rejected and Ha is accepted.

7) In addition, the researcher used SPSS 26.0 progam (statistical program for social science) to compare the data and to know the significant effect of using Project Based Learning Assisted by Instagram before drawing the conclution from the result of pre-test and post-test.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter was going to discuss and explain about the data findings, the researcher analyzed and calculated the result based on formula or scoring rubric that adapted from Arikunto (2018) and helped by two Raters. The components of writing are organization, content, grammar, mechanics, and vocabulary.

4.1.1 The Data Analysis of Pre-test

In this part of test, the researcher asked the students to write the story about "Pacu Jalur". The students were given about 40 minutes to write the recount text. Because there are three students X IPA1 who have left from SMAN 1 Kuantan Hilir, there were 25 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students' writing achievement before they were given the treatment. The writing test is in the form of essay.

The score of pre-test was used by the researcher as the data of the research. The purpose of the pre-test was to find out the initial ability of the students. The pre-test of students' score, the result are showed as table below:

Table 4. 1 *The students' Score of Pre-Test*

NO	INITIALS' NAME	RATER I	RATER II	AVERAGE
1	APMJ	64	60	62
2	AS	44	48	46
3	A	44	44	44
4	AA	44	44	44
5	AP	44	44	44
6	F	48	52	50
7	FIK	52	52	52
8	FA	44	44	44
9	IOA	76	68	72
10	M	52	48	50
11	MIB	48	52	50
12	MAS	40	40	40
13	MFA	48	48	48
14	M2	72	68	70
15	NM	40	40	40
16	NL	44	48	46
17	NJS	76	72	74
18	PAS	48	48	48
19	PJN	48	44	46
20	ROR	44	48	46
21	RRD	40	40	40
22	R	68	64	66
23	YM	48	44	46
24	YB	44	48	46
25	MJ	44	44	44
TOTAL				1258

In the table above, the results score basen on the rubric is Multiplied by four to get the total score. Than, the score from the first and second rater is Summed and devided into two, to get the Mean as the final result. Based on the table above, it could be seen the result of the pre-test in XIPA 1 class at SMAN 1 Kuantan Hilir.

The lowest score was 40 and the highest in the pre- test was 74. The standart of minimum complitnes (KKM: 75), and then nobody with good category because there were students fail in pre-test section.

4.1.2 The Data Analysis of Post Test

Post-test was conducted after all of the treatments were implemented. In post-test, the researcher asked the students to write recount text with different topic from pre-test. The topic was "Tugu Baserah". The purpose of conducting post-test was intended to measure the students' wroting achievement after they were given treatment. The students work were also score by two raters. The students' post-test score of experimental class can be seen below:

Table 4. 2 *The Students' Score in Post-Test*

NO	INITIALS' NAME	RATER I	RATER II	AVERAGE
1	APMJ	84	96	90
2	AS	76	84	80
3	A	84	96	90
4	AA	72	80	76
5	AP	64	64	64
6	F	60	72	86
7	FIK	76	76	76
8	FA	76	80	78
9	IOA	88	92	90
10	M	72	80	76
11	MIB	76	84	80

12	MAS	80	84	82
13	MFA	80	84	82
14	M2	76	96	86
15	NM	76	76	76
16	NL	72	80	76
17	NJS	92	96	94
18	PAS	76	80	78
19	PJN	76	84	80
20	ROR	76	80	78
21	RRD	72	72	72
22	R	80	80	80
23	YM	72	80	76
24	YB	76	80	78
25	MJ	76	76	76
TOTAL				2000

Based on the table above, it could be seen the lowest and the highest scores of X IPA 1. The lowest score in post test is 64 and the highest one is 94. Overall, by using Project Based Learning assisted by Instagram in deeply, students was increased their skill in writing text.

So, based on the explanation in post-test result, the researcher should increase their knowledge and skill to operated Instagram as media and Project Based learning as strategy in learning, because more PJBL assisted by Instagram in learning can increase the students writing especially in recount text.

4.1.3 Data Calculation of Pre-Test And Post-Test

Based on the calculation by SPSS Program 26.00 Version for Windows to easier in calculation. The data calculation

followed by Mean, Standard Deviation, and Varience. The data calculation of pre-test by experimental class and control class can be seen in the table as follows:

**Table 4. 3 *The Descrptive Statistic of Pre-Test and Post-Test***

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	25	40	74	50.32	10.094
PostTest	25	64	94	80.00	6.532
Valid N (listwise)	25				

Based on the table above, it shown that N (25) means the total of students were taking the test, there were 40 and 74 as minimum and maximum score of Pre-Test and 64 and 94 as minimum and maximum score of Post-Test. Mean score was 50,32 for score of Pre-Test and 80,00 for mean score of Post-Test.

Based on the calculation above, there were lower score got by students while Pre-Test before treated PJBL assisted by Instagram. It means, there were students failed while Pre-Test because they got no treatment in learning process before, to improve or make the better score of students. So, the researcher gives treatment for the next meeting by using Project Based learning assisted by Instagram.

For the result of Post-Test, there were increased score got by students while Post-Test after treated by PJBL as strategy and Instagram as Media in learning. Even though there were a student still got lower score than KKM, it does not matter there were students still got low but it was jusr a student. So, it was prove the hypothesis that said there were significant between PJBL strategy assisted by Instagram and writing recount text.

Diagram 4. 1 The Comparison of Result Between Pre-Test and Post-Test in Experimental Class
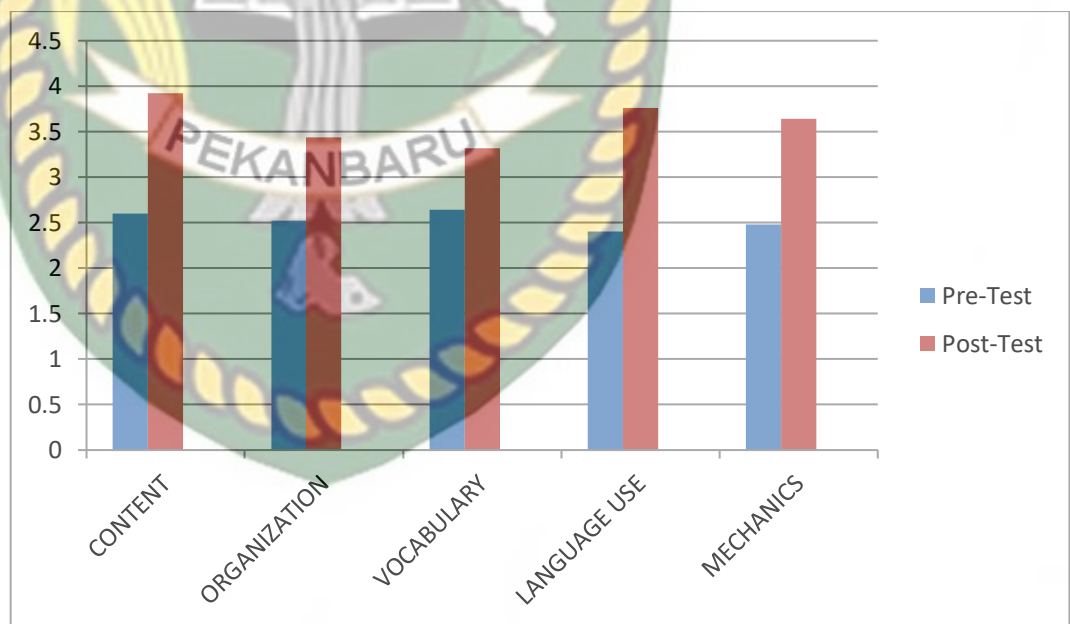
Based on the diagram 4.1 above showed that the students' mean score in each speaking components in experimental class from the lowest to the highest. First, from the diagram we can see that in content the students received 2.60 point in pre-test, it become 3.92 in post test. Second, organization component, in pre-test students get 2.54 points, while students in post-test received 3.44. Thirdly, in Vocabulary students get 2.64 in pre-test and 3.32 point in post test. Fourth, in the pre-test of language use, the students received 2.40 and 3.76 points for post-test. Last, in mechanics we can see that in pre-test students get 2.48, while in post test the students received 3.64 point.

Based on five components above the most significant components increase were content and language use. So, can we conclude that there was a significant effect of Project Based Learning assisted by Instagram in writing skill at SMA Negeri 1 Kuantan Hilir.

4.1.4 The Result of Normality Testing

Normality testing is conducted to determine whether the data is normal distribution or not. In this cases One Sample-Kormogorov Smirov in SPSS 26.0 by significant value (p value) is

greater than 0,05. Basic decision making normality testing were as follows:

a. If the significance value > 0.05, the data had normality distribution

b. If the significance value < 0.05, the data did not have normal distribution

Table 4. 4 *Normality Test Result*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	4.95179150
Most Extreme Differences	Absolute	.121
	Positive	.116
	Negative	-.121
Kolmogorov-Smirnov Z		.604
Asymp. Sig. (2-tailed)		.859
a. Test distribution is Normal.		

Based on the output from SPSS above, the table shows that from all the data is greater than 0.05. It means the data is normal distributed. It can be conluded that the data of Pre-Test and Post-Test are normal distribution.

4.2 Description of Research

The reserachers' and students' activities while learning process can decribe below:

First Meeting: For the first meeting, the researcher was give the pre-test to the students. The pre-test was used to know the students' writing skill especially in recount text. The test was used writing test with 'Pacu Jalur' as the topic to be discussed. The researcher gave the intructions to the students and explain what will be discussed in this meeting.

Second Meeting: In this meeting, the researcher explained about recount text. The researcher give an example of recount text. The researcher used project based learning as the model of learning. Furthermore, the researcher introduced Instagram and told to the students that they must be have their own Instagram account as media in teaching. The topic to be discussed was 'Tugu Baserah'. The students discussed with their group, and worked the project that has been intructed individually. The project was post by the students in the Instagram feed as the media in learning. After the researcher give the time to the students to make that project, in individual, the students present their project work in front of the class.

Third Meeting: In this meeting of treathment, the researcher reviewed about what they have learned yesterday. The researcher give 'Going to Pasar Baru as Traditional Market' as a new material to the students. The students will identify kinds of recount text. After the students discuss in their own group, the researcher will give the time for the students to finished their project and present their project individually in front of the class.

Fourth Meeting: The researcher reviewed about what they have learned in the last meeting. The researcher asked to the students about the learning proccess with use project based learning as learning model and Instagram as media. The researcher still explain about recount text and

give topic 'A Day in Taman Jalur' as a new material. The students given

the time to discuss with their group after that do the project in individually.

Fifth Meeting: In the last meeting, the researcher gave post-test to

the students to know the effect of project based learning assisted by

Instagram in three meetings.

After all of the meetings, the researcher asked to the students about

their feeling during project based learning as learning model and

Instagram as the media.

4.3 Data Interpretation

In this research, the researcher found the result and data analysis of

the effect of Project Based Learning assisted by Instagram for writing

recount text of the year tenth students of SMAN 1 Kuantan Hilir, which is

taken from Pre-Test and Post-Test.

4.3.1   The Result of Hypothesis Testing

In this research, the researcher conducted hypothesis testing

to know if there is significant difference achievement of X IPA 1

class in SMAN 1 Kuantan Hilir in writing recount text before and

after being taught by using Project Based Learning strategy and

Instagram application. To analyze the finding data, the researcher

uses *Paired Sample Test* by using SPSS 26.0. The researcher can

conduct a hypothesis testing by following the procedure below:

a. If Sign. < α, the null hypothesis (H0) is rejected and the

alternative (Ha) is accepted. It means that there is significant

effect in the year tenth students writing skill at SMAN 1 Kuantan Hilir before and after being taught by using Project Based Learning assisted by Instagram, it means that is effective.

b. If Sign. > α, the null hypothesis (H0) is accepted and alternative (Ha) is rejected. It means that there is no significant effect in the year tenth students' writing recount text at SMAN 1 Kuantan Hilir before and after being taught by using Project Based Learning assisted by Instagram, it means that is not effective.
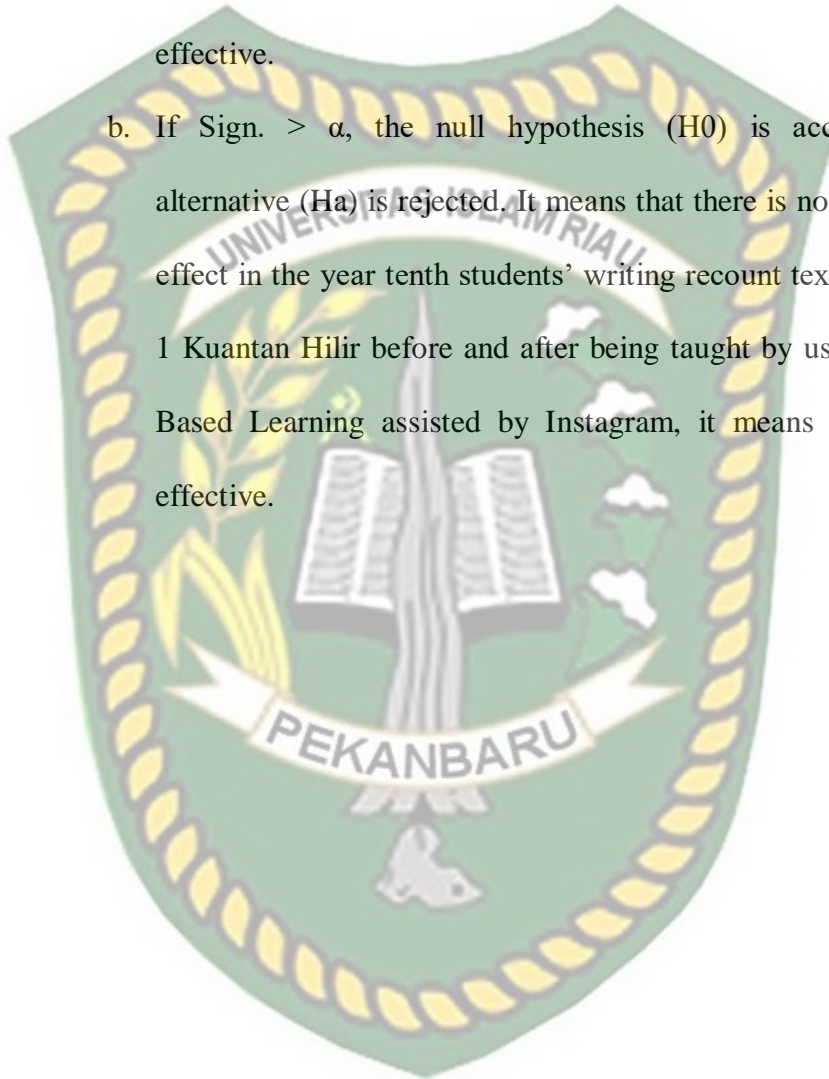
Table 4. 5 *Paired Sample Test*

Paired Samples Test

			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-2.96800E1	7.65245	1.53049	-32.83878	-26.52122	-19.392	24	.000

The table above showed that there is a significant difference in Mean score between pre-test and post-test because the value of Sig is 0.000, which is lower than 0.05. Because the Sig value >0.05, it means that H0 is accepted. If the Sig < 0.05, it means that H0 is rejected. It is clear that Sig is 0.000 and it is lower than 0.05 so that H0 is rejected and Ha is accepted.

Based on statistical calculating using SPSS 26.0 program, the researcher found the t score > t table (19.392 > 2.064). So, it can be concluded that there is significant effect of using Project Based Learning Assisted by Instagram towards students writing skill of recount text at first year of SMA Negeri 1 Kuantan Hilir.

According to the results, students get high scores after being given the treatment because in the Project Based Learning there are 'Design a plan' activity, students are given time to discuss in group that have been choosen, before finish the project individually. Where this activity makes

students more active, able to work in groups and individually, also were able to practice skills organizing project to complete the project.

In addition, to make students more creative, Instagram can help learning activity as a media. With the Intagram application,which has many features, it can help the students increase creativity and not bored in studying and be more interested in learning English.

In other words, it can be concluded that the use Project Based Learning assisted by Instagram in teaching writing recount text at SMAN 1 Kuantan Hilir is recommended to increase the skill writing of students to reach there optimum score.
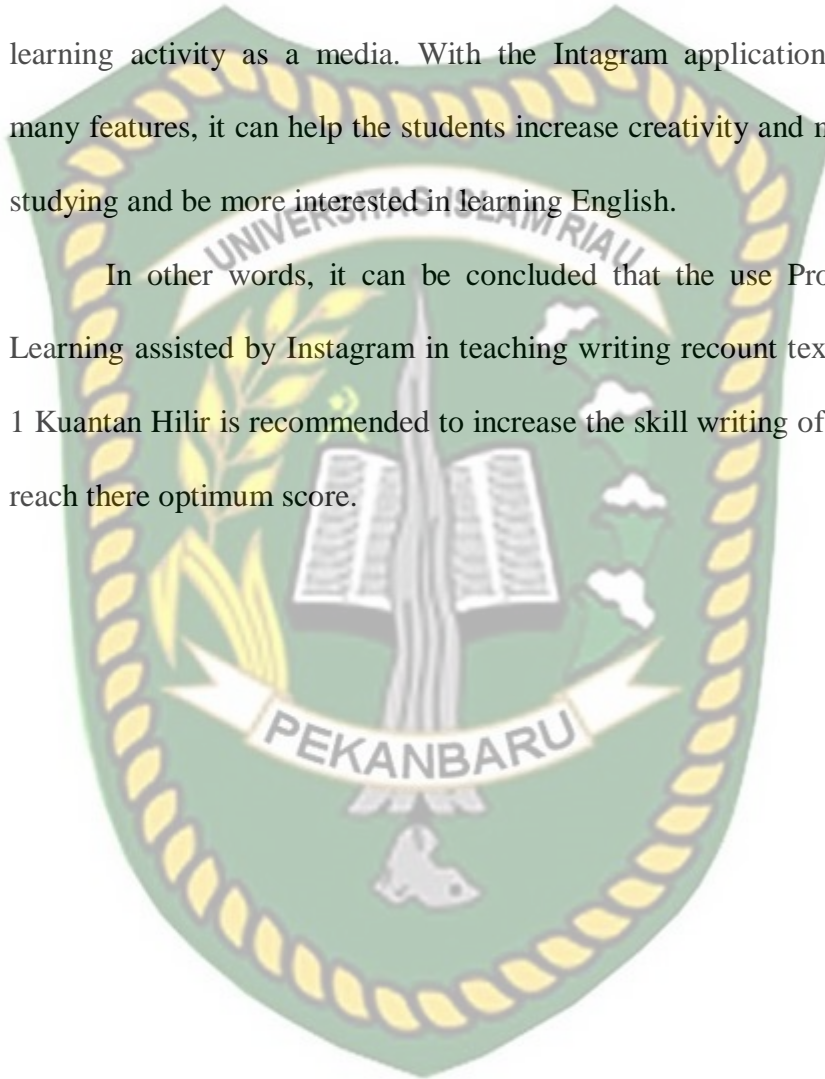
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions based on research finding and the discussion presented in the previous chapter.

5.1 Conclusion

In this research, the researcher applied Project Based Learning assisted by Instagram application in experimental class. Based on the result of hypothesis testing in research finding, it can be concluded that the students' writing recount text after being taught Project Based Learning assisted by Instagram is higher than to their skills before being taught PJBL assisted by Instagram application.

As a teacher, the researcher found that Project Based Learning assisted by Instagram as media in teaching learning can help students to improve their writing skills. And also, with this PJBL model, where the students previously discussed with their groups about the project, but still worked on the project individually. This learning model is effective because all of the students will get their respective roles learning.

In addition, using handphone or the internet in learning makes it easier for students to access google translate. So, the teacher must to attend to class room, because if the students using google translate when they are during the project, so the result is not valid.

Based on the result using SPSS 26.0 program, the reult means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. As the result, the treatment using Project Based Learning assisted by Isntagram as teaching media could be called successful in the year tenth students' writing recount text at SMAN Negeri 1 Kuantan Hilir in academic year 2021/2022.

5.2 Suggestion

Based on the conclusion above, the researcher would like to give suggestion, they are as follows:

a. English Teachers

The teacher is hoped to be more creative and innovative in order to make students more interested and engaged in learning recount text. Project Based Learning assisted by Instagram can serve as the alternative and appropriate strategy and media to teach writing for the students to avoid boredom and improve the writing skills. Moreover, this research can not use by the teacher in during examination, because the results may not be valid, because considering the use of the internet can be accessed freely by students.
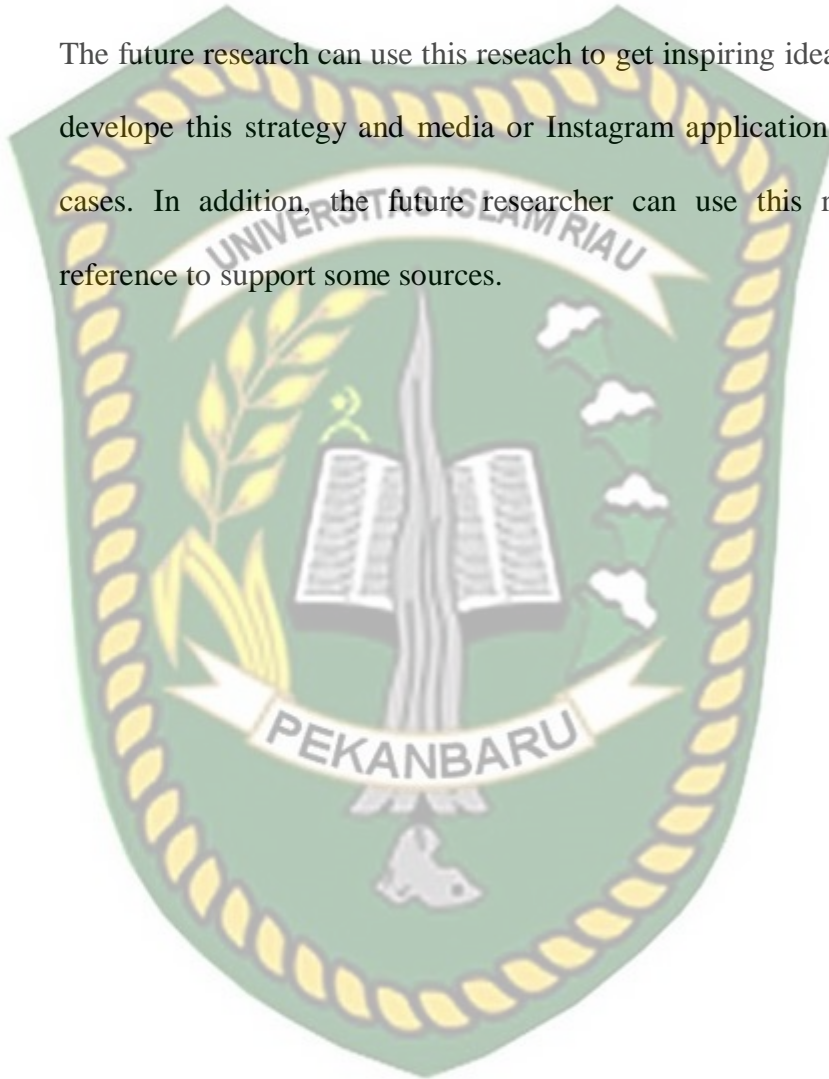
b. Students

Students should be wiser to use the technology. Social media of Instagram can be a platform to learn and practice writing as the one of language skills that should be mastered. Here, the students are

expected to use technology not only to ammuse themselves but also to fulfill their learning needs.

c. For Next Reseachers

The future research can use this reseach to get inspiring idea, they may develope this strategy and media or Instagram application in another cases. In addition, the future researcher can use this research as reference to support some sources.

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