

# Using Picture-Series-On-Instagram to Improve Students' Narrative Writing Skills at A Public Senior High School in Kampar

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## ABSTRACT

Instagram app allows its users to tell their stories worldwide through publishing their images which are sometimes accompanied by some verbal description of the texts. This study aims to find out if picture-series-on-instagram app can be used as a learning tool in the classroom to improve students' writing ability on narrative text type. The design of the present research was quasi-experimental. The population of the research was the tenth-grade students of a public senior high school in Kampar. Two classes were selected as the experimental and controlled classes. The total number of both classes was ninety students. Data collection technique was a pre-test and post-test of writing a narrative text. The results of test were scored by two experts as the raters whereas a writing assessment rubric by Brown (2007) was employed as the reference. Data analysis technique of the research used an independent t-test formula to compare the post-test results from the experimental and the controlled classes. The findings found that the post-test results of the experimental students were significantly higher compared to post-test results of the controlled students (Sig, 2-tailed = 0.039 < 0.05). As a conclusion, the use of the picture-series-on-instagram app was shown to significantly more effective to improve students' ability to write a narrative text than the use of the conventional method. The findings of this present research support the findings of the previous studies that the picture-series is instrumental to improve the EFL students' writing ability on narrative texts. Furthermore, it is recommended that the use of picture-series to improve students' writing ability on narrative text could be used by the tenth-grade teachers in their classrooms.

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## Introduction

Among all language skills, writing is probably the hardest one to master. Writing requires the language users to have sufficient knowledge about the topics that will be written and the unique language features as well as the writing mechanics which are different for different types of text. Thus, many EFL research have reported the writing difficulties faced by the students. For example, the EFL students cannot clearly express ideas (i.e., Faraj, 2015; Ibnian, 2017; Jayanti, 2019; Alagozlu, 2007); they cannot organize the sentences cohesively and coherently (i.e., Saprina, Rosyid, & Suryanti, 2021; Chanyoo, 2018; Iseni, Almasaeid, & Younes, 2016); they do not have sufficient knowledge to use the mechanics (i.e., Sajedi, 2014; Uswar & Andriani, 2019; Ghufuron & Roshida, 2018; Ibnian, 2017); they do not have

sufficient knowledge to apply correct grammar forms (i.e., Yusuf, Mustafa, & Iqbal, 2021; Mohammad & Hazarika, 2016; Ariyanti, 2016; Rezaei & Jafari, 2014); and they do not have sufficient knowledge of vocabulary (Viera, 2017; Faraj, 2015; Ahmed, 2019; Sermsook, Liamnimit, & Pochakorn, 2017; Shokrpour, & Fallahzadeh, 2007). In addition, the EFL students may have received some knowledge from their teachers how to write the text but they they do not know how implement them to produce a proper text (Saprina, Rosyid & Suryanti, 2021; Farooq & Wahid, 2018; Bennui, 2016). Indeed, writing takes some time as it is a recursive process, meaning it has to go through a number of revision processes, and it applies for the professional writers as well (Pacello, 2019).

In the Indonesian EFL context, writing ability among the students of all education

levels has been reported as highly problematic (see Toba & Noor, 2018; Kusumaningputi, Ningsih & Wisasonko, 2018; Husin & Nurbayani, 2018; Jawas, 2019). There are some basic knowledge which are not available yet, such as, knowledge related to the grammar, cohesion, coherence, organization, vocabulary, spelling. Some other problems are confusion contributed by the L1 interference, such as, the use of singular-plural forms, inappropriate articles, confusing verbs forms, incomplete clauses, misuse of passive voice and preposition. Writing difficulties are encountered by the EFL students from different level of proficiencies. The higher the proficiency level, the higher the writing demand is. In short, the writing problems are complex which require some careful problem solvings. In a specific case, writing a narrative text is still reported as troublesome (i.e., Ulu, 2019; Purba, 2018; Eliyawati, 2020; Muliani, Norahmi & Asi, 2020).

On the other hand, an ability to write a narrative text is considered as fundamental in human communication skill (Cheng, 2008) in (Diniya, 2013). From a young to old age, humans prefer to exchange a lot of information through stories. We do not use stories only for literary purposes but we use it as well in our science and math learning to make it more easily understood by the recipients of knowledge. Narrative text consists of some fictional types (such as short stories, fables, legends, folktales, myths, and comics) and non-fictional ones (such as essays of people's real-life, diaries, biographies). Even though narrative text is among the easiest one to write, however, the Indonesian high school students still have difficulty in developing their ideas and organizing them into good sentences and paragraphs (i.e. Karmila, 2017; Megawati & Anugerahwati, 2012), they lack of ideas to write (i.e., Hadi, Izzah & Paulia, 2021), they do not understand how to apply generic structure and language features (i.e., Syarifah & Emiliasari, 2019), and they do not have enough vocabulary in English (i.e., Alisha, Safitri & Santoso, 2019).

Therefore, some techniques to improve students' narrative writing have been conducted by previous researchers. For example, the use of picture series (i.e., Gutierrez, Puello & Galvis, 2015); story-mapping technique (i.e., Ibnian, 2010; Rahmawati & Cahyono, 2018), clustering technique (i.e., Adriati, 2013), and flowchart (i.e., Selvaraj, et al., 2020). Among all of these techniques, picture series seems promising to improve narrative writing for students who have difficulty finding ideas to

write (i.e., Anggita, Mahpul, & Riyantika, 2021; Hidayah, Mulyati & Suprojadi, 2019; Imastuti, 2013). Pictures may multiply students' motivation to deliver whatever stories they are enthusiastic with; thus, they are willing to do more efforts to finish their writing.

The potential of picture-series as an interesting media for students has been reported by some researchers (i.e., Hidayah, Mulyati & Suprojadi, 2019; Imastuti, 2013). Marble (2012) argued that the availability of pictures aids the students in the development of a story's details, concepts, and sequences. In short, picture-series could be a suitable strategy to increase EFL students' narrative writing skill (Gregoria, et al., 2015). As a popular social media, the Instagram app produces a pile of diverse interesting images from around the world by its own users which catch the youth's intrinsic interests. They find Instagram app as a creative platform whereas they are not only the consumers of the platform but also be the creators of their own stories and images.

Instagram as a picture-based app social media platform has been used by their billions users including the EFL students to share pictures plus their mini-text description to narrate stories worldwide (Erarslan, 2019). Cahyono & Mutiara (2016) reported that the use of information and communication technology (IT) via internet has been popular in the EFL setting. Prasetyawati & Ardi (2020) conducted a qualitative research on the use of instagram in writing. They further argue that Instagram seems to promote student engagement in writing through five ways, namely, (1) it allows the students to be more actively involved in the learning process, (2) it provides a new learning environment, (3) it provides greater target readers, (4) it allows the collaboration and interaction between the students. In some research, Instagram app has been reported to successfully improve students' writing ability in different genres (i.e., Rahmawati & Musyarofah, 2020; Soviyah & Etikaningsih, 2018; Listiani, 2016). Some researchers have investigated the effectiveness of instagram app to improve EFL writing and they found that it is well accepted among EFL students with satisfying results (i.e., Anggita, Mahpul, & Riyantika, 2021; Rahmawati & Musyarofah, 2020; Soviyah & Etikaningsih, 2018; Listiani, 2016).

Whilts Instagram app's picture-series are reported as helpful to improve students' writing ability in many places, however, to this date, the research implementation for the senior high

schools level in Riau province is still scarce. Due to the scarcity, therefore, the researchers are interested to conduct a study which employ the picture-series-on-instagram app to improve students' writing on narrative text at a public senior high school in Kampar regency.

### Literature review

According to the curriculum 2013 which is implemented in senior high school, the tenth-grade students are expected to be able to express themselves in daily communication and familiar issues which are suitable with their age. In other words, English is expected to be a part of their life skills. Some texts which are considered as part of the life skills begin from texts that support daily communication needs, such as, descriptive, recount, narrative, procedures, and report. The level of their ability is expected to be around the B1 level of the CEFR (Common European Framework of Reference). In other words, they are able to deliver short functional text and are able sustain interaction and express their ideas clearly in the oral and written text.

The teaching of texts in curriculum 2013 is recommended to use genre-based approach. There are three main stages involved, namely, (1) deconstruction of the genre, (2) joint-construction, (3) independent construction (Derewianka, 2015). Deconstruction of the genre is an activity whereas the teacher shows to the students how the text structure is made and what language features are used. Meanwhile, joint-construction is an activity whereas the students come up with ideas to write and the teacher shows them how to shape the text accordingly to the model text. The teacher gives feedback on text to make it becomes effective and well-structured. The last step, independent construction, is the writing of a new text by the students themselves. They apply what they have understood from the second step and produce an identical text independently.

Theoretically, there are many types of text proposed by different writers. Among others, Oshima & Hongue (2016:11) describe that at least there are three types of text, namely, narrative, descriptive, and explanatory. A narrative text tells the readers about the chronological events of a story. The components of the text structure are divided into three or four main outlines: orientation, complication, resolution and or reorientation. Meanwhile, a descriptive text is a text genre which tells the readers how something looks like, smells like, and sounds like. The writers use spatial order to

help them organize the text into three main parts, namely, introduction, content, and conclusion. The other one, an explanatory genre is a text which deliver facts to the readers instead of the writer's opinions. It presents statistical number and other kinds of evidence about facts. Explanatory texts are more difficult to write than the two others as the two others can use the writer's background knowledge as well as common sense knowledge. Meanwhile, the explanatory texts require some careful pre-reading and research to come to the topic being written.

Narrative text delivers human beings' experiences whether explicitly or implicitly said (Gutierrez, Puello & Galvis, 2015). In general, narrative text tells a story intended to entertain readers. There are two types of narrative text, fictional and non-fictional (Anderson & Anderson, 2003). Fictional texts such as myths, fairytales, science fiction, historical fiction, horror stories, adventures, ballads. On the other hand, non-fictional texts include biography, story in one's life. It is common in narrative texts to use some language features, such as, process verbs, temporal conjunctions, simple past tense, and adverbs of time. Narrative texts have suspense and surprises for readers. Another purpose of narrative text is to make the readers think about a problem, to teach them about some moral lesson, or simply to encourage particular emotions, such as happiness, thrilled, sadness (Anderson & Anderson, 2003). Another purpose of narrative text is to make the readers think about a problem, to teach them about some moral lesson, or simply to encourage particular emotions, such as happiness, thrilled, sadness (Anderson & Anderson, 2003).

As have been said previously, a narrative text consists of three or four elements as the generic structure, namely, orientation, complication, resolution, and reorientation (Cohen, 2000). Orientation is the introduction of the setting and the participants. Complication is when problems are developing in the participants' lives. Meanwhile, resolution is the problem solving of the problems. Lastly, reorientation is the conclusion or moral of the story. As a narrative text circles around the pattern, the organization of text, grammar, vocabulary, mechanics are similar. Olson and Diller (1982:42) in Khairunnisa & Widodo (2019) say that comprehending the generic structure of the narrative text helps audience to understand the text more easily. In other words, writing a narrative text effectively requires a good

understanding of the generic structure as well.

Some previous studies report that writing narrative texts is difficult for many EFL students. For example, Diniya (2013) argues that many EFL students have low or inadequate knowledge about what and how to write a narrative text. Rahmawati & Musyarofah (2020) found in their studies that the lowest language skills among their two-third of participants was writing ability. Area of the weaknesses among others are the language features. Muliani, Norahmi & Asi (2020) reported that half of the ninth grade participants of their study had problems on how to use correct past tense, nouns, pronouns, verbal processes, and direct speech in writing stories.

To make the process of writing becomes engaging for the students, the teaching of narrative text may incorporate interesting material, such as picture-series on Instagram app. As reviewed by Anggita, Mahpul, & Riyantika (2021) social media could be a powerful tool to get engaged in the writing class. The social media has some advantages over other learning media, such as being interactive, creative, and highly social. As the results, when the students write, they already have a picture of their potential audience who will actually

read and hopefully enjoy what they write. In addition, writing skills can be sensed as a real-life activity which they need to acquired to fulfill their personal, social, or future needs.

Instagram app is considered as a multi-modal platform which use different semiotic elements, such as, color, visual, graphic, gesture, and spatial (Haryati, Kurniawan, & Nurhidayat, 2021). This platform is suitable for digital age teaching platform. By using a suitable platform, the teacher can directly nurture the students' multimodal literacy. Eventually, the students learn how critically view and use the multimodal text in their narrative text.

In the following, the assessment of writing elements which need to be acknowledged by the students in writing narrative texts is presented. There are five elements which must be fulfilled. According to Brown's (2007) proposal, the percentage is given to content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%).

**Table 1. The elements of writing adapted from Brown (2007)**

Aspects	Score	Performance Descriptive
Content (C) 30%	4	The topic is complete and clear and the detail are relating to the topics.
	3	The topics is complete and clear but the detail
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse of connective words.
	1	Identification is not complete and descriptions are arranged with misuse of connectives words.
Grammar (G) 20%	4	Very few grammatical or agreement in accuracies
	3	Few grammatical or agreement in accuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement in accuracies
Vocabulary (V) 15%	4	Effective choice of words and word forms
	3	Few grammatical or agreement in accuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15%	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation And

Aspects	Score	Performance Descriptive
- Spelling		capitalization
- Punctuation	2	It has frequent errors of spelling, punctuation and Capitalization
- Capitalization	1	It is dominated by errors spelling, punctuation and capitalization

## Method

The design of this research was quasi-experimental research. The design was chosen because the experiment was done in already established classes whereas simple random sampling was not possible to conduct. In quasi-experimental research design, there were two classes required as the experimental class and the controlled class. The experimental class was taught with the picture-series-on-instagram method and the controlled class was taught with the conventional method. The results of students writing ability from the experimental and controlled classes were compared. In this design, both experimental and controlled classes were given pre-test and post-test to find out the results of the intended experiment (Creswell, 2008).

The population of this research was the tenth-grade students of a public senior high school in Kampar. There were four classes of the tenth grade, namely, two classes of science (IPA) major and the classes of social (IPS) major. The sampling of the research were taken from the equal characteristics classes, they were class IPA 1 and IPA 2. The total number was ninety students.

The instrument to collect the data was two equal sets of writing test. One test was given as a pre-test in the day 1, before the experiment started; meanwhile, the post-test was given in the last day of the experiment as a post-test. Validity of each test in the research was ensured through content validity whereas expert-judgment was consulted. The tests were made in two equal versions to avoid the students answering identical tests which brought some potential threats of internal validity. Thus, even though the two test looked like different, but they were intended to measure equal elements of writing ability.

The results of students' writing test were scored by the two experts as the raters by referring to a writing rubric by Brown (2007). The writing rubric aimed to evaluate students' abilities in six components, namely, ability to (1) express ideas clearly, (2), use a wide-range of vocabulary (3), apply appropriate tenses (4) apply the mechanics correctly. Scores given by the raters from the pre-test and post-test were combined to yield the final scores of writing. The final scores of the post-test from both experimental and controlled classes were examined further to find out whether or not the pictures series on Instagram improve students' writing skills. The independent t-test via SPSS 17.0 was used as the formula to calculate whether or not a significant influence yielded.

## Results and Discussion

In order to test the hypothesis, namely, to find out whether there is or not a significance difference of students' writing ability between the experimental class, which was taught by using picture-series-on-instagram method, and the controlled class, which was using the conventional method, some systematic steps were followed. The first was administering the pre-test to collect the baseline scores of both experimental and controlled classes. The second was to find out the frequency distribution of the pre-test results. The third was administering the post-test to know the students' writing ability after treatment. The fourth was to find out the frequency distribution of the post-test results. The next was to present the results of the descriptive statistic of both pre-test and post-test. The fifth was to conduct the normality test whether the parametric formula would be used. When the data were normally distributed, the last step was to calculate the significant difference of students' writing ability between the experimental and controlled classes by using the independent t-test. Respectively, calculation results of each step is presented in the following.

**Table 2. The experimental and controlled classes' pre-test**

No	Respondents	Pre-Test					
		Experimental class			Controlled class		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	50	62,5	56,25	78,75	75	76,875
2	Student 2	57,5	66,25	61,875	50	50	50
3	Student 3	58,75	62,5	60,625	62,5	66,25	64,375
4	Student 4	75	75	75	75	50	62,5
5	Student 5	53,75	62,5	58,125	92,5	75	83,75
6	Student 6	53,75	75	64,375	75	50	62,5
7	Student 7	50	66,25	58,125	75	50	62,5
8	Student 8	75	71,25	73,125	75	75	75
9	Student 9	75	87,5	81,25	76,25	87,5	81,875
10	Student 10	71,25	92,5	81,875	75	75	75
11	Student 11	57,5	66,25	61,875	71,25	50	60,625
12	Student 12	50	62,5	56,25	58,75	50	54,375
13	Student 13	53,75	50	51,875	87,5	87,5	87,5
14	Student 14	50	62,5	56,25	57,5	50	53,75
15	Student 15	87,5	87,5	87,5	87,5	76,25	81,875
16	Student 16	50	62,5	56,25	92,5	75	83,75
17	Student 17	53,75	75	64,375	71,25	50	60,625
18	Student 18	50	42,5	46,25	75	75	75
19	Student 19	50	50	50	53,75	50	51,875
20	Student 20	96,25	95	95,625	62,5	50	56,25
21	Student 21	26,5	62,5	44,5	50	66,25	58,125
	<b>Total</b>	<b>1245,25</b>	<b>1437,5</b>	<b>1341,375</b>	<b>1502,5</b>	<b>1333,75</b>	<b>1418,125</b>
	<b>Mean</b>	<b>59,29</b>	<b>68,45</b>	<b>63,87</b>	<b>71,54</b>	<b>63,51</b>	<b>67,52</b>

Table 1 presents the experimental and the controlled classes' pretest scores given by two expert raters. In the experimental class, the mean-score given by rater 1 is 59.29 and the controlled class is 71.54 and. Meanwhile, rater 2 awarded a mean-score of 68.45 for the experimental class and 63.51 for the controlled class. After calculation, the total mean-score for

each experimental and controlled classes are 67.52 and 63.87. These mean-scores are below 70 and they are considered as a low category.

Furthermore, the distribution of the students's scores of the experimental and the controlled classes are presented in a separate frequency tables as follows.

**Table 3. Frequency of the experimental class's pre-test scores**

	Frequency	Percent	Valid Percent	Cumulative Percent
	44.500	1	4.8	4.8
	46.250	1	4.8	9.5
	50.000	1	4.8	14.3
	51.875	1	4.8	19.0
	56.250	4	19.0	38.1
	58.125	2	9.5	47.6
	60.625	1	4.8	52.4
	61.875	2	9.5	61.9
	64.375	2	9.5	71.4
	73.125	1	4.8	76.2
	75.000	1	4.8	81.0
	81.250	1	4.8	85.7
	81.875	1	4.8	90.5
	87.500	1	4.8	95.2
	95.625	1	4.8	100.0
	<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>100.0</b>

In table 3, the students' lowest score of writing in the experimental pre-test is 44.5 and the highest score is 95.625. In the table, more than half of students score below 61.625. In other words, more than half of the students were

below the baseline score. The table also shows that a quarter of the students score between 60.624-73.125. For the other quarter, they score between 75.00-95.625.

**Table 4. The frequency of the controlled class's pre-test scores**

	Frequency	Percent	Valid Percent	Cumulative Percent
	50.000	1	4.8	4.8
	51.875	1	4.8	9.5
	53.750	1	4.8	14.3
	54.375	1	4.8	19.0
	56.250	1	4.8	23.8
	58.125	1	4.8	28.6
	60.625	2	9.5	38.1
Valid	62.500	3	14.3	52.4
	64.375	1	4.8	57.1
	75.000	3	14.3	71.4
	76.875	1	4.8	76.2
	81.875	2	9.5	85.7
	83.750	2	9.5	95.2
	87.500	1	4.8	100.0
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>100.0</b>	

In table 4, the students' lowest score of writing in the controlled's pre-test lowest score is 50.00 and the the highest one is 87. In the table, more than half of the students score below

62.5. Another quarter score between 60.625-76.875. Meanwhile, the remaining students score between 76.875-87.50.

**Table 5. Post-test scores of the experimental and controlled classes**

No	Respondents	Pre-Test					
		Controlled Class			Experimental class		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	75	75	75	75	50	62,5
2	Student 2	80	66,25	73,125	75	75	75
3	Student 3	75	75	75	71,25	83,75	77,5
4	Student 4	71,25	87,5	79,375	96,25	96,25	96,25
5	Student 5	91,25	91,25	91,25	75	87,5	81,25
6	Student 6	75	75	75	75	75	75
7	Student 7	78,75	91,25	85	80	91,25	85,625
8	Student 8	58,75	58,75	58,75	91,25	91,25	91,25
9	Student 9	78,75	75	76,875	71,25	83,75	77,5
10	Student 10	91,25	87,5	89,375	91,25	96,25	93,75
11	Student 11	75	75	75	95	96,25	95,625
12	Student 12	91,25	87,5	89,375	95	87,5	91,25
13	Student 13	83,75	87,5	85,625	62,5	62,5	62,5
14	Student 14	91,25	78,75	85	75	75	75
15	Student 15	78,75	91,25	85	91,25	87,5	89,375
16	Student 16	61,25	87,5	74,375	91,25	91,25	91,25
17	Student 17	58,75	58,75	58,75	80	91,25	85,625
18	Student 18	50	96,25	73,125	95	96,25	95,625
19	Student 19	62,5	75	68,75	75	87,5	81,25
20	Student 20	75	75	75	87,5	91,25	89,375
21	Student 21	62,5	75	68,75	71,25	83,75	77,5
	<b>Total</b>	<b>1565</b>	<b>1670</b>	<b>1617,5</b>	<b>1720</b>	<b>1780</b>	<b>1750</b>
	<b>Mean</b>	<b>74,52</b>	<b>79,52</b>	<b>77,02</b>	<b>81,90</b>	<b>84,76</b>	<b>83,33</b>

Tabel 5 describes the post-test scores of the controlled class given by two raters. They seemed to have rather different evaluation of the students' writing. However, the mean of their scores are not far different namely 74,59 and

79,52 . Thus, the total mean-score is 77.02. Meanwhile, the post-test scores of the experimental class by two raters are 81.90 and 84.76. Thus the total mean is 83.33.

**Table 6. Frequency of the experimental class's post-test scores**

		PostTest of experimental			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62.500	2	9.5	9.5	9.5
	75.000	3	14.3	14.3	23.8
	77.500	3	14.3	14.3	38.1
	81.250	2	9.5	9.5	47.6
	85.625	2	9.5	9.5	57.1
	89.375	2	9.5	9.5	66.7
	91.250	3	14.3	14.3	81.0
	93.750	1	4.8	4.8	85.7
	95.625	2	9.5	9.5	95.2
	96.250	1	4.8	4.8	100.0
	<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>100.0</b>	

Table 6 shows the post-test results of the experimental class. From the table, it can be seen that 65.5 is the lowest score, meanwhile, 96.25 is the highest score. In the table, only two

students (9.5%) got score below 75. The rest 19 students were 75 and above. More than half of the students got score above 81.25. In other words, the results are satisfying.

**Table 7. Frequency of the controlled class's post test**

		PostTest of Controlled			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58.750	2	9.5	9.5	9.5
	68.750	2	9.5	9.5	19.0
	73.125	2	9.5	9.5	28.6
	74.375	1	4.8	4.8	33.3
	75.000	5	23.8	23.8	57.1
	76.875	1	4.8	4.8	61.9
	79.375	1	4.8	4.8	66.7
	85.000	3	14.3	14.3	81.0
	85.625	1	4.8	4.8	85.7
	89.375	2	9.5	9.5	95.2
	91.250	1	4.8	4.8	100.0
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>100.0</b>		

Table 7 shows the proportion of the post-test's scores in the controlled class. It is found that the lowest score is 58,75 and the highest score is 91.25. More than 80 % of the students score

above 70. Meanwhile, the highest frequency is 5 students (23,8%) who score 75 followed by three students (14,3%) who score 85. One student succeeded to score 91.25.



**Table 8. Descriptive Statistic of the pre-test and post-test of the experimental and controlled classes**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest of Experimental class	21	44.5	95.62	63.87	13.67
PostTest of Experiment class	21	62.5	96.25	83.33	10.09
PreTest of Controlled class	21	50	87.5	67.52	12.04
PostTest of Controlled class	21	58.75	91.25	77.02	9.05
Valid N (listwise)	21				

Table 8 shows the recapitulation of the descriptive statistics results of the experimental and controlled classes. They are, the minimum and maximum scores; mean-score of the pre-test and post-test; and the standard deviation. The pre test scores are respectively 63.87 and 67.52. Those mean-scores fall on less category. Meanwhile, the post-test mean-scores are 83.33 and 77.02. The mean-scores fall on good and enough category respectively. The standard deviation scores of both classes in pre-test (13.67 and 12.04) are found higher than in the post-test (10.09 and 9.05) even though the distribution of the scores are still similarly varied. It seems that the students' writing ability are highly diversified in both experimental and controlled classes .

Before turning to the last step of operating the parametric test of independent t-test to calculate whether a significant difference existed between the experimental and the controlled classes' scores, the normality test by Shapiro Wilk in SPSS 17.0 was conducted. The result is presented in table 8. It demonstrates that the significance value of each test of experimental and controlled classes is higher than 0.05. The detail of the calculated significant values are as follows: (1) pre-test experimental class score is 0.099 ( $0.099 > \alpha = 0.05$ ); (2) post-test experimental class score is 0.080 ( $0.080 > \alpha = 0.05$ ); (3) pre-test of controlled class score is 0.073 ( $0.073 > \alpha = 0.05$ ); (4) post-test experimental class score is 0.141 ( $0.141 > \alpha = 0.05$ ).

**Table 9. Normality test of the pre-test and post-test**

	Classes	Shapiro-Wilk		
		Statistic	df	Sig.
Writing test	Exp pre-test	.923	21	.099
	Exp post-test	.918	21	.080
	Cont pre-test	.916	21	.073
	Cont post-test	.930	21	.141

After finding out that the data is normally distributed, the statistics analysis of Independent Sample T- Test was employed to compare the post-test scores between the

experimental dan the controlled classes to measure a significant difference of writing ability between them. The results can be seen in table 10 as follows:

**Table 10. Data Analysis of Independent Sample T-Test  
Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
PostTest of Experimental and controlled classes	.697	.409	2.133	40	.039	6.309	2.958	.329	12.289

Table 10 displays the calculation results of the independent t-test between the scores of experimental and controlled classes' post-test via SPSS 17.00. In the table, the calculation of the significance value reads 0.039. As the significance value is lower than the  $t_{\text{table}}$  ( $0.039 < 0.05$ ), it means that the null hypothesis ( $H_0$ ) is rejected, and the the alternative hypothesis ( $H_a$ ) is accepted. In other words, it can be concluded that the use of picture-series-on-instagram has helped the students to improve their writing skills.

The findings of the research generally support the use of pictures in the EFL classroom to improve the learning process. Pictures as teaching media can be found in the listening, speaking, reading, and writing materials (see Harmer, 2015). Pictures help the teacher to focus the students' attention to understand something. As exemplified by Wening (2018), the use of pictures helps the students to develop their ideas more systematically so that their paragraphs are more easily understood by their readers. The use of pictures does not come alone. It requires the teachers' skills to guide the students through asking some questions about the pictures which in turn activate the students' background knowledge about what they have already known about the pictures. In the writing stage, the teacher give some examples how to use the relevant language features to express the order of events that the students can directly apply in their own writing. Often, the students may have different ideas which they can develop further through using the pictures as their guideline. The teacher can monitor and give feedback to students' draft. They can improve their way of expressing and organize sentences to be more cohesive and coherent, as well as in using grammar, vocabulary, and mechanics. In particular, findings of the present study lend support to the importance of the pictorial media

to facilitate the writing process (Styati, 2016). Picture series can be considered as authentic materials which give students real-life experiences in writing (Masood, 2013).

The topic of the present research is considered as a current issue, as the use pictures on social media in language teaching, especially writing, is relatively new, even though, some previous studies have conducted research on the application of instagram picture series to improve students' writing of different genres, such as, recount (i.e., Listiani, 2016; Sallamah & Sabiq, 2020), descriptive (i.e., Soviyah & Etikaningsih, 2018; Hilman, 2019), procedure (Rahmawati & Musyarofah, 2020), narrative texts (Rizkiyah, 2010; Ratnasari, 2010; Haryati, Nurhidayat, & Kurniawan, 2021). Likewise, instagram picture series method has been reported instrumental to help students to develop their creative ideas during writing process. The strength of the instagram picture series lies on its attractiveness as a social platform which is rich of multi-modal meanings, thus, out of the images, the students invent more personal interests which they can explore in their narrative text products (Haryati, Nurhidayat & Kurniawan, 2021). The use of instagram is more compelling since social media ignite students' interest more effectively. The students are writing with their own intrinsic goals thus they are more seriously involved in achieving the writing skills (Halimah, 2018). Halimah also reports that in term of classroom dynamic, the students ask their teacher and peers more often as they manage to complete their tasks. Here, the researchers can conclude that an interesting method can do a lot of improvement than a usual/conventional method.

## Conclusion

The findings of present research demonstrate that the use of picture-series-on-instagram has improved students' ability to write narrative texts. The students of experimental class could improve their writing performance significantly from pre-test's mean-score of 68,87 to post-test's mean-score of 83.33. When the effectiveness of the picture-series-on-instagram method was compared to the conventional method, a significance difference was found ( $0.039 < 0.05$ ). The results support previous findings which argue that instagram picture series is superior than the conventional method. In the digital age, the printed text alone seems less interesting compared to the images, especially when those images intentionally made by the social human beings which are published to the world to deliver some stories. Thus, the research recommend that the instagram picture series can be adopted as a variation of writing narrative texts in the EFL classes.

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