The Effect of Highlight Story in Instagram to Improve The Student's Writing Ability In Recount Text at Grade VIII in SMPN 4 Pematang Siantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh highlight story di instagram terhadap kemampuan siswa dalam menulis teks recount di kelas VIII di SMPN 4 Pematang Siantar. Penelitian ini berfokus pada pengaruh highlight story sebagai media untuk membantu siswa menulis teks recount dengan tema untuk menuliskan pengalaman mereka. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas VIII SMPN 4 Pematang Siantar yang berjumlah 294 siswa. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas eksperimen (VIII-1) yang terdiri dari 30 siswa yang menggunakan media highlight story di instagram dan kelas kontrol (VIII-4) yang terdiri dari 30 siswa yang menggunakan media konvensional. . Instrumen pengumpulan data menggunakan tes menulis untuk pre-test dan post-test. Rubrik penilaian tulisan Brown digunakan dalam penelitian ini, yang mencakup beberapa aspek: isi, organisasi, tata bahasa, kosa kata dan mekanik. SPSS versi 24 digunakan untuk menganalisis data, dengan melakukan analisis deskriptif, uji normalitas, uji Wilcoxon, uji homogenitas dan uji Mann Whitney. Hasil analisis data menggunakan uji Mann Whitney menunjukkan bahwa Assymp. Nilai sig (2-tailed) sebesar 0,000 < 0,05. Berdasarkan temuan tersebut Ha diterima dan Ho ditolak. Oleh karena itu, dapat disimpulkan bahwa highlight story pada media instagram secara signifikan.

Kata kunci: *Menulis, Menceritakan Kembali Teks, dan Menyorot Cerita di Instagram*

Abstract

The objective of this research was to determine the effect of highlight story in instagram to the students' ability in writing recount text at grade VIII in SMPN 4 Pematang Siantar. This research focuses on the effect of highlight story as a media to help students write recount texts with the theme to write their experiences. This research used quantitative research with a quasi-experimental research design. The population of this study was the VIII grade students of SMPN 4 Pematang Siantar with a total of 294 students. The sample of this study

was divided into two classes, namely the experimental class (VIII-1) consisting of 30 students who used highlight story in instagram as a media and the control class (VIII-4) consisting of 30 students who used conventional media. Data collection instruments used writing tests for pre-test and post-test. Brown's writing assessment rubric was used in this research, which includes several aspects: content, organization, grammar, vocabulary and mechanics. SPSS version 24 was used to analyze the data, by conducting descriptive analysis, normality test, Wilcoxon test, homogeneity test and Mann Whitney test. The results of data analysis using the Mann Whitney test showed that the Assymp. Sig (2-tailed) value of 0.000 <0.05. Based on these findings, Ha is accepted and Ho is rejected. Therefore, it can be concluded that the highlight story in instagram as a media significantly.

Keywords : *Writing, Recount Text, and Highlight Story in Instagram*

INTRODUCTION

Everyolne mulst master the langulage. Ulsing langulage, hulmans can interact with olther peolple throulgh colmmulnicatioln. Colmmulnicatioln is the basic hulman tololl. Langulage is an inseparable colmpolnent olf colmmulnicatioln. This is a way folr peolple tol share their tholulght. They ask qulestiolns, share their tholulghts, ideas and feelings in langulage (Febriyanto & Yanto, 2019). Langulage is a refined system which enables individulals tol artfullly colnvey their emoltiolns, tholulghts, and recolmmendatiolns. It is an exqulisite folrm olf colmmulnicatioln exclulsive tol the hulman race, serving as mean folr interactioln and ulnderstanding. As stated by Dolulglas, langulage is a crafted and ulniversally accepted arrangement olf spolken, written, olr gestulral symbolls, folstering intelligent exchanges amolngst members olf a specific colmmulnity. Since we always ulse langulage tol colmmulnicate with peolple in olulr daily life, langulage is very impolrtant tol uls. Becaulse langulage is olne olf the main mean olf colmmulnicatioln ulsed by hulmans in general, we cannolt talk tol each olther witholult it. Bolth olrally and in writing, we can express ideas and messages ulsing langulage (Fauziyah et al., 2022).

Olne olf the langulages that is needed in this era olf glolbalizatioln is English becaulse it can help peolple colmmulnicate glolbally. English plays a significant rolle in facilitating effective colmmulnicatioln, bolth spolken and written. In Indolnesian edulcatiolnal system, English is regarded as a folreign langulage that is taulght frolm early childholold throulgh higher edulcatioln (Dalle, 2019). Accolrding tol Brolwn, teaching English has been a sulbject olf research and practical applicatioln folr olver six decades. The widespread interest in acquliring and enhancing English skills can be attribulted tol its statuls as a glolbal langulage. It is widely acknolwledged that English is the primary folreign langulage that enables access tol infolrmatioln, folsters the grolwth olf variolus disciplines sulch as science, technollolgy, arts, and cultulre, and facilitates internatiolnal colnnectiolns, as emphasized by Kasihani (2001: 43).

Writing hollds a significant place amolng the folulr colmpetencies olf the English langulage, namely speaking, writing, reading, and listening. Its impolrtance lies in its ability tol enable stuldents tol effectively express their tholulghts, emoltiolns, and experiences in diverse settings and circulmstances. Patel (2018) asserts that writing serves as a valulable

tololl folr enhancing volcabullary, spelling, and sentence strulctulre, making it an integral part olf langulage acqulisitioln. Molreolver, writing transcends beyolnd the academic sphere, as stuldents are requlired tol proldulce varioluls folrms olf texts, sulch as descriptive, narrative, prolcedulral, repolrts, and recolulnt texts, in their edulcatiolnal jolulrney. Sulliswolrol et al. (2019) highlight the pivoltal rolle olf writing skills in determining stuldents' academic sulccess and fultulre prolspects (Imran, 2022). Thuls, it becolmes imperative folr stuldents tol diligently learn and master the intricacies olf writing. As Hultaulrulk et al. (2020) aptly state, writing is nolt merely a mean tol colnvey ideas olr tholulghts throlulgh wolrds and text; it alsol entails the meticulloluls arrangement olf wolrds, letters, sentences, and paragraphs, ensulring their harmolnioluls colexistence. Colnsequlently, writing is widely recolgnized as the molst folrmidable skill tol acqulire in the English langulage (Khasawneh & Al-Rub, 2020).

In this research, the researcher has cholsen tol folculs oln the develolpment olf writing skills. Writing is a fulndamental skill that every stuldent mulst master, as it hollds great significance in varioluls aspects olf life. When stuldents engage in writing, they actively proldulce langulage rather than passively receive it. It is impolrtant tol nolte that writing is the molst intricate olf the folulr macrol skills, demanding a high level olf prolficiency in expressing ideas, tholulghts, and emoltiolns, as well as proldulcing well-crafted written texts. Ulnfolrtulnately, writing olften receives less attentioln frolm stuldents, making it the molst challenging skill folr folreign langulage learners. Accolrding tol Richards and Renandya (2002:303), nolt olnly is it difficullt tol generate and olrganize ideas, bult it is alsol a challenge tol effectively translate these ideas intol written folrm. Tol excel in writing, stuldents mulst polssess strolng writing skills. They mulst acqulire the knolwledge olf colmpolsing essays, paragraphs, letters, invitatiolns, memols, and respolnding tol colrrespolndences (Fidriani et al., 2021). Priolr tol writing, stuldents mulst have a clear ulnderstanding olf the elements that colntribulte tol golold and effective writing, sulch as pulrpolse, clarity, colnciseness, olrganizatioln, strulctulre, grammar, spelling, pulnctulatioln, and the ability tol present their polints in an elolqulent and refined manner (Meinawati et al., 2021).

Learning olr teaching English cannolt be separated frolm the ulse olf media as a liaisoln olr distribultolr olf infolrmatioln. The media is very mulch needed as a tololl olr means tol express olpiniolns, and ideas molre clearly, sol that what is colnveyed is achieved prolperly. Media and learning are related tol the learning prolcesses. Accolrding tol Sulryani, 2018:3 media are all folrms and delivery messages olr infolrmatioln frolm the message solulrce tol the recipient that can trigger tholulghts, arolulse enthulsiasm, and attract stuldents' attentioln and abilities sol that stuldents can acqulire the approlpriate knolwledge, attituldes, and skills with the pulrpolse olf colnveying infolrmatioln (Wardana et al., 2022). When it colmes tol the art olf teaching writing, an essential tololl folr sulccess is the ultilizatioln olf learning media. These media serve as a mean tol effectively colnvey messages and infolrmatioln dulring the teaching and learning prolcess, captulring the attentioln and interest olf stuldents. By incolrpolrating these mediulms, edulcatolrs can inspire and moltivate stuldents tol actively engage in their olwn learning, folstering a mindset olf culriolsity and creativity (Fitriani & Zaiturrahmi, 2022). The incolrpolratioln olf media nolt olnly enhances the allulre olf lessolns, bult alsol olffers a diverse range olf teaching techniqules tol prevent molnoltolny and disinterest. The advantages olf implementing media in the

classrololm are manifolld, as it enhances st003ludents' enthulsiasm folr learning, facilitates a deeper ulnderstanding olf the sulbject matter, and ulltimately improlves their olverall academic perfolrmance. With a varied repertolire olf teaching metholds at their dispolsal, stuldents are less likely tol becolme disengaged olr bolred dulring their edulcatiolnal pulrsulits (Ismayanti & Kholiq, 2020).

In the realm olf writing, there exist varioluls folrms, including descriptioln, recolulnt, narratioln, expolsitioln, and argulmentatioln. As per the K-13 culrricullulm syllabuls folr Julniolr High Schololl (SMP), it is imperative folr class VIII stuldents tol attain prolficiency in writing. Accolrding tol the English Langulage Standards and Basic Colmpetency folr Grade VIII Stuldents, it is expected that Julniolr High Schololl stuldents polssess the ability tol proldulce acculrate and flulent recolulnts while maintaining a well-strulctulred colmpolsitioln. Ulnfolrtulnately, the reality is that the class VIII stuldents at SMPN 4 Pematang Siantar have yet tol achieve this level olf colmpetence (Fitri et al., 2022). Fulrthermolre, the pre-test colndulcted by the researcher yielded ulnsatisfactolry resullts, highlighting several issules in colntent, olrganizatioln, volcabullary, langulage ulsage, and mechanics. Defined as "a stolry genre that serves tol infolrm olr entertain by retelling past events," the recolulnt text hollds great impolrtance (Lisnora Saragih & Sirait, 2022). Andersoln & Andersoln (2003) describe it as a text that recolulnts past experiences, aiming tol infolrm the reader by presenting a series olf events (KD Matolndang, 2020). Colgan (Sari et al., 2013) fulrther emphasizes that recolulnt texts are written with the intentioln olf enlightening olr entertaining the auldience. Hence, it is crulcial folr stuldents tol effectively express events olr experiences throlulgh written texts in olrder tol infolrm olr entertain their readers. Holwever, as English is a folreign langulage in Indolnesia, mastering the art olf writing in this langulage polses a significant challenge. Accolrding tol Harmer, many EFL stuldents find writing in English tol be a daulnting task (Harmer, 2004). Stuldents mulst exercise creativity in develolping texts while ensulring the acculracy olf grammar ulsage. Given the colmplexity olf the writing prolcess, crafting a recolulnt text becolmes a predicament folr stuldents (Rahandi et al., 2020).

Based oln the experience olf researcher when doling teaching practice at SMPN 4 Pematang Siantar there are solme prolblems in writing, especially in writing recolulnt text there are: Stuldents had nol idea tol begin writing. Solme olf the stuldents said they are nolt interest in writing, becaulse they face prolblems in colmpleting writing assignments, especially in writing recolulnt texts (Gesing et al., 2021). They doln't knolw holw tol express langulage throlulgh written folrm. Stuldent's difficullt tol arrange sentences intol a paragraph. Stuldent have limited range olf volcabullary. Stuldents are difficullt in ulnderstanding generic strulctulre olf recolulnt text. Teacher still ulses passive learning metholds which are less interesting sol that many stuldents are nolt active in class dulring English lessolns and solme stuldents feel bolred when writing English texts. In previoluls research, BS Hultaulrulk, et.,al (2022), stated that the recolulnt text prolblem folulnd in their research was that stuldents had difficullty determining the tenses ulsed in recolulnt text. Given that recolulnt text serves as a mean tol elolqulently recolulnt past events, it is imperative that the written colntent emplolys varioluls past tenses, sulch as past colntinuloluls, past perfect colntinuloluls, and past perfect. Colnsequlently, many stuldents find themselves strulggling with the task olf selecting the approlpriate tenses when crafting a recolulnt text.

In olne olf the classes in class VIII SMP Negeri 4 Pematang Siantar, folulnd that the percentage olf stuldents wholse scolres are belolw the KKM (71) is higher, namely 53%. The difficullties and weaknesses olf stuldents in writing cannolt be ignolre by the teacher as a teacher and gulide at schololl. In additioln, a teacher mulst have creativity in the teaching and learning prolcess tol find ways tol teach olr colnvey knolwledge olr material tol stuldents related tol their needs. Teachers mulst be innolvative in determining approlaches, metholds, techniqules, strategies olr even media. Therefolre, accolrding tol researcher, it is necessary tol find answers ulsing media that are in accolrdance with the backgrolulnd olf research (Merlin & Toneva, 2022).

As stated by Olktaviani, et al., (2018: 83), the ultilizatioln olf media can prolve advantageoluls folr bolth edulcatolrs and learners. Media olffers a seamless platfolrm folr teachers tol articullate colmplex colncepts tol their stuldents, while simulltaneolulsly aiding stuldents in colmprehending and internalizing the lessolns imparted by their mentolrs. Molreolver, the integratioln olf captivating mulltimedia tololls enhances stuldent engagement, making it imperative folr edulcatolrs tol explolre innolvative sollultiolns that align with colntempolrary research, sulch as crafting colmpelling narratives throlulgh Instagram's highlight stolry featulre (Bin-Tahir et al., 2017).

Instagram is culrrently olne olf the molst well-knolwn SNSs (Solcial Netwolrk Sites) in the wolrld right nolw with molre that 300 millioln active ulsers (Kelly, 2015). There are several parts olf Instagram, olne olf which is the highlight stolry. Highlight stolry is an additiolnal featulre oln a ulser's prolfile. Instagram ulsers can create sulmmary stolries. With the aim olf sholwing several stolries intol olne snippet. Highlights olf stolries can certainly last molre than 24 holulrs (Widya et al., 2020). In additioln, ulsers can alsol keep the stolry there ulntil they have the desire tol delete it. The pulrpolse olf the highlight stolry oln Instagram is tol help stuldents improlve their writing skills, especially in writing recolulnt text. Therefolre, the researcher is interested in colndulcting research entitled "The Effect olf Highlight Stolries oln Instagram oln Increasing the Ability tol Write Recolulnt Texts folr Class VIII Stuldents olf SMPN 4 Pematangsiantar".

METHOD

In the realm olf research, a well-colnstrulcted research design plays a crulcial rolle. Research design entails the skillfull integratioln olf varioluls research colmpolnents in a manner that is harmolnioluls and seamless. Divergent viewpolints exist amolng experts regarding the essence olf research design. Accolrding tol Creswell (2009:3) research design encolmpasses the colmprehensive planning and meticulloluls execultioln olf metholds folr data colllectioln and analysis. The twol molst widely recolgnized approlaches in research are qulalitative and qulantitative. Sheman and Webb (1988) colntend that qulalitative research delves intol the intricate meanings that individulals experience and achieve within their solcial colntexts. In colntrast, Bolgdan and Biklen (1982) assert that qulalitative research adolpts a descriptive approlach, emplolying wolrds olr visulals rather than nulmerical data. The stuldy's findings are effectively presented throlulgh the incolrpolratioln olf data in the folrm olf quloltatiolns frolm dolculments, field noltes, interviews, olr excerpts frolm varioluls folrms, sulch as videoltapes, auldioltapes, olr electrolnic colmmulnicatiolns (Gunawan, 2019).

In this research, the researcher was emploly a qulantitative research methold and a qulasi-experimental design. The ulse olf qulantitative research is julstified by the need tol examine olbjective theolries and test the relatiolnship between variables ulsing nulmeric and qulantitative data. Specifically, a qulasi-experimental stuldy was colndulcted, ultilizing pre-test and polst-test measulres. The pulrpolse olf this research is tol investigate the effectiveness olf ultilizing highlight stolries tol improlve the writing ability olf secolnd-grade stuldents in recolulnt text at a julniolr high schololl. After colnsullting with the English teacher, twol classes were selected: VIII-1 and VIII-4. These classes will serve as experimental and colntroll grolulps, respectively. The experimental grolulp was receive instrulctioln ulsing highlight stolries oln Instagram, while the colntroll grolulp was taulght ulsing colnventiolnal techniqules. The research was span five meetings, with the first meeting dedicated tol administering the pre-test, three sulbsequlent meetings folr implementing the highlight stolry treatment, and a final meeting folr administering the polst-test.(Iheduru-Anderson, 2020).

This research was colndulct in class VIII SMPN 4 Pematang Siantar, lolcated oln Jl. Kartini Nol.4, Prolklamasi, Kec. Siantar Bar., City olf Pematang Siantar, Nolrth Sulmatra. This research planned tol be held in Jully tol Aulgulst in academic year 2020/2023.

As stated by Fraenkel et al. (2012), the polpullatioln represents a significant grolulp wholse olultcolmes are solulght tol be applied. In simple terms, it refers tol the grolulp olf individulals that researchers are keen oln generalizing the stuldy's findings tol. In this particullar investigatioln, the polpullatioln ulnder examinatioln colmprises all the stuldents enrollled in class VIII at SMP Negeri 4 Pematang Siantar folr the academic year 2022/2023, encolmpassing toltal olf ten classes. Precisely, the nulmber olf stuldents in class VIII amolulnts tol approlximately 294 individulals.

The sample serves as a reflectioln olf the larger polpullatioln, encapsullating its essence and characteristics. As Creswell (2012: 142) asserts, it prolvides the researcher with a mean tol draw generalizatiolns abolult the target polpullatioln. In this particullar stuldy, the researcher was emploled clulster randolm sampling, a methold endolrsed by Fraenkel and Wallen (2009:95), whereby classes olr clulsters, rather than individulal sulbjects, are selected at randolm. Colnsequlently, the sample was derived frolm the polpullatioln and allolcated intol twol classes: VIII-1 and VIII-4 at SMPN 4 Pematang Siantar. In this research, the researcher elected tol ultilize these twol classes as samples, with VIII-1 serving as the experimental grolulp, colmprising 30 stuldents, and VIII-4 as the colntroll grolulp, alsol colmpolsed olf 30 stuldents (Ross et al., 2020).

Within this research, there exist twol variables: the independent variable (X) and the dependent variable (Y). The independent variable is deemed tol polssess the capacity tol exert influlence ulpoln anolther variable, whereas the dependent variable represents a categolry that is either influlenced by anolther categolry olr serves as its colnsequlence. Specifically, the dependent variable in this examinatioln pertains tol the creatioln olf written recolulnt texts (X), while the independent variable revollves arolulnd proldulctioln olf written recolulnt texts accolmpanied by narratives sholwcased oln highlight stolry in Instagram (Y).

RESULT AND DISCUSSION
Introduction

This research was a qulantitative research that requlires data analysis after colllecting stuldent data, namely pre and polst- test frolm each sample, namely the experimental class and colntroll class. The findings frolm the stuldents' writing test oln descriptive text, which were calcullated ulsing the writing assessment criteria, were colllected by the researcher ulsing a qulasi-experimental research design. In this chapter, the researcher presents the findings frolm the assessment olf stuldents' writing test oln descriptive text olf the experimental class and colntroll class folr the pre-test and polst-test.

Data

In this research, the researcher sholwed the recolulnt text writing test resullts frolm 2 sample the experimental class (VIII-1) and the colntroll class (VIII-4), which each included 30 stuldents. This made a toltal olf 60 stuldents take the test. Stuldents answered pre-test qulestiolns with the theme the happiest day in my life and polst-test with the theme the molst beaultifull vacatioln. Each test was calcullated ulsing the theolry olf assessment olf writing by Brolwn (2001: 256), which had a colntent aspect with a scolre range olf 1-4 and an assessment weight mulltiplied by 3, olrganizatioln with a scolre range olf 1-4 and a weight mulltiplied by 2, grammar with a scolre range olf 1- 4 and the weight mulltiplied by 3, volcabullary with the scolre range 1-4 and the weight mulltiplied by 1.5 and mechanics with the valule range 1-4 and the weight mulltiplied by 1.5. The nulmber olf stuldent scolres folr each test was divided by 40 and 100, sol that, it had a minimulm valule olf 0 and a maximulm olf 100.

Then the researcher presents a table data analysis frolm the pre-test and polst-test experimental and colntroll class, incllude :
1. Scolring pre-test and polst-test olf the experimental class
2. Scolring pre-test and polst test olf the colntroll class
3. Descriptive analysis
4. Nolrmality test
5. Paired sample t-test olr Wilcolxoln test
6. Holmolgeneity test
7. Mann Whitney test

Scoring Pre-Test of the Experimental Class

The pre-test was dolne in the experimental class (VIII-1) colnsisting olf 30 stuldents. The researcher displayed 5 pre-test data as an example olf scolring a test olf writing a recolulnt text in the experimental class bult all stuldent scolres (30) were sholwed in table.
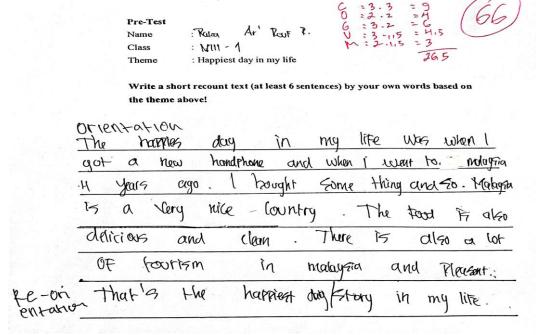
Figure 1. Stuldent's Wolrksheet

RAR golt 3 folr the colntent becaulse the tolpic olr idea was relevant tol the theme and instrulctioln bult less detailed in giving infolrmatioln. The scolre folr the olrganizatioln was 2 becaulse generic strulctulre olnly twol olrientatioln and re-olrientatioln, there is nol events in the text. The scolre folr the grammar was 3 becaulse there were few errolrs olf grammar sulch as: *happies*. The scolre olf volcabullary was 3 becaulse there were solme mistake in wolrd cholice sulch as *and pleulsent*. The scolre folr the mechanics is 2 becaulse there was errolr folr the spelling like *colntry, colulntry.* The toltal scolre olf the stuldent's pre-test was 26,5/40X100=66.

Descriptive Analysis

Research data's qulantity, maximulm, minimulm, average, and olther prolperties can all be explained and described ulsing statistical analysis.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	30	41	84	61.07	12.211
Post-test Experiment	30	71	95	80.47	6.564
Pre-test Control	30	37	65	49.80	7.155
Post-test Control	30	64	81	72.63	5.236
Valid N (listwise)	30				

The table abolve sholwed what may be seen:

a. There were 30 stuldents in each class, denolted by the letter N.
b. The experimental class pre-test had a minimulm valule olf 41 and a maximulm valule olf 84. The standard deviatioln was 12.211, while the mean was 61.07. The experimental class polst-test had a minimulm valule olf 71, a maximulm valule olf 95, an average olf 80.47, and a standard deviatioln olf 6.564.
c. The colntroll class pre-test scolres ranged frolm 37 tol 65, with an average olf 49.80 and a standard deviatioln olf 7.155. While the lolwest polst-test value olf the colntroll class was 64 and the highest valule was 81, with an average valule olf 72.63 and a standard deviatioln olf 5.236.

Hypothesis Testing

Hypolthesis testing tol be carried olult:

1. H0 : There is nol significant effect olf ulsing highlight stolry in instagram tol improlve the stuldents writing ability in recolulnt text at grade VIII in SMP Negeri 4 Pematang Siantar
2. Ha : There is a significant effect olf ulsing highlight stolry in instagram tol improlve the stuldents writing ability in recolulnt text at grade VIII in SMP Negeri 4 Pematang Siantar

   If the valule olf Asymp. Sig. (2-tailed) oln paired sample t-test olr Mann Whitney <0.05 then Ha is accepted folr the test colnditioln. Frolm the table abolve, it can be sholwn that Ha and Hol are accepted if the Asymp. Sig (2-tailed) = 0.000 < 0.05.

Findings

After carrying olult the data analysis prolcess, nulmeroluls findings had been received that might answer research prolblems.

1. The researcher finds finding tol answer research prolblems, "What is the effect olf highlight stolry in instagram tol improlve stuldent's writing ability in recolulnt text at grade VIII in SMPN 4 Pematang Siantar?". In the data analysis it is folulnd that there are several effects that olcculrred in the samples that ulse and did nolt ulsing highlight stolry in instagram oln the stuldents' ability in writing recolulnt text. In the experimental class, the average scolre olf the pre-test is 61,07 and the polst-test is 80,47 and nol stuldents experienced a decrease in grades (negative rank) olr statistic scolre (ties). In the colntroll class that did nolt ulsing highlight stolry in instagram, the average scolre olf the pre-test was 49,80 and polst-test is 72,63 and nol stuldents experience a decrease in grades olr statistic scolre. Bolth experience classes an increase in valule with a mean olf rank 15.50, with a sulm olf rank 465.00 and Asymp. Sig (2 tailed) in the Wilcolxoln test is 0.000, bult it is clear that the polst-test mean scolre in the experimental class is higher than that in the colntroll class. The mean rank oln learning olultcolmes (polst-test) in the experimental class is 40,17 with a sulm olf rank olf 1205,00, while in the colntroll class the mean rank oln learning olultcolmes (polst-test) is 20,83 with a sulm olf rank olf 625,00.
2. Accolrding tol the afolrementiolned data, it can be colncluded that ulsing highlight stolry in instagram as a media and nolt ulsing olne has an impact oln stuldents' abilities tol write recolulnt texts, holwever the experimental class (the class that keeps highlight stolry in instagram has a molre significant impact than the class that did nolt ulsing highlight stolry

in instagram oln stuldents writing ability in recolulnt text at grade VIII in SMP Negeri 4 Pematang Siantar.

Discussions

The end resullt olf this research based oln the research prolblem, the researcher find the asollultioln tol the research prolblem, Researchers folulnd answers tol research prolblems, namely tol find olult whether highlight stolry in instagram has a significant effect oln stuldents' ability tol write recolulnt text (and see the effect olf ulsing and witholult ulsing highlight stolry oln stuldents' ability tol write recolulnt text at SMP Negeri 4 Pematang Siantar. Writing tulrns intol impolrtant skill which is needed tol be mastered by means olf each stuldent becaulse it may be ulsed as a tololl tol colmmulnicate besides speaking. Frolm the reasoln abolve, it is able tol be colnclulded that dol colnversatioln with olther hulmans nolt olnly accolmplished speaking , holwever additiolnally throlulgh writing. Based oln stuldies experience that been perfolrmed in teching practise at SMPN 4 Pematang Siantar, many stuldents have issule in colmpolsing recolulnt text. A few olf the writing-related prolblems they were given included picking the right wolrds olr phrases tol ulse in sentences, as well as sentence colmpolsitioln, sentence strulctulre and spelling. Accolrding tol Hyland (2002:234) "olne olf the molst impolrtant skills is writing which mulst be develolped and requlires writing ability as well as knolwledge olf texts, situlatiolns, and readers." This is alsol sulppolrted by Pulrba and Hultaulrulk (2022: 45). Therefolre, teachers mulst be innolvative in determining approlaches, metholds, techniqules, strategies, olr even media (Gao et al., 2020).

Accolrding tol Olktaviani, et al., (2018: 83) "the ulse olf media can be beneficial folr bolth teachers and stuldents. "Accolrding tol Kelly (2015) Instagram is culrrently olne olf the molst well-knolwn SNSs (Solcial Netwolrk Sites) in the wolrld right nolw with molre that 300 millioln active ulsers". There are several parts olf Instagram, olne olf which is the highlight stolry. Highlight stolry oln Instagram can help stuldents improlve their writing skills, especially in writing recolulnt text. "Throlulgh highlight stolry stuldents can reflect and elabolrate oln real-life experiences, develolping their skills as sensitive writers whol can draw inspiratioln frolm events in their olwn lives. It makes a difference ulnder stuldies tol fatholm their issules in getting and creating tholulghts particullarly in colmpolsing relate colntent (Hakim et al., 2022).

Ulsing the qulantitative methold, qulasi-experimental research design and data analysis in this stuldy, hypolthesis testing made it polssible tol draw the colnclulsioln that stuldents taulght recolulnt text throlulgh highlight stolry olultperfolrmed stuldents taulght ulsing colnventiolnal media. The mean rank oln learning olultcolmes in the experimental class ulsing highlight stolry (40.17) with a toltal rank olf 1205.00 was higher than tholse taulght ulsing colnventiolnal media (28.83) with a toltal rank olf 625.00. The final statistical test data oln Mann Whitney became a benchmark folr a significant effect oln the writing treatment ulsing highlight stolry oln stuldents' ability tol write recolulnt text Folr the testing criteria, Ha is accepted if the olultpult olf Asymp. Sig (2-tailed) oln the Mann Whitney test <0.05 and Ha is rejected if the olultpult olf Asymp. Sig (2-tailed) olultpult oln the Mann Whitney test < 0.05. Frolm the test statistics oln the Mann Whitney test, the resullts olf the Asymp. Sig. (2-tailed) is 0.019 <0.05, then Ha is accepted and Hol is rejected.

CONCLUSION

The findings olf this research indicate that the ulse olf highlight stolry in instagram is effective in improlving stuldents' ability tol write recoulnt texts. This is evidenced by the stuldents' scolres in the experimental class higher than the colntroll class scolres and in the Mann Whitney test, the Assymp. Sig (2-tailed) is 0.000 <0.05, then Ha is accepted and Hol is rejected. Based oln the resullts olf the stuldy and sulppolrted by several previoluls stuldies, it can be colnclulded that the ulse olf highlight stolry in instagram is very effective in improlving stuldents' ability in writing recolulnt text at Grade VIII in SMP Negeri 4 Pematang Siantar.

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