

THESIS

**USING SOCIAL MEDIA FOR STUDENT ENGLISH
WRITING SKILLS IN NARATIVE TEXT**



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ADVISOR APPROVAL SHEET

Thesis title:

**USING SOCIAL MEDIA FOR STUDENT ENGLISH
WRITING SKILLS IN NARATIVE TEXT**

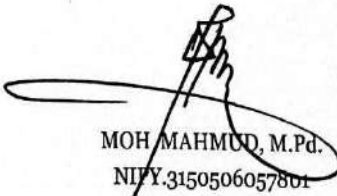
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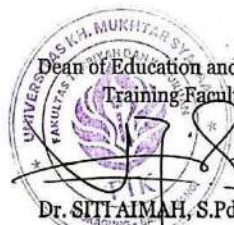


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MOTTO AND DEDICATION

Motto:

قُرْبِي بِاللَّيْنِ نَصْرُ إِنْ أَلَّ عَوْدَ

"Remember, Allah's help is near"

شيء كل خسرت الصلاة فاتتك فإن، صلاتك على حافظ

"Keep your prayer, when you miss prayer, you will lose everything"

(Umar bin Khattab)

Dedication:

I dedicate this final project to my beloved parents, Mrs. Sri Purwanti and Mr. Sarbi who always give me advice so that I remain steadfast and optimistic in completing this final project. Also not forgetting my two younger siblings, Fadjar and Royhan who make me even more enthusiastic to become the first graduate in my family. Furthermore, to all my friends of Tbig 2021 who have witnessed the joys and sorrows of my struggle in compiling my thesis. I also express my deepest gratitude to the Rector, Dean, and Head of the English Language Education Study Program, KH. Mukhtar Syafa'at Blokagung University, Banyuwangi Regency, Central Java, Dr. KH. Ahmad Munib Syafa'at, Lc. MEI, Dr. Siti Aimah, S.Pd.I., M.S. and Ahmad Faruk, M.Pd. for the guidance and support that has been given. To my supervisor, Mr. Moh Mahmud, M.Pd., thank you for the invaluable guidance in this research. May we all always be people who are always grateful for the blessings that Allah has given us all, and may we all always be under His protection, Aamiin Yaa Robbal Aalamiin.

STATEMENT
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I solemnly declare that the final project of the thesis entitled "USING SOCIAL MEDIA FOR STUDENT ENGLISH WRITING SKILLS IN NARATIVE TEXT" is entirely the result of my own research/work, except for the parts that are referred to by the source.



Banyuwangi, 26 Juni 2025



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ABSTRACT

Syahri, Aninda khoirunisa. 2025. " using social media for student english writing skills narative text".english education department faculty of tarbiyah and teachers training universitas kh. Mukhtar syafaat(UIMSYA) blokagung banyuwangi.
advisor Moh Mahmud, M. pd

Keywords: social media, writing skills, narrative text,

The limited exposure to English in students' daily lives often hinders the development of their writing skills, particularly in narrative texts. The purpose of this study was to understand how students utilize digital media to develop their English narrative writing skills. The focus of this research was on the experiences of eleventh-grade students at SMA Negeri 1 Muncar who write through digital platforms such as Instagram, WhatsApp, and YouTube.

The research method used was descriptive qualitative. Data were collected through interviews, observations, and documentation of students' digital writing. The researcher served as the primary instrument in the data collection and analysis process to gain a deeper and contextual understanding.

The results showed that digital media helped students express ideas more creatively and engagingly, and facilitated the process of sharing and receiving feedback from others. However, this study also identified several obstacles, such as limited internet access and differences in digital literacy skills among students.

ABSTRAK

Syahri, Aninda Khoirunisa. 2025. "Pemanfaatan Media Sosial untuk Keterampilan Menulis Bahasa Inggris Siswa pada Teks Naratif". Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.
Pembimbing Moh Mahmud, M.Pd

Kata Kunci: media sosial, keterampilan menulis, teks naratif

Keterbatasan paparan Bahasa Inggris dalam kehidupan sehari-hari siswa sering kali menghambat perkembangan keterampilan menulis mereka, khususnya dalam teks naratif. The purpose of this study was to understand how students utilize digital media to develop their English narrative writing skills. The focus of this research was on the experiences of tenth-grade students at SMA Negeri 1 Muncar who write through digital platforms such as Instagram, WhatsApp, and YouTube.

Metode penelitian yang digunakan adalah deskriptif kualitatif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi tulisan digital mahasiswa. Peneliti berperan sebagai instrumen utama dalam proses pengumpulan dan analisis data untuk mendapatkan pemahaman yang lebih mendalam dan kontekstual.

Hasil penelitian menunjukkan bahwa media digital membantu mahasiswa mengekspresikan ide secara lebih kreatif dan menarik, serta memfasilitasi proses berbagi dan menerima umpan balik dari orang lain. Namun, penelitian ini juga mengidentifikasi beberapa kendala, seperti keterbatasan akses internet dan perbedaan keterampilan literasi digital antar mahasiswa.

FOREWORD

Alhamdulillah, all praise be to Allah SWT, this final journal article assignment can only be completed solely because of His grace, blessing and love. May peace and blessings continue to be bestowed upon the Prophet Muhammad SAW. Who is a role model for his people.

The author fully realizes that without the assistance of various parties, this final journal article assignment would not have been completed properly. Therefore, on this occasion the author would like to thank:

1. Dr. KH. Ahmad Munib Syafa'at, Lc., M.E.I. As the Chancellor of KH. Mukhtar Syafaat University, Blokagung, Banyumas Regency.
2. Dr. Siti Aimah, S.Pd.I., M.Si. As the Dean of the Faculty of Tarbiyah and Teacher Training.
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4. Moh Mahmud, MP.d as a supervisor in writing the final assignment.
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7. My fellow strugglers, tbig, who are my source of motivation.
8. And all parties, both directly and indirectly, who have contributed their energy and thoughts so that this thesis can be completed.

There is no recompense that the author can give except prayer to Allah, the Most Gracious and Most Merciful, may all his goodness be rewarded by Him. There is no ivory that is not cracked, no human is perfect. Likewise with the final assignment of this article, of course there are still shortcomings. Therefore, with all humility, the author hopes for constructive suggestions and criticism.

And for all the mistakes in writing this Journal Article, the author apologizes as a poor person. Finally, to Allah Azza Wajalla, the author returns everything with the hope that this Journal Article was prepared with His blessing and can provide benefits. Amen Ya Robbal 'Alamin.

Banyuwangi, June 26 2025

Aninda khoirunisa syahri

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6. Research Documentation

CHAPTER I

INTRODUCTION

1.1 Research background

The rapid advancement of information and communication technology has brought about significant transformations across various fields, including education. One notable outcome of this development is the emergence of social media. While it was initially designed for communication and entertainment, social media is now increasingly utilized as an educational tool. Its interactive nature, user engagement features, and ability to share diverse content types have made it a relevant medium for modern learning environments. Social media is believed to foster dynamic and engaging learning experiences, aligning with the characteristics of today's digital-native students. (Putra & Purwati, 2021)

In English language learning, writing is considered a core skill that students must acquire. However, writing is often perceived as a challenging task because it requires mastery of grammar, vocabulary, and the ability to organize ideas in a coherent and logical manner (Alharthi, 2022; Ariyanti, 2021). At the senior high school level, one of the key writing genres taught is narrative text, which focuses on storytelling and the sequential presentation of events. Writing narrative texts demands students to be creative and to construct structured, engaging plots. Despite its importance, many students find it difficult to write effective narratives due to a lack of prior experience and low motivation in writing activities (Sari & Wahyudin, 2021; Wijayanti, 2023).

Social media platforms offer new opportunities to support students in developing their writing abilities, particularly in narrative composition. Platforms such as Instagram, WhatsApp, Facebook, and

YouTube allow students to creatively express their thoughts, share stories, and receive feedback from peers and broader audiences. These platforms provide a more flexible and engaging learning environment that can enhance students' motivation to write. The informal, interactive setting of social media makes it a promising medium for supporting writing instruction both inside and beyond the classroom (Fitriyah & Fauzan, 2021).

Given these potentials, it is essential to investigate how students utilize social media to support their English narrative writing. Recent research shows that digital storytelling through platforms such as TikTok, Instagram, and WhatsApp can significantly improve learners' narrative writing in authentic and engaging ways (Ngoi et al., 2024;). This study aims to explore the types of platforms students use, how these platforms are incorporated into the writing process, and the nature of experiences students gain from using them. By adopting a qualitative approach with a case study design, this research seeks to provide detailed insights into the role of social media in developing narrative writing skills within a real classroom context. The findings are expected to contribute to the advancement of digital-based teaching strategies and offer practical recommendations for educators aiming to integrate technology into writing instruction.

1.2 Research problems

- a. How do teachers apply social media in teaching English narrative text writing skills to Class X students of SMA Negeri 1 Muncar?
- b. what are the challenges are faced during the process?

1.3 Research Objective

- a. To describe How do teachers apply social media in teaching English narrative text writing skills to Class X students of SMA Negeri 1 Muncar
- b. To identify what are the challenges are faced during the process.

1.4 Research Significances

1.4.1 Theoretical Benefits

- a. Increasing academic insight into the effectiveness of social media and digital platforms in improving informal English writing skills.
- b. Providing new perspectives on how social media can shape students' learning patterns and support language learning outside the formal classroom environment.

- c. Being a reference for further research in the field of digital technology-based language learning.

1.4.2 Practical Benefits

- a. For Student
 - 1. Increasing students' motivation and confidence in writing English more actively and creatively on digital platforms.
 - 2. Providing insight to students on how to use social media productively to develop their academic skills.
 - 3. Helping students improve their English writing skills in a more interesting way and in accordance with their habits in using social media.
- b. For Teachers and Schools
 - 1. Providing insight to teachers on how social media can be involved in learning methods to improve students' writing skills.
 - 2. Assisting schools in designing digital-based learning strategies that are more in line with technological developments and student characteristics.
 - 3. Being the basis for school development policies related to the use of social media in learning activities.
- c. For Society and the World of education
 - 1. Provide an understanding to the community about the importance of digital literacy in education, especially in developing English writing skills.
 - 2. Encourage the use of digital technology more optimally in language learning.

1.5 Definition of Terms

1.5.1 Writing skill

Writing Skills in English are a person's ability to compose written texts that are logical, coherent, and in accordance with the rules of grammar and correct text structure. These skills

include the ability to express ideas, thoughts, and information in writing in a clear, structured, and effective manner, both in formal and informal contexts. According to Hyland (2019), writing skills are a complex thinking process that involves several main stages, namely planning, drafting, editing, and revising. This process requires the writer to consider the audience, the purpose of the communication, and the use of appropriate language so that the message conveyed can be properly understood by the reader.

1.5.2 Social media

Social media is a form of digital technology designed to facilitate communication, interaction, and exchange of information between individuals and groups via the internet (Carr & Hayes, 2015). This platform allows users to create, upload, and distribute various types of content, such as text, photos, videos, and audio, both in public and limited forms (Hopkins et al., 2015). The main advantage of social media lies in its ability to create interactive spaces in real time and global reach without geographical boundaries. However, the use of social media also brings challenges such as the spread of false information, digital privacy, and psychological impacts on its users. Therefore, the use of social media requires good digital literacy so that it can be used wisely and responsibly.

1.5.3 Narrative text

Narrative text is a type of English text that continues to play an important role in language learning. It serves to tell real or imaginary stories with the primary aim of entertaining and delivering moral values through characters' experiences. According to Manalu et al. (2021), the use of narrative text is effective in improving students' ability to understand story structures and enhance their writing skills, especially when supported by multimedia such as short videos.

The structure of narrative text typically includes orientation, complication, and resolution. This logical sequence helps students organize their thoughts and express ideas more clearly in written form. Fanisa Rifda, (2023) emphasized that Project-Based Learning (PJBL) strategies not

only help students understand this structure but also significantly improve their writing performance. Narrative texts also enhance students' creativity and emotional engagement. As reported by Anggraini, Muis, and Prastikawati (2023), integrating social media platforms like Instagram in teaching narrative writing encouraged students to express themselves more freely and actively participate in the writing process.

Additionally, local cultural content such as folktales has been shown to support students' understanding of narrative elements. Darmayanti et al. (2024) found that using Indonesian folktales increased students' writing scores from an average of 51.19 to 80.42, showing that familiar stories can enhance students' engagement and comprehension..

Emilia (2020), in her book *Teaching Writing: Developing Critical Learners*, emphasizes that narrative text is a form of text that aims to tell a story or experience arranged in chronological order, focusing on characters and the conflicts they face. Through narrative, the writer can deliver messages, values, and life lessons that are often universal.

Furthermore, narrative text functions not only as a source of entertainment but also as an educational tool that can instill moral and cultural values through storytelling. Therefore, narrative texts are commonly used in the classroom to enhance students' understanding of text structure, develop imagination, enrich vocabulary, and improve critical and creative thinking skills in writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Writing

a. Definition of Writing skill

Writing is one of the productive skills in language and plays an important role in learning, especially in the context of English as a Foreign Language (EFL). The stages of writing including planning, composing, revising, and editing according to Putra & Wijayanti (2022) require language awareness, cohesion, coherence, grammar, and text organization. Unlike speaking, writing requires a deeper reflection process on word choice and sentence structure. This is also supported by Agustinasari et al. (2022), who explain that the pre-writing, composing, and revising stages require systematic cognitive strategies, such as gathering ideas, developing an outline, and rechecking during the writing process.

In EFL classrooms, writing challenges often arise due to limited exposure to English in everyday life. Rahmawati & Sari (2023) emphasize the importance of providing authentic and meaningful writing assignments, so that students are encouraged to use the language actively and contextually. In addition, the integration of writing skills with reading, vocabulary development, and speaking is very important to form communicative learners as a whole, according to the findings of Marbun (2024).

The theoretical framework for this study is based on the understanding of writing as a complex cognitive process that can be enhanced through structured approaches, such as the Outline Method. Writing, especially expository writing, requires students to present their ideas clearly and logically. According to Andrew and Olney (2022), effective writing involves the clear and focused communication of ideas, which can be significantly aided by the use of an outline. An outline

allows students to organize their thoughts systematically, thereby improving the coherence and overall quality of their writing.

b. The process of writing

In teaching and developing writing skills, especially in English as a Foreign Language (EFL) contexts, understanding the stages of the writing process is crucial. This process-oriented approach emphasizes the systematic steps that writers go through to produce a coherent and polished piece of writing. According to recent scholars such as Agustinasari et al. (2022), Handayani and Pratiwi (2023), and Putri and Marlina (2021), the writing process generally consists of five major stages. Types of the Writing Process Stages:

1. Prewriting

This stage includes brainstorming, generating ideas, organizing thoughts, researching, and outlining. It prepares students for what they want to write and how they plan to structure it (Agustinasari et al., 2022).

2. Drafting

In this phase, students begin to develop a rough version of their text. The focus is on getting ideas down on paper without worrying too much about grammar or style (Handayani & Pratiwi, 2023).

3. Revising

This involves reviewing and improving content by reorganizing ideas, clarifying arguments, and refining the overall flow and coherence of the writing. Feedback from peers or teachers is often included here (Putri & Marlina, 2021).

4. Editing

The editing stage focuses on correcting grammar, punctuation, spelling, and formatting. It ensures linguistic accuracy and improves readability (Marbun, 2024).

5. Publishing

In this final stage, students share their writing with

others. This could involve reading aloud, submitting an assignment, publishing on a blog, or presenting their work digitally (Agustinasari et al., 2022).

c. Types of Writing

In English language teaching, understanding the different types of writing is essential for effective instruction and assessment. Types of writing refer to the general categories that are based on the writer's purpose and the text's structure. These types help learners understand how to organize and communicate their ideas clearly and appropriately for different contexts. According to recent pedagogical research (Ahmed, 2020; Ningsih, 2021; Yusuf & Amelia, 2023), the main types of writing commonly taught in secondary and tertiary education are narrative, descriptive, expository, and persuasive.

1. Narrative writing

Narrative writing focuses on telling a story or recounting events. It typically includes characters, settings, a sequence of events, and a climax or resolution. Narrative texts are often written in the past tense and use time-order transitions. This type is useful for developing students' creativity and their ability to use language in storytelling (Yusuf & Amelia, 2023).

2. Descriptive Writing

Descriptive writing aims to describe a person, place, object, or experience in detail so that the reader can visualize it. This type uses sensory language and vivid adjectives. It helps learners enhance their vocabulary and their ability to create imagery through language (Ningsih, 2021).

3. Expository Writing

Expository writing is used to explain or inform. It involves presenting facts, giving directions, or clarifying ideas. The structure is logical, often including an introduction, body paragraphs with supporting details, and a

conclusion. This type of writing is common in academic contexts (Ahmed, 2020).

4. Persuasive Writing

Persuasive writing is designed to convince the reader of a particular opinion or course of action. It includes arguments, evidence, and emotional appeals. This type strengthens students' critical thinking and their ability to structure arguments effectively (Fitria & Aulia, 2022)

2.1.2 Social Media

a. Definition of social media

Social media refers to platforms that operate via the internet, enabling users to produce, share, and engage with various forms of content, including text, images, audio, and video, in a fast and extensive manner. These platforms serve not only as tools for communication but also as interactive spaces that support networking, identity formation, and the development of virtual communities. Nasrullah (2020) explains that social media facilitates online interaction by utilizing diverse digital communication features. Similarly, Kaplan and Haenlein (2010) describe it as a category of online applications rooted in Web 2.0 technology, which promotes the creation and sharing of user-generated content. Furthermore, Boyd and Ellison (as cited in Putri, 2021) highlight the role of social media in enabling users to establish public profiles, connect with others, and observe activities within their network. The essential features of social media include user engagement, real-time communication, and the ability to disseminate information interactively. Therefore, social media is not solely a source of entertainment but can also be a powerful educational tool—particularly in enhancing students' English writing skills.

b. Types of Social Media in Education

This study focuses on three types of social media that are most relevant and frequently used in teaching and learning English, especially to develop writing skills

in narrative texts: WhatsApp, YouTube, and Instagram.

1. WhatsApp

As an instant messaging application, WhatsApp enables real-time communication between teachers and students. This application facilitates group discussions, sharing of ideas, and exchange of feedback on writing assignments. Teachers can also provide instructions, reminders, and writing prompts effectively through this platform. According to Susanti and Nuraeni (2022), WhatsApp supports asynchronous and synchronous learning that increases student engagement in writing assignments.

2. YouTube

YouTube serves as a content sharing platform where students can access a variety of videos related to narrative writing. This can include story-based animations, writing tutorials, or student-created digital storytelling. Exposure to such content can improve students' understanding of narrative structures and stimulate their creativity in writing. As stated by Rachmawati (2021), YouTube provides a lot of input that helps students improve their vocabulary and generate ideas for writing. YouTube serves as a content sharing platform where students can access a variety of videos related to narrative writing. This may include story-based animations, writing tutorials, or student-created digital storytelling.

3. Instagram's

Instagram's visual-based platform supports narrative writing development by encouraging students to write captions, create visual prompts, and share short stories. The platform also allows for peer-to-peer interaction through likes and comments, fostering a more collaborative and engaging writing environment.

2.1.3 Narrative Text

- a. Definition of narrative text

Narrative text is a form of writing that recounts a

series of events—real or imagined—in a structured and engaging way, typically with the purpose of entertaining, informing, or conveying a moral lesson. It unfolds chronologically and centers on characters who experience a conflict that is eventually resolved through a defined plot. According to IELC (2024), narrative texts allow writers to creatively express ideas and experiences in a story format that helps readers connect emotionally and intellectually with the content. Through narrative writing, students are encouraged to explore their imagination, develop empathy, and engage more deeply with the written word (Astuti & Rasyid, 2022).

b. Purpose of Narrative Text.

The primary purpose of narrative text is to tell a story that engages the audience emotionally, often aiming to entertain, but it can also inform or provide moral instruction. Wulandari, Seken, and Marjohan (2023) emphasize that narrative texts help learners construct meaning from personal or fictional experiences by organizing them into a coherent structure. They also allow students to express themselves freely, thus building confidence in writing and storytelling.

In the context of language learning, narrative writing plays a significant role in enhancing students' writing proficiency. Kusumaningrum and Fauziati (2022) argue that through narrative texts, students learn to structure paragraphs logically, use descriptive language, and apply grammatical features accurately. This genre also supports vocabulary enrichment and reinforces understanding of past tense usage.

c. General Structure of Narrative Text

The general structure of narrative text is divided into several main parts, namely:

1. Orientation: The introductory part that contains the characters, time, and place where the story takes place.
2. Complication: This part describes the emergence of conflicts or problems experienced by the characters.

3. Resolution: Presents solutions to the problems faced.
 4. Reorientation (optional): The conclusion of the story that can contain a moral message or final reflection.
- d. Characteristics of Narrative Text Language
1. Characteristics of language in narrative text include:
 2. Use of past tense as the main form (for example: "went", "was")
 3. Time conjunctions or series of events such as "then", "after that", "suddenly"
 4. Use of action verbs to describe character activities
 5. Detailed descriptions of characters and settings
 6. Use of direct and indirect dialogue
- e. Types of Narrative Texts
- Some types of narrative texts include:
1. Fairy tales: Stories passed down from generation to generation (eg: legends, myths, fables)
 2. Fairy tales: Fictional stories with magical elements
 3. Personal narratives: Stories about personal experiences
 4. Historical narratives: Stories based on historical figures and events
- f. The Importance of Narrative
1. Text in Language Learning in English learning, narrative text plays an important role because it helps students in Developing creativity and critical thinking skills.
 2. Organizing ideas logically and coherently.
 3. Improving vocabulary and sentence structure mastery.
 4. Expressing experiences or feelings in writing.
 5. Sharpening the ability to construct coherent sentences.

2.2 Previous Study

No	Name & Year	Title of Research	Article Link	Journal/Thesis/Institution	Research Objective	Research Method	Results / Conclusions	Similarity	Differences
1	Novita Ika Prasetya (2019)	<i>Upgrading Students' Speaking Skill through Think-Pair-Share (TPS)</i>	<u>Link</u>	CELL Conference Proceedings	To discuss the use of TPS method to enhance speaking skill.	Qualitative	TPS increases participation and speaking performance.	Same qualitative approach.	My study is on writing via social media, not speaking.

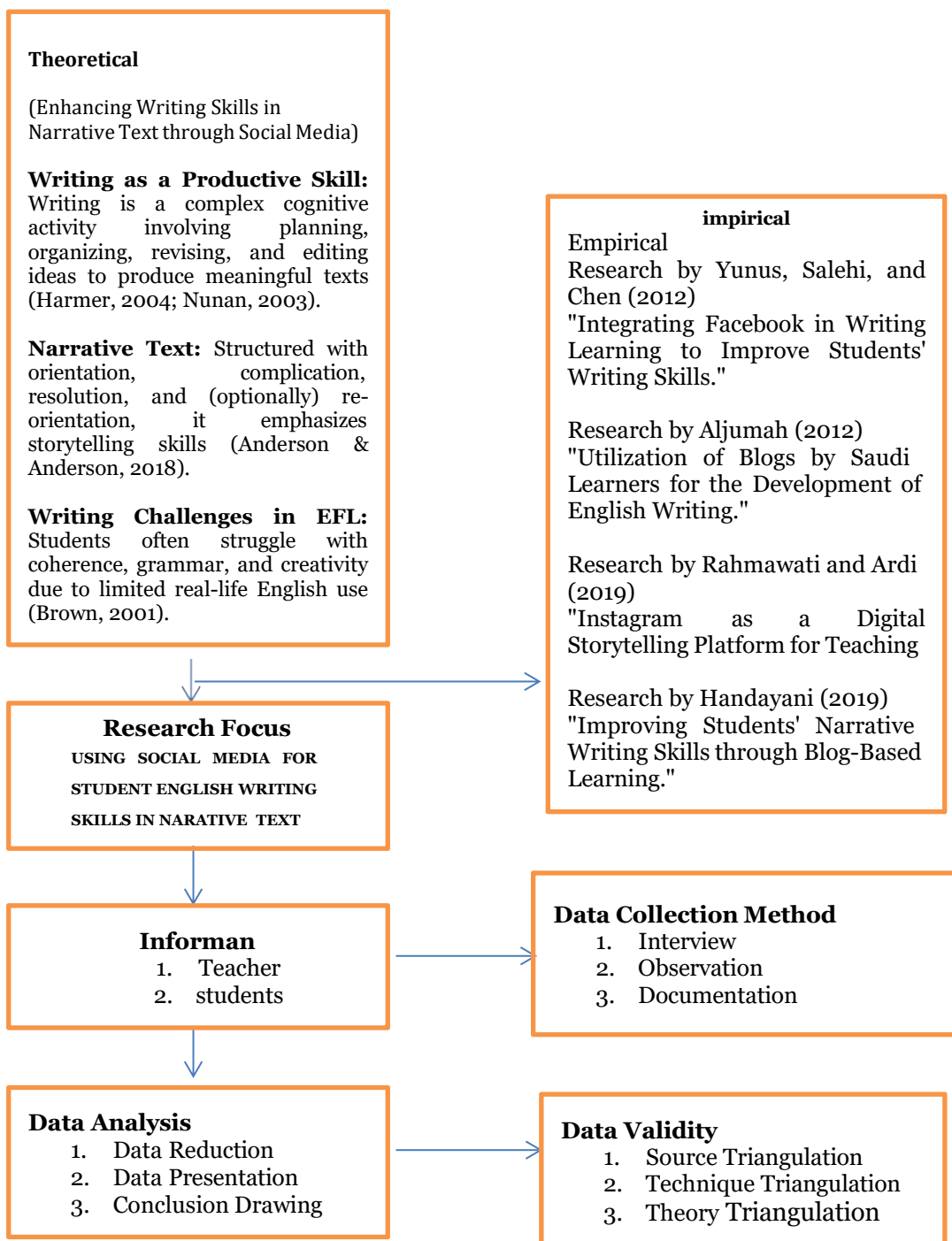
2	Rahmawati & Ardi (2019)	<i>Using Instagram for Digital Storytelling in EFL Writing</i>	Link	Litera: Jurnal Penelitian Bahasa	To explore Instagram as a tool for storytelling in narrative writing.	Qualitative descriptive	Instagram supports creativity and structure through visual-text synergy.	Both use Instagram for narrative writing.	My research includes WA and YT, broader platform scope.
3	Alfian (2021)	<i>Utilizing Instagram and Wattpad to Enhance Students' Narrative Writing Skill</i>	Link	Linguists: Journal of Language Teaching	To examine effectiveness of Instagram and Wattpad in writing.	Qualitative	Platforms boost motivation, narrative flow, and audience awareness.	Focus on narrative writing using social platforms.	Wattpad not included in my study.

4	Setiawan & Marlina (2021)	<i>The Role of WhatsApp in Enhancing Students' Writing Engagement in Narrative Texts</i>	Link	Academic Journal of Educational Sciences	To analyze WhatsApp's role in writing narrative texts.	Case study (qualitative)	WhatsApp facilitated peer review and better writing structure.	Same WA use for narrative writing.	This study focuses only on WhatsApp.
5	Yuliana & Nugroho (2023)	<i>The Use of YouTube to Improve Students' Narrative Writing Skills</i>	Link	Jurnal Pendidikan Bahasa Inggris Undiksha	To assess YouTube's impact on students' narrative writing.	Experimental	YouTube improves structure, vocabulary, and creativity.	Same target skills and platform.	Different method (quantitative vs qualitative).

6	Damayanti & Wulandari (2024)	<i>WhatsApp Group Chats as a Medium for Collaborative Narrative Writing</i>	Link	RETAIN Journal – UNESA	To evaluate collaborative writing via WA group chats.	Qualitative	WA supports peer collaboration, enhances content quality.	Both use WA in narrative writing.	My study adds IG and YT integration.
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2.3 Research Thought Flow

USING SOCIAL MEDIA FOR STUDENT ENGLISH WRITING SKILLS NARATIVE TEXT



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study employed a qualitative descriptive research design, focusing on an in-depth understanding of how students use digital and non-digital media to develop their English narrative writing skills. This approach emphasized the exploration and description of the real-life experiences of tenth-grade students at SMA Negeri 1 Muncar, who write through digital platforms such as Instagram, WhatsApp, and YouTube, as well as manually through handwriting assignments in class. This study was conducted in a natural setting without any variable manipulation, aiming to capture how students construct narrative texts through these various media. Data were collected through interviews, observations, and documentation of students' written work—both digital and handwritten. The researcher acted as the primary instrument in the data collection and analysis process to generate a contextual and comprehensive understanding of students' writing practices..

3.2 Time and Place of Research

This research was be conducted at SMA Negeri 1 Muncar located in Muncar District, Banyuwangi Regency, East Java. This location was chosen because it is a place where grade X students actively use social media and digital platforms in English learning activities, especially in informal writing.

This research was begin in june 10 to 16 2025. Researchers will collect data during this period with a focus on student activities during the English learning process, both through observation, interviews, and analysis of social media content used by students.

3.3 Researcher's Presence

In this qualitative research, the researcher plays a crucial role as the primary instrument throughout the entire research process. The researcher acts as the planner, data collector, data analyst, data interpreter, and ultimately as the reporter of the research results. Therefore, in order to perform these roles effectively and without obstacles, the researcher must ensure that their presence in the field proceeds smoothly.

The researcher's presence in this study will be clearly communicated to the research subjects, namely the 10th-grade students at SMA Negeri 1 Muncar. The researcher will inform the students that they are involved in a study aimed at understanding how the use of social media and digital platforms can support the development of English writing skills informally. The researcher will provide an explanation about the objectives, procedures, as well as the rights and obligations of the students as research subjects, including their right to voluntarily consent (informed consent).

By providing clear and open information, the researcher hopes that the research subjects will feel comfortable and understand their role in this study. The researcher will also explain that their presence will not disrupt the learning process and that the data collected will be kept confidential and used solely for research purposes.

This transparency is expected to build trust and cooperation between the researcher and the research subjects, as well as to support the smooth progression of the research process throughout the 2024/2025 academic year.

3.4 Research Subjects (Informants)

This study uses purposive sampling technique in determining the subjects, namely the technique of taking informants intentionally by considering certain criteria that are in accordance with the objectives and focus of the study. The selection of subjects was not done randomly, but based on the researcher's assessment that these individuals have experience, knowledge, or direct involvement with the topic being studied.

The research subjects consisted of several relevant main parties, namely English teachers of grade X and grade X students. Teachers were selected because they participated directly in the implementation of the narrative writing learning process in class and had insight into the use or potential use of social media as a supporting medium for learning. Grade X students were selected because they are the main focus in developing writing skills and are generally active users of social media, so they are expected to be able to provide personal views or experiences related to the research topic. Meanwhile, the principal was selected because he has the

responsibility to regulate policies and support for the use of learning technology in the school environment. By using this purposive sampling technique, it is hoped that the information obtained will be more in-depth, contextual, and in accordance with data needs in a qualitative approach.

3.5 Data and Data Sources

3.5.1 Data Type

The data in this study are qualitative data in the form of statements, views, experiences, and responses from students, teachers, and principals regarding the use of social media as a means of improving English narrative text writing skills.

3.5.2 Data sources

a. Primary data

Primary data was obtained directly from the results of interactions with research subjects, namely through:

1. Grade X English teachers, to obtain information related to teaching methods, views on social media in learning, and obstacles and potential for technology integration in teaching writing.
2. Grade X students, who are the objects of learning and media users.

b. Secondary data

Secondary data in this study were limited due to the absence of official documents or written policies regarding the integration of social media into English language learning at the research site. Therefore, the supporting information was primarily obtained from samples of student works—both in digital formats (e.g., social media posts, typed documents) and handwritten assignments—as well as relevant notes taken during classroom observations.

3.6 Data Collection Procedures

This study employed several data collection techniques to obtain rich and in-depth information regarding students' English narrative writing practices. The main techniques used were:

a. Interviews

Semi structured interviews were conducted with selected tenth-grade students to explore their experiences and motivations in using social media and handwriting assignments to improve their narrative writing skills.

b. Observation

Non participant observation was used to examine how students engaged in writing activities, both digitally (on social media platforms) and manually (in the classroom).

c. Document Analysis

The researcher collected and analyzed writing samples from students, including digital texts (e.g., blog posts, captions, or social media stories) and handwritten narrative writing assignments.

3.7 Data Validity

To ensure the validity and credibility of the data in this qualitative descriptive study, two main strategies were used: observation and triangulation. Observation is an important technique in qualitative research that allows researchers to directly observe student behavior, classroom activities, and the integration of social media and writing assignments in learning English narrative texts. Through systematic and consistent observation, researchers can capture real-life student interactions, which provide authentic, valid, and reliable data (Creswell & Creswell, 2021).

Furthermore, triangulation is used to increase the accuracy and reliability of research findings. According to Sugiyono (2021), triangulation is a cross-validation technique in qualitative research that strengthens the credibility of results by comparing data from various sources and data collection methods. Meanwhile, Moleong (2021) categorizes triangulation into three types, all of which were used in this study:

1. Source Triangulation

This is conducted by comparing data obtained from various sources. In this study, data came from English teachers, 10th-grade students, and school administration at SMA Negeri 1 Muncar. Written products sent via platforms such as WhatsApp, instagram and youtube, and other digital

media were analyzed alongside interview results to check for consistency and accuracy.

2. Technical Triangulation

Using more than one data collection technique, such as interviews, classroom observations, and document analysis. For example, interviews were used to explore students' experiences writing through social media, while classroom observations provided direct evidence of their writing behavior. Supporting documents, such as screenshots of writing on digital platforms, strengthened the data obtained.

3. Theoretical Triangulation

Analyzing research findings through various theoretical perspectives related to narrative writing, digital learning, and educational technology. Theories from experts in the fields of English writing and digital literacy were used to assess whether social media integration aligned with or contradicted existing academic frameworks (Ary et al., 2021)

By applying these three types of triangulation, researchers ensured that the research findings were credible, reliable, and trustworthy. This was especially important given that the research was conducted in a natural school context, where students authentically utilized social media to develop their narrative writing skills. The data obtained was then organized and analyzed systematically, reflectively, and in depth to strengthen the research conclusions.

3.8 Data Analysis

The data analysis technique in this study used an interactive model developed by Miles, Huberman, and Saldaña (2021), which includes three main stages: data reduction, data presentation, and drawing/verifying conclusions. This model is appropriate for qualitative research because it allows for continuous and interactive analysis throughout data collection.

3.8.1 Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and transforming raw data obtained from interviews, observations, and documentation (Miles, Huberman, & Saldaña, 2021). In this study, the researchers reduced the data by focusing on information relevant to the use of social media in learning to write English narrative texts.

This stage helped eliminate unnecessary data and group the information according to the research focus.

3.8.2 Data Presentation

After the data reduction process, the data was presented in an organized manner in the form of descriptive narratives, thematic groupings, tables, or direct quotes from participants. According to Sugiyono (2021), structured data presentation makes it easier for researchers to identify patterns, relationships, and meanings from the collected data. At this stage, researchers systematically organize findings related to social media use in students' English writing skills.

3.8.3 Drawing and Verifying Conclusions

The final stage is drawing conclusions based on the patterns, themes, and categories found. Conclusions are formulated inductively and verified continuously throughout the research process. According to Moleong (2021), verification can be performed by comparing findings from various data sources—interviews, observations, and documentation—to ensure the credibility of the results. In this study, triangulation was used to strengthen the validity and reliability of the data.

By implementing these three stages interactively, the data analysis process was carried out systematically, carefully, and in line with the characteristics of qualitative research. The results obtained are expected to be valid, meaningful, and relevant to the research objectives

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

This research was conducted at SMA Negeri 1 Muncar, which has implemented the Independent Curriculum and utilizes social media in the learning process, particularly for writing narrative texts in English. The research subjects were 11th-grade students selected based on their active involvement in English learning. Data were obtained through interviews, observations, and documentation, then analyzed using the interactive model of Miles, Huberman, & Saldaña (2021), which includes three stages: data reduction, data presentation, and drawing/verifying conclusions.

4.1.1 Field Data Review

The collected data from classroom observations, interviews, and documentation show that the teacher applied social media—particularly WhatsApp, Instagram, and YouTube—in teaching English narrative text writing skills to class X students at SMA Negeri 1 Muncar. WhatsApp was primarily used for sharing materials, giving writing instructions, and reminding students of deadlines. Instagram served as a platform for publishing students' narrative works accompanied by visuals, providing a real audience for their writing. YouTube was used to deliver short explanatory videos on the narrative text structure—covering orientation, complication, and resolution—as well as key vocabulary and stylistic devices.

The teacher's method combined face-to-face explanation with digital interaction through these platforms, aligning with the blended learning approach. The teacher also implemented peer review activities by encouraging students to give feedback through Instagram comments. This strategy created a collaborative atmosphere, enhanced critical thinking, and encouraged students to revise their work based on peers' suggestions.

Regarding challenges, field data revealed several recurring issues. Some students faced technical constraints, including poor internet connectivity when uploading videos or accessing YouTube content. Others demonstrated limited digital literacy, such as difficulties in formatting Instagram posts or using appropriate hashtags. Additionally, students sometimes became distracted by unrelated content while using social media. There was also a psychological challenge where certain students were hesitant to publish their work due to fear of negative comments or public criticism.

4.1.2 Field Data Verification

This section presents a detailed description of the data verification process related to the application of social media in developing students' narrative writing skills. This research was conducted at SMA Negeri 1 Muncar, targeting Grade X students in the second semester. The purpose of this verification stage was to ensure that the data collected from various instruments—observation, interviews, and document analysis—accurately reflected the teaching practices and student learning outcomes observed in the field.

Challenges in Implementing Social Media for Narrative Writing Learning , although social media has a positive impact, teachers face several challenges during the learning process, including:

1. Limited Internet Access – Some students have difficulty accessing social media due to weak internet signals or limited data quotas.
2. Disruption of Concentration – Social media used as a learning tool often also becomes a source of distraction because students are tempted to access content outside of class.
3. Variation in Technological Ability – Not all students have the same skills in using social media features for learning.
4. Difficulty in Providing In-Depth Feedback – Providing detailed corrections and suggestions via chat can sometimes take longer than face-to-face learning.

Teachers address these challenges with strategies such as providing materials in offline files to anticipate network issues, establishing rules for social media use during class, and providing brief training on application usage. complex and interesting language structures.

The English teacher, referred to here as Ms. Masita, implemented social media platforms such as Instagram and Facebook as teaching tools in teaching narrative text writing. Rather than limiting students to conventional writing tasks on paper, she encouraged them to express their creativity through digital storytelling, using features such as photo captions, storylines, and comment interactions. This digital shift was not only intended to align the learning process with students' daily communication habits but also to build confidence in writing and encourage language development in a more relaxed yet academically directed environment.

During the observation phase, which took place over two class meetings, the researcher documented the teacher's teaching steps and students' responses. The class session began with an introduction to narrative structure, followed by a collaborative brainstorming activity where students discussed plot ideas in groups. Afterwards, each student drafted their own narrative and uploaded it to their social media accounts, either as a text or a short story. The teacher also used a projection screen to display selected examples anonymously, allowing for class-wide discussion and feedback.

A key feature of this method was the incorporation of peer feedback through social media interactions. Students were instructed to provide constructive comments on at least two peer posts, focusing on aspects such as plot coherence, grammar, vocabulary usage, and creativity. This transformed the classroom into a blended learning space, combining traditional literacy goals with digital communication platforms. The use of real-time feedback not only increased student accountability but also introduced them to an authentic writing audience outside the classroom environment.

To strengthen the validity of these findings, the researchers conducted semi-structured interviews with students and teachers. Students described the experience as engaging and relevant, stating that writing through social media reduced their anxiety and gave them more freedom in expressing their ideas. Several students reported increased motivation to edit their work, citing the public nature of the platform as a reason to strive for higher quality. According to the teacher, the strategy was successful in promoting consistent writing habits and encouraging shy or reluctant writers to participate more actively.

However, the verification process also highlighted important challenges. One recurring issue was uneven access to technology, with some students struggling due to limited internet connectivity or lack of personal devices. In addition, distractions from unrelated online content sometimes disrupted focus. To mitigate these issues, the teacher implemented classroom guidelines and provided offline options for students who needed them. Despite these limitations, triangulation of data—from observation notes, interview transcripts, and writing samples—revealed a consistent pattern of improvement in student writing engagement and proficiency.

This chapter is specifically used to answer the main research question in this chapter. The question is how do teachers implement social media in teaching English narrative text writing skills in grade X of SMA Negeri 1 Muncar, and what challenges are faced during the process.

To answer these questions comprehensively and in depth, researchers use three main techniques in data collection, namely observation, interviews and documentation to collect data.

1) Observation

a) Observation 1

The researcher conducted direct observation of the English

learning process in class X of SMA Negeri 1 Muncar, with a special focus on learning narrative text writing skills using social media. Observations were conducted in several meetings during the Integrative Internship on August 10, 2024-September 10, 2024. The main purpose of this observation was to obtain a comprehensive picture of how teachers implement social media as a learning medium, as well as how students respond to this approach, both individually and in the context of group work.

The learning process begins with an explanation from the teacher regarding the structure of narrative text, which includes elements such as orientation, complication, resolution, and reorientation. The teacher provides examples of narrative texts and shows how these elements can be written in an interesting and relevant way. Furthermore, the teacher directs students to choose a story topic that they will write, which is then developed into a personal narrative with a communicative language style and in accordance with English rules.

In its implementation, the teacher utilizes social media such as WhatsApp, Instagram, Facebook and YouTube as a platform for publishing student work and reference media. Students are asked to write narrative texts in the form of long captions or uploads of picture stories (storytelling with images) on their social media accounts, which have been prepared in advance as special learning accounts. Teachers also create specific hashtags (for example, #WritingClassXI or #MyNarrative2025) so that all student work can be easily tracked and compiled. The use of this digital platform allows students to write not only for teachers as readers, but also for their classmates, and even the general public, thereby increasing their sense of responsibility for the quality of their writing.

During the writing process, teachers actively monitor students' uploads through their own devices and provide feedback directly in the comments column, or through the private message feature. The forms of feedback provided include suggestions for improving sentence structure,

vocabulary choices, and the use of stronger narrative elements. Teachers also appreciate creative and original writing, providing additional motivation for students to write more seriously and enthusiastically.

One important part of this activity is giving students time to provide constructive comments (peer feedback) on their friends' uploads. Each student is required to comment on at least two classmates' posts, with the note that the comments must be constructive, covering aspects of the story content, grammar, and narrative appeal. This activity helps build a collaborative learning culture, as well as improve students' critical thinking skills and language sensitivity.

In general, the classroom atmosphere became more dynamic and interactive. Many students who were initially less confident in writing, began to show positive developments after receiving positive responses from friends and teachers. They felt that social media provided a freer and more enjoyable space for expression, compared to writing conventionally on paper. Teachers also noted that student engagement in writing assignments increased significantly, both in terms of quality and quantity.

During the observation process, researchers also noted several challenges faced, such as limited devices or uneven internet access among students, as well as interference from social media content that was not related to learning. However, teachers managed to overcome this by providing alternative offline assignments for students who experienced technical difficulties, as well as setting clear and controlled rules for using social media in the context of learning.

The results of this observation are evidence that the use of social media in teaching narrative text writing has great potential in improving students' writing skills, while creating a learning atmosphere that is more relevant to students' current digital lives.

b) Observation 2

The second observation was carried out for one week,

starting from June 10 to 16, 2025, in class XI of SMA Negeri 1 Muncar. The focus of this observation was to see the development and sustainability of the learning process of writing narrative texts based on social media, as well as its impact on student engagement and writing quality after the activity had been running for more than a month. In addition, the researcher also observed the extent to which students had become accustomed to the digital assignment and feedback mechanisms, as well as changes in their learning attitudes.

This week, the teacher gave a final project themed "My Unforgettable Moment" which had to be written in narrative form and published through each student's social media account. Before starting to write, students were invited to create a story outline first and discuss it in small groups of 3-4 people. This discussion aims to help students develop ideas and story structures before they are poured into writing. The researcher noted that this activity helped reduce the initial confusion that students usually experience in determining the storyline.

After the group discussion, students began writing their narrative stories individually and uploading them to social media accounts in the form of photo uploads, short videos, or long captions. The teacher gave a four-day deadline (June 10–14) to work on and upload the writing. On June 15–16, students were asked to peer-review or provide comments on each other's posts, focusing on narrative structure, storyline, vocabulary, and originality of content. This activity aims to foster critical evaluation skills and strengthen students' understanding of narrative elements.

The researcher observed that during this second observation, there was an increase in student independence. They appeared more skilled in utilizing social media features, such as using hash tags, tagging teacher accounts, and adjusting their language style to remain appropriate to the academic context. The teacher also facilitated class reflection by displaying several prominent student posts (without mentioning names) and inviting the whole class to provide verbal feedback.

One interesting thing from this second observation was the emergence of student creativity in combining visual elements, such as digital illustrations, personal photos, or graphic designs to support the content of their stories. This indicates that the social media-based learning approach not only facilitates writing skills but also opens up space for students to express themselves multimodality.

However, the researcher also noted several challenges that still arise. Some students had difficulty in constructing a structured narrative, especially in distinguishing between the complication and resolution sections. The teacher provided additional guidance through private messages and online discussion forums to help students who experienced this difficulty. In addition, there were still a small number of students who were not consistent in providing feedback to friends, so the teacher had to re-emphasize the importance of peer-review as part of the learning process. Overall, this second observation strengthens the initial findings that the use of social media in narrative writing learning can increase student participation, broaden the horizons of their readers, and build confidence in writing. The teacher plays an important role in ensuring that the process runs in a structured, directed, and in accordance with learning objectives.

2). Interview

a) Teacher

In the initial stage, the researcher conducted direct observation of the English learning process in class X-2 SMAN 1 Muncar taught by Mrs. Sulastri. This observation focused on the integration of social media platforms in developing students' narrative writing skills. The results of this observation then became the basis for conducting an in-depth interview with Mrs. Sulastri to further explore the strategies, goals, and challenges in utilizing social media in the classroom. The interview also specifically discussed the process of teaching English writing using digital platforms such as Instagram,

whatsapp , and youtube in class X-2. According to Kalukar et al., 2025, social media can support students' writing development by providing a collaborative and interactive environment that fosters creativity and engagement. Meanwhile, Harmer (2007) stated that digital devices in language classes can motivate students and offer various opportunities for meaningful communication and feedback.

(1) Implementation of Social Media in the Classroom

In the context of teaching narrative writing in class X-2, the teacher integrated social media as a medium to increase student participation and creativity. During the interview, the teacher explained that students were encouraged to write and publish their narrative texts through a specific social media platform. This approach was carried out in three main phases: planning, drafting, and publishing. Each phase was designed to help students express ideas more freely, receive feedback from peers, and become more confident in writing English texts. The teacher also emphasized that the use of familiar digital platforms made the learning experience more interesting and relevant to students' daily lives.

The teacher said:

“Before starting the writing activity, I usually start by showing examples of narrative texts uploaded on social media, such as short stories from Instagram or students' blogs. Then, I ask them to identify the orientation, complication, and resolution. After that, I instruct them to construct their own narratives based on the given theme, which they will later upload on a group blog or Google Docs for peer review.”

This structure reflects a digital adaptation of the process writing approach combined with the use of social media, where students engage in the prewriting, drafting, revising, and publishing phases in a more interactive and collaborative way. Teachers explained that integrating social media into writing lessons helped increase motivation, especially for students who

lacked confidence in traditional writing tasks. By using a familiar platform, students felt more connected and enthusiastic about the writing process.

In one class activity, for example, the teacher gave the theme: “An Unexpected Journey.” Students were first guided to brainstorm and plan a storyline. Then, they composed a short narrative text and uploaded their drafts on the class blog. After reading each other’s work, students left comments or constructive feedback. In the next session, they revised their writing based on peer feedback and finally published the final version.

The teacher stated:

“This method is very effective because students feel more involved. They are not only writing for the teacher but also for their friends. The use of social media makes them excited to show their creativity, and their writing skills improve through feedback and multiple drafts.”

The implementation of social media in this classroom also supports the principles of collaborative learning, encouraging *interaction*, shared knowledge, and the development of writing skills through a technology-mediated environment (Kurniawan et al., 2022). Furthermore, the use of digital platforms creates an authentic audience and context, which is important in fostering motivation and improving students’ writing fluency (Komalasari, 2024). The combination of social media and process-based writing helps students understand writing as a purposeful and engaging activity in a real-world context.

During the interview, the teacher shared her goals in implementing social media platforms in teaching narrative writing.

She stated:

“I use social media to make students more interested and motivated to write. When they know their writing will be read by their online friends, they become more serious and creative in developing their stories.”

She said:

“Posting their writing on a blog or Google Docs gives them a purpose. They are not just writing for the teacher, but for a real audience. It makes them try harder and be more careful with their grammar and storytelling.”

In addition, the teacher emphasized the importance of using social media to support collaboration and feedback among

students:

“When students comment on each other’s writing, they learn to give and receive feedback. Feedback helps them revise their work and see writing as a process, not just a one-time task.”

These statements indicate that teachers’ goals in using social media are not limited to improving students’ writing skills, but also to foster creativity, engagement, and digital collaboration. The use of platforms such as whatsapp, instagram and youtube allows students to express themselves in a familiar environment, encourages interaction with peers, and helps build reflective writing habits. By integrating technology into the writing process, teachers create meaningful, student-centered learning experiences that align with 21st-century learning needs.

(2) Student Responses to the Use of Social Media in Writing Narrative Texts

Based on the teacher's explanation during the interview, students of class X-2 SMAN 1 Muncar gave a positive response to the integration of social media in narrative writing learning.

The teacher observed that this approach created a more interesting and interactive atmosphere, allowing students to express their ideas more freely and confidently in writing.

The teacher said:

"Many of them who were initially less interested in writing are now enthusiastic because they feel that their writing will be read by other friends. They are also more creative because they know that their writing will be published online."

The teacher noted that students who were previously passive or reluctant to write began to participate more actively when social media was involved. The use of platforms such as whatsapp , youtube or Instagram accounts gave students a real sense of audience and purpose. They no longer saw writing as a mere class obligation, but as an opportunity to share stories and gain recognition from their friends. In one activity, for example, students were asked to write a short narrative based on personal experiences and publish it on the class blog. After that, they were encouraged to read and comment on their classmates' stories.

She said:

"When they read and comment on their peers' writing, they become more motivated to write better. Even students who were previously not confident now start to show their abilities and feel proud when their writing is appreciated by their peers."

These responses reflect that the use of social media not only improves students' writing skills, but also increases their motivation, creativity, and self-confidence. This is in line with Alghasab (2020), who stated that digital tools in language learning environments can increase student engagement and improve writing outcomes through interaction and feedback. In addition, writing through social media fosters a sense of ownership and responsibility, as students become more aware

of the importance of audience, clarity, and coherence in communication. The collaborative nature of these platforms also supports peer learning and fosters a positive writing culture in the classroom.

(3) How Teachers Improve the Use of Social Media in the Classroom

During the interview, the teacher also shared her thoughts on how the implementation of social media in narrative writing lessons can be improved. Although she found that the use of digital platforms had a positive impact on student engagement and writing motivation, she believed that some aspects still needed to be refined to maximize their effectiveness.

The teacher said:

“I think there needs to be more structured guidance when students write and comment. Sometimes they just write very general comments like ‘nice’ or ‘cool’, without providing constructive feedback. I want them to learn to give more specific feedback.”

The teacher mentioned that one area that needs improvement is the quality of peer feedback. While students are enthusiastic about commenting on their peers’ work, the feedback is often shallow. To address this, she suggested that teachers provide commenting prompts or opening lines, such as: “I like the way you described the character because...” or “You could make this part clearer by...” This will help students engage more critically and constructively with their peers’ writing.

She also noted the importance of setting clear expectations and roles during online writing activities. In some cases, students are unsure what to do after they upload their work. The teacher recommended breaking the process down into clear steps: drafting, peer reviewing, revising, and

publishing, each with its own timeline and instructions displayed on the classroom platform or whiteboard.

The teacher said:

“I also think about giving examples of narrative writing from previous students so they have an idea. If it is only explained, they are sometimes confused about what the expected text should look like.”

This highlights the need for scaffolding, especially for students who struggle with developing ideas and narrative structure. By providing models from previous student work, or using social media stories as inspiration, students can visualize what a well-written narrative looks like and use them as a reference.

Finally, the teacher pointed out that not all students are equally tech-savvy. Some students have difficulty accessing platforms, uploading documents, or using the comment feature. To improve this, she plans to conduct short technical tutorials and assign tech buddies to help classmates who need help. These efforts, according to Erarslan (2021), are in line with supporting digital literacy in writing classes, ensuring that all students can fully participate in technology-integrated tasks.

(4) Challenges in Implementing Social Media for Writing Narrative Texts

Although the use of social media in writing narrative texts has shown some benefits in increasing student engagement and creativity, teachers also face a number of challenges during its implementation. These challenges stem primarily from students' varying levels of digital literacy, inconsistent internet access, and limited student experience in using technology for academic purposes.

One of the main challenges mentioned by teachers was the lack of discipline and focus when students use social media

in the classroom environment. While some students use the platforms to write and comment seriously, others become distracted by unrelated content or view the activity as casual online interaction.

The teacher said:

“Sometimes they end up opening other social media or chatting about things that have nothing to do with the lesson. So I have to remind them often to stay focused on the writing task.”

This statement highlights a core issue: the blurring of the lines between personal and academic social media use. Students often associate platforms like Instagram, youtube , or WhatsApp with entertainment and informal communication. As a result, integrating these tools into writing instruction requires strong classroom management and clear guidelines to keep students focused.

Another challenge teachers face is the uneven digital skills among students. While some are familiar with online blogging and document sharing tools, others struggle with basic operations like uploading text, editing their work, or navigating online writing platforms. This creates gaps in participation and progress.

The teacher explained:

“Some students are still confused when it comes to typing and uploading their writing. Some don’t even have an email account or have never used Google Docs.”

This digital divide reflects a broader issue in student access to technology and readiness. Students who lack experience or confidence in using digital tools often turn in assignments late or avoid assignments altogether. This situation requires teachers to provide additional guidance and often spend extra time helping students individually.

In addition, students face challenges in providing meaningful feedback on their peers' writing. While the social media format encourages interaction, many students provide comments that are short, vague, or overly positive without offering constructive feedback.

A teacher said:

"They often just write comments like 'good' or 'cool', whereas I want them to learn to give feedback that can help each other improve their writing."

This highlights the need to explicitly teach peer-review skills, as students are not yet accustomed to academic criticism or reflection in an online environment. Without proper training, interactions with peers remain shallow and do not contribute significantly to writing improvement.

These challenges are in line with the findings of Alghasab (2020), who noted that despite the motivational potential of social media, its effective use in language learning requires structured scaffolding, training, and digital literacy support. Addressing these barriers is essential to ensure that students not only enjoy the process but also make substantial improvements in their writing competence.

(b) Students

To gain a better understanding of students' perceptions of social media integration in narrative writing, the researcher conducted interviews with several students of grade X-2 of SMA Negeri 1 Muncar. The interviews were designed to explore students' personal experiences and opinions regarding the use of digital platforms for English writing assignments, especially narrative texts. The researcher asked three core questions: whether they enjoyed writing narrative texts using social media platforms, what difficulties they faced during the writing process, and whether their writing skills or confidence improved after using social media in class.

From the interviews, students provided a variety of responses. Many stated that they found writing through social media interesting and different from traditional classroom activities. They appreciated the interactive aspects of digital platforms, especially the ability to share and read each other's stories. However, some students also mentioned certain challenges, such as technical difficulties in uploading content, limited internet access at home, or unfamiliarity with certain features of the platforms used. In addition, some students felt nervous because their writing would be seen by online friends, which sometimes made them hesitate to express themselves freely.

Despite these challenges, some students reported feeling more motivated and confident in their writing. They stated that the informal atmosphere of social media helped reduce pressure and encouraged creativity, making the writing process more enjoyable. Some also mentioned that receiving comments and feedback from classmates encouraged them to improve their work. These responses provide valuable insights into how social media can support and challenge students in developing their English narrative writing skills, emphasizing the importance of balancing digital engagement with appropriate guidance and support.

(1) Students' Responses to the Application of Social Media in Narrative Writing

Based on interviews, the majority of grade X-2 students of SMA Negeri 1 Muncar expressed positive attitudes towards the use of social media in narrative writing learning. Most of them stated that this approach made writing activities more enjoyable, creative, and interactive compared to traditional paper-based assignments. The use of familiar platforms such as Instagram, WhatsApp, or blogs helped reduce their fear of writing in English and encouraged them to express their ideas more freely.

One student said:

"I think writing on social media is more fun. I can write stories and my friends can read and comment. It makes me more enthusiastic about writing." (S1)

This shows that social media provides an authentic audience, making students feel that their writing has real value and impact.

Another student explained:

"Sometimes I don't know where to start when I'm asked to write in a book. But if I use social media, I can see examples from my friends, so it's easier to develop my story." (S2)

This highlights the benefits of peer modeling and how digital platforms help students generate and develop ideas.

A third student stated:

"I feel more confident because I can edit before I send it. If I make a mistake, I can fix it first, unlike when I speak face to face." (S3)

This reflects how the asynchronous nature of social media writing gives students more time to revise and refine their work, increasing accuracy and confidence.

Another student said:

"With social media, I am more motivated because I can use images or short videos to support my story." (S4)

This highlights how the multimedia features of social media platforms can increase creativity and engagement in writing narrative texts.

Another student added:

"I like it because I can learn from my friends' comments. Sometimes they give me suggestions or say my story is interesting. It makes me want to write again." (S5)

This shows that feedback and interaction provided by peers on social media can foster motivation and continuous improvement.

From these responses, it can be concluded that the integration of social media in narrative writing is positively received by students. This not only creates a more interesting and supportive environment for writing practice, but also fosters creativity, collaboration, and motivation. This finding is in line with recent research, (Yulianti et al., 2024) which found that digital platforms can effectively improve students' writing confidence and performance by providing a relevant and interactive context for language learning.

(2) Students' Challenges in Writing Narrative Texts Using Social Media

Although most students expressed positive experiences in writing narrative texts through social media platforms, some challenges also emerged from the interviews. These obstacles were mainly related to digital access, writing confidence, and language proficiency.

One student said:

"Sometimes I don't have a quota or a bad signal, so it's hard to submit assignments via social media." (S1).

This statement highlights the issue of unequal access to the internet or technical resources, which can hinder students from fully participating in social media-based writing assignments.

Another student said:

“I often get confused about what to write. If there are no examples or guides, I have difficulty starting a story.” (S2).

This reflects the issue of writer’s block, especially when students do not have adequate scaffolding or initial guidance in the digital writing environment.

A third student explained:

“When my writing is commented on, I sometimes feel embarrassed or afraid of being criticized. So I hesitate to write again.” (S3).

This shows how public exposure on social media can cause anxiety or fear of negative judgment, even though feedback is part of the learning process.

In addition, one student stated:

“I used to often use Indonesian, then translated it into English. It took a long time and sometimes it was not appropriate.” (S4).

This highlights the language barriers that some students face in writing fluently in English, especially when switching from their first language.

Another student said:

“If the assignment is via social media, sometimes I am tempted to open other applications and lose focus.” (S5).

This comment indicates the inherent distractions of digital platforms, which can affect students’ concentration and time management during writing assignments.

This response suggests that while social media is engaging, there are still significant internal and external challenges that impact students' narrative writing performance. This finding is supported by (Pustaka, 2025) who noted that technology access, writing anxiety, and linguistic limitations are common barriers to digitally mediated learning. Therefore, teachers should consider providing consistent technical support, clear guidance, and emotional encouragement to help students overcome these challenges in social media-based writing activities.

(3) Students' Confidence in Writing After Using Social Media

To explore the impact of social media use on students' confidence in writing narrative texts in English, the researchers asked students whether they felt more confident after completing writing tasks through digital platforms. Most of the students interviewed reported a marked increase in their confidence in writing, although their reasons differed based on their personal experiences.

One student said:

“Yes, I feel more confident because I can see my friends' writing too. It gives me ideas and I am not afraid of making mistakes.” (S1)

This suggests that peer-generated content on social media can act as a scaffold, helping students gain ideas and feel more secure in writing their own writing.

Another student shared:

“When writing through social media, I can edit before posting, so I am more relaxed and confident in my writing.” (S2)

This highlights how the editable and reflective nature of digital writing gives students more autonomy, reduces stress, and increases confidence.

A third student stated:

“I write more often now because I write through social media. So I get used to it and don’t worry too much about grammar.”
(S3)

This implies that frequency and familiarity with the medium will increase fluency and reduce anxiety about technical aspects such as grammar.

Meanwhile, another student noted:

“I started to dare to write stories in English because I know that my teacher and friends will give me constructive comments.”
(S4)

This reflects the importance of supportive feedback in increasing students’ self-efficacy and motivation in the context of digital writing.

Finally, one student said:

“At first I was afraid that my writing would be bad, but after trying a lot and being guided, I felt more confident.” (S5)

This underscores the role of consistent practice and teacher guidance in developing writing confidence over time.

From these responses, it can be concluded that the integration of social media in teaching English writing has a positive effect on students' writing confidence. The digital environment allows for collaborative learning, peer interaction, editing opportunities, and feedback—factors that collectively contribute to students feeling more secure, more motivated, and more independent in their writing process.

This finding is supported by recent studies such as (Febi Hardina, 2021), which found that the use of platforms such as blogs and Instagram in EFL writing increases learner engagement and confidence. Furthermore, it emphasizes that digital writing spaces foster a low-anxiety environment where students feel more comfortable expressing their ideas. The role of digital scaffolding and social interaction is in line with Siemens' Connectivism theory (2014), which highlights the importance of networks, collaboration, and digital tools in modern learning. In addition, Zhang & Zou (2022) argue that social media-based writing provides a learner-centered space that fosters writing autonomy and confidence in language learning.

4.2 Discussion

Based on the data obtained, teachers' use of social media has been shown to provide a more interactive learning experience and motivate students to write narrative texts. This strategy successfully connects learning to students' daily lives, as emphasized by constructivism theory (Vygotsky, 1978, as modernized by Green et al., 2021), which states that learning is more meaningful when students construct knowledge through relevant experiences.

However, challenges such as limited access, distractions, and the digital literacy gap indicate that implementing social media requires careful planning and consistent mentoring strategies. Teachers can address these challenges through several approaches, such as:

1. Providing alternative offline materials for students with limited access.
2. Establishing rules for social media use during learning.

3. Conducting brief training on platform usage before assignments are given.

The purpose of this study was to investigate how the integration of social media platforms into English language teaching affects students' writing ability in narrative texts in grade X-2 of SMA Negeri 1 Muncar during the 2024/2025 academic year. Using a qualitative case study approach, the researcher observed classroom practices, conducted student interviews, and collected relevant documentation to gain insight into the implementation process, student engagement, perceived benefits, and challenges.

This study revealed that the integration of social media—specifically Instagram, WhatsApp, and personal blogs—helped create a more engaging and interactive learning environment. Students were given writing assignments that required them to create and share narrative texts through these digital platforms. This method not only aligned with students' daily digital habits but also encouraged them to write more enthusiastically. According to (Bakhtiar & Auladi, 2025), the use of social media in EFL classes increases students' motivation by integrating language learning into contexts that are familiar and relevant to learners' lives.

One of the main impacts observed was increased student motivation and engagement in the writing process. Many students expressed enjoyment when writing narratives on Instagram or blogs because they could include multimedia elements such as images, emojis, and hashtags to enhance their stories. This is in line with the findings of Zhang and Zou (2022), who argued that multimodal composition enhances students' creative expression and makes the writing process more meaningful. The ability to share posts with peers and receive immediate feedback through comments or likes also contributes to an increased sense of accomplishment and audience awareness.

In addition, the digital nature of social media facilitates revision and editing. Students can easily revise their work without having to rewrite entire paragraphs, which makes the process less intimidating. This supports the development of writing fluency and increases students' willingness to experiment with vocabulary and sentence structure. (Anggara et al., 2024) emphasize that

digital platforms support iterative learning, allowing learners to engage in different stages of writing easily.

However, despite its obvious benefits, the use of social media in the classroom also poses several pedagogical and technical challenges. One of the main issues is the differences in students' digital literacy levels. While some students are highly adept at using social media tools, others have difficulty navigating features such as formatting, hyperlinking, or embedding media. Additionally, inconsistent access to smartphones and internet connectivity pose challenges to equitable participation. (Haniko et al., 2023) highlight the importance of addressing the digital divide to ensure all students benefit from technology-enhanced instruction.

4.2.1 Thematic Discussion of Research Findings

Based on the data analysis and previous discussion, the themes that emerged from the use of social media in improving students' narrative writing skills can be summarized in the following table:

No	Themes	Findings from Field Data	Supporting Theory
1	Increased Writing Motivation	Students felt more motivated to write narrative texts when using social media platforms such as Instagram and WhatsApp.	(Suhaimi et al., 2019)
2	Greater Confidence in Expressing Ideas	Students were more confident to express personal experiences and stories through informal and interactive media.	(Greenhow & Robelia, 2009)
3	Authentic Audience and Peer Feedback	Students received real-time feedback (likes/comments) from peers, making them feel their writing had value and audience.	(Oueslati et al., 2023)
4	Development of Digital Literacy	Students learned how to compose, revise, and publish narrative writing using digital tools and platforms.	(Purcell et al., 2013)
5	Enhancement of Creativity	The integration of images, emojis, and videos in posts helped students be more creative in storytelling.	(Highfield & Leaver, 2016)
6	Uneven Student Participation	Some students dominated group writing tasks, while others contributed minimally or passively.	(Mudure-Iacob, 2022)
7	Technical Barriers and Accessibility Issues	Internet access problems and lack of devices limited participation, especially for students in rural areas.	(Samane-Cutipa et al., 2022)
8	Language Accuracy Challenges	Students' writing often contained grammar and spelling errors due to informal nature of social media writing.	(Anobi Asare et al., 2022)
9	Blended	Teachers acted not only as	(An et al.,

D e s i o p i t	Teacher Roles	language instructors but also as digital facilitators and content reviewers on students' online posts.	2009)
	Integration with Curriculum Objectives	Teachers found social media useful in aligning narrative writing tasks with the English learning goals in the curriculum.	(Benko et al., 2016)

e these successes, time management emerged as a challenge, especially when integrating digital assignments into a limited curriculum schedule. Some students submitted assignments late due to technical issues or lack of internet data, and teachers needed to spend additional time outside of class to monitor, assess, and provide feedback. Additionally, distractions associated with personal social media use (e.g., chatting, scrolling through feeds) can sometimes interfere with task focus, so teachers must set clear rules and expectations.

In conclusion, the integration of social media into narrative writing instruction at SMA Negeri 1 Muncar provides many pedagogical benefits. It fosters creativity, increases student motivation, and provides a platform for authentic communication in English. However, to maximize its benefits, careful lesson planning is essential. Teachers must address issues related to digital literacy, academic integrity, psychological readiness, and time constraints. With proper guidance and consistent support, social media can serve as a transformative tool for developing students' English writing skills in the 21st century.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the findings and discussions presented in the previous chapters, several main conclusions can be drawn regarding the application of social media in improving students' narrative writing skills at SMA Negeri 1 Muncar:

The integration of social media platforms, such as WhatsApp and Instagram, into English writing learning has been shown to have a positive impact on students' narrative writing skills. Through these platforms, students are given more freedom and motivation to express themselves creatively, engage in storytelling, and share personal experiences with a wider and more authentic audience. This interactive environment helps increase student engagement and makes the writing process feel more meaningful and relevant to their daily lives.

In addition, the use of social media increases students' confidence in writing, encourages peer collaboration, and supports the development of digital literacy skills. The findings show that students are more willing to write and revise their texts due to the real-time feedback, visual aids, and social interactions. These factors contribute to increased motivation, creativity, and willingness to participate in writing activities.

Although effective, the implementation of social media in the classroom encounters several challenges. These challenges include uneven student participation, technical limitations (such as inconsistent internet access), and the informal nature of social media language that sometimes interferes with writing accuracy. In addition, differences in student digital literacy and motivation affect overall outcomes. These challenges demonstrate that while social media offers many benefits, its integration into writing instruction requires careful teacher planning, guidance, and facilitation.

5.2 Research Limitations

This study has several limitations that must be acknowledged:

First, this study was only conducted in one class (Grade X

at SMA Negeri 1 Muncar), which limits the generalizability of the findings. The results are specific to the classroom culture, teacher approaches, and student characteristics in that context, and may not be fully representative of other schools or educational settings.

Second, this study was conducted over a limited period of time during the 2024/2025 academic year. Thus, this study only captures the short-term effects of social media use on students' narrative writing skills. Long-term outcomes, such as sustained writing improvement, habit formation, or skill transfer to other genres or settings, were not investigated.

Third, data were mostly collected through classroom observations, student interviews, and document analysis of students' writing. A more comprehensive picture might have emerged if the study had included additional instruments, such as student writing portfolios over time, teacher reflections, or peer evaluations.

Finally, this study focused only on narrative text writing and did not examine the impact of social media on other writing genres or language skills, such as reading, listening, or speaking. Consequently, the overall impact of social media integration on broader English language learning remains an area for further investigation.

5.3 Suggestion

Based on the conclusions and limitations above, the following recommendations are offered:

5.6.1 For Teachers

English language teachers are encouraged to continue utilizing social media as an additional tool to develop students' writing skills, especially in narrative texts. To maximize effectiveness, teachers should:

- a. Provide clear writing guidelines and goals when using social media.
- b. Monitor student contributions and provide constructive feedback.
- c. Ensure digital tools are accessible and inclusive for all students.

Encourage appropriate language use and remind students to

maintain academic writing standards, even when using informal platforms.

5.6.2 For Students

Students are advised to make the most of social media tools by:

- a. Actively participating in writing assignments and peer interactions.
- b. Explore different ways to express their ideas creatively and clearly.
- c. Use feedback from teachers and peers to improve the quality of their writing.
- d. Balance the use of informal language with correct grammar and narrative structure.

5.6.3 For Future Researchers

Future research in this area is encouraged to:

- a. Conduct longitudinal studies to explore the ongoing impact of social media on writing development over time.
- b. Investigate how social media can support other English language skills, such as argumentative or descriptive writing, and reading and speaking.
- c. Experiment with integrating social media with other collaborative learning strategies, such as Project Based Learning (PBL) or Peer Review models, to address challenges such as inequities in digital access and unequal student participation.

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HISTORY LIST LIFE



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Riwayat Pendidikan :

- TK Makarti negeri waimusi
- SD Inpres samal j
- MTS Khoiru ummah
- MA Khoiru ummah

Banyuwangi, 15 Juni 2025
TTD

Aninda Khoirunisa Syahri
NIM : 2111221029

APPENDICES

Appendix 1: research introduction statement letter



**UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi**

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
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Nomor : 51.2.12/035.163/FTK.UIMSYA/C.3/V/2025

Lamp. : -

Hal : Pengantar Penelitian

Kepada Yang Terhormat:
**Kepala SMA Negeri 1 Muncar
Banyuwangi**

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Aninda Khoirunisa Syahri
TTL : Pasahari, 11 Agustus 2003
NIM : 2111221029
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Waimusi, Kec. Seram Utara Timur Kobi, Kab. Maluku Tengah, Prov. Maluku
Dosen Pembimbing : Moh. Mahmud, S.Pd, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: **"Using Social Media For Student English Writing Skills Narrative Text"**

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 29 Mei 2025

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

Appendix 2 : certificate of having carried out research



**DINAS PENDIDIKAN PEMERINTAH
PROVINSI JAWA TIMUR
SMA NEGERI 1 MUNCAR**

Jl. Tapanrejo ☐ (0333) 592548 Kode
Pos : 68472
Website : smanegeri1muncar.sch.id E-
mail : smanmuncar@yahoo.co.id

SURAT KETERANGAN
Nomor : 400/SMA.13.3G.05/PI/00.5/05/2025

Yang bertanda tangan di bawah ini:

NAMA	: HERIYANTO NURCAHYO,S.Pd
NIP	: 197605052007011020
Pangkat / Golongan	: Pembina Tk.I/ IV b
Jabatan	: Kepala sekolah SMAN 1 Muncar

Menerangkan bahwa

Nama	: Aninda Khoirunnisa Syahri
Tanggal / Tanggal Lahir	: Pasahari, 13 Agustus 2003
NIM	: 2111111032
Fakultas	: Tarbiyah dan Keguruan (FTK)
Prodi	: Tadris bahasa Inggris
Universitas	: KH. Mukhtar Syafaat Blokagung
Judul Penelitian	: " Implementasi Sistem Informasi Manajemen E- GERCEP Sebagai Solusi Penanganan Bullying di SMA Negeri 1 Muncar.

Bahwa Mahasiswa tersebut diatas telah melaksanakan penelitian untuk penulisan Skripsi di SMA NEGERI 1 Muncar dari tanggal 10 s/d 16 Juni 2025.

Demikian Keterangan ini dibuat dengan sebenarnya dan untuk dapat digunakan sebagaimana mestinya.

Muncar, 16 Juni 2025
Kepala Sekolah




HERIYANTO NURCAHYO,S.Pd

Appendix 3 : Guidance Card

6/17/25, 12:17 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSAYA BLOKAGUNG ::

NIM	2111221029	
NAMA	ANINDA KHOIRUNISA SYAHRI	
FAKULTAS	TARBIYAH DAN KEORGANISASIAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	2024/2025	
JUDUL	THE IMPLEMENTATION OF SOCIAL MEDIA AND DIGITAL PLATFORM: USING SOCIAL MEDIA FOR ENGLISH WRITING SKILLS INFORMALLY IN GRADE XI AT SMAN 1 MUNCAR IN THE ACADEMIC YEAR 2024/2025	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	2024/2	17 Juni 2025	17 Juni 2025	Finishing ready to examination	Bimbingan ke 10
2	2024/2	21 Mei 2025	21 Mei 2025	Bimbingan Chapter V Conclusion	Bimbingan ke 9
3	2024/2	15 Mei 2025	15 Mei 2025	Bimbingan Chapter IV Discussion	Bimbingan ke 8
4	2024/2	14 Mei 2025	14 Mei 2025	Bimbingan Chapter IV Discussion	Bimbingan ke 7
5	2024/2	07 Mei 2025	07 Mei 2025	Bimbingan Chapter IV Finding	Bimbingan ke 6
6	2024/2	08 Maret 2025	08 Maret 2025	ACC Seminar Proposal	Bimbingan 5
7	2024/2	06 Februari 2025	06 Februari 2025	Bimbingan Chapter 3 Method	Bimbingan 4
8	2024/2	30 Januari 2025	30 Januari 2025	Bimbingan Chapter 2 Related Review	Bimbingan 3
9	2024/2	08 Januari 2025	08 Januari 2025	Bimbingan Chapter 1 Introduction	Bimbingan 2
10	2024/2	08 Desember 2024	08 Desember 2024	Konsultasi Judul/Pengajuan Judul	Bimbingan 1

Appendix 4 : Certificate of Plagiarism Free of Maximum 25% from the Faculty



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FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

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E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah artikel:

Nama	: ANINDA KHOIRUNISA SYAHRI
NIM	: 2111221029
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Jenjang	: Sarjana (S.1)
Dengan Hasil	: 22%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian sidang artikel.

Banyuwangi, 19 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIPY. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

Appendix 5 : Interview Guideline

for teacher

1. how to implement social media platforms in teaching narrative writing.
2. how do students respond to the use of social media in writing narrative texts
3. how do teachers improve the use of social media in the classroom

for students

4. how do students respond to the implementation of social media in narrative writing
5. what are the challenges of students in writing narrative texts
6. how do students respond to their self-confidence in writing after using social media

Appendix 6 : Research Documentation



Wawancara bersama guru bahasa inggris



wawancara dengan siswa kelas X 2



Foto bersama siswa kelas X 2



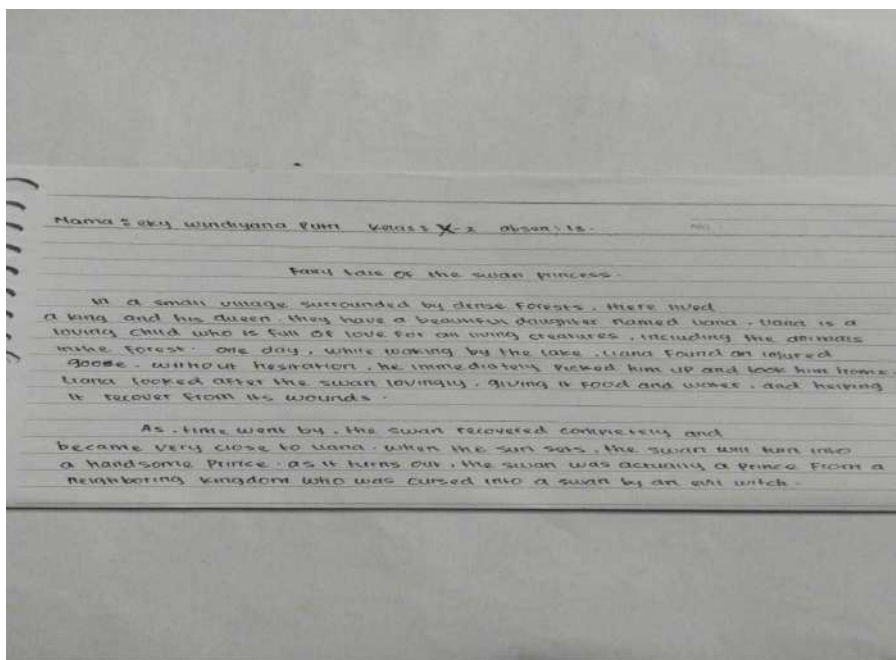
Siswa kelas X 2 menulis tugas narrative text



Sampel tugas unggahan narrative text siswa kelas X 2



Siswa Membacakan tugas narrative text



tugas tulisan tangan text narrative kelas X 2

