

**USING INSTAGRAM MEDIATED ACTIVITIES
TO TEACH ASKING AND GIVING OPINION**

A Thesis: Best Practice

**Presented to English Language Education Department as a Partial
Fulfillment of Requirement to Obtain *Sarjana Pendidikan* Degree in English
Language Education**



**Conveyed by:
Mudo Pratomo
17322114**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

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APPROVAL SHEET
USING INSTAGRAM-MEDIATED ACTIVITIES
TO TEACH ASKING AND GIVING OPINION

Best Practice

By:

Mudo Pratomo

17322114



Approved on July 24, 2023

By

Supervisor

A handwritten signature in black ink, appearing to be "Astri Hapsari", written in a cursive style.

Astri Hapsari, S.S., TESOL
NIP.123220402

RATIFICATION SHEET

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By

MUDO PRATOMO

17322114

Defended before the Board of Examiners on 11th August 2023 and
Declared Acceptable

Board of Examiners

Chairperson : Astri Hapsari, SS., M. TESOL

First Examiners : Puji Rahayu, S.pd., M.L.S.T., Ph.D.

Second Examiners : Anandayu Suri Ardini S.S., M.A

Yogyakarta, August 2023

English Language Education Department
Faculty of Psychology and Social-Cultural Sciences
Universitas Islam Indonesia

Head of Department



Puji Rahayu, S.Pd., M.L.S.T., Ph.D.
NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis written by me, I guarantee in this thesis does not contain any work of others except cited in quotation and references, as a scientific paper should.

Yogyakarta, August 1 2023



Mudo Pratomo

17322114

MOTTO

“Born too late to explore the world, born too early to explore the space, but never too late to start a journey”

DEDICATIONS

Appreciatively, I dedicated this best practice to myself, my family, my lecturers, and others especially:

1. My beloved parents and sibling: Joko Rustomo, Sulastri, and beloved my sister Diah Putri Pertiwi
2. The head of English Language Education Department Miss Puji Rahayu S.Pd., MLST., Ph.D, also my best practice supervisor all this time Miss Astri Hapsari S.S., M.TESOL. may Allah give the suitable rewards for them.
3. All of my friends in the English Education Department gave me a lot of good memories in my life.
4. All of my friends for supporting me to finishing this research.
5. All of the lecturers or staff in the English Language Education Department.

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In arranging this thesis, a lot of people have provided motivation, advice, and support. First, I want to express my gratitude and appreciation to my beloved mother, Mrs. Sulastri, for love and endless prayer and support. To my beloved father, Mr. Joko Rustomo for every single motivation in order to remind me to keep going and never give up.

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Finally, I would like to thank all of my English Education Department and all the lectures and staff that gave me such wonderful memories and meaningful experiences in my life. I also would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from

perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Yogyakarta, 31 July 2023

A handwritten signature in black ink, appearing to read 'Mudo Pratomo', with a stylized flourish at the end.

Mudo Pratomo 17322114

TABLE OF CONTENT

APPROVAL SHEET	2
RATIFICATION SHEET	3
STATEMENT OF WORK'S ORIGINALITY	4
MOTTO	5
DEDICATIONS	6
ACKNOWLEDGEMENT	7
TABLE OF CONTENT	9
LIST OF FIGURES.....	11
ABSTRACT	1
CHAPTER 1.....	2
INTRODUCTION	2
1.1 Teaching Context.....	2
1.2. Consideration for Using Instagram Mediated Activity to Teach Asking and Giving Opinion.....	3
CHAPTER 2.....	5
CONSTRUCT OF THE TEACHING PRACTICE	5
2.1 Instagram as learning media.....	5
2.2. Instagram-mediated activities to teach asking and giving opinions in English Classrooms	6
2.3. Relevant Studies	7
CHAPTER 3.....	9
IMPLEMENTATION	9
3.1. Pre-teaching activity.....	9
3.2. Teaching activities.....	12
3.3. Post teaching.....	17
CHAPTER IV	19

REFLECTION AND CONCLUSION 19
APPENDICES 23

LIST OF FIGURES

Figure 1: Teaching Asking and Giving Opinions using Instagram-mediated constructs.	8
Figure 2: Instagram Account that was used during the internship.	10
Figure 3: The process of making the video material.	11
Figure 4: The management of material through PowerPoint presentation to make teaching videos.	11
Figure 5: The management of class and material.	13
Figure 6: Delivering The materials using Instagram video.	14
Figure 7: The format of activity on Instagram and the students' work.	15
Figure 8: The students' work.	16
Figure 9: The examination test.	17
Figure 10: Student's score after the examination test	18

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ABSTRACT

Due to the COVID-19 pandemic, teaching and learning were conducted online. This best practice is the result of a teaching internship program during the pandemic and aims to present the use of Instagram-mediated activity to teach asking and giving opinions in a vocational high school. Lesson learned from this best practice is Instagram can be a learning platform to enhance students' engagement. This was achieved by planning lesson with activities that make a simulation of a real-life situation for the students to train their skill to interact with others in the form of interaction on social media. By the end of the lesson, a test was held to measure the student's understanding after learning the materials. From observation during the activity, it was noted that students' participation in the activity was enhanced.

Keywords: Instagram-mediated learning, teaching asking and giving opinion, teaching writing.

CHAPTER 1

INTRODUCTION

1.1 Teaching Context

This study was conducted in my pre-service English teaching internship program in a vocational high school in Yogyakarta. The school is a vocational high school that has an Islamic background in implementing teaching and learning. The school's vision is to create Islamic character and technology-educated fresh graduates that are globally competitive. There are five departments in this school which are, Electrical Installation Engineering Department, Audio Video Engineering Department, Mechanical Engineering Department, Light Vehicle Engineering Department, and Motorcycle Engineering Department.

In my pre-teacher internship program, I was assigned to teach 11th-grade of Mechanical Engineering. In this department, English is needed because the standard of mechanical language is English. So, for someone who is expected in the future to be involved in the world of mechanical engineering, it is required to be able to master basic English. Based on observation in several classes, I found that most students had low engagement in learning to follow the classroom activity, but there are some students that are also interested in following the activity. The other finding was that average students have low English language competency, making it difficult for them to follow the learning.

My pre-service teacher internship was held during the COVID-19 pandemic, due to this issue, the process of teaching and learning were implemented with an online approach. To deal with this problem, the school focuses on using WhatsApp Group (WAG) as the main teaching media to support the learning process. WhatsApp Groups (WAG) are used to replace the classroom of each class, so teachers can share their information and conduct the learning on different schedules and classes. But, due to the disorganization of WAG and the monotonous process of online teaching and

learning, students started to lose their engagement in learning. Instagram was chosen as a learning media to maximize and engage students' interest in the teaching and learning process due to the lack of features in WhatsApp. WhatsApp Groups are still used to share the instructions, material and to monitor the students.

1.2. Consideration for Using Instagram Mediated Activity to Teach Asking and Giving Opinion.

Asking and giving opinions is a part of speaking skills, but it is sometimes used in written form. According to Nor (2018), writing is a process of delivering information from the writer to the readers in the text. Delivering a decent message requires a good understanding of using vocabulary and syntax to construct sentences that are easy for the reader to understand.

During my pre-service teacher internship, the English major was not the student's favorite. Students had a low engagement to participate in learning due to the observation that was conducted before the internship began. There are numerous students misbehaving during the teaching and learning process held, this condition is also the same as what happens when online learning is implemented. The teacher's actions to deal with this issue were quite decent, but she used the old-school way. She was aware of the student's condition and needs, but following the school regulation of the prevention of COVID-19 and her responsibilities as vice principal for the academic curriculum field, she cannot freely focus on preparing the learning material. To overcome this challenge so that it does not become even worse, the supervisor teacher asked me to make a development in implementing online teaching and learning English-focused writing.

To address the school regulation of implementing teaching and learning during the COVID-19 pandemic, WhatsApp was chosen as the main online learning media to conduct the teaching and learning process. WhatsApp is an online messaging application that has a lot of features, is easy to use, and is good to support online teaching and learning. Based on observation, during the implementation of online

teaching that was conducted by the teachers, the use of WhatsApp as a learning media is not quite efficient due to the school learning regulation of carrying out teaching and learning processes. Based on the school regulation, every learning subject must be conducted in each class WhatsApp groups. For example, if there are 15 classes, all the main subject teachers need to join every class WhatsApp Groups. So, the teachers need to conduct the learning alongside other teachers in one room and in a short period of time. With this classroom management, the teaching and learning will not be conducted efficiently and makes students confused in following the learning. The lack of variation in the teachers' learning method on conducting online learning also affects the students' interest and engagement in learning. The school regulation of using WhatsApp as the main media to conduct online learning in pandemic cannot be suddenly changed, to deal with this issue Instagram is used to optimize online learning that cannot be implemented using WhatsApp and can be expected to engage students' interest in learning, especially learning English. Based on Kontula (2018) in general, Instagram is a mobile photo and video-sharing application that is similar to Twitter and Facebook. Additionally, according to Agrikaltarini (2019) Instagram can be used as a learning tool due to the various features in the application, the specific features are suitable to support teaching English writing that may engage students' interest in learning. The role of using Instagram in this best practice is as supporting learning media. The use of WhatsApp as the main media to conduct learning in pandemic is the correct decision, but the school regulation of implementing WhatsApp is not effective yet.

CHAPTER 2

CONSTRUCT OF THE TEACHING PRACTICE

2.1 Instagram as learning media

Instagram is an application of social media that is specifically made for the mobile phone. This is not only a media that has a feature to provide pictures but is also capable of providing videos. This application contains several modern features in supporting social interaction. The feature is related to the content publication in form of the pictures and videos, the videos possibly being posted at ninety seconds. Instagram also can be able to provide captions, attach other Instagram users, and mention the place and the hashtag can also possibly be put, the user can follow other users, monitor the feeds, receive and send messages, like and comment on the content, the user can save the content (Handayani, 2018). This application can be implemented as learning and teaching media for English as a second language (ESL) and English foreign learner (EFL) contexts. In line with Wikor in Agrikaltarini (2019), Instagram has an essential feature that can be advantageous in educational purposes, the feature needs to be executed with an effective lesson plan so it can be used maximally. As an exemplification, the content that is posted by the educator may be shared with the students. Furthermore, the students are instructed to analyze the content and provide their voices as feedback for the content presentation. The content possibly provides essential linguistic knowledge and the student's feedback in speaking or writing form stimulates them to demonstrate their language skills.

The popularity and unique feature of Instagram is the reason to engage students' interest in online teaching and learning English. Instagram is the one of few most popular mobile applications among students nowadays, and almost all students have installed it and have a lot of experience using it. Based on research conducted by Soviah & Etikaningsih (2018), Instagram is the most liked mobile application by users (students), because the apps provide features that catch the interest of the users.

Unfortunately, these features are not well used by students, but it still has a lot of advantages to support teaching and learning English.

Teaching writing could be very challenging depending on the students' characteristics, there are many aspects that should be considered before performing the teaching and learning process. Akhiar, Mydin & Kasuma (2017) confirm that Instagram encourages community concentration and creates meaningful communication among students. In the same research, Instagram is social media that is preconcerted capable of engaging students' skills and confidence in writing. In other words, teachers need to create a suitable environment for students to express student's ideas in writing.

2.2. Instagram-mediated activities to teach asking and giving opinions in English Classrooms.

Using Instagram as media to teach English language writing in vocational high school is challenging because writing is the production of language. In other words, it's more complex and difficult to master than other skills (Ghaith, 2002). Students need to be able to accurately express what they think or feel in written form to achieve learning standard competencies. In line, Rinda (2018) states writing has processes that involve a few steps like formulating, developing, and organizing the writer's ideas in order to connect to the readers. So, it can be said that writing requires strategic skills and a long-term process to develop the ideas of the writer so that it can influence the reader's thought.

Priyana in Wardani (2020) states, asking and giving opinions is used to explain how people should ask the opinion of others and how we give an opinion to others. In general, the purpose of teaching and learning by asking and giving opinions is, students willingly express their thought or belief through others in writing form through Instagram.

Instagram based mediated learning is utilized to teach asking and giving opinions to increase students' engagement during the implementation of online learning in pandemic. Also, Instagram has several unique features that are suitable for supporting learning. According to Listiani (2016), Instagram is capable of supporting people's communication needs as an online learning medium. Moreover, the interesting and appealing features gain user interest due to Instagram's popularity among students nowadays. As follows, Instagram is a suitable medium to teach asking and giving opinions in writing form. This research used adapted teaching procedures conducted by Anggraeni (2017) to teach asking and giving opinion. This method has advantages to provide authentic situations and interactions to stimulate students to learn English.

2.3. Relevant Studies

The implementation of Instagram in the classroom as a medium for online learning has the purpose to motivate the students to apply their linguistic knowledge to communicate among students. The research by Handayani (2018), established the depiction of images and also the videos that were published through the Instagram features facilitated the students to demonstrate their language competence. Additionally, the other study of Instagram as a learning media was conducted by the researcher Agrikaltarini (2019). The appearance of the video in Instagram as media for online learning was provided to be summarized by the students. It accommodated them to implement their analysis skill through the categorization activity of the common and least necessary information or personality of the topic for the summary. For this intention, the students were necessary to criticize the material that was displayed throughout Instagram by the teacher and also practices their language competence beyond communication in writing or speaking. Khalitova (2016), she revealed that the implementation of Instagram as an interesting media for communication and reachable to mobile internet facilitates the student's interest and engagement in learning, this benefit simplifies the students to develop students'

listening comprehension capability, multi aspects of online learning, and enhances the competence of comprehending the opinion and explicit information for genuine speech. Additionally, the students' low engagement and low interest could be solved through Instagram as an accessible and interesting media for online learning. In summary, the use of Instagram-mediated in teaching and learning fields has a positive impact on students' development on understanding the materials in learning especially learning English and it also has a good perception from the students who used it before. Therefore, based on the previous findings of the implementation of Instagram, in this best practice, Instagram-mediated activities are used to answer the challenge of the implementation of online learning during COVID-19 pandemic. From the previous studies, it can be concluded that Instagram-based activities can enhance students' perspective of learning English alongside can increase students' skills, especially in writing. The teaching method can be shown as following below:

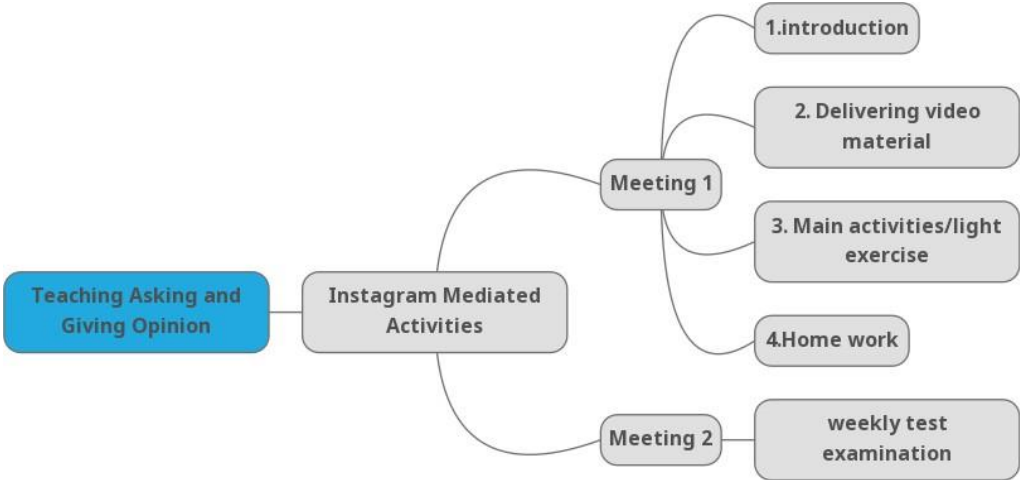


Figure 1: Teaching Asking and Giving Opinions using Instagram-mediated constructs.

CHAPTER 3

IMPLEMENTATION

This chapter described the process during the teaching of asking and giving opinions using Instagram-mediated activities. Instagram is used to share the students' tasks that contain photos and videos. Meanwhile, WhatsApp is still used to share instruction with students.

3.1. Pre-teaching activity

Before I started teaching, first I made the material such as PowerPoint presentation, video, and pictures according to the lesson plan that had been made and approved by the supervisor teacher. The material will be uploaded to my English learning Instagram account which was made for the purpose of media to support online teaching during my teacher internship. Regarding the students' characteristics and engagement in learning English, the video was made with explanations with a mixed language between English and Indonesian. I used authentic material such as updated news that happened in the city, so that hopefully the students feel familiar with it. The purpose of using this specific news is, during the quarantine, the number of crimes committed by teenagers are increasing. Most of them were high school students. The crime usually happens at night, when they have more free time than in the afternoon. When the students are learning this material, I want to remind them that every violence action has consequences and it can affect their future. So, rather than go outside at night, studying and adapting to the implementation of online learning is a better thing to do. The explanation videos must be explained as brief and easy to understand due to the school limitation of learning time during the pandemic. The function of the picture is used in task activities, the picture that is used is also authentic.

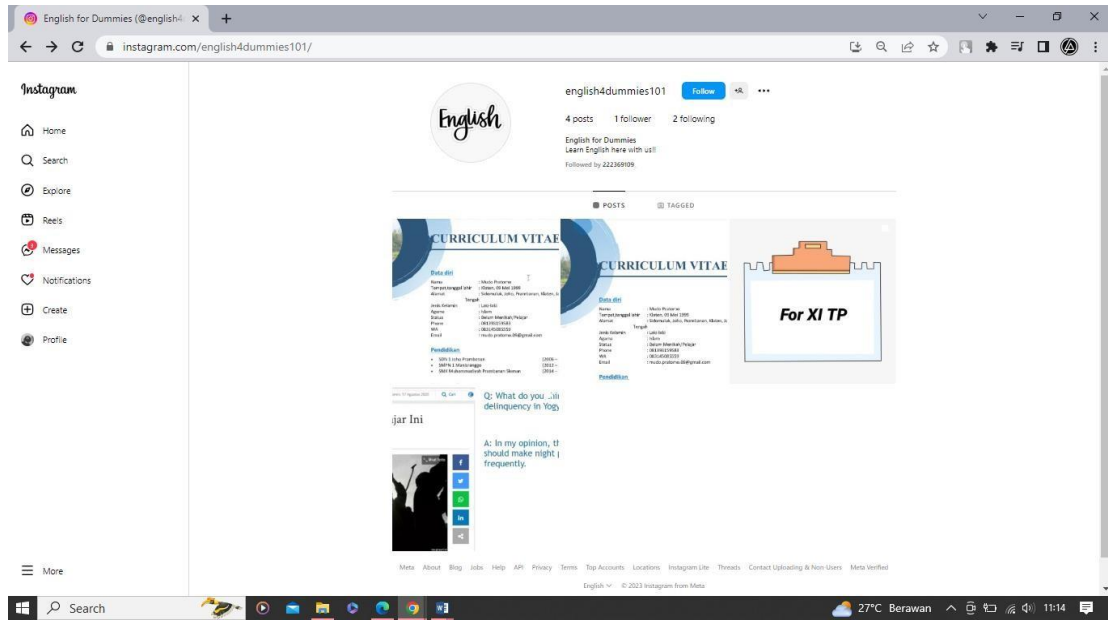


Figure 2: Instagram Account that was used during the internship.

The main learning materials are delivered in video format, then posted on the Instagram account. The video contains explanations and examples of using asking and giving opinions, also at the end of the video there are words of encouragement so that students are even more enthusiastic about learning online during the pandemic. The focus of using learning videos is to make it easy for students to understand and to encourage students to learn the new material. The learning video is closed by a light exercise for the students to make sure that they understand about the learning. The picture that was used for the main task, from the local news. The aim of using authentic materials is to make a simulation of real-life situations. So, the students are introduced to asking and giving opinions that hopefully are used someday in daily life.



Figure 3: The process of making the video material.

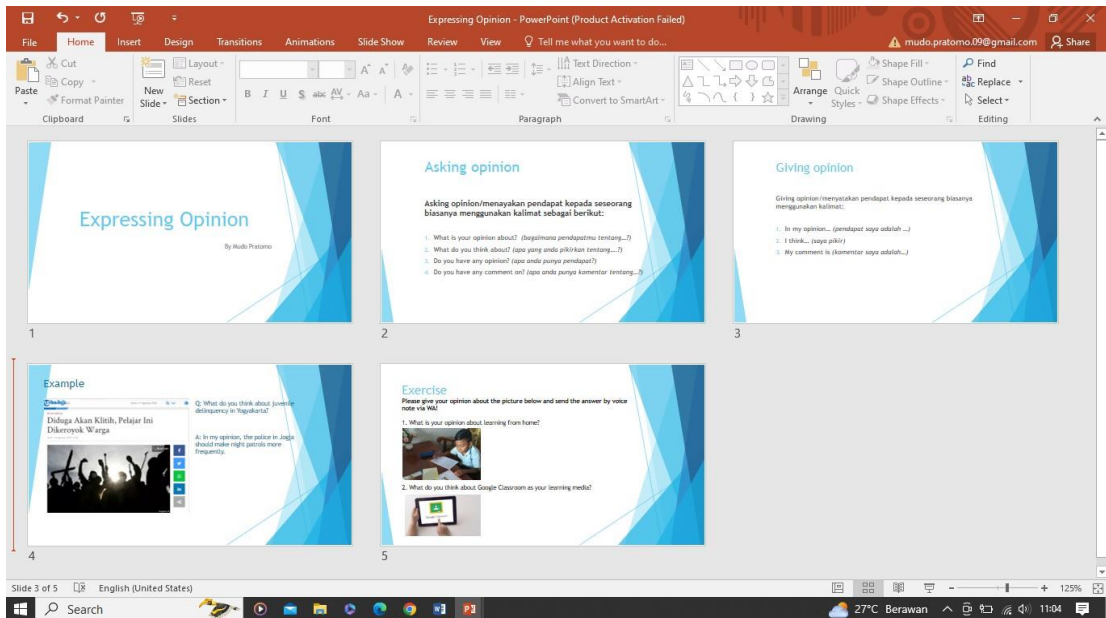


Figure 4: The management of material through PowerPoint presentation to make teaching videos.

3.2. Teaching activities

The teaching activities were conducted in two sessions, the first meeting was focusing on developing an understanding of the material. The class began in the first session on that day which was from 8.00 to 9.00 am. I shared the message that contained the attendance link, the instructions, and the Instagram learning video link in the WhatsApp Group. I asked all the students to fill out the attendance first because the school used Google form as the media and it usually takes some time for students to fill it. As advised by my supervisor, I also gave my students morning speeches to encourage and join the class on time. The instruction consists of the procedural of the learning process. The learning material is also uploaded to the WhatsApp Group for better understanding of students. After some students read my message and checked their attendance list on google form, I explained the instructions again on Bahasa Indonesia, because there were some students that needed to be explained in Bahasa. The meeting was focused on giving understanding about the material, students watching the video on Instagram and closed with answering the exercise.

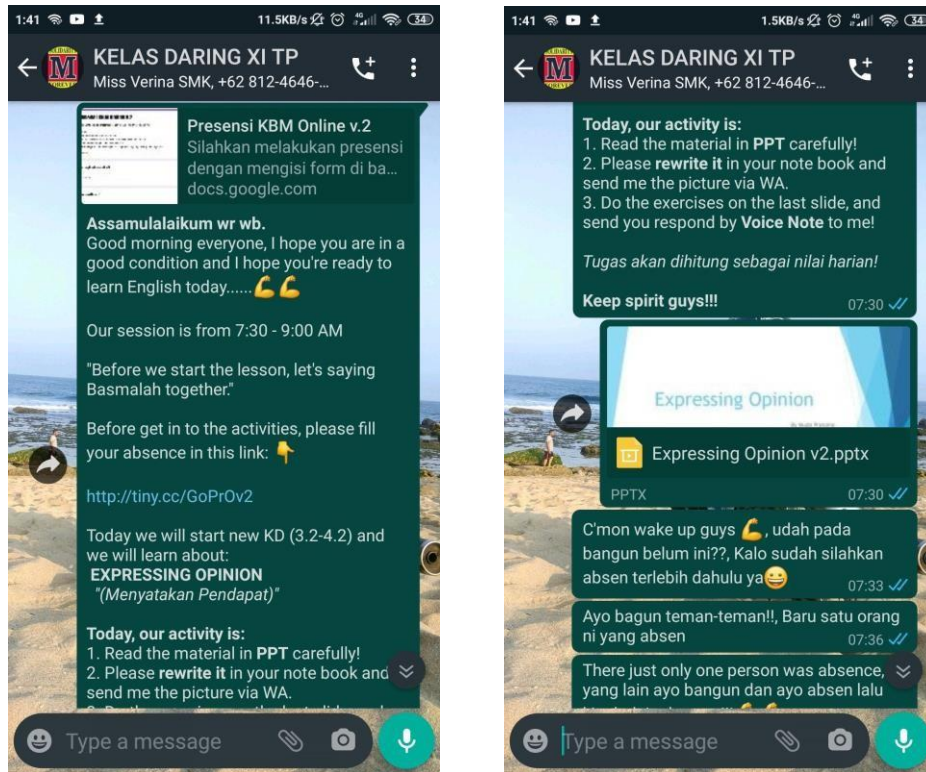


Figure 5: The management of class and material.

The next activity is focused on Instagram, students were instructed to watch the stimulation video on Instagram. The contents of the video consisted of how to use asking and giving opinions and the example of using it in daily life which explained English and Bahasa Indonesia. The video took five minutes and nineteen seconds long to watch. After watching the video, students were asked to do some exercise that was uploaded in another Instagram post. In the exercise, students were instructed to give their opinions based on the pictures that were shown in the comment sections. Then the students need to mention two of their friends to participate in giving their opinions. The focus of this activity is to practice their skill of asking and giving opinions. I monitor the students' work on WhatsApp and Instagram. The students' activity can be seen on the following table and picture below.

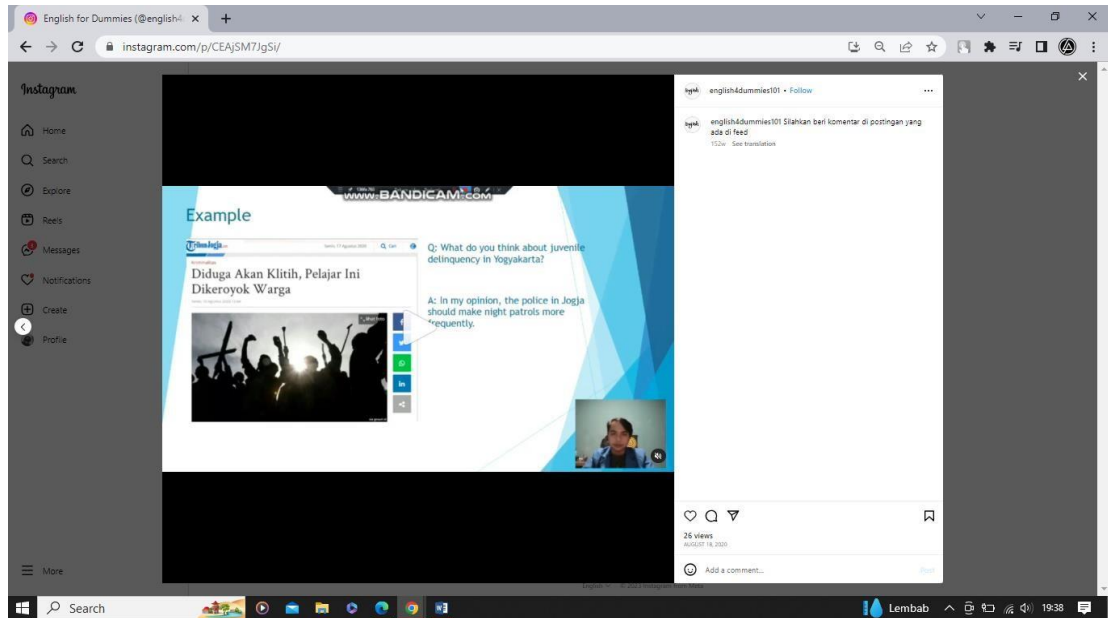


Figure 6: Delivering The materials using Instagram video.

Please answer the following task below! Pay attention with the examples!



Assalamualaikum wr. wb.

Good morning everyone, I hope you're ready to learn English today....

Today's activity is

"Please give your opinion about the pictures in the next slide and tag two friends from your class!"

Example:

"In my opinion building highway in Jogja can make Jogja more crowded"

"I think, lot of people in Jogja are still have big nationalism"

Tetap semangat ya teman-teman!!,

Note*

Jangan lupa cantumkan nama asli!



Figure 7: The format of activity on Instagram and the students' work.

Finally, the last activity was homework, students were asked to rewrite the material on the PowerPoint presentation in their book according to my supervisor teacher. After that, students were also asked to answer the questions that were included in the PowerPoint presentation. After finishing their work, students need to take a picture of their work then send it individually to the teacher. The number of students participating on the Instagram mediated activities are quite small, however there are some students that have high engagement to join the class.

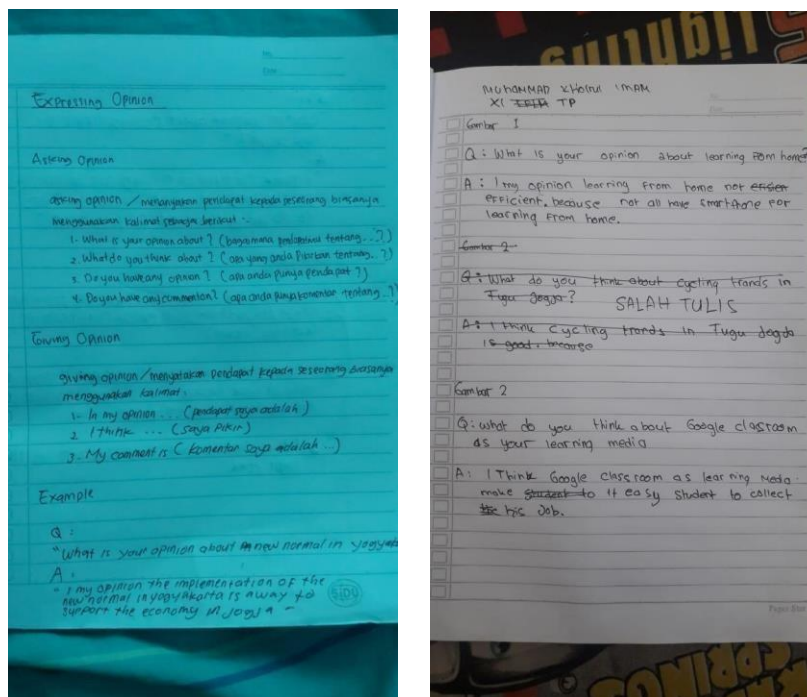


Figure 8: The students' work.

The second meeting was a test examination or weekly test, it's usually conducted by the end of several materials being delivered. Google form was used as media to conduct the test. The examination test was merged with the other subject material, it was 20 item questions in total. From number 1-10 consist of the previous material, then for the number 11-20 for the asking and giving opinions. The part of asking and giving opinions has two variation questions, multiple choice and jumble

words. Based on my supervisor's teacher, the aim of the test examination is to collect students' contribution on learning and it will be collected at the end of semester as determining learning completion. From the 14 students of the class, 8 of them were able to join working on the examination test and the other 6 students were unable to join the test because of unknown reasons.


<p>11. Roni: Can you give me an opinion about my sculpture? Tono: Sure thing! I think you should have fixed the hand. Roni: Thanks, Tono. Tono: No problem! From the dialogue above, what is the purpose of Roni's question?</p> <p><input type="radio"/> asking for an suggestion</p> <p><input type="radio"/> expressing opinion</p> <p><input type="radio"/> asking for an option</p> <p><input type="radio"/> asking for an opinion</p>	<p>For questions number 16-20 Please re-arrange the sentence with correctly! (Susun kembali kalimat acak dibawah menjadi kalimat yang benar!)</p>
<p>12. What is the best Expression for the situation in the picture below? *</p>  <p><input type="radio"/> I don't know where is Tugu Jogja</p> <p><input type="radio"/> Sure, you need to follow this road and turn left after you see the Tugu Jogja</p> <p><input type="radio"/> Please ask other</p> <p><input type="radio"/> No, I don't care</p>	<p>16. our - you - do - think - about - what - teacher - ? - new - English</p> <p>Your answer _____</p>
<p>17. opinion - in - my - go - to - should - doctor - the - they *</p> <p>Your answer _____</p>	<p>18. on - the - sign - gate - the - what - does - say - ? *</p> <p>Your answer _____</p>
<p>19. don't - ideas - your - agree - I - with - too - it's - complicated *</p> <p>Your answer _____</p>	<p>20. that - should - never - you - up - give - think - I *</p> <p>Your answer _____</p>

Figure 9: The examination test.

3.3. Post teaching

After the meeting is held, I start to check the attendance list on the Google Sheet that was given by my supervisor teacher earlier, to make sure how many students who participate in the class. After that, there were some students who sent their work in my mail. According to my supervisor, the students' work documents will be archived then at the end of the semester it will be used to assess students' attitude. My supervisor teacher warned me that most students have low motivation for learning, especially online learning. If there are students who just only fill their attendance and do not do

their work on time, just give them no point. And for students who do all the work they will get 100 points.

The findings of the teaching and learning using Instagram mediated and based on the test that was conducted, can be concluded students understand the material presented with Instagram mediated, but students still have difficulty with the application. Based on the figure 10, most of the students can answer the questions in form multiple choice, but have difficulty in answering the jumble word questions form. The main reason is, most of the students lack vocabulary. There are some students who have more vocabulary that can implement the material correctly through the test.

Based on the findings, Instagram can be used as a media to support teaching and learning English. But, there are some obstacles that must be overcome in order to maximize the media. These findings prove that learning English can be learned through social media that have a bad reputation. This opens the possibility of other applications to be used as media to support teaching and learning activities.

Score vs. Nama

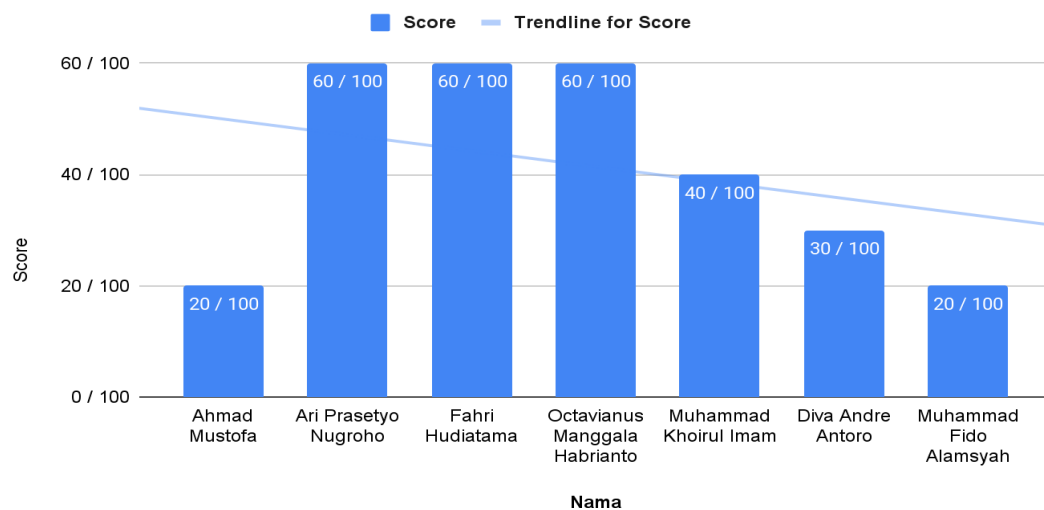


Figure 10: Student's score after the examination test

CHAPTER IV

REFLECTION AND CONCLUSION

My teaching internship during COVID-19 pandemic in vocational high school in Yogyakarta gave me a lot of new experience that might make a good improvement on my way of teaching. The pandemic totally changes everything in teaching and learning, the transition from face to face to online learning at an early pandemic needs long time adaptation to make teaching and learning run perfectly. The implementation of online learning is the only way to face this issue, online learning media is not new, but it was also rarely used to implement the learning in vocational high school before. The “WHF” makes most students in this school not interested in learning, and it makes many students have low engagement during online learning. Instagram mediated learning was chosen as the way to deal with this issue, Instagram is an interesting social media that has many potential as learning media and familiar with the students. For the teacher, Instagram is a media that teachers can be free to express their creativity to make methods in online teaching. Based on the result of test examinations that have been conducted, it can be concluded that although using Instagram mediated activities to teach asking and giving opinion in online learning are not implemented maximally. However, there are many potentials to be developed to use as a media to teaching and learning.

As a future teacher, this internship program gave me a lot of new values of how to be a good educator. There's no perfect students and there's no perfect teacher either. Each of the students have their own characteristics, understanding the students' needs and behavior is the first step to start teaching and learning. After the internship program was finished, I started to understand the joy of being a teacher, seeing students' development in their learning and life is a wonderful feeling as their teacher.

Due to the result of the research that has been done, there are a lot of deficiencies found during the implementation of the teaching method. The main issue was the number of students who expected to participate and interact is more less than those who do not follow students who take part in learning at all. I recommend providing explicit instructions to the students earlier before starting the first session and more engaging the students by texting one by one to check their attention to the learning process.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)		
Mata pelajaran : Bahasa Inggris Sekolah : SMK PIRI 1 Yogyakarta Kelas/semester : XI/Ganjil	KD : 3.2 dan 4.2 Alokasi waktu : 2 pertemuan (6 x 45 menit)	
Tujuan pembelajaran	Kegiatan pembelajaran	Penilaian pembelajaran
<p>Melalui kegiatan Pembelajaran dgn pendekatan saintifik menggunakan model pembelajaran Inquiry Learning peserta didik dapat :</p> <ol style="list-style-type: none"> 1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks ungkapan <i>asking & giving opinion</i> sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran. (C1). 2. Mendemonstrasikan teks ungkapan <i>asking & giving opinion</i> sederhana berdasarkan ppt yang diberikan oleh guru dengan rasa ingin tahu, disiplin dan tanggung jawab (C3) 3. Menganalisis informasi dari teks ungkapan <i>asking & giving opinion</i> sederhana berdasarkan contoh teks yang ada di PPT dengan rasa ingin tahu, tanggung jawab, 	<p>Pertemuan 1.</p> <ol style="list-style-type: none"> a. Siswa mengamati video pembelajaran tentang teks ungkapan <i>asking & giving opinion</i> yang dibagikan oleh guru. b. Siswa memahami penjelasan guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ungkapan <i>asking & giving opinion</i> sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. c. Siswa melengkapi latihan terkait teks ungkapan <i>asking & giving opinion</i> yang dibagikan oleh guru. <p>Pertemuan 2</p> <ol style="list-style-type: none"> a. Siswa menyusun teks ungkapan <i>asking & giving opinion</i> terkait gambar yang terlampir pada soal. 	<p>PENGETAHUAN</p> <ol style="list-style-type: none"> 1. Penugasan (konsep) <p>Soal terlampir</p> <p>KETERAMPILAN</p> <p>Membuat teks ungkapan <i>asking & giving opinion</i> sederhana tentang orang, tempat wisata, dan bangunan bersejarah soal terlampir</p> <p>SIKAP</p> <p>Observasi, penilaian diri, (capaian siswa dinilai oleh guru, dengan menggunakan daftar cek atau skala penilaian <i>rating scale</i>) yang disertai Rubric, format terlampir</p>

<p>disiplin selama proses pembelajaran (C4)</p> <p>4. Menyimpulkan struktur teks ungkapan <i>asking & giving opinion</i> sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dan penggunaannya dari contoh kalimat yang diberikan dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran (C5)</p> <p>5. Membuat teks <i>asking & giving opinion</i> sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran (C6)</p>		
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Mengetahui,
Kepala Sekolah

Yogyakarta, 14 Juli 2020
Guru Mata Pelajaran

Beni Setyo Wibowo, S.Pd
NIP.196705141993031014

Ferina Kamasita.S.Pd