

REFERENCES

- Anggia, I. S. (2019). The Use of Instagram Post For Assisting Tenth Graders in Writing Recount Text. *Research on English Language Teaching In Indonesia (RETAIN)*, 7, 67–77.
- Arikunto, S. (1997). *Prosedur penelitian suatu pendekatan praktik edisi revisi V* (V). Pt.Rineka Cipta.
http://digilib.stikesbanyuwangi.ac.id//index.php?p=show_detail&id=3936
- Asemota, H. E. (2015). The role of media in English language development. *International Journal of Humanities and Social Science Studies (IJHSSS)*, 2(3), 311–316. https://www.ijhsss.com/files/Henry-Erhamwenmwonyi-Asemota_c42v22tn.pdf
- Astari, N., Utami, R., & Hadi, M. S. (2022). *Analysis of Generic Structure and Recount Text Understanding in Eighth Grade Students*. 5(1), 101–105.
- Basith, A.-. (2020). Instagram as Media in Teaching Writing Recount Text for Senior High School Students. *SALEE: Study of Applied Linguistics and English Education*, 1(01), 11–20. <https://doi.org/10.35961/salee.v1i01.66>
- Brown, H. D., & Bailey. (2004). Language Assesment: Principle and Classroom Pratices. In *Languange Assessment: Principle and Classroom Practices* (pp. 39–41).
- Crowley, B. (2015). *Connecting a Classroom: Reflections on Using Social Media With My Students*. Edweek.Org. <https://www.edweek.org/teaching-learning/opinion-connecting-a-classroom-reflections-on-using-social-media-with-my-students/2015/09>
- Handayani, F. (2015). Instagram as a teaching tool? Really? *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 320–327.
<http://ejournal.unp.ac.id/index.php/selt/article/view/6942>
- Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Listiani, G. (2016). The Effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students with High and Low Motivation. *Journal of English Language Teaching, ELT FORUM*, 5(1), 1–8.
- Madjdi, A. H., & Rokhayani, A. (2018). Does the Writer of English Textbook Integrate Norms in Reading Passages He/She Wrote? *Prominent*, 1(1), 65–71. <https://doi.org/10.24176/pro.v1i1.2503>
- Oshima, A., & Hogue, A. (n.d.). *Introduction to Academic Writing* (3rd Edition).

Pearson Education.

- Rosyida, E. M., & Seftika, S. (2019). Instagram As Social Media for Teaching Writing. *Smart*, 5(Vol 5, No 1 (2019)), 60–70. <https://doi.org/10.26638/js.831.203X>
- Salawazo, I. S., Niman, P., Ndruru, M., & Florentina, R. D. (2020). *Analysis of Student 's Difficulties in Writing Recount Text*. 4(1), 10–15.
- Saleh, M. (2021). *ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online) Instagram as a Media to Foster EFL Students ' English Writing Skill ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online)*. 8(2).
- Sánchez, L. F., & Lopez-Pinzon, M. (2019). The Effect of the Process-Based Approach on the Writing Skills of Bilingual Elementary Students. *Latin American Journal of Content & Language Integrated Learning*, 12(1), 72–98. <https://doi.org/10.5294/laclil.2019.12.1.4>
- Saputra, A. B. B., Jumariati, & Febriyanti, E. R. (2021). EFL Students' Problems in Writing Argumentative Essays. *Proceedings of the 2nd International Conference on Education, Language, Literature, and Arts (ICELLA 2021)*, 587(Icella), 8–12. <https://doi.org/10.2991/assehr.k.211021.002>
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Alfabeta.
- Syafi'i, A. (2017). The implementation of process genre based approach (PGBA) using cartoon movie (CARMOV) to improve students' skill in writing narrative text. *International Seminar on Language, Education, and Culture, October*, 8–15.
- Tiro, M. A., & Ahmar, A. S. (2014). *Penelitian Eksperimen: Merancang, Melaksanakan dan Melaporkan*. Andira Publisher.