



Improving writing skills through captions on Instagram for twelfth graders in SMA Negeri 1 Bungaraya

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Informasi artikel

Disubmit: 2022-06-06

Revisi: 2022-08-01

Diterima: 2022-08-15

Dipublikasi: 2022-08-30

Kata kunci:

Caption

Instagram

Keterampilan menulis

Keywords:

Caption

Instagram

Writing skills

Abstrak

Meningkatkan keterampilan menulis melalui caption di Instagram untuk siswa kelas XII SMA Negeri 1 Bungaraya. Menulis melibatkan beberapa aspek seperti isi, organisasi, kosa kata, penggunaan bahasa, dan mekanik. Para siswa menghadapi kesulitan dalam menulis yang menurunkan motivasi mereka untuk mempelajarinya. Penelitian tindakan kelas ini menginvestigasi penerapan deskripsi foto pribadi di Instagram untuk meningkatkan penulisan teks keterangan siswa kelas XII IPA 2 SMA Negeri 1 Bungaraya di Kabupaten Siak Provinsi Riau. Dua siklus penelitian dilakukan dalam penelitian tindakan kelas ini. Pada siklus pertama nilai rata-rata siswa adalah 65,70. Nilai ini berada di bawah kriteria nilai ketuntasan minimal yang ditentukan sekolah (67,00). Sedangkan pada siklus II nilai rata-rata siswa adalah 75,96 yang berada di atas kriteria nilai ketuntasan minimal. Hasil penelitian menunjukkan bahwa membuat caption foto pribadi di Instagram dapat meningkatkan keterampilan menulis siswa. Selanjutnya, pengamat penelitian menemukan bahwa siswa terlibat dengan baik dalam kegiatan belajar mengajar karena mereka termotivasi untuk mendeskripsikan foto mereka di Instagram mereka. Strategi ini dapat meningkatkan pemaparan bahasa target dan juga motivasi mereka.

Abstract

Writing involves some aspects such as content, organization, vocabulary, language use, and mechanic. The students faced difficulties in writing which decreased their motivation to learn it. This classroom action research investigated the implementation of personal photos description on Instagram to improve the students' caption writing at grade XII IPA 2 of SMA Negeri 1 Bungaraya in Siak Regency Riau Province. Two cycles of research were conducted in this classroom action research. In the first cycle, the students' mean score was 65.70. This score was under the minimum passing score criteria determined by the school (67.00). While in the second cycle, the students' mean score was 75.96 which is above the minimum passing score criteria. The result displayed that creating personal photo captions on Instagram could improve students' writing skills. Furthermore, the research observer found that the students were engaged well in the teaching and learning activities as they were motivated to describe their photos on their Instagram. This strategy can improve their target language exposure and their motivation as well.

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How to cite: Alqo, D.S. (2022). Improving writing skills through captions on Instagram for twelfth graders in SMA Negeri 1 Bungaraya. *Jurnal Pendidikan Profesi Guru*, 3(2), 63-72. <https://doi.org/10.22219/jppg.v3i2.24041>

Introduction

It is a challenge for the teacher to have generation Z students in the classroom. Students were born from 2001 onward when the online environment has become a part of life. They dominate online searches for information (Dimock, 2019) which influence the way they communicate with each other and even the way they learn. Digital social media is one of the media they use for communicative and informative purposes; updating status, stalking, or virtual social interaction. Instagram is one of the digital social media used so far (APJII, 2018). They post their photos to the public to show their existence or just for fun so that they will receive comments from their followers. At the same time, they can replies comments to their followers' comments. Furthermore, they write a caption on the photos they post to give more information about the photo. However, as Bahasa Indonesia is their national language, they use it as a tool for their communication on Instagram.

However, one of the challenges in the English class is students' difficulties in writing. As the researcher considered that writing is a complicated process as it involves some aspects such as content, organization, vocabulary, language use, and mechanic. The students had writing difficulty which decreased their motivation to learn writing.

Based on the observation result found that the students have limited target-language exposure. Most of them perceive that English is only for academic matters. They will not find it in the real world. This condition leads them to have low writing skills. Therefore, this Classroom Action Research was to improve my student's writing skills by utilizing Instagram as a media. Since the students have good motivation in writing on Instagram (updating status or giving comments), it is a good idea for the researcher to integrate this kind of digital social media in the learning and teaching process to improve their writing skills. This classroom action research is to investigate how can the students' caption writing be improved by implementing personal photos description on Instagram. Instagram as this kind of social media is very familiar to the students and they will be enthusiastic to do learning with this Instagram. Moreover, Instagram can help my students to the real world of how they can expose their target language interestingly. This study wants to give the students a real experience of how the target language is used for their communication purposes. Some studies regarding the research field have been conducted by many researchers (Arihasta and Busthomi (2019), Azlan, Zakaria, and Yunus (2019), Gunantar and Transinata (2019)). The findings show that utilizing the kinds of social media that students usually use gives significant improvements in students' learning achievements and motivation as well.

The results of this study are expected to give positive contributions to the theory and practice of teaching and learning English as a foreign language. Theoretically, the findings of this study can enrich Classroom Action Research which teachers are highly recommended to do for their professional development. Practically, the study results are expected to be beneficial for teachers in teaching English, especially in the online learning context in Indonesia.

Method

This research employed classroom action research. This classroom action research enables the teacher to achieve practical, improvement, innovation, change or development, and the teachers' better understanding of their practice (Zuber-Skerrit, 1996), as cited in Cohen, Mannion, and Morreson (2007). This Classroom Action Research involved twelfth graders SMA Negeri 1 Bungaraya in Siak Regency Riau Province as the subject of the research which consists of 23 students. This Classroom Action Research was conducted in two cycles. The first cycle was conducted on Monday, 2 November 2020, and the second cycle was conducted on Friday, 13 November 2020 at SMA Negeri 1 Bungaraya in Siak Regency Riau Province where the researcher teaches English subject in this school and this class as well.

The researcher carried out two cycles of research which consist of four steps for each cycle is discussed below.

1) Planning

The first step in every cycle is planning. In this step, the teacher makes some preparations for the next step. The preparations are the learning design, lesson plan, learning platform, learning materials, learning assessment, and learning observation for the observers.

2) Acting

The second step in every cycle is acting. In this step, the teacher did some activities based on the learning syntax arranged in the lesson plan.

3) Observing

Observing is the third step in every cycle of classroom action research. The teacher and an observer observed all the learning activities. Both the teacher and the observer took notes for learning evaluation.

4) Reflecting

Reflecting is the last step in every cycle of classroom action research. Here the teacher identifies the success or the failure in reaching the temporary objectives of the research to determine the alternative steps that accomplished the research objectives.

In this research, the teacher administered a writing test to the students. The students ask to create caption texts by describing their photos on their Instagram. The students' writing scores were then analyzed by a scoring rubric adopted from Jacobs et.al. (1981) as described in Table 1.

Table 1. The scoring rubric of students' writing skills

Aspect of Writing	Range	Score	Criterion
Content	30-27	Excellent to very good	Knowledgeable – substantive – thorough development of thesis – relevant of assigned topic.
	26-22	Good to average	Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to the topic, but lack in detail.
	21-17	Fair to poor	Limited knowledge of subject - little substance – inadequate – development of topic
	16-13	Very poor	Does not show knowledge of subject – non-substantive – or not enough to evaluate
Organization	20-18	Excellent to very good	Fluent expression – ideas clearly – stated/supported – succinct – well - organized – logical sequencing cohesive
	17-14	Good to average	Somewhat choppy – loosely organized but main idea stands out – limited support – logical but incomplete sequencing
	13-10	Fair to poor	Not fluent – ideas confused or disconnected – lack logical sequencing and development
	9-7	Very poor	Does not communicate – no organization – or not enough to evaluate
Vocabulary	20-18	Excellent to very good	Sophisticated range – effective words/idiom choice and usage – word from mastery – appropriate
	17-14	Good to average	Adequate range – occasional errors of word idiom choice, usage but meaning not obscured

Language use	13-10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured
	9-7	Very poor	Essentially translation – little knowledge of English vocabulary idioms, word form – or not enough to evaluate
	25-22	Excellent to very good	Effective complex construction – few error agreement, tenses, number, word order/function, article, pronouns, preposition.
	21-18	Good to average	Effective but simple constructions minor problem in complex construction – several errors of agreement, tenses, number, word
	17-11	Fair to poor	Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition, and/or fragment, run-ons, deletions – meaning confused or obscured
	10-5	Very poor	Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate
Mechanic	5	Excellent to very	Demonstrate mastery of conventions – few errors of spelling – punctuation – capitalization – paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing – poor hand writing – meaning confused or obscured
	2	Very poor	Dominated errors of spelling, punctuation, capitalization, paragraphing – or not enough to evaluate

This Classroom Action Research employed two research instruments as a data collection technique. The instruments are writing tests and observations. In the writing test, the students were asked to create caption text by describing their photos on their Instagram. These writing tests were used to determine the student's achievement in learning caption text material. The tests were given in both cycles. The teacher analyzed the mean of the scores of both cycles to determine the improvement of the student's achievement in writing.

The students' writing achievements were scored based on the scoring rubric of writing by Jacobs (1991). There are four aspects of writing to score students' writing achievement; content, organization, vocabulary, language use, and mechanic. The score for each aspect is as follows.

Content	: the highest score is 30 and the lowest score is 13
Organization	: the highest score is 20 and the lowest score is 7
Vocabulary	: the highest score is 20 and the lowest score is 7
Language use	: the highest score is 25 and the lowest score is 5

Mechanic : the highest score is 5 and the lowest score is 2
 Students' score = Total score for all aspects

Mean of students' score = $\frac{\text{Total score}}{\text{Number of students}}$

The minimum passing score criterion for the students is 67.00. This criterion is determined by school policy. The students are successful when they can get a score of at least 67.00.

The observation was another way for the researcher to monitor both the teacher's and the student's activities during the teaching and learning process in each cycle of the classroom action research. The observer and the teacher observe the learning process based on the observation sheet. The observation sheet consists of some aspects of learning syntax. The observer put a checklist in the observation sheet to see whether the teacher and the students did some activities based on the learning syntax. Moreover, the observer gave additional notes based on her observation regarding some items in the observation sheet that need to be taken into consideration by the teacher.

The data from the observer were analyzed by describing the teacher's and the student's activities during the teaching and learning process based on the learning syntax and notes from the observer regarding some aspects of learning syntax that need to be taken into consideration by the teacher.

Results and Discussion

1) Planning I

This step was the preparation step for the researcher (model teacher) before conducting some actions regarding his research. The teacher prepared learning design including lesson plan, learning platform, learning materials, learning assessment, and learning observation sheet for the observer.

2) Acting I

In this step, the teacher did some activities based on the learning syntax that was arranged in his lesson plan as discussed below. First of all, the teacher opened the class by greeting the students, praying together, doing brain storming, reviewing previous material and explaining the learning objectives.

After the teacher did some introductions in the learning activities, he continued his activities to the main learning activities. He began the activities by asking the student to analyze a photo without caption text by asking them some questions regarding the photo; What do you know about the photo? What does the photo tell us? Could we find more information about who, what, when, where, or how about the photo? What caption text do we need to write to describe the photo in order to give more information that are not provided by the photo only? The students analyzed the photo by answering the teacher's questions and then the teacher and the students created the caption text for the photo being discussed together (Figure 1).

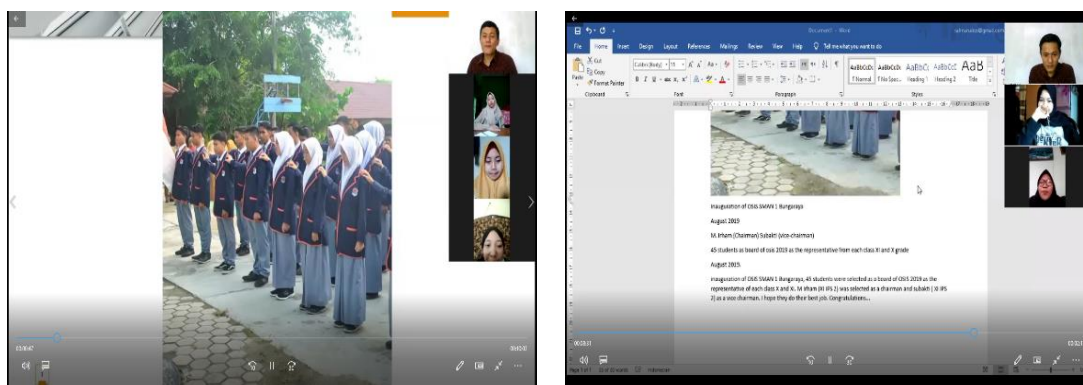


Figure 1. Discussion activities via Zoom meeting. Students discussed with their classmates under teacher guidance to create caption text step by step.

After the teacher and the students finished the discussion, the teacher explained learning material of how to write a good caption text. Figure 2 is describe the learning material for student.

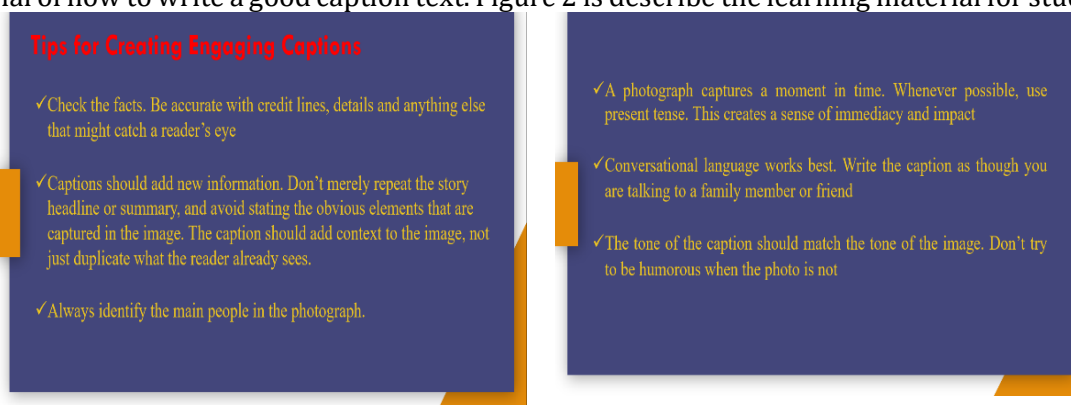


Figure 2. PPT of learning material

The teacher then divided the students into pair groups. They were given a photo to be described by writing the caption text for the photo. They were welcomed by the teacher if they wanted to consult about the task. They could upload the photo after they gave the caption text on the photo and then they presented their work in pair via Zoom Meeting. To know their achievement in the learning process, the teacher gave assessment to the student that could be found in their Google Classroom. The task was in form of Google form. The students were asked to describe their best photo in their Instagram. Due to limited time the students did the task asynchronously and they could hand in the task in the following day.

3) Observing I

In this step, the teacher was observed by an observer to evaluate the learning process based on the learning syntax arranged in the lesson plan. Based on the observation, the teacher did all the steps with some notes from the observer as discussed below. The teacher did not give the students a good example of caption text to be compared with the caption text created in the discussion forum. It is important to see the differences between the result of discussion with the good example of caption text to give students more comprehensive understanding. The teacher needs to discuss more about the students' presentation regarding some errors made by the students.

4) Reflecting I

In this last step of classroom action research, the teacher assessed the students' writing result and discussed some notes from the observer. Table 2 is a description of the students' writing score in cycle I.

Table 1. Students' writing score in cycle I

No.	Nama	C	O	V	L U	M	Score
1	Aditya Nugraha Perdana	22	14	14	18	3	71
2	Arnita	16	10	10	10	3	49
3	Bunga Fatimah Ibrahim	27	18	18	22	4	89
4	Dhea Ayu Devi Mayang Sari	18	14	14	15	3	64
5	Evi Rismawati	26	18	18	22	4	88
6	Iga Afrita	22	14	14	18	3	71
7	Indriyani Paluvi	22	14	14	12	3	65
8	Iqbal Aditiya	16	10	10	10	3	49
9	Jihan Maisofa	16	10	10	10	3	49
10	Khoirul Anam	16	10	10	10	3	49
11	Muhamad Jamaludin	16	10	10	10	3	49
12	Muhammad Rifa'i	22	17	17	18	3	77

13	Nofia Septiani	20	15	14	21	3	73
14	Nurmala Sari	20	13	11	12	3	59
15	Nurvia	22	15	13	16	3	69
16	Rieka Puspita	20	13	13	12	3	61
17	Rini Ismayahwati	20	13	13	12	3	61
18	Suhendra Erawan	17	10	10	10	3	50
19	Sururun Hikmah	22	14	14	18	3	71
20	Syevira	22	14	14	18	3	71
21	Uci Aprilia	24	14	14	18	3	73
22	Ulfatun Khoiriyah	25	16	14	18	3	76
23	Yenni Andriani	25	16	15	18	3	77
Mean		20.70	13.57	13.22	15.13	3.09	65.70

C = Content, O = Organization, V = Vocabulary, LU = Language use, M = Mechanic

Based on the result of cycle 1 it was found that the Mean of the students' score was 65.70, this score is under the minimum passing score criterion 67.00. Meanwhile, only 12 students from 23 students passed the minimum passing score criterion while the rest 11 students could not pass the minimum passing score criterion. Based on this result the teacher is recommended to do another cycle of research. Furthermore, the observer recommended the teacher to do some improvements for the next cycle of the teacher based on the first cycle as discussed below.

1. The teacher gives an example of caption text based on the criteria of good caption text. Label each important part of caption text that should be on a good caption text.
2. Ask the students to identify the caption text they made in the previous meeting.
3. Give more explanation of how to create caption text based on the grammatical rules of English language, includes capitalization, how to choose the most appropriate diction, and language style (formal or informal)

5) Planning II

In this planning step, the teacher developed a lesson plan based on his reflection on the result of the students' achievement and the observer suggestions.

6) Acting II

In this step, the teacher did some improvements activities in his teaching as a follow-up action of his reflection on cycle I. As in the previous meeting, the teacher opened the class by greeting the students, praying together, doing brain storming, reviewing previous material and explaining the learning objectives. After the teacher did some introductions in the learning activities, he continued his activities to the main learning activities. He began the activities by presenting two examples of caption texts describing the important parts of caption text that should be taken into consideration by the students (Figure 3).



Figure 3. Examples of caption text

The students presented their own caption text that they made in the previous meeting to identify some important elements of the caption text in their caption text (Figure 4).

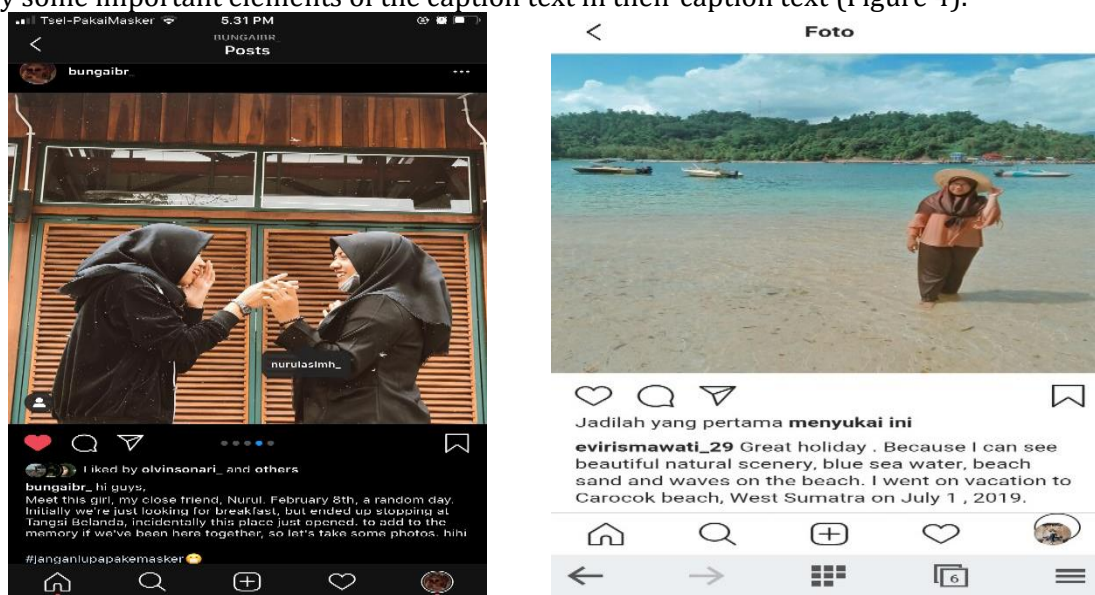


Figure 4. Examples of students' caption text presentation. Here the students presented their caption text to identify some important elements of the caption.

The teacher reinforced the learning material to the students regarding to writing a good caption text.; Capitalization, diction, style (formal or informal). The teacher asked the students to create a caption text by describing their photo in their Instagram (Figure 5). The students upload their caption text to their Google Classroom and to their Instagram as well.

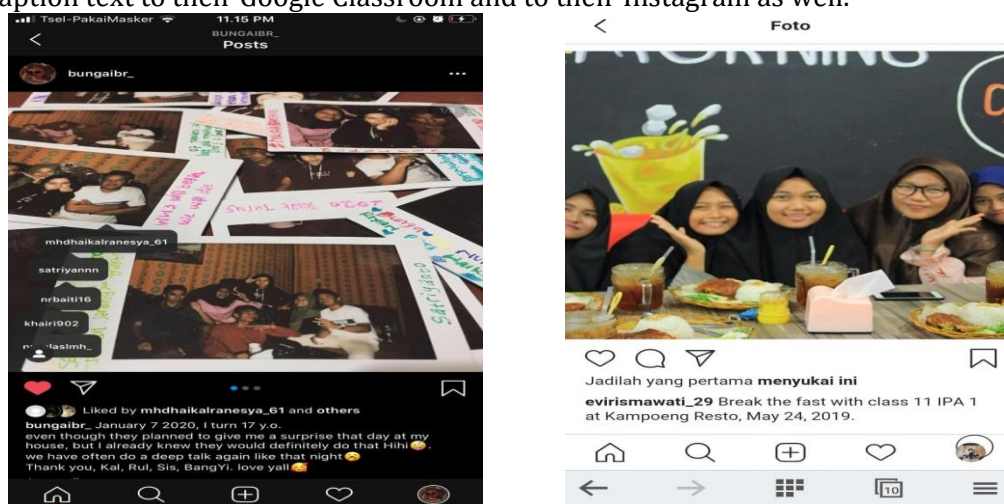


Figure 5. Examples of students' caption text in Instagram. The students created the caption text asynchronously then they could upload it to Google Classroom, WAG, or their Instagram

7) Observing II

As in the previous meeting, in this step the teacher was observed by an observer regarding the learning activities. The observer found that the learning process was very interactive and the teacher did all the learning syntax well. However, the observer found that only a few students were active in a discussion forum while the other students were still passive.

8) Reflecting II

In this cycle, the teacher discussed the observer's findings and assessed the students' writing achievement based on the writing assessment given to them. The following Table 2 is a description of the result of the students' writing score in the cycle II.

Table 2. The students' writing score in cycle II

No.	Nama	C	O	V	LU	M	Score
1	Aditya Nugraha Perdana	22	15	16	18	4	75
2	Arnita	21	14	15	17	4	71
3	Bunga Fatimah Ibrahim	28	19	18	22	4	91
4	Dhea Ayu Devi Mayang Sari	22	15	15	17	4	73
5	Evi Rismawati	28	18	18	22	4	90
6	Iga Afrita	22	15	15	17	4	73
7	Indriyani Paluvi	23	16	15	18	4	76
8	Iqbal Aditiya	21	14	14	17	3	69
9	Jihan Maisofa	22	14	15	17	4	72
10	Khoirul Anam	22	15	15	17	4	73
11	Muhamad Jamaludin	22	14	15	17	3	71
12	Muhammad Rifa'i	27	17	17	18	4	83
13	Nofia Septiani	22	14	15	17	4	72
14	Nurmala Sari	22	14	15	17	4	72
15	Nurvia	24	16	16	18	4	78
16	Rieka Puspita	22	14	15	17	4	72
17	Rini Ismayahwati	22	14	15	17	4	72
18	Suhendra Erawan	21	15	15	17	4	72
19	Sururun Hikmah	24	16	16	18	4	78
20	Syevira	24	16	16	18	4	78
21	Uci Aprilia	24	16	16	18	4	78
22	Ulfatun Khoiriyah	24	16	16	18	4	78
23	Yenni Andriani	25	16	17	18	4	80
Mean		23.22	15.35	15.65	17.83	3.91	75.96

Based on the result of cycle II it was found that the Mean of the students' score was 75.96, this score is above the minimum passing score criterion 67.00. All the students passed the minimum passing score criterion. There were significant improvements in students' achievement as described Table 3.

Table 3. The students' mean score in cycle I and cycle II

No.	Cycle	Mean
1.	Cycle I	65.70
2.	Cycle II	75.96

Furthermore, based on the observer's observation in this cycle II, it was found that both the teacher and the students were found interactive and all the students were more engaged in teaching and learning activities. Since the implementation of personal photos description in Instagram could improve students' writing skill, it is recommended that this way of teaching can be an alternative way in teaching English as a foreign language. It is important for teachers to integrate Technological Pedagogical Content Knowledge (TPACK) into their teaching practice in order to give more meaningful learning experiences to our students.

Conclusion

This classroom action research investigated the implementation of personal photos description in Instagram in improving students' caption writing in class XII IPA 2 of SMA Negeri 1 Bungaraya in Siak Regency Riau Province. Based on the data analysis, the writer concluded that the implementation of personal photos description in Instagram could improve students' caption writing in terms of some aspect of writing; content, organization, vocabulary, language use, and mechanic. This improvement can be seen from the significant result of students' score in cycle I (65.70) and cycle II (75.96). Furthermore, the implementation of personal photos

description in Instagram could improve students' engagement in teaching and learning process. Based on the observer's observation students were found enthusiastic in attending the class and doing the tasks given by the teacher. Moreover, as the students posted their caption writing in their Instagram, the implementation of personal photos description on Instagram also improved their' target language exposure which in turn gave meaningful learning experiences for them and increase their motivation as well.

However, as this classroom action research was conducted in online classroom, both teacher and students were found to have some technical problems of internet connection and electricity blackout, hence the teacher designed the classroom into synchronous and asynchronous classroom.

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