

CAPTION POWER: TRANSFORMING WRITING SKILL THROUGH INSTAGRAM FOR UNIVERSITY STUDENTS

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ABSTRACT

Indonesian students still have difficulties learning writing skill. The students may produce many errors in writing text. Such as in structure, there are no tenses in Indonesian, so many students are confused about using the right tenses for their writing assessment. The objective of the research is to find out the effectiveness of using Instagram Caption to improve students writing skill. This research is designed in quantitative descriptive. The data are collected by questionnaire, interview, and writing test. To analyze the data, the researcher look at the result of writing test. The result shows Instagram Caption effectively to improve students writing ability. In addition, Instagram Caption make the students more interested and explore their ideas into writing ability.

ABSTRAK

Siswa Indonesia masih mengalami kesulitan dalam mempelajari keterampilan menulis. Siswa mungkin membuat banyak kesalahan dalam menulis teks. Seperti dalam struktur, tidak ada kalanya dalam bahasa Indonesia, sehingga banyak siswa bingung tentang penggunaan kala yang tepat untuk penilaian tulisan mereka. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan Caption Instagram untuk meningkatkan keterampilan menulis siswa. Penelitian ini dirancang secara deskriptif kuantitatif. Data dikumpulkan melalui kuesioner, wawancara, dan tes menulis. Untuk menganalisis data, peneliti melihat hasil tes menulis. Hasilnya menunjukkan Caption Instagram efektif untuk meningkatkan

kemampuan menulis siswa. Selain itu, Caption Instagram membuat siswa lebih tertarik dan mengeksplorasi ide-ide mereka menjadi kemampuan menulis.

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INTRODUCTION

Writing can be an important element in learning English. According to Galbraith ¹(2009) writing is often referred to as a process of discovery. It is the fuel that drives communication, and communication serves as a framework for the academic community. In writing, there are several genres of writing the students will faces. One of the texts is a descriptive text. The researcher focuses on descriptive text as the media for students to improve their English skill. According to Agustina & Muklas ²(2018), descriptive text explains an object, a person, or a place. In this research, the researcher attracts the students to learn writing skill through social media other than books.

Social media is one of the platforms that have become an integral part of humans. Instagram become one of the popular social media used by the students. According to Alsalem & Fatima ³(2019), the most widely used social media platform for communication is Instagram, where users are able to post updates by uploading live videos and snapping pictures and videos. Instagram offers a unique opportunity to explore its potential as an educational tool to improve various aspect in learning.

In this context, leveraging Instagram's caption aspect to improve students' writing skills presents an innovative way. Through integrating features on social media into the writing skill improvement, educators can take advantage of students' existing interests and tendencies, one of which is the

¹ David Galbraith, "Writing as Discovery," in *BJEP Monograph Series II: Part 6 Teaching and Learning Writing* (British Psychological Society, 2009), <https://doi.org/10.1348/978185409x421129>.

² Eka Agustina and M Muklas, "An Analysis Student's Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur," *(Online) Terakreditasi Nasional. SK*, vol. X (Cetak, 2018).

³ Alsalem and Fatima, "Why Do They Post? Motivations and Uses of Snapchat, Instagram and Twitter among Kuwait College Students," *Media Watch* 10, no. 3 (September 1, 2019): 550–67, <https://doi.org/10.15655/mw/2019/v10i3/49699>.

use of captions. According to Sallamah & Sabiq ⁴(2020), through Instagram's features, such as live videos, Instagram groups, and caption writing, students were able to participate in relevant classroom activities, enjoy the class while learning, get beneficial feedback from other students, and finally enhance their writing abilities.

These captions can play an important role in developing language skills and improving writing abilities. By getting students used to giving captions to their photos, students will become accustomed to and think critically about the captions they will write. Moreover, Instagram's caption functions as a tool for students to express their ideas in writing.

Writing skills are still a challenge for Indonesian students. During composing texts, the students could make a lot of mistakes. Although Indonesian has no tenses in its structure, many students struggle to choose the appropriate tenses while writing for writing assessments, particularly when composing descriptive texts.

As mentioned in the background above, the researcher discovers that the students had some issues when they learned writing skill. As highlighted above, the researcher formulated the research question as follows:

“Is the use of Instagram caption effective to improve students writing skill”

Several studies regarding the use of Instagram captions were carried out in the earlier research. Avivi and Megawati ⁵(2020), Gunantar and Transinata⁶ (2019), and Nurdiansyah and Abdulrahman ⁷(2020). However, there are some similarities and differences are found from the previous study and this study. The similarity are the use of Descriptive text as the material. The difference is between sample selected and the method of data acquisition. In this study the researcher only looked at the influence of Instagram Captions

⁴ Sallamah Baqiatius and Sabiq Husein As, “Journal of Research and Innovation in Language Does Instagram as Learning Media Affect Students’ Writing Skill on Recount Text?: An Experimental Research ARTICLE HISTORY,” vol. 2, 2020, <http://ojs.journal.unilak.ac.id/index.php/>.

⁵ Mauliya Avivi and Fika Megawati, “Instagram Post: Writing Caption through Process Approach in Developing Writing Skill,” *EduLite Journal of English Education, Literature, and Culture* 5, no. 2 (2020): 240–50, <https://doi.org/10.30659/e.5.2>.

⁶ Devy Angga Gunantar and Tatas Transinata, “Writing Caption on Instagram as Media for Student’s Motivation and Writing Skill Improvement Writing Caption on Instagram as Media for Student’s Motivation and Writing Skill Improvement,” *ETERNAL (English Teaching Journal)* 10, no. 1 (2019): 30–35, <http://journal.upgris.ac.id/index.php/eternal/index>.

⁷ Amelia Nurdiansyah and Tryanti R. Abdulrahman, “THE USE OF INSTAGRAM TO DEVELOP STUDENTS’ WRITING ABILITY,” *Akademika* 9, no. 01 (May 19, 2020): 97–107, <https://doi.org/10.34005/akademika.v9i01.808>.

on improving students' writing skills without intervening on students' abilities. In addition, in previous studies they conducted experiments to see whether there was an influence, while in this study the researcher only conducted an analysis to see the influence. This activity not been applied before, it becomes the novelty of this research.

METHODS

The researcher used quantitative descriptive method in this research. This method was used to find out the effectiveness of using Instagram caption to improve students writing skill.

Population of this research was the second semester of English Teaching Department of Datokarama Islamic State University Palu. There are three parallel classes and the total number of the students is 41.

In this research, the researcher used purposive sampling to obtain the sample. The researcher took only one class. The reason why the researcher took samples by using purposive technique is because the researcher needs to select the participant who are actively engaged in using Instagram and have demonstrated ability to wrote engage captions. This targeted approach ensures that the participants have relevant experience and insights to contribute in this study.

Instrument

The researcher provided three instruments which are questionnaire, interview, and writing test. The researcher designed the questionnaire test to find out the students who are use Instagram caption and who are do not use. The researcher divided the students into two groups based on the result of the questionnaire test. Second, interviews were conducted to get more detailed information regarding the aspects of Instagram that students were using. The researcher would interview the students based on simple question. Last, writing test used to answer the research question. The form of writing test will be a paragraph consist of 10 sentences.

To collect the data, the researcher used three steps. The first step is a questionnaire, the next is an interview, and the last is a writing test.

Questionnaires

The researcher used questionnaire test in this research. The purpose of this questionnaire has to gather insights into the usage of Instagram captions among students and their potential impact on learning writing skills. By exploring the habits, attitudes, and experiences of students regarding the incorporation of Instagram captions into their writing practices.

Interview

The researcher used interviews in this research. The aim of this instrument is to find out the detailed information about the features of Instagram used by the students. There are four questions that the researcher gave to the students. Interviews

were carried out in order to obtain additional information on the features of Instagram that students were using.

Writing Test

The writing test was in the form of a paragraph consisting of 10 sentences; the researcher will provide a picture. Students work on the task based on the researcher's instructions. The writing test is given to both groups, then the researcher compares the test results from both groups.

Data Analysis

First of all, to find out the final score of each student, the researcher used the formula in which the students' obtained score was divided by the maximum score and multiplied by one hundred.

$$\Sigma X = (\text{Obtained Score}) / (\text{Maximum Score}) \times 100$$

Where:

ΣX : final score

To analyze the data, the researcher looked at the result test from both of the groups based on scoring rubric below.

Scoring Rubric

Instrument of Assessment	4 points	3 points	2 points	1 point
Generic structure (Organization) -Description - Identification	Identification is complete and description are arranging with proper connectives.	Identification is almost complete and description are arranged with almost proper connectives.	Identification is not complete and description are arranged with misused of connectives.	Identification is not complete and description are arranged with misuse of connectives.
Language features	Present tense is consistently used, creating a vivid and immediate depiction. Linking verbs and relational processes are skillfully employed to describe details. Descriptive adjectives enrich the text, painting a clear picture of the participant.	Present tense is mostly maintained, contributing to the lively portrayal. Linking verbs and relational processes are used effectively to describe details. Descriptive adjectives are used appropriately to enhance the description.	Some variations in tense, occasionally disrupting the flow of the description. Linking verbs and relational processes are used, but with inconsistencies. Descriptive adjectives are used, but with limited impact on the overall description.	Limited or incorrect use of present tense, hindering the clarity of the text. Linking verbs and relational processes are rarely used or used incorrectly. Descriptive adjectives are sparse, lacking in detail or relevance

RESULT AND DISCUSSION

The results of the data are based on the result of the analysis. The findings report about three parts. Firstly, the students who use Instagram in learning writing skill, the students who use other features on Instagram in learning writing, and the writing achievement of the students who use Instagram and the students who use other features of Instagram. The result can be seen as follows:

The Result of Questionnaires about Using Instagram in Learning Writing Skill

In this section, the researcher explains the findings of the use of Instagram. There are three questions distributed to the students based on the characteristics of research. The result can be seen as follows:

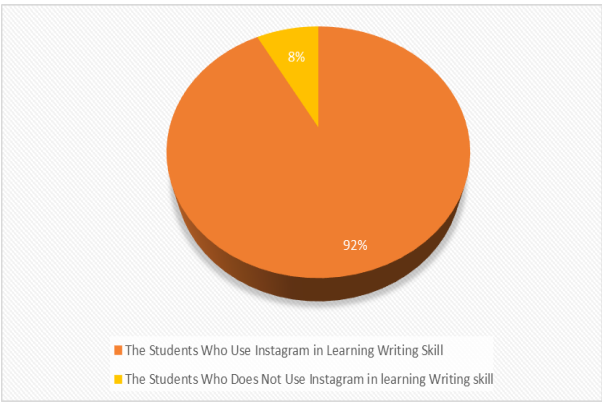


Figure 1 The Percentage of Students' Answer in Question Number 1

Figure 4.1 shows that the majority of the students use Instagram to learn writing skill. It means Instagram becomes one of the social media mostly use by the students. Furthermore, to know about the use of features in Instagram can be seen as follows:

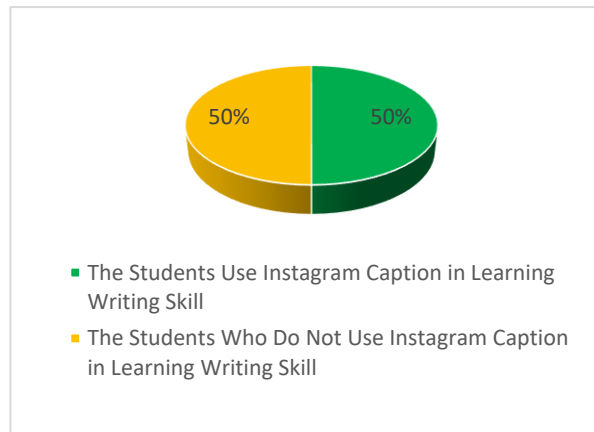


Figure 2 The Percentage of Students' Answer in Question Number 2

Based on figure 2, from 12 students who used Instagram to learn writing skill, half of them use the caption feature on Instagram. In addition, to inform the language that they use in writing caption on Instagram can be seen as follows:

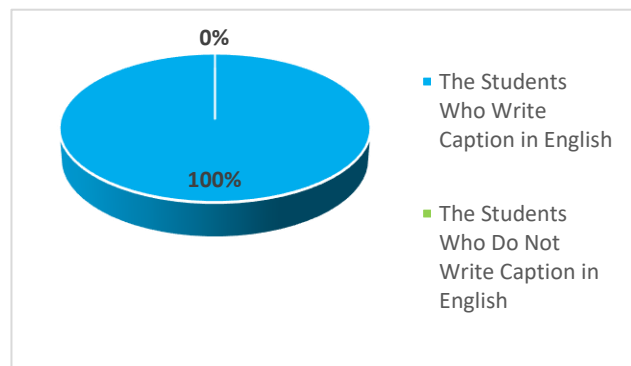


Figure 3 The Percentage of Students Answer in Question Number 3

Figure 3 confirm that all of the students used English to make caption in Instagram.

The Result of Students' Interview by Using Instagram Features in Learning English

This interview was used to find out other features that students use besides Instagram captions in learning English. Based on the results above, there are six students who do not use Instagram captions in learning English. The researcher needs to know the other features that the students use to learn English. It is use to compare the result of the writing test with the students

who use Instagram Caption. Therefore, the researcher gave three questions to each student. The result can be seen as follows:

Do you use Instagram for learning/ study?

Based on the result of interview with the students, they are preferring to use Instagram for fun, but sometimes most of them used it for learning. Moreover, the students feel its effective to use Instagram for improving their English. It is supported by the students NA who stated “Yes, I do. Instagram has so many videos use English, I learn many things from Instagram platform.” Based on the question above, the researcher can sum up that all of them used Instagram in learning English.

What kind of features in Instagram do you use?

According to the students’ interview, there are many features the students use in Instagram. Instagram has many features to help students that can increase their English ability. The features such as Direct Message, Instagram Reels, Instagram Post, and others. As the reinforcement, the students LK stated “Sometime I use direct message with my friend to start the conversation together using English language”. Also stated by D, “I Use Instagram Reels to hear some videos using English to learn how to pronounce word by word.”

Do you think the features of Instagram can improve your English?

Based on the student’s interview, by using the Instagram features the students feels it can Improve their English ability. It is supported by the students who practice their English directly. As stated by BM “Yes, I think it can improve my English as long as I practice it.” Moreover, all of the students agree Instagram have some features that can improve their English skills.

From the result above, the researcher can interpret that the students who do not use Instagram caption in learning English but they used other features in Instagram to enhance their English skills.

The Result of Students’ Writing Test

In this section the researcher presents the result of the students writing test which focus generic structure (organization) and language features. The result can be seen on the table below:

Table 1 The Result of Students Writing Test

No.	Initials	Raw Score		Obtained Score	Max Score	Final Score
		Generic Structure	Language Features			
1.	APS	3	1	4	8	50
2.	AS	1	1	2	8	25
3.	MA	1	1	2	8	25
4.	NA	1	1	2	8	25
5.	BM	2	2	4	8	50
6.	PS	1	1	2	8	25
7.	FAL	2	3	5	8	62,5
8.	MHH	2	2	4	8	50
9.	SA	3	2	5	8	62,5
10.	D	1	1	2	8	25
11.	GM	2	2	4	8	50
12.	MAE	3	2	5	8	62,5
13.	LK	2	1	3	8	37,5

Table 1 shows the result of students writing test. The table provides information about the score received by the students. Based on the table above, only seven students get the highest score, which categories into good to average in writing. While there are five students who get the lowest score, which categories into fair to poor in writing. Based on the result above, the researcher divided them into 2 groups and compared the results of their writing test. The researcher will show with the table below:

Table 2 The Result of Ability Comparison

NO.	The Students Who Use Instagram Caption in English		The Students Who Use other Instagram features in English (Instagram Post, Instagram Reels, and Direct Message)	
	Initial Name of The Students	Final Score of Writing Test	Initial Name of The Students	Final Score of Writing Test
1.	APS	50	AS	25
2.	FAL	62,5	NA	25
3.	MHH	50	BM	50
4.	SA	62,5	PS	25
5.	GM	50	D	25
6.	MAE	62,5	LK	37,5
Total average	56,25		31.25	
Classification	Good to Average		Fair to Poor	

Based on the result above, the researcher can indicate the students who use Instagram caption in English have better writing ability than the students who use other Instagram features in English. According to the information above, the researcher can indicate the use of Instagram caption it can improve the student’s English skills especially in writing ability.

DISCUSSION

In this part, the researcher discusses the findings related to the research questions is the Instagram platform effective to improve students writing skill. The researcher finds from the comparison above that the students who use Instagram caption get the highest scores than the students who do not use Instagram caption. It is because they still get difficulties even though the researcher has provided a picture. The findings are also supported by two researchers. Avivi and Megawati ⁸(2020) and Kencana and Fauzia ⁹(2022) argue Instagram caption gives positive effect and could help students in learning writing ability. Instagram stands out to help the students get improvement with their writing ability. This argument is supported by

⁸ Avivi and Megawati, “Instagram Post: Writing Caption through Process Approach in Developing Writing Skill.”

⁹ Tirta Cariesa Kencana and Nur Fauzia, “The Use of Instagram to Improve Students’ Writing Skills in Explanation Text For Eleventh Grade Students,” *RETAIN (Research on English Language Teaching in Indonesia)* 9, no. 3 (2022): 132–38.

Handayani ¹⁰(2017), Instagram is one of the kind of tools that can help students write more efficiently. It means Instagram with some features can be a good tool for students to improve their writing ability.

Moreover, in identifying, describing, and using tenses, the students who use Instagram caption are better than the students who use other Instagram features. It means, the use of Instagram caption provides advantages for students to improve their writing skill. It is supported by Bestari ¹¹(2020), using Instagram captions has several benefits, such helping users express their ideas, discover new words, and construct well-written sentences. There is another previous research also stated Hilman ¹²(2019), students who are taught through Instagram differ significantly from those who are not in regard to their ability to write descriptive texts. Therefore, by using Instagram caption can give beneficial effect. Several benefits for students include an educational tool that facilitates communication between teachers and students, an opportunity for students to generate ideas with information that is contextually relevant, and the capability for teachers to create stimulating writing assignments. It is supported by Baqiatu & Husein ¹³(2020) students were able to participate in relevant classroom activities, enjoy peer reviews, receive helpful comments, and eventually see a development in their writing skills through the use of Instagram caption. Furthermore, the students more enjoy when learning English especially writing skill with use Instagram caption.

However, there are disadvantages that the researcher gets from both of group which is the lack of use language features such as linking verbs and descriptive adjectives. Grammatical error still be one of the problems that students face in developing writing skill. The researcher found another

¹⁰ Fitri Handayani, "STUDENTS' ATTITUDES TOWARD USING INSTAGRAM IN TEACHING WRITING," *Jurnal Educative: Journal of Educational Studies* 2, no. 1 (2017): 23–29.

¹¹ Ade Christanty Yudha Bestari Bestari, Dinar Faiza, and Meilina Haris Mayekti, "Instagram Caption as Online Learning Media on The Subject of Extended Writing During Pandemic of Covid-19," *Surakarta English and Literature Journal* 3, no. 1 (2020): 9–21.

¹² Ari Hilman, "THE EFFECTIVENESS OF USING INSTAGRAM IN DEVELOPING STUDENTS' DESCRIPTIVE TEXT WRITING," *Journal of Applied Linguistics and Literacy* 3, no. 1 (2019): 31–44, <https://jurnal.unigal.ac.id/index.php/jall/index>.

¹³ Ismi Baqiatu Sallamah and Agus Husein As Sabiq, "Journal of Research and Innovation in Language Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text?: An Experimental Research ARTICLE HISTORY," vol. 2, 2020, <http://ojs.jurnal.unilak.ac.id/index.php/>.

research who have same findings conducted by Maulina et al.¹⁴(2018), In their attempt to describe the image, the caption contains inappropriate language and grammatical problems.

The students get difficulties when arranging the sentences in their writing assessment. Nurdiansyah & Abdulrahman¹⁵(2020) stated there are two reasons why students experience writing challenges. First, they become less interested in writing and more attracted to speaking with others. Second, the students discovered another challenge when writing: organizing English sentences with precision, proper grammar, and appropriate language.

CONCLUSION

This research is aim to find out effectiveness of Instagram platform to improve students' writing skill. Quantitative descriptive method used to conduct this study. After conducting the research and doing the data analysis, the researcher concludes that Instagram caption is useful for learning writing skill. Instagram caption also effectively for students to improve their writing ability. The result shows significant different in scores between the two groups. The researcher succeeded in showing the effectiveness of Instagram caption in improving students' writing skill. Furthermore. Instagram caption make students more interested in writing and also students can further explore their ideas into the text.

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¹⁴ Cut Rosi Maulina, Asnawi Muslem, and Yuliana, "An Analysis of Students' Ability in Writing Caption Through Instagram," *Research in English and Education (READ)*, vol. 3, 2018.

¹⁵ Amelia Nurdiansyah and Tryanti R Abdulrahman, "The Use of Instagram to Develop Students' Writing Ability," *Akademika* 9, no. 01 (May 19, 2020): 97–107, <https://doi.org/10.34005/akademika.v9i01.808>.

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