BOOST STUDENTS' COMPETENCY IN WRITING CAPTION ON INSTAGRAM

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Abstract

This article explores the implementation of writing captions on Instagram towards students of SMAN 6 Bogor. According to basic competencies of English subject in Curriculum 2013, one of competencies that the students of grade XII of SMA is able to compose captions. Instagram is an online mobile photo-sharing, story-sharing, and video-sharing. It is one of the social media tools widely used by teenagers.

This study is intended to reports how the implementation of EFL students' writing competency in using Instagram and whether the learning activity can boost students' interest and encouraging students to write from what they know. Further, the discussion also takes into the issues of the problem that may exist during the application of Instagram as a learning tool and the solution proposed by the teacher to solve out the problems will also intensively investigate. Employing qualitative approach, observation and interview use as the instrument of this present study. The students at SMA 6 Bogor choose as the informant of this study. The students are under the reseracher's supervision. Activities are designed in accordance with the course objectives to share information about the students and the phenomenon.

INTRODUCTION

In Indonesia, English has been considered as an important foreign language, and therefore it is taught as the main foreign language in schools of all levels. There have been many articles that present about the characteristic of English Foreign Language (EFL) students' competency in writing and their result. In high school levels, writing as one of the productive skills, counts as the most difficult skill for students to master. Writing is different from speaking in the sense that what is written can last long and can be read again and again while the spoken form will disappear soon unless it is recorded. Writing requires a lot more processing of language in order to produce a message. First the student must have an idea, then think of the appropriate way to say it, then start to write it and spell it correctly, and then create another sentence to continue to communicate the idea. There is no doubt that writing is the most difficult skill for student to master. The difficulty lies not only in composing, generating and organizing ideas, but also in translating ideas into readable text (Chaisiri, 2010).

Writing is different from speaking in the sense what is written can last long and can be read again and again while the spoken form will disappear soon unless it is recorded. To some good writers, writing can be just like flowing water. The ideas comes out continuously. However, to some common people, writing can be daunting and frustrating task (Ferris, 2016). Teaching writing in high school needs more effort and attempt to develop students' motivation. Writing in English requires more concentration. The students have to focus on their written, and they also have to elaborate more their idea. writing in English needed too much time. Usually the students feel bored when the teacher gives the assignment to write.

It was obvious that, some pieces of their written work were completely full of mistakes, but even in these cases, over-correction could have a very increasing

effect. One way of avoiding the "over-correction' problem was for teachers to tell their students that for a particular piece of work they were only going to correct mistakes of punctuation, or only spelling or only grammar, etc. Most students find it very disappointed if they got a piece of written work back and it was covered in red ink, underlining and crossings out. It was a powerful visual statement of the fact had their written English was not good. The voice of students requires to be heard in order to boost writing as long life learning process. It has been debatable whether it is necessary for teachers to correct student's error in writing. Some argue that making errors is just a step that has to be made in order to progress, while others assert that errors can be fossilized if they are not corrected (Ferris, 2011).

A gale of change is blowing in the pedagogy of English Language Teaching (ELT), social media platform has initiated new possibilities into the classroom. The role of teacher, the nature and context of learning, as well as the function and content have all been challenged and redefined. The development of technology has brought great impact for people's social life. It has revolutionized in such a way that the methodology use by teachers to teach English Foreign Language has changed. In 21st century teaching of writing, the role of technology in teaching and learning process is notable due to it offers teachers to give another way of teaching writing, so the students will be more enthusiastic in writing.

Many new technological tools and online resources are available to support student writing (Al-Ali, 2016). The educational potential and challenges of various engaging Web 2.0 tools in schools have been widely discussed. Regarding the potentials, blogs for instance have been considered as both a personal knowledge construction place and a participatory platform for student conversation, whereas wikis are believed to foster joined-knowledge construction, diversity of opinions, and decentralized information through collaborative authorships (Norton & Hathaway, 2008) (Rosen & Nelson, 2008) By allowing for the generation and dissemination of digital information (e.g., audio, video, or picture), media sharing tools (e.g., Youtube) and podcasting are also viewed as effective for increasing student motivation, facilitating articulation of ideas, and promoting self-expressions (Albion, 2008).

According to basic competencies of English subject in Curriculum 2013, one of competencies that the students of Grades XII of SMA is able to compose captions. Captions convey important information about a photograph. *A photograph is worth a thousand words*. This quote can be problematic because the viewers may

come up with different interpretation. Therefore it is important to write strong photo caption so that the intended message comes through. Instagram is an online mobile photo-sharing, story-sharing, and video-sharing. It is one of the social media tools widely used by teenagers. As one of the platforms social media, Instagram is become widely used by the students. It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and video (Hu, Manikonda, & Kambhampati, 2014). Instagram was launced on October 6, 2010. It is one platforms of social media which its user can share photos, and starting from mid-2013 instagram's services expanded to sharing 15-second video. Since that time, the number of people used instagram increased rapidly. From the instagram statisctic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram 2013). For now, instagram can take many functions: create accounts, post content (pictures or 15-second videos), apply filters, add captions, tag users, add locations, add hastags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hastags/users (Al-ali, 2014).

It is common for the students to have an account on their Instagram and update every moment on their life such as sharing picture, caption and video. Their followers may like and also comment on the picture/video. Using instagram in teaching and learning process of writing class is an alternative way to apply 21st century skills. Teachers can expand this activities based on curriculum expectations. In line with the basic competencies of English subject in Curriculum 2013, one of competencies that the students of Grades XII of SMA is able to compose captions. After writing caption on their Instagram based on what they know and what they like best, the students will proofread, recognize, and check capitalization and punctuation marks. They will use a consistent writing process because their classmate and teacher are able to give comment on their writing. This instructional may encourage students in writing independently about their activity, life experience or giving opinion in authentic ways with less interference from the teacher. The teacher need to motivate the students to learn by providing opportunities for them to learn and stimulating them to see the value in the learning process, bring the students to use instagram as a social media tool, and supporting their learning effort in writing caption

Based on the description, it can be concluded that the main reason of conducting this research is intended to

analyze how the implementation of EFL students' writing competency in using Instagram and whether the learning activity can boost students' interest and encouraging students to write from what they know, for real purposes, and from interest is an important part of the process. Further, the discussion also takes into the issues of the problem that may exist during the application of Instagram as a social media tool and the solution proposed by the teachers to solve out the problems will also intensively investigate.

METHODOLOGY

The main aim of the study was specifically purposed to identify the EFL's Students' Competency in Writing Captions on Instagram and the research questions examine whether the learning activity using Instagram as a social media tool can boost students' interest and encouraging students to write. Additionally, the investigation was also conducted to figure out the problem that may exist during the application of Instagram as a social media tool and the teacher's solutions in order to keep the aims of teaching achieved.

This study works within the qualitative method. It is used when observing and interpreting reality with the aim of developing a theory that will explain what is experienced in the classroom; creating and providing the best possible learning experience for the students or participants is the focus of instructional design and teaching activities. qualitative research is a research studies that investigate the qualitiy of relationship, activities, situations or materials are frequently. Besides, a greater emphasis on holistic description that is on describing in detail all of what goes on in a particular activity than on comparing the effects of a particular treatment (as in experimental research). In addition, qualitative research also describing the attitudes or behaviors of people (as in survey research). (Jack R. Fraenkel, Norman E. wallen, 2012).

The research took place at SMA Negeri 6 Bogor. The subject of this research was the twelfth students of SMA Negeri 6 Bogor which is the main informant. The sample or participants of this study were 20 students from different classes and one (1) teacher to be interviewed became the source of the data who taught English in SMA Negeri 6 Bogor. The researcher chosen the sample of those students because of many aspects, it was about the recommendation from the teachers and school also chosen by the capability of the students who were relevant with the title of the research. the researcher used non-probability sampling technique.

This technique was chosen because the sampling data collection did not give same opportunity to all individual of population. Then, the sampling technique in non-probability was used is purposive technique. Purposive technique was used based on the researcher's assesment of knowledge or prospective informants or respondents to answer research questions. The assessment that the informant had knowledge is done subjectively based on the observation of the researcher. In general, samples that were considered capable of answering research questions people who were experienced or have knowledge related to the focus of the study.

Data Collection

This present study was systematically done through the qualitative approach. In order to get the required data and informations for this research, observation and interview were conducted as the instruments.

Observation

The informant from SMAN 6 Bogor were chosen to be observed. The observation was done with the objectives to:

1) see the students' capability in writing caption o instagram.
2) find the problems appeared during the teaching and learning process.
3) see how teacher overcame the problems appeared.

The time duration of observation was one hour. The observation was done in the classrooms in different days based on the teachers' teaching schedule in SMA 6 Bogor.

Interview

The next step was interviewing teacher about the teaching learning process. The interview is the process of obtaining information for the purpose research with questions and answers method while looking at the face between interviewer with respondent using interview guides (Valenzuela & Shrivastava, 2002). Interviewers occasionally intersperse respondents' answers, good for ask for an explanation or to straighten out when there is an answer which deviates from the question. The type of interview used in this study is an unstructured interview. It means that the questions were not prepared by the researcher, but the researcher has the conception

of the question. It was chosen because the researcher wanted to explore the questions based on the answer of the teacher.

Data Analysis

Data could be collected only in various ways (observation, interviews, document digest, tape) and usually processed first before it was ready to be used, but still used words arranged into text that compiled. Every single step has its own function that connected each other. The process was systematically done to get the valid result of data. the steps of analyzing a qualitative data from observation and interviews are:

1. *Transcribing the data*
2. *Analyzing the data*
3. *Reducing the data*
4. *Categorizing the data*
5. *Interpreting the data*

Every single step has its own function that connected each other. The process was systematically done to get the valid result of data. The data that had been analyzed became the elements to present the findings and discussion of this research. The data that had been analyzed became the elements to present the findings and discussion of this research.

Finding and Discussion

This present research was purposively done to identify the EFL's Students' Competency in Writing Captions on Instagram and whether the learning activity using Instagram as a social media tool can boost students' interest and encouraging students to write captions. Additionally, the investigation was also conducted to figure out the problem that may exist during the application of Instagram as a social media tool and the teacher's solutions in order to keep the aims of teaching achieved. In order to get the ideas of how the EFL teacher used instagram as a tool in teaching writing, especially on writing caption which was started from the step of preparing materials given to the students, the core activities done in the classroom until the closing, including the problems appeared during the teaching learning process and the teachers' solutions in overcoming such problems.

From The Observation

The data gained from all of the observations were expectedly representative to the findings of this research. The researcher obviously saw the EFL students did it really well. They enthusiatically learnt to write captions which was stimulated by some slides the teacher made in digital presentation. There were some pictures shown to students, then they described and elaborated what they saw on the slides.

Some common technical problems appeared in the middle of teaching; the students made errors in writing caption. The errors happened, for instance, in the use of article, diction, sentence patterns. The teacher showed the students' errors and asked the students why they made the errors. Some of them realized their grammatical errors but many of them needed some explanation. Most of the time, the discussion was on comparing some structure and grammar rules. One of the students' problems in writing is the difficulty in discovering the idea. They only post the picture without writing the caption. The teacher, at times, had to explain more detail the basic function of good caption based on the lesson plan. The teacher also gave example 10 ten instagram captions. The caption can help students in giving ideas about what to write.

Kinds of Captions

Based on the basic competencies of English subject in Curriculum 2013, one of competencies that the students of Grades XII of SMA is able to compose captions.

What is Caption?

- Caption is a heading or title, or words on a screen that communicate what is being said.
- A title or explanation for a picture or illustration, a table, a chart
- A heading or title, as a chapter, article or page, the title of scene, the title of a speech
- Law, the heading of a legal document stating the time, place, etc of an execution or performance.
- A sentence or group of words that is written on or text to a picture to explain what is being shown. Is a brief explanation/description accompanying an illustration
- An example of a caption is the title of a magazine article,
- An example of a caption is a descriptive title under a photograph,
- An example of a caption are the words at the bottom of a television or movie screen to translate the dialogue into another language or to provide the dialogue to the hard of hearing.

The purpose of caption based on the lesson plan

Provide the reader basic information needed to understand a photograph/an illustration, a table, a chart

and its relevance to the news. It should be written in a consistent, concise format that allows news organization to move the photo to publication without delay. When someone looks at a picture/an illustration, a table, a chart, they'll look at the caption for the specifics (name, place, context), but every caption should also intrigue in a way that makes them look back at the picture/illustration, the table, the chart because they just learned something they didn't know before they read the caption. If the picture/illustration, table, chart and caption work well together, they'll look at the whole the story.

The students were asked to write caption in the classroom under the instruction of their teacher. They have to post their thought, their impression based on the photo. Just to give some illustration, here are some examples of captions made by students on Instagram social media platform.

Image 1. No caption

The students find some difficulties that they might encounter while writing caption on instagram. The student post a photo without a caption and sometimes they just use an emoji because they are stumped on finding a good caption to use. They realize that Instagram is a social media that allow any body can see and read. At this point, the students do not understand that the important part of caption is give readers information they cannot get from just looking at a photo.

Another students felt that she could be motivated to write his/her caption in a good way. Writing captions on Instagram unburden students to write, the students

show their joy in writing captions. "It is fun to post writing caption on Instagram" they said.

In fact, instagram is not just about selfies, likes/comments, or repost. The teachers should give the opportunity to get beyond. It is a great idea to start using instagram in the classroom. Instagram can become a great educational tool that makes the learning process fun, interesting, and insightful. A lot of activities can be done by using instagram in the classroom. Using instagram as a social media tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks their classmate to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers.

Image 2. The caption

Image 3. The Captions

It is interesting to get feedback through Instagram. Comments on instagram were secondary to the photo and video posts that make up the instagrams' main feed. Comments are the easiest way to communicate. It's just the easiest way to find people with similar interest. Comments allow the students to express their personality, thoughts, and feelings in a way that photos can not show. The image 4 and 5 show that the students comment a photo in *bahasa* and sometimes they just use an emoji. Some of the students said that she/he enjoys giving feedback/corrections to his/her partners caption on instagram.
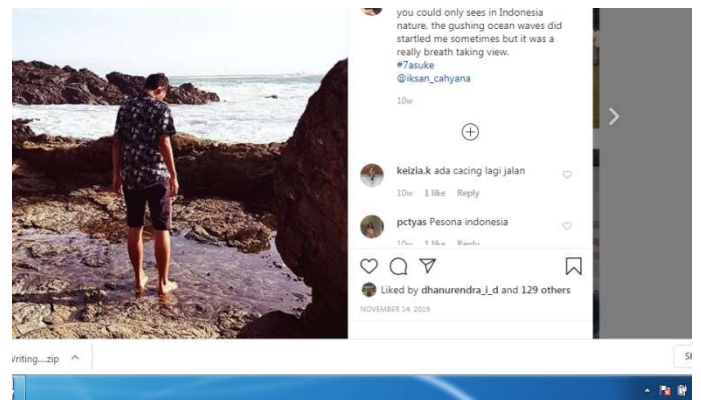

Image 4. The comments

Image 5. The comments

A teacher has an important role in facilitating the students in learning. It has debatable whether it is necessary for teachers to correct students' error in their writing process, in the case of writing caption. The teacher assume that making errors in writing caption is just a step that has to be made in order to progress. Based on the interview with the the students, mostly

informant have good perception on teacher's feed back for their work. Their teachers' feedback made them learn about writing a good caption. Another student confessed that she could learn something more than just grammar.
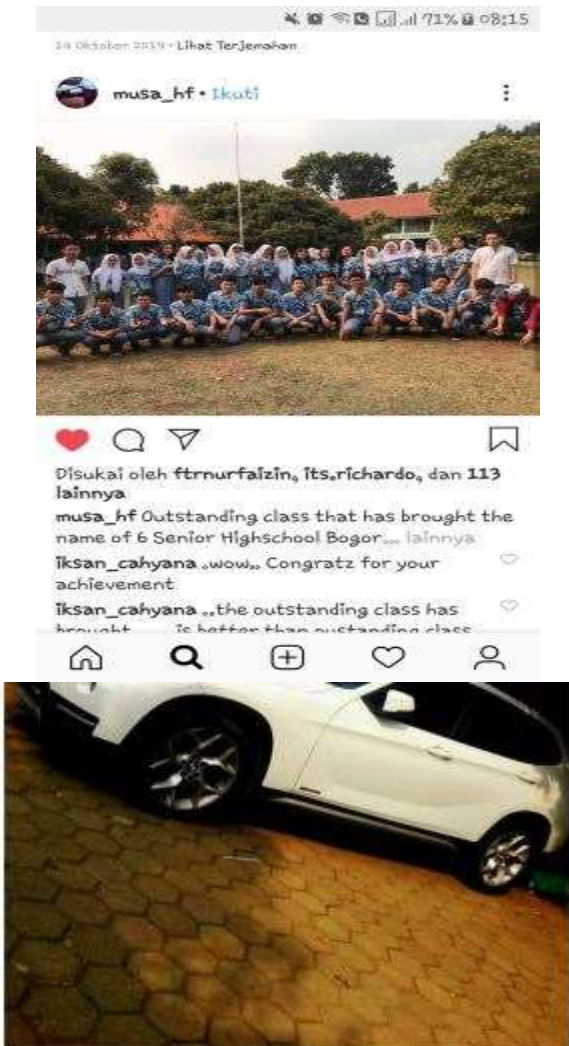

a) Image 6. The teachers' Feedback

The Students take example from their teachers about how to respond to class activities. The teacher as their role model. If the teacher present the material, topic or assignmets with entusiasm, suggesting that it is interesting, important, fun, or wothwhile, the students were likely to addopt the same response.

Image 7. The feedback

Image 8. Teachers' Feedback

The EFL students who has studied a foreign language knows how difficult it is to become a good writer in English. Writing caption in English language, to some extent, haunts the students much. Seeking opportunities to actively use English language is very important to reach the goal of the basic competence based on the curriculum. Instagram is one of social media tool to help the students boost their writing competencies.

In their caption, some students made errors in few aspects of English grammar rules. The errors happened, in the use of diction, sentence patterns, tenses, part of speech, etc. When the students made some errors, the teacher tried to make them right by giving some feedback directly to the students. The students did not repost or rewrite their caption on Instagram.

Instagram seems to be a perfect tool to support learning English for the following reasons. First, it offers a plethora of contextualized visual data that can provide aid in language classroom. Second, using instagram in classroom can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints. Third, instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment. Finally, ease to access to instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom (Al-ali, 2014).

From the Interview

The data gained from the interview with twenty (20) different students and one (1) teacher as the informants were interviewed by the researcher with several questions to verify; 1) Writing caption 2) Students' interest. 3) Process of Learning. Learning process of writing caption has been given in two meetings, first meeting the students had learning activities of what is captions, the characteristics of captions, the difference between caption and mime, and how to write caption. The data of the interview were recorded as audio files and documentation. Informants stated their thoughts as follows (echoing the majority):

The 1ˢᵗ question:

What is caption?

When the participants were further questioned about the meaning of caption, mostly all informants claimed that caption is photo sharing, pictures, a written form based on picture.

The informants mostly said:

"I think a caption is a picture"

"I like posting caption because I will have many followers"

"caption is the story of my life"

The students felt proud to share pictures they took themselves, and their classmates were encouraged to check pictures on Instagram to *like* them.

The 2ⁿᵈ question:

Did the teacher give you the information about how to write captions?

The informants mostly said **YES**, and the teacher explained that since the process of learning of composing captions has been given by giving theories of captions, how to write and practice to compose caption, the students have the information about captions is shown that 70 percents students know about how to write caption.

The 3ʳᵈ question:
Is instagram your favorite social media platform? Why?

When the informants were further questioned about their social media platform, mostly all informants claimed that Instagram is their favorite social media platform. The following answers are given in order of the number of the citations from the interviews: (not edited)

1) I love Instagram, I can post everything, pictures, videos, instastory, and so on.
2) Instagram is my favorite but I like Tik-tok too, because it is so funy, many funny videos and become viral.
3) I think IG is the most popular socmed
4) Iya, selain facebook, IG salah satu sosial media kesukaan aku.
5) Instagram sudah menjadi bagian hidupku, eaaa..
6) Instagram is one of my social media apps
7) Aku suka IG. Kita bisa posting foto dan video dan banyak fitur lainnya di IG.
8) Instagram itu sudah jadi kebutuhan anak-anak zaman sekarang
9) I like instagram than facebook
10) IG itu seru aplikasinya, banyak fitur-fitur keren.
11) Jadi punya banyak follower gara-gara punya akun instagram
12) Bisa stalking seleb-seleb di IG
13) I really interesting to learn English language through social media especially Instagram
14) I love to post my picture on instagram
15) Aku senang kalau dapat like banyak di Instagram, berarti foto atau postingan aku bagus.
16) Pake instagram bisa promo apapun, bisa jualan dan lain-lain.

The above comments may indicate how Instagram become their favorite social media platform. Istagram has so may aspects and facilities, so that it allows it users to do many things that other social media apps cannot let them do. The students can post photos, videos, add captions and add pictures to the instagram story. The students can follow other people whether it be classmates, teachers, or celebrities. Instagram can help or support people's job. It can promotes everything using pictures or videos.Instagram is free.

The 4th question
What are some really interesting things you have learn about writing caption activities on Instagram?

The informants stated their thoughts as follows (cited the majority):

Interviewee 1

"Mendapatkan tugas yang berhubungan dengan social media sangat menyenangkan karena saya merasa tugas itu tidak berat dan mudah dibuat. Selain itu, tugas juga berhubungan dengan aplikaso kekinian yang digunakan oleh murid"

Interviewee 2
"sangat menyenangkan dan sangat berguna menuliskan caption pada sebuah gambar sebagai penjelas"

Interviewee 5
"Seru, bisa saling memberikan komentar kepada teman yang lain. Merasakan pengalaman baru yang lebih menyenangkan dan menghilangkan rasa jenuh dan bosan. Selain itu, juga dapat meningkatkan kreativitas dalam menulis terutama menulis caption."

Interviewee 6
"I'm very happy to make a caption using English, and learning becomes more exciting and fun and enjoyable"

Interviewee 7
"Menyenangkan, karena saling berbagi pengetahuan bersama teman teman di ig."

Interviewee 9
"Kegiatan pembelajaran tersebut menyenangkan bagi saya dan teman teman karena kami dapat saling memberikan feedback satu sama lain dan memicu kreativitas masing masing untuk menulis caption terbaik sesuai dengan foto yang kami unggah"

Interviewee 11
"It's a bit complicated but very useful"

Interviewee 12
"Sangat menarik perhatian karena pertama kali pembelajaran menggunakan media sosial"

Interviewee 18
"Dalam pembelajaran caption, saya mendapat pengetahuan lebih lanjut mengenai caption itu sendiri. Dari ciri-ciri caption, dan apa apa yang membedakannya dengan "meme". Pembelajaran tersebut juga melatih saya dan kawan-kawan dalam menggunakan bahasa Inggris yang sesuai dan mengekspresikan/menjelaskan gambar dengan baik dan tepat"

Interviewee 20
"Saya sangat senang dengan respon orang lain karena Saya berusaha untuk mencari tema yang benar benar berbeda dari yang lainnya dan tentunya menyentuh berbagai kalangan"

The next step was interviewing teacher about the teaching learning process. Interview was done to verify what had been obviously witnessed in the process of observation. (Valenzuela & Shrivastava, 2002) and (Alwasilah 2009) defines an interview as a set of questions directly pointed to participants to get the required information. The interview consisted of several questions dealed with three specific stages: the beginning of presentation, core activities, and closing. Interview is important to do in this research to get the verified data through the communicative competence between interviewer and the respondents. The definition of communicative competence as: *"that aspects of our competence that enable us to convey and interpret messages and to negotiate meanings interpersonally within specific context"*(Kang, 2002).

The data of the interview were recorded as audio files. They were specifically presented in the table below.

Table 2.
The Data of Informants' (teacher) Interview
(not edited)

Questions	Informants' Answers
What do you think about instagram?	*I think Instagram is the students' favorite social media platform because all as far as I know that all my students use instagram for their ineraction in social media (to interact)*
Social media based task	*SMBT is one I think one of the alternative the students can do for their task*
Social media based task or paper based task? Why?	*I think both of them are important. Social media based task is something new perhaps so student prefer choosing SMBS to PBT*
what kind of social media based task that the teacher give the students	*it depends on, I mean, I mean for example, something that relate to just like the caption, I think everything can be.. hmm not everything.. for example.. social media based task Whatssap almost every meeting I use WA for sending, for example sometimes I try to paperless , so I use*

	WA for delivering the material, delivering the task and then the students can send back. For example, I've what is it given the task, they've to record their dialogue and then when I did not join the class, the can take a pictureand then send their picture and they can record. I can send them some sources through WA, but, students still think paper more comfortable for them in learning for example because when I give them sources but they still need some papers for learning, especially, for example in pengayaan, in fact, some students are more comfortable to learn paper based		*give the information the students concern on the picture, so there is the teacher's role here, we've to control, to remind the goals in the beginning, I Inform thet what I will be measuring is not only about the pictures but the sentence, I mean the caption becaise sometimes the students tend toconcer on the pictures that's a teacher role's here*
the process In writing caption	*they take a picture and they send to me when they use social media not for writing but only a tool for me to assess them it doesn't mean they use social media but they still use paper, they take a photo and they send to me, I don't know its learning or no, its only a tool for helping teacher I don't know its only a tool, assist teacher*	*Does writing (a good) caption under instagram posts matter?*	*it's a matter to write good caption* *is it related to the task that I give to them?*
		yes	*No, my experience, the students know it is task*
		how about in their daily life?	*in their daily life, eventhough it's a task, they feel fun, still.. why I choose IG, they think to be liked by viever is one of the main reason, it can motivate them I mix Fun and Learn*
technology in education	*it means that technology can be use for facilitating the students to learn, facilitating the teacher to assess just like a paper*		
the activities in writing captions	*based on my experience when I taught writing on IG according to curriculum, lesson plan, the students prefer choosing writing caption on IG than a paper, they think that the photo is easier to find out than they have to for example, they have to write caption on the paper, they have to stick it on the paper and so on,*	*Did you like using Instagram for learning purposes in class?*	*sometimes IG become a media or too for learning, it depends on the teacher one again, why IG as alternative media or a tool for learning, because the millenials, all the students use IG, why do we take benefit form that*
why instagram important	*the second is, the students are familirial with IG of course the process of learning to write caption still.. ya .. just like we can say sometimes, I've written on RPP and I follow the RPP for example to*	*encourage students to write*	*yes*
	they've to knowwhat the caption is, how to write caption or how to write caption in a good	*the time for students to write caption*	*two times, based on the schedule as I told you in the beginning that writing IG here, I change the, usually the students wriring caption on the paper this is evaluation*
what makes a good instagram caption?	*way so I've shown them some theories about paper I give some example and they have practice on the paper and I give PPT about that and I gave some example the most important here, they've to know that caption is not only a picture, sentence that caption means they have to tell the picture they have to distinguish between caption and Meme* *they have to know that caption, a good caption they have to tell the picture* *just like I said they have to know the theories about a good caption, a good caption understand a good caption*	*how many caption?*	*only one, before they post on IG that they write a draft on the paper and they had discusiion with their group*
		the process in learning (writing caption)	*before they post on IG, they had discussio with their group, the process just like pre-writing, they can take some photo, I give the facilities,*
		the theme?	*NO, not specific themes but relate with their activities, first they have to find some photo and I told them they can make something new, they have to find the photo, because they have already known the fuction of IG, this is the evaluation, this is the last activity*
		teachers' feedback	*after evaluated, most students know how to write caption, they understang how to distinguish caption and meme, because meme only sentenvce ad there is o connection on the pic*
does writing caption on IG post matter?	*based on the lesson plan, I mean the students have competence, or capability to write caption I mean a good caption is the picture and caption or the sentences are correlated, that's agood caption not only the pic in my opinion, they have to make sentence based on the pic, they have to tell about the pic, they have to*	*the problems*	*the interesting one, when they write caption I can find some grammatical mistake, we ca interact directluy, they have to give comment, they can make learning community, peer correction, just like peer correction, my*

11

	another purpose
the problems	in writing caption I can find some grammatical mistakes hopefully IG is not only writing caption but they can do peer-correction
the problems	the problem is IG is only a tool, still the teacher has authority and control, just like what I'vwe told you the students focus on the pic they didn't realize that caption is important
the problems	IG is a tool the teacher has a role 1. the students focus on the pic,they did not caption is very familiar with them, sometimes, they just write everything they do not think if we do not remind them the process to write before writing IG is very important 2. if the teacher do not control, some students, what is it , the students use I mean the caption has been made by others regran, repost other caption 3. I've found that they just write quote from others because they write IG in the classroom I can control them more easily
The solution	1. give feedback 2. I, the process in writing was done in the clasroom, it is a part of learning, not only a task. I can see directly what my students did, this is not the task but evaluation the did not write or repost if I found mistake this is once again this is not the task but the evaluation I asked them for example, from Grammatical mistakes, I've found, just give them question, for example relate with uncountable noun I did not ask them, not to rewrite or to repost, but they know the proces they have to know how to write a good action based on the basic competence, they have to write a good caption
Did the use of instagram can boost students' writing competence?	IG can boost students' writing competence: YES so many tools, technology can support, facilitate students to write this is not about tech, but how the teachers' role
suggestion from the teacher	as the teacher, once again, we have an authority to control our students, when we use social media for learning, when we use technology, but still the teachers has an important role to control I mean we facilitate I mean the students through media, social media, but how? but we have to use it, we' ve to trust that technology can help, technology can't teach but help.

In writing this paper, the researcher thinks that from the interviews above, it can be seen that some common problems appeared in the learning process; first, the

problem in developing the ideas in writing caption. Some students did not write caption, they just post picture; the idea of the caption was still ambiguous. Sometimes, it is also found that some students made errors in various aspects. The idea of the caption was still not clear. Second, the problem in organizing the ideas to write caption.

A good caption needs more than a unified point; it should provide the reader basic information needed to understand a photograph/an illustration, and its relevance to the news. It should be written in a consistent, concise format that allows news organization to move the photo to publication without delay. When someone looks at a picture/an illustration, the reader look at the caption for the specifics (name, place, context), but every caption should also intrigue in a way that makes them look back at the picture/illustration, because they just learned something they did not know before they read the caption. If the picture/illustration, and caption work well together, the reader will look at the whole the story. The students have to organize their ideas into good words, phrases or sentences; the students have to make their writing readable. To write a caption, the students can draft their ideas by identifying the photo and give the descriptions about the photo.

Third, the students found difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well. Fourth, when students proceed writing caption, many problems could be found. Some students were lack of vocabularies and they also have difficulties in developing their ideas related to their photos. It needed much time and patience, from the teachers' part, to give feedback to the students when they were writing their caption. The teacher had to build a fun learning process with the students so that the students can boost their writing competence. Personal approach, motivational strategies and much understanding played an important role inthis matter.

instagram is a useful tool to be used in teaching and learning process. It has many advantages in some ways. First, it can help the students to write and provide a 'fun way' for passive learners. While many students struggle with writing task on the paper, they may feel more comfortable 'writing' on instagram. Second, instagram relies on the written word, making it an excellent means of improving writing skills. Third, instagram encourage collaboration and peer feedback among students. Fourth, Instagram promotes interpersonal skills among students. With this tool, the teacher can engage the

students in classroom activities that use interpersonal skills to express the feelings and mood of the students.

Conclusion

Instagram is an online mobile photo-sharing, story-sharing, and video-sharing. It is one of the social media tools widely used by teenagers. Thus, these make Instagram more needling to be considered as a language learning tool in the classroom. Writing needs to be taught as a process, with the emphasis on idea generation and drafting before revising and editing. The students write captions on their Instagram based on what they know and what they like best. They use a consistent writing process because their classmate and teacher are able to give comment on their writing. This instructional tool may encourage students in writing independently about their life experience or giving opinion in authentic ways with less interference from the teacher.

Eventhough the educational potential and challenges of various engaging Web 2.0 tools in schools have been widely discussed. The use of social media platforms become students' need in school. The students should try as much as possible to create a balance so as not to get carried away while learning. Therefore, the teacher has a big role in teaching learning process. Teacher are who transfer the knowledge and positively influence the students. Social media, web 2.0 is only a tools. Technology really can help teachers in this era, but technology, social media, and web 2.0 can not replace teacher's role as the instructor, educator, and parents.

Finally, this social media tool invites teachers and students to a single platform where they can engage in various fun activities and engagements. Writing caption on Instagram can boost students writing competencies. They will need some preparation before writing. They have to pick a photo, do pre-writing activities, add more vocabularies in English words. Writing caption on instagram can help them expand their knowledge of the language and their confidence in presenting their language ability. The informants can express themselves and learn to follow the social media rules appropriate in each communicative circumstance. This activity may include answering comment, interactive conversation, learn new vocabularies and inherently practice reading skill as well. Based on the data was found that the informants conducted the activities well. They enthusiastically wrote caption on Instagram and then they explained and described what they post on it.

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