

Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement

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Abstract. This study aims to describe the use of caption on Instagram to improve students' writing skill and motivation. This research is a classroom action research (CAR). The research subject was class VIII SMP N 3 Mranggen Demak with a total of 31 students. This study was conducted in two cycles. The Pre-Test was held before the first cycle was implemented. The researcher used descriptive qualitative method to describe the use of caption on Instagram for student's motivation and writing skill improvement. The results showed that the use of caption on Instagram can improve student's motivation and writing skill. In the first cycle of the pre-tests that have been conducted, it was known that only 2 students (6,5%) got scores between 60 - 64. While 28 students (93%) got scores below 60. The number of students who scored above 60 increased in the post-test I, there were 19 students with an average score of 69,5. The score of students rose significantly in the post-test II, it was found that there was a satisfactory increase in scores with the highest score of 87 and the lowest score of 66 (1 student)

Keywords: *instagram, writing skill, motivation*

1. Introduction

Current technology is growing very rapidly along with the advancement of technological growth in Indonesia, especially in the field of education. The use of technology in education is one indicator that can assist students in improving skills and learning. The rapid development of technology has made the internet continue to develop and spread to various layers of society. Based on information from the United Nations telecommunications agency, internet users in the world from 1972 until the end of 2014 have increased to 3 billion (VOA, 2014). Social networking sites are the most popular sites in the world today, one of which is Instagram.

Instagram is a communication tool that can be used in the form of advertisements and

news. On Instagram we can express feelings and situations where we are. Many Instagram accounts share quotes that use English about romance, biblical quotes, humor, motivation, and medical, there are also accounts that share various forms of language grammar, English. Instagram is a media to upload and share photos to fellow Instagram users. Instagram users are able to communicate by giving comment on photos.

The researcher is interested in conducting research on the use of caption on Instagram to improve students' writing skill and motivation because in general Instagram has become a phenomenal social network to

Devy Angga Gunantar, Tatas Transinata: Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement

communicate with friends, as well as teachers. By looking at social network users in the school environment, researcher is very interested in finding out how Instagram can help students improve their English skills.

In learning English, the technique of composing, describing, and answering questions is considered to unable to motivate and develop students' skills in writing because the material and topics provided are very limited so that they cannot develop their ideas, opinion, and feelings broadly. Therefore, the use of Instagram as a social media is expected to be able to help students in improving their English writing skills. This media will also make students motivated to express their ideas.

Based on this fact, the researcher would like to identify, analyze, and explain how the students of SMP Negeri 3 Mranggen Demak, Semarang in improving their English writing skills by using Instagram.

According to Wijaya (2012:4) theory of learning that underlies the learning process that uses site-based media on the internet (web), namely: behaviorism learning theory, this theory sees learning as observable behavior change caused by external stimuli. The study of the basic concepts of learning in Behaviorism Theory is based on the idea that learning is one type of behavior (behavior) of individuals or learners who are carried out consciously. Individuals behave when there are stimuli, so that it can be said that students will learn if they receive stimuli from the teacher. The more precise and intensive stimulation provided by the teacher, it will be more precise and intensive learning activities carried out by students.

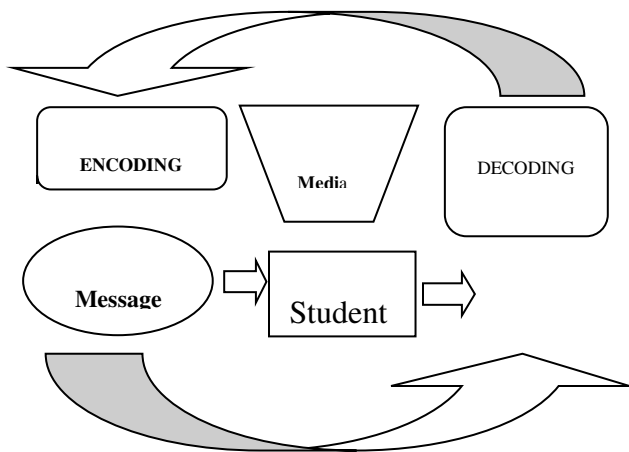
In learning, the environmental conditions act as stimulants (stimulators) that should be responded by individuals with certain

consequences. The consequences faced by students are positive (for example, feelings of satisfaction, joy, praise, etc.) but some are negative (such as feelings of failure, sadness, etc.). The positive and negative consequences function as reinforcement (reinforce) in the learning activities of students.

The word of media comes from Latin which literally means intermediary or introduction (Arief, 2009: 6). The definition of media as quoted in the Big Indonesian Dictionary (2001: 726) is (1) tools, (2) communication facilities, such as newspaper, magazines, television, radio, films, posters, and banners, (3) located between two parties, (4) intermediary, liaison. While in the dictionary of absorption words, media are objects / tools / facilities, which are intermediaries to deliver something (Martinus, 2001:359-360). As according to Arif (2009:7) media is something that is used to deliver the message from the sender to the receiver so that it can stimulate thoughts, feelings, interests, and attention to students in learning process. In education, the giver of the message is the teacher, the recipient of the message is the student, while the message is the subject matter that must be delivered by the teacher to students. This opinion is in accordance with what is described by the communication model proposed by Shannon and Weaver (2007:183) states that the process starts from the sender of the message who has the desire to communicate information messages to the recipient of the message. Information should be designed before carrying out communication (encoding), then transmitted through the medium, and the message is received (decoding). From this communication model it can be concluded that the media acts as an intermediary for the sender (teacher) and the recipient (student)

in the process of exchanging information (learning).

Figure 1 Figure 1 The communication process of Encoding-Decoding by Shannon and Weaver



From the definition of media, it can be concluded that the media of learning is something that can be used to help the teaching and learning process in order to deliver messages effectively from the instructor to the learners. It is also used as communication and interaction between teachers and students in the process of teaching. In addition, instructional media helps teachers to make variations in teaching the learning materials so that students will not feel bored and tired.

Writing is essentially a series of words that are prepared as well as possible so it can be easily read and understood. In language learning, writing is one of four language skills, by writing a person can express thoughts and ideas to achieve their goals and objectives.

Writing is one of the language skills that must be mastered by language learners. Writing becomes the highest level and the most difficult skill in mastering language. In accordance with the opinion of Nurgiyantoro (2001:296) "writing is a form of manifestation of the ability and language skills that are most recently mastered by language learners after listening, speaking, and reading skill".

2. Method

In this study, the researchers used descriptive qualitative method to analyze the use of caption on Instagram to improve students' writing skill and motivation. This research is a classroom action research (CAR). The subjects of this study were eighth grade students of SMP Negeri 3 Mranggen, Demak in the even semester of the 2018/2019 academic year with a total of 31 students. While the object of this research is writing caption on Instagram as a medium to improve writing skills and student motivation. The data analyzed in this study consisted of two types, the data were student learning motivation and student learning outcomes data. Students' learning motivation data were obtained from the results of students observation during learning process and the questionnaire filled by eighth grade students of SMP Negeri 3 Mranggen, Demak. Meanwhile, student learning outcomes data were in the form of scores obtained from the test.

In the process of acquiring data, researchers used several methods, namely: Observation of Student Activities, This observation aims to collect data by observing student activities in the classroom. This was done to obtain data about the activeness and involvement of students during the learning process takes place. Test, it was conducted

Devy Angga Gunantar, Tatas Transinata: Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement

to determine the students' understanding of English learning material. The test was in the form of photos. This test method was used as a research instrument in collecting data to determine student learning achievements after following the learning process. Student motivation data were obtained through questionnaire sheet distributed to all students.

3. FINDINGS AND DISCUSSION

The results of the pre-test that have been carried out, it is known that 2 students (6,5%) get scores between 60 - 64. While 28 students (93%) score below 60. Distribution of pre-test scores for English writing skills of class VIII SMP N 3 Mranggen Demak can be seen in the table below:

Table 1 Distribution of pre-test scores for Writing Caption

Score	Number of student	Percentage (%)
75 - 79		
70 - 74		
65 - 69	、	
60 - 64	2	6,5
55 - 59	2	6,5
50 - 54	3	10
45 - 49	5	17
40 - 44	8	27
35 - 39	10	33

Questionnaire Analysis

Based on the pre-test conducted by researchers using photo-based media on Instagram, the researcher also conducted an

evaluation by distributing questionnaires related to learning English and social media Instagram. The following is a summary of the results of the questionnaire:

1) Are you interested in applying photo-based media on social media instagram, especially in learning writing? Why?

From the question above, around 20 students from a total of 30 students answered very interested in the application of photo-based media on Instagram in learning writing. They argued that with English learning based on photos on Instagram, besides being fun, it could also trigger and encourage enthusiasm students in learning writing. While the remaining 10 students thought that they were not interested in learning related to photos on Instagram, because they had never known about photo-based learning.

2) What problems do you encounter when learning by using photo-based media on Instagram especially in learning writing?

The question in the second questionnaire can be concluded that some of the students had difficulties (problems) to write words in English.

3) Can photo-based media use on social media instagram help to improve learning writing?

From this question, only 5 students argued that learning using photo-based media on Instagram could not help to improve students' writing skills. While about 25 students answered learning by using photo-based media on social media instagram could help to improve students' writing skills, because according to them, it made fun and motivating in learning process, learning English with photo-based media on

Devy Angga Gunantar, Tatas Transinata: Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement

Instagram helps to bring ideas to be described.

4) *In your opinion, what are the advantages and disadvantages of using photo-based media on social media Instagram in learning writing?*

Some of them expressed their opinion about the advantages of using photo-based media on Instagram, which can make it easier for students to describe the activities carried out (describing the photos displayed by writing them in English captions).

5) *Do you think it is necessary or not photo-based media on social media Instagram in learning writing?*

About 14 students thought that it was very necessary, at least it was occasionally needed photo-based media learning on Instagram so that it could help to facilitate in understanding the learning and also to improve writing skills in English.

In the post-test I, it was found that students who reached the value of 60 and above were 19 students and there were 11 students who got a score below 60.

Table 2 Value Distribution of Post-Test I Writing English Caption

Score	Number of student	Percentage (%)
75 - 79		
70 - 74	2	6,5
65 - 69	6	20
60 - 64	11	37
55 - 59	8	26,5
50 - 54	3	10
45 - 49		
40 - 44		
35 - 39		

Based on the table above, it can be seen that the results of the student's post-test I increased from 2 students from the pre-test to be 19 students who get the score \geq 60.

In this post-test II, it was found that there was a satisfactory increase in scores with the highest score of 87 and the lowest score of 66.

Table 3 Value distribution of post-test Writing English Caption

Score	Number of student	Percentage (%)
85 - 89	4	13
80 - 84	8	27
75 - 79	12	40
70 - 74	5	17
65 - 69	1	3

Based on the table above, when it is compared to the pre-test and post-test I, the number of students who achieved grades above 60 experienced a significant increase. Students who achieved grades above 60 increase from 2 students in the pre-test to be 19 students in the post-test I and 30 students in the post-test II from the overall students who participated in this study, overall 31 students but because 1 student is sick so only 30 students were recorded in the results of the assessment.

4. Conclusion

Based on the description of the results of the research in the previous chapter, it can be concluded that the use of photo-based media on Instagram can improve the quality of students' English writing skills. By using photo-based media on Instagram, students can understand the material well, besides

Devy Angga Gunantar, Tatas Transinata: Writing Caption on Instagram as Media for Student's Motivation and Writing Skill Improvement

that the use of direct examples of photos on Instagram in learning can help students to express ideas broadly because students can immediately see the photos displayed. Photos on Instagram can also make it easier for students to understand the material provided. Evaluation and discussion in each answer from the material that has been given after the application of photo-based media on Instagram can stimulate students to find solutions to their problems and can improve students in expressing their ideas.

The success of photo-based media usage on Instagram can be seen from the quality improvement of the learning process in writing. Overall the use of photo-based media on social media Instagram can improve English writing skills and also increase their motivation in using English. This can be seen from the average score of the English writing test from the pre-action stage until the end of the second cycle which has improved quite well.

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