

CHAPTER I

INTRODUCTION

A. Background

Humans are social creatures who need each other. In order for social life to run smoothly, humans need to communicate. Communication is the process of conveying ideas, hopes and messages conveyed through certain symbols, containing meaning, carried out by the sender of the message addressed to the recipient of the message (Akbarjono, 2024). The purpose of the message here is to convey trust through direct or face-to-face communication to the recipient of the message, and one of the good social interactions is communicating non-verbally or writing. Writing is the production of speech in written form that has become part of everyday life in the academic world. According to Burns, writing is also a multisensory activity because it involves paralinguistic features such as eye contact, expression, vocabulary selection, tempo, pauses, changes in writing quality, and non-verbal variations in tone that affect the flow of communication (Burns, 2019).

Writing is considered to be able to convey the information or intention we want to convey to the interlocutor clearly and effectively. But we also have to write using language that is easy to understand and understand. Suban explains that language is a message conveyed in the form of expression as a means of communication in certain situations in various activities (Suban, 2021). From this opinion, we agree that one of the best communication tools is language. Language is a communication tool organized in the form of units, such as words, groups of words, clauses, and sentences that are expressed both orally and in writing.

The use of clear and understandable language is very helpful for us in interacting, because the general form of a social process is social interaction. As technology advances today, social interactions can not only be done face-to-face, but can also be done virtual (Yusuf et al., 2023). Because technology users, especially chat applications, are increasing every year. According to a report from Tech In Asia, in January 2017, there were 46.130 million active users of mobile apps in Indonesia (Annur, 2023). It

can be seen that there are currently many users of internet-based technology in Indonesia. Every day people use chat applications to exchange short messages, and use email to exchange more formal and important messages, or contain heavy data (Soraya & Nugraheni, 2018).

Not only by using chat applications, other technologies are also available in more interesting forms. Such as writing directly with others in an online application, such as the Instagram application. According to Faizal, this application is considered a new breakthrough in terms of interactive social communication, live chat and written communication with other Instagram users (Faizal, 2022). The number of social media and writing applications such as Facebook, WhatApps, Instagram, Line, Skype, Google Duo, Discord, Face Time, Just Talk, Messenger, Zoom, Hola, Chatouts, Tik-tok, and so on are media used to actualize themselves with many users around. Although the various social media above are equipped with writing features and explanations about something, they still cannot replace the advantages of social media.

Apart from being used as a tool for interaction, the Instagram application can also be used as a learning medium. According to Taufik, et al, students are required to understand and be able to use technology in the learning process (Taufik et al., 2022). One of its uses is as a medium for learning and practicing English writing skills. Because, in this application we can write randomly with other people from various countries, which indirectly requires us to use the international language, namely English (Ulya et al., 2021), as a communication tool to convey the information we want to convey to others.

According to Government Regulation of the Republic of Indonesia Number 32 of 2013, the position of English in Indonesia is as a foreign language where English is very useful, especially in the field of public relations (Peraturan Pemerintah Indonesia, 2013). Likewise, in the school environment, especially students in senior high school, are required to be able to write English in order to communicate and express their thoughts during teaching and learning activities, especially in the classroom. In fact, as a target language, the ability to write

English is not easy to master because when one writes it requires more than just knowing the rules of English (Burns, 2019).

English has become a critical element in today's era of globalization. As an international language, it permeates many aspects of life, including business communication, higher education, access to information, global entertainment and technological innovation. This innovation proposal will explain why English has become an essential skill in facing the demands of modern times through the integration of technology on social media in the era of artificial intelligence (Astawa & Permana, 2020). English plays a central role in facilitating global communication, especially in the context of business and work. Most national and international business transactions, negotiations and exchanges of ideas are conducted in English. English language skills give individuals a competitive advantage in the globally connected business world (Suban, 2021).

Moreover, in an era where information is power, English is the key to opening the door of access. Most scientific literature,

research journals and higher education materials are available in English. Students who master this language can access global knowledge resources (Faizal, 2022), improve research skills, and participate in the international scientific community. English is the medium of instruction at many of the world's leading universities. The ability to communicate well in this language opens the door for students to join international study programs, collaborate with fellow students from different countries, and gain diverse learning experiences (Ulya et al., 2021).

Global popular culture is often conveyed through English, whether in movies, music or social media. Mastery of this language allows students to more deeply enjoy and understand cultural contributions from different parts of the world. In addition, English plays a role in supporting cultural diversity and uniting the global community (Ali Akbarjono, Sofia Murni, Bambang Haryanto, Zipen Apriansyah, 2023). The technology industry, as a key driver of innovation, uses English as the language of programming and circuit documentation. Having a good understanding of the language is key to engaging in the

latest technology development, collaborating on global projects, and understanding innovative trends at an international level.

So far, what has happened in the process of teaching English Writing in class XII of SMA Negeri 7 of Bengkulu city is only through teaching methods that still use conventional approaches, namely by teaching writing conventionally in class. This method results in less than optimal education and mastery of the material taught and students are also less able to think and write critically. The conventional method in question is a method where the teacher does not do the transfer of knowledge but rather repetition or repetition. Students' brains are asked to memorize but not analyze through writing critically. Conventional teaching methods position the teacher as the owner of knowledge or the authority of knowledge. The teacher is considered as the one who gives knowledge or knowledge. Meanwhile, students become passive objects, only as recipients of knowledge so that students become uncritical.

Another weakness of conventional methods in the context of knowledge, the knowledge provided is also standardized. It is usually outlined in textbooks and the material is just that. The teaching method is only about conventional writing, taking notes and memorizing texts. When it comes to assessment, it is usually only through exams with multiple choice questions. Therefore, students do not have the freedom to express their thoughts regarding the questions given. And there is no other assessment method.

For this reason, constructivism teaching methods and media are needed that make students more eager to learn and have new experiences every day. Constructivism methods and media that emphasize the role of learning activities and experiences in shaping the learning process. This will encourage lecturers to provide transfer of knowledge teaching methods. Provide learning by doing teaching or learning by doing. So that students will become critical, reflective, inventive or productive human beings (Suban, 2021).

This is because in this 4.0 era, technology and social media play a very important role in the English learning process for university students. First, technology allows easy access to various learning resources, such as mobile apps, online platforms and educational websites. Students can utilize a variety of learning materials, from learning videos to interactive quiz apps (Burns, 2019).

Social media also plays a vital role in improving English language skills. Students can engage in online communities that focus on learning English, such as discussion groups on platforms like Facebook or Youtube. Interaction with native speakers and fellow learners can improve listening, writing and composing skills.

In addition, technology allows students to participate in online classes or distance courses. This gives them the flexibility to customize their study time according to their needs. Writing conference platforms, online discussion forums, and the use of

various collaborative apps also make it easier for students to interact and share learning experiences.

With the integration of technology and social media, the English learning process becomes more dynamic, interactive and suited to students' individual learning styles. It also opens up opportunities to engage in authentic and actual English content, helping students understand the context of language use in everyday life.

In addition, this relates to written language, which is more popular than spoken language. This can be seen in various activities of daily life. Most people in this world prefer to use written language to communicate with others and to make their activities easier and more efficient. For example the use of text-messaging and e-mail, both of which are more efficient than telephone or face-to-face communication, because they can save energy, time and space. In addition, written forms tend to be more permanent and long lasting. This means that written language can be significantly more precise than spoken language. As a product

of language as well as a means of communication, written language requires special skills. As a result, writing skills become important skills in developing written products. Therefore, people need to master these skills to be able to write and communicate well with others. Writing is an important skill to learn, because it is part of the four main skills that must be mastered well by students, but it is not easy to master this skill. Nation *et.al* suggested that several sub- skills are related to accuracy, namely using the correct form of language (Nation & Newton, 2008) Writing accurately involves spelling correctly, forming letters correctly, writing clearly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining sentences correctly, and using paragraphs correctly. This sub-skill is complex enough to pose some problems for students in writing classes.

Based on the statement above, it is clear that writing is not an easy skill to master. This is also supported by the following reasons. First, writing skill is placed at the last part after the three skills namely listening, speaking, and reading. Second, writing is

important for students to communicate in everyday life such as writing letters, stories and short messages. Even though students are used to writing, there are many important points that make writing not as easy as one might think. For example, when students are asked to write short stories, they are expected to consider at least content, organization, vocabulary, punctuation, and grammar. This requires them to study these skills more deeply before formulating their writing.

Based the result of initial observation in class XII of SMA Negeri 7 of Bengkulu city on July 2023, in teaching English, especially in writing subject, the teachers must teach writing to students intensively. At this stage, the students are targeted to reach the informational level to communicate in written and spoken texts. The use of appropriate methods in teaching writing will contribute to the success of students' writing skills, in terms of developing written products. It is true that the teaching of writing will be influenced by the teaching techniques used by the teacher. Then, the researcher found that students' writing ability were still low. This fact was stated on their marks of writing that

displayed by the teacher. They make many mistakes in writing, such as using incorrect punctuation, incorrect tenses, vocabulary, grammar, spelling, and arranging words into a sentence.

In addition, the students also often face a variety of problems when writing essays in English. One of the main obstacles is limited vocabulary, where they often struggle to find the right words to express their ideas. In addition, complicated grammar, such as the use of tenses, prepositions, and articles, is also often a source of confusion, so their writing often contains grammatical errors. The sentence structure in English which is different from Indonesian also adds to the challenge, as students have to understand how to construct sentences with the right subject, predicate and object. Then, lack of confidence and fear of making mistakes often make students hesitate in writing, which can hinder creativity and the flow of ideas. In addition, students may also have difficulty organizing ideas logically, making their writing incoherent and difficult to understand. Other difficulties include a lack of exposure to English in daily life and a lack of

writing practice which causes them to be unaccustomed to composing essays or other writings well. All these factors together hinder students' ability to write in English effectively.

Based on the problems above, the researcher tried to decrease their problems in writing by implementing Caption on Instagram Application as Learning Media.

Captions on Instagram have many advantages in improving students' English writing skills. It provides an opportunity for students to practice writing regularly and in a context that is relevant to their daily lives. With a short character limit, students are encouraged to convey their messages or feelings succinctly and effectively, which encourages the use of appropriate vocabulary and careful word choice. In addition, direct interaction through comments from friends or followers can provide quick feedback, allowing students to catch their mistakes and correct them. Writing captions in English also helps students become familiar with commonly used expressions or idioms in the language, and increases their confidence in using

English on public platforms. Overall, this activity not only hones writing skills, but also enriches students' understanding of the English language in a contextual and practical way. Therefore, based on the background above, the researcher interested on implementing Caption on Instagram Application as Learning Media toward student's writing ability for XII Grade Students of SMA N 7 Bengkulu on academic year 2024-2025.

B. Identification of the Problem

Based on the research background, there are several problems that can be identified in learning writing skills, namely:

- 1) The students having limited vocabulary. The students might want to express a complex idea but only knows basic words. For example, instead of saying "The government's policies were detrimental to the economy," a student might write, "The government's decisions were bad for the money." The lack of precise vocabulary makes the writing less clear and more simplistic.

- 2) The students having Grammar Issues. The students who wants to describe a past event but struggles with verb tenses. They might write, "Yesterday, I go to the park and I see my friend," instead of the correct, "Yesterday, I went to the park and saw my friend." The incorrect tense usage can confuse readers and make the writing less accurate.
- 3) The students having problem in constructing sentence structure: In Indonesian, the sentence "Saya makan nasi" directly translates to "I eat rice." However, English requires a slightly different structure when making more complex sentences. The student might write, "I rice eat because I am hungry," reflecting confusion about English word order, instead of the correct, "I ate rice because I was hungry."
- 4) The students having lack of confidence. Th student who is unsure about their English might write very short, simple sentences to avoid mistakes. For instance, they might write, "I like the book. The book is good," instead of attempting a more complex sentence like, "I

enjoyed the book because it had an engaging storyline and well-developed characters." The fear of making mistakes limits their ability to write more sophisticated sentences.

5) The students having problem in organizing ideas. The student might start an essay with, "My favorite hobby is playing football. I have two siblings. Last weekend, I went to the beach." Here, the ideas are disjointed and don't flow logically. Instead, a well-organized paragraph would group related ideas together, such as starting with a clear topic sentence and following with details: "My favorite hobby is playing football because it helps me stay fit and is a great way to spend time with friends."

6) The students having lack of exposure. The student hasn't had much exposure to English outside of the classroom, their writing might mimic direct translations from their native language, leading to unnatural phrasing. For example, they might write, "I very like to eat," which is a direct translation from Indonesian

"Saya sangat suka makan," instead of the correct, "I really like eating."

C. Limitation of the Problem

Due to the many problems faced by students, especially in class XII SMA N 7 of Bengkulu city, the researcher decided to focus on this research on implementing Caption on Instagram Application as Learning Media toward student's writing ability for XII Grade Students of SMA N 7 Bengkulu on academic year 2024-2025.

D. Research Question

Based on the background, identification, and limitations of the problem above, the problem in this study is formulated as follows: Is there any significant effect of implementing Caption on Instagram Application as Learning Media toward student's writing ability for XII Grade Students of SMA N 7 Bengkulu on academic year 2024-2025?.

E. Research Objective

This study aims to find out wheter or not there is a

significant effect in implementing Caption on Instagram Application as Learning Media toward student's writing ability for XII Grade Students of SMA N 7 Bengkulu on academic year 2024-2025.

F. Significances of the Study

The researcher hope that the findings of this study will provide benefits and some contributions to teachers, students, researchers, and other researchers. Expected contributions are:

1. For English teachers, this research can provide alternative solutions through ways that can improve students' writing skills.
2. For students, this will help students better understand English lessons, especially in terms of writing.
3. For researchers, this will help researchers to provide an in-depth understanding of what research is and how to do good research in an educational environment.

4. For other researchers, this research can be a reference for conducting further research for them.
5. For English language education program students, this research can be a reference for conducting research in terms of writing skills.

G. Key of Terms

- 1) Caption on Instagram is a short piece of text that accompanies a photo or video posted on the platform. It is used to provide context, convey a message, express emotions, or add humor to the visual content. Captions can include words, hashtags, emojis, and tags to engage with the audience, enhance the post's meaning, and encourage interaction through likes, comments, and shares. Captions are an essential part of an Instagram post, as they can help convey the creator's intent and connect with viewers on a deeper level.
- 2) Learning materials is resources used to support the teaching and learning process. These materials can be

in various forms, such as textbooks, workbooks, handouts, videos, digital content, slideshows, and interactive software. They are designed to help students understand concepts, practice skills, and achieve learning objectives. Learning materials can be tailored to different subjects and levels of education, providing the necessary content and exercises to reinforce the knowledge being taught in the classroom.

- 3) Writing is the process of expressing thoughts, ideas, and information through the creation of text. It involves the use of language, grammar, and syntax to communicate effectively with an audience. Writing can take various forms, including essays, articles, stories, reports, letters, and digital content like blogs and social media posts. It serves multiple purposes, such as informing, persuading, entertaining, or documenting, and is an essential skill for academic, professional, and personal communication. Writing requires the ability to organize ideas coherently, choose appropriate

vocabulary, and adhere to the rules of grammar and punctuation.

- 4) Ability is the capacity or skill to perform a task, action, or activity effectively. It refers to the inherent or acquired competence to achieve a specific goal or execute a particular function. Abilities can be physical, such as the ability to run or lift objects, or cognitive, such as the ability to solve problems, communicate clearly, or think critically. Abilities vary among individuals and can be developed or improved through practice, learning, and experience.

