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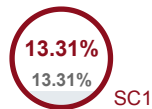
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Implementing Instagram Caption to increase Descriptive Writing Skill

Khusnia1), Wahyu Taufiq2)

1)Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

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Abstract. The rapidly growing popularity of social media has made a huge impact on educational practices by bringing innovative approaches to learning and teaching. This study aims to find out how effective the use of Instagram captions is in improving students' descriptive text writing ability. **This study used a quasi-experimental design with** two groups: **a control class that did not use** Instagram captions as learning media and **an experimental class that used** Instagram captions as learning media. **The research was conducted at** MA Islamiyah Candi Sidoarjo. **Data were collected through pre-test and post-test, then analyzed using SPSS with independent t-test and** descriptive statistics. The results showed that students in the experimental class received significantly higher scores **compared to students in the control class**. Instagram was used as a contextual media that enabled students to write descriptions based on pictures, thus helping them to construct paragraphs better. With a learning approach that involves students actively, the use of Instagram proved to be effective in improving students' writing skills in English, particularly in writing descriptive texts.

Keywords - instagram, student-centered learning, writing skills, descriptive tex.

Abstrak. Popularitas media sosial yang berkembang pesat telah memberikan dampak yang sangat besar terhadap praktik pendidikan dengan membawa pendekatan inovatif dalam pembelajaran dan pengajaran. Penelitian ini bertujuan untuk mengetahui seberapa efektif penggunaan caption Instagram dalam meningkatkan kemampuan menulis teks deskriptif siswa. **Penelitian ini menggunakan desain kuasi-eksperimental dengan dua kelompok: kelas kontrol yang tidak menggunakan** caption Instagram sebagai media pembelajaran dan kelas eksperimen yang menggunakan caption Instagram sebagai media pembelajaran. **Penelitian dilakukan di MA Islamiyah Candi Sidoarjo. Data dikumpulkan melalui pre-test dan post-test,** kemudian

dianalisis menggunakan SPSS dengan independent t-test dan statistik deskriptif. Hasil penelitian menunjukkan bahwa siswa di kelas eksperimen mendapatkan nilai yang lebih tinggi secara signifikan dibandingkan dengan siswa di kelas kontrol. Instagram digunakan sebagai media kontekstual yang memungkinkan siswa untuk menulis deskripsi berdasarkan gambar, sehingga membantu mereka untuk menyusun paragraf dengan lebih baik. Dengan pendekatan pembelajaran yang melibatkan siswa secara aktif, penggunaan Instagram terbukti efektif dalam meningkatkan kemampuan menulis siswa dalam bahasa Inggris, khususnya dalam menulis teks deskriptif.

Kata kunci - Instagram, pembelajaran yang berpusat pada siswa, keterampilan menulis, teks deskriptif.

## 1. I. INTRODUCTION

1. In the digital era today, the rapid development of social media technology has an impact on many people, one of which is students. Currently, many students choose to spend their time playing social media, so this phenomenon allows teachers and students to utilize social media to make learning more creative and interesting for students. Using technology in conjunction with the internet and web-based tools such as social networking sites in educational activities has become more common and widespread. Teachers and students are helped by Social media use in the educational process. Social media, which was initially used for entertainment and communication, is now starting to be used as an innovative learning tool. Social media can be used for educational purposes for several reasons. Firstly, the information it contains have the ability to improve learning and teaching in the long term, second, social media can trigger a more dynamic and active learning approach, third, social media acts as a network that connects students and teachers, allowing them to share certain knowledge and information related to certain interests. Based on this, social media platforms can be an effective tool for student collaboration and student engagement. With these advantages, Social media has the potential to be a more engaging learning tool.

2. One of the social networking sites that students often use to publish personal information is Instagram, such as uploading videos and images and writing explanations on their Instagram account profiles. Instagram is a useful tool for engaging students to the English language. In the English Foreign Language class, Instagram has several relevant features, such as photo content, captions under images, forum comments, stories, IG TV and others. So these features make students able to use this Instagram social media platform to learn and improve English skills. According to EFL students, Instagram is a social media platform that is highly beneficial and successful in improving English proficiency. The various interactive elements that promote participation and practice are the main reason for this efficacy. Instagram is useful for helping EFL students learn English. It lets them interact with their peers and immerse themselves in the language through visual content. Furthermore, Instagram can help English students in general improve their language skills. A platform for genuine communication and exposure to diverse linguistic contexts are provided. Therefore, Instagram is a very good social media for the language learning process. There are many activities that can be applied to improve the learning process on Instagram, for example learning writing skills. Students can improve their writing abilities by using the Instagram platform. This is because Instagram offers a dynamic and engaging environment for students to hone their writing skills. As a result, After being taught using Instagram, it shows that the students writing skills have improved. Several features on Instagram support the learning process in improving writing skills, such as the caption addition feature. Using the caption feature on Instagram can increase students' interest and writing skills. The caption feature on Instagram is used to describe images and videos when uploading them, so that students can produce text in the "caption" section. Students can post images or videos to Instagram and then create captions based on those images and videos. Not only captions, but other features such as comments also help develop writing skills, students or teachers can add comments in the comments column to give an evaluation. Here, the teacher might request that students post their images to Instagram and then they can be asked to describe their photo and write it in the caption section on Instagram when uploading photos. After that, the teacher can evaluate the writing of students' photos in the captions and give an assessment through the comments column which also uses writing. This shows that Instagram features such as writing captions, comments, upload photos and videos can make students successful in writing descriptive text. Instagram can improve students' writing ability and help students write better, especially in writing descriptive text

1. One of the most crucial English language skills for learning is writing, which allows us to communicate our thoughts, feelings and opinions subtly and effectively. Most students find writing an important but also challenging subject. Most students still think that mastering writing is the hardest skill in learning English, many students have difficulty in writing, especially because they feel limited in expressing ideas, using vocabulary, and providing clear descriptions. Limited vocabulary skills and unable to write ideas with correct grammar and punctuation, making students face difficulties in conveying their ideas into writing and translating each word and sentence.

2.

3. Various types of writing can help students in developing writing skills, one of which is descriptive text, descriptive text is a text that describes or explain an object in detail whether it is an object, person, event or place. Descriptive text is also defined as writing that describes or illustrates the object to be expressed by the writer so that readers or listeners feel like they see the object themselves, even though they never actually see it themselves. Descriptive text has 2 general structures namely identification to tell the subject and description to describe in detail the characteristics or characteristics of the subject. descriptive text is written in present tense and has many adjectives and verbs that describe perception such as looks, sounds, feels, or smells. descriptive text also only focuses on one object to provide a clear and directed description. writing descriptive text using pictures allows students to write easily. pictures are a great to help students learn to write descriptive text. Therefore, students are asked to describe the images that they will upload on Instagram as part of the learning process so that it makes it easier for them to write descriptive texts.

1. A student-centered learning approach is an approach that puts students as the center of the learning process. The main focus in student-centered learning is given to the students rather than the teacher. This encourages them to be more active and engaged in learning. Learning should be an active, social process based on experience and inquiry, and education should be student-centered. In student-centered learning approach students have control in the subjects, exercises, resources, and speed of learning. Therefore by implementing this approach students can choose the topics they want for themselves, thus Permitting student to share their thoughts creatively and relevant to their personal interests. With a student-centered approach, education becomes more practical and students have the opportunity to participate in the selection of learning materials. Students will be involved in real-life task through student-centered learning activities, utilizing technology to facilitate communication, collaboration, and learn. By enabling students to provide immediate feedback in a multicultural context, social media technologies can support student-centered learning. It is best to combine student-centered learning with new media to ensure effectiveness while providing more meaningful and lasting teaching and learning. Student-centered activities supported by technology can increase student engagement and content understanding. In addition, in a student-centered classroom, the teacher is not the main source of information, but the teacher plays a facilitator or support role. The teacher as a "guide on the side" who helps and guides students to reach the target that has already made by the teacher and the students. The student-centered learning approach provide opportunities for students to

practice writing. Thus, this approach can easily improve students' writing skills The use of student-centered learning approaches can be a solution to the problem of writing skills. Learner-centered learning approaches are beneficial in improving writing skills

1. This means there is a possibility that writing descriptive text on Instagram captions using a student centered approach can help overcome writing problems in schools in Indonesia, including at MA Islamiyah Candi Sidoarjo. Based on interviews with English teachers at MA Islamiyah Candi Sidoarjo, it was found that there are still many students who have difficulties in writing descriptive texts. Their writing problems include difficulties in generating ideas to begin their writing, organizing sentence structures, and lack of vocabulary understanding. These challenges make it difficult for students to express their thoughts clearly in their writing, and make students' writing scores low. Among the reasons are the methods of learning that are less interactive and tend to be teacher-centered. English learning at the school is usually done using the lecture method, with limited Power Point presentation media. Learning in these schools is usually done using the lecture method, with a limited number of Power Point presentation media. As a result, students only listen to the teacher and have less opportunity to practice writing creatively and interestingly. Allowing students to bring cellphones to class and the availability of WI-FI at school facilitate the use of Instagram social media forums in creating description texts to improve writing skills.

Previously, there were several studies on the use of Instagram to improve students' writing skills that showed a positive impact on students' descriptive writing performance, . However, in this study, the researchers tried a student-centered learning as an approach to see how Instagram captions can increase students' writing skills at MA Islamiyah Candi Sidoarjo. This activity is a novelty in this research because it has never been conducted before. So this research study aims to find out whether Instagram captions have a significant effect in improving writing skills.

II. METHOD

1. Research design

2.  
3. This research uses quantitative method as its methodology. Quantitative data is data resulting from calculations and measurements that are presented in the form of numbers and require mathematical calculations before they can be processed statistically. The researchers used an experimental method, namely a control class (pretest-posttest) and an experimental class (pretest-treatment-posttest). For this experiment, a quasi-experiment design was used because the goal was to show a causal link between two distinct groups, and these groups were not randomly separated.

4.  
Research Setting

1. This research was conducted at MA Islamiyah Candi Sidoarjo, East Java, on February 23, 2025, for three meetings. This school was chosen because it provides internet access and allows the use of mobile phones, which supports the implementation of Instagram in learning. The population of eleventh grade students in this school consists of three classes, namely **XI IPA, XI IPS 1, and XI IPS 2**. The classes of **XI IPS 1 and XI IPS 2** were chosen as the research sample because XI IPS 1 has 21 students and XI IPS 2 has 22 students, thus allowing a more equal distribution between the control and experimental groups, while the students in the IPA class are less than 20 students, so it is not possible to make a balanced comparison. In addition, the average English writing scores of students in XI IPS 1 and XI IPS 2 were around 62.3 and 61.7, this indicates that both classes have low writing skills. And also, both classes were taught by the same English teacher, used the same materials, followed the same schedule, and applied the same learning media. Therefore, XI IPS 1 was assigned as the control class (without Instagram), while XI IPS 2 was the experimental class (using Instagram captions).

Instrument

Research instruments are used to collect data, which makes work easier and produces more complete, systematic, and better results. Researchers use data instruments through tests. Two types of tests are given, namely **pre-test and post-test**. Before receiving treatment, **the control and experimental classes took a pre-test to** assess their comprehension and competence of writing texts that are descriptive. After receiving treatment, the experimental and control groups were given the post-test. The experimental group in this study received treatment In the form of student-centered descriptive text writing for Instagram captions. In this instance, the researchers additionally examined the test's validity and reliability to determine if it was reliable and appropriate for use with students.

Procedure

Before starting this study, the researchers asked the school for permission to conduct the research. After getting permission, the researchers talked to the English teacher about the purpose, schedule, and the two classes chosen for the study. The researchers also needed three meetings to get the data. The first meeting was used to give the pre-test and half of the treatment, the second meeting was used to continue the treatment and the third meeting was used to continue the treatment and give the post-test. To implement the treatment, all students in class XI IPS 2 create a new Instagram account or use the second account as an experimental test. Each student was instructed to use the hashtag #describemyidolips2 in their captions to make it easier to track and organize their work. Teachers and classmates were able to easily find and evaluate students' writing because of this hashtag.

1. In the experimental class, student centered learning approach, adapted by was implemented as described below :  
Figure 1. SCL Approach applied in Experimental Class

Differences in learning activities of experimental and control classes are presented in Table 1.

Table 1. Learning Activities of Control and Experiment Class

Stage	Control Class	Experiment Class
Pre-Test	Writing a descriptive text about their favorite friend in a paper with the following pre-test questions : Instruction : Write a short paragraph (5-7 sentences) to describe your best friend. Include the following details : Their name and age Their physical appearance (height, hair, eyes, etc.) Their personality (kind, funny, smart, etc.) Their hobbies or interests Why you like being friends with them	The test adapted from Gemilang[30] Writing a descriptive text about their favorite friend in a paper with the following pre-test questions : Instruction : Write a short paragraph (5-7 sentences) to describe your best friend. Include the following details : Their name and age Their physical appearance (height, hair, eyes, etc.) Their personality (kind, funny, smart, etc.) Their hobbies or interests Why you like being friends with them
Treatment	Meeting 1 Getting material about descriptive text Showing examples of descriptive texts	Doing deskriptive text exercises Showing examples of Instagram captions about celebrities Brainstorming vocabulary for describing idols in groups. Explaining the structure of

descriptive captions. Controlled writing practice using a sentence template.

Treatment Meeting 2 Reviewing descriptive text material. Writing a descriptive text individually in a book. Reviewing previous material. Writing a free caption about a favorite idol in Instagram. Sharing drafts and giving peer feedback. Peer editing, revised captions based on feedback from their partners.

Treatment Meeting 3 Revising descriptive text based on teacher's feedback. Submitting the final version in writing. Class discussion and feedback from teacher. Revising and finalizing captions. Publishing final captions through personal Instagram accounts.

Post-Test Writing a descriptive text about their favorite family member in paper with the following post-test questions : Instruction : Write a short paragraph (5-7 sentences) to describe your favorite family member. Include the following details : Their name and how they are related to you Their physical appearance (height, hair, eyes, etc.) Their personality (caring, funny, strict, etc.) Their hobbies or things they enjoy doing Why they are your favorite family member A special memory or moment you have with them. The test Adapted from Gemilang[30] Writing a descriptive text about their favorite family member in paper with the following post-test questions : Instruction : Write a short paragraph (5-7 sentences) to describe your favorite family member. Include the following details : Their name and how they are related to you Their physical appearance (height, hair, eyes, etc.) Their personality (caring, funny, strict, etc.) Their hobbies or things they enjoy doing Why they are your favorite family member A special memory or moment you have with them.

#### Data Analysis

1. The researchers used SPSS to perform statistical calculations to analyze the data. After the pre-test and post-test results were collected, data analysis was conducted. **The mean scores of the control group and the experimental group were** calculated using SPSS. The researchers used this method to determine how the experimental group, which received instruction using Instagram captions using a process approach, differed from the control group in terms of outcomes. Furthermore, the independent sample t-test\_ which were\_ normality test, homogeneity test, and hypothesis test is used for data analysis.

### 1. III. RESULT AND DISCUSSION

The **result of the research on** the use Instagram captions through a student-centered learning as an approach in improving students' descriptive writing skills are presented in this part. The results include one example of students' descriptive text writing on Instagram and statistical analysis of students' pre-test and post-test scores. As shown in Figure 2, students can express ideas clearly and creatively through Instagram captions.

Figure 2. Example of Student's Instagram Caption and Teacher's Feedback

One student's Instagram caption shows the use of Instagram captions to write descriptive text. As shown in the example, the student described an idol named Irfan Ghafur in a well-organized paragraph. The caption included his physical appearance, personality, hobbies, and the reason for idolizing him, which fulfilled the criteria of the task. The teacher also provided written feedback directly in the comments section. This example shows how Instagram is effectively used to support descriptive writing and encourage interaction through feedback.

#### Descriptive Statistic

The mean scores, number of students, and standard deviation of the experimental and control courses are displayed below, as well as the student scores of each class. Each class's pre-test and post-test results were used to collect the data. Tables 2 displays the mean of the two classes.

Table 2. Average of the two classes

No.	Average score of	Experimental Class	Average score of	Control Class
1	58	10		
2	70	45		
3	58	30		
...	...	...		
...	...	...		
22	70	75		

1. Table 3. Descriptive Group Statistic

#### Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
description text writing score Experiment Class	22	61.86	13.516	2.882
Control Class	21	47.10	19.659	4.290

Based on the Group Statistics results, the average score of writing descriptive text (mean) of students in the experimental class is 61.86 with 22 students, while in the control class the average is 47.10 with 21 students. The standard deviation in the experimental class of 13.516 shows a smaller score variation than the control class which has a standard deviation of 19.659. In addition, the standard error of the mean in the experimental class (2.882) was smaller than that in the control class (4.290), indicating a higher level of accuracy of the mean. Overall, **students' writing scores in the experimental class were higher than in the control class.**

To make sure the data were normally distributed and had the same variance, a normality and homogeneity test were performed before to the independent t-test. Table 7 displays the results of the normality test, whereas Table 8 displays the findings of the homogeneity of variance test.

#### 1. Table 4. The Result of Normality Test

##### Tests of Normality

Class	Kolmogorov-Smirnov	Shapiro-Wilk			
Statistic	df	Sig.	Statistic	df	Sig.

description text writing score Experiment Class .175 22 .078 .937 22 .173

Control Class .094 21 .200 .964 21 .594

**This is a lower bound of the true significance.**

#### a. Lilliefors Significance Correction

2.

3. **The results of the normality test using Kolmogorov-Smirnov showed that the significance value** for the experimental group was 0.078, while **for the control group was** 0.200. Meanwhile, **the results of the normality test using** Shapiro-Wilk showed a significance value of 0.173 **for the experimental group and 0.594 for the control group.** Since all significance values are greater than 0.05, **it can be concluded that the data** in both **groups are normally distributed.**

4.

Table 5. **The** Result of Implementing Instagram Caption to Increase Descriptive Writing Skill

Independent Samples Test		Levene's Test of Equality of Variances	t-test for Equality of Means	f	Sig. t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
description text writing score		Equal variances assumed	2,360	0,132	2,882	41	0,006	14,768	5,124	4,420	25,117	Equal
variances not assumed			2,858	35,280	0,007	14,768	5,168	4,280	25,257			

1. **a homogeneity test was conducted using Levene's Test to test** the equality **of variances between the two groups. The results showed that** the value of  $F = 2.360$  with  $p = 0.132$ . Since the  $p$  value  $> 0.05$ , **it can be concluded that the variances of the two groups are homogeneous**, so the assumption to use an independent t-test with assumed equal variances has been met.

2.

3. An independent t-test was then conducted to see the difference **in descriptive text writing scores between the experimental and control groups.** **The** test results showed that  $t(41) = 2.882$ ,  $p = 0.006$  with 95% confidence interval indicating that this difference was statistically significant. **Since the significance value of**  $p < 0.05$ , **the null hypothesis (H<sub>0</sub>), which states that there is no significant difference between the** two groups, is rejected. Thus, it can be concluded **that there is a significant difference between the experimental and control groups** in descriptive text writing skills. This shows that the treatment given to the experimental group **had a positive impact on** improving students' writing skills.

4.

5. The results of this study **show that the use of** Instagram captions has a significant effect on improving students' descriptive text writing skills. Students in the experimental class who learned using Instagram had higher post-test scores than students in the control class who learned without Instagram captions. This supports the results of previous studies which state that Instagram can be an effective learning media in improving writing skills, Instagram provides an interesting and familiar learning environment for students. With the caption feature, students are invited to write creatively about the pictures they upload. This helps students to enrich their vocabulary, organize sentences, and develop ideas. In addition, comments from teachers and peers also help students improve their writing directly

6. During the learning process, teachers implement activities that encourage students to be active, such as choosing their own pictures, writing captions, giving and receiving comments, and revising their writing based on the feedback from friends and teachers. These activities reflect the student-centered learning approach, where students play an active role in the learning process. Students express ideas creatively and according to their individual interests. Overall, these results show that the use of Instagram captions in learning with a student-centered approach can be an interesting alternative to improve students' writing skills, especially in writing descriptive texts. This is supported by previous research which states that social media such as Instagram can provide a real writing experience and help students convey writing more clearly

#### IV. CONCLUSION

This study shows that the use of Instagram Caption as a learning media significantly improves students' descriptive text writing skills at MA Islamiyah Candi Sidoarjo. By utilizing Instagram features such as captions and comments, students are **more active, creative, and involved in the learning process.** **Data from the pre-test and post-test** showed that the average **score of students in the experimental class that used Instagram was higher than the control class** that did not use Instagram. In addition, the use of social media in the learning context encourages students to actively participate, collaborate, and improve English skills in a practical and relevant way to their daily world. So, the use of Instagram caption proved effective in improving students' writing skills, particularly in writing descriptive texts. Therefore, teachers can consider using Instagram as a medium to teach descriptive texts in English language learning because the use of this platform is proven to be able to help students improve their **writing skills.**

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