MODIFYING THE USE OF INSTAGRAM BASED ON TPACK THEORY TO INCREASE STUDENT'S ABILITY IN WRITING CUTLINE CAPTION AT THE THIRD YEAR STUDENTS OF SMAN 1 JATIAGUNG SOUTH LAMPUNG

(A Thesis)

By

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MASTER'S DEGREE IN ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

MODIFYING THE USE OF INSTAGRAM BASED ON TPACK THEORY TO INCREASE STUDENT'S ABILITY IN WRITING CUTLINE CAPTION AT THE THIRD YEAR STUDENTS OF SMAN 1 JATIAGUNG SOUTH LAMPUNG

By
Yenny Ratnasarie Sy

Dealing with the rapid development of technology, teachers are possible to use social media as their learning media. In relation with this, instagram as one of the most used social media has often been modified from its original use as entertainment tool to educational tool, especially in teaching writing. In doing this, teachers need to do their teaching learning process using an appropriate learning theory as the framework, that is Technological Pedagogical Content Knowledge (TPACK). This study focused on modifying the use of instagram based on TPACK theory to increase students' ability in writing cutline caption. The researcher did a research to find out whether the use of instagram based on TPACK theory can increase students' ability in writing cutline caption or not. Also, the second objective of the research is to find out the writing aspect which has the lowest and the highest increase among five writing aspects namely organization, content, grammar, vocabulary and mechanic. This research is quantitative research where the researcher used one group pretest posttest design and one class from 12 grade students of SMAN 1 Jatiagung South Lampung as the sample of the research. The data was collected by doing pretest, treatment, and posttest. In the posttest, researcher asked the students to write a caption based on their own photo and upload it in their instagram account. The result indicates that the use of instagram based on TPACK theory can increase students' ability in writing cutline caption. The result also shows that the average of five writing aspects increase well from pretest to posttest, for example organization (10.57 to 14.98), content (11.4 to 15.9), grammar (13.85 to 20.82), vocabulary (13.24 to 17.17), and mechanic (6.57 to 7.35). Thus, the highest increase is in grammar aspect and the lowest increase is in mechanic aspect. From those results, it is concluded that the use of instagram based on TPACK theory can significantly increase students' ability in writing cutline caption, mainly in some aspects of writing. It is also suggested that further researcher may apply this matter to increase another English skill and all of writing aspect.

Keywords: writing skill, cutline caption, instagram, TPACK theory

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By

YENNY RATNASARIE SY

A Thesis

Submitted in a Partial Fulfillment of
The requirements for S-2 Degree

in

Master in English Education Study Program
Language and Arts Education Department
Of Teacher Training and Education Faculty

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TEACHER TRAINING AND EDUCATION FACULTY
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

Yenny Ratnasarie Sy was born in Sukadadi, on June 22nd, 1985. She is the fifth daughter of her late father Syahruroji and Nuraini Insiyah. She has four older sisters and one younger brother. She is married to Bambang Setiawan, S.H and she has one daughter named Rumaisha Askana Sakhi .S.

She began her study at SDN 01 Sukadadi, OKUT. After she graduated from elementary school in 1996, she continued her study in SMPN 3 OKUT. Then, she continued her study at SMAN 5 Bandar Lampung and graduated in 2002. In 2006, she was accepted in English Department Lampung University and got bachelor degree in 2010. She was accepted as Civil Servant in 2012 and has been teaching as English teacher in SMAN 1 Jatiagung, South Lampung for 11 years. In 2021, she continued her study to Master's Degree in English Education Study Program.

DEDICATION

I dedicate this work to:

1. My beloved parents – Syahruroji and Nuraini Insiyah
2. My beloved husband – Bambang Setiawan, S.H.
3. My lovely daughter – Rumaisha Askana Sakhi .S.
4. My sisters and brother
5. My almamater – Lampung University
6. My lecturers and friends in Master's Degree in English Education Study Program
7. My working institution – SMAN 1 Jatiagung, South Lampung

MOTTO

فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ

So which of the favors of your Lord would you deny?

Fabi-ayyi ala-i rabbikuma tukaththiban

Qur'an Surah Ar-Rahman 55:13

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and those who want to conduct further research.

Bandar Lampung, February 2023
The writer

Yenny Ratnasarie Sy
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I. INTRODUCTION

Educational context should take the benefits of innovative pedagogy and digital devices to go to the deeper content exploration, classroom management, engagement, and motivation of students in EFL teaching learning process. Moreover, it should be used to meet the students' need by reforming the old learning to the newest one. In doing this, Technological Pedagogical Content Knowledge (TPACK) theory can be used as a basic theory to apply a digital content learning, mainly in EFL teaching learning process.

1.1 Background

Teachers today face challenges in integrating new digital technologies in their teaching and learning. The shift in teaching instruction from traditional to online-based approaches pushes them to change their teaching strategy, for example by using social media in their teaching learning process. This strategy belongs to a theory named TPACK or Technological Pedagogical Content Knowledge. In English learning, teachers with TPACK perspective are required to comprehend the correct pedagogy concept using technology in teaching and learning activities. According to Koehler and Mishra (2006), TPACK is an emergent form of knowledge that goes beyond all three 'core' components (content, pedagogy, and technology).

Concerning with the use of TPACK in Indonesia, Mahdum (2015) surveyed the use of TPACK in senior high schools in Pekanbaru. The result then showed that TPACK can be adopted in EFL teaching learning process. Putri (2019) also surveyed the use of TPACK in one of senior high schools in Surabaya. The result showed that teachers who teach by implementing TPACK would make the students be more active and understand more about the subject to be taught. Moreover, the teachers also give the best performance by implementing technology in their teaching. In this research, the use of TPACK theory will be implemented in the use of social media which will be accessed through smart phone to increase students' writing skill.

As one of Information Communications Technology (ICT) tools, smart phone is a mobile phone equipped with the capabilities to display photos, play games, play videos, navigation, built-in camera, audio/video playback and recording, send/receive email, built-in apps for social web sites and surf the web, wireless internet, and much more. Related with TPACK theory, smartphone can be used as a device in EFL teaching learning process. A research by Amelia, Rukmini, Mujiyanto, and Anggani (2020) that was done in Semarang Multinational Primary School found that the students use ICT tools as the media of learning, such as browsing materials and picture using laptop and smartphone. Concerning to this, both teacher and student can use smartphone's features and apply it in their learning.

One of useful features of smartphone is the application to access social media. As a kind of media in TPACK theory, social media becomes social phenomenon

which cannot be separated from social life nowadays. A rapid communication technology in a form of social media creates limitless space and time for the means of online communication. Its function and features are also very interesting so that the user of the social media has increased significantly. Kesler (2013) defines social media which consists of three parts: (a) the information infrastructure and tools used to produce and distribute content; (b) the content that takes digital form of personal messages, news, ideas, and cultural products; and (c) the people, organizations, and industries that produce and consume digital content. From that statement, we can say that social media refers to computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities.

One of social media used by most people in the world is Instagram. The positive effect of using Instagram is related with the usage in EFL teaching learning process because it is undeniable that we can use Instagram as learning media in this digital era. Related to this, instagram seems to be useful in providing an ideal environment for students in the EFL learning because it has some impressive and amazing features to support their learning objectives, mainly in increasing their English skills. A research conducted by Avivi and Megawati (2020) shows that the feature in instagram gives advantages for English teachers and students and it can be promoted as an attractive educational technology for writing skill. Instagram itself is a mobile-based application that enables its users to take photos or pictures, apply the different manipulation tools to transform the appearance or pictures, and share them instantly with friends on different social networking sites (Hochman & Schwartz, 2012). From that statement, we can also say that

instagram is known as the ‘shoot and share’ platform where a lot of social life is represented, explored, and shared through social networks. Meanwhile, instagram technology also allows its users to share a photo and launch a video with the caption on it.

According to Bergstorm and Backman (2013), there are some types of caption, such as identification caption, group identification caption, summary caption, quote caption, cutline caption, and expanded caption. From all of those types of caption, cutline is the most used type of caption in social media. This kind of caption supplies the information about who is the subject and what is done by the subject in the picture. In the use of instagram as an EFL learning media at school, it is expected that it can be used to increase students’ ability in writing caption, especially in writing cutline caption.

According to Nunan (2003:88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Based on that statement, it can be concluded that in writing process we need to think and convey the ideas by creating some sentences arranged systematically in certain ways. In EFL learning process at school, writing is considered to be the most difficult English skill for students. Most of them gain some difficulties mainly in expressing their ideas in a written form. Besides that, writing is also considered as a complex process containing many things in order to create a good result. That is why the students face some problems in writing, for example in organizing ideas, having lack of vocabulary and having less accuracy in grammar.

In relation with writing skill, instagram platform deals with writing caption identically. People will always write their caption when they upload their photo or video in instagram. According to Grayam (2010), caption is a brief description accompanying an illustration, the part of a legal document that gives the important details of a photograph. Previous research conducted by Insani (2020) shows that instagram could be used as learning media to increase students' descriptive text writing ability. Meanwhile, as stated in Curriculum 2013 on Basic Competence 3.3 and 4.3, the XII grade of senior high school students are expected to be able to write caption and develop their ideas based on existing image and describe it through information.

Previous research conducted by Avivi and Megawati (2020) shows the use of instagram to increase students' ability in writing caption in the form of recount text. Next, a research done by Maulina, Muslem, and Yuliana (2018) shows the positive effect of the use of instagram in writing caption generally based on five elements namely clarity, conciseness, relevance, context, and attractiveness. Considering some positive results from those previous researches, this research then will only focus in one type of caption. There are some types of caption such as identification, group identification, summary, quote, cutline, and expanded caption. From those all types, cutline caption is the most appropriate type of caption to be taught in grade XII Senior High School based on Basic Competence 3.3 and 4.3 and it suits with the use of instagram as the media. According to Grayam (2010), cutline caption is the explanatory and descriptive copy that accompanies the picture and it is mostly used in social media. This kind of caption explains about the subject in the picture (who) and what is done by the

subject. So, in order to achieve the learning objective for the Basic Competence 3.3 and 4.3, the researcher used instagram based on TPACK theory and related it with the effort to increase students' ability in writing cutline caption.

1.2 Research Question

Based on the background of the problem above, the question of this research are:

1. Can instagram based on TPACK theory be used to increase students' ability in writing cutline caption?
2. What writing aspect has the highest increase and the lowest increase?

1.3 Objective

Based on the Research Questions above, the research are:

1. To find out whether the use of instagram based on TPACK theory can increase students' ability in writing cutline caption or not.
2. To find out the writing aspect has the highest and the lowest increase among five writing aspects.

1.4 Uses

The uses of this research are:

1. Theoretical uses
   a. To give description about the use of instagram to increase students' ability in writing cutline caption under TPACK theory.

b. To be the source of information and reference for further researcher who wants to study the same case.

2. Practical uses

a. To be reference for teachers who want to increase students' ability in writing cutline caption using instagram.

b. To be reference for students who want to increase their ability in writing cutline caption using instagram.

c. To give practical contributions to the researchers who want to increase students' ability in writing cutline caption.

1.5 Scope

This research was conducted at SMAN 1 Jatiagung, South Lampung and the subject of the research is the third year students. The researcher took XII grade because as stated in Curriculum 2013 on Basic Competence 3.3 and 4.3, the XII Grade students are expected to be able to write caption and develop their ideas based on existing image and describe it through information. Thus, they should have enough ability in writing caption based on some language components of writing such as organization, content, grammar, vocabulary and mechanic.

The topic of this study is increasing students' ability in writing caption in instagram under TPACK theory. Thus, the researcher only focused on students' skill in writing caption. Among some social media such as facebook, twitter, whatsapp, and instagram, the researcher used instagram as a teaching learning media. Meanwhile, the use of TPACK theory was implemented in the use of

smartphone as a learning tool. Since TPACK has some domains such as Content Knowledge (CK), Pedagogical Knowledge (PK), Technology Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK), the process of teaching writing caption would include all those domains in its process.

1.6 Definition of Terms

1. Writing is an activity to announce thoughts and feelings in written form to be read by the readers as a written communication.
2. Caption is some sentences for clarifying the images or videos which are usually use to do online interaction.
3. Cutline caption is a kind of caption that explains about factual information of the subject in the picture (who) and what is done by the subject accurately which consist of less than 50 words.
4. Instagram is one of Social Networking Sites to post individual images or videos with a description on their profile.
5. TPACK or Technological Pedagogical Content Knowledge is a theory that is developed to explain a set of knowledge that teachers need to teach the subject to their students effectively and include the use of technology in it.

The background above is used as a basic theory to give a brief outline about the context of the research that was done with the title ‘Modifying the use of Instagram based on TPACK Theory to Increase Students’ Ability in Writing Cutline Caption’.

II. LITERATURE REVIEW

This chapter delivers some theories of research variables completely. By the title 'Modifying Instagram to Increase Students' Ability in Writing Caption Based on TPACK Theory', the variables then will be writing, TPACK, social media, instagram, and caption.

2.1 Writing

According to Brown (2001:335), writing is a written product of thinking, drafting, and revising procedures that require specialized skills. The nature of writing focuses students on how to use discourse markers and rhetorical conventions to put them cohesively in a written text, how to revise text for clearer meaning, how to edit text for corresponding grammar, and how to produce a final product. The final product of writing then is expected to be an efficient, clear, and accurate essay. It means that a good writing doesn't contain unnecessary words, sentences, lines, and parts. It requires the writer to write all the sentences in detail but tell every word clearly. By having those characteristics, the essay then will be ended to be an effective but clear essay.

Some steps should be followed in order to write an ideal writing product. First, the writers should explore and transmit their ideas, thought, and feeling into written

form. Second, the writers should conduct the revising process to create a grammatically and orderly text. At last, the writers should make sure that their writing product should be meaningful to the reader. Those steps should be followed by the writers so that they can produce a good essay.

2.2 Teaching Writing

The teaching of writing has a purpose to enable the students to communicate based on the needed texts, such as transactional/interpersonal, functional, and monologue texts. In order to achieve the purpose, the teachers should select an appropriate teaching technique in their teaching writing process. The technique then will be expected to determine the teacher's success and the students' writing achievement. Since writing is a productive skill, teaching writing should emphasize on the students' ability to produce a good essay. The teachers then should facilitate and supply writing technique using theory, method, strategy, or media to support the students' writing process. By implementing an appropriate technique, the students will be able to express their ideas and write an ideal essay.

Based on Curriculum 2013, the teaching of writing mainly in Senior High School is based on genre or kind of text. The students are provided some competencies stated in the Basic Competency (KD) to be achieved by the students. Because of that, teaching writing is seemed to be a hard thing to do. It is caused by the fact that teachers need to find various technique to teach various kinds of text genre. Besides that, they should provide a suitable activity and sufficient knowledge to support their teaching. Langan (2005:13) stated that writing is a process of

discovery involving a series of steps. It needs study and practice to develop writing skill well. Some steps in writing are:

1. Prewriting

   This is a step of writing done before writing the draft. According to Oshima and Hogue (1991) the step of prewriting is divided into two. The first step is choosing and narrowing the topic. At this step, we need to choose the current topic to be developed and narrow it specifically. The second step is brainstorming. The brainstorming is needed to develop the idea. The benefits of doing brainstorming are listing, free writing, and clustering. The function of listing is to produce as many as words, phrases, and sentences then focus it on our writing topic. Next, free writing is a writing practice to generate some ideas. At last, clustering is needed to generate the idea and draw it in balloon where the center of balloon is the core and the surrounding is idea.

2. Drafting

   At this step, we create some sentences by using our own words to express our idea and arrange those sentences into paragraph. This step focuses on explaining, supporting, and connecting ideas without considering any such things as spellings. According to Oshima and Hogue (1991) there are 4 steps in drafting; they are brainstorming by listing, grouping, writing the topic sentence and simple outlining. By having this step of writing, we can write what we know about the topic of our writing, and then read what we have written. We can also share our draft to others and ask their suggestion.

3. Revising

   Oshima and Hogue (1991) said that revision is the key of the effective document. At this step, we might remove whole sections, rewrite entire paragraph, and add some information needed by the reader. We also make each sentence to be as accurate as possible.

4. Editing

   This step is editing which is done after revising. It involves the close-up view of individual sentences and words. It is done after we have made a big scale revision or repaired over a perfect sentence. Those steps are needed to end up cutting the whole paragraph from piece. At this step, we could also check the grammar, mechanics, and spellings.

5. Publishing

   This last step is done to share the last result of writing process. The writing product is published to send the message in the essay to the readers.

Those steps of writing then will end in a result that is ready to be published and to be read by the readers as the writing outcome.

2.2.1 Writing Assessment

Writing assessment is an important thing to determine the student's achievement in writing. It refers to an area of study containing theories and practice to evaluate writer's ability in writing an essay. According to Harris (1969), the aspects of writing scoring system are:

1. Organization

   It relates to how the students organize their idea and construct it into a well-written paragraph. The organization of text should be fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

2. Content

   It refers to the topic and the explanation, discussion, evaluation, and conclusion. The content should be clear, specific, and relevant. The good content should also fulfill the criteria such as full of information, substantive, make a clear thesis development, and relevant with the problem.

3. Grammar

   At this scoring, the writer should use the effective complex sentence construction and make only few faults in the use of grammar.

4. Vocabulary

   In using vocabulary, the writer should choose the correct word as it is function and master the informing words.

5. Mechanic

   Mechanic deals with the combination of correct spelling and punctuation. A good paragraph should be written in a good combination of spelling and punctuation. If the writers do not use it appropriately, the paragraph will be unreadable.

In this research, the researcher used analytic scoring to assess the students' writing task in writing a caption. This kind of scoring helps to call the writer's attention to areas of needed improvement.

2.3 Social Media

Dewing (2012) stated that social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created contents or join online communities. Nowadays, most people use social media as a tool of communication to keep in touch with family, friends, colleague, and society. Regardless of distance, the existence of social media enables people who disconnects with their lost relation to re-connect it. Social media are also generally defined as a form of electronic communication for social networking and micro blogging where the users can create online communities to share information, ideas, personal messages, and any other content.

While in social life it is used as scientific tool used by people to interact and socialize with each other, we can also use social media in education system, mainly in teaching and learning process. As a part of TPACK theory, social media is useful to be used as one of learning media. Teacher can provide educational content which engage the students' need and appropriate with the objectives of the learning. Some examples of social media used by most people nowadays are facebook, instagram, twitter, whatsapp, line, and etc. People use those social media mainly to interact and communicate with other users from all over the world. But it can also be used to help teacher as a media in teaching learning process at school. In this research, the writer will use instagram as one of the social media which is familiar to the senior high school students nowadays.

2.4 Instagram

Instagram is one of the most popular Social Networking Sites (SNS) in the world with over 11.000 million active users (Instagram Pres.: 2021). It was created in October 2010 by Kevin Systrom, a computer programmer and internet businessman. Instagram offers some features such as a filter to edit the image perfectly. The users can also use instagram to post their individual photo and video with the description on their profile. Based on the data from Instagram Pres., there are about 70 million photos and videos being uploaded everyday by the users. Most of instagram users use English to describe their uploaded photo or video. Therefore, instagram seems to provide an ideal environment for foreign language learners, mainly in relation with writing.

According to Bergstorm and Backman (2013) instagram is a social network that offers its users the opportunity to share their lives through series of photos or videos. Instagram users can also interact with other users by following their instagram account which enables them to view the content posted in their profile. The users could also respond to other user's post by writing the comment or giving 'like'. A 'like' is a tag users placed on uploaded images or videos which indicate that we like the post. The instagram can also send a message by sending a message through direct message icon. When the users post a photo or video, they will write some sentences below it to explain about the photo or video being uploaded. The sentences are called caption. In this research, the writer used the caption writing in instagram as a tool to help the students increase their ability in writing, mainly in writing caption.

2.5 Caption

According to Grayam (2010), caption is a brief description to accompany an illustration of an uploaded photo or video and become the part of the important details of the post. It is also known as few lines or sentences that give information about the uploaded photo or video. Caption has some functions, for example to increase the credibility of an image or video, to attract people, and to complete the information given to the published image or video.

The application of caption can be found in our daily life activity, for example:

a. In journalist world

   We can see the caption written in a mass media both printed and unprinted media. It is written below the photo or video about an event to give information about it.

b. In data processing based on Ms. Word

   The caption used to process the data in Ms. Word is usually in the form of command or direction. It is used to add information to an image, table, diagram, graphic, or other objects.

c. In social media, for example in instagram

   Instagram users use caption to explain or give information related with the photo or video they uploaded in their instagram account. By writing the caption, other users will get information about what exactly is in the photo or video that they post.

In this research, the use of caption in social media would be examined more in detail since it relates with the use of instagram as one of the most popular social media used by the students.

2.6 Writing Caption

The purpose of writing caption is to catch attention and draw the image which is not obvious. Grayam (2010) also mentioned some criteria of good caption, they are:

1. It should clearly identify the subject of the picture or video.
2. It should not be ambiguous in identifying the subject.
3. It should be meaningful without needless words.
4. It is not the same as brevity, which means using a relatively small number of words.
5. Succinct captions have more power than verbose ones.
6. It should not be more than three lines.
7. It should establish the picture's relevance to the article.
8. It should provide the context for the picture.
9. It should draw the readers into the article.

In writing caption, we should decide what type of caption we want to write. Some types of caption are:

1. Identification caption

   It is one of the types of caption which is used to identify who is in the picture.

Example:

Bollywood actress Aishwarya Rai Bachchan poses in front of the Taj Mahal in Agra. (Image: Reuters)

2. Group identification caption

This type of caption is usually used to explain or identify every person in a picture, but it doesn't explain the story of the picture.

Example:

Canadian Prime Minister Justin Trudeau, his wife, Sophie Gregoire Trudeau, their sons Hadrien and Xavier, and daughter Ella-Grace, second right, prepare to pose in front of Taj Mahal in Agra, India, on Sunday. (The Associated Press)

3. Summary caption

Summary caption is an explanation of subject in a picture. It usually explains some detail information such as the activity, time, location, why and how the activity is done.

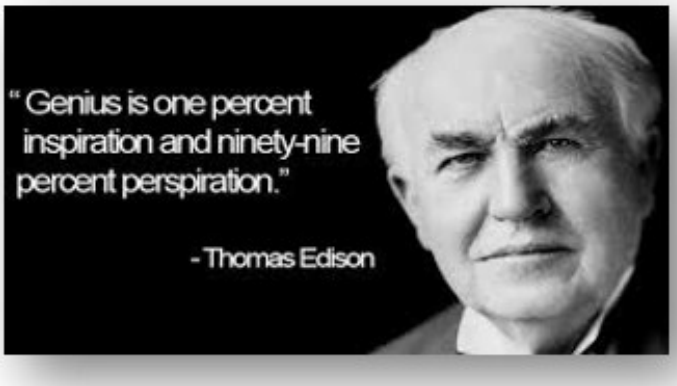
Example:

Passengers wearing protective masks and face shields queue for a public bus, following the coronavirus disease (COVID-19) outbreak, at a central bus spot in Jakarta, Indonesia, July 27, 2020. The health ministry reported 1,525 new cases and 57 deaths on Monday, taking the total number of infections and fatalities to 100,303 and 4,838, respectively. REUTERS/Willy Kurniawan

4. Quote caption

This type of caption contains a quote from the person in the picture.

Example:



5. Cutline caption

Cutline caption is the most popular and mostly used caption in a picture we find in online or offline media such as newspaper and social media application. This kind of caption is almost similar with summary caption, but it has less detail information than summary caption. Cutline caption explains about the subject in the picture (who) and what is done by the subject.

Example:

Water vendor Sumara, 70, pushes a cart carrying jerrycans of water in the Penjaringan area in North Jakarta in this file photo. (Antara/Wahyu Putro A.)

6. Expanded caption

It is the more complete version of summary caption which has the most complete information about the picture uploaded. This caption typically has three sentences, but you may write it in two sentences if the space is limited. By reading the expanded caption, readers or viewers will get more detail information about the picture uploaded.

Example:

Nikon D70, 18-70G lens, 1/250s, f/8, ISO 200, EV 0, 48mm focal length

Millennium Bridge over the River Thames in London, England with St. Paul's Cathedral on the other side partially covered in scaffolding for renovations being done back in October of 2005. The Millennium Bridge opened in June of 2000 but was closed almost immediately for its own renovations. Nicknamed the Wobbly Bridge after participants in a special event to open the bridge felt an unexpected and, for some, uncomfortable swaying motion during the first two days after the bridge opened. The bridge was closed for the next two years to make modifications to eliminate the swaying motion. I can tell you when I walked over it in 2005, there was no swaying motion.

Since this research relates the students' ability in writing caption with a social media platform, the researcher then will only focus on the writing of cutline caption.

2.7 Cutline Caption

Grayam (2010) states that cutline are explanatory and descriptive copy that accompanies the picture. It attracts the readers' attention by adding the information that is not stated in the photo. Practically, cutline is necessary to an

uploaded picture because it serves for some functions such as identification, description, explanation, and elaboration.

In writing a caption, this kind of caption supplies the information about who is the subject and what is done by the subject in the picture. It should explain the picture so that the readers are satisfied with their understanding of the picture. It is beneficial for some busy readers who may not have much time to identify the picture in detail. Grayam (2010) states some rules should be followed in writing cutline caption, they are:

1. Cutline caption should be written in less than 50 words. The writer should avoid using long sentences because cutline caption will be better if it is written shorter.
2. Keep the cutline factual and true. It means that the writer should never make assumptions about the picture.
3. The words used in the cutline caption should accurately reflect the picture.
4. Cutline caption should be as concise as possible but they should not sound like telegrams or machine guns and should be written in a good taste.
5. Avoid writing needless information, joke, and ambiguous meaning.

By following those rules of writing, it is expected that the writer would be able to produce a good cutline caption. Previous research done by Diah, Nidaan, and Rely (2016) showed that caption is commonly seen as simple text but it needs the proper combination of some language components and language functions of five writing aspects in order to deliver its meaning and communicative function. Thus, the complexity of writing cutline caption is in the way of how to create a short

functional text with less than 50 words but it can portray all of the writing aspects and its communicative purpose.

2.8 Procedures of Teaching Caption Writing

Teachers have responsibility to the students' success in learning writing. The learning process can be successful if the students could achieve the learning objectives. According to Hedge (2001), teaching writing is more than helping the students to produce accurate and complete sentences and phrases but guiding the students to 'produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. In learning how to write caption, it can be said to be successful when the students can write a good caption after being taught by their teacher. In doing so, there are some steps that could be done by teachers in teaching the students to write caption. Those steps are:

1. Pre activity

   At this activity, teacher shows some photos with caption to the students. The students then pay attention to the example and answer some questions from the teacher. The questions are about their basic understanding of what they have known about caption based on the examples. It is a kind of trigger to dig their knowledge up and raise their motivation in learning.

2. Main activity

   At this activity, the students are explained about how to write a good caption. After that, they identify those elements from some examples of caption and

discuss the result with their teacher. If they have understood about that, the students then try to write a caption based on some photos given by the teacher in group work. Then, they discuss about their group result and get some feed backs from the teacher.

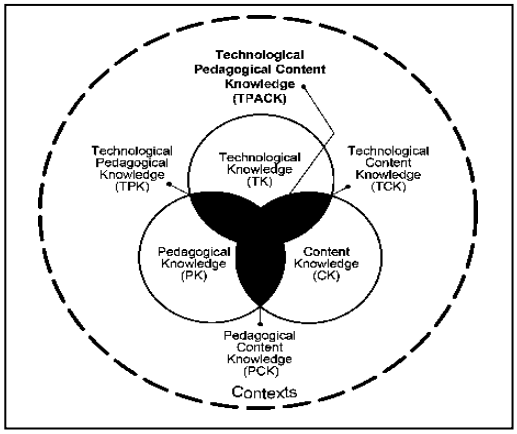
3. Post activity

   At this activity, the students do their task to write a caption individually. They use their understanding and creativity to write their own caption. After that, the students submit their work to the teacher.

Those procedures then would be done in order to gain a good result of writing caption. By doing those procedures, students are expected to be able to write a caption well.

2.9 Technological Pedagogical Content Knowledge (TPACK)

According to Mishra and Koehler (2006), TPACK is one of the recent frameworks used to integrate technology in the classroom. It attempts to identify the nature of knowledge needed by teacher to use technology in their teaching learning process. TPACK has seven elements which are Content Knowledge (CK), Pedagogical Knowledge (PK), Technology Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).



1. Content Knowledge (CK)

   It relates with what the teachers teach such as the theories about the materials.

2. Pedagogical Knowledge (PK)

   It deals with how the teachers teach like the method or the techniques of their teaching.

3. Technology Knowledge (TK)

   It is the tool that the teachers use, for example smartphone, laptop, flash disk, projector screen, etc.

4. Pedagogical Content Knowledge (PCK)

   It relates with the ordinary teaching and learning process usually done by the teacher.

5. Technological Content Knowledge (TCK)

   It is the specific technology for teaching, for example movie, videos, and song, etc.

6. Technological Pedagogical Knowledge (TPK)

   It is the teaching learning when current technology is used, for example the use of social media for educational purpose. The social media can be instagram, facebook, twitter, line, and etc.

7. Technological Pedagogical Content Knowledge (TPACK)

It is the basis of effective learning using technology on its process.

Jang and Chen (2010) explain that TPACK represents a new direction in understanding the complex interactions among content, pedagogy, and technology that can result in successful integration of technology in the classroom. From that statement, we know that the use of TPACK can help the teacher find the media in internet easily to their teaching and learning process. Previous research conducted by Buga, Ionut, Carmen, and Andra (2014) showed that teaching by using technology make teachers enjoy their classes more and manage to transform our teaching into a meaningful way to communicate with the students. By using TPACK, mainly in EFL teaching learning process, both teacher and student will involve in the teaching and learning activities easily. The students will also get motivated in participate into the learning actively. It happens because the use of technology relates into their daily life nowadays. Young age generations are the internet generation who use technology in almost all of their life aspect, including in their learning activities. So, the use of technology in learning is acceptable for them.

In this research, those seven domains of TPACK will be implemented in some steps done in teaching learning process, for example:

1. Content Knowledge (CK)
    - Teacher uses picture and its caption taken from instagram account to be used as media.
    - Teacher and students do question and answer related with the material.

2. Pedagogical Knowledge (PK)
   - Teacher asks some questions related with the topic to create students' critical thinking skill.
   - Teacher creates group work learning to build students' cooperative and collaboration skill.
3. Technology Knowledge (TK)
   - Teacher uses LCD to show the learning material to the students.
   - Teacher and students use smartphone to access their instagram account.
4. Pedagogical Content Knowledge (PCK)
   - Teacher creates student-centered learning process by delivering some questions related to the topic to build students' comprehension.
   - Teacher creates group work learning so that every group will have their own understanding about the topic of the lesson to be discussed with another group.
5. Technological Content Knowledge (TCK)
   - Teacher uses uploaded photo completed with the caption from instagram account as the learning media.
   - Teacher asks the students to use their instagram account to upload the task.
6. Technological Pedagogical Knowledge (TPK)
   - Teacher uses social media especially instagram to achieve the learning objective of writing caption.
   - Teacher and students use learning tools such as laptop, LCD, and smartphone to support their teaching learning process.
7. Technological Pedagogical Content Knowledge (TPACK)

- Teacher uses a photo and caption from instagram to attract students' attention to learn how to write caption.
- Teacher and students uses instagram which is accessed by using smartphone to present their caption writing.

From the explanation above we can see that teacher and students mostly use ICT tools in their teaching learning activities including the use of instagram based on TPACK theory.

2.10 Procedure of Teaching Caption Writing by Using Instagram based on TPACK Theory

According to Spencer (2012), there are some activities can be done by the teacher when they teach the students to write caption by using instagram. Those activities are utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompt for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their photo. Based on that statement, the researcher will take exercising creative and artistic expression through their own photo as an activity in the teaching caption writing process.

Some steps of teaching caption writing by using instagram based on TPACK theory are:

1. Pre activity

   In this activity, there are some steps that are done by teacher and students, they are:

   1. The teacher introduces 'writing caption' as the topic of their learning and let the students know about the objectives of the learning so they understand what they will achieve in the end of learning process.
   2. Teacher also selects the technology and pedagogy to match the learning objective.
   3. The students are given some questions as brainstorming that bridges their basic knowledge to the topic. This step is important to do in order to gain students' focus and interest to the learning material.

   The implementation of every domain of TPACK theory in this step can be seen through the following activities:

Activity	TPACK Domains
Teacher selects the technology and pedagogy to match the learning objective.	2, 3, 4, 5, 6, 7.

Note:

1 = Content Knowledge (CK)

2 = Pedagogical Knowledge (PK)

3 = Technology Knowledge (TK)

4 = Pedagogical Content Knowledge (PCK)

5 = Technological Content Knowledge (TCK)

6 = Technological Pedagogical Knowledge (TPK)

7 = Technological Pedagogical Content Knowledge (TPACK)

2. Main activity

Some steps that are done in this activity are:

Meeting 1

1. Teacher starts the learning process by showing a picture and its caption using laptop and LCD projector to the students.
2. Teacher delivers some questions to start the theories about the material. After being explained about how to write a good caption, the students will relate it with the example given to them before.
3. Next, students are given another picture from instagram and some information about the picture using LCD projector and internet connection to access instagram application. Some information is correct and some others are incorrect.
4. In order to create a student-centered environment for content learning, teacher divides the students into some group.
5. Every group should arrange that information into correct arrangement of caption for the picture. At this phase, teacher allows students to use their smart phone or another device to engage the students in content learning.
6. Every group then should present their work by using laptop and discuss it with their teacher and friends to get a feedback.
7. Then, teacher gives another picture and some information about the picture to the students using laptop and LCD projector.
8. At last, students have to work individually to choose the correct information and arrange it into a good caption. Then, they should upload

the result on their instagram account by using their smartphone. They also should tag it to their teacher's instagram account.

The implementation of every domain of TPACK theory in this step can be seen through the following activities:

Activity	TPACK Domains
1. Teacher shows a picture of famous person from instagram with the caption below it by using LCD Projector.	1, 3, 4, 5, 6, 7.
2. Teacher asks some questions related to the picture. Then, students answer teacher's questions and discuss it.	1, 2.
3. Students are given another picture from instagram and some information about the picture using LCD Projector and internet connection to access instagram application. Some information is correct and some others are incorrect.	1, 3, 4, 5, 6, 7.
4. Students are divided into some groups. Every group should decide which one is the correct information and which one is incorrect.	3, 4, 6, 7.
5. Then, every group should arrange that information into a good arrangement of caption for the picture. They are allowed to use their smartphone to help them do the work, for example to access online dictionary.	3, 4, 6, 7.
6. Every group presents their work by using teacher's laptop and discusses it with their teacher and friends to get a feedback.	2, 3, 5, 7.

7. Teacher gives another picture and some information about the picture to the students using her laptop and LCD Projector.	1, 2, 3, 4, 5, 6, 7.
8. Students work individually to choose the correct information and arrange it into a good caption. Then, they should upload the result on their instagram account. They should also tag it to their teacher's instagram account.	2, 4, 6, 7.

Note:

1 = Content Knowledge (CK)

2 = Pedagogical Knowledge (PK)

3 = Technology Knowledge (TK)

4 = Pedagogical Content Knowledge (PCK)

5 = Technological Content Knowledge (TCK)

6 = Technological Pedagogical Knowledge (TPK)

7 = Technological Pedagogical Content Knowledge (TPACK)

Meeting 2

1. Teacher shows her picture from her instagram account with the caption below it by using LCD Projector to the students.
2. Teacher asks some questions about the picture to the students, for example:
   a. Who is she?
   b. Where is she?
   c. What is she doing?
   d. How is her expression?
   e. Why do you think so?

3. Students answer teacher's questions and discuss it.
4. Teacher gives another picture of a famous person in a famous place from instagram using LCD Projector and internet connection to access instagram application.
5. Students are divided into some groups and asked to list some information about the picture. They are allowed to use their smartphone to help them do the work.
6. Students then should write a caption based on some information they have listed. Then, they should present their work by using teacher's laptop and discuss it with the teacher and their friends to get a feedback.
7. Students work individually and choose one of their photos from their phone.
8. Students write a caption for their photo in their instagram account.
9. Students submit their work by uploading their work in their instagram account and tag it to their teacher's instagram account.

The implementation of every domain of TPACK theory in this step can be seen through the following activities:

Activity	TPACK Domains
1. Teacher shows her picture from her instagram account with the caption below it by using LCD Projector to the students.	1, 3, 4, 5, 6, 7.

2. Teacher asks some questions about the picture to the students, for example: a. Who is she? b. Where is she? c. What is she doing? d. How is her expression? e. Why do you think so?	1, 2.
3. Students answer teacher's questions and discuss it.	2
4. Teacher gives another picture of a famous person in a famous place from instagram using LCD Projector and internet connection to access instagram application.	1, 3, 4, 6, 7.
5. Students are divided into some groups and asked to list some information about the picture. They are allowed to use their smartphone to help them do the work.	2, 3, 4, 6, 7.
6. Students then should write a caption based on some information they have listed. Then, they should present their work by using teacher's laptop and discuss it with the teacher and their friends to get a feedback.	2, 3, 5, 7.
7. Students work individually and choose one of their photos from their phone.	3, 5, 6, 7.
8. Students write a caption for their photo in their instagram account.	2, 4, 6, 7.
9. Students submit their work by uploading their work in their instagram account and tag it to their teacher's instagram account.	2, 4, 6, 7.

Note:

1 = Content Knowledge (CK)

2 = Pedagogical Knowledge (PK)

3 = Technology Knowledge (TK)

4 = Pedagogical Content Knowledge (PCK)

5 = Technological Content Knowledge (TCK)

6 = Technological Pedagogical Knowledge (TPK)

7 = Technological Pedagogical Content Knowledge (TPACK)

3. Post activity

Some activities that are done in this activity are:

1. Teacher and students do reflection about the lesson.
2. Teacher gives the summary and closes the meeting.

Those are some activities the list of activities that were done in the procedure of teaching caption writing by using instagram based on TPACK theory. Since the teaching should be related with TPACK theory, the researcher also connected every step, mainly in the main activity with the TPACK domain.

2.11 The Difference between Procedure of Teaching Caption Writing by Using Instagram based on TPACK Theory and by Conventional Way

Regarding with the steps on the procedure of teaching caption writing by using instagram above, here are the differences between the procedures of teaching caption writing in conventional way and in using instagram based on TPACK theory:

Activity	**Teaching caption writing by conventional way**	**Teaching caption writing by using instagram based on TPACK theory**
Pre activity	- Brainstorming - Motivating	- Brainstorming - Motivating

Main activity	- Teacher shows some photos with the caption from students' handbook. - Teacher explains what is meant by caption, some elements of caption, and how to write caption. - Teacher asks the students to do group work and individual work to write a caption based on the photo in their handbook. - Students submit their task.	- Teacher shows some photos with the caption from an instagram account using LCD Projector. Then, teacher asks some questions related to the photo to get students' basic knowledge about the picture. - Based on students' answer about the picture, teacher presents the explanation about caption using PPT presentation through LCD Projector. - Teacher provides another photo from instagram. Students are divided into some group and every group should list some information about the picture. They may use their smartphone to help them access the internet. - Every group writes a caption based on the information they have listed. Then, they

		present their work and discuss with the teacher about how to write a good caption. - Students do the task individually. Every student should choose one photo or take a photo with their smartphone, write the caption, upload it in their instagram account and tag to their teacher's instagram account using their smartphone or laptop.
Post activity	- Feedback - Reflection	- Feedback - Reflection

Based on the table of differences above, we can see that the difference between teaching caption writing by conventional way and by modifying the use of instagram based on TPACK theory mainly stated in the main activity of the teaching learning process where teacher and students mostly use ICT tools and instagram account as their learning sources and learning media.

2.12 Advantages and Disadvantages of Teaching Caption Writing by Using Instagram

In teaching caption writing using instagram, there are both advantages and disadvantages. Based on previous research conducted by Ibrahim (2013), the use of ICT (Information and Communication Technology) in EFL writing classroom makes a supportive and encouraging environment for students in terms of quality and quantity. While based on research conducted by Selwyn (2012), there are some disadvantages in terms of using ICT in teaching of writing skill. It also happens in teaching writing using instagram, the advantage and disadvantages are:

1. Advantages
    a. Students with lower language skills could interact with other students through their instagram account with less stress.
    b. Using instagram as a social network service to teach could trigger the students' creative thinking skill.
    c. Improving students' writing ability by printed paper sometimes couldn't work properly because the students sometimes feel bored.
    d. Most students have instagram account and smart phone, so it will be easier for them to do their task while they use their gadget.
    e. Writing classroom in the future will surely involve the use of social media because it attracts the students' interest easier than using book or printed paper.
    f. The challenge of using instagram can make the students achieve a new learning paradigm.

2. Disadvantages
    a. The use of social media in students' learning can cause the students to work on their task not seriously.
    b. When the students write their essay in instagram, it can distract their focus in learning.
    c. The use of instagram in learning writing may provide a tendency for the students to use short forms and informal abbreviations in their writing task.
    d. The teacher may get difficulty to control the class while the students open their instagram account to do the task.
    e. EFL writing by using instagram can cause internet distraction and informal writing habit.

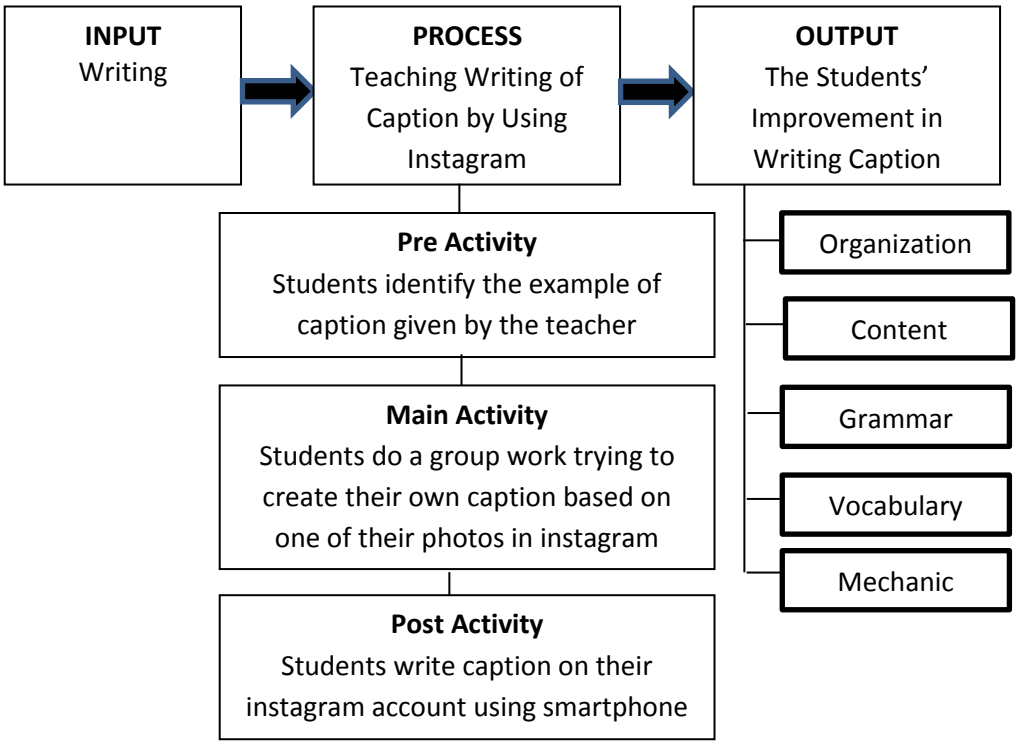
By seeing the advantages and the disadvantages of the use of instagram in teaching caption writing, the researcher tried to intensify the advantages maximally and lessen the negative sides of instagram by guiding and controlling students' activity in using instagram during their learning process.

2.13 Theoretical Assumption

Based on the literature review above, the researcher has assumption that the students can use their instagram account as a media in writing a caption. Since writing seemed to be a complex process of pouring the ideas in a written form, teacher needs to use a particular media, technique, strategy, method, or theory to make the students achieve the learning objectives. Hereby, the research was conducted based on TPACK theory with the use of instagram as one of social

media used by most people around the world. As stated in Basic Competence for class XII Senior High School at first semester, writing caption is one of competencies should be mastered by the students. Thus, the researcher chose writing caption as one of variables in this research. This variable, then, matches with instagram which is accessed by using smartphone.

A caption is text that appears below the image. As the increase of social media users around the world, people tend to upload their image in their social media account, mainly in instagram platform. Instagram is a photo sharing application with digital filter features to get photo effect and share it to public. It has been one of most used social media, which is used mostly by young people including senior high school students. Thus, the researcher tends to choose it as a media to learn writing especially in writing caption. In doing the research, there would be a conceptual framework that figures the process of the research. It can be seen as follows:



2.14 Hypothesis

The hypotheses for this research are formulated as follow:

1. There is significance increase in students' ability in writing cutline caption using instagram under TPACK theory.
2. The lowest and the highest increase of writing aspects are among organization, content, grammar, vocabulary and mechanic.

The literature review above would be used as supporting theories to strengthen the topic of the research. Since the topic of the research contains some variables, the literature review clearly presents every each variable to bring the readers' comprehension to the content of the research.

III. METHODS

This chapter presents about the research design, variables of the research, data source, the instruments, data collection, data analysis, and hypothesis testing.

3.1 Design

In this research, the researcher used one group pre-test and post-test design to administer the research. By having this design, one group was measured or observed not only after being given a treatment, but also before the treatment. A pre-test was used to measure the characteristics that were assessed before the treatment, while post-test was used to measure those characteristics after the treatment. Creswell (2003) states that an experimental design is used in which attitude are assessed both before and after an experimental treatment. The data were collected on an instrument that measure attitude and the information collected was analyzed using statistical procedures and hypothesis testing. The type of the research that was administered to gain the data is a quantitative research. Creswell (2003) states that quantitative research is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories), employs

strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

The research design is illustrated as follow:

T1 X T2

Where:
T1 : Students' ability in writing caption before the treatment
T2 : Students' ability in writing caption after the treatment
X : Treatment
Hatch and Farhady (1982)

The procedures of one group pre-test post-test design are:

1. Administering pre-test (T1) in order to measure students' ability in writing caption before being given the treatment used in the research.
2. Applying a treatment in teaching writing by using instagram platform based on TPACK theory (X).
3. Administering post-test (T2) in order to measure students' ability in writing caption after being given the treatment.

3.2 Variables

Variable is everything to which the researcher expects to find and that has a function as the point of the research. Based on the thesis title, the variables of the research are:

1. Independent variable (X)

   Independent variable is also called as stimulus, predictor, and antecedent. This variable influences and gives good effects to the dependent variables being researched in the research. Thus, it cannot stand by itself without dependent variables. Some elements are identified as independent variables are teaching method, teaching strategy, learning media, learning material, and etc. In this research, the independent variable is the use of instagram based on TPACK theory.

2. Dependent variable (Y)

   Dependent variable is also often called as output variable, criteria, and consequent. It is the variable that emerges in function relationship affected by independent variable. In this research, the dependent variable is students' ability in writing cutline caption.

3.3 Data Source

3.3.1 Population

Population is all members of well-defined class of people, events, or objects (Ary et al: 2010). In this research, the population of the research was the students of grade XII SMAN 1 Jatiagung South Lampung in Academic Year 2022/2023. It is because the topic that was used in the research is based on the Basic Competence applied in grade XII Senior High School for the first term, which is caption text. In recent years, there are 7 XII classes in SMAN 1 Jatiagung which consist of 4 science classes and 3 social science classes. The researcher, then, chose one of those classes as the sample of the research.

3.3.2 Sample

Sampling is a way used by the researcher to select number of individuals as a sample which presents the population. According to Ary et al (2010), purposive sampling is referred to as judgment sampling. It is a sample elements judged to be typical or representative that are chosen from population. In this research, the researcher took randomly one of seven XII classes in SMAN 1 Jatiagung South Lampung as a sample.

3.4 Instrument

This research tests the students' ability in writing skill, mainly in writing caption, thus the test that was administered is writing caption test. As it is stated before that there would be pre-test and post-test as the writing test, then, the researcher administered it in pre-test before treatment and post-test after treatment.

3.5 Validity

Muijs (2004) states that validity is probably the most important aspect of the instrument design in educational research. Here, validity is used as an indicator that the instrument measures what is supposed to be measured. It is determined by the meaningful and appropriate interpretation of the data obtained from the measuring instrument as a result of the analysis. In addition, valid means correct. It means that when the researcher claims that the students writing assessment is valid; the researcher should show the data that the writing test result truly reflects the students' writing ability.

In this research, the researcher used two most important types of validity; they are content validity and construct validity.

1. Content validity

   O'malley and Pierce (1990) define content validity as the correspondence between curriculum objectives and the content of the assessment. This kind of validity is the most important type of validity for performance assessment. Heaton (1991) states that content validity depend on careful analysis of the language being tested and particular course objectives. The test should be constructed to be a representative sample of the course, the relationship between the test items and the course objectives. The result of content validity for the test instruction is explained in the appendix 12. Meanwhile, in order to measure the content validity for pretest and posttest, the researcher used Aiken's V validity coefficient. The formula is as follow:

$$V = \sum S/[n(c-1)]$$

S : r – lo
r : the number given by the rater
lo : the lowest validity rating score
n : number of raters
c : the highest validity rating score
(Aiken, 1985)

The result of content validity measurement can be seen in Table 3.1.

Table 3.1 Pretest Content Validity

Writing Aspect	V Value
Organization	0.697
Content	0.720
Grammar	0.727
Vocabulary	0.640
Mechanic	0.420

From the Table 3.1, we can see the V value for every aspects of writing is > r-table. Since the value of r-table is 0.349, it means that the writing pretest has high content validity. Meanwhile, the result of content validity for posttest result can be seen in Table 3.2.

Table 3.2 Posttest Content Validity

Writing Aspect	V Value
Organization	0.738
Content	0.686
Grammar	0.728
Vocabulary	0.583
Mechanic	0.547

We can also see from the Table 3.2 that every aspects of writing have V value > 0.349 which means that the posttest also has high content validity.

2. Construct validity

Heaton (1991) states that if a test has construct validity, it is capable to measure certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. Thus, the test must produce significant information about a writer's ability to communicate effectively in English. This test is meant to measure the students' writing achievement by assigning their writing ability before and after the treatment. Their achievement, then, would be compared and analyzed to see whether the treatment brings about significant result to their writing achievement or not. The result of construct validity for the test instruction is explained in the appendix 13. The One of the ways to measure the construct validity is by using Confirmatory Factor Analysis (CFA). The formula is as follow:

$$CR = \frac{(\Sigma \mathrm{SLF})^2}{(\Sigma \mathrm{SLF})^2 + (\Sigma \mathrm{e})}$$

CR : construct validity

SLF : number of standard loading factors for each item

e : number of errors for each item

(Hair, Black, Babin and Anderson, 2010)

The result of construct validity for pretest, then, can be seen in Table 3.3.

Table 3.3 Pretest Construct Validity

Item	Aspect	Value
1	Organization	0.873
2	Content	0.877
3	Grammar	0.965
4	Vocabulary	0.951
5	Mechanic	0.976

From Table 3.3 we can see that the r-value for every aspect of writing is > 0.349. It means that the pretest has high construct validity. Meanwhile, the result of construct validity for posttest can be seen in Table 3.4.

Table 3.4 Posttest Construct Validity

Item	Aspect	Value
1	Organization	0.922
2	Content	0.906
3	Grammar	0.949
4	Vocabulary	0.967
5	Mechanic	0.949

From the Table 3.4 we can also see that the r-value for every aspect of writing is > r-table which is 0.349. It means that the posttest has high construct validity.

3.6 Reliability

Reliability refers to the stability of measuring instrument used and its consistency over time. It relates with the ability of an instrument to measure and give similar result when it is applied in different times. Muijs (2004) stated that reliability of the language skill assessment refers to the preciseness of its result in representing the actual level of the examinees' skill. Reliability is needed to make sure the consistency of the instrument if it is used in other time. In order to determine the reliability of the test, inter rater reliability was used by the researcher. It means the researcher used two raters in scoring the students' writing test. The researcher also used Rank-Difference Method to measure the reliability of the raters. The formula is as follows:

$$\rho = 1 - \frac{6\,X\,\sum D^2}{N(N^2 - 1)}$$

Where:
ρ : Rank-difference
$\sum D^2$: The sum of difference between each pair of ranks
(Harris, 1974)

In this case, the researcher uses the standard of reliability from Arikunto (2006):

0.8 – 1.0 = very high

0.6 – 0.8 = high

0.4 – 0.6 = medium

0.2 – 0.4 = low

0.0 – 0.2 = very low.

After calculating the students' writing result, the writer calculates the data using rank order formulation and gets the result which can be seen in Table 3.5.

Table 3.5 Inter Rater Reliability

Reliability	Rater 1	Rater 2	Criteria
	0.75	0.78	High reliability

From Table 3.5, it can be concluded that the reliability criteria from rater 1 and rater 2 belongs to high reliability criteria.

3.7 Data Collection

In collecting the data, the researcher did some systematical and standard procedures to gain the data. As it is stated before that there would be pre-test and post-test for writing test in this research. Thus, the researcher administered the test as follow:

1. Pre-test

   Before administering the treatment, the researcher delivered the pre-test to gain the data about the students' basic ability in writing skill.

2. Treatment

   The researcher delivered the treatment after doing the pre-test. The treatment would be applied in the form of using instagram as a learning media in writing caption. The steps of the treatment would be given in three steps, they are:

a. Pre activity

In this pre activity, the researcher opened the learning process by delivering the learning objectives and motivating the students to learn well. After that, the researcher delivered the topic that they are going to discuss. The researcher also did question and answer to get the starting point of the learning core.

b. Main activity

At this step, the researcher showed the example of caption in instagram. Then, the researcher asked the students' understanding about caption. Having some answers from the students, the researcher summarized their answer and explained the topic. After that, the researcher also explained about how to write a good caption in instagram. The students tried to find a photo from their smartphone and write a caption for that photo.

c. Post activity

In this activity, the researcher discussed the result of the students' task done in the main activity. The researcher and the students tried to find the difficulties faced by the students and give the solution. The researcher also gave some feedback and appreciation to the students' work.

3. Post-test

The last step was post-test. The researcher asked the students to take another photo. Then, they should write a caption for their photo based on the previous explanation given by the researcher and their previous task experience. After that, the students should upload their photo and their caption to their instagram account and tag it to the researcher's instagram account.

3.8 Data Analysis

In analyzing the data, the researcher used quantitative data analysis. It means that the data would be analyzed by using formula to find the significance difference of the students' ability in writing caption before and after the use of instagram as a learning media. O'Malley and Pierce (1996) state that writing assessment should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the teacher would know in which aspect of writing process the students are having difference. In giving score, the researcher used the following formula:

1. Calculating the students' scoring test

Score=	Student's correct item	x 100
	Total item	

2. Calculating the mean score of the student's writing test

$$\bar{x} = \frac{\sum x}{N}$$

Note :

$\bar{x}$ = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students

3. Finding the improvement's percentage of students' writing ability

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P : The percentage of the students‟ improvement

X_1 : The mean score of pre-test

X_2 : The mean score of post-test

(Arikunto, 2006:23)

4. Calculating the significance difference between the score of pre-test and post-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{\sum D^2}{N}}{N(N-1)}}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

∑D = the sum of the total score

∑D2 = the square of the sum score of difference

N = the total sample.

Gay (2006: 356)

3.9 Data Treatment

a. Random Test

The random test was conducted if the data that is taken still doubtful. The data, the, should be tested again by using Statistical Program for Social Science (SPSS).

b. Normality Test

The normality test was used to measure whether the data is normally distributed or not.

3.10 Hypothesis Testing

After getting the students' significance scores (value of t), then it would be compared with the value of t-table. If it is found that the value of t-test is equal or greater than the value of t-table, it means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted because there is significance difference between students' writing ability before and after treatment by using Instagram. The criteria for the hypothesis testing as follows:

Testing	**Hypothesis**	
	Ho	**H1**
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

This chapter was used as the frameworks to design the research and administer it in order to collect, analyze, and present the result of the data.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusion of the research result and suggestions from the researcher to the English teachers and other researchers who want to conduct research with the same topic.

5.1 Conclusions

Based on the analysis of the data, the result of the research and the discussion in the previous section, the researcher draws these following conclusions:

1. The use of instagram based on TPACK theory has many beneficial things in increasing students' ability in writing including providing the opportunity for students to learn by enjoying, creating, and practicing writing activity. By using instagram based on TPACK theory, students become more enthusiastic and motivated to develop and produce a good essay. This can be seen from the students' mean score of posttest (76.22) turned higher than students' mean score of pretest (55.63) which means that it increases 20.59 points.
2. The use of instagram based on TPACK theory gives positive effect to the improvement of five writing aspects namely organization, content, grammar, vocabulary and mechanic. Since the implementation of TPACK theory enables teacher and students to use ICT tools and social media in their learning, the students can improve every aspect of writing with the highest

increase in Grammar (6.97), content (4.5), organization (4.41), vocabulary (3.93), and mechanic (0.78).

3. Modifying the use of instagram based on TPACK theory can increase the students' ability in writing cutline caption since every domain of TPACK can be implemented in the steps of writing and the use of instagram is appropriate with cutline caption as the topic of the research.

5.2 Suggestions

In reference to the conclusions above, the researcher offers some suggestions as follows:

1. Suggestions for researchers
   a. In order to gain the data, the researcher did the research about the use of instagram based on TPACK theory only in 4 meetings. It is suggested for further researchers to do more meetings for the research to have more reliable result.
   b. This research focuses on the use of instagram as the learning media. Other researchers may use other application such as Facebook, Twitter, or any other social media as the learning media belong to TPACK to increase some English skills.
   c. This research observes the students' cutline caption writing ability by using instagram based on TPACK theory, while further researchers are suggested to conduct the research with the same topic but different skill to be increased. Further researchers may observe speaking skill or reading skill.

d. Further researchers may do another research with the use of instagram based on TPACK theory as the same topic but with different level of students, for example Junior High School students.

2. Suggestions for teachers

a. The English teachers are suggested to use instagram based on TPACK theory in teaching writing because the researcher found that most students are interested to this. It can be seen from the result of the research which shows that students' writing ability, mainly in writing cutline caption, significantly increase when they use instagram based on TPACK theory to learn writing.

b. Moreover, the English teacher may modify the use of instagram based on TPACK theory to teach not only cutline caption but also another topic of writing.

c. Since the lowest score among five aspects of writing in research finding is in mechanic, the English teachers are suggested to focus more on increasing this aspect by applying other teaching technique based on TPACK theory.

This chapter elaborated some points concluded as the conclusion after having the result and discussion. Besides that, the suggestions given to the researchers and teachers were expected to be useful suggestions to be followed up.

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