



Digital Learning Media Social To Solve Their Difficulties In Writing Recount Text: Instagram Caption

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Abstract

The use of social media platforms by students is growing rapidly. Therefore, teachers can capitalize on the growing interest in using social media in the classroom as its popularity among students continues to rise. Instagram is a very famous social media site. This research will explain how Instagram can be utilized to teach secondary school students in the art of writing Recount texts. This research is based on a real factual issue regarding students' difficulties in writing recount texts at the high school level. This research examines the challenges students face when tasked with creating recount texts and then highlights Instagram as a possible solution. This research focuses on discussing students' difficulties in writing recount texts and then presents Instagram as a solution to the students' difficulties. In answering the research question, the researcher used a qualitative approach with a Narrative Inquiry design in obtaining data that has been analyzed using the interactive model as the concept. This study found the results of students' difficulties in writing recount texts which include vocabulary, mechanics, grammar, content, and organization. The next result is that students can determine strategies in learning to write by writing status/caption on social media (Instagram) using English..

Keywords: *digital media; instagram caption; recount writing.*

INTRODUCTION

Writing is an activity that involves both mental and physical processes. The writer will think of ideas and then pour them into a sentence so that it becomes a sentence even a long and build some text. Nunan said writing is physical and mental activity (Rey et al., 2022). Writing activity will produce a written product that the writer has conveyed to the reader that is means a physical act. Writing activity will produce a written by the brain, where the writing results from someone's thoughts, ideas, opinions, and feelings, that means mental activity (Sari et al., 2022). Junior high school students study several short functional texts based on the 2013 curriculum, one of which is recount text. In recount text learning, students were introduced to social functions, generic structures, and language features of the recount texts. Until senior high school level, students still encounter recount texts to learn (Husna & Multazim, 2019). Based on the Competency Standards in the 2013 curriculum, students are expected to be able to analyze the structure, linguistic features, social functions, and meaning of recount text. Eventually, students are asked to write a recount text based on history or personal experience. So far, students need to struggle in dealing with these difficulties.

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The teacher found that most students could not write the recount text as the basis of the text, such as the students still wrong the verb choice, and the students also could not write the general structure of the recount text. During the writing process, students evidently not only feel awkward in their grammatical abilities but also occasionally struggle with the subject matter of their writing. This is because there is a shortage of language as well as the requisite ideas when writing (Peter & Singaravelu, 2021). Therefore, it is difficult to extend students' estimations of themselves. As a result, a significant number of responses and concepts are required to advance the student's thoughts while simultaneously reconditioning student's difficulties.

Students can be taught to write with greater facility and accuracy using a wide range of approaches. Because exist of digital technologies, today's students have no choice but to embrace the use of numerous programs and social media platforms as a way of life through which they may express themselves and interact with society (Nurjannah et al., 2021; Herwiana & Laili, 2022; Otchie & Pedaste, 2020; Takengon & Tengah, 2022). Due to the Internet's vast reach, media social as lifestyle. If that's the case, then social media is a viable option for fixing the writing issue. It's one of the most efficient approaches to writing exercises. However, in this era, teachers are required to understand technology because the incorporation of such technologies into teaching and learning has been balance because educators need to understand how they can be effectively employed to assist various types of learning and to provide effective approaches and techniques. According to (Bahari, 2022; Hasan et al., 2022) one such device that may play a crucial role in students' advancement is the mobile phone, which plays social media.

A learning tool that uses digital data or creates a digital image that can be processed, accessed, and shared using digital devices is known as a "digital learning media" (Alshammary & Alhalafawy, 2023; Gao et al., 2022; Prasojito et al., 2017). Students can converse using English in a variety of digital applications. Students will feel pleased and gratified when they believe they can comprehend the concept of digital apps in English. Because students will be motivated by what they study if what they learn is useful and employed in language, being able to communicate in English is more than just knowledge (Purvis et al., 2020; Luh et al., 2020; Prestiadi, 2020). Therefore, using cutting-edge technology in the educational process will help to improve English learning especially in writing text to build caption or statues.

The form of social media used to solve student writing problems is Instagram. Instagram is a platform social media Instagram is a social networking platform that gives its users the ability to capture images and videos, as well as post such media in either a public or private setting on the Instagram application itself, in addition to several other social networking platforms (Shahzadi & Kausar, 2020). This research aims to enable students to publish photos or videos to Instagram, where other users can comment on their work. Instagram provides significant potential for educators to build new classroom activities using this platform

RESEARCH METHODS

This research provided an in-depth and contextual explanation of the object. In other words, according to (Creswell, 2012), the qualitative method is a means in a study to explore the meaning of each individual or group to a specified problem. This research directed explicitly at using Narrative Inquiry as a research design, to study a single person, gather data through the collection of stories, report individual experiences, and discuss the meaning. The data was obtained from informants who have been collected, then retold in the form of a Narrative report. In the process, the data that has been obtained is then analyzed or presented using stories (Sadeghi & Sarkhosh, 2014). Narrative inquiry is storytelling, a lot subjective from the prospective student.

This research was conducted in one of the public high schools in Bekasi, West Java. This senior high school is one only public school in the Kedung Waringin, Bekasi Regency. The researcher took the main data source from their story, Oral Narrative and Written Narrative. To obtain the main data, the researcher used written narratives, namely learners' diaries and the interview examines more in-depth information as an oral narrative. From the data reduction results, conclusions would be drawn according to the research context. Such data analysis is called Interactive model of the concept by (Miles et al., 2014), data reduction, display and conclusion.

RESULTS AND DISCUSSION

Data on student difficulties was obtained from the recognition of students in conducting research with both instruments in this study, including learners' diaries and interviews. So this study showed the results of student difficulties in several aspects, including vocabulary, content, mechanics, organization, and grammar. In grammar, students writing recount text was ungrammatical, using the second form of the verb in past tense verbs. In vocabulary, students struggled to put ideas into writing, choose the right words, and repeat words. Made students open the dictionary regularly. Students were difficulty developing topics and choosing content appropriate to the issue, and the content created was not detailed. This meant students could not create recount text with content properly.

In writing recount text, the student only focused on telling stories without paying attention to rules in writing, such as spelling, punctuation, and capitalization in her recount text. So they were problems with aspect mechanics of writing rules. In addition, the student still was difficulty making orientation, events, and reorientation. The results of the analysis can be seen in the table 1 below.

Table 1. Student Difficulty Classification

No	Name	Difficulties	Classification
1	Respondent 1	1. Difficulty in choosing words	Vocabulary
		2. Difficulty in expressing ideas to be written	
		3. Frequently repeating words	
		1. Difficulty in changing the second form of the verb	Grammar
2. Difficulty in determining regular and irregular part words			
2	Respondent 2	1. Errors in spelling some English words	Mechanics
		2. Students forget the upper/lowercase letters	
		3. Errors in placing punctuation incorrectly	
		4. Text has scribbles & tip-x	
1	Respondent 1	1. Difficulty in determining English words, so always look at the dictionary	Vocabulary
		2. Difficulty putting ideas into words	
1	Respondent 1	1. Difficulty in using action verbs in the past tense	Grammar
		2. Difficulty using proper conjunctions	

No	Name	Difficulties	Classification
3	Respondent 3	<ol style="list-style-type: none">1. Difficulty in developing the topics2. Difficulty creating content that matches and supports the topic3. Difficulty in explaining the contents of the paragraph becomes a detail4. Difficulty connecting each paragraph to coherent	Content
		<ol style="list-style-type: none">1. Errors in ignoring the generic structure of recount text2. Errors in forgetting the order of the sentences made	Organization

Feature of Instagram that help students achieve their goals in relation to their education and their day-to-day requirements, Photo Sharing Instagram gives its users the option to either shoot pictures from within the application or use pictures that are already stored in their camera roll. Users have the option to give their photo a caption/status, which is both practical and entertaining that is called Instagram stories. The Instagram stories app provides users with a fun and interactive method to share their story with one another about everything they want.

Having friends or followers is essential to using Instagram, just as it is for any other social network. People are "followed" by other Instagram users. The username, profile picture, number of images that have been uploaded, number of followers that the account has, and number of followers that the user is following can be found at the very top of the user's profile, as well as the profiles of other users. When a user follows another user, the latter's images will appear in the user's stream. People can also like photos and leave comments on them in this section of the website.

Instagram is a global platform that brings people together. Instagram has become a very international community that offers numerous benefits to those who want to communicate how they are feeling through the written word. It indicates that when students are participating in a community, they will attempt to make better moves, which in this case refers to their goods in writing text. The stories that users have on Instagram are told very fun and creatively.

These aspects of Instagram present a great educational opportunity to teach students writing skills. Students create a positive environment by writing recount texts because they know that while working on their project, they will gain deeper knowledge by looking at the uploaded images. Because what they write is based on their own personal life experiences, pictures allow them to think more broadly and will assist them in constructing texts in the space allotted to them. This is an opportunity for them to be creative in making several sentences that will be shared.

The recount text is still difficult for students even though they were known in junior high school with recount text before. Different at the junior high school level; it was more on text recognition. At the high school level, it has more than before. This stage focuses practice of writing recount text. The recount text is used as a focus for participants in this study. Last week, before the research was conducted, students made a recount text with their teacher in class. So that students analyze their own recount texts about the writing process, feelings, perspectives, and difficulties when writing recount texts.

EFL students in Arab in research that has been done by (Abdulkareem, 2013) shows that students make many mistakes in writing sentence structure, vocabulary, and expressing ideas. EFL students in Japan, a different style of Japanese rhetorical language resulted in Japanese students having difficulty in paragraph organization and expressing opinions as logically

(Okada, 2018). EFL students in China have difficulties applying the taught and learned English knowledge in English writing, such as lexicons, grammar, syntax, and pragmatics (Sang, 2017). EFL students in Hong Kong, the students' told that they have difficulties with text structure, linguistic variation, and vocabulary (Shum et al., 2019). So, difficulties in writing need to be studied more deeply to be able to find the right solution that can help the difficulty.

According to a different point of view, (di file 1161) noted that there are a number of useful applications of Instagram that can provide students with the following advantages in the writing process: Make it simpler for students to publish their writing, Give students a sense that they are the authors of their own work, Facilitate group projects, comments, and collaborations, Give students opportunity to write outside of the classroom, Instagram can link related texts and multimedia (picture or video); and build their own audience for the stories you share.

Some provide referred to the benefits of using Instagram as a form of media in teaching classroom while students how to write recount text such as; The first, the teacher allows to choose the topic of the story that will be uploaded on Instagram. The kind of material might be anything from a personal account to a historical recount or even a biography. Second, Pre-writing and Drafting activities for aims writing Recount text is made to develop an engaging topic relating to the students' content, ready to begin drafting for their text (Rosalinah et al., 2020). The last stage, teacher feedback or peer review Students, helps pupils accept criticism and obtain audience response to improves student writing that in the end it requires revised by the writer. Feedback provided to students regarding faults in their writing in order to bring it into conformity with the requirements of the recount text writing rules. The importance of feedback for them is given a sign of where the error in their writing and make it a benchmark for mistakes that should not be repeated (Agbayahoun, 2016). When creating a recount text, it is important to ensure that the text has a well-organized general structure (orientation, event, and re-orientation), proper language, and appropriate writing mechanics (spelling, punctuation, and capitalization) (Muhsin, 2017; Sinta & Astutik, 2019). These are the criteria that need to be satisfied

CONCLUSION AND SUGGESTIONS

This study shows that students have difficulties in writing recount texts. The findings and discussion in this study can show students' difficulties in several aspects such as; vocabulary, content, mechanics, organization, and grammar. After discussing about Instagram and the activities that can be done by utilizing Instagram, it can be concluded that Instagram as a media provides a good influence in helping teachers in the process of teaching students to write recount texts. Students can demonstrate their concepts by posting contextually appropriate content through Instagram, which provides a fun learning experience. As a result, Instagram as a medium can help teachers in the process of teaching students to write recount texts. In this case, the researcher suggests that schools should introduce more students to the use of social media so that schools can get more benefits from the use of social media.

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