



ANCOLT

International Proseeding on Language Teaching

Vol. 1, No. 1, Maret 2024, pp.1-12

The Instagram Role in Assessing Students' Writing Skill

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Abstract

The use of Instagram, a well-known social media platform, in English language training for students in the 12th grade is investigated in this study. With its style and photo captions, Instagram presents a special chance to get students involved in real-world writing assignments. The study investigates how Instagram improves writing abilities by offering real-world circumstances, promoting connection, and cultivating an audience. The Task-Based Language Teaching (TBLT) was adopted in the classroom activities. Language uses awareness through a review of the literature and empirical data. Teachers should close the gap between classroom learning and real-world communication by encouraging students to create unique and meaningful written expressions by integrating Instagram into writing assessments. Findings suggest that integrating Instagram into English language training facilitates the bridging of the gap between classroom learning and real-world communication. By encouraging students to craft unique and meaningful written expressions within the platform, educators can effectively promote language learning in authentic contexts. The study evaluates the impact of Instagram-based learning media on student motivation in writing. The integration of Instagram into English language training holds promise for enriching students' writing proficiency in the digital age. By leveraging the unique features of Instagram, educators can create engaging learning experiences that empower students to become confident and proficient writers in real-world settings.

Keywords: *Assessment, Caption, Instagram, TBLT, Writing*

INTRODUCTION

English serves as a world language that is used to converse in many different countries. It is useful in a wide range of contexts, including politics, business, trade, and diplomatic relations. Moreover, it is impossible to remove English from the advancement of science, technology, economy, and education. Related to the earlier statement, nowadays people all over the

world are learning new skills and competencies due to the necessity to keep up with the rapidly evolving technological landscape. A key factor in preparing society for a technologically advanced workplace is the education sector (Altun & Akyildiz, 2017). Hence, careful thought has gone into how to use technology in the classroom to improve the conditions for learning and teaching.

Due to students' increased exposure to digital technology and their high level of proficiency with it, teaching in 21st-century classrooms has become a more complex and challenging profession (Altun & Akyildiz, 2017, p. 468). Therefore, educators are crucial in learning environments since they are expected to effectively and appropriately incorporate technology into their lessons. Researchers like Mouza, Karchmer-Klein, Nandakumar, Ozden, and Hu (2014) have found strategies for enhancing teachers' pedagogical and technological proficiencies. In other words, teachers must be proficient in three areas of effective teaching: pedagogy, subject-specific material, and technological use. They are required to combine technology with pedagogy and content in this setting. Besides, According to Feng, Saricaoglu, and Chukharev Humalainen (2016) as cited at Istihari et. al (2013) technology can help teachers create successful classroom environments. The use of technology in the classroom is expected to improve students' language skills.

In language learning and teaching, there are some skills to be considered. Hermer (2015) divided language skills into 2 main parts, they are speaking and writing as 'productive skills', and listening and wiring as 'reciprocal skills'. The Indonesian government is highly concerned with boosting students' writing abilities since writing plays a role in students' learning achievement. This is reflected in the curriculum, which stresses the development of students' writing abilities.

Meanwhile, writing is often the most challenging skill for many Indonesian students (Suwardi 2015, Alisha, F., 2019, Miranty, D., 2023, Istihari et.al 2023). They frequently encounter difficulties when trying to compose sentences, paragraphs, or texts, (Khoiroh, 2023) especially when asked to articulate their ideas, thoughts, or experiences in English. Understanding the primary goal of the text is crucial before they can express their thoughts, ideas, or experiences (Alisha. F., et. al 2017). The challenge is compounded by a lack of interaction that stimulates oral production in conversation (Shafie, Maesin, Osman, Nayan, & Mansor, 2010), and the requirement in higher education to describe outside sources and adopt the style and genre of academic discourse (Tardy, 2010). Thus, it is often said that writing is the hardest skill to teach and develop.

In addition to this challenges, it is important for the teacher to create an exciting learning process by choosing various approach in teaching (Richards, J. C., & Rodgers, T. S. 2014). TBLT, or Task-Based Language Teaching, is an instructional approach in language education that emphasizes using language in authentic, real-world situations rather than treating it as a subject of study (Ellis, 2003). At its core, TBLT places tasks at the forefront of the learning process, making them the central element in teaching (Lai & Lin, 2015). These tasks are essentially detailed plans for language instruction, comprising both input and instructions, intended for students to fulfill in order to achieve specific learning outcomes (Ellis, 2000,). Engaging in these tasks provides students with numerous opportunities to practice the target language effectively (Hasan, 2014).

According to Feez (1998) and Van Den Branden K (2016), task-based language teaching (TBLT) puts an emphasis on process over product, with students participating in increasingly challenging activities that encourage language use and meaningful conversation. Three levels make up the writing course: proficient, independent, and advanced. Students concentrate on building simple sentences regarding their social lives and environment at the foundational level. After that, skilled students write short, well-organized paragraphs about particular subjects, and at last, they generate well-organized essays on difficult subjects. The assignments, which are written in the form of "ing," are a reflection of both classroom and real-world activities, such as annotating photos and writing remarks. This method guarantees that the linguistic abilities students acquire in the classroom are applicable in real-life situations.

In line with this pedagogical framework, students in the 12th-grade high school English course are tasked with writing across various learning resources, including captions. While captions have traditionally been associated with mass media like magazines and newspapers, their prevalence persists in the digital age, particularly among urban students, with the rapid dissemination of information across the internet and numerous social media platforms. Students are reading captions on the social media sites they follow more often as a result of social media's growing ubiquity. Instagram is one of the most popular social networking sites available today. Nevertheless, even though students frequently read captions on Instagram and have accounts there, it's possible that they don't fully comprehend the many kinds of captions, the guidelines, and how to create captions, particularly if they must be written in English.

The syllabus of English lesson for 12 graders in Kurikulum 13 states one of the lessons is to Distinguish social function, text structure, and

linguistic elements in various specialized texts in the form of captions by providing and requesting information related to pictures/photos/tables/charts, according to the context of use. The suitable thing for implementing the material is by using Instagram as a medium.

One of the writing assessments known as "picture-cued task" is captioning. It is providing a nonverbal way to elicit written replies in place of the nearly universal link between reading and writing (Brown 2006). Brown also divided this kind of writing assessment into 3 different activities, they are 'short sentences', 'picture description', and 'picture sequence description'. Captioning belongs to a 'picture description' type. In this kind of assessment, students are asked to write a sentence to describe one or more pictures given. Each picture has no relationship with each other. It means, there can be different themes or topics in every picture.

Picture-Cued Tasks

The assessment of language proficiency through Picture-Cued Tasks is a widely utilized method in English classrooms globally (Brown, 2003). This technique offers a distinct advantage by breaking away from the common association between reading and writing, instead providing a nonverbal stimulus to elicit written responses. In the first task, test-takers are presented with simple drawings depicting basic actions, prompting them to write concise sentences. Second, the picture description task involves more intricate images, such as a scene with multiple elements like a person reading on a couch, a cat under a table, and various objects in the surroundings. Test-takers are instructed to describe the image using specific prepositions, ensuring proper usage to meet the criteria. Third, picture sequence Description entails a series of pictures depicting a storyline, typically comprising three to six images. These visuals serve as cues for written production, with the task focusing on simpler and unambiguous imagery to avoid overwhelming test-takers. Some items may include the verb's basic form below the picture to evaluate grammatical accuracy.

Despite being controlled tasks, variations in correct responses may still arise, particularly concerning lexical and grammatical choices. Therefore, a well-designed rating scale is necessary to assess both categories accurately, accounting for nuances between fully correct and incorrect responses. A scoring scale is employed to evaluate controlled writing, with criteria including grammatical and lexical correctness. Responses are categorized as fully correct (2), partially correct (1) if either grammar or vocabulary is incorrect, and entirely incorrect (0) if both aspects are flawed.

According to Bergstorm and Backman (2013), various types of captions exist, including identification, group identification, summary, quote, cutline,

and expanded captions. Among these, the cutline caption is the most commonly used type in social media. This type of caption typically provides information about the subject and their actions depicted in the picture. Incorporating Instagram into EFL learning environments at school aims to enhance students' caption writing skills, particularly in crafting cutline captions.

These caption types offer flexibility in conveying information, allowing writers to choose the most appropriate style based on the content and context of the image. First, identification bar caption typically includes essential information such as names, dates, and locations. It serves to identify the primary subjects or elements featured in the image. Second, group identification captions are used when there are multiple individuals or elements in the photo. It identifies and may briefly describe the group as a whole. Third, Summary caption provides a concise overview or explanation of the main theme or message conveyed in the image. Forth, expanded captions provide additional details or context beyond what is immediately visible in the image. They offer a deeper explanation or narrative. Fifth, outline caption is often used in journalism and describes the action or context of a photograph in a journalistic or news-related setting. Sixth, quote caption include a direct quotation relevant to the image. It could be a statement made by someone in the photo or a quote that complements the visual content.

Writing, as described by Nunan (2003:88), involves the mental process of generating ideas, determining how to articulate them, and organizing them into coherent statements and paragraphs for reader comprehension. Therefore, writing entails systematic arrangement of sentences to effectively convey ideas. In the school's EFL learning context, writing is often perceived as the most challenging English skill for students. Many encounter difficulties expressing their thoughts in written form, facing challenges such as organizing ideas, limited vocabulary, and grammatical inaccuracies.

The practice of caption writing on Instagram aligns closely with developing writing proficiency. Users on the platform regularly craft captions to accompany their shared photos or subhanallahvideos. Therefore, integrating Instagram into the learning process offers students valuable opportunities to hone their caption writing skills. Following instruction and discussion on various caption types, learners engage in exercises aimed at completing their own captions. As part of this process, students are tasked with preparing personal A4-sized images with accompanying captions to be presented at the subsequent meeting. This approach allows students to apply the knowledge gained from studying caption types directly to their own writing tasks, fostering practical skill development and contributing to overall

improvement in their writing abilities. Given that some students may lack interest in traditional writing classes due to the perceived disconnect between classroom genres and real-life contexts, incorporating social media platforms like Instagram into writing assignments has the potential to enhance student engagement with the curriculum. Instagram, being a popular social media platform where users can post text messages alongside photos, offers a promising avenue to enrich the writing process and captivate student interest.

According to Phasita Anankulladetch (2017) and Rao, P.s (2019), social media is now a standard technology-assisted teaching tool that may be used in tutorials and public settings. Students will use social media to share and discuss educational resources, which will enhance their learning. As mentioned by Li (2017), the influence of social media in English language teaching should no longer be neglected. The vast array of web-based and mobile applications that enable people to engage in online discussions, post original content, and become part of online communities are collectively referred to as "social media" (Dewing, 2012, 1). Social media includes many well-known platforms, including Wikipedia, Google+, Instagram, Facebook, and Twitter. Young learners extensively utilize social media platforms for internet connectivity and social interaction. These platforms serve as not only a popular means of communication but also as lucrative avenues for sharing content and spreading knowledge to a wide audience (Lashari et al., 2023b). Their versatile nature allows them to transcend traditional educational boundaries, effectively meeting the diverse learning needs and preferences of students (Barrot, 2020; Chugh & Ruhi, 2018; Manca, 2020; Abbasi et al., 2019). Despite this potential, social media tends to be primarily associated with entertainment and socializing among students, rather than being viewed as a tool for academic pursuits (Bugeja, 2006; Abbasi et al., 2019).

Millions of individuals from all walks of life use the social media platform Instagram, mostly to share updates and personal information through photo posts. Because they have control over sharing through the privacy option, users can choose to share their accounts with friends, family, or even the whole world. Anyone with account access has the option to leave a remark or to "like" posts. Based on the author's findings, Instagram is a common tool used by Indonesian students studying English as a foreign language (EFL). The social media software Instagram allows users to share videos, photos, and audio. Users "Like" or "Comment" on images or videos that other users have posted primarily. Additionally, users of the app can privately message one another via the direct messaging ("DM") feature.

Writing classes may use Instagram as one of their social media platforms. With the use of modern technology, students can access authentic visual text and audio resources. Integrating Instagram into writing instruction can give students a unique writing experience when teaching EFL because the platform allows students to read and write through photo descriptions or captions, comments, and direct messaging (Kurniawan & Kastuhandani, 2016; Purnama, 2017). Instagram only lets users have 2200 characters, thus users are pushed to write long texts. As such, it is not the same as Twitter, which allows for a comparatively limited character count of 46. Also, because of certain characteristics on Instagram, students can communicate about their writing through feedback messages (Kurdi, 2017).

According to Hadiyanti and Simona (2016) and Ali (2019), Instagram can improve students' writing ability. The writing activities while using Instagram for example, commenting on other users' images or videos and adding captions or hashtags to their posts. Moreover, the site offers areas for images or videos that can assist students in organizing quality writing, thus they are also better inspired to produce texts (Muwafiqi, 2017). Put another way, students have a greater opportunity to hone their writing abilities, particularly as they enhance the organization, coherence, and theme development of their work (Kelly, 2015). Caption writing on Instagram gives students a sense of deeper authenticity and purpose than typical writing assignments that are only available to the teacher (Kelly, 2015). Instagram can help students become more aware of their readers in this way. Students become more aware of the language they use since everyone can see what they publish. As a result, students push themselves to write as much as they can in order to generate work that is well-structured (Muwafiqi, 2017).

METHOD

This research study, grounded in the principles of a case study design, employs a qualitative approach as suggested by Creswell (2012). Specifically, it utilizes phenomenology, a research methodology that seeks to delve deeply into the lived experiences and perceptions of individuals. In the context of this study, the focus is on students who are learning the English language and their use of Instagram as a tool to enhance their writing skills.

The qualitative approach is particularly suited to this study as it aims to understand people's ideas, experiences, attitudes, behaviors, and interactions. It provides a platform for study participants to express their thoughts and feelings, giving them a voice and ensuring their experiences are heard and acknowledged, as emphasized by Pathak et al (2013).

The primary objective of this qualitative study is to investigate the implementation of Canva media in English language learning, specifically in the context of procedure text material for Grade XII students. Canva, a graphic design platform, offers a range of tools and features that can be leveraged to create engaging and interactive learning materials. By integrating Canva into the English language curriculum, the study aims to explore how digital media can enhance traditional teaching methods and facilitate a more engaging and effective learning experience.

In addition to exploring the use of Instagram and Canva in the classroom, the study will also examine the broader implications of integrating social media and digital tools into language learning. It will consider questions such as: How does the use of these tools influence students' motivation and engagement? How do they impact students' writing skills and their overall language proficiency? What challenges do students face when using these tools, and how do they overcome them?

By addressing these questions, the study aims to provide valuable insights into the role of digital tools in language learning and contribute to the ongoing discourse on technology-enhanced learning. Ultimately, the goal is to inform educational practices and policies and promote innovative approaches to language teaching and learning.

A range of media are utilized by the instructor to create instructional materials, including daily lesson plans that direct instruction and serve as a blueprint for activities and achievement indicators. The teacher arranges the instructional aids, learning media, and other materials that will be used after finishing the lesson plan. The instructor gets ready teaching aids and media for the class. In addition to computer media like PowerPoint, teachers also use diverse gadgets like handphones, whiteboards, and visual aids like projectors, photos, graphics, and video. Next, the instructor gets ready to provide instructional aids, such as worksheets.

Teacher evaluates the students' performance by using the following scoring rubric. The assessment guide outlines the standards for evaluation, also known as grading, which are determined by the expected performances and outcomes of the learners. Written projects and oral presentations are frequently graded or scored using rubrics. Additionally, self-evaluation, reflection, and peer assessment can be conducted using rubrics. Scoring rubrics are incredibly helpful for evaluating complex tasks or assignments, such as written work (e.g., assignments, essay tests, papers, portfolios), presentations (e.g., debates, role plays), group work, or other types of work products or performances (e.g., artistic works, portfolios), as indicated by the Office of Graduate Studies Teaching at UNL in 2017.

Table 1: Scoring rubric

Component	Score	Level	Indicators	Weighting
Content (C)	4	Excellent	Present the information with details across the paragraph.	3
	3	Good	Present the information with details in parts of paragraph.	
	2	Fair	Present the information with some details.	
	1	poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good in	2,5
	3	Good	Vocabulary choice.	
	2	Fair	Error in vocabulary choice are few and do not interfere with understanding.	
	1	poor	Error in vocabulary choice are and sometimes they interfere with understanding. Many error in vocabulary choice that severally interfere with understanding.	

Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization.	2
	3	Good	Error in spelling, punctuation and capitalization are few.	
	2	Fair	Error in spelling, punctuation, and capitalization, and sometimes interfere with understanding.	
	1	Poor	Error in spelling, punctuation and capitalization severely interfere with understanding.	
Grammar (G)	4	Excellent	Good in grammar	2,5
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Errors in grammar choice are and sometimes they interfere with understanding.	
	1	Poor	Many errors in grammar choice that severely interfere with understanding.	

RESULT AND DISCUSSION

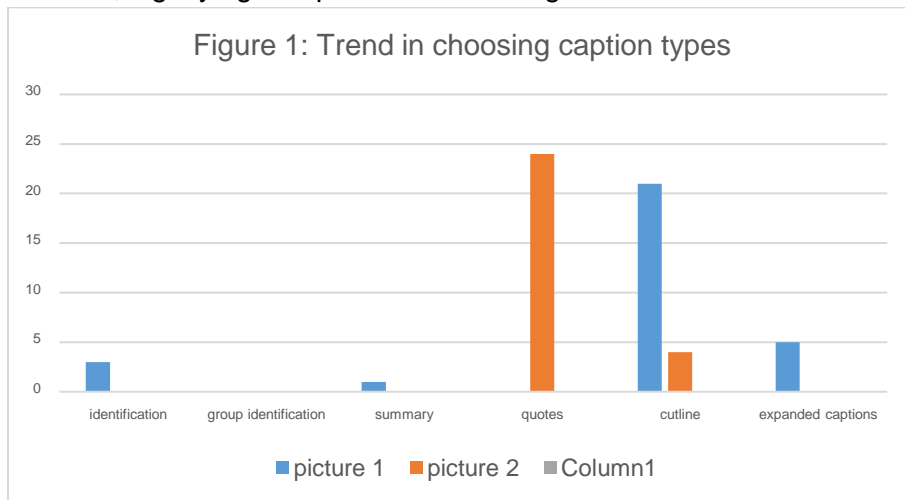
The process of learning caption material using Instagram is a multi-process that begins with understanding the abecedarian purpose of captions. The first step involves learners study into the purpose of writing captions, which is presented on a PowerPoint slide in the class session. This purpose is threefold to give information, to offer a description, or to explain what's depicted in the picture. This step is pivotal as it sets the foundation for the

learners and gives them a clear understanding of why captions are important and how they can enhance the visual content. The alternate step in this learning process is for learners to brief themselves with the rules of writing captions in English. These rules aren't arbitrary but are designed to insure clarity and effectiveness in communication. One of the crucial rules is that captions are written in the simple present tense. This is because captions describe images that are 'present' to the anthology at the moment of viewing. Another rule is the use of applicable words. This means choosing words that directly and shortly convey the intended communication. Understanding these rules is essential for learners to produce effective captions.

The third step involves learners studying cases of captions according to their types. Captions can be used for colorful types of visual content, including graphs and tables. By examining these cases, learners can gain perceptivity into how captions vary depending on the type of content they accompany. They can understand how a caption for a graph might differ from a caption for a print, for case. This step helps learners appreciate the versatility of captions and how they can be adjusted to different types of content. still, the focus of this writing class is specifically on photo captions. Photos are a common feature on Instagram, and learning to write effective photo captions can greatly enhance the learners' Instagram experience. By fastening on photo captions, learners can apply their understanding of captions in an environment that's applicable and familiar to them. They can learn how to produce captions that not only describe the photo but also engage their audience, show emotions, and tell a story. In conclusion, learning to write captions using Instagram involves understanding the purpose of captions, learning the rules of writing captions in English, studying examples of different types of captions, and fastening on photo captions. This process equips learners with the skills and knowledge to produce effective captions, enhancing their communication skills and improving their Instagram experience.

in the task #3, students were requested to post two different photos on Instagram, either on individual accounts or a class account, and accompanied by captions. The requirements for the uploaded photos include ensuring they are original. The first picture should feature the student alone or with others engaged in an activity or not, while the second image must be taken by the student and can depict various subjects such as scenery, people, pets, etc. Each student's Instagram post consists of two slides, with the first slide containing caption #1 for photo #1 and the second page containing caption #2 for photo #2. After creating the captions, students are instructed to note the type of caption to ensure they understand the different

styles. Student names and class details are to be included beneath the captions. Once the post is published, students must tag both the subject teacher's Instagram account and their own accounts if they posted on the class account, signifying completion of the assignment.



From the figure above, most of the students prefer to use cutline-caption in captioning self- photo. They use a brief and short sentence to inform the reader about the photo. Hence, in slide 2, when the photo was the nature, objects or thin gs around them, they tend to use quotes- caption.

The reflections provided by the students offer a fascinating insight into their experiences with writing assignments on Instagram. It becomes clear that the students were not merely completing a task; they were actively engaged and motivated by the platform's dynamic features and visually appealing user design. These elements served as a source of inspiration, sparking their creativity and encouraging them to express their thoughts and ideas through writing.

Instagram, with its unique blend of visual and textual content, presented the students with a variety of writing opportunities. The platform's standout features, such as Instagram Stories and photo captions, were particularly appealing to the students. Instagram Stories, with its ephemeral nature and interactive stickers, allowed the students to share fleeting moments and thoughts, while photo captions gave them a space to provide context to their images, tell stories, or share reflections.

The user-friendly interface of Instagram also played a significant role in attracting the students to the platform. Its intuitive design and easy-to-navigate layout made the process of writing and sharing content a seamless experience. This, coupled with the captivating content available on the

platform, created an environment that was conducive to writing. The students found themselves not just willing, but eager, to write more.

Furthermore, the social aspect of Instagram added another layer of motivation for the students. The prospect of sharing their work with their peers and receiving immediate feedback in the form of likes and comments added an element of excitement to the writing process. This social interaction, facilitated by the platform, fostered a sense of community among the students, making the writing experience more enjoyable and rewarding (Khalitova, 2016). This highlights the potential of social media platforms like Instagram in educational settings, where they can be used to enhance student engagement and learning outcomes.

CONCLUSION

Instagram is a fun social media tool for both students and teachers to learn how to write captions. Students can show off their greatest pictures and get feedback from other users. It enables educators to recognize the artistic merit of the images that learners take. This kind of caption writing also fits well with meaningful contextual learning models because students use Instagram extensively in their daily lives. They can improve their writing abilities by using the review and rewrite method when creating captions for Instagram photos. The confidence of students can be increased by using Instagram as a teaching tool for caption writing.

The confidence of pupils can be increased by using Instagram as a teaching tool for caption writing. Knowing that their images and descriptions will be viewed, liked, and remarked on by both the teacher and their classmates, they are more likely to post their best pictures and try to write English captions correctly. It is advised that educators investigate this beneficial experience, not only with caption writing but also with other subjects and language abilities like speaking. With the help of these experiences, students can improve their competencies.

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