Using Instagram to teach "Caption": an application of problem-based learning method in Indonesian classrooms

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Abstract
Instagram is one of the becoming more and more popular social media for youngsters these days. Both being simple to get to and simple to utilize, Instagram ends up as a really-compelling instrument to communicate and share thoughts. Students may utilize social media to keep up with their companions, to remain up-to-date with news and current occasions, to fill up leisure time, to discover engaging substance, and to share opinions. In fact, the ubiquity of Instagram among them can be utilized as an apparatus in language teaching. By considering Instagram's interesting features, English teachers can use this application for integrative, joyful, and meaningful learning activities for students. Combined with the right learning method, Instagram can be a tool for students and teachers to achieve maximum English learning results. The purpose of this article is therefore to present practical idea of utilizing Instagram to teach "Caption" in the context of applying problem-based teaching and learning method in Indonesian classrooms.

Keywords: *Instagram, Caption, Problem-Based Learning*

Introduction

For high school students in Indonesia, learning English is not the first experience but is a continuation of what they have learned in middle school. Thus, the English curriculum for high school also follows that of the middle school one. At the high school level, teaching English is still focused on increasing the competence of students to be able to use English to achieve communication goals in various contexts, both spoken and written. The approach used is still the same as the approach used in middle school, namely a text-based approach. In this approach, the process of teaching and learning is aimed to make the students achieve the general understanding of the texts as the whole. In this case, texts become the main means for teacher to enhance students' ability in English (Eisenring, 2018).

"Caption" is one of the compulsory English learning materials for the XII graders in Indonesia (Kemendikbud, 2018). Given this status, English teachers must be able to convey this material well. Teachers must ensure that through well-organized teaching, students' capacity is improved and the learning process is accelerated (Lubis et al., 2010). What is referred to as well-organized teaching basically includes the planning, implementation, and assessment of lessons. Of these

three aspects, lesson planning becomes a crucial part as, through it, teachers will envision the learning they want to occur and how all the pieces of the learning experience should fit together to make that vision a classroom reality. Lesson planning can be approached in ways, but one important step is to decide the appropriate method that fits with the content to be taught.

One of the many alternatives of teaching methods that Indonesian teachers can opt is the problem-based learning (PBL). Apart from the fact that problem-based learning is among the four methods, namely the problem-based learning, discovery learning, explorative learning, and project-based learning that are recommended by the 2013 curriculum, this learning method gives opportunity for students to practice their critical thinking, self-directed learning, discussion in group work, and share their opinion (Apriliadewi, 2017). In the scope of the problem-based teaching method, one main principle that must be taken into account is that a real-world context is presented to students (Allen et al., 1996). In teaching "Caption", the real situation that can be presented to students can be associated with technology that has much shaped the students' life. The rapid advances of technology especially in information technologies, offer teachers Instagram as sources and media to teach "Caption" on the basis of the fact that Instagram is among the most popular online platforms among teenagers (Anderson & Jiang, 2018).

There have been many studies which report the utilization of Instagram in teaching "Caption" (Bestari, 2020; Bestari et al., 2020; Gunantar & Transinata, 2019). These studies relate Instagram and students' perception, motivation, and improvement of writing skills. However, little attention was given to show how Instagram can be practically applied to teach "Caption" in the framework of problem-based teaching and learning method. The purpose of this article is therefore to present practical idea of utilizing Instagram to teach "Caption" in the context of applying problem-based teaching and learning method in Indonesian classrooms.

Result & Discussion
Teaching captions in Indonesian classrooms
English for high school level, according to the Indonesian 2013 curriculum, aims at developing the potentials of students to have communicative competence in interpersonal, transactional, and functional texts, using a variety of spoken and written English texts. In interpersonal texts, the text serves to maintain interpersonal relationships between speakers/writers and listeners/readers. Furthermore, in transactional texts, the text functions to exchange information, goods, and services. Meanwhile, in functional text, the text serves to carry out certain tasks or jobs. The various texts included in these 3 types of text are then distributed to 3 different grade levels, namely grades X, XI, and XII.

For students of grade XII, caption text is one of the many compulsory texts. Here, students are trained to differentiate the social function, the structure, and the

language features of the text. Students also learn to comprehend or capture the meaning of the caption text as well as create a new caption text of their own.

Within the scope of caption text, which generally refers to as a text that accompanies pictures, students will be presented with various forms of captions related to photos, pictures, graphs, tables or charts. Specifically, if the caption text is related to photos or pictures, students will be faced with types of captions such as identification bars, cut lines, summary, expanded captions, group identification, or quotes.

The curriculum also clearly elaborates the aspects of the structure of a caption. It may include the actions/events/activities of the people/objects involved, and the scope of the situation related to time and place. Meanwhile, for the language features, students are exposed with noun and verbal phrase construction. These aspects are important when students have to capture the meaning when reading a caption or creating a new caption text.

Apart from the structural and linguistic aspects of a caption, the curriculum also points out that when the learning and teaching process happens, the topic brought to class must be related to actual events, data, or facts from authentic sources. This means newspaper, magazines, or even social media like Facebook, Instagram, or Twitter.

Problem-based learning method

In addition to describing the scope of material that students must learn, the 2013 curriculum in Indonesia also comprehensively prioritizes the use of a scientific approach (observing, asking questions, gathering information, associating, and communicating) in learning activities. This approach does not necessarily have to be solely-implemented by teachers but can be aligned with other innovative approaches such as problem-based learning, discovery learning, explorative learning, or project-based learning. In other words, teachers have freedom to choose the method that is suitable with the learning material and context.

By considering various aspects of learning related to students, learning materials, time allocation, and available support facilities, PBL becomes a reasonable choice compared to other methods. For instance, in comparison to project-based learning (PjBL) which requires students to yield a product or performance, PBL simply demands the proposal of solutions of problems (Affandi & Sukyadi, 2016). So, for Indonesian secondary students who still need guidance from teachers, the application of the PBL method is more feasible. Moreover, while PjBL is often multidisciplinary and longer, PBL is more likely to be a single subject and shorter (Larmer, 2014).

Most importantly, in relation with the role of students and teacher in teaching and learning process, PBL is one of the teaching methods which are student- centered and the teacher becomes a facilitator (Etherington, 2011). This role is reflected in the steps of how a PBL method proceeds. The PBL learning model has a syntax consisting of five stages of learning: (1) orienting students into problems, (2) organizing students for study, (3) assisting independent and group

investigations, (4) developing and presenting artifacts and exhibits, 5) analyzing and evaluating the problem-solving process (Arends, 2012)

Instagram as source and media of teaching

Among the many forms of advances in information technology that have penetrated human life today, the existence and development of social networking is perhaps one of the most phenomenal. Today, Facebook, Twitter, and Instagram has become the most popular social networking platforms. Of these three, Instagram perhaps is the most leading one. In 2021, since the launch in 2010, Instagram users has reached a total number of 1.074 billion (Rizaty, 2021). Indonesia posts in the fourth place after the US, Brazil, and India with a total number of 93 million users. Of this number, the biggest portion falls in the age range of 18 to 24 years old.

Given the fact that Instagram has huge users and is an easy and free platform to install, it has given an opportunity as source and media of English learning and teaching. A number of activities of language learning can be done by using this platform like digital storytelling, grammar activities, reading, writing, and speaking through photo or videos. Thus, Instagram can be addressed as a tool to practice the four language skills (Handayani, 2016; Soviyah & Etikaningsih, 2018).

In terms of teaching caption text, Instagram provides various and a lot of examples that students and teachers can refer to. Teachers can use the captions posted on this platform as a model of the text. Even, it comes the time to show the product of writing caption, Instagram becomes the place to do so.

The teaching design of caption text in PBL framework

The teaching design using the PBL method on the caption text material is done by referring the Arends's syntax of the method and the scope of caption text material. The design is shown on Table 1.

Table 1 The Teaching Design "Caption"

Steps of PBL Method	Time Allotment	Teacher's Behavior	Classroom Langauge	Students' Behavior
Preliminary Activity	5	• Open the lesson by greeting, praying, checking students' readiness	• Good morning • Before we have our lesson today, let's do moment of silence	• Reply teacher's greeting • Say a prayer
Phase 1: Orienting students to the problem	10'	Learning Motivation and Presentation • Motivate students • Review previous material	• So, How's life with you today? Good? • Today we will continue our last week's lesson about caption. What have we learned so far?	• Respond teacher's remark • Elaborate previous learned materials

		Presentation of Learning Objective • Present what students should achieve and what they will do	After today's lesson you are expected to be able to propose a solution for an 'unclear caption'. So, you will work in group, discussing an alternative to revise the caption of a photo that I take from a social media.	Listen and pay attention to teacher's explanation
		Presentation of Actual Problem • Show students a sample of a photo caption taken from Instagram with 'funny but weird' sentence • Invite students to express their personal opinion about the photo caption.	• Now, let's take a look on this photo caption that I take from an account in Instagram. What do you see? What do you think of it? Why are you laughing? Do you think the caption help you understand what happened in the photo? No? Why?	Express opinions about the photo caption
		Summary of Problem identification • Invite students to formulate the problem that need to be discussed.	• Ok, can we summarize here what problems that you see in the caption? What do people usually want to know when they see a photo?	Formulate aspects of the problems that need to be fixed
Phase 2: Organizing students for study	10'	Forming groups • Help students form groups of heterogonous members (gender, capability) • Invite students to discuss within groups what tools and resources needed to solve the problem, what elements of problem should be fixed, and job division of the group.	• Students, to form groups I need 4 of you to be the leaders. Let's invite A, B, C, and D. • Next, let's place the girls first to the groups. Girls, stand in line, and say A, B, C, and D sequentially and go to the leaders. Boys, do the same as the girls do..	Form groups as teacher's instruction

Phase 3: Assisting independent and group investigation	20'	Encouraging exploration • Encourage students to explore Instagram for examples of writing clear and proper text describing the event on the photo. • Encourage students to feel free imitating how sentences of a caption are written • Encourage students to find explanation about how to write good sentences • Encourage students to experiment creating sentences for the photo that becomes the topic of problem discussion.	• Ok, as you have sit in your group, manage you group to make investigation to find solution for our problem. You may go to Instagram to see how a caption for a photo is written properly. Remember the aspects of information that people need to know when seeing a photo!	Work in group and explore Instagram to find examples of captions. Browse the internet to find explanations of how to write a good text for a photo.
Phase 4: Developing and presenting artifacts and exhibits	20'	Assisting Group's Presentation • Help students write final appropriate sentences for the photo (Teacher prepare copies of the photo as many as the number of groups in the class) • Invite groups of students to display the caption on the class walls. • Invite students to visit and read other groups' displays of work. • Invite students in class discussion to give reviews of other groups' work	• Alright, class. I'll give one copy of the photo for you, each group, and try to write a caption that your group thinks the best for the photo. • Tack on your work on different walls. • Now, it's time to visit other groups' display and later you will review the work before the class.	• Display the work on walls • Visit other groups' display • Review the other groups' work orally before the class.
Phase 5: Analyzing and evaluating the problem-solving process	15'	Assisting Students' Refection • Invite students to express their opinion about the activities they have done to find the solutions of the problems	• Well, class. What do you think of our activity today? • What are feeling about it?	Participate in class discussion.

		• Invite students to speak up about problems they encounter during the process and how they overcome them.	• What problems you face during the activity? • Do you find any solution of it? • Do you think you now have the better insight about how to make a good caption of your own?	
Closing Activity	10'	• Giving a follow-up activity • Closing the lesson: thanking for their participation and praying • Leave taking	• Ok, Class. Here is what you will do at home. I would like you to take a photo, any event that you like. Then, post the photo on your Instagram account with the hashtag that I write on the board. Don't forget to give good and interesting caption about it. Next week, we will project your work here in our class. And, we will give comments on your work. Don't you think that sounds fun? • Alright, I think that's all for today. And great job, Class. See you next week, bye!	Listen to teacher's instruction Take a pray. Respond teacher's leave taking

Conclusion

In preparing students to face challenges in the global era, English teachers are faced with the important issue of presenting and managing learning activities that are able to equip students with good knowledge and skills in English. This is not an easy matter because teachers are often trapped in carrying out traditional learning activities. In this context, learning is not student-centered, has no connection with the real world, including trends in technological progress that is happening in the world, and does not provide opportunities for students to hone their critical thinking skills, be creative, work collaboratively with others, and have the courage to express themselves opinion. The trap as it is called, of course, must

be eliminated by creatively integrating learning activities with various forms of technological achievements and student-centered learning methods. This paper simply presents an example of how an English learning material, which in this case is "Caption", is designed to be presented by involving media and learning resources that come from the real world and are related to advances in information technology, namely Instagram. The problem-based learning method framework is used to present learning activities that stimulate students to sharpen the essential skills of the 21st century, namely critical thinking skills, creativity, collaboration, and communication. Because this paper is ideational, the real effectiveness in learning activities needs to be proven through further research.

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