INCREASING STUDENTS' PARTICIPATION IN LITERACY MOVEMENT BY CREATING INSTAGRAM CAPTIONS

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Abstract
Due to students’ low interest in reading, the government addresses this issue by involving a literacy movement program in national curriculum. However, many students if not all prefer being on their phone to read a book. Therefore, instead of making students go against the use of their phone, the researcher takes advantage of learning through their phone. In this case the researcher suggests a way to support the literacy movement and ask students to use their mobile phone as a useful media to study by creating Instagram captions. Students upload photos on daily basis using English caption to describe the photos or the feeling of the students. Caption should provide context for the photography, inspire the audience and show brand personality. The participants of this research were 30 students of the XII grade of science program in senior high school. For the literacy program they should posted their Instagram caption every day for a week. This descriptive study aims at supporting the literacy movement for the senior high school students in order to improve their English language skill such as vocabulary, grammar, writing and reading. The researcher found out that creating Instagram captions is useful to improve the language competence.

Keywords: Increasing Students' Participation, Literacy, Movement Creating, Instagram, Captions

INTRODUCTION
Literacy trend becomes more internationally popular when Unesco launches a literacy project about various issues / areas, namely (1) literacy for education, (2) literacy media, information, technology, (3) literacy for reading-writing and literacy for life (Unesco, 2004, 2008, 2011, 2017). Literacy is very important in globalization era because through it, someone is able to know, understand, practice, and create something useful for himself, others, and society. Therefore, "at its founding in 1946, Unesco put literacy at the top of its education and human rights agenda" (Wagner, 2011: 319). Literacy is discussed a lot in various fields, from literacy for reading-writing to literacy media.

The low level of reading interest especially students has made government arranged a program through its Ministry of Education and Culture that is Literacy Movement Program (for Reading and Writing) and one of the programs is that School Literacy Program. The aim of the School Literacy Movement are: 1) To improve reading and writing literacy culture at school, 2) To improve society and school capacity toward their literacy culture awareness, 3) To create school as the enjoyable learning park and child friendly; and 4) To provide various books and
accommodate various reading strategy to support learning sustainability (Suragangga, 2017:42).

However, in this digital era many students if not all prefer being on their phone to read a book. They spend too much time for using phones during the day. They use their mobile phone to communicate with other through social media, take their photo, and for gaming. Teachers already have the power to restrict the use of phones and manage it properly, to make phones can be used effectively in classrooms as learning tool. Therefore, instead of making students go against the use of their phone, the researcher takes advantage of learning through their phone. In this case the researcher suggested a way to support the literacy movement and asked students to use their mobile phone as a useful media to study by creating captions on Instagram.

Instagram is a kind of social media that is a free, online photo-sharing application and social network platform that was acquired by Facebook in 2012. Instagram is a relatively new form of communication where users can easily share their updates by taking photos and tweaking them using filters. In spite of the fact that it is the most popular photo capturing and sharing application

Instagram allows users to edit and upload photos and short videos through a mobile application. Users can add a caption to each of their posts and use hashtags and location-based geotags to index these posts and make them searchable by other users within the application. Instagram, a mobile photo (and video) capturing and sharing service, has quickly emerged as a new medium in spotlight in the recent years. It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos.

A caption is a brief description accompanying an illustration. Each post by a user appears on their followers' Instagram feeds and can also be viewed by the public when tagged using hashtags or geotags. As with other social networking platforms, Instagram users can like, comment on and bookmark others' posts, as well as send private messages to their friends via the Instagram Direct feature. Photos can be shared on one or several other social media. Instagram is not only a tool for individuals, but also for businesses. The photo-sharing app offers companies the opportunistic. According to Instagram’s website, more than 1 million advertisers worldwide use Instagram to share their stories and drive business results.

For the literacy program, Students should post their Instagram captions every day for a week. They should tag the teacher while posted the captions. There is a reading and writing journal book provided for each student, to monitor the students’ development of doing literacy activity. They asked to make and upload captions based on the themes provided by the teacher. Captions about friendship, togetherness, sadness, happiness and other feelings. They will be collected as the documentations as the source of data.
METHODOLOGY

Based on the discussed problems, this research used descriptive qualitative research. To get the description of the increasing students' participation in literacy movement by creating Instagram captions, the researcher used triangulation method. Triangulation is a method used to check and establish validity in this study.

Triangulation as a methodological research technique is supposed to support both: the validation and the competences of research findings (Gibson, 2017; Ammenwerth, et al., 2003), in such a complex environment. As a preferred methodological strategy in services (Gilmore and Carson, 1996), through triangulation not only validation is aimed at but ``deepening and widening`` researcher`s understanding about the studied phenomenon too, as Olsen (2004) stated.

There are five types of triangulation,namely Data Triangulation, Investigator Triangulation, Methodological Triangulation, Theory Triangulation, and Environmental Triangulation. In this study, the researcher used Data Triangulation. Data triangulation involves using different sources of information in order to increase the validity of a study. In Extension, these sources are likely to be stakeholders in a program—participants, other researchers, program staff, other community members, and so on. In the case of an afterschool program, for example, the research process would start by identifying the stakeholder groups such as youth in the program, their parents, school teachers, and school administrators. In-depth interviews could be conducted with each of these groups to gain insight into their perspectives on program outcomes. During the analysis stage, feedback from the stakeholder groups would be compared to determine areas of agreement as well as areas of divergence.

The research subjects were an English Teacher and 30 students of the XII grade of science program in senior high school. The data sources are divided into two forms; primer and seconder source. The primer source are: 1) information which was achieved from the interview result with the head master, school supervisor, teacher and staff, and students; and 2) the result of observation dealing with the physical, documentation, and the condition of the implementation of reading literacy program at school while seconder source is the source which was used to support the primary source such as research result, journal, book, and so on. The instrument which was used to collect the data used triangulation technique, that were interview, field observation, and documentation, then analyzed by using interactive model.

FINDINGS AND DISCUSSION

The aim of this research is to increase student's participation in Literacy movement by creating Instagram caption and also use their mobile phone as a useful media for study. Students asked to upload photos or videos on daily basis using English caption to describe the photos/video or the feeling of the students. Caption should provide context for the photography, inspire the audience and show brand personality. Captions can be put under or on the picture. Sometimes
they give comments after reading their friends' Instagram caption. A picture is worth a thousand words. This activity wished can encourage and motivate students to read and write the Instagram caption in English. They create the proper captions based on the uploaded photos or videos to show their feeling or just give the explanation about them.

To obtain a random sample of Instagram students and retrieve their public photos, we first got the IDs of students who had media (photos or videos) that appeared on Instagram’s public timeline, which displays a subset of Instagram media that was most popular at the moment. This process resulted in a set of 30 students as the users. By careful examination of each user in this set, we found that these users were active users. We then crawled the IDs of both their followers and friends, and later merged these two lists to form one unified list that contained 95,343 unique seed users. Next, we built a random sample of regular active Instagram users using this seed user list. Specifically, we operationalized the notion of regular active users as those who are 1) not organizations, brands, or spammers, and 2) had at least 30 friends, 30 followers, and had posted at least 60 photos. In practice, we found 13,951 users (14.6% of the seed users) who satisfied those criteria, out of which we randomly selected 50 users and downloaded their profiles, 20 recent photos (note that we cannot randomly download photos due to the limitations of Instagram API), and their social network (lists of friends and followers). We chose to sample only 50 users here since we are performing manual coding of their photos which is not feasible over large number of users. This dataset allows us to make predictions with a 95% confidence level and a 13% confidence interval for typical users, accurate enough for the analysis in this paper (i.e., the sample is representative).

CONCLUSION

By creating Instagram caption, students' literacy run well, specialized language studies in all forms, enabling students to understand how language works in different social contexts and critically assessing opinion writing, guesswork, and meaning and helping students to make increasingly sophisticated language choices in the text that they produce themselves. It also can support the literacy movement for the senior high school students in order to improve their English language skill such as vocabulary, grammar, writing and reading.

Based on the analyzed data, it can be concluded that increasing students’ participation in Literacy movements by creating Instagram caption has been concretely increased and done. The students have high interest in creating the Instagram caption in English and also like and give comment to their friends' caption. Students used their mobile phone as a useful media to study, used Instagram as one of social media to express their feeling, inspire the audience and show brand personality based on the photos or videos and the important one is it supported the literacy movement program in national curriculum.
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