

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter of theoretical framework, the discussion will be focused on the review of related theories underlying this research, namely perception, measuring perception, Mobile Assisted-language Learning (MALL), social media for English writing, writing as text-based communication, Netspeak, features of Netspeak, Instagram, features of Instagram in general, features of Instagram for learning English writing, the aspects of English writing, the aspects of writing English caption, and the aspects of writing in social networking activities.

A. Perception

The term perception has been defined variously by some authors. According to Robbins and Judge (2013), “perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment” (p. 200). George and Jones (2012) further define perception as the way individuals make sense of the input from their senses in order to produce a meaningful understanding of their surroundings. In other words, a process in which a person interprets and understands the world around them is called perception. Similarly, Eggen and Kauchak (2016) state that the word ‘perception’ is generally used to refer to the process of interpreting events and objects, and this process is affected by a person’s experiences, motivations and expectations. It can be said that perception is built personally and might be different from one person to another because of personal experiences, motivations and expectations. The researcher

concludes that perception is someone's point of view about the objects around them, and individuals show their perception after they experience a phenomenon.

According to George and Jones (2012), there are three components in perception, namely the perceiver, the target of perception, and the situation. The perceiver is the person who interprets what they sense from their surroundings. The target of perception is anything that is being perceived. The situation concerns with the setting or context where the perception occurs. In relation with this research, students are considered as the perceivers for they do an interpretation of the use of Instagram, which becomes the target of perception, in the context of learning English writing. These three components are essential for each of them influences the forming of perception.

In addition, the forming of perception can be influenced by some factors. According to Gibson, Donnelly, Ivancevich, and Konopaske (2012), there are six factors that influence a person's perception, namely stereotyping, selectivity, self-concept, situation, needs, and emotions. Moreover, Robbins and Judge (2013) add that factors influencing perception can exist in the perceiver, the target of perception and the situation. The factors that come from the perceivers are their attitudes, personality, motives, interests, past experiences, and expectations (Robbins & Judge, 2013). These factors can be different among the perceivers because of individual differences, therefore each person can have a different perception. The factors that reside in the

target of perception are the characteristics of the target of perception itself, and the context where the perception occurs can also influence the forming of perception (Robbins & Judge, 2013, p. 201). Different context can result in a different perception. In short, students' perception can be heavily influenced by some factors whether the factors come from the students themselves, what the students try to perceive, or the context where students form the perception.

Perception is important in language learning as it gives influence on students' success in learning a language. The students' perception in language learning is therefore needed to be investigated. Alshoaibi and Shukri (2017) state that either a positive or negative perception influences the students' intention and willingness in performing an activity. Indeed, with a positive perception, students may have more interest in learning language, thus they will enjoy the learning process and show more desire to learn. A negative perception, on the other hand, decreases students' interest in language learning. To conclude, either a positive or negative perception influences the students' intention and willingness in learning language.

1. Measuring Perception

In this research, the students' perceptions toward using Instagram for learning English writing will be investigated. To find out the perceptions of using technology in language learning, the Technology Acceptance Model (TAM) will be employed. It is a powerful measurement to explain the users' perception toward the use of certain technology.

The Technology Acceptance Model (TAM) was first introduced by Davis (1989). He points out that TAM is a measurement for explaining the users' behaviour and acceptance toward information technology. Adding to it, Legris, Colletette, and Ingham (2003) also state that TAM is an empirically validated model to predict the users' attitude and behavioural intention to use information technology. This model is believed to be able to provide users' perception toward using certain technology. TAM was designed based on two major measures, namely perceived usefulness and perceived ease of use. Nevertheless, this research will only employ perceived usefulness to find out how students perceive Instagram for learning English writing.

In TAM, perceived usefulness is defined as "the degree to which a person believes that using a particular system would enhance his or her performance" (Davis, 1989, p. 320). In relation to this research, perceived usefulness is stated as the degree to which students believe that using Instagram will improve their writing skill. The usefulness of Instagram for English writing is the most essential factor that affect the students' perception. The usefulness of Instagram is closely related to how students can use it for English writing. If using Instagram is able to improve students' writing skill, Instagram will be perceived as useful, and vice versa. Therefore, in this research, perceived usefulness is considered as the most appropriate construct to find out the students' perception toward the use of Instagram for learning English writing.

TAM has been widely used to identify the students' perception toward certain technology in educational settings. Azli, Shah, and Mohamad (2018) used TAM questionnaire in their investigation of vocational college students' perceptions on the usage of Mobile-Assisted Language Learning (MALL) in ESL learning. The results showed that students have positive perception on the usage of MALL, and they believed that using MALL will enhance the teaching and learning process. Almarabeh (2014) examined students' perception of E-learning at the University of Jordan based on TAM. The findings showed that the students have a positive perception toward E-learning and they were desired to use it in more advanced manner. Since TAM has been adapted to explore the perceptions in educational technology, hence, TAM is adapted in this research to identify students' perception toward the use of Instagram for learning English writing in terms of perceived usefulness.

B. Mobile Assisted-Language Learning (MALL)

One of the new trends in language learning has been the use of mobile devices to support language learning. Such trend in language learning has been given a term Mobile Assisted-Language Learning (MALL). MALL refers to the use of handy devices such as smartphone to support the language learning process. As stated by Kukulska-Hulme (2005), Mobile-Assisted Language Learning (MALL) is learning languages with the aid of "portable, lightweight devices that are sometimes small enough to fit in a pocket or in the palm of one's hand" (p. 1). Due to the presence of MALL, language

learning does not always have to be happened in the classroom. MALL surely has extended the students' opportunity to learn a language without the constraints of place and time.

As mentioned by Kukulska-Hulme (2005), there are seven characteristics of MALL. Firstly, mobile learning is spontaneous. Learning is becoming more spontaneous since it does not need to be planned as those of formal educational settings. Through mobile learning, students are given opportunities to learn spontaneously on the move. For example, learning can occur while travelling, walking, or sitting (Traxler, 2007). In such situation, mobile learning should be able to provide learning opportunities whenever students have the available time and recognition of opportunity to learn.

Secondly, mobile learning is personal. Each of the individuals has the different learning styles, interests, and needs. Traxler (2007) argues that personalized learning supports the differences of each students in order to learn based on the learning styles and needs of each individual. In language learning application, for example, students can select which level of learner they are in order to learn based on their own language proficiency. By personalized learning, the students have access to learning materials based on the individuals' needs.

Thirdly, mobile learning is informal. Mobile learning is generally used to refer to any learning activity using mobile devices outside of the classroom. With the use of mobile devices, students can access the information outside the formal educational settings that is necessary to them (Çakmak, 2019). In

relation to language learning, the informal learning activities can be writing on a blog, listening to podcasts, reading e-books, and watching instructional videos. As mobile learning is informal, students are provided informal learning opportunities in that they can get access to learning materials regardless of time and place (Çakmak, 2019).

Furthermore, mobile learning is contextual. Lee and Chan (2007) assert that mobile learning is contextual if the students themselves adapt the learning materials to suit their own learning context. Without the intervention of human, the technology is not able to provide contextualization. By contextual mobile learning, it is believed that learning materials can be selected and adapted based on the students' learning context and situation.

In addition, mobile learning is portable. Lee and Chan (2007) state that mobile devices are portable if they can be used in various locations. They further assert that mobile applications are portable if they can be accessed on different types of devices. This implies that learning activities through mobile apps can be done although using various kinds of mobile devices. For instance, reading e-books can be done through the use of smartphones; the same way can be done using tablets.

Moreover, mobile learning is ubiquitous that is, being available everywhere. Due to the immobility of computers, they can only support e-learning limited to particular places such as classroom and home. However, with the use of mobile devices with wireless internet connection, students still have access to learning materials wherever and whenever they would like to

(Çakmak, 2019). For example, when a student is on a bus, she can still listen to an online podcast with the use of a mobile device and sufficient internet connection. The availability and accessibility of mobile learning enable the students to get access to learning materials in their preferred time and place (Lee & Chan, 2007).

Another characteristic of mobile learning is that it is pervasive. According to Kukulska-Hulme (2005), mobile learning is pervasive because it is integrated with daily activities and barely noticeable. In pervasive mobile learning, learning activities not only can be carried out while on the move such as travelling, but they can also be carried out while in motion doing other manual tasks such as doing housework and exercising (Lee & Chan, 2007). Mobile learning is pervasive if the learning activities can be integrated in daily lives in an unobtrusive manner.

In conclusion, language learning has become easier and flexible since the presence of Mobile-Assisted Language Learning (MALL). MALL allows students to learn outside the formal educational settings and to control over their learning. With the characteristics that it has, MALL is likely to promote learner-centred learning.

1. Social Media for English Writing

One popular way of learning languages via mobile devices is the use of social media. Social media is an online platform where its users can generate content such as videos, audios, and writings and share them with other users. As stated by Turow (2009), “social media has come to mean the sites that

allows people to create networks of acquaintances and friends and to share their writings and audio-visual materials with them” (p. 221). Although social media is not specifically developed for MALL, they can still be the platforms for improving language learning.

Based on the social media definition by Turow (2009), social media can serve as a platform for improving writing skills. Writing on social media allows the students to share their works with the readers from all around the world (Zheng, Yim, & Warschauer, 2018). It can also open up the students’ opportunities to communicate with them. For example, through social media, English students can have the opportunities to practice their written language with the native English speakers.

Moreover, writing on social media can increase the students’ motivation to write (Zheng, Yim, & Warschauer, 2018). As the writings on social media can be read by public, this can add the motivation of the students to write. They are likely to have more motivation and awareness to write more properly and pay attention to the language use. Adding to it, Godwin-Jones (2018) also say that sharing writings online can motivate the students to polish the content and language as they know that their works will be read by the others.

Furthermore, there were previous studies which provided evidence that social media has the potential to provide opportunities for learning writing. Khan, Ayaz, and Faheem (2016), in their research, point out that social media is able to arouse the students’ interest in language learning as the students feel

no boredom with the use of social media. In addition, Sockett (2014) state that social media enables the users to give reaction towards other users' written materials by creating brief written comments, which is good for monitoring one's language production. The comments from the other users are seen to be able to motivate the students to improve their language learning.

To conclude, social media is a beneficial online platform to improve writing skills. Although social media was not initially designed for language learning purposes, however, it can still be the platform to learn languages, especially in the area of writing. These were also proven by the previous research conducted.

C. Writing as Text-Based Communication

Most communication on social media is done through written text. Though social media users write to communicate, this written communication, however, is different from the conventional writing. The social media users write the way they talk (Hale & Scanlon, as cited in Crystal, 2004). To put in other words, the users communicate through written text that functions as spoken communication.

1. Netspeak

According to Crystal (2004), the language on internet that shares both the properties of writing and speech is termed as Netspeak. He further suggests that Netspeak is better viewed as written communication that has certain properties of speech. It is apparent that the communication on social

media relies widely on written language that has the properties of spoken language.

Regarding the written characteristics of Netspeak, Crystal (2004) points out its several characteristics. Firstly, Netspeak displays the characteristic of space-bound of traditional writing that is, the fact that a piece of writing is permanent and static on the page (Crystal, 2004). However, Crystal further states that it is likely to find out that a page on the web is often different from visit to visit. This might be because the page owner has updated the page content. For example, a writing posted on social media can be permanent, however, it can be different if seen the other times for a possible reason that the user has given an edit to the content.

In addition, the written communication on social media can involve the process of “preplanning, pausing to think while writing, and mental checking before sending” (Crystal, 2004, p. 40). When social media users write a post, for example, they will start to think of what to write, arrange the ideas into sentences, and do review before sharing the post. Even chatting on social media happens spontaneously, it does involve the process of writing down the message.

Furthermore, the absence of facial expression and intonation in written communication on social media can create ambiguity (Crystal, 2004). Indeed, the written communication often lacks the non-verbal cues such as body language, tone of voice, and facial expressions. Such absence has led to the use of smileys or emoticons (Crystal, 2004). Smileys or emoticons can help

showing facial expression. For example, the basic combination of :) and :(show positive and negative expressions respectively.

Likewise, Crystal (2004) also mentions the characteristics of spoken language related to Netspeak. To start with, Crystal point out the similarity between the communication in chatting and spoken language. Though the communication in chats is expressed through writing, it displays the characteristics of spoken language. The chats are time-governed and demanding an immediate response (Crystal, 2004). Such expectation for a response with no delay is similar to the characteristic of face-to-face communication.

Other characteristics of spoken language presented in Netspeak are short sentences, phrasal repetition and looser sentence construction (Crystal, 2004). These features of spoken language are promoted because of the spontaneity and speed of the Internet message such as in chatting. Besides, Crystal (2004) claims that “people are under pressure to keep their messages short, over and above the natural tendency to save time and effort while sending” (p. 156). For instance, using long sentences and complex sentence construction in chatting and giving comments on a friend’s posts on social media will create ineffective communication.

It has been shown above that Netspeak displays both the characteristics of written and spoken language. However, it should be noted Netspeak is written communication on internet that has some characteristics of spoken language. This statement is supported by Crystal (2004) who states that

“Netspeak is better seen as written language which has been pulled some way in the direction of speech” (p. 47).

2. Features of Netspeak

According to Crystal (2004), there are four most common features of Netspeak namely acronyms, font style, smileys or emoticons, and punctuation. One of the most noticeable features of Netspeak is the use of acronyms. When chatting online, the users are often demanded to write simple and short sentences. This has led to the use of acronyms such as ASAP [as soon as possible] and lol [laughing out loud]. Crystal (2004) also adds that some acronyms are like rebuses “in that the sound value of the letter or numeral acts as a syllable of a word, or are combinations of rebus and letter initial” (p. 86). CYL [see you later] and L8R [later] are examples of rebuses.

A second distinctive feature of Netspeak is the font style. As the communication in social media tends to be informal, it is common to find the random use of capitalizations. There is also a strong tendency to use lower case at all (Crystal, 2004). Because of this, when certain phrases or sentences are written wholly in upper case, it gives an emphasis. For example, as in ‘I would NEVER do that’, the use of upper case in the whole word ‘never’ gives extra emphasis.

The third important feature of Netspeak is the smileys or emoticons. As Crystal (2004) states, the lack of non-verbal cues in online written communication leads to the use of smileys or emoticons. He further says that smileys or emoticons are created by the combination of keyboard to show

facial expressions. Examples of the smileys are :) [happy], :([sad], and :o [shocked].

Another equally important feature of Netspeak is the punctuation. Crystal (2004) points out that the use of punctuation in online communication is typically minimalist. In addition, there is an increase use of non-traditional punctuation such as #. When users want to give emphasis, repeated combination of punctuation, such as !!!!!, can be used.

In brief, Netspeak is characterized by its unique features. There are four most commonly noticeable features of Netpeak. They are acronyms, font style, smileys or emoticons, and punctuation (Crystal, 2004).

D. Instagram

Social media which focuses primarily on photos-sharing is increasing rapidly in popularity. One of the social media is Instagram. Instagram was first launch in October 2010 as a photo and video capturing and sharing platform (Hu, Manikonda, & Kambhampati, 2014). It offers its users an easy and quick way to share the activities of their lives through photos and videos with their friends nationally or internationally. By January 2020, Instagram has 63 million of Instagram users in Indonesia (Clement, 2020). From this data, it can be said that Instagram is a popular social media in Indonesia.

In terms of language skill development, Instagram has also shown educational benefits. Handayani, Cahyono, and Widiati (2018) in their study revealed that students' abilities in writing experienced a significant increase after using Instagram as the teaching media. Furthermore, they also explained

students' perception on Instagram, most of them are interested to use Instagram for learning writing. Pratiwi (2019) in her research also believed that Instagram Video can help students to practice English speaking without limited time and can still be monitored by teachers and other learners. The survey conducted by Shazali, Shamsudin and Yunus (2019) also indicated that Instagram as an effective tool for developing learners' vocabulary range and grammatical accuracy. Thus, it can be concluded that Instagram can be utilized as an educational platform for learning foreign language, particularly English.

1. Features of Instagram in General

There are seven main features of Instagram that can be used by the users ("Instagram Help Centre," n.d). Those are as follows.

a. Photos and Videos Sharing

This feature allows its users to share a series of photos and/or videos and share them with other users. The maximum length of the video is 60 seconds. The users can also add captions to describe the photos and/or videos that they are going to share. Additionally, the users can add the location, hashtag, and mention the other users on the photos or videos. The hashtag is used to classify the uploaded photos and videos on certain topic. Furthermore, Instagram allows the users to give comments and leave a like by tapping the button love (♡) to the uploaded photos and/or videos.

b. Profile

In profile, the users can view all of the photos and/or videos that have been shared by themselves. The Instagram bio, a column of the users' Information, can also be viewed in the profile. In addition, the users can also see their followers and the people they are following in the profile.

c. Search and Explore

This feature allows the users to find photos and videos that they might be interested in from the Instagram accounts that the users do not follow. Through this feature, the users can also find the accounts that they would like to follow in order to keep updated with their posts.

d. Direct Messaging (DM)

Through this feature, the users are able to send messages to other users. The messages can be a written text, photos and videos. Additionally, this feature allows the group chat, meaning that the conversation can involve more than two people.

e. Instagram Stories

Instagram Stories allows the users to post photos and videos that can only be seen within 24 hours. However, the users still can save the uploaded photos and videos in Instagram Stories to Story Highlights in order to make them remain visible. Instagram Stories also allows the users to broadcast live videos, and the other users can watch the videos and engage with the broadcasters in real time.

f. Feed

Feed is the place where users can view other users' latest posted photos and videos. The users can also engage in the other users' posts by giving comments and leaving a like to the posts. In addition, the users can also see the stories that have been shared by other users through the Feed.

g. IGTV

IGTV or Instagram TV is a feature that allows its users to share a video that is up to 15 minutes. The users can also give comments and leave a like to the posted videos on IGTV.

2. Features of Instagram for Learning English Writing

To utilize Instagram perfectly as a platform for learning English writing, it is essential to recognize several features of Instagram. In this section, the researcher will present two main features of Instagram cited from Soviyah and Etikaningsih (2018). Those are as follows.

a. Caption Writing in Photos and Videos Sharing Feature

The discussion of the following section includes the definition of caption, the elements of effective caption writing, and the advantages of caption for learning writing.

1) Definition of Caption

A caption is a brief description attached to a picture. According to Muntaha (2018), caption is defined as a short piece of text underneath a picture that describes and explains certain

event in it. Captions are important as they are used to express the meaning of pictures. Oglesbee (as cited in Almgren, Lee, & Kim, 2016) states that “looking at a picture without a caption is like watching television with the sound turned off” (p. 3). Understanding the meaning of a picture is challenging, but a caption can help the photographers to convey what they really want to deliver.

In Instagram, caption is the description written by the Instagram users to describe the photos and videos that they post. The caption can be in form of words, sentences or paragraphs describing about the photos (Soviyah & Etikaningsih, 2018). They further explain that the caption can add information about the event happened in the photos. As shown in the Figure 1, Winnyerwini (2020), an Instagram user, posted a photo of a child sitting lonely with the caption that was relevant to the atmosphere in the picture. The caption in the Figure 1 is marked by a red rectangular. It is concluded that caption is used by the Instagram users to explain about situation that is related to or what is going on in the posted photos and videos.

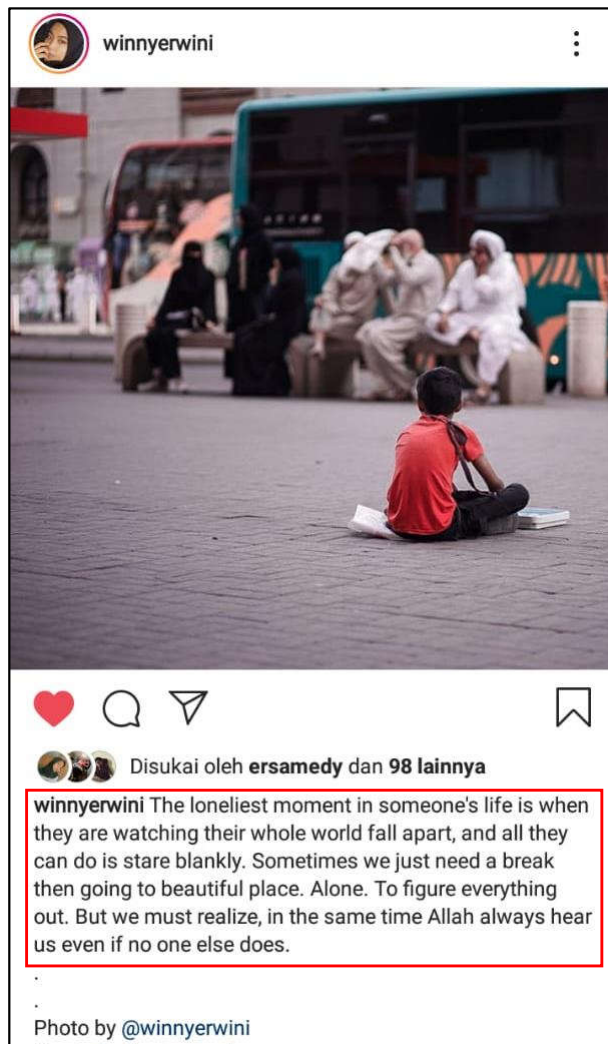


Figure 1. An Instagram Post. Winnyerwini. (2020). *The loneliest moment in someone's life is when they are watching their whole world fall apart, and all they can* [photograph]. Instagram. Retrieved from: <https://www.instagram.com/p/B-Sc3Kehh3j/>

2) Generic Structure of Caption

According to Widiati, Rohmah, and Furaidah (2018), the generic structure of a caption text is various. Captions can consist of a few words of description or several sentences. Captions can be written in the form of a word(s), phrase(s), or sentence(s). A good caption clearly identifies the subject of the picture without

detailing the obvious. It establishes the picture's relevance to the article, provides context for the picture, and draws the attention of the readers.

3) Elements of Effective Caption Writing

There are five key elements of an effective caption, namely clarity, conciseness, relevance, context, and attractiveness (Maulina, Muslem, & Yuliana, 2018). The first element is clarity which refers to the way of the writers to deliver their ideas clearly. For instance, in Instagram, a user posts a photo of her and her friends with birthday party background. The picture is accompanied with the caption "big thanks for this party ladies". Thus, the caption clearly explains that they have just celebrated the user's birthday. The second element is conciseness which concerns on the number of words used to write caption. To be concise means to use as few words as possible to communicate an idea clearly. The third element is relevancy that is, the suitability of the caption to describe the event in the photo. The fourth element is context which explains what is shown in the photo and helps the reader understand the information that may not be in the picture. The last element is attractiveness which means that users can attract their followers to read their caption by writing in good caption.

4) Advantages of Caption for Learning Writing

The photos and videos sharing feature could act as a medium for learning writing. It is due to the fact that by writing captions of the uploaded photos or videos is essential (Soviyah and Etikaningsih, 2018). As suggested by Handayani (2016), the first way to learn English writing through Instagram is called the “Caption it!”. Using the photo and video sharing feature, students can share a series of photos or videos and write a caption about it. The students can write based on the photos that represent certain events or experiences. By writing caption, students are encouraged to express thoughts and feelings in words based on photos and videos (Akhiar, Mydin, & Kasuma, 2017).

Writing caption can also help widen students’ vocabulary range as one of the aspects of writing. Shazali, Shamsudin and Yunus (2019) state that students can use various words and expressions in writing the caption for photos on Instagram. When the students write, they need to choose the appropriate words to develop their ideas. The process of selecting suitable words to convey ideas can increase the students’ vocabulary. Kelly (2015), in his study, also found out that writing caption on Instagram was effective to develop students’ vocabulary range. It is concluded that writing caption on Instagram can help developing students’ vocabulary as one of the writing aspects.

As the caption can be read by others, students are likely to write more properly and pay attention to the grammar. Akhiar, Mydin, and Kasuma (2017), in their study, found out that students were cautious with their grammar and sentence structure when writing caption in Instagram. They stated that the students repeatedly checked their captions to ensure they had correct grammar and sentence structure because of fearing they would be criticised by others for their poor grammar.

In conclusion, photos and videos sharing feature with caption is useful for learning writing. It can help students with the ideas of what to write, foster them to be cautious with grammar, as well as developing their vocabulary as one of the aspects of writing.

b. Instagram Social Networking Activities for Learning English Writing

Social networking is a feature of social media. For Lomicka and Lord (2016), social networking means an activity for building community and interacting through social media. Social networking is also about the activity of *liking*, *friending*, *tagging*, community recommendation, and award systems in social media (Lamy & Zourou, 2013). In other words, social networking refers to the activities that can be done by social media users to interact with one another such as building communities, making friends,

liking, and *tagging*. In situations which involve foreign language, social networking has the potentials for language learning.

As a social media, Instagram also has the social networking activities in it. Some of them provide learning opportunities for language learners. According to Soviyah and Etikaningsih (2018), there are two social networking activities on Instagram that can be used for learning English writing. Those are leaving comments and chatting through direct message feature.

Firstly, it is stated by Soviyah and Etikaningsih (2018) that the feature of leaving comments can be used to learn writing. Students can practice their English writing by writing comments to other users' posts. In the research by Hadiyanti and Simona (2016), it was found out that students developed their writing ability, in terms of new word mastery, by giving comments to other users' posts. The students practiced English writing by giving comments to posts of famous people and posts that review films in Instagram (Hadiyanti & Simona, 2016). By interacting via posts and comments, both learning and use of the language are occurring simultaneously (Kelly, 2015). Figure 2 below illustrates giving and replying comments on Instagram (Winnyerwini, 2019).



Figure 2. An Instagram Post With Comments. Winnyerwini. (2019). *Fresh spring roll #winscutestfood Thai dipping on the side you should make it for me bah! Made by abah!* [photograph]. Instagram. Retrieved from: <https://www.instagram.com/p/B4v9GQ3JBvz/>

Giving comments to other users' post can develop students writing ability; moreover, receiving comments from other users is also helpful. According to Akhiar, Mydin, and Kasuma (2017), the comments received from the other users can be viewed as feedback that can help students improving their language

learning. However, comments received from other users are not always positive, some can be negative comments. If the feedback received is positive, the students' self-esteem can be boosted, further motivating them to write more; however, if the feedback is negative, the students' self-esteem can be affected, thus demotivating them from writing again (Yunus & Salehi, 2012). Nevertheless, it forces the students to read and check more on their writing to avoid being commented negatively (Rinda, Novawan, & Miqawati, 2018).

Secondly, the direct message feature on Instagram is also beneficial for learning writing. Through this feature, the users are able to chat or exchange messages with other users. Soviyah and Etikaningsih (2018) explain that through this feature, students can practice their English writing as chatting will make students think how to communicate with other users in the form of writing effectively. Figure 3 below illustrates the chatting in direct message feature of Instagram (W. Erwini, personal communication, September 27, 2019). By chatting through DM, students learn to write the messages and communicate them in an effective way.

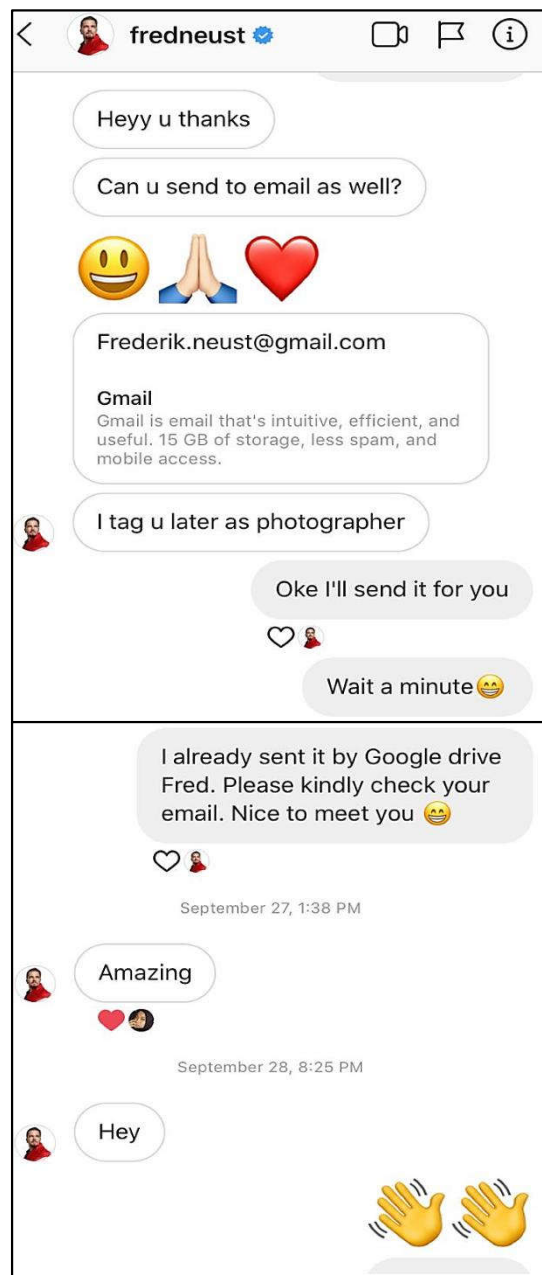


Figure 3. A Chat in Direct Message of Instagram. W. Erwini (personal communication, September 27, 2019).

Text-based chatting has been reported to enhance students' writing skills. For instance, Mahfouz and Ihmeideh (2009) found out that female students have stronger attitudes towards using online chat with native speakers of English to improve their

writing skills than male students. Bataineh's (2014) study also revealed that text chat assisted with word processors helped developing students' writing skills in terms of grammar, spelling, punctuation, vocabulary, and the production of authentic text. The improvement on students' writing skills was attributed to the effect of chatting with native speakers on different topic and the potential of word processor to develop and refine their writing. These evidences proved that text-based chatting can benefit students' writing skills.

In conclusion, social networking means the activities of interacting among social media users such as building communities, making friends, *liking*, and *tagging*. The social networking activities in Instagram, namely leaving comments and chatting through direct message feature, can benefit students' writing skills. As the focus of this research is on writing skills development, the researcher will put her focus on social networking activities on Instagram, namely commenting and chatting.

E. The Aspect of English Writing

In order to write an effective Instagram caption, comment, or to have a fluent conversation. It is essential to identify some elements in writing. In this section, the researcher will present the aspects for writing caption and comments as well as for chatting.

1. The Aspects of Writing English Caption

Acknowledging that the main purpose of writing caption is to describe the photos or video uploaded by the users, the researcher concluded writing caption as the responsive writing performance which required the learners to connected sentences into paragraph (Brown, 2004). Thus, this type of writing performance consists of several elements, namely, grammar, vocabulary, content, mechanics, and spelling.

Firstly, it is important to write a grammatically correct caption. The caption writers should ensure that they use the correct relative clauses, prepositions, modals, articles, verb forms, and tense sequencing so there will not be a misinterpretation for the information obtained by the caption reader (Brown, 2004). Moreover, the common grammar error occurred in the caption is fragment or run-on sentences.

Secondly, vocabulary is also a very essential part in writing caption. Choosing a correct vocabulary to describe the photo or video could attract the reader as well as to reflect writer's conciseness in writing the caption (Maulina, et al, 2018). Moreover, the caption writer should make sure they have parallel structure in constructing the sentence (Brown, 2004).

Thirdly, content is the most important part in writing a caption. Maulina, et al (2018) stated that content defines the clarity of a caption, whether the caption could describe the photo or video clearly. Next,

mechanics and spelling are both elements that are often ignored by the writer. Misspelling will cause misunderstanding as well as showing that the writer has poor writing competence. While, wrong punctuation will also cause misunderstanding. For instance, sentences without commas or periods will seem like run on sentence and finally will lead to grammatical error.

Therefore, in writing a caption, it is important to pay attention to those elements. In this research, the researcher will use the aspect of content, vocabulary, and grammar in investigating students' perception toward their caption writing activity.

2. The Aspects of Writing in Social Networking Activities

Besides writing caption, there are also others social networking activities done by the Instagram users. As the focus of this research is on writing ability, the researcher will focus on the activities in written form, namely chatting and commenting. Both of those activities can be also grouped into responsive writing performance as these activities consist of discussion, providing feedback, questioning, and answering question (Brown, 2004). Therefore, the elements of writing are similar to the caption writing activity.

First, grammar is also important in chatting and commenting to avoid misunderstanding. This is also applied to the vocabulary usage to keep the good register and conciseness. Next, to maintain the relevancy, the content written should also be based on the context to avoid out-of-

topic. Finally, correct spelling and appropriate punctuation to avoid misunderstanding so the conversation can run smoothly. In conclusion, the Instagram users particularly language learner users should pay attention to those elements when they are commenting and chatting. In this research the researcher will use the aspect of content, vocabulary, and grammar in investigating students' perception toward their social networking writing activity.