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Research Article

Investigating students' vocabulary learning through captioning in social media

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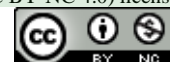
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Abstract

This research aims to describe the students' perspective on the use of captions in social media in learning English vocabulary, the EFL teachers' perspective on the use of captions in social media in teaching vocabulary, and the impact of the use of social media as a teaching and learning tool for English vocabulary. This research is a descriptive qualitative research design. Purposive sampling was used to collect samples from the teachers and students at the XII grade of one of the Vocational High Schools in Makassar, South Sulawesi, Indonesia. The instruments used in this research were an interview protocol and an observation checklist. The data showed that all students perceived social media captions helped them acquire vocabulary since the content was engaging, the learning materials were well presented, and plenty of resources were available. In addition, the teachers stated that online teaching and learning have several advantages and disadvantages when using some media as their teaching strategy. Finally, vocabulary learning through social media positively impacts students' acquisition of more vocabulary. Vocabulary learning through social media captions is important for increasing students' vocabulary. Both teachers and students agree that captions on social media are extremely useful in teaching and learning.

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1. Introduction

Learning vocabulary is a significant part of English learning. It is one of the language components and is a base of language. That is why vocabulary building should be given to children, and getting many vocabularies is better because they will have a more substantial base in learning a language. Therefore, mastering English is not easy as it seems. In order to understand, students must go through some steps and sections. Vocabulary is core to English language teaching (Clouston, 2013); students cannot understand others or communicate their thoughts if they do not have a proper vocabulary. The more vocabulary learners master, the more quickly they can communicate.

Teaching vocabulary in this digital era is one of the significant challenges in the teaching-learning process. For

instance, people can create personal pages and connect with friends to share content using social media. For those reasons, social media has become increasingly common among people in recent years. Young people, including students, also feel the popularity of social media. The students tend to access their social media platforms regularly. They often chat with their friends, play games, update their social networks, and upload pictures to update persons.

Regarding social media use, it is necessary to use social media platforms in the teaching and learning process to receive vocabulary. On the other hand, teachers have to follow teenagers' new trends and find innovative ideas to choose a media that suits students' interests. We can visit many social networks sites, such as Facebook, YouTube, and Twitter; the most famous is Instagram. The function of those social network sites has now been transformed. They connect us with others, but they can be used as a medium of

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entertainment, trade, and even in education. The researchers will choose the social media platforms for students to choose as the best media to learn new vocabulary. Nowadays, social media can be accessed anywhere and anytime and can also be accessed through cell phones and computers.

For the following reasons, Instagram seems to be an ideal platform for assisting with English learning. Second, using Instagram in the classroom will help develop a socially linked group of learners, and the tool itself allows students to interact and socialize with one another outside of the classroom. Third, Instagram is a widely used social media platform that young learners have become almost entirely immersed in and accustomed to; incorporating it into their learning process can be viewed as integrating concepts learned in class into a real-life setting. Finally, Instagram's easiness uses and the availability of the most widely used devices make it more appealing to consider using this tool in language classrooms (Ali, 2014).

Captions are brief explanations or descriptions accompanying the illustrations or photographs. Captions are the on-screen text in the students' native language and a second-language soundtrack (Markham & Peter, 2003). Those captions appear below an uploaded picture or video, which is supposed to describe what we are sharing. In entertainment, the caption is defined as a series of words superimposed on the bottom of a television or film like a frame. Furthermore, students can learn by updating their status, photos, and videos and reading others' timelines. In this case, a specific vocabulary is understood more diverse. So, unconsciously they will learn through their habit.

The researchers found that teachers and students faced several disadvantages from using social media. Teachers' use of social media also impacts students' English learning, and thus, social media provides both advantages and disadvantages for teachers and students. Furthermore, the researchers are interested in analyzing the students' perspective on vocabulary learning by using captions on social media, the EFL teachers' perspective on using captions on social media in teaching English vocabulary, and the impact of the use of social media teaching and learning English vocabulary.

2. Literature Review

Vocabulary is important in English language teaching because students cannot understand others or communicate their ideas without it. Renandya and Richards (2002) defined Vocabulary as a fundamental component of language proficiency that is the foundation for how well learners speak, listen, read, and write. Then, Clouston (2013) defined vocabulary as the words of a language, including single items and phrases, chunks of several words which convey a particular meaning, the way individual words do. Students also understand the significance of vocabulary in their language learning instinctively.

Vocabulary is an essential component of language learning. It is hard for students to read, write and speak a foreign language without having enough vocabulary knowledge. It is best to understand the different types of vocabulary; there are two types of vocabulary: active and

passive. Words that learners understand but cannot use are called passive vocabulary. On the other hand, active vocabulary is the words that learners understand and use in speaking or writing.

How well people speak, listen, read, and write depends on their vocabulary. Vocabulary is essential because, without words, people cannot carry the meaning of what they want to say (Gough, 2002). According to Harmer (2012), in vocabulary learning, students will be constantly tested to determine their level of improvement in vocabulary knowledge. Suppose the students do not have sufficient vocabulary knowledge. In that case, they will have difficulties in recognizing the content, thereby failing the vocabulary learning test and losing interest in English as a foreign language because McCarten (2007) said that in foreign language learning, it is impossible to recognize a passage without being familiar with vocabulary words.

Ahlqvist et al. (2008) said that social media refers to the means of interactions among people in which they create, share, exchange, and comment on content among themselves in virtual communities and networks, while according to Kietzmann et al. (2011), individuals and groups use social media to share, co-develop, debate, and change user-generated content. It uses mobile and web-based technology to create highly interactive channels, bringing about significant and pervasive changes in contact between organizations, communities, and individuals.

The caption is a word familiar to our hearing. This word has become increasingly popular in recent times because the word caption is widely used by people on social media that is so prevalent among most people. A caption is a short text that appears under a picture in a book, magazine, or newspaper and describes or illustrates what the people in the picture are doing or saying. According to Markham and Peter (2003), Captions are on-screen text in a given language combined with a soundtrack in the same language. Advanced English learners were given the vocabulary in three formats: (a) text with sound, (b) text without sound, and (c) sound without text. Compared to the other two presentation modalities, the results showed that vocabulary illustrated with text and sound (i.e., captioning) could better understand memory for spoken words.

Akhlar et al. (2017) examined university students' perceptions and attitudes toward using Instagram in English writing. A total of 101 undergraduate students from one of Malaysia's research universities took part in this study. They participated in an English descriptive essay writing activity on Instagram. The participants answered a set of questionnaires with 20 closed-ended items and five open-ended questions about using Instagram for English language learning. Focus group discussions with all the respondents were held to elaborate on the open-ended items. The closed items were analyzed quantitatively using mean scores, while the open-ended items were analyzed qualitatively (mean scores) and qualitatively (content analysis). The results of this study demonstrated students' high positive perceptions and views towards using Instagram to improve their writing skills but moderate attitudes.

Gunantar and Transinata (2019) conducted classroom action research (CAR) to describe using captions on Instagram to improve students' writing skills and motivation. The Pre-Test was conducted before the first cycle was implemented. This research showed that using captions on Instagram could improve students' motivation and writing skills.

Teng (2022) captioned videos significantly influenced learning across all three dimensions of vocabulary awareness. The most successful caption form was discovered to be glossed complete captions. The administration of the advance organizer strategy also resulted in better learning form, meaning, and use than the absence of this strategy. Combining the advance-organizer strategy and glossed full captions led to the best learning performance for each vocabulary knowledge dimension. Relevant pedagogical implications, including the use of the advance-organizer strategy and captions, are provided.

Al-Jarrah et al. (2019) determined how students perceived social media in terms of ease of use, usefulness, and attitude toward using Social media to do activities and see if these factors were correlated. It was discovered that social media plays an important role in developing English language writing skills at the secondary school level.

3. Method

3.1. Research Design

In this research, the researchers used a descriptive qualitative research design. The most basic definition of qualitative research is that it uses words as data, collected and analyzed in various ways. According to Braun and Clarke (2013), qualitative research emphasizes that we see things from a perspective. Qualitative research is about capturing some aspect of the social or psychological world, and in order to find out perception and social contexts, qualitative is an appropriate method. Related to Mack et al. (2005), "Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations."

Creswell (2014) stated that qualitative research explores and comprehends the meanings individuals or organizations ascribe to social or human issues. Emerging questions and procedures are part of the study process. The data is usually collected in the participant's setting. Then, the data analysis is inductively built from particular to general themes. This is followed by the researchers interpreting the data's meaning, so the final written report has a flexible structure.

Descriptive qualitative attempts to describe a social phenomenon in verbal form. The main objective of descriptive research is to describe the visual state as it exists today. Simply put, it is a fact-finding investigation. The conclusion can certainly be accepted in descriptive research, but it does not build a causal relationship.

3.2. Research Instrument

The first instrument used was the observation checklist, one of the oldest and most fundamental research methods approach. According to Baker (2006), observation is that it permits researchers to study people in their native

environment in order to understand "things" from their perspective. Observation is a means of data collection by the researchers to discover and gain knowledge about using social media captions to learn vocabulary.

The second is the interview protocol. An interview can be defined as communication between the interviewer and interviewee to get the interviewee's ideas about the issues. Interviews are guided question-answer conversations, or an "interchange of views between two persons conversing about a theme of mutual interest" (Brinkmann & Kvale, 2015). The researchers used semi-structured interviews to obtain clear and valid information because it can explore and clarify more about the participants' responses regarding the research questions.

3.3. Procedure of Collecting Data

In order to obtain the data, the following procedure as follow:

- The researchers proposed a permission letter to conduct research at the school.
- The researchers asked permission from the English teacher, the headmaster, and all the chairpersons of the foundation to take the data.
- The researchers prepared the instrument and interviewed the students, and the interview guide contained some questions related to the research topic.
- The researchers asked and talked about the subjects in a friendly way, recorded the interview using a mobile phone, and then took notes during the interview.
- The researchers prepared the interview guide and then asked the questions to the English teacher.
- Finally, the researchers wrote an interview transcript based on the record. Then, participants' responses would be translated and transcribed.

3.4. Data Analysis

The researchers used thematic analysis to analyze the data. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clark, 2006). The thematic analysis offers a method for identifying patterns (themes) in a dataset and describing and interpreting the meaning and importance of those. This research identified three items, the students' perspective toward the use of captions in social media in learning English vocabulary, the EFL teachers' perspective toward the use of captions on social media in teaching vocabulary, and the impact of the use of social media in teaching and learning English vocabulary.

4. Results

4.1. Students' Perception toward the Use of Captions in Social Media for Learning English Vocabulary

4.1.1. Social media usage

The researchers found information about the types of social media applications used by the students through the interview results. All students use multiple social media platforms, including Facebook, Twitter, Instagram, Telegram, TikTok, and WhatsApp. Most of them have been using Instagram and WhatsApp for three years. Related to Student 1:

"Yes. I have Instagram, Facebook, WhatsApp, Telegram, and TikTok. It has been a long time since I was in middle school, hmm maybe five years."

Among five students, two only used Instagram and WhatsApp as social media applications. They used those applications for several years ago. They used Instagram and WhatsApp more often. As stated by student 5:

"For example, WhatsApp is for communicating with parents and other friends; for Instagram, I can see a learning subject or find out like a celebrity. I use Instagram and WhatsApp more often."

Social media applications have been used by all students, not only Instagram, WhatsApp, Facebook, TikTok, and Telegram but also Twitter. The duration of social media use among students varies; on average, they have been using it for four years. According to student 3:

"Yes, I have WhatsApp, Instagram, TikTok, and Telegram. It has been Only four years now."

4.1.2. Personal motivation for using social media

All of the research subjects have different personal motivations for using social media. Most of them are motivated to use social media for information and entertainment. Not only do they use social media for entertainment and information, but they also use it for self-expression, learning, and communication. According to students 2:

"... I usually look for information or sometimes get posts about learning or usually looking for entertainment or funny shows."

In addition, student 4 mentioned:

"Just for that, if I play TikTok, it feels good, I can heal a little, do not get stressed, so it can help me when I am bored."

Similar to student 1 opinion:

"TikTok is for entertainment; Telegram is for watching, and other social media is for getting motivation and new material given by other people."

The students' motivation for using social media is mostly for entertainment, and they are motivated to use it for self-expression, learning, information finding, and communication. All the students have more than one motivation for using social media.

4.1.3. Vocabulary learning experience through social media

The researchers found information about the student's perspective on social media in their vocabulary learning process. Almost all the students have the same point of view about social media functions for their learning. Some students perceive that social media supports their English learning process as information sources and media for sharing information. Related to the student 4 opinions:

"My opinion, if I search for it on Google, it is even easier because I can get the point. For example, if I have a vocabulary I do not know, I will share it on Google and immediately get the meaning without having to look in the book again."

It showed how social media supported students in learning, as student 5 stated:

"Maybe 100%, because it is like looking for something I want to find out immediately. It seems like it appears instantly because if I have to look for it again in the book, it is taking a long time."

Similar to student 2 opinions:

"Sometimes I just scrolling on social media, and then there are posts that are in English, I usually look at it, then I will translate it if I do not know what it means."

Some students also perceive that social media positively impacts their vocabulary learning. They perceive that platform helps them to get vocabulary because it is easy to access. According to student 1:

"The impact is that if there is no negative impact, but if there is a positive impact, it is because I have added vocabulary that I do not know yet."

Student 3 added:

"The impact, sometimes if I pay attention, it can have an effect, I can remember it, and then I can share it with friends around me."

The students perceive that social media highly influences their vocabulary learning. All students have a good opinion or reaction about those social media platforms. There are several positive points of view about the platform, such as those accounts can give information about new vocabulary and other English material. Social media can be information finding and sharing media, and it helps students to learn more efficiently.

4.1.4. Vocabulary learning through caption benefits

Vocabulary learning through caption has some benefits for students. The benefits are easy to access, supporting students in getting new vocabulary. Students can also practice their pronunciation through video with captions and express their feeling through the caption. One of the benefits is that it is also enjoyable and easy to find. According to student 5:

"Yes, if there is a new vocabulary that someone or a friend posted, and I think it is good, it can be followed, and my vocabulary can be even better."

Then student 1 added:

"Yes, for a reason, because now when people post something, they must use a caption, and every time I see the caption, there is a new caption, there is a new vocabulary again. Added my vocabulary."

Meanwhile, student 2 opinion:

"Yes, I got it, like sometimes if the post is a video and then it is pronounced, sometimes it is hard to understand, and it is hard to write, and how to read it like this or that, but if there is a caption it can be clearer, I can understand."

Student 4 added:

"Yes, to express my feeling, there is also to share information or whatever we want. Because captions are also how to process words so that people who see statuses or see posts can understand."

Based on the students' opinions, vocabulary learning through captions on social media has helped them to learn

new vocabulary, gain new vocabulary, and, more importantly, enjoy learning.

4.1.5. Advantages of social media

Overall, the students mentioned that social media gives advantages in information resources that are easy to access and support learning. According to student 1:

"If you play social media, the advantage is that it is easier for us to get the material we want."

Besides the information resources and learning process, social media can be an online platform for building friendships. Some students use social media to connect with people worldwide as a learning tool. As student 4 stated:

"Yes, there are advantages, like for example, Instagram, the advantages are like being able to make friends with foreigners."

The advantages of social media depend on personal choices. Some students perceive the advantages of social media because it can be information resources and simplify the communication and learning process. Other advantages of social media based on the students' perspective are also for entertainment and building a friendship.

4.1.6. Disadvantages of social media

Social media has several disadvantages; it can be dangerous for users because of pornography, hoax spreaders, and hackers. According to student 1:

"The disadvantage is sometimes there is a lot of content that is not old enough to see it because there are also hoax spreaders."

Similar to student 2:

"The disadvantage is, there are usually posts that are not good."

Student 4 added:

"If you are lacking, it's like your account is being able to be hacked by someone."

The other disadvantage of social media is that it is difficult to focus on content because it provides much information from various sources. As stated by student 3:

"Yes, sometimes it doesn't match what I want to see."

Student 5 added:

"And the minuses, maybe something I do not like shows up on my veranda."

Social media have several disadvantages, such as pornography, hoax spreaders, and hackers. Another disadvantage is difficulty filtering the information and some applications consuming more internet quota. It means that if the user of social media has a bad reason for using it, it can be dangerous for other users.

4.2. EFL Teachers' Perception toward the Use of Captions on Social Media in Teaching Vocabulary

The researchers interviewed two teachers to gather information about the teacher's point of view on using social media as a teaching platform. "The use of social media as a teaching platform" theme is labeled as teachers' experience in the teaching process using social media, including the internet

learning environment, social media choices and the use of caption in teaching vocabulary. The data for this theme is organized into three subthemes, which are explored in the following detail.

4.2.1. Internet learning environment

The teachers reported their teaching experience with an online learning situation. The teachers categorized the advantages into time, location, and sources.

"Online learning is an anytime, anywhere learning. I can teach in my pajamas, while cooking, and then I can go anywhere I want as long as it has internet access. In online learning, I can manage and reschedule the class. The accessibility is okay, and there are a lot of resources that I can take." (Interview, Teacher 1)

The advantages of online learning include the ability for the teacher to conduct teaching and learning activities from wherever they are without regard for time or location. The teacher must then understand how to use a computer to connect to the internet, as well as Google Meet and other programs used in the process of online teaching and learning.

"And the positive ones, the first one is the teacher can do teaching and learning activities where and without any worries about the place and the time. And then, before we do not know how to use technology in online learning in online teaching, you have to know how to run a computer to connect to the internet, and then how to operate Google meet and in other applications that we use in online teaching and learning process." (Interview, Teacher 2)

The disadvantage of online learning is that teachers cannot build their students' characters due to the students' personalities. Furthermore, the teacher cannot guarantee that the students are following her instructions at home and are capable of understanding what she has said. One thing is certain: students eventually become lazier because the teacher lost that in online learning.

"We do not have any face-to-face interaction, which makes it less bonding, no bonding. Moreover, one thing is for sure, I cannot build their character. Why? Why? Because when they are doing something there, I cannot directly suggest it. Hey, hey, do not do this, no cheating." (Interview, Teacher 1)

In the meantime, in the case of disadvantages, teachers teach skills and morals, such as how to behave politely, honestly, etc. The teacher, on the other hand, has no control over the negative ones of online teaching.

"In our school, teachers are teaching this skill and how to teach the student morals, for example, how to behave politely, honestly, etc. But in online teaching, the teacher has no chance to control the negative ones. And then the negative also the specific area; not all the area has the same internet access. Sometimes students complain that "there is no connection, sir. The voice is not clear." (Interview, Teacher 2)

4.2.2. The use of captions in teaching vocabulary

Caption is an essential material meaning that, material that the teacher should teach to the students. Captions are one of the subjects taught in the classroom, and the teacher used captions to brainstorm and inspire students to explain the objects shown in the example pictures on the PowerPoint.

"Sometimes at the beginning of the class, we show them by PowerPoint or anything to motivate them, we show from PowerPoint picture with some writing inside and then we asked them, as a brainstorming. Yeah. So, brainstorming sometimes. Indirectly, we use caption estimator, even though there is caption is one of the materials. Okay" (Interview, Teacher 1)

The caption is a good idea for teaching vocabulary for the students. That is because some students think differently and feel for the picture, and they have created in building.

"So, we give the students a picture then asks the students to write a caption based on their opinion related to the picture. I think that caption is a good idea for teaching vocabularies for our students, because sometimes one picture and after given to the students and after we've seen this one picture, but various caption can appear." (Interview, Teacher 2)

In the teaching process, the teachers divided the students into groups to capture things around them and then make caption from the picture they selected. This process is to build their confidence in making captions the students are not confused; at least they can make three sentences.

"In groups, I divide them into groups, I assign each group the role for each group. They choose their picture that they want to make a caption in it, but the teacher instructed the students to choose the best picture that closely related to them, so they can create sentence more easily, after that they try to discuss and then write a caption on the picture." (Interview, teacher 1)

The use of captions during the teaching and learning process is a good idea because the teacher requires specificities to stimulate the students. Furthermore, social media has provided a plethora of learning resources that can assist students in improving their vocabulary.

"I think that it's a good idea. And then because in social media there is a lot of captions there is a lot of pictures I means that as a teacher we have to use the specificities we have to stimulate the students we have to use all the captions, all the features in improving our student vocabularies that already appear in social media." (Interview, Teacher 2)

4.2.3. Social media choices

The EFL teachers used social media platforms like Facebook, Instagram, and WhatsApp. They used social media for specific things regarding the specific topic for the teaching process and to control the students actively in learning.

"I use Facebook too, I use Instagram, I use WhatsApp, but mostly with WhatsApp. Only for very specific things. I asked the students to post then tag their homeroom teacher. Only for specific cases. But WhatsApp is the most frequent, the most frequent use." (Interview, Teacher 1)

Each social media platform serves a purpose. The effectiveness of social media can be seen in how we use them in accordance with our needs. Facebook, for example, is useful for teaching vocabulary.

"Oh, actually all social media are the best ones if you teach that, Facebook is the best one, and Twitter is the best one. Every social media is the best one in terms of our needs that is suitable for the subject that we teach for our students." (Interview, Teacher 2)

4.3. The Impact of the Use of Social Media in Teaching and Learning English Vocabulary

4.3.1. Teachers provide some social media platform in teaching and learning activity

The teachers used some platforms to teach the students such as Edmodo, Myro, Jamboard. On the other hand, they also used WhatsApp and Instagram applications because the students are more prepared to use WhatsApp and can be more active in leaning process.

"Yes, we have a classroom. Yes, we have Edmodo. Yes, we have Myro we have Jamboard, but still, the teenager is born with social media, the teenager now they can leave without social media. That's why we as teachers also utilize WhatsApp because sometimes, students prefer to use WhatsApp rather than discussing in the classroom or zoom. When we talk like Good morning or whatever, in WhatsApp, they will respond very quickly they will like it so much, instead of talking academically in the discussion forum in a classroom. But in social media, when we in WhatsApp, for example, they will respond very quickly. That's their life when we ask to post something on Instagram, ohh very quickly because Instagram is their life, they like it." (Interview, Teacher 1)

Some social media are used to teach in online class such as Google Meet and online quiz to make it more enjoyable. Both teachers used different platforms for their online classes but shared the same goal of increasing student participation in their classes.

"Actually, in teaching and learning processes. We have to be creative and use a lot of media that is already available as we teach. And it's available in the internet, for example, Google classroom, sometime we use Google meet, sometimes made an online quiz and etc.." (Interview, Teacher 2)

4.3.2. Social media management

The basic foundation for using the platform of social media is because social media is the life of teenagers. The teacher used social media as a teaching platform by sharing the assignment on WhatsApp and Facebook as a platform for the students to complete their assignments.

"I take that file, and then I send it in WhatsApp, okay, write down these do these tasks, and then they will come up. Or sometimes, maybe when I teach, I still remember in August for Independence Day, and then I asked them to post on Facebook, assembling their motivation as a teenager in celebrating Independence Day." (Interview, Teacher 2)

The use of social media can be difficult. Something happened during the learning process, such as the application automatically closing, the teacher being unaware of the social media settings, or using some tools provided in the application. However, to minimize the problem, teachers should first master the applications.

"Before we use the platform of social media the teacher have to master the application because sometimes the big problems while we are teaching and then something trouble with any social media how we solve it? so for me and all the teachers that before using the applications please know it well before, to minimize the problems maybe in our learning process. We have to considerate the platforms that requires a lot of quotas, I mean

that the teacher, student both of us easy to accept with minimize the need of quota." (Interview, Teacher 2)

Based on the results of the interviews with teachers 1 and teacher 2, it is possible to conclude that teachers 1 and 2 managed their social media platforms for teaching by focusing on each application that they will use. Mastering or being able to run the application can be more effective in teaching and learning because it can reduce the number of problems that may occur.

4.3.3. Strategy used by the teachers

The teacher should be aware of the students' needs during a teaching activity. Something that makes students enjoy the learning activity is using flashcards and games to engage students in vocabulary activities.

"For now, I mostly use flashcards. Coming back again to traditional one, but yes, sometimes traditional works well. vocabulary activities, mostly with playing games, doing something that interest them, because if we force them to do something, which they don't have their heart there, then it useless. Useless, is just wasting our time." (Interview, Teacher 1)

Regarding the significance of repetition in the vocabulary learning process for students, the teacher used the repetition and memorized words strategy to teach vocabulary in his class to boost confidence and increase vocabulary. The teacher realizes that providing daily conversation and asking them to discuss previously can help students increase their vocabulary.

"As we know that English is one of language that must be use of course in teaching vocabulary we have to apply a lot of steps, I feel that memorize the vocabulary. Although it's the oldest one but we have to apply in our classroom because one of the basic one and then if the teacher already set a lot of vocabulary we have to stimulate how to use that vocabulary in their daily life regularly, so the strategy is memorize and then we have to stimulate them how to use to apply the vocabulary regularly in their daily conversation." (Interview, Teacher 2)

The teacher's teaching strategy is appropriate for the students' needs. In fact, that the students are vocational students and only want to major in productive skills, for example, electronic programs. The teacher tried not to set a high goal because English is not their priority. Nevertheless, the teacher attempted to reduce the content that could encourage the students to be more active in the class.

"I don't set a very high goal for them assigned. I know they are vocational students, and English is not their priority, you can say it's not priority because here they're entered the school vocational school, because they want to major in productive skills like when they enter electronic programs study it means that they will be like, studying there most of the time. So less I am not trying to say less content but minimize, minimize. I am not trying to catch lots of burden to them. And then they don't, they can't do it, but rather than I set small goal, but they can reach not finding too far but can daily conversation." (Interview, Teacher 1)

The strategy employed by the teacher worked well with the students during the learning process. Before the pandemic, the teacher would ask the students about the

vocabulary they had learned before the class began, and then ask them to make simple conversations based on the vocabulary they had mentioned.

"It worked well. Because sometimes for example in here in my class before in for a normal condition before the pandemic before I start my English class, I always ask them what about the vocabulary that you have learned before and then I asked them how to make a simple conversation or simple sentence by using the words. That is why practicing regularly makes the students more comfortable using that vocabulary." (Interview teacher 2)

4.3.4. Teaching caption for students benefits

Caption is one of the materials that can improve students' vocabulary, teacher 1 stated that:

"Any kind of material should carry out from vocabulary for students, of course and must. There are lots of new vocabularies that are introduced from caption, there are lots of vocabularies that are drilled, right in the end it will automatically add to the vocabulary list that students have." (Interview, teacher 1)

Caption is familiar for both teacher and students, so this material can help the students improve their vocabulary learning.

"One of matters that we can use it in improving the students by using caption because caption is usually really familiar for them and then sometimes for the teacher also is easy to be implemented to the class because we just show them a picture and ask them to make caption related to the picture. There are many things that we can creates related to the caption. I believe that caption is one way can improve students' Vocabulary." (Interview, Teacher 2)

The caption can make her class more active. The students seem so excited when they are learning about the caption.

"I want the students to get more vocabulary, I want the students to be attracted to study English, I want to create lots of fun in the classroom. Because I don't like when the students just being silent, doing nothing seems to be bored and caption is one of the materials that we have to teach it has its own portion. Although it's having its own portion, we can use it a lot in other material." (Interview, teacher 1)

The caption is easier for teachers to implement in their classes. With an interesting strategy, the students will be fun doing caption in class.

"Caption is easy implemented, okay not complicated because we just prepare a picture and then it does not need much time. In caption the sentence is not more than one paragraph just a few sentences it easier for teacher to implement it in the class and also it is easier for students because they create a simple sentence only, and then sometimes because caption is really near with their daily life and then I think it depends on the teacher how they implement it in their class and the strategy of the teacher, we use the interesting strategy of course the students will be fun in doing the caption in the class" (Interview, Teacher 2)

5. Discussion

After elaborating on the research result, this section contains the view of the point of the research subject. This research was done in one vocational high school in Makassar, South Sulawesi, Indonesia. The researchers divided the discussion

into three parts based on three research questions which aim to find 1) students' perception toward the use of captions on social media in learning English vocabulary, 2) EFL teachers' perception toward the use of captions on social media in teaching vocabulary, 3) the impact of the use of social media in teaching and learning English vocabulary.

5.1. Students' Perception toward the use of Captions on Social Media in Learning English Vocabulary

The term "social media" refers to web-based services that allow individuals to create their profile page and connect with others through mutual friends or preferred users. According to Faizi, Afia, and Chiheb (2013), social media also brings people together who share common interests to share their moments, photos, videos, and events. It is a platform for people of all ages and times to connect. Social media offers much information on a wide range of topics. As a result, students can use these tools to get additional explanations or clarifications. It enables learners to gain access to information and control over their learning. Additionally, students can choose the learning resources they want to use.

Students are interested in exploring more content in their social media during online learning activities. According to the students, there are advantages and disadvantages to using social media. Some students agreed that social media significantly impacts their learning activities because it allows them to access learning materials that are also easy to understand. In line with Devi et al. (2019), social media enable students to contact each other concerning their projects and assignments easily. Online learning could make students increase their creativity in learning English.

Besides the advantages, social media has several disadvantages, including limited internet access and perhaps inaccurate material for younger students. Aside from the learning process, students also need to manage their other activities. Additionally, the information offered by social media platforms like Instagram and WhatsApp, which most students use for learning activities, supports students' learning processes. Similar findings were presented by Akhbar et al. (2017); many of the students agreed that Instagram improves their language proficiency and enhances their communication with teachers and friends. This indicates that while students might have a certain extent of reservations about using social media in learning, they did not deny the effectiveness of the tools in enriching their language learning experience.

All students who have learned English through captions on social media believe they have gained a greater vocabulary. After seeing a caption that appears on their social media accounts, the students are driven to learn new vocabulary. Some students said that after reading other captions, they feel more confident about writing their own. They also mentioned that reading captions helped them acquire new information and vocabulary.

Furthermore, previous data result was in line with Gunantar and Transiana (2019), who conducted classroom action research (CAR) to describe the use of caption on Instagram to improve students' writing skills and motivation. The Pre-Test was conducted before the first cycle was implemented, and this research showed that the use of

captions on Instagram could improve students' motivation and writing skills.

The researchers used different skills from the previous researchers but found the same result that the students perceived the use of social media in learning was positively high. All students share the same opinion about the internet or social media function for their English learning process, particularly for their vocabulary learning through captions on social media. It is possible to conclude that the internet and social media support the English learning process as information resources and media for information sharing. Specifically, some social media accounts, such as Instagram, teach all students new vocabulary through captions provided on the Instagram account.

5.2. EFL Teachers' Perception toward the Use of Captions on Social Media in Teaching Vocabulary

Based on the previous interview result, it was concluded that both teacher 1 and teacher 2 stated that online learning has advantages and disadvantages. According to Yuhanna, Alexander and Kachik (2020), online learning has advantages for teachers and students. They can access electronic documents for knowledge, and students can then participate because online learning is interactive. According to this theory and data, the advantage of online learning is that students can easily find the material on the internet. Furthermore, they do not have to spend a lot of money to get the material, which makes it easier for students to manage their time in learning.

Technology is used in online learning for various purposes, including communicating, sharing knowledge, sharing resources, verifying students' attendance, assigning homework, conducting exams, and providing feedback. Based on the findings, WhatsApp and other platforms help students understand and directly answer questions even when they are not in a face-to-face situation. In addition, the teacher employs a strategy to capture students' attention and pique their interest. The teacher may provide examples based on the students' environments to help them understand and apply the meaning in their daily lives.

Along with its advantages, online learning has disadvantages as well. According to the teachers, these disadvantages include students' inability to interact with teachers and other students, a lack of internet access, and a lack of monitoring. As Al Rawashdeh et al. (2021) stated, several challenges in online learning led to limited interaction and communication between teachers and students. In line with Herwiana and Laili (2022), most students complain that online learning spends much data and is unsuitable for lower economic students.

Moreover, the teaching and learning process is supported by information technology. Teachers describe that social media platforms used during online learning are WhatsApp, Facebook, Instagram, and Google Meet. Along with the teachers' statement, WhatsApp is used for the majority of classroom activities, this is due to the app's accessibility. The use of WhatsApp for learning processes could be an alternative tool for teachers who cannot use other online platforms.

Captions are one of the subjects taught in the classroom. The teachers used captions to brainstorm and inspire students to explain the objects in the PowerPoint and other examples. They explained that captions are a good way to teach students vocabulary. That is because some students have different thoughts and feelings about the picture and use their creativity to construct their own sentence. The use of captions during the teaching and learning process is a good idea because the teacher requires specificities to stimulate the students. Furthermore, social media has provided a plethora of learning resources that can assist students in improving their vocabulary.

5.3. The Impact of Social Media in Teaching and Learning English Vocabulary

Social media provides a few opportunities for language learning, and individuals may be able to gain access to native English speakers on a more extensive basis. Social media also unpretentiously provides a 21st-century learning experience close to important aptitudes like correspondence, creativeness, basic reasoning, and teamwork (Amin, Rafiq & Mehmood, 2020).

The fundamental reason for using a social media platform is that social media is a teenager's life. Teacher 1 used social media as a teaching platform by sharing the assignment on WhatsApp and Facebook as a platform for students to complete their assignments. According to Teacher 2, using social media can be difficult. Something happened during the learning process, such as the application closing automatically, or the teacher was unaware of the social media settings or the use of some of the application's tools. However, in order to mitigate the problem, teachers must first become proficient in the applications.

Furthermore, research from Al-Jarrah et al. (2019) conducted research to determine how students perceived social media in terms of ease of use, usefulness, and attitude toward using social media to do activities and see if these factors were correlated. It was discovered that social media plays an important role in the development of English language writing skills at the secondary school level. It facilitates English learners to learn new words and vocabulary suitable for the in the ability of English language learning, it is easy for English learners as compared to books reading and other text material, the English learners may use social media tools for a long enough period of times without any hesitation or boredom.

Although the researchers used a different skill from the previous researchers, the result shared the same goal regarding using social media. Teachers also play an important role in the teaching and learning process to achieve the goal because they determine most students' output. Teaching strategies are procedures used by teachers to help students achieve a goal. Teacher 1 teaches students how to create a caption, teacher 1 provides the material and the specific topic, and teacher 1 asks them to post it on social media. Meanwhile, teacher 2 used a picture as teaching material and asked the students to create a caption based on the picture that was shown to them. Every student used their imagination to create their own story pictures, which helped them to be more creative when writing captions.

6. Conclusion

The previously collected data concluded that all students perceived social media captions helped them acquire vocabulary since the content was engaging, the learning materials were well-presented, and plenty of resources were available. All the students enjoy their experience of learning through social media. Most students choose Instagram and WhatsApp as their favorite accounts for personal reasons while exploring their social media accounts.

Related to the interview result with the teachers, online learning has advantages and disadvantages. The advantage is that online learning can be anywhere and anytime, supporting the teacher teaching materials, help the teacher to provide learning activity quickly and easily. The disadvantage is the lack of internet access sometimes happens in the learning process.

Vocabulary learning through social media positively impacts students in getting more vocabulary. In terms of learning resources, the students stated that there were lots of learning materials in social media that can help their vocabulary learning. In line with the teachers, they agreed that social media provides many resources to help them conduct their teaching and learning activity. In terms of the access, both teachers and students explained that social media is easy to use but sometimes there are some troubles happened when the internet connection is down. Social media also consume more internet quota.

In addition, vocabulary learning through social media captions is important in increasing students' vocabulary. Both teachers and students share the same opinion that captions on social media are extremely useful in the teaching and learning process. Teachers provide students with exciting material, and students gain more vocabulary from a posted picture or video with a caption.

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