
THE QUALITY OF STUDENTS' ADVERTISING COPYWRITING PRODUCT ON INSTAGRAM

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ABSTRACT

Responding to the digital and ICT era which has switched the way of obtaining information and knowledge, teachers in schools are urged to create more sophisticated and effective teaching and learning atmosphere inside classrooms. Thus, the teachers can facilitate the learning activities by using social media, such as: Instagram, in order to engage the students, to facilitate students' personal experience and creativity and to meet the learning objectives the way students want to learn. The fact that the use of digital media for education is rapidly increasing, several studies have proved that the teacher's personal and technology-related characteristics that most affects young language learner's performance. This study is aimed to investigate the product of junior high school students' copywriting in advertising the food and beverages products through Instagram as the media to achieve the learning objectives. This study is limited to the junior high school level, in which the advertisement is included in the basic competence 3. 10 based on the Permendikbud No.24/2016 for IX graders. The data were collected through analysing the students' advertising posts in Instagram. The result showed that six students have already met the standard of good Photo Ads in Instagram.

Keywords: *ICT in Education, advertisement, Instagram, and quality of students' product*

INTRODUCTION

Responding to the digital and ICT era which has switched the way of obtaining information and knowledge, teachers in schools are urged to create more sophisticated and effective teaching and learning atmosphere inside classrooms. According to a United Nations report (1999), ICT encompassed Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centres, commercial information providers, network-based information services, and other related information and communication activities (cited from Noor-UI-Amin, 2008). Furthermore, according to UNESCO (2002), information and communication technology (ICT) may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology.

The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs etc have

been used in education for different purposes (Sharma, 2003; Sanyal, 2001; Bhattacharya and Sharma, 2007 cited from Noor-Ul-Amin, 2008).

One of the common and well-known digital platform used by students is the social media, in which it is also in line with the growing number of Instagram's users in Indonesia nearly 22 million of active users. Thus, the teachers can facilitate the language learning activities by utilizing Instagram, in order to engage the students, to facilitate students' personal experience and creativity and to meet the learning objectives the way students want to learn. Besides, being innovative in our approach to learning by incorporating some of these key social media sites in the classroom can leverage the engagement naturally seen by current users of this media (Blair & Serafini, 2014).

With a community of more than 500M users worldwide, Instagram is one of the world's largest mobile ads platforms. Businesses can share their stories with a highly engaged audience in a creative, high-quality environment and drive action with their ads. Instagram ads are now available globally for all businesses — big and small. Moreover, Instagram is now an end-to-end advertising solution that drives real business results and increases awareness and message association, or get visits to your website or downloads of your mobile app. Meanwhile, there are three advertisement formats provided by Instagram: Photo Ads, Video Ads, and Carousel Ads. This study is only limited to the photo ads in Instagram which aimed to tell story through beautiful imagery. Whether it's inspiring people to see your brand differently or to take action, they offer a clean, simple and beautiful creative canvas.

According to the Culture and Education Ministerial Regulation No. 24/2016 enclosure 37 about the English Language Subject Core Competence of Junior High School for IX level No. 3.10, *membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks kebusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya* and its Basic Competence *menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks kebusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa*, Junior High School students are expected enable to comprehend and create an advertisement based on its context. In line with the ICT growth, teaching and learning activity in the classroom is expected to utilize the ICT, at least the usage of social media apps, in which the teenagers aged 13-15 years old contributed 12.3% of overall social media users in Indonesia (Selviana, 2016).

This study is aimed to investigate the quality of junior high school students' products in creating copywriting to advertise the food and beverages products through Instagram as the media to achieve the learning objectives. There are only six out of 28 samples to be analysed in this study.

RELATED WORK

ICT is ubiquitous in Asia in high-income and/or developed countries, while in many developing countries its integration and use – especially more advanced forms of ICT and broadband connectivity – often lag behind other social and economic spheres, including general communications, employment and commerce. As a consequence, children and youth in these countries frequently learn more about how to use ICT informally outside of the school system

than in the classroom. (UNESCO, 2014). ICT is determined to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality. On the other hand, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggested the full realization of the potential educational benefits of ICT.

Teachers are frequently considered to be the most important influence on classroom learning and, as such, play an invaluable role in ensuring that pupils use ICT effectively inside the school. However, there has been little or no research on exactly how much teacher training is required, how often it should take place, what kind of training is most appropriate and affordable, and what it should cover to create a teaching workforce that is motivated to use ICT in the classroom in the context of new curricula and new pedagogies. ICT for education refers to the development of information and communications technology specifically for teaching/learning purposes, while the ICT in education involves the adoption of general components of information and communication technologies in the teaching learning process (Noor-Ul-Amin, 2008).

DIGITAL PLATFORM

Internet provides language teachers with network-based teaching environments, adding they can create meaningful tasks and use various materials for language learners (Son, 2008).

A digital platform is any electronic tool for communication includes desktop, mobile, social and email software this covers websites and Social Media. It is any web based platform for presenting content. A learning platform is an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management (Asha Education, 2016).

According to Social Media in Learning Education (European Schoolnet, 2013), the social media contains six characteristics:

- Social media challenges traditional models,
- Social media allows people to communicate,
- Social media allows people to collaborate,
- Social media gives people an audience,
- Social media services often remove hierarchy and are built from the bottom up, and
- Social media is open and transparent.

Thus, in an educational area, the teacher could utilize the social media characteristic to allow the students to communicate with people around the world. Furthermore, Social web tools can generally facilitate teachers in setting up collaborative learning, as they place students at the core of the learning experience while at the same time allowing the teacher to function as the mentor and guide of knowledge construction and sharing (Karpati, 2009 cited from (Lomicka & Lord, 2014).

One of the common social media tools available to brands is Instagram, a mobile app that allows users to capture and share images and videos with followers (Instagram, 2015). Officially launched in October 2010, Instagram gained 1 million users within its first month, and the app had 300 million active monthly users by April 2015 (Costill, 2014; Instagram, 2015). As a largely visual social media tool, Instagram allows businesses to reach consumers and strengthen its brand in new ways.

RESULT & DISCUSSION

The writer analysed 6 out of 28 data based on the features on Photo Ads in Instagram: beautiful imagery, brand placement, getting people to give comment or like, and the copywriting itself.



Data 1

- Beautiful imagery: the post showed its clear and beautiful picture with bright tone of colours.
- Brand placement: the post showed the brand directly to the Instagram users so that they will easily know what is being advertised.
- Caption: “looking for a delicious snack? TOP is the snack bar ur looking for!! #adverttugasku”

This caption consisted of two sentences, in which the first sentence was in the interrogative while the second sentence was the imperative. By giving question, the

viewer will be attracted to give response to the post. However, the post it self immediately answer the question by giving a command to the viewer. On the other hand, the caption consisted of one informal word “ur” instead of “your”.

- Conclusion: This post has fulfilled the indicators of good advertisement in Instagram considering those three point above.



Data 2

- Beautiful imagery: the post showed its clear and beautiful picture with bright tone of colours.
- Brand placement: the post showed the brand directly to the Instagram users so that they will easily know what is being advertised. However, in the bottom right of the picture, there is an incomplete brand. This would distract the viewers' focus.
- Caption: “Water; the most essential element to keeping your body healthy and hydrated. Treat your thirsty throat with a splash of ‘Le Minerale’ eau minérale de montage. #adverttugasku”.

This caption consisted of two sentences, in which the both sentences were in the declarative form. The first sentence mentioned a definition of water by the author while another sentence recommend the viewers to drink the product's water.

- Conclusion: This post has fulfilled the indicators of good advertisement in Instagram considering those three points above.

Data 3

- Beautiful imagery: the post showed its clear and beautiful picture with bright tone of colours as well as a typography in the top left of the picture.
- Brand placement: the post showed the brand with the background of king and queen of chess board directly to the Instagram users so that they will easily know what is being advertised.
- Caption: "Need inspiration when playing chess? Spot Cha Cha Cha Cha because it was delicious, nutritious, and good for the brain. Come soon buy Cha Cha in stalls".

This caption consisted of three sentences, in which the first sentence was in the interrogative while the second and third sentences were the declarative and imperative. By giving question, the viewer will be attracted to give response to the post. However, the post itself immediately answer the question by giving a testimonial of the product and command to buy the product.

- Conclusion: This post has fulfilled the indicators of good advertisement in Instagram considering those three points above.



Data 4

- Beautiful imagery: the post showed its clear and beautiful picture with bright tone of colour.
- Brand placement: the post showed the brand with the background of notebook directly to the Instagram users so that they will easily know what is being advertised.
- Caption: "have you ever imagine a crispy wafer and chewy cheese? Here is the answer!".

This caption consisted of two sentences, in which the first sentence was in the interrogative while the second was the imperative. By giving question, the viewer will be attracted to give response to the post. However, the post itself immediately answer the question by giving a certain answer.

- Conclusion: This post has fulfilled the indicators of good advertisement in Instagram considering those three points above.



Data 5

- Beautiful imagery: the post showed its clear and beautiful picture with bright tone of colour.
- Brand placement: the post showed the brand directly to the Instagram users so that they will easily know what is being advertised.
- Caption: “Craving delicious snacks at school? Go buy PALMER, Umbrella Chocolate. It tastes fruits that mixed with tempting chocolate! VERY CHEAP! BUY THEM AT YOUR SCHOOL”.

This caption consisted of five sentences, in which the first sentence was in the interrogative while the other were the declarative and imperative sentences. By giving question, the viewer will be attracted to give response to the post. However, the post itself immediately answer the question by giving a certain answer and command.

- Conclusion: This post has fulfilled the indicators of good advertisement in Instagram considering those three points above.

**Data 6**

- Beautiful imagery: the post showed its clear and beautiful picture with bright tone of colour.
- Brand placement: the post showed the brand directly to the Instagram users so that they will easily know what is being advertised.
- Caption: “Hay guys! This morning will be perfect with cheetos puff bbq flavor! Its yummy and its fun. Go and grab it. Nyam nyam”

This caption consisted of five sentences, in which all the sentencea were the declarative and imperative sentences. By giving direct command, the viewers will be easily to be attracted to buy the product.

- Conclusion: This post has fulfilled the indicators of good advertisement in Instagram considering those three points above.



CONCLUSION

Based on the result and discussion above, the writer concluded that six students have already met the standard of good Photo Advertisement in Instagram. However, there were still some indicators that needed a remedial and treatment. Furthermore, the objective of teaching advertising for Junior High School students based on the Culture and Education Ministerial Regulation No. 24/2016 enclosure 37 about the English Language Subject Core Competence of Junior High School for IX level No. 3.10 had been achieved through an alternative way of teaching. Nevertheless, the teaching and learning process through Instagram should be discussed and reviewed. Thus, other research in this field may strengthen the findings above.

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