

UNVEILING THE POETIC LANGUAGE OF STUDENT DISCOURSE ON INSTAGRAM

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Abstract: This study aims to investigate the poetic function of language used by students on Instagram pertaining to the discourse topics expressed by the students. These researchers adopted a qualitative approach as the research design. This study was conducted by collecting data towards students from schools in Denpasar, Bali, about students' Instagram captions as its document data for analysis. Based on observation, documentation, and interviews with all participants, it can be concluded that Roman Jakobson's poetics function of language, which was demonstrated in the students' Instagram captions, is a viable initiative to discover students' topics of interest; the students tend to choose topics such as life, love (blossom, broken heart, or loneliness), nature (nature itself or related to humans), personality, wordplay, precious moment, self-confidence, and friendship. These captions are the result of the students' ideology, which include the ideology of wisdom, humor, confession, and hope.

Keywords: *Instagram; language function; poetic function of language.*

INTRODUCTION

The development of language is essential to human existence. It is generally accepted that individuals would be unable to communicate with one another without a common language (Getie, 2020; Yelvita, 2022). According to Kilroe (2019), language is a system of human communication that consists of a systematic arrangement of sounds into larger units, such as morphemes, words, phrases, and utterances. This arrangement of sounds into larger units is what makes up language. To rephrase, language serves as a medium for the exchange of thoughts and information (Qodriani et al., 2020; Schillinger et al., 2020).

Communication between people is language's primary function, sometimes called the function of speech (Onishchuk et al., 2020; Tohidast et al., 2020). The reason for language's existence is notoriously elusive because it is considered that language is involved in nearly every aspect of our conscious actions (Bourke, 2021; Leezenberg, 2023).

In using language, a variety of language functions seem to form the basis of any

communication in discourses (Hoff, 2020; Minyar-Belroucheva et al., 2019). Each of language's myriad functions must be utilized for expressing ideas. The reasons for utilizing language are brought up during conversations about language's role in society including students and teachers.

According to the decree issued by the Indonesian government in 2008 (PP No.74), chapter I, section 1 and verse 1, teachers are professional educators whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students who are enrolled in formal education, which includes elementary and secondary schools. In chapter I, section 1, verse 3 of the Indonesian law UU No.14, 2005, it is emphasized that teachers, in their capacity as agents of learning, are responsible for increasing the quality of national education. Therefore, teachers who put in the effort to get to know and comprehend their pupils ought to should be able to realize these objectives. Therefore, it is the most difficult task of teachers to recognize and comprehend their students, and one approach to

accomplish this is to observe the behaviors of their students.

Younger users drove the adoption of social media. Some researchers (for example) Jarrahi & Eshraghi (2019) suggest that there is a distinction to be established between "digital natives," who grew up using social media and have never known a world without it, and "digital immigrants," who just discovered social media as adults. As a result, students who are digital natives mostly use social media to express themselves or their lives. According to NapoleonCat, a Social Media Marketing analytics firm based in Warsaw, Poland, the number of monthly active Instagram users in Indonesia has reportedly surpassed 61,610,000 people (Putri, 2019).

Intriguingly, these digital natives like generating a variety of captions to reflect a variety of discourse topics; some of these captions imply an attitude toward the message itself, focused on the message itself; this is called poetic function. Poetry and the poetic function of the message are not mutually exclusive; the former highlights the concrete side signs of language, while the latter heightens the tension between what is understood and what is not between linguistic indications (Benthien, 2021; Wedananta & Juliari, 2022). Knowledge comes through our senses, and we can use reality as a basis of comparison (Hutmacher, 2019; McClanahan & South, 2020).

Thus, curiosity might emerge about the students' topics when producing the words. Therefore, when the topics are recognized, teachers can determine students' interests and thoughts. It is related to The Sapir-Whorf hypothesis theory often known as the linguistic relativity hypothesis, which proposes that the language one speaks changes how one perceives reality (Sabir & Sulaiman, 2021). Linguistic relativity is closely related to semiotic-level questions about the general relationship of language and thought, as well as discourse-level issues about how patterns of language use in cultural context might influence considered (Pae, 2022; Yu et al., 2023). Therefore, the objective of this study is to analyze how does poetic language function used by students on Instagram in writing various topics in their discourses.

As a means of communication, language is there to spread the thoughts of its users. When examining language's function, it's important to consider why people use it (Wallace, 2022; Wang et al., 2021). One of the primary functions of language, often known as spoken language, is communication. Discourses are one of the primary

means by which humans exchange information. It is difficult to recognize the function of language since it is so ingrained in all human behaviour that few areas of our conscious action are regarded as devoid of it (Krämer et al., 2022).

Effective verbal communication in the forms of discourses can be defined using The theory proposed by Roman Jakobson (1960) that there are six purposes of language (or communication functions). The performance of each of these roles is dependent on a wide range of conditions. The functions in question are the phatic function, the poetic function, the metalingual function, the emotive function, the conative function, and the referential function. However, the sole concern of this investigation is poetic function.

The discussion of the intrinsic, linguistic features of the poetic function as a whole began with a fairly general statement regarding message concentration and concluded with specifics such as poetry's syntax and lexical tropes (Holmstedt, 2019). However, the conversation could have just as well proceeded in the reverse manner, beginning with poetry grammar and moving on to the message. Because of the grammar of poetry, the focus on the message exists, and the concentration on the message exists because of the grammar of poetry. As with any structure, each element of the poetic function implies and implicates the others; none is privileged (Canagarajah, 2022; Corbett, 2021). They constitute a relational system in which one component implies the others (Larsen-Freeman, 2019; Wu & He, 2019). If any of the components were missing, the system would be fundamentally altered. The emphasis on the message, the use of equivalence relations as the structural device of the sequence, the closure and the relative autonomy of the poem, the delimitation between sign and object, the multiplicity of meanings in poetic discourse, the use of sound figures and in particular paronomasia, the immediacy characteristic of the distinctive features, the poem as an autotelic system of systems of signs, the poem as a structure, the grammar of poetry and in particular paronomasia, and the use of sound figures. All of these are definitional for the poetic function as a whole (Capone, 2023).

Aesthetic or poetic "function" is determined by the user's choices and combinations for a certain communicative and stylistic effect in a particular setting (Khashimova et al., 2021). In such usage, the appropriateness of the form to the meaning is emphasized, such that the artistic work in words becomes an artifact in the sense that Richards

describes a poem as a separate artistic entity (Rastall, 2020).

Regarding the aesthetic aspects of the poetic function of language, when you say "The music is sad" or "This poem is sad," you are not referring to a mental process of the music or the poem, but rather to a structural similarity between an emotion and the music or the poetry. This is their aesthetic quality (Hitsuwari et al., 2023; Ibri, 2022).

Poetic function, in Jakobson's view, serves a purpose by encouraging the reader to adopt a particular attitude toward the message being conveyed (Capone, 2023). Poetry and the poetic function of a message are not mutually exclusive; the poetic function draws attention to the concrete, auxiliary signs of language and heightens the tension between what is understood and what is not understandable between linguistic indications (Kalejaiye, 2022). The term "reality" can mean either a reference point or a source of perceptible knowledge (Manoliu, 2017).

This poetic function of language is also known as the aesthetic function. This function focuses on both the message and how it is communicated (Kanaza, Fauzia, 2020; Korneeva et al., 2019). This indicates that the message may contain rhetorical figures of speech or "flowery" language. The poetic function can be found in quotations and idiomatic expressions (Yeganeh, 2023). For example: "It is a far, far better thing that I do, than I have ever done; it is a far, far better rest that I go to than I have ever known" (Lucidchart, 2022).

Since its primary objective is to highlight the information being sent and enhance it so that its impact is amplified, the poetic function of language, also known as the aesthetic function, is predicated mostly on the form of the message, the styles employed, and the literary resources (Javed, 2022).

In the poetic function of language, the emphasis is placed on enunciation style, particularly in popular formulae such as riddles and tongue twisters (Darah, 2021; Wei & Lee, 2021). Similarly, amusing components are inserted inside the poetic function to provide weight to the language. Typically, this form of function is most prevalent in written and popular literature. This function can be found in many discourses. The book, the short tale, the poetry, the fables, the legends, the proverbs, and the riddles are some examples where this function of language can be found (Javed, 2022).

In both reading and writing, poetic language gives us a unique perspective on experience, which is valuable because it allows us to situate our personal interpretation within a social and cultural context and because it allows the dominant social and cultural interpretation to be subject to personal comprehension (Rosenhan & Galloway, 2019; Siregar, 2022). Thus, the process through which individuals and societies become reliant is purposeful and deliberate as opposed to passive and unintentional. This is the function and strength of language's poetic function (Rosenhan & Galloway, 2019).

Kim & Park (2020) finds that there is no uniquely poetic approach to be creative by concentrating on the message form, but rather creativity is a product of how the message form interacts with other speech act variables and must thus be explained in general pragmatic terms.

Individual characteristics of poetic language are as universal as certain poetic functions (Karkina et al., 2019; Khashimova et al., 2021). Poetic language as a whole, as a collection of all these characteristics, is a unique form of communication, the essential vehicle for poetic thought (Cooke, 2019).

In general, art is considered subjective, and each individual's approach to and impression of it is valid, even if they may differ. Numerous poetic characteristics relate not just to linguistics, but also to the entire theory of signs, or general semiotics (Siregar, 2022). Additionally, poetry contains characteristics that distinguish it from other kinds of discourse. However, this remark applies not only to verbal art but also to all types of language, as language has many qualities with other systems of signs or even with all of them (Manoliu, 2017).

Poetic language is the use of uncommon, organized, or elevated language to create and communicate a powerful image to readers (Atiles et al., 2021). It can take on a variety of shapes, and there is more than one method to employ poetic language. Poems, songs, nursery rhymes, literary works, love letters, and even greeting cards contain this type of wording (McRae, 2022). It is unlikely to appear in a textbook, an email, or a conversation. Poetic language frequently manipulates the conventions and expectations of language to achieve a certain impact, frequently appealing to the reader's senses or emotions (Blakeley, 2021).

The poetic function of language has a fairly well-defined goal: to induce an aesthetic feeling of beauty or pleasure in the reader or listener.

Therefore, it has certain qualities that enable us to recognize its poetic function (Javed, 2022).

In the poetic function of language, the primary component is the message and the manner in which it is conveyed. Therefore, it is vital to employ idioms and intonations that correspond to this purpose.

Poems, dramatic texts, songs, proverbs, and riddles are examples of texts that explicitly employ the poetic function. However, it is not limited to this particular form of writing. This linguistic feature can also be utilized in advertising campaigns and informal conversation. (1) The poetic function of language is utilized to enhance the communication of a concept. (2) Adjectives and adverbs are frequently employed to accentuate the message, particularly when describing items, locations, or persons. (3) The use of literary figures enhances the verbal depth of texts and expressions.

Chapter I, verse 1 of PP No.74, 2008 defines teachers as "professional educators whose principal tasks include educating, teaching, guiding, directing, training, assessing, and evaluating pupils in elementary and secondary schools." Additional emphasis on teachers' role in improving the quality of education in the country is found in section I, verse 3 of UU No.14, 2005. This means that educators have a responsibility to monitor the actions of their students at all times, both inside and outside of the classroom. One who gives lessons in classrooms is called a teacher.

A teacher is someone who educates students and who bears a great deal of responsibility for doing so, as has been shown in the preceding explanations (Lukman et al., 2021; Rodriguez & Morrison, 2019). The teacher's actions and words will have an impact on the students. Because of these significant responsibilities, teachers should know about their students. This means that teachers could achieve those tasks by getting to know and understand their pupils and one way of doing this is by understanding their verbal behaviour. As a result, teachers' challenging task is to recognize and comprehend their students, and one way to do so is to observe their linguistic behaviour expressed in various kinds of discourses (Schwarz & Hamman-Ortiz, 2020).

The Sapir-Whorf hypothesis, often known as the linguistic relativity hypothesis, asserts that how one experiences reality depends on the language they use (Sabir & Sulaiman, 2021). Linguistic relativity is closely related to semiotic-level questions about the general relationship of language and thought, as well as discourse-level

issues about how patterns of language used in cultural context might influence thought. Linguistic relativity differs from both simple linguistic variety and rigorous linguistic determinism (Pae, 2022).

The theory's long history is recounted, emphasizing the hierarchical formulations that characterized most early efforts. Sapir and Whorf's work, which departs dramatically from this precedent, is then discussed; theirs is the name most commonly connected with the discussion because of its present relevance (Deuchar, 2020). The primary point that Whorf makes concerning the effects of analogy is explained in depth. Even while there is a lot of curiosity, there hasn't been a lot of solid empirical research. Recent efforts to address this are discussed. Depending on how the topic is approached, research is classified as structure-centred, domain-centred, or behaviour-centred. The quality of some of these initiatives has rapidly improved in the modern era. Current tendencies that are anticipated to characterize future research are briefly described.

According to Leech, the nature of language cannot be comprehended without a comprehension of pragmatics, or the manner in which language is utilized in communication. In addition, he explains that pragmatics is the study of meaning in relation to speech contexts (Jasim & Obied, 2023).

Morris defines pragmatics as "the study of the relationship between signs and interpreters (Jasim & Obied, 2023)." According to Yule (2017), pragmatics investigates how a speaker (or writer) delivers meaning and how the listener receives and interprets that meaning (or reader). It is primarily concerned with how speakers convey meaning. To comprehend what others' want, we must consider the context and how it influences what they say. Griffiths considers pragmatics to be the study of utterance meaning (Jasim & Obied, 2023).

One of the prior studies that addressed poetic function was Shirinboyevna's study (2019), which aimed to explore the poetic functions of folklore in the prose, their literary role in the composition and plot of the literary work. This study adopts a qualitative methodology. Furthermore, Wijana (2020) aimed to examine the poetic functions of truck container road signs in Indonesia. The qualitative methodology was used in this study. The difference of this study with the previous studies was to explore students' ideas or feelings through social media shown on Instagram's

caption because it was interesting to see students free to express themselves; therefore, reading students' captions on social media Instagram can be used as a way to find out about these students, primarily related topics they like.

METHOD

A qualitative approach was used for this study. The goals of this research are to identify and analyze the poetic function of the language used by students on their discourses in the form of captions in Instagram, and analyze the topics of the discourses. This investigation was conducted by analysing the captions made by high school students in Denpasar, Bali. The students chosen are those who have been actively involved in writing captions on Instagram within 2016 - 2022. There were 40 captions used by students on Instagram as chosen by purposive sampling.

In addition, three subjects of the interview were experienced teachers to evaluate their trustworthiness that the topics observed and analyzed from students' captions on Instagram can help teachers to know students' interests to build topics for teaching materials.

Data for this study were gathered through observation, documentation, and interviews. Because the researcher is an Instagram user, the first strategy, participant observation, was used in this study. The captions of the students as data connected to the poetic language functions were discovered through participant observation. The second strategy was documentation, in which the researcher collected 40 captions from Instagram users. Those 40 captions were analyzed by using Critical Discourse Analysis Model of Van Dijk (van Dijk, 1993), as shown below:

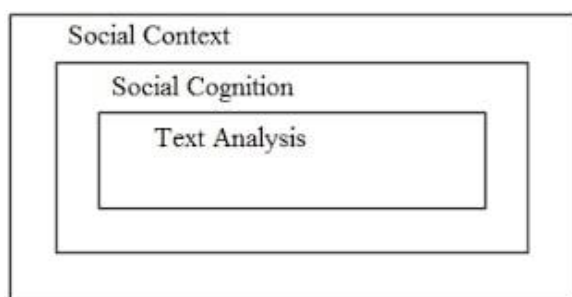


Figure 1. *van Dijk Model of critical discourse analysis*

The researcher used Van Dijk's CDA theory in analyzing the captions. According to Van Dijk, text, social cognition, and social context are the three dimensions of discourse analysis. The first dimension, text, was the emphasis of this paper. To learn more about the captions, the researcher

concentrates on identifying caption trends using Van Dijk's text analysis. Van Dijk posits three levels of discourse structure: microstructure, macrostructure, and superstructure. The data is then evaluated at the macrostructure level to reveal the subjects or most salient information being emphasized. However, the researchers do not employ the superstructure level because it is unrelated to the goal of this article in identifying the previously described patterns. The microstructure level was used in this study, but it solely focused on pragmatics to see the students want to convey.

And then, In-depth inquiries were the focus of the interviews, which served as the third way of data collection for this study. Interviews were conducted with three teachers from diverse backgrounds to confirm the results of the previous observation and analysis: One is a fresh college grad with only lecturing experience, another is a teacher with around two years' worth of experience, and the third is a teacher with roughly seven.

This interview was undertaken to authenticate the facts acquired through observations and documentation in order to thoroughly investigate the perspectives and reasons of the research problem.

In this study, the major research instrument was researchers. Nonetheless, utilizing an observation checklist, a mobile phone, a notebook, and an interview guide, the researcher collected the necessary data in accordance with the previously specified data collection technique.

In this investigation, technique and source triangulation were applied. The qualitative analysis of observational and interview-based data was carried out using Miles and Huberman's interactive data analysis paradigm (Miles & Huberman, 1994). Three steps comprise the data analysis procedure: data reduction, data display, and conclusion.

RESULTS AND DISCUSSION

The discourse topics of captions identified in connections to Van Dijk theory

There were 40 captions by students on Instagram analyzed, and those captions indicated poetic functions. They were analyzed using van Dijk's CDA theory, which only focused on macrostructure and microstructure (pragmatic). There are nine topics identified to be expressed by students in their captions as discourses written in the Instagram. The summary of the analysis results is written down in Tables below:

Table 1. Topics of discourse on Instagram pertaining to life

Data's Title	Caption (Original)	Caption (Translated)	Macrostructure		Microstructure (Pragmatic Meaning)
			Topics	Ideology	
D1	Something new, is not always beautiful	Something new, is not always beautiful	Life	Wisdom	she/he has something new but not as the same it was
D3	Smile is the best make up that every woman can use	Smile is the best make up that every woman can use	Life	Wisdom	woman could hide their sadness or problem by using smile
D5	Everybody wants happiness and nobody wants pain, but you can't have rainbow without little rain	Everybody wants happiness and nobody wants pain, but you can't have rainbow without little rain	Life	Wisdom	the sadness we have now will change to be happiness one day
D14	Flash <i>secerah masa depanku</i>	Flash as bright as my future	Life	Hope	I hope I have a bright future
D21	Everything has magic even darkness and silence	Everything has magic even darkness and silence	Life	Wisdom	We need to believe in miracle
D24	Don't look for what you don't have to know because it only hurts you	Don't look for what you don't have to know because it only hurts you	Life	Wisdom	Stop trying to know something that you shouldn't need to know because it will hurt you
D27	Life is not as beautiful as we think, but it's not as bad as we think	Life is not as beautiful as we think, but it's not as bad as we think	Life	Wisdom	Life consists of good and bad
D28	<i>Senja mengajarkan kita bahwa keindahan tak harus datang lebih awal</i>	Dusk teaches us that beauty doesn't have to come early	Life	Wisdom	We should be patient that the good thing will come
D30	<i>Memandang masa depan</i>	looking to the future	Life	Confession	I believe in my future
D31	Beauty has no rules	Beauty has no rules	Life	Wisdom	Everyone can be beautiful
D32	Just open ur eyes and see this amazing world	Just open ur eyes and see this amazing world	Life	Wisdom	This life is amazing
D34	At least the mirror never lies	At least the mirror never lies	Life	Wisdom	It is hard to find honesty
D35	We are born to be real	We are born to be real	Life	Wisdom	We must be genuine
D37	Lit like an eagle in the sky	Lit like an eagle in the sky	Life	Wisdom	Be as high as eagle in the sky
D39	Say less n mean more	Say less n mean more	Life	Wisdom	Please Understand more

Even though the students were not adults yet, they were interested in building topics pertaining to life which mainly led to an ideology of wisdom, and the others were about hope and confession. Teachers must not underestimate the students playing with aesthetic or wise words. The students have an ability and interest in producing those words on social media, especially Instagram.

Table 2. Topics of discourse on Instagram pertaining to love

Data's Title	Caption (Original)	Caption (Translated)	Macrostructure		Microstructure (Pragmatic Meaning)
			Topics	Ideology	
D9	<i>Semua ga jelas soalnya yg jelas cuma cintaku padamu</i>	Everything is unclear because the only thing that is clear is my love for you	Love (Blossom)	Confession	I love you
D10	<i>Kamu itu sama kaya mark lee sama sama ga bisa aku miliki</i>	You are just like Mark Lee that I can't have	Love (Broken Heart)	Confession	I love you but I can't have you
D13	Cause this house is not a home, without my baby	Cause this house is not a home, without my baby	Love (Loneliness)	Confession	I want you to be here, baby
D15	When rose said "all my love is goneee" I really felt that	When rose said "all my love is goneee" I really felt that	Love	Confession	I lost my love
D1	So do you prefer the ice	So do you prefer the ice cream	Love	Confession	I am as sweet as

7	cream or me?	or me?		sion	ice cream, so chose me or ice cream
D1	<i>Cukup antartika aja yang jauh, antara kita jangan</i>	It's enough that Antarctica is far away, not between us	Love	Confession	We have to be together
D2	<i>Hidup itu hanya sementara. Cintaku padamu selamanya</i>	Life is only temporary. My love for you forever	Love	Confession	I love you forever
D2	<i>Jangan pernah jadi senja datang dengan keindahan lalu pergi dengan kegelapan</i>	Never be twilight comes with beauty then goes with darkness	Love (Broken Heart)	Wisdom	Please don't go
D2	<i>I'm still your home, if you remember the way home then come back</i>	I'm still your home, if you remember the way home then come back	Love (Broken Heart)	Confession	Please come back
D3	<i>N above all else. I hope whatever u love, loves u back.</i>	And above all else. I hope whatever you love, loves you back.	Love	Wisdom	We must believe that what we love will love us back

Love is always a particular topic to discuss. The students, as teenagers, must not be able to deny this kind of topic. The words used by students showed that the topic of love, whether a blossoming love or broken love became their

choice as a caption on social media Instagram. However, the topic of love was mainly used to confess to someone they might love, and the other was about wisdom of love.

Table 3. *Topics of discourse on Instagram pertaining to Nature and Me*

Data's Title	Caption (Original)	Caption (Translated)	Macrostructure		Microstructure (Pragmatics Meaning)
			Topics	Ideology	
D2	Leaves never grow if the roots not hold the ground, and eyes need rest when the leaves grow in forest	Leaves never grow if the roots not hold the ground, and eyes need rest when the leaves grow in forest	Nature and me	Wisdom	Please take care of the nature for human being's goodness
D11	Beautiful sky with beautiful girls	Beautiful sky with beautiful girls	Nature and me	Confession	I am as beautiful as sky
D16	Let's appreciate how beautiful the sunset & me	Let's appreciate how beautiful the sunset & me	Nature and me	Confession	I am as beautiful as sunset
D40	If you truly love nature, you'll find beauty everywhere	If you truly love nature, you'll find beauty everywhere	Nature	Wisdom	Keep nature safe

The topic pertaining to nature was used by students when they were involved in any environment related to nature. They produced wise words to care for nature or mirror themselves as nature. Teachers can use this topic to build students' care of nature.

Table 4. *Topics of discourse on Instagram pertaining to friendship*

Data's Title	Caption (Original)	Caption (Translated)	Macrostructure		Microstructure (Pragmatics Meaning)
			Topics	Ideology	
D4	True friend don't judge each other, they judge other people.. together	True friend don't judge each other, they judge other people.. together	Friends hip	Wisdom	as a friend we should support each other including in doing bad things to other people

Social media is a medium to show people's personal information, including their friendship. Thus, the topic pertaining to friendship would be a favourite topic they want to produce. The topic of friendship they showed could be the wise words of friendship and any else.

Table 5. *Topics of discourse on Instagram pertaining to Word play*

Data's Title	Caption (Original)	Caption (Translated)	Macrostructure	Microstructure
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s	Title	Topics	Ideology	(Pragmatics Meaning)	
D6	I scream, you scream, we scream, for ice cream	I scream, you scream, we scream, for ice cream	Word play	Confession	We are very enthusiastic with ice cream
D8	Kita berbeda karna kita tidak sama #matah	We are different because we are not the same	Word Play	Humor	We are different
D19	Hidup itu singkat, Cuma 5 huruf	Life is short, only 5 letters	Word Play	Humor	Life is short
D22	Aku tulus cuma ga bsa nyanyi	I "Tulus" (Tulus: Name of Indonesian Singer)" but I can't sing	Word Play	Confession	I am sincere
D29	Hidup itu bercanda kalau mati baru serius	Life is a joke if you die then you are serious	Word Play	Wisdom	I am tired of this life haha kidding
D36	Di setiap kelebihan pasti ada kembalian	For every advantage, there must be a return	Word Play	Humor	Keep your strength

Playing words has become an interest for us as human beings. People attract attention by playing with words. It can be humour, confession, wisdom, and so on. Students tried to attract their social media friends by playing with words. Thus, teachers should consider topics pertaining to wordplay in the classroom.

Table 6. *Topics of discourse on Instagram pertaining to other topics*

Data's Title	Caption (Original)	Caption (Translated)	Macrostructure Topics	Ideology	Microstructure (Pragmatics Meaning)
D7	Ginan's act: First, food. Second, selfie. Third, you.	Ginan's act: First, food. Second, selfie. Third, you.	Personality	Confession	It's about me
D12	Jadilah dirimu sendiri	Be yourself	Self-confidence	Wisdom	We must be confident
D20	Be the best version of you	Be the best version of you	Self-Confidence	Wisdom	Keep fighting, you are the best
D33	Dibuang sayang	It is pity to throw it away	Precious Moment	Confession	It is precious moment

Students as a young generation are digital native who produces unstoppable language on social media so that many other topics might be found. In the data above, they uttered other topics such as personality, self-confidence, and precious moment. They showed their personality or character without a doubt. They also gave wise words pertaining to self-confidence topic. Moreover, precious moments were another topic related to students' intention to save any moments on social media.

In conclusion, all the data showed that students tend to choose topics such as life, love (blossom, broken heart, or loneliness), nature (nature itself or related to humans), personality, wordplay, precious moments, self-confidence, and friendship. In addition, the researchers evaluated that those students had an ideology of producing those speeches or captions. The ideology of students produced those captions, such as the ideology of wisdom, humor, confession, and hope.

As seen by the students' Instagram captions, Roman Jakobson's poetics function of language seems to be widely accepted among the three interviewees, suggesting that this approach may be useful for identifying students' topics of interest:

Table 5. *The agreement of the students' captions on Instagram, as an initiative to discover students' interest topics*

Question	Excerpt of the Interview
"Have you ever noticed students' captions on Instagram? How do those captions become a way or initiative to find out students' interest topics?"	<ul style="list-style-type: none"> Subject 1: "Sometimes, I am just curious about visiting students' Instagram. They wrote captions that used implicit meaning. I think it is interesting. Yes, I agree that by understanding those captions, we, the teachers, can find out students' interest topics".

interest topics?"

- Subject 2:
"Yes, but at first, I didn't care until I felt I needed topics to build materials for students. I tried to understand the big topics from their captions because they produced words that were implicit. I agree by understanding those captions, we can find out students' interests that can benefit us in building materials for teaching".
- Subject 3:
"I am excited to observe students' Instagram. They are so funny and unique when producing captions on their post. Yes, I agree that we, the teachers, can use those captions to find out students' interest topics. In addition, we as teachers should display appropriate topics to students".

Based on all the respondents' responses, we may conclude that Roman Jakobson's poetics function of language, demonstrated in the students' captions on Instagram, is a viable initiative to discover students' interest topics. As a result, based on the findings of observation, documentation, and interview, the poetic function of language, which was demonstrated in the students' captions on Instagram, shows topics and intentions in the following ways: (1) The students tend to choose topics such as life, love (blossom, broken heart, or loneliness), nature (nature itself or related to humans), personality, wordplay, precious moments, self-confidence, and friendship. (2) The students have an ideology of producing those speeches or captions. The ideologies of the students produce those captions, such as ideology of wisdom, humor, confession, and hope.

Shirinboyevna's (2019) prior research revealed that there are points in literary narratives where traditions, customs, rituals, proverbs, myths, and legends are utilized, and their poetic functions are elucidated. Moreover, Wijana (2020) demonstrated that truck sign creators heavily employ verbal devices to create beautiful expressions, beginning at the phonological level and progressing through alliteration, assonance, and repetition to produce rhyming formulas, metaphors, similes, contradictions, and lexical diction. Frequently, these devices combine one with the other. Language, as the major means of

communication, is one of the tools used to achieve this goal, and truck container signs demonstrate the enjoyment humans take in playing with their language.

As a result, the findings of this study suggest that poetic language use can occur in any discourse as long as it is aesthetic, accentuates the concrete side signals of language, and heightens the tension between what is known and what is not understood between linguistic signs. Furthermore, this study demonstrates that humans (students) enjoy playing with language or words to communicate a specific meaning. Thus, this study becomes significant to make teachers understand their students' playing words on social media Instagram to know students' interests related to the topics.

CONCLUSION

Conclusions can be drawn based on data gathered through observation, document, and interviews with all involved parties. The students tend to choose topics such as life, love (blossom or broken heart, or loneliness), nature (nature itself or related to humans), personality, wordplay, precious moments, self-confidence, and friendship. In addition, the students have an ideology of producing those speeches or captions. The ideologies of the students produce those captions, such as the ideology of wisdom, humor, confession, and hope.

The results of the study implied that students tend to express their ideas or feelings through social media because they are free to express themselves; therefore, reading students' captions on social media can be used as a way to find out about these students, primarily in relation to related topics they like. Understanding their topics of interest may be used as a basis for helping teachers design learning material that can be tailored to students' preferences. This research is limited to analyzing captions written by students who are recognized as having Instagram accounts, and therefore has a limited number of captions to be analyzed. Because of a lack of research time and a small sample size, it is hoped that future researchers will be able to use additional samples and investigations.

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