



Improving second-grade senior high-school students' speaking skills by using Instagram

- Authors : Mahdi Ahmad & Yulia Faniarti Jumacla
- Affiliations : English Education Study Program, ISDIK Kie Raha Maluku Utara, Ternate, North Maluku, Indonesia
- Correspondence : mahdiahmad@stkipkieraha.ac.id
- Abstract : Reading is a crucial skill that students need to develop. Through reading, students gain knowledge and improve their language skills. This study aims to identify the strategies used by the English teacher in teaching narrative texts and to explore the students' responses to these strategies among the tenth graders of MA Darul Ulum Sasa. We used a descriptive qualitative approach for this study. To collect data, we used observation, questionnaires, and documentation. The data was analyzed in three steps: Data Reduction, Data Display, and Drawing Conclusions or Verification. Our focus was on the English teacher and 27 tenth-grade students at MA Darul Ulum Sasa. The results showed that the English teacher used several techniques, such as defining the purpose of reading, silent reading, Question-Answer Relationship (QAR), vocabulary analysis, and discussion strategies. By using these methods, the teacher was able to try different ways of teaching reading based on the subject. As a result, the teaching techniques became more engaging and effective in helping students improve their ability to read narrative texts.
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Introduction

English is an international language used to communicate with people around the world. There are four key skills in learning English: (1) Listening, (2) Speaking, (3) Reading, and (4) Writing. Teaching English aims not only to impart knowledge but also to help learners use English in everyday life, both in speaking and writing. This highlights the importance of English teaching in helping learners master the language. In Indonesia, English is a foreign language learned in both formal and informal settings, and effective English teaching is crucial for helping learners become proficient in this global language.

Speaking skills are a vital part of learning English because they enable us to share and receive information. However, for Indonesians, speaking English fluently can be challenging since it is not commonly used in daily life. Training and improving students' speaking skills is a significant task for teachers, who need to choose the right strategies to help students overcome these challenges.

According to Lado (1991), speaking involves activities aimed at explaining a situation or reporting something. Tarigan (1990) adds that "speaking is a means of communication that can significantly impact someone's life." Based on these explanations, the researchers conclude that speaking is a way to express our feelings, realized through the process of spoken communication between two or more people.

Students often encounter challenges when practicing English speaking. A common issue is that their native language interferes with their ability to use the foreign language effectively. Another reason is the lack of motivation to practice English in daily conversations. Additionally, students may feel too shy or afraid to participate in conversations.

At MA Darul Ulum, particularly in class XI, the quality of students' speaking skills remains at a low level. In class, students appear less confident and can only engage in simple conversations. They struggle with speaking due to insufficient practice and a lack of motivation to use English in everyday life. Many students feel too shy or anxious to join conversations and some even avoid learning English because they dislike not being able to answer the teacher's questions. Furthermore, they often feel bored and sleepy during lessons.

The use of traditional teaching methods and unsuitable media often results in passive learning, which can negatively impact students' learning outcomes. Therefore, this research explores the use of Instagram as a teaching tool to create a more engaging and meaningful learning environment. By learning through Instagram, students can collaborate and enjoy learning English, which helps improve their speaking skills, grammar, and vocabulary in a fun and interactive way.

Instagram proves to be a valuable tool for enhancing communication skills. It helps students develop their English language proficiency and communication skills through meaningful online interactions with friends. Additionally, Instagram can increase students' motivation to learn English in their classes.

Several researchers have explored the use of Instagram to improve students' speaking skills. For example, Qisthi (2020) investigated the application of project-based learning via Instagram to enhance EFL students' speaking abilities. Qisthi found that students faced difficulties in speaking English and that their average speaking scores had not reached the maximum potential. The study attributed these challenges to factors such as weak mastery of English grammar, pressure related to English learning, and the influence of the mother tongue and cultural factors.

Juliani (2019) conducted research titled "Improving Students' Speaking Skill: Assessment Tool and Strategy for Increasing Student Engagement in English Language Learning." One of the major issues identified in teaching and learning English is the lack of students' language background and sufficient self-confidence to perform the required tasks.

This research was carried out in two cycles. In Cycle 1, only 40% of students met the minimum standard competency. However, by Cycle 2, the percentage of students who met the minimum standard competency increased to 100%.

Rohma (2021) also conducted research titled “Use of Instagram Social Media to Improve Speaking Skills (Kalam) of Class VII A Students at MTs Ma’arif Ngantru.” The study found that the average score of students improved from 62.3 in the initial test (Pre-Test) to 72.4 in Cycle I and 79.7 in Cycle II. The results of the Wilcoxon signed-rank test showed a significance level of 0.000 (<0.05), indicating a significant improvement. This research suggests that using Instagram as a social media tool effectively enhances English speaking skills among Class VII A students at MTs Ma’arif Ngantru. The use of Instagram helps familiarize students with an English-language environment in cyberspace, making learning more engaging and effective.

Speaking

Speaking is one of the four key skills necessary for effective communication in any language, especially when not using one's native language. Since English is widely used for communication, particularly online, developing English speaking skills is crucial, as it complements other language skills. Integrating speaking with listening, reading, and writing enhances overall communication abilities, facilitating effective interactions with both native English speakers and the international community. Given the significant role of speaking, Bailey (2005, cited in Bonki, 2010) discusses how to enhance the development of speaking through syllabus design, teaching principles, task types and materials, and speaking assessment.

Speaking is central to second language learning and is arguably the most important skill for professionals in business and government. However, it is highly susceptible to attrition. Despite its importance, speaking has been largely neglected in schools and universities until recently. This neglect was primarily due to logistical and programmatic issues, such as a focus on grammar and culture, as well as unfavorable teacher-student ratios. Additionally, speaking is difficult to evaluate objectively, and conducting speaking tests can be time-consuming.

Instagram

According to Dewi. (2021), Instagram is a photography-based social networking service. This social network was launched on October 6, 2010, by Kevin Systrom and Mike Krieger, who attracted 25,000 users on its first day. Additionally, Atmoko (2012) notes that the name "Instagram" is a combination of "instant" and "telegram." According to the official Instagram website, Instagram is a fun and unique way to share your life with friends through a series of images. Users can take photos with their phones or tablets and then apply filters to modify the images. Bambang (2021) describes Instagram as a smartphone application designed for social media. It functions similarly to Twitter but focuses on sharing photos. Instagram can also provide inspiration and enhance creativity for its users, thanks to features that make photos more beautiful and artistic (Atmoko, 2012).

When creating learning media, teachers are expected to develop engaging tools that capture students' interest in the material being taught. Effective learning media can enhance the quality of teaching and learning. When teachers use interesting media, it boosts students' motivation to learn. By incorporating information and communication technology, teachers can create learning media that integrates with social media platforms. Since almost everyone uses social media, it serves as a platform that connects people across distances. Teachers can creatively use social media, particularly Instagram, as an engaging learning tool for students.

Instagram is an accessible learning medium that students can easily use, as many are already familiar with the platform. It offers a range of features that support the learning process.

Teachers can utilize Instagram in several ways: by uploading extensive material via Instagram Feed, sharing brief practice exercises and updates through Instagram Stories, and providing live interactions or additional material through Instagram Live. These features facilitate communication between teachers and students, allowing learning to extend beyond the classroom. As a result, teachers can effectively convey material and interact with students without relying solely on traditional lecture methods. Technology has made it easier to connect and share knowledge, enabling interactions that do not require face-to-face meetings or physical classroom attendance.

Research Method

In this research, the author employed a descriptive research method with a qualitative approach. According to Moleong (2010), qualitative research aims to understand phenomena related to what research subjects experience, such as behavior, perceptions, motivations, and actions. This understanding is achieved holistically and described through words and language within a specific natural context, using various scientific methods.

The study's population comprised students from MA Darul Ulum Sasa, totaling 126 students (71 male and 55 female). The sample consisted of 12 students from Class XI at MA Darul Ulum Sasa. To collect data, the researcher used tests, observations, interviews, and documentation. The data analysis process involved four steps: data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

Results from speaking test

The data were obtained from students' speaking tests conducted using Instagram in video form.

Table 1. Students' speaking skill

#	Ss	Criteria							Total	Category
		P	I	D	SU	COD	S	BL		
1	S1	3	3	4	3	5	3	2	62	Poor
2	S2	5	5	4	4	5	4	3	85	Good
3	S3	5	4	4	5	5	5	5	94	Very Good
4	S4	4	4	3	4	3	4	3	75	Enough
5	S5	4	5	4	4	4	5	5	88	Good
6	S6	4	4	4	4	5	4	5	85	Good
7	S7	5	5	4	4	4	5	5	91	Very Good
8	S8	4	3	4	4	4	4	3	80	Enough
9	S9	4	4	5	5	5	5	5	94	Very Good
10	S10	4	4	4	4	4	5	4	82	Good
11	S11	4	4	4	4	4	4	4	80	Enough
12	S12	4	4	3	3	3	3	2	62	Poor
Total									974	
Mean									81	

As shown in the table above, almost all students achieved very good scores, exceeding the average in improving their speaking skills. Specifically, 3 students (S3, S7, and S9) fell into the "Very Good" category, 4 students (S2, S5, S6, and S10) were in the "Good" category, 3 students (S4, S8, and S11) fell into the "Enough" category, and 2 students (S1 and S12) were in the "Poor" category.

The following percentages represent the results to help illustrate the level of success achieved by the researcher.

Table 2. Level of success

#	Level Mastery	Category	Frequency	Percentage
1.	90-100	Very Good	3	25%
2.	80-90	Good	4	33%
3.	70-80	Enough	3	25%
4.	60-70	Poor	2	16%
5.	<60	Failed	-	-
Amount			12	99%

The table above indicates that 12 students completed the dialogue test. These students achieved scores above the school's KKM average, with an overall average score of 81. This suggests that using Instagram for video-based dialogue activities has been very effective in improving students' speaking skills.

Of the 12 students, 3 received a "Very Good" classification, accounting for 25%, 4 students were classified as "Good," making up 33%, 3 students fell into the "Enough" category, representing 25%, and 2 students were classified as "Poor," with 16%.

In summary, 10 students, or 83% of the total, successfully improved their speaking skills using Instagram, while 2 students, or 16%, did not complete the test. Therefore, the overall completion rate for the dialogue test using Instagram is 83%.

Results from observation

First meeting

At the first meeting, prior to conducting the learning activities on greetings in dialogue for Class IX, the researcher prepared a lesson plan and research instruments, including observation sheets for both students and the teacher. The following table presents the results from the student and teacher observation sheets:

Table 3. First meeting observation

No	Observed aspects	Scoring scale		Description
		Yes	No	
1	Initial activities			
	The teacher opens the lesson by saying hello and praying before learning	✓		Before carrying out teaching and learning activities, the researcher started by greeting and praying with the students.
	The teacher asks the students how they are	✓		Next the researcher asked about the students' condition and thank God he was in good health
	The teacher conveys the theme and learning objective	✓		There are students who pay attention, and there are also those who often chat with their classmates.
2.	Core Activities			
	The teacher provides material about dialogue using instagram	✓		Students pay attention to the material presented by the researcher

The teacher gives examples of dialogue in front of the class	✓	There are students who pay attention and there are also students who are seen writing in the book about examples of dialogue written by the researcher on the blackboard
The teacher asks whether students the opportunity to ask question.		There are some students who ask and there are also those who don't ask.
The teacher divides students into several groups, where each group consists of 2-3 students.	✓	The researcher divided the students into 6 groups, each group consisting of 2 students with a total of 12 students.
The teacher asks students to freely Use their on dialogue.	✓	Because the researcher used dialogue examples that the researcher had prepared.
The teacher asks students to work together with their groups to write dialogues which are then practiced in front of the class using instagram. Then	✓	Some students wrote dialogue tests that the researcher wrote in front of the blackboard, some did not, and there were also students who memorized the dialogue and then practiced it in front of the class with their group friends.
The teacher asks students to upload the results of the dialogue to the students and teacher account.	✓	Each group representative immediately uploaded the video results, and some did not because they did not have the data, so the group hosted students who had data
3 Closing Activities		
The teacher and students conclude the material	✓	Researcher forgot so he did not conclude the material
The teacher closes the lesson by praying after learning and saying greetings.	✓	Before the researcher ended the lesson, the researcher told the students that at the next meeting there would be a test on today's material. Then researcher ended the lesson by praying with the students and saying hello.

Second meeting

At the second meeting, the researcher assessed students' speaking skills by administering a test on the material covered in the first meeting, which involved creating a video using Instagram. Before administering the test, the researcher prepared the research instruments, including observation sheets for both the teacher and students, and a dialogue test sheet on "Greeting," which also involved making a video using Instagram. The following is the form of the observation sheet used during the first meeting.

Table 4. Second meeting observation

#	Observed aspects	Scoring scale		Description
		Yes	No	
1	Initial activities			
	The teacher asks the students how they are doing.	✓		Next the researcher asked about the students' condition and thank God he was in good health
	The teacher conveys the theme and Learning objectives.		✓	Because the themes and lessons learned at today's meeting are a continuation of the previous meeting
	Core Activities			
	The teacher told the students that they would hold a dialogue speaking test by making a video using instagram	✓		There are students who look happy when they hear that there will be a test, there are also students who look normal without any expression.
	The teacher explains about the test that will be carried out	✓		The researcher said that the speaking test will involve dialogue activities by making videos using instagram which students have studied before
	The teacher gives students the opportunity to ask question about the test that will be carried out	✓		There were students who asked questions and there were students who said that some of them forgot to bring their cellphones and didn't have data
	The teacher explains the student's Problem.	✓		Researchers answer students' problems before the test is held, by finding solutions by sharing each group with students who bring cellphones and had have cellular data
	The teacher divides students into several groups, where each group consists of 2-3 students.	✓		Researcher divide groups which each group consisting of 2 students, with each group the researcher has ensured that one of them brings a cellphone and has cellular data
	The teacher distributer dialogue test sheets to each group	✓		The researcher distributed test sheets to each group which the researcher had previously prepared

The teacher asks students to write their names on test sheets according to their groups which be collected after completing the test	✓	There are students who immediately write their name on the test sheet, and there are also students who write their names when they have finished completing the test
The teacher asks students to work together then practices it in front of the class by making a video using instagram	✓	It can be seen that each students has memorized the dialogue test they played, then the researcher asked the groups who were ready to move forward to practice the results of dialogue test by making a video using instagram
The teacher asks students to upload the dialogue test results to the students and teacher account	✓	After completing the test, the researcher asked the group to upload the test results on the students and researcher group instagram page
Closing Activities		
Teachers appreciate students work and provide motivation to increase students enthusiasm for learning	✓	Researchers appreciate the results of students' work and motivate students to be enthusiastic about learning English, especially speaking
The teacher conveys today's moral message wisely	✓	The researcher forgot and missed this point so that it did not convey a moral message to students.
Greetings and closing players	✓	The researcher ended the lesson by thanking the students, greeting them and praying together

Results from interview

This interview was conducted by the researchers in June 2024. The research results were obtained through in-depth interviews with students as a method of data collection. To gather data and collect information related to the research, the researcher prepared a list of questions used during the interviews with students. The responses were then analyzed to assess the information provided by the students.

The interview focused on the use of Instagram for learning English, specifically through dialogue activities involving video creation on Instagram. The aim was to determine whether these English dialogue activities using Instagram were perceived as difficult. The following table presents the interview questions used in the research:

1. Do you like learning English speaking using Instagram?

Students' Answers:

- S3, S6, S9, S11: "I like it very much."
- S1, S2, S4, S5, S7, S8, S10: "Yes, I like it."

2. Do you like dialogue activities using Instagram? If yes, why? If no, why not?

Students' Answers:

- S3, S6, S8, S9, S10: "Yes, because Instagram is very popular and using it makes it easier for me to learn English."
- S1, S2: "Yes, because using Instagram makes learning English easy and helps improve my speaking fluency."
- S11: "Yes, because using Instagram allows me to practice my speaking."
- S4, S5, S7, S12: "Yes, because I can chat with friends in English, it's fun, and it helps me learn new things."

3. Is the activity of having an English dialogue using Instagram difficult?

Students' Answers:

- S3, S4, S6, S9: "Difficulty with pronunciation, vocabulary, and how to pronounce words."
- S1, S11: "No difficulties."
- S2, S5, S7, S8, S10, S12: "No data."

Discussion

The analysis results show that using Instagram significantly enhances students' speaking skills. The tests conducted to assess students' speaking abilities through Instagram revealed positive outcomes. Specifically, students who participated in dialogue activities and created videos using Instagram demonstrated notable improvements in their speaking skills. Out of 12 students, 10 met the KKM (minimum competency standard), while 2 did not. The test results indicate that students' speaking skills were very good, with an average score of 81 and a percentage of 83%, exceeding the KKM threshold.

The research results suggest that the average speaking skills of Class XI students at MA Darul Ulum Sasa have improved. The study involved two key variables: the independent variable, which is the use of Instagram, and the dependent variable, which is speaking skills. These variables were carefully managed during the learning process in the classroom, allowing for thorough analysis of their effects. The learning model used was dialogue-based, where students created videos on Instagram, replacing the traditional lecture-based model.

Using Instagram as a learning tool can enhance student engagement and motivation. Its interactive and familiar nature makes learning more enjoyable, leading to higher participation rates. Students are generally more inclined to engage in activities they find enjoyable and relevant. Instagram's features enable students to create and share videos, offering an effective way to practice and improve speaking skills. By recording dialogues, presentations, or storytelling videos, students can develop their pronunciation, fluency, and confidence. Additionally, the process of creating and reviewing their own content provides valuable opportunities for self-assessment and improvement.

Overall, the research findings demonstrate that Instagram can lead to significant improvements in students' speaking skills. Students' speaking scores improved, and they exhibited increased confidence and motivation. The interactive and engaging aspects of Instagram contributed to a positive learning environment. Incorporating Instagram into language learning can be a valuable strategy for enhancing speaking skills. Teachers should consider integrating such digital tools into their teaching methods while addressing any

potential challenges. Continued exploration and adaptation of social media tools can further support language development and create more engaging learning experiences for students.

Conclusion

The analysis results indicate that using Instagram can effectively improve students' speaking skills. Tests conducted to assess students' speaking abilities through Instagram revealed positive outcomes. Specifically, the research demonstrated that engaging in dialogue activities and creating videos on Instagram led to significant improvements in students' speaking skills. Of the 12 students involved, 10 achieved the KKM (minimum competency standard), while 2 did not. The results showed that students' speaking scores were very good, with an average score of 81 and a percentage of 83%, surpassing the KKM threshold.

The use of Instagram as a learning tool has proven effective in enhancing students' speaking skills. By utilizing Instagram's features, such as video creation and interactive content, students have shown notable improvements in their speaking abilities. The platform's engaging and familiar environment boosts student motivation and participation, leading to more practice and practical application of speaking skills.

Furthermore, the results indicate that Instagram media has positively impacted students' attitudes toward learning. There have been noticeable improvements in students' attendance, attention, confidence, and overall seriousness towards the English learning process. This enhanced engagement reflects positively in the development of students' speaking skills.

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