The Use of Instagram Platform Toward Junior High School Students' Speaking Ability

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Abstract

The massive used of social media nowadays has caught much attention from the researcher and practitioner in the education field to integrated this advance technology to support teaching and learning process. Instagram can be used as one of interactive tools of learning English, especially for millennial students. This research aims to investigate the effect of using Instagram as learning media toward their speaking ability. This research was conducted by using quasi experimental design. The result of the study will be expected that Instagram platform give a significance effect toward students' speaking ability since there is a great attention from the students in learning process that can be seen from students' speaking activity by recording the video and uploading into their own Instagram account. The findings of this research are expected to give contribution for teacher to integrated social media into teaching and learning process. Some recommendations are given for teachers and future researchers regarding the use of Instagram to affect students' speaking ability.

Keywords: social media, Instagram, speaking ability

Introduction

The massive used of mobile phone or smart phone nowadays is supported by the numerous and sophisticated applications that served by play store in both android and iOs based. As cited in Statista (2019), this statistic portal shows that the total number of mobile phone users worldwide from 2013 to 2019 shows a significant increase of the mobile phone users from only 4.05 billion in 2013 to 4.77 billion in 2017 and it's predicted that the number will climb to 5.07 billion users. The various and up to date application in mobile phone can be categorized into several kinds like social media, games, sport, photography, food, and education. It is undeniable those social phenomenon massively changes people life style in every aspects.

There are many social media, such as, Facebook, email, blog (Ardi, 2012) including Line, WeChat, Instagram, & WhatsApp. As the one of popular social media nowadays, Instagram become the hit among the people from different background. It is indicated by the use of Instagram in teaching has grown 21 % from 2012 to 2013 (Li, 2017). Since this application provide so many innovative features that make communication become interesting, accessible, effective and making people engage with this insanely. In this platform, there are some activities can done like posting photo and videos, update video story, commenting and liking others posting, instaagram television, feed of instagram, and many others. Recently, so many account in Instagram arise bring out an English materials content, like the account of Instagram @gurukumrdanish, @skinnyfabs, @english.with.walter, @pronunciationwithemma and many others. The concept of their posting is sharing the content like grammar, pronunciation, speaking practice and also quiz and challenge. It attracts many interests from Instagram users proven by the huge number of followers on their instagram account.

Furthermore, related to the use of social media and Instagram in teaching and learning process, this issues also studied by some previous researchers. Lunden (2014) has used the Instagram for their studies and concluded that the use of media technology has helped in the process of learning. It parallels with the study done by Sebah (2014) who claimed that Instagram can be a successful learning tool in English as a second language classroom. Sebah (2014) focused on the integration of Instagram as an active learning tool in a language bridge program. The program includes pictures taken and captions written for a holiday project. The results demonstrated that students were gradually welcomed the idea and were encouraged to be creating during the process of writing their activities.

Bell (2013) conducted similar study using Instagram and disclosed that Instagram has played a major role in enhancing the subjects learning whereby communication took place in the form of expressing ideas and feelings in their captions in Instagram. Further, he claimed that written communication helps in the process of building up self-esteem and confidence in everyday lives. Salomon (2013) agreed and added that Instagram has gained a person's interest as well as confidence in expressing ideas virtually. Mansor and

Rahim (2016) agreed with Bell (2013) and Salomon (2013) and unveiled that the students involved in Instagram interactions seemed to have built their confidence in writing. Pero Ali (2014) revealed that Instagram is such an amazing application and one of the most popular social media applications. What makes it the best application in learning English language is that its users learn in an entertaining and spontaneous way. Instagram has a beneficial characteristic as it falls on the category of social networking and the main source of networking is communication.

As the one of communicative and massive used of social media, Instagram attract many researchers in education to conduct experimental also studies to see the effectiveness to assist learning activities. (Yadergafar & Simin, 2016) revealed the result of study related to the effect of using Instagram application on learning grammatical accuracy of word classes for Iranian. This study showed that Instagram application can be used to teach grammar and affected Iranian TEFL students. Instagram is effective to be used because it's motivating and enhances the amount of students' input. However, the lack of Instagram used still found in this study related to the small amount of mobile used among the Iranian students and the instructors still gave low information to the students via the MALL (mobile assisted language learning) in their courses. In short, Instagram also covered the way of learning complicated grammar and word classes as the independent learning.

Furthermore, the ability to speak English is also one of the subjects that students should learn and also become one of the most difficult lesson to be mastered, this statement supported by Bueno, Madrid and McLaren in Hadi & Emzir (2016) that states speaking is one of the most difficult skills language learners have to face. For those reasons, new learning model is needed to support the process of learning. Related the use of MALL in affected students' speaking skill, some studies have been conducted to see the effectiveness, as proposed by Hadi & Emzir (2016), mobile assisted language learning is success to improve students speaking ability and improve students' involvement in learning for English Department students in Muhammadiyah Jakarta. However, this research still focuses on adult learner while they are assume to have free access to use mobile phone and can use this platform wisely.

There are needs for more exercises and practices to improve students' speaking ability. Speaking is very challenging for the students as the productive skill in English. It needs intensive process to motivate students want to speak English especially for the junior high school students. The appropriate task and media can be integrated in teaching and learning process especially in giving better effect on their speaking skill. The interest of students' in using social media can be the big reasons to integrate social media especially Instagram to overcome the problem of students' speaking skill.

Method

This research is an experimental research that concern to see the effect of using Instagram and motivation toward students' speaking ability. This research was conducted in SMP Islam Al Azhar 32 Padang. The population of the research is the second grade students in academic year 2019/2020 that consist of three classes and 57 students. The sample of the research was chosen by using cluster random sampling. There are experimental class and control class. Experimental class was taught by using Instagram platform while the control class was taught by using eclectic way.

To collect the data, speaking test used to assess student' speaking ability after the treatment given. This instrument was validated by using content validity and constructed based on the topic provided in curriculum 2013. To validate the test, the researcher asked an expert to see whether this test valid to be used or not.

For the data collection technique, the researcher gave speaking test after the treatment given by asking the students to perform the dialogue in a group based on the three topics given; asking for permission, congratulating someone, and inviting someone. Then students' speaking test scored by using speaking rubric scoring that adapted from Harris (1969). Speaking ability was assessed by see the five components of speaking; pronunciation, grammar, vocabulary, fluency and comprehension

Results and Discussion

Referring to the purpose of the study was to see the effect the use of Instagram platform toward students' speaking ability. The result of this study is provided in two ways; first, presenting the result of observation in teaching and learning process by using Instagram platform and eclectic way. Second, the result of students' speaking test in experimental class and control class.

The Observation of Using Instagram Platform and Eclectic Way in Classroom

Instagram platform was given as a treatment in experimental class. First, teacher made an official instagram account that must be followed by all of the students in experimental class. The researcher created

an account named @alazharenglish by providing the description of the account and also made some posts related to the topic of the study. Second, all of the students in experimental class were asked to create their own Instagram account and must follow teacher official Instagram. Third, some assignments were given to the students related to the materials based on the curriculum 2013. There are three main topics given, there were; asking and giving permission, congratulating someone, and inviting someone. Then, the students asked to create their dialogue related to the topic given in a group and created a video and uploaded on their own Instagram account. This project helped the students to engaged in a group and exposure them to speak confidently and improve their motivation to speak English. On their own Instagram account, the students uploaded their group video and mention to the teacher Instagram official account. Through this platform, teacher and also the member of class could see the video and gave some comments related to the students' performance. Based on the observation in the classroom students seem really excited to do the project in creating their dialogue, recording, and also in editing phase.

However, compare with the control class, the teacher gave the same portion in teaching and learning process, but the treatment given was different from the experimental class. This students were taught the same materials and topics based on the curriculum 2013, however for the assignment, students' were asked to create the dialogue related to the topic given and performing in front of the classroom without asked them to create video and uploaded on Instagram platform as an experimental class did. The teacher directly gave the comment to students after the performance. Based on the observation in the class, while the group chosen performed their dialogue there was not any attention from other students compare with the experimental class process. Students seem boring and not really gave much feedback toward their friends' performance.

The Result of Students' Speaking Test
The data of speaking test is presented in both of experimental class and control class as shown in the following table. There are five categories assessed, there were pronunciation (P), grammar (G), vocabulary (V), fluency (F), comprehension (C).

Table 1. Students' Pre Speaking Test Score of Experimental Class

No	Students	Score					Average
		P	G	V	F	C	
1	Student 1	83	80	83	82	80	81.6
2	Student 2	78	78	83	80	80	79.8
3	Student 3	85	88	88	85	87	86.6
4	Student 4	85	84	88	85	87	85.8
5	Student 5	78	75	75	75	70	74.6
6	Student 6	76	70	67	67	69	69.8
7	Student 7	90	88	90	87	85	88
8	Student 8	79	78	82	80	79	79.6
9	Student 9	86	89	88	85	90	87.6
10	Student 10	86	83	83	85	88	85
11	Student 11	58	61	62	66	71	63.6
12	Student 12	88	83	84	84	88	85.4
13	Student 13	87	80	84	86	87	84.8
14	Student 14	88	81	85	85	88	85.4
15	Student 15	83	77	80	86	87	82.6
16	Student 16	82	87	85	85	88	85.4
17	Student 17	86	87	85	88	87	86.6
18	Student 18	85	83	83	84	84	83.8
Average							82

The table above showed the result of students' speaking test before the treatment given. The average of students' speaking ability in experimental class was 82.

Table 2. Students' Post Speaking Test Score of Experimental Class

No	Students	Score					Average
		P	**G**	**V**	**F**	**C**	
1	Student 1	85	80	85	85	85	84
2	Student 2	80	78	85	80	80	80.6
3	Student 3	87	88	90	90	90	89
4	Student 4	86	85	90	88	90	87.8
5	Student 5	80	75	75	78	75	76.6
6	Student 6	78	70	70	70	70	71.6
7	Student 7	92	90	95	90	90	91.4
8	Student 8	80	80	83	83	85	82.2
9	Student 9	87	90	90	90	92	89.8
10	Student 10	88	85	82	84	84	84.6
11	Student 11	60	63	65	70	75	66.6
12	Student 12	90	84	85	86	90	87
13	Student 13	88	80	85	87	88	85.6
14	Student 14	89	83	86	88	90	87.2
15	Student 15	88	80	84	87	88	85.4
16	Student 16	85	88	87	88	90	87.6
17	Student 17	89	88	86	89	90	88.4
18	Student 18	86	84	83	85	85	84.6
Average							83.88889

Table 2 is the data of students' post-test speaking ability in experimental class after the treatment given. From the data above researcher found that the average of students score was 83,88 or 84.

Table 3. Students' Pre Speaking Test Score of Control Class

No	Students	Score					Average
		P	**G**	**V**	**F**	**C**	
1	Student 1	82	84	87	89	88	86
2	Student 2	85	84	83	89	87	85.6
3	Student 3	86	79	78	80	83	81.2
4	Student 4	90	87	88	91	93	89.8
5	Student 5	58	50	70	55	54	57.4
6	Student 6	83	86	85	87	89	86
7	Student 7	68	60	60	60	64	62.4
8	Student 8	59	58	60	64	64	61
9	Student 9	88	88	85	92	93	89.2
10	Student 10	86	86	87	87	88	86.8
11	Student 11	58	57	58	58	53	56.8
12	Student 12	83	87	85	85	87	85.4
13	Student 13	88	84	85	88	93	87.6
14	Student 14	74	60	60	64	68	65.2
15	Student 15	87	84	87	89	89	87.2
16	Student 16	89	86	87	89	88	87.8
17	Student 17	91	88	87	89	92	89.4
18	Student 18	92	94	95	88	93	92.4
19	Student 19	87	86	84	86	88	86.2
Average							80.17895

The table above showed the result of students' speaking test before the treatment given. The average of students' speaking ability in experimental class was 80.17

Table 4. Students' Post Speaking Test Score of Control Class

No	Students	Score					Average
		P	**G**	**V**	**F**	**C**	
1	Student 1	83	85	87	90	90	87
2	Student 2	85	85	83	90	88	86.2
3	Student 3	87	80	78	80	84	81.8
		Cont. Table 4.					
4	Student 4	91	87	88	92	93	90.2
5	Student 5	60	50	70	55	55	58
6	Student 6	85	87	88	88	90	87.6
7	Student 7	70	60	60	60	65	63
8	Student 8	60	60	60	65	65	62
9	Student 9	90	88	87	93	94	90.4
10	Student 10	87	86	87	89	90	87.8
11	Student 11	60	58	60	60	55	58.6
12	Student 12	84	87	85	88	90	86.8
13	Student 13	90	85	87	90	95	89.4
14	Student 14	75	60	60	65	70	66
15	Student 15	88	85	87	90	90	88
16	Student 16	90	87	88	90	90	89
17	Student 17	92	88	87	90	93	90
18	Student 18	93	95	95	90	95	93.6
19	Student 19	88	87	85	88	90	87.6
Average							81.21052632

Table 4 is the data of students' post-test speaking ability after the treatment given in control class. From the data above researcher found that the average of students score was 81.21.

Table 5. Paired Samples Statistics in Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	82.0000	18	6.56264	1.54683
	POST TEST	83.8889	18	6.46483	1.52377

Table 6. Paired Samples Statistics in Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	80.1789	19	12.36049	2.83569
	POST TEST	81.2105	19	12.39829	2.84436

From the data in table 5 can be seen that there is a difference result between the average of students' speaking test in pre and post-test. The treatment given in experimental class seemed give an effect toward students' speaking ability, however the increase of the result was not really significance. Meanwhile, in the control class, students' speaking ability both of pre-test and post-test did not show any difference change as shown in table 6.

This finding is different from Li's and Sebah finding that the use of Instagram in teaching has grown 21 % from 2012 to 2013 (Li, 2017). Sebah (2014) reports that Instagram can be a successful learning tool in English as a second language classroom. Sebah (2014) focused on the integration of Instagram as an active learning tool in a language bridge program. It happens because this application provides many innovative features is interesting, accessible, and effective.

Moreover, this research support Lunden's ideas that the Instagram that the use of media technology has helped in the process of learning (Lunden, 2014). Similarly, Bell (2013) reported that Instagram has played a major role in enhancing the subjects learning whereby communication took place in the form of expressing ideas and feelings in their captions in Instagram. Mansor and Rahim (2016) agreed with Bell (2013) and Salomon (2013) and unveiled that the students involved in Instagram interactions seemed to have built their

confidence in writing. What makes it the best application in learning English language is that its users learn in an entertaining and spontaneous way. Instagram has a beneficial characteristic as it falls on the category of social networking and the main source of networking is communication.

Based on this finding, it means English language teachers should have ability to use ICT technology, such as Instagram, facebook, blog, to develop students' ability in various skill. It is in line with Refnaldi & Arianto's findings about English Language Education of FBS UNP who needs ICT and trend in language teaching (2017). Therefore, Instagram can be considered as one of the alternative.

Conclusions

Based on the result of the data analysis, it can be concluded that there is a different effect toward students' speaking ability by using Instagram platform as teaching and learning tools. However the result is not really significance. From teaching and learning process students were highly motivated and enthusiast to learn and making a dialogue and project that affected their speaking ability through this process. However, the barriers still exist in the process of teaching and learning. Regarding to this, teacher should overcome these before the treatment given; like internet connection, allocation of time and also the permission of smartphone used in the school. Moreover, from the pedagogical significance, it is expected that teacher, lecturer, and practitioner can apply this way in their language classroom. The last, it is also expected for the future researcher to study this tool of learning in different context toward others language skills and also for different level of students.

Acknowledgments

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