

Enhancing Students' Speaking Skill and Motivation Through Instagram Vlog

Trisilia Devana* Nurul Afifah

Universitas Baturaja, Palembang, Indonesia

*Corresponding author Email: trisilia_devana@fkip.unbara.ac.id

ABSTRACT

Technological advance and change in human social activity affect's many fields, including in education. This is bringing significant changes, especially in Indonesia, in teaching and learning English as Foreign Language. Most of educators take this advantage of technological advance as the media in their teaching and find the appropriate one to enhance students' motivation in learning. The phenomenon in trend of using social media could be alternative supporting teaching practices. The sample of this research is the 36 students of English Education study program at FKIP Baturaja University which chosen randomly. In collecting the data, the research instruments were a speaking test and a questionnaire of Speaking Motivational Scale (SMS). The results of this research showed that there was an improvement both students' speaking skill and motivation after the treatment was applied in which compared between the experimental class and control class. Furthermore, based on the value of the Sig. (2-tailed) and the level of significance, it can be said that it is significantly effective to use Instagram vlogs to improve the speaking skills and motivation through students in the English Education Study Program at Baturaja University.

Keywords: *Speaking skill, Motivation, Instagram vlog, Teaching practices.*

1. INTRODUCTION

The phenomenon about students' problem in English speaking classroom is studied by many researchers. Some of them, the focuses related to students' self confidence [1]. Those problems impact on the students' speaking skill. Thus, the teachers should be able to conduct a comfortable classroom situation. They can offer a lot of teaching learning methods or strategies. In addition, the trend technology can be utilized by the teacher or instructor to solve the problem. Kinds of technology and social media such as facebook, twitter, blog, video blog, youtube, instagram and others [2].

The requirement of a teacher during the teaching learning process in classroom to choose teaching activities that are interesting for the students is mandatory to be carry out. Especially in teaching English speaking, choosing alternative media, methods or fun activities that attract students' interest and motivation must be the focus for the teacher. Also, finding ways to practice oral communication outside the

classroom is often a significant challenge. The importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning academic content [3]. In contrary the speaking problem faced by students are influenced many factors, such as their intrinsic motivation, confident and anxiety always there.

Motivation plays an important role in teaching and learning process. It determines to become a successful student or not. When the students are motivated to learn they will engage in learning and influence their performance. Schunk, et. al., [12] suggested that the choice of task, effort, and persistence as the relevant indexes of motivation that usefully inform the students' motivation in learning. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated" [4].

The rapid development of technology and social media, they are facebook, twitter, blog, video blog, youtube, instagram and others, had been useful to support the language learning. According to Mutmainna [9] one of the latest approaches of teaching and learning English is by integrating technology in the classroom environment. Nowadays, blog and instagram had become an exploding passion among social media site. They are the most popular phenomenon among people in every life as a friend for everybody. It is considered as an alternative media that can increase students' skill and motivation.

There are numbers of studies related to the influence of vlog to the students' speaking skill and also related to the use of instagram as current trend in three recent years [5]. Moreover, there are numbers of studies that found vlog as motivated media in students speaking [6]. In this research, researcher apply instagram vlog as media for the students to express their speaking and researcher limit the topic and kind of text with procedure text. Because procedure text the concept is about how make something, how something works or use through a sequence of steps or method as in the application of instagram vlog.

This research conducted to investigate whether the use instagram vlog enhance the students' speaking skill and motivation in English speaking skill. According to the explanation above, the research questions are formulated as follow: (1) is it significantly effective to instagram vlog to improve the students' speaking skill? and (2) is it significantly effective to use instagram vlog to improve the students' Englishs speaking motivation?

2. THEORETICAL BACKGROUND

2.1 Teaching speaking skill

Speaking skill is being capable of speech, expressing or exchanging thoughts through using language. It enables the students to express themselves imaginatively and creatively to interact with others in order to achieve certain goals or to express their opinions, intensions, hopes, and viewpoints. Moreover, the goal of teaching speaking is to guide the students capable in speech of oral communication by transferring message through voice. The importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning academic content [8]. In speaking, there are some aspects that must be fulfilled by the students. it can be used as a measurement whether their speeches are good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation [9].

2.2 Vlog and Instagram

Vlogs or video blog are video collections that are serving both as an audiovisual life documentary, and as a vehicle for communication and interaction on the internet. Typical durations of vlog are between 1 and 6 minutes or more [12]. Vlogging can improve students' talk time, confidence, and speaking motivation. More oral communication practice can help students improve mastery of new vocabulary and grammar, decrease shyness, and develop fluency. Vlogging also can encourage self-monitored speaking. Because, after students arrange the concept of speaking content and then before they submit their vlog to the teacher, they should listen to it themselves.

According to Sun [13], there are five stages in vlogging activity: (1) conceptualizing, (2) brainstorming, (3) articulation, (4) monitor, and (5) evaluating. Furthermore, the criteria in evaluating the vlogging assignments adapted from Watkins (2012) they are vocabulary, grammar, pronunciation, fluency and content [9].

The most popular mobile applications are youtube and instagram. While instagram is a mobile application that allows users to capture and share images and videos with followers [10]. It launched since 2010. Instagram collaborate with vlog or instagram vlog can accommodate speaking practices.

2.2 Concept of Procedure Text

In generally procedure text is text used to explain how to make something, how something works or how to use something through a sequence of steps or method. According to Wadirman, et. al.,[14] the generic structures of procedure text are (1) goal / purpose, (2) material, and (3) methods / steps. While there are five general components of language features in procedure text, they are: (1) imperative sentences, (2) Action verbs, (3) Connections, (4) Adverbials, and (5) simple present tense [11].

2.3 Teaching Procedure by using Instagram Vlog

The teaching procedures by using instagram vlog: (a) teacher ask students to make some groups consist of 3 students. Then, teacher ask the students to plan what they want to say and how to say it. The teacher can let the students to watch others vlog video for ideas, (b) in this stage, the teacher asks the students to make or concept the content of vlog: what they want to say in the video. They make a script based on the concept of procedure text, (c) students do rehearsal before starting to shoot their speaking, (d) before uploading the video, students need to check the content of the video, (e)

teacher evaluate students' instagram vlog with the rubric score.

3. METHOD

The research method is quasi experimental design with one experimental group and one control group. The experimental group taught by using treatment and for control group without the treatment, the teaching process for six meetings. The limitation text in the speaking classroom is procedure text, and as the students' learning task have three videos of instagram vlog for each group that were analyzed. There were three steps in this research. Firstly, researcher gave pre-test for speaking test and speaking motivation questionnaire for both groups. The second step was teaching speaking class by integrating instagram vlog as the research treatment for experimental group. The third was post-test for both experimental group and control group. The sample of this research is the students of English education study program at Baturaja University in academic year 2019/2020 which consists of 36 students.

In collecting the data, the instruments are test and questionnaire, they are a speaking test and a questionnaire of Speaking Motivational Scale (SMS). Speaking skill test is oral test, the test is individual test for every student. Students' responses were recorded and scored by two rater by using Speaking scoring rubric (Brown, 2004). The rubric covers pronunciation, grammar, vocabulary, fluency and comprehension. The rating score consist 1 to 5.

Moreover, the second research instrument, Questionnaire of Speaking Motivational Scale (SMS) addapted from Yesilyurt composes of 31 items with three sections and six subsections. The three sections are amotivation, extrinsic motivation (external regulation, interjection regulation, identified regulation) and intrinsic motivation (knowledge, accomplishment, and simulation) [12].

Each item of the questionnaire had five-point scale, with alternatives, like strongly agree, agree, moderate, disagree, and strongly disagree. In order to score the statement or question, the alternatives are scored 5 for like strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree the questionnaire was distributed to the 17 students who belong to experimental class with the treatment by using instagram vlog. The questionnaires were distributed before and after the treatment applied. The technique of scoring the questionnaires the writer used Likert Scale Type [13]. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria: Mean Range Interpretation 3.68 – 5.00 High degree of Motivation 2.34 – 3.67 Moderate degree of Motivation 1.00 – 2.33

Low degree of Motivation. In analyzing the data both score of speaking skill and motivation, it used independent t-test.

4. RESULT AND DISCUSSION

The objective of this research was to investigate the effectiveness of treatment in teaching speaking classes using Instagram vlogs in enhancing students' speaking skills and their motivation to speak English. The results of this research presented below describe the results of effectiveness in two variables, namely the effectiveness of instagram vlogs on speaking skills and the effectiveness of Instagram vlogs in enhancing students' motivation to speak in English [14].

The experimental and control undertook pre and post-test so that the effects of the treatment by using Instagram could be established. The analysis with independent t-test was used to ascertain whether the pre and post-test results differed meaningfully.

4.1 The effectiveness of Instagram vlogs in enhancing students' speaking skills

In this result, this research covered the result of descriptive statistical analysis of pre and post tests students' speaking skill both two groups and the discussion of the research finding. The researcher did the data analysis by using SPSS. The result of pre-test and post-test of control group and experimental group were presented as followed:

Table 1. Table descriptive statistical analysis pre-test dan post-test both two groups

| Group | Pre-test | | | Post-test | | |
|---------|----------|-------|--------|-----------|-------|-------|
| | N | Mean | S | N | Mean | S |
| Contrl | 19 | 53.58 | 11.325 | 19 | 69.68 | 7.372 |
| Exprmtl | 17 | 53.29 | 11.021 | 17 | 76.82 | 6.002 |

The score from table 1 as the descriptive statistical analysis ashowed that the score among the control group for pre-test ($\bar{x} = 53.58$, $S = 11.325$) and post-test ($\bar{x} = 69.68$, $S = 7.372$). The increasing score between pre-test to post-test was 16.10. Moreover, the score among the experimental group for pre-test ($\bar{x} = 53.29$, $S = 11.021$) and post-test ($\bar{x} = 76.82$, $S = 6.002$). The increasing score between pre-test to post-test of experimental group was 23.51.

The first conditions of student speaking skill outcomes among experimental group with pre-test value, the data found that the average pre-test value of the experimental group was 53.29 and the interpretation of the value is lacking. While for the control group, it was found to be average pre-test value of 53.58 with less value interpretation [15]. Then carried out the average difference test the pre-test scores of the

experimental and control groups with the independent sample T Test with the help of the SPSS application. It is found that the sig. (2-tailed) equal to 0.276 which means greater than 0.05. Thus, it can be known that there is no difference significance between the pre-test means experimental group and control group. After the pre-test was carried out in experimental and control groups, next given treatment. The treatment conducted six times, plus 2 meetings for the pre-test and post-test. Furthermore, the post-test was carried out in experimental and control group. From data the post-test score, the final condition of the result is known learning experimental group students at 76.82 with good interpretation. While for the final condition of student learning outcomes control class is indicated by mean post-test value of 69.68 with enough interpretation.

To see whether the increase that happened increased significantly or not, the pre-test and post-test data the experimental group was tested by paired test sample t test, with data requirements normally distributed and homogeneous. After the pre-test and post-test data known to be normal and homogeneous, then the data calculated by using the paired sample t test whose calculations are assisted by SPSS application. Obtained that sig value. (2-tailed) of 0.000 that it means less than 0.05. With thus, it can be concluded that there is a significant difference between the mean value of the class pre-test and post-test experiment. This shows that experimental class students experienced a significant increase in learning outcomes after being given treatment by using Instagram vlog. While processing data with control class, to know is there an increase significant or not, then the pre-test data and the post test was tested by paired test sample t test with data requirements normally distributed and homogeneous. After the pre-test and post-test data known to be normal and homogeneous, then the data calculated by using the paired sample t test with the help of the SPSS application. It is found that the sig. (2-tailed) equal to 0,000 which means less than 0.05. Thus, it can be concluded that there is a significant difference between the pre-test and post-test mean scores control class. This shows that control class students experienced a significant increase in learning outcomes after apply the process learning [16].

Furthermore, testing is carried out hypothesis. To see any differences between the experimental classes and control, then the data obtained from both classes are processed by testing independent sample t test. As for data which used for testing hypothesis with independent sample t test that is using post-test value data experimental and control class. After class post-test data experiment and control known normally distributed and homogeneous, then the data were processed by using independent sample test t test. The sig value is known, (2-tailed) of 0,000, which means less than 0.05, then Ha is accepted and H0 is rejected. With other words there

are differences significant among the mean teaching outcomes post-test students who did learning by using instagram vlog with students who do not use instagram vlog in enhancing students' speaking score.

From the table above, the Sig. (2-tailed) = 0.000 less than the level of significance ($\alpha = 0.05$). It can be said that it is significantly effective to use Instagram vlogs to improve the speaking skills of students in the English Education Study Program at Baturaja University.

4.2 The Effectiveness of Instagram vlog in enhancing students' speaking motivation

From Table 3, it can be seen the frequency and percentage of the students' responses about their motivation in speaking English before they taught by using instagram vlog. The data shown that 11.8 % students in high degree of motivation, 47.1% students in moderate degree of motivation and 41.2 % students in low degree of motivation.

Table 2. Score of Speaking Motivational questionnaire before treatment

| Criteria | f | % |
|-------------------------------|----|-------|
| High degree of Motivation | 2 | 11.8 |
| Moderate degree of Motivation | 8 | 47.1 |
| Low degree of Motivation | 7 | 41.2 |
| Total | 17 | 100.0 |

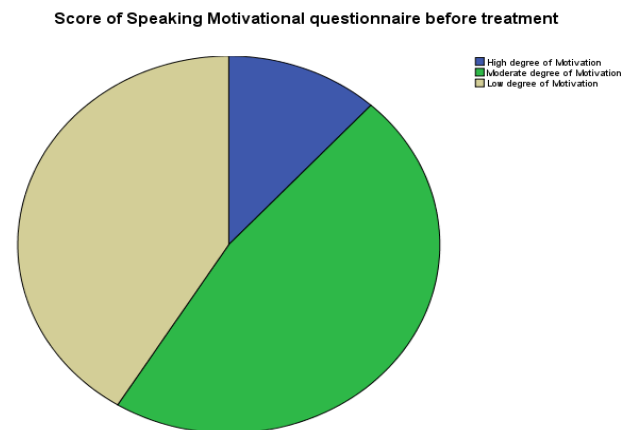


Figure 1. Score of Speaking Motivation before treatment

Furthermore, from table 4, it can be seen the frequency and percentage of the students' responses about their motivation in speaking English before they taught by using instagram. The data shown that 70.6 % students in high degree of motivation, 29.4 % students in moderate degree of motivation and none students in low degree of motivation.

Table 3. Score of Speaking Motivational questionnaire after treatment

| Criteria | f | % |
|-------------------------------|----|-------|
| High degree of motivation | 12 | 70.6 |
| Moderate degree of motivation | 5 | 29.4 |
| Total | 17 | 100.0 |

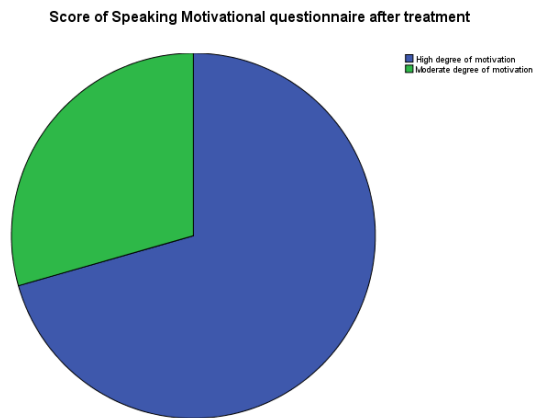


Figure 2. Score of Speaking Motivation after treatment

A paired sample t-test was used on the data determine whether there was a significant effectiveness used instagram vlog in enhancing students' speaking motivation between pre-test and post-test or before and after gave treatment. The result of the analysis can be seen as follows. Statistical analysis measuring differences in significance before and after the treatment was applied. From the table, the significant effect is found that the sig. (2-tailed) = 0.000 less than the level of significance ($\alpha = 0.05$). It can be said that it is effective to use Instagram vlogs to increase the motivation to speak English for students in the English Education Study Program at Baturaja University.

5. CONCLUSION

Based on the research finding, the results of this study yielded from the analysis of the pre and post test between two group, experimental and control group, and it indicates several things. First, teaching speaking by using instagram vlog can enhance the students' speaking skill in speaking English. All students in experimental group made improvements in speaking skill which were influenced by the practice of using instagram vlog which also involved using speaking strategies through teacher instructions. Second, from the questionnaire of speaking motivation that there was an improvement among the students. The use of interested media such the current technology must be touched by the educator. The educator must upgrade his/her knowledge relate to use the technology that can be used in learning process. recommendations for efl educators to try using

instagram vlog in their language classrooms to increase the motivation in speaking english, since this media enables the students to express themselves imaginatively and creatively to interact with others in order to achieve certain goals or to express their opinions, intensions, hopes, and viewpoints. vlogging also can encourage self-monitored speaking, because after students arrange the concept of speaking content and then before they submit their vlog to the teacher, they should listen to it themselves. and suggestions for further research are to improve lesson delivery, it is important firstly to focus on students' pronunciation in the english language before students make the vlogs.

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