Analysis of the Use of Instagram as a Platform for Learning English-Speaking Skills

Tauhid Sekhmaulana Ibrahim[1*], Angga Ferry Ferdian[2], M. Saleh Yahya Himni[3]

[1*]Universitas Madura, Indonesia; [2]Universitas Airlangga, Indonesia

*Corresponding Email: tauhidpunya91@gmail.com

Abstract

The integration of technology in education, particularly within the framework of the 4.0 industrial revolution, has brought about significant changes in teaching and learning processes. The influence of technology extends to various aspects of students' academic experiences, including the development of language skills. The research on using Instagram in an English Bilingual Program highlights the platform's role in enhancing language proficiency. Through open interviews, the study provides insights into how students perceive the benefits of using social media for language learning. The findings suggest that Instagram is a valuable tool for students to build confidence in speaking English. It encourages them to pay closer attention to grammatical accuracy, which is crucial for effective communication.

Moreover, the interactive nature of social media allows for peer-to-peer learning, as students can correct each other's mistakes, fostering a collaborative learning environment. The immediate feedback received, even if negative, motivates students to improve their spoken English, aiming for clarity and fluency. This research underscores the potential of social media as an educational resource, aligning with the broader goals of the 4.0 industrial revolution to create more interactive and student-centered learning experiences. It also raises important considerations about the impact of technology on students' sensory experiences and communication skills. As technology continues to evolve, educational programs must adapt and find innovative ways to incorporate these tools to support students' overall development and prepare them for the digitalized world.

Keywords: Speaking, Bilingual, Instagram Platform, SMA 1 Pandemawu

Introduction

The advent of the Internet has made it considerably easier for individuals to communicate with one another, conduct research, and obtain information in general, which has facilitated the learning process (Simamora, 2020). Previously, individuals had to enter a library to physically seek information or study materials. However, with the advent of the Internet, all that is required today is access to an Internet network to obtain any information at any moment it is required. Technology is no longer a mere option but a necessity that must be fulfilled (Kaplan, 2020).

The growth of social media has been exponential, paralleling the rapid advancement

of technology (Torous et al., 2021). This issue impacts the pupils' learning process while they are in class. Babtain (2021) states that one of the most effective strategies for increasing the likelihood of academic success is to study efficiently and utilize the appropriate technology. Furthermore, maintaining a positive mindset and prioritizing the participant's education is crucial (Zulfikar et al., 2019).

It is becoming increasingly evident that students' use of social media can significantly impact their academic performance (Cheng et al., 2020). Despite its inherent limitations, a social networking platform can serve as an alternative learning medium (Zhao & Zhou, 2020). Given their intrinsic capacity to foster supportive communities, disseminate native languages, and stimulate interactions outside of class, social networking sites (SNS) are held in high regard within the academic community as extremely helpful in language acquisition (Reinhardt, 2019).

The prevalence of social media has a significant effect on students, as evidenced by the findings of Sobaih et al. (2020). Many students use their laptops or mobile devices to access social networking sites and spend time there. Learners even maintain accounts that they administer independently, allowing them to engage in social communication with their friends and even new individuals across the globe (Hammer et al., 2021). Consequently, educators and teachers are in a position to modify their approach to incorporate social media into the learning process. Instagram represents a valuable resource for instructors seeking to maintain communication with their students (Carpenter et al., 2020).

The primary argument for using Instagram as instructional media is that students are already familiar with the platform. Students currently using Instagram support this argument (Pujiati et al., 2019). Furthermore, most students already possess a laptop and other electronic devices, eliminating educators' need to expend significant financial resources to implement this technology. Moreover, using Instagram does not necessitate special training, rendering it a readily implementable tool at any educational level.

Instagram allows students to create digital content and publish it online. Furthermore, it can stimulate activity among students and educators in teaching. Specifically, it can be used to support teaching and learning throughout life. Students can utilize Instagram at any level of education. Additionally, it can stimulate activity among students and educators in teaching. Furthermore, Instagram allows students and educators to collaborate on a specific project or assignment. In addition, several other factors can be used as material considerations for making Instagram a media learning platform (Erarslan, 2019).

Students are prepared to embrace technological changes in learning (Oke &

Fernandes, 2020). Facebook, Twitter, and Instagram represent the most popular social networking (SNS) platforms (Laor, 2022). Consequently, the system can be employed as a language learning tool, which enhances language acquisition. Instagram was launched in October 2010 and has experienced rapid growth (Leaver et al., 2020). In just one month after its official launch in April 2015, Instagram had amassed one million users. By the end of 2020, the number of active users had reached 300 million, a growth rate far outpaced other popular social media platforms such as Facebook, Twitter, blogs, and MySpace (Mou, 2020).

Indonesia is the fourth most active country on Instagram, according to the Indonesian Digital Reports (2019). In descending order, the countries that ranked in the top four with the greatest number of Instagram users worldwide are: (1) The United States has a total of 110 million users, representing 33.44 percent of the total population. (2) Brazil has 66 million users, representing 31.38 percent of the population. (3) India has 64 million users, representing 4.68 percent of the population. (4) Indonesia has 56 million users, representing 20.97 percent of the total population (Arman & Sidik, 2019). In Indonesia, most Instagram users are between 18 and 24, with a slightly higher proportion of women than men in this age bracket.

Instagram offers teachers and students an extraordinary language learning opportunity (Teng et al., 2022). Instagram offers a novel language and cultural learning approach, facilitating critical thinking and reflection. Additionally, it provides a platform for educators to educate students on meaningful learning (Sakr, 2020). Students can simultaneously develop four English language skills through Instagram.

Previous studies have demonstrated a correlation between the variables under investigation in this research. The initial study, "The Use of Instagram as a Mobile-Assisted Language Learning Tool," was conducted by Gonulal (2019). The present study sought to explore how English language learners (ELLs) utilized Instagram, a popular social networking site, for language learning purposes and to reveal their attitudes toward and experiences using it as a mobile-assisted language learning (MALL) tool. Additionally, the study sought to identify any discernible profiles among English language learners (ELLs) who utilized Instagram for independent and informal language learning. In this mixed-methods study, quantitative and qualitative data were concurrently collected through an online comprehensive survey of three sections. 97 English language learners (ELLs) who utilized Instagram participated in this study. Basic descriptive statistics and a cluster analysis were conducted on the quantitative data, while a thematic analysis was performed on the qualitative data. The findings indicated that Instagram can enhance ELLs' overall language abilities, with a particular focus on vocabulary and communication skills.

Moreover, ELLs' experiences using Instagram as a MALL tool for informal language learning were largely positive. Furthermore, two distinct profiles of language learners emerged based on their use of Instagram and their orientations towards it. The findings of this study indicate that social networking platforms and mobile language learning applications can be effectively utilized as mobile language learning tools.

Secondly, the research paper entitled "Instagram: The study, entitled "How Do Students View It in a Speaking Classroom," was conducted by Devi and colleagues in 2021. The advent of the 4.0 era necessitates a transformation of the educational landscape to align with technological advancements. Using sophisticated technology, particularly applications downloaded from students' smartphones, can facilitate the practice and learning of English. Students recognize that English learning conducted within the classroom is susceptible to being forgotten due to its infrequent usage in everyday life. The duration of classroom activities is insufficient to allow all students to engage in English-language communication, and students are consequently less motivated to speak English outside the classroom. Integrating Instagram into teaching English as a foreign language motivates students to speak and increase their speaking ability. The various features of Instagram can assist students in completing their assignments. The tasks may be presented attractively within various videos based on a specific theme and uploaded to Instagram. The objective of this study was to ascertain students' perceptions regarding the utilization of social media, namely Instagram, in the context of English language learning. This descriptive study employed 44 students enrolled in Communication Science during the 2019/2020 academic year who had taken Bahasa Inggris Keahlian. The researchers employed a questionnaire derived from Dornyei (2011) to ascertain the students' perceptions. The study's findings indicated a favorable response among students regarding using Instagram in the context of English language learning. Moreover, Instagram can be employed as an additional pedagogical tool for teaching oral communication skills. This is further corroborated by the observed enhancements in self-confidence, learning motivation, and student interest in English language communication.

Third, the research study "Determining How Social Media Affects Learning English" investigated the use of mobile applications such as Instagram and Snapchat in TESOL classrooms, which was conducted by Fadda and Hind (2020). This research paper aimed to investigate social media's impact on the acquisition of English language skills, particularly those related to speaking and reading. Although social media platforms like Facebook, Instagram, Twitter, and Snapchat are primarily utilized for social interaction and marketing, they also considerably influence the acquisition of English language skills. In order to ascertain

the impact of social media on the learning of English, this paper will focus on mobile applications, namely Snapchat and Instagram. The paper examines the influence of user attitude, experience, and perception on using Instagram and Snapchat in an English-language classroom. The research was conducted using a variety of databases, including Academic Search Complete, Education Source, ERIC, Library, Information Science and Technology Abstracts, and Professional Development Collection. Research indicates that learners with social media accounts exhibit less enthusiasm toward learning English, even when it involves recreational reading. This contrasts with the learners who do not possess user accounts, whose attitude towards learning English speaking skills is positive. This research paper concludes that, compared to Snapchat, Instagram is a more effective social media platform for engaging in and learning English. This contributes to a greater understanding of the English language and its culture while providing more practical knowledge and promoting interactions. Nevertheless, further research is required to ascertain the influence of Snapchat on the acquisition of English language proficiency.

Fourth, the research article entitled "Social Networking and Language Learning" was authored by (Çakmak, 2020). The paper "Use of Instagram (IG) for Evaluating Oral Communication Skill," was drafted by Çakmak (2020). This chapter provides a concise overview of the utilization of social network sites (SNSs) for language learning and presents an empirical study of the use of Instagram (IG), one of the most popular SNSs, to assess learners' oral communication skills in the foreign language classroom. Several studies have primarily investigated learners' perceptions and preferences regarding using social networking sites (SNSs) for learning grammar, vocabulary, second language (L2) writing, reading, and speaking. In the current study, the performance scores of participants on an oral communication speaking task delivered both on IG and in class, and their scores on the Big Five personality traits as measured by the Quick Big Five Personality Test (QBFPT) were examined statistically. The results indicate that students who utilized the Instagram Group (IG) exhibited enhanced performance in oral communication skills. Additionally, the results demonstrate that personality traits do not predict IG performance but that extroverted and conscientious individuals are more likely to achieve high scores in the classroom.

Finally, the research study entitled "Integrative Task-Based Learning," The article "Developing Speaking Skill and Increasing Motivation via Instagram," was authored by Binti Azlan and colleagues in 2019. The capacity to communicate effectively and accurately is becoming one of the most crucial elements of language proficiency in Malaysia. Some factors contributing to the inability to speak eloquently include low self-confidence, inadequate

practice, and a lack of exposure to the language. This action research aimed to ascertain the potential of integrating Instagram features and task-based learning activities to develop speaking skills and identify the level of pupils' motivation. This study employed two methods for data collection: observation and semi-structured oral interviews. Therefore, eight pupils from an urban preschool in Selangor and a rural primary school in Negeri Sembilan, Malaysia, with a low level of English proficiency were selected. The findings of the action research indicated that most of the pupils acknowledged that Instagram motivates and boosts their interest in practicing English speaking while improving their speaking skills. The incorporation of Instagram and task-based learning activities aligns with the needs of 21st-century learning and teaching strategies and has the potential to engage and motivate pupils in developing their speaking skills.

A select group of researchers has concentrated their efforts on Instagram's potential as a medium for enhancing students' oral communication skills within the context of the SMA 1 Pandemawu bilingual program. Ultimately, it is essential to ascertain the extent to which students have acquired beneficial influences that facilitate their development of English language proficiency in the four key competencies.

Research Method

The investigation employs a descriptive qualitative method. The respondents were selected from students enrolled in their first semester at SMA 1 Pandemawu, where they are currently enrolled in English classes. The total number of respondents was 19, all enrolled in the same class. All respondents were asked open-ended questions during an interview to ascertain whether or not knowledge of Instagram could enhance their performance in the four English abilities.

Following the completion of the interview, the researchers engaged in focus group discussions to gain further insight into using Instagram as a medium for English language learning courses. The interview instrument comprises twenty questions sent anonymously to all respondents. Once the interview has concluded, the results are transcribed and repeated with the subsequent stages. (1) The interview results are transcribed into field notes, and the researchers provide commentary and evaluation on each discovery. (2) The reduction of data, which involves processes such as analyzing, selecting, concentrating, and discarding information that is extraneous to the topic of research that has finally been assigned a code (coding); (3) The presentation of data and the assembly of information that is descriptively or narratively relevant to the issue formulation of this research, which is specifically to find out

how to use Instagram in language classes taught in English, (4) The formulation of conclusions and the verification of these conclusions.

Before commencing the interview, each student was assigned a distinct task: to create a lengthy video from a brief one, which they subsequently published to their personal Instagram account. The information must be written in correct English, with correct pronunciation, spelling, and word choice. This is why students must post their work to their personal accounts. This allows them to recognize any errors or mistakes when speaking English. Once the content has been published to the student's account, they will be asked to tag the post with three friends and lecturers offering English courses. Subsequently, the lecturers and friends will provide feedback on the post in English.

Result and Discussion

The researchers sought to ascertain the findings derived from the students. To this end, they collected data to determine how much the students could speak English, as assessed by the English Department of the SMA 1 Pandemawu. This was achieved through observation and interviews with the students. Furthermore, researchers examined students' actions and instruction during a bilingual program's teaching and learning process. During the study, it was observed that some students demonstrated less proficiency in English language skills, while others exhibited enhanced abilities to speak English due to their participation in the bilingual program. The students are unaware of the importance of adhering to the program to achieve a more natural-sounding English accent while speaking the language.

Conversely, the researchers also monitor the student's activities outside of the classroom. The researchers have not observed any changes in how students communicate. They report that pupils continue to use English only occasionally inside and outside the classroom. This finding leads to the conclusion that the student's knowledge of how to improve their English-speaking abilities through bilingual programs at SMA 1 Pandemawu is still relatively limited and that only a small number of students have been successful in increasing their English language proficiency through the program.

Conversely, the researchers observed the students' activities when they were not in class. The researchers have not observed any changes in how students communicate, and they report that pupils continue to utilize English only occasionally within or outside of the classroom. This finding allows us to conclude that students at SMA 1 Pandemawu have limited awareness of the potential for bilingual programs to enhance their English-speaking abilities.

Furthermore, the program's effectiveness in improving English-speaking skills is limited, with only a few students demonstrating successful outcomes.

The researchers sought to provide accurate research results, free from statistical error, by conducting a statistically valid interview with the students before moving forward. This was done prior to any further discussion of the results of the research. The research discussed here examines the efficacy of bilingual programs in enhancing students' language proficiency. Furthermore, questions about sentences that align with the objectives mentioned above are posed to the participants. These questions are designed to assess the participants' comprehension and capacity to enhance their language skills in speaking English through the bilingual program.

Students at the SMA 1 Pandemawu will have the opportunity to participate in a bilingual program on campus, which will assist them in developing their proficiency in the English language. A bilingual program teaches students how to learn and train themselves to speak English and develop their ability to speak English. This type of program is referred to as a "bilingual program." Nevertheless, not all students in this bilingual program demonstrate improvement in their English-speaking abilities. The program is only successful for a subset of students.

Subsequently, the researchers conducted semi-structured interviews based on the data collected through observations. The researchers conducted interviews with the participants during this academic term. Furthermore, students are presented with monologue questions regarding the ease or difficulty they perceive in fulfilling the requirements of the bilingual program.

Based on the interview data, the researchers concluded that the majority of students had low-frequency experiences following the bilingual program while they practiced speaking, and just a few of them had average-frequency experiences. Furthermore, students who participate in the program demonstrate poorer performance in oral communication skills. It is also possible to describe this as their speaking ability while participating in the bilingual program. Consequently, these students exhibit a lack of proficiency in English when speaking.

Designing a bilingual program aims to enhance linguistic capabilities through the knowledge and skills gained through participation in a bilingual program. The bilingual program at SMA 1 Pandemawu has a unique system and program that facilitates better understanding and faster response to the tutor's instructions. The program is highly effective in fostering the ability to engage in foreign discussions with greater ease and reliability, according to a student at SMA 1 Pandemawu who participated in the bilingual program and

demonstrated a notable enhancement in their capacity to communicate in English as a result of their participation in the program.

The bilingual program presents a significant challenge to the development of English proficiency. One of the reasons for my dissatisfaction with the bilingual program is that the materials presented lack a clear explanation or description of any other subject matter. Additionally, the proximity of the bilingual program to other courses makes it difficult for me to concentrate, making me lazy. Certain breaks are accounted for in the hourly billing, but many disagree with this approach. They argue that these breaks impact the ability to concentrate on the activity, which is not a scientific approach but rather tiresome and unfair. A student at SMA 1 Pandemawu has indicated that it is challenging for him to develop his English abilities through participation in bilingual programs.

Students from SMA 1 Pandemawu perceive bilingual programs as both straightforward and demanding, allowing us to identify the factors that impede their participation in such courses. This study's findings support the assertion that English-speaking students at SMA 1 Pandemawu exhibit linguistic errors, particularly when communicating in English. This is evidenced by the findings, which indicate that their knowledge, understanding, and communication capacity remain limited despite the few achievements observed. The study found that lacking student engagement in bilingual programs caused the most relevant errors.

Consequently, it is imperative that the English language programs at SMA 1 Pandemawu provide students with classes that encompass a more comprehensive curriculum on effective communication in English, particularly in everyday contexts. Furthermore, it is recommended that English language instruction in non-bilingual formats be made available to students at the university and agencies affiliated with the university.

Conclusion

At the I SMA 1 Pandemawu, all students must learn English as part of the general education curriculum. The district is located within the Pandemawu region. The course is worth two credits and comprises 14 in-person and online instruction sessions. An English course aims to impart general English skills to students. The course will encompass all four of the following English skills: reading, speaking, listening, and writing.

Students at the SMA 1 Pandemawu enrolled in first-semester English classes are taught how to use Instagram in their media literacy curriculum. Researchers attempted to apply their findings to many aspects of public speaking. Each student is assigned a unique set of tasks, one of which is to create a video in the English language in which they play themselves, which

is then submitted to the researcher's account on their personal Instagram. At this juncture, the researcher has not imposed any limitations on the type of content that can be uploaded.

The researchers' conclusions were derived from interviews and discussions with focus groups. The following points were identified: (1) Students demonstrate a high level of self-assurance when conversing in English; (2) a greater proportion of students pay attention to correct grammar when speaking; (3) students find it easier to correct speech faults made by their friends; and (4) negative remarks made by a friend motivated students to speak more clearly and fluidly.

References

Arman, A. A., & Sidik, A. P. (2019). Measurement of Engagement Rate in Instagram (Case Study: Instagram Indonesian Government Ministry and Institutions). 2019 International Conference on ICT for Smart Society (ICISS), 7, 1–6.

Babtain, A. (2021). The Effect of McGraw-Hill Education Connect on Students' Academic Performance. International Journal of Emerging Technologies in Learning (IJET), 16(3), 86–113.

Binti Azlan, N. A., Zakaria, S., & Yunus, M. (2019). Integrative Task-Based Learning: Developing Speaking Skills and Increase Motivation via Instagram. International Journal of Academic Research in Business and Social Sciences, 9. https://doi.org/10.6007/IJARBSS/v9-i1/5463

Çakmak, F. (2020). Social Networking and Language Learning: Use of Instagram (IG) for Evaluating Oral Communication Skill. In Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning (pp. 110–131). IGI Global. https://doi.org/10.4018/978-1-7998-1097-1.ch005

Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and why are educators using Instagram? Teaching and Teacher Education, p. 96, 103149. https://doi.org/10.1016/j.tate.2020.103149

Cheng, W. W. H., Lam, E. T. H., & Chiu, D. K. W. (2020). Social media as a platform in academic library marketing: A comparative study. The Journal of Academic Librarianship, 46(5), 102188. https://doi.org/10.1016/j.acalib.2020.102188

Devi et al. (2021). How do Students View it in Speaking Classroom | JURNAL BASIS? (2021). https://ejournal.upbatam.ac.id/index.php/basis/article/view/2435

Erarslan, A. (2019). Instagram as an Education Platform for EFL Learners. Turkish Online Journal of Educational Technology - TOJET, 18(3), 54–69.

Fadda, A. A., & Hind. (2020). Determining How Social Media Affects Learning English: An Investigation of Mobile Applications Instagram and Snap Chat in TESOL Classroom (SSRN Scholarly Paper 3581296). https://doi.org/10.2139/ssrn.3581296

Gonulal, T. (2019). The Use of Instagram as a Mobile-Assisted Language Learning Tool. Contemporary Educational Technology, 10(3), Article 3. https://doi.org/10.30935/cet.590108

Hammer, M., Scheiter, K., & Stürmer, K. (2021). New technology, new role of parents: How parents' beliefs and behavior affect students' digital media self-efficacy. Computers in Human Behavior, 116, 106642. https://doi.org/10.1016/j.chb.2020.106642

Kaplan, B. (2020). Revisiting Health Information Technology Ethical, Legal, and Social Issues and Evaluation: Telehealth/Telemedicine and Covid-19. International Journal of Medical Informatics, p. 143, 104239. https://doi.org/10.1016/j.ijmedinf.2020.104239

Laor, T. (2022). My social network: Group differences in frequency of use, active use, and interactive use on Facebook, Instagram, and Twitter. Technology in Society, p. 68, 101922.

Leaver, T., Highfield, T., & Abidin, C. (2020). Instagram: Visual social media cultures. John Wiley & Sons.

Mou, J. B. (2020). Study on social media marketing campaign strategy—TikTok and Instagram [Thesis, Massachusetts Institute of Technology]. https://dspace.mit.edu/handle/1721.1/127010

Oke, A., & Fernandes, F. A. P. (2020). Innovations in Teaching and Learning: Exploring the Perceptions of the Education Sector on the 4th Industrial Revolution (4IR). Journal of Open Innovation: Technology, Market, and Complexity, 6(2), 31. https://doi.org/10.3390/joitmc6020031

Pujiati, H., Zahra, & Tamela, E. (2019). The Use of Instagram to Increase Students' Motivation and Competence in Learning English. 651–656. https://doi.org/10.2991/icesshum-19.2019.103

Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. Language Teaching, 52(1), 1–39. https://doi.org/10.1017/S0261444818000356

Sakr, M. (2020). 'It just opened my eyes a bit more': Student engagement with Instagram to develop understanding of complex concepts. Teaching in Higher Education, 25(7), 858–871. https://doi.org/10.1080/13562517.2019.1613356

Simamora, R. M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. Studies in Learning and Teaching, 1(2), Article 2. https://doi.org/10.46627/silet.v1i2.38

Sobaih, A. E. E., Hasanein, A. M., & Abu Elnasr, A. E. (2020). Responses to COVID-19 in Higher Education: Social Media Usage for Sustaining Formal Academic Communication in Developing Countries. Sustainability, 12(16), Article 16. https://doi.org/10.3390/su12166520

Teng, C., Heydarnejad, T., Hasan, Md. K., Omar, A., & Sarabani, L. (2022). Mobile assisted language learning in learning English through social networking tools: An account of Instagram feed-based tasks on learning grammar and attitude among English as a foreign language learner. Frontiers in Psychology, 13. https://www.frontiersin.org/articles/10.3389/fpsyg.2022.1012004

Torous, J., Bucci, S., Bell, I. H., Kessing, L. V., Faurholt-Jepsen, M., Whelan, P., Carvalho, A. F., Keshavan, M., Linardon, J., & Firth, J. (2021). The growing field of digital psychiatry: Current evidence and the future of apps, social media, chatbots, and virtual reality. World Psychiatry, 20(3), 318–335. https://doi.org/10.1002/wps.20883

Zhao, N., & Zhou, G. (2020). Social Media Use and Mental Health during the COVID-19 Pandemic: Moderator Role of Disaster Stressor and Mediator Role of Negative Affect. Applied Psychology: Health and Well-Being, 12(4), 1019–1038. https://doi.org/10.1111/aphw.12226

Zulfikar, T., Dahliana, S., & Sari, R. A. (2019). An Exploration of English Students' Attitude towards English Learning. English Language Teaching Educational Journal, 2(1), 1–12.