THE EFFECT OF INSTAGRAM VIDEO ON STUDENTS' SPEAKING SKILL IN GIVING OPINION

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ABSTRACT

Technology growth in the field of education has resulted in significant changes, particularly in the field of English learning in higher education. Instagram could be one of the alternative instruments for supporting the practice of teaching high school students English as Foreign Language (EFL). Instagram's implementation, which has amassed a large user base over the last decade, could be a valuable teaching tool to aid the learning process. The purpose of this research is to see if using Instagram video as a learning media can help ESL high school students enhance their speaking skills. The subjects of the study consisted of 49 high school students who applied the Cambridge Curriculum. A quasi experimental research design was used in this study. The pre-test and post-test score were obtained by requiring the students to speak monologue giving opinion. Then, the pre-test and post-test data was analyzed by Independent Sample T-test. Based on the test results, significance value (2-tailed) of post-test was .000 lower than .05. Moreover, the researcher found that the post-test mean score of experimental group was 89.92 whereas the control group was 82.71. In short, there was a significant difference in Instagram video usage on senior high school students' speaking skill. Cohen's d was used to determine the magnitude of the effects, and it showed 2.6. It was discovered that the effects were significant. Thus, the findings suggest that using Instagram video as a learning tool for senior high school students could be beneficial.

Keywords: Instagram, Speaking Skill, EFL Learners

INTRODUCTION

Nowadays, English is classified as an international language spoken by millions of people worldwide. English ability, especially speaking, provides lots of advantages in many fields including education. The ability to speak English supports students to communicate extensively and benefits them to obtain any information in order to improve their knowledge. Therefore, speaking is considered to be one of the most important language skills in learning a second or foreign language (Veda et al., 2016)

According to Boonkit (2010), one of the four macro skills necessary for effective communication in every language, especially when speakers do not use their mother tongue is defined as speaking. Thornbury (2016) stated that Speaking is categorized as a communicating skill that is taught by associating speaking with other language elements. Moreover, speaking skill is an interactive process (between speaker and listener) for creating meaning that includes producing, receiving, and processing speech sound/information as the main instrument in order to communicate or to give information and ideas (Ngadiso, 2015).

In speaking skills, students must be aware of how they use some crucial components when speaking. They are supposed to fluent in those components such as vocabulary, pronunciation, grammar, fluency, and etc. In addition, students' interest, motivation, teaching strategies, teaching materials, and teaching media are all variables that assist students to improve their speaking skills (Richards, 2008).

Speaking is generally viewed as the most challenging and toughest skill to master (Tarone, 2005). Although students learn English for years, they still experience difficulties to master it. Most of English learners, particularly those learning English as Foreign Language (EFL), are still struggling in improving their speaking abilities (Paneerselvam et al., 2019). It is caused by the students' lack of speaking frequencies in class. This is triggered by the decreased motivation of students to speak English. One of the factors is that teachers do not utilize any medium in learning process, they only deliver the material and instruct the students to practice. Students require something more interesting and challenging. Moreover, according to Ramdhani & Muhammadiyah (2015) learning achievement is determined by two major factors: the teaching approach and the learning media.

Today, technology is becoming increasingly important as a medium for assisting teachers in facilitating language learning for their students. The use of technology has enhanced language teaching and learning because it allows the teachers to adapt activities in classroom, which improves the process of language learning (Ahmadi, 2018). Teachers are able to utilize social media, as part of technology, as a technique for speaking practice. According to Boyd (2014), social media is a group of mobile technologies based on web 2.0 e-platforms that are widely utilized to connect, share information, and socialize with the objective of communication. There are numerous social media platforms that can be used in teaching and learning process, one of the most popular one is Instagram.

The integration of Instagram into teaching and learning process can be a key to improve students' speaking abilities (Gonulal, 2019). It can be a useful tool for practicing public speaking. One of features called the Instagram's post can be utilized by the teachers to encourage students to upload and share fascinating photographs or students learning activities' videos. Thus, they may include a caption in their post and share it into Instagram post. As a result, Instagram appears to be a great tool for students to demonstrate their self-confidence. Students might post a video on

Instagram to practice speaking. It is one of the advantages of using Instagram for speaking practice.

Many studies have demonstrated that utilizing Instagram as a teaching tool has a significantly positive influence on enhancing students' speaking abilities. Wulandari (2019) in her study stated that incorporating Instagram Vlog uploaded to Instagram post into a basic-level of university students speaking classroom increases learners' speaking proficiency in terms of fluency, vocabulary acquisition, confidence and motivation. It is in line with a study by Apriyanti et al., (2018) about increasing students' speaking skill through Instagram post. They claim that Instagram helps students in expressing their goals, arranging their content, and summarizing their important points. Acoording to the finding of Azlan et al., (2019), the majority of the students agreed that Instagram encourages and increases their desire in practicing English speaking while also improving their skills. It is determined that adding Instagram and task-based learning activities into learning and teaching strategies is associated with the requirements of twenty-first-century learning and teaching methodologies, as well as the ability to engage and inspire students to improve their speaking skills. Pratiwi (2013) also stated in her finding that Instagram post helps students gain a better understanding of historical recount text and improve their speaking skills. Her findings show that the experimental group, which is taught through Instagram, receives a higher appraisal than the control group, which is taught using traditional technique. Furthermore, Ramadoni (2019) also state that Instagram's use in educational activities has an impact on students' ability to communicate.

However, previous research investigated the subject on EFL (English as Foreign Language) students who implement national curriculum. They did not explore the Effect of Instagram to EFL students which the school implements international curriculum which is Cambridge Curriculum. They only examined the use of Instagram for speaking skill in other context, did not explore the use of Instagram video for speaking skill in monologue giving opinion. In order to fill the gap, the researcher considered the study should be undertaken at an Indonesian school that implements curriculum of Cambridge and national curriculum as well. It is designed to be learner-centered, with opportunities for students to select topics and options that represent their personal contexts and interests, as well as skills-focused. In addition, the Cambridge Curriculum is able to adjust the other curriculum that available in the school. There are only some schools in Indonesia that implement this curriculum. Therefore, this also motivates the researcher to look deeper into the impact of Instagram on students' speaking skills in Indonesia, particularly English as Foreign Language students who implement international curriculum.

This research aims to investigate how Instagram can advantage students in improving their speaking ability in an EFL secondary school. Research finding is intended to make a significant impact to students and teachers while they are applying and promoting social media as a media of teaching, such as Instagram. This instructional media is expected to assist students obtain better improved learning results. This research will also assist the teacher in determining the best learning medium to employ in teaching speaking.

The researcher formulates the following research question based on the study's background: Is there any dissimilarity in students' speaking scores who are taught using Instagram versus students who are not?

Two hypotheses are presented to be tested in this study:
   a. Null Hypothesis
      The speaking scores between students who are taught using Instagram and those who are not taught using Instagram have no significant difference (H_0).
   b. Alternative Hypothesis
      The speaking scores between students who are taught using Instagram and those who are not taught using Instagram have significant difference (H_1).

RESEARCH METHOD

This study was conducted using a quasi-experimental research. It is an experimental research in which the research subjects were not likely to be assigned randomly. The purpose of experimental research is to measure the effectiveness of treatment's effect applied to students.

In this study, there were two kinds of variables namely independent variable and the dependent variable. The difference between an independent and dependent variable is that an independent variable is the one that affects or results in the change of the dependent variable (Nisfiannoor, 2009). The independent variable of this research design was Instagram video and the dependent variable is speaking skills.

The participants of this study were eleven-year-old students from extended classes in one of Senior high schools in Surabaya that implement curriculum of Cambridge. There were a total of 49 students from extended classes. They divided into two classes. The Experimental group consisted of 25 students, while the Control group consisted of 24 students. The data was collected during February and March of 2022 virtually.

To collect the data, a test was utilized as an instrument by the researcher. The Pre-test and Post-test purpose were to obtain data on participants' speaking abilities. The researcher provided pre-test for both groups in this study to establish their speaking abilities and to guarantee that they were equal. Pre-test was conducted in the form of oral monologue about students' opinion toward situation cards which contained some topics related to "social media" and "expressions for agreeing and disagreeing". Individual speaking tests were completed by the students through the zoom meeting online learning tool. After they finished delivering their monologue, the researcher graded them using the scoring rubric adapted from Silva (2007), which essentially relates to the fundamental characteristics of speaking; vocabulary, delivery, structure, content and preparedness. Furthermore, the researcher ranged the rubric score for each aspect from 5 (poor) to 20 (excellent). "Poor" refers to the students who received low grades for their final oral monologue performance, whereas "excellent" indicated that students performed an excellent oral monologue. Then, post-test was also conducted in the same manner as pre-test.

To ensure that the experimental and control groups were equal, a pre-test was used. During the pre-test, the participants were given a test in the form of speaking monologue of their opinion toward the topic given in the situation card. Five situation cards distributed, and every student got one of five situation cards with the topic about "social media" and "expressions for agreeing and disagreeing". They were required to share their opinion based on the topic in 2 till 3 minutes. Individual speaking tests were completed by the participants using Zoom meeting online learning tool. After they finished their monologue, the researcher graded them using the scoring rubric. Both of

groups were declared equal because the pre-test results showed that they had no significant difference in their pre-test scores.

Before conducting a post-test, those who had already been allocated to the experimental group would receive treatment, while control group would receive conventional method. Instagram, a learning platform, was used as the treatment. This medium encouraged students to practice speaking skills by taking and uploading the videos into Instagram post. The treatment was conducted remotely over three meetings by the researcher. The experimental group received treatment using Instagram video as follows:

1. First meeting, some monologue videos were showed by the researcher in class. The videos were taken from Instagram, and played through screen share in the Zoom meeting. The videos were about giving opinion related to speakers' daily activities. Then, the researcher explained the social function and language feature of oral monologue, and gave some tips to do a good oral monologue. Students were supposed to practice speaking monologue about their daily activity. In the end, they received some comments in order to increase their language ability related to word choice, grammar, pronunciation, and etc.

2. For the second meeting, the researcher gave material of agree and disagree expressions. She explained the definition and provided some examples of expressions for agreeing and disagreeing. Some topics were also distributed in order to give opportunities for the students or participants to share their opinion using expressions of agreement and disagreement. They had a chance to do simulation on performing monologue speaking in the form of video by using Instagram. In the end, the researcher gave reflection.

3. In the third meeting, researcher recalled students' memory regarding speaking monologue and expressions of agreement and disagreement. Then, they were given a topic and asked to do a speaking monologue activity. They were instructed to take video themselves speaking, then uploaded it to their Instagram account. The researcher made sure that their account was not private. The researcher also reminded the students to considerate social function, structure, and language feature of speaking monologue. They were also required to use expressions for agreeing and disagreeing toward the topic. In the end, the researcher would evaluate the students' videos on Instagram. It was done by accessing students' video link on Instagram and watched it. Therefore, the researcher knew students' performance when speaking using Instagram video.

Following treatment, the scores of the experimental group and the control group were compared using a post-test. It was conducted in the same manner as the pre-test. The level of difficulty was equal for both pre-test and post-test. The speaking test was given in the form of performing oral monologue. They were given time around 2 till 3 minutes. Participants were supposed to give their opinion regarding the same topic as pre-test that was "social media" and use "expressions for agreeing and disagreeing" based on the same situation cards. The participants would receive a situation card with different number from pre-test. It was done in order to create a dissimilar situation, but still the same topic.

The researcher assessed the validity and reliability of the instrument before collecting data. The expert, an English Education lecturer, was enlisted by the researcher to assist in determining the instrument's validity that has three stages. First, the researcher formulated the tests based on the chosen topic. The researcher next

evaluated the tests to determine whether they were appropriate to be tested or not using the expert's opinion as a validator. The expert received the test and assessed it. Finally, the expert declared the test to be valid. The researcher then continued to assess the test's reliability. The reliability test aims to try out the instrument that is used by the researcher. The reliability was analysed from the score of students' speaking in five aspects; vocabulary, structure, content, delivery, and preparedness. The calculation showed that the Cronbach's Alpha level was .762. As a result of the Cronbach's Alpha being higher than.70, it was deemed dependable. The reliability test that has been carried out and declared reliable, then the researcher can continue to collect data.

Post-test scores from both of experimental and control groups were used to evaluate the data of this study. The data is collected in the form of a number, which would then be analysed with Independent Sample T-Test. In the independent sample t-test, the requirements that need to be fulfilled are; the data is normally distributed (absolute), and the data is homogeneous (not absolute) (Santoso & Lutfi, 2021). Therefore, before conducting the independent sample t-test, the researcher conducted a normality and homogeneity test on the data. The normality test employed by the researcher is the Shapiro-Wilk normality test, because the sample in this study amounted to 49, which is less than 50 (N=49<50).

Table 1. Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Scores Post-test Experimental Class	.115	25	.200[*]	.965	25	.523
Post-test Control Class	.134	24	.200[*]	.930	24	.096

The table above showed that the value of Sig. on the experimental class post-test data is 0.523 > 0.05. Meanwhile, in the control class post-test data, the value of Sig. shows the number of 0.096 > 0.05. As a result, the normality test results are normally distributed, so that researchers can continue the analysis to the next test, namely the homogeneity test.

Table 2. Test of Homogeneity of Variances

Scores

Levene Statistic	df1	df2	Sig.
1.341	1	47	.253

Based on the results of the homogeneity test shown in table 2, the value of Sig. is 0.253>0.05. This means that the tested data is not homogeneous or is considered too varied. However, because the homogeneity test is not an absolute requirement that needs to be met for the independent sample t-test, the researcher can still continue the

analysis process to the next stage, namely the independent sample t-test. (Nafisa & Widayati, 2018). Because the data is not homogeneous, decision making on the Independent sample t-test findings are drawn from the Sig. value (2-tailed) equal variances not assumed (SPSSIndonesia, 2015).

RESULTS AND DISCUSSION

To answer the research question of this study, the data was taken from the pre-test and post-test scores of students in the experimental class and the control class. The data of students' pre-test and post-test scores are shown in the table below:

Table 3. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre-test Experimental	25	77	90	82.88	3.480
Post-test Experimental	25	85	96	89.92	2.999
Pre-test Control	24	74	83	79.25	2.364
Post-test Control	24	79	86	82.71	2.312
Valid N (listwise)	24				

Based on the statistical descriptive table above, The mean Pre-test score for the experimental group of 25 students was 82.88, and the mean Post-test score was 89.92. Meanwhile, the Pre-test and Post-test mean scores for 24 students in the Control group were 79.25 and 82.71. It was simply determined that there was no statistically significant difference between Experimental and Control groups' pre-test scores. In brief, students had equal ability in their English speaking performance.

After collecting the needed data with a test instrument, the researcher described whether or not the scores of students in two groups, experimental and control groups, differed significantly.

Table 4. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Scores	Post-test Experiment Class	25	89.92	2.999	.600
	Post-test Control Class	24	82.71	2.312	.472

The difference in the mean post-test scores of students between the experimental and control classes can also be seen from the table above. Based on the table above, the mean score for the post-test experimental class was 89.92. Meanwhile, in the post-

test control class, the mean value was 82.71. So, it means that there is a visible difference or difference between the post-test mean value of the experimental class and the control class of (89.92 - 82.71 = 7.21). In addition, the difference in the mean of the two data also shows that the mean value of the post-test of the experimental class is higher than the post-test of the control class (89.92>82.71).

The table below shows the results of the Independent t-test analysis for two groups' post-test scores.

Table 5. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df					
Scores	Equal variances assumed	1.341	.253	9.399	47	.000	7.212	.767	5.668	8.755
	Equal variances not assumed			9.449	44.943	.000	7.212	.763	5.674	8.749

Based on the output in the table above, the value of Sig. (2-tailed) of 0.000 < 0.05. So, it can be said that there is an average difference in students' post-test scores between the experimental class that implements Instagram as a learning medium and the control class that implements conventional method.

From the results of the Independent Sample T-Test, it can be seen that the value of Sig (2 tailed) is 0.000. It can be determined that the obtained results of the Independent Sample T-Test Sig. value (2-tailed) 0.000 <0.05. It means that there was an average difference in students' post-test scores between the experimental group that implemented Instagram as a learning medium and the control group that implemented conventional method. Then, in accordance with the Independent Sample T-Test decision-making basis, it can be concluded that the null hypothesis which stated no significant difference scores between experimental and control groups was rejected. While, the alternative hypothesis stated that a significant difference between the experimental and control groups was accepted.

Based on the results of the study, this shows that H0 was rejected and H1 was accepted. It is possible that Instagram videos had an impact on students' speaking abilities. This is in line with Ramadoni (2019) found that utilizing Instagram in educational activities had an impact on students' abilities to communicate. The combination of speaking task and Instagram video as learning media referred to modern teaching and learning methodology that increased students' learning motivation and helped students in enhancing their speaking ability was verified, as claimed by Azlan et al., (2019).

Then, in order to determine the effect size for the independent samples t-test, the researcher analyzed it using formula defined by Cohen's d by calculating the experimental and control groups' mean difference, then dividing the result by the pooled standard deviation. The formula was presented below:

$$\text{Cohen's } d = \frac{\text{(Mean of experimental class)} - \text{(Mean of control class)}}{\text{Pooled Standard Deviation}}$$

$$d = \frac{(89.92) - (82.71)}{2.677624}$$

$$d = 2.692685$$

The calculation above shows that the effect of Instagram video as a learning medium on students' speaking skills is 2.692685, which can be considered as 2.6. Cohen's d criterion state that a study's size effect is very large if d is more than 0.8. As a result, using Instagram videos as a learning tool is successful and significantly improves students' speaking skills.

The finding of this study also showed that the use of Instagram did not only help students in gaining better understanding of historical recount text and improve their skills as stated by Pratiwi, (2013), but Instagram also benefited students in presenting their opinion regarding the specified topic about social media using expressions for agreeing and disagreeing in oral monologue speaking. It is confirmed by the scores of experimental group given treatment using Instagram video received a higher score than control group, which was taught by conventional technique.

This study discovered that utilizing Instagram had a significant impact on Indonesian senior high school students, as well as university students found by Wulandari (2019) and Apriyanti et al., (2018) in their study. This study's finding proved that senior high school students had a strong capability using Instagram to practice speaking. The researcher claims that Instagram helped student in increasing speaking proficiency in terms of vocabulary, grammar, pronunciation, confidence and fluency. In this study, using Instagram allowed students to practice speaking skills as well as make quality videos. Students wanted to give their best in video that would be uploaded to Instagram. They retook some parts of their monologue to make sure that they speak clearly and accurately before they uploaded the video to Instagram. When they got inappropriate in pronouncing words and grammar errors, they would revise them. Moreover, students presented their opinion using expressions for agreeing and disagreeing appropriately and confidently. According to Hape (2018), students got better ability after learning speaking using Instagram because Instagram allowed students to communicate more effectively. Handayani (2016) also stated in her study that students who are afraid to speak up in class can also improve their speaking skills because Instagram helps students improve their communication skills and gives shy students a "back door."

CONCLUSION

This study investigated the effect of Instagram video as learning tool on students' speaking activities. The test was conducted in order to find out the answer of research question in this study. The results showed that the post-test scores between experimental group and control group revealed a significant difference (89.92 > 82.71). There was also a very large effect on students' speaking scores using Instagram video as a learning medium (0.8 < 2.6). In conclusion, Instagram video can effectively help students enhance their speaking abilities. As a result, Instagram video is ideal to be implemented for EFL students' in the classroom.

Finally, the researcher hopes to offer some suggestions for using Instagram video in speaking classroom. These suggestions intended for everyone who are involved in EFL, such as teachers and future researchers concerned in implementing social media such Instagram video as a learning speaking tool.

1. For the teachers
    Today's teachers encounter numerous challenges in following globalization. It is proposed that they prepare a globalization-related educational media. The researcher recommends teachers to incorporate Instagram into their classroom and learning activities. Students are more motivated since it is more fascinating than conventional methods.
2. For the future reserachers
    For further research, the researcher may explore more the aspects or fitures of Instagram that can be utilized as teaching and learning tool. Furthermore, the researcher is advised to collect data using a mixed method. In short, this study could serve as a paradigm for future research on Instagram as a learning tool.

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