

# STUDENTS' PERCEPTIONS ON THE USE OF INSTAGRAM REELS TO STIMULATE STUDENTS' MOTIVATION IN SPEAKING ENGLISH

**Adella Rizki Amalia**

*English Education Department, Faculty of Language and Arts*

*University Negeri Semarang, Semarang, Indonesia*

*Email: [adellaamalia@students.unnes.ac.id](mailto:adellaamalia@students.unnes.ac.id)*

**Abstract** : Social media may serve as an alternative and innovative medium in teaching and learning during this Covid-19 pandemic. This Study uses Reels Instagram to improve students' motivation to learning English during the pandemic where learning resources are limited. With using a qualitative research approach especially, a case study. This study aimed to explore how the use of social media, especially Reels Instagram in teaching English for high school students. the data is collected by observing classroom learning, distributing questionnaire and interviewing some selected students. The findings show that social media, especially Reels Instagram serve to improve students' motivation and interests in learning English. Besides that, some students felt happy and more active because the learning process is different, which made some students motivated to speak English. This study also has another result, where students have pronounce some words or sentences with good fluency. Academically, social media has become a vital tool for some people in daily communication and is also widely used in some schools in the education process, especially Instagram which is one of the most widely used social media platforms among youths and university students. Then, it is serve that social media was the most famous platform in social and education.

**Keywords** : *Social Media, Instagram, Reels Instagram, Speaking Skills*

## INTRODUCTION

Nowadays, Indonesian students usually face some trouble in studying, especially in language learning. However, languages in Indonesia are various and different from every country. Basically, some students still have difficulty in speak the Indonesian language correctly, because it is different from their mother tongue, which every country in Indonesia has its own language or has several dialects Academically, the students were put Indonesian as a second language, and for practice speaking in English for some students in Indonesia was very difficult. On the other side, speaking is one of the basics of learning English. To speak English, students need one more person as a partner to improve their language. According to Tiurma et al

(2021), Speaking is a human conversation that has included two or more people sharing information or ideas orally Learning to speak English means practising it, and this is why some students lack speech because they are less in practice. Besides that, Devi (2020), notes that language is a human conversation tool which has verbal and non-verbal forms. However, this conversation is activities that included two or more people: the speaker and the listener, who then should practice more to improve their language in speaking.

Some students in Indonesia tend to lack the ability in speaking and sometimes have no motivation for language learning. They were seen as having no desire to practice their English daily. For instance,

they were having no friends who can be partnered with to speak or communicate in English. There are no support items as a media to speak English. On the other hand, we face on COVID-19 outbreak a global pandemic, where all of the activities were pressed and changed. In this situation, the school and also the educators must have another method to continue the learning. Devi (2020) Online learning is an alternative for the education process during the pandemic and an innovative media in recent days. Besides that, an online learning system means that all of our activities such as studying and working are done at the home (Maru. et al, 2022). The activity was expected to discontinue the Coronavirus transmission, and those activities had an impact on many students in the world of them in Indonesia, many students have trouble with their studies. For instance, they are bored while doing online learning, where they only sit in front of their laptop or mobile phone and try to focus on what their teacher said. This pandemic has brought some problems to several sectors, especially in education. Abbas et al (2021) noted most countries have imposed restrictions on physical interaction and face-to-face education at all levels of education to minimize the risk of transmitting COVID-19 infection. Educational institutions are turning almost overnight to online virtual teaching, learning and education to facilitate their student community.

Most students in Indonesia used social media to relieve their boredom while or after doing online learning. Social media has turned into an activity that is often done by everyone. We can say that social media has become a part of our daily lives during this pandemic. Several teachers used YouTube to teach English. Almurashi (2016) states YouTube is a popular platform in the school as a medium for teaching and delivering material. Besides that, YouTube can display some pictures

and make students more understand as resources while learning something new. Students can study English by watching some short English movies, films, and English tutorials. Besides that, the students can increase their grammar, and pronunciation and also learn new vocabulary through the videos on YouTube.

In fact, not only YouTube as a medium for teaching and delivering material. Instagram is one of the media that can be used for learning. According to Thomas et al (2020), Instagram is one of the most popular social media in this era, social media Instagram is a free app on Android or iPhone, which can share online-photo, videos. Users can also edit and customize their photos or videos on Instagram and share them on their profile feed. All of the students in Indonesia certainly have an account on Instagram. They usually used Instagram as media to connect with their friends or others, they can share, seek and select other videos that were made interesting. From the photo and videos posted on students' Instagram as activities, the videos and photos can be media to improve speaking skills, they can read or listen to what the content is about and practice it at that time. Besides that, Erarslan (2019) notes that social media especially Instagram can express four language skills in English to practice the language out and in the classroom. Thus, this study desire to know how are Reels Instagram implemented in speaking class and How does the use of Reels Instagram improve students' speaking abilities. Besides that, this study aimed at exploring how the implementation of social media in high school.

## RESEARCH METHOD

This study applied the qualitative research method with a case study approach. The qualitative method was chosen because this study's purpose is to investigate Reels Instagram can improve

students speaking abilities. This research will be taken in SMA N 1 Randublatung. The subject of this study that will be practised was the tenth-grade students of SMA N 1 Randublatung. In this study, the researcher investigated the students speaking in English in the academic year 2021/2022 as the object of this study.

This study uses purposive sampling Campbell et al (2020) noted that purposive sampling is far from random sampling in which the purposive sampling has a specification on the chosen sample, the purposive sampling was given strategies to make sure the sample is included in the final study which means are related with the study aims. The researcher chose purposive sampling with stratified purposeful sampling types. According to Ames et al (2019) stratified purposeful sampling has several criteria, for the first stratified purposeful sampling is followed or have criterion sampling which means each criterion could be included as a sample. To recover the data, the writer applicants three techniques of data collection. Since the study is a case study, therefore the writer uses a questionnaire as the primary technique and then it is followed by an in-depth interview for validity check.

## **FINDINGS AND DISCUSSION**

The first is an observation in which the researcher observed several classes identify students through their behaviour and responses during learning activities. Besides that, the researcher observed that the teacher had explained the lesson in learning. The researcher used the checklists method as an observation reference. Some researchers mentioned by Peterson et al (2018) that the checklist is designed to look at a child's competence in all developmental domains including cognitive, language, emotional, social and even physical. With checklists, teachers can easily see and analyze what a child can do, and note what areas of development

need further support. Besides that, teachers can create their own checklists based on specific skills. On the other hand, a checklists design can be used to track a large group of children or a single child. In this study, the researcher made 3 sub-chapter based on the claims made: Teacher strategy, teaching medium and students' reaction, where students have some problems with English lessons, especially Speaking English.

The students face some problems with their activities in the learning process, where the teacher still have a full to take a role in the learning process. Otukile-Mongwaketse (2018) mentioned that when the educators implement the teacher-centred as a technique strategy to deliver the lessons, the teacher will be full to take a role in the classroom activities rather than the students and they seem to have no chance to express their ideas during the learning process. This activity made some students passive, according to Utomo & Bastiar (2020) noted that some students face some trouble in speaking English for example students are not confident, have limited vocabulary, and tend to be passive students. besides that, the students get to lazy practice and have a lack with their fluency and pronunciation in speaking English. On the other hand, in this era the students should be more active and creative in the learning process.

This study used one class at SMA N 1 Randublatung, where almost the entire of the class has effect after using Reels Instagram as media for they learn English, especially speaking English. Besides, this pandemic brought has new life and adaptation of some activities for some people and the researcher desire to explore of using media social, especially social media Instagram where have many features like Reels Instagram. According to Thomas et al (2020), Instagram is one of the most popular social media in this era, Instagram is a free app, which they can

share online-videos or photos. They can also edit and customize their videos or photos and share them on their profile feed. All of the students in Indonesia certainly have an account on Instagram. They usually used Instagram as media to connect with their friends or others. Besides that, the students can share, seek and select the other videos that were made interesting. From the photo and videos posted on students' Instagram as activities, the videos and photos can be media to improve speaking skills. Erarslan (2019) notes that social media especially Instagram can express four language skills in English to practice the language out and in the classroom.

From the explanation above, the researcher take the data collection with interview as a main data. In this study, the researcher seems that students were helping with Reels Instagram as media for they learn English, especially speaking English and give some motivation to learn speaking English. According to Handayani (2019), students get some benefits from using social media during the learning process, in some learning activities students can share ideas with other students, can be more motivated and even create some of their content as part of 21st century skills. In this case, the students can be more active and creative in speaking English. Besides, with using Instagram as medium was nearly with their daily life Stojanović et al (2019) assume that Instagram is one of the most widely used social media platforms among youths and university students with the fastest platform growing up in the entire world. Instagram was introduced as a social site, and new features such as video, text and story social were added over time, which made a huge difference in its development.

The purpose of this study was to find out students' perceptions of the use of Instagram reels to stimulate students' motivation in speaking English. According

to the results of the data analysis, the researcher divided into 4 sub-chapter based on the claims made.

#### The Improvement of student's speaking abilities

This study used social media Instagram, especially Reels Instagram, as the second media in learning to speak English. In this case, Basically, some students always their social media to relieve their boredom after doing learning activities. The students are rarely used social media for learning something which was related with the education. Thus, some students seems have no motivation in learning. this study try to explore about Reels Instagram, which one of feature on Instagram where almost students open up. Academically, the students should be more active in the learning activities which is they can be more confident and try to having conversation with their teacher. But on the other hand, we are just faced on the pandemic which made some students are getting tired easily because do the online learning. this activities brings some problem with their confidence and they conversation. This study purposes in how to increase the students motivation in speaking English. These activities mean for students to be active and enjoy themselves more during the learning process. Besides that, the researcher desire to make fun and attractive in the classroom. Not only consumption, but the researcher also gives them production behaviour, where the students attempt to create their videos or make short conversations with their friends to develop their good pronunciation and fluency.

#### The Improvement of students' speaking interest

As explained in the previous chapter, the school that has been observed was not completely using media technology. Thus, the researcher viewed that the students have problems with their feelings during

the learning activities, where students tend to be quiet and succinct. However, that is a good attitude in the classroom, but it has a bad effect on students to tend to have passive during the learning process. Thus, the researcher uses social media which has become part of their activities when diverting boredom. On the other hand, Makki & Bali (2021), noted that social media has become a vital tool for some people in daily communication and is also widely used in some schools in the education process. It is shown that social media was the most famous platform in social and education. Besides that Rosyida & Seftika, (2019), notes that seeing the extent of social media users who come from students, is an opportunity for teachers to be more creative in developing language skills, especially in learning to speak English.

Here, the students will be curious and tend to pay more attention to new things that they think are good and interesting. The students attempt to focus on what they seem interesting, thus the researcher used social media which has videos and photos that entertain their minds. From here, the researcher can see how students can be more attractive and creative in thinking. Besides that, the students could share their ideas with others and then will have more support that can build their motivation for learning.

How Reels Instagram implemented conformed with the speaking class activity

This study applied social media as a medium for students learning English especially in speaking, this way to give students more experience while utilizing the social media in learning activities. On the other hand, Makki & Bali (2021), noted that social media has become a vital tool for some people in daily communication and is also widely used in some schools in the education process. It is shown that social media was the most famous platform in social and education.

Besides that Rosyida & Seftika, (2019), notes that seeing the extent of social media users who come from students, is an opportunity for teachers to be more creative in developing language skills, especially in learning to speak English.

Then, the teacher gives some videos as an example which how to pronounce some words, and gives them more practice in speaking. The teacher gives some instructions to students to open their media social Instagram then instruct them to watch some videos and asks them how they feel using social media during learning activities. The students seem happy with the instruction, and then the teacher start to refer to the material with gave some videos. The students try to focus on the videos, and then the teacher gives them chance to speak up or share their ideas with the others about their opinions of the material or what they learned through the video.

How does the teacher implementation of reels on Instagram to improve students' motivation in speaking

As explained previous, this study uses social media as a medium for students learning English especially in speaking. In this case, the researcher used some videos to give them more practice in speaking. Then, the students indirectly try to correct their pronunciation and their fluency by saying it several times until they got the appropriate one. On the other, Instagram assisted the students to learn in flexible time, which is in and out of the class. This makes them have the vitality and wonder to learn more about English, especially in speaking and have more motivation doing learn. According to Handayani (2019), students get some benefits from using social media during the learning process, in some learning activities students can share ideas with other students, can be more motivated and even create some of their content as part of 21st-century skills. In this case, the students can be more

active and creative in speaking English. Besides, with using Instagram as medium was nearly with their daily life Stojanović et al (2019), noted that Instagram is one of the most widely used social media platforms among youths and university students with the fastest platform growing up in the entire world. Instagram was introduced as a social site, and new features such as video, text and story social were added over time, which made a huge difference in its development.

For several students who were used and interested in social media especially, Reels Instagram is helpful in this way, where social media as a medium for delivery and increasing their abilities in speaking English. The students felt interested with the implementation of Reels Instagram, they more easily understand the lessons. Besides that, the students were used social media as part of their daily activities so teachers would be easier to give more explanations about the material without giving more practiced on how to use social media first. In this case, the teacher can improve their creativity in the teaching method.

## CONCLUSION

As explained in the previous chapter, students of SMA N 1 Randublatung, especially in grade 10, face problems in learning English, especially in speaking. The speaking problems that had been observed were wrong pronunciation, and they are not fluent speaking. This study discussed social media which Reels Instagram to develop the student's speaking abilities. The goal of writing this final project was to know the effectiveness of Reels Instagram in developing students' speaking of SMA N 1 Randublatung in tenth graders. I found out that social media can be a new method in the learning process during these pandemics. Social media can be a medium for students to create their creativity and ideas. In this study, the researcher can conclude that the

imbalance of medium facility, the students seem passive in classroom activities, have lack pronunciation during English lessons and have no more confidence in the students of SMA N 1 Randublatung. The strategy teacher while teaching in the classroom was good, but only needed a little improvement in the teaching method. Thus, the atmosphere in the classroom can be more attractive and fun. Social Media can be a new strategy for teaching in school. Besides that, In this era, social media has become part of our daily and gives a positive impact on some students learning English.

## REFERENCES

- Abbas, J., Wang, D., Su, Z., & Ziapour, A. (2021). The role of social media in the advent of covid-19 pandemic: Crisis management, mental health challenges and implications. *Risk Management and Healthcare Policy*, 14, 1917–1932. <https://doi.org/10.2147/RMHP.S284313>
- Almurashi, W. (2016). The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula. <https://www.youtube.com/watch?v=ssuiqtreiBg>.
- Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC Medical Research Methodology*, 19(1). <https://doi.org/10.1186/s12874-019-0665-4>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661.

- <https://doi.org/10.1177/1744987120927206>
- Devi, P. (2020). Instagram: How Do Students View On It In Speaking Classroom? *Journal Basis*, 7(2), 351–362.
- Erarslan. A. (2019). Instagram as an Education Platform for EFL Learners. *TOJET: The Turkish Online Journal of Educational Technology*, 18(3).
- Handayani, F. (2019). Instagram as a teaching tool? Really? Igniting a brighter future of EFL teaching and learning in multilingual societies Instagram as a teaching tool? Really? *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 320–327. <https://www.researchgate.net/publication/335241024>
- Makki, A., & Bali, A. O. (2021). The use of social media as a platform in education: Ramifications of COVID-19 in Iraq. *Academic Journal of Interdisciplinary Studies*, 10(3), 394–408. <https://doi.org/10.36941/AJIS-2021-0093>.
- Mister Gidion Maru. et al (2022) Students' Perception Toward E-Learning Experience On Writing Skill During Covid-19 Pandemic, *Syntax Literate: Jurnal Ilmiah Indonesia*, 7(5). DOI: <https://doi.org/10.36418/syntax-literate.v7i5.7092>
- Peterson, G., Elam, E., Beeve, K., Springer, C., Johnson, A., & Radtke, T. (2018). *Observation And Assessment In Early Childhood Education An Open Educational Resources Publication by College of the Canyons* (Johnson & Radtke, Ed.; Zero Textbook Cost). College of the Canyons.
- Rosyida, E., & Seftika, S. (2019). How is Instagram Implemented in Teaching Speaking? *Proceeding of the Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*, 254, 386–388. <https://doi.org/https://doi.org/10.2991/conaplin-18.2019.288>
- Sharma, A., Sanghvi, K., & Churi, P. (2022). The impact of Instagram on young Adults' social comparison, colourism and mental health: Indian perspective. *International Journal of Information Management Data Insights*, 2(1). <https://doi.org/10.1016/j.jjime.2022.100057>
- Stojanović, D., Bogdanović, Z., Despotović-Zrakić, M., Naumović, T., & Radenković, M. (2019). An approach to using Instagram in secondary education. *The 14th International Conference on Virtual Learning ICVL 2019*, 248–253. <https://www.semanticscholar.org/paper/An-approach-to-using-Instagram-in-secondary-Stojanovi%C4%87Bogdanovi%C4%87/813b54e38ac87fe1af54e236a607b0de07e9e484>
- Thomas, V. L., Chavez, M., Browne, E. N., & Minnis, A. M. (2020). Instagram as a tool for study engagement and community building among adolescents: A social media pilot study. *Digital Health*, 6, 1–13. <https://doi.org/10.1177/2055207620904548>
- Tiurma, J., Silalahi, U., & Perdana, I. (2021). Instagram As The Online Teaching Platform Of Speaking. *Maria Arina Luardini Journal Compound*, 9(1), 15–23.
- Utomo, A., & Bastiar, I. (2020). The use of Instagram to improve English literature students' self-confidence in mastering speaking skills. *JPE (Jurnal Pendidikan Edutama)*, 7(2). <http://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE>.