

Teaching English speaking skills through Instagram Reels App to vocational high school students

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Abstract. In order to help students improve their English skills, teachers nowadays must consider looking at engaging media, such as Instaram Reels. This study used the Classroom Action Research (CAR) method, which is based on the design of Kemmis and McTaggart (2010). There were 38 eleventh graders from the State Vocational High School (SMKN) 3 Metro Lampung participated in the study. When used during the learning process, Instaram Reels provide a more dynamic, captivating, and engaging learning environment where students are motivated and passionate about engaging in the English speaking skills. The fact that student scores increased from 53.6% in the pretest to 81.8% in the second phase, or post-test, lends more credence to these findings. By the end of the lesson, test scores increased from 55% to 93.2%, indicating that students were paying more attention. Students' opinions on using Instaram Reels media average 97%, which puts them in the "strongly agree" category for English speaking skills.

Keywords: CAR; Speaking Skill; Instagram Reels videos; Vocational Students

INTRODUCTION

Speaking skills cannot be learned on their own. This skill must be developed through education, a carefully designed program, and sufficient practice. Someone usually uses conventional and ordinary English. Speaking is the most practical and strategic option for carrying out communication when using language as a communication instrument involving listening, speaking, reading, and writing. It is not unexpected that one of the national linguists, Tarigan (2019), indicates that speaking skills have a close relationship with three other linguistic skills. Speaking is the process of transmitting various messages in the form of communication employing characteristics of sounds via the human sense of speech (Hockett & Hockett, 1960). As a result, speaking skills are the most significant component of learning a language, particularly when speaking helps with the English language learning process at the vocational high school level.

Nowadays, there is a lot of potential for media based on social media applications such as Twitter, Facebook, Line, and Instagram to make learning activities more creative and engaging. Instagram is one of the most popular apps among young people, with more than two billion users expected to increase over time (SEO.AI's Content Team, 2024). According to Napoleon Cat's research, Indonesia has 88.86 million Instagram users in February 2024. The majority of Instagram application users in Indonesia are between the ages of 18 and 24, accounting for 30.08 million. Female account for 19.8% of the application's users, while males make up 17.5%. This statistic shows that the majority of Instagram users are teens aged 18 to 24 ([napoleoncat.com](https://www.napoleoncat.com), 2024). Therefore, this app has greater potential for use as a classroom learning tool. This study seeks to describe high school students' views on their digital literacy skills in the Instagram Reel app as a medium for learning English speaking.



Based on our initial observations to eleventh-grade students at SMK N 3 Metro Lampung, a few problems have arisen in the English teaching and learning process, two of which are that students prefer to remain silent rather than speak up due to a lack of vocabulary, and they are afraid of making mistakes; some other students still afraid of making grammatical errors or pronouncing words incorrectly, which affects their confidence when speaking. As educators, we must explore engaging and interesting material for students to ensure that they can hone their speaking skills by using the program's voice function and communicating through the internet. We then may complete the fundamental competencies stated in the syllabus. Interpreting the function, social, and linguistic components of song lyrics about senior high school life, as well as capturing the contextual meaning of those variables. Based on how challenging of speaking in teaching learning, we use Instagram Reels App as media in teaching learning in speaking practice and use the CAR (Classroom Action Research) method to improve students' ability to speak English using song lyrics as Instagram Reels media content.

The use of social media for teaching is not something new; in fact, a few distinct social networking sites have been used, as evidenced by undergraduate English majors' language proficiency and frequency of use in social media scenarios (Kreishan, Lana & Abbad, Renad, 2022). Instagram vlogs on student speaking skills and discovered that such an app can enhance speaking ability while also increasing motivation and self-esteem (Apriyanti et al., 2018). Instagram may help students improve their public speaking skills. Dweikat (2016) used pre-post test results to assess students' learning outcomes using Facebook as a platform to help students become skilled communicators. In reference to the use of social media applications that have already been shown, it is undeniable that learning resources that are easy to use and provide no discomfort for students have to be incorporated into the classroom. Learning media can be audible, visual, or audio-visual, and it evolves along with learning technology (Diko Putri, 2022). Previous studies has been conducted on the use of Instagram as a medium for learning Indonesian. 65.5% of respondents found Instagram to be extremely helpful as a medium for learning Indonesian (Nugroho, 2022), Instagram has been efficiently proven to be helpful in teaching grammar to enhance students' English proficiency (Sarangapani & Hashim, 2022). Similarly, there are still many students struggle with speaking due to a lack of motivation, lacking vocabulary, pronunciation, grammar, fluency, and nervousness. Mini vlog videos on Instagram reels can help significantly improve students' speaking skills (Reza & Wicaksono, 2023; Widiyanti & Fadhilawati, 2024; Zannah & Nurlaili, 2023). In light of the foregoing, researchers will examine the use of Instagram Reels as an alternative or additional medium in an effort to improve the English speaking skills in eleventh grade students at Vocational High School SMK 3 Metro, which will lead to better English speaking learning outcomes.

METHODS

This study used a Classroom Action Research (CAR) method, a research methodology that seeks to improve the quality of teaching practices in the classroom. In CAR, the researchers worked as both instructors and researchers, studying and refining teaching techniques. CAR is a structured, cyclical, and self-reflective investigative process carried out by teachers or potential instructors with the goal of improving the system, techniques, procedures, materials, skills, or learning environments. The subjects of this study were 38 students of eleventh grade at the State Senior Vocational School (SMKN) 3 Metro Lampung in the first semester of the 2023/2024 academic year.

This Classroom Activity Research adopted Kemmis and McTaggart's (2010) approach. CAR's procedural stages have four components: planning, acting, observing, and reflecting, which are

continued until any necessary modifications or additions are made. The data collecting procedures included observations, interviews, questionnaires, and Vlog recordings. To obtain detailed data, observations were used. The researchers observed and documented various key elements while students produced Vlogs in class. Initially, observation involved monitoring students' behavior during the learning process, such as their level of interest, motivation, and participation in activities. The kids' language use was then extensively evaluated, including vocabulary, grammar, and general speaking skills. Observers subsequently recorded student interactions, such as participating in group projects or speaking during discussions. The observers noticed the students' speaking improvement, such as their improved ability to express views and arguments. In addition, the researchers also conduct student interviews, presenting results of observations on student activities, the results of the pre-test and post-test, and the results of students' answers to each quiz given at the end of each cycle when implementing Instagram Reels app in teaching and learning activities.

RESULTS AND DISCUSSION

Kemmis and McTaggart (1988) propose four fundamental techniques for classroom action research. The steps are: planning, implementing, observing, and reflecting. The classroom action research techniques are explained in the following sections:

Planning

Using questionnaire, the researchers used a classroom action research (CAR) method as considered appropriate for the study's objective of improving the students' English-speaking skills. The purpose of the questionnaire is to get information about the student's level of motivation.

Implementing

The researchers used pre- and post-tests to conduct their inquiry. The pre-test is designed to measure students' speaking skills throughout their study sessions. Next, we conducted a post-test on the Instagram Reels app to encourage students to speak out. Students will be given an explanation and examples of Instagram Reels activities prior to the post-test. Following that, the kids published the film on Instagram Reels and performed it. The video assessment was carried out using criteria meant to measure speaking ability. It was evaluated using a numerical range of one to five. Knight (1992) suggested the speaking assessment criteria include fluency, pronunciation, nonverbal content, and creativity.

Observation

The effect of students' willingness to use English on Instagram Reels app was studied by the researchers while they were watching. To find out how motivated the students were, the researchers also looked over the questionnaires they filled out. For the researchers to deliver their findings and provide an explanation of the action, it is essential that they watch.

Reflection

In the reflection stage, the researchers assessed the process and outcomes from planning to observation. This phase determines the success of the learning strategy being used. As a result, feedback is critical in determining if the following cycle was necessary. Thus, reflection has five components: improving data categorization, presenting the results, responding to the research questions, analyzing the results, and generalizing the results.

Table 1. Scoring Reflection on Implementing Instagram Reels app

Vocabulary	Is the learner making appropriate and proper word choices? Should the learner use appropriate academic vocabulary?
Grammar	Is the learner making improvement in grammatical usage? Do the same grammatical problems continue to occur? Do grammatical problems make it difficult to determine meaning?
Pronunciation	Is the learner producing consistent, predictable pronunciation errors? Do the pronunciation problems make it difficult to comprehend what the learner is expressing?

Before making a vlog, students might benefit from using this reflection information to focus more intently and take into account a variety of factors. An evaluation rubric is created based on this scoring reflection to gauge their skills and competency. Each category—excellent, good, good, average and poor—is leveled out. The rubric is below.

Table 2. Speaking Assessment Rubric on Implementing Instagram Reels app

Speaking Assessments					
Criteria	1	2	3	4	5
Fluency	Speaking smoothly	Relatively little in speaking	Pauses speaking some way	Frequently finds difficult in speaking	Speaking with pauses
Pronunciation	Excellent pronunciation that is easy to comprehend	Pronunciation is clear and simple to comprehend.	Pronunciation is nearly good, yet occasionally requires total focus.	Pronunciation is fairly difficult to comprehend and requires repetition.	A serious pronunciation difficulty
Nonverbal	Nonverbal fully articulated to improve comprehension	The majority of nonverbal expressions	A lot of nonverbal communication is expressed	Some nonverbally expressed	No nonverbal expressions
Content	A complete understanding of the material.	a fairly good understanding of the material.	Having nearly good understanding of the material.	Understanding partially elements of the material	Not understanding the material at all.

Pre-Test

Students are prepared to be evaluated using conventional methods during the pre-test before being introduced to the Instagram Reels app. Students are placed into partners, and three dialogues from different narrative stories are provided. The researchers assigned a dialogue to each pair, and the students were instructed to recall and analyze it. Following that, each of them was asked to have a chat with their partner, and the researchers assessed their speaking skills using previously prepared rubric criteria.

Post-Test Cycle I

Following the pre-test, the first post-test cycle was performed. Before students were taught how to use Instagram Reels, the author gave various samples of Instagram Reels videos as reference material. As part of their individual assignments, the students were assigned to make Instagram Reels videos. They are asked to participate in their own roleplay and then

select dialogue from the narrative scenario they have chosen. Each video has a maximum duration of one minute, during which students demonstrate one or both characters. Students produced videos based on their creativity and we evaluated their speaking skills based on a specified criterion.

Post-Test Cycle II

Following post-test cycle I, the researchers conducted post-test cycle II. The purpose of these two cycles is to monitor students' progress in using Instagram Reels videos to develop their speaking skills. The difference in learning in cycle II is that students are given two story stories and must develop their own dialogue. The learning method is as follows: the researchers offered the students a brief overview of the story. After reading the summary, students must select a story they enjoy. They have their own dialogue based on the story they choose. Then they learn how to integrate the dialogue into the Instagram Reels videos. They can perform either one or both roles. The total amount of time used remains similar during post-test cycle I.

Technology advancements enabled the creation of social media, which serves a variety of educational objectives, one of which is Instagram Reels as a medium for language learning. It is a Chinese-made social media share providing to the upload and video sharing platform with varied contents and features. Before implementing Instagram Reels in learning, researchers made several preparations by dividing the learning process into two stages, namely preparation and implementation of strategies in the classroom. The preparation includes designing lesson plans, learning objectives, selecting teaching media, and adjusting learning materials. Implementation consists of brainstorming, providing direction to students, giving clear instructions on how students should perform activities.

Similarly, when used properly, Instagram Reels videos can be used as an interactive learning tool, helping students develop their speaking skills (Tonazzo, 2022). As indicated in the current study, student scores increased following the learning process, from 53.6% in the pretest to 81.8% in the second stage or post-test. In various research activities, the researchers provided opportunities for students to share knowledge or expertise, therefore increasing confidence in the classroom while learning. This exercise required students to work in groups and individually while introducing themselves in front of the entire class. Test scores increased from 55% to 93.2% by the end of the semester, showing increased student involvement. Third, when this strategy was used, the students responded well to the use of Instagram Reels videos in their speaking class when they were asked to deliver their chosen stories. According to their perspective, this approach will help them study better, understand the lesson better, be more motivated, respect each other more, and overcome their fear of speaking up during an activity. Therefore, the average score of students' perceptions toward using Instagram Reels is 97%, falling under the criteria of "strongly agree" with Instagram Reels for the English-speaking learning.

Students reacted well to using Instagram Reels videos in their speaking class. Based to their viewpoints, this method can make them study better, understand the lesson more effectively, feel more motivated, appreciate each other more, and overcome reluctance about speaking when performing an activity. The present study corresponds to previous ones, in which using social media as an instructional instrument helped students to better study English and modeled good effects, as other students' perspectives of using Instagram Reels videos to learn English vocabulary showed favorable comments on how it may help them improve their vocabulary (Alotaibi, 2023; Indriani et al., 2023), finding new words, diversified content resources, increasing their skills, gaining new comprehension of various English styles, and

student participation in higher management education situations (Obeso et al., 2023), Instagram Reels videos can improve students' English skills, fun and stress-free platform (Seli, 2024). In addition Instagram Reels videos have been proven as an effective media to improve students' motivation and engaged them in the English learning skill (Ferstephanie & Pratiwi, 2021).

CONCLUSION

Instagram Reels videos can help students improve their speaking skills, this has been proven by the subjects who seemed to be enthusiastic about using Instagram Reels videos to develop English speaking skills. When Instagram Reels videos are used throughout the speaking learning process, they provide a more engaging, dynamic, and intriguing learning environment in which students are driven and passionate about participating in oral communication. The results are further confirmed by the fact that student scores increased from 53.6% in the pretest to 81.8% in the second stage, or posttest. Test scores increased from 55% to 93.2% at the conclusion of the lesson, showing that students were more engaged. The average score of students' perceptions of using Instagram Reels videos is 97%, which falls into the "strongly agree" category for English speaking skills. Despite the limited sample size and exploratory nature of the study, it shows an opportunity for integrating social media with studying a new language. Further studies should be done to determine how well these strategies correspond to other language-related skills such as reading, writing, pronunciation, and vocabulary development.

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