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**THE EFFECTIVENESS OF SOCIAL MEDIA INSTAGRAM  
IN SPEAKING SKILL**

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# THE EFFECTIVENESS OF SOCIAL MEDIA INSTAGRAM IN SPEAKING SKILL

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## Abstract

The use of social media has become a necessity of society in the current era, including students who use social media as sharing and information. One of the media that is widely used today is social media Instagram, the using of social media Instagram expected to have an effect in media learning for students. This research used quasi-experimental design with non-randomized control pre test post test. It would be two classes were taken as the sample of the research with 31 students in each class. The classes were design as the experimental and control class. The experimental class was taught by implementing social media Instagram while control class was taught without using social media Instagram. The student populations of eleventh grade at SMKN 2 Jombang are 124 students, and the sample are 62 students (31 student for experimental class and 31 students for control class). The data were gained through speaking test for experimental and control classes. The data were analyzed by using Ancova. According to statistical calculation, the significant value for media (Instagram) is 0,000 and the significant value of pre test is 0,000. Therefore, the significant value of pre test and media were less than 0,05, so it proved that Ho can be rejected and Ha cannot be rejected. Thus, it can be concluded that social media Instagram has an effect on teaching speaking descriptive text because it showed a significant effect on students speaking skill.

**Keyword** : Instagram, Speaking Skill, Descriptive Text, Effectiveness

Penggunaan sosial media telah menjadi kebutuhan masyarakat di era saat ini, tidak terkecuali para siswa yang menggunakan social media sebagai bahan informasi dan berbagi. Salah satu media yang banyak digunakan saat ini adalah media sosial Instagram, dengan penggunaan Instagram diharapkan dapat menjadi media pembelajaran yang memiliki pengaruh untuk siswa. Penelitian ini adalah penelitian kuantitatif dengan kuasi eksperimen desain post tes kontrol tes non-acak. Dua kelas diambil sebagai sampel penelitian dengan 31 siswa di setiap kelas. Kelas dirancang sebagai kelas eksperimen dan kelas kontrol. Kelas eksperimen diajarkan dengan menerapkan media sosial Instagram sementara kelas kontrol diajarkan tanpa menggunakan media sosial Instagram. Populasi siswa kelas XI di SMKN 2 Jombang adalah 124 siswa, dan sampelnya adalah 62 siswa (31 siswa untuk kelas eksperimen dan 31 siswa untuk kelas kontrol). Data diperoleh melalui tes berbicara untuk kelas eksperimen dan kontrol. Analisis data dengan menggunakan Ancova. Menurut perhitungan statistik, nilai signifikan untuk media (Instagram) adalah 0,000 dan nilai signifikan pre test adalah 0,000. Oleh karena itu, nilai signifikan dari pre test dan media kurang dari 0,05, sehingga terbukti bahwa Ho dapat ditolak dan Ha tidak dapat ditolak. Dengan demikian, dapat disimpulkan bahwa media sosial Instagram memiliki efek pada pengajaran teks deskriptif karena menunjukkan pengaruh yang signifikan terhadap keterampilan berbicara siswa.

**Kata kunci** : Instagram, Keterampilan Berbicara, Deskriptif Teks, Keefektifan

## **Introduction**

In today's era, information and technology is developed in accordance with human needs in order to assist and facilitate humans in doing their activities. One of them is the many technologies used in obtaining information. Information and technology today is needed in various fields, such as in a health, business, education and entertainment. The rapid growth of smart phones technology in recent years has become a very popular educational tool among students. With the information and technology that increasingly rapidly on education learning method also have experience in many developments, either personal learning method, learning media or learning process. The form of information technology development applied in the world of education is Digital Learning. Digital learning bring the influence of conventional education transformation process into a digital form, both in content and system.

According to Dudeney and Hockly (2017), digital learning refers to a set of technological devices, including smartphone, MP3 players and hand-helds computer that might have an impact on language learning. Among all technological innovations in digital learning, mobile tools and applications are a new approach teaching learning in education. Most students have phones with multiple facilities and can be used to acquire a language. This can attract students' interests and activities in the learning process. Digital Learning can help teachers to prepare materials and get responses from students. The use of digital learning also helps students to obtain information by using their phones whenever they want. The material obtained not only from the teacher but also obtained by various information, one of them is through social media which is famous and widely used at this time.

Social media is communication and sharing today which is very rapid development and become a means of advanced communication and especially teenagers. Belardi (2013) stated that studying effectively and with the right type of technology is one of the best ways to ensure that students succeed in class. Therefore, today's students use digital and social technology with a variety of technologies that are constantly changing. Instagram is one of the most social media which is widely used and liked by the community, especially the teenagers. Pero Ali (2014) revealed that Instagram is such an amazing application and one of the most popular social media applications. Although this application has limited service, it can be useful for media learning. It supported by Listiani (2016) Instagram is a social network based on sharing pictures and fifteen-second videos which can be posted to other social media sites.

By using Instagram, students can upload their images, videos and various into their Instagram's account. (Mansor and Rahim, 2016). It's easy to use and can manage contacts automatically, to whoever posts will be shared. Instagram can be a media of learning to practice the

subject materials. In addition, using Instagram in the classroom can help in creating a socially connected student community outside the classroom. Social media assisted such as Instagram can allow students to learn the material provided in the media. The use of Instagram media is expected to be an innovation that contributes to change of teaching learning process, which is the conventional learning process that usually concern only on the teacher role, it can be changed to using instagram enabled teachers to upload material, where the learning process is no longer just listening to the material description of the teacher but the students also perform other activities such as observing and performing.

To support this goal, researcher will use social media such as Instagram as a media because it will provide some aspects of support to improve student speaking skills through video features available on Instagram. According to Harmer (2001), one of the real advantages of internet is that now, for the first time, teachers and students have access to 'authentic' English wherever they happen to be working. The use of Instagram learning media can be done anywhere and anytime with the internet network, this is flexible and does not require space to face to face. The use of Instagram can help students and teacher in descriptive text learning especially speaking skills through the video. Instagram is a social media based on sharing images and 60 second videos that can be posted to other social media sites. Students can upload videos, fill captions (descriptions) on unlimited page provided, and can comment to someone else's uploads. Start from this point hopefully the using of Instagram can create the good atmosphere in teaching learning process that can lead the students to develop their motivation and their skill to speak.

To conduct this research, the researcher wanted to research more about the effect using Instagram as media learning in speaking skill of the students of eleventh class in SMKN 2 JOMBANG. To know whether Instagram have any significant effect on students' speaking skill.

## **Method**

The research used in this study is a quasi experimental design. The quantitative data obtain through pre-test and post-test as the instruments of the research. Those are experimental class and control class. Both of class will be treat by using different media. The experimental class will be treat by Instagram App as a media learning, and the control class will be treat by conventional learning and powerpoint as a media learning. Before being treated, both of classes were given a pretest first, to know the level of student speaking skill at first condition before the treatment is given. Then, continued to give treatment to each class. After being given treatment to each class, the researcher conduct the post-test to get the final learning outcomes which will show the effectiveness of using Instagram as media learning

The independent variable is a variable that affects or causes change. The independent variable in this study is teaching using Instagram application as a learning media in XI class culinary SMKN 2 Jombang. Dependent variables are variables that are affected or become a result, because of the independent variables. The dependent variable in this study is the speaking ability in descriptive text in XI culinary class SMKN 2 Jombang.

The population of this study is XI class majoring in culinary at SMKN 2 JOMBANG which is 90 students so there are 30 students in each class. In this study, researcher took a sample of XI grade students majoring in culinary 1 and culinary 2 at SMKN 2 Jombang, with a total of 60 students. In this research the researcher cannot form random assignments, then class availability intact given by the teacher. So, the researcher use Nonrandomized Control Pre-test and Post-test for choosing the sample.

Data collection from this study uses a test, the data obtained from this research collected by giving test to the student. The test are given is pre-test and post-test. Both of experimental and control class will be given pre-test. After giving pre-test, both classes will be given different treatment. The experimental class will be treated by using digital learning which Instagram as a media while the control class will be treat by using conventional learning. Each class will be given material on descriptive text to understand lessons with the topic 'describing people'. After given the material, the experimental class will be give the treatment to learns speak using video through Instagram Application, while the student in control class will learn using conventional method in classroom, which use pictorial paper as a media. After giving the treatment, the researcher conduct post-test to know the differences between experimental class and control class after treatment was given. The topic that use in post-test is 'describing thing'. To determine the score, the researcher uses the speaking rubric. Next the researcher analyzes data that has been obtained and the last the researcher take the conclusion from the data.

The instrument that use in this study is in the form of a test of speaking ability in descriptive text material. The test will be given twice, pre-test and post-test. Creswell (2003) stated that pre-and posttest measures of attitudes. The pre-test aims to find out the students 'speaking skills at the beginning while the post-test aims to find out and check whether the treatment has an effect or not on the students' speaking skills. The test is in the form of speaking by describing or explaining something with an image that is available through a video on the Instagram application, this test is done by students in the form of self-video on the Instagram application. And to support the data, a camera will be use to take a documentation of the students' situation during teaching and learning process. Before the research instrument is used to collect data, a trial is carried out first. This is done to determine the validity and reliability of instruments that will later be used in research, in order to obtain valid, accurate and reliable data.

This research will be obtained from speaking test, the test will be gathered by the researcher and based students' performances and some criteria of fluency, pronunciation, accuracy and vocabulary in the speaking rubrics. In this research, the researcher use statistical data to know the different result between the student using Instagram as media learning and the student in conventional learning. The technique of data analyzes in this research by using SPSS to calculate the data. The researcher analyzes statistically by using ANCOVA in order to assess of the effects of Instagram as media learning by comparing the average of experimental group and control group if both of group have significant difference in pretest score or other variables that can affect achievement before the treatment.

## Result

The data was calculated by using Ancova to know the significant effect using social media Instagram of descriptive text in experimental class and control class.

Table 1.1

<b>Between-Subjects Factors</b>			
		Value Label	N
media	1	ppt	31
	2	instagram	31

The Between-Subjects Factors showed the number of student in control and experimental class, which control class used power point and experimental class used Instagram as media.

Table 1.2

### **Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Posttest

F	df1	df2	Sig.
11.161	1	60	.010

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + media

The Levene's test used to know variance of post test data is same or not. If significant value is higher than 0,05 , it is interpreted that the data has same variance. In the other hand, if sig. value is lower than 0,05 , it is interpreted that the data has not same variance. On that table, the significant value is .010.

Table 1.3

**Tests of Between-Subjects Effects**

Dependent Variable:Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1675.281 <sup>a</sup>	2	837.641	44.427	.000	.601
Intercept	309.112	1	309.112	16.395	.000	.217
Preliminary Speaking Skill	309.458	1	309.458	16.413	.000	.218
Media (Instagram)	1566.337	1	1566.337	83.075	.000	.585
Error	1112.413	59	18.854			
Total	334501.000	62				
Corrected Total	2787.694	61				

a. R Squared = ,601 (Adjusted R Squared = ,587)

Based on the table of Ancova, the covariate that showed by preliminary score is .000. The sig. value is less than .05 or Ho can be rejected. It means, there is significant different result due to use of social media Instagram. While, the sig. value of media is .000, it means that Ho can be rejected. It can be concluded that the preliminary of speaking skill give contribution and difference in significant, so Ho can be rejected. The partial eta squared score for pre test is .218 and the media is .585. It means that the instagram media has lower effect than the pre test, even though without pre test, the students' achievement keep have an effect.

Related to the data analysis of Tests of Between-Subjects Effects table, the researcher focused on pre test and media score. The covariate of pre test is .000 and the score of media is .000 too. It can be said that there was linear correlation between covariate and students' achievement, but without the influence of pre-test score, there was significant effect of both classes to post-test were obtained by students. Based on the explanation above, it proved the hypothesis that Ha cannot be rejected and Ho can be rejected. So, it can be concluded that there is significant effect of Instagram media in teaching speaking.

## Discussion

In the previous section has been explained how the data and information which gotten from the research which has done in SMKN 2 Jombang gathered and processed/calculated. At the first step of for searching the data researcher came to the school and asked for permit until decided the day to do the research itself. The data which has collected was calculated according to a certain formula that appropriate with the research design made. The calculation used Ancova formulation to know whether any effect of students. After getting score of speaking skill by using instagram, the final data was gotten. The score of pre-test showed .000 and the significant value of media (Instagram) is .000. It means that media Instagram has an effects in learning speaking descriptive text. In addition, based on the calculation of Ancova  $H_0$  can be rejected and  $H_a$  cannot be rejected.

Based on the result above, media social Instagram can facilitate students to speak entirely, the advantages of using video recording through Instagram can help them to train their speaking skill in element language speaking, which is content, fluency, grammar and vocabulary. The students can connect the content appropriately, learn to correct their grammar, the word that they use by themselves. By using Instagram they had already known that their video would be viewed by their followers in Instagram, so that they would try their best to speak.

The Instagram media was applied in speaking performance test. This speaking test allowed students to explore their ability in speaking. Instagram also have pressure effect more than speak in front of the class. This is happened because the audience is not only their classmates, but also all people in the world who has Instagram can access their video. Amiri (2012) said that now most of the countries emphasize learning and applying the information and communication technology as the base of their educational systems

The use of Instagram makes students interesting, easy, motivate, and improve students' ability to master the material. It is in line with the findings of the research conducted by Irawan (2015) that social media can make a lesson become more interesting and more attractive. Listiani, (2016) also said that Instagram is impressive with its amazing features to support people's purposes related to daily needs and education.

In this research, teaching speaking using Instagram had been proved to be an effective media to be used. Therefore, mobile learning via Instagram seems to be an ideal environment for such transactional learning (Mansor and Rahim, 2017). Students felt enjoy while they was making video. It just like their daily activity such as vlogging or record something to be uploaded at their Instagram account. The different is only the teacher fill it with activity that related to the material given and the result is better. In addition, using Instagram media, the lessons are more effective because students do not need to use paper to collect their duty. They only need to use their



smartphone to do the work. Therefore, using Instagram can make learning more effective and efficient in terms of time and tool.

## **Conclusion**

The main objective of this study was to determine whether there was significant effect in the use of social media Instagram to know the students' effect in speaking descriptive text between students taught using material on Instagram and taught using teacher-centered/powerpoints. Based on the current research findings, it was concluded that using the Instagram application had a positive effect on the learning of eleventh grade students on descriptive text. By using photo/video-based on the media social Instagram, students can be more interested in material. The implementation of descriptive text learning using Instagram social media can be used as a media to enhance student creativity and involvement in the learning process, because students are asked to study the material prepared by researchers on Instagram and collect tasks through uploading videos to Instagram.

The success of using social media Instagram can be seen in the effects of the quality learning process in descriptive text. Overall, the use of social media Instagram improved speaking skills. Students become more confident and not embarrassed. This is showed by the significant value of pre-test .000 and the significant value of media (Instagram) .000. It means that media Instagram has an effects in learning speaking descriptive text. Based on hypothesis, it concluded that (Ha) there is an significant effect of using social media Instagram in speaking skill cannot be rejected and (Ho) there is no significant effect of using social media Instagram in speaking skill can be rejected.

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