

# STUDENT PERCEPTION IN LEARNING ENGLISH SPEAKING ABILITY THROUGH IMPLEMENTING INSTAGRAM

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## Abstract

This study research is aimed to examine the perceptions of students regarding the use of Instagram for improving English speaking skills. Social media platforms, including Instagram, have gained popularity in language learning contexts, yet little research has examined students' perspectives on its efficacy. The type of this research used quantitative research design. The quantitative with survey study technique. A population of forty-eight students participated, representing hospitality educational backgrounds and proficiency levels at Apollonia Hotel School in the academic year 2022/2024 in diploma II. The instrument for collecting data was a questionnaire. Semi-structured questionnaires assess participants' usage patterns, perceived benefits, challenges, and attitudes toward Instagram for language learning. The data analysis used validity, reliability of Cronbach Alpha, and descriptive statistics by using SPSS version 26. The result indicated a generally positive perception of Instagram as a supplementary tool for English-speaking practice, highlighting benefits such as access to authentic language content and interaction opportunities with native speakers. However, distractions were also noted from an unstable internet connection, the informal nature of the content, and the experience of the teacher to transform in teaching environment from traditional to innovative ways. Further research is recommended to explore effective strategies for integrating Instagram into language learning curricula and addressing the identified challenges.

**Keywords:** Speaking Ability; Instagram; Perception

## INTRODUCTION

Language plays an important role in our activities which is a communication tool. People can easily interact with others by using language. We can't express ourselves or communicate with others if we don't have language. English is commonly utilized to communicate cross-culturally with each other. The English language has emerged as a crucial language in global communication given the improvement in the field of technology, innovation of science, business, and education (Hadisaputra & Adnyani, 2012; Jayanti & Norahmi, 2014). It serves as the gateway to accessing vast amounts of information, communicating with people from diverse backgrounds, and pursuing higher education and career opportunities internationally. In an educational setting, English is often taught as a foreign language, starting from early childhood through higher education. Proficiency in English opens doors to academic exchanges, study abroad programs, and employment prospects in multinational companies. To acquire proficiency in English, individuals must attain mastery of four essential skills: speaking, listening, reading, and writing. Proficiency in all language abilities is essential for studies; however, mastery in speaking is important for achieving effective communication (Utami, 2023). In addition, a high level of skill in the English language is frequently a prerequisite for standardized examinations like the TOEFL or IELTS. These tests are essential for gaining

admission to several universities and for immigration purposes in countries where English is the primary language. In language education programs, speaking ability refers to the process of developing and enhancing one's proficiency in verbal communication in a particular language, such as English. This type of education focuses on improving various aspects of speaking, including pronunciation, fluency, vocabulary usage, grammar, and interpersonal communication skills. Likewise, speaking is the delivery of an idea among people, awareness, knowledge, an assumption, a perspective, and a feeling, or it can be called communication by using the mouth to speak whether in monologue, dialogue, or others (Kuning, 2020).

Students practising speaking English from early childhood is highly beneficial and a strong foundation for language learning and sets children on a path toward linguistic proficiency, cognitive development, and global citizenship (Sufrisa et al., 2019). Participating in tutorials and teachers, giving oral presentations, and verbalizing data are all highly desirable. When teachers give speaking activities and describe data, students must pay attention to both language and delivery, with a focus on numerical information and graphic representations for the latter (Hall, 2016). Speaking ability is related to students' capabilities to respond to and interact with others in the classroom. Not only do the students understand what the speaker says, but they must also be able to respond to it (Y. N. Sari, 2019). It is indicated that teachers can determine in teaching language. The teacher can implement various activities related to creativity, and integrity to support learning achievement for a student. The activities through, role play, dialogue, games, and quizzes in certain videos, photos, or fosters make students interested to apply and desire to communicate English in the classroom (Ilhma et al., 2019). Effective speaking ability education emphasises both accuracy and fluency, encouraging learners to communicate confidently and effectively in various contexts and situations. Despite this, it can happen due to difficulties in speaking English for some reasons; limited vocabulary, grammar and syntax, lack of practice, fear of making mistakes, cultural differences, and lack of confidence. These problems come up when students don't get to do the speaking task very often. Addressing these challenges requires a comprehensive approach that combines target instruction, supportive learning environment, and strategies to boost confidence and motivation. Teachers can employ various techniques, such as vocabulary building exercises, pronunciation drills, communicative activities, and scaffolding strategies to help students overcome difficulties and improve their speaking proficiency over time. Also, creating a positive classroom atmosphere where students feel valued and supported can enhance their confidence and willingness to communicate in English.

The number of people using technology is growing quickly right now. Using technology can help improve the learning process (Aryanata et al., 2022). In this modern era, social media serves as a tool to assist students in learning English. Social media like Whats App, Instagram, TikTok, Telegram, Twitter, and many other social media can be the convenience of media communication in online learning. In daily life, most students often spend more time staring at social media. By using social media teaching learning will make engagement, collaborative, real-world connection, multimedia content promotion of digital literacy, and global learning networks (Kuning, 2020). Thus, teachers should choose appropriate social media in the classroom. One of the social media can be considered is Instagram. Most students are familiar with using Instagram platforms in their social networks, in which students can use personal information, share ideas, upload pictures, photos, and videos, and write captions on Instagram (Yudha Bestari, 2020). In addition, Instagram reveals that it provides in the process of learning by facilitating interaction and communication through the expression of ideas and feelings in their captions (Laksono et al., 2019). Moreover, teachers can implement Instagram creatively by giving some videos to announce homework, share classroom experiences with students through pictures, and do other tasks related to the material (Laksono et al., 2019). Students derive the idea, belief, or image of how they understand viewpoints in Instagram as media

learning, as a means of perception (Yudha Bestari, 2020). Student perception believes that Instagram can give confidence in their speaking ability.

Perception is the cognitive process by which individuals evaluate and comprehend sensory information received from the surrounding world. Cognition encompasses the processes of arranging, choosing, and comprehending sensory stimuli, including visual, auditory, tactile, gustatory, and olfactory sensations, in order to generate significant perceptions and gain knowledge about our environment. (Cali, 2017). The component can vary widely based on students' prior knowledge, learning styles, cultural background, interests, and personal experiences. For example, students may perceive a particular teaching method as engaging and effective, while other students may find it boring or challenging. Similarly, students may have different perceptions of their academic abilities, confidence levels and future goals, which can impact their approach to learning and academic performance. Different understanding resulted in differences in perception between individuals with one another. Student perception can be divided into two categories namely positive perception and negative perception (Hamlyn, 2017). In positive perception students using Instagram makes student easy, and fun to learn, and the other reason for negative perception, students feel difficulty pronouncing and embracing making mistakes when speaking. Their memory will interpret their experiences into specific impressions that may differ from one another (Laksono et al., 2019). When people observe an object, they use their senses and minds to notice it, and the information is interpreted as meaning, causing people to respond positively or negatively. It occurs because a person can receive more than one stimulus from their environment, and not all of those stimuli are perceived by the person. Thus, which stimulus is perceived depends on the individual (Farohah et al., 2018).

There were previous studies have investigated using social media as a teaching and learning platform (Bestari, 2020; Laksono et al., 2019; Ramadoni, 2019; Yudha Bestari, 2020). Based on the statement above, the researcher indicated using social media to improve speaking skills in effective ways. This study focuses on student's perception of Instagram in speaking English.

## METHOD

This study was conducted quantitative design to examine students' perceptions of using Instagram media to learn English speaking ability. The population used 48 students in Apollonia Hotel School Denpasar. The respondent consists of two classes majoring in Food and Beverage Division Class and Room Division class in semester four diploma II academic year 2022/2024. In collecting data, the researcher observed classroom situations when speaking in class, after observation, then gave a survey through the questionnaire to investigate attitudes, behaviours, and opinions of the population (Creswell, 2012). The instruments used in collecting data were an online survey of structured interviews and posting them in group WhatsApp for participants to complete. The questionnaire was divided into two sections, the students' attitudes toward speaking English and students' perceptions toward learning in Instagram. The questionnaire consists of 15 items in the form of a statement in the five Likert Scale by answering strongly disagree 1 point, disagree 2 points, agree 3 points, agree 4 points, and strongly agree 5 points. The researcher designed the questionnaire adapted from Sari & Wahyudin, (2019). In measuring the validity and reliability of scores on the instruments the researcher used SPSS version 26 to identify whether the instruments might be good or not in survey research in data analysis. Furthermore, using Pearson Product Moment, the empirical validity showed in Table 1 that all the questionnaire items were valid. The interpretation of validity checked if  $p < 0.005$  means the items are valid, while  $p > 0.005$  is non-valid.

**Table 1. Validity Items Result**

No of Items (X)	Person Correlation	Sig.(2tailed)	Result
1	0.588	0.000	Valid
2	0.501	0.000	Valid
3	0.674	0.000	Valid
4	0.770	0.000	Valid
5	0.599	0.000	Valid
6	0.633	0.000	Valid
7	0.659	0.000	Valid
8	0.565	0.000	Valid
9	0.790	0.000	Valid
10	0.634	0.000	Valid
11	0.706	0.000	Valid
12	0.657	0.000	Valid
13	0.597	0.000	Valid
14	0.593	0.000	Valid
15	0.559	0.000	Valid

In addition, the reliability was checked by using the reliability statistic Cronbach Alpha in Table 2. Cronbach’s alpha ( $\alpha$ ) value ranges between 0 and 1, with optimal values ranging between .7 and .9. It means range minimum score of 0.7 as an acceptable level of reliability in terms of internal consistency (see table 2).

**Table 2. Reliability Statistics**

Cronbach's	
Alpha	N of Items
.890	15

The Cronbach Alpha was utilized to check the trustworthiness of the items on the questionnaire. Cronbach Alpha for 15 items was 0.890. It realized that the students are better learning through Instagram in speaking ability and the items were reliability. After checking validity and reliability, the questionnaires were distributed to assess students' perception of learning English speaking ability in implementing Instagram. The results of the questionnaires were analyzed using descriptive statistical analysis to get average scores. The data results afterwards were categorized based on qualification level of perception. This study guideline of qualification level proposed by Koyan, (2012). Mean Ideal (Mi) and Standard Deviation (Sdi) were calculated first to determine the students’ qualification level of their perceptions in Table 3 below.

**Table 3. The Guideline Qualification Levels**

No.	Criteria	Interval	Categorization	Qualification
1	$Mi + 1.5 Sdi < M < Mi + 3.0 Sdi$	$4.0005 \leq M \leq 5.0001$	Very High	Very Strong
2	$Mi + 0.5 Sdi \leq Sr < M < Mi + 1.5 Sdi$	$3.3335 \leq M \leq 4.0005$	High	Strong
3	$Mi - 0.5 Sdi < M < Mi + 0.5 Sdi$	$2.6665 \leq M \leq 3.3335$	Average	Neutral
4	$Mi - 1.5 Sdi < M < Mi - 0.5 Sdi$	$1.9995 \leq M \leq 2.6665$	Low	Weak
5	$Mi - 3.0 Sdi < X < Mi - 1.5 Sdi$	$0.999 \leq M \leq 1.9995$	Very Low	Very Weak

## RESULTS AND DISCUSSION

### Results

In this part, the result of this study that the data analysis of the student's perception of learning English speaking ability toward Instagram was conducted. Based on descriptive statistic results, Table 4 below presents the result.

**Table 4. Descriptive Statistics**

Items	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	48	4	5	4.98	.838
X1.2	48	1	5	3.88	.866
X1.3	48	2	5	3.69	.854
X1.4	48	3	5	4.19	.641
X1.5	48	2	5	4.06	.885
X1.6	48	2	5	4.04	.743
X1.7	48	2	5	4.00	.772
X1.8	48	3	5	4.10	.660
X1.9	48	2	5	3.71	.743
X1.10	48	1	5	3.73	.792
X1.11	48	3	5	4.13	.606
X1.12	48	2	5	3.81	.790
X1.13	48	2	5	4.08	.767
X1.14	48	2	5	4.08	.647
X1.15	48	2	5	4.10	.778
TOTAL	48	45	75	4.172	0.479
Valid N (listwise)	48				

The result of descriptive analysis in Table 4 displays the overall mean score is identity which is 4.172 with a 0.479 standard deviation with an interpretation of category was very high. Additionally, the total mean score was compared to Koyan's guideline(see Table 3), it can be seen that the mean score is in the middle of 4.0005 to 5.0001. Thus, it could be stated that the score belongs to the very high category and very strong qualification based on Koyan's guidelines. Therefore, the students positively perceive Instagram in their speaking classes through Instagram.

### Discussion

The result of the questionnaires was conducted from the responses of participants, which showed that almost all students were social media users. In terms of the student's daily use of social media, the average time was 3 or 5 hours. This indicates that social media is an important aspect of finding information, sharing ideas, uploading pictures, photos, and videos, and writing captions on Instagram (Yudha Bestari, 2020). As stated by Kuning (2020), by using social media teaching learning will be more effective, fun, and highly significant. Therefore, it can promote the idea that using media social enhances teaching and learning since the students are familiar with this platform. The advantage for the students is that it becomes a considerable platform for them to practice their speaking English. However, it not only gives active students

to practice speaking but also, the teacher creates a better environment for learning. The implementation of Instagram impacts student's of level confidence and activity in learning. Its platform promotes student's interest in communicating tasks, asking questions, deliver their idea and it can be accessed everywhere. Despite this, students find it difficult the face use the Instagram platform to learn to speak, such as the connection internet is unstable, due to the need to spend time uploading their videos or pictures. Moreover, the learning media Instagram wasted high quota and time management. Their usage of Instagram to share ideas freely with friends may have improved their communication skills. This study might support the several studies conducted by (Bestari, 2020; Laksono et al., 2019; Ramadoni, 2019; F. M. Sari & Wahyudin, 2019).

## CONCLUSION

In this section of conclusion, the result of data showed the student's perception of Instagram in learning English speaking given advantages and disadvantages. Many students may perceive Instagram as a valuable tool for improving English speaking skills due to its engaging multimedia content, real-life language usage, and opportunities for interaction with native speakers or language learners. Moreover, students feel convenience and accessibility in learning English material on Instagram anytime, anywhere, using their smartphone. This accessibility could enhance their motivation and consistency in practising English speaking. In the future, students can diverse cultural contexts and authentic language use, providing a more holistic learning experience beyond traditional classroom settings. Whereas, the limitations on Instagram faced by the students are an informal nature and brevity of content unsuitable for depth language learning and may struggle to filter out low-quality language content from their feeds. Overall, students may view Instagram as a beneficial supplementary tool for improving English speaking skills, alongside more structured language learning methods such as classes, textbooks, and language exchange programs.

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