The Effect of Using Instagram on Eleventh Grade Students' Speaking Skill

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Abstrak

Sebagai kemampuan paling mendasar dalam Bahasa Inggris, berbicara mempunyai peran penting dalam proses pembelajaran bahasa. Akhir-akhir ini, guru dapat menggunakan media sosial sebagai perkembangan teknologi menjadi sebuah metode baru dalam praktik berbicara. Instagram merupakan media sosial yang tepat untuk diterapkan dalam praktik berbicara dengan tujuan memberikan stimulus kepada siswa-siswi agar mengunggah dan membagikan foto atau video menarik mengenai kegiatan pembelajaran mereka. Penelitian ini bertujuan untuk mengetahui dampak dari Instagram terhadap kemampuan berbicara siswa kelas XI. Desain penelitian ini adalah quantitatif eksperimen. Populasi penelitian adalah siswa kelas XI SMAN 1 Greisk, sedangkan sampelnya adalah 38 siswa XI SIG 2 sebagai grup eksperimen, dan 37 siswa dari XI SIG 1 sebagai grup kontrol. Instrumen penelitian yang digunakan adalah soal tes, dan rubrik penilaian kemampuan berbicara. Data diperoleh dari nilai pre-test dan post-test. Kemudian, data dianalisis menggunakan Mann-Whitney U Test untuk mengetahui nilai signifikannya, karena data nilai tidak berdistribusi secara normal. Hasil dari penelitian ini menunjukkan bahwa berdasarkan pada output dari Mann-Whitney U Test, nilai significance level adalah 0,000 yang mana kurang dari 0,05. Nilai p-value tersebut mengindikasi bahwa ada perbedaan signifikan atas nilai kedua grup tersebut. Sebagai tambahan, nilai mean rank dari post-test grup eksperimen adalah 47,92 dan grup kontrol adalah 27,81. Hal in menunjukkan bahwa grup eksperimental mempunyai nilai post-test yang lebih tinggi setelah mendapatkan *treatment*. Kemudian, besar dampak perbedaannya adalah 0,47 yang termasuk dalam kategori besar. Oleh karena itu, dapat disimpulkan bahwa adanya dampak dalam penggunaan Instagram pada kemampuan berbicara siswa kelas XI.

Kata Kunci: Instagram, Kemampuan Berbicara

Abstract

Speaking skill, as one of the fundamental skills of English, has a significant role in the language learning process. On these days, teachers can utilize social media as a part of technology to be a new media of speaking practice. Instagram can be a good social media to be used in speaking practice for stimulating students to post and to share interesting photos or videos about their learning activities. Thus, this study aims to reveal the effect of Instagram on eleventh-grade students' speaking skill. The design of this research is experimental quantitative research. The population is the eleventh-grade students' of SMAN 1 Gresik, and the sample is 38 students of XI SIG 2 as the experimental group, and 37 students of XI SIG 1 as the control group. The research instruments are test and speaking assessment rubric. The data are gained in the form of pre-test and post-test score. Then, the data are analyzed by using the Mann-Whitney U Test to find its significance level because the score data is not normally distributed. The result of the study shows that based on the output of the Mann-Whitney U Test, significance level (p-value) of post-test scores is .000. It is lower than .05 which means there is a significant difference between both groups after given a treatment. In addition, the experimental group has a higher mean rank score of the post-test which is 47.92 than the control group which is 27.81. In short, there is a significant difference in the use of of Instagram on eleventh-grade students' speaking skill. Then, the effect size given belongs to large effect, that is .47. Thus, it can be concluded that there is an effect of using Instagram on eleventh-grade students' speaking skill.

Keywords: Instagram, Speaking Skill

INTRODUCTION

Speaking skill, as a productive skill in language learning, takes a part in the language learning process. It is understood as the total responses that are produced by people. Learners are permitted to show their impression in spoken form by speaking as what Thornbury (2005: 1) says that we must accept speaking as an important role in daily life. It can be simplified that speaking is not only an instrument to utter some thoughts in our mind, but also to deliver and to present new information to other people. While speaking practice, there is a communicative performance involves it, and another crucial component, such as, fluency, grammar, vocabulary, pronunciation, stress, pitch, intonation and etc. Those elements are needed in speaking skill. In this case, the students must aware of those elements to improve their speaking skill.

Unfortunately, speaking activities do not work well in some classes. It is caused by some factors which come from students. They are anxious about making an error and being chuckled by their friends. Those factors make them lack of confidence. In some cases, students have difficulty in arranging their sentences. They have a longer time to utter their ideas while delivering them orally because they must check tenses. In addition, some students have a limited time to learn new vocabulary by reading a book, a novel, or a newspaper. They are too busy with other assignments from other subjects.

Based on observation of some eleventh-grade students of Public Senior High School 1 Gresik at supplementary English class while in-service training (Praktek Pengelolaan Pembelajaran), the way of practising speaking by doing a conversation in front of the class that is used by the teachers create dissatisfaction among students themselves. Most of the students have less interest during speaking practice. They argue doing a conversation in front of the class is not attractive, because it is a lack of attraction. They need something new that is more interesting and challenging. Sometimes they cannot organize their ideas well because they should perform a conversation without enough preparation.

Nowadays, technology is integrated into a learning activity in the school. The digital world is altering the way children think. A communication team of McGraw-Hill stated that studying effectively and with the right type of technology are one of the best ways to assure that learners prosper in class. On these days, teachers can use social media as a part of technology to be a new method of speaking practice. Boyd (2014) stated that a set of mobile technologies based on web 2.0 e-platform that is used widely to interact chat, to give information, and to hang out as the communication's objective can be called as a social media. Facebook, Twitter, Snapchat, Pinterest, and Instagram are common platforms used by learners. The most popular one is Instagram.

Instagram can be a good social media to be used in speaking practice. The Instagram post is one benefit of Instagram which teachers may use for stimulating students to post and to share interesting photos or videos about their learning activities. Then, they can add the caption of what they post and share. Therefore, Instagram seems to afford an ideal social media for students to show their confidence. They may use Instagram to post a video as speaking practice. It is one of the advantages of using Instagram which can be applied for assessing speaking.

There are several studies related to the implementation of Instagram in teaching speaking. Hape (2018) states in her research that there is a significant effect on her students after using Instagram. She says that 13 students of her subjects have a good post-test score. All aspects of speaking are increased especially vocabulary. Furthermore, Instagram improves public speaking skill (Apriyanti, et al:2018). The subject is a public speaking class in the English Department of Politeknik Negeri Padang which consists of 25 students. They state that Instagram helps students in stating the purpose, organizing the content and summarizing the main idea. It is in line with a research by Azlan, Zakaria, & Yunus (2019) about developing speaking skill and increasing motivation via Instagram by integrating task-based learning. Its subject consists of 4 pupils of pre-school and 4 pupils in primary school. They claim that Instagram motivates and boosts their students' interests to practice speaking in English.

According to previous studies above, it can be concluded Instagram affects students' speaking skill in general. However, the subjects of those studies are students of English course and university. Even though it is conducted to students of primary school and pre-school, it was taught to Malaysia students. It is known that English in Malaysia is as the second language. Therefore, there is no research that using Instagram for senior high school in a learning activity, especially in speaking skill. In addition, there is no research that compares two groups to prove that Instagram has an effect. This reason inspires the researcher to explore more the effect of Instagram on students' speaking skill in Indonesia, especially for eleventh-grade students.

In line with the background stated above, the research question of this study is formulated as shown: Does Instagram affect students' speaking skill? In this study, there is a statistical hypothesis that consists of two tentative predictions of the result: an alternate hypothesis and a null hypothesis. The alternate hypothesis (Ha) is stated that there is a significant difference in speaking performance in the use of Instagram on eleventh-grade

students. The null hypothesis (Ho) is stated that there is no significant difference in speaking performance in the use of Instagram on eleventh-grade students.

RESEARCH METHODOLOGY

This section covers the description of how to conduct the research of this study. It includes research design, subjects of the study, data and sources of data, research instruments, treatment, data collection technique and data analysis.

The research design of this study is quantitative. This study was managed by using experimental research. As stated by Ary (2019), experimental research is a methodical study wherein a researcher uses and restrains one or more independent variables, then observes the dependent variable or variables for variation related to the manipulation of the independent variables.

The study used the Nonrandomized Control Group, Pretest-Posttest Design. In this research, the participants of the research consisted of two groups, an experimental group and a control group. The experimental group got a treatment by using Instagram in teaching and learning activity, but the control group got no treatment in teaching and learning activity.

The subjects of the study were eleventh-grade students of Supplementary English Classes *(Kelas XI SIG)* at SMAN 1 Gresik. This school was one of an 'RSBI' school in Gresik at that time. The researcher chose these classes because the subjects are familiar with English. There were some supplementary English classes for eleventh-grade students at SMAN 1 Gresik. The researcher chose two classes. They were SIG 1 as the control group and XI SIG 2 as the experimental group. XI SIG 1 and XI SIG 2 had a class once a week. The class meeting was every Wednesday at session 8th until session 11th. Both classes were a mixture of some science students and social students. They were grouped in Supplementary English because of their interest.

The researcher utilizes test as an instrument to collect data. The test was used to collect the data on students' speaking skill. In addition, the researcher adopted a speaking assessment rubric to measure students' speaking skill. In this research, a pre-test was given for two groups to know the students speaking skill and to make sure that both groups were equal. Then, the treatment was given in four meetings to the experimental group. In the end, a post-test was given for two groups. It was conducted to measure whether the use of Instagram influenced the students speaking skill.

A pre-test was used to make sure that the experimental group and the control group are equivalent. In the pre-test, the researcher instructed the subjects to make a group consist of two to three students. Then, the researcher gave

speaking skill test in the form of performing the conversation based on a situation card. There were eight situation cards. The researcher gave the students a situation card for each group. The topic was about the use of 'for example' and 'such as'.

Post-test was used as the comparison score of the control group and the experimental group after getting treatment. The way of conducting post-test was the same as the pre-test. There were some groups that consist of two to three students. The post-test had the same difficulty as the pre-test. The researcher gave a speaking skill test in the form of performing the conversation based on the same situation card as the pre-test. The topic was the same which is the use of 'for example' and 'such as'. The researcher gave them a different number of situation card from the pre-test. Thus, the situation was dissimilar.

To measure the validity of the test, the researcher used a validator. The validator was used to measure the validity of the instrument which has several stages as follows:

1) The researcher designed the test based on a basic competence in 2013 curriculum for senior high school. The basic competence is as follows:
   "3.8 Applying social functions, structure and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to giving examples, in accordance with the context of daily use. (note the language elements for example, such as) "

2) Then, the researcher used the expert's judgment as a validator to judge the test in order to know whether the tests are appropriate or not. It was content validation and the expert gave a small note related to the speaking situation card. The expert was Syafiul Anam, Ph.D., as the lecturer of English Department at Universitas Negeri Surabaya

3) In the end, the expert had said that the test was valid. Then, the researcher continued to measure the reliability of the test.

To measure the reliability of the test, the researcher conducted a try out at other classes, which was XI SIG 3 at SMAN 1 Gresik. This research used interrater reliability. There were two raters in this study: the researcher is as rater 1, and the regular teacher who teaches the class is as rater 2. The scores from the two raters were based on a speaking assessment rubric by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company on Authentic Assessment for English Language Learners. Then, the scores were computed by using the Pearson Correlation on IBM SPSS Statistics for windows release 24. The interpretation of the reliability coefficient of correlation was based on Bartz (1998).

Table 1. Correlations

		RATER 1	RATER 2
RATER 1	Pearson Correlation	1	.898
	Sig. (2-tailed)		.000
	N	38	38
RATER 2	Pearson Correlation	.898	1
	Sig. (2-tailed)	.000	
	N	38	38

Based on table 1, the Pearson Correlation score showed .898 which was more than .80. It means the reliability of the speaking situation card as the research instrument was very reliable.

Furthermore, to measure the students' speaking skill, this research adopted a speaking assessment rubric by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company on Authentic Assessment for English Language Learners.

Moreover, collecting data of this research were conducted by the following stages: first, the researcher administered pre-test to the subjects under study. Second, the researcher started the research by teaching 'for example' and 'such as' in teaching and learning activity for both classes. The experimental group got a treatment by using Instagram for practising the speaking skill. The treatment was given in four meetings. Then, the control group were taught as usual method and no treatment in teaching and learning activity. Third, he provided a post-test for both classes. Then, the data of students' pre-test and post-test score are obtained.

Treatment

The researcher needed four meetings for applying the treatment. During teaching and learning activity, the researcher applied a genre-based approach in the first and the second meeting and task-based learning in the third and the fourth meeting.

In the first meeting, the researcher showed a video, gave an explanation and conducted a mini quiz about the use of exemplification in speaking skill. He played the video from Instagram in front of the class by using a projector. The video was about the use of exemplification in real-life. Then, he explained the structure, the language features and the social function of exemplification. At the end of the first meeting, he gave a mini-quiz about using exemplification. The mini-quiz was a formative assessment which evaluated students in the process of forming their competences (Brown, 2004). It was given by answering some questions related to the use of exemplification in their handbook. Then, the researcher gave a comment after giving a mini-quiz in order to improve learner's language ability. The comments were

the structures, the social function and the language features related to the use of exemplification. They were uttered directly.

In the second meeting, the researcher conducted an assessment related to exemplification by giving some questions in the form of paper test. It was a summative assessment which was used to measure what pupil obtained (Brown, 2004). If the students get more than 70 of this summative assessment, they may continue to the next stage. If they do not pass it, the researcher may repeat an explanation of exemplification. However, the students mostly got more than 80. Thus, the researcher continued to the next stage.

In the third meeting, the researcher gave a simulation on how to perform speaking in a video by using Instagram. He demonstrated it in front of the classroom. He used a built-in camera on Instagram to record a speaking performance. It was used to show that there was a play-pause feature while recording the speaking performance. He presented that if the pupils wanted to record a scene of speaking performance, they should press and hold the record button. Then, if they wanted to delete a scene taken before, they should click the delete button which was below the record button. The pupils might take this advantage to retake some scenes which were mispronouncing some words or sentences on their speaking performance. Therefore, the pupils tried to imitate and to attempt it in the class by doing practice in front of the class. They used their own smartphone. Moreover, the researcher continued to the next syntax of task-based learning which was during the task. He instructed the class to make a group consisting of 4-5 pupils and to make a conversation related to the use of exemplification. They made a draft of their group speaking performance in form of some dialogues script. Furthermore, each group did a rehearsal in front of the class after completing the script of the dialogue. The researcher's role here was checking the dialogues script group by group. In addition, the researcher gave a comment based on the pupil's rehearsal. In the end, the researcher instructed the pupils to record their conversation in the form of video and to upload it to Instagram.

In the fourth meeting, the researcher continued the last stage of task-based learning which was post-task. In this stage, the researcher conducted screening the Instagram post of students one by one in the class after videos were uploaded to Instagram. The researcher instructed the students to pay attention to the structures, the social function and the language features related to the use of exemplification. Then, the researcher asked the students to recognize what language features which were used in their video. It was a formative assessment which evaluated

students in the process of forming their competences. Each group uttered the answer directly after the screening section. In the end, the researcher added a comment related to their video directly at the comment section of their post.

After obtaining the data, that was students' pre-test and post-test scores of the control group and the experimental group, the researcher analyzed it by using the Mann-Whitney U Test. As an alternative of t-test for non-parametric, it was used to test the differences between two groups by comparing medians. It was used because the data was not normally distributed. It was computed by using IBM SPSS for Windows release 24.

The stages were as follows:
1. Arranging the scores of pre-test and post-test for the experimental and control group.
2. Computing a homogeneity of variance test for both groups to make sure the data is homogeny.
3. Assessing normality by Shapiro-wilk test of normality.
4. Computing a Mann-Whitney U Test to compare medians of a pre-test for both groups to measure the significance level in order to show they were equal.
5. Computing a Mann-Whitney U Test to compare medians of post-test for both groups to measure the significant difference.
6. Calculating eta-squared to measure the effect size.

For responding to the research question, the investigator interpreted the numerical data obtained by looking at the results of the Mann-Whitney U Test based on Pallant (2010: 229). Here is the analysis:
1. If the probability value (p) is less than .05, it means there is a significant difference between students who got the treatment of using Instagram and those are not. It can be defined that the alternate hypothesis is accepted and the null hypothesis is rejected.
2. If the probability value (p) is not less than or equal .05, it means there is no significant difference between students who got the treatment of using Instagram those are not. It can be defined that the alternate hypothesis is rejected and the null hypothesis is confirmed.

RESULTS AND DISCUSSION

This section presents the results and discussion of the research conducted on the eleventh graders in SMAN 1 Gresik. In this part, there are pre-test and post-test scores for both control and experimental groups as well as the computation, and also the discussion of the result gained. After conducting several stages of data analysis, it can be determined that the use of Instagram in learning activity affects students' speaking skill. The analysis process is elaborated as follows:

Pre-test

The pre-test was conducted before the experimental group obtained a treatment. The purpose of conducting a pre-test is to get information on whether the two groups are academically equivalent. Furthermore, before analyzing the pre-test score, the researcher needed to compute a homogeneity of variance test. The purpose is to measure the data is homogeny.

Table 2. Test of homogeneity of variances

Levene Statistic	df1	df2	Sig.
.006	1	73	.939

According to the test of homogeneity of variances (see table 2), it can be known that the significance level of the pre-test score of both groups is .939. It is more than .05 which means the data of the pre-test score of both groups is homogeny. Therefore, the researcher is able to continue to next stages.

Table 3. Tests of ormality

	The Classes	Shapiro-Wilk		
		Statistic	Df	Sig.
Post-Test Scores	XI SIG 1	.775	37	.000
	XI SIG 2	.796	38	.000

Then, the researcher assessing normality of data by using Shapiro-wilk test of normality (see table 3). It was used because the participant in each group were less than 50 students. In addition, there was a different number of each group. The control group was 37 students, and the experimental group was 38 students. According to the Shapiro-wilk test of normality, the significance level which was given as Sig. could be known that the value of Sig. for XI SIG 1 was .000 and the value of Sig. for XI SIG 2 was .000. The interpretation of the table was based on Santoso (2014). The value of Sig. of both groups was less than .05, thus it could be concluded that the pre-test score of both groups was not normally distributed. The parametric test was not credible for this study. Thus, the researcher used Mann-Whitney U Test for analyzing the students' speaking score.

Table 4. Test Statistics of Pre-test

	Pre-Test Scores
Mann-Whitney U	682.500
Wilcoxon W	1385.500
Z	-.234
Asymp. Sig. (2-tailed)	.815

Based on table 4, the significance level of students' pre-test scores for the experimental group and the control group can be known. The significance level is given as Asymp. Sig. (2-tailed), which is .815. It means there is no significant difference between both groups score because

the p-value is > .05. Hence, according to the Mann-Whitney U Test above, it can be terminated that their speaking skill was equal. Thus, the researcher continued to the next stages. The researcher gave a treatment after conducting a pre-test for the experimental group and the control group. The treatment was only for the experimental group, and the control group was given no treatment. It was given for four meetings. In the end, the researcher gave a post-test for both groups in order to find a significant difference.

Post-test

The post-test was conducted after the experimental group gained treatment. The purpose of conducting a post-test was getting information about whether the treatment was effective or not.

In this section, the researcher calculated the medians score in order to find a significant difference by using the Mann-Whitney U Test. It was analyzed by using IBM SPSS for Windows version 24. The analysis of post-test scores is as follows:

Table 5. Ranks

	The Classes	N	Mean Rank	Sum of Ranks
Post-Test Scores	XI SIG 1	37	27.81	1029.00
	XI SIG 2	38	47.92	1821.00
	Total	75		

Table 6. Test Statistics of Post-test

	Pre-Test Scores
Mann-Whitney U	326.000
Wilcoxon W	1029.000
Z	-4.071
Asymp. Sig. (2-tailed)	.000

Based on table 5 and 6 of the Mann-Whitney U Test, the significance level of students' post-test scores for the experimental group and the control group could be known. The significance level was given as Asymp. Sig. (2-tailed), which was .000. According to Pallant (2010:229) if the p-value was not less than or equal to .05, so the result was not significant. However, the significance level (p) was .000. It meant that there was a significant difference between both groups score. It could be concluded that the treatment of Instagram was able to help students enhance their speaking skill. Therefore, the research question which was stated in chapter 1 could be answered. There was an effect of using Instagram toward eleventh-grade students speaking skill. Thus, the researcher continued to the next stage that was calculating effect size given by treatment.

In order to find out the level of effect given; it was necessary to calculate the effect size for the Mann-Whitney U Test. Then, the researcher could use effect size formula which was mentioned by Pallant (2010:230) to find out the effect size given. The formula for calculating effect size is as follows:

$$r = \frac{Z}{\sqrt{N}} \tag{1}$$

Then, here is the calculation:

$$r = \frac{-4.071}{\sqrt{75}} = .47008152 \approx .47$$

According to the calculation of effect size above, the r value is .47. Based on the guideline by Cohen (2007), it is more than .14, so it can be considered that the effect size given by treatment belongs to a large effect.

Based on the result of post-test that was examined by using the Mann-Whitney U Test, it indicated that there was a significant difference between the experimental and the control group. Thus, it can be achieved that the null hypothesis is rejected and the alternate hypothesis is accepted.

Discussion

In this research, according to the output of the Mann-Whitney U Test, the experimental group got higher mean rank score than the control group (see table 2). Then, based on table 3, the significance level was given as Asymp. Sig. (2-tailed), which was .000. However, the significance level (p) was not less than or equal to .05. It meant there was a significant difference between both groups of the post-test score. Then, it happened because the experimental group was given a treatment that was Instagram. It could be considered that the experimental group had the highest post-test score according to table 4.4. In brief, there was an effect of using Instagram toward students' speaking skill.

The large effect of using Instagram was not only for university students in Indonesia as Apriyanti, et al (2018) thought at their research, but also for the senior high school students in Indonesia as what this study found. The findings of this study confirmed that senior high school students had a good competence in practising speaking skill through Instagram. The findings showed that what Azlan, et al (2019) implemented to students in Malaysia and what Hape, N.M (2018) implemented to Paredise English Course Kampung Inggris might be applied to Indonesia's students. In addition, the use of Instagram was applicable in SMAN 1 Gresik as a formal school.

The alternate hypothesis of this research supported the previous study that was integrating task-based learning by utilizing Instagram in a learning activity, especially in speaking skill. It showed that task-based learning that was using Instagram as stated by Azlan, et al. (2019) was confirmed. Task-Based Learning which was used as their

research showed Instagram had an advantage for the pupils, as it became a considerable platform for them in practising speaking English. It was not only developing a strong and active learning association between pupils and teachers but also helping the teachers making a good atmosphere of the learning environment.

This finding showed that Instagram could increase students' speaking competence., e.g. vocabulary, structures, pronunciation, intonation, fluency, etc. It was in line with a study by Hape (2018) that Instagram helped to improve her students' vocabulary. The students indirectly tried to correct their pronunciation by saying it several times until they got the appropriate one. Instagram assisted the students to learn in and out of the class. They got more time to learn and to study again and again. It is not only about making a good video on Instagram but also reviewing some aspects of speaking. They could show their competence in using social media to practice their speaking skill. If they got an error in pronouncing some words, they would recognize and revise it. They wanted to give the best for their video on Instagram. Before they uploading their video to Instagram, they retook some part of the conversation in order to make sure they could speak fluently and accurately. Moreover, some of them completing their video by giving a subtitle. Thus, it is effective to enhance their speaking skill of the use of exemplification. In short, by being active on Instagram, the students could increase their speaking competences.

CONCLUSION AND SUGGESTION
Conclusion

As attested by the findings in chapter IV, it can be settled that there is a significant difference among the post-test scores of the control group and the post-test scores of the experimental group. The output of the Mann-Whitney U Test shows the p-value is lower than .05 that is .00. In addition, the mean rank score of rater 1 and rater 2 of the experimental group and the control are 47.92, and 27.81. The mean rank indicates that the experimental group got a higher post-test score. In this case, Instagram gives an effect on eleventh-grade students' speaking skill. Moreover, the effect size can be known. It was .47. Based on the guideline which is proposed by Cohen et all (2007), it is more than .14, so it can be measured that the effect size given by treatment belongs to large effect.

As a consequence, from all of the findings, it can be declared that the alternate hypothesis (Ha) that is there is a significant difference of speaking performance in the use of Instagram on eleventh-grade students is accepted. The null hypothesis (Ho) that is there is no significant difference in speaking performance in the use of Instagram on eleventh-grade students is rejected. However, using Instagram on eleventh-grade students has an effect on their speaking skill. In short, it is one of teaching media that may be used by teachers to teach English speaking skill, especially in exemplification.

Suggestion

The researcher eventually would like to give some advice to those who are involved in English education in order to make a better teaching and learning activity.

1. For the teachers
   The teachers nowadays face many difficulties in following the globalization. They are suggested to prepare a teaching media that follows the globalization. The researcher suggests the teachers to use Instagram in teaching and learning activity, especially in speaking skill. Students are motivated to practice their speaking skill in English by using Instagram. It increases their speaking competences. Thus, they get high confidence to produce some words in making sentences during the conversation.

2. For the future researchers
   Future researchers may investigate the use of Instagram in other skills, such as writing. It may be a reference and an inspiration to other studies related to the use of Instagram. In addition, future researchers are expected to manage a study in qualitative research in order to complete the data that are not obtained in quantitative research.

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