EFL STUDENTS' PERCEPTION TOWARDS THE USE OF INSTAGRAM IN SPEAKING ENGLISH

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Abstrak

Media sosial telah mendapatkan popularitas besar selama sepuluh tahun terakhir. Akibatnya, sosial media digunakan di banyak sektor yang berbeda termasuk dalam pendidikan. Sebagai seorang pendidik, guru dapat memanfaatkan media sosial sebagai sarana untuk memfasilitasi pengalaman siswa, terutama dalam pembelajaran bahasa. Selain itu, di antara media sosial populer, Instagram telah banyak digunakan dalam bidang pendidikan berikut fitur-fiturnya yang memungkinkan digunakan dalam kegiatan pembelajaran bahasa. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki persepsi siswa tingkat menengah tentang penggunaan Instagram untuk berlatih berbicara bahasa Inggris di kelas EFL. Penelitian ini adalah penelitian deskriptif kuantitatif yang menggunakan survei untuk mengumpulkan data. Populasi yang digunakan adalah siswa kelas 11 dari salah satu sekolah swasta di Surabaya. Sampel penelitian ini adalah 52 siswa yang didapatkan dengan teknik *convenience sampling*. Selanjutnya, seperangkat kuesioner skala Likert dengan empat skala pilihan digunakan sebagai instrumen. Hasil penelitian menunjukkan bahwa siswa melihat Instagram secara positif. Para siswa menemukan Instagram sebagai alat yang menyediakan cara baru bagi mereka untuk berlatih berbicara dalam bahasa Inggris. Instagram memberikan suasana yang berbeda bagi siswa untuk berlatih, dan membantu mereka untuk lebih percaya diri. Selain itu, mereka juga merasa termotivasi.

Kata kunci: Persepsi siswa, Instagram, Berbicara Bahasa Inggris.

Abstract

Social media has gained massive popularity over the last ten years. As the result, social media is used in many different sectors including in education. As an educator, teachers can utilize social media as a tool to facilitate the student's experiences, especially in language learning. Furthermore, among the popular social media, Instagram has been widely used in the educational field following its features where it is possibly used in language learning activities. Therefore, this study aims to investigate the secondary-level students' perceptions about the use of Instagram to practice speaking English in EFL classroom. This is a quantitative descriptive study that uses a survey to collect the data. Furthermore, a set of Likert-scale questionnaires with four option scales is used as the instrument. The population of the study was eleventh-grade students from one of a private schools in Surabaya. Furthermore, the sample of this study was 52 students taken by convenience sampling. The result of the study shows that the students see Instagram positively. The students find Instagram as a tool that provides a new way for them to practice speaking English. Instagram offers a different atmosphere for the students to practice, and it helps them to be more confident. Additionally, they also feel motivated.

Keywords: Students' perception, Instagram, Speaking English.

INTRODUCTION

Kaur and Abdul Aziz (2020) describe speaking as a verbal activity in which words are uttered; these words or sentences represent a person's ideas spoken. It allows the speaker to express themselves about their thoughts, intentions, or point of view creatively while they interact with others. Speaking is a skill that needs frequent practices which differentiates it from other skills.

Additionally, speaking is considered the most important productive skill for all language learners to master. It is because speaking can measure the success of language competency (Nunan, 1991). In addition, there are several components to measure the students' speaking skills, such as fluency, grammar, pronunciation, and vocabulary. Therefore, students must be aware of those aspects to increase their speaking ability.

The ability to speak reflects the mastery of language skills which is particularly important for the students to

master. Many of them have good proficiency in other skills but seem not good enough at speaking (Devi, Virgiana & Auli, 2020). The ability to speak in language learning is not only being able to talk but also how they deliver their thoughts and ideas in oral communication. Hence, speaking skills get much attention in language learning.

Despite those facts, students still find problems in mastering speaking skills. According to Himmah, Suhartoyo, and Ismiatun (2020), the students are often deal with issues such as lack of confidence to speak and lack of vocabulary, which prevents them from expressing their thoughts and knowledge. Additionally, Ur (1996) stated that there are four common factors of the students' difficulties in speaking such as inhibition (fear of criticism, being shy), nothing to say (less motivation to express their thought), low participation (little talk time), and mother tongue (dialect). In addition, the students are often dissatisfied with their present speaking abilities, which is a reason that makes them afraid to speak in class (Riasati, 2012). As a result, these problems cause the students speaking skills to be considered low (Himmah et al., 2020). Therefore, teachers are expected to find new and fun ways to create an attractive environment, such as integrating technology into language classes to help the students overcome the problems mentioned.

Technological development has had such an effect on the educational field, especially in the last several years. Technological advancements have transformed education into digital learning. Furthermore, the implementation of technology in digital learning such as the use of social media has been popular in the last several years. According to Burbules (2016), social media is widely used by teachers and students in various educational ways and is even often directly used as teaching resources. Besides, the use of social media in language learning promotes the students' social interactions through the digital environment. Hence, social media is considered valuable in English language learning as its community-centered design contributes to the dissemination of Authentic Language and promotes beneficial interaction beyond classroom (Akhiar, Kasuma & Mydin, 2017) In addition, social media has an adequate capacity as educational support in language learning and a provide more flexible experience that can positively impact language learning.

In general, social media is a web-based mobile technology used to communicate which consists of some activities such as interacting in online networking through words, pictures, and videos (Handayani, Cahyono & Widiati, 2018). In addition, the use of social media in language learning to transforming the classroom into an engaging environment is not new. The use of social media in the educational field could increase students' learning and a better skill for educators to connect with their

students and provide support of a comfortable environment for them (Stathopoulou, Siamagka & Christodoulides, 2019). Besides, there are many kinds of social media that may be helpful and impact learners while learning English. One of them is Instagram.

Instagram was released in 2010 and immediately got global attention from people around the globe. There are several features available on Instagram, such as private messaging, searchable hashtags, posting images, videos, and posting Instagram story which are only available for 24 hours. These features allow users to communicate with other users in both formal and informal ways (Carpenter, Morrison, Craft, & Lee 2020). Additionally, the visual essence of Instagram arguably distinguishes it from other social media that are comparatively more text-focused. The visual essence of Instagram contributes to the use of Instagram by teachers in ways that vary from how they use certain other social networks (Carpenter et al., 2020). Hence, Instagram received huge attention from scholars than the other online platforms because of its differences in significant ways. In addition, the popularity of Instagram among educators enables it to use in language learning, especially in English Foreign Language (EFL) classes.

According to Handayani et al., (2018), Instagram is a mobile photo and video-sharing website that was initially designed for mobile use by an app. However, through its popularity, Instagram is turned into a space for marketing, news, e-commerce, as well as teaching purposes (Wadhwa et al., 2020). It is supported by Al-Ali (2014), who states that Instagram can be beneficial in language learning despite its limitations. Similarly, Handayani (2015) states that Instagram can be used in language classes to conduct various activities such as role plays, describing someone, writing a caption on a posted picture, and speaking activities through videos, etc. In addition, Instagram is widely used because the features provided are useful for language learning. Furthermore, students can follow several English-based accounts on Instagram to give more pieces of information beyond the classroom. Therefore, the English language learning can be more efficient because students can learn independently outside the classroom by utilizing the features on Instagram.

The features available on Instagram are beneficial in supporting the English language learning process. The features such as Instagram TV (IGTV), reels, and Instagram story can be used to upload the students' work in a certain material that they learned. Furthermore, in terms of speaking skills, Instagram can be used to upload their speaking product in the form of short videos or vlogs. Uploading short videos is considered the alternative solution for the students to practice and improve their speaking skills. It is an interesting way for both teacher and

students to monitor the progress that the student's made. Additionally, Devana and Afifah (2021) state that short videos or video-log (vlog) encourage the students to self-monitor their speaking skills. It encourages the students to make self-reflection which leads them to measure their performance as well as create their strategy to improve their speaking skills. Furthermore, Instagram could improve the students' self-confidence, motivation, as well as their interest in learning speaking skills (Devi, Virgiana & Auli, 2020).

Numerous studies have been conducted concerning the use of Instagram to improve students' speaking skills. For example, research conducted by Azlan, Zakaria, and Yunus (2019) reported that Instagram improved the students speaking skills, it motivates the students and boost their interest to practice speaking. Similarly, a study conducted by Aries and Islamiah (2020) reported that Instagram can improved the students' self-confidence to speak. Furthermore, Qisthi and Arifani, (2020); Devana and Afifah (2021) reported in their research that Instagram improves the students' speaking skill as well as their motivations. These research proved that the utilization of Instagram can impacts the students' speaking skills positively. Moreover, the students are also interested in Instagram so they gain more motivation which influences them to speak better. Additionally, the students' speaking videos on Instagram promote more verbal communication practices that help them to increase their grammar and their vocabulary mastery, improve their fluency, and decrease their shyness (Devana & Afifah, 2021). Therefore, to help the students solve their problems dealing with their speaking skills, the implementation of Instagram within the EFL curriculum is worth exploring (Qisthi & Arifani, 2020).

Despite its development, further research and implementation of Instagram as a tool in language learning remain interesting to be done. Instagram is an online platform where the majority of the users are young adults who are already familiar with it (Al-Ali, 2014). Hence, the student's intimacy with Instagram can advantage them decrease their anxiety due to utilizing the unaccustomed tool in language learning as well as promoting an engaging environment. In addition, Instagram offers flexibility for the students to learn outside the classroom where they can get extra time to practice their speaking skills. Besides, video post on Instagram helps the students to practice in a safe and comfortable environment. Instagram also attracts the teacher's attention to utilizing the affinity spaces that can be prompted creative activity in English language learning (Carpenter et al., 2020; A. D. Handayani et al., 2018; Yusuf & Jazilah, 2020) while it also improves the student's confidence to speak English (Aries & Islamiah, 2020; Devi et al., 2020).

Based on the previous studies, proved that Instagram can be used as a tool that supports language teaching-learning, especially speaking skills. However, further research is still needed to explore how the students perceive Instagram as a tool that supports them to learn speaking skills. Previous studies were focused on investigated how Instagram could improve students' speaking skills, and most were conducted at the university level. Therefore, this study aims to investigate the secondary-level students' perceptions towards the use of Instagram to practice speaking English in an EFL classroom. Furthermore, there is one research question formulated in this study: How is the secondary-level students' perception towards the use of Instagram in speaking English?

METHODS

This study is a quantitative descriptive study that uses a survey to collect data. The instrument that is used is a Likert-scale questionnaire by using Google Form. The questionnaire consisted of statements about how the students perceive the use of Instagram to practice speaking English. The questionnaire that the researcher used is adapted from the questionnaire developed by Devi et al., (2020); Lailiyah and Setiyaningsih, (2020). 8 statements about students' perception adapted from Devi et al., (2020) and 8 statements about students' perception and motivation adapted from Lailiyah and Setiyaningsih, (2020). Therefore, there are only 16 statements that are used in this study. Moreover, the statements were translated to Bahasa to ease the student's understand the context of each statements.

The population of the study were 200 students of eleventh-grade students from one of the private schools in Surabaya. The author chooses eleventh-grade students as the population because one of the English teachers in this school has implemented Instagram in the teaching-learning process to teach the students speaking English. The teacher used it as a platform for the students to upload their speaking performances in form of a recorded video with a certain topic given by the teacher.

Furthermore, to choose the sample of the study, the researcher used convenience sampling technique. According to Sukardi (2012), convenience sampling is a sampling strategy that occurs by chance. The sample was drawn from everyone who happened to meet at a specific location, at a specific time, or in a specific manner. In addition, the sampling procedure is not complicated and the researcher did not set a limit on the number of respondents. Thus, the overall number of respondents is determined by the number of responses received. Furthermore, Gay and Diehl (1992) argue that the

minimum sample size for descriptive research is 10% of the total population.

In addition, to collect the data, the researcher used Likert-scale to measure the students' perceptions. According to Sugiyono (2014), Likert Scale is used to measure a person's or a group's attitudes, opinions, and perceptions toward social phenomena. Furthermore, the indicators are stated in words: (1) Strongly Disagree; (2) Disagree (3) Agree (4) Strongly Agree. In addition, the students' perception is divided into 2 (positive and negative). It can be classified as positive perception if the most answers are strongly agreed. Otherwise, it can be classified as negative if the most answers are strongly disagreed. The procedure to collect the data was broken down into phases. First, the researcher distributes the questionnaire in form of a Google Form via WhatsApp group. Second, the researcher offers respondents five days to complete the questionnaire. After five days, the Google Form was terminated by the researcher, and the researcher began to analyze the data.

Furthermore, to answer the research question, the data obtained from the questionnaire was analyzed descriptively in form of numerical data that is presented in form of a table. There were few steps to analyze the data. First, the researcher ranks the data obtained through the questionnaire based on the scales. Second, the data obtained were classified into the research table. Third, the researcher calculates the percentage of the respondents which is divided into four parts (Strongly disagree, disagree, agree, strongly agree). The purpose of employing scale classification is to see if the respondents agree or disagree with the items in the questionnaire. As a result, the analysis is restricted to numbers (frequency) or proportions (percentages). Among the percentage results, there are the findings of the study regarding the student perceptions. The data were analyzed through the percentage because the researcher wants to explain the study's findings in a way that ordinary people can comprehend, so they can see how important it is to use social media, particularly Instagram, to improve the student's English proficiency, especially in terms of speaking skill.

RESULTS AND DISCUSSION

This part of the study presents the analysis data obtained from the questionnaire. Table 1 presents the result of the questionnaire on the students' perceptions towards the use of Instagram in speaking English. There were 52 participants or 26% of the total population who filled out the questionnaire. This number of participants exceeds the minimum required number used as samples. Furthermore, the questionnaire used the Likert scale to

map the students' perceptions which will be described as follows:

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

Results

Based on the result, the majority of the percentage from each statement has a high result in "agree". It means that the students' perception towards the use of Instagram for speaking English is positive.

Table 1. The result of the questionnaire

No.	Statements	Scale	Frequencies	Percentage
1.	I have time to practice English outside the classroom by using Instagram.	SD	1	1.9%
		D	14	26.9%
		A	29	55.8%
		SA	8	15.4%
2.	Instagram offers a new way for me to practice my English Speaking.	SD	1	1.9%
		D	4	7.7%
		A	34	65.4%
		SA	13	25%
3.	I have an interesting media to practice speaking using Instagram.	SD	2	3.8%
		D	14	26.9%
		A	21	40.4%
		SA	15	28.8%
4.	I feel comfortable speaking in English using Instagram.	SD	5	9.6%
		D	9	17.3%
		A	28	53.8%
		SA	10	19.2%
5.	Instagram could be an effective way for me to practice my English speaking.	SD	5	9.6%
		D	14	26.9%
		A	23	44.2%
		SA	10	19.2%
6.	I feel no pressure when I practice my English speaking on Instagram.	SD	3	5.8%
		D	11	21.2%
		A	31	59.6%
		SA	7	13.5%
7.	I feel no pressure in making mistakes on Instagram.	SD	7	13.5%
		D	20	38.5%
		A	22	42.3%
		SA	3	5.8%
8.	I believe using Instagram helps me to speak English better.	SD	3	5.8%
		D	13	25%
		A	24	46.2%
		SA	12	23.1%
9.	I feel a different atmosphere in practicing speaking using Instagram.	SD	4	7.7%
		D	5	9.6%
		A	31	59.6%
		SA	12	23.1%
10.	I feel good when I practice my speaking on Instagram.	SD	4	7.7%
		D	11	21.2%
		A	30	57.7%
		SA	7	13.5%
11.	I repeat the English lesson materials outside the classroom by using Instagram.	SD	5	9.6%
		D	14	26.9%
		A	31	59.6%
		SA	2	3.8%

12.	I enjoy practicing speaking by using Instagram.	SD	3	5.8%
		D	6	11.5%
		A	31	59.6%
		SA	12	23.1%
13.	By using Instagram I feel confident to speak in English.	SD	4	7.7%
		D	21	40.4%
		A	22	42.3%
		SA	5	9.6%
14.	Using Instagram motivates me to practice speaking with my friends.	SD	2	3.8%
		D	10	19.2%
		A	29	55.8%
		SA	11	21.2%
15.	Using Instagram promotes my motivation to speak in English.	SD	4	7.7%
		D	13	25%
		A	25	48.1%
		SA	10	19.2%
16.	Using Instagram motivates me to practice my speaking skill outside the classroom.	SD	3	5.8%
		D	6	11.5%
		A	29	55.8%
		SA	14	26.9%

For statement 1, there are as many as 1.9% of the students choose strongly disagree, 26.9% Disagree, 55.8% agree, and 15.4% strongly agree. The majority of the students choose agree where it means that they have more time to practice outside the classroom by using Instagram.

For statement 2, there are as many as 1.9% of the students choose strongly disagree, 7.7% disagree, 65.4% agree, and 25% strongly agree. The majority of the students choose agree where it means that the students believe Instagram is a new way for them to practice speaking.

For statement 3, there are as many as 3.8% of the students choose strongly disagree, 26.9% disagree, 40.4% agree, and 28.8% strongly agree. The majority of the students choose agree where it means that Instagram is an interesting media for them to practice speaking.

For statement 4, there are as many as 9.6% of the students choose strongly disagree, 17.3% disagree, 53.8% agree, and 19.2% strongly agree. The majority of the students choose agree where it means that the students are feeling comfortable using Instagram to speak in English.

For statement 5, there are as many 9.6% of the students choose strongly disagree, 26.9% disagree, 44.2% agree, and 19.2% strongly agree. The majority of the students choose agree where it means that Instagram is an effective way for them to practice speaking English.

For statement 6, there are as many as 5.8% of the students choose strongly disagree, 21.2% disagree, 59.6% agree, and 13.5% strongly agree. The majority of the students choose agree where it means that the students feel less pressure when they practice speaking using Instagram.

For statement 7, there are as many as 13.5% of the students choose strongly disagree, 38.5% disagree, 42.3% agree, and 5.8% strongly agree. The majority of the students choose agree where it means that the students are not worried if they making mistakes.

For statement 8, there are as many as 5.8% of the students choose strongly disagree, 25% disagree, 46.2% agree, and 23.1% strongly agree. The majority of the students choose agree where it means that the students believe Instagram could make them to speak in English better.

For statement 9, there are as many as 7.7% of the students choose strongly disagree, 9.6% disagree, 59.6% agree, and 23.1% strongly agree. The majority of the students choose agree where it means that Instagram gives them a different atmosphere, especially to practicing speaking.

For statement 10, there are as many as 7.7% of the students choose strongly disagree, 21.2% disagree, 57.7% agree, and 13.5% strongly agree. The majority of the students choose agree where it means that the students are happy when they practice speaking using Instagram.

For statement 11, there are as many as 9.6% of the students choose strongly disagree, 26.9% disagree, 59.6% agree, and 3.8% strongly agree. The majority of the students choose agree where it means that the students agree Instagram help them to repeat the material they learned outside the classroom.

For statement 12, there are as many as 5.8% of the students choose strongly disagree, 11.5% disagree, 59.6% agree, and 23.1% strongly agree. The majority of the students choose agree where it means that the students enjoy practicing speaking using Instagram.

For statement 13, there are as many as 7.7% of the students choose strongly disagree, 40.4% disagree, 42.3% agree, and 9.6% strongly agree. The majority of the students choose agree where it means that the students are confident to speak in English by using Instagram.

For statement 14, there are as many as 3.8% of the students choose strongly disagree, 19.2% disagree, 55.8% agree, and 21.2% strongly agree. The majority of the students choose agree where it means that the students are motivated to practice speaking by using Instagram with their friends outside the classroom.

For statement 15, there are as many as 7.7% of the students choose strongly disagree, 25% disagree, 48.1% agree, and 19.2% strongly agree. The majority of the students choose agree where it means that the students feel motivated to speak by using Instagram.

For statement 16, there are as many as 5.8% of the students choose strongly disagree, 11.5% disagree, 55.8% agree, and 26.9% strongly agree. The majority of the students choose agree where it means that the students feel motivated to practice their speaking skill by using Instagram outside the classroom.

Discussion

The analysis of the questionnaire indicates that the students have positive feedback towards the use of Instagram in speaking English. In addition, it also revealed that the students are interested and feel motivated to learn speaking by the utilization of Instagram in class.

The analysis of the questionnaire revealed that the items in the questionnaire have the highest result on the "agree" scale. This indicates that the students have positive responses to the items in the questionnaire. The highest response is in statement 2 where the students believe that Instagram offers a new way for them to practice speaking. This result is in line with the previous study conducted by Lailiyah and Setiyaningsih (2020) reported that the use of Instagram is effective in language learning because it gives a new way to learn language and it helps the students enrich interactive vocabulary. In addition, the students think that by using Instagram they feel a different atmosphere in practicing English Speaking. Instagram provides an environment where the students can create their own space so they can feel relaxed. A friendly, safe, and relaxed environment encourages the students to speak (Riasati, 2012). Besides, the students also feel motivated by the utilization of Instagram to practice speaking. This statement is supported by the previous studies, which shows that Instagram could increase the students speaking skill and promotes their motivation (Azlan, Zakaria & Yunus, 2019: Qisthi & Arifani 2020; Devi et al., 2020; Devana & Afifah, 2021). The students' motivation to speak remains important to notice since it can be one of the factor that influence the students speaking competency. It is because the student's motivation to speak is one of a factor that influence their willingness to speak in which lead them to a better speaking performance (Riasati, 2012).

Additionally, the students tend to have more time to practice outside the classroom by using Instagram. It is because the flexibility that Instagram offers allows the students to practice and upload their exercises outside the classroom anywhere and anytime. This result is in line with a study conducted by Devi et al., (2020) reported that by using Instagram the students having opportunity to practice outside the classroom more. Moreover, they feel confidence to speak and feel no pressure by the mistakes they made. This result is supported by a previous study which shows that Instagram is an effective way that could improve students' speaking skill and boost students' self-confidence (Aries & Islamiah, 2020; Devi et al., 2020). Furthermore, the students are feel no pressure toward the mistakes they made about their language when they communicating with others (Erarslan, 2019). In addition, the students probably feel no pressure because they are already familiar with Instagram, and they have been use it in daily activities outside the classroom.

Furthermore, the students see Instagram as an interesting media for practicing speaking. In line with this, R. and Seftika (2019) states that Instagram is an interesting media to implemented in teaching language. It is because Instagram users can express their talent and expertise from a certain topic provided by the teacher in a video, such as giving tips and guidance on how to do something properly. Moreover, other people can see these videos and they can comment on them by clicking the small comment bubble beneath the post or prior comments. These kinds of features provided on Instagram differentiate it from the activities in the classroom which feel more interesting to be done. That is why Instagram is seen as an interesting tool, especially for speaking activity. Besides, the students believe that Instagram could be an effective way to practice English speaking. It is because Instagram is not only a place for users to share their emotions through photos and videos, like/comment on other people's stuff, and repost their own but also a platform that can be used in the classroom by teachers as media for teaching English in a flexible and fun way with its interesting features. In line with this, Yeh and Mitric (2019) states that integrating Instagram into a lesson can encourage students to be more participating in digital storytelling, it can improved the student's enthusiasm, their oral and written skills, and helped them improve their English.

In addition, the students feel comfortable to speak in English using Instagram. In line with this, Stathopoulou et al., (2019) states that the use of social media could increase student learning, and a better skill for educators to connect with their students and provide support of a comfortable environment for the students. Similarly, a study conducted by Aries and Islamiah (2020) reported that the students' are more comfortable to speaking through Instagram especially for the passive learners. In addition, the students also agree that Instagram helps them to repeat the material they learned outside the classroom. They believe that Instagram could help them to speak English better. Moreover, they enjoy to practice speaking by using Instagram.

The present study shows that the students have positive perceptions towards the use of Instagram in speaking English. Additionally, Ferreira and Santoso (2008) state that the students' perceptions have behavioral effects on the learning methods they use, which in turn affect their learning results. Therefore, it concludes that the students' perceptions can influence their learning outcome of speaking skills based on how they perceive the use of Instagram in speaking English. In this study, the students consider Instagram as an effective tool that may help them to improve their speaking skill in an engaging

environment, enable to resulting in a positive learning outcome.

The result of this study is align with several studies that have been conducted before. The previous studies shows that the students have positive perception toward the use of Instagram in speaking English (R. & Seftika, 2019; Lailiyah & Setiyaningsih, 2020; Devi et al., 2020)

In addition, Instagram and its features support the students in learning activities despite its function as an entertaining tool. Therefore, it this considered interesting to apply Instagram as media in language learning especially in speaking because the students are already familiar with it. In addition, the present study revealed that the students give positive feedback related to their perception of using Instagram in speaking English which means that Instagram is capable to be used as a tool that supports language learning.

CONCLUSION

In summary, this study aims to investigate the secondary-level students' perceptions towards the use of Instagram to practice speaking English in an EFL classroom. Based on the findings, it can be seen that the students have positive perceptions towards the use of Instagram to speak in English. The students find Instagram as a tool that provides a new way for them to practice speaking English. Instagram offers a different atmosphere for the students to practice, and it helps them to be more confident. The students also feel comfortable using Instagram as a platform for them to speak in English and feel less burdened when they make mistakes on it. Additionally, they also feel motivated.

As an educator, teachers must be innovative to support student learning by providing various media or tools that support students during the process. The use of Instagram is considered sufficient because of its simplicity and usefulness. In addition, based on the results that have been described, it can be concluded that Instagram can be used as a media or tool that supports the students' experience in learning speaking. The students consider Instagram as an effective tool that may help them to improve their speaking ability in an engaging environment, enable to resulting in a positive learning outcome.

Suggestions

Although Instagram is considered effective to be used as a medium to support the students in practicing speaking skill, there are several problems that the students face. The main problem is the connection with the internet as several students might be lived in a region that has difficulty with internet access. Thus, the teacher should be guiding the students and provide some solutions to help the students so it can be effective. Moreover, the present study used

small-scale sampling and used questionnaire only as the instrument. Therefore, future research is expected to develop into better research.

In addition, future research can investigate other skills such as writing, reading, and listening with different levels of participants. Besides, future research can be done in the same field as this research but by applying a different method by applying interview as the additional instrument in order to get a deeper result analysis which can give a different perspective from the current studies.

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