Students' Perception in The Use of Instagram for Academic Speaking Skill Learning

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Abstrak

Menguasai kemampuan berbicara akademik sangat penting bagi para pembelajar bahasa dalam mengembangkan prestasi akademik mahasiswa. Namun, hal ini menjadi aspek paling menantang dalam penguasaan bahasa karena bahasa ibu mahasiswa bukan bahasa Inggris. Pandemi COVID-19 yang muncul belakangan ini lebih lanjut menghambat penguasaan bahasa para mahasiswa. Instagram, sebagai teknologi canggih dan media sosial, dibahas sebagai alat potensial untuk pembelajaran bahasa dan meningkatkan kemampuan berbicara akademik. Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa terhadap Instagram sebagai alat untuk mempelajari kemampuan berbicara akademik. Penelitian ini menggunakan metode deskriptif kuantitatif. Kuesioner tertutup digunakan sebagai instrumen penelitian untuk menggali persepsi mahasiswa. Kuesioner didistribusikan melalui formulir Google dengan formula Slovin kepada 70 mahasiswa pendidikan bahasa Inggris angkatan 2019 di salah satu universitas di Surabaya, Jawa Timur. Skor rata-rata dan frekuensi disajikan. Hasil penelitian menunjukkan hasil yang positif, dan sebagian besar mahasiswa berpendapat bahwa Instagram dapat digunakan untuk belajar dan berlatih kemampuan berbicara bahasa Inggris akademik. Persepsi positif tercermin dalam skor rata-rata yang diperoleh dari ketiga komponen persepsi (konatif 3.8, afektif 3.9, dan kognitif 4.1). Berdasarkan hasil di atas, Instagram dianggap sebagai platform yang berharga untuk belajar dan berlatih kemampuan berbicara bahasa Inggris akademik.

Kata kunci: Persepsi, Pembelajaran kemampuan berbicara akademik, Instagram.

Abstract

Acquiring academic speaking skills is crucial for language learners to develop student's academic achievements. However, it becomes the most challenging aspect of language acquisition since students' mother tongue is not English. The emergence COVID-19 pandemic has further hindered students' language acquisition. Instagram, as an advanced technology and social media, is discussed as a potential tool for language learning and enhancing academic speaking skills. The study aims to investigate students' perception of Instagram as a tool for learning academic speaking skills. This research is descriptive quantitative which used a close-ended questionnaire as an instrument to elicit students' perception. The questionnaire distributed via google forms by Slovin's formula to 70 students of English education 2019 in one of the University of Surabaya, East Java. The mean score and frequencies were presented. The result showed positive results, and most students perceived that Instagram could be used for learning and practicing English academic speaking skills. The positive perception is reflected in the average mean scores obtained across all three perception components (conative 3.8, affective 3.9, and cognitive 4.1). Based on the results above, Instagram is considered as a valuable platform for learning and practicing English academic speaking skills.

Keywords: Perception, Academic speaking skills learning, Instagram.

INTRODUCTION

Acquiring academic speaking skills is vital for learners since it has many benefits that can support them in educational settings. For students, increasing speaking abilities in an academic setting can have several advantages, such as providing a better understanding of the subject being learned, improving critical thinking, and actively escalating participation in the classroom (Sriniva P, 2019). Speaking for academic purposes allows the students to convey their ideas in well-structured ways that can be used in formal settings like public speaking, state ideas in the discussion accurately, develop confidence, and it can be helpful to facilitate students' communication skills in both inside and outside the classroom (Hervina, 2017; Padmadewi et al., 2019). Academic speaking competence has taken on a crucial role for fresh graduates, allowing them to function well in the workplace, help them communicate in their daily lives, and develop collaborative skills with people from

different backgrounds (Deveci & Nunn, 2016; Marc J, 2007; Menggo et al., 2019). For that reason, English learners must be able to speak English accurately and fluently to communicate with others and support their educational achievements. Therefore, academic speaking is a vital skill to develop for students to be mastered since it will benefit them academically and outside the classroom.

Unfortunately, acquiring English academic speaking skills is challenging for Indonesian since their mother tongue is not English (Nabil Hussain, 2016). Many English learners, including English education students in this country, face the same challenges and are dissatisfied with their speaking abilities in the academic context. It identified difficulties such as a fear of making mistakes, a lack of vocabulary, pronunciation, and grammatical levels, lack of self-confidence, a supportive and conducive learning environment in which, due to their lack of speaking opportunities, limited exposure to actual English outside of the classroom (Abid, 2018; Franscy & Ramli, 2022; Ikrar Genidal Riadil, 2020; Mukminin et al., 2018). Many of them are skilled in other areas, but their speaking n writing abilities are often inadequate (Devi, Virgiana, & Auli, 2020). Therefore, it becomes urgent to overcome problems faced by students by finding effective strategies to improve their English academic speaking skills.

Not only that, but the COVID-19 pandemic has also been one-factor influencing students' academic speaking skills. The COVID-19 pandemic has impacted social distancing policies, and the closure of schools and universities, and many educational institutions have shifted to online learning (Aulia, 2022; Wahyuningsih, 2022). As a result, the pandemic phenomenon hindered language acquisition, lessened social interaction, and weakened students' motivation to learn (Nartiningrum & Nugroho, 2020). The transition to online learning has affected students' ability to develop and practice their academic speaking skills. Therefore finding effective and efficient academic speaking learning strategies is urgently needed.

The shift to virtual classrooms has posed challenges for students in developing and practicing their academic speaking skills. Therefore, finding efficient and suitable strategies can assist students in improving their academic speaking abilities. Technology allows students to take on self-directed learning activities, independent interactions, privacy, and a safe learning environment (Ehsan Namaziandost & Mehdi Nasri, 2019). According to Yadegarfar & Simin (2016) using a mobile phone and other applications has been viewed as a novel approach to language and learning. Consequently, social media is recognized as a beneficial instrument in English language

learning because it provides an authentic language and promotes positive participation outside of the classroom (Akhiar et al., 2017). Integrating social media in educational settings could improve student learning and give teachers more excellent tools to engage with students and create conducive environments (Stathopoulou et al., 2019) . For this reason, Instagram as an online digital platform has been considered as a breakthrough to overcome this challenge (Christanty et (Christanty et al., 2020; El Amine Ghobrini et al., 2021; Maretha & Alrajafi, 2022; Surani et al., 2020). Instagram can facilitate students to enhance and develop their academic speaking ability since it offers convenience and authentic English language.

Instagram, as a versatile social media platform, has indeed become English language resources that can contribute to enhancing students' academic speaking skills. In addition, students now have access to a wide range of English language content that may assist them with their studies (Agustin & Ayu, 2021). Many Instagram accounts, such as; @GurukumrDannis, @bbclearningenglish, @englisharound, @aarons.english, and many more, have provided any English material in recent years. These accounts shared a wide range of English language content, including vocabulary lessons, pronunciation guides, grammar, conversational practice, academic speaking tips that can help students to develop academic speaking skills. Therefore, instagram can be used to facilitate students' academic speaking skills learning by promoting exposure to authentic English language use (Albiladi, 2020; Erarslan Ali, 2019). Instagram also provides plenty of features that may be utilized to practice and develop students speaking abilities. In line with this, Handayani (2016)claimed that instagram may be utilized to carry out several activities to learn and practice English speaking in academic settings, such as; watching English educative content, speaking exercises through videos like role-play, describing people, pronunciation practice, telling personal experiences. It might be an excellent teaching tool that makes learning interesting and educative (Kirst Michael, 2016). Instagram allows students to learn and practice their academic speaking skills.

Studies on this subject have highlighted concerns with social media addressing the relationship among students who utilize Instagram for English study. The first investigation was carried out by Aidah (2022) whose research was about EFL students' perception of the use of Instagram in speaking English. The findings showed that students positively perceived Instagram as a speaking learning tool in a classroom which provides an alternative way of speaking practice that is enjoyable and increases their motivation level. The second research conducted by

Heyma (2022) examined the students' perceptions of Instagram as a tool for general English learning. The results indicated that students considered Instagram as an engaging learning tool, and it has also increased learners' motivation throughout the pandemic. Although many studies have examined students' perceptions towards the usage of Instagram, there is still a lack of research on speaking ability types that can be learned using Instagram. Thus, to answer the gap, in this research, the researcher focused on the student's perception of using Instagram for English learning academic speaking skills. It identified how students perceive Instagram as an English learning media for speaking skills, but it also described how students utilize it.

The researcher's purpose for investigating university students in an English Education program is obvious. As the researcher stated, these students have an urgent in using English as a communication ability on regularly for various academic activities, including participating in all classroom activities, class discussions, presentations, debates, and speeches, gaining new knowledge, effective communication, and teaching performance. Thus, academic speaking skill is profoundly needed since it is the most applicable skill for students' academic success. Furthermore, because the majority of English education students have their own Instagram accounts, their perspectives on the use of Instagram for learning English, especially English speaking abilities, might be different from each other. As stated by Gibson (2009) Perception is the process by which individuals give meaning to their environment. Students might perceive something either positively or negatively depending on the many underlying factors.

Based on the observation and explanation above, the researcher aimed to investigate the students' perceptions of Instagram to learn academic speaking skills. This study, titled Students' perceptions of Instagram in academic speaking skill learning, was conducted. The author expected that this study would contribute results about students' perception of using Instagram as a media that can be used to encourage and help students in acquiring English academic speaking skills.

METHODS

The primary objectives of this study were to gain students' perception, therefore descriptive quantitative was employed. Quantitative research examines problems based on patterns in order to find out why a certain thing occurs (John W. Creswell, 2014). The population was 85 students. The participants involved 70 students' of English education in one of the University of Surabaya chosen by the use of random sampling. A close-ended questionnaire was distributed to determine students'

perception in the use of Instagram to learn academic speaking skills. There were 20 question items that were composed based on perception components from Walgito Bimo (2004) namely; conative, affective, and cognitive. The scale choice points used the Likert Scale with five options (strongly agree, agree, neutral, disagree, and strongly disagree) (Luis Cohen et al., 2018). Data were collected from July 01st until 04th, 2023. The questionnaire was administered to students by using Google Forms. The researchers examined the questionnaire data by running a series of statistical analyses on the acquired data using (SPSS) version 25. Following that, descriptive statistics including the percentages frequency, and mean scores of the answers received and analyzed.

RESULTS AND DISCUSSION

Findings of this study have consistently shown positive levels of students' perception towards the use of Instagram in academic speaking skills learning. Perception was classified as conative, affective and cognitive. The data is shown in the table below.

This following table was the result of the mean score of overall three components perception namely conative, affective and cognitive.

Table 1
Mean data of each components of perception

Components of perception	Mean score	Interpretation
Conative	3,8	Good
Affective	3,9	Good
Cognitive	4,1	Good

Based on the result of the table above, the mean data of each components showed that the cognitive component had the highest score which was (M=4,1), then followed by the affective components which the mean score was (M=3,9), and lastly conative components which the mean score was (M=3,8).

a. Students conative perception

The following tables were the results of students questionnaire based on their conative components of perception towards the use of Instagram for learning academic speaking skills. The tables result provided students anwers on what makes them motivated in using Instagram as a tool for their academic speaking skills learning.

Table 2
Students' conative perception on the use of Instagram to learn academic speaking skills

No	Statements	Scale	%	Mean
Conative				
1	I have motivation to enhance my English academic speaking skills using Instagram	1	1,4	3,8
		2	5,7	
		3	24,3	
		4	47,1	
		5	21,5	
2.	I feel that using Instagram can provide easier and more flexible access to practicing English academic speaking skills outside of formal class hours.	1	1,4	3,9
		2	8,6	
		3	14,3	
		4	51,4	
		5	24,3	
3.	Learning and practicing my academic speaking skill through Instagram is more interesting than in formal class	1	2,9	3,8
		2	5,7	
		3	21,4	
		4	48,6	
		5	21,4	
4.	The topic or information on Instagram especially on English Instagram account is mostly relevant and useful for learning and enhancing my English academic speaking skills.	1	1,4	4,0
		2	2,9	
		3	21,4	
		4	47,1	
		5	27,2	
5.	Instagram is an alternative media that provides me with a fresh opportunity to improve my English academic speaking skills.	1	1,4	3,9
		2	2,9	
		3	24,2	
		4	48,6	
		5	22,9	
Total Mean				**3,8**

Scale: 1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5- Strongly agree

In the conative aspect, an average score of (M=3.8) was obtained, which is categorized as good. Regarding the motivation to use Instagram, the score received (M=3.8; 47,1% agree; 21,5% strongly agree), which can be categorized as good. This indicated that most students have a good motivation to use Instagram as a learning platform to enhance their academic English skills.

In terms of accessibility and flexibility, the statement items related to Instagram received the score (M=3.9; 51,4% agree; 24,3% strongly agree), which can be categorized as good. This means most students found it easy to access and considered Instagram flexible for practicing their English academic speaking skills.

Regarding the attractiveness of Instagram, the statement items obtained the score (M=3.8; 48,6% agree; 21,4% strongly agree), which is categorized as good. This implied that learning and practicing academic spoken English through Instagram as more appealing compared to formal classroom settings.

Regarding the relevance and usefulness of information from Instagram, the statement items received the score (M=4,0; 47,1% agree; 27,2% strongly agree), which is categorized as good. This indicated that the information and topics obtained from Instagram relevant and beneficial for improving their English academic speaking skills.

Most students also agreed that Instagram is a media that provides them a fresh opportunity to improve their English academic speaking skill, this statement items recieved the score (M=3.9; 48,6% agree; 22,9% strongly agree), and can be categorized as good.

b. Students Affective perception

The following tables were the results of students' questionnaire based on their affective components of perception towards the use of Instagram for learning academic speaking skills. The tables result provided students' answers on what Instagram learning for academic speaking skills made them feels.

Table 3
Students' conative perception on the use of Instagram to learn academic speaking skills

No	Statements	Scale	%	Mean
Affective				
6.	Learning and enhancing English academic speaking skills using Instagram is very fun and easy to understand.	1	1,4	4,0
		2	2,9	
		3	20	
		4	47,1	
		5	28,6	
7.	I feel comfortable when learning and practicing my English academic speaking skills using Instagram.	1	1,4	3,9
		2	4,3	
		3	24,3	
		4	45,7	
		5	24,3	
8.	Using Instagram as the	1	1,4	3,8

	media of learning and practicing my English academic speaking skills can positively enhance and motivate me to learn more	2	5,7	
		3	27,1	
		4	45,7	
		5	21,5	
9.	The topic or information on Instagram especially on English Instagram account is mostly relevant and useful for learning and enhancing my English academic speaking skills.	1	1,4	4,1
		2	2,9	
		3	14,3	
		4	44,3	
		5	37,1	
10.	Instagram is an alternative media that provides me with a fresh opportunity to improve my English academic speaking skills.	1	1,4	3,9
		2	2,9	
		3	27,1	
		4	44,3	
		5	21,5	
Total Mean				**3,9**

Scale: 1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5- Strongly agree

In the affective aspects, the mean score of (M=3.9) was obtained, which is categorized as good. The statement items in the affective aspect can be categorized as good. Regarding in the items of the use of Instagram is fun and easy to use, the score (M=4,0; 47,1% agree; 28,6% strongly agree), which was categorized as good. This indicated most students felt that using Instagram for their English academic speaking skill learning is enjoyable and easy to use.

In terms of comfortability, the statement items related to Instagram received the score (M=3.9; 45,7% agree; 24,3% strongly agree), which is categorized as good. This means most students found it comfortable when using Instagram to learn and practice ther English academic speaking skills.

Regarding the Instagram tool that enhance the students motivation, the statement items received the score (M=3.8; 45,7% agree; 21,5% strongly agree), which is categorized as good. This indicated that most students found that using Instagram to learn and practice English academic speaking skill can motivate them positively

Most students also found that they felt no pressure and less anxious when learning and practicing their English academic speaking using Instagram, with the score (M=4,1; 44,3% agree; 37,1% strongly agree), which can be categorized as good.

While, most students agreed that practicing and using Instagram for academic speaking skills learning can reduce their fear of making mistakes, this items received the score (M=3.8; 44,3% agree; 21,5% strongly agree), which can be categorized as good.

c. Students' Cognitive perception

The following tables were the results of students' questionnaire based on their cognitive components of perception towards the use of Instagram for learning academic speaking skills. The tables result provided students answers concerning the utilization of Instagram for the purpose of acquiring academic speaking skills.

Table 4
Students' Cognitive perception on the use of Instagram to learn academic speaking skills

Cognitive				
No	Statements	Scale	%	Mean
11.	Instagram videos from natives speakers and English learning accounts affect the improvement of my English academic speaking skills	1	1,4	4,1
		2	1,4	
		3	14,3	
		4	51,4	
		5	31,5	
12.	I feel that using Instagram can help me develop my speaking skills in a class situation, such as a group discussion, presentation.	1	1,4	3,7
		2	4,3	
		3	34,3	
		4	38,6	
		5	21,4	
13.	I feel that using Instagram can help me develop my ability to express opinions, ideas and arguments effectively in English orally	1	2,9	3,9
		2	2,9	
		3	21,4	
		4	47,1	
		5	25,7	
14.	I feel that using Instagram can help me develop my skills to think quickly and spontaneously in English when conversing with others	1	2,9	3,8
		2	10	
		3	20	
		4	40	
		5	27,1	
15.	I feel that using Instagram can help me broaden my English vocabulary which is relevant to my English	1	2,9	4,0
		2	4,3	
		3	14,3	

	academic speaking skills.	4	48,5	
		5	30	
16.	I feel that using Instagram can provide practical examples of correct pronunciation and intonation in English	1	1,4	4,1
		2	2,9	
		3	14,3	
		4	44,3	
		5	37,1	
17.	I feel comfortable when learning and practicing my English academic speaking skills using Instagram.	1	1,4	3,9
		2	4,3	
		3	24,3	
		4	45,7	
		5	24,3	
18.	I feel that using Instagram can help me improve my academic speaking skills in fluent and accurately.	1	2,9	3,8
		2	5,7	
		3	24,3	
		4	45,7	
		5	21,4	
19.	I feel that the use of Instagram can provide an opportunity to hear and understand the various accents and dialects of English from different native speakers which improves my comprehension of spoken English language	1	2,9	4,1
		2	1,4	
		3	15,7	
		4	45,7	
		5	34,3	
20.	Instagram is an alternative media that provides me with a fresh opportunity to improve my English academic speaking skills.	1	4,3	3,6
		2	4,3	
		3	38,6	
		4	31,4	
		5	21,4	
Total Mean				**4,1**

Scale: 1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5- Strongly agree

For the cognitive aspects, an average score (M=4,1) in which can be categorized as good. Most tudents agreed that watching natives speakers and English learning accounts on Instagram can affect the improvement of their academic speaking skills, this was proven by the score (M=4,1; 51,4% agree; 31,5% strongly agree), which can be considered good.

Most students percieved that Instagram can help them in developing their speaking skills in class situation such as group discussion and presentation (M=3.7; 38,6% agree; 21,4% strongly agree), which can be considered good.

Most students agreed that Instagram can help develop their ability to express opinios, ideas and arguments in English orally and effectively (M=3.9; 47,1% agree; 25,7% strongly agree), which can be considered good.

Most students also agreed that Instagram can help them in developing their skills to think quickly and spontaneously in English when conversing with others, (M=3.8; 40% agree; 27,1% strongly agree), which can be considered good.

In terms of vocabulary most students perceived that Instagram can broaden their English vocabulary that is relevant to their academic speaking skills (M=4,0; 48,5% agree; 30% strongly agree), which can considered good. All of the students on the Interview also agreed that they gained lot of vocabulary exposure from Instagram.

Most students also agreed that Instagram can provide them a practical of correct pronounciation and intonation, (M=4,1; 44,3% agree; 37,1% strongly agree), which can be considered good. Most of students also agreed in the Interview that they can learn how to pronounce properly using Instagram.

Students percieved that Instagram provided them some insights about grammar and phrases that can be beneficial for their English academic speaking skills, with the mean score (M=4,0; 48,5% agree; 30% strongly agree),

Most students' also agreed that Instagram can help them improving their speaking in fluent and accurately (M=4,1; 45,7% agree; 34,3% strongly agree), which can be considered good.

Most students also agreed that Instagram give them the opportunity to hear and understand various accents dialects from different native speakers which can influence their comprehension of spoken English language, the score obtained (M=4,1; 45,7% agree; 34,3% strongly agree), which can be categorized as good.

Some students also admitted that they learned various accents which can improve their comprehension and how to speak that sound more natural using natives's accents.

Lastly, most students admitted that they have followed more than one English educational account in terms of learning English academic speaking skills (M=3.6; 31,4% agree; 21,4% strongly agree). Students' felt that by following English educational account was beneficial to their academic speaking skills.

Students' perception on the use of Instagram as their tool to learn and practice students academic speaking skills was their assumption in interpreting all components of perception. Students may have positive perception on the use of Instagram as their tool for speaking learning

and if they had a positive perception of utilizing Instagram as a medium for speaking learning and practice in the academic setting, they tend to be more serious, eager, and engaged in using it. Then, perhaps, they accomplished good results, and their speaking skills increased. Students may also had a negative perception of utilizing Instagram as a tool to study and practice their speaking abilities in terms of academics, won't be serious about using the apps and may achieved low accomplishment and progress.

As (Walgito Bimo, 2004) stated that The process of getting a stimulus through the senses and drawing a conclusion about an item or event is known as perception. According to (Richardson et al., 2003) perception is the process of identifying and comprehending events, things, and stimuli via the use of senses (sight, hearing, touch, etc.). There are three components to examine while forming an opinion about the usage of Instagram as a tool to students learning speaking skills in the academic context: conative, affective and cognitive cognitive.) which according to Walgito Bimo (2004) perception divided to.

a. In terms of the conative aspect, which measured the students' intention and willingness to use Instagram for language learning, the average score was 61.8% and mean score (3.8). The most positive result in this conative component was statement number 4 which, students believed that The topic or information on Instagram especially on English Instagram account is mostly relevant and useful for learning and enhancing their English academic speaking skills. It is in line with the studies conducted by (Muna Izzatul, 2022; Tirani, 2019). Instagram can be a useful tool for improving English speaking skills, particularly in terms of vocabulary mastery, pronunciation, grammar by watching videos of them that provide English tutorials, and reading the captions below the videos. This suggests that a students expressed a favorable attitude and showed a genuine interest in utilizing Instagram for improving their academic speaking abilities.

b. The affective aspect, which evaluates the students' emotional and attitudes responses towards using Instagram for language learning, also yielded positive results. The average score in this aspect was 62.5%, with the mean score (3.9) The most positive result in this components was statement number 9 which, students believed that they felt no pressure and less anxious when learning and practicing their English academic speaking skills using Instagram. Furthermore, by using Instagram, students have additional time to practice outside of the classroom. Because of the flexibility that Instagram provided, students used Instagram as their learning tool anytime and anywhere. It is in line with the studies

conducted by Devi (2020) stated that by using Instagram, students had additional opportunities to practice outside of the classroom. Furthermore, they have the bravery to speak and don't feel judged by their mistakes. Also, students do not feel pressured to fix errors in their English while speaking with others (Erarslan Ali, 2019). Additionally, students are already familiar with Instagram and utilize it in their regular activities outside of class. it indicated that most students had a positive emotional experience and held favorable attitudes while engaging with Instagram for their English speaking learning.

c. Furthermore, the cognitive aspect, which assesses the students' perception of the effectiveness and cognitive benefits of using Instagram for language learning, also demonstrated positive outcomes. The average score for this aspect was 62.5%, with the mean score (39.1). The most positive result in this component was statement number 11 which, Instagram videos from natives' speakers and English learning accounts affected the improvement of students' English academic speaking skills. It's due to the fact that Instagram promotes authentic language and develop positive participation outside of the classroom (Akhiar et al., 2017). Instagram speaking videos encourage more verbal communication activities, which assist them improve their pronunciation, grammar and vocabulary knowledge, fluency and comprehension (Azlan et al., 2019; Devana & Afifah, 2021; Dewi et al., 2022; Muna Izzatul, 2022). It's indicated that students recognized the cognitive advantages and educational value associated with utilizing Instagram to enhance their English academic speaking skills.

Overall, the analysis reveals that most students perceive Instagram as a valuable platform for learning and practicing English speaking skills in an academic setting. The positive perception is reflected in the total scores obtained across all three aspects (conative, affective, cognitive). These findings support the notion that Instagram can be a tool for language learning and skill development, particularly for English speaking skills in the academic context. Students' willingness, positive emotional experiences, and recognition of cognitive benefits contribute to their perception of Instagram as a valuable resource for improving their academic speaking abilities.

CONCLUSIONS

From the results and discussion presented, most of the study's participants showed positive perceptions of using Instagram to learn academic speaking skills. Most students perceive Instagram as a valuable platform for learning and practicing English academic speaking skills. The positive perception is reflected in the average mean

scores obtained across all three perception components (conative 3.8, affective 3.9 and cognitive 4.1). The conative component refers to the behavioral aspect, showed that students were motivated to use Instagram for academic speaking learning. The affective component highlighted the emotional aspect, indicated that students were satisfied and has a favorable emotional response towards using Instagram for academic speaking skills learning. Lastly, the cognitive component pertains to the students' cognitive evaluation of the platform, showed that students recognized Instagram's effectiveness in learning academic speaking skills.

Regarding future studies on Instagram as student's learning tool, the researcher has several suggestions for the stakeholders associated with this study.

For educators, educators should be aware of the benefits of Instagram as online media to learn English, which can be used to share knowledge inside and outside the class. Also, educators can utilize Instagram in the learning process to facilitate students as the learning supplements inside and outside the classroom.

For students', students should aware of the alternative learning media that can be used to increase their language learning, especially academic speaking skills. Learning ademic speaking skills can occur anywhere and anytime and doesn't always have to be done in the classroom. Therefore, students' can utilize Instagram to learn and enhance their academic speking skills.

Regarding the research findings, researchers finally know the students perception in utilizing Instagram to learn English academic speaking skills. In addition, the other researchers can use this research to become preliminary research about the topic and lead them to explore another problem in a different scope. Likewise, other researchers may use this research as the main topic to other investigations related to the use of Instagram in developing the students' different speaking skills types. Therefore, the researcher also recommends other researchers to start working on other topics dealing with the use of Instagram as learning medium to others English skills at other schools or colleges to know in what extents Instagram can be utilized in developing to various students' English language skills.

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