

## CHAPTER I

### INTRODUCTION

#### **A. Background**

Social media can be defined as web-based and mobile technologies which are used extensively for communication. It is a set of Web 2.0 e-platforms used to socialise gossip, share information, and hang out (Boyd: 2014). The increase users of Instagram every year arise because Instagram has a feature that people can use to improve our English Foreign Language (EFL) and our speaking ability. Instagram is a way to capture and share the moment application, which allows its users to share pictures and videos either publicly or privately. Instagram is used by people as a platform to interact with each other, share personal photos, videos, views, and reviews on different topics of daily life, politics, sports, markets and much more (Mittal, Kaul, Gupta, & Arora, 2017).

Instagram statistic showed that it had attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 million photos shared so far (Instagram 2013). For now, Instagram can take many functions: create accounts, post content (picture or 15-second videos), apply filters, add captions, tag users, add location, add hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users (Khalitova & Gimaletdinova, 2016)

Instagram can support the learning process with its features. Besides, using Instagram in preparing speaking can help students who get difficulties in vocabulary, grammatical, and pronunciation (Hape, 2018).

The researcher found many problems related to the context of the researcher regarding Instagram to improve students' speaking abilities at the Islamic University of Sunan Gunung Djati Bandung. Those are; students who have not realised that Instagram can be used to hone students' speaking skills

and exactly problem in speaking lack of practice. So, Instagram has features that can help you to enhance your speaking skill.

The researcher also found the previous study related to the context of Instagram for learning English and speaking ability, The result of this research showed that t-score: 6,008 is higher than the t-table: 3,055 (1%) and 2,179 (5%). It means that there is a significant effect of Instagram on students' speaking at the Paradise English Course in Kampung Inggris. The aspects of speaking which are increased are grammar, pronunciation, fluency, especially vocabulary (Hape, 2018).

Besides, Hudson (2013) proposes other activities to use Instagram in the classroom. The activities include students do role play and imagining how a famous person in history would use Instagram, what they would post a favourite character, the students go on a scavenger hunt, record steps in a science experiment, and even share reading recommendations.

The researcher saw that the previous researchers were indeed extraordinary, almost having the same thoughts. But this research has differences from previous research. What makes this research different is that researchers include Instagram accounts that can help improve students' speaking abilities, then sometimes these accounts hold live streaming, tag questions. The researcher has done the observation of how the way and makes the questionnaire, and also make a one minute video about to find out the opportunities what they learned from Instagram or Instagram accounts.

## **B. Research Questions**

From the observation above, the researcher formulates the problems of this research as follows:

1. How is the process of using mobile application Instagram for learning speaking English in the classroom?
2. How is the EFL students' speaking ability shown in the classroom activities and their Instagram videos as their final project?
3. From 'the students perspective' does the use of Instagram enhance their opportunities to use English speaking?

### **C. Research Purposes**

Based on the background of the research above, the study is intended:

1. To know the process using the mobile application, Instagram for learning speaking English in the classroom.
2. To know the EFL students' speaking ability shown in the classroom activities and their Instagram videos as their final project.
3. To know 'the students perspective' whether the use of Instagram enhances their opportunities to use English.

### **D. Research Significances**

This research gives several significances. Practically, this research is expected to enhance EFL student opportunities for using English and their speaking ability through mobile application Instagram.

Theoretically, this research can be useful for the teaching-learning process concerning English for enhancing EFL students opportunities by using mobile application Instagram, and also expected that it could be used as basic research for the next study.

### **E. Research Framework of Thinking (Rationale)**

Instagram was launched on October 6, 2010. One platform from social media that can share photos and videos that are 15 seconds long, but gradually, the duration for sharing videos increases to 1 minute. And over time, Instagram users are increasing. For now, Instagram can take many functions: create accounts, post content (pictures or 15-second videos), apply filters, add captions, tag users, add locations, add hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users (Ali, 2014). These are all features that are on Instagram, and we can also use them to improve speaking ability. Especially for sharing videos or uploading videos for 15 seconds. in making videos, of course, it is not always filled with "just talk English", but it can be teaching grammar, pronunciation, teaching slang word, storytelling, speech, drama, etc. Those are you can put on Instagram in the form of videos those are long 15 seconds.

Instagram is not only used for selfies and comments but can be used by viewing other people's user accounts, such as the account owner named @kinnyfabs, @guruku\_mr.d, @pronunciationwithemma, and many others. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst, 2016). And the most important is the response from our followers, the account owner will continue to consistently make videos, because his followers continue to support his Instagram account to make more, more, and more. Thus, Instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options, encourage students to be spatially and linguistically aware (Phillips, 2013).

According to Spencer (2012), there are different activities that teachers can use to implement Instagram in their classes; utilising digital storytelling, practising grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their pictures. In line with this, Bell (2013) also mentions activities to use Instagram in language learning. The activities involve having students on field trips, having students create photo stories and essays based on curriculum expectations, and having the entire class or school participate on Instagram by using one universal "hashtag" to share their work with others. From those features, the researcher will focus on creating a video to share in Instagram, and an Instagram story or Instagram live with English contents such as storytelling, drama, grammar, share true pronunciation, and slang words.

Besides, Hudson (2013) proposes other activities to use Instagram in the classroom. The activities have included the students do role play and imagine how a famous person in history would have used Instagram, imagine what a favourite character would post, have the students go on a scavenger hunt,

record steps in a science experiment, and even share reading recommendations. The research will use videos and daily life aspects.

Another study conducted by (Ismaili & Bajrami, 2016, p. 199) lists the characteristics of a successful speaking activity; **Learners talk a lot**, as much as possible of the time allotted to the activity is occupied by learner talk. **Participation is even**; a minority of talkative participants does not dominate classroom discussion: all get a chance to speak, and contributions are fairly evenly distributed. **Motivation is high**; learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. **Language is of an acceptable level**; learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy to achieving a task objective.

**Table 1.1 Assessing Speaking Rubric**

<b>Range</b>	<b>Pronunciation</b>	<b>Fluently</b>	<b>Comprehensibility</b>
<b>81-90</b>	Pronunciation only very slightly influenced by mother tongue	Speaks without too great effort with a fairly wide range of expression. Searches for word an occasionally but only one or two unnatural pauses.	Pronunciation only very slightly influenced by mother tongue
<b>71-80</b>	The mother tongue slightly influences pronunciation. Most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, very smooth delivery on the whole and only a few unnatural pauses.	The speakers' intention and general meaning are fairly clear, a few instructions by a listener for the sake of clarification or necessary
<b>61-70</b>	Pronunciation still moderately influenced by the mother tongue but no serious phonological error.	Although she/he has made an effort and search for words, there are not too meaning unnatural pauses. Fairly smooth delivery mostly.	Most of the speaker says it is easy to follow. His attention is always as clear, but several interruptions are necessary to have him to convey the message or to see the

			clarification.
<b>51-60</b>	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning — rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand the speakers longer or complex sentence
<b>41-50</b>	The mother tongue influences pronunciation with errors causing a breakdown in communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making an effort time.	Only small bits (usually short and sentence and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.

Note: 81-90 : excellent; 71-80 : very good; 61-70 : good; 51-60 : fair; 41-50 : moderate

#### F. Previous Study

The researcher also found previous studies related to the context of Instagram for learning English and speaking ability, The result of this research showed that t-score: 6,008 is higher than the t-table: 3,055 (1%) and 2,179 (5%). It means that there is a significant effect of Instagram on students' speaking at the Paradise English Course in Kampung Inggris. The aspects of speaking which are increased are grammar, pronunciation, fluency, especially vocabulary (Hape, 2018).

After one semester, the students had uploaded their video to their Instagram 4 times. They did the presentation or performance with different topics. The videos were watched and commented on by the viewers. The fifth videos were the data which were analysed by the researcher by using public speaking rubric (Apriyanti, Syofiani, Ramadhan, & Mukhaiyar, 2018). From the analysis, the result can be seen in the table.

**Table 1.2 Result of the Previous Study**

No	Level	Percentage Students in Level
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		1	2	3	4	5
1	States of Purpose					100
2	Organise the Content				20	80
3	Supports Ideas			80	20	
4	Incorporates stories and Examples		80	20		
5	Summarises the Main Idea				48	52
6	Demonstrates awareness of listeners' needs			100		
7	Speaks clearly with appropriate vocabulary and information				100	
8	Use tone, speed, and volume as tools				100	
9	Demonstrate complexity of thought and vocabularies			80	20	
10	Appears comfortable with the audience				100	

Not only the content, using Instagram as public media, but the students also show that they had tried their best on their voice, mime, and body movement to attract the viewers keep wanting to watch their performance. This can be seen from category „speak clearly with appropriate vocabulary and information“, „uses tone, speed, and volume as a tool“, and „appears comfortable with audiences“ in level 4 which is between high (level 5) and average (level 3). Meanwhile, it still can be seen that students need more on English knowledge, such as their numbers of vocabularies and English structure. Therefore, they can express their ideas, put them in a good order to be more qualified.