STUDENTS' PERCEPTION OF THE USE OF INSTAGRAM STORY FOR SPEAKING PRACTICE IN SPEAK UP 1 CLASS AT MR BOB KAMPUNG INGGRIS PARE

SKRIPSI
Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By :
Rayhan Muhammad Al Fatih
NPM : 19.1.01.08.0063

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2022

CHAPTER I

INTRODUCTION

This chapter discusses about: a) background of the study, b) scope of the study, c) question of the research, d) objective of the study, and e) significance of the study.

A. Background of the research

At the beginning of 2020, the teachers and students had to think creatively to conduct the teaching and learning process due to the pandemic that has been occurring that forced the class activities to be limited. Consequently, daring class became one of the solutions that can be used. However, the English language has four complicated skills that are classified into two groups; receptive skill consists of reading and listening skill, in the other hand productive skill consists of speaking and writing skill (Saville-Troike, 2006) In order to develop students' capability of those four skills in such condition, speaking skill seemed harder to be practiced comparing to other skills.

Speaking is a complicated skill. It involves some elements such as pronunciation, grammar, vocabulary and etcetera. The students must comprehend the required elements to be able to reach the target of language usage, which is communication. Bailey (2000) mention that speaking is an interaction process by production, receiving and processing information. Speaking is also an activity where both hearers and speaker have to react and have intention to communicate (Fulcher,

2003). In short, speaking a tool where people could use to deliver the information through receptive and productive skills.

According to (Zyoud, 2016) the ability to speak is the crucial aspect as the evidence of a students' competence in a language. More importantly, most communication is used in English in everyday interaction. Eventually, teachers and students can use the internet networks to practice speaking skills.

Based on Malta University Language School, there are some reasons why speaking is important, they are (1) Speaking helps to broaden the world of job opportunities which relates to people from the other country, (2) Speaking English might improve the quality of life through education, (3) Speaking English can knock down a lot of barriers, including cultural ones.

However, there are some problems found in practicing English Speaking. Mention by Tasmia (2019) the problems of the students in speaking are grammar mastery, vocabulary and meaning, pronunciation, lack of confident, fear of making mistake, and anxiety. From this, students are needed special treatment to overcome the problems in their speaking.

Nowadays, speaking practices have been initially developed by teachers. They involve everything that students like into the English practice, social media for instance. The use of social media is widely utilized as the media of language practice. There are many ways to practice speaking skill, but most of them require partners to have extensive practice outside the class. Therefore, the growth of technology provides a bunch of social media platforms that can be used as the media for learning and practicing English, especially for speaking skill (Wulandari, 2019). One of the

famous social media that can be incorporated into speaking practice is Instagram. In Instagram, there are some videos of language educators who have given English lessons and tips or tricks to enhance language capability. Instagram provides some features to post images and videos 15 seconds up to 1-minute duration through feeds or story. The users used to share their opinion, daily activity report, or some description of the object in picture or video on Instagram's story by speaking English.

The researcher has tried to utilize it as the medium of speaking practice in one of the courses in Kampung Inggris Pare. The students were asked to make a video within 15 seconds up to 1-minute video durations to talk about what they have been through all day and post it on their own Instagram's story. The students were so interested in getting the best video by taking a lot of videos.

Considering this phenomenon, the researcher wants to find out the students' perceptions of practicing English speaking using Instagram Stories which is based on the observation in the class of Speak up 1 at Mr. Bob Kampung Inggris, the researcher found that all the students already have social media, and 80% of them are fond of being active on Instagram. It can be an opportunity for the researcher to know the students' perceptions.

Based on the things mentioned above, the researcher aims to know about students' perception in using Instagram's story as the medium of speaking practice. So, then the researcher would know the students' impressions to recognize the advantages and disadvantages of the technique.

1. **Scope of Research**

   In this study the researcher only focused on the use of Instagram's story for speaking practice in Speak Up 1 Class at Mr. Bob Kampung Inggris. The students will use their daily device to self-record video and post it on the Instagram story as the media of speaking practice.

   By conducting this research, the students' perception would be considered by the researcher to know whether the students are keen on practicing their speaking skill using an Instagram story or not.

2. **Research Question**

   How are the perceptions of the students on implementing Instagram's story as the platform of speaking practice?

3. **The objective of the study**

   The objective of the study is to describe students' perception of using the Instagram story to practice their speaking skill.

4. **The significances of the study**

   This research is made to look forward to the results that can be useful for the readers. There are two types of significance in this research. The first is the practical significance, and the second is the theoretical significance.

   1. For The Students

The students can be aware of the usage of social media as the platform to practice their speaking skill and implement another way to practice their speaking skill.

2. For the Teachers

The teacher can get the new insight of students' perceptions of how social media can be a place to practice speaking as well as new techniques to practice their student's speaking skill by utilizing social media, especially Instagram.

3. For the Researchers

The researcher can understand the students' perceptions in order to develop the technique to practice students' speaking skill in the teaching-learning process. In addition, the researcher can consider the strength and weakness of the technique.

To those who have considered social media, especially Instagram as the platform of speaking practice, they can consider the Instagram stories in this research to introduce the students to another alternative to practice their speaking skill. And they may be inspired to find the best way to utilize social media.

The study will give awareness and new perceptions to both teacher and student about the utilization of the Instagram story as the media of speaking practice.

BIBILOGRAPHY

Akdeniz, N. Ö. (2017). Use of Student-Produced Videos to Develop Oral Skills in EFL Classrooms. *International Journal on Language, Literature and Culture in Education*, *4*(1), 43–53. https://doi.org/10.1515/llce-2017-0003

Al-Ali, S. (2016). Embracing the Selfie Craze: Exploring the Possible Use of Instagram as a Language mLearning Tool. *Issues and Trends in Educational Technology*, *2*(2). https://doi.org/10.2458/azu_itet_v2i2_ai-ali

Anthony Ralph, M., & L. Ralph, L. (2013). Weapons of Mass Instruction: The Creative use of Social Media in Improving Pedagogy. *Issues in Informing Science and Information Technology*, *10*, 449–460. https://doi.org/10.28945/1821

Apriyanti, D., Syofiani, D., Ramadhan, S., & Mukhaiyar, D. (2018). *Improving Students Public Speaking Skill through Instagram. May 2020*. https://doi.org/10.2991/iclle-18.2018.45

Bailey, K. M. 2005. Speaking in Practical English Language Teaching Singapore: MrGrawwHill.

Bailey, K., Nunan, D., & Editor, S. (2003). *Practical English Language Teaching: Speaking* (D. Nunan (ed.)). McGraw-Hill.

Brown, H. doughles. (1994). *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

Chee MW, Hon NH, Caplan D, Lee HL, Goh J. 2002. *Frequency of Concrete Words Modulates Prefontal Activation During Semantic Judgments*. Neuroimage.

Cheng, G., & Chau, J. (2009). *Digital video for fostering self - reflection in an ePortfolio environment. June 2015*, 37–41. https://doi.org/10.1080/17439880903338614

Crowley, B. (2015). *Connecting a Classroom: Reflections on Using Social Media With My Students - Education Week Teacher*. https://www.edweek.org/tm/articles/2015/09/09/connecting-a-classroom-reflections-on-using-social.html

Elliot, S. (2004), *Educational Psychology: Effective Teaching and Learning*. Cambridge: Cambridge University Press.

Encalada, M. A. R., & Sarmiento, S. M. A. (2019). Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities. *Journal of Language Teaching and Research*, *10*(1), 60. https://doi.org/10.17507/jltr.1001.07

Fulcher, G. (2015). Assessing second language speaking. *Language Teaching*, *48*(2), 198–216. https://doi.org/10.1017/S0261444814000391

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, *204*(6), 291–295. https://doi.org/10.1038/bdj.2008.192

Gromik, N. A. (2015). *The effect of smartphone video camera as a tool to create gigital stories for english learning purposes. Journal of Education and Learning*, 4(4), 64. https://doi.org/10.5539/jel.v4n4p64

Handayani, F. (2016). Instagram as a Teaching Tool? Really? *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 320–327.

Herman, J. (2016). *The Ultimate Beginner ' s Guide to Writing Essays (Infographic)*.

Hu, Y., Manikonda, L., & Kambhampati, S. (2014). What we instagram: A first analysis of instagram photo content and user types. *Proceedings of the 8th International Conference on Weblogs and Social Media, ICWSM 2014*, 595–598.

Ikramah. (2017). *The Effects Of Video Recordning On Students' Speaking Ability* (Issue 231). AR-RANIRY STATE ISLAMIC UNIVERSITY.

Introducing Instagram Stories | Instagram Blog. (n.d.). Retrieved June 18, 2020, from
https://about.instagram.com/blog/announcements/introducing-instagram-stories

Johanna E, K. (1991). *Video cameras in EFL classrooms: Utilizing the new technology. Viewpoints, Speeches and Conference Papers. Conference on Explorations and Innovations in English Teaching Methodology. Mdm.*

Kirst, D. M. W. (n.d.). *Instagram as an Educational Tool for College Students | The College Puzzle*. Retrieved June 18, 2020, from
https://collegepuzzle.stanford.edu/instagram-as-an-educational-tool-for-college-students/

Kawulich, B. (2014). Collecting Data Through Observation. *Katalog BPS*, *XXXIII*(2), 81–87. https://doi.org/10.1007/s13398-014-0173-7.2

LejlaA. Bexheti, B. I. B. C. (2014). An Analysis of Social Media Usagein Teaching and Learning: The Case of SEEU. *Recent Advances in Electrical and Computer Engineering*, *March 2014*, 90–94.

McNulty, A., and Lazarevic, B. (2012). *Best practices in using video technology to promote second language acquisition*. Teaching English with Technology, 12 (3), pp. 49-61

Namaziandost, E., Esfahani, F. R., & Ahmadi, S. (2019). Varying levels of difficulty in L2 reading materials in the efl classroom: Impact on comprehension and motivation. *Cogent Education*, *6*(1). https://doi.org/10.1080/2331186X.2019.1615740

Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill: A survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, *6*(3), 199–215.

Nirmawati, L. A. (2015). *Improving students' speaking skills through Speaking Board Games Of Grade VIII Of SMP N 13 Yogyakarta* (Issue 09202241084) [Yogyakarta State University]. http://eprints.uny.ac.id/17185/1/Skripsi Lia.pdf

Phillips, J. (n.d.). *Using Instagram in an Educational Context | Emerging Education Technologies*. Retrieved June 18, 2020, from https://www.emergingedtech.com/2013/02/using-instagram-in-an-educational-context/

Purnawan, A. (2016). *IMPROVING STUDENTS' SPEAKING PARTICIPATION THROUGH VIDEO RECORDING METHOD FOR THE SEVENTH GRADERS OF SMP N 8 YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016. 3.*

Qiong, O. (2017). *A Brief Introduction to Perception. Studies in Literature and Language,* 15(4), 18-28.

Richard, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*, available on: www. finchpark. com/courses/tkt/Unit_07. *Richards-Teaching-Listening-Speaking. Pdf*, 1–37.

Ruwaidah, I. (2007). *THE PROBLEMS FACED BY THE STUDENTS IN ENGLISH PRACTICE TEACHING AT SCHOOL.*

Rina Muskini, Desti & Wahyuningsih, F. (2021). *INSTAGRAM STORY SEBAGAI MEDIA PEMBELAJARAN KETERAMPILAN MENULIS BAHASA JERMAN KELAS X SEMESTER I*. https://ejournal.unesa.ac.id/index.php/laterne/article/view/40249

Semiawan, C. R. (n.d.). *Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya.*

Sugiyono. (2008). *Metode penelitian pendidikan:(pendekatan kuantitatif, kualitatif dan R & D).*

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *Canadian Journal of Hospital Pharmacy*, *68*(3), 226–231. https://doi.org/10.4212/cjhp.v68i3.1456

Wankel, C. (2009). *Management education using social media. Organisation Management Journal*, *6*(4), 251–262. https://doi.org/10.1057/omj.2009.34

Zaremba, A. J. (2006). *Speaking professionally: a concise guide*. Thomson/South-Western.

Zhang, L. (2013). *Mobile Phone Technology Engagement in EFL Classroom*. 171–174. https://doi.org/10.2991/icsecs-13.2013.37

Zyoud, M. M. (2016). Theoretical Perspective on How To Develop Speaking Skill. *An International Multidisciplinary Journal*, *2*(1), 1–10.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge University Press.

Wicaksono, A. (2017). Using Video Recording to Improve Students Speaking Ability. In ̈ International Conference on English Language Teaching (Vol. 145, pp. 21–24).

Wulandari, M. (2019). Improving Efl Learners' Speaking Proficiency Through Instagram Vlog. *Journal: A Journal on Language and Language Teaching*, *22*(1), 111–125. https://doi.org/10.24071/llt.2019.220111

Zyoud, M. M. (2016). Theoretical Perspective on How To Develop Speaking Skill. *An International Multidisciplinary Journal*, *2*(1), 1–10.