

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. Mentioned by Tasmia (2019) the problems of the students in speaking are grammar mastery, vocabulary and meaning, pronunciation, lack of confidence, 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 students 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.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some review of related literatures. It states of seven sub chapters, they are: speaking, self-speaking practice, video recording, social media use in education, Instagram use in English practice, Instagram terminology, Instagram in learning activities.

1. Perception

Perception is how people react to their surroundings. They require stimulus which obtained from their senses, such as the ability to hear, to see, to feel, to present, and/or to understand what they feel in their social life physically and mentally. Qiong (2017) mentioned that perception is the achieving awareness process in understanding sensory information. This process must be supported by both internal and external stimulation, particular person, or event. Elliot (1996) also added perception aimed to recognize familiar persons, objects, or events with the meaning and expectation. From this, someone should have experiences which might help them to perceive the stimuli for their perception towards significance in the environment. Mention by Chee (2002) that the influence of an individual's can be defined by mental awareness, experience, knowledge, motivation, and social interaction.

Based on Qiong (2017), there are three processes in gaining perception: 1) Selection, where the subject must experience to be processed by sensory organs, 2) Organization, where the subject must be arranged in the situation where they can interpret the meaning behind it, 3) Interpretation, the subject can structure the stimuli and understand it into meaningful explanation.

2. Speaking

Humans are known as the social creatures that need each other to live longer. So, they need to communicate to understand. Therefore, they must interact to understand each other. There are some ways to interact, and one of them is speaking. Speaking is the sound that has meaning and can be understood by other people. It refers to good communication. So, speaking is the language of communication with others (Fulcher, 2015). Speaking is an interactive process of constructing meaning that involves producing and receiving information (Brown, 1994). In the other hand, Bailey (Bailey et al., 2003) cited that speaking is the interaction process when the speaker produces a meaningful idea, receives, and processes the information. According to Zyoud (2016) said that speaking skill is a crucial part of second language learning and teaching. The students' communicative skills should be improved because it is the only way students may express themselves and learn how to follow social-cultural rules.

By speaking, skillful students are able to gain the purpose of communication. It helps them to associate with people all around the world. Thus, it becomes a priority for many second languages or foreign language learners. As a result, students put the success standards of spoken proficiency to their speaking ability (Richard, 2008). It also has an important role in communication (Zaremba, 2006). For this reason, students should have adequate knowledge of the sound, structure, vocabulary, and cultural system of the English language, be able to think about the ideas they wish to express, articulate English sound well. Furthermore, they have to be consciously aware of appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, and be sensitive to the change of style. For the last,

they are required to have the abilities to change direction of their thoughts based on the person's responses (Nirmawati, 2015)

In conclusion, speaking is an interaction tool where people can deliver and get meaningful ideas to understand the need of each other by producing sounds.

3. Self-speaking practice

The best way to practice speaking English is by using it, like talking to a native speaker. Speaking practice requires the partner to give questions and answers, respond to the opinion, or tell information to each other as the trigger to talk. When the learners do not have partners, speaking practice seems to be nonsense and make them end up being not confident to express their ideas.

However, there are some ways to practice English without partners that were mentioned by Geikhman (2015) :

1. Think in English
2. This technique will accustom the learners to not think twice more than they should. It will prevent them from processing language in their native language.

3. Talk to yourself

This technique will help the learners to get used to English.

4. Use a mirror

The reflection in the mirror can improve learners' confidence.

5. Focus on English fluency

This technique can avoid students' fear of making mistakes.

6. Try English tongue twisters

This will help the learners to find the right placement for their mouth and tongue.

7. Listen to a repeat

This technique will help the learners' listening skill to be accustomed to.

8. Pay attention to stressed and sounds

The learners can understand the articulation.

9. Sing along to English songs

This technique can improve students' pronunciation and articulation.

10. Learn word forms with new words

The learners should learn another new word from the words they already have.

11. Learn phrases, not words

By learning phrases, the learners can understand the context of the sentence.

12. Learn your most common sayings

The learners should memorize the common sayings in their native language.

13. Prepare for specific situations

The learners have to prepare about what is going to be talked about in the planned occasion, for instance, a job interview.

14. Relax

The learners should take a pause or break whenever they get stuck or confused.

15. Tell a story from your language in English

The learners have to understand their native language story then retell it in English.

According to some ways mentioned above, it can be concluded that speaking practice depends on the activity that the learners do in daily life. They must make English their habit. Basically, the learners are able to speak fluently because they got used to it.

4. Elements of Speaking

5. Video recording

The concept of shooting a movie is such a good idea to be implemented in language practice. The director multiplies the scene taking in order to get the best shot. Unconsciously, the actors practice the dialogue and the acting to become perfect. So, video recording has a special technique to enhance language practice.

Video recording allows students and teachers to play and replay the video recording as many times as they want. Consequently, the students are able to evaluate their performance based on the problem and improvements they have made (Ikramah, 2017). Self-reflecting is a valuable springboard to enhance students' confidence, and it is relevant to students' needs in improving their listening and speaking skills (Cheng & Chau, 2009). It also improves students' pronunciation and helps them to become less fearful when speaking in English (Encalada & Sarmiento, 2019).

There are some advantages of using video recording on students' speaking in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers in English (Lonergan, 1984; Tomalin & Stempleski, 1990). Purnawan (2016) conducted research about how video recording can improve students' speaking participation. This result shows some improvement, such as classroom interaction, students' participation, cooperation and motivation

during teaching and learning process. Students also like performing for themselves and enhance their enthusiasm towards language (Akdeniz, 2017).

Regarding some explanation above, the repetition of video recording supports the students' to build their confidences after performing self-evaluation by replying to their video to trace the mistakes and improvement of speaking ability. In the end, students may have a chance to compare their last performance with the previous one (Johanna E, 1991). According to Akdeniz (2017), using video as a learning tool appeared to be more effective than the traditional way.

6. Instagram uses in Education

The use of social media has already become a real-life identity. When some people first meet each other, they will ask whether each person has social media or not to know more about the person, for instance, daily routine, thoughts, or creation. Social media includes a variety of online technology tools that help people to reach easy communication via the Internet. By the features that social media has, such as, text, audio, video, images, podcast, and other multimedia communication, social media undoubtedly becomes one of the most powerful origins of information and news, and constant updates (Anthony Ralph & L. Ralph, 2013). Basically, the social media user accesses social media to communicate, get some entertainment, know their *follower's* activities or share their own.

Unfortunately, some people tend to overuse the platform and take most of the students' time. Meanwhile, it also means the proper use of social media can be utilized as an educational tool (Namaziandost et al., 2019). Namaziandost & Nasri (2019) said that the significant spread of social media among learners and teachers is evidence that it is a successful tool for Education. Social media in the classroom is particularly relevant to the Millennial Generation (18-29 years

of age) of students who are digital natives coming to higher education with extensive experience in social media (Wankel, 2009). Teachers can actively use such tools to keep in touch with students or to organize activities online (Zhang, 2013)

The innovations of the use of social media in the classroom were mentioned by Bexheti (2014); first, its content can contribute to the standards of Higher Education institutions to improve the quality and availability of their course content. Second, social media gives the opportunity to the students to creatively make digital content to be published to increase the content that can be a benefit to both students and teachers. So, the learning can be more encouraged by active and proactive approaches. Third, the connection among the students with others that social media provides allows the students to share the knowledge and access to the specific content of their interest. At least, students and teachers are able to collaborate on the given assignment or project and gather the expertise of people working towards a common objective. On the other hand, Crowley (2015) adds some reasons to use social media that it provides venues for students to share their stories both within and beyond the classroom, grants chances for them to hear stories from beyond their school and helps students to recognize the power of personal voice.

Handayani (2016) concluded the reasons that were mentioned by Bexheti (2014) and Crowley (2015) that the familiarity of Instagram is an effective tool to be used by the teachers. The students can use it to practice both receptive and productive skills due to the authentic written, audio, and video resources that were provided in social media.

For the explanations above the researcher undoubtedly believes that social media can give a good impact on the students' language ability.

7. Social Media: Instagram

Instagram is a photo and video-sharing social media site that was designed for mobile use with the intention that users would take photos on their mobile devices then upload the post “instantly” through the Instagram app. It is used to connect users with friends, family, colleagues, and other users (Herman, 2016).

Hu (2014) also said that students are mostly Instagram users due to the widespread use of this app. It provides them with an instantaneous way to capture and share their life moments with friends through a series of pictures and videos. They post something that they like to express their feeling (Handayani, 2016).

Instagram becomes an exciting platform to share anything that users like through pictures and videos. The researcher found that many Instagram accounts in Indonesia tend to use English as the language that they use in their post description or talk in the videos no matter what their social status is, for instance, students, teachers, workers, public figures, or moreover the president and his governmental kinds of stuff. The users also can give some appreciations by liking the post or commenting on the post. So, It can make students aware of spatial intelligence and linguistic intelligence (Phillips, n.d.). Thus, It proves that Instagram can be the platform to practice language and make the process become unique, interesting, and insightful (Kirst, n.d.)

Instagram also can be used as the media to increase students' motivation (Apriyanti et al., 2018). She stated that students' motivation is increased when their videos are watched by people who are not familiar with them and the situation, which is not common for them and also being commented on or liked by viewers. It is very useful for students to build their confidence to increase their ability.

Ali (2016) believes that Instagram appears to be useful for students because it offers a plethora of contextualized visual data that can provide aid in the language classroom, assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints, it is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in a real-life environment, and ease to access to Instagram and availability in most handled devices makes it more inviting to consider this platform for use in the language classroom.

8. Instagram Story in Language Practice

Instagram story is an Instagram feature to upload multiple posts such as picture, photo, or short video within 15 seconds on their account which lasts for 24 hours. The post could be seen by the other followers. (Instagram, 2016). Instagram story becomes one of the favorite features from Instagram, since it could be used to promote some business and the media where people could share some information.

Agustina Lestari W (2018) has found that Instagram story was able to enhance the narrative text writing skill of the students.

Instagram story has some advantages for students' language practices, they are (1) students can practice the material has been learned independently, (2) An efficient media to provide writing exercise anytime and anywhere, (3) Students are able to do the exercise anytime and anywhere, (4) A fun learning media, (5) Be able to promote the interest of learning language to other followers (Muskini, 2021)

9. Instagram Terminology

Herman (2016) mentioned some of the lingo the users should know:

- a) App – Abbreviation for “application”. It is a software application downloaded to a mobile device that provides access to the Instagram site.
- b) Feed – The collection of current posts shared by those you follow. This is designated by the house icon on the bottom navigation panel.
- c) Filter – The editing feature which can be applied to your post to enhance features and colours.
- d) Followers – The people that follow an Instagram user.
- e) Following – The people that an Instagram user follows.
- f) Frame – Certain filters for photos can be further enhanced by adding a border (a frame) to the image.
- g) Gallery – The collection of a user’s Instagram posts.
- h) Hashtag – The # symbol placed in front of keywords. Hashtags should be keywords or phrases relevant to the description of the Instagram post. Hashtags are searchable on Instagram.
- i) Home – The Home screen is the list of activity of all the users you follow. They are also referred to as the feed.
- j) Instagramers – Instagram users. A collective term used to refer to people who use Instagram.
- k) Instameet – A gathering or meeting of local Instagramers to take Instagram photos.
- l) Instavideo – Often used to describe the Instagram video feature.
- m) Latergram - Something you post on Instagram at a "later" time.

- n) Like – The measure of appreciation of a post is documented in the number of “likes” it receives. A “like” is represented by a heart on Instagram. You can like a post by double-tapping the image or tapping the heart below the caption.
- o) Post – Any visual content uploaded to an Instagram profile. Posts can consist of photos or videos.
- p) Profile – This is your account information on Instagram. Your profile consists of your name, username, profile photo, and your photo gallery
- q) Username – The name a person uses on Instagram to define their profile address. This may be any configuration and does not have to relate to their actual name.
- r) Story – The 24 hours post within 15 seconds up to 1-minute that appears in a bar at the top of the feed which is posted by the ones who follow the users. (*Introducing Instagram Stories / Instagram Blog*, n.d.)

10. Instagram in learning activities

Handayani (2016) shared her ideas for learning activities that can be used to promote students' ability in learning English in four major skills.

1. Speaking activities

1. Capture field trip memories

- Students are asked to post photos of their past experience to their own Instagram with a hashtag that was not previously used by others and choose five pictures to prepare a 2 minutes presentation about it.
- The teacher may give specific instruction to curriculum expectations.

b. Review a famous person in history

- Students are asked to browse historical photos about a famous person and create a bulletin board.
- Then the teachers ask them some questions related to their bulletin board. Then, ask them to describe 1-2 the content.

c. Role-play

- Students are asked to create a mini role play
- Focus the student on maintaining interpersonal communication, such as saying hello/goodbye, asking for direction, starting a conversation, asking for help, and etc.

d. Pronunciation plus

- The teacher posts a video with the unique hashtag.
- Students are required to do pronunciation practise by imitating the content.
- The teachers may ask the student to record their own videos related to the content and ask them to post it on their Instagram account.
- Students are asked to do self-correction.
- The teachers encourage students to evaluate and give comments to each other's videos.

2. Reading activities

1. Share reading recommendation

- Both teacher and students should snap photos of their own favorite books.
- Then write a brief 1-5 sentence review in the caption.
- The other students are asked to comment and give their opinion from their friend's post

- And/or teachers ask the students to make ‘book trailers’ in a video recording activity that consist of title and author of the book, a drawing of an illustration representing, some sentence of the summary, a favorite quote of the book, and students rating for the book.
- Then the teacher may continue a discussion about the content.

3. Writing activities

1. Caption it!

- The teachers post interesting photos to their accounts.
- The students are asked to write a descriptive caption in the comments.
- Then the teachers may give the reward for the best caption.

2. Photo inspiration

- The teachers share an interesting photo on their account.
- The teachers give some triggers for the pictures ideas
- Students are assigned to comment and give their opinion about the picture.
- On the other hand, teachers ask students to share a series of pictures on their own account.
- The students are assigned to write stories based on the pictures using language features that had been learned in the classroom.

4. Listening Activity

1. Listening to the natives

- The teachers can post a video of English speakers. It may be a song, a conversation, a fragment of the film, and a quotation.
- Students are guided to watch and listen to the video.

- The students have to answer teachers' questions related to the content.

CHAPTER III RESEARCH METHOD

In this chapter, the writer presents, a) Approach and type research, b) Roles of the researcher. c) Steps of the research, d) Place and Time, e) Data and source of data, f) Technique of data analysis, g) Data analysis.

A. Approach and Type of Research

There are two types of research methods: Qualitative and Quantitative research (Sugiyono, 2008). Semiawan (2010) added both of them are acceptable research that can help the researchers to get the answers upon their problem, fact and reality, as well as giving understanding and the new explanation of the problem after analyzing the data. However, the data collection and analysis are different, qualitative use sentences to analyze data, while quantitative use numbers to analyze the data.

Regarding the data, this research is aimed to use qualitative and descriptive type research to conduct the study. To collect the data in this study requires the form of writing. For this reason, the researcher will observe and use the questionnaire.

B. The Roles of the Researcher

The role of the researcher in qualitative research is to attempt to access the thoughts and feelings of study participants. However, the data are being collected, a primary responsibility of the researcher is to safeguard the participants and their data (Sutton & Austin, 2015).

Therefore, in this study, the researcher is to implement the technique while observing the object. In addition, the researcher conducts the open-closed interview to get the detailed data.

C. Steps of the Research

There are procedures needed to conduct a research which listed five (Stake, 1995). Those are explained below:

2. Preliminary Study

In this step, the researcher looks for the problem on the students' speaking on the practice. Meanwhile, the researcher tries to find the problem of practice using conventional way and what students are into practicing their speaking skills. The researcher focused on the problem and the subject of the research. Then, the researcher also observed the activity to make sure that the collected data will be reasonable. In case, the researcher found that the students are familiar to Instagram story usage in promoting product.

3. Identifying the case

After the preliminary study has been accomplished, the researcher had the projection of how the problems exist in the practice activity. He could identify from the previous step to decide which kind of case study used. Hence, this research decided to apply intrinsic case study.

4. Data collection

In collecting data, the researcher used some instruments. There are observation, interview and documentation (questionnaire) . In the observation, he observed to collect the data. It showed how the students insisted to use Instagram story to practice their speaking skill in promoting product. The researcher focused on the investigation about the students' behavior and reaction during speaking practice.

Then, the researcher spread the questionnaire to collect the data. The aim of the questionnaire is to understand students' perspective towards speaking practice using Instagram's story. When the researcher found the interesting answers, he did interview to potential students in answering several questions related to formulation of the problems which have been created by the researcher.

5. Analysis Data

In analyzing the data, the researcher does some steps. Those are reduction, data display, and conclusion drawing and verification.

6. Writing report

This is the end of procedure in conducting the research, After the analyzing the data, the researcher could write the report.

D. Place and Time of the Research

1. Place of The Research

The researcher chooses Mr Bob Kampung Inggris Pare, Kediri as the setting of his research. This course is the place where the researcher teaches daily. The researcher has known a proper class to be observed. Mr Bob Kampung Inggris has the advanced curriculum which allowed teacher and students to utilize technology, in this case the Instagram Story as the platform to practice speaking. Moreover, the researcher's experiences have been beneficial to this research.

2. Time of The Research

The research would take a month to be conducted. It would start in the last week of August up to the first week of September. Specifically on August

25 until September 26 and at the teaching-learning process due to the academic schedule.

No.	Activity	MONTH 2021 - 2022																	
		Jun.			Jul.				Aug.			Sept. - Nov.			Dec.			Jan.	
1	Preliminary Study	■	■	■															
2	Writing Proposal				■	■	■	■											
3	Seminar							■											
4	Revising							■	■										
5	Collecting Data									■	■								
6	Analyzing Data											■	■						
7	Drawing Conclusion of Research													■	■				
8	Writing Report															■	■	■	

E. Data and Source of Data

The object of this research is the English students in Mr Bob English course at Speak Up 1 class For collecting the data and its source.

1. Data

The data that is used are the students' participation and speaking practice test that was in the form of A. interview transcript (the result of an interview with the informant of research), B. The transcript of the researcher observation towards' students' practice using social media features Instagram story, C. field note, and D. the documentation of the research

2. Source of data.

There are two types of data: 1. The primary data that consists of the original document of the observation and interview with the object of the study, 2. Secondary data comes from the other data, such as the description of activities or documentations.

F. Techniques of Collecting Data

The data in this study would be taken by observation and interview section.

1. Observation

According to Kawulich (2014), observation is used in the social sciences as the method for collecting data about people, processes, and culture. It is commonly used to collect data by teacher-researchers in their classrooms. She adds some reasons why observation is helpful as a research method. Firstly, participant

observation allows the researcher to understand the state being of the participants by engaging in the activities. Secondly, it may be used to verify the other source of data that has been collected by another method. Thirdly, it helps the researcher to learn what is important to the participants.

In this observation, the researcher tried to find the behavior and reaction of the students during speaking practice using Instagram's Story.

2. Documentation : Questionnaire

In this questionnaire, the researcher tried to question the 30 students' of Speak up 1 at Mr Bob Kampung Inggris, Pare about their perception of using Instagram's story to practice their speaking skill. The questionnaires were created based on the problem formulation of the research.

3. Interview

There are three types of interviews: structured, semi-structured, and unstructured. The structured interview seems to be a verbal questionnaire that has been prepared, but it lacks variety and is closed to other questions: therefore, it is hard to get the depth of the point. Conversely, an unstructured interview has a different technique that allows the interviewer to get the depth of the data. Unfortunately, this type usually takes longer and is hard to handle. Meanwhile, a semi-structured interview is a mix between two structured and unstructured interviews. The interviewer must prepare the key question that helps to define the area, yet allows the interviewer to gain detailed ideas or response. This type of interview is used. (Gill et al., 2008)

In this study, the researcher will use the semi-structured interview to collect the data.

The interview was aimed to potential students in Speak up 1 class at Mr. Bob Kampung Inggris Pare who had interesting answer from the questionnaires spread.

To know whether social media featuring Instagram stories is an interesting tool for the students to practice speaking or not, the writer uses a descriptive approach based on the data collection. The students will give their opinion about the technique.

G. Technique of Data Analysis

The data has been collected through observation, questionnaire, and interview. According to Creswell (2011), there are four steps for analyzing data in qualitative: reducing the data, verifying the data, and comparing the data with literature about the subject.

1. Data Reducing

Data reduction is related to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. In the process, the data collected from the work shows in descriptive narrative text.

2. Data display

In this process, the data will be presented after filtering and reducing the data become easy to understand.

3. Conclusion drawing and verification

The last stage the data will be analyzed by qualitative for conclusion and verification. In this process of interpreting data, it will be presented by noting regularities, possible configurations, casual flows, and proposition.

CHAPTER IV FINDINGS AND DISCUSSIONS

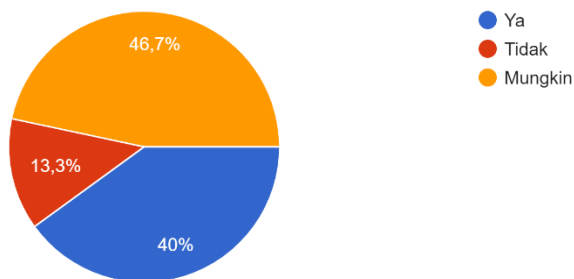
In this chapter, the findings and discussions would be presented by the description of the teaching and learning process in two classes of Speak Up 1 at Mr. Bob Kampung Inggris in the case of recognizing students' perspective of speaking practice using social media feature Instagram story at Mr. Bob Kampung Inggris.

A. Research Finding

By the end of the class the teacher gave a questionnaire to 15 sample members using Google form with 5 shorts questions. See the diagram below:

Table 4.1

Apakah merekam video di Instagram stories bisa membantu anda menemukan vocabulary lebih banyak?
15 jawaban

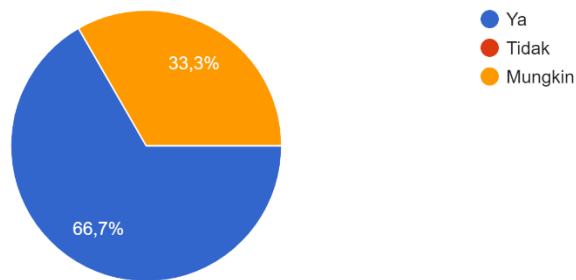


On the comprehension questionnaire, the researcher found students' perceptions from the comprehension questionnaire of the vocabulary, structure, and fluency from 15 students. In the

case students' vocabulary, it shows that 46,7% agreed that Instagram stories video help them discover new vocabulary, because the students believed they tried to find new vocabulary used in promoting the product, majority of them only get less than 5 words they found new during the process of scripting. 40% say that they found new vocabulary from recording the video, since they conveyed the lack of vocabulary, they must describe the thing they would promote. Moreover, 13,3% of the students found no difficult vocabulary to be used on promoting products.

Table 4.2

Apakah merekam video di Instagram stories bisa membantu anda dalam melafalkan vocabularies dengan tepat?
15 jawaban

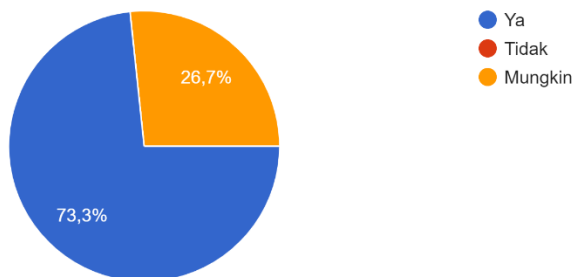


On the other hand, 66,7% of the students agreed that recording Instagram stories helped them to pronounce the vocabulary better, and only 33,3% felt less helpful. They witnessed how repetition of the recording video could assist them in the right pronunciation of the vocabulary more.

Table 4.3

Apakah merekam video di Instagram stories membuat anda lebih peka terhadap kesalahan dalam structure?

15 jawaban



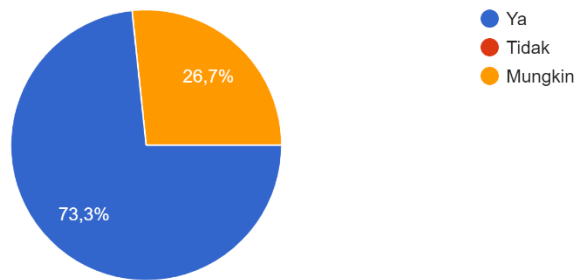
11 students chose recording video for Instagram stories to help them to be aware of structure. It helps them to identify that describing the product must use present tense. By having the script supervised, students could recognize the use of present tense correctly. However, 4 students seemed confused to know the different usage of the tenses.

This case concerns the researcher whether recording video for Instagram stories was able to use the proper structure during speaking or vice versa. The questionnaire shows that 73% of the students said it helps them to use the present tense in daily conversation. Yet, 26,7% said it did not make them speak with the right structure because the right structure is only used on promoting products only. It has been strengthened by 1 person who said recording video for Instagram stories did not help him/her at all on structure comprehension. There was not related research about how recording video can help students to practice structure. However, the result above showed because the students had chance to consult the script before speaking on the video. So, majority of the students argued recording video helped them to improve the structure.

Table 4.4

Apakah merekam video berulang kali di Instagram stories membantu anda berbicara lebih lancar?

15 jawaban



This concluded all, 73% of the students were helped to become fluent in their speaking skill. They realized that the more videos were taken, the more confident they had become. They were more aware of the usage of vocabulary pronouncing, structure and help them to speak better. 26,7% of the students have not recorded as many as the other, hence they still might not be sure that fluency could be gained by repeating video recording.

B. Discussions

The speaking practice using Instagram story in promoting product was genuine for the students. At first, they use Instagram story for only entertaining or as media to share daily picture and video of their activity. However, the students had learned that Instagram story can also be a good feature in English speaking practice, since it helped them to record video of their practice. This in line with the theory mentioned by Lonergan (1984) that recording video gave advantages to students evaluate their performance and to teacher to help students become better English speaker. It can be said that the use of technology in video recording can assist second language learning (McNulty and Lazarevic, 2012)

Recording video on Instagram story had allowed students to see whether their speaking elements such as pronunciation and fluency had done correctly or not. Mentioned by Johanna (1991) that it is the process where students could perform self-evaluation by rewatching the videos they took to revise the mistakes and improve the speaking ability. As well mentioned by **Wicaksono (2017)** that students have a chance to analyze the mistakes they had in the recorded video, so they can put more attention to remedy the errors in speaking elements (Vocabulary, pronunciation, structure, and fluency)

From the questionnaire, most students agree that recording video on Instagram story had helped them in speaking practice. They were encouraged to take more video so then they can be better in gaining vocabulary, fixing pronunciation, and correcting structure to be more fluent. This in line with the statement that video recording is a proper media ton enhance students' speaking skill (**Gromik, 2015**).

CHAPTER V CONCLUSION AND SUGGESTIONS

Chapter will present three sections; they are conclusions, suggestions, and implications as the result of the research about students' perspective on using social media sites Instagram Stories as the media of practicing English speaking.

A. CONCLUSION

The process of practicing speaking skill using Instagram stories was running well. Based on observation, the students followed the classes enthusiastically. However, the limit of the class was one of the concerns, it caused the audio on the video to not be clear enough to be corrected, since the students whose voice was low seemed unclear. On the other hand, it could also motivate them to speak louder; as a result, they recorded another attempt for better results.

After having a questionnaire, the researcher believes that most students are on the same page to agree on social media feature Instagram stories could help them to practice their speaking skill and improve their confidence and comprehension on vocabulary, structure, pronunciation, and fluency. It has been proven from an observation and questionnaire we conducted. The students were able to record their videos repeatedly to make sure it was the best, this helped them to be aware of mispronunciations and grammar errors. Unconsciously, they could be more confident due to the best video recording they already had. Since it was posted on social media as similar as they talk to many people, so the goal of the practice using Instagram story was able to be achieved.

B. IMPRICATION

1. Theoretical Implication

Utilizing Instagram story for speaking practice gives the students opportunity to prepare and practice their English speaking better. This would invite the students to make a satisfying video after taking many attempts during the process. So, they could consider the mistakes in pronunciation and structure to be corrected. That is able to make them more confident.

2. Practical

Practically, the students' perception could help the teacher to know whether using Instagram story could help the students' speaking ability or not. So, the teacher might find some weaknesses and advantages to be concerned. In the other time, the teacher could apply another way to utilize Instagram in speaking practice to increase their skills comprehension and confidence.

C. SUGGESTION

1. English Learners

English learners are suggested to try out new way of speaking practice to develop their skills. It could be started by whatever they like, such as playing games, watching movies, scrolling social medias, etc. Moreover, utilizing the any devices they have could be a great option.

2. Other Researchers

The researcher hopes that this research can help other researcher to conduct other research related with this research. This research was conducted to Instagram story for speaking practice. So, the other researcher might observe using another feature of Instagram with different skills.

3. Readers

Hopefully, by reading this research the readers can know the students' perspective of using Instagram story for speaking practice. So, the readers might have courage to do the same activity.

Finally, the researcher realizes that this skripsi is not perfectly perfect. Advice and suggestion are needed to make it better. However, hopefully, this skripsi will be insightful, useful, and helpful.