

THE USE OF INSTAGRAM APPLICATION IN LEARNING ENGLISH AT ELEVENTH GRADE STUDENTS OF SMAN 1 BENGKULU TENGAH

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Abstract

The objective of this study was to investigate the use of Instagram application in learning English at eleventh grade students of SMAN 1 Bengkulu Tengah. This study applied a quantitative method. The subject of this research was twenty eight students who learn English at XI MIPA 1 in SMAN 1 Bengkulu Tengah. The researcher used English test to know the use of instagram in teaching English. The English test consisted of four skills of English; listening, reading, speaking, and writing skill. The test was given after the researcher implemented instagram as media in teaching English. Moreover, the researcher made video recording while conducting the research. the use of Instagram application was effective to develop students' English ability. It was proved by mostly the students got English score >KKM (78) afer using Instagram application. There were only ten students who cannot reach the KKM but their score was still above 60. Moreover, based on the interview result the students' admitted that the use of Instagram in teaching English was so fun because they can learn while playing. In Instagram there were many accounts which helped them to learn vocabulary, grammar, and four English skills. the researcher recommends the students to apply kind of activities on the Instagram such as making English video or writing the English captions to develop their English skill.

Keywords: Learning English, Instagram Application

A. INTRODUCTION

Instagram is one of types Web that the students are familiar as online social communities. Instagram is one of social network platforms in which the students usually use it to share their personal information, such as uploading their pictures or videos and writing Instagram captions. Alhabash and Ma (2017) state that Instagram is a photo-sharing mobile application that allows users to take pictures, apply filters to them, and share them on the platform itself. Instagram has over 400 million active monthly users who shared over 40 billion pictures. Instagram is one of the most popular social media channels for teens and tweens today. Kessler (2013) states that Instagram is works as a unique way for teachers and students to connect and share information. In fact, Instagram is developing a regular presence in classrooms around the world and teachers are finding creative ways to put it to good use. Teachers can also use Instagram with their students for educational benefits. Instead of adding photos to Instagram themselves, teachers can task students with documenting what is going on in the classroom, including experiments, projects and hands-on activities.

Besides the roles of Instagram as media for English learning, Instagram has many activities to develop English language skills. First is writing captions. Writing captions is one of the Instagram activities that can develop students' English skill. Sirait and Marlina (2018) said that writing captions on Instagram is one of the main activities to develop students' writing skills. Students develop their writing skill by writing captions on Instagram. Second is photo inspiration. Students can give their

responses to the photos that have been uploaded. Mansor and Rahim (2017) explained that commenting on post is an activity on Instagram that can develop students' English skills. Students can fill in the comments column regarding their opinions and responses about the uploaded photos. Third, Instagram allows users to make videos using the video features. Akhlar, Mydin and Kasuma (2017) said that making short videos to introduce themselves is a language activity that can be implemented using Instagram.

Based on the preliminary interview done by the researcher at SMAN 1 Bengkulu Tengah on 24th May 2022, the researcher found two categories of students who use Instagram. First, some students used Instagram for English language learning. Second, some students used Instagram as entertainment. This research focuses on students who used Instagram for English language learning. Analyzing the activities that students use to enhance their English skills. Mostly the students at SMAN 1 Bengkulu Tengah are active in Instagram and have their own account.

Related to the English teaching and learning process, Instagrams' features have some advantages in using it. Based on several expert (AlAli, 2014; Khalitova and Gimaletdinova, 2016), Instagram has eight advantages as a media to develop English language skills. First, Instagram help students to develop their listening skill. According to Khalitova and Gimaletdinova (2016), Instagram is one of the facility for students to develop their listening comprehension skill. Students learn to understand the information or opinions by watch video on Instagram. Second, Instagram also helps students to develop their speaking skill. AlAli (2014) argued that the role of Instagram as a mLearning tool to develop students speaking skill. Students practice their speaking using many of Instagram's features. Third, Instagram is tool to develop students' reading skill. Students develop their reading skill by Instagram. Handayani (2016) stated that Instagram is a learning tool to develop students reading skill. Students use Instagram to communicate with others. So, students should understand the mean of the things that was delivered.

The other advantages is Instagram develop students' writing skill. Akhlar, Mydin, and Kasuma (2017) stated that activities in Instagram can develop the ability to write in English. Students can become more thorough in matters that need to be considered when writing, such as grammar, sentence structure, writing style, and ideas. Instagram also increase students' vocabularies. Sirait and Marlina (2018) state that students can develop their vocabulary through Instagram. New vocabulary can be found in captions, videos, and photos uploaded by Instagram users.

Based on the explanation above, the researcher will conduct a research to explore about the use of Instagram application in learning English among XI grade students based on their perspective and experience. Therefore, the title of this research **"The use of Instagram application in learning English at eleventh grade students of SMAN 1 Bengkulu Tengah"**.

B. RESEARCH METHODOLOGY

This study applied a quantitative method, the focus of quantitative research is interpreting the experience of people. It was meant that the researcher describes the findings of the research in the form of number. The researcher explored the use of Instagram application in learning English. The subject of this research was twenty eight students who learn English at XI MIPA 1 in

SMAN 1 Bengkulu Tengah. In doing research, the researcher was helped by an English teacher (Mrs. Sri Miliانا, M.Pd). The researcher used English test to know the use of Instagram in teaching English. The English test consisted of four skills of English; listening, reading, speaking, and writing skill. The test was given after the researcher implemented Instagram as media in teaching English. Moreover, the researcher made video recording while conducting the research.

In collecting the data, the researcher did some steps as follows: (1) The researcher asked the students who have Instagram application; (2) The researcher taught English using Instagram; (3) The researcher asked the students' feedback related to the use of Instagram in teaching and learning English; (4) The researcher analyzed the data. The researcher analyzed the interview result using Miles and Huberman (2004) data analysis which consisted of; data reduction, data display, and drawing conclusion.

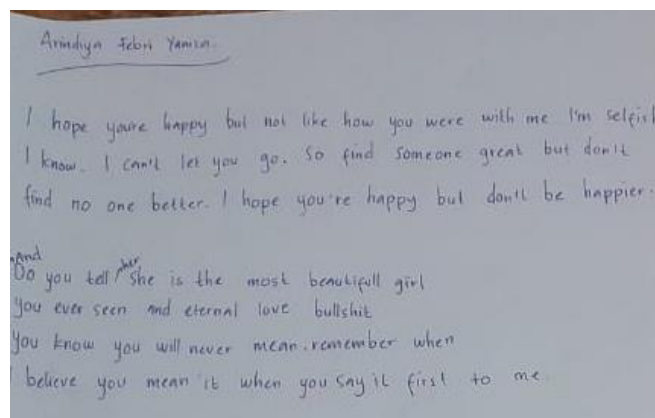
C. FINDINGS

Findings

1. The Use of Instagram in Teaching Listening

There were some steps done by the researcher in teaching listening by using Instagram. Firstly, the researcher chose a reel video in Instagram which consists popular song recently (length 15-30 seconds). Then the researcher asked the students to watch and listen the song in that Instagram account. The researcher asked the students to write the song lyric. The researcher repeat the step a) to c) for another reel video. The video chose by the researcher is a song video. In the teaching listening using Instagram, the students seemed enthusiast to listen and watch the music. The students seemed happy to follow the class activities.

In teaching listening, the researcher mostly took the materials from Instagram TV (IGTV) in selected verified accounts. All of the materials spoken by native as the speaker(s) with the aim of familiarizing students to accents, tone and pronunciation. The researcher told the students about the skills that they would get after finishing this study as well as the activity involved. In the first phase, the purpose was to let the students be familiar with the context of the conversation. They are taught to know what is the topic being spoken in the audio or the background of information from the audio. After the researcher taught listening skill using Instagram, the researcher asked them to answer some questions (mini test) to know whether the use of Instagram was effective in developing the students' listening skills. Here the example of students' listening skill.



Picture 1. The students' Answer Sheet of Listening Test

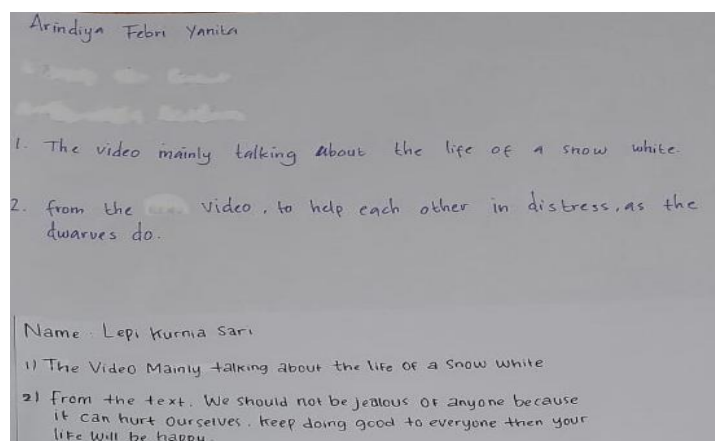
Picture above was one of example of students' answer sheet in listening test by using Instagram. The students were asked to complete the song lyrics that they listened before. The result showed that mostly the students were able to answer the listening test, however there were still two students who got confused to answer the test, since they might have less concentration while the researcher played the listening test.

2. The Use of Instagram in Teaching Reading

In teaching reading by using Instagram, the researcher did some steps; the researcher chose a reel video in Instagram which consists of a short story with subtitle in English, the researcher asked the students to watch the video, finally the researcher asked the students to answer the following questions to know the students' reading score after using Instagram:

- 1) What is the video mainly talking about?
- 2) What can you learn from the video?

At the first meeting, the students were informed about the syllabus contained includes the score allocation, tasks, and the activities that participants need to do relate to Instagram. The researcher also told all the participants to have a purposeful reading. Instagram is tool to develop students' reading skill. Students develop their reading skill by Instagram. Instagram is a learning tool to develop students reading skill. Students use Instagram to communicate with others. So, students should understand the mean of the things that was delivered. The students' answer sheet of reading test is in picture 2.



Picture 2. The students' Answer Sheet of Reading Test

When students develop their reading skill by using Instagram, they also enhance their grammar and vocabularies. Based on data obtained, the students could learn about the structure of sentence or tenses. the students can make sure that their grammar and structures of a sentence can increase through the use of Instagram. Also, the Instagram can help students to check their grammar.

3. The Use of Instagram in Teaching Speaking

Steps of teaching speaking using Instagram were; the researcher asked the students to make a short video about their favorite thing then posting it in their own instagram account (length 15-30 second). Then, the researcher evaluated the students' speaking performance through the short video they made. By using Instagram, the students were learned and practice speaking with different topic for 10 times. With the topic that was familiar to them, they learned how to construct the content or message that they wanted to delivery, and they learned and practiced how to deliver the message well. They did not feel under pressure

in doing the speaking task, since they had much time to prepare before posted it on their Instagram account. They much time to prepare their video, and they manage these times to construct the content, design the concept, and edit the video. The result was totally better than impromptu speaking.

The students were able to develop strategies for a way to deliver an address successfully and gain self-worth in improving their English presentation skills within the classroom. A video recording activity helped EFL learners to boost their oral performance in some ways. They could evaluate their performance and do self reflection by watch back the videos. Students have the chance to judge and do self reflection by watching their videos and see how they performed, and what may be improved in future practices. Moreover, by evaluating their video, students become more critical on their abilities. It made students get a longer time to check and helped students study again and again. They ready to review the aspect of speaking several times. In addition, integrating Instagram in teaching English speaking increased their selfconfidence. Students who are shy to speak up within the class were also able to improve their speaking. Below is some pictures of teaching speaking process using Instagram application. The researcher asked the students to make a short video using English and post it in their own Instagram. Then the reseracher asked the English teacher to help her to scoring the students' speaking skill based on the video they made. Overall, the students speaking skill at this class was good.

4. The Use of Instagram in Teaching Writing

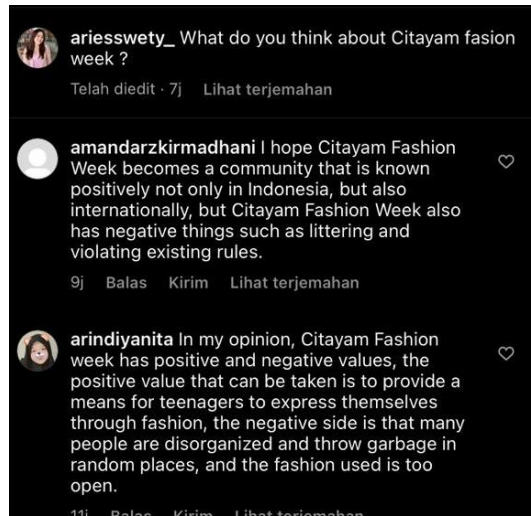
There were some steps of teaching writing using Instagram. Firstly, the researcher posted a photo or video which controversial among the people recently (such as; about Citayem Fashion Week) in her Instagram feed. The researcher asked the students to see or watch the photo or video. The researcher asked the students to write their opinion in the comment column in the researcher's Instagram posting. The researcher evaluated the students' writing ability based on their comments on the Instagram. Below were the screenshoot of the researcher's feed posting and the students' reaction in the comment coloumn.



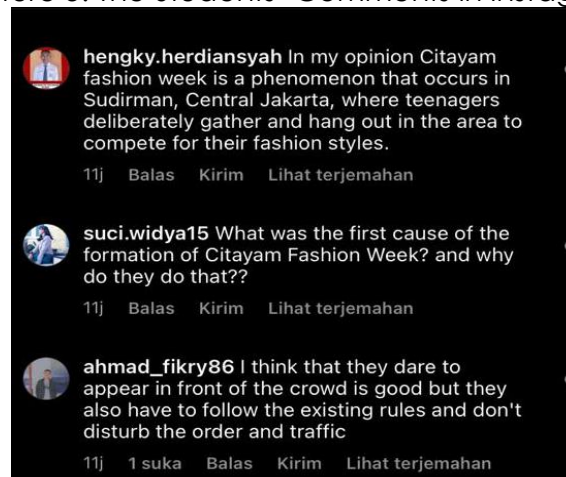
Picture 4. The Researcher's Posting Instagram

Picture 4 was the researcher's Instagram video. In this case, the researcher wrote a caption "what do you think about Citayam Fashion Week?". The

researcher asked the students to give their opinion related to the Instagram posting by writing in comment column.



Picture 5. The Students' Comments in Instagram



Picture 6. The Students' Comments in Instagram

Picture 5 and 6 proved that the students were active in writing their opinion in English by using Instagram comment coloumn. Moreover, the total students' score based on their activity while learning English using Instagram was in the following table.

Table 1. Students' Score of Each Skill

NO	Students	Nilai				Mean
		Listening	Reading	Speaking	Writing	
1	ANI	83	80	78	82	81
2	AFM	85	86	84	85	85
3	ARR	82	84	80	83	82
4	AP	68	78	80	65	73
5	AAY	84	85	81	84	84
6	AA	65	80	70	77	73
7	ADF	85	86	85	84	85
8	DA	85	86	83	85	85
9	DP	65	70	80	83	75
10	FME	86	84	85	82	84
11	HH	86	86	84	85	85

12	IF	70	75	68	74	72
13	IP	82	80	85	80	82
14	LKS	84	85	82	80	83
15	LA	81	82	72	84	80
16	MK	85	83	84	82	84
17	MS	83	80	64	80	77
18	NO	80	82	85	80	82
19	NR	81	79	83	81	81
20	RRH	84	82	85	80	83
21	RAD	65	67	75	68	69
22	RYP	67	69	80	70	72
23	RRF	78	80	76	82	79
24	RK	80	78	83	83	81
25	SAD	79	81	70	83	78
26	SWA	70	80	82	84	79
27	TO	85	84	85	85	85
28	YH	75	81	84	82	81
	MEAN	79	80	80	80	

Table 4.1 showed that mostly the students got English score >KKM (78) after using Instagram application. There were only ten students who cannot reach the KKM but their score was still above 60. Moreover, the students' meanscore in teaching listening using Instagram was 79, the students' reading meanscore was 80, the speaking meanscore was 80, and the students' writing meanscore was 80. It means that the use of Instagram application was effective to be used in teaching English. The finding of this research also revealed that by using Instagram in teaching English, the students became more active and having fun in learning English.

Moreover, to know how effective the use of Instagram in teaching and learning English, the researcher asked ten students randomly. As student 1 said that "I think learning English from Instagram is so fun because we can learn while playing. There are many accounts that provide quiz to learn English then they give fun questions on their snap gram account. It is really help me to improve my English vocabulary (DA)". Then, student 2 said that even though not all Instagram content a positive thing, she can learn English by using it. Moreover, student 3 said "I think Instagram is one of media to learn grammar because of my experience in learning English in Instagram, I will say Instagram is very good for learning English. We can improve our vocabulary and grammar mistakes so it helps me to correct my mistakes that I have done before. And I learn a lot of thing by Instagram included English skill (AA)". Then student 4 mentioned "I think learning English using Instagram is fun and effective because people today use social media especially Instagram to learn English, moreover Instagram is easy to us for learn (MK)". Student 5 said "I think learning from Instagram is very good because has many kinds of people who used many different languages (MS)". Based on the interview result it can be concluded that the use of Instagram in teaching English was fun and effective to develop students' motivation and ability in learning English.

D. Discussion

The aim of this research was to investigate the use of Instagram application in learning English at eleventh grade students of SMAN 1 Bengkulu Tengah. The finding of this research revealed that the use of Instagram application was effective to develop students' English ability. It was proved by mostly the students got English score >KKM (78) after using Instagram application. There were only ten students who cannot reach the KKM but their score was still above 60. Moreover, based on the interview result the students' admitted that the use of Instagram in teaching English was so fun because they can learn while playing. In Instagram there were many accounts which helped them to learn vocabulary, grammar, and four English skills.

This research findings were in line with some related theories. Based on several expert (AlAli, 2014; Khalitova and Gimaletdinova, 2016), Instagram has eight advantages as a media to develop English language skills. First, Instagram help students to develop their listening skill. According to Khalitova and Gimaletdinova (2016), Instagram is one of the facility for students to develop their listening comprehension skill. Students learn to understand the information or opinions by watch video on Instagram. Second, Instagram also helps students to develop their speaking skill. AlAli (2014) argued that the role of Instagram as a mLearning tool to develop students speaking skill. Students practice their speaking using many of Instagram's features. Third, Instagram is tool to develop students' reading skill. Students develop their reading skill by Instagram. Handayani (2016) stated that Instagram is a learning tool to develop students reading skill. Students use Instagram to communicate with others. So, students should understand the mean of the things that was delivered.

The other advantages is Instagram develop students' writing skill. Akhiar, Mydin, and Kasuma (2017) stated that activities in Instagram can develop the ability to write in English. Students can become more thorough in matters that need to be considered when writing, such as grammar, sentence structure, writing style, and ideas. Instagram also increase students' vocabularies. Sirait and Marlina (2018) state that students can develop their vocabulary through Instagram. New vocabulary can be found in captions, videos, and photos uploaded by Instagram users. Furthermore, Mansor and Rahim (2017) highlighted in their studies that Instagram provided educational opportunities to students for acquisition purposes since the scholars felt relaxed, and that they also stated that through Instagram tasks, students were able to improve their communicative skills. Additionally, some participants found out that viewing their videos, and seeing the progress they had achieved within the first and last videos encouraged them to achieve self-confidence and increased their motivation to talk English more which contributed them a way of feat. Furthermore, they mentioned that sharing their videos with their classmates, though gave the impression to be formidable initially, provided them a chance to specific themselves and created the most effective oral performance since others would view their videos.

The findings showed that Instagram could help the students' to develop their listening skill specifically to understand the information by video or recording. When students develop their listening skill using Instagram, students also enhance their pronunciation. Students can listen how to pronounce well. Regarding the statement mentioned, it was in line with Handayani (2016) who stated that Instagram video posts can help the students to develop their pronunciation. Besides, there were various accounts which could be media to learn pronunciation through Instagram. According to participants' statements,

developing listening skill using Instagram also related to increasing students' vocabularies. Based on the interview result, new vocabulary could be gotten by watching the English videos on Instagram. As stated by Shazali, Shamsudin and Yunus (2019), Instagram can help students to increase their vocabulary towards the English captions. Consequently, the students could increase English vocabulary mastery through Instagram activities.

Based on the gained data above, it could be seen that Instagram could be a tool for the students to develop their reading skill. The statement mentioned was in line with Handayani (2016) who stated that the students use Instagram to develop their reading skill, and Instagram comes up as media for them to develop their reading skills. Mansor and Rahim (2017) added that Instagram helps the students to develop their reading skill apart from communication skill. To conclude, Instagram could be a learning tool to develop students' reading skill related to its provided activities. Developing reading skill related to accepting grammar and vocabularies skill. When students develop their reading skill by using Instagram, they also enhance their grammar and vocabularies. Based on data obtained, the students could learn about the structure of sentence or tenses. As stated by Akhilar, Mydin, and Kasuma (2017), the students can make sure that their grammar and structures of a sentence can increase through the use of Instagram. Also, the Instagram can help students to check their grammar.

The findings of this research was also confirmed some previous studies result. First, a study by Gonulal (2019) entitled "The Use of Instagram as a Mobile-Assisted Language Learning Tool". The results showed that Instagram has the potential to help ELLs to improve overall language skills in general, and vocabulary and communication skills in particular. Further, ELLs' experiences in using Instagram as a MALL tool for informal language learning were largely positive. Second, a study by Sanusi et al (2021) entitled "Instagram As Media and Tool in English Language Teaching". The discussion of this paper reports that Instagram is beneficial for the English language teaching where there are several features which can support the teacher to conduct an effective and efficient teaching and learning process. It also supported by some technical use com combining digital media of Instagram and English language materials. The content of this paper is also expected to contribute for the teacher to make a digital learning environment through the media and tool that provided by Instagram. Third, Wijaya (2020) did a study entitled "The Use Of Instagram As Supporting Media In English Learning Understood By English Department Students At Universitas Muhammadiyah Surakarta". The results of this study (1) The students have a new enjoyable experience when learning English by Instagram, (2) The students can develop English skill by using Instagram, (3) The students can learn English through Instagram Effectively, (4) The students prefer to learn English by using Instagram than other media. Fourth, a study by Pujiati et al (2019) entitled "The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English". Results indicate Instagram has succeeded in motivating students to learn English and improving their English competence. The materials preferred are those relate to grammar, vocabulary, and writing.

E. CONCLUSION

Conclusion

Regarding to the research findings, it can be concluded that: the use of Instagram application was effective to develop students' English ability. It was

proved by mostly the students got English score >KKM (78) after using Instagram application. There were only ten students who cannot reach the KKM but their score was still above 60. Moreover, based on the interview result the students' admitted that the use of Instagram in teaching English was so fun because they can learn while playing. In Instagram there were many accounts which helped them to learn vocabulary, grammar, and four English skills.

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