STUDENTS' PERCEPTION TOWARDS THE USE OF SOCIAL MEDIA FEATURE INSTAGRAM STORY FOR SPEAKING PRACTICE AT MR. BOB KAMPUNG INGGRIS

Rayhan Muhammad Al Fatih[1], Khoiriyah[2], Agung Wicaksono[3]

[1,2,3] English Education Departement, University of Nusantara PGRI Kediri
Email[1]: rayhanalfatih17041998@gmail.com,
Email[2]: khoirkhoiriyah@yahoo.co.id,
Email[3]: agung@unpkediri.ac.id

ABSTRACT

As time goes by, the method of language practice is developed with the development of technology. There are many Media providing a platform to practice language skills in the digital era, in particular speaking. One of them is Instagram. It has been used to practice students' speaking skill through Instagram stories futures, where the students are able to record 15 seconds video and upload it on their accounts. These innovations gave an advantage to students practicing their speaking skills although they do not have partners. However, their speaking ability could be recognized by the students' followers including the teachers. In this case, the aim of this research to describe the students' perception toward The Use of social media Feature Instagram Story for Speaking Practice at Mr. Bob Kampung Inggris. In this research, the researcher conducted a study of qualitative research approaches. The data was collected from the observation, interview and documentation. The data had been collected from a questionnaire and interview from the students.

The research showed that the students were struggling to record themselves for Instagram stories. Recording 15 seconds video was not easy for them which caused them to take a lot of repetitions. However, the repetitions led them to practice their speaking skills. They realized by repeating the video recordings, they were able to memorize new vocabulary, fix their pronunciation, help them to be aware of structures, and become more fluent in their speaking. On the other hand, they found out that Instagram stories had a good impact on their confidence, since the videos they made could be seen by their followers and teachers from their Instagram accounts.

KEYWORDS: *speaking practice, students' perception, the use of iInstagram story*

1.0 INTRODUCTION

In 2020 might have been the hardest phase for teachers around the world. Regarding the pandemic caused, teaching learning must be limited. Consequently, daring-class is the solution to that problem although English has been considered as a complicated language within four skills which are identified into groups of receptive skill and productive skill (Saville-Trokie, 2006). It requires some elements such as pronunciation, grammar, vocabulary and etcetera.

Cited from Zyoud (2016) the ability to speak is the essential aspect of a students' competence in a language. More importantly, interaction in daily basis commonly used English to communicate. Eventually, internet networks is able to be used as a skill practice platform,

speaking for instance. On the other hand, speaking is a process of producing or receiving ideas and gaining information (Bailey et al., 2003). However, students must face challenges in speaking practice, such as grammar comprehension, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistakes, and anxiety. Hence, students need special treatment to figure this problem out. Students require an ability to self-reflect as a valuable springboard to enhance their confidence while enhancing their listening and speaking skills (Cheng & chau, 2009). Cited from Ikrimah (2017), students have competence to evaluate their performance in regards to their problem and improvements.

This has been a way out for both teachers and students since speaking skill can be practiced from social media platforms (Wulandari, 2019). The popular social media that can be utilized into speaking practice platform is Instagram. On Instagram, there are some contents of language practice educators who have published English lessons and tips or tricks to enhance language capability. There is a feature called Instagram Story to post images and videos within 15 seconds up to 1-minute. The users used to convey their opinion, a day in my life video, or some description of the object in picture or video on Instagram's story by speaking English.

The feature was already utilized by teachers at the courses in Kampung Inggris Pare; where the students made a video to talk about a day in their lives and post it on their own Instagram's story. The students were so thrived in getting the best video by doing a plenty of recordings. At first, the students found less motivation in practicing their speaking because the method that the teacher had provided was not interesting and less practice. Indeed, the students need something fresh to boost their interest to practice English, especially speaking. Based on the observation that has been done at the class in Mr. Bob Kampung Inggris, Speak Up 1 Class, the students were found owning personal social media accounts, and 80% of the students are active on Instagram. There can be chances for the teacher to apply the method to acknowledge about students' perception in using Instagram's story as the platform of speaking practice. In order to know the advantages and disadvantages of the technique could be apprehended. Wulandari (2019) mentioned that here are many ways to improve speaking skill, however, mostly requiring partners to have extensive practice outside the class. In this research the researcher only focused on the use of Instagram's story toward The Use of social media Feature Instagram Story In Speaking Practice at Mr. Bob Kampung Inggris. The students will use their own device to perform self-record video and publish it on the Instagram story as the medium of speaking practice.

By the study conducted, the students' perception would be measured by the researcher to acknowledge whether the students are fond of practicing their speaking skill using an Instagram story or not. The formulation of this study aimed to know: "How is the perception of the students after implementing Instagtam's story as the medium of speaking practice?"

2.0 METHOD

This study used qualitative descriptive type research to conduct the study. Collecting the data in this study requires the form of writing such as   observation and used the questionnaire. The date was taken from the 30 students' in Speak Up 1 class at Mr Bob English Course which is located in Kampung Inggris Pare.

The researcher taught the class using the method. Moreover, the students were having time to consult their preparations. After that the collected data obtained from google form given after the practice of promoting product speaking using Instagram's story.

The questionnaire which assessed students were written below:

1. Can recording videos on Instagram stories help you discover more vocabulary?

2. Can recording videos on Instagram stories help you pronounce vocabulary correctly?

3. Does recording videos in Instagram stories make you more sensitive to errors in structure?

4. Does recording videos repeatedly in Instagram stories help you speak more fluently?

To gain the desired data, the research used observation and questionnaire

3.0 FINDINGS

From the data analysis, there were three main focuses of the speaking ability which have been assessed. There are vocabulary, pronunciation, structure, and fluency.

Vocabulary enrichment was found hard to get in the practice of speaking using video recording on Instagram stories, since they only want to use common vocabulary. So, it is proven by 46,7% who agreed that recording video might help them to increase vocabulary. Moreover, the other 40% of the result found new vocabulary has been found during scripting. They tried to make the vocabulary various. While the rest of it, 13.3 percent found no difficulties in using any vocabulary in promoting products, so that their vocabulary was not increased.

Meanwhile, in the term of pronunciation, the result showed that 66,7% of the participants agreed that recording video has helped them fix their mispronounced words. The other 33,3 % thought it was less helpful.

Moreover, in the practice of structure, the participants agreed on recording video to help them to be more aware of the structure. 73,3% participants could identify the mistake they had made during the recording, then tried to fix it on the other recording attempt. Yet, 26,7% argued that it might help them to notice the grammatical errors in their speaking because they only used basic grammar in the script.

In fluency comprehension, 73,3% of the participants agreed that recording videos on Instagram stories helped them to increase speaking fluency. They realized that during recording videos they made mistakes in pronunciation or structure which made them retake another recording. In this process, participants are used to the flow and become more fluent. However, 26,7% of them have not recorded as many as the others because they had memorized the script before recording.

4.0 DISCUSSION

In the research done, the result has considered that the attempts that the participants make in recording videos can make students believe that they could do a better speaking performance. It enables students to be aware of the mistakes in speaking, such as grammatical errors and mispronouncing words. This is in line with a statement by Lonergan (1984) that said recording video is a beneficial way to evaluate the performance of the students, so that the teacher could help them to monitor the process. Moreover, Wicaksono (2017) mentioned that it has an opportunity to analyze the mistakes on the video, so the students could put more attention to remedy. Moreover, asking them to upload it on their own social media sites account allowed them to have an opportunity to practice speaking in front of the public where could be viewed by more than hundred followers which might not happen in their real-life practice. So, the responses or comments they have gotten on their post can boost their confidence in English speaking usage for their daily practice.

5.0 CONCLUSION

Based on research done at Speak Up 1 class in Mr Bob English Course Pare Kediri about practicing speaking using Instagram story can be concluded that: The research was successfully engaged in the classroom and provided the result of students' perception towards using Instagram Story as the practice platform in promoting product. According to observation, the students followed the classes enthusiastically. The students were trying hard to make their best video, which helped them to correct the mispronunciations and grammar errors. Unconsciously, they became more confident after seeing the best recorded video they had. The data showed that the majority of students approved that social media feature Instagram stories could help them to practice their speaking skill for their confidence and comprehension of vocabulary, structure, and fluency improved.

REFERENCES

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

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

Ikramah. (2017). *The Effects of Video Recording on Students' Speaking Ability (Issue 231)*. Ar-Raniry State Islamic University

Lonergan J. (1984). *Video in Language Teaching*. Cambridge University Press.

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.*