



Article

The Effectiveness of Using Instagram Vlog Toward Students' Speaking Skill
of The Eight Graders at MTs Imam Al Ghozali Tulungagung

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ABSTRACT : Learning to communicate effectively in spoken English is a critical part of being fluent in the language. Teachers in the modern era have more leeway to experiment with new forms of oral communication drills thanks to the technological advances made available by social media. Since Instagram Vlog encourages users to create and share interesting videos about their educational experiences, it might be a useful social media platform for students to use as a speaking practice. The following is the statement of the research problem that guided this investigation: "Is there any significant difference scores on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung". The objective of this research is "To verify significant difference scores on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung". The research followed a quasi-experimental design, employed quantitative methods, and included a pre- and post-test for the same group of participants. Students from MTs Imam Al Ghozali's eighth grade participated in the study. Twenty-five eighth graders from MTs Imam Al Ghozali were randomly chosen for the study, with 11 men and 14 females. The majority of the information was gathered by means of quizzes. A t-test was performed on the data to determine its significance. Results suggest that Instagram Vlog helped eighth graders at MTs Imam Al Ghozali enhance their public speaking skills. Before students started using Instagram to create Vlogs, their average speaking proficiency was 52.25. However, when students' Instagram Vlogs were used in the classroom, their GPAs rose from 78.4 to 80.76. In order for the hypothesis to be considered statistically significant, the p-value must be less than or equal to 0.050. As a result, we go with H_a and against H_0 . It can be conclude that there is any significant different score of the students speaking skill before and after being taught by using Instagram Vlog of the eight graders at MTs Imam Al Ghozali Tulungagung.

Key words: *Speaking Skill, Instagram, Vlog*

INTRODUCTION

The acquisition of spoken and writing proficiency in English is a major focus of language courses. Only through teaching kids to use all four language learning skills—listening, speaking, reading, and writing—will this goal be met. Listening and reading are examples of passive or receptive abilities, while speaking and writing are examples of active or productive skills. The ability to communicate orally is the most important aspect of learning the fundamentals of the English

language. When interacting with people from other countries, the ability to communicate fluently in their language is especially important. Speech that is clear, easy to understand, and well-formed is essential for getting one's point across. so that the listener or reader can hopefully understand what one means. It's also important for the speaker to pause and consider their words before they're released into the world. English as a Second Language (ESL) students often struggle with spoken communication. It is supported by Pollard (2008:33) Speaking is one of the most difficult aspects for students to master. Many of the students don't know what to say. They know there's something they want to say, but they're not 100% sure how to say it. A lot of students are nervous of speaking out in class because of this. The kids have a basic grasp of the language, but their speech patterns are heavily influenced by Indonesian grammar and vocabulary. The listener was equally confused by this. Contrary to popular belief, activities that involve public speaking are not as effective as one might hope.

Supporting students in achieving their educational goals, whether they are doing it in a traditional classroom setting or online, is much simpler with today's technological innovations. With these changes, more students will be able to afford a college degree. Since almost all young people in today's society utilize at least one major social media platform (Facebook, Instagram, Twitter, etc.), this piques their curiosity even more. Teachers can pique their students' interest in English as a Foreign Language and help them improve their language skills by taking advantage of this situation. The international spread of Covidian 19 has had a significant impact on several fields, including education. While absent, teachers should have a system in place to ensure their pupils continue making progress. The creative application of information and communication technology in education has established online courses as a serious contender to the status quo of conventional classrooms. Instagram may be used to illustrate many different ideas and thoughts. "Instagram is a social network based around sharing pictures and fifteen-second videos which can be posted to the social media sites" Blair&Serafini (2014). Instagram's photo and video-sharing features, as well as its commenting system and the use of hashtags to organize material, can be used to great educational effect. Users can learn from one another and share what they've learned. Instagram's lack of advanced tools makes it less than ideal for professional use, but it could be useful in the classroom anyway.

Instagram's tools can aid the educational process. Students who struggle with vocabulary, grammar, or pronunciation might also benefit from using Instagram as part of their speech preparation. It also facilitates the development of a socially cohesive student body. Likes and comments will serve as the social glue that holds the community together. "By using Instagram teacher can promote activities to develop and increase their motivation to speak English better" Handayani (2016). Instagram has quickly become a favorite among users of all ages. Learners discovered that the social media sites they already frequented were a gold mine of information for acquiring the language and perfecting their pronunciation. Students can practice their public speaking skills with a wide range of activities. Student feedback on different places can be posted here. The speaker's mistake would be pointed out in the comments by other students reading the same material. Vlogging, or video blogging, is one application of Instagram. One common kind of user-generated content today is the vlog, in which people film themselves discussing a particular topic and share the resulting videos on social media platforms like Instagram. Blogging with Video for Teaching English to Speakers of Other Languages For those wishing to improve their English speaking skills in particular, vlogs are an excellent tool to use. When creating a vlog, students are more inclined to collaborate with one another than they would be with any other type of schoolwork. As a result, they are able to speak English more fluently and naturally. Students' pronunciation, vocabulary, grammar, self-confidence, and fluency in English all increase as a result of their increased exposure to the language. As a result, vlogs provide students with an additional opportunity to improve their English proficiency outside of the classroom. Self-monitoring one's own speech is a skill that can be developed in tandem with learning English. Witnessing their own

performance on film may shed light on their shortcomings and provide insight into how to fix them. As soon as students' vlogs are live on the internet, they can start receiving comments from readers.

Scholars like Wulandari (2019) and Trisilia Devana and Nurul Afifah (2018) have conducted research on the effects of social media on users. The findings of this research confirmed the usefulness and success of social networks in the dissemination of linguistic knowledge. However, they reach the same conclusion in their studies: this approach is productive. The Wulandari placed a premium on mastering the spoken language. In contrast, Trisilia Devana and Nurul Afifah have been working to boost students' confidence in and ability to deliver public speeches. Based on the above, it seems plausible that vlogs might be used to teach linguistic competence. It's possible that if students are treated in this way, they'll become more fluent in English since they'll look forward to studying it. To gauge how well current research stacks up, it is compared to previous studies. Methodology, research design, text style, and student level are some of the ways in which this study departs from those that came before it. This study had very similar aims to a previous one that compared the effectiveness of Instagram vlogs to more conventional teaching techniques.

The researcher intends to do study using the following working title, given the above context: The Effectiveness of Using Instagram Vlog Toward The Students' Speaking Skill of The Eight Graders at MTs Imam Al Ghozali Tulungagung.

RESEARCH METHOD

The study design describes the methods used by the researcher to collect and analyze the data. The quantitative methodology based on experiments was employed in this work. Because of its potential to explain the connection between independent and dependent variables, experimental research was selected as the major method of examination. The major purpose of this study was to investigate whether or not students' use of Instagram vlogs had an effect on their presentation skills. The pre-experimental format of this study consists of a series of assessments taken both before and after the treatment was implemented. All participants in the study were divided into a pre- and post-treatment group and given a battery of tests to evaluate the trial's outcomes, but only those in the pre-treatment group got therapy. After getting a therapy, participants were given a post-test to assess how they had changed in terms of some trait or characteristic, and a pre-test to assess how they had changed in terms of the same trait or characteristic before receiving the treatment.

Mts Imam Al Ghozali, a student in the eighth grade, served as the study's participant. In the study, Instagram vlogs were used as a motivating factor for students to work on their public speaking skills. In this study, tests were used as a means of collecting data. The information was gathered over the course of three weeks and five meetings to conduct case study research via the coordination and guidance in the production of videos centered on effective communication. Scientists teach a regular class. Each student in turn presents his or her work on the topic assigned by the teacher. Two researchers teach students to create Instagram vlogs by giving them access to materials and instructions; a third researcher teaches students one by one, guiding them through the process by referencing the text or materials they have already learned from the teacher's Instagram vlog. IBM SPSS Statistics version 26.0 was used to examine the data gathered from pre- and post-tests of a sample of participants in each of the three delivery conditions (time 2).

Table the illustration of pre-experimental research design

Pre-test	Treatment	Post-test
Y1	X	Y2

Explanation:

Y1 : A pre-treatment evaluation of students' communication abilities

X : Delivering care via the Instagram video-sharing platform

Y2 : The effectiveness of a course of treatment for improving students' communication abilities as determined by a post-test.

Procedures for a pre-experimental study design with a single group are outlined in Table 3.1. These measures consisted of:

1. Before providing pupils with any sort of public speaking instruction, provide a pre-test to gauge their current level of proficiency.
2. Incorporating the Instagram app as a treatment into the classroom setting.
3. Giving a post-test to evaluate the pupils' progress in their ability to communicate after receiving the intervention.

DATA COLLECTION METHOD

Data collected from tests given both before and after the study. In this study, both teams conducted procedures to check for validity and reliability, as well as tests of normality and homogeneity, and tests of hypotheses. Validity and reliability testing are used to determine if an instrument produces accurate results by conducting a pilot study.

The normalcy test aimed to determine whether or not the data showed any out-of-the-ordinary patterns, such as the appearance of sores, more frequently than expected. We used SPSS 26 to conduct a Kolmogorov-Smirnov test with a significance level (α) of 0.05 on a single data set. Homogeneity testing ensured that the obtained data or scores were consistent with one another. The Levene Test was used to analyze the data, with a significance level of 0.05, and the analysis was done in SPSS 26.

SPSS 26's Paired Sample T-test was used to evaluate the study's hypotheses about whether or not participants' pre- and post-test scores were significantly different. In order to formulate the hypothesis, the researcher asks:

Null hypothesis (H_0):

There is no significant difference on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung.

Alternative hypothesis (H_a):

There is a significant difference on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung.

FINDINGS

The researcher presented and examined the data acquired using a pair of pre and post tests.

Students' Score before and after Being Taught by Using Instagram Vlog

Students' retention of material taught via Instagram vlogs was evaluated using descriptive statistics based on their performance on pre- and post-tests. Tables 1 and 2 display descriptive statistics derived from students' pre- and post-test results, respectively.

The standard deviation (SD) for the pre-test scores was 10.50, and the range for the post-test scores was 56.25–96.75. Additionally, the average scores were 52.25 and 80.76 before and after the intervention, respectively.

The Mean Difference of Pre-test and Post-test

Descriptive Statistics of the Students' Pre-test Scores

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRETEST	25	31.25	87.50	1306.25	52.2500	13.36585
Valid N (listwise)	25					

Descriptive Statistics of the Students' Post-test Scores

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
POST TEST	25	56.25	93.75	2019.00	80.7600	10.50855
Valid N (listwise)	25					

This chart shows that the two groups' mean scores on the pre- and post-tests were 28.51 points apart. Over the course of the two exams, the mean score rose from 52.25 to 80.76. The average score on the second exam was greater than the first, thus the results were positive.

HYPOTHESIS TESTING

We used the Instagram vlogs of eighth graders at MTs Imam Al Ghozali Tulungagung to test our hypothesis that there would be a statistically significant improvement in the students' speaking ability after receiving instruction. Prior to conducting the hypothesis test, the researcher ensured that the data was homogeneous and followed a normal distribution. Tests for normalcy are summarized in Table 1.

Based on the data shown in Table 1, we can see that the Asymp. Sig. (2 tailed) for the pretest is 0.071 and that for the posttest it is 0.105. This value was statistically significant, with $p < .05$. Because of this, we can confidently say that both sets of findings follow a normal distribution. As a result, the t-test can be used to determine if there is a statistically significant difference in the means of two groups.

Table 2 displays the results of the homogeneity test, which shows a significance level of 0.336, which is greater than the commonly accepted level of 0.05. It makes sense to assume that the data was dispersed consistently. This provides more evidence that the t-test can accurately detect a statistically significant difference between means.

The results from both the pre- and post-tests were normally distributed and reliable. To validate our hypothesis, we used the SPSS 26 Paired Sample T-test as part of the next procedure. Results from the tests of hypotheses are shown in Table 3. In order to decide whether to accept or reject a set of facts, scientists may employ either the null hypothesis or alternative hypothesis test. Before accepting or rejecting the null hypothesis, the following criteria must be met. H_0 is accepted if and only if the P-value (denoted by Sig) is greater than a (5%), whereas it is rejected if the P-value is less than a (5%). Assuming the P-value is smaller than the threshold for acceptance (5%), H_0 is accepted whereas H_a is denied.

The t-value in Tab 4.10 is -17.217 ($df = 24$), which is statistically significant at the 0.0001 level (two-tailed). The p-value of 0.000 needs to be modified by dividing it by 2 0.000 because this was a one-tail test. The results may be seen in Table 5 where the t-value is 4.106. This corresponds to

df = 54 and a significance level of 0.000. Since the P value is lower than 0.05, we will assume that the null hypothesis is correct. According to these results, the premise that Instagram vlog instruction has no effect on students' communicative skills is incorrect. Accordingly, results support the competing hypothesis that instructing via Instagram vlogs significantly improves students' presentation skills. Therefore, it seems that Middle School students could obtain a lot of useful practice in public speaking by creating Instagram vlogs.

Table 1
The Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		25	25
Normal Parameters^{a,b}	Mean	52.2500	80.7600
	Std. Deviation	13.36585	10.50855
Most Extreme Differences	Absolute	.167	.159
	Positive	.167	.108
	Negative	-.153	-.159
Test Statistic		.167	.159
Asymp. Sig. (2-tailed)		.071 ^c	.105 ^c

Table 2
The Result of Homogeneity Testing

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
HASIL PRE TEST DAN POST TEST	Based on Mean	.944	1	48	.336
	Based on Median	.588	1	48	.447
	Based on Median and with adjusted df	.588	1	43.570	.447
	Based on trimmed mean	.911	1	48	.345

Table 3
The Result of Paired Sample T-test

Paired Samples Statistics

Mean	N	Std. Deviation	Std. Error Mean
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Pair 1	PRETEST	52.2500	25	13.36585	2.67317
	POSTTEST	80.7600	25	10.50855	2.10171

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST POSTTEST	&25	.785	.000

Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRETEST - POSTTEST	-28.51000	8.27945	1.65589	-31.92759	-25.09241	17.217	.000

DISCUSSION

The study used a pre- and post-test design with a single group because that was what the research challenges called for. There are essentially three categories into which all forms of education and training can be sorted. whoever gave the initial practice test. Before delivering any kind of assistance, it was important to learn as much as possible about the pupils' current level of knowledge and skill through the evaluation. The second phase involved carrying out the prescribed Instagram vlog content. There were a total of four sessions for each patient. A final examination served as the process's capstone. After the children's experiences were documented in an Instagram vlog, they were put through a battery of tests. The study was successful, and the researcher was able to collect data by comparing pre- and post-test scores. Using SPSS 26.0, we ran a paired t-test and tallied the results. A descriptive examination of post-test scores revealed a statistically significant disparity between the test's mean and the test's median. In the table below, we can see that the average score on the second exam was 52.25, which is identical to the average score on the first exam. There was a small improvement in performance between the pre- and post-tests. Nonetheless, you still need evidence in the form of statistical hypothesis testing. If the p-value is less than or equal to a predetermined threshold, then the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected (0.05). As a result, Instagram vlogs will be used as a teaching tool for eighth students at MTs Imam Al Ghozali beginning in the 2021-2022 school year. This study lends support to the hypothesis that students could benefit from using Instagram vlogs as a kind of education to improve their public speaking skills. Students apparently started

this fad after they realized how easy it would be to learn the language by watching vlogs on Instagram, which they already frequently watch. We have talked about it, “By using Instagram teacher can promote activities to develop and increase their motivation to speak English better” (Handayani 2016). Instagram vlogs can be adapted in a number of ways, which may pique a student's interest and keep their attention better than a generic lecture. It's worth noting that academics Trisilia Devana and Nurul Afifah (2020) came to the same conclusion and published their findings in a scholarly journal. They said in an interview that by including Instagram vlogs into a speaking lesson, their students were able to better express themselves in English. When used in this context, Instagram vlogs can help students hone their public speaking skills by providing them with a platform to practice and refine their skills under the watchful eye of an instructor. Instagram vlogs are a great tool for EFL teachers looking to inspire their students to speak English because they provide a forum for students to share their own ideas and initiate meaningful conversations with their peers in unexpected ways. After students have organized the idea of speaking content, vlogging can be utilized to encourage self-monitored speaking by having them listen to their own vlogs before submitting them to teachers.

Wulandari's research backs up the results of this investigation. The researchers tested the effectiveness of Instagram vlogs on improving English proficiency among a sample of 28 EFL students. Learners' elementary understanding of Instagram vlogging was also assessed. In addition, students' basic understanding of Instagram vlogging was assessed. Students' spoken communication skills increased after incorporating Instagram vlogs into the classroom, as determined by pre- and post-tests. Teachers can help their students improve their critical thinking and, by extension, their public speaking skills by using video strategies in the classroom. All of their pupils may find something they have in common with one another.

One study found a correlation between students' Instagram use and their improved presentation skills. Asifatul Himmah, Eko Suhartoyo, and Febti Ismiatun found that using Instagram increased their pupils' vocabulary (2020). To help their pronunciation, students were practicing pronouncing the sentence over and over again. Pupils found Instagram to be useful both in and out of the classroom. A longer period of time was allotted for them to read and digest the information. It takes more than just honing your vocal skills to make a great Instagram video; you also need to put some thought into what you want to say. They could display their fluency with various forms of online networking. If they messed up the pronunciation of a word, they'd realize it and fix it. For the Instagram video, they aimed for perfection in terms of production. They retook a chunk of the conversation to make sure their speaking was smooth and natural before uploading it on Instagram. In addition, some people choose to complete the video with a subtitle. Therefore, it is an effective strategy for enhancing their illustrative speaking skills. To sum up, the students' Instagram use has the potential to improve their communication skills. Based on what has been said, it is plausible to conclude that students' public speaking skills were greatly enhanced as a result of their use of Instagram vlog. The result of this study is the use Instagram vlog was effective toward students' speaking skills of the eight grade of MTs Imam Al Ghozali.

CONCLUSION

After doing research and analyzing the data, it was determined that there was no discernible improvement in students' average performance either before or after they were exposed to instruction via Instagram vlogs. These findings lend additional credence to the statistical significance of the average score improvement. Since Instagram vlogs can be utilized to improve students' oral communication abilities, this means that students' low pre-instruction quality is not

a barrier to using this platform. This categorical statement has a 95% chance of being true. For further security, a 5% margin of error has been included. Instagram vlogs are not only a novel approach, but also have access to a vast audience due of the popularity of the app. Instagram vlogs could be used as a platform for students to regularly improve their public speaking and creative writing skills. These findings provide support for the usage of Instagram vlogs at MTs Imam Al Ghozali Tulungagung as a teaching medium and learning source for the improvement of students' spoken communication abilities.

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