

CHAPTER I INTRODUCTION

This research elaborates on the background of the study, research questions, research purposes, research significances, the framework of thinking, and research methodology.

A. Background

This study intends to investigate students' experience, perception, and performance of learning speaking English through Instagram. This study is essential to be explored; remembering to speaking is one of four crucial macro skills for getting effective communication in any language, mainly when speakers are not using their mother tongue. Mustafa (as cited by Riadil, 2020) finds that most of the students in countries which put English as a foreign language (EFL), especially Indonesia, still having difficulties in practicing their English skill in everyday conversation even though they have learned English for almost ten years since junior high school to university.

This case might even worsen when the Covid-19 pandemic is coming because students cannot learn English regularly as they used to be. It has shut most of the regular schools into online schools around the world in 2020. Then, in this case, teachers, educators, and tutors pay much attention to the method or application that they are going to use in order to succeed the online learning to achieve better quality education by using media such Whatsapp, Zoom, Google meet, and Instagram.

According to research from a global organization that annually summarises data and observations on social, e-commerce, internet, and smartphone across the world, in partnership with Hootsuite called We Are Social in 2020, it shows that active social media users in 2020 are 3.80 billion out of 7.75 world population. During the Covid-19 pandemic, the digital growth of active social media users has accelerated with a rise of 9 percent per year. In the Asia Pacific, the number of active social media users

is 2.14 billion from 4.30 billion people and increasing 190 million active users during the Covid-19 pandemic. Then, in January 2020, there were 160.0 million social media users in Indonesia. Between April 2019 and January 2020, the number of social media users increased by 12 million (+8.1 percent), with Instagram ranking 4th among Indonesia's most used social media.

However, Instagram has become a popular social networking platform specifically designed to share photos and videos from a smartphone. (Moreau, 2018). Instagram is similar to Facebook or Twitter that also has a profile, feed, direct message, and comment section, which allow us to share and interact with others. Its features perhaps drive Instagram to an innovation of the way people use it. Instagram might not only use for merely sharing our daily personal life, but it is already being a platform for educating, endorsing, and trading. For example, Aaron O'Brien or @aarons.english is one of the educational accounts that teaches and shares about English using Instagram platform.

Limited observation to a University in Bandung shows that Instagram is already used by the lecturer for supporting the online learning process by uploading speech videos about some topics as midterm-task in their own accounts. The learning method probably used by the lecturer is project-based learning. According to Rochmawati (2016), task-based learning is an authentic learning model or approach in which students plan, implement and evaluate projects beyond the classroom with real-world applications.

There are some researches regarding to learning speaking English through Instagram during the Covid-19 pandemic: First, research conducted by Handayani (2016) found that teachers are given a great opportunity to creatively develop online speaking classroom activities by using Instagram because it has now become a part of people's life with various features

provided. The research also provides some activities regarding the features served by the application, like video vlogging and role-playing. Second, research from Azlan et al., (2019) has revealed that Instagram has the potential to engage and motivate students in developing their speaking skills with the needs of the 21st century, which according to their research they found an indicator that the majority of the students acknowledge Instagram motivates and boosts their interest to practice English speaking. At the same time, it improves their speaking skills. Mansor and Rahim (2017) studied the students' experiences using Instagram to motivate and enhance their desire to participate and interact with their peers. It looked into students' participation in online discussions and their reactions to Instagram as a language learning platform. The study's findings revealed that Instagram is an unquestionably helpful tool for student interactions, particularly in the discussion of task-related activities. Because Instagram has fueled their interest in learning, the subjects involved appeared to be more motivated, and they love to participate and interact with their peers.

While those previous research mainly discusses the probability and method to use Instagram as a media in speaking improvement, engagement, and motivation to students, this research centers on students' experience, perception, and performance after using Instagram as a speaking learning media during the condition of Covid-19 pandemic.

B. Research Questions

The researcher has a research question regarding the problem in the background:

- 1) How is students' experience that they have been through before and after uploading their speaking video to Instagram in learning speaking English online during the Covid-19 Pandemic?

- 2) How is students' perception about the use of Instagram in learning speaking English online during the Covid-19 Pandemic?
- 3) How is students' performance in learning speaking English online during the Covid-19 Pandemic?

C. Research Purposes

Regarding to the research problem above, this study aims to:

- 1) Find out students' experience that they have been through before and after upoding video to Instagram in learning speaking English online during Covid-19 Pandemic.
- 2) Find out students' perception about the use of Instagram in learning speaking English online during Covid-19 Pandemic.
- 3) Find out students' performance in learning speaking English online during Covid-19 Pandemic

D. Significances of Research

This research is expected to become a source of information about the students' experience about what they have been through, their perception about using Instagram as a learning media for speaking online class, and their performance on doing the task. Furthermore, this study is also expected to give a solution for every single problem faced by students during learning speaking activities on Instagram.

Theoretically, this research can be beneficial to teachers and students, especially to make the learning process pleasurable for both student and teacher. Practically, this research gives meaning to:

1) Teachers

This research will improve teachers' quality of teaching speaking using Instagram by knowing their experiences, perceptions, and performances.

2) Students

This result of the research is expected to enhance students in better learning of speaking activities through Instagram.

E. Conceptual Framework

Speaking is a process of how human constructs meaning that involves producing and receiving information through creating sound. It is essential to be learned, as stated by Boonkit (2010), speaking is one of four crucial macro skills for getting effective communication in any language, mainly when speakers are not using their mother tongue. Because of its importance, speaking cannot be separated during the learning language process. Regarding technology nowadays, we can explore many tools to conduct speaking online lessons, such as Instagram.

Instagram is a platform of a social app made for sharing photos and videos from a smartphone. Since October 6, 2010, it was launched for IOS and April 9, 2012, for Android. It has similarities with other platforms such as Facebook or Twitter, in which everyone who creates an Instagram account has a profile and a news feed (Moreau, 2018). Instagram mainly uses for the purposes of communication among people. This platform provides users with a wide range of interactive activities between people where users can share, exchange, comment, discuss and create information and knowledge creatively and collaboratively. (Handayani, 2016). Regarding that, all of those features provided by Instagram can possibly be used for educational purposes, especially for learning speaking online during the Covid-19 pandemic.

Thus, the research finds a lecture from UIN Sunan Gunung Djati Bandung uses Instagram as learning media for speaking subjects. The learning system is that students have to create a video about some topics to be uploaded on Instagram as a middle test project. That is interesting. The

research seeks to understand students' experiences about what they have been through and their perception of using Instagram as a learning media for speaking online by asking them to tell their story and share it.

F. Previous Study

Several studies have been conducted by some researchers related to our research topic:

First, Handayani (2016), with her literature research, found that teachers are given a great opportunity to creatively develop online speaking classroom activities by using Instagram because it has now become a part of people's life with various features provided. The research also provides some activities regarding the features served by the application, like video vlogging and role-playing.

Second, research from Azlan et al., (2019) has aimed to see how Instagram features could be combined with task-based learning activities to help students improve their speaking skills and determine their motivation levels. An observation and a semistructured oral interview were used as data collection methods in this study. Hence, eight students were chosen from an urban pre-school in Selangor and a rural primary school in Negeri Sembilan, Malaysia, who had a low English proficiency level. Then, as a result, it has been revealed that Instagram with task-based learning can engage and motivate students in developing their speaking skills with the needs of the 21st century.

Third, Aloraini (2018) found the amount of EFL output, output accuracy, and feedback received by learners were all affected by the type of Instagram post (vocabulary or grammar). The information was gathered from authentic EFL use in the comments section of 15 Instagram accounts

with Saudi learners as their target audience. Then the researcher looked at a total of 140 comments (70 for vocabulary and 70 for grammar).

Fourth, research from Wulandari (2019) aimed to see if Instagram Vlog helped EFL students improve their speaking skills. It also looked at how students felt about incorporating an Instagram Vlog into a speaking class. Twenty-eight people took part in this study. Pre- and post-tests were used to measure the improvement in EFL learners' speaking ability after watching Instagram Vlog. The results showed that incorporating Instagram Vlog into a basic-level speaking class improved learners' pronunciation, fluency, vocabulary, syntax, and overall use of the target language. Hence, the questionnaire showed that using Instagram vlogs helped EFL learners improve their speaking skills by increasing fluency, learning new vocabulary, and increasing confidence and motivation.

Fifth, research from Al-bahrani et al., (2015). The study looks at how students feel about using social media in the classroom, with three academic institutions participating in the survey. The findings come from a survey of students enrolled in Principles of Microeconomics and Macroeconomics courses. Students are the most active on Facebook, YouTube, Instagram, and Twitter, in that order. However, these mediums are ranked as follows based on their usage preferences: Instagram, Facebook, Twitter, and YouTube. Students are concerned about privacy but are more willing to connect with faculty if the connection is "one-way" and participate in social media is a voluntary part of a class, according to the findings. As a result, Twitter, YouTube, Instagram, and Facebook "like" pages or groups may be better options for faculty in economics classes. According to the survey, students use social media accounts more than email or Learning Management Systems, suggesting that social media may be a more effective tool for spontaneous communication for many students.

Sixth, Mansor and Rahim (2017) studied the students' experiences using the tool to motivate and enhance their desire to participate and interact with their peers. It looked into students' participation in online discussions and their reactions to Instagram as a language learning platform. The study's findings revealed that Instagram is an unquestionably helpful tool for student interactions, particularly in the discussion of task-related activities. Because Instagram has fueled their interest in learning, the subjects involved appeared to be more motivated, and they love to participate and interact with their peers.

Seventh, research from Pujiati & Tamela (2019), social media is an essential part of modern people's lives in the Fourth Industrial Revolution. Furthermore, it has begun to be used in education as one of the learning media, such as Instagram. The app is well-known already by social media users around the world. Several studies have found that using social media to improve students' English skills has a positive impact. It has a large following on social media. Several studies have found that using social media to improve students' English skills has a positive impact. However, research on Instagram, particularly in relation to English lessons in schools, is limited. This research is being carried out to describe the use of Instagram to increase student motivation and improve their English knowledge and skills by using a case study method and by inviting students in an Indonesian school of Jeddah as participants. The participants come from various backgrounds, but they are unmotivated. According to the findings, Instagram was successful in motivating students to learn English and improve their English proficiency, such as grammar, vocabulary, and writing-related materials are preferred.

Eighth, research from Abdulaziz Al Fadda (2020) explored how user attitudes, experiences, and perceptions affect the use of Snapchat and

Instagram in a classroom environment to learn English. Academic Search Complete, Education Source, ERIC, Library, Information Science and Technology Abstracts, and Professional Development Collection were used in the study. According to research, learners who have social media accounts are less passionate about learning English, even if it means doing recreational reading. This contrasts with learners who do not have user accounts and have a positive attitude toward learning English speaking skills. In contrast to Snapchat, this study paper finds that Instagram is a more efficient social media platform for engaging and learning English.

While those previous research mainly discusses the probability and method to use Instagram as a media in speaking improvement, engagement, and motivation to students in normal conditions (out of pandemic). This research centers on students' experience, perception, and performance after using Instagram as a speaking learning media during the condition of the Covid-19 pandemic.

