

**INDONESIAN NON-ENGLISH MAJOR STUDENTS'
PERSPECTIVES OF INSTAGRAM TO IMPROVE
THEIR SPEAKING PERFORMANCE IN ENGLISH**

SKRIPSI



by

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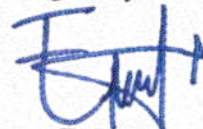
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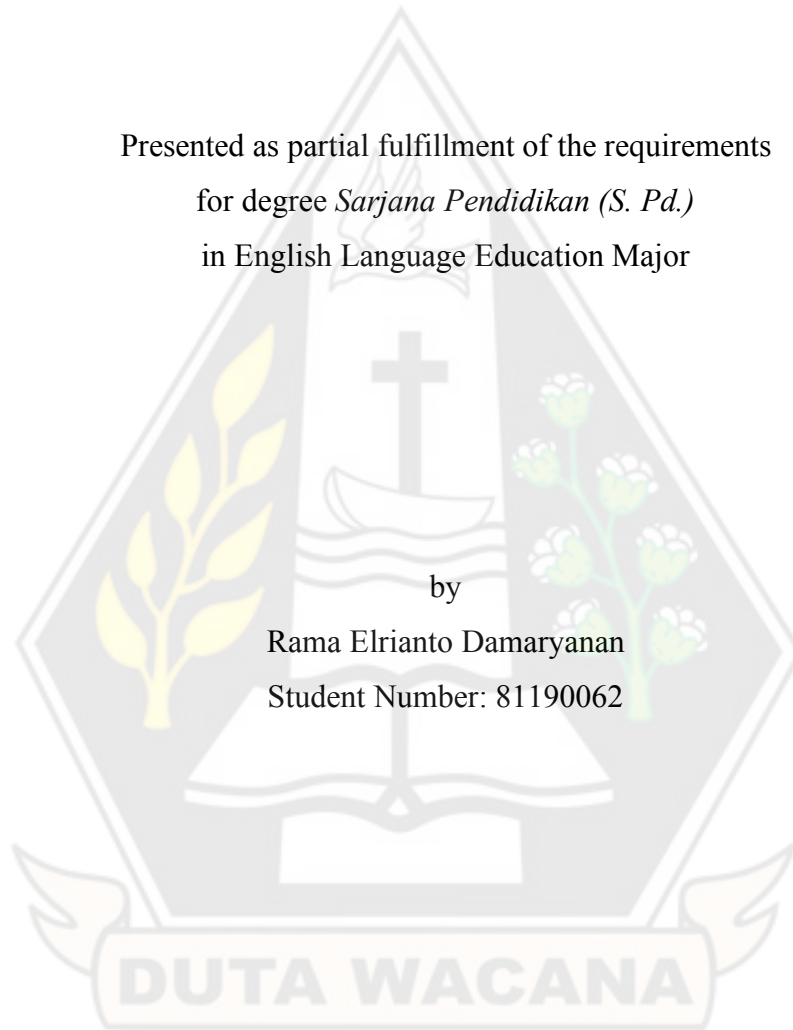
**INDONESIAN NON-ENGLISH MAJOR STUDENTS’
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THEIR SPEAKING PERFORMANCE IN ENGLISH**

Presented as partial fulfillment of the requirements
for degree *Sarjana Pendidikan (S. Pd.)*
in English Language Education Major

by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

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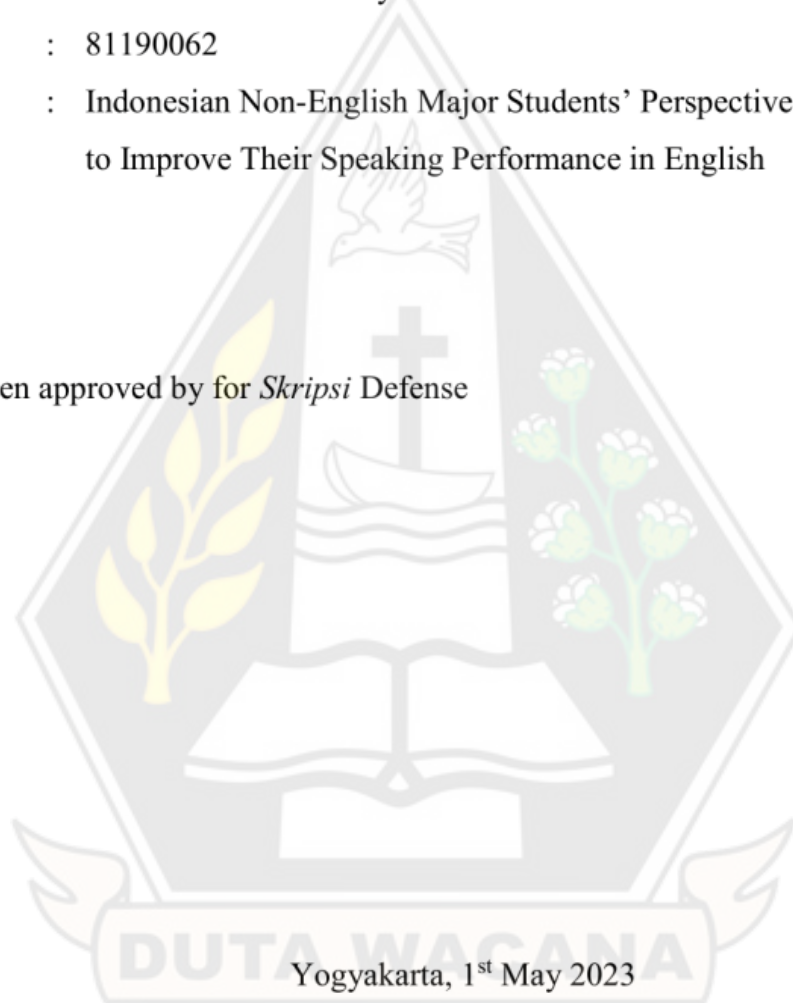
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Yogyakarta, 1st May 2023

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the works or parts of work of other people, except those cited in the quotation and the references.

Yogyakarta, 1 May 2023

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DUTA WACANA

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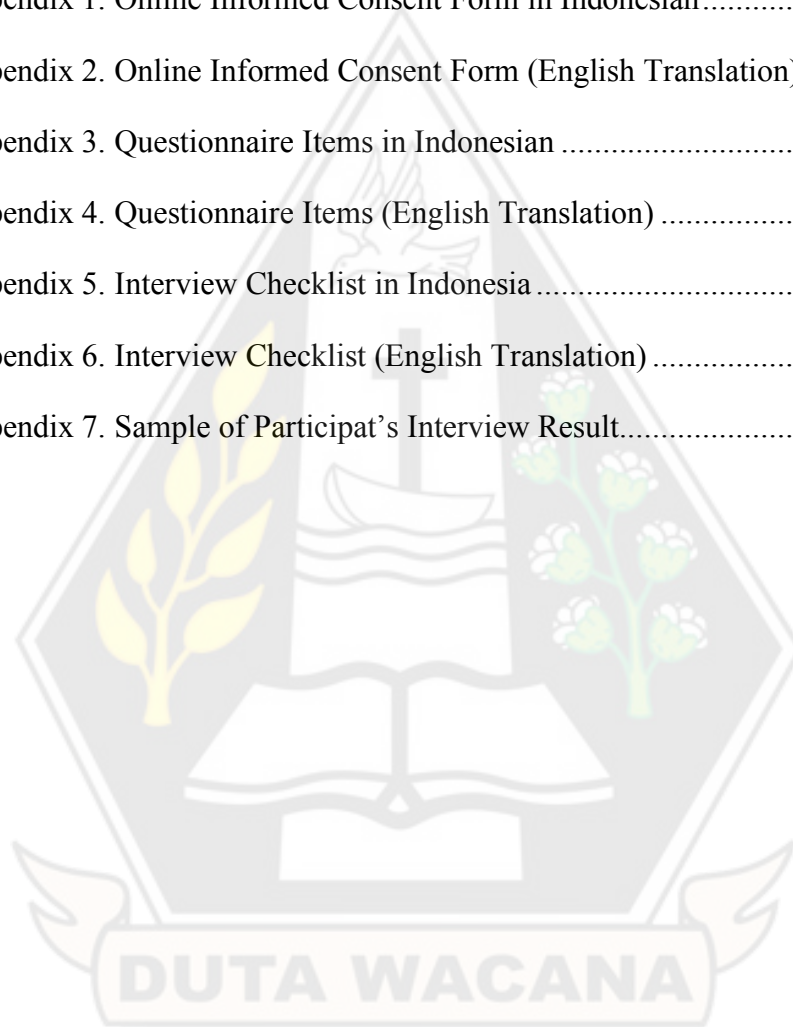
“There is surely a future hope for you, and your hope will not be cut off”

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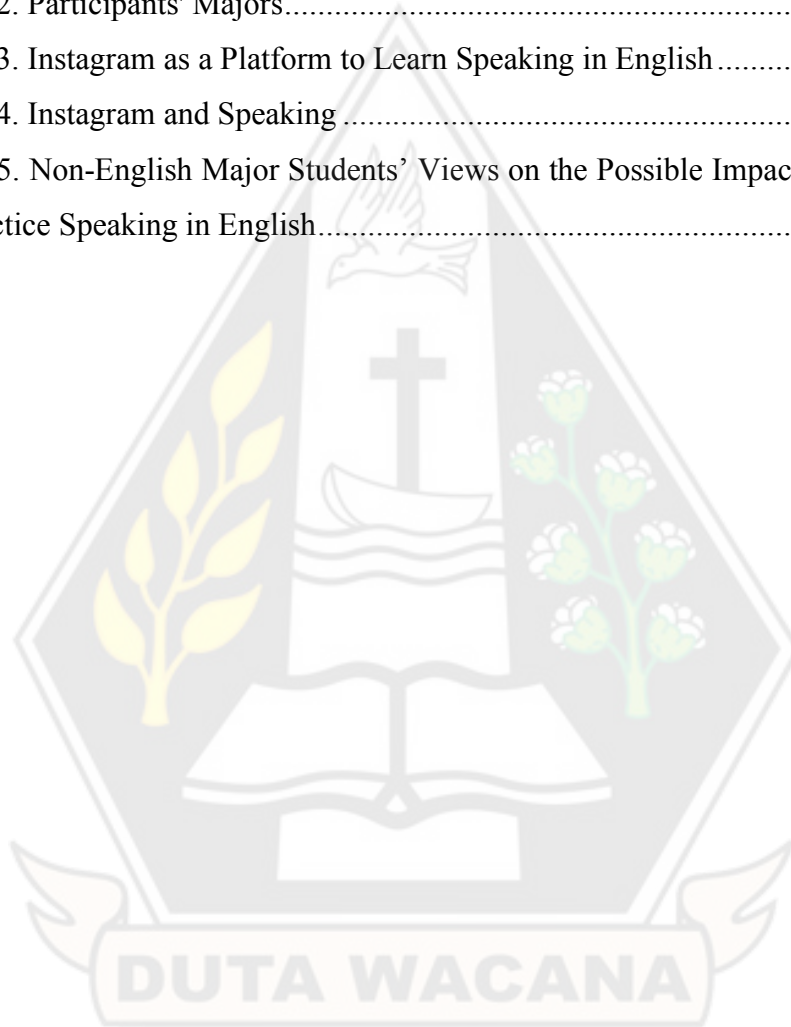
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ABSTRACT

Damaryanan, R. E. (2023) *Indonesian Non-English Major Students' Perspectives of Instagram to Improve Their Speaking Performance in English* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Speaking skill in English is considered as an important skill among the other skills such as reading, writing, and listening. However, it is also known as the most difficult skill compared to other skills. This present study aimed to investigate what are non-English major students' attitudes toward the use of *Instagram* to practice speaking in English and their views on the possible impact of using *Instagram* to practice speaking in English. This study involved 100 participants of non-English major students across Indonesia in an online survey, these participants were active *Instagram* users. The questionnaire was distributed through social media such as WhatsApp, *Instagram*, and Twitter. The finding of the survey was most of the non-English major students showed positive attitudes towards the use of *Instagram* to practice their speaking skill in English. Additionally, this present study also employed follow-up interviews comprising with four participants consisted of high and low attitudes. The data from interviews were analyzed using thematic analysis and constructed three themes. Firstly, non-English major students had different views on the possible impact of using *Instagram* to practice speaking in English. Secondly, *Instagram* provided interesting learning and allowed for a flexible learning speaking in English. Thirdly, *Instagram* motivated the students to develop their speaking fluency. The result of this study suggested that the majority of the students could utilize *Instagram* as a platform to learn and practice speaking in English. This study also suggested that future study to investigate the possible risk of using *Instagram* to learn speaking so the teachers or students may be able to minimize the risk.

Keywords: Speaking in English, *Instagram*, learn speaking in English

INTISARI

Damaryanan, R. E. (2023) *Indonesian Non-English Major Students' Perspectives of Instagram to Improve Their Speaking Performance in English* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Keterampilan berbicara dalam bahasa Inggris dianggap sebagai keterampilan yang penting di antara keterampilan lain seperti membaca, menulis, dan mendengarkan. Namun, itu juga dikenal sebagai keterampilan yang paling sulit dibandingkan dengan keterampilan lainnya. Penelitian ini bertujuan untuk menyelidiki apa sikap siswa jurusan Non-Bahasa Inggris terhadap penggunaan Instagram untuk berlatih berbicara dalam bahasa Inggris dan juga pandangan mereka tentang kemungkinan dampak penggunaan Instagram untuk berlatih berbicara dalam bahasa Inggris. Studi ini melibatkan 100 peserta mahasiswa jurusan non-bahasa Inggris yang merupakan pengguna aktif Instagram di seluruh Indonesia melalui survei online. Kuesioner disebarakan melalui media sosial seperti WhatsApp, Instagram, dan Twitter. Temuan dari survei tersebut adalah Instagram secara positif memengaruhi keterampilan berbicara peserta. Selain itu, penelitian ini juga menggunakan wawancara lanjutan yang terdiri dari 4 partisipan yang terdiri dari sikap tinggi dan sikap rendah. Data wawancara dianalisis menggunakan analisis tematik dan terbagi ke dalam tiga tema. Pertama, mahasiswa jurusan Non-Bahasa Inggris memiliki pandangan berbeda tentang kemungkinan dampak penggunaan Instagram untuk berlatih berbicara dalam bahasa Inggris. Kedua, Instagram memberikan pembelajaran yang menarik dan memungkinkan pembelajaran berbicara dalam bahasa Inggris yang fleksibel. Ketiga, Instagram memotivasi siswa untuk mengembangkan kefasihan berbicara mereka. Hasil penelitian ini menyarankan agar siswa dapat memanfaatkan Instagram sebagai platform untuk belajar dan berlatih berbicara dalam bahasa Inggris. Penelitian ini juga menyarankan untuk penelitian selanjutnya untuk menyelidiki kemungkinan risiko penggunaan Instagram untuk belajar berbicara sehingga guru atau siswa dapat meminimalkan risiko yang mungkin terjadi.

Kata kunci: Berbicara dalam bahasa Inggris, Instagram, belajar berbicara dalam bahasa Inggris



CHAPTER I

INTRODUCTION

This chapter has four subheadings that will be discussed. They are research background, research questions, research objectives, and research benefits.

A. Research Background

Technology has significantly become an important device in our both personal and professional lives (Kazemi & Narafshan, 2014). It is defined as the manifestation of science and knowledge concepts that aim to help solve human problems (Gentry, 1991). Ahmadi (2018) explained that in the educational field, it has been playing a massively important role in the teaching and learning process. Mamudi and Alamry (2021) also mentioned that technology has attached itself to the learning and teaching process and cannot be separated. In addition, Gilakjani (2017) explained that the rapid development of technology has found a new way of teaching and has become the key to learning and teaching language. Furthermore, it has become a required instrument for teachers to facilitate the learning process to provide a high quality of education nowadays (Ahmadi, 2018). For the students, Gilakjani (2017) confirmed that technology demand enables the students to learn about their basic interests. Furthermore, In relation to Gilakjani's statement (2017), Ahmadi (2018) explained that it allows the students to access various types of learning materials and also improves the students' motivation in learning the language.

The rapid development of technology has significantly improved the fast-growing of social media (Akhiar et al., 2017). It is experienced by young people including the students, who spent their time almost one hour nearly the clock, surfing social media through laptops or mobile devices (Handayani, 2015). Salikin and Tahir (2017) defined social media as computer-mediated that enables people to communicate, discuss, or share pictures and videos with other people across the world virtually. Likewise, Handayani (2015) argued that using social media makes it possible for people to create personal pages, share contents, and stay connected

with friends. For instance, *Instagram*, *Twitter*, and also *Facebook*, allow their users to connect with their friends, relatives, or colleagues (Pujiati et al., 2019). Furthermore, in English language learning, it has been used over the years (Li, 2017). For instance, there is a private university in Hong Kong that utilizes *YouTube*, *Dropbox*, *Google Drive*, *OneDrive*, and some other social medias in language learning (Li, 2017). Moreover, specifically, to enhance the speaking skill there are several studies in the Indonesian context (Anwas et al., 2020; Ilyas & Putri, 2020; Nurhikmah, 2021) that were conducted to investigate it. Furthermore, social media is seen as one approach to language teaching (Apriyanti et al., 2018). It can be adapted to evolve certain activities in the language learning (Handayani, 2015). Further, the teachers may use it to stay connected with students to organize the online learning (Zhang, 2013). In addition, Alabdulkareem (2015) stated that in order to provide meaningful language learning by using social media, there must be appropriate training for the teachers who plan to use it.

Instagram has become a popular social media among others such as Facebook, blog, email, or even *Line* and *WeChat*, which is used by many people with different backgrounds (Mahmudah & Ardi, 2020). As reported by Handayani (2015), this type of social media was launched on 6 October 2010 and had around more than 150 million active users in 2010. In 2022, the number may be much higher. Nowadays, *Instagram* got many functions besides sharing photos and videos (Handayani, 2015). Moreover, Handayani (2015) explained *Instagram* allows users to apply filters, add hashtags, tag users, and many more. Additionally, in the educational field, the use of *Instagram* in the teaching and learning process has grown by 20 % from 2012 to 2013 (Li, 2017). Furthermore, it is a great idea to use *Instagram* as an educational tool in the classroom (Handayani, 2015). Moreover, the language teachers should see the opportunity of using this device in language teaching since it is beneficial to the student's language skills especially speaking skills (Handayani, 2015).

Considering the importance of English as an International Language in the global community, mastering the English speaking skill among other language skills is important (Rao, 2019). Rao (2019) explained that speaking skill in English is considered the most crucial skill among the other language skill, in this global world. Through speaking, people can fulfill their goals, ambitions, and also desires (Rao, 2019). Moreover, there had been several studies which were conducted to investigate the use of *Instagram* to develop the students' speaking ability especially in Indonesian contexts for instance, studies in high school context (Himmah et al. (2020); Mahmudah & Ardi (2020) and some more studies with other different participants contexts such as English Major students in several universities in Indonesia (eg. Apriyanti et al., 2018; Devana & Afifah, 2021; Nurhikmah, 2021; Seftika, 2019). In contrast, this study is investigating the different participants' contexts who are Indonesian non-English major students.

In order to gather the data from the participants, this study is using the mixed-methods which are different from the conducted studies in the Indonesian context. Those previous studies are using some approaches such as qualitative, class action research, and quasi-experimental (Apriyanti et al., 2018 using qualitative descriptive; Devana & Afifah, 2021 using quasi-experimental; Nurhikmah, 2021 using class action research; Seftika, 2019 using qualitative). Considering the rareness of using mixed-method to investigate this case, the researcher of this study manages to utilize a mixed-method approach. The mixed-method approach is when the researcher(s) employed both quantitative and qualitative approaches in a study simultaneously (Malina et al., 2011). Additionally, quantitative approaches are dealing with collecting, analyzing or measuring something that existed in the social world, whereas qualitative approaches are concerned with how people think of something in the world (Rahman, 2016). Furthermore, the mixed-methods approach has utilized the advantages of quantitative and qualitative approaches (Arizon, 2016). Carr (1994) argued that the advantage of the quantitative approach is its findings can be generalized to the wider population because it involves a larger sample, whereas one of the advantages of the qualitative is to enable the researchers

to gain subjective and detailed data (Rahman, 2016). Consequently, the use of mixed methods in this study allows for an extensive understanding of non-English Major students' perspectives of *Instagram* to improve their speaking performance.

B. Research Questions

In relation to the stated rationales of the research, this study seeks to answer the following research questions:

- a. What are non-English Major students' attitudes toward using *Instagram* to practice speaking in English?
- b. What are non-English Major students' views on the possible impact of using *Instagram* to practice speaking in English?

C. Research Objectives

Based on the proposed research questions above, this study aims to:

- a. Find out what are non-English Major students' attitudes toward using *Instagram* to practice speaking in English.
- b. Figure out the non-English Major students' views on the possible impact of using *Instagram* to practice speaking in English.

D. Research Benefits

The result of this study will be beneficial for the students, the teachers, and the researchers which are specified as follow:

- a. For Students

By knowing the degree of impact of the use of *Instagram* to improve speaking performance, the students will be able to consider whether it is applicable or not to use *Instagram* as a tool to improve their speaking skills.

- b. For Teachers

This study gives a new perspective and knowledge to teachers who are planning to use *Instagram* in their speaking classes. By knowing the degree of impact of

Instagram on improving speaking performance, the teachers can maximize the positive impact and minimize the negative impact such as distraction that may occur in classroom usage.

c. For Researchers

Considering the rarity of studies about the use of *Instagram* to improve speaking skills, this study can be a reference for future researchers to investigate further about this case. Additionally, this study is conducting a survey that involves a large number of participants, through questionnaire distribution. Thus, the quantitative outcome of this study may provide generalizable data on *Instagram* and speaking performance in the Indonesian context. Besides that, the findings of the qualitative outcome of this research may help the researchers to draw out the non-English Major students' perspectives on using *Instagram* to Improve their speaking performance, among many empirical studies which are focusing only on the ish Major students.



CHAPTER V

CONCLUSION

This chapter will explain the summary, implications and contribution, limitation, and future studies.

A. Summary

This present study revealed that participants had different views towards the use of *Instagram* to learn speaking in English. To find non-English Major students' attitudes towards the use of *Instagram* to practice speaking in English, this study employed an online survey. The results of this survey found out that *Instagram* became a platform to learn to speak in English. Additionally, this study also held interviews to gain in-depth data of non-English Major students' views on the possible impact of using *Instagram* to practice speaking in English. The non-English major students' views on the possible impacts were *Instagram* positively influenced the majority of participants' speaking, it motivated learners to develop their speaking fluency, and it allowed for interesting and flexible learning. Those positive views were caused by the features that provided on *Instagram* such as video, *reels*, and *digital filters* in *Instagram stories*. However, even though this platform has many benefits to participants' speaking ability, there was also negative view experienced by the participants when they were using this platform. Considering its nature as social media, there were a lot of non-English content that distracted the participants' focus on the learning.

B. Implications and Contributions

In accordance with the findings, this study has implications. Firstly, related to the findings that *Instagram* helped improved students' speaking ability and influenced them to develop their speaking fluency, teacher may utilize *Instagram* platform to learn speaking in English. For instance, when teachers teach about daily routines, besides explaining the theory in the classroom, teachers can record an example and post it through *Instagram* feed, story, Reels or IGTV and share the link to the class.

Furthermore, teachers can ask students to record their own video talking about their daily routines as well. Additionally, since *Instagram* allowed for a flexible learning and enjoyable learning. Students may take their time to explore, practice, also be creative in this video making. Secondly, considering the finding that participants easily got distracted by non-educational content in *Instagram*, this case was an issue that could not be avoided considering the nature of *Instagram* as an entertainment platform. However, teachers may still use the features in *Instagram* such as feeds, story, Reels or IGTV to provide English material. For instance, teachers teach about simple past, teachers could relate the English material to students' life that might engage the students. For example, the teacher could upload their videos talking about "My last holiday" as a model and share the link into the class. Furthermore, the students were required to upload their video as well talking about their last holiday and tag the teacher in their videos. After uploading their videos, the students may have their time to explore the non-English content since the learning target of speaking had achieved.

Besides the implications, this study has contributed to other studies. Firstly, this study employed 100 participants which may generalized only for the survey to non-English major students, in the Indonesian context. Furthermore, this study also held intervithathich provided in-depth data about non-English major students' attitudes towards the use of *Instagram* to practice speaking in English. Secondly, by employing mixed-method, this present study may expand the literature in terms of research methodology about the *Instagram*'s benefits in the English language field. Thirdly, regarding the negative views on possible impact of using *Instagram* to learn speaking in English, this present study may be a reference to the future study to investigate specialized on the weakness of using *Instagram* to learn speaking in English.

C. Limitations

Besides the implications and the contributions, this study also has limitations. The limitation of this present study came from the participants and the limited literature and sources outside Indonesia. Regarding the limitation of participants, the number of participants across provinces in Indonesia was not balanced whereas the target participants was Indonesian non-English major students. Despite that, the balanced participants did not give any impact to this present study. Additionally, the highest participants of this study were mostly from Special Region of Yogyakarta (38.6%). It might influence by the narrow distribution of questionnaire. Furthermore, concerning target participants of this present study which was Indonesian non-English major, it would be better if the number of participants from various provinces in Indonesia was balanced. Besides the limitations of participants, the studies investigation of using *Instagram* to learn to speak were limited (eg. Al-Garawi, 2012; Aloraini, 2018; Gonulal, 2019; Mitu, 2020; Rajani & Chalak, 2021). Consequently, the comparison between this present study and previous study in both negative and positive attitudes were limited.

D. Future Studies

From the findings and the limitations, there are several recommendations for future studies. Firstly, in terms of the participants, future studies might conduct a study for non-English major to develop their speaking ability using other famous platforms accordingly. Secondly, in relation to the finding where the participants easily get distracted by non-English contents appearing on *Instagram*, future study could employ an investigation of the possible risk of using *Instagram* to learn to speak so the teachers or students may be able to minimize the risk. Thirdly, considering the development of *Instagram* across years, future research may conduct a research the use of *Instagram* to learn or improve other language skills.

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