

Exploring the Effect of Instagram Assisted Vlogging on Students' Speaking Proficiency

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Abstract:- Since technology has advanced rapidly, all forms of information become easily accessible. In education, specifically in English language teaching, technology provides new sight in teaching and learning. The utilization of technological media, such as video, in English classes is considered as a proper way to enhance students' speaking proficiency and engage them in being active learners. Along with the innovation growth in technology, social media, which used previously as a means of entertainment, now can also serve its function as a medium of learning, especially English study. The use of video recording feature on social media such as Instagram in learning English has had a very positive impact, especially on increasing oral presentations. As a media which used by language learners to practice their speaking skill, Instagram could increase language learners' self-confidence as well as increase interaction between EFL students. The objective of this research was to investigate the effect of implementing the Instagram Assisted Vlogging on students' speaking proficiency. This study applied a Quasy Experimental research. The participants of this study were 20 students of English Education Study Program, Nusa Nipa University. To determine the effect of implementing the Vlog to learners' speaking proficiency, a pretest and a posttest were given before and after the implementation. The result revealed that the implementation of Instagram Vlogging could improve the learners' speaking proficiency.

Keywords:- *Speaking Proficiency, Mobile Assisted, Video Recording.*

I. INTRODUCTION

Among the four English skills, the mastery of speaking plays an extra significant role than any further skills because the essence of learning English is to communicate. Unfortunately, mastering speaking does not merely know how to speak in English but tend to know how to speak English well. It requires all effort to learn and practice from the language learner to master several aspects in speaking: content, fluency, coherence, grammar, and pronunciation.

These aspects seem essential but difficult to be reached by EFL students; indeed, it would also be an outstanding achievement for students if they could master all of those aspects. Due to this, EFL students are expected to actively utilize all available learning sources provided by English teachers and technology to facilitate and support students' learning progression. Referring to its function as a tool to encourage student language learning, there are numbers of applicable modern technology that can be adopted into language learning, like: multi-media computerization, devices, audio/visual effects applications, mobile phones, and social media[1]. One of the effective artificial intelligence apps for EFL students to improve their speaking skill is Lyra Virtual Assistant (LVA)[2].

By using these media optimally and adequately, students can improve their language skill whenever and wherever they like. Since speaking is a productive oral mode skill, individual and group presentations become the most found activity in speaking class. This activity is considered giving a contribution to EFL students' speaking improvement because students practice specific language skills while presenting presentations and also learn from peer comments[3]. Moreover, teachers can make direct assessments right after the students finish the presentation. Nevertheless, presentation is the proper activity where the teacher can observe and evaluate the students' speaking development. In fact, not all students have equal opportunity to involve in this activity because of time limitations. What occurs in Indonesian education curriculum requires most of the speaking class should be ended up with a presentation that is delivered only by the selected student due to time limitation. It is getting worse since the students have no awareness to practice their speaking outside the class. According to Tsai as cited in Hung &Huang[3] that Asian students had higher anxiety in speaking because there were only a few learning sources for practicing speaking skills outside the classroom. It proves that both language teachers and students have a big responsibility to find out a proper way as a solution of this problem.

In this era, the utilization of technological media, for example the video, in English classes is considered as a proper way to enhance students' speaking proficiency and engage them in being active learners. Some studies show that integrating video project as an assignment in language learning has significantly improved students' speaking proficiency and performance. Huang and Hung[3] had investigated the effect of integrating e-portfolio into EFL conversation class. The result showed that by implementing the e-portfolio, In terms of linguistic quantity and lexical richness, learners performed much better verbally. Another investigations also reveal that the use of video recording in English classes have given positive impacts especially improving students' oral presentation, improving their self-confidence, and engaging them to actively learn English in the classroom[4]. Due, to these advantages, this study wants to investigate whether video blogging could improve students' speaking skill or not.

II. LITERATURE REVIEW

A. Speaking Proficiency

Speaking in language learning is the most crucial productive skill that needs to be mastered by all language learners. Compared to another productive skill, speaking is the skill used and drilled frequently in the language class. According to Nunan[5], speaking is the use of a productive skill that consists of producing systematic verbal utterance in conveying the meaning. In language learning, the term of proficiency relates to students' ability to use a language to translate or transfer the meaning accurately as Ridha et al[6] said that the translation is a procedure of transferring the message starting from source language toward target language. The level of accuracy is described in detail using some indicators which are provided by the language teachers. In speaking context, the language teachers always give the proficiency test to measure students speaking ability. There are some aspects of speaking that need to be measured namely grammar, vocabulary, fluency, pronunciation and comprehension[7].

Undoubtedly, the position of English as a foreign language makes it is not easy to learn. Since the function of language is for communication, most people who learn English have similar goal which is to speak English fluently so that the communication can run smoothly. It is one of the factors why EFL students should learn how to speak English. Furthermore, there are numerous reasons why speaking should be incorporated in the course curriculum and taught by a teacher. Unfortunately, the majority of EFL students still believe that speaking is the most difficult skill to master. It became worst when the students have already claimed that Speaking is difficult before trying to speak or communicate in English. In Indonesia, in level of secondary and high school, most students do not focus to learn or improve their speaking ability because they need to learn all cohesive skills. Furthermore, these students think that there is no speaking test in the national final examination so this skill is not necessary to be learned. However, when they come to a higher level or degree and take an English Department, they will have the speaking class as a necessary subject to be

taken. Due to weak speaking skill background, these students will find some difficulties when presenting the speech, text or dialog in speaking class.

There are some studies have investigated about obstacles faced by EFL students in speaking class. Djahimo et. al. [8] found that students frequently confront hurdles such as low motivation, mother tongue use, inhibition, low or uneven involvement, and a lack of topical expertise. It is supported by Ur [9] who stated that lack of topical information will bring the students to other problems, such as: Low or uneven involvement, low motivation, and the usage of mother tongue are among them. Djahimo et. al.[8] pointed 5 categories of various factors that performance conditions (time pressure, planning, the standard of performances, and the quantity of assistance), affective elements (motivation, self-confidence, and anxiety), listening ability, topical knowledge, and feedback during speaking activities all have an impact on students' speaking performance. These factors could reduce students' performance when delivering the topic of speech or dialog in front of the class.

B. The use of Electronic Portfolio and Vlogs in Speaking Class

Khampusaen & Lao-Un[10] have investigated the consequence of e-portfolios on EFL oral performance. Their investigation found three aspects of speaking: accuracy, fluency, and pronunciation, which were slightly improved. They continued that the e-portfolio treatment could foster self-confidence of the students and could be able to decrease their anxiety while speaking. However, through this portfolio, students could reflect on their speaking performance and measure their speaking ability. Aksel & Kahraman[11] also investigated the effectiveness of Video Project Assignment (VPA) on foreign language learning. This study disclosed that most of the students gave positive feedback for the implementation of VPA because this project helps them in improving their daily language use. Besides, by doing the project, students could learn about how ICTs can be utilized to make their learning more creative. Shortly, by involving students in this video project, the improvement is occurring in their language ability and students' strategy to learn. By having this experience, the students would explore the other strategy (particularly related to technology use) in learning a foreign language.

In line with a previous study, Hung & Huang[3] also revealed that overall oral presentation performance would improve significantly as the effect after implementing the Video Blogging (vlogs). The video blogging project also enhanced the learning environment because students can observe their peers' presentations. However, it could produce students' anxiety about being a judge. In line with previous study, a study conducted by Sari & Iswahyuni[1] showed that the anxiety that felt by students also found in the YouTube Video blogging. It was affected by some factors like feeling afraid and embarrassing of making mistakes because of intimidating that given by peers.

C. Instagram in English Teaching

Erarslan[12] explored the opinions of university students on Instagram as an educational platform for educational and language learning goals, as well as its impact on students' language learning outside of formal classes. The finding showed that most students agreed that Instagram became They preferred utilizing it for educational and language learning objectives, and it was the most widely utilized social media network. Moreover, numerous features on Instagram and accessible in its use make Instagram attract many users, especially youth. Furthermore, based on quantitative analysis, the result showed that Instagram could enhance students' language learning.

A study by Apriyanti et. al.[13] examined the effect of Instagram implementation on students' public speaking performance. This study aimed to solve some obstacles that students commonly face in public speaking class: being feared of judgmental and making mistakes, and being unconfident. Due to these obstacles, Instagram was an expected tool which able to help students overcome these problems. In this study, Instagram was only used as a platform where students can upload their speaking videos performance based on the topic given in the public speaking class. Shortly, Instagram replaced the conventional speaking presentation form. The procedure of this research required the research participants to record their videos outside the classroom. These participants were free to find their comfort place or environment to record their presentation. The aim was generally to help the research participants feeling relaxed so they could produce a well-organized video. Based on qualitative analysis, the researchers found that students showed better speaking performances through Instagram. It could help students stress-free, increase their confidence, and also improving their English used.

III. METHODOLOGY

This was a quasi-experimental study that used a Randomized Control Group pre- and post-test design. The design means the researcher chose the experimental unit randomly and divided it into two groups: the control group and the experimental group. In the implementation, the experimental group received a treatment while another group did not. Both groups were given a pre-test and post-test and then calculated the mean of achievement for each group with the purpose to know the improvement before and after the implementation the Instagram vlogging. The result of the pre and post tests were statistically calculated using SPSS 25. In this study, the Instagram vlogging was used as a media where students of experimental group practice their speaking skill. Students of experimental group were asked to produce several videos with specific topics and uploaded into a private Instagram account which already created by the researcher. The participants of this study were 20 students of English Education Study Program of Nusa Nipa University. The reason for choosing university students rather than junior or high school students was because the subject in university was more focus to teach the four language skills. Moreover, the participants in this study were those who enrolled Basic Speaking course at English Education Study Program, Nusa Nipa University. The instrument used in this study was a speaking test: pre-test and post-test.

IV. FINDINGS AND DISCUSSION

A. Test of Normality

Normality test is a test used to assess the spreading of data in a group of data or variables (X, Y) is normally distributed or not. In other words, this test can be used to see if the data you've gathered is normally distributed or from a normal population. The results of normality test could be seen in the following table:

Group		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre test score	Control Group	.211	10	.200*	.853	10	.062
	Experiment Group	.249	10	.079	.878	10	.122

Table 1 Test of Normality

a. Lilliefors Significance Correction

In the normality test, If the Significant value is more than, the distribution is normal, according to the Kolmogorov-Smirnov and Shapiro-Wilk methods. However, if the value of Sig > α , is not normally distributed. Here, the value of $\alpha = 0.05$. Due to numbers of participant of this research are less than 30, so this research refers to Saphiro Wilk's data. From the table above, it can be seen that value of Sig. of the control group is 0.62 which is higher than

level of $\alpha 0.05$ ($0.62 > 0.05$) and Sig. of experiment group is 0.122 which also higher than level of $\alpha 0.05$ ($0.122 > 0.05$). Thus, it can be concluded that the data is distributed normally.

B. Test of Homogeneity

Homogeneity test is conducted to determine whether the data in variables (X, Y) are homogeneous or not. The result could be seen in the following table:

Table 2. Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.297	1	18	.270
Based on Median	1.131	1	18	.302
Based on Median and with adjusted df	1.131	1	14.606	.305
Based on trimmed mean	1.294	1	18	.270

C. T-test Analysis

In this analysis, values in the Sig. (2-tailed) were compared with a level of α ($\alpha = 0.05$). If sig. (2-tailed) < 0.05, it indicates that the data is significantly different or in other words the students in control group and experiment group have a different speaking proficiency. While if sig. (2-tailed) > 0.05, meaning that there is no significant difference between these two groups or in other words students in both groups have the similar speaking proficiency. The result could be seen in the following table:

Table 3. Independent Samples test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest Score	Equal variances assumed	1.297	.270	-2.132	18	.047	-11.600	5.441	-	-170.23030
	Equal variances not assumed			-2.132	16.52	.048	-11.600	5.441	-	-096.23104
					7					

From the table 3., it can be seen that the Sig. (2-tailed) in Post-test of control and experiment group is 0.047 which is lower than confidence level of 5% ($0.047 < 0.05$). Thus, it can be concluded that students in control and experiment group have different speaking proficiency.

D. T-test of Gain Score

The last part of the quantitative statistical measurement is t-test of N-Gain. This test was applied to determine whether or not the data is significantly different. In this test, the value of Sig. (2-tailed) is compared with a significance level of 0.05. If the value of Sig. (2-tailed) < 0.05, it means that the result is significantly different.

Table 4. Independents Sample T-test of N-Gain

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
N-Gain_p recent	Equal variances assumed	6.082	.024	-3.497	18	.003	-27.673	7.913	-44.296	-11.049
	Equal variances not assumed			-3.497	14.0	.004	-27.673	7.913	-44.635	-10.711

Based on the data in the table 4, it is clearly seen that the Sig. (2-tailed) in control and experiment group is 0.004 which is lower than 0.05 ($0.004 < 0.05$). It can be concluded that students of control and experiment group have different speaking proficiency. Furthermore, the comparative mean score of pre-test and post-test between these two groups are significantly differing. The mean score of pre-tests of control group is 56.00, while the mean score of post-tests is 69.60. The mean score of experiment group is 60.00, while the mean score of the post-test is 81.20. This result shows that the implementation of Instagram vlogging in experimental group works effectively in improving students' speaking proficiency.

V. CONCLUSION

Speaking skill in sight of EFL students is a difficult productive skill. Thus, most of them are fail to get the maximum result and master this skill. As the EFL learners, students of English Education Study Program of Nusa Nipa University also feel the same way. To overcome this problem, the researcher implemented a study that focused to investigate the effect of implementation Instagram vlogging in speaking class. Based on the statistical analysis it was found that the *Instagram* vlogging could help students to improve their speaking skill. Moreover, by seeing their own speaking performance, students could make self-reflection. By reflecting, students were able to measure their performance and ability in this skill as well as find their own strategies to get better result in speaking performance.

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