

INVESTIGATING EFL VOCATIONAL HIGH SCHOOL STUDENTS' SPEAKING PERCEPTION THROUGH INSTAGRAM VLOG

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Abstract: The growth of technology in industry 4.0 was really fast and unimagined. The development also happened in the education field. The use of technology was helping teachers and students to develop their competencies. This study was conducted to investigate vocational high school students' views of speaking through the use of Instagram vlogs in English courses. Thirty-two students' perceptions toward the use of Instagram vlogs in learning English speaking skills were studied. The result was presented in the form of descriptive analysis using the mean and percentages. Moreover, there were three open-ended questions to give further information on students' perspectives on learning English speaking skills through Instagram vlogs. The result indicated that Instagram vlog helped students to learn English better, improve their vocabulary, and widen their knowledge.

Keywords: speaking; perspective; Instagram

INTRODUCTION

Recently, the Pandemic Covid-19 makes students should learn remotely. They use their gadget to access learning materials, assignments, quizzes, and tests (Meo et al., 2021, p. 157). Nowadays, learning activities carried out outside of school are called online learning. In this digital era, there are many strategies to help students foster their speaking skills in a fun way. One of the platforms that students can in online learning is Instagram. Although the main function of Instagram is not for educational purposes, it still can be used to practice speaking (Apriyanti et al., 2018; Nurhikmah, 2021; Wulandari, 2019). Instagram is a famous social media for a young generation. In the beginning, Instagram was for posting pictures, but now it also functions to post a short time video (Erarslan, 2019). For language education purposes, Instagram can be used for improving speaking skills. Students can post their recorded video when performing their speaking skills and post it on their Instagram account.

In this research, the researcher would like to know how students' perspective toward speaking by using Instagram as a tool for showing off their speaking skills in a fun way. Furthermore, the researcher chooses speaking skill rather than other skill because it is an important skill in learning English. Speaking is an essential tool for delivering the purpose of what we want to express (Ali et al., 2014). By mastering this skill, English students will have better capacity in English speaking skills.

According to Gopalan et al. (2017), motivation and the learning process have a strong connection. So, when students have great motivation, they will have perseverance in learning

speaking skills. In addition, the use of media social Instagram is remarkable in students' age era. The research results from Wulandari (2019) showed that the use of Instagram in improving speaking skills among students was great. Therefore, the researcher has great willingness to investigate students' views on speaking skills through the Instagram vlog reported by EFL vocational high school students. It has been reported that many aspects can influence students to determine learning success. One of the aspects was the psychological aspect. Arifin (2017) holds the view that the psychological aspect has a significant role in learning, especially speaking performance in classroom activities. In addition, Arifin in his research found out that both teacher and students took an essential part in building a decent atmosphere in classroom events (2017, p. 31). Psychological aspects of students such as anxiety, low self-esteem, less confidence, and lack of focus were the main problems that occurred in students' aspects. In summary, it has been shown from this study that students need learning activities that help them to overcome their anxiety, low self-esteem, lack of focus and improve their confidence. He suggested one technique to overcome those problems which are giving chance for students doing outside activities to speak English (2017, p. 43). This activity is believed can create students opportunities to show their true capability in speaking.

A study conducted by Wulandari (2019) to develop students' speaking capacity by using Instagram vlog is one of the solutions to overcome students' problems. Wulandari's study has supported Arifin's finding on how to put aside students' anxiety, low self-esteem, lack of focus and improve students' self-confidence. This study was held at the university level in a speaking class. The researcher investigates EFL improvement by having before and after the test. The result displayed positive achievement from EFL students' speaking performance. The application of Instagram vlogs in speaking class has a beneficial influence on improving students' speaking ability. Moreover, another study conducted in Malaysia showed that students got more into the learning activity after implementing Instagram and task-based learning (Azlan et al., 2019). Students reported that they became more engage to the learning activity especially English speaking and more confident in delivering their idea using English in speaking class. The researchers mentioned about intrinsic and extrinsic motivation and language self-development had increased after those class room action research.

However, in contrast to earlier findings, no evidence of mother tongue was detected. Some previous studies reported students to have some problems related to psychological aspects, whereas competent aspects, such as inhibition, nothing to say, low or uneven participation, and mother-tongue usage, have influenced students' speaking ability (Riadil, 2020, p. 32). According to Riadil (2020, p. 36), several problems occurred whenever students try to speak in English. Since English is categorized as a Foreign language, the use of mother tongue was way much easier

than English. Furthermore, the role of the teacher to facilitate students in developing English speaking skills is essential.

One of the most difficult skills to learn in English is speaking (Riadil, 2020). Students have a better chance to overcome it by studying English in class (Leong & Ahmadi, 2017, p. 35). In the English as Foreign Language (EFL) class, students will be guided by their English teacher to provide insight and useful information in speaking English.

Even though in a school students have teachers that can help them master speaking skills, most of the time it is still hard to perform the skill. Some teachers use lecturing or teacher center instead of students experimenting on their own or student center (Dharma et al., 2021, p. 140). There are some reasons why students are not able to maximize their speaking ability such as they are lack of confident, feel shy with their friends, and fear making mistakes (Arifin, 2017). The lack of speaking is not always students' fault. Webster (2019, p. 11) argues that sometimes the teacher does not accommodate students' need and make them confused by using too much English in explaining or teaching. The students become bored and cannot catch what the teacher said because their English proficiency is not high enough. It is better to combine L1 and L2 so the students can relate their basic knowledge and the target language (Al-Sobhi & Preece, 2018; Riadil, 2020).

There is a need to assist students in mastering English speaking skills in a fun way and also covered psychological and competent aspects. Therefore, there is a gap in how students perception of using technology as a fun way to master English speaking skills and the impact in psychological and competent aspects. In addition, according to Wulandari (2019) , Instagram is one of the good media to improve students' speaking performance at the university level, but not many mention high school students. As a result, in this study, there is a need for researchers to investigate high school students' perception in using Instagram vlog as a media to master EFL speaking skills.

METHOD

A qualitative study was the main method used in this study. As mentioned by Rukajat (2018, p. 21) some characteristics from qualitative study were revealing meaning, using natural setting and the researcher was the main instrument of the study. The data collection used was a questionnaire, closed and open-ended questions. The participants needed to answer 10 questions. They chose one from five options using the Likert scale of each question. After that, they needed to answer three open-ended questions. Finally, the researcher compiled all the answers and did statistic descriptions to get the mean of the students' answers. Sözen & Güven's (2019) Likert-scale table was employed to interpret students' mean results and gather information about

student's perception toward the use of Instagram vlog in mastering speaking skill as an outside activity.

The participants of this study were vocational high school students. The participants' names were pseudonyms or aliases. The questionnaire was distributed to vocational high school students in one of the private schools in Yogyakarta. A random sampling procedure was performed to get the participants from this school. The questions displayed in the questionnaire were adapted from research directed by Devi et al. (2020). Furthermore, the open-ended questions were inspired by research led by Wulandari (2019). The answers given were answering to the topic students' perception toward the use of Instagram vlog in mastering speaking skill as an outside activity. The data collected from a closed-ended questionnaire was analyzed using the Likert-scale range table from Sözen & Güven (2019) and (Sugiyono, 2015) as shown in table 1. In addition, the data from open-ended questions were served to foster the descriptive analysis in the previous data.

Table 1. Likert scale range

Category	Value	Range
Strongly disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neither/Nor Agree	3	2.61-3.40
Agree	4	3.41-4.20
Strongly agree	5	4.21-5.00

The steps for performing this research were (1) determining the main topic, in this steps the researchers reviewing some literatures to identify a research gap in English Language and Teaching. In regard to the condition of pandemic and the improving time of student's study at home or online, the researchers decide to conduct a study about students' perception of Instagram for improving speaking skills. (2) extracting research problem regarding the main topic. In this phase, the researchers tried to conclude the research problem and research objective. (3) Generating research instrument, closed and open-ended questionnaire. The use of research instrument will help the researchers gather data for answering research problem. (4) The fourth step was distributing a questionnaire to the participants, there are 32 students voluntarily joining and participating in this study. (5) Last, the researchers collecting and examining the result data from the questionnaire. The results of the questionnaire are in the form of quantitative in form of table and qualitative data in form of corpus.

FINDING AND DISCUSSION

The data were collected from 32 vocational high students, 10 males and 22 females. The students were 14 to 19 years old. The data were collected in one of the private schools in Yogyakarta. The result from the questionnaire was displayed in table 2, note that all participants'

names in the data were pseudonyms. The data were obtained from closed-ended questionnaires with five options: strongly agree, agree, neither/nor agree, disagree, and strongly disagree. Furthermore, this result was analyzed and adjusted using the Likert-scale range table from Sözen & Güven (2019) and (Sugiyono, 2015).

Table 2. The result from a questionnaire of high school students' perception in using Instagram vlog as a media to master EFL speaking skills.

No	Item	Mean	Students' perception
1.	Having time to practice English outside the classroom.	3.53	Agree
2.	Having a different atmosphere in practicing English speaking outside the classroom.	3.59	Agree
3.	Having interesting media to practice English speaking outside the classroom.	3.56	Agree
4.	Wanting English practices outside the classroom.	3.53	Agree
5.	Having the motivation to speak English outside the classroom.	3.66	Agree
6.	Feeling confident to speak English outside the classroom.	3.28	Neither/Nor Agree
7.	Feeling shy to practice outside the classroom.	2.41	Disagree
8.	Enjoying practice outside the classroom.	3.63	Agree
9.	Having the motivation to learn English speaking with friends outside the classroom.	3.34	Neither/Nor Agree
10.	Repeating the English lesson materials outside the classroom.	3.16	Neither/Nor Agree

This table revealed the result from the questionnaire distributed to the students of vocational high school. The result indicated the students' perception of using Instagram vlogs in learning English speaking skills. First, the mean of the data from the item the students had time to exercise English other than in schoolroom reported that students agree with this statement. Second, students reported that they agree that using Instagram vlog as a media to learn speaking skill give a different atmosphere in exercising speaking English outside the schoolroom. Third, students' perception was agreed about Instagram vlogs as an interesting media. Fourth, they reported that students were agreed in they needed English exercise outside the classroom. Fifth, by using Instagram vlog, students agreed that it motivated them to speak English. However, they were not taking sides whether they feel confident or not by using Instagram vlogs as a medium to improve their speaking skill. Next, students reported that they disagreed on the feeling of being shyness when practicing English using Instagram vlog. After that student's views were agreed that they enjoyed exercising using Instagram vlog when not in the class. Last, students' perception of having the motivation to study English with peers and repeating the English lesson was neutral regarding result of the questionnaire. In sum, from the table above, the researcher can assume that using Instagram vlogs from students' perspectives was a good way to improve students' speaking ability.

This data was acquired by coding the answer from open-ended questions and all names here were pseudonyms. The questions used in Bahasa Indonesia, the student's mother tongue, hence

the students had free will to express what they feel and easy to write and answer. Most of the answers said that using Instagram is a great way to train speaking skills. The students mentioned easy understanding, interesting ways of learning, broadening their knowledge, and increasing their vocabulary.

Students’ perspective on the use of Instagram vlogs in English courses

This data was acquired by coding the answer from open-ended questions and all names here were pseudonyms. The questions used in Bahasa Indonesia, the student’s mother tongue, hence the students had free will to express what they feel and easy to write and answer. Most of the answers said that using Instagram is a great way to train speaking skills.

Constructive aspects that students experience during the use of Instagram vlogs in English courses.

Table 3. Open-ended questionnaires result in constructive aspects that students experience during the use of Instagram vlogs in English courses.

Creativity	(Student 2) Build creativity, improve speaking English.
Broaden the connection and exchange ideas and culture	(Student 3) In my opinion, using Instagram to practice speaking skills is very good. Because from Instagram we get new friends who come from various regions and also from all countries. From there we can exchange ideas and each other's culture.
Improve students’ speaking skills.	(Student 7) ...So I feel confident when talking to people because I feel my topic of conversation is appropriate and has meaning. And also from Instagram, I get a lot of new friends from various countries where indirectly I can learn culture, and language, and get to know people's countries of origin. So that little by little I can understand and speak their language.
	(Student 4) Can say little by little words and sentences well.
Willingness to speak English more	(Student 5) Little by little I sometimes speak more English now than I used to.
Vocabulary	(Student1) good, ..., it makes me interested and increases my knowledge of the English language, and from their content, I can get new vocabulary that I don't know.
	(Student 6) I understand a lot and find English vocabulary that I have never heard/I know before.
	(Student 13) Know more vocabulary and accents.

As we can see in table 3 there were several admissions from students relating to the positive feature that they can achieve from Instagram vlog. The students mentioned easy understanding, interesting ways of learning, broadening their knowledge, and increasing their vocabulary (student 1). There was also a student who stated about increasing creativity (student 2). The benefit from having peers from abroad becomes one of the aspects students saw from using Instagram as a medium to improve students’ speaking skills as well as broadening the connection and around the world (student 3). As mentioned by Wulandari (2019) the assistance offered by Instagram vlog was abundant in improving students’ speaking ability. The use of an online

platform that really close to students was beneficial in maintaining and constructing students' interest in learning something hard or new.

Meanwhile, when other researchers believe that games and songs might improve students speaking skills (Maryam, 2020; Stiowati et al., 2019; Wahyuni et al., 2018), the use of Instagram vlog as a medium to improve speaking ability was surprisingly as same as beneficial for students' performance. The improvement they got might be not as huge as what we expected but the slight improvement was satisfied in their age and level of proficiency.

Improvement was something expected from this activity. The use of Instagram to boost students' speaking ability was the main purpose of this study. Speaking skill was no longer difficult or fearsome skill for students. The additional vocabulary is also something those students' got from this activity. In addition, students also stated about increasing their confidence after doing this activity. Surprisingly, they become more aware of accents in English, British English, and American English. Furthermore, they are also aware of the pronunciation they produced in speaking. Fluency was also mentioned as one of the benefits they felt from practicing using Instagram vlogs. Students had a willingness to speak English more than they used to be (student 5). The amount of vocabulary they mastered was developed and they could understand English words more (student 6 and student 13). They got many good things from using Instagram as media of improving their speaking skill (student 4 and student 7). Students reported that they gained more knowledge and understanding about English from using this media as a learning method. They stated positive changes in their speaking and English learning. These were surprisingly beneficial for students to use Instagram vlogs as their media to learn English skills.

Hindrances that students experience during the use of Instagram vlogs in English courses.

Table 4. Open-ended questionnaire result in hindrances that students experience during the use of Instagram vlogs in English courses.

Internet data	(Student 8) Sometimes mobile network/internet data. The solution is to buy a quota or look for a place that has a network. (Student 9) Internet quota, I will leave the house and look for free Wi-Fi and then learn English using Instagram media so that it is not wasteful.
New vocabulary	(Student 10) ... there are new vocabularies, I have a bit of trouble finding out the meaning of Indonesian and my way of dealing with it is by asking people who are smarter in English or I use translate.
How to pronounce a word	(Student 11) Don't know if it's right or wrong when I say it. Find out how to pronounce it with anything, with other media.
Unsecured and anxiety	(Student 12) Many people are not wise to use Instagram.

These were common to have problems when implementing something new for the first time. Table 4 revealed the result from the open-ended questionnaire distributed to the students of the vocational high school relating to obstacles the students experience during the implementation of this activity. These things happened to students when practicing English using Instagram Vlog.

Most of their problems were internet connection. This problem was predicted since they use technology that uses an internet connection to operate. This condition also happened in the study of Wulandari (2019) including internet connection, time limitation, and anxiety when speaking in front of the camera.

In addition, the huge amount of internet quota used when uploading a video also became one problem that students' faced if they did not use a Wi-Fi connection. The way they solve the problems was whether they bought an additional internet quota or find a Wi-Fi access connection nearby (student 8 and student 9). There was a student who had difficulty managing difficult vocabulary, so he would ask his friends who had better understanding to explain to him (student 10). Even though students can ask teachers or peers how to pronounce a word, it became one of their problems in speaking English (student 11). The last obstacle they met in using Instagram as a learning media was unexpectedly was haters. They felt unsecured and worried about bad comments from an unknown person/account (student 12). Despite the good side of Instagram as a learning medium, teachers needed to consider the negative side. Teachers must provide a clear explanation, rules, and facilities to students, so they can train Instagram as many as possible. Teachers also had a responsibility to build comfort atmosphere in class to foster students in achieving their best performance.

CONCLUSION

This study aimed at investigating students' views on using Instagram vlogs in improving speaking skills. The result showed that students were agreed that Instagram vlog was a good medium to improve their speaking skill ability and a fun activity used outside of school. In addition, some good things occurred when students use Instagram as learning media, such as easy to understand, interesting way of learning, broadening their knowledge, and increasing their vocabulary. Furthermore, they also felt more aware of accent in English, British English, and American English, students had the willingness to speak English more than they used to be, and they gained more knowledge and understanding about English after using Instagram vlog as learning media. However, some problems occurred, for example, internet connection, big data amount used, and bad comments from an unknown person.

In sum, teaching speaking English using Instagram vlogs was a good medium to transfer knowledge and gained experiences. Suggestion for further study, it will be better to have more participants and complex questions to gather further information from students. As well, a study that has a case study to gain a deeper understanding of the effect of this kind of learning media on specific students will be incredible.

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