THE USE OF INSTAGRAM VLOG FOR ENGLISH SPEAKING PRACTICES: STUDENTS' PERCEPTIONS AT SMAN 13 PALEMBANG

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Abstract

The aim of this study was to find out students' perceptions of Instagram vlog for English speaking practices at SMAN 13 Palembang. The qualitative research method with a case study approach was applied in this study. The participants of this study were four students of XI IPA 4 at SMAN 13 Palembang. The data obtained from interview were analyzed by using thematic analysis. The findings of this research showed that there were some advantages and limitations of Instagram vlog in speaking practices, namely: (1) Improve English students' Pronunciation, (2) Develop English students' Vocabulary, (3) Improve English students' grammar (4) Improve English students' speaking Fluency, (5) Increase Self-confident English Students' Speaking, (6) Increase motivation for English students' Speaking, (7) Problem with Internet connection.

Keywords: *Instagram Vlog, Speaking Practices, Students perceptions*

1. INTRODUCTION

Online learning is a learning process conducted using the internet network and can enable the delivery of information. Based on Naidu (2006), online learning is an intensity of the use of information and communication technology networks in teaching and learning. In addition, Ally (2008) claims that online learning as the use of the Internet to access learning materials; to interact with content, instructors, others students and to get support during the learning process, to gain knowledge, to build personal meaning and to grow from learning experiences. It can be concluded that online learning is a media used for learning process to obtain information with internet network.

One of online learning that used in learning process is a social media. Social media is any digital tool that allows user to create and share content quickly with the public. Dewing (2010) states that social media is a kind of large range of internet-based and mobile services which make the users can be involved in online exchanges, give contribution on user-created content, and gather in online communities. Olubiyi (2012) says that these days students are so engrossed in the social media that they are almost 24 hours online. Based on Andrew and Melani (2017), social networking sites include; Twitter, Yahoo Messenger, Facebook, Whatsapp, Telegram, Line, Tiktok and Instagram. It can be concluded sosial media is very important in human life especially Instagram.

Instagram is one platform with many resources for English learning especially in speaking skill. Based on Wulandari (2019), Instagram can accommodate speaking practices for the reason that its miles seen as super surroundings for EFL learner to supply language publicity. In addition, Asmaak and Mahadi (2019) mention that

Instagram has capability to be an acquisition device concerning language skill. Thus, using Instagram has impact in speaking practices.

Speaking is not simply producing oral texts but the whole process of interaction between two interlocutors. According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Based on Harmer (2007) speaking is an activity that happens when two people are engaged in talking to each other. In this activity, speakers may share their ideas, thoughts or opinions for improve their speaking practices.

Learner can do many activities for preparing the speaking practices. One of the activities utilizing Instagram is such as vlogger or video blogging. Gao, Tian, Huang and Yang (2010) say that vlogging activitiy includes users to report video or themselves to speak facts on a positive subject matter, after which upload it on a video website hosting platform, including Youtube or Instagram. Gokturk (2016) examines that the oral performanced of 10 Turkish EFL beginners making use of video recording published on Instagram for his or her speaking training. Therefore, Instagram vlog English speaking practices is needed because it has various reason.

Theoritically, there are benefits of using Instagram vlog for English speaking practices. Crowley (2015) argues that students are able to generate thoughts with contextually-applicable content material and provide them a gaining knowledge of experience that they revel in. Behnke and Sawyer (2004) mention that using Instagram as public media, the students show that they had tried their best on their voice, mime and body movement to attract the viewers keep wanted to watch their performance. Handayani (2016) says that while many students battle with talking in front of their classmate, they will sense extra relaxed while talking on Instagram. It could be concluded that Instagram offers useful impact in enhancing students' speaking practices. Based totally on the background, the research problem is formulated inside the following question: How were the students' perceptions of using Instagram vlog for English speaking practices at SMAN 13 Palembang. Based on formulation of the problem above, the objective of this study is: To find out the students' perceptions of using Instagram vlog English speaking practices at SMAN 13 Palembang.

2. METHODOTOLOGY

In this research, the researcher used qualitative research. Qualitative study is method allows the researcher to explore and better understand the complexity of a phenomenon (Mohajan, 2018). Furthermore, Creswell (2012) has found qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. In short, qualitative research is used in this study.

In relation, this research is included in a case study method. According to Creswell (2012), a case study is a problem to be studied, which will reveal an in-depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. Therefore, the qualitative research method would be utilized in this study to find out the students' perceptions of using Instagram Vlog for English speaking Practices at SMAN 13 Palembang.

Participants

The participants of the study there were four students of XI IPA 4 at SMAN 13 Palembang by using maximum variation sampling method. In addition, researcher selected four students of XI IPA 4 because the teacher mentioned that students were more actives using Instagram vlog for English speaking practices.

Data Collection and Analysis

In this research, the interview was supporting the data to knowing the students' perceptions of using Instagram Vlog for English speaking Practices at SMAN 13 Palembang. Thematic analysis was used to analyze the data. According to Braun and Clarke (2006), thematic analysis is the way to analyze the data in order to identify patterns or codes and to find themes through the collected data.

3. FINDING

After analyzing the data acquired interview, the researcher discovered students' perceptions of using Instagram Vlog for English speaking Practices at SMAN 13 Palembang. The themes and codes gained from the analysis of qualitative data were presented in the following table:

Table. 1. Themes and codes of students' perceptions of using Instagram Vlog for English speaking Practices

Themes	Codes
Improve English Students' Pronunciation	A. The students' said that by learn first before upload vlog on Instagram, it can improve students' pronunciation in English speaking B. The students' felt before uploaded vlog the students memorized first the topic; it can improve their pronunciation
Develop English Students' Vocabulary	A. The students' state that before made a vlog they looking for vocabularies about the topic discussed on dictionary or google translate, it can develop students' English vocabulary B. The students' memorized vocabularies about the topic, it can develop their vocabulary
Improve English Students' Grammar	A. Some of the students did not understand about grammar B. Some of the students knew the wrong grammar and understand a few grammars by watching Instagram vlog, it can improve English grammar
Improve English Students' Speaking Fluency	A. The students felt improve fluency by rehearse the task till fluent and memorize

	the task before upload vlog on Instagram
	B. The students felt, improve fluency by practice first before upload vlog on Instagram vlog
Increase Self-Confident in English Students' Speaking	A. The students' said they have many times to practice the task before upload vlog on Instagram, it made the students more confident in English speaking
	B. The students recorded vlog by his/her self it can increase the students' confident
Increase Motivation for English Students' Speaking	A. The majority of the students' just focus to made a good a vlog and the task given by the teacher
Problem with Internet Connection	A. Every student had different speed internet access at their home to access Instagram vlog

4. DISCUSSION

After analyzing the data by using thematic analysis about students' perceptions of using Instagram Vlog for English speaking Practices at SMAN 13 Palembang. The researcher found students' perceptions of using Instagram Vlog for English speaking Practices at SMAN 13 Palembang could be seen from seven findings such as improve English students' Pronunciation, develop English students' vocabulary, improve English students' grammar, improve English students' speaking fluency, increase self-confident in English students' speaking, not motivation for daily English students' speaking, problem with internet connection.

The first was improve English students' pronunciation. The students said that by learn first and memorized the topic before uploaded vlog on Instagram it can improve English pronunciation in English speaking practices. According to Azlan, Zakaria, and Yunus, (2019), Instagram helps students in developing their pronunciation. Based on Handayani (2016) Instagram video posts can help the students to develop their pronunciation. Thus, Instagram vlog can improve English students' pronunciation.

The second was develop English students' vocabulary. The students' state that before made a vlog they looking for vocabularies on dictionary or google translate and memorize vocabularies about the topic discussed to increase their vocabulary. Sirait and Marlina (2018) state that student can develop their vocabulary through Instagram vlog. According to Handayani, Cahyono, and Widiati (2018) Instagram is one of the tools which can develop the students' vocabulary master. Essentially, Instagram vlog can develop English students' vocabulary.

The third was Improve English students' grammar. Some of the students knew the wrong grammar and understand about grammar just a little by watching Instagram vlog and some of the students said they did not understand about grammar. Based on Akhiar, Mydin, and Kasuma (2017), the students can make sure

that their grammar and structures of a sentence can increase through the use of Instagram vlog. According to Spratt, Pulverness, and William (2005) there are some particular terms that we should know in improving the speaking skills for the English learner are grammatical accuracy, pronunciation, fluency and body language. Thus, Instagram vlog can improve English grammar.

The fourth was Improve English students' speaking Fluency. The students felt improve fluency by rehearse the task till fluent and memorize the task before uploaded vlog on Instagram. Watkins, J. (2012) states that Instagram vlog increases student talk time. It means more oral communication practice helps students improve mastery of new vocabulary and grammar, decrease shyness while bolstering confidence and develop fluency. Based on Wulandari (2019) Instagram can contribute fluency, vocabulary, confidence, and motivation for EFL learners in mastering speaking skill. Hence, the vlog of Instagram can improve English speaking fluency.

The fifth was increase self-confident in English students' speaking. The students' said they have many times to practice the task and it made the students more self-confident in English speaking. According to Wulandari (2019) Instagram can contribute fluency, vocabulary, confidence, and motivation for EFL learners in mastering speaking skill. Amalia and Praditya (2021) state that Instagram social media can also be used as an instructional media that allows students to be more interested in learning to use images or videos and help students to train their self-confidence. Thus, Instagram vlog made students feel more confidence.

The sixth was increase motivation for English students' speaking. The majority of the students' focus made a good vlog and the task that are given by the teacher. According to Rahayu and Nurviyanti (2018) learning Instagram vlog have some limitations for some students, especially low motivated students. Based on Sari (2017) almost students are hard to speak English despite the fact that they have the basic knowledge of the language. Hence, Instagram vlog did not give motivation for daily English speaking to students.

The seventh was problem with internet connection. Every student had different speed internet access at their home to access Instagram vlog. According to, Ma'ruf, Basof, Fadilah and Akmal (2019) there is no denying that all the respondents decided that they had the same problem: linked to the internet. In addition, Asmara (2020) revealed that internet connection was low, so that students got difficulties in sharing the material for learning, compiling the segmented video collaboratively with their friends through online and submitting the assignments to the teacher. In conclusion, the students have to make sure of the good connection for upload vlog to Instagram.

5. CONCLUSION

Based on the result of study about students' perceptions of using Instagram vlog for English speaking Practices. In accordance with data analysis by using thematic analysis. The findings of this research showed that there were some advantages and limitations of Instagram vlog in speaking practices, namely: (1) improve English students' pronunciation, (2) develop English students' vocabulary, (3) improve English students' grammar, (4) improve English students' speaking fluency, (5)

increase self-confident in English students' speaking, (6) not motivation for daily English students' speaking, (7) problem with internet connection.

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