

INSTAGRAM VIDEO: THE MEDIA TO IMPROVE ENGLISH SPEAKING COMPETENCE

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Abstract

The interaction in globalization era is difficult without English as international language. As economic university, STIE Putra Bangsa focuses to prepare its students to face the global market, especially ASEAN Economic Community (AEC). Therefore management students of STIE Putra Bangsa need to be ready to speak in English. Students acknowledge that materials given in the classroom are easy to forget because it is rarely used in everyday life. Practicing English speaking in the classroom is not enough and students are less motivated to speak English outside the classroom. Whereas, practices are very important to learn language. Instagram Video, is believed, can help students to practice English speaking without limited time and can still be monitored by teachers and other learners. Therefore, researchers aimed to measure the effectiveness of Instagram video in improving English speaking competence and the attitude of students in learning English speaking through Instagram Video. Researchers used both quantitative and qualitative methods. In measuring students' competence, researchers used the concept from (Hudghes, 2003, p.131) and to measure the attitude of the students, researchers used a structured interview adapted from (Dornyei, 2011, p.281). The result of the post-test mean increased from 57.68 to 75.86. From the structured interview, students also showed different attitude in learning English speaking. The conclusion is Instagram Video can become alternative media to practice English speaking.

Keywords: *Media, English Speaking Competence, Instagram Video*

INTRODUCTION

Entering global market, business people are forced to compete with other International business people. International business refers to business activities which include cross-border transactions of goods, services or resources between two or more nations (Katerina and Anneta, 2014, p.84). This era is also known as globalization. Globalization can be interpreted as the process of entering to the world (Nurhaidah, 2015, p.1). This makes wider interaction between the world community. The interactions carried out by people throughout the world are difficult without English as international language. Therefore, learning English becomes very important for all nations in the world.

Various efforts were made by the Indonesian government to achieve the readiness of its citizens. One of the efforts is communication using English. English has been studied by the people of Indonesia since elementary school. However, Indonesian people still have difficulty in communicating using English. According to

(Kachru and Nelson, 2011) people in Indonesia use English for a variety of public interests but does not make it everyday dominant language. This probably become the main problem that cause the difficulty of the Indonesian people in mastering English.

The difficulty of English speaking is also faced by management students of STIE Putra Bangsa Kebumen. Actually, most of students have learnt English from elementary school until senior high school. Even though they have learnt English for almost 12 years, students still have difficulty in English, especially English Speaking. Whereas as a university that focuses on economics, STIE Putra Bangsa needs to prepare students to face the global market, especially ASEAN Economic Community (AEC). Moreover management students are expected to have good performance in doing presentations, meetings, negotiating and ect in English. According to (Grant-Smith, Cathcart, Williams, 2015, p.4) oral communication skills are a key attribute sought by employers recruiting business graduates and assessing and developing these skills has become a key focus of management courses in universities.

Based on observations done by researchers in the classroom, students showed difficulties in English speaking. Students acknowledge that English learning done in the classroom is easy for them to forget because it is rarely used in everyday life. Practices done in the classroom do not have enough time for all students to speak English, and students are less motivation to speak English outside the classroom. Various methods have been implemented in the classroom but the learning ends as they leave the classroom.

Practicing and learning English can take the advantage of the sophisticated technology, especially applications that can be downloaded from students' smart phone. The application that can be used to learn English is Instagram. Instagram is an application that is very popular among smart phone users. According to kompas.com Instagram users in June 2018 reached one billion users. Almost all young people today use Instagram as their sharing application. Currently Instagram application is not only popular with sharing photos but also sharing videos with longer duration. Instagram video can be used by learners to share English videos to their followers. Followers, both teachers and classmates, besides being able to watch the video from their home they also can give love or comments on the video. So, the process of practicing English speaking continues even though it is not face to face in classroom. The use of these applications can make it easier for students to practice English speaking without limited time and also can still be monitored by teachers and other learners.

The researchers were motivated to conduct the research because they intended to find out how effective the use of Instagram video applications to improve English speaking competence of STIE Putra Bangsa Kebumen management students and to find out the students' attitude of of the using video application.

Learning English as Foreign Languages

According to (Fachrurrozi and Mahyuddin, 2011, p.5), in language studies, there are three commonly used approaches, namely structural approaches, functional approaches and interactional approaches. Structural approaches language as a system formed from several structurally related elements. Teachers who use this stream provide teaching about grammar (grammatical), as well as the tools and teaching materials used. Some scholars gradually became not satisfied with structuralism when they got to see clearly about the flaws of traditional grammar. They thought it blocked the way of further research of language. It eventually would cause negative effect on language development and the development of linguistics (Xia, 2014, p.560).

Functional approach means language as a tool / media to express functional meanings. This flow not only emphasizes the grammatical elements, but also on the topics or concepts that language learners want to communicate. These new theories finally brought the ideal of functional-notional grammar and functional-notional approach in language teaching. This new approach holds that the functions of language used in the real daily life are most important and it is essential for a language learner to take part in the everyday language activities such as giving directions, buying a ticket, bargaining or consoling and so on (Xia, 2014, p.561). While interactional flow considers language as media to create interpersonal relationships and social interactions between individuals.

In Indonesia, English is categorized as foreign language. It is considered foreign as it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Foreign language learning refers to a nonnative language learning outside of the environment where it is commonly spoken (Moeller and Catalano, 2015, p.327). In relation to foreign languages, (Chaer, 2009, p.37) suggests some terms of target language. Target language is is a language that is being studied and wants to be mastered. They can be either mother or first language (B1), second language (B2), or foreign language (BA). The definition of a second language is not the same as a foreign language. In Indonesia for example, the first time learners learn first language (regional language), then learn a second language (Indonesian).

From that definition, it seems normal if English learners in Indonesia have some difficulties. Language should be practiced often. To have fluent English speaking, students need to spend a lot of time speaking; in order to learn to read quickly and effectively, they need to spend a lot of time reading, and so forth. The more language is used, the faster a person can master the language. Many people from various countries unconsciously learn their language without formal education but it will be different when someone learns a foreign language. Language learning requires mastery of a skill as much as acquisition of knowledge. It is not enough for students to know word meanings and structure rules; students need to be able to apply

this knowledge quickly. To build these skills, practice is necessary; study alone will not suffice.

(Mackey in Fachrurrozi and Mahyuddin, 2011, p.9) suggests that all teaching, both productive and less productive, will involve repetition. This is because we cannot make students learn languages without repetition of the materials they have learnt. Teaching language skill cannot be successful without practices. Thus, language learning is a combination of several processes carried out through the cooperation of teachers and language learners. The process of language learning starts from the individual in the class, then it is practiced together both in the classroom and outside the classroom.

English Speaking Competence

Communication can not be done by one person. When doing the communication, people wants to solve the problem or want to share something by speaking activities. Based on (Louma, 2004, p.20) speaking is interaction between two or more people who talk to each other about things that they are mutually interested and relevant in the situation. As International language, English has become the most used language in the world of trade and commerce. As a result, having knowledge of English become vital for success in any employee's career. Besides, some international students are seeking better career prospects in an English speaking country. In today's business world, English is used as the major medium of communication for both small business concerns and large corporate.

As the Lingua Franca in almost all of the developing country, English is the chosen language in the business community as many business colleague nowadays do not speak the same native language. Fluency in English plays an important role in many aspects of corporate life from securing employment to communicating with colleague and achieving good business partnerships in the world.

English speaking competence is a problem which needs special attention. No matter how great the idea is, if it is not communicated properly, it can not be effective. Speaking is an important tool for communicating, thinking, and learning. It could modifies, extends, and organizes thought.

English is a language that is used widely in the world. In Indonesia, English is learnt by all of level of students. It is also believed if ones can master English ones have good level in society especially in speaking. In learning English, one of the main goals is to be able to speak well so the students can use it in communication. The success of English learning can be seen and measured from their performance in speaking and how well they present their English in communication. According to (Louma, 2004, p.9) when people hear someone speaks, they pay attention on what the speaker sounds automatically. On the basis of what they hear, they make some possibly subconscious judgement about the speaker's personality, attitudes home region, and native or non-native speaker status.

Teaching method plays important roles in improving English mastery. This also one of important factors which influences students in learning English especially in English speaking. Using suitable method, the teaching-learning process will be attractive, sufficient, and interesting. Sometimes teachers tried very hard to make the classroom interesting but they forget that students need to practice the materials outside the classroom. Learning to speak English is not just about understanding sentence structure and semantics. According to (Richard and Renandya, 2002, p.208) interaction is the key of English speaking competence. Because basically the function of speaking skills is to interact and transact. Therefore, English language teachers should build desires, needs and reasons for learners to speak English.

Almost all English learners have the willingness to be able to improve their English speaking competence. The skill of speaking English for Indonesian people is something that needs to be cultivated. Given that English is a foreign language that is never used everyday. Speaking in English for Indonesians has very diverse goals. The goal is because you want to interact with English speakers, because work requires presentation or negotiation using English, to get information or knowledge that is wider and so forth.

Instagram

Instagram comes from the word 'insta' which means instant and 'gram' which comes from the word telegram which is a tool that can be used to send information to others quickly. Instagram, which was originally only popular among iPhone users, has become the most popular application for all social media users in the era of technological and communication development (Indriani, 2017). According to (Bohang, 2018) per June 2018 users of Instagram in the world reach one billion users.

Creating an Instagram account is very easy. If the user has a smart phone, he can simply download Instagram application on Google Play Store and register via email, telephone number or Facebook account. With this convenience, it is only natural that almost all smartphone users have an Instagram account.

Instagram application is an application to share visual and audio-visual that can be used to socialize and make friends with other people without having to meet face to face. If someone who already has an Instagram account and wants to follow or make friends with someone else's Instagram account, they just press the follow button. Someone who follows someone else's Instagram account will be called a follower. Activities that can be done when having an Instagram that is to give each other love that means ones like the post or ones can give comments to the post. The comment column is a place where Instagram users share opinions on the post.

Since its establishment in 2010, Instagram which initially only focused on photo sharing applications has now developed more than 30 features. One of the most popular features is the video sharing feature. Videos that can be shared on the Instagram application have a maximum duration of one minute. But if the user wants

to upload videos for more than one minute, users can take advantage of the multiple posts feature that Instagram has. With this feature users can upload videos per section up to ten videos or a total video duration up to ten minutes. According to (Sukindar, 2018) uploading videos using multiple post feature can be describe as follows.

Table 1. Steps in making multiple posts in Instagram

No	STEPS
1.	Download InShot application on the Google Play Store
2.	Open the application after it is installed, then select the Video option in the Create new section
3.	Select the video to be cut, then press the check button
4.	Select the Trim option to cut the video into 60 seconds per video, and when it's finished tap the check button
5.	Click the Save button in the top right corner, then select video quality, and wait for the converting process
6.	Repeat the process until all the videos are completely broken, and if you open Instagram,
7.	Select the + button to add the post
8.	Select the SELECT MULTIPLE option, then select all videos in sequence
9.	Click Next, then select the filter to be used and click Next when you have finished selecting
10.	Write Caption and click Share

After the video is uploaded, followers can press the love sign that means like the uploaded video or comment on the video. The convenience that makes Instagram videos can be used as a medium for learning to practice speaking English which can also be monitored by teachers and learners or other followers. The comments given on the uploaded video can contain suggestions for improving English skills in the next video.

METHOD

This research is an experimental study. Experimental research is a study that divides group assignments into two groups, namely the control group and the treatment group (Lodico et al, 2010, p. 229). This study aims to find out the effect of certain treatments on some grups of people in controlled conditions. According to (Lodico et al., 2010, p.229 experimental studies have two variables namely independent variables and dependent variables. Independent variables are the cause of a treatment while the dependent variable is the result of a certain treatment.

The main characteristic of experimental research is the existence of variable manipulation, control, random assignment (random assignment), treatment or treatment. Variable manipulation is the placement of the subject in the situation, and preventing the other factors that can destruct the situation. Control is a conclusion about the causal relationship between the independent variable and the dependent variable. Random assignment is the random selection of subjects as controls or treatments. This function of random selection is if there are differences in the two

groups, this happens because of the effect of the treatment. While the treatment is used to find the object of research.

Through this research, will be known the effectiveness of Instagram videos in improving English speaking. In this study there were two classes used as the control class and two classes as the treatment class. The treatment class is students from class A and B management study program 2018/2019 academic year. While the control class is students from the class C and D management study program for the 2018/2019 academic year.

This research method is mix methods. This is because researchers use two methods in this study, namely quantitative methods and qualitative methods. Quantitative methods are used to measure the effectiveness of using Instagram videos in improving English speaking through statistical tests in the form of test results. While the qualitative method is used to determine student attitudes towards the use of Instagram video in the form of questionnaire results.

Data collection techniques were carried out with two instruments namely the English language oral test (pretest and post-test) and questionnaire. Both pre-test and post-test oral tests were used to find differences in English speaking skills in the subjects before and after treatment. While the questionnaire is used to determine the attitude of the research subject.

Validity from the conclusions of the experimental research is through internal validity and external validity. Internal validity is the validity of the conclusion, that the emergence of the dependent variable is caused by the independent variable. The external validity is the validity of applying conclusions to a wider scope, or validity to generalize the conclusions of the experiment.

The researcher used two data analysis techniques in this study namely qualitative methods and quantitative methods. According to (Cohen et al, 2008, p.501) qualitative methods can be done by organizing, explaining, defining and concluding research. Qualitative methods can be used to find trends in student attitudes toward English speaking learning using Instagram video. While the data analysis technique using quantitative methods is done by finding the average value of the pretest and post-test in the two assignment groups. The difference in average values shows the effectiveness of using Instagram video.

RESULTS AND DISCUSSION

The Effectiveness of Instagram Video to Improve English Speaking Competence

In analyzing the effectiveness of Instagram Video to Improve English speaking competence, researchers did Pretest, Treatments, and Post-test. The explanations are as follows.

1. Pretest Results

Before doing the treatments, researchers did pretest. The test was oral test. The main reason was to find out the earlier students' speaking competence. In taking the score researcher used rubric scoring as suggested by (Hudghes 2003, p. 131-133). It states that speaking competence can be measured from five components, namely accent,

grammar, vocabulary, fluency and comprehension. Each component has six-point scale that can be applied at scoring students' speaking competences. From that action, researchers found students who got point 3 in accent were 70 students and only five students got points 4. Sixty five students got 4 point in grammar and ten students got point 3. Ten students got 4 point on vocabulary and sixty five students got 3 point on vocabulary. Seventy students got point 3 on fluency and five students got point 4 in fluency. Eight students got point 4 in comprehension and sixty seven students got point 3 on comprehension.

From the score of the pretest, the researcher concluded that the speaking competence was still low. It was seen from the average value of the pretest was 57,65. it means that The speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping of words. Students Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion

2. Treatments

In doing the treatments, students were divided into six groups each class. Students were ordered to make one video in one week with free theme but the tenses were based on what they have learnt in the classroom. The tenses of the first treatment was present tense. The second was past tense. The third was future tense. And the fourth was active and passive sentences. It aimed to make sure they practice what they have learnt in the classroom. After the video uploaded all of students and teachers have to give like and comment as an evaluation for the next video.

3. Post-Test Result

After doing the treatments, the researchers aimed at finding out information about student' speaking competence. After implementing the treatments, the students were given post-test. This step was taken to see the changes and improvement of students speaking competence. Researcher found seventy students got 4 point in accent and five students got point 5 in accent. Sixty five students got 5 point in grammar and ten students got 4 point in grammar. All of students got 4 point in vocabulary and 5 point in fluency and comprehension. The score after treatments was 75,86. it means students able to speak with grammatical accuracy and use of technical vocabulary is more extensive and thorough, common vocabulary was appropriate to their social situation. It could be concluded that students speaking competence was increased.

The Students' Attitude toward English Speaking Learning Using Instagram Video

To analyze the difference of students' attitude toward English speaking learning using Instagram video, the researchers did observation, a structured interview before treatments, and a structured interview after treatments. Researchers investigated students' difficulties in English speaking. Students acknowledge that English learning done in the classroom is easy for them to forget because it is rarely used in everyday

life. Practices done in the classroom do not have enough time for all students to speak English, and students are less motivation to speak English outside the classroom.

The structured interview had the same questions from before and after treatments. It intended to find out the difference attitude before and after using Instagram video. The structured interview showed that students had time to practice English outside in the classroom after teachers ordered them to make Instagram video. Students also felt that practicing English speaking with Instagram video was interesting and having different atmosphere. They also said that after using Instagram Video they wanted to practice English speaking outside the classroom. Before using Instagram video, students had no motivation, confidence, shy and did not enjoy practicing English speaking outside the classroom. After using Instagram video students felt more confident, had motivation to speak English, did not feel shy to speak English and enjoy to speak English outside the classroom. Students also had time to repeat materials and practicing outside the classroom.

Table 2. A Structured Interview suggested by (Dornyei, 2011, p.281)

No	Aspect in the Interview	Total of statement before treatments			Total of statement after treatments		
		-	+/-	+	-	+/-	+
1.	Having time to practice English outside the classroom	75	-	-	-	-	75
2.	Having different atmosphere in practicing English speaking outside the classroom	70	5	-	-	-	75
3.	Having interesting media to practice English speaking outside the classroom	70	5	-	-	-	75
4.	Wanting English practices outside the classroom	65	10	-			75
5.	Having motivation to speak English outside in the classroom	60	15	-	-	-	75
6.	Feeling confident to speak English outside the classroom	70	5	-	-	15	60
7.	Feeling shy to practice outside the classroom	75	-	-	-	10	65
8.	Enjoying practice English outside the classroom	75		-	-	-	75
9.	Having motivation to learn English speaking with friends outside the classroom	75		-	-	-	75
10.	Repeating the English lesson materials outside the classroom	60	15	-	-	-	75

CONCLUSION

Management students of STIE Putra Bangsa Kebumen had less motivation to practice English speaking outside the classroom. To solve that problem, teachers need to do some treatments. In this era, teachers and students need to take the advantage from the development of media digital. Instagram is one of the best application that can be used to practice English speaking outside the classroom. From the result of the research, it can be concluded that Insagram Video is quite effective media to Improve English speaking competence. It is proved from the score in pretest and post-test. Besides, management students of STIE Putra Bangsa Kebumen also showed different

attitude in learning English speaking outside the classroom. It is proved from the structured interview that researcher gave to the students. Ultimately, Instagram video can become alternative media to practice and learn English speaking competence outside the classroom.

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