



THESIS

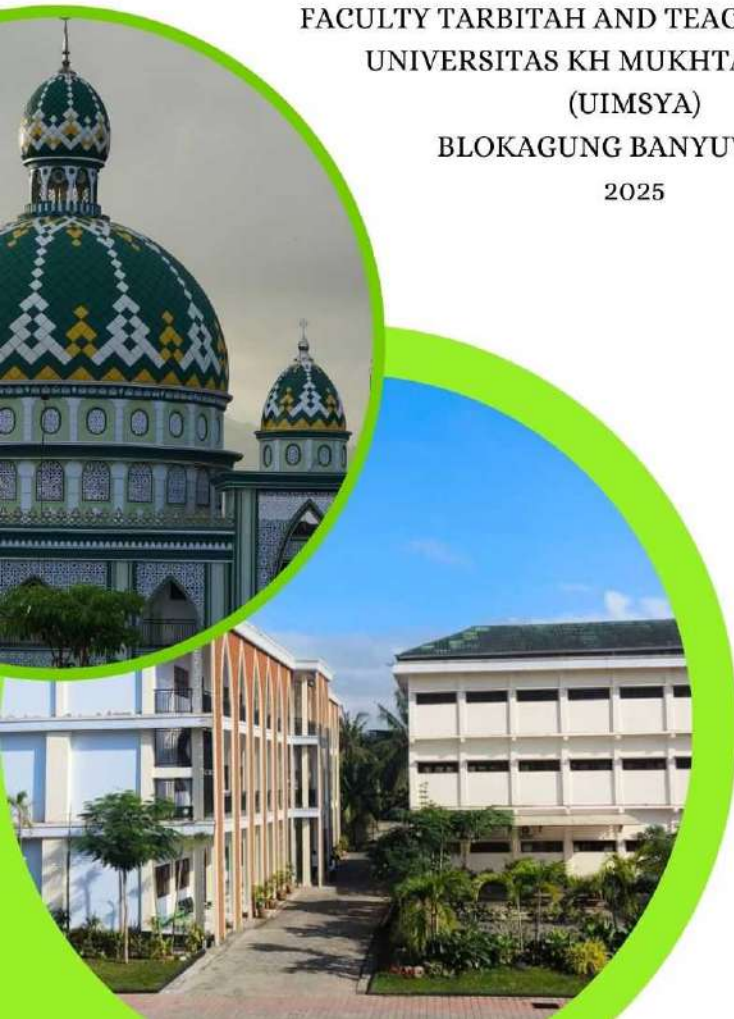
EXPLORATION OF STUDENTS' EXPERIENCES
IN USING INSTAGRAM AS A MEDIA FOR INTRODUCTORY
ENGLISH VIDEO ASSIGNMENTS

ENGLISH EDUCATION DEPARTMENT
FACULTY TARBITAH AND TEACHERS TRAINING
UNIVERSITAS KH MUKHTAR SYAFAAT
(UIMSYA)

BLOKAGUNG BANYUWANGI

2025

BY:
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DEGREE PREREQUIITES

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ENGLISH VIDEO ASSIGNMENTS**

THESIS

Presented to Faculty of Tarbiyah and Teachers Training

Universitas KH. Mukhtar Syafaat

In a Partial Fulfilment of the Requirement for the Degree of Strata 1

In English Education Department (S.Pd.)

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**ENGLISH EDUCATION DEPARTMENT
FACULTY TARBITAH AND TEACHERS TRAINING
UNIVERSITAS KH MUKHTAR SYAFAAT
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2025

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**EXPLORATION OF STUDENT'S EXPERIENCES IN USING INSTAGRAM
AS A FOR INTRODUCTORY ENGLISH VIDEO ASSIGMENTS**

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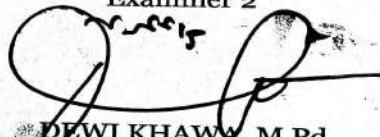
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I declare that this thesis is solely the outcome of my own research, except for the parts that are cited.'



Banyuwangi, June 23 2025
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MOTTO AND DEDICATION

MOTTO:

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Sesungguhnya bersama kesulitan ada kemudahan."

(QS. Al-Insyirah: 6)

DEDICATION:

With deep gratitude and boundless love, I dedicate this work to:

1. My beloved father, who has always been present along my journey even if not always able to fully hear my complaints, your presence has been an irreplaceable source of strength. To my dearest mother, though we are now separated by the limits of this world, your love continues to live within me, woven into every prayer and step I take.
2. To my three beloved siblings Kak Eluk, Kak Un, and Mbak Ami thank you for your unwavering support, for the strength you breathed into me when I was on the verge of giving up, and for the love that continues to embrace me, both in silence and in words.
3. To the one person who has been my anchor through it all Muhammad Alfi Syahri thank you for being willing to listen, for understanding, and for staying beside me through both the joys and the storms of this journey.
4. And to my Nuruddarajah dormitory family, where I not only lived but truly grew—thank you for being more than just roommates. Thank you for the laughter that lifted me, the comfort that soothed me, and the companionship that became a second family. In the midst of all our limitations, we discovered abundance—in prayer, in kindness, and in genuine connection.

ABSTRACT OF INDONESIAN

Istiana, Siti Nur. 2025. Exploration Of Students' Experiences In Using Instagram As a Media For Introductory English Video Assignments at the tenth grade (class X5) of SMA Negeri 1 Bangorejo. Skripsi/Tesis, Program Study Tadris Bahasa Inggris, Fakultas Trabiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.

Kata Kunci: Pengalaman Siswa, Instagram, Video Perkenalan,

Penelitian ini bertujuan untuk menganalisis pengalaman siswa dalam menggunakan Instagram sebagai media untuk menyelesaikan tugas video pengenalan dalam pembelajaran Bahasa Inggris di kelas X5 SMA Negeri 1 Bangorejo. Latar belakang penelitian ini adalah rendahnya minat siswa dalam berbicara Bahasa Inggris secara formal serta terbatasnya media pembelajaran yang mampu merangsang kreativitas dan partisipasi aktif siswa. Selain itu, guru masih jarang memanfaatkan media sosial sebagai bagian dari proses pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi berupa video hasil tugas siswa yang diunggah ke Instagram. Subjek penelitian meliputi guru Bahasa Inggris, siswa kelas X5, dan guru pendamping. Hasil penelitian menunjukkan bahwa penggunaan Instagram sebagai media tugas video pengenalan mampu meningkatkan partisipasi, antusiasme, dan kepercayaan diri siswa dalam berbicara Bahasa Inggris. Siswa menunjukkan respons positif terhadap pembelajaran yang dikemas secara digital dan berbasis proyek. Selain itu, tugas ini mendorong kolaborasi, kreativitas, dan keberanian dalam mengekspresikan diri. Meskipun terdapat beberapa kendala seperti teknis pengunggahan dan rasa malu tampil di depan kamera, secara keseluruhan penggunaan Instagram terbukti efektif dalam menciptakan suasana belajar yang lebih menarik dan bermakna.

ABSTRACT OF ENGLISH

Istiana, Siti Nur. 2025. Exploration Of Students' Experiences In Using Instagram As a Media For Introductory English Video Assignments at the tenth grade (class X5) of SMA Negeri 1 Bnggorejo. Skripsi/Thesis. English Education Department. Faculty Of Tarbiyah and Teachers Training, Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.

Keywords: Student' Experiences, Insragram, Introductory Video

This study aims to analyze students' experiences in using Instagram as a medium for completing introductory video assignments in English learning at Class X5 of SMA Negeri 1 Banggorejo. The background of this research is the low student interest in speaking English formally, as well as the limited use of learning media that stimulate creativity and active participation. In addition, teachers rarely utilize social media as part of the learning process. This research uses a descriptive qualitative approach. Data collection techniques include observation, interviews, and documentation in the form of student video assignments uploaded to Instagram. The subjects of this study consist of the English teacher, Class X5 students, and the supervising teacher. The results show that the use of Instagram as a medium for introductory video assignments can enhance students' participation, enthusiasm, and confidence in speaking English. Students responded positively to learning that was packaged digitally and project-based. This assignment also encouraged collaboration, creativity, and courage in self-expression. Although some obstacles were encountered, such as technical issues during uploading and students' shyness in front of the camera, overall, the use of Instagram proved effective in creating a more engaging and meaningful learning environment.

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah SWT, this thesis can be completed thanks to His grace, blessings, and love.

May peace and blessings always be upon the Prophet Muhammad SAW, who is a role model for his people.

The author fully realizes that the successful completion of this thesis cannot be separated from the support of various parties. Therefore, the author would like to express his deepest gratitude and appreciation to:

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8. For all student in class X5 SMA Negeri 1 Baanggorejo
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The only way the author can provide suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness. No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

Finally, the author submits everything to Allah 'Azza Wajalla, with

the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin

Banyuwangi 23 June 2025

Siti Nur Istiana

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CHAPTER I

INTRODUCTION

1.1 Research Background

The need for English language skills in the modern era is undeniable. As civilization progresses, global communication and technological advancements open up opportunities for everyone to interact across various fields. To cultivate talent and remain competitive, the education sector plays a crucial role. One key aspect is mastering the English language. In this era of globalization, effective communication is essential, and proficiency in English is vital for expertise in both communication technology and direct interaction.(Mandasari et al. 2022)

Children use digital devices and the internet extensively, which allows them to access the information they need quickly. According to (Pouw and Mulyanti,2023), English is now functioning as an international language, enabling people to communicate with each other around the world, regardless of their countries. If students can master English, it can become a valuable skill for them. Learning English early and frequently will make it easier for students to understand the language. In the future, this ability will help them compete on a national and even global scale. Students must study and speak English because, after graduating from school, they will likely be interviewed in English if they wish to work in reputable companies. Therefore, the ability to speak English fluently should be one of the key measures of graduates' readiness for the workforce.(Ubaedillah, U., Pratiwi, DI, Mukson, M., Masrikhiyah, R., & Nurpratiwiningsih, L, 2020). English language instruction in the classroom commonly relies on lecture methods and assignments. However, upon review, it is evident that students' English speaking skills remain significantly below expectations (Tiwery, 2021). Interviews with high school English teachers revealed that English is taught in an integrated manner, encompassing reading, writing, listening, and speaking. Among these competencies, speaking stands out as the one facing the most

challenges; students are still not performing optimally in their English speaking abilities.

The importance of mastering the English language cannot be overstated. It is expected that students in Senior High School have a basic ability to use English for everyday communication. English is a subject that students must master, as it encompasses essential skills such as reading, writing, listening, and speaking. Many students find English to be challenging. (Rosi and Gumiandari 2021) English is one of the key subjects that students must master to keep up with advancements in research, information, and technology. High school students need to improve their English-speaking skills if we want to reverse the decline in scientific and technological development. One reason for this decline is that many students do not understand the meanings of words and how they are pronounced and written differently in English.(Mandasari et al. 2022) Students still face difficulties in using the English language because they do not fully understand it. They must also develop the ability to write and pronounce words in different ways as they are spelled. However, students recognize that studying the English language is very important for their future, especially if they want to work or pursue further studies.

Learning to speak is the most important aspect of acquiring a second or foreign language, and success is often measured by the ability to engage in conversation. English continues to capture students' interest, even though it is often considered difficult to learn and use. However, several challenges arise when students attempt to speak English: 1. Students often lack the necessary vocabulary, which hinders their ability to express ideas clearly. When teachers explain concepts or ask questions, students may need extra time to formulate their responses in English. 2. Many students lack confidence when speaking English, which can further impede their communication skills. These challenges align with research conducted by (Rahmawati and Gusniwati 2024).

In recent years, a new educational approach known as "Education 4.0" has emerged. This concept leverages technology to enhance the effectiveness and efficiency of learning while addressing the interests and talents of students. The way people

learn English is evolving due to the impacts of the fourth industrial revolution (Pouw and Mulyanti, 2023).

Today, technology significantly influences our daily lives, playing important roles in our kitchens, offices, and educational institutions. Similarly, English language learning has greatly benefited from recent technological advancements. Information and Communication Technology (ICT) can help students improve their language skills, including listening, when integrated into English language instruction. For instance, students can watch and listen to English videos on platforms like YouTube, as well as utilize direct messaging features on Instagram and WhatsApp to enhance their writing abilities. This suggests that various technologies can be employed to facilitate and develop students' language skills (muzakky, 2023). People around the world increasingly use social media platforms to connect with one another. Some of the most popular platforms that individuals have effectively utilized include Facebook, Instagram, YouTube, and Twitter (Noventa, Soraya, and Muntazah, 2023).

Many believe that 140 characters is the ideal character limit for microblogging and social networking sites like Instagram, Twitter, and YouTube. This concise format has motivated users to engage in meaningful interactions, providing students with a unique way to stay in touch with their instructors and peers using just a few words in English. As a result, social media offers students numerous opportunities. For instance, they can connect with and befriend individuals from different cities, countries, and regions. Additionally, platforms like Instagram allow students to discover images and videos related to various global events. Unlike traditional print media such as newspapers, social media enables students to stay informed about local happenings more quickly and efficiently.

Instagram is a popular social media platform that can be effectively used as a tool for language learning. According to (muzakky, 2023), students can benefit from using Instagram to practice their language skills. For instance, they can create and share short videos through Instagram Reels, which offers creative options for producing engaging content. Additionally, using direct

messages and leaving comments on other users' posts can help students enhance their writing skills. By practicing the creation and sharing of videos, students can also become more proficient speakers. This indicates that Instagram is a valuable resource for helping students improve their four key language skills: listening, speaking, reading, and writing. (muzakky,2023) There are four notable benefits of using Instagram for students. First, Instagram can enhance students' listening skills. By watching videos on the platform, students can learn and better understand various facts and perspectives, making it a useful tool for improving their listening comprehension. Second, Instagram can also aid in developing speaking skills. It offers tasks such as practicing songs or describing objects, allowing students to refine their speaking abilities through various features available on the platform. Third, Instagram serves as a valuable resource for improving reading skills. Through interactions with others, students are encouraged to comprehend the messages being conveyed, which helps bolster their reading proficiency. Lastly, engaging in activities on Instagram can enhance students' English writing skills. It provides opportunities for them to learn about important writing elements such as sentence structure, grammar, ideas, writing style, and overall structure. Overall, Instagram can be an effective tool for students looking to improve their language skills across listening, speaking, reading, and writing.

Instagram Reels offers a unique opportunity for innovation while maintaining relevance. This quick and straightforward method allows users to convey messages and engage with their audience effectively. The author believes that students can benefit from creating 15 to 60-second Instagram Reels videos (Rokhmah 2024). This format enables the acquisition of new knowledge in a concise manner. Additionally, Instagram Reels serves as an excellent teaching tool that encourages student creativity and motivation. Instagram Reels is a feature within Instagram that allows users to create and share short videos with others (Saputri 2021).

There are several challenges associated with using social media for English language learning. One major issue is the

difficulty in facilitating the two-way communication that students need for effective learning. As a result, students often lose interest because they are continually surrounded by social media distractions (Toquero, 2020). Furthermore, not all students can effectively use social media as a learning tool, which means that these platforms need to be adapted for educational purposes. Access to the internet is also crucial; inadequate connectivity can prevent students from completing and submitting their assignments on time. This can lead to increased stress levels, as students worry about receiving poor grades (Aboagye, Yawson, and Appiah, 2020).

Instagram is a popular application that offers a wealth of knowledge and educational resources, but students must use it wisely. According to (muzakky,2023), Instagram provides users with various features. Users can add text and hashtags, as well as capture and share pictures or videos. They can tag locations and friends when posting media. The "search" feature allows users to look up individuals or hashtags they want to follow. Recently, Instagram has introduced two new features: "Your Story" and IGTV. The "Your Story" function allows users to share posts that are visible for 24 hours before they are automatically deleted or saved to the user's personal archive. Additionally, users can choose from various "filters" and "effects" when utilizing the "Your Story" feature. In the study by (Liany, Tulung, and Lasut, 2021), I chose to focus on Instagram because it is a popular application that offers a wealth of information and learning materials. However, it is essential for students to select and use these resources wisely. Additionally, students' opinions on the use of media in learning activities have not received much attention in research, leaving us largely unaware of how they perceive this social networking tool. Therefore, the purpose of this study is to understand how students view the use of social media platforms in the English language classroom.

The purpose of this study is to understand how students perceive the use of social media platforms in the English language classroom. I chose the tenth-grade students of class X-5 at SMA Negeri 1 Bangorejo as the subjects of this research for several reasons. First, the students in this class are active and responsive to

technology-based learning. They have demonstrated a strong interest in integrating digital media into the learning process, particularly when asked to complete assignments in video format. Second, based on preliminary observations, most of the students in this class have active Instagram accounts and are familiar with using the platform not only for entertainment but also for sharing information and creative content. Third, class X-5 consists of students with diverse characteristics that reflect the general composition of high school learners, making it suitable to provide a broader perspective on their experiences and perceptions regarding the use of Instagram in English learning. Finally, the ease of access and the students' willingness to share their opinions greatly facilitate the qualitative data collection process.

1.2 Research problem

1. How are students' experiences in using Instagram as a medium for uploading and completing introductory video assignments in English learning?
2. What are the challenges students face in using Instagram as a learning platform for repair ability to speak Language English?
3. What are the benefits students face in using Instagram as a learning platform for repair ability to speak language English?

1.3 Research Objective

1. Describes students' experiences using Instagram to upload and complete introductory video assignments in English learning.
2. Examining the benefits and challenges that students encounter while using Instagram as a platform for enhancing their English speaking skills.
3. Examining the challenges that students encounter while using Instagram as a platform for enhancing their English speaking skills.

1.4 Research Significance

The researcher hopes that the findings of this research will not only be useful for researchers but also for readers in general.

1.4.1 Theoretical Benefits

Instagram plays a significant role in enhancing students' speaking skills through task-based video assignments. This approach strengthens our understanding of motivation, creativity, and the acceptance of technology in language learning. Moreover, this study serves as a valuable reference for future research aimed at developing more digitally-based and creative learning strategies.

1.4.2 Practical Benefits

1. For Students

This research serves as a valuable reference for readers interested in using Instagram for English learning, particularly to enhance speaking skills. Additionally, the study offers insights into the role of technology in education and encourages the effective use of social media as a learning tool.

2. For Class X5 Students of SMAN 1 Banggorejo

This research is beneficial for students in class X5, focusing on enhancing their English speaking skills through video assignments on Instagram. By using a platform they are already familiar with, students can communicate more confidently, develop their creativity, and learn how technology can support language learning in an interactive and enjoyable way.

3. For Educational Institutions (KH. Mukhtar Syafa'at University)

This research is beneficial for KH Mukhtar Syafa'at University as it aims to enhance innovative technology-based learning methods within the institution. The findings can serve as a reference for leveraging social media, particularly Instagram, as a more interactive tool for English language learning. Furthermore, this study supports the university's efforts to improve digital learning quality and promotes the integration of technology in the academic process.

1.5 Definition of Terms

5.1 Social media

According to Yusup et al. (2023), social media has transformed communication over time. Historically, communication was direct or done through letters, but this changed significantly with the advent of the printing press, a development influenced by figures like Napoleon Bonaparte. Yusup et al. (2023) argue that social media can greatly enhance students' learning experiences. It provides a platform for interaction between teachers and students, helping students develop skills and feel more satisfied with their education—especially through mobile devices. Therefore, social media is a valuable tool for improving the character and quality of students within the education system.

5.2 Instagram

Instagram is one of the most widely used social media platforms for sharing photos, videos, and messages directly. Its popularity makes it an excellent place for students to learn languages. In Indonesia, Instagram is the most popular social media platform, with millions of active users worldwide. This accessibility makes language learning easier for both teachers and students. Furthermore, teachers can utilize this popular platform to convey messages to the public. Additionally, social media can be effectively used to teach English in an engaging and motivating way for students.

(Muhammad fajar muzakky, 2023) Instagram is a social media platform that allows users to take photos, apply digital filters, and share them on Instagram as well as on other platforms. Additionally,

Instagram can serve as a valuable tool for language learning. Research has shown that it provides extra benefits for learning English, such as enabling students to include supporting materials like images or videos in the assignments given by their teachers.

Instagram provides students with a new method to think critically about language and culture, as well as to reflect on their learning process. Instagram has many features that enable users to share their stories through their feed and stories. Additionally, users can share photos and videos that express their feelings, actions, or experiences related to their accounts. This is a very useful tool for teaching the English language.(Ni Made Lisma Martarini, Kadek Ayu Riska Yulianti, and Ni Nyoman Ayu J. Sastaparamitha 2021) Students may be more interested in studying English vocabulary if Instagram is used. A study found that when students use Instagram, they are more interested in studying vocabulary. (Tsaqifah et al. 2023)

5.3 Exploration experience student

The process of exploring, understanding, and utilizing a student's prior experience or knowledge is an essential part of the learning journey. This experience is not limited to classroom lessons; it also includes daily activities, social interactions, and personal experiences related to the subject being taught. Exploring a student's experience helps make learning more relevant and meaningful, as it connects new material to the knowledge students already possess. This connection enables students to better understand the concepts or skills being taught, as they can relate them to their own experiences. Additionally, teachers gain a deeper understanding of their students' perspectives, which allows them to introduce new innovations and develop contemporary methods or media, such as using social media platforms like Instagram in the lear.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical review

2.1.1 Exploration experience student

Study is a process undertaken by everyone to acquire new knowledge, skills, and attitudes that can lead to behavioral change. This process involves students exploring their experiences directly, which enables them to absorb and understand new information more effectively. (Hasbiyallah and Al-Ghifary 2023)

The exploration experience for students is a process in which they actively dig, investigate, and reflect on their learning experiences. Rather than passively receiving information, students interact with materials, their environment, and their personal experiences. This hands-on approach allows them to learn and understand new skills more effectively.

The experience of a student encompasses everything encountered during the learning process, both in and outside the classroom. This includes interactions with lesson materials, teachers, peers, and the surrounding environment, all of which contribute to understanding and applying the knowledge gained by the student.

Experience can be classified into several categories:

1. Cognitive Experience: This relates to understanding materials and developing thinking skills.
2. Affective Experience: This encompasses the feelings and attitudes students have towards what they are learning.
3. Psychomotor Experience: This involves the practical skills that students acquire. Additionally,

Social Experience plays an important role in the learning process. Interaction with teachers and peers helps students communicate effectively and work collaboratively. Experiences that are enjoyable and meaningful can increase students' interest, motivation, and understanding. Conversely, unpleasant experiences can hinder their learning process.

The exploration of social media in learning experiences shows that it plays a significant role in the habits and efforts of students. Instagram, a popular platform among teenagers, offers various interactive features such as videos, stories, reels, and live streaming, which can be utilized to enhance students' speaking skills in English. By using this platform, students can create relevant content related to their lessons, such as short video blogs, storytelling about their experiences, or giving reviews in English.

There is potential for students to learn more about the methods they can use on Instagram to engage in systematic and effective learning. A study has shown that using Instagram in English language teaching can increase students' self-confidence in their speaking abilities. The research found that a significant number of students agreed that Instagram helps them feel more in control of their speaking skills, and communicating through video on Instagram is easier for more passive students in the classroom (Utomo and Bastiar, 2020). Additionally, students reported feeling more confident speaking English than they did previously.

2.1.2 Media Social

According to Bowo (2024), social media refers to software that allows individuals and communities to work together, connect, and share. The emergence of new platforms like Instagram, Snapchat, and TikTok has enhanced the user experience with special features that

facilitate more dynamic and creative interactions. In addition, user experiences have improved, providing new opportunities for personalized content due to the adoption of technologies such as artificial intelligence.

Social media has evolved beyond mere entertainment; it now plays a crucial role in driving social change alongside technological advancements. A report from the Washington Post (2025) highlights that social media has become a primary platform for younger generations to express their opinions, build social movements, and influence public discourse. Features such as short videos, live streaming, and political memes have emerged as effective and accessible communication tools.

However, this progress has also led to new forms of social pressure, particularly among teenagers, who often feel compelled to present a perfect image online. This pressure can negatively impact their mental and emotional well-being. Therefore, it is essential to approach the development of social media thoughtfully to ensure it is utilized effectively across various fields, including education.

2.1.3 The use of social media in English Teaching

In the digital era, integrating social media into English language teaching has become increasingly relevant. Platforms such as Facebook, Instagram, TikTok, and YouTube provide opportunities for authentic interaction that can strengthen students' language skills beyond the traditional classroom. Students can practice writing captions, creating short videos, and engaging in discussions through comments—activities that simultaneously enhance all four language skills: listening, speaking, reading, and writing, as well as digital literacy.

A meta-analysis by Almuhanha (2023), which reviewed 51 studies, revealed that social media fosters immersive learning experiences, enhances cultural understanding, and offers collaborative learning opportunities. Additionally, a study by Dewi and Rizal

(2023) found that using social media significantly improved EFL (English as a Foreign Language) students' writing skills and maintained their motivation through social interaction and real-time feedback.

Social media has also proven effective in enhancing speaking skills. A systematic review of several studies highlighted that these platforms help improve speaking abilities through consistent and interactive practice. During the COVID-19 pandemic, Ravindran, Ridzuan, and Wong (2022) noted that social media platforms positively impacted the teaching of EFL speaking skills in higher education, especially when considering the cultural diversity among students.

However, the effectiveness of social media in language learning depends on proper management. According to Wati et al. (2024), while social media offers authentic and interactive content, there are potential challenges, such as distractions, time management issues, and concerns regarding content reliability. Teachers must address these challenges by providing clear guidelines, structured learning activities, and effective content moderation.

2.2 Previous Research

Researchers have identified several previous studies that share similarities with their current research. This study focuses on using Instagram as an innovative learning medium to enhance students' English language skills, including reading, writing, speaking, and listening. By utilizing interactive features such as captions, stories, reels, and comment sections, the platform facilitates authentic and communicative language practice.

The study titled "Learning English through Social Media: Exploring the Impact of Instagram Usage for English Language Students at the University of Aceh" (Muhammad fajar muzakky, 2023) aims to investigate how students perceive Instagram and the challenges they face while using it. Additionally, the research seeks to understand how students overcome these challenges by utilizing Instagram as a platform

for language learning. This research was conducted with a sample of students from the 17th batch of UIN Ar-Raniry.

The study by Saragih et al. (2023), titled "Utilization of Instagram Social Media in English Language Learning for English Club Students at SMPN 163 Jakarta," aims to explore how Instagram is utilized for English language learning among junior high school students, particularly those in the English Club, as well as college students. The participants in this research included 60 English Club students from SMPN 163 Jakarta. The findings indicated that over 90% of the respondents recognized the benefits of using Instagram for English language learning. The study revealed that the technical skills gained by students included increased confidence in using English, both orally and in writing. Additionally, students improved their skills in creating and editing posters and videos, as well as their ability to present material effectively. The study also found that non-technical skills developed through this process included enhanced creativity and better teamwork abilities among students.

The study by Saragih et al. (2023) titled "Instagram Reels as a Media for Writing Procedural Texts for Grade IX Students of SMPN 1 Pageruyung in the 2021/2022 Academic Year" aimed to evaluate the improvement in students' skills in writing procedural texts before and after utilizing Instagram Reels in their learning process. It also sought to assess the students' responses to this method of instruction. The research involved a sample of 30 ninth-grade students from SMPN 1 Pageruyung. The findings indicated that the students' skills in writing procedural texts were initially categorized as low, with an average score of 62.6. Most students continued to fall within the low category even after the instruction using Instagram Reels. However, students responded positively to the use of Instagram Reels, noting that it enhanced their interest in writing and allowed them to be more creative in composing procedural texts.

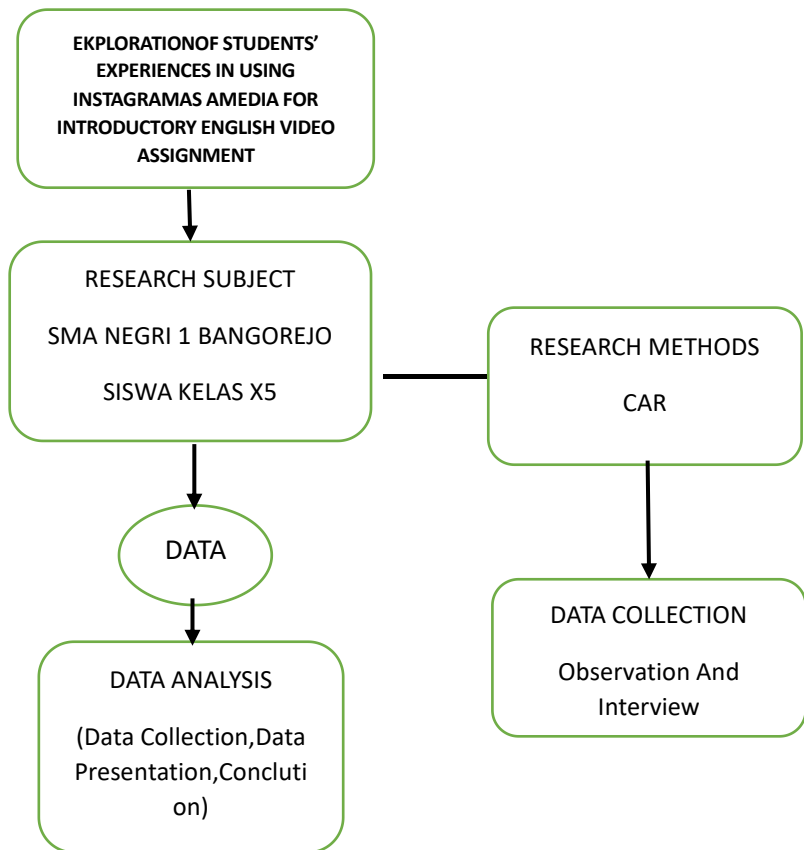
Fourth, the study by Ni Made Lisma Martarini et al. (2021), titled "Social Media and Learning: Study of

Instagram's Effectiveness in English Learning," aims to examine the effectiveness of Instagram as a tool for learning English. This research was conducted with a sample of 30 students enrolled in the second semester of the 2020/2021 academic year, majoring in Informatics Engineering at STMIK-STIKOM Indonesia. The results indicate that students are more motivated and engaged in learning, experience improvements in their English writing skills, particularly in procedural texts, and that this form of learning enhances their overall motivation toward studying English. Additionally, it increases students' attentiveness when completing assignments.

The fifth study, conducted by Beno, Silen, and Yanti in 2022, titled "Student Perceptions of Using Media Platforms for ESL Students," aimed to explore how high school students feel about using media platforms for learning English. The participants in this study were grade XI students from SMK Dharma Bahari Surabaya. After completing the study, the researchers concluded that students had a positive perception of using media platforms to learn English. They noted that students appreciated the variety of learning methods available on these platforms, which allowed them to choose English content that interested them and to learn topics that their teachers did not cover in class. Additionally, students reported feeling more comfortable and enthusiastic about learning English outside of school, as the media platforms provided a less pressured language environment. However, they also shared some challenges, including issues with internet connectivity and encountering inappropriate content.

2.3 Thought Flow Study

In general simple framework conceptual from researcher related with Exploration Experience Students in Utilizing Instagram as a Media for Introductory Video Assignments in English for Students Class X5 at SMAN 1 Bangorejo is as follows:



Picture 2.1 Research Thought Flow

CHAPTER III

RESEARCH METHODS

3.1 Research Design

This study utilizes the Classroom Action Research (CAR) method to enhance the English speaking skills of students in class X-5 at SMA Negeri 1 Bangorejo. The approach involves video introduction assignments on the Instagram platform. The researcher, who is also the English teacher for this class, conducts the study to facilitate direct observation and the identification of real issues in teaching and learning. CAR is deemed suitable for this purpose because of its reflective nature, which aims to improve classroom practices through a systematic cycle of planning, action, observation, and reflection (Kemmis & McTaggart, 1988).

The research will be conducted in two cycles, each consisting of four stages. In the planning stage, the researcher will prepare the learning design, materials, speaking assessment rubric, and observation instruments. The action stage involves having students create and upload English introduction videos to their Instagram accounts. During the observation stage, the researcher, acting as the classroom teacher, will monitor student participation, engagement, and speaking development using observation sheets and video documentation. Finally, the reflection stage will be used to evaluate the results of each cycle and to plan improvements for the next cycle.

As both a teacher and researcher, the author has the opportunity to directly evaluate the teaching process and implement technology-based strategies that are relevant to students' daily lives. Instagram has been chosen as the learning tool because it is a popular platform among students, which enhances their engagement in learning English. Research by Febriyati and Utami (2022) supports the notion that using Instagram in speaking classes can boost students' confidence.

Similarly, Pratiwi (2022) found that Instagram offers an effective and interactive space for practicing speaking skills.

Data for this study will be collected through observation, field notes, video documentation, and an assessment of speaking performance using a scoring rubric. Both qualitative and quantitative methods will be employed to gain a comprehensive understanding of students' speaking development. By positioning the teacher as the primary participant in the research process, Classroom Action Research (CAR) facilitates meaningful and sustainable improvements in the classroom. As noted by Burns (2020), teachers who reflect on and act within their teaching context can create more relevant and impactful learning experiences.

3.2 Location and Time of Research

Research will be conducted at SMAN 1 Bangorejo, located at Jalan Bhayangkara 67, Kebondalem, Bangorejo, Banyuwangi, East Java, Indonesia. This research will take place offline to ensure greater effectiveness and efficiency in observing and guiding students directly during the learning process. The school was selected because it is where the researcher completed the Teaching Practice Program (PPL). During this program, the researcher identified learning issues in the classroom, particularly the low motivation and participation of students in English class. The familiarity with the school environment, combined with the trust established with students and teachers, will facilitate the smooth implementation of the Classroom Action Research (CAR). Therefore, SMAN 1 Bangorejo was deemed the most suitable setting for this study.

3.3 Research Subjects

In qualitative research, the presence of the researcher is crucial and cannot be easily transferred during the data collection process. By participating as an observer in this study, the researcher not only collects data through interviews and observations but also analyzes students' video uploads on Instagram. The main goal of the observer's role is to gain a

comprehensive understanding of how students use Instagram as a medium for completing video assignments in English language.

To maintain objectivity, the researcher will compare the results from interviews, observations, and the analysis of the uploaded documentation. Additionally, the researcher will use reflective notes to identify and avoid bias throughout the study.

3.4 Informant

In this research, the informants include teachers, classmates, and students who use Instagram as a medium for both direct and indirect video assignments in English. The main informants for this study are students from Class X5 at SMAN 1 Bangorejo, as they utilize the platform directly in their learning activities. Language teachers of English serve as key informants because they understand the academic objectives associated with tasks. Additionally, the role of Instagram in facilitating learning is significant. Research involving informants like classmates can offer valuable insights into how students interact while working on tasks and how these interactions influence their motivation and engagement in learning. When choosing informants, it is crucial to consider their relevance, level of involvement, and capacity to provide the needed information.

The selection of informants for the interviews in this study was conducted purposively, considering their direct experience and relevant understanding of using Instagram as a learning medium. Class X5 students were chosen because they are active users of the platform, particularly for video introduction assignments, which allows them to provide empirical data regarding the processes, benefits, and challenges they faced. English teachers were also interviewed, as they play a crucial role in designing and assessing these assignments. Their perspectives are vital for understanding how effectively Instagram is aligned with academic goals. Additionally, classmates were included as informants because they participate in the social interactions that occur during the task creation and sharing process, influencing the motivation and engagement of other students. Through these interviews, the

researcher aims to gather a range of complementary perspectives to obtain deeper and more comprehensive data relevant to the research focus.

3.5 Data Source

Data sources used in study This there are two that is:

1. **Primary Data Suorces**

Researchers often collect important information, referred to as primary data, from various sources. In this case, the focus is on students at SMAN 1 BANGGOREJO, with the objective of gathering data about their experiences using Instagram as a learning tool to enhance their English speaking skills. The research involved having students create self-introduction videos. Information was collected directly using various methods, including measurements, calculations, surveys, observations, and interviews. This type of data is classified as primary data (Febrianti et al., 2023). Primary data is obtained directly during the research process by the researchers themselves and can come from observations, interviews, or questionnaires (Rukhmana, 2021).

2. **Secondary Data Sources**

Research data can be gathered through intermediary sources known as secondary data sources. These include literature, books, articles, financial reports, and government census data (Rukhmana, 2021).

Secondary data can be obtained from various sources, such as documents, publications, government reports, industry analyses, and websites. To collect secondary data, researchers use documentation techniques like searching for and analyzing relevant documents related to their study topic. They can also acquire secondary data by reading books, journals, and using the internet (Ariyaningsih et al., 2023).

3.6 Procedure Data Collection

In the qualitative study, information was collected through a natural approach, using a primary data source, with participation observation and documentation. Therefore, the

qualitative information collection method was implemented through the following actions:

1. Interview

Ask direct to informant For get in -depth information known as Interviews can be structured (using a fixed list of questions),

1. What were your initial thoughts when you found out about the English introduction video assignment that needed to be uploaded on Instagram?
2. How did you feel while creating and uploading the video? Were you nervous, excited, or just feeling normal?
3. Do you think this assignment helped you speak English more fluently? Could you elaborate on that?
4. Did making this video boost your confidence in speaking English? Why or why not?
5. What do you prefer about completing assignments on Instagram compared to traditional classroom assignments?
6. Did you encounter any challenges while working on this task, such as internet connection issues, video editing difficulties, or feeling shy about others seeing it?
7. If your teacher assigns another task like this through Instagram, would you be willing to participate? Why or why not?

interview structured used as method collection data. The data collector has make tool research consisting of from question written that has answer alternative.

Question interview structured This given to every participants and recorded by data collectors. This method allow data collection using more from One data collector. Training is required For candidate interviewer so that each interviewer own same skills. (Rizky Fadilla and Ayu (Rizky Fadilla and Ayu Wulandari 2023)

2. Observation

Observation or observation is activity daily human. Because the observer see, hear, smell, or listen object research and then make conclusion about results research, methods observation as technique data collection is highly

dependent on the observer yourself. Success and accuracy results study depends on the observer . (Rizky Fadilla and Ayu Wulandari 2023)

Before assigning the introduction video task using Instagram, the researcher conducted a preliminary observation of the classroom environment and conditions. This observation involved attending several English lessons in Class X5 at SMAN 1 Bangorejo. During these observations, the researcher noted how students interacted throughout the learning process, their level of active participation in speaking activities, and their enthusiasm and confidence when speaking in front of the class. Additionally, the researcher examined how the teacher delivered the material and provided task instructions, as well as how students responded to the use of digital media in their learning. The findings from this initial observation laid the groundwork for designing a video task that aligned with the students' characteristics and needs, ensuring that the task's implementation was effective and met the research objectives.

Observation method This used as technique For collect more data deep related objective researcher that is explore experience student in using Instagram as an internal media increase speaking skills with create an introduction video on Instagram.

3. Documentation

The researcher uses documentation techniques to examine the extent of students' creativity as reflected in the introduction videos they upload to Instagram. This analysis focuses on aspects such as form, presentation style, and the content expressed in the videos.

The researcher investigates how students modify the video format, incorporate visual effects, select background music, and choose their words, along with both verbal and non-verbal expressions used to introduce themselves in English. Furthermore, the researcher explores the types of

information conveyed by the students in the videos, including personal identity, hobbies, future goals, and sentence structure. By utilizing documentation in the form of video archives, the researcher can observe the final results of the task in a detailed and objective manner and obtain authentic data that supports the goal of exploring students' learning experiences through digital media.

3.7 Data Validity

In this research, the researcher utilized a data validation process employing the triangulation model. Researchers simultaneously collect, compare, and verify data from various sources and methods to ensure that the study's results are accurate, consistent, and reliable. According to Susanto, Risnita, and Jailani (2023), triangulation is a technique used in surveys on land and sea to determine a single point using various methods. This approach has been proven to reduce bias and deficiencies that arise from measurements taken using only one method. According to them, triangulation can be approached in three ways:

1. Triangulation Data source

With comparison of information from various sources, triangulation data sources are used to verify the validity and reliability of the data. After collecting the data, the researcher will describe and categorize it based on the source to understand similarities, differences, and relevance of the information collected. This technique allows the researcher to gain a better, broader, and deeper understanding of the phenomena being studied, as well as to ensure the accuracy of the data. As a result, researchers can select the most relevant data and find a variety of data for further analysis. This leads to more accurate and reliable findings for further research.

2. Triangulation Method

The triangulation method refers to comparing information or data through various approaches. For example, in qualitative research, researchers use methods such as interviews, observations, and surveys. To obtain accurate information and a comprehensive understanding

of a certain topic, researchers can conduct both structured and unstructured interviews or utilize interviews alongside observations. This helps to ensure the accuracy of the information gathered. Additionally, researchers can consult various informants to verify the accuracy of the data.

3. Triangulation of Theory

If the researcher can dig up theoretical knowledge about results data analysis, triangulation theory can help them understand more. Acknowledged that the most challenging stage of this process is when researchers compare results; they will view certain results, especially when the comparison shows very different results.

3.8 Data Analysis

Data analysis is the process of organizing, interpreting, and drawing conclusions from the data collected during research. So that the results study can be trusted and valid, data analysis was carried out. For identifying patterns, relationships, and meaning contained in data. According to Purnamasari and Afriansyah (2021), qualitative data analysis is done in a way that is interactive and sustainable until the data becomes clear. Analysis This covers three main stages: data reduction, data presentation, and withdrawal conclusion and verification. Here is the explanation:

1. Data Reduction

Data reduction refers to the process of summarizing and filtering information, focusing attention on central and important aspects, and identifying emerging themes and patterns. This data reduction means focus analysis in accordance with needs and arranged in a systematic way. Data that is reduced at the stage This can give a description in detail, and after that, continue at the next stage to be served with a better picture that is easy to understand. While that, for stage data reduction in research, this is:

- a) Analyze results making an introductory video made by students and interviewing them What experience what

is felt student when use Instagram as a learning medium.

b) Transcribing results of the student interview to the task given.

2. Data Presentation

Data dissemination occurs after the reduction process. Researchers give information about function system information management digital-based with descriptions written. The information provided gives a better understanding. Good about conditions, which make it easier to plan action furthermore based on information that has been understood.

3. Drawing Conclusions

Data dissemination occurs after the reduction process. Researchers give information about function system information management digital-based with descriptions written. The information provided gives a better understanding. Good about conditions, which make it easier to plan action furthermore based on information that has been understood.(Purnamasari and Afriansyah 2021) .

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

Objects in this study are students of class (X5) SMA Negeri 1 Banggorejo, research This aims To know How students in class X-5 SMAN 1 Banggorejo use Instagram as a tool for learning to finish the introduction video assignment about English learning. Focus main from study This is To explain How students see the use of Instagram as a tool for learning and the benefits they bring feel from using the media To increase their ability they speak Language English.

The students of Class X5 at SMAN 1 Banggorejo are requesting to create an introductory video in English. They are encouraged to edit their videos creatively and engagingly to capture the interest of viewers. This project will explore how students use Instagram as a medium to practice speaking English and will identify both the benefits and challenges they encounter.

This study employs a qualitative method, utilizing data collected through direct observation of students as they create and upload videos to Instagram. Additionally, interviews were conducted with both students and English subject teachers after incorporating Instagram as a learning tool in the classroom.

4.1.1 Field Data Overview

School State Senior High School (SMA) 1 Banggorejo is located at Jalan Bayangkara 67, Kebondalem, Banggorejo, Banyuwangi, East Java, Indonesia. It is one of the high schools operating under the auspices of the Ministry of Education and Culture of East Java. Established in 2004, SMA 1 Banggorejo has experienced rapid development in various aspects.

This progress is evident in the improved quality of school buildings, the enhancement of educators' and staff's competencies, and the increasingly complete provision of facilities and infrastructure to support the learning process. This development reflects the school's commitment to creating a conducive and high-quality learning environment for its students, enabling them to compete and adapt to the demands of the times.

In the 2024/2025 academic year, State Senior High School 1 Bangorejo began implementing two curricula simultaneously in accordance with national education policy. Class XII continues to use the Curriculum 2013, while classes X and XI have adopted an Independent Curriculum, allowing students the freedom to select and develop their interests and potential. Additionally, the school has implemented a five-day school week to adapt to educational policies. The entire learning and management process is under the leadership of Mr. Bachris Rochmadi, M.Pd, who consistently promotes innovation and the sustainable improvement of educational quality.

SMAN 1 Bangorejo has seen significant improvements in its infrastructure. These enhancements include the expansion and renovation of classrooms, laboratories, libraries, and sports facilities to create a more comfortable and effective learning environment. The school is supported by dedicated teachers who are experts in their fields, along with experienced administrative staff to ensure smooth operations. SMAN 1 Bangorejo is a committed educational institution focused on enhancing the quality of teaching and learning through adequate facilities, resources, and a team of professional educators.

4.1.2 Vision And Mission Of Sman 1 Bangorejo

VISION

Realize EAST DIAMOND generation.

(Faithful, cultured Environment, nationalist, Independent, Superior, Responsive) Indicators of SMAN 1 Bangorejo.

1. Improve construction and practice values of faith and piety towards the one and only God.
2. Help personality and competence inhabit a caring school environment, insightful nationality, spiritual, emotional, and intellectual intelligence, be independent as well as achieve in the field of academic and non-academic.
3. Increase professionalism, power education, and education, as well as accountability a school as a center development education based on national.
4. Increase quality and quantity of graduates accepted in college tall best.
5. Winning OSN, O2SN, FLS2N, Regency Level, and Provincial Level.
6. Empowering role as well as stakeholders in organization education based on principle Management Based on School.
7. Increase skills participants educate in the field of academic and non-academic.
8. Develop environment healthy, clean school neat, orderly, safe, and comfortable. Increasing love of culture area

MISSION

Mission Indicator of State Senior High School 1 Bangorejo

1. Implement the IMTAQ principles in all aspects of life, considering the environmental context.
2. Foster ethical behavior among students to create a caring school environment. Cultivate love for the homeland and develop students to be spiritually intelligent, emotionally aware, intellectually capable, and independent, while achieving success in both academic and non-academic fields.
3. Encourage active and efficient self-directed learning and development to create excellence in academics and

- extracurricular activities, as well as enhance personal competencies in science, technology, sports, and the arts.
4. Instill a love for the homeland, promote independence, and encourage responsiveness.
 5. Empower educators and enhance their capabilities.
- 4.2.1 Field data verification

The findings of the study were presented and analyzed to answer questions regarding the experiences of students, as well as the benefits and challenges they faced while using Instagram as a platform for learning to improve their English-speaking skills through the creation of English introduction videos.

As the primary data source for the study, the researcher utilized live observations, in-depth interviews, and video recordings. This type of data was essential for compiling and displaying the research results. To provide a broad overview of the conditions being studied, the researcher first described all the information collected. Following this, detailed descriptions were given, outlining each result based on specific data categories and interpreting the significance of that data.

These steps were carried out systematically to produce a complete and comprehensive description that accurately reflects the conditions of the subjects under study.

A. Description learning material introduction self through task video on Instagram in class X-5 SMAN 1 Banggorejo by English teacher

1. Preparation material learning

Before assigning work to students, a teacher must explain the previously covered material, as well as what will be done in the upcoming lesson. This ensures that the students understand the context and are well-prepared. As the English teacher said: *"I should prepare introductory material beforehand, such as example sentences and structures that students can use. Additionally, I will create a rubric for assessment to ensure objectivity, focusing on*

areas such as pronunciation, fluency, and video content."

The teacher also mentioned that using Instagram as a medium for the collection task should be accompanied by clear technical instructions.

"I let them know how to upload the video—whether it should be posted via the feed or story, if their account needs to be public, and whether they should mention me or not. It's important to avoid any confusion."

This is the device:

1. Analysis of Achievements in Learning (CP) at SMAN 1 Banggorejo

The analysis indicates that students in Phase E (Class X) must develop the ability to introduce themselves orally using simple and contextual English.

2. Learning objectives

At the end of the class, students are expected to use Instagram as a medium for publishing their assignments and to create and deliver an introductory video about themselves in English with self-confidence.

3. Learning materials

The materials will cover pronunciation, etiquette, social media usage, simple sentence structures, and expressions for self-introduction.

4. Learning methods and models

Teachers will implement project-based learning methods and communicative approaches to encourage active language production through video assignments.

5. Media and learning resources

The media used will include laptops, smartphones, student worksheets (LKS), Instagram, and textbooks or modules.

6. Evaluation

Cognitive evaluation will assess the understanding of sentence structure for introductions in English. Project evaluation will utilize a rubric to assess.

content, language structure, pronunciation, and creativity in videos.

Attitude evaluation will focus on factors such as effort, responsibility, participation, and ethics in using social media.

2. students' experiences using Instagram to upload and complete introductory video assignments in English learning

Implementation of Skills in Video Material Creation: Introduction Using Instagram This document discusses the creation of introductory videos by students, utilizing Instagram as a platform based on observed results.

Before starting the assignment, students should determine the necessary format for their introduction video. Key elements to include are greetings, their name, age, place of origin, school or class, hobbies, information about siblings, and a closing remark.

While these points are essential, students are encouraged to add additional elements based on their creativity. The English teacher expressed support for using Instagram as a platform for students to complete their video assignment, stating:

“I welcome the idea of using Instagram as a medium for assignments because I see this platform as closely aligned with students' daily lives. They are more familiar with using Instagram than with formal learning media, so this approach feels more relevant to them. Furthermore, the use of social media makes learning feel more modern and contextual, rather than outdated.”

“Using Instagram as a learning medium is effective for practicing students' speaking skills. By recording their own videos, students can practice and redo their recordings until they feel confident. This method allows them to be more relaxed and reduces the stress of speaking in front of the class. Additionally, Instagram encourages creativity, as students can add captions, filters, and organize their content to make it more engaging. This approach enables students to convey their ideas coherently, clearly, and in line with current trends.”

The feedback from the English teacher was very positive. The advancement of technology has enabled new methods of teaching and learning. Similarly, the responses from several students in Class X5 at SMAN BANGGOREJO were also highly favorable regarding their studies. When asked to express their feelings about using Instagram as a platform to upload introduction videos, a number of students shared their opinions. One student, Mega Ayu Kusuma Ningrum, stated,

“I believe that assigning tasks like this is beneficial for developing students' abilities. It allows us to practice our creativity according to our imagination and also helps us build self-confidence when it comes to appearing in front of the camera and sharing our work with a wider audience.”

“Initially, I was quite shocked and a little confused, but after thinking about it, I realized that it wasn't bad. The idea for the assignment is also exciting; it's a new way to learn English!” (Kevin Dwi Surya)

“My opinion when Miss Ana assigned us to make an English introduction video to upload on Instagram was one of surprise. I felt that I still wasn't fluent enough in pronunciation or speaking English, and I was embarrassed to speak in English because I believed I wasn't capable. However, on the

other hand, it turned out that doing the assignment wasn't as hard as I had thought.” (Decha Aprilia)

“At first, I felt embarrassed about the English introduction video assignment that had to be uploaded to Instagram, especially knowing it would be seen by many people. However, after I completed it, I found that I was not as embarrassed as I had imagined; instead, I felt quite okay. I believe this assignment is beneficial because it allows me to practice my self-confidence in speaking English in front of others.” (Ceshya Novara)

Most of the students who were asked about their opinions on using Instagram as a platform to upload videos of their work gave very positive feedback. They expressed that the idea is both interesting and relevant to the technological advancements and the social media landscape that are integral to their everyday lives. Additionally, they feel that using Instagram presents a fun new challenge, as they not only learn how to create videos but also how to convey messages in engaging ways across various platforms that are widely used by the community.

The use of Instagram not only presented a new challenge but also aimed to boost students' self-confidence in showcasing their English-speaking skills. Some students expressed that sharing their videos on social media provided a different experience compared to simply presenting their work in class. They felt more motivated to create high-quality videos, both in terms of content and delivery techniques, since their work could potentially reach and be appreciated by a wider audience. This not only made them take the preparation process more seriously but also encouraged them to practice their English speaking skills more diligently, ensuring that their messages would be clearly understood by viewers.

The students also mentioned being very enthusiastic during the video production process, especially because they were given the freedom to adapt the content and style of their videos according to their personal tastes. The teachers did not impose rigid rules on their creativity; instead, they provided space for the students to express themselves independently. This approach made the students feel appreciated and more confident in showcasing their work. The freedom to express themselves is seen as one of the key factors that makes the learning process more enjoyable and meaningful.

3. Challenges students face in using Instagram as a learning platform for improving English language skills.

Some students do not agree with tasks like this because they feel ashamed and lack confidence when it comes to posting on their social media accounts. They often feel embarrassed speaking English, as they are not accustomed to it and worry about their pronunciation. They are afraid of making mistakes. One student from class X5 shared his thoughts:

"Yes, naturally I was shocked, and I don't feel confident because I struggle with it. I am not the same as others, right? I usually focus on Java programming language."

Another student expressed his reluctance to use Instagram as a platform for submitting assignments. His hesitation is not due to laziness but stems from a lack of self-belief. He feels uncomfortable with the idea of having his work seen by many people on social media, especially since Instagram is an open platform accessible to anyone worldwide. The fear of receiving evaluations or comments from strangers is the main reason he is hesitant to upload his assignments to the platform.

4. Benefits students gain from using Instagram as a learning platform to improve their English speaking skills.

When asked whether he agrees with teachers using Instagram as a tool for development or as a way to complete assignments, he does not fully reject the idea. He believes that Instagram can be a creative and engaging method for presenting tasks, especially for students who are confident in themselves and accustomed to using social media. However, he hopes that teachers will also provide alternative ways for students to submit their assignments privately, so that all students, including those with disabilities or lower self-esteem, can express themselves without feeling stressed. He mentioned,

"Naturally, there are students who feel embarrassed or lack confidence, fearing they might make mistakes in front of their classmates. But online platforms, especially apps like AppLoot, allow students to practice their creativity by creating short videos. This way, they can showcase their work more comfortably." (Marcel Ageng)

During the assignment process, one student asked if there were any constraints or difficulties they encountered while working on the project. They expressed that:

"It's time to work on this video assignment. There are a few things that make it difficult for me to complete the task. The first challenge is positioning the camera properly. There are moments when I stumble on my words or create incorrect sentences, which means I need to repeat the video several times." (Mega Apriliana)

"The difficulty with taking a video is that I often have to film it several times because I forget the text." (Kevin Dwi Surya)

"There's a specific issue: I can't make my Instagram profile private. I feel embarrassed when

editing the video because I struggle with speaking fluently in English." (Apriliana Nirmala)

"It's time to work on this video assignment. There are a few challenges that make it difficult for me to complete the task. One issue is getting the camera positioned correctly. I often find myself fumbling with my words or making mistakes, which means I have to repeat the video several times." (Decha Apriliana)

According to the students' feedback, the main challenges they encountered while completing this video assignment were primarily related to technical issues and personal preparation during the video-making process. Many students reported that the most significant difficulties arose during the recording phase. They often had to retake the video multiple times because they forgot the script or struggled with pronouncing English words and sentences correctly. This resulted in the video-making process taking longer than they had initially anticipated. Additionally, some students faced challenges in determining the correct camera position to create a visually appealing video.

On the other hand, some students also faced non-technical challenges. For instance, one student admitted feeling embarrassed because the Instagram account used to upload the video had to be set to public rather than private. This allowed many people, including friends and a wider audience, to view their work, which led to feelings of awkwardness and decreased confidence. Additionally, speaking English fluently posed a challenge for several students; many mentioned that they struggled to speak smoothly and needed to practice multiple times before recording. Another challenge highlighted was the video editing process, which required careful attention to achieve a satisfactory result.

Despite the challenges they encountered, the students remained determined to complete the task. Instead of feeling discouraged, they viewed these difficulties as valuable experiences that enhanced both their technical skills and English-speaking abilities. Some students noted that repeatedly retaking their videos and practicing multiple times boosted their confidence in speaking English and improved their pronunciation. Consequently, the challenges they faced became a crucial part of the learning process, motivating them to continually refine their skills.

And when given question whether assignment like This can increase fluency and accuracy in speak English they say:

" According to I task This make I more fluent speak in English yes, actually English Already There is since I was in junior high school when I was in elementary school I didn't There is lesson this, and English This give experience new For I . Since junior high school already given education about English and start Study little by little How speak in English for every day. Yes although during That Not yet too Can yes Actually until Now the I Not yet too Can speak in English But task the make I am little more Can speak decent English fluent."
(decha Apriliana)

"Umm .. For fluent whether or not That Actually not enough Certain yes miss but for sure with existence task This make I more believe self-talk English English and provide chance I For show my skills speak English." (Mega Ayu Kusuma)

Based on the students' feedback, creating and uploading video assignments on Instagram has positively impacted their English-speaking skills, although some students have not experienced significant improvement yet. For example, Decha Apriliana mentioned that this task made her feel

slightly more fluent in speaking English compared to before. While she acknowledged that her speaking ability still needed improvement, she viewed this assignment as a valuable experience that allowed her to practice speaking English more intensively. This suggests that social media-based assignments like these encourage students to actively engage with the English language.

Additionally, students reported experiencing an increase in self-confidence when using English in public settings. Mega Ayu Kusuma mentioned that while this task did not immediately make her fluent in speaking English, it helped her feel more confident and provided her with an opportunity to demonstrate her English-speaking skills. This boost in self-confidence is crucial, as it serves as one of the key factors supporting future fluency. By performing on social media, students felt motivated to present their best efforts, which encouraged them to practice more.

Overall, these opinions suggest that assignments based on Instagram have a positive effect on students' English-speaking skills, both directly and indirectly. While not all students experienced a complete improvement in fluency, the process of creating and uploading videos proved to be an effective practice tool. Additionally, the psychological benefit of increased self-confidence is a significant advantage, as it can serve as an important foundation for students to continue enhancing their English-speaking abilities in the future.

In this task, students were not grouped together. Instead, they were asked to create an introduction video project in English individually. Each student was required to write an introductory text that included their name, age, place of residence, hobbies, ideals, and reasons for learning English.

After that, they recorded their own videos using their mobile phones. Before starting the project,

the teacher provided instructions and technical examples of correct sentences, including the key elements that should be included in the video to ensure the message was effectively communicated. Students were given the freedom to experiment with different aspects, such as video editing, intonation, facial expressions, speaking style, and background settings.

Once they completed the task, the students uploaded their videos using the Instagram Story feature on their personal accounts and sent the links to the teacher for evaluation. The teacher assessed their pronunciation, grammar, completeness of information, and creativity. This exercise not only improved their English speaking skills but also boosted their self-confidence and enhanced their ability to utilize social media as a fun and positive learning tool. At the end of the process, students compile a project that consists of an introductory video link that they upload to the English teacher's Instagram Story. The teacher then watches each video to evaluate various aspects, including creativity, delivery, sentence structure, pronunciation, and content completeness. Additionally, the teacher assesses how effectively each student is able to convey personal information clearly and confidently.

After reviewing the videos, the teacher conducts an evaluation of the learning activity by asking students about any technical issues they encountered, such as taking images and editing, as well as any linguistic challenges, such as vocabulary choices and pronunciation. The purpose of this evaluation is to determine the effectiveness of the learning activity, identify the needs of the students, and consider ways to improve similar activities in the future.

1. Evaluation
 - a. Objective

The evaluation results from the introductory video assignment for students focus on their ability to convey personal information clearly, coherently, and reliably in English. This evaluation assesses several aspects:

1. Cognitive Aspect: This includes how well students understand sentence structure, vocabulary, and the content of their introductions.
2. Affective Aspect: This reflects how students engage with the material, their self-confidence, and their enthusiasm.
3. Psychosocial Aspect: This considers how students interact with one another and their environment. In general, this assessment tracks students' development in speaking skills as well as their ability to use social media in innovative, effective, and beneficial ways during English lessons.

Additionally, the assessment provides teachers with valuable insights into the success of the instructional approaches used, serving as a basis for improving future learning activities.

b. Results

In the learning process that uses Instagram for an English introduction video assignment, several important findings indicate that students show greater enthusiasm and self-confidence when conveying their self-introductions in English. Additionally, they demonstrate a high level of creativity in creating videos, including aspects like imagery, speaking style, content, and editing.

When we observed experienced students, we found that a significant number felt more comfortable and supported, as they

could record their videos multiple times until they felt confident. Many of them expressed that this task allowed them to speak more freely and feel less awkward compared to speaking in front of the class. Instagram makes learning more relatable to daily life, as it is considered an easy and enjoyable medium to use.

1. Improvement Participate active student

Student looks more active and involved in teacher's instructions during learning. They make script introduction and recording and uploading videos to Instagram. They do not hesitate to ask about method arrange sentences, correct vocabulary, and techniques proper video capture For get results best. Activity This push student For think independent and offering a coherent and interesting way For convey information personal. Selection background place, way they speaking, and video editing that reflects their individual styles show how creative they. Learning become more life Because student feel more involved in a way direct and have control full on the task they do it.

2. Improvement trust self in speak English

How student can convey self in a way fluent and expressive through video shows improvement trust self they in speak English. Can record self Alone without pressure direct from Friend or the teacher makes Lots student feel more comfortable. In addition, they own chance For repeat video capture up to they feel satisfied with the result; this in a way No direct help they repair speech and intonation. After try it several times, several student say they feel

more believe self moment speak in a way oral. During this process, students can Study from error they yourself, evaluate style talk them, and show ability they in a way more independent.

3. Ability convey ideas in a independent and creative

Student's way create and submit personal details in the introduction video show ability they For convey ideas in a independent and creative. Every students, although only requested For introduce self, must add element appropriate creative with style they yourself. This can covers use background interesting place, music appropriate background, style expressive speech, or creative video editing. In addition, students show Spirit in choosing words and structures appropriate sentence with ability they alone, without too depends on the teacher's example . This is show ability they For think and speak in a way independent in English and communicate with audience in a way communicative. Independence This show that student No only understand lessons, but also able to apply lesson to the real world.

4. Utilizing Instagram social media as means learning positive

Using Instagram as a medium for introduction video assignment has show that social media can beneficial For education. Because the platform used Already familiar in life daily they, students feel more near with assignments. Because they believe that learning done with a better way contemporary and relevant, they

become more spirit and enthusiasm. In addition, with sharing videos to Instagram Story, students also learn responsible answer on the content they upload, including notice quality delivery, language used, and ethics in social media. This is show that social media not only as tool entertainment, but also can function as effective means For support skills speak and build trust self student in communicate in a way open.

5. Obstacles faced

During do introduction video assignment via Instagram, there is a number of problems that arise. Limitations technical, such as the inability student to use device For record and edit videos, create tasks need time longer . In addition , there are students who experience difficulty compiling proper and fluent English sentences. As a result, the videos made their own quality optimal language. Although they can repeat recording several times, several students Afraid speaking in front of camera. In addition, the problem internet network that is not stable makes the process of uploading videos to Instagram easier slow. Obstacles the become material evaluation important For repair future learning so that the work process task more effective and enjoyable for student.

6. Product introduction video results

Product Finally, an English introduction video created and uploaded by students, shows significant improvement in Lots things, including more pronunciation good, smooth speaking,

and ability For convey information in a way coherent and clear. Most of it student can using Instagram as a medium for assignments with more structured and trustworthy self in comparison before use it . In addition, creativity student in choose background, style delivery, and use expression supportive face message shown in the videos. Students No only Study communicate in English but also develop skills technical and aesthetic For make a video, which is overall increase results task they .

Table 4.1 Student score

NAMA	P	F	G	V	C	SCORE
APRILIA NIRMALA SARI	8	8	7	10	7	80
ARYASATYA DZAKWAN HAIDAR	8	8	8	10	8	84
AVA AYUKI AZZORA	8	7	8	8	9	80
CHELSEA ESABELA	9	9	8	8	7	80
DECHA APRILIA RAHMA	7	9	8	10	8	82
DIFA SARI	8	8	8	8	8	80
DIMAS PRAYOGA	9	9	8	10	8	88
ELLEN VIA PUTRI	8	8	8	8	8	80
ERLALA	8	8	8	9	8	82
FERRY AHMAD FADILAH	7	7	9	9	8	80
IMELDA ARTIKA DUWI	8	8	8	10	8	84
IRFAN AMANDA	8	8	8	8	8	80

KEVIN DWI SURYA	9	9	9	10	9	92
LINA AGUSTINE	8	9	8	9	8	84
LUKAS RAMADAN	8	8	8	8	8	80
MAESEL AGENG SETIAWAN	8	9	9	9	9	88
MEGA AYU KUSUMA IS COMING SOON	8	8	8	8	8	80
THE EMBRACE OF THE LIGHT OF THE PRINCESS	8	9	7	9	8	82
MOH.TAHTA PRATAMA	8	8	8	8	8	80
MUHAMMAD RISKI	8	8	8	8	8	80
DESYA YUER DIDITHA	9	8	7	8	8	78
OPTA ADRIANI	7	8	8	8	8	78
PRIMARY ADITIA EREN	8	8	8	8	8	80
DAUGHTER OF ANGRAENI	8	8	8	8	9	82
RISK ONLY WALIDIL	9	8	8	8	8	80
SOPHINE DIRTY WONDERFUL	8	9	9	8	8	84
UNCL ADESTIAWAN	8	8	8	8	8	80
YUKE CONGRATULATION S	8	9	9	8	8	84
YULIANA LOVES ARDELA	8	9	9	9	9	88

In analyzing results evaluation English introduction video assignment uploaded student via Instagram, used calculation percentage with compare score obtained student to score maximum. Formula This referring to the opinion (Heaton 1988) , which states that mark end can counted with share score current with score maximum , then multiplied by 100 for to obtain results in form percentage :

1. Pronunciation
2. Fluency
3. Grammar Accuracy
4. Vocabulary
5. Content (compatibility Contents introduction.

So if every component given score maximum 4 points , total score maximum is: Maximum Score = 5 components x 4 = 20

For get score end in form presentation , used formula : Final Score (%) = $\left(\frac{score}{20}\right) \times 100$

Based on results analysis evaluation to ability speak student in English introduction video assignment uploaded via Instagram, obtained average student score is at in range 78–95 from scale 100. Assessment done with considering five aspects main , namely smoothness speaking (fluency), accuracy use English structure (accuracy), pronunciation, mastery vocabulary, and clarity in convey information (clarity). This value show that part big student capable introduce self in a way coherent, clear and communicative through video media.

Ability speak student in a way general is at in "Good" to "Very Good" categories , according to the value range said . Instagram as a media for assignments allow student For express with more free and flexible, which allows they For show performance best they with more believe yourself. In addition, skills talk more contextual and meaningful improved with method This. This is appropriate with principle learning 21-st century based technology and digital literacy.

Student become more active in learning, especially in activity to design content introduction, writing script, practice pronunciation, and record and upload videos to Instagram. Students capable to hook lesson with life daily they through project based individual life real , namely introduce self in a way oral via social media in Language English . The introductory video also shows hobbies, desires, and habits in each student's daily life. This shows that Instagram as a learning medium allow student For

express in a way creative and contextual while increase ability speak English they in more context real and relevant.

Student become more active in learn English, especially speaking and writing, through introduction video assignment submitted through the Instagram platform. To create a video that is produced easy understood audience, students No only requested For write text a proper introduction structure but also must notice use vocabulary, grammar, and good pronunciation. Students study about importance clear message through activity This. This also encourages they For prepare content in a way comprehensive before recording and uploaded.

Assessment results video assignments collected show that part big student accept marks between 78 and 95; this show that they even fulfil Criteria Minimum Completion Score (KKM), which is 75. This shows that Instagram as a media for assignments helps student make more presentation Good in English and interest they. Learning become more contextual, relevant and meaningful with take advantage of social media that is close with life student.

For get a better picture Good about level mastery skills writing and speaking students, (Weigle 2002) said that mark end student can categorized to in category qualitative. In research this, the result introduction video assignment uploaded to Instagram evaluated based on five elements main: content, organization, vocabulary, usage language, and mechanics. Each component rated in a way quantitative and then categorized to in category qualitative such as "Very Good", "Good", " Enough ", and "Poor" for show achievement student in a way overall.

NO	Attitude Student	Explanation
1	Active In Learning Process	Student in a way active involved in designing, writing script, and execute the introduction video. They show enthusiasm in digging up ideas, proposing question to teachers, as well as discuss with Friend.
2	Critical To Information	Student show ability think critical moment choose information that will be submitted, filtering the appropriate personal data context, as well as notice structure and clarity message.
3	Responsible	Student finish task appropriate time and effort independent without dependence full of teachers. They record videos in repetitive For results best.
4	Creative and Innovative	Student use various approach unique in make videos, like variation background, style speak, until use of subtitles. This reflects creativity that is developed in environment Study based on project.
5	Independent	Student look for reference in a way independently on the internet or other social media to compile interesting script. They arrange time recording and editing by yourself.
6	Collaborative	Work The same appear moment student each other help record, give bait back, or discuss about method pronunciation and expression.

7	Reflective	Student evaluate results Work they with method watch repeat video, identify mistakes, and do improvement. Attitude This support development <i>metacognition</i> , namely ability evaluate the learning process itself, which is also one of the pillars in approach constructivist.
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Table 4.2 Teacher Evaluation in Teaching

Evaluation of English Language Teaching through Self-Introduction Video Assignments on Instagram

During the learning process, the researcher utilized observation, interviews, and documentation to assess the implementation of teaching English through self-introduction video assignments uploaded on Instagram. The purpose of this evaluation was to determine the extent to which the strategies used by the researcher could assist, guide, and support students in completing social media-based tasks. In executing the action, the researcher not only delivered the material but also provided technical guidance and feedback on language use in the videos. This approach was designed to help students improve their vocabulary mastery, build self-confidence, and enhance their pronunciation. Based on the evaluation, the researcher's active and adaptive involvement significantly contributed to the quality of the self-introduction videos produced by the students.

The observation results indicated that the researcher effectively planned and implemented the learning activities. The session began with an explanation of the learning objectives, followed by a presentation of an example of a self-introduction video in English that was relevant to the students' daily lives. The researcher explained the essential elements of creating a self-introduction video, including text structure, appropriate vocabulary,

correct pronunciation, and the use of verbal and non-verbal expressions to enhance communication.

Before recording and uploading their videos to Instagram, students were guided step by step in drafting their self-introduction scripts. Additionally, the researcher provided instructions on how to use Instagram wisely and educationally, emphasizing the importance of maintaining positive attitudes and respecting privacy on social media. This approach demonstrated the researcher's ability to adapt teaching methods to technological advancements and the characteristics of the digital generation.

During the implementation of the project, the researcher provided ongoing guidance to each student, both individually and through class discussions, particularly as they worked on their scripts and recorded their self-introduction videos. Constructive feedback was given on various aspects, including content, language structure, pronunciation, and creativity in the presentation of videos shared on Instagram. This support not only enhanced the students' motivation to learn but also boosted their confidence in using English in a contextual and authentic manner.

However, the evaluation results indicated that there were still areas needing improvement, such as time management for completing assignments and better optimization of digital learning media. Additionally, digital literacy and available resources required enhancement, as several students faced technical challenges, including unstable internet connections, limited access to devices, and a lack of understanding of Instagram's features.

4.2 Discussion

Researcher interpret and explain results from use of Instagram as an internal media English introduction video assignment . This section to hook findings study with theory and research previously about utilization of social media in learning language . In addition , the discussion covers analysis comprehensive about How experience student with Instagram you can influence ability speak they, as well as advantages and obstacles that arise during the learning process. Therefore that, discussion give understanding new about Instagram's potential as tool

inventive and relevant learning For English teaching in the digital age.

Student capable put together an introductory video with clear structure, starting from introduction self, delivery information in a way coherent and relevant, until conclusion that confirms return message main. Variation language used in accordance with context and needs communication, so that strengthen content and effectiveness delivery . In addition, progress in aspects of grammar and pronunciation show improvement ability speak in a way comprehensive ” (Adaptation from Gerot & Wignell , 1994).

Use of social media like Instagram as means learning allow student train skills speak in a way flexible and creative. Students can repeat video recording up to reach trust high self, and develop ability Language through authentic visual and audio interactions. This is contribute to the improvement competence communication oral and mastery Language more English good ” (Adaptation from Shih, 2011).

The result show that Instagram as a medium for English introduction video assignment succeed increase ability speak students. Students No only can increase ability they For disclose concepts and information verbally with more believe myself, but they can also increase ability creative they in convey message through interesting videos. In addition, using familiar digital technology This make student more motivated and more involved active in lesson,

This matter in line with Godwin-Jones' (2018) idea states that social media like Instagram, through use interactive and easy technology accessible, can increase motivation and ability student For communicate in Language foreign. Therefore that, the use of social media as method learning No only help student repair ability Language them, but also educate they For face demands learning the 21st century demands independence and creativity.

During using Instagram for teach English introduction video assignment, students show attitude positive, which can seen from enthusiasm and involvement they show in make a video online independently. Students become more creative with the use of

social media. They are also more believe self in speaking English in a way oral. This is in line with the idea (Godwin-Jones 2018) which states that social media platforms like Instagram helps student more involved and more proficient communicate in Language foreign through personal and contextual digital interactions. In addition, the use of Instagram as a learning medium Language English allow student For Study in a way flexible and repeatable, which is very helpful in increase ability speak they with a fun and relevant way with life everyday. With Thus, the use of social media as a learning medium Language English No only give experience learn more interesting, but also helpful in increase skills important communication For student.

Student use text exposition analytical For make an introduction video via Instagram for show attitude critical and reflective they, which reflect involvement they in relevant and contextual learning. Students No only memorize or repeat material, but they also started analyze, evaluate, and reflect Contents text in accordance with real world problems. This is in harmony with perspective (Dewey 1986) in Experience and Education, where he emphasize that learning based on experience —also known as learning experience —very important For increase ability think level high, like understanding deep and reflective critical.

Use of social media like Instagram allows student For experimenting personally and creatively, which makes the learning process become more active and meaningful. They do not only own understanding theoretical about structure text exposition, which consists of from thesis, argument, and reiteration, but they can also apply it moment speak with other people with consider the context and audience they meet. In addition, the process of taking repeated videos is carried out student demonstrates reflective processes in a way No directly, where students assess and improve saying they before published. This is show encouragement For do your best and control self.

During the process of making the introductory video , students also made text exposition analytical which shows attitude independent and responsible answe . Before upload content to their

Instagram Story, they in a way active look for information, create concepts and arguments, and compile content in a way systematic. In this process, initiative, decision making decisions, and awareness will objective clear communication is required . This is show ability learning that is not only depends on the teacher but also on the effort student Alone For find and create understanding they itself . This theory in line with (Piaget 2005) , who argued that learning happen when somebody in a way active build knowledge they Alone through finish difficult and interactive tasks with environment them. Use digital projects such as introduction videos in situation like This allow student For interact direct with media, language , and audience in a way contextual , which makes the learning process become more authentic and significant.

The idea of the Zone of Proximal Development (ZPD) put forward by Vygotsky is supported by the (1978) ability of students to think creatively and innovative moment they create and present an introductory video via Instagram. According to him, learning best happens in context supportive social, such as interaction students, teachers and friends peers who are more experienced. The interactions that occur during planning assignment, consultation with instructor, and response from their digital audience — such as friends on Instagram— make environment meaningful learning and work same. This happens although task done individually. In addition, activities This demand student For think in a way independent, brave appear, and convey ideas in a coherent, all of which is modern skills. Therefore , do project introduction video creation speak English uploaded to Instagram Story shows that student No only more Good in compile and deliver text exposition analytical , but they also learn skills 21st century like creativity, digital literacy, and effective communication. Students No only learn structure exposition in a way theoretically, but they also practice it in situation life real. This makes learning more fun and meaningful . Assessment results show that part big student has control element important like content, organization, use language, and mechanics with good. They achieved average score of 85. In addition, they show significant improvement in trust self moment speak in Language English, which is one of the indicator success from activities based on this project

CHAPTER V

CLOSING

5.1 Conclusion

Writer make conclusion of the chapter final after collect and analyze data in chapters previously . Findings This arranged based on formulation problem solving For investigate How student using the Instagram platform to finish English introduction video assignment. The result show that student in a way general like the use of Instagram as a learning medium, especially For increase ability speak Language English. Content (content), accuracy structure sentences , pronunciation, fluency, and intonation are five components used by researchers For evaluate ability students. For evaluate how much Good student create and deliver their video introduction, the five elements This used.

Student feel more believe self moment speak because the video format can recorded in a way independent and repeated until reach purpose. In addition, they given chance For show creativity they in matter style language , expression face, and use supportive background Contents introduction . The use of social media that is close with life students also make task more interesting and relevant with their world . With use structure general introduction, which includes mention identity self, hobby, place school , and future dreams , can delivered with more easy and coherent. Therefore that, learning No only increase ability linguistics students, but also helps they Study skills technology and expression self.

Based on results evaluation to skills speak student class X-5 of State Senior High School 1 Bangorejo through introduction video assignment uploaded to Instagram, it is known that part big student has show good ability in convey information self in a way oral using English . Assessment done based on a number of aspects , namely content , pronunciation, structure sentences , fluency , and intonation. The results show that majority student has reach, even beyond, Criteria The Minimum Completion Requirement (KKM) set is 75. Achievement This reflect that Using Instagram as a medium for

assignments capable give motivation and space for student For train speak in a way independent with more believe self and creative. (SHELEMO 2023) : states with involving student in Language Practice English , students using social media in the learning process they increase skills technology and communication them and become creative and more open and minded open . Here SHELEMO, see use of Instagram or social media make Language method Study Language English more interesting compared to without social media and can make student to think open.

Student part big reach Criteria Minimum Completion Criteria (KKM), with outstanding class average score normal. They are able to show mastery in element important skills speak, like completeness Contents introduction, adequate pronunciation clear, structure appropriate sentences, and smooth and confident delivery yourself. Even There is very creative student in processing video, good from both visual and delivery. Their introductory video for still can understood with well, though a number of student Still experience problem pronunciation and intonation. This shows that Instagram as a media for assignments can become nice and interesting way For in a way gradually increase ability Language English student.

Student KKM results show that using Instagram as a medium for finish introduction video assignment has help student to obtain ability speak in English in accordance with demands curriculum. Students can to practice pronunciation, intonation, and structure English sentences in a way direct through video recording with using this platform.

In addition, the success This show that student more motivated and more involved active in the learning process. Because they Already familiar with social media in life daily, tasks become more fun and not burden . Students more involved and driven For show ability language and creativity best they. This is show that learning Language English can become more contextual, significant, and close with the world of students if the media is customized with interests and preferences student.

5.1.1 Implications Theoretical

This study adds to the theory of language learning, particularly in the area of speaking skills. The findings show that speaking skills are not only related to the ability to pronounce words or construct sentences; they are also connected to self-confidence, fluency in conveying ideas, and the ability to select and organize information in a coherent and clear manner. By using Instagram as a platform for assignments, students are encouraged to pay attention to delivery techniques such as facial expressions, voice intonation, and creativity in video creation.

The results show that students have mastered the five main components of speaking: content, pronunciation, sentence structure, fluency, and intonation. The findings indicate that students are capable of achieving an average score of at least 85. Additionally, the use of online platforms such as Instagram does not directly enhance students' visual communication and technological skills. This suggests that social media can help in studying the English language in a more contextual, fun, and meaningful way.

5.1.2 Implications Practical

In general, the findings of this study can be used as a reference for English teachers to create more creative, significant, and contextual learning strategies. Instagram, as a medium for video assignments, has proven to increase student engagement in an active way. It encourages students to present their introductions in a more interesting, confident, and coherent manner. Since the platform is already familiar to students, the learning process feels more enjoyable and less rigid. As a result, students are more motivated to showcase their English speaking skills to the best of their ability. Therefore, teachers are advised to use social media

that aligns with students' lives as a means to enhance their speaking skills, particularly in matters of self-introduction.

Many students still experience difficulty in constructing grammatically correct sentences. Therefore, teachers must pay attention to various aspects of language use in oral communication, such as pronunciation, intonation, and sentence structure. To help students further develop their English language skills, it is essential to provide more exercises that emphasize the use of appropriate tenses, contextual vocabulary, and effective speaking techniques. Students should also be supported on a regular basis to ensure they can speak fluently and convey their messages accurately.

5.2 Limitations study

A number of limitations should be considered in this study. First, the research was conducted with only one class, specifically Class X-5 at SMA Negeri 1 Bangorejo. As a result, the findings may not accurately reflect the experiences of students in other schools or settings. Second, the study did not focus on other English language skills such as writing, reading, or listening; instead, it solely concentrated on speaking abilities through an introductory video assignment.

Additionally, due to the relatively short duration of the study, it was not possible to observe the progress of students' skills after using Instagram as a learning medium. Furthermore, the effectiveness of Instagram is highly dependent on students' internet connections and devices, which could lead to various technical issues for some students. Since students have the ability to rewatch previous video uploads, there is a possibility that the results do not fully reflect their speaking abilities. Lastly, students' responses may be influenced by the researcher's involvement during the data collection process, especially during observations and interviews. Therefore, to gain a more comprehensive understanding, further studies with a variety of methods and broader coverage are necessary.

5.3 Suggestion

With consider findings research and existing limitations, researchers convey a number of proposal as following :

1. For English teachers

Language teachers should utilize social media, particularly Instagram, to help students practice speaking English through introduction video assignments. To enhance students' confidence in speaking, teachers must provide clear and structured instructions on how to create creative, engaging, and communicative videos. To motivate students to complete the assignment, teachers should select topics that are relevant and closely related to their daily lives. Additionally, teachers need to allow sufficient time for video creation and uploading, as well as for session reflections or feedback, so that students can learn from their mistakes and continue to improve their speaking skills.

2. For student

Student expected can more active and responsible answer in do English introduction video assignment in a way independent via Instagram. They are recommended For utilise chance This No only For practice ability speak , but also to hone creativity in organize and convey ideas clear and interesting. Students must also brave try style different delivery and trying increase trust self they moment speaking . In addition, this process can contribute to the improvement ability think critical and communication, which is very important skill For success academic and in life everyday. Students will get results best from learning This If they truly involved and serious.

3. For researcher other

To obtain more representative data, researchers must develop studies that involve a larger number of schools and classes. They should also investigate how social media usage—beyond just introductory videos—affects English language skills such as reading, writing, and listening. To track student development over a longer period, it is recommended that researchers continue their studies using various data collection methods, such as in-depth interviews,

direct observations, or longitudinal studies. This approach will provide a broader understanding of the role of digital technology in teaching English.

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APPENDIX

1. Guidance Card

NIM	2111221014				
NAMA	SITI NUR ISTIANA				
FAKULTAS	TARBIYAH DAN KEGURUAN				
PROGRAM STUDI	SL TADRIS BAHASA INGGRIS				
PERIODE	20242				
JUDUL	EXPLORATION OF STUDENTS EXPERIENCES IN USING INSTAGRAM AS A MEDIA FOR INTRODUCTORY ENGLISH VIDEO ASSIGNMENTS				



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	19 Desember 2025	24 Oktober 2025	Pengajuan judul	membuat judul
2	20242	02 Juni 2025	03 Juni 2025	BAB 5	revise conclusions
3	20242	30 Mei 2025	31 Mei 2025	BAB 5	research implication, research limitation suggestions
4	20242	29 Mei 2025	30 Mei 2025	BAB 4	revise discussions
5	20242	28 Mei 2025	29 Mei 2025	BAB 4	discussions
6	20242	26 Mei 2025	27 Mei 2025	BAB 4	Revise fiel data verification
7	20242	25 Mei 2025	26 Mei 2025	BAB 4	revise field data verification
8	20242	24 Mei 2025	25 Mei 2025	BAB 4	Revise field data verification
9	20242	21 Mei 2025	22 Mei 2025	BAB 4	Finding and discussion, research finding
10	20242	14 Mei 2025	15 Mei 2025	BAB III	data and sources of data, data collection
11	20242	01 Mei 2025	02 Juni 2025	BAB 5	CONCLUSIONS
12	20242	16 Januari 2025	25 Januari 2025	BAB III	Research designn, research subject, data and sources of data, data collection, data validity, data analysis
13	20242	08 Januari 2025	13 Januari 2025	BAB II	Theoretical review and previous study
14	20242	25 Desember 2024	01 Januari 2025	BAB I	Introduction, bacground reserch problem, objective, significances
15	20242	19 Desember 2024	24 Desember 2024	pengajuan judul	Membuat judul
16	20242	15 Mei 2024	15 Mei 2025	BAB III	Revise data validity, data analysis

2. Certificate of Conducting Research



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 BANGOREJO

Jalan Bhayangkara Nomor 67, Kebondalem, Bangorejo, Banyuwangi, Jawa Timur 68487
Telepon : 0333 - 713297 Post-el : smn1bangorejo@bangorejo.co.id

NPSN : 20525872

SURAT KETERANGAN

Nomor : 422.1 / 281 / 101.6.7.2 / 2025

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Bangorejo :

Nama : BACHRIS ROCHMADI, M.Pd
NIP : 19700921 200003 1 005
Pangkat / Golongan : Pembina Tk. I / IV.b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Bangorejo

Memberika Izin Kepada :

Nama : SITI NUR ISTIANA
NIM : 2111221014
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan (FTK)
Institusi : Universitas KH. Mukhtar Syafaat

Yang bersangkutan telah mengadakan penelitian/riset berkenaan dengan penyelesaian tugas studinya dengan judul " Exploration of Students' Experiences in Using Instagram as a Media for Introductory English Video Assignments " mulai tanggal 19 Agustus 2024 sampai dengan tanggal 26 September 2024.

Demikian Surat Keterangan ini di buat dengan sebenarnya agar dipergunakan sebagaimana mestinya.

Bangorejo, 27 Mei 2025

Kepala SMAN 1 Bangorejo



BACHRIS ROCHMADI, M.Pd

Pembina Tk. I (IV/b)

NIP. 19700921 200003 1 005

3. Certificate of free Plagiarism Maximum 25% from the faculty



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah artikel:

Nama	: Siti Nur Istiana
NIM	: 2111221014
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Jenjang	: Sarjana (S.1)
Dengan Hasil	: 4%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian sidang artikel.



Keterangan:

*menggunakan aplikasi Turnitin.

4. Interview Guidilines

Guidelines For Teacher

1. Dalam proses pembelajaran Bahasa Inggris, khususnya pada materi pengenalan diri, media apa saja yang biasanya Ibu/Bapak gunakan untuk mendukung tugas siswa?
2. Apakah Ibu/Bapak pernah menggunakan Instagram sebagai media untuk pengumpulan tugas video siswa? Jika ya, bagaimana proses pelaksanaannya?
3. Bagaimana pandangan Ibu/Bapak mengenai efektivitas penggunaan Instagram sebagai media tugas video pengenalan diri siswa?
4. Apakah Ibu/Bapak melihat adanya peningkatan motivasi atau partisipasi siswa ketika mereka membuat dan mengunggah video pengenalan diri di Instagram?
5. Menurut Ibu/Bapak, apakah penggunaan Instagram dapat membantu siswa dalam meningkatkan kemampuan berbicara Bahasa Inggris, terutama dalam konteks memperkenalkan diri?
6. Apa saja tantangan atau hambatan yang Ibu/Bapak temui dalam pelaksanaan tugas berbasis video melalui Instagram?

Guidelines For Student's

1. Gimana pendapat kamu pas tahu ada tugas video pengenalan Bahasa Inggris yang harus diunggah ke Instagram?
2. Apa yang kamu rasain waktu bikin dan upload video pengenalan itu? Nervous, semangat, atau biasa aja?
3. Menurut kamu, tugas ini bikin kamu lebih lancar ngomong Bahasa Inggris nggak? Ceritain ya.
4. Kamu jadi lebih pede nggak ngomong Bahasa Inggris setelah bikin video ini? Kenapa?
5. Apa sih enaknya ngerjain tugas lewat Instagram dibanding tugas biasanya di kelas?
6. Ada nggak sih hal yang bikin kamu kesulitan waktu ngerjain tugas ini? Misalnya soal sinyal, edit video, atau malu dilihat orang?

5. Interview Transcript

Researcher: Selamat pagi, Bu. Izin mewawancarai Ibu, maaf mengganggu waktunya. Saya sedang melakukan penelitian untuk skripsi saya tentang pemanfaatan Instagram sebagai media tugas video pengenalan Bahasa Inggris. Dalam pembelajaran, tentu seorang guru harus memilih metode dan media yang tepat. Media dan pendekatan apa yang biasanya Ibu gunakan dalam kegiatan pembelajaran Bahasa Inggris, khususnya materi pengenalan diri? Apa saja yang Ibu persiapkan sebelum memulai pembelajaran?

Bu Binti: Baik, Mbak. Saya biasanya menggunakan media digital seperti video dan PowerPoint, serta terkadang menggunakan platform online. Untuk persiapan, saya menyiapkan RPP, materi ajar, contoh video, rubrik penilaian, dan juga petunjuk teknis bagi siswa agar mereka memahami apa yang harus dilakukan.

Researcher: Apakah Ibu pernah menggunakan Instagram sebagai media untuk pengumpulan tugas siswa, khususnya dalam bentuk video pengenalan diri?

Bu Binti: Pernah, Mbak. Saya pernah menggunakan Instagram sebagai tempat siswa mengunggah video pengenalan mereka. Biasanya mereka membuat video di rumah, kemudian mengunggahnya ke akun Instagram masing-masing atau akun kelas, lalu membagikan tautannya ke saya.

Researcher: Bagaimana pendapat Ibu mengenai penggunaan Instagram sebagai media untuk tugas video pengenalan diri siswa?

Bu Binti: Menurut saya cukup efektif dan menarik, karena siswa jadi lebih semangat dan merasa media yang digunakan sesuai dengan dunia mereka. Mereka juga jadi lebih kreatif dalam menampilkan diri, tidak hanya sekadar membaca teks, tapi juga memperhatikan ekspresi dan cara berbicara.

Researcher: Apakah Ibu melihat adanya peningkatan motivasi atau kemampuan berbicara siswa setelah menggunakan Instagram sebagai media tugas?

Bu Binti: Ya, ada peningkatan. Mereka jadi lebih percaya diri karena merasa tampil di depan kamera lebih nyaman dibandingkan berbicara langsung di depan kelas. Selain itu, mereka juga lebih banyak berlatih sebelum merekam, jadi hasilnya pun lebih baik.

Researcher: Kalau dari sisi pelaksanaan, apakah ada kendala saat menggunakan Instagram untuk tugas video ini, Bu?

Bu Binti: Ada beberapa kendala, misalnya tidak semua siswa punya kuota atau akses internet yang lancar. Kadang juga ada siswa yang malu atau tidak percaya diri tampil di depan kamera. Tapi itu bisa diatasi dengan pendampingan dan motivasi dari guru.

Researcher: Baik, Bu. Terima kasih banyak atas waktu dan informasinya. Semoga bermanfaat bagi penelitian saya. Mohon maaf jika tadi sempat mengganggu.

Bu Binti: Iya, sama-sama, Mbak. Semoga sukses untuk skripsinya ya.

BIOGRAPHY



Nama : Siti Nur Istiana
 NIM : 2111221014
 TTL : 29, Agustus 2003
 Jenis Kelamin : Perempuan
 Agama : Islam
 Prodi : Tadris Bahasa Inggris
 Alamat : Manado, Sulawesi Utara

Riwayat Pendidikan Formal

Jenjang pendidikan	Tahun masuk	Tahun lulus	Nama sekolah/ perguruan tinggi	Bidang studi
TK	2008	2010	TK BUSTANUL ATFAL	
MI	2010	2016	MIN 2 DUMOGA	
MIN	2016	2018	MTS N 1 DUMOGA	
SMK	2018	2020	SMK DARUSSALAM	TKJ
S1	2021	2025	UNIVERSITAS KH MUKHTAR SYAFA'AT	TADRIS BAHASA INGGRIS

Riwayat Pendidikan Non Formal

Jenjang pendidikan	Tahun masuk	Tahun lulus	Nama sekolah/ lembaga
4 ula	2021	2022	PP. Darussalam Blokagung

wustho	2022	2024	PP. Darussalam Blokagung
1 Ulya	2024	2025	PP. Darussalam Blokagung

Banyuwangi ,(...)

Siti Nur Istiana

NIM: 2111221014



UIMSYA

من طلب العلم طلب الفضل, ومن طلب العلم أقام « أركان
الإسلام وثواب الأنبياء
(رواه الديلاني عن أنس رضي الله عنه)

“ORANG YANG MENUNTUT ILMU BEARTI MENUNTUT RAHMAT ; ORANG
YANG MENUNTUT ILMU BEARTI MENJALANKAN RUKUN ISLAM DAN
PAHALA YANG DIBERIKAN KEPADA SAMADENGAN PARA NABI”.
(HR. DAILANI DARI ANAS R.A)

