

---

**EFL Student's Perceptions on The Use of Instagram in  
Supporting Speaking Practice**

---

**Kadek Indah Widari**

STKIP Agama Hindu Singaraja  
[kadekindahwidari@gmail.com](mailto:kadekindahwidari@gmail.com)

**Abstract**

*This research investigates students' perceptions of using Instagram, particularly its reels feature, to support English-speaking practice in Class XI at SMK TI Bali Global Singaraja. With the growing popularity of social media among teenagers, this study aims to explore the potential of incorporating Instagram as an innovative and engaging learning tool to enhance students' English-speaking skills. A qualitative approach was employed, utilizing questionnaires and semi-structured interviews as the main data collection instruments. The study involved 20 purposively selected Class XI students. The findings reveal that most students hold a positive view of using Instagram reels to support speaking practice. They value the accessibility, convenience, and engaging content provided by Instagram Reels. Students perceive Reels as a valuable supplementary learning resource that strengthens language concepts, improves pronunciation, expands vocabulary, and builds confidence in speaking English. This study offers valuable insights for educators and practitioners on exploring social media as an innovative and contextual medium to support English language teaching.*

---

**Keywords: Instagram; EFL; Speaking**

---

**INTRODUCTION**

English education is divided into 4 basic skills such as listening, speaking, reading and writing (Sulistiyana, 2020). According to Mulyati & Yeti (2015) language skills consist of 4 aspects, namely listening skills (listening), speaking, reading, and writing. Listening and speaking are aspects of spoken language skills, while reading and writing are written language skills. Listening and reading are receptive language skills, while speaking and writing are productive. To master the four types of language skills, a person must master a number of micro skills from each aspect of these skills. The rapid development of technology and information has made human activities and work easier. Not only to help human work, a lot of technology has also been used for learning activities, including learning to pronounce English vocabulary. In practicing pronouncing English vocabulary.

English is an international language that is studied as a global communication need. There are various reasons underlying the importance of mastering English. According to Riadil (2020), stated that the skill of mastering English is an important point as a medium of communication, where English is a universal language used throughout the world. This is in line with (Utami & Rismadewi, 2022), which states that English is mastered by most of the world's population as an international language. According to Dauyah & Yulinar (2018) even

stated that the ability to speak English is also a very decisive supporting factor when they are looking for work.

Speaking skill is one of four language skills. Speaking skills are very important in the process of communicating, because having good speaking skills means that communication will run well. According to Sitanggang (2022), speaking skill is a language skill that develops in students' lives, which is preceded by listening skills, and it is during this period that speaking or speaking skills are learned.

A person must have good speaking skills so that his ideas or opinions can be communicated properly to others. In the opinion of Jack C. Richard. Speaking is used for many purposes, and each purpose involves different skills. When we use casual conversation, for example, our goal may be to make social contact with other people, to establish rapport. When we have a discussion with someone, the goal may be to seek or express an opinion, persuade someone about something, or clarify information. We may use words to describe something, to complain about someone's behavior, to make a polite request, or to entertain people with jokes and anecdotes.

Speaking is a skill that consists of generating systematic verbal expressions of language to convey meaning. It can be said that speaking is an oral skill consisting of producing systematic linguistic expressions to convey meaning. Speaking skills are given importance during the process of teaching and learning foreign languages throughout history (Nazara, 2019). Recently speaking skill has taken on a higher status as its importance has increased dramatically for many reasons. It has become the language of international communication. It Promises a bright future for people who have excellent mastery of speaking skills. They can get jobs abroad because of their communication skills. It serves as the main gateway for securing lucrative jobs. According to Richards & Renandya (2020) state that the majority of non-native learners learn English to master speaking skills. Due to the importance of English in the current scenario, to introduce effective teaching and learning materials, best teaching techniques, activities and other useful strategies is a necessity of time to improve the speaking skills of EFL learners.

Speaking skills are closely related to communicative language theory. Therefore, it is important to analyze the characteristics of the theory when discussing speaking skills. First, language is a tool for communicating what people want to say (Richard and Rodgers, 1986). Second, the purpose of basic language is "for interaction and communication" (Richard and Rodgers, 1986). Third, the form of language shows "functional and communicative use" (Richard and Rodgers, 1986). Fourth, the fundamental language components are not merely "grammatical and structural features", but function to transfer meaning in a discourse (Richard and Rodgers, 1986). Through this analysis, the teacher is expected not only to ask students to pay attention to the structure of language, but also to consider the function of language to convey what the speaker wants to say to the listener. For example, when the listener is unsure of what the speaker is saying, the speaker is expected to repeat what he said in a different way. The importance of speaking practice currently, the need for mastery of speaking English has increased dramatically due to the strengthening of English's position as an international language of communication (Nazara, 2021). Undoubtedly, without language, there would be no communication. Language is needed to convey ideas, feelings, and thoughts. People share their problems through language.

Currently, the world of social media has penetrated the world of education and influenced the world of student activities. It cannot be denied that students at various levels of education have used social media in their lives both as students and as agents of interaction in certain communities. Therefore, it is interesting to see the existence of social media among students. Currently, communication is not only through face-to-face interactions, but also through online communication. It is undeniable that the demands of online. Communication have captured the attention of all communicators. Despite the rapid progress in the use of online communication, researchers have been interested in the problem of language use in online communication. Several studies have been conducted to see the effectiveness of online communication (Mahmud, et al, 2022). This study shows that online communication has influenced human activities and hence, people make use of it.

One form of online communication can be seen in the use of social media such as Facebook, Instagram, Twitter, and so on. Baruah (2020) mentions several uses of social media, namely as a tool for "sharing ideas", "bridging communication centers" and as a "source of information". In addition, social media provides a simple way to disseminate information and gain arguments. In essence, the existence of social media makes communication easier. Idris and Ghani (2012) show that posting on Facebook encourages active participation, interaction, and knowledge construction. Social media has made it possible for customers to express their feelings about the products or services they have purchased (Rodriguez, Peterson, and Krishnan, 2012). Social media also functions as a platform where users can share content together, share experiences, and build relationships for various purposes, for example for social or educational purposes (Jiao, Gang, & Yang, 2015).

The SMK TI Bali Global Singaraja is one of the vocational schools in Buleleng District. Vocational High School, which until now has 4 majors, is located in Banyuning, Buleleng District, founded by the Dana Widya Dharma Santhi Denpasar Foundation. The school was founded in 2007. Vocational High School TI Bali Global Singaraja was proposed in the Banyuning sub-district, Buleleng District. Geographically located on the outskirts of the city but can be accessed quickly from the city center. With the aim of establishing the SMK TI Bali Global Singaraja, namely to provide an educational platform for the surrounding community who wish to deepen their knowledge in the field of information technology. This is also in line with current and current world developments where information technology is the backbone. As for the development of the First Expertise Competency, the SMK TI Bali Global Singaraja only has one major or expertise competency, namely Multi Media. One year later, the Bali Global SMK TI Bali Global Singaraja established the Computer Accounting Department. And finally, in 2019/2020 SMK TI Bali Global Singaraja is developing a new major, namely the Software Engineering or RPL Department, this department is the only major in Buleleng. SMK TI Bali Global Singaraja is one of the SMK Bali Global IT in Bali. Until now there has been a SMK TI Bali Global Singaraja in the Province of Bali. Starting in 2018 the SMK TI Bali Global Singaraja group leader expanded its wings by adding non-IT-based SMKs to the group. The group is called the SMK TI Bali Global Singaraja, which currently has seven members/

## **METHOD**

This research used descriptive qualitative approach. According to Gay, Mills & Airasian (2006), "qualitative research is the collection, analysis, and interpretation of

comprehensive narrative and visual data in order to gain insight into a particular phenomenon of interest. Data collection is an action taken to obtain the information needed to achieve research objectives, according to Sugiyono (2011). Data were collected through observation and interview with students and also interview with English teacher. According to Sugiyono (2018), a research instrument is a device used to measure observed natural and social phenomena. In this research, the researcher uses observation sheet, interview guideline and mobile phone as research instruments. To obtain the necessary data and information, researchers used several data collection techniques namely observation, interviews and documentation to collect data in the field. In this research, the researcher used methodological triangulation. By using methodological triangulation, the researcher utilized the interview method to collect accurate information.

This research uses a qualitative approach with a case study design. The research participants were class XI students at the SMK TI Bali Global Singaraja. Data was collected through questionnaires and interviews. Source triangulation techniques were used to validate research findings. Creswell (2018) argues that a qualitative approach is an approach to explore and understand the meaning given by individuals or groups to a social or human problem. This statement is in line with Moleong (2016) that a qualitative approach is research that is intended to understand phenomena from what is experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on. It can be concluded that the qualitative approach is a research approach that aims to understand the meaning and complexity of the phenomenon under study through an in-depth understanding of the perspectives and experiences of research participants.

## **FINDINGS AND DISCUSSIONS**

Based on the results of the questionnaire, the majority of students have a positive perception of the use of Instagram in English speaking practice. They feel that Instagram helps improve their speaking skills by providing an engaging and easy-to-use platform. In addition, students feel more motivated and confident in speaking English when using Instagram. The interviews revealed several key benefits of using Instagram, including:

1. Easy access to a variety of English language content.
2. Ability to interact with native speakers through comments and direct messages.
3. Increased motivation and confidence in speaking English.

However, several challenges were also identified, such as:

1. Distraction from non-learning content on Instagram.
2. Limited time and stable internet access.

The use of Instagram as a medium for learning English speaking has great potential to improve students' skills. This platform provides various features that can support learning, such as videos, images and text. The interactivity and visual appeal of Instagram makes students more motivated and involved in the learning process. The questionnaire distribution results reveal diverse perceptions among XI grade students of SMK TI Bali Global Singaraja regarding Instagram's role in enhancing speaking skills. Most students view Instagram reels as an effective tool for improving English proficiency, appreciating its accessibility and engaging content. They find the platform beneficial for learning English in an interesting way, offering regular exposure to spoken English through diverse content, including pronunciation tips, vocabulary expansion, and practical language usage.

Students value reels for providing clear pronunciation examples, aiding in accurate and confident speaking, especially in conversations with fluent English speakers. The visually appealing and interactive nature of reels promotes active language engagement, contributing to gradual language development. This aligns with research by Nailiyon (2022), indicating that students' speaking skills improve when practicing with online partners, as evidenced by increased scores after exposure to social networking content. The research underscores the preference for these platforms over conventional methods involving books and literature.

Additionally, studies by Liu et al. (2002), support these findings, highlighting improved English proficiency among participants who engage in interactive and interesting learning environments provided by social media platforms. However, to optimize the use of Instagram, there needs to be guidance and supervision from teachers. Teachers can assign specific assignments for students to complete on Instagram, as well as provide constructive feedback to help students improve their speaking skills. Based on the results of the interview, the study on using Instagram reels for enhancing English speaking skills among students at SMK TI Bali Global Singaraja reveals that this social media platform serves as an effective and engaging tool for language practice. Instagram reels provide bite-sized, practical content that helps improve pronunciation and language mechanics, boosting students' confidence and motivation for regular speaking practice. Research by Alghamdi (2022) and others supports Instagram's positive impact on writing skills, vocabulary, and creativity, highlighting its interactive and feedback-rich environment. Despite some challenges like content overload and passive consumption, many students report significant improvements in their speaking abilities, appreciating the platform's simulation of real-life conversations. However, some students express doubts about the authenticity and relevance of the content, advocating for more personalized and interactive learning experiences. Overall, the study suggests that Instagram reels are a valuable supplementary tool for language learning, offering an accessible and immersive way for students to enhance their speaking skills. English teachers are encouraged to incorporate Instagram into their teaching strategies to foster student interaction, motivation, and attitudes towards learning English, thereby leveraging the platform's potential to create effective and engaging educational experiences both inside and outside the classroom.

## **CONCLUSION**

This research shows that Instagram can be an effective tool in supporting English speaking practice among class XI students of SMK TI Bali Global Singaraja. Students' positive perception of Instagram usage shows the great potential of this platform in improving speaking skills. However, there needs to be an appropriate strategy to overcome the challenges faced and maximize the benefits of using Instagram in learning English.

This research provides important implications for educational practitioners and curriculum developers. The use of social media such as Instagram needs to be considered as part of a modern learning strategy. It is recommended that teachers be more creative in integrating this technology to create a more dynamic and interactive learning environment. Additionally, further research could be conducted to explore other uses of social media in language learning contexts. Thus, it is hoped that the integration of social media in education can bring significant benefits in improving students' English skills, as well as providing a more enjoyable and effective learning experience.

## REFERENCES

- Adhikari, S. (2020). Principals' perceptions of the use of ICT in the school community in Nepal. *Artech Journal of Social Arts and Sciences*, 2, 94-104.
- Alghamdi, G. M. A. (2022). Investigating the effects and students' perceptions of using Instagram as a writing teaching tool in Saudi EFL classrooms. *\*English Language Teaching\**, 15(8), 46. <https://doi.org/10.5539/elt.v15n8p46>
- Bahrani, T., & Tam, S. S. (2012). Informal language learning setting: Technology or social interaction. *\*Turkish Online Journal of Educational Technology- TOJET*, 11\*(2), 142-149.
- Baruu, T. N. (2020). Status of ICT infrastructure used in the teaching and learning process in secondary schools in Meru District, Kenya. *\*Journal of European Interactive Multimedia Education*, 1\*(1), 602002. <https://doi.org/10.30935/ejimed/8283>
- Creswell, J. W., & Poth, C. N. (2018). *\*Qualitative inquiry and research design: Choosing among five approaches\** (4th ed.). Thousand Oaks, CA: Sage Publications.
- Liu, M., Moore, Z., Graham, L., & Lee, S. (2002). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990-2000. *\*Journal of Research on Technology in Education\**, 34(3), 250-273.
- Moleong, L.J. (2016). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya. Sitanggang, A. (2022). Analyzing of students' speaking skill through V-. *\*3\**(1), 6–11.