

DOI: <https://doi.org/10.38035/dijemss.v6i4><https://creativecommons.org/licenses/by/4.0/>

## The Use of Reels Instagram to Facilitate The Secondary School Students' Speaking Skills

Yuli Ristianti<sup>1</sup>, Dessy Dwi Yudha Santhi<sup>2</sup>, Juhana<sup>3</sup>

<sup>1</sup>Universitas Terbuka, Tangerang Selatan, Indonesia, [yuliristianti80@gmail.com](mailto:yuliristianti80@gmail.com)

<sup>2</sup>Universitas Muhammadiyah Mataram, Mataram, Indonesia, [dessydys86@gmail.com](mailto:dessydys86@gmail.com)

<sup>3</sup>Universitas Terbuka, Tangerang Selatan, Indonesia, [juhana@ecampus.ut.ac.id](mailto:juhana@ecampus.ut.ac.id)

Corresponding Author: [yuliristianti80@gmail.com](mailto:yuliristianti80@gmail.com)<sup>1</sup>

**Abstract:** Effective speaking is an essential communication component, serving as the foremost expression of language. It holds considerable importance in multiple facets of life, and proficient speaking necessitates practice in mechanics, functions, and social and cultural conventions. This study explores the used of Instagram's new feature, Reels, to improve speaking fluency among students. Reels feature on Instagram offers a new approach to teaching, allowing students to feel more confident and creative to enhance their speaking skills. This qualitative study involved 25 seventh-grade students from one of private schools in Bandung, West Java, Indonesia. The data were obtained through observations, questionnaires, and interviews. The analysis was done by applying the data condensation, data display, and conclusion drawing. The results showed that most students accomplished their projects effectively, demonstrating enthusiasm and active engagement. The findings showed that implementing Reels in the speaking project improved the students' speaking skills. It also enhanced their self-confidence, social skills, and proficiency in other language skills, specifically Bahasa Indonesia. This study also revealed that students faced challenges in the Reels speaking project, including internet connectivity, pronunciation, and video-making. However, they successfully navigated these issues. Despite challenges, integrating technology into education promotes a positive learning environment and enhances students' communication and language abilities.

**Keyword:** Speaking Skills, Reels Instagram, Technology, Self-Confidence

### INTRODUCTION

Speaking is a crucial communication skill, as it is the primary manifestation of language. According to Rao (2019), speaking plays a significant role in various aspects of life, and effective speaking requires practice in mechanics, functions, and social and cultural conventions. Speaking encompasses more than the mere articulation of words through the mouth (Marzuki, 2019). Information or messages can be transmitted through oral communication by using spoken words. Mastering English as a Foreign Language (EFL) is essential for various purposes: education, business, employment, career, communication, and promotion. Students must be aware of these components to enhance their oral communication ability.

The Indonesian government has introduced a new curriculum, "Kurikulum Merdeka," to provide a comprehensive and focused learning system for English as a foreign language. The curriculum aims to help students acquire academic capabilities and life skills necessary for a constantly evolving world and technological environment. English instruction emphasizes 21st-century abilities, character development, and literacy. Language skills are developed in three domains: speaking, listening, reading, viewing, and writing and presenting. Speaking proficiency is essential for language learning success. However, secondary school students' speaking skills are not satisfying enough due to the country's status as a foreign language. English is compulsory for secondary to university students, but some classes have not fully benefitted from speaking activities. Factors such as shyness, fear of making mistakes, poor pronunciation, limited vocabulary, sentence organization, insufficient preparation, and peer ridicule contribute to students' struggles. To address these issues, the government has released a new curriculum, "Kurikulum Merdeka," which aims to improve students' speaking skills.

A preliminary study at the research site in one of the private schools in Bandung, West Java, found that students in grade seven struggle with speaking abilities due to lack of self-assurance, fear of mistakes, inadequate vocabulary, and passivity. The COVID-19 pandemic has caused students to become passive and lack direct interaction. Schools must design effective teaching methods for English as a foreign language to address these concerns. Teachers must modify their teaching strategies to suit learning objectives and students' needs. Integrating technology, such as social media, into teaching-learning activities is recommended as it is most related to students today. This approach engages students with lessons, boosts learning motivation and confidence, and fosters research, communication, instructional products, and language skills.

Concerning the situation, achieving adequate speaking skills requires greater access for English learners to master the skills since English is only learned in the classroom rather than in daily conversation. Oxford and Shearin (in Sulistiyo, 2016) asserted that a foreign language is only learned via formal schooling. Therefore, schools must design an effective and attractive method for the English subject as a foreign language. Therefore, as lesson designers, teachers must modify their teaching strategies and plans to effectively suit the learning objectives and students' needs and apply attractive methods that are adaptive to the recent era. Integrating technology by utilizing social media into teaching-learning activities is one of the many strategies. Modern technology develops rapidly, and internet use allows everyone to participate fully in society. People's dependency, including educators and students, on the internet and using their gadgets is increasing, whether to learn new skills, engage in entertainment, or interact with friends and family. Students nowadays are intensely interested in social media exposure, such as Instagram. They can share content, personal viewpoints, perspectives, and insights into world concerns. Adopting new technologies and social media has been widespread, including in Indonesia.

According to Datareportal (2023), in its global overview of social media growth, the growth of social media has continued to increase; more than half of the world's population is now utilizing social media (59,4%), and Instagram is the second favorite social media platform which is used worldwide. This Instagram phenomenon spread rapidly, especially to teenagers who are active users. Furthermore, it also affects the education field. Schools and universities use social media such as Instagram in teaching-learning activities. Therefore, integrating technology in the English-speaking classroom is unavoidable and recommended since it is most related to students nowadays. It is best applied as one of the learning approaches to engage students with the lessons and boost their learning motivation and confidence. Technology could be helpful in the classroom by fostering research, facilitating communication, generating instructional products, and facilitating students' language skills (Bruce and Levin, 2001 as cited in Masruddin, 2014).

This study explores using Instagram's Reels feature to improve speaking fluency among students. Reels encourage creativity and innovation, allowing students to generate new ideas. Reels, an Instagram feature, allows students to learn anywhere and enhances creativity. These immersive videos, released by Meta in 2020 and Facebook in 2021, allow users to share their stories, educate viewers, and introduce businesses to potential customers. Reels feature creative tools like effects, music, and stickers, allowing users to create engaging 15-second videos with sound, effects, and music. Integrating Reels into learning fosters learner autonomy and independence. Project-Based Learning (PBL) is applied to support the implementation of Reels, focusing on projects that encourage inquiry. The four PBL phases, as developed by Santhi (2020), are preparation, implementation, presentation, and evaluation. The preparation phase involves preparing project materials, the implementation phase involves developing project goods, the presentation phase helps students share their work, and the evaluation phase analyzes the entire project process.

Studies have shown that Instagram Vlogs can significantly improve the speaking abilities of EFL students. Wulandari (2019) found that incorporating Instagram Vlogs into introductory-level speaking classes increased students' pronunciation, fluency, vocabulary, syntax, and general usage of the target language. Devi et al. (2020) found that integrating Instagram into EFL learning could increase students' speaking abilities, with the most significant gain occurring in delivery. Utomo and Bastiar (2020) found that most students agree that Instagram can be used to learn speaking skills and that self-confidence in speaking skills may be enhanced. Ihsan and Aulia (2020) found that Instagram positively influenced students, with most reporting improved confidence, enhanced talents, and eagerness for positive comments.

This study focuses on implementing Reels for seventh-grade students, a departure from previous research that used vlogs or unspecified products. The study aims to describe the students' speaking project accomplishment process, address challenges encountered and analyze their responses to their English learning experience using Reels, creating originality and establishing a clear distinction between them.

## **METHOD**

The study used a qualitative research design to investigate the use of Reels Instagram in improving students' speaking skills. The case study method was employed at one of private schools in Bandung, involving 25 seventh-grade students to understand their teaching-learning experiences in English classrooms. They are Instagram users who have been using the platform for at least six months (the information is gathered through a survey that the researcher administers). The Reels' speaking project is conducted in eight meetings, and each meeting, based on the national curriculum, is allotted for 2 x 40 minutes.

This study will use observation, questionnaires, and interviews to gather data on students' attitudes towards Reels implementation in speaking activities. Observation involves a teacher's journal recording the learning process, while questionnaires consist of two-point Likert scale questionnaires and seven open-ended questions. The Likert scale questionnaires assess students' attitudes and views on social phenomena, while open-ended questions focus on the advantages and difficulties of implementing Reels. Interviews are semi-structured, with six representative students selected based on their speaking achievements from the preliminary study. The interviews aim to discover informants' perspectives and work together to create a meaningful account of the topic. The results will be transcribed, graded, and combined with other sources to provide a detailed overview.

Data analysis is the final phase of research data collection, involving organizing, familiarizing, coding, reducing, analyzing, and portraying the collected data. This research will involve participant observation analysis, which will be documented in the teacher's journal to describe the implementation of Reels in the classroom speaking project. The findings will be triangulated with other findings from various instruments. Questionnaire analysis will be

conducted using two types: the two-point Likert scale and open-ended questionnaires. The Likert scale presents response categories in ranking order, with the median or mode used to measure central tendency. The researcher will arrange the data into a table and classify students' answer sheets with similar answers by interpreting and verifying the data. According to Winarsunu (2006), the formula was below:

$$P = \frac{F}{N} \times [100\%]$$

P= the percentage of the students  
F= the number of frequency of the respondents' answer  
N= total number of the respondents

Open-ended questionnaires will be examined by categorizing each response into a specific theme. The responses will be triangulated with data from other instruments to investigate their potential contribution to the study's conclusions. Interview analysis will use voice memos to record the interviews, allowing the researcher to capture, learn, and play back the interviewees' statements. The voice recording will be transcribed and typed, and the data will be categorized and analyzed to answer the study objectives, specifically in response to the student's perceptions of the use of Reels in their English-speaking project.

This research employs descriptive qualitative analysis through observations, questionnaires, and interviews after data collection. Data condensation, data display, and conclusion drawing are three simultaneous activities proposed by Miles, Huberman, and Saldana (2019). Data condensation involves selecting, extracting, and transforming collected data that aligns with the study's objective. Data display presents observations, field notes, interviews, and questionnaire results in extended text, written form, and tables and figures. Conclusion drawing is the third step of qualitative data analysis, where the researcher interprets the analyzed data and draws findings regarding the research questions. This process helps gain a clear perspective on the investigation and helps in completing the final report.

Validity in qualitative research is crucial, and methods like triangulation, feedback, and member checking are used to test the study's trustworthiness. Triangulation combines methods and sources to gather data, while feedback helps identify validity threats, bias, and logical weaknesses. Member checking confirms the study's findings by analyzing observations, questionnaires, and interviews, ensuring correctness and relevance. These methods help maintain the credibility and reliability of the study.

## RESULTS AND DISCUSSION

### **The Research Question One: How do the Students Experience and Accomplish Their Speaking Project through Reels Implementation?**

This research examined using Instagram's Reels feature to improve students' speaking skills. Reels is highlighted as an effective teaching tool that enriches the learning experience (Carpenter et al., 2020). Erarslan (2019) supports this by noting that Reels offers a variety of contextualized visual content that can enhance English language instruction. The platform's popularity among adolescents makes it an ideal medium for applying classroom knowledge in real-world contexts. The user-friendly nature and broad accessibility of Reels further contribute to its appeal for language education. Katemba (2022) demonstrated that leveraging technology like Reels captures students' attention and boosts their engagement in learning English. The Reels speaking project utilized Project-Based Learning (PBL) to enhance students' speaking skills by integrating Instagram as a learning tool (Syahida et al., 2022; Riswandi, 2018). The PBL framework, as Santhi (2020) outlined, consists of four phases: preparation, implementation, presentation, and evaluation. The preparation phase involved defining and aligning the project topic with the learning objectives specified in the "Kurikulum Merdeka," which emphasizes reading, writing, and communication skills (Kepmendikbudristek No. 56 Tahun 2022). Students were expected to develop competencies such as constructing clear



responses, evaluating texts, and presenting ideas effectively. The curriculum fosters creativity and adaptability in education, allowing teachers to customize their approaches to meet diverse student needs (Kharismawati & Arifin, 2024). Additionally, it promotes the integration of technology and encourages interactive learning experiences that relate to students' daily lives, ultimately contributing to the development of Pancasila learners' profiles (Gifari & Arifin, 2024; Kharismawati & Arifin, 2024).

The teacher implemented engaging group activities to enhance students' understanding of text objectives, structure, and language features before they created Reels videos. These activities included puzzle arrangements, gallery walks, class discussions, group work, and using the Quizizz platform, all aimed at fostering active participation and improving English language skills (Briliandy & Inayati, 2024; Azwar et al., 2023; Ellis, 2019). The students were attentive and engaged throughout these activities, culminating in a workshop led by an expert to teach video creation skills, which significantly boosted their motivation and critical thinking (Carballo & Elizondo, 2022).

As the project progressed, in the implementation phase, the students created signs, received constructive feedback, and developed storyboards, which helped them organize their thoughts and enhance their cognitive skills. The teacher provided feedback to students on enhancing their signage. Students are encouraged to reflect on their performance and identify critical areas for enhancement following the feedback provided by teachers concerning their sign creation (Carless & Winstone, 2023). Providing timely feedback is essential for modifying learning behaviors and facilitating students in effectively correcting their mistakes (Joseph & Sivamani, 2024). Upon receiving feedback, the students refined their designs. Tanis (2020) demonstrated that using both constructive and positive feedback can significantly bolster students' confidence in their performance, thereby effectively mitigating errors in their work. Further, the process continued with producing videos in pairs promoting collaboration and peer feedback (Lu & Smiles, 2022; Azar et al., 2021).

The project continued with the next phase, presentation; students uploaded their Reels videos on Instagram. The last evaluation phase was conducted by identifying areas for improvement, such as grammatical errors, mispronunciation, and audio clarity (Laia, 2024; Purnama et al., 2023; Blandón et al., 2023). The video underwent evaluation through a revised Reels Video Rubric, tailored from the online examples offered by Northern Illinois University and the TFU Foreign Language Assessment Rubrics, to ensure alignment with the designated learning objectives. The evaluation encompassed five essential elements: content and organization, script/storyboard, video quality, pronunciation and clarity, and fluency. The use of Instagram Reels for the project was a novel experience for the students, who found it engaging due to their familiarity with gadgets and social media (Sappaile, 2024; Pratiwi et al., 2023). The project successfully integrated technology into learning, aligning with findings that social media can enhance student engagement and learning experiences (Jamshidian & Salehi, 2020).

The Reels speaking project, which employed Problem-Based Learning (PBL), effectively improved students' speaking skills and engagement, aligning with the Indonesian curriculum's focus on flexibility, creativity, character development, and technology integration (Jayanti et al., 2023; Damayanti et al., 2023; Slamet et al., 2024). The instructional design featured dynamic learning methods and interactive activities, such as puzzles and group work, to foster active learning and enhance language proficiency (Badruttamam et al., 2021; Andani et al., 2023; Cempaka, 2024). Additionally, the project encouraged collaboration and peer feedback during video production, enriching the learning experience and output quality (Lu & Smiles, 2022; Azar et al., 2021; Jin et al., 2022). The evaluation phase highlighted the significance of structured feedback and the innovative use of Instagram Reels, which motivated students and facilitated their engagement.

## The Research Question Two: What Challenges Do Students Encounter When Reels are Implemented in the Classroom?

The implementation of Reels for a speaking project faced several challenges, as identified through data collected from open-ended questionnaires, participant observations, and interviews. These challenges were categorized into seven aspects: internet connection, pronunciation, writing ideas, the video-making process, time management, self-confidence, and memorizing English words.

### Internet Connection

Students faced significant challenges while completing their speaking project using Instagram Reels, particularly due to internet connectivity issues. According to a questionnaire, 8% of students reported that poor internet access hindered their project completion. This sentiment was echoed in student interviews, highlighting the time-consuming effort required to find suitable locations with reliable internet for video editing and uploading. The lack of a stable connection diminished students' enthusiasm and ability to engage fully, leading to communication difficulties and delays in project submission (Akmad and Abatayo, 2024). The feedback from both interviews and questionnaires underscores the critical role of internet access in successfully executing the project.

*"Firstly, it was difficult, because I don't really speak English. Then, the internet connection was poor or not sufficient, so it's a bit difficult to upload the video."* (Interview question, I Interviewee 6, a low achiever)

*"I had difficulty with the internet connection."* (Open-ended question, Question 2, Answer 1)

*"The internet connection was slow or unstable."* (Open-ended question, Question 2, Answer 25)

Excerpts from student feedback highlighted the struggles with both language proficiency and internet reliability, illustrating the multifaceted nature of the challenges faced during the project. Students faced significant challenges in completing their speaking project via Instagram Reels, chiefly due to insufficient home internet connectivity, which hindered video uploads (Sulasno et al., 2022). The absence of connectivity impacted their motivation and caused communication obstacles and project delays (Akmad & Abatayo, 2024). The teacher implemented several supportive measures, including scheduling project work at school, granting access to school Wi-Fi, conducting video-making workshops, and arranging expert consultations (Winarno, 2023). These treatments sought to empower students and enhance their learning experience, ultimately cultivating a positive disposition and promoting the efficient utilization of existing resources. Participating in supportive learning environments can substantially enhance students' comprehension of the topic (Shabiralyani et al., 2015).

### Pronunciation

Using English in the classroom aimed to improve students' vocabulary comprehension and pronunciation skills. However, 28% of students reported difficulty pronouncing unfamiliar words, which became the primary challenge in a speaking project. Excerpts from an open-ended questionnaire revealed that many students struggled with mispronunciation and fluency, often needing to retake video recordings due to their nervousness and lack of familiarity with certain words. Interviews further confirmed these challenges, with students expressing frustration over their English-speaking abilities.

*"My difficulty lies in pronouncing unfamiliar words."* (Open-ended question, Question 2, Answer 4)

*“When pronouncing some words in English due to unfamiliarity, they are often mispronounced.” (Open-ended question, Question 2, Answer 10)*

*“The difficulty I encountered was that I often mispronounced words.” (Open-ended question, Question 2, Answer 15)*

*From the few video shoots I did, many failed due to mispronunciation. That made me practice the pronunciation of the words. (Interview question, Interviewee 3, a medium achiever)*

*It's hard, because I don't really speak English. It's hard to speak. I kept getting it wrong. (Interview question, Interviewee 6, a low achiever)*

*The challenging part was memorising the words and the English pronunciation. Some words were unfamiliar or new to me. (Interview question, Interviewee 5, a low achiever)*

The research highlighted that mispronunciation is linked to vocabulary mastery, and without proper pronunciation practice, students face significant obstacles. To address this, the teacher implemented a rule encouraging speaking English during class and suggested practising English outside of school to enhance fluency. Mastering accurate pronunciation is crucial for English language learners to avoid miscommunication and effectively convey their messages (Wulandari et al., 2022). Students faced significant challenges with pronunciation, particularly with unfamiliar words, leading to repeated video retakes due to their non-native status, lack of practice, and insufficient vocabulary mastery (Lasabuda, 2017). To address these issues, teachers implemented strategies such as encouraging English usage in class and outside of school to enhance fluency. This approach aligns with Wulandari et al. (2022), who emphasize the importance of repeated practice in improving pronunciation. Additionally, platforms like Instagram Reels allow students to revise and edit their pronunciation, providing them with more opportunities to practice their speaking skills effectively.

## Writing Ideas

A survey revealed that 8% of students found writing sentences for Reels video content challenging, which may stem from specific circumstances (Harris & Graham, 2018). The primary difficulties include a lack of expertise in text creation skills, particularly spelling, capitalization, and punctuation, which can hinder higher-order skills like organization and content development (Srinawati & Alwi, 2020). Additionally, students often struggle with understanding the subject matter of the scripts they need to write (Hartina et al., 2024).

*“For me, the difficulties I found in this project were when I was working on my sign and creating the sentences I'll use in the video, because I'm afraid that the audience won't understand what I'm talking about.” (Open-ended question, Question 2, Answer 23)*

*“I feel that making the sentences were also a little bit hard because I need to focus on the grammar and the vocabulary I used, and I also need more time in deciding the sign and the sign drawing part.” (Interview question, Interviewee 1, a high achiever)*

These findings suggest that students perceive writing as challenging due to various factors, including grammatical issues and language proficiency. Students encounter considerable difficulties composing drafts or scripts for Reels video material, primarily due to insufficient text generation abilities, particularly in spelling, capitalization, and punctuation (Harris & Graham, 2018). The deficiency in fundamental writing skills negatively impacts advanced skills like organization and content development (Srinawati & Alwi, 2020). Moreover, students frequently encounter difficulties comprehending the topic information required for their writing, exacerbating the writing process (Hartina et al., 2024). According to

Duha (2022), intellectual, linguistic, and psychological challenges complicate the writing process. In states of psychological distress, writing is an inherently independent endeavor that requires the individual to immerse themselves in the process without the influence of interaction or feedback. Psychological challenges appear in students' writing, leading to a reduced desire and confidence stemming from their belief in inadequate writing exposure (Syahrir & Hartina, 2022). An educational approach that addresses cognitive challenges is essential (Derakhshan & Shirejini, 2020).

### **The video-making process**

The recording and editing process was considered challenging by 12% of students, who emphasized the need for more attention and time in the video production process.

*“The difficulty is in the editing of the video, because it must be more thorough.” (Open-ended question, Question 6, Answer 15)*

*“It’s hard to take the angle of the video, so I had to retake it many times. (Interview question, Interviewee 1, a high achiever)”*

Instagram Reels has emerged as an innovative platform for learning, requiring students to invest time and focus on video production, which enhances their attention to detail (Fadhlillah et al., 2024). The brief format of Reels encourages creativity, as students must convey their messages effectively within a limited timeframe, leading to increased engagement and the likelihood of rewatching appealing content (Adrianne & Pujowidianto, 2022). Moreover, integrating technology into education fosters critical thinking and creativity and enriches the learning environment, motivating students to engage more actively in their studies (Sholikh et al., 2019; Hermansyah et al., 2017). This technological integration provides students with diverse resources and enhances digital skills, resulting in tailored and interactive learning experiences (Legi et al., 2023).

### **Time management**

Students' academic success is shaped by their school experiences, home dynamics, and environmental dynamics. Key factors such as time management and learning patterns influence their performance (Mamahit, 2019; Adams & Blair, 2019). Notably, 8% of the participants reported difficulties in effectively managing their time to complete projects.

*“Juggling English assignments with other homework and extracurricular activities can be difficult.” (Open-ended question, Question 2, Answer 9)*

*“Difficulty in scheduling time with other tasks and sometimes the atmosphere at home was so noisy that the video was always on repeat.” (Open-ended question, Question 2, Answer 16)*

Students' academic achievement is significantly shaped by their school experiences and the dynamics of their home and surrounding environments, with time management and learning patterns crucial in their performance (Mamahit, 2019; Adams & Blair, 2019). Effective time management has positively impacted academic success (Pasaribu et al., 2020). At the research site, some students struggled with time management, which affected their ability to prioritize and complete projects. To support these students, the teacher provided guidance in establishing learning priorities and offered regular reminders, helping them stay on track to submit their Reel speaking project on time.



## Self-confidence

The study revealed that students' self-confidence was a significant obstacle to completing their assigned speaking project, despite only a few admitting to it.

*"I'm not very confident when it comes to speaking in front of a camera." (Open-ended question, Question 2, Answer 20)*

*I need to be more confident to start communicating with my friends at school or my parents at home using English to become more fluent. (Interview question, Interviewee 5, a low achiever)*

Self-confidence is crucial for effective communication, as it enables individuals to act decisively and without doubt (Burton, 2015). It has been shown to enhance speaking performance by reducing anxiety and improving speech efficiency, which allows for more transparent communication (Mubarok, 2017). However, recent research indicates that many students struggle with self-confidence when completing speaking projects, citing factors such as insufficient practice, limited peer interaction, and anxiety about public speaking as barriers (Nurmalasari et al., 2023). To overcome these challenges, students have employed strategies such as thorough preparation, persistent practice of pronunciation and intonation, emotional regulation, and relaxation techniques before speaking.

## Memorizing English words

The Reels speaking project required students to memorize lines or words to deliver their speeches or communicate their ideas to the public or society.

*"I often retake the video because I am not satisfied with the result. I paused often because I kept forgetting the words. Because of that, I retake the video." (Open-ended question, Question 2, Answer 17)*

*"The challenging part was memorizing the words." (Interview question, Interviewee 5, a low achiever)*

Retaining a sufficient vocabulary is a considerable challenge for students, necessitating dedicated study and memorization efforts to communicate effectively (Amalia & Anggraeni, 2021). The Reels speaking project required students to memorize lines or words to communicate their ideas effectively, highlighting the importance of vocabulary retention in achieving learning objectives (Amalia & Anggraeni, 2021). Memory retention is essential for improving speaking skills, as noted by Niah (2017), Wattimena (2020), and Pane (2020), who emphasize that a firm grasp of vocabulary facilitates better discourse. Furthermore, swiftly and accurately acquiring and recalling language facilitates efficient communication and speaking proficiency (Dewi et al., 2023).

## The Research Question Three: What are the students' responses regarding their English learning experience?

In this section, the responses from students will be categorized into three sections: a) Response to the Reels implementation in speaking activities through the general perspective of the students; b) Response to the advantages of Reels implementation on the students' speaking skills; c) Response to the Reels implementation concerning other aspects.

## Response to the Reels implementation in speaking activities through the general perspective of the students

The study analyzed students' perspectives on Reels implementation using questionnaires, interviews, and observations. The data was corroborated by students' impressions of

questionnaire items (2, 6, 7, 8, 13, 14, and 16) about their overall opinion after the deployment of Reels, as shown in Table 1.

**Table 1. The students' perspective of the Reels implementation in speaking project**

Statement number	The statements	Agree	Disagree
2	<i>Reels on Instagram allows me to practice English outside of class.</i>	25 (100%)	0 (0%)
6	<i>I do not feel pressured to make mistakes when I deliver my content using Reels.</i>	17 (68%)	8 (32%)
7	<i>Reels on Instagram lets me replay and correct my speech.</i>	25 (100%)	0 (0%)
8	<i>I enjoy using Reels on Instagram for the English-speaking project.</i>	23 (92%)	2 (8%)
13	<i>I can explore my creativity in the speaking project during the Reels implementation.</i>	23 (92%)	2 (8%)
14	<i>The speaking project using Reels strengthened my social skills through collaborative learning.</i>	24 (96%)	1 (4%)
16	<i>I can use reels without encountering difficulties.</i>	17 (68%)	8 (32%)

The table shows that 92% of students are enthusiastic about learning English through Reels, which aligns with the experiences reported in open-ended surveys.

*“It’s fun! We get to learn a lot of new things by watching about other people’s opinions.” (Open-ended question, Question 1, Answer 2)*

*“I am pleased to gradually improve my English-speaking skills through this Reels project.” (Open-ended question, Question 1, Answer 13)*

*“Fun and enjoyable, because I can learn to make videos and become more skilled at it, also becoming more knowledgeable about making Reels videos on Instagram.” (Open-ended question, Question 1, Answer 15)*

*“Great! The project made me more creative and more confidence.” (Open-ended question, Question 1, Answer 23)*

*“Love it! I like the learning process because the process making Reels project motivates me to practice my English.” (Open-ended question, Question 1, Answer 25)*

The excerpts above showed that most students gave positive feedback on the implementation of Reels, describing it as fruitful and appealing. This aligns with interviews, where the positive perceptions of the interviewees are prominently reflected.

*“It’s good because it can teach us not just to do homework with papers but we can learn more from social media so we can adapt to this era.” (Interview question, Interviewee 2, a high achiever)*

*“In my opinion, it's fun and good, because if we keep studying in class, it can get boring, but with this, we also have activities outside the classroom. Then we are taught to speak in front of the camera, so our pronunciation also improves. It's fun and something new for me. I can learn how to edit a video, explore various features in the app, and add new skills for myself.” (Interview question, Interviewee 4, a medium achiever)*

The project engaged students' thoughts, leading to intense interest and determination. Data from interviews showed positive attitudes and efforts to excel. 100% of students believed Reels Instagram allows them to practice English outside the classroom. 68% of students felt no pressure to make mistakes, while 25% could replay and correct speeches. 92% of students expressed creativity in the project, while 96% believed it strengthens social skills through collaborative learning. 68% of students could use Reels without difficulties. According to the open-ended question on the fifth topic, all students believed the Reels speaking project effectively promotes their speaking skills. It was consistent with the students' responses throughout the interview sessions.

*“I think I can converse in English; I can reply in English; I can improve my vocabulary in English and then my pronunciation also.” (Interview question, Interviewee 1, a high achiever)*

*“Yes, my English skills and vocabulary are quite developing. When we learned about the signs and when I learned about the meanings, I found new vocabulary and words in them. I feel that my pronunciation is getting better, and my speaking skills is improving.” (Interview question, Interviewee 2, a high achiever)*

*“From the few video shoots I did, many failed due to mispronunciation. It made me practice the pronunciation of the words so that my ability to pronounce English words correctly improved.” (Interview question, Interviewee 3, a medium achiever)*

*“We were taught to speak in front of the camera without reading the text, so we learnt to speak more fluently. From that exercise, I felt that there was an improvement in my speaking skills.” (Interview question, Interviewee 4, a medium achiever)*

Based on the statements above, technology, particularly Reels on Instagram, has been shown to enhance students' speaking skills and vocabulary proficiency in speaking projects. The perspectives from the students regarding their experiences in learning English revealed a significant appreciation for the lessons and a notable motivation to finish their projects, leading to the successful implementation of an authentic project. The findings indicated that upcoming initiatives ought to leverage their concepts and experiences. The discussions will cover the benefits of utilizing Instagram Reels, especially in improving students' public speaking abilities, enhancing their educational experiences, and promoting development in multiple domains. The enthusiastic involvement in the project showcases the students' commitment and curiosity, which played a significant role in their overall achievement (Rakhmanina & Yuneva, 2018; Paneerselvam & Mohamad, 2019). Utilizing Instagram Reels offered students an innovative avenue to enhance their English-speaking abilities in a relaxed and adaptable setting, enabling them to learn from errors and refine their skills. This is consistent with earlier studies that emphasize the beneficial effects of social media on student motivation and speaking skills (Nurhikmah, 2020; Devi et al., 2020; Devana & Afifah, 2021). The platform enabled avenues for innovative expression and cooperative education. The project utilizing Reels proceeded without any challenges.

### The Advantages of Reels Implementation on the Students' Speaking Skills

Compared to students' positive attitudes toward Reels, responses in Likert-scale questionnaires, open-ended questions, participant observations, and interviews revealed that students indicated that incorporating Reels into their speaking project provided numerous learning benefits. They described Reels as intriguing, fascinating, fun, and challenging. Furthermore, allowing students to achieve complete and immersive learning helps students with English acquisition, develops other relevant skills, and facilitates collaborative learning, as mentioned below.

**Table 2. The Advantages of Reels Implementation on the Students' Speaking Skills**

Statement number	The statements	Agree	Disagree
1	<i>Reels</i> provides an engaging platform to practice my speaking skills.	25 (100%)	0 (0%)
3	<i>Reels</i> provides a new opportunity for me to practice my English Speaking.	25 (100%)	0 (0%)
4	I can speak comfortably in English using <i>Reels</i> .	18 (72%)	7 (28%)
5	<i>Reels</i> can be a useful tool for me to strengthen my English-speaking skills.	25 (100%)	0 (0%)
9	<i>Reels</i> helps me speak English more confidently.	21 (84%)	4 (16%)
12	The implementation of technology in the learning process (using <i>Reels</i> on <i>Instagram</i> ) keeps me motivated to practice my speaking skills.	24 (96%)	1 (4%)
17	I gain new knowledge and skills in the implementation of <i>Reels Instagram</i> in the speaking project.	23 (92%)	2 (8%)

Table 2 indicated that all students (100%) benefited from Reels as it offers an engaging platform for practising speaking skills. They indicated Reels offers a novel opportunity to practice and improve their speaking skills. Seventeen students, representing 72%, asserted their ability to speak comfortably in English through Reels. Furthermore, all students (100%) consider Reels an effective tool for enhancing English-speaking skills. Twenty-one students, representing 84%, contended that Reels contribute to their increased confidence in speaking English. Ninety-six per cent, or 24 students, concurred that integrating technology in the learning process, specifically through Instagram Reels, enhances their engagement and motivation to practice speaking skills. Ninety-two per cent, or 23 students, reported acquiring new knowledge and skills through implementing Instagram Reels in the speaking project. The benefits identified in the Likert-scale questionnaire align with students' responses to the open-ended questions and interviews.



*“Reels project helps me to improve my speaking skills.” (Open-ended question, Question 1, Answer 10)*

*“I like because it has a benefit to share information to a lot of people whose using social media.” (Open-ended question, Question 1, Answer 24)*

*“Reels project helps to speak fluently.” (Open-ended question, Question 5, Answer 15)*

*“Yeah, it gave me the chance to revise things that aren’t accurate. For example, I can retake the video to correct my pronunciation or getting the best angle. I can also edit the text or title that has misspelling.” (Interview question, Interviewee 1, a high achiever)*

*“We can spread new and useful information, new knowledge, and insights.” (Interview question, Interviewee 2, a high achiever)*

*“We can use Instagram by uploading educational content. Some people may not know about signs, but when they see the video, they understand what the functions of warning, caution, and notice are.” (Interview question, Interviewee 5, a low achiever)*

The implementation of Reels in teaching-learning activities has been shown to significantly motivate and engage students during project completion, as evidenced by their enthusiasm, focus, and collaborative efforts while creating videos. Students actively sought clarification from their teacher and supported each other during the video shooting process, indicating a positive learning environment. According to Afrilliani et al. (2020), the diverse features of Instagram can enhance educational objectives and inspire student engagement, while the Reels project specifically aids in improving speaking skills through practice and revision. However, some students found the project challenging due to inexperience with the Reels feature, highlighting a learning curve associated with new technology (Jamshidian & Salehi, 2020).

Students acknowledged the benefits of using Reels to enhance their speaking skills, viewing Instagram Reels as a practical means of learning. This flexibility enabled individuals to utilize it in various settings, fostering a sense of ease in completing the project. The students discovered Reels, an Instagram feature, to be captivating and compelling in their speaking project. This platform enabled students to practice and improve their English-speaking abilities, boosting their confidence and skill level. The Reels project provided a valuable opportunity for students to improve their speaking skills through continual practice, allowing them to refine and perfect their speeches before publicly sharing them.

It aligned with previous studies that found technology enhances language learning by offering practice opportunities, access to linguistic resources, and immediate interaction with native speakers. Students could improve their language skills in and out of the classroom, promoting their growth as independent learners (Zhang & Zou, 2022; Kusmaryani et al., 2019; Su & Zou, 2022). Afrilliani et al. (2020) highlighted that the features of Instagram could assist teachers and pupils in reaching their learning objectives while motivating students to participate actively in their studies. The social media project demonstrated significant engagement and depth of meaning. Three students indicated that the project posed challenges and was somewhat intricate, as it was their initial experience utilizing the Reels feature on Instagram. Incorporating technology into educational activities enhances student motivation and engagement throughout the project completion. This evidence aligns with earlier studies conducted by Hikmah et al. (2024); students view this tool as engaging and conducive to creating an innovative learning environment for speaking while also boosting their motivation. Instagram reels provide captivating material to improve their speaking skills.

## The Students' Learning Experience and the Developments in Other Skills Following the Implementation of Instagram Reels

After completing the speaking project through Instagram Reels, the analysis regarding students' viewpoints on enhancing supplementary skills incorporated close-ended questions. The results are elaborated upon in the following section. The table below illustrates the students' responses to the administered questionnaires, emphasizing the enhancement of supplementary skills after introducing the Reels.

**Table 3. The Students' Learning Experience and the Developments of Other Skills Following the Implementation of Instagram Reels**

Statement number	The statements	Agree	Disagree
10	When I practice my speaking with <i>Reels</i> , I experience a new learning atmosphere.	20 (80%)	5 (20%)
11	Using <i>Reels</i> encourages me to enhance my communication skills with my friends.	22 (88%)	3 (12%)
15	My other language skills (Bahasa Indonesia) also develop through the Reels project.	19 (76%)	6 (24%)

Table 3 illustrated that implementing the Reels Video Project significantly impacted students' learning experiences, with 80% of participants (20 students) reporting a new learning atmosphere during speaking practice and 88% (22 students) indicating that it improved their communication skills with peers. Additionally, 76% (19 students) noted advancements in their other language skills, specifically Bahasa Indonesia, as a result of the project. Open-ended responses revealed widespread recognition of improvements in various skills, including video editing, creativity, vocabulary expansion, and self-confidence, with ten students highlighting notable gains in video editing and eleven reporting increased self-confidence.

These findings support previous research by Wulandari (2019), Devi et al. (2020), Utomo and Bastiar (2020), and Ihsan and Aulia (2020), which emphasized the effectiveness of Reels in enhancing English language skills among students. The Reels speaking project has proven to be a transformative initiative for enhancing learners' communication and language skills, particularly in Bahasa Indonesia. Participants reported significant improvements in video editing skills, creativity, vocabulary, and self-confidence. The project fostered these skills and aligned with previous research indicating that such initiatives can enhance students' English proficiency (Handayani, 2016; Putri, 2022; Basith & Syafi'i, 2019; Fadhlillah et al., 2024). Students' self-confidence and speaking abilities were notably boosted, demonstrating the project's effectiveness in language skill development.

Incorporating technology into the learning process has been shown to yield positive outcomes, creating an engaging and enjoyable atmosphere for students despite some challenges faced (Delic-Zimic & Gadzo, 2017; Fernández-Gutiérrez et al., 2020; Sari Merta et al., 2023; Carstens et al., 2021; Yildiz, 2022). Teachers emphasized that integrating technology enhances student success (Küçük, 2023). Factors contributing to the project's success included its novelty, the enthusiasm it generated among students, and the well-structured learning design based on curriculum analysis. Additionally, students' prior knowledge and resource exploration during the project facilitated their language acquisition, supported by findings from Jährani and Listia (2023) that highlight the benefits of exposure to the English language for proficiency improvement.

## CONCLUSION

The research emphasized exploring the implementation of Reels, a feature on Instagram, on the speaking project. Based on the findings, using Instagram Reels in an educational setting involving students using their preferred devices enhances the students' speaking skills. The project's success is attributed to its novelty and the ability to enrich students' learning experience. Even though the students confronting challenges included internet connectivity, pronunciation, writing ideas, video-making, time management, self-confidence, and recall of words in English, the students viewed the project as a practical learning medium, facilitating the replay and correction of speeches, fostering creativity, and enhancing social skills through collaborative learning. The project improved learners' communication in English and enhanced other language skills, particularly in Bahasa Indonesia. Technology integration in education has been shown to enhance student success, with factors such as novelty, teacher instructional design, and prior knowledge and materials provided by teachers.

The following are several prospective recommendations exerted relying on the research results:

1. EFL educators should integrate technology into learning, as it offers engaging, meaningful, and effective learning activities,
2. The project's timeline or the allocated time should yield significantly improved outcomes, especially in gaining exposure to and delving deeper into the knowledge and skills associated with the English language, and
3. The research primarily focused on improving speaking skills, which were underdeveloped in other language skills. Future research should explore the implementation of Reels Instagram to enhance proficiency in other skills in diverse contexts and settings.

## REFERENCES

- Adams, R. V., & Blair, E. (2019). Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. *SAGE Open*, 9(1), 215824401882450. <https://doi.org/10.1177/2158244018824506>
- Adrianne, F., & Pujowidianto, N. A. (2022). The Use Of Instagram Reels In Teaching Bahasa Indonesia. In *Proceedings of CLaSiC 2022*. [https://fass.nus.edu.sg/cls/wpcontent/uploads/sites/32/2022/12/adrianne\\_felicia.pdf](https://fass.nus.edu.sg/cls/wpcontent/uploads/sites/32/2022/12/adrianne_felicia.pdf)
- Afriliani, G., Sajidin, S., Darmalaksana, W., & Mulyana, A. (2020). The Use of Vlog to Improve Students' Speaking Skills: An Indonesian Case. In *Proceedings of the 1st Bandung English Language Teaching International Conference (BELTIC 2018)* (Vol. 1, No. 1, pp. 531-539). SCITEPRESS.. <https://doi.org/10.5220/0008220705310539>
- Akmad, A., & Abatayo, A. V. (2024). Caught in the Slow Lane: Effects of Unstable Internet Connectivity on Accessing Academic Resources and Collaborative Learning. *Journal of Interdisciplinary Perspectives*, 2(9). <https://doi.org/10.69569/jip.2024.0370>
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' Difficulties In Writing EFL. 2(1), 20–25.
- Amalia, R. D., & Anggraeni, A. (2021). Limitation Vocabulary Can be One of Factor The Students Do Not Want to Speak English. In *PROJECT (Professional Journal of English Education)*. Volume 4, No 1, January 2021. p-ISSN 2614-6320. e-ISSN 2614-6258.
- Andani, S., Damayanti, A., Prasetyo, W. (2023). The Effect of Gallery Walk Technique on Students' Speaking Ability. *Journal of English Language Teaching Learning and Literature*. Vol. 6 No. 2. ISSN: 2620-410X (Print) ISSN: 2774-3713 (Online).
- Azar, A. S., Keat, O. B., & Arutus, J. S. (2021). Collaborative learning in the classroom: The study of Malaysian University student' attitude. *Ilkogretim Online- Elementary Education Online*, 20(4), 272-284. <https://doi.org/10.17051/ilkonline.2021.04.30>
- Azwar, I., Emiliyasi, R. N., Dewi, S. L., Rahmasari, S. M., Wali, M., Nasution, A., Inayah, S., Angraini, L. M., Kania, N., Dwi, M., Supriyadi, E., & Widyastika, D. (2023). Inovasi

Pembelajaran.

- Badruttamam, C. A., Kholidah, D. R., & Khofifah. (2021). Pengembangan Media Puzzle Mufrodat untuk Meningkatkan Keterampilan Berbicara pada Mata Pelajaran Bahasa Arab Kelas 1. *IBTIDA'*, 2(2), 156–163. <https://doi.org/10.37850/ibtida.v2i2.227>
- Basith, A. & Syafi'i. A. (2019). Instagram as Media in Teaching Writing Recount Text for Senior High School Students. *SALEE: Study of Applied Linguistics and English Education*, 1(1), 11–20. <https://doi.org/10.35961/salee.v1i01.66>
- Blandón, M. a. C., Cristia, A., & Räsänen, O. (2023). Analysing the Impact of Audio Quality on the Use of Naturalistic Long-Form Recordings for Infant-Directed Speech Research. *arXiv (Cornell University)*. <https://doi.org/10.48550/arxiv.2305.01965>
- Briliandy, N. R. & Inayati. N. L. (2024). Active Learning Methods to Improve the Arabic Language Skills of Pesma Students. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 11(2) 193-198. doi: <https://doi.org/10.21093/twt.v11i2.7642>
- Brooks, M. (2009). Drawing, Visualisation and Young Children's Exploration of "Big Ideas." *International Journal of Science Education*, 31(3), 319–341. <https://doi.org/10.1080/09500690802595771>
- Burton, N. (2015). The Secret of Self Esteem. Retrieved from Neelburton.com: [www.neelburton.com](http://www.neelburton.com)
- Carballo, G.E. & Elizondo, M. (2022). Tips on Bringing Expert Professionals to Class to Support Learning. *Times Higher Education*: <https://www.timeshighereducation.com/campus/tips-bringing-expert-professionals-class-support-learning>. Access at 12:58, September 18th, 2024.
- Carless, D., & Winstone, N. (2023). *Teacher Feedback Literacy and Its Interplay with Student Feedback Literacy*. *Teaching in Higher Education*, 28(1), 150-163. <https://hub.hku.hk/bitstream/10722/288461/1/Content.pdf?accept=1>.
- Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and Why are Educators Using Instagram? *Teaching and Teacher Education*, 96, 103149. <https://doi.org/10.1016/j.tate.2020.103149>
- Carstens, K. J., Mallon, J. M., Bataineh, M., & Al-Bataineh, A. (2021). Effects of technology on student learning. In *The Turkish Online Journal of Educational Technology, TOJET: The Turkish Online Journal of Educational Technology* (Vol. 20, Issue 1, pp. 105–106) [Journal-article]. <https://files.eric.ed.gov/fulltext/EJ1290791.pdf>
- Cempaka, R. (2024) Enhancing English Speaking Proficiency through Group Discussions. *Research Studies in English Language Teaching and Learning*, 2(3), 162–174. <https://doi.org/10.62583/rseltl.v2i3.49>
- Damayanti, F., Vivien, H., Situmorang, M., Trianung, T., & Supadi. (2023). The Problem of Education in Indonesia is The Independent Curriculum The Solution. *Scholar : Educational Scientific Journal Media*, 13(5), 917–924.
- Datareportal. (2023). Retrieved from: <https://datareportal.com/reports/digital-2023-global-overview-report>. Access at 9:30, December 10th, 2023.
- Delić-Zimić, A., & Gadžo, N. (2017). Implementation of ICT in Education. In *International Symposium on Innovative and Interdisciplinary Applications of Advanced Technologies* (pp. 215-222). Springer, Cham.
- Derakhshan, A., & Shirejini, R. K. (2020). An investigation of the Iranian EFL learners' perceptions towards the most common writing problems. *SAGE Open*, 10(2), 215824402091952. <https://doi.org/10.1177/2158244020919523>
- Devana, T., & Afifah, N. (2021). Enhancing Students' Speaking Skill and Motivation through Instagram Vlog. *Atlantis Press*, 513, 358–363. <https://doi.org/10.2991/assehr.k.201230.131>
- Devi, P., Virgiana, B., and Auli, M. (2020). The Use of Social-Media Instagram in Teaching EFL: Effect on Students' Speaking Ability. *Proceeding of the 2nd International*



- Conference on English Language Education (ICONELE).
- Dewi, F. U., Setyaji, A., & Mulyani. (2023). The Implementation of Vocabulary Mastery by Using Cambridge Online Dictionary to Enhance Students' Speaking Skill in Hortatory Exposition Text. In Seminar Nasional PPG UPGR.
- Duha, M. (2022). Students' Difficulties in Writing Descriptive Text. *Faguru: Jurnal Ilmiah Mahasiswa Keguruan*, 1(2).
- Ellis, R. (2019). Towards a Modular Language Curriculum for Using Tasks. *Language Teaching Research*, 23(4), 454–475. <https://doi.org/10.1177/1362168818765315> Farrell, T. S. (2019). Reflective practice in ELT. *Equinox*.
- Erarslan, A. (2019). Instagram as an Education Platform for EFL Learners. *TOJET: The Turkish Online Journal of Educational Technology*, 18(3), 54–69.
- Fadhilillah, A., Ro'ifah, & Yuniarti, S. (2024). Effectualness Of Instagram Reels In Enhancing Students' Lexical. *Tell-Us Journal*, Vol. 10, Issue 1, March 2024, P-ISSN: 2442-7608; E-ISSN: 2502-7468
- Fernández-Gutiérrez, M., Gimenez, G., & Calero, J. (2020). Is the use of ICT in education leading to higher student outcomes? analysis from the spanish autonomous communities. *Computers and Education*, 157(July). <https://doi.org/10.1016/j.compedu.2020.103969>
- Gifari, M. K., and Arifin, Z. (2024). Inovasi Kurikulum. p-ISSN 1829-6750 & e-ISSN 2798-1363. Volume 21 No 3.
- Handayani, F. (2016). Instagram As A Teaching Tool? Really? *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 320–327. <https://doi.org/978-602-74437-0-9>
- Harris, K. R., & Graham, S. (2018). Self-Regulated Strategy Development : Theoretical Bases , Critical Instructional Elements , and Future. 34 (2017), 119–120. <https://doi.org/10.1163/9789004270480>
- Hartina, S., Ningsih, A. F., & Sahraini. (2024). Exploring Students' Difficulties and Causes in Writing Descriptive Text: An Analysis in An Indonesian High School. In *Elstic-IJ*, Vol. 4 No. 1.
- Hermansyah, H., Gunawan, G., & Herayanti, L. (2017). Pengaruh Penggunaan Laboratorium Virtual Terhadap Penguasaan Konsep dan Kemampuan Berpikir Kreatif Siswa pada Materi Getaran dan Gelombang. *Jurnal Pendidikan Fisika Dan Teknologi*, 1(2), 97–102. <https://doi.org/10.29303/jpft.v1i2.242>
- Hikmah, N., Hidayati., Irwandi., Ilham., Rahmaniah, R., & Whitworth, N. (2024). Students' perceptions of using Instagram reels as mobile-assisted language learning to improve speaking skills. *sEnglish sReview: sJournal sof sEnglish sEducation*, s12(1), 385-396. <https://doi.org/10.25134/erjee.v12i1.9277>
- Ihsan, P., and Aulia, R. (2020). Instagram as Medium of Promoting English Speaking Skill: English Edupreneurship. *Jo-ELT (Journal of English Language Teaching)*. Vol.7 No.2.
- Jahrani, A., & Listia, R. (2023). The impact of exposure on second language acquisition. *IDEAS Journal on English Language Teaching and Learning Linguistics and Literature*, 11(1), 416–424. <https://doi.org/10.24256/ideas.v11i1.3581>
- Jamshidian, F., & Salehi, H. (2020). Innovative social media for foreign language learning: A review of social media types and their effects. *Journal of Critical Studies in Language and Literature*, 1(1), 22–34. <https://doi.org/https://doi.org/10.46809/jcsll.v1i1.3> Copyright
- Jayanti, N. S. D., Suprijono, N. A., & Jacky, N. M. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Sejarah Di SMA Negeri 22 Surabaya. *Edukasia: Jurnal Pendidikan dan Pembelajaran* Vol. 4 No. 1, pp. 561-566. ISSN: 2721-1150. EISSN: 2721-1169. <https://doi.org/10.62775/edukasia.v4i1.304>
- Jin, T., Jiang, Y., Gu, M. M., & Chen, J. (2022). Their Encouragement Makes Me Feel More Confident”: Exploring Peer Effects on Learner Engagement in Collaborative Reading of Academic Texts. *Journal of English for Academic Purposes*, 60, 101177.

- <https://doi.org/10.1016/j.jeap.2022.101177>
- Joseph, R. And Sivamani, S. (2024). *Exploring the Impact of Teacher Feedback on Academic Performance: A Quantitative Analysis with a Focus on Timely Grading and Expectations*. International Journal of Multidisciplinary and Current Educational Research (IJMCER). ISSN: 2581-7027. Volume 6, Issue 1, Pages 44-57.
- Katempa, C.V. (2022). Vocabulary enhancement through multimedia learning among Grade 7th EFL students. MEXTESOL Journal, Vol.46 no.1.
- Kharismawati, N. P., & Arifin, Z. (2024). Evaluation of the Kurikulum Merdeka in Dance Learning for Junior High Schools. Inovasi Kurikulum, 24(4), 1939-1954.
- Küçük, T. (2023). Technology Integrated Teaching and Its Positive and Negative Impacts on Education. International Journal of Social Sciences and Educational Studies, 10(1). <https://doi.org/10.23918/ijsses.v10i1p46>
- Kusmaryani, W., Musthafa, B., & Purnawarman, P. (2019). The influence of mobile applications on students' speaking skill and critical thinking in English language learning. Journal of Physics: Conference Series, 1193(1). <https://doi.org/10.1088/1742-6596/1193/1/012008>
- Laia, W. (2024). An Analysis of Grammatical Errors On Students' Writing Narrative Text Of Second Grade At SMA Negeri 2 Hilimegai. In Research on English Language Education. <https://jurnal.uniraya.ac.id/index.php/Relation>
- Lasabuda, N. (2017). An Identification of Students' Difficulties in Pronunciation. Al-Lisan, Journal Bahasa, 2(2), 17-24.
- Legi, H., Damanik, D., & Giban, Y. (2023). Transforming Education Through Technological Innovation In The Face Of The Era Of Society 5.0. Educenter : Jurnal Ilmiah Pendidikan, 2(2), 102–108. <https://doi.org/10.55904/educenter.v2i2.822>.
- Lu, H.S., & Smiles, R. (2022). The Role of Collaborative Learning in the Online Education. International Journal of Economics, Business and Management Research, 06(06), 125–137. <https://doi.org/10.51505/ijebmr.2022.6608>
- Mamahit, C. E. J. (2019). Analisis Pengaruh Manajemen Waktu dan Motivasi Mengajar terhadap Kinerja Dosen. Jurnal Manajerial, 18(1). Retrieved from <http://ejournal.upi.edu/index.php/manajerial/>
- Marzuki, M.J. (2019). The Use of Digital Vlog Media to Enhance Students' Speaking Skill. Thesis, Universitas Negeri Makassar.
- Masruddin. (2014). The Importance of Using Technology in English Teaching and Learning. Ideas, Journal on English Language Teaching and Learning, Linguistics and Literature, Vol 2, No 2.
- Miles, M. B., Huberman, A. M., and Saldaña, J. (2019). Qualitative Data Analysis: A Methods Sourcebook. 4th Edition. California: Sage Publications.
- Mubarak, T. M. S. (2017). The Correlation Between Students' Self-Confidence And Their Speaking Skill. Universitas Garut.
- Niah, W. S. (2017). Menguasai Speaking Skill Bahasa Inggris Dengan Konsep English Day Bagi Guru Dan Karyawan Di Sma Islam Terpadu Fadhillah Pekanbaru. Jurnal Untuk Mu negeRI, 50.
- Nurhikmah, Z. (2020). The Effectiveness of Media Instagram Toward the Students Speaking Skills at Islamic Institute Sunan. Langedu Journal, 10(5), 1-16.
- Nurmalasari, Tahir, M., & Korompot, C. A. (2023). The Impact Of Self-Confidence On Students' Public Speaking Ability. International Journal of Business, English, and Communication (IJoBEC), Vol. 1 No. 2, 2023, pp. 53-57. <https://journal.unm.ac.id/index.php/ijobec/index>
- Pane, W. S. (2020). Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Menengah Pertama dengan Menggunakan Idiom. Masyarakat Berdaya Dan Inovasi, 1(1), 33–38. <https://doi.org/10.33292/mayadani.v1i1.15>

- Paneerselvam, A., & Mohamad, M. (2019). Learners ' Challenges and English Educators ' Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review. *Scientific Research Publishing*, 10(13), 3299-3305. <https://doi.org/10.4236/ce.2019.1013253>
- Pasaribu, V. L. D., Elburdah, R. P., Sudarso, E., & Fauziah, G. (2020). Penggunaan Manajemen Waktu terhadap Peningkatan Prestasi Belajar di SMP Araisiyah. *Jurnal ABDIMAS Tri Dharma Manajemen*, 1(1), 84. <https://doi.org/10.32493/ABMAS.v1i1.p84-91.y2019>
- Pratiwi, I., Erlina, L., & Sitepu, M. S. (2023). The Influence of Gadget Use on Adolescent Social Interaction in Banyumas Village. In *Proceeding International Seminar on Islamic Studies*, Volume 4 Nomor 1. e-ISSN: 2722-7618.
- Purnama, S., Pawiro, M. A., & Azis, A. (2023). Detecting Mispronunciations of Non-Native (L2) Post-Graduate Students of English Language Education in Indonesia. *International Journal of Language Education*, 1(1), 134. <https://doi.org/10.26858/ijole.v1i1.36368>
- Putri, E. (2022). An Impact Of The Use Instagram Application Towards Students Vocabulary. *Pustaka Ilmu*, 2(2), 1–10. <http://pustakailmu.id/index.php/pustakailmu/article/view/88/77>
- Rakhmanina, L., & Yuneva. (2018). The application of Instagram activity to improve students' motivation in English speaking. *Journal of English Education and Linguistics*, 2(1), 49–60.
- Rao, P.S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ); An International Peer-Reviewed English Journal*. Vol-2, Issue-2.
- Riswandi, D. (2018). The Implementation of Project-Based Learning to Improve Students' Speaking Skill. *International Journal of Language Teaching and Education*, 2, 32-40. <https://doi.org/10.22437/ijolte.v2i1.4609>
- Santhi, D. D. Y. (2020). Project-Based Learning and Teaching Oral Communication Skills in Secondary EFL Context in Indonesia. Bandung: Universitas Pendidikan Indonesia.
- Sappaile, I. B. (2024). The Impact of Dependence on Gadgets on Student Concentration and Academic Performance. *Journal Emerging Technologies in Education*, 2(2), 177–189. <https://doi.org/10.70177/jete.v2i2.1063>
- Sari Merta, L. W., Ratminingsih, N. M., Budasi, I. G., Universitas Pendidikan Ganesha, & Indonesia. (2023). The Integration of Technology in English Language Teaching to Stimulate Students' Critical Thinking. In *Language Circle: Journal of Language and Literature* (Vol. 17, Issue 2). <http://journal.unnes.ac.id/nju/index.php/lc>
- Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. In *Journal of Education and Practice*. <https://files.eric.ed.gov/fulltext/EJ1079541.pdf>
- Sholikh, M. N., Sulisworo, D., & Maruto, G. (2019). Effects of Cooperative Blended Learning Using Google Classroom on Critical Thinking Skills. *Proceedings of the 6th International Conference on Community Development (ICCD 2019)*. <https://doi.org/10.2991/iccd19.2019.86>
- Slamet, Rahmawati, F. P., & Gufron, A. (2024). Peran Kurikulum Merdeka Dalam Pengembangan Literasi Digital Dan Karakter Peserta Didik. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, ISSN Cetak : 2477-2143 ISSN Online : 2548-6950. Volume 09 Nomor 04, Desember 2024.
- Srinawati, W., & Alwi, R. (2020). Critical Thinking Ability in EFL Students ' Argumentative Essay Writing: The Difficulties and The Strategies. *Jurnal Serambi Ilmu Journal of Scientific Information and Educational Creativity*, 21(September).
- Su, F., & Zou, D. (2022). Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications. *Computer Assisted Language Learning*, 35(8), 1754–1788. <https://doi.org/10.1080/09588221.2020.1831545>

- Sulasno, S., Hapsari, F. I., & Erlawati, E. (2022). Using Instagram to Teach Writing Descriptive Text. *Proceedings Series on Physical & Formal Sciences*, 3, 36–43. <https://doi.org/10.30595/pspfs.v3i.262>
- Sulistiyo, U. (2016). Learning English as a Foreign Language in an Indonesian University: A Study of Non-English Department Students' Preferred Activities Inside and Outside the Classroom. *IJET*, Volume. 5, Issue 1.
- Syahida, A. A., Saehu, A., & Sundari, H (2022). Instagram-Mediated Project-Based Learning in Teaching Speaking Skill. *Indonesian EFL Journal*, 8(2), 187-196. <https://doi.org/10.25134/ieflj.v8i1.6642>
- Syahrir, S., & Hartina, S. (2022). *Teaching Basic English in Higher Education: Effective EFL Teaching Through Students' Lens*. *IDEAS Journal on English Language Teaching and Learning Linguistics and Literature*, 10(2), 2139–2150. <https://doi.org/10.24256/ideas.v10i2.3367>
- Tanis, C. J. (2020). The Seven Principles Of Online Learning: Feedback From Faculty And Alumni On Its Importance For Teaching And Learning. *Research in Learning Technology*, 28. <https://journal.alt.ac.uk/index.php/rlt/article/download/2319/2664/>
- Utomo, A. and Bastiar, I. (2020). The Use of Instagram to Improve English Literature Students' Self-Confidence in Mastering Speaking Skill. *JPE (Jurnal Pendidikan Edutema)*, Vol. 7 No. 2.
- Wattimena, P. M. (2020). Penggunaan Media Gambar Untuk Meningkatkan Kemampuan Anak Dan Remaja Dalam Kosakata Bahasa Inggris Di Jemaat Maranatha Kampung Sayosa Kabupaten Sorong. *Journal of Dedication to Papua Community*, 178.
- Winarno. (2023). Teachers' Challenges and Students' Response to Project-Based Learning in English Subject. In *Surakarta English and Literature Journal*. <https://ejurnal.unsa.ac.id/>
- Winarsunu, T. (2006). *Statistik dalam Penelitian Psikologi dan Pendidikan*. Malang: Universitas Muhammadiyah Malang.
- Wulandari, M. (2019). Improving EFL Learners' Speaking Proficiency Through Instagram Vlog. *LLT Journal: A Journal on Language and Language Teaching*, Vol. 22, No. 1.
- Wulandari, Y., Aniuranti, A., & Tsani, N. M. H. (2022). Students' difficulties in learning English pronunciation. *ELT in Focus*, 5(1), 35-43. doi: 10.35706/eltinf.v5i1.7932
- Yildiz, Y. (2022). An Examination of the Experiences of Turkish ELLs about the Chatbot Apps to Learn English. *Canadian Journal of Language and Literature Studies*, 2(5), 32-41.
- Zhang, R., & Zou, D. (2022). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Computer Assisted Language Learning*, 35(4), 696–742. <https://doi.org/10.1080/09588221.2020.1744666>