

Published online on the Journal's Webpage: <http://deejournal.org/index.php/dee>



deejournal

Datokarama English Education Journal

Vol. 5 No. 2 (2024) 90-109

E-ISSN: 2723-4967

THE IMPACT OF ENGLISH-SPEAKING CONTENT VIDEOS ON INSTAGRAM ON STUDENTS' SPEAKING SKILLS

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Article History

Received:
(08-09-2024)

Revised:
(12-12-2024)

Accepted:
(28-12-2024)

Published:
(31-12-2024)

ABSTRACT

Students' speaking skills can be enhanced by using Instagram English content videos as a teaching and learning tool. With Instagram, students can simultaneously practice four separate English language skills. Instagram offers the chance to participate in a dialogue process. Because Instagram is thought to be the best place for EFL learners to produce language exposure, it can therefore accommodate speaking practices. The purpose of this research is to determine whether Instagram's English-language content videos have a noteworthy impact on the speaking abilities of State Islamic University of Sultan Syarif Kasim Riau students. Ex post facto design and quantitative methodology were employed in this investigation. The researchers distributed the questionnaire in order to gather data. Which were chosen by using purposive sampling. On May 25, 2023, the Department of English Education at UIN SUSKA Riau hosted this research. the information gathered from 42 samples. They were English Education Department fourth-semester students. Furthermore, surveys were employed to collect the information. The results showed that students' speaking abilities are significantly impacted by Instagram English content videos, utilizing the simple linear regression computation table. The T ratio gain of 10.777 is higher than the T table value of 2.020, meaning that $10.777 > 2.020$. Next, 0.00 was the significant value ($0.00 < 0.05$), which is less than 0.05. It is clear from this outcome that H_a is approved and H_o is refused. Thus, Instagram English content videos have an impact on students speaking skills.

Keywords: *English-Speaking Media; Instagram; Speaking Skill*



INTRODUCTION

Speaking is an observable and important skill (Parmawati & Inayah, 2019). Speaking the target language fluently is a crucial and active part of acquiring the language. It involves communication performance in addition to other necessary parts like pronunciation, grammar, vocabulary, pitch, intonation, stress, and other comparable components. According to Ramadoni (2019), these elements are necessary for efficient communication.

Any communication equipment, including computers, mobile phones, radios, televisions, satellite systems, etc., is included in the term "ICT." Since educators have realized that technology can be used to create both autonomous and collaborative learning settings where students may learn English quickly, the role and use of technology as a teaching tool for the language have increased (Jayanthi & Kumar, 2016). The media's broad appeal has a significant impact on how well pupils succeed academically. A disproportionate amount of time is spent by students on mobile devices, laptops, and social media. Information technology and communication are used in education to increase the media application's efficacy, which is intended to enhance students' academic performance and personal attributes in a more useful and acceptable way (Fadhilah et al., 2021).

Based on the observation at the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Lecturer process of teaching and learning English speaking skills, usually through the Communicative method. However, student feedback revealed that a number of them still struggle with speaking. These difficulties can be attributed to linguistic issues (such as vocabulary, grammar, and pronunciation), psychological issues (such as inhibition and lack of motivation), the learning environment (which includes speaking module topics and time constraints), and a lack of practice (Huwari, 2019).

Developing students speaking skills through Instagram media as a learning tool is also supported by other researchers, such as research by Aloraini & Cardoso, 2020; Apdin, 2022; Apriyanti et al., 2018; Azlan et al., 2019; Chun et al., 2016; Erarslan, 2019; Hape, 2018; Ramadoni, 2019; Sallamah & As Sabiq, 2020; Trifiro, 2018; Utomo & Bastiar, 2020; Zhang, 2013.

However, there were some differences between this research and previous studies. Further research on the impact of Instagram on undergraduate students is needed in Indonesia. Moreover, the experimental design was employed by the majority of researchers on a related topic. Thus, the purpose of this study was to determine the impact of Instagram on students' speaking skills.

LITERATURE REVIEW

Speaking

According to Brown (2000), speaking is an interactive process of meaning-making that involves information production, reception, and processing. Given that people who acquire a language are referred to as speakers, speaking is one of the four essential language abilities (Leong & Ahmadi, 2017).

In addition, speaking also involves using voice in both formal and informal contexts while communicating (Finegan, 2007). Furthermore, speaking is the capacity to communicate effectively and requires both the instantaneous processing of language and information as well as an understanding of its aspects (Harmer, 2007b).



Speaking is a necessary life skill for everyone. It is a crucial tool for communication and the second most productive language ability. It serves as a medium for interpersonal interaction, communication, discussion, and sharing of opinions and ideas about the world around them (Raba, 2017).

Components of Speaking

Students must be proficient in the vocabulary and grammar of the English language in order to communicate in it. One useful language learning skill is speaking. Along with other crucial components like pronunciation, intonation, syntax, vocabulary, etc., it involves communicative performance.

Speaking skills such as accuracy, fluency, and comprehensibility are required. Additionally, participants' ability to articulate themselves, utilize the appropriate words in the appropriate order, and pronounce words clearly is measured in terms of accuracy in grammar, vocabulary, and pronunciation.

1) Grammar

For students to arrange acceptable sentences in conversation, both in written and oral forms, grammar is necessary. Grammar anticipates and systematically accounts for the language knowledge of an ideal hearer or speaker. Furthermore, according to Greenbaum and Nelson in Rizqiningsih & Hadi (2019), grammar refers to the rules that enable us to integrate words in our language into larger units.

A set of rules known as grammar explains how we utilize a language. Learning the proper technique to gain language abilities in verbal and written form is another goal of grammar (Bawanti & Arifani, 2021). As a result, grammar is what it takes for students to construct the appropriate sentence in a dialogue.

2) Vocabulary

The vocabulary used in spoken language is everyday and well-known. A large vocabulary allows us to apply the structure and function we may have learned for understandable communication, which is why vocabulary is crucial for successful second language use (Turk, 1985).

The right wording that is employed in conversation is referred to as vocabulary. Insufficient vocabulary makes it difficult to construct sentences that effectively convey concepts orally and in writing (Bawanti & Arifani, 2021).

3) Pronunciation

Students can develop more accurate language when speaking by using proper pronunciation. It indicates that even with low vocabulary and grammar, children can still communicate successfully when they use proper pronunciation and intonation.

When someone is speaking, they might make sounds or words by using proper pronunciation. It has to do with the phonological process, which is the set of grammatical rules and elements that control how a language's sounds and patterns vary (Bawanti & Arifani, 2021). When someone speaks continuously, mispronouncing different phonemes, it might be difficult for a non-native speaker to comprehend what they are saying.

4) Fluency

The capacity to talk clearly and smoothly is known as fluency. Many people want to become fluent speakers of the language. A reasonably quick speech rate and few pauses, such as "umm" or "our," are indicators of fluency. These cues suggest that the speaker need not



spend much time searching for the language elements required to convey the message (Brown, 2000).

5) Comprehension

Understanding is the capacity for comprehension. People should be well informed on whatever topic they wish to discuss, regardless of its subject matter. According to Cohen et al. (2010), comprehension is the ability of participants to fully comprehend the nature of the research study, especially when it involves risky and complex procedures.

Moreover, understanding is another crucial aspect of speech. According to Bawanti and Arifani (2021), comprehension is the ability to comprehend mental processes that are intended to improve understanding when communicating a message. If pupils wish to communicate well, they should take into account these four aspects of speech.

Instagram

Instagram is a social media platform that allows users to share fifteen-second videos and images to other social media platforms (Blair & Serafini, 2014). Instagram has grown rapidly since its 2010 inception to rank among the most popular social networking sites worldwide (Boy & Uitermark, 2017). Around 200 million people use the program daily to share 70 million images, according to reports from early 2015. Instagram can be considered a participatory sensing system because it is a visually located social media platform. With their smartphone in hand, its user generates data while going about their daily lives.

Instagram allows users to submit images and videos, comment on other users' posts, and organize their posts together using hashtags—all of which are elements that might help with learning. In order for users to converse with others, learn from, and share knowledge (Hape, 2018).

Certainly, the majority of Indonesian students have an Instagram account. Instagram is usually their go-to platform for connecting with friends and other people. Users are able to search for, share, and choose among other entertaining videos. The images and videos that students share on Instagram as part of their assignments can serve as media to hone their public speaking abilities. At that moment, they can read or listen to the topic and put it into practice. Four English language skills can be expressed on social media, particularly Instagram, to help students practice their language abilities both outside and within the classroom (Erarslan, 2019).

Instagram as Learning Media

There are many different uses for the Instagram app. This software, which distributes user data, definitely supports the use of the Instagram app as a teaching resource. When it comes to promoting learning on Instagram, teachers and students take on different roles. Teachers need to provide relevant education and feedback in order for students to use online forums effectively. By producing materials that are vital to education, students assume a self-authorship role. According to Sari and Wahyudin (2019), these tactics encourage piquing students' attention and giving them the tools they need to participate fully in their education.

The most common reason for their use was to read materials that other teachers had contributed. We talk about how our final results will affect the work that educators and teacher educators do in the digital age as well as how research on educators' professional use of social media will develop in the future (Sallamah & As Sabiq, 2020). Numerous studies have been done on social media use in ESL classes throughout the years.



Students can create collaborative learning environments with the help of mobile devices (Lan et al., 2009). They also boost their reading motivation (Borau et al., 2009). showed off the advantages of these devices, allowing students to actively engage in the "creation" of the English language and enhance their communication skills (Borau et al., 2009). illustrated the advantages of these devices, allowing students to actively engage in English language "creation" and so enhancing their communication skills (Gonulal, 2019).

METHOD

A quantitative approach was used to conduct this investigation. In quantitative research, the researcher selects the subject of study, formulates a focused question, gathers numerical data from participants, applies statistical analysis to these numbers, and conducts the investigation impartially and objectively (Creswell, 2012).

This study employed an ex post facto study design. When treatments are not present, causal relationships are investigated using non-experimental approaches. Because of this, it looks into how a single event may alter an impact, phenomenon, or behavior (Widarto, 2013). Instagram English content videos are one type of media that is seen to have the potential to impact students' speaking abilities as a teaching tool. Therefore, the purpose of this study is to ascertain whether students' perceptions of their speaking abilities are significantly impacted by Instagram English content videos.

The data was then obtained using a survey strategy, which involved the use of questionnaires. Survey research involves asking questions about people's views, attitudes, qualities, and behavior, according to Donald Ary. "A survey researcher wants to look into relationships between respondents' characteristics—like gender, age, education, race, and social class—and their current opinions about certain issues," they continue (Ary et al., 2010).

According to Creswell (2012), a population is a collection of people who share a particular attribute. This indicates that the population as a whole is the study's subject. Knowing the sample is a component of the population under study, and it can undoubtedly serve as a representative sample of the population.

The participants in this study were all fourth-semester students enrolled in the State Islamic University of Sultan Syarif Kasim Riau's English Education Department for the academic year 2023-2024. A sample is a part, number, or characteristic that the population possesses. The population was subjected to the conclusions drawn from the sample. A representative sample of the population is required (Sugiyono, 2010). Purposive sampling was the method of sampling that was employed in this study. There are particular issues for the technique of purposeful sampling (Sugiyono, 2010). This purposive sampling strategy is employed because it is appropriate for use in quantitative research and studies that do not call for generalization.

Cohen et al. (2007, p. 101) state that the larger the sample, the more representative the current population is, yet there is a finite quantity of researchers who are required to collect a minimum of thirty samples. According to Baley's argument in Mahmud (2011), a sample size of at least 30 is required for a study utilizing statistical data analysis.

The technique of collecting data is thought to be essential to the study's success. It includes how the data should be gathered, who the source is, and what kind of tool to employ. The method by which the researcher obtained the information pertinent to the study's main goal is referred to as the data collection approach.



A questionnaire is a list of inquiries made to people in order to gather data on a subject that is statistically valid (Roopa & Rani, 2012). Furthermore, a questionnaire is a tool used by respondents to either write down their answers to questions or mark the elements that represent their answers (Ary et al., 2010).

Both Indonesian and English were used in the questionnaire design process. There are two sections to the questionnaire. To gather the pupils' personal information, demographic data is covered in the first section. Frequencies and percentages will be used in this section of the descriptive statistics. The impact of Instagram English content videos on students' speaking abilities is the subject of the second section. English language skills media website.

This study's data analysis method made use of SPSS (Statistical Product and Service Solution) Version 24 for Windows computing and Microsoft Excel. This software has strong statistical capabilities, and the graphical data management system employs straightforward dialogue boxes and menus that make it simple to learn how to use (Sugiyanto, 2009).

FINDINGS AND DISCUSSION

Findings

The research consists of two variables: speaking abilities of the pupils, denoted by "Y," and Instagram English content videos, represented by "X." Using a questionnaire, Instagram English content videos were examined as an independent variable. The students received 14 gifts in total. In the meantime, a questionnaire was also used to study speaking. The students received fifteen items.

1. Data Presentation of Instagram English Content Videos

The items were used to present the data. There were 14 items on the Instagram English content video questionnaire used in this study. They were:

Table 1

Using Instagram English content videos spurred my enthusiasm to think creatively

Score	Alternative	F	P (%)
5	Strongly Agree	6	14.3
4	Agree	19	45.2
3	Neutral	16	38.1
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 1 shows the results, which indicate that 0% of respondents indicated significant disagreement, 2.4% indicated disagreement, 38.1% indicated neutrality, 45.2% indicated agreement, and 14.3% indicated strong agreement. Of the 25 students, the majority felt that watching English language content videos on Instagram encouraged them to think creatively.

Table 2

Using Instagram English content videos did not motivate me to think creatively

Score	Alternative	F	P (%)
1	Strongly Agree	2	4.8
2	Agree	0	0.0
3	Neutral	10	23.8
4	Disagree	17	40.5
5	Strongly Disagree	13	31.0
Total		42	100.0



Based on Table 2, it is evident that 4.8% of respondents indicated strong agreement, 0% indicated agreement, 23.8% indicated neutrality, 40.5% indicated disagreement, and 31% indicated extreme disagreement. With 30 students, it indicates that the majority of them disagree that watching English language content videos on Instagram did not inspire them to think creatively.

Table 3
Learning to speak English with Instagram English content videos make me tense in thinking

Score	Alternative	F	P (%)
5	Strongly Agree	9	21.4
4	Agree	20	47.6
3	Neutral	12	28.6
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 3 presents data showing that 0% of respondents indicated significant disagreement, 2.4% indicated disagreement, 28.6% indicated neutrality, 47.6% indicated agreement, and 21.4% indicated strong agreement. With 29 pupils, it indicates that most of them believe that watching videos on Instagram with English content while studying the language makes them anxious.

Table 4
I enjoy learning English using Instagram English content videos as a learning medium

Score	Alternative	F	P (%)
5	Strongly Agree	14	33.3
4	Agree	17	40.5
3	Neutral	10	23.8
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 4 presents the results, which indicate that 0% of respondents indicated significant disagreement, 2.4% indicated disagreement, 23.8% indicated neutrality, 40.5% indicated agreement, and 33.3% indicated strong agreement. With 31 students in all, it indicates that the majority of them concur that watching English-language content videos on Instagram helps them learn the language.

Table 5
I am excited to learn English when using Instagram English content videos as learning medium

Score	Alternative	F	P (%)
5	Strongly Agree	12	28.6
4	Agree	20	47.6
3	Neutral	9	21.4
2	Disagree	0	0.0
1	Strongly Disagree	1	2.4
Total		42	100.0

According to the data in Table 5, 2.4% of respondents indicated significant disagreement, 0% indicated disagreement, 21.4% indicated neutrality, 47.6% indicated agreement, and 28.6% indicated strong agreement. With 32 students in total, it indicates



that most of them are enthusiastic about learning English when utilizing English language content videos on Instagram as a teaching tool.

Table 6

Learning English from Instagram English content videos makes me feel the the native atmosphere

Score	Alternative	F	P (%)
5	Strongly Agree	3	7.1
4	Agree	14	33.3
3	Neutral	25	59.5
2	Disagree	0	0.0
1	Strongly Disagree	0	0.0
Total		42	100.0

From the data in Table 6, it is discovered that 33.3% of respondents agreed, 7.1% of respondents strongly agreed, 59.5% of respondents answered indifferent, and 0% of respondents disagreed. With 25 students, it indicates that most of them are indifferent to the idea that learning English through Instagram English content videos helps them experience the local environment.

Table 7

Instagram English content videos have various, more updated, and engaging content

Score	Alternative	F	P (%)
5	Strongly Agree	12	28.6
4	Agree	17	40.5
3	Neutral	11	26.2
2	Disagree	2	4.8
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 7 presents the results, which indicate that 0% of respondents indicated strong disagreement, 4.8% disagreed, 26.2% replied neutral, 40.5% agreed, and 28.6% strongly agreed.

Table 8

Instagram English content videos make learning becomes fun and meaningful

Score	Alternative	F	P (%)
5	Strongly Agree	10	23.8
4	Agree	21	50.0
3	Neutral	10	23.8
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 8 shows the data indicating that 0% of respondents indicated significant disagreement, 2.4% indicated disagreement, 23.8% indicated neutrality, 50% indicated agreement, and 23.8% indicated strong agreement. With 31 students overall, it indicates that the majority of them think that watching English language content videos on Instagram makes studying enjoyable and relevant.



Table 9

Instagram English content videos provide valuable and appropriate alternative ways of learning

Score	Alternative	F	P (%)
5	Strongly Agree	8	19.0
4	Agree	22	52.4
3	Neutral	10	23.8
2	Disagree	2	4.8
1	Strongly Disagree	0	0.0
Total		42	100.0

From the data in Table 9, 0% of respondents indicated they severely disagreed, 4.8% indicated they disagreed, 23.8% indicated they were indifferent, 52.4% indicated they agreed, and 19% indicated they strongly agreed. With 30 students overall, it indicates that the majority of them feel that Instagram English content videos offer worthwhile and suitable alternative learning opportunities.

Table 10

Instagram English content videos are easy and uncomplicated to use it

Score	Alternative	F	P (%)
5	Strongly Agree	11	26.2
4	Agree	21	50.0
3	Neutral	6	14.3
2	Disagree	4	9.5
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 10 presents the results, which indicate that 0% of respondents indicated significant disagreement, 9.5% indicated disagreement, 14.3% indicated neutrality, 50% indicated agreement, and 26.2% indicated strong agreement. With 32 students overall, it indicates that most of them think Instagram's English language content videos are simple to utilize.

Table 11

I find Instagram English content videos to be flexible to interact with

Score	Alternative	F	P (%)
5	Strongly Agree	11	26.2
4	Agree	16	38.1
3	Neutral	14	33.3
2	Disagree	0	0.0
1	Strongly Disagree	1	2.4
Total		42	100.0

Table 11 displays the statistics indicating that 2.4% of respondents strongly disagreed, 0% disagreed, 33.3% replied neutral, 38.1% agreed, and 26.2% strongly agreed. It indicates that most students concur that it's flexible to interact with Instagram English content videos. There were 27 students in all.



Table 12

I don't have much time to practice my speaking skill through the Instagram English content videos

Score	Alternative	F	P (%)
1	Strongly Agree	0	0.0
2	Agree	1	2.4
3	Neutral	15	35.7
4	Disagree	17	40.5
5	Strongly Disagree	9	21.4
Total		42	100.0

Table 12 presents data indicating that 0% of respondents indicated strong agreement, 2.4% indicated agreement, 35.7% indicated neutrality, 40.5% indicated disagreement, and 21.4% indicated extreme disagreement. With 26 students, it indicates that most of them disagree that they don't have enough time to practice speaking English using Instagram content videos.

Table 13

Instagram English content videos enable me to listen to foreigners' speech

Score	Alternative	F	P (%)
5	Strongly Agree	8	19.0
4	Agree	18	42.9
3	Neutral	10	23.8
2	Disagree	4	9.5
1	Strongly Disagree	2	4.8
Total		42	100.0

The data show that, among the respondents, 4.8% strongly disagreed, 9.5% disagreed, 23.8% replied neutral, 42.9% agreed, and 19% strongly agreed. With 26 students, it indicates that most of them concur that watching English language content on Instagram allows them to hear outsiders speak.

Table 14

Instagram English content videos enable me to practice with foreigners

Score	Alternative	F	P (%)
5	Strongly Agree	6	14.3
4	Agree	19	45.2
3	Neutral	14	33.3
2	Disagree	3	7.1
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 14 shows the data indicating that 0% of respondents indicated they severely disagreed, 7.1% indicated they disagreed, 33.3% indicated they were neutral, 45.2% indicated they agreed, and 14.3% indicated they strongly agreed. With 25 students overall, it indicates that the majority of them concur that watching English language content videos on Instagram helps them practice speaking with foreigners.

2. Data Presentation of Students Speaking Skill

The data are presented based on the items. There were 15 items on the speaking proficiency questionnaire used in this study. They were:



Table 15

Learning English by using Instagram English content videos can improve my pronunciation

Score	Alternative	F	P (%)
5	Strongly Agree	13	31.0
4	Agree	25	59.5
3	Neutral	3	7.1
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

The data presented in Table 15 indicates that 0% of respondents indicated significant disagreement, 2.4% indicated disagreement, 7.1% indicated neutrality, 59.5% indicated agreement, and 31% indicated strong agreement. With 38 students, it indicates that most of them agree that learning English using Instagram English content videos can help them pronounce words more correctly.

Table 16

Learning English by using Instagram English content videos can not improve my pronunciation

Score	Alternative	F	P (%)
1	Strongly Agree	1	2.4
2	Agree	0	0.0
3	Neutral	5	11.9
4	Disagree	20	47.6
5	Strongly Disagree	16	38.1
Total		42	100.0

Based on the data shown in Table 16, 2.4% of respondents indicated a strong agreement, 0% indicated a disagreement, 11.9% indicated a neutral response, 47.6% indicated disagreement, and 38.1% indicated severe disagreement. With 36 students, it indicates that the majority of them disagree that learning English through the use of Instagram English content videos can help them pronounce words more correctly.

Table 17

Learning English by using Instagram English content videos can improve my grammar

Score	Alternative	F	P (%)
5	Strongly Agree	8	19.0
4	Agree	23	54.8
3	Neutral	10	23.8
2	Disagree	0	0.0
1	Strongly Disagree	1	2.4
Total		42	100.0

From the data in Table 17, 2.4% of respondents strongly disagreed, 0% disagreed, 23.8% replied neutral, 54.8% agreed, and 19% strongly agreed, according to the data. With 31 students, it indicates that most of them agree that learning English using Instagram English content videos can help them become more proficient in grammar.



Table 18

Learning English by using Instagram English content videos can not improve my grammar

Score	Alternative	F	P (%)
1	Strongly Agree	0	0.0
2	Agree	1	2.4
3	Neutral	6	14.3
4	Disagree	24	57.1
5	Strongly Disagree	11	26.2
Total		42	100.0

Based on the data Table 18, 0% of respondents indicated they strongly agreed, 2.4% indicated they agreed, 14.3% indicated they were indifferent, 57.1% indicated they disagreed, and 26.2% indicated they severely disagreed. With 35 students, it indicates that most of them disagree that learning English through Instagram English content videos will help them become more proficient in grammar.

Table 19

Learning English by using Instagram English content videos can enhance my vocabulary

Score	Alternative	F	P (%)
5	Strongly Agree	20	47.6
4	Agree	15	35.7
3	Neutral	5	11.9
2	Disagree	1	2.4
1	Strongly Disagree	1	2.4
Total		42	100.0

The data presented in Table 19 indicates that 2.4% of respondents indicated strong disagreement, 2.4% indicated disagreement, 11.9% indicated neutrality, 35.7% indicated agreement, and 47.6% indicated strong agreement. With 35 students overall, it indicates that the majority of them agree that learning English using Instagram English content videos can improve their vocabulary.

Table 20

Learning English by using Instagram English content videos can not enhance my vocabulary

Score	Alternative	F	P (%)
1	Strongly Agree	1	2.4
2	Agree	1	2.4
3	Neutral	4	9.5
4	Disagree	15	35.7
5	Strongly Disagree	21	50.0
Total		42	100.0

Based on the data presented in Table 20, it can be shown that 2.4% of participants indicated strong agreement, 2.4% indicated agreement, 9.5% indicated neutrality, 35.7% indicated disagreement, and 50% indicated strong disagreement. It indicates that the majority of students 36 in total disagree that learning English through Instagram English content videos can improve vocabulary.



Table 21

Using Instagram English content videos makes me optimistic that I can speak in English better

Score	Alternative	F	P (%)
5	Strongly Agree	10	23.8
4	Agree	15	35.7
3	Neutral	15	35.7
2	Disagree	1	2.4
1	Strongly Disagree	1	2.4
Total		42	100.0

The data presented in Table 21 indicates that 2.4% of respondents indicated strong disagreement, 2.4% indicated disagreement, 35.7% indicated neutrality, 35.7% indicated agreement, and 23.8% indicated strong agreement. With 25 students, it indicates that most of them feel that watching English-language content videos on Instagram gives them hope for improving their English-speaking skills.

Table 22

Using Instagram English content videos increase my confidence in speaking

No	Alternative	F	P (%)
5	Strongly Agree	9	21.4
4	Agree	24	57.1
3	Neutral	9	21.4
2	Disagree	0	0.0
1	Strongly Disagree	0	0.0
Total		42	100.0

According to the data in Table 22, the following data were obtained: 57.1% of respondents said they agreed, 0% severely disagreed, 0% disagreed, 21.4% replied neutral, and 21.4% strongly agreed." It indicates that most students 33 in total agree that watching English-language content videos on Instagram boosts their confidence when conversing with others.

Table 23

Using Instagram English content videos cannot increase my confidence in speaking

Score	Alternative	F	P (%)
1	Strongly Agree	0	0.0
2	Agree	3	7.1
3	Neutral	8	19.0
4	Disagree	22	52.4
5	Strongly Disagree	9	21.4
Total		42	100.0

From the data in Table 23, the data indicates that 0% of participants indicated strong agreement, 6.1% indicated agreement, 19% indicated neutrality, 52.4% indicated disagree, and 21.4% indicated extreme disagreement. There were 31 students in all, which indicates that the majority of them disagree that watching English-language content videos on Instagram will boost their speaking confidence.



Table 24

Learning English by using Instagram English content videos can increase my independence in speaking

Score	Alternative	F	P (%)
5	Strongly Agree	4	9.5
4	Agree	24	57.1
3	Neutral	13	31.0
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 24 shows the data indicating that 0% of respondents indicated significant disagreement, 2.4% indicated disagreement, 31% indicated neutrality, 57.1% indicated agreement, and 9.5% indicated strong agreement. This indicates that most students 32 in total agree that using Instagram English content videos to study the language can help them become more independent speakers.

Table 25

Learning English by using Instagram English content videos can not increase my independence in speaking

Score	Alternative	F	P (%)
1	Strongly Agree	0	0.0
2	Agree	2	4.8
3	Neutral	9	21.4
4	Disagree	23	54.8
5	Strongly Disagree	8	19.0
Total		42	100.0

The data presented in Table 25 indicates that 0% of respondents indicated strong agreement, 4.8% indicated agreement, 21.4% indicated neutrality, 54.8% indicated disagree, and 19% indicated extreme disagreement. This indicates that a majority of students do not feel that watching English-language content videos on Instagram can help them become more independent speakers there were 31 in all.

Table 26

I like watching English learning from a Native speaker account. It gives me the motivation to practice my speaking

Score	Alternative	F	P (%)
5	Strongly Agree	21	50.0
4	Agree	13	31.0
3	Neutral	5	11.9
2	Disagree	3	7.1
1	Strongly Disagree	0	0.0
Total		42	100.0

Table 26 shows the data indicating that 0% of respondents indicated strong disagreement, 7.1% indicated disagreement, 11.9% indicated neutrality, 31% indicated agreement, and 50% indicated strong agreement. It indicates that most students concur when they say they enjoy viewing accounts of native English speakers learning the language. It encourages them to practice speaking in front of the 33 pupils in total.



Table 27

Learning English from Instagram English content videos gives me support do self practice my Speaking ability

Score	Alternative	F	P (%)
5	Strongly Agree	13	31.0
4	Agree	24	57.1
3	Neutral	3	7.1
2	Disagree	1	2.4
1	Strongly Disagree	1	2.4
Total		42	100.0

The data presented in Table 27 indicates that 2.4% of respondents indicated significant disagreement, 2.4% indicated disagreement, 7.1% indicated neutrality, 57.1% indicated agreement, and 31% indicated strong agreement. With 37 pupils, it indicates that most of them feel that learning English using Instagram English content videos helps them practice speaking the language on their own.

Table 28

Learning English from Instagram English content videos make me can practice my speaking whenever and wherever I want to

Score	Alternative	F	P (%)
5	Strongly Agree	9	21.4
4	Agree	26	61.9
3	Neutral	6	14.3
2	Disagree	1	2.4
1	Strongly Disagree	0	0.0
Total		42	100.0

According to the data in Table 28, 0% of respondents indicated they severely disagreed, 2.4% indicated they disagreed, 14.3% indicated they were indifferent, 61.9% indicated they agreed, and 21.4% indicated they strongly agreed. With 35 students overall, it indicates that the majority of them feel that learning English through Instagram English content videos allows them to practice speaking whenever and wherever they want to.

Table 29

I rarely practice my English speaking skills

Score	Alternative	F	P (%)
1	Strongly Agree	0	0.0
2	Agree	4	9.5
3	Neutral	15	35.7
4	Disagree	14	33.3
5	Strongly Disagree	9	21.4
Total		42	100.0

The data presented in Table 29 indicates that 0% of respondents indicated strong agreement, 9.5% indicated agreement, 35.7 indicated neutrality, 33.3% indicated disagreement, and 21.4% indicated extreme disagreement. With 23 students, it indicates that most of them disagree that they don't practice speaking English very much.

A. Descriptive Analysis

For analyzing students' speaking skills and Instagram English content videos, the researcher used the SPSS 24 program to acquire additional analysis descriptions. This is evident from the table that follows:



Table 30
Descriptive Statistics of Instagram English Content Videos

	N	Minimum	Maximum	Mean	Std. Deviation
Instagram ECV	42	28.00	66.00	53.6667	6.75230
Valid N (listwise)	42				

According to Table 30, Instagram English content videos had a minimum score of 28.00 and a maximum score of 66.00. Next, the average score for videos with English content on Instagram was 53.66 ($50 < X \leq 57$), indicating that the category level for these videos was (X) sufficient.

Table 31
Descriptive Statistics of Students Speaking Skill

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Skill	42	28.00	71.00	60.1667	7.47326
Valid N (listwise)	42				

According to Table 31, students' speaking skills ranged from a minimum of 28.00 to a high of 71.00. Subsequently, the students' speaking skills mean score was 60,16 ($56 < Y \leq 64$), indicating that the category level for the speaking skills of the students was sufficient.

B. Result of Simple Linear Regression Test

a. Regression Equation Models

Table 32
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.940	4.790		1.866	.069
Instagram ECV	.955	.089	.862	10.777	.000

a. Dependent Variable: Students Speaking Skill

Based on the in data Table 32, the regression equation may be expressed as follows as it is known that the constant value (a) was 8.940 and the value of Instagram English content videos (b/regression coefficient) is 0.955.

$$Y = a + bX$$

$$Y = 8,940 + 0,955X$$

Based on this equation, the Student Speaking Skill variable has a consistent value of 8.940, as indicated by the translation constant of 8.940. The regression coefficient X of 0.955 indicates that the student speaking skill value increases by 0.955 for every 1% increase in the value of Instagram English content videos.

b. Hypothesis Test

Table 33
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.940	4.790		1.866	.069
Instagram ECV	.955	.089	.862	10.777	.000

a. Dependent Variable: Students Speaking Skill

Based on the data in Table 33, It is clear that the variable Students Speaking Skill (Y) is significantly impacted by the variable Instagram English Content Videos (X). As can be



observed from the t table = $t(\alpha/2; n-1) = 0.025; 41 = 2.020$, and the significance of Instagram English Content Videos (X) was $0.00 < 0.05$. This indicates that the t ratio ($10,777 > 2,020$) is higher than the t table. Thus, it can be said that students' perceptions of their speaking abilities are influenced by English-language content videos on Instagram.

c. Coefficient of Determination

Table 34
The Effect of Instagram English Content Videos on Students Speaking Skill at the State Islamic University of Sultan Syarif Kasim Riau

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862 ^a	.744	.737	3.82961

a. Predictors: (Constant), Instagram English Content Videos

Based on the data in Table 34, As can be observed, the relationship of determination (R) or correlation value was 0.862. The output's coefficient of determination (R Square), which stands for "student's speaking skill," indicates that the independent variable Instagram English content videos had a 74.4% impact on the dependent variable.

CONCLUSION

The impact of Instagram English content videos on students' speaking skills was seen. Students in the fourth semester of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau's Department of English Education will be greatly impacted by the study of the impact of Instagram English content videos on students' speaking skills.

The data interpretation indicates that the T ratio gain is 10.777, meaning that it exceeds the T table's value of 2.020, or $10.777 > 2.020$. Next, 0.00 was the significant value ($0.00 < 0.05$), which is less than 0.05. It is clear from this outcome that H_a is accepted and H_0 is refused. With a 74.4% result, it can be concluded that Instagram English content videos improve students' speaking abilities. It fits within the "high" category. As a result, Instagram English content videos have a significant positive impact on students' speaking skills.

There are certain aspects of this Instagram English content video medium that require further research. Making sure that the students are enthusiastic about and aware of the utilization of Instagram English content videos as instructional resources is vital. Future studies ought to identify a different form of media or application that has a greater impact than Instagram in addition to this one. To fully utilize Instagram English content videos and other media in the teaching and learning of English for teachers and students, further research may be done on strategies, techniques, and methodologies.

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