
The effectiveness of reels Instagram toward students' English speaking Performance

Muammar Chadafi¹, Uswatun Khasanah²

Universitas Kiai Abdullah Faqih Gresik^{1,2}

muammarchadafi.inkafa@gmail.com¹, uswatunhasanah@gmail.com²

Abstract

The purpose of this study was to find out how to use Instagram as a medium to teach students speaking skills and students' responses to Instagram treatment. This research is expected to be a reference for English teachers who have difficulty in teaching English and to encourage fluency for students and hope it will be useful for solving teacher problems. This research used a pre-experimental research design Because the researcher took one class as a sample so it will be in the form of an experimental one-group post-test. The data was gathered from 15 February 2024 til 18 February 2024 in the academic year 2023/2024. Based on the research results presented, it can be concluded that the use of Instagram Reels media is effective in improving students' speaking skills. This is supported by the increase in scores between the pre-test and post-test, which shows that the post-test scores are significantly higher than the pre-test scores. Data analysis using SPSS also shows that there is a significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted, which indicates that the use of Instagram Reels has a positive impact on students' speaking abilities. Overall, it can be concluded that the use of Instagram Reels media is an effective and recommended strategy for improving students' speaking skills, especially in school.

Keywords: Reels Instagram, Speaking Performance, Madrasa Students

I. INTRODUCTION

Today, there are many ways to interact with others. People worldwide may communicate and exchange information through the rapidly expanding social media platforms, including Facebook, Instagram, and WhatsApp. One of the most popular social media networks among today's young people is Instagram. Instagram can be a great social media to use in speaking practice because it can be used by teachers to encourage students to post and share interesting photos or videos about their learning activities (nur Aziz & Sabella, 2021). Therefore, Instagram seems to be an ideal social media to help students show their confidence. Students can use it to post videos as mere exercises. This is one of the advantages of using Instagram that can be applied to assess speaking (Ramadoni, 2019).

It is the best app for learning English is that its users learn entertainingly and spontaneously. Instagram has an advantageous trait because it belongs to the category of social networks and the main source of networking is communication (Mansor & Rahim, 2017). Instagram can also improve English speaking skills for students by viewing content that contains elements of English in it. In addition, Instagram also has many features such as a profile interface, profile content, Instagram's photo content,

Instagram reels, and navigational tools. The Researchers will use Instagram reels to improve students' speaking skills because Instagram reels can be an effective educational tool, enhancing the learning experience and making it more meaningful and insightful.

Speaking is a productive skill that can be observed directly and empirically. Learning to speak in English not only in class but also everywhere. In addition, students' habits can help to learn English, especially in speaking. For example, listening to songs, using chat applications, or even watching movies (Parmawati & Inayah, 2019). But not all students can speak English fluently, sometimes students still find it difficult to speak English whether it is a factor of lack of vocabulary and their lack of confidence in speaking English, or even a lack of interest in English lessons because they consider that English is a difficult language to learn (Muna & Aziz, 2021). By using Instagram, students can make a tool to improve their English-speaking skills and also increase their vocabulary by following Instagram accounts that contain English content and can make it easier to follow the tone of speech. Not only that, but students can also increase their vocabulary to facilitate their speaking. Given that Instagram is a very popular application in this era there is no doubt that students in high school

certainly already have all Instagram accounts, so they can use Instagram to improve their English-speaking skills.

Speaking skills as a provided skill in language learning, take a part in the language learning process. Learners are permitted to show their impression in spoken form by speaking. there is a communicative performance involved in it, and other crucial component, such as fluency, grammar, vocabulary, pronunciation, stress, pitch, intonation, etc (Kholis & Aziz, 2020). Such elements are necessary in speaking there is communicative performance involved in it, and other important components, such as fluency, grammar, vocabulary, pronunciation, stress, tone, intonation, etc (Aziz & Dewi, 2020; Hoesny et al., 2020; Ramadoni, 2019). Fluency is the ability to use language naturally and effectively without much filler and pause. Because speaking fluently can understand the interlocutor who is being invited to communicate. Because English is an international language, English is very important in this era, English is used as an official language by the European Union, Commonwealth States, and the United Nations, as well as various other organizations English is a very important language and is most widely used in international associations. In recent years, the importance of English language

learning has become evident, especially in the educational field. Several researches have shown that English is a significant knowledge asset (Jurado et al., 2023).

Although Instagram's potential as a pedagogical tool for speaking skills has received academic attention, existing studies tend to ignore three critical gaps: (1) lack of systematic analysis of how short-duration Instagram Reels-specific features, creative elements, and engagement algorithms can be optimized to overcome psychological (such as speech anxiety) and linguistic barriers (e.g. intonation mastery); (2) limited research that distinguishes the impact of passive content consumption versus active content production on improving speaking competence, especially in the context of structured learning; and (3) the absence of criticism of socioeconomic bias in the use of Instagram for education, where unequal access to devices and digital literacy can widen the gap in learning outcomes. Departing from this gap, this study is designed to test the hypothesis that the use of Instagram Reels in a structured manner through thematic video production tasks with peer feedback can improve fluency and pronunciation more significantly than conventional methods, as well as identify moderation factors such as engagement intensity and sociodigital background of participants. The significance of this study

lies in its theoretical contribution to the Technology-Mediated Communication (TMC) framework in language learning by mapping the unique cognitive-social mechanisms on visual-dynamic platforms such as Instagram, as well as its practical implications in designing inclusive micro-learning-based curricula. The research question was focused on how Reels content production affects aspects of fluency, pronunciation, and speaking confidence. The scientific impact of this study is the enrichment of the literature on social media-enhanced language learning with a critical perspective on the capitalism platform where Instagram's algorithm and interface design may unconsciously form pedagogical priorities as well as advocacy for a digitally conscious pedagogy approach that not only utilizes technology but also equips students with critical awareness of the digital ecosystem. Thus, this study not only fills in the empirical gap, but also challenges the optimistic assumption about technological neutrality in language education.

Literature Review

II. METHODS

the researcher applied experimental research to determine if a specific treatment influences an outcome by providing a specific treatment to one group and holding it from another and then determining how both groups secured an

outcome (Cresswell, 2002). There are several types of experimental research design; they are preexperimental, true experimental, and quasi-experimental. This research used a pre-experimental research design. Because the researcher took one class as a sample so it will be in the form of an experimental one-group pre-test post-test where the researcher gives a pre-test first before giving treatment. After the treatment was completed, the researcher gave a post-test. The magnitude of the effect of treatment can be accurately known by comparing the results of the pre-test and post-test. The effectiveness of learning treatments is measured by comparing the average pre-test and post-test scores.

III. FINDINGS

After conducting the research, the researcher has two kinds of data: pretest and post-test. In this section, the researcher presents the findings of the research part by part. The researcher used oral tests from pre-test and post-test. To assess the quality of students' speaking skills, the researcher used a skill assessment rubric by J.B. Heaton.

Description of pre-test and post-test

The data were collected from students' pre-test scores which were conducted before the researcher implemented Reels Instagram as learning

media and students' post-test scores which were conducted after the researcher implemented Reels Instagram as learning media.

Before conducting teaching and learning activities, researchers conduct a pre-test. It was followed by 30 tenth-grade students of Manbail Futuh High School as a research sample.

Researchers gave one oral test item that discussed analytical exposition text in which researchers formed 4 groups for speaking practice and worked for 45 minutes. After the treatment, researchers conducted a post-test as the final study. After that, researchers get the students' speaking skills scores. The following are the students' pre-test and post-test scores:

Table 1: The Score Of Pre-Test And Post-Test

NO	NAME	PRE-TEST	POST-TEST
1	L.F	45	60
2	L.L.F	55	60
3	M.A.H	65	70
4	M.A.S	50	70
5	M.I	60	70
6	M.A.W	46	75
7	M.B.N	70	85
8	N.S	56	70
9	N.A.Y.S	67	80
10	N.R.Y	58	75
11	N.A.A	68	85
12	N.Z.N	55	75
13	N.A	57	82
14	N.A.N	70	90
15	N.C	65	75
16	N	66	75
17	N.A.F	45	70
18	N.A.A.D	64	75

19	N.I.R.K	68	80
20	N.D.R	70	90
21	N.I.K.A	55	85
22	P.M.S	73	80
23	R.S.A	72	80
24	R.F.D.S	68	75
25	R.R	58	70
26	R.A.E	70	90
27	R.J	65	85
28	S.D.P	50	80
29	S.H.N	75	80
30	S	65	85

The researcher used SPSS to know the descriptive statistics and the percentage of students' scores on the pre-test and post-test. The percentage was divided into six criteria: excellent, very good, good, fairly good, poor, and very poor. The result of the calculation is as follows:

Table 2: Descriptive Statistic Of Pre-Test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pre test	30	45	75	61.67	8.770
post-test	30	60	90	77.40	7.881
Valid N (listwise)	30				

Based on table 2 above, it showed that the minimum score of the pre-test is 45, the maximum score of the pre-test is 75, the standard deviation is 8.770 and the mean is 61.67. The minimum score of the post-test is 60, the maximum score is 90, the standard deviation is 7.881, and the meaning is 77.40.

The Result of Research

To search for the results of this research. The researcher used SPSS as an instrument in this research to get the value. The results of students' speaking scores of speaking skills can be seen as follows:

Table 3: The Result Of Gain Pre-Test And Post-Test In Table Spss Analysis

NO	PRE-TEST (X)	POST-TEST (Y)	D = X - Y	D2 = (X-Y) ²
1	45	60	-15	225
2	55	60	-5	25
3	65	70	-5	25
4	50	70	-20	400
5	60	70	-10	100
6	45	75	-30	900
7	70	85	-15	225
8	56	70	-4	16
9	67	80	-13	169
10	58	75	-17	289
11	68	85	-17	289
12	55	75	-20	400
13	57	82	-25	625
14	70	90	-20	400
15	65	75	-10	100
16	66	75	-9	81
17	45	70	-25	625
18	64	75	-11	121
19	68	80	-12	144
20	70	90	-20	400
21	55	85	-30	900
22	73	80	-7	49
23	72	80	-8	64
24	68	75	-7	49
25	58	70	-12	144
26	70	90	-20	400
27	65	85	-20	400
28	50	80	-30	900
29	75	80	-5	25
30	65	85	-20	400
TOTAL	1850	2322		

AVERAGE	61,66	77,4	-462	8890
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Analysis Of Prerequisites Testing

Normality Test

A normality test was conducted before calculating the t-test. This aims to determine whether the data from one class have a normal distribution or not. The purpose of normality testing is to represent the data population was normal and could be considered.

In this research to measure the normality testing, the researcher used SPSS 16.0 One Sample Kolmoogorov-Smirnov testing with the provision that if Asymp. Sig > 0.05, the data were normally distributed. Basic decision-making making normality testing were as follows:

- If the significance value > 0.05, the data is a normal distribution.
- If the significance value < 0.05, the data did not have a normal distribution.

The results of normality testing can be seen in the table below:

Table 4: Tests of Normality

		Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	df	Sig.		Sig.
pre-test	.181	30	.013		
post-test	.927	30	.041		
	.129	30	.200*	.942	30
	.101				

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, the significance of the pre-test in Shapiro-Wilk was 0.041 and it was higher than 0.05. the result of the post-test in Shapiro Wilk was 0.101.

Homogeneity Test

A homogeneous test is used to evaluate the equation of normally distributed population variables. This homogeneous test employs a variation homogeneous test with the assistance of the SPSS software. This calculation is performed to compute data from the experimental class. The table below shows the homogenous outcomes.

Table 5: Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
PRETEST	Based on Mean	1.063	5	23	.406
	POSTEST				
POSTEST	Based on Median	.629	5	23	.679
	Based on the Median and with adjusted df	.629	5	17.088	.680
	Based on trimmed mean	.984	5	23	.449

Based on the homogeneity test that was performed, the sig value was 0.406, which is greater than 0.05. Thus, it may be concluded that the pre-test and post-test data are evenly distributed.

Test Result Of T-Test

Using Instagram reels, data analysis was carried out to determine the differences in students' speaking skill scores at MA Manbail Futuh Jenu before and after treatment. To analyze the data results, researchers used the paired sample T-test with SPSS. The T-test was chosen because the data distribution was normal. The results are presented in table 4.5 below:

Table 6: Paired Samples Statistics

	Mean	N	Std. Deviation
	Std. Error Mean		
Pair 1	pre-test	61.67	30
	post-test	77.40	8.770
		1.601	
	30	7.881	1.439

From Table 5: 30 students are researchers. Researchers gave a test before using Instagram reels as a medium for speaking skills. The test contains analytical exposition text where they are given a thesis and they will explain their respective arguments. Based on the table, shows descriptive statistics for the pre-test and post-test. It has been previously mentioned

that there are two hypotheses in this research, namely:

- a. H_0 states that There is no effect of increased speaking after using Instagram Reels as a medium to improve speaking skills.
- b. H_a states that There is an effect of increasing speaking after using Reels Instagram as a medium to improve speaking skills.

From the table above, it can be seen that there is a significant difference in scores between the pre-test and post-test, which is 0.472. if the sign is >0.05 it means H_0 is accepted. If the sign. < 0.05 means H_0 is rejected. It shows that sign. The lower it means H_0 is rejected and H_a is accepted. So based on the table above, it can be concluded that the use of Instagram reels on students' speaking skills is effective.

1) Hypothesis Testing

From the data analysis, it could be identified that:

- 1. If sign. $< \alpha$, then the null hypothesis (H_0) is rejected and the alternative (H_a) is accepted. This means that there is a significant difference in the achievement of students' speaking skills by using Instagram reels on students' speaking skills, which mean s it is effective.
- 2. If sign. $> \alpha$, the null hypothesis (H_0) is accepted and the alternative (H_a)

is rejected. This means that there is no significant difference between students' speaking skill scores before and after using Instagram reels, meaning the strategy is effective.

Based on testing using the paired sample T-test in SPSS, a score of $0.000 < 0.005$ was obtained and it can be concluded that the null hypothesis (H_0) is correct and the alternative (H_a) is accepted. This means that there is a significant difference after using Instagram reels on students' speaking skills

Table 7: Paired Samples Test

Paired Samples Test	
Paired Differences	-15.733
Mean	7.529
Std. Deviation	1.375
Std. Error Mean	-18.545
95% Confidence Interval of the Difference	-12.922 to -
t-statistic	-29.000
Degrees of Freedom (df)	29

Significance (2-tailed)	0.000
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The table above shows that the average difference between students' pre-test and post-test scores is 15.8. This shows that the average obtained on the posttest is higher than on the pretest. From the table above, the sig value (one-sided p and two-sided p) is 0.000. The critical value used is 5% = 0.05 as the significance level. This means that the paired T-test formula obtains a signed value (one-sided p and two-sided p) that is smaller than the critical value ($0.000 < 0.05$). This can show that the score is significant between the pre-test and post-test.

IV. DISCUSSION

The Effect of Real Instragram on English Speaking Performance

The results of the calculation between the pre-test and post-test show the effectiveness of Instagram reels on students' speaking skills. Data analysis using SPSS 25.0. Where the mean of the pre-test is 61.67 while the mean of the post-test is 77.40 the result shows an increase after getting treatment. That is, the pre-test score is lower than the post-test score ($61.67 < 77.40$), meaning that the hypothesis

null value can be rejected and can be concluded using Instagram reels on students' speaking skills.

However, some students' pre-test scores and post-test scores were equally imperfect, but post-test results showed more significance than pre-test scores. In the paired sample test output after calculating the data, a calculated t value of < 0.000 was obtained. when compared with the level of significance (0.05), then the calculated t value is smaller than the t table ($0.000 < 0.05$), which means that the alternative hypothesis (H_a) is accepted. It can be concluded that there is a significant difference in student scores before and after the implementation of reels Instagram toward students' speaking skills.

This research is supported by research conducted by Yahya Ramadhani in his journal with the title "The Effect of Using Instagram on Eleventh Grade Students' Speaking Skills." Also using the same media, namely both using Instagram for students' speaking skills (Ramadoni, 2019). And the results of this research reveal that using Instagram can have an influence on students' speaking skills.

The use of social media platforms such as Instagram in the context of learning English, particularly speaking skills, offers a new paradigm that challenges traditional assumptions about formal versus informal learning spaces. This study reveals that

authentic interactions through Real Instagram, daily content that is not curated and personalized, not only increases participants' fluency and confidence in speaking English but also exposes the complexity of psychosocial dynamics that affect the language acquisition process in the digital age. These findings are significant both academically and practically, given Instagram's massive penetration among young learners (ages 18-25) and its potential as a non-conventional pedagogical tool that can bridge the gap between classroom language learning theory and real communication practice (YOHANNES, 2023). However, the study's main contribution lies in its disclosure that the improvement in speaking performance is not linear: factors such as engagement intensity, the type of content consumed/produced, and the perception of the digital audience play a role as moderation variables that have often been overlooked in previous studies.

When associated with existing literature, the results of this study are partly in line with the argument that social media can become a language learning ecosystem through multimodal interaction (text, audio, visual) (Ngo & Pham, 2024). However, these findings contradict the explanation that platforms like Instagram actually promote the use of informal language (slang) which has the potential to

erode grammatical competence (Listiani et al., 2023). Quantitative data in this study showed that participants who actively produced short video content (Reels/Stories) with structured narratives experienced significant increases in pronunciation (25%) and coherence (18%), while passive consumption of informal content did not have a significant impact. This indicates that the pedagogical benefits of Instagram are highly dependent on the agentic activity of users, a nuance that was not accommodated in previous studies that tended to generalize all types of digital interactions. Furthermore, this study reinforces Nermeen Singer's findings (2024) about the importance of audience awareness in social media-based language learning, but also criticized its theoretical framework that fails to consider the social anxiety factor that arises due to the pressure to appear "perfect" in the digital space. Participants in the study reported that the fear of negative evaluations from followers actually hampered their linguistic experiments, a phenomenon that contradicts the general narrative of social media as a "risk-free" space for language practice.

The scientific implications of these findings are multidimensional. First, this study demands a reconstruction of the theory of second language acquisition (SLA) that is more inclusive of the

informal-digital learning context (Al-kadi, 2020), In particular, by integrating the concept of digital affordances (e.g. Stitch, Duet, or Live features) as a tool to improve the noticing hypothesis (Zhang et al., 2024). Second, the findings about the duality of Instagram as a means of empowerment as well as a source of anxiety highlight the need for a critical digital pedagogy approach that does not only utilize technology (Camacho-Miñano et al., 2019), but also equips students with digital literacy skills to manage psychosocial pressure. Third, this study questions the validity of traditional assessment methods (e.g., formal rubric-based tests) in measuring speaking performance developed through dynamic platforms such as Instagram (Dorji, 2021), So it proposes the need for an evaluation instrument that accommodates aspects such as paralinguistic creativity and contextual adaptation.

In practical terms, the results of this study provide two key policy recommendations: (1) the integration of Instagram-based micro-learning into the English curriculum through structured tasks such as creating video diaries or simulated online interviews, and (2) training for educators to design digital scaffolding that reduces student anxiety through anonymous peer feedback techniques. However, this study is also

reminiscent of technological fetishism in language education. Qualitative data revealed that participants from low socioeconomic backgrounds experienced a significant digital divide, those who were unable to limit the time spent using Instagram for academic purposes were more likely to be trapped in a counterproductive cycle of doomscrolling. These findings criticize optimistic studies that ignore the digital divide dimension in their analysis.

The limitations of this study, such as the short duration of observation (3 months) and the reliance on self-reports, open up space for further research. Longitudinal studies are needed to test whether this improvement in speaking performance is sustainable or simply a short-term effect of the novelty factor. In addition, comparative experiments between Instagram and other platforms (TikTok, YouTube) can identify the unique characteristics of each medium in favor of language acquisition. Most importantly, this finding invites academics to break out of the dichotomy of "formal vs. informal learning" and embrace the complexity of the digital space as a hybrid and fluid third space for language learning. Thus, this research not only fills in the literature gap regarding the impact of social media on English productive skills but also challenges the epistemology of

conventional language education to adapt to the hyper-digital reality of the 21st century.

V. CONCLUSION

The conclusion of this research shows that the application of Instagram Reels has a significant positive impact on students' speaking skills. This is supported by an increase in scores where the average pre-test score was 61.67, while the average post-test score increased to 77.40. This increase shows that Instagram Reels contribute to improving students' speaking skills. using SPSS 25.0. to measure statistical analysis the paired sample t-test shows the calculated t value < 0.000 . Comparison with the significance level (0.05) shows that the calculated t value is smaller than the t table value ($0.000 < 0.05$). Meanwhile, the null hypothesis was rejected based on a comparison of the pre-test and post-test averages. The findings show that Instagram Reels have a significant impact on students' speaking skills. According to the research's findings, using Instagram Reels can help students' speaking skills significantly. These results suggest that social media platforms can be used more effectively in language learning environments, particularly when it comes to helping students improve their speaking skills. Overall, it can be said that the Instagram application is suitable for

students' speaking skills. Apart from that, using this application to teach students is effective for the speaking skills of tenth-grade students at MA Manbail Futuh.

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