



The Effectiveness of Instagram Vlog in Teaching Speaking Achievement

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Abstract

The research examines the use of Instagram Vlog in teaching speaking achievement. Vlogging, also known as video blogging, records videos to post information on a specific topic and post it to Instagram. According to the researcher, the researcher chose the one-group pretest-posttest design for pre-experimental research because it is the simplest design, requiring simply comparisons between pre-test and post-test. The finding shows that Instagram can affect students' speaking ability in the 6th grade of MI Assyafiyah because there is a significant difference between this study's pre-test and post-test results. Static results using t-test showed that the pre-test and post-test results were -8,332 t-table with a significance level of 0.05, and df24 was 1.705. So the value of t count is greater than the value of t table $-7.1320 > 2.0017$, it can be concluded that H_a is accepted and H_o is rejected

Keywords: Instagram, Vlogging, Media, Speaking Achievement

I. INTRODUCTION

Speaking English to non-native English speakers is difficult since the speaker must be proficient in several areas, including pronunciation, grammar, vocabulary, and fluency (Aziz & Dewi, 2020). Therefore, learners should be fluent in English to communicate with others simply and efficiently (Leong & Ahmadi, 2017). Students frequently encounter difficulties while learning to speak. The most common issue is that their native language makes it difficult to use the foreign language. Another factor is a lack of enthusiasm to utilize the second language in everyday communication. They are also too bashful and hesitant to participate in the discussion.

As a result, instead of relying just on class speaking practices, the teacher must be creative and innovative in using media to extend students' opportunity to test extensive practice outside of the class, helping students gain more exposure. Technological media were employed in a recent language class (Hoesny et al., 2020). Online learning can be used as an option in the educational process like Facebook, Instagram, Twitter. (Erarslan,

2019) Since social media is so commonly used, it has much academic potential. Therefore, students can use sophisticated technology to practice and learn English, particularly applications downloaded from their smartphones. Students agree that classroom English instruction is easy to miss because it is barely used daily. (Devi et al., 2020a) One technological media that can be incorporated into language classes is Instagram.

Instagram can apply some activities in language classrooms like digital storytelling, grammar activities through photos, role-plays, reading, and video speaking activities. (Devi et al., 2020b) Thus, Instagram addresses four language skills to practice in and outside the classroom. These studies suggest that Instagram can help pupils improve their writing skills. Instagram has also been demonstrated to enhance students' enthusiasm to study and participate in school activities. Instagram is an effective platform for language acquisition in research conducted on the platform. It encourages students to collaborate on group projects

during teacher-led exercises based on their films. (Erarslan, 2019)

One of the most popular social media sites among today's youth is Instagram. It is primarily a sharing platform where users may share personal photographs and videos enhanced with beautifully made captions on their profile page. Vlogging, also known as video blogging, is one of the hobbies that use Instagram. Vlogging is an activity where individuals record videos to post information on a specific topic and post it to Instagram (Wulandari, 2019). And They can not only develop their English skills and competence, but they can also monitor their speech. By re-watching their videos, people may find and correct their mistakes and mistakes. And Students can receive feedback from their audience after publishing their vlog (Watkins, 2012).

Instagram was established in October 2010 and has since grown in popularity, with over 300 million active users in 2015 (Landsverk, 2014). It is one of the many social media platforms designed to help people learn and master English speaking

skills, such as incorporating Instagram into speaking lessons.

Social media networks have piqued the interest of educators. Thanks to young adults' awareness and use of those networks, especially with the rise of internet-connected smartphones. Given the widespread usage of social media, various studies have debunked Instagram for educational purposes. Use language classrooms to implement various activities such as visual storytelling and grammar activities through images. Role plays, reading, speaking activities through videos, act. (Handayani & Pd, 2016)

Instagram was an effective tool for student interactions when discussing task-related material. (Devi et al., 2020a) Furthermore, Instagram encouraged a much better perception of college students with high and low motivation. (Effectiveness et al., 2016)

Speaking

Speaking is an interactive process of meaning construction that involves the production, reception, and processing of information (Bailey & Nunan, 2005; Muna &

Aziz, 2021; Nur Aziz & Ani Setyo Dewi, 2020). One of the four language abilities is speaking. It is a tool for students to communicate with others to attain specific goals or convey their thoughts, intentions, hopes, and points of view (Arung & Jumardin, 2016). Speaking is using language in the ordinary voice, knowing how to use a language, expressing oneself in words, creating speech (Farabi et al., 2017).

According to the definitions above, speaking is an ability in interaction and communication to convey ideas and receive information between the speaker and listener.

The Element of Speaking

Speaking, in general, must fully fit several aspects. It can be divided into two types based on achievement: good speaking and lousy speaking. According to Haris, components of speaking include:

a. Pronunciation

The ability to produce easily understandable articulation is related to as pronunciation of words. In other ways, pronunciation is a tool for students to build

more explicit language when they are speaking.

b. Grammar

Grammar is a set of rules that govern how a language is spoken. When we talk to others, we express some of our ideas and thoughts verbally, and both the listener and the speaker should comprehend each other.

c. Vocabulary

The words used in a language are known as vocabulary. Without Wilkins' vocabulary, we can't speak at all. Nobody can communicate effectively unless they have a large enough vocabulary. Instead of participants and how they connect socially with one another, accurately is the main focus. Students might, for example, participate in hands-on activities to learn about floating and sinking.

Function of Speaking

According to Richard, Speaking has two primary purposes. The last is the interactional function of speech, which focuses on establishing and maintaining social relationships, while the second is the

transactional function, which focuses on information exchange (Richards, 2008).

Brown and Yule differentiated between the interactional functions of speech, which focus on the formation and management of social interactions, and the transactional functions, which focus on exchanging information.

Teaching Speaking

Teaching speaking is different, unlike teaching listening, reading, and writing. Speaking needs practice, moreover. So the writer believes that if the students always practice the English language efficiently. Teaching speaking is really unlike teaching listening, reading, and writing. Speaking needs to practice more moreover the writer believes that if the students always practice the English language efficiently.

Teaching means instructing (a person): giving a person (knowledge skill, etc.) while speaking means using words in a familiar voice. So, teaching speaking is instructing a person to communicate. And in another source, speaking is "the process of building and sharing meaning through the use of

verbal and non-verbal symbols, in various contexts." Speaking is a crucial part of second language learning and teaching. However, teaching speaking should improve the students' communicative skills because students' can express themselves and learn how to use the language.

Nowadays, many teachers agree that students should learn to speak a foreign language by Interacting with each other. In this case, students should master several speaking components', such as pronunciation, grammar, vocabulary, and fluency. In brief, English teachers should be creative in developing their teaching-learning process to create a good atmosphere, improve the students' speaking skills, give attention to the speaking components and make the English lesson more exciting.

Six categories apply to the kinds of oral production that students are expected to carry out in the classroom. They are:

a. Imitative

Imitative speaking is practicing an intonation or trying to pinpoint a particular vowel sound. It is carried out not for

meaningful interaction but for focusing on some specific element of language form. This activity is usually performed in the form of drilling.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance designed to practice some grammatical aspect of language. It can be in the form of self-initiated or pair work activity.

c. Responsive

Responsive speaking is meant to give replies to the questions or comments in meaningful in authentic one.

d. Transactional

In this case, transactional speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. The conversations are the little trickier form of responsive language.

e. Interpersonal

interpersonal speaking here is also carried out in a dialogue. It is purposed for

maintaining social relationships than for the transmission of facts and information. These conversations are trickier for learners because they can involve some factors such as slang, ellipsis, sarcasm, a casual register, etc. This often makes it difficult to understand the language or even misunderstood.

f. Extensive

Extensive speaking here mainly in the form of a monologue. In practice, the advanced levels are called on to give extended monologues in oral reports, summaries, or perhaps short speeches. Each category above can be implemented based on the students' ability (Ikramuddin, 2017).

Techniques Instagram in teaching English speaking

Educators can use social media to teach English on several channels. In line with this, while learning to use social media in the classroom is enjoyable, few teachers do so, and a few do so improperly, leaving students with the impression that teachers need to be more engaging and thoughtful. (Apriyanti & Ramadhan, 2018)

The steps to use Instagram in teaching English speaking are as follows:

1. The teacher creates an official Instagram account that all students in the experimental class must follow. The researcher creates an account called **@speaking_practice1** by providing descriptions related to the research topic.
2. All experimental class students are asked to create their own Instagram account and follow the teacher's official Instagram.
3. Students are asked to make dialogues related to the topics given in the group, make videos, and upload them to their respective Instagram accounts. This moment helps students engage in groups, introduces them to speaking confidently, and increases their motivation to speak English on their own Instagram account.

The students upload their group video and mention it to the teacher's official Instagram account. Teachers and class members can view the video and comment on student performances through this platform.

Definition of Media

A medium (plural, media) is a means of communication and resource of information. Derived from the Latin word meaning "between", the term refers to video, television, diagrams, printed materials, computers programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning between a source and a receiver (Arsyad, 2011; Aziz & Dewi, 2020).

Furthermore, (Hoesny et al., 2020)" state that media as everything that can be used to deliver the message to the receiver, so that it can stimulate the mind, feelings, concerns, and interests as well as the student's attention such that the learning process takes place effectively and efficiently as expected. In addition, one of the Association of Education and Communication Technology (AECT) said that all forms of media and channels are used to convey messages and information. From the experts' opinions above, it can be concluded that the media is a tool, a means, intermediaries, and liaison to

spread, carry or convey something of the message (message) and the idea to the recipient. At the same time, media education is anything that can be used to deliver a message to stimulate thoughts, feelings, actions, interests and students' attention such that the learning process happens to students.

The media is a tool used to convey messages from the communicator to the audience (Aziz & Dewi, 2020). Some psychology experts consider that human communication, the media's most dominant in communication, is the human senses such as eyes and ears. Message - a message received by the senses subsequently further processed by the human mind to control and determine its attitude towards something before it is expressed in action.

From the definition of these experts above, it can be concluded that media is a good facilitator to engage students' interest in the course. Moreover, media can enhance students' understanding and knowledge by delivering the material effectively. In addition, the researchers concluded that the use of the media could effectively help

students extend the learning mindset and did not make the students get bored in learning English.

Definition of Instructional Media

Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives (Reiser, 2001). This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, videotape or film, and the latest materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. In addition, a learner should use media to facilitate learning or increase understanding of your material for the best judgment. Of course, communicating to stimulate learning can be a challenging process, often requiring creative efforts to achieve various implicit instructional goals (Hoesny et al., 2020). They point out that instructional media can raise students' knowledge to improve learning goals.

The researcher concluded that the purpose and goal are for using instructional media. Students must be fascinated with something new related to learning in the classroom or outside the school. To balance the modernization of existing requires students to be creative and innovative. However, instructional media is one of the sources of student learning.

Definition of Online Learning Media

Education in which instruction and content are delivered primarily over the Internet (Watson et al., 2004). The term does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component. Another statement by (Stockley, 2006) states the delivery of a learning, training or education program electronically. Elearning involves using a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material. E-learning can involve a greater variety of equipment than online

training or education, for as the name implies, "online" involves using the Internet or an Intranet. CD-ROM and DVD can be used to provide learning materials. Distance education provided the base for e-learning's development. E-learning can be "on demand". It overcomes timing, attendance and travel difficulties.

Vlog

A Vlog combines video and a blog (a blog is a combination of web and log (Wulandari, 2019). Vlog is different from the previous personal diary that is Blog. A vlog is a personal diary based on video and audiovisual. Meanwhile, a Blog (combination of weblog) is a writing-based diary, or personal journal shared widely on internet media or web pages (Watkins & Wilkins, 2011). Further, it is used for sharing information, opinions, writing stories, and other writing products shared on Word press and Blogger as its platform. In addition, Blog was used in language learning many years ago before the presence of vlog in language learning to help learners acquire the target

language and share information in writing among them with ease.

Since vlog mixes music, photos, videos, and text, vlogs provide a deeper web experience than traditional text blogging by boosting the amount of information and perhaps emotions communicating with visitors (Rakhmanina & Kusumaningrum, 2017). In contrast, a vlog is shared on the media that support the video format, such as YouTube, WhatsApp, Instagram, and others (Fidan & Debbag, 2018). Furthermore, the popularity of vlogs is realized by many people. At the same time, some of them utilize it for something profitable such as product promotion tutorials and involve it in the language learning process. Finally, vlog offers features that help learners acquire language outside the classroom, especially in speaking skills, and strengthen their confidence when speaking.

Vlog is one of the most appealing media developments in the present digital era. This idea was gaining popularity among digital geeks, particularly among the younger generation interested in visual and

audiovisual media. According to (Watkins & Wilkins, 2011), a Vlog is a personal journal in the form of video and audio published on social media. According to a recent study, posting the findings of a Vlog on various media connected to the internet network, such as YouTube, is a good idea. Furthermore, today's generation is inextricably linked to those media and the internet network, and it has become a need today.

The education industry has included vlog into the learning and teaching process in the last decade, particularly in language acquisition. The use of vlog in the language learning process in addition to help learners acquire the target language, also to overcome recent issues around the nowadays generation that is a technology geek. This method is used to attract their attention in language learning by maximizing the advantages of technology in this era. Moreover, involving vlog in the language learning process has several benefits: giving a visual representation, relief from time constraints, self-evaluation, professional development, wider audiences,

peer learning, and technical capability. Further, Combe & Codreanu (2016) point out that vlogs can support informal language learning and intercultural exchanges. In addition, a vlog is new multimedia and multimodal interaction for colloquial language practising and learning that offers opportunities for speaking skills, digital literacy skills, multilingual peer learning, opinion conflict and intercultural skills (Combe & Codreanu, 2016). Anil (2016b) states that using vlogs in language learning will enhance learners' speaking skills and increase their speaking activity confidence. Her study shows that learners enjoy and find it comfortable when using vlog for communication. The finding of study reveals significant different in the level of attitude before and after the use of vlog. On one hand, positive attitude toward vlog in language learning is showed by some youngster respondents, because they can enjoy it. On the other hand, some other learners feel that traditional method was effective and familiar with them.

Vlog as learning media

Learning media video blogs, commonly called vlogs, is one way to attract students' interest in learning. They consider that all students are proficient in using electronic media in the current global era. Vlog is a video-based learning media with media characteristics that display moving images accompanied by audio. Effective learning media are learning media that can include absorption through sight and hearing, which is video-based learning media (Fitriyani, 2017). Using a video blog as a learning medium means that the teacher invites students to see directly through pictures of a real event that can arouse students' critical thinking power in interpreting the values that are instilled.

The purpose of vlog

Vlog is a useful application that can be used for students as media to learn English. Vlog is a medium that people usually use to upload videos and is accessible for public viewing (Hung, 2011). People can use vlogs to upload videos that the public viewed can see and comment on. Vlogs gradually became popular activity (Snelson, 2013).

Although a vlog can capture verbal progress and nonverbal signs that are crucial for language communication, it is a unique tool for teaching and learning (Hung, 2011). Vlogs are being used to supplement e-portfolios and presentations. Using video blogs for digital storytelling may be one approach to encourage student engagement in an e-portfolio project (Parker & Pfeiffer, 2005). Vlogs may also be used regularly as a form of a spoken diary (Lee & Watkins, 2016). It's because when a student creates a Vlog, they may say whatever they want.

According to Safitri (2017), the benefits of using a vlog are extremely quick when used to improve speaking; for example, it enhances our pronunciation, and we may acquire accents such as American, Canadian, and even French or Russian English. Someone picked up some new terms. We can quickly know what to say and how to say it correctly in terms of pronunciation. Furthermore, knowledge can be absorbed by someone who prefers listening to reading. They may improve their ability to speak English, train their listening skills, improve

their pronunciation, and expand their vocabulary by using vlogs.

Note, however, that vlogs also have the disadvantage of using video while doing the study. The video itself caused a problem. First of all, it was found that when there was a time when the teacher did not give a good quality video when she wanted to show it to the students. According to Sachdev (2014), in terms of video quality, if the footage generated does not meet the requirements of a high-quality video, it might be distracting rather than beneficial. If the video quality is poor, students will not comprehend the information (Nitiasih, 2017) completely.

II. METHOD

The research uses a quantitative research method by using a pre-experimental research design. Quantitative research puts objective hypotheses to the test by examining the relationships between variables to determine the cause-and-effect. It signifies that the researcher utilized a single class to perform the study, with a pre-test given before the therapy and a post-test provided after the treatment. According to the researcher, the researcher chose the one-group pretest-

posttest design for pre-experimental research because it is the simplest design, requiring simply comparisons between pre-test and post-test.

Data Collection Technique is the way used by researchers to collect the data. First Steps: before the researcher held the treatment, the researcher administered a pre-test. It was to measure the basis of the students' knowledge. Second Steps: the researcher treated the students by using Instagram media.

Third Steps: after giving the treatment, the researcher gave the post-test. It measured the students' knowledge after the students got the treatment from the researcher. The test had the same form as the test in a pre-test, which means the instruction was alike, but the question was different.

As explained in the data collection technique, the instrument used by the researcher is a test. The test is given twice, the first test is a pre-test, and the second test is a post-test. The result scores were compared to see if there was a difference in

learning outcomes between the two groups. All scores will be computed using the IBM SPSS 20 version program. To calculate the significant mean and the results of the tests from both groups, the researcher employs an independent sample t-test as the formula.

III. RESULT AND DISCUSSION Data Description

In analyzing the data, the researcher gave a test to the students, which consisted of 1 item. If the student is correct in one question, it will give 100 points. The type of test used is oral. Results from students. pre-test scores can be seen as follows:

Table 1 The Result of Pre-test and post-test

No	Pre-test	Pre-test
1	10	30
2	10	30
3	35	40
4	40	50
5	40	50
6	40	50
7	40	50
8	45	50
9	45	50
10	45	60
11	50	60
12	50	60
13	50	65
14	55	75
15	65	75
16	70	75
17	70	80
18	75	80

19	75	80
20	80	85
21	85	85
22	85	90
23	85	90
24	90	95
25	95	100
N = 25	Σ 1430	Σ 1655

From the data in the table above, we can see that student learning outcomes before and after treatment use Instagram as a medium in speaking skills. To determine the final result of this research, the researcher used the t-test to analyze the data and get the value. The calculations are assisted by IBM Spss 20. Calculation results of pre-test & post-test using OBM Spss 20 t-test.

Table 2 The result of the t count & t table

Paired Samples Test								
	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	Interval of the Difference				
				Lower				Upper
Pair 1 - pretest - posttest	-9.00000	5.40062	1.08012	-11.22927	-5.7707	-8.332	24	.000

t count	-8,332 = 8,332
T table	1,708

Description: Accept Ho if t count < t table, accept Ha if t count > t table. It is known that the t-count is negative: -8.332. With a significant degree of 0.05. In this case, a negative value means positive. Significant level = 0.05, and df = N-1= 25-1=24, obtained t table = 1.708. So t-count is greater than the t-table (-8.332>1.708).

From these results, it can be concluded that there are differences in results between before and after treatment using Instagram media. The students' pre-test score was 1430, while the post-test was 1655.

The hypothesis is a guess or provisional answer to the problem at hand. The hypothesis presents the researcher's expectations of the relationship between the variables concerned. There are two hypotheses in this study as follows:

Ha (alternative hypothesis): there is a significant Use of Instagram on teaching speaking ability, of course, a 6th-grade elementary school in MI ASSYAFIYAH - Keben - Turi - Lamongan. Ho (null hypothesis): there is no significant Use of Instagram on teaching speaking ability, of

course, a 6th-grade elementary school in MI ASSYAFIYAH - Keben - Turi - Lamongan.

Based on the statistical calculation of the t-test using IBM Spss 200, the researcher interprets the significance value with the information: Accept H_0 if $t_{\text{count}} < t_{\text{table}}$, accept H_a if $t_{\text{count}} > t_{\text{table}}$. The result of the t-test is $-8,332$. To compare significantly or not, the researcher used T-table. Which is found with a significant value of 0.05 is 1.708. In conclusion, T-count is greater than T-table, H_0 (Null hypotheses) is rejected, and H_a (alternative hypothesis) is accepted.

IV. DISCUSSION

This study aimed to determine the effectiveness of learning speaking skills after using Instagram media. The researcher conducted experimental research with a pre-experimental design one-group pre-test post-test to achieve the research objectives.

In the first step, the researcher wants to know the extent to which students' abilities knowledge of identity by giving a pre-test. In the pre-test, students are instructed to do an oral test. All pre-test results student scores below completeness with a score of 70. It can be concluded that students' mastery of the

speaking ability of MI Assyafiyah is low, with a pre-test mean of 1430.

In the second step, the researcher gave treatment to the students. The researcher first explained the daily activities to the students, gave some examples, then started the learning method by asking students about their daily activities.

And the last step, the researcher gave a post-test with the same question as a preliminary test. As previously stated, the researcher used paired sample t-test. The t-test is used to check for significant differences in the scores achieved by one group. Data analysis shows that the t-table is greater than the t-count ($-8,332 > 1,708$). This means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. It can be concluded that Instagram media improves students' speaking ability.

V. CONCLUSION

Instagram can affect the speaking ability of students in the 6th grade of MI Assyafiyah because there is a significant difference between the pre-test and post-test results in this study. Static results using t-test showed that the pre-test and post-test results were -

8,332 t-table with a significance level of 0.05, and df24 was 1.705. So the value of t count is greater than the value of t table $-7.1320 > 2.0017$, it can be concluded that H_a is accepted and H_o is rejected.

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