The Efficacy Of Instagram Reels On Speaking Learning At Senior High School

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Abstract. Speaking ability is a key aspect emphasized in the language learning process. Having the ability to speak English is very important for students, as this allows them to express their skills in the language. This research aims to determine the efficacy of the learning media application Instagram reels to improve students' speaking learning outcomes in report texts at SMAN 1 Sutojayan, especially in class X-3. The research involved 37 students in class X-3 using a quantitative approach with a one-group pre-test and post-test design. The research results show that the alternative research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This research provides an understanding of the importance of improving students' speaking skills by developing more efficient learning strategies. The results of this research can provide a valuable contribution to efforts to improve the quality of education at SMAN 1 Sutojayan and similar educational institutions. Additionally, future researchers are advised to investigate the long-term impact of utilizing Instagram Reels or similar interactive tools on students' overall academic achievement and morale.

Keywords: Instagram Reels, Speaking Skill, Report Text, Pre-Experimental Research

INTRODUCTION

Conveying and honing language skills other than the mother tongue is a challenging task for both parties, teachers and students, especially when focusing on learning English as a foreign language (Alharbi, 2015). Indonesian as our national language cannot yet be fully used as a means of global communication. This fact shows that English has become a universal language for communication, science, technology, trade, politics, and dominates almost all sectors (Kartono in Uzer, 2020). In Indonesia, students have to take English as a compulsory subject, starting from grade eight to grade twelve at the high school level (Fauziyah, 2022). Students are expected to have proficiency in four aspects, namely listening, reading, and writing (Y. Wulandari & Fadhilawati, 2019). Among these four skills, speaking ability is considered the most important aspect for students to master English well.

The main focus in language learning is developing speaking skills (Mustofa & Hamid in Ardiansyah & Kurniawan, 2019). Learning how to speak English is very important for students, as it allows them to demonstrate their ability to use the language (Zyoud, 2016). Speaking is also the main means of interacting, sharing ideas, and conveying information to

other people (Kristiani & Pradnyadewi, 2021). However, many students in Indonesia experience difficulties in acquiring these skills. They may feel anxious about speaking in public and lack confidence in answering questions from teachers in class. These obstacles can hinder their ability to communicate effectively in English, which can ultimately impact their academic performance and careers. Therefore, educators need to provide support and guidance to students to help them overcome barriers to speaking, and develop the confidence and skills necessary to communicate effectively.

The ability to communicate effectively in English is not only limited to the use of grammar and vocabulary but also involves the ability to speak fluently and clearly. However, many students face difficulties in speaking English due to several factors. According to (Riswandi, 2016) noted that students often feel nervous when asked to give presentations, which results in the use of inappropriate vocabulary and grammar. Y. Wulandari & Fadhilawati, (2019) also emphasized that limited vocabulary, poor understanding of grammar, and difficulties in pronunciation of English words are important factors that hinder students from speaking English with confidence. Students' limited ability to speak English is often related to a lack of basic mastery of vocabulary and grammar knowledge, as well as a lack of academic literacy in reading and writing (Budiharso in Fadhilawati, 2015). Therefore, it is important for educators to address these factors and provide students with effective strategies to improve their English speaking skills.

The results of research observations at SMAN 1 Sutojayan in Blitar show the challenges faced by secondary school students in learning English, especially in the aspect of speaking about report texts. Interviews stated that the student's speaking skills did not meet expectations, which resulted in academic achievement below the minimum standard set (75.00).

Apart from that, from the results of interviews with teachers and students in English subjects at the school, it was revealed that the learning process was hampered by a lack of relevant and interesting materials and media. Usually, teaching methods rely on Student Worksheets (LKS) and guidebooks provided by the government. They have not utilized various interesting media such as videos and other applications that can strengthen students' ability to speak more effectively.

To improve students' speaking skills, it is important for teachers to use media that is interesting and appropriate to students' needs. One very effective medium for learning to speak is Instagram Reel. Before discussing more about Instagram Reels, it is important to understand the basic concepts of the Instagram platform. Instagram is a social media platform

that provides various complete features and can be accessed easily by students (Ambarsari, 2021). On August 5, 2020, Instagram introduced its newest feature, namely Instagram Reels, which is gradually being introduced to users around the world (D. Wulandari et al., 2022). This feature is interesting because it allows users to create videos and photos with additional music, effects, filters, speed, and transitions that can be adjusted according to their individual preferences (Sari, 2021). Apart from that, this application can be downloaded via Playstore and AppStore, making it easier for students and teachers to access it.

Several studies on the use of Instagram Reels have been carried out by the following researchers: 1) Sari, (2021), Instagram Reels can support the online learning process by providing features that suit the needs of teaching English language and literature in middle and high schools, 2) Novitasari et al., (2020), concluded that the use of Instagram Reels had a positive impact on students' pronunciation and flexibility in the learning process, especially in speaking skills, 3) Tari et al., (2022), shows that the use of Instagram Reels can significantly improve the dancing abilities of students who previously did not reach the minimum standard at SMAN 5 Sidrap, 4) Rahel et al., (2023), reported that the use of the Instagram application was effective as a speaking learning aid at SMA Negeri 4 Pematangsiantar.

In their research, Simamora et al., (2022), argue that the application of a project-based learning model using social media Instagram Reels has proven effective in teaching students how to write procedural texts correctly according to language structures and rules, as well as helping them to publish them.

Most previous studies indicate that the use of Instagram Reels has proven effective in the context of dance learning, online learning, and developing writing skills. Although several studies have investigated speaking skills, there has been no research that specifically discusses the use of Instagram Reels to improve speaking skills in report texts at the high school level. This can be considered a lacuna in the research literature.

Based on previous studies, there are limitations faced by researchers who want to use Instagram Reels as a teaching aid for speaking report texts at the high school level. Apart from that, as previously reported, at SMAN 1 Sutojayan, especially in class X-3, there are difficulties in speaking skills, especially regarding report texts. Based on the recommendation of the English teacher in class.

METHOD

This research adopts a quantitative approach, which involves collecting data in the form of numbers or data that can be measured quantitatively. On the other hand, the

qualitative approach is a research method that places greater emphasis on non-numerical data and in-depth descriptions of the phenomena being studied. A quantitative approach allows researchers to make predictions about conditions that may occur in the future in the population being investigated. The results of quantitative research can be analyzed statistically and can be generalized (Mukhid, 2021).

Furthermore, in this research a pre-experimental method was used by applying a one-group pretest and posttest approach. This design involves an experiment conducted on one group without a comparison group. At the pre-test stage, measurements are carried out before implementing the treatment to compare the condition of the groups before treatment (Hardianto & Baharuddin, 2019).

The location of this research is at SMAN 1 Sutojayan, which is located at Jl. Diponegoro, Dadapan, Kedung Bunder, Sutojayan District, Blitar Regency. The choice of this location was based on the recommendation of one of the supervisors at Balitar Islamic University, who suggested choosing a location that was already known to several teachers there, and also because the researcher was an alumni of that school. A teacher at SMAN 1 Sutojayan also stated the need for innovations in learning media to support students and teachers in the teaching and learning process. Another reason for choosing this location is because this school has not made much use of technology in teaching English, even though computer laboratory facilities are available.

This research focused on class X-3 students, totaling 37 students, in the even semester of the 2022/2023 academic year. Preliminary learning was carried out at school in February 2023, while pre-test, treatment, and post-test procedures were carried out in May 2023. (Sugiyono in Muhammad in Rizky et al., 2021), explains that a valid instrument is an instrument that is accurate in measuring what it should measure. In this research, the validity test of the instrument was carried out through responses from experts, and the data obtained will be used to test the validity of the instrument using the Product Moment formula from Karl Pearson with the help of the SPSS 20 for Windows program.

FINDINGS AND DISCUSSION

Before conducting the pre-test in class X-3 at SMAN 1 Sutojayan Blitar, the researcher conducted a trial experiment first. This is done to ensure that the test has adequate validity and reliability as a research instrument before being officially used. On May 9, 2023, researchers conducted a trial in class X-4 at SMAN 1 Sutojayan involving 38 participants. The trial test includes instructions for assessing speaking ability through preparing a report

text. The results of this trial were then recorded and presented in Table 1 as shown below. The results of this trial were then recorded and presented below:

No	Name of Respondent	Score
1	AATW	60
2	ADY	100
3	AWAA	84
4	AUK	80
5	ALMS	56
6	ARP	56
7	AW	88
8	BD	96
9	BRMZ	96
10	DSR	96
11	DKS	-
12	FN	80
13	FF	100
14	FCT	96
15	FPS	92
16	FA	76
17	HNS	44
18	I	68
19	IAE	68
20	KS	96
21	LH	80
22	LRF	64
23	LTBMS	80
24	MAL	72
25	MRPF	92
26	MYF	76
27	NA	84
28	NF	52
29	NLF	92
30	PPW	60
31	RZM	88
32	RFA	76
33	SDL	72
34	SBDR	64
35	SNN	80
36	SEA	68
37	TKD	76
38	YNA	80

After obtaining the results from the trial, the researcher carried out an analysis to assess validity and reliability using SPSS 20. The results of the validity and reliability evaluation were then summarized in Table 2.

Table 2 The Result of Validity

Question	R count	R table	Description
Q1	0.887	0.320	Valid
Q2	0.892	0.320	Valid
Q3	0.842	0.320	Valid
Q4	0.836	0.320	Valid

Based on the data in Table 2, it can be seen that each question in the test shows a calculated r value that is greater than the r table (0.3673), and the results are positive. Therefore, it can be concluded that each item in the test has an adequate level of validity. Next, after completing the validity test, the researcher carried out a reliability test. A test is considered to have adequate reliability if Cronbach's Alpha Coefficient is equal to or higher than 0.6. The results of the reliability test using SPSS version 20 are presented in Table 3.

Table 3 The Result of Reliability

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded	0	.0
	Total	38	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.887	4

Based on the information from the table provided, it can be observed that Cronbach's Alpha Coefficient has a value greater than 0.6. Thus, it can be concluded that the test shows an adequate level of reliability.

After going through a trial process and assessing the validity and reliability of the test, the researchers then carried out a pre-test on May 9 2023 in class X-3 at SMAN 1 Sutojayan, involving 37 participants as respondents. The purpose of this pre-test is to obtain information about students' abilities in delivering report texts, before implementing Instagram Reels in the speaking learning process. Below are the results of the student pre-test.

Table 4 The Result of Students' Pre-test

No	Name of Respondent	Score
1	AK	60
2	APD	72
3	AZK	76
4	AEC	76
5	AIBN	60
6	ASA	72
7	AIR	68
8	BTS	60
9	CMM	64
10	DP	72
11	DRN	72
12	DNP	79
13	DAR	72
14	FPR	79
15	IS	72
16	IHA	64
17	LCR	68
18	MIS	76
19	NKJ	68
20	NAA	72
21	NAR	64
22	NSR	72
23	PPR	72
24	PSA	64
25	RAD	60
26	RYA	72
27	RCA	72
28	RSR	79
29	RSRN	76
30	RSN	64
31	SALL	64
32	TDA	64
33	TERP	68
34	TCY	72
35	VNL	72
36	WPL	64
37	YEAS	60
	Mean	69.21

From the pre-test data listed in Table 4, it can be concluded that the student's ability to speak related to the report text is still at a low level or unsatisfactory. The results of this pre-test have not reached the minimum standard for mastery of English subjects, namely 75.00. Therefore, researchers plan to implement Instagram Reels as a step to improve students' abilities in delivering report texts in class X-3 at SMAN 1 Sutojayan.

After carrying out the intervention, namely providing teaching to speak about report texts using Instagram Reels for four meetings, the researchers continued by conducting a post-test on May 26, 2023. The post-test was carried out online via the Instagram platform using the reels feature, involving 37 participants from class X-3. The purpose of this post-test

is to assess the results of student achievement in speaking related to report text after implementing Instagram Reels. Below are the results of the students' post-test.

Table 5 The Result of Students' Post-test

No	Name of Respondent	Score
1	AK	76
2	APD	76
3	AZK	88
4	AEC	80
5	AIBN	76
6	ASA	76
7	AIR	88
8	BTS	76
9	CMM	76
10	DP	76
11	DRN	84
12	DNP	92
13	DAR	80
14	FPR	84
15	IS	76
16	IHA	76
17	LCR	84
18	MIS	88
19	NKJ	84
20	NAA	88
21	NAR	76
22	NSR	80
23	PPR	84
24	PSA	84
25	RAD	76
26	RYA	80
27	RCA	88
28	RSR	92
29	RSRN	92
30	RSN	76
31	SALL	88
32	TDA	92
33	TERP	92
34	TCY	80
35	VNL	88
36	WPL	76
37	YEAS	76
	Mean	82,27

Based on the post-test data documented in Table 5, it can be stated that there has been a significant increase in students' speaking abilities regarding the report text. The average student score previously reached 69.21 and increased to 82.27. Based on these results, it can be concluded that the application of Instagram, especially the reels feature, in learning to speak report text has a significant positive impact on student achievement.

After checking the post-test results, the researcher continued by conducting a normality test. The purpose of this normality test is to evaluate whether the dependent variable and independent variables in the regression model follow a normal distribution or not. In this study, the normality test was carried out using the One-Sample Kolmogorov-Smirnov Test method. If the significance value (sig.) contained in the normality test table exceeds 0.05, then it can be interpreted that the data has a normal distribution. Below are the results of the normality test in this study:

Table 1 The Result of the Normality Test

One-Sample Kolmogorov-Smirnov Test

N		37
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	5.17445144
Most Extreme Differences	Absolute	.151
	Positive	.151
	Negative	-.101
Kolmogorov-Smirnov Z		.919
Asymp. Sig. (2-tailed)		.367
a. Test distribution is Normal.		
b. Calculated from data.		

To assess the efficacy of the Instagram application, especially the reels feature, in improving students' speaking skills regarding report texts, researchers analyzed pre-test and post-test data using the paired t-test. The paired t-test method is used to evaluate the impact of an intervention by comparing the means before and after the implementation of the action. Below are the results of the Paired Sample T-test carried out in this research.

Table 2 The Result of Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	69.22	37	5.822	0.957
	POSTEST	82.27	37	6.003	0.987

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	37	.507	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST POSTEST	--13.054	5.873	.966	-15.012	-11.096	-13.519	36.000	

From the data listed in the table above, it can be seen that the Sig. (two-tailed) < 0.05. This shows that there is a significant difference between learning outcomes in the pre-test and post-test.

CONCLUSION

Based on the findings in the previous section, it can be seen that the average score of class X-3 students in reading descriptive text before using Instagram Reels was 69.21. After implementing Instagram Reels, the average score increased to 82.27. From these results, it can be concluded that students' speaking skills in understanding report text have increased significantly. Analysis of paired difference tests (paired sample t-test) also shows a Sig (2-tailed) value of 0.000, which is below 0.05. This indicates that the alternative hypothesis (Ha) from the research is accepted, while the null hypothesis (Ho) is rejected. Therefore, it can be concluded that the use of Instagram Reels is effective in improving speaking skills in report texts in class X-3 students at SMAN 1 Sutojayan Blitar.

TABLES

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15	IS	76
16	IHA	76
17	LCR	84
18	MIS	88
19	NKJ	84
20	NAA	88
21	NAR	76
22	NSR	80
23	PPR	84
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