

Being Real on Instagram Reels: An Authentic Tool to Enhance English Speaking Skills

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ABSTRACT

As technology rapidly develops new features, empirical testing of their capability to assist in educational purposes are always needed. This study takes a look at Instagram Reels, which is seldom explored as a language teaching tool, especially for vocational high school students. This study aims at describing students' perceptions, challenges, and strategies in using Instagram reels as an authentic tool for improving speaking skills. The research used descriptive qualitative research methods. The subjects of the study were five eleventh-grade students from one of the public vocational high schools in Bali, Indonesia. They were selected by conducting a purposive sampling technique. The observation and interview were conducted to collect data. The findings show that a) the perceptions of students on the implementation of Instagram reels to improve speaking skills were favorable. Most students agreed that implementing Instagram reels as an authentic tool in speaking was adaptable, effective, and authentic. It also increased the students' speaking abilities, which were referred to as positive attitudes. Instagram reels boosted students' consciousness, motivation, and enhancing their vocabulary, grammar, pronunciation, accent, and cultural knowledge. b) Students faced a variety of challenges when using Instagram reels as a learning medium, such as limited internet access and a lack of digital literacy. To overcome the challenges, students used some strategies, namely using WIFI facilities at school or other public places, practicing a lot, and seeking additional information to improve digital literacy skills using Instagram reels.

1. Introduction

Mastery of language skills is one of the targets of learning English for students to communicate effectively in both oral and written forms. Oral communication or speaking is one of the language skills that students must master. Students' speaking ability can be defined as the ability to deliver, express, or describe students' thoughts through the spoken form, allowing them to be imaginative and creative when interacting with others to achieve specific goals (Mart in Saputri et al., 2022). This ability is needed for language learning and comprehension (Mandasari & Aminatun, 2020). It is used in verbal utterances to express thoughts. As a human interaction used to share information with others, it is composed of a series of verbal utterances that convey meaning (Wulandari & Ashadi, 2021). It has become an important part of everyday interaction because a person's ability to speak fluently and comprehensibly is frequently based on his or her first impression. Furthermore, speaking entails communicative performance as well as some elements such as grammar, intonation, pronunciation, vocabulary, and so on (Afrilliani et al., 2020).

However, some issues arise for students to improve their public speaking skills (Brilianti & Fauzi, 2020). Students' speaking performance can be affected by performance

conditions (such as the amount of support, planning, time pressure, and standard of performance), affective factors (such as anxiety, confidence, and motivation), listening skills, and feedback in speaking (Saputri et al., 2022). Performance conditions (such as the amount of support, planning, time pressure, and standard of performance) can have an impact on students' speaking performance, as can effective factors (such as anxiety, confidence, and motivation), listening skills, and feedback in speaking. Anggraeni et al. (2020) also agreed that many students struggle to express themselves in English as required by the curriculum, especially when online learning is done during this pandemic condition. They continued to communicate in English class using a second or even first language. Furthermore, they frequently struggle to find motivation and confidence in speaking English in their classrooms and in their society.

According to the researcher's preliminary observations for the current study in one of the vocational high schools in Bali, students' speaking skills still needed to be improved. When students were asked to speak in front of the class, they faced several critical issues. First, there was a lack of self-confidence caused by various factors such as a lack of vocabulary mastery, a lack of knowledge about proper word pronunciation, and a fear of speaking in front of large groups.

The second issue was that students feared of making mistakes while speaking and receiving negative feedback from teachers and classmates. This issue also affected their low learning motivation. It is necessary to provide motivation and learning innovation to overcome these obstacles. Furthermore, it will help students restore their learning motivation by creating a pleasant learning environment, providing space for students to overcome their fears and anxiety, and being supported by using appropriate media to overcome student problems.

Considering the inherent issues, teachers should use effective teaching techniques to provide students with appropriate materials and opportunities to improve their speaking skills and solve problems through positive activities (Brilianti & Fauzi, 2020). Teachers can use Instagram to help students with their speaking difficulties. Instagram is one of the social media platforms that nowadays is already used as a teaching and learning medium. In this day and age of globalization, Instagram also has had a significant impact on education. Many features and tools of Instagram can assist teachers and students in achieving their goals in teaching-learning, and they can also motivate students to learn (Afrilliani et al., 2020). Furthermore, it offers authentic content with students' collaboration, improving the students' awareness, self-confidence, and motivation for learning (Erarslan, 2019).

Many previous studies describe Instagram as one of the social media platforms that can be used to learn English. Spencer, as cited in Handayani (2016), stated that Instagram could be used for a variety of activities in English learning. Telling stories, making short presentations, making vlogs, making video tutorials, reading news, singing songs in English in collaboration with the original singer, then looking for figurative elements in songs, and so on are examples of learning activities done using Instagram reels for speaking skills. Numerous other learning activities incorporate each other's language skills. Students will be more motivated and active in the learning process since they can access the various features available on Instagram. Learning activities on Instagram can indirectly include the 4C skills required for global competition.

Furthermore, many studies have investigated the effectiveness of using Instagram to enhance speaking skills. Pratiwi (2020), who investigated the impact of using Instagram to improve speaking skills, discovered that by using the social media platform Instagram as the learning media, the students had better speaking skills than those who were taught using the traditional method. This was proven by the results of pre-and post-test scores of the experimental group. This result is also supported by Apriyanti et al., 2018; Nurhikmah, 2020; Aini, 2020 who concluded that students were given positive responses and they had developed their speaking skills as a result of applying Instagram as a medium for learning English. Nurhikmah (2020) carried out two

cycles of Classroom Action Research (CAR). 27 students from the Institute Sunan Kalijogo Malang attended it while studying Islamic Preaching and Communication. The students were asked to create videos on various topics during the treatment. Students were asked to complete questionnaires regarding Instagram implementation. According to the data analysis finding, the students' speaking skills were improved and the positive responses from students were received using Instagram as a learning media. In addition, Devana & Afifah (2021) conducted their research with the participation of 36 students from the English Education study program at FKIP Baturaja University, who were randomly selected. They also discovered that the treatment of using Instagram improved both students' speaking skills and motivation when compared to the experimental and control classes.

Previous research had also found that Instagram could boost students' consciousness and motivation. According to Rahmah, 2018; Febriyati & Utami, 2021 the students felt confident if they were speaking on Instagram. They also provided some strategies that could be used in using Instagram to learn speaking skills. Rahmah (2018) founded that Instagram could boost students' confidence by sharing photographs in speaking a foreign language. She also explained that guided activities could integrate Instagram into a language class through. Some insightful suggestions and implications were received for teaching English as a foreign language, particularly for speaking ability. In addition, Gunantar et al. (2019) found that Instagram had been shown to increase student's motivation to learn English. Their studies concluded that approximately 25 students responded that photo-based media made learning fun and motivating; hence it could help enhance students' English skills.

On the other hand, only a few studies on Instagram's use describe the potential drawbacks. In her previous studies, Rinda et al. (2018) described some of the challenges students face when using Instagram to learn English. The difficulties include the fear of accepting too many negative comments as feedback on their work and a slow internet connection. To address this, the authors suggest that the students better prepare themselves when creating student assignments.

Moreover, the teachers should also motivate the students that the feedback provided by the viewer is used as self-reflection to improve their ability and make the best use of personal internet quotas to avoid any problems. Hence, knowing the various benefits and challenges students face when using Instagram is essential for improving the following learning process that also uses Instagram as a learning medium.

As previously stated, the current study is being conducted to obtain detailed information on students' speaking skills. The Instagram reel is one of the Instagram features that can be used to improve speaking skills. In addition, most of those

previous studies are conducted for university students. However, fewer studies have dealt with using Instagram reels as the new features on Instagram in teaching speaking, especially for vocational high school students. This gap is also explicitly stated by Ramadoni (2019), who suggested that future researchers conduct a study in qualitative research to complete the data that are not obtained in quantitative research. Thus, to answer this calling and the need to fill in the identified empirical gap, the researchers conducted a study focusing on eleventh-grade vocational high school students to dig deeper into the students' perceptions of Instagram reels to improve speaking skills. This research was conducted to answer two research questions: 1) How are students' perceptions of Instagram reels improve their speaking skills? 2) What are the student's challenges and strategies for using Instagram reels to improve their speaking ability?

This research is expected to be very useful for readers, particularly those who are interested in using social media as a technology-based learning media to teach English by utilising Instagram reels, the most recent feature from Instagram.

2. Literature Review

2.1 Students' Perception

Perception is an opinion or point of view expressed by someone who has had firsthand experience with something. According to Saleh (2021), the definition of students' perception is a type of student observation about how the class and learning process is carried out during teaching-learning activities. It's crucial for the next stage of learning. As a result, assessing and analyzing student views and opinions is solely to complete evaluations. From these statements, students' perceptions of the learning process are critical for improving learning quality. It can serve as an evaluation and reflection tool for all stakeholders before the creation of the next piece of content (Kale, 2020).

Furthermore, teachers or instructors must consider students' abilities during the learning process. This procedure is similar to how a teacher, lecturer, or tutor would set questions in papers. They must thoroughly understand the lesson's goal to determine which subject matter contributed to the test's validity (Erarslan, 2019). Students have different perceptions when teachers use various approaches and methods in the class.

The perception of students during the learning process, mainly when using learning media, is an essential factor that teachers must consider (Irons, 2021; Zhi & Liu, 2021). Teachers can determine which learning media are effective, efficient, and enjoyable for students, allowing them to improve their ability and achieve learning objectives. The existence of various studies that highlight student perceptions will encourage teachers to select appropriate learning media.

2.2 Instagram Reels as an English Teaching Tool

Since the official release of Instagram Reels in Indonesia, this feature has attracted many Instagram users (Silalahi et al., 2021). Instagram Reels, like TikTok, is based on the concept of short video content. Instagram Reels, which debuted on August 5, 2020, allows users to create short videos with the background of a trending or favorite song. This feature is also helpful for educational content creators to gain followers and engagement by creating various creative content. As a result, teachers should take advantage of this advancement. It is a fantastic idea to start with Instagram reels in the classroom. Instagram reels can be an effective educational tool, elevating the learning experience and making it more meaningful and insightful (Carpenter et al., 2020).

Instagram reels in the classroom can be implemented for a variety of activities. Students can use this tool to share their thoughts and opinions on various topics (Ramadoni, 2019). As a result, they can share their knowledge with their classmates and teachers. As a photo-sharing website, Instagram encourages students to be spatially and linguistically aware by taking and editing photographs, captions, and feedback options (Azlan et al., 2019). According to Erarslan (2019), for the reasons listed below, Instagram reels appear to be an ideal tool for assisting with English learning. First, it provides a wide range of contextualized visual data that can be used to supplement language classroom instruction. Second, because the tool allows students to communicate and socialize with one another outside of the classroom, using Instagram reels in the classroom can start to enhance a socially connected community of learners. Third, Instagram reels are a frequently used social media source that young learners are almost deeply involved in and easily adapted to. Integrating it into their learning process can be seen as a way of applying topics learned in class in a real-life setting. Fourth, this media can be used for online and offline learning to teach all English language skills. Finally, the ease of use of Instagram and its availability on most of commonly used devices make it more appealing to consider using this platform in a language classroom.

Teachers can apply social media as the learning media to teach English on various platforms. According to Apriyanti et al. (2018), they were implementing social media to make learning activities more fun and enjoyable. However, only few teachers use it, and a few of them use it inappropriately. Technology alters the teaching and learning environment can provide many of decisions and options (Agustin & Ayu, 2021). Students account for a disproportionate share of social media network users. Instagram is one of the most popular social media platforms worldwide, appealing to students' interest in learning by promoting their language productions (Ariantini, 2021; Pratiwi, 2020). Instagram provides student assignments in English language teaching (Putri, 2022;

Agustin & Ayu, 2021; Aini, 2020). They learn how to construct the content or message they want to deliver and practice how to deliver the message well, using familiar topic. They do not feel rushed when performing the speaking task because they have plenty of time to prepare before uploading it on Instagram.

According to Tiurma et al. (2021), Instagram can be used to teach public speaking in a variety of ways. The steps for teaching speaking through Instagram reels are as follows: (1) requiring students to access their Instagram accounts and allowing them to observe some videos on Instagram. (2) Instruct the students to give a response to the video they watched. For example, if students watch a video about sharing ideas, they should also speak about their thoughts and feelings and be given limited time to speak. (3) Give students necessary adjustments on how to pronounce words correctly. (4) Assign to make a group consisting of three students, then the teacher provides them time to plan what they will say about their perspective. (5) Record a video and upload it to Instagram. However, the students should prepare a script based on their discussion before creating the video. In addition, Febriyati & Utami (2021) mention that there are two types of learning strategies for speaking on Instagram: partially interactive strategies and non-interactive strategies. Based on their findings, students prefer to use the partial strategy because it is the strategy used to speak in front of a live audience which can be done through a live feature on Instagram. This strategy can also be applied to Instagram's new feature, Instagram reels. Unlike the live feature, which can only be viewed during a live broadcast, Instagram reels can be watched for an extended period. It can also be used as a student portfolio. Hence, students can reflect on their learning outcomes.

3. Method

3.1 Participants

The participants of this research were 5 students from the eleventh grade (three males and two females) of one of the public vocational high schools in Bali, Indonesia. The five students were selected by using purposeful sampling techniques. There are reasons for choosing these participants. First, those students were active users of Instagram for two years and applied Instagram reels for learning English during their study in the eleventh grade for three months. We gained this information by interviewing the students and following their Instagram accounts. The year was identified from their first Instagram feed in 2020. Second, the participants performed well at English speaking and had improvement on their speaking performance during the implementation of Instagram reels. Third, they consented to be participants. The categorization of participants is shown in **Table 1**.

Table 1. The Participants' Category

No	Participants	Gender
1.	P1	Male
2.	P2	Male
3.	P3	Male
4.	P4	Female
5.	P5	Female

3.2 Data Collection

The researchers collected two types of data to achieve the study's goals: student interviews and observations. In-depth interviews were conducted entirely in Indonesian, and then the data were translated into English. According to Devi et al. (2020), interviews in qualitative research can give more insightful information, and the researchers can have a better chance to ask participants for more detailed information. In this scenario, students must respond to ten questions adapted from Soraya & Sugianto (2022) about speaking and Instagram reels in one-on-one interviews. **Table 2** shows a list of interview questions used by the researchers as one of their research instruments. Observation was used to collect secondary data. The observation was conducted by observing students' use of Instagram reels via their Instagram accounts. Some samples of students' Instagram reels are shown in the **Figure 1**.



Figure 1. Students' Activity in Using Instagram Reels

Table 2. Question List for Interview

No	Interview Questions
1	Based on your perception, what do you think about your speaking skill?

- 2 What do you think about your pronunciation, vocabulary, and grammar mastery?
- 3 What are the challenges you face in speaking in English?
- 4 What is your opinion about using Instagram reels to improve your speaking skill?
- 5 What are the advantages of using Instagram reels for your speaking based on your experience?
- 6 What are the disadvantages of using Instagram reels for your speaking based on your experience?
- 7 How effective Instagram reels in developing your speaking skill? And what do you think about your improvement?
- 8 What are the threats you face when using Instagram reels?
- 9 What is your solution or strategy to solve those challenges?
- 10 What is your opinion if your teacher continues to use this media for teaching speaking?

3.3 Data Analysis

The results of interview transcripts and observations were processed using the qualitative method of data analysis. The researchers identified the data using Mckernan's five data analysis steps, as cited by Safitri & Khoiriyah (2017). These steps are as follows: 1) gathering the data, 2) coding the data, 3) comparing the data, 4) developing interpretation, and 5) communicating the results. The following is the data analysis process:

- 1) The researchers gathered data by using in-depth interviews and observations.
- 2) The researchers classified the data. To condense the data, the researchers focused on two research questions: students' perceptions of Instagram reels for improving speaking skills and students' challenges and strategies for using Instagram reels for improving speaking skills. The information was organized into themes and coded.
- 3) The researchers identified the data to find the differences and similarities. The information is presented in a table format.
- 4) After the previous stage, the researchers interpreted the data, classified it into themes, and analyzed student perception toward Instagram reels to improve speaking skills, student challenges, and strategies in using Instagram reels to improve speaking skills.
- 5) The study's findings were presented and concluded to answer the research questions.

4. Results

This study highlighted several significant findings. This study's findings were divided into the following discussions. They were 1) the student's perception of using Instagram reels to improve speaking skills and 2) the students' challenges and strategies for using Instagram reels to improve speaking skills. Each discussion was explained in detail below.

Table 3. The Code of Interview and Description

Code	Description
P1	Participant 1
P2	Participant 2
P3	Participant 3
P4	Participant 4
P5	Participant 5
Intv	Interview
SP	Speaking Problems
CHL.STR	Challenge and Strategy
ADV.DSV	Advantages and Disadvantages
S.EXP	Students Experience

4.1 Students' perception of using Instagram Reels

The students' experiences with Instagram reels for English learning were diverse. It has an impact on their responses to the interview questions. As a result, their perspectives on Instagram reels differed, as did the benefits, drawbacks, challenges they encountered, and the strategy they employed. In addition, the results of this interview are also supported by the researcher's observations.

4.1.1 Students' speaking problems

Regarding the purpose of using Instagram reels as a medium to improve students' speaking skills, each student had their own set of speaking issues and purposes that directed them to use Instagram reels to improve their speaking skills. P1 and P2 both mentioned having a lack of vocabulary, making it difficult to express themselves orally.

I believe my speaking ability is limited due to my limited vocabulary.

(Intv/P1/SP)

I believe that the most significant speaking issue is a lack of vocabulary and pronunciation. It can be difficult for me to know what to say in class about a particular topic. As a result, I am unable to respond quickly to my teacher's questions because I need time to translate the words into English.

(Intv/P2/SP)

Furthermore, P3 mentioned that, beside a lack of vocabulary, using correct grammar was a significant challenge for him when speaking English.

I am afraid to speak English because I am unfamiliar with some words and do not understand the grammar. It is difficult to decide which tenses should be used in this utterance.

(Intv/P3/SP)

On the other hand, P4 and P5 said that speaking English is difficult for them because of their anxiety.

I get nervous and anxious when the teacher asks me to speak in front of the class. It is tough for me to maintain control when speaking in front of the class. Furthermore, I sometimes have difficulty pronouncing certain words correctly.

(Intv/P4/SP)

The reason for my anxiety is the fear if I make a mistake while speaking, my friends will bully me. All of this makes me feel down and afraid to speak. As a result, I require a space in which I can improve my speaking skills while also reducing my anxiety.

(Intv/P5/SP)

Based on the findings of the observations, the researcher discovered that in addition to limited vocabulary mastery, correct grammar use, and anxiety when speaking in front of the class, students also struggled with pronouncing words correctly. P1, P2, P3, P4, and P5 appeared nervous and anxious when asked to give presentations in front of the class. P1 stammered and delivered very little content. P2 made numerous mispronunciations. When asked to make a presentation in front of the class, P3 was nervous and got stuck several times. At the same time, P4 and P5 stated that they were unprepared and could not do the presentation. Both of them became more silent and smiled during their presentation.

4.1.2 Students' experiences during the implementation of Instagram Reels

Students' experiences in using Instagram reels are pretty diverse. P1, P2, P3, P4, and P5 stated that they prefer to use video, such as creating Instagram reels because they are visual learners, and the use of Instagram reels is authentic and natural.

I prefer to learn English visually. I would rather make a video than give a presentation in front of a class.

(Intv/P1, P2, P3, P4, P5/S.EXP)

I believe learning from my friends' videos will be easier because I can watch them whenever I want.

(Intv/P1/S.EXP)

The use of Instagram Reels also can improve students' pronunciation, vocabulary, and grammar, as stated by P2 and P4.

The Instagram reel is a kind of social media used by people all around the world... So, it is one of the best ways to learn English through this media because it can automatically

develop our pronunciation, grammar, new vocabulary, and so on.

(Intv/P2/S.EXP)

I want to learn more about vocabulary and pronunciation so that I can use them in daily communication, such as making a video on Instagram reels to help improve my grammar comprehension.

(Intv/P4/S.EXP)

In addition, P3 feels that Instagram Reels is easy to use and access through one's device. While for P5, her purpose of using Instagram reels was to help reduce her anxiety and improve her confidence to speak.

Using Instagram reels and applying them as learning media is extremely simple. Since we spend so much time scrolling through social media, it could be an alternative learning media for learning the English language. So, to make it more useful for us, we can incorporate it into our learning process.

(Intv/P3/S.EXP)

This media is one of the best media ever for me to help me reduce my anxiety when speaking in front of people or my friends.

(Intv/P5/S.EXP)

The findings of the researchers' observations also support this. The five participants improved significantly in pronunciation, fluency, content delivered, and participants' self-confidence while implementing Instagram Reels.

Advantages and disadvantages of Instagram Reels

According to the most participants, the advantages of using Instagram reels were similar. P1 agreed that, Instagram reels were authentic media that could help native speakers improve their vocabulary and pronunciation.

Instagram reels can be a medium for learning as well as sharing. We can learn from others by watching their videos, increasing our vocabulary, and then practicing how to use and pronounce the words. Following that, we could share our video and invite viewers to provide feedback. We can learn and improve our speaking skills.

(Intv/P1/ADV.DSV)

According to P2 and P3, one of the benefits of watching Instagram reels was the fastest way to improve speaking skills and learn broader native speaker accents such as British, Australian, and so on.

I think Instagram reels are very fast when used to improve speaking. For example, it helps our pronunciation, and we can learn accents such as American, British, Australian, and so on. I discovered new vocabulary that I had never used or heard before. I regularly follow Instagram accounts such as @gurukumrd and @aarons.english. Both discuss pronouncing words correctly with the appropriate accent.

(Intv/P2/ADV.DSV)

The advantages of pronunciation and grammar are that we can pronounce the word correctly. Furthermore, by watching the Instagram reels of the educational content creator, we can learn a lot about grammar. By typing in the comments, we can ask and share about something we do not know. If we create content about speaking, we can also learn from the viewers' comments. I believe it works.

(Intv/P3/ADV.DSV)

Furthermore, P4 and P5 had the same perceptions of the benefits of using Instagram reels to reduce anxiety, improve motivation, and boost speaking confidence. Furthermore, the short duration of Instagram reels forced them to speak directly to the point and prepare themselves before recording the video.

Instagram reels help me to be braver in speaking. Because the duration of Instagram reels is short, I should prepare myself before recording the reels to speak the essential points.

(Intv/P4/ADV.DSV)

It is preferable to speak in Instagram clips than to present in front of a classroom. I do not have to worry about being bullied by my friends or becoming nervous when I get stuck. It is highly appropriate if we use it as a student assignment.

(Intv/P5/ADV.DSV)

Otherwise, the disadvantages of implementing Instagram Reels, according to P1, P4, and P5, were that the duration of Instagram reels was too short or limited, and they could not speak as much as they would like. As a result, students should speak directly to the point, or they could record some parts separately and then upload them to the reels.

The disadvantage may be that the duration of Instagram reels is too short.

(Intv/P1/ADV.DSV)

You must speak faster or emphasize the point because you have limited time.

(Intv/P4/ADV.DSV)

I think it is better if we can speak as much as we want since the purpose is to improve our speaking skills. If we use Instagram reels, it is like we cannot share our thoughts freely.

(Int/R5/ADV.DSV)

In addition, P3 stated that the implementation of Instagram reels was less interactive than in the classroom.

I believe it is less interactive.

(Intv/P3/ADV.DSV)

Unlike the others, P2 did not believe that this media was suitable for offline or face-to-face learning. Instagram reels were better suited for online learning or as a medium to conduct an assignment to improve speaking skills.

I am not sure, but I think it is better if we use it for online learning and as a student assignment.

(Intv/P2/ADV.DSV)

4.1.3 Challenges faced by students using Instagram Reels

As mentioned in the disadvantages above, the students also faced some challenges. First, most of them agreed that the duration of Instagram reels was too short, so they could not speak as much as they wanted.

The duration is too short, can you imagine how fast I should speak?

(Int/R2/CHL.STR)

It is challenging when we should speak only for one minute.

(Int/R4/CHL.STR)

Second, the others found that they had to prepare many things before making Instagram reels since they did not know how to edit the video on Instagram reels. It identified in the interview:

The challenge is editing the video because I do not know how to edit my video on Instagram reels. It differs from the other application.

(Int/R3/CHL.STR)

It is hard to make a short video in one take, so I have prepared myself.

(Int/R5/CHL.STR)

In addition, the students should have the supporting facilities to make Instagram reels such as gadgets, internet connection, the best signal, and so on. It identified in the interview:

Sometimes, the internet connection is unstable or my phone storage is full, so I cannot upload the video on Instagram reels.

(Int/R2/CHL.STR)

The researchers discovered that the five participants had the necessary equipment to use the Instagram reels feature, including devices with 4G internet connections and personal Instagram accounts. Participants frequently complained about unstable signals and internet connections during the implementation of Instagram reels.

4.1.4 Students' strategies in using Instagram Reels

According to participants, some solutions for using Instagram reels to overcome those challenges. These issues could be resolved by having a solid understanding of digital literacy to use the application correctly, and preparing materials and other items before recording the video. Then, taking several other short videos or dividing the video into several separate parts, watching other Instagram reels to gain more insight or inspiration, and seeking free Wifi to deal with the limited internet connection. As stated by the second participant in the interview:

In my opinion, by profoundly understanding how to use the technology appropriately. So, if our knowledge of using or making Instagram reels is limited, we will automatically become confused in making Instagram reels.

(Intv/P2/CHL.STR)

I think I need to prepare many things before recording.”

(Intv/P3/CHL.STR)

Based on my experience, I see other content creators divide their video into several parts so they can still speak as much as they want.”

(Intv/P4/CHL.STR)

I use the school WIFI when making the reels.”

(Intv/P1/CHL.STR)

Students used a variety of strategies to improve their speaking skills by using Instagram reels, according to the findings of this study. Each student had a strategy for dealing with it. The P1 took notes to figure out what should be said.

I have to note about the important point that I should present, including how to pronounce the words correctly.

(Intv/P1/CHL.STR)

P2 employed the same strategy, writing a script and enlisting the help of a friend.

I ask my friends to guide me speak as I write the script. It will be less complicated for me to deliver the presentation in the correct order.

(Intv/P2/CHL.STR)

In the case of P3, the strategy entailed reading the script, identifying the difficult word, practicing how to pronounce it, and finally comprehending the topic.

If I am not familiar with a word at first, I will figure out how to pronounce it.

(Intv/P3/CHL.STR)

Unlike the P3, the P4 records multiple videos before starting the Instagram reels.

I practice it a few times before recording it in the Instagram reels when I am more confident.

(Intv/P4/CHL.STR)

P5 followed a strategy similar to P4, where she practiced in front of the mirror for several minutes before recording it.

If I am not ready yet, I will practice in front of the mirror. So I can feel more confident and less anxious.

(Intv/P5/CHL.STR)

5. Discussion

5.1 Perception of Instagram Reels to Improve Speaking Skill

Speaking is still one of the students' most challenging aspects of learning English for students (Aini, 2020). Most students continue to struggle with their speaking abilities due to a variety of obstacles. According to researchers' interviews and observations, almost all participants face the same challenges in speaking assessment. These obstacles include excessive anxiety when speaking in front of the class, students lack of preparation, fear of being disturbed by their friends, a lack of vocabulary, and the ability to pronounce words correctly. As a result, when giving presentations, most students will appear anxious, stutter, and even become stuck (Qisthi & Arifani, 2020). This challenge also causes students to lack self-confidence and motivation to learn (Rakhmanina & Yuneva, 2018; Rohaizat et al., 2021). Using appropriate media will reduce or even eliminate a variety of obstacles encountered by students (Rinda et al., 2018). Video-based media is ideal for reducing students' anxiety and fear of speaking in front of the class (Soraya et al., 2022). Several researchers have also acknowledged that video-based media can be implemented in social media as a medium for learning English (Himmah et al., 2020). Social media has been widely adopted to improve students' abilities, overcoming the students' challenges, and providing a fun and meaningful learning experience (Jamshidian & Salehi, 2020). In addition, social media can also be used as a fun learning medium for students, with one example being the use of Instagram.

Previous research found that Instagram can help students improve their speaking skills (Apriyanti et al., 2018; Awaliyah, 2020; Devana & Afifah, 2021). However, the research participants are diverse. A few researchers examined junior and senior high school students' perceptions of using Instagram to improve speaking skills, specifically Qisthi (2020) and Febriyati & Utami (2021). While the rest of them mainly investigated university students. However, their research did not mention the Instagram features used to improve students' speaking skills. Therefore, this current study is necessary to grasp about the perceptions of vocational high school students regarding using Instagram reels. The other experts have studied students' perceptions of the use of Instagram in improving English speaking skills, as well as its supporting aspects such as vocabulary mastery, pronunciation, and motivation. Putri (2022) conducted a previous study that focused on students' perceptions of increasing vocabulary, and the results of her research with university students as the subject revealed that Instagram could increase English vocabulary. Furthermore, students' vocabulary can be expanded by following various Instagram accounts that focus on learning English, watching videos of them that provide English tutorials, and reading the captions below the videos. Rasyiid & Maulina (2021) agree

that using Instagram can help with vocabulary development. They also suggest some strategies for increasing students' vocabulary. Students can search for Instagram accounts that provide vocabulary learning tutorials, then follow these accounts and learn vocabulary material based on their needs.

However, Agustin & Ayu (2021) found that only 30% of participants strongly agreed that IGTV as an Instagram feature could increase vocabulary, while the remaining 35% were neutral. Despite many neutral opinions, it is reasonable to conclude that many students remain unconvinced of the effectiveness of implementing IGTV to increase their vocabulary. In contrast to the current study's findings in which participants of the study acknowledged that watching Instagram reels from other English-speaking users could increase their vocabulary and convey their ideas more easily.

Moreover, it is also important to use proper pronunciation when speaking. Participants in the current study also stated that they could improve their correct pronunciation of vocabulary after watching videos presented by native speakers on Instagram Reels. Furthermore, properly preparing themselves can avoid mispronunciation when speaking on Instagram Reels. Previous research has also found that Instagram can help students with their pronunciation. Azlan et al. (2019) also stated that based on the results of the interviews, it was discovered that participants had a favorable view of using Instagram to improve pronunciation.

Furthermore, in terms of motivation, they discovered that Instagram was very influential in increasing students' learning motivation. Previous researchers observed the same thing. Devana & Afifah (2021); Paneerselvam & Mohamad(2019); Devi et al. (2020); and Nurhikmah (2020) also concluded that using Instagram increased students' motivation while also improving their speaking skills. Rakhmanina & Yuneva (2018) proved that motivation and speaking skills had a very close relationship based on their research findings. Students at one of the universities in Indonesia become more motivated to learn by using Instagram. This is also consistent with the current study's findings. This current research addresses the gap at previous research universities' student-centered class level, which shows that using Instagram builds motivation for both university students and vocational high school students.

Aside from the significant benefits of using Instagram to improve speaking skills, students face some challenges. This research found that students face obstacles such as limited time to speak, an inadequate internet network, and other technical factors. Previous research findings support this. Rinda et al. (2018) also stated that one of the issues when using Instagram media is the presence of a bad internet connection. They also emphasised that the authorities can provide the necessary learning facilities to ensure the learning process runs smoothly. Furthermore, based on the findings of this current study, students can do several things

to avoid challenges when using Instagram Reels, including 1) improving digital literacy, 2) finding the best signal to occur a stable connection, 3) taking a note, 4) preparing well and practising a lot, and 5) taking the videos several times to find the best one.

This study only focused on investigating students' perceptions of using Instagram reels to improve their speaking skills. To expand this research, further studies can be done to examine the implementation of Instagram reels in different levels of students, using different methods, or applying in other English skills such as writing, reading, and listening. Furthermore, Instagram reels, the most recent Instagram feature, provide a remix feature (duets) with other users that can be used as teaching strategies or media, which can provide opportunities for other researchers to choose these topics in future research. The researchers also recommends that teachers use Instagram reels to reduce students' speaking problems and improve students' speaking skills at other education or college levels because it increases students' confidence to speak and produce more sentences. In addition, this media can be an authentic medium by providing project-based learning methods with practical activities.

6. Conclusion

Based on the research findings, it can be: first, vocational high schools students perceived the use of Instagram reels as the new feature on Instagram for speaking activity positively. Hence, their speaking skills were improved. However, the study focusing on Instagram Reels has not been widely discussed, particularly among vocational high school students. Second, even though they encountered some challenges, they could find solutions, such as create the Reels, then saving them in the drafts. The video can be uploaded when the connection is good. Moreover, to overcome the limited time to perform in Instagram Reels, the students can take videos for different parts, and combine them by editing in the reels. In addition, using Instagram reels can improve students' self-esteem and motivation to learn, allowing them to achieve better learning outcomes. Those results are because Instagram reels offer an authentic learning experience that can be applied in real life to make learning more meaningful. This current study has supplemented previous research by providing new insights for teachers and students in teaching and learning English through the most recent Instagram feature, Instagram Reels. Furthermore, it discusses the advantages and disadvantages of using Instagram reels as a factor to be considered when implementing it.

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