

Artikel Hasil Penelitian**INCREASING STUDENTS SPEAKING SKILLS BY MAKING A SIMPLE
ADVERTISEMENT VIDEO IN INSTAGRAM****Fenny Thresia^{1,2}, Yuninda Leony¹**¹Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Metro - Lampung²E-mail: fenny.thresia@yahoo.com**Abstract**

One of the important parts in English skills is speaking because it should be mastered by students besides reading, writing and listening. The functions of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously orally. Speaking is one of the language arts of talk as communication interaction with someone, and it is very difficult to master it. The main purpose of this research was to improve the students' speaking skill by making simple advertisement video on instagram. This research was an action research study which involved some steps. Those were reconnaissance, planning, action, observation, and reflection. The subjects were 32 students of second semester (class B) of Accounting Department Muhammadiyah University of Metro. The criterion of success of the research is if 75% from 32 students have a good participation along learning procces and if the 75% from 32 students get score ≥ 70 as criter. The research was done in two cycles and obtained the qualitative and quantitative data. The data collection instruments were observation checklists, interview guidelines, and speaking tests. The data were in the observation checklists, interview transcripts, and scores. The result of the research showed that the use of Instagram in the teaching and learning process significantly improved the students' speaking skill. The students could develop their ideas to make a simple advertisement video on instagram. Based on the quantitative data, the students' mean value for the speaking skills improved. In the pre – test, the students' mean value was 40.15. Then, after Cycle 1 (post – test 1), the students' mean value of post – test 1 was 64.21. At last, after Cycle 2 (post – test 2), the students' mean value in the post – test 2 was 70.07. In conclusion, the use of Instagram can improve the students' speaking skill significantly.

Keyword: action research, making a simple advertisement video, instagram, speaking**INTRODUCTION**

One of the important parts in English skills is speaking because it should be mastered by students besides reading, writing and listening. The functions of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously orally. Speaking is one of the language arts of talk as communication interaction with someone, and it is very difficult to master it.

In non-speaking English country such as Indonesia, English as a foreign language is often considered difficult to learn. Many students still have low competencies especially in speaking. Ideal one of teaching speaking is to make students can speak up because students should be

able to communicate with the others to get or to share information and/or to express what they feel. In teaching speaking skill, lecturer is giving instruction to their students in order to communication.

In the teaching and learning process of speaking in Indonesia, both English lecturers and students still face many problems. Widiati and Cahyono (2006, p.277) report that the teaching of EFL speaking for tertiary-level students deal with teaching problems, classroom activities, teaching materials, and assessment. These things are related to the improvement of the teaching quality of English speaking that would point out obvious picture of the lecturers' position and what they are

necessary to do.

The primary purpose of the English teaching is to achieve communicative competence. Students are expected to speak and communicate in English in daily life, both in the written and spoken form

LITERATURE REVIEW

1. Speaking

There are many definitions of speaking in language learning proposed by some experts. According to Gert and Hans (2008, p.207) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Meanwhile, Rakhmanina and Kusumaningrum (2017, p.8) argues that speaking as one productive skills offers a real result for someone who learn a foreign language. Speaking naturally involves an interrelation between speakers and hearers having an interaction and a communication occur properly. It means speakers and hearers are able to interact each other which depends on how they bring the interaction into particular conditions and situations that will affect to communicative events. This means speaking skill entails a communicative competence in order to produce it naturally (Irawati, 2016, p.48).

According to Derakhshan (2016, p.178) speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. Most of the teachers do not facilitate situation for real practice in speaking because contradiction between class materials and courses is one of the obstacles of learning speaking; besides, the teacher must understand students' interests and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2015, p.520-525). According to Duong (2014, p.86), commonly thought of the most important aspects of speaking is grammar, fluency, accuracy, vocabulary and pronunciation.

In relation with spoken production, Harmer (2007, p.269) mentions four language features related to speaking ability, they are connected speech, expressive devices, lexis and grammar, and negotiation language. First, speakers should be able to produce both the individual phonemes of English (e.g. I would have gone for picnic) and

the connected speech (e.g. I would've gone for picnic). Connected speech contains assimilation or sounds modification, elision or omitted sounds, contractions and stress patterning. Second, expressive devices deals with the stress and pitch changes of particular parts of utterances, variety of volume and speed, and the use of non-verbal codes and face-to-face interaction to show people's feeling. The use of these devices increases the ability to convey intentions. Third, the use of a number of common lexical phrases marks the spontaneous speech, especially in the performance of certain language functions. Therefore, a variety of phrases and grammar for different functions such as apologizing, asking for permission, expressing sympathy, etc, should be provided by the teachers. Moreover, negotiation language used to ask for clarification and to show the structure of what people are saying can be very advantageous to maintain effective speaking that requires the ability to use the language appropriately in social contact.

2. Video

Richards & Renandya (2002, p.364) state that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video is media that consist of visual and audio effects. Furthermore, Irawati (2016, p.52) say that video is the combination of sound and vision is a particularly exciting and lively way of exposing learners to language. Video has a great importance in the teaching process. Using this aid help the teacher to explain lessons and to motivate student more and more. Nowadays, every teacher and every student knows the need for using video technique as educational aid, but the problem is how to use that technique in classroom.

In conclusion, video recording is very helpful for teachers and students in learning to speak, if they know how to use the technique in the classroom. Video recording is one of the tools that can make learning more interesting and different than usual. So, the students more attractive and enjoy the lesson.

3. Instagram

Instagram was launched on October 6, 2010. It is one platforms of social media which its user can share photos, and starting from

mid-2013 instagram's services expanded to sharing 30-second video. Since that time, the number of people used instagram increased rapidly. From the instagram statistic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram 2013). For now, instagram can take many functions: create accounts, post content (pictures or 1-minute videos), apply filters, add captions, tag users, add locations, add hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users (Ali, 2014, p.1-16). In general, instagram has specific features which are commonly used by user. Handayani (2016, p.321-322) mention that the features can be described in the following:

a. Instagram Profile Interface

This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users' follower/following count. The "follow" option permits users to follow other users and stay updated on latter posted content.

b. Profile Content

It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

c. Instagram's Photo Content

Clicking on a photo displays a larger version of the photo. Here, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption.

d. Navigational Tools

There are five icons available at the bottom of each page in the instagram's screen the icons are the home page, explore page, posting page, notification page, and user's profile page. These are the basic navigational tools for instagram.

From the features given above, Handayani (2016, p.322) tell that it gives the users a unique way to use instagram as a social media. They can take photos and videos by applying different manipulation tools, 16 filters in order to transform the appearance of an image. Then, the photos and videos can be shared instantly on multiple platforms (e.g., Twitter and Facebook).

While posting photos or videos, users can Tag photos which include adding location, tagging friends and assigning key words tags to photo. Besides, the users also can add captions, hashtags using # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol (which effectively creates a link from their posts to the referenced user's account) before posting them.

According to Handayani (2016, p.322) in instagram, a user follows any other users called "friends". On the other hand, the users following a instagram user are called "followers". A user can set its privacy preferences to whom his/her post only can be looked by his/her followers. When the others users want to follow, they require approval from the user to be his/her follower. The users can see the latest photos and videos from all their friends, listed in reverse chronological order. They can also favorite or comment on these posts.

For the students, instagram mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in instagram app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the instagram. From that picture, it can describe everything which does not need to be mentioned in words. Instagram becomes a wonderful place for them to share feelings and situations through pictures. Besides, they like to do interaction with their friend by posting something and commenting photos from their friends (Handayani, 2016, p.322).

In fact, instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using instagram in the classroom. "Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful" (Kirst, 2016, p.1). A lot of activities can be done by using instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, "instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback

options encourage students to be spatially and linguistically aware” (Phillips, 2013, p.1).

METHOD

The research of the study classified as classroom action research. According to Mettetal (2015, p.2) Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. Meanwhile, Khasinah (2013, p.8) Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research.

The aim is to identify problematic situations or issues considered by the students or participants to be worthy of investigation in order to bring about critically informed changes in practice. The research design in this study is part of CAR, that is collaborative classroom action research. It means the researcher collaborates with the lecturer in the 2nd semester of Accounting Department in Muhammadiyah University of Metro.

In carried out the study, the researcher’s role is as teacher who teaches speaking through uploading a simple instagram advertisement video on instagram. While, the real English lecturer’s role is as an observer, who is observe teaching learning activities during the speaking learning process. The real English lecturer not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.

RESULT AND DISCUSSION

1. Result of Pre-test

Before giving the treatment in classroom action research, the researcher did the pre-test in order to measure the students’ speaking skill in making advertisement. The pre-test was conducted on April 30th, 2019. The students were asked to make a group, one group consist of 4-5 students and the students should make an advertisement based on the items which provided.

To get the pre-test result, the researcher calculated the score and the researcher got the data such following:

Table 1. Frequency Distributor of Pre-test

Score Interval	Frequency	Percentage
35-40	19	63.33%
41-45	5	16.66%
46-50	2	6.66%
51-55	1	3.33%
56-60	1	3.33%
61-65	0	0
66-70	2	6.66%
Total	30	100%

2. Result of Post-test in Cycle 1

After implementing the instagram to the students, she scored the last task as a post – test in Cycle 1. It was given to know their speaking skills after the actions in Cycle 1.

Table 2. Frequency Distributor of Post-test in Cycle 1

Score Interval	Frequency	Percentage (%)
56-59	3	9.677%
60-63	4	12.903%
64-67	2	6.451%
68-71	18	85.714%
72-75	2	6.451%
Total	31	100%

The formula of students’ achievement progress of percentage was:

$$\frac{\text{Total all passed students}}{\text{Number Of Students}} \times 100$$

$$\frac{20}{31} \times 100$$

$$= 64,51\%$$

Table 3. The Increase of Score from Pre-test to Post-test in Cycle 1

Average	Pre-test	Post-test cycle 1	Progress
	40.15	64.21	24.06

According to the Table 4.7, it could be seen the improvement of students’ score from the pre-test to the post-test in cycle 1 was 24.06. However, the result could not be said success, it caused there were 12 students who got the score under 70 and the percentage not reached 75%. Moreover, the data from the lecturers’ interview indicated the students’ skill had improved from the pre-test, but the students did not achieve the criteria of success. Therefore, the researcher would continue to the next cycle.

3. The Result of Post Test in Cycle 2

Table 4. Frequency Distribution of Post Test in Cycle 2

Score Interval	Frequency	Percentage (%)
60-64	2	6,45%
65-69	3	9,67%
70-74	17	54,83%
75-79	6	19,35%
80-84	1	3,22%
84-88	2	6,45%
Total	31	100%

Besides, the researcher also calculated the score in order to know the percentage of students who passed the criterion of success. Here the formula of it:

$$\frac{\text{Total all passed students}}{\text{Number Of Students}} \times 100$$

$$\frac{26}{31} \times 100$$

$$= 83.87\%$$

Based on the calculation data above, the students' score advancement was 83.87% from the total of students. 6.25% or 2 and 9.67% or 3 students from 31 students in the class did not passed the score 70, it meant they did not passed the target score. The implementation of cycle 2 could be said success because the students' score has improved up to 83.87% as the criterion of success. From the observations' result in this cycle, the researcher stopped this research and did not continue to the next cycle.

Table 5. The Students' Average Progress of Pre-test, Post-test in Cycle 1 and Post-test in Cycle 2

Ave rage	Pre- test	Post-test cycle 1	Post- test cycle 2	Progr ess
	40.15	64.21	70.07	5.86

From the data above, can be seen the significant progress from pre-test, post-test in cycle 1 and post-test in cycle 2. For the explanation, the average score of pre-test was 40.15 and the post-test cycle 1 was 64.21. The progress from pre test and post-test cycle 1 was 24.06. Then, improvement score from post-test cycle 1 and post-test cycle 2 was 5.86. It meant, the students' speaking skill has increased by making a simple advertisement video on instagram.

After achieving the research's target, the researcher and the lecturer decided to desist the classroom action research because it had already

succeeded. Moreover, based on the evaluating result between the researcher and the collaborator, it could be assumed that the using of classroom action research in improving the students' speaking skill by making a simple advertisement video on instagram was appropriate with the planning that had been discussed by the researcher and the collaborator previously. In this phase, every action was planned as good as possible; hence the speaking activities could be accomplished well.

4. Discussion

The research was conducted to find out the improving students' speaking skill by making a simple advertisement video on instagram. Instagram was a novelty application that could help the students to be easier in speaking lesson.

According to the discussion of finding teaching and learning speaking by making a simple advertisement video on instagram, the result was indicated there were improvement on the students' ability in speaking by making a simple advertisement video on instagram 64.51% in first cycle gained score 70 or more become 83.87% achieved the score 70 to 85 in the second cycle. The result same with Apriyanti's research (2018) "*Improving Students' Public Speaking Skill through Instagram in fourth semester students at English Department of Politeknik Negeri Padang in the Academic Year 2017/2018*", and research by Sari (2015) entitle "*The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015*", based on previous researches the students could develop speaking with better grammar, vocabulary, pronunciation, and fluency. Students also enthusiastically joined the teaching and learning activities and the result of the research shows that the use of instagram can improve the students' speaking skill significantly.

It was found that making a simple advertisement video on instagram was able to make the students to focus on speaking skill of making advertisement, the students were enthusiasm and fast to keep their attention on speaking ability. The upturn happened because the effect of making advertisement video on instagram, the students was easier to explore their ideas, it made the students more interested in speaking. On the other hand, the students understood about the material which delivered

to them. It means that the instructions process ran well, as great as the result got.

Besides, it also influenced by the students' participation in every meeting in the cycle was improved. There was a rising score in each cycle and significant percentage progress of the students' participation in cycle 1 and cycle 2. It also supported by the lecturer interviews' result, the lecturer said the speaking lesson by making advertisement video on instagram, the students performance was increased higher and higher in each activity in every cycle. The students' enthusiasm in learning speaking used instagram influenced their score which became measurement of success in this research.

CONCLUSION

The implementing of instagram in the second semester of English Department Universitas Muhammadiyah of in academic year 2018/2019 can be concluded that the Instagram can improve the students speaking skill. Moreover, the implement of instagram is able to encourage the students to focus on speaking skill of MAKING A SIMPLE ADVERTISEMENT VIDEO ON INSTAGRAM, the students are enthusiasm and fast to keep their attention on speaking ability.

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