

**A THESIS**

**THE EFFECT OF ENGLISH CONTENT IN INSTAGRAM  
TO STUDENTS' SPEAKING ABILITY AT SMAN 3  
PAREPARE**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2024**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfillment of the requirements  
for the Degree of Sarjana Pendidikan (S.Pd)

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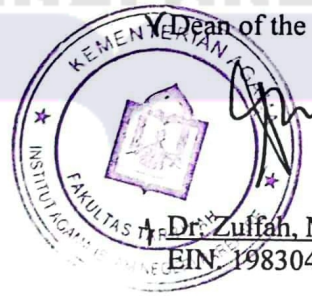
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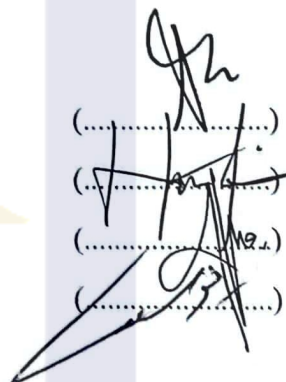
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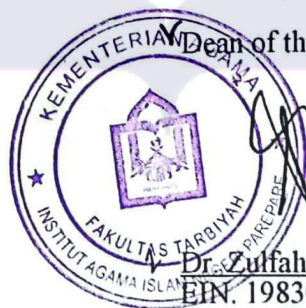
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## ABSTRACT

NURFADILLAH. *The effect of english content in instagram to students' speaking Ability.* (Supervised by Zulfah and Nur Asiza).

The purpose of this study is to examine the effect of English content in Instagram to student's speaking ability.

The subjects of this study were second grade students of SMAN 3 Parepare who were randomly selected as many as 50 students from a total of 121 students. This research was conducted through quantitative research with quasi-experimental model. The instruments of this research were speaking test with pre-test and post-test model. This research was conducted for 45 days including data analysis. The experimental group was exposed to English content on Instagram for four weeks as part of the treatment. The control group continued their regular English classes without additional exposure to Instagram content. The data analysis technique used was t-test.

The results showed a significant improvement in speaking ability in the experimental group compared to the control group. The mean score analysis showed an average of 56,32 into 75,84 points in the experimental group, while the control group only experienced an average of 56,32 into 59,20 points. In contrast, the improvement in the control group was not significant in all aspects. Statistical analysis using the t-test resulted in a t-value of 5,319, which is greater than the critical value at the 0,05 level of significance (t-table of 2.011), indicating a significant difference between the two groups. The results of the data analysis showed that there was a significant improvement in the speaking ability of students exposed to English content on Instagram compared to the control group. The most prominent improvements were seen in the vocabulary and fluency aspects, while the grammar and pronunciation aspects also improved although not as much as the other two aspects.

*Keyword: English Content, Speaking ability, Instagram*

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## TRANSLITERATION AND ABBREVIATIONS

### A. Transliteration

#### 1. Consonant

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya

ص	Shad	ş	es (with a dot below)
ض	Dhad	đ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (“).

## 2. Vocal

- a. Single vowels (monofong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيَّ	Fathah and Ya	Ai	a and i
اَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

### 3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / اِيَّ	Fathah and Alif or ya	Ā	a and line above
اِ / اِيَّ	Kasrah and Ya	Ī	i and line above
اِ / اِيَّ	Kasrah and Ya	Ī	i and line above
اُ / اُوَّ	Kasrah and Wau	Ū	u and line above

Example :

مات	: māta
رمى	: ramā
قيل	: qīla
يموت	: yamūtu

#### 4. *Ta Marbutah*

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ	: <i>raudahal-jannah</i> atau <i>raudatul jannah</i>
الْمَدِينَةُ الْفَاضِلَةُ	: <i>al-madīnahal-fāḍilah</i> atau <i>al-madīnatulfāḍilah</i>
الْحِكْمَةُ	: <i>al-hikmah</i>

#### 5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	: <i>Rabbanā</i>
نَجَّيْنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>

الْحَجُّ	: <i>al-hajj</i>
نُعْمَ	: <i>nu‘ima</i>
عَدُوٌّ	: <i>‘aduwwun</i>

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : Arabi (not ‘Arabiyy or ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyy or ‘Aly)

## 6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example :

الشَّمْسُ : *al-syamsu* (not *asy- syamsu*)

الزَّلْزَلَةُ : *al-zalzalāh* (not *az-zalzalāh*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

## 7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

سَيِّئٌ : *syai'un*

أَمْرٌ : *Umirtu*

#### 8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

*Fīzilālal-qur'an*

*Al-sunnahqablal-tadwin*

*Al-ibāratbi 'umum al-laḥẓalābi khusus al-sabab*

#### 9. Lafzal-Jalalah (الله)



The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t].

Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

#### 10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (A).

Example:

*Wa māMuhammadunillārasūl*

*Inna awwalabaitinwudi‘alinnāsilladhībīBakkatamubārakan*

*Syahru Ramadan al-ladhūnzilafihal-Qur’an*

*Nasir al-Din al-Tusī*

*AbūNasral-Farabi*

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list.

Example:

*Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)*

*NaṣrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)*

## 11. Abbreviations

Some of the standardized abbreviations are:

swt.	: <i>subḥānahūwata 'āla</i>
saw.	: <i>ṣallallāhu 'alaihi wasallam</i>
a.s.	: <i>'alaihi al- sallām</i>
H	: Hijriah
M	: Masehi
SM	: Sebelum Masehi
l.	: Lahir tahun
w.	: Wafat tahun
QS .../...: 4	: QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	: Hadis Riwayat

Some abbreviations in Arabic:

ص	: صفحة
دم	: بدون
صلعم	: صلى الله عليه وسلم

ط	: طبعة
بن	: بدون ناشر
الخ	: إلى آخرها / إلى آخره
ج	: جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Speaking is an interactive process that involves productive and receptive skills, enabling students to communicate effectively. Speaking plays a crucial role in English language learning for students. The 2013 revised Indonesian curriculum emphasizes the development of communicative skills to enable students to effectively communicate in English and keep pace with global advancements in economy, science, and technology. One of the challenges faced by students is the lack of fluency in speaking English. Their passive attitude towards speaking and lack of motivation are the main reasons behind this. Instagram can be used as a tool to introduce activities that can help develop and enhance their motivation to speak English better.

Speaking is one of the most challenging skills for students to master. Students often struggle with knowing what to say and how to structure their speech. As a result, they fear making mistakes and may rely on structures from their native language, such as Indonesian, leading to misunderstandings for the listener. Unfortunately, speaking activities often do not meet expectations.<sup>1</sup>

Teaching speaking skills in English can be challenging for students, especially junior high school students. It requires a targeted approach to motivate students to want to speak English. Integrating appropriate tasks and media into the teaching and learning process can have a positive impact on their speaking skills. Given the

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<sup>1</sup>Nissa Hape Muzammie. 2018. *The Effect of Instagram to Students' Speaking at the Paradise English Course of Kampung Inggris in 2018*. Skripsi. Kediri : Universitas Nusantara PGRI.

interest of students in using social media, integrating platforms like Instagram can be a valuable strategy to address the challenge of improving students' speaking abilities. For young learners, Instagram is only used for taking selfies and filters. But basically, the use of Instagram can be done to train their speculation skills through English content as mentioned above.

Based on initial observations at SMAN 3 Parepare high school, it was noticed that the students had low proficiency in English language, particularly in speaking skills. This was evident through their interactions in class where they were not fluent in speaking. For instance, when the teacher asked questions, the students could not respond in English and often used Indonesian instead. Furthermore, their vocabulary was limited, which hindered their ability to express themselves clearly. The students also made many grammatical errors, such as misusing the words 'such as' and 'example'. This can be demonstrated by the interaction of some students who cannot answer in English or use Indonesian. In addition, the lack of practice in speaking English due to the constant opening of social media, especially Instagram.

Nowadays, the Internet provides a unique way to communicate and interact. There are various up-to-date applications on the internet, including social media, sports, games, and education. Social Media provides a natural experience for interacting and socializing with each other. Social media allows users to express themselves freely through their accounts. It is appealing to upload something on social media and make it go viral. The social media changes the way we meet and interact with each others.

There are many social media applications, including Facebook, Line, WeChat, WhatsApp, Instagram, YouTube, Twitter, etc. One of the most popular social media

platforms is Instagram, which has a diverse user base. This application offers numerous innovative features that make communication interesting, accessible, and effective, leading to high engagement rates. On this platform, users can engage in various activities such as posting photos and videos, updating their video stories, commenting and liking other users' posts, and exploring Instagram Reels and feeds. Recently, many Instagram accounts have emerged that provide English language learning materials, such as @sluggish\_journey, @englishista\_q8, @212uptownmike, @learnenglish.bahar, @english.with.walter, and etc. The concept they share pertains to language content such as grammar, pronunciation, speaking practice, and challenges in English language learning. This has garnered significant interest from Instagram users, as evidenced by the large number of followers on their Instagram account.

According to Lisa Rahmania, Instagram is one of the most widely used social media platforms among young people. It can be an effective tool for speaking practice. One of the benefits of Instagram is that it encourages students to share interesting photos or videos about their learning activities. This can help students to develop their confidence. Students can use Instagram to post videos as part of their speaking practice. One of the advantages of using Instagram is that it can be applied for assessing speaking. It was reported that in 2012, smartphone users spent more time on Instagram than on Twitter. Instagram has many features similar to other social media platforms, such as user profiles, followers, hashtags, push notifications, location tags, comments, likes, and chats. Today, Instagram is primarily used by young people, and it's been noted that younger individuals use Instagram more than they use Facebook. These features attract people to stay connected, and the push

notifications make it easy for users to stay in touch at any time. Nowadays, Instagram is mostly used for English content, with many people using it as a platform for learning. Instagram provides interactive ways to engage with English content, making it easier to sell products. Additionally, Instagram is also used in business and other areas.<sup>2</sup>

The prevalence of Instagram use among teenagers, including students at SMAN 3 Parepare, has increased significantly in recent years. Instagram is not only utilized as a platform for sharing photos and videos, but also as a gateway to a vast array of content, including English content. English content on Instagram encompasses a diverse range of topics, from fashion and lifestyle to education and entertainment. In the context of English language education, the use of Instagram can be a valuable learning resource. Instagram is a popular social media platform that is well-known among both young people and adults. It is very helpful for students who want to improve their speaking skills in a foreign language. They can use social media platforms they already use in their daily lives to practice and improve their speaking abilities. Learners can engage in various activities to prepare themselves to speak the language well.<sup>3</sup> Despite the abundance of English content on Instagram and the prevalence of using this platform among students, there is a paucity of knowledge regarding the effect of English content on Instagram on students' English-speaking abilities at SMAN 3 Parepare. Therefore, this study aims to address this knowledge gap by investigating the effects of English content on Instagram on students' English-

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<sup>2</sup>Lisa Rakhmanina, "The Application of Instagram Activity To Improve students' Motivation In English Speaking," *Juornal of English Education and Linguistics* 2, no. 1 (2018).

<sup>3</sup>Yahya Ramadoni, "The Effect of Using Instagram on Eleventh Grade Students' Speaking Skill," *Retain* 7, no. 7 (2019).

speaking abilities at SMAN 3 Parepare. By elucidating the effect of social media on English language learning, this study aims to make a meaningful contribution to the advancement of English language education within this institution.

Based on the background above, researcher was interested to find the effect of english content in instagram to students' speaking ability at SMAN 3 Parepare.

### **B. Research Question**

Based on the explanation from the background above, the researcher formulates the research question: "Is english content in instagram able to improve students' speaking ability?".

### **C. Objective of The Research**

The purpose of this study is: "To examine the effect of english content in instagram to students' speaking ability."

### **D. Significance of The Research**

The significance useful for the research, students, and teacher. The significance in this research is below:

#### 1. For Teachers

It provides more information about a learning tool for teaching English speaking ability. Furthermore, it improves teachers' quality as English teachers in English language teaching.

#### 2. For Students

Ability to increase knowledge, motivation, and interest through videos, anytime and anywhere, without face-to-face interaction in the classroom.

#### 3. For Other Researcher



This study can give additional information for other researcher who wants to conduct futher research on the releated field. So that ways, the researcher tries the best in contributions in this research. In addition, this research become a references for the other researchers for there research to the fututre.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

The previous research listed has a relationship with the research to be carried out. Both in terms of themes and methods. For this reason, a critical review of the results of previous studies needs to be carried out in this section so that it can be determined where the position of the research to be carried out is different. This is a form of anticipation of plagiarism. According to the reference search conducted by the author, several previous studies correlate with the author's research, including the following:

The first research, Nissa Muzammie Hape in 2018 with a thesis entitle “The Effect of Instagram to Students’ Speaking at the Paradise English Course of Kampung Inggris in 2018”. This research employs a pre-experimental quantitative approach with a one-group pre-test design. The subject of this research is 13 students, comprising three males and 10 females, enrolled in a second-level speaking class at Paredise Course in Kampung Inggris. The data was collected through three stages: a pre-test, treatment, and post-test. The results of this research indicated that the t-score of 6.008 was higher than the t-table of 3.055 (1%) and 179 (5%). This suggests that there is a significant effect of Instagram on students’ speaking abilities at the Paredise English Course in Kampung Inggris. The aspects of speaking that demonstrated improvement were grammar, pronunciation, fluency, and vocabulary.<sup>4</sup>

The second research, Fikry Prastya Syahputra in 2023 with a thesis entitle “The Phenomenon of English Language Learning Content in Instagram: Threat or

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<sup>4</sup>Nisa Hape Muzammie. 2018. *The Effect of Instagram to Students’ Speaking at the Paredise English Course of Kampung Inggris in 2018*. Skripsi. Kediri : Universitas Nusantara PGRI.

Opportunity”. This study is a descriptive and qualitative research that uses questionnaires to collect information. The questionnaires employ the Likert Scale. The primary data consists of 29 students in the fourth semester of the Diploma III English Study Program at Universitas Sumatera Utara. Secondary data sources include books, e-books, and websites related to the research topic. Thematic analysis is used in the data analysis. The research findings reveal that Instagram provides English language learning content, mainly in the form of short videos with accompanying explanations in the video and caption. Additionally, there are also available images in the form of infographics. The account @Kampunginggris.pare was found to be the most frequently viewed account among participants. Moreover, the most viewed content categories were related to grammar, vocabulary, and pronunciation.<sup>5</sup>

The third research, Iwan Gunawan, Yousef Bani Ahmad and Praditya Putri Utami in 2021 with a thesis entitled “Indonesian University Students’ Emotional Experiences of Learning Vocabulary through English Learning Accounts on Instagram”. The objective of this study is to explore the emotional experiences of university students as they learn vocabulary through English learning accounts on Instagram. The respondent was a university student in her sixth semester at a university in Lampung Province, Indonesia, majoring in a non-English department. The research used a narrative inquiry approach to capture a wide range of positive and negative emotions. Data was collected through semi-structured interviews conducted on the Zoom application. Braun and Clarke's Thematic Analysis Theory

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<sup>5</sup>Fikry Prastya Syahputra et al., “The Phenomenon of English Language Learning Content in Instagram: Threat or Opportunity?”. *Talenta Conference Series: Local Wisdom, Social, and Arts Wisdom, Social, and Arts* 6, 2023.

was employed to analyze the data, involving steps such as reading, coding, theming, and interpretation.<sup>6</sup>

The fourth research, Ulfa Azkiya in 2019 with a thesis entitled “Students’ Perception Towards the Impact of English Learning Account on Instagram on Students’ Vocabulary”. This dissertation examined students' perceptions of the impact of using English learning accounts on Instagram on their vocabulary. It aimed to explore how students perceive Instagram as a platform for learning English and their experiences in learning vocabulary through Instagram. The study took place at the Department of English Language Education, Faculty of Tarbiyah and Keguruan, UIN - Ar Raniry, Banda Aceh. The qualitative method was employed, and data was gathered through semi-structured interviews with five purposively selected students. The interview transcripts were analyzed using QDA Miner.<sup>7</sup>

The fifth research, Tauhid Shekhmaulana Ibrahim and Angga Ferry Ferdian in 2023 with a thesis entitle “Analysis of the Used of Instagram as a Platform in Learning English Speaking Skill”. This research aims to elucidate the utilization of Instagram in the SMA 1 Pandemawu English Bilingual Program. The study focuses on the English as a Second Language (ESL) students enrolled in Semester 1. A total of 19 students participated in the study. The research employs open interviews, which permit respondents to provide detailed and comprehensive responses to specific inquiries. The findings indicate that students derive significant benefits from engaging in discourse on Instagram. The majority of respondents indicated that

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<sup>6</sup>Iwan Gunawan, Yousef Bani Ahmad, and Praditya Putri Utami, “Indonesian University Student’S Emotional Experiences of Learning Vocabulary Through English Learning Accounts on Instagram,” *Eltin Journal : Journal of English Language Teaching in Indonesia* 9, no 2 (2021).

<sup>7</sup>Azkiya Ulfa, “Students’ Perception Towards the Impact of English Learning Account on Instagram on Students’ Vocabulary,” *Jurnal Sains Dan Seni ITS* 53, no. 01 (2019).

students have confidence in speaking English, focus more on perfect grammar while speaking, can easily correct their friends' mistakes, and unfavorable comments from friends encourage them to speak more clearly and fluently.<sup>8</sup>

Based on the previous findings from various researchers, this research has some differences with previous studies. Some of the above studies used quasi-experimental using speaking test analysis data and some of the above researchers used mixed-method, while this study will use quantitative methods with quasi-experimental designs using score data do identify analysis data. Because the method is different in this study with previous studies, the samples used pre-test and post-test also different. Some previous research above focuses on the influence of Instagram in general on students' speaking skills.

There are also those that aim to devend the understanding of the phenomenon of English learning content on Instagram and provide a perspective on whether this phenomenon is considered threatening or beneficial in the context of English learning. This research focused on all aspects of speaking which are increased are grammar, pronunciation, fluency and vocabulary. Although the method is the same, the data analisis used the difference in this study.

## **B. Some Pertinent Ideas**

### **1. The Concept Of Instagram**

The concept of Instagram consist of definition Instagram, the story of Instagram, Instagram and communication with advantages, the steght and weekness of Instagram, and Instagram English content.

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<sup>8</sup>V Alpenia and M S Y Himni, "Analysis of the Use of Instagram as a Platform in Learning English-Speaking Skill through Bilingual Program at the College Students,". *Journal of English Language Teaching* 1, no. 01 (2023).

a. Definition of Instagram

Instagram offers a range of features that facilitate learning, including the ability to post photos or videos, comment on other users' posts, and utilize hashtags to categorize their own content. This enables users to disseminate knowledge, engage in discourse, and interact with others in a manner that is conducive to learning.<sup>9</sup> According to Wally and Koshy, Instagram has many of what other social medias have including the profile, followers, hashtags, push notifications, location tags, comments, likes, and chats.<sup>10</sup>

Instagram is an online social media platform that enables users to share any photo or video. Furthermore, users can tag other individuals in their photos and videos, search for other users' Instagram accounts, and like and comment on the posted photo or video.<sup>11</sup> Instagram is a social network that facilitates the sharing of images and fifteen-second videos through various social media platforms.<sup>12</sup> With Instagram, users can connect their accounts with Facebook and Twitter, making it easy to share their uploaded content across multiple platforms. Instagram works similar to Twitter, where users can follow other accounts and get followed back in return. Additionally, users can like and comment on each other's posts, which can be either photos or videos. The reason behind Instagram's popularity is the availability of a wide range of instant effects that can transform the look of your photos and videos.

<sup>9</sup>Nisa Hape Muzammie. Skripsi. 2018. *The Effect of Instagram to Students' Speaking at the Paradise English Course of Kampung Inggris in 2018*. Kediri : Universitas Nusantara PGRI.

<sup>10</sup>S. Wally, E. & Koshy, *The Use of Instagram as a Marketing Tool by Emirati Female Entrepreneurs: An Exploratory Study*, 29th International Business Research Conference, World Business Institute Australia, Australia, 2014.

<sup>11</sup>Utomo, A. & Bastiar, "The Use of Instagram to Improve English Literature Students' Self-Confidence in Mastering Speaking Skill," *JPE (Jurnal Pendidikan Edutama)* 7, no. 2 (2020).

<sup>12</sup>Blair, R., & Serafini., *Integration of Education: Using Social Media Networks to Engage Students.*, 12. no. 06. (2014).

According to Freeman and Anderson's (2011) theory, technology can be utilized for language learning in two main ways.

- 1) Technology as a teaching resource provider: Technology not only provides authentic source materials for teachers but also offers greater access to learners to learn the target language. As a result, learning can take place anywhere and anytime. Additionally, learners can customize their learning materials and choose topics according to their needs and goals in language learning. Language learning can be facilitated through social interaction. Social media can facilitate social interaction among learners, enabling them to share knowledge and experiences. This can enhance the learning experience. Instagram and other social networks offer features that allow learners to engage with each other within a community.
- 2) Technology can enhance the experience of learning English. When using Instagram, learners don't just focus on language structure but also on using English in various real-life situations. This approach makes learning and improving English skills more engaging. Technology enables learners to discover different ways of using the language, equipping them with the knowledge and capability to use English accurately, meaningfully, appropriately, and creatively.<sup>13</sup>

Based on the theory described above, Instagram can be used for English language learning. Therefore, the author identifies the ways in which students of

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<sup>13</sup>Marti Anderson, Larsen-Freeman, & Diane. "Emerging Uses of Technology in Language Teaching and Learning", *Techniques & Principles in Language Teaching* 1, no 03 (2013).

English Literature Department use Instagram to learn and improve their English skills. In this research, the author focuses on the English skill of speaking.

a. Features of Instagram

The Instagram application offers a multitude of features that users can employ. These features are organized into five distinct menus, including the following:

1) Instagram Homepage

The homepage feature on Instagram represents the central element of the user experience on the platform. On this homepage, users can view photos and videos uploaded by other individuals they have followed. This feature is known as the Timeline page. In addition to the Timeline page, the homepage also features the Upload Feed, Instastory, reel, Instalive, Direct Message, and Activity.

2) Feed

The feed page is where users see posts from the accounts they follow. The posts that appear here are organized based on Instagram's algorithm, which takes into account various factors, including relevance, posting time, and user interaction.

3) Stories

At the pinnacle of the feed, users will encounter a compendium of narratives emanating from the accounts they have elected to follow. These narratives, which are transient in nature, will be extinguished within a 24 hour period following their initial publication. Users may elect to peruse these narratives by swiping to the side.

4) Explore



At the bottom of the feed, a button labeled "Explore" is visible. This button directs users to a page dedicated to exploration. This page presents users with suggested posts, videos, and stories based on their interests and activities.

#### 5) IGTV

Additionally, Instagram presents previews of videos on IGTV (Instagram TV) at the top of the feed. Users may view the preview and subsequently access the full video on the IGTV application.

#### 6) Reels

Reels is a feature on the social media platform Instagram that enables users to create and share short videos with a maximum duration of 60 seconds. Reels serves as a platform for users to express their creativity, share fleeting moments, and connect with a wider community on Instagram.

#### 7) Profile

An Instagram profile is a digital representation of an individual user. It is a page that contains information and content generated by the user. An Instagram profile serves as a platform for users to present themselves, share content, and connect with their followers. It is a digital identity that represents the user on the Instagram platform.

#### b. Instagram as a Learning Media

Instagram serves as a versatile learning media due to its visual nature and widespread usage among diverse demographics. Numerous Instagram accounts are dedicated to disseminating knowledge across various fields, including science, history, art, language, and practical skills such as cooking or gardening. By following these accounts, users can regularly learn new things through the content they

provide.<sup>14</sup> Instagram is an effective medium for learning in a variety of contexts, primarily due to its strong visual nature and ability to convey information in an engaging and digestible way. Many Instagram accounts are dedicated to disseminating knowledge in various fields, including science, history, art, language, and practical skills such as cooking and gardening. By following educational accounts, users can regularly learn new things through the content presented.

The Instagram app has a wide range of uses. It allows users to share information and can be used as a learning tool. Both teachers and students play important roles in utilizing Instagram for learning. Teachers should offer guidance and feedback to help students use online communities effectively. Meanwhile, students can engage in self-expression by creating content that becomes integral to their learning. These approaches help to increase student engagement and make them more active in the learning process.<sup>15</sup>

The use of Instagram as a learning tool was employed to create content for one speaking exercise and two writing activities. These activities were designed to reinforce speaking, grammar, writing, and vocabulary skills. The use of Instagram in the language classroom has the potential to revolutionize the language learning experience. It allows students to generate ideas for writing exercises using contextually relevant content, while also providing a fun learning experience.<sup>16</sup> This experiment yielded a few teaching ideas that can be used to ensure the more effective

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<sup>14</sup>Simpson, M., *Instagram as a Research and Engagement Tool in the History Classroom.*, 2019.

<sup>15</sup>Sari F. M., & Wahyudin A. Y., "Undergraduate Students' Perceptions toward Blended Learning through Instagram in English for Business Class," *International Journal of Language Education* 3. no. 01 (2019).

<sup>16</sup> A. Erarslan, "Instagram as an Education Platform for EFL Learners," *Turkish Online Journal of Educational Technology - TOJET* 18. no. 03 (2019).

incorporation of Instagram as a learning tool in language schools. Regardless of whether students are engaged in general English, business English, or any other level of instruction, there is a wealth of content on Instagram that can be utilized to enhance their learning. Some accounts focus on developing specific language skills, such as vocabulary, grammar, and pronunciation. The following accounts are examples of resources for learning the English language:

- 1) The English coach, is a reliable source of information for English language learners. They regularly post content on a wide range of topics, from quizzes to grammar explanations. The platform enables students to participate in video competitions and interact with their peers. One of the most popular types of content on the platform is the explanation of casual American English, such as phrases related to soccer, weather, and fast food. By learning through these engaging stories, students can have fun while improving their language skills.
- 2) Pronunciation with Emma, this account is an excellent resource for students who want to improve their English pronunciation skills. Emma, an experienced English instructor from the UK, creates regular videos that help students address common pronunciation issues. Her videos cover topics such as distinguishing between vowel sounds, correctly pronouncing challenging phrases like "headache" and "quarantine," and understanding the difference between homonyms such as "find" and "fine." Emma's content is designed to help students learn how to pronounce words correctly and confidently.

- 3) Speaking English with Tiffani is for anyone who wants to improve their general English skills. This account provides explanations and important words, as well as questions to help students practice their language abilities. It also includes inspiring quotations to keep them motivated while learning English. Tiffani teaches speaking lessons in an engaging and enjoyable way that makes learning easier.
- 4) Dustahn Ielts, this account gives a brief overview of the ielts speaking test. dustahn, also writes things that can practice pronunciation by reading the given text.

c. The Strength and Weakness of Instagram

- 1) Strength: Instagram is a visual platform, which makes it an ideal medium for sharing images and videos. Its emphasis on high-quality visuals allows users to present their creativity and aesthetic preferences in an effective manner.<sup>17</sup> The social media platform Instagram facilitates high levels of engagement among users through features such as likes, comments, and direct messages. This interactivity enables individuals and businesses to connect with their followers on a more personal level. The extensive user base of Instagram and the capacity to reach a global audience make it an optimal platform for individuals and businesses alike to enhance their visibility. The use of hashtags and geotags enables users to extend their reach beyond their immediate followers.
- 2) Weakness: Excessive use of Instagram has been associated with various mental health issues, such as anxiety, depression, and low self-esteem. The

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<sup>17</sup>Q. Tang, *Why Do We Use Social Media? Recreation, Information Sharing, and Social Connection on WeChat.*, 2017.

frequent exposure to idealized images and lifestyles on this platform can cause feelings of inadequacy and comparison. Similar to other social media platforms, Instagram is also prone to cyberbullying and online harassment, with users being subjected to negative comments, hate speech, or trolling, which can significantly impact their well-being. The addictive features of Instagram, such as the infinite scrolling feed and notifications, can lead to excessive usage and distraction. This addiction to social media can interfere with real-life relationships, productivity, and overall mental health.<sup>18</sup>

## 2. The Concept of Speaking

The concept of Speaking consist of the theory of Speaking, the definition of Speaking, important of the Speaking, component of the Speaking, and the use of Instagram in teaching English Speaking.

### a. Definition of Speaking

Speaking is a communication tool that enables one to convey a message to another individual. It is a means of interaction between two or more people.<sup>19</sup> In the context of language learning, the ability to speak is arguably the most crucial skill to master. Allah says in Q.S. Ar-Rahman/55: 1-5.

○ الرَّحْمَنُ ۙ ○ عِلْمَ الْفُرْقَانِ ۙ ○ خَلَقَ الْإِنْسَانَ ۙ ○ عَلَّمَهُ الْبَيَانَ ۙ ○

<sup>18</sup>J. Andreassen, C. S., Billieux, “The Relationship between Addictive Use of Social Media and Video Games and Symptoms of Psychiatric Disorders: A Large-Scale Cross-Sectional Study,” *Psychology of Addictive Behaviors* 3. no. 01 (2017).

<sup>19</sup>Lai. L. & Ahmadi Seyedeh Mei, “An Analysis of Factors Influencing Learners” English Speaking Skill,” *Research Abstract of the International Journal in English Education* 2 (2017).

*Translation:*

*(Allah) the most compassionate taught the Quran, created humanity, and taught them speech.*<sup>20</sup>

This is particularly true in the case of foreign or second language acquisition, where the ability to communicate effectively in the target language is of paramount importance. The skill of speaking is an essential part of language learning. Learners are able to express themselves verbally, as noted by Thornbury in Ramadoni's work, where speaking is recognized as a significant aspect of daily life. According to Ramadoni, effective communication involves various elements such as fluency, grammar, vocabulary, pronunciation, stress, pitch, and intonation, all of which are important in speaking.<sup>21</sup>

Based on the explaining above, the researcher concludes that the act of speaking is defined as the utilization of spoken vocabulary for the purpose of oral communication. speaking is a crucial skill in our daily lives as it allows us to obtain and convey information effectively. However, for Indonesians, speaking English fluently can be a challenge since English is not our daily communication language. Speaking is a productive skill that is closely linked to listening. When we speak, we create meaningful messages and feedback for our listeners. Pronunciation is also a crucial aspect of speaking. Lecturers have the responsibility to train and improve the spoken English skills of students, which requires a great deal of experience and

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<sup>20</sup> Kementerian Agama RI. *Al-Qur'an Dan Terjemahannya*. Bandung: AlQur'an Al-Qosbah, 2020.

<sup>21</sup>Ramadoni Yahya, "The Effect of Using Instagram on Eleventh Grade Students' Speaking Skill," *Retain* 7. no. 01 (2019)..

creativity. Speaking is a method of communication that impacts our daily lives. It involves explaining a situation or reporting something to others.

#### b. Component of Speaking

According to Harris, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.<sup>22</sup>

##### 1) Grammar

It is necessary for students to form correct sentences during conversations. This aligns with Heaton's explanation, which emphasizes the importance of students' ability to manipulate sentence structures and distinguish appropriate grammatical forms. Grammar is useful for learning the correct way to become proficient in a language, both in oral and written forms. Grammar is a set of rules that delineates the manner in which language is utilized. The objective of grammar is to ascertain the appropriate methodology for developing language proficiency in both written and spoken forms.<sup>23</sup>

##### 2) Vocabulary

Vocabulary refers to the appropriate language used in communication. Without a sufficient vocabulary, effective communication and expression of ideas, both orally and in writing, are not possible. A limited vocabulary is a barrier to learning a language. While grammar is essential, without vocabulary, nothing can be conveyed. Based on this explanation, the researcher concluded that English learners who do not master vocabulary will not be able to speak or write English properly.

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<sup>22</sup>Harris, David. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company, 1974.

<sup>23</sup>Bawanti, P. K. D., & Arifani Y., "The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand," *Journal of English Teaching, Literature, and Applied Linguistics*, ( 2019).

### 3) Pronunciation

Pronunciation is the way for students“ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

### 4) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.<sup>24</sup>

### 5) Comprehension

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<sup>24</sup>Azlina Kurniati, Eliwartini, Novitri. 2016. *A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru*. Skripsi. Riau : Universitas Riau.



For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is the capacity to understand the processes of the mind that facilitate the acquisition of knowledge and understanding. These four components of speaking are considered by students who wish to improve their communication skills.<sup>25</sup>

### c. The Use of Instagram in Teaching English Speaking

Instagram can be a great platform for teaching speaking because it offers various communication features such as video, photo, IG TV, and Instagram story. This allows English teachers to give students the opportunity to share something by sending videos, speaking on Instagram TV, or going live. Rahim suggests that by using Instagram as a learning tool, students can share tasks related to current content. Furthermore, Handayani believes that teachers can encourage activities and improve English speaking motivation through the Instagram platform. Previous research has shown that using Instagram in English-speaking classes enhances the teaching and learning process.<sup>26</sup>

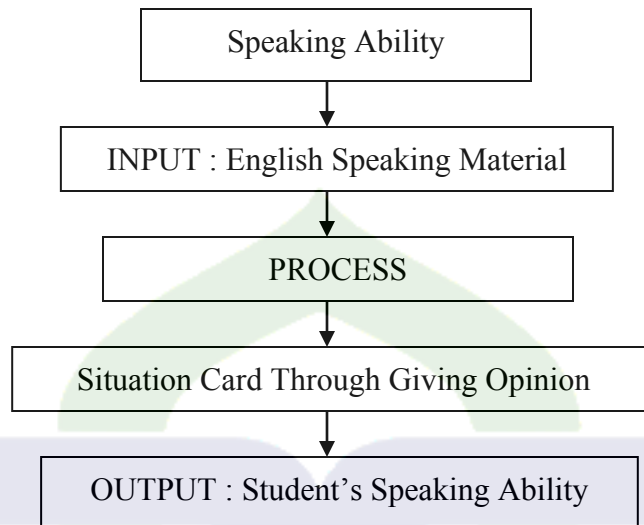
### C. The Conceptual Framework

The conceptual framework is a description of the pattern of relationships between concepts and variables coherently which is a complete picture of the focus of the research.<sup>27</sup> The framework in the form of the following chart:

<sup>25</sup> Siti Hasri Ainun Apdin. 2022. *The Effect of Media Instagram on Students' Speaking Skill at SMPN 35 Makassar*. Skripsi. Makassar : Universitas Bosowa.

<sup>26</sup> Ait Hamou Rania and Belabiod Asia. 2022. *The Impact of Instagram on the Students' Speaking Skill: The Case of Third Year English Students at the University of Ibn Khaldoun Tiaret*. Skripsi. Tiaret : University of Ibn Khaldoun Tiaret.

<sup>27</sup> Muhammad Kamal Zubair et al., *Pedoman Penulisan Karya Tulis Ilmiah*, Ed. Rahmawati, 1st Ed. Parepare: IAIN Parepare Nusantara Press, 2020.

**Figure 2.1 Conceptual framework**

The main components above are describe as follow:

1. Input

Refers to teaching English language in a classroom by ultimizing Instagram.

2. Process

Refers to the use of English Content in Instagram as a teaching tool.

3. Output

The study aims to investigate the effect of using Instagram on students' English learning process. The purpose of this test is to measure the improvement of students' English communication skills after using Instagram as a means of interacting with their classmates. The results of this study will help determine the effectiveness of using Instagram in teaching English.

#### **D. Hypothesis**

The hypothesis is put in this study are:

1. H<sub>0</sub> = there is no significance differents between control class and experimental class.

2.  $H_a$  = there is significance differences between control class and experimental class.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used quantitative research with a quasi-experimental model. quasi-experiment is an experiment that includes treatment, impact measurement, and experimental units, but no random assignment to create comparisons, making it difficult to infer treatment-induced changes.<sup>28</sup>

#### B. Location of the Research

The location of the research conducted at SMAN 3 Parepare. It is located in Jl. Pendidikan No. 9 Desa Bukit Harapan, Kecamatan Soreang, Kota Parepare, in West Sulawesi.

#### C. Population and Sample

##### 1. Population

The population for this study consists of 121 grade elevent students at SMAN 3 Parepare. Here are the details of the population:

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<sup>28</sup>Cook, T. D. *Quasi Experimentation Design & Analysis Issues For Field Setting*. Boston: Houghton Mifflin Company, 1979.

**Table 3.1 Population of SMAN 3 Parepare**

No	Class	Population
1	XI MIPA 1	25
2	XI MIPA 2	25
3	XI MIPA 3	29
4	XI IPS 1	22
5	XI IPS 2	20

## 2. Sample

This sample was randomly selected. Two classes were randomly selected from five existing classes. These two samples were randomly chosen again to determine an experimental class and a control class. This sample used 2 class divided into XI MIPA 1 was selected as the experimental class and XI MIPA 2 as the control class.

**Table 3.2 Sample of SMAN 3 Parepare**

No	Group	Class	Students
1	The Experimental Class	XI MIPA 1	25
2	The Control Class	XI MIPA 2	25
Total			50

## D. Instrument of Data Collecting

In this research, the speaking test was utilized as the instrument. It was applied in both the pre-test and post-test. The pre-test was designed to ascertain the students' speaking abilities prior to the commencement of the treatment, while the post-test was employed to determine whether the students' speaking abilities had undergone any improvement following the treatment.

## **E. Procedure of the Data Collection**

This study, used a pre-tes, treatment and post-test. Both the experimental and control groups are given a pre-test and post-test to measure their initial speaking abilities.

### **1. Pre-Test**

Before doing treatment, the researcher gave a pre-test. This test was given to find out the prior knowledge of the students before presenting the material. The pre-test was given to the students at the first meeting in the classroom. The pre-test given to experimental class to assess their speaking ability and to ensure that the two groups are comparable. During the pre-test, the participants were given a speaking monologue in which they were asked to express their opinions on topics presented in situation cards. Five situation cards were distributed, and each student received one of the five cards with the topics of "social media". The participants were instructed to express their opinions on the topic for 2 to 3 minutes. The individual speaking test was conducted in front of the class. Following the completion of the monologues by the participants, the researcher scored them using a scoring rubric.

### **2. Treatment**

The following treatment used in the experimental class using the 2013 curriculum:

#### **a. Learning objectives**

Through the process of reading/listening, questioning, exploring, associating and communicating, students are able to:

- 1) Identify the social functions, text structures, and linguistic elements of an oral interaction text in which the act of giving and requesting information related to opinions and thoughts is performed.
- 2) Apply the social functions, text structures, and linguistic elements of an oral interaction text involving the act of giving and requesting information related to opinions and thoughts.

Learning materials about the use of asking and giving opinion in real-life speaking skills and the social functions, the structure, and linguistic elements.

b. Media

Instagram used in this media.

c. Learning activities

Before the post-test, the experimental group got treatment, while the control group will get the usual method. This media encourages students to practice their speaking skills by watching English content on Instagram. The researcher gave the treatment in two meetings.

1) First meeting

- a) Students watch videos, as determined by the researcher. The videos were sourced from Instagram and played through a projector. The monologues addressed opinions related to the speakers' daily activities.
- b) Students pay close attention to the material explanation of the social functions and linguistic features of the spoken monologue and provide guidance on its effective execution.
- c) The students were then tasked with practicing spoken monologues about their daily activities.

d) The students received feedback on their language skills, with particular attention paid to word choice, grammar, pronunciation, and other aspects.

2) Second meeting

a) Students watch videos, as determined by the researcher. The videos were sourced from Instagram and played through a projector. The monologues addressed opinions related to the speakers' daily activities.

b) Students pay close attention to the material explanation of the social functions and linguistic features of the spoken monologue and provide guidance on its effective execution.

c) The students were then tasked with practicing spoken monologues about their daily activities.

d) The students received feedback on their language skills, with particular attention paid to word choice, grammar, pronunciation, and other aspects.

3) Third meeting

a) Students watch videos, as determined by the researcher. The videos were sourced from Instagram and played through a projector. The monologues addressed opinions related to the speakers' daily activities.

b) Students pay close attention to the material explanation of the social functions and linguistic features of the spoken monologue and provide guidance on its effective execution.

c) The students were then tasked with practicing spoken monologues about their daily activities.



d) The students received feedback on their language skills, with particular attention paid to word choice, grammar, pronunciation, and other aspects.

4) Fourth meeting

a) Students are asked questions about their recollections of their monologue speaking experiences.

b) Students were given a topic and instructed to perform a monologue speaking activity.

c) Students were instructed to record themselves speaking and then upload the video to their Instagram account.

d) Students were also instructed to consider the social function, structure, and linguistic features of the speaking monologue.

e) The students' video assignments will be evaluated by the researcher on Instagram.

3. Post-Test

After the treatment period ended, we compared the scores of the experimental group and the control group using a post-test, which was conducted in the same way as the pre-test. The difficulty level was the same for both the pre-test and the post-test. The speaking test required participants to give an oral monologue, expressing their opinions on the topic of "social media" and using expressions for agreeing and disagreeing based on situation cards. Participants were given two to three minutes to complete the task. The situation cards presented to the participants had different numbers from the pre-test to create a new situation while keeping the same topic.

## F. Technique of Data Analysis

Data were collected through speaking tests, which underwent quantitative analysis. The steps taken in the analysis are as follows:

### 1. Students Score

This section used descriptive statistics in the form of frequencies percentages. Descriptive statistics are a set of methods for collecting, organizing, presenting, analyzing, and interpreting data to describe a population or a sample.

**Table 3.3 Percentages of questions**

Percentages (%)	Classification
80 % - 100 %	Very good
66 % - 79 %	Good
56 % - 65%	Fair
40 % - 55 %	Poor
≤ 39	Very poor

### 2. Mean Score

The researchers used several formulas to analyze the data collected from the texts and determine the students' grades. This formula was used to calculate the mean score:

$$x = \frac{\sum x}{N}$$

Where,

X = mean score

$\sum$  = total score

N = the total number of students

3. Calculating the percentage rate of the students' scores using the following formula:

$$S = \frac{R}{N} \times 100\%$$

Where,

S = Total score

R = Maximum score

N = Number of the test item.

4. T-test

To find out the effect of this technique on students' speaking ability, it is done by comparing the average scores of the control class and the experimental class using the t-test.

$$T - test = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where,

T = test of significance

D = mean score

$\sum D$  = the sum of the total score

$\sum D^2$  = the square of the sum score of difference

N = the total sample

5. Scoring

To determine students' speaking ability, it is seen from five components, namely grammar, vocabulary, Fluency, pronunciation, and comprehension.

**Table 3.4 Students speaking rubric**

<b>Speaking Component</b>	<b>Score</b>	<b>Criteria</b>
Grammar	5	No grammatical errors, excellent use of grammar.
	4	There are almost no grammatical errors.
	3	Minimal grammatical errors that do not interfere with understanding.
	2	Some significant grammatical errors.
	1	Many grammatical errors interfered with comprehension.
Vocabulary	5	Vocabulary is extensive and precise, excellent word usage.
	4	Vocabulary is extensive and precise, good variety.
	3	Vocabulary is sufficient, some variety and appropriate words.
	2	Limited vocabulary, some words are inappropriate.
	1	Very limited vocabulary, often using inappropriate words.
Fluency	5	Very smooth, no annoying pauses.
	4	Very smooth with few pauses.
	3	Fluent with some pauses, mostly fluent conversation.
	2	Some long pauses, frequent stops to search for words.
	1	Many long pauses, difficult to maintain a conversation.
Pronunciation	5	Very clear and articulate, no pronunciation errors.
	4	Clear and easy to understand, few pronunciation errors.
	3	Fairly clear, some pronunciation errors that do not interfere with understanding.
	2	Difficulty in comprehension, some significant pronunciation errors.
	1	Very difficult to understand, many mistakes in pronunciation.
Comprehension	5	Perfect understanding of all questions or topics, very relevant and in-depth answers.
	4	Understanding almost any question or topic, answers are highly relevant.
	3	Understands most of the question or topic, answers are moderately relevant.
	2	Partially understands the question or topic, answers are partially relevant.
	1	Does not understand the question or topic, answers are irrelevant.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

In this chapter, the writer presents data descriptive analysis, inferential analysis, independent T-test and discussion based on the result of this research.

#### 1. Student's Score on the Speaking Test Before and After Undergoing Treatment in the Experimental and Control Class

The study collected data from both classes and used pre-test and post-test analysis facilitated by Microsoft Excel. The software calculated various scores, including mean, minimum, maximum, median, and mode for the control class and the experimental group. Based on the collected data, a table labeled as table 4.1 and table 4.2 was created.

**Table 4.1 Students' Score of the pre-test**

No	Score	Experiment		Control	
		Score	Classification	Score	Classification
1	Max Score	76	Good	76	Good
2	Min Score	40	Poor	40	Poor
3	Mean	56,32	Fair	56,32	Fair
4	Modus	56	Fair	56	Fair
5	Median	72	Good	72	Good

The table provides a comparison of results between two groups: the experimental group and the control group. It includes statistical metrics such as maximum score, minimum score, mean, mode, and median. The analysis reveals that both groups had identical scores across all the measured metrics. Both groups achieved a maximum score of 76, categorized as "Good", and a minimum score of 40, classified as "Poor". The average score for both groups was 56.32, falling into the

"Fair" category. The mode, representing the most frequently occurring value, was 56 for both groups, also categorized as "Fair". The median, the middle value of the data, was 72 for both groups, falling into the "Good" category.

The analysis revealed that there were no statistical differences between the experimental and control groups on all the metrics measured. Both groups showed consistent and uniform results, indicating that they performed similarly based on the assessment metrics.

**Table 4.2 Students' Score of the post-test**

No	Score	Experiment		Control	
		Score	Classification	Score	Classification
1	Max Score	96	Very good	76	Good
2	Min Score	60	Fair	40	Poor
3	Mean	75,84	Good	59,20	Fair
4	Modus	76	Good	56	Fair
5	Median	76	Good	76	Good

The table below compares the results of the experimental and control groups using five statistical metrics: maximum score, minimum score, mean, mode, and median. The maximum score for the experimental group is 96, classified as "Very good", while for the control group, it is 76, classified as "Good". This indicates that the experimental group's top performance was higher than that of the control group. In the experimental group, the minimum score was 60, categorized as "Fair", while in the control group, it was 40, categorized as "Poor". This demonstrates that the lowest performance in the experimental group exceeded that of the control group. The average score for the experimental group was 75.84, classified as "Good", while the average for the control group was 59.20, classified as "Fair". Overall, this indicates that the experimental group outperformed the control group. The mode, or the most

frequently occurring score, for the experimental group was 76, which falls into the "Good" category. In contrast, for the control group, the mode was 56, which falls into the "Fair" category. This indicates that the most common score in the experimental group was higher than in the control group. The median, which is the middle value of the score distribution, was 76 for both groups, also falling into the "Good" category. Even though the median values are the same, other metrics indicate that the experimental group performed better overall.

Overall, this table shows that the experimental group performed better than the control group on almost all of the metrics measured, except for the median value where both groups had similar results. This indicates a significant difference between the two groups, with the experimental group showing superior results.

## 2. Students' Classification

The results indicate an improvement in students' speaking abilities following the treatment. Table 4.3 and table 4.4 displays the average pre-test and post-test scores for student classification.

**Table 4.3 Student's classification of the pre-test**

No	Classification	Experiment		Control	
		Frequency	%	Frequency	%
1	Very Good	-	-	-	-
2	Good	6	24%	5	20%
3	Fair	10	40%	10	40%
4	Poor	9	36%	10	40%
5	Very Poor	-	-	-	-
Total		25	100 %	25	100 %

This table presents the frequency and percentage of classification scores for the experimental and control groups. None of the participants in either group were

classified as "Very Good" or "Very Poor". For the "Good" classification, the experimental group had 6 participants (24%), while the control group had 5 participants (20%). Both groups had 10 participants (40%) in the "Fair" classification. In the "Poor" classification, the experimental group had 9 participants (36%), and the control group had 10 participants (40%). Overall, each group comprised 25 participants, accounting for 100% of the total population in each group. The distribution of scores across the two groups was relatively similar, with a small difference in the percentage of participants scoring "Good" and "Poor". Specifically, the experimental group had more participants classified as "Good" and fewer classified as "Poor" compared to the control group.

**Table 4.4 Student's classification of the post-test**

No	Classification	Experiment		Control	
		Frequency	%	Frequency	%
1	Very Good	8	2 %	-	-
2	Good	10	40 %	7	28 %
3	Fair	7	28 %	11	44 %
4	Poor	-	-	7	28 %
5	Very Poor	-	-	-	-
Total		25	100 %	25	100 %

The table presents the frequency distribution of scores for the experimental and control groups in a study. In the experimental group of 25 participants, 8 participants (32%) achieved a score of "Very Good", 10 participants (40%) scored "Good", and 7 participants (28%) achieved a score of "Fair". No one recorded a score of "Poor" or "Very Poor".

The control group, also consisting of 25 participants, had 7 participants (28%) achieving a score of "Good", 11 participants (44%) achieving a score of "Fair", and 7



participants (28%) achieving a score of "Poor". No participants in the control group achieved a score of "Very Good" or "Very Poor". Overall, the experimental group had better results in the "Very Good" and "Good" categories, while the control group had more participants achieving "Fair" and "Poor" scores.

### 3. Students' Scoring

The explanation of the students' scores will focus on the results or distribution of their scores. This information is often presented in the form of tables or graphs to compare the performance of different groups of students from the experiment and control classes. The results of the student's score are shown in table 4.5 and table 4.6.

**Table 4.5 Students' scoring of the pre-test**

No	Students' scoring	Experiment		Control	
		Score	Classification	Score	Classification
1	Grammar	72	Good	72	Good
2	Vocabulary	72	Good	72	Good
3	Fluency	71	Good	71	Good
4	Pronunciation	60	Fair	60	Fair
5	Comprehension	77	Good	77	Good

The following table shows the comparison of scores for different aspects of language proficiency between the experimental and control groups. For the grammar aspect, both groups scored the same, 72, with a classification of "Good". For vocabulary, both groups also scored 72 and were classified as "good". In the aspect of fluency, both experimental and control groups scored 71 with a classification of "good". In the pronunciation aspect, both groups had the same score of 60, which was classified as "fair". Finally, in the comprehension aspect, both groups scored 77 with

a classification of "Good". Overall, the results showed that both groups had similar scores and the same classification for each aspect assessed.

**Table 4.6 Students' scoring of the post-test**

No	Students' scoring	Experiment		Control	
		Score	Classification	Score	Classification
1	Grammar	96	Very good	72	Good
2	Vocabulary	100	Very good	73	Good
3	Fluency	98	Very good	71	Good
4	Pronunciation	84	Very good	62	Fair
5	Comprehension	97	Very good	81	Very good

The following table shows the comparison of assessments or scores for various aspects of language skills between the experimental and control groups. On the Grammar aspect, the experimental group scored 96 which is classified as "Very good", while the control group scored 72 which is classified as "Good". For Vocabulary, the experimental group scored 100 which is classified as "Very good", while the control group scored 73 which is classified as "Good". In the Fluency aspect, the experimental group scored 98 which was classified as "Very good", while the control group scored 71 which was classified as "Good". In the aspect of Pronunciation, the experimental group scored 84 which is classified as "Very good", while the control group scored 62 which is classified as "Fair". Finally, in Comprehension, the experimental group scored 97 which was classified as "Very good", while the control group scored 81 which was also classified as "Very good". Overall, the experimental group performed better in all aspects compared to the control group.

#### 4. Significance Tests

Descriptive statistical tests aim to provide an overview of data, including the mean, standard deviation, maximum value, and minimum value. The results of the descriptive statistical testing are shown in table 4.7.

**Table 4.7 Significance test**

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Pre-test Experiment	25	40	76	1408	56,32
Post-test Experiment	25	64	96	1896	75,84
Pre-test Control	25	40	76	1408	56,32
Post-test Control	25	40	76	1480	59,20
Valid N (listwise)	25				

In the experimental pre-test, the highest score achieved was 76, and the lowest was 40, with an average score of 56.32. In the experimental post-test, the highest score was 96, the lowest was 64, and the average score was 75.84. For the control group, the highest score in the pre-test was 76, the lowest was 40, and the average was 56.32. In the control post-test, the highest score was 76, the lowest was 40, and the average score was 67.78.

#### 5. Independent Sample T-Test

The independent sample t-test is a method used to compare the means of two different groups from independent samples. Essentially, it helps determine if there is a difference in the mean between two populations by comparing the means of two samples.

Table 4.8 Independent sample t-test of the pre-test

Independent Samples Test									
Levene's Test For Equality Of Variances	T-Test For Equality Of Means								
	F	Sig.	T	Df	Sig. (2 Tailed)	Mean difference	Std. Difference	95% confidence interval of the difference	
								Lower	Upper
Equal Variances Assumed	1	0,5	0	48	1	0	2,147	-4,312	4,312
Equal Variances Not Assumed						0	2,147	-4,312	4,312

This T-test assesses if there is a meaningful difference in the average between the two groups. A T value of 0 and a significance (2-Tailed Sig.) of 1 show that there is no significant difference in the averages of the two groups. The average difference is 0, and the 95% confidence interval for the difference ranges from -4.31247 to 4.312. Since this confidence interval includes 0, the observed difference may have happened by chance. In summary, the test results suggest that there is no significant difference in the averages between the two groups, and the variances of the two groups can be considered equal.

**Table 4.9 Independent sample t-test of the post-test**

Independent Samples Test									
Levene's Test For Equality Of Variances	T-Test For Equality Of Means								
	F	Sig.	T	Df	Sig. (2 Tailed)	Mean difference	Std. Difference	95% confidence interval of the difference	
								Lower	Upper
Equal Variances Assumed	1	1,347	5,319	48	2,694	16,64	15,646	14,796	48,076
Equal Variances Not Assumed							15,646	14,796	48,076

The results of the T test indicate that the T value is 5.319 with 48 degrees of freedom. The significance value (Sig. 2-Tailed) of 2.694 suggests that this result is not statistically significant at the 0.05 level, as the p value exceeds 0.05. The mean difference between the two groups was 16.64, with a standardized difference of 15.646. The 95% confidence interval for the mean difference ranges from -14.796 to 48.076. Since this confidence interval includes 0, there is insufficient evidence to conclude that there is a significant difference between the two groups. This conclusion holds true whether we assume equality of variance or not.

According to the table in the "Equal variance assumed" section, the p-value (Sig 2-tailed) is 2.694, which is less than 0.05. Therefore, in the independent sample t-test, we can conclude that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This indicates that there is a significant difference in the average vocabulary mastery of students after receiving treatment between the experimental class that uses English content on Instagram and the control class that does not use English content on Instagram.

## B. DISCUSSION

This study was conducted to find out whether the use of English content affects students' speaking ability. Based on the results of the study, it is known that there is a considerable difference in the pre-test and post-test results of the experimental class and the control class. The average score of the experimental class students in the pre-test was 54.32, while the average score of the post-test was 75.84. While in the control class, the student learning outcomes in the pre-test were 54.32, while the average post-test score was 59.20. This shows that there is an influence and progress in the experimental class that uses English content on Instagram compared to the control class.

To find out whether or not there is a significant effect of using English content on students' speaking mastery, researchers compared the post-test scores of the experimental and control groups by conducting the t-test, based on the paired sample t-test statistical test obtained the mean post-test of  $59.20 < 75.84$  from the post-test results, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the results of the research, English content is an effective way to teach students especially SMAN 3 Parepare class who have deficiencies in learning speaking. Social media in learning is a tool in the learning process both outside and inside the classroom. In line with the theory of Siemens and Downes who said that learning occurs through a network of connections built among various sources of information. Social media provides a platform to build and maintain this network, allowing students to access and share knowledge easily.<sup>29</sup>

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<sup>29</sup>Downes Siemens, *Connectivism: A Learning Theory for the Digital Age*, 2005.

There is an improvement in students' grammar after using this Instagram content. Initially, almost 15 students had inverted grammar mistakes. After using English content in Instagram, by frequently reading and hearing English on Instagram, students can get used to the correct sentence structure. They can recognize the patterns and proper use of grammar naturally. Students can learn grammar in a more natural and relevant context through content they are interested in, making it easier to understand and remember grammar rules. The findings indicate that exposure to English content on Instagram assists students in enhancing their understanding and usage of English in speaking situations.

The use of English content in Instagram also has a significant impact on increasing students' vocabulary. Students who initially only knew a little vocabulary during the pre-test. After using English content in Instagram, students gradually increase the number of words they recognize and understand through repeated exposure to varied content. The images and videos that accompany the text help students associate new words with visuals, strengthening their memory and understanding of the meaning of the word. In addition, through interaction with original content from native speakers, students are familiar with the use of words in everyday language, not just in academic or formal contexts.

Before using English content on Instagram, students often hesitate or stop when speaking due to uncertainty about the correct use of grammar. Less interesting or relevant learning makes students less motivated to practice and improve language fluency. After using English content in Instagram, through natural learning and self-correction, students become more confident in using correct grammar, which supports

speaking fluency. Instagram as an engaging and relevant platform for students makes them more motivated to practice and learn, improving their overall fluency.

The improvement of students' pronunciation also increased after using English content in Instagram. Students may rarely hear English spoken by native speakers, so they have difficulty imitating the correct pronunciation. However, after using English content in Instagram through videos and stories on Instagram, students often hear English spoken by native speakers, helping them to imitate the correct pronunciation. Students also listen to various accents and intonations in English through varied content, helping them understand and imitate the correct pronunciation.

The improvement in students' comprehension was also significant. In the beginning students are more often exposed to formal or academic English, which is different from everyday usage. However, after using English content on Instagram, students began to get used to the everyday use of English through varied and relevant content, such as videos, captions, and comments. Through videos and audios from various native speakers, students learn to understand various accents and intonations, which improves their ability to understand real conversations.

Regarding the implementation of English content in Instagram in the classroom, the researcher assumes that there are several factors why the treatment has an impact on students' speaking. The use of video, audio and text in one platform allows students to learn through multiple modes of learning, which can help them understand and remember the language better.

This was seen when each student watched an English tutorial video or listened to a short podcast posted on Instagram. This multimedia content can help them strengthen their understanding and speaking skills. Students can also use features



such as "Stories" or "Live" to record themselves speaking in English, which can improve their confidence and speaking ability. Such as when students use the Instagram Stories feature to record themselves speaking in English about a specific topic, such as book reviews or daily experiences. They can also go live (Instagram Live) to interact with the audience in English.

Before the treatment, students were faced with obstacles in speaking, they were lazy to learn because they thought English was difficult. After the application of English content on Instagram in teaching speaking at SMAN 3 Parepare, students learn easily, students feel happy in learning English, because the material taught uses social media that matches students' preferences and makes students active in the learning process. Based on the data above, the researcher believes that the use of English content affects students' speaking mastery in learning English. As said by Richards that speaking ability enables students to interact effectively in various social and professional situations, which is one of the main objectives of language learning.<sup>30</sup>

According to the researcher, using English content on Instagram to improve speaking skills is suitable for high school students. Because their English still needs improvement in speaking, the use of English content on Instagram can help improve students' speaking, because one of the things that makes students lazy to learn English is learning boring material in class, the use of social media Instagram in proper learning in the teaching and learning process will be able to arouse interest and desire as well as motivation and stimulation of learning activities. The use of appropriate

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<sup>30</sup>Jack c. Richard. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2014.

learning media in the learning process will greatly help the effectiveness of the process of delivering information or learning materials, so as to maximize the achievement of learning objectives themselves. Utilizing a widely used social media platform such as Instagram can boost student engagement and motivation.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

The results clearly show that English content on Instagram has a positive impact on students' speaking skills. The experimental group exposed to English content on Instagram showed a significant improvement in their speaking skills compared to the control group. Statistical analysis, specifically the t-test, showed a significant difference in speaking skills between the two groups with a calculated t-value of 15,69, which is much higher than the critical t-value of 2,011 at the 0,05 significance level. This indicates that the observed difference did not occur by chance, but was the result of the intervention provided.

Using English content on Instagram can have a significant effect on students' speaking ability. Exposure to diverse English content on Instagram enriches students' vocabulary, which helps them express ideas and thoughts more fluently. Students who frequently listened to and imitated the pronunciation of native speakers through videos and stories on Instagram showed improvement in pronouncing words and phrases more precisely and naturally. Content on Instagram often reflects everyday English, so students are more familiar with language use in real contexts, which improves their ability to understand and participate in conversations. The more relaxed and informal interactions on Instagram reduced students' anxiety when speaking in English, increasing their confidence in speaking. Through videos and audios of various native speakers, students learn to understand and imitate various accents and intonations, which enriches their speaking skills. Instagram as an

interesting and relevant platform for students increases their motivation to learn and practice English, which indirectly improves their speaking ability.

## **B. SUGESION**

Based on the above concussion, the researcher would like to make some suggestions for the teacher, participants, and future researchers:

1. For the teachers, are encouraged to integrate social media, especially Instagram, into daily learning activities. For example, teachers can ask students to follow Instagram accounts that provide educational content in English, or create assignments that involve finding and analyzing English content on Instagram. Teachers also need to improve their digital literacy skills to make good use of technology and social media. Attending training or workshops on using social media in learning can be very beneficial.
2. For the partisipants, use Instagram as an additional learning resource by following accounts that provide educational content in English. These can be English teacher accounts, language learning accounts, or accounts about international culture and news presented in English. While social media can be very helpful in learning, students should still manage their time wisely and make sure not to spend too much time on unproductive things. Focus your Instagram time on educational content and English practice.
3. In order to get more information from the research subject, the future researcher should use another method of data collection, such as a questionnaire.

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# APPENDICES



### Appendix 1. instrument of speaking test

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS SYARIAH DAN ILMU HUKUM ISLAM Jl. AmalBakti No. 8 Soreang91131 Telp. (0421) 21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN</p>

NAMA MAHASISWA : NURFADILLAH  
 NIM : 2020203888203013  
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS  
 JUDUL : THE EFFECT OF ENGLISH CONTENT IN  
 INSTAGRAM TO STUDENTS' SPEAKING ABILITY  
 AT SMAN 3 PAREPARE

#### Test Instrument :

#### Pre-test and Post test : Situation Card

##### First Situation

You just created an account on a social media platform, Instagram. Introduce yourself, explain why you joined and what kind of content you want to share.

### **Second Situation**

You come across a really interesting post from a friend on social media. Describe the post and tell me why you think it's interesting.

### **Third Situation**

You're talking to a friend about the positive and negative effects of social media. Share your thoughts.

### **Fourth Situation**

You're concerned about privacy on social media. Describe the situation you are in and how you are dealing with it.

### Fifth Situation

You are invited to join an online social media discussion group about a topic that interests you. Introduce yourself and explain your interest in the topic.

Parepare, 13 May 2024

Approved By

Principal Supervisor

Dr. Zulfah, M.Pd  
19830420 2008012 010

Co-Advisor

Nur Asiza, M.Pd.  
19860916 2023212 041



### Appendix 2.1 Students' speaking ability pre-test of the experimental class

Name : Ade Nura Aulia

Class : XI MIPA 1

The Writer : You are concerned about privacy on social media. Describe the situation you are in and how you dealing with it.

Student : Hi, everyone. My name is Ade Nura Aulia. In my opinion, the for situation I always ensure data necessary and relevant information I share publicly. While other personal information, I start safely or limit access to only trust people.

Pronunciation Errors : **Ensure** /ɪn'ʃʊr/- /æɪn'ʃʊr/, **safely** /'seɪfli/- /'seɪvli/, **necessary** /'nesə,seri/- /'nesɪ,seri/, **publicly** /'pʌblɪkli/- /'pʌblɪkli/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
3	3	3	2	3	4

Name : Akbar Maulana Asmail

Class : XI MIPA 1

The Writer : You are invited to join an online social media discussion group about a topic that interests you. Introduce yourself and explain your interest in the topic.

Student : I am interest getting in to the world of gaming because it is a hobby for me and it is very productive for me on the other and also have a lot of experience in the world of gaming.

Pronunciation Errors : **interest** /'intəristɪd/- /'intə,rest/, **into** /'intu/- /ɪn tu/, **other** /'ʌðər/- /'ʌðə/, **experience** /ɪk'spɪriəns/- /ɪk'spɪriəns/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Total
2	2	2	3	2	1

Name : Al Kautsar Khadijah

Class : XI MIPA 1

The Writer : You are talking to a friend about the positive and negative effects of social media. Share your thoughts.

Student : My name is Al Kautsar Khadijah. In my opinion, social media has positif impact such as connectivity and access to information. But also has negatif impact such as cyberbullying and digital dividence. It is important for us to use social media wisely and pay attention to balance of it use.

Pronunciation Errors : **such as** /sʌtʃ æz/- /sʌtʃ əs/, **dividence** /di'vaɪd/- /di'vɛndəns/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Total
4	4	3	3	4	18

Name : Anggun Lissolati

Class : XI MIPA 1

The Writer : You are concerned about privacy on social media. Describe the situation you are in and how you are dealing with it.

Student : My opinion is my instagram account is hakered, I will try to get my account back even it I can't.

Pronunciation Errors : **hakered** /hækt/-/'heikærd/, **account** /ə'kaunt/-/ə'kaund/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
2	2	3	2	2	11

Name : Besse Suci Rahmadhani

Class : XI MIPA 1

The Writer : You are talking to a friend about the positive and negative effects of social media. Share your thoughts.

Student : Thank you for the opportunity, let me introduce my self. My name is Besse Suci Ramadani. In my opinion, the positif impact of using social media is as a learning tool. While the negative impact of using social media is that it can addiction. So that the world we are going to carry out can be distracted.

Pronunciation Errors : **addiction** /ə'dɪkʃən/-/ə'dɪkʃən/, **distracted** /dɪ'stræktɪd/-/dɪ'stræktɪd/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
4	4	4	3	4	19

## Appendix 2.2 students' speaking ability post-test of the experimental class

Name : Ade Nura Aulia

Class : XI MIPA 1

The Writer : You are talking to a friend about the positive and negative effects of social media. Share your thoughts.

Student : In my opinion about the positif and negatif impact of social media. So, social media has positif impact which are makes it easier for us to get information around the world dissemination of information becomes easier. We can get many friends and interact with many people. And also social media makes it easier for us to communicate with distant relatives. A part from having a positif impacts, social media also has negatif impacts. Which are makes us addicted to the internet distracting or sleep because all we want it to do is scrolling around social media. In crease the rest of cyberbullying and also makes our social skills decrease because we only focus on the internet.

Pronunciation Errors : **dissemination** /dɪˌsɛmɪˈneɪʃən/- /dɪˈsɛmɪˈneɪʃən/, **in crease** /mˈkriːs/- /mˈkres/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
4	4	4	3	4	19

Name : Akbar Maulana Asmail

Class : XI MIPA 1

The Writer : You are concerned about privacy on social media. Describe the situation you are in and how you are dealing with it.

Student : Collection of personal letter situation, social media often collect user personal data. Including contact information online history and activity on the platform solution. User should understand the platforms privacy policy and choose to share information wisely. Carefully, managing privacy setting can help reduce exposure of personal that information.

Pronunciation Errors : **including** /m'klu:diŋ/- /m'klu:diŋ/, **data** /'dætə/- /'letər/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
3	3	4	3	3	16

Name : Al Kautsar Khadijah

Class : XI MIPA 1

The Writer : You come across a really interesting post from a friend on social media. Describe the post and tell me why you think it's interesting.

Student : This is the first tutorial content for making food. This video is very interesting because it is very easy to make and we can know more about how to make food. And increase our



experience and knowledge in cooking food. This content is very interesting and produces many benefits for us. So that we already know how to make food that is very easy and not many ingredients have to be remade.

Pronunciation Errors : **tutorial** /'tju:təriəl/-/'tətəriəl/, **ingredients** /n'gri:diənts/-/n'gridiənts/, **remade** /ri:'meɪd/-/ri:'meɪd/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Total
4	4	5	4	5	22

Name : Anggun Lissolati

Class : XI MIPA 1

The Writer : You just created an account on a social media platform, Instagram. Introduction yourself, explain why you joined and what kind of content you want to share.

Student : My name is Anggun Lissolati. You can call me Anggun. I am seventeen years old. I live on jl. Karya Bakti. My hobby is writing. I created a social media account and entered the community is to learn and understand the content about business tutorial and can apply in my daily life with can gain experience in the business work at a younger age and can share the experience with people around me won't make also want to learn the business work.

Pronunciation Errors : **tutorial** /'tju:təriəl/- /'tɒtəriəl/, **won't make** /woʊnt meɪk/- /wəʊnt meɪk/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
4	4	4	3	4	19

Name : Besse Suci Rahmadani

Class : XI MIPA 1

The Writer : You just created an account on a social media platform, Instagram. Introduction yourself, explain why you joined and what kind of content you want to share.

Student : My name is Besse Suci Ramadani. You can call me Suci. i am sixteen years old. I am senior high school 3 Parepare. My hobby are play handphone. I will explain why I want to join the cook community. My reason is because I want to improve my skill about cook. Do you know that I don't know about cook. So, I want to learn about cook in the community and maybe I will search in Parepare if there is. If the reason I will search in out from Parepare. Besides that my reason, I want to shearch my new friend. Maybe we will understand if we study with friend.

Pronunciation Errors : **search** /sɜ:rtʃ/- /ʃɪərtʃ/

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
4	5	4	4	4	21

### Appendix 2.3 students' speaking ability treatment of the experimental class

Name : Ade Nura Aulia

Class : XI MIPA 1

The Writer : What is you're opinion about today's learning ?

Student : Let me introduce my self, my name is Ade Nur Aulia. I am from class XI MIPA 1. In my opinion about to this learning it is important to continue to improve our knowledge and skills everyday. And be convident in other to be able to express the opinions we want to confess.

Name : Akbar Maulana Asmail

Class : XI MIPA 1

The Writer : What is you're opinion about today's learning ?

Student : Today's learning can be available experience to develop our self rather you disclermer something knew of come addicted for a gain deep insight. Every learning bring us process to becoming the best version of our self.

Name : Al Kaushar Kadijah

Class : XI MIPA 1

The Writer : What is you're opinion about today's learning ?

Student : I will introduce my self. My name is Al Kausar Khadijah from XI MIPA 1. My opinion about today's learning I can study opinions is an important way to increase and important to critical thinking and correct healthy discussion and poster opinions too. Different point of view, this helps in developing thinking skills and different an to standing of the world around us. The topic of the impact of social media on us in my opinions it is an easy to understand lesson.

Name : Anggun Lissolati

Class : XI MIPA 1

The Writer : What is you're opinion about today's learning ?

Student : My name is Anggun Lissolati. My opinion today's learning is excelly it makes minder to gave on opinion and something. Thank you teacher and sorry there is any behavior that impliation to the teacher.

Name : Besse Suci Ramadani

Class : XI MIPA 1

The Writer : What is you're opinion about today's learning ?

Student : Let me introduce my self, my name is Besse Suci Ramadani. You can call me Besse. I am a student at SMAN 3 Parepare.

In my opinion today's learning was very exciting because I was also to find more about the positive and negative impact of using social media according to the topic that was given. Apart from that, I can also express my opinions in front of my friends. So this can also train my pronunciation. So that I can be much better on speaking English and can try myself confidently. Thank you.



### Appendix 2.4 students' speaking ability pre-test of the control class

Name : Achmad Fadil Al Mubin

Class : XI MIPA 1

The Writer : You just created an account on a social media platform, Instagram. Introduction yourself, explain why you joined and what kind of content you want to share.

Student : My name is Achmad Fadil, I live on the street of Industri Kecil. I join this social media group because it is discusses games that I related, so it caught my attention to join the group.

Pronunciation Errors : **joined** /dʒɔɪnd/-/dʒɔɪnd/-, **discusses** /dɪ'skʌsəz/-/dɪ'skʌsɪz/, **interested** /'ɪnrəstɪd/-/'ɪnrəstɪd/, **caught** /kɑ:t/-/kɔ:t/, **attention** /ə'tenʃən/-/ə'tenʃən/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
2	3	3	2	3	13

Name : Alifah Fahrani

Class : XI MIPA 2

The Writer : You are talking to a friend about the positive and negative effects of social media. Share your thoughts.

Student : In my opinion, the positive impact of social media is that it makes it easier access information from all over the world. In maintain, communication with family and friend. about that,

social media also has the negative impact namely that is can makes user addicted.

Pronunciation Errors : **easier** /'i:zjər/- /'i:ziər/, **access** /'æksɪs/- /'ækses/, **maintain** /mæn'teɪn/- /meɪn'teɪn/, **namely** /'neɪmli/- /'neɪmli/, **addicted** /æ'dɪktɪd/- /ə'dɪktɪd/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
2	2	3	2	3	12

Name : Cinta Ramadani Muslimin

Class : XI MIPA 2

The Writer : You are talking to a friend about the positive and negative effects of social media. Share your thoughts.

Student : The positive effect of social media it's makes it easier for us to interact with a lot of people. Well, the negative impact is that will lose the stress of time to addicted to using social media.

Pronunciation Errors : **interact** /,ɪntər'ækt/- /,ɪntə'rækt/, **easier** /'i:zjər/- /'i:ziər/, **lose** /lu:s/- /lu:z/, **addicted** /æ'dɪktɪd/- /ə'dɪktɪd/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
3	3	3	2	3	14

Name : Fani Rahim

Class : XI MIPA 2

The Writer : You just created an account on a social media platform, Instagram. Introduction yourself, explain why you joined and what kind of content you want to share.

Student : My name is fani. I am sixteen years old. My hobby is cooking. It is content is about to created and day in my life content because it is to share my day life.

Pronunciation Errors : **cooking** /'kʊkɪŋ/- /'kʊkɪn/, **created** /kri'ætɪd/- /kri'eɪtɪd/, **share** /ʃeə/- /ʃɛr/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
3	3	3	2	3	14

Name : Halifah

Class : XI MIPA 2

The Writer : You just created an account on a social media platform, Instagram. Introduction yourself, explain why you joined and what kind of content you want to share.

Student : Hello , my name is halifah. I am sixteen years old. The reason I created gaming content is because palying game is my hobby and can to make my game skill.

Pronunciation Errors : **created** /kri'ætɪd/- /kri'eɪtɪd/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
2	2	2	2	3	11



### Appendix 2.5 students' speaking ability post-test of the control class

Name : Achmad Fadil Al Mubin

Class : XI MIPA 2

The Writer : You are talking to a friend about the positive and negative effects of social media. Share your thoughts.

Student : The positif effect of social media is mean to find out about the education being studied. The negative effect is that teeneger like to lost treatct of time in play social media. This calls mental problem.

Pronunciation Errors : **mean** /mɛn/- /mi:n/, **education** /,ɛdʒu:'keɪʃən/- /,ɛdʒʊ'keɪʃən/, **teenegers** /'ti:neɪdʒərz/- /'ti:neɪdʒərz/, **lose** /lu:s/- /lu:z/, **track** /treɪk/- /træk/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
3	3	3	2	3	14

Name : Alifah Fahrani

Class : XI MIPA 2

The Writer : You come across a really interesting post from a friend on social media. Describe the post and tell me why you think it's interesting.

Student : This calls mental problem. This post was very interesting because I was inspired to see the nature that eksis in our

country. Of course this post was very interesting because the beauty of nature.

Pronunciation Errors : **inspired** /ɪn'spaɪərd/- /ɪn'spaɪəd/, **nature** /'nætʃər/- /'neɪtʃər/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
3	2	2	2	3	12

Name : Cinta Ramadani Muslimin

Class : XI MIPA 2

The Writer : You come across a really interesting post from a friend on social media. Describe the post and tell me why you think it's interesting.

Student : In my opinion is post about tourist attractation in Indonesia. I think is it very interesting because we can findout what tourist attractation in Indonesia and we can also visit that's place.

Pronunciation Errors: **opinion** /ə'pɪn.jən/- /ə'pɪnjən/, **tourist** /'tʊərɪst/- /'tʊərɪst/, **attractions** /ə'trækʃəns/- /ə'trækʃənz/, **because** /bɪ'kɒz/- /bɪ'kɒ:z/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Total
2	3	2	2	3	12

Name : Fani Rahim

Class : XI MIPA 2

The Writer : You just created an account on a social media platform, Instagram. Introduction yourself, explain why you joined and what kind of content you want to share.

Student : Hello, my name is Fani. I am sixteen years old. The reason I created make up content because I want to understand or learn make up tutorials and can become one of the content creator to share make up tutorial.

Pronunciation Errors : **created** /kri'eɪtɪd/- /kri'eɪtɪd/, **creator** /kri'eɪtə/- /kri'eɪtə/, **share** /ʃeə/- /ʃeə/.

Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Total
3	3	3	2	3	14

Name : Halifah

Class : XI MIPA 2

The Writer : You are concerned about privacy on social media. Describe the situation you are in and how you are dealing with it.

Student : In my opinion, if my account is hacks, I will try to get my account back. Where are I find a way through on youtube or website true.

Pronunciation Errors : **find** /faɪnd/- /faɪnd/, **truth** /tru:/- /tru/

Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Total
2	2	2	2	3	11

Appendix 3.1 Students' Score in Pre-test of the experiment class

Name	Grammar	Vocabulary	Fluency	Pronunciation	Comprehention	Score (X1)
ANA	3	3	3	2	3	56
AMA	2	2	2	3	2	56
AKK	4	4	3	3	4	72
AL	2	2	3	2	2	44
BCR	4	4	4	3	4	76
DDAB	3	2	3	2	3	52
FS	3	3	3	3	4	64
H	2	2	2	2	2	40
ISS	2	3	2	2	3	48
MMR	3	3	3	2	3	56
MAAD	2	2	2	2	3	44
MSS	3	3	3	2	3	56
MAPA	4	4	4	3	3	72
MGP	3	3	3	2	3	56
NIR	2	3	2	2	3	48
NH	3	2	3	2	3	52
P	3	3	3	3	4	64
RR	2	2	2	2	2	40
SRS	4	4	4	3	4	76
SN	3	3	3	2	3	56
SH	3	3	3	3	4	64
SR	2	2	2	2	2	40
T	4	4	4	3	4	76
WS	3	3	3	2	3	56
M	2	2	2	3	2	44
<b>Total</b>	<b>71</b>	<b>71</b>	<b>71</b>	<b>60</b>	<b>76</b>	<b>1408</b>

**Appendix 3.2 Students' Score in Post-test of the experiment class**

<b>Name</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Comprehention</b>	<b>Score (X1)</b>
ANA	4	4	4	3	4	76
AMA	3	3	4	3	3	64
AKK	4	4	5	4	5	88
AL	4	4	4	3	4	76
BCR	4	5	4	4	4	64
DDAB	4	4	4	4	3	80
FS	3	3	4	3	3	76
H	3	3	3	3	3	60
ISS	5	5	4	4	5	92
MMR	4	4	4	3	4	76
MAAD	3	4	3	3	3	64
MSS	4	4	4	3	4	76
MAPA	5	5	5	4	5	96
MGP	4	4	4	3	4	76
NIR	3	3	4	3	3	64
NH	4	4	4	3	3	72
P	4	5	4	4	4	84
RR	3	3	3	3	5	68
SRS	5	5	4	4	5	92
SN	4	4	4	3	4	76
SH	4	5	4	4	4	84
SR	3	3	3	3	3	60
T	5	5	4	4	5	92
WS	4	4	4	3	4	76
M	3	3	4	3	3	64
<b>Total</b>	<b>96</b>	<b>100</b>	<b>98</b>	<b>84</b>	<b>97</b>	<b>1896</b>

**Appendix 3.3 Students' Score in Pre-test of the control class**

<b>Name</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Comprehention</b>	<b>Score (X2)</b>
AFAM	2	3	3	2	3	56
AF	2	2	3	2	3	44
CRM	3	3	3	2	3	72
FR	3	3	3	2	3	56
H	2	2	2	2	3	48
ISS	4	4	4	3	4	52
JY	2	2	3	3	2	64
MAR	3	3	3	3	4	40
MFN	4	4	4	3	4	76
MRKS	3	3	3	2	3	56
MZGM	3	3	4	3	4	44
N	3	2	3	2	3	56
NA	2	3	2	2	3	72
NAR	4	4	4	3	4	56
NF	4	4	4	3	4	48
NHR	3	2	3	2	3	52
NRA	2	2	2	3	2	64
RSB	3	3	3	2	4	40
RDP	2	2	2	2	3	76
ASA	3	3	3	2	3	56
SA	3	3	3	3	4	64
SM	3	3	3	2	3	40
S	2	2	2	2	2	76
TNP	4	4	4	3	4	56
W	3	3	3	2	3	44
<b>Total</b>	<b>72</b>	<b>72</b>	<b>71</b>	<b>60</b>	<b>77</b>	<b>1408</b>

Appendix 3.4 Students' Score in Post-test of the control class

Name	Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Score (X2)
AFAM	3	3	3	2	3	48
AF	3	2	2	2	3	52
CRM	2	3	2	2	3	48
FR	3	3	3	2	3	56
H	2	2	2	2	3	56
ISS	4	4	4	3	4	76
JY	3	3	2	3	2	56
MAR	3	3	3	3	4	64
MFN	4	4	4	3	4	76
MRKS	3	3	3	2	3	56
MZGM	4	4	3	3	4	76
N	3	3	3	2	3	56
NA	4	4	3	3	4	76
NAR	2	3	2	2	3	48
NF	4	4	4	3	4	76
NHR	3	3	3	2	3	56
NRA	2	2	2	3	2	44
RSB	3	3	3	3	4	64
RDP	2	2	2	2	3	44
ASA	3	3	3	2	3	56
SA	3	3	3	3	4	64
SM	3	3	3	3	3	60
S	2	2	2	2	2	40
TNP	4	4	4	3	4	76
W	3	3	3	2	3	56
<b>Total</b>	<b>72</b>	<b>73</b>	<b>71</b>	<b>62</b>	<b>81</b>	<b>1480</b>

## Appendix 4. Documentation









## Appendix 5. Virtue of Consultant Degree



**KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH  
NOMOR : 4019 TAHUN 2023  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

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<b>DEKAN FAKULTAS TARBİYAH</b>									
Menimbang	<ul style="list-style-type: none"> <li>a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;</li> <li>b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahkan tugas sebagai pembimbing skripsi mahasiswa.</li> </ul>								
Mengingat	<ul style="list-style-type: none"> <li>1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;</li> <li>2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;</li> <li>3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi,</li> <li>4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan,</li> <li>5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi</li> <li>6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare,</li> <li>7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;</li> <li>8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam,</li> <li>9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;</li> <li>10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare</li> <li>11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah</li> </ul>								
Memperhatikan	<ul style="list-style-type: none"> <li>a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor SP DIPA-025.04.2.307361/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;</li> <li>b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor. 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.</li> </ul>								
Menetapkan	<b>MEMUTUSKAN</b>								
Kesatu	<p><b>KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023:</b></p> <p>Menunjuk saudara: 1. Dr. Zulfah, M.Pd. 2. Nur Asiza, M.Pd.</p> <p>Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:</p> <table border="0"> <tr> <td>Nama</td> <td>Nurtadiah</td> </tr> <tr> <td>NIM</td> <td>2020203686203013</td> </tr> <tr> <td>Program Studi</td> <td>Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi</td> <td>Using Instagram English content to improve students' speaking ability</td> </tr> </table>	Nama	Nurtadiah	NIM	2020203686203013	Program Studi	Pendidikan Bahasa Inggris	Judul Skripsi	Using Instagram English content to improve students' speaking ability
Nama	Nurtadiah								
NIM	2020203686203013								
Program Studi	Pendidikan Bahasa Inggris								
Judul Skripsi	Using Instagram English content to improve students' speaking ability								
Kedua	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;								
Ketiga	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;								
Keempat	Surat keputusan ini dibenkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.								

Ditetapkan di Parepare  
Pada Tanggal 13 September 2023

Dekan,



Dr. Zulfah, M.Pd.  
NIP. 19830420 200801 2 010





## Appendix 6. Research Permit Recommendation

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIYAH**  
Alamat : Jl. Amal Bakti No. 8, Sreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-1699/In.39/FTAR.01/PP.00.9/05/2024 22 Mei 2024  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: NURFADILLAH
Tempat/Tgl. Lahir	: AWATA, 15 Juli 2002
NIM	: 2020203888203013
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: DUSUN ONGKOE, DESA AWOTA, KECAMATAN KEERA, KAB. WAJO

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE EFFECT OF ENGLISH CONTENT IN INSTAGRAM TO STUDENTS' SPEAKING ABILITY AT SMAN 3 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 22 Mei 2024 sampai dengan tanggal 08 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,  
  
Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

## Appendix 7. Permission Research

SRN IP0000465



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jl. Bendera Merah No. 1 Telp (0421) 23194 Fax (0421) 27719 Kode Pos 91131, Email : [apmptsp@pareparekota.go.id](mailto:apmptsp@pareparekota.go.id)

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**REKOMENDASI PENELITIAN**  
**Nomor : 465/IP/DPM-PTSP/6/2024**

Deskri : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
NAMA : **NURFADILLAH**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **DUSUN ONGKOE, KEC. KEERA, KAB. WAJO**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE EFFECT OF ENGLISH CONTENT IN INSTAGRAM TO STUDENTS' SPEAKING ABILITY AT SMAN 3 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 3 KOTA PAREPARE)**

LAMA PENELITIAN : **07 Juni 2024 s.d 24 Juni 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **10 Juni 2024**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**



**Hj. ST. RAHMAH AMIR, ST, MM**  
Pembina Tk. 1 (IV/b)  
NIP. 19741013 200604 2 019

**Biaya : Rp. 0.00**

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1


• Sistem Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BaE**

• Dokumen ini dapat dibuktikan keasliannya dengan terdapat di database **SPNPTSP** Kota Parepare (scan QR Code)



## Appendix 8. Letter of Research Completion

**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIKAN**  
**UPT SMA NEGERI 3 PAREPARE**  
*Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare  
Telepon: 0421-22836, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan*

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**SURAT KETERANGAN**  
Nomor : 070/121-UPT SMA.03/PARE/DISDIK


Yang bertanda tangan di bawah ini Kepala Unit Pelaksana Teknis SMA Negeri 3 Parepare menerangkan bahwa:


No	NAMA	NIM
1	NURFADILLAH	2020203888203013

Benar yang namanya tersebut diatas telah melakukan Observasi pada Unit Pelaksana Teknis SMA Negeri 3 Parepare.

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 12 Juni 2024  
Kepala UPT SMA Neg. 3 Parepare,

  
**MUHAMMAD TAHA TAKINGS, S.Pd., M.Pd.**  
NIP. 196812081994121005

**PAREPARE**

## CURRICULUM VITAE



Nurfadillah was born on July 15<sup>th</sup> 2002 in Awota, South Sulawesi. She is the first child from Herianto and Jumiati. She has one brother and one sister. She started her education at SD 350 Awota and graduated in 2014, in the same year she continued her education in junior high school at SMPN 2 KEERA and graduated in 2017. After that, she continued his high school education at SMAN 6 WAJO and graduated in 2020. She then enrolled and was accepted into the S1 Programme majoring in English Education Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare in 2020 and graduated in 2024. During her education, she has participated in several organisations, namely when she was in senior high school she participated in Mading at the base of SMAN 6 WAJO. At the college level she joined the Himpunan Mahasiswa Wajo (HIPERMAWA) in 2020. The author completed her studies with the thesis title “The Effect of English Content in Instagram to Students’ Speaking Ability at SMAN 3 Parepare.”



