The Application of Project based Learning via Instagram to Improve EFL Students' Speaking Skill

Nurul Qisthi and Yudhi Arifani

Department of Magister of English Education, Muhammadiyah Gresik University, Sumatra Street 101 Gresik, Indonesia

Abstract: Research on the use of Instagram has mushroomed in EFL classroom teaching and learning. Instagram is very popular among teenagers. This study aims to figure out the impact of using Instagram to improve speaking skill through project based learning by involving 56 Islamic junior high school students. They were asked to create mini drama about phone call conversation, which was posted on the Instagram. A quasi-experimental design was employed during the study. Appropriate non parametric tests was used to analyze the data. The findings revealed that Instagram significantly improved students speaking skill from 1,22% for the control group to 3,25% for the experimental group. Hence, integrating mobile applications such as Instagram within EFL curriculum is worth investigating.

1 INTRODUCTION

Nowadays, the face of teaching English undergoes big changes in the era of booming technologies. Various mobile application such as Instagram has shifted teachers' creativity to their strategies teaching into the EFL classroom (Hockly, 2012; Belardi, 2013; Solomon, 2013; Danling, 2017; C. Dudeney & Hockly, 2012). It parallels with Mojtaba Aghajani and Mahsa Adloo in 2018 that mobile application gives huge impact on e-learning process because of its versatility and global availability. As a definition, "Instagram is one of the popular social media that provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos" (Hu, 2014).

As reported in 29 September 2017 the total number of Instagram active users now has reached the range of 800 million, according to information Carolyn Everson, Vice President of Global Marketing Solutions Facebook as parent company of Instagram. In Indonesia, there are almost 45 million active users use Instagram. Because of this issue, Instagram become interesting media used in teaching learning process. Moreover, in Instagram there are public accounts that focuses on teaching English as their main theme content. These public accounts can be used as English learning source materials for English foreign language students. Since Instagram's content primary language is English, it is easy to find videos and materials supporting teaching English in many occasions and subjects.

A number of researchers expanded to the new technology included Instagram to collaborate language acquisition and experience in environmental EFL classroom (Sharples, Taylor, and Vavoula, 2005). The elements of using mobile applications, movability, social interactivity, and connectivity helped the learners to develop language skill mainly oral communication (Duman and Orhon Gedik, 2014).

There were many studies had reported the use of Instagram had great benefits for pedagogical tool utilized since the English learners could share their ideas or opinion and post it on their account (Phillip, 2013; Kelly, 2015; Hanieh and Shahla, 2016). Furthermore, teachers could promote activities to develop and increase their motivation to learn English better.

Related to the context, Nuttakritta Chotipaktanasook interested in using media social, Instagram, to help second language Thai learners in speaking English. It was reported that Instagram was able to improve the willingness to communicate and encourage them to develop speaking opportunities. Moreover, some researches (Bell, 2013; Pero Ali, 2014) had been conducted to enhance speaking skill

using Instagram. In line with Chotipaktanasook, Malaysian scholars (Noraien Mansor and Normaliza Abd Rahim, 2017) proved Instagram as learning tool could foster speaking skill to the learners.

In Indonesia, some researchers conducted observation using Instagram as speaking teaching tool (Handayani, 2016). They claimed that using Instagram had become an effective tool and developed students speaking skill. Moreover Instagram was offered as an alternative medium to enhance students' creativity on speaking skill and increase their motivation and braveness to communicate with others (Dewi, Fajriyah, and Salam, 2018).

Many studies have experimented in using Instagram as a medium to teach English in writing skill because Instagram provides caption to describe posted picture on the user accounts. Hence, writing skill has become the focused main skill that applied in teaching learning process (Kelly, 2015; Listiani, 2016; Puwandari, 2017; and Hopkyns, 2017), so EFL teachers have less interest in using Instagram on speaking skill. Only a few studies have concluded that Instagram can be applied in teaching speaking. In contrary, students should understand how to speak sufficiently and correctly to native or knowledgeable speakers as it is one of the goal in teaching English as foreign language (Khademi, 2014). Since Instagram has developed its features to post videos and multiples pictures in a post, a study to foster speaking skill needed to be conducted to gain acknowledgment in teaching speaking skill using Instagram.

In addition, almost none researchers use project based learning combined with Instagram as a learning tool in teaching speaking. This is because project based learning is more familiar in the science project or applied in teaching science. Whereas, project based learning could be implemented in EFL classroom, since project based learning gives great engagement between students experience and students ideas in learning English as foreign language in the classroom (Barnes and Bramley, 2008). Moreover, through project based learning, the students might build up research skills as they have to be responsible for their own learning. This skill is required by the students, since it is an important skill for their professionalism (Barrow, 1998).

Project based learning is a method which can give the learners various skill as they involve in the activities. Learner can develop ability to solve a complex real-world problems by analyze it better and think critically toward a solution. By applying project based learning, the students able to be creative and constructive. The students have an opportunity to have full and free control to their imagination and interests in doing the project given by the teacher (Mahasneh and Alwan, 2018). Learner can also exercise and demonstrate their communication and cooperative skill by working in a group. Learner can find and maximize the usage of many learning resources, use the knowledge and intellectual skill gained to further their learning path (Duch, Groh, & Allen, 2001).

Teachers are recommended to use project based learning as guiding theories applied in the research to promote and offer positive environment to the students in the EFL classroom (Sindelar, 2010). Based on these premises, this study is looking to find the usage of Instagram in a project based learning as a means to improve speaking skill in junior high school.

2 METHOD

This study was held in Manbaul Ulum Islamic Junior High School in Gresik, East Java, Indonesia. The study aimed to investigate Instagram as a medium in teaching learning process to foster speaking skill in project based learning and offer ideas for future research concerning integrating Instagram with Indonesian curriculum. Two EFL classes consist of 56 eighth grade students were observed using a quasi-experimental design with a non-parametric test for four weeks. Twenty eight students participated as a control group and the others participated as a treatment group for four weeks.

The teacher's implementation in teaching speaking was to do a role play in phone call conversation related with the junior high school students' level based on curriculum KTSP 2006. This is in line with Hayriye that there are some activities that can enhance speaking skill and achievement by doing role play, simulation, discussion, storytelling, and so on.

According to the syllabus, the students must be able to express and respond to the meaning of simple, short-term and simple interpersonal conversations by using accurate, fluent, and acceptable spoken language to interact with the immediate environment involving speech acts of initiating, extending, paying attention to the speaker, and closing phone conversations. The technique used in teaching speaking in the treatment group was applying project based learning, while for the control group was using traditional teaching learning process.
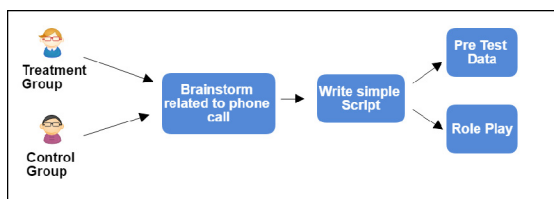
Figure 1: Cycle 1 teaching learning process.

In the first cycle as seen in the figure 1, both classes received the same teaching learning process. The teacher asked students questions related to phone call. After that, the teacher requested the students in pair to write a simple script about daily activity phone call conversation and made them perform it in front of the class. The teacher then scored the student's performance and collected it as pre score data. This data would be used as a basis to measure the Instagram effectiveness. The first cycle finished in a week, in two meeting each class (2x40 minutes).
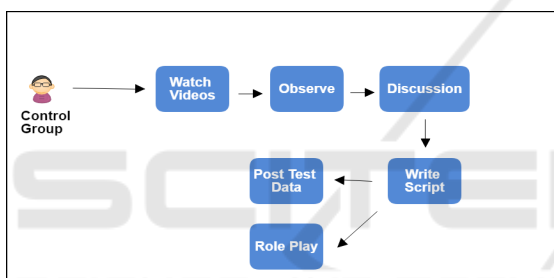

Figure 2: Cycle 2 control group teaching learning process.

In the second cycle, the teacher implemented project based learning to the treatment group while the control group did not. For the control group as seen in the figure 2, the teacher provided an English video about phone call conversation in front of the class for several times. The teacher requested students in a group to observe and collect information from the video. In a pair, the students developed their own script based on previously collected information and performed it in front of the class. The teacher gave score from the performance of the students as post test data in the control group. The teacher needed this teaching learning process for two weeks in three class meetings (6x40 minutes) to collect the data and to observe the performance of the control group.
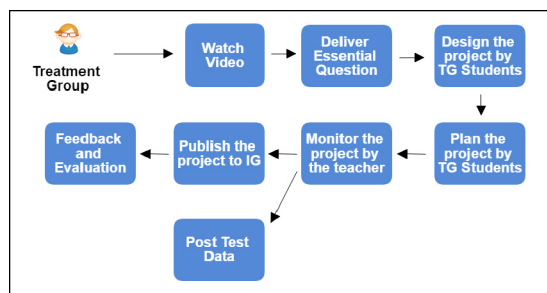

Figure 3: Cycle 2 treatment group teaching learning process applying project based learning using Instagram.

For the treatment group, based on Curriculum 2013, there are six steps carried out by the teacher on utilizing project based learning in the classroom. As seen in the figure 3, the teacher played a video about phone call in Indonesian and English. This video served as a background knowledge to introduce the essential question as the basis of the project. The teacher delivered several questions about students experience on phone call conversation, both in a formal and informal way. The teacher then asked the students to answer how to do phone call conversation in various ways and situation. This was the first step applied of the project based learning in the teaching learning process.

The second step was designing the project. Teacher divided students into group consist of two students. Each group needed to develop a well-researched material to answer the question and performed the conversation in a video. The research used Instagram as the primary source. The students needed to install Instagram on their mobile phone and register a new account. The students might use other media as secondary sources, such as textbook and other social media. The material collected had to cover about how to start, lengthen conversation, and end the phone call.

The third step was planning the project. The teacher let students arrange the activities and organize their own schedule and timeline to tackle the project. The project had to be done in three weeks. The leader of the group reported the progress of the project every twice in a week to the teacher, so the students and the teacher could manage the project well and accommodate difficulties and obstacles that might appear during the process of doing the project.

The fourth step was monitoring the project. Teacher examined each students group activities and provided assistance if necessary. Some students might have trouble gathering information from

Instagram. The teacher suggested the students finding Instagram accounts that talking about English or giving online courses about English via Instagram. The teacher also suggested exploring hashtags that related to phone call conversation in English since Instagram rely heavily on using hashtag as its viral tools.

The fifth step was publishing the result. After developing phone call conversation script, the students performed a role play based on the script and recorded it in a video. The video then posted on their Instagram account. The student permitted to edit by adding subtitle or animation to make the video more interesting, so the video could get many views, loves, and comments from their followers. Since those responds and engagement from viewers could give benefit for the students, they allowed to share and published their videos to other channels as many as they could. From this video, the teacher scored the student's performance and used it as post score data.

The last step was feedback and evaluation. The teacher and student reflected all the activities in four weeks of the project. In the first section, teacher displayed all of the products that had already posted on their Instagram account. The students and also the teacher gave evaluation, opinion, critic and suggestion to the videos project. The student could comment on other group's videos. The teacher might give correction and give lesson on areas that the student shown lacking from the videos.

In the second section, the teacher interviewed the students about difficulties and obstacles during the project. The teacher also asked the students the positive and negative side that occurred in the learning process. The students shared their experiences in doing the project.

In the last section, the teacher together with the students discussed how to improve and minimize the weakness of using Instagram. Based on the student's experiences, they also formulate ideas to properly improve the project to be applied for the following teaching speaking in EFL classroom.

After finishing all the activities, the teacher collected all pre and post data from both control and treatment group. The data collected then being calculated and computerized to get normality and homogeneity in descriptive statistic result. Then, the data would be continued to get means and standard deviations of each group. The result would be used to distinguish Instagram's effect on fostering speaking skill in project based learning that applied in EFL classroom.

3 RESULT

Based on the data score which gained from the experimental research between treatment group and control group, the results of normality and homogeneity of variance tests on speaking skill in how to start, lengthen conversation, and end the phone call was displayed in table 1, table 2 and table 3. It was shown that the control pre-test data violating normality assumption ($p = 0,025$).

Table 1: Tests of Normality.

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Stat	df	Sig	Stat	df	Sig
Aggre gate Pre test	TG	,128	28	,200*	,940	28	,111
	CT	,177	28	0,25	,893	28	.008
Aggre gate Post Test	TG	,137	28	,189	,907	28	.016
	CT	,151	28	,103	,914	28	.025

*Significant at $p < 0,05$

Therefore, appropriate non-parametric tests that are less restrictive about distributional assumption were used for data analysis. Moreover the Levene's Test indicated that the assumption of homogeneity of variance was not violated.

Table 2: Levene's Statistic.

	Levene Statistic	df 1	df 2	Sig.
Aggregate Pre	,551	1	54	,461
Aggregate Post	,228	1	54	,635

*Significant at $p < 0,05$

This outcome was then confirmed by an independent test using Mann-Whitney's Test. It showed that there was no statistically speaking skill in phone call conversation significant difference on the pre-test results in both groups ($p = 0,114$).

Table 3: Mann-Whitney Statistic.

	Aggregate Pre
Mann-Whitney U	296,500
Wilcoxon W	702,500
Asymp. Sig. (2-tailed)	,114

*Significant at $p < 0,05$

Research question: What is the difference in students' speaking achievement between those using Instagram as speaking tool in project based learning

and those students' not using Instagram as a speaking medium in phone call conversation?

The data from speaking phone call conversation test was used (Table 4).

Table 4: Means and standard deviations for speaking achievement in phone call conversation.

	Mean	Std. Dev.	Std. Error	Pctg. Improv.
Treatment Pre	80,07	3,288	,621	2,61 (3,25%)
Treatment Post	82,68	3,742	,559	
ControlPre	78,64	2,959	,707	0,96 (1,22%)
ControlPost	79,61	3,583	,677	

The data shows that mean score of speaking achievement in phone call conversation of treatment group was 82,68 (SD = 0,559) while in control group was 79,61 (SD = 0,677). There was 3,07 point different between the treatment group and the control group. An improvement in the treatment group which used Instagram as speaking tool was found higher (2,61 or 3,25%) than in the control group (0,96 or 1,22%). The different gap point was 1,65 point or 2,03%. The progressive point data was taken from the post test of both groups.

Table 5: a Paired Non-Parametric Mann-Whitney.

	Aggregate Post
Mann-Whitney U	230,000
Asymp. Sig. (2-tailed)	,008

*Significant at $p < 0,05$

A further analysis using an independent non parametric Mann-Whitney (table 5) revealed a significant difference between treatment group and control group ($p = 0,008$) as showen in table 4. This finding was also confirmed by a paired-non parametric Wilcoxon signed-rank test (table 6) which showed a significant higher on participant's speaking skill score in phone call conversation of the treatment group ($p < 0,001$). In the other hand, the similar result was not found in the control group ($p = 0,067$).

Table 6: Wilcoxon Sign Rank Test.

	Treatment Post Treatment Pre	Control Post Control Pre
Z	-4,577[a]	-1,831[a]
Asymp. Sig. (2-tailed)	,000	,067

*Significant at $p < 0,05$

As a result, there were significant differences in speaking scores between the students' who were taught using Instagram in project based learning and the students' who were taught using traditional teaching learning process.

4 DISCUSSION

Evaluating the activities in teaching speaking using Instagram in project based learning, the teacher has claimed that using Instagram has shown positive impacts. As project based learning became the technique of teaching learning process, every activity entice the students to learn more. This technique built students' curiosity and gave a good lesson about discipline, teamwork and responsibility. It was because the students learned to arrange their own journal, schedule, and report as their commitments.

Project based learning was first known by the teacher from curriculum 2013 workshop training and used it in phone call conversation material. Although the material included in curriculum 2006, the teacher experimented it in the teaching learning process because it would best match with the classroom setting. It was in the same line with Shcukin in 2010 that applying project based learning would propose solution to every obstacles occurred. Another statement by Chien and Hsu in 2010, EFL teachers were able to improve the implication of any curriculum that brought real world situation to EFL classroom environment and took EFL classroom knowledge to be applied in the real world. The students learned and assessed the learning process in a way that was similar to real situation. They not only imitated but also demonstrated the understanding of the materials through project based learning (Torp & Sage, 2002). As explained above, the students compared phone call conversation between what they used to do in a phone call and what they got in finding and learning process on Instagram or other material sources.

In the experiment field, applying project based learning with Instagram proved that the students were eager to look for the materials on Instagram about phone call conversation aggressively. It motivated them to learn with a new model because the students engaged to the process of learning. Besides, this was the first time the students experienced a project based learning using Instagram. Another statement that supported this finding was from Torp and Sage. They stated that the basis reasons why the teachers or the researchers

used this strategy of teaching because project based learning boosted motivation, promoted higher order thinking skill, trained metacognition and self regulated learning related to the real world situations (Torp & Sage, 2002).

During the process of finding and learning activity, the students not only got materials about phone call conversation but also students acknowledged about greeting, pronunciation, intonation, and expression through videos that students browsed from Instagram or other sources.

Different condition happened in control group, the pronunciation, intonation, and expression the students did in the phone call conversation role play tended not well improved. It was because the students in control group did not experienced and consumed wide array of sources. They did not get any experience in learning pronunciation, intonation, and expression from various videos posted on Instagram or any other social media. They also had few new vocabularies, idioms, and phrases regarding the limitation in finding the material on online source. They only built the phone call conversation script and acted in front of the classroom based on the previous video that played by the teacher in the beginning of the teaching and learning process. They got few knowledge about the supporting materials. In addition, some of the students in control group adopted and imitated the video they had seen before. The reason why this was happened because the control group did not experienced project based learning combined with Instagram, so that the knowledge was limited to what they got in the classroom. Russian researchers agreed with this finding because project based learning let the students to generate and integrate ideas and comprehension and solve the task given by the teacher (Bolsunovskaya 2015).

From the research, the teacher also found that student's improvement reflected in their pre and post score differ significantly between the control group and treatment group. The control group improved only a little in term of speaking skill while the treatment group's student shown high improvement.

Other findings that the teacher found in this research that the students in the treatment group had used new vocabularies, phrases, idioms better than the control group. Through Instagram the students could also increase their vocabulary library (Ferlazzo 2014). Besides the reasons mentioned before, this was happened because Instagram provided related contents to a conversation by searching and modifying with appropriate hashtags. By writing phone call and likewise on Instagram, the students could get many kinds of additional information not only about phone call conversation itself but also materials that might support the phone call conversation script they made. Jelita Napitulu (2017) expressed the same line with this statement. Students could improve new words by various ways in various ways through reading, listening or watching movies, and videos. Along with the era of technology information and communication, the students could gain and exposure to English vocabulary by an online access or obtained social media to be one of online platform source. That way was the easiest and quickest method for enhancing new vocabularies and phrases without meaningful difficulties. There was no doubt that mobile application and technology helped to foster conversational skills (Hanieh 2016). It was believed that the teacher should integrate the use of technology in designing English curriculum since it could help the students to master English easier (Karmila Machmud 2016).

Through utilization of mobile technologies and applications, such as Instagram they had opportunity to modify the material used in the learning experience (Gilakjani, Baleghizadeh, & Oladrostam, 2013). Tekulve and Kelly (2013) also claimed about successful experience in using mobile application and comparing what the student comprehend before as background knowledge with the knowledge they had found on Instagram as an important information.

During the project, some of the students had difficulties in finding materials on Instagram. By teacher suggestion in browsing unique hashtags and following online teacher user accounts, it would minimize the difficulties and give a lot of benefits for students' understanding.

Doing role play about phone call conversation and recording it made a great experience for students in having a fun activity. They organized the setting, script, act, and supporting elements to make good videos. Publishing students work by posting the videos on Instagram generated students' motivation. Indirectly, comments, likes, and video views from other English learners or even natives built students proudness and confidence. Ronan Kelly in 2015 delivered the same idea about using Instagram in teaching second language. Students exhibited positive attitudes in stimulating their motivation and confidence since Instagram provided global communication. Sebah Ali (2014) had the same experience in using Instagram as teaching learning tool. Utilizing Instagram had facilitated active learning because they ought to be responsible for enticing their own ideas and material content.

In the control group, the students tended to have steady motivation and confidence since they did role play in front of the class and watched only by other students directly.

From the student's perspective gained on sharing session in the last section of projects, one of the good point of Instagram was the fun factor. Adding Instagram as a learning tool gave students some kind of entertaining effect and motivated them to follow the learning process more thoroughly and willingly. It eased the pain of learning some students having on studying English. On the other side, this fun factor also distracted some students from their schedule and tended to slack off or having unneeded prolonged content consumption. This negative effect could be maintained and minimized through periodical monitoring and reporting to the teacher.

One of the Instagram main attraction is the video feature. Video is a multimedia form of a content. It pleases both visual and auditory senses of the viewer. Khusnul Khotimah in 2016 told that video helped the students became more autonomous, reduced teacher involvement and formal class time in their study. Students admitted that video based project was very encouraging and helped them upgrade their English skill. Instagram's videos is limited to only maximum one minute in duration. This relatively short duration, makes Instagram's video easy to consume. Short duration also made students want to search and play more videos to watch after watched one. Some students said that they without realizing already watched a huge amount of videos in short time. It resulted on various kind of materials successfully collected, widening the students' knowledge on the subject. On the other side, the short duration made some of the videos lacking the depth of knowledge needed by the students. Students said that they needed to watch and collect many videos to gain minimum knowledge to finish the project.

5 CONCLUSION

Since Instagram is the most popular social media mobile application used by teenagers around the world (Lenhart, 2017), the utilization of this application as a speaking tool has been gradually integrated into Indonesian curriculum and become the main topic to be discussed as an alternative medium to provide an innovative and creative teaching speaking skill.

In conclusion, Instagram offers a new shape of fun and effective learning tool in speaking skill. The students are able to foster their speaking skill and indirectly, they are also able to develop their writing skill in writing phone call conversation script using Instagram as their primary source in finding suitable material.

Different from most previous studies where Instagram utilization was focused in improving writing skill but overlooking speaking skill, this study provides evidence that it can also be used by EFL teachers to boost their student's speaking skill by using Instagram combined with project based learning as the main activity in the teaching learning process. This study also proves that the students can generate ideas through Instagram as a primary source in learning English by using hashtags and following English user accounts. In addition, the motivation, confidence, and braveness of the students of the treatment group increased during the teaching learning activity. Moreover, the students of the treatment group had experienced the easier way of getting new vocabularies and learning good pronunciation and intonation as supporting material needed. Hence, this was a small study, but it complemented other researches by giving new insight to EFL teachers and students in teaching and learning speaking with project based learning. For future study, depth observations in EFL speaking classroom on the use of Instagram as a speaking tool are worth investigating since education is side by side with the era of technology and communication.

ACKNOWLEDGEMENTS

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