

## CHAPTER II

### LITERATURE REVIEW

#### A. Project Based Learning

Teaching English is inseparable from existing learning theories. Learning theory itself is not static, but always evolving. It is this development that the English teacher must always pay attention to, so that he can improve his teaching methods, if the method used is no longer in line with the demands and objectives of teaching English (Rizal, S. 2013). One of Approach of English learning is Project Based Learning.

*Project Based Learning* is a constructive approach that emphasizes long-term, interdisciplinary and student-centered learning activities. This learning approach provides opportunities for students to work together in exploring things that are relevant to the real world. Through projects carried out by students, they will gain deeper knowledge, practice independent learning and improve their ability to hone *problem-solving skills* . an innovative learning model or

approach, which emphasizes contextual learning through complex activities (CORD, 2001; Thomas, Mergendoller, & Michaelson, 1999; Moss & Van-Duzer, 1998).

Apart from being carried out collaboratively, projects must also be innovative, unique, and focus on solving problems related to students' lives or community needs. In Project Based Learning, students become motivated to be more active in their learning. Therefore, in Project-Based Learning, the teacher or instructor is not more active and trains directly, but the instructor becomes a companion, facilitator, and understands students' thoughts. (Alamaki, 1999).

Projects in Project-Based Learning are focused on questions or problems, which encourage students to live (with hard work) the core concepts and principles of the discipline. This criterion is very subtle and rather difficult to touch. The definition of the project (for students) must be made in such a way as to establish a relationship between the activity and the underlying conceptual knowledge which is

expected to develop more broadly and deeply (Baron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, & The Cognition and Technology Group at Vanderbilt, 1998).

Projects in Project-Based Learning may be built around thematic units, or *intersections* of topics from two or more disciplines, but that is not entirely a project. The questions that students pursue, commensurate with the activities, products, and performances that fill their time, must be *orchestrated* in tasks that are intellectually purposeful (Blumenfeld, et al., 1991).

Project-Based Learning or Project-Based Learning is a learning approach that encapsulates a number of learning ideas, which are supported by substantial theories and research. This section attempts to present the theoretical discussion underlying Project Based Learning. According to Mayer (1992).

Project-Based Learning is a learning model that is supported by or based on constructivist learning theory. Learning strategies that stand out in constructivist learning

include collaborative learning strategies, prioritizing student activities rather than teacher activities, regarding laboratory activities, field experiences, case studies, problem solving, panel discussions, discussions, brainstorming, and simulations (Ajeyalemi, 1993).

Project-Based Learning is seen as a model for technology education to respond to issues of improving the quality of technology education and major changes occurring in the world of work. Project-Based Learning is a learning model that focuses on the main (central) concepts and principles of a discipline, involves students in problem-solving activities and other meaningful tasks, provides opportunities for students to work autonomously to construct their own learning, and the peak is to produce valuable and realistic student work products (BIE, 2001). In contrast to traditional learning models which are generally characterized by short, isolated/off-the-go classroom practices and teacher-centered learning activities; the Project-Based Learning model emphasizes learning activities that are relatively long

duration, holistic-interdisciplinary, student-centered, and integrated with real-world practices and issues. There are 7 learning steps in Project Based Learning, namely:

1. Need to Know

Teachers can explain the need to know the content of the material and show videos related to the material. Entry events can be anything: videos, lively discussions, guest speakers, field trips, or fake correspondence setting up a scenario. The teacher can explain to students to give an idea that students must first understand what material will be assigned then new students can make videos according to the material provided freely as creatively as possible which will later be uploaded on Instagram reels.

2. Driving Questions

Good driving questions capture the heart of the project in clear, compelling language that gives students a purpose and a challenge. The questions should be provocative, open-ended, complex, and related to the essence of what you want students to learn. Without

driving questions, students may not understand why they are doing the project. They know that an assigned set of activities has a relationship to a time period, place, or concept.

In this section the teacher will give some questions to students related to the project tasks to be made. with the objective to make students understand and get more inspiration for making video reels assignments.

### 3. Students Voice and Choice

This element of project-based learning is key. When it comes to making projects feel meaningful to students, the more voices and choices, the better. However, teachers should design projects with students' choices that fit their own and students' styles. On limited-scale choices, learners can choose what topics to study in general driving questions or choose how to design, manufacture, and present a product. As a middle ground, the teacher might provide a limited menu of choices for creative products to prevent students from becoming

overwhelmed with choices. At the end of the “the more, the better” scale, students can decide what products they will make, what resources they will use, and how they will organize their time. Students can even choose project topics and driving questions.

In this section the teacher gives several options for the form of assignments which will be worked by students. by determining several options students can choose assigned videos according to their style and ability with the products that they will make as attractive as possible.

#### 4. *21st Century skills*

A project must provide students with the opportunity to build 21st century skills such as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and in life. Exposure to these authentic skills fulfills the second criterion for meaningful work--essential purpose. A teacher in a project-based learning

environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves.

#### 5. Questions and Innovations

Students find project work more meaningful if they do real investigations, which doesn't mean finding information in a book or website and pasting it on a poster. In real investigations, students follow a trail that begins with their own questions, leads to searching for resources and finding answers, and often ultimately leading to generating new questions, testing ideas, and drawing their own conclusions. With real inquiry comes innovation--a new answer to a driving question, a new product, or an individually generated solution to a problem. Teachers do not ask students to simply reproduce teacher-provided information or textbooks in pretty formats.

To guide students in real-world inquiry, refer students to the list of questions they created after the entry



event. Train them to add to this list when they find new insights. Classroom culture should value questions, hypotheses, and openness to new ideas and perspectives.

#### 6. Feedback and revisions

Formalizing processes for feedback and revision throughout the project makes learning meaningful because it emphasizes that creating high-quality products and performance is an important goal of this endeavor. Students need to learn that most people's first attempts do not produce high quality and that revision is often a feature of real-world work. In addition to providing direct feedback, teachers should train students in using rubrics or other sets of criteria to critique each other's work. Teachers can arrange for experts or adult mentors to provide feedback, which means a lot to students because of its resources.

#### 7. *A Publicly Presented Product*

School work is more meaningful when it's not done just for the teacher or exams. When students present

their work to a real audience, they care more about its quality. Again, "the more, the better" when it comes to authenticity. Students may emulate the kinds of tasks professionals do--but even better, they can create real products that people use outside of school.

(Juliani, 2019). Referring to the Base Learning Project which will be implemented at the first meeting, it begins with the following activities: (1) A need to Know. In this step the researcher will explain the competency topics and material "Propose and Provide Information (directions). Research videos related to the topic. After watching the video, the researcher will ask students to make several groups. After creating several groups, the research group then asked students to find speaking videos related to the topic on Instagram. (2) Driving Questions, In this step each group presented their speaking videos from Instagram in front of the class and other groups could give presentations to the groups provided. . the receiving group must answer the question.

The researcher then directs and provides feedback in the discussion (3) Student Votes and Choices. After the prompting question step, the researcher will continue with Student Voice and Choice Steps. This step introduces students to creating Project Based Learning. The researcher asked the students to create a personal project for the speaking test and the students were allowed to make a video speaking in their own words and style on the topic "How to Go to a Public Place". (4) 21st Century Skills. After presenting the speaking video project to students, learning will begin using 21st century skills. In these steps students must video their talks using technology such as a camera from a laptop, or create a video app from their cell phone. Videos must be open to students. (5) Inquiry and Innovation, Asking students to present their monologue speaking, and make a list of new words they made in the presentation. (6) Feedback and Revisions. After presenting their practice in front of the class, the researcher will try to provide feedback and

revisions during the lesson. Researchers improved students' pronunciation, grammar, and vocabulary. In this step the researcher trained students in making speaking project videos. (7) Products Presented to the Public. Researchers asked students to post their video project talking to their Instagram.

Closing activity: giving conclusions, asking students to discuss their opinions about the lesson. Get to know the project for creating a video lecture on the topic "How Do I Go to Public Places" View the plans for the next meeting. And closing prayer session.

## **B. English Learning Theory**

English is an international language which is very important to learn. In the world of education, in the 90s English was learned in junior high school. However, in the 2000s English was learned in elementary school and some even started it in kindergarten. Even so, English is still difficult to learn. Why is English so difficult to master? There

are several factors that affect the difficulty of learning English:

1. English is not our language, so it is rarely used in daily conversation.
2. Inadequate existing education system. In a sense, both educators and those who are being educated, both lack understanding of effective theories and approaches to be applied in learning English.
3. Internal factors, namely the lack of seriousness of students in learning English itself.

There are three theories in learning a foreign language (Elsjelyn, 2014), namely:

1) *Behaviorism Theory* (Behavior Theory)

According to its founders, Skinner and Parlov, learning a language is a process habit formation through activities: stimulus – response reinforcement .

This theory underlies the emergence of the popular audiolingual approach in the 50s and 60s, namely the English learning method that emphasizes drill or

repetition exercises. For example, by the way the teacher says the sentence, and the students repeat the teacher's words several times. In other words, this method is memorizing sentence patterns or English conversations by repeating them. The weakness of this method is the inability of students to make new sentences other than those they have memorized. In fact, very few people can retain their memorization for quite a long time .

## 2) *Cognitive Theory* (Cognitive Theory)

According to Chomsky, in learning language, humans are created with cognitive abilities, namely processing the input received and creating new sentences that are not limited in number. This theory underlies the emergence of a new approach in learning English, namely the emphasis on grammar ( *grammar* ). The weakness of this *grammar* approach method is that it is difficult for someone to use spoken English fluently, because spoken language requires a fast response. In addition, many

sentences are grammatically correct, but are not commonly used in conversational (oral) language.

### 3) *Acquisition Theory* (Natural Language Absorption)

According to Krashen, the language learning process consists of two ways, namely *acquisition* and *learning*. *Acquisition* is the process of learning a language naturally from direct experience in communicating with that language. While *learning* is the process of learning language through understanding the elements of language which are then used to communicate. The weakness of this method is that it is only suitable for small children and difficult for adults to do. This *acquisition* requires a long time, which is generally not owned by adults. Imagine if to learn English we have to live in a country that uses English, of course it takes a long time and costs a lot.

those above mentioned english learning theory, the researcher can conclude that there needs to be an effective theory and approach to be applied in study english. There

are three theories, namely behavioral theory, cognitive theory, and natural language absorption theory. with the theory that has been explained, of course, here the teacher can play a more active role by applying existing theories used for student learning materials and emphasizing students so that they can play an active role when learning takes place, so that students can practice speaking English regularly in order to smoothen the way talk them into getting better.

### **C. Instagram as a Media for Learning English**

The internet has changed the way a person communicates, conducts research, and facilitates all access for someone to carry out the learning process. If previously one had to go in and out of the library to find information or study materials, now one only needs an internet network to access any information whenever needed. Using technology is no longer an option, but has become a necessity and a necessity. The rapid development of technology is directly



proportional to the development of social media. This has an impact on the learning process of students in the classroom.

According to McGrawHill, President of Higher Education, learning effectively - and with the right type of technology is one of the best ways to ensure students succeed in class, besides that the focus attitude of students is also key (Belardi, 2013). The growing development of social media is seen as enough to influence students academically. Social media is one of the alternative learning media. In academia, Social networking sites (SNS) are considered very useful in language learning because their community-centred design supports the spread of native languages and encourages interaction that occurs outside the classroom.

The popularity of social media greatly impacts students. Students spend more of their time using social media via their laptops or mobile phones. Students even have accounts that they manage themselves to interact with friends and even to have social interactions with new people around the world. Therefore this can be adapted by teachers or

educators to develop certain activities that use social media in language learning. Teachers or educators can actively use Instagram to stay connected with students (Zhang, 2013). The most basic reason for using Instagram as a learning medium is because students are used to using Instagram, moreover educators do not need a large amount of money to apply it because almost all students already have laptops and gadgets, besides that using Instagram also does not require special training. so it is easy to apply at any level of education. In addition, there are several other reasons that can be taken into consideration for making Instagram a learning medium; (1) supports teaching for lifelong learning, Instagram can be used by every level of education, (2) Instagram gives students the authority to create their own digital content and publish it online, besides that it can stimulate the activeness of students and educators in teaching, (3) Instagram allows collaboration between students and educators on certain projects or assignments for learning purposes (Bexbeti, 2014).

Students are ready for technological changes in learning (Manca & Raneri, 2013). Currently Facebook, Twitter and Instagram are the most popular SNS platforms. Therefore, the platform can be used as a learning tool that has a positive impact on language learning.

Instagram was launched in October 2010 and the development is very fast, Instagram can get one million users in just one month after it was officially launched. By April 2015, the number of active users had reached 300 million (Costill, 2014; Instagram, 2015), this growth was faster than other popular social media such as Facebook, Twitter, blogs and My Space. Indonesia is ranked 4th in the country with the most active Instagram users in 2019 (Indonesian Digital Report, 2019). The following are countries that are ranked in the top 4 with the most number of Instagram users in the world, which, if sorted are: (1) the United States with a total of 110 million users or 33.44 percent of the total population; (2) Brazil total users 66 million or 31.38 percent of the total population; (3) India total users 64 million or 4.68 percent of

the total population; (4) Indonesia has a total of 56 million users or 20.97 percent of the total population. In Indonesia, the most Instagram users come from the age range of 18 years to 24 years for men and women. Instagram provides an amazing opportunity for language learning for teachers and students. (Aydin, 2014 & Campos, 2015). Instagram provides a new way for students to learn language and culture critically, while also helping students to reflect on meaningful learning processes (Chun, Smith & Kern, 2016). Through Instagram, students can practice 4 skills in English at once.

Literally, Instagram is a portmanteau of instant cameras and telegrams. These two words blend sounds and incorporate meaning into Instagram. Instagram is very fun and users can easily share their life with their friends through a series of pictures. Instagram is a relatively new form of communication where users can easily share their updates by taking photos or videos (Yuheng Hu, 2014). As previously explained, Instagram is very interesting with its features to

support communication needs. Moreover, Instagram and its supporting features can also be used as a medium in activities related to the learning process (Listiani, 2016). Among other features of Instagram that can be used to support the language learning process are:

1. Sharing Photos and Videos

Instagram allows users to take pictures or videos using the application, or users can also share photos/videos already in the user's camera album. In addition, users can add captions in the form of words, sentences or paragraphs in their photos/videos. The description itself can provide information about what actually happened in connection with the uploaded photo/video. When used in language learning, the image/video upload and image features are especially relevant for helping language learners learn how to write effectively in a language. In other words, Instagram is useful for helping students learn writing.- 2. Social Networking

Instagram, like other social networks, is a depiction of social life such as having friends or being called followers on Instagram. On Instagram, users can befriend other people

who 'follow' them. Through this feature, users can interact with other people, users can also press the 'love' icon and leave comments to other users. In addition, users can also communicate using the direct message feature.

In general, Instagram has special features that are commonly used by users. these features can be explained as follows:

1. Instagram profile interface

This section displays information about the user profile. This includes biographies, circular profile photos, number of posts, and number of followers/followers of the user. The "+ Follow" option allows users to follow other users and stay up to date with the latest content posted.

2. Profile content

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



### 3. Instagram photo content

Clicking on a photo will display a larger version of the photo. Here, viewers can like photos, leave a comment, or read a previously posted comment. In this photo content too it displays how many people have “liked” the photo, the photo's caption, and comments added under the caption.

### 4. Navigation tool

There are five icons available at the bottom of each page on the Instagram screen, the icons are home page, explore page, post page, notification page and user profile page.

Of the features given above, it gives users a "unique way" to use Instagram as social media. They can take photos and videos by applying various tools manipulation – 16 filters – to change the appearance of the image. Then, those photos and videos can be shared instantly across multiple platforms (e.g. Twitter and Facebook). When posting photos or videos, users can tag

photos which includes adding a location, tagging friends, and entering tags keywords to photos. Apart from that, users can also add text, hashtags using the # symbol for describe pictures and videos, and tag or mention other users by using the @ symbol (which effectively creates a link from their post to the referenced user's account) before posting it.

#### **D. Instagram Reels**

Instagram reels are feature that allows Instagram users can record as well as edit videos short 15 seconds long. Instagram glance Reels ssanagt similar to Tik Tok, however Tik Tok and Instagram Reels have a number of differences, for example in terms of duration content offered. Instagram Reels Indonesia allows its users to record videos up to 30 seconds and can add music that is currently popular. Not only that, there are also effects and filters thus making the video more interesting. Instagram Reels is said to have a function the same as social media Tik Tok.



Basically people and interaction social are two things that are bound so in social interactions with people other individuals will certainly convey various kinds of information, one of them convey information about himself. This is related to the self disclosure (self-disclosure). According to Morton that “Self-disclosure is sharing of feelings and information who are familiar with other people (Hidayat,2012)”.

Selft Disclosure can occur, if one can open himself with various information about himself to others. This self-disclosure can be: various information topics, behaviors, attitudes, feelings, desires, motivations and ideas appropriate and contained in someone who concerned (Hidayat, 2012). Disclosure self is an aspect of intimacy, namely the extent to which the degree to which information reflects people concerned personally or privately or the deepest feelings of self (Fisher, 1978). Self disclosure or disclosure of one's self can determine the stage of interpersonal relationships individual with other individuals. Stage The relationship can

be seen from the level the breadth and depth of the topic of conversation. There are individuals who inform everything about him to anyone, so it can be called over disclosure. There are also individuals who close themselves, he rarely talks about himself to anyone or commonly called under disclosure.

The existence of instagram reels, makes more instagram users share information about himself through instagram reels, such as the activity being carried out to complaints that are sometimes personal. With the advent of Instagram reels, someone can share moments of activity they. In instagram reels usually for capture videos and photos of outfit of the day (OOTD) and selfies. Apart from photos and videos, various information is also not uncommon for them share via instagram reels like review tourist attractions, restaurants and others. Besides that, it is also an outpouring of the heart that is not feel free to share them on Instagram reels using the audio of your favorite songs or songs you like describe the feeling or heart of the user instagram reels.

Instagram reels turns social media into an online diary. As a medium of communication, the media social not only as information and inspiration, but also self-expression (self expression), "self-image" (personal branding), and even "outpouring" places complaints, one of them is Instagram reels.

Instagram reels touted like like social media Tik Tok. this feature first introduced by Instagram on last August 5th 2020 and started popped up on the user app in around the world gradually. Instagram reels is a user opportunity to bring in followers, increase the number everyone's time in spending the application is daily and steady he owns a video entertainment platform. Using reels allows the user to record videos up to 15 seconds and adding popular music, various filters and effects on it. Users instagram can use this feature to build followers because of instagrame give the reels a special place in the application. This way the user can see other user's uploaded reels like when you get FYP (For Your Page) which is on Tik Tok. Like Tik Tok, then users can set

their Reels be private or public. When setting reels to public then allows Reels to be found widely. Product Director Instagram, Robby Stein mentioned Instagram Reels and Tik Tok are two different things.

Stein called the Reels the biggest difference of Tik Tok is associated with the ecosystem which is the Reels ecosystem are Instagram users. Besides that, another difference is that someone can too share Reels directly to Instagram. However, currently Instagram does not pay popular content creators for their videos as Tik Tok began to offer. Another difference to current Reels is no allows people to interact building and remixing videos. Instagram also allows people direct upload to the application system. To be able to use Instagram Reels, users can tap on the video symbol-like icon located at between the “search” and “shop” icons. Furthermore the user simply clicks on the camera icon which is in the upper right corner then select it whether to record video or take files from gallery. Furthermore, additional effects stickers, music, captions and so on. Then

click "next" at the bottom. Video reels can be reshared to Instagram stories, Feeds and Direct Message. When it is set to public, the video reels other users can browse on the page special reels. Reel posts will disappear after 24 hours. Reels also have descriptions the number of anyone who has liked and how many have commented on the right side of the post is like Tik Tok (Aida 2021).

#### **E. Instagram activities in language learning**

Experts mention about several activities that can be done in using Instagram for language teaching. According to Spencer (2012), there are various activities that teachers can use to implement Instagram in their classes; utilize digital storytelling, practice grammar on photo captions, do photojournalism, create photo instructions for themselves, find metaphors in selected photos, create photo blogs, find and document context in photos, conduct ethnographic studies, share art, and train creative and artistic expression by taking their own pictures. In line with that, Bell (2013) also mentions activities using Instagram in language learning.

These activities involve students on field trips, have students create photo stories and essays based on curriculum expectations, and have the whole class or school participate on Instagram using one universal “hashtag” to share their work with others.

In addition, Hudson (2013) proposes other activities for using Instagram in the classroom. These activities include asking students to role-play and imagine how famous people in history used Instagram, imagining what their favorite characters would post, asking students to do a hunt, record steps in a science experiment, and even share readings. recommendation. Overall, many scholars agree that Instagram can propose activities in language learning. From the ideas above, I want to develop activities using Instagram into four language skills.

First, before using Instagram in class activities, teachers are encouraged to create a teacher account. This is a separate account to be used exclusively for interacting with students. Teachers also need to consider the username used



on Instagram. Teachers should choose a username that is professional, simple, and familiar to students. Handles like *@MrBOBCLASSROOM* communicate the educational nature of the page and are easy for students to find. We also recommend that teachers make their accounts private (for students only as followers and to prevent unrelated followers).

From the teacher's Instagram account, they can also share material that is useful in learning English. Teachers can post anything that can guide students to learn languages effectively. Teachers can also share resources and knowledge from other Instagram. There are many different people posting free EFL resources that can help teachers. Great examples include *@activateyourenglish*, *@fromthepond*, and *@corkenglishteacher*.

After having a teacher account, teachers are advised to create a personal class Instagram account specifically used for educational purposes. This personal Instagram is easy to use for student control and can be used to connect students and

other class team members. By registering a class account, students can send a single message directly to that account, knowing that it's unique to them. After creating an account, teachers can develop certain activities that can be carried out through this platform. The following is a list of activities that can improve students' ability to learn English in the four main skills.

#### 1. Talking Activity

Speaking English fluently is still one of the problems faced by students. Lack of motivation and interest makes them passive in class. In addition, they are also difficult to describe something that is not familiar to them. By using Instagram, teachers can promote activities to develop and increase their motivation to speak English better.

The following are activities that can be adapted by the teacher in the classroom:



a. Capture field trip memories

Most students like to take pictures and post them on their Instagram accounts. Teachers can develop an activity by applying this method. Teachers can ask students to post their photos of their vacations. It can be about weekends, photos of memories of final semester holidays, and so on. Students are asked to use hashtags that were previously not used by others. Then, they were asked to choose five images from their own content to prepare a two-minute presentation about their vacation memories.

Teachers can expand these activities based on curriculum expectations. For example, teachers can use this activity to teach students in speaking recount texts. Students can be assigned to make recount text based on their pictures posted on Instagram. Hashtags will provide general clues about the content of what they want to talk about in their presentation. By providing a series of images, it will be very helpful in

guiding them to present and develop recount texts in a structured manner.

This activity was supported by Ali (2014) who conducted research on the use of Instagram in language teaching. From the results of his research it is known that students do not waste much of their preparation time looking for pictures and associating them with their real experiences. He also noted that the easy access to filtered images using Instagram made students focus more on the language used than the content. When presenting their vacation experiences, students feel proud to share photos they have taken themselves, and classmates are encouraged to check photos on Instagram to like them.

b. Review famous people in Master's history as well

You can use Instagram to have students browse historical photos of famous people and create bulletin boards. Then in class, ask a few questions regarding their bulletin board. For example, if students

are talking about a historical figure in class, ask whose picture it is, and explain 1-2 things that are relevant about that person. This activity can also be applied to teaching students to describe someone in particular. Students are given the option to share and post their favorite famous people. They were asked to provide a brief description of the person. It may be about physical appearance and personality traits. Then, other students can provide their own views and opinions about the famous person.

c. Role Play

Teachers can assign students to make mini role plays. The topics focus on maintaining interpersonal communication such as saying hello/goodbye, asking directions, starting a conversation, asking for help, and more. The 15-second video option is a great way to really let students get into character through role-play footage and even performance reenactments.

#### d. Pronunciation

Plus To improve students' pronunciation, teachers can post videos for additional pronunciation exercises . The videos posted are also given a unique “hashtag” that makes students interested in seeing them. Next, students are asked to practice pronunciation by imitating what they see in the video. In addition, teachers can ask students to record their own videos related to pronunciation exercises. The video was posted on their instagram account. After posting the video, students can evaluate their performance in real time. They can rate and correct their own pronunciation. This activity is very useful in helping them make self-corrections. Finally, teachers can also encourage students to evaluate and comment on each of their friend's videos. This activity will be fun for students. They can see their performance on video and can correct any errors that appear in real time.

## 2. reading activity

### a. Share reading recommendation

activities that teachers and students can do in sharing reading books. Teachers can invite students to take photos of their favorite books and write short reviews of 1-5 sentences on captions section. They will love having 'their' photos selected and shared, and this will encourage them to think outside the box on every subject. Other students were asked to comment and give their opinion from their friends' posts. This activity leads to extensive discussions in reviewing books.

From this activity, the teacher can have a visual library of all the books that have been read in class. On the other hand, teachers can also encourage students to make 'book trailers'. Activity this was stated by Ferlazzo (2011). This involves shooting a 15-second video of a persuasive book trailer. The video content consists of the title and author of the book, an

illustration that represents the contents of the book, along with one sentence that students will say as a summary, their favorite quote from their book, and how many 'stars' are awarded. students will give the book. Activity this leads students to have fun by choosing a particular book they like.

### 3. Writing activity

#### a. Caption it!

One of the students' problems in writing is the difficulty in finding ideas. Instagram can be used as an inspirational fairy that can be used as a driving force for student writing. Teachers can post interesting photos and ask students to write descriptive captions in the comments. Photos can help students in giving ideas about what to write. This will be a challenge by asking students to write their adverbs using specific sentence types, different parts of speech, clauses, prepositional phrases, and words of their current



vocabulary. Finally, teachers can award prizes for the best text winning prizes!.

a. Photo inspiration

teacher can share interesting photos on his account. While posting pictures, the teacher encourages students by asking questions related to pictures. Students are assigned to comment and give their opinion about the picture. Student questions about photos are useful as a stimulus for creative writing assignments. Students are free to give ideas from what they see in the photos. From this activity the teacher can find out how students develop ideas based on the pictures given.

4. Listening activity

a. Listening the natives

Teachers can post a video of English speakers. The video can be a song, a conversation, a fragment of the film, and English quotation. Students are guided directly to watch and listen to the video. Afterwards,

they have to answer teachers question related to the content of video.

From the activities above, it can be seen that instagram is a useful tool to be used in teaching language. It has many advantages in some ways. First, it can help to increase communication skills and provide a 'back door' for shy learners. While many students struggle with speaking in front of their classmates, they may feel more comfortable 'speaking' on instagram. Second, instagram relies on the written word, making it an excellent means of improving writing skills. Third, instagram encourage collaboration and peer feedback among students. Fourth, Instagram promotes interpersonal skills among students. With this tool, teachers can engage the students in classroom activities that use interpersonal skills to apprehend the feelings and mood of fellow students. Finally, this online tool invites teachers and



students to a single platform where they can engage in various fun activities and engagements.

Having discussed about instagram and activities provided by using instagram, it can be concluded that instagram give beneficial effect in improving students' language skill. It is useful education tool in giving students and teachers an easy way to communicate that goes beyond office hours and classroom. Using instagram allows students to generate ideas with contextually-relevant content and offers them a learning experience that they enjoy. Therefore, teacher can use instagram to develop certain activities in teaching English interestingly. Finally, it can be emphasized that using instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately.

## F. Previous Research

Based on the results of previous research that the authors found, the authors have not found the same title, but the authors get a work that has the same relevance as the title of this study. These works include: Some of the previous studies that are relevant to the research that the researchers examine include:

first researcher from Intan (2022) Entitled " The Influence of Trello-Based Project Based Learning (Pjbl) Learning Model on Creative Thinking Skills and Communication Skills in Middle School Science Subjects ". This study aims to determine the effect of project-based learning models Trello-based learning (pjbl) on creative thinking skills and communication skills of students on the human excretory system material for class VIII at SMP Negeri 1 Atap Pagelaran Utara In this study the quasi-experimental research method was used with the research design, namely pretest-posttest control group design. The population used was class VIII, totaling 104 students, while

the sample used in this study was 3 classes taken by means of cluster sampling. The data collection technique used was a test instrument in the form of essay questions to measure creative thinking skills and a questionnaire to measure communication skills. Data analysis techniques that is used is a hypothesis test in the form of a one way annova test which gets the result that is Sig.  $0.000 < \alpha = 0.05$  (5%) which means H1 is accepted and H0 is rejected. So from the results of the hypothesis test it was concluded that there was an influence of the trello-based project based learning (Pjbl) learning model on the creative thinking skills and communication skills of students in the human excretory system material for class VIII SMP Negeri 1 Atap Pagelaran Utara.

The similarities between the previous researchers and the research to be examined are that they both used project-based learning models and both knew the effect of project-based learning models and the difference was that previous research used project-based learning based on the trello-

based model of student thinking creativity, while those to be studied used the trello-based project-based learning model. instagram-based learning.

Journal from Khasanah, M. (2018). "Improvement of Descriptive Text Writing Skills through Genre Based Approach Assisted by Instagram Media " This study aims to improve students' skills in writing descriptive text through a Genre Based Approach assisted by Instagram media. The design of this research is Classroom Action Research (CAR). This research was conducted at Banjarnegara 2 Public Middle School in the even semester of the 2017/2018 Academic Year. The subjects of this study were 30 students in class 7H. Data were obtained during planning, implementing actions, observing and reflecting through tests, class observations, and documentation. The test was carried out three times (initial test, cycle I test, and cycle II test). The research instrument used was descriptive text writing skills test questions, observation sheets, and documentation guides. The data analysis method used is descriptive qualitative.

Based on the results of class observations, students were seen to be more active in participating in learning activities. The results of the documentation of the texts produced by students show an increase in the quality of writing. Likewise with the Initial Test, Cycle I and Cycle II. The test scores have increased from 62, 68, and 71. Thus, the action hypothesis is accepted or it can be concluded that the application of the Genre Based Approach assisted by Instagram media is able to improve students' skills in writing descriptive text.

The similarities between the previous researchers and those who will be studied are both using Instagram media for learning media and the difference with what I am currently researching is that the previous researchers focused on improving the writing of descriptive texts while those that will be studied focus more on students' speaking skills.

Thesis results Hape, NM (2018). “ The effect of Instagram to students' speaking at the Paradise English course of Kampung Inggris in 2018 ” . Speaking is the most

important aspect to have communication with other people. In fact, some students still find it difficult and confused to speak well. They are not really fluent in speaking. This is because some students are lacking in choosing the correct vocabulary for their speaking. The students are also confused in arranging the words well. Some students do not have good pronunciation too. Beside that, the students got limited time to learn speaking in the class. Instagram is the media which is really well known by many people. Students do not have limited time to learn aspects of speaking using Instagram. This research aims to answer (1) How was the students' speaking before being taught with Instagram at the Paradise Course in English Village? (2) How is the students' speaking after being taught with Instagram at the Paradise Course in English Village? (3) Is there any effect of students' speaking using Instagram at Paradise Course in English Village? This research uses pre-experimental metal quantitative with one-group pre-test. The subject of this research is 13 students consisting of 3 males and 10 females from second level



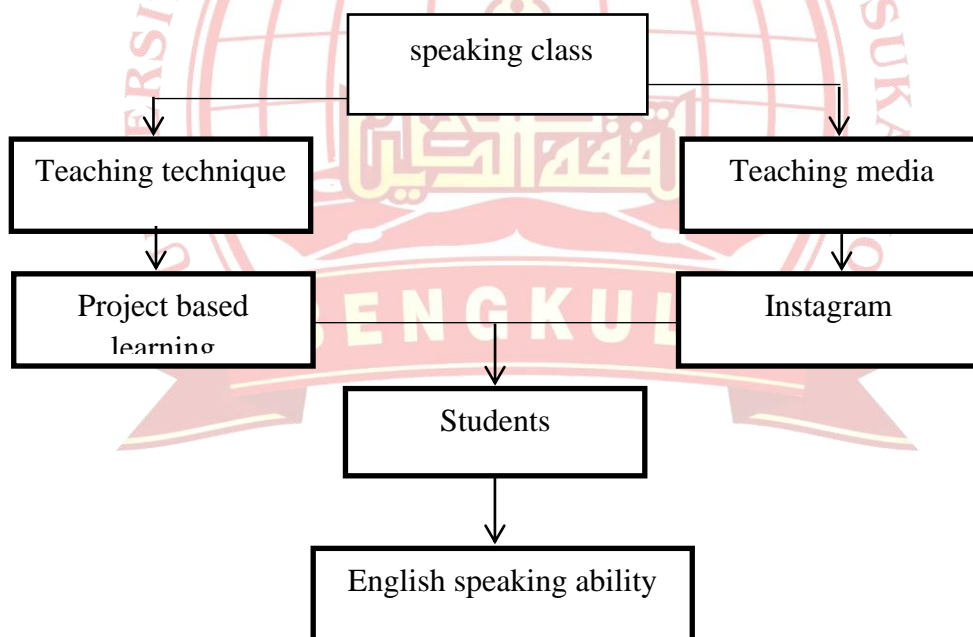
speaking class at Paredise Course in English Village. The data was collected by three steps; pre-test, treatment and post-test. The result of this research showed that t - score : 6.008 is higher than the t-table : 3.055 (1%) and 2.179 (5%). It means that there is a significant effect of Instagram to students' speaking at the Paredise English Course in Kampung Inggris. The aspects of speaking which are increased are grammar, pronunciation, fluency especially vocabulary. Based on the results of the research, it is suggested for the teacher to make sure that the students are ready to apply to Instagram, especially the smartphone and signal. The suggestion for students is that students can be active using Instagram as a medium in learning speaking in order to get extra time to study. The next suggestion is for the other researchers. They can improve the use of Instagram for other skills and formal schooling.

The similarities between the previous researchers and those that will be studied at this time are both using Instagram media to improve students' speaking skills and the

difference with previous researchers is that the research being studied currently uses an Instagram-assisted project-based learning model, whereas previous researchers only used Instagram in an effort to improve students' abilities. in English language.

### G. Research Framework

Based on the theoretical studies described earlier, it can be concluded in the following research framework:



**Figure 2.1 Research Framework**