

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore the use of Instagram for English speaking practice of fourth-semester students in the English Education Study Program at UIN Fatmawati Sukarno Bengkulu. The study focused on three research questions concerning students' perceptions, the ways they utilized Instagram features, and the challenges they encountered while using Instagram for speaking development. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

1. First, regarding students' perceptions of Instagram as a tool for speaking skill development, the findings indicate that the participants generally perceived Instagram as a beneficial supplementary learning platform. They believed that Instagram provided authentic English exposure, opportunities for repeated speaking practice, and access to educational content that supported the improvement of pronunciation, vocabulary, fluency, motivation, and speaking confidence. However, the participants also recognized that the effectiveness of Instagram depended on individual learning motivation, consistency, and the ability to use the platform purposefully rather than merely for entertainment.

2. Second, concerning how students utilized Instagram features to support speaking practice, the findings revealed that the participants employed various Instagram features, including Reels, educational videos, video recording, comments, direct messages, and saved content, to facilitate their learning. They prepared scripts, practiced pronunciation, recorded their performances repeatedly, interacted with audiences, and independently searched for English-learning resources. Several participants also combined Instagram with other language-learning applications to strengthen their speaking practice. These findings demonstrate that Instagram supports learner autonomy by providing flexible opportunities for self-directed learning beyond the classroom.
3. Third, regarding the challenges encountered while using Instagram for speaking development, the findings identified four major categories of challenges: psychological, linguistic, technical, and behavioral. Psychologically, several participants experienced anxiety, fear of making mistakes, and concern about public evaluation, although others found Instagram less stressful than classroom speaking because they could revise their recordings before uploading. Linguistically, students continued to face difficulties related to pronunciation, vocabulary, grammar, and fluency despite receiving

authentic English exposure through Instagram. Technical and platform-related challenges included reduced video quality, distracting entertainment content, limited video duration, and uncertainty regarding the credibility of learning resources. Furthermore, maintaining consistent learning habits remained a challenge because many participants used Instagram primarily for entertainment, making regular speaking practice difficult to sustain.

Overall, this study concludes that Instagram has considerable potential as a supplementary platform for developing English speaking skills. Nevertheless, its effectiveness is influenced not only by the availability of its features but also by students' motivation, learner autonomy, digital literacy, emotional readiness, and consistency in managing their own learning. Therefore, Instagram should be viewed as a complementary learning medium that can effectively support speaking development when integrated with appropriate learning strategies and purposeful engagement.

B. Suggestions

According to the conclusion above, the researcher gives suggestions. The suggestions are follows :

1. For Students

Students are encouraged to use Instagram more purposefully as a supplementary learning tool for improving their English speaking skills. Rather than using Instagram mainly for entertainment, students should actively follow educational English accounts, utilize features such as Reels and saved videos for regular speaking practice, and participate in creating English-speaking content. They are also encouraged to combine Instagram with other language-learning applications that provide corrective feedback on pronunciation, grammar, and vocabulary. Furthermore, maintaining consistent practice and developing self-regulated learning habits are essential to maximizing the educational benefits of Instagram.

2. For Lecturers

English lecturers are encouraged to integrate Instagram into speaking instruction as a complementary learning medium. Lecturers may design speaking assignments that involve creating short speaking videos, reflective video journals, or interactive discussions through Instagram features. In addition, lecturers should provide clear

guidance on selecting credible educational content and encourage students to use Instagram critically and responsibly. Constructive feedback from lecturers can also help students improve their speaking performance while reducing anxiety related to public speaking.

3. For Future Researchers

Future researchers are encouraged to expand this study by involving participants from different universities, educational levels, or English proficiency backgrounds to obtain broader perspectives on the use of Instagram in language learning. Future studies may also employ mixed-methods or experimental research designs to investigate the effectiveness of Instagram on specific speaking components such as pronunciation, fluency, vocabulary acquisition, or speaking anxiety. Furthermore, researchers may compare Instagram with other social media platforms, such as TikTok or YouTube, to examine the similarities and differences in supporting English speaking development.

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