

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Speaking Skill**

Speaking is considered a fundamental productive skill in language learning, particularly in English as a Foreign Language (EFL) contexts. It is a complex process that involves producing meaningful utterances in real time while managing linguistic and paralinguistic elements. According to Brown (2007), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This means that speaking is not merely about pronouncing words correctly but also about conveying meaning effectively in communicative situations.

Harmer (2015) explains that speaking competence requires learners to use language spontaneously, which involves fluency, pronunciation, vocabulary control, and the ability to respond appropriately during interaction. Fluency refers to the ability to speak smoothly without excessive pauses, while pronunciation ensures intelligibility. In addition, confidence plays a significant role in speaking performance, as learners who feel anxious or insecure may hesitate to express their ideas. Therefore, speaking skill development involves not only linguistic accuracy but also psychological readiness and communicative effectiveness.

Furthermore, speaking is closely linked to interaction. In real communication, speakers and listeners continuously

exchange roles, making speaking a dynamic and social activity. Learners need frequent opportunities to practice speaking in meaningful contexts in order to develop their oral communication skills. However, many EFL learners have limited chances to practice speaking outside the classroom, which may slow their development.

Based on these perspectives, speaking skill development in this study is understood as the improvement of students' ability to express ideas orally with better fluency, pronunciation awareness, confidence, and communicative interaction. These aspects become important indicators when exploring how Instagram may support students' speaking practice.

## **B. Instagram and English Speaking Practice**

Instagram is a social media platform that can be utilized as a supplementary digital medium for English language learning, particularly for speaking practice. Its video-based features, such as Reels, Stories, and video posts, provide learners with opportunities to access English-language content, observe spoken language models, and produce spoken English. Through these features, students can engage with English beyond the formal classroom and use the platform as an additional environment for practicing their speaking skills.

The potential of Instagram for speaking practice is supported by Dewi et al. (2022), who investigated Instagram Reels as an authentic tool for developing English speaking skills. Their descriptive qualitative study found that students perceived Instagram Reels positively as an adaptable, effective, and authentic learning tool. The use of Reels was also associated with increased motivation and greater awareness of vocabulary, grammar, pronunciation, accent, and cultural knowledge. These findings suggest that exposure to English-language content through Instagram can provide learners with opportunities to encounter and practice different aspects of spoken English.

Similarly, Khasanah (2023) examined the use of English-learning content on Instagram among EFL students at UIN Walisongo. The findings indicated that students showed positive perceptions toward English-learning accounts, interactive learning activities, and connections with English-speaking users. The students also reported regular engagement with speaking-related activities through Instagram content, indicating its potential as a medium for English language practice. However, the study also identified limitations, particularly limited practice time and the relevance of available content.

The relationship between Instagram and speaking practice is also supported by research conducted in the

Indonesian context. Damaryanan and Subekti (2024) investigated Indonesian learners' attitudes toward using Instagram to practice speaking in English. Their survey of 102 active Instagram users found generally positive attitudes toward Instagram for speaking practice. The study suggests that Instagram can be perceived as a useful platform for learners to engage in English-speaking activities, although learners' willingness to use Instagram specifically for learning purposes may differ from their general use of the platform.

### **C. Teaching and Learning Speaking**

The teaching and learning of speaking in EFL contexts emphasizes meaningful communication and active learner participation. Speaking is not developed through memorization or passive learning, but through consistent opportunities to use language in interactive situations. According to Richards (2006), communicative approaches to language teaching focus on enabling learners to use language for real communication rather than only mastering grammatical structures. This view positions speaking practice as a central component of language learning.

Communicative Language Teaching (CLT) highlights the importance of interaction, learner involvement, and authentic communication. Learners are encouraged to express their ideas, share opinions, and respond to others in realistic contexts. Through communicative activities such as discussions, role-plays, and presentations, students develop

fluency and confidence in speaking. In this approach, errors are considered part of the learning process, and the classroom should provide a supportive environment that encourages students to speak without fear.

However, classroom-based speaking practice often faces several limitations. Time constraints, large class sizes, and students' anxiety may reduce opportunities for individual speaking practice. Many learners may feel nervous speaking in front of others or may not have enough time to practice extensively during class sessions. As a result, learners need additional speaking practice beyond the classroom environment.

In this regard, technology can play a supportive role in extending speaking practice opportunities. Digital platforms allow learners to practice speaking more frequently, interact with peers, and engage in communicative tasks outside formal classroom settings. Therefore, integrating digital tools such as social media into speaking instruction can be seen as an extension of communicative principles, providing learners with more flexible and less threatening spaces to develop their speaking skills.

#### **D. Students' Perception**

Zhang, Liu, and Wang (2025) explain that students' perceptions of mobile-assisted language learning (MALL) are influenced by their learning experiences when using digital platforms. They argue that learners' perceptions are shaped not

only by the usefulness of the technology but also by how authentic and socially engaging the learning experience is. In digital language learning, students tend to develop positive perceptions when they experience meaningful communication, authentic learning materials, and interactive participation through online platforms.

The framework proposed by Zhang, Liu, and Wang (2025) consists of two main dimensions: perceived authenticity and perceived social presence. Perceived authenticity refers to learners' perceptions that digital learning activities reflect real-life language use and provide meaningful opportunities to practice English. Meanwhile, perceived social presence refers to learners' feelings of being connected with other people through interaction, communication, and participation in an online learning environment. These two dimensions help explain how students experience digital platforms as tools for language learning and speaking practice.

#### **E. Affective Factors in Speaking**

Affective factors play a significant role in the development of speaking skills, particularly in EFL contexts. Students' emotions, attitudes, and psychological states can either facilitate or hinder their ability to communicate orally. Among these factors, speaking anxiety, self-confidence, and fear of negative evaluation are frequently reported as major barriers to speaking performance.

Krashen's (1985) Affective Filter Hypothesis explains that emotional variables such as anxiety, motivation, and self-confidence influence language acquisition. When learners experience high anxiety or low confidence, an "affective filter" may block language input from being processed effectively. In speaking situations, students who are afraid of making mistakes or being judged may hesitate to speak, produce limited utterances, or avoid participation altogether. Conversely, a low-anxiety environment can encourage learners to take risks and express themselves more freely.

Self-confidence is also closely related to speaking ability. Learners who believe in their ability to communicate are more willing to participate in speaking activities. Confidence often grows when learners are given opportunities to practice repeatedly in supportive environments where mistakes are tolerated as part of learning. Therefore, reducing psychological pressure is essential for promoting speaking development.

In addition, fear of negative evaluation, especially in front of peers, can discourage students from speaking in classroom settings. Formal classroom environments sometimes create pressure that increases nervousness. In contrast, more informal and flexible environments may help learners feel more comfortable when practicing speaking.

These affective considerations suggest that learning environments which reduce anxiety and increase confidence can positively influence students' speaking development. Digital platforms that allow students to rehearse, record, and share speaking performances in a less threatening context may help lower affective barriers and support speaking practice.

#### **F. Technology in Language Learning**

The integration of technology into language learning has significantly transformed how students access, practice, and engage with language. Technology provides opportunities for learners to interact with authentic materials, receive immediate feedback, and practice language skills beyond the limitations of classroom time. In EFL contexts, digital tools have become important in supporting learner engagement and autonomy.

Technology-enhanced language learning promotes more flexible and student-centered learning environments. Learners are no longer restricted to teacher-led activities but can actively control their learning process. Digital platforms enable students to practice language skills at their own pace, repeat tasks when necessary, and reflect on their performance. This aligns with the concept of self-regulated learning, where learners take responsibility for planning, monitoring, and evaluating their own learning activities.

Furthermore, technology can increase learner motivation and participation. Multimedia features such as

audio, video, and interactive elements make learning more engaging and meaningful. For speaking practice in particular, technology that allows audio-visual recording gives learners opportunities to rehearse their speech, listen to their own performance, and make improvements. This repeated practice supports speaking development in a more individualized way.

In addition, online and digital environments often provide a less formal atmosphere compared to traditional classrooms. Such environments may reduce psychological pressure and allow learners to experiment with language use more freely. Therefore, technology not only supports the cognitive aspects of learning but also contributes to affective factors such as confidence and willingness to communicate.

These perspectives indicate that technology can serve as an important tool for extending speaking practice beyond classroom boundaries. Among various technological approaches, mobile-based learning has become particularly relevant, as students increasingly use mobile devices in their daily lives. This leads to the concept of Mobile-Assisted Language Learning (MALL), which provides a theoretical foundation for the use of mobile applications such as Instagram in language learning.

#### **G. Mobile-Assisted Language Learning (MALL)**

Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices to support language learning processes. With the rapid development of smartphones and

mobile applications, learning is no longer limited to classroom settings. According to Kukulska-Hulme (2012), mobile learning allows learners to access learning materials anytime and anywhere, providing flexibility and continuity in the learning process. Similarly, Crompton (2013) explains that MALL involves learning across multiple contexts through social and content interactions using personal electronic devices.

One of the key characteristics of MALL is flexibility. Learners can practice language skills at their own pace and in various environments outside formal classroom settings. This is particularly beneficial for speaking practice, as students often need repeated exposure and rehearsal opportunities to improve their oral performance. Mobile devices enable learners to record their voices, create videos, and review their performance, which supports reflection and self-improvement.

Another important aspect of MALL is learner autonomy. Mobile learning encourages students to take control of their learning process, aligning with the principles of self-regulated learning. Learners can plan their practice, monitor their progress, and evaluate their performance independently. This autonomy is essential in speaking development, as frequent practice and self-awareness contribute to improved fluency and confidence.

MALL also supports contextual and authentic learning. Mobile applications often integrate multimedia and interactive features that resemble real-life communication. Learners can engage in meaningful communication, share content, and interact with peers. Such interactions provide opportunities for authentic language use beyond traditional classroom exercises.

Based on these characteristics, mobile applications such as Instagram can be viewed as part of MALL. Instagram provides a mobile-based platform where learners can create spoken content, share videos, and interact with others. Therefore, MALL theory serves as a key theoretical foundation for understanding how Instagram may function as a tool for speaking practice and development.

#### **H. Instagram as a Learning Platform**

Instagram is one of the most widely used social media platforms among university students. Originally designed for sharing photos and videos, Instagram has evolved into a multifunctional platform that supports communication, creativity, and interaction. Its multimedia features make it potentially useful for educational purposes, including language learning.

Instagram offers several features that can support speaking practice. Video posts, reels, and stories allow users to record and share spoken content. These features enable students to rehearse their speech before posting, repeat recordings, and evaluate their own performance. This process

aligns with self-regulated learning principles, as learners actively monitor and improve their speaking output. The availability of visual and audio elements also supports multimodal learning, which can enhance comprehension and expression.

Another important feature of Instagram is interaction. Through comments, direct messages, and peer feedback, learners can engage in communication with others. This interactive aspect reflects communicative language learning principles, where language develops through meaningful use. Sharing spoken content on Instagram can create a sense of audience, motivating students to speak more clearly and confidently.

Moreover, Instagram provides a more informal and less threatening environment compared to traditional classrooms. Students may feel more comfortable practicing speaking through recorded videos rather than speaking spontaneously in front of classmates. This can help reduce anxiety and increase confidence, which are important affective factors in speaking development.

However, using Instagram for learning is not without challenges. Students may face issues such as fear of negative evaluation, limited vocabulary, technical problems, or distractions from non-educational content. These factors may

influence how effectively Instagram functions as a learning tool.

Therefore, Instagram can be seen as a digital platform that combines mobile learning, interaction, and multimedia features, making it relevant for supporting speaking practice while also presenting certain challenges for learners.

### **I. Previous Studies**

A number of previous studies have investigated the role of Instagram and other social-media-based platforms in English language learning, particularly in enhancing students' speaking skills. Teng et al. (2022) examined Instagram feed-based tasks within Mobile-Assisted Language Learning (MALL) and found that Instagram significantly supported learner engagement and improved linguistic performance. Another international study conducted in Oman demonstrated that Instagram video-based speaking tasks, such as vlogs, were effective in improving learners' oral fluency and overall speaking competence in EFL classrooms. This research highlighted students' positive attitudes toward using Instagram as a speaking practice tool.

In addition, Zalani and Yousofi (2024) explored how Instagram fosters interactive learning and critical thinking among EFL students. Their findings suggest that Instagram's interactive features—live sessions, comments, and video posts—provide opportunities for real-time communication, thus indirectly contributing to oral communication

development. Renita and Irawan (2024) further showed that peer feedback delivered through Instagram significantly improved students' speaking performance, particularly in accuracy, pronunciation, and fluency. This reinforces the pedagogical potential of Instagram as a collaborative speaking platform.

Nasution (2023) conducted a systematic literature review analyzing global trends in Instagram-based English language learning and concluded that while Instagram is widely used for vocabulary and writing development, studies focusing specifically on speaking remain comparatively fewer. Supporting this, Ilaila et al. (2022) reported that Instagram enhances learners' linguistic confidence and communication comfort, even when used primarily for vocabulary and listening-related exposure. Mulyana et al. (2025) also examined Instagram's influence on learning motivation and found that frequent engagement with Instagram as a learning tool positively correlates with increased motivation, which is closely tied to speaking performance.

Other studies have also highlighted Instagram's broader potential for speaking development. Al-Amrani (2023) reported that Instagram Stories foster spontaneous oral production among ESL learners by providing a low-pressure environment for uploading short speaking clips. Likewise, Aloraini (2022) investigated students' responses to using

Instagram Reels for oral presentation tasks and found that visual-social features enhanced learners' self-confidence and willingness to communicate. Similarly, Putri and Setiawan (2021) showed that asynchronous speaking assignments through Instagram video posts encouraged repeated practice and self-correction, leading to measurable speaking improvement.

In addition to the studies discussed earlier, several recent studies further support the relevance of social media and digital platforms in speaking skill development. Baruti and Subekti (2022) investigated the use of social media-based speaking tasks and found that students became more engaged and confident when they practiced speaking through video-recorded activities. Their findings indicate that digital platforms provide opportunities for repeated practice and self-evaluation, which support speaking fluency and confidence. This aligns with Mobile-Assisted Language Learning (MALL) principles that emphasize flexibility and learner autonomy in mobile-based environments.

Similarly, Widiyanti (2024) explored students' experiences in using social media for English learning and found that learners perceived digital platforms as more interactive and less stressful than classroom speaking activities. The study highlighted that informal online environments can reduce speaking anxiety and encourage

participation. These findings are closely related to Krashen's Affective Filter Hypothesis, which suggests that low-anxiety environments facilitate language learning.

Furthermore, Lu and Lin (2024) examined speaking development in digital communication contexts and reported that multimodal platforms enable learners to improve pronunciation awareness, fluency, and confidence through repeated exposure and practice. Their study emphasized the role of interaction and meaningful communication in digital spaces, reflecting principles of Communicative Language Teaching (CLT). However, while these studies show the potential of digital platforms, they focus more on general effectiveness and engagement rather than deeply exploring students' lived experiences and challenges in a specific context, which becomes the focus of the present study.

Although previous studies have demonstrated the potential of Instagram for supporting language learning, a research gap remains in examining Instagram as a pedagogically integrated tool for developing speaking skills among university-level EFL learners, particularly within the Indonesian Islamic higher education context. Many existing studies tend to focus on general language components such as vocabulary acquisition or learning motivation, while others investigate Instagram use at the secondary school level rather than within English Education Department programs.

Furthermore, relatively few studies adopt a qualitative perspective to explore students' lived experiences, perceived challenges, and personal engagement in Instagram-based speaking activities. As a result, an in-depth qualitative investigation focusing on English Education students at UIN Fatmawati Sukarno Bengkulu is still needed to better understand how Instagram functions in authentic higher education speaking contexts.

**Table 2. 2 Table of Theories**

| No | Researcher              | Title                                                       | Findings                                                                                                      | Similarities                                                                                                               | Differences                                                                                                                         |
|----|-------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Teng et al. (2022)      | Instagram feed-based tasks in MALL                          | Instagram tasks increased learner engagement and improved linguistic performance in mobile learning contexts. | Both studies examine Instagram as part of Mobile-Assisted Language Learning (MALL) and its impact on language performance. | Focuses on general linguistic performance, not specifically exploring students' perceptions and speaking experiences qualitatively. |
| 2. | Zalani & Yousofi (2024) | The Role of Instagram in Fostering Interactive Learning and | Instagram's interactive features (live sessions, comments,                                                    | Both studies examine Instagram as a tool to support EFL students'                                                          | Their study focuses on interactive learning and critical                                                                            |

|    |                        |                                       |                                                                                           |                                                          |                                                                                                                                                    |
|----|------------------------|---------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                        | Critical Thinking among EFL Students  | and video posts) promote interactive learning and support oral communication development. | speaking development.                                    | thinking, while this study explores students' perceptions, Instagram use, and challenges in speaking development through a qualitative case study. |
| 3. | Renita & Irawan (2024) | Peer feedback via Instagram           | Peer feedback on Instagram improved accuracy, pronunciation, and fluency.                 | Both view Instagram as an interactive speaking platform. | Focuses specifically on peer feedback effects, not a holistic exploration of perceptions and challenges.                                           |
| 4. | Aloraini (2022)        | Instagram Reels for oral presentation | Visual-social features improved confidence and willingness to                             | Both address confidence in speaking through Instagram.   | Conducted in a different context and not a qualitative case study in                                                                               |

|    |                         |                                          |                                                                                            |                                                                                |                                                                                             |
|----|-------------------------|------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|    |                         |                                          | communicate.                                                                               |                                                                                | an Indonesian Islamic university.                                                           |
| 5. | Al-Amrani (2023)        | Instagram Stories & spontaneous speaking | Stories created a low-pressure environment for spontaneous oral production.                | Both explore Instagram features (Stories) for speaking practice.               | Focuses on spontaneous production, not on students' overall learning experiences.           |
| 6. | Putri & Setiawan (2021) | Asynchronous Instagram video tasks       | Repeated practice and self-correction improved speaking ability.                           | Both use video posting as speaking practice.                                   | More performance-oriented; does not deeply explore perceptions, motivation, and challenges. |
| 7. | Nasution (2023)         | Systematic review of Instagram in ELT    | Instagram widely used for vocabulary and writing; speaking-focused studies remain limited. | Supports your research gap that Instagram for speaking is still underexplored. | Literature review only, not a field study.                                                  |

|     |                         |                                                          |                                                                                                          |                                                                                                    |                                                                                                                                                                                       |
|-----|-------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.  | Ilaila et al. (2022)    | Instagram & language confidence                          | Instagram increased communication comfort and confidence.                                                | Both relate to confidence and comfort in communication.                                            | Not specifically focused on structured speaking tasks in higher education.                                                                                                            |
| 9.  | Mulyana et al. (2025)   | Instagram & learning motivation                          | Instagram use positively correlated with learning motivation.                                            | Relevant to motivation as a supporting factor in speaking development.                             | Main focus is motivation, not speaking skill specifically.                                                                                                                            |
| 10. | Baruti & Subekti (2022) | Use of social media-based speaking tasks in EFL learning | Digital speaking tasks increased student engagement, confidence, and opportunities for repeated practice | Both studies explore digital platforms to support speaking practice and emphasize learner autonomy | Their study focuses on general social media use and effectiveness, while this study focuses specifically on Instagram and explores students' perceptions and challenges qualitatively |

|     |                     |                                                                  |                                                                                                                 |                                                                                                     |                                                                                                                                                                    |
|-----|---------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | Widiyanti<br>(2024) | Students' experiences in using social media for English learning | Social media creates a more interactive and less stressful learning environment, reducing anxiety               | Both studies consider affective factors such as confidence and anxiety in digital speaking practice | Widiyanti's study discusses social media broadly, while this research focuses on Instagram and speaking skill development in a specific institutional context      |
| 12. | Lu & Lin<br>(2024)  | Speaking development in digital communication contexts           | Multimodal digital platforms improve fluency, pronunciation awareness, and confidence through repeated practice | Both highlight digital multimodal platforms as tools for speaking development                       | Their study focuses on digital communication generally, whereas this study examines Instagram specifically and explores students' lived experiences and challenges |

Based on the literature reviewed, speaking skill is a complex and essential component of language learning that requires continuous practice, interaction, and confidence. The development of speaking skills is closely related to communicative learning principles, where learners actively use language in meaningful contexts. However, affective factors such as anxiety, lack of confidence, and fear of negative evaluation often hinder students' speaking performance, particularly in formal classroom environments.

The integration of technology in language learning provides alternative opportunities to overcome these limitations. Through digital platforms, learners can engage in more flexible, autonomous, and repeated speaking practice beyond the classroom. In this regard, Mobile-Assisted Language Learning (MALL) offers a relevant theoretical foundation, emphasizing flexibility, learner autonomy, and contextual learning through mobile devices.

Instagram, as a mobile-based social media platform, has the potential to support speaking skill development through its multimedia and interactive features. It allows learners to practice speaking, reflect on their performance, and interact with others in a less threatening environment. At the same time, the use of Instagram may also present challenges,

including anxiety related to public exposure, technical issues, and varying levels of digital literacy.

Previous studies have highlighted the potential of digital platforms in supporting speaking practice; however, there remains a gap in qualitative research that explores students' perceptions, engagement, and challenges in using Instagram specifically for speaking development within higher education contexts. Therefore, this study is conducted to provide a deeper and more contextualized understanding of how Instagram functions as a tool for speaking skill development, which is further illustrated in the conceptual framework of this research.

## **J. Conceptual Framework**

This study conceptualizes Instagram as a digital learning tool that supports students' speaking practice through its multimodal and interactive features, such as video recording, reels, stories, and peer interaction. The use of Instagram in this research is grounded in the principles of Mobile-Assisted Language Learning (MALL), which emphasizes flexibility, autonomy, and continuous learning opportunities beyond the classroom.

Instagram use is assumed to influence students' engagement and self-regulated learning, as learners actively plan, record, edit, and reflect on their speaking performances. These processes allow students to practice repeatedly in a less

threatening environment, which may contribute to the development of key speaking aspects such as fluency, pronunciation awareness, and confidence.

However, the effectiveness of Instagram-based speaking practice is not independent of contextual factors. Students may encounter various challenges, including speaking anxiety, limited vocabulary, technical issues, or lack of digital literacy. These challenges may either hinder or shape how students experience Instagram as a learning tool.

Therefore, this study explores the relationship between Instagram use, student engagement, speaking skill development, and learning challenges within a specific educational context. The framework guides the investigation of how students perceive Instagram, how they utilize its features, and what difficulties they face during the learning process.

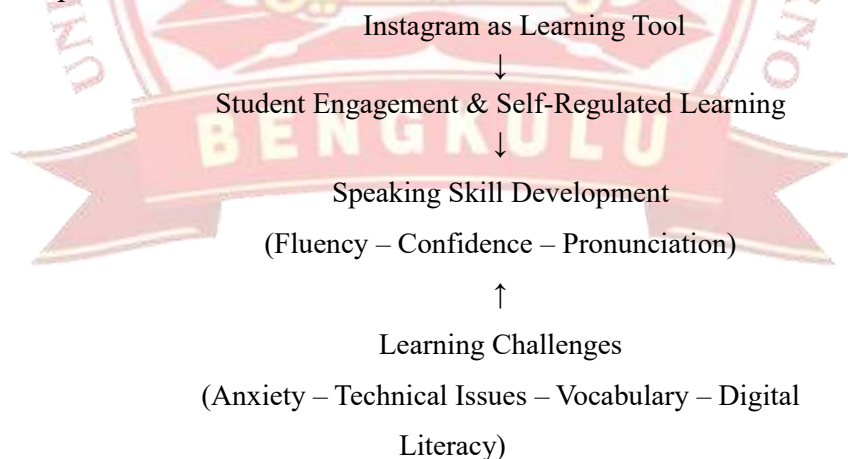


**Figure 2. 1 Conceptual Framework**