

THE EFFECTIVENESS OF UPLOADED-RECORDED VIDEO ON INSTAGRAM AT SECOND GRADERS' SMAI AL-MAARIF SINGOSARI FOR SPEAKING SKILL ON HORTATORY EXPOSITION

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Abstract: The purpose of this research is to investigate the effectiveness of uploaded-recorded video on IGTV on student speaking skill at second grade of SMAI Al-Maarif Singosari. The design of this research was experimental research with types of Pre-Experimental research. The researcher focused on one class, that were XI IBB was 23. The instruments test was six topics which were chosen by the students' self. The researcher conducted pre-test, treatment, and post-test. The data from both pre-test and post-test was analysed using t-test analysis. The score of experimental class was significantly higher than controlled class. The result of analyzing pre-test score and post-test showed that significant level of 0.000 for first test and 0.001 for second test which less than 0.05. it means that using uploaded-recorded on Instagram was effective in improving speaking skill at second graders' of SMAI Al-Maarif Singosari. It can be concluded that the student who was taught using uploaded-recorded video on Instagram was better than student before using uploaded-recorded video on Instagram for speaking skill as it helped the students to improve their speaking performance and speaking skill, so it could improve their speaking achievement.

Keywords: Speaking Skill, Uploaded-Recorded on IGTV

INTRODUCTION

Speaking is one of the most important skills for mastering English language learning. Having a good speaking quality defines people who are successful in learning the language. Bahadorfar & Omidvar (2014) stated that speaking is part of the vital productive skills that should be mastered by students who want to learn a second or foreign language, students are able to share their ideas and knowledge by speaking. Furthermore, they can interact with others. Because speaking is a communication tool. On the other hand, speaking affects another skill, such as listening and linguistics. It is also important to be mastered by speaking.

Unfortunately, many students face a problem when they have to speak. In this case, they don't have any confident to speak aloud in public since they think that their speaking ability is worst. That is why they don't want to speak in front of people. In addition, they cannot speak well because their vocabulary is lack. It makes them difficult to share their idea and knowledge. As a consequence, their speaking ability is low. There is a new means of communication and human interaction called by the websites of social media. It is spread throughout the world and is under ten years old. Sahu (2014) states that social media offers increasingly enlightening forums for people to communicate, exchange, and speak to others

about their thoughts. The major changes in the development of technology have potentially influenced the advancement of learning in schools and higher education for students. Jiang et.al. (2018) state that advancement of technology has significant impact on all aspects of human life and development in society. Human and social development history is also the history of technology advancement. This could possibly open up wider opportunities for groups of people especially to transform their learning strategies at schools and universities. Such encouragement can even widely spread into the sphere of social media for education in which they usually spend a lot of their time interacting with others, communicating, as well as to learn something about education.

Actually, there are many strategies can be used to teach speaking skill; one of the suitable strategies is using uploaded-recorded video on IGTV. In terms of language learning, Handayani & Pd (2016) argue that Instagram can be used by students as a tool used for several language classes such as visual storytelling, pictorial grammar, position, reading, video speaking, etc.. There is a new means of communication and human interaction called by the websites of social media. It is spread throughout the world and is under ten years old. Sahu (2014) states that social media offers increasingly enlightening forums for people to communicate, exchange, and speak to others about their thoughts.

The major changes in the development of technology have potentially influenced the advancement of learning in schools and higher education for students. Jiang et.al. (2018) state that advancement of technology has significant impact on all aspects of human life and development in society. Human and social development history is also the history of technology advancement. This could possibly open up wider opportunities for groups of people especially to transform their learning strategies at schools and universities. Such encouragement can even widely spread into the sphere of social media for education in which they usually spend a lot of their time interacting with others, communicating, as well as to learn something about education.

The contact landscape has changed profoundly thanks to social media platforms. The impact on teachers and education is also important in the classroom. Social networking sites are viewed by free, collaborative and socializing as powerful resources for teaching and learning (Manca & Ranieri, 2016). These platforms have been transformed in virtual environments which are especially suited to education so that students can generate, distribute and receive content based on their inactive characteristics (Vivakaran & Neelamalar, 2018). With regard to language teaching and to the introduction into the classroom of specialized instruments not only for students but also for experiences in and

outside the classroom (Lomicka & Lord, 2016). Opened the way for social media to increase student language visibility as well as to provide genuine language learning, by means of socialization, contextualization and exploitation (Wong et al., 2017).

Instagram is one of the most widely used social media platform among youths and university students. Instagram was introduced as a social site, and new features such as video, text and story social were added over the time, which made a huge difference in its development (Gruzd et al., 2018). In terms of language learning, Handayani & Pd (2016) argue that Instagram can be used by students as a tool used for several language classes such as visual storytelling, pictorial grammar, position, reading, video speaking, etc. Instagram aimed at four language skills in an outside classroom. Among the Instagram studies on its use for language learning, Mansor & Rahim (2017) found that it is an important platform where students are encouraged to engage with their peers in group work related to teacher videos.. Particular technology devices such as laptops, computers, tablets, and mobile phones now have been more attached to the students' senior high school even at their learning time inside or outside school. Instead of considering its impact, it is also notable to see how this technology could bring a change for better independent learning for the students.

The processes of learning of foreign language is highly time consuming and requires expanded time of input and interaction, so integrating social media or Instagram is very essential. The various types of social media can increase students' interest, motivation. Social media platforms enhance learning, confidence, and motivation through collaboration, with genuine and student-generated language content (Badri et al., 2017; Derakhshan & Hasanabbasi, 2015). Thus, the social media networks build a fun and stress-free environment for educators to turn the excitement of the social media into learning opportunities (McCarroll & Curran, 2013).

In addition to the information described above, there are some specific accounts administered by English native speakers and professional teachers which aim to facilitate English as Foreign Language (EFL) learners to learn English as well as to develop their skills. This is to highlight one of the points that will be studied in this research on how following and getting involved in those accounts will influence the effectiveness of the English skills development of the EFL students. Nevertheless, studies have highlighted the problems of modern English-speaking training assisted by technology, including technical issues and the use of a low-quality or poorly positioned virtual dialog Webcam may have a huge effect on quality of communication and lead to poor results in language learning (Austin et al., 2017). In this case, the study will be narrowed down into a group of students as the

respondents who are categorized as EFL students from senior high school to examine how effective the learning on Instagram can develop their English skills.

Some researchers like Wulandari, 2019 and Marzuki & Nurpahmi (2019) have been conducted a study related to social media. The findings of the current study showed that social networks can be very effective and successful in the teaching of language features.

On the other side, their studies are almost the same in the sense both of them have positive effect when using this technique. Wulandari focused on speaking proficiency; on the other hand Marzuki & Nurpahmi focused on teaching speaking.

Based on the statements above, recorded video can be applied in teaching speaking activity. By applying that strategy, it can be increased the students' motivation in speaking English because by this treatment, the students feel more fun and enjoy to learning English.

Those previous study become the reference for the researcher in comparing between those previous studies with the researcher study conducted in this time. Some differences emerge between this study and the previous studies stated above such as the method, the kind of text used by the researcher, and the grade of the students. However, the similarity found in the objective of the research in which the researcher intended to know how the student who is taught by using video recording feedback and using conventional method affect students' speaking achievement.

This study is conducted in order to investigate the effectiveness of uploaded-recorded video on Instagram at second graders' SMAI Al-maarif Singosari for speaking skill on hortatory exposition. The research question is formulated as follows: Do uploaded-recorded video on IGTV have significant different impact on students' speaking skill at SMAI AL-MA'ARIF Singosari?"

RESEARCH METHOD

This research is a pre- experimental research in which the researcher had no control group during the research or used the same group as the experimental group (Creswell, 2014). Within giving some treatment which deals with examining the effect of the learning via SNSs Instagram for student's English speaking skills. This study employs a quantitative approach. A quantitative approach is adopted in the case of investigators who mainly apply postpositive claims to knowledge development (i.e. cause and effect thinking and reduction to specific variables and hypotheses and questioning, use of measurement and monitoring, and test theories) (Creswell, 2014). A factorial ANOVA test to compare results from an ANCOVA to evaluate the null hypothesis, for example, testing, if gender has a bearing on the outcome.

The researcher uses statistical procedures to control the variables using (e.g. analysis of covariance (ANCOVA)) (Creswell, 2014).

The subject of this research is second graders' language program of SMAI Al-MAARIF Singosari in the academic 2020/2021 academic year. This research will do in the second semester. The school has 3 programs (two classes of science, two classes of society and one class of language). The research focuses on the one class of language program because in this program studying English more detail than other programs. It has more time to studying English on some skills like speaking, writing, listening, and reading.

This research will interest the student senior high school with using uploaded-recorded videos on Instagram in the English language because Instagram is a popular application on youth, so the researcher has motivated students to have a better speaking skill through Instagram. According to the English teacher in preliminary student study that their speaking needs to be increased. Furthermore, by using uploaded-recorded videos on Instagram, it is hoped that it can be their stimulus to stimulate them in learning speaking

Data will be collected during the study period for 3 weeks with 6 meetings, to gather research that involves a case study by providing coordination and direction to make videos that focus on speaking skills. The researcher will join the class to give an instruction. The student to come front of class one by one to perform within a topic that teacher given second the researcher give a tips or material and instruction to make a video on Instagram (IGTV) that have a minimum and maximum durations students make and user of IGTV are global not their followers only, the last researcher give the last instruction for each student front of class one by one within a text or material that they have taken on Instagram video within teacher's instruction. Furthermore, the data collected will be analyzed using IBM SPSS Statistics version 20, researchers will conduct a sample of the pre-test and post-test steps to compare participants' scores in the three shipments that different is the pre-test (time 1), post-test (time 2). There are the instruments :

In order to get the result of this study, the first step is collecting the data. This step is needed in order to have valid and obvious information and it will be analyzes forth. The technique of collecting data in this study will be observation, document analysis.

Observation

The observation will be separated only one parts, the purpose doing the observation is to gain the information about the subject's activities in the class about hortatory exposition material within the teacher. The implementation of speaking skill learning by using Instagram as one of several factors that support learning is implemented when the learning process takes

place in the classroom. The points of this instrument refer to the steps of learning speaking skills by using Instagram which is adjusted to the RPP.

Document Analysis (Pretest and Posttest)

To obtain data on learning outcomes, the instrument used is a learning achievement test developed by researchers. The test was intended to measure the level of student mastery gained after experiencing the learning process within a certain period. The indicator of learning outcomes is the achievement score of learning speaking skills using Instagram students have implemented the learning process.

The scoring rubric is used to assess the activities that are being carried out by students ranging from Pretest and Posttest to measure the ability of students who have been validated by using this scoring rubric to other classes to find deficiencies and difficulties that are adapted to the current state of students. Data Collection Technique: To collect data in this research, the following method was carried out: Learning implementation data when pretest is taken when students are first tested by using Scoring rubric sheets and material (Treatment) that has not been given. Students advance in front of the class and present the current issue in their own opinion with an estimated time of 3 minutes. Student activation data is collected using observation sheets of student activities in learning. Student activation data gained by using observations of students during the learning activities carried out by observers. With the material presented about hortatory exposition using storytelling techniques. (Treatment) Learning outcomes data are collected by using hashtag (#hortatory exposition #topic) and marking Instagram researchers to find out that the student has finished making a 3-minute video which IGTV posted on Instagram at the time of before Posttest. Learning performance data at the time of the Posttest is taken in the classroom through students relaying topics that have been submitted on IGTV before. And researchers observe students' speaking skills by using scoring rubric.

RESULTS AND DISCUSSIONS

The result of the post-test was used as the main data of this study to measure the students' vocabulary achievement after receiving the treatment. Answering the question and testing the hypothesis of the data, the researcher analysed the data using Independent Sample T-Test with significant level in 0.05. Utilizing SPSS 20, the researcher computed some data such as the independent t-test to test hypothesis. The alternative hypothesis is accepted since the sig (2-tailed) of data expressed 0.000 and 0.001 which less than 0.05. It can be seen that the student who after using uploaded-recorded video on IGTV have better score achievement

than those who before using uploaded-recorded video on IGTV. It is significant between students' who using uploaded-recorded video on IGTV and students' before using uploaded-recorded video on IGTV test shown in the significance value. However, the alternative hypothesis is accepted.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.938	6

Based on the results of the reliability processing above, the number recognized by Cronbach Alpha is 0.932, so that number (0.932) is greater than the minimum value of Cronbach Alpha 0.5, and the Cronbach Alpha value Based on Cronbach's Alpha Based on Standardized Items is a test reliability value based on value of 0.938 which the value is > R Table on 0.6319 (R Table at Df = N - 2 and Probability 0.05. The value of DF in this study is the number of samples (10) - 2 = 8. R Table in DF 8 Probability of 0.05 is 0.6319). Therefore, it can be concluded the research instruments used to measure variables can be accepted to be reliable. the research instruments used to measure variables can be accepted to be reliable.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Test 1	345.10	1118.322	.926	.984	.904
Test 2	340.30	1388.900	.792	.994	.921
Test 3	340.10	1258.767	.846	.988	.913
Test 4	340.10	1398.767	.783	.993	.922
Test 5	338.10	1275.211	.776	.964	.924
Test 6	336.80	1498.844	.771	.886	.928

In the table above, seen in the Scale Corrected Item Total Correlation column, this value of the validity of the test. While the value of Cronbach's Alpha if Deleted Item is the value of the test reliability. To assess the values above (validity and reliability tests) that the data is valid and reliable, compared to R Table at Df = N - 2 and Probability 0.05. The value of DF in this study is the number of samples (10) - 2 = 8. R Table in DF 8 Probability of 0.05 is 0.6319. The value of the Corrected Item Total Correlation test 1 is 0.926, test 2 is 0.792, test 3 is 0.846, test 4 is 0.783, test 5 is 0.776, and test 6 is 0.771. From all the results of the Corrected Item Total Correlation values starting from test 1 to 8, the value is > R table

0.6319, so all of test is reliable. And the Cronbach's Alpha if Item Deleted the value test 1 is 0.904, test 2 is 0.921, test 3 is 0.913, test 4 is 0.922, test 5 is 0.924, and test 6 is 0.928. From all the results of the Cronbach's Alpha value if the Deleted Item starts from test 1 to 8, which the value is > R table 0.6319, at that point all of test is reliable.

Shapiro-Wilk				
		Statistic	Df	Sig.
Pre Test 1	.960	23	.466	
Post Test 1	.937	23	.159	

Shapiro-Wilk				
		Statistic	Df	Sig.
Pre Test 2	.950	23	.298	
Post Test 2	.948	23	.263	

After calculating the validity and reliability test, the researcher tested the normality of the data to convince that data distribute normally. urnomo (2016) stated that the significant value of *Kolmogorov-Smirnov* and *Shapiro-Wilk* should be more than 0.05 to be a normal distribution data. When the subject was under 50, it should only use *Shapiro-Wilk*. The result of normality test using *Shapiro-Wilk* showed that the significance value of the *Shapiro-Wilk* was 0.466 and 0.159 for pre-test 1 speaking test. Second table above show significant value in 0.298 for pre-test 2 and 0.263 for post-test 2. All of them expressed that the level of significance was higher than 0.05 (> 0.05), and it could be said the normality of the score was normal. The researcher should implement parametrical analysis in calculating the data.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test 1 & Post Test 1	23	.094	.670

The output from the table above shows the results of Paired Sample Correlations pre-test1 variable and post-test1 variable, it is known that the correlation value is 0.094 with a significant value (sig.) is 0.670. Because the significant value is $0.670 > \text{probability } 0.05$, it can be said that there is no relationship between the pre-test1 and post-test1 variable

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test								
	1 - Post Test 1	-11.3478	7.7216	1.6101	-14.6869	-8.0087	-7.048	22	.000

To find out whether the mean score in first test is significant, this table will explain the answer. The t shows -7.048 and the significant value is 0.000 which means that it is less than 0.05. It can be concluded that the difference in the mean score in the first test is significantly different.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test 2 & Post Test 2	23	.056	.800

The output from the table above shows the results of Paired Sample Correlations pre-test2 variable and post-test2 variable, it is known that the correlation value is 0.056 with a significant value (sig.) is 0.800. Because the significant value is 0.800 > probability 0.05, it can be said that there is no relationship between the pre-test2 and post-test2 variables.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Pre Test								
	2 - Post Test 2	-7.2609	8.5823	1.7895	-10.9721	-3.5496	-4.057	22	.001

In second test, the t is -4.057, and the significance value is 0.001 which means that in second test the different is still significant.

DISCUSSIONS

The discussion toward the result that have been stated by the researcher lead to believe that the students who after using uploaded-recorded video on IGTV have better score than those who student before using uploaded-recorded video on IGTV. The evidences show from the two times test, the students who after using uploaded-recorded on IGTV (post-test) have higher mean than the student who before using uploaded-recorded video on IGTV (pre-test). The mean score are pre-test1 54.087 and post-post1 65.435, and pre-test2 62.739 and post-test2 70.000. It means that the students who after using uploaded-recorded video on IGTV have better achievement than the student who before using uploaded-recorded video on IGTV. Most singular is that this experiment tested the effect of uploaded-recorded video on IGTV on speaking skills development. This provides evidence that uploaded-recorded video on IGTV can increase students' actual public speaking abilities and performance (not just perceptions).

Another contribution is finding that as students engage in the classroom, they become more confident and less anxious and apprehensive about speaking in front of class. In addition, uploaded-recorded video on IGTV activities can help students develop presentation mechanics such as maintaining eye contact and assuring the presentation is logically organized. Taken together, being able to increase students' oral communication confidence, competence, and performance and to decrease their related anxiety provides meaningful practical value for both individuals and their work organizations.

The significant value on test 1 and 2 show that the difference is significant. The significant value are 0.000 for the first test, and 0.001 for the second test which mean less than 0.05. So, the results are significant difference for the finding of the study. This result also answer the research problem of this study. with the existence of these significant results, there is an effect on speaking skills by using Instagram as a media. through the treatment uploaded-recorded video on IGTV is able to support the maximum confidence and results of the students' skills in class.

A study by Wulandari, 2019 supports the results of this research. With 28 students of the EFL, they investigated whether Instagram vlog would improve their speaking skills. It also looked into students 'understanding of the use of Instagram vlog at a basic level speaking skill. The findings of the pre-test and post-test study using a longitudinal measure showed that the introduction of Instagram vlog in a speech class led to the development of students' speaking skills. Due to comparatively limited video length, they were forced to efficiently express their ideas to optimize the organization of their ideas. Teachers use video for a

variety of reason. Video can breathe meaning and life into nearly any lesson and make it understandable for all learners. While using video techniques in classroom the teacher can provide a common experience for all student, generate interest and stimulate imagination because it is motivation tool in classroom in addition to stimulate the development of critical thinking skill thus which can develop students' speaking skill too.

CONCLUSIONS AND SUGGESTIONS

The focus of this study was to investigate the effect of using video recording feedback on student speaking skill at first grade of SMAI AL-MAARIF Singosari. The research design of this study was quantitative quasi- experimental design. The study was conducted at second grade of SMAI AL-MAARIF Singosari. There were two classes. 23 students. The instrument was in form of oral test. In this case, the students chose one topic out of 6 topics that had been prepared by the students, and the researcher gave the times about 2 minutes to every students. The result in this research shows that that the students get better score in speaking performance after getting the treatment. It is proven from the documentation data. The data express that students' score of pre-test is different from the students' score of post-test. In addition, based on data analysis and interpretation of the data in previous chapter, it can be concluded that teaching speaking is very useful using uploaded-recorded video on IGTV in teaching and learning at second grade of SMAI AL-MAARIF Singosari.

In the end, the data were analysed using SPSS 20. The data showed that the test of speaking using uploaded-recorded video on IGTV have higher mean score than the test before using uploaded-recorded video on IGTV. The difference in significance value was also significant. To sum up, the use of uploaded-recorded on IGTV was more effective to improve students' speaking achievement than before using uploaded-recorded video on IGTV. The implication of this study was found that the students of XI IBB which become the subjects of this research could start applying treatment to uploaded-recorded video on IGTV as a new habit in speaking activity in the class.

Considering the result above, this study proved that using uploaded-recorded video on IGTV had a significant effect on students' speaking achievement. Based on the result of the study, the English teacher is suggested to apply uploaded-recorded video on IGTV as media in teaching English, it could solve the students' problems in mastering English lesson and improving students' speaking achievement. It was also suggested for future researchers to explore the use video recording feedback as media in teaching and learning English in different grades, levels of education, research design, and different skills.

Acknowledgements I thank to my first advisor Eko Suhartoyo., S.Pd,M.Pd and my second advisor Febti Ismiatun., S.Pd, M.Pd who always support and guide me in conducting this research.

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