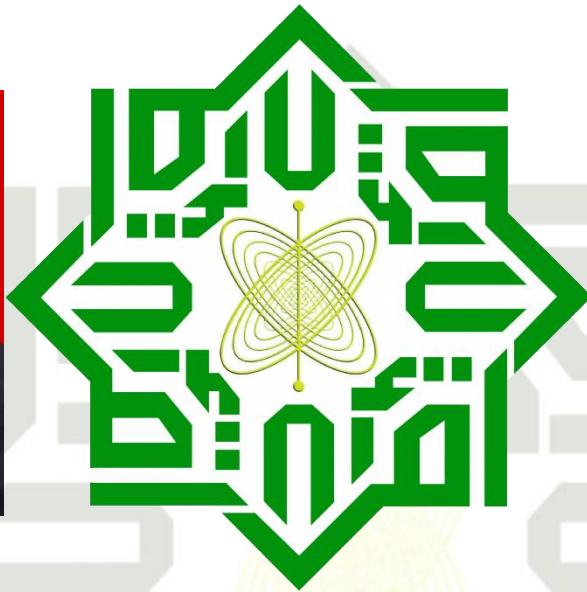


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**THE EFFECT OF INSTAGRAM ENGLISH CONTENT VIDEOS ON
STUDENTS' SPEAKING SKILL AT THE STATE ISLAMIC
UNIVERSITY OF SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

BY

SUHENDRI PRAYOGA

SIN. 11910413292

UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1444 H / 2023 M



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UNIVERSITY OF SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

BY

SUHENDRI PRAYOGA

SIN. 11910413292

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this skripsi entitled **“The Effect of Instagram English Content Videos on Students’ Speaking Skill at the State Islamic University of Sultan Syarif Kasim Riau”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this skripsi. Other’s opinion finding in this skripsi are quoted in accordance with ethical standards.

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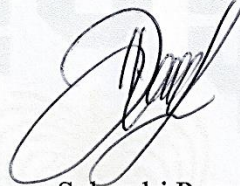
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Pekanbaru, July 06th 2023

The Researcher



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ABSTRACT

Suhendri Prayoga (2023): The Effect of Instagram English Content Videos on Students Speaking Skill at the State Islamic University of Sultan Syarif Kasim Riau

Instagram English content videos as a tool in teaching and learning process is beneficial to improve students speaking skill. Students can practice four different areas of English at once through Instagram. Instagram provide the opportunity to engage in a dialogical process. Therefore, Instagram can accommodate speaking practices since it is seen as an ideal environment for EFL learners to produce language exposure. The objective of this study is to find out whether there is any significant effect of Instagram's English content videos on students speaking skill at the State Islamic University of Sultan Syarif Kasim Riau. The method used in this study was a quantitative method and the design in this study was ex post facto. In collecting the data, the researcher distributed the questionnaire to the students. which were chosen by using purposive sampling. This research was held on May 25th, 2023 at Department of English Education UIN SUSKA Riau. The data collected from 42 sample. They were fourth semester students of Department of English Education. In addition, questionnaires were used to gather the data. The findings revealed that there is a significant effect of Instagram English content videos on students speaking skill. Based on the table of calculation simple linear regression. The gain of T ratio is 10.777, which is greater than the T table (2.020) or ($10.777 > 2.020$). Then, the significance values were 0.00, less than 0.05 ($0.00 < 0.05$). From this result, it can be concluded that H_a is accepted and H_o is rejected. It means that Instagram English Content Videos has a contribution on students' speaking skills with the effect of 74.4%. The level categorized as "High" Therefore, the effect of Instagram English Content Videos is High for students to improve their speaking skill.

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ABSTRAK

Suhendri Prayoga (2023): Pengaruh Video Konten Bahasa Inggris Instagram terhadap Kemampuan Berbicara Bahasa Inggris di Universitas Islam Negeri Sultan Syarif Kasim Riau

Video konten bahasa Inggris Instagram sebagai alat dalam proses belajar mengajar bermanfaat untuk meningkatkan keterampilan berbicara siswa. Siswa dapat berlatih empat bidang bahasa Inggris yang berbeda sekaligus melalui Instagram. Instagram memberikan kesempatan untuk terlibat dalam proses dialogis. Oleh karena itu, Instagram dapat mengakomodasi praktik berbicara karena dipandang sebagai lingkungan yang ideal bagi pelajar EFL untuk menghasilkan paparan bahasa. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari video konten bahasa Inggris Instagram terhadap keterampilan berbicara mahasiswa di Universitas Islam Negeri Sultan Syarif Kasim Riau. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitian ini adalah *ex post facto*. Dalam mengumpulkan data, peneliti membagikan kuesioner kepada siswa yang dipilih dengan menggunakan *purposive sampling*. Penelitian ini dilaksanakan pada tanggal 25 Mei 2023 di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau. Data dikumpulkan dari 42 sampel. Mereka adalah mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris. Selain itu, kuesioner digunakan untuk mengumpulkan data. Temuan mengungkapkan bahwa ada pengaruh yang signifikan dari video konten bahasa Inggris Instagram pada keterampilan berbicara siswa. Berdasarkan tabel perhitungan regresi linier sederhana. Perolehan T rasio sebesar 10,777 lebih besar dari T tabel (2,020) atau ($10,777 > 2,020$). Kemudian, nilai signifikansinya adalah 0,00, lebih kecil dari 0,05 ($0,00 < 0,05$). Dari hasil tersebut dapat disimpulkan bahwa H_0 diterima dan H_a ditolak. Artinya, Video Konten Bahasa Inggris Instagram memiliki kontribusi terhadap keterampilan berbicara siswa dengan pengaruh sebesar 74,4%. Oleh karena itu, efek Video Konten Bahasa Inggris Instagram adalah Tinggi bagi siswa untuk meningkatkan keterampilan berbicara mereka.

UIN SUSKA RIAU



ملخص

سوهيندري فرايوغا، (٢٠٢٣): تأثير فيديو محتوى اللغة الإنجليزية في انستغرام على مهارة الكلام باللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية

رياو

يعد فيديو محتوى اللغة الإنجليزية في انستغرام كأداة في عملية التعليم والتعلم مفيداً لتحسين مهارة الكلام لدى الطلاب. يمكن أن يستوعب انستغرام ممارسة الكلام حيث يُنظر إليه على أنه بيئة مثالية لتعلمي اللغة الإنجليزية كلغة أجنبية لتوليد التعرض للغة. الغرض من هذه الدراسة هو تحديد ما إذا كان هناك تأثير كبير لفيديو محتوى اللغة الإنجليزية في انستغرام على مهارة الكلام لدى الطلاب في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. الطريقة المستخدمة في هذه الدراسة هي الطريقة الكمية وتصميم البحث بأثر رجعي. في جمع البيانات، وزع الباحث الاستبيان على الطلاب تم اختيارهم باستخدام أخذ العينات الهادفة. تم إجراء هذا البحث في ٢٥ مايو ٢٠٢٣ في قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. تم جمع البيانات من ٤٢ عينة. طلاب الفصل الرابع من قسم تعليم اللغة الإنجليزية. بالإضافة إلى ذلك، تم استخدام الاستبيان لجمع البيانات. كشفت النتائج أن هناك تأثيراً كبيراً لفيديو محتوى اللغة الإنجليزية في انستغرام على مهارة الكلام لدى الطلاب، بتأثير ٧٤,٤٪. لذلك يمكن استنتاج أن تأثير فيديو محتوى اللغة الإنجليزية في انستغرام مرتفع للطلاب لتحسين مهارة الكلام لديهم.

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CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

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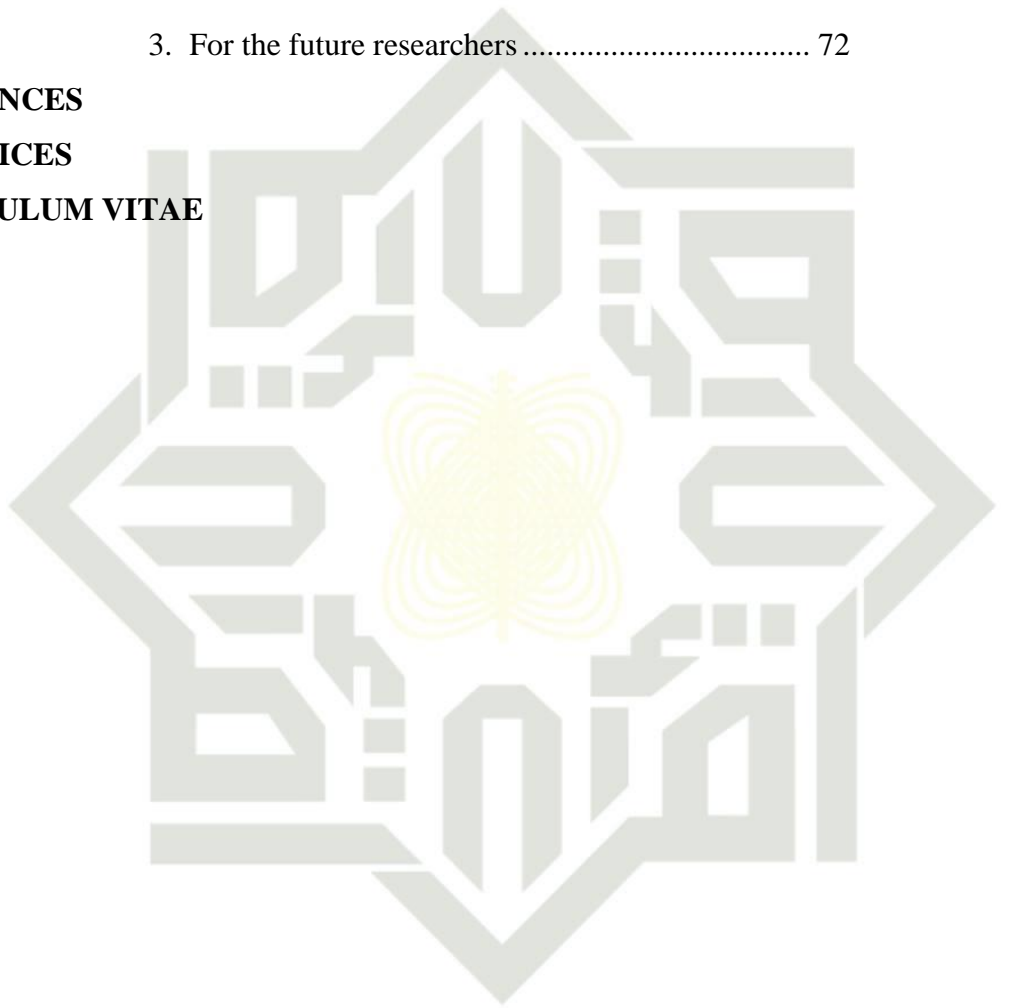
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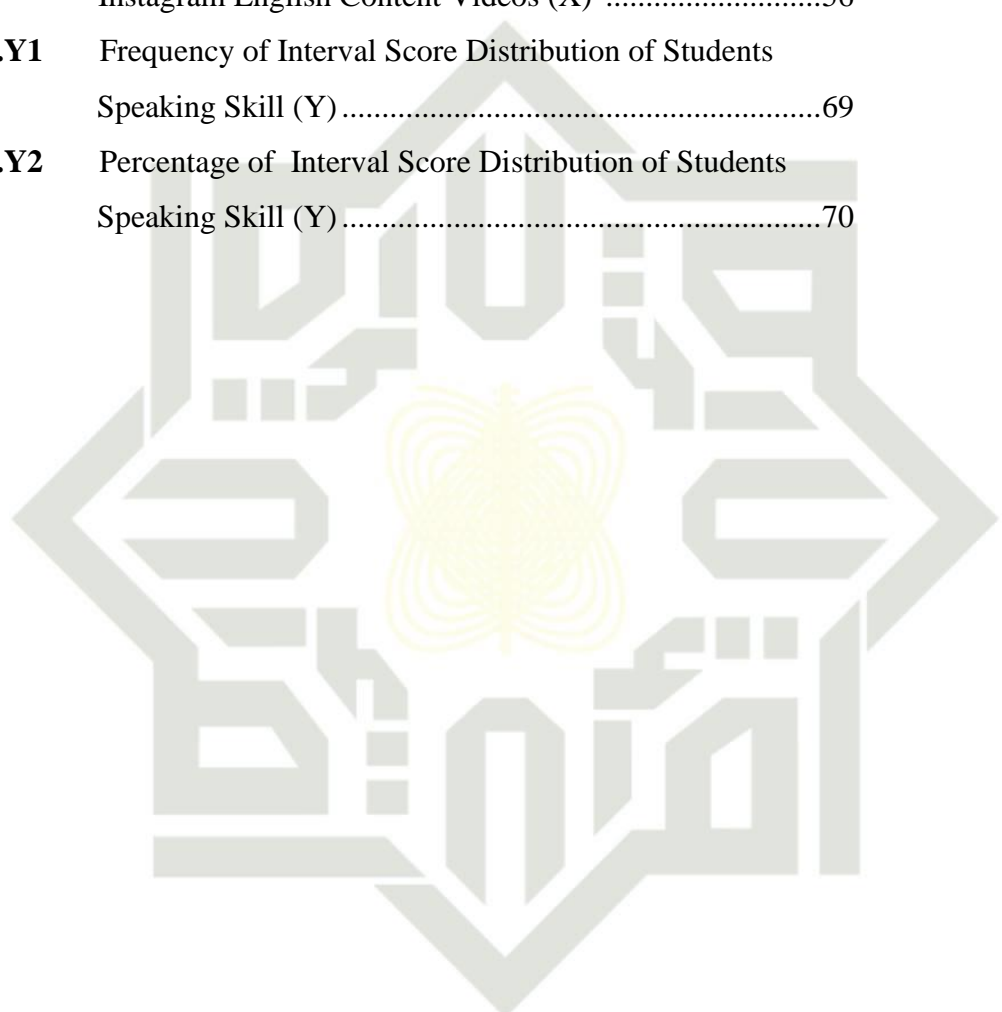
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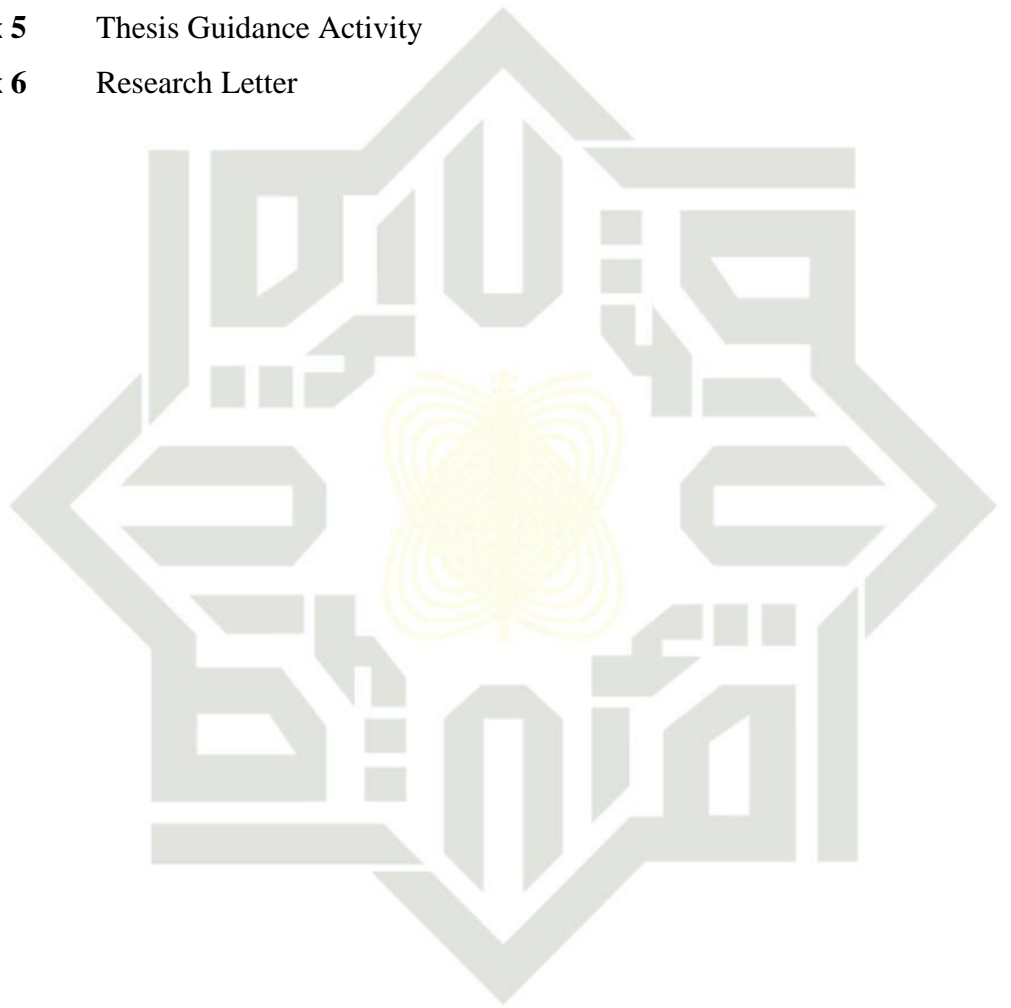
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UIN SUSKA RIAU

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CHAPTER I INTRODUCTION

A. Background of the Research

People around the world widely use English. Most people claim that English is an important language that must be mastered to engage them in modern life. Nowadays, English is also used in some aspects of life, such as education, entertainment, sport, technology, etc. Therefore, mastering English is essential. Considering the importance of English, most people attempt to get the information through receptive skills, namely listening and reading and productive skills, namely speaking and writing.

Speaking is an observable, productive talent (Parmawati & Inayah, 2019). The ability to speak the target language is an essential component of language learning and plays an active role. A communicative performance is involved with it, in addition to other essential components such as fluency, grammar, vocabulary, pronunciation, stress, pitch, intonation, and other similar elements. These components are essential for effective communication (Ramadoni, 2019).

Speaking has been noted as a difficult skill to master, despite its importance in human life. People can communicate with one another via speaking. Its success is assessed in terms of its capacity to converse in an interactive process of meaning construction that includes creating, receiving, and processing data (Wahyuni et al., 2021). Students' routines, in particular, may facilitate their acquisition of spoken English. Activities like watching movies, utilizing messaging apps, and listening to music are examples of

entertainment. This routine, particularly when watching movies, is an excellent opportunity for students to practice their English in a relaxed and enjoyable setting. Moreover, watching English-language movies is an excellent way for pupils to expand their vocabularies formally and informally.

The role of technology or ICT (Information Communication and Technology) is increasing rapidly in all sectors, including education. The world of education has moved from traditional to modern learning, and technology is one of its distinct features. The breakthrough of Information and Communication Technologies (ICTs) has utterly shaped our everyday life. ICT is the term that is currently used worldwide to describe new technologies which depend mainly on computers nowadays. Traditional technologies such as radio, television, and telephone are considered ICTs.

The word 'ICT' includes any communication device such as computers, mobile phones, radio, television, satellite system, etc. Now the role and use of technology as a tool for teaching the English language are increasing as educators have understood its ability to create both independent and collaborative learning environments where students can learn English quickly (Jayanthi & Kumar, 2016). The media's widespread popularity profoundly influences students' academic performance. Students spend a disproportionate amount of time on social media, personal computers, or mobile devices. The use of information technology and communication in learning is done to improve the effectiveness of the media application, which is expected to

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improve the student's learning achievement and personal qualities in a more appropriate and valuable (Fadhilah et al., 2021).

Based on the observation at the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Lecturer process of teaching and learning English speaking skills, usually through the Communicative method. However, it still found from the student that some of them still lack in their speaking skill, such as linguistics matters (like pronunciation, grammar, and vocabulary), psychological factors (inhibition, lack of motivation), and learning environment (topics of speaking modules, limited time), and lack of practice (Huwari, 2019).

Considering the problem above, it is crucial to find ways/strategies or media to help the students face the problem and help them to improve their speaking skills. According to Aydin, (2014) Instagram has unique possibilities for the instruction of the English language. Students can learn about language and culture in a new, critical way with the help of Instagram, and the app can also aid students in refining their learning processes. Thus, Students can practice four different areas of English at once through Instagram (Chun et al., 2016).

Nowadays, there are many tutorials for learning English on Instagram. Furthermore, a lot of native English speakers also created the tutorial. On Instagram, the average English video is a short one contains tips and short lessons for learning any English material. Remember that the video's creator

also added subtitles. Instagram will provide convenience and efficiency as a learning medium, especially in English speaking skills.

The most convincing argument favouring using Instagram as a pedagogical tool is that students are already familiar with the platform and its features. Moreover, teachers can spend little money implementing the platform because nearly all students already have access to computers and mobile devices. Instagram could be adapted by teachers in order to develop more specific activities, including the use of social media in language instruction. Teachers and professors can proactively use Instagram to maintain a relationship with their students (Zhang, 2013).

Therefore, Instagram can accommodate speaking practices since it is an ideal environment for EFL learners to produce language exposure (Wulandari, 2019). In addition, teaching speaking by using Instagram can enhance the student's speaking skills in speaking English (Devana & Afifah, 2021). Moreover, Instagram can teach the lesson and make the learning process more creative (Alfionita, 2021). In line with that, using Instagram to promote English speaking skills in the public speaking course is successful (Ihsan & Aulia, 2020).

Instagram English content videos as a tool for teaching and learning English speaking skills are also supported by another researcher. Instagram is one of the learning media to train students to improve their speaking skills. It has various features and can motivate students to be more confident in speaking English (Apdin, 2022). Moreover, integrating Instagram with task-based

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language activities positively impacts pupils' self-confidence to deliver their ideas in reality and motivates them to become fluent English speakers (Azlan et al., 2019). It allowed them to engage in a dialogical process and other activities in which the learning benefits of questioning, answering, imitating, singing, chanting and many others were made viable. In addition, speaking through Instagram was more comfortable for passive students in the classroom.

Some researchers claimed that Instagram could support formal learning situations, create an enjoyable classroom atmosphere, and enhance students' communicative skills (Erarslan, 2019; Mansor & Rahim, 2017). Instagram is undeniably beneficial for student interactions, particularly when discussing work-related activities. The students involved seemed more inspired and loved to participate and connect with their peers, as Instagram fueled their interest in learning (Khalitova & Gimaletdinova, 2016; Mansor & Rahim, 2017).

Instagram is a valuable tool for developing vocabulary and grammatical accuracy for learners; with the features inside Instagram, teachers can consider this kind of social media to be meaningful instructional media (Sallamah & As Sabiq, 2020). An Instagram application can be one of the media for improving students' public speaking skills, especially in building the character of a public speaker. Moreover, Instagram motivates and boosts their interest in practising English while improving their speaking skills (Azlan et al., 2019).

Among the students' popularity, Instagram offers an excellent opportunity for the teacher to design a creative learning activity and helps

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students develop ideas, and provides a learning experience that they enjoy with contextual content (Basith, 2020; F. Handayani, 2016). Furthermore, Instagram offers enjoyable classroom environments and encourages students to be innovative, communicative and often collaborative with peers (Anggraeni, 2017; Damayanti & Santoso, 2019; Gunantar & Transinata, 2019; Mr & Seftika, 2019).

Developing students speaking skills through Instagram media as a learning tool is also supported by other researchers, such as research by Aloraini & Cardoso, 2020; Apdin, 2022; Apriyanti et al., 2018; Azlan et al., 2019; Chun et al., 2016; Erarslan, 2019; Hape, 2018; Ramadoni, 2019; Sallamah & As Sabiq, 2020; Trifiro, 2018; Utomo & Bastiar, 2020; Zhang, 2013.

However, there were some differences between the previous study and this research. In Indonesia, There need to be more studies exploring the effect of Instagram on undergraduate students. Furthermore, most researchers on a similar topic used the experimental design. Therefore, this study was conducted to find out to what extent the effect of Instagram on students speaking skills.

From that explanation above, this research aims to explore the effect of Instagram English content videos on students speaking skills. Therefore, the researcher intends to find out the answer to the problems above in a research project entitled: "**The Effect of Instagram English Content Videos on Students' Speaking Skill at the State Islamic University of Sultan Syarif Kasim Riau**".

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B. Problem of the Research

Based on the background of the problem, the researcher identifies some problems of this research as follows:

1. Identification of the Problem

- a) Most of the students have limited time to practice their English speaking in the classroom.
- b) Most of the students are not confidence when speaking in front of the class.
- c) Some of the students are not using Instagram as learning media
- d) Most of the students are lack in using application of Instagram as learning media.

2. Limitation of the Problem

Based on identifying the problems, the researcher discovers some problems; the researcher must limit the problems to pay more attention to the specific issue. Therefore, this research focused on the effect of Instagram English content videos on fourth-semester students' English speaking skills at the English Education Department, the State Islamic University of Sultan Syarif Kasim Riau.

3. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the research question as follows: How Is the effect of Instagram English Content Videos on Students' Speaking Skills at the English Education

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C. Objective and Significance of the Research

1. Objective of the Research

Based on the research questions formulated above, the research aims to find out The effect of Instagram English content videos on students' perception of their speaking skills at the English Education Department, Faculty of Teacher Training and Education, State Islamic University of Sultan Syarif Kasim Riau.

2. Significance of the Research

The result of this study are expected to provide a significant contribution, both theoretically and practically.

a) Theoretically

The findings of this study expected can support and complement previous theories related to the use of social media as a tool for teaching and learning English.

b) Practically

The research expects that the finding of the research can be useful for:

1. For the Teacher

It provides more information about a learning tool for teaching English speaking skills. Furthermore, improve

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teachers' quality as English teachers in English language teaching.

2. For the Students

It is expected that through the Instagram application as a tool for learning, the students' can improve their English Speaking skills and increase their knowledge, motivation and interest through videos, whenever and wherever they want without face to face directly in the classroom.

3. For the Researcher

This research will be one of the lessons to explore the functions of Instagram in English learning process and to know the effect of Instagram as a learning tool for English speaking skill.

D. Definition of the Terms

1. Speaking

Speaking is an ability that allows for communication and the transmission of messages in various settings in which it is appropriate. Since speaking reflects people's thoughts, it is an essential ability that calls for an increasing amount of attention to be paid to it in both a person's first and second language.

2. Speaking Skill

Speaking skill is the ability that enables speakers to communicate and convey messages convincingly and effectively. Speaking is a skill

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someone uses in daily communication, whether at school or outside. Many repetitions require the skill; it is primarily neuromuscular and not an intellectual process. Its contents of competence in sending and receiving message (Huebner, 1960).

3. Media

Media are the communication outlets or tools to store and deliver information or data. In Arabic, media comes from the word Al-Wasilah (الْوَسِيلَةُ) in the language (etymology) means everything that can convey and can get closer to something (Ibnul Atsir 5:185). The plural is wasaa-il (وَسَائِلٌ) which means the delivery of messages from the sender to the recipient of the message. In learning activities, *media* can be defined as something that can bring information and knowledge to the ongoing interactions between educators and students (A. Arsyad in Haryana, 2019).

4. Instagram English Content Videos

Instagram is a popular social networking app focusing on sharing photos and videos. Instagram is one of the most well-known and extensively used social media platforms among students of all ages. It allows users to record and share the events and moments that occur daily through a collection of still pictures and videos.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is an interactive process of making meaning that includes producing, receiving, and processing information (Brown, 2000). Speaking is one of the essential skills of all four language skills because individuals who learn a language are referred to as the speakers of the language (Leong & Ahmadi, 2017).

In addition, speaking is a communication that uses voice in formal and informal situations (Finegan, 2007). Moreover, speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language on the spot (Harmer, 2007b).

Speaking is an integral part of everyone's life. It is the second productive language skill and an essential means of communication. It is a channel through which people interact, communicate, discuss and share their ideas and perceptions about their surrounding environment (Raba, 2017).

Based on the explanation above, the researcher concludes that speaking is the essential thing that must be mastered to

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communicate with other people so that we can express our thoughts and the listener can understand what we say..

b. Components of Speaking

To speak English, students need to know the vocabulary and grammar of the language aspect. Speaking is a productive skill of language learning. It involves communicative performance and other essential elements, such as pronunciation, intonation, grammar, vocabulary, etc.

The skills speaking are needed namely accuracy, fluency and comprehensibility. Further, the accuracy concerns grammar, vocabulary and pronunciation, where participants can express and use the right words in the correct sequence of utterances and produce clear pronunciation.

1) Grammar

Grammar is needed for the students to arrange correct sentences in conversation, both in written and oral forms. *Grammar* systematically accounts for and predicts an ideal speaker's or hearer's language knowledge. Moreover, grammar refers to the rules that allow us to combine words in our language into larger units (Greenbaum and Nelson in Rizqiningsih & Hadi, 2019).

Grammar is a set of rules that explain how we use a language. The aim of grammar is also to learn the correct way

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to acquire language skills in both written and spoken form (Bawanti & Arifani, 2021). Therefore, grammar is a thing that takes students to compose the correct sentence in a conversation.

2) Vocabulary

In spoken language, the vocabulary is familiar and every day. Vocabulary is essential for successful second language use because, with an extensive vocabulary, we can use the structure and function we may have learnt for comprehensible communication (Turk, 1985).

Vocabulary means the appropriate diction that is used in communication. Lack of vocabulary, it is challenging to build a sentence to communicate effectively or express ideas in oral and written form (Bawanti & Arifani, 2021).

3) Pronunciation

Pronunciation is the way for students to produce more precise language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation, even though they have limited vocabulary and grammar.

Pronunciation is a way for the speaker to produce sound or language when talking. It concerns the phonological process, which refers to the grammatical components of

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elements and principles that determine the variation of sounds and patterns in a language (Bawanti & Arifani, 2021).

A speaker constantly mispronouncing various phonemes can be challenging for a speaker of another language to understand the point.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Speech fluency is the goal of many people to learn the language. Signs of fluency include a relatively fast speaking rate and only a tiny number of pauses like “umm” or “our”. These signs indicate that the speaker does not need to spend much time looking for language items necessary to express the message (Brown, 2000).

5) Comprehension

Comprehension is the ability to understand. When people want to talk about a topic (anything topic), they should know and understand everything about it. Comprehension refers to the fact that participants fully understand the nature of the research project, even when complicated procedures entail risks (Cohen et al., 2010).

Furthermore, comprehension is also an essential component of speaking. Comprehension is the power training to understand the actions of the mind that aim to

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increase understanding in conveying something (Bawanti & Arifani, 2021). Those are four components of speaking that students consider if they want to speak well.

6) Intonation

Intonation combines acoustic parameters, including duration, intensity, and pitch, to communicate discourse meaning. It is different from tone, the systematic use of voice pitch to distinguish lexical items. Communication will only be attractive if the delivery is attractive. Aspects of intonation are as follows: 1) High and low sound, 2) Syllable pressure 3) Tone or long and short tempo (Anggraini, 2015).

Intonation suitability is the main attraction in speaking and is a factor determinant. Although the problems discussed are less attractive, the placement of intonation following the situation becomes interesting. Conversely, if the delivery is flat, it is almost certain to lead to boredom and reduced effectiveness of speaking. Thereby as well as in giving intonation to words or syllables. Pressure the sound that usually falls on the last or second syllable from behind, then placed on the first syllable (Ahmad, 2014).

7) Accuracy

Accuracy is all activities performed in producing language sounds, including articulation, namely the position

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of speech organs such as the tongue, teeth, lips, and palate when forming vowels and consonant sounds. The ability to pronounce consists of skills for pronouncing segmental sounds, namely vowels and consonants, and supra-mental sounds in the form of stress and intonation (Anonymous, 2013).

Accuracy, on the other hand, demonstrates the ability to use the necessary vocabulary, grammar and punctuation correctly, such as verb forms (past tense, present tense, and so on), articles (a, an, the) and prepositions (in, on, from, at).

8) **Interactive Communication**

Interactive communication refers to a candidate's ability to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements (Thornbury, 2005).

The most significant difficulties students face in speaking are the interactive nature of communication. In speaking, especially when having a conversation, they engage in a process of negotiation of meaning (Brown, 2001, p. 269). Thus, learners usually need help with how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing

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students through their interaction is suitable for training them to speak naturally.

9) Appropriateness

The term *appropriateness* is related to some variables. When communicating, people have to see what effects to achieve the communicative purpose. Those variables are Setting, Participants, Gender, Channel, and Topic (Harmer, 2001:24) .

10) Complexity

It is wrong that written language is highly organized, structured, and complex, while spoken is disorganized, fragmentary, and superficial (Halliday, 1985). What made speaking difficult was related to the type of information that had to be conveyed and was concerned with the scale of the task and the interrelationships among the elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate (Brown, Anderson, and Yule in Nunan, 2004).

c. Function of Speaking

The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language 'on the spot' (Harmer, 2001). Six crucial

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things are considered helpful so that someone can speak more fluently and bravely. They are confidence, Fluency and accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural.

1) Talk as Interaction

Talk as interaction refers to our daily life of spontaneously communicating with others. What we want to convey in our minds, spontaneous speaking skills is how to convey messages when interacting with other people. The main goal of this function is to social relation.

2) Talk as Transaction

Talk as a transaction is more focused on the message and making other people understand what we want to convey clearly and accurately. In this language, students and teachers usually focus on meaning or talking their way to understanding.

3) Talk as Performance

Talk as performance refers to public speaking. It means speaking activities are more focused on monologue better than dialogue. The function of speaking as a performance happened at speeches, public announcements, retelling stories, telling stories and so on

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The ability to communicate in a foreign language, especially English, clearly and understandably impacts students' success in future life. Therefore, the role of a teacher is critical to pay great attention to teaching speaking.

d. Problem in Speaking

During the learning process, nothing goes smoothly; from a mistake, we can learn repeatedly until we find the truth. One of the problems often experienced in learning English is the need for more vocabulary, grammar and pronunciation knowledge. Students will only sometimes use correct English (Harmer, 2007).

The students will need help with writing or speaking more freely. There are four problems with speaking activities (Ur, 1996).

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to Say

Even if they are not inhibited, learners often complain that they cannot think of anything to say: learners have no

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motive to express themselves beyond the guilty feeling that they should be speaking.

3) **Low or Uneven Participation**

Only one participant can talk at a time if he or she is to be heard: and in a large group, each one will have very little talking time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

4) **Mother-tongue Use**

In classes where all, or several, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, getting some classes, particularly the less disciplined or motivated ones, can be challenging to keep to the target language.

Psychological problems are an integral part of an individual's life. Individuals usually experience psychological problems in their work, maintaining relationships, health problems and when they feel overwhelmed due to certain factors, such as workload,

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unable to obtain adequate sleep, nutrition and so forth (Kapur, 2019).

These problems may affect students' performance in speaking. In this case, the researcher uses Instagram as a learning media to attract their attention and make them feel comfortable learning to speak.

Based on the explanation above, lack of grammar, vocabulary and pronunciation, psychological problems can affect problems in learning to improve their speaking skill. As researchers, we want to find a media that can attract students' attention to learning.

2. Instagram

a) Definition of Instagram

Instagram is a social network based around sharing pictures and fifteen-second videos which can be posted to social media sites (Blair & Serafini, 2014). Since its launch in 2010, Instagram has quickly become one of the most widely used social net-working platforms in the world (Boy & Uitermark, 2017). In early 2015, it was reported that over 200 million users around the world use the service to share 70 million pictures per day. As a visual-locative social medium, Instagram can be regarded as a participatory sensing system. Its user produces data as they navigate their everyday live, smartphone in hand.

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Instagram is a mobile application where users post photos and videos with attached captions. In response to these posts, other users are encouraged to like, comment, and engage with one another (Trifiro, 2018).

Instagram is one online social media that always functions to share any photo or video. Moreover, the media can tag people in their photos and videos, search other peoples' Instagram accounts, and like and comment on the posted photo or video (Utomo & Bastiar, 2020).

Instagram has features that can support learning, such as posting photos or videos, commenting on other users' posts, and using hashtags to group their posts. So users can share, learn, and discuss knowledge with others (Hape, 2018).

Most of the students in Indonesia certainly have an account on Instagram. They usually use Instagram as media to connect with their friends or others. They can share, seek and select other videos that were made interesting. From the photo and videos posted on students' Instagram as activities, the videos and photos can be media to improve speaking skills. They can read or listen to what the content is about and practice it at that time. Social media, especially Instagram, can express four language skills in English to practice the language out and in the classroom guage skills in

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English to practice the language out and in the classroom (Erarlan, 2019).

b) Features of Instagram

The Instagram application has a variety of features that users can use. These features are found in five menus, including the following:

1. Homepage

On this home page, users can view photos and videos uploaded by others who have been followed. This feature is known as the timeline page (Timeline). This page also features Upload Feed, Instastory, reels, Instalive, Direct Message, and Activity.

2. Explore

Explore is a page that displays photos or videos that are famous and much liked or responded to by other users. Apart from that, this feature can also be used to search for other users that we want to know about.

3. Reels

This page displays a collection of video reels uploaded by other Instagram users. Users can also use it to make video reels themselves.

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4. Shop

This feature is used as a place for users if they want to shop with other users who have businesses or goods sold by these users.

5. Profile

This profile page displays our identity, the number of posts made, the number of users following, and the photos or videos we have uploaded.

c) Instagram as Learning Media

The use of the Instagram application has a broad scope. This application, which conveys information from each user. It certainly supports the use of the Instagram application as a learning medium.

Teachers and students have different roles in supporting learning on Instagram. Teachers must provide appropriate guidance and feedback to use online communities successfully. Students engage in self-authorship by generating materials which function as fundamental for learning. These ways help to increase students' interest and allow them to be more active in their learning process (Sari & Wahyudin, 2019).

Perusing content shared by other educators was the most popular reason for their utilization. We discuss the implications of our final findings for educators' and teacher educators' work in the digital era and the future of research on educators' professional

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usage of social media (Sallamah & As Sabiq, 2020). Studies on social media in ESL classrooms have been widely conducted throughout.

Mobile devices enable students to construct collaborative learning environments (Lan et al., 2009). Additionally, they increase their motivation to read (Borau et al., 2009). Demonstrated the benefits of these gadgets, enabling students to participate actively in the English language 'creation' and further develop their communicative ability (Borau et al., 2009). Demonstrated the benefits of these gadgets, which enable students to participate actively in English language 'creation' and therefore further develop their communicative ability (Gonulal, 2019).

The explanation above states that the Instagram application can be used in a lesson. The features that can be used are as follows:

1. Instalive, virtual meeting activities teachers use to open and close learning with students.
2. Instastory, As a place to hold apperception activities for students, it contains activities to fill out quizzes and short surveys.
3. Reels and Feeds, these features are used in conveying learning materials and evaluation activities for students. This feature is used to upload pictures and videos related to learning.

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4. Direct Messages, these features for students who want to ask questions personally to the teacher can ask through this feature
5. Comment, Comment is a feature found in every upload in the feed and reel features. This is used for students who want to directly ask the teacher about any material uploaded by the teacher.

d) Benefits of Instagram in Learning English

Utilizing Instagram enables students to develop ideas through contextually relevant content and provides an enjoyable learning experience. As a result, teachers can use Instagram to build engaging exercises for teaching English. Finally, using Instagram in foreign language study may be a valuable and innovative tool when students and teachers utilize it responsibly for instructional purposes (Aloraini & Cardoso, 2020).

Instagram was a learning tool to create content for one speaking exercise and two writing activities to reinforce speaking, grammar, writing, and vocabulary skills. Instagram helps to revolutionize the language classroom by allowing students to generate ideas for writing exercises using contextually relevant content while providing a fun learning experience. This experiment resulted in a few teaching ideas to ensure the better incorporation

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of Instagram as a learning tool in language schools (Erarслан, 2019).

Students and teachers can save time using Instagram English teaching pages, which give them options for dealing with shortfalls in various situations (Kurniati & Rusfandi, 2020). Utilizing Instagram as a mobile language learning tool has its drawbacks. One disadvantage frequently mentioned, particularly in qualitative data, is the frequency of informal language on Instagram (Gonulal, 2019).

Whether the students want to learn general English, business English or any other level, there is something for everyone on Instagram. Some accounts produce content for particular language skills, such as vocabulary, grammar and pronunciation. Here are several accounts for learning the English language, namely:

1. **BBC Learning English**

BBC Learning English posts regularly and has a wide range of information, from quizzes to grammar explanations. Pupils may take part in video competitions and talk with fellow pupils.

One of the most popular types of content is explanations of casual British English, like phrases concerning football, the weather, and fast food. Using this story, the pupils will learn while having pleasure.

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2. Pronunciation with Emma

This account is ideal for helping youngsters learn how to say words correctly. Emma is an experienced English instructor from the UK who focuses on making content for students to help them improve their pronunciation.

She releases videos regularly that help with common pronunciation problems. Her videos highlight the distinction between vowel sounds, how to correctly say tricky phrases like "headache" and "quarantine," and the difference between words that sound the same but mean different things, like "sit" and "seat."

3. Pearson English Learning

Pearson English's new Instagram account, Pearson English Learning, is for anyone who wants to enhance their general English skills. This account gives explanations and essential words, questions to help the students practice their language abilities, and motivating quotations to keep them excited while learning English.

4. To Fluency

To Fluency is run by Jack, an English teacher with a fun and distinctive style of explaining even the most complicated grammar rules. Getting hooked on his video

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tutorials is easy, which students can view on Jack's YouTube page.

Once Jack and his blackboard appear in the students' Instagram feeds, they eagerly await the next grammar session. Please ignore the occasional selfie: Jack's approach to Instagram is one of the things that makes him so fun and approachable.

5. English with Nab

The English With Nab account is excellent for learning and having fun. Through the feed or his personal Instagram stories, he gives a lot of knowledge, such as vocabulary, pronunciation, common blunders, grammar, and much more. Furthermore, most of all, in a form that is incredibly easy to understand. Nab is currently followed by 877,000 people who wish to learn English because of his advice.

B. Relevant Research

The relevant research comprises some of the earlier investigations that investigate the same issue as this research. These studies offer a wealth of information, including the construction of a literature review, the research methodology, and the research outcomes. Researchers were able to carry out their study more effectively with the assistance of the information provided, which focused on how students perceive the role of Instagram English video content in English language instruction.

Apdin (2022) conducted a qualitative descriptive study about The Effect of Media Instagram on Students' Speaking Skills at SMPN 35 Makassar. The result shows that using Instagram is effective in students' speaking skills. To collect the data, the researcher obtained the questionnaire.

Meanwhile, Erarslan (2019) conducted an experimental research by using mixed methodology about Instagram as an education platform for EFL learners on the students' at language teaching program, state university in Turkey. The result show that Instagram had a positive impact on students' language learning based on the achievement scores. To collect the data, the researcher obtained from survey and questionnaire. And for the experimental study, the researcher use pre and post-test.

Rahel et al., (2023) conducted experimental research by using a mixed methodology about Instagram as an education platform for EFL learners students in a language teaching program at a state university in Turkey. The result shows that based on achievement scores, Instagram positively impacted students' language learning. Collecting the data the researcher obtained it from survey and questionnaire. Furthermore, for the experimental study, the researcher used pre and post-test.

Gonulal (2019) conducted a study using a mixed-methods research design about using Instagram as a mobile-assisted language learning tool. The result shows that Instagram can help ELLs improve overall language skills in general, vocabulary and communication skills in particular. The researcher

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obtained a comprehensive online survey consisting of three sections to collect the data.

Azlan et al., (2019) conducted action research about integrative task-based learning: developing speaking skills and increasing motivation via Instagram on pupils from Selangor urban preschool and low English proficiency in a rural primary school in Negeri Sembilan, Malaysia. The result shows that a majority of the pupils acknowledged that Instagram motivates and boost their interest in practising English speaking and, at the same time, improving their speaking skills. The researcher obtained an observation and semi-structured oral interview to collect the data.

C. Conceptual Framework

The conceptual framework serves as the foundational guiding structure for the project. In this research the X variable is the Instagram English Content Videos and the Y variable is the Students' Speaking Skill.

Nowadays, English is important to be mastered. English is used in some aspects of life, such as education, entertainment, sports, politics, etc. Mastering English is a must to make people engaged and knowledgeable in the modern life. People attempt exposure through reading, listening, writing, and speaking.

Speaking is an ability that allows for communication and the transmission of messages in various settings in which it is appropriate. However, the student still needs to improve in speaking in some aspects, such as lack of vocabulary, often making mistakes in pronunciation and grammar, lack of confidence to speak and not speaking fluently, and hard to understand

a conversation. Those problems then lead to the students' unwillingness to speak. Because speaking is an essential component of language learning and plays an active role, it is important to increase students' speaking ability.

Instagram English content videos enable students to cope with speaking difficulties. It can accommodate speaking practices since it is an ideal environment for EFL learners to produce language exposure (Wulandari, 2019). Instagram is the one of mobile application which quite popular in the young people recent days. Instagram is one of the learning media to train students to improve their speaking skill. It can also motivate students to be more confident to speak in English (Apdin, 2022).

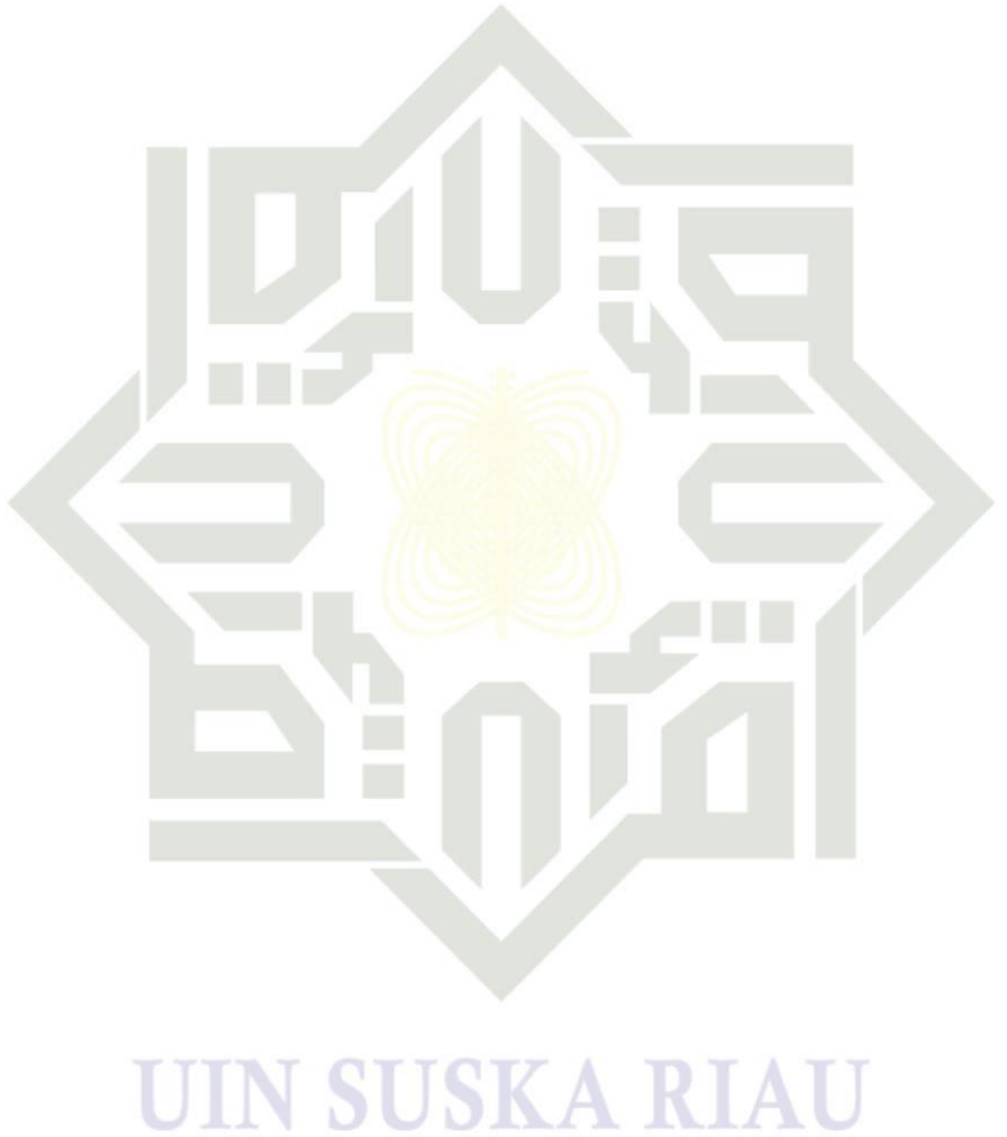
To conduct this study, the researcher has several steps to collect data as described below:

1. The beginning step of the research procedure was preparing the questionnaire of the research. The researcher adapted and modified the questionnaire from Apdin (2022) and Aisyah (2023), which were suitable for the aims of this research.
2. Then the questionnaire item was verified by the researcher advisor to see whether the questionnaire items were appropriate for the study.
3. Afterward, the researcher created the online questionnaire form in Google form and request the students who match with the research criteria to complete the survey.

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4. Then the writer collected the questionnaire result from Google form data.
5. Finally, the researcher analyzed the data.



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CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting research, it need research design. The research design refers to the strategy to integrate the different components of research projects cohesively and coherently. Research design is plans and procedures for research to detailed methods of data collection and analysis (Creswell, 2009). The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible.

This study was conducted based on a quantitative method. Quantitative research is a type of educational research in which the researcher decides what to study, asks a specific, narrow question, collects numeric (numbered) data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner (Creswell, 2012).

The type of this research was an ex post facto study design. Non-experimental designs are employed to study causal links in the absence of treatments. As a result, it investigates the potential changes in an effect, phenomenon, or behaviour induced by a single event (Widarto, 2013). It is believed that there is a media as a learning tool that can affect students' speaking skills; one of them is Instagram English content videos. Consequently, this study aims to determine whether there is a significant effect of Instagram English content videos on students' perception of their speaking skills.

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Then the method used to obtain the data was a survey approach, which consisted of questionnaires. According to Donald Ary, “In survey research, investigators ask questions about peoples’ beliefs, opinions, characteristics, and behaviour.” They add, “A survey researcher wants to investigate associations between respondents” characteristics such as gender, age, education, social class, race, and their current attitudes toward some issues” (Ary et al., 2010).

B. Time and Location of the Research

This research was conducted from May until June 2023. This research took place in State Islamic University of Sultan Syarif Kasim Riau. which is located in H.R Soebrantas street, No 155 KM.15, Simpang Baru, Pekanbaru, Riau.

C. Subject and Object of the Research

The subject of this research was the students in English Education Department State Islamic University of Sultan Syarif Kasim Riau. And the object of this research was the effect of Instagram English content videos on students speaking skill.

D. Population and Sample of the Research

1. Population of the Research

A population is a group of individuals who have the same characteristic (Creswell, 2012). It means that the population is the whole subject of the study. Understanding the sample is a part of the subject in

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the population studied, which is certainly capable of representative can represent the population.

In this research, the population was all the fourth-semester students of the English Education Department, the State Islamic University of Sultan Syarif Kasim Riau, in the academic year 2023/2024.

Table III.1
Population of the Research

No	Class	Population
1	4A	29
2	4B	29
3	4C	29
4	4D	29
5	4E	29
Total	5 Classes	145 students

2. Sample of the Research

sample is a part or number and characteristic possessed by the population. What is learned from the sample, the conclusion was applied to the population. The population sample must be representative (Sugiyono, 2010).

The sampling technique used in this research was purposive sampling. Purposive sampling is a technique with specific considerations (Sugiyono, 2010). The reason for using this purposive sampling technique is suitable for use in quantitative research or studies that do not require generalization.

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Sample Criteria:

1. The sample is 4th semester active student of English Education
2. The sample is an active user of Instagram
3. The sample frequently watched English content video in Instagram
4. The sample frequently learning English in Instagram

According to Cohen et al. (2007, p. 101), the larger the sample, the better size of the existing population, but there is a limited amount. The minimum that researchers must take is as many as 30 samples. As put forward by Baley in Mahmud (2011), which states that for research using statistical data analysis, sample size minimum is 30.

Based on the explanation above, the research sample took as much as 29% of the 145 students. Then the sample counted 42 students. A purposive sampling technique determined a total of 145 students

Table III.2
Sample of the Research

No	Class	Sample
1	4A	11
2	4B	6
3	4C	7
4	4D	7
5	4E	11
Total	5 Classes	42 students

E. Technique of Data Collection

The data collection technique is considered necessary for the success of the research. It involves the way to collect the data, who the source is, and what instrument to use. The technique of data collection means the way by which

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the researcher gathered the information that was relevant to the primary purpose of the study.

Questionnaire

A questionnaire is a series of questions asked to individuals to obtain statistically valid information about a given topic (Roopa & Rani, 2012). In addition, Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses (Ary et al., 2010).

In this research, The instrument is taken from the Questionnaire distributed to the active students at the English Department, Faculty of Teacher Training and Education, State Islamic University of Sultan Syarif Kasim Riau. In order to investigate the effect of Instagram English content videos on students speaking skills.

The questionnaires were designed in both Indonesian and English language. The Questionnaire is divided into two parts. In order to collect the personal data of the students, The first part is about Demographic information. This part will use descriptive statistics of frequencies and percentages. The second part is about the effect of Instagram English content videos on students speaking skills. Media site in English language skills. This part was adopted by some researchers and modified and developed by the researcher based on some theories from some journals and articles. This part used a Likert scale.

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Table III.3**The Blue Print of the Questionnaire Instagram English Content Videos**

Indicators	Description	Item
Usefulness	a. Creativity in learning	7, 8, 10
	b. Makes learn useful	16, 17, 20, 21
	c. Makes learn easier	29
	d. Increase productivity	19
	e. Increase effectiveness	18
Ease of Use	a. Easy to use	22
	b. Flexible	23, 26
	c. Easy to learn	28
Total		14

Aisyah (2023), Apdin (2022)

Table III.4**The Blue Print of the Questionnaire Students' Speaking Skill**

Indicators	Description	Item
Linguistic Matters	a. Pronunciation	1, 2
	b. Grammar	3, 4
	c. Vocabulary	5, 6
Psychological Factors	a. Independence	9, 13, 14, 24
	b. Confidence	11, 12
	c. Motivation	15
Learning Environment	a. Limited time	25
	b. Lack of practice	27
Total		15

Huwari (2019) Apdin (2022)

In addition, the Likert scale is the most common use question format for assessing participants' opinions of usability (Dornyei, 2010, p.20). Likert scale in this study is Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Each statement from the Questionnaire was labelled with each own score. There are five predetermined answers with a scale of 1 – 5 suggested by the Likert Scale.

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Table III.5
Likert-Scale Score

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

In this research, the researcher collected the data from questionnaire.

1. The researcher prepared the instrument's test, which is a questionnaire that has validity and reliability.
2. The researcher delivered the questionnaire to the students personally via Whatsapp application that has been chosen by purposive sampling.
3. The researcher collected all of the questionnaires.
4. After finding the data, the researcher analyzed the result of the questionnaire using Microsoft Excel and SPSS 24 Program.
5. The researcher got the result of the questionnaire.
6. The researcher made the conclusion from the data finding and theories about the effect of Instagram English content videos on students speaking skill at State Islamic University of Sultan Syarif Kasim Riau.

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F. Technique of Data Analysis

The data analysis technique in this research used Microsoft Excel and a computation calculation SPSS (Statistical Product and Service Solution) Version 24 for Windows. This program has high statistical ability, and the data management system in the graphical environment uses simple descriptive menus and dialogue boxes, making it easy to understand the operation (Sugiyanto, 2009).

The analytical method used in this research is simple linear regression to investigate the effect of Instagram English content videos on students speaking skills. Riduwan (2008) indicated that scale to classify the level of percentage for the questionnaire as follows:

Table III.6
Level of Percentage for Questionnaire

P (%)	Category Level
81% - 100%	Very High
61% - 80%	High
41% - 60%	High Enough
21% - 40%	Low
0% - 20%	Very Low

G. Research Hypothesis

According to Sugiyono (2010), the hypothesis is a temporary answer to research problem formulation, where the problem formulation has been in the form of a question sentence and said for a while because the answer given is based on relevant theory, not yet substantiated by empirical facts obtained through data collection.

Research hypotheses are required to guide the author. The hypothesis gives the writer an overview of potential solutions to the current challenge. The hypothesis is not a particular conclusion, but it must first be proven true through research.

The hypothesis put forward in this study are:

1. H_0 = There is no significant effect of Instagram English content videos on students' speaking skill at the State Islamic University of Sultan Syarif Kasim Riau.
2. H_a = There is a significant effect of Instagram English content videos on students' speaking skill at the State Islamic University of Sultan Syarif Kasim Riau.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There was an effect of Instagram English Content Videos and Student's speaking skills. The study of the effect of Instagram English Content Videos on Student's speaking skills significantly affects the fourth-semester students of the Department of English Education academic year 2023/2024, the State Islamic University of Sultan Syarif Kasim Riau.

Based on the interpretation of the data in the previous chapter, the gain of the T ratio is 10.777, which is greater than the T table (2.020) or ($10.777 > 2.020$). Then, the significance values were 0.00, less than 0.05 ($0.00 < 0.05$). From this result, it can be concluded that H_a is accepted and H_0 is rejected. It can be said that Instagram English Content Videos has a contribution on students' speaking skills with the effect of 74.4%. It is categorized as "High" Therefore, the effect of Instagram English Content Videos is High for students to gain their skills in speaking.

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. For the Teacher

Instagram English content videos affect the student's speaking skills. It is beneficial to help students gain their speaking skills. The

teacher should use Instagram English content videos as teaching and learning media, especially in the speaking classroom.

2. For the Students

Due to the effect of Instagram English content videos for developing English speaking skills, the students should continue their learning process, always be excited and want to learn more with the support of Instagram English content videos as a tool for learning. Besides the content of the video, the students should try other features on Instagram that can help them improve not only their speaking skills but also help to develop students writing, reading, and listening skills.

3. For the Future Researchers

Some aspects need to be studied with this media of Instagram English content videos. It is crucial to ensure that the students are already familiar with, excited and understand the use of Instagram English content videos as learning media. Besides it, future researchers should find another kind of media/application that has a more significant effect than Instagram. Further researchers can develop strategies, techniques and methods to maximize the potential of Instagram English content videos or other media in English teaching and learning process for teachers and students.

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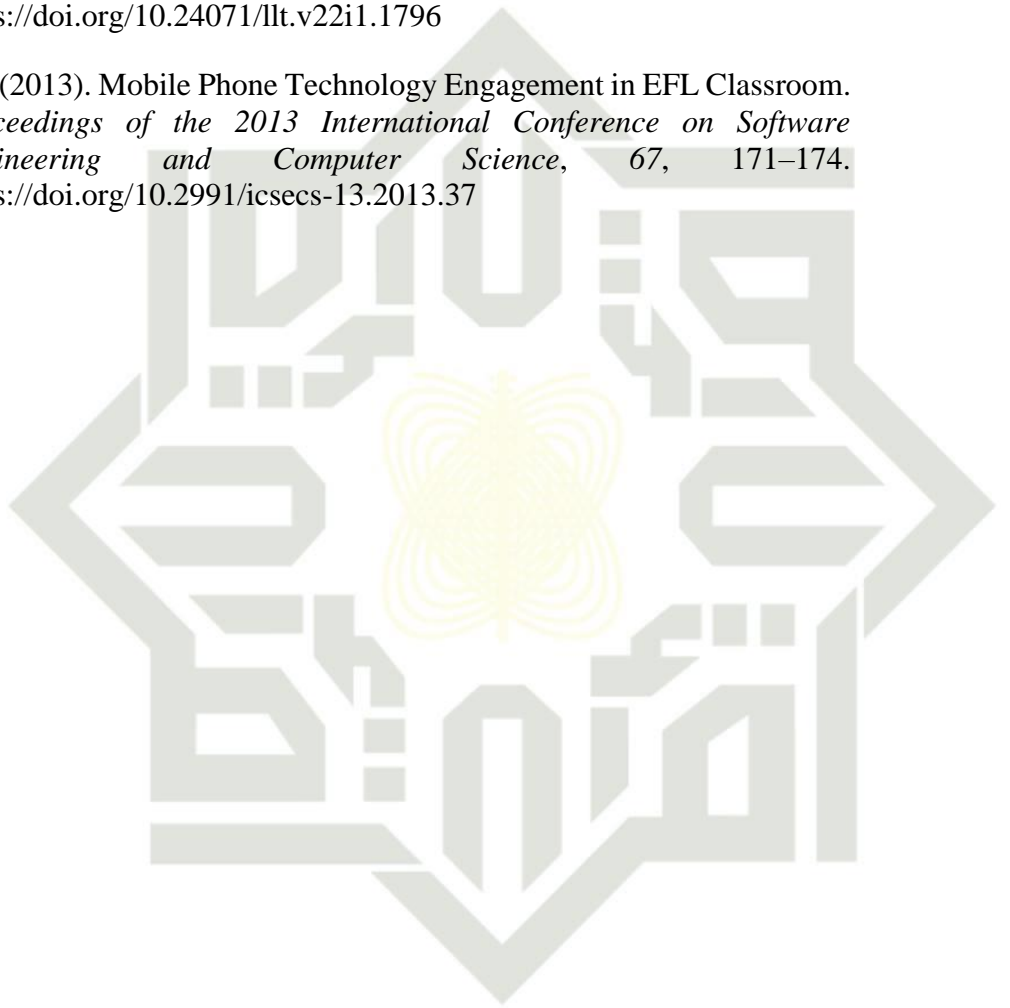
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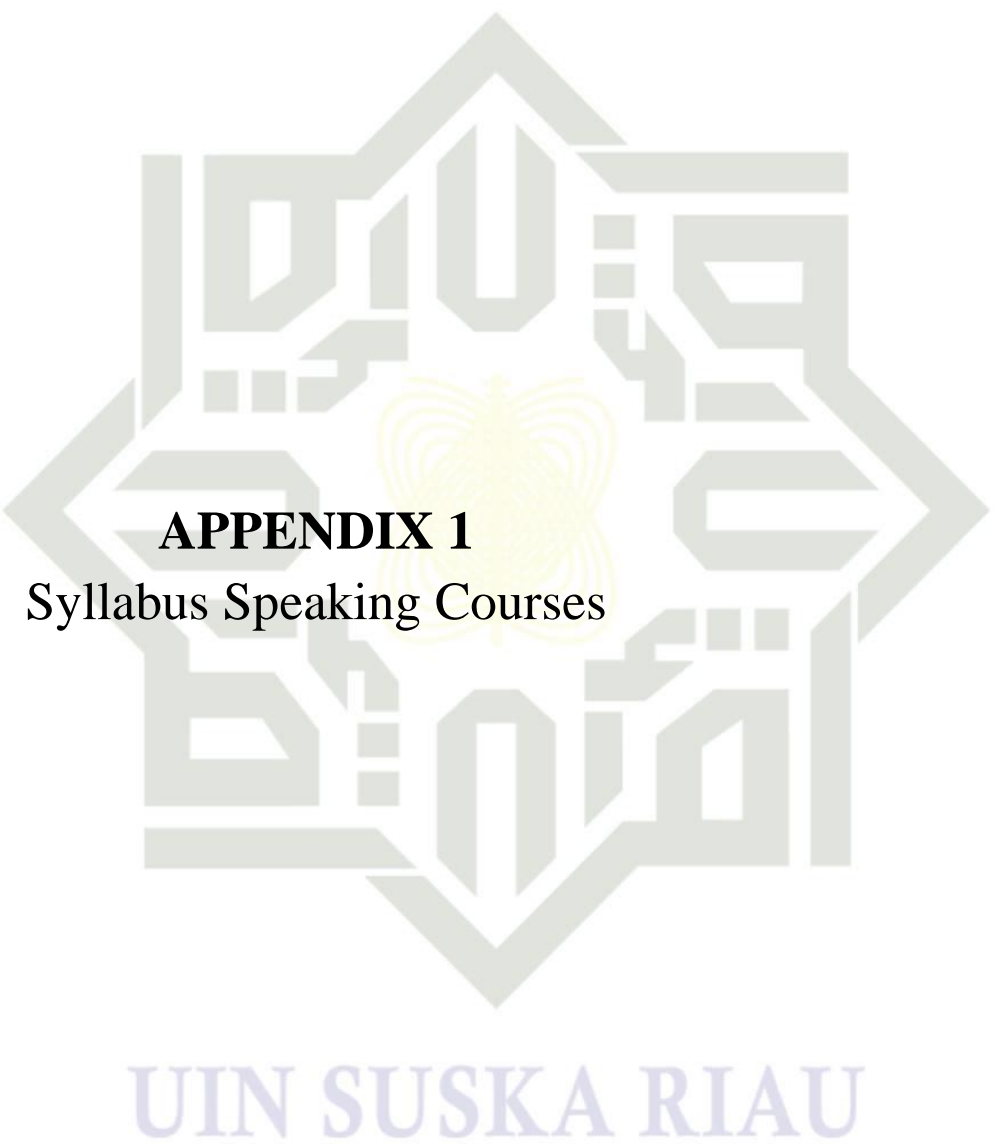
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APPENDIX 1

Syllabus Speaking Courses

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INSTRUCTIONAL PLAN
(RENCANA PEMBELAJARAN SEMESTER)
FACULTY OF EDUCATION AND TEACHER TRAINING
SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU

Dept./Major (Program Studi)	: English Language Education/Pendidikan Bahasa Inggris (PBI)	Semester	: Five (4)
Course (Mata Kuliah)	: Public Speaking	Credit (Beban sks)	: Two (2)
Code (Kode Mata Kuliah)	: PBI 1405	Instructor (Dosen Pengampu)	: Dedy Wahyudi, M.Pd. dedywydi@gmail.com or dedy.wahyudi@uin-suska.ac.id
Pre-requisite (Pra-syarat)	: IC: Speaking, Speaking for Daily Communication, and Speaking for Academic Settings		

Learning Outcome (Capaian Pembelajaran) : Supported by relevant technology, students (Ss) will build attitude, knowledge, and skills in public speaking particularly in creating a informative and persuasive presentation in terms of preparing and delivering a speech fluently, accurately, and efficiently in accordance with tips, strategies, and techniques of public speaking.

Course Description (Deskripsi Mata Kuliah) : This course is as the first manifestation of communicative tool used in creating a informative and persuasive presentation in terms of preparing and delivering a speech fluently, accurately and efficiently through oral form, which is directed to provide the students with some tips, techniques and strategies of public speaking in order to deliver a public speech.

Assessment (Penilaian) : Ss' final grade consist of individual and structured tasks (30%), daily presentation (mid-term) (35%), and final project (final semester grade) (35%).

Meeting (Pertemuan ke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week 1	To enable Ss know the course and the syllabus	Introduction and orientation to the course; previewing course materials	Lecturing	100 minutes	Ss are familiar with the course and the syllabus	1, 2, 3, & 4	-	2 Credits
Week 2	To enable Ss learn the necessary skills in Public Speaking and presentation skills	Introduction to Public Speaking Theories and presentation skills	Lecturing and Discussion	100 minutes	Ss are able to use the theories of public speaking and presentation skills in real life	1, 2, 3, & 4	-	2 Credits

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Week 3	To enable Ss learn the necessary skills in Delivering your message and putting your speech together.	Delivering your message and putting your speech together	Lecturing and Discussion	and	100 minutes	Ss are able to use the necessary skills in creating and delivering a simple speech	1, 2, 3, & 4	Preparing a speech and outlines	2 Credits
Week 4	To enable Ss create and deliver a simple speech	Practice: Delivering a speech (Simple Speech)	Oral Presentation and Questioning and Answering		100 minutes	Ss are able to use the necessary skills in creating and delivering a simple speech	1, 2, 3, & 4	Delivering a speech	2 Credits
Week 5	To enable Ss create and deliver a simple speech	Practice: Delivering a speech (Simple Speech)	Oral Presentation and Questioning and Answering		100 minutes	Ss are able to use the necessary skills in creating and delivering a simple speech	1, 2, 3, & 4	Delivering a speech	2 Credits
Week 6	To enable Ss demonstrate the necessary skills in delivering an informative presentation	Speaking to inform (informative speech)	Lecturing and Discussion	and	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Preparing an informative speech and outlines	2 Credits
Week 7	To enable Ss create and deliver an informative presentation	Practice: Speaking to inform (informative speech)	Oral Presentation and Questioning and Answering		100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits
Week 8	To enable Ss create and deliver an informative presentation	Practice: Speaking to inform (informative speech)	Oral Presentation and Questioning and Answering		100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits
Week 9		Mid-Semester	Daily Practice		100 minutes				2 Credits
Week 10	To enable Ss demonstrate the necessary skills in delivering a persuasive speech presentation	Speaking to persuade (persuasive speech)	Lecturing and Discussion	and	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Preparing an informative speech and outlines	2 Credits
Week 11	To enable Ss create and deliver a persuasive speech	Practice: Speaking to persuade (persuasive speech)	Oral Presentation and Questioning and Answering		100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits
Week 12	To enable Ss create and deliver a persuasive speech	Practice: Speaking to persuade (persuasive speech)	Oral Presentation and Questioning and Answering		100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits



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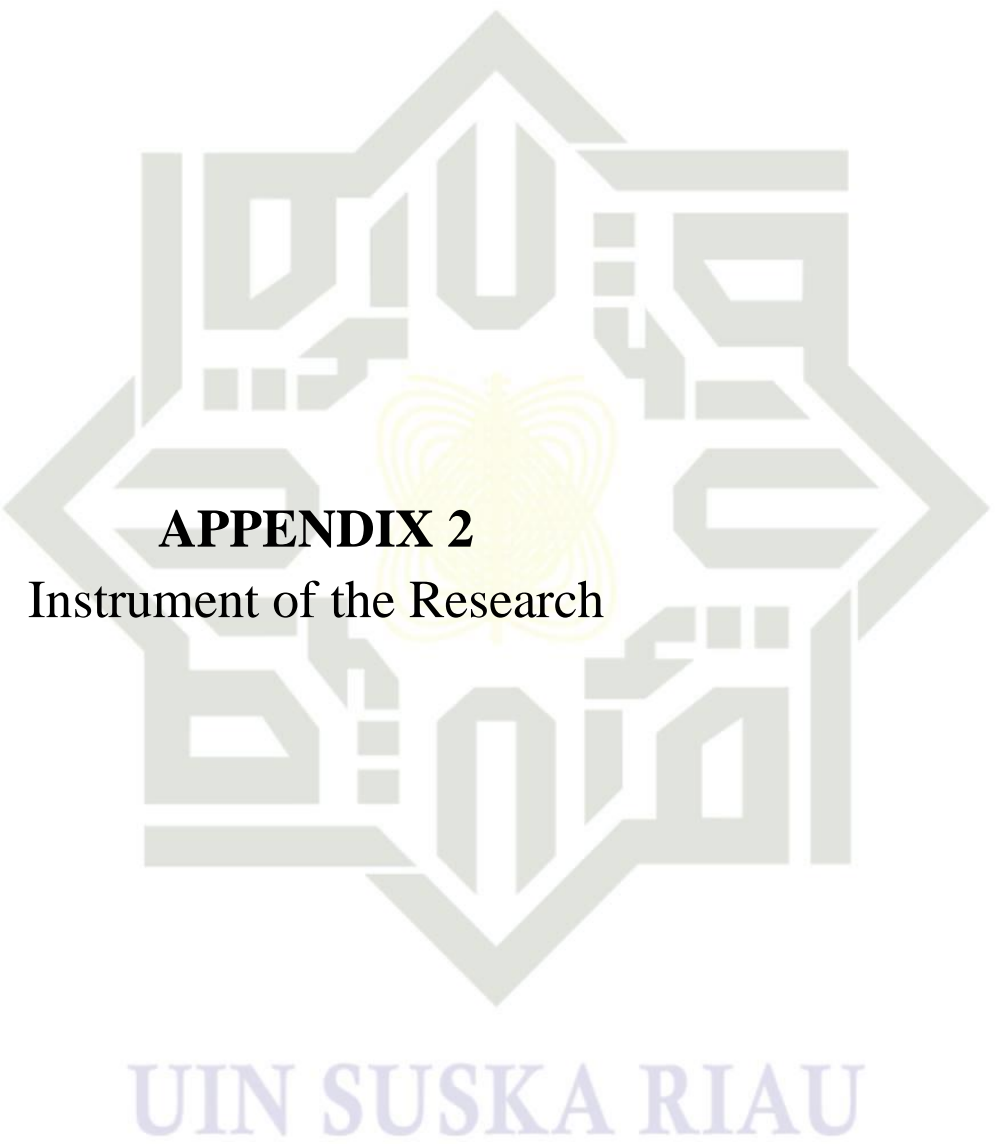
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Week 13	To enable Ss to gather and analyze information from observation, interview and to deliver a presentation related to the information gathered	Similar articles of Journal	Lecturing and Discussion	and	100 minutes	creating and delivering an informative speech Ss are able to gather and analyze information from articles of Journal	1, 2, 3, & 4	Finding, analyzing and comparing three similar articles of journal	2 Credits
Week 14	To enable Ss deliver a presentation	Practice: Similar articles of Journal	Oral Presentation and Questioning & Answering		100 minutes	Ss are able to gather and analyze and share information from articles of Journal in public	1, 2, 3, & 4	Finding, analyzing and comparing three similar articles of journal	2 Credits
Week 15	To enable Ss deliver a presentation	Practice: Similar articles of Journal	Oral Presentation and Questioning & Answering		100 minutes	Ss are able to gather and analyze and share information from articles of Journal in public	1, 2, 3, & 4	Finding, analyzing and comparing three similar articles of journal	2 Credits
Week 16		Final Test	Project					Delivering a Senior's thesis presentation	2 Credits

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Approved by,	Date : March 1, 2020	Checked by,	Date : March 1, 2020	Designed by,	Date: March 1, 2020
Head of English Education Dept.		Coordinator of course specialization		Instructor	
				Dedy Wahyudi, M.Pd.	



APPENDIX 2

Instrument of the Research

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Bagian 1 dari 2

RESEARCH SURVEY

THE EFFECT OF INSTAGRAM ENGLISH CONTENT VIDEOS ON STUDENTS PERCEPTION OF THEIR SPEAKING SKILL AT THE STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Dear all the volunteers that I respect.
Welcome,

To begin with, I would like to say thanks a million for taking sometime to complete this survey. Furthermore, for your information this study aims to explore the effect of Instagram English content videos on semester 4 students speaking skill of English Education Department at the State Islamic University of Sultan Syarif Kasim Riau. Finally, please enjoying out the survey and have a nice day. Peace out.

Best Regards,
Suhendri Prayoga

Name *

Teks jawaban singkat

Gender *

Male

Female

Student Identity Number *

Teks jawaban singkat

Class *

Teks jawaban singkat



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RESEARCH QUESTIONNAIRE

THE EFFECT OF INSTAGRAM ENGLISH CONTENT VIDEOS ON STUDENTS SPEAKING SKILL AT THE STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

Instructions!

Read each sentence below and choose in the option you feel more accurately indicates your opinion. (Bacalah setiap kalimat dibawah ini dan pilih opsi jawaban yang menurut anda paling akurat menunjukkan pendapat anda. Pilihlah salah satu jawaban, Sangat Setuju; Setuju; Netral; Tidak Setuju; Sangat Tidak Setuju.

Positive Statement

- Score 1 = Strongly Disagree (D)
- Score 2 = Disagree (D)
- Score 3 = Neutral (N)
- Score 4 = Agree (A)
- Score 5 = Strongly Agree (SA)

Negative Statement

- Score 1 = Strongly Agree(SA)
- Score 2 = Agree (A)
- Score 3 = Neutral (N)
- Score 4 = Dissgree (D)
- Score 5 = Strongly Dissagree (SD)

1. Learning English by using Instagram English content videos can improve my pronunciation *
(Belajar bahasa Inggris dengan menggunakan video konten bahasa Inggris Instagram dapat meningkatkan pelafalan saya).

Y.1

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

2. Learning English by using Instagram English content videos can not improve my pronunciation (Belajar bahasa Inggris dengan menggunakan video konten bahasa Inggris Instagram tidak dapat meningkatkan pelafalan saya).

Y.2

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD

3. Learning English by using Instagram English content videos can improve my grammar *
(Belajar bahasa Inggris dengan menggunakan video konten bahasa Inggris Instagram dapat meningkatkan tata bahasa saya).

Y.3

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA



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Y.4

4. Learning English by using Instagram English content videos can not improve my grammar *
 (Belajar bahasa Inggris dengan menggunakan video konten bahasa Inggris Instagram tidak dapat meningkatkan tata bahasa saya).

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD

Y.5

5. Learning English by using Instagram English content videos can enhance my vocabulary *
 (Belajar bahasa Inggris dengan menggunakan video konten bahasa Inggris Instagram dapat meningkatkan kosakata saya).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

Y.6

6. Learning English by using Instagram English content videos can not enhance my vocabulary *
 (Belajar bahasa Inggris dengan menggunakan video konten bahasa Inggris Instagram tidak dapat meningkatkan kosakata saya).

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD

X.1

7. Using Instagram English content videos spurred my enthusiasm to think creatively *
 (Penggunaan Instagram memacu semangat saya untuk berpikir kreatif).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

X.2

8. Using Instagram English content videos did not motivate me to think creatively *
 (penggunaan Instagram tidak memacu semangat saya untuk berpikir positif).

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD

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Y.7

9. Using Instagram English content videos makes me optimistic that I can speak in English better (penggunaan Instagram membuat saya optimis bisa berbicara dalam bahasa Inggris dengan lebih baik).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

X.3

10. Learning to speak English with Instagram English content videos make me tense in thinking (Belajar berbicara bahasa Inggris dengan Instagram membuat saya tegang dalam berpikir).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

Y.8

11. Using Instagram English content videos increase my confidence in speaking (penggunaan Instagram tidak menambah kepercayaan diri saya dalam berbicara).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

Y.9

12. Using Instagram English content videos does not increase my confidence in speaking (penggunaan Instagram tidak menambah kepercayaan diri saya dalam berbicara).

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD



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* **X.5**

17. I am excited to learn English when using Instagram English content videos as learning medium (Saya senang belajar bahasa Inggris ketika menggunakan video konten bahasa Inggris Instagram sebagai media pembelajaran).

1 2 3 4 5

SD SA

111

* **X.6**

18. Learning English from Instagram English content videos makes me feel the the native atmosphere (Belajar Bahasa Inggris dari Instagram Video konten bahasa Inggris membuat saya merasa seperti suasana asli).

1 2 3 4 5

SD SA

* **X.7**

19. Instagram English content videos have various, more updated, and engaging content (konten bahasa Inggris Instagram memiliki konten yang beragam, lebih diperbarui, dan menarik).

1 2 3 4 5

SD SA

* **X.8**

20. Instagram English content videos make learning becomes fun and meaningful (video konten bahasa Inggris Instagram membuat pembelajaran menjadi menyenangkan dan bermakna).

1 2 3 4 5

SD SA



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21. Instagram English content videos provide valuable and appropriate alternative ways of learning (Video konten bahasa Inggris Instagram memberikan cara belajar alternatif yang berharga dan tepat).

X.9

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

22. Instagram English content videos are easy and uncomplicated to use it (Video konten bahasa Inggris Instagram mudah dan tidak rumit untuk menggunakannya).

X.10

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

23. I find Instagram English content videos to be flexible to interact with (Saya menemukan video konten bahasa Inggris Instagram fleksibel untuk berinteraksi).

X.11

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

24. Learning English from Instagram English content videos gives me support do self practice my Speaking ability (Belajar Bahasa Inggris dari video konten Bahasa Inggris Instagram memberi saya dukungan untuk melatih kemampuan Berbicara saya sendiri).

Y.1

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

25. Learning English from Instagram English content videos make me can practice my speaking whenever and wherever I want to (Belajar Bahasa Inggris dari video konten Bahasa Inggris Instagram membuat saya dapat berlatih berbicara kapan pun dan di mana pun saya mau).

Y.1

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA



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* **X.12**

26. I don't have much time to practice my speaking skill through the Instagram English content videos (Saya tidak punya banyak waktu untuk melatih keterampilan berbicara saya melalui video konten bahasa Inggris Instagram).

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD

* **Y.1**

27. I rarely practice my English speaking skills (saya jarang melatih kemampuan berbicara bahasa Inggris saya).

	1	2	3	4	5	
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SD

* **X.13**

28. Instagram English content videos enable me to listen to foreigners' speech (Video konten bahasa Inggris Instagram memungkinkan saya untuk mendengarkan pidato orang asing).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

* **X.14**

29. Instagram English content videos enable me to practice with foreigners (Video konten bahasa Inggris Instagram memungkinkan saya untuk berlatih dengan orang asing).

	1	2	3	4	5	
SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SA

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APPENDIX 3

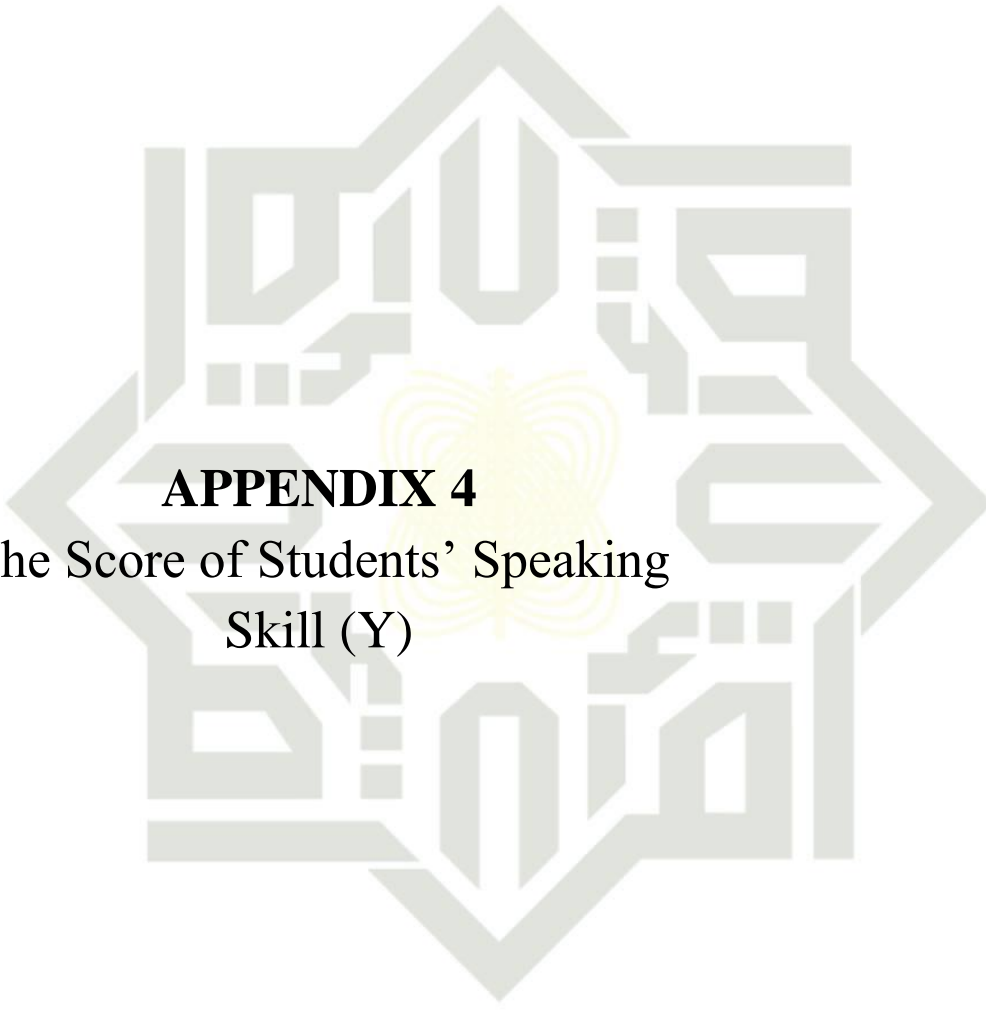
The Score of Instagram English Content Videos (x)

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STUDENT	Instagram English Content Videos Score (X)														CATEGORY	
	X.1	X.2	X.3	X.4	X.5	X.6	X.7	X.8	X.9	X.10	X.11	X.12	X.13	X.14		TOTAL
1	3	3	5	2	3	3	4	4	4	4	4	3	5	3	50	Sufficient
2	4	5	4	4	4	5	4	4	4	4	4	4	4	4	58	High
3	4	4	4	5	5	4	5	4	4	4	4	4	4	4	59	High
4	3	3	3	3	3	3	4	3	3	3	3	3	4	4	45	Low
5	4	4	3	4	4	3	4	3	3	4	4	4	4	4	52	Sufficient
6	4	3	4	4	4	3	5	4	4	4	3	3	3	3	51	Sufficient
7	3	4	4	3	4	3	5	5	5	3	4	3	5	3	54	Sufficient
8	4	4	4	4	4	3	3	4	4	5	4	5	3	4	55	Sufficient
9	3	4	3	5	4	3	3	4	3	2	3	5	2	3	47	Low
10	3	3	4	3	3	3	3	3	4	4	4	3	4	4	48	Low
11	3	3	4	5	4	3	4	4	3	4	5	3	4	4	53	Sufficient
12	3	4	3	3	3	3	4	4	4	4	3	4	4	4	50	Sufficient
13	4	4	4	4	4	4	4	4	3	4	4	4	4	4	55	Sufficient
14	4	4	3	4	4	4	4	4	4	5	4	3	4	4	55	Sufficient
15	4	5	4	5	4	3	3	4	4	4	4	4	4	3	55	Sufficient
16	3	5	4	5	5	5	5	5	5	5	5	4	5	5	66	Very High
17	4	4	4	5	5	4	5	5	4	5	5	4	4	5	63	High
18	4	4	4	5	5	3	5	5	4	4	4	3	3	5	58	High
19	5	5	5	5	5	4	5	5	5	5	5	4	4	4	66	Very High
20	5	5	5	5	5	3	5	4	4	5	3	5	3	3	60	High
21	4	5	5	5	5	4	5	5	5	5	5	5	5	3	66	Very High
22	3	4	4	4	4	4	5	4	3	4	3	4	4	4	54	Sufficient
23	4	5	4	4	4	4	4	4	4	4	4	5	4	3	57	High
24	3	5	3	5	5	4	5	5	5	5	4	4	5	4	62	High
25	4	4	4	4	4	4	3	4	4	4	3	3	4	4	53	Sufficient
26	4	5	3	5	4	3	4	4	4	5	2	3	3	5	55	Sufficient
27	3	3	4	4	4	4	4	3	3	4	4	4	5	4	53	Sufficient
28	3	4	5	4	4	3	4	3	4	4	4	4	3	3	52	Sufficient
29	4	5	3	4	4	4	4	3	4	4	5	4	3	4	55	Sufficient
30	4	3	4	3	3	3	3	3	3	3	3	3	3	3	44	Low
31	4	5	5	4	4	3	3	4	4	4	3	4	4	2	53	Sufficient
32	3	3	3	4	4	3	4	4	3	4	3	5	3	3	49	Low
33	3	4	4	5	5	3	4	4	4	5	4	2	4	4	55	Sufficient
34	3	4	4	3	3	3	4	3	4	3	3	4	2	2	45	Low
35	2	1	2	4	1	3	2	2	2	2	1	2	2	2	28	Very Low
36	3	5	5	3	3	4	3	4	4	3	4	3	1	3	48	Low
37	4	5	4	4	5	3	3	5	2	5	5	5	5	4	59	High
38	5	1	5	4	5	5	5	5	4	5	5	3	1	4	57	High
39	4	3	5	5	4	4	3	5	5	4	3	3	3	3	54	Sufficient
40	5	4	3	3	3	3	4	4	5	5	3	3	4	3	52	Sufficient
41	5	4	3	3	3	3	3	3	3	3	5	5	4	5	52	Sufficient
42	5	3	3	3	5	3	2	3	4	2	5	5	3	5	51	Sufficient

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APPENDIX 4

The Score of Students' Speaking Skill (Y)

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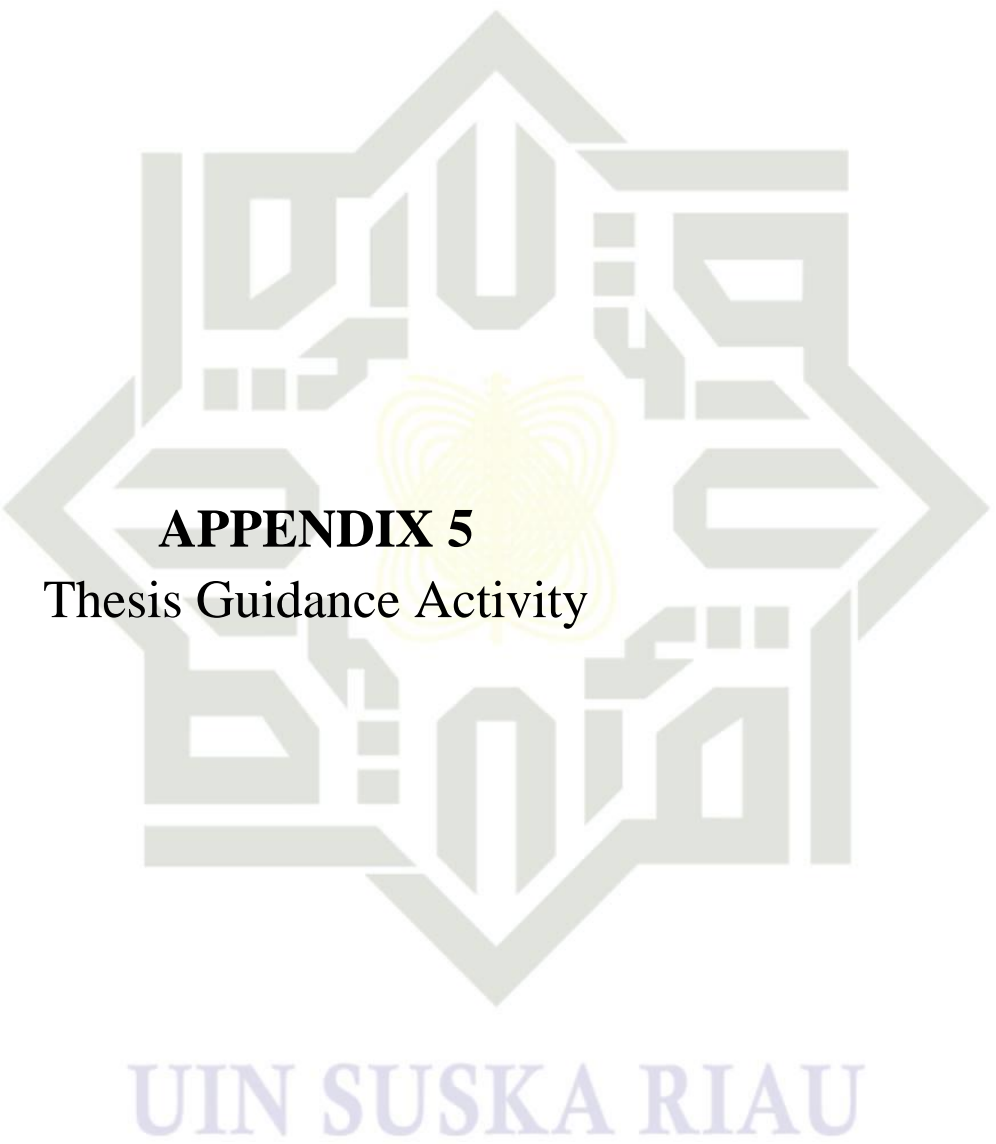
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STUDENT	Students Speaking Skill Score (Y)															CATEGORY	
	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Y.8	Y.9	Y.10	Y.11	Y.12	Y.13	Y.14	Y.15		TOTAL
1	3	3	4	4	5	5	4	4	3	4	3	3	3	3	2	53	Low
2	4	5	5	5	5	5	3	4	4	3	5	4	5	5	3	65	High
3	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	62	Sufficient
4	3	4	4	4	2	3	4	4	4	3	3	4	4	3	3	52	Low
5	4	4	4	4	4	4	4	4	4	3	4	5	4	4	4	60	Sufficient
6	5	5	4	4	5	5	3	4	3	3	3	4	4	4	4	60	Sufficient
7	4	4	1	4	5	4	5	3	3	4	4	5	4	4	2	56	Sufficient
8	5	4	4	4	5	5	5	5	4	5	5	5	5	5	5	71	High
9	4	5	3	3	4	4	3	4	4	3	4	4	2	5	3	55	Low
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60	Sufficient
11	4	4	4	4	5	5	2	4	4	4	4	5	4	4	4	61	Sufficient
12	4	4	3	3	4	4	4	4	4	4	4	2	4	4	2	54	Low
13	4	4	4	4	5	5	4	5	4	4	4	4	4	4	2	61	Sufficient
14	4	4	4	4	4	4	4	4	4	4	4	5	5	4	3	61	Sufficient
15	4	5	3	4	5	5	3	3	4	4	4	5	4	5	3	61	Sufficient
16	4	5	5	5	5	2	5	5	5	5	5	5	5	5	4	70	High
17	5	4	4	5	5	4	4	4	4	4	4	5	5	4	4	65	High
18	5	5	5	4	4	5	3	4	4	4	5	5	5	4	3	65	High
19	5	5	4	5	5	5	4	5	5	4	4	5	5	5	4	70	High
20	4	5	3	3	5	5	5	5	5	4	3	5	4	4	5	65	High
21	4	5	5	5	4	5	4	4	5	5	5	5	4	3	5	68	High
22	4	4	4	3	4	4	3	3	3	3	3	4	4	4	3	53	Low
23	4	5	4	5	4	5	3	4	5	4	5	4	4	4	3	63	Sufficient
24	4	5	4	5	5	5	5	4	5	3	4	5	5	5	5	69	High
25	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	58	Sufficient
26	5	4	3	4	5	5	5	4	5	4	4	5	5	5	5	68	High
27	4	4	4	4	4	4	3	4	4	3	3	4	4	4	5	58	Sufficient
28	4	5	4	4	5	5	3	5	4	3	4	5	4	4	4	63	Sufficient
29	5	5	4	4	5	5	5	4	4	4	4	5	4	4	3	65	High
30	3	3	3	3	3	3	4	5	3	3	3	3	3	3	3	48	Very Low
31	5	5	5	5	5	5	4	5	5	4	5	5	4	4	3	69	High
32	4	4	4	4	4	4	3	4	4	4	4	5	4	4	4	60	Sufficient
33	5	5	4	4	3	4	3	3	4	4	4	4	5	4	3	59	Sufficient
34	4	4	3	4	5	4	3	4	4	3	3	5	3	4	4	57	Sufficient
35	2	1	3	2	1	1	1	3	2	2	2	2	1	2	3	28	Very Low
36	4	3	3	5	4	4	3	3	3	4	4	3	4	3	3	53	Low
37	5	4	5	4	5	5	5	5	2	5	3	5	5	4	4	66	High
38	4	5	5	5	4	4	5	3	3	3	2	4	5	4	4	60	Sufficient
39	4	4	5	4	4	3	4	4	5	3	4	3	5	4	5	61	Sufficient
40	5	3	4	5	3	5	3	3	4	4	4	3	4	4	5	59	Sufficient
41	5	3	4	4	3	5	3	4	4	4	4	2	4	5	5	59	Sufficient
42	5	4	3	3	3	3	5	3	3	4	5	5	4	3	3	56	Sufficient

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APPENDIX 5

Thesis Guidance Activity

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








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 Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftk_uinsuska@yahoo.co.id

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Faurina Anastasia, S.S., M. Hum.
 - a. Nomor Induk Pegawai (NIP) : 198106112008012017
3. Nama Mahasiswa : Suhendri Prayoga
4. Nomor Induk Mahasiswa : 11910413292
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	02 March 2023	Bimbingan BAB I		
2	05 March 2023	Revisi BAB I		
3	15 March 2023	Bimbingan BAB II dan BAB III		
4	20 March 2023	Revisi BAB II		
5	21 March 2023	Revisi BAB III		
6	27 March 2023	Revisi BAB III		
7	28 March 2023	ACC BAB I, BAB II, BAB III		

Pekanbaru, 28 Maret 2023
 Pembimbing,


Dr. Faurina Anastasia, S.S., M. Hum.
 NIP. 198106112008012017

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 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Suhendri Prayoga
 Nomor Induk Mahasiswa : 11910413292
 Hari/Tanggal Ujian : Jumat, 31 Maret 2023
 Judul Proposal Ujian : The Effect Of Instagram English Content Videos on Student Speaking Skill at The State Islamic University of Sultan Syarif Kasim Riau.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Mistai, Mpd.	PENGUJI I		
2.	Zenny Putriani, M.pd.	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004



Pekanbaru, 14 April 2023
 Peserta Ujian Proposal

 Suhendri Prayoga
 NIM. 11910413292



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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Faurina Anastasia, S.S., M.Hum.
 - a. Nomor Induk Pegawai (NIP) : 198106112008012017
3. Nama Mahasiswa : Suhendri Prayoga
4. Nomor Induk Mahasiswa : 11910413292
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	10 Juni 2023	Bimbingan BAB 4		
2	12 Juni 2023	Revisi BAB 4		
3	13 Juni 2023	Revisi BAB 4		
4	15 Juni 2023	Bimbingan BAB 5		
5	17 Juni 2023	Revisi BAB 5		
6	18 Juni 2023	Revisi BAB 5		
7	19 Juni 2023	ACC BAB 4 & BAB 5		

Pekanbaru, 19 Juni 2023
 Pembimbing,

Dr. Faurina Anastasia, S.S., M.Hum.
 NIP. 198106112008012017

**Hak Cipta Dilindungi Undang-Undang**

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SURAT PERSETUJUAN INSTRUMEN PENELITIAN

Pekanbaru, 17 April 2023

Assalamu 'alaikum Warahmatullahi Wabarakatuh

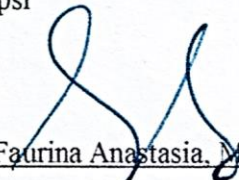
Yang bertanda tangan dibawah ini Dosen Pembimbing beserta Penguji 1 Seminar Proposal atas Mahasiswa bersangkutan di Jurusan Pendidikan Bahasa Inggris Fakulats Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan bahwa :

Nama Lengkap : Suhendri Prayoga
NIM : 11910413292
Pendidikan : S1 Bahasa Inggris
Judul Penelitian : The Effect of Instagram English Content Videos on Students' Speaking Skill at the State Islamic University of Sultan Syarif Kasim Riau

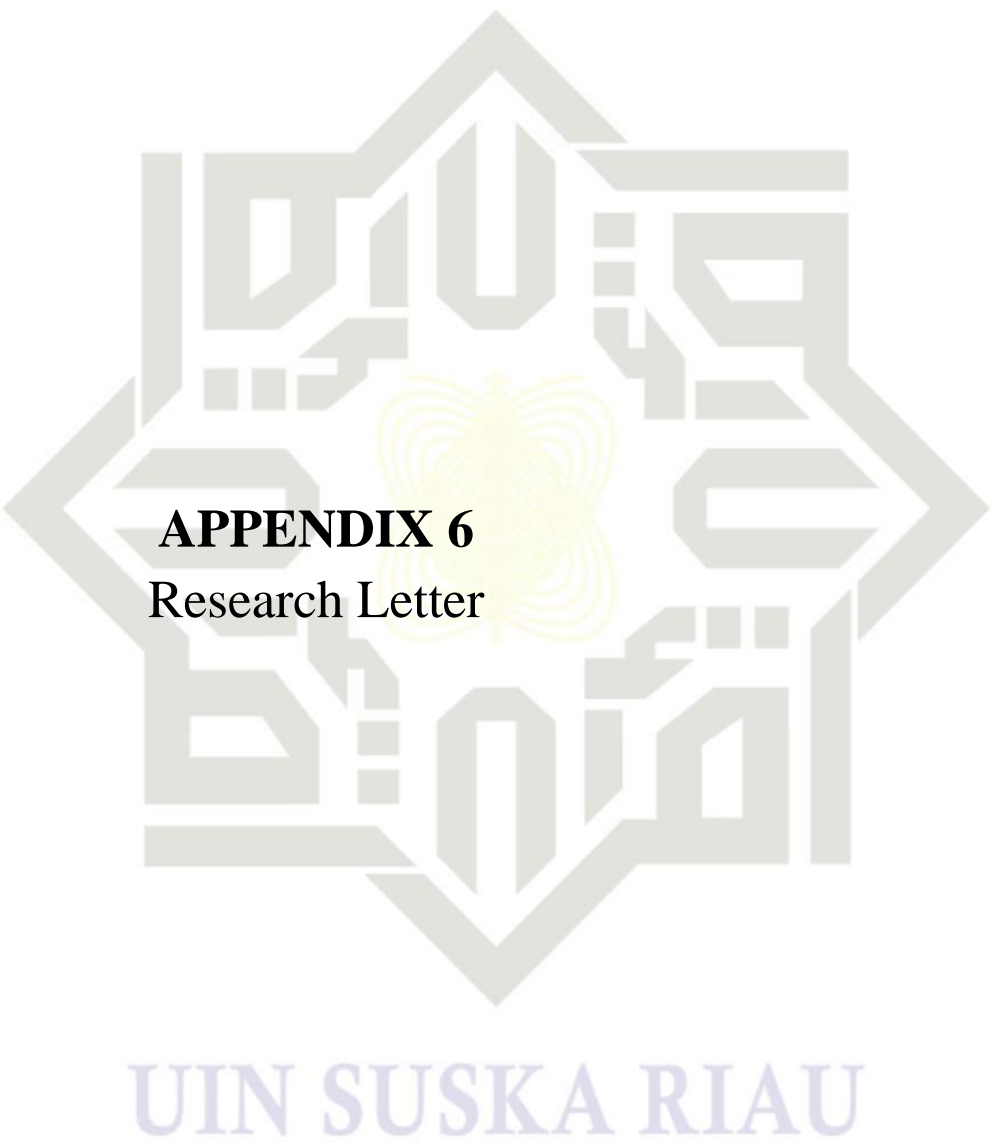
Nama yang bersangkutan diatas telah mendapat persetujuan dalam instrumen penelitian yang akan digunakan untuk pengambilan data.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Dosen Pembimbing
Skripsi


Dr. Faurina Anastasia, M.Hum.

NIP. 198106112008012017



APPENDIX 6

Research Letter

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State Islamic University of Sultan Syarif Kasim Riau

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Fax. (0761) 561647 Web www.fik.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5451/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru,02 Maret 2023

Kepada
Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum wa'rahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SUHENDRI PRAYOGA
NIM : 11910413292
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effect of Instagram on Students' Speaking Skill
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/9589/2023 Pekanbaru,13 Juni 2023
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada
 Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SUHENDRI PRAYOGA
 NIM : 11910413292
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Effect of Instagram English Content Videos on Students Speaking Skill at The State Islamic University of Sultan Syarif Kasim Riau
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Tembusan :
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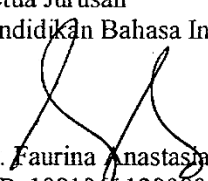
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Nama : Suhendri Prayoga
NIM : 11910413292
Pendidikan : S1 Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Instagram English Content Videos on Students' Speaking Skills at the State Islamic University of Sultan Syarif Kasim

Nama yang bersangkutan di atas di izinkan melakukan Pra Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017



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Nomor : Un.04/F.II/PP.00.9/7520/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 17 April 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Suhendri Prayoga**
NIM : 11910413292
Semester/Tahun : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect of Instagram English Content Videos on Students Speaking Skill at The State Islamic University of Sultan Syarif Kasim Riau
Lokasi Penelitian : Uin Suska Riau
Waktu Penelitian : 3 Bulan (17 April 2023 s.d 17 Juli 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

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Rektor UIN Suska Riau

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 Email : dpmpstp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/56785
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/7520/2023 Tanggal 17 April 2023**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | SUHENDRI PRAYOGA |
| 2. NIM / KTP | : | 119104132920 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE EFFECT OF INSTAGRAM ENGLISH CONTENT VIDEOS ON STUDENTS SPEAKING SKILLS AT THE STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : | UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 30 Mei 2023



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU

Tembusan :**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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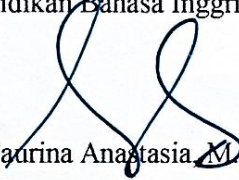
Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan bahwa :

Nama Lengkap : Suhendri Prayoga
NIM : 11910413292
Pendidikan : S1 Bahasa Inggris
Judul Penelitian : The Effect of Instagram English Content Video on Students' Speaking Skill at the State Islamic University of Sultan Syarif Kasim Riau

Nama yang bersangkutan diatas telah selesai melakukan penelitian / Riset di Jurusan Pendidikan Bahasa Inggris dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris



Dr. Faurina Anastasia M.Hum.
NIP. 198106112008012017

CURRICULUM VITAE



SUHENDRI PRAYOGA was born on May 25th 2001 in Kuala Enok. He is the Seventh son of Mr. Usman Gumanti and Mrs. Desnimar. He finished study at MI YPI 001 Kuala Enok and continued His school to SMPN 001 Tanah Merah. And then, he finished his study at MAN 02 Indragiri Hilir.

Then, in year 2019 he continued his study at Department of English Education Faculty of Education and Teacher Training UIN Sultan Syarif Kasim Riau. To fulfillment of requirements for Bachelor Degree of Educataion. He conducted the research on May 2023 by the thesis entitled “The Effect of Instagram English Content Videos on Students’ Speaking Skill at The State Islamic University of Sultan Syarif Kasim Riau”

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