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**THE ROLE OF INSTAGRAM REEL TO STIMULATE
STUDENTS MOTIVATION IN SPEAKING ENGLISH
AT ENGLISH EDUCATION DEPARTEMENT
OF UIN SUSKA RIAU**



BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1446 H / 2024 M

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AT ENGLISH EDUCATION DEPARTEMENT
OF UIN SUSKA RIAU**



UIN SUSKA RIAU

BY

SHAFIYRA LYONI PUTRI

SIN. 12010421850

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
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Pekanbaru, July 4th, 2024



Shafiyra Lyoni Putri

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Pekanbaru, Rabiul Awal 5th 1446 H
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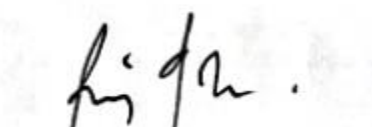
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Pekanbaru, July 4th, 2024

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ABSTRACT

Shafiyra Lyoni Putri (2023): The Role of Instagram Reel to Stimulate Students' Motivation in Speaking English at English Education Department of Uin Suska Riau

Mastery of language skills is one of the targets of learning English for students to communicate effectively in both oral and written forms. Oral communication or speaking is one of the language skills that students must master. The objective of this study is to investigate the students' perception about the use of Instagram Reel to practice speaking English in EFL Classroom, also to investigate the effectiveness of the use of Instagram Reel to stimulate students' motivation in speaking English of the second semester at Department of English Education of UIN SUSKA Riau. This research used quantitative research and the design of the research was survey design. This research was held on June 13, 2024 at Department of English Education UIN SUSKA Riau. The data collected from the second semester of Department of English Education, there were 50 students as respondents of questionnaire selected based on convenience sampling technique. The findings show that students have positive feedback toward using Instagram Reels in speaking English. Furthermore, Instagram Reels can effectively stimulate students' motivation in speaking English.

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ABSTRAK**Shafiyra Lyoni Putri (2023): Peran Instagram Reel untuk Merangsang Motivasi Siswa dalam Berbicara Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris Uin Suska Riau**

Penguasaan keterampilan berbahasa merupakan salah satu sasaran pembelajaran bahasa Inggris agar siswa dapat berkomunikasi secara efektif baik lisan maupun tulisan. Komunikasi lisan atau berbicara merupakan salah satu keterampilan berbahasa yang harus dikuasai siswa. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan Instagram Reel untuk berlatih berbicara bahasa Inggris di kelas bahasa Inggris sebagai bahasa asing, juga untuk mengetahui efektivitas penggunaan Instagram Reel untuk merangsang motivasi siswa dalam berbicara bahasa Inggris pada semester kedua di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau. Penelitian ini menggunakan penelitian kuantitatif dan desain penelitiannya adalah desain survei. Penelitian ini dilaksanakan pada tanggal 13 Juni 2024 di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau. Data yang dikumpulkan dari semester kedua Jurusan Pendidikan Bahasa Inggris, terdapat 50 siswa sebagai responden kuesioner yang dipilih berdasarkan teknik convenience sampling. Temuannya menunjukkan bahwa siswa memiliki tanggapan positif terhadap penggunaan Instagram Reels dalam berbicara bahasa Inggris. Selain itu, Instagram Reel dapat secara efektif merangsang motivasi siswa dalam berbicara bahasa Inggris.

UIN SUSKA RIAU

ملخص

سفيرة ليوني فوتري، (٢٠٢٤): دور بكرات الانستغرام في تحفيز دافعية التحدث باللغة الإنجليزية لدى طلاب قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

يعد إتقان للمهارات اللغوية أحد أهداف تعلم اللغة الإنجليزية حتى يتمكن الطلاب من التواصل بشكل فعال شفويا وكتابيا. وبعد التواصل الشفهي أو التحدث إحدى المهارات اللغوية التي يجب على الطلاب إتقانها. والهدف من هذا البحث هو معرفة تصورات الطلاب فيما يتعلق باستخدام بكرات الانستغرام لممارسة التحدث باللغة الإنجليزية بالغة الإنجليزية كدروس لغة أجنبية، وكذلك معرفة مدى فعالية استخدام بكرات الانستغرام في تحفيز دافعية الطلاب في التحدث باللغة الإنجليزية في الفصل الدراسي الثاني في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. ويستخدم هذا البحث البحث الكمي، وتصميم البحث المستخدم هو تصميم لمسح. وتم إجراء هذا البحث في ١٣ يونيو ٢٠٢٤ في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. وتم جمع البيانات من طلاب الفصل الدراسي الثاني لقسم تعليم اللغة الإنجليزية، وكان هناك ٥٠ طالبا كمستجيبين للاستبيان تم اختيارهم بناء على تقنيات أخذ العينات الملائمة. أظهرت النتائج أن الطلاب لديهم استجابة إيجابية لاستخدام بكرات الانستغرام في التحدث باللغة الإنجليزية. بالإضافة إلى ذلك، يمكن لبكرات الانستغرام تحفيز الطلاب بشكل فعال في التحدث باللغة الإنجليزية.



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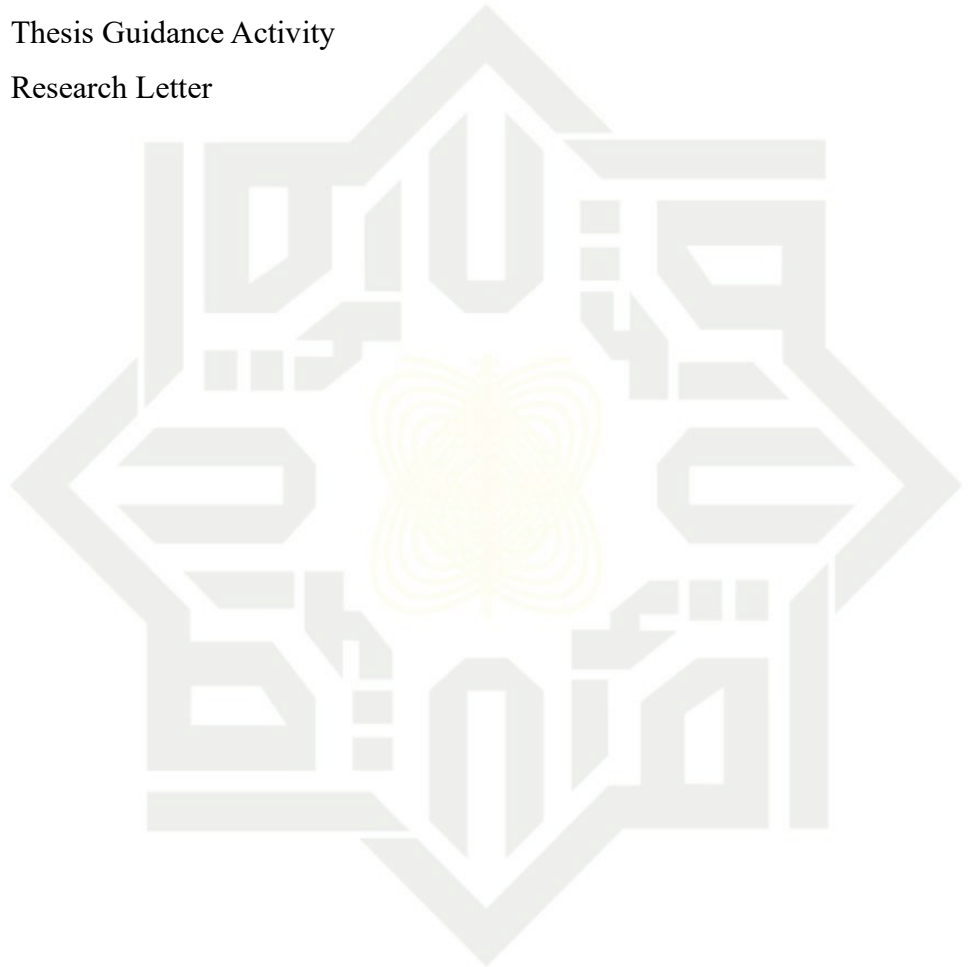
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CHAPTER I

INTRODUCTION

A. Background of the Research

Mastery of language skills is one of the targets of learning English for students to communicate effectively in both oral and written forms. Oral communication or speaking is one of the language skills that students must master. Students' speaking ability can be defined as the ability to deliver, express, or describe students' thoughts through the spoken form, allowing them to be imaginative and creative when interacting with others to achieve specific goals (Mart in Saputri et al., 2022). This ability is needed for language learning and comprehension (Mandasari & Aminatun, 2020). It is used in verbal utterances to express thoughts. As a human interaction used to share information with others, it is composed of a series of verbal utterances that convey meaning (Wulandari & Ashadi, 2021). It has become an important part of everyday interaction because a person's ability to speak fluently and comprehensibly is frequently based on his or her first impression. Furthermore, speaking entails communicative performance as well as some elements such as grammar, intonation, pronunciation, vocabulary, and so on (Afrilliani et al., 2020).

The Role of Instagram Reels as a tool for learning English has gained significant traction among students, particularly in enhancing their speaking skills. Research indicates that many students perceive this method positively, finding it engaging and effective for language acquisition (Aidah, 2022; Alotaibi, 2023). A study involving university students revealed that a majority found Instagram Reels to be a comfortable and enjoyable way to learn English. The platform's short, engaging content helps maintain motivation and encourages consistent practice. Students reported gaining vocabulary through videos, captions, and comments, which significantly aids their speaking performance (Almadhady et al., 2021). Additionally, using

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Instagram Reels creates a dynamic and captivating learning environment; students' scores in speaking assessments improved significantly after incorporating Reels into their learning routine, indicating increased engagement and motivation (Amalia, 2022).

Motivation plays an important role in teaching and learning process. It determines to become a successful student or not. When the students are motivated to learn they will engage in learning and influence their performance. (Schunk, et. al., 2008) suggested that the choice of task, effort, and persistence as the relevant indexes of motivation that usefully inform the students' motivation in learning. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated" (Brown, 2004).

There are some previous research that discuss about The Role of Instagram Reel to Stimulate Students Motivation in Speaking English. The study by Aidah (2022), "EFL Students' Perception Towards the Use of Instagram in Speaking English" shows that the students see Instagram positively. The students find Instagram as a tool that provides a new way for them to practice speaking English. Instagram offers a different atmosphere for the students to practice, and it helps them to be more confident. Additionally, they also feel motivated. The study by Aprian, Oktavia and Trisnawati (2023), "Students' Perception Using Instagram Reels Toward Speaking Ability Improvement: English Departement Students' Voice" find out that most of the students gave positive perceptions about the use of Instagram reels in the process of improving their English speaking skills, students gave good and good responses during the interview process, they also showed significant progress during the use of the Instagram reels application which initially only had little vocabulary. In addition, Study by Dewi, Marsakawati, Putra and Suwastini (2022), "Being Real on Instagram Reels: An Authentic Tool to Enhance English Speaking Skills" show that the perceptions of students on the implementation of Instagram reels to improve

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speaking skills were favorable. Most students agreed that implementing Instagram reels as an authentic tool in speaking was adaptable, effective, and authentic. It also increased the students' speaking abilities, which were referred to as positive attitudes.

Despite those facts, several challenges arise when students use social media, particularly Instagram Reels, for learning English. One of the main issues is the distraction caused by non-educational content, such as entertainment videos and advertisements, which can divert students' attention from language practice. Additionally, poor internet connectivity and frequent power outages hinder access to online resources, making it difficult for students to engage consistently with learning materials (Faizi et al., 2022). Another problem is the lack of digital literacy, as some students are unfamiliar with using social media for educational purposes. Moreover, without proper guidance and feedback from teachers, students may struggle to use the platform effectively to stimulate their speaking skills. Exposure to informal or incorrect language on social media is another issue, as students may unintentionally adopt non-standard English. Finally, poor time management can also become a problem, as the easy access to Instagram may lead students to spend excessive time on non-academic content.

Based on preliminary study, at English Education Departement in UIN SUSKA RIAU, it is find that many of them feel anxious while speaking English in front of the public, especially in formal or informal speaking. Some students' said that they have many experiences speaking in front of the public, such as presentation in front of the class, answering the question, and asking the question. But sometime, they felt anxious when speaking english in front of the public or class. Then another students said that speak english with Indonesian language as the mother tongue, they still felt confused to practice conversation, it is happen because of the lack of vocabulary and lack of grammatical mastery. Additionally, students struggle to express their idea and make conversation in speaking, it might because they have lack of knowledge and ability of five components of speaking; pronunciation,

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grammar, vocabulary, fluency and comprehension. The five components of speaking is one of the factors influenced speaking ability of students. Beside that Particularly, there are the feeling of being afraid of making mistakes, lack of confidence when the students have to speak in front of the class, Juhana (2012).

Based on the explanation above this study is needed to be conducted because there are still a few studies related to this topic conducted at the university level especially in UIN Suska Riau. Moreover, the reason why do the researcher choose the title is because of the findings of the study will be able to provide insights for English language teachers to design more innovative and effective teaching methods that are suitable for the current digital era in order to make the students have a high motivation so they will be able to speak English confidently. This research is expected to be very useful for readers, particularly those who are interested in using social media as a technology-based learning media to teach English by utilising Instagram Reels.

B. Identification of the Problem

In line with the background above, there are many problems faced by the students. Many of them feel anxious while speaking English in front of the public, especially in formal or informal speaking. Some students feel anxious when speaking english in front of the public or class. Then another students said that speak english with Indonesian language as the mother tongue, they still felt confused to practice conversation, it is happen because of the lack of vocabulary and lack of grammatical mastery. And some students struggle to express their idea and make conversation in speaking. In addition, the students are often dissatisfied with their present speaking abilities, which is a reason that makes them afraid to speak in class.

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C. Limitation of the Research

This research was conducted to focus on the research problem which is to investigate how the students' perception about the use of Instagram Reel to practice speaking English in EFL Classroom of the second semester at Department of English Education of UIN SUSKA RIAU.

D. Formulation of the Research

The problem of this research formulated into these following research questions:

1. How is the students' perception towards the use of Instagram Reel in speaking English of the second semester at Department of English Education of UIN SUSKA RIAU?
2. How is the effectiveness of the use of Instagram Reel to stimulate students' motivation in speaking English of the second semester at Department of English Education of UIN SUSKA RIAU?

E. The Objectives of the Research

- a. To investigate the students' perception about the use of Instagram Reel to practice speaking English in EFL Classroom of the second semester at Department of English Education of UIN SUSKA RIAU.
- b. To investigate the effectiveness of the use of Instagram Reel to stimulate students' motivation in speaking English of the second semester at Department of English Education of UIN SUSKA RIAU.

F. The Significance of the research

Theoretically, the features and tools of Instagram can assist teachers and students in achieving their goals in teaching-learning, and they can also motivate students to learn. It offers authentic content with students' collaboration, improving the students' awareness, self-confidence, and motivation for learning.

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Practically, Instagram Reel can be exciting teaching methods. Instagram Reels offer teachers new ways to make learning fun. By using this platform in class, teachers can create interesting lessons that students enjoy. Instagram Reel also let students practice language skills whenever they want, even outside of class. By using this feature, students can engage with real-world language content and improve their speaking abilities more effectively.

G. Definition of key terms

1. Instagram Reel

According to Sumrak (2023), Instagram Reels are video clips (typically 15 – 90 seconds, but can go up to 15 minutes) that can be shared as Stories, posts, and even featured on a dedicated Reels tab on your profile. In this research, Instagram Reel means a media that used to help students' of English Education Departement of UIN Suska Riau to stimulate their motivation in Speaking English.

2. Speaking

Speaking in linguistics term has various definition. In Hornby, speaking means saying something to express ideas and opinion. According to Kurhartanti (2005) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion. In learning a second or foreign language, speaking is the most important aspect. The success can be measured through students' or learners' skill in carrying out a conversation and interacting orally in that language. In this research, speaking means as skill is the ability of the students' of English Education Departement of UIN Suska Riau to communicate with others.

3. Motivation

Motivation is the factors that determine a person desires to do something, Longman (1991). Motivation in this study refers to the

factors that influence the students' of English Education Departement at UIN Suska Riau in speaking english.



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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking Skill

Mastery of language skills is one of the targets of learning English for students to communicate effectively in both oral and written forms. Oral communication or speaking is one of the language skills that students must master. It is because speaking does an important role for having communication with other people. Unfortunately, some English teachers do not provide many cases for the learners to speak intensively. It makes the students need improvements by practicing their speaking skill. Based on Samad, Bustari and Ahmad (2017) speaking is known as a skill to share ideas, thought and intention by using a language in oral form.

In addition, Harmer (2007) speaking does not only for pronouncing phonemes in a good way, using suitable stress, intonation pattern, and connected but speaking must show a range of different conditions and situations with sequences conditions and strategies. Students' speaking ability can be defined as the ability to deliver, express, or describe students' thoughts through the spoken form, allowing them to be imaginative and creative when interacting with others to achieve specific goals (Mart in Saputri et al., 2022). This ability is needed for language learning and comprehension (Mandasari & Aminatun, 2020). It is used in verbal utterances to express thoughts. As a human interaction used to share information with others, it is composed of a series of verbal utterances that convey meaning (Wulandari & Ashadi, 2021). It has become an important part of everyday interaction because a person's ability to speak fluently and

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comprehensibly is frequently based on his or her first impression. Furthermore, speaking entails communicative performance as well as some elements such as grammar, intonation, pronunciation, vocabulary, and so on (Afrilliani et al., 2020).

The main focus in language learning is developing speaking skills (Mustofa & Hamid in Ardiansyah & Kurniawan, 2019). Learning how to speak English is very important for students, as it allows them to demonstrate their ability to use the language (Zyoud, 2016). Speaking is also the main means of interacting, sharing ideas, and conveying information to other people (Kristiani & Pradnyadewi, 2021).

Speaking is the heart of learning English. Speaking as one productive skills offers a real result for someone who learn a foreign language. It is considered as the most important skill for business and government officers as it is the main communication tool worldwide. Speaking is extremely important when it comes to the output process of learning second language. Moreover, speaking is the key to effective communication, which is vital in both personal and professional settings. It allows learners to express themselves clearly and confidently, which is essential for building strong relationships and achieving goals. The ability to communicate effectively in English is not only limited to the use of grammar and vocabulary but also involves the ability to speak fluently and clearly. Additionally, speaking is considered the most important productive skill for all language learners to master. It is because speaking can measure the success of language competency (Nunan, 1991). In addition, there are several components to measure the students' speaking skills, such as fluency, grammar, pronunciation, and vocabulary. Therefore, students must be aware of those aspects to increase their speaking ability.

Speaking skills cannot be learned on their own. This skill must be developed through education, a carefully designed program, and

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sufficient practice. Someone usually uses conventional and ordinary English. Speaking is the most practical and strategic option for carrying out communication when using language as a communication instrument involving listening, speaking, reading, and writing. It is not unexpected that one of the national linguists, Tarigan (2019), indicates that speaking skills have a close relationship with three other linguistic skills. Speaking is the process of transmitting various messages in the form of communication employing characteristics of sounds via the human sense of speech (Hockett & Hockett, 1960). As a result, speaking skills are the most significant component of learning a language, particularly when speaking helps with the English language learning process at the university level.

The ability to speak reflects the mastery of language skills which is particularly important for the students to master. Many of them have good proficiency in other skills but seem not good enough at speaking (Devi, Virgiana & Auli, 2020). The ability to speak in language learning is not only being able to talk but also how they deliver their thoughts and ideas in oral communication. Hence, speaking skills get much attention in language learning.

The requirement of a teacher during the teaching learning process in classroom to choose teaching activities that are interesting for the students is mandatory to be carry out. Especially in teaching English speaking, choosing alternative media, methods or fun activities that attract students' interest and motivation must be the focus for the teacher. Also, finding ways to practice oral communication outside the classroom is often a significant challenge. The importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning academic content (Biel & Gatica, 2010). In contrary the speaking problem faced by students are influenced many factors, such as their intrinsic motivation, confident and anxiety always there.

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However, many students in Indonesia experience difficulties in acquiring these skills. They may feel anxious about speaking in public and lack confidence in answering questions from teachers in class. These obstacles can hinder their ability to communicate effectively in English, which can ultimately impact their academic performance and careers. Therefore, educators need to provide support and guidance to students to help them overcome barriers to speaking, and develop the confidence and skills necessary to communicate effectively. Students tend to have lack of the ability in speaking language being learnt. They were seen having no desire to practice their English daily. English is being learnt since they were in early level of education. The fact that they still could not be able to speak in English is quit hard to accept.

Many students face difficulties in speaking English due to several factors. According to (Riswandi, 2016) noted that students often feel nervous when asked to give presentations, which results in the use of inappropriate vocabulary and grammar. Y. Wulandari & Fadhilawati, (2019) also emphasized that limited vocabulary, poor understanding of grammar, and difficulties in pronunciation of English words are important factors that hinder students from speaking English with confidence. Students' limited ability to speak English is often related to a lack of basic mastery of vocabulary and grammar knowledge, as well as a lack of academic literacy in reading and writing (Budiharso in Fadhilawati, 2015). Therefore, it is important for educators to address these factors and provide students with effective strategies to improve their English speaking skills.

Despite those facts, students still find problems in mastering speaking skills. According to Himmah, Suhartoyo, and Ismiatun (2020), the students are often deal with issues such as lack of confidence to speak and lack of vocabulary, which prevents them from expressing their thoughts and knowledge. Additionally, Ur (1996) stated that there are four common factors of the students' difficulties in speaking such as

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inhibition (fear of criticism, being shy), nothing to say (less motivation to express their thought), low participation (little talk time), and mother tongue (dialect). In addition, the students are often dissatisfied with their present speaking abilities, which is a reason that makes them afraid to speak in class (Riasati, 2012). As a result, these problems cause the students speaking skills to be considered low (Himmah et al., 2020). Therefore, teachers are expected to find new and fun ways to create an attractive environment, such as integrating technology into language classes to help the students overcome the problems mentioned.

This study used social media Instagram, especially Reels Instagram, as the media in learning to speak English. In this case, Basically, some students always their social media to relieve their boredom after doing learning activities. The students are rarely used social media for learning something which was related with the education. Thus, some students seem have no motivation in learning. this study try to explore about Reels Instagram, which one of feature on Instagram where almost students open up. Academically, the students should be more active in the learning activities which is they can be more confident and try to having conversation with their teacher. But on the other hand, we are just faced on the pandemic which made some students are getting tired easily because do the online learning. This activity brings some problem with their confidence and they conversation. This study purposes in how to increase the students motivation in speaking English.

2. Motivation in Speaking English

Motivation is something which encourages a person to do something. According Simaibang, (2017) said “Motivation is a process that initiates, guides and maintains goal-oriented behavior. Motivation is

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what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge”.

According Krismony et al., (2020) said that Motivation is an important part in supporting the success of the learning process. Understanding students’ English learning motivation has a very important role to make students gain success in learning English. It is an urgent variable to be considered by teacher in recognizing the students’ problem and to create conducive atmosphere in the classroom that will raise the students to do more toward learning English. By having the great motivation, the learners are able to respond to the learning situation, seek out all opportunities to acquire English language, make maximum use of the opportunities afforded to practice the language, possess analytic skill, be adaptable in learning situation possess, self-esteem, and take a risk for their learning.

According to Johnson and Pearson in Darmiyati (2007), there are two causes of low learning English speaking achievement. They are coming from external and internal factors. External factors can be classified into two groups: social and non-social factors. Social factors can come from the students themselves and non- social factors can be the place or location, the weather, and time when the learning process happens. Internal factors can also be classified into two groups. They are physiological factors and psychological factors. The physiological factors include the function of certain organs that students have. The psychological factors can be the students’ motivation to read and interest. Arifin (2017) holds the view that the psychological aspect has a significant role in learning, especially speaking performance in classroom activities.

In addition, Arifin in his research found out that both teacher and students took an essential part in building a decent atmosphere in classroom events (2017). Psychological aspects of students such as anxiety, low self-esteem, less confidence, and lack of focus were the

main problems that occurred in students' aspects. In summary, it has been shown from this study that students need learning activities that help them to overcome their anxiety, low self-esteem, lack of focus and improve their confidence. He suggested one technique to overcome those problems which are giving chance for students doing outside activities to speak English (2017). This activity is believed can create students opportunities to show their true capability in speaking. In this case, technological tools can be utilised to provide learners with a possibly psychologically safer environment where learners do not always need to directly face their teachers or the whole class when they practice speaking. Such tools can also make it possible for learners to practice speaking at their own pace outside the class.

Johnson and Morrow are quoted in Nirmawati (2015) stated that speaking which is best referred to as 'oral communication is an activity that involves two or more people in which listeners and speakers must react to what they hear and at the following level contribute / answer it. Not only does it form grammatically correct sentences, it also covers broad areas like mechanical, functional, pragmatic, and social interactions. In addition, Zhang (2009) argues that speaking skills remain the foremost difficult skill for many English learners to master, which they're still incompetent at speaking orally in English with people. Additionally, Ur (1996) stated that obstacles like, worrying about making mistakes, not knowing what to mention, and using the tongue are some samples of problems in classroom speaking. Referring to that reason, it will be concluded that the event of communicative skills can only occur if students have the motivation. Thus, teachers have the responsibility to arrange students as best they will to talk English.

The role of technology in the education field also brings their enormous challenges teachers should face. One of the problems is the teacher's attitudes towards the computer and the internet, which are also key factors in the successful implementation of ICT in education. Based

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on Seraji, Ziabari, and Rokni's (2017) result that the teacher's attitudes are going to be significantly positive in the use of technology at some institutes and schools, because technology in education also can be learned and practiced from the time to time.

The use of education technology which is supporting the teaching and learning process to make a new method or media may fulfil the students' needs. Teachers should make an enjoyable method or medium that may enhance students' motivation in learning the lesson. According to Rao (2019), social media as one of the effects of technologies may bring an effect on improving students' vocabularies in English Learning and Teaching and it is also useful for making the students enjoy the class activity and easy to engage the material.

In achieving the students' needs in learning English, the teacher should understand the students' needs and preferences. According to the Keser and Yavuz (2018), some teachers, especially pre-service English teachers, face some problems in the classrooms such as talkative, noisy, and crowded class that happens because the students have low motivation in learning English. The results are that the students have low motivation in learning English, they are afraid of speaking English, and they are passive learners.

Uno (2009) affirmed the roles of motivation in learning, such as motivation can determine learning reinforcement, motivation makes learning objectives clearer and motivation makes learning persistent. Further, Astuti (2012) reported that motivation is psychology factor that can influence the process and the result of learning. If the students have high learning motivation, they students will do more learning activity. So, it is suggested that the teacher must improve students' English learning motivation. As teachers, they often forget that all of their learning activities are filtered through their students' motivation. In this sense, students control the flow of the classroom. Without student's motivation, there is no pulse; there is no life in the class. When teachers

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learn to incorporate direct approaches to generating student motivation in their teaching, they will become happier and more successful teachers.

In other word, the successful learning is influenced by the students motivation in the classroom, especially in language classroom. The importance of motivation in the teaching-learning process cannot be overstated. It stimulates and facilitates learning activities, controls and directs student behavior and attitude, gives satisfaction and happiness, and incorporates moral and spiritual values into students' minds. Different approaches to motivation include behavioral, humanistic, cognitive, and socio-cultural approaches. Each of these approaches has its own strengths and weaknesses, and teachers should be aware of these to effectively motivate their students. Dornyei (2001). said that "In my view correct belief that during the lengthy and often tedious process of mastering a foreign/second language, the learners enthusiasm, commitment and persistence are the key determinants of success and failure". It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather than the students who have low motivation or not at all.

This research discusses how motivation is important in learning English speaking. Instagram, including it reel features is considered a tool that could help students increasing their motivation in improving their English speaking skill.

3. Instagram Reel

There are many social media in the world. The example is Instagram. Instagram is a popular social media among the millennial generation. Amancio (2017) said that "Instagram users can post photos or videos in their field and can also like what people that they are following are posting, their interaction happens with their photos and others people's photos".

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There are many kinds of social media that have been used for helping improve the four English skills, namely listening, speaking, reading and writing in using the media such as Facebook, Podcast, and Instagram and the like in improving students' speaking skill. Dzakiria and Jassim studies (2019) conducted a research of how Facebook can be a potential medium for improving English Language proficiency. The result of this study showed that the students can enhance their speaking skill but the students prefer to study English using Facebook and it combine with a kind of competitions. The study is made by Alsaleem (2018) also supported that the use of the Facebook the students have been familiar with can enhance their skills and motivations. His study attempted to compare two groups where a group used the Facebook as the learning medium and the other did not use the Facebook as the learning medium to improve their speaking skills. Instagram is a social media that is used for sharing pictures, videos and captions or quotes. Some other researchers used Instagram to improve the students' writing skill rather than other skills like speaking. Rahmawati, & Sulistyorini (2019) and S Renaldi (2017) have studied the students' writing by using Instagram to check their writing ability before Covid-19. The result shows the use of Instagram can enhance and fulfil students' need.

Instagram is one alternative way of teaching language. Taking into consideration that Instagram provides video tools, it becomes a further tool of teaching and learning media. According to Henich (1996), teachers are expected to be able to translate and channel learning to students through an intermediary or plural called the media and apply it with existing learning models. Instagram is a famous social media among youngsters. The eye catchy and easy use are two good reasons why youngsters fall in love with it. It is the reason why social media like Instagram is good for the teaching and learning process. According to Crowley (2015) there are some reasons to use social media in the classroom: (1) Social media provides venues for students to share their

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stories both within and beyond the classroom, (2) It also grants opportunities for them to hear stories from beyond their school, (3) Social media helps students to recognize the power of personal voice.

Social media is an alternative learning media. In academia, social networking sites (SNS) are considered very useful in language learning because their community-centered designs support the spread of native languages and encourage interactions that occur outside the classroom. The popularity of social media has a huge impact on students. One of the popular social media is Instagram. Students spend more of their time using Instagram through their smartphones. Therefore, this can be adapted by teachers or educators to develop certain activities that use social media, especially Instagram in language learning. Teachers or educators can actively use Instagram to stay connected with students (Zhang, 2013). The use of social media as a learning medium has supported a classical theory on social learning theory.

Reels is an application that makes short videos of 15 seconds with choice of audio, effects, and other creative tools. Reel invites its users to create fun videos to share with friends or anyone on Instagram. On reels we can find very short and clear videos about procedure text that we can find in anyone's posts, even some videos bring up text so that posts can be read by anyone. From the short videos of Instagram Reels, the researcher hopes that 15-60 seconds video could be made students learn new things in a short time. Instagram Reels can be a great instructional resource as a teaching motivation tools and support students' creativity. On reels, we can find very short and clear videos about procedure text that we can find in anyone's posts, even some videos bring up text so that posts can be read by anyone. Using video reels to teach English makes students become easy, understand, and have fun learning English. . It also can make students more active and easy to understand the material since the video contains pictures and audio that causes students to see the material directly.

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Instagram is widely used by many people, particularly school students. It allows users to capture and share their life moments with followers through a series of filter-manipulated pictures and videos in an instantaneous way (Hu et al., 2014). As a matter of fact, it is common for school students to have an account in their Instagram and update their life moments to their friends and followers. Instagram can also be seen as a useful tool to enhance students' motivation and confidence in English communication, as students will be exposed to various users from all over the world.

Erarslan (2019) explored the opinions of university students on Instagram as an educational platform for educational and language learning goals, as well as its impact on students' language learning outside of formal classes. The finding showed that most students agreed that Instagram became a preferred utilizing it for educational and language learning objectives, and it was the most widely utilized social media network. Moreover, numerous features on Instagram and accessible in its use make Instagram attract many users, especially youth.

Instagrams' features have their roles. Based on several expert Instagram has eight advantages as a media to develop English language skills. Instagram helps students to develop their speaking skill. Al- Ali (2014) argued that the role of Instagram as a Learning tool to develop students speaking skill. Similarly, Handayani (2015) states that Instagram can be used in language classes to conduct various activities such as role plays, describing someone, writing a caption on a posted picture, and speaking activities through videos, etc. In addition, Instagram is widely used because the features provided are useful for language learning. Furthermore, students can follow several English-based accounts on Instagram to give more pieces of information beyond the classroom. Therefore, the English language learning can be more efficient because students can learn independently outside the classroom

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by utilizing the features on Instagram. Students practice their speaking using many of Instagram's features.

Using Instagram as a new media in learning language can apply by teacher in classroom. Because it can help students to develop their ability in learning English. Research by Azlan et al. (2019) used Instagram to increase motivation of students. Then, Code in Syamsuddin et al. (2021) added that Instagram is one of social network sites (SNS) which is based around photos sharing as participants upload their pictures and short videos with captions, comments, and the newly invented hashtags. Because Instagram is very interesting and informative. Instagram gives users a quick and easy method to record and share special moments in their lives with friends by turning them into a collection of images and videos. Because it is very interesting and informative. Students can send some images or posting video. They can take advantage Instagram as a learning medium than they only share about their life moment. Furthermore, Instagram as social media can be accessed by students via computer or smartphone. It could be used for help student in language learning process.

In addition, Mansor and Rahim (2017) claimed Instagram was an efficient tool for students' interactions, whereas discussing task-related content. Besides, Listiani (2016) in her research revealed that Instagram promoted a much better understanding of college students with high and low motivation. Moreover, Al-Ali (2014) and Wiktor (2012), claimed Instagram has potential to be a acquisition tool regarding language skills. When pictures or videos are uploaded and shared with the scholars followed by questions from the teachers, the scholars are encouraged to use their language skills. Since internet becomes increasingly mobile, it may be used almost in everywhere, such as in lecturer' hall, computer room, classroom, at home, on the thanks to school, or in internet cafe. Thus, these make Instagram more tempting to be considered and utilized as a learning tool.

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Instagram was released in 2010 and immediately got global attention from people around the globe. The features available on Instagram are beneficial in supporting the English language learning process. The features such as Instagram TV (IGTV), reels, and Instagram story can be used to upload the students' work in a certain material that they learned. Additionally, the visual essence of Instagram arguably distinguishes it from other social media that are comparatively more text-focused. The visual essence of Instagram contributes to the use of Instagram by teachers in ways that vary from how they use certain other social networks (Carpenter et al., 2020). Hence, Instagram received huge attention from scholars than the other online platforms because of its differences in significant ways. In addition, the popularity of Instagram among educators enables it to use in language learning, especially in English Foreign Language (EFL) classes.

Instagram allows users to make videos using its Reel feature. Instagram users can display their talent and skill in talent videos and give tips and advice on how to do something well by sharing it in How-to videos. Making a big announcement also can be done in video of personal messages. These videos can be seen by other people, and also can be commented. Akhiar, Mydin and Kasuma (2017) said that making short videos to introduce themselves is a language activity that can be implemented using Instagram. This feature allows users to share their personalities and showcase their creativity, making it an excellent tool for building connections and fostering engagement. In addition, Reel that are made can also be varied in content. For instance, videos on correct pronunciation can be shared, helping users improve their language skills. Furthermore, Reel can include English songs, making it a versatile platform for entertainment and learning alike. The variety of content that can be shared on Instagram Reels makes it an attractive option for users looking to express themselves creatively and connect with others.

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Hence, the student's intimacy with Instagram can advantage them decrease their anxiety due to utilizing the unaccustomed tool in language learning as well as promoting an engaging environment. In addition, Instagram offers flexibility for the students to learn outside the classroom where they can get extra time to practice their speaking skills. This flexibility can be particularly useful for students who may not have access to language learning resources or opportunities to practice speaking in their regular school environment. By using Instagram, students can engage in language learning activities at their own pace and convenience, which can help them build confidence and reduce anxiety in their language skills.

Besides, video post on Instagram helps the students to practice in a safe and comfortable environment, also in a more controlled and private setting. This can be especially beneficial for students who may feel nervous or self-conscious about speaking in front of their peers. Instagram also attracts the teacher's attention to utilizing the affinity spaces that can be prompted creative activity in English language learning (Carpenter et al., 2020; A. D. Handayani et al., 2018; Yusuf & Jazilah, 2020). Additionally, Instagram can be used to create affinity spaces that encourage creative activity in english language learning. These spaces can be designed to foster collaboration and interaction among students, promoting a sense of community and shared learning experience. By engaging with each other through Instagram, students can develop their language skills in a more dynamic and engaging way. (Aries & Islamiah, 2020; Devi et al., 2020).

The fundamental reason for using Instagram as a learning medium is that apart from the widespread use of social media, especially Instagram in various circles, there are also other factors such as wanting to show the ability of English education students to their closest people and followers or maybe it can also bring job opportunities. Even so, output remains a top priority. In addition, there are other considerations

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in the use of Instagram as a learning medium, namely Instagram can give students the authority to create their own digital content and publish it online through Instagram TV, for example, besides that it can stimulate student activeness, creativity, and self-confidence. Instagram allows for collaboration between students and educators on certain projects or tasks for learning purposes (Bexheti, 2014).

Students are ready for technological changes in learning (Manca & Ranieri, 2013) especially during the current pandemic, where all education actors are forced to be ready to deal with technology. Therefore, choosing the right platform can be a benchmark for the success of a learning activity. Currently, the most popular social media platforms are YouTube and Instagram. Especially in its use as a learning medium, this platform can have a positive impact, especially on language learning.

Nowadays, there is a lot of potential for media based on social media applications such as Twitter, Facebook, Line, and Instagram to make learning activities more creative and engaging. Instagram is one of the most popular apps among young people, with more than two billion users expected to increase over time (SEO.AI's Content Team, 2024). According to Napoleon Cat's research, Indonesia has 88.86 million Instagram users in February 2024. The majority of Instagram application users in Indonesia are between the ages of 18 and 24, accounting for 30.08 million. Female account for 19.8% of the application's users, while males make up 17.5%. This statistic shows that the majority of Instagram users are teens aged 18 to 24 (napoleoncat.com, 2024). Therefore, this app has greater potential for use as a classroom learning tool.

Data from Data Report (2019) reveals that Indonesia is in the top five countries which most frequently use Instagram along with other countries such as the United States, Brazil, Russia, and United Kingdom. In addition, Solomon (2013), the extent of engagement of college students on the network seems to be higher. Nowadays, there is a lot of

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potential for media based on social media applications such as Twitter, Facebook, Line, and Instagram to make learning activities more creative and engaging. Instagram is one of the most popular apps among young people, with more than two billion users expected to increase over time (SEO.AI's Content Team, 2024).

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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. According to the Oxford House, gives some several accounts for learning the English language, namely:

1) BBC Learning English

BBC Learning English is a super popular Instagram account with over 1.4 million followers. They regularly post quick quizzes and grammar cards, explain commonly used and not so commonly used phrases. They also share examples of idioms to help you expand your

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language toolbox. Even better, they create videos so that you can practice your pronunciation and learn new vocabulary around a theme.

2) In English With Love

In English With Love was created by Sama, an English teacher who has a keen eye for designing beautiful Instagram images and a deep knowledge of English teaching. She uses inspirational quotes to highlight phrasal verbs and explain their meaning. In her “What’s another way to say...” series, she shares alternatives to commonly used expressions. She also helps you figure out when not to use certain words like ‘any’, ‘for’, ‘off’ or ‘do’.

3) English Without Tears

English Without Tears is run by Gabriela Torens. She focuses on helping you avoid common mistakes and learn the correct way of saying things. She teaches phrasal verbs, indefinite pronouns, indirect speech and many other grammar “problem areas” through posts packed with information. Her feed looks just like a colourful exercise book scissored together from tables, posters and dictionaries. From time to time, she even slips in a meme.

4) English With Nab

English with Nab, created by coach and English teacher Nab, is a fun, interactive account that teaches 21st century English. It focuses on grammar and useful expressions that prepare you for real-life situations. You’ll find this account really stands out from the crowd. Like Nab would say: he teaches from the heart, not from the book. Tune into his posts and equip yourself with new skills, enrich your vocabulary and don’t be afraid to go out in the world and show it all off.

5) Pronunciation With Emma

If pronunciation is your kryptonite, Pronunciation with Emma is going to be your new favourite Instagram account for learning English. Emma is a lovely young teacher who films herself pronouncing all sorts of English words in her soothing British accent. The YouTube channel

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that complements her Instagram has tips on how to master English vowels, how to pronounce words that sound similar and are commonly pronounced wrong, and much more. She also dives into commonly asked questions that go beyond pronunciation, like how to use certain common adjectives and prepositions.

6) Cambridge Assessment English

Cambridge English has a very consistent Instagram feed that's easy on the eye and stimulating for the brain. From motivational quotes to fun riddles and explanations of often-used idioms, their posts will keep your spirits up as you learn English. What has a face and two hands, but no body or legs? Do you know what a 'change of heart' means? What happens when 'the ball is in your court'? Find brain-twisters like these on Cambridge English.

7) English Vocabulary

English Vocabulary is a very straightforward and tastefully designed Instagram page by Green Forest school of English. The pastel aesthetic that they've chosen to wrap their vocabulary cards in makes learning new English words a surprisingly refreshing experience. Do you have any idea what it means to be 'skint', 'chuffed' or 'leery'? With English Vocabulary, you'll learn the meaning and use of many words like these.

8) To Fluency

To Fluency is run by Jack, an English teacher who has a unique and enjoyable way of explaining even the toughest cases of English grammar. It's easy to become addicted to his video lessons, the full versions of which you can watch on Jack's YouTube channel. Once you start seeing Jack and his blackboard pop up in your feed, you will find yourself eagerly awaiting the next grammar lesson. Excuse the occasional selfie: Jack takes a very personal approach to Instagram, which is part of what makes him so fun and accessible.

9) Idiom Land

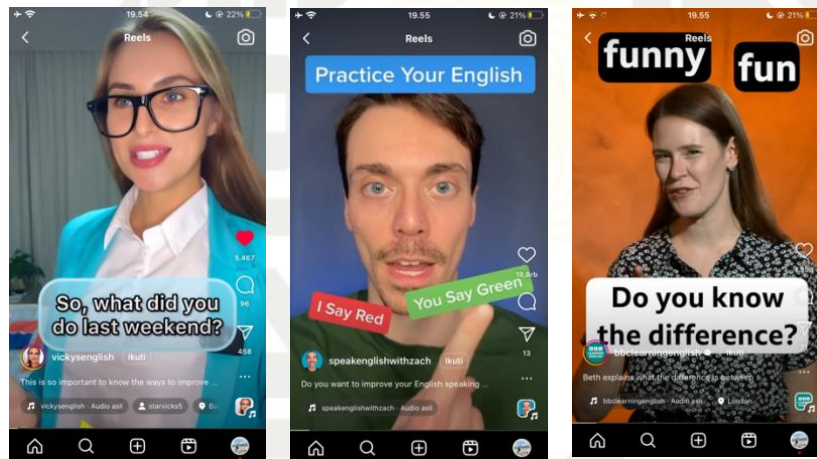
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Idiom Land makes all idioms sound cute, funny or outright hilarious. They pick images, memes and clips from movies that explain the meaning and use of each idiom in an entertaining way. Their associations are sometimes just too good. Who would think to explain ‘lose your train of thought’ with a reference to The Big Lebowski? Or use a video example from Die Hard to illustrate the idiom ‘fly in the ointment’?.

10) English.ism

This account is run by a professional English instructor with seven years of experience. Most of the posts are fill-in-the-blanks English sentences, quotes, idioms, and word definitions.



<https://www.instagram.com/reel/C22V694LRO9/?igsh=MXdqZXd2YnF0aG1wbQ==>

<https://www.instagram.com/reel/Cp-QWdToUVh/?igsh=MTJ0NW40bThvOTFrZQ==>

https://www.instagram.com/reel/C0_0KSLi24/?igsh=MTZwdnl2eXZ2YzQwdg==

Those are the example of instagram account and Reel video that can help students to stimulate their motivation in speaking english. You

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can find more educational content video in Instagram, especially from it Reel features.

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 the students' perception about the use of Instagram Reel to practice speaking english.

Aidah (2022) conducted a quantitative descriptive study about EFL Students' Perception Towards the Use of Instagram in Speaking English. The result of the study shows that the students see Instagram positively. The students find Instagram as a tool that provides a new way for them to practice speaking English. Instagram offers a different atmosphere for the students to practice, and it helps them to be more confident. Additionally, they also feel motivated. In collecting the data, instrument that is used is a Likert-scale questionnaire by using Google Form.

Devana & Afifah (2020) conducted quasi experimental method about Enhancing Students' Speaking Skill and Motivation Trough Instagram Vlog. The findings show that there was an improvement both students' speaking skill and motivation after the treatment was applied in which compared between the experimental class and control class. Furthermore, based on the value of the Sig. (2-tailed) and the level of significance, it can be said that it is significantly effective to use Instagram vlogs to improve the speaking skills and motivation through students in the English Education Study Program at one of University in Indonesia. In collecting the data, the instruments are test and questionnaire, they are a speaking test and a questionnaire of Speaking Motivational Scale (SMS).

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Meanwhile, Aprian, Oktavia & Trisnawati (2023) conducted a qualitative descriptive study about Students' Perception Using Instagram Reels Toward Speaking Ability Improvement: English Departement Students' Voice. The result shows that most of the students gave a positive perception of the use of the Instagram reels application. There are several obstacles that cause the learning process to be ineffective, ranging from disturbances caused by other Instagram users that cause students not to focus on the learning process and can cause concentration disturbances, then fraudulent fraud that occurs on Instagram which causes students' confusion when trying to find an account for learn to improve speaking ability. To collected the data the researcher used interviews method.

Dewi, Marsakawati, Putra & Suwastini (2022) conducted a Qualitative Descriptive research methods about Being Real on Instagram Reels: An Authentic Tool to Enhance English Speaking Skills. The findings show that a) the perceptions of students on the implementation of Instagram reels to improve speaking skills were favorable. Most students agreed that implementing Instagram reels as an authentic tool in speaking was adaptable, effective, and authentic. It also increased the students' speaking abilities, which were referred to as positive attitudes. Instagram reels boosted students' consciousness, motivation, and enhancing their vocabulary, grammar, pronunciation, accent, and cultural knowledge. b) Students faced a variety of challenges when using Instagram reels as a learning medium, such as limited internet access and a lack of digital literacy. To overcome the challenges, students used some strategies, namely using WIFI facilities at school or other public places, practicing a lot, and seeking additional information to improve digital literacy skills using Instagram reels. The researchers collected two types of data to achieve the study's goals: student interviews and observations.

Wulandari (2019) conducted an action research design within the mixed-method research paradigm about Improving EFL Learners' Speaking Proficiency Through Instagram Vlog. The results indicated that the

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implementation of Instagram Vlog into a basic-level speaking class improved the learners' speaking proficiency in terms of pronunciation, fluency, vocabulary, syntax, and general use of the target language. To collect data, the researcher use pre-test and post-test were administered in order to see the improvement made by the learners.

Afifah, Sakinah & Yunus (2019) conducted an action research study about Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram at primary school in Malaysia. The result shows that the integration of Instagram with the task-based language activities have positive impact in enhancing pupils' self-confidence to deliver their ideas in reality and motivate them to become fluent English speakers. The two types of data collection were consisting of observation and interview.

Syahida, Saehu, & Sundari (2022) conducted a mixed-method research about Instagram-Mediated Project-Based Learning in Teaching Speaking Skill. The result show that Instagram-mediated project-based learning technique was proven to be effective in improving students' speaking skills. Students' responses revealed that this learning technique was fun with innovative teaching methods that include mobile technology in language learning which applied Instagram-mediated project-based learning. The researcher use pre-speaking tests and post-speaking tests to measure the level of students' speaking skills and a questionnaire to investigate the challenges faced and explore the strategies provided by students in Instagram-mediated project-based learning conducted by the experimental group.

Devi, Virgiana, & Auli (2020), conducted a quantitative approach by applying a pre-experimental research design about The Use of Social Media Instagram in Teaching EFL: Effect on Students' Speaking Ability. The result showed that integrating Instagram into EFL learning process significantly improved students' speaking ability. The students made a good improvement of both aspects; content and delivery. To collect the data, a speaking test was

administered to all students before (pre-test) and after (post-test) intervention.



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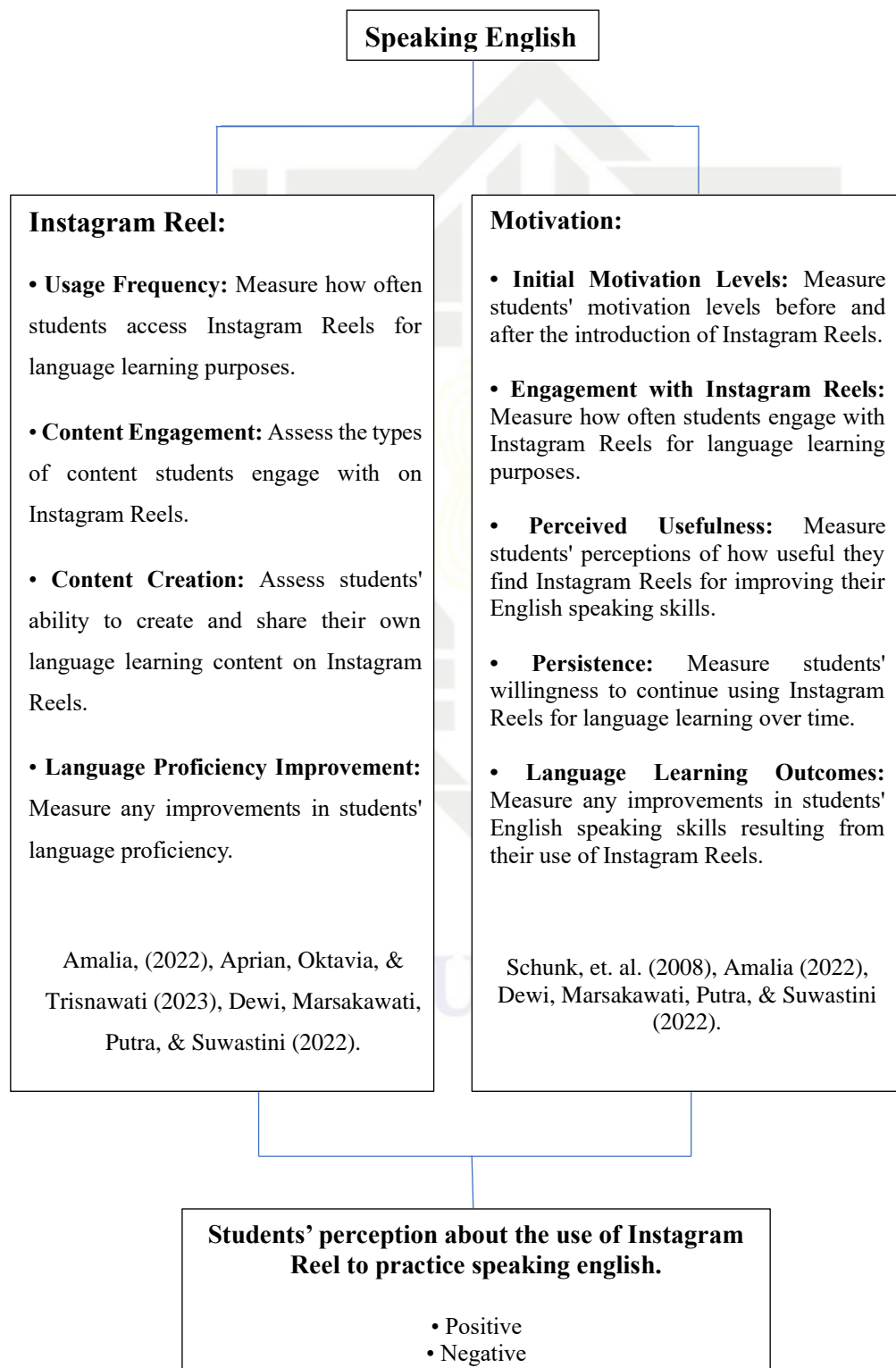
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C. Operational Concept

Figure II.1

Operational Concept



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The variables will be measured by the instruments and the numbered data can be analyzed statistically. The instrument that is used in this research is questionnaire. The first questionnaire that the researcher used is adapted from the questionnaire developed by Devi et al., (2020); Lailiyah and Setyaningsih, (2020). 8 statements about students' perception adapted from Devi et al., (2020) and 8 statements about students' perception and motivation adapted from Lailiyah and Setyaningsih, (2020). Therefore, there are 16 statements that are used in the first questionnaire.

The second questionnaire that the researcher used is Questionnaire of Speaking Motivational Scale (SMS) adapted from Yesilyurt composes of 31 statements with 3 sections and 6 subsections. The 3 sections are amotivation, extrinsic motivation (external regulation, interjection regulation, identified regulation) and intrinsic motivation (knowledge, accomplishment, and simulation).

D. Assumption

Based on these theories and explanations, it is assumed that the better the students' perception about the use of Instagram Reel to practice speaking english in EFL Classroom, the higher the students' motivation in speaking english.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study use quantitative research design. Quantitative study is a sort of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (Creswell, 1994). Quantitative technique has some kinds of research design that can be employed in various studies such as experimental design, correlation design, and survey design (Creswell, 2012). And for this research, the design used was survey design. Which consisted of questionnaires. With this kind of research, the data obtained will be more accurate to fulfill the research objective. Consequently, this study aims to investigates how the students' perception about the use of Instagram Reel to practice speaking english in EFL Classroom.

The procedure to collect the data was broken down into phases. First, the researcher distributes the questionnaire in form of a Google Form via WhatsApp group. Second, the researcher offers respondents a week to complete the questionnaire. After seven days, the Google Form was terminated by the researcher, and the researcher began to analyze the data.

B. Time and Location of the Research

This research was conducted in June 2024. 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 were the second semester students in English Education Department State Islamic University of Sultan Syarif

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Kasim Riau. And the object of this research was The Role of Instagram to Stimulate Students Motivation in Speaking English.

D. Population and Sample of the Research

1. Population of the Research

The population of this study were the second semester students of English Education Department of UIN Suska Riau. The researcher chooses the second semester students as the population because they already have experience in speaking class, and the researcher want to know their perception about the use of Instagram Reel to practice their speaking english.

2. Sample of the Research

To choose the sample of the study, the researcher used convenience sampling technique. According to Creswell (2012), convenience sampling is a sampling that the researcher selects participants because they are willing and available to be studied. The sample was drawn from everyone who happened to meet at a specific location, at a specific time, or in a specific manner. In addition, the sampling procedure is not complicated and the researcher did not set a limit on the number of respondents. Thus, the overall number of respondents is determined by the number of responses received. Furthermore, Gay and Diehl (1992) argue that the minimum sample size for descriptive research is 10% of the total population.

Based on the explanation above, the research sample took as much as 36% of the 139 students. Then the sample counted 50 students. In this research, the participants was who have learned, practiced and also had experiences on their speaking skills, also who use Instagram in daily life. So they can give the information that is needed about the research topic.

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E. Technique of Collecting Data

This study was a quantitative study that uses a survey to collect data. The instrument that was used is a questionnaire by using Google Form. The researcher use this instrument because the questionnaire is an efficient data collection technique that researchers need to determine the variables to be measured and know what respondents expected.

The questionnaire that the researcher used is adapted from the questionnaire developed by Devi et al., (2020); Lailiyah and Setiyaningsih, (2020). 8 statements about students' perception adapted from Devi et al., (2020) and 8 statements about students' perception and motivation adapted from Lailiyah and Setiyaningsih, (2020). Therefore, there were 16 statements that are used in this study. Moreover, the statements were translated to Bahasa to ease the student's understand the context of each statements.

The second questionnaire, to collect data of The Effectiveness of the Use of Instagram Reel to Stimulate Students' Motivation in Speaking English. The questionnaire that the researcher used is Questionnaire of Speaking Motivational Scale (SMS) addapted from Yesilyurt composes of 31 statements with 3 sections and 6 subsections. The 3 sections are amotivation, extrinsic motivation (external regulation, interjection regulation, identified regulation) and intrinsic motivation (knowledge, accomplishment, and simulation). In the scale, items 7, 14, 21, and 26 refer to amotivation. The items connected with extrinsic motivation are 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 27, 28, 29, and 31. Of all 16 extrinsic motivation items, items numbered 1, 8, 15, 22, 27 and 31 have statements about external regulation; 2, 9, 16, 23 and 28 are about introjected regulation; 3, 10, 17, 24 and 29 refer to identified regulation dimension. The other 11 items (4, 5, 6, 11, 12, 13, 18, 19, 20, 25, and 30) refer to intrinsic motivation types.

In addition, the researcher used Likert-scale to measure the data. According to Adams, A & Cox, A.L., (2008), Likert scale is the most common scale used for attitude or opinion. The Likert scale provides five

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choices of response to answer the questionnaire. Furthermore, the indicators are stated in words: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. The Likert scale was chosen in this research because this study was intended to measure the students' perception and motivation. In addition, the students' perception is divided into 2 (positive and negative). It can be classified as positive perception if the most answers are strongly agreed. Otherwise, it can be classified as negative if the most answers are strongly disagreed. And the students' motivation is divided into 3 (high, moderate and low) degree of motivation.

F. Technique of Daya Analysis

To answer the research question, the data obtained from the questionnaire was analyzed descriptively in form of numerical data that is presented in form of a table. The researcher used the Statistical Package for Social Sciences (SPSS) ver 24 software to analyze the data. There were few steps to analyze the data. First, the researcher ranks the data obtained through the questionnaire based on the scales. Second, the data obtained was classified into the research table. Third, the researcher calculates the percentage of the respondents which is divided into five parts (Strongly disagree, disagree, neutral, agree, strongly agree). The purpose of employing scale classification is to see if the respondents agree or disagree with the items in the questionnaire.

As a result, the analysis is restricted to numbers (frequency) or proportions (percentages). Among the percentage results, there were the findings of the study regarding the student perceptions and motivation. The data was analyzed through the percentage because the researcher wants to explain the study's findings in a way that ordinary people can comprehend, so they can see how important it is to use social media, particularly Instagram Reel, to improve the student's English proficiency, especially in terms of speaking skill.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study investigates the students' perception about the use of Instagram Reel to practice speaking English in EFL Classroom of the second semester at Departement of English Education of UIN SUSKA RIAU. This research discovered that the students have positive perceptions towards the use of Instagram Reel to speak in English. The students find Instagram as a tool that provides a new way for them to practice speaking English. They also believe that Instagram Reel is an interesting media for them to practice speaking. The students also feel comfortable using Instagram Reel as a platform for them to speak in English and feel less burdened when they make mistakes on it. Additionally, they also feel motivated.

As an educator, teachers must be innovative to support student learning by providing various media or tools that support students during the process. The use of Instagram Reel is considered sufficient because of its simplicity and usefulness. In addition, based on the results that have been described, it can be concluded that Instagram Reel can be used as a media or tool that supports the students' experience in learning speaking. Those results are because Instagram Reels offer an authentic learning experience that can be applied in real life to make learning more meaningful. Thus, the atmosphere in the classroom can be more attractive and fun. Social media can be a new strategy for teaching in EFL Classroom. Besides that, in this era, social media has become part of our daily and gives a positive impact on some students learning English.

This study also investigates the effectiveness of the use of Instagram Reel to stimulate students' motivation in speaking English of the second semester at Departement of English Education of UIN SUSKA RIAU. It was

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found that Instagram Reels effectively stimulates students' motivation in speaking English. The high mean scores indicate strong agreement with statements related to intrinsic enjoyment, external validation, and the platform's interactive features. This supports its role in creating a supportive learning environment that addresses both high and moderate levels of motivation. Previous studies also underscore Instagram's positive impact on student motivation and speaking skills, highlighting its suitability as a familiar and engaging tool for language learning. In conclusion, integrating Instagram Reels into language education proves to be a valuable strategy for fostering enthusiastic and effective speaking practice among students.

B. Suggestion

This research focuses on second semester of English Education program. Based on these findings, researchers offer some recommendations for English students, educators, and future researchers.

First, for students, students are recommended to use Instagram Reel as a media or tool that supports their experience in learning speaking, including to stimulate their motivation speaking english.

Second, the educator can use interested media such the current technology or social media.. The educator must upgrade his/her knowledge relate to use the technology that can be used in learning process. Recommendations for EFL educators to try using Instagram Reel features in their language classrooms to stimulate students motivation in speaking english.

Lastly, for future researchers can investigate other skills such as writing, reading, and listening with different levels of participants. Besides, future research can be done in the same field as this research but by applying a different method by applying interview as the additional instrument in order to get a deeper result analysis which can give a different perspective from the current studies.

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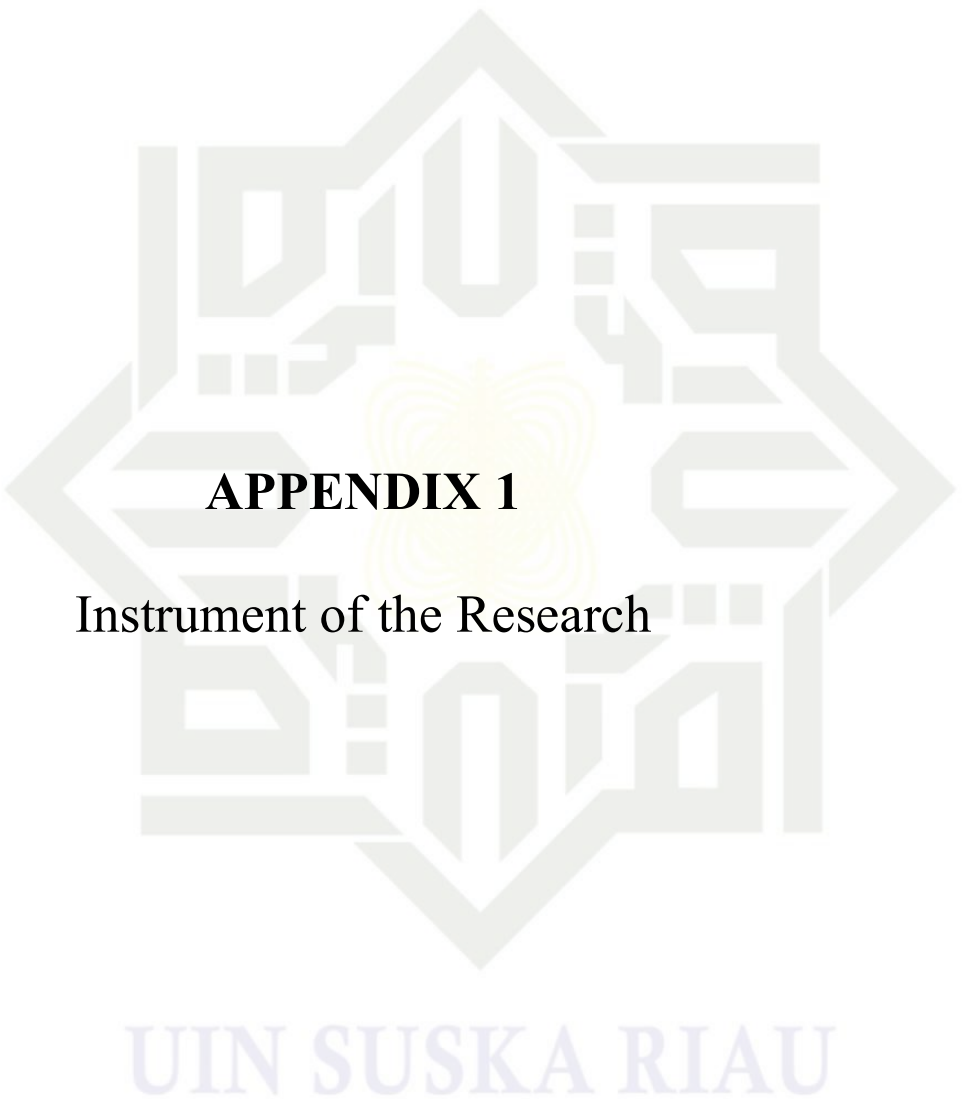
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APPENDIX 1

Instrument of the Research

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**QUESTIONNAIRE OF STUDENTS' PERCEPTION AND
MOTIVATION TOWARDS THE USE OF INSTAGRAM REEL
IN SPEAKING ENGLISH OF SECOND SEMESTER AT
DEPARTEMENT OF ENGLISH EDUCATION OF UIN SUSKA
RIAU**

Assalamualaikum wr wb

Dear Participants, my name is Shafiyra Lyoni Putri. Currently, I am studying in English Education Department, Faculty of Education and Teacher Training in UIN SUSKA RIAU. As a part of my study, I am conducting a research entitled "The Role of Instagram Reel to Stimulate Students Motivation in Speaking English at English Education Department of UIN SUSKA RIAU". Here, I will distribute a questionnaire to find out how students perception toward the use of Instagram Reel in speaking English.

The answers you provide on this questionnaire will not affect your grade in academic class. Therefore, you are allowed to give an answer according to your own perception. The answer given by participants in this questionnaire will really help me as a researcher in conducting this research.

Full name :
Semester :

Instructions:

1. Please, indicate the best expresses your opinion by placing a tick \checkmark in the appropriate box!

SA : Strongly Agree / Sangat Setuju
A : Agree / Setuju
N : Neutral / Netral
D : Disagree / Tidak Setuju
SDA : Strongly Disagree / Sangat Tidak Setuju

2. The question number 1 – 16 ask your perception towards the use of Instagram Reel in Speaking English.
3. The question number 17 – 47 ask about the effectiveness of the use of Instagram Reel to stimulate your motivation in Speaking English.

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NO.	STATEMENTS	SA	A	N	D	SDA
1.	<p>I have time to practice English outside the classroom by using Instagram Reel.</p> <p>(Saya mempunyai waktu untuk berlatih bahasa Inggris di luar kelas dengan menggunakan Instagram Reel).</p>					
2.	<p>Instagram Reel offers a new way for me to practice my English Speaking.</p> <p>(Instagram Reel menawarkan cara baru bagi saya untuk melatih Berbicara Bahasa Inggris saya).</p>					
3.	<p>I have an interesting media to practice speaking using Instagram Reel.</p> <p>(Saya mempunyai media menarik untuk berlatih berbicara menggunakan Instagram Reel).</p>					
4.	<p>I feel comfortable speaking in English using Instagram Reel.</p> <p>(Saya merasa nyaman berbicara dalam bahasa Inggris menggunakan Instagram Reel).</p>					
5.	<p>Instagram Reel could be an effective way for me to practice my English speaking.</p> <p>(Instagram Reel bisa menjadi cara yang efektif bagi saya untuk melatih kemampuan berbicara bahasa Inggris saya).</p>					
6.	<p>I feel no pressure when I practice my English using Instagram Reel.</p> <p>(Saya tidak merasakan tekanan saat berlatih bahasa Inggris menggunakan Reel Instagram).</p>					
7.	<p>I feel no pressure in making mistakes on Instagram Reel.</p> <p>(Saya tidak merasakan tekanan</p>					

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	untuk melakukan kesalahan di Reel Instagram).				
8.	I believe using Instagram Reel helps me to speak English better. (Saya yakin menggunakan Instagram Reel membantu saya berbicara bahasa Inggris dengan lebih baik).				
9.	I feel a different atmosphere in practicing speaking using Instagram Reel. (Saya merasakan suasana berbeda dalam berlatih berbicara menggunakan Instagram Reel).				
10.	I feel good when I practice my speaking on Instagram Reel. (Saya merasa senang saat berlatih berbicara di Reel Instagram).				
11.	I repeat the English lesson materials outside the classroom by using Instagram Reel. (Saya mengulang materi pelajaran bahasa Inggris di luar kelas dengan menggunakan Instagram Reel).				
12.	I enjoy practicing speaking by using Instagram Reel. (Saya menikmati berlatih berbicara dengan menggunakan Instagram Reel).				
13.	By using Instagram Reel I feel confident to speak in English. (Dengan menggunakan Instagram Reel saya merasa percaya diri untuk berbicara dalam bahasa Inggris).				
14.	Using Instagram Reel motivates me to practice speaking with my friends. (Menggunakan Instagram Reel memotivasi saya untuk berlatih berbicara dengan teman-teman).				

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	saya).					
15.	<p>Using Instagram Reel promotes my motivation to speak in English.</p> <p>(Menggunakan Instagram Reel meningkatkan motivasi saya untuk berbicara dalam bahasa Inggris).</p>					
16.	<p>Using Instagram Reel motivates me to practice my speaking skill outside the classroom.</p> <p>(Menggunakan Instagram Reel memotivasi saya untuk melatih keterampilan berbicara saya di luar kelas).</p>					
17.	<p>Because I want to show others how good I am at speaking in English.</p> <p>(Karena saya ingin menunjukkan kepada orang lain betapa pandainya saya berbicara bahasa Inggris).</p>					
18.	<p>Because it is absolutely necessary to do speaking activities if one wants to be successful in language learning.</p> <p>(Karena kegiatan berbicara mutlak diperlukan jika seseorang ingin berhasil dalam pembelajaran bahasa).</p>					
19.	<p>Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life.</p> <p>(Karena ini adalah cara yang baik untuk memperoleh banyak keterampilan yang dapat berguna bagi saya dalam bidang pembelajaran bahasa lain dan kehidupan saya).</p>					
20.	<p>Because I experience a great pleasure while discovering new techniques of expression of ideas and feelings through speaking.</p> <p>(Karena saya merasakan kesenangan</p>					

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	yang luar biasa saat menemukan teknik baru dalam mengekspresikan ide dan perasaan melalui berbicara).					
21.	Because I think carrying out complex speaking tasks will improve my performance. (Karena menurut saya melaksanakan tugas berbicara yang rumit akan meningkatkan kinerja saya).					
22.	Because I like Speaking in English. (Karena saya suka Berbicara dalam Bahasa Inggris).					
23.	I do not care the speaking activities and tasks much. (Saya tidak terlalu peduli dengan aktivitas dan tugas berbicara).					
24.	Because I know I will get in trouble if I do not. (Karena aku tahu aku akan mendapat masalah jika tidak melakukannya).					
25.	Because I want the teacher to think I am a good student. (Karena saya ingin guru menganggap saya murid yang baik).					
26.	Because I want to get better at speaking or, at least, keep my current skill level. (Karena saya ingin menjadi lebih baik dalam berbicara atau, setidaknya, mempertahankan tingkat kemampuan saya saat ini).					
27.	Because I get satisfaction in finding out new things. (Karena saya mendapat kepuasan dalam mengetahui hal-hal baru).					
28.	Because I have pleasure while I am perfecting my abilities in foreign language speaking.					

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	(Karena saya merasa senang saat saya menyempurnakan kemampuan saya dalam berbicara bahasa asing).				
29.	Because it makes me happy. (Karena itu membuatku bahagia).				
30.	Doing speaking activities is not interesting for me. (Melakukan kegiatan berbicara bukanlah hal yang menarik bagi saya).				
31.	Because I am supposed to do them by my parents, teacher, friends, etc. (Karena saya harus melakukannya oleh orang tua, guru, teman, dll).				
32.	Because I want to impress the other students in my class. (Karena saya ingin membuat siswa lain di kelas saya terkesan).				
33.	Because it is a good way to maintain good relationships with my classmates. (Karena itu adalah cara yang baik untuk menjaga hubungan baik dengan teman sekelasku).				
34.	Because I have excitement in knowing more about foreign language speaking. (Karena saya merasa senang mengetahui lebih banyak tentang berbicara bahasa asing).				
35.	Because I feel a lot of personal satisfaction when I master difficult speaking activities. (Karena saya merasakan banyak kepuasan pribadi ketika saya menguasai aktivitas berbicara yang sulit).				
36.	Because I think it is interesting.				

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	(Karena menurutku itu menarik).				
37.	<p>I do not want to speak in English, because I don't think I will go anywhere in it.</p> <p>(Saya tidak ingin berbicara dalam bahasa Inggris, karena saya rasa saya tidak akan bisa berbicara bahasa Inggris kemana pun).</p>				
38.	<p>Because that is the rule.</p> <p>(Karena itu aturannya).</p>				
39.	<p>Because I will feel bad about myself if I do not try and do well in speaking classes.</p> <p>(Karena aku akan merasa buruk terhadap diriku sendiri jika aku tidak berusaha dan mengerjakan dengan baik di kelas berbicara).</p>				
40.	<p>Because I want to find out how good I am at speaking.</p> <p>(Karena saya ingin mengetahui seberapa baik saya dalam berbicara).</p>				
41.	<p>Because I feel good when I do better than I thought in speaking English.</p> <p>(Karena saya merasa senang ketika saya bisa berbicara bahasa Inggris lebih baik dari yang saya kira).</p>				
42.	<p>I do not know why I do speaking activities.</p> <p>(Saya tidak tahu mengapa saya melakukan aktivitas berbicara).</p>				
43.	<p>Because i want the teacher to say nice things about me.</p> <p>(Karena saya ingin guru mengatakan hal-hal baik tentang saya)</p>				
44.	<p>Because i will proud of myself if i do well.</p> <p>(Karena aku akan bangga pada diriku sendiri jika aku</p>				

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	melakukannya dengan baik).					
45.	Because it is important to me to try to do well in classes. (Karena penting bagi saya untuk berusaha berprestasi di kelas).					
46.	Because i feel a great excitement when i am involved in speaking activities. (Karena saya merasakan kegembiraan yang luar biasa ketika terlibat dalam kegiatan berbicara).					
47.	Because i might get a reward if i do well (high grades). (Karena saya mungkin mendapat imbalan jika saya mengerjakannya dengan baik (nilai tinggi)).					

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APPENDIX 2

The Score of Students Perception

UIN SUSKA RIAU



Hak

Student 24	2	4	4	3	3	4	4	5	4	3	3	3	3	3	3	4	3	4	57
Student 25	2	4	3	3	4	3	3	3	4	3	3	4	3	3	3	4	3	3	53
Student 26	2	5	5	5	5	5	5	5	5	5	5	4	4	4	4	3	4	5	74
Student 27	2	3	4	5	3	5	2	3	3	3	3	3	3	3	3	3	3	3	52
Student 28	2	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	59
Student 29	2	4	4	3	2	3	3	3	3	3	3	3	3	3	3	4	4	3	51
Student 30	2	3	3	4	2	2	4	4	4	4	2	2	2	2	2	4	4	4	50
Student 31	2	4	4	3	3	2	3	3	3	4	3	2	3	3	3	4	4	3	51
Student 32	2	3	4	4	4	3	5	5	3	3	4	2	4	3	3	4	4	4	59
Student 33	2	4	5	4	4	4	5	2	4	5	5	3	4	3	5	4	4	4	65
Student 34	2	4	4	5	3	4	4	3	4	5	5	4	4	4	5	4	4	4	66
Student 35	2	4	4	3	3	3	4	4	4	5	4	5	4	3	3	3	3	3	59
Student 36	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	4	4	52
Student 37	2	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4	3	51
Student 38	2	4	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	72
Student 39	2	5	5	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	68
Student 40	2	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	76
Student 41	2	5	4	4	5	4	5	5	4	3	4	3	4	4	4	4	5	4	67
Student 42	2	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	66
Student 43	2	3	4	4	4	3	4	4	4	4	4	4	4	4	4	5	4	5	64
Student 44	2	4	4	4	3	3	4	4	3	3	3	4	4	3	4	4	4	4	58
Student 45	2	4	3	5	4	5	5	4	4	5	4	4	5	5	5	5	5	5	72
Student 46	2	5	5	5	4	5	4	3	5	3	3	3	4	4	4	4	4	4	65
Student 47	2	5	5	5	5	5	5	5	5	4	4	3	5	5	5	5	5	5	76
Student 48	2	4	3	3	3	3	3	4	3	3	3	2	3	3	4	4	3	3	51
Student 49	2	5	5	5	5	5	5	4	4	4	4	3	3	3	4	4	4	4	67
Student 50	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64

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APPENDIX 3

The Score of Students Motivation

UIN SUSKA RIAU



Statements of Students Motivation

Respondents	Semester	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	TOTAL
		1	1	1	2	2	2	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	7
1	2	3	4	4	4	4	5	4	3	3	3	4	5	5	5	4	2	4	4	4	4	4	5	4	2	4	4	2	4	5	5	5	5	123
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APPENDIX 4

Thesis Guidance Activity

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Nomor : Un.04/F.II.4/PP.00.9/951/2024
Sifat : Biasa
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Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 18 Januari 2024

Kepada
Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

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

Nama : SHAFIYRA LYONI PUTRI

NIM : 12010421850

Jurusan : Pendidikan Bahasa Inggris

Judul : The Impact of Scrabble Game on Students Long-Term Vocabulary
Memorization Ability at SMAN 8 Pekanbaru

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



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Sifat : Biasa
Lamp. : -
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Pekanbaru, 03 Juni 2024

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Nama : SHAFIYRA LYONI PUTRI

NIM : 12010421850

Jurusan : Pendidikan Bahasa Inggris

Judul : The Role of Instagram Reel to Stimulate Students Motivation in Speaking English at English Education Department of UIN SUSKA RIAU

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.

IP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru, 22 Mei 2024

Hal : Permohonan SK pembimbing

Lampiran :-

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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Shafiyra Lyoni Putri
NIM / HP : 12010421850 / 088270947784
Tempat / tanggal lahir : Pekanbaru / 14 September 2002
Semester / Tahun : VIII / 2024
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"The Role of Instagram Reel to Stimulate Students Motivation in Speaking English at English Education Department of UIN SUSKA RIAU"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Nur Aisyah Zulkifli, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

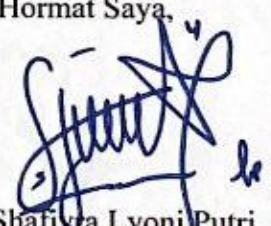
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2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

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Ketua Jurusan


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

Hormat Saya,


Shafiyra Lyoni Putri
NIM. 12010421850



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SKRIPSI MAHASISWA**

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 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M. Pd.
 - a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Shafiyra Lyoni Putri
4. Nomor Induk Mahasiswa : 12010421850
5. Kegiatan : Bimbingan Proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	7/2/2024	Bimbingan Judul		
2.	12/2/2024	Revisi Format Proposal, Sub Heading Chapter 2, Operational Concept dan Chapter 3		
3.	16/2/2024	Revisi Preliminary Study		
4.	21/2/2023	Revisi Chapter 3		
5..	23/2/2024	Acc Proposal		

Pekanbaru, 23 Februari 2024
Pembimbing,

Dr. Nur Aisyah Zulkifli, M. Pd.
NIP. 198506192009122008







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 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M. Pd.
 - a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Shafiyra Lyoni Putri
4. Nomor Induk Mahasiswa : 12010421850
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	22/5/2024	Bimbingan Instrumen		
2.	11/6/2024	Acc Instrumen		
3.	3/7/2024	Revisi Findings		
4.	4/7/2023	Acc Skripsi		

Pekanbaru, 4 Juli 2024
Pembimbing,



Dr. Nur Aisyah Zulkifli, M. Pd.
NIP. 198506192009122008

Pekanbaru, 22 Februari 2024

Hal : Pergantian Judul

Lampiran : -

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Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

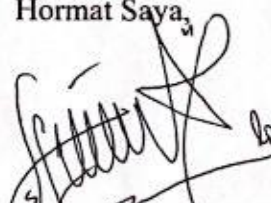
Nama : Shafiyra Lyoni Putri
NIM / HP : 12010421850 / 088270947784
Tempat / tanggal lahir : Pekanbaru / 14 September 2002
Semester / Tahun : VIII / 2024
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Dr. Nur Aisyah Zulkifli, M. Pd

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari **"THE IMPACT OF SCRABBLE GAME ON STUDENTS LONG-TERM VOCABULARY MEMORIZATION ABILITY AT SMAN 8 PEKANBARU"** Menjadi **"The Role of Instagram Reel to Stimulate Students' Motivation in Speaking English at English Education Departement of UIN SUSKA RIAU"** Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan


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

Hormat Saya,


Shafiyra Lyoni Putri
NIM.12010421850

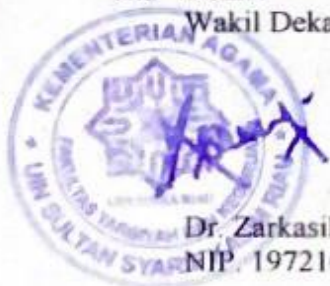


**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Shafiyra Lyoni Putri
Nomor Induk Mahasiswa : 12010421850
Hari/Tanggal Ujian : Selasa / 5 Maret 2024
Judul Proposal Ujian : The Role of Instagram Reel to Stimulate Students Motivation
In Speaking English at English Education Department of UIN
SUSKA 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.	Dr. Riza Amelia, M.Pd.	PENGUJI I		
2.	Dedy Wahyudi, M.Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



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

Pekanbaru, 30 April 2024
Peserta Ujian Proposal

Shafiyra Lyoni Putri
NIM. 12010421850



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

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

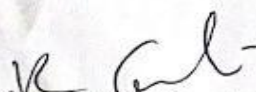
**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

Shafiyra Lyoni Putri
12010421850
Selasa / 5 Maret 2024
The Role of Instagram Reel to Stimulate Students
Motivation in Speaking English at English Education
Department of UIN Suska Riau.

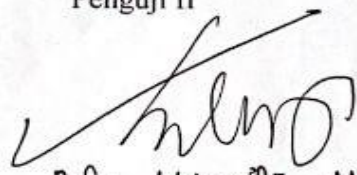
NO	URAIAN PERBAIKAN
1.	- Revised Hypothesis
2.	- Revised Relevant Research

Penguji I


Dr. Rizka Amelia, S.S., M.Pd

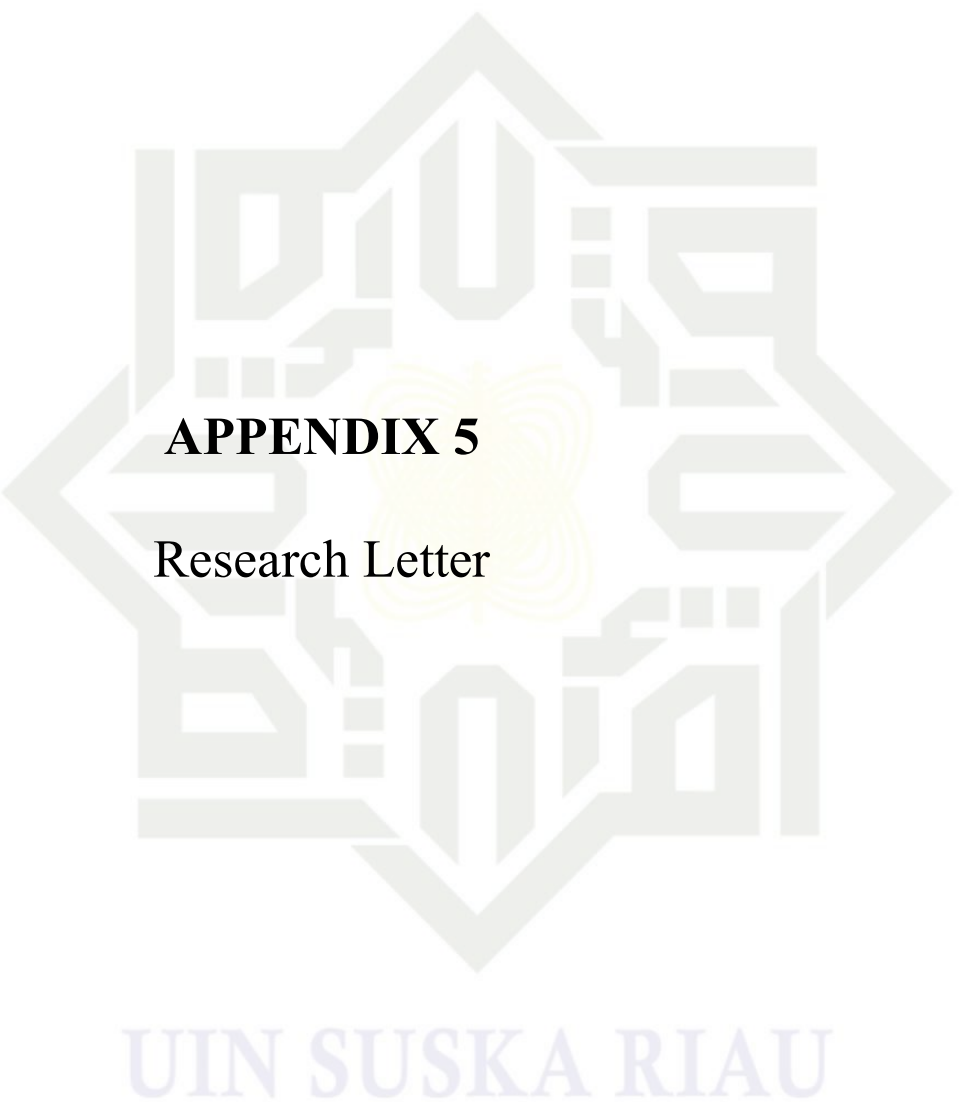
Pekanbaru, 2 Mei 2024

Penguji II


Dedy Wahyudi, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



APPENDIX 5

Research Letter

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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/67508
T E N T A N G



**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 : B-12052/Un.04/F.II/PP.00.9/07/2024 Tanggal 9 Juli 2024**, dengan ini memberikan rekomendasi kepada:

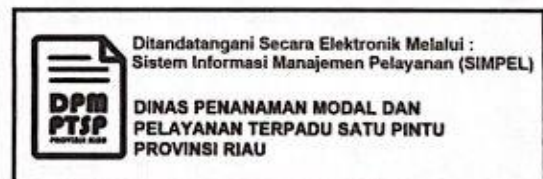
- | | | |
|----------------------|---|--|
| 1. Nama | : | SHAFIYRA LYONI PUTRI |
| 2. NIM / KTP | : | 120104218500 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE ROLE OF INSTAGRAM REEL TO STIMULATE STUDENTS MOTIVATION IN SPEAKING ENGLISH AT ENGLISH EDUCATION DEPARTEMENT OF UIN SUSKA RIAU |
| 7. Lokasi Penelitian | : | PENDIDIKAN BAHASA INGGRIS 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 : 11 Juli 2024



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

Nomor : Un.04/F.II.3/PP.00.9/11814/2024
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 05 Juli 2024

Kepada
Yth. Kepala Jurusan
Pendidikan Bahasa Inggris UIN Sultan Syarif kasim Riau
di
Tempat

Assalamu 'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Shafiyra Lyoni Putri
NIM : 12010421850
Semester/Tahun : VIII (Delapan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan
Wakil Dekan III



Amirah Diniaty
Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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Fax. 0761-561646 Web. www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 5 Juli 2024

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Nama : Shafiyra Lyoni Putri
NIM : 12010421850
Pendidikan : S1 Pendidikan Bahasa Inggris
Judul Penelitian : The Role of Instagram Reel to Stimulate Students
Motivation in Speaking English at English Education
Department of UIN SUSKA RIAU

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

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, M.Hum
NIP. 198106117008012017



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

Nomor : B-12052/Un.04/F.II/PP.00.9/07/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 09 Juli 2024 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 : Shafiyra Lyoni Putri
NIM : 12010421850
Semester/Tahun : VIII (Delapan)/ 2024
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 Role Of Instagram Reel To Stimulate Students Motivation In Speaking English At English Education Department Of UIN SUSKA Riau*

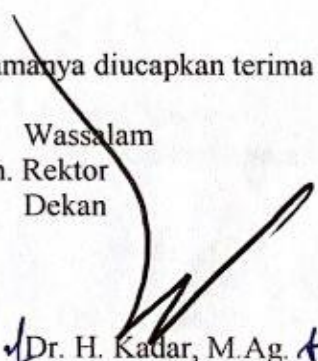
Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau

Waktu Penelitian : 3 Bulan (09 Juli 2024 s.d 09 Oktober 2024)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan


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

Tembusan :
Rektor UIN Suska Riau



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Fax. 0761-561646 Web.www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 11 Juli 2024

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Nama : Shafiyra Lyoni Putri
NIM : 12010421850
Pendidikan : S1 Pendidikan Bahasa Inggris
Judul Penelitian : The Role of Instagram Reel to Stimulate Students Motivation in Speaking English at English Education Department of UIN SUSKA RIAU

Nama yang bersangkutan di atas diizinkan melakukan Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia M. Hum
NIP. 198106112008012017



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SURAT KETERANGAN

Nomor: B-12192/Un.04/F.II/PP.00.9/07/2024

Yang bertanda tangan dibawah ini:

Nama : **Dr. H. Kadar, M.Ag.**
NIP : 19650521 199402 1 001
Pangkat/Gol : Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan : Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Dengan ini menerangkan bahwa:

Nama : **Shafiyra Lyoni Putri**
NIM : 12010421849
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
UIN Sultan Syarif Kasim Riau

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul : **"The Role of Instagram Reel to Stimulate Students Motivation in Speaking English at English Education Department of UIN Suska Riau"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 11 Juli 2024

Dekan,



Dr. H. Kadar, M.Ag

NIP. 19650521 199402 1 001

25/2 - 2024

**THE ROLE OF INSTAGRAM REEL TO STIMULATE
STUDENTS MOTIVATION IN SPEAKING ENGLISH
AT ENGLISH EDUCATION DEPARTEMENT
OF UIN SUSKA RIAU**

Approval to join
Proposal Seminar



Dr. Nur Anisah Zulkifli, M. Pd

A Proposal



UIN SUSKA RIAU

Created By :

SHAFIYRA LYONI PUTRI

SIN. 12010421850

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF SULTAN SYARIF
QASIM RIAU**

PEKANBARU

2024 M / 1445 H

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CURRICULUM VITAE



Shafiya Lyoni Putri, is the second daughter of Mr. Oon Sahroni, S.Sos (Alm), and Mrs. Julia Rozi, S.E. She was born in Pekanbaru, September 14th, 2002. In 2014 she graduated from SD Annur Pekanbaru. She also Finished her study at MTs Hasanah Pekanbaru in 2017 and MAN 1 Pekanbaru in 2020.

In 2020, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2023, she was doing KKN (Kuliah Kerja Nyata) Program at Pangkalan Gondai Village in Langgam District, Pelalawan. Then, on September until November 2023, she was doing Pre-Service Teacher Practice (PPL) program at SMA Plus Terpadu Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on June 2024 by thesis entitled “The Role of Instagram Reel to Stimulate Students’ Motivation in Speaking English at English Education Department of UIN Suska Riau”.