The Effect of Retelling Story Through Instagram App on Students' Speaking Skills

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ABSTRACT

This study aimed to examine whether there was or not any significant effect retelling story through Instagram App on students' speaking skills. The researcher tried to present Instagram as a media to teach retelling story. This research was used a Quasi-Experimental design. The samples of this research were the tenth-grade students of SMA N 1 Raha. The samples of the subjects were 48 students of tenth grade students. The data of this research were collected by giving pre-test and post-test to students in the form of oral test. In this research, there were two different classes, namely experimental and control class. The experimental class was given a treatment retelling story through Instagram while the control class was taught conventional. Independent sample t-test was used to analyze the data. The result showed that the students' speaking skills in experimental class especially fluency improved than before using retelling story through Instagram App. The students mean score in experimental class was 59.38, and mean score in control class was 45.21. Furthermore, the value of sig (2-tailed) was 0.003, while the significance α value was 0.05 (0.003 < 0.05). It meant that H_1 was accepted or there was a significant effect of retelling story through Instagram App on students' speaking skills.

Keywords:
Retelling story, Instagram, Speaking

1. Introduction

Information and communication technology (ICT) in this era become one of the tools in education. It is supported by Prihatiningsih (2011) stated that technology enhances instruction by providing students with an engaging environment that fosters creativity and provide student's needs. Also, social network sites (SNS) have been impacted by ICT development to become a medium for language improvement and a new option for English as a foreign language learner to improve their skills. Hughes (2012) stated that technology support students in good method that help them in understanding language, especially English language. Technology can enhance student skills because it can be accessed every time and everywhere, and the application can be found in our phone. One of the technologies that always use by students is social media.

Social media has been popular to be used by people for recent years. The use of social media nowadays is not only for communication or entertainment, but also as a tool to learn English. Instagram, Facebook, twitter, and path are example of social media that have many users. Zang et al. (2017) stated that popularity of social media is also felt by young people including student, they might spend their time to

use social media via laptop or smartphone. Instagram users in Indonesia based on Statista, it has around 62 million active users. Most of the Instagram users, only use it as a social network to share photos or to market products. Students may have their own account to interact with their friend and to have social interaction among people. On the other hand, teachers can actively use such tools to keep in touch with students or to organize activities online. Therefore, Instagram can be a good tool in teaching language.

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.

However, making students skilled in speaking English is not enough, it requires extra effort to achieve it. According to Ur (1996), speaking is naturally the most essential skill in learning a language. Teachers faced numerous challenges and problems while trying to motivate their students to use English during the learning process. During the observation, there are some problems of speaking faced by the students of SMA 1 Raha such as the students afraid and lack of confidence to speak in front of the class with their teacher and classmate because they were worry about making mistake. As Harmer (2007) claimed that the reason why students struggle with speaking English because students not confident to speak in front of people to voicing their opinions and ideas, also the students afraid of being laughed their friend if they make a mistake, in speaking English, if this situation still continues, it may cause the students don't have a good skill to speaking English.

The problem of learning and teaching English are still going repeatedly. This forced teacher as a facilitator should be more creative in choosing or taking the material, not only that but also choosing the media, so that the learning process is expected to develop their speaking skills. Based on the problem, researcher used retelling story through Instagram to help students in solve their problem. Moreover, Morrow (1986) stated that retelling is when readers or listeners describe what they are remember after reading or after listening. Retelling is the process through which readers or listeners share their memories after reading or hearing something. In which readers or listener tell what they remember from what they have read or listened. It can be using effective tool in improving student comprehension.

In conclusion, the researcher uses Instagram as media in teaching to provide a different English learning environment for students. Because Instagram can be medium for implementing a variety of language classroom activities such as digital

storytelling, grammar activities through images, role plays, reading, and speaking activities through video. Technology is used to help learners become more interesting in learning. Therefore, by conducting this study the researcher wants to find out whether the applying retelling story through Instagram can help the students to improve their speaking skill.

2. Methods

This research used quasi-experimental research design. According to Creswell (2014), quasi experimental is a form of experimental research in which individuals are not randomly assigned to groups. There were two groups involved in this research, namely experimental class and control class. The experimental class was treated using retelling story through Instagram App, while control class used conventional method. The population of this research was 278 students of the first-grade science program (X MIA) students at SMAN 1 Raha who registered on first semester in academic year 2021/2022. In taking the sample, the researcher used cluster sampling with X MIA 2 as experimental class and X MIA 3 as control class, totaling 24 respectively.

The researcher used oral test as the instrument to measure students speaking skills. This test was applied for pre-test and post-test. In the pre-test, the researcher gave a topic narrative text about Cinderella. They were given 15 minutes to read the story and retell the story in front of class one by one with time duration 1-3 minutes every student, then the researcher recorded their performance using smartphone. In the treatment, the researcher gave the students treatment in experimental class and control class. In experiment class, the treatment using Instagram in retelling a story. Meanwhile in the post-test, the procedure of test was similar to the pre-test. Students should be retelling a story about Cinderella

The result of assessment of students' performance in pre-test and post-test was then analyzed using SPSS 16. After giving pre-test and post-test, the next step was test of normality and homogeneity of the pre-test and post-test scores. The data then analyzed using parametric test that is independent sample t-test. To test the hypothesis to know whether there was a significant effect of using retelling story through Instagram App on students' skill.

3. Results
3.1. Description of Students' Pre-test Scores

The description below is the result of the students' score at pre-test before applying teaching and learning process using retelling story through Instagram App in experimental class and conventional technique in control class. The students' scores in experimental class can be seen as follows:

Table 1. Pre-test Scores of Experimental Class and Control Class

Experimental Class		Experimental Class	
Students' Score	Frequency	Students' Score	Frequency
60	3	60	2
55	4	55	1
50	1	50	1
45	1	45	2
40	4	40	5

Experimental Class		Experimental Class	
Students' Score	Frequency	Students' Score	Frequency
35	1	35	3
30	2	30	4
25	1	25	1
20	6	20	5
Mean Score	38.95	Mean Score	35.41
Minimum	20	Minimum	20
Maximum	60	Maximum	60
SD	14.816	SD	12.590

Based on the table of experimental class, the mean score of pre-tests in experimental class is 38.95, minimum score is 20. It means that the lowest score is obtained from the students and maximum score is 60. It means that the highest score is obtained from the students in pre-test experimental class. The range of students' scores from a minimum to a maximum score is 40 points. So that the students are still in the poor category the reason is because there are many students who are not able to retell the story well. Meanwhile, based on the table of control class, the mean score of pre-tests in control class is 35.41, minimum score is 20. It means that the lowest score is obtained from the students and maximum score is 60. It means that the highest score is obtained from the students in pre-test control class. The range of students' scores from a minimum to a maximum score is 40 points. So that the students are still in the poor category based on table classification, the reason is because there are many students who are not able to retell the story well.

3.2. Description of Students' Post-test Scores

The description below is the result of the students' score in posttest after giving treatment. The following is post-test in experimental class.

Table 2. Post-test Scores of Experimental Class

Experimental Class		Experimental Class	
Students' Score	Frequency	Students' Score	Frequency
85	2	85	1
80	3	75	1
75	1	60	1
70	2	65	1
65	1	55	2
60	3	50	4
55	3	45	2
50	3	40	2
45	1	35	5
40	4	30	4
30	1	25	1
Mean Score	59.38	Mean Score	45.21
Minimum	30	Minimum	25
Maximum	85	Maximum	85
SD	15.901	SD	15.143

Based on the table of experimental class, mean score of post-tests in experimental class is 59.38, minimum score is 30. It means the lowest score obtained from the students of post-test result in experimental class and maximum score is 85, it's the highest score obtained from the students score in post-test. The range score

from maximum to minimum score is 55. It means based on score classification, the range score 41-60 is mediocre criteria. Meanwhile, based on the table of control class, mean score of post-tests in control class is 45.21, minimum score is 25. It means the lowest score obtained from the students of post-test result in experimental class and maximum score is 85, it is the highest score obtained from the students score in post-test. In post-tests of control class, many students get score in poor criteria. It's because many students still difficult to retell the story well in post-test.

3.3. Comparison of Students' Pre-test and Post-test Scores

The below chart is the difference on the level of performance between pre-test and post-test in experimental class.
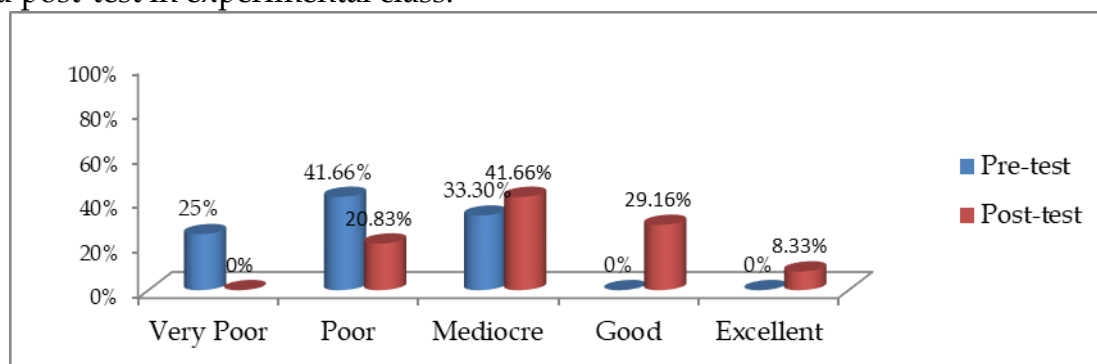

Figure 1. Distribution of Students' Criteria Level of Performance in Pre-test and Post-test in Experimental Class

As seen in the chart, in the pre-test, six students (25%) are categorized as very poor and none (0%) is in the post-test, ten students (41.66%) are categorized as poor and five students (20.83%) is in the post-test. In the pre-test, eight students (33.30%) are categorized as mediocre, and ten students (41.66%) in the post-test, in the pre-test, none (0%) is categorized as good and seven students (29.16%) are categorized as good in the post-test, and in the pre-test, none (0%) is categorized as excellent and two students (8.33%) in the post-test.

Meanwhile, the difference on the level of performance between pre-test and post-test in experimental class can be seen in the following chart:
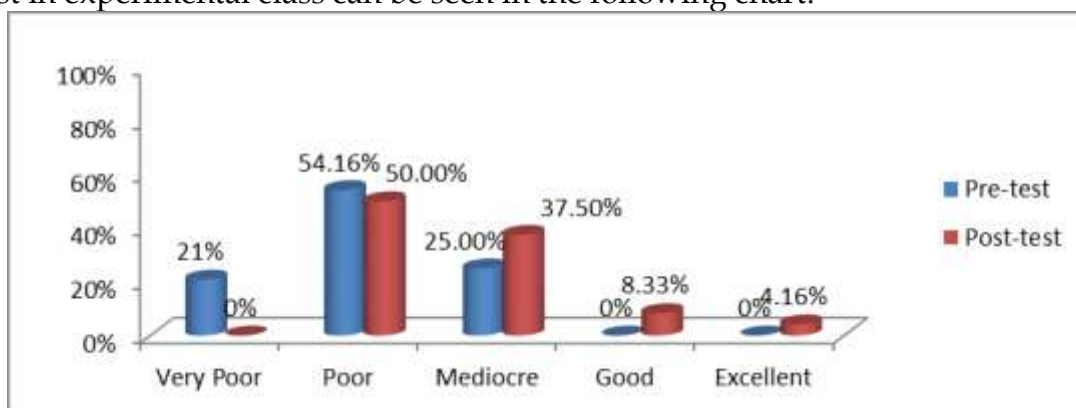

Figure 2. Distribution of Students' Criteria Level of Performance in Pre-test and Post-test in Control Class

In the above chart, the difference on the level of performance between pre-test and post-test in control class. In the pre-test, five students (21%) are categorized as very poor and none (0%) is in the post-test, thirteen students

(54.16%) are categorized as poor and twelve students (50%) is in the post-test. In the pre-test, six students (25%) are categorized as mediocre, and nine students (37.5%) in the post-test, in the pre-test, none (0%) is categorized as good and two students (8.33%) are categorized as good in the post-test, and in the pre-test, none (0%) is categorized as excellent and one student (4.16%) in the post-test.

3.4. Descriptive Statistic

In order to know the maximum, minimum, mean, standard deviation and variance, the descriptive statistics of experimental class can be seen in the following table:

Table 3. Descriptive of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Experiment	24	20	60	38.96	14.816	219.520
Post-test Experiment	24	30	85	59.38	15.901	252.853
Valid N (listwise)	24					

The table above displayed the maximum score in experimental class shows different level before and after giving treatment with using retelling story through Instagram App. The table above shows that maximum score on pre-test is 60 and post-test is 85. The minimum score in in pre-test is 20 and in post-test is 30. The mean score in pre-test is 38,96 and in post-test is 59.38.

Meanwhile, the maximum, minimum, mean, standard deviation and variance, the descriptive statistics of control class can be seen in the following table

Table 4. Descriptive of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Control	24	20	60	35.42	12.590	158.514
Post-test Control	24	25	85	45.21	15.143	229.303
Valid N (listwise)	24					

The above table shows that the maximum score in control class shows different level before and after giving treatment. The table above shows that maximum score on pre-test is 60 and post-test is 85. The minimum score in in pre-test is 20 and in post-test is 25. The mean score in pre-test is 35.42 and in post-test is 45.21.

3.5. Hypothesis Testing

In this research aimed to investigate whether there is a significant effect of retelling story through Instagram App on students speaking skills. The research follows the following hypothesis:

a. H_0 : There is no significant effect using retelling story through Instagram App on students speaking skill.

b. H_1 : There is a significant effect of retelling story through Instagram App on students' speaking skill.

Table 5. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Experiment Class	24	59.38	15.901	3.246
	Control Class	24	45.21	15.143	3.091

Table 6. The Result of Independent Sample T-Test Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumes	.230	.634	3.161	46	.003	14.167	4.482	5.145	23.189
	Equal variances not assumes			3.161	45.891	.003	14.167	4.482	5.144	23.189

As described in the result of group statistic in the table 4.12 the mean score in post-test experimental class is 59.38 and 45.21 in control class. Also, standard deviation in experimental class is 15.901 and 15.143. The result of the independent sample t-test above shows that significant differences exist in students' score in experimental and control group, t (3.161) and the probability value (sig. 2-tailed) 0.003 was smaller than the alpha value 0.05 (0.03 < 0.05) and in that post-test scores in experimental class (M = 59.38, SD = 15.901) are significantly than post-test scores in control class (M = 45.21, SD = 15.143 Thus, it may be said that retelling story through Instagram App has a significant effect on students' speaking kill. In other words, H_1 is accepted.

In addition to conclude the hypothesis based on the comparison between the value of (sig. 2-tailed) with alpha value. The researcher also took the conclusion of hypothesis by comparing between of t_{test} with t_{table}.

Table 7. Summary of Hypothesis Testing

Df = (n-1)	t_{test}	Symbol	t_{table}	Result
=24-1 = 23	3.161	>	2.066	H_1 : Accepted

As can be seen in table above, it can be concluded that the value of t_{test} (3.161) is bigger than the value of t_{table} (2.066). It means that H_1 is accepted. In other words, there was a significant effect of using retelling story through Instagram App on students' speaking skills.

4. Discussion

This research examined the effect of retelling story through Instagram App on students' speaking skills. In pre-test, the result showed that the students in experimental and control class have poor speaking skills. After treatment, in post-test, the experimental class have mediocre speaking skills, while in control class has no change in students' speaking skills. Therefore, retelling story through Instagram app has significant effect on students' speaking skills.

This research used Harris in Darusmin et al. (2011) to categorize the ability level of students' speaking skills. In experimental class, students' pre-test mostly has poor category because they could not retell story well and speak very little in expressing their ideas and thoughts. While in post-test, the students' speaking skills improved to mediocre, some have good speaking skills, little have poor speaking skills, and very little have excellent speaking skills. It was because the students found it interesting to retell story through Instagram App. However, in control class, students' speaking skills did not improve very much. The students still have poor speaking skills even after treatment. It was because Instagram App did not be applied in learning process which there is nothing to pick students' interest. Therefore, retelling story through Instagram App has significant effect on students' speaking skills.

The significant effect of students' speaking skills in retelling story through Instagram App also can be seen in the speaking's aspect, they are accuracy and fluency. The first aspect is accuracy. Gan (2012) stated that accuracy in speaking is talking about the form focus, error analysis of speaking, and the way produces a language particularly English. Accuracy refers to produce language in correct form in term of grammar, vocabulary and pronunciation. In experimental class and control class before treatment has little or no language produced. It was because the students have no vocabulary knowledge, lack of vocabulary, and lack in grammar. However, after experimental class has treatment, students have poor vocabulary, mistakes in basic grammar, and may have very strong foreign accent, but some of the students have good range of vocabulary, occasional grammar slips, and slight foreign accent. While, in control class also has improved in their accuracy. They also have poor vocabulary, mistakes in basic grammar, and may have very strong foreign accent. But there are not many that have good range of vocabulary, occasional grammar slips, and slight foreign accent. The improvement was caused by the information provided in the learning material in learning process. Therefore, students can improve their accuracy with retelling story.

The second aspect is fluency. Fluency is the capacity of using the language quickly and confidently with few natural pauses and the capacity to communicate the ideas without having to stop and think too much (Nunan, 2003). In experimental class, some of the students have little or no communication, some of the students spoke nervously and briefly, which made them sometimes difficult to understand, while other students conveyed their ideas clearly, but still hesitantly and briefly. But, after treatment in retelling story through Instagram App, most students were hesitant and have brief utterances, and sometimes difficult to understand. Also, some of the students got their ideas across, but hesitant and brief and some of them can effectively communicate in short turns. While in control class, the students'

fluency were very hesitant and brief utterances and sometimes difficult to understand and still the same even after post-test. Therefore, retelling story through Instagram App can significantly improve students' fluency.

The result of this study is in line to the previous study. The first is the research was done by Hape (2018) entitled "The Effect of Instagram app to Students' Speaking at the Paradise Course of Kampung Inggris" it was conducted in pre-experimental quantitative. The findings of this study showed the significant effect of the Instagram app on students' speaking at the Paradise English Course in Kampung Inggris. The aspects of grammar, pronunciation, fluency especially vocabulary which are increased. The second, a research was done by Azlan et al. (2019) entitled "Developing speaking skills and Increase Motivation Via Instagram app" in this study tried to discover the potential use of integrating Instagram app feature and task-based learning activities to promote speaking and student's motivation levels. The study's finding indicated that this positively affects pupil's self-confidence and inspired them to master English. Instagram provided students with access to a wide range of resources making task-based activities through mobile learning be the appropriate environment for both in class and out of class.

Students' motivation and self-confidence were the two major effects that can influence students speaking skills. According to Setyawati et al. (2023), self-confidence and motivation will affect a person's success in speaking English. Students' motivation was increase because the researcher can create an enjoyable atmosphere in teaching and learning process. Then, Wang (2009) also mentioned that motivation is one of the most important factors that will influence students' English achievement or performance. Students who are motivated to learn English have a positive attitude so they dedicate more time to practicing their speaking skills so that they can communicate more effectively than they did before. Students' motivation was increased by using Instagram app because this is their first time that using Instagram app in learning English. By using Instagram app in retelling a story can give opportunity for students to be more learning beside on class and they can be explored their learning ability is no longer restricted. Students' also can practice their pronunciation before uploaded their video in Instagram app. So, they will repeat their speaking for being perfect to be sent in Instagram app. In addition, retelling story through Instagram App bring fun and motivating environment in their speaking class. This is also a way to engage students to use technology devices in learning a language.

Also, one of the elements that's influenced, the use of retelling story through Instagram app is self-confidence. In this case self-confidence also serves as a motivation for student to express fresh ideas and expand their knowledge on a particular subject. In addition, Brown (2000) stated that self-confidence is students' beliefs in their ability that is fully capable of accomplishing a task. Student should be aware about the importance of self-confidence because it has great impact on their learning process as well as everything they did. Thus, students need to improve their self-confidence.

Concerning to the findings of this study, there were other factor that might influenced this study. The first is material, the material in this study was familiar for the students because they have heard and learned before. Students' intelligence who

has higher intelligence usually understand the material easily and have better speaking skills than students who have lower intelligence. It was proven from the pre-test and post-test results that some students easily understood the teacher's explanation.

In conclusion, the using of retelling story through Instagram App had a significant effect on students speaking skills. It's not just effective in improving their speaking skills. There are other factors, such as students' motivation in learning English, self-confidence, and material. Students' motivation an important role because while students had a high motivation practicing their speaking skills. Student's confidence gives student meaningful experience to perform publicly, the last is material that was familiar for students, with familiar material that is easier for students to practice their speaking. Thus, students' speaking skills improved after using retelling story through Instagram

5. Conclusion

Based on the result of the data analysis on previous chapter, the researcher concluded that there is a significant effect of using retelling story through Instagram App on students' speaking skills. The result of the data analysis showed that students' mean scores from pre-test to post-test from experimental and control group is improvement. In hypothesis testing, H_1 is accepted. In another word retelling story through Instagram App has a significant effect on students' speaking skills at the first-year students of SMAN 1 Raha. It can be seen in independent sample t-test compare scores in experimental and control class. It showed from the value of Sig (2-tailed) was lower than the significance alpha value, p (0.003 < 0.05). In addition, the researcher can conclude that retelling story through Instagram as media in learning process is alternative ways that can be applied to enhance students' speaking skills. It can be seen from the result of this study that students' scores difference between experimental and control class, also the effect size calculation.in short, retelling story through Instagram has significant effect on students' speaking skills

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