

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the study**

Instagram, as a widely recognized platform for educational purposes, particularly in teaching and learning English language skills (Handayani, 2017), provides educators with a unique opportunity to engage students in innovative ways. To effectively use Instagram as an assessment tool, educators must understand its benefits and drawbacks. The need for educators to stay current with the changing demands of the digital era highlights the importance of this research. According to Hortigüela-Alcalá et al. (2019), adopting new technologies such as Instagram can help improve the learning experience. Understanding the opportunities and challenges of using Instagram as an assessment tool is critical for educators looking to maximize its potential and address any concerns that may arise. As Reyna (2021) points out, the research is especially relevant in the context of teacher education. Instagram can enrich practical teaching experiences by allowing students to create content that reflects their teaching settings while also providing valuable insights for their peers. This not only encourages collaborative learning but also prepares future educators for the dynamic and technologically driven educational environments they will face in their careers.

Regarding the context of this study, the researcher did a pre-interview with the lecturer in Academic Listening and Speaking class, who used

Instagram Live as a medium to assess students' speaking skills. So, the students had to participate in live sessions while pretending to be interviewees and journalists. They could talk about whatever they wanted and interact with the audience. As an observer, the lecturer watched and assessed. Students were required to post their live sessions to a specific Instagram account. Instagram was used for assessment for a few reasons. First, due to the pandemic, classes were held online, and this method followed suit. Second, all the students had Instagram accounts and were familiar with it. Third, Instagram is useful for data storage and does not require any special equipment. In this manner, the lecturer could evaluate performances at any time and from any location.

Studies have found that using Instagram can help students with their English skills. Qisthi and Arifani (2018) showed that project-based learning on Instagram improved students' speaking abilities. Another study by Azlan, Zakaria, and Yunus (2019) found that Instagram activities boosted students' interest in practicing English speaking and improved their skills. Reyna J. (2021) discusses the fundamentals of Instagram and the potential advantages and disadvantages of using it as an assessment tool in higher education. Yustisia, et al (2022) The researcher discovered that doing Instagram live shows greatly aided in speaking practice. Her English skills improved as a result of this practice, and she became more confident and fluent in using the language.

While numerous studies show that using Instagram improves students' speaking proficiency in language learning, it is noteworthy that Instagram is not commonly used as a media in assessing speaking skills. Recognizing this gap,

the author emphasizes the importance of researching whether Instagram can effectively serve as a medium for assessment. This investigation seeks to uncover Instagram Live's potential for aligning with contemporary educational practices and meeting the evolving needs of 21st-century learners. The purpose of this paper is to delve into students' perspectives on using Instagram for English-speaking assessments. The author also introduces Instagram and emphasizes its benefits in educational settings.

## **1.2 Formulation of the Problem**

A research question addressed in the present study is “What are the students' perceptions of Instagram-mediated English-speaking assessment?”

## **1.3 Operational Definitions**

To avoid misunderstanding the terms set out in this study, the researcher provides the definitions related to this study, as follows:

- 1.3.1 Instagram Mediated : Instagram is a popular social media platform  
Speaking Assessment where people can share photos and videos with their followers. Instagram became widely popular due to its emphasis on visual content, which allows users to capture and share moments from their lives through images and short videos. Using Instagram as a platform for a speaking assessment can be an innovative and engaging way to evaluate students'

communication skills. Using Instagram to assess speaking is one of its benefits.

**1.3.2 Speaking Assessment** : A speaking assessment is a systematic evaluation of an individual's ability to communicate orally in English. Typically, it measures a person's proficiency, fluency, and effectiveness in expressing ideas, opinions, and information through spoken communication.

**1.3.3 Perception** : Three English Education Students' perceptions in Academic Listening and Speaking Class, refer to the personal viewpoints, convictions, attitudes, and emotions that students possess regarding Instagram as a mediated English-speaking assessment. This perception is also collected based on the guidelines adapted from Conole et al. (2005).

#### **1.4 Aim of the Research**

The purpose of this paper is to know what are the students' perception in online speaking class using Instagram as a media of the learning assessment.

## **1.5 Significances of the study**

- 1.5.1 Theoretical Use : This study contributes to the existing theories on language assessment that categorize Instagram as an alternative media assessment and provides a brief discussion of the theory of speaking assessment.
- 1.5.2 Empirical Use : This research will tell the readers about the students' perceptions of instagram-mediated English-speaking assessment.
- 1.5.3 Practical Use : The practical contribution of this research is to provide a teaching assessment method for teaching and learning based on students' perceptions.