

CHAPTER I

INTRODUCTION

Chapter 1 of this paper explains the introduction to this research in order helps the reader to understand what the study is from the broad to the specific. Specifically, this chapter presents: (1) Background of the Research, (2) Problem of the Research, (3) Research Question, (4) The Objective of the Research, (5) Significance of the Research, and (6) Limitation of the Research.

1.1 Background of Research

Learning academic speaking is essential for students because it offers numerous advantages that might help them in their learning environments. Enhancing speaking skills in a classroom context can benefit students in several ways, including enhancing critical thinking, boosting comprehension of the material being studied, and actively increasing classroom involvement (Sriniva, 2019). Speaking for academic purposes allows students to express themselves in structured ways that they can use in formal settings such as public speaking, accurately state ideas in the discussion, build confidence, and help them communicate both inside and outside of the classroom (Hervina, 2017; Padmadewi, 2019). Academic speaking competence has taken on a crucial role for fresh graduates, allowing them to function well in the workplace, help them communicate daily, and develop collaborative skills with people from different backgrounds (Deveci, 2016). For that reason, English learners must be able to speak English accurately and fluently to communicate with others and support their educational achievements. Therefore, academic speaking is a vital skill for students to master since it will benefit them academically and outside the classroom.

Instagram has evolved into a multipurpose social media tool that can help students improve their academic speaking in English. In addition, various English-language resources are now available to students, which can help them in their academic endeavors (Agustin, 2021). In recent years, many Instagram accounts have offered English content. These accounts offer various English resources, such as grammar, conversation practice, pronunciation guides, vocabulary courses, and advice on academic speaking that can assist students in improving their academic speaking. Thus, by encouraging exposure to real-world English usage, Instagram can help students improve their academic speaking (Albiladi, 2020). Instagram also provides many features that can be used to train and develop students' speaking skills.

In line with this (Handayani, 2016). Claimed that Instagram may be utilized to carry out several activities to learn and practice English speaking in academic settings, such as watching English educational content, speaking exercises through videos like role-play, describing people, pronunciation practice, and telling personal experiences. It might be an excellent teaching tool that makes learning interesting and educational (Krist, 2016). Instagram allows students to learn and practice their academic speaking skills.

This research was conducted by students at the University of Jambi. Interview participants were students from the class of 2021 who had taken an academic speaking course and used Instagram as an English language learning medium. The students were selected based on criteria that reflected their perceptions of the academic speaking program, specifically regarding the use of Instagram to support English language learning. By examining their academic speaking skills, the researchers hoped to understand the challenges students face and strategies for improving their English language proficiency. Each student may have a different perception of Instagram as a

learning medium for English. Santosa (2020) stated that digital media such as Instagram provides significant opportunities for language learners to learn independently, interactively, and according to their individual needs. English language education students need additional media beyond the formal education available on campus. Based on the interview, P1 stated that learning through Instagram felt very enjoyable and flexible because it could be done anytime and anywhere. Meanwhile, P3 mentioned that watching mini-vlogs from American influencers on the Reels feature helped her, as she could learn from their sentence structure and pronunciation, which is similar to that of native speakers.

This study focuses on academic English-speaking skills using Instagram, based on students' perceptions of Instagram use by English Language Education (PBI) students at Jambi University. The researcher was interested in this study because she recognized that English is a language used by the entire international community as a means of communication, and she also realized that technological developments, such as Instagram, would impact the development of students' English skills. The researcher hopes this thesis will motivate them to use Instagram in their English learning. Therefore, she is interested in conducting a study entitled "EFL Students' Perception in the Use of Instagram for Academic Speaking Skill Learning.

1.2 Problem of the Research

This research problem arises because students have difficulty mastering academic speaking skills. After all, English is not their native language. Meanwhile, Instagram is a platform used as a medium to share photos and videos on a mobile basis during daily activities (Ghamdi, 2018). The problem is important to research to find out how EFL students perceive using Instagram as a learning medium in Academic speaking.

1.3 Research Question

This research question focuses on students' perceptions: *How are EFL students' perceptions of using Instagram for English learning for academic speaking skills?*

Through this question, the researcher seeks to explore how students interpret their learning experiences with Instagram, in terms of the benefits, motivation, and obstacles they encounter.

1.4 The Objective of the Research

The purpose of this study is to determine students' perceptions of using Instagram as a learning platform to practice and improve their academic speaking skills. This study focuses on how students view the effectiveness and practicality of Instagram for academic purposes, while identifying the benefits and challenges they face in using Instagram for academic speaking practice.

1.5 The Significance of the Research

1. For the Lecturers

The results of this study are expected to assist lecturers in considering the use of Instagram as a medium for teaching English, particularly academic speaking skills. With these findings, lecturers can gain new insights into the effectiveness and potential of Instagram as a tool to support the learning process, thereby enriching teaching methods and creating more interactive, engaging, and student-centered learning experiences.

2. For the Students

The result of this research is expected to help EFL students at the college level consider Instagram as a learning medium for learning English in academic speaking.

3. For the Researchers

In conducting this research, the outcome could be a reference and support to other researchers who will conduct similar research related to the learning medium in academic speaking in the future.

1.6 Limitation of the Research

This study has limitations in its scope, which is focused only on EFL students at the University of Jambi. The main focus of this study is to explore students' perceptions of the use of Instagram as a learning medium in academic speaking skills. Therefore, the results of this study cannot be generalized to other contexts outside the use of Instagram or outside the perceptions of students.