

INSTAGRAM-MEDIATED PROJECT-BASED LEARNING IN TEACHING SPEAKING SKILL

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Abstract: This study was grounded in a mixed-method design that aimed to analyze the differences between learning speaking taught using Instagram-mediated project-based learning and those taught using conventional techniques. In addition, this study was also conducted to investigate the challenges faced and explore the strategies given by students in solving problems in the application of Instagram-mediated project-based learning techniques. This study involved 12th-grade students who were randomly selected to be the control and experimental groups. The research instruments used were 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. The significance score was 0.000 smaller than 0.05. This confirmed that the Instagram-mediated project-based learning technique proved to have a significant difference. In qualitative stage of analysis, it was revealed that the challenges the students faced were categorized into language barriers, video making, and external factors. From the results of this study, it can be concluded that the Instagram-mediated project-based learning technique was proven to be effective in improving students' speaking skills. Therefore, school policymakers can provide a wider internet network to support this learning technique. However, the results of this study recommended similar research on speaking skills in other materials in more depth with a wider scope.

Keywords: *Instagram; project-based learning; MALL; speaking; mixed-method.*

INTRODUCTION

The increasing use of English as a part of daily life is unavoidable. English as a global language has been recognized by many people. This is based on the number of people who speak English. Crystal (2003) estimated that in 2002 English users had reached a third of the world's population or close to 1500 million users, either as a mother tongue or a second language. Likewise, the existence of English as a second language in Indonesia has entered various sectors including education. Considering the existence of English in Indonesia, English is one

of the subjects taught in high school (Pratiwi, 2016).

To grow speaking skills in education, it is necessary to learn actively from students according to the mandate of the 2013 curriculum. Students are required to be active both in physical and mental activities. Speaking is one of several skills that EFL students must master. Fulcher (2014) stated that speaking is the use of verbal language in communicating with one another. Meanwhile, Kuning (2019) stated that speaking is one of the important lessons in teaching a second language. In

addition, Brown (2004) said that speaking is an interactive process of meaning formation and the production, reception, and processing of information involved. The interaction between one person and another in communicating must make meaning in the context of the information that occurs. According to Richards and Renandya (2002), speaking is one of the central things in communication.

However, the Education First English Proficiency Index 2020 stated that Indonesians' English proficiency was 74 out of 100 countries. Speaking English is considered a difficult activity for students (Pratiwi, 2016). There are problems with difficulty in lack of vocabulary, pronunciation, self-confidence are other reasons. Based on initial observations made in a high school with 28 students in grade X and also informal interviews with English teachers, it was stated that the ability to speak English still needs to struggle.

Various studies with various approaches have been carried out in this regard. One approach that involves students working freely in learning to speak English and turning it into a real product is the project-based learning approach (PjBL). Furthermore, the PjBL approach can be integrated with technological advances as stated by Gonulal (2019) stated that digital technology is not only increasing in people's lives but also in the language learning process. Language learning activities combined with mobile devices as a digital technology are known as mobile-assisted language learning (MALL). MALL refers to language learning activities anytime and anywhere that are carried out via mobile devices without limitations of physical location and time (Kukulka-Hulme, 2009). Furthermore, mobile phones have helped teachers in many teaching activities, especially in foreign language teaching opportunities (Yudhiantara & Saehu, 2017). Several studies related to the use of technology such as Facebook (Alm, 2015; Ibrahim, Orcid, Directorate, Anbar, & Orcid, 2021) and Twitter (Solmaz, 2018; Taskiran, 2020) succeeded in revealing that most students really enjoyed these activities and contributed to their language learning process. However, the fact that Instagram is one of the most popular social media today has also succeeded in becoming a platform that supports the language learning process.

There are several studies related to the use of Instagram as an effective tool in improving student learning such as Erarslan (2019) who found that Instagram has a major impact on students' language learning. As shown in the research conducted by Soviyah and Etikaningsih (2018) which investigated the effectiveness of using Instagram in learning to write a descriptive text. The results obtained indicate that there are significant differences between students who are taught to use Instagram and those who are not. Meanwhile, Devi, Virginia, and Auli (2020) found that students' speaking skills improved significantly through the integration of Instagram into the language learning process. However, these studies were conducted in face-to-face classes. In addition, the use of Instagram is only used as a tool in the final stages of completing the PjBL implementation project.

In line with this information, research using PjBL as a learning medium from the first to the last stage of the six series of PjBL procedures in online classes has never been carried out. Research like this needs to be done because it can provide information about how students' learning to speak that is integrated with technology in online classes is carried out. In addition, the findings obtained can be the basis for the development of research conducted on learning to speak English. Specifically, this study investigates the following 3 research questions: (1) Does Instagram-mediated Project-based Learning give different impact to the learners' speaking proficiency? (2) What challenges do students face in using Instagram-mediated Project-Based Learning technique in the speaking learning process? (3) What strategies do students apply to solve the problems encountered in using the Instagram-mediated Project-Based Learning technique in the speaking learning process?

METHOD

To answer the first research question "Does Instagram-mediated Project-based Learning give a different impact on the learners' speaking proficiency?". We carried out 3 steps in this quantitative approach such as planning, conducting, and evaluating as proposed by Creswell (2002). Furthermore, Arikunto (2019) divided the steps into; pre-treatment, treatment, and post-treatment.

Pre-treatment was an activity carried out before the teaching technique implemented to both experimental and control group. They were given a

pre-speaking prompt test to measure the level of speaking in both groups. Furthermore, there were differences in teaching techniques in the treatment step between both groups. The control group used conventional speaking teaching techniques, while the experimental group implemented Instagram-mediated project-based learning. In this treatment process, the speaking strategies applied 4 of 6 project-based learning systematic procedures that were proposed by The George Lucas Educational Foundation (2005), while the other 2 strategies were applied at the post-treatment stage. Those systematic procedures were start with the essential question, design a plan of project, create a schedule, monitor students and project progress, assess outcome, and evaluate the experience.

In the post-treatment step, since the teaching techniques was taught to both groups, the teacher continued the last 2 systematic procedures of project-based learning as mentioned before namely asses the outcome, and evaluate the experience. The teacher gave post-speaking tests to research subjects both experimental and control groups with the aim of measuring the learner's improvement in speaking skills.

For the second and third research questions related to challenges faced and strategies proposed by students in applying Instagram mediated project-based learning, we provided 15 closed-ended questions about the application of Instagram-mediated Project-Based Learning in learning speaking, and 3 open-ended questions about the challenges faced and the strategies proposed by students in applying Instagram-mediated project-based learning techniques. The questions were an attempt to freely investigate respondents' responses and provide detailed information.

The mixed-methods research design was chosen to answer those research questions. This was based on the fact that research problems are not adequately answered by one type of research (qualitative or quantitative) and a lot of data was needed to expand, elaborate, or explain the previous data. The first research question could be answered with the results of statistical tests while answering the second and third research questions required data expansion to describe the first question in order to obtain more detailed results. In line with this, Creswell (2012) stated that in mixed methods studies when following up on quantitative research by conducting qualitative research to obtain more

detailed and specific information that is not obtained from the results of statistical tests.

This study took 1 class out of 9 classes consisting of 291 twelfth grade high school students in Cianjur Regency as research subjects. The subjects of this research were taken by using a cluster random sampling technique in collecting quantitative data. The sample should contain specific types of people that the researchers want to make sure. However, there are occasions when it is impossible to choose a representative sample of a population (Fraenkel & Wallen, 2009). The cluster random sampling technique was chosen because the researcher had limitations related to the sample frame, namely the list of Instagram usernames that were the discussion of this study even though the class data was complete and had homogeneous characteristics. In line with Priyono (2008) who explained that the cluster random sampling technique is used if the researcher has limitations due to the absence of a sample frame but the researcher has complete data about the group. From 1 class of research subjects were divided into 2 groups A and B which were designated as the experimental group and the control group with a simple random sampling technique. Taking 2 groups in one class with a consider that face-to-face learning was limited to 50% by the circular letter of the West Java Provincial Education Office regarding learning in semester 2 of the 2021-2022 academic year.

Meanwhile, in collecting qualitative data, a purposive sampling technique was used for the experimental group by considering that research questions related to the application of Instagram-mediated project-based learning were only conducted on the experimental group. As a result, the participants were chosen through the use of purposive sampling, which included people with particular qualifications who were representative based on earlier data, in order to provide accurate information about the contribution of Instagram-mediated project-based learning (Fraenkel & Wallen, 2009).

The use of Instagram in this study was not only for the completion of PjBL implementation projects but also as a learning medium from the first to the last stage in a series of PjBL procedures. Therefore, the PjBL systematic procedure framework from George Lucas Educational (2005) was used as a procedure for combining learning with the use of

technology. The framework of the systematic procedure was shown in the following figure:

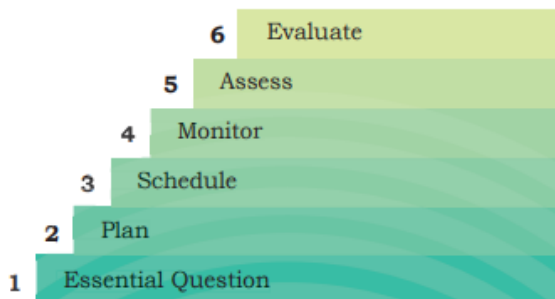


Figure 1. *The framework of project-based learning systematic procedures of the George Lucas educational. Source: Captured from Figure 2 in Educational Technology Division (2006)*

Through direct message (DM) of Instagram, the PjBL procedures carried out in this study began with the stage of giving essential questions to students which became the theme of the project they were working on such as “What will you do after graduating from school? Through video shows, give interesting tips about what you will do to achieve it!” Next, students designed a project plan in response to the previous questions. Students prepared tools and materials or others that was used in the project. The schedule was made by the teacher and students collaboratively in this third stage to see the progress of the project. The fourth stage was the monitoring of students in the progress of the project. In the next stage, students uploaded videos in their Instagram and the teacher gave a project assessment of all aspects including the achievement of students' speaking skills in this project-based learning. The last stage was the teacher and students reflecting on the project activities and the results that have been implemented. The teacher evaluated the activities by providing opportunities for students to explore their experiences of the challenges encountered and the strategies proposed in Instagram-mediated project-based learning in English speaking skills.

For the quantitative data, Pre-treatment was an activity carried out before the teaching technique implemented to research subjects. They were given a pre-speaking test prompt to measure the level of speaking in both the experimental group and the control group. Pre-treatment was carried out on February 8, 2022, on research subjects (even and odd number groups at 12 MIPA 2). The pre-speaking test prompt was given using a different

method, namely the experimental class (even number group) through the Instagram Direct Message application, while the control class (odd number group) was conducted face-to-face.

The research subjects were given treatment by implementing Instagram-mediated project-based learning in teaching speaking skills. The treatment in this study was from 10 - 17 February 2022. In this treatment process, the speaking strategies applied 4 of 6 project-based learning systematic procedures that proposed by The George Lucas Educational Foundation (2005), while the other strategies were applied at the post-treatment stage. Meanwhile, the control group used learning speaking with conventional face-to-face techniques in class.

Post-speaking tests was given on 17 February 2022 to research subjects both experimental and control groups with the aim of measuring the learner's improvement in speaking skills in the post-treatment. The control group was given a post-speaking test orally in front of class. Meanwhile, the experimental group continued the last 2 systematic procedures of project-based learning as follows as proposed by The George Lucas Educational Foundation (2005); assessment outcome and evaluate the experience.

Furthermore, for qualitative data needs in answering the second and third research questions, questionnaires were given on the same day as the post-speaking test to the experimental group regarding learning experiences, challenges, and strategies for applying Instagram-mediated project-based learning in teaching speaking skills. This was conducted after all steps of Instagram mediated project-based learning were applied.

Analysis of quantitative data was taken from data collected from pretest and posttest from both experimental and control groups processed then calculated and computerized to get normality and homogeneity in descriptive statistic result. Hypotheses testing in answering the first research question used computer program on statistical analysis such as SPSS 25. The data were processed to get means and standard deviations of each group. The results were used to analyze the differences in speaking skills taught using Instagram-mediated Project-Based Learning technique and those of taught using a conventional technique in the classroom.

Furthermore, in the qualitative data analysis, the researchers analyzed the answers to the opened-ended questionnaire. Observing people, and recording what they do; in-depth interviews with people about their ideas, opinions, and experiences; analyzing documents; are conducted by qualitative researchers. These three methods are the main ones they employ to gather and analyze their data (Fraenkel & Wallen, 2009). In this study, the researcher analyzed the data using content analysis techniques. Participants' responses in this learning application experience were asked. In addition, the challenges faced and the strategies proposed by the participants became the main part of the qualitative analysis as the aim of this study.

RESULTS AND DISCUSSION

Based on the proposed research questions within this study, the findings discuss students' improvement and it then moves to challenges faced and strategies proposed by students regarding to the application of the learning process.

Students' speaking improvements

To answer the first question regarding students' improvements after conducting the learning process. The experimental group's improvement was declared by comparing the result of their pre-speaking test score and post-speaking test score. It was intended to measure any improvement gained by this group who had treated to the implementation of Instagram-mediated project-based learning. The analysis result was described in the following table.

Table 1. *The analysis result of the experimental groups' pre- and post-speaking score*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Speaking_Test	54.40	15	7.219	1.864
	Post_Speaking_Test	85.33	15	9.155	2.364

Paired Samples Test				
Paired Differences	Mean		Pair 1	
	Pre_Speakin	g_Test - Post_Speakin	g_Test	g_Test
	Mean			-30.933
	Std. Deviation			9.377
	Std. Error Mean			2.421
	95% Confidence Interval of the Difference	Lower		-36.126
		Upper		-25.741
t				-12.777
df				14
Sig. (2-tailed)				.000

The table showed that the experimental group obtained a mean score of 54,40 at the pre-test while at the post-test it was 85,33. It meant that the mean score obtained in the post-test was higher than in the pre-test. Furthermore, the significance score (2-tailed) was at 0,000 which indicated that the score was $< 0,05$. If the significance score was $< 0,05$ it indicated that there were significant differences found between pre- and post-speaking achievement obtained by the experimental group. In other words, in the end of experiment, the experimental group's post-speaking achievement was more improved than the pre-speaking achievement. As a result, it created the difference between the both pre-speaking scores and post-speaking scores of the experimental group. It also proved that the treatment conducted by applying Instagram-mediated project-based learning technique in the learning speaking process was improved effectively.

Students' challenges faced

To answer the second research question regarding challenges faced by students in learning using Instagram project-based learning, most students did not find the challenges too difficult in their involvement in the application of this learning technique.

Making videos that are loved by all circles from children, teenagers, to adults was not a big problem. Even the use of Instagram in everyday life did not seem to have a negative impact on students. Meanwhile, the ability of students to speak English was still low so at the beginning of the application of this learning technique, most students felt that the challenges lay in linguistic barriers. This was in line with Bygate (2005) who stated that linguistic barrier was one of five factors of difficulty in speaking English. Barriers in a language such as grammatical errors, poor structure, and mispronunciation. However, the application of this learning technique made them eager to speak English better. Furthermore, since the involvement of students in the application of this fun learning technique, they felt challenged by conditions that arose from external factors. According to Brown (2007), there are numerous factors that affect students' ability to speak, including non-social factors such as homes, schools, equipment, and atmosphere. However, like the two previous challenges, challenges from

external factors were not difficult challenges to overcome.

Various responses from students' participants of the experimental group (called Q2.SPE1 - Q2.SPE15) regarding those 3 main challenges were mentioned by several participants as follow:

The challenge was to find a video concept (Q2.SPE10).

It's a challenge when it came to video editing, but I also enjoyed it because I could learn more about using technology (Q2.SPE12).

The delivery of vocabulary was afraid of being wrong (Q2.SPE3).

How to pronounce words (Q2.SPE14).

The challenge was insufficient storage space (Q2.SPE1).

We made the video must be in a quiet atmosphere because noisy sounds could enter the video recording (Q2.SPE6).

It's just that there were 3 main challenges that they mentioned from outside the implementation of this Instagram-mediated project-based learning; video, linguistic barriers, and external factors. Based on the results of the second questions about the challenges faced in Instagram-mediated project-based learning, several challenges were found that were easy to overcome. This learning technique could be effectively applied to students. The following pictures showed how Instagram-mediated PjBL conducted and showed the process and the progress.

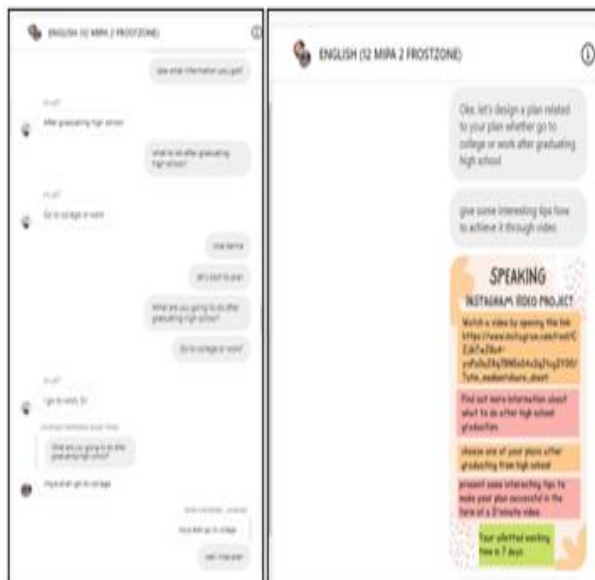


Figure 2. *Instagram-mediated PjBL process and progress*

Students' strategies proposed

As mentioned in the second research question about the challenges faced by students in Instagram-mediated project-based learning, this third question relates to the strategies given by students to face these challenges. Like the challenges faced, the strategies were given by students also consist of 3 main strategies to overcome these challenges regarding video, linguistic barriers, and external factors.

Students who mentioned the challenges related to the video provided strategies to overcome them. The use of features on Instagram such as making and posting a video was not a difficult thing for students to do. This has become a habit in the use of social media. In line with Subburaj (2016) said that teenagers spend most of their time for pleasure and focusing on their studies which become a regular habit on this site.

Looking for information about the project to be worked on (Q3.SPE10).

By looking for references or help from various sources such as friends or the internet (Q3.SPE12).

Meanwhile, the low speaking ability of students before the application of this learning technique was resolved. Most students felt motivated to speak better in overcoming the challenges of linguistic barriers. As Ur (1996) proposed about speaking success that students have high motivation and want to speak when a given topic is interesting and clear

so that they are eager to speak. The proposed strategies were;

Learn vocabulary through google translate (Q3.SPE3).

Learn more about each vocabulary, be more careful in pronouncing words, and memorize more words (Q3.SPE14).

Besides, some students got difficulties that arose from external factors in implementing Instagram-mediated project-based learning in speaking English. There were many factors that influence students in implementing this learning including un-supportive equipment. As Brown (2007) stated that the factors that influence student learning include non-social factors such as home, school, equipment, and atmosphere. But they could easily overcome these difficulties with the strategies they provided.

My strategy was to remove some rarely used apps and free up some storage space (Q3.SPE1).

Waiting for a quiet atmosphere, and looking for the right place to make a video (Q3.SPE6).

Meanwhile, the students who mentioned internet quota which became a challenge that emerged from external factors also provided an interesting strategy. A school environment that provides a variety of interesting facilities is something that can influence students in learning. This was also expressed by Brown (2007) regarding external factors that possibly affect students' learning including the supporting equipment used and the school environment. Therefore, students propose several strategies so that they could participate in project-based learning using Instagram media properly and smoothly as follows;

Friends or schools provided free Wi-Fi (Q3.SPE2).

Getting facilities from the school (Q3.SPE7).

Based on these opened-ended questionnaire results, the strategies were given by students regarding the challenges faced in Instagram-mediated project-based learning could be implemented properly and smoothly. So that this learning technique could be applied effectively.

Discussion

There are many experts who define speaking. According to Harmer (2007), speaking is an ability to speak fluently not only knowledge of the features

of the language, but also the ability to process information and language. Participants can express words, ideas, feelings and process information well in speaking and socializing in everyday life. Based on the findings of this study, speaking improvement occurred significantly in participants who were taught through the application of Instagram-mediated project-based learning. The improvement could be seen from the scores of the pre-test and post-test results conducted by the experimental group. It could be seen in table 1 which shows that the experimental group's mean score in the pre-speaking test was 54.40 and that the experimental group's mean score in the post-speaking test was 85.33. It was proven that the experimental group's mean score in the post-speaking test was greater than the experimental group's mean score in the pre-speaking test.

In addition, an increase in level also occurred in participants from the initial condition of understanding and using English only around common vocabulary and simple sentences to a level that could interact even though the interaction was limited. Participants could communicate in English, but the discussion only covers certain things that have been mastered. Meanwhile, improvements also occurred in speaking aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. Students could make themselves understand in using their current abilities to the fullest. Furthermore, they could speak the right words in the right order and proper pronunciation.

Besides, the results of the opened questionnaire strengthen various assumptions about the effectiveness of Instagram-mediated Project-based learning in learning English. All students from the experimental group responded that learning using Instagram-mediated project-based learning was fun and made them much more active. Several reasons expressed by students in implementing the fun of Instagram-mediated Project-based learning were that it could increase self-confidence, creativity, and increase knowledge. In addition, although there were several challenges such as linguistic barriers, video, and external factors faced by students, they believed that these challenges were easy to overcome. They also provided strategies for overcoming these challenges. The ease of the challenges faced by students indicated that Instagram-mediated Project-based learning was

very effectively applied to students in learning speaking skills.

In summary, the effectiveness of PjBL in improving students' speaking skills was related to the 7 components of PjBL as proposed by Barrows (2001). (1) Learners-centered environment; PjBL provided opportunities for students to actively speak English in applying this learning technique. (2) Collaboration; PjBL has provided opportunities for students to collaborate by discussing well with friends and teachers in making speaking assignments related to tips through Instagram videos. (3) Curriculum content; PjBL was chosen for language learning by integrating appropriate materials and technology. (4) Authentic Tasks; PjBL connected students with the real world with the task of providing tips on what to do after graduating from high school that are relevant to students' lives. (5) Multiple presentation modes; This PjBL has integrated the use of technology in improving students' speaking skills such as video maker applications, and the Instagram platform. (6) Time management; PjBL also effectively provided time management in completing project progress. Students could set the time which this project was expected to be completed properly. (7) Innovative assessment; The assessment in this activity, of course, involved the teacher himself and also the assessment between friends as the products posted on social media were everyone's attention. People could like and comment on the videos they upload.

In addition, the existence of Instagram as a social media could also provide effectiveness in learning speaking. This was due to mobile learning that offered to learn that could be done anywhere and anytime rather than in the classroom, especially during the Covid-19 pandemic as it is currently ongoing. It helped students in developing their language skills, especially speaking skills through Instagram either formally or informally with a wider time, place, and also the opportunity to learn.

This finding proved what was stated by several experts such as Erarslan (2019) who stated that Instagram as the social media most frequently used by students was the preferred platform for language education and learning purposes. It had the potential to foster a cooperative, collaborative, and sharing environment, as well as assist formal classroom settings and materials sharing. Furthermore, since Instagram was included in MALL, Kukulskahulme (2009) said that MALL refers to language

learning activities anytime and anywhere that are carried out through mobile devices without a physical location or time restrictions. This made it useful as an alternative language learning tool for anyone who wants to learn a language without limitations of location and time. Devi, Virginia, and Auli (2020) also claimed that including Instagram in the EFL learning process increased students' speaking skills greatly which were also proven in this study. In line with Yudhiantara and Saehu (2017) who confirmed that the most widely used social media platforms were effective instruments for facilitating the teaching and learning of English. Moreover, the utilization of Instagram as a language learning tool that gradually integrated into project-based learning became an alternative medium to provide innovative and creative teaching speaking skills (Qisthi & Arifani, 2020).

In summary, Instagram-mediated project-based learning teaching techniques were not only beneficial in improving the quality of students' writing skills successfully (Listiani, 2016), had a tremendous effect on improving students' language skills (Handayani, 2015) but also developed students' speaking skills effectively as evidenced in this recent study.

In general, the students' responses revealed that they were fun and found it enjoyable to use innovative teaching methods that included mobile technology in language learning, such as the Instagram-mediated project-based learning teaching style. Furthermore, as mentioned in the research question regarding challenges and strategies, the challenges faced by students in learning speaking through Instagram-mediated project-based learning were challenges that could be overcome by the students themselves, such as language barriers, video making, and external factors. Likewise, the strategies related to the challenges they found in this lesson could easily propose, such as deepening the aspects of speaking English independently, looking for references to various sources about making videos, and even proposing strategies for solving storage space difficulties.

It supported the study's previous findings, which showed that using the teaching approach increased the students' speaking abilities. Moreover, students' creativity, knowledge, and self-confidence increased, and they were able to more freely express themselves while actively speaking English.

CONCLUSION

The experimental groups' speaking skills were shown to be significantly enhanced in the current study. Its t-test result showed that the difference between the pre- and post-speaking scores of the control and experimental groups was in favor of the experimental group. This conclusion demonstrated that the treatment was effective in improving students speaking skills by integrating Instagram-mediated project-based learning teaching techniques into their speaking learning process.

The results of the second investigation in this study found the challenges faced by students in using Instagram-mediated Project-Based Learning techniques in teaching speaking skill activities. The majority of students did not find the challenges in applying this learning strategy to be overly challenging. It was not difficult to create videos that appealed to a wide range of audiences, including children, teens, and adults. Even students' usage of Instagram in their daily lives did not appear to have a negative impact. It's only that outside of the execution of this Instagram-mediated project-based learning, they noted three primary challenges: linguistic barriers, video, and external factors. Several challenges were discovered that were easy to solve based on the findings of the second question concerning the challenges faced in Instagram-mediated project-based learning. In order for this learning strategy to be used to students effectively.

The third result of the study was to explore the strategies proposed by students to solve the problems encountered in using Instagram-mediated project-based learning techniques in teaching speaking skills activities. Like the challenges faced, the strategies were given by students also consist of 3 main strategies to overcome these challenges regarding linguistic barriers, video, and external factors. They proposed some strategies such as to learn vocabulary through google translate, finding various video sources such as friends or the internet, and removing some rarely used apps and free up some storage space. Based on these results, the strategies were given by students regarding the challenges faced in Instagram-mediated project-based learning could be implemented properly and smoothly. So that this learning technique could be applied effectively.

The results of this study were reinforced by student responses which 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.

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