



The Effectiveness of Using Instagram in Teaching English Pronunciation at Senior High School

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Article Info	Abstract
Article History Submission Date: 24 January 2024 Acceptance Date: 23 May 2024	<p>The research aimed to find out the effectiveness of using Instagram in teaching English pronunciation at SMA Negeri 4 Kota Serang. This study employed quasi-experimental research involving 30 students from the experimental and control class respectively. Both classes received a pre-test at the first researcher entering the class, and a post-test at the last researcher entering the class. The post-test results from the two classes were then analyzed using the pair-sample t-test to find out the effectiveness of Instagram in teaching English pronunciation. The results showed that the value of sig-2 tailed was 0.01 and alpha (α) was 0.025, or $0.01 < 0.025$. Therefore, it indicates that H_0 was rejected and H_a was accepted indicating that Instagram was effective to improve students' pronunciation.</p> <p>© 2024 JLLP and the Authors - Published by JLLP.</p>
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INTRODUCTION

Pronunciation is how a word is pronounced, and it can be more challenging to master than grammar and vocabulary. If the speaker has bad pronunciation, it will have a negative impact on his overall language skills. If the speaker has good pronunciation skills, the listener considers the speaker's language skills to be effective, even to the point of tolerating grammatical errors (Gilakjani, 2012).

Problem that often occurs in students on the differences in the sound of Indonesian and English. English has many consonant clusters; English language have a combination of two or more consonants that can make students confused about how to pronounce them. The next problem is the inconsistency of sounds in English letters, it is also the reason students experience difficulties in English pronunciation. Furthermore, this problem lies in the mother tongue. In Indonesian, the consonant sound at the end of a word is not pronounced clearly, this problem is usually often found by students, namely the final sound in English (Tambunsaribu & Simatupang, 2021).

The phrase "social media" refers to a group of online and application terms that emphasize community-based input, communication, interaction, sharing of material, and cooperation (Lutkevich,

2021). Social media functions as a medium for people to socialize online, on social media people can chat via their cell phones or computers. Social media is very popular among students, many of them use it for entertainment or seeking information. Social media that is currently very popular in the world is Instagram. Many social media users use Instagram on their cellphones. Instagram is widely used to promote or share something with its audience. Instagram is widely used by students because of its many very interesting features, starting from reels, stories, likes, comments and sharing posts. This feature makes students interested in this one platform, moreover Instagram provides features for taking photos, videos and making boomerang videos. Because more students are using Instagram, a lot of content creators who create content about learning English, many of these content creators are providing their knowledge of English to share with their audience with a variety of interesting presentations.

Pronunciation

One method of speaking English is by pronunciation. Certain sounds can be produced through pronunciation (Richards & Schmidt, 2002). The emphasis of pronunciation is on how a person says words so that the listener may understand them; when words are pronounced correctly, communication errors do not occur. For pupils to be successful in speaking and writing in English, pronunciation is a fundamental skill (Mulyani & Sartika, 2019). This demonstrates that learning proper pronunciation is a fundamental skill student must acquire in order to succeed in speaking and writing. Since incorrect pronunciation can make it difficult for listeners to understand the content of the sentence being talked about, pronunciation is an essential aspect of speaking English. Pronunciation is defined as the process of creating sound in order to create meaning.

Language is one of the most significant parts of human existence because it is necessary for communication (Syafrizal, 2014). Students have to understand how sounds are produced and how intonation and stress are used in order to increase communicative effectiveness. In this situation, the instructor can give simple-to-understand explanations and examples. Students also need to listen to the language used, not only being taught how to pronounce it, but students need to hear how the language is spoken. However, before the teacher gives an example, the teacher should explain the definition of pronunciation itself and how it involves sound, stress, and intonation. Pronunciation refers to the way a word is pronounced, uttered, or a human spoken in a language. (Hornby, 1995).

Element of Pronunciation

Segmental and supra-segmental features are elements of English pronunciation that are divided into two categories (Ramelan, 2003). Segmental features, are a feature that refers to vowels, consonants and diphthongs. The second is supra-segmental features, this supra-segmental refers to features such as stress, pause, length, rhythm and tone. Both of them work together when the student is talking, therefore supra-segmental cannot be explained unless it is related to segmental.

1. Segmental Features

a. Vowels

Vowels are sounds produced from free parts, free parts are speech sounds in which air leaves the mouth without any resistance or blockage by the lips, tongue or throat (Ellis, 2022). Vowels can produce different sounds by changing the position of the tongue.

b. Diphthongs

Diphthongs are a combination of two vowel sounds that shift from one to another vowel sounds when they are pronounced. The diphthong is a vowel within the English language (Rochmad, 2016). The example of diphthong is “break” (/breɪk/). the first phoneme sound is longer and louder than the second.

c. Consonant

Consonant are a sound that is produced by air flowing out of the mouth. When two articulators in the oral cavity block some of the air coming out of there, that’s when consonants are made (Wahyukti, 2008). “Because consonants are often created by a clear interference of the vocal organ with the air stream and are easier to explain and grasp, consonants are vital in making English comprehensible” (O’Connor, 1998).

2. Supra-segmental Features

Supra-segmental feature is the way or style used in a word or sentence, this supra-segmental feature has several characteristics, namely stress, intonation, rhythm, pauses and other features that accompany segmental production.

a. Stress

Stress is the loudness or force expressed in a word so that the word becomes more prominent. Stress is classified into three types, namely: primary stress or strong, secondary stress or medium, and no stress or weak stress.

b. Intonation

Intonation is the tone of what is said, in the movement of this sound the tone is divided into two, namely high tones and low tones. This intonation can be used at certain times, for example, when someone is angry, the tone used is a high tone, while when they are sad, they use a low tone.

c. Pauses

Pauses usually occur when speaking in groups, giving others the opportunity to speak or what is commonly called a pause. The two categories of pauses are short pauses and final pauses.

d. Rhythm

The beat in speech are called as rhythm, this usually occurs when talking to other people.

Teaching Pronunciation

Helping others learn how to perform specific tasks on a daily basis is what is commonly referred to as teaching (Cohen, Manion, & Morrison, 2004). Teaching about aspects that affect the meaning of sentences is the definition of teaching pronunciation. Pronunciation is important to teach because it is a very important part of speaking and reading. Good pronunciation can make speakers avoid misunderstandings in communication. An example of an error in speaking, for example the word “hear” if mispronounced it will sound like the word “here”, a mispronunciation can create misunderstandings in communication. Therefore, teaching pronunciation can minimize misunderstandings in communication. In teaching pronunciation, there are many techniques used in pronunciation research, such as learning pronunciation through songs, learning pronunciation with games, through films and many other techniques used to teach pronunciation.

Social Media

Social media is media that people use to interact online with their environment, on social media people can create the content they want to create. Social media is a platform for building profiles, making relationships explicit, and crossing them (Boyd & Ellison, 2008). Social media is a collection of online programmed based on the principles of Web 2.0, both technically and ideologically, that facilitates the creation and sharing content of user (Kaplan & Haenlein, 2010). Everyone can create their own account after which they can connect their accounts with their friends on social media to share information about daily activities, the latest news, and communicate. There are several social media that have the largest users, namely Facebook, YouTube, WhatsApp, Instagram, WeChat, TikTok, FB Messenger, Telegram, etc (Annur, 2022)

Instagram

Instagram is part of social media that is currently often used by the public. Instagram are a social platform whos allows someone to capture pictures, add digital filters, and then publish them on the platform and other social media (Vianty & Palmi, 2014). This application covers a very wide range, to the whole world. Instagram users can share what they like and also share their daily activities. Instagram also gives us a feature where we can follow Instagram accounts and like posts that are liked. Due to the large number of Instagram users among students, now Instagram is widely used as a learning medium, many content creators on Instagram share interesting photo or video content for students so they don't get bored in understanding the material they want to learn. Many content creators for education, especially English education, package their content in such a way as to attract students to see the photos or videos that the creators share.

Teaching Pronunciation Using Instagram

Teaching pronunciation using Instagram is an interesting way to learn. Instagram is a social media platform that focuses on visual content, students prefer learning using visual media compared to the lecture method. Here's how to teach Instagram as a learning medium:

1. Students are given several words that have been prepared by the author.
2. Students create an Instagram account on their respective cellphones.
3. Students are directed to watch 15-60 second video reels from several content creators who teach correct pronunciation in English.
4. Students are given the challenge to repeat the words they have watched on Instagram reels correctly.

METHOD

The study used a quasi-experimental design. Two classes were utilized by the researcher to take the test given. The pre-tests and post-tests for these two groups were identical, but only the experimental class received treatment. As explained below:

Table 1. Formula of Research

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

(Creswell, 2012, p. 28)

The O1 refers to the symbol pre-test for experimental class. The O2 is symbol for post-test experimental class. The O3 is the symbol for control class. The O4 is symbol for post-test control class. (X) is symbol treatment for experimental class. (-) is symbol no treatment for control class.

A population of class X students at SMA Negeri 4 Kota Serang participated in the research. There are 500 students enrolled in class X overall. For sample, the researcher used purposive sampling to chose experimental and control class. Purposive sampling was used when the target sample has certain criteria, which means that it is impossible to used other samples that are not in line with the previously determined parameters. The participants in this sample were 60 participants, namely X IPS 6 and X IPS 4, each class has 30 students. Variables in research can be divided into more than one variable. The main goal of all studies is to determine how one or more independent variables affect the dependent variable (Arikunto, 2006). Two variables were used by the researcher for this research. the use of Instagram in teaching students is the independent variable (X), and the dependent variable is the students' pronunciation skills (Y).

Research instruments can be tools for Collect, measure, and analyze data relevant to the research. Research instrument for the research is a test, two tests was given to students that are pre-test

and post-test. At First when the researcher entering class, the researcher gives pre-test for students. This is done to find out how far the students know about how to pronounce English. After students received treatment during the learning process, a post-test was given to assess their understanding. To find out how well the students performed after receiving treatment from the researcher, a post-test was carried out. For data collection technique the researcher using test. Test is a technique used to determine the results obtained by students during the learning process. In this research an oral test (pronunciation) is the test that was used. This test technique was carried out before students were given treatment and after they was given treatment. This technique was carried out in both classes, that is, the experimental class and the control class. This test was conduct to see the differences in learning outcomes obtained by students before and after treatment was given to students.

Table 2. Word pronunciation test

Position	Career
Really	Birthday
Appreciate	Spectacular
Congratulations	Confidence
Job	Must
Success	Should
Very	Have to
Kind	Work
Good	Successful
Nice	Gorgeous

There are the words that was used for test. The word was used as a pre-test. After that, the researcher gave the same test to the students at the end of the meeting or called the post-test after the treatment to see the students' progress. This study also used normality, homogeneity, and hypothesis to process the data that have been obtained by researchers.

RESULT

This research attempted to know whether there was any effectiveness of using Instagram in teaching English Pronunciation at SMA Negeri 4 Kota Serang. The population of the research included tenth grade students at SMA Negeri 4 Kota Serang. The pre-test and post-test scores were utilized by the researcher to collect data. The researcher calculated and analyzed the data after collecting them. The average of score pre-test and post-test from both class the experimental and control are as follows:

Table 3. Descriptive Statistics

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pre test_Experimental	30	25	80	51.33	12.658
Post test_Experimental	30	55	95	75.83	9.476
Pre test_Control	30	25	85	52.00	13.871
Post test_Control	30	45	90	67.00	9.702

As see on the table 3 above, maximum is the high score for students in the experimental and control class. Mean was the average student score, and the minimum was the lowest. The pre-test experimental class had an average score of 51,33, lowest score of 25, and high score of 80. Experimental class post-test scores got the lowest score of 55 and high score of 95, with an average of 75.83. Additionally, the control group's pre-test average was 52,000, with lowest score of 25 and high score of 85. The post-test control group had an average score of 67,00, lowest score of 45, and high score of 90. Pre-test experimental results were 12,658, post-test experimental results were 9,476, pre-test control results were 13,871, and post-test control results were 9,702 for the standard deviation.

See on the table 3, maximum is the high score of students in experimental and control group. Minimum was the lowest score of students and mean was average of score students. For the pre-test experimental class, the lowest score 25 and the high was 80 and the average was 51,33. Post-test experimental class got lowest score 55, high score 95 and average 75,83. And, for the control group the lowest score of pre-test is 25, the high score was 85 and the average was 52,00. Post-test control group got the lowest score 45, high score 90 and the average score 67,00. For the standard deviation pre-test experimental got 12,658, post-test experimental got 9,476, pre-test control got 13,871 and the post-test control got 9,702.

Normality Test

The purpose of the normality test was to determine whether or not the pre-test and post-test score distributions for each class were normal. The experimental and control classes pre-test and post-test results are the main subject of this study. To determine whether the test results are normal, the researchers used Kolmogorov-Smirnov, which has the following criteria:

1. Sig. value > 0.005 then the data is normality distribution
2. Sig. value < 0.005 then the data is not normal.

Table 4. The Result of Normality Test

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
PreTest_ExperimentalClass	.125	30	.200*
PostTest_ExperimentalClass	.165	30	.036
PreTest_ControlClass	.185	30	.011
PostTest_ControlClass	.131	30	.197

From the explanation above, concluded that all the test was normal. As see on the table above the sig. value was higher than 0.005. Researcher using data from post- and pre-test for calculated data above.

Homogeneity Test

Homogeneity test is a test for finding whether the experimental and control data were homogeneous after completing the normality test. Using the Levene Statistics test and SPSS v.25, researchers tested the homogeneity test. The following are the homogeneity requirements. The data was homogeneous if the significant value was higher than 0.05 but if significant value lower than 0.05 data not homogeneous.

Table 5. Table of Homogeneity Test of Pre-Test

		Levene Statistic	df1	df2	Sig.
Pre test Pronunciation	Based on Mean	.635	1	58	.429

From the explanation above, the significant homogeneity pre-test was 0.429. Significant value of pre-test was 0,429 higher 0.05. the conclusion is that the data was homogeneous.

Table 6. Table of Homogeneity Test of Post-Test

		Levene Statistic	df1	df2	Sig.
Pre test Pronunciation	Based on Mean	.285	1	58	.596

From the explanation above, Significant homogeneity post-test result was 0.596. The post-test significant value was 0,596 higher than 0,05. Means the homogeneity of the data. The conclusion is pre-test and post-test data were homogeneous.

Hypothesis Test

A test performed to ascertain a hypothesis is called a hypothesis test. Researchers used a t-table in this hypothesis test to determine the effectiveness of using Instagram in teaching English pronunciation. The hypotheses in this study, specifically. There is effectiveness of Instagram in teaching English pronunciation (H_a). There is no effectiveness of using Instagram in teaching English pronunciation (H_o). To find out whether a hypothesis is rejected or accepted, some criteria must follow:

1. Null hypothesis (H_o) is accepted, and (H_a) is rejected. If the significance value or Sig. (2-tailed) >0.005
2. Alternative hypothesis (H_a) is accepted, and (H_o) is rejected. If the significance value or Sig. (2-tailed) <0.005

The results of the t-test are as follows:

Table 7. Independent Samples Test

Class	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Post Test	Equal variances assumed	.285	.596	3.567	58	.001	8.83333	2.47613	3.87682	13.78985
	Equal variances not assumed			3.567	57.968	.001	8.83333	2.47613	3.87676	13.78991

The T-Test significant 2 tailed result was $0.001 < 0.005$, as seen in the table above. It indicates the acceptance of the Alternative Hypothesis (H_a) and the rejection of the Null Hypothesis (H_0). The finding indicates that there is effectiveness of using Instagram as media in teaching English pronunciation.

DISCUSSION

Based on the explanation above, it shows that there is any effectiveness of using reels Instagram in teaching English Pronunciation. The researcher found that students look enthusiastic when learning with Instagram reels because Instagram reels have short videos so that students are not bored to watch the reels and students can repeat the videos. Students' motivation after participating in learning using Instagram also increased. This research is in line with the previous study by Jamilumkillah & Miftakh (2022) that the utilization of Instagram as media has improved the students' interest in intelligible English pronunciation, showing positive attitudes among students towards the materials in increasing their interest in English pronunciation. It can be concluded that reels Instagram is effective for teaching pronunciation at SMA Negeri 4 Kota Serang.

CONCLUSION

After conducting research, researchers found that students' pronunciation skills were better and improved after students received treatment given by researchers, namely by using Instagram as a learning medium compared to before they were given treatment by researchers. This statement can be seen through the data shown above, value of Sig. (2-tailed) = 0.001 which is lower than < 0.005 . It concluded, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. And also, there is a significant score from the experimental class, ranging from 51.33 to 75.83. This can be indicated that there is effectiveness of using Instagram in teaching English pronunciation at SMA Negeri 4 Kota Serang. It can be concluded that from these findings Instagram can be a medium or tool that can be used by teachers to help students improve their pronunciation skills.

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