



The Effectiveness of Instagram Reels in Improving Students' Speaking Skills at the Sixth Semester of STKIP PGRI Bangkalan

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-019	<i>Speaking skill is one of the essential aspects of English language learning because students are expected to communicate ideas fluently and confidently. However, many EFL university students still experience difficulties in speaking English, including limited vocabulary, hesitation, low confidence, and pronunciation problems. This study aimed to investigate the improvement of students' speaking skills after the implementation of Instagram Reels at the sixth semester of STKIP PGRI Bangkalan. Unlike previous studies that mainly focused on students' perceptions toward Instagram Reels, this study statistically examined students' speaking improvement using a quantitative pre-experimental design. The study employed a one-group pre-test and post-test design involving 13 EFL university students. The researcher used total sampling because the total population of sixth-semester students consisted of only 13 students. The treatment was conducted in two meetings using Instagram Reels as speaking learning media. The data were collected through speaking tests assessed based on pronunciation, vocabulary, grammar, fluency, and comprehension. The data were analyzed using SPSS through reliability test, normality test, and Paired Sample T-Test. The findings showed that the mean score increased from 9.85 in the pre-test to 16.38 in the post-test. In addition, the significance value (Sig. 2-tailed) was 0.000, indicating a statistically significant improvement in students' speaking performance after the treatment. The effect size analysis using Cohen's d showed a very large effect ($d = 2.76$). The findings suggest that Instagram Reels was associated with positive improvement in students' speaking skills and can be considered as an alternative learning medium for speaking instruction in EFL classrooms.</i>
Keywords: Instagram Reels; Speaking Skills; EFL Students; Social Media Learning.	
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1. Introduction

Speaking skill is one of the most important aspects in English language learning because it enables students to communicate ideas, opinions, and feelings effectively in both academic and social contexts. In English as a Foreign Language (EFL) learning, speaking becomes a crucial indicator of language mastery since students are expected not only to understand English theoretically but also to use it communicatively. Speaking ability involves several important components such as pronunciation, fluency, vocabulary, grammar, and comprehension that support successful oral communication. Therefore, improving speaking skills is considered an essential goal in English language teaching at the university level.

However, many EFL students still experience difficulties in speaking English. Students often feel anxious, lack confidence, and are afraid of making mistakes when speaking in front of others. In addition, limited vocabulary mastery, poor pronunciation, and grammatical inaccuracies frequently hinder students from expressing their ideas fluently. These problems were also found among sixth-semester students of STKIP PGRI Bangkalan. Based on preliminary observation, many students still produced long pauses during speaking activities, lacked confidence in expressing ideas orally, and had difficulties choosing appropriate vocabulary. As a result, students' speaking performance was still relatively low despite being in the advanced semester level.

In the digital era, technology and social media have become increasingly integrated into language learning practices. Social media platforms provide flexible, interactive, and engaging learning opportunities that can motivate students to practice English more frequently. One of the most popular social media applications among university students is Instagram. Instagram provides a feature called Instagram Reels, which allows users to create and watch short-form videos containing music, captions, visual effects, and interactive content. This feature has attracted many users because of its entertaining and communicative format.

The use of Instagram Reels in language learning can be explained through several learning theories. According to Bandura's Social Learning Theory, students learn language by observing, imitating, and practicing language models from their environment. Through Instagram Reels, students can repeatedly observe pronunciation, vocabulary usage, and speaking expressions from authentic English videos. This repeated exposure may help students improve their pronunciation because they are able to imitate the pronunciation patterns of fluent speakers. In addition, Instagram Reels may enrich students' vocabulary through authentic English expressions and contextual language use presented in short videos. The audiovisual features of Instagram Reels are also closely related to Multimedia Learning Theory, which suggests that learners understand and retain information more effectively when visual and auditory materials are combined simultaneously.

Furthermore, repeated speaking practice and continuous exposure to English content may help students improve their fluency in speaking. The entertaining and interactive nature of Instagram Reels may also reduce students' anxiety and encourage them to speak more confidently. In addition, the integration of Instagram Reels in language learning is closely related to Mobile-Assisted Language Learning (MALL), which emphasizes the use of mobile technology to create flexible, interactive, and student-centered learning experiences. Therefore, Instagram Reels has potential to facilitate speaking practice and improve students' speaking performance in EFL classrooms.

Several previous studies have investigated the use of Instagram Reels in English language learning. (Amin Alghanmi and Ahmed Madini 2025) found that Instagram Reels positively influenced students' confidence and fluency in speaking English. However, the findings should be interpreted carefully because students' confidence may also be influenced by other factors such as classroom environment, speaking frequency, and learning motivation. Similarly, (Hikmah et al., 2024) revealed that students had positive perceptions toward Instagram Reels because the platform increased motivation, vocabulary mastery, and speaking practice opportunities. Furthermore, (Marsakawati et al., 2022) stated that Instagram Reels served as an authentic learning medium that improved pronunciation and speaking performance through repeated oral practice.

Although previous studies have reported positive perceptions toward Instagram Reels in language learning, limited studies have specifically investigated how short-form video platforms contribute to the improvement of speaking components such as pronunciation, fluency, vocabulary, grammar, and comprehension through quantitative analysis, particularly in Indonesian EFL university contexts. In addition, most previous studies focused mainly on students' perceptions and motivation rather than statistically measuring students' speaking improvement through pre-test and post-test analysis. Therefore, a conceptual and pedagogical gap still remains regarding how Instagram Reels may facilitate measurable speaking improvement among university students in EFL contexts.

Therefore, this study attempts to investigate students' speaking improvement after the implementation of Instagram Reels through a quantitative pre-experimental design. The novelty of this study lies in the integration of Instagram Reels not only as a source of language input but also as a speaking practice platform for sixth-semester EFL students at the university level. Unlike previous studies that mainly emphasized students' perceptions, this study focuses on measuring students' speaking improvement through statistical analysis.

Based on the explanation above, the research question of this study is: "Is there any significant improvement in students' speaking skills after the implementation of Instagram Reels at the sixth semester of STKIP PGRI Bangkalan?" Therefore, the objective of this study is to investigate the improvement of students' speaking skills after the implementation of Instagram

Reels.

The hypotheses of this study were formulated as follows:

H_0 : There is no significant improvement in students' speaking skills after the implementation of Instagram Reels.

H_1 : There is a significant improvement in students' speaking skills after the implementation of Instagram Reels.

2. Method

This study employed a quantitative pre-experimental research design using a one-group pre-test and post-test design. The design was used to investigate students' speaking improvement after the implementation of Instagram Reels as a learning medium. The students were given a pre-test before the treatment and a post-test after the treatment to measure the improvement in their speaking performance.

The participants of this study were 13 sixth-semester students of the English Education Study Program at STKIP PGRI Bangkalan. The researcher used total sampling because the total population of sixth-semester students in the program consisted of only 13 students. Therefore, all students were involved as research participants. Although the sample size was relatively small, it represented the entire population of sixth-semester students in the study program.

The instrument used in this study was a speaking test administered in both pre-test and post-test sessions. The speaking performance was assessed based on five speaking components, namely fluency, pronunciation, vocabulary, grammar, and comprehension. Each component was scored using a scale ranging from 1 to 5, where higher scores indicated better speaking performance. Therefore, the total speaking score ranged from 5 to 25. The rubric was adapted from commonly used speaking assessment criteria in English language learning to evaluate students' speaking performance comprehensively.

Tabel 1. Speaking Assessment Rubric

No	Aspect	Score	Assessment Criteria
1.	Fluency	5	Speaks very fluently; few or no unnatural pauses.
		4	Speaks fluently, but occasionally pauses to choose words.
		3	Fluency is disrupted by language problems;

			frequent hesitations.
		2	Speaks slowly and haltingly; long pauses.
		1	Speech is so disjointed that communication is nearly impossible.
2.	Pronunciation	5	Pronunciation is very clear and easily understandable.
		4	Pronunciation is clear, although there is a slight accent, it is still easy to understand.
		3	There are pronunciation errors that sometimes require the listener to focus.
		2	There are many pronunciation errors that interfere with understanding.
		1	Pronunciation is so poor that it is impossible to understand.
3.	Vocabulary	5	Uses a very wide, appropriate, and varied vocabulary.
		4	Uses a fairly varied and appropriate vocabulary for the topic being discussed.
		3	Uses a limited vocabulary but can still convey meaning.
		2	Often chooses the wrong words, making it

			difficult to convey meaning.
		1	Very limited vocabulary, making it impossible to communicate meaningfully.
4.	Grammar	5	Consistently uses accurate grammar.
		4	Uses grammar fairly accurately; only minor errors occur.
		3	Some grammatical errors occur but do not change the meaning.
		2	Many basic grammatical errors occur and interfere with communication.
		1	Grammatical errors are so severe that sentences are not formed correctly.
5.	Comprehension	5	Understands the entire conversation and responds appropriately.
		4	Understands most of the conversation with little repetition.
		3	Understands the gist of the conversation but needs slower explanations.
		2	Has significant difficulty understanding the meaning or context.
		1	Does not understand at all what is being

			discussed or assigned.
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To ensure content validity, the speaking instrument and scoring rubric were validated through expert judgment by an English lecturer before the research was conducted. In addition, reliability analysis was conducted using Cronbach's Alpha through SPSS. The result showed that the Cronbach's Alpha value was 0.972, indicating that the instrument had very high reliability because the value exceeded the acceptable reliability standard of $\alpha \geq 0.70$.

The speaking tests were assessed by the researcher based on the prepared scoring rubric. The rubric was used consistently during both pre-test and post-test assessments to minimize subjectivity in scoring. The research procedure consisted of three stages: pre-test, treatment, and post-test. In the pre-test session, students were asked to perform speaking tasks to identify their initial speaking ability. After that, the treatment was conducted in two meetings using Instagram Reels as speaking learning media.

During the treatment, students watched English content on Instagram Reels, observed pronunciation and vocabulary usage, and practiced speaking based on the video topics. Finally, the post-test was administered to measure students' speaking improvement after the treatment. However, the limited treatment duration became one of the limitations of this study.

The data were analyzed quantitatively using SPSS. The analyses included validity test, reliability test, normality test using Shapiro-Wilk, and Paired Sample T-Test to determine whether there was significant improvement in students' speaking performance after the implementation of Instagram Reels.

In conducting the study, the researcher ensured that all participants voluntarily participated in the research. The participants were informed about the purpose of the study, and their personal information was kept confidential for research purposes only.

3. Result

The results of this study were obtained from the pre-test and post-test scores of students' speaking performance after the implementation of Instagram Reels. The speaking scores were assessed based on fluency, pronunciation, vocabulary, grammar, and comprehension.

The reliability analysis showed that the instrument consisted of five assessment items. The Cronbach's Alpha value was 0.972, indicating that the instrument had very high reliability because the value exceeded the acceptable reliability standard of $\alpha \geq 0.70$.

Table 2 presents the descriptive statistics of students' pre-test and post-test scores. The results showed that the mean score of the pre-test was 9.85 with a standard deviation of 3.976, while the mean score of the post-test increased to

16.38 with a standard deviation of 4.610. The minimum score increased from 5 in the pre-test to 10 in the post-test, while the maximum score increased from 16 to 25. This finding indicates that students demonstrated improvement in their speaking performance after the implementation of Instagram Reels.

Tabel 2. Descriptive Statistics of Pre-test and Post-test Scores

Test	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Test	13	9.85	3.976	5	16
Post-Test	13	16.38	4.610	10	25

The improvement in speaking performance was reflected through students' overall speaking scores, which were assessed based on pronunciation, fluency, vocabulary, grammar, and comprehension components.

Before conducting the hypothesis test, the normality of the data was analyzed using the Shapiro-Wilk test. The results of the normality test showed that the significance values of both pre-test and post-test scores were higher than 0.05, indicating that the data were normally distributed. Therefore, the data met the assumption for conducting the Paired Sample T-Test.

Table 3. Normality Test Results

Variable	Shapiro-Wilk Sig.	Interpretation
Pre-Test	0.192	Normal
Post-Test	0.221	Normal

The hypothesis testing was conducted using the Paired Sample T-Test through SPSS version 25. Table 4.3 shows that the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05. This result indicates that there was a statistically significant improvement in students' speaking performance after the implementation of Instagram Reels. Therefore, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

Table 4. Paired Sample T-Test Results

Variable	Mean Difference	Std. Deviation	Sig. (2-tailed)
Pre-test & Post Test	-6538	2.367	0.000

In addition, the effect size analysis using Cohen's d showed a value of 2.76,

indicating a very large effect size. This finding suggests that the implementation of Instagram Reels was associated with substantial improvement in students' speaking performance.

Table 5. Effect Size Analysis

Effect Size		Cohen's d	Interpretation
Instagram Reels Treatment		2.76	Very Large Effect

4. Discussion

The findings of this study showed that the implementation of Instagram Reels was associated with significant improvement in students' speaking performance. The statistical analysis demonstrated that the post-test scores were higher than the pre-test scores, indicating that students performed better after participating in speaking activities using Instagram Reels. In addition, the effect size analysis showed a very large effect, suggesting that Instagram Reels potentially contributed to meaningful improvement in students' speaking performance.

The improvement in students' speaking performance may be explained through Bandura's Social Learning Theory, which emphasizes that learning occurs through observation, imitation, and repeated practice. Through Instagram Reels, students were exposed to authentic English videos that allowed them to observe pronunciation, vocabulary usage, and speaking expressions from English speakers. Repeated exposure to audiovisual content may help students become more familiar with spoken English and encourage them to practice speaking more actively.

Furthermore, the findings are also related to Multimedia Learning Theory proposed by Mayer, which suggests that students learn more effectively when visual and auditory materials are presented simultaneously. Instagram Reels combines audio, video, captions, and visual interaction in short-form content, which may help students understand language input more easily and maintain their attention during learning activities. In addition, the use of Instagram Reels in this study is closely connected to the concept of Mobile-Assisted Language Learning (MALL), which promotes flexible and technology-based language learning through mobile devices.

The findings of this study are consistent with several previous studies. Amin (Alghanmi and Ahmed Madini 2025) reported that Instagram Reels supported students' speaking fluency and speaking practice opportunities. Similarly, (Hikmah et al., 2024) found that Instagram Reels created engaging learning experiences that encouraged students to participate more actively in speaking activities. In addition, (Marsakawati et al., 2022) stated that short-form video platforms could support pronunciation practice and vocabulary development through repeated exposure to authentic language content.

However, the findings of this study should be interpreted carefully. Although the students' speaking scores improved significantly, this study did not directly measure psychological variables such as motivation, confidence, or classroom participation quantitatively. Therefore, claims regarding increased confidence or motivation cannot be fully generalized based solely on speaking test scores.

In addition, the improvement in students' speaking scores may also have been influenced by repeated speaking practice, familiarity with the speaking test format, and lecturer guidance during the learning process. Therefore, the improvement cannot be attributed solely to the use of Instagram Reels. Moreover, the study involved only 13 participants and was conducted in a limited treatment duration of two meetings. As a result, the findings may not fully represent broader EFL learning contexts.

Pedagogically, the findings suggest that Instagram Reels may be integrated into speaking instruction as an alternative digital learning medium in EFL classrooms. The use of short-form video platforms may help teachers create more engaging and interactive speaking activities. In addition, teachers need adequate digital literacy and preparation to effectively integrate social media platforms into language learning practices.

Despite these limitations, this study suggests that Instagram Reels has potential as an alternative learning medium to support speaking practice in EFL classrooms. The integration of short-form video content may provide students with more engaging opportunities to observe, imitate, and practice spoken English in flexible learning environments.

5. Conclusion

Based on the findings of this study, it can be concluded that Instagram Reels was effective in improving students' speaking skills at the sixth semester of STKIP PGRI Bangkalan. The improvement was shown by the increase in students' mean scores from the pre-test to the post-test. In addition, the result of the Paired Sample T-Test indicated a significant difference between students' speaking scores before and after the treatment.

Instagram Reels helped students improve pronunciation, fluency, vocabulary, grammar, and comprehension. Students also became more confident and motivated in speaking English. Therefore, Instagram Reels can be used as an alternative learning medium in teaching speaking for EFL students.

For future studies, researchers are suggested to conduct research using larger samples and longer treatment durations. Future researchers may also investigate the effectiveness of Instagram Reels in improving other English skills such as listening, writing, or vocabulary mastery.

6. References

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