



## Examining the Effectiveness of Instagram Vlogs on Speaking Proficiency of Aerospace Engineering Students

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### Abstract

This research aims to show how Instagram vlogs may be used in the classroom as a technological tool. This research mentions the usage of Instagram vlogs to help students improve their speaking skills. The challenges that aerospace engineering students had throughout the speech were described using a case study. Internal factors including language proficiency, motivation, and anxiety were employed to investigate these anxieties. This research involved 49 students. SPSS statistics were used to examine the first instrument (pre-test and post-test) as well as the second instrument (questionnaire). Their speaking abilities had improved, according to the data. The students struggled with correct grammar use, vocabulary choices, and pronunciation as they progressed with their vlogs. When they were vlogging, they were also nervous. On the other hand, they were motivated. This study was reinforced by some of the authors' practices using Instagram vlogs as well as relevant research findings and literature. The research findings revealed that using Instagram vlogs contributed to EFL students improving their speaking skills by increasing fluency, confidence, motivation, and learning new vocabulary.

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## INTRODUCTION

One of the most challenging components of English for students to grasp is speaking. It was also felt by the students who were observed by the researchers. When the teacher invited the students to speak English in front of the class, they were nervous. They were terrified of making mistakes due to a lack of vocabulary and grammar knowledge. Even though, they required the initiative to communicate in English. To address this issue, the teacher should dedicate less class time to lecturing on the subjects and more time to providing students with opportunities to speak as much as possible. To put it another way, the teaching process should be oriented toward the students. According to (Mutmainna, 2016), incorporating technology into the classroom setting is one of the most recent techniques for teaching and learning English in an English classroom. To aid students' learning, the teacher should employ engaging technology and media. Teachers and students can utilize a variety of technology and media to help them achieve their educational goals. A variety of current technology and media may be employed to aid in the learning process.

One of the most important components of life in the 21st-century is the capacity to communicate effectively. Thus, it is necessary to learn a foreign language in order to communicate effectively. For a variety of reasons, foreign language students perceive speaking to be a difficult skill to master (Luoma, 2004). For starters, speaking is a multidimensional cognitive activity that foreign students find difficult (Bashir et al., 2011). Second, psychological elements such as self-confidence and anxiety influence EFL speakers' capacity to communicate (Kusuma, 2021). Anxiety might make it difficult for students to develop the target language in a satisfactory manner. In this situation, language teachers should be able to use a project. It develops a sense of success in order to minimize students' speaking anxiety, resulting in an improvement in their self-confidence (He, 2017).

Aside from cognitive and psychological aspects, another factor affecting EFL students'

speaking ability is the restricted number of opportunities for major practice outside of class, as they can only improve their speaking skills in the classroom. Language teachers must creatively use media to allow students to apply extensive practice outside of the classroom and allow them to gain more exposure (Wulandari, 2019). Technology has increasingly been used in language programs to increase the quantity of speaking practice outside of the classroom (Christianson et al., 2009). The technology media's capacity to connect with other students is considered a positive thing. Instagram is one of the technology media that may be used in language learning activities. Instagram is currently one of the most popular social media networks among young people. Video recording has been used in language teaching and evaluation as one of the components of an oral performance portfolio (Mali & Santosa, 2021). Students may examine their own performance through video recordings, allowing for self-reflection and the development of students' independence.

Vlog is a new blogging trend that is described as a blog that uses video as its primary source of content. Each article on a current video blog is simply a text blog with externally connected videos (Mufidah & Roifah, 2020). Vlogs have widespread among teenagers and it is a fascinating medium for learning how to talk. By employing vlogs as media for teaching English speaking, the researchers are also supporting the government's 21st Century Education initiative (Saavedra & Opfer, 2012). Making it relevant, teaching through the disciplines, simultaneously developing lower and higher-order thinking skills, encouraging the transfer of learning, teaching students to learn, addressing misunderstandings directly, exploiting technology to support learning, and fostering students' creativity is among the nine principles for teaching 21st-century skills (Saavedra & Opfer, 2012).

Wulandari (2019) looked at if Instagram Vlog helped EFLs enhance their speaking skills. It also looked at how students felt about using Instagram Vlog in a speaking class. The inclusion

of Instagram Vlog into a basic-level speaking lesson increased the learners' speaking skills in terms of pronunciation, fluency, vocabulary, grammar, and overall usage of the target language, according to the findings.

### **Speaking skill**

The goal of this project was to include Instagram in speaking engagements. According to (Bashir et al., 2011), there are five levels of speaking competence. Pre-production is the initial stage. The student will struggle to comprehend anything in the pre-production unless the speaker is talking about what the student is seeing or the language taught is strongly connected to another language that the student understands. Early production is the next phase, which is suitable if the student already understands the non-linguistic content of what the student is hearing or if the interaction setting is anticipated. The emergence of speech is the third. The learner can absorb new information, but it also helps if the information is still relevant to the demands of a new speaker. The student benefits the most from a regular native-to-native voice in stage four, as this occurs in a wide range of real circumstances. If the learner is paying attention, he may be able to comprehend the majority of the information. In the last step, students at this level would be near-native in their ability to execute topic learning. For both written and oral reading, students needed a lot of help in the classroom. English-speaking students' performance, on the other hand, maybe influenced by a range of circumstances.

According to (Bashir et al., 2011), language is based on spoken language and is composed of grammatical rules in order to convey meaning. Native English students, on the other hand, may find it challenging to provide English-speaking assignments and engage in classroom discussions. Because it requires so many diverse features and components, speaking is one of the most difficult talents to master. (Kusuma, 2021) claims that speech is concerned with linguistics, topic, motivation, and anxiety. This research, on the other hand, is limited to English-speaking linguistic knowledge issues.

Students who have a strong grasp of the language have an easier time presenting presentations and participating in dialogues (grammar, vocabulary, and pronunciation). Grammar is a sort of language that aids in the production of meaning, as Larsen-Freeman points out in (Kusuma, 2021). If students have enough grammar abilities, they may eagerly transfer ideas, concepts, and meaning in a speaking. Furthermore, in the formation of words, pronunciation incorporates pauses and intonation, making it vital in public speaking (Thornbury, 2005). The people may misunderstand the message of the speech due to mispronunciation. Furthermore, vocabulary is a set of words that convey information and have a significant impact on communication (Okada et al., 2017). If students employ the appropriate language, they will be able to convey the point. Furthermore, improving one's language abilities requires growing one's vocabulary (Ebrahimzadeh & Alavi, 2017). It is a crucial component of making the argument in class. Furthermore, according to (Barrs, 2020), students' everyday lives were considered as an ideal genuine framework in which students may actively apply these personal experiences and connections, especially given the otherwise restricted options for daily contact with English in Indonesian culture. Students' experience with and engagement with a foreign language may be extended beyond the classroom's physical bounds by engaging them in a discussion of the linguistic information surrounding them.

### **Instagram vlog**

Instagram is primarily used as a sharing network where users may upload personal photographs and videos to their profile pages, which are then improved with wonderfully created captions. According to Instagram Press (2017), 40 billion images and videos are shared on Instagram every day. Individuals are increasingly recording their habits or acts and uploading them to social media sites (Okada et al., 2017). Instagram is utilized as a networking site as well as a sharing tool, with users building relationships through following one other's accounts. Users may like and comment on posts in their friends'

posts to peruse and respond to them. Everyone who follows the feed may see how many "likes" the post has gotten, indicating how many people like the image or video. The "Comment" function takes communication to a whole new level by allowing users to communicate with one another in response to postings on a certain subject. Aside from that, Instagram users may utilize the "Direct Message" option to converse discreetly. Instagram users may engage in both public and private synchronous and asynchronous communication by utilizing these capabilities. On Instagram, users may choose between a 'public' or a 'private' profile, limiting or enabling access to their profile.

As a result, since Instagram is viewed as an appropriate place for EFL learners to create language exposure, it may enable speaking activities. According to (Thorne & Black, 2007), many EFL students use internet tools including online gaming, social networking sites, and vlogging to enhance their target language. Thus, the teachers are looking at how these internet resources may be included in conventional EFL training (Kern et al., 2008). Vlogging, or video blogging, is one of the social media activities. Vlogging is becoming increasingly popular across the world. Vlogging is a sort of activity in which people record videos of themselves in order to provide knowledge on a certain topic and then upload them to a video-sharing site like YouTube or Instagram (Gao et al., 2010). As one of the video hosting sites, Instagram allows users to submit 1-minute video to the profile feed.

Furthermore, the "swipe able carousel" is another element that keeps people browsing through the news stream. Instagram allows users to share a carousel post with up to ten images/videos that followers may swipe through. If these characteristics are combined properly, EFL students will be able to publish many 1-minute videos to build a continuous narrative. This application might be a wonderful concept to include in an EFL learning setting since it allows learners to establish an authentic social atmosphere in which they can study the language while also increasing their motivation, as it is a popular pastime among the young population.

A variety of benefits for EFL learners have been discovered by several researchers through video recording activities. In the English as a foreign language (EFL) classroom, the impact of using video recordings of student speaking was explored (Okada et al., 2017). The findings suggest that the students were able to learn techniques for giving a good oral presentation and acquire confidence in their ability to improve their English presenting abilities in the classroom. Furthermore, (Göktürk, 2016) investigated the oral performance of ten Turkish EFL students in their speaking lessons using video recordings uploaded on Facebook. The study's findings demonstrate that using digital video can help students enhance their speaking skills. According to the findings, introducing digital video recording into speaking sessions can boost students' self-confidence while also encouraging them to take risks with the target language.

In a variety of methods, video recording can assist EFL students in improving their speaking performance. First, learners may practice self-reflection by watching their own video and seeing how they did, as well as what can be improved in future sessions. Learners become more critical of their own talents after analyzing their own videos (Christianson et al., 2009). In a similar concept, another research looked at the possibilities of an e-portfolio in the form of video as a medium for encouraging self-reflection in the classroom (Okada et al., 2018). The data analysis revealed that learners should be encouraged to improve their speaking and listening abilities since they are important for their learning. Gao et al. (2010) investigated EFL students' attitudes regarding using e-portfolios as an alternate means of measuring their speaking ability in Taiwan. The findings of the study indicated that EFL students preferred the job of developing an e-portfolio since it allows them to analyze their own performance and pinpoint their speaking weaknesses while also allowing the teacher to examine their performance. They also saw this as an opportunity to put their speaking skills to the test, reducing their fear when it came time to practice in front of the class. Conversely, some of the problems that students may face are

mostly technical in nature, such as internet connectivity and speaking nervousness while speaking in front of a camera. Little emphasis has been paid to research focusing on the use of Instagram as a video hosting platform for students to share their oral production. The researchers were inspired to conduct the investigation because of this circumstance.

Because of the importance of the issues in English speaking, this research will be conducted for aerospace engineering students. There are seven learning accomplishment mappings based on the Bahasa Inggris 1 curriculum at Institut Teknologi Dirgantara Adisutjipto. All of the learning objectives are focused on improving one's capacity to communicate. The vlogs project was completed in this learning target since the students had two preceding themes on which they had sufficient necessary English ability for describing things in these vlogs projects. Students are required to improve their communication skills by enlightening their speaking abilities.

In order to conduct this research, a case study was applied. A case study is an investigative approach in which the researcher studies a system, case, operation, or process in depth based on the behavior of an individual or group using detailed data gathered through data collection procedures within a time limit, according to Stake in Creswell & Creswell (2018).

In addition, according to Neuman (2014), a case study is research that necessitates an in-depth analysis of a wide range of data on a small number of units or occurrences over a long period of time or across multiple periods. One of the advantages of a case study, according to Tagle et al. (2017), is that it reveals the students' personalities. As a result, it was chosen since the goal of the study was to interpret the students' learning activities as their speaking abilities developed.

The goal of this study was to see how successful Instagram Video Blog (vlog) is in improving aerospace engineering students' speaking skills. This research was conducted to investigate the research question on 'how does the Instagram vlog project help the students in improving speaking?' and 'what are the speaking

issues in conducting a vlog?'. The information was gathered to see how vlog projects aid students with speaking activities. At the same time, because the vlog used a digital application, the research was intended to help improve the quality of the ESP learning process and the students' ICT abilities.

## **METHOD**

This research employs a case study to assess how Instagram vlogs affected students' speaking abilities and to analyze the students' speaking issues. The case study was chosen based on the researchers' objectives to be achieved. A case study was undertaken to see how certain media supports students in speaking and how they deal with their fear of speaking in English. The outcomes of the students' tests are the first instrument (pre-test and post-test). First, a pre-test was conducted to see the students' basic knowledge of English. The pre-test enables teachers to examine students' abilities prior to the start of the project. In the pre-test, a set of standardized assessment criteria was created using Smalltalk2.me application. After that, the vlog projects were conducted. To see how far the students had improved, a post-test was conducted after the students utilized Instagram Vlog as an intense speaking practice in this class. The post-test will reveal if the vlog project has had a satisfactory or negative impact. The Friedman test was used with SPSS to determine the differences between the pre-test and post-test findings.

The second instrument is a questionnaire, which is intended to assess the students' speaking difficulties and feelings about speaking. The questionnaire was distributed after the students had completed the post-test. The information was gathered through an online questionnaire with 15 closed-ended questions and validated using expert judgments. The mean score (M) and standard deviation (SD) were calculated using descriptive statistics on the data from 15 closed-ended questions. Teachers, on the other hand, made observations in the classroom that assisted them in writing down significant components of

the teaching-learning process. The data-gathering technique chart is as follows:

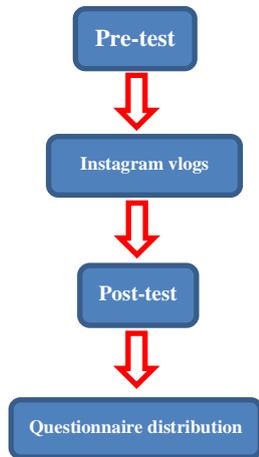


Figure 1. data gathering technique

## RESULTS AND DISCUSSIONS

**How does the Instagram vlog project help the students in improving speaking?**

### Pre-test

A pre-test was administered at the first meeting of the semester. The students were instructed to complete the exam using the smalltalk2.me application. It is artificial intelligence for speaking assistants. Improved English communication abilities are one of the aims of this application. It may also offer ideas for enhancing the speech, such as correcting grammar problems, eliminating repetitive phrases, managing the pace and emotional tone, and extending the vocabulary. The following is how the speaking test is presented:

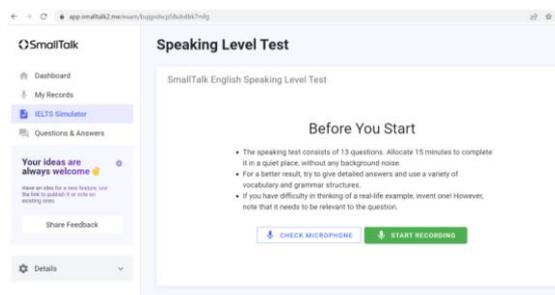


Figure 2. smalltalk2.me application

These are some examples of questions offered in smalltalk2.me application:

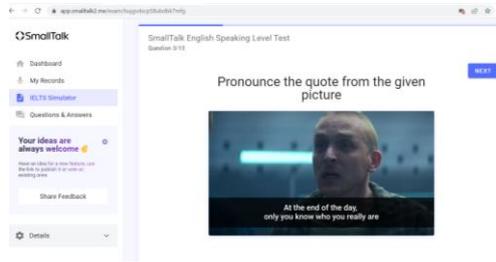


Figure 3. smalltalk2.me question 3



Figure 4. smalltalk2.me question 8



Figure 5. smalltalk2.me question 9

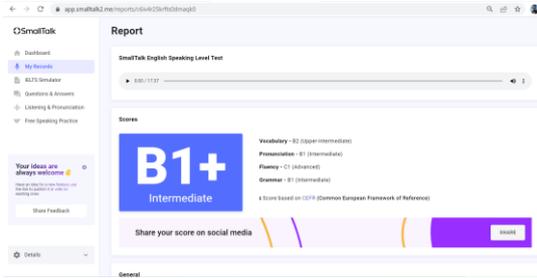


Figure 6. smalltalk2.me question 10



Figure 7. smalltalk2.me question 11

When the test is finished, the students will receive the results. The test taker will receive feedback on vocabulary, pronunciation, fluency, and grammar. As a result, the following is the ultimate result:



**Figure 8.** smalltalk2.me result

The outcome was classified according to the Common European Framework of Reference (CEFR). Table 1 summarizes the results of the pre-test.

**Table 1.** The pre-test result

Level	Number of students
Basic	11
Independent	33
Proficient	5

**Instagram vlog**

There were two Instagram vlog assignments, each with a different theme (describing a place and history of aviation). Students were required to produce an Instagram post of themselves speaking in English for 1 minute on a specific topic (using the swipeable carousel feature). To fulfill the requirement, students were needed to create two vlogs during the semester. The class captain was in charge of creating a class Instagram account for all of the students, where they could post their videos and write captions that defined the subject of the video quickly. They will receive written evaluations from their peers as well as the teachers the following week. Table 2 shows the topics of Instagram vlogs.

**Table 2.** Distribution of Instagram vlogs topics

Vlog #	Topic	Expected grammar
Vlog 1	Describing a place	Present simple/continuous tense
Vlog 2	Tell the history of aviation	Past tense/continuous tense

The instructions should be straightforward to grasp because the students have never done vlogging before. The class leader, who had been elected by the students at the first meeting, was responsible for setting up a class account for everyone in the class. Once the account was created, the username and password were shared with others by the WhatsApp group. The rules (dos and don'ts) should be stated during the class meeting.

Due to time limits, students may only post a one-minute video. The time limitation increased their fluency and thought development, helping them to blend in on Instagram successfully. Students may repeat and update their video as many times as they desired, which resulted in extensive drilling of the oral performance in order to enhance fluency. They were not allowed to record their vlogs using a script or any other form of memorizing. Students who commented on other friends' Instagram postings were given bonus points in order to encourage them. They were then asked to do some self-evaluation by viewing their own video again and putting down their opinions on the mistakes they had made as well as their plans to improve their speaking abilities. A sample of vlog instructions can be found in Table 3.

**Table 3.** Instagram vlogs instruction

no.	instructions
1	The students are asked to record a video (vlog) with the topic description of a place.
2	The length of the video is about 1 minute.
3	The students are not allowed to memorize and read a script. if it is done, it will be subjected to the penalty of cheating.

- 4 The students are required to submit their videos on your classroom Instagram account.
- 5 The students are required to make an interesting caption when posting the video.
- 6 The students are required to comment on their friends' posts and they will get an extra score on participation.
- 7 When giving a comment, please use the hashtag #speakingvlogitda

**Post-test**

The post-test of students' speaking performance after conducting vlog performance was shown in table 4.

**Table 4.** Pre-test result

Level	Number of students
Basic	3
Independent	27
Proficient	19

The pictures below are some screenshots from Instagram account:

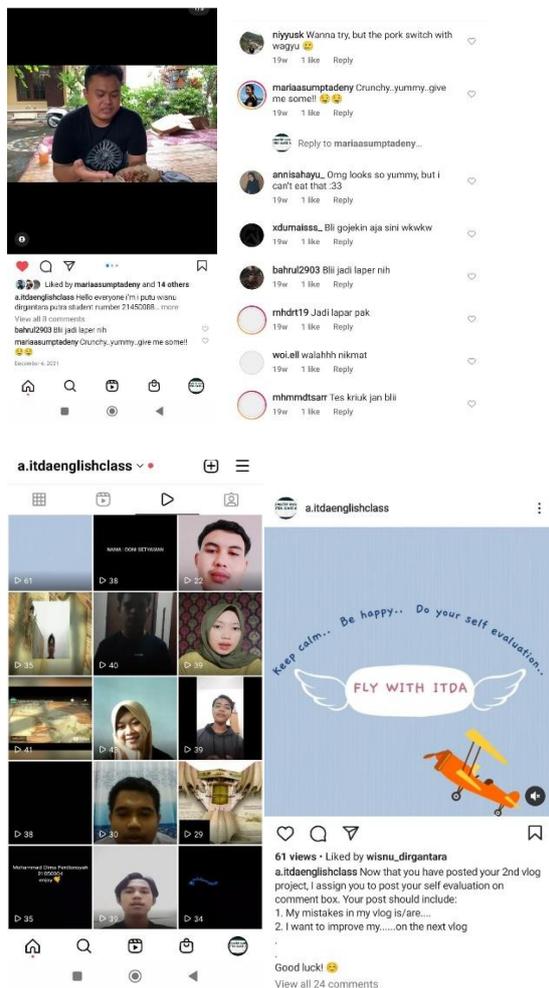


Figure 8. pictures from Instagram account

The Friedman test was used with SPSS to determine the differences between the pre-test and post-test findings. The final mark, as shown in Table 4, demonstrated great success in the speaking performance mark, with a significance value of 0.000. It is less than 0.05. According to statistics theory, when the significance value is less than 0.05, it shows significant achievement in the performance. To put it another way, the Instagram vlog project is successful in improving students' speaking abilities. The mean rank of the pre-test is 1.28, whereas the mean rank of the post-test is 1.72. It demonstrates that the outcome has improved from the pre-test to the post-test. Furthermore, the highest score was 92, which was nearly perfect.

**Table 5.** Friedman Test

Ranks	Mean Rank
Pre-Test	1.28
Post-Test	1.72

**Test Statistics**

N	49
Chi-Square	22.000
df	1
Asymp. Sig.	.000

**a. Friedman Test**

Male students outnumbered female students in this department. They were more interested in undertaking activities that involved the flexibility to create something in a genuine

situation, based on observations from past activities. As a result, it was thought that this Instagram vlog would entice them to get more involved.

**What are the students’ speaking issues in conducting a vlog?**

To answer the second research question, the issues students confront when conducting vlogs were examined from the perspective of internal elements such as linguistic knowledge, motivation, anxiety, and topic knowledge. The information was gathered through an online questionnaire with 15 closed-ended questions and validated using expert judgments. The mean score (M) and standard deviation (SD) were calculated using descriptive statistics on the data from 15 closed-ended questions. In addition, the five willing participants were questioned by asking them four semi-structured questions concerning the issues presented during the speech performance. Zoom meeting was used to record the interviews, which were then transcribed. Before the data was analyzed, the transcriptions were confirmed by these five respondents. Content analysis was used as a qualitative data analysis approach.

**Linguistics knowledge (grammar, vocabulary, and pronunciation)**

From the data analysis on the mean and standard deviation (Table 6), most students had issues in handling the grammar, vocabulary, and pronunciation in conducting vlogs. The results of difficulties to use correct grammar in conducting vlogs are high (M = 3.775), difficulties in choosing the right vocabulary are high (M = 3.551), and the difficulties uttering the right pronunciation of English words are high (M = 3.877). Although the result of having issues in conducting vlogs shows in the level of the moderate category (M = 2.632).

**Table 6.** Summary of descriptive statistics

Indicators	Mean	SD	Category
Speaking skill mastery	2.693	0.619	Moderate
Having issues in conducting vlogs	2.632	0.834	Moderate
English grammar mastery	2.918	0.812	Moderate
Difficulties to use correct grammar in conducting vlogs	3.775	0.77	High
Grammar is the factor hindering to speak	3.326	0.774	Moderate
Vocabulary mastery	3.387	0.639	High
Difficulties in choosing the right vocabulary in the speaking	3.551	0.818	High
Vocabulary becomes the factor preventing in speaking	3.591	0.864	High
Knowledge of English words’ pronunciation	2.897	0.847	Moderate
Difficulties uttering the right pronunciation of English words in the speaking	3.877	0.881	High
Pronunciation becomes the factor preventing speaking	3.795	0.912	High

Motivation to get a high score in conducting vlogs	4.53	0.766	Very high
Feeling anxious to speak	3.632	1.167	High
Feeling anxious in every given opportunity to speak	3.285	1.241	Moderate
Knowledge about topics	3.938	0.774	High

Most students had moderate speaking skill mastery, shown by  $M = 2.693$ . Students' grammar mastery was indicated by  $M = 2.918$  (moderate). However, the findings showed that most students had difficulties in using correct grammar in conducting vlogs, marked by  $M = 3.775$  (high). In addition, the students were also asked whether or not grammar is the factor hindering speaking. The result showed that  $M = 3.326$  (moderate). Although it is moderate, more than half of the participants gave the responses that they found it difficult to use correct grammar in conducting vlogs. Furthermore, the students needed time to think and arrange the ideas into correct sentences.

According to Table 6, the students demonstrated that conducting vlogs was difficult due to a lack of vocabulary, as evidenced by the  $M = 3.551$ . (high).  $M = 3.387$  demonstrated vocabulary mastery (high). Furthermore, most students stated that vocabulary prevented them from conducting the English speaking, marked by  $M = 3.591$  (high). According to El-Dakhs et al. (2015) learning vocabulary is extremely difficult. It is because learning chances vary depending on the learning environment and development opportunities in EFL contexts do not appear to assist incidental vocabulary learning due to low second language input and exposure.

According to table 6, students had high problems in articulating the right pronunciation, indicated by  $M = 3.877$  (high). In addition, the

students also felt that pronunciation significantly affect them in conducting the presentation, shown by  $M = 3.795$  (high). It is also supported by the result in the students' knowledge of English words' pronunciation, shown by  $M = 2.897$  (moderate). In English speaking, grammar, vocabulary, and pronunciation are three essential knowledge. It is because to perform a meaningful speech, it should use the right words in the right order with the correct pronunciation (Bashir, Azeem, Dogar, 2011).

**Motivation and anxiety**

Regarding motivation and anxiety, the students had very high motivation to get a high score in vlogs, indicated by  $M = 4.530$  (very high). Furthermore, the students were also anxious to conduct the speaking in vlogs, marked by  $M = 3.632$  (high). In terms of motivation, token reinforcement can boost students' self-esteem, which in turn affects their speaking performance. The strength of the correlation between token reinforcement and speaking performance achievement and self-confidence is also determined to be adequate (Samodra & Faridi, 2021). However, the level of anxiety was moderate when they were given the opportunity to speak in the classroom, indicated by  $M = 3.285$ . It is in line with the statement from He (2017), when learning a new language, students are possibly exposed to a significant amount of anxiety. Furthermore, students' fear may prevent them from wanting to participate in speaking activities. Okada et al., (2018) explained that students can develop their public speaking skills by giving speeches several times. Furthermore, the students' experiences making many presentations not only allowed them to see the weaknesses but also encouraged her to work on them.

In line with the results above, Umisara et al. (2021) conducted research on a psychological aspect, speaking might cause students to fear communicating in a foreign language with others. This example is relevant to the ability to communicate in a foreign language. In addition, psychological factors influence students' fear of speaking English. When students were unable to

communicate in English, they felt uncomfortable, irritated, afraid, tense, and worried, according to the findings. The research findings revealed that using Instagram vlogs contributed to aerospace students improving their English-speaking skills by increasing fluency, confidence, motivation, and learning new vocabulary. The results of the same research were also carried out by Wulandari (2019). He conducted research for English Education students, while this research was applied to students studying ESP (aerospace field). To conclude, Instagram vlogs that are applied to students studying ESP can also be a positive medium for learning English.

## CONCLUSION

This research was conducted to explore whether Instagram vlogs would help to improve the students' speaking proficiency. It also analyzed the speaking issues in conducting Instagram vlogs. According to the findings of the first research question, the vlogs project was able to aid in the development of speaking skills. The students' responses and performance revealed that their speaking abilities had improved. Furthermore, the findings for the second research question show that the students' problems confront may be utilized to show how most Indonesian students who study English as a second language deal with speaking activities. Commonly, they deal with their lack of language skills, and problems with grammar, vocabulary, and pronunciation. In addition, these problems should be paid attention to when learning English. Teachers should concentrate on teaching vocabulary, grammar, and pronunciation that can be utilized in everyday situations like speaking and classroom discussion.

The conclusions of this research should also be taken into consideration by educational institutions that train students for having their future job. Students should be prepared by educational institutions providing opportunities for them to practice employing linguistics in academic speech and classroom discussions. This may assist students in being properly prepared prior to start a job. Teachers must assist students

in coping with anxiety, which has been identified as a factor of oral communication failure. The result of this research should be viewed with caution due to several limitations. For example, because the number of participants was limited to only 49, they cannot be applied to all Indonesian students. Furthermore, just one university in Yogyakarta, Indonesia, participated in this research. As a result, a larger dataset encompassing many Indonesian students from various places and universities in Indonesia is required. It is suggested that other sources for different subjects and technology be included in future research. This research mostly discussed Instagram vlogs. It is expected that other applications would be investigated for future research investigations. The following research is expected to increase other language skills as well, as this research only focuses on speaking abilities.

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