

**THE USE OF INSTAGRAM AS A LEARNING PLATFORM TO  
ENHANCE INTERNATIONAL STUDENTS' ENGLISH  
SPEAKING SKILLS THROUGH PROJECT-BASED  
LEARNING**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Bachelor of Education (S.Pd.)  
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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12-4-2026	The Finding not do not expand clearly.	
12-4-2026	Interview should be explain in detail at table.	
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Dengan ini saya menyatakan bahwa Skripsi saya yang berjudul **"The Use of Instagram As A Learning Platform to Enhance International Students' English Speaking Skills Through Project-Based Learning."** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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## ABSTRACT

This study focuses on the use of Instagram as a learning platform to improve students' speaking skills. The results show that students' speaking ability improved after applying Instagram and Project-Based Learning in the classroom. The study is grounded in the growing integration of digital technology in language learning, which emphasizes authentic communication, student engagement, and meaningful learning experiences in real-life contexts. This research employed a qualitative descriptive design conducted at Universitas Muhammadiyah Sumatera Utara (UMSU). The participants consisted of 15 international students selected through purposive sampling based on specific criteria. Data were collected through observation, semi-structured interviews, and documentation, and were supported by pre-intervention and post-intervention speaking assessments. The assessment focused on key components of speaking, including pronunciation, vocabulary, fluency, and confidence. The findings reveal that the integration of Instagram and Project-Based Learning significantly enhances students' speaking performance. The quantitative results indicate a substantial increase in the mean score from 55.3 in the pre-intervention stage to 84.3 in the post-intervention stage, with an average improvement of 29 points. This improvement reflects students' development across multiple dimensions of speaking skills. Furthermore, qualitative findings show that students became more active, confident, and motivated during the learning process. The use of Instagram enables repeated practice, self-evaluation, and peer interaction through video-based tasks, creating an authentic and low-anxiety learning environment. In addition, the implementation of Project-Based Learning supports students in organizing ideas, engaging in collaborative learning, and presenting their speaking projects in a structured and meaningful manner. The integration of a digital platform with a student-centered learning model facilitates not only linguistic development but also learner autonomy and engagement. In conclusion, the integration of Instagram as a learning platform with the Project-Based Learning model provides an effective and innovative approach to enhancing international students' English speaking skills. This study contributes to the development of technology-enhanced language learning by demonstrating how social media can function as a meaningful pedagogical tool in improving speaking performance and learner engagement.

**Keywords:** Instagram, Project-Based Learning, Speaking Skills, International Students, Technology-Enhanced Learning

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## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER 1 INTRODUCTION.....</b>	<b>1</b>
<b>1.1. Background of the study.....</b>	<b>1</b>
<b>1.2. The Identification of The Problem.....</b>	<b>2</b>
<b>1.3. Scope and Limitation .....</b>	<b>2</b>
<b>1.4. Formulation of the Problems .....</b>	<b>3</b>
<b>1.5. Objectives of the Study .....</b>	<b>3</b>
<b>1.6. Significance of the Study .....</b>	<b>3</b>
<b>1.Theoretical Significance.....</b>	<b>3</b>
<b>2.Practical Significance .....</b>	<b>3</b>
<b>CHAPTER II REVIEW OF LITERATURE.....</b>	<b>4</b>
<b>2.1. Theoretical Review .....</b>	<b>4</b>
<b>2.1.1.Speaking Skill.....</b>	<b>4</b>
<b>2.1.2.The Elements of Speaking .....</b>	<b>6</b>
<b>2.1.3.Speaking Assessment .....</b>	<b>7</b>

2.1.4. Teaching Speaking to International Students.....	7
2.2. Instagram as a Learning Platform.....	8
2.3. Project-Based Learning.....	9
a. of Project-Based Learning.....	9
b. Characteristics of Project-Based Learning.....	10
c. Steps in Project-Based Learning.....	10
2.4. Previous Studies .....	12
2.5. Conceptual Framework.....	12
2.6. Instagram and Project-Based Learning in Teaching Speaking.....	14
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>16</b>
3.1. Research Design .....	16
3.2. Location and Time of the Research.....	17
3.3. Population and Sample .....	18
3.4 Research Setting and Participants.....	18
3.4.1. Research Setting .....	18
3.4.2. Research Participants .....	19
3.5 Research Instruments .....	20
3.5.1. Observation Instrument .....	20
3.5.2. Interview Instrument .....	23
3.5.3. Documentation Instrument .....	24
3.6 Data Collection Techniques.....	24
3.7 Data Analysis Techniques .....	25

<b>CHAPTER IV FINDINGS AND DICUSSION .....</b>	<b>28</b>
<b>4.1. Research Findings .....</b>	<b>28</b>
<b>4.1.1 Overview of the Research Implementation.....</b>	<b>28</b>
<b>4.1.2 Students' Speaking Performance.....</b>	<b>28</b>
<b>4.1.3 Observation.....</b>	<b>31</b>
<b>4.1.4 Interview .....</b>	<b>33</b>
<b>4.1.5 Documentation.....</b>	<b>35</b>
<b>4.2. Discussion.....</b>	<b>37</b>
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>40</b>
<b>5.1 Conclusion .....</b>	<b>40</b>
<b>5.2 Suggestion.....</b>	<b>41</b>
<b>5.2.1 For Teachers .....</b>	<b>41</b>
<b>5.2.3 For Future Researchers.....</b>	<b>41</b>
<b>REFERENCES.....</b>	<b>45</b>

## LIST OF TABLES

Tabel 3. 1 Population and Sample.....	18
Tabel 3. 2 Criteria of Research Participants.....	19
Tabel 3. 3 Observation Checklist.....	21
Tabel 3. 4 Interview Guide.....	23
Tabel 3. 5 Speaking Assessment Criteria.....	26
Tabel 3. 6 Score Classification.....	27
Tabel 4. 1 Pre-Intervention Speaking Scores.....	29
Tabel 4. 2 Post-Intervention Speaking Scores.....	29
Tabel 4. 3 Comparison of Students' Performance.....	30
Tabel 4. 4 Mean Score.....	31
Tabel 4. 5 Students' Statements (Interview Excerpts).....	34

## LIST OF FIGURES

Figure 2.1 Conceptual Framework .....	27
Figure 4.1 Students' Pre-Intervention Scores Chart .....	41
Figure 4.2 Students' Post-Intervention Scores Chart .....	42
Figure 4.3 Students' Score Improvement Chart .....	46
Figure 4.4 Mean Score Comparison Chart .....	47

## LIST OF APPENDICES

Appendix 1 Research Permission Letter .....	41
Appendix 2 Observation Sheet .....	41
Appendix 3 Interview Guidelines .....	41
Appendix 4 Speaking Assessment Rubric .....	42
Appendix 5 Students' Pre-Intervention Scores .....	42
Appendix 6 Students' Post-Intervention Scores .....	42
Appendix 7 Documentation (Photos of Activities) .....	43
Appendix 8 Students' Speaking Project Samples .....	43

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the study

The development of digital technology has changed the way English is taught today, especially in the use of social media as a learning tool. The integration of technology in language learning enables students to access authentic materials, interact beyond classroom boundaries, and engage in flexible learning environments (Creswell, 2021). Technology-enhanced learning environments support communicative competence by providing learners with meaningful exposure to language use in real contexts.

Social media platforms have increasingly been integrated into language education due to their interactive and multimodal features. Social media facilitates authentic communication and provides opportunities for real-life language use, which positively contributes to speaking development (Zhang & Zou, 2022). Among various social media platforms, Instagram offers video-sharing features, interactive comments, and public engagement, which support productive language practice and learner interaction.

Speaking is an important skill in learning English because students need it to communicate in real situations. Speaking requires the integration of pronunciation, grammar, vocabulary, fluency, and comprehension in real-time communication (Brown & Abeywickrama, 2020). In addition, affective factors such as anxiety, low self-confidence, and fear of making mistakes significantly influence learners' speaking performance (Derakhshan et al., 2021). Therefore, creating a supportive and low-anxiety learning environment is necessary to enhance speaking skills.

Project-Based Learning is a student-centered instructional model that promotes meaningful learning through structured projects. This model emphasizes planning, collaboration, production, and reflection, allowing learners to use language for authentic purposes (Larmer, Mergendoller, & Boss, 2020). Through public presentation and performance-based tasks, students gain more opportunities to practice speaking in meaningful contexts.

When Instagram is integrated with the Project-Based Learning model, it functions not only as a social networking tool but also as a structured digital learning platform. Instagram-based video projects allow students to rehearse, record, and revise their speaking performance before publication, which supports fluency development and confidence building (Tavakoli & Hunter, 2020). Therefore, this study aims to examine how Instagram as a learning platform integrated with the Project-Based Learning model enhances international students' English speaking skills.

One example of an English learning Instagram account used as a learning reference in this study is @englishbygiovana. The account provides short video content focusing on vocabulary, pronunciation, and daily expressions. In this research, such content functions as speaking input to support students during the preparation stage of their speaking projects. Considering the increasing number of international students in higher education institutions, further investigation is needed to explore how Instagram, when integrated with Project-Based Learning, can support the development of international students' English speaking skills.

Therefore, this study aims to examine the use of Instagram as a learning platform to enhance international students' English speaking skills through the implementation of the Project-Based Learning model.

### **1.2. The Identification of The Problem**

1. International students have limited opportunities to practice English speaking in authentic and interactive contexts.
2. Traditional teaching methods do not sufficiently motivate students to actively use English for communication.
3. Many international students lack confidence and feel anxious when speaking English in formal classroom settings.

### **1.3. Scope and Limitation**

This study focuses on the use of Instagram as a learning platform integrated with Project-Based Learning to enhance international students' English speaking skills at Universitas Muhammadiyah Sumatera Utara. The study is limited to speaking aspects, particularly fluency, pronunciation, vocabulary, and confidence. Other language skills such as reading, writing, and listening are not

discussed in depth. The participants of this study are international students of umsu, and the research is conducted within a specific learning context and time frame.

#### **1.4. Formulation of the Problems**

1. How is Instagram used as a learning platform to enhance international students' English speaking skills through the Project-Based Learning model?

#### **1.5. Objectives of the Study**

1. To describe how Instagram is used as a learning platform to enhance international students' English speaking skills through the Project-Based Learning model.

#### **1.6. Significance of the Study**

1. Theoretical Significance

This study is expected to contribute to the development of language learning theories, particularly related to social media-based learning and Project-Based Learning in improving speaking skills.

2. Practical Significance

1. For students: This study provides a more engaging and motivating learning experience that encourages active speaking practice.
2. For teachers: This study offers an alternative teaching strategy using Instagram and Project-Based Learning to enhance speaking skills.
3. For future researchers: This study can serve as a reference for further research on social media and project-based language learning.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Review**

##### **2.1.1. Speaking Skill**

Speaking is an important skill in learning English because students need it to communicate their ideas in real situations. Through speaking, students can express their thoughts, feelings, and opinions directly. In this study, speaking is used as the main focus to see how students improve their ability after using Instagram in learning activities. Speaking is categorized as a productive language skill because it requires learners to actively produce oral language in order to convey meaning, express ideas, and interact with others. From a communicative perspective, speaking is not merely the ability to pronounce words or construct grammatically correct sentences, but the ability to use language appropriately and meaningfully in real communication. Speaking skill refers to the ability to produce spoken language that is intelligible, coherent, and appropriate to the communicative context, emphasizing that effective speaking involves both linguistic accuracy and communicative effectiveness (Brown & Abeywickrama, 2020; Fulcher, 2021).

Similarly, speaking skill is a complex cognitive process that requires the integration of several components simultaneously, including pronunciation, grammar, vocabulary, and fluency, within limited planning time. Because speech is produced in real time, learners must manage language processing quickly while maintaining clarity and meaning. This makes speaking one of the most challenging skills for English as a Foreign Language (EFL) learners, especially international students. According to H. Douglas Brown and Priyanvada Abeywickrama, speaking assessment includes several aspects such as pronunciation, vocabulary, fluency, grammar, and comprehension. In addition, speaking skill is closely related to affective factors such as confidence, anxiety, and willingness to communicate. Successful speaking performance is influenced not only by linguistic competence but also by learners' emotional control and self-confidence when using the target language, as learners who feel confident and less

anxious tend to speak more fluently and actively engage in communication (Tavakoli & Hunter, 2020; Derakhshan, Kruk, Mehdizadeh, & Pawlak, 2021).

Based on recent theories, speaking skill can be viewed as a multidimensional construct that includes linguistic, cognitive, and affective dimensions. Linguistic aspects involve pronunciation, grammar, and vocabulary; cognitive aspects relate to fluency and real-time language processing; while affective aspects include confidence and willingness to speak (Fulcher, 2021; Tavakoli & Hunter, 2020).

**Operational Definition of Speaking Skill.** In this study, speaking skill is operationally defined as international students' ability to express ideas orally in English in a clear, fluent, and confident manner, which is demonstrated through pronunciation accuracy, grammatical accuracy, appropriate vocabulary use, fluency of speech, and communicative confidence during Instagram-based speaking projects implemented through the Project-Based Learning (PBL) model. This operational definition is adapted from recent speaking theories which emphasize that speaking ability should be measured through observable and assessable performance in authentic communication tasks. In this research, students' speaking skills are assessed based on their oral performance in video speaking projects uploaded on Instagram, allowing the researcher to evaluate real and meaningful speaking production within a digital learning context (Brown & Abeywickrama, 2020; Fulcher, 2021; Derakhshan et al., 2021).

Speaking skill is also closely related to communicative competence, which emphasizes the ability to use language effectively in real communication. According to Jack C. Richards (2020), speaking is best developed through meaningful interaction and continuous practice in authentic contexts. Learners need opportunities to express their ideas, negotiate meaning, and interact with others in order to improve their speaking ability. Furthermore, motivation plays an important role in developing speaking skills. Zoltán Dörnyei (2020) states that motivated learners are more likely to participate actively in speaking activities and take risks in using the target language. Therefore, creating an engaging and supportive learning environment is essential to encourage students to practice speaking more confidently.

### **2.1.2. The Elements of Speaking**

There are several important elements in speaking that should be considered, such as pronunciation, grammar, vocabulary, fluency, and comprehension. These elements help students speak more clearly and effectively. In this research, these aspects are used to evaluate students' speaking performance during the learning process. Pronunciation is a crucial element because accurate production of sounds, stress, and intonation ensures that the speaker's message is intelligible to listeners. Grammar contributes to speaking accuracy by enabling speakers to construct meaningful and understandable sentences, even though minor grammatical errors are acceptable as long as communication remains clear. Vocabulary plays an important role in allowing speakers to express ideas precisely and appropriately in different communicative contexts, while limited vocabulary may restrict expression and cause hesitation. Fluency reflects the speaker's ability to produce speech smoothly and continuously with minimal pauses, indicating effective real-time language processing. Comprehension refers to the ability to understand spoken messages and respond appropriately during interaction, which supports successful communication. In this study, these elements are developed and observed through Instagram-based speaking projects implemented using the Project-Based Learning model, where students demonstrate their speaking performance in authentic and meaningful communication tasks (Brown & Abeywickrama, 2020).

Recent studies have also highlighted the importance of rubric-based assessment in evaluating students' speaking skills. For instance, Hanan Al-Hoorie et al. (2021) emphasize that structured speaking assessment helps teachers measure students' progress more effectively and consistently. In addition, David Nunan (2020) states that speaking is best developed through meaningful communication and performance-based tasks, which can be assessed using clear criteria such as fluency, vocabulary, and accuracy. Furthermore, recent research by Muhammad Kamarul Kabilan (2020) shows that digital platforms such as social media can enhance students' speaking performance by providing authentic opportunities for communication and self-expression.

### **2.1.3. Speaking Assessment**

Speaking assessment is used to measure how well students can communicate in English. It usually includes aspects like fluency, accuracy, and pronunciation. In this study, the researcher uses speaking assessment to see the improvement of students before and after using Instagram as a learning platform. According to H. Douglas Brown and Priyanvada Abeywickrama (2020), speaking assessment focuses on several key components, such as pronunciation, fluency, vocabulary, and overall communicative effectiveness. These components are widely used as indicators to evaluate learners' speaking proficiency in both classroom and research contexts. In this study, the speaking assessment criteria are adapted from the framework proposed by H. Douglas Brown and Priyanvada Abeywickrama (2020). The assessment consists of four main aspects: pronunciation, vocabulary, fluency, and confidence. Pronunciation refers to the clarity and accuracy of speech sounds, stress, and intonation. Vocabulary relates to the range and appropriateness of word use in communication. Fluency concerns the smoothness and continuity of speech, including pauses and hesitation. Confidence reflects the speaker's self-assurance and ability to deliver ideas effectively.

### **2.1.4. Teaching Speaking to International Students**

Teaching speaking is not only about asking students to talk, but also helping them feel confident to express their ideas. Teachers need to create interesting activities so students are motivated to speak. In this research, teaching speaking is combined with social media to make the learning process more engaging. Effective speaking instruction should prioritize meaningful communicative activities that enable learners to use English for authentic purposes rather than focusing solely on the mastery of linguistic forms. International students often encounter challenges in speaking English due to differences in linguistic background, limited opportunities for authentic interaction, and anxiety related to oral performance. Therefore, it is essential for teachers to establish a supportive and low-anxiety learning environment that encourages learners to participate actively and take communicative risks without fear of negative evaluation. The importance of interactive speaking tasks, such as

discussions, presentations, and oral projects, lies in their ability to facilitate the development of fluency, pronunciation, and vocabulary through sustained language use. In addition, speaking assessment should be integrated into instructional practices and conducted holistically by considering pronunciation, grammar, vocabulary, fluency, and comprehension. In the context of this study, these pedagogical principles are implemented through Instagram-based speaking projects integrated with the Project-Based Learning model to support the development of international students' speaking skills in authentic and meaningful learning contexts (Brown & Abeywickrama, 2020).

## **2.2. Instagram as a Learning Platform**

Instagram is a social media platform that allows users to share photos and videos. Nowadays, many students are familiar with Instagram, so it can be used as a learning tool. In this study, Instagram is used to support speaking activities, where students create and share video content as part of their learning process. As a learning platform, Using Instagram in learning has several advantages. It can increase students' motivation, make learning more interesting, and give students more opportunities to practice speaking. In this research, Instagram helps students feel more confident because they can record their speaking before sharing it. Effective language learning platforms should facilitate meaningful communication, learner interaction, and performance-based assessment. Even though Instagram is useful, there are also some challenges. Some students may feel nervous when recording videos, and others may have difficulty with internet access or vocabulary. In this study, these challenges are also considered in analyzing the results. The platform enables learners to engage in authentic communication with a real audience, which aligns with the emphasis on communicative competence (Brown & Abeywickrama, 2020).

In addition, Instagram allows students to record and revise their speaking performances before publication, which helps reduce anxiety and build confidence. When integrated with Project-Based Learning, Instagram functions as a learning platform that supports project planning, content creation, and presentation of speaking projects, while also enabling holistic assessment of

pronunciation, grammar, vocabulary, fluency, and comprehension in line with (Brown and Abeywickrama ,2020).

The integration of social media in language learning has been widely supported by recent studies. Muhammad Kamarul Kabilan et al. (2020) found that platforms like Instagram encourage students to actively participate and improve their speaking skills through interactive and engaging activities. Similarly, recent studies in English language teaching suggest that video-based tasks on social media help students improve fluency, confidence, and pronunciation. The use of social media in language learning has been widely supported by recent studies. Social media platforms provide opportunities for learners to interact, collaborate, and engage in authentic communication. According to Albiladi (2021), social media enhances students' participation and creates a more interactive learning environment, which positively affects language learning outcomes. In addition, online learning platforms support flexible and student-centered learning. According to Terry Anderson (2020), digital learning environments allow learners to access materials, practice skills, and interact with others beyond the limitations of time and place. This flexibility makes platforms like Instagram suitable for language learning, especially for practicing speaking skills.

### **2.3. Project-Based Learning**

#### **a. of Project-Based Learning**

Project-Based Learning is a method where students learn by doing projects. Through this method, students are more active and involved in the learning process. In this research, PBL is combined with Instagram so students can create speaking projects in the form of videos. state that effective language learning should emphasize meaningful communication and performance-based activities, where learners demonstrate their language ability through real use rather than memorization. Project-Based Learning allows students to learn by planning, implementing, and presenting projects, so learning becomes more practical and relevant to real-life communication (Brown and Abeywickrama ,2020). Recent studies also confirm the effectiveness of Project-Based Learning in improving students' communication skills. According to Thomas Markham (2021), Project-

Based Learning allows students to engage in meaningful tasks that promote active learning and real-world communication, which are essential for developing speaking skills. Project-Based Learning is also supported by various educational theories that emphasize active learning and student engagement. According to Thomas (2020), Project-Based Learning encourages learners to construct knowledge through meaningful tasks and real-world problem-solving activities. This approach helps students develop not only language skills but also critical thinking and collaboration skills. Furthermore, Project-Based Learning aligns with modern educational practices that integrate technology into learning. The use of digital tools in PBL allows students to create, present, and share their work in more engaging ways, which enhances their learning experience and motivation.

### **b.Characteristics of Project-Based Learning**

Project-Based Learning has several characteristics, such as student-centered learning, collaboration, and real-world tasks. These characteristics help students develop not only their knowledge but also their skills. In this study, students work on speaking projects that are relevant to their daily lives. First, PBL emphasizes active student involvement, where students participate directly in the learning process rather than receiving information passively. Second, PBL uses authentic tasks that reflect real-life situations, allowing students to apply language in meaningful contexts. Third, collaboration is an important characteristic of PBL, as students work together to share ideas and communicate during the project. In addition, Project-Based Learning can help students improve their critical thinking, creativity, and communication skills. It also makes learning more meaningful because students are actively involved. In this research, PBL supports students in practicing speaking in a more interactive way. Performance-based and communicative activities such as projects are effective in developing speaking skills because they provide more opportunities for practice and reduce students' anxiety (Brown and Abeywickrama ,2020).

### **c.Steps in Project-Based Learning**

Project-Based Project-Based Learning is implemented through clear and structured steps that guide students to practice speaking in a meaningful and engaging way. Emphasize that effective speaking instruction should move

learners through stages of preparation, practice, performance, and feedback to support confidence and communicative competence. In this study, the steps of Project-Based Learning are designed in line with the use of Instagram and English learning accounts discussed in the background of the study (Brown & Abeywickrama, 2020).

The first step is task introduction. At this stage, the teacher introduces the speaking project, learning objectives, and examples of English-speaking content from Instagram learning accounts. By observing how English is used naturally on Instagram, students gain a clear picture of what they are expected to produce. According to Brown and Abeywickrama, clear task explanation helps learners feel more confident and motivated to participate in speaking activities.

The second step is planning and preparation. In this step, students plan their speaking content by organizing ideas, choosing appropriate vocabulary, and deciding how to deliver their message. This preparation stage allows students to think about what they want to say before speaking. Brown and Abeywickrama explain that planning activities reduce speaking anxiety and help learners speak more clearly and fluently.

The third step is guided speaking practice. Students practice their speaking by rehearsing and recording trial videos before posting the final version on Instagram. This step gives students opportunities to repeat practice, improve pronunciation, and build confidence. According to Brown and Abeywickrama, guided and repeated speaking practice is essential for developing fluency and communicative ability.

The fourth step is speaking performance through Instagram. At this stage, students upload their final speaking video to Instagram as the main project outcome. This performance allows students to demonstrate their speaking skills in an authentic and meaningful context. Brown and Abeywickrama state that performance-based tasks help learners use language for real communication rather than artificial classroom exercises.

The final step is feedback and reflection. Students receive feedback from the teacher and peers through Instagram comments and interactions. After receiving feedback, students reflect on their speaking performance to identify strengths and

areas for improvement. Brown and Abeywickrama emphasize that feedback and reflection play an important role in improving speaking accuracy, fluency, and confidence.

#### **2.4. Previous Studies**

Some previous studies have shown that the use of social media and Project-Based Learning can improve students' speaking skills. However, each study has different results depending on the context and participants. In this study, the researcher focuses on the use of Instagram combined with PBL to see its effect on students' speaking ability. ( Zhang and Zou, 2022).

Nguyen examined the implementation of Project-Based Learning in English speaking classes. The study revealed that PBL provided meaningful opportunities for students to practice speaking through discussions, presentations, and group projects, which enhanced students' communicative competence (Nguyen, 2021).

This study investigated the use of Instagram in teaching English speaking skills. The findings showed that Instagram-based speaking activities increased students' motivation and confidence in speaking English. Students felt more comfortable practicing speaking through video uploads than speaking directly in class (Fauzi and Angkasawati, 2021).

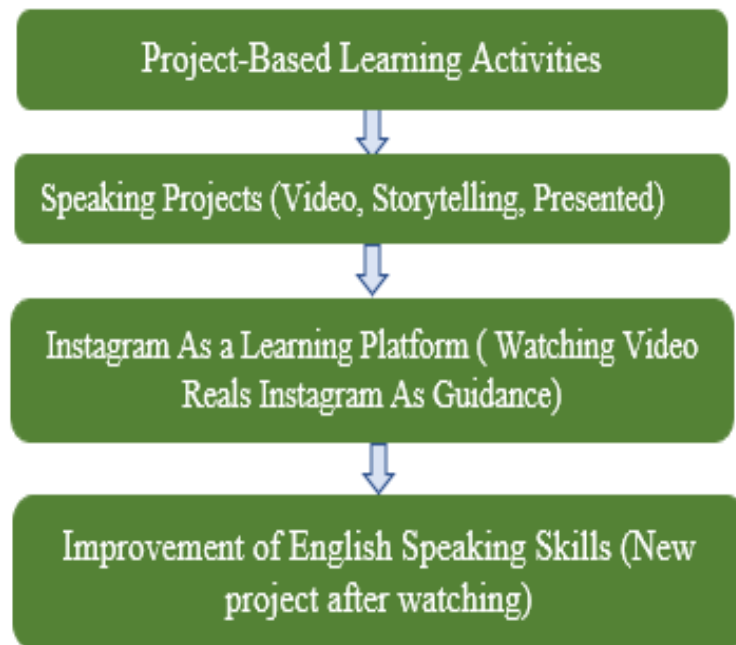
#### **2.5. Conceptual Framework**

This study is grounded in communicative language teaching theory, which emphasizes that speaking skills develop through meaningful interaction and authentic communication tasks (Brown & Abeywickrama, 2020). Speaking competence is not only influenced by linguistic accuracy but also by learners' confidence and willingness to communicate (Derakhshan et al., 2021).

Project-Based Learning (PBL) serves as the instructional model in this study. According to Larmer, Mergendoller, and Boss (2020), PBL promotes student-centered learning through structured stages including planning, collaboration, production, and reflection. These stages provide learners with authentic opportunities to use language for meaningful purposes.

Instagram functions as a digital learning platform that facilitates authentic communication and audience engagement. Social media platforms support language learning by providing real communication contexts and interactive feedback (Zhang & Zou, 2022). In addition, Instagram-based video tasks allow repeated practice, which contributes to fluency development (Tavakoli & Hunter, 2020).

**Chart of Conceptual Framework:**



## **2.6. Instagram and Project-Based Learning in Teaching Speaking**

Project-Based Learning (PBL) is a student-centered learning model that emphasizes active learning through meaningful projects and real-world tasks. Project-Based Learning is an instructional approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to authentic, engaging, and complex questions or challenges. This model focuses on student autonomy, collaboration, inquiry, and the creation of a final product, making it highly suitable for language learning, particularly speaking skills (Larmer, Mergendoller, and Boss, 2020).

In teaching English speaking skills to international students, Project-Based Learning provides meaningful opportunities for authentic language use. Based on the PBL framework proposed, students are actively involved in discussing ideas, planning projects, collaborating with peers, and presenting their work orally. These activities require continuous use of English for communication, which helps international students improve fluency, pronunciation, vocabulary, and confidence in speaking (Larmer et al, 2020).

Instagram can be utilized as an effective learning platform to support the implementation of Project-Based Learning in enhancing students' speaking skills. A key element of PBL is the creation of a public product that can be shared with an audience beyond the classroom. In this study, Instagram serves as a digital platform where international students publish their speaking projects in the form of videos. This allows students to practice speaking in an authentic context and communicate with a real audience (Larmer et al, 2020).

Furthermore, the use of Instagram aligns with the student-centered and inquiry-based nature of Project-Based Learning described. International students take responsibility for selecting topics, preparing content, recording speaking videos, and revising their work before publication. This process encourages active engagement, creativity, and independent learning, which are essential for developing speaking skills (Larmer et al, 2020).

In addition, Instagram facilitates feedback and reflection, which are important components of Project-Based Learning. Emphasize the importance of critique and revision in PBL. Through comments and peer responses on

Instagram, students receive feedback from classmates and the teacher, reflect on their speaking performance, and improve their speaking skills in subsequent projects (Larmer et al, 2020).

based on the Project-Based Learning theory proposed, the integration of Instagram as a learning platform is effective in enhancing international students' English speaking skills. Instagram-based Project-Based Learning provides authentic communication opportunities, promotes active student participation, and supports the development of speaking skills through meaningful and project-oriented learning activities (Larmer, Mergendoller, and Boss, 2020). Technology has become an important component in language learning, particularly in developing speaking skills. According to Carol A. Chapelle (2020), technology-enhanced language learning provides learners with opportunities to practice language in interactive and authentic environments. Digital platforms allow learners to engage in meaningful communication and receive immediate feedback, which supports language development. Similarly, Hampel and Stickler (2020) argue that online learning environments can enhance students' speaking skills by providing flexible learning opportunities and encouraging active participation. Through digital platforms, students can practice speaking more frequently and develop their confidence in using the target language.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This study used a qualitative research design because the researcher wanted to understand students' experiences in using Instagram for speaking activities. A qualitative approach was chosen because this research aimed to understand the learning process, students' experiences, and their responses toward Instagram-based speaking projects in depth. Qualitative research is suitable for studies that seek to explore meanings, experiences, and processes in natural settings (Creswell and Poth, 2023).

Specifically, this research used a descriptive qualitative design, which focuses on describing and interpreting phenomena as they occur naturally without manipulating variables. Explain that descriptive qualitative research is appropriate when researchers aim to provide a clear and straightforward description of educational practices and participants' perspectives. In this study, the researcher intended to describe how Instagram and Project-Based Learning were implemented in teaching speaking and how international students experienced the learning activities (Kim, Sefcik, and Bradway, 2020).

The researcher did not apply experimental treatment or compare groups but observed and analyzed the learning activities as they naturally occurred. This approach aligns with the view that qualitative descriptive studies are effective for examining instructional practices and learners' experiences in real classroom contexts (Guest, Namey, & Mitchell, 2022).

In qualitative research, the researcher serves as the main research instrument. Emphasize that qualitative researchers play an active role in collecting, interpreting, and analyzing data through direct engagement with participants. In this study, the researcher observed classroom activities, conducted interviews, and analyzed Instagram-based speaking projects to gain a comprehensive understanding of the learning process (Braun and Clarke, 2021).

To support the research design, multiple data collection techniques were employed, including observation, interviews, and documentation. The use of multiple data sources is recommended to enhance the credibility of qualitative findings. Triangulation of data sources allows researchers to obtain richer data and validate research findings. Observation was used to examine the implementation of PBL activities through Instagram, interviews were conducted to explore students' perceptions and experiences, and documentation was used to analyze students' speaking projects posted on Instagram (Creswell, 2021).

The speaking test required students to perform an oral task individually. In the pre-test, students were asked to introduce themselves and describe their daily activities. In the post-test, students were required to create a speaking video project and upload it on Instagram. Both tests were designed to assess students' speaking performance in a consistent manner. The assessment criteria used in this study were adapted from H. Douglas Brown and Priyanvada Abeywickrama (2020), which include four main aspects: pronunciation, vocabulary, fluency, and confidence. These aspects were selected as they represent the essential components of speaking ability.

### **3.2. Location and Time of the Research**

This research use past tense conducted at Universitas Muhammadiyah Sumatera Utara (UMSU), Medan, North Sumatra, Indonesia. The subjects of this study were students of UMSU who participated in speaking activities using Instagram. The researcher chose these students because they were actively involved in the learning process. In addition, UMSU supports the integration of technology and social media in learning, making it a suitable setting for implementing Instagram as a learning platform.

The learning activities in this research use past simple tense carried out in a blended learning environment, combining online learning through Instagram. Instagram is used as the main platform for Project Based Learning activities, where students upload speaking project videos, write captions in English, and interact through comments and feedback. This platform allows students to practice English speaking skills in an authentic, interactive, and student-centered learning environment. The research will be conducted for approximately one

month during the academic year 2025. This time frame is considered sufficient to implement the Project Based Learning (PBL) model systematically, starting from project introduction, planning, content creation, publication on Instagram, peer interaction, and reflection. The duration also allows the researcher to conduct pre-speaking assessment, observe the learning process, and carry out post-speaking assessment to identify improvements in students' English speaking skills (Creswell & Poth, 2023; Graham, 2019; Kokotsaki, Menzies, & Wiggins, 2020).

### 3.3. Population and Sample

This study use simple past tense of 63 international students enrolled in English speaking classes at Universitas Muhammadiyah Sumatera Utara. The sample includes 15 international students selected through purposive sampling. Purposive sampling is appropriate in qualitative research because it allows the researcher to select participants who have specific characteristics relevant to the research objectives (Etikan et al., 2021). Qualitative research emphasizes data richness rather than large sample size (Creswell & Poth, 2023). Participants were selected based on the following criteria: (1) active Instagram users, (2) enrolled in English speaking classes, and (3) willing to participate in Instagram-based Project-Based Learning activities.

**Tabel 3. 1**  
**Population and Sample**

Category	Description
Population	63 international students enrolled in English speaking classes
Sample	15 international students
Sampling Technique	Purposive sampling
Characteristics	Active Instagram users and willing to participate

### 3.4 Research Setting and Participants

#### 3.4.1. Research Setting

This research was conducted in an English speaking class involving international students, where Instagram was integrated as a learning platform through the Project-Based Learning (PBL) model. The learning activities took

place in a natural instructional setting, combining classroom interaction and online engagement using Instagram. Instagram was used as a medium for students to upload speaking project videos, such as presentations, storytelling, and short speeches. Through this setting, students were able to practice speaking in an authentic digital environment and interact with peers by giving comments and feedback. Conducting the research in a natural setting is recommended in qualitative studies to obtain meaningful data. Qualitative research should be carried out in real-life contexts to capture participants' genuine experiences (Creswell and Poth, 2023).

### 3.4.2. Research Participants

This study involved international students who participated in Instagram-based speaking activities using the Project-Based Learning model. The participants were selected using purposive sampling, a technique commonly applied in qualitative research. Purposive sampling enables researchers to select participants who possess specific characteristics relevant to the research objectives. In this study, the participants were chosen based on predetermined criteria to ensure that they had direct experience with Instagram and Project-Based Learning in speaking instruction (Etikan et al, 2021).

<b>No.</b>	<b>Criteria</b>	<b>Description</b>
<b>1.</b>	Student status	International students enrolled in an English speaking class
<b>2.</b>	Learning experience	Students who used Instagram as a learning platform
<b>3.</b>	Learning model	Students involved in Project-Based Learning speaking activities
<b>4.</b>	Participation	Students who actively completed and uploaded speaking projects
<b>5.</b>	Willingness	Students willing to participate in interviews and observations

The number of participants was determined based on the principle of data saturation. Qualitative research emphasizes the richness of data rather than the

number of participants. Therefore, participants were selected until sufficient data were obtained to answer the research questions (Guest et al, 2022).

### **3.5 Research Instruments**

In qualitative research, The instruments used in this study were an observation sheet and an interview guide. These instruments were used to help the researcher collect the data systematically. Qualitative research instruments are tools used to collect rich and detailed data related to participants' experiences and behaviors. In this study, the researcher used three main research instruments: observation, interview, and documentation. These instruments were selected to obtain comprehensive data regarding the implementation of Instagram as a learning platform through the Project-Based Learning model and its contribution to enhancing international students' English speaking skills (Creswell and Poth, 2023).

#### **3.5.1. Observation Instrument**

A data collection technique used to record classroom activities and student participation during the learning process. The researcher conducts non-participant observation using an observation checklist focusing on student participation, interaction, and implementation of Project-Based Learning through Instagram. Observation allows researchers to capture natural interactions and authentic learning processes in real settings (Saldaña & Omasta, 2022).

**Tabel 3. 3**  
**Observation Checklist**

No.	Observation Aspect	Indicator
1.	Learning activities	Instagram is used as a platform for speaking projects
2.	PBL implementation	Students complete speaking tasks in project form
3.	Student participation	Students actively engage in speaking activities
4.	Interaction	Students give and receive feedback through Instagram
5.	Speaking practice	Students practice fluency, pronunciation, and confidence

### 1) Steps in Project of Instagram as a Learning Platform

#### a. Project type

In this study, the speaking project was conducted through several structured steps based on the Project-Based Learning (PBL) model and supported by Instagram as a learning platform. The project was designed in the form of a speaking video project and implemented in three main stages: pre-intervention, intervention, and post-intervention. These stages were used to observe students' speaking development before, during, and after the implementation of Instagram-based learning activities.

The pre-intervention stage was conducted to identify students' initial speaking ability. At this stage, students were asked to create a speaking video individually without guidance from English learning Instagram accounts. This video was used to obtain baseline data on students' pronunciation, fluency, vocabulary, grammar, and speaking confidence.

The intervention stage involved the implementation of Project-Based Learning using Instagram as a learning platform. In this stage, students were guided to use the English learning Instagram account discussed in the proposal, namely @englishbygiovana, as a learning resource. Students observed speaking models, pronunciation practice, vocabulary usage, and expressions presented in Instagram videos. Based on this input, students planned, practiced, and recorded their speaking projects, then uploaded the final videos to their Instagram accounts.

Interaction and feedback through Instagram comments supported students' speaking practice and confidence.

The post-intervention stage was conducted after the completion of the Instagram-based speaking project. Students were asked to produce another speaking video with similar criteria to the pre-intervention task. The post-intervention video was used to identify improvements in students' speaking skills after participating in the project-based learning activities using Instagram.

#### **b. Platform**

This speaking project was Instagram, particularly utilizing the Instagram Reels feature. Instagram was selected because it is a popular social media platform among international students and provides features that support short video creation, sharing, and interaction. The use of Instagram Reels allows students to upload speaking videos in an engaging and accessible format while enabling repeated viewing and practice. In this project, students were guided to use an English learning Instagram account that had been discussed in the proposal, namely @englishbygiovana, as a learning reference. Through this account, students observed authentic speaking models, including pronunciation practice, vocabulary usage, and common expressions presented in short video content. The Reels feature supported students in analyzing speaking input before producing their own speaking videos. Using Instagram also enabled peer and teacher interaction through comments, likes, and feedback, which supported students' confidence and motivation in speaking. Therefore, Instagram functioned not only as a submission platform but also as a learning platform that facilitated learning input, speaking practice, and interaction in line with the Project-Based Learning model.

#### **c. Topic**

The topic of the speaking project was “**How to survive campus life as an international student.**” This topic was chosen because it was closely related to the students' real-life experiences while studying in Indonesia. By using a familiar and meaningful topic, students were able to express their ideas more naturally and confidently in English.

#### **d. Instruction**

Students were instructed to create a video describing their experiences during their stay in Indonesia, particularly related to campus life. They were encouraged to talk about challenges, cultural differences, academic life, social interactions, and strategies they used to adapt to the new environment. Clear instructions were given to ensure that students focused on sharing personal experiences using spoken English.

#### **e. Duration**

The duration of the speaking video was set at 1–2 minutes. This duration was considered appropriate to allow students to develop their ideas without feeling overwhelmed. It also provided sufficient speaking time for the researcher to analyze various aspects of speaking skills, such as fluency and pronunciation.

#### **f. Language**

The speaking project was English. Students were required to use English throughout the video to ensure that the project directly supported the development of English speaking skills. This requirement also helped the researcher assess students' actual speaking ability in English.

### **3.5.2. Interview Instrument**

A qualitative data collection technique used to explore participants' perceptions and experiences. Semi-structured interviews provide flexibility while maintaining focus on research objectives (Kallio et al., 2020). Interviews are conducted after students complete the speaking projects. Questions focus on learning experience, speaking development, confidence, and challenges during Instagram-based activities.

**Tabel 3. 4**  
**Interview Guide**

<b>No.</b>	<b>Interview Focus</b>	<b>Sample Question</b>
<b>1.</b>	Learning experience	How do you feel about using Instagram for speaking practice?
<b>2.</b>	Project-Based Learning activities	What speaking projects did you complete using Instagram?
<b>3.</b>	Speaking improvement	In what ways has Instagram helped improve

		your speaking skills?
4.	Interaction	How does feedback from peers affect your speaking confidence?
5.	Challenges	What difficulties did you face during the speaking projects?
6.	Instagram as a learning platform	Does that Instagram account help you?

### 3.5.3. Documentation Instrument

Documentation includes students' speaking videos, captions, comments, and learning records. Documentation provides stable and authentic data that can be repeatedly reviewed for analysis (Bowen, 2020). The researcher collects screenshots and video records from Instagram-based speaking projects and analyzes them based on speaking assessment criteria.

### 3.6 Data Collection Techniques

The data were collected through observation, interviews, and documentation. These techniques were used to obtain complete information about the teaching and learning process. In qualitative research, data are collected from multiple sources to capture participants' experiences, behaviors, and interactions within the learning process. Therefore, this study employed three main data collection techniques, namely observation, interviews, and documentation, in order to ensure the richness and credibility of the data (Creswell & Poth, 2023).

Observation was conducted to see students' participation and activities during the learning process. The researcher applied a non-participant observation approach, where the researcher did not directly participate in the learning activities but observed them objectively. This approach allowed the researcher to record natural classroom interactions and students' behavior during the learning process. The observation focused on several aspects, including students' participation, the implementation of Project-Based Learning activities, the use of Instagram as a learning platform, and students' speaking practice. Through observation, the researcher was able to identify how students engaged in speaking activities and how the learning process was carried out in a real educational setting (Saldaña & Omasta, 2022).

Interviews were conducted to find out students' opinions and experiences during the learning activities. This study used semi-structured interviews, which allowed flexibility in exploring participants' responses while still maintaining alignment with the research objectives. The interviews were conducted after students completed the speaking projects, so that participants could reflect on their learning experiences more effectively. The questions focused on several aspects, such as students' learning experiences, perceived improvement in speaking skills, confidence, interaction through Instagram, and challenges encountered during the learning process. This technique enabled the researcher to gain deeper insights into students' perspectives and provided supporting data that could not be fully captured through observation alone (Kallio et al., 2020).

Documentation was used to support the data collected during the research. The documents collected in this study included students' speaking videos uploaded on Instagram, captions, comments, and screenshots related to the learning activities. Documentation provided authentic and stable data that could be reviewed repeatedly for analysis. Through this technique, the researcher was able to examine students' speaking performance, including aspects such as pronunciation, vocabulary use, fluency, and confidence, as well as to observe interaction patterns among students through comments and feedback. Documentation played an important role in strengthening the research findings by providing concrete evidence of students' learning outcomes (Bowen, 2020).

Overall, the use of these three data collection techniques allowed the researcher to obtain comprehensive and reliable data. By combining observation, interviews, and documentation, this study applied data triangulation to enhance the credibility and validity of the findings, ensuring that the results accurately reflect the learning process and students' experiences in Instagram-based Project-Based Learning.

### **3.7 Data Analysis Techniques**

The data were analyzed using qualitative analysis. The researcher analyzed the data by organizing and interpreting the information obtained during the research. The steps of data analysis included data reduction, data display, and

drawing conclusions. Qualitative descriptive analysis is suitable for understanding participants' experiences and identifying patterns of development (Creswell & Poth, 2023). The researcher organizes data from observation, interviews, and documentation. Students' speaking videos (pre-activity and post-activity) are analyzed using an analytic speaking assessment rubric adapted from Brown and Abeywickrama (2020). The comparison is conducted descriptively to identify observable changes in pronunciation, grammar, vocabulary, fluency, and confidence. Students' speaking performance in this study was assessed using an analytic scoring rubric covering five aspects: pronunciation, vocabulary, fluency, grammar, and comprehension. This rubric was adapted from the speaking assessment theory proposed by H. Douglas Brown & further (2020), developed by Priyanvada Abeywickrama.

The speaking assessment in this study is adapted from H. Douglas Brown and Priyanvada Abeywickrama (2020), which includes pronunciation, vocabulary, fluency, and confidence as the main aspects. Each aspect is scored on a scale of 0–30 to provide a more detailed evaluation of students' speaking performance.

**Tabel 3. 5**  
**Speaking Assessment Criteria**

<b>Aspect</b>	<b>Indicator</b>	<b>Score Range</b>	<b>Theoretical Basis</b>
<b>Pronunciation</b>	Clarity, stress, and intonation	1–30	Brown & Abeywickrama (2020)
<b>Vocabulary</b>	Word variety and appropriateness in context	1–30	Brown & Abeywickrama (2020)
<b>Fluency</b>	Smoothness, pauses, and speech flow	1–30	Brown & Abeywickrama (2020)
<b>Confidence</b>	Self-assurance, delivery, and presentation style	1–30	Brown & Abeywickrama (2020)

**Tabel 3. 6**  
**Score Classification**

<b>Score</b>	<b>Category</b>	<b>Description</b>
<b>25 –30</b>	Excellent	Very clear, fluent, accurate, and confident performance
<b>19 –24</b>	Very Good	Minor errors, good communication and deliver
<b>13 –18</b>	Good	Some hesitation, but ideas are understandable
<b>7 – 12</b>	Fair	Frequent pauses, limited vocabulary, less confident
<b>0 – 6</b>	Poor	Very limited speaking ability, difficult to understand

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **4.1. Research Findings**

##### **4.1.1 Overview of the Research Implementation**

This research was conducted to investigate the use of Instagram as a learning platform to enhance students' English speaking skills through the Project-Based Learning model. The research involved several stages, namely pre-intervention, implementation, and post-intervention. In the pre-intervention stage, students' initial speaking ability was observed through a speaking task. During the implementation stage, students were engaged in Project-Based Learning activities using Instagram, where they created and shared speaking videos. In the post-intervention stage, students performed another speaking task to observe their improvement. In addition to observation, interview, and documentation, students' speaking performance was also assessed using an analytic scoring rubric covering pronunciation, vocabulary, fluency, grammar, and comprehension.

##### **4.1.2 Students' Speaking Performance**

To provide a clearer description of students' speaking ability, their performance was assessed through pre-intervention and post-intervention speaking tasks using a scoring rubric. Students' speaking performance was assessed using an analytic scoring rubric adapted from Brown and Abeywickrama (2020), covering pronunciation, vocabulary, fluency, grammar, and comprehension. The following tables present students' speaking scores in the pre-intervention and post-intervention stages.

###### **a. Pre-Intervention Scores**

The following table presents students' speaking performance before the implementation of Instagram-based Project-Based Learning.

**Tabel 4. 1**  
**Pre-Intervention Speaking Scores**

No	student	pronunciation	vocabulary	fluency	confidence	total
1	S1	15	14	13	12	54
2	S2	16	15	14	13	58
3	S3	14	13	12	12	51
4	S4	17	16	15	14	62
5	S5	13	12	11	12	48
6	S6	18	17	16	15	66
7	S7	12	11	10	11	44
8	S8	15	14	13	13	55
9	S9	16	15	14	14	59
10	S10	14	13	12	13	52
11	S11	17	16	15	15	63
12	S12	13	12	11	12	48
13	S13	18	17	16	16	67
14	S14	12	11	10	10	43
15	S15	16	15	14	14	59

Based on the table above, it can be seen that most students had difficulties in speaking English. Their performance showed limited vocabulary, low fluency, and lack of confidence in expressing their ideas.

**b. Post-Intervention Scores**

After the implementation of Instagram-based Project-Based Learning, students' speaking performance improved, as shown in the following table:

**Tabel 4. 2**  
**Post-Intervention Speaking Scores**

No	student	pronunciation	vocabulary	fluency	confidence	total
1	S1	22	21	20	21	84
2	S2	23	22	21	22	88
3	S3	21	20	19	20	80
4	S4	24	23	22	23	92
5	S5	20	19	18	19	76
6	S6	25	24	23	24	96
7	S7	19	18	17	18	72
8	S8	22	21	20	21	84
9	S9	23	22	21	22	88
10	S10	21	20	19	20	80

<b>11</b>	S11	24	23	22	23	93
<b>12</b>	S12	20	19	18	19	76
<b>13</b>	S13	25	24	23	24	96
<b>14</b>	S14	19	18	17	18	72
<b>15</b>	S15	23	22	21	22	88

### c. Comparison of Students' Performance

The comparison of students' speaking performance before and after the implementation can be seen in the figure below:

<b>No</b>	<b>Student</b>	<b>Pre-treatment Score</b>	<b>Post-treatment Score</b>	<b>Improvement</b>
<b>1</b>	S1	54	84	30
<b>2</b>	S2	58	88	30
<b>3</b>	S3	51	80	29
<b>4</b>	S4	62	92	30
<b>5</b>	S5	48	76	28
<b>6</b>	S6	66	96	30
<b>7</b>	S7	44	72	28
<b>8</b>	S8	55	84	29
<b>9</b>	S9	59	88	29
<b>10</b>	S10	52	80	28
<b>11</b>	S11	63	92	29
<b>12</b>	S12	48	76	28
<b>13</b>	S13	67	96	29
<b>14</b>	S14	43	72	29
<b>15</b>	S15	59	88	29

The comparison between students' speaking performance in the pre-intervention and post-intervention stages. The average score of the pre-test was 55.3, indicating that most students had limited speaking ability, particularly in terms of fluency, vocabulary, and confidence.

After the implementation of Instagram-based Project-Based Learning, the average score increased to 84.3. This shows that students experienced a clear

improvement in their speaking performance. They were able to speak more fluently, use a wider range of vocabulary, and express their ideas more confidently.

**Tabel 4. 4 Mean Score**

<b>Mean Score</b>	<b>Score</b>
Mean Pre-Test	55.3
Mean Post-Test	84.3
Mean Improvement	29

The table shows a clear improvement in students' speaking performance from the pre-test to the post-test. All students experienced an increase in their scores, with an average improvement of 29 points. This indicates that the implementation of Project-Based Learning (PBL) through Instagram contributed positively to enhancing students' speaking skills.

#### **4.1.3 Observation**

The observation data in this study were obtained through non-participant observation conducted during the implementation of Instagram-based Project-Based Learning (PBL). The observation aimed to systematically capture students' behavior, participation, interaction patterns, and speaking practices in a natural learning setting. The data is taken from the Instagram account created by the researcher before the study, which was specifically designed as a speaking practice platform for this research. This account functioned as the primary source for monitoring students' activities, engagement, and performance.

To ensure clarity and validity, the observation data were categorized into several key aspects:

##### **1. Students' Participation**

The observational data indicate a significant shift in students' participation throughout the learning process. In the pre-intervention phase, most students demonstrated low participation, characterized by hesitation, minimal verbal contribution, and avoidance of speaking tasks. However, during the

implementation phase, all 15 participants actively engaged in completing and uploading their speaking video projects on Instagram. This indicates a transition from passive to active learning behavior. The consistency of participation across all participants suggests that the integration of Instagram and PBL successfully reduced students' reluctance to engage in speaking activities.

## **2. Interaction Patterns**

The observation also captured students' interaction through Instagram features such as comments, likes, and peer feedback. The data show that students were not only passive content creators but also active respondents. Most students provided positive and constructive feedback on their peers' videos, such as encouragement, corrections, and suggestions. This interaction reflects the presence of collaborative learning, which is a core principle of Project-Based Learning. Critically, this finding suggests that Instagram facilitated not only individual performance but also social learning and peer-supported language development.

## **3. Speaking Practice Behavior**

Observation of students' uploaded videos revealed evidence of repeated speaking practice before final submission. This is reflected in the improvement of delivery, reduced hesitation, and more structured speech compared to the pre-intervention performance. Students appeared to utilize the affordance of Instagram (i.e., the ability to record and re-record videos) to refine their speaking output. From a critical perspective, this indicates that the platform supports self-regulated learning, where students independently monitor and improve their performance before public presentation.

## **4. Student Engagement**

The observation data show a noticeable increase in students' engagement during the learning process. Students demonstrated enthusiasm in selecting topics, preparing content, and producing speaking videos. Unlike traditional classroom settings, where participation is often limited, the Instagram-based activities encouraged sustained engagement beyond classroom time. However, it is

important to note that engagement was partly influenced by the novelty of the platform, which may not guarantee long-term consistency without proper instructional design.

## **5. Implementation of Project-Based Learning (PBL)**

The observation confirms that the stages of Project-Based Learning were implemented systematically, including task introduction, planning, practice, production, and presentation. Students followed these stages in creating their speaking projects, which were then published on Instagram as final products. The presence of a “public product” aligns with the theoretical framework of PBL, where learners produce meaningful outputs for an authentic audience. This strengthens the validity of the instructional model applied in this study.

### **Critical Analysis of Observation Data**

From a critical standpoint, the observation data suggest that Instagram functions not only as a technological tool but also as a mediating platform that reshapes students’ learning behavior. The shift from passive participation to active engagement indicates that digital platforms can reduce psychological barriers such as anxiety and lack of confidence. However, the findings also imply that students’ improvement may be influenced by external factors, such as repeated practice opportunities and peer interaction, rather than the platform alone. Therefore, the effectiveness of Instagram should be understood as part of an integrated pedagogical approach, rather than as a standalone solution. Overall, the observation data provide clear and empirical evidence that the integration of Instagram and Project-Based Learning enhances students’ participation, interaction, and speaking practice. At the same time, the analysis highlights the importance of instructional design and learner engagement in maximizing the effectiveness of digital learning platforms.

#### **4.1.4 Interview**

The interview results revealed that students had positive perceptions of using Instagram as a learning platform. They stated that Instagram made learning

more interesting and interactive. Students also mentioned that creating videos helped them practice speaking more frequently and improve their confidence.

**Tabel 4. 5**  
**Students' Statements (Interview Excerpts)**

<b>No</b>	<b>Student</b>	<b>Statement</b>	<b>Aspect</b>
1	S1	"Before using Instagram, I was not confident to speak English, but after making videos, I feel more confident."	Confidence
2	S2	"My speaking is better now because I can practice many times before recording."	Fluency
3	S3	"My vocabulary improved because I searched new words when preparing my content."	Vocabulary
4	S4	"Instagram helps me speak more fluently because I repeat my speaking many times."	Fluency
5	S5	"I am still nervous, but I feel more confident than before."	Confidence
6	S6	"I can speak more clearly now, and my pronunciation is better."	Pronunciation
7	S7	"I am not very fluent yet, but I am more confident to try speaking."	Confidence
8	S8	"Learning through Instagram is interesting and makes me more active."	Engagement
9	S9	"I feel easier to express my ideas after doing the project."	Fluency
10	S10	"My vocabulary and confidence improved a lot."	Vocabulary & Confidence
11	S11	"I am more confident speaking English in front of others."	Confidence
12	S12	"I still need more practice, but I improve step by step."	Fluency
13	S13	"I become more fluent because I practice many times."	Fluency
14	S14	"I improve a little, but I still feel nervous."	Confidence
15	S15	"Overall, my speaking skill is better than before."	Overall

The table above shows that most students reported improvement in their speaking skills, particularly in confidence, fluency, and vocabulary. These findings support the quantitative results from the pre-test and post-test.

#### 4.1.5 Documentation

Documentation in this study played an important role as supporting evidence to strengthen the findings obtained from observation and interviews. The documentation data consisted of students' speaking video projects uploaded on Instagram, screenshots of Instagram posts, captions, comments, and records of learning activities during the implementation of Project-Based Learning. The students' speaking videos served as the main documentation data because they reflected students' actual speaking performance in a real and authentic context. These videos were analyzed based on the speaking assessment criteria, including pronunciation, vocabulary, fluency, and confidence. Through this analysis, the researcher was able to identify students' speaking improvement from the pre-intervention stage to the post-intervention stage. In addition, screenshots of Instagram posts and captions were used to examine how students organized their ideas and expressed their thoughts in written form to support their speaking performance. The captions also indicated students' vocabulary development and their ability to construct meaningful messages in English.

Based on the analysis of students' video projects, each student presented different topics, which reflected their ability to express ideas in meaningful and real-life contexts.

Student 1 (S1) presented a video about "My Future", where the student talked about future goals, ambitions, and career plans. The student explained what they wanted to become in the future and how they planned to achieve it. This topic required the use of future tense, personal expression, and organized ideas. The video showed improvement in confidence and fluency, as the student was able to speak more clearly and express ideas in a structured way compared to the pre-intervention stage.

Student 2 (S2) discussed the topic of "Ramadhan", where the student explained the meaning of Ramadhan, activities during fasting, and personal experiences. The student described daily routines such as sahur, fasting, and breaking the fast. This topic demonstrated the student's ability to explain cultural and religious experiences in English. The video indicated improvement in

vocabulary and fluency, especially in using descriptive words and explaining processes.

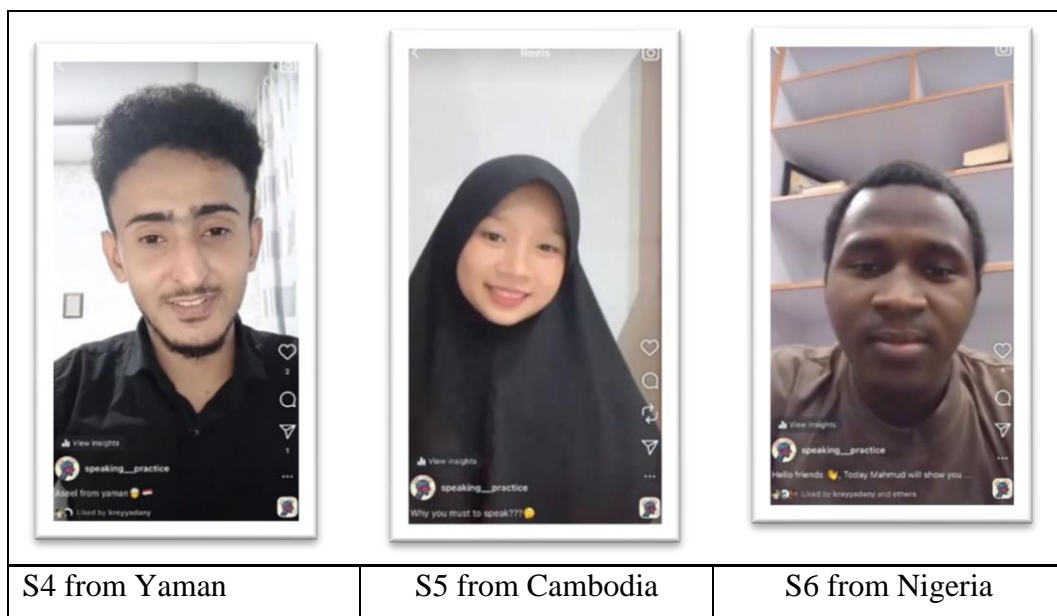
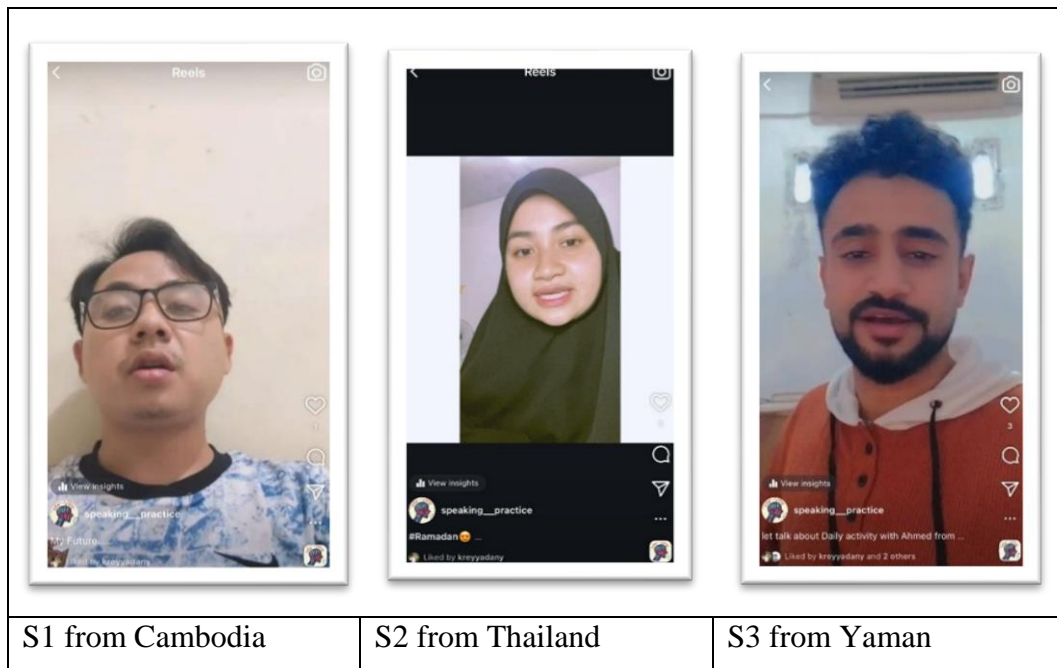
Students 3 (S3), 5 (S5), and 6 (S6) presented videos about “Daily Activities”, where they described their everyday routines such as waking up, going to campus, studying, and interacting with friends. These videos showed how students used simple present tense and sequence markers (first, then, after that). The repetition of daily routines helped students improve fluency and pronunciation. Compared to the pre-test, these students showed better speaking flow, fewer pauses, and more confidence in delivering their speech.

Student 4 (S4) presented a video on “Why We Must Speak English”, where the student explained the importance of English in global communication, education, and future careers. The student gave reasons and examples, such as English being an international language and useful for studying abroad. This topic required critical thinking and argumentation. The video showed strong improvement in fluency, vocabulary, and confidence, as the student was able to deliver arguments clearly and persuasively.

Furthermore, the captions written by students supported their speaking content by summarizing their ideas in written form. This indicated that students were able to organize their thoughts both orally and in writing. The use of appropriate vocabulary in captions also reflected their language development.

In addition, the documentation of comments and interactions on Instagram showed that students actively engaged in giving feedback to each other. Positive comments such as encouragement and suggestions helped students improve their confidence and motivation. This interaction is an important part of Project-Based Learning, particularly in the feedback and reflection stage. Photos and screenshots of learning activities also showed that students were actively involved in recording videos, practicing speaking, and discussing ideas. These visual data confirmed that the learning process was student-centered and interactive. Overall, the documentation analysis clearly showed that students not only improved their speaking skills but also became more confident, active, and engaged in the learning process. The variety of topics discussed in the videos demonstrated students’ ability to use English in different contexts, while the improvement in

their delivery indicated the effectiveness of Instagram-based Project-Based Learning.



#### 4.2. Discussion

The findings of this study show that students' speaking skills improved significantly after the implementation of Instagram-based Project-Based Learning.

This section discusses the main factors that caused the improvement and compares them with previous research findings.

### **1. Repeated Speaking Practice as the Main Factor**

One of the main reasons for students' improvement is the opportunity for repeated speaking practice. Through Instagram, students were able to record, review, and re-record their speaking videos before uploading them. This process allowed students to improve their pronunciation, fluency, and vocabulary. This finding is in line with Brown and Abeywickrama (2020), who state that speaking ability develops through continuous practice and performance-based tasks. Similarly, Tavakoli and Hunter (2020) emphasize that repetition helps learners improve fluency. However, this study shows more clearly that digital platforms like Instagram make repeated practice more accessible and flexible, which may not occur in traditional classroom settings.

### **2. Reduced Anxiety and Increased Confidence**

Another important factor is the reduction of students' anxiety. Based on observation and interview data, students initially felt nervous and lacked confidence when speaking English. However, after using Instagram, they became more confident because they could prepare their speaking before presenting it. This finding supports Derakhshan et al. (2021), who explain that affective factors such as anxiety and confidence strongly influence speaking performance. In comparison with previous studies, this research provides clearer evidence that Instagram helps reduce anxiety by changing speaking from spontaneous performance into prepared performance, which makes students feel more comfortable.

### **3. Meaningful Learning through Project-Based Learning (PBL)**

The use of Project-Based Learning also contributed to students' improvement. Students were required to create a speaking project with a clear goal, which made the learning process more meaningful and engaging. They were not just speaking randomly, but speaking with a purpose. This finding is consistent with Larmer, Mergendoller, and Boss (2020), who state that PBL increases student engagement through meaningful tasks. However, this study highlights that the impact of PBL

becomes stronger when combined with Instagram, because students not only complete a project but also share it with a real audience.

#### **4. Peer Interaction and Feedback**

Students' interaction through Instagram comments also played a role in improving their speaking skills. They gave and received feedback, which helped them reflect on their performance and improve. This finding is supported by Albiladi (2021), who states that social media enhances interaction and collaboration in language learning. Compared to previous research, this study shows that peer feedback on Instagram not only increases interaction but also supports reflection and self-improvement, which are important for speaking development.

#### **5. Increased Student Engagement**

The findings also show that students were more active and engaged during the learning process. Instagram made the learning activities more interesting and relevant to students' daily lives, which increased their motivation to participate. This is in line with Zhang and Zou (2022), who found that social media increases student engagement in language learning. However, this study indicates that engagement is not only influenced by the platform, but also by the combination of Instagram and Project-Based Learning, which creates a more interactive and student-centered environment.

#### **6. Critical Interpretation**

Although the findings show significant improvement, it is important to note that the improvement was not caused by Instagram alone. The results were influenced by several combined factors, including repeated practice, structured learning through PBL, and peer interaction. This supports Chapelle (2020), who argues that technology is effective only when supported by appropriate pedagogy.

#### **4.3 Conclusion of Discussion**

Based on the analysis, the improvement in students' speaking skills was caused by several key factors: repeated practice, reduced anxiety, meaningful learning through PBL, peer feedback, and increased engagement. Compared to previous studies, this research provides a clearer explanation of how these factors work together in the context of Instagram-based learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of Instagram as a learning platform through the Project-Based Learning (PBL) model has a positive and meaningful impact on students' English speaking skills.

The results of this study indicate that students' speaking performance improved after the implementation of Instagram-based Project-Based Learning. This improvement is reflected in the increase of students' scores from the pre-intervention to the post-intervention stage, as well as in their ability to perform better in pronunciation, vocabulary, fluency, grammar, and comprehension. Moreover, the findings reveal that students not only improved their speaking performance quantitatively through scores but also qualitatively in terms of confidence, participation, and engagement. Before the implementation, students tended to be passive and hesitant when speaking. However, after being involved in project-based activities using Instagram, they became more active, confident, and willing to express their ideas in English. The use of Instagram provided students with a more flexible and interactive learning environment, where they could practice speaking through video-based tasks. This allowed them to rehearse, reflect, and improve their performance before sharing it, which contributed to their speaking development. In addition, the integration of Project-Based Learning encouraged students to engage in meaningful and collaborative tasks, making the learning process more student-centered and effective.

Therefore, it can be concluded that the integration of Instagram and Project-Based Learning is an effective and relevant approach in enhancing students' English speaking skills, particularly in the context of modern digital learning environments. This approach not only improves students' speaking ability but also supports their confidence and active participation in learning.

## **5.2 Suggestion**

### **5.2.1 For Teachers**

Teachers are recommended to use Instagram as an alternative learning platform to enhance students' speaking skills. By integrating Project-Based Learning, teachers can create more engaging and meaningful learning activities that encourage students to actively participate in speaking tasks. In addition, teachers should provide clear instructions and guidance when implementing social media-based learning to ensure that students stay focused on learning objectives. The use of a scoring rubric is also suggested to help teachers assess students' speaking performance more systematically.

### **5.2.2 For Students**

Students are encouraged to use Instagram not only for social interaction but also as a tool for learning English, especially in practicing speaking skills. By actively participating in video-based tasks, students can improve their confidence, fluency, and ability to express ideas in English. Students should also take advantage of opportunities to practice speaking regularly and reflect on their performance to achieve better learning outcomes.

### **5.2.3 For Future Researchers**

Future researchers are suggested to explore the use of other social media platforms or digital tools in enhancing students' speaking skills. In addition, further studies can be conducted using different research designs or larger samples to obtain more comprehensive results. Researchers may also investigate other language skills, such as listening, reading, or writing, in relation to the use of Project-Based Learning and digital platforms.

## Appendix



Foto 1. The first meeting that we start.



Foto 2. The first meeting that we start.



Foto 3. The first meeting that we start.

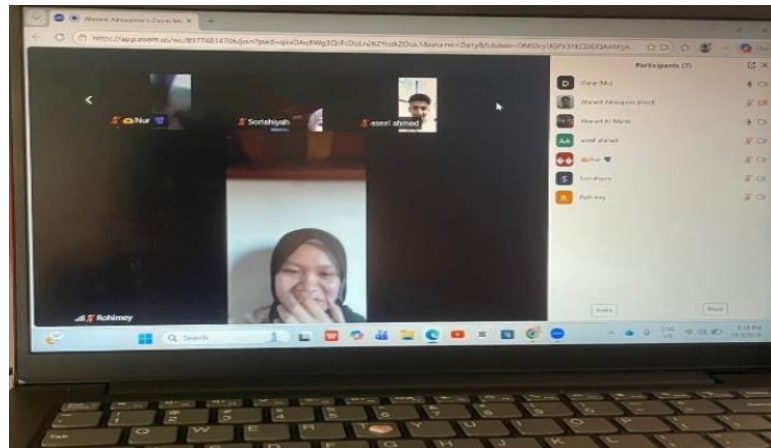


Foto 4. The first meeting that we start.

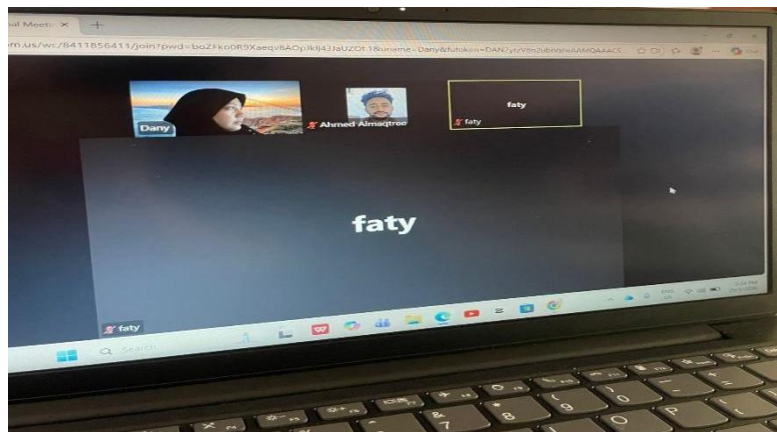


Foto 5. The Second meeting in zoom.



Foto 6. The Second meeting in zoom.

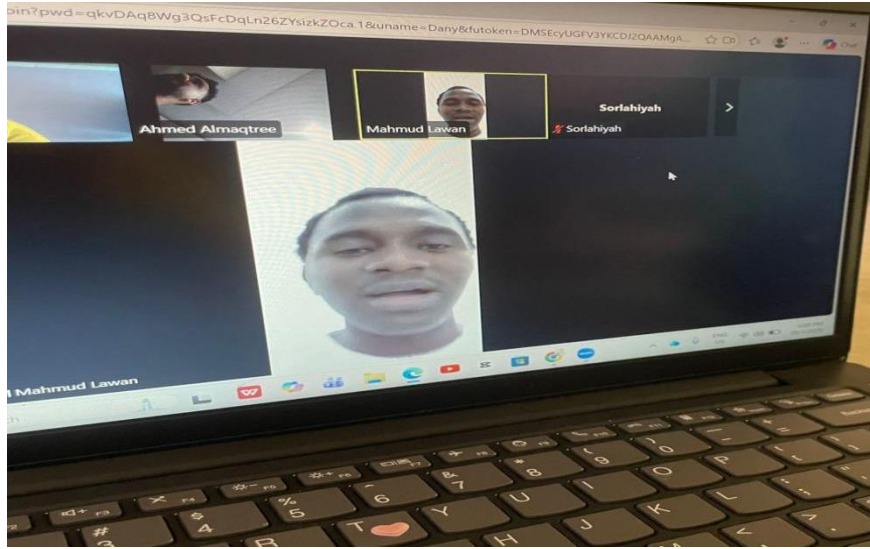


Foto 7. The Last meeting.

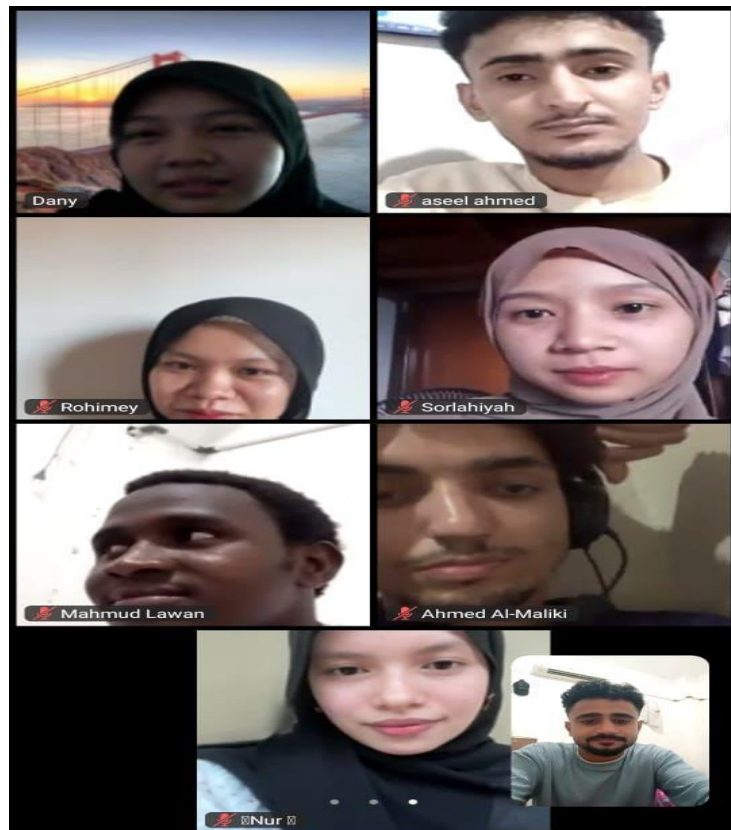


Foto 8. The Last meeting.

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**PERMOHONAN PERSETUJUAN JUDUL/SKRIPSI**

Dengan ini saya:

Nama Mahasiswa : Kreyya Dany  
 NPM : 2202050073  
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Use Of Instagram As A Learning Platform To Enhance Internasional Students English Speaking Skills Using Project Based Learning Model	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
 Dosen Pembimbing

**Dr. Cut Novita Srikandi, S.S., M.Hum.**

Medan, 29 Desember 2025  
 Hormat Pemohon,

**Kreyya Dany**



Form K1

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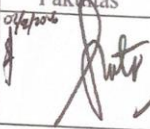
Yth : Ketua dan Sekretaris  
Program Studi Pendidikan Guru sekolah Dasar  
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : Kreyya Dany  
NPM : 2202050073  
Program Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 118 SKS

IPK = 3.49

Persetujuan Ketua/Sekretaris Prog. Studi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Use Of Instagram As A Learning Platform To Enhance Internasional Students English Speaking Skills Using Project Based Learning Models.	
	The Impact Of Instagram Of Students English Speaking Competent.	
	Exploring Cultural Value In English Text Book: Conten Analysis.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak / Ibu saya ucapkan terima kasih.

Medan, 5 Januari 2026  
Hormat Pemohon,



Kreyya Dany

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-Untuk Ketua Prodi  
-Untuk Mahasiswa yang bersangkutan



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Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Kreyya Dany  
NPM : 2202050073  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Use Of Instagram As A Learning Platform To Enhance Internasional Students  
English Speaking Skills Using Project Based Learning Model**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

**Dr. Cut Novita Srikandi, S.S., M.Hum.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

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Nomor : 360/IL3-AU//UMSU-02/ F/2026  
Lampiran :  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

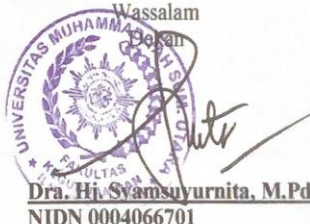
Nama : **Kreyya Dany**  
N P M : 2202050073  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Use Of Instagram As A Learning Platform To Enhance Internasional Students English Speaking Skills Using Project Based Learning Model**  
Pembimbing : **Dr. Cut Novita Srikandi, S.S., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **02 Februari 2027**

Medan, 14 Sya'ban 1447 H  
02 Februari 2026 M

Wassalam

  
**Dra. Hj. Syamsuyurnita, M.Pd.**  
NIDN 0004066701

Dibuat rangkap 4 (empat) :

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2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
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Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Kreyya Dany  
NPM : 2202050073  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Instagram As A Learning Platform to Enhance International Students' English Speaking Skills Through Project-Based Learning.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10-4-2026	Add some evidence in Finding table of.	
12-4-2026	The Finding not do not explain clearly.	
12-4-2026	Interview should be explain in detail at table.	
13-4-2026	Dokumentation should explain clearly with the picture of the data.	
14-4-2026	Discussion should at more explanation.	
15-4-2026	ACC	

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 15 April 2026  
Dosen Pembimbing

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

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 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

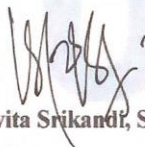

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Sabtu, Tanggal 14 Februari 2026 diselenggarakan seminar proposal Prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama : Kreyya Dany  
 NPM : 2202050073  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : The Use of Instagram as a Learning Platform to Enhance International Students english Speaking Skills Using Project Based Learning Models



No	Masukan dan Saran
Judul	no abbreviation
Bab I	support the statements with theories
Bab II	
Bab III	Elaborate the each point by answering the question : what, why, how
Lainnya	check the references
Kesimpulan	[ ] Disetujui [ ] Ditolak <input checked="" type="checkbox"/> Disetujui dengan adanya perbaikan

Dosen Pembimbing Dosen Pembahas

(Dr. Cut Novita Srihandi, S.S., M.Hum) (Dr. Pirman Ginting, S.Pd., M.Hum)

Ketua Panitia Pelaksana Sekretaris

(Dr. Pirman Ginting, S.Pd., M.Hum) (Rita Harisma, S.Pd., M.Hum)



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Kreyya Dany  
N.P.M : 2202050073  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Use of Instagram as A Learning Platform to Enhance International Students' English Speaking Skills Through Project-Based Learning

Pada hari Jumat, tanggal 14 bulan Februari, tahun 2026 sudah layak menjadi proposal skripsi.

Medan, April 2026

Disetujui oleh:

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Diketahui oleh  
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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 Hal :  
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Medan, 22 Ramadhan 1447 H  
 11 Maret 2026 M


Kepada Yth, Ibu Dekan FKIP UMSU  
 Universitas Muhammadiyah Sumatera Utara  
 di  
 Tempat

*Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Kreyya Dany**  
 N P M : 2202050073  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : **The Use Of Instagram as a Learning Platform to Enhance International Students' English Speaking Skills Through Project Based Learning**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya, Amin.  
 Wassalamu'alaikum

Dekan  
  
**Dra. Hj. Syamsuurnita, M.Pd.**  
 NIDN.0004066701

**\*\*Pertinggal\*\***

