THE USE OF INSTAGRAM TO IMPROVE ENGLISH LITERATURE STUDENTS' SELF-CONFIDENCE IN MASTERING SPEAKING SKILL

Aries Utomo[1], Islamiah Bastiar[2]
English Literature Department, Faculty of Culture Sciences, Mulawarman University[1]
E-mail: aries.utomo91@fib.unmul.ac.id[1]
Linguistics Department, Graduate School, Sebelas Maret University[2]
E-mail: miabastiar@rocketmail.com[2]

Abstract: *Instagram is one of social media applications used in daily life now. It is used to uploading any picture, video, and live event. This research aims to describe the use of Instagram to improve English literature students' self confidence in mastering speaking skill. This research was qualitative research. 28 students of the first semester in English Literature Department, Faculty of Culture Sciences, Mulawarman University were taken as respondents of this research. Technique of collecting data used was (1) interview, (2) observation, (3) questionnaire, and (4) documentation. Meanwhile, technique of analyzing data used was miles and Huberman's model. Based on the research findings, it shows that (1) most of students strongly agree about the use of Instagram in mastering speaking skill and (2) students' self-confidence in speaking skill can be improved. From those explanations, it can be concluded that Instagram can improve students' speaking skill from inside to outside. Moreover, speaking through Instagram is more comfortable for passive students in the classroom. Besides that, students are more confidence to speak English than before through Instagram.*

Keywords: *Instagram, English Literature Students, Self-confidence, Speaking skill.*

Abstrak: *Instagram adalah salah satu aplikasi media sosial yang digunakan dalam kehidupan sehari-hari sekarang. Ini digunakan untuk mengunggah gambar, video, dan acara langsung. Penelitian ini bertujuan untuk mendeskripsikan penggunaan Instagram untuk meningkatkan kepercayaan diri mahasiswa sastra Inggris dalam menguasai kemampuan berbicara. Penelitian ini adalah penelitian kualitatif. 28 siswa semester pertama di Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Mulawarman diambil sebagai responden dari penelitian ini. Teknik pengumpulan data yang digunakan adalah (1) wawancara, (2) observasi, (3) kuesioner, dan (4) dokumentasi. Sementara itu, teknik analisis data yang digunakan adalah mil dan model Huberman. Berdasarkan temuan penelitian, itu menunjukkan bahwa (1) sebagian besar siswa sangat setuju tentang penggunaan Instagram dalam menguasai keterampilan berbicara dan (2) kepercayaan diri siswa dalam keterampilan berbicara dapat ditingkatkan. Dari penjelasan tersebut, dapat disimpulkan bahwa Instagram dapat meningkatkan keterampilan berbicara siswa dari dalam ke luar. Selain itu, berbicara melalui video Instagram lebih nyaman bagi siswa pasif di kelas. Selain itu, siswa lebih percaya diri untuk berbicara bahasa Inggris daripada sebelumnya melalui Instagram.*

Kata Kunci: *Instagram, Mahasiswa Sastra Inggris, Kepercayaan diri, Keterampilan berbicara.*

INTRODUCTION

Nowadays, social media is an undeniable thing to use in the society. El-Badawy & Hashem (2015:46) argues that social media is the platform that give individuals the opportunity to interact, using two ways communication; meaning, that anyone who has online accounts can share their opinions with other social media users. Anything looks interested and strange is uploaded at the media and make it viral.

Until now, there are many kinds of social media application, such as Facebook, Twitter, Instagram, and etc. In this article, it just focuses on Instagram. It is an online social media to upload photos or videos. Being mainly a photo-sharing application, Instagram has excelled as an effective communication and marketing tool to display products with visual descriptions. Hence, it becomes a useful social networking platform instantly to individuals and companies (Ting et al., 2015:15)

Relating to Instagram, this article tries to use it in order to solve problems in speaking skill. In the first semester, most of students are passive students, especially in speaking class. They feel difficult when expressing ideas using English orally. Based on the preliminary study at one speaking class at English Department, Faculty of Culture Sciences, Mulawarman University located in Samarinda, East Kalimantan, it was found similar problems discussed in speaking skill by the researcher, such as: (1) students are not confident, (2) limited vocabulary, and (3) tend to be passive students. Therefore, there must be a solution to solve those problems, so that students feel confident to speak. As it is known, speaking is one language skills which must be mastered by a language student. Speaking is so much a part of daily life that we take it for granted (Thornbury, 2005). In addition, Burns (2016) adds that speaking competence can be thought of as "combinatorial", involving the use of linguistic knowledge, core speaking skills, and communication strategies, which must all cohere simultaneously to constitute speaking competence and to facilitate fluent and intelligible speech production.

In order to support this research, there are several previous studies which are relevant to this research, namely: First, Trifiro (2018) had a research entitled "Instagram Use and Its Effect on Well-being and Self-Esteem". This study aims to analyze the relationship between social media usage patterns and its subsequent effects on user self-esteem and well-being. Result of this study shows that it is intensity of use, not usage patterns, that determine user outcomes. Finally, the results show that users who engage with Instagram more intensely exhibit higher levels of self-esteem and well-being than users who do not use the application intensely.

Second. Ting et al. (2015) conducted a research entitled "Beliefs about the Use of Instagram: An Exploratory Study". This study serves as groundwork to explore the subject matter in Malaysia. Results indicate that behavioral beliefs about Instagram are composed of five factors, and they are labeled as personal gratification, feature usefulness, socializing role, product information and entertainment. Normative beliefs, in turn, are made up by six factors, and they are labeled as siblings, relatives, close friends/peers, friends in general, Facebook friends, and application reviewers. it is believed that these studies will improve not only the understanding of Instagram usage, but also contribute additional knowledge to users' behavior towards future social networking sites and mobile applications.

Third, Handayani & Ngadiman (2018) conducted a research entitled "EFL Learners' speaking Anxiety and English Speaking Ability". The aim of this study was to investigate the correlation between speaking anxiety and presentational English speaking ability from 457 students in the eleven graders of Senior High School in Surabaya. The result of the study

revealed that there was a negative correlation between speaking anxiety and presentational English speaking ability and there was also a negative correlation between speaking anxiety and each of speaking ability sub-skills.

Fourth, Tunçel (2015) conducted a research entitled "The Relationship between Self-Confidence and Learning Turkish as a Foreign Language. The purpose of this study is to identify whether there is a relationship between learning Turkish as a foreign language, and to what extent, if there is such a relationship. A screening model was used in this qualitative research study. Finding out the existence of a relationship between the subjects' self-confidence, and their success in learning Turkish as a foreign language was aimed without modifying or influencing them. From the findings, it was concluded that subject with higher self-confidence were more successful than the subject with lower self-confidence, and self-confidence led to a more positive outcome in learning Turkish. It was also concluded that speaking more than one language had a positive effect on learning Turkish.

Fifth, Indriawati (2018) conducted a research entitled " The Influence of Self-Confidence and Emotional Intelligence to The Result of Student Learning of FKIP University of Balikpapan". This research aims to: (1) to know the influence of self-confidence to the result of student learning of FKIP University of Balikpapan, (2) to know the influence of emotional intelligence on student learning result of FKIP University of Balikpapan, and (3) to know the influence of self-confidence and emotional intelligence to student learning result FKIP University of Balikpapan. The population in this study is all students of University of Balikpapan with simple random sampling method as much as 30 percent of the population of students FKIP University of Balikpapan. From the findings, it can be concluded that: (1) there is influence of emotional intelligence on student learning result of FKIP University of Balikpapan; and (3) there is influence of self-confidence and emotional intelligence to result of student learning FKIP Universitas Balikpapan.

Last, Wulandari (2019) conducted a research entitled "Improving EFL Learners' Speaking Proficiency through Instagram Vlog. This research investigated whether Instagram Vlog contributed to the improvement of EFL's speaking ability. It also examined learners' perceptions on the integration of Instagram Vlog in a speaking class. The results indicated that the implementation of Instagram Vlog into a basic-level speaking class improved the learner's speaking proficiency in terms of pronunciation, fluency, vocabulary, syntax, and general use of the target language. The analysis of the questionnaire demonstrated that the utilization of Instagram vlog contributed to EFL learners' speaking skill on enhancing fluency, acquiring vocabulary items, and boosting confidence and motivation.

From those previous studies, there are several similarities to this research, namely: (1) application used (Instagram), (2) speaking skill, and (3) research method used (qualitative). Meanwhile, the differences to this research, namely: (1) EFL learners level of research object, (2) self-confidence theory, and (3) instrument of collecting data. Therefore, it draws a clear gap to distinguish this research among those previous studies in order to make a novelty.

Based on the explanations, the researcher has a strong confident in considering a research focusing on the use of Instagram to improve English literature students' self-confidence in mastering speaking skill with one research question, namely: how does the use of Instagram to improve English literature students' self-confidence in mastering speaking skill?

LITERATURE REVIEW
Speaking

In communication, speaking has an important role in order to deliver messages from speaker to listener orally. It is proved by Ur's explanations in Leong & Ahmadi (2017:34) that speaking is one of the most important skills of all the four language skills because individuals who learn a language referred to as the speakers of the language. In daily usage, there are many kinds of speaking types. Abeywickrama & Brown (2010:184-185) divides five types of speaking, namely: (1) *Imitative.* This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear, (2) *Intensive*. Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence, and dialogue completion, (3) *Responsive.* Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking, (4) *Interactive.* The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation, and (5) *Extensive.* Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language.

Relating to those types, to be competent they must combine various skills, knowledge, and processes that take account of the contexts of production, and result in speech that is culturally and socially relevant, appropriate, and comprehensible to their interlocutors, as well as managing micro-level reactions and responses to what they utter (Burns, 2016:243).

Based on the explanations, it can be concluded that speaking is very important to learn and master. It is used in daily communication orally. Besides that, there are five types of speaking, namely: (1) imitation, (2) intensive, (3) responsive, (4) interactive, and (5) extensive. The employment of those types is based on the context and situation.

Instagram

One social media which is used to upload any picture or video is Instagram. Instagram is a mobile application where users can post photos and videos with attached captions. in response to these posts, other users are encouraged to like, comment, and engage with one another (Trifiro, 2018:4). Following after social networking sites such as Facebook and Twitter, Instagram came in 2010 and in January 2014, there are already 150 million people using Instagram Costill in Huey & Yazdanifard (2014). Besides that, Instagram allows users to: (1) take a picture or a video; (2) change the look and feel of the media y choosing filter; (3) add a description; (4) add a hashtag; (5) tag people in their photos and video; (6) geotag their photos and videos; (7) search and browse other people's images and videos; (8) like, comment, or share other people's images and videos; and (9) share their content on other social media channels like Facebook, twitter, Tumblr, and other followers (Trong, 2014, Rohrs 2014 in Nummila (2015: 11-12)

In contrast, some disadvantages for Instagram are that the use of the app is fairly limited and the user cannot update their account from a computer without third-party apps. Also Instagram does not yet offer many possibilities for advertisers, like for example Facebook does (Nummila, 2015:12).

Based on the explanations, it can be concluded that Instagram is one online social media which is always functioned to share any photo or video. Moreover, the media can also tag people in their photos and videos, search other peoples' Instagram account, like and comment on the posted photo or video.

Self-Confidence

Self-confidence is to ensure on what individuals to do something without any doubt. Bandura in Sheldrake (2016:50) defines that self-confidence is integral to psychological theories of motivation. He also explain that self-confidence and its role in allowing people to persuade others to undertake actions, including purchase decisions, has been an area of research interest for several decades in the social psychology, marketing, and management literatures (Greenacre et al., 2014:169).

Considering students' self-confidence offers a productive way to help ensure that students' future choices are not unnecessarily constrained; in contrast to other potential influences on subject choices, such as school type, home resources, and students' backgrounds (Regan and DeWitt in Sheldrake, 2016:63). Dörnyei (2001:87) also explains that people with a low sense of self-efficacy in a given domain perceive difficult asks as personal threats; they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the task successfully.

From those explanations, it can be concluded that self-confidence is an effort to persuade people in doing something bravely.

Besides that, if people with low self-confidence, it makes those people are difficult to be better.

RESEARCH METHOD

Research design used in this research was qualitative research. According to Fraenkel et al. (2012:426), research studies that investigate the quality of relationships, activities, situations, or material are frequently referred to as qualitative research. In addition, Yin (2015:7) explains that the diversity of what is called qualitative research, because of its relevance to different disciplines and professions, challenges anyone to arrive at a succinct definition. Reasons of choosing the research design are (1) to describe respondents' choice in questionnaire and (2) simple to follow. Object of this research was 28 students of the first semester in English Literature Department, Faculty of Culture Sciences, Mulawarman University who were following speaking class. In collecting data, the researcher employed (1) interview with 2 first semester students in speaking class, (2) observation in students' Instagram account, (3) questionnaire which was shared through google form application, and (4) documentation of short videos posted by the students in their Instagram account.

In analyzing data, Interactive Miles and Huberman Model was employed. Sugiyono (2012:338-345) explains that there are three steps in analyzing data, namely (1) *data reduction.* In this research, the researcher collected all data from respondents through questionnaire and interview from 2 students. Afterwards, those data were reduced by considering whether data is relevant or not., (2) *data display.* In this research, the researcher displayed data in the form of narrative text gained from questionnaire into narrative. Afterwards, the researcher analyzed it selectively based on the research problems. Sugiyono (2012:341) explains that in displaying data, beside of narrative text, it can be graphic, matrix,

network, and chart, and (3) *conclusion.* In this research, the researcher conducted a pre-conclusion based on the displayed data gained on the previous steps, but if it is not strong enough as a prove in conclusion. The researcher would re-analyze the display data, so the conclusion of this research is credible.

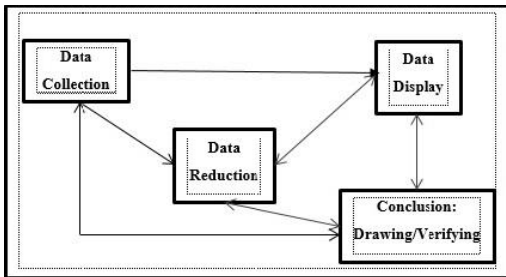Interactive model of those explanations is figured on figure 1, as follows:

Figure 1. Interactive Model
(Sugiyono, 2012:338-345)

RESULTS AND DISCUSSION
Results

Results of this research describes data gained during collecting data by the researcher quantitatively and are categorized into several tables based on the questions given to respondents, as follows:

Purpose of Learning Speaking.

Question number 1 relates to purpose of learning speaking whether is aimed to improve and ease students' ability in mastering English or not. The result is displayed on the table 1, as follows:

Table 1. Purpose of Learning Speaking

Purpose of Learning Speaking	Number of Respondents	Percentage
Strongly Disagree	1	3.6%
Disagree	0	0%
Fair	0	0%
Agree	7	25%
Strongly Agree	20	71.4%
Total	28	100%

From table 1, it shows that most of the respondents chose strongly agree (71.4%) about the purpose of learning speaking is to improve and ease students' ability in mastering English. Meanwhile, the others choose agree (25%), strongly disagree (3.6%) about the purpose, but there was no any respondent to choose disagree (0%) and fair (0%). It indicates that the purpose of learning speaking is believed in order to make and motivate the respondents to be able to master English easily.

In addition, two interviewees, namely: student A and B gave their opinion about purpose of learning speaking is aimed (1) to improve self-confidence when speaking in public place and (2) to train speaking skill. Moreover, based on the researcher's observation in their Instagram account, their self-confidence is raised than before.

Benefit of Learning Speaking

Question number 2 relates to benefit of learning speaking whether it is aimed to train students' ability in speaking or not. The result is displayed on the table 2, as follows:

Table 2. Benefit of Learning Speaking

Benefit of Learning Speaking	Number of Respondents	Percentage
Strongly Disagree	0	0%
Disagree	2	10.7%
Fair	6	21.4%
Agree	7	25%
Strongly Agree	12	42.9%
Total	28	100%

From table 2, most of the respondents chose strongly agree (42.9%) about benefit of learning speaking. Meanwhile, the rest of the respondents chose agree (25%), fair (21.4%), and disagree (10.7%), but there was no any respondent to choose strongly disagree (0%) about the benefit. It indicates that learning

speaking has proven that it gives a good benefit to improve the respondents' ability in speaking.

In addition, student A and B argue that benefit of learning speaking, namely: (1) to know way of speaking in public place and (2) it is more comfortable. Based on the observation, it appeared from the uploaded video in their Instagram account. Most of students felt comfortable in speaking.

Application Features in Instagram

Question number 3 relates to application features in Instagram whether easy to use or not. The result is displayed on the table 3, as follows:

Table 3. Application Features in Instagram

Instagram Feature	Number of Respondents	Percentage
Strongly Disagree	0	0%
Disagree	2	7.1%
Fair	4	14.3%
Agree	7	25%
Strongly Agree	15	53.6%
Total	*28*	100%

From Table 3, it shows that most of the respondents chose strongly agree (53.6%) felt easy to use application features of Instagram. Meanwhile, the others choose agree (25%), fair (14.3%), disagree (7.1%) and strongly disagree (0%) about those features. It means that features in Instagram are really easy to use and interesting in the respondents during employing the application to filling their speaking assignments.

Based on the interview data of interviewee, it was found that (1) interesting, (2) popular, and anyone has Instagram account. In addition, observation conducted by the researcher has similar opinion about its feature. It is interesting and makes people like to use its feature every day.

Benefit of Instagram

Question number 4 relates to benefit of learning speaking whether it is to train self-confidence when speaking or not. The result is displayed on the table 4, as follows:

Table 4. Benefit of Instagram

Instagram Benefit	Number of Respondents	Percentage
Strongly Disagree	1	3.6%
Disagree	0	0%
Fair	5	17.9%
Agree	6	21.4%
Strongly Agree	16	57.1%
Total	*28*	100%

From Table 4, it shows that most of the respondents chose strongly agree (57.1%) about benefit of Instagram is to train self-confidence when speaking. Meanwhile, the rest of the respondents chose agree (21.4%), fair (17.9%), strongly disagree (3.60%), and disagree (0%) about the benefit. It means that benefit of Instagram is really helpful the respondents in order to raise their self-confidence in speaking by uploading video and gain comments against the video.

Talking about benefits, two interviewees argues that benefits of using Instagram depends on the user whether to good or bad use and also its benefits is to share any information. Moreover, the researcher also observed Instagram's benefits. It was found that most of Instagram use is to (1) share any information, (2) share product promotion, and (3) share picture and video.

Tendency to Speak through Instagram

Question number 5 relates to tendency to speak through Instagram or in public place directly. The result is displayed on the table 5, as follows:

Table 5. Tendency to Speak through Instagram

Tendency to Speak	Number of Respondents	Percentage
Strongly Disagree	3	10.7%
Disagree	2	7.1%
Fair	9	32.1%
Agree	8	28.6%
Strongly Agree	6	21.4%
Total	28	100%

From Table 5, it shows that most of the respondents chose fair (32.1%) about tendency to speak through Instagram than in public place directly. Meanwhile, the rest of the respondents chose agree (28.6%), strongly agree (21.4%), very disagree (10.7%), and disagree (7.1%) about the tendency. It means that Instagram gives enough influence to the respondents in order to persuade them to speak and upload it in Instagram.

There was a difference opinion between student A and B about this question. Student A was more comfortable to speak with her friends directly. Meanwhile, student B liked to speak through video than direct.

Improving Vocabularies

Question number 6 relates to whether vocabularies are improved when using Instagram or not. The result is displayed on the table 6, as follows:

Table 6. Improving Vocabularies

Vocabulary	Number of Respondents	Percentage
Strongly Disagree	2	7.1%
Disagree	0	0%
Fair	5	17.9%
Agree	13	46.4%
Strongly Agree	8	28.6%
Total	28	100%

From Table 6, it shows that most of the respondents chose agree (46.4%) about vocabularies are improved when using Instagram. Meanwhile, the rest of the respondents chose strongly agree (28.6%), fair (17.9%), disagree (0%), and strongly disagree (7.1%) about the vocabularies. It indicates that there are many vocabularies found and collected by the respondents during speaking through Instagram.

In interview session, student A and B argue that there was an improvement in adding their vocabularies. It was gained during speaking class and making video in Instagram.

Vocabularies become varied

Question number 7 relates to whether vocabularies become varied when using Instagram or not. The result is displayed on the table 7, as follows:

Table 7. Vocabularies become varied

Vocabulary Variation	Number of Respondents	Percentage
Strongly Disagree	1	3.6%
Disagree	1	3.6%
Fair	8	28.6%
Agree	12	42.9%
Strongly Agree	6	21.4%
Total	28	100%

From Table 7, it shows that most of the respondents are agree (42.9%) about vocabularies become varied. Meanwhile, the rest of the respondents chose fair (28.6%), strongly agree (21.4%), and similar percentage on disagree (3.6%) as well as strongly disagree (3.6%) about the vocabularies. It indicates that the respondents' vocabularies become more varied during employing Instagram.

Based on the interview, students A and B had similar opinion that their vocabularies became varied. It was caused different topic in every meeting which had to compose many new words. It was also proven by the researcher's observation; it was found that students' vocabularies were varied in different topic in every meeting.

Composing Sentence

Question number 8 relates to whether composing sentence is much better when using Instagram or not. The result is displayed on the table 8, as follows:

Table 8. Composing Sentence

Composing Sentence	Number of Respondents	Percentage
Strongly Disagree	0	0%
Disagree	1	3.6%
Fair	3	10.7%
Agree	17	60.7%
Strongly Agree	7	25%
Total	28	100%

From Table 8, it shows that most of the respondents chose agree (60.71%) about composing sentence is much better when using Instagram. Meanwhile, the rest of the respondents chose strongly agree (25%), fair (10.71%), disagree (3.57%), and strongly disagree (0%) about the sentence. It indicates that the respondents feel more comfortable in composing sentence after employing Instagram due to there is no any rules to be obeyed.

Based on the interview, composing sentence in Instagram was easier due to there was an opportunity to prepare it, so students can speak fluently without any doubt. In addition, from the researcher's observation, students' speaking skill is more fluent with a good sentence from the video than direct speaking during teaching and learning in the class.

Topic-Based Speaking

Question number 9 relates to whether topic-based speaking is appropriate or not. The result is displayed on the table 9, as follows:

Table 9. Topic-Based Speaking

Theme for Speaking	Number of Respondents	Percentage
Strongly Disagree	0	0%
Disagree	2	7.1%
Fair	4	14.3%
Agree	13	46.4%
Strongly Agree	9	32.1%
Total	28	100%

From Table 9, it shows that most of the respondents chose agree (46.4%) about topic-based speaking. Meanwhile, the rest of the respondents chose strongly agree (32.1%), fair (14.3%), disagree (7.1%), and strongly disagree (0%) about the topic. It means that the respondents think that topic-based speaking is more suitable and able to organize in order to help students in enhancing speaking skill.

Based on the interview data, student A and B argued that speaking topics given by their lecturer was (1) interesting, (2) it can help them to develop ideas, and (3) it relates to situation happening now. In addition, based on the observation by the researcher, students always uploaded their assignments and felt motivated to discuss about topics given.

Discussion

There are several different findings found from the previous research. First, this research focuses on English literature students' self-confidence and Instagram use is not only used for sharing picture or video, but also is used for improving speaking. Second, there were 9 aspects found from the questionnaire given, namely: (1) purpose of learning speaking, (2) benefit of learning speaking, (3) application features in Instagram, (4) benefit of Instagram, (5) tendency to speak through Instagram, (6) improving vocabularies, (7) vocabularies are varied, (8) composing sentence, and (9) topic-based speaking. From those questions, most of

students as respondents in this research strongly agree about the Instagram use.

If it is viewed from previous studies, it is similar with Wulandari's research (2019) which states that Instagram can contribute fluency, vocabulary, confidence, and motivation for EFL learners in mastering speaking skill. In addition, Tunçel's research, (2015) states that there is a strong correlation between an individuals' achievement of success in foreign language learning and his or her level of self-confidence. However, it is also different result with Handayani & Ngadiman's research (2018) which studies about speaking skill and anxiety and declares that there is a negative correlation between anxiety in speaking.

As it is known, speaking using foreign language likes English still becomes a problem for Indonesian student. Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates (Harmer, 2007:345). Rubin and Thompson in Griffiths (2008:220) also addresses nine potential problems that arise during speaking tasks, including pronunciation problems, dealing with recurring mistakes, managing correction, creating practice opportunities, accuracy issues, communication breakdowns, conversation difficulties, comprehensibility, and rules of interaction. Therefore, Kawai in Griffiths (2008:226) argues that an important role for teachers who are aiming to improve their students' ability to speak effectively may be to find ways to provide support for learners with various kinds of learning styles so that they can learn in the ways which suit them best.

In enhancing self-confidence, the success of environmental outcomes and feedback will provide a positive and this led to information of

positive sense of self-confidence and valuable it is students (Karimi, 2014). In addition, Dörnyei (2001:89-95) mentions that four main strategy types particularly useful for confidence-building experiences, namely : (1) Providing Experiences of Success. This suggests that a particularly important motivational strategy is creating multiple opportunities for the students to demonstrate positive features and to excel, (2) Encouraging the learner. it is the positive persuasive expression of the belief that someone has the capability of achieving a certain goal, (3) Reducing language anxiety. The language classroom is an inherently face-threatening environment, with learners being expected to communicate using a severely restricted language code, and (4) Teaching learner strategies. one set of strategies learners can apply involves 'learning strategies', which refer to a range of specific learning techniques that make learning more effective.

From those explanations, the researcher argues that speaking skill is basically needed in order to master by language learners as well as it can improve self-confidence. By speaking, learners are able to convey their opinions or ideas, but it is impossible if there is no any motivation or confidence from learners. Besides that, oral competence is an important goal for many learners (Richards and Renandya in Griffiths (2008:226). There must be an up to date and trend strategy in enhancing self-confidence in speaking, that is Instagram. It is considered as a way to solve it due to the application is one of social media favorites in this time. Lots of people are interested to use it. Cohen in Griffiths (2008:118) argues that good learners know where their strengths lie and are able to tackle learning problems flexibly. Therefore, it believes that English literature students' self-confidence in speaking skill through Instagram can be raised. self-confidence is a part of unique and valuable life. By having self-confidence, someone will be more brave in

delivering opinions in front of people and be more confident with his or her ability (Indriawati, 2018).

CONCLUSION

It can be concluded that the use of Instagram for English literature students' self-confidence in mastering speaking skill can be improved. It is proven from the questionnaire given by the researcher to 28 students as respondents of this research and 2 students as the interviewees. From the questionnaire, it is divided into 3 categories based on the dominant respondents' choice, namely: (a) strongly agree on questions relating to (1) purpose of learning speaking (71.4%), (2) benefit of learning speaking (42.9%), (3) application features in Instagram (53.6%), (4) benefit of Instagram (57.1%); (b) agree on questions relation to (1) improving vocabularies (46.4%), (2) vocabularies become varied (42.9%), (3) composing sentence (60.7%), and (4) topic-based speaking (46.4%); and (c) fair on questions tendency to speak through Instagram (32.1%). In addition, based on the interview, most of students agree on the Instagram use in speaking class. It is really helpful. Speaking through Instagram was more comfortable for passive students in the classroom. Besides that, feedback against students' speaking video in Instagram is also very helpful in order to train students' self-confidence in facing any comment from lecturer or others.

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