

# Implementation of Movie Making as Instagram Content in the Extended Speaking Class

Ade Christanty Yudha Bestari<sup>1</sup>, Dinar Faiza<sup>2</sup>, Meilina Haris Mayekti<sup>3</sup>, Rosyid Dodiyan<sup>4</sup>

<sup>1</sup> Nahdlatul Ulama University of Purwokerto. E-mail: acy.bestari@gmail.com

<sup>2</sup> Nahdlatul Ulama University of Purwokerto. E-mail: dinarfaiza1689@gmail.com

<sup>3</sup> Nahdlatul Ulama University of Purwokerto. E-mail: meilina.haris@gmail.com

<sup>4</sup> Jenderal Soedirman University. E-mail: rosyid.dodiyan@unsoed.co.id

## ARTICLE INFO

### Keywords:

Movie making, speaking, students' perception

### How to cite:

Bestari, A. C. Y., Faiza, D., Mayekti, M. H., & Dodiyan, R. (2023). Implementation of Movie Making as Instagram Content in the Extended Speaking Class. *English Education, Linguistics, and Literature Journal*, 3(1), 29-37.

## ABSTRACT

This journal contained an analysis of implementation in movie making as Instagram Content in the Extended Speaking Class. Instagram as a popular media for improving speaking skills in the era of gadgets. Most of people have Instagram accounts in the recent time. They are very active in using Instagram. Anything can be viral on this platform. This study presented the students' perceptions of implementation in movie making as Instagram content in the Extended Speaking Class. The data were analyzed by using qualitative standards of research using interview. The outputs achieved in this study are accredited national journals, book chapters, seminars, and online news media publications. The result of this research that there were the influences from implementation in movie making as Instagram content in the extended speaking class. The first showed that participants got enhancing vocabularies from the movie dialogue. Secondly, the participants likely practiced English Pronunciation. Then, the implementation of movie making became a media of expression for increased confidence in speaking. The last result is creativity building.

## 1. Introduction

The era of globalization and popular culture is increasingly influential in all circles. The phenomenon of gadget dependence is increasingly endemic in the World, especially Indonesia. The American popular culture products in question are like Movie, Western Song, Fashion, social media, Gadgets and TV Programs. However, the researchers will focus on Instagram as a social media. Agustrianita (2017) social media is the online communities in which people interact to each other. Social networking activities have the possibility of enhancing lecturers' professional and adding media/ways in their teaching. The lecturers will be close with their students and will be interactive to enrich English students' competences. The students and the lecturers can organize activities such as writing skills, grammar understanding, and etc.

Social Media users can create and organize a profile for them, edit and comment on each other's posts and share information to each other. The Instagram as one of the famous social media, it can be well integrated into their world and society in general. Inference, social media is digital and online communities to build interaction with others. The students are familiar with Instagram as an online social community. Instagram is one of the social network platforms in which the students usually use it to share their personal information, such as uploading their pictures or videos and writing Instagram captions. Alhabash and Ma (2017) Instagram is a photo-sharing mobile application that allows users to take pictures, apply filters to them, and share them on the platform itself. Instagram has over 400 million active monthly users who shared over 40 billion pictures.

Anggraeni (2017) states the students have different perspectives about the use of Instagram in teaching and learning process. The notion of perspective derives from the idea of viewpoints or perception about a case of applying Instagram. Johnson in Alnujaidi (2017) proposes that perception is an external factor on participants' point of view, understanding, belief, and reaction to an innovation. According to previous research that social media is an online community where people interact with each other. Social networking activities have the possibility to improve the professionalism of lecturers and add media / means in their teaching. The lecturers will be close to their students and will be interactive to enrich the competence of English students. Thus, Social media is a digital and online community for building interaction with others. Students have different perspectives on the use of Instagram in the teaching and learning process. The idea of perspective comes from the idea of a point of view or perception of the case of the application of Instagram. Perception of participant's point of view will create innovation for the lecturers.

This study focuses on analysis of implementation in movie making as Instagram Content in the Extended Speaking Class. Based on the existing problems, the research was conducted to answer the research questions about what are the students' perceptions on the influences of implementation in movie making as Instagram Content in the Extended Speaking Class.

## **2. Literature Review**

### **2.1 Instagram**

*Social media is the online communities in which people interact to each other. Social networking activities have the possibility of enhancing lecturers' professional and adding media/ways in their teaching. The lecturers will be close with their students and will be interactive to enrich English students competences. The students and the lecturers can organize activities such as writing skill, grammar understanding, and etc. (Agustrianita, 2017)*

*Instagram is a photo-sharing mobile application that allows users to take pictures, apply filters to them, and share them on the platform itself. Instagram has over 400 million active monthly users who shared over 40 billion pictures. (Alhabash, S., and Ma, M., 2017)*

According to previous research that social media is an online community where people interact with each other. Social networking activities have the possibility to improve the professionalism of lecturers and add media / means in their teaching. The lecturers will be close to their students and will be interactive to enrich the competence of English students.

## 2.2 Speaking

*Speaking is the most important and essential skill in English. Speaking is a crucial part of second language learning and teaching. The purpose of speaking is to deliver ideas to the people who we speak with about what we want to say. In a conversation, speaking is one of the components of this.* (Thanyalak Oradee, 2012)

Based on the research above that speaking is a way of issuing or expressing an opinion, a word that you want to express. Speaking can exercise confidence. Speaking is speaking, where the speaking activity in question is speaking in English. When viewed from the origin of the word, the word "speaking" comes from the word speak, namely "speak is to express opinions; to say; to converse". So speaking here is a way of issuing or expressing an opinion, a word that you want to express. Speaking can exercise confidence.

## 3. Research Methodology

### 3.1 Participants / Subject / Population and Sample

The researchers use qualitative approach. This study presented the students' perceptions on the influences of implementation in movie making as Instagram Content in the Extended Speaking Class. All the participants in this study are students of English Language Teaching Study Program on the subject of Extended Speaking. The data were analysed by using qualitative standard of research. The subject of research in this study is the fourth semester students on the subject of Extended Speaking (Academic Year in 2021-2022) of English Language Teaching Department at Nahdlatul Ulama University of Purwokerto. Total of students of this study are 6 students.

### 3.2 Instruments

This research used open questions to get the data and the result. The researchers did interview and took the movie to be data. Data collection method used is interviews. Data collection instruments include observations and interviews to have thick and rich data, and to explore the situation.

### 3.3 Data Collection

The qualitative research used as a data collection tool was written by interview. This research used open questions to get the data and the result. The researchers did interview and took the movie to be data.

### 3.4. Data Analysis Procedures

Data collection method used is interviews. The role of researchers is controlling the interview and recording. The researchers also watched the movie from their Instagram that they posted with hastag #learningenglishwithmrsade. Dornyei (2007) says the most frequently used qualitative data collection instruments include observations and interviews to have thick and rich data, and to explore the situation. This research used open questions to get the data and the result. The researchers did interview and took the movie to be data. The researchers analyzed the results of interview. The researchers make a table of the results interview. The data of interview results is made to be group of sub heading. The researchers wrote the analysis on the tables.

#### 4. Findings

The data analysis of participants' interview results was presented on the table 1. On the table 1, the researchers did analysis to look for the findings. The researchers wrote note from the interview process. Thus, the researchers got 4 influences based on the analysis of the second column. Then, the researchers wrote the results of the research on the third column, table 1. We can look the percentage of the responses results on the table 2 below.

Table 1. Data Analysis of Participants

Interview process	Analysis	Results
"...on movie making process for the content, I got many vocabularies. I tried to know new words that I want to know the spelling"	100% of students said that they could improve vocabularies by movie making	Enhancing Vocabularies
"Of course, Mrs. I arrange the sentences. And sometime, I did mistakes. Then, I correct my word and check my words. It is memorable process before I practiced dialogue on movie"		
"Train my pronunciation when I was taking movie"	100 % of students said improved English Pronunciation.	English Pronunciation
"My improvement through movie making is pronunciation skill"		
"I confidently express my speaking by acting in movie"	83 % of students got self-confidence building to express their speaking	Expression Media for Increased confidence
"I could express my action using my English and I felt confident because I perfectly practiced in taking part of movie.		
"The movie making helped me to train my creativity"	Total of students answered about creativity building from their movie making practice	Creativity Building
" In my opinion, the movie project increased the creativity how to make dialogue, action and best performance on the movie"		
" It stimulated my creativity in speaking improvement and in movie action in taking video"		

Table 2. Responses Results of Interview

Questions	Q 1	Q 2	Q3	Q4
The questions about	Enhancing Vocabularies	English Pronunciation	Expression Media Increased Confidence in Speaking	Creativity for Building
Total students	6	6	5	6
Percentage	100%	100 %	83%	100 %

On the table 2, the results showed the results responses of interview on the influences of implementation in movie making as Instagram Content in the Extended Speaking Class. On the question of number 1 (Q1), the researchers looked that there were 100 % of students stated enhancing vocabularies. On the question of number 2 (Q2), 8 students (100%) answered English Pronunciation. Question of number 3 (Q3) is expression media for increased confidence in speaking. Question of number 4 (Q4) is creativity building.

The results of this research showed that there are four influences of implementation in movie making as Instagram Content in the Extended Speaking Class. From the process of data analysis in the research, the researchers looked four influences

## 5. Discussion

The results of this research showed that there are four influences of implementation in movie making as Instagram Content in the Extended Speaking Class. From the process of data analysis in the research, the researchers looked four influences as the findings of the research. These are enhancing vocabularies, English pronunciation, expression media for increased confidence in speaking, and creativity building.

### 5.1. Enhancing Vocabularies

The participants got improving vocabularies. When they began to speak in movie, they prepared well about the diction of the sentences. And they also read and understand other captions related to the subjects. They got many vocabularies in preparing dialogue and tried to understand the meaning of the words. It needed their knowledge to know the meaning of vocabularies.

"...on movie making process for the content, I got many vocabularies. I tried to know new words that I want to know the spelling" Participant 1

"Of course mrs. I arrange the sentences. And sometime, I did mistakes. Then, I correct my word and check my words. It is memorable process before I practiced dialogue on movie"

"...on movie making process for the content, I got many vocabularies. I tried to know new words that I want to know the spelling"

"Of course Mrs. I arrange the sentences. And sometimes, I did mistakes. Then, I correct my word and check my words. It is memorable process before I practiced dialogue on movie"

Based on the interview result, 100% of students said that they could improve vocabularies by movie making. The students tried to find the meaning of vocabularies. They also read and understood the script to understand the meaning before they practice to do action in a movie. The students can arrange words to make sentences. So, their vocabularies were increasing.

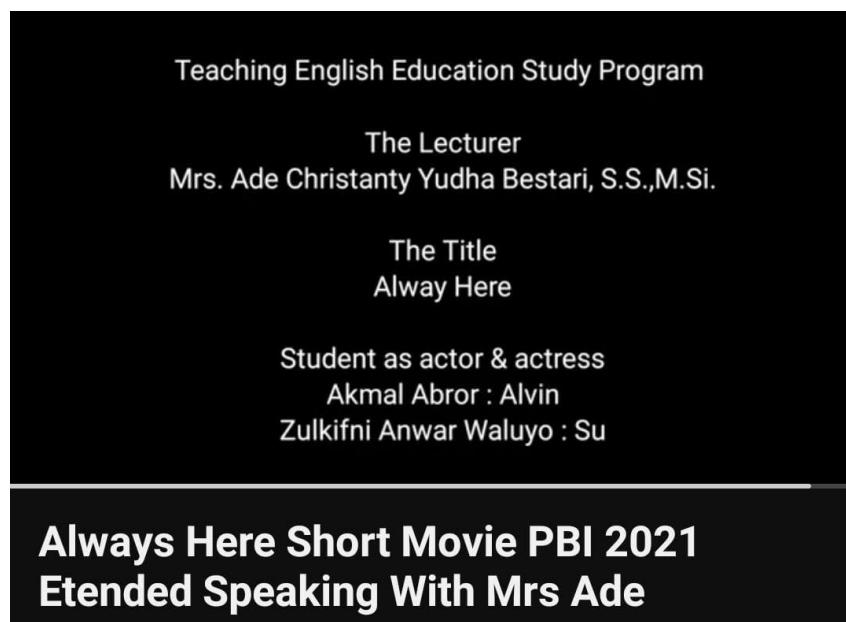


Figure 1. The title of Movie

The figure 1 showed the movie title. The student created own movie. The title is Always Here. The students created sentences of the dialogue. Thus, the students would get vocabularies improvement.

## 5.2. English Pronunciation

"Train my pronunciation when I was taking movie"

"My improvement through movie making is pronunciation skill"

100 % of students improved English Pronunciation through movie. The students practiced the dialogue. The students totally tried the pronunciation. Based on the interview results, the answers showed that the students got improvement in practicing pronunciation. The students trained the words pronunciation. Thus, they repeated how to pronounce the words before they took the video.

### 5.3. Expression Media for Increased Confidence in Speaking

"I confidently express my speaking by acting in movie"

"I could express my action using my English and I felt confident because I perfectly practiced in taking part of movie.

Anggraeni (2017) stated the students have different perspectives about the use of Instagram in teaching and learning process. From the interview results showed 83 % of students got self-confidence building to express their speaking.



Figure 2. doing conversation

The figure 2 showed the conversation of movie. The students expressed the action using my English and they felt confident. Based on the data of interview results, the researchers got information that the students perfectly practiced in taking part of movie. On a final note, the students were confident in speaking as an actor and actress on the movie what they had made.

### 5.4. Creativity Building

"The movie making helped me to train my creativity"

" In my opinion, the movie project increased the creativity how to make dialogue, action and best performance on the movie"

" It stimulated my creativity in speaking improvement and in movie action in taking video"

Total of students answered about creativity building from their movie making practice. The students had created the dialogue in making movie. All the participants had improved the creativity in making script. Thus, the students as an actor and actress would make sentences to reach good script.



Figure 3. in action

The figure had showed the students were very creative in choosing the setting of movie. The students totally did the character of movie. The results of interviews showed that the movie project increased the creativity in arranging dialogue, action and best performance. The figure 3 captured that the students perfectly did acting. The students looked very creative. They also answered on their interview that the movie making stimulated the creativity. Overall, 100 % of students said that the movie making built creativity.

## 6. Conclusion

In conclusion, the results of this research showed that there were four influences of implementation in movie making as Instagram Content in the Extended Speaking Class. From the process of data analysis in the research, the researchers looked four influences as the findings of the research. These are enhancing vocabularies, English pronunciation, expression media for increased confidence in speaking, and creativity building.

## References

- Anggraeni, C. W. (2017). Students' Perspectives Toward The Use of Instagram in Writing Class. *English Language and Literature International Conference (ELLiC)*. (1).68-74.
- Agustrianita (2017). Teachers' Perceptions Towards Social Media Use to Improve Professional Development and Integration in English Language Teaching. *English Language and Literature International Conference (ELLiC)*. (1).17-22.
- Alhabash, S., and Ma, M. (2017). A Tale of Four Platforms: Motivations and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Students? *SAGE Journals*, pp. 1-13
- Alnujaidi, S. (2017). Social Network Sites Effectiveness from EFL Students' Viewpoints. *English Language Teaching*, 10 (1) pp. 30-49.
- Alufohai, P. (2016). Grammatical Errors in Written Composition of Junior Secondary School Students in Owan West Local Government Area of EDO State. *International Journal of Academic Research in Progressive Education and Development*. (6). 61-66.
- Dornyei, Z. (2007). *Research methods in applied linguistics quantitative, qualitative and mixed methods*. Spain: Oxford University Press.



- Girik Allo, M.D. (2020). Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners. *JurnalSinestesia*, 10 (1). Retrieved from <https://sinestesia.pustaka.my.id/journal/article/view/24>
- Mamattah, R., Selorm (2016). *Students'sperception of e-learning*. (Master Program Adult Learning and Global Change), Linkoping University, Linkoping.
- Muhsin, Arief. (2016). Analysing the Students Errors in Using Simple Present (A Case Study as Junior High School in Makassar). *Pacific Science Review B: Humanities and Social Sciences*. (2). 81-87.
- Nunan, D. (2003). *Practical English Language Teaching*. International Edition, McGraw-Hill, Singapore, 88.
- Rahman, M. (2009). Approaches to Teaching Writing in Higher Education: An Enquiry from the Applied Linguistics Point of View. *Stamford Journal of English*. (5).166-167.
- Oradee, Thanyalak. (2012). Developing Speaking Skill Using Three Communicative Activities (Discussion, Problem Solving, and Role-Playing). *International Journal of Social Science and Humanity* 2(6).
- Uddin, M. E. (2014). Teachers' Pedagogical Belief and ITS Reflection on the Practice in Teaching Writing in EFL Tertiary Context in Bangladesh. *Journal of Education and Practice*, 5, 116.
- Widagdo, A. (2017). An Analysis of Writing Problems of PGSD UNNES Students. *English Language and Literature International Conference (ELLiC)*. (1). 46-55.