

CHAPTER I

INTRODUCTION

This chapter provides an introductory overview of the research, which covers the Research Background. It consists of the Rationale, Research Questions, Research Objectives, Scope of the Research, and Significance of the Research.

1.1 Rationale

In the era of globalization and digital transformation, the field of education has undergone significant changes, particularly in the integration of technology into the learning process. This transformation aligns with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which emphasizes that education must develop students' potential actively, creatively, and innovatively in accordance with the advancement of science and technology (Undang-Undang RI No. 20, 2003).

In the context of English as a Foreign Language (EFL), speaking skills are considered one of the most essential productive competencies. Speaking requires not only mastery of linguistic components such as pronunciation, vocabulary, grammar, and fluency, but also students' confidence, active participation, and readiness to communicate. However, previous studies indicate that speaking remains one of the most challenging skills for EFL learners due to limited opportunities for practice, fear of making mistakes, and the lack of contextual and innovative teaching strategies (Annisa, Lestari and Anam, 2023; Aprilia and Santoso, 2024).

Based on preliminary observation conducted at SMAN 1 Ciawigebang, it was found that during speaking activities, several students still demonstrate limited participation. Some students tend to be passive when asked to speak in front of the class, and speaking practices are often teacher-centered. Although students actively use social media in their daily lives, its pedagogical integration into speaking instruction has not been optimally implemented. This condition indicates the need for more adaptive and relevant teaching strategies that align with the characteristics of the digital generation.

In response to these challenges, the integration of **Technology-Enhanced Language Learning (TELL)** has emerged as a promising approach. Harahap, Lubis and Hindayani (2025) state that TELL positively impacts student engagement and motivation in language learning. Additionally, **Mobile-Assisted Language Learning (MALL)** has demonstrated significant potential in improving speaking skills by providing flexible and authentic opportunities for practice (Hikmah, Hidayati, Ilham, Rahmaniah, Whitworth and Nicole, 2024).

Social media, as part of students' digital ecosystem, offers relevant pedagogical opportunities. Instagram, particularly its feature **Instagram Reels**, provides a short-video format that enables students to produce and practice language creatively. Hikmah et al., (2024) revealed that the use of Reels within MALL positively influences students' perceptions of speaking instruction. Moreover, Chadafi and Khasanah, (2024) & Ristianti, Shanti and Juhana (2025) demonstrated that Reels significantly improve students' speaking performance and engagement.

Nevertheless, most previous studies have primarily focused on measuring the effectiveness of social media tools quantitatively or examining students' perceptions. There is still limited research that deeply explores teachers' strategies in utilizing the specific feature of Instagram Reels as a pedagogical tool to empower students' speaking skills, particularly within the formal context of senior high schools in Indonesia.

Based on the global phenomenon, the specific condition observed at the school, and the limitations identified in previous studies, this research focuses on exploring Teachers' Strategies in Enhancing Students' Speaking Skills Through Instagram Reels at SMAN 1 Ciawigebang. This study employs a descriptive qualitative approach to deeply investigate classroom practices, instructional strategies, and the challenges encountered by teachers in integrating social media into speaking instruction.

Thus, this research is expected to contribute theoretically to the development of technology-based language learning studies and practically to provide insights for English teachers in designing innovative and contextual speaking instruction that aligns with the characteristics of the digital generation.

Based on the aforementioned background, the researcher is interested in conducting a study entitled: **“Teachers’ Strategies in Enhancing Students’ Speaking Skills Through Instagram Reels.”**

1.2 Research Questions

1. How do teachers use Instagram Reels as a strategy to improve students’ speaking skills?
2. What challenges do teachers and students face when using Instagram Reels in speaking activities?

1.3 Research Objectives

Based on the problem statement above, the purpose of this research is:

1. To identify and describe the strategies used by teachers in implementing Instagram Reels to enhance students’ speaking skills.
2. To examine the challenges faced by teachers and students in using Instagram Reels during speaking activities.

1.4 Scope of the Research

This This research focused on Teachers’ Strategies in Enhancing Students’ Speaking Skills through the use of Instagram Reels at SMAN 1 Ciawigebang. The study involved two English teachers who taught Grade X and Grade XI students, as well as seven students consisting of four students from Grade X and three students from Grade XI who had participated in speaking activities using Instagram Reels.

This study employed a descriptive qualitative approach to explore the implementation of Instagram Reels in speaking instruction. The scope of the research was limited to examining teachers’ instructional strategies, students’ engagement and participation, the development of students’ speaking skills as perceived by teachers and students, and the challenges encountered during the implementation of Instagram Reels in speaking activities.

Furthermore, this research focused on understanding participants’ experiences, perceptions, and classroom practices through observation and in-depth interviews. Therefore, the study did not aim to quantitatively measure students’ speaking achievement, compare pre-test and post-test scores, or

statistically analyze speaking performance improvement. Instead, it emphasized the exploration and description of how Instagram Reels was integrated into speaking instruction and how it contributed to the learning process within the context of English language teaching.

1.5 Weight And Relevance

This section explains the academic significance and the relevance of the research in the context of English language teaching and learning. The discussion includes the contribution of the study to technology-based language learning, particularly in speaking instruction through Instagram Reels, as well as its relevance to current educational needs and future research development.

1.5.1 Weight

This research has academic significance as it contributes to the development of technology-based language learning studies, particularly within the frameworks of Technology-Enhanced Language Learning (TELL), Mobile-Assisted Language Learning (MALL), and speaking instruction strategies. The study emphasizes the exploration of teachers' strategies in utilizing the specific feature of Instagram Reels to empower students' speaking skills. The focus on teachers' strategies through a descriptive qualitative approach represents a novel contribution that distinguishes this study from previous research, which has predominantly focused on measuring effectiveness through quantitative methods.

1.5.2 Relevance

This research is relevant to the demands of 21st-century education, which require the integration of technology in English language teaching. Considering that students are actively engaged in social media, the use of Instagram Reels as a learning medium becomes a contextual strategy that aligns with the characteristics of the digital generation. The findings of this study are expected to provide practical references for teachers in developing innovative strategies to enhance students' speaking skills at the senior high school level.