FLIPPED CLASSROOM: EFL STUDENTS' PERCEPTIONS OF USING INSTAGRAM REELS TO BOOST SELF-CONFIDENCE IN SPEAKING SKILLS

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Keywords	Abstract
EFL, Flipped Classroom, Instagram Reels, MALL, Speaking Confidence.	The integration of mobile-assisted language learning (MALL) with flipped classroom strategies offers opportunities to strengthen English as a Foreign Language (EFL) learners' speaking confidence. This study examines the use of Instagram Reels as an additional medium to support speaking practice among first-semester Public Administration students at STIA Lancang Kuning, Indonesia. Thirty students were selected purposively to participate in this qualitative descriptive study. Data were gathered through semi-structured interviews, classroom observations, and analysis of student-produced Reels. The learning process followed three stages: pre-class learning through YouTube videos, in-class discussions and activities, and post-class speaking tasks on Instagram Reels. Findings show that 80% of students experienced greater confidence in speaking English through repeated recording and reflection. About 75% reported higher engagement due to the creative nature of the activity, and 70% believed Reels helped them understand the material in a more engaging and relevant way. Technical challenges, such as

application errors or device limitations, were reported by 60% of students but were generally manageable. Students emphasized that the combination of pre-class preparation and the informal atmosphere of social media reduced their anxiety and encouraged them to speak more frequently. This study indicates that Instagram Reels can serve as an effective platform for contextual speaking practice when integrated into a flipped classroom. Teachers are encouraged to explore similar approaches, while further research may investigate its long-term influence on oral proficiency and strategies to address technical issues.

INTRODUCTION

In the current digital era, technology has become an integral part of everyday life, including in the field of education. Extensive literature has discussed the benefits of learning and teaching a language with technology (Pasaribu & Wulandari, 2021). Foreign language learning, especially English as a Foreign Language (EFL), faces significant challenges, one of which is increasing students' confidence in speaking skills. In the midst of rapid technological developments, language education is also experiencing a significant transformation. Seeing this need, pre-service teachers must be equipped with technology, pedagogy, and content knowledge (TPACK) (Pasaribu & Wulandari, 2021). Mobile-Assisted Language Learning (MALL) has become one increasingly popular approach, allowing Learners to access language learning materials via their mobile devices anytime and anywhere. This approach offers flexibility and ease in the learning process, which fits perfectly with the fast-paced modern lifestyle (Aidah, 2022). MALL not only supports independent learning, but also provides students with the opportunity to practice language more contextually and according to their personal needs (Hikmah et al., 2024). On the other hand, the flipped classroom method has emerged as an innovative learning strategy by utilizing technology to optimize class time. In the flipped classroom model, students are introduced to subject matter outside of school hours through videos or other digital resources, so that time usually spent on lectures in class can be diverted to more interactive activities such as discussions, exercises, and problem solving (DEMİR & MİRZAİE, 2023). This method allows Students to develop a deeper understanding of the material and apply their knowledge in a more practical context while in class.

Global shows that social media, including platforms like Instagram, are playing an increasingly important role in education. Social media provides new opportunities for more interactive and engaged learning, especially among younger generations who are very familiar with this technology. Instagram Reels, as one of Instagram's newest features, offers a platform for sharing short video content that can be used for speaking practice and improving language skills in a more engaging and fun way (Mulyana, 2024). Many countries

in Southeast Asia, including Indonesia, are experiencing rapid adoption of technology in education. In this context, the use of technology such as MALL and flipped classrooms is increasingly being considered as a solution to improve the quality of education. Countries in the region are seeking to leverage digital technology to address various challenges in education, including improving students' language skills and speaking confidence (Damaryanan & Subekti, 2024). Indonesia faces significant challenges in learning English as a foreign language (EFL). Many Students have difficulty developing their confidence when speaking English, even though they have a good theoretical understanding. Public speaking anxiety and lack of opportunities to practice in supportive contexts often hinder Students' ability to speak fluently and confidently (Amalia, 2022). In an effort to improve EFL Learners' speaking skills, the integration of technology in teaching methods, such as through the use of Instagram Reels and the flipped classroom, is becoming increasingly relevant.

Nowadays, as the internet has become more widely available, many people regard it as one of the most powerful innovations ever devised, and for good reason (Ibhar, 2022). One of the main reasons for adopting internet technology is that it increases efficiency. The application of technology in language learning and evaluation has received a lot of attention in recent years (Zia Ibhar et al., 2023). The advancement of technology has had a favorable influence on many elements of human existence, including communication. Nowadays, communication is easy and without limitations. In other words, we can speak with anybody, anywhere, and at any time. This limitless communication is undoubtedly useful to people in everyday life. Communication technology advances at a fast pace. Starting with the invention of the telephone, communication evolved into brief messages and has now progressed to the most popular platform of communication, social media. Instagram is a well-known social media platform for English language learning and teaching since it offers several characteristics that may be employed in the learning process (Mulyana, 2024). Furthermore, the increased usage of mobile phones coupled with technology has made it hard to prevent pupils from accessing the internet. This is because students utilize these gadgets to communicate, clarify what they learn in class, and interact with the outside world. In recent years, mobile learning, or m-learning, has gained popularity as a new paradigm for education, particularly in higher education institutions. The quick advancement of mobile technology has made the concept of m-learning feasible. (Misnawati et al., 2022). MALL has become an increasingly popular topic in language learning. MALL offers flexibility in learning because it allows students to study anytime and anywhere. MALL also supports independent learning, where students can organize the time and material they study according to their needs. While technology is vital in the flipped classroom, it is critical to use the flipped learning method to teach language skills in a creative way. The flipped classroom technique is appropriate for a language lesson since it increases students' autonomy and offers a flexible learning environment to perceive knowledge (Santhanasamy & Yunus, 2022). Flipped

classroom is a learning method in which students study material before attending class through resources provided by the teacher, such as videos or articles. In class, more time is spent on discussion, practice, and problem solving. This method has been proven to increase Student participation and provide opportunities for deeper learning. Since flipped classrooms provide alternative ways to present the content and language, its effectiveness of teaching the language in English as foreign language (EFL) settings are explored in many studies. People who are confident in themselves have a fair opinion of themselves and their talents, which motivates them to study a second language in particular (Namdaran & Akbari, 2021). Self-confidence is a combination of self-esteem and self-efficacy. This suggests that self-confidence is a broad phrase that includes social media, especially Instagram Reels, has great potential in language learning. Instagram Reels allows students to be creative by sharing short videos that may be utilized as a speaking practice tool. Social media may boost learner engagement and provide a more comfortable environment for language practice without the worry of making errors. The majority of Indonesian students utilized social media to pass the time while or after studying online. Social media may boost learner engagement and provide a more comfortable environment for language practice without the worry of making errors. The majority of Indonesian students utilized social media to pass the time while or after studying online (Amalia, 2022). Social media has become a popular hobby among everyone. Social media has become an integral part of our everyday lives. Instagram is one of the most prominent social media platforms in today's world. Instagram is a free software for Android or iPhone that allows you to share online photos and videos. Instagram allows users to edit and enhance their photographs and videos before sharing them in their profile feed. All Indonesian students very definitely have an Instagram account. They frequently use Instagram to interact with their friends or others; they may share, search for, and pick other videos that they find fascinating. The photographs and videos uploaded on students' Instagram as exercises may be used to develop their speaking abilities; they can read or listen to what the material is about and practice it at the same time. Instagram, as a versatile social media platform, has indeed become English language resources that can contribute to enhancing students' academic speaking skills (Pratiwi, 2023). These accounts shared a wide range of English language content, including vocabulary lessons, pronunciation guides, grammar, conversational practice, academic speaking tips that can help students to develop academic speaking skills. Therefore, instagram can be used to facilitate students' academic speaking skills learning. Based on how challenging of speaking in teaching learning, we use Instagram Reels App as media in teaching learning in speaking practice and improve students' ability to speak English using video vlog as Instagram Reels media content (Ninsiana & Pakaya, 2024).

In light of the foregoing, researchers will examine the use of Instagram Reels as an alternative or additional medium in an effort to improve the English-speaking skills in first

semester at Vocational University STIA Lancang Kuning, which will lead to better English-speaking learning outcomes.

This research lies in the application of this learning method in the EFL context in Indonesia, where the use of social media as a learning aid is still relatively new. By integrating MALL and flipped classroom through social media platforms, this research aims to explore the effectiveness of this approach in increasing EFL Learners' confidence in speaking skills and to understand Learners' perceptions of this method. In a global context, the use of social media for language learning continues to grow, and this research makes an important contribution by identifying how this technology can be applied effectively in the educational context in Indonesia. The focus of this research is: *How effective is the use of Instagram Reels in increasing EFL Learners' self-confidence in speaking skills?* This research aims to evaluate the effectiveness of using Instagram Reels as a learning tool in increasing students' self-confidence and to understand how students view this method in their learning process. Thus, it is hoped that this research can provide valuable insights and practical recommendations for the development of language teaching methods that are more adaptive and appropriate to the needs of today's students.

METHODS

This research uses a qualitative descriptive approach to explore students' perceptions of the use of Instagram Reels in increasing their confidence in English speaking skills. A qualitative approach was chosen because it allows researchers to understand in depth the experiences and views of Learners, as well as to capture the complexity and nuance of their interactions with the technology and learning methods applied. A total of 30 students at STIA Lancang Kuning majoring in Public Administration in Dumai City who study English as a foreign language (EFL) participated in this research. Students were selected based on purposive criteria, namely those who had experience with social media and showed interest in using Instagram Reels for speaking practice. The research instrument involved in-depth interviews, classroom observations, and documentation analysis. Semi-structured interviews were conducted to explore students' views on the benefits and challenges of using Instagram Reels, as well as the impact on their confidence in speaking. Observations were conducted during class sessions to assess Learner engagement and application of the flipped classroom method, while documentation including Instagram Reels video analysis provided insight into the content Learners produced and the application of their speaking skills.

This research procedure is carried out in several stages:

1. Preparation Stage: Teachers record lesson videos and upload them on YouTube as pre-class learning materials. Students are given time to watch this video before attending class.
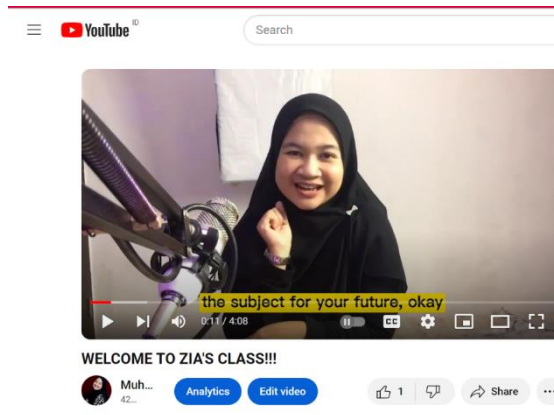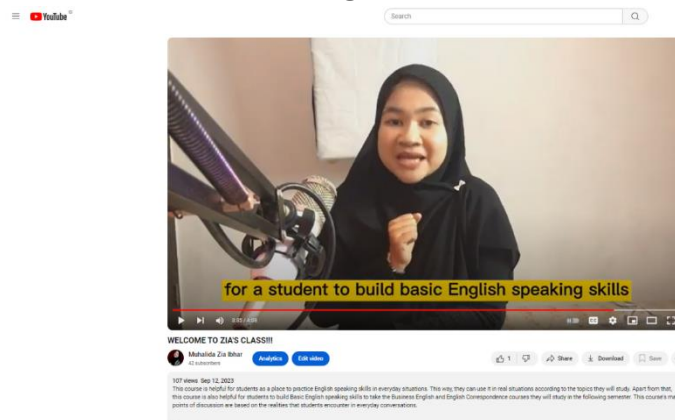
Fig.1

Fig. 2

2. **Implementation Stage**: After watching the video, Students are asked to create Instagram Reels showing them talking about the topics they have studied. During this process, Learners are encouraged to be creative and express their understanding in a fun and interactive way.

ENG MEETING 2 – ME AND MY FUTURE PLAN

Dashboard > BAHASA INGGRIS > ENG MEETING 2 – ME AND MY FUTURE PLAN   IN PROGRESS

INSTRUCTION:

1. Please make a video about "INTRODUCE MY SELF, TELL YOUR FUTURE PLAN AND RELATE WITH YOUR MAJOR"

2. Post on your Instagram account.

Put your video link below (watch the learner guide video with the title "How to Upload Link in the assignment column zeniuzedu)

Fig.3

3. **Evaluation Stage**: In-depth interviews were conducted with Students to collect data about their experiences using Instagram Reels. In addition, researchers also analyzed Student Reels videos and made observations to assess how these activities contributed to their confidence in speaking.

The data collected was analyzed using thematic analysis techniques to identify key themes and patterns relating to Learners' perceptions and the effectiveness of this approach in improving their speaking skills.
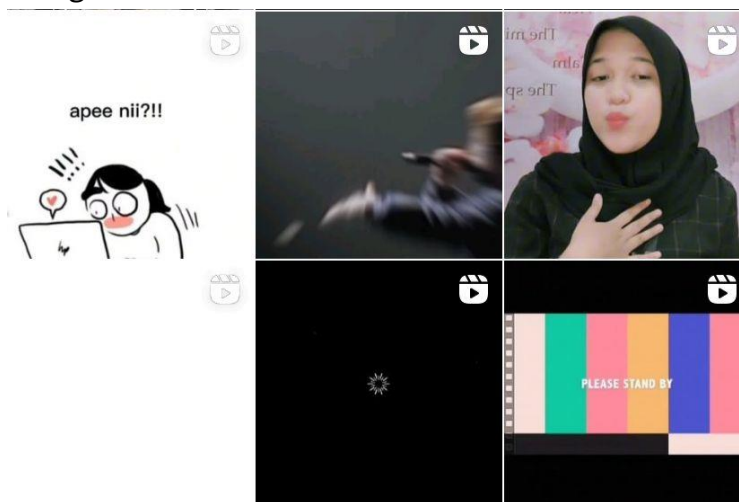

Figure 4

RESULTS AND DISCUSSIONS

1.Result

The results of data analysis show that the majority of students feel more confident in speaking English after using Instagram Reels as a practice tool. Additionally, Students stated that watching lesson videos on YouTube before class helped them understand the material better and gave them more time to practice speaking. The research results were obtained from in-depth interviews, classroom observations, and analysis of Instagram Reels videos. The following data summarizes the main findings related to Students' perceptions of their use of Instagram Reels and its impact on their confidence in speaking skills.

Table 1: Student Perceptions of Instagram Reels

Category	Key Findings	Percentage (%)
Increased Self-Confidence	80% of Students report increased confidence in speaking after using Instagram Reels.	80%
Engagement in Learning	75% of Students feel more involved in the learning process by using Instagram Reels.	75%
Content Quality	70% of Students feel that Instagram Reels helps them understand the material in a more interesting and	70%

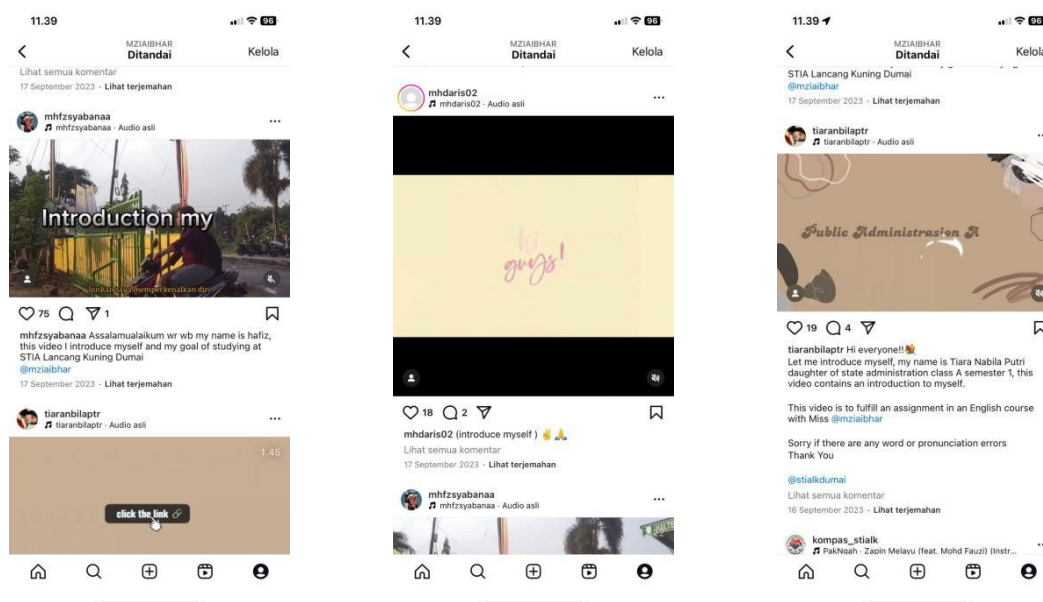|		
	interactive way.	
Technical Challenges	60% of Students experienced some technical difficulties when creating Instagram Reels, such as problems with the app or device.	60%

Figure 5

Figure 5 shows examples of Instagram Reels created by students during the research, which shows their increased confidence in speaking English.

2. Discussion

These results are consistent with previous research showing that the use of technology, especially social media, can increase student engagement and self-confidence (Kukulska-Hulme & Shield, 2008; Mukhtar, 2019). In the context of EFL in Indonesia, the combination of MALL and flipped classroom through platforms such as YouTube and Instagram Reels offers an effective and relevant approach to students' everyday lives.

In the process of in-depth interviews with Students, several key themes emerged that support the quantitative results of this research. The following is an excerpt from an interview with Student that reflects the main findings:

Increased Self-Confidence

Student 1: "I feel more confident speaking English after using Instagram Reels. Seeing videos of myself and how I speak helps me understand my mistakes and correct them."

Student 2: "Before using Instagram Reels, I felt very nervous about speaking in front of the class. But now, because I have practiced and recorded videos, I am more prepared and don't feel afraid anymore."

Engagement in Learning

Student 3: "Creating videos on Instagram Reels is a fun way to learn. I feel more engaged because I can show what I'm learning in a creative and interactive way."

Student 4: "Lesson videos uploaded on YouTube are also helpful. I can re-watch the material before making the video, so I understand the topic being taught better."

Content Quality

Student 5: "Instagram Reels makes learning more interesting. I can use the video feature to explain material in a more interesting way than just talking in class."

Student 6: "I love how Reels videos give me the opportunity to practice speaking and improve the way I convey information. It helps me better understand and remember the material."

Technical Challenges

Student 7: "Sometimes, I have problems with the Instagram app, such as videos not uploading or the app crashing. This makes me have to repeat the process several times."

Student 8: "I also had technical difficulties with my device while making the video. It was a bit frustrating, but the end result was worth the effort."

Figure 6
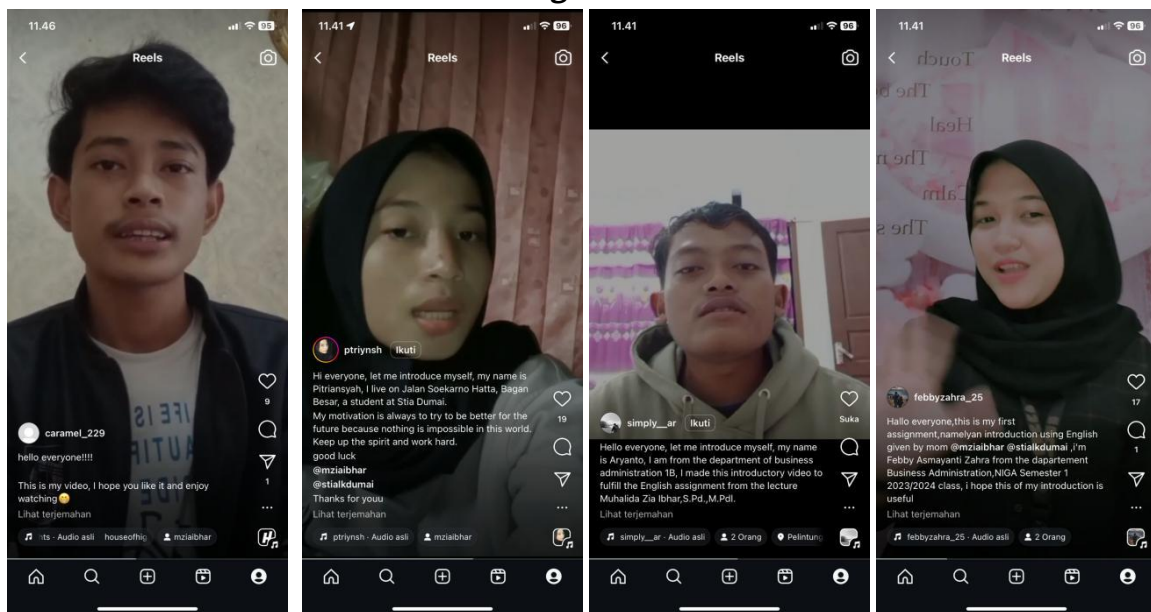
As seen in Figure 6, the use of Instagram Reels provides a convenient platform for students to practice, which supports our finding that this platform increases student engagement.

CONCLUSION

This research concludes that the use of Instagram Reels in combination with a flipped classroom is effective in increasing EFL Learners' confidence in speaking skills. Students feel more motivated and engaged in learning, and they appreciate the flexibility and interactivity

offered by this approach. Therefore, it is recommended that English teachers consider integrating this technology into their teaching strategies to improve learning outcomes. Further research is recommended to explore the long-term impact of using Instagram Reels and the flipped classroom in language learning, as well as to identify other ways in which social media can be used effectively in education.

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