EXPLORING STUDENTS' ENGAGEMENT WITH ENGLISH ROLEPLAY CONTENT ON INSTAGRAM REELS FOR SPEAKING ENGLISH LANGUAGE LEARNING AT MAN 3 PALEMBANG

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PALEMBANG

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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan skripsi saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO AND DEDICATION

Motto:

"When life gets you down, do you know what you've gotta do? Just keep swimming, just keep swimming, just keep swimming."

-Dory, Finding Nemo

Dedication:

1. **My beloved parents, Mr. Syamsul Hidayah and Mrs. Desy Rysanti, who always support me with their love, prayers, and encouragement.**
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ABSTRACT

Nurussakinah, Amanah. 2025. *Exploring Students' Engagement with English Roleplay Content on Instagram Reels for English Speaking English Language Learning at MAN 3 Palembang*. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (1) Prof. Dr. Indawan Syahri, M.Pd. (II) Hj. Asti Gumartifa, S.Pd., M.Pd.

Key Words: Students' Engagement, Roleplay Content, Instagram Reels, Speaking Skill

The title of this research is *Exploring Students' Engagement with English Roleplay Content on Instagram Reels for English Speaking English Language Learning at MAN 3 Palembang*. The formulations of the problems were: how do students engage with roleplay content on Instagram Reels based on cognitive, emotional, and behavioural dimensions; what challenges do the students face when learning speaking using English roleplay content on Instagram Reels; and to what extent does students' engagement with roleplay content on Instagram Reels affect their speaking skills. The objectives of the study were to analyze students' engagement with English roleplay content on Instagram Reels based on cognitive, emotional, and behavioural dimensions, to identify the challenges that the students faced during the use of roleplay content on Instagram Reels, and to explore the impact of students' engagement with roleplay content on Instagram Reels on their speaking ability. The samples of this research were 32 students taken by purposive sampling. The results data obtained were analyzed using percentage formula for closed-ended questionnaire and thematic analysis for open-ended questionnaire. The findings reveal that students at MAN 3 Palembang were actively engaged with English roleplay content on Instagram Reels as a medium for learning to speak English. They stated that this method as fun and exciting and positively affected their speaking skill. However, several challenges were also identified, such as accent, speaking speed, and distractions. It can be concluded that English

roleplay content on Instagram Reels offers potential as an engaging learning medium for speaking English.

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Palembang, 26 April 2025

The researcher,

Amanah Nurussakinah

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INTRODUCTION

A. Background of the Study

English is an international language that is used as a tool to communicate with people from countries that have different languages. In Indonesia, English has been a compulsory subject since elementary school. However, as reported by Hitipeuw (2024) in Kompas.com, based on the EF English Proficiency Index Data 2023 (EF EPI 2023), Indonesia is ranked 79 out of 113 countries with a low level of English proficiency. This means that many students still find it difficult to use this language even though English has been the language they have learnt for about 10 years in formal schools.

One of the skills of English is speaking. Cook (2013, p. 51) provides a statement that can be concluded that the purpose of learning is not to improve students' knowledge and insight personally, but also facilitate students to communicate in various situations. Davies and Pearse (2000, as cited in Leong and Ahmadi, 2017, p. 34) also argue that the goal of teaching English is to give learners the ability to use the language in communication correctly and effectively. Qasim (2021, p. 195) supports this statement by explaining that because the expression of meaning can be measured by looking at one's ability to communicate, speaking is the crucial aspect in language learning. From the three opinions above, it can be concluded that speaking is a very important skills for language learners to master as it is the measure of one's success in learning a language. In fact, the importance of English has been discussed in Kompas.com by Damanik (2012), which explains that many fields of work are already related to English. Thus, English is often used as a parameter of competitiveness in a career in the midst of this globalisation era. However, in reality, learning English speaking skills is a challenge.

A study conducted by Syahrin & As (2020, p. 23) found that among 289 students at SMA Negeri 3 Takengon, there were only 3 people who

could speak English. Meanwhile, another study by Suhaimi (2021, p. 5) conducted on junior high school students at SMP Al-Ikhlas Kediri also found that 64% of students had poor English speaking skills. This shows that although the ability to speak English is important, there are still many students who find it difficult to speak English.

Tayyab et al. (2023, pp. 490-491) categorize the reasons for this happening into several sections. Limited vocabulary, grammatical errors, and lack of phonology knowledge resulting in inaccurate pronunciation are parts of the problem related to linguistics. Tayyab et al. (2023, p. 491) further explain that EFL learners also face psychology-related challenges, such as shyness, lack of confidence, fear of making mistakes, nervousness, and reluctance to speak. Tuan and Mai (2015, p. 10) agree with this explanation by stating that students tend to feel afraid of making mistakes and being criticized. They are shy if their speech in the class will attract the attention of their classmates.

In addition, social factors also play a role in the process of learning. According to Tayyab et al. (2023, pp. 492-493), sociolinguistic aspects, such as unfriendly environment, limited opportunities to practice outside the classroom, and unequal opportunities to participate in class when learning to speak English, negatively affect language learning. The inequality can be caused by the large number of students in the class which can reduce the opportunity for students to participate actively (Riadil, 2020, p. 32).

Another challenge is highlighted by Riadil (2020, p. 32), who emphasizes the imbalance of providing more grammar material compared to speaking and writing. Moreover, Tuan and Mai (2015, p. 10) also note that students who use their mother tongue more often in English speaking class may hinder their speaking improvement. Therefore, these challenges are something that cannot be ignored.

However, in this era of rapid technological development, social media has emerged as a platform that is not only used to socialize, but also

has the opportunity to become a place of learning, especially language learning. The most widely used social media by people, especially in Indonesia, is Instagram. Instagram is a photo and video-based application, which allows users to share their photo and video collections online. According to Devana and Afifah (2020, p. 359), the quick advancement of technology and social media platforms like Instagram have made them extremely helpful in promoting language learning. One of many features on Instagram is Instagram Reels. Unlike the Instagram Video feature in general, Instagram Reels allows users to upload short videos with a maximum duration of 90 seconds. Its easy accessibility, attractive visuals, and the flexibility offered by Reels make it a popular feature for English language learning.

According to Krebt (2017, p. 864), roleplay technique is "a methodology for teaching which is conscious representation and discussion of the role in a group." However, in the context of social media, roleplay is one of the learning contents that suits the Instagram Reels format. Through short videos on Instagram Reels, users can watch or engage in simulated real conversations. With roleplay, learners can practice their speaking skills creatively and interactively or just learn from watching the videos.

Based on the explanation above, it is important to understand how students engage in digital content as a means of language learning. Therefore, this research was conducted at MAN 3 Palembang that has adaptive and open to innovation learning environment, making it a relevant location to examine student engagement in digital media-based learning, specifically the use of roleplay content on Instagram Reels in speaking English language learning. The use of technology can be seen in the learning activities at MAN 3 Palembang where students have been using tablets or mobile phones to support their learning. On the other hand, teachers are also widely facilitated with projectors to maximise the teaching and learning process.

In addition, in the bilingual class, the English teacher implemented a policy where students are encouraged to get used to communicate in English in their daily activities in class. One form of implementation is the imposition of a fine of Rp. 1.000 for evert word spoken in Indonesian during the lesson. Although this policy aims to shape a learning environment that supports the improvement of speaking skills, the reality is that there are still many students who spontaneously or unconsciously continue to use Bahasa Indonesia in their interaction. This shows that speaking English is still a challenge, especially in building language habits and increasing confidence.

Various studies related to Instagram Reels as a new media for language learning have been conducted. One of them is a study conducted in 2022 entitled "Students' Perceptions on the Use of Instagram Reels to Stimulate Students' Motivation in Speaking English". Based on the study, Amalia (2022) discussed how the use of Instagram Reels can increase students' motivation to learn to speak English. However, this study did not mention the role of roleplay content as a learning method in Instagram Reels, so it is still unclear whether roleplay content can have a significant impact on students' speaking skills.

Another study entitled "The Use of Role Play Through IGTV to Improve Students' Speaking Skill of Harapan Utama Senior High School at Batam" by Pratiwi and Su'ut (2022) examined the use of roleplay through IGTV. This research was conducted by directing students to create roleplay content on IGTV with the aim that this strategy can improve students' speaking skills. However, this study discussed roleplay content on IGTV which created a gap regarding roleplay content on Instagram Reels.

Therefore, until now, there is still a lack of research that combines Instagram Reels as a platform and roleplay content as a method of learning to speak English. Because of that, the study entitled "Exploring Students' Engagement with English Roleplay Content on Instagram Reels for Speaking English Language Learning at MAN 3 Palembang" aims to fill this

gap by exploring how roleplay content on Instagram Reels can influence Eleventh grades students' speaking skills through understanding their engagement, the challenges they faced, and examining the impact of their engagement with English roleplay content on their speaking skills in English language learning.

B. Limitation of the Problem

This research is limited to Eleventh Grade students' engagement with English roleplay content on Instagram Reels towards their English speaking learning, the challenges they face, and the impact of students' engagement with roleplay content on their English speaking skills.

C. Formulation of the Problem

The problem of this research is formulated on the following questions:

1. How do students engage with roleplay content on Instagram Reels based on cognitive, emotional, and behavioural dimensions?
2. What challenges do the students face when learning speaking using English roleplay content on Instagram Reels?
3. To what extent does students' engagement with roleplay content on Instagram Reels affect their speaking skills?

D. Objectives of the Study

Related to the previous problem formulation, the objectives of this study are as follows.

1. To analyze students' engagement with English roleplay content on Instagram Reels based on cognitive, emotional, and behavioural dimensions.
2. To identify the challenges that the students face during the use of roleplay content on Instagram Reels.
3. To explore the impact of students' engagement with roleplay content on Instagram Reels on their speaking ability.

E. Significance of the Study

1. For the Researcher Herself

      This study provides an opportunity for the researcher to broaden the understanding of the use of social media in English language learning, especially Instagram Reels. The researcher can also find out how roleplay content affects English learners' speaking skills through the students' perceptions, the challenges they face, and the impact of roleplay content on Instagram Reels towards their speaking skills.

2. For Teachers and Educators

      The result of this study is expected to help the teachers and educators to explore innovative learning methods, by integrating social media platforms such as an Instagram.

3. For Students

      This research can give students an insight into how they can utilize social media, especially Instagram, to support English learning in a more fun, creative and innovative way.

4. For Other Researchers

      This study can be a reference for other researcher who wants to find out more about the use of social media in language learning related to roleplay content.

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