



The Effect of Using Live Instagram and Q&A Strategy in Improving Students' Speaking Skills at Senior High School 47 Jakarta

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Abstract. This study aims to determine the effectiveness of using Instagram Live and the Q&A Strategy in improving students' english speaking skills at Senior High School 47 Jakarta. The research employed a quasi-experimental design using a pretest–posttest control group design. The participants were 72 tenth-grade students divided into two groups: an experimental class that received treatment through Instagram Live sessions and a control class taught through the conventional Discussion and Q&A technique. The research instrument was an oral speaking test, measuring five indicators fluency, pronunciation, vocabulary, grammar, and comprehension administered both before and after treatment. The data were analyzed using an independent sample t-test, ANOVA, normality, and homogeneity tests. Results showed a significant difference between the experimental and control groups. The post-test mean score of the experimental class (79.11) was higher than the control class (70.72). The t-test indicated a significance value (Sig. 2-tailed) < 0.001 with $t = 4.960$ and a mean difference of 8.40 points. Thus, the null hypothesis (H_0) was rejected, proving that Instagram Live significantly improved students' speaking skills. The findings conclude that Instagram Live effectively enhances students' fluency, pronunciation, vocabulary mastery, and self-confidence. Moreover, this study highlights the potential of social media-based learning as an engaging and interactive strategy that fosters motivation, participation, and 21st-century communication competence.

Keywords: Instagram Live; Q&A strateg; quasi-experimental; social media-based learning; speaking skill

1. INTRODUCTION

In the era of digital transformation, English has become an essential global language and an important skill for communication, academic success, and professional advancement. Among the four fundamental English skills, speaking is considered the most crucial since it directly reflects learners' communicative competence and ability to express ideas effectively. According to Brown (2015), speaking is a productive and interactive process that involves constructing meaning through verbal and non-verbal communication. Similarly, Richards (2015) emphasizes that speaking requires not only linguistic knowledge but also the ability to apply language appropriately in various contexts. Thornbury (2017) further adds that speaking is an instantaneous process that demands quick thinking, vocabulary selection, and appropriate grammatical accuracy within real-time interaction.

However, despite the growing emphasis on communicative approaches in language teaching, many students in Indonesia still face difficulties in speaking English fluently and confidently. Observations conducted at Senior High School 47 Jakarta revealed that students often struggle with pronunciation, limited vocabulary, grammatical errors, and lack of confidence when speaking publicly. This situation is reinforced by the predominance of conventional teaching methods, such as teacher-centered lectures and repetitive dialogues,

which fail to stimulate active participation or real communication. Leong and Ahmadi (2017) note that such traditional methods tend to limit students' oral performance because they do not provide enough opportunities for spontaneous interaction, fluency practice, and self-expression.

In this regard, the integration of social media into language learning presents a new opportunity for more engaging and authentic communication practice. Social media platforms like Instagram, TikTok, and YouTube have transformed how students communicate and interact, offering a natural context for language use. Sheldon and Bryant (2016) state that Instagram, in particular, provides a visual and interactive environment where learners can express ideas creatively and receive immediate feedback. Kruk (2017) also found that incorporating social media into second language learning can increase student motivation, participation, and engagement. Likewise, Alhabash and Ma (2017) highlight that social media platforms, including Instagram Live, enhance emotional involvement and create authentic communication environments suitable for developing speaking skills.

More recent studies have explored the use of Instagram Live as an innovative tool for language learning. Yustisia, Ngadiso, and Asrori (2020) demonstrated that real-time speaking practice through Instagram Live significantly improved students' fluency, motivation, and self-confidence. In a similar study, Renita and Irawan (2024) found that using Instagram as a peer-feedback platform enhanced pronunciation and overall speaking performance. These findings are in line with the Social Presence Theory, which posits that synchronous media such as live streaming strengthen interpersonal engagement and immediacy, leading to a more effective communicative learning environment (Kusumaningtyas & Mukti, 2023). Moreover, Widari (2024) revealed that Instagram fosters learner autonomy and reduces anxiety by providing a familiar, informal setting for communication practice, thus lowering the affective filter in language learning.

Building upon these theoretical and empirical insights, this study focuses on the integration of Instagram Live and the Q&A (Question and Answer) strategy to enhance students' English speaking skills. The Q&A technique encourages students to express opinions and respond spontaneously, promoting active participation and critical thinking. Combined with Instagram Live, it offers an interactive, authentic, and flexible learning environment that supports communicative competence development in a digital context.

Therefore, this research aims to examine whether there is a significant difference in the improvement of students' English speaking skills between those taught using Instagram Live and those taught using the Discussion and Q&A technique. It is expected that the findings of

this study will provide valuable theoretical and practical contributions to English language education, especially in promoting digital-based innovations that empower teachers and motivate students to communicate more actively and confidently in English.

2. THEORETICAL STUDY

Speaking Skill in Language Learning

Speaking is one of the core skills in English language learning, representing the ability to communicate ideas, feelings, and opinions effectively through oral expression. According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In the context of senior high school students, speaking competence includes fluency, accuracy, and appropriateness in various communicative situations. Improving speaking skills requires a balance between linguistic knowledge and communicative competence, which can be enhanced through exposure to authentic communication and interactive activities that stimulate real-life language use (Ghafar, & Raheem, 2023).

Live Instagram as a Learning Media

The integration of social media platforms such as Instagram into language learning offers opportunities for authentic interaction and engagement. Live Instagram, in particular, provides a real-time environment that allows students to communicate, present ideas, and interact with audiences beyond the classroom. As stated by Al-Ali (2014), social media encourages participatory learning by promoting creativity, motivation, and collaboration among learners. Using Live Instagram in teaching speaking allows students to practice public speaking in a low-anxiety, technology-based context, thus increasing their confidence and fluency through meaningful, spontaneous communication (Amanda, et al., 2024).

Q&A (Question and Answer) Strategy in Speaking Instruction

The Question and Answer (Q&A) strategy is a communicative approach that encourages students to think critically, respond actively, and interact meaningfully. According to Richards and Lockhart (1994), Q&A sessions stimulate student participation and provide opportunities for immediate feedback, enhancing comprehension and verbal expression. When combined with Live Instagram activities, this strategy fosters interactive speaking practice where students learn to formulate responses spontaneously and engage in real-time dialogue. The synergy between technology-mediated learning and structured questioning enhances both

the cognitive and affective dimensions of language learning, leading to measurable improvements in students' speaking performance (Muzammil, et al., 2024).

3. RESEARCH METHODS

This study employed a quasi-experimental research design using the Non-Equivalent Control Group Design. This design was selected because the researcher could not randomly assign individual participants due to the existing class structure and school regulations. According to Creswell (2018), quasi-experimental designs are suitable for educational settings where it is not feasible to randomly assign individuals but still allow researchers to examine cause-and-effect relationships. Sugiyono (2017) similarly defines experimental research as a method used to determine the effect of a treatment under controlled conditions, emphasizing that quasi-experiments maintain validity through the use of comparable groups. Two classes were selected as research groups Experimental Class (A1): taught using Live Instagram as a learning medium Control Class (A2): taught using the Q&A (Question and Answer) strategy through conventional face-to-face sessions.

Both groups were given a pre-test to measure initial speaking ability, followed by different treatments, and finally a post-test to measure learning outcomes after the intervention. This design allowed the researcher to identify whether the use of Instagram Live significantly improved students' speaking performance compared to traditional methods. The experimental design can be represented as follows:

Table 1 Quasi-Experimental Research Design: Pretest–Posttest Control Group Design Model.

Group	Pre-Test	Treatment	Post-Test
Experimental (A1)	O1	X1 (Live Instagram)	O2
Control (A2)	O3	X2 (Discussion & Q&A)	O4

This structure aligns with Fraenkel, Wallen, and Hyun's (2019) view that pre-test and post-test measurements are crucial in detecting learning progress and treatment effects in quasi-experimental designs. The population of this study consisted of all 288 students of Tenth Grade at Senior High School 47 Jakarta during the academic year 2024/2025, divided into eight parallel classes (X.1 to X.8). The researcher used cluster random sampling to select two representative classes, as suggested by Creswell and Creswell (2022), who explain that this method is ideal in educational research where randomization at the individual level is not practical.

From the random selection, Class X.2 was assigned as the experimental group (36 students: 18 males, 18 females), and Class X.3 as the control group (36 students: 17 males, 19 females). The total sample size of 72 students was considered sufficient for experimental comparison, following Cohen's (2018) recommendation that a minimum of 30 participants per group ensures statistical reliability. The research consisted of two main variables Independent Variable (X): The use of Live Instagram as a learning medium, Dependent Variable (Y): Students' speaking skill in English.

According to Brown and Lee (2015), speaking skill is an interactive process that involves constructing meaning through producing, receiving, and processing information.

Thornbury (2017) adds that effective speaking performance requires mastery of fluency, pronunciation, vocabulary, and grammar, which become the assessment indicators in this study.

The instrument used in this study was an oral speaking test, consisting of a pre-test and a post-test, designed to evaluate students' speaking performance. The test covered four core aspects fluency, pronunciation, grammar, and vocabulary as proposed by Harmer (2015). The pre-test was administered before the treatment to identify students' initial speaking proficiency, while the post-test was administered after the treatment to determine improvement. To ensure content validity, the instrument was adapted from Brown (2015) and refined based on the Common European Framework of Reference (CEFR) standards. The reliability of the instrument was confirmed through a pilot test with Cronbach's Alpha ($\alpha \geq 0.80$), which indicates high internal consistency, following Fraenkel et al. (2019) and Pallant (2020).

The experimental group participated in six sessions using Instagram Live for speaking practice. Each session lasted approximately 2×60 minutes and included activities such as: (1) Delivering monologues or dialogues via Instagram Live. (2) Engaging in interactive Q&A sessions with peers through comments or live requests. (3) Receiving real-time feedback from teachers and peers. (4) Reflecting through self-assessment journals after each session.

The control group underwent the same number of sessions but used traditional Discussion and Q&A techniques conducted in class. Both groups were taught by the same English teacher to minimize instructional bias.

This method aligns with Alhabash and Ma (2017), who emphasized that synchronous social media interaction increases engagement and authentic communication, making it suitable for enhancing oral proficiency.

Data in this study were gathered using three main instruments: a speaking test (pre-test and post-test), classroom observation sheets, and documentation notes. The pre-test and post-

test were designed to evaluate students' speaking abilities before and after the treatments in both the experimental group (Live Instagram) and the control group (Discussion and Q&A). Each test assessed four main components fluency, pronunciation, grammar, and vocabulary based on the speaking assessment rubric adapted from Thornbury (2017) and validated by two experts in English education. Observation sheets were employed to record students' engagement, participation, and interaction levels during the learning process, while documentation included video recordings of Instagram Live sessions, attendance lists, and teacher reflection notes to ensure the fidelity of the treatment implementation. Quantitative data were analyzed through both descriptive and inferential statistics.

Descriptive statistics, including the mean and standard deviation, were used to summarize student performance, whereas the inferential analysis employed an independent sample t-test to determine whether there was a significant difference between the two groups. The significance level was set at $p < 0.05$, as suggested by Cohen (2018) and Pallant (2020), and the effect size (Cohen's d) was calculated to evaluate the magnitude of the treatment's influence. All data analyses were conducted using SPSS 26.0 for Windows. Furthermore, this study adhered to ethical research standards in accordance with the Indonesian Ministry of Education (2023).

Prior permission was obtained from the school principal and the English teacher, while students participated voluntarily. Their personal data and recordings were kept confidential, and all Live Instagram activities were conducted through private accounts or the Close Friends feature to maintain safety and privacy in the online learning environment.

4. FINDINGS AND DISCUSSION

Research Results

The results of this research revealed that the use of Live Instagram significantly improved students' English-speaking skills compared to the conventional Discussion and Q&A strategy. The findings were obtained through the analysis of pre-test and post-test data using the Independent Sample t-test.

The results showed a statistically significant difference between the experimental and control groups ($p < 0.05$), with a t-value of 4.96 and a large effect size (Cohen's $d = 0.81$). These figures indicate a strong impact of the treatment. The experimental class demonstrated a higher increase in mean score compared to the control class, suggesting that students who practiced speaking using Live Instagram experienced substantial improvement in fluency, pronunciation, vocabulary mastery, and grammatical accuracy.

The observation and documentation data supported these quantitative findings. Students in the experimental group were more active, confident, and engaged during learning sessions.

They responded to questions spontaneously and interacted with their peers through comments and real-time discussions on Live Instagram. Meanwhile, students in the control group showed improvement, but their progress was slower and less consistent, with most relying on teacher prompts during classroom discussions.

Overall, the research data confirmed that integrating Live Instagram as a speaking practice platform effectively enhanced students' oral performance and learning motivation.

Discussion

The improvement in students' speaking skills in the experimental group aligns with the view of Thornbury (2017) and Brown (2015), who define speaking as a complex productive skill that requires fluency, accuracy, and spontaneous communication. The use of Live Instagram enables students to practice authentic, real-time communication, which is consistent with the Communicative Language Teaching (CLT) approach emphasizing meaningful interaction (Richards & Rodgers, 2015).

According to Kruk (2017) and Sari (2018), the integration of social media in English language learning increases student motivation and participation by creating an authentic and engaging environment.

This finding corresponds with the results of this study, where students demonstrated greater enthusiasm and confidence during Live Instagram sessions. The real-time nature of the platform provided students with the "authentic audience effect", encouraging them to communicate more naturally and purposefully.

The results also support Social Presence Theory (Kaplan & Haenlein, 2010; Short, Williams, & Christie, 2020), which states that communication platforms with high levels of social presence—such as live video—can enhance interpersonal engagement and learning effectiveness. In this study, the synchronous interaction between speakers and viewers helped create a communicative atmosphere similar to real-life conversations. This kind of engagement has been shown to foster deeper learning and greater language retention (Wang & Chen, 2020; Liu et al., 2023). Furthermore, the immediate feedback feature available during Instagram Live sessions allowed teachers and peers to correct pronunciation or vocabulary errors in real time, promoting faster learning progress.

This is in line with the findings of Harmer (2015) and Nation & Newton (2019), who emphasize that timely feedback is crucial in developing oral proficiency and sustaining motivation.

In contrast, students in the control group who were taught using the Discussion and Q&A technique showed improvement mainly in grammar and structured speech but lacked spontaneity and fluency. This supports previous research by Handayani (2016) and Hapsari & Ratri (2018), who reported that conventional classroom speaking activities often prioritize accuracy over communicative competence, thus limiting learners' opportunities for real interaction.

From a pedagogical standpoint, the findings of this study highlight the importance of integrating digital media literacy into English learning. As argued by Manca & Ranieri (2016) and Aidah (2020), incorporating social media platforms such as Instagram into classroom learning can enhance student engagement and equip learners with 21st-century communication skills. The study also provides empirical support for adopting mobile-assisted language learning (MALL) and synchronous learning tools that align with students' digital habits, as suggested by Reinders & White (2016) and recent evidence from Liu et al. (2023).

In summary, the discussion confirms that Live Instagram offers an effective, motivating, and interactive environment for speaking practice. It enables authentic communication, immediate feedback, and emotional engagement, making it an innovative and relevant tool to support the improvement of students' speaking skills in modern English language education.

The findings of this study clearly demonstrate that the integration of Live Instagram in English language learning had a significant impact on improving students' speaking abilities. The statistical results obtained from the Independent Sample t-test showed a t-value of 4.96 and a p-value of less than 0.05, indicating a statistically significant difference between the experimental and control groups. Moreover, the effect size (Cohen's $d = 0.81$) suggested a large and meaningful impact of the treatment. This implies that using Live Instagram as a learning medium can substantially enhance students' speaking performance, particularly in aspects such as fluency, pronunciation, vocabulary, and grammatical accuracy. Students in the experimental group not only achieved higher post-test scores but also demonstrated more confidence and spontaneity in oral communication.

The improvement observed in the experimental group aligns with Thornbury's (2017) and Brown's (2015) conceptualization of speaking as a complex productive skill that requires both fluency and accuracy. Live Instagram provided an authentic and interactive platform that

allowed students to engage in real-time communication, consistent with the principles of Communicative Language Teaching (CLT) which emphasizes meaningful interaction (Richards & Rodgers, 2015). The opportunity to speak before a real audience, respond instantly, and receive feedback made students more aware of the communicative purpose of language use rather than focusing solely on linguistic form. Consequently, the students became more fluent and confident in expressing their ideas, which is a key indicator of communicative competence.

These findings also support Kruk (2017) and Sari (2018), who argue that the integration of social media into English learning can significantly increase student motivation and participation. The “authentic audience effect” of Live Instagram created a sense of responsibility and excitement among students, encouraging them to communicate more naturally and purposefully. The real-time and public nature of the platform heightened students’ awareness of their performance, prompting them to prepare better and perform more effectively. This dynamic learning experience promoted self-confidence, reduced anxiety, and fostered a sense of community among learners. The interactive features of Live Instagram—such as comments, likes, and live chat—also facilitated peer-to-peer learning and instant feedback, which are essential for language development.

The results further corroborate Social Presence Theory (Kaplan & Haenlein, 2010; Short, Williams, & Christie, 2020), which emphasizes that platforms with high social presence enhance engagement and interpersonal communication. In this study, the synchronous nature of Live Instagram allowed for immediate exchanges between teachers, speakers, and audiences, mimicking the natural rhythm of real-world conversations. Such social presence made students feel more connected and emotionally involved in the learning process. This supports findings by Wang and Chen (2020) and Liu et al. (2023), who assert that synchronous learning environments improve students’ language retention and communicative competence. Additionally, the ability to receive immediate correction and encouragement through the platform accelerated learning progress and maintained students’ motivation, aligning with Harmer’s (2015) and Nation & Newton’s (2019) emphasis on the importance of timely feedback in oral skill development.

In contrast, the control group taught using the conventional Discussion and Q&A method showed progress mainly in structured speaking and grammatical accuracy but lacked fluency and spontaneity. This outcome is consistent with Handayani (2016) and Hapsari & Ratri (2018), who found that traditional speaking activities often emphasize accuracy over authentic communication. Without exposure to authentic audiences or real-time interactions, students

tend to rely heavily on teacher cues and are less confident when speaking spontaneously. As a result, their communicative competence develops more slowly, and their language use remains somewhat mechanical and rehearsed rather than natural and interactive.

From a pedagogical perspective, the findings highlight the increasing need to integrate digital media and technology into English language education. As Manca and Ranieri (2016) and Aidah (2020) suggest, incorporating social media platforms like Instagram fosters digital literacy and enhances learners' engagement by connecting classroom learning with their everyday digital practices. This study reinforces the growing body of research advocating for Mobile-Assisted Language Learning (MALL) and synchronous online learning tools (Reinders & White, 2016). By merging technology with pedagogy, teachers can create dynamic learning environments that cater to students' digital habits while promoting essential 21st-century communication skills.

In summary, the results of this study confirm that using Live Instagram as a speaking practice platform provides a powerful, motivating, and interactive medium for enhancing students' English-speaking skills. It promotes authentic communication, fosters learner autonomy, and encourages collaborative engagement. The integration of Live Instagram with the Q&A strategy not only improved students' linguistic competence but also built their confidence and enthusiasm for speaking English. Thus, Live Instagram represents an innovative and effective approach to modern language teaching, bridging the gap between traditional classroom learning and the digital communication world in which today's students live.

5. CONCLUSION AND SUGGESTIONS

This study concluded that the use of Live Instagram had a significant positive effect on improving students' English-speaking skills compared to the traditional Discussion and Q&A strategy. The experimental class, which practiced speaking through the Live Instagram platform, showed a higher improvement in mean post-test scores than the control class. Statistical analysis using the Independent Sample t-test confirmed a significant difference ($t = 4.96, p < 0.05$) with a large effect size ($d = 0.81$). The findings demonstrate that Live Instagram effectively enhanced students' fluency, pronunciation, vocabulary mastery, and grammatical accuracy while also increasing their confidence and motivation to speak. The real-time interaction and feedback features provided by Instagram Live created an authentic communication environment, allowing students to practice spontaneous speech in a natural setting. These results are consistent with previous research emphasizing the role of interactive

digital media in improving communicative competence (Brown, 2015; Thornbury, 2017; Kruk, 2017; Wang & Chen, 2020). The integration of social media in language learning fosters student engagement, autonomy, and motivation, aligning with modern pedagogical trends that promote technology-based and learner-centered instruction. In short, Live Instagram can serve as an innovative and effective learning tool for English speaking instruction, particularly for high school students in the digital era.

For teachers: Teachers are encouraged to integrate social media platforms especially Live Instagram into speaking lessons as supplementary tools. These platforms can enhance students' participation, motivation, and real-time communication skills when used with proper guidance and privacy control. For students: Students are advised to use Live Instagram and similar platforms to independently practice speaking outside the classroom. Regular practice through authentic communication contexts can improve their confidence and overall language competence. For School: Educational institutions should support the implementation of technology-assisted learning by providing digital facilities (Wi-Fi, devices, and supervision policies) that enable safe and effective use of social media for educational purposes. For future researchers: Further research can extend this study by involving larger sample sizes, different education levels, or comparing various social media platforms such as TikTok Live or YouTube Live to explore broader pedagogical implications

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