
THE CORRELATION BETWEEN WATCHING ENGLISH CONTENT ON
INSTAGRAM AND STUDENTS' ENGLISH SPEAKING ABILITY AT MTS AL
IHYAUL IRSYAD SUKABUMI

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan menonton konten berbahasa Inggris di Instagram dengan kemampuan berbicara siswa di MTs Al Ihyaul Irsyad Sukabumi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi penelitian berjumlah 180 siswa, sedangkan sampel penelitian terdiri atas 40 siswa yang dipilih menggunakan teknik purposive sampling. Instrumen yang digunakan meliputi kuesioner berisi 18 butir pernyataan untuk mengukur kebiasaan menonton konten berbahasa Inggris di Instagram serta tes berbicara untuk mengukur kemampuan berbicara siswa. Validitas instrumen diuji menggunakan Pearson Product Moment dan seluruh butir pernyataan dinyatakan valid, sedangkan uji reliabilitas menggunakan Cronbach's Alpha memperoleh nilai sebesar 0,894 yang menunjukkan bahwa instrumen memiliki reliabilitas yang tinggi. Analisis data dilakukan melalui uji statistik deskriptif, uji normalitas, uji linearitas, uji korelasi Pearson Product Moment, dan koefisien determinasi. Hasil penelitian menunjukkan bahwa data berdistribusi normal dan memiliki hubungan yang linear. Uji korelasi Pearson Product Moment menghasilkan nilai koefisien korelasi sebesar 0,815 dengan nilai signifikansi 0,001 ($<0,05$). Hasil tersebut menunjukkan adanya hubungan positif yang sangat kuat dan signifikan antara kebiasaan menonton konten berbahasa Inggris di Instagram dengan kemampuan berbicara siswa. Selain itu, hasil koefisien determinasi menunjukkan bahwa kebiasaan menonton konten berbahasa Inggris di Instagram memberikan kontribusi sebesar 66,42% terhadap kemampuan berbicara siswa, sedangkan 33,58% dipengaruhi oleh faktor lain di luar penelitian ini. Dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kebiasaan menonton konten berbahasa Inggris di Instagram dengan kemampuan berbicara siswa di MTs Al Ihyaul Irsyad Sukabumi.

Keyword: Hubungan, Kemampuan Berbicara, Konten Bahasa Inggris di Instagram.

Abstract

This study aimed to determine the correlation between students' habit of watching English content on Instagram and their speaking ability at MTs Al Ihyaul Irsyad Sukabumi. This study employed a quantitative approach using a correlational research design. The population consisted of 180 students, while the sample comprised 40 students selected through purposive sampling. The research instruments included an 18-item questionnaire to measure students' habit of watching English content on Instagram and a speaking test to assess students' speaking ability. The questionnaire was validated using the Pearson Product Moment correlation, and all items were found to be valid. The reliability test using Cronbach's Alpha yielded a coefficient of 0.894, indicating high reliability. The data were analyzed using

descriptive statistics, normality test, linearity test, Pearson Product Moment correlation, and coefficient of determination. The findings revealed that the data were normally distributed and met the assumption of linearity. The Pearson Product Moment correlation analysis showed a correlation coefficient of 0.815 with a significance value of 0.001 ($p < 0.05$), indicating a very strong positive and statistically significant correlation between students' habit of watching English content on Instagram and their speaking ability. Furthermore, the coefficient of determination indicated that watching English content on Instagram contributed 66.42% to students' speaking ability, while the remaining 33.58% was influenced by other factors not examined in this study. Therefore, it can be concluded that there is a significant correlation between watching English content on Instagram and students' speaking ability at MTs Al Ihyaul Irsyad Sukabumi.

Keyword: Correlation, speaking ability, English Content on Instagram

INTRODUCTION

English occupies a vital position as an international language across global contexts, making foreign language proficiency particularly speaking skills a fundamental objective in modern language education. In foreign language learning environments, speaking is widely acknowledged as the primary indicator of language mastery, as it requires learners not only to comprehend linguistic rules but also to apply them spontaneously in real-time oral interaction. However, developing oral communication skills remains a persistent challenge for English as a Foreign Language (EFL) learners. Many students experience severe speaking anxiety, hesitation, limited vocabulary, and pronunciation issues, leading to passive classroom engagement. This empirical issue is prominently observed among junior high school students at MTs Al Ihyaul Irsyad Sukabumi, where learners often struggle to articulate ideas fluently due to minimal daily speaking practice and constrained exposure to authentic English outside formal instruction.

Addressing these oral proficiency barriers requires a comprehensive understanding of both internal and external factors affecting language acquisition. While internal variables such as motivation, self-confidence, and language aptitude significantly shape performance, external factors specifically the learning environment and instructional resources play a decisive role in providing essential linguistic input. In the digital era, technological advancements have redefined language learning environments, shifting input sources from traditional printed textbooks to interactive digital platforms. Social media platforms like Instagram have become an integral part of students' daily lives, evolving beyond mere entertainment into informal learning environments (*edutainment*). Features such as Instagram Reels, IGTV, and video posts provide continuous access to short, engaging, and authentic English micro-lessons, including daily expressions, pronunciation demonstrations, and conversational drills curated by global content creators.

The theoretical framework explaining how informal social media exposure contributes to language development is rooted in Krashen's Input Hypothesis and Bandura's Social Learning Theory. According to Krashen (1985), language acquisition occurs naturally when learners are consistently exposed to comprehensible input ($i+1$) in a low-anxiety environment. Short-form video content on Instagram fits this criterion by offering visual and auditory contextual cues that enhance comprehension. Complementing this, Bandura's (1986) Social Learning Theory posits that individuals

acquire behaviors through observational learning and imitation. By observing native and proficient English-speaking creators on Instagram, learners process speech patterns, intonation, stress, and communicative expressions, subsequently integrating these models into their oral practice.

A substantial body of literature has explored the integration of digital media in English language teaching. Recent empirical studies indicate that audiovisual content from digital platforms positively impacts students' vocabulary growth, listening comprehension, and speaking confidence. For instance, investigations on platforms such as YouTube and TikTok demonstrate that informal exposure to online English materials fosters autonomous learning and reduces affective barriers. Specifically, research on Instagram videos suggests that micro-learning content enhances students' familiarity with colloquial phrasing and standard pronunciation.

Despite these valuable contributions, noticeable research gaps persist in the existing literature. First, most prior studies have focused heavily on YouTube or TikTok as formal teaching media within classroom settings, leaving informal, self-directed habits of watching English content on Instagram relatively under-researched. Second, existing empirical inquiries are predominantly concentrated at the university or senior high school levels, with limited research targeting Islamic junior high school (*Madrasah Tsanawiyah*) contexts. Students at this secondary level present unique developmental and psychological characteristics that warrant specialized investigation. Third, while previous studies primarily examined the direct *effect* or *efficacy* of teacher-led digital interventions, there is a paucity of correlational research examining how students' spontaneous, out-of-class Instagram consumption correlates with their multi-dimensional speaking performance (pronunciation, grammar, vocabulary, fluency, and comprehensibility).

To bridge these empirical gaps, the present study investigates the relationship between students' autonomous exposure to English content on Instagram and their oral communication proficiency. Specifically, this study aims to examine whether there is a statistically significant correlation between watching English content on Instagram and the English speaking ability of students at MTs Al Ihyaul Irsyad Sukabumi. The findings of this study are expected to offer theoretically grounded insights into informal digital language acquisition and provide practical recommendations for EFL educators seeking to leverage social media platforms as complementary tools in communicative language teaching

RESEARCH METHODOLOGY

This study employed a quantitative approach. According to Sugiyono (2013), quantitative research is a research method based on the philosophy of positivism, which is used to examine a particular population or sample through the collection of numerical data and statistical analysis for testing hypotheses. The quantitative approach was selected because the data obtained in this study were analyzed statistically to determine whether a significant correlation exists between the variables being investigated (Sugiono, 2013).

The method used in this study was a survey method. Sugiyono (2013) explains that the survey method is used to collect data from a sample drawn from a population by employing research instruments such as questionnaires and tests. In this study,

data regarding students' habits of watching English content on Instagram were collected through a questionnaire, while students' speaking ability was measured through a speaking test.

Furthermore, this study applied a correlational technique. Correlational research is conducted to identify the existence and degree of relationship between two variables without manipulating them (Sugiyono, 2013). Therefore, this study focused on examining whether there is a significant correlation between watching English content on Instagram and students' speaking ability at MTs Al Ihyaul Irsyad Sukabumi.

This study consisted of two variables. The independent variable (X) was Watching English Content on Instagram, while the dependent variable (Y) was Students' Speaking Ability. The relationship between these variables is illustrated in the following research constellation.

Research Constellation



Where:

X = Watching English Content on Instagram

Y = Students' Speaking Ability

rx_y = The correlation between watching English content on Instagram and students' speaking ability

Based on the research constellation above, this study seeks to determine whether watching English content on Instagram is associated with students' speaking ability and to identify the strength of the relationship between the two variables.

Population is a generalization area consisting of objects or subjects that possess certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2013). In this study, the target population consisted of all students of MTs Al Ihyaul Irsyad Sukabumi in the 2025/2026 academic year, totaling 180 students.

The distribution of the student population is presented in the following table:

Table 3. 1 Population

Class	A	B	Total Student
VII	31	29	60
VIII	28	26	54
IX	34	32	66
Total Students			180

The population of this study consists of all students at MTs Al Ihyaul Irsyad Sukabumi in the 2025/2026 academic year, totaling 180 students. In this research, the researcher involves students from all grade levels (grades VII, VIII, and IX) as the accessible population to find the respondents who match the specific criteria of the variables.

According to Sugiyono (2013), a sample is a part of the population that possesses the characteristics of the population and is selected to represent it in a study. Because of that the researcher applied purposive sampling technique. Sugiyono (2013) states that purposive sampling is a sampling technique with certain considerations. This

technique was selected due to specific constraints in the field, where a single class could not be fully conditioned because of inconsistent student attendance. Therefore, to ensure data reliability and consistency, the researcher selected individual respondents from different classes based on explicit objectives and criteria, without using any statistical formulas to determine the sample size.

The sample was selected based on the following criteria:

1. Students currently enrolled at MTs Al Ihyaul Irsyad Sukabumi across grades VII, VIII, or IX.
2. Students who are active users and have a personal Instagram account.
3. Students who have watched English learning or English-speaking content on Instagram.
4. Students who voluntarily agree to complete the questionnaire and participate in the speaking test.

Based on these criteria, a total of 40 students from various classes who met all requirements were selected as the final research sample. The selected participants were considered capable of providing information relevant to the objectives of the study because they had experience watching English content on Instagram and were able to participate in the speaking assessment.

The distribution of the research sample is presented in the following table:

Table 3. 2 Research Sample

Class	Number of Students
VII A	6
VII B	9
VIII A	8
VIII B	5
IX A	6
IX B	6
Total Students	40

The sample size of 40 students was considered adequate to represent the accessible population and to provide sufficient data for statistical analysis. Through this sample, the researcher expected to obtain reliable information regarding the correlation between watching English content on Instagram and students' speaking ability.

Data for the independent variable (Variable X: Instagram English Content Consumption) were gathered using a structured questionnaire measured on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire instrument was specifically designed to capture indicators of exposure frequency, duration of watching English Reels or IGTV, content preferences (such as vocabulary, pronunciation, and daily expression videos), and active observational strategies. Prior to field administration, the questionnaire underwent rigorous content validity checking and pilot testing to establish internal consistency reliability via

Cronbach's alpha formula ($r > 0.70$), ensuring that all survey items accurately measured informal digital learning habits.

Data for the dependent variable (Variable Y: English Speaking Ability) were obtained through a standardized oral performance assessment. Students participated in individual speaking tasks, such as self-introductions, short monologue presentations, or response prompts based on real-world scenarios. Their speech performances were audio-recorded and evaluated by qualified English language raters using an established communicative speaking rubric. The assessment rubric evaluates five distinct linguistic components: (1) pronunciation, (2) grammatical accuracy, (3) vocabulary richness, (4) oral fluency, and (5) overall comprehensibility. Inter-rater reliability was conducted using Cohen's kappa coefficient to eliminate evaluation bias and maintain scoring consistency across all test-takers.

The collected quantitative data were processed and analyzed using Statistical Package for the Social Sciences (SPSS) software. Prior to testing the primary hypothesis, preliminary statistical tests were conducted to verify basic parametric assumptions, including tests for normality (Kolmogorov-Smirnov test) and linearity. To determine the direction and magnitude of the relationship between Instagram content exposure and English speaking skills, Pearson Product-Moment Correlation coefficient (r) was computed. The correlation coefficient values were evaluated against standard thresholds (0.00 - 1.00) at a significance level of $\alpha = 0.05$. Additionally, a coefficient of determination (R^2) was calculated to quantify the proportion of variance in students' speaking proficiency attributable to their Instagram viewing habits.

RESEARCH FINDINGS

A. Description of the Data

This section displays the descriptive statistics of the data collected from 40 students at MTs Al Ihyaul Irsyad Sukabumi. The data consists of two variables: the independent variable (Variable X), which measures the students' habits of watching English content on Instagram, and the dependent variable (Variable Y), which represents their speaking test scores. The speaking ability scores were obtained from the average scores given by two raters using the speaking assessment rubric.

To give a concise summary of the information before moving on to the main analysis, the minimum score, maximum score, mean, and standard deviation for both variables were calculated using SPSS. The summary of these results can be seen in table below:

Table 4. 1 Descriptive Statistics of Variable X and Variable Y

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Total_X	40	52	88	67.88	7.743
Total_Y	40	58	96	75.30	8.624
Valid N (listwise)	40				

Based on Table 4.1, the scores of Watching English Content on Instagram ranged from 52 to 88, with a mean score of 67,88 and a standard deviation of 7.743. Meanwhile, the Students' Speaking Ability scores ranged from 58 to 96, with a mean

score of 75.30 and a standard deviation of 8.624. These values indicate that the distribution of students' scores was relatively close to the average, suggesting that the data were reasonably homogeneous and did not show excessive variability. To provide a clearer description of each variable, the researcher presents the descriptive statistics and histogram of Variable X and Variable Y separately.

1. Students' Speaking Test Scores (Variable Y)

Students' Speaking Ability is the dependent variable in this study. The data were obtained through a speaking test conducted in the form of a video recording. The students' performances were assessed independently by two raters, namely the researcher and the English teacher, using the same speaking assessment rubric. The final speaking score was obtained by averaging the scores from both raters and converting the result into a scale of 0–100. The descriptive statistics of Variable Y were analyzed using IBM SPSS Statistics and are presented in Table 4.2.

Table 4. 2 Descriptive Statistics of Students' Speaking Ability (Variable Y)

Total_Y	Mean	75.30	1.364
95% Confidence Interval for Mean	Lower Bound	72.54	
	Upper Bound	78.06	
5% Trimmed Mean		75.11	
Median		75.00	
Variance		74.369	
Std. Deviation		8.624	
Minimum		58	
Maximum		96	
Range		38	
Interquartile Range		10	
Skewness		.428	.374
Kurtosis		.808	.733

The descriptive statistics for Variable Y show that the minimum speaking score was 58, while the maximum score reached 96, producing a score range of 38. The mean speaking score was 75.30, with a standard deviation of 8.624. These findings indicate that the overall speaking ability of the students was relatively good, although some variation in speaking performance was still observed among the participants. The distribution of students' speaking ability scores is presented in Figure 4.1.

Histogram 4. 1 Histogram of Students' Speaking Ability (Variable Y)

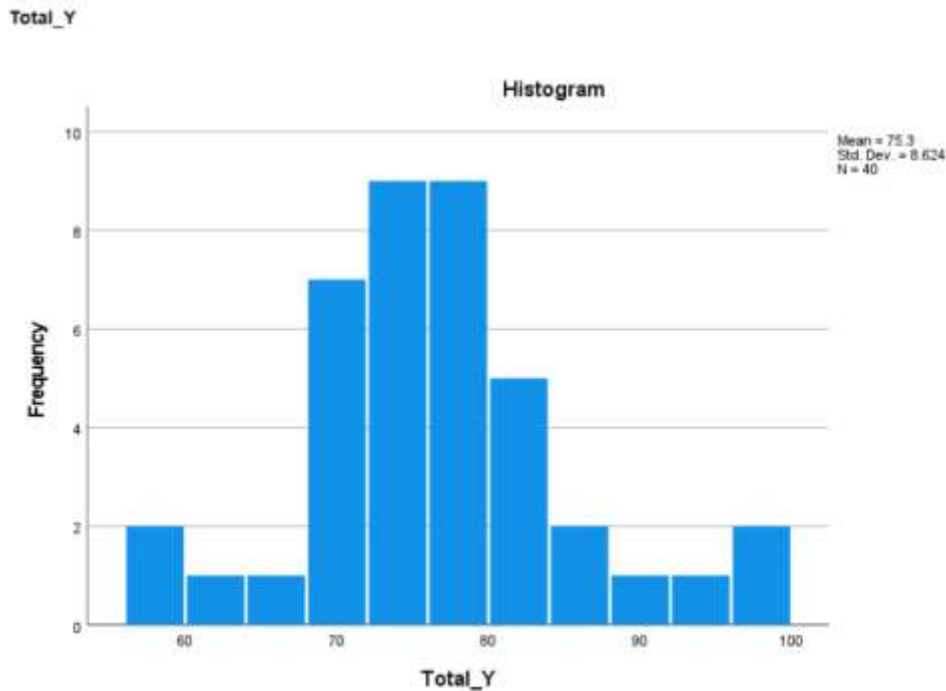


Figure 4.1 illustrates the distribution of students' speaking scores. Most of the scores are clustered around the average score, indicating that the speaking ability of the respondents was relatively evenly distributed. Although several students obtained relatively high or low scores, no extreme distribution pattern was observed.

2. Students' Habits of Watching English Content on Instagram (Variable X)

Watching English Content on Instagram is the independent variable in this study. The data were collected using a questionnaire consisting of 18 statements designed to measure students' exposure to English content on Instagram. The questionnaire covered six indicators: frequency of watching, duration of watching, vocabulary exposure, pronunciation awareness, pronunciation imitation, and learning motivation and confidence. Each item was measured using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The descriptive statistics of Variable X were analyzed using IBM SPSS Statistics and are presented in Table 4.3.

Table 4. 3Descriptive Statistics of Watching English Content on Instagram (Variable X)

Descriptives

			Statistic	Std. Error
Total_X	Mean		67.88	1.224
	95% Confidence Interval for Mean	Lower Bound	65.40	
		Upper Bound	70.35	
	5% Trimmed Mean		67.64	
	Median		67.50	
	Variance		59.958	
	Std. Deviation		7.743	
	Minimum		52	
	Maximum		88	
	Range		36	
	Interquartile Range		10	
	Skewness		.506	.374
	Kurtosis		.448	.733

Based on the descriptive statistics, Variable X obtained a minimum score of 52 and a maximum score of 88, resulting in a score range of 36. The average (mean) score

was 67.88, with a standard deviation of 7.743. This indicates that, on average, the respondents had a relatively good habit of watching English content on Instagram. The relatively small standard deviation suggests that the respondents' scores were not widely dispersed from the mean. The distribution of students' questionnaire scores is presented in Figure 4.2.

Histogram 4. 2 Histogram of Watching English Content on Instagram (Variable X)

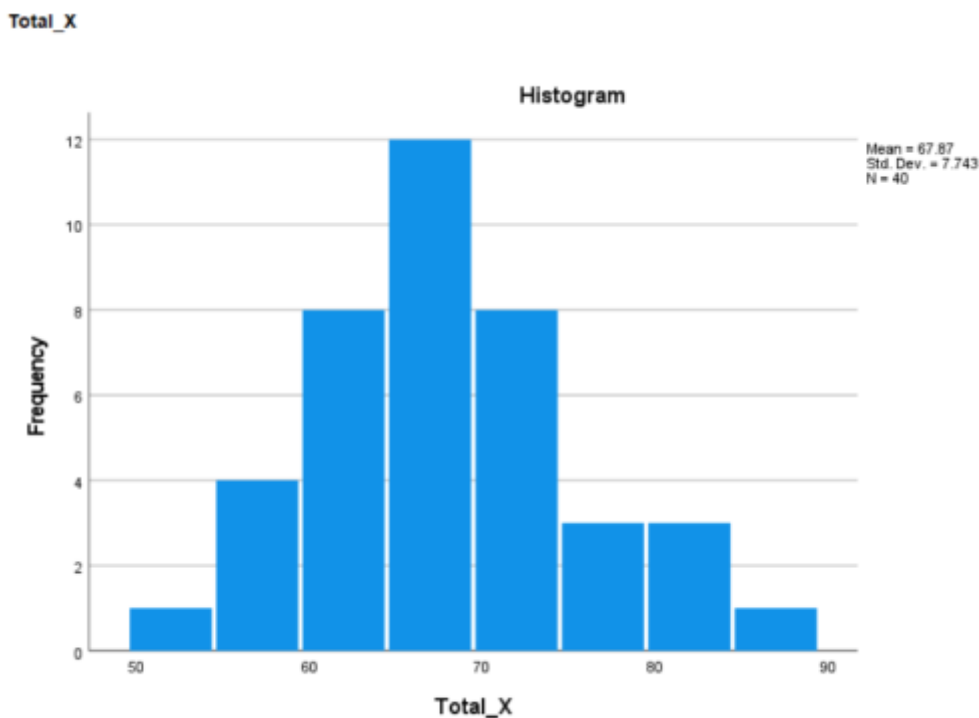


Figure 4.2 shows the distribution of Variable X. The histogram indicates that most respondents' scores are concentrated around the mean score. The distribution

appears relatively balanced without extreme outliers, suggesting that the data are reasonably well distributed across respondents.

B. Prerequisite Testing of Data Analysis

Before testing the research hypothesis, the data must fulfill the statistical assumptions required for parametric analysis. Since this study employed the Pearson Product Moment Correlation to examine the relationship between students' habit of watching English content on Instagram and their speaking ability, prerequisite tests were conducted before hypothesis testing. These tests consisted of the normality test and the linearity test.

The normality test was conducted to determine whether the research data were normally distributed, while the linearity test was performed to examine whether the relationship between the independent variable and the dependent variable was linear. The results of the prerequisite tests are presented below.

1. Normality Test

The normality test was conducted to determine whether the distribution of scores from both variables follows a normal distribution curve. As previously specified in Chapter III, this study utilized the Shapiro-Wilk test because the total sample size consists of 40 students ($N = 40$), which is appropriate for small sample sizes below 50 participants.

The statistical decision-making for the Shapiro-Wilk test is based on the significance value (Sig.). If the Sig. value is higher than 0.05 (> 0.05), the data is considered normally distributed. Conversely, if the Sig. value is lower than 0.05 (< 0.05), it indicates that the data does not distribute normally. The complete empirical result of the Shapiro-Wilk normality test calculated through SPSS is presented in Table 4.4 below:

Table 4. 4 Shapiro-Wilk Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total_X	.079	40	.200 [*]	.978	40	.615
Total_Y	.168	40	.006	.950	40	.077

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4.4, the significance value of Variable X (Watching English Content on Instagram) is 0.615, which is greater than the significance level of 0.05. Therefore, Variable X is considered to be normally distributed. Meanwhile, the significance value for Variable Y (Students' Speaking Ability) was 0.077. Since both significance values are greater than 0.05, it may be said that both variables' data are *normally distributed*. Therefore, the normality assumption required for Pearson Product Moment Correlation analysis has been fulfilled.

2. Linearity Test

The purpose of the linearity test was to ascertain whether the independent and dependent variables had a linear relationship. In this study, the test was performed

using the *Test for Linearity* in IBM SPSS Statistics. According to the decision rule, If the Deviation from Linearity significance value is higher than 0.05, the relationship between two variables is deemed linear. Table 4.5 displays the linearity test results.

Table 4. 5 Results of the Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Total_Y * Total_X	Between Groups	(Combined)	2530.400	24	105.433	4.274	.003
		Linearity	1926.554	1	1926.554	78.104	<.001
		Deviation from Linearity	603.846	23	26.254	1.064	.461
	Within Groups		370.000	15	24.667		
	Total		2900.400	39			

Measures of Association				
	R	R Squared	Eta	Eta Squared
Total_Y * Total_X	.815	.664	.934	.872

Based on Table 4.5, the significance value of Linearity was <0.001 , while the significance value of Deviation from Linearity was 0.461. The significance value of Linearity (<0.001) is lower than 0.05, indicating that there is a significant linear relationship between Variable X and Variable Y. Furthermore, the significance value of Deviation from Linearity (0.461) is greater than 0.05, indicating that there is no significant deviation from linearity.

Thus, it can be said that there is a *linear* link between students' speaking proficiency and their habit of watching English-language content on Instagram. Thus, the data fulfill the linearity assumption and are appropriate for further analysis using Pearson Product Moment Correlation.

C. Hypothesis Testing

The hypothesis of this study was tested using the *Pearson Product Moment Correlation* to determine whether there was a significant relationship between students' habit of watching English content on Instagram and their speaking ability. The analysis was conducted using IBM SPSS Statistics 27.

The hypotheses of this study are formulated as follows:

Null Hypothesis (H_0)

There is no significant correlation between watching English content on Instagram and students' English speaking ability.

Alternative Hypothesis (H_a)

There is a significant correlation between watching English content on Instagram and students' English speaking ability.

The decision criteria are as follows:

If the significance value (Sig. 2-tailed) is less than 0.05, (H_0) is rejected and (H_a) is accepted.

If the significance value (Sig. 2-tailed) is greater than 0.05, (H_0) is accepted and (H_a) is rejected.

1. Pearson Product Moment Correlation

Table 4. 6 Results of Spearman Rank Correlation Analysis

Correlations			
		Total_X	Total_Y
Total_X	Pearson Correlation	1	.815**
	Sig. (2-tailed)		<.001
	N	40	40
Total_Y	Pearson Correlation	.815**	1
	Sig. (2-tailed)	<.001	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4.6, the Pearson Product Moment Correlation analysis shows that the correlation coefficient between Variable X (Watching English Content on Instagram) and Variable Y (Students' Speaking Ability) is 0.815, with a significance value (Sig. 2-tailed) of <0.001.

Since the significance value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, there is a statistically significant correlation between students' habit of watching English content on Instagram and their speaking ability.

2. Interpretation of the Correlation Coefficient

To determine The power of the relationship between the variables, the interpretation of the correlation coefficient proposed by Sugiyono (2013) was used.

Table 4. 7 Interpretation of Correlation Coefficient

Correlation Coefficient	Interpretation
0.00–0.199	Very Low
0.20–0.399	Low
0.40–0.599	Moderate
0.60–0.799	Strong
0.80–1.000	Very Strong

Based on the Pearson correlation coefficient obtained in this study ($r = 0.815$), the relationship between Variable X and Variable Y falls into the very strong category. Furthermore, the positive value of the correlation coefficient indicates a positive relationship between the two variables. This means that students who more frequently watch English content on Instagram tend to achieve higher speaking ability scores.

3. Coefficient of Determination

The coefficient of determination was calculated to determine how much the independent variable contributes to the dependent variable.

The coefficient of determination is calculated using the following formula:

$$KD = r^2 \times 100\%$$

Substituting the obtained correlation coefficient into the formula:

$$KD = (0.815)^2 \times 100\%$$

$$KD = 0.664 \times 100\%$$

$$KD = 66.42\%$$

Considering the computation above, the coefficient of determination is 66.42%. This indicates that 66.42% of the variation in students' speaking ability can be clarified by their habit of watching English content on Instagram, while the remaining 33.58% is impacted by additional variables not covered in this study, such as vocabulary mastery, pronunciation practice, learning motivation, speaking anxiety, teaching methods, and other individual or environmental factors.

DISCUSSION OF RESEARCH FINDINGS

The study's findings show that there is a significant positive correlation between watching English content on Instagram and students' English speaking ability at MTs Al Ihyaul Irsyad Sukabumi. The Pearson Product Moment Correlation analysis showed a correlation coefficient of 0.815 with a significance value of 0.001, which is lower than 0.05. This means that the alternative hypothesis (H_a) is accepted. Put differently, students who more frequently watch English content on Instagram tend to have better speaking ability.

One possible reason for this result is that Instagram provides students with easy access to authentic English materials. Through reels, videos, stories, and educational accounts, students are exposed to English vocabulary, pronunciation, expressions, and daily conversations. This exposure allows them to become more familiar with how English is naturally used. As students repeatedly watch this content, they may imitate pronunciation, learn new vocabulary, and become more confident in expressing their ideas in English.

These findings are in line with Krashen's Input Hypothesis (1998), which explains that language acquisition develops when learners receive meaningful and comprehensible language input. Instagram offers students opportunities to receive English input outside the classroom in a way that is interesting and easy to access. As a result, students can continue learning English through content they enjoy, which may gradually improve their speaking ability.

The findings also support Bandura's Social Learning Theory (1986), which states that people learn through observing and imitating others. When students watch English-speaking content creators, they observe how words are pronounced, how sentences are formed, and how speakers communicate naturally. By imitating these language models, students have more opportunities to practice speaking and increase their confidence in using English.

The results of this research are also consistent with the previous study conducted by Prayoga (2023). Prayoga found that students who watched English content on Instagram showed better speaking performance because the platform provided authentic language exposure and encouraged students to practice English more frequently. Although Prayoga examined the effect of Instagram English content, while the present study focused on the correlation between students' watching habits and speaking ability, both studies show that Instagram can support the development of speaking skills.

A similar result was reported by Mardiyah (2025), who concluded that the use of social media positively supports students' speaking ability. According to Mardiyah, social media enables students to access English learning materials anytime and anywhere, allowing them to continue learning beyond classroom activities. This finding supports the present study, which shows that students who frequently watch English content on Instagram tend to achieve better speaking scores.

The findings are also supported by Silvi and Badian (2023). Although their research focused on YouTube, they found that watching English-language videos helped students improve vocabulary, pronunciation, fluency, and confidence. This suggests that different social media platforms can provide similar benefits as long as students are consistently exposed to English-language content.

Likewise, Ilham, Fira, and Irwandi (2025) reported that students who used TikTok as a learning medium achieved better English proficiency. Even though the platform was different, both studies highlight the same idea that social media can become an effective supplementary learning medium because it provides authentic language input and encourages independent learning.

The coefficient of determination showed that watching English content on Instagram contributed 66.42% to students' speaking ability. Meanwhile, the remaining 33.58% was influenced by other factors that were not examined in this study, such as vocabulary mastery, grammar knowledge, learning motivation, classroom instruction, speaking practice, and self-confidence. Therefore, watching English content on Instagram should not be considered the only factor affecting students' speaking ability. Instead, it is one of several factors that may help students improve their speaking skills.

Overall, the results of this study strengthen both the theories and the previous studies discussed in Chapter II. They also provide additional evidence that students who are more actively exposed to English content on Instagram tend to have better speaking ability. Therefore, Instagram can be considered a useful supplementary learning medium that supports students in developing their English speaking skills.

CONCLUSION

Considering the findings of the study and the discussion presented in The preceding chapter, Thus, it may be said that there a significant correlation between watching English content on Instagram and students' speaking ability at MTs Al Ihyaul Irsyad Sukabumi. The results of the Pearson Product Moment Correlation analysis showed a correlation coefficient (r) of 0.815 with a significance value of <0.001 , indicating a very strong positive correlation between the two variables. Since the significance value was lower than 0.05, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

The findings indicate that students who frequently watch English content on Instagram tend to demonstrate better speaking ability. Watching English content provides students with greater exposure to authentic language use, including pronunciation, vocabulary, expressions, and sentence patterns, which may support the development of their speaking skills. Furthermore, the coefficient of determination showed that watching English content on Instagram contributed 66.42% to students'

speaking ability, while the remaining 33.58% was influenced by other factors that were not investigated in this study.

Overall, the findings support the theoretical framework used in this research and indicate that watching English content on Instagram can be considered a valuable supplementary learning resource to support the improvement of students' English speaking ability.

The findings of this study imply that Instagram has the potential to be used as a supplementary learning medium in English language learning, particularly in improving students' speaking ability. The significant relationship found in this study suggests that regular exposure to English content on Instagram may help students improve their pronunciation, vocabulary, fluency, and confidence in speaking English. Therefore, English teachers are encouraged to integrate appropriate English content from Instagram into classroom learning activities to provide students with more authentic language input and opportunities to practice speaking.

The findings also imply that students should use social media more purposefully by selecting educational English content that can support their language development. Watching English content should not only be viewed as entertainment but also as a learning activity that encourages students to practice speaking independently and continuously. Although watching English content contributed considerably to students' speaking ability, it should be combined with other learning activities, such as classroom instruction, speaking practice, and interaction with teachers and peers, to achieve better learning outcomes.

Based on the findings of this study, several suggestions are proposed. English teachers are encouraged to utilize Instagram as one of the supplementary learning media to support speaking instruction. Teachers may integrate English videos, short conversations, or educational reels into classroom activities and encourage students to practice speaking based on the content they have watched.

Future researchers are recommended to conduct similar studies with larger samples and different educational settings to obtain more comprehensive findings. They are also encouraged to investigate other factors that may influence students' speaking ability, such as learning motivation, vocabulary mastery, self-confidence, speaking anxiety, classroom interaction, and learning strategies. Furthermore, future studies may employ experimental or mixed-method research designs to provide a deeper understanding of the role of social media in English language learning.

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