

EFL STUDENTS' PERCEPTIONS OF ENGLISH CONVERSATION VIDEO ON INSTAGRAM REELS IN THEIR SPEAKING PRACTICE

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ABSTRACT

This study explored EFL students' perceptions of English conversation videos on Instagram Reels in their speaking practice. Using a qualitative descriptive design, the study involved seven English Education students selected through purposive sampling from 44 questionnaire respondents. Data were collected through semi-structured interviews and analyzed thematically. The findings revealed that students perceived English conversation videos positively as both entertaining and educational. Participants reported that the videos provided authentic exposure to pronunciation, vocabulary, expressions, slang, and daily conversations. The videos also encouraged speaking practice through imitation, repetition, and the use of newly learned expressions in real-life communication. Frequent exposure helped students become more familiar with spoken English and increased their confidence in speaking. Although some participants experienced difficulties related to unfamiliar accents, fast speech, and new expressions, these challenges did not diminish their overall positive perceptions. The study concludes that English conversation videos on Instagram Reels are valuable informal learning resources that support EFL students' speaking practice through authentic and engaging language exposure.

Keywords: *EFL Students' Perceptions, English Conversation Videos, Speaking Practice*

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa EFL terhadap video percakapan bahasa Inggris di Instagram Reels dalam praktik berbicara mereka. Penelitian menggunakan desain deskriptif kualitatif dengan melibatkan tujuh mahasiswa Program Studi Pendidikan Bahasa Inggris yang dipilih melalui purposive sampling dari 44 responden kuesioner. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap video percakapan bahasa Inggris di Instagram Reels sebagai media yang bersifat menghibur sekaligus edukatif. Video tersebut memberikan paparan autentik terhadap pengucapan, kosakata, ungkapan, slang, dan percakapan sehari-hari. Selain itu, video mendorong mahasiswa untuk mempraktikkan kemampuan berbicara melalui kegiatan meniru, mengulang, serta menggunakan ungkapan baru dalam komunikasi nyata. Paparan yang berulang juga membantu mahasiswa menjadi lebih familiar dan percaya diri dalam berbicara bahasa Inggris. Meskipun terdapat beberapa kesulitan seperti aksen yang tidak familiar, kecepatan berbicara penutur, dan ungkapan baru, hal tersebut tidak mengurangi persepsi positif mahasiswa secara keseluruhan. Penelitian ini menyimpulkan bahwa video

percakapan bahasa Inggris di Instagram Reels merupakan sumber pembelajaran informal yang bermanfaat untuk mendukung praktik berbicara mahasiswa EFL.

Kata Kunci: persepsi mahasiswa EFL, video percakapan bahasa Inggris, praktik berbicara

A. Introduction

Speaking is widely recognized as one of the most important skills in English language learning because it enables learners to express ideas, share opinions, and communicate effectively in various contexts (Richards, 2008; Brown, 2007). However, many EFL learners still experience difficulties in speaking due to limited vocabulary, lack of confidence, insufficient exposure to authentic language, and fear of making mistakes (Nunan, 2015; Leong & Ahmadi, 2017). Therefore, learners need accessible sources of English exposure beyond formal classroom settings.

The rapid development of digital technology has transformed the way learners access and use English. Social media is no longer viewed solely as a platform for entertainment but has also become an informal learning environment where users can independently engage with authentic language input (Benson, 2011; Godwin-Jones, 2018). Among various social media platforms, Instagram has

gained considerable popularity among university students, particularly through its Instagram Reels feature, which provides short-form videos containing diverse types of content, including English-language materials (Al-Ali, 2014).

In language learning contexts, social media can facilitate learning by providing authentic input, increasing learner motivation, and creating opportunities for exposure to real-life language use (Lee & Dressman, 2018; Lee, 2022; Hafner et al., 2021). Sockett (2014) argues that exposure to English through digital media can contribute to language development even when learners are not intentionally studying the language. This phenomenon is commonly referred to as Informal Digital Learning of English (IDLE), which involves self-directed English learning activities conducted through digital technologies outside formal educational settings (Lee & Dressman, 2018; Lee, 2019).

One type of content frequently found on Instagram Reels is English

conversation videos. These videos typically present daily conversations, role-play activities, situational dialogues, and interactions that reflect authentic language use in real-life contexts. Through such content, learners may gain exposure to vocabulary, pronunciation, expressions, idioms, slang, and conversational patterns commonly used by English speakers (Gilmore, 2007; Taguchi & Kim, 2018). Furthermore, the combination of audio, visual elements, subtitles, and contextualized situations may enhance learners' understanding and engagement with the language (Mayer, 2021).

Previous studies have reported positive outcomes associated with social media use and informal digital language learning. Lee (2024) found that informal digital learning activities increased learners' language exposure and confidence in communication. Similarly, Astuti and Jayanti (2023) reported that social media provides broader opportunities for students to engage with English-language content. Other studies have also indicated that exposure to authentic digital content can support learners' motivation, vocabulary

development, and language learning experiences (Kusyk & Sockett, 2012; Lee & Dressman, 2018; Hafner et al., 2021). Nevertheless, studies specifically examining students' perceptions of English conversation videos on Instagram Reels remain limited.

Preliminary data collected in this study showed that all 44 respondents used Instagram and watched Instagram Reels. Among them, 84.1% reported frequently or occasionally watching English conversation videos, while 79.5% stated that they had imitated or practiced English obtained from such videos. In addition, 88.6% believed that English conversation videos on Instagram Reels helped support their speaking practice. These findings suggest that English conversation videos have become part of EFL students' informal learning experiences.

Based on this phenomenon, the present study aims to explore EFL students' perceptions of English conversation videos on Instagram Reels in their speaking practice. The findings are expected to contribute to the growing body of research on Informal Digital Learning of English (IDLE) and provide insights into how

social media content can function as a supplementary resource for speaking practice among EFL learners.

B. Method

This study employed a qualitative descriptive design to explore and understand EFL students' perceptions of English conversation videos on Instagram Reels in their speaking practice. Qualitative research enables researchers to gain an in-depth understanding of participants' experiences, perspectives, and interpretations of a particular social phenomenon (Creswell & Creswell, 2018; Merriam & Tisdell, 2016). A descriptive approach was selected because the study did not aim to examine causal relationships or measure the effects of variables but rather to describe students' perceptions based on their experiences with the content.

The study was conducted among students of an English Education Program at a university in Indonesia. Prior to the interview stage, a screening questionnaire was distributed to 44 students to identify participants who met the research criteria. The questionnaire served solely as a screening tool and was not

used as the primary source of data. Participants were selected through purposive sampling, which involves choosing individuals who possess characteristics relevant to the research objectives (Patton, 2015). The selection criteria included: (1) using Instagram, (2) watching Instagram Reels, (3) having watched English conversation videos on Instagram Reels, (4) having interacted with or practiced English obtained from the videos, (5) perceiving that the videos supported their speaking practice, and (6) being willing to participate in an interview. Based on these criteria, seven students were selected as participants.

The primary instrument for data collection was a semi-structured interview. This type of interview was chosen because it provides flexibility for researchers to explore participants' responses in greater depth while maintaining guidance through a predetermined set of questions (Cohen et al., 2018). The interview questions focused on participants' understanding of English conversation videos, their viewing experiences, forms of engagement in speaking practice, perceived benefits, encountered challenges, and overall

perceptions of the use of such videos in English language learning.

The collected data were analyzed using Thematic Analysis proposed by Braun and Clarke (2006). The analysis followed six stages: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This analytical approach was selected because it allows researchers to systematically identify and interpret patterns of meaning emerging from participants' experiences (Braun & Clarke, 2006).

To enhance the credibility of the findings, the interview transcripts were reviewed repeatedly, and responses across participants were compared to ensure consistency and accuracy of interpretation. Through this process, the study sought to provide a comprehensive understanding of EFL students' perceptions of English conversation videos on Instagram Reels in their speaking practice.

C.Results and Discussion

Before conducting the interviews, a screening questionnaire was distributed to 44 students of the

English Education Program to identify participants who met the research criteria. The demographic information of the respondents is presented in Table 1.

Table 1. Demographic Information of Respondents

Characteristics	Frequency	Percentage
Semester 6	18	40,9%
Semester 8	26	59,1%
Female	38	86,4%
Male	6	13,6%

The screening questionnaire results revealed that all respondents used Instagram and watched Instagram Reels. Furthermore, most respondents reported watching English conversation videos, practicing expressions obtained from the videos, and perceiving the videos as beneficial for speaking practice. The summary of the screening questionnaire is presented in Table 2.

Table 2. Summary of Screening Questionnaire Results

Item	results
Instagram users	100%
Instagram Reels users	100%
Frequently/occasionally watch English conversation videos	84,1%
Frequently/occasionally practice language from videos	79,5%
Perceive videos as helpful for speaking practice	86,6%
Willing to participate in interview	75%

Based on the interview data, five themes were identified through thematic analysis. The themes and their corresponding codes are presented in Table 3.

Table 3. Themes Generated from Thematic Analysis

Themes	Representative Codes
English conversation videos as entertainment and learning resources	enjoyable learning, role-play, learning without pressure
Exposure to authentic language use	pronunciation, vocabulary, expressions, slang, idioms
Speaking practice through imitation and repetition	imitation, repetition, pronunciation practice
Increased familiarity and confidence in English communication	confidence, exposure, communication improvement
Challenges encountered while watching videos	fast speech, unfamiliar accents, unfamiliar expressions

The first theme identified from the interview data was English conversation videos as entertainment and learning resources. Most participants perceived the videos as both educational and entertaining. They explained that the videos were delivered through role-play, daily-life situations, and engaging visual presentations, making learning feel enjoyable rather than stressful.

As stated by R4: *“Untuk hiburannya juga dapet karena biasanya video-video conversation seperti itu menggunakan animasi dan visualisasi.”*

Similarly, R1 explained: *“Jujur kayak mendapat hikmah sih...*

ternyata saat menonton video tuh menjadi tahu, ternyata kaya gini loh cara pengucapan yang benarnya itu.”

These findings indicate that students perceive English conversation videos as informal learning resources that combine education and entertainment. This finding supports Benson (2011), who argues that language learning can occur naturally through informal digital environments. Likewise, Sockett (2014) emphasizes that learners can acquire language knowledge while consuming enjoyable online content without intentionally studying the language.

The second theme was exposure to authentic language use. Participants reported that English conversation videos exposed them to authentic pronunciation, vocabulary, expressions, slang, and idioms that are frequently used by native speakers.

R5 stated: *“kalau saya, yang paling sering diperhatikan tuh sebenarnya pronunciation-nya.”*

Likewise, R6 explained: *“Yang paling saya perhatikan itu pronunciation sama accent, terus expression-nya juga.”*

Participants also mentioned that many expressions found in the videos were rarely taught in formal classroom settings.

According to Gilmore (2007), authentic materials provide learners with exposure to real-world language use. Similarly, Taguchi and Kim (2018) argue that authentic communication can increase learners' awareness of natural language patterns and expressions.

The third theme was speaking practice through imitation and repetition. Most participants reported that they actively practiced speaking while watching the videos. They repeated words, imitated pronunciation, copied accents, and practiced expressions presented in the videos.

R6 explained: "*Saat menonton tuh langsung refleksi ingin mengikuti peran yang ada dalam video.*"

Similarly, R1 stated: "*Saya ulang pengucapannya sampai sekiranya saya hafal dan bisa mempraktikkan itu.*"

These findings suggest that participants were not merely passive viewers but active learners who engaged in speaking practice through

observation and imitation. This finding is consistent with Bandura's (1986) social learning theory, which highlights imitation and observation as important processes in learning.

The fourth theme was increased familiarity and confidence in English communication. Participants consistently reported that frequent exposure to English conversation videos made them more familiar with English and more comfortable using the language in daily communication.

R1 stated: "*Karena kebiasaan ngedenger jadi ketiru.*"

Similarly, R6 reported: "*Jadi kaya ngerasa ada improvement gitu.*"

Participants believed that repeated exposure helped them become more confident in speaking English and improved their ability to communicate naturally.

This finding supports the concept of Informal Digital Learning of English (IDLE), which suggests that repeated engagement with English content outside formal classrooms contributes to language development and communication confidence (Lee & Dressman, 2018; Lee, 2019).

The final theme concerned challenges encountered while watching the videos. Although

participants generally had positive perceptions, several difficulties were reported, particularly related to fast speech, unfamiliar accents, and unfamiliar expressions.

R5 explained: "*Kesulitannya itu si native speakernya kalau ngomongnya terlalu cepat.*"

Similarly, R7 stated: "*Kalau native speakernya yang accent-nya British jadi kurang mengerti.*"

Despite these difficulties, participants generally viewed them as minor obstacles that could be overcome through subtitles, contextual visual cues, and repeated viewing.

Overall, the findings demonstrate that EFL students perceive English conversation videos on Instagram Reels positively. The videos provide authentic language exposure and support speaking practice through imitation, repetition, and continuous engagement. Participants reported benefits related to pronunciation, vocabulary development, authentic expressions, confidence, and familiarity with English communication. Although several challenges were identified, these difficulties did not diminish the participants' overall positive

perceptions of English conversation videos as valuable resources for speaking practice.

E. Conclusion

This study explored EFL students' perceptions of English conversation videos on Instagram Reels in their speaking practice. The findings revealed that students generally held positive perceptions toward this type of content. Participants perceived English conversation videos as both educational and entertaining, allowing them to learn English in an enjoyable and pressure-free environment. The videos provided authentic exposure to pronunciation, vocabulary, expressions, idioms, slang, and daily conversations that supported their speaking practice.

The findings also showed that students actively engaged with the videos by imitating pronunciation, repeating expressions, practicing conversations, and applying newly learned language in real-life situations. Frequent exposure to English conversation videos contributed to greater familiarity and confidence in English communication. Although some challenges were

reported, such as fast speech, unfamiliar accents, and new expressions, these difficulties did not significantly affect students' overall positive perceptions. Therefore, English conversation videos on Instagram Reels can be considered valuable informal learning resources that support EFL students' speaking practice through authentic and engaging language exposure.

Future studies may involve participants from different universities or educational levels and explore other types of English-related content on social media platforms to obtain broader insights into informal digital language learning.

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