
Group Investigation Through Instagram in Public Speaking Class at STAI Hubbulwathan Duri: Case Study

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Abstract

The purpose of this case study is to investigate how the Group Investigation strategy was used in a public speaking class through Instagram, and how it affects students' learning outcomes and oral communication skills. The study intends to add to the existing literature on the effectiveness of Group Investigation as a learning method in the EFL context, particularly in developing students' speaking skills, as well as to investigate the potential of social media, specifically Instagram, as a tool to support language learning. The data took from interview and observation of the fourth semester students of English Department at STAI Hubbulwatahan Duri. The result showed the Group Investigation strategy was effective for English teaching, particularly for public speaking skills. The use of Instagram in the Group Investigation strategy provided an opportunity for students to easily share their views and engage in effective discussions while working together.

1. Introduction

Social media and information technology are effective alternatives for students' English skill development in today's digital age. Social media has become a popular tool for teachers of English as a foreign language (EFL) because it gives students chances to improve their English skills. English is also one of the most common languages used on social media, which shows how important it is for students to improve their English skills (Namaziandost, 2019; Angriani, et al, 2021). In this digitalization era, students must have and master the skill of public speaking. According to some research, various applications, particularly social media platforms, use English. Social media is a popular form of communication and information in this digital age. Various social media platforms, as well as various fields and activities, are used as media for interaction and socialization. Instagram is one of the social media platforms that is widely used in a variety of activities. (Belal, 2014; Apriyanti et al., 2018; Gabriel et al., 2022).

Previously mentioned, learning public speaking is very important for students, especially those who will take part in the world of work. However, apart from using lecture methods and individual presentations which limit students' ability to interact and collaborate in groups, the implementation of public speaking learning in tertiary institutions still requires innovation and development both in terms of media and methods. This is a challenge for

public speaking lecturers to innovate and develop in the learning process. Previous research explained about the use of various method and technology in teaching public speaking. The use of technology to facilitate communication and support the strategy and method used in the teaching an learning process especially in this digital age (Karmina et al., 2021; Mortaji, 2018; Al-Ghazab, 2022; Bagheri et al., 2019; Carraher&Tanner, 2019).

Instagram is one of the social media platforms that has the potential to support Group Investigation method in Public Speaking learning. However, there has been little research into the use of the Group Investigation method through Instagram in learning Public Speaking in Indonesia, particularly at STAI Hubbulwathan Duri. Based on this, there is a research gap on this topic that requires further investigation. Along with the times and technology, language learning methods have also changed. These methods aim to help students better understand and master the language. In this study, the author will discuss the language learning method used in STAI Hubbulwathan Duri with a focus on using Group Investigation through Instagram in Public Speaking class. The use of technology, such as Instagram, provides many opportunities for students to enhance their English skills. Through this research, it is hoped that it can provide a clear picture of the effectiveness of using this method and the obstacles that students and teachers may face in the learning process especially in Public Speaking Class.

2. Literature Review

It is necessary to prepare methods and strategies that will be used to support the achievement of previously designed learning objectives during the learning process. The cooperative learning method is one of the most used learning methods. Student-centered is the foundation of cooperative learning in order to actively support students and collaborate with other students to solve specific problems and study together (Ginting, 2022; Karmina et al., 2021). In implementing a cooperative learning approach, four techniques should be attached to and become members of the teaching technique association: Student Team Achievement Division (STAD), Jigsaw, Group Investigation (GI), Teams Games Tournaments (TGT), and a structural approach that includes Think Pair Share (TPS) and Numbered Heads Together (Trianto in Widyaningsih & Puspasari, 2020). Group investigation is one of the discovery-based cooperative learning methods which is implemented in groups (Rusman in Widyanto, 2017).

The Group Investigation technique is supported using media, one of which is social media platforms. Social media platforms are increasingly being used to investigate social phenomena such as collective events, issues, or causes. Of course, the use of social media as a platform for public speaking resulted in a pandemic. Social media has become one of the places where students can continue their studies and gain knowledge and information (Gabriel et al., 2022). One of social media platforms that used is Instagram. Instagram is a more effective social media platform for engaging with and learning English (Abdulaziz Al Fadda, 2020). Instagram can be a useful social media platform for encouraging students to post and share interesting photos or videos about their learning activities during speaking practice (Ramadoni, 2019).

3. Research Method

This study was designed as a case study. A case study is a method for thoroughly investigating one or more cases, environments, or interactive groups. In this method, a complex or a special case is investigated in their own conditions (Sönmez & Alacapnar, 2013; Fraenkel & Wallen, 2009 in Perihan Dinç Artut, 2018). The case study method is preferred in

research because it allows for in-depth investigation of a case or fact that is based on the questions of "how" and "why" and cannot be controlled by the researchers (Yldrm & imšek, 2000 in Perihan Dinç Artut, 2018). This study investigated the Group Investigation Through Instagram in Public Speaking Class. In this context, the sample of this study consisted of 9 students from the fourth semester of English Department at STAI Hubbulwathan Duri, who were divided into three groups.

In this research, an interview form which was developed by the researchers was used to determine the opinions of students about working in groups investigation through Instagram in public speaking class. Here are some of the questions from the interview form:

- a. What is your experience using the group investigation learning model to learn public speaking through Instagram?
- b. How is the quality of communication and collaboration among group members when using group investigation learning model to learn public speaking through Instagram?
- c. Does using Instagram in group investigation learning model make it easier for people in the group to talk each other? How to?
- d. What are the challenges you face when using the group investigation learning model through Instagram to learn public speaking?

Observation throughout the study, one of the researchers observed each session. The study did not make use of a standard observation tool. During the unstructured observation, the students' relationships and behaviours were documented in writing. The Steps of group investigation can be seen in the table below:

Table 1. Stages of Group Investigation

Stage 1. Determine topics and divide students into groups	Groups will be formed based on heterogeneity, and the lecturer will provide opportunities for students to carry out and contribute to the topics on which they will work.
Stage 2. Task Planning	The group will assign subtopics and choose the location or places to all members. Then, each group will develop a material plan for practise and implementation.
Stage 3. Begin an investigation based on the topic and location.	Students will investigate and analyse public speaking practise.
Stage 4. Prepare the analysis results.	Each group will practise their public speaking skills.
Stage 5. Presenting public speaking performance on Instagram	Each group will present the public speaking material they have chosen, recorded, and shared on Instagram.
Stage 6.	Providing feedback, suggestions, and

Evaluation opinions on each group's public speaking performance

(Sharan, 1998)

Data collected through interviews and observations were analysed using content analysis, a qualitative research data analysis method. To conduct content analysis, data were evaluated using a constant comparative method. By comparing the data in the interview forms, themes and codes were formed. Students' data is given a code so that it can be presented without causing a commotion and without revealing the student's identity. As a result, the first student interviewed was labelled "S1".

4. Findings and Discussion

Table 2 shows the codes and themes that emerged from the analysis of the data obtained from the interviews.

Table 2. Theme and Code

Theme	Code
1. Learning Experience	<ul style="list-style-type: none"> ➤ Positive experience ➤ Effectiveness of the model ➤ Effective communication ➤ Ineffective communication ➤ Positive impact on speech or presentation skills ➤ No impact on speech or presentation skills ➤ Negative impact on speech or presentation skills
2. Group Investigation	<ul style="list-style-type: none"> ➤ Collaboration among group members ➤ Quality of interaction ➤ Impact on teamwork and decision making
3. Ease of communication using Instagram	<ul style="list-style-type: none"> ➤ Facilitation of communication ➤ No difference in communication ➤ Hindrance to communication ➤ Positive impact on oral communication skills
4. Students participation	<ul style="list-style-type: none"> ➤ Participating in the group work ➤ Finishing the performance

Table 2 shows that the interviews with students were organized around four themes: learning experiences, group investigation, ease of communication using Instagram, and student participation. In the theme of the learning process, seven codes were used. In this context, 9 of the students who participated in the research stated that the method used fertilized learning, 8 said it facilitated learning, 8 said it made learning permanent, and 8 said

it provided active participation in the process. Some of the students' perspectives, for example, are as follows:

- a. For me personally, the experience that I went through in learning group investigation through Instagram was quite good, because I could judge myself from other people's comments, gained knowledge from other people, etc., and was motivated to perform better, and more. (S3)
- b. Easier in learning (S4)
- c. It's so good for our team, because everyone must help her friends for instructions to take the video and create videos and the last we must be brave to try new experiences (S5)
- d. Exciting, and every vocabulary we can remember it better (S6)
- e. The application of group investigation gave me the opportunity to investigate and complete the learning material and process the learning material with the group through the discussion and exchange of ideas (S7).

When Table 2 is considered, three codes are seen in the theme of Ease of communication using Instagram. In this context, it is seen that all of the students expressed that they enthusiast in the tasks given to them through Instagram.

- a. Yes, very, very helpful, the way we must be solid with each other, communication is maintained, and the goals that are made must be together and support each other (S4).
- b. Simply facilitating because Instagram is a communication tool that can be used remotely. Can exchange ideas and discuss (S6).
- c. It could be because the distance between each other using Instagram currently is very helpful to be able to exchange messages or comments and discuss (S8).
- d. Yes, the use of Instagram in the group investigation learning model can help in facilitating discussion among group members (S9).

The results of content analysis based on the data obtained from the observations throughout the research process was collected under two titles as Learning Experience and Group Investigation.

- a. Learning Experiences: The observations showed that all of the students participated in the tasks, enthusiast and The application of group investigation gave the opportunity to investigate and complete the learning material and process the learning material with the group through the discussion stage and exchanging ideas.
- b. Group Investigation: The observations revealed that while the students were working on the tasks given in groups, each of them tried to help the other while perform their public speaking, they worked on the tasks given cooperatively. The following dialogue was observed between two students in the same group during the studies based on Collaboration and Cooperating:

S1: What kind of sentences that can be used to convince? Do you have any idea?

S3: Maybe you can use "I can guarantee". Any other opinion?

5. Conclusions

According to the students' perspectives, the findings of this study revealed that Group Investigation Through Instagram in Public Speaking Class at STAI Hubbulwathan Duri resulted in a positive effect on the students' learning. This finding is consistent with the literature findings (Iswardati, 2016; Belmekki & Baghzou, 2022; Mandayu et al., 2019) indicating that the Group Investigation strategy was effective for English teaching, particularly for Speaking skill. This positive effect is thought to have occurred because the learning environment encourages students' active participation in class. This study's interview and observation findings demonstrated that Group Investigation promotes students' active

participation in class. Instagram encourages students to participate in public speaking class (Ardila Angriani Nur, St. Hajar, 2021; (Ihsan & Aulia, 2020)(Ramadoni, 2019); Devi et al., 2020). Students were given opportunities to speak in Group Investigation, and this method provided environments for students to come across different ideas and focused on the problem-solving process rather than the answer to the problem. It was discovered in this study that the students' perspectives were also in line with this direction. The students stated that they shared their points of view effortlessly while working together, that they discussed the questions for a long time, and that they contributed to effective discussions on defining the strategies to implement while solving the problem and the appropriateness of the results they obtained.

The study's findings revealed that the use of Group Investigation Through Instagram in Public Speaking Class at STAI Hubbulwathan Duri had a positive effect on students' learning. The positive effect was attributed to the learning environment that encouraged students' active participation in class, which in turn promoted problem-solving and the exchange of ideas. The students' perspectives were in line with the literature findings that showed the Group Investigation strategy was effective for English teaching, particularly for public speaking skills. The use of Instagram in the Group Investigation strategy provided an opportunity for students to easily share their views and engage in effective discussions while working together

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