



Enhancing Vocational Students' Speaking Performance Through Instagram Reels: Evidence of Significant Fluency Improvement

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Abstract: Speaking proficiency remains a major challenge for vocational EFL learners, particularly in fluency, pronunciation, and confidence. This study examined the effectiveness of Instagram Reels in improving students' speaking performance. Methods: A quasi-experimental non-equivalent control group design was applied to two intact eleventh-grade classes at SMK Negeri 8 Purworejo. The experimental group learned speaking through Instagram Reels, while the control group received conventional instruction. Data were collected through pre-test and post-test speaking assessments using an analytic rubric covering pronunciation, grammar, vocabulary, fluency, and comprehensibility, then analyzed with descriptive statistics, paired-sample t-tests, independent-sample t-tests, and N-gain. Results: The experimental group achieved greater improvement than the control group, with a higher post-test mean score (85.30 and 72.10), a significant difference ($p < 0.05$), and a high N-gain score of 0.70. Conclusion: Instagram Reels is an effective digital medium for improving vocational students' speaking performance, especially fluency, and supports its integration into English instruction in meaningful short-video practice contexts.

Abstrak: Kemampuan berbicara masih menjadi tantangan utama bagi pembelajar EFL vokasional, terutama pada aspek kefasihan, pelafalan, dan kepercayaan diri. Penelitian ini bertujuan menguji efektivitas Instagram Reels dalam meningkatkan kemampuan berbicara siswa. Methods: Penelitian menggunakan desain kuasi eksperimen non-equivalent control group pada dua kelas XI di SMK Negeri 8 Purworejo. Kelas eksperimen belajar berbicara melalui Instagram Reels, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Data diperoleh melalui pre-test dan post-test berbicara dengan rubrik analitik yang mencakup pronunciation, grammar, vocabulary, fluency, dan comprehensibility, lalu dianalisis menggunakan statistik deskriptif, uji t berpasangan, uji t independen, dan N-gain. Results: Kelas eksperimen menunjukkan peningkatan yang lebih tinggi dibandingkan kelas kontrol, dengan rata-rata post-test 85,30 dan 72,10, perbedaan yang signifikan ($p < 0,05$), dan N-gain tinggi sebesar 0,70. Conclusion: Instagram Reels efektif sebagai media digital untuk meningkatkan kemampuan berbicara siswa vokasional, khususnya kefasihan, dan mendukung integrasinya dalam pembelajaran bahasa Inggris melalui praktik video pendek yang autentik, yang lebih menarik dan berpusat pada siswa.

A. Introduction

In the current era of globalization and rapid digital advancement, proficiency in spoken English has emerged as an indispensable competency – particularly for students enrolled in vocational programs who are anticipated to enter the workforce shortly after completing their studies. The capacity to communicate orally equips learners to convey ideas, negotiate shared understanding, and engage productively in occupational and social contexts alike. Within vocational education, oral English ability bears a direct relationship to professional prospects, as graduates are routinely expected to interact with clients, colleagues, and international counterparts (Richards, 2022). For this reason, developing speaking competence goes beyond academic achievement and represents a functional prerequisite for improving graduates' employability and capacity to compete in globalized labor markets. Given the demands of Industry 4.0 and the growing mobility of the workforce, vocational learners must command communication skills that are adaptable and immediately applicable to authentic workplace scenarios. Consequently, fostering speaking development in vocational schools warrants sustained pedagogical attention, especially through instructional frameworks capable of bridging formal classroom activities with authentic communication demands.

Despite its undeniable importance, oral production remains among the most demanding language skills for EFL learners to master. Empirical evidence consistently documents that students encounter diverse linguistic obstacles—including restricted vocabulary, imprecise pronunciation, inadequate grammatical control, and insufficient fluency – all of which impede effective spoken interaction (Fitriyanti & Malihah, 2024; Aldi & Thoyyib Shof, 2024). Beyond purely linguistic barriers, affective impediments exert an equally significant influence. Students' willingness to engage orally is frequently undermined by anxiety, fear of making errors, and diminished self-confidence (Suryani et al., 2020). Contemporary research further confirms that speaking apprehension and low self-efficacy constitute persistent obstacles in EFL classrooms, particularly in environments where learners have limited access to genuine communicative interaction (Zhang et al., 2024). Highly anxious learners tend to withdraw from oral participation and produce less fluent speech owing to concerns about negative evaluation (Dewaele et al., 2023). When such affective constraints are compounded by limited instructional time and teacher-dominated dynamics, learners have progressively fewer opportunities to cultivate fluency, build communicative confidence, and develop spontaneous oral capability.

These difficulties are especially pronounced in vocational high school settings, where students often adopt passive roles during speaking tasks, show reluctance to express themselves orally, and tend to avoid English use in communicative situations. Beyond individual learner factors, pedagogical limitations similarly worsen the situation. Conventional speaking instruction tends to rely heavily on textbook exercises, scripted dialogues, and formulaic drills, which rarely provide sufficient space for genuine, purposeful, and spontaneous oral expression. Emerging scholarship indicates that traditional instructional approaches routinely fall short of building communicative ability

because they lack the interactive, learner-centered, and digitally integrated dimensions that characterize productive language learning environments (Ma et al., 2024; Shadiev & Wang, 2022). As a consequence, students may never acquire the fluency, communicative confidence, and practical oral ability demanded by vocational and professional contexts. This situation is particularly concerning given that vocational graduates are expected to command functional English skills transferable directly to professional communication settings.

Alongside these pedagogical challenges, sweeping digital transformation has substantially reshaped how contemporary learners access information, communicate, and engage in study. Present-day students represent a generation deeply immersed in social media and short-form digital content. A growing body of educational scholarship affirms that digitally integrated learning environments can foster motivation, sustain engagement, and promote authentic language use when they are incorporated thoughtfully into instructional practice rather than treated as recreational pastimes (Kabilan & Zahar, 2016; Mayer, 2020). Sailer et al (2021) contend that effective digital learning hinges not merely on technological access but on the quality of structured interaction designed to cultivate learner autonomy and communication. Similarly, Ebadi et al (2024) demonstrated that social media-mediated language learning strengthens second language motivation and involvement, especially when students actively generate content in authentic settings. In this context, Instagram Reels presents a notably suitable platform, as it integrates visual stimuli, auditory input, and spoken language output within a compact, accessible, and socially resonant medium. Theoretically, it aligns with both Multimedia Learning Theory and Communicative Language Teaching by facilitating multimodal cognitive engagement and encouraging meaningful language production (Mayer, 2020; Richards, 2022; Huang et al., 2026).

Prior investigations have documented encouraging outcomes from the deployment of Instagram Reels and comparable platforms in speaking instruction. Dewi et al (2022) established that Instagram Reels strengthened students' spoken fluency and communicative confidence by exposing them to an authentic digital environment. Widiyanti & Fadhilawati (2024) noted gains in pronunciation and vocabulary, while Chadafi & Khasanah (2024) reported significant improvements in oral performance – particularly in pronunciation and fluency. Ristianti et al (2025) further documented heightened learner motivation and class participation when Instagram-based instructional activities were adopted. Collectively, these findings point to the potential of short-video platforms as viable vehicles for speaking development. Nevertheless, the majority of extant studies have tended to prioritize students' subjective perceptions or general motivational responses over objectively measured oral outcomes. Furthermore, the magnitude of reported gains is frequently unverified through established statistical measures such as effect size, limiting conclusions about practical significance. While the available evidence is encouraging, substantial questions remain regarding the actual instructional utility of Instagram Reels for measurable speaking improvement.

This body of evidence highlights several notable gaps in the existing research landscape. First, empirical investigations targeting vocational high school students remain comparatively sparse, despite this population's distinctive learning profiles and career-driven language requirements. Second, a considerable proportion of existing studies have prioritized perception-based data at the expense of performance-based assessment approaches. Third, a shortage persists of quasi-experimental studies that evaluate speaking ability comprehensively across dimensions such as comprehensibility, grammar, vocabulary, pronunciation, and fluency. In response, the present study addresses three interconnected dimensions simultaneously: context, methodology, and outcome. By prioritizing measurable oral performance derived from pre- and post-test data and centering fluency as the primary outcome variable, it moves beyond the constraints of perception-oriented inquiry. Rather than representing a straightforward application of social media technology in language classrooms, this study conceptualizes Instagram Reels as a structured, pedagogically grounded medium whose effects can be traced through empirical evidence thereby advancing a more rigorous evidence base for technology-supported speaking instruction.

Against this backdrop, the present study is conceived as an effort to generate empirically grounded and quantifiable evidence of fluency improvement through Instagram Reels within vocational EFL instruction. In contrast to prior studies that have typically positioned social media as an informal supplementary resource, this research embeds Instagram Reels within a formalized instructional framework and evaluates its effectiveness through performance-based assessment using an analytic speaking rubric. A further distinguishing contribution lies in the study's methodological rigor: it transcends perception-based inquiry by incorporating quasi-experimental design, N-gain analysis, and effect size computation to capture both the statistical significance and practical magnitude of the intervention. By centering on vocational learners—a group underrepresented in existing literature—and foregrounding fluency as a principal outcome, this study furnishes a more contextually situated and methodologically robust model for investigating digitally assisted speaking instruction.

With this orientation, the study pursues two research questions: Does integration of Instagram Reels produce a statistically significant enhancement in students' speaking performance?. To what degree does Instagram Reels instruction advance students' spoken fluency?. The insights generated are anticipated to contribute theoretically by enriching discourse around technology-enhanced language learning and communicative language teaching and practically, by equipping English educators in vocational settings with an evidence-informed and learner-centered medium for speaking instruction.

B. Method

To investigate the effect of Instagram Reels on students' speaking performance, a quasi-experimental approach was adopted as the overarching research design. Specifically, a non-equivalent control group design incorporating both pre- and post-test measurements

was applied, given that true random assignment was not practicable within intact classroom contexts. This design enjoys wide endorsement in educational research because it enables comparisons between conditions while preserving the ecological integrity of natural classroom settings (Creswell & Guetterman, 2021; Capili & Anastasi, 2024; Ballance, 2024). Through this framework, the study was positioned to identify shifts in students' oral performance across the intervention period and to draw attributive inferences about the treatment's role in producing those shifts.

The theoretical architecture of this study situates Instagram Reels as the independent variable, operationalized as a short-video digital medium integrated into speaking instruction. The dependent variable—students' speaking performance—was operationally defined through five measurable dimensions: fluency, pronunciation, vocabulary, grammar, and comprehensibility. As depicted in Figure 1, the relationship between variables is conceptualized as non-direct, mediated by a set of pedagogical mechanisms that account for how learning unfolds within digitally enhanced environments. These mechanisms encompass authentic language exposure, heightened learner motivation, active oral practice engagement, diminished speaking anxiety, and opportunities for peer interaction and feedback. Such mechanisms carry particular weight in digital learning contexts, where meaningful engagement and structured interaction serve as critical facilitators of language development (Sailer et al., 2021; Ebadi et al., 2024).

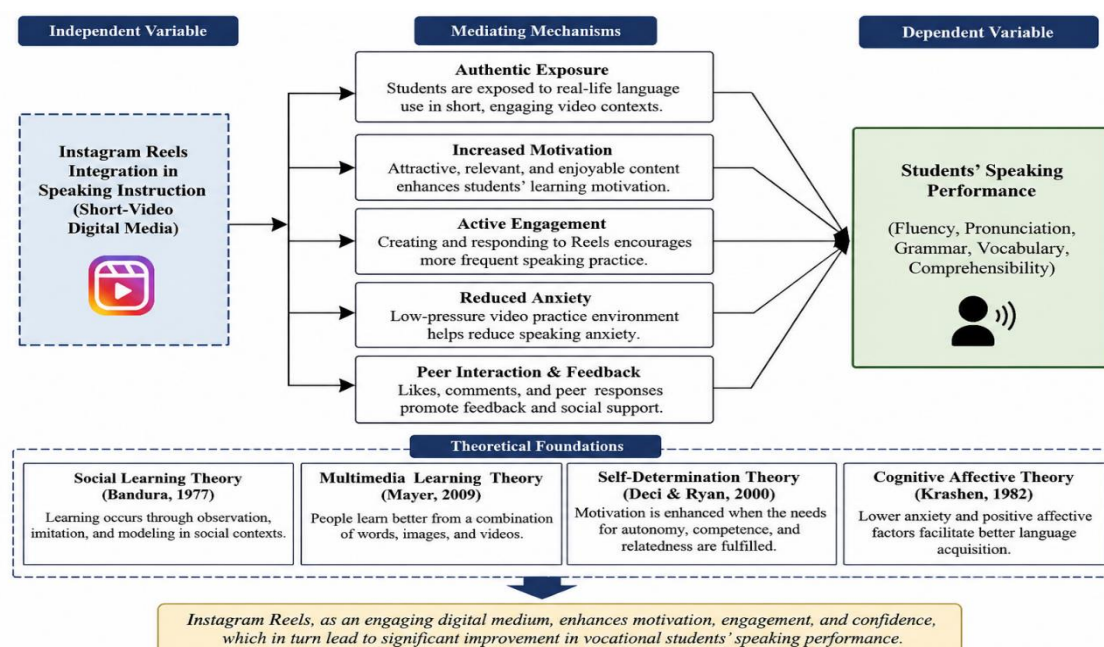


Figure 1. Conceptual Framework of the Study

The conceptual model draws on well-established theoretical perspectives. According to Multimedia Learning Theory, knowledge acquisition is more efficient when information reaches learners through coordinated visual and auditory modalities (Mayer, 2020), while Communicative Language Teaching foregrounds purposeful language use within authentic

communicative contexts (Richards, 2022). Affective variables particularly motivation, self-confidence, and anxiety—are additionally recognized as influential determinants of oral performance in EFL settings (Dewaele et al., 2023; Zhang et al., 2024). Collectively, these perspectives provide a theoretical basis for expecting Instagram Reels to augment both cognitive engagement and affective readiness, thereby producing observable improvements in speaking. Accordingly, the study advances the hypothesis that incorporating Instagram Reels into instruction will yield a statistically significant improvement in students' spoken performance, especially in terms of fluency.

The research was carried out at SMK Negeri 8 Purworejo during the 2025/2026 academic year, drawing on eleventh-grade students recruited through purposive sampling. Intact class groups with broadly comparable English proficiency levels were selected to ensure adequate equivalence between the two conditions. A total of 71 students participated: 36 in the experimental group and 35 in the control group. Before the study commenced, informed consent was obtained from all participants, and data confidentiality was upheld in accordance with established ethical standards for educational research.

Both groups underwent a pre-test at the outset to establish baseline oral proficiency. Subsequently, the experimental group received instruction delivered through Instagram Reels-based activities, while the control group continued with conventional speaking instruction encompassing oral drills, scripted dialogue exercises, and teacher-fronted activities. The intervention spanned three weeks comprising six sessions of approximately 90 minutes each. Students in the experimental condition were tasked with planning, recording, and publishing brief spoken videos via Instagram Reels, enabling iterative practice, self-monitoring, and creative oral expression. Students in the control condition, by contrast, delivered speaking tasks directly before the class without recourse to digital media.

The primary data collection instrument was a speaking performance test administered at both pre- and post-test stages. Participants delivered brief oral presentations on predetermined topics aligned with the learning objectives. Performances were evaluated using an analytic speaking rubric adapted from well-established assessment frameworks, addressing five dimensions: fluency, pronunciation, vocabulary, grammar, and comprehensibility. Each dimension was rated on a five-point scale, enabling nuanced evaluation of individual oral capabilities. Content validity was confirmed through review by English teaching specialists, and construct validity was verified by aligning rubric criteria with recognized speaking performance frameworks. Internal consistency was assessed through Cronbach's Alpha, yielding values above 0.7, meeting the acceptable reliability threshold. Inter-rater reliability was additionally secured through the involvement of multiple evaluators, with final scores computed as the average of their ratings.

Data were processed using SPSS statistical software. Descriptive statistics were computed first to generate mean scores and standard deviations for both groups. Prior to inferential testing, distributional assumptions were verified through the Shapiro-Wilk test for normality and Levene's test for variance homogeneity, with results confirming that both conditions ($p > 0.05$) were met, satisfying the prerequisites for parametric procedures.

Within-group change was examined through paired-sample t-tests, and between-group differences were assessed via independent-sample t-tests, with a significance threshold of 0.05. The practical efficacy of the intervention was further quantified through N-gain analysis, and Cohen's d was computed to estimate effect magnitude.

C. Result

The principal objective of this study was to assess the degree to which Instagram Reels instruction influenced students' speaking performance. Findings are presented sequentially, covering descriptive statistics, verification of statistical assumptions, hypothesis testing, and effectiveness analysis.

To establish an initial profile of speaking achievement across both groups, descriptive statistical summaries were derived from pre- and post-test score data.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Group	Mean Pre-test	SD Pre-test	Mean Post-test	SD Post-test	Improvement
Experimental	62.40	4.842	85.30	5.710	22.90
Control	60.75	5.710	72.10	5.658	11.35

As reflected in Table 1, both groups registered measurable gains in spoken performance between the two assessment points. In the experimental condition, the class average progressed from 62.40 at pre-test to 85.30 at post-test—a net gain of 22.90 score points. The control group likewise improved, advancing from 60.75 to 72.10, corresponding to a 11.35-point gain. While both conditions showed progress, the experimental group's advancement was considerably more pronounced, providing initial indication of a stronger instructional effect linked to Instagram Reels.

Assumption Testing

In preparation for inferential analysis, the data underwent testing to confirm adherence to the parametric assumptions of normality and variance homogeneity.

Table 2. Normality Test (Shapiro–Wilk)

Group	Statistic	Sig.	Conclusion
Experimental (pre-test)	0.971	0.128	Normal
Experimental (post-test)	0.965	0.094	Normal
Control (pre-test)	0.968	0.102	Normal
Control (post-test)	0.972	0.135	Normal

As presented in Table 2, the Shapiro-Wilk test yielded significance values exceeding 0.05 across all four data sets, confirming that score distributions for both groups at both

assessment occasions followed a normal pattern. This outcome satisfies the normality prerequisite for the subsequent parametric procedures.

Table 3. Homogeneity Test (Levene's Test)

Variable	Levene Statistic	Sig.	Conclusion
Post-test Scores	1.284	0.261	Homogeneous

Table 3 displays Levene's test outcomes for variance homogeneity, yielding a significance value of 0.261 – comfortably above the 0.05 threshold. This result confirms that score variances across the experimental and control groups are sufficiently homogeneous to permit the application of an independent-sample t-test.

Within-Group Analysis (Paired Sample T-Test)

To assess the degree of progress within each group individually, paired-sample t-tests were performed comparing pre- and post-test scores.

Table 4. Paired Sample T-Test Results

Group	Mean Difference	t-value	Sig. (2-tailed)	Conclusion
Experimental	22.90	18.742	0.000	Significant
Control	11.35	9.615	0.000	Significant

The paired-sample t-test results in Table 4 reveal that both groups achieved statistically significant within-group gains, as evidenced by p-values below 0.05. Notably, the experimental group's mean improvement (22.90) substantially exceeded that of the control group (11.35), reinforcing the conclusion that Instagram Reels-based instruction produced a considerably larger performance gain.

Between-Group Analysis (Independent T-Test)

To assess whether the post-test performance gap between the two groups attained statistical significance, an independent-sample t-test was applied to the post-test data.

Table 5. Independent Sample T-Test Results

Variable	Sig. (2-tailed)	Cohen's d	Conclusion
Post-test Scores	0.000	2.32	Significant

The independent-sample t-test results in Table 5 confirm a statistically significant post-test difference between groups ($p = 0.000 < 0.05$). The associated effect size, measured via Cohen's d, yielded a value of 2.32, corresponding to a very large practical effect. This result substantiates the claim that the Instagram Reels intervention produced not merely a

statistically discernible but also a practically consequential improvement in students' oral performance.

Effect Size and N-Gain Analysis

To further characterize the magnitude and overall effectiveness of the intervention, N-gain scores and effect size were computed.

Table 6. N-Gain Analysis

Group	Mean N-Gain	Category
Experimental	0.70	High
Control	0.50	Moderate

The N-gain data in Table 6 indicate that the experimental group's mean score of 0.70 falls within the high effectiveness category, while the control group's score of 0.50 is classified as moderate. These figures collectively reinforce the conclusion that Instagram Reels-based instruction constituted a markedly more effective vehicle for speaking improvement than conventional classroom methods.

D. Discussion

The overarching objective of this investigation was to evaluate the effectiveness of Instagram Reels in advancing vocational students' oral performance, with particular emphasis on speaking fluency. The data clearly indicate that Instagram Reels yielded meaningful benefits for the experimental group. These students recorded a 22.90-point mean improvement from pre- to post-test, compared with 11.35 points in the control condition. Statistical analysis returned a significance value of 0.000 ($p < 0.05$), confirming a meaningful difference between the two groups. On this basis, the null hypothesis is rejected in favor of the alternative hypothesis. The effect size (Cohen's $d = 2.32$) further corroborates the substantial practical significance of the intervention. Addressing the second research question, the experimental group's N-gain of 0.70 confirms that Instagram Reels enhanced speaking fluency to a high degree.

Several pedagogical mechanisms account for the improvement registered in this study. Instagram Reels affords a platform for iterative oral production, enabling students to record, critically review, and re-record their speech with successive refinements. This cycle of repetition directly cultivates fluency by reducing hesitation and promoting more continuous speech. Furthermore, because the platform supports asynchronous production, learners can compose and rehearse their contributions independently of immediate audience judgment—an arrangement that attenuates speaking-related anxiety and bolsters communicative confidence. These observations align with prior research underscoring the central influence of affective factors, particularly anxiety reduction and confidence building, on oral language performance (Suryani et al., 2020; Zhang et al., 2024; Dewaele et al., 2023).

The gains achieved can therefore be attributed not solely to increased practice volume but also to the removal of psychological barriers that typically inhibit language production.

From a theoretical standpoint, the present findings are strongly supported by Multimedia Learning Theory, which holds that information is more efficiently internalized when it reaches learners through coordinated visual and auditory channels (Mayer, 2020). Instagram Reels naturally incorporates visual imagery, oral language, textual overlays, and contextual cues, offering a multimodal environment that supports richer language processing and likely contributes to clearer pronunciation and improved comprehensibility. The results additionally align with the tenets of Communicative Language Teaching, which privileges authentic communication over decontextualized drill exercises (Richards, 2022). Embedding speaking tasks within a functioning social media platform positions students to employ English for genuine communicative purposes, reducing reliance on scripted classroom exchanges. These findings reinforce the argument that pedagogically conventional approaches often prove inadequate for cultivating communicative competence, largely because they fail to provide the authentic interactional conditions language learning demands (Ma et al., 2024; Shadiev & Wang, 2022).

The outcomes of this study converge with a broader body of prior work examining Instagram Reels and social media in language instruction. Dewi et al (2022) similarly found that Instagram Reels promoted speaking fluency and confidence through authentic digital engagement. Widiyanti & Fadhilawati (2024) documented vocabulary and pronunciation gains, while Chadafi & Khasanah (2024) established significant oral performance improvements in pronunciation and fluency. Ristianti et al (2025) also noted that Instagram-based instructional activities elevated student motivation and participation. A distinguishing feature of the current study, however, is its reliance on objective performance data—rather than self-reported perceptions—and its deployment of rigorous statistical indicators, including N-gain and effect size, to produce a more dependable evaluation of learning gains.

A noteworthy contribution of this research is the exceptional scale of improvement recorded. Whereas earlier investigations have typically identified moderate gains, this study produced a high N-gain (0.70) and a very large effect size (2.32). These outcomes suggest that it is the structured, scaffolded nature of the intervention—incorporating guided oral tasks, explicit assessment criteria, and iterative feedback—that drives the strong learning outcomes. The vocational high school focus also offers an original perspective on integrating digital media within career-aligned language learning, directly responding to this context's demand for practically transferable communication skills (Richards, 2022).

From a pedagogical perspective, Instagram Reels effectively promotes learner autonomy and technology-enhanced active engagement. Its interactive digital format stimulates intrinsic motivation and encourages learners to take ownership of their oral practice. Students' pre-established familiarity with social media interfaces lowers the cognitive threshold for platform engagement, directing learners' attention toward the language task itself (Kabilan & Zahar, 2016; Sailer et al., 2021; Ebadi et al., 2024). The short-

format task structure additionally enables more frequent and flexible practice, which is fundamental to fluency development. Consequently, embedding Instagram Reels within language curricula offers a practical means of narrowing the gap between formal instruction and the authentic communicative demands vocational learners will encounter professionally.

E. Implication

The findings of this study carry practical implications for the strategic integration of Instagram Reels as a purposefully designed instructional medium within vocational EFL settings. At the classroom level, teachers are encouraged to incorporate short-video production tasks into their pedagogical routines, creating structured opportunities for students to engage in iterative oral practice, self-directed reflection, and criterion-referenced performance evaluation. At the institutional level, school administrators and curriculum designers may consider formalizing social media-based activities within official course structures, thereby cultivating more dynamic and student-centered learning environments attuned to learners' digital competencies. From a broader policy perspective, the findings reinforce the value of embedding digital communication technologies within language education frameworks as a means of nurturing the communicative competence and digital literacy that 21st-century professionals require. By treating Instagram Reels as a substantively integrated pedagogical instrument rather than an ancillary entertainment medium, this study underscores its potential to connect formal instructional contexts with the authentic communication demands facing vocational graduates entering the workforce.

F. Limitation and Suggestion for Further Research

Several limitations bearing on the interpretation of the present findings warrant acknowledgment. Most immediately, the study was situated within a single vocational institution and involved a modest sample size, circumstances that may constrain the extent to which results generalize across diverse educational settings and populations. Additionally, the instructional intervention covered only six sessions over a three-week period—a duration that likely falls short of capturing the sustained trajectory of speaking development that longer exposure to Instagram Reels might yield. While the use of an analytic rubric and multiple evaluators represents a rigorous approach to measurement, inherent degrees of evaluator subjectivity in assessing fluency and comprehensibility cannot be entirely eliminated. The quasi-experimental design, employing intact rather than randomly constituted groups, further constrains the strength of causal inference that can legitimately be drawn.

In light of these limitations, several directions emerge for future scholarship. Subsequent studies would benefit from engaging larger and more heterogeneous participant samples drawn from diverse educational levels and institutional settings to strengthen external validity. Extended intervention periods would enable more reliable assessment of the long-term retention and durability of fluency improvements.

Methodologically, the adoption of randomized controlled trial designs would enhance causal claims. Future investigations might also employ more comprehensive reliability protocols, integrate qualitative methods to capture learners' lived experiences, and examine additional variables such as motivation, engagement, and speaking anxiety. Comparative analyses involving alternative digital platforms including immersive virtual reality environments, which have demonstrated comparable promise for student learning (Irwanto et al., 2025) could further deepen understanding of the conditions under which technology-enhanced instruction achieves greatest effectiveness.

G. Conclusion

The present study furnishes substantive evidence that Instagram Reels constitutes an effective and pedagogically meaningful medium for advancing vocational students' speaking performance, most notably in the domain of fluency. A statistically significant advantage was observed in favor of the experimental group, supported by high N-gain scores and a very large effect size evidence of both strong practical effectiveness and meaningful real-world impact. These results affirm that deliberate, structured incorporation of short-video platforms into English instruction can substantially advance learners' oral ability by providing repeated practice opportunities, facilitating self-monitoring, and situating language use within authentic communicative settings. Beyond confirming effectiveness, this study contributes to the field by offering performance-based empirical evidence within a vocational context a setting where spoken English competence holds direct relevance to professional success. Nonetheless, in view of limitations pertaining to sample scope, intervention duration, and design constraints, caution is warranted in extending these findings. Further investigations characterized by broader participant pools, longer treatment periods, and more rigorous methodological controls are essential for fully establishing the scope of digital-assisted speaking instruction across varied educational environments.

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