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## ABSTRACT

Foreign language acquisition is a complex process that requires extensive practice, particularly in developing speaking skills. The aims of this study aims to analyze the effect of utilizing digital platforms such as Google Meet and Instagram on improving foreign language speaking abilities. Four key areas will be discussed: greater access to native speakers, interactive and immersive speaking opportunities, increased cultural exposure, and personalized digital language learning tools.

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# Effect of Google Meet & Instagram App on Speaking Accuracy in Intermediate Level of EFL Learners in L2

Ahmad Jawad Sharifi<sup>α</sup> & Ahmad Fawad Sharifi<sup>σ</sup>

## ABSTRACT

*Foreign language acquisition is a complex process that requires extensive practice, particularly in developing speaking skills. The aims of this study aims to analyze the effect of utilizing digital platforms such as Google Meet and Instagram on improving foreign language speaking abilities. Four key areas will be discussed: greater access to native speakers, interactive and immersive speaking opportunities, increased cultural exposure, and personalized digital language learning tools.*

*The findings suggest that incorporating Google Meet and Instagram into foreign language learning significantly enhances students' speaking proficiency, motivation, and overall language acquisition. In this study, for completion of this article used from qualitative methods and for data collection is used from interview from the learners the integration of Google Meet and Instagram into foreign language learning offers a multitude of benefits in terms of native speaker interaction, immersive speaking opportunities, cultural exposure, and personalized language learning tools.*

*By utilizing these platforms, language learners can significantly enhance their speaking skills, build confidence, broaden cultural awareness, and establish connections with individuals from various linguistic backgrounds.*

**Keywords:** mobile application, instagram, google meet and speaking accuracy.

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## I. INTRODUCTION

Mobile assisted learning especially in language learning gives both benefits and challenges in optimizing students' outputs toward learning targets. We investigated the influence of mobile applications as learning assistance which can help students improve their speaking skill and critical thinking in English language learning. Technology permits learners to have seamlessly interaction with peers and lecturers regardless of time and space and it has become an essential tool in teaching and learning process (Nor Hapiza Mohd Ariffin & Saliza Ramly, 2017).

The measure of acquiring a language is speaking (Brown, 2014; Naser and Hamzah, 2018). It is clear that people need to communicate with others to develop their skills and learn more about other cultures, when students cannot find suitable ways to develop their speaking skills, they tend to use "autonomous learning" (Fidyati et al. 2021).

Google Meet is a platform that is very often used in learning, meetings, discussions in the world of business or education, and google meet is an application that plays a role in keeping the world of education still alive. Instagram is a social media that is loved by many young people today.

Social media Instagram is a message delivery tool (application) to be able to communicate with a wider audience by sharing photos or videos, which include other features such as DM (direct message), comments, love etc. Instagram (also called IG or Insta) is a photo and video sharing application that allows users to take photos, take videos, apply digital filters and share them to various social networking services, including Instagram's own. Currently there are many Instagram accounts that not only share photos

and videos but they also share specific information about English material. Seeing this fact, it can be concluded that actually students nowadays are provided by abundant technology that can help them in learning (Aminatun, 2019).

So google meet and Instagram applications is also has more efficient on language learning skills such speaking fluency in L2 and the lesson became understandable & fantastic for the learners, because of that distance learning it need more new accessibilities and new emerging of technologies that make the learning process easy and enjoy full.

And also this research it shows the qualities & effect on google meet and Instagram application on speaking accuracy in intermediate level of learners in L2, This means that education objectives in the Third World countries should be changed to meet the era's variables, aiming not only to help students in the cognitive domain, but also focus on their needs to attain the skills, capacities, and self -reliance to interact with the era's variables and build a new life based on sovereignty, not dependency on others .

## II. STATEMENT OF THE PROBLEM

Google Meet & Instagram applications are basic tools of mobile applications that are used for the learning and teaching process, and they play a major role in language teaching, such as distance learning and the development of foreign language learning. Students use these applications to express themselves, share opinions, and build friendships (Kim, Wang, & Oh, 2016). According to Kim, learners use mobile applications primarily for making friends. However, Pramudana Ihsan (2020) argues that the Instagram application has a positive effect and provides benefits to students, making them feel more confident in speaking.

Additionally, Berita Mambarasi Nehe (2021) claims that the usage of Google Meet video conferencing in the speaking class resulted in a positive response, with students mostly observing the advantages rather than disadvantages of Google Meet video conferencing.

Although many studies on language learning (LL) using mobile applications have been conducted in many countries to the best knowledge of the researcher, there is no research conducted in the context of Afghanistan on the patterns of learners (LL) using Google Meet and Instagram for second language learning in the intermediate level, specifically focusing on speaking accuracy and the more recent and updated issues in language teaching through these applications. The purpose of this study is to investigate and address the challenges of language learning via Google Meet and Instagram applications in the intermediate level of EFL (English as a Foreign Language) and determine their effects and usage on LL."

## III. SIGNIFICANT OF STUDY

Synchronous form-focused instruction through Google Meet can have a positive impact on the speaking accuracy of intermediate learners. By providing real-time feedback and guidance, instructors can help learners improve their understanding and use of correct grammar and pronunciation. The immediate interaction and correction offered in synchronous instruction can enhance learners' confidence and motivation to speak accurately. Additionally, the ability to practice speaking with peers in virtual classrooms can further enhance speaking accuracy through collaborative learning and peer feedback.

Similarly, synchronous form-focused instruction through Instagram can impact the speaking accuracy of intermediate learners in several ways. Firstly, it allows learners to receive immediate feedback on their speaking skills as they engage in live conversations with their instructors or peers through video or voice calls on Instagram. This real-time feedback helps learners identify and correct errors in their language usage, thereby enhancing their speaking accuracy.

Additionally, Instagram provides a platform for learners to engage in authentic and meaningful communication with native speakers or other learners. By participating in conversations and discussions on Instagram, learners can practice their speaking skills in a realistic context, which contributes to improving their accuracy over time.

Moreover, the use of multimedia features such as photos, videos, and stories on Instagram can enhance the learning experience by providing visual prompts and contextual information. These features can be utilized to discuss and analyze language structures and form, allowing learners to better understand and incorporate them into their spoken language.

As a result, intermediate learners have positive experiences and perceptions of synchronous form-focused instruction through Instagram and believe it has a positive impact on speaking accuracy.

## VI. RESEARCH QUESTIONS

- 1) Synchronous form-focused instruction through Google Meet impact the speaking accuracy of intermediate learners.
- 2) Synchronous form-focused instruction through Instagram impact the speaking accuracy of intermediate learners.

## V. REVIEW OF RELATED LITERATURE

In the past 20 years, educators have placed greater emphasis on developing foreign language students' speaking skill, especially their ability to communicate effectively. This shift in focus has created a need for instructional materials that offer opportunities for controlled interactive speaking practice outside the classroom. As multimedia technology has advanced, computer-aided language learning (CALL) has emerged as an attractive alternative to traditional methods like language labs or audio-tape-based self-study. CALL allows for self-paced interactive learning environments that can enhance classroom instruction. However, despite many textbook publishers offering educational software, CALL's practical impact on foreign language education has been limited. Some educators are hesitant to adopt this technology because it has not gained widespread acceptance within the language teaching community. M. M., & Kenning, M. J. (1990). Stated to contemporary perspectives, the 21st century is commonly recognized as a period of technological advancements. Technology has become an

indispensable component of our daily lives and is considered a fundamental driver of economic progress. In today's context, economies that lack advanced technological infrastructure are unlikely to thrive. This is due to the fact that technology simplifies our tasks and minimizes time required to complete them. The influence of technology is evident in various domains, including education.

Based on the latest insights on how modern students prefer to use technology and its impact on their learning, it has been found that the use of modern equipment, tools, and technology increases students' interactivity and enhances their learning experience. With the aid of technology, students find education more interactive and engaging, while knowledge transfer becomes more convenient and effective. Therefore, the use of modern technology has become indispensable in today's educational institutions, as it facilitates faster thinking and makes life a smoother journey. As a result, students can now utilize technology in various ways (Raja, 2018).

According to Spears (2012) technology has made complex tasks simpler and more efficient. It has also revolutionized education by enabling the immediate dissemination of knowledge and facilitating faster and more effective communication. Moreover, technology has opened up new avenues for student engagement and learning that were previously unavailable in traditional classroom settings.

With the help of mobile applications, English language learning enters a new era. The use of the mobile application to facilitate learning English can decrease the boredom, which usually arises from the traditional ways of teaching, as well as the time and places limitations. Additionally, West & Vosloo (2013) in Howlett & Waemusa (2019), state that MALL, including mobile application, can bridge formal and informal learning. It affords students the ability to easily access supplementary materials to clarify ideas introduced by a teacher in learning English.

According to the view of (John, 2020).Google Meet is a safe policy in working because Google

has claimed that they operate all the products on a safe foundation, and they believe their product data users will keep exist and private. They also provide built-in protection by default that will keep users' meetings safe ,Google Meet is one of video communication service which is very helpful, the interface provided by Google Meet allows users to meet face to face directly and effectively, but it is also very light and fast. Management is not difficult and can be followed by many participants (Singh & Awasthi, 2020).

Google meet video conferencing it has a special role for the for the lecturer who run the platform well make students feel good, and they lesson become understandable easy for the learners (Pratama et al., 2020).

I view the perpetually expanding repository of posts as a corpus of multimodal texts and believe that wherever smartphones go, so too can language learning. Despite the range of world languages represented on Instagram, Shadiev, Hwang, and Huang (2017) reported that mobile-assisted language learning (MALL) research produced between 2006 and 2017 focused overwhelmingly on EFL or ESL learners (p. 292). To enrich the conversation about MALL with Instagram, this report focuses exclusively on learning non English L2s with the app.

### 5.1 *Mobile Application on Language Learning*

A mobile application is a software program created specifically for usage on smartphones and tablets. It has emerged as a product of recent technological advancements, where the worlds of media, information technology, the Internet, and advanced technologies have converged. Mobile applications have been a subject of exploration for mobile device manufacturers, mobile service providers, application developers, and researchers in the field of information technology and information systems. Among the various aspects of mobile telecommunications research, the evolution of mobile applications stands out as an especially intriguing area for investigation, Mobile devices and smartphones can still be considered relatively new concepts within the technology community. When compared to personal computers and laptops, common mobile

smartphones have only been in existence for a short period of time. This gives rise to an intriguing topic of conversation regarding online mobile payments. It is not unexpected, given the growing prominence of the digital realm, that money will also adapt accordingly. Current patterns indicate that physical cash and even credit cards may soon be replaced by digital currency stored in mobile wallets (Darya, 2018).

Also in today's era of information and communication systems, people have become accustomed to using computers and computer applications. However, the usage and development of mobile applications is a relatively new and rapidly expanding field. The impact of mobile applications is felt globally, as developed countries are benefiting from enhanced facilities, while developing countries are upgrading their IT infrastructure and improving their societies. Mobile applications are designed to run on portable handheld devices, making them accessible and easy to use from anywhere.

Nowadays, a large number of people utilize mobile applications for various activities such as contacting friends, browsing the internet, managing files and documents, and enjoying entertainment. These applications provide convenience and support for both personal and business tasks. Businesses have also recognized the importance of mobile applications and are generating revenue through their utilization.

Additionally, mobile applications have a significant impact on society. Their performance is influenced by factors like screen resolution, hardware limitations, data usage costs, connectivity issues, and limited interaction possibilities. In recent years, mobile companies have been striving to develop devices with improved screen resolution, greater storage capacity, and better connectivity to create a more favorable environment for modern mobile application (Rashed, & Tridi , 2010).

### 5.2 *Effect of Mobile Phones in Language Learning in EFL*

In the field of mobile learning, numerous experiments focused on language have been

conducted. These studies incorporate the latest advancements in mobile phone technologies into their teaching methods.

Acknowledging the significance of these advancements, it is essential to redefine and reconsider the specific characteristics of m-learning to ensure its effectiveness in practical educational environments. Wagner (2005) the author proposes that the effectiveness of mobile learning depends on a diverse range of interactive experiences. To ensure the successful integration of modern wireless mobile technologies in teaching methods, it is crucial to adapt and utilize them according to the unique circumstances of the educational settings and the specific capabilities they provide.

Also In Kadyte's (2004) study titled "Designing the Mobile Language Learning System," an investigation was conducted on a system aimed at teaching Finnish grammar and vocabulary through the use of both sound and text. The system offered a range of multilingual content, allowing learners to choose Finnish as their preferred language when they initially subscribed. Subsequently, learners could select from various categories such as vocabulary, topics, and milestones to receive context-specific information based on their personal profile. Additionally, the system included a language learning guide that explained key grammatical rules within the vocabulary section and provided correct pronunciation to learners through the use of mobile headphones.

Emphasizing both the personal and the community attributes of the users operating in a mobile context, Kadyte (2004) also exploited multimedia messages (MMS) and SMS alerts to support information retrieval and direct the learner to tutor support at the time for a face-to-face meeting. The evaluation showed a positive response from the learners and indicated that the use of mobile devices with value-added features could facilitate but not replace conventional learning and also increase students' motivation and interest ( Kadyte, 2004)

### 5.3 Importance of Google Meet App in Learning Process

Google Meet, created by Google, is a video communication platform developed by the company. It is one of two newly upgraded applications, along with Google Hangouts and Google Chat. Google officially introduced Google Meet in March and released it the following month. This service serves as a video conferencing application that supports up to 30 participants. Compared to its predecessor Hangouts, Meet offers enhanced functionality as it can be accessed through web applications, Android, and iOS applications, ( Mona Lisa, 2021).

The utilization of internet-based platforms can provide a viable solution to ensure uninterrupted progress in the learning process. This notion aligns with the findings stated by (Pratama, 2020). Virtual meetings conducted via online applications offer numerous advantages, particularly when utilizing video conferencing. This technology enhances the learning process by promoting efficiency, practicality, and safety. Video conferencing, in particular, fosters a sense of unity and enables interactive communication. Additionally, the diverse features available in various online applications simplify the learning experience as users can seamlessly share files and utilize digital whiteboards. In light of the pandemic situation, online learning serves as a viable alternative for educational endeavors.

A large number of students have encountered the online learning format for the first time. Nonetheless, a considerable portion of these students expresses contentment due to various reasons such as active engagement within online classes, direct motivation imparted by teachers, well-organized course structures, and access to sufficient resources. These positive experiences are commonly observed when utilizing online learning platforms through video conferencing, (Baber, 2020).

### 5.4 Using Instagram on Language Learning for EFL

Acquiring a new language typically involves developing four key skills. Initially, it is important

to acquire effective English communication through speaking, reading, listening, and writing. Additionally, writing necessitates both practice and proficiency in three other language abilities: listening, reading, and speaking. Lastly, in order for readers to comprehend written content, writers must skillfully express their thoughts and emotions using creativity (Baqiatus Sallamah & Husein As Sabiq, 2020).

Teaching English skills in an EFL (English as a Foreign Language) classroom is widely acknowledged as a challenging undertaking. Initially, teachers guide students through the intricate process of writing compelling essays, which demands significant time and involves several steps. When it comes to instructing students on reading, listening, and speaking abilities, teachers employ various approaches and strategies, encompassing both conventional and contemporary methods. Nevertheless, limited research has been conducted to substantiate the effectiveness of these techniques, particularly in the context of technology-enhanced education (Rinda, Novawan, & Miqawati, 2018).

Instagram has been selected as a valuable platform for foreign language learning, particularly English, due to its exceptional qualities. It is evident that Instagram cultivates a sense of community and enables meaningful communication among students (Rinda et al., 2018).

Instagram serves as a popular social media platform where users can engage with a wider audience by sharing photos or videos. Along with features like direct messaging, comments, and likes, Instagram allows individuals to capture images, record videos, apply digital filters, and publish their creations on various social media platforms. Numerous Instagram accounts exist today that not only share visual content but also provide specific information related to the English language. Consequently, children nowadays have abundant access to technological resources (Soviyah & Etikaningsih, 2018).

## VI. METHODOLOGY

This study will be conducted based on Qualitative method and for data collection of this article it used from interview from the learners which select randomly the learners, considering the effect of online form-focused instruction via google meet and Instagram on speaking accuracy on intermediate EFL learner, This part of the research describes the methodology features that is to be used in the present study and also it includes a brief outline of how the data will be analyzed.

### 6.1 Instrumentation

This research will be conducted using a qualitative method. The data collection procedure for the quantitative method will be based on interviews with students from the English department of a high school. The interviews will focus on the online form-focused instruction via Google Meet and Instagram, specifically on its impact on speaking accuracy. The participants in this research will be approximately 10 secondary high school students selected from a pool of 20 students. These students display exceptional curiosity when it comes to learning English, and their language proficiency is at the high school level, enabling them to communicate effectively for their daily needs and activities.

In addition, another technique for data collection in the qualitative method is considering context analysis procedures. This involves gathering information from reliable sources such as international journals, scientific research papers, MA theses, and PhD dissertations."

### 6.2 Participants

The total number of participants in this research will be approximately 10 secondary high school students, selected from a pool of 20 high school students. These students display exceptional curiosity when it comes to learning English, and their language proficiency is at a high school level, enabling them to effectively communicate for their daily needs and activities. The selection process is based on their scores in similarity and speaking tests, which are conducted through



interviews. The reason for choosing this particular sample is that they are highly homogeneous in terms of their English language speaking accuracy. The ages of the participants will range between 16 and 19.

The purpose of the interviews is to inquire about the students' agreement regarding learning the language through Google Meet and Instagram, as well as to examine the effect of these applications.

### 6.3 Findings of Pre-Test and Post-Test Result

This chapter addresses the main issues and presents the findings of the process and subsequent data analysis. First and foremost, The key issues that emerged after analyzing the data in users through Instagram and Google Meet in English language education especially on speaking accuracy. All topics are from the analysis of data obtained through Instagram and Google Meet in English language education. Then this school was contacted and students and learners of language education were studied using Instagram and Google Meet in English language education.

And 10 of these students will be considered for teaching English through Instagram and Google Meet, Finally, all the obtained facts were collected and combined. The results and findings of this research are presented based on the research questions.

Analysis of data and findings through Instagram and Google Meet in teaching English from the following data in this research to answer the question. What is the effect of synchronous form-focused instruction through Google Meet on intermediate learners in speaking accuracy?

What is the effect of synchronous form-focused instruction through Instagram on intermediate learners in speaking accuracy?

At this stage, the researcher has randomly selected 10 students of 10th grades in three different classes from Ghubar Shamal School, whose ages range from 18 to 23 years old.

Table No. 1: Shows the Results of the Pre-Test. (N=10)

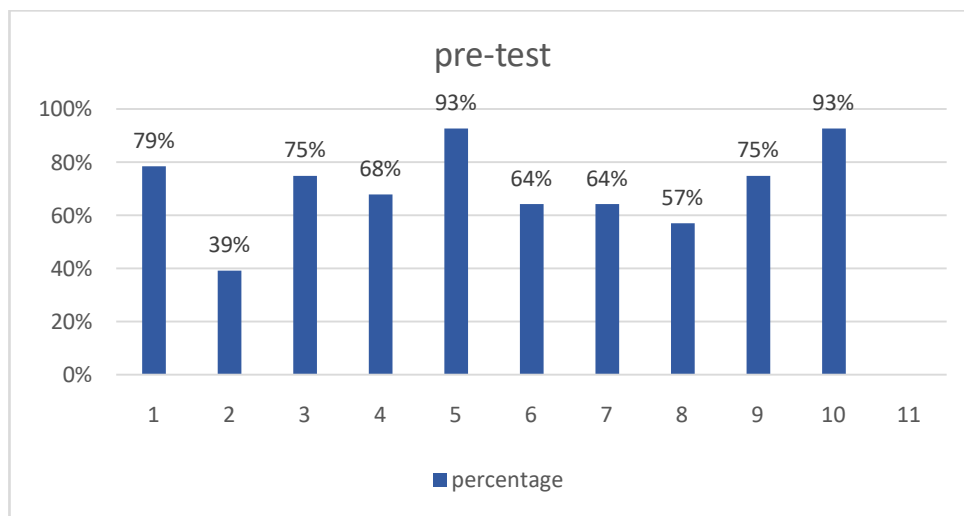
Participants	gender	age	grade	question1	question2	question3	question4	question5	question6	question7	Average	percentage	number
1	1	21	1	2	4	3	4	3	4	2	3.14	79%	1
2	1	19	2	1	2	2	3	1	2	1	1.71	43%	2
3	1	20	1	1	3	3	3	4	3	3	2.86	71%	3
4	1	27	3	3	2	2	3	3	3	3	2.71	68%	4
5	1	23	3	3	3	3	5	4	4	4	3.71	93%	5
6	2	18	1	2	3	2	1	4	2	4	2.57	64%	6
7	2	18	1	1	2	2	3	2	3	4	2.43	61%	7
8	2	18	1	2	1	3	3	2	1	4	2.29	57%	8
9	1	19	2	2	3	4	4	2	2	2	2.71	68%	9
10	2	13	1	1	2	1	2	2	3	3	2.00	50%	10

These students have previous familiarity with Instagram and Google Meet in teaching English, but they have not used it in a practical way. Therefore, this researcher started an English language training program using a pre-test and post-test program. He explained the level of awareness of these students, and then for these students, he held an English language training program for two weeks using Instagram and Google Meet in teaching English, and after the

end of the curriculum, he explained the questions again to measure the learning level of these students did.

As the results of the pre-test are shown in Table No. 1, the knowledge level of these students in using Instagram and Google Meet was between 50-79%.

Chart Number (1) Shows the Pre-Test Results



The below graph shows the amount of users of Instagram and Google Meet in teaching English among tenth grade students in Ghubar Shamal School.

#### 6.4 Findings Result of Post Test

Different research studies employ a range of instruments, such as questionnaires, tests, and interviews, for gathering data. In this particular study, interviews were selected as the preferred instrument for data collection from all the research participants. The result of the post also it shows the agreement of the learners from the using of new tools in language learning such as google meet and Instagram and according to the result of the post test there a big difference between pre test and post test result.

The post-test results among these students. After the implementation of a two-week educational program that was organized through Instagram and Google Meet for N=10 of these students,

fortunately, the results of this program have been accompanied by good progress and have reached the satisfaction of the researcher, and as a result, the progress of these students is about 96-80% shows that the use of Instagram and Google Meet has a direct and high impact on teaching English.

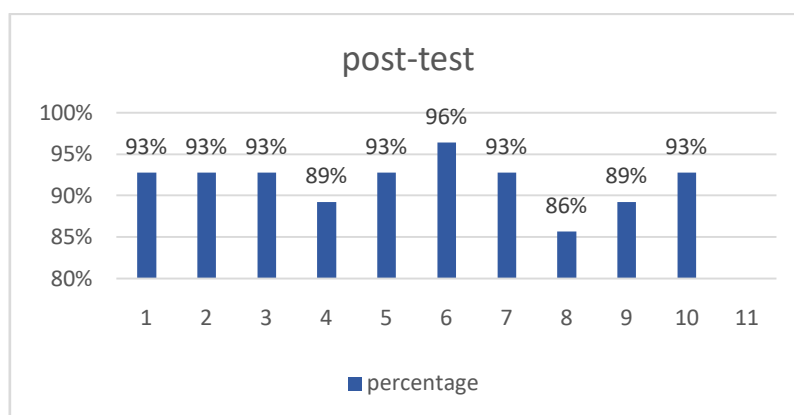
Table Number (2) Shows the Post-Test Results

number	percentage	Average	question 7	question 6	question 5	question 4	question 3	question 2	question 1	grade	age	gender	Participants
1	93%	3.71	2	4	4	4	4	4	4	1	21	1	1
2	93%	3.71	3	4	3	4	4	4	4	2	19	1	2
3	93%	3.71	2	4	4	4	4	4	4	1	20	1	3
4	89%	3.57	3	4	2	4	4	4	4	3	27	1	4
5	93%	3.71	2	4	4	4	4	4	4	3	23	1	5
6	96%	3.86	3	4	4	4	4	4	4	1	18	2	6
7	93%	3.71	3	4	3	4	4	4	4	1	18	2	7
8	86%	3.43	3	4	3	4	3	3	4	1	18	2	8
9	89%	3.57	4	3	4	4	3	3	4	4	19	1	9
10	93%	3.71	3	4	3	4	4	4	4	1	13	2	10

Table 2 shows the post-test results among these students. After the implementation of a two-week educational program that was organized through Instagram and Google Meet for N=10 of these students, fortunately, the results of this program have been accompanied by good progress and

have reached the satisfaction of the researcher, and as a result, the progress of these students is about 96-80% shows that the use of Instagram and Google Meet has a direct and high impact on teaching English.

Table Number (3) Shows the Post-Test Results



Graph number (3) shows the progress of the users of Instagram and Google Meet in the matter of teaching English language skills among tenth grade students in Ghubar Shamal School.

## VII. RESULT AND DISCUSSION

The finding of this present research shows that students viewed the use of the Learn English speaking with mobile app in a positive light. They believed that the mobile app helped them practice speaking and added an element of fun to their

learning experience. Additionally, their positive perception was influenced by factors like the app's flexibility and the new learning experience it provided this findings which is done by the result of the present research shows that it is consistent with the findings of the research conducted by Desika Rinanda (2019).

And also the results of the present research show that there were three distinct patterns of interaction observed interaction between the lecturer and students, interaction between

students and the lecturer, and interaction between students themselves. All three interactions occurred successfully, with a participation rate from the students in speaking activities. The teaching and learning process followed a typical structure found in traditional classrooms, including pre-activity, main activity, and post-activity. From a psychological standpoint, the students exhibited positive emotions such as happiness, security, confidence, and bravery. The data reflected a success rate, indicating that there were no hindrances encountered during the English speaking class conducted through the Google Meet video conference platform. The students' speaking skills encompassed pronunciation, vocabulary, grammar, fluency, and comprehension. The research done in the field is confirmed our findings by Berita Mambarasi, (2021).

The result of the present research show that incorporating Instagram Vlog into a beginner-level speaking course led to improvements in the students' speaking abilities, specifically in pronunciation, accuracy and overall use of the target language. The results of the questionnaire also indicated that using Instagram vlog helped EFL learners enhance their accuracy, and increase their confidence and motivation in speaking the language. The research done in the field is confirmed our findings by Mega Wulandari (2019).

## VIII. CONCLUSION

The purpose of this study is to investigate about effect and using of google meet & Instagram application on speaking skill in second language learning, what are the effective of new tools and new emergent digital learning mostly mobile based learning technologies to improvement of one of the language skill on learning language especially on speaking and skill.

Learning based on application is one of the needs of human and society language learning is not based on theory it should be practical among between of teacher and learners, the purpose of this research is to explore the roles and effect of

google meet & Instagram applications on speaking accuracy in L2.

The basic objective of this study is that technologies has main roles and it has impact on language learning through google meet and Instagram and it can interest and the lesson be understandable for the learners, in this case this research investigate on one of the types of new technologies and tools that is used for language learning especially based on mobile application on speaking skill.

Especially by using these tools the learners can learn the language very easy the LL it can be practical on language skills such as speaking and listening,

### 8.1 Suggestions for Further Research

- 1) It is suggested to exchange opinions with individuals and groups directly for better foreign language learning.
- 2) It is suggested to use Instagram and Google Meet with foreign citizens and foreign professors to improve speaking and listening skills for learning if there is no direct exchange of ideas.
- 3) It is suggested to use newly emerging technology tools such as mobile applications such as Google Meet and Instagram to make foreign language teaching better and more attractive.
- 4) It is suggested that English language teachers should use Google Meet and Instagram applications for a few lessons a week to learn a foreign language better.
- 5) It is suggested that English teachers provide students with more practical contexts to teach speaking skills using Google Meet and Instagram.

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