Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram

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Abstract
The ability to communicate fluently and accurately is becoming one of the most important components of language elements in Malaysia. Some of the factors that cause to the inability to speak eloquently are low self-confidence, inadequate practices and less exposure to the language. Henceforth, this action research aimed to discover the potential use of integrating Instagram features and task-based learning activities to develop speaking skills and identify the level of pupils' motivation. In this study, an observation and semi structured oral interview were conducted as methods for data collection. Hence, eight pupils from an urban pre-school in Selangor and low level of English proficiency in a rural primary school in Negeri Sembilan, Malaysia were selected. The findings from the action research indicated that a majority of the pupils acknowledged that Instagram motivates and boosts their interest to practice English speaking and at the same time improve their speaking skills. It is concluded that incorporating of Instagram and task-based learning activities are aligned with the needs of 21st Century learning and teaching strategies together with the potential to engage and motivate pupils in developing their speaking skills.
Keywords: Speaking Skills, Instagram, Task-Based Learning, Mobile Learning, Integration

Introduction
The roadmap of language teaching and learning has experienced major changes in the era of deployment of new technologies worldwide. No doubt, English is recognized as the international language of communication and it should be focused in order to support in individual development competencies that are fluent in English so that our learners would be prepared to achieve their best in the Fourth Industrial Revolution (Lie & Yunus, 2018)

In the Malaysian context, learning and acquiring English as a second language is compulsory from pre-school level up to tertiary studies. There are four major components of the English language including reading, speaking, listening and writing. Even though English has been introduced since pre-school, the proficiency level, especially in English speaking skills among pupils is still low. According to Darmi and Albion (2013), pupils only used the English language in the classroom but not outside the classroom. Due to the situation,

Thornton and Houser (2005) stated that if L2 learners do not have the vast opportunity to use English outside the classroom, the engagement in the English language seems impossible for them to speak the target language effectively. In order to be fluent in the target language, it is crucial for the learners to practice the language frequently.

In the new world of 4th industrial revolution, education nowadays is inculcating the evolving technologies and generate a variety of new styles of teaching and learning medium, delivering knowledge and even promoting different ways of conducting the assessment. In order to realize Malaysian Education aspiration and overcome the problem faced due to low proficiency of speaking skills, the integration of Instagram and task-based learning activities are used to become the platform for the pupils to practice their language skills in a fun way. According to the Internet Users Survey conducted by MCMC in 2017, Instagram is the second highest Social Networking Sites preferences among Malaysian after Facebook, which is 56.1%. Moreover, according to a study by Sprout Social in 2017, Instagram is widely used from generation X to generation Alpha. Yunus (2007) added teachers in Malaysia are anxious to exploit the potential use of technologies to enhance their teaching and learning process. Hence, this could be an opportunity to introduce to the teachers, parents, pupils and society to assist pupils learning using Instagram in practising English-speaking skills not just in the classroom but also during their leisure time.

It is essential that the use of integrating Instagram for classroom task-based speaking activities to be introduced to the pre-schoolers up to the primary school pupils. According to Adzija et al. (2014), the preschool period is the vital years of the children for natural learning. He added, that foreign language teaching should initiate when children are in preschool, the teachers can exploit a child's willingness and ability to learn new knowledge. Moreover, up to the age of 12, the brain is like super-sponge where the foundations of thinking, language, vision, attitudes, aptitudes and other characteristics are established. As to assist the developing of English-speaking skills among the pupils, more exposure and practice should be encouraged during this period.

On top of that, by referring to the Common European Framework of Reference for languages, for the development of learning English as a second language, speaking is the second component to learn. It is also aligned with the Malaysia Education Blueprint 2013-2025 aspiration whereby learning English as a second language and ability to use the technology in the classroom and outside for the purpose of education are also equally important. As stated by Sebah (2014), the ease of use to Instagram features and the availability of handheld devices make it more appealing to recognise this platform as some of the important tools in the language classrooms. Hence, the objectives of this study are to discover the potential use of Instagram features with task-based learning activities and to identify the level of pupils' motivation in developing their speaking skills.

Literature review
Mobile Learning and Social Networking
Classroom learning has never been the same since the previous introduction of ICT in teaching and learning English. As explained by Yunus et.al (2013), ICT include a variety of technologies used to communicate, create, disseminate and manage information effectively. Today, an integration of mobile and technology into language education has become an everyday phenomenon (Arlina & Yunus, 2015).

According to Darmi and Albion (2017), there are various meaning of mobile learning from different scholars. Sharples et al. (2007) emphasise that mobile learning is a process of

getting knowledge from the extensive conversation across numerous contexts amid people and personal interactive social interactive technologies. While Brown (2005) defines mobile learning as the use of small and portable devices to achieve part of the eLearning process.

In general, mobile learning could be described as learning with the support of handheld technologies like smartphones, tablets, iPads and other similar digital devices, which could have an impact on language teaching, and learning. Whereas social networking allows users to interact, share knowledge and ideas, express opinions and display activities and events within their social networking group (Yunus et.al., 2012). Thus, social network and social media such as Facebook, Instagram and Twitter play a major role in reshaping and developing society point of view, personal opinions and even changing and influencing the way the current education system works.

Instagram in the Language Classroom

The initiation of Instagram in 2010 has gained popularity across teenagers and adults' users worldwide. According to Sebah (2014), since its introduction, there have been multiple studies and research papers of Instagram on writing and reading together with other platforms like Facebook, Whatsapp and Twiter (e.g., Bowman & Akcaoglu, 2014; McCarthy, 2010 as cited in Sebah, 2014) and Twitter (e.g., Krüger-Ross, Waters, & Farewell, 2012; Reed, 2013; Warren & Wakefield, 2012 as cited in Sebah, 2014) in classrooms. However, very few if any, discuss the use of Instagram in developing speaking skills in the context of classroom learning. Some of the examples are done through researches such as Sebah (2014), reported the possible use of Instagram as a language tool for writing through exploring the selfie craze. Whereas, Purwandari (2017) did a research using Instagram to improve pupils' writing through photographs and finally, a study conducted by Mansor & Abdul (2017) discovered that Instagram is undoubtedly an effective social media tool for pupils' communication especially in their task-related activities.

Motivation

The pupils need to involve in English speaking activities requires a certain level of motivation. Motivation in general divides into intrinsic and extrinsic factors that stimulate yearning and energy in pupils to be continually interested and committed to the learning and engaging in the English activities. According to Eisa et al. 2016, intrinsically motivated actions are those done for satisfaction one gains from engaging in the activity itself. By contrast, extrinsically motivated refers to the need for an achievement to get a certain rewards (Pittman & Bogiano, 1992, as cited in Mat & Yunus, 2014). However, studies conducted by Mat & Yunus (2014) suggested pupils are usually motivated, have positive attitudes towards learning English as long as they are given extrinsic although it does not necessarily interpret into complimentary efforts in improving proficiency.

Speaking Skills

According to Tunku et al. (2017), speaking skills is one of the language skills that is facing a lot of trouble and often being discussed among educators and policymakers. Most of the pupils did past the English exam paper, but not all of them are able to communicate in English fluently. According to the primary school syllabus (standard document) issued by the Ministry of Education Malaysia, there are few basic skills that the pupils are required to attain including exchanging greetings, introducing oneself, make polite requests, thank someone and expressing simple apology (Ministry of Education, 2012, p 17). Briefly, the objective of

the English Language Curriculum is to equip pupils with basic language skills to enable them to communicate effectively in a variety of context that is appropriate to the pupils' level of development (3). Accordingly, it is imperative for the teacher to find the best ways to teach English for communication as it could assist in English language development among pupils.

Chomsky (1986) stated children are born with a Language Acquisition Devise (LAD). Chomsky (1986) believes that children are able to pick and process language they hear around them effortlessly. Whereas, by referring to Piaget (1959), in the cognitive and information processing theories, language learning is the result of the human brain forming networks of associations based on the input received. This believed is in line with Vygotsky's (1962), where he upholds that the child obtains language by engaging in conversation with the adults. Besides that, by referring to the sensitive periods in Early Brain Development by Council for Early Childhood (Nash 1999, Early Years Study, 1999 & Shankoff, 2000), the best period to learn a language and also higher order thinking skills are between 1 year old to 7 years old. Consequently, it is very crucial for children to get more exposure and practice English communication in their daily life.

The learning theoretical Framework

The learning theoretical framework explains the various models' design of technological integration in the classroom.

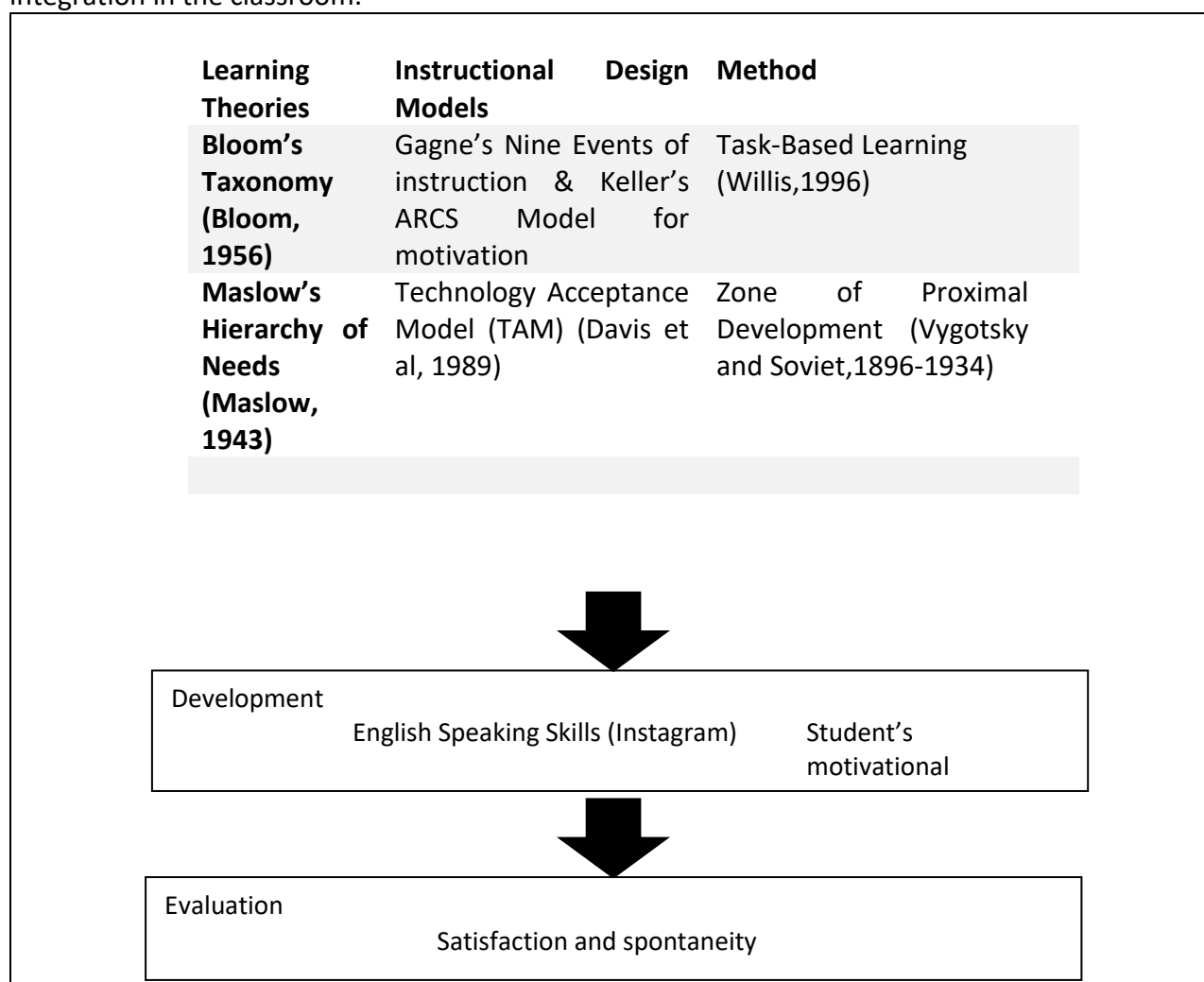| Learning Theories	Instructional Design Models	Method
Bloom's Taxonomy (Bloom, 1956)	Gagne's Nine Events of instruction & Keller's ARCS Model for motivation	Task-Based Learning (Willis,1996)
Maslow's Hierarchy of Needs (Maslow, 1943)	Technology Acceptance Model (TAM) (Davis et al, 1989)	Zone of Proximal Development (Vygotsky and Soviet,1896-1934)

Figure 1. The framework of learning theories with technological integration.

As illustrated in Figure 1, the task-based learning activities were developed by following the learning theories which are Bloom's Taxonomy (Bloom, 1956), Maslow's Hierarchy of Needs (Maslow, 1943) and Task-based learning (Willies', 1996). The integration of the theories is associated with the creation of English-speaking skills activity modules and outcome from the implementation. While during the activities the combination of Gagne's Nine Events of Instruction and Keller's ARCS model for motivation was applied to assist the development process. As for the evaluation of the activities and the development, Zone of Proximal Development by Vygotsky and Soviet (1896-1934) were used to discover the progress of the pupils. Meanwhile, to support the input of the data, Technology Acceptance Model (Davis et al, 1989) was used to discover the pupils' perception for the use of Instagram features in developing English Speaking skill.

Methodology
Research Design
The research design for this study is an action research that consists of observation and interview. In order to have diverse opinions and view and in the effort of understanding low-achieving English learners experience in learning through Instagram, a qualitative approach is considered to be appropriate. Further clarification is through the process of the action research, where two cycle of model of action research (Kemmis and McTaggart, 1982) applied. The research was conducted over a period of 14 weeks, which divided into two equal cycles of 7 weeks. In the first cycle, the intervention is designed, implemented and evaluated to improvise the teaching method. Whereas, during the second cycle, the revised design was applied and implemented, and the outcome was evaluated. The designed referred to the learning theoretical framework as the guideline for the intervention. The treatment group was observed before, during, and after the intervention. The participants were selected based on purposive sampling. According to Creswell (2014), purposive sampling refers to the intention of the researchers. As for this study, the main purpose for the sampling is the participants must be among poor level of English proficiency and low or no motivation towards learning English. Thus, four participants from preschool that is located in West Coast of Peninsular Malaysia and four participants from primary school that is located in Southern of Peninsular Malaysia selected for the observation and interview.

Research Instrument and Procedure
The two types of data collection were consisting of observation and interview. The first data collected during the observation was referred to as descriptive observation that involves direct observation supported by videos recording and photos. Videos of observation were recorded before, during and after the intervention. The second research instrument used was recorded semi structured oral interview. According to Jamshed (2014), video recording of semi- structured oral interview makes the process easier for the researcher to emphasis on the interview content and the verbal stimuli and therefore enables the researcher to generate "verbatim transcript" of the interview. There were six questions used for the interview and are in accordance to the interview protocol and ethics where pupils volunteered themselves for this research study. Four participants from Year 6 which to be named as participant A, B, C and D and another four participants from the preschool to be named as E, F, G and H were interviewed. The questions were translated into Bahasa Malaysia as they were unable to speak English. Permission was also obtained from their school administration and parents and pseudonyms were used in this study. Thematic analysis was

applied based on the outcomes obtained from videos recording observation and semi structured oral interview transcription as to observe emerging themes. The data gathered was analysed based on coding units of information and categories pertinent to the study conducted.

Data Collection and Analysis

The data was collected through two research instruments- observation and semi structured interview. The task-based learning activities selected were consisted of role-play, jazz chants, and social expression that reflect on normal daily conversation. Before conducting the research and video recording, the pupils were required to read and view the scripted lines and practice in pair or in-group before actually performing the pertaining activities. These activities were recorded a few times before conducting the actual research study and data collection.

After the practice, the pupils were required to do the actual performance either in pair of in-groups. A few types of face-filter interface from Instagram's features were applied during the process of recording. The videos were uploaded into a private account in Instagram and some of the selected videos were sent individually to their parents' private messages, as some of the parents have no direct access to the Instagram account. Before sending the videos, an initial brief discussion was communicated whereby the researchers elicited information on the reasons why the participants and their parents need to watch the videos and encouraged them to get feedback from their parents and peers.

Next, the participants were interviewed after they have watched their performances on videos via Instagram and received appropriate responses from their parents and friends. The participants were then, allowed to use Bahasa Malaysia and English in order to express themselves better without language barrier. The interview sessions were video recorded and later transcribed in verbatim. Thematic analysis was applied during observation and interview transcriptions in order to detect emerging themes.

Data Validity and Reliability

When conducting a research, every researcher would have personal prejudices based on their previous experience or while conducting out of class activities teaching English as a second language.

In order to make certain the reliability of the data, it is important for the researcher to hinder every aspect of personal preferences on the study. Reliability could be described as the stability and dependability of the research mechanism (Creswell, 2014). Thus, a strategy was utilised to uphold the reliability of this research and that is through triangulation. Triangulation is the process of confirming evidence from different persons, types of data, or methods of data collection in descriptions and themes in qualitative research (Creswell, 2014). According to Ang et. al. (2016), there are three criteria that could be establish from triangulation which are credibility, dependability, and conformability. The researcher could use several sources of informants or variety of documents, methods and theoretical perspectives as approaches to study one occurrence (Ang et. al, 2016 & Brink, 1993). Henceforth, this study adapted and used theoretical framework, observation and semi structured interview together with task-based learning activities to collect data. The data are compared and double-checked in order to look for consistency and reliability in the findings. Group or peer check from the same course is another strategy operated to make sure the dependability of the research.

Validity is the progress of comprehensive evidence to demonstrate that the intended test interpretation that the test is anticipated to measure matches the suggested purpose of the test (Creswell, 2014). Therefore, validity is the level of accuracy of the instrument in which the instrument is valid for their intended purpose. In this study, respondent validation is carried out by showing the interview transcriptions and the video recording to the participants for clarifications and confirmation in order to improve the accuracy. Moreover, the data gathered from all research instruments are shown to the participants to ensure that the researcher had transcribed and interpreted their opinions and utterances correctly.

Findings

To recap on the research study, the research objectives are:
1. To discover the potential use of Instagram features with task-based learning activities
2. To identify the level of pupils' motivation in developing their speaking skills.

The first research objective is addressed in the first subtopic whereby the potential use of Instagram by incorporating with task-based learning activities for the language development and acquisition of English speaking skills are analysed. The second research objective is explored in the following subtopic in which learners' motivation is revealed.

English Speaking Development

The following subsection will be discussed on how the intervention affect the pupils' language development based on the research objective 1- To discover the potential use of Instagram features with task-based learning activities. The variables were based on Instagram influence and speaking skills through observation via videos recorded before, during, and after the intervention.

The following transcripts were based on preschool pupils' where they were aware about Instagram but never been exposed to it during teaching and learning in the classroom. The first transcript passage was taken from the first role-play activity which was about ''knowing each other''. Two participants involved during the activity. It conversed that the participants were not able to produce certain words before the intervention and omit certain words that they could not remember or unsure when asked to produce after the implementation of task-based learning activities.

What (silent) your name? How (silent) you? (Participant G, recorded observation)

Name is. I am 5 years (silent) (Participant H, recorded observation)

Based on the above, the activities were also applied to the primary school pupils on daily basis where they show no interest and motivation and refuse to participate as they were not able to speak and could not remember some of the vocabularies taught beforehand. When asked whether they like the speaking activities in the classroom during an interview, most of the participants replied,

"No, I don't know how to speak English. I'm lazy to try it". (Participants C, interview)
"No. English is hard. I'm not good at it".   (Participants D, interview)

Dull and tense environment can impede pupils' interest in learning English (Lin, 2008). As it was conducted in the classroom in the urban area without any technologies, pupils have no desire to pursue in the activity and at the same time, may increase their anxiety if they could not perform.

Instagram's Integration Potential

For the integration of Instagram features as the intervention in the task-based learning activities, many participants expressed their excitement and joy when participating in the activities. The pupils felt that they are a part of a sharing activities where their friends and families are able to watch them speaking and performing. One of the pupils from pre-school and primary schools level mentioned:

"I like it because I am with my friends and can watch them." (Participant F, pre-school, interview)

to   *'We can show what we can do, share and tell our story, and let our friends and families comment. They can watch us too. (Participant A, primary school, interview)*

Furthermore, participant D from primary school level was not able to learn much in the classroom setting because of the previous method was too monotonous. By using out-of-class mobile technology method that interests her, she felt more excited and able to improve her pronunciation. Participant C, D, and F who explained that participating in English speaking activities using Instagram features provide more insight and improve understanding for the learners, also support this statement. They mentioned,

"I feel that I am exposed to English speaking activities through Instagram by watching my friends". (Participant C, interview)

"I am able to learn and improve my English by watching different activities in Instagram". (Participant D, interview)

"I can speak English correctly; I want it because it is awesome." (Participant G,interview)

The findings above support that online social media promotes the increase in the speaking skills among pupils of educational institutions (Baruah, 2012). During the activities, the participants were given ample time for practice and guidance by referring to the Zone of Proximal Development (Vygotsky &Soviet, 1896-1934). To ensure the reliability, the participants were given option to choose, use and respond to the conversations. They could also interact and exchange their own dialogue. There were massive differences from the first time of conversing the language and the results. This implied that the participants were already understood the language and show a positive progress in English language development. This can be referred to the below conversation by pre-school participants after the intervention was implemented in the task-based learning activities in the observation procedure s as one of the example;

''Hi, good morning. What is your name'', ?"How old are you?'', "What do you like to eat?''
(Participant G, recorded observation)
"Good morning, my name is _____ '': "I'm 6 years old", "I like to eat fried rice".
(Participant H, recorded observation)

The analysis of the observation displayed that, the pupils were in a process of acquisition and learning the second language. This could be supported from one Krashen's Theory of a Second language, which is the acquisition and learning. According to Krashen (1982), acquisition is the subconscious process of where the pupils are not aware that they are acquiring the language but only aware that they are using the language. This could be

related during the process of exposing English language to the pupils from the videos displayed and during role-play with teacher's assistance. Krashen (1982) added that acquiring the second language are more informal and in the process of ''picking up'' the language. However, after exposing and practicing the language, the pupils automatically move up to another level of the process of learning. By referring to Krashen (1982), learning is to develop competence in second language learning whereby it is the conscious knowledge that learned from the pupils. The process is formal, and pupils were exposed to the correct use of grammar and choices of words in a sentence uttered by them. As a result, by referring to the Zone of Proximal Development by Vygotsky and Soviet, (1896-1934), the pupils were able to speak independently. Besides that, from the observation analysis, the pupils were also able to correct their mistakes and their friends' mistake during the conversation. Henceforth, the development of the English language as a second language was gradually increasing.

Furthermore, the activities conducted by referring to the integration of learning theories are impactful for the language development. The hands-on activities and thought-provoking activities could actually assist the student's language learning process. Moreover, during the teaching and learning process, teachers prepared an interesting teaching aid. According to (Nachiappan et al., 2018) the relevance of teaching aids with the activity that is planned would support the teacher in channelling information effortlessly and effectively by attaining the learning objectives more efficiently. Furthermore, Nachiappan et al., (2018) added that the effect to the usage of teaching aids could empower the teaching experience to become an authentic experience and mould pupils to become learners who well understood about their surroundings and capable of applying what has been learnt in their daily lives. Additionally, similar to Wilcox et al. (2001), they indicated that learning a second language could be very effective and successful when the learning process occurs in a meaningful context and when the teacher is able to provide appropriate label and language to define the learners' ongoing activities and experiences. Thus, from the task-based learning activities and the use of Instagram could give a strong effect on language development.

Language Self-Development

The data gathered from observation also implied that, their self-confidence and motivation are increasing during and after the implementation. This can be discovered from their performances and expression during the activities. This could also be supported through outcome of the semi structured oral interview session where the participants gave positive feedbacks. The following subsection will discuss the second objectives of the study, to identify the level of pupils' motivation using Instagram features in developing English-speaking skills among pupils.

Motivation

According to Gudu (2015), motivation is an essential factor that determines the degree at which pupils accept the activities.

Low level of motivation

The analysis has discovered that before the intervention, seven out of eight were demotivated and do not have the desire to try English speaking. Few factors contributed to the issues. When the participants were asked, ''*Do you like to speak English before? Why?*''
''No…because I do not know… and I am afraid…'' (Participant E, interview)
''No, because I never tried at home…'' (Participant F, interview)

The analysis of the interview also revealed that the pupils never had a chance to speak English prior to the study outside classroom and that lead to the issues of being afraid to try. The other reason was the pupils has low self-confidence. According to Hosni (2014), pupils are afraid of making mistakes and being criticise by their friends or teachers and this factor could lower down their motivation to express themselves to try to speak the language. Apart from that, Hosni (2014) added that few pupils have lack of motivation to converse in English because they do not see the importance of speaking the language. As such, situation when the teachers introduced the language, teachers could integrate the technology in the lesson to attract the pupils and at the same time explain the reasons and the benefits of communicating in English.

Intrinsic Motivation and extrinsic Motivation

The analysis also discovered that pupils feel motivated doing the activities. When the pupils were asked on whether they like the activities and would like to participate again using Instagram, participant D and E positively responded intrinsically about the activities and able to share the authentic reasons.

> *"I feel I want to participate again as I like group activities since speaking activities consist of interaction with friends, conversations and role-play. I just like it."* *(Participant D, interview)*

As in relation to the development of the activities, the pupils' responses are aligned to the Maslow Hierarchy of Needs theory. This is because the pupils could feel the sense of belonging when the pupils like to do the activity with their teacher and friends. According to the study conducted by Yunus (2011), academic performance and pupils' behaviour could be improved from the positive relationship. Yunus (2011) described that interaction between the pupils and the teachers turn out to be enormously significant for a positive relationship throughout the entire school year. These in turn, influence the pupils' learning and increase their need and interest to study the language. A pupil added,

> *"I like our activities so much; all of the activities are fun. I can do anything on my own."* *(Participant E, Interview)*

According to Yunus (2014), when the pupils have the positive attitude toward English, it would eventually motivate the pupils to learn the language it is either inside or outside classroom. Yunus (2014) either highlighted that, pupils' desire to learn English intrinsically or extrinsically is the impactful factor in becoming an effective language learner. A participant also claimed due to the extrinsic factor, he felt the need to participate in the activity.

> *"Yes, because I feel I can get reward after doing the task given."* *(Participant G, interview)*

This could support the analysis from the pupils' response that they have a positive feeling of getting an incentive and would give a strong commitment in learning the language.

The findings of the study advocate that Instagram features and task-based learning activities have the potential to assist in developing English speaking skills and increase motivation. The integration of the learning theories framework shows that the pupils could present their view verbally and could enhance their higher order thinking skills. In terms of determining the student's motivation to practice English speaking by using Instagram's features, the results show that the pupils are influenced by the use of Instagram's features. One of the participants mentioned,

> *"I like it because it helps me to try to speak English"* *(Participant H, interview)*

Moreover, participant E added, she feels the use of 'Face-filter also contributed to her self-confidence and desire to speak English. The ''Face filter'' from Instagram's features consist of animal characters and mask figures where the pupils enjoyed using it and at the same time could increase the pupils' interest in practicing English Speaking. Some of the participants also added in the interview that the use of the features motivates them in learning English. They mentioned,

(Participant F,   *"I can learn speaking and take photo because the rabbit is cute."*
interview)
"It has a lot of interesting mask, I like to learn English in a happy way." (Participant
G, interview)

"I learn it in school in a fun way." (Participant H, Interview)

The close engagement between teachers and pupils and the use of mobile learning and social networking sites as a platform contributed to the success of the implementation. Yunus (2011) stated that constructive teacher-student relationship enhances classroom management as well as the atmosphere in the classroom making it productive, enjoyable and secure for self-learning and self-discovery. Participant C supports this view where he feels that the platform would increase his speaking skills. He mentioned,

"I feel I can improve my speaking skills after watching myself on Instagram"
(Participant C, interview)

According to a study conducted by Rensburg and Thanh (2017), the language learning outcomes proved that the application of social networking sites, which is Instagram, is anticipated to increase pupils' language learning outcome from their active involvement and constructive attitude to supplementary learning activities during the formal course. Besides that, Rensburgh and Thanh (2017) implied that active engagement in social networking is able to generate a better English conversation atmosphere for the pupils. Whereas, Wang (2013) specify that effective, interactive and fascinating English lessons could make the learning more entertaining. Therefore, this intervention is useful for everyone as it covers the approach holistically.

Implications

This integration of Instagram and task-based learning activities has proven to be useful for the pupils, as it has become a great platform for the pupils to practice English speaking. Besides that, it is also useful for the teachers as it helps the teachers to create a lively learning environment and get a closer engagement with the pupils. According to Rensburgh and Thanh (2017), the use of social networking sites could develop a strong learning collaboration and active interaction between pupils and teachers. This intervention is also accessible to other parties as the supporters such as the parents, society and from Ministry of Education itself. Due to that, it would more impactful if there would be further study to be conducted with larger sample and include other pupils from secondary level especially the rural areas.

Conclusions

From the study, it could be concluded that the integration of Instagram with the task-based language activities have positive impact in enhancing pupils' self-confidence to deliver their ideas in reality and motivate them to become fluent English speakers. The pupils would use the Instagram as a platform for communication as well as for broader engagement in the process of learning namely focusing on the speaking skills. Thus, task-based activities via

mobile learning seem to be a perfect environment for both in and out of classroom learning. The instagram platform provided pupils with the opportunity to engage in a dialogical process as well as other activities in which the learning benefits of questioning, answering, imitating, singing, chanting and many others were made viable. Hence, the use of social media platform is also pertinent to a different level of English proficiency to enhance their English-speaking skills.

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