

ABSTRACT

The study emphasizes how Instagram reels for English speaking should take into account users' specific interests and comfort levels. The aim of this research is to examine the challenges that students have while speaking to perform descriptive text and to examine the students' perceptions of the use of Instagram reels to perform speaking descriptive text. The location of this qualitative study was a Ciamis vocational school. In order to address the research objectives, the researcher also employed observations and interviews. The study found that when producing content, students encountered a number of difficulties. Technical problems were frequent video errors and slow upload times, were common obstacles. Furthermore, ambient elements like background noise often degrade the quality of their movies. Personal challenges like poor language skills and a lack of confidence in one's ability to create materials made things even more tough. These difficulties highlight how crucial it is to offer assistance and direction in order to successfully incorporate Instagram reels as a teaching tool. Nonetheless, the results demonstrate the usefulness of Instagram reels as a medium for English language learning, especially for improving speaking abilities and student confidence. Learning to speak through Instagram reels is received very well by students since it encourages enthusiasm, motivation, and comfort when performing speaking descriptive text.