INSTAGRAM IN ARABIC LEARNING: MIXED METHODS TO INVESTIGATE THE EFFECTIVENESS AND ERRORS OF SPEAKING SKILLS

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Abstract
Social media grows very fast and it has an impact on the high intensity of users in social interaction. One of the media that is often exposed is Instagram, it encourages Arabic learning lecturers to internalize it in learning. Thus, this study aims to investigate the effectiveness of Instagram on the Arabic speaking skills of STAI Sabili Bandung students and analyze verbal language errors. The quantitative data in the form of pre-test and post-test results were analyzed through experimental methods. Meanwhile, the qualitative data were analyzed by using the inductive method to classify verbal language errors. The findings show that the speaking skills of STAI Sabili Bandung students have a positive significant increase in using Instagram as a means to develop Arabic speaking skills, but there are still errors in spoken language productivity such as vocabulary errors, sentence arrangement, and phrasing errors that are in accordance with the context of the sentence. The findings show that there is positive effect on Arabic speaking skills through the application of Instagram media evidenced by the significance value of Two-Sided p of <0.001 <0.05. The limitation of this study is the small sample size. So, it can hardly be generalized to a larger population. The researcher recommends further research to explore more detailed information with various research methods.

Keywords: Instagram, Language Error, Speaking Skills.
Abstrak
Media sosial berkembang pesat berdampak pada tingginya intensitas pengguna dalam interaksi sosial. Salah satu media yang acapkali diekспose adalah Instagram, hal tersebut mendorong dosen pembelajaran bahasa Arab untuk mengintensifisasikan dalam kegiatan pembelajaran. Sehingga, penelitian ini bertujuan untuk menginvestigasi pengaruh media instaram terhadap kemampuan keterampilan berbicara bahasa Arab mahasiswa STAI Sabili Bandung dan menganalisis kesalahan berbahasa secara lisan. Adapun data kuantitatif berupa hasil pre-test dan post-test dianalisis melalui metode eksperimen. Sedangkan data kualitatif dianalisis dengan metode induktif untuk mengklasifikasikan kesalahan berbahasa secara lisan. Temuan menunjukkan bahwa keterampilan berbicara mahasiswa STAI Sabili Bandung memiliki peningkatan yang signifikan positif terhadap penggunaan instagram sebagai sarana untuk mengembangkan keterampilan berbicara bahasa Arab, namun masih terdapat kesalahan dalam produktivitas berbahasa lisan seperti adanya kesalahan kosakata, penyusunan kalimat dan kekeliruan ungkapan yang sesuai dengan konteks kalimat. Temuan menunjukkan bahwa adanya pengaruh positif terhadap keterampilan berbicara bahasa Arab melalui penerapan media instaram dibuktikan dengan nilai significance Two-Sided p sebesar <0,001 < 0,05. Keterbatasan penelitian ini adalah ukuran sampel yang kecil sehingga tidak dapat digeneralisasikan untuk populasi yang lebih besar, sehingga peneliti merekomendasikan adanya penelitian lanjutan untuk menggali informasi yang lebih detail dengan metode riset yang bervariasi.

Kata Kunci: Instagram, Kesalahan Berbahasa, Keterampilan Berbicara.

INTRODUCTION
The intensity of the use of social media in the 21st century is very rapid. This is indicated by the activeness of users in exposing various news.¹ Millions of posts are generated from social media consistently.² In responding to digital developments, strengthening Arabic learning can be adopted using social media.³ Thus, second language teaching continues to experience a paradigm shift. Teaching approaches and pedagogical beliefs need to be supported by information technology systems.

One form of information technology-based social media is Instagram. Social media is an option for uploading various community needs in interacting globally. A person can easily relate to other people, both previously known and unknown, either through written messages or speaking directly,
Currently, the use of Instagram is believed to be able to improve speaking skills, because Instagram has complete features and is easily accessible by students. On that basis, teachers need to respond to rapid technological developments in the internalization of their learning process.

Instagram can be used to maximize the potential of students in speaking skills in particular. This is due to the features in Instagram media uploads that can be used as learning media for students. As previous research has revealed that the benefits of this media can be identified through several aspects, including that Instagram can improve listening and reading skills. One of the other research findings is that the use of Instagram applications pleases learners. They can explore experiences and learn independently and contextually. Instagram also provides opportunities for language learners to improve their skills in foreign languages. Thus, the use of Instagram can realize the delivery of meaning and purpose to others and communicate it professionally.

Several previous studies have also identified that Instagram provides a new way of learning languages and accelerates interactive vocabulary enrichment, promotes meaningful interactions, and provides autonomy for learners outside of the classroom. It also seeks to increase student creativity in foreign language learning through the role of social media. However, other research reveals that there is still a need for strong collaboration from teachers, learners, and learning facility providers in

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responding to appropriate learning needs in the 21st century.\textsuperscript{14} Thus, the integration of information technology and learning elements support each other’s success in learning objectives.

In the context of foreign language learning, technological and lifestyle developments allow foreign language training to be carried out online through social media.\textsuperscript{15} Social media technologies that fall under the umbrella of emerging web technologies are increasingly being adopted in higher education teaching.\textsuperscript{16} The trend of using Instagram also encourages students to produce creative and interesting photos and videos, so that they can get more attention from their peers on social media. In addition, the identification of stories shared on Instagram also shows that measures of perceived ability in informal settings appear to have a positive impact on learners’ linguistic and emotional acquisition.\textsuperscript{17} The choice of colorful designs and the consistency of uploaded materials make Instagram effective as a learning medium.\textsuperscript{18}

Through high interest, the percentage of student perceptions shows that an increase in vocabulary and sentence structure in learning foreign languages is obtained through Instagram media.\textsuperscript{19} However, there are still some significant errors in producing the language. Some of these errors are still producing the mother tongue into the target language. Oral language translation is still in the form of the mother tongue. Another error comes from grammatical errors. Therefore, fundamental studies are still needed regarding the effectiveness of learning Arabic using Instagram social media and analysis of spoken language errors.

Based on the facts above, this study aims to examine the effectiveness of using Instagram in learning speaking skills and to identify forms of spoken language errors. Thus, this research can be used as a reinforcing reference in testing the effectiveness of learning Arabic with Instagram media at the university level and identifying verbal language errors.

METHOD

This study applies a mixed approach, with an experimental method to measure the effectiveness of using Instagram media in speaking skills and a qualitative approach to analyze spoken language


\textsuperscript{19} Gonulal, “The Use of Instagram as a Mobile-Assisted,” 318.
errors. Experimental research also aims to measure the effect of certain treatments on others under controlled conditions. As for getting data, the researcher used pre-test and post-test-based assessments to examine the magnitude of the influence of Instagram media on the speaking skills of STAI Sabili Bandung students. The sampling technique used was random sampling, where the researcher took a random sample. The type of experimental research conducted is quasi-experimental. The students actively participate in speaking skills learning activities using Instagram media. The instrument used for data collection is a test with several questions. The instrument was tested for validity and reliability using Pearson correlation and Cronbach Alpha which was analyzed using SPSS 24 for windows. The results of all question items are declared valid, indicated by a count greater than table. The table value determined by 15 respondents at a significance level of 0.05 was 0.514. As for all items, the question shows more than 0.514, meaning that the instrument is valid. Furthermore, the reliability of the instrument using the Cronbach Alpha Questionnaire is declared reliable if the Cronbach Alpha > 0.6. The table shows that the overall score of questions >0.6 indicates a reliable instrument.

In this study, the authors conducted a quantitative study using the pre-experimental design method, type one group pretest-posttest (initial test, single group final test). Arikunto said that one group pretest-posttest design is a research activity that provides a pretest (pretest) before being given treatment, after being given treatment then giving a final test (posttest). Pre-test was administered at the start of the study to ensure that they were comparable at the start of the study in speaking skills. The sample consisted of 15 students regardless of gender and was given a pre-test of 20 questions. The assessment process is held by asking students to explore their ideas and ideas in speaking skills through Instagram media. At the end of the semester, students are given a post-test to compare the results of the pre-test and post-test. The post-test results were analyzed through the paired sample T-test using SPSS-24 for windows. This paired sample t-test is a parametric difference test on two paired data. It compares the pre-test and post-test scores to decide whether there is a statistically significant difference between the two scores before and after the application of Instagram in Arabic learning.

After the experimental data analysis process, the researcher analyzed the students' language errors uploaded on Instagram from several indicators; such as the use of vocabulary, the accuracy of expressions, and the preparation of sentences that are adapted to the context of the conversation. The qualitative data analysis used the inductive method, where the researcher classified students' verbal errors as identification of improvements in the teaching process.

RESULT AND DISCUSSION

The Effectiveness of Instagram Media in Arabic Learning

Based on the results of the study, Instagram and YouTube social media have the potential to be used as learning media in Arabic for speaking skills. This research has been conducted on 15 university-level respondents. Before the researcher continued the data analysis of the paired sample t-test, the researcher first tested the normality and homogeneity of the data. The data obtained after testing is normally distributed and homogeneous. Furthermore, the researchers continued the statistical descriptive data analysis as follows.

Table 1. Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>15</td>
<td>55.00</td>
<td>75.00</td>
<td>62.66</td>
<td>5.93617</td>
</tr>
<tr>
<td>Post Test</td>
<td>15</td>
<td>70.00</td>
<td>90.00</td>
<td>81.00000</td>
<td>5.41163</td>
</tr>
<tr>
<td>Valid (listwise)</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 1, the average value of the pre-test is 62.66 with a minimum value of 55 and a maximum value of 75. While the results of the post-test obtained an average of 81.00 with a minimum value of 70 and a maximum value of 90. This indicates that there is a significant difference between pre-test scores and post-test scores in learning Arabic on speaking skills using Instagram media. Furthermore, the correlation between the two values can be seen specifically in the following table.

Table 2. Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>One-Sided p</th>
<th>Two-Sided p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>15</td>
<td>-.033</td>
<td>.453</td>
<td>.906</td>
</tr>
</tbody>
</table>

After testing the person product-moment correlation, it is known that the significance value is 0.906. This value is greater than 0.05, meaning that as the basis for taking the correlation test, if the significance value is greater than 0.05, then there is no relationship between the values of the pre-test and post-test.

Table 3. Paired Sample t-test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
</table>
Decision-making basis:

1. If the Two-Sided Significance \( p < 0.05 \), then there is a significant difference between student learning outcomes on the pretest and post-test.

2. If the Two-Sided Significance \( p > 0.05 \), then there is a significant difference between student learning outcomes on the pretest and post-test.

From the table above, it is known that based on the calculation of the paired sample t-test with spss 24 for windows, it was found that the Two-Sided P significance value of <0.001 <0.05, it can be concluded that there is a significant or significant difference between the results of learning Arabic skills in the data, pretest and posttest.

Based on the results of the research above, shows that there is a positive and significant effect of using Instagram as a means of learning Arabic on students' speaking skills. The use of Instagram media is based on a survey to students that the social media that is often searched is Instagram so that students don't mind when their Instagram is used as their medium in learning Arabic.

The contents that are accessed by students are in accordance with those suggested by the Arabic language lecturer with the Instagram account names, namely @learning.Bahasa.arab, @learning_Bahasa.arab_, @nahwu.id, @Bahasararab.mufrodat. Some of these accounts provide some very interesting Arabic content, for example, content from the @learning.Bahasa.arab account which provides Arabic vocabulary, simple sentences, and daily Arabic quizzes. The @learning_Bahasa.arab_ account also provides various Arabic learning facilities such as vocabulary in the form of reals, synonyms/antonyms, Arabic cartoon videos, and quizzes that are used to measure our language skills. Meanwhile, the content from the @nahwu.id account provides special lessons for Arabic grammar only. Here's an example of the Instagram content:

![Figure 1. Instagram Media as Arabic Learning Media](image)
The use of Instagram media in Figure 1 is very effective for use in learning Arabic, especially for beginners who want to learn to speak Arabic. The number of features on Instagram is becoming more and more flexible for Instagram creators to channel their ideas as a means for Arabic language learners. This is also supported by several studies from John & Yunus, Pratama significant quantitative data was obtained in improving student learning outcomes. Meanwhile, Al Fadda said that although social media is widely used in Instagram marketing, it can also have a significant impact on learning speaking and reading skills.

Even during the current pandemic, it is not an obstacle for students to continue learning to speak Arabic. The availability of various social media is the most popular access used in learning. Communication and information technology that is increasingly sophisticated is the answer to learning during a pandemic. The integration effect of social media is an advantage for teachers to compensate for the lack of time in class, and carrying out pronunciation exercises integrating the use of media such as Instagram, WhatsApp, and YouTube in teaching speaking is also considered to increase the creativity of teachers to use these media.

Overall, several research findings suggest that Instagram may be an effective platform for learning English and Arabic is no exception. According to several studies, this use can increase students' interest and motivation in learning languages rather than learning languages through conventional media such as dictionary books, etc. This finding is interpreted by taking into account social constructivist theory. This theory explains that students actively construct knowledge processes by connecting new content with existing concepts. Learners interpret ideas in the context of their

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interests and experiences, and as such, understanding is influenced by life experiences and dialogue with others. In addition, research Gonulal says that more than a third of Instagram users follow language content on their respective accounts.\(^{30}\)

The above are the advantages of using Instagram as a learning medium. Not only that, but as a learning medium, Instagram certainly has several other shortcomings. Mu'asomah et al.'s research stated that the use of Instagram requires an internet connection service capital to access the features on Instagram, the more and often Instagram is used, the greater the capital internet to be issued. If there is no internet network or internet capital, the application cannot be used as a learning medium. In addition, the teacher cannot intensively monitor the use of the media, where a lot of negative content is also available on Instagram apart from Arabic content.\(^{31}\)

**Spoken Error Analysis**

Before the researcher analyzed the students' spoken language errors, the researcher first gave assignments to students to make Arabic conversations with colleagues and then uploaded them on Instagram social media and also a YouTube channel specifically for Arabic courses. The use of Instagram media for student facilities to upload the results of the application of student speaking skills is based on the use of Instagram media during the process of learning Arabic for speaking skills. Another thing that is a positive element of creating an Instagram account specifically for Arabic courses which are expected to be a forum for students to channel their ideas about learning Arabic, be it content about speaking skills, new vocabulary, learning grammar, and other ideas, more creative.

Other things that form the basis for creating accounts from social media are used as a means for students to learn to correct language errors between colleagues as well as lecturers and students. That it makes students be more confident in speaking and motivated to improve their speaking skills. This Instagram account is called @learning_Bahasarab which can be accessed by all Arabic students and the general public. So that it is open to the public who are proficient in Arabic to participate in providing criticism and suggestions so that these students continue to learn. The following illustrates the form of Instagram and YouTube media from Arabic students at STAI Sabil Bandung:

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\(^{30}\) Gonulal, “The Use of Instagram,” 315.

Meanwhile, Youtube is only used as a medium for uploading conversations from speaking skills on the media. It's just that this youtube can't run effectively because students often rarely access it, so interest and motivation still look low. So the researchers took the initiative to make Instagram a medium to channel creative ideas from students. Until now this Instagram media continues to be used along with learning. This media or account will continue to run and will also continue to be passed on to the next generations specifically for Arabic courses.

The results of the analysis of student language errors found that some were still quite deviant where students still entered their mother tongue into the target language or commonly called interlanguage, for example, the use of "oh", and "wah" when speaking in Arabic. Another thing that is quite odd and not pleasant to hear, as many as 90% of students still use the mother tongue dialect in conversation, for example extending a short vowel and vice versa, swinging the pronunciation so that it is not like speaking Arabic. Another thing that was found by the researcher was an error in Nahwu Shorof for example in one of the translation sentences of the Islamic economics department "قسم الشرعة الاقتصادية" It can be seen that the use of the grammar is wrong. In addition, it is found in the sentence "اذن ان لم الفصل اذن ان لم الفصل" which this student interpreted as “then, we can study in the same class”. These are some of the students' mistakes in speaking skills.

Based on some of the mistakes above, it is a natural thing for a second language or Arabic learners to do. Errors from these rules are commonly referred to as interlanguage, namely the language between. This error occurs because students find it difficult to leave the linguistic rules that...
they have mastered. Learners try to use the linguistic rules that they have mastered to be applied to the target language. Desrani's research also states that the most common language errors used by students in Arabic are grammatical errors which in the language transfer process students always use the rules of the first language to speak in the second language. Baradja states in Ainin that learners on their way to mastering a second language successively create language systems, and these systems are called interlanguage.

Two opinions arise in addressing the occurrence of errors in the process of learning a second language. The first opinion came from the Behaviorists who considered it a bad thing and should be avoided as much as possible. Errors indicate the failure of the learner to learn the rules of the language correctly, or the failure of the teacher because he is unable to convey his meaning clearly or does not provide sufficient exercises for the material that has been taught. Therefore, these mistakes must be overcome by providing lots of practice accompanied by correct examples.

The second opinion comes from the Mentalists, who view mistakes more positively. Errors in learning a second language are natural, and even have an important role because they can be a rich resource for linguists. Errors are also an important part of the learning process because they reflect the level of language development of the learner with distinctive grammar and characteristics. Brown and Selinker even view this error as a form of learning strategy for better outcomes. Therefore, mistakes are a natural thing to do in the process of mastering a second language, both from adults and children. However, these errors can continue to be corrected as learning takes place in the future.

CONCLUSION

Based on the findings, the effectiveness of using Instagram media is very significant. This is indicated by the Two-Sided P significance value of <0.001 <0.05 and the pretest average value of 62.66 and the post-test of 81.00. The use of Instagram media used is by browsing special accounts for learning Arabic that present interesting content to increase interest and learning outcomes in spoken and written. Meanwhile, in the production process of spoken language, several language errors were found in terms of vocabulary selection, application of expressions, and preparation of

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34 Moh Ainin, Analisa Bahasa (Pembelajaran Bahasa Arab Sebagai Bahasa Asing) (Malang: Misykat Indonesia, 2011), 36.
sentence structures in accordance with the context of the conversation. Based on these findings, this research is still mapping of language errors and testing the effectiveness of Instagram media in learning Arabic. On that basis, the researcher recommends further research to overcome students’ oral language errors and the use of more varied research methods.

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