

USING COMMUNICATIVE BASED TEACHING MATERIALS THROUGH INSTAGRAM FOR INCREASING CREATIVITY AND SPEAKING SKILLS

Suci Ramadhanti Febriani¹, Rizka Widayanti², Ilya Husna³, Yasmadi⁴,
Kddour Guettaoui Bedra⁵

^{1,3,4}UIN Imam Bonjol Padang, ²STAI Darul Qur'an Payakumbuh,

⁵Hassiba Benbouali University of Cleft Algeria

Email: suci.ramadhanti@uinib.ac.id¹, rizkawidayanti@staidapayakumbuh.ac.id²,
ilyahusna@uinib.ac.id³, yasmadi@uinib.ac.id⁴, ahlembra@gmail.com⁵

Received July 7, 2022; Revised May 19, 2024; Accepted June 21, 2024

Abstract:

Using social media and Instagram among students is necessary in the era of globalization. Instagram can be used as a medium for university students to learn Arabic. This research aimed to determine the effectiveness of using Instagram based on communicative teaching materials in the Basic Level Training program in Arabic language courses at the Language Center of UIN Imam Bonjol Padang. This study used a mixed method that described students' perceptions. The participants were 30 students in the Arabic Language Basic Level Training program. This study showed that the teaching materials used were based on a communicative approach and contextual themes by context-based situations of everyday life. The findings indicated there was a significant effect of using teaching materials on students' creativity and speaking skills. Moreover, using communicative-based teaching materials accelerated students' mastery of language creativity and improved speaking skills. This study recommends further research to use a wider sample.

Abstrak:

Penggunaan media sosial dan Instagram di kalangan pelajar merupakan hal yang diperlukan di era globalisasi. Instagram dapat digunakan sebagai media untuk pembelajaran bahasa Arab di universitas. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Instagram berbasis bahan ajar komunikatif dalam mengikuti program Pelatihan Tingkat Dasar pada mata kuliah bahasa Arab di Pusat Bahasa UIN Imam Bonjol Padang. Penelitian ini menggunakan mixed method yang menggambarkan persepsi siswa. Partisipannya adalah mahasiswa program Pelatihan Tingkat Dasar Bahasa Arab yang berjumlah 30 orang. Penelitian ini menunjukkan bahwa bahan ajar yang digunakan didasarkan pada pendekatan komunikatif dan tema kontekstual berdasarkan konteks situasi kehidupan sehari-hari. Temuan penelitian menunjukkan terdapat pengaruh yang signifikan pada penggunaan bahan ajar terhadap keterampilan kreatifitas dan berbicara siswa. Selain itu, penggunaan bahan ajar berbasis komunikatif dapat mempercepat penguasaan kreatifitas berbahasa siswa dan meningkatkan keterampilan berbicara. Penelitian ini merekomendasikan penelitian selanjutnya untuk menggunakan sampel yang lebih luas.

Keywords:

Instagram, Speaking, Creativity, Teaching Material

How to Cite: Febriani, S. R., Widayanti, R., Husna, I., Yasmadi, Bedra, K. G. (2024). Using Communicative based Teaching Materials Through Instagram for Increasing Creativity and Speaking Skills. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 27(1), 35-46. <https://doi.org/10.24252/lp.2024v27n1i3>.

Copyright 2024 © The Author(s)

The work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/)



INTRODUCTION

The learning process in the digital era provides opportunities for learners to improve the quality of their skills. In this era, various media and technology are developing rapidly. The students are also very familiar with using technology. Every learner is ensured to have a social media account such as Facebook and Instagram. The function of the media can be used for Arabic learning activities in particular. The learners are expected to be able to develop their knowledge and skills in speaking Arabic through Instagram as an intermediary.

Several studies revealed the use of social media for learning. Most students' positive attitudes toward using social media also played an active role in increasing students' academic achievement in foreign languages, such as Twitter, which was used in the context of EFL (Taskiran, Koral, Gumusoglu, & Aydin, 2018). In addition, using communication in the digital space also provides opportunities for learners to use it for learning programs (Reyna, Hanham, & Meier, 2018). Productive language skills emphasize the habit of speaking and repetition (Ullman & Lovelett, 2018). Arabic speaking skills are one of the productive skills needed in international communication languages, as are the demands of 21st-century communication skills (Ahmed & Ghareb, 2017; Handayani, 2017). Several studies also describe the advantages of using Instagram media as a learning resource (Siagian & Iskandar, 2020). Therefore, through social media-based learning media, students can use it to upload their Arabic productivity on various topics.

Teaching materials at the Language Center of UIN Imam Bonjol Padang are also based on a communicative approach. This is based on the need for communication through contextual-based themes. The characteristic of the communicative approach is that it focuses on the function of language rather than the structure of the language. The composition of the syllabus is focused on function and notation. The characteristics of the communicative approach include the students, the learning process, and the learning objectives. The main purpose of the communicative approach is to make students able or have communicative competence. Students fully implement the communicative approach while the teacher is only a facilitator in the learning process (student center).

In this digital era, the complexity of using online media has increased the need for student and teacher training. The existence of online media can trigger students' motivation to study learning resources openly. Social media can encourage students to explore various foreign language learning needs by absorbing vocabulary and acquiring sentence structures.

Technology has many benefits for learning. Previous research has sought to use technology in language learning, such as searching for references from the Internet, YouTube, and Google related to the material being taught (Nurcholis, Harianto, & Machmudah, 2021). Moreover, Instagram media is a supporting tool for teaching English (Alzamil, 2020). The media function also assists learners in determining learning resources relevant to their needs. In contrast, the high output of learning options allows teachers to improve the quality of learning through various media and relevant approaches. This research aims to determine the effectiveness of Instagram using communicative teaching materials in participating in the Basic Level Training program in Arabic language courses. The results contribute to designing teaching materials and their implementation based on a communicative approach, which requires continuous practice. This is reflected in the available exercises and the practice of using them in daily conversations on social media.

RESEARCH METHOD

This study used a mixed method to explore students' perceptions of using Instagram. The quantitative data was collected through experimental design. It was conducted on 30 students in the Arabic Language Basic Level Training program at the Language Center of UIN Imam Bonjol Padang—sample selection using a random sampling technique. First, the researchers examined students' perception of using Instagram media by distributing questions on Google Forms to review the use of Instagram to increase student creativity. After that, the researchers examined the effectiveness of learning Arabic using Instagram media at the Language Center of UIN Imam Bonjol Padang. The researchers conducted a pre-test before the learning and then held a post-test after the learning process was carried out for 16 meetings with a duration of 2x40 minutes.

The data collection techniques included oral tests on teaching materials studied for two months. The assessment system was an oral test measuring indicators of pronunciation, fluency, word meaning, and accuracy when speaking Arabic. The data analysis technique was obtained through triangulation and t-test. The researcher used a triangulation design to analyze qualitative data by checking the data sources obtained. After that, the researchers tested the effectiveness of the test based on the pre-test and post-test results of speaking Arabic. Before distributing the test, the researcher tested its validity and reliability. The study's results using the t-test provided an overview of the effectiveness of Instagram in developing students' speaking skills.

RESULTS AND DISCUSSION

Description of Basic Level Training Program

The process of learning Arabic for Basic Level Training students at UIN Imam Bonjol Padang used teaching materials designed based on a communicative approach. This program, organized by the Language Center, provided students with a basic understanding and skills in Arabic. The 6th-semester students attended this program to improve their literacy skills and find sources of learning references through foreign languages, especially

in Arabic. It provided an experience for students to absorb linguistic information. Two of learners' responses to the program activities are as follows.

“Very able to improve Arabic language skills. (Interviewee 2, Sh, 2022)

Yes, one way with the Arabic language training program apart from learning Arabic is to practice the new skills that have been taught to increase new vocabulary in daily life”. (Interviewee 4, Isw, 2022)

Through the informants' statements, it is known that the Basic Level Training program can provide practical experience for learners in using the language being studied. The teaching materials were textbooks the Language Center of UIN Imam Bonjol Padang developed. The concept of book development showed that the material provided was contextually based on communicative presentation. This was based on the design of materials relevant to students' communication needs. The teaching materials used can be seen as follows.

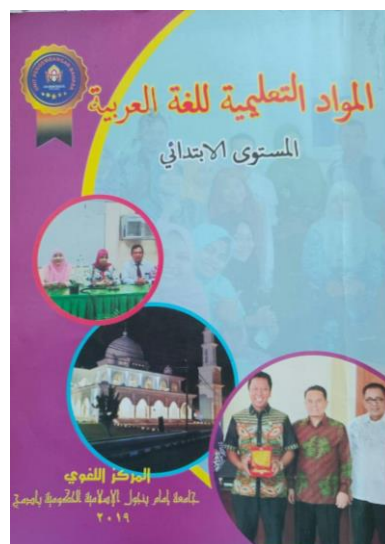


Figure 1. Arabic Teaching Materials

Based on Figure 1, the teaching materials used function to accommodate the themes needed daily. The themes presented have 16 lessons, and each was ordered from easy material to more difficult material. The distribution of material can be described as introductions, interviews, at the airport, meetings, bookstores, busyness, airport flight bureaus, Arabic food, in restaurants, in shops, before leaving the hotel, going to the market, at a clothing store, information center, visiting doctors, traffic officers, and private car drivers. Therefore, several themes identified that the teaching materials used are based on a communicative approach with contextual themes.

The teaching material in this book is in the form of conversational texts, practice questions in the form of multiple choices, or determining whether a statement is true or false. The availability of practical conversation exercises indicates this after the dialogue is presented. Presentation of material is in the form of textual elements such as conversations and non-textual elements such as visual images. The time allocation required is 16 meetings with the above theme qualifications. Each meeting has a duration

of 2x40 minutes. The informants also responded positively to the Arabic language teaching materials used as follows.

“Textbooks in Arabic learning are very helpful in directing the Arabic learning process because they are easy to understand and often occur in everyday life”. (Interviewee 4, Is, 2022)

“The topic is good for daily activities. Maybe it can be added with other variations of the conversation”. (Interviewee 1, St, 2022)

“Topics in good textbooks are relevant to everyday life. There is a conversation about introductions; other topics are appropriate, but it's better to be more interesting in the future”. (Interviewee 25, Ih, 2022).

“The topic is good, and the language is also commonly used in madrasa schools so that students are not awkward in learning it”. (Interviewee 15, Sam, 2022).

Based on the information above, it can be shown that the relevance of relevant material, contextual material, and the ease of absorption of vocabulary can motivate students to learn.

After the authors examine more deeply, the teaching materials used have a communicative and contextual approach construction. This is marked by the teacher's efforts to connect the material with the student environment and connect student knowledge with its application in real life. In the learning process, the teacher uses a questioning strategy to encourage, guide, and assess students' abilities to dare to reveal information or answer questions. For example, in learning speaking skills with an introductory theme, students are asked questions about reflecting on their respective conditions. The teacher can give assignments by bringing photos, and then students can explain the state of the photos using the vocabulary they have learned.

This kind of learning provides an overview for students to relate their experiences to the constructed knowledge. Thus, there is a link between the use of language and the context of everyday life. Contextual learning teaches cognitive processes that can be used in critical and creative thinking. It provides opportunities to use higher-order thinking skills in real-life situations to help students develop their intellectual potential (Suryawati & Osman, 2018).

Students' Creativity of Thinking Skills

Students' creative thinking skills can be developed through social media like Instagram. Student responses to increasing creative thinking skills through Instagram are shown in the following diagram.

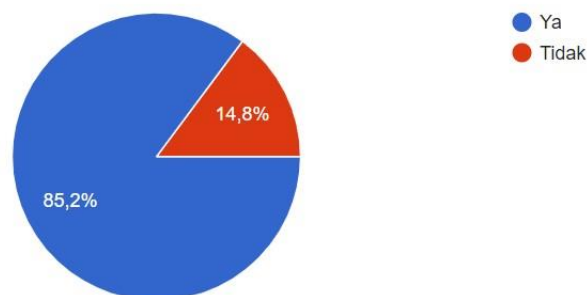


Figure 2. The Students' Responses to Creative Thinking

Through Instagram, students can improve their creative thinking skills. The result was that 85.2% showed increased creativity by demanding topics and conversational settings that matched the discussed content. It shows contextualization in everyday life.

Contextual-based learning at UIN Imam Bonjol Padang applies integrated language learning, as language learning is not separated from one skill to another. Then, it can be seen through the preparation of teaching materials introduced through the sequence of vocabulary, reading skills, exercises to improve language skills, and the presentation of sentence structure in conversation. The language acquisition process is also directed through their experience in using Arabic in their daily activities. This is supported by the statement that language acquisition can be made unconsciously through the experience gained by students (Febriani, 2020), so the language acquisition process provides opportunities for students' receptive and productive skills to develop (Bahruddin & Febriani, 2020).

Students' Arabic Speaking Skills

Instagram can be a medium for students to develop their speaking skills. The students can post their daily conversations to their Instagram accounts. Figure 3 shows the students' responses to their Arabic speaking skills.

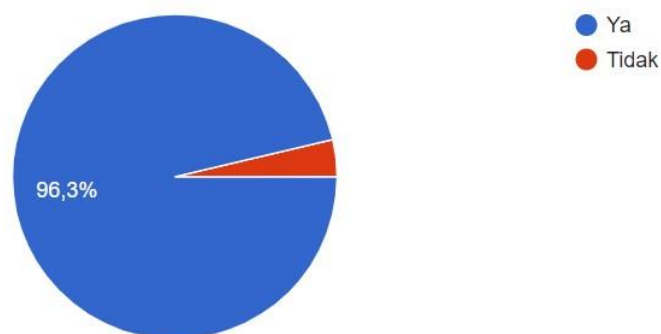


Figure 3. The Students' Responses to Speaking Skills

The difficulty in learning materials is also considered in teaching speaking skills, so students' thinking processes are varied and developed. Based on the researchers' critical analysis, teaching materials were constructed based on easy patterns and more difficult patterns. It supported students' pedagogical theory of the material being studied. The conversation structure varied, and the tarkiib pattern in each chapter indicated the difficulty level of the graded material, as previous research recommended that teaching materials need to develop higher-order thinking questions (Fitriani & Kirana, 2021).

In the implementation of learning, the lecturer divided students into several groups according to their needs. Afterward, the lecturer asked one of the students to create a special Instagram account for this intensive class. It aimed to upload the various tasks given. One form can be seen in the following figure.

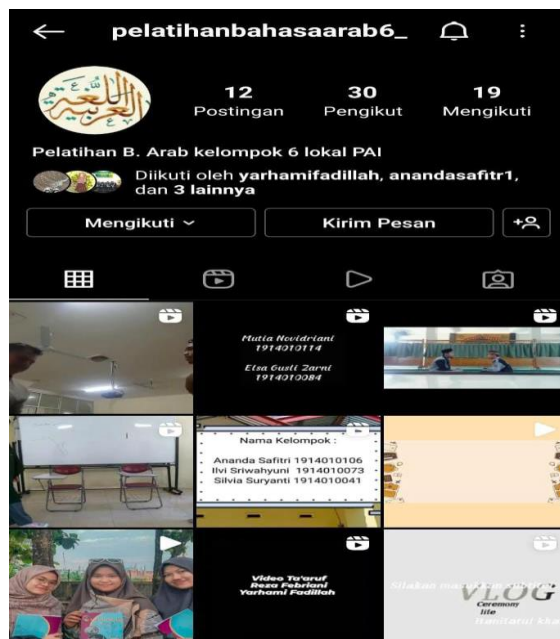


Figure 4. Learning Accounts on Instagram

Figure 4 shows the Arabic language of the Basic Level Training program at UIN Imam Bonjol Padang at the Language Center. Lecturers instructed conversational assignments on multiple groups based on contextual conversations. One form of conversation activity that has been uploaded is as follows.



Figure 5. Arabic Conversation of Basic Level Training Program

Figure 5 shows contextual Arabic interaction among Arabic Basic Level Training students at UIN Imam Bonjol Padang. The material used can be elaborated into various developing topics. Students on their Instagram accounts presented those topics.

In the learning process, the lecturer follows several steps. First, the lecturer read the conversation in the teaching material, and then students could pay attention to the reading according to the writing. Second, the lecturer instructed students to take turns reading hiwar with their friends using textbooks as a guide for pronouncing words and sentences.

Third, the lecturer provided opportunities for students to correct their friends' conversations if some words or sentences were still wrong in pronunciation. Fourth, the lecturer appreciated the students' conversations that had been practiced. Then, one of the students put forward the meaning of words and sentences based on the right structure. After that, the students asked each other questions according to the material topic to be studied. The students' statements about using Instagram to learn to speak Arabic are as follows.

"I think you can because Instagram is a social media, and anyone can see it. Of course, we feel motivated to think about interesting topics to talk about". (Interviewee 12, Mad, 2022)

"Using Instagram media, we can create videos that we make and display Arabic according to the themes we study". (Interviewee 18, Egz, 2022)

"A new experience in expressing and developing Arabic language skills". (Interviewee 20, Yaf, 2022)

The Arabic language learning process adopted a communicative and contextual approach through these steps. This was indicated by several steps related to the independent mindset of students who could express sentence patterns outside of the teaching material and the use of vocabulary that varied from the material presented. In addition, contextual conversations require students to condition the situation around their environment when speaking. Other research findings also encouraged contextual learning models in learning with good significance for students' foreign language mastery (Irwan & Anggraini, 2019). Meanwhile, contextual-based learning helped students in heterogeneous classroom conditions in learning (Suryawati & Osman, 2018). For example, students played an active role in self-introductions, such as not knowing the information they were talking to. They had a dialogue, asking each other about the topic of introduction.

"Very helpful in the training process. Because of the current era, filling social media with Basic Level Training is very useful". (Interviewee 26, Naf, 2022)

"In my opinion, learning Arabic using Instagram is good, as it keeps up with the times. It can also be an example". (Interviewee 12, Mad, 2022)

"Interestingly, Instagram media can support Arabic speaking skills. In addition to developing new vocabulary, our potential for creativity as students is also technology literate". (Interviewee 5, NSA, 2022)

Based on several dialogues that have been uploaded, some students asked questions about hobbies and topics outside of the material. This indicated an increase in creative thinking when designing conversations following the context of speech without being fixated on the topic being studied. The existence of additional ideas and dialogue in the conversation helped students trigger their thinking processes. There was a need for training in the design of progressive critical thinking learning activities (Siregar & Amalia, 2019). It increased students' involvement in using the target language and expanded their network with the community or native speakers of the studied language (Sukri, Mustapha, & Othman, 2018).

The Effectiveness of Instagram for Speaking Skills

Based on the results of the study, Instagram as a social media platform has the potential to be used as a learning media in Arabic for speaking skills. This research was conducted on 30 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 was normally distributed and homogeneous. Furthermore, the researchers continued the statistical descriptive data analysis as follows.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	65	81	72,53	5.036
Posttest	30	78	94	88.57	4.232
Valid N (Listwise)	30				

Based on Table 1, the average value of the pre-test is 72.53, with a minimum value of 65 and a maximum value of 81. At the same time, the post-test results obtained an average of 88.57 with a minimum value of 78 and a maximum value of 94. This indicated a significant difference between pre-test and post-test scores in learning Arabic 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

		N	Correction	Sig.
Pair 1	Pretest & Posttest	30	.0467	.009

After testing the person product moment correlation, it is known that the significance value is 0.009. 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, there is no relationship between the pre-test and post-test values.

Table 3. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference Lower Upper				
Pair 1	Pret est - Post test	-16.003	4.832	.882	-17.837	-14.229	-18.176	29	.000

Decision-making basis:

1. If the Two-Sided significance $p < 0.05$, then there is a significant difference between student learning outcomes on the pre-test and post-test.

-
2. If the Two-Sided significance $p > 0.05$, then there is a significant difference between student learning outcomes on the pre-test 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 $0.000 < 0.05$, it can be concluded that there is a significant difference between the results of learning Arabic skills in the data pre-test and post-test.

The results show that using Instagram to learn Arabic positively and significantly affects students' speaking skills. The use of Instagram media is based on a survey of students. The social media often used is Instagram, so students do not mind when their Instagram is used as a medium for learning Arabic.

Using contextual-based textbooks and adopting a communicative approach provides an experience for students to construct conversations easily. It can support their motivation to learn a foreign language. Previous research has also confirmed that contextual-based learning effectively increases the motivation of foreign language learners (Irawan, 2020). In addition, contextual-based learning can improve students' critical thinking processes through opportunities obtained from projects instructed by teachers (Ilham, 2017). Other studies also offer foreign language learning. It is recommended that it is centered on student activities so that students play an active role in their activities (Setyarini, Musthafa, & Muslim, 2020).

CONCLUSION

Students who study Arabic as a foreign language have long-standing problems in language learning: lack of exposure to the target language and lack of communicative learning opportunities. This study explores how this challenge can be solved by incorporating mobile technology, especially Instagram media, into learning Arabic. By examining the implementation of Instagram media for Arabic Basic Competency Learners students, this study reports the advantages and disadvantages of using mobile technology for students studying Arabic language courses at an intermediate level at an Islamic college. The conclusion revealed that students generally welcomed the Instagram Project and positively felt the benefits of this activity. They reported four main benefits of using Instagram in their Arabic learning: increased critical and creative thinking skills and acquisition of linguistic knowledge. Quantitative results show a significant effect of using teaching materials on students' creativity and speaking ability. This study's findings indicate that using communicative-based teaching materials can accelerate students' mastery of language and creativity and improve speaking skills. This study recommends further research to use a wider sample.

ACKNOWLEDGMENT

The authors would like to thank the Research and Service Institute (LP2M) UIN Imam Bonjol Padang, which encourages the lecturer to research and contribute to scientific development.

REFERENCES

- Ahmed, A., & Ghareb, M. (2017). Design a Mobile Learning Framework for Students in Higher Education. *Journal of University of Human Development*, 3(1), 288–296. <https://doi.org/10.21928/juhd.20170315.15>.
- Alzamil, L. A. (2020). Uncovering Gender Differences in Saudi EFL Learners' Attitudes Towards the Use of Instagram as a Language Learning Tool. *International Journal of Linguistics*, 12(5). <https://doi.org/10.5296/ijl.v12i5.17486>.
- Bahrudin, U., & Febriani, S. R. (2020). Implementation of Krashen's Theory in Language Acquisition Stephen. *International Journal of Innovation, Creativity and Change*, 13(10), 821–831. https://www.ijicc.net/images/vol_13/Iss_10/131051_Bahrudin_2020_E_R.pdf.
- Febriani, S. . (2020). Acquisition of Arabic Language Based on Stephen Krashen's Theory in the Arabic Camp Activities. *El-Ibtikar*, 9(2), 82–95. <https://doi.org/10.24235/ibtikar.v9i2.7222>.
- Fitriani, D. H., & Kirana, D. P. (2021). Higher Order Thinking Skill (HOTS) in English Language Textbook in Senior High School. *International Journal of Research on English Teaching and Applied Linguistics*, 2(2), 55–56. <https://doi.org/10.30863/ijretal.v2i2.2455>.
- Handayani, N. (2017). Becoming the Effective English Teachers in the 21st Century: What Should Know and What Should Do? *English Language and Literature International Conference (ELLiC)*, 156–164. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/2463>.
- Ilham, M. W. (2017). Membangun High Order Thinking (Hot) Peserta Didik melalui Contextual Teaching Learning (CTL) di Madrasah. *Jurnal Islam Nusantara*, 1(2), 217–227. <https://doi.org/10.33852/jurnal.in.v1i2.37>.
- Irawan, B. (2020). The Effectiveness of Written Arabic Method Based on Contextual Learning on Arabic Education Students at The Islamic Institute of Jember. *Studi Arab*, 11(1), 61–72. <https://doi.org/10.35891/sa.v11i1.2151>.
- Irwan, & Anggraini, D. (2019). Language Learning Model for 4.0 Industrial Revolution: Combining Inquiry Model and Contextual Teaching Learning Based on Local Wisdom Value. *Batusangkar International Conferences*. <https://core.ac.uk/download/pdf/288296029.pdf>.
- Nurcholis, A., Harianto, B., & Machmudah, U. (2021). Implementation of Hard and Soft Technology in Learning Arabic During the Covid-19 Pandemic. *Proceedings of the International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, 8–15. <https://doi.org/10.2991/assehr.k.210421.002>.
- Reyna, J., Hanham, J., & Meier, P. (2018). The Internet Explosion, Digital Media Principles and Implications to Communicate Effectively in the Digital Space. *E-Learning and Digital Media*, 15(1), 36–52. <https://doi.org/10.1177/2042753018754361>.
- Setyarini, S., Musthafa, B., & Muslim, A. B. (2020). "I Start Learning English through Speaking": Social Agency Demand and Inter-school Readiness for Indonesian young English Learners. *Indonesian Journal of Applied Linguistics*, 10(1), 218–225. <https://doi.org/10.17509/IJAL.V10I1.25062>.
- Siagian, E. N., & Iskandar, I. (2020). Hots-Oriented Learning Language Learning, Project-Based In The 21st Century Learning Context. *International Journal of Language Education and Cultural Review (IJLECR)*, 6(1).

<https://doi.org/10.21009/IJLECR.061.02>.

- Siregar, R. A., & Amalia, S. N. (2019). Pre-Service English Teachers' Attitude Towards Hots to Prepare Better Assessment. *JEELS (Journal of English Education and Linguistics Studies)*, 6(1), 51–72. <https://doi.org/10.30762/jeels.v6i1.1072>.
- Sukri, H. I. M., Mustapha, L., Othman, M., Aralas, D., & Ismail, L. (2018). Social Media: Engaging Language Learning. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 287–294. <https://doi.org/10.6007/ijarbss/v8-i12/5013>.
- Suryawati, E., & Osman, K. (2018). Contextual Learning: Innovative Approach Towards the Development of Students' Scientific Attitude and Natural Science Performance. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(1), 61–76. <https://doi.org/10.12973/ejmste/79329>.
- Taskiran, A., Koral Gumusoglu, E., & Aydin, B. (2018). Fostering Foreign Language Learning with Twitter: Reflections from English Learners. *Turkish Online Journal of Distance Education*, 19(1), 100–116. <https://doi.org/10.17718/tojde.382734>.
- Ullman, M. T., & Lovelett, J. T. (2018). Implications of the Declarative/Procedural Model for Improving Second Language Learning: The Role of Memory Enhancement Techniques. *Second Language Research*, 34(1), 39–65. <https://doi.org/10.1177/0267658316675195>.