

THE IMPACT OF A READING-ALOUD STRATEGY THROUGH INSTAGRAM ON STUDENTS' READING SKILLS IN A HYBRID LEARNING SYSTEM

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Abstract

One of the language acquisitions is using reading strategies. Reading aloud focuses on absorbing information for foreign language learners, both in terms of vocabulary and sentence structure. The use of reading aloud strategies in collaboration with Instagram media through a hybrid learning system is an option in learning to read. On that basis, this study aims to explore the effectiveness of using a strategy of reading aloud through Instagram media on the ability to read Arabic for high school students through a hybrid learning system. The research method adopts experimental research, with data collection based on reading tests through varied assessment indicators. The results of the study indicate that the effectiveness of using the strategy of reading aloud through Instagram is very effective, where the acquisition of statistical data shows the results of calculations using a paired sample t-test which produces a sig (2-tailed) score of $0.000 < 0.05$ with an average pre-test score of $0.000 < 0.05$. test 59.75 and post-test 71.50. That is, the use of reading aloud strategies using Instagram media has a positive impact on students' reading abilities. The research findings indicate that the level of self-confidence and reading ability of students can accelerate their understanding in reading texts, in addition to being able to improve students' reading skills, learning motivation and confidence in reading Arabic texts. This study recommends further research to identify other strategies in improving foreign language reading skills for learners.

Keywords: *reading skills, aloud strategy, Instagram, hybrid learning*

Sari

Pemerolehan bahasa salah satunya dapat menggunakan strategi membaca. Membaca nyaring berfokus pada penyerapan informasi bagi para pembelajar bahasa asing, baik dari unsur kosakata maupun susunan kalimatnya. Penggunaan strategi membaca nyaring dikolaborasikan dengan media instagram melalui sistem pembelajaran *hybrid* menjadi opsi dalam pembelajaran membaca. Atas dasar itu, penelitian ini bertujuan untuk mengeksplorasi efektivitas penggunaan strategi membaca nyaring melalui media instagram terhadap kemampuan membaca bahasa Arab bagi siswa sekolah menengah atas melalui sistem pembelajaran *hybrid*. Metode penelitian mengadopsi penelitian eksperimen, dengan pengumpulan data berbasis tes membaca melalui indikator penilaian yang variatif. Adapun hasil penelitian menunjukkan bahwa efektivitas penggunaan strategi membaca nyaring melalui instagram sangat efektif, dimana perolehan data statistik menunjukkan hasil perhitungan dengan uji-t sampel berpasangan yang menghasilkan skor sig (2-tailed) sebesar $0,000 < 0,05$ dengan nilai rata-rata pre-test 59,75 dan post-test 71,50. Artinya, penggunaan strategi membaca nyaring menggunakan media instagram memberikan dampak positif bagi kemampuan membaca siswa. Temuan penelitian mengindikasikan bahwa tingkat kepercayaan diri dan kemampuan membaca siswa dapat mendorong percepatan pemahaman mereka dalam membaca teks, selain itu mampu meningkatkan keterampilan membaca pembelajar, motivasi belajar serta kepercayaan diri dalam membaca teks berbahasa Arab. Penelitian ini merekomendasikan penelitian lanjutan untuk mengidentifikasi strategi lainnya dalam meningkatkan kemampuan membaca bahasa asing bagi pembelajar.

Kata Kunci: *Kemampuan Membaca, Strategi Membaca Nyaring, Instagram, Pembelajaran Hybrid*

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Introduction

The phenomenon of COVID-19 is an unavoidable situation and had an impact on various sectors; such as the economic sector, health, and education. The presence of this virus has forced the world of education to find learning that prioritizes the health of students. This causes face-to-face learning to be shifted online. Thus, educators are required to be creative and innovative in presenting online learning. One of them is by using appropriate technology assistance according to the characteristics of students (Ilhami et al., 2021).

The latest directive from the government is to implement hybrid learning. Namely, combining online learning and offline learning. Of course, with the requirements

of adequate technological facilities and competent and professional educators. In this case, students can also use the help of social media applications as media to support learning through hybrids, such as whatsapp, zoom, facebook, and instagram (Makhin, 2021). Some of these applications can be an option for teachers to help access language learning specifically.

Although hybrid learning has several challenges such as difficulty in accessing the internet, inadequate facilities are not available, and the lack of educator competence. However, this situation has a positive side, which can force students to be more active, creative, and independent in learning. The recommended learning strategy for educators is to combine online learning with offline learning or often called hybrid learning (Banat, 2020).

Language is one of the most important tools in communication. With language, one can understand each other's intentions and goals (Ninsuwan, 2015). Since many years ago, from the time of the prophets, Arabic has become the language of everyday communication to convey the message of the prophet to his people. Arabic is also the only language that is approved and guaranteed by Allah for its existence (Wahab, 2014). In Indonesia, Arabic has been known by the public since the entry of Arab merchants who made this language their means of interaction with the Indonesian people (Baharuddin, 2014). Currently, Arabic has been widely studied in formal schools such as Islamic boarding schools, integrated Islamic schools, and madrasas or non-formal institutions such as courses (Sauri, 2020).

The purpose of studying Arabic in Indonesia is to deepen religion by studying directly from original literature written in Arabic, as a means of diplomatic communication, provision to become a tour guide, and so on (Iswanto, 2017). However, Arabic learners do not use this language in their daily communication. This causes a lack of motivation to learn Arabic in the classroom and outside the classroom. So, even though they have studied Arabic, their Arabic language skills are still not satisfactory (Maheasy, 2018).

Some Arabic learners also do not have good skills in reading, analyzing, and understanding reading texts (Islam, 2015). To learn Arabic requires four skills; listening, speaking, reading and writing (Aziza & Muliansyah, 2020). In this study, researchers focused on using a reading aloud strategy in collaboration with Instagram as an option

for a hybrid learning learning system. The purpose of this study was to explore the impact of using the strategy of reading aloud through Instagram media on the ability to read Arabic for high school students.

Reading aloud has many positive effects, as revealed (Klein et al., 2014) that reading aloud every day can increase children's vocabulary. (Takita et al., 2017) also said that reading aloud training games for children with auto-evaluation of oral reading fluency showed a positive effect on children's reading ability. That is, children can read fluently after receiving training to read aloud. In addition, they are also motivated to be more active in reading aloud. Then, (Cunningham, 2010) said that reading aloud can help children to learn about the content of text books globally, where print represents written speech, and gives readers their own happiness.

One of the right strategies to support language acquisition is reading. By reading, someone will get messages and information, increase knowledge, and broaden the horizons of the reader's thinking (Alshehri, 2014). In addition, reading will also stimulate mentally, reduce stress, increase vocabulary, and invite readers to think broadly (Patiung, 2016). The reading activities are, reciting the writing, seeing the writing and translating written symbols into spoken words, thinking, linguistics, and metacognition (Widhiasi & Dharmayanti, 2019).

Reading is divided into two parts, namely reading aloud and reading silently. Reading aloud is reading writing in a voice audible to the reader and listener. The benefit of reading aloud is to improve language proficiency. Because, through this activity, students will easily construct every word they hear to be meaningful in accordance with the sound of the language issued (Mulyaningtyas, 2017). In addition, through this strategy, students can practice listening skills, so that they can discuss what they hear and enjoy the beauty of the discourse that is read. Furthermore, students are expected to be able to find errors in pronunciation and spoken dialect differences if this strategy is used in foreign language learning (Sanacore, 1992).

Based on several previous studies, a fundamental study is still needed to identify the impact of using Instagram media in learning Arabic through a hybrid learning-based system. On that basis, this study aims to explore the effectiveness of using the strategy of reading aloud through Instagram media on the ability to read Arabic text for high school students through a hybrid learning system.

Methods

This research was conducted at MAN Pematangsiantar with the research respondents being students from class X. The research respondents consisted of 36 people in the religious class. The research design used experimental research. As for collecting data, the methods and techniques used consistently by teachers and students whose Arabic is not their mother tongue. Where it was found that all students in religious classes studied Arabic as a foreign language. The data analysis technique uses the SPSS application with a t-test analysis model that measures the effectiveness of using a reading aloud strategy using Instagram on the reading ability of MAN Pematangsiantar students.

Collecting data through pre-test and post-test with the category of reading assessment on the theme of learning. The tests that are applied are oral tests; as indicators of success in reading are categorized into several points, such as proper speech or pronunciation; use of appropriate phrases; use of reasonable intonation; read clearly and without halting; and read with confidence (Faisal, 2017). The assessment indicators are described as an assessment of vocabulary understanding, sentence structure and reading meaning. Through these assessment categories, the researcher knows the initial value and implements the strategy of reading aloud using Instagram. Finally, the researchers retested the students' reading skills through Instagram.

Results and Discussion

Learning Arabic at MAN Pematangsiantar, North Sumatra adopts a hybrid learning system. This is based on the limited face-to-face learning process organized by the education unit. The time allocation for learning Arabic in class X is 2 hours a week. So the number of hours used to learn Arabic is 80 minutes for one week. The hybrid-based Arabic learning process in learning to read is as follows. *First*, in offline learning in the classroom, students are given the opportunity to understand the rules of sentence structure in Arabic through teacher instructions. *After that*, there is group and independent practice in the class, so that the pronunciation and pronunciation of words and sentences are spoken correctly. *Next*, the teacher gives assignments for students to upload collaborative reading assignments, totaling 3 people in one group. One of the tasks carried out is as shown in the following figure.



Figure 1. Learning activities to read through Instagram

Through this collaboration system, students can correct each other's mistakes in reading the text that has been determined. *After that*, the teacher provides feedback based on sending videos on Instagram such as correcting errors in reading words, phrases or sentences. Through this feedback, the teacher can provide a review and emphasis on errors made by students in reading. After that, the teacher can give questions in the form of reading tests to classify students' abilities.

The choice of Instagram as a learning medium is because Instagram is one of the social media platforms that almost all millennial generations use, so it can be said that it has become a trend for today's children, of course there are many positive and negative things in it, so as educators, researchers seek to maximize the use of the platform. with positive content which is then associated with the teaching and learning process at Madrasah Aliyah Negeri Pematangsiantar, North Sumatra in Arabic lessons. More specifically, the researcher saw and observed the students' reading ability aloud to the reading texts contained in the student textbooks which were adjusted to the available time allocation, which was 30 minutes multiplied by two hours of meetings. The reading material or theme that is practiced is "*Fil maktabati*" (in the library). Some of the materials developed in reading skills can be classified in the following table.

Table 2. The material of reading skills

<i>Numb</i>	<i>First Semester</i>	Second Semester
1	at-Tahiyyat wa at-Ta'aruf	al-hayah al-yaumiyah
2	al-Usrah wa al-Bait	al-Hiwayah
3	al-Madrasah	at-Thoam wa asy-Syarab

In these teaching materials, one of them is through reading paragraph text which can be mapped through the following text.

في مكتبة المدرسة



عادل : هل اشترت الكتب المقررة يا أنس ؟
 أنس : نعم .
 عادل : ما الكتب التي اشترتها ؟
 أنس : اشترت الكتب المقررة لسواد التي أدرسها ، وهي : التفسير ،
 والحديث الشريف ، واللغة العربية .
 عادل : ومن أين اشترت الكتب يا أنس ؟
 أنس : من مكتبة المدرسة .
 عادل : اترافني إلى المكتبة ؟
 أنس : متى ؟

عادل : الآن .
 أنس : بكل سرور .
 ذهب عادل وأنس إلى المكتبة وقابلا الموظف .
 موظف : أي خدمة ؟
 عادل : من فضلك ، أريد أن أشتري الكتب المقررة .
 موظف : أي كتب تريد أن تشتري .
 عادل : التفسير ، والحديث الشريف ، واللغة العربية .
 موظف : تفهم ، الكتب الدينية والعربية على الرف بجانب الأيمن .
 عادل : شكراً .
 وبعد دقائق ...
 عادل : هذه هي الكتب المقررة التي أريد أن أشتريها .
 موظف : حسناً ، أكتب اسمك في سجل المشتريين واحتفظ بالكتب سليمة وتطيفة .
 هل هناك شيء آخر ؟
 عادل : لا ، شكراً .
 موظف : عفواً .

Bahasa Arab Kurikulum 2013 22

Figure 2. Reading text

The practical method of reading aloud the text in Figure 2 can take advantage of students' Instagram accounts, which is something new or the first time being done at Madrasah Aliyah Negeri Pematangsintar. This is done as an alternative to collecting assignments in online learning sessions. We know, not everything new can be immediately accepted by any society, including students. The same thing happened at the beginning of doing this practice, but after being given an explanation to the students, they finally accepted and did the practice.

The results of the student's post test can be seen through the following description table.

Tabel 1. Descriptive Statistics

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pre	36	50	78	59.75	9.116
Post	36	67	80	71.50	3.753
Valid N (listwise)	36				

Based on table 1 which shows the increase in the average value of students in reading text through Instagram media based on a hybrid system, it has increased from an average of 59.75 to 71.50. As for statistical measurements related to the influence of Instagram on students' reading skills, it can be described through the results of SPSS calculations in the table below.

Tabel 2. Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-11.750	6.344	1.057	-13.897	-9.603	-11.112	35	.000

The basis for making decisions in determining the level of significance of using Instagram to improve students' reading skills is as follows:

1. If the significance value of sig.(2-tailde) < 0.05 , then there is a significant difference between the students' reading skills learning outcomes at the pretest and posttest.
2. If the significance value of sig.(2-tailde) > 0.05 , then there is a significant difference between the students' reading skills learning outcomes at the pretest and posttest.

From the table above, it is known that based on the calculation of the paired sample t test with SPSS 24 for windows, a sig significance value is obtained. (2-tailde) is $0.000 < 0.05$,

so it can be concluded that there is a significant or significant difference between the results of Arabic reading skills in the pretest and posttest data.

Based on the calculations in table 2, the process of learning reading skills through a hybrid system has a significant effect on students' skills. The students' motivation also experienced an increase, which was marked by positive responses among students, intensive group discussions and corrective feedback within the group. Through offline and online activities, students can apply reading theory with an independent and collaborative system. So, the repetition of the material is also based on the contextualization of the material contained in the teaching materials. In addition, in line with previous research findings that access to online-based learning can improve students' employability and success in learning (Bennett et al., 2020). Technology has transformed opportunities for the development of teacher reflection, with the potential to expand student learning opportunities (Mumford & Dikilitaş, 2020). As confirmed that the using of technology media in language learning also develops students' learning motivation (Pratiwi et al., 2021; Febriani et al., 2020).

One of the outputs stated that the ability to adapt learning in various situations offline and online. In hybrid learning, students are expected to be able to express and design ideas as collaborative outputs in a team. As the description of the findings indicates that students are able to design and design their creativity in a project that is instructed by the teacher (Goodyear, 2020). Other facts support the relevance of the clear objectives of the hybrid learning-based system, materials, media and tasks and the latest technology to assist the teaching and learning process (Pusparini & Astuti, 2019). The hybrid learning system also provides opportunities for students to repeat material outside the classroom, so that learning output can provide a significant increase (Karnawati & Istianingrum, 2021).

Conclusion & recommendation

Based on the results of the study, it was stated that the effectiveness of using the strategy of reading aloud through Instagram was very effective, where the acquisition of statistical data showed the results of calculations using a paired sample t-test which resulted in a sig (2-tailed) score of $0.000 < 0.05$ with an average value of pre -test 59.75 and post-test 71.50. That is, the use of reading aloud strategies using Instagram media has a positive

impact on students' reading abilities. The research findings indicate that the level of self-confidence and reading ability of students can accelerate their understanding of reading texts, in addition to improving students' reading skills in understanding written texts and increasing students' motivation in reading Arabic texts. Based on the findings disclosed, this research is still limited to the use of samples and research methods used, so the researchers recommend further research to identify strategies and other media in improving foreign language reading skills for learners.

Declaration of AI Use

During the writing of the current manuscript, the authors used AI for language editing, formatting, and revising the draft. During the literature search and screening, AI was used. The authors reviewed and verified all material that has been generated and revised from the original sources. The authors bear total responsibility for the accuracy of the content of this manuscript.

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Conflict of Interest

The authors declare that they have no conflicts of interest.

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