

CORESPONDENSI ARTIKEL JURNAL

1. Submission

The screenshot shows a web browser window displaying the submission page for article #7852 on the e-journal.iain-palangkaraya.ac.id website. The page is titled "#7852 Summary" and includes tabs for SUMMARY, REVIEW, and EDITING. The submission details are as follows:

Field	Value
Authors	Ubaidillah Ubaidillah, Fanni Izzatul Millah, Neli Sapitri
Title	The Use of Online Media "alefbata.com" in Improving Arabic Listening Skills: Experimental Study
Original file	None
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Submitter	Ubaidillah Ubaidillah
Date submitted	January 22, 2024 - 02:29 PM
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Editor	Anwar Sanusi, Mahfuz Mubarak
Author comments	Assalamualaikm... berikut adalah artikel hasil penelitian eksperimen dengan judul "

The article title is **THE USE OF ONLINE MEDIA IN IMPROVING ARABIC LISTENING SKILLS**. The author comments mention the article is an experimental research result with the title "The Use of Online Media 'alefbata.com' in Improving Arabic Listening Skills: Experimental Study". The author expresses hope that the article can be published and contribute to the development of science and knowledge.

On the right side of the page, there is a vertical menu with the following items: FOCUS AND SCOPE, PEER REVIEW PROCESS, PUBLICATION ETHICS, PLAGIARISM POLICY, ONLINE SUBMISSION, OPEN ACCESS POLICY, AUTHOR GUIDELINES, COPYRIGHT NOTICE, AUTHOR FEES, INDEXING AND ABSTRACTING, JOURNAL HISTORY, CONTACT, and IN COLLABORATION. Below this menu is the IMLA logo.



THE USE OF ONLINE MEDIA IN IMPROVING ARABIC LISTENING SKILLS

Abstrak

Penelitian ini membahas tentang penggunaan media online (website alefbata.com) dalam pembelajaran Bahasa arab. Adapun tujuannya adalah ingin mengetahui cara mengimplementasikan media online dalam pembelajaran keterampilan mendengar Bahasa Arab, yang kedua adalah ingin mengetahui sejauh mana efektifitas media online dalam meningkatkan keterampilan menyimak (Mahārah istimā') Bahasa Arab. Dalam pelaksanaannya peneliti menggunakan metode eksperimen dengan instrument observasi, wawancara, pretest dan posttest lalu data yang diperoleh akan dilakukan pengelolaan untuk mengetahui sejauh mana efektivitas media alefbata.com ini dalam meningkatkan keterampilan mendengar. Setelah dilakukan pengelolaan data diketahui bahwa penggunaan media online ini dikatakan efektif untuk meningkatkan keterampilan mendengar Bahasa arab, hal ini berdasarkan data yang dihasilkan, yaitu hasil post-test meningkat setelah diproses dengan menggunakan media online dalam kemampuan kemampuan mendengar siswa. Nilai rata-rata pada kelas eksperimen (82,78) lebih tinggi dari nilai rata-rata pada kelas control yakni sebesar (42,41) Ada perbedaan dalam dua nilai tersebut sebesar 40,37. Oleh karena itu, dapat disimpulkan bahwa terjadi peningkatan mahārah istimā' siswa setelah mengolahnya dengan menggunakan media online pada mahārah istimā' siswa dalam kegiatan mengajar di kelas VII B Mts di Pandeglang.

Keywords: Media online, Keterampilan Menyimak, Pembelajaran Bahasa Arab

Abstract

This research discusses using online media (website alefbata.com) to learn Arabic. The purpose is to know how to implement online media in learning Arabic listening skills (Mahārah istimā'); the second is to know the extent of the effectiveness of online media in improving Arabic listening skills. In its implementation, researchers used experimental methods with observation instruments, interviews, pretests, and posttests. Then, the data obtained will be managed to determine the effectiveness of this alefbata.com media in improving listening skills. After managing the data, it is known that this online media is effective for improving Arabic listening skills; this is based on the data generated, namely, the posttest results increased after being processed by using online media in the ability of students' listening skills. Compared to the control class, the experimental class's average value (82.78) is more significant than its average (42.41). There is a 40.37 discrepancy between the two values. Thus, after analyzing the data from the use of online media in teaching activities on students'

listening skills in class VII B of Mts in Pandeglang, there is an increase in students' listening abilities.

Keywords: *Online media, listening skills, Arabic learning*

Introduction

In addition to English, Arabic is one of the second languages that has recently become increasingly popular (Hidayat, 2018), especially for Muslims. Moreover, Indonesian people are among the countries that study and are interested in this language for various purposes. In studying Arabic, they are motivated by various goals such as religious orientation to explore Islam through the Qur'an, hadith, or the works of scholars (Jamil & Sardiyannah, 2020), academic orientation such as studying in the Middle East, economic orientation such as wanting to work. (Umbar, 2022) Therefore, a teacher must know how to convey the subject engagingly to promote effective and efficient learning.

Learning is an activity of transferring knowledge in which there is a thinking process. According to Dadze-Arthur, learning is a process from not knowing something to knowing it through learning, thinking, or experience (Dadze-Arthur, 2012, p. 27). Meanwhile, according to Dede, learning is a human activity that is quite diverse in its manifestations from person to person (Chris Dede, 2010, p. xvii). An educational psychologist more succinctly defines learning as: "a change in a person brought about by experience" (Brown, 2014, p. 18). The education process consists of two essential components, namely, the teacher as a facilitator and the learner as a learner; some even say that the process is included in it. According to Article 1 No. 20 of Law of the Republic of Indonesia Number 20 of 2003 governing the National Education System, learning is the process of students interacting with teachers and learning resources in a classroom setting (Republik Indonesia, n.d.).

Using media in teaching and learning activities is crucial, in addition to the two learning components mentioned above (Miftah, 2017). A teacher's ability to select appropriate media will also positively impact student learning outcomes and the accomplishment of learning objectives (Jennah, 2009).

With the development of technology, more and more educational platforms offer technology-based Arabic learning, either online or offline, because they know that using technology-based media in learning has several significant interests (Agustian & Salsabila, 2021, p. 131). Here are some reasons why the use of technology-based media is essential in learning it is easier (Zahwa & Syafi'i, 2022), flexible, provides a variety of learning resources (text, video, audio, animation, simulation, and interactive), increased learner role involvement and motivates them more in learning, facilitates collaboration and communication between learners and teachers, as well as between learners and each other, can be tailored to the individual needs of learners, and interactive (Usman, 2002, pp. 26–27). And the result of Yakir's et al. research that students who use smartphones are classified as a good category in learning because they are good at completing tasks and gathering information. So the students discussed it with their friends and all of them were satisfied with using smartphones in online learning activities (Yakir et al., 2022).

With these considerations, many teachers use technological media in learning Arabic, including when aiming to improve listening skills (Mahārah istīmā'). Many strategies can be used to improve listening skills, such as the results of Chamidah & Istiqomah's research that the improvement of listening skills in a course in Pare Kediri is achieved through speech, conversation, storytelling, memorising Tashrif, memorising conversations, drama, memorising the Qur'an juz 'amma which means 30 juz, and memorising prayers in prayer, and others (Chamidah & Istiqomah, 2021). Many resources also can be used in listening learning, such as online, which provides audio materials in Arabic (podcasts, recorded lectures, audiobooks), videos (movies, television series, or vlogs), applications, online classes, and self-study through Arabic learning websites. October's statistics are a snapshot of the state of the digital world: More than 50% of the population uses mobile phones, the internet, and social media (Abdillah et al., 2021, p. 13).

Brown outlines several crucial guidelines for incorporating technological tools to improve instruction; There Are: Educators must admit that there is a blurring line between learning and play (leisure time), encourage technology-based cooperative and dynamic learning activities, offer scaffolding as needed to ensure task

completion is accomplished when reading documents online, especially on mobile devices, make sure paragraphs are brief and utilize bulleted listserve. Finally, educators must be conscious of the difficulty in keeping current with the knowledge, information, and readily available online resources (Brown & Lee, 2015, pp. 245–246).

Teachers are the spearhead of success in learning activities (Sudjana, 2004, p. 2) directly try to influence, nurture and develop students' abilities to become intelligent, skilled and highly moral human beings (Hendrawijaya, 2022, p. 858). Therefore, in learning this listening skill, teachers should be able to teach it well and interestingly. However, in reality, many teachers still need clarification about choosing listening media, so this one language skill often gets minimal attention.

Therefore, it is essential to continue to encourage and support teacher development in teaching Arabic listening skills. Adequate training, resources and curriculum development can help teachers increase their attention to listening skills and ensure that learners get holistic and comprehensive learning in Arabic.

In daily life, listening skills are key to effective communication (López et al., 2020, p. 38). According to Vogely (1998), listening skills are crucial for foreign language learning. A student with strong listening skills can comprehend and interpret what they hear (Ismail et al., 2023, p. 146; Raju, 2018, p. 14). In the 1970s, the ability to listen became more critical and was included in language programs alongside speaking, reading, and writing (Walker, 2014, p. 167; Yildirim & Yildirim, 2016, p. 2095).

In this study, researchers raised the theme of improving students' Arabic listening skills by using online media, which we will focus on using the website <https://www.alefbata.com/>. This website has an attractive appearance with a variety of images and a full-colour display both in terms of text and images. In addition, this website offers Arabic language learning with games; even the whole material is presented as a game, so it has the potential to increase students' interest in learning and increase motivation. In addition, this educational platform includes six categories, namely, *al-al'āb* (games), *kalimāt* (words), *tamārīn* (exercises),

qawāid (grammar), *qishash* (stories), and *nushûsh* (texts) which are almost all presented with audio which is very useful for improving Arabic listening skills.

In addition to the above reasons, Nurul Falah Secondary School also needs help learning Arabic, including listening skills. Researchers obtained this information after observing and interviewing several teachers and students. This school rarely involves digital-based media in the learning process. This situation is because it collides with the boarding school regulations prohibiting students from using communication devices such as cell phones.

There have been several studies related to online media in learning listening skills, for example, the research of Aboudahr et al., which explains the effect of using YouTube in improving the listening skills of UM Arabic students. This study shows that using YouTube significantly improves listening skills for non-Arabic speaking students (Jabbar et al., 2022; Mohamed Farag Mohamed Aboudahr, 2020). The results of this study are the same as AlSaleem's research; the results of this study recommend that social networking media (Facebook) can be utilized to improve speaking and listening skills. (AlSaleem, 2018) and writing skills (Linur & Mubarak, 2020), this conclusion is also in line with Mahmud's research (Facebook and Instagram) with the results of the study that both online platforms can be used in English Language Teaching (Mahmud et al., 2022). Another study relevant to this research is Ubaidillah's research, which says that using online media *al-jazeera.net* and *modern-standard-arabic.net* can increase students' motivation in learning *istima'* 1 (Ubaidillah, 2020).

From several previous studies, there is much research related to digital media in Arabic language learning both listening, speaking, reading, or writing skills; there is still a blank space that has not been analyzed, namely improving listening skills through the digital application media *alefbata.com*, so, for this reason, the researcher considers it necessary to conduct research in improving listening skills using the digital application.

Method

Researchers used the Pre-experimental type of research, an experiment involving only one group and no comparison group or control group (Adnan & Latief, 2020). In order to carry out this research, the group will first receive a preliminary test, followed by treatment or experimentation, and finally, a final test, also known as a posttest. A pretest measures an attribute or characteristic taken from participants in an experiment before they receive treatment. A posttest measures an attribute or characteristic taken from participants in an experiment after they receive treatment (Creswell, 2015, p. 298). Analyzing the outcomes of empirical data is the goal. There is a pretest before treatment, so the results are more accurate because they can be compared with the previous situation (Arikunto, 2013, p. 124). The statistical hypothesis tests will be used to compare the results of the first and last tests. It is determined that the treatment or treatments provided are effective if the posttest results are higher than the pretests; conversely, if the data show that the treatment or treatments are impractical.

Test design between pretest and posttest without using a control group one-shot case study design. A one-shoot Case Study is a group that is given treatment and then observes the results. This design is a pre-experiment design; in this type, there is no control group, and only one group is measured. The group observes symptoms after a posttest treatment (Adnan & Latief, 2020). Data collection techniques are an essential step for researchers to collect data (Sudaryono et al., 2013, p. 29).

The researcher selected class VII B as both the control and experimental group due to reported issues that they have problems in listening skills (estimate). The sample consisted of 27 students, selected using a proportional sampling method. To improve students' listening skills, they were provided access to online media via the website <https://www.alefbata.com/>. The researcher then conducted tests to compare the results between the two groups.

Result and Discussion

To identify the effect of online media on students' listening skills, researchers must provide media in the educational process. Among the teaching media used by

the researcher is the online media of each listening media in implementing this study and explicitly teaching listening skills to students.

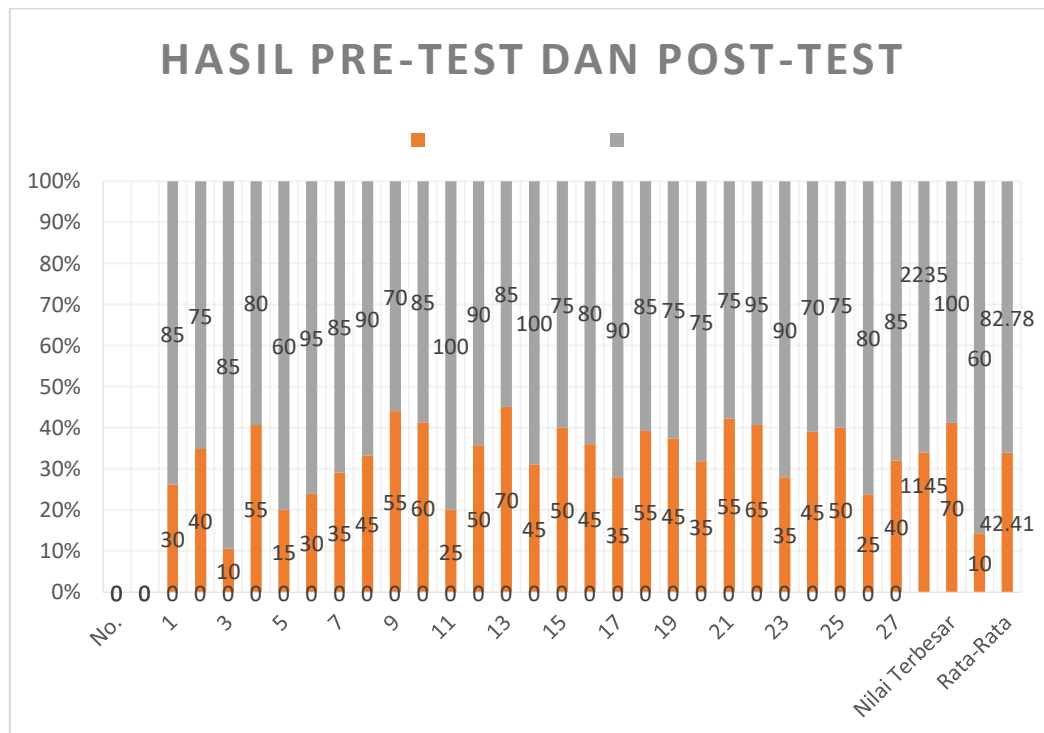
Researchers began their research on September 09, 2023; in this study, researchers taught Arabic with the theme "School tools" in mastering listening skills using online media or alefbata.com media. Researchers also use supporting facilities and tools such as whiteboards, markers, etc.

In implementing this study, the first step is to say greetings to open the lesson and stimulate learning enthusiasm. The researcher gives a pre-test to determine the extent of listening skills before using an online media site named Alefbata. After that, the researcher conducted a lesson using alefbata online media, as the media was being tested on its effectiveness. At this time, the atmosphere of class VII B was very enthusiastic about learning Arabic using the media. The atmosphere becomes alive in learning Arabic in the aspect of listening skills. Alefbata is an online media from the web whose attractive appearance makes students interested and active in implementing learning.

After conducting learning using the media, researchers gave an evaluation to students 10 minutes before the lesson ended. The procedure and questions are the same as the questions given when doing the pre-test; the goal is to easily see the comparison of scores before and after learning. However, in this case, some students still need help understanding because each student has a different level of intelligence. In the closing activity, the researcher provides learning conclusions, tells the existing strengths and weaknesses and provides enrichment to students about the material and media practised.

The use of online media in students' listening skills in the classroom attracts students' attention because the classroom atmosphere is fun and prioritizes students so that they are more active in Arabic language education activities. This condition motivates students to participate in education so that all students become more motivated and quickly understand the material presented.

To identify the students' ability in listening skills among students after the application of this media in the teaching process, the researcher conducted a pre-test and post-test. These are the results of the pre-test and post-test.



The frequency distribution of the experimental class's pre-and post-test results is displayed in the table above. The pre-test score ranged from 10 to 70, with ten being the lowest possible. Twenty-seven students received a total score of 1,145 or an average of 42.41. Students' post-test findings showed that accessing internet media raised the lowest score to 60 and the highest score to 100. Twenty-seven students received a total score of 2,235 or an average of 82.78.

The Descriptive Analysis Test, based on the preceding table, indicates that the pre-test and post-test results improved with the use of online media for learning Arabic, particularly for studying mahfrah istimewa. On the pre-test for the experimental class, the lowest score was ten, and the highest score was 70. With a mean score of 42.41, the combined score of 27 students is 1,145. The post-test findings showed a considerable increase after utilizing internet media, with the lowest score being 60 and the best 100. With a mean score of 83.14, the combined score of 27 students is 2,235.

Test Requirements Analysis Based on the research results obtained, hypothesis testing will process the data. However, the data analysis requirements, namely the normality and homogeneity tests, will be tested first.

The normality test is performed to ascertain if the sample under investigation is usually distributed. Researchers used the Kolmogorov-Smirnov test to calculate the standard state test. Data demands are often spread if the value (Sig) is more than 0.05.

The following table shows the findings of the normalcy test on the pre-test data for the two search samples.:

Tests of Normality							
	Kelas	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Eksperimen	.127	27	.200	.979	27	.840
	Post-Test Eksperimen	.148	27	.136	.963	27	.426
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the previous data, we can determine that the experimental class post-test result is 0.136 and the experimental class pre-test result is 0.200. All the signs point to a normally distributed data set, with each value (Sig) greater than 0.05.

The homogeneity test in this research is conducted to determine whether the result data for both sessions have the same level of data variability or not. The pre- and post-test results from the experimental class provide the data that has to be homogeneously tested. Decision-making criteria state that the current value becomes homogeneous if the value (sig) exceeds 0.05. Researchers employed the Variance Homogeneity Test and SPSS analysis.

The value level (sig) is displayed as 0.091 and 0.061 based on the above pre-test and post-test data homogeneity test findings. Based on the test above, the experimental group's variables are highly homogeneous and do not differ significantly, as each value (sig) is more than 0.05.

Finding the difference between the pre-and post-test averages for the speech exam in the experimental class is the goal of hypothesis testing with the T-test. The SPSS T-test is being used for data analysis. If the value (sig) is more significant than 0.05, H1 is rejected, and H0 is accepted. This data is the criterion for testing the hypothesis. H0 is rejected, and H1 is approved if the (sig) value is less than 0.05.

First Result on The table above shows that the data in the experiment has an effect because the value (Sig) is smaller than 0.05.

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post Test Eksperimen	27	82.78	9.541	1.836
	2	27	42.41	14.369	2.765

The table mentioned above illustrates how the post-test results for students' listening skills increased following their processing through online media. Compared to the control class's average value (42.41), the experimental class's average value (82.78) is more significant. The two 40.37 values differ from one another. After analyzing the impact of using online media on students' listening skills in teaching activities in class VII B Nurul Falah secondary school at Kaungcaang Cadasari Pandeglang, there is an improvement in those skills.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.952	2.364		24.091	.000
	Penggunaan Media Alefbata	.609	.053	.917	11.513	.000
a. Dependent Variable: Maharah Istima' Siswa						

In the Second Result, The table above shows that the data in the experimental class has an effect because the value (Sig) is smaller than 0.05, which means 0.00. Therefore, online media use affects students' listening skills in the experimental class because the value (Sig) is less than 0.05, so H0 is rejected, and H1 is accepted.

The T-test between the sum of the calculated T and the Table T table shows:

T hitung : 11,513

T Tabel : DF= N-K-1

:DF= 27-1-1

:DF= 25

T Tabel: 1,708

Table T is 1.708, so H0 is rejected, and H1 is accepted. Therefore, there is an influence in the use of online media on students' ability to hear skills in the experimental class.

Conclusion

Several things can be concluded from the results of this study, including learning at Nurul Falah Secondary School still needs to utilize/technology media in the learning process, both in Arabic and other subjects. PowerPoint still needs to be used more, especially for application-based or internet-based media. One of the obstacles to using online media in the learning process at the research location is the pesantren's rules that do not allow students to bring communication devices (cell phones).

In addition to the above research results, the application (website) alefbata.com to improve listening skills (estimate) students were welcomed, and their learning more enjoyable. In addition, it is known that students are in the experimental class, and the effect value is 0.841. Based on these data, using this application media significantly impacts students' listening skills, which is 84%, and other variables influence the remaining 16%.

The researcher suggests that media use should be emphasized so that learning is not always lecturing or student-centred. However, a teacher is encouraged to use learning media, especially digital-based ones. This condition is because of the development of learning technology; a teacher must be able to follow it to follow the tendency of human participants in the gadget world. Whether it is denied or not, the

majority carry out routines with the help of technology, including computers/laptops and cell phones. However, the situation clashes with boarding school regulations. In that case, it is suitable for a teacher to use digital-based media that can be used on devices that support infrastructure and can be used other than a cellphone, for example, presentation media (PowerPoint), canvas, YouTube, and others. All of these media can be done without using a cell phone.

This study's results are still very likely to be developed by other researchers because this is not an absolute result, which is very likely when different research fields/samples produce different research conclusions.

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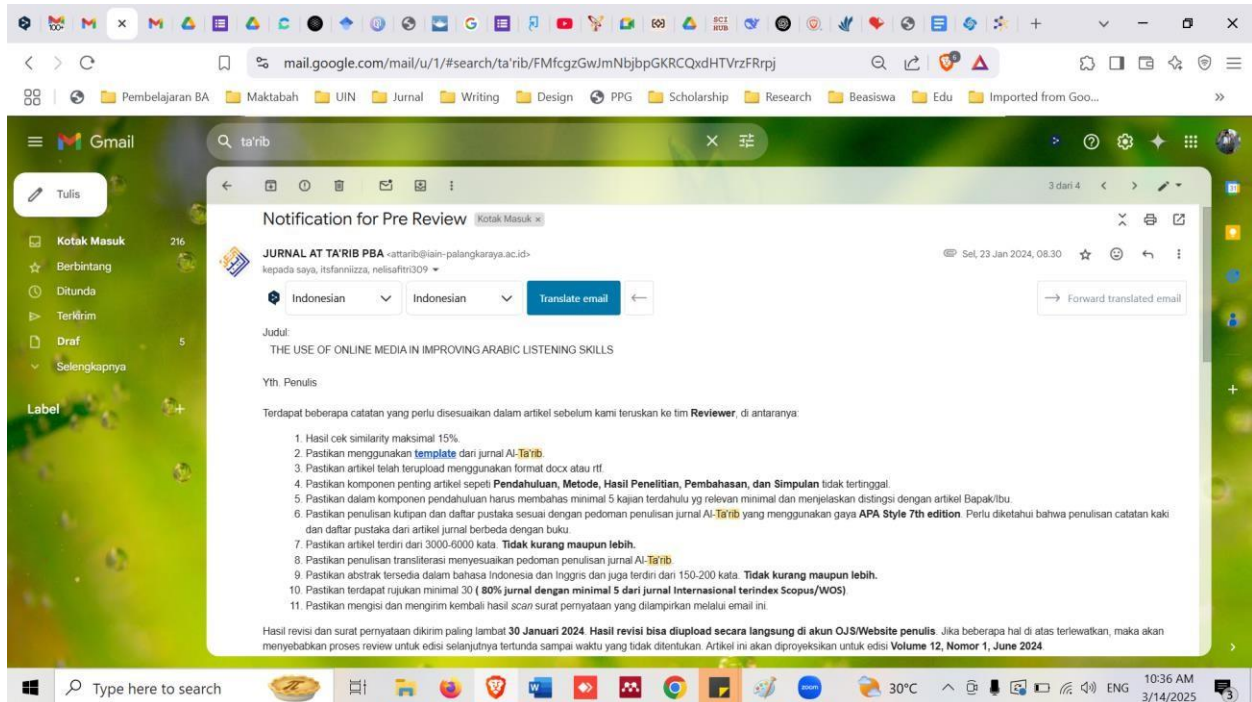
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2. Pre Review





The Use of Online Media “alefbata.com” in Improving Arabic Listening Skills: Experimental Study

Abstrak

Keterampilan mendengar merupakan keterampilan yang jarang sekali diperhatikan guru dalam proses pembelajaran sehingga siswa mengalami kelemahan dalam keterampilan ini padahal keterampilan ini merupakan keterampilan inti dalam pemerolehan bahasa kedua. Berdasarkan observasi ditemukan beberapa permasalahan dalam keterampilan mendengar Bahasa Arab dan minimnya penggunaan media online dalam proses pembelajaran. Oleh karena itu penelitian ini bertujuan mengimplementasikan media online (website alefbata.com) dengan harapan mampu meningkatkan keterampilan mendengar Bahasa Arab siswa salah satu MTs di pandeglang Banten. Dalam pelaksanaannya peneliti menggunakan metode eksperimen dengan instrument observasi, wawancara, pretest dan posttest lalu data yang diperoleh akan dilakukan pengelolaan untuk mengetahui sejauh mana efektivitas media alefbata.com ini dalam meningkatkan keterampilan mendengar. Setelah dilakukan pengelolaan data diketahui bahwa penggunaan media online ini dikatakan efektif untuk meningkatkan keterampilan mendengar Bahasa arab, hal ini berdasarkan data yang dihasilkan, yaitu hasil post-test meningkat setelah diproses dengan menggunakan media online dalam kemampuan kemampuan mendengar siswa. Nilai rata-rata pada kelas eksperimen (82,78) lebih tinggi dari nilai rata-rata pada kelas control yakni sebesar (42,41) Ada perbedaan dalam dua nilai tersebut sebesar 40,37. Oleh karena itu, dapat disimpulkan bahwa terjadi peningkatan mahārah istīmā' siswa setelah mengolahnya dengan menggunakan media online pada mahārah istīmā' siswa dalam kegiatan mengajar di kelas VII B Mts di Pandeglang.

Keywords: Media online, Keterampilan Menyimak, Pembelajaran Bahasa Arab

Abstract

Teachers often overlook listening skills during the learning process, resulting in students needing help with this core skill for second language acquisition. Observations have shown issues with Arabic listening skills and a need for more utilisation of online media in the learning process. Thus, this study aims to implement the online media website alefbata.com to enhance the Arabic listening skills of students in one of the MTs in Pandeglang Banten. The researchers employed experimental methods, including observation instruments, interviews, pretests, and posttests, to collect data and determine the effectiveness of alefbata.com in improving listening skills. After analysing the data, it is evident that online media is efficacious in improving Arabic listening skills. The posttest results support the claim that students'

listening ability increased after exposure to online media. The experimental class had an average score of 82.78, significantly higher than the control class's average score of 42.41, with a difference of 40.37. Therefore, there was an increase in students' listening skills after processing it using online media in teaching activities for class VII B Mts in Pandeglang.

Keywords: *Online media, listening skills, Arabic learning*

Introduction

In daily life, listening skills are key to effective communication (López et al., 2020, p. 38). According to Vogely (1998), listening skills are crucial for foreign language learning. A student with strong listening skills can comprehend and interpret what they hear (Ismail et al., 2023, p. 146; Raju, 2018, p. 14). In the 1970s, the ability to listen became more critical and was included in language programs alongside speaking, reading, and writing (Walker, 2014, p. 167; Yildirim & Yildirim, 2016, p. 2095). In reality, however, many teachers still need to consider the choice of listening media so that this one language skill often receives minimal attention, even though teachers are the spearhead of success in learning activities, (Sudjana, 2004, p. 2) directly trying to influence, nurture, and develop students' abilities to become intelligent, skilled and highly moral human beings (Hendrawijaya, 2022, p. 858). Therefore, in learning this listening skill, teachers should be able to teach it well and interestingly.

With the development of technology, more and more educational platforms offer technology-based Arabic learning, either online or offline, because they know that using technology-based media in learning has several significant interests (Agustian & Salsabila, 2021, p. 131). Here are some reasons why the use of technology-based media is essential in learning it is easier (Zahwa & Syafi'i, 2022), flexible, provides a variety of learning resources (text, video, audio, animation, simulation, and interactive), increased learner role involvement and motivates them more in learning, facilitates collaboration and communication between learners and teachers, as well as between learners and each other, can be tailored to the individual needs of learners, and interactive (Brown & Lee, 2015, pp. 245–246; Usman, 2002, pp. 26–27). The result of Yakir et al.'s research is that students who use smartphones are classified as suitable for learning because they are good at completing tasks and gathering information. So, the students discussed it with their friends, and all of them were satisfied with using smartphones in online learning activities (Yakir et al., 2023).

Many strategies can be used to improve listening skills, such as the results of Chamidah & Istiqomah's research that the improvement of listening skills in a course in Pare Kediri is achieved through speech, conversation, storytelling, memorising Tashrif, memorising conversations, drama, and others (Chamidah & Istiqomah, 2021). Many resources also can be used in listening learning, such as online, which provides audio materials in Arabic (podcasts, recorded lectures, audiobooks), videos (movies, television series, or vlogs), applications, online classes, and self-study through Arabic learning websites. October's statistics are a snapshot

of the state of the digital world: More than 50% of the population uses mobile phones, the internet, and social media (Abdillah, 2020, p. 13).

In this study, researchers raised the theme of improving students' Arabic listening skills by using online media by website <https://www.alefbata.com/>. This website has an attractive appearance with a variety of images and a full-colour display both in terms of text and images. In addition, this website offers Arabic language learning with games; even the whole material is presented as a game, so it has the potential to increase students' interest in learning and increase motivation. In addition to the above reasons, Nurul Falah Secondary School also needs help learning Arabic, including listening skills. Researchers obtained this information after observing and interviewing several teachers and students. This school rarely involves digital-based media in the learning process. This situation is because it collides with the boarding school regulations prohibiting students from using communication devices such as cell phones.

There have been several studies related to online media in learning listening skills, for example, the research of Aboudahr et al., which explains the effect of using YouTube in improving the listening skills of UM Arabic students. This study shows that using YouTube significantly improves listening skills for non-Arabic speaking students (Aboudahr, 2020; Jabbar et al., 2022). The results of this study are the same as AlSaleem's research; the results of this study recommend that social networking media (Facebook) can be utilized to improve speaking and listening skills. (AlSaleem, 2018) and writing skills (Linur & Mubarak, 2020), this conclusion is also in line with Mahmud's research (Facebook and Instagram) with the results of the study that both online platforms can be used in English Language Teaching (Mahmud et al., 2022). Another study relevant to this research is Ubaidillah's research, which says that using online media can increase students' motivation in learning istima' 1 (Ubaidillah, 2020).

From several previous studies, there is much research related to digital media in Arabic language learning both listening, speaking, reading, or writing skills; there is still a blank space (novelty) that has not been analyzed, namely improving listening skills through the digital application media alefbata.com, so, for this reason, the researcher considers it necessary to conduct research in improving listening skills using the digital application.

According to Article 1 No. 20 of Law of the Republic of Indonesia Number 20 of 2003 governing the National Education System, learning is the process of students interacting with teachers and learning resources in a classroom setting (Republik Indonesia, n.d.). Using media in teaching and learning activities is crucial, in addition to the three learning components mentioned above (Miftah, 2013). A teacher's ability to select appropriate media will also positively impact student learning outcomes and the accomplishment of learning objectives (Jennah, 2009).

Method

Research Design and Data Collection Technique

Researchers used the Pre-experimental type of research, an experiment involving only one group and no comparison group or control group (Adnan &

Latief, 2020). a experiment study with two independent variables (X) and one dependent variable (Y) (Sugiono, 2020). The free variables in this study is The Use of Online Media “alefbata.com” and the bound variable Improving Arabic Listening Skills the class VII B Nurul Falah secondary school.

The researcher selected class VII B as both the control and experimental group due to reported issues that they have problems in listening skills (estimate). The sample consisted of 27 students, selected using a proportional sampling method. Total sampling is where the population is less than 100, so all members of the population are used as the sample (Sugiono, 2020). To improve students' listening skills, they were provided access to online media via the website <https://www.alefbata.com/>.

The data collection methods used for this study were observation, interviews, and test. The instruments used are: (1) Hypothesis testing used the two-mean similarity test to determine whether there was a difference in the mean of the two groups with the post-test results of the two research samples.

Data Analysis Technique

Data analysis is the scientific process of using statistical methods to extract insights from data. Data refers to any measurable result that can be recorded and converted into digital variables. In this study, researchers employed data analysis techniques with SPSS. These techniques include descriptive analysis, deductive analysis, normality testing, homogeneity testing, and hypothesis testing.

Descriptive statistical analysis describes the data from the pre-test and post-test results of two variables: mean value, method, range, and standard deviation. The research will begin with a preliminary test, treatment or experimentation, and a post-test (Creswell, 2015, p. 298).

The study uses the SPSS *Kolmogorov-Smirnov* test to determine the average data distribution, with a Sig value greater than 0.05 indicating a normal distribution (Gunawan, 2019). The homogeneity test also uses SPSS. If the homogeneity test results or a significance level (SIG value) is more significant than 0.05, it suggests homogeneity among the groups compared (Gunawan, 2019). The sample variables are not significantly different, indicating homogeneity. Hypothesis testing is employed to determine the effect of using media from <https://www.alefbata.com/> on the listening skills of seventh-grade students at Mts Nurul Falah Kaungcaang. In hypothesis testing, the researcher uses the two-mean similarity test to determine whether there is a difference in the mean of the two groups with the post-test results of the two research samples. The mean value of the two groups of interest is less than 0.05, so the effect of the hypothesis or the hypothesis is accepted. On the other hand, if the significance is more significant than 0.05, the result has no effect or rejects the hypothesis (Gunawan, 2019).

Result and Discussion

Result

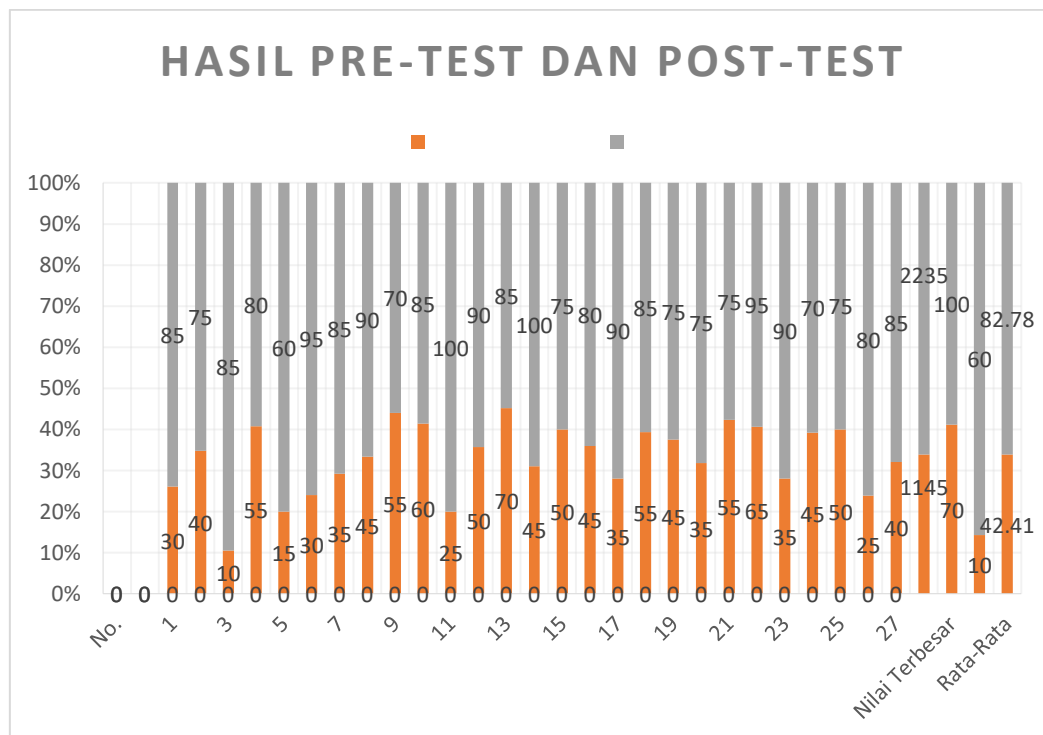
To identify the effect of online media on students' listening skills, researchers must provide media in the educational process. Among the teaching media used by the researcher is the online media of each listening media in implementing this study and explicitly teaching listening skills to students.

Researchers began their research on September 09, 2023; in this study, researchers taught Arabic with the theme "School tools" in mastering listening skills using online media or alefbata.com media. Researchers also use supporting facilities and tools like whiteboards, markers, etc. In implementing this study, the first step is to say greetings to open the lesson and stimulate learning enthusiasm. The researcher gives a pre-test to determine the extent of listening skills before using an online media site named Alefbata. After that, the researchers carried out learning with alefbata online media to test the extent of the effectiveness of the media. At this time, the atmosphere of class VII B was very enthusiastic about learning Arabic using the media. The atmosphere becomes alive in learning Arabic in the aspect of listening skills. Alefbata is an online media from the web whose attractive appearance makes students interested and active in implementing learning.

After conducting learning using the media, researchers gave an evaluation to students 10 minutes before the lesson ended. The procedure and questions are the same as the questions given when doing the pre-test; the goal is to easily see the comparison of scores before and after learning. However, in this case, some students still need help understanding because each student has a different level of intelligence. In the closing activity, the researcher provides learning conclusions, tells the existing strengths and weaknesses and provides enrichment to students about the material and media practised.

The use of online media in students' listening skills in the classroom attracts students' attention because the classroom atmosphere is fun and prioritizes students so that they are more active in Arabic language education activities. This condition motivates students to participate in education so that all students become more motivated and quickly understand the material presented.

The researcher carried out a pre-test and a post-test to assess the students' listening skills after using this medium in the classroom. These are the results of the pre-test and post-test.



The table above displays the frequency distribution of the experimental class's pre- and post-test results. The pre-test score ranged from 10 to 70, with 10 being the lowest possible. Twenty-seven students received a total score of 1,145, or an average of 42.41. Students' post-test findings showed that accessing internet media raised the lowest score to 60 and the highest score to 100. Twenty-seven students received a total score of 2,235 or an average of 82.78.

The Descriptive Analysis Test, based on the preceding table, indicates that the pre-test and post-test results improved with the use of online media for learning Arabic, particularly for studying listening skills. On the pre-test for the experimental class, the lowest score was ten, and the highest score was 70. With a mean score of 42.41, the combined score of 27 students is 1,145. The post-test findings showed a considerable increase after utilizing internet media, with the lowest score being 60 and the best 100. With a mean score of 83.14, the combined score of 27 students is 2,235.

The researcher will conduct a hypothesis test to process the data based on the study results. Analysis Requirements Test: However, before that, the data analysis requirements, namely the normality and homogeneity tests, will be performed. The normality test determines whether the sample under study is normally distributed. The researchers used the Kolmogorov-Smirnov test to calculate the normality test. Data demands are often spread if the value (Sig) is more than 0.05.

The table below presents the normality test results conducted on pre-test data for both research samples.

Tests of Normality			
	Kelas	Kolmogorov-Smirnova	Shapiro-Wilk

		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Eksperimen	.127	27	.200	.979	27	.840
	Post-Test Eksperimen	.148	27	.136	.963	27	.426
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The previous data shows that the post-test result for the experimental class is 0.136, and the pre-test result is 0.200. The data set is normally distributed, with each value (Sig) greater than 0.05.

A homogeneity test was conducted in this research to determine whether the data variability for both sessions was the same. The pre-and post-test results of the experimental class provide the data that needs to be homogeneously tested. According to the decision-making criteria, the current value becomes homogeneous if the value (sig) exceeds 0.05. Researchers used the Variance Homogeneity Test and SPSS analysis to test for variance homogeneity.

Based on the pre-test and post-test data homogeneity test findings, the value level (sig) is 0.091 and 0.061. The experimental group's variables are highly homogeneous and do not differ significantly, as each value (sig) is more than 0.05.

The goal of hypothesis testing with the T-test is to find the difference between the experimental class's pre-and post-test averages for the speech exam. The SPSS T-test Aims for data analysis. If the value of (sig) is more significant than 0.05, H1 is rejected, and H0 is accepted. This data serves as the criterion for testing the hypothesis. H0 is rejected, and H1 is accepted if the (sig) value is less than 0.05.

The first result in the table above indicates that the data from the experiment has an effect because the value of (Sig) is less than 0.05.

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post Test Eksperimen	27	82.78	9.541	1.836
	2	27	42.41	14.369	2.765

The table above demonstrates the increase in students' listening skills post-processing through online media. The experimental class's average value (82.78) is significantly higher than the control class's average value (42.41). The two values of 40.37 differ from each other. After analysing the impact of using online media on students' listening skills during teaching activities in class VII B at Nurul Falah Secondary School in Kaungcaang Cadasari Pandeglang, there was an improvement in those skills.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.952	2.364		24.091	.000
	Penggunaan Media Alefbata	.609	.053	.917	11.513	.000
a. Dependent Variable: Maharah Istima' Siswa						

In the Second Result, The table above shows that the data in the experimental class has an effect because the value (Sig) is smaller than 0.05, which means 0.00. Therefore, online media use affects students' listening skills in the experimental class because the value (Sig) is less than 0.05, so H0 is rejected, and H1 is accepted.

The T-test between the sum of the calculated T and the Table T table shows:

T hitung : 11,513
T Tabel : DF= N-K-1
:DF= 27-1-1
:DF= 25
T Tabel: 1,708

Table T is 1.708, so H0 is rejected, and H1 is accepted. Therefore, there is an influence in the use of online media on students' ability to hear skills in the experimental class.

Discussion

The study's findings are relevant to previous research, such as Aboudahr et al. and Jabbar, who explored the impact of using YouTube media on the listening skills of Arabic language students at Universitas Malaysia. The results demonstrate that using YouTube significantly improves the listening skills of non-Arabic speaking students. AlSaleem conducted a study on the use of Facebook media to improve speaking and listening skills. Linur and Mubarak's research also found that Facebook can improve writing skills. Both studies suggest that these online platforms can be used for teaching English as a foreign language. The study's findings align with Mahmud's research, which used Facebook and Instagram as tools for English language learning. The results indicate that these social media platforms can effectively teach language skills. Specifically, the study found that online media can enhance student motivation in developing listening skills. According to Richland, Frausel, and Begolli, Burner's theory suggests that the internalisation process occurs when knowledge is learned in three stages: the enactive, iconic, and symbolic (Ndiung et al., 2021, p. 883). Jerome Bruner introduced the concept of the

spiral curriculum. This curriculum presents material in repeated learning opportunities, gradually introducing basic concepts to students. The material is organised from simple to complex and from general to specific and are assessed by each other (Hayati et al., 2021, p. 242).

However, the use of media in learning presents its own set of challenges. According to the study results, there are several issues with using digital media in language learning, including students' difficulty comprehending the material, which can lead to poor Arabic learning outcomes. This problem can stem from various factors, including lecturers, students, and digital media (Haerul & Yusrina, 2021). Other research also argues that although digital media (one of which is online learning) offers advantages such as exciting and diverse content, the effectiveness of its use still needs to be evaluated comprehensively.

Conclusion

However, as learning technology continues to evolve, it is recommended that teachers integrate digital learning media into their teaching. The researcher recommends emphasizing the use of media to complement traditional teaching methods to keep up with the trend of human participants in the gadget world. Even though many people use technology, including computers, laptops, and cell phones, for their daily routines, it is essential to adhere to boarding school regulations. Therefore, teachers should use digital media from devices other than mobile phones, such as presentation software like PowerPoint, Canva, and YouTube. These options provide suitable alternatives without the need for a cell phone.

There is still room for improvement and development in various aspects of digital-based learning. It is essential for lecturers to continuously enhance their teaching creativity while also ensuring that learning media is regularly updated. Some studies also highlight that although digital learning media offers significant advantages, such as engaging multimedia content, the effectiveness of its use still needs to be evaluated comprehensively. This study's results are still very likely to be developed by other researchers because this is not an absolute result, which is very likely when different research fields/samples produce different research conclusions.

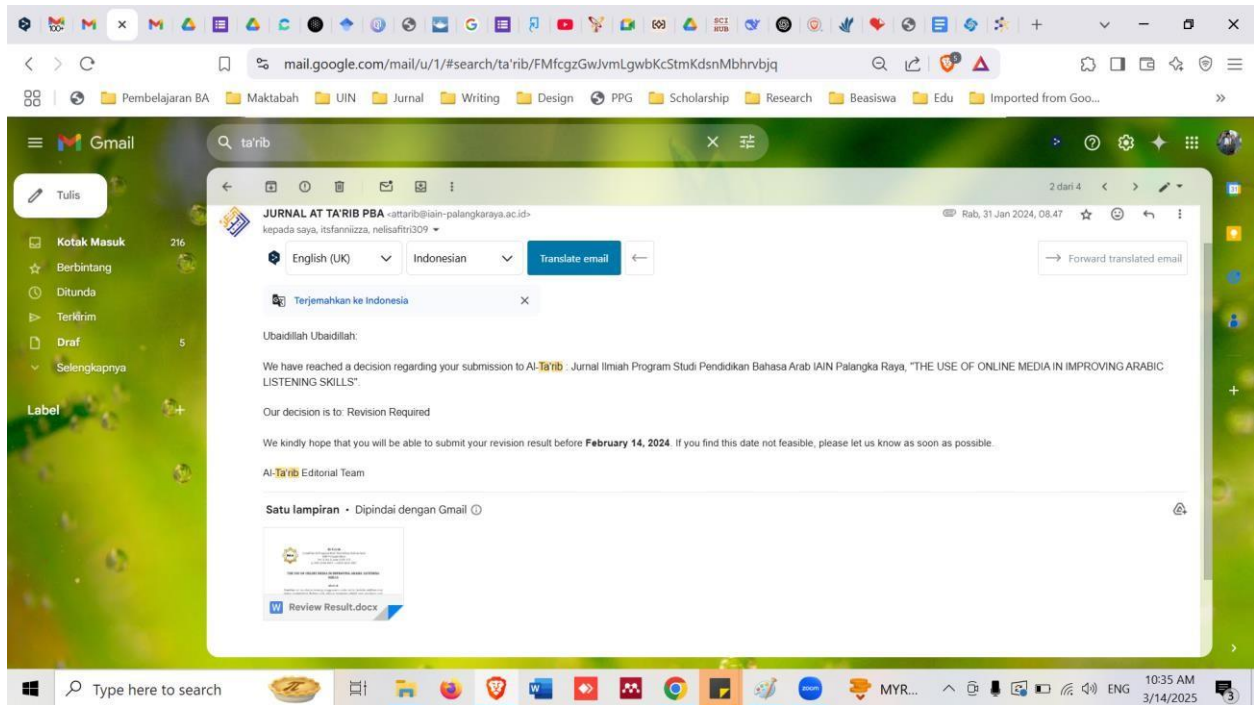
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3. Catatan Reviewr





THE USE OF ONLINE MEDIA IN IMPROVING ARABIC LISTENING SKILLS

Abstrak

Penelitian ini membahas tentang penggunaan media online (website *alefbata.com*) dalam pembelajaran Bahasa arab. Adapun tujuannya adalah ingin engetahui cara mengimplementasikan media online dalam pembelajaran keterampilan mendengar Bahasa Arab, yang kedua adalah ingin mengetahui sejauh mana efektifitas media online dalam meningkatkan keterampilan menyimak (Mahārah istīmā') Bahasa Arab. Dalam pelaksanaannya peneliti menggunakan metode eksperimen dengan instrument observasi, wawancara, pretest dan posttest lalu data yang diperoleh akan dilakukan pengelolaan untuk mengetahui sejauh mana efektivitas media *alefbata.com* ini dalam meningggkatkan keterampilan mendengar. Setelah dilakukan pengelolaan data diketahui bahwa penggunaan media online ini dikatakan efektif untuk meningkatkan keterampilan mendengar Bahasa arab, hal ini berdasarkan data yang dihasilkan, yaitu hasil post-test meningkat setelah diproses dengan menggunakan media online dalam kemampuan kemampuan mendengar siswa. Nilai rata-rata pada kelas eksperimen (82,78) lebih tinggi dari nilai rata-rata pada kelas control yakni sebesar (42,41) Ada perbedaan dalam dua nilai tersebut sebesar 40,37. Oleh karena itu, dapat disimpulkan bahwa terjadi peningkatan mahārah istīmā' siswa setelah mengolahnya dengan menggunakan media online pada mahārah istīmā' siswa dalam kegiatan mengajar di kelas VII B Mts di Pandeglang.

Keywords: Media online, Keterampilan Menyimak, Pembelajaran Bahasa Arab

Abstract

This research discusses using online media (website *alefbata.com*) to learn Arabic. The purpose is to know how to implement online media in learning Arabic listening skills (Mahārah istīmā'); the second is to know the extent of the effectiveness of online media in improving Arabic listening skills. In its implementation, researchers used experimental methods with observation instruments, interviews, pretests, and posttests. Then, the data obtained will be managed to determine the effectiveness of this *alefbata.com* media in improving listening skills. After managing the data, it is known that this online media is effective for improving Arabic listening skills; this is based on the data generated, namely, the posttest results increased after being processed by using online media in the ability of students' listening skills. Compared to the control class, the experimental class's average value (82.78) is more significant than its average (42.41). There is a 40.37 discrepancy between the two values. Thus, after analyzing the data from the use of online media in teaching activities on students'

Commented [R1]: The Use of Online Media "alefbata.com" in Improving Arabic Listening Skills : Experimental Study

Commented [R2]: The rationale for conducting this research must be grounded in gap analysis. This becomes a crucial justification for undertaking the study. It is strongly advised to elucidate the deficiencies present in the current body of literature, and how your research findings will address and fill these gaps.

listening skills in class VII B of Mts in Pandeglang, there is an increase in students' listening abilities.

Keywords: *Online media, listening skills, Arabic learning*

Introduction

In addition to English, Arabic is one of the second languages that has recently become increasingly popular (Hidayat, 2018), especially for Muslims. Moreover, Indonesian people are among the countries that study and are interested in this language for various purposes. In studying Arabic, they are motivated by various goals such as religious orientation to explore Islam through the Qur'an, hadith, or the works of scholars (Jamil & Sardiyanah, 2020), academic orientation such as studying in the Middle East, economic orientation such as wanting to work. (Umbar, 2022) Therefore, a teacher must know how to convey the subject engagingly to promote effective and efficient learning.

Learning is an activity of transferring knowledge in which there is a thinking process. According to Dadze-Arthur, learning is a process from not knowing something to knowing it through learning, thinking, or experience (Dadze-Arthur, 2012, p. 27). Meanwhile, according to Dede, learning is a human activity that is quite diverse in its manifestations from person to person (Chris Dede, 2010, p. xvii). An educational psychologist more succinctly defines learning as: "a change in a person brought about by experience" (Brown, 2014, p. 18). The education process consists of two essential components, namely, the teacher as a facilitator and the learner as a learner; some even say that the process is included in it. According to Article 1 No. 20 of Law of the Republic of Indonesia Number 20 of 2003 governing the National Education System, learning is the process of students interacting with teachers and learning resources in a classroom setting (Republik Indonesia, n.d.).

Using media in teaching and learning activities is crucial, in addition to the two learning components mentioned above (Miftah, 2017). A teacher's ability to select appropriate media will also positively impact student learning outcomes and the accomplishment of learning objectives (Jennah, 2009).

With the development of technology, more and more educational platforms offer technology-based Arabic learning, either online or offline, because they know that using technology-based media in learning has several significant interests (Agustian & Salsabila, 2021, p. 131). Here are some reasons why the use of technology-based media is essential in learning it is easier (Zahwa & Syafi'i, 2022), flexible, provides a variety of learning resources (text, video, audio, animation, simulation, and interactive), increased learner role involvement and motivates them more in learning, facilitates collaboration and communication between learners and teachers, as well as between learners and each other, can be tailored to the individual needs of learners, and interactive (Usman, 2002, pp. 26–27). And the result of Yakir's et al. research that students who use smartphones are classified as a good category in learning because they are good at completing tasks and gathering information. So the students discussed it with their friends and all of them were satisfied with using smartphones in online learning activities (Yakir et al., 2022).

With these considerations, many teachers use technological media in learning Arabic, including when aiming to improve listening skills (Mahārah istimā'). Many strategies can be used to improve listening skills, such as the results of Chamidah & Istiqomah's research that the improvement of listening skills in a course in Pare Kediri is achieved through speech, conversation, storytelling, memorising Tashrif, memorising conversations, drama, memorising the Qur'an juz 'amma which means 30 juz, and memorising prayers in prayer, and others (Chamidah & Istiqomah, 2021). Many resources also can be used in listening learning, such as online, which provides audio materials in Arabic (podcasts, recorded lectures, audiobooks), videos (movies, television series, or vlogs), applications, online classes, and self-study through Arabic learning websites. October's statistics are a snapshot of the state of the digital world: More than 50% of the population uses mobile phones, the internet, and social media (Abdillah et al., 2021, p. 13).

Brown outlines several crucial guidelines for incorporating technological tools to improve instruction; There Are: Educators must admit that there is a blurring line between learning and play (leisure time), encourage technology-based cooperative and dynamic learning activities, offer scaffolding as needed to ensure task

completion is accomplished when reading documents online, especially on mobile devices, make sure paragraphs are brief and utilize bulleted listserve. Finally, educators must be conscious of the difficulty in keeping current with the knowledge, information, and readily available online resources (Brown & Lee, 2015, pp. 245–246).

Teachers are the spearhead of success in learning activities (Sudjana, 2004, p. 2) directly try to influence, nurture and develop students' abilities to become intelligent, skilled and highly moral human beings (Hendrawijaya, 2022, p. 858). Therefore, in learning this listening skill, teachers should be able to teach it well and interestingly. However, in reality, many teachers still need clarification about choosing listening media, so this one language skill often gets minimal attention.

Therefore, it is essential to continue to encourage and support teacher development in teaching Arabic listening skills. Adequate training, resources and curriculum development can help teachers increase their attention to listening skills and ensure that learners get holistic and comprehensive learning in Arabic.

In daily life, listening skills are key to effective communication (López et al., 2020, p. 38). According to Vogely (1998), listening skills are crucial for foreign language learning. A student with strong listening skills can comprehend and interpret what they hear (Ismail et al., 2023, p. 146; Raju, 2018, p. 14). In the 1970s, the ability to listen became more critical and was included in language programs alongside speaking, reading, and writing (Walker, 2014, p. 167; Yildirim & Yildirim, 2016, p. 2095).

In this study, researchers raised the theme of improving students' Arabic listening skills by using online media, which we will focus on using the website <https://www.alefbata.com/>. This website has an attractive appearance with a variety of images and a full-colour display both in terms of text and images. In addition, this website offers Arabic language learning with games; even the whole material is presented as a game, so it has the potential to increase students' interest in learning and increase motivation. In addition, this educational platform includes six categories, namely, *al-al'āb* (games), *kalimāt* (words), *tamārîn* (exercises),

qawāid (grammar), *qishash* (stories), and *nushûsh* (texts) which are almost all presented with audio which is very useful for improving Arabic listening skills.

In addition to the above reasons, Nurul Falah Secondary School also needs help learning Arabic, including listening skills. Researchers obtained this information after observing and interviewing several teachers and students. This school rarely involves digital-based media in the learning process. This situation is because it collides with the boarding school regulations prohibiting students from using communication devices such as cell phones.

There have been several studies related to online media in learning listening skills, for example, the research of Aboudahr et al., which explains the effect of using YouTube in improving the listening skills of UM Arabic students. This study shows that using YouTube significantly improves listening skills for non-Arabic speaking students (Jabbar et al., 2022; Mohamed Farag Mohamed Aboudahr, 2020). The results of this study are the same as AlSaleem's research; the results of this study recommend that social networking media (Facebook) can be utilized to improve speaking and listening skills. (AlSaleem, 2018) and writing skills (Linur & Mubarak, 2020), this conclusion is also in line with Mahmud's research (Facebook and Instagram) with the results of the study that both online platforms can be used in English Language Teaching (Mahmud et al., 2022). Another study relevant to this research is Ubaidillah's research, which says that using online media *al-jazeera.net* and *modern-standard-arabic.net* can increase students' motivation in learning *istima'* 1 (Ubaidillah, 2020).

From several previous studies, there is much research related to digital media in Arabic language learning both listening, speaking, reading, or writing skills; there is still a blank space that has not been analyzed, namely improving listening skills through the digital application media *alefbata.com*, so, for this reason, the researcher considers it necessary to conduct research in improving listening skills using the digital application.

Method

Commented [R3]: Condensed into a concise 700 words, the content centers on the challenges associated with Arabic listening skills at both global and domestic levels. It delineates the research goals and outlines five pertinent prior studies, accompanied by an assessment of the distinctive contributions proposed by the present research. Additionally, the concluding section may benefit from reinforcing the problem statement.

Researchers used the Pre-experimental type of research, an experiment involving only one group and no comparison group or control group (Adnan & Latief, 2020). In order to carry out this research, the group will first receive a preliminary test, followed by treatment or experimentation, and finally, a final test, also known as a posttest. A pretest measures an attribute or characteristic taken from participants in an experiment before they receive treatment. A posttest measures an attribute or characteristic taken from participants in an experiment after they receive treatment (Creswell, 2015, p. 298). Analyzing the outcomes of empirical data is the goal. There is a pretest before treatment, so the results are more accurate because they can be compared with the previous situation (Arikunto, 2013, p. 124). The statistical hypothesis tests will be used to compare the results of the first and last tests. It is determined that the treatment or treatments provided are effective if the posttest results are higher than the pretests; conversely, if the data show that the treatment or treatments are impractical.

Commented [R4]: focus on the research design used and the reasons for using the design

Test design between pretest and posttest without using a control group one-shot case study design. A one-shoot Case Study is a group that is given treatment and then observes the results. This design is a pre-experiment design; in this type, there is no control group, and only one group is measured. The group observes symptoms after a posttest treatment (Adnan & Latief, 2020). Data collection techniques are an essential step for researchers to collect data (Sudaryono et al., 2013, p. 29).

The researcher selected class VII B as both the control and experimental group due to reported issues that they have problems in listening skills (estimate). The sample consisted of 27 students, selected using a proportional sampling method. To improve students' listening skills, they were provided access to online media via the website <https://www.alefbata.com/>. The researcher then conducted tests to compare the results between the two groups.

Commented [R5]: The recruitment of research participants needs to be reinforced with theoretical justifications to ensure data validity. Researchers should, at a minimum, provide explanations regarding the participants' educational backgrounds and their scores in Arabic language proficiency.

Commented [R6]: there are no data analysis techniques yet

Result and Discussion

To identify the effect of online media on students' listening skills, researchers must provide media in the educational process. Among the teaching media used by the researcher is the online media of each listening media in implementing this study and explicitly teaching listening skills to students.

Researchers began their research on September 09, 2023; in this study, researchers taught Arabic with the theme "School tools" in mastering listening skills using online media or alefbata.com media. Researchers also use supporting facilities and tools such as whiteboards, markers, etc.

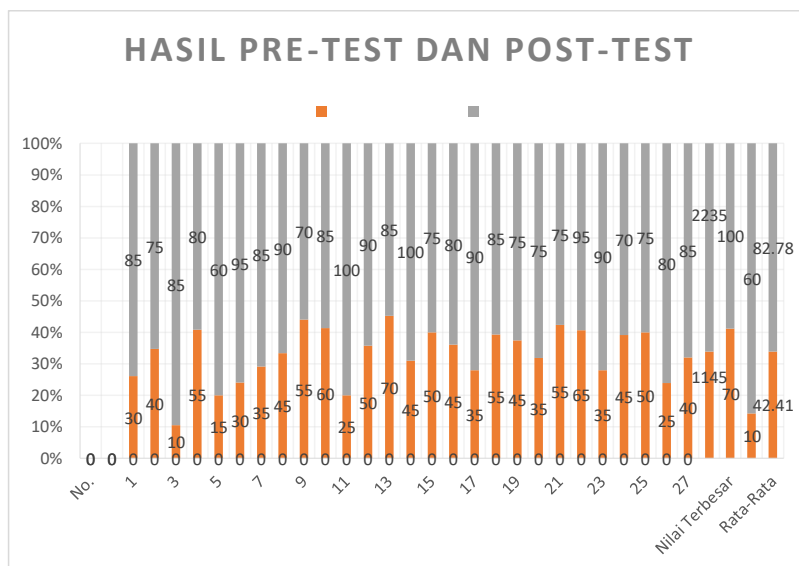
In implementing this study, the first step is to say greetings to open the lesson and stimulate learning enthusiasm. The researcher gives a pre-test to determine the extent of listening skills before using an online media site named Alefbata. After that, the researcher conducted a lesson using alefbata online media, as the media was being tested on its effectiveness. At this time, the atmosphere of class VII B was very enthusiastic about learning Arabic using the media. The atmosphere becomes alive in learning Arabic in the aspect of listening skills. Alefbata is an online media from the web whose attractive appearance makes students interested and active in implementing learning.

After conducting learning using the media, researchers gave an evaluation to students 10 minutes before the lesson ended. The procedure and questions are the same as the questions given when doing the pre-test; the goal is to easily see the comparison of scores before and after learning. However, in this case, some students still need help understanding because each student has a different level of intelligence. In the closing activity, the researcher provides learning conclusions, tells the existing strengths and weaknesses and provides enrichment to students about the material and media practised.

The use of online media in students' listening skills in the classroom attracts students' attention because the classroom atmosphere is fun and prioritizes students so that they are more active in Arabic language education activities. This

condition motivates students to participate in education so that all students become more motivated and quickly understand the material presented.

To identify the students' ability in listening skills among students after the application of this media in the teaching process, the researcher conducted a pre-test and post-test. These are the results of the pre-test and post-test.



The frequency distribution of the experimental class's pre-and post-test results is displayed in the table above. The pre-test score ranged from 10 to 70, with ten being the lowest possible. Twenty-seven students received a total score of 1,145 or an average of 42.41. Students' post-test findings showed that accessing internet media raised the lowest score to 60 and the highest score to 100. Twenty-seven students received a total score of 2,235 or an average of 82.78.

The Descriptive Analysis Test, based on the preceding table, indicates that the pre-test and post-test results improved with the use of online media for learning Arabic, particularly for studying mahfrah istimä. On the pre-test for the experimental class, the lowest score was ten, and the highest score was 70. With a mean score of 42.41, the combined score of 27 students is 1,145. The post-test findings showed a considerable increase after utilizing internet media, with the

lowest score being 60 and the best 100. With a mean score of 83.14, the combined score of 27 students is 2,235.

Test Requirements Analysis Based on the research results obtained, hypothesis testing will process the data. However, the data analysis requirements, namely the normality and homogeneity tests, will be tested first.

The normality test is performed to ascertain if the sample under investigation is usually distributed. Researchers used the Kolmogorov-Smirnov test to calculate the standard state test. Data demands are often spread if the value (Sig) is more than 0.05.

The following table shows the findings of the normalcy test on the pre-test data for the two search samples.:

Tests of Normality							
	Kelas	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Eksperimen	.127	27	.200	.979	27	.840
	Post-Test Eksperimen	.148	27	.136	.963	27	.426
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the previous data, we can determine that the experimental class post-test result is 0.136 and the experimental class pre-test result is 0.200. All the signs point to a normally distributed data set, with each value (Sig) greater than 0.05.

The homogeneity test in this research is conducted to determine whether the result data for both sessions have the same level of data variability or not. The pre- and post-test results from the experimental class provide the data that has to be homogeneously tested. Decision-making criteria state that the current value becomes homogeneous if the value (sig) exceeds 0.05. Researchers employed the Variance Homogeneity Test and SPSS analysis.

The value level (sig) is displayed as 0.091 and 0.061 based on the above pre-test and post-test data homogeneity test findings. Based on the test above, the

experimental group's variables are highly homogeneous and do not differ significantly, as each value (sig) is more than 0.05.

Finding the difference between the pre-and post-test averages for the speech exam in the experimental class is the goal of hypothesis testing with the T-test. The SPSS T-test is being used for data analysis. If the value (sig) is more significant than 0.05, H1 is rejected, and H0 is accepted. This data is the criterion for testing the hypothesis. H0 is rejected, and H1 is approved if the (sig) value is less than 0.05.

First Result on The table above shows that the data in the experiment has an effect because the value (Sig) is smaller than 0.05.

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post Test Eksperimen	27	82.78	9.541	1.836
	2	27	42.41	14.369	2.765

The table mentioned above illustrates how the post-test results for students' listening skills increased following their processing through online media. Compared to the control class's average value (42.41), the experimental class's average value (82.78) is more significant. The two 40.37 values differ from one another. After analyzing the impact of using online media on students' listening skills in teaching activities in class VII B Nurul Falah secondary school at Kaungcaang Cadasari Pandeglang, there is an improvement in those skills.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.952	2.364		24.091	.000
	Penggunaan Media Alefbata	.609	.053	.917	11.513	.000
a. Dependent Variable: Maharah Istima' Siswa						

In the Second Result, The table above shows that the data in the experimental class has an effect because the value (Sig) is smaller than 0.05, which means 0.00.

Therefore, online media use affects students' listening skills in the experimental class because the value (Sig) is less than 0.05, so H0 is rejected, and H1 is accepted.

The T-test between the sum of the calculated T and the Table T table shows:

T hitung : 11,513

T Tabel : DF= N-K-1

:DF= 27-1-1

:DF= 25

T Tabel: 1,708

Table T is 1.708, so H0 is rejected, and H1 is accepted. Therefore, there is an influence in the use of online media on students' ability to hear skills in the experimental class.

Conclusion

Several things can be concluded from the results of this study, including learning at Nurul Falah Secondary School still needs to utilize/technology media in the learning process, both in Arabic and other subjects. PowerPoint still needs to be used more, especially for application-based or internet-based media. One of the obstacles to using online media in the learning process at the research location is the pesantren's rules that do not allow students to bring communication devices (cell phones).

In addition to the above research results, the application (website) alefbata.com to improve listening skills (estimate) students were welcomed, and

Commented [R7]: This section solely presents the research findings in the field without any accompanying discussion.
1. The discussion should compare the findings with relevant previous research. Are the research results consistent with earlier studies or do they show differences? If yes, why?
2. The authors discuss the practical and theoretical implications of the research findings. How can these findings be applied in practice or affect our understanding of a particular topic?

their learning more enjoyable. In addition, it is known that students are in the experimental class, and the effect value is 0.841. Based on these data, using this application media significantly impacts students' listening skills, which is 84%, and other variables influence the remaining 16%.

The researcher suggests that media use should be emphasized so that learning is not always lecturing or student-centred. However, a teacher is encouraged to use learning media, especially digital-based ones. This condition is because of the development of learning technology; a teacher must be able to follow it to follow the tendency of human participants in the gadget world. Whether it is denied or not, the majority carry out routines with the help of technology, including computers/laptops and cell phones. However, the situation clashes with boarding school regulations. In that case, it is suitable for a teacher to use digital-based media that can be used on devices that support infrastructure and can be used other than a cellphone, for example, presentation media (PowerPoint), canvas, YouTube, and others. All of these media can be done without using a cell phone.

This study's results are still very likely to be developed by other researchers because this is not an absolute result, which is very likely when different research fields/samples produce different research conclusions.

Commented [R8]: summarize into 2 paragraphs and focus on summarizing research results and recommendations for future research.

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4. Revisi

SUMMARYREVIEWEDITING

Submission

Authors: Ubaidillah Ubaidillah, Fanni Izzatul Millah, Neli Sapitri

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Section:

Editor: Anwar Sanusi, Mahfuz Mubarak

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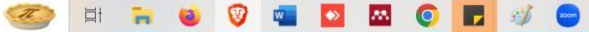
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The Use of Online Media “alefbata.com” in Improving Arabic Listening Skills: Experimental Study

Abstrak

Keterampilan mendengar merupakan keterampilan yang jarang sekali diperhatikan guru dalam proses pembelajaran sehingga siswa mengalami kelemahan dalam keterampilan ini padahal keterampilan ini merupakan keterampilan inti dalam pemerolehan bahasa kedua. Berdasarkan observasi ditemukan beberapa permasalahan dalam keterampilan mendengar Bahasa Arab dan minimnya penggunaan media online dalam proses pembelajaran. Oleh karena itu penelitian ini bertujuan mengimplementasikan media online (website alefbata.com) dengan harapan mampu meningkatkan keterampilan mendengar Bahasa Arab siswa salah satu MTs di pandeglang Banten. Dalam pelaksanaannya peneliti menggunakan metode eksperimen dengan instrument observasi, wawancara, pretest dan posttest lalu data yang diperoleh akan dilakukan pengelolaan untuk mengetahui sejauh mana efektivitas media alefbata.com ini dalam meningkatkan keterampilan mendengar. Setelah dilakukan pengelolaan data diketahui bahwa penggunaan media online ini dikatakan efektif untuk meningkatkan keterampilan mendengar Bahasa arab, hal ini berdasarkan data yang dihasilkan, yaitu hasil post-test meningkat setelah diproses dengan menggunakan media online dalam kemampuan kemampuan mendengar siswa. Nilai rata-rata pada kelas eksperimen (82,78) lebih tinggi dari nilai rata-rata pada kelas control yakni sebesar (42,41) Ada perbedaan dalam dua nilai tersebut sebesar 40,37. Oleh karena itu, dapat disimpulkan bahwa terjadi peningkatan mahārah istīmā' siswa setelah mengolahnya dengan menggunakan media online pada mahārah istīmā' siswa dalam kegiatan mengajar di kelas VII B Mts di Pandeglang.

Keywords: Media online, Keterampilan Menyimak, Pembelajaran Bahasa Arab

Abstract

Teachers often overlook listening skills during the learning process, resulting in students needing help with this core skill for second language acquisition. Observations have shown issues with Arabic listening skills and a need for more utilisation of online media in the learning process. Thus, this study aims to implement the online media website alefbata.com to enhance the Arabic listening skills of students in one of the MTs in Pandeglang Banten. The researchers employed experimental methods, including observation instruments, interviews, pretests, and posttests, to collect data and determine the effectiveness of alefbata.com in improving listening skills. After analysing the data, it is evident that online media is efficacious in improving Arabic listening skills. The posttest results support the claim that students'

listening ability increased after exposure to online media. The experimental class had an average score of 82.78, significantly higher than the control class's average score of 42.41, with a difference of 40.37. Therefore, there was an increase in students' listening skills after processing it using online media in teaching activities for class VII B Mts in Pandeglang.

Keywords: *Online media, listening skills, Arabic learning*

Introduction

In daily life, listening skills are key to effective communication (López et al., 2020, p. 38). According to Vogely (1998), listening skills are crucial for foreign language learning. A student with strong listening skills can comprehend and interpret what they hear (Ismail et al., 2023, p. 146; Raju, 2018, p. 14). In the 1970s, the ability to listen became more critical and was included in language programs alongside speaking, reading, and writing (Walker, 2014, p. 167; Yildirim & Yildirim, 2016, p. 2095). In reality, however, many teachers still need to consider the choice of listening media so that this one language skill often receives minimal attention, even though teachers are the spearhead of success in learning activities, (Sudjana, 2004, p. 2) directly trying to influence, nurture, and develop students' abilities to become intelligent, skilled and highly moral human beings (Hendrawijaya, 2022, p. 858). Therefore, in learning this listening skill, teachers should be able to teach it well and interestingly.

With the development of technology, more and more educational platforms offer technology-based Arabic learning, either online or offline, because they know that using technology-based media in learning has several significant interests (Agustian & Salsabila, 2021, p. 131). Here are some reasons why the use of technology-based media is essential in learning it is easier (Zahwa & Syafi'i, 2022), flexible, provides a variety of learning resources (text, video, audio, animation, simulation, and interactive), increased learner role involvement and motivates them more in learning, facilitates collaboration and communication between learners and teachers, as well as between learners and each other, can be tailored to the individual needs of learners, and interactive (Brown & Lee, 2015, pp. 245–246; Usman, 2002, pp. 26–27). The result of Yakir et al.'s research is that students who use smartphones are classified as suitable for learning because they are good at completing tasks and gathering information. So, the students discussed it with their friends, and all of them were satisfied with using smartphones in online learning activities (Yakir et al., 2023).

Many strategies can be used to improve listening skills, such as the results of Chamidah & Istiqomah's research that the improvement of listening skills in a course in Pare Kediri is achieved through speech, conversation, storytelling, memorising Tashrif, memorising conversations, drama, and others (Chamidah & Istiqomah, 2021). Many resources also can be used in listening learning, such as online, which provides audio materials in Arabic (podcasts, recorded lectures, audiobooks), videos (movies, television series, or vlogs), applications, online classes, and self-study through Arabic learning websites. October's statistics are a snapshot

of the state of the digital world: More than 50% of the population uses mobile phones, the internet, and social media (Abdillah, 2020, p. 13).

In this study, researchers raised the theme of improving students' Arabic listening skills by using online media by website <https://www.alefbata.com/>. This website has an attractive appearance with a variety of images and a full-colour display both in terms of text and images. In addition, this website offers Arabic language learning with games; even the whole material is presented as a game, so it has the potential to increase students' interest in learning and increase motivation. In addition to the above reasons, Nurul Falah Secondary School also needs help learning Arabic, including listening skills. Researchers obtained this information after observing and interviewing several teachers and students. This school rarely involves digital-based media in the learning process. This situation is because it collides with the boarding school regulations prohibiting students from using communication devices such as cell phones.

There have been several studies related to online media in learning listening skills, for example, the research of Aboudahr et al., which explains the effect of using YouTube in improving the listening skills of UM Arabic students. This study shows that using YouTube significantly improves listening skills for non-Arabic speaking students (Aboudahr, 2020; Jabbar et al., 2022). The results of this study are the same as AlSaleem's research; the results of this study recommend that social networking media (Facebook) can be utilized to improve speaking and listening skills. (AlSaleem, 2018) and writing skills (Linur & Mubarak, 2020), this conclusion is also in line with Mahmud's research (Facebook and Instagram) with the results of the study that both online platforms can be used in English Language Teaching (Mahmud et al., 2022). Another study relevant to this research is Ubaidillah's research, which says that using online media can increase students' motivation in learning istima' 1 (Ubaidillah, 2020).

From several previous studies, there is much research related to digital media in Arabic language learning both listening, speaking, reading, or writing skills; there is still a blank space (novelty) that has not been analyzed, namely improving listening skills through the digital application media alefbata.com, so, for this reason, the researcher considers it necessary to conduct research in improving listening skills using the digital application.

According to Article 1 No. 20 of Law of the Republic of Indonesia Number 20 of 2003 governing the National Education System, learning is the process of students interacting with teachers and learning resources in a classroom setting (Republik Indonesia, n.d.). Using media in teaching and learning activities is crucial, in addition to the three learning components mentioned above (Miftah, 2013). A teacher's ability to select appropriate media will also positively impact student learning outcomes and the accomplishment of learning objectives (Jennah, 2009).

Method

Research Design and Data Collection Technique

Researchers used the Pre-experimental type of research, an experiment involving only one group and no comparison group or control group (Adnan &

Latief, 2020). a experiment study with two independent variables (X) and one dependent variable (Y) (Sugiono, 2020). The free variables in this study is The Use of Online Media “alefbata.com” and the bound variable Improving Arabic Listening Skills the class VII B Nurul Falah secondary school.

The researcher selected class VII B as both the control and experimental group due to reported issues that they have problems in listening skills (estimate). The sample consisted of 27 students, selected using a proportional sampling method. Total sampling is where the population is less than 100, so all members of the population are used as the sample (Sugiono, 2020). To improve students' listening skills, they were provided access to online media via the website <https://www.alefbata.com/>.

The data collection methods used for this study were observation, interviews, and test. The instruments used are: (1) Hypothesis testing used the two-mean similarity test to determine whether there was a difference in the mean of the two groups with the post-test results of the two research samples.

Data Analysis Technique

Data analysis is the scientific process of using statistical methods to extract insights from data. Data refers to any measurable result that can be recorded and converted into digital variables. In this study, researchers employed data analysis techniques with SPSS. These techniques include descriptive analysis, deductive analysis, normality testing, homogeneity testing, and hypothesis testing.

Descriptive statistical analysis describes the data from the pre-test and post-test results of two variables: mean value, method, range, and standard deviation. The research will begin with a preliminary test, treatment or experimentation, and a post-test (Creswell, 2015, p. 298).

The study uses the SPSS *Kolmogorov-Smirnov* test to determine the average data distribution, with a Sig value greater than 0.05 indicating a normal distribution (Gunawan, 2019). The homogeneity test also uses SPSS. If the homogeneity test results or a significance level (SIG value) is more significant than 0.05, it suggests homogeneity among the groups compared (Gunawan, 2019). The sample variables are not significantly different, indicating homogeneity. Hypothesis testing is employed to determine the effect of using media from <https://www.alefbata.com/> on the listening skills of seventh-grade students at Mts Nurul Falah Kaungcaang. In hypothesis testing, the researcher uses the two-mean similarity test to determine whether there is a difference in the mean of the two groups with the post-test results of the two research samples. The mean value of the two groups of interest is less than 0.05, so the effect of the hypothesis or the hypothesis is accepted. On the other hand, if the significance is more significant than 0.05, the result has no effect or rejects the hypothesis (Gunawan, 2019).

Result and Discussion

Result

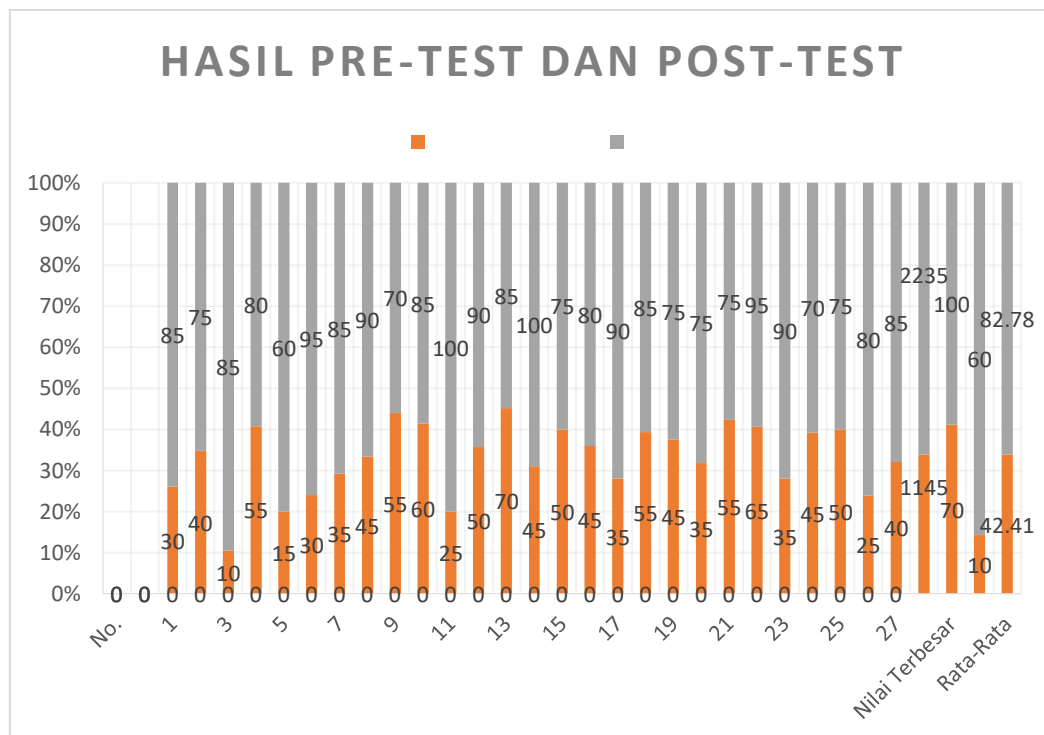
To identify the effect of online media on students' listening skills, researchers must provide media in the educational process. Among the teaching media used by the researcher is the online media of each listening media in implementing this study and explicitly teaching listening skills to students.

Researchers began their research on September 09, 2023; in this study, researchers taught Arabic with the theme "School tools" in mastering listening skills using online media or alefbata.com media. Researchers also use supporting facilities and tools like whiteboards, markers, etc. In implementing this study, the first step is to say greetings to open the lesson and stimulate learning enthusiasm. The researcher gives a pre-test to determine the extent of listening skills before using an online media site named Alefbata. After that, the researchers carried out learning with alefbata online media to test the extent of the effectiveness of the media. At this time, the atmosphere of class VII B was very enthusiastic about learning Arabic using the media. The atmosphere becomes alive in learning Arabic in the aspect of listening skills. Alefbata is an online media from the web whose attractive appearance makes students interested and active in implementing learning.

After conducting learning using the media, researchers gave an evaluation to students 10 minutes before the lesson ended. The procedure and questions are the same as the questions given when doing the pre-test; the goal is to easily see the comparison of scores before and after learning. However, in this case, some students still need help understanding because each student has a different level of intelligence. In the closing activity, the researcher provides learning conclusions, tells the existing strengths and weaknesses and provides enrichment to students about the material and media practised.

The use of online media in students' listening skills in the classroom attracts students' attention because the classroom atmosphere is fun and prioritizes students so that they are more active in Arabic language education activities. This condition motivates students to participate in education so that all students become more motivated and quickly understand the material presented.

The researcher carried out a pre-test and a post-test to assess the students' listening skills after using this medium in the classroom. These are the results of the pre-test and post-test.



The table above displays the frequency distribution of the experimental class's pre- and post-test results. The pre-test score ranged from 10 to 70, with 10 being the lowest possible. Twenty-seven students received a total score of 1,145, or an average of 42.41. Students' post-test findings showed that accessing internet media raised the lowest score to 60 and the highest score to 100. Twenty-seven students received a total score of 2,235 or an average of 82.78.

The Descriptive Analysis Test, based on the preceding table, indicates that the pre-test and post-test results improved with the use of online media for learning Arabic, particularly for studying listening skills. On the pre-test for the experimental class, the lowest score was ten, and the highest score was 70. With a mean score of 42.41, the combined score of 27 students is 1,145. The post-test findings showed a considerable increase after utilizing internet media, with the lowest score being 60 and the best 100. With a mean score of 83.14, the combined score of 27 students is 2,235.

The researcher will conduct a hypothesis test to process the data based on the study results. Analysis Requirements Test: However, before that, the data analysis requirements, namely the normality and homogeneity tests, will be performed. The normality test determines whether the sample under study is normally distributed. The researchers used the Kolmogorov-Smirnov test to calculate the normality test. Data demands are often spread if the value (Sig) is more than 0.05.

The table below presents the normality test results conducted on pre-test data for both research samples.

Tests of Normality			
	Kelas	Kolmogorov-Smirnova	Shapiro-Wilk

		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Eksperimen	.127	27	.200	.979	27	.840
	Post-Test Eksperimen	.148	27	.136	.963	27	.426
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The previous data shows that the post-test result for the experimental class is 0.136, and the pre-test result is 0.200. The data set is normally distributed, with each value (Sig) greater than 0.05.

A homogeneity test was conducted in this research to determine whether the data variability for both sessions was the same. The pre-and post-test results of the experimental class provide the data that needs to be homogeneously tested. According to the decision-making criteria, the current value becomes homogeneous if the value (sig) exceeds 0.05. Researchers used the Variance Homogeneity Test and SPSS analysis to test for variance homogeneity.

Based on the pre-test and post-test data homogeneity test findings, the value level (sig) is 0.091 and 0.061. The experimental group's variables are highly homogeneous and do not differ significantly, as each value (sig) is more than 0.05.

The goal of hypothesis testing with the T-test is to find the difference between the experimental class's pre-and post-test averages for the speech exam. The SPSS T-test Aims for data analysis. If the value of (sig) is more significant than 0.05, H1 is rejected, and H0 is accepted. This data serves as the criterion for testing the hypothesis. H0 is rejected, and H1 is accepted if the (sig) value is less than 0.05.

The first result in the table above indicates that the data from the experiment has an effect because the value of (Sig) is less than 0.05.

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post Test Eksperimen	27	82.78	9.541	1.836
	2	27	42.41	14.369	2.765

The table above demonstrates the increase in students' listening skills post-processing through online media. The experimental class's average value (82.78) is significantly higher than the control class's average value (42.41). The two values of 40.37 differ from each other. After analysing the impact of using online media on students' listening skills during teaching activities in class VII B at Nurul Falah Secondary School in Kaungcaang Cadasari Pandeglang, there was an improvement in those skills.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.952	2.364		24.091	.000
	Penggunaan Media Alefbata	.609	.053	.917	11.513	.000
a. Dependent Variable: Maharah Istima' Siswa						

In the Second Result, The table above shows that the data in the experimental class has an effect because the value (Sig) is smaller than 0.05, which means 0.00. Therefore, online media use affects students' listening skills in the experimental class because the value (Sig) is less than 0.05, so H0 is rejected, and H1 is accepted.

The T-test between the sum of the calculated T and the Table T table shows:

T hitung : 11,513
T Tabel : DF= N-K-1
:DF= 27-1-1
:DF= 25
T Tabel: 1,708

Table T is 1.708, so H0 is rejected, and H1 is accepted. Therefore, there is an influence in the use of online media on students' ability to hear skills in the experimental class.

Discussion

The study's findings are relevant to previous research, such as Aboudahr et al. and Jabbar, who explored the impact of using YouTube media on the listening skills of Arabic language students at Universitas Malaysia. The results demonstrate that using YouTube significantly improves the listening skills of non-Arabic speaking students. AlSaleem conducted a study on the use of Facebook media to improve speaking and listening skills. Linur and Mubarak's research also found that Facebook can improve writing skills. Both studies suggest that these online platforms can be used for teaching English as a foreign language. The study's findings align with Mahmud's research, which used Facebook and Instagram as tools for English language learning. The results indicate that these social media platforms can effectively teach language skills. Specifically, the study found that online media can enhance student motivation in developing listening skills. According to Richland, Frausel, and Begolli, Burner's theory suggests that the internalisation process occurs when knowledge is learned in three stages: the enactive, iconic, and symbolic (Ndiung et al., 2021, p. 883). Jerome Bruner introduced the concept of the

spiral curriculum. This curriculum presents material in repeated learning opportunities, gradually introducing basic concepts to students. The material is organised from simple to complex and from general to specific and are assessed by each other (Hayati et al., 2021, p. 242).

However, the use of media in learning presents its own set of challenges. According to the study results, there are several issues with using digital media in language learning, including students' difficulty comprehending the material, which can lead to poor Arabic learning outcomes. This problem can stem from various factors, including lecturers, students, and digital media (Haerul & Yusrina, 2021). Other research also argues that although digital media (one of which is online learning) offers advantages such as exciting and diverse content, the effectiveness of its use still needs to be evaluated comprehensively.

Conclusion

However, as learning technology continues to evolve, it is recommended that teachers integrate digital learning media into their teaching. The researcher recommends emphasizing the use of media to complement traditional teaching methods to keep up with the trend of human participants in the gadget world. Even though many people use technology, including computers, laptops, and cell phones, for their daily routines, it is essential to adhere to boarding school regulations. Therefore, teachers should use digital media from devices other than mobile phones, such as presentation software like PowerPoint, Canva, and YouTube. These options provide suitable alternatives without the need for a cell phone.

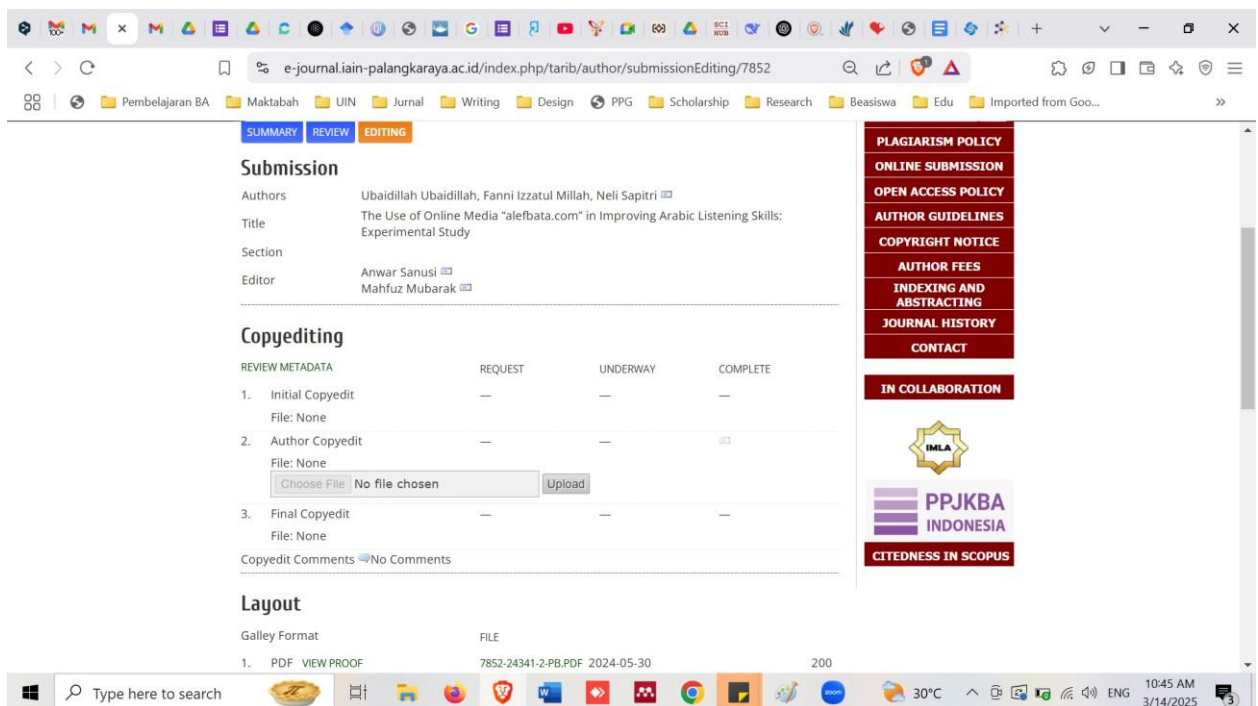
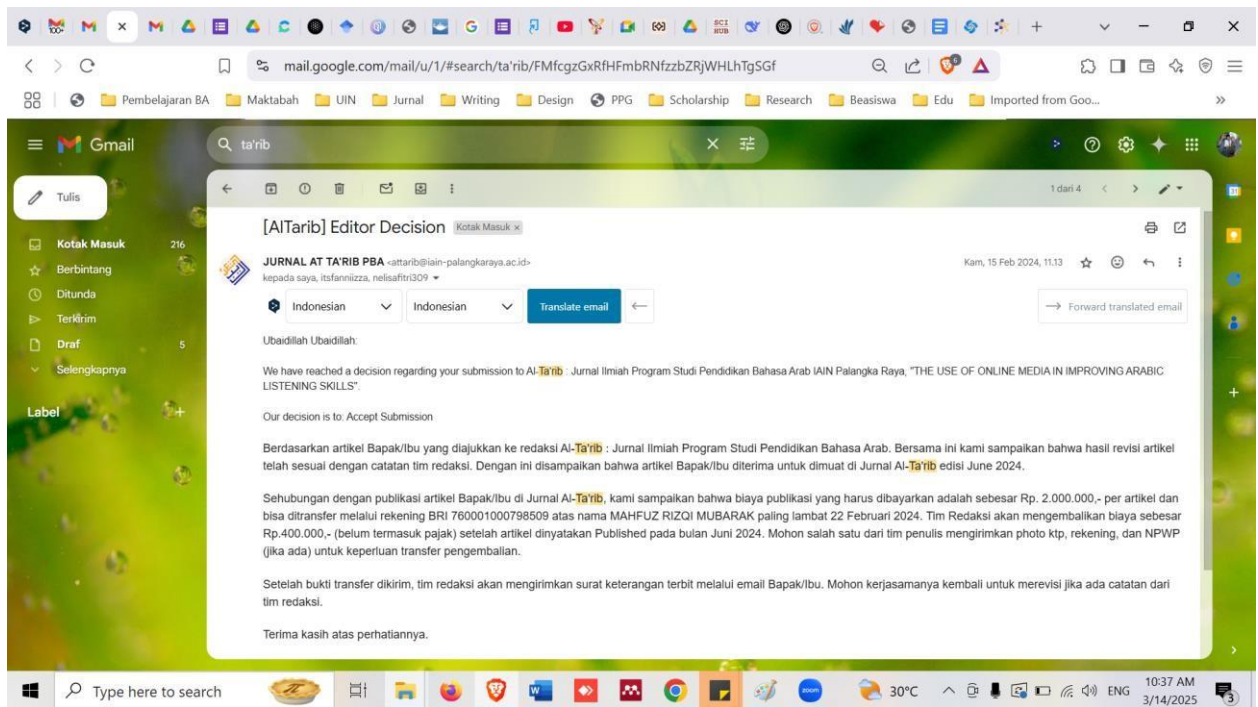
There is still room for improvement and development in various aspects of digital-based learning. It is essential for lecturers to continuously enhance their teaching creativity while also ensuring that learning media is regularly updated. Some studies also highlight that although digital learning media offers significant advantages, such as engaging multimedia content, the effectiveness of its use still needs to be evaluated comprehensively. This study's results are still very likely to be developed by other researchers because this is not an absolute result, which is very likely when different research fields/samples produce different research conclusions.

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The Use of Online Media “alefbata.com” in Improving Arabic Listening Skills: Experimental Study

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Abstract

Teachers often overlook listening skills during the learning process, resulting in students needing help with this core skill for second language acquisition. Observations have shown issues with Arabic listening skills and a need for more utilization of online media in the learning process. Thus, this study aims to implement the online media website alefbata.com to enhance the Arabic listening skills of students in one of the MTs in Pandeglang Banten. The researchers employed experimental methods, including observation instruments, interviews, pretests, and post-tests, to collect data and determine the effectiveness of alefbata.com in improving listening skills. After analyzing the data, it is evident that online media is efficacious in improving Arabic listening skills. The post-test results support the claim that students' listening ability increased after exposure to online media. The experimental class had an average score of 82.78, significantly higher than the control class's average score of 42.41, with a difference of 40.37. Therefore, there was an increase in students' listening skills after processing it using online media in teaching activities for class VII B Mts in Pandeglang.

Keywords: Online media, listening skills, Arabic learning

Abstrak

Keterampilan mendengar merupakan keterampilan yang jarang sekali diperhatikan guru dalam proses pembelajaran sehingga siswa mengalami kelemahan dalam keterampilan ini padahal keterampilan ini merupakan keterampilan inti dalam pemerolehan bahasa kedua. Berdasarkan observasi ditemukan beberapa permasalahan dalam keterampilan mendengar Bahasa Arab dan minimnya penggunaan media online dalam proses pembelajaran. Oleh karena itu penelitian ini bertujuan mengimplementasikan media online (website alefbata.com) dengan harapan mampu meningkatkan keterampilan mendengar Bahasa Arab siswa salah satu MTs di pandeglang Banten. Dalam pelaksanaannya peneliti menggunakan metode eksperimen dengan instrument observasi, wawancara, pretest dan posttest lalu data yang diperoleh akan dilakukan pengelolaan untuk mengetahui sejauh mana efektivitas media alefbata.com ini dalam meningkatkan keterampilan mendengar. Setelah dilakukan pengelolaan data diketahui bahwa penggunaan media online ini dikatakan efektif untuk meningkatkan keterampilan mendengar Bahasa arab, hal ini berdasarkan data yang dihasilkan, yaitu hasil post-test meningkat setelah diproses dengan menggunakan media online dalam kemampuan

kemampuan mendengar siswa. Nilai rata-rata pada kelas eksperimen (82,78) lebih tinggi dari nilai rata-rata pada kelas control yakni sebesar (42,41) Ada perbedaan dalam dua nilai tersebut sebesar 40,37. Oleh karena itu, dapat disimpulkan bahwa terjadi peningkatan mahārah istīmā' siswa setelah mengolahnya dengan menggunakan media online pada mahārah istīmā' siswa dalam kegiatan mengajar di kelas VII B Mts di Pandeglang.

Kata Kunci: Media online, Keterampilan Menyimak, Pembelajaran Bahasa Arab

INTRODUCTION

Listening skills are the key to effective communication (López et al., 2020, p. 38). Vogely (1998) states that listening skills are crucial for foreign language learning. A student with strong listening skills can comprehend and interpret what they hear (Ismail et al., 2023, p. 146; Raju, 2018, p. 14). In the 1970s, the ability to listen became more critical and was included in language programs alongside speaking, reading, and writing (Walker, 2014, p. 167; Yildirim & Yildirim, 2016, p. 2095). In reality, however, many teachers still need to consider the choice of listening media so that this one language skill often receives minimal attention, even though teachers are the spearhead of success in learning activities (Sudjana, 2004, p. 2) directly trying to influence, nurture, and develop students' abilities to become intelligent, skilled and highly moral human beings (Hendrawijaya, 2022, p. 858). Therefore, in learning this listening skill, teachers should be able to teach it well and interestingly.

With the development of technology, more and more educational platforms offer technology-based Arabic learning, either online or offline, because they know that using technology-based media in learning has several significant interests (Agustian & Salsabila, 2021, p. 131; Asbarin et al., 2024). Here are some reasons why the use of technology-based media is essential in learning: it is easier (Zahwa & Syafi'i, 2022) and more flexible, provides a variety of learning resources (text, video, audio, animation, simulation, and interactive), increases learner role involvement and motivates them more in learning, facilitates collaboration and communication between learners and teachers, as well as between learners, tailors to the individual needs of learners, and is interactive (Brown & Lee, 2015, pp. 245–246; Usman, 2002, pp. 26–27). The result of Yakir et al.'s research is that students who use smartphones are classified as suitable for learning because they are good at completing tasks and gathering information. So, the students discussed it with their friends, and all of them were satisfied with using smartphones in online learning activities (Yakir et al., 2023).

Many strategies can be used to improve listening skills, such as the results of Chamidah & Istiqomah's research that the improvement of listening skills in a course in Pare Kediri is achieved through speech, conversation, storytelling, memorizing Tashrif, memorizing conversations, drama, and others (Chamidah & Istiqomah, 2021). Many resources also can be used in listening learning, such as online, which provides audio materials in Arabic (podcasts, recorded lectures, audiobooks), videos (movies, television series, or vlogs), applications, online classes, and self-study through Arabic learning websites. October's statistics are a snapshot of the state of the digital world: More than 50% of the population uses mobile phones, the internet, and social media (Abdillah, 2020, p. 13).

In this study, researchers raised the theme of improving students' Arabic listening skills using online media from <https://www.alefbata.com/>. This website has an attractive appearance with various images and a full-colour display in terms of text and images. In addition, this website offers Arabic language learning with games; even the whole material is presented as a game, so it has the potential to increase students' interest in learning and increase motivation. In addition to the above reasons, Nurul Falah Secondary School also needs help learning Arabic, including listening skills. Researchers obtained this information after observing and interviewing several teachers and students. This school rarely involves digital-based media in the learning process. This situation is because it collides with the boarding school regulations prohibiting students from using communication devices such as cell phones.

There have been several studies related to online media in learning listening skills, for example, the research of Aboudahr et al., which explains the effect of using YouTube in improving the listening skills of UM Arabic students. This study shows that using YouTube significantly improves listening skills for non-Arabic speaking students (Aboudahr, 2020; Jabbar et al., 2022). The results of this study are the same as AlSaleem's research; the results of this study recommend that social networking media (Facebook) can be utilized to improve speaking and listening skills (AlSaleem, 2018) and writing skills (Linur & Mubarak, 2020), this conclusion is also in line with Mahmud's research (Facebook and Instagram) with the results of the study that both online platforms can be used in English Language Teaching (Mahmud et al., 2022). Another study relevant to this research is Ubaidillah's research, which says that using online media can increase students' motivation in learning istima' 1 (Ubaidillah, 2020).

From several previous studies, there is much research related to digital media in Arabic language learning both listening, speaking, reading, or writing skills; there is still a blank space (novelty) that has not been analyzed, namely improving listening skills through the digital application media [alefbata.com](https://www.alefbata.com/), so, for this reason, the researcher considers it necessary to conduct research in improving listening skills using the digital application.

According to Article 1 No. 20 of Law of the Republic of Indonesia Number 20 of 2003 governing the National Education System, learning is the process of students interacting with teachers and learning resources in a classroom setting (Republik Indonesia, n.d.). Using media in teaching and learning activities is crucial, in addition to the three learning components mentioned above (Miftah, 2013). A teacher's ability to select appropriate media will also positively impact student learning outcomes and the accomplishment of learning objectives (Jennah, 2009).

METHOD

Research Design

Researchers used the Pre-experimental type of research, an experiment involving only one group and no comparison group or control group (Adnan & Latief, 2020), and an experiment study with two independent variables (X) and one dependent variable (Y) (Sugiono, 2020). The free variables in this study are The Use of Online Media “[alefbata.com](https://www.alefbata.com/)” and the bound variable, Improving Arabic Listening Skills in the Class VII B Nurul Falah Secondary School.

Data Collection and Analysis Technique

The researcher selected class VII B as both the control and experimental group due to reported issues, such as problems in listening skills (estimate). The sample consisted of 27 students, selected using a proportional sampling method. Total sampling is where the population is less than 100, so all population members are used as the sample (Sugiono, 2020). To improve students' listening skills, they were provided access to online media via the website <https://www.alefbata.com/>.

The data collection methods used for this study were observation, interviews, and tests. The instruments used are: (1) Hypothesis testing used the two-mean similarity test to determine whether there was a difference in the mean of the two groups with the post-test results of the two research samples.

Data Analysis Technique

Data analysis is the scientific process of using statistical methods to extract insights from data. Data refers to any measurable result that can be recorded and converted into digital variables. In this study, researchers employed data analysis techniques with SPSS. These techniques include descriptive analysis, deductive analysis, normality testing, homogeneity testing, and hypothesis testing.

Descriptive statistical analysis describes the data from the pretest and post-test results of two variables: mean value, method, range, and standard deviation. The research will begin with a preliminary test, treatment or experimentation, and a post-test (Creswell, 2015, p. 298).

The study uses the SPSS *Kolmogorov-Smirnov* test to determine the average data distribution, with a Sig value greater than 0.05 indicating a normal distribution (Gunawan, 2019). The homogeneity test also uses SPSS. If the homogeneity test results or a significance level (SIG value) is more significant than 0.05, it suggests homogeneity among the groups compared (Gunawan, 2019). The sample variables are not significantly different, indicating homogeneity. Hypothesis testing is employed to determine the effect of using media from <https://www.alefbata.com/> on the listening skills of seventh-grade students at Mts Nurul Falah Kaungcaang. In hypothesis testing, the researcher uses the two-mean similarity test to determine whether there is a difference in the mean of the two groups with the post-test results of the two research samples. The mean value of the two groups of interest is less than 0.05, so the effect of the hypothesis or the hypothesis is accepted. On the other hand, if the significance is more significant than 0.05, the result has no effect or rejects the hypothesis (Gunawan, 2019).

RESULT

To identify the effect of online media on students' listening skills, researchers must provide media in the educational process. Among the teaching media used by the researcher is the online media of each listening media in implementing this study and explicitly teaching listening skills to students.

In this study, researchers taught Arabic with the theme "School tools" in mastering listening skills using online media or alefbata.com media. Researchers also use supporting facilities and tools, such as whiteboards and markers. In implementing this study, the first step is to say greetings to open the lesson and stimulate learning enthusiasm. The researcher gives a pretest to determine the extent of listening skills before using an online media site named Alefbata. After that,

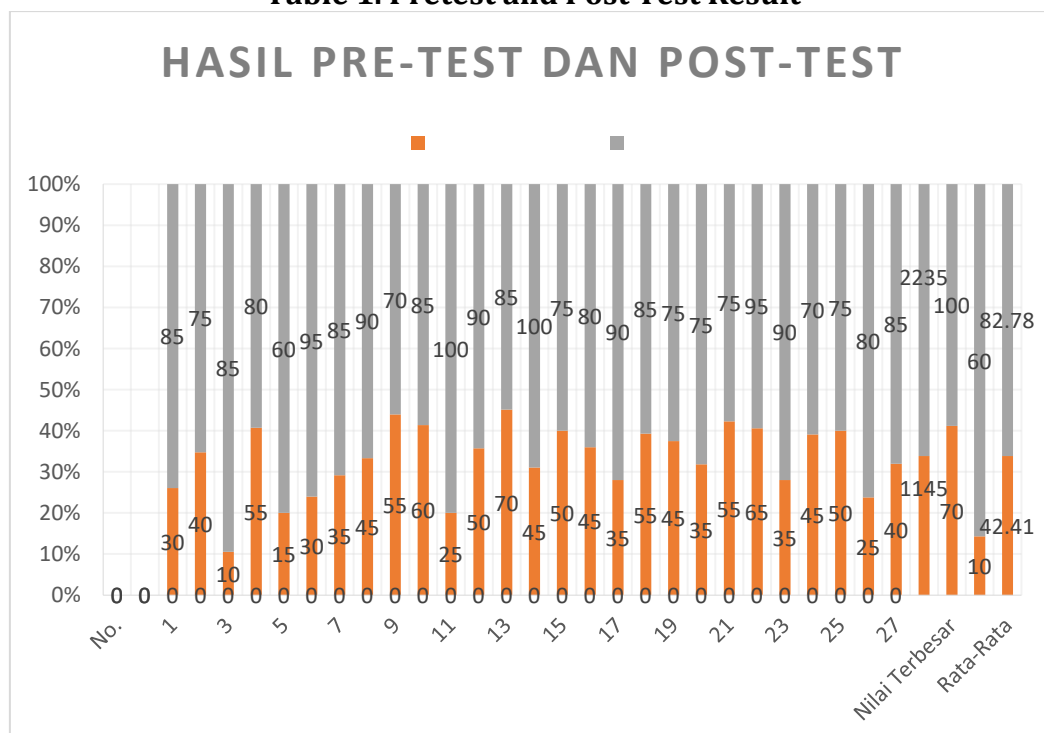
the researchers carried out learning with Alefbata online media to test the extent of the effectiveness of the media. At this time, the atmosphere of class VII B was very enthusiastic about learning Arabic using the media. The atmosphere becomes alive in learning Arabic in the aspect of listening skills. Alefbata is an online media from the web whose attractive appearance makes students interested and active in implementing learning.

After conducting learning using the media, researchers gave an evaluation to students 10 minutes before the lesson ended. The procedure and questions are the same as the questions given when doing the pretest; the goal is to easily see the comparison of scores before and after learning. However, in this case, some students still need help understanding because each student has a different level of intelligence. In the closing activity, the researcher provides learning conclusions, describes the existing strengths and weaknesses, and provides enrichment to students about the material and media practised.

The use of online media in students' listening skills in the classroom attracts students' attention because the classroom atmosphere is fun and prioritizes students so that they are more active in Arabic language education activities. This condition motivates students to participate in education so that all students become more motivated and quickly understand the material presented.

After using this medium in the classroom, the researcher conducted a pretest and a post-test to assess the students' listening skills. These are the results of the pretest and post-test.

Table 1. Pretest and Post Test Result



The table above displays the frequency distribution of the experimental class's pre- and post-test results. The pretest score ranged from 10 to 70, with ten being the lowest possible. Twenty-seven students received a total score of 1,145 or an average of 42.41. Students' post-test findings showed that accessing internet

media raised the lowest score to 60 and the highest score to 100. Twenty-seven students received a total score of 2,235 or an average of 82.78.

The Descriptive Analysis Test, based on the preceding table, indicates that the pretest and post-test results improved with the use of online media for learning Arabic, particularly for studying listening skills. On the pretest for the experimental class, the lowest score was ten, and the highest score was 70. With a mean score of 42.41, the combined score of 27 students is 1,145. The post-test findings showed a considerable increase after utilizing internet media, with the lowest score being 60 and the best 100. With a mean score of 83.14, the combined score of 27 students is 2,235.

The researcher will conduct a hypothesis test to process the data based on the study results. Analysis Requirements Test: However, before that, the data analysis requirements, namely the normality and homogeneity tests, will be performed. The normality test determines whether the sample under study is normally distributed. The researchers used the Kolmogorov-Smirnov test to calculate the normality test. Data demands are often spread if the value (Sig) is more than 0.05.

The table below presents the normality test results on pretest data for both research samples.

Table 2. Tests of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pretest Eksperimen	.127	27	.200	.979	27	.840
	Post-test Eksperimen	.148	27	.136	.963	27	.426
*. It is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The previous data shows that the post-test result for the experimental class is 0.136, and the pretest result is 0.200. The data set is normally distributed, with each value (Sig) greater than 0.05.

A homogeneity test was conducted in this research to determine whether the data variability for both sessions was the same. The pre-and post-test results of the experimental class provide the data that needs to be homogeneously tested. According to the decision-making criteria, the current value becomes homogeneous if the value (sig) exceeds 0.05. Researchers used the Variance Homogeneity Test and SPSS analysis to test for variance homogeneity.

Based on the pretest and post-test data homogeneity test findings, the value level (sig) is 0.091 and 0.061. The experimental group's variables are highly homogeneous and do not differ significantly, as each value (sig) is more than 0.05.

Hypothesis testing with the T-test aims to find the difference between the experimental class's pre-and post-test averages for the speech exam. The SPSS T-test aims for data analysis. If the value of (sig) is more significant than 0.05, H1 is

rejected, and H0 is accepted. This data serves as the criterion for testing the hypothesis. H0 is rejected, and H1 is accepted if the (sig) value is less than 0.05.

The first result in the table above indicates that the data from the experiment has an effect because the value of (Sig) is less than 0.05.

Table 3. Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post Test Eksperimen	27	82.78	9.541	1.836
	2	27	42.41	14.369	2.765

The table above demonstrates the increase in students' listening skills post-processing through online media. The experimental class's average value (82.78) is significantly higher than the control class's average value (42.41). The two values of 40.37 differ from each other. After analyzing the impact of online media on students' listening skills during teaching activities in class VII B at Nurul Falah Secondary School in Kaungcaang Cadasari Pandeglang, the researcher noticed an improvement in those skills.

Table 4. Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.952	2.364		24.091	.000
	Penggunaan Media Alefbata	.609	.053	.917	11.513	.000
a. Dependent Variable: <i>Maharah Istima'</i> Siswa						

In the second result, the table above shows that the data in the experimental class has an effect because the value (Sig) is smaller than 0.05, which means 0.00. Therefore, online media use affects students' listening skills in the experimental class because the value (Sig) is less than 0.05, so H0 is rejected, and H1 is accepted.

The T-test between the sum of the calculated T and the Table T table shows:

T hitung: 11,513

T Tabel: $DF = N - K - 1$

: $DF = 27 - 1 - 1$

: $DF = 25$

T Tabel: 1,708

Table T is 1.708, so H0 is rejected, and H1 is accepted. Therefore, there is an influence of the use of online media on students' ability to hear skills in the experimental class.

DISCUSSION

The study's findings are relevant to previous research, such as those of Aboudahr et al. and Jabbar, who explored the impact of using YouTube media on the listening skills of Arabic language students at Universitas Malaysia. The results demonstrate that using YouTube significantly improves the listening skills of non-Arabic speaking students. AlSaleem conducted a study on the use of Facebook media to improve speaking and listening skills. Linur and Mubarak's research also found that Facebook can improve writing skills. Both studies suggest that these online platforms can be used to teach English as a foreign language. The study's findings align with Mahmud's research, which used Facebook and Instagram as tools for English language learning. The results indicate that these social media platforms can effectively teach language skills. Specifically, the study found that online media can enhance student motivation in developing listening skills. According to Richland, Frausel, and Begolli, Burner's theory suggests that the internalization process occurs when knowledge is learned in three stages: the enactive, iconic, and symbolic (Ndiung et al., 2021, p. 883). Jerome Bruner introduced the concept of the spiral curriculum. This curriculum presents material in repeated learning opportunities, gradually introducing basic concepts to students. The material is organized from simple to complex and from general to specific and is assessed by each other (Hayati et al., 2021, p. 242).

However, the use of media in learning presents its own set of challenges. According to the study results, there are several issues with using digital media in language learning, including students' difficulty comprehending the material, which can lead to poor Arabic learning outcomes. This problem can stem from various factors, including lecturers, students, and digital media (Haerul & Yusrina, 2021). Other research also argues that although digital media (one of which is online learning) offers advantages such as exciting and diverse content, the effectiveness of its use still needs to be evaluated comprehensively.

CONCLUSION

However, as learning technology continues to evolve, it is recommended that teachers integrate digital learning media into their teaching. The researcher recommends emphasizing the use of media to complement traditional teaching methods to keep up with the trend of human participants in the gadget world. Even though many people use technology, including computers, laptops, and cell phones, for their daily routines, it is essential to adhere to boarding school regulations. Therefore, teachers should use digital media from devices other than mobile phones, such as presentation software like PowerPoint, Canva, and YouTube. These options provide suitable alternatives without the need for a cell phone.

There is still room for improvement and development in various aspects of digital-based learning. It is essential for lecturers to continuously enhance their teaching creativity while also ensuring that learning media is regularly updated. Some studies also highlight that although digital learning media offers significant

advantages, such as engaging multimedia content, the effectiveness of its use still needs to be evaluated comprehensively. This study's results are still very likely to be developed by other researchers because this is not an absolute result, which is very likely when different research fields/samples produce different research conclusions.

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Letter of Acceptance

No. 08/AL-TARIB/FTIK/02/2024

The honorable,

Ubaidillah, Fanni Izzatul Millah, Neli Sapitri

Assalamualaikum Wr, Wb.

Based on your article submitted to the editorial of Al-Ta'rib entitled:

The Use of Online Media “alefbata.com” in Improving Arabic Listening Skills: Experimental Study

We hereby inform you that the result of the assessment from the peer-reviewer and the editorial board session, your article are worthy of being published in **AL-TA'RIB: JURNAL ILMIAH PROGRAM STUDI PENDIDIKAN BAHASA ARAB IAIN PALANGKA RAYA (P-ISSN: 2354-5887; E-ISSN: 2655-5867)**, Indexed on **DOAJ**, and **accredited SINTA 2**, for **Volume. 12, Number. 1, June 2024**.

Thus the notification letter of the eligible article informed and hopefully, it can be used as it should be. Thank you for your attention.

Wassalamua'alaikum Wr, Wb.

Palangka Raya, February 15, 2024

Editor in Chief,



Dr. Nurul Wahdah, M.Pd.