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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, 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" 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,

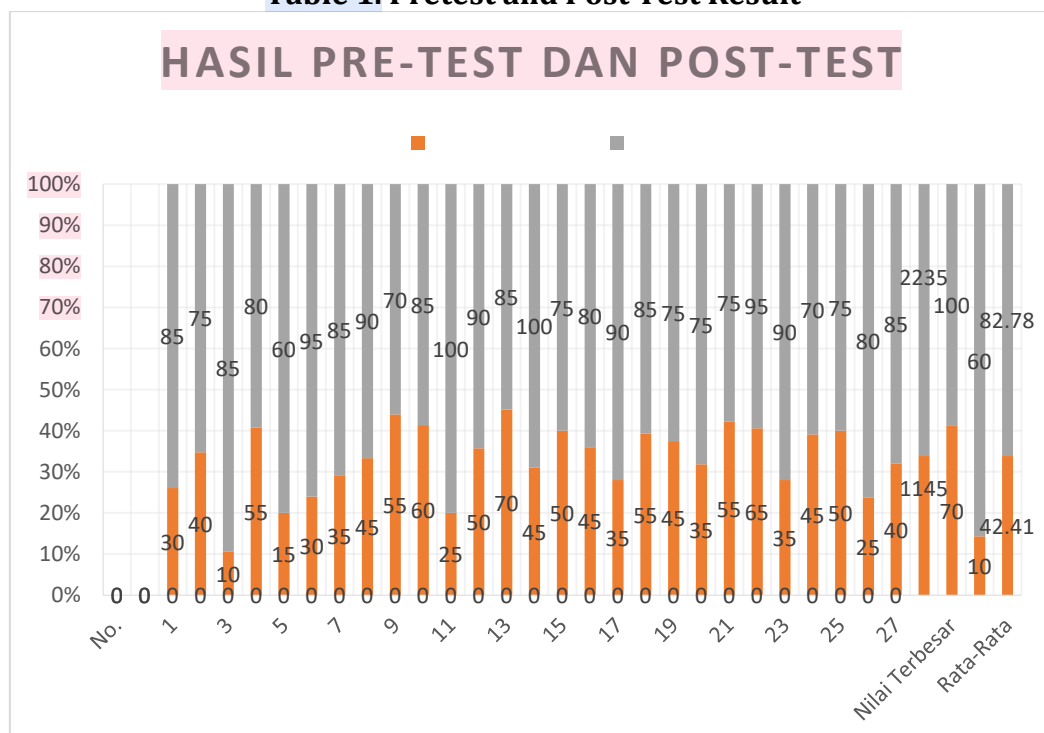
the researchers carried out learning with Alefbata online media to test the extent of the effectiveness of the media. At this time, the atmosphere of class VII B was very enthusiastic about learning Arabic using the media. The atmosphere becomes alive in learning Arabic in the aspect of listening skills. 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 H_0 is accepted. This data serves as the criterion for testing the hypothesis. H_0 is rejected, and H_1 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 H_0 is rejected, and H_1 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

2 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

28 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).

40 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

23 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.

45 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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