



Implementing Whatsapp Video Calls for Listening and Speaking Class (Students' Perception)

Dian Arsitades Wiranegara, A'i Mulyani Az Zahra

UIN Maulana Malik Ibrahim Malang, Indonesia

Email: dwiranegara@gmail.com

ABSTRACT

The use of technology and the dynamics of virtual and non-virtual learning as a form of mixed teaching and learning process has been developed and can also be practiced for English listening-speaking classes. Nonetheless, the use of this virtual learning needs to be selected in order to meet the necessity of using it in practice. This study aims to determine the perception of PKPBI students of the Informatics engineering of UIN Maulana Malik Ibrahim Malang on the use of video calls in the practice of English-speaking classes. This type of research is descriptive and qualitative. The data was obtained from questionnaires via google from 35 research subjects, namely PKPBI students of the Informatics Engineering of UIN Maulana Malik Ibrahim Malang class. They studied Listening and Speaking skills in the third semester of the 2021/2022 academic year. The data is processed using a Likert scale and is equipped with tables and pie charts. The result showed that (1) the use of video calls was easily used as well as accessible from the WhatsApp application, (2) the use of video calls was easier to use during practice and get corrections from friends and lecturers than other platforms, such as G-meet and zoom, and (3) video calls were more effectively used in the practice of speaking with a total number of a limited number of students while google meet is effectively used in the practice of group speaking in large groups/one class in a longer duration of time.

Keywords: WhatsApp video calls, google meet, zoom & Intensive English class

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Introduction

Today's development of technology-based and digital media has gone through to flourish. The influence has an impact on various fields including the field of education. The technology-based

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and digital media have also been implemented in the learning process. As the covid-19 impact hit all countries in the world and in Indonesia; hence distance learning became an option that must be carried out by optimizing the use of technology-based and digital-based media-sharing platforms. (Munawar et al., 2021). Through this phenomenon, various innovations and new creations have been developed by researchers, educators and teachers or lecturers as these are the forms of learning adaptation to conditions by optimizing the application of technology, digital, and internet, both media that have been designed or which can be directly accessed, and used. Among technology-based and digital media are youtube, whatsapp, google classroom, e-learning, and other digital media that can be accessed anywhere and anytime. (Assidiqi & Sumarni, n.d.).

In addition to media, changes and developments in learning also take place within the aspects of the learning model. Due to the conditions that require distance learning, blended learning and hybrid learning models emerge (Prihatini & Kuntari, 2022). Blended learning and hybrid learning models not only occur at the elementary level but also at the university level. The application of the blended learning model can place teachers or lecturers as facilitators, and technology or digital as online learning media which applied correctly, then students can easily accept learning; (Sa`diyah, 2019) while hybrid learning is a learning model that can be used by teachers by combining learning for students at home and at the study site (school/campus) at the same time with the help of technology or digital media. (Banat, 2020).

The practice of technology-based or digital media has become an urgent continuous learning pattern. Learning that is carried out continuously requires novelty that can be maintained in the dynamics of learning and eliminate boredom, boredom, and laziness that occur in students (Hapsari,

2017). With the right media and learning methods, learning can be more effective and efficient to be conducted and it can also facilitate the achievement of learning objectives.

The English Language Learning Intensive Program or PKPBI intensive class organizes or facilitates the speaking skills that must be taught and then mastered by students who taking this program. The purpose of these speaking skills is to make students able to speak actively so that students are skilled in conveying ideas and conversations orally. For this reason, the practice of speaking at PKPBI is carried out intensively. The practice of speaking is one of the objectives of learning speaking skills. Practicing speaking has several forms, namely question and answer, storytelling, free dialogue, explaining something, and discussion.

Since the conditions of the pandemic have still fluctuated, the class could be difficult to carry out offline learning, lecturers face several problems related to the continuity of English-intensive class learning, especially the practice of speaking skills. Among these problems; lecturers and students are faced with a lack of intensity in face-to-face meetings, the practice of speaking needs to be made interesting even though it was done virtually and spoken language requires practice, not just knowledge or memorizing theory. As initial data in this study, information was obtained from interviews with students, that students were constrained if they had to practice speaking by depositing videos because they needed cell phone memory space and students were not satisfied if they did not get immediate responses from the lecturers.

Those problems have led teachers or lecturers to continue to conduct the learning process optimally. Some problems with learning foreign languages, especially at this university, which English and Arabic have become compulsory courses held by the language center. Hence, some

findings resulted in suggestions that can be offered as solutions studied in previous studies. In the results of her research, Rahmawati stated that to evaluate students' Arabic speaking skills, a communicative approach is needed (Rahmawati, 2021). While, in another article, it was stated that the storytelling method can be used in learning Arabic speaking skills, although this method has shortcomings in the need for a long duration (Fitriany & Aini, 2020). It was also mentioned that vlogs can improve student performance in speaking Arabic and vlogs are easy, inexpensive, and flexible media to use (Muthmainnah & Annas, 2020). Regarding the media used in learning maharah al-kalam, Mahmudah in his article stated that the media "Learning.Aljazeera.Net" can provide a stimulus for students at UNIDA Gontor, because the media is intended for several levels (Maheasy & Rochma, 2022). In addition, micro-teaching is an application that can be used to improve speaking skills and abilities in Arabic (Konita & Fadoli, 2021).

Based on the problems that occur in the research field and the results of previous studies, this research is important to be conducted because there has been no discussion of two virtual or online media, namely google meet and video calls which are used in practice speaking alternately on one research subject. The two media are familiar to students (Yulistiyanti et al., 2021). However, not all media can be applied to every learning, including language learning (Nurrita, 2018). To choose learning media, teachers need to pay attention to its advantages and disadvantages. This is done so that learning does not experience interference and students can still study calmly. For this reason, this study aims to determine the perception of PKPBI students of the Faculty of Science and Technology in Informatics Engineering program of UIN Maulana Malik Ibrahim Malang on the use of WhatsApp video and G-meet in the practice of listening and speaking classes. Furthermore, the

results of this study can be used as a reference for practical learning to listen and speak English in accordance with student responses to the use of google meet and video calls.

B. Method of Research

This research is conducted by using descriptive qualitative, hence the questionnaires were used in order to acquire the data as well as the information related to students' perceptions of the use of WhatsApp video calls and G-meet in the practice of listening and speaking class. The subjects in this study were 35 PKPBI students of the Informatics Engineering of UIN Maulana Malik Ibrahim Malang who had studied listening and speaking skills in the third semester of the 2021/2022 academic year.

The Data was obtained from the distribution of questionnaires given online to research subjects via google Forms. The questionnaire distributed consisted of 24 statements with three indicators, namely: (1) student responses to the ease to access video calls and google meet to practice listening and speaking, (2) the ease to practice listening and speaking and getting corrections by using google meet and video call, and (3) the effectiveness of using google meet and video calls to practice listening and speaking. Each response from the research subject to the statement in the questionnaire is scored according to the Likert scale measuring instrument with a maximum score of 5 and a minimum score of 1 and it is equipped with a pie chart. This research was analyzed through data collection, data classification, data reduction, data display, and conclusions.

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Tabel 1.
Skala Likert

Jenis respon	Skor
(SA) Strongly agree	5
A (Agree)	4
N (Neutral)	3
DA (Disagree)	2
SDA (Strongly disagree)	1

C. Result and Discussion

The results of this study were sourced from the responses of the research subjects, namely TI students of the Faculty of Science and Technology who have answered the questionnaire given. Student responses were analyzed by using the formula below:

$$\text{Index (\%)} = (\text{total score} / \text{maximum score}) \times 100$$

and it is known that the maximum score in this study is

$$= \text{number of responses} \times \text{highest score } \textit{likert} (35 \times 5 = 175)$$

Table 2.

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**The questionnaire Speaking and Listening English Practices of TI's Students at
UIN Maulana Malik Ibrahim Malang**

Indicators	No.	Statements
Student responses to the convenient access of video calls and google meet to practice listening and speaking	1.	Convenient way to access and use google meet
	2.	Convenient way to access and use video calls
	3.	Google meet has an easy-to-understand and clear feature
	4.	<i>Video call</i> memiliki tampilan yang mudah dipahami dan jelas Video calls has a display that is easy to understand and clear
	5.	Google meet application is helpful beneficial for communication
	6.	Video call is helpful for communication
	7.	<i>google meet</i> Written material can be easily received via google meet
	8.	Written material can be easily received via video call
	9.	Oral material can be easily received through google meet
	10.	Oral material can be easily received via video call
The convenience of practicing listening and speaking by getting corrections by using google meet and video calls	11.	By using google meet I can easily speak when explaining pictures or slides
	12.	By using video calls, I can easily speak when explaining with pictures or slides
	13.	I can easily get feedback by using google meet
	14.	I can easily get feedback by using video calls
	15.	I understand the content of a friend's conversation better if I go through google meet
	16.	I understand the content of a friend's conversation better if it is through a video call
	17.	I'm not shy if I have to talk using google meet
	18.	I'm not shy if I have to talk using a video call
	19.	I can practice listening and speaking quickly if I

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The effectiveness of using google meet and video calls to practice listening and speaking		use google meet
	20.	I can practice listening and speaking quickly if I use video calls
	21.	The practice of listening and speaking takes relatively less time if you use Google Meet
	22.	The practice of listening and speaking requires relatively less time when using video calls
	23.	The practice of listening and speaking is more dynamic if you use google meet
	24.	The practice of listening and speaking is more dynamic when using video calls

Based on the analysis of the responses to the questionnaire, it was found that student's perceptions of the use of google meet and voice notes in the practice of listening and speaking were as follows.

1. Google meet and video calls can be easily accessed by the students to practice listening and speaking.

Google meet is a free video-conference application that can be used online. To access google meet, one can use a smartphone or laptop that is connected to the internet using a Gmail account. This application can be downloaded through the App Store or Play Store (Sawitri, 2020). If the application is available, then simply sign in and the meeting can be started. However, along with Google Meet also has disadvantages. Technically, Google Meet requires a stable internet network and when not using the internet, it requires a fairly large data quota (Juniartini & Rasna, 2020).

Table 3.

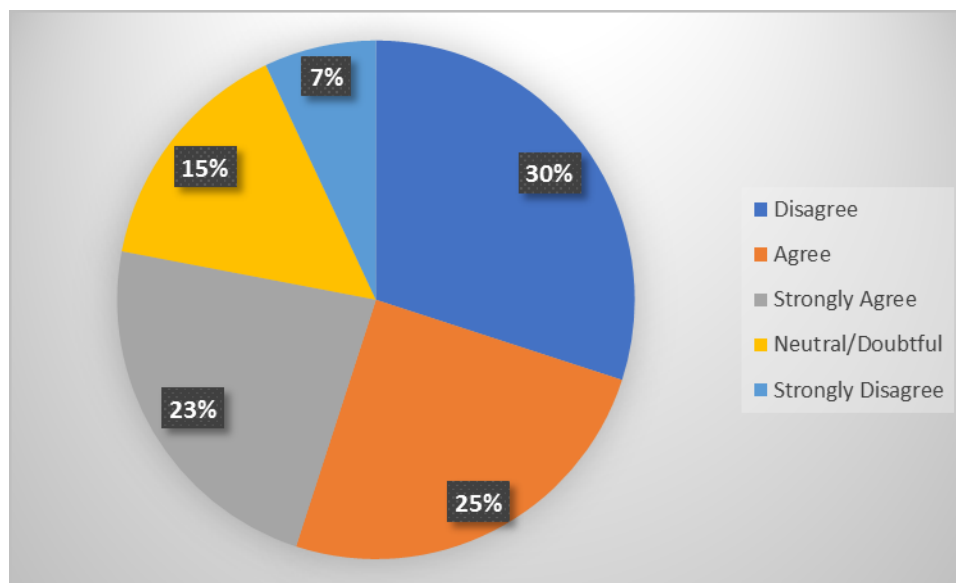
Responses to easy access of using google meet to practice listening and speaking.

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N0	Statement	SA	A	N	DA	SDA
1.	It is easy to access and use google meet.	5	10	5	15	
3.	Google meet has a clear feature and easy to understand	8	8	9	10	
5.	This application, google meet, is helpful for communication.	7	5	3	10	10
7.	The written material can be easily accessed by gmeet	15	15	5		
9.	The oral or spoken material for speaking class can be easily accessed by gmeet.	5	6	4	18	2
	Total amount	40	44	26	53	12
	(%) percentage	22.8 %	25.14 %	14.8 %	30.28 %	6.85 %

Diagram 1.

The indicator of convenience of accessing google meet to practice listening and speaking.



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From the table and diagram above, it can be shown that 30% of students answered disagree, 25% of students answered agree, 23% of students answered strongly agree, 15% of students answered neutral and 7% of students answered strongly disagree with the use of google meet to practice listening and speaking in terms of the convenient access of google meet.

Video call is one of the features of WhatsApp. With this feature, its users can communicate with other people via smartphone devices that are connected to the internet (Fauzi, 2018). To access video calls in WhatsApp, one can simply open the chat with the contact one want to contact via video, then the recipient receives the video call and can tap "add" if the user wants to add recipients.

Table 4.

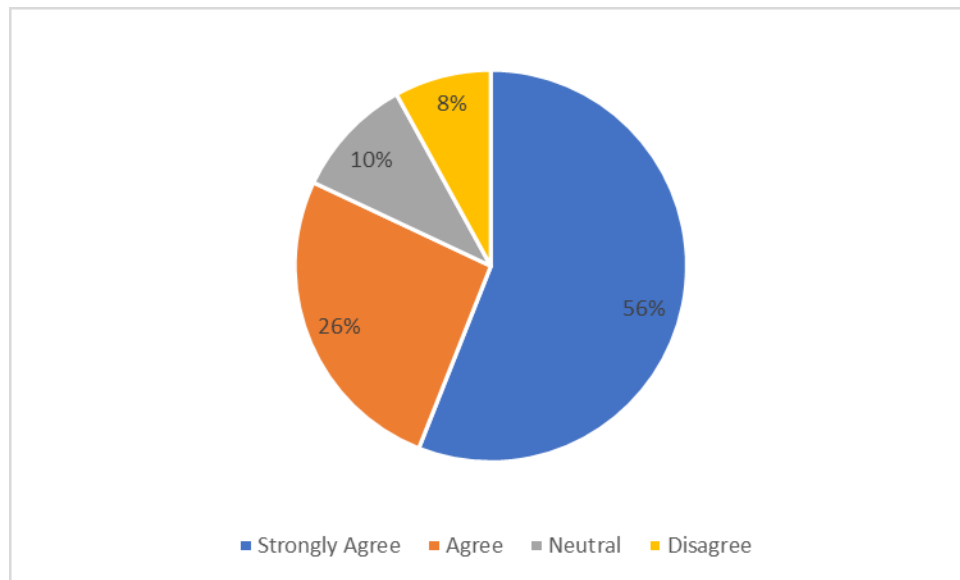
Answers for easy access to video calls to practice listening and speaking

N0	Statement	SA	A	N	DA	SDA
2.	It is easy to access and use video call	25	10			
4.	Video call has a display that is easy to understand and clear	28	7			
6.	Video call is helpful for communication	20	12	3		
8.	<i>The written material can be easily accessed</i>	8	7	10	10	
10.	The Listening material can be easily accessed by using video call	17	10	4	4	
	amount	98	46	17	14	-
	Percentage (%)	56%	26.28%	9.7%	8%	-

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Diagram 2.

The indicators of ease of accessing video call for practice listening and speaking



From the table and diagram above, it can be shown that 56% of students answered strongly agree, 26% of students answered agree, 10% of students answered neutral, 8% of students answered disagree and none of the students answered strongly disagreed with the use of video calls for listening and speaking in terms of the convenience access of the video call.

1. The Convenience between using google meet and video calls in practice listening and speaking as well as getting corrections from friends and lecturers. Google meet and video call have something

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in common when both are viewed from their function, namely as a medium used to communicate with internet-assisted audio and visual (Rahayu & Pahlevi, 2021). With google meet users can share files, images, or slides with other users. Communication with Google Meet can be done with up to 250 people at once. This requires signal and internet stability as well as tolerance from all users to take turns if they want to talk. Likewise, by using Google Meet, it is required to have maximum confidence, because the conversations conveyed can be heard by Google Meet users within a forum.

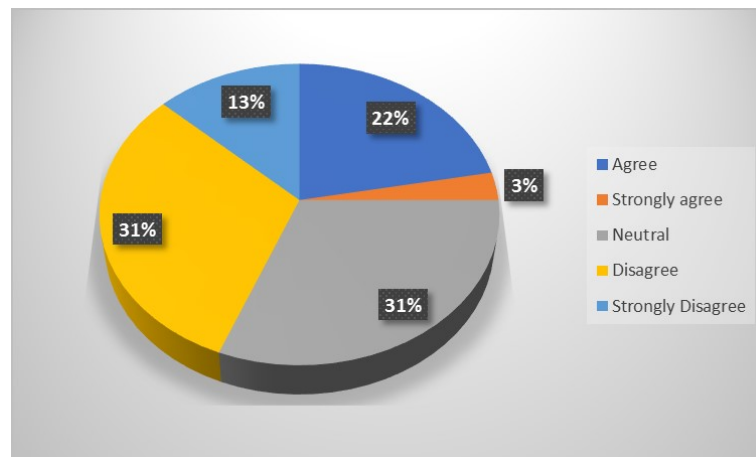
Table 5.

Answers for the convenience of using google meet in practicing listening and speaking and getting corrections from friends and lecturers

No	Statements	SA	A	N	DA	SDA
11.	By using google meet I can easily speak when explaining pictures or slides		15	5	10	5
13.	I can easily get feedback by using google meet		8	9	9	9
15.	I understand the content of a friend's conversation better if I go through google meet	3	7	8	13	4
17.	I'm not shy if I have to talk using google meet	2	5	7	18	3
	amount	5	35	50	50	21
	Percentage (%)	2.8 5%	20 %	28. 57 %	28.57 %	12%

Diagram 3.

The indicators of the convenience of using google meet in practice listening and speaking and getting corrections from friends and lecturers



From the table and diagram above, it shows that 31% of students answered disagree and doubt, 22% of students answered agree, 13% of students answered strongly disagree, and 3% of students answered strongly agree with the use of google meet to practice listening and speaking conveniently to get corrections from friends and lecturers.

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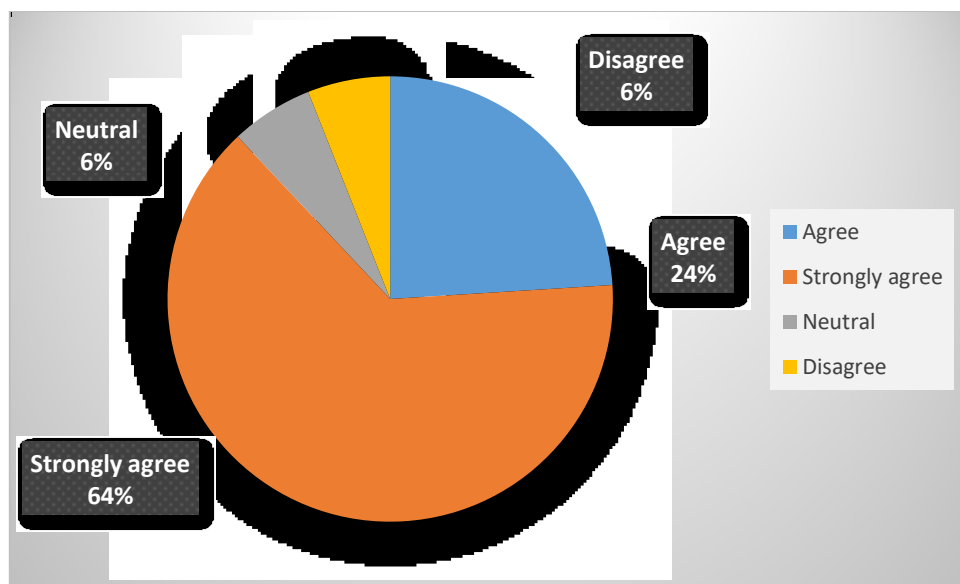
This video calls on Whatsapp can be used as a communication tool with a maximum number of eight users. By using video calls on Whatsapp, users can talk intensely and take turns. Communication with a small number of speakers and listeners can make it easier to understand the meaning and content of the conversation (Sari, 2016). In addition, with a small number of speakers and listeners during communication, shy people can be bolder to convey their ideas and thoughts (Hariyanto, 2020). So, the content of the conversation can be commented on clearly by the listener in a short time.

Table 6.
The answers for the convenience of using video calls in practicing listening and speaking and getting corrections from friends and lecturers

No	Pernyataan	SA	A	N	DA	SDA
12.	I can easily speak when explaining pictures or slides	18	9	4	4	
14.	I easily get feedback by using video calls	20	7	4	4	
16.	I understand better by using video call related to the content of a friend's conversation	27	8			
18.	I am not shy if i have to talk by using <i>video call</i>	25	9	1		
	amount	90	33	9	8	
	Percentage (%)	51.	18.	5.1	4.57	
		4%	8%	4%	%	

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Diagram 4.
The indicator of convenience by using video call in practicing listening and speaking and get correction from friends and a lecturer.



From the table and diagram above, it shows that 64% of students answered strongly agree, 24% of students answered agree, 6% of students answered neutral and disagreed, and none of the

students answered strongly disagreed with the use of video calls to get convenience in listening and speaking practice as well as to get corrections from friends and lecturers.

1. The effectiveness of using google meet and video calls in practice listening and speaking. The use of Google Meet which can directly accommodate up to 250 people at a time can speed up the delivery of information to others. Communication dynamics are needed by others in order to be both listeners and speakers.

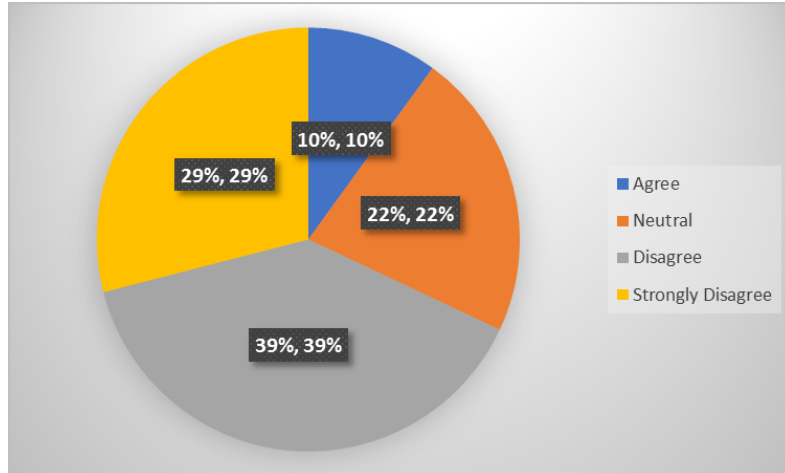
Table 7.

Responses to the effectiveness of using google meet on the practice of listening and speaking

No	Statement	SA	A	N	DA	SDA
19.	I can practice listening and speaking quickly if I use google meet		7	10	10	8
21.	The practice of listening and speaking takes relatively less time if we use Google Meet		2	8	13	12
23.	Practice listening and speaking can be more dynamic if we use google meet		2	5	18	10
	Amount		11	23	41	30
	Percentage (%)		6.28%	13.14 %	23.4%	17.14 %

Diagram 5.

The indicators of the effectiveness of using google meet on the practice of listening and speaking



From the table and diagram above, it can be shown that 39% of students answered disagree, 29% of students answered strongly disagree, 22% of students answered neutral, 10% of students answered agree and none of the students answered strongly agree on the effectiveness of using google meet to practice listening and speaking.

The video call in WhatsApp offers an intimate form of communication. It can be interesting if the time required to deliver the conversation can be relatively sufficient and communication is carried out alternately. Effective communication is not only done by one person, but everyone has the same opportunity to express opinions and ideas (Ma et al., n.d.).

Table 8.

Responses to the effectiveness of using video calls on listening and speaking practice

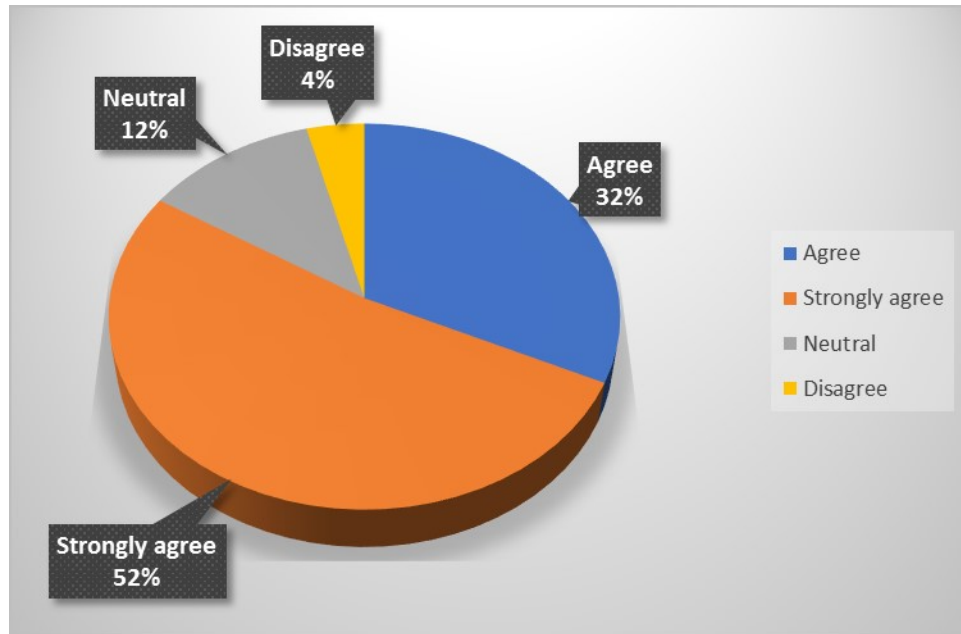
No	Statements	SA	A	N	DA	SD

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						A
20.	I can practice listening and speaking quickly if I use video calls	19	15	1		
22.	The practice of listening and speaking requires relatively less time when using video call	16	10	7	2	
24.	The practice of listening and speaking can be more dynamic when using video call	20	9	4	2	
	Jumlah amount	55	34	12	4	
	Percentage (%)	31.42%	19.42%	6.85%	2.28%	

Diagram 6.

The indicators of the effectiveness of using video calls on the practice of listening and speaking.



From the table and diagram above, it shows that 52% of students answered strongly agree, 32% of students answered agree, 12% of students answered neutral, 4% answered disagreed, and none of the students answered strongly disagreed with the effectiveness of using video calls in practice listening and speaking.

1. The comparison of students' perceptions of practical learning to listen and speak by using google meet and video calls.

Based on the results of the comparative analysis in this study, shows that PKPBI students of the Informatics engineering for the academic year 2021/2022 strongly agree that video calls are easier to access than google meet. A clear display on a video call can facilitate communication between one speaker and another (Shrivastava, 2019). In addition, the practice of listening and speaking requires easy access to communication so that the words conveyed to the recipient of the

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message do not cause misunderstandings. This is in line with (Suri, 2019) which states that good communication media is a medium that is easy to access its customers.

Table 9.

The Convenient comparison use between google meet and video call for practice listening and speaking.

Respon	<i>Google meet (%)</i>	<i>Video call (%)</i>
SA	23	56
A	25	26
N	15	10
DA	30	8
SDA	7	0

From the table above, it is known that 56% of students strongly agree that video call has easier access to be used in listening and speaking practices than google meet. 30% of students do not agree that Google Meet is said to have easy access to be used in listening and speaking.

The second comparison in this study is related to the convenience obtained by students when practicing listening and speaking and getting corrections or feedback easily or directly from friends and lecturers. The comparison results show that video calling is a choice that is highly approved by students as a medium that provides convenience in the practice of speaking Arabic and providing corrections to these activities rather than google meet. An easy learning process can have a

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positive impact on student psychology, such as the emergence of courage, loss of boredom, and increased motivation to learn (Arianti, 2019). Likewise, feedback (correction/feedback) in a learning process, both from peers and teachers/lecturers can construct new knowledge for students (Siagian & Pinem, 2021). This is important to help the quality of students' language abilities and skills.

Table 10.

The Comparison of Convenient use between google meet and video calls in practice speaking Arabic and getting corrections from friends and lecturers

Responses	<i>Google meet (%)</i>	<i>Video call (%)</i>
SA	3	64
A	22	24
N	31	6
DA	31	6
SDA	13	0

From the table above, it is known that 64% of students strongly agree that video calls are easier to use in listening and speaking practice and easier to get corrections from friends and lecturers than using google meet. This is indicated by the presence of 31% of students who disagree and doubt that Google Meet is categorized as having convenient use in listening and speaking practice and ease of getting corrections from friends and lecturers.

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Within the learning process, this practice does not only require convenience in conducting teaching and learning Activities, but it also requires effectiveness so that learning objectives can be achieved optimally. In this study, students responded that video calls were a more effective medium to use in listening and speaking practice than google meet. This effectiveness can be seen in the use of video calls that can be done with a maximum number of 8 people, while Google Meet can be done with a number of more than 10 people. This is in accordance with the video call capacity designed in the WhatsApp feature. The practice of listening and speaking can actually be done by maximizing these features over an unlimited time duration (Rachmayanti & Alatas, 2020).

Table 11.

The Comparison of the effectiveness between the use of google meet and video calls in the practice of listening and speaking

Response	<i>Google meet (%)</i>	<i>Video call (%)</i>
SA	0	52
A	10	32
N	22	12
DA	39	4
SDA	29	0

From the table above, it is known that 52% of students strongly agree that video calls are more effective to use in listening and speaking than using Google Meet. This is indicated by the 39% of students who do not agree that google meet is effective for use in listening and speaking practice.

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D. Conclusion

There have been three points that can be concluded from this research. First of all, students found that it is convenient to access video calls rather than google meet to use in listening and speaking practice. This is indicated by the comparison of 56% strongly agree and 30% disagree between students who felt conveniently using video calls and google meet to practice listening and speaking.

Next, the students found it easier to use video calls rather than to use google meet for practicing listening and speaking as well as to get corrections from friends and lecturers. This has been indicated by the comparison of 64% strongly agree and 31% disagree and doubt among students who easily use video calls and google meet to practice listening and speaking as well as to get corrections from friends and lecturers.

Finally, in the students' perception, the use of video calls has been more effective than google meet for practicing listening and speaking. This has been shown by the comparison of 52% of students who strongly agree with the effective use of video calls to practice listening and speaking, then there has been 39% of students who disagree with the effectiveness of Google Meet for practicing listening and speaking.

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