



The Effectiveness of Using Lecture Maker-Based Learning Media to Student's Arabic Listening Skills

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Abstract. Listening is one of the important Arabic skills to be learned by elementary school students. However, many Arabic teachers only use traditional learning media in teaching listening, even though in the digital era, there is a lot of software that can be used to produce learning media. The purpose of this study was to determine the effectiveness of using lecture maker-based learning media to students' Arabic listening skills. The type of research is quasi experimental with posttest-only design with non-equivalent groups. Researchers used cluster random sampling technique. The selected samples are 26 students of fifth grade of Al-Marhamah Integrated Islamic Elementary School at Kampung Dalam Pariaman, West Sumatra, Indonesia. Data was collected through listening test which was then analyzed quantitatively using t-test. The results showed that the $t_o > t_t$ ($3,52 > 1,71$), so that H_0 is accepted and H_1 is rejected, meaning that the lecture maker-based learning media is effective to optimize students' Arabic listening skills.

Keywords: Lecture Maker · Learning Media · Listening Skills

1 Introduction

Learning Arabic in today's digital era has changed along with developments. Arabic teachers must be able to adapt to technological advances so that learning Arabic remains attractive to students. One way is by bringing technology into Arabic classes, for example as a learning medium. The learning process will run well if it is accompanied by learning media that are in accordance with technological developments, because using learning media that is in accordance with technological developments will help the learning process to be efficient, not monotonous, and not boring, especially if the material being taught is a foreign language (Arabic) for elementary school level students.

Using digital technology-based media is certainly the right choice for learning Arabic today. Especially for elementary school students who in fact really need extrinsic motivation. The presence of digital media in Arabic classes in elementary schools will certainly be an extrinsic motivation for learning Arabic for their students. Students

who are motivated to learn Arabic will usually put all their efforts into mastering Arabic learning materials so that this will indirectly affect their Arabic learning achievements.

The use of digital media is needed in learning all Arabic language skills, including listening skills. Listening skill is an Arabic language skill that is very important for beginners such as elementary school students. Good listening skills are a good start for the development of other Arabic language skills. The use of digital media in learning listening skills especially for beginners such as elementary school students plays an important role because besides its main function as learning media it can also attract students' attention.

The presence of digital media in the form of audio-visual is certainly very helpful for teachers in learning Arabic listening skills. suggests that listening in a native (Arabic) language speaker's environment will be different from listening in Arabic learning. Difficulties in learning Arabic listening are caused by several factors, namely (a) Arabic is a foreign language for students, (b) Arabic is not heard all the time, and (c) there are striking differences between the structure of Arabic and the structure of Indonesian. By paying attention to the opinion put forward by Kafi [1], audio-visual-based digital media can be said to be one of the right media choices for learning Arabic listening skills. Although making audio-visual-based Arabic learning media requires special expertise, it does not mean that the use of this media is avoided and abandoned by Arabic teachers. Moreover, Arabic listening skills are always associated with the first activity carried out by students in learning Arabic, where they generally listen to language input from their environment, so audio-visual media is needed as a provider of adequate input that students will receive and learn.

Various studies related to digital media, especially related to audio-visual in learning Arabic listening have been carried out. Putry, 'Adila, Sholeha, & Hilmi [2] suggested that video-based learning is a learning trend in this industrial era, while Taufik, Wijaya, Khikmah, Rahmat, Aziz, Subiyadi, et al [3] argued that the use of audio-visual media such as YouTube as a medium in learning listening skills in the 21st century is in great demand by Arabic learners and has implications for improving the quality of learning and overcoming saturation of conventional learning media. Various research projects have also been conducted regarding digital media, especially audio-visual in learning Arabic listening skills. Sulaiman, Muhammad, Ganapathy, Khairuddin, & Othman [4] proved that the use of video media in learning listening is more effective than using only audio media. Several other researchers examined how the implementation of audio-visual media in learning Arabic listening for students in several universities [5] [6], about the effectiveness of audio-visual media on learning Arabic listening in elementary schools [7] and in secondary schools [8], as well as regarding the development of audio-visual media for learning Arabic listening for students [9].

Lecture Maker is one of the right software choices to be used to produce digital media for learning Arabic listening skills in audio-visual form, because (a) Lecture Maker is software that has complex menus so that it can produce interesting audio-visual presentation media, and (b) although the Lecture Maker has a complex menu, it is quite easy to operate so that it can be mastered quickly by the user. Lecture Maker is equipped with an audio video creation program so that the output is representative

for Arabic listening learning media. Besides that, the Lecture Maker also provides facilities for making quizzes or tests for students which provide options for multiple choice or essays so that it is very appropriate for Arabic listening tests at the end of learning.

Various research projects have also been carried out related to Lecturer Maker-based learning media in various fields of science, but the majority of this research is in the form of development research [10] [11] [12], while special research measuring the effectiveness of using Lecturer Maker-based learning media is still rare, as well as in the field of learning Arabic. Some research projects that have been carried out by researchers related to Lecturer Maker-based learning media in the field of learning Arabic are the development of media using Leture Maker for learning Arabic (in general) [13] and for learning Arabic vocabulary (specifically) [14], while research related to the development of learning media using Leture Maker for learning Arabic listening or related to measuring the effectiveness of using the Leture Maker-based learning media on Arabic listening skills has not been found.

Based on the description above and the literature review, it can be concluded that the use of audio-visual-based digital media is urgent and effective for Arabic listening skills, especially for elementary school students. Lecture maker-based learning media as one of the appropriate media for learning Arabic listening has not yet been used. Therefore, measuring the effectiveness of using Lecture maker-based learning media on Arabic listening skills is important.

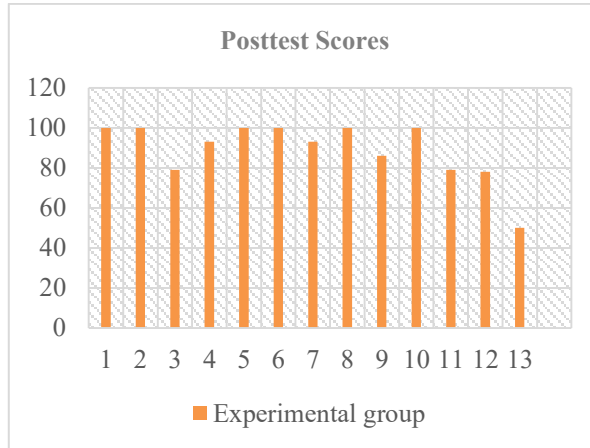
2 Methods

The researcher used a quasi--experimental research method with a posttest-only design with non-equivalent groups, meaning that both the experimental group and the control group were only given a post-test. The location of this research is Al-Marhamah Integrated Islamic Elementary School (SDIT Al-Marhamah) at Kampung Dalam Pariaman, West Sumatra, Indonesia. This research was conducted in the even semester of the 2021/2022 academic year. The research population was all SDIT Al-Marhamah students, while the research sample was 26 fifth grade students who were taken using cluster random sampling technique. Furthermore, the sample was divided into two groups, namely the experimental group of 13 students and the control group of 13 students.

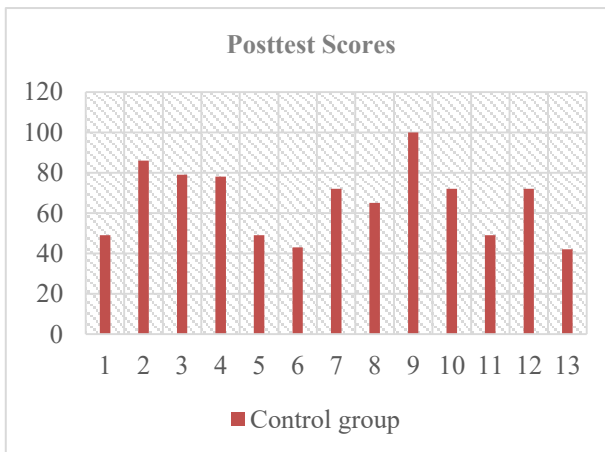
The data was collected by an Arabic listening skills test. The instruments are questions on the Arabic listening skills test which are arranged according to the indicators. After the data was collected, the researchers tested the normality and homogeneity of the data. Next, the researchers analyzed the research data through a t-test to find answers to the hypotheses. In this study, there are two hypotheses, namely the alternative hypothesis and the null hypothesis. The alternative hypothesis (H_1) is accepted if t_{count} is greater than t_{table} ($t_o > t_t$), otherwise the null hypothesis (H_0) is accepted if t_{count} is smaller than t_{table} ($t_o < t_t$).

3 Results and Discussion

Researchers conducted a series of experiments using Lecture Maker-based learning media to improve students' Arabic listening skills at SDIT Al-Marhamah Kampung Dalam Pariaman, West Sumatra, Indonesia. The research sample was divided into two groups, namely the experimental group and the control group. After the experiment was completed, both groups were given an Arabic listening skills test. The posttest results are as follows.



(a)



(b)

Fig. 1. Posttest scores: (a) experimental group and (b) control group

Furthermore, researchers tested the normality of the data to find out whether the data was normally distributed or not. The data normality test was carried out by the Lilliefors test with the criteria that if L_{count} is greater than L_{table} it means that the data is not normally distributed and if L_{count} is less than L_{table} it means the data is normally distributed. The results of the normality test are as follows.

Table 1. Normality Test for Experimental Group

No.	X_i	F	$F_{ku} \leq m$	Z_i	F(Zi)	S(Zi)	F(Zi) - S(Zi)	[F(Zi) - S(Zi)]
1	50	1	1	-2,651	0,004	0,076	-0,072	0,072
2	78	1	2	-0,751	0,226	0,153	0,072	0,072
3	79	2	4	-0,683	0,247	0,307	-0,060	0,060
4	86	1	5	-0,208	0,417	0,384	0,032	0,032
5	93	2	7	0,265	0,604	0,538	0,066	0,066
6	100	6	13	0,740	0,770	1	-0,229	0,229
N		13			L_{count}	0,229		
\bar{X}	89,076	89,08						
Sd	14,744	14,74			L_{table}	0,234		

Based on the table above, it can be seen that L_{count} is 0.229 while L_{table} is 0.234. Thus, L_{count} is smaller than L_{table} . It means that the experimental group data is normally distributed.

Table 2. Normality Test for Control Group

No.	X_i	F	$F_{ku} \leq m$	Z_i	F(Zi)	S(Zi)	F(Zi) - S(Zi)	[F(Zi) - S(Zi)]
1	42	1	1	-1,314	0,094	0,076	0,017	0,017
2	43	1	2	-1,259	0,103	0,153	-0,049	0,049
3	49	3	5	-0,928	0,176	0,384	-0,208	0,208
4	65	1	6	-0,046	0,481	0,461	0,019	0,019
5	72	3	9	0,339	0,632	0,692	-0,059	0,059
6	78	1	10	0,669	0,748	0,769	-0,020	0,020
7	79	1	11	0,724	0,765	0,846	-0,080	0,080
8	86	1	12	1,110	0,866	0,923	-0,056	0,056
9	100	1	13	1,882	0,970	1	-0,029	0,029
N		13			L_{count}	0,208		
\bar{X}	65,846	65,85						
Sd	0	18,14			L_{table}	0,234		

Based on the table above, it can be seen that L_{count} is 0.208 while L_{table} is 0.234. Thus, L_{count} is smaller than L_{table} . It means that the control group data is normally distributed.

The researcher also tested the homogeneity of the data to find out whether the data was homogeneous or not. The data homogeneity test was carried out by the F_{test} with the criteria that: if F_{count} is greater than F_{table} , it means that the sample group has a non-homogeneous variance and if F_{count} is less than F_{table} , it means that the sample group has a homogeneous variance. The results of the homogeneity test are as follows:

Table 3. Homogeneity Test

	Experimental Group	Control Group
\bar{X}	89,076	65,846
Varians 1	217,410	329,141
F_{test}		0,66
F_{table}		2,58

Based on the table above, it can be seen that F_{count} is 0.66 while F_{table} is 2.58. Thus, F_{count} is smaller than F_{table} . It means that the data is homogeneous.

The next stage is hypothesis testing. In this study, there are two hypotheses, namely the alternative hypothesis (H_1) and the null hypothesis (H_0):

H_1 : The use of lecture maker-based learning media is effective for students' Arabic listening skills.

H_0 : The use of lecture maker-based learning media is not effective for students' Arabic listening skills.

The hypothesis is tested with the t_{test} with the criteria: if t_{count} is greater than t_{table} , the alternative hypothesis (H_1) is accepted and if t_{count} is smaller than t_{table} , the null hypothesis (H_0) is accepted. The results of the hypothesis test are as follows.

Table 4. t-test

Group	n	n-1	1/n	\bar{X}	$\bar{X}_1 - \bar{X}_2$	S^2	S_{gab}^2
Experimental	13	12	0,076	89,076	23,230	217,410	16,531
Control	13	12	0,076	65,846			
Σ			0,153				
t_{count}					3,52		
t_{table}					1,71		

Based on the table above, it can be seen that t_{count} is 3.52 while t_{table} is 1.71. Thus, t_{count} is greater than t_{table} , so the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It means that the use of lecture maker-based learning media is effective on students' Arabic listening skills.

Lecture maker-based learning media as one of the IT-based audio-visual media has proven to be effective in improving students' Arabic listening skills. The results of this study are in line with those emphasized by Hamidah & Marsiah [15] in their re-

search implications that multimedia communication can improve students' listening skills in foreign languages both offline and online, and are also in line with the research results of Mufidah, Isyaty, Kholis, & Zulfiqar [16] which shows that the use of ICT in Arabic listening learning can increase student learning motivation and make students more active in learning and does not necessarily position the lecturer as a central figure in teaching and learning activities. McCarthy [17] also emphasized that in many cases this digital culture has influenced student skills and preferences in a number of key areas related to education. Thus, it can be concluded that in general the use of digital media in learning can have a positive impact on students. However, the teacher's role as a driver in the use of digital learning media is still needed, as emphasized by McCarthy [17] that it is important that new technologies are integrated into learning and teaching only when driven by pedagogy, rather than technology for technology's sake.

4 Conclusion

Based on the results of the study, it can be concluded that the research sample was divided into two groups, namely the experimental group and the control group. L_{count} is 0.229 while L_{table} is 0.234. Thus, L_{count} is smaller than L_{table} . It means that the experimental group data is normally distributed. L_{count} is 0.208 while L_{table} is 0.234. Thus, L_{count} is smaller than L_{table} . It means that the control group data is normally distributed.

F_{count} is 0.66 while F_{table} is 2.58. Thus, F_{count} is smaller than F_{table} . It means that the data is homogeneous. t_{count} is 3.52 while t_{table} is 1.71. Thus, t_{count} is greater than t_{table} , so the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It means that the use of lecture maker-based learning media is effective on students' Arabic listening skills. It can be concluded that in general the use of digital media in learning can have a positive impact on students.

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