Innovative Vlog-Based Approaches for Enhancing Arabic Speaking Skills

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ABSTRACT

This research proposes a new approach to improve Arabic speaking proficiency through the use of vlogs in learning. This approach aims to optimize the learning process by utilizing digital technology to facilitate active and interactive speaking practice for students. On this basis, this research provides insight into the potential of using vlogs to improve Arabic speaking competence effectively. This research uses a descriptive qualitative approach. Data collection techniques through interviews, observation, and documentation. The results of this research show that learning Arabic speaking skills through the vlog approach can provide optimal learning outcomes including increased student motivation and engagement, creativity and innovation in learning, mastery of technical and digital skills, development of in-depth speaking skills, and increased confidence in communicating.

Keywords: Descriptive Qualitative Research, Student Motivation, Digital Learning Tools

ABSTRAK

Penelitian ini mengusulkan pendekatan baru untuk meningkatkan kemahiran berbicara bahasa Arab melalui penggunaan vlog dalam pembelajaran. Pendekatan ini bertujuan untuk mengoptimalkan proses pembelajaran dengan memanfaatkan teknologi digital untuk memfasilitasi praktik berbicara aktif dan interaktif bagi mahasiswa. Atas dasar tersebut penelitian ini memberikan wawasan tentang potensi penggunaan vlog dalam meningkatkan kompetensi berbicara bahasa Arab secara efektif. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data melalui wawancara, observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pembelajaran kemahiran berbicara bahasa Arab melalui pendekatan vlog mampu memberikan hasil pembelajaran yang optimal diantaranya peningkatan motivasi dan keterlibatan mahasiswa, kreativitas dan inovasi dalam pembelajaran, penguasaan keterampilan teknis dan digital, pengembangan kemahiran berbicara yang mendalam, dan peningkatan kepercayaan diri dalam berkomunikasi.

Kata Kunci : Penelitian Deskriptif Kualitatif, Motivasi Mahasiswa, Alat Pembelajaran Digital.

Introduction

In the context of Arabic language learning, proficiency in speaking is one of the primary skills that language learners must master. Speaking constitutes an integral part of communication and interaction in Arabic, encompassing everyday situations such as conversing with friends, interacting with colleagues, or communicating with local community members in Arabic-speaking countries. Therefore, speaking proficiency becomes a central focus in the process of learning Arabic (Hartanto, 2020; Abdullah & Rahman, 2019; Youssef & Salem, 2021).

The importance of speaking proficiency in learning Arabic is not only related to the ability to convey messages clearly and effectively but also to the ability to understand and respond to spoken language in various communicative situations. This includes the ability to speak correctly and politely in formal situations, such as academic presentations or job interviews, as well as the ability to speak casually and familiarly in informal settings. Through good speaking skills, students can understand social and cultural norms, as well as gain insights into communication practices prevalent in Arab societies (Al-Qahtani, 2015; Badawi, 2018). Hence, the development of speaking proficiency should be a priority in the Arabic language curriculum, and innovative and effective approaches need to be explored to enhance the quality of speaking proficiency education among students (Shidqi & Mudinillah, 2021).

One of the main challenges in learning to speak Arabic is the lack of opportunities for authentic and continuous speaking practice. Students often feel awkward and lack confidence when speaking in Arabic, especially in environments that do not support natural language practice (Ilmiani et al., 2021). Additionally, limited interaction with native speakers and a lack of engaging learning media make the learning process monotonous and less effective (Marlius et al., 2021). To address this, innovative and interactive approaches, such as the use of vlogs in language learning, are necessary. Vlogs allow students to practice speaking in more realistic and engaging contexts and provide them with opportunities to develop relevant technical and digital skills (Linur & Mubarak, 2022).

Optimizing students' improvement in Arabic speaking proficiency involves several complex and diverse aspects. First, providing opportunities for students to practice speaking Arabic outside the formal learning environment, such as chances to

interact with native Arabic speakers or to engage in real communicative situations. Second, oral communication skills, especially if they are new to learning the language, require continuous practice and practical experience to develop. Therefore, a holistic and integrated learning approach is needed in Arabic language education, including student-centered learning, diverse practice opportunities, support from instructors and fellow learners, and the appropriate use of technology (Abdullah et al., 2020).

Previous research indicates that vlogs have many advantages, including enhancing students' speaking skills by providing relevant contexts and increasing students' motivation and engagement in the learning process (Ilmiani et al., 2021). Social media and technology provide easier and more flexible access to various learning resources and open new opportunities for developing speaking proficiency. One increasingly popular approach is the use of video blogs or vlogs as a learning tool. Vlogs are video content created by individuals or groups and published online. In language learning, vlogs can be an effective tool for improving speaking proficiency due to several advantages, including 1. Timeliness and relevance, 2. Visual and auditory engagement, 3. Material diversity, 4. Active interaction, 5. Accessibility and flexibility, 6. Collaboration and collaborative learning. Thus, using vlogs as a learning tool can offer an innovative, engaging, and relevant approach to modern learning needs, combining the advantages of social media and technology in enhancing Arabic speaking proficiency among students (Ananda & Mardiah, 2020).

Further research is needed to explore the use of vlogs in improving students' Arabic speaking skills, as most previous studies have focused on school students. Although there is already evidence demonstrating the effectiveness of vlogs in language learning, more in-depth studies are required to understand how this approach can be effectively applied at the higher education level (Aloraini, 2018; Linur & Mubarak, 2022). Previous research has shown that the use of vlogs can increase students' motivation and engagement in the learning process (Hung, 2015; Zarei & Rezaeni, 2015). However, more comprehensive studies are needed to understand how this approach can be effectively implemented at the higher education level.

This study aims to explore the effects of the vlog approach on students' Arabic speaking skills achievement. This study will examine how the use of vlogs can affect students' motivation, engagement, and speaking competence in Arabic. Specifically,

this study seeks to answer the following questions: 1) How does the vlog approach affect students' motivation and engagement in learning to speak Arabic? 2) Does the use of vlogs significantly enhance students' Arabic-speaking competence?

Methods

This study employs a qualitative descriptive approach aimed at systematically and meticulously describing observed phenomena (Rusandi & Rusli, 2021). The focus of this research is on optimizing Arabic speaking proficiency through the vlog approach in Arabic language learning, specifically in the Arabic language proficiency development course for second-semester master's students in Arabic Language Education for the Academic Year 2024.

Data collection techniques were conducted through data triangulation, which included interviews with respondents, field observations, and document analysis. Observations were carried out through direct field observations during the Arabic language proficiency development course. Interviews were conducted with 10 second-semester Arabic Language Education students enrolled in the course. Documentation data were obtained from vlog videos uploaded by students on their respective YouTube channels.

During the interviews, students were asked to share their experiences regarding the use of vlogs in enhancing their Arabic speaking proficiency, including the challenges encountered and the benefits perceived. Field observations were conducted to directly observe how students utilized vlogs in the learning process and the interactions that occurred in the classroom. Document analysis was performed on the content of the uploaded vlog videos to assess the quality and effectiveness of vlog usage in developing students' speaking proficiency.

Result and Discussion

Teaching Arabic language proficiency aims for students to master four language skills: reading, writing, listening, and speaking. Among these skills, students are trained to confidently speak and express their ideas or opinions through vlog media. A vlog, short for video blog, is a form of video content produced and published online via platforms like YouTube, Vimeo, or other social media. Speaking proficiency is the ability to effectively convey information, ideas, or opinions to others through words.

Developing speaking skills through vlog media has many advantages, such as enabling individuals to share stories, express opinions, or even build an online community (Wijayanti, 2023).

Vlogs are a potential medium for enhancing Arabic speaking proficiency as they provide real-life experiences. Instructors can observe the non-verbal behaviors, intonation, and facial expressions of vlog creators. This helps students learn not only how to articulate words but also how to communicate meaning and emotions appropriately in Arabic. By creating vlogs, students can build their confidence in speaking Arabic. They learn to overcome nervousness, develop fluency, and enhance their ability to communicate more effectively with native Arabic speakers while positively utilizing social media (Agung Budiartati, 2022).

Students today are generally very familiar with social media platforms like Instagram, YouTube, or TikTok. Instructors can guide students to create content in the form of short videos or daily life stories according to the given themes in Arabic. This allows them to directly apply what they have learned in a relevant and enjoyable context. This activity can also aid in the development of soft skills such as creativity, problem-solving, visual communication, and time management, all of which are highly valuable in the modern world (Darmayanti et al., 2023).

Mahasiswa saat ini umumnya sudah sangat akrab dengan media sosial seperti Instagram, YouTube, atau TikTok. Dosen dapat mengarahkan mahasiswa untuk membuat konten berupa video pendek atau cerita kehidupan sehari-hari sesuai dengan tema yang diberikan dalam bahasa Arab. Ini memungkinkan mereka mengaplikasikan apa yang mereka pelajari secara langsung dalam konteks yang relevan dan menyenangkan. Kegiatan ini juga dapat membantu dalam pengembangan keterampilan lunak seperti kreativitas, pemecahan masalah, komunikasi visual, dan manajemen waktu, yang semuanya sangat berharga di dunia modern saat ini (Darmayanti et al., 2023).

Optimization of Arabic Speaking Proficiency through the Vlog Approach

The process of creating vlogs is tailored to the needs and style of the creator, but some steps can be followed to produce effective and professional vlog content. The

first is planning, where students determine the topic or theme to be discussed in the vlog, and then create a script based on the content idea. The script can consist of key points to be discussed or a narrative to be conveyed in the vlog.

The second is filming. At this stage, the necessary equipment or materials, such as cameras, microphones, and lighting if needed, are prepared, followed by filming according to the prepared script.

The third is editing. This process involves cutting clips, adding transitions, and visual or audio effects, and inserting graphic elements or text if necessary. Ensure good audio quality by adjusting volume, removing unwanted noise, and adding music or background sounds as needed.

The fourth is publishing. After editing is complete, save the video in the appropriate format and upload it to social media platforms or video-sharing sites such as YouTube or Facebook. Optimize the video description, tags, and thumbnail to increase visibility and audience engagement (Wienata & Amelia, 2020).

The fifth is promotion and engagement. Share the vlog on social media and other platforms to increase viewership, build a community, and enhance interaction (Suharsono & Nurahman, 2024).

These stages in vlog creation are utilized by lecturers as facilitators in the development of Arabic speaking proficiency in the Arabic Language Proficiency Development course at UIN Raden Mas Said Surakarta. The stages are as follows:

1. Planning

The lecturer assigns themes for the vlogs that students will create. Three themes are provided during the proficiency development course, particularly for speaking skills through vlogs: a) A vlog with the theme of self-introduction and future goals. b) A free-themed mini-sermon vlog. c) A vlog introducing and promoting the Arabic Language Education program.

Creating a vlog about self-introduction and future goals allows learners to develop narrative skills in Arabic. They need to construct a narrative about who they are, their family background, education, and life goals using appropriate and coherent language. The free-themed mini-sermon vlog helps them hone their ability to construct arguments, express opinions, and provide advice or reflections

orally in Arabic. Lastly, the vlog introducing and promoting the Arabic Language Education program hones their presentation and marketing skills. They need to persuasively explain the benefits and advantages of the study program using effective Arabic.

Through these themes, students not only develop their general Arabic speaking proficiency but also hone specific skills relevant to personal, religious, academic, and professional contexts. This enriches their learning experience by considering real communication situations and challenges in Arabic.

2. Filming and Editing

The lecturer instructs students to choose filming locations that align with the theme and story they have created. Students are given one to two weeks to complete the vlog creation process, including scriptwriting, filming, editing, and uploading the video to their respective YouTube accounts. Allowing up to two weeks provides students the opportunity to produce a high-quality vlog without rushing.

3. Publishing, Promotion, and Engagement

The lecturer asks students to submit the vlog in the form of a link uploaded to their YouTube accounts. Links are then collected in a WhatsApp group for easy tracking of submissions. This allows classmates to access the links, watch each other's vlogs, and provide feedback on strengths and weaknesses. Evaluation by the lecturer is also conducted openly during class. Students present their vlogs via Zoom, after which the lecturer provides feedback and asks for each student's opinion. Vlogs are evaluated on pronunciation (fluency in Arabic speech), grammar (appropriate use of structures and composition), and fluency (coherence in idea delivery without hesitation). Additionally, the vlog's construction is assessed based on creativity in editing, filming, and duration.

Here are some examples of vlogs created by students for each theme:

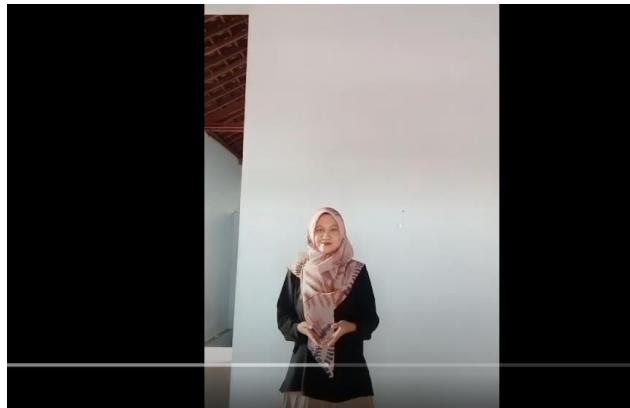*Image 1: Vlog with the Theme of Self-Introduction and Future Goals*

Image 2: Khitobah (Mini-Sermon) Vlog

Image 3: Vlog Introducing and Promoting the Arabic Language Education Program

Based on the aforementioned explanation, lecturers play a crucial role in guiding and monitoring students to create high-quality vlogs, as well as motivating them to utilize technology and social media as facilitators in enhancing their speaking proficiency. This is consistent with the research conducted by Wijayanti on the improvement of speaking skills in German Language Education students through vlog-based learning media (Wijayanti, 2023).

The perception of master's students in Arabic Language Learning regarding the optimization of Arabic speaking proficiency through the vlog approach in the Arabic proficiency development course is as follows. The vlog approach can enhance students' Arabic speaking abilities, as evidenced by increased motivation, active engagement in learning, and improved confidence in using spoken Arabic. As stated by Mutanafisah, a master's student in Arabic Language Education, "Learning through the vlog approach makes me feel confident because I feel I have mastered a foreign language". Students become accustomed to seeing and hearing themselves speak in Arabic. This repeated exposure helps them feel more comfortable and confident in using the language.

In addition to speaking proficiency, the use of vlogs also introduces students to technical skills such as video editing and social media platform management. This adds value in developing multimodal skills, which are essential in the current digital context. As stated by Intiha, a master's student in Arabic Language Education, "A vlog is a form of video that presents both audio and visual elements, and nowadays most people enjoy learning through audiovisual media which can foster enthusiasm. Therefore, during the creation of vlogs, we also learn editing, filming, and exploring ideas to present engaging Arabic-language vlogs".

Overall, creating vlogs encourages students to express themselves more freely and creatively. This helps them find their voice in Arabic and develop a unique and effective communication style. Thus, the vlog approach in Arabic speaking proficiency education has proven effective in increasing student motivation, speaking skills, and engagement, while preparing them to face communication challenges in various professional and academic contexts related to the Arabic language (Hanifah & Makruf, 2023).

Discussion
This study aims to explore the effectiveness of using vlogs to enhance Arabic speaking proficiency among master's students in Arabic Language Education. The results indicate that learning Arabic through vlogs has numerous benefits, such as increasing students' motivation, active engagement, and confidence in speaking Arabic.

Increasing Motivation and Active Engagement
The findings of this study show that using vlogs as a learning medium can enhance students' motivation and active engagement. Previous research supports these

findings, such as a study by Hung (2015) which found that vlog-based learning can increase students' motivation by providing a more interactive and engaging learning experience. Similarly, a study by Zarei & Rezaeni (2015) showed that using vlogs in language learning can enhance student engagement with the content and encourage active participation. Research by Sun & Yang (2015) also confirms that vlogs provide relevant and engaging contexts that are accessible anytime, thereby increasing student engagement.

Another study by Chen et al. (2016) highlighted that vlogs can help students become more engaged in the learning process as they offer a more personal and direct learning experience. These findings are in line with our research results, which show that using vlogs can increase students' motivation and active engagement in learning Arabic.

Development of Technical and Multimodal Skills

In addition to enhancing speaking proficiency, using vlogs also introduces students to technical skills such as video editing and social media platform management. A study by Kelsen (2009) found that integrating technologies like vlogs into language learning can help students develop crucial technical skills in the digital age. Research by Jabr (2017) also demonstrated that using multimedia technology in language learning can enhance students' multimodal abilities, which include visual, auditory, and kinesthetic skills. Terantino (2011) also found that using vlogs in language learning enriches students' learning experiences by combining various forms of media.

This study aligns with the findings by Wang & Chen (2018), which show that using vlogs in language learning helps students develop relevant technical and digital skills, making them better prepared for challenges in an increasingly digital world.

Confidence in Speaking

Creating vlogs allows students to build their confidence in speaking Arabic. A study by Mahmoud (2013) showed that using vlogs in language learning can help students overcome nervousness and increase their speaking confidence. Our findings are consistent with those of Shih (2010), who found that vlogs provide a platform for students to practice speaking in a supportive and non-intimidating environment, thereby boosting their confidence.

A study by Hsieh et al. (2017) also found that using technologies like vlogs can help students feel more comfortable and confident in using a foreign language. This supports our research findings, which show that creating vlogs can help students develop their confidence in speaking Arabic.

Enhancing Communication Skills in Real Contexts

Students today are generally very familiar with social media platforms like Instagram, YouTube, or TikTok. Research shows that integrating social media into learning can help students apply what they learn in real and relevant contexts. A study by Greenhow & Lewin (2016) showed that using social media in education can enhance students' communication skills by providing them with a platform to interact and share information.

Research by Tess (2013) also found that social media can help students develop soft skills such as creativity, problem-solving, and time management. This aligns with our findings, which show that using vlogs can help students develop effective communication skills in various professional and academic contexts.

Conclusion

The results of this study indicate that using vlogs in Arabic language learning has many benefits. Vlogs can increase students' motivation, active engagement, and confidence in speaking Arabic. Additionally, vlogs introduce students to technical skills such as video editing and social media management and help them overcome nervousness and improve speaking fluency.

These findings have significant implications for both the theory and practice of language learning. Theoretically, our results support the literature suggesting that using digital technology in language learning can enhance student engagement and motivation. Practically, vlogs can be implemented as an effective learning method in higher education to develop Arabic speaking proficiency as well as relevant technical and digital skills.

This study has several limitations. First, the use of a qualitative descriptive approach may not be generalizable to all Arabic language learning contexts. Second, the study only involved master's students in Arabic Language Education at one

university, so the results may not apply to a broader population. Third, the limited duration of the study may have affected the findings.

Future research is recommended to use mixed methods that combine qualitative and quantitative approaches to gain a deeper understanding of the effectiveness of using vlogs in Arabic language learning. Additionally, future studies should involve more participants from various educational institutions to increase the generalizability of the findings. Finally, longitudinal studies that observe the long-term effects of using vlogs in language learning are highly encouraged.

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