



The Utilization of Arabic Language Animated Video Media on Students' Speaking Skills

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Abstract

This research aims to describe the effectiveness of utilizing Arabic language animated video-based learning technology on students' speaking skills at Islamic Junior High School in Indonesia. The study adopts a qualitative approach with a case study method. Data collection techniques include direct observation of the utilization of Arabic language animated video media and in-depth interviews with informants. The qualitative approach was chosen to provide a deep understanding of teachers' and students' experiences and perspectives regarding the use of Arabic language animated video-based learning media. Based on data analysis, the research concludes that the use of technology media significantly benefits in improving students' Arabic speaking skills at Islamic Junior High School in Indonesia. Through this learning media, teachers can present learning materials in a more engaging and interactive manner, which directly captures students' interest and attention. Furthermore, Arabic language animated video media also enhances students' motivation to learn and speak Arabic.

INTRODUCTION

One of the subjects taught to students in Islamic Junior High School is Arabic language. One of the skills that students must master is the ability to speak Arabic (Adawiyah & Jennah, 2023). Speaking skill is one of the abilities frequently used in daily life, as speaking serves as a vital communication language from early childhood through adulthood (Febiola & Yulsyofriend, 2020). The ability to speak in Arabic holds great significance in conveying one's ideas and thoughts through words. Speaking ability is considered the second skill after listening proficiency. Speaking skill is one of the language skills to articulate sounds or words to express, convey, and communicate opinions, thoughts, and feelings to an individual or group orally, whether face-to-face or remotely (Sulistyawati & Amelia, 2021).

Speaking skill is a crucial aspect in language, as specifically stated by Tarigan in 2008, who defines it as the ability to articulate sounds or words to express, convey, and communicate thoughts, ideas, and feelings (Fitri & Hartini, 2020).

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Good speaking skills will facilitate others or message recipients to understand and comprehend the ideas and thoughts being conveyed. The objectives of speaking skills include: i) fostering students' curiosity in learning, ii) focusing students' attention on learning, iii) examining difficulties that hinder students' learning, iv) cultivating active learning methods for students, v) providing students opportunities to seek information, vi) encouraging students to express opinions, and vii) testing and measuring students' learning outcomes (Dewi et al., 2021).

This speaking ability often serves as a primary indicator of success in learning foreign languages, especially Arabic. One method of assessing speaking skills includes aspects such as articulation, appropriateness of expression in conversation contexts, and also the courage to speak (Nanda, 2023). The ability to speak Arabic can be demonstrated in various ways such as expressing ideas, social interaction, delivering speeches, storytelling, or debating (Guspita, 2025; Ikhlas et al., 2025; Wagu & Riko, 2020). However, in the process of learning Arabic, especially in terms of speaking skills, there are several challenges such as the lack of progress in Arabic language learning methods, which make it difficult for students to learn it (Pramesti & Makbul, 2023). Therefore, an educator needs to find effective ways to determine suitable strategies, methods, and media to make Arabic language learning more enjoyable, especially in speaking skills (Amirudin, 2017; Nasier, 2020).

In the digital era, learning is no longer limited to conventional methods but has integrated current technology. Many teachers utilize various technology-based learning media. Effective collaboration between teachers and technology is key to success in education in the digital age (Sitompul, 2022). Teachers who can integrate technology well in teaching can create more engaging and effective learning experiences for students (Alicia & Rani, 2022). One example of learning media is animated videos, where animated characters are used to visualize learning materials. The use of animated videos in education aims to create memorable and easily recalled learning experiences for students (Revlinasari et al., 2021). This media allows students to engage both their auditory and visual senses simultaneously, aiding them in remembering and experiencing the learning material more deeply (Annisa et al., 2023).

As previously mentioned, Arabic language animated video-based learning media combines auditory and visual aspects, thus can be classified as audio-visual media. There are several advantages of using audio-visual media, including: making the learning process clearer and more engaging; increasing interactivity levels in learning; improving the quality of learning outcomes; transforming the role of teachers into more positive and productive; and making learning methods more diverse and enjoyable (Nadifah et al., 2023). The animated video media used by the teacher is Arabic-language animated videos.

Teaching speaking skills at Islamic Junior High School is crucial for mastering Arabic. Teachers strive to develop students' ability to speak in line with Arabic language learning objectives. However, the reality is that students still struggle to understand sentences when communicating with teachers, especially in choosing appropriate words, which limits their ability to speak fluently. As for the students, they also feel afraid, embarrassed, and lack confidence in answering questions posed by the teacher. In the implementation of Arabic language learning, especially speaking skills, there are several challenges faced, including the backwardness of Arabic language learning methods which result in difficulty for students to learn. Therefore, a teacher must find the right formula in determining strategies, methods,

and even media used so that Arabic language learning, especially speaking skills, can be enjoyable and effective. The lack of interest from students in speaking learning is due to teachers not yet optimizing the use of instructional media, resulting in speaking lessons feeling very dull and failing to capture the students' attention. This has an impact on the students' limited mastery, particularly in speaking skills.

Based on observations conducted by researchers at Islamic Junior High School 1 Kota Malang, it was found that Arabic language teachers have been using video animation-based learning media to teach speaking skills. In the study (Al Habsyih, 2023), it was stated that the use of video animation-based learning media has proven effective. However, the study did not focus on Arabic speaking skills. Therefore, this research aims to describe and investigate the utilization of Arabic language video animation learning technology on students' speaking skills school.

METHODS

This research adopts a qualitative approach using a case study method. A case study is a comprehensive, intensive, detailed, and in-depth research design aimed at examining specific contemporary issues or phenomena (Afifah & Utami, 2024; Engkizar et al., 2023, 2024). The data sources used in this study include observations, interviews, and several journals related to the utilization of Arabic language animation videos. The research object is students and teacher from Islamic Junior High School 1 Kota Malang, Indonesia. Data collection techniques involve observation of field activities related to students' speaking abilities, interviews, and documentation such as photographs of research-related activities. The data analysis techniques employed in this study include data collection, data reduction, data display, and drawing conclusions (Engkizar et al., 2022, 2025; Guspita, 2025; Khairunisa et al., 2025; Wulandari et al., 2024). During data collection, the researcher gathers relevant data for the study. In data reduction, the researcher identifies data pertinent to the study. In data display, the researcher presents the acquired data briefly and clearly. Finally, in drawing conclusions, the researcher derives conclusions related to the conducted research.

RESULT AND DISCUSSION

Based on data analysis, the study found that the use of technology-based media provides significant benefits in improving students' Arabic speaking skills at Islamic Junior High Schools in Indonesia. Through this learning medium, teachers can present instructional materials in a more engaging and interactive manner, which directly attracts students' interest and attention. In addition, Arabic animation videos also enhance students' motivation to learn and practice speaking in Arabic.

The teacher collaborated with Institut Teknologi Bandung students to create Arabic language animation videos and displayed them using an LCD screen in the classroom. This approach has several significant benefits, namely the first in teaching Arabic language, especially speaking skills, there are several challenges to be faced, such as the lag in developing teaching methods that can complicate the learning process for students. Therefore, a teacher needs to find the right formula to determine the appropriate strategies, methods, and media so that Arabic language learning, particularly speaking skills, can be enjoyable. Additionally, students' lack of interest in speaking learning is often caused by the teacher's suboptimal use of teaching media, making learning boring and less engaging for students. This can impact students' speaking proficiency negatively. The second students have the

opportunity to replay Arabic language animation videos. This allows them to review and study the material at their own pace. They can repeat sections that require further understanding, thereby enhancing their listening and comprehension skills.

The third by using conversational examples in animation videos, students can learn from good conversation patterns in Arabic. They can observe the sentence structures used, the vocabulary employed, and the correct pronunciation. Through watching these videos, students can practice speaking Arabic more fluently and accurately. The fourth these conversation videos simultaneously help students improve their speaking skills (*maharah kalam*) and their listening and comprehension abilities (*maharah istima'*) in Arabic. Apart from learning to speak in Arabic, students also practice listening to and understanding conversations in the language.

By combining animation videos with LCD screens, teachers can create a more engaging and diverse learning environment. This approach helps students practice their speaking skills (*maharah kalam*) in Arabic and enhances their understanding of conversations they will use in class presentations. Teachers choose Arabic language animation videos for several reasons. First, they find that the animation video creation applications are easy to use, aiding them in creating engaging learning content. Second, the final results of the animation videos are considered appealing and capable of capturing students' attention. Animation videos effectively deliver learning material visually, making it easier for students to understand. Moreover, these Arabic language animation videos serve as a medium to convey content to students.

Learning media has various benefits, one of which is enhancing student motivation. The use of media in learning can motivate students during their studies. Students' learning enthusiasm can increase with new innovations. They gain knowledge from video broadcasts containing initially abstract and boring material, which becomes concrete, clear, and easily understandable. In addition to boosting students' learning motivation, learning Arabic using animation videos can also develop students' multilingual skills. The animated videos feature native speakers and are supplemented with Indonesian translations. Animation videos are audiovisual media that combine audio and visuals. Because they involve both auditory (hearing) and visual (seeing) media, they are highly suitable as enjoyable and non-boring learning media (Handayani & Syafi'i, 2022).

The animation video media in this study is a learning media in the form of cartoon animation that helps students better understand the subject matter. Students become more focused on learning and experience a new learning atmosphere. Several benefits of using animation videos as media are explained follows: i) high effectiveness and speed in delivering the material, ii) able to replay specific discussions, iii) videos can analyze processes and events in detail and concretely, iv) capable of transforming abstract objects or materials, v) durable and not too damaging to be played repeatedly, vi) requires a teacher's ability to operate technology, viii) enhances basic skills and provides new experiences for students and ix) animation media directly relates to learning objectives and curricula focused on student learning activities (Handayani & Syafi'i, 2022; Purwanto, 2018; Salida & Zulpina, 2023).

Here are the results of the interview with the Arabic language teacher at Islamic Junior High School 1 Malang regarding the utilization of Arabic language animation video media on students' speaking skills. He mentioned that the use of Arabic language animation videos involves several stages, including:

The first introduction. The introduction is the initial part of the learning process where the teacher communicates the learning objectives and learning context

to the students. Additionally, the teacher will explore students' prior knowledge of dialogue texts and Arabic grammar related to it. This introduction aims to mentally prepare students and provide them with initial understanding of the topic to be studied. According to the findings from the interview with the informant below.

In the introductory stage, I always convey the learning objectives so that students understand the direction of the learning activities. I also attempt to connect the material with their prior experiences, for instance by asking them to recall simple Arabic conversations they have previously learned. This helps students to be mentally prepared before engaging with the core material (informant 1). The introduction is an essential part because it is at this stage that I explore students' prior knowledge. I usually ask about Arabic grammar related to the dialogue text to be studied. In this way, students do not feel unfamiliar with the new material and can more easily comprehend the content of the lesson (informant 2)

The second introduction to Arabic language animation video. Introduction to Arabic language animation video is the stage where the teacher introduces the animation video to the students. Furthermore, the teacher will outline a summary of the dialogue text that will be studied through the animation video and inspire students by explaining the importance and relevance of this learning. Introducing this Arabic language animation video can help students see the real benefits of learning Arabic through animation videos, thus motivating them to participate in the learning process enthusiastically. According to the findings from the interview with the informant below.

In the introduction stage, I always begin by explaining the summary of the dialogue text contained in the animation video. In this way, students gain an initial overview before watching. I also emphasize the importance of the material so that they feel motivated to learn (informant 3). I introduce the animation video by linking the content of the conversation to students' daily lives. This approach makes it easier for them to understand the relevance of learning Arabic. Afterwards, I provide encouragement so that they are enthusiastic about participating in the learning process (informant 4)

The third watching animation videos. Watching animation videos is the stage where students will watch the animation video together in class. The teacher ensures that students pay full attention and understand the content of the video. If there are parts that are unclear to the students, the teacher will provide explanations or translate those parts. By ensuring that students follow attentively and understand the content of the animation video, and providing additional explanation if necessary, the teacher aims to ensure that students derive optimal benefits from using animation videos in learning. The main focus is for students to understand the content, conversations, and messages conveyed in the animation video so that they can connect their learning to the broader context of the Arabic language. According to the findings from the interview with the informant below.

When students watch the animation video, I always remind them to stay focused and pay attention to the content. If there are parts that are difficult to understand, I immediately provide explanations or translations so that they do not lose the context. In this way, students can clearly comprehend the conversations and messages conveyed (informant 5). Watching the animation video together in class creates a more lively learning atmosphere. I ensure that every student truly pays attention to the content of the video. Afterwards, I revisit certain sections to confirm their understanding. If there are still unclear parts, I provide additional explanations (informant 6)

The fourth discussion and understanding of the material. Discussion and understanding of the material is the stage where students will participate in a

discussion session about the content of the video and the material presented. The objective of this stage is to enhance students' understanding of the conversations, grammar, or concepts taught in the video, and encourage them to actively participate in discussions and share their perspectives. Through discussions and understanding of the material, students are given the opportunity to share their understanding with classmates and broaden their knowledge through various perspectives and insights. Through active interaction in these discussions, students can gain deeper understanding and enrich their learning experience. According to the findings from the interview with the informant below.

After the students watched the animation video, I invited them to engage in a discussion about the content of the conversation. I asked them to restate it in their own words to reveal the extent of their understanding. This discussion helped me identify the students' difficulties while simultaneously reinforcing their comprehension (informant 7)

The fifth practice and activities. Practice and activities are the stage where students will be given exercises or activities involving the understanding and application of the material taught through animation videos. The goal of this stage is to ensure that students can practice and apply the knowledge they have gained from the video in relevant situations. Through practice and activities, students can test their understanding of the material and practice the skills learned from the video. Practice and activities also help students deepen their understanding of the material and enhance their Arabic language skills. With guidance from the teacher, students feel supported and can build confidence in applying their knowledge. According to the findings from the interview with the informant below.

After the students watched the animation video, I provided them with a simple dialogue exercise that they had to practice in pairs. In this way, they could immediately apply the newly learned vocabulary and sentence structures. This exercise helped the students to become more confident in speaking Arabic (informant 8)

The sixth evaluation and feedback. Evaluation and feedback is when the teacher assesses students' understanding of the material taught through animation videos. This evaluation can take the form of assignments, exercises, or tests related to the material (Khaerunnisa, 2020; Tiandini et al., 2024). The purpose of this stage is to assess how well students have understood and mastered the material, and provide meaningful feedback to students. The feedback provided helps students improve their understanding and identify areas that need improvement (Astuti, 2018; Burhanuddin, 2024; Fahmi & Adhimah, 2024; Syafei, 2025). With additional support from the teacher, students can enhance their understanding and develop their Arabic language skills more effectively. Additionally, the use of animation videos in Arabic language learning also leverages students' natural curiosity about new things, including media. Students tend to be enthusiastic about exploring and experiencing new media, and the use of animation videos can provide variety and a more diverse learning experience. With a creative and interactive approach, Arabic language learning becomes more engaging and avoids the perception of being boring.

CONCLUSION

This study demonstrates that the use of technology-based learning media, particularly animation videos, is effective in enhancing students' Arabic speaking skills. Animation videos not only make the learning process more engaging and interactive but also increase motivation, strengthen the understanding of concepts and vocabulary, and foster students' confidence in communicating in Arabic. The

findings confirm that the research objective, namely identifying the benefits of technology-based media for Arabic speaking skills, has been achieved. A practical implication of this study is the necessity for teachers to integrate animation videos as part of their Arabic language teaching strategies, especially to encourage active student participation and reinforce learners' communication skills.

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Author contribution

Octa Syakila Salsabila, Surya Hidayat: Data curation, Writing-Original draft preparation, Writing-Reviewing and Editing, **Muhammad Khatami:** Visualization, Supervision, Formal analysis, **Abdurrasyid:** Conceptualization, Methodology, Validation, Supervision, Software.

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