

THE USE OF YOUTUBE MEDIA IN IMPROVING LISTENING AND SPEAKING SKILLS IN UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

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Abstract:

Listening and speaking skills are two of the four Arabic language skills that are highly influential in developing the language. Both of these skills can be successful if students continue to practice and practice, but these two activities can be done if supported by adequate environmental facilities. Therefore, YouTube media tries to answer the limitations of the environment experienced by students. This study aims to describe the use of YouTube media to increase students' listening and speaking skills. The method used is the qualitative research method with a descriptive approach. This study revealed that media YouTube improved students' listening and speaking skills. Although due to the limitations of the media, they still have a record, including not all can use this media if you do not have internet access. As well as the unavailability of automatic translation.

Abstrak:

Maharah kalam dan maharah istima' adalah dua dari empat keterampilan bahasa Arab yang sangat mempengaruhi dalam perkembangan berbahasa. Kedua keterampilan ini bisa dinggap berhasil jika siswa terus melakukan latihan dan praktek, tetapi dua kegiatan tersebut bisa dilakukan jika didukung dengan fasilitas lingkungan yang memadai. Karena itu, media YouTube berusaha menjawab keterbatasan lingkungan yang dialami siswa. Tujuan penelitian ini untuk mendeskripsikan pemanfaatan media YouTube untuk peningkatan maharah kalam dan maharah istima' mahasiswa. Metode yang digunakan adalah metode penelitian kualitatif dengan pendekatan deskriptif. Penelitian ini mengungkap bahwa media YouTube pada dasarnya memberikan peningkatan terhadap maharah kalam dan maharah istima' mahasiswa. Meskipun karena keterbatasan media tersebut, tetap memiliki catatan, di antaranya tidak semua bisa menggunakan media ini jika tidak memiliki akses internet. Serta tidak tersedianya translate otomatis.

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Introduction

Learning is a process of interaction between teachers and students to transfer knowledge and information. Suryani emphasized that learning is a communication process between learners, teachers, and teaching materials (Nunuk Suryani et al., 2018: 4). Because of that, the process requires the media



as an intermediary to deliver information from teachers to students, and vice versa. Therefore, the development of the times has said that learners also need to be active in learning.

Learning Media is designed to stimulate the mind, attention, feelings, and students' willingness so that the learning process occurs (Syaiful Rahman et al., 2014: 138). Seeing this definition, the presence of media in the learning process is significant. Of course, it will affect the effectiveness and efficiency of transforming science and information. Nunuk Suryani et al. divided the types of learning media in their book: into human-based media, print-based media, visual-based media, audio-visual-based media, and computer-based media.

The existence of media is then associated with conditions when used. And also need to consider the objectives to be achieved in the learning process. During the pandemic, the education sector was affected (Huda, 2021: 4). Because of this, many educational institutions utilize learning media based on the internet or the web, including YouTube. As done by the 5th-semester students of PBA at UIN Kiai Haji Achmad Siddiq Jember.

Hypothesis the researchers, at the sight of one of their videos, that the media is beneficial for students to improve speaking skills as they play a role as a manufacturer of video. It will help improve their speaking skills as they play a role as a consumer. When production is carried out, they can also evaluate to improve the next task. Because of the two skills in Arabic, the most important to success is practicing and getting used, which creates the environment.

YouTube Media

In general, the media is the intermediary for information derived from the recipient's source of information. The Media is very diverse, depending on the type of information delivered in print or digital. At the same time, learning is a communication and interaction process that conditions students' learning. Thus, the meaning of Learning media is everything used to channel the message and stimulate students' minds, feelings, and willingness to encourage the intentional, purposeful, and controlled learning process (Nunuk Suryani et al., 2018: 4).

Learning Media is not just physical objects. However, everything can be utilized because it already contains information or teaching materials. The use of media is the use of systematic learning resources. Here are some patterns of Learning Media utilization; media utilization in the classroom and media utilization outside the classroom; the division is as follows (Syaiful Rahman et al., n.d.: 138-139):

- a. The utilization of the free, not controlled by anyone, even the media owner.
- b. Controlled and systematic media use because a goal is to be achieved.

c. Utilization of media individually and in groups.

YouTube Media is one learning media that can be used in the two patterns above. Of course, the media must be connected to the internet. Therefore, media is one learning media based on the internet or the web. The term that appears as web-based training (WBT) or, sometimes called web-based education (WBE), is defined as web technology in learning for an educational process. In simple terms, it can be said that the activity can be called web-based training during learning by utilizing internet technology. Learning media-based web-sites is part of the utilization of the internet in the world of education and is a learning activity that uses media sites. The term, also known as “web-based learning,” is one type of implementation of e-learning (Hamzah B. Uno and Abd. Rahman K. Ma’ruf, 2016: 171).

The concept of e-learning or web-based learning media influences the process of digital learning transformation, both in content and system. Media web-based learning is an innovation that significantly contributes to changes in the learning process. The learning process does not only listen to the description of the material from the teacher, but the students are also doing an activity, such as observing, performing, demonstrating, and others. An expert suggested that web-based learning media is viral because of its flexibility and effectiveness in delivering online learning materials that can be accessed anytime and anywhere (Erwin Januarisman and Anik Ghufon, 2016: 169).

In another reference, it is said that Web-Based Learning is the learning that is associated with the teaching materials presented through a web browser (such as internet explorer, Mozilla Firefox, Opera, Netscape, and others). The presentation through the web then called e-learning, or online learning, requires technology services, such as telephone, audio, computer, and others. There are three internet-based learning systems in online learning (Ricky Firmansyah and Iis Saidah, 2016: 177-178).

1. Web Course,

It is the use of the internet for educational purposes. Teaching materials, discussions, consultations, assignments, exercises, and exams are delivered online (no face-to-face).

2. Web-Centric Course

Put pressure on teaching materials, discussions, consultations, assignments, and exercises over the internet. There is face-to-face learning, but there is little presentation.

3. Web-Enhanced Course

It is the use of the internet only to support learning. Thus, the percentage of face-face more.

In addition to the advantages and advantages of YouTube Media, one of the learning media is based on the internet. YouTube also has the advantage of audio-visual media, which is shaped by video. Erickson and Curl, in the book Pinnington (1992) entitled Using Video in Training and Education in the person, suggests some advantages of the use of video media as a means of education that is:

1. increasing insight into the student experience.
2. provide helpful information for students.
3. stimulates student interest.
4. guide the response of the students in the learning process.
5. overcome the limitations of distance and time.
6. encourage problem-solving.
7. to evaluate the learning process (Benny A. Priyadi, 2017: 145).

As learning media in general, videos also have disadvantages, including:

1. Fine details, needing to be able to display objects to a nicety with the perfect.
2. Size information cannot display the object with the actual size.
3. Third dimension, the images projected by the video-shaped two-dimensional, to look three-dimensional, can be overcome by regulating the taking of the image, the location of the property, or light settings.
4. Opposition, taking fewer rights can lead to doubt in the audience's interpretation of the image he sees.
5. Setting, if the video displays a scene of two people conversing among a crowd of many people, it will be difficult for the audience to guess where the incident occurred.
6. Supporting Material: Video requires a projection tool to display images.
7. Budget requires no small cost (Daryanto, 2010: 89-90).

Maharah Kalam

الكَلَامُ هُوَ اللَّفْظُ الْمَرْكَبُ الْمَفِيدُ بِالْوَضْعِ

In Arabic grammatical terms, the word kalam is a word that is composed and provides benefits in Arabic (Ahmad Zaini Dahlan, n.d.: 4). *Lafadz* is a sound that includes some of the letters hijaiyah. Murokkab is something that is composed of two sentences or more. Mufid is

lafadz which can provide an understanding (benefits) of those who talk (*mutakallim*) to those who speak (*sami* '). *Al-wadh'i* is uttering words with deliberate use of the Arabic language.

Kalam is a *lafadz* that provides an understanding and is propped. Speaking is the ability to use spoken language to express something that comes to mind. There is that revealed that the core of the language is to talk, while writing is another attempt to realize a speaking activity. While understanding, speaking is a skill to convey the message orally to others. In communication, the speaker is the sender, while the receiver is the recipient of the news or a message (Syaiful Mustofa, 2017: 136).

In other references, it is said that the competence of speech (*kalam*) express a variety of ideas and goals to the verses orally in a variety of spoken text with a variety of purpose of communication and context. Speaking skills (*Maharah Kalam*) are language skills to express one of the students' ideas, beliefs, ideas, and knowledge to the other through the intermediary of audio (sound). This ability covers several aspects; language, sound, idea, and execution.

As one of the language skills, speaking skill (*Maharah Kalam*) has objectives to be achieved in the learning process. As stated by Iskandar Wassid et al. in Syaiful Mustofa, there are 5 objectives for learning Speaking skills, they are (Mustofa, 2017: 136-138):

1. Ease of speaking, in this case, students need a great opportunity to practice speaking until they can develop this skill reasonably, fluently, and funnily both in small groups and in the presence of many communities.
2. Clarity, in this context, students are expected to talk with precise and clear, good articulation and diction sentences.
3. Responsible, in the context of this, should students be responsible for anything he issued in the process of talking, so he demanded to speak carefully and adequately think out carefully the content of the talks will be delivered.
4. Hearing form-critical speaking exercises that are better than simultaneously developing the skills of listening appropriately and critically also be the primary purpose of learning.
5. Form a habit, manifested through the interaction of two or more people who have previously agreed, should not be in a great community.

Meanwhile, besides the above objectives, speaking skills are also influenced by some aspects. According to Powers (1951: 6) in Hermawan, these aspects include phonetic appearance, vowels, semantics, and social.

Listening Skills (*Maharah Istima'*)

Etymologically, *istima'* (listening) comes from the Arabic *Istama'a-Yastami'u*, which means listening or listening. While the term *Istima'* means the first media used by humans to relate to fellow human beings in certain stages, through listening, we know *mufrodāt* (vocabulary), forms of sentences, and *tarakīb* (the Arrangement of multiple words) (Cahya Edi Setyawan, 2018: 162).

Listening skills are the ability to digest and understand sentences spoken by the interlocutor or specific media. Listening Skills are the goal of language learning, both first and second languages. Listening competence can make students understand various oral texts with different communication purposes and contexts (Suja'i, 2006: 19).

According to Hamid & Baharuddin in Naning, listening skills include identifying sounds, understanding sound elements, and finding expressed or implied information. Abdul Majid Sayyid Mansur in Syamsuddin Asyrofi in Naning also said that four factors must be considered in listening (Naning Ma'rifatul Faiqoh, 2020: 223):

1. Understand the meaning in general.
2. Interpret the conversation and interact.
3. Evaluate and criticize the conversation.
4. Combine the content received with the experience of individuals who have had it.

As the ability to speak, listening skills also have a purpose in learning, delivered by Iskandarwassid and Dandang Sunendar in Ulin Nuha that listening learning includes; first, perception is a cognitive feature of the listening process based on the understanding of knowledge about the rules of language. Second, the receptionist understands the desired message to the reader. While Ahmad Izzan in Ulin Nuha said that the primary purpose of listening skills is to understand the content of the conversation and critically capture and conclude the points (Ulin Nuha, 2012: 86).

Method

This type of research is qualitative research; Lexy states that qualitative research intends to understand the phenomenon the subject of study is experiencing, such as action, thought, motivation, and others. In a holistic manner and with a specific context utilizing natural and various natural methods (Lexy J. Moleong, 2007: 6).

While the researchers used the descriptive approach, it is said that the approach of descriptive is an approach to researching the status of a group of people, objects, conditions, systems of thought, or events in the present. This descriptive study aims to make a systematic, factual, and accurate description, picture, or painting of the facts, properties, and relationships between the investigated phenomena (Moh. Nazir, 2014: 43).

Data collection techniques used include observation and interviews. Observation explains that this technique is first used in scientific research, especially about everything in this universe. Research activities at the beginning were only directed at efforts to obtain as much as possible knowledge about the natural environment human, such as the nature and type of plants, the nature, and type of animals, then progressed in an attempt to gain more comprehensive knowledge, for example about human activities, human relationships, and so on (M. Djamal, 2015: 66). Observation techniques were used by researchers to study the task of video made by students of the 5th semester of PBA UIN Kiai Haji Achmad Siddiq Jember, which was then uploaded on YouTube.

The interview this technique is a conversation that is done with specific intent (Lexy J. Moleong, 2007: 186). At the same time, the other reference explains the procedure of interview techniques. The data method is obtained by holding a dialogue directly between the interviewer who asks the question and the interviewee who answers the question (M. Djamal, 2015: 75). Therefore, with the interview technique, the researcher had a question and answer online about the use of YouTube media, strengths and weaknesses, and its influence in improving the speaking skills of students of the 5th semester of PBA UIN Kiai Haji Achmad Siddiq Jember.

Bogand in Sugiyono stated that data analysis in qualitative research is systematically searching and preparing data obtained through in-depth interviews, field notes, and other materials so easily understood. Its findings can inform others (Sugiyono, 2015: 334). In this case, the researchers used the data analysis stage in the form of preliminary studies, which were obtained through observation of a YouTube video made by students. Then continue the data analysis after completing the field, where the data obtained from the interview online (M. Djamal, 2015: 149). Researchers do not analyze while in the area because interview observation techniques are done online by disseminating questions using Google Forms. After all,

data is collected according to the indicators of the study; the researchers categorized the data to be discussed in the results and discussion.

Results And Discussion

How students use YouTube Media

As mentioned in theory above, the pattern of learning that can be done using YouTube media is a pattern in the classroom and outside the school (free, controlled, and individual). While related to the learning system: Web Course, Web-Centric Course, and web Enhanced Course. In the discussion of results and discussions this time. Researchers use interview data with students of the 5th semester of PBA UIN Kiai Haji Achmad Siddiq Jember.

Ahmad Fadhilah stated that he often used YouTube media, which he uses when she feels bored and needs entertainment and other science. It is different from the explanation given by Aan Nurhasanah; according to her, she's not too often use YouTube media, only at certain times. Such as when collecting duty videos and looking for information about the task.

Statement Ahmad Fadhilah similar to that delivered by Alya Rahma, uses YouTube when there are no ideas, learns, and listens to music. As a learning medium, Rahma utilizes YouTube as a collection, publication tasks, and entertainment and adds insight. Redha Azmi Ayuni suggests using YouTube media more often in the 4th semester, once a week. Unlike the first half of the 5th, the media are only used to work on the middle semester exam (UTS) and final exam (UAS). She uses YouTube media to make learning more exciting and relaxed because he can choose various learning methods.

Unlike Iklik Syaqqifah, who stated that she uses YouTube Media almost daily for the learning process. To view the video media of learning, training, debate with Arabic, tutorial, education, or to fulfill the subjects' task in making learning media skills of the Arabic language and drama. Iklik Syaqqifah also utilizes YouTube to save some files, video lectures, or talent interest in the Arabic language, which allows for uploading on YouTube. Also, practicing speaking and listening, she uses YouTube to find a more comprehensive relationship. The first and especially in the training of Arabic debate. During this time, Iklik Syaqqifah makes YouTube a media to save videos if it benefits personnel and others well as, making YouTube a medium to find a reference in learning the Arabic language, especially speaking and hearing; both original Arabic and non-Arabic speakers take examples of sentences that might have never known before.

Dava F. Rahman stated that she uses YouTube media daily when bored and relaxed. He watches a video that helps develop hearing and general knowledge. Mahmud Arum Abdul Mukti uses YouTube media depending on how often the difficulties are encountered. He applies when using YouTube, opening his account, searching the problem, selecting the content, paying attention to the needs, concluding, giving the results, and applying.

Through the interview data above, the researcher can conclude that the patterns used by students in utilizing YouTube media are a pattern outside of class, either freely, controlled, or individuals. While the system used is a Web Course system, where students conduct no face-to-face process with lectures. The task, collection, evaluation, and repair are all done online.

Advantages and disadvantages of YouTube media

As learning media, YouTube is included in the categorization-based audiovisual media. The internet has advantages and disadvantages. Ahmad Fadhilah said that by using YouTube; students are trained to listen and write essential things delivered by the speaker. Meanwhile, according to Aan Nurhasanah, the advantage of YouTube media is that it can get information, making it easier to learn and can hone students' skills. The disadvantage is that the listener or consumer should carefully select and sort the information available.

Alya Rahmah stated that an excess of YouTube media could be watched repeatedly and quickly accessible; if less attractive, she could search for other videos. According to Alya, she has homework to produce more exciting videos. Unlike Redha Azmi Ayuni, which describes more specifically fiction, the advantages of using YouTube media are increasing the speaking skill every day by opening the video conversation and then memorizing each sentence. The disadvantage is the presence of many ads on YouTube.

Iklik Syaqqifah explains the advantages and disadvantages of YouTube media so rigidly. The lack of YouTube media is not automatically translated into Arabic, from Arabic to Indonesian, or vice versa. She only provides automatic translation of English. And it is a little troublesome for beginners who want to improve their hearing skills through videos of speakers of the original Arabic on YouTube media. In addition, YouTube is one of the media that spend Internet quota, and not all people can access YouTube to improve their skills in the language.

In addition to the disadvantages, YouTube also has advantages, which can accommodate and publish videos up to a very long duration, so many Arabs create films parable stories of the prophet and the leaders of Islam (*Khalifah*), which is a film that is quite friendly for

lovers of Arabic, especially for those who want to improve speaking and listening skills. Via YouTube media, we can access all kinds of video learning goods from the inside and outside the country. We can also publish videos for the general public to correct or comment on our skills; we can share knowledge and take lessons from others.

Meanwhile, according to Mahmud Arum Abdul Mukti, the weaknesses and advantages of YouTube Media depend on the person who applies it. Because YouTube is a learning media neutral. Finally, Iklík Daulah said that YouTube media is very helpful in improving speaking and listening skills. While the weakness, sometimes the voice spoken by the speaker could be more precise and faster in pronunciation, especially sometimes the available subtitles do not match the speaker's speech.

From the interview data above, the researcher can determine that the advantages of YouTube Media include the following:

1. Students continue to be trained to listen and write essential things delivered by the speaker.
2. Can obtain the information sought, making it more accessible in the learning process and hone skills.
3. Can be watched repeatedly and accessed quickly; if less attractive can be skipped.
4. Can enhance speaking skills if used daily by opening the video conversation and then memorizing each sentence.
5. Able to accommodate and publish videos for a very long duration.
6. Can access all kinds of video learning domestically and abroad.
7. Very helpful in increasing speaking and listening skills.

While the weaknesses or shortcomings of YouTube media include:

1. The listener or consumer should carefully select and sort information available on YouTube.
2. There are many ads on YouTube.
3. There is no automatic translation system in Arabic, whether from Arabic to Indonesian or vice versa. He only provides the automatic translation in English.
4. YouTube is one of the media spends on internet quota; therefore, only some children/people who have the adequacy to access YouTube can improve their language skills.
5. Sometimes, the sounds are pronounced by speakers. There needs to be more precise and faster pronunciation, especially something subtitles are not by the spoken speaker.

The Influence of YouTube Media on Improving Listening and Speaking Skills

Ahmad Fadhilah stated that the influence of YouTube media on the development of students' learning is good because the students are trained to listen and pour what is heard in writing. Aan Nurhasanah conveys that the effect is perfect because it can give examples to imitate so that speaking skills increase. So even listening skills greatly influence because the media wanted to like the video lesson to explain the material.

Alya Rahma stated that YouTube media is quite influential; students can be trained in front of the camera and listening skills. While at the same time, Azmi Ayuni said very clearly because too often listen to so accustomed to then sometimes practiced in everyday life. Useful to train speaking skills in everyday life, even just a little.

Iklil Syaqqifah, based on his personal experience, explained that YouTube media has always been one of the media that can help him complete the lecture assignments in the Arabic language study program. As known, in improving speaking skills, the most influential is the environment (*Bi'ah Arabiyah*). However, if the environment around us is less Arabic, YouTube is an alternative way to help improve speaking skills. Through video Arabiyah, Iklil can take the sentence structure that has not been previously known and can be used in ordinary days. As for speaking skills, listening skills are also not much different. They also need the environment. And actually, speaking and listening are two skills that complement each other. Hearing requires sounds and words. While at the same time, words and sounds need a hang to later conveyed the meaning behind the words. When watching Arabic videos on YouTube, we use hearing (*istima'*) to understand its meaning. Getting used to hearing the conversations of the Arab people (though only through a YouTube video), then the language we use to talk would be better, and the style of the talk will be increased for the more eloquent Arabs.

Dava Fajrin Rahman stated that YouTube media is very beneficial in improving speaking skills. Students can see the spectacle of the eastern world very quickly, which will broaden the students even without reading. Meanwhile, according to Mahmud Arum Abdul Mukti, he will use his focal point for children who have an inquisitive spirit. The child is only for entertainment. Iklil Daulah, the influence of YouTube media on speaking skills developed enough. Very influential, but the sound is less clear and is necessary for repetition.

All the speakers above answered the researcher's analysis that YouTube media increases students' listening and speaking skills.

Conclusion

Through the interview data above, the researcher can conclude that students' use patterns in utilizing YouTube media outside the classroom are free, controlled, and individual. While the system used is the system Web Course, no process of face-to-face students with the lecture. The task, collection, evaluation, and repair are all done online.

The learning process, lecture, and students are the two components that cannot be separated. The two components must be interwoven interactions that support each other so that student learning outcomes can usually be achieved. The lecture needs to explain the material thoroughly but sometimes gives tasks to the students to discuss and study in-depth in the discussion forums. It is caused due to much material that needs to be addressed, so it may not all be discussed in class. Finally, the impact on students and making them self-taught or self-using existing sources, such as YouTube.

With YouTube, they will be looking for an explanation, and videos tutorial are needed to support the learning process. As an interactive medium, YouTube allows teachers to upload learning materials in videos, while students can access them to replace face-to-face learning.

Online learning using the internet with the aim that it can still provide knowledge transfer and learning material in a variety of situations and conditions, especially during Covid-19. The overall indicator of online learning success lies with the teacher and lecture, learners, technology facilities, and the internet. YouTube media can be utilized as a technology supporting learning activities online, which involves the learners not having to consist of the unity of space and time. Students can access learning materials at any time without being limited by space and time on the condition that the computer or device students must be connected to the internet. YouTube also helps the efficiency of the role of teachers, given that the presence of learning videos can support the development of learners' critical thinking skills.

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