

Effectiveness of Discovery Learning-Based Speaking Skills Using Animated Videos

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Article Information:

Received October 31, 2025

Revised December 5, 2025

Accepted December 7, 2025

Published December 21, 2025

Keywords: *speaking skills, animated video, discovery learning.*

Abstract:

Mastery of Arabic speaking skills (*maharah kalam*) remains difficult for senior madrasah students, particularly when Instruction relies heavily on conventional methods with limited interactive media. This study investigates the effectiveness of Discovery Learning supported by animated video media at MA Babussalam Payaraman. Employing a quantitative approach with a pretest–posttest control group design, data were collected through tests, questionnaires, observations, and interviews, and analyzed using descriptive statistics, normality and homogeneity tests, and an independent sample t-test. Results show a substantial improvement in the experimental class, with scores increasing from 55% in the pretest to 84.56% in the posttest, while the control class rose only from 49.34% to 68.69%. Students taught with animated videos also demonstrated greater engagement, motivation, and confidence. The study concludes that Discovery Learning, combined with animated video media, effectively enhances Arabic speaking skills. Its primary contribution lies in proving that integrating process-oriented learning with dynamic visual media significantly boosts communicative competence and learner participation, offering a more impactful alternative to traditional Arabic language teaching.

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How to cite:

Febiola, E. V., Mukmin, M., Muhammad, K., & Yani, A. (2025). Effectiveness of Discovery Learning-Based Speaking Skills Using Animated Videos. *Journal of Arabic Language Teaching*, 5(2), 325-336. <https://doi.org/10.35719/arkhas.v5i2.2442>

Publisher:

Arabic Language Education Department, Postgraduate of UIN Kiai Haji Achmad Siddiq Jember

Introduction

Learning Arabic, particularly in terms of speaking skills (*maharah kalam*), is one of the most challenging aspects of secondary education because it requires students to communicate effectively and contextually (Purnama et al., 2025). Previous studies indicate that speaking proficiency encompasses mastery of vocabulary, language structures, and the ability to convey meaning in accordance with communicative situations. However, many studies also show that *maharah kalam* instruction at the Madrasah Aliyah level remains conventional, dominated by lectures and memorization of dialogue, which limits students' active engagement in communication (Yahya, 2023). As a result, students struggle to construct accurate sentences and lack the confidence to speak (Suryani & Amir, 2022). In addition, the limited use of varied learning methods and media has been identified as a hindrance to the development of speaking

skills (Mukmin & Hidayah, 2025). Similar conditions were found at MA Babussalam Payaraman, where the lack of interactive media contributes to suboptimal speaking performance.

Previous studies have demonstrated that innovative learning methods are highly effective in enhancing Arabic speaking skills (Muhammad & Febiola, 2023). The Discovery Learning model, which emphasizes independent concept discovery activities, has been proven to increase students' creativity, motivation, and engagement in language learning (Rohmatulloh et al., 2023). In addition to methods, technological developments also encourage the use of digital media, such as animated videos, which can help students understand the context of communication through visualizations of conversations. Animated video media has been shown to increase students' confidence in speaking, as well as improve pronunciation and intonation (Mah et al., 2024). Other studies highlight the general benefits of technology-assisted learning (Nasiruddin et al., 2020), yet most fail to analyze how these methods and media might work synergistically. This indicates a methodological limitation in the previous literature, where critical evaluations focus on individual components but overlook their potential integration in enhancing communicative competence (Singgih & Yuniar, 2025).

Although research on Discovery Learning and the use of animation media has been conducted separately, studies that integrate the two approaches in *maharah kalam* learning are still minimal (Moh et al., 2025). Some studies have highlighted the effectiveness of a single method without considering the potential synergies between learning models and visual media. Additionally, studies on the use of animated videos in Arabic language learning at the Madrasah Aliyah level are minimal (N. Anwar et al., 2024; Huda & Rais, 2021). Most research has focused on improving cognitive aspects such as text comprehension and vocabulary memorization, rather than on speaking skills that require hands-on practice (Arab, 2024). Research related to the development of animated video media is also generally carried out at the level of Madrasah Tsanawiyah, not Madrasah Aliyah (Ghozali et al., 2021). This condition highlights a research gap that needs to be addressed through a comprehensive study on the integration of Discovery Learning and animated videos in *Maharah Kalam* learning at MA Babussalam Payaraman (Era & Wiguna, 2025).

This research has urgency considering the low ability to speak Arabic at the Madrasah Aliyah level and the limitations of student-centered learning methods. The development of educational technology necessitates a learning model that is more interactive, engaging, and capable of enhancing student participation in the communication process (Mukmin et al., 2025). The integration of Discovery Learning and animated videos is believed to provide a more meaningful learning experience, help students understand the context of the conversation, and increase their confidence in expressing ideas orally (Annisa et al., 2023). Additionally, this research is significant as a scientific foundation for developing innovative learning strategies that integrate discovery approaches and audiovisual media. The research findings are expected to contribute to the development of technology-based curricula in Arabic language learning for teachers and schools (Fillah et al., 2024).

This study aims to analyze the effectiveness of integrating Discovery Learning and animated videos in improving students' speaking skills (*maharah kalam*) at MA Babussalam Payaraman (Hidayah et al., 2023). This study specifically measured the improvement of *maharah kalam* ability before and after treatment, compared it with classes using conventional

methods, and evaluated students' responses to the learning models and media used (Prasista et al., 2023). Similar research has proven that the right combination of methods and media can significantly improve student learning outcomes (Hidayah & Rahmani, 2021). Additionally, technology-based research demonstrates the ability to enhance student interaction and participation. Thus, this research is expected to make a theoretical and practical contribution to the development of an innovative Arabic language learning model that meets the needs of the digital era (Cahyani, 2023).

Method

Maharah kalam learning is often a challenge for students at the Madrasah Aliyah level due to the lack of an Arabic-speaking environment and conventional learning methods (Rosyada et al., 2025). This condition encourages researchers to focus on the phenomenon of low speaking ability, especially in MA Babussalam Payaraman, which has not optimally utilized interactive media. The Discovery Learning model was chosen because it can increase student engagement and activities, while animated video media can provide visual context that facilitates understanding, meaning, and dialogue (Jumhur, 2025). This research combines these two approaches to answer the need for more innovative Arabic language learning. Thus, this issue was chosen because of its urgency in effectively improving students' communication competencies through methods that encourage discovery and engaging visual media.

This research employs a mixed-methods approach with a sequential exploratory design, beginning with the qualitative phase, which provides an in-depth description of the implementation of Discovery Learning supported by animated videos. This is followed by the quantitative phase, which measures the effectiveness of the intervention (Ayu, 2022). Qualitative data were collected through observation and interviews to describe the process of implementing Discovery Learning based on animated videos, while quantitative data were obtained from a pretest to measure the improvement in students' speaking skills (Y. Anwar et al., 2023). The research subjects were selected using *purposive sampling*, comprising two whole classes: X.1 as the control class and X.2 as the experimental class, each with a total of 23 students. The combination of these stages ensures that qualitative insights inform the interpretation of quantitative outcomes, providing a more holistic understanding of the intervention's effectiveness.

Data collection techniques include tests, observations, interviews, and documentation. Tests in the form of pretests and posttests were used to measure the improvement of *maharah kalam* before and after Discovery Learning with animated videos. To complement these measurements, classroom observations were made to see student interaction, the application of Discovery Learning stages, and the effectiveness of animated videos in supporting understanding. Furthermore, interviews with teachers and students were used to explore perceptions of the benefits and constraints of using media and learning models. Documentation includes photos, lesson plans, grades, and learning recordings. Quantitative data were analyzed using descriptive statistics, a normality test, and a t-test for homogeneity. Qualitative data were analyzed using data reduction, data presentation, and conclusion drawing of the Miles & Huberman model (Sonjaya et al., 2025). This combination of analyses provides a comprehensive picture of the effectiveness of the applied model.

Results and Discussion

Results

After completing effectiveness research, *Maharah Kalam* learning based on discovery learning using animated videos, the researcher obtained data on learning outcomes through the following methods:

Observation

Figure 1: Application of Animated Videos to Arabic Language Learning



Based on observations on Monday, October 20, 2025, the maharah kalam learning at MA Babussalam Payaraman lasted 45 minutes, utilizing the Discovery Learning model with animated videos. This medium helps students understand the context of the conversation through clear visualizations, enabling them to imitate and construct Arabic sentences more easily.

During learning, students look more active and confident in speaking compared to conventional methods. The animated videos shown make the learning atmosphere more engaging, while Discovery Learning steps such as stimulation, observation, and discussion encourage students to engage in the process of discovering meaning. Teachers also apply dialogue simulation activities to improve verbal interaction. Overall, the use of animated videos in the Discovery Learning model has a positive impact on improving students' speaking skills.

Interview

Figure 2. Interview with the Arabic language teacher at MA Babussalam



In an interview with Arabic teachers at Ma Babussalam Payaraman, he stated that the use of animated videos in Discovery Learning-based learning has a positive impact on students' speaking skills. The teacher explained: *"This method makes students more motivated to speak in Arabic. With their visually appealing appearance, animated videos make it easier for users to understand and remember vocabulary and sentence structures. In addition, the atmosphere of the classroom becomes more lively so that they are more daring to speak without fear of being wrong."*

In addition, some of the students interviewed also stated that they felt more comfortable

and found the material easier to understand when using animated videos compared to previous methods that relied more on memorization and reading texts without engaging visual aids.

Test

The researcher obtained data on student learning outcomes in the form of pretest and posttest scores in the control class and the experimental class to measure the effectiveness of Discovery Learning-based maharah kalam learning using animated video media. Pretest scores are used to assess students' initial abilities before treatment, while posttest scores indicate the development of speaking skills after the learning process has taken place. The comparison of the scores of these two classes is the basis for assessing the improvement of maharah kalam skills and the effectiveness of the learning model applied. The following is the result of a comparison of pretest and posttest scores in the control class and the experimental class:

Table 1. Value Result

	Control Pretest	Pretest Experiment	Posttest Control	Posttest Experiment
Average Value	49,34	55	75,21	89,78

Based on the research data obtained, the average scores in each group are as follows: in the control group, the average pretest score is 49.34 and the posttest score is 75.21, while in the experimental group, the average pretest score is 55 and the posttest score is 89.78. These results indicate that Discovery Learning-based instruction, incorporating animated video media, yields a more substantial improvement in students' speaking skills compared to conventional learning.

Statistical Test

1. Normality Test

The normality test is used to determine whether the pretest and posttest results data from the experimental and control classes are normally distributed. In this study, the Normality Test was carried out using the Shapiro-Wilk test through the SPSS Statistics program. Based on the following criteria:

- 1) If the Sig value is > 0.05 then the data is normally distributed
- 2) If the Sig value is < 0.05 , then the data is not normally distributed

Table 2. Tests of Normality

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest A (Control)	.143	23	.200	.958	23	.426
	Posttest A (Control)	.173	23	.072	.948	23	.263
	Pretest B (Experiment)	.152	23	.180	.944	23	.223
	Posttest B (Experiment)	.133	23	.200	.924	23	.080

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk test, all pretest and posttest data in the control and experimental classes were normally distributed, with their respective significance values: pretest control class, 0.426; posttest, 0.263. The pretest experimental class was 0.223, and the posttest was 0.080, both of which were greater than 0.05.

2. Homogeneity Test

The homogeneity test was used to determine the similarity of variance between data groups. The test was carried out on pretest and posttest values using a homogeneity test based on the average (mean).

Based on the following criteria:

1. If the Sig value > 0.05 , the data is declared homogeneous.
2. If the Sig value < 0.05 , then the data is declared inhomogeneous.

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.234	1	44	.631
	Based on Median	.244	1	44	.624
	Based on Median and with adjusted df	.244	1	43.840	.624
	Based on the trimmed mean	.237	1	44	.628
Posttest	Based on Mean	3.650	1	44	.063
	Based on Median	2.384	1	44	.130
	Based on Median and with adjusted df	2.384	1	33.861	.132
	Based on the trimmed mean	3.586	1	44	.065

From the table above, the significance value (Sig.) in the Based on Mean section based on the pretest value is $0.631 > 0.05$, and the posttest is $0.063 > 0.05$. So it can be concluded that this type of data is declared homogeneous.

3. Paired t Test

The researcher used a pooled variance t-test to test the Independent Sample T-Test hypothesis, which compares the average scores of the pretest and posttest between two different groups.

The basis for decision-making in the Independent Sample T-Test is as follows:

1. If the significance value (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.
2. If the significance value (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Student Learning Outcomes	Equal variances assumed	3.650	.063	-4.755	44	.000	-14.56522	3.06318	-20.73865	-8.39179	
	Equal variances not assumed			-4.755	37.926	.000	-14.56522	3.06318	-20.76669	-8.36374	

The results of the Independent Sample t-test showed a significant difference between

the control class and the experimental class in the posttest, with a statistically significant difference ($p < 0.05$). (2-tailed) value of 0.000 (less than 0.05). This study demonstrates that learning with animated videos in Discovery Learning is significantly more effective in enhancing students' speaking skills compared to conventional learning in a control class.

Based on the study's results, the average pretest score in the control class was 49.34, and in the experimental class, it was 55. After applying the method, the average posttest score in the control class increased to 75.21, while in the experimental class it increased to 89.78. This data shows a higher increase in experimental classes, which indicates the effectiveness of Discovery Learning-based learning with animated videos in improving students' Arabic speaking skills.

Factors that affect these results include experiential and interactive learning approaches, as well as the use of animated video media that presents material in an engaging and easy-to-understand manner (Fitriyani et al., 2025). Discovery Learning-based learning, which emphasizes students' active engagement, makes them more comfortable and motivated to learn. Animated video media also helps students visualize vocabulary and sentence structure, thereby accelerating comprehension (Ramadhani et al., 2025).

The implications of these findings suggest that the application of Discovery Learning with animated videos can have a significant positive impact on students' development of speaking skills (Potabuga et al., 2025). This method not only enhances learning outcomes but also makes the Arabic learning process more engaging and relevant, thereby encouraging students to be more active in speaking and learning the language.

Discussion

The results showed that Discovery Learning-based learning using animated videos improved students' Arabic speaking skills. The average pretest score of the control class was 49.34, and the experimental class was 55. The posttest scores increased to 75.21 and 89.78, respectively. The results of the Independent Sample t-test showed a Sig. 0.000 (<0.05), confirming a significant increase in the experimental class. Qualitative data from observations and interviews also showed students were more active, motivated, and confident (Susanti, 2020; Zannah et al., 2023). Animated video media helps students visually understand vocabulary and sentence structure. These results confirm the effectiveness of the method compared to conventional learning (Primarani et al., 2025). Some students still struggle with pronunciation and vocabulary selection, but their overall speaking skills are improving. The use of interactive media also increases student participation and enthusiasm. Thus, Discovery Learning, utilizing animated videos, has proven effective at a basic level (Bella & Huda, 2022; Isna et al., 2025).

This increase is attributed to the Discovery Learning approach, which encourages students to learn actively and explore their surroundings. Animated video media present the material visually, making the concept of language more concrete (Zane & Grossman, 2023). Students can review the material at their own pace, improving retention and comprehension. Fun learning also reduces anxiety and increases the courage to speak. Discussion activities and practical exercises strengthen students' abilities. The visual and interactive factors of digital media support various learning styles. Observations show that students who were previously passive have become more active. This combination of methods and media motivates students' active participation. The increase occurs because students are emotionally and directly involved in the learning process. In this way, speaking skills can develop more optimally (Zhang et al., 2025).

As a result of applying this method, students become more fluent in expressing their ideas. Confidence, motivation, and participation are significantly increased. The classroom environment becomes interactive and student-centered (Taubah & Hanun, 2024). Students are better able to remember vocabulary and sentence structure. This improvement strengthens technical competence and a positive attitude towards learning. Students are more enthusiastic and enjoy the learning process (Masrukin & Arba'i, 2018). Another impact was seen on participation in discussions and group work. Animated video media helps visualize the material and repetitive exercises. This method changes the learning pattern from passive to active. Teachers still need to provide additional guidance for students who are still struggling.

These findings align with previous research, which has shown that improved speaking skills can be achieved through interactive learning (Ramadhan & Indriyani, 2023). However, this study emphasizes animated videos that are more specific and interactive than general digital media. The findings support Mayer's (2009) Multimedia Learning Theory, which posits that the combination of text, images, and audio is practical. Previous research focused on general print or digital media, while this study emphasizes visualization and active learning experiences. The constructivist principles of Piaget and Vygotsky also support this finding (Wozniak, 2009). Similarities can be seen in increased motivation, participation, and speaking ability. The main difference lies in the use of interactive media that allows for self-review. Thus, animated videos reinforce experiential learning that was previously underpaid (Saragih & Hartati, 2021).

Based on the findings, teachers need to understand the importance of technology in language learning. The use of animated videos should be expanded to support speaking practice and vocabulary comprehension. Training for teachers is essential to ensure that methods and media are utilized effectively and optimally. Schools need to provide supporting facilities and infrastructure. Further research can explore a combination of other media such as augmented reality (AR), virtual reality (VR), or artificial intelligence (AI)-based applications. The application of these recommendations not only improves speaking skills, but also students' motivation and emotional engagement. This method is a modern and effective solution for learning Arabic. The integration of technology in the classroom improves the quality of Arabic language education.

Conclusion

Based on the results of this study, it can be concluded that the application of Arabic speaking skills (*maharah kalam*) based on Discovery Learning with animated video media is efficacious in improving students' speaking skills at MA Babussalam Payaraman. This effectiveness is evident in a significant increase in students' pretest and posttest scores, as well as observable changes in their behavior. Students become more active, confident, and enthusiastic in participating in Arabic-speaking activities. Animated video media provides engaging and interactive visual content, making it easier for students to understand the material and strengthen their memory. With a combination of clear visual display, systematic explanations, and fun activities, students will have an easier time mastering new vocabulary and sentence structure. A student-centered approach to Discovery Learning also helps to create a supportive learning environment, making the learning process more enjoyable and encouraging active student participation.

This research makes a significant contribution to the development of Arabic language education, particularly in enhancing speaking skills through modern learning approaches. The

implementation of Discovery Learning, which emphasizes meaningful and enjoyable learning experiences, has been proven to increase student engagement and motivation. Additionally, the use of animated video media as a digital learning tool enhances the visual aspect and supports various learning styles. In terms of methodology, this study shows that combining traditional learning methods with interactive digital media can create a more dynamic and effective learning atmosphere. The study's results provide insight for Arabic teachers at the madrasah ibtidaiyah level on adapting teaching methods to modern educational needs, while utilizing digital innovations without compromising the primary goal of language mastery.

However, this study has limitations that should be considered in future research. Some students still face difficulties in pronunciation and word choice, so a stronger foundation in Arabic vocabulary and phonology is needed before applying this method. Additionally, this research was conducted at only one institution, so the results cannot be generalized widely. Follow-up research with a larger sample across various schools and contexts will help test the effectiveness of this method more comprehensively. Furthermore, other factors, such as students' socio-cultural background, learning motivation, and psychological readiness, can also be studied to enrich understanding and improve the adaptability of Discovery Learning using animated videos in the madrasah environment.

Acknowledgment

The author would like to express his deepest gratitude to all parties who have supported this research, both directly and indirectly. Special thanks are extended to MA Babussam Payaraman for the permits and facilities provided, which enabled this research to be carried out correctly. We are also grateful to the students who participated enthusiastically in the learning and data collection activities, which significantly contributed to the success of this research.

We also extend our sincere gratitude to the supervisors who have provided invaluable direction, input, and guidance throughout the research process. To those who have provided financial support, thank you for the assistance that made this research run smoothly. Without the support of all parties, this research would not be realized.

Finally, the author also thanked family and friends for the emotional support, motivation, and encouragement they continued to provide during the research. Hopefully, the kindness of all parties will get a helpful reply.

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