Development of "Kupancar": A Guidebook and A Collection of Arabic-Speaking Host Texts

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ABSTRACT

Enhancing the skills of Arabic-speaking hosts in Indonesia is very important. This study aimed to describe the development process, the validity level, and the effectiveness of "KUPANCAR: A Guidebook and a Collection of Arabic-Speaking Host Texts". The KUPANCAR book has innovations in theoretical and practical material, a collection of updated texts, and a QR Code of interesting videos of Arabic-language Hosts. This research and development method used the ADDIE model with five research steps: Analyze, Design, Develop, Implement, and Evaluate. Data were obtained through interviews, observations, questionnaires and tests. The sample of this research is the 6th semester students of the Department of Arabic Literature, The State University of Malang. The researcher used descriptive qualitative and quantitative data analysis techniques in this study. The results of material expert validation were 94,58%, while the results of media expert validation were 81,09%, and the results of field learning expert validation were 93,33%. The results of the Paired Samples Test revealed that $p = 0.000 < 0.05$, pre-test score reached 0.121, and post-test score reached 0.114. Thus it can be summed up that there is a significant difference between the pre-test and post-test scores. It means, the student's Arabic speaking skills increased significantly after using KUPANCAR.

Keyword   Arabic Language; Guide Book; Host; KUPANCAR

مستخلص البحث

إن تحسين قدرة مقدمي الجلسة باللغة العربية في إندونيسيا أمر مهم للغاية. يهدف هذا البحث إلى وصف نتيجة تطوير الكتاب "كوفانجار": كتاب دليل تقديم الجلسة و نصوصه في اللغة العربية، ووصف نتيجة تحقق الخبراء من صحّة الكتاب "كوفانجار" ثمّ وصف مدى فعالية استخدام الكتاب "كوفانجار". يحتوي كتاب KUPANCAR على ابتكارات في المواد النظرية والتطبيقية لتقديم الجلسة باللغة العربية ، ومجموعة من نصوصه المحدثة ، و QR Code لمقاطع الفيديو الجذابة. استخدم هذا البحث طريقة البحث والتطوير لنموذج ADDIE بخمس خطوات البحث، وهي التحليل والتصميم والتطوير والتطبيق والتقويم. تم الحصول على البيانات من خلال طريقة المقابلة والملاحظة والاستبانة والاختبار. عينة هذا البحث هي طلبة الفصل الدراسي السادس من قسم الأدب العربي بجامعة مالانج الحكومية. أمّا تقنيات تحليل البيانات المستخدمة في تقنيات تحليل البيانات الوصفية النوعية والكمية. ونتائج التحقق من صحة هذا التطبيق هي: نتيجة التحقق من صحة المواد تظهر نسبة ٩٤،٥٨%، و من صحة تصميم الوسيلة تظهر نسبة ٨١،٠٩%، و من خبرة التعليم الميداني تظهر نسبة ٩٣،٣٣%. وحصلت نتيجة تحليل Paired Sample Test على قيمة معنوية 0.05 < 0.000 =p،نتيجة الاختبار القبلي ٠،١٢١ والاختبار البعدي ٠،١١٤ . وهذه تدل على وجود فرق كبير بين الاختبار القبلي والاختبار البعدي في درجات الاختبار. وهذا يعني أن مهارة الطلاب في التحدث باللغة العربية زادت بشكل ملحوظ بعد استخدام كوفانجار.

كلمات أساسية   اللغة العربية: كتاب الدليل؛ مقدم الجلسة :كوفانجار

INTRODUCTION

Indonesia is well-known as a closely related country to the Arabic language (Hidayah et al, 2020). Arabic occupies a prominent place due to its close relationship with everyday religious beliefs and practices (Zainuri, 2019). Religious beliefs and practices appear to be key factors in teaching Arabic for the first time in Indonesia (Muis, 2020). In addition, there are other factors such as trade factor, economic factor, social factor, cultural factor, and political factor (Tamam, 2014).

While considering the rapid development of the Arabic language, there are frequently several various meetings, agendas, ceremonies, and programs in Indonesia whose discussions appear to be Arabic language or the usage of Arabic. In these implementations, these agendas are highly demanded possessing an Arabic-speaking host. Hence, enhancing the ability of Arabic-speaking hosts in Indonesia is reportedly considered to be pivotal.

The host is one of the crucial elements leading to the success of activities or programs conducted by institutions and the general public, both in formal and informal programs (Kristanto et al., 2020). The success of the program highly depends on the ability and skill of the presenter to lead the program (Dewi, Dewi, & Marlia, 2020). Associate with the importance of the quality of the host, the Department of Arabic Literature, State University of Malang has set up a *Khathabah* course which encompasses hosting to enhance the quality of speaking skills in Arabic in general and improve the quality of speaking in public. Speaking is the main skill if someone can use a foreign language (Rachmawati et al., 2020), and one form of student success when speaking Arabic is with students being able to be host events in an activity that is carried out (Wutsqo et al., 2020).

The presence of lectures whose subject is "Hosting" in the *Khathabah* course at the Department of Arabic Literature, State University of Malang, attracted students to study. Nonetheless, there seem to be obstacles faced by students in learning, including the lack of textbooks on these subjects whereas textbooks appear to be vital in encouraging and helping student learning (Hiday et al., 2021; Wachdah, 2020). Moreover, the textbook is considered to be one of the primary media in the educational process (Rohman, 2018), it is like a container that carries scientific material (Suharto & Fauzi, 2017), and it appears like the core reference for students to gain more knowledge than other sources (Dewi & Taufina, 2020; Suryarini, 2020).

Improving the quality of education does not happen itself (Fauzi et al., 2020). So, based on the discussions above, this research aims to conduct development research to contribute to tackling these problems. This research wants to conduct development research related to the host's guidebook and its texts. Before carrying out the development, this research conducted a library

study on previous research related to the research topic. The previous researchs were as follows: 1) a book whose title is "Panduan untuk Menjadi MC Profesional (Aryanti, 2007)", and 2) a book whose title is "Pidato 3 Bahasa : Arab-Inggris-Indonesia (Muhammad Fadlun et al., 2020)" , and 3) a book whose title is "Kiat Memandu Acara: Panduan Praktis Menjadi dan moderator (Romli, 2012)". and 4) a book whose title is "Pengembangan Buku Panduan Membawa Acara Untuk Kegiatan Di Sekolah (Purwaningrum, 2017)", and 5) a book whose title is " Pelatihan Pembawa Acara Kegiatan Keagamaan Bagi Remaja Dan Ibu-Ibu Pengajian Masjid Hikmah Pekanbaru" (Dwita et al., 2017).

Based on the previous studies, it seems to illustrate that no reference or research discusses guidelines for hosting and its texts in Arabic among Indonesians. Thus, this research desires to conduct development research with the title "Development of KUPANCAR: A Guidebook and a Collection of Arabic-Speaking Host". The KUPANCAR book has innovations in theoretical and practical material, a collection of updated texts, and a QR Code of interesting videos of Arabic-language Hosts.

Some of the previous studies above have similarities with KUPANCAR development research that has been carried out, including that there are similarities in themes and research objects. Namely, they both have the theme of presenters and speaking skills. Some of the research titles above also have the same object as the KUPANCAR development research, namely the host's guidebook. Meanwhile, the differences between previous research and KUPANCAR research are found in the focus of research and research subjects. KUPANCAR's development research focuses on Arabic language skills and Arabic language presenters that have not been found in previous studies. In addition, the subject of KUPANCAR development research is students of the Department of Arabic Literature, the State University of Malang who have not been used as research subjects in the studies above.

This study aims to depict the findings of the development of the book named "KUPANCAR: A Guidebook and a Collection of Arabic-Speaking Host Texts to Enhance Students' Speaking Skills", as well as describe the results of experts in terms of verifying the validity of the book "KUPANCAR", then describe how much effect the use of the book "KUPANCAR" is. ".

Researchers hope that these research and development activity is one of the efforts to realize academic responsibilities as lecturers and students in implementing the tri dharma of higher education. In addition, researchers hope that the products and publications produced by this activity can provide new references and contribute to the development of knowledge, especially about Arabic-speaking presenters and their application in society.

METHOD

This study used the research design and development of the ADDIE model of Dick and Carey 1996 version. Walter Dick and Lou Carey (1996) developed this model in five research steps needed in teaching and learning activities, namely: (1) Analyze, (2) Design; (3) Develop, (4) Implement; and (5) Evaluate.
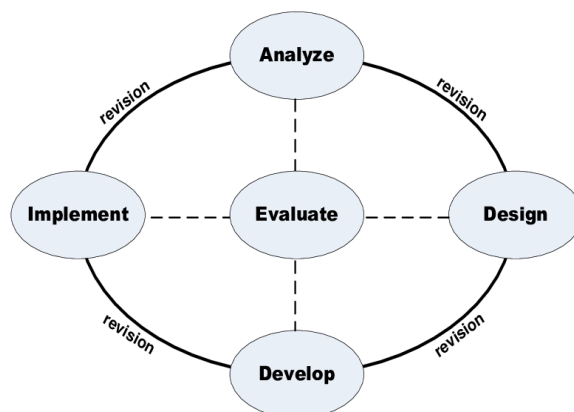
Figure 1. ADDIE Development Model (Anggraeni et al., 2019)

The steps of the ADDIE model can be seen in Figure 1, it shows that what must be done in the ADDIE model is first to analyze the characteristics and needs of students' material, and then to design a product display that fits the needs, and to develop products, and to evaluate with experts of the subject, experts of the method, and experts of field education, and then to implement in the field of education or field testing, and after that to evaluate to verify the validity and effectiveness of the developed products to facilitate the products to achieve success in student learning.

The object of this research is the fourth and sixth-semester students of the Department of Arabic Literature, Faculty of Letters, State University of Malang. The number of students who became the research topic reached 20 students.

The researcher has chosen 4 ways of collecting data, namely interview, observation, questionnaire, and test. While the researcher used interviews, observation, and questionnaires to obtain information to analyze needs, the researchers also used questionnaire methods to collect information from experts to verify the validity of the products developed, then the researcher used test methods to apply products in-field learning. The researcher conducted pre and post-tests in the field of learning to find out how far the quality of students in teaching the material of the hosts had improved. As for the research instrument, the researcher chose four instruments, namely: interview guide, observation guide, questionnaire sheet, and test sheet.

There are two types of data obtained from this research and development, namely: (1) qualitative data for product design and validation, (2) quantitative data for product validation and product effectiveness. In the meantime, both qualitative and quantitative data were obtained from the validation and evaluation results of linguists, material experts, media experts, field education experts or teachers, and students from the needs analysis process, to field trials.

In this development research, there are three techniques used to analyze the data, namely: (1) Descriptive qualitative analysis, which is used to process data from the validation and evaluation results of material experts, media experts, field learning experts, or teachers, and students. This data analysis technique is applied through the collection of qualitative data information in the form of interruptions and suggestions to improve the product. (2) Quantitative descriptive analysis, this technique is used to process the data obtained through a questionnaire in the form of a percentage. The formula used to calculate the percentage of each object according to Tegeh and Kirna (2010) is as follows:

Table 1. Percentage Range and Product Validity Criteria (Tegeh & Kirna, 2010)

Percent range (%)	Qualitative Criteria
90% - 100%	Very Valid
75% - 89%	Valid
65% - 74%	Quite Valid
55% - 64%	Less Valid
0% - 54%	Invalid

Table 1 outlines the percentage of product validity. If the percentage reaches 90% to 100%, it indicates that the product is excellent. If the percentage reaches 76% to 89%, it indicates that the product is good. In the meantime, while the percentage of 61% to 75 indicates that the product is quite good, the percentage with a value of 41% to 60% indicates that the product is not good. And lastly, if the percentage reaches 0% to 40%, it indicates that the product is not very good.

In this study, the data analysis technique used to find out the difference between pre-test and post-test scores was to use the t-test for multiple samples (Paired Sample T-Test) (if the data is normally distributed) and the Wilcoxon classification test (Ranking Test of Wilcoxon) (If the data is not normally distributed). In addition, N-gain was also used to find out the increase of the value of each student.

RESULTS & DISCUSSION

The KUPANCAR Book Development Process

This development research resulted in a KUPANCAR book: A Guidebook and A Collection of Arabic-Speaking Host Texts. The initial idea of developing this book was based on the needs analysis conducted by the researcher. A needs analysis is conducted in three ways; namely observation, interview, and questionnaire. The first method is observation. The researcher conducted observation in the sixth semester of the Arabic Literature Department, State University of Malang to study the theoretical lecture process and the application of hosting in Arabic on the subject matter of *Khathabah.* Observations obtained reveal certain points, namely: a) lecturers use various methods in their lectures, b) lecturers provide learning materials about hosting from the internet, and c) some students gain difficulties while applying theory in hosting right in front of the class.

After observations, the researcher conducted the interview. The interview was conducted with two students who attended lectures with the subject *Khathabah* in the specialization of learning theory and application of Arabic-speaking hosting the material in the fourth and sixth semesters. The researcher obtained the results of the interview with them as follows: a) Many students were enthusiastic to improve their speaking skills, and b) Many students were enthusiastic in teaching theory and application to host events, c) Many students were confused to discover specific references associated with guides and text collections to host events.

Afterward, the researcher used a third method in analyzing needs, namely a questionnaire. The researcher distributed questionnaires via Google Form to several students and teachers of speaking and *Khathabah* skills from two universities and two Islamic boarding schools, namely the State University of Malang, Maulana Malik Ibrahim State Islamic University of Malang, Ittihad Islamic Boarding School, and Darul Hikmah Islamic Boarding School. The specific questionnaires for students encompass; a) students' views on speaking skills, b) students' views on public speaking, c) students' views on hosting events in Arabic, and d) students' views on difficulties in the learning process about hosting events in Arabic. Meanwhile, the special questionnaire for teachers contain a) the teacher's view of the student's situation in the lecture or teaching process about "hosting an event", b) the teacher's view of the existing references about hosting an event in Arabic, and c) the teacher's view of the difficulties in the teaching process through hosting an event in Arabic. The results of the questionnaire reveals that 96% of teachers and 90% of students as respondents of Google Form require a new reference that specifically explores the theory of Arabic-speaking hosting and its application with the following criteria as follows: a) the

reference consists of material about searching for Arabic-speaking hosting, b) the reference language appears to be in Indonesian, and c) the reference contains correct texts of hosting.

The second step is designing. The researcher began to design content for the book "KUPANCAR" by selecting the main chapter or sub-chapter that was to develop the book. Moreover, the researcher identified four chapters in the material of the book while the book developed consisted of several parts, namely 1) the concept of Arabic-speaking hosting, and 2) the duties and requirements of Arabic-speaking hosting, and 3) the composition of the text of the Arabic-speaking hosting, and 4) a collection of texts of Arabic-speaking hosting.

The researcher designed the parts of the developed book, namely: 1) introduction, 2) transliteration guide, 3) index, 4) main material, 5) electronic video link, 6) list of references, and 7) curriculum vitae. The front cover of the developed book is illustrated, colored, and contains the book title "KUPANCAR": A Guidebook to Hosting and a collection of texts in Arabic. The name KUPANCAR is taken from an abbreviation of Indonesian sentences, KUPANCAR means *"Buku Panduan dan Kumpulan Teks Pembawa Acara Berbahasa Arab"*. Moreover, there is also a *QR Code* symbol to indicate that this book is equipped with QR Code technology to gain an electronic link to the video which discusses hosting the events. Furthermore, the color of the front cover is brown and yellow and contains pictures of the host and audiences according to the title of the book. The size of the developed book is A5. In addition, the back cover of the developed book consists of a brief description of the contents of the developed book. The back cover has color and is the same size as the front cover.

The third step after the design is developing. The researcher displayed the results of product development consisting of a printed developed book. And here is the result of the product development:
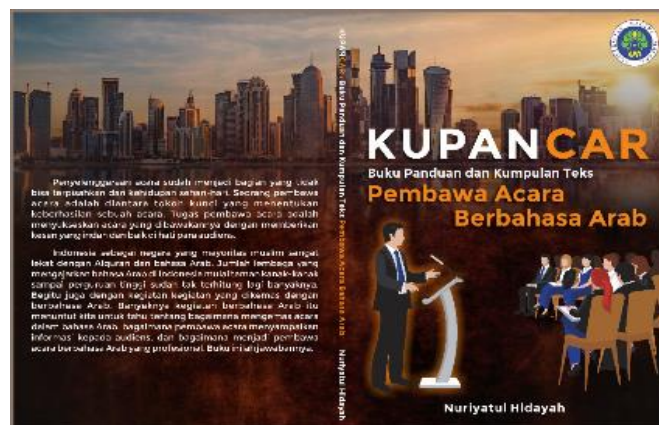
Figure 2. Front and back covers of the book "KUPANCAR"

Figure 2 demonstrates that the front cover of the book is illustrated and colored and contains the book title " KUPANCAR Book: A Guidebook to Hosting

Events and a collection of texts in Arabic". The name KUPANCAR is taken from an abbreviation of Indonesian sentences, KUPANCAR means *"Buku Panduan dan Kumpulan Teks Pembawa Acara Berbahasa Arab".* Moreover, the cover is brown and yellow as well as contains pictures of the host and audiences as it suits the title of the book. Furthermore, the size of the book developed is A5. In Addition, the back cover of the developed book encompasses a brief description of the contents of the developed book whereas the back cover is the same color and size as the front cover.

Figure 3. Material page of the book "KUPANCAR"

The material in the KUPANCAR book as shown in Figure 3 comprises main chapters and sub-chapters. The main chapters consist of 1) the concept of Arabic-speaking hosting, 2) the function and condition of the Arabic-speaking host, 3) the arrangement of the Arabic-speaking hosting texts, and 4) a collection of texts for the Arabic-speaking hosting.

Figure 4. Chapter page of a collection of hosting texts in Arabic.

The chapter on hosting texts in Arabic as shown in Figure 4 contains the hosting texts obtained by the researcher from trusted sites such as the official Arabic YouTube channel. These were also obtained from a collection of texts from several hosts who have a lot of experience in Arabic-speaking hosting, the texts were corrected by experts in their fields.
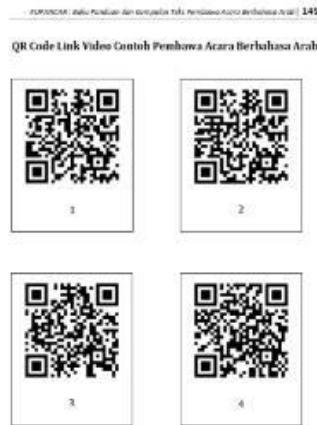
Figure 5. QR Code group page to watch videos

Figure 5 explores that the book "KUPANCAR" provided QR Code technology to respond to the rapid advancement of technology and the needs of students. QR Code makes it easy for students to get videos of examples of good presenters and practice them well.

Expert Validation Results of KUPANCAR: A Guidebook and A Collection of Arabic-Speaking Host Texts to Enhance Students' Speaking Skills

After the researcher designed and developed the "KUPANCAR" book, the researcher presented the results of its development to experts to verify the validity of the developed products, they are material experts, media experts, and learning experts from the State University of Malang.

The researcher introduced the product "KUPANCAR" to the material expert and the verification of material experts was held on July 29, 2021. In assessing the validity of the material, the researcher outlined eight aspects of the assessment, namely: 1) the suitability of the material with the educational objectives and needs of students, and 2) the details of the material, and 3) the novelty of the material and the context of the material, and 4) material appearance techniques, and 5) completeness of material display and 6) the readability of the material, and 7) strength of the material in giving motivation,

and 8) clarity of words. The results of material expert verification on eight aspects obtained 94,58% which indicates that the product is very good. Subject experts provide constructive intervention to the book "KUPANCAR", namely multiplying updated examples and accelerating the printing of books so that students and the community get benefit quickly altogether.

The researcher also presented the product "KUPANCAR" to a media expert. Verification of media experts took place on July 28, 2021. In verifying the validity of the media, the researcher explained seven aspects of the evaluation, namely: 1) book size, and 2) paper quality, and 3) print quality, and 4) cover design, 5) printing book cover, 6) resolution of image descriptions, and 7) book layout provisions. As a result, media experts examined seven aspects, obtaining 81%, which indicate that the product is good. The media expert provided constructive interventions for the book "KUPANCAR", which increasing attention in coloring the book cover, enhancing the beauty of the design at the foremost chapter, and adding appropriate illustrations in several pages of the material.

In addition, the researcher presented the product of "KUPANCAR" to the field learning expert and the verification took place on August 1, 2021. In this case, the researcher outlined nine aspects of the assessment, namely: 1) the relevance of the material to the learning objectives and needs of students, 2) the accuracy of the material, 3) the novelty and context of the material, 4) the technique of presenting the material, 5) the completeness of the presentation of the material, 6) the readability of the material, 7) the strength of the material for encouraging, and 8) the clarity of words, and 9) the presentation of the book in general. The results of the verification of field learning experts in nine aspects obtained 93,33% which indicates that the product is very good. A field education expert wrote constructive interventions for the book "KUPANCAR" in the form of the necessity to classify theories between general theories and theories characterized by the Arabic language and its culture, as well as additional theories about the importance of fluency in speaking and mastery of Arabic expressions such as Arabic proverbs that are considered to be appropriate to the context of the event.

Effectiveness Test Results of using KUPANCAR: A Guidebook and A Collection of Arabic-Speaking Host Texts to Enhance Students' Speaking Skills

The fourth step of the ADDIE development model is called application. The researcher applied the product to the sixth-semester students of the Department of Arabic Literature, State University of Malang. Furthermore, data on student learning outcomes were obtained from the pre-test and post-test scores respectively. Moreover, the data from the pre-test and post-test were analyzed

quantitatively using descriptive statistical methods, comparison of N-gain scores, and paired sample t-test. The descriptive statistics are presented in Table 1 which includes the scores of N, Minimum, Maximum, Mean, and Standard Deviation (SD). The N-gain score was used to find out the magnitude of the increase in the pre-test and post-test scores of each student.

Table 2. Shapiro-Wilk Test Results

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre test	,187	20	,065	,924	20	,121
Post test	,240	20	,004	,923	20	,114

a. Lilliefors Significance Correction

According to Table 2, the output of "Normal Mode Tests" in the Shapiro-Wilk Test section illustrates that the score of Sig. for the pre-test score reached 0.121, and the post-test score reached 0.114. Because the score of the pre-test is slightly greater than 0.05 in the post-test, it can be summed up that the pre-test and the post-test data scores was normally distributed. Hence, the requirement or assumption of normality is met in the use of a multiple sample t-test.

In the meantime, considering previous data processed using SPSS 25.0 Windows, it depicted that a data significance score reached 0.121 for the pre-test and 0.114 for the post-test. Shapiro-Wilk analysis demonstrated that $p > 0.05$. It can be summed up that the pre-test and post-test data indicated the formation of a test of students' understanding of the material in the developed book. The test comprised 10 questions using multiple choice. The following was a description of the results of the KUPANCAR book efficacy test.

The data found illustrated that there was a remarkable increase in the score of 20 points in semester 6. In addition, it seemed also to be following the results of the paired T-test which indicated that the developed KUPANCAR book is very effective for use in the world of education. The following is a data table of paired T-test results:

Table 3. Data table of paired T-test results

		Paired Differences					t	df	Sig. (2-tailed)
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pairs 1	Pre-test - Post-test	-20,500	14,681	3,283	-27.371	-13,629	-6,245	19	,000

Noticing to Table 3, the results of the previous test revealed that p = 0.000 < 0.05, which can be summed up that the KUPANCAR book can massively enhance students' abilities.

Indonesia is well-known as a closely related country to the Arabic language because its major living folks are Muslims (Nasution, 2019). Arabic occupies a prominent position due to its close relationship with everyday religious beliefs and practices (Kusaiyin, 2020). Religious beliefs and practices appear to be key factors in teaching Arabic for the first time in Indonesia in addition to several other factors such as trade factor, economic factor, social factor, cultural factor, and political factor (Wahab, 2014). While considering the rapid development of the Arabic language, there frequently seem to be several various meetings, agendas, ceremonies, and programs in Indonesia whose discussions appear to be the usage of the Arabic language (Nurcholis & Hidayatullah, 2019). The success of the Arabic agendas highly demands possessing a quality of The Host. Hence, enhancing the ability of Arabic-speaking hosts in Indonesia is reportedly considered to be pivotal.

To be a host is part of public speaking (Pribadi, 2019). The host has responsibility for the continuity of an event (Arief, 2012). The success of the agenda is highly determined by the creativity and skill of a host(Irawan, 2013; Nugrahani, et al, 2012). Furthermore, the agenda has to be interesting and exciting thus the host must be creative and have an entertainer spirit (Ahdiyana, 2019), to be able to lead the show and make it more memorably joyful for the audience. Thus, considering the necessity of the existence of the host, it appears to be highly needed to provide theoretical and practical materials to support the knowledge and ability of professional hosts, precisely Arabic-speaking hosts who require several special skills such as mastery of Arabic vocabulary well (Hendri, 2017), mastery of sentence patterns in Arabic related to the event presented (Munir, 2018), mastery of Arabic pronunciation methods appropriately (Rahman, 2019) and so on. Hence, it is crucial to provide examples of sentence patterns commonly used by Arabs when presenting events equipped with videos of Arabs presenting events. In addition, learning Arabic with video media helps the effectiveness of learning (Kurniasari et al., 2020). Therefore, the book "KUPANCAR: Guidebook and Collection of Arabic Host Text" which contains theoretical and practical materials, text sets, and several examples of videos about Arabic-speaking hosts are present to contribute to meeting these needs. No previous book had these advantages.

CONCLUSIONS

The KUPANCAR book has innovations in theoretical and practical materials, a collection of updated texts, and interesting video QR Codes for Arabic-language hosts. The innovation is based on the results of needs analysis in the field and previous studies. The process of development KUPANCAR book used the research design and

development of the ADDIE model with five steps: Analyze, Design, Development, Implement; and Evaluate.

The findings of KUPANCAR development research reveal that KUPANCAR is very valid and suitable to be applied as teaching material to enhance students' speaking skills, especially the ability to be an Arabic-speaking host. It is reportedly based on the results of the material expert validation test with a cumulative score of 95 with a percentage of 94,58% which means very valid, validation of media experts with a score of 78 with a percentage of 81% which means valid and validation from practitioners with a score of 108 with a percentage of 93,33% which means very valid.

Meanwhile, based on the "Paired Samples Test" output table, it is revealed that Sig scores (2-tailed) are 0.000 < 0.05, The results of the Paired Samples Test revealed that $p = 0.000 < 0.05$, pre-test score reached 0.121, and the post-test score reached 0.114. thus it can be summed up that there is a significant difference between the pre-test and post-test scores. It means the students Arabic speaking skills increased significantly after using KUPANCAR. Finally, the researcher considerably advised other researchers to conduct continuing studies in higher quality and a wider scope, precisely by multiplying examples of Arabic-speaking host texts, reproducing examples of Arabic-speaking host videos, creating up-to-date videos about Arabic-speaking hosts, and creating similar guidebooks in International languages, so that they can be used in a larger scope. Furthermore, the researcher highly expect this study to inspire upcoming researchers to advance other teaching materials to support learning speaking skills in Arabic.

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