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Fun Learning Arabic Speaking Skills Using KineMaster Video

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ABSTRACT

The purpose of this study was to describe how to implement fun learning Arabic speaking using KineMaster video and measure its effectiveness. This research was conducted with a grounded theory qualitative approach. The application of this method was carried out on students in grades VII–XI of MTs Muhammadiyah Depok. Methods of data collection included interviews (with the school) and observations (of students' learning conditions). Meanwhile, the data analysis method used three steps, namely data reduction, analysis, and conclusion. The results of this study stated that this fun learning Arabic speaking skills was stimulated by KineMaster video. All materials were included in the video of the drilling process being carried out. After the implementation of the activities, students considered Arabic to be fun, increasing their score to 67% from the initial 33% who thought that learning Arabic was fun. The incoming data said that learning Arabic was very difficult. The meaning was down from the original 65%, while those who think Arabic was boring fell to 31% from the original 69%, and the data also showed a decrease in the very monotonous Arabic learning method, which was originally 63%, now only 37%. These results indicated that the improvement of students' speaking skills should be accompanied by interesting and fun learning methods.

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Keyword

Arabic Skills; Media; Speaking

مستخلص البحث

كان الغرض من هذا البحث هو وصف كيفية تنفيذ تعلم اللغة العربية الممتع باستخدام فيديو كين مستير وقياس مدى فعاليته. وتم إجراء هذا البحث بمدخل نوعي على النظرية المجردة. وتم تطبيق هذه الطريقة على الطلاب في الصفوف السابع إلى الحادي عشر من المدرسة الثانوية محمديّة ديوك. وتضمنت طرق جمع البيانات بالمقابلات (مع المدرسة) والملاحظات (لظروف تعلم الطلاب). وفي الوقت نفسه، استخدمت الباحثة طريقة تحليل البيانات بثلاث خطوات، وهي تصنيف البيانات وتحليلها واستنتاجها. ونتائج هذا البحث أن هذا تعلم مهارة الكلام الممتع باللغة العربية تم تحفيزه بواسطة فيديو كين مستير. وتم تضمين جميع المواد في الفيديو الخاص بعملية الحفر التي يتم إجراؤها. بعد تنفيذ الأنشطة، اعتبر الطلاب أن اللغة العربية ممتعة، مما رفع درجاتهم إلى 67% من 33% في البداية ممن اعتقدوا أن تعلم اللغة العربية أمر ممتع. البيانات الواردة تبين أن تعلم اللغة العربية كان صعباً للغاية. وكان المعنى أقل من النسبة الأصلية البالغة 65%، في حين انخفض المعنى إلى 31% من النسبة الأصلية البالغة 69%، وأظهرت البيانات أيضاً انخفاضاً في أسلوب تعلم اللغة العربية الرتيب للغاية، والذي كان في الأصل 63%، والآن فقط 37%. أشارت هذه النتائج إلى أن تحسين مهارة الكلام لدى الطلاب يجب أن يكون مصحوباً بأساليب تعلم ممتعة وممتعة.

وسائل التعلم؛ واللغة العربية؛ ومهارة الكلام

كلمات أساسية

INTRODUCTION

One of the main goals of teaching Arabic is to develop the ability to communicate in Arabic, both spoken and written, which includes four language skills, namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). The average Arabic speaking ability of students graduating from Madrasah Aliyah is still deficient. It can be seen that their ability they are still lacking. (Astuti, 2016)

In Indonesia, Arabic is a familiar subject, but there are still those who think that Arabic is a subject that is considered difficult both in terms of sentences and in other aspects. Arabic is the language of Al Qur'an, so that if Muslims are far away from the Al Qur'an, it will be far from his religion and certainly will be far away from the Arabic language. (Nandang Sarip, 2012) Designing an attractive education for students is not easy because we know that students often feel bored and tired quickly, which is unavoidable when doing the learning process, and of course, this is due to the teacher's explanation which is easy to digest and understand. (Nugrawiyati, 2018)

As we know Learning is a series of actions that a person takes so that overall behavior change is achieved. Expected changes include knowledge intellectual insight and increasing. Action of Learning is always related to teaching, where this teaching involves a learning process between educators and students. (Sari et al., 2022). During the COVID-19 pandemic, teaching needs to be improved, especially in learning media, so that students do not feel bored. Distance learning media has not been so fast to develop optimally in Indonesia. A teacher who does not understand the methods and models of effective learning is finally required to create innovative and practical learning. It means that it can attract students' interest to continue learning. We know that the situation during the pandemic has brought renewable learning models to the online system. And online learning is an alternative learning model in the current situation, because it is based on the development of technology and communication which is increasingly rapidly nowadays. Therefore, learning by applying KineMaster video is very helpful for teachers and students. (Wargadinata, 2020)

An Arabic language is one of the International languages instead of English. In this case, learning Arabic like other languages aims to master four skills such as listening, speaking, reading, and writing. (Zurqoni et al., 2020). The problem in Muhammadiyah 1 Depok Junior High School is During this pandemic school is conducted entirely online. Learning Arabic online has an impact on the achievement of kalam in students at the school. Based on the results of a survey to students related to online learning, they stated that: 33% of them find Arabic fun, 65% of them say Arabic is very difficult, 69% of them say Arabic is boring, 63% of them say that the Arabic learning method is very monotonous.

Knowing from the existing data that monotonous and less varied learning makes it very difficult for students to understand Arabic learning, especially in speaking skills. aside from that, Rahmawati et al., (2020) said Several factors that hinder the learning of speaking skills are (1) articulation problems, (2) individual stuttering problems, (3) speech articulation disorders that are too fast, (4) listening difficulties, (5) speaking formally to teachers or other students with low or loud voice, therefore the media applied by a teacher must be in accordance with these factors.

Learning method based on learning media is needed in teaching, especially Arabic, which has received attention from language learning experts. That is done by referring to various studies and research intended to determine various learning methods' effectiveness and success, especially in Arabic. We know that this application supports various video formats, ranging from MP4 3GP movies and MP3, M4A and various other video formats. Therefore, we do not have to worry about getting the video format that we want. The application gets a rating of 4.5 in the Google Play Store. Furthermore, we do not need to be problematic in preparation, because the equipment needed to make exciting learning videos, only a few of them are: Smartphone (Android, iOS, WinPhone, BB), Tripod, Monopod/Tongsis, Steady Cam/Stabilizer, Remote Control/ Tomsis, Tripod Holder, Microphone (Clip-on/Ext mic), Voice Recorder (alternative). Besides that, the cellphone that can be used is an Android smartphone. (Ermanto & Zulfadhli, 2019)

The solution is to create an animated video learning media with KineMaster. KineMaster is a learning video application that can make it easier for teachers to create ICT-based learning multimedia. (Arquitectura et al., 2015) The solution is to create an animated video learning media with KineMaster. A KineMaster is a learning video application that can make it easier for teachers to create ICT-based learning multimedia (Arquitectura et al., 2015).

Previous research that is relevant to the title Audio-visual learning media based on the KineMaster application by hafizatul khaira in the proceedings of the national seminar on learning strategies during the 2019 pandemic. The results of this study describe the process of making learning media in the form of an audio-visual animation video based on the KineMaster application in thematic learning for class fourth grade of SD Muhammadiyah Medan (Khaira, 2011). The similarity of this research is that they both use KineMaster video-based learning media, but the difference that stands out here is that this research is used for thematic VI learning, while in my research the use of this learning media is for learning Arabic, especially speaking skills.

The general objective of this research is to find out the implementation of video KineMaster-based Arabic learning in improving case study speaking skills,

how to apply the KineMaster video-based maharah al kalam learning method. In contrast, the specific purpose of this research is to know the implementation and strategy of using KineMaster video in improving "maharah al kalam" case study speaking skills.

METHOD

This Research used the qualitative research method used here is a qualitative form of the Grounded Theory approach, namely to solve problems in research and provide a deep understanding of a Qualitative here is done because it relies on individual opinions; about KineMaster-based Arabic learning, besides that it also asks broad general questions and data collection consists of many words or texts that we encounter in this KineMaster-based learning (Tan et al., 2013). The problem in this research is learning Arabic which is felt to be very monotonous because of the lack of a variety of learning by the teacher, making it less easy for students to understand Arabic learning. In this case, a KineMaster video-based Arabic language learning solution is a solution in teaching Arabic. (issue) and qualitative research procedures to describe, analyze, and interpret research patterns, patterns of behavior, beliefs, and a language held by specific cultural groups that have developed over a long time. And the discussion in this study is listed in the data as [Figure 1](#).

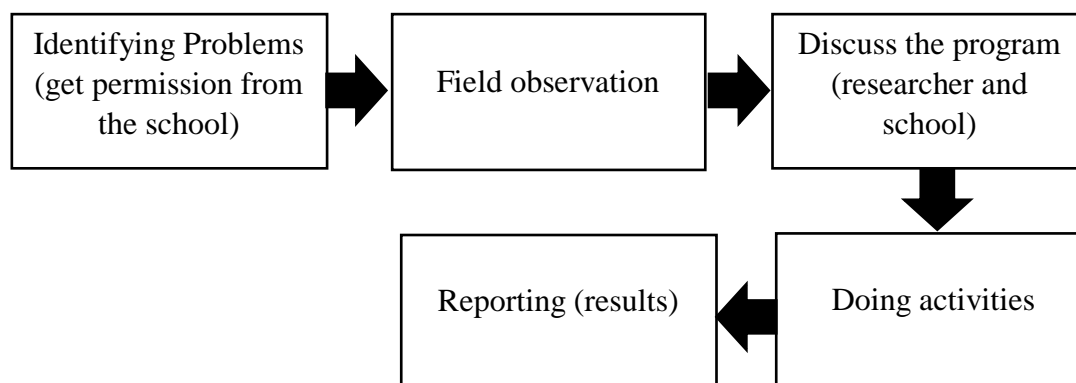


Figure 1. grounded theory research steps (Mulyadi, 2013)

[Figure 1](#) shows grounded theory research steps. Methods of data collection in this research included interviews (with the school) and observations (of students' learning conditions). this research was also carried out online, namely by involving all students and junior high school students of Muhammadiyah 1 Depok from seventh grade, eighth grade, to ninth grade, and this research on KineMaster video-based Arabic learning and was followed by approximately 340 participants, which consists of grade seven as many as 117

students, grade eight as many as 115 students, and grade nine as many as 108 students.

Meanwhile, the data analysis method used three steps, namely data reduction, analysis, and conclusion. Data reduction is a process of selection, focusing, simplification and abstraction of the raw data contained in the data collection process field notes and this process takes place throughout the implementation of the research. Analysis of the data taken in this study in the form of pictures, percentage of developments. While drawing conclusions, the data here is a unit that explains each other, the data are closely related, so that conclusions that are relevant to the results of the study are drawn.

RESULTS & DISCUSSION

In accordance with research conducted by researchers related to the use of kinemaster videos in learning Arabic speaking skills, there are several steps that were taken by researchers, including the steps are:

The first step

Learning Arabic based on KineMaster is to provide primary material. The researchers provide primary material about vocabulary according to the material about "وَلَدٌ نَاجِبٌ" students will understand then they will memorize it correctly.

After that, they will use the new vocabulary they have learned before.

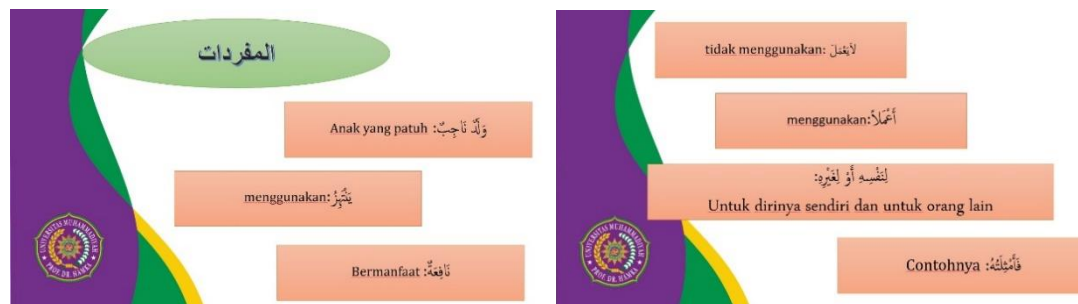


Figure 2. Picture of basic vocabulary material

Figure 2 explains basic vocabulary material in Arabic and how to make Arabic sentence expressions accompanied by pictures and videos of Kinemaster learning.

Second step

Students listen to the topic to be discussed, and the researchers will open the KineMaster Arabic video and explain using Arabic. The researchers explain the first step about istima' with the theme "وَلَدٌ نَاجِبٌ", Then the researchers

explained the chosen topic. That is the subject that will be practiced in speaking skills there is *يَذْهَبُ إِلَى الْمَدْرَسَةِ*. Using these KineMaster videos, students can focus directly on learning about the topics they get. That is the ability to speak Arabic.



Figure 3. KineMaster videos and Arabic vocabulary explanation

Figure 3 shows an example of an image in a video clip of one of the themes studied. In each of the themes listed in table 1. Each theme is explained in the video, making it easier for students to understand the vocabulary presented.

Third step

After the students listened to the particular material in the first video and the researchers cut off the video as an emphasis that students from grade seven, grade eight to grade nine understood what they heard from the video, and for the following video, the researcher explained the sentence in Tabel 1. Then say it aloud, and the students follow what the researchers say.

Tabel 1. Material for Speaking Skills

Arabic Themes	English Translate
إِحْتَرَمَ الْمُدْرِسُ الْمَدْرَسَةَ	Respect teachers at school
تُبَادِلَ الْأَرْءَاءَ مَعَ أَصْدِقَائِهِ	Exchange opinions with friends
مَسَاعَدَ أَسْرَتَهُ فِي الْبَيْتِ	Exchange opinions with friends
يُسَاعِدُ فِي تَنْظِيفِ الرُّجَاجِ	Help clean the glass
أَعْطَاءَ الْمَالَ وَالنُّقُودَ لِلشُّهُودِ أَوْ لِلْفُقَرَاءِ	Giving money to people in need
تُسَاعِدُ فِي عُبُورِ الشَّرَاحِ	Help cross the road
أَعْطَى الْمَلَابِسَ وَالنُّقُودَ إِلَى التَّرْبِيَةِ الْأَيْتَامِ	Giving clothes and money to orphans
قَرَأَ الْقُرْآنَ كُلَّ الْيَوْمِ	Read Al-Quran every evening
طَالَعَ الدَّرْسَ فِي غُرْفَةِ الْمُطَالَعَةِ	Reading lessons in the reading room

Tabel 1 shows material for speaking skills. The construction of this step is speaking skills. Because that way, students can be energetic and creative in

Arabic, handling language words in simple sentences in the form of stories (even though they first hear and imitate what they hear by speaking). And then practice listening and then speaking what they hear according to the topic.

Moreover, the results are obtained by researchers show that the implementation of the KineMaster-based Arabic learning method is very effective in learning Arabic. It is evident from the Google form they filled out that students who are happy with KineMaster video-based Arabic learning are as follows: they find Arabic fun to be increased to 67% from the initial 33% who think that learning Arabic is fun, then the incoming data 35% say learning Arabic is very difficult, it means it is down from the initial 65%, while those who think Arabic is boring dropped to 31% from the initial 69% and the data also show a decrease in the very monotonous Arabic learning method from 63% now to 37%.

Tabel 2. KineMaster method utilization improvement table

No	State of students	Before	After	Total Percent
1	Arabic fun	33%	67%	100%
2	Arabic is difficult	65%	35%	100%
3	Arabic is boring	69%	31%	100%
4	Monotonous Arabic learning method	63%	37%	100%

From [Tabel 2](#), it can be assessed that the KineMaster-based Arabic learning method is effective in learning Arabic, especially in learning speaking skills. Because it gives students a sense of confidence or courage, and they can issue new vocabulary that they master. From this, it is evident that there is a difference between the effectiveness of students before using this KineMaster-based learning method, especially during learning during this pandemic, namely all online-based learning. That is proof that KineMaster-based learning is to increase student interest in learning.

KineMaster-based audiovisual media has a vital role in this pandemic period to make it easier for students to understand lessons and increase the attractiveness and motivation of students to learn more material. In addition, KineMaster-based audiovisuals can be used to develop listening skills and evaluate what has been heard, organize and prepare for discussions or debates by expressing the opinions of experts who are far from the location, making models that will be imitated by students, preparing interesting variations and changes in the level of learning speed on a subject or a problem. (Octavianty et al., 2021) .

Learning media-based learning methods are very much needed in teaching, especially that the KineMaster-based Arabic learning method is effective in learning Arabic, especially in learning speaking skills. The message companion or mediator from the sender to the receiver of the message, and the Learning media-based learning methods are very much needed in teaching, especially that the KineMaster-based Arabic learning method is effective in learning Arabic, especially in learning speaking skills and Media (Amrullah et al., 2021).

As we know KineMaster is a mobile is the application specifically of designed to help Android with iOS users modify videosit's from ordinary videos to more interesting videos (Haryudin & Imanullah, 2021). So why do we need innovative learning media in learning, including kinemaster-based learning? Because the learning style of today's generation is very different from the past. Currently they study, work and create anywhere, anytime and with anything. This challenge will make the learning ecosystem in the future continue to change. (Marleny & Ningrum, 2021).

For this result we know that the kinemaster application can overcome student delays in learning. Student delays are students who are slow to understand the learning process compared to other students caused by the level of understanding or students may be lazy to learn and so on. (Fitriilia & Rohani, 2021). From the results of the research above, we know that technological media that can be used to present teaching materials are learning videos and this is considered a solution because the teacher can present more interesting learning material by using the features offered, namely the kinemaster video. Besides that, students also enjoy learning because it is not monotonous. (Makmuroh, 2021).

From the data that has been generated by the researchers, it turns out that learning Arabic, especially speaking skills, is very effective using kinemaster learning videos. In fact, many applications are effective in supporting the creation of learning media, but Kinemaster is one application that can make it easier for teachers to create ICT-based learning multimedia. Kinemaster is a full-featured and professional video editing app for Android and iOS devices. (Sari et al., 2022).

CONCLUSIONS

This research resulted in a product in Arabic learning. The product resulting from this research is Arabic learning media using the KineMaster application. Moreover, these results say that the KineMaster video-based learning method is effective in learning Arabic, especially speaking skills. As evidenced by the results of this study, it showed that students found Arabic fun to be 67% from the first only 33% who thought that learning Arabic was fun, then the

incoming data 35% said learning Arabic was very difficult, meaning it was down from the beginning. 65%, while those who think Arabic is boring dropped to 31% from 69% in the beginning, and the data also shows a decrease in the very monotonous learning method of Arabic from 63% to 37%. So in this study it indicates that kinemaster video-based learning is very helpful in the process of fun learning Arabic, especially in speaking skills. For future research, it is hoped that it will be able to improve fun Arabic learning activities with a different skill focus.

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