

THE USE OF YOUTUBE IN ARABIC SPEAKING SKILLS DURING OPEN AND DISTANCE LEARNING (ODL)

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ABSTRACT

Youtube is one of the platforms to convey knowledge through learning and teaching Arabic. Furthermore, the sharp increase in the use of Youtube occur when COVID-19 pandemic hit the country. This also affects education that causes it to be done through open and distance learning (ODL). However so, not all students are able to conduct ODL for Arabic language course smoothly. Moreover, Arabic speaking skills was rated at the lowest level among students who considers the Arabic language is difficult to master. Therefore, this study was conducted to identify the level of challenges faced by students in learning Arabic during ODL. In addition, it aims to produce Arabic speaking skills learning videos via Youtube during ODL. Finally, an analysis for the student's *tamthiliy* videos was conducted to improve Arabic speaking skill during ODL. This study is a survey-based research by using questionnaires and documents. The questionnaire instrument was used to identify the challenges and Youtube usage level among 300 students selected by random sampling from UiTM Melaka Branch. Whereas the documents were used to develop instructional video and analyse *tamthiliy* video. The collected data was then analysed descriptively and presented in the form of tables and diagrams. The findings that there were challenges faced by students in learning the Arabic language through ODL during the COVID-19 pandemic. Nevertheless, the development of learning videos and *tamthiliy* helps students to master Arabic speaking skill well in ODL learning. This study suggests future research to investigate the challenges aspects faced by Arabic language lecturers during COVID-19 pandemic and develop interactive teaching materials that is suitable for current situation.

Keywords: Youtube video, Arabic language, challenges, online distance learning (ODL), COVID-19

INTRODUCTION

Open and distance learning (ODL hereinafter) begins when there is an offering for learning courses conducted by an educational institution. The United Nations Educational Scientific and Cultural Organisation (UNESCO) (2002) defines ODL as a reflection of the many lessons conducted by a person in separate time and space from the students. The purpose of ODL is to go beyond the scope of breadth and diversity encompassing several aspects like elements, curriculum and access (Malaysian Qualification Agency, 2013).

On March 11, 2019, an official statement by World Health Organisation (WHO) has clarified that a total of 114 countries was infected by COVID-19 with 4291 deaths occurred. As a result, many countries have had to adapt to a new norm of life in order to break the chain of the pandemic. Malaysia was also affected by the COVID-19 pandemic (Sheth, 2020). This effect has caused all parties including education ministry to worked tirelessly together to solve the issue (Greenhow & Chapman, 2020; Hall et al., 2020; Jha & Arora, 2020; Kessler et al.,

2020; Upadhyay & Lipkovich, 2020). Among the effects that have occurred were the higher learning institutions being closed temporarily and gradually (Kamal et al., 2020). Therefore, a new norm approach needs to be done by adopting ODL concept. Hence, most learning courses are now conducted through ODL (Kaden, 2020) including Arabic language (Olimat, 2020).

Arabic language is one of the subjects offered at Universiti Teknologi MARA (UiTM hereinafter) that involves four skills to be mastered (Anuar, 2016). Among the skills are listening, reading, writing and speaking skills. Linguistic such as phonetic, morphology and grammar (Baharun et al., 2020) should be prioritized in such skills. However, Arabic speaking skills were rated the lowest among students (Anuar, 2016). During the process of learning Arabic language through ODL, there are a variety of platforms used. One of the initiatives is by using Youtube through video-based learning. The usage of Youtube has increased dramatically during the COVID-19 pandemic. This is because most lessons were conducted online to replace physical learning (Boon, 2020) in order to prevent this pandemic from spreading (Sawitri, 2020; Sepasgozar, 2020). However, not all students are able to conduct ODL smoothly. Moreover, Arabic speaking skills were rated the lowest among students (Anuar, 2016) and students consider Arabic as difficult to master (Kaseh et al., 2010; Azman & Soon, 2011; Kaseh & Muhammad Faiz, 2018). Therefore, the objective of this study is to identify the level of challenges faced by students in learning Arabic language during ODL. In addition, it also aims to produce Arabic speaking skills learning videos through Youtube during ODL. This study needs to be done in order to overcome the Arabic speaking skills problems faced by students especially during COVID-19 pandemic era.

LITERATURE REVIEW

In the era of 21st century, the use of Information and Communication Technology (ICT) has become more frequent due to the needs and changing of time (Sheth, 2020; Upadhyay & Lipkovich, 2020). Especially in the era of Industrial Revolution 4.0 in which everything requires the use of applications and media as accessibility. Those who chose not to catch up with the development of time, will be left behind.

Learning process also faced a major change in rapid development of globalisation. This matter showed that today's learning process has to undergo the adaptation of technological elements as an impact from the revolution. Since the hit of COVID-19 pandemic, the learning process had to be carried out on a non-face-to-face approach. Nevertheless, this issue does not exclude the aim to convey knowledge to students. Using a variety online software is a convenient way in ODL. The media application that is often used by lecturers nowadays is Youtube to produce videos. Video-based learning as a teaching aid is now seen as a common method among lecturers. This is because the media application can be used freely and easy to manage (Sawitri, 2020). In addition, the use of application in media format could also attract attention and entertaining for students (Muna, 2016; Maimum Aqsha Lubis et al., 2019). Not only that, but lecturers could also manage classes easily, give instructions and assess students remotely even online. The use of Youtube can also be utilised due to the various video content based on the lesson syllabus (Muna, 2016). While Muna (2016) gives a broader view on the use of technology in attracting the student's interest and interaction. Based on these factors, the positive effect on the student's achievement for Arabic language increases (Muna, 2016).

Besides that, strategy to increases Arabic speaking skills among students are done through the use of mind map for introduction of vocabularies. Students are guided by the

teacher to be able to pronounce and write the words correctly (Rahmawati et al., 2020). Once the students have mastered the vocabulary, they need to construct simple sentences using the vocabularies. This strategy is also used by Mohammed et al. (2012), Ghani et al. (2017) and Omar & Al-Tashi (2018). The results showed that using mind map as strategy in helping student's skills to write sentences to be more effective during the Arabic language speaking process (Rahmawati et al., 2020).

Additionally, using video as a strategy (Aburezeq, 2020; Asbulah et al., 2019) among students was done in order to increase speaking skills for Arabic language. Two groups of students were formed, one group used the video and the other did not. The study found that the student's performance in speaking skills were better than the group of students who did not use the video. This is due to the student's high motivation factors to be interested in speaking Arabic when the teachers used video as teaching aid (Aburezeq, 2020). Based on the positive effects towards video-based learning for speaking skills, the selection of videos in Youtube was conducted to assess its suitability to the public. As a result, a total of 40 videos has helped improve Arabic speaking skills among students as it met the guidelines given as well as the labelling the videos as educational videos (Hassounah et al., 2019). A study by Ritonga et al. (2020) focused on the use of technology such as social media, video and Youtube specifically on reading skills in Arabic. The results showed that technology-based teaching aids were more significant than without the use of technology. A variety of approach with the use of technology is more preferred by students with additional explanations from the lecturers (Ritonga et al., 2020).

A study by Rahil & Harun (2016) examined the use of Youtube during Arabic language learning on the aspect of listening skills among 30 selected students. The findings showed that the use of Youtube helped students to learn listening skills in Arabic. Moreover, many respondents agreed that Youtube encourages student's self-potential and interest in the Arabic language. Research by Ilmiani et al. (2020) however is slightly different from Rahil & Harun (2016). The study investigates the problems in learning Arabic with the use of interactive multimedia method. The study also proved that students have a lot of challenges in learning Arabic, but the use of Youtube can motivate and attract student's interest to continue improving their proficiency in Arabic language. This is due to the factors of interactive learning environment and technology-based teaching aids that are interesting (Ilmiani et al., 2020). Therefore, this study looks from the aspect of challenges faced by students to speak in Arabic during ODL amidst COVID-19 situation through the use of video on Youtube as a significant and useful medium to students.

RESEARCH METHODOLOGY

This study uses quantitative research through descriptive survey research by using a questionnaire designed to achieve the objectives of the study. Quantitative research is objective as the data collected in the form of numbers or score values will be then analysed by statistical analysis (Iwan Hermawan, 2019). The use of quantitative research is also more systematic through the implementation that consist of the research objective and its relationships between the two. To conduct this study quantitatively, a questionnaire instrument was designed that includes three parts namely the respondent's demographics, the challenges faced by 300 students who took Arabic language courses in the October 2020-February 2021 session. The respondents were selected through random sampling to represent the student population in

UiTM Melaka Branch which also represents the southern zone population. The selection of the population was also based on the initial problems that lead to student's weak speaking skills in Arabic (Anuar, 2016).

There were 13 items presented in the questionnaire that includes challenges faced by Arabic language students during ODL. Meanwhile, 15 items were constructed to identify the extent in which the use of Youtube can help improve Arabic speaking skills among students. The questionnaire was later distributed after the students had the learning process based on videos on Youtube and after the students produced a *tamthiliy* video. Each item in this questionnaire was answered by the respondents using four Likert scales namely 'Strongly Disagree with a score of 1 point, 'Disagree' with a score of 2 points, 'Agree' with a score of 3 points and 'Strongly Agree' with a score of 4 points. The analysis only focuses on the highest scale and mean to show the research findings.

The collected data were then analysed descriptively using mean scale interpretation and presented in tabulate form. While *tamthiliy* video analysis was analysed in percentage also in tabulate form. A descriptive survey can help elaborate the issues and problems from various perspectives especially on phenomena involving aspects of opinions, attitudes, behaviours, perceptions and feelings (Creswell, 2005). While the development and implementation of learning videos are adapted from previous studies but then applied in student's Arabic speaking process (Nimah, 2013). For analysing *tamthiliy* videos, a total of 6 groups of students were randomly selected from the 300 students involved in this study. These 6 groups are sufficient to answer the research question especially in explaining that at least a research group needed one group for data collection (Creswell, 2005).

RESEARCH FINDINGS

This research uses descriptive analysis of mean scores namely high, medium and low levels (Zainudin et al., 2007). The interpretation of the mean score can be seen in Table 1.

Table 1: Mean score interpretation

Level	Mean score
High	3.01 – 4.00
Medium	2.01 – 3.00
Low	1.00 – 2.00

Source: Zainudin et al. (2007)

Table 1 shows that the mean score of 3.01 – 4.00 as high level, mean score of 2.10 – 3.00 as moderate level, and 1.00 – 2.00 as low level.

Challenges

The research findings for respondent's demographic and the level of challenges faced by students in learning Arabic during ODL can be seen in Table 2 as below:

Table 2: Respondent's Demographic

No.	Respondent's demographic									
A1	Current year of study		Year 1			Year 2		Year 3	Year 4	
			59.7%			35.2%		4%	3%	
A2	Current semester		1	2	3	4	5			
			49.2%	24.7%	12%	13.4%	0.7%			
A3	Basic knowledge of Arabic		Ya (%)			Tidak (%)				
			76.3			23.7				
A4	Equipment		T	L	T	D	M	E	K	L
			94%	92%	7%	8%	17.1%	66.2%	33.1%	34.8%

Table 2 shows the demographics of the respondents. Item A1 shows the students who experienced ODL October 2020 – February 2021 session, 59.7% consist of Year 1 students, 35.2% Year 2 students, 4% Year 3 students, and 3% Year 4 students. While students in Semester 1 were 49.2%, 35.2% were in Semester 2, 12% were in Semester 3, 13.4% were in Semester 4, and 0.7% were in other semesters. This indicates that the majority of the students consist of Year 1 and Semester 1 students. Item A3 showed that 76.3% had basic knowledge of Arabic and another 23.7% were otherwise. This proves that many students have studied Arabic and have a basic knowledge. Item A4 on the other hand is about the equipment used by students to learn Arabic during ODL which are mobile phones (94%), laptops (92%), tablets (7%), desktops (8%), microphones (17.1%), earphones (66.2%), cameras (33.1%), and lights (34.8%). Thus, the data shows that mobile phones and laptops are the most important tools that most students use during Arabic language learning for ODL. The other equipment is additional accessories such as microphones, earphones, cameras and lights. Next, the analysis discusses on the challenges faced by students during ODL for Arabic language course.

Table 3: Challenges faces by students for Arabic language course during ODL

B	Challenges	1(SD)	2(D)	3(A)	4(SA)	Mean	Level
B1	Unsatisfactory voice and video quality	23.7 (71)	43.5 (130)	21.1 (63)	11.7 (35)	2.20	Medium
B2	Inconvenience environment for house / hostel / nearby area	15.1 (45)	33.9 (101)	37.6 (112)	13.4 (40)	2.47	Medium
B3	Disturbance from others	26.1 (78)	36.5 (109)	28.1 (84)	9.4 (28)	2.20	Medium
B4	Roommates conducting online learning at the same time and place	57.4 (171)	29.5 (88)	8.7 (26)	4.4 (13)	1.59	Low
B5	Noisy atmosphere / environment	25.2 (75)	38.6 (115)	27.5 (82)	8.7 (26)	2.18	Medium
B6	Need to study outside the house	49.3 (147)	31.9 (95)	12.8 (38)	6 (18)	1.74	Low
B7	Less watch recorded session	30.9 (92)	41.9 (125)	22.1 (66)	5 (15)	2.00	Low
B8	Limited Internet data	23.8 (71)	24.5 (73)	27.5 (82)	24.2 (72)	2.50	Medium
B9	Unsatisfactory Internet connection	18.7 (56)	33.4 (100)	33.1 (99)	14.7 (44)	2.43	Medium
B10	COVID-19 pandemic quarantine	71.8 (214)	12.1 (36)	10.4 (31)	5.7 (17)	1.49	Low
B11	Flooded house	84.2 (251)	10.4 (31)	3.4 (10)	2 (6)	1.22	Low

B12	Equipment malfunctions	38.9 (116)	36.9 (110)	18.1 (54)	6 (18)	1.90	Low
B13	Lack of motivation	58.4 (174)	28.5 (85)	7.4 (22)	5.7 (17)	1.60	Low

Table 3 shows item B4, a total of 171 students (57.4%) strongly disagreed with roommates conducting online learning at the same time and place with a mean score of 1.59. Next, item B6 shows a total of 147 students (49.3%) strongly disagreed that students should study outside the house with a mean score of 1.74. While item B7, a total of 92 students (30.9%) strongly disagreed that they less watching the recorded session with a mean score of 2.00. Then, item B10 with a total of 214 students (71.8%) strongly disagreed with the statement of quarantine due to COVID-19 infection with a mean score of 1.49. Item B11 with a total of 251 students (84.2%) strongly disagreed that flooded houses a mean score of 1.22. While item B12, 116 students (38.9%) students strongly disagreed with the malfunction of equipment with a mean score of 1.90. Finally, item B13 with a total of 174 students (58.4%) were strongly disagreed with lack of motivation with a mean score of 1.60. Thus, the items B4, B6, B7, B10, B11, B12 and B13 mentioned indicated that the mean scores were at a low level.

While item B1, a total of 130 students (43.5%) did not agree with unsatisfactory voice and video quality with a mean score of 2.20. Item B2 found that a total of 112 students (37.6%) agreed with inconvenience environment for home, hostel or nearest area with a mean score of 2.47. While item B3, disturbance from others shows 109 students (36.5%) disagree with a mean score of 2.20. Item B5, with a total of 115 students (38.6%) disagreed with noisy atmosphere or environment with a mean score of 2.18. Next, item B8 with a total of 82 students (27.5%) agreed with limited Internet data with a mean score of 2.50. Finally, item B9 with a total of 100 students (33.4%) did not agree with unsatisfactory Internet connection with a mean score of 2.43. Concisely, the level of challenges for items B1, B2, B3, B5, B8 and B9 were at a moderate level.

Overall, it can be seen that challenges that includes roommates conducting online learning at the same time and place, having to study outside the house, less watching the recorded sessions, quarantine due to COVID-19 infection, flooded house, malfunction of equipment and lack of motivational drive during Arabic language lesson through ODL is at a low level. While challenges while learning Arabic language through ODL that includes unsatisfactory voice and video quality, inconvenience environment at home, hostel and nearby area, disturbance from others, noisy atmosphere as well as unsatisfactory Internet connection are at a moderate level. Hence, students do have their own challenges and there are no challenges marked at a high level.

Development of Learning Videos

This study developed a learning video using Microsoft PowerPoint recordings (MPP hereinafter). The development of this video aims to introduce the vocabularies and content titles of the Arabic language to the students before the students use it in the speech through the production of *tamthiliy* video. Learning videos and *tamthiliy* were shown on Youtube. There are three phases to develop the learning videos namely the development phase of the presentation materials, the phase of recording learning videos, and the phase of showing the learning videos to students on Youtube. The theory of learning process through this video was adapted through the study conducted by Nimah (2013).

The development phase of video materials using MPP begins with the title, learning outcomes, content and conclusion. There are 6 learning video titles that covers the entire topic namely greetings, studies, living environment, family occupational, food and beverages, as well as daily activities. The phase of recording learning videos has a duration between 20 to 25 minutes. Afterwards, the video was uploaded on Youtube. The Arabic language learning video can be seen in Figure 1 below:

Figure 1: Arabic language learning video



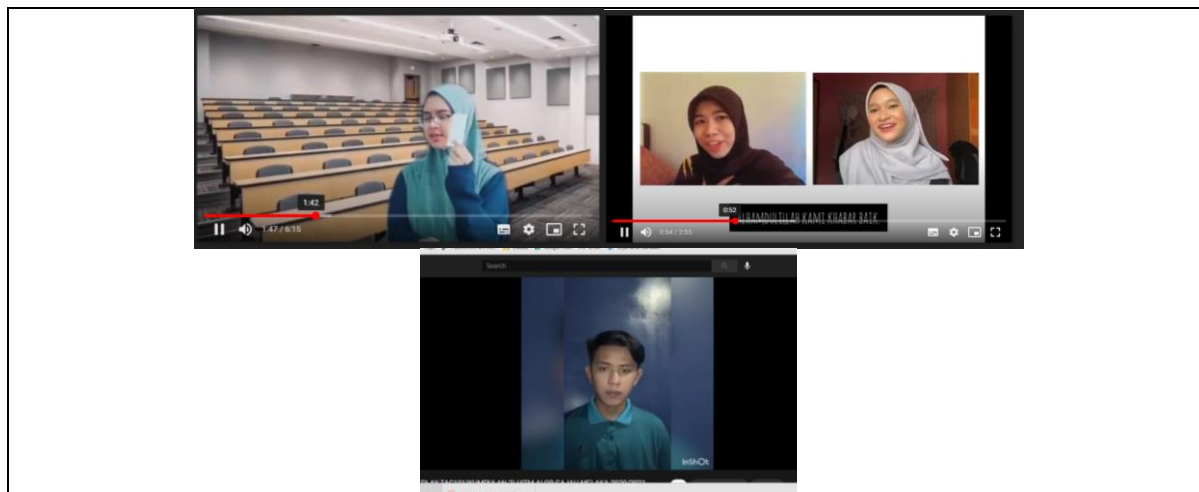
Source: Ijlat (2020)

Next is the phase of showing the learning videos to students through Youtube. Students were exposed to Arabic vocabularies according to themes through the activity of listening to the correct pronunciation. Through the video on Youtube as well, the lecturer explained simple sentences to converse with fellow students. After showing the learning videos, students have to recite the vocabularies and have a dialogue with their fellow friends under the guidance of the lecturer. In this part, interaction between students and lecturers occurred during the ODL by using social media as a platform. To improve the use of simple sentences learned to speak Arabic, students need to construct dialogue scripts in pairs. Other activities involved in the process were reading, listening and writing exercises. Through Youtube, exercise activities, Q&A session, games, singing, presentations and discussions are also emphasised.

Tamthiliy Video

Next, in order to improve Arabic speech during ODL, students were asked to construct dialogue scripts in pairs based on the chosen theme with the guidance of the lecturer. Students need to construct short and long dialogues. Lecturers then reviews the dialogue scripts and the student's dialogue reading. In the next process, students have to memorise the dialogue, act it out with a friend and record it. The recording results has been uploaded on Youtube and the *tamthiliy* video can be seen in Figure 2 below:

Figure 2: *Tamthiliy* video



Source: *Tamthiliy* Video (2021)

The student's assessments are done based on the rubric which already been determined that includes pronunciation, intonation, fluency and confidence during speech (Pentaksiran Bahasa Arab, 2017).

Table 4: Assessment marks for Arabic speech

Group	Marks
A	93.3%
B	60%
C	73.3%
D	93.3%
E	93.3%
F	93.3%

Table 4 above shows that four groups have achieved the highest scores namely group A, D, E and F with a percentage of 93.3%. The second highest score obtained was by Group C with 73.3%. Finally, the lowest obtained score was by Group B which was 60%. Based on the rubric (Pentaksiran Bahasa Arab, 2017), group A, D, E and F were categorised as excellent. While group C and B are categorised as moderate groups. On the other hand, no group was considered as weak. After the implementation phase of *tamthiliy* video was conducted, a questionnaire was given to assess the student's perceptions on the strategies to improve Arabic speech through videos on Youtube during ODL. The level of Youtube usage can be seen in Table 5 below:

Table 5: Usage level of *Youtube*

C	Usage level of <i>Google Meet</i> and <i>Youtube</i>	1(SD) %	2(D) %	3(A) %	4(SA) %	Mean	Level
C1	Interesting and interactive video materials on Youtube helps to understand the Arabic language	1	3.7	42.3	53	3.47	High

C2	Lecturer's explanation presented on Youtube helps to understand the Arabic language	1	3	40.5	55.5	3.50	High
C3	Rewatching the videos and doing assignments helps to understand Arabic	3	6.7	41.8	48.5	3.35	High
C4	Q&A activities help to understand Arabic	0.7	6.4	45.8	47.2	3.39	High
C5	Singing activity and memorising method using formula on Youtube helps to improve Arabic vocabulary	4.1	14.2	47.1	34.6	3.12	High
C6	Language game activities on Youtube helps to remember Arabic	2	9.4	51.5	37	3.26	High
C7	Activities like sentence composing, words translating, words correcting and answering questions from passages on Youtube helps proficiency to write in Arabic	0.7	4.7	45.6	49	3.42	High
C8	Words listening activity on Youtube helps to master the Arabic language	0.7	6.7	47.1	45.5	3.37	High
C9	<i>Tamthiliy</i> video activities on Youtube helps proficiency to speak in Arabic	0.7	5.1	48.8	45.5	3.38	High
C10	Exercise activities on Youtube helps to enhance Arabic language	0.3	3.7	44.3	51.7	3.47	High
C11	Acting activities on Youtube help improve the Arabic language	0.7	5.4	49.8	44.1	3.37	High
C12	Student's presentation activities done through Youtube helped improve the Arabic language	1.3	9	50.8	38.8	3.27	High
C13	Using notes and textbooks on Youtube	0	1.3	36.9	61.7	3.60	High
C14	Discussion activities	1	8.8	52.9	37.4	3.26	High
C15	Motivation by lecturer	0.7	5.7	43.8	49.8	3.43	High

Table 5 shows the level of usage for Youtube. For item C1, a total of 53.0% students strongly agreed that video materials on Youtube helped to understand Arabic with a mean score of 3.47. For item C2, a total of 55.5% students strongly agreed that lecturer's explanation presented on Youtube has helped to understand Arabic with a mean score of 3.50. Additionally, item C3 has a total of 48.5% students strongly agreed to rewatch the video and do assignments to help understand Arabic with a mean score of 3.35. For item C4, as many of 47.2% students strongly agreed that Q&A activities through Google Meet and Youtube help understand Arabic with a mean score of 3.39. Item C5 on the other hand, 47.1% of students agreed that singing activity and memorising method using formula through Google Meet and Youtube has helped to improve Arabic vocabulary with a mean score of 3.12.

Next, for item C6, a total of 51.5% students agreed that language game activities on Youtube helped them remember Arabic with a mean score of 3.26. As for item C7, a total of 49.0% students strongly agreed that the activities of sentence composing, word translating, words correcting and answering questions from passages on Youtube helped them to be proficient to write in Arabic with a mean score of 3.42. Item C8 has a total of 47.1% students who agreed that words listening activity on Youtube helped to master the Arabic language with a mean score of 3.37. Additionally, item C9 has about 48.8% students who agreed that *tamthiliy* video activity on Youtube helped to speak Arabic fluently with a mean score of 3.38.

Furthermore, item C10 showed as many as 51.7% students who strongly agreed that exercise activities on Youtube helped enhancing the Arabic language with a mean score of 3.47.

In addition, item C11 has a total of 49.8% of students who agreed that acting activities on Youtube helped improve their Arabic language with a mean score of 3.37. Next, item C12 has as many of 50.8% students agreed that student's presentation activities done through Youtube helped improve the Arabic language with a mean score of 3.27. Besides that, for item C13, as many as 61.7% students strongly agreed to using notes and textbooks from Youtube. While item C14 shows a total 52.9% students agreed to ask lecturers when they do not understand or confused with a mean score of 3.26. Finally for item C15, 49.8% students strongly agreed to be motivated by lecturers through Youtube with a mean score of 3.43. Hence, items C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14 and C15 shows that the usage of Youtube was at a high level and that it helped students to master speaking skills in Arabic well.

DISCUSSION

The first objective of this study was to identify the level of challenges faced by the students in learning Arabic through ODL during COVID-19 pandemic. Based on the research findings, it showed that the challenges faced by students were their roommates conducting online learning at the same time and place, the need to study outside the house, less watching the recorded session, quarantine dure to COVID-19 infection, flooded house, equipment malfunction, as well as lack of motivation during Arabic language lesson through ODL. However so, these challenges did not have a significant impact on the students as a whole because it is marked at a low level. There are only a handful of students facing the stated challenges. While the challenges like unsatisfactory voice and video quality, inconvenience environment for house, hostel or nearby area, disturbance from others, noisy atmosphere, as well as unsatisfactory Internet connection during Arabic language lesson through ODL show a moderate level. This could mean that despite the challenges faced by the students they still continue to learn the Arabic language. Although, the students have slight challenges, it does not prevent them from joining Arabic language classes. The research findings also indicate that the challenges listed are not at a high level proving that students do have the ability to counter the challenges well. The findings also add to the findings of other studies such as by Rahil & Harun (2016) which only focus on the challenges of listening skills in Arabic language and another study by Ilmiani et al. (2020) that was done from the aspect of challenges in mastering the Arabic language. Internet challenges by students were also found to support a study by Boon (2020) which provided new findings specific to Arabic language students. While the approach of game activities also has a positive effect on students (Sahrir & Alias, 2011). This can be emphasised through studies done by Majid & Huda (2020), Prambayun et al. (2016), Pratomo, (2018), Rahardja et al. (2018), Rohaila & Fariza (2017), Siti Rohani Jasni et al. (2019), and Sitorus (2016).

The second objective of this study is to develop Arabic language learning videos on Youtube during ODL. The videos were produced to help improve student's speaking ability on an entire topic like greetings, studies, home environment, family occupational, food and beverages, and daily activities. The strategy used was not only to focus on Arabic speaking ability, but indirectly involves reading, listening and writing skills. Since the COVID-19 pandemic limits the environment for students to speak Arabic to be less frequent, the approach

of producing learning videos matched student's learning outcomes was carried out. Afterwards, the students also produced *tamthiliy* videos with their classmates to let their speaking skills to be mastered well. This study gives an overall aspect on listening, reading and writing skills in order to improve their Arabic speaking ability. Hence, this study provides a new addition from the study of Hassounah et al. (2019), Asbulah et al. (2019) and Muakhiroh (2020) because the materials used was from the lecturer in addition to using other videos from Youtube. While the slides materials used in the learning videos has the feature of mind map, with interesting colours and various designs further strengthen the study of Rahmawati et al. (2020) who used MPP in the form of a mind map.

Finally, the third objective aims to analyse the student's *tamthiliy* videos in order to improve their Arabic speaking skills during ODL. The findings showed that out of 6 groups of students who produced the Arabic speech plays, four of the groups managed to obtain high marks, while the other two videos obtained moderate marks. Hence, the score acquisition factors were high and medium due to several factors that help students improve their Arabic speaking ability during ODL namely interesting and interactive teaching materials video, lecturer's explanation, rewatching videos, Q&A session, singing activities, memorising method using formulas, language game activities, sentence composing activities, words translating, words correcting, answering questions from passages, word listening activities, simulation activities, exercise activities, acting activities, student's presentation activities, use of notes and textbooks, discussion activities as well as motivational encouragement by lecturers.

The research findings show that these factors lead to the use of Youtube at a high level and affects students' interest to continue conversing in Arabic even during ODL. In turn, it can improve students' proficiency in Arabic well. This is also a series of studies by Muna (2016) that examine the impact of technology on the interests, interactions and achievements of Arabic language students. Not only that, explanation activities by the lecturers have also shown to be more effective with the use of technology like Youtube. This point has been emphasised in a study done by Ritonga et al. (2020) who support the idea that technology helps both lecturers and students to achieve their objectives.

These findings have proven that this study is a current study of a different challenges and factors from the studies of Maimum Aqsha Lubis et al. (2019), Rahil and Harun (2016), as well as Ilmiani et al. (2020). According to Aburezeq (2020), Asbulah et al. (2019) and Sawitri (2020), videos have also helped lecturers as it has the capacity of being a tool and motivational influence on students. Therefore, this study further strengthens the support to the findings of the study.

Overall, this study succeeded in achieving all the objectives. While students were able to overcome the challenges wisely and with their own efforts, the role of lecturers also has an important impact on the Arabic learning process during ODL through the use of Youtube especially on the speaking aspect. Activities, teaching aids and teaching delivery approaches carried by the lecturers need to be improved constantly in order to help the students.

CONCLUSION

Overall, Youtube usage level has dramatically increased during the COVID-19 pandemic. Current technological development in the education field has make ODL to be more interesting and practical. Arabic language learning activities through Youtube can improve students' understanding. In fact, it can facilitate the teaching process by lecturers for students even by

ODL. At the same time, lecturers should also improve their knowledge regarding their teaching approaches to be more interactive and interesting. This can attract students' interest and encourage them to improve their proficiency in Arabic. Teaching aids could also facilitate lecturers to conduct Arabic language lesson in ODL. However, lecturers need to constantly improve the quality and teaching methods accordingly to the situation so that the learning outcomes could be achieved.

This study proposed to investigate aspects of the challenges faced by Arabic language lecturers. Additionally, it is also recommended to develop appropriate teaching materials to be used during ODL in order to help students master the Arabic language well. This has now become a necessity as the technological development from time to time brings an advancement to education especially the Arabic language.

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