



Evaluating The Use of The Mobile Application in Teaching the Listening Skill

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Abstract

Listening skills are one of the language skills that must be mastered by students who learn Arabic. In learning listening skills, there are various kinds of learning media, one of which is a mobile application specifically designed for use on mobile devices such as smart phones (smartphones) and tablets. Mobile applications that can be used by students in listening learning are Instagram, tiktok and youtube. The purpose of this study is to explain the evaluation of the use of mobile applications in improving Arabic listening skills. This study used qualitative descriptive analysis methods, and data collection techniques used a combined method of observation, interviews and documentation. Data analysis techniques are carried out using data reduction, data presentation and conclusions. The results of this study are mobile applications used in learning Arabic listening, namely Instagram, TikTok and YouTube. The materials used in listening learning are Arabic speech, Arabic songs, Arabic news and Arabic films. The use of mobile applications is very effective in improving Arabic listening skills, because students can access mobile applications anywhere, so that student motivation and achievement increase. The use of this mobile application is certainly balanced with the application of methods and strategies as well as creative evaluation from accompanying lecturers. However, the use of this mobile application also has obstacles including an unstable internet connection, limited storage space so that it is difficult to install or store on mobile phones that have a small capacity and require additional costs for students to buy internet quota.

Keywords: Evaluation, Mobile Applications, Listening Skills

INTRODUCTION

In the learning process of an educational institution, evaluation plays a very crucial role and determines the success of students. Assessment of

learning outcomes is a periodic activity carried out in educational institutions to evaluate the extent of student achievement in achieving predetermined educational targets. When evaluations are ignored, then indirectly, educators rule out achievement in accordance with applicable educational standards, focusing only on graduation without considering the results obtained from a comprehensive and structured evaluation (Rizal, M., Syihabuddin, S., & Mad'ali, 2021). The success of learners in understanding the material that has been taught is achieved effectively and convincingly (Khoiroh, 2021).

Listening skills are an important aspect of the Arabic language education process, especially for learners. These skills allow educators to measure the extent of learners' ability and success in understanding subject matter. As the main task of an educator, teachers need to continuously train students in understanding what they hear, so that they can well capture information from various sound sources. One example of such an exercise is the exercise to distinguish sounds, because the ability to distinguish these sounds is a basic requirement in the learning process. In addition, the ability to listen well is also the key to understanding and interacting with the information received or ideas presented. Good listening skills are also an important factor in protecting individuals from various dangers that may threaten them. Therefore, it is important to invest effort in training students' listening skills in an educational context (M. A. Jamil, 2023).

Education in the era of globalization that runs dynamically like now requires teachers to quickly adapt and be creative in arranging learning activities, one of which is the use of ICT (Information and Communication Technology). ICT has contributed to helping teachers organize learning activities to achieve learning objectives. Foreign language learning that combines technology (Khoiroh et al., 2023) has a significant influence on the learning process of learners in improving their abilities (Alakrash, 2019).

Talking about the use of technology in the classroom, especially foreign language classes depend on the development of technology itself which determines the type and characteristics of technological devices used. Along with the times, increasingly rapid technological developments can be utilized in learning, including in foreign language learning. Today, technological devices that can be utilized in learning are no longer computer-based, but have transformed based on mobile devices (Widiananda et al., 2023).

A mobile application is software specifically designed for use on mobile devices such as smart phones (smartphones) or tablets. The app can be downloaded and installed directly onto the device through official app stores, such as Apple's App Store for iOS or Google Play Store for Android.

Mobile apps have a wide variety of functions, from social media, games, productivity utilities, to health and fitness apps. They can be developed to meet a variety of user needs, from entertainment to work and education.

In this research, researchers will evaluate the learning of listening skills using mobile applications. Mobile applications used in learning listening skills are Instagram, TikTok and YouTube. Learning with mobile application can be done anywhere as long as there is an internet connection. Users are also not bound by the lesson schedule that must be followed because basically all obstacles are in their use.

Research conducted by Salsabila W., et al. with the title Mobile-Assisted Language Learning in Learning Foreign Language Listening Skills. The results of this study show that MALL in listening skills learning has potential benefits to improve the language skills of foreign language learners and increase their motivation and involvement in learning. Despite the benefits of this pedagogy, there remain barriers that prevent this media from being implemented effectively, especially related to issues of mobile device use, diverse learner skill levels, and inappropriate MALL in-app content. To some extent the findings of this study are in line with the findings of previous studies conducted within the same framework.

In previous research only discussed the use of mobile applications, but this study will identify the evaluation of mobile application use in listening skills. The purpose of this research is to explain the effectiveness of mobile applications in learning listening skills, explain the suitability of learning materials used in learning skills, as well as inhibiting factors in the use of mobile applications in learning listening skills.

METHOD

In this research, the method used is a case study with a qualitative approach. A case study is a model that focuses on exploring a "bounded system" of one case or in some cases in detail by digging deep data. Context-rich sources of information are used for data mining (Khaerunnisa, 2020).

In the qualitative approach, the data used comes from interview scripts, observations and documentation studies. This research was carried out at UNISDA Lamongan on PBA Semester 3 students. In this study, the presence of researchers is as a data collector and as an active instrument in an effort to collect data in the field. While the techniques and data collection instruments that researchers will do in this study are observation, interviews and documentation studies.

The stages of data collection are obtained through five main steps such as, orientation stage, exploration stage, member check stage,

triangulation stage and audit trail stage. While the data analysis technique used by researchers is to use qualitative data analysis techniques, namely data in the form of descriptions so that it requires researchers to interpret in depth. This is done by researchers because it is in accordance with the characteristics of the problem in this study.

RESULT AND DISCUSSION

a. Implementation of Mobile Applications in Learning Listening Skills Listening

Courses are held once a week on Tuesdays with 2 credits. Since the 2021/2022 academic year, learning has been carried out offline. In this listening learning students are required to master a lot of vocabulary, so that in listening to the material that is listened to or seen students are able to understand the content of the text and be able to express the content of the text being listened to.

In the initial learning activity, the teacher gives greetings, prays, absentees and then reviews a little of the previous material. The teacher also conducts apperception and explains the learning objectives before discussing the material on that day. The initial activities carried out by the teacher were good and correct.

Refers to the opinion of Sukirman and Kasmad in (Anggraeni, P dan Akbar, 2018) in opening learning activities, among others, can be done by fostering attention and motivation; creating an educational attitude; creating student readiness for learning; create a democratic learning atmosphere; check student attendance; check the readiness of past students and relate them to the material to be studied; prepare goals/competencies to be achieved; Describe the activities or learning experiences that must be carried out by students.

In the core activity, the teacher will provide some new vocabulary related to the learning material, then ask students to record the vocabulary and choose some of them to read the vocabulary that has been written. After that, the teacher asks students to open the mobile application according to the teacher's instructions. The teacher asks students to listen to the material and then fill in the exercises that have been prepared by the teacher.

The students finish doing the Exercises, the faculty and students correct together the Exercises that have been done by the students. The core activities carried out by teachers are quite maximum because teachers are felt to have been able to utilize technology well, so that

mobile applications used in learning are not monotonous and can attract students' interest.

As the opinion presented by Sukirman and Kasmad in (Anggraeni, P dan Akbar, 2018) core learning activities must be able to create learning conditions that are interactive, inspiring, fun, challenging, motivating learners, initiative, creativity and cultivating student personality.

And in the final activity, the teacher will review or just correct mistakes that often occur during the material. Then the teacher will give assignments that students must do with a specified time limit. The assignment can be viewed with a mobile application, so students can still relearn the material at a later time.

The closing activity carried out by the teacher at the end of the lesson was carried out very well, because the teacher had provided understanding, evaluated and provided teaching materials for outside class hours so that it would greatly assist students in completing the tasks given. According to Abhimanyu in (Anggraeni, P dan Akbar, 2018) The closing activity is intended to provide a comprehensive overview of what students have learned, knowing the level of student achievement both attitudes, knowledge, and skills related to the material they have learned. The types of activities that teachers can do in closing learning include making summaries, giving assignments, giving tests, giving reflections, making conclusions and other similar activities.

b. Suitability of learning materials used in skill learning

Listening courses are available in semesters 2 and 3, in this case researchers take samples of semester 3 students with listening courses 2. In this 2nd listening course, the material given by the lecturer is from speech videos, songs, films and audio from the material contained in the book Arobiyah Baina Yadaik Juz II. Every meeting of the material given is always alternate so as not to make learning listening skills not monotonous and students are also not bored.

The practice questions given also vary according to the material provided. When students are asked to listen to the speech, the exercises that students must do are to write back the content of the speech that has been listened to then some students are asked to express the content of the speech orally and the results of the exercises that have been written are collected to the teacher as an evaluation of the achievement of learning indicators.

When learning material is taken from songs, students are asked to listen to songs from mobile applications based on instructions from teachers. The exercises given to students are given

exercises with a close test model after which they are asked to conclude the content of the song and the meaning contained in the song. Answer sheets are again collected as material for evaluating the achievement of learning indicators.

Furthermore, the subject matter is taken from the film, the teacher asks students to view Arabic film shows from the mobile application. The exercises given to students are in the form of essays and multiple choice. In addition, students are asked to retell the films they have seen and take the role models in the story in the film. Students collect answer sheets as material for evaluating the achievement of learning indicators for teachers

The next learning material is material from the book *Arabiyah Bain Yadaik Juz 2*. This material is not available in the mobile application, so the teacher provides native speaker audio according to the book. The exercises given to students are in accordance with the book *Arabiyah Bain Yadaik Juz 2*. The exercise models given also vary consisting of multiple choice, essay, matchmaking and true-false type. After students do exercises based on the audio heard, the teacher together with students corrects the results of student answers, then the answer sheets are collected again as evaluation material for teachers on the achievement of learning indicators.

According to Inscription & Irawan in (Arif Mu'amar Wahid, 2022) the use of media or modern tools in lectures does not intend to change a good way of teaching, but to complement and assist lecturers in delivering material or information. The use of media is expected to maximize interaction between lecturers and students so that learning objectives can be achieved.

Actually, there is no stipulation when a media must be used, but it is highly recommended for lecturers and students so that learning objectives can be achieved. Actually, there is no stipulation when a media must be used, but it is highly recommended for lecturers to choose and use media appropriately. The selection and use of media must consider several aspects, such as:

1. Goals to be achieved,
2. Suitability of the media to the material to be discussed
3. Availability of supporting facilities and infrastructure, and
4. Student characteristics

The media used by teachers in learning listening skill students of Darul 'Ulum Lamongan Islamic University as a whole is in accordance with the material taught, although there is one material that cannot be learned

from the mobile application because the material is not in the mobile application.

c. Evaluation of the Use of Mobile Applications in Learning Listening Skills

Based on the results of observations, interviews and questionnaires of respondents to the evaluation of the use of mobile applications in learning listening skills are as follows:

The results of the evaluation are reviewed from the aspect of learning outcomes obtained by students in learning listening skills, namely that the average student score is good and has reached learning indicators. The following is a table of average scores obtained by students in listening courses using the mobile application:

Table 1. Average Score of Itima Course'

Material Type	Value
Speech	75
Song	80
Movie	79

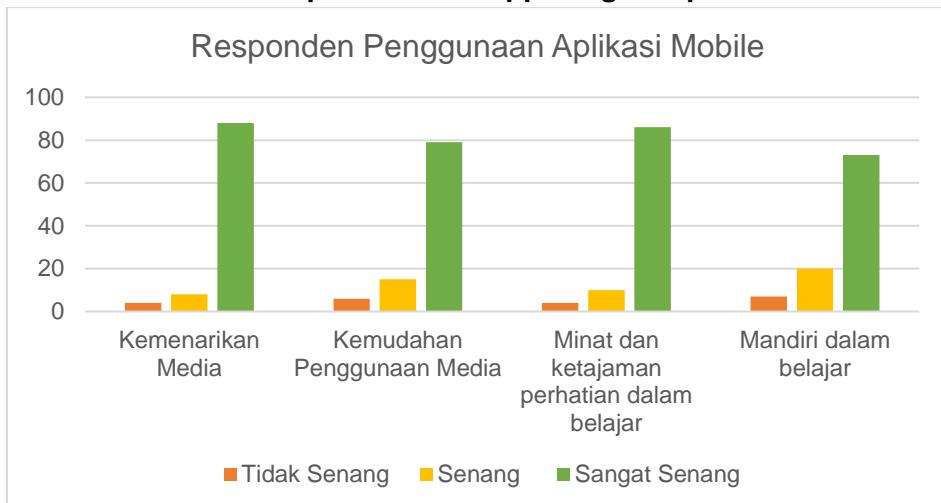
Based on the average score in the table above, it shows that mobile applications can be used as student learning media in listening courses because student mobile application media is able to achieve learning indicators and can improve student learning outcomes.

According to Agustira and Rahmi, student learning outcomes are influenced by the use of media in learning, there are many benefits in the use of learning media, one of which is as a tool used in the teaching and learning process so that the meaning of the message reached by the teacher can be understood by students and the objectives of learning can be achieved effectively and efficiently (Agustira & Rahmi, 2022).

Judging from the interest and motivation of students in learning listening courses, based on the results of interviews show that students are very enthusiastic and motivated in learning because the mobile application is designed with interactive, varied and interesting features, such as educational games, quizzes, and animations. These features can make the learning process more fun and entertaining, thus increasing student motivation to continue learning.

The following are the results of the questionnaire given to students in response to mobile applications as a medium used in learning listening skills:

Picture 1. Graph of mobile app usage respondents



Based on the graph above, it shows that 88% of students are very interested in learning with mobile application media so they enjoy learning listening skill courses. In addition, this course is different from other courses, they feel that there is entertainment in this course and the tasks given also vary not monotonously with papers that must be discussed every time in learning.

According to Nurita learning media can improve student learning outcomes, the teaching and learning process becomes easy and interesting so that students can understand and understand lessons easily, student learning efficiency can increase because it is in accordance with learning objectives, helps student learning concentration because the learning media is interesting and in accordance with student needs (Nurrita, 2018).

Mobile applications are available on Android and iPhone phones, all students can download through the app store. The app can be accessed by anyone with an internet connection, and many videos are available for free. This makes mobile apps a very accessible source of learning. Users can search and find videos according to the topic or subject of interest. Videos can be easily shared through various social media platforms or embedded on websites or blogs. This makes it easier for learners to share learning resources with others or integrate videos into their own learning materials.

The graph above shows that 79% of students easily use mobile applications, thus learning listening skill will be easy to learn because students can access it wherever and whenever they are. Learning does not have to be in class, at home students can practice listening skills from native speakers so that students will be familiar with Arabic expressions, especially from native speakers.

According to Sudjana in (Wulandari et al., 2023) Choosing learning media there are several criteria used, namely: 1. Accuracy with teaching objectives Teaching media are selected on the basis of instructional objectives that have been set. 2. Support for the content of learning materials Learning materials that are facts, perceptions, concepts and generalizations really need media assistance to make it easier for students to understand. 3. Ease of obtaining media The media used is easy to obtain, easy to make by teachers at teaching time. 4. Teacher skills in using it It is expected that teachers can interact with students when using these media. 5. Time is available to use it Media is beneficial for students during teaching. 6. According to the student's level of thinking. So that the meaning contained in it can be understood by students.

Judging from the interest and sharpness of student attention in learning listening skill students are very happy and enthusiastic in learning listening skill courses, this is shown by the results of questionnaires distributed to students, which is 86%. In this listening course, students are also very intense in listening to the material. The teacher only asks students to play the audio three times, so if students do not pay attention and listen carefully they will not understand the material taught and will not be able to do the Exercises given.

According to Arsyad in (Ndraha & Harefa, 2023) learning media can fulfill three main functions, namely: motivating interest and action, presenting information, and giving instructions, to fulfill the function of motivation, learning media can also be realized with drama and entertainment techniques. With the existence of learning media, interest and desire to learn and motivation to learn so that students are more enthusiastic about learning, and learning media can foster curiosity about learning, because without interest and motivation to learn. The learning process will not be achieved.

Furthermore, judging from the independent aspect of learning, by using a mobile application students can learn independently, this is shown in the results of the questionnaire score of 73% of students can learn independently. By using mobile applications, students can take the initiative to search for the material they want to learn and learn

independently without having to rely on instructors directly. This can increase students' independence in learning and the development of their own research skills.

Students can access videos anytime and anywhere according to their schedule and needs. This allows for more flexible independent learning, allowing students to study according to their own rhythm and schedule. Mobile apps provide easy access to a variety of learning resources. Students can quickly find videos that fit their learning needs just by searching.

d. Inhibiting factors in the use of mobile applications in learning listening skills.

Some inhibiting factors in the use of mobile applications in learning listening skills include:

1. Accessibility Limitations

Not all students have the same access to mobile devices and the internet. Some students may not have a stable internet connection, hampering their ability to use mobile apps for learning.

2. Content Quality

Not all mobile apps provide content that is of high quality or appropriate to the needs of learning listening skills. Inappropriate or poor quality content can reduce the effectiveness of learning.

3. Feature limitations

Some mobile applications may not be equipped with adequate features for learning listening skills. For example, the lack of features such as audio speed control, the ability to repeat certain parts, or integration with tanning exercises.

4. Disorders and Ablation

The use of mobile applications in listening learning can be susceptible to external interference and ablation. For example, notifications from other applications or environmental disturbances can interfere with student concentration.

5. English translation. Possible technical difficulties

Some students may experience technical difficulties in using the mobile application, such as problems with installation, updates, or complex settings. This can hinder their ability to use the app effectively.

CONCLUSION

Speaking skills are one of the skills that must be mastered by language learners, especially Arabic. In learning listening skills, there are

several learning methods and learning media used. In this case, researchers will evaluate the use of mobile applications in learning to listen to Arabic.

The material in the mobile application is 80% in accordance with the material taught in the Arabic Language Education Study Program of Darul 'Ulum Lamongan Islamic University. There is only one material that is not available on the mobile application. Based on the average score produced, it shows that the mobile application can be used as a student learning medium for Istima courses because the student mobile application is able to achieve learning indicators and improve student learning outcomes. Students are also very interested in learning with mobile applications so they enjoy learning Itima courses, and they easily use mobile applications so that learning becomes easier for them.

By using a mobile application, students can take the initiative to search for the material they want and learn independently. The results of the questionnaire distributed to students showed that 86% of students were very happy and enthusiastic in learning listening skill. This can help students become more independent in learning and develop their own research skills.

Based on this research, the suggestion for the next researcher is to examine the extent to which mobile applications best suit the learning needs of listening skills. This involves assessing the content, features, and design of the app, as well as its suitability to the curriculum and learning objectives.

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