



## ENHANCING ARABIC SPEAKING SKILLS VIA GOOGLE GEMINI AI VIDEO AND MUMAROSAH METHOD : A QUASI-EXPERIMENTAL STUDY

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### Abstract

The objective of this research is to determine the effect of the Mumarasah method assisted by Google Gemini video in learning Maharah Kalam. This study is quantitative research employing an experimental method with a Quasi-Experimental design of the Non-equivalent Control Group Design type. The data collection instruments used are tests and observation. Data analysis was conducted through normality tests, homogeneity tests, and hypothesis testing. The research results show that the post-test average score for the experimental class was 82.2, while the control class was 74.8. There was also an increase in the average score from pre-test to post-test in the experimental class, from 60.81 to 82.2. Based on the hypothesis test using the Paired Samples t-Test, the calculated t-value was 37.433 with a significance value (Sig. 2-tailed) of 0.000. Since this significance value is smaller than 0.05, the researcher concludes that the Null Hypothesis  $H_0$  is rejected and the Alternative Hypothesis  $H_a$  is accepted. Furthermore, the Independent Samples t-Test also showed a significant difference between the experimental and control classes. The result indicated that the t-value was 3.913 with a significance value (Sig. 2-tailed) of 0.000, which is lower than 0.05. Therefore, it can be concluded that there is a significant effect of the Mumarasah method assisted by Google Gemini Veo video on students' speaking skills.

**Keywords:** Arabic Speaking Skills, Mumarosah Method, Generative AI, Google Gemini, Quasi-Experimental Research, Islamic Junior High School

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## INTRODUCTION | مقدمة

The development of educational technology in the digital era has transformed the instructional paradigm from conventional models toward an adaptive and interactive digital ecosystem. Technology is no longer merely a supplementary tool but an essential instrument that facilitates learning autonomy and cognitive efficiency (Inayati, 2025). In the context of language learning, digital technology serves as a bridge to create an immersive language environment, overcoming the primary limitations of space and time that often hinder foreign language learners (Pranaditya & Pardosi, 2024).

As the primary channel for information transfer, instructional media plays a vital role in determining the success of language acquisition. Effective media for Arabic language learning must simultaneously stimulate audio-visual aspects to strengthen students' memory retention of sentence patterns (Hanik et al., 2025). Amid rapid innovation, Google Gemini emerges as a major breakthrough in generative Artificial Intelligence (AI). With its multimodal capabilities particularly through the Gemini Veo feature it enables the creation of highly contextual text-to-video learning materials. This technology provides accessible virtual native speaker models anytime, delivering

rich linguistic stimuli to help students understand real-world language use (Imran & Almusharraf, 2024).

However, the presence of advanced technology will not yield optimal impact without the support of appropriate learning methodologies (Fauzi, 2024). In Arabic language pedagogy, the Mumarasah method (continuous practice technique) remains the primary foundation for developing speaking skills. This method emphasizes habituation and functional language use through consistent practice. In Arabic language pedagogy, the Mumarasah technique remains the primary foundation. Etymologically, Mumarasah means "practice" or "drill," which in a linguistic context refers to an approach emphasizing direct and repetitive practice in using the target language. The main objective of this technique is to enhance fluency and skills through active use of the language in real and contextual situations. Through Mumarasah, students not only master theory but are guided to achieve proficiency in muḥadaṣah (conversation), musyawarah (discussion), and Arabic speeches (Kaltsum et al., 2025).

The implementation of Mumarasah as a material presentation technique requires students to first be equipped with sufficient theoretical knowledge, then instructed to practice under teacher guidance until reaching a proficient level. The synergy between Google Gemini AI technology and the Mumarasah technique offers a comprehensive hybrid solution: AI provides interactive simulation content as cognitive stimuli, while Mumarasah ensures habituation and functional active interaction (Kasmantoni et al., 2022).

Although this integration holds great promise, real challenges persist at the elementary and secondary education levels. At Atthayyibah Junior High School in Kerinci, speaking skills instruction for eighth-grade students still faces serious obstacles. The lack of media capable of sparking active interaction has caused students' speaking abilities to stagnate, with an average achievement score of only 66.7. The gap between the availability of advanced AI technology and the reality of conventional classroom practices forms the basis for the urgency of this research. Therefore, this study aims to examine the influence of implementing the Mumarasah method assisted by Google Gemini Veo videos in enhancing Arabic speaking skills among students at Atthayyibah Junior High School, Kerinci, Jambi.

**METHOD** | منهج

This research is quantitative in nature, employing an experimental approach with a quasi-experimental research design, specifically the Nonequivalent Control Group Design (Sugiyono, 2014).

This design involves two groups: the experimental group and the control group. Both groups undergo a pre-test to assess their initial abilities, followed by the treatment applied only to the experimental group (Abubakar, 2021). At the final stage, a post-test is conducted on both groups to determine differences in outcomes after the treatment.

**Table 1** Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>1</sub>	-	O <sub>2</sub>

**Notes:**

- O<sub>1</sub> : Pre-test (before treatment)
- X : Treatment (Mumarasah method assisted by video media)
- O<sub>2</sub> : Post-test (after treatment)

This design was selected because it demonstrates changes or improvements in learning outcomes after the treatment, while allowing comparison with the group that did not receive the treatment.

**Research Population and Sample**

The population of this study consists of all eighth-grade students at Atthayyibah Junior High School, Kerinci, during the 2025/2026 academic year. The sampling technique used is purposive sampling. The sample includes two classes: the experimental class (Class VIII B) with 27 students and the control class (Class VIII A) with 25 students.

The selection of these two classes was based on their relatively similar academic achievement levels, both categorized as below average. Therefore, the researcher aims to enhance their speaking abilities through the Mumarasah method assisted by Google Gemini videos.

The data analysis technique employed in this research is quantitative analysis(Masrukhin, 2017). Data analysis is used to test and determine students' speaking skills learning outcomes before and after the implementation of the Mumarasah method assisted by video media in speaking skills instruction. After classifying the test score data, the researcher utilized SPSS 27 software to conduct prerequisite tests and hypothesis testing, including: Normality Test, Homogeneity Test, and Hypothesis Test (T-Test) specifically the paired samples t-test and independent samples t-test.

**RESULT | نتائج**

After implementing the Mumarasah method assisted by Google Gemini Veo videos on speaking skills (maharah kalam) in the experimental class, the researcher conducted a post-test. The assessment criteria and post-test results for the experimental class are as follows:

**Table 2. Arabic Language Learning Assessment Criteria for Grade VIII**

No.	Score Range	Category
1.	95 – 100	Excellent
2.	87 – 94	Very Good
3.	81 – 86	Good
4.	75 – 80	Fair
5.	10 – 74	Poor

**Pretest Result In the Experimental Class**

**Table 3. The pretest result in the experimental class are presented**

No.	Student Name	Score	Category
1.	Siswa 1	54	Poor
2.	Siswa 2	62	Poor
3.	Siswa 3	58	Poor
4.	Siswa 4	66	Poor
5.	Siswa 5	54	Poor
6.	Siswa 6	62	Poor
7.	Siswa 7	62	Poor
8.	Siswa 8	75	Fair
9.	Siswa 9	50	Poor
10.	Siswa 10	69	Poor
11.	Siswa 11	54	Poor
12.	Siswa 12	58	Poor
13.	Siswa 13	66	Poor
14.	Siswa 14	58	Poor

15.	Siswa 15	54	Poor
16.	Siswa 16	70	Poor
17.	Siswa 17	50	Poor
18.	Siswa 18	66	Poor
19.	Siswa 19	58	Poor
20.	Siswa 20	58	Poor
21.	Siswa 21	66	Poor
22.	Siswa 22	58	Poor
23.	Siswa 23	66	Poor
24.	Siswa 24	58	Poor
25.	Siswa 25	54	Poor
26.	Siswa 26	75	Fair
27.	Siswa 27	66	Poor
Jumlah			1.642
Rara-rata			60,81

Based on Table 3, the researcher found that the total pre-test score in the experimental class was 1,642, with an average score of 60.81, categorized as poor, and this average score is still considered low.

The highest score was 75, and the lowest was 50. Of the 27 students, it was found that 25 students failed to achieve the Minimum Completeness Criteria (KKM), while only 2 students succeeded in meeting the KKM. These results indicate that the students' speaking ability (maharah al-kalam) is still poor.

In this study, the Shapiro-Wilk test was employed because the sample size in each group was less than 50. To facilitate the analysis, the following criteria were used:

1. If the significance value (Sig.) > 0.05, the data are normally distributed.
2. If the significance value (Sig.) ≤ 0.05, the data are not normally distributed.

Table 4 Normality test result of the pretest

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Kelompok		Statistic	df	Sig.	Statistic	df	Sig.
Kelas	Pretest Eksperimen	.158	27	.083	.942	27	.137
	Pretest Control	.197	25	.013	.939	25	.142

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test results above, all significance values (Sig.) for each group were greater than 0.05, namely: 0.37 for the experimental class and 0.142 for the control class. Therefore, it can be concluded that all data in this research meet the assumption of normal distribution.

In this study, the homogeneity test was conducted using Levene's test to examine the equality of variances across groups. This test can be based on several approaches, such as the mean, median, and trimmed mean. To facilitate the analysis, the following criteria were used:

1. If the significance value (Sig.) > 0.05, the data are homogeneous.
2. If the significance value (Sig.) ≤ 0.05, the data are not homogeneous.

**Table 5 Homogeneity test result of the pretest**

**Tests of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Kelas	Based on Mean	1.503	1	50	.226
	Based on Median	.846	1	50	.362
	Based on Median and with adjusted df	.846	1	49.159	.362
	Based on trimmed mean	1.498	1	50	.227

Based on the table above, all significance values (Sig.) obtained from various methods were greater than 0.05, namely 0.226 for both the experimental class and the control class. This indicates that there is no statistically significant difference in variance between the experimental class and the control class. In other words, the data from both groups have homogeneous variance.

**Posttest Result In the Experimental Class**

**Table 6. The posttest result in the experimental class are presented**

No.	Student Name	Score	Category
1.	Siswa 1	75	Poor
2.	Siswa 2	86	Good
3.	Siswa 3	78	Fair
4.	Siswa 4	86	Good
5.	Siswa 5	75	Fair
6.	Siswa 6	86	Good
7.	Siswa 7	81	Good
8.	Siswa 8	97	Excellent
9.	Siswa 9	67	Poor
10.	Siswa 10	89	Verry Good
11.	Siswa 11	78	Fair
12.	Siswa 12	78	Fair
13.	Siswa 13	89	Verry Good
14.	Siswa 14	78	Fair
15.	Siswa 15	75	Fair
16.	Siswa 16	97	Excellent
17.	Siswa 17	67	Poor
18.	Siswa 18	89	Verry Good
19.	Siswa 19	78	Fair
20.	Siswa 20	81	Good
21.	Siswa 21	89	Verry Good
22.	Siswa 22	78	Fair
23.	Siswa 23	89	Verry Good
24.	Siswa 24	78	Fair
25.	Siswa 25	70	Poor
26.	Siswa 26	97	Excellent
27.	Siswa 27	89	Verry Good
Jumlah			2220
Rara-rata			82,2

Based on the table above, the researcher found that the total post-test score in the experimental class was 2,220, with an average score of 82.22, categorized as Good.

The highest score obtained was 97, and the lowest was 67. Of the 27 students, it was found that 4 students had not yet achieved the Minimum Completeness Criteria (KKM), while 23 students had successfully met it. These results indicate that the students' ability in learning speaking skills has improved.

The hypothesis test was conducted to determine whether there is a statistically significant difference between the two groups after the treatment was given. This research used the Paired Samples t-Test to compare the means of two related groups of data taken from the same individuals (such as pre-test and post-test scores). The results of this test will show whether the use of the Mumarasah technique assisted by Google Gemini Veo video has a significant effect on students' speaking skills. The results of the t-test are explained in the following table:

**Table 7. Hypothesis the result**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestEksperiment	61.00	27	6.906	1.329
	PosttestEksperiment	82.22	27	8.482	1.632

  

		N	Correlation	Sig.
Pair 1	PretestEksperiment & PosttestEksperiment	27	.970	<.001

  

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestEksperiment - PosttestEksperiment	-21.222	2.455	.472	-22.193	-20.251	-44.923	26	<.001

Based on the results of the Paired Samples Statistics table, it was found that the mean pretest score for students in the experimental group was 61.00 (with 27 students), and the standard deviation was 6.906, while the mean posttest score was 82.22 with a standard deviation of 8.482. This indicates a clear increase in the students' average scores after applying the educational treatment.

As for the Paired Samples Correlation table, the correlation value between the pretest and posttest scores was 0.970 at a significance level less than 0.001, indicating a very strong relationship between the two tests.

The analysis was conducted using a paired samples t-test at a significance level of 0.05. Based on the results of the Paired Samples Test table, the calculated "t" value was -44.923 with degrees of freedom (df) = 26, and the statistical significance value Sig. (2-tailed) was less than 0.001, which is smaller than the 0.05 significance level. Therefore, the researcher concluded that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. It can thus be concluded that there is a statistically significant difference between the pretest and posttest results in the experimental class. This finding indicates that the video-assisted practice method using Google Gemini Veo has a positive effect on the speaking skills of eighth-grade students at Atthayyah Junior High School, Kerinci, Jambi.

The analysis using an independent samples t-test was also conducted to compare the learning outcomes between the experimental and control classes. The results indicate that there is a significant difference between the two groups, with the mean score of the experimental class being higher than that of the control class after the treatment was implemented. Therefore, these findings strengthen the previous results, showing that the use of the video-assisted practice method using Google Gemini Veo is more effective than conventional instruction in improving students' Arabic Speaking Skills.

**Table 8. Independent Samples Test**

		Levene's Test for Equality of Variances		Independent Samples Test						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	9.628	.003	3.835	50	<.001	7.422	1.935	3.535	11.309
	Equal variances not assumed			3.913	41.842	<.001	7.422	1.897	3.594	11.251

Based on the results of the Independent Samples Test table, the Levene's Test value obtained was 9.628 with a significance value of 0.003. Since the significance value is smaller than 0.05, the variances of the two groups are not homogeneous, thus the analysis used the row "Equal variances not assumed."

In that row, the calculated t-value was 3.913 with degrees of freedom (df) = 41.842 and a Sig. (2-tailed) significance value less than 0.001. This value is smaller than the 0.05 significance level, so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

This indicates a significant difference between the learning outcomes of the two groups. The mean difference was 7.422, meaning the average score of the experimental group was higher than that of the control group.

Therefore, it can be concluded that the use of the video-assisted practice method using Google Gemini Veo is more effective than conventional instruction in improving students Arabic Speaking Skills.

## DISCUSSION | مناقشة

The application of the Mumarosah method assisted by Google Gemini Veo video in learning demonstrates a significant effect on improving students' speaking skills (maharah al-kalam). This success cannot be separated from the role of Artificial Intelligence (AI)-based visual media, which is able to create a more interactive, communicative, and contextual learning environment compared to conventional video media. While ordinary videos only present static material limited to certain recordings, Google Gemini Veo is capable of generating more dynamic and realistic visualizations of conversations that resemble real communication situations. As a result, students not only watch dialogue examples, but also experience simulations of using Arabic in everyday communication contexts.

The use of AI technology in Google Gemini Veo provides a multimodal learning experience that combines visual, audio, movement, facial expression, and communication context simultaneously. The integration of these elements helps students understand the meaning of utterances more easily because students not only hear vocabulary or sentence structures, but also observe how the language is used in particular situations. In learning maharah al-kalam, understanding communication context is an essential aspect because speaking skills are not merely about memorizing vocabulary and sentence patterns, but also about the ability to use language appropriately according to the situation.

Furthermore, AI-based videos have the ability to display facial expressions, body movements, intonation, and pronunciation more naturally than conventional instructional videos. This advantage provides students with a clearer pronunciation model when imitating Arabic dialogues. Students become more capable of understanding how to pronounce letters,

apply word stress, and use intonation in conversation. Therefore, speaking practice through the Mumarasah method becomes more effective because students receive communication examples that closely resemble real interactions.

Psychologically, the use of Google Gemini Veo also increases students' motivation and self-confidence in speaking Arabic. Engaging and modern AI media can create a non-monotonous learning atmosphere, enabling students to focus more and participate enthusiastically in classroom activities. When students observe realistic conversation simulations, they are encouraged to imitate and practice the language directly. This differs from conventional learning, which often makes students passive because they only listen to teachers' explanations or read dialogue texts without engaging visualizations. The presence of AI-based visuals makes students more active in the learning process because they feel more connected to the communication situations being presented.

From a pedagogical perspective, Google Gemini Veo supports the implementation of the Mumarasah method, which emphasizes repetitive practice in speaking skills. AI-assisted videos help students repeat pronunciation and conversations in a more engaging manner, making practice activities less monotonous. Repetition in the Mumarasah method becomes more effective because students receive clear visual and audio examples that can be imitated continuously. This repetition supported by AI media helps strengthen students' memory of vocabulary, sentence structures, and Arabic conversation patterns.

Theoretically, these findings are in line with the opinion of Isna Nurul Inayati, who states that learning strategies in the digital era should utilize technology to improve students' understanding effectively. The use of interactive digital media can increase students' engagement in learning because it provides more concrete and interesting learning experiences

(Inayati, 2025). In the context of this study, Google Gemini Veo functions not only as visual media, but also as a communication simulation tool capable of connecting learning materials with direct language practice.

On the other hand, the success of implementing the Mumarasah method assisted by Google Gemini Veo is also influenced by students' internal and external factors. Mahmud Kamil Al-Naqah explains that the success of language learning is influenced by students' basic abilities, learning motivation, mental readiness, pronunciation ability (nuthq), and supportive learning environments (Al-Naqah, 1985). Therefore, although AI media has proven to be effective, learning outcomes are still influenced by each student's condition, such as concentration level, confidence in speaking, health condition, and intensity of independent practice outside the classroom.

Thus, the use of the Mumarasah method assisted by Google Gemini Veo video has proven to be more effective than the use of ordinary videos because AI-based media is able to present more realistic, interactive, and contextual communication simulations. AI functions not only as a visual aid, but also as a tool that supports the formation of communication experiences close to real-life situations. Through dynamic visuals, natural expressions, clear intonation, and realistic conversational contexts, students become more capable of understanding the material, more confident in speaking, and more active in practicing maharah al-kalam.

## CONCLUSSION | خاتمة

There is an effect of using the Mumarasah technique assisted by Google Gemini Veo video on the speaking skills (Maharah Kalam) of 8th-grade students at SMP Atthayyibah Kerinci, Jambi. This is evidenced by the post-test average score in the experimental class reaching 82.2, which is

higher than the control class average of 74.8. Additionally, there is a significant improvement in the experimental class, with the average score increasing from 60.81 in the pre-test to 82.2 in the post-test stage.

The findings of this study indicate that the integration of the Mumarasah technique with AI-assisted video media can create a more interactive, engaging, and effective Arabic learning environment, particularly in improving students' speaking skills. The use of Google Gemini Veo video helps students practice pronunciation, vocabulary, and sentence patterns more confidently through repeated and contextual speaking activities. Therefore, this study contributes both theoretically and practically to the development of innovative Arabic language teaching methods in the digital era.

Based on these findings, teachers are recommended to integrate AI-based interactive media into Arabic language learning activities, especially for Maharah Kalam instruction, in order to increase students' motivation and active participation. Future researchers are also encouraged to explore the application of the Mumarasah technique assisted by other AI technologies or digital media at different educational levels and language skills to obtain broader and more comprehensive findings.

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