

Integrating Padlet In Arabic Language Learning To Improve Students' Speaking Skills At UnisZA

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Abstract

This study aims to assess the proficiency level of Arabic speaking skills among students of the Faculty of Contemporary Islamic Studies at Universiti Sultan Zainal Abidin (UniSZA) who are enrolled in Arabic language courses as core faculty subjects. This study is important as the findings will enable Arabic language instructors to identify weaknesses and factors influencing students' achievements, thereby improving teaching and learning techniques in the classroom. The study was conducted with 80 first-year bachelor's degree students in Islamic Studies at the Faculty of Contemporary Islamic Studies, currently taking the Maharah al-Istima' wa al-Kalam course at the Gong Badak campus. This study adopts a descriptive qualitative approach. The collected data will be analyzed using content analysis and descriptive analysis methods. Triangulation methods comprising of methodology, time, and sources are also utilized for data verification, including videos of group activities by the students. In conclusion, this study aims to identify students' ability in acquiring foreign language, especially speaking skills through interactive e-learning language activities. This study will also suggest effective learning and teaching strategies and approaches for mastering the Arabic language, particularly speaking skills, among non-native speakers.

Keywords: Arabic Language; E-Learning; Padlet; Proficiency; Speaking Skills

INTRODUCTION

The Arabic language has long been central to Islamic studies and education (Ilyas, Rasmi, & Rusydi, 2024), particularly at higher institutions like Universiti Sultan Zainal Abidin (UniSZA), where Arabic is used in both academic subjects and as a medium for religious and cultural engagement. Despite its importance, many students struggle with oral communication due to limited exposure, traditional teaching methods, and lack of interactive practice opportunities (Aldhafiri, M.D. (2020); Jamil et al. (2024); Saad, Baharudin, Nik Yusoff, (2025). In the modern era, however, the significance of the Arabic

language has extended far beyond these traditional areas. The Arabic language is increasingly valued internationally for its contributions to specialized knowledge fields, global affairs, commerce and various professional fields (Almelhes, 2024). Consequently, the last two decades have seen the rising trend in non-native speakers learning Arabic, signaling a growing interest in the language for business and professional advancement (Almelhes, 2024; Alaili, 2019). Despite this demand, the Arabic language remains a significant challenge for non-native speakers due to its language complexity and distinctiveness from their first language (Salim, 2024).

Currently, the Arabic language has been offered as a core university-level course worldwide. The study of this language is no longer confined to institutions in the Arab World. It has expanded to other regions including the United States and the United Kingdom, where significant rise in the number of students enrolling in Arabic language courses at universities has been observed (Taha-Thomure, 2008; An & Zheng, 2022). However, even among students majoring in Arabic, where the language is a core curriculum component despite the inclusion of Arabic language courses, many non-native speakers struggle to achieve a high level of oral proficiency (Khasawneh & Khasawneh, 2022). These challenges arise from several factors such as limited ability to read Arabic fluently, lack of basic mastery of vocabulary, inadequate learning facilities and insufficient environmental support which diminish the confidence of the students in Arabic language (Retnawati et al. 2020). To address these barriers, educational and technological innovations have introduced new methods to enhance teaching quality (Salim, 2024). Utilizing media in Arabic instruction for example, make the process more engaging and dynamic. Media boosts students' motivation, creates a sense of enjoyment and encourages active participation. By using these tools, educators can create a conducive and comfortable environment that sustains student interest and encourages active practice both independently and in groups (Mukhibat & Bukhori, 2021).

Accordingly, this study identifies the proficiency level of speaking skills among students at the Faculty of Contemporary Islamic Studies, Universiti Sultan Zainal Abidin (UniSZA) who are enrolled in Arabic language as a core subject. These findings will enable Arabic language instructors to pinpoint specific weaknesses and influential factors which will ultimately improve classroom teaching and learning techniques. Based on this context, the research problem is framed as follows: What are the potential methods for enhancing students' Arabic speaking skills among UniSZA students, particularly in terms of practicing the language in everyday conversations?

Arabic speaking skills among students have been a focus point in various research studies. Issues such as low proficiency levels in speaking skills have been attributed to factors like lack of active participation (M., K., Amrullah., et al. 2024) errors in pronunciation due to linguistic and non-linguistic factors (Ela, K., Mamluatun, N., et al (2024) and insufficient emphasis on listening skills during the learning process (Ubaidillah, U., Fanni, IM, et al. 2024). To develop Arabic speaking skills, a variety of creative ways have been proposed in the research papers. Teachers and students need to cooperate in developing Arabic speaking skills among themselves through various strategies and methods.

Students themselves must play a vital role in developing their speaking skills. Research has shown that students' active participation in language-rich settings, such as the Arabic-language environment created on campus (Amelia, A. 2023) and engaging in activities like role-play (Maryam, NA., Fatia, R., et al, 2023) and cooperative learning

(Abdullah, NA, 2023) significantly enhances their confidence and proficiency in speaking Arabic. Teachers also facilitate this development by employing different teaching strategies. Research indicates that teachers actively engaging in identifying students' difficulties in speaking Arabic, correcting grammatical errors, and creating a conducive language environment will improve students' competency in speaking skills (Yayan, N., Anwar, S., et al, 2023). Besides, teachers also applied many approaches such as role-play, direct methods, translation, reading, audiolingual, and mixed methods to enhance students' confidence and proficiency in speaking Arabic (Muhamad, RA., Abdul, A., Erma, S., et al, 2023). Additionally, teachers applied multilingual competence aids in improving students' pronunciation, intonation, and overall speaking abilities, contributing significantly to their language development (Yayan, N., Anwar, S., et al, 2023). By implementing innovative techniques, providing constructive feedback, and fostering continuous monitoring, teachers play a pivotal role in shaping students' Arabic speaking skills and preparing them for effective communication in Arabic-speaking environments (Ahmad, FA., Bakri, M et al, 2023). By actively engaging in these methods and environments, students can effectively enhance their Arabic speaking skills and become more proficient in the language.

Several interactive learning techniques are beneficial in raising students' Arabic speaking proficiency levels. The Group Investigations technique is one cooperative learning strategy that has demonstrated notable gains in students' Arabic speaking proficiency. (Rahimah, 2024). Additionally, the utilization of interactive learning media, like the secret box media, has been successful in increasing student interest and learning outcomes in Arabic language acquisition (Ainatus, S., Fitria, C., et al. 2023). Furthermore, the role-play method has been found to enhance students' self-confidence and proficiency in Arabic speaking, emphasizing the importance of instructor involvement and feedback in skill development (Maryam, NA., Fatia, R., et al, 2023).

The utilization of Artificial Intelligence (AI) technology has shown a good result in improving Arabic speaking skills for non-native speakers, with mid-term evaluations indicating positive impacts and the need for further refinements (M., Syaikhudin., M., I., Laili. 2024). Interactive learning media based on applications like Lectora Inspire and Plotagon have also demonstrated effectiveness in improving Arabic reading and speaking skills, providing engaging and interactive platforms for students to practice and enhance their language abilities (Sahrul, M., Alfarizi, F., et al (2023), (Fini, A, Kurnia., R, 2023). By incorporating these interactive learning activities, educators can effectively boost students' Arabic speaking proficiency levels. Furthermore, incorporating the Qurrat Al-Kalam approach into the classroom environment and encourages students to actively participate in creating questions and responses will improves their speaking skills (Taufik, T., Faricha, A, et al. (2023). The Mim-Mem (Mimicry-Memorization) Method, supported by visual media, has also proven effective in enhancing Arabic speaking proficiency among students, with significant improvements observed in their speaking skills after its implementation (Siti, H., Dedih, W., et al. 2024).

These techniques improve speaking skills acquisition by raising student enthusiasm and engagement while also fostering a more interactive and communicative learning environment. Furthermore, the importance of using technology into Arabic language instruction has been highlighted as a means of resolving issues that arise in traditional settings, like inadequate exposure to Arabic-speaking surroundings. (Ahmad,

M., Moh., Ahsanul, H., et al (2023). These diverse strategies collectively contribute to a holistic approach in developing Arabic speaking skills among learners.

METHODS

This study adopts a descriptive qualitative research design with supportive descriptive analysis to examine the proficiency level of Arabic speaking skills among undergraduate students. A qualitative approach is deemed appropriate as it allows for an in-depth exploration of students' speaking performance, learning behaviors, and interaction patterns within authentic instructional contexts.

The participants consisted of 80 first-year bachelor's degree students enrolled in the Maharah al-Istima' wa al-Kalam course at the Faculty of Contemporary Islamic Studies, Universiti Sultan Zainal Abidin (UniSZA), Gong Badak Campus. Participants were selected using purposive sampling, as they represent learners who are actively engaged in formal Arabic speaking instruction as a core faculty requirement. To gain a detailed understanding of proficiency in speaking practices, participants were selected from the highest-achieving student groups.

The data were gathered from using multiple qualitative instruments to enhance data richness and credibility: which consist of student-submitted recordings of their interactive activities on the Padlet platform, direct observation in classes during teaching and learning as well as a semi-structured interview with the course lecturer. Also, the attitudes and interactions of students were also observed. Apart from that, document analysis, including lesson plans and instructional materials used during the course. This multifaceted design allows for an in-depth understanding of the data. The collected data were analyzed using thematic content analysis, following systematic coding procedures to identify recurring patterns related to students' speaking proficiency, interaction strategies, and linguistic challenges. Descriptive analysis was also employed to summarize observable performance trends and proficiency levels.

Figure 1: Students' Padlet 1



Figure 2: Students' Padlet 2

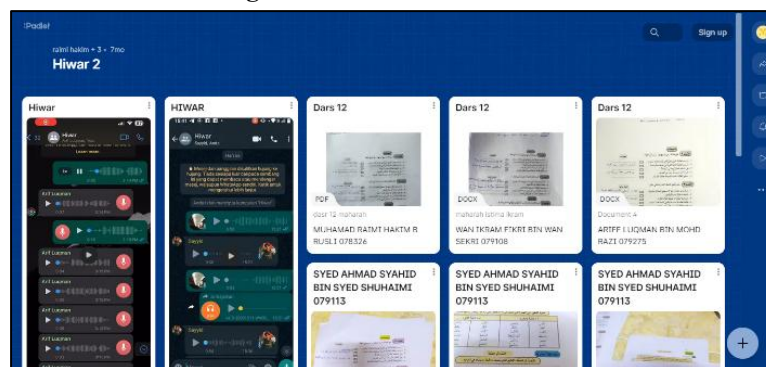


Figure 3: Students' Padlet 3



Figure 4: Students' Padlet 4



Figure 5: Students' Padlet 5



RESULTS AND DISCUSSION

Basically, this study adopted Student-Centred Learning (SCL) in which students' scores will be counted based on series of activities in Padlet. It consists of interactive videos, voice recordings, and exercises on language comprehension. There are some issues that can be illustrated from this study, which are:

1. From speaking exercises, researchers notice that there are student seem like lack of confidence in uttering Arabic words.
2. Students having problem in putting the right basic vowel (vowelization), for example: "ma 'a al ahlu", "ba'da şolaṭu".

3. Students unable to use correct basic grammar in conversation, for instance: the use of female pronounce in verbs:

tafa'lu X \Rightarrow tafa'līn ✓

taqūm X \Rightarrow taqūmīn ✓

taqra' X \Rightarrow taqra'īn ✓

1. Pronouncing words incorrectly and unclear, such as: word dal (د) pronounced with dhod(ض), pword kho (خ) pronounced with ha (ح) and word ta' marbutah (ة) pronounced with ta' maftuhah (ت) instead of ha (ه)

2. Students are unable to form correct grammatical sentences.

There are some important findings focusing on speaking skills, which are:

1. Factors Influencing Language Acquisition

Several factors were identified as impacting students' speaking proficiency, such as prior exposure to Arabic, the frequency of practice, pedagogical strategies, and the quality of interaction in e-learning activities. These findings are consistent with previous research as mentioned in Qiao (2024), emphasizing the importance of learning preferences and styles, motivation, consistent practice, and interactive learning environments.

As stated by Abdul Hakim (2023), students should gather new Arabic vocabulary and phrases and incorporate them into sentences that are practical for everyday conversations. Additionally, they should imitate the pronunciation of native Arabic speakers when articulating words in various combinations. Students should identify the differences between vocabulary and various sentence structures to select the most appropriate ones. They must practice their speaking skills by engaging with advertisements, plays, debates, storytelling, and oral presentations on specific topics. Additionally, students should be able to ask questions and deliver speeches or lectures in Arabic.

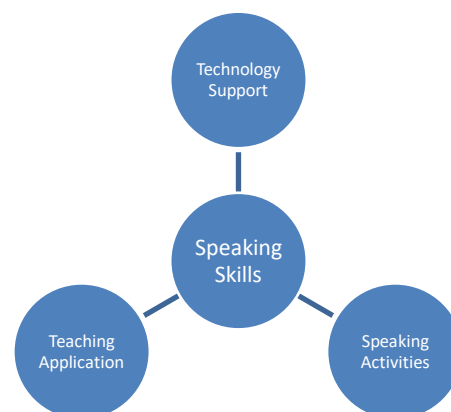
2. Implications for Teaching Strategies; the study proposes several strategies to enhance Arabic speaking skills:

a. Incorporating Interactive Activities: Regularly using role-play activities or teamwork assessments, discussions, and multimedia tools in both online and offline settings.

b. Personalized Feedback: Providing tailored feedback to address individual student weaknesses. Both students and teachers are open to give their feedback.

c. Blended Learning Approaches: Combining traditional face-to-face instruction with e-learning to capitalize on the strengths of both methods.

Figure 6: The Study Framework For Teaching Speech In The Arabic Language at UniSZA



CONCLUSION

Based on the analysis of the research data above, it can be concluded that majority of the students show a good improvement in students' speaking skills through interactive e-learning language activities. Each group of students giving their fullest in completing tasks and activities given. It highlights the importance of interactive and engaging teaching methods in improving Arabic speaking skills among non-native speakers. The findings provide valuable insights for educators at UniSZA and other institutions, emphasizing the need for a balanced approach that integrates technology with traditional pedagogical techniques. Future research should explore the long-term impact of these strategies on language proficiency and consider the role of emerging technologies in language education. Moreover, the integration of modern technology, such as electronic applications and platforms, can play a pivotal role in enhancing students' speaking proficiency. The sustained development of Arabic language skills necessitates a strong partnership between educators and learners. Teachers should create ample opportunities for students to practice speaking and provide constructive feedback to foster motivation and improvement. Conversely, students must actively participate in their learning and commit to practicing Arabic regularly to achieve a satisfactory level of fluency. For optimal outcomes in Arabic language instruction, teaching strategies should undergo continuous evaluation and refinement. Teachers must regularly assess the effectiveness of their methods and remain dedicated to adopting innovative and more efficient techniques to enhance Arabic speaking skills.

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