

Teaching Maharah Al-Kalam Through Digital Media in Higher Education

Aniqah Laili Abidah¹, Agung Setiyawan², M. Naufal Al Qurthuby Fuady S³,
Neisyia Azaria Adinda Putri⁴

UIN Sunan Kalijaga Yogyakarta, Indonesia^{1,2}, Universitas Maulana Malik
Ibrahim Malang, Indonesia³ Sivas Cumhuriyet Üniversitesi⁴

24204022027@student.uin-suka.ac.id¹, agung.setiyawan@uin-suka.ac.id²,
240104210079@student.uin-malang.ac.id³, 2022180194@cumhuriyet.edu.tr⁴

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Abstract

Speaking skill (*maharah al-kalam*) is a crucial aspect of Arabic language learning; however, university students still face various challenges, such as the lack of a language-rich environment and teaching methods that are not contextual. This study aims to systematically examine the effectiveness of digital media in teaching *maharah al-kalam* to university students by integrating the Input Hypothesis and the Technology Acceptance Model (TAM) as the analytical framework. The method employed is a Systematic Literature Review (SLR) following the PRISMA procedure. A total of 197 records were initially identified from Google Scholar, ERIC, and ResearchGate. After screening and eligibility assessment based on predetermined inclusion criteria, 26 scholarly articles published between 2020 and 2025 were included in the final review. The findings indicate that, from the perspective of the Input Hypothesis, digital media platforms such as YouTube, TikTok, Vlogs, Plotagon, and WhatsApp provide comprehensible input that supports students' speaking development. From the perspective of the Technology Acceptance Model (TAM), these media are effective because they are perceived as useful and easy to use, which encourages active participation and increases students' self-confidence. These findings show that digital media function not only as sources of language input but also as accessible

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and acceptable learning tools for teaching *maharah al-kalam* in higher education. Nevertheless, challenges such as limited internet access, technical difficulties, and psychological barriers continue to hinder its implementation. This study recommends the strategic integration of digital media into the Arabic language learning curriculum and the development of hybrid learning models that are more responsive to students' needs in the digital era.

Keywords: digital media; *maharah al-kalam*; university students; systematic literature review.

Introduction

Speaking skill (*maharah al-kalam*) is one of the core language skills that enables students to convey ideas, respond to statements, and engage actively in both academic and social contexts.¹ However, in practice, students often face difficulties in developing their speaking skills due to the lack of a language-rich environment, insufficient practice, and teaching methods that are not fully contextualized.²

In addressing these challenges, the utilization of digital media emerges as a relevant solution in the digital era.³ Advances in information technology have introduced various media platforms such as YouTube, vlogs, Duolingo, and other educational applications that support more flexible, interactive, and engaging

¹ Mabruhi and Hamzah, "Pemanfaatan Media Microsoft Power Point Dalam Pembelajaran Kemahiran Berbahasa Arab Pada Era Digital," *Loghat Arabi: Jurnal Babasa Arab Dan Pendidikan Babasa Arab* 1, no. 1 (2020): 11–22, <https://doi.org/10.36915/la.v1i1.2>; Kasmantoni, Kasmantoni, Noza Aflisia, and Isma Muhammad 'Atiyah. "Arabic Practice in the Language Environment I Mumarasah Al-Lughah Al-'Arabiyah Fi Bi'Ah Lughawiyah." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Babasa Arab* 14, no. 2 (December 31, 2022): 470–85. <https://doi.org/10.24042/albayan.v14i2.12514>.

² Khalimatus Sa'diyah, Mariana Rizqi Ahsan, and Muhammad Afthon Ulinnuha, "Maharah Kalam And It's Problem," *El-Thumubhat* 6, no. 1 (2023): 14–20, <https://doi.org/10.25299/elthumuhath.v6i1.13076>; Alif Cahya Setiyadi, Anhar Anhar, and Hasan Muttaqin, "Utilizing Comics as a Learning Media to Improve Students' Arabic Speaking Skills," *Arabiyatuna: Jurnal Babasa Arab* 9, no. 1 (2025): 43–66, <https://doi.org/10.29240/jba.v9i1.12211>; Muid, Abdul, Sulhi Muhamad Daud Abdul Kadir, Noza Aflisia, and Neldi Harianto. "Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci." *Alsuna: Journal of Arabic and English Language* 3, no. 2 (November 25, 2020): 140–51. <https://doi.org/10.31538/alsuna.v3i2.822>.

³ Wafa' Rizqiyya Adira et al., "Arabic Language Acquisition Through Instagram Content Lughoty: Psycholinguistic Studies," *Ta'lim Al-'Arabiyah: Jurnal Pendidikan Babasa Arab Dan Kebahasaaraban* 8, no. 2 (2024): 200–215; Syahmi Syahmi Zulkifle and Zarima Mohd Zakaria, "Usage WhatsApp in Improving Arabic Writing Skills Students at Higher Education University of Malaysia," *Arabiyatuna: Jurnal Babasa Arab* 8, no. 2 (2024): 913–28, <https://doi.org/10.29240/jba.v8i2.11375>.

learning processes.⁴ Students can access learning materials anytime and anywhere, while also using digital platforms to create content as a form of language practice.⁵ This signifies a shift in language learning approaches from being teacher-centered to more participatory and technology-based.⁶

Previous studies have supported the effectiveness of digital media in enhancing Arabic speaking skills.⁷ Bella and Huda found that the individual use of YouTube can improve students' listening (*istima'*) and speaking (*kalam*) abilities, although technical challenges such as limited internet access remain.⁸ Mukhibat and Bukhori developed VideoScribe as a learning aid, which was found to be effective in increasing student interest and participation in speaking exercises.⁹ In addition, Mohammed, Assam, and Saidi highlighted the use of Web 2.0 tools in foreign language classrooms, showing that digital platforms can also support interactive and collaborative learning processes.¹⁰ Nevertheless, existing studies have yet to systematically examine the effectiveness of digital media through a comprehensive theoretical framework.¹¹ Therefore, this study aims to fill that gap by systematically reviewing the effectiveness of digital media in teaching *maharah al-kalam* among university students, based on a comprehensive theoretical approach and recent literature from 2020 to 2025.

Based on the background and previous studies, this research aims to identify the types of digital media used in the teaching of *maharah al-kalam* (speaking skills) among university students over the past five years (2020–2025);

⁴ Anna Melkonyan and Armine Matevosyan, "Technology-Assisted Foreign Language Learning (TALL) in the Digital Age," in *SHS Web of Conferences*, vol. 88, 2020, 1–7.

⁵ Hajar Nurma Wachidah, "Digital Visual Literacy: Penggunaan Digital Book Creator Sebagai Media Pengembangan Bahan Ajar Bahasa Arab (Maharah Kalam) Terhadap Mahasiswa Di Lingkungan Pendidikan Tinggi," *Ukazh: Journal of Arabic Studies* 4, no. 2 (2023): 533–49, <https://doi.org/10.37274/ukazh.v4i2.857>.

⁶ Jamaluddin Shiddiq et al., "Feasibility of Web-Based Digital Arabic Gamification Media for Islamic Junior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 169–86, <https://doi.org/10.29240/jba.v8i1.8946>.

⁷ Rini Rini, Muhammad Arif Mustofa, and Kurnia Kurnia, "Using the Plotagon Application on Arabic Language Learning Media Design," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 637–54, <https://doi.org/10.29240/jba.v7i2.8446>.

⁸ Sinta Bella and Mokhammad Miftakhul Huda, "The Use Of Youtube Media In Improving Listening And Speaking Skills In UIN Kiai Haji Achmad Siddiq Jember," *Journal of Arabic Language Teaching* 2, no. 1 (2022): 43–56, <https://doi.org/10.35719/arkhas.v2i1.1275>.

⁹ M Mukhibat and Evi Muzaiyidah Bukhori, "Video Scribe Media Development Management In Improving Arabic Speaking Skills," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021): 723–38, <https://doi.org/10.18860/ijazarabi.v4i3.12760>.

¹⁰ Tawffeeq A.S. Mohammed, Blanche Nyingome Assam, and Mustapha Saidi, "The Use of Web 2.0 Tools in the Foreign Language Classroom," *Journal of Educational and Social Research* 10, no. 2 (2020): 177–90, <https://doi.org/10.36941/jesr-2020-0037>.

¹¹ Mohammed, Assam, and Saidi; Mukhibat and Bukhori, "Video Scribe Media Development Management In Improving Arabic Speaking Skills"; Bella and Huda, "The Use Of Youtube Media In Improving Listening And Speaking Skills In UIN Kiai Haji Achmad Siddiq Jember."

to analyze the challenges and effectiveness of digital media use in students' speaking skill development; and to provide recommendations for effective digital media tools to support *maharah al-kalam* instruction in higher education.

This research utilizes two primary theoretical frameworks as the foundation for examination. The first is Krashen's Input Hypothesis, created by Stephen D. Krashen (1982), which highlights the significance of comprehensible language input that learners can grasp as a basis for developing language skills. Digital platforms like YouTube and vlogs offer genuine audio-visual content that aids students in effortlessly understanding and mimicking language patterns, thus promoting active speech creation.¹²

The second intriguing concept is the Technology Acceptance Model (TAM) introduced by Fred D. Davis in 1989, which elucidates that the triumphant embrace of technology is significantly swayed by two fundamental beliefs: the perceived advantage it offers and the perceived simplicity of its utilization.¹³ TAM is relevant in the context of digital Arabic language learning as it explains how students' perceptions of the usefulness and ease of digital media influence the extent to which they accept, utilize, and benefit from these technologies in enhancing their *maharah al-kalam*.¹⁴

By integrating these two theoretical approaches, this study aims to provide a more comprehensive understanding of the role of digital media not merely as a technological tool, but as an essential component of an effective and adaptive language acquisition strategy.

This study employs the Systematic Literature Review (SLR) method, chosen for its reliable, structured, and reproducible approach, supported by a strong scientific foundation in organizing, analyzing, and synthesizing findings from previous studies.¹⁵ This method enables researchers to identify patterns, gaps, and trends in the literature comprehensively and objectively, thus providing a solid theoretical and empirical basis for advancing knowledge in the studied field. Moreover, the use of SLR promotes transparency in the research process and minimizes selection bias, making it a credible approach for producing valid scientific syntheses.¹⁶

¹² Mardhyanti, Teguh Sulistyono, and Andy, "The Use of Digital Vlog Media To Improve Speaking Skills," *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)* 7, no. 2 (2023): 21–28, <https://doi.org/10.33479/klausa.v7i2.843>.

¹³ Mainatul Ilmi et al., "Perkembangan Dan Penerapan Theory Of Acceptance Model (TAM) Di Indonesia," *Relasi: Jurnal Ekonomi* 16, no. 2 (2020): 436–58, <https://doi.org/10.31967/relasi.v16i2.371>.

¹⁴ Ilmi et al.

¹⁵ Vika Ivania et al., "Systematic Literature Review (SLR): Pengaruh Model Pembelajaran Berbasis Problem Based Learning Pada Hasil Belajar Matematika," *Student Scientific Creativity Journal* 1, no. 5 (2023): 158–67, <https://doi.org/10.55606/sscj-amik.v1i5.1962>.

¹⁶ Rindu H. Manurung, "Systematic Literature Review: Pengaruh Kualitas Pelayanan, Keamanan Penerbangan, Dan Harga Tiket Terhadap Kepuasan Penumpang Di Maskapai

The SLR process in this study is conducted through five main stages: Identification, Screening (initial filtering), Deep Analysis, Eligibility (selection based on established criteria), and Inclusion (final selection of articles). After completing all selection steps, the researcher evaluates the eligible articles for inclusion in the SLR analysis.¹⁷

The first step of this study involved searching for scholarly articles in academic databases such as Google Scholar, ERIC, and ResearchGate. The search was conducted using the following keywords: *Digital Media OR Digital Tools AND Arabic Speaking Skills AND University Students*. This search yielded 197 articles. The collected articles were then filtered according to the PRISMA protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analyses).¹⁸

Subsequently, the articles were screened based on the following inclusion criteria: (1) The article must be published in peer-reviewed journals or conference proceedings; (2) It must discuss the use of digital media for teaching *maharah al-kalam*; (3) The article must be written in Indonesian, English, or Arabic; (4) It must have been published between 2020 and 2025; and (5) The research subjects must be university students.¹⁹ The researcher then analyzed the content of each article by reviewing the abstract and conclusion. As a result, 26 articles were found to meet the predetermined criteria. The mapping analysis procedure based on the PRISMA guidelines is presented in Figure 1.

Penerbangan Indonesia,” *Journal of Governance and Public Administration* 1, no. 3 (2024): 534–39, <https://doi.org/10.59407/jogapa.v1i3.1050>.

¹⁷ Elmawati and Dadang Juandi, “Mathematical Critical Thinking Ability In Indonesia: Systematic Literature Review (SLR),” *Symmetry: Pasundan Journal of Research in Mathematics Learning and Education* 7, no. 2 (2022): 210–21, <https://doi.org/10.23969/symmetry.v7i2.6426>.

¹⁸ Kasthuri Krishnan, Nurfaradilla Mohamad Nasri, and Mohd Kamil Bin Sadan, “STEM Approaches in Teaching and Learning Process: Systematic Literature Review (SLR),” *International Journal of Academic Research in Progressive Education and Development* 12, no. 4 (2023): 628–51, <https://doi.org/10.6007/ijarped/v12-i4/19882>.

¹⁹ Sopiah Anna Budiani, “Green Human Resource Management: A Systematic Literature Review (SLR) And Bibliometric Anaysis,” *Jurnal Syntax Fusion* 2, no. 11 (2022): 818–32.

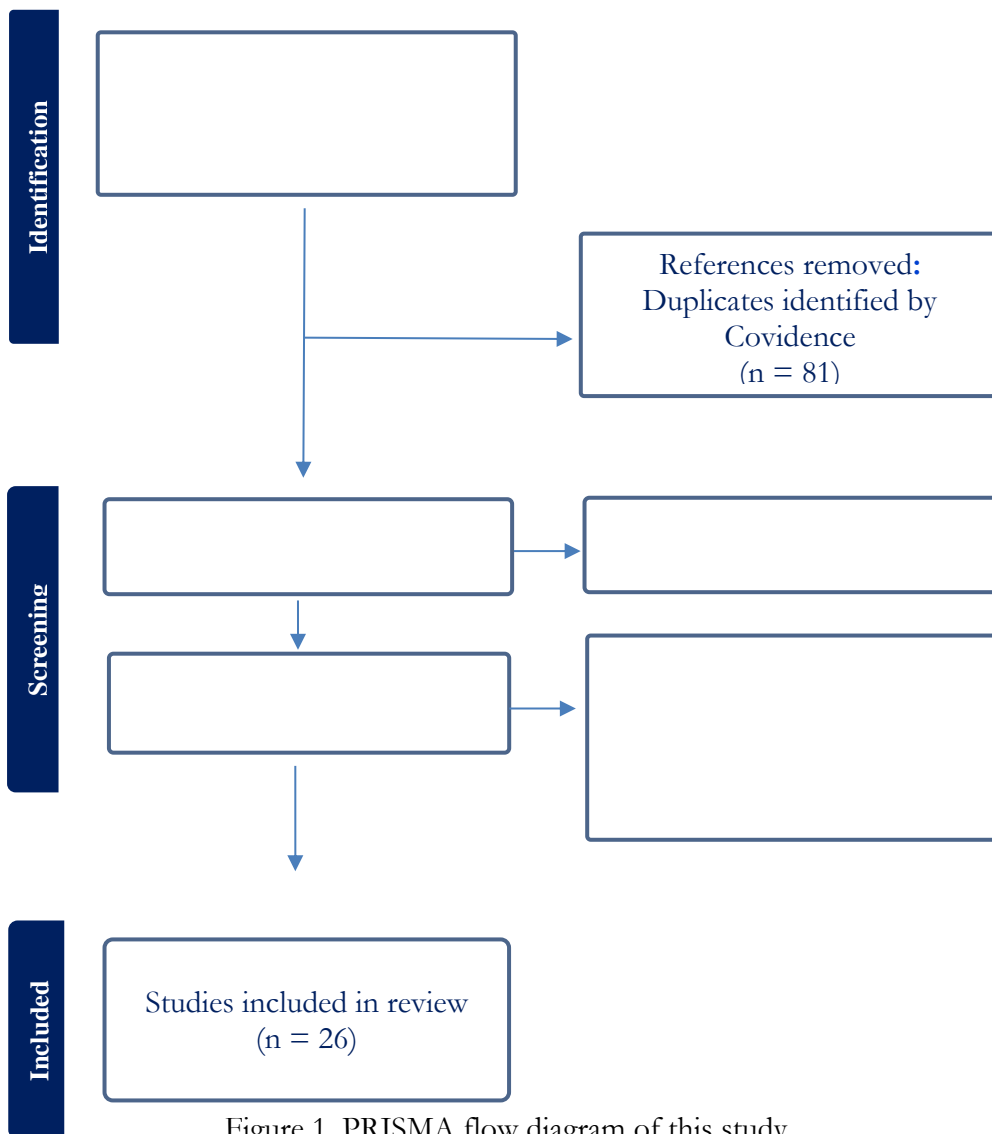


Figure 1. PRISMA flow diagram of this study

Findings and Discussion

Based on the analysis and the researcher’s review of 26 selected peer-reviewed journal articles, the following section presents a meta-analysis of these studies on the use of digital media in the teaching of Arabic-speaking skills among university students.

Table 1. Summary of Reviewed Research Articles

N o	Author	Title	Academic Year.	Types of Digital Media	Method
1.	Mukhibat & Bukhori	Video Scribe Media Development In Improving Arabic Speaking Skills	2021	Video Scribe	R&D
2.	Sarip et al.	Integrated 6C Skills of the 21st Century with Animation Video Media for Arabic Speaking Material Design	2024	Animation Video	R & D
3.	Mohammed et al.	The Use of Web 2.0 Tools in the Foreign Language Classroom	2020	Web 2.0 tools	Quantitative
4.	Sa'diyah & Alfian	The Use of WhatsApp Small Groups as an Instructional Medium for <i>Mabarab al-Kalam</i> during the Online Learning Era	2021	Whatsapp	Qualitative
5.	Maslamah & Kholis	Digital Flipped Learning by Using Telegram in Teaching Listening and Speaking Skills of University Students	2022	Telegram	Qualitative
6.	Ngindana Zulfa	Utilization of the Zoom Application in Improving Arabic Speaking Skills (<i>Mahārah Al-Kālam</i>) during the Covid-19 Pandemic	2021	Zoom	Qualitative
7.	Ghani & Daud	The Impact of Digital Game-Based Learning Towards Arabic Language Communication	2023	Digital Game-Based Learning	quasi-experimental design
8.	Zizi Nurhikmah	Unlocking Fluent Speech: Enhancing Student Speaking Skills through Digital Storytelling	2024	Digital Storytelling	Quantitative
9.	Bella & Huda	The Use Of Youtube Media In Improving Listening And Speaking Skills In Uin Kiai Haji Achmad Siddiq Jember	2022	Youtube	Qualitative
10.	Thasya & Mufidah	The Utilization of Social Media as a Learning Tool for <i>Mabarab al-Kalam</i> among International	2022	Youtube	Case Study

		Class Program (ICP) Students of UIN Maulana Malik Ibrahim Malang in 2021 during the COVID-19 Pandemic			
11.	Hajar Nurma Wachidah	Digital Visual Literacy: The Use of Digital Book Creator as a Medium for Developing Arabic Language Teaching Materials (<i>Mabarab al-Kalam</i>) for University Students	2023	Digital Book Creator	Development Using the ADDIE Model
12.	Imam Athoir Rokhman	TikTok as a Learning Medium for Maharah al-Kalam in the Department of Islamic Religious Education at STAI Ma'had Aly Al-Hikam Malang	2024	Tiktok	Descriptive Qualitative
13.	Kurnia et al.	Utilization Of Interactive Learning Media Based On The Plotagon Application In Learning Arabic Speaking Skills	2023	Plotagon	Qualitative
14.	Azhari & Muassomah	Infographic Videos in <i>Mabarab Kalām</i> Learning	2022	Instagram	Descriptive Qualitative
15.	Nurmala et al.	Youtube Use As Media In Takallum (Arabic-Speaking) Learning Based On Project-Based Learning At Universitas Pendidikan Indonesia	2025	Youtube	Qualitative
16.	Amir & Hasan	Innovative Vlog-Based Approaches for Enhancing Arabic Speaking Skills	2024	Vlog	Descriptive Qualitative
17.	Samin & Osman	Integrating Artificial Intelligence into the Arabic Language Teaching Plan at Higher Education	2024	AI-based tools	Qualitative
18.	Muhammad Abdun Jamil	Development of Arabic language tests using wonder share quiz creator at STIT Bustanul Ulum, Central Lampung	2024	Wonder share Quiz Creator	R & D
19.	Muamaroh & Fikri	Digitalization of Kalam Learning Media through the TikTok Application	2023	Tiktok	Qualitative
20.	Muthmainnah & Annas	The Utilization of Vlogs as a Learning Medium to Enhance <i>Mabarab Kalam</i> for Students of IAIN Kudus	2020	Vlog	Descriptive Qualitative

21.	Sayang et al.	TikTok as a Collaborative Space for Students in Remote <i>Maharah Kalam</i> Learning	2025	Tiktok	Qualitative (Literature Review)
22.	Arifin et al.	Instagram In Arabic Learning: Mixed Methods to Investigate The Effectiveness And Errors Of Speaking Skills	2022	Instagram	Qualitative
23.	Siregar & Zainuddi	The Impact of TikTok on the Speaking Skills of Students in the Arabic Language Department at the State Islamic University of North Sumatra	2024	Tiktok	Qualitative
24.	Ismail et al.	The Impact of Learning Management System “arabi.id” Web-Based Application on Developing Arabic Language Skills	2023	Learning Management System (LMS)	quasi-eksperimental
25.	Wira Wahyuni	Arabic Language Learning Using Vlog Media to Improve Students' <i>Maharah Kalam</i>	2022	Vlog	Descriptive Qualitative
26.	Erika et al.	Analysis of the Influence of YouTube Application on Enhancing <i>Maharah Kalam</i> for Arabic Education Students at State Islamic University of North Sumatra, Medan	2024	Youtube	Qualitative

Based on the initial analysis, the reviewed articles can be categorized into three main focuses aligned with the research questions of this study.

Types of Digital Media Used in Teaching Arabic Speaking Skills

A systematic review of 26 articles published between 2020 and 2025 indicates that a wide variety of digital media have been used to teach Arabic-speaking skills at the higher education level. To facilitate clearer interpretation, each reviewed article was classified into a single dominant type of digital media. The distribution of these media categories is presented in Figure 2.

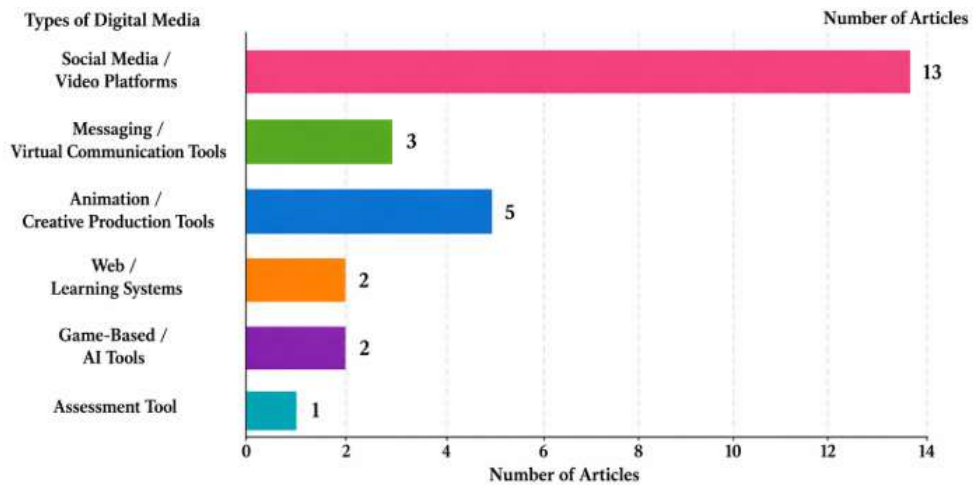


Figure 2. Classification of Dominant Digital Media Types Used in Teaching Arabic Speaking Skills

Figure 2 shows the classification of the dominant digital media types used to teach Arabic-speaking skills. It should be noted that each reviewed article was classified into a single dominant type of digital media. Although some studies used more than one digital medium, the categorization in Table 1 and Figure 2 is based on each article's primary media focus to avoid overlap and maintain consistency with the total of 26 reviewed articles. To simplify presentation, similar media were grouped into broader categories, such as social media and video platforms, messaging and virtual communication tools, animation and creative production tools, web and learning systems, game-based and AI tools, and assessment tools.

Based on the classification, the most widely used digital media fall under the category of social media and video platforms, particularly YouTube and TikTok. This phenomenon reflects students' preference for popular, easily accessible media characterized by strong audiovisual elements.

In addition to the classification by media type, the reviewed studies also indicate a functional distinction between input media and output media in teaching *maharah al-kalam*. Input media refer to digital tools that primarily expose students to comprehensible Arabic language input, such as YouTube, TikTok, vlogs, and Zoom, through audiovisual content, models of pronunciation, and contextual language use.²⁰ In contrast, output media refer to digital tools that encourage students to produce spoken language, such as Plotagon, VideoScribe, digital storytelling, and Digital Book Creator, particularly in Research and Development (R&D) studies where students are required to create dialogues,

²⁰ Bella and Huda, "The Use Of Youtube Media In Improving Listening And Speaking Skills In UIN Kiai Haji Achmad Siddiq Jember."

present ideas, or perform speaking tasks.²¹ This distinction shows that digital media in Arabic speaking instruction do not function uniformly; some support language reception, while others facilitate language production.

These findings can be further understood through Krashen's Input Hypothesis (1982), which posits that effective second language acquisition occurs when learners are exposed to comprehensible input that is understandable despite being slightly above the learners' current proficiency level.²² In this context, YouTube, TikTok, and vlogs provide authentic audiovisual input that allows students to naturally and repeatedly absorb linguistic structures, intonation, and vocabulary in Arabic.²³ For instance, a study by Bella and Huda demonstrated that structured use of YouTube content significantly enhances students' listening (istima') and speaking (kalam) skills through exposure to Arabic used in contextual situations such as everyday conversations, lectures, and native speaker vlogs.²⁴

Moreover, the dominance of audiovisual media is also consistent with the Technology Acceptance Model (TAM) proposed by Davis (1989), which explains that users' acceptance of technology is influenced by two main factors: perceived usefulness and perceived ease of use.²⁵ Media platforms such as YouTube and TikTok fulfill both of these criteria. Students perceive these platforms not only as beneficial for improving language comprehension but also as easy to use without requiring advanced technical skills.²⁶ Consequently, the adoption and integration of audiovisual-based social media in Arabic language learning are notably high,

²¹ Mukhibat and Bukhori, "Video Scribe Media Development Management In Improving Arabic Speaking Skills"; Zizi Nurhikmah, "Unlocking Fluent Speech: Enhancing Student Speaking Skills through Digital Storytelling," *Jetal: Journal Of English Teaching & Applied Linguistics* 6, no. 1 (2024): 47–52; Wachidah, "Digital Visual Literacy: Penggunaan Digital Book Creator Sebagai Media Pengembangan Bahan Ajar Bahasa Arab (Maharah Kalam) Terhadap Mahasiswa Di Lingkungan Pendidikan Tinggi."

²² Puzan, "Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)," *Journal on Education* 6, no. 4 (2024): 20876–88, <https://doi.org/10.31004/joe.v6i4.6210>.

²³ Elly Tri Suryati, Venny Eka Meidasari, and Mashadi Said, "The Use of Tiktok as a Tool for English Grammar Instruction: An Analysis of the @Excellentinhousetraining Tiktok Account," *Internasional Journal Of Multidisciplinary Research And Analysis* 7, no. 11 (2024): 5118–25, <https://doi.org/10.47191/ijmra/v7-i11-18>; Dina Antar and Hanan Elsayed, "Enhancing University Students' Arabic Language Skills Through Social Media: A Case Study of TikTok," *Theory and Practice in Language Studies* 15, no. 8 (2025): 2683–92, <https://doi.org/10.17507/tpls.1508.26>.

²⁴ Bella and Huda, "The Use Of Youtube Media In Improving Listening And Speaking Skills In UIN Kiai Haji Achmad Siddiq Jember."

²⁵ Nancy W. Macharia, "TAM's Perceived Usefulness Influence on Social Network Site Preference for Accessing Reproductive Health Information among University Students," *International Research Journal of Modernization in Engineering Technology and Science* 5, no. 7 (2023): 3289–3300, <https://doi.org/10.56726/irjmets43586>.

²⁶ Wan Ab Aziz Bin Wan Daud et al., "Gender Differences in Learning Arabic Language Proficiency via M-Learning among Malaysia University Students," *Journal of Language and Linguistic Studies* 17, no. 2 (2021): 1069–82, <https://doi.org/10.17263/jlls.904123>.

particularly in enhancing both receptive and productive skills, such as listening and speaking.²⁷

Challenges in Using Digital Media for Arabic Speaking Skills (*Maharah Al-Kalam*)

Although digital media offer many advantages, the literature review also reveals several challenges encountered in their implementation.²⁸ Based on the analysis of the selected articles, several recurring obstacles in the use of digital media for teaching *maharah al-kalam* to university students were identified. First, limited internet access remains a major challenge. For example, Bella and Huda found that not all students have sufficient internet connectivity to access YouTube content optimally.²⁹ Furthermore, the absence of automatic translation features hinders students' comprehension of online Arabic-language content. Second, Mukhibat and Bukhori's study highlights that monotonous conventional teaching methods were still a significant challenge before the development of VideoScribe media.³⁰ A lack of instructional innovation makes it difficult for students to develop speaking skills actively. This issue is exacerbated by technical limitations during the installation and development of digital media, such as the need for manual configuration to use software offline. Third, research by Samin and Osman uncovers more complex challenges related to the integration of Artificial Intelligence (AI), including insufficient technical training for lecturers and students, inadequate technological infrastructure, and resistance to curriculum changes that accommodate new technologies. Additionally, concerns regarding data privacy and the ethical use of AI in education were noted.³¹

In the study by Thasya and Mufidah, it was found that students still face various barriers when practicing Arabic speaking skills through social media platforms such as YouTube.³² The most dominant challenges are internal factors,

²⁷ Yusinda Zarah Syafika and Gregorius Rudy Antonio, "Impacts of the Technology Acceptance Model (Tam) on the Use of the Tiktok E-Commerce Application Among Indonesian Students," *Journal of Entrepreneurship* 3, no. 2 (2024): 47–64, <https://doi.org/10.56943/joe.v3i2.591>; Umi Hijriyah et al., "Developing Digital Comic Media for Learning Qira'ah for the Fifth Grade Students of Madrasah Ibtidaiyah Umi," *Arabiyatuna: Jurnal Babasa Arab* 6, no. 2 (2022): 693–710.

²⁸ Suad A. Alwaely, "Arabic Language Teachers Teach and Collaborate through Mobile Instant Messaging: Analysis of Use, Benefits, and Challenges in Jordan," *Journal of Language Teaching and Research* 9, no. 5 (2018): 961–69, <https://doi.org/10.17507/jltr.0905.09>.

²⁹ Bella and Huda, "The Use Of Youtube Media In Improving Listening And Speaking Skills In UIN Kiai Haji Achmad Siddiq Jember."

³⁰ Mukhibat and Bukhori, "Video Scribe Media Development Management In Improving Arabic Speaking Skills."

³¹ Saproni Muhammad Samin and Rahmah Ahmad Osman, "Integrating Artificial Intelligence into the Arabic Language Teaching Plan at Higher Education," in *SHS Web of Conferences*, 2024, 1–9.

³² Tiasa Thasya and Nuril Mufidah, "Pemanfaatan Media Sosial Sebagai Salah Satu Sarana Pembelajaran Maharah Kalam Bagi Mahasiswa International Class Program (Icp) 2021 Di Uin

including limited vocabulary mastery (*mufradat*), difficulty in selecting speaking topics, nervousness, lack of speaking practice, and low self-confidence.³³ Some students even choose not to show their faces in learning videos, preferring to deliver material with the help of illustrations or visual texts. This situation is worsened by online learning conditions that limit direct interaction with peers and instructors, thereby greatly reducing opportunities for language practice. Meanwhile, Imam Athoir Rokhman's article, which discusses the use of TikTok as a medium for learning *maharah al-kalam*, identifies both technological and pedagogical challenges.³⁴ On the one hand, TikTok is seen as creating an interactive and enjoyable learning experience. On the other hand, constraints such as limited face-to-face learning time arises. Some students also expressed anxiety about appearing on camera, which affects the quality of their speaking practice.

These challenges reflect the importance of considering non-technical factors in the implementation of digital media.³⁵ Krashen asserts that a supportive, low-stress environment rich in input is the ideal condition for language acquisition. Conversely, technical and psychological barriers hinder effective input.³⁶ In the context of the Technology Acceptance Model (TAM), negative perceptions regarding technical difficulties reduce students' interest in using such technologies.³⁷

Effectiveness of Digital Media in Enhancing Maharah Al-Kalam

The majority of the reviewed articles indicate that the use of digital media has a positive impact on improving university students' *maharah al-kalam* (speaking skills). This effectiveness is evident in several aspects, including: increased active participation of students in speaking learning processes, particularly through media such as Vlogs, TikTok, and Zoom; availability of authentic and contextual language input that facilitates students' understanding and imitation of linguistic structures (YouTube, Plotagon); and the growth of confidence, creativity, and

Maulana Malik Ibrahim Malang Selama Masa Pandemi Covid-19," *Armala* 3, no. 2 (2022): 1–21, <https://doi.org/10.24260/armala.v3i2.921>.

³³ Mohd. Taqwudin Mohd. Yazid et al., "Teknik Pelajar Bukan Muslim Belajar Bertutur Bahasa Arab Secara Dalam Talian," *GEMA Online® Journal of Language Studies* 22, no. 4 (2022): 327–50, <https://doi.org/10.17576/gema-2022-2204-19>.

³⁴ Imam Athoir Rokhman, "TikTok Sebagai Media Pembelajaran Maharah Al-Kalam Di Jurusan Pendidikan Agama Islam STAI Ma'had Aly Al-Hikam Malang," *Borneo Journal of Language and Education* 4, no. 2 (2024): 335–42.

³⁵ Berlian Nestia, Evi Muzaiyidah Bukhori, and Mokhammad Miftakhul Huda, "Integration of Interactive Lumio Media for the Development of Arabic Listening Skills in Islamic Senior High Schools," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 1–26, <https://doi.org/10.29240/jba.v9i1.12441>.

³⁶ Pauzan, "Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)."

³⁷ Ilmi et al., "Perkembangan Dan Penerapan Theory Of Acceptance Model (TAM) Di Indonesia."

courage in speaking as a result of producing digital content involving personal expression (digital storytelling, animation, and interactive videos).

Based on frequency of use, ease of access, and reported effectiveness in the articles, the most recommended digital media to support *maharah al-kalam* learning are: YouTube, as it provides authentic input through original Arabic-language content, is free, and easy to use; TikTok and Vlogs, which effectively encourage oral production and practice of language expression by students; and Plotagon and VideoScribe, which are suitable for designing visual materials and creative conversation scenario exercises.

This effectiveness aligns with Krashen's theory, which states that comprehensible input accelerates language acquisition.³⁸ Routine exposure to Arabic through videos, animations, or digital dialogues enriches students' understanding of language structure and pronunciation. For example, a study by Zizi Nurhikmah showed that digital storytelling encourages students to express themselves orally in meaningful contexts.³⁹

From the perspective of the Technology Acceptance Model (TAM), the successful use of these media is influenced by students' perceptions of their usefulness and ease of use.⁴⁰ Media such as WhatsApp and Zoom are considered practical for group discussions and dialogue practice, thus effectively enhancing interaction and real-time speaking practice.⁴¹

However, the effectiveness of media is also heavily influenced by contextual factors. During the pandemic, for instance, media like Zoom and WhatsApp proved very helpful in maintaining academic communication but had limitations regarding non-verbal interaction.⁴² Therefore, media integration must be adapted to the learning context and students' characteristics.⁴³

³⁸ Anisa Rosi Oktaviana, "Efektivitas Metode Langsung Dalam Proses Pemerolehan Bahasa Arab Sebagai Bahasa Kedua Santri Pondok Modern Darussalam Gontor Putri 5: Kajian Teori B.F. Skinner," *JILSA: Jurnal Ilmu Linguistik & Sastra Arab* 6, no. 2 (2022): 151–61, <https://doi.org/10.1558/cj.v1i3.23-31>.

³⁹ Nurhikmah, "Unlocking Fluent Speech : Enhancing Student Speaking Skills through Digital Storytelling."

⁴⁰ Ilmi et al., "Perkembangan Dan Penerapan Theory Of Acceptance Model (TAM) Di Indonesia."

⁴¹ Halimatus Sa'diyah and Muhammad Ivan Alfian, "WhatsApp Small Groups Sebagai Media Pembelajaran Maharah Al-Kalam Di Masa Daring," *Jurnal Pendidikan Bahasa Arab* 13, no. 1 (2021): 1–22, <http://repository.uin-malang.ac.id/8806/>.

⁴² Ngindana Zulfa, "Utilization of the Zoom Application in Improving Arabic Speaking Skills (Mahārah Kālam) during the Covid-19 Pandemic/ Pemanfaatan Aplikasi Zoom Dalam Meningkatkan Mahārah Kālam Pada Masa Pandemi Covid 19," *Edulab: Majalah Ilmiah Laboratorium Pendidikan* 6, no. 2 (2021): 125–42, <https://doi.org/10.14421/edulab.2021.62.02>.

⁴³ Thasya and Mufidah, "Pemanfaatan Media Sosial Sebagai Salah Satu Sarana Pembelajaran Maharah Kalam Bagi Mahasiswa International Class Program (Icp) 2021 Di Uin Maulana Malik Ibrahim Malang Selama Masa Pandemi Covid-19."

Conclusion

This study concludes that digital media play a significant role in supporting the teaching of *mabarab al-kalam* in higher education. First, the review shows that a wide range of digital media have been used, with social media and video-based platforms, particularly YouTube and TikTok, emerging as the most dominant categories. These media serves not only as sources of comprehensible input, but also as tools for encouraging spoken language production, depending on the instructional design. Second, the findings reveal that the use of digital media in teaching *mabarab al-kalam* remains constrained by several challenges, including limited internet access, technical difficulties, insufficient training, and students' psychological barriers such as anxiety and lack of self-confidence. Third, despite these challenges, digital media remain effective in enhancing students' speaking skills by increasing participation, improving exposure to authentic Arabic input, and encouraging confidence and creativity in oral expression.

The main contribution of this study is to show that the effectiveness of digital media in teaching *mabarab al-kalam* can be better understood through the integration of Krashen's Input Hypothesis and the Technology Acceptance Model (TAM). From the Input Hypothesis perspective, digital media support speaking development by providing comprehensible and contextually relevant language input. From the TAM perspective, the successful use of digital media depends on students' perceptions of usefulness and ease of use. Therefore, digital media should not be viewed merely as technological tools, but as pedagogical resources that require appropriate instructional planning and supportive learning conditions.

Based on these findings, this study recommends that Arabic language educators integrate digital media more strategically into speaking instruction by selecting media that align with learning objectives, balancing input- and output-oriented activities, and providing sufficient guidance to students in throughout the learning process. Higher education institutions are also encouraged to strengthen their technological infrastructure, offer digital training for lecturers and students, and develop hybrid learning models that combine technological innovation with interactive and human-centered pedagogy. Future research may focus on designing and testing specific digital learning models for *mabarab al-kalam* in different higher education contexts.

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