

## ***Musyahadat Al Fidyu: Youtube-Based Teaching and Learning of Arabic As Foreign Language (AFL)***

**Azkie Muharom Albantani**

*Universitas Islam Negeri Syarif Hidayatullah Jakarta*

*e-mail: azki@uinjkt.ac.id*

**Ahmad Madkur**

*Institut Agama Islam Negeri Metro Lampung*

*e-mail: abmadmadzkur@metrouniv.ac.id*

### **Abstract**

Today, it is not surprising to say that there is a swiftly rising use of internet in education. Internet with the enormous features has provided up prospects for rich and ground-breaking approaches to deal with educational issues and present solutions to the escalating needs for learning resources. Despite this fact, it is still found few studies and practices of utilizing the internet as the media in the field of teaching Arabic as a foreign language. This paper specifically focuses on elaborating the use of YouTube in Arabic language classroom. It is attempting to give the answer for some following questions: why using YouTube as Arabic language learning media? How to search for learning resources on YouTube? What Arabic skills and competencies can be trained? How to effectively integrate these resources in the Arabic language classroom? How to do the internet source evaluation? How to find out which the students prefer? What are the strengths and weaknesses of YouTube as learning media? This paper ends its conclusion by recommending the Arabic language teachers to use sources available on YouTube but they must selectively give to the students.

**Keywords:** Arabic as foreign language, YouTube, learning media

## **A. Introduction**

The *Ethnologue*, an encyclopedic reference of the world's 7,105 known living languages, released that in 2017, Arabic language is the world's fourth most widely spoken language with 295 million speakers spreading in 57 countries ([ethnologue.com/statistics/size](http://ethnologue.com/statistics/size)). The Arabic language (اللغة العربية *al-lughah al-'Arabīyyah*, or simply عربي 'Arabi) is one of the Central Arabic languages, which belongs to the Arabic family and is related to the language Hebrew and NeoAramaic languages. This Arabic is also the mandate of Islamic religion, because it is the original language of Al-Qur'an. Therefore, as said by Mat and Abas (2016, p. 206) many Muslim scholars consider mastering Arabic language is a prerequisite to learn and understand Islam. It is also generally known that Arabic language is used during worship rituals in Islam, whereby in prayers, hajj and all sorts of other activities of worship Muslims must be performed in Arabic (Wekke, 2015).

Based on geographical dispersion, Arabic conversations have many variations or dialects, some dialects cannot even understand each other because of too many differences. Arabic language, according to Al-Sobh et al (2015), offers an astonishing range of variation in terms of language varieties and dialects used in the Arabic-speaking world today. Modern Arabic has been classified as a single language with 27 languages in ISO 639-3. Formal Arabic is also called Arabic Literature, which is widely taught in schools and universities, and is used in workplaces, government, and the media.

According to Versteegh, as cited by Al-Huri (2015), Arabic language does not develop into the light of history until Islam comes in the sixth or seventh centuries AD. The arrival of Prophet Mohammed and Islam massively plays a part to bringing Arabic language from the unidentified side of the history to be a globe language in attendance of Islam. It is significantly stated that at the commencement of the Islamic era, Arabic language had two main sources, namely Quran and Pre-Islamic poetry.

Arabic has contributed a big number of vocabularies to other languages of the Islamic world, just as the Latin role is to most European languages. The Middle Ages Arabic is also a major tool of culture, especially in science, mathematics and philosophy, which led many European languages to borrow many vocabularies from Arabic. In Indonesian context, Nur (2014, p. 236) highlights that Arabic language is undoubtedly one of the languages absorbed in *Bahasa Indonesia*.

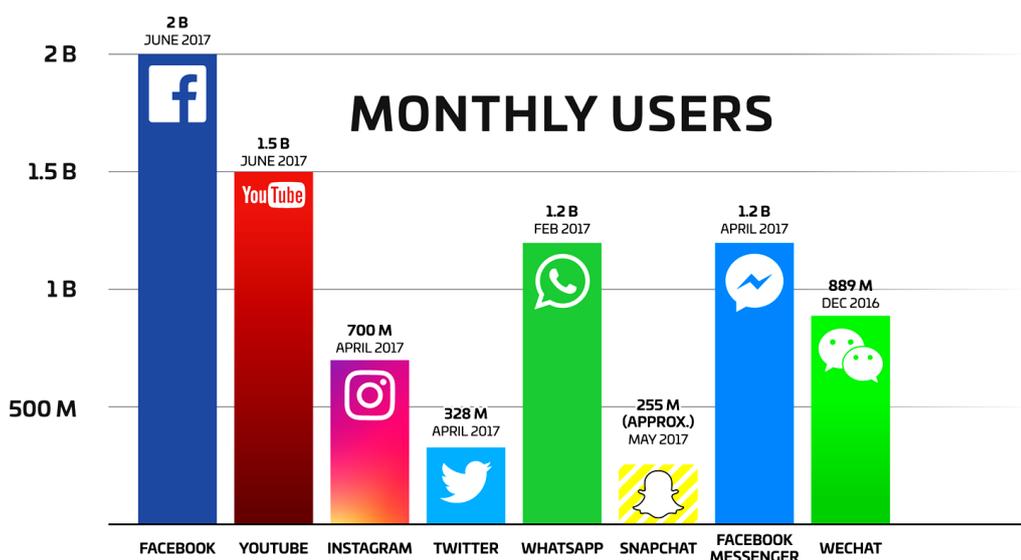
In the field of language teaching, the trend has recently moved toward making learners more autonomous and shifting the responsibility toward the students. Today, technology and learning have become important roles in professional lives. They have also been playing powerful roles in the classroom teaching and learning. According to Sharma & Barrett, as cited by Saeheng (2017, p. 2), blended learning is a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment. Similarly, Ntongieh (2016, p. 26) stated that the implementation of ICT tools can foster English language competence.

The teaching of Arabic in the era of the 21<sup>st</sup> century is very interesting to learn, not only because of its essence as communication of life of Islam, but also its nature which is in role model of education which take place today need some innovation as implication of developing information and technology (Sulaiman, 2014, pp. 1–26). Due to the development of technology and science for mankind, it is necessary to have technicians on the teaching of language, especially Arabic. In contrast, Omari (2015) states that the

number of researches focused on integrating digital or technological devices to enhance the learners' Arabic skills. In addition to the above mentioned reasons, more interestingly, in the criticism highlighted by experts and the public to the ability of students or students, especially the students of State Islamic Univeristy (UIN), State Islamic Institute (IAIN) or State Islamic College (STAIN) toward Arabic language. From the existing phenomenon, many of the existing Islamic educational institutions in Indonesia leave more impression of the importance of teaching grammar (*nahwu*) only, as it seems to memorize the rules of language, leaving aside the essence of methods that can be learned effectively and efficiently by using Technology and science are evolving today.

### B. YouTube and Its Fast-Growing Users

Learning, in its substance, is a teaching material in teaching activities conducted maximally by an educator so that the students he taught get the essence of the substance that will be taught so that learning and teaching activities can achieve the expected goals. YouTube is a popular video sharing service website that allows users to load, watch and share video clips for free. Since its launch in December 2005 and acquired by Google in 2006, YouTube users continue to grow by more than a billion a day (Wall Street Journal, 9 July 2008 in Burnett, Melissa, 2008). The latest statistics show that more than 4 billion YouTube Videos are watched every day. This media is highly favored by the public as it can serve as a source of information, entertainment and self-expression that can be accessed widely in 24 hours in 39 countries in 54 languages. In 2011, YouTube views reached more than 1 trillion or nearly 140 views for every person on earth. (Www.YouTube.com). According to Agazio & Bucklev (2009), YouTube is a web-based file sharing service that allows individuals to build public profiles, specify lists of other users to share videos as well as to view a list of connections / content created by others. This year, it becomes the social media with the second biggest monthly users (Constine, 2017) as seen in the graphic below.



From the above graphic, it is seen that two billion makes Facebook the largest social app in terms of logged-in users, above YouTube's 1.5 billion, WeChat's 889 million, Twitter's 328 million and Snapchat's estimated 255 million (extrapolated from its December 2015 ratio when it had 110 million daily and 170 million monthly users). Beyond YouTube, only Facebook's other apps have more than 1 billion, including WhatsApp and Facebook Messenger, with 1.2 billion each. Instagram might soon join that club as it recently rocketed past 700 million. YouTube increase from its number in 2016.

YouTube is a web-based, audio / video file sharing service that enables individuals to (a) build public or semi-public profiles within a restricted system, (b) articulate a list of other users with whom they will share the connection, and (c) view List of connections made by others in the system (Boyd & Ellison, 2007). Web-based services allow users to download videos that can be shared with others (friends, students, educators) with social relationships in learning conditions. YouTube is a video-sharing service that allows users to post personal videos developed, from animations to personal recordings. YouTube is a social app that allows users to share and shape communities around their content. It attracts content users such as students who get literature in a clear learning process in visual form.

In the 21<sup>st</sup> century Arabic learning is not only done in contextual or conventional way, by following the development of the era and science of learning, Arabic language can be developed in contemporary with social media that exist today, so that learning can be delivered uniquely also follow the flow of development without exploring the substance of the learning itself.

YouTube is one of the social media that is growing and interested in today's society. YouTube can satisfy the foreign language learners (Terantino, 2011). Meaning to say, YouTube is appropriate if used as one of the learning media of Arabic language, therefore choosing YouTube as the base of learning Arabic will be very easily accessible by the community and will be easily loved in demand. YouTube-based learning has been implemented by various educators (Fleck, Beckman, Sterns, & Hussey, 2014) or by some people who care and are interested in Arabic. Systems on YouTube can convey learning directly to students through how to interact with programmed subjects; this system is called teaching with YouTube media. YouTube-based learning is a learning program using a computer or smart phone that is connected to the internet so that YouTube-based learning is universal that can be accessed from various corners of the world.

### **C. YouTube as Learning Media**

The Internet was first launched by J.C.R Licklider from MIT (Massachusetts Institute Technology) in August 1962. The use of YouTube as a learning medium conditions students to learn independently, "Trough independent study, students become doers, as well a thinkers". Students can access online from vlogs, videos and get a primer source on uniquely engaging and interesting Arabic materials. Students can play a role as a researcher, being an analyst, not just an information consumer. They analyze information relevant to learning and conduct searches that match their real life. Students and teachers do not need to be physically present in the classroom (meeting room), because students can learn teaching materials and do learning tasks and exams by accessing videos that have been established online. Students can also learn to collaborate

(collaborative) with each other. Usually students are more understanding if viewing visually and audiovisual simultaneously, this is very suitable with YouTube-based media learning where students are treated to the material in gambling, clear, interesting through various videos that have been uploaded on YouTube.

YouTube-based learning methods can be done educators with varied learning models so that learning is more pleased, interested to learn so that the learning process becomes meaningful learning. By applying YouTube-based learning, students will be accustomed to thinking critically and encouraging students to become independent students (June, Yaacob, & Kheng, 2014). Students will also be accustomed to seeking information from various sources to learn. Moreover, Ebied et.al (2016) explain that another thing that is not less important is that with YouTube-based learning knowledge and student insight develops, can improve learning outcomes, thus the implications for the quality of education will also increase. The example of Arabic language teaching methods can also easily accessed from the YouTube itself, as the example below.



Figure 1. Example of Arabic language teaching methods on YouTube

For the purpose of education can be achieved optimally, it is necessary to note everything that supports the success of the education program. Of the factors supporting the success of educational goals, success in the teaching process is one factor that is very dominant. For that it is necessary once in the teaching process created a conducive atmosphere, and comfortable, so that students really interested and actively participate in the teaching process. In relation with the business to create a conducive atmosphere, the media is one factor that helped determine the success of teaching. The use of media in learning Arabic language is very important, all this starting point with the theory that the totality of the percentage of knowledge, along with the skills and attitudes possessed by the most and the highest through the sense of sight and direct experience, the rest through audiovisual or sensory hearing and others.

The complex in Arabic language teaching, there are four skills to be achieved such as listening skills, speaking skills, reading skills and writing skills. The four skills require

different strategies, methods, and media so that the learning process is not monotonous and avoids boredom (Hamid, 2008, p. 161). A minimum requirement that must be owned by Arabic language teachers is the mastery of the material, language skills and skills to teach it. In addition, a teacher must also be rich in teaching methods or teaching techniques and that is no less important is to use media that match the material characteristics to be achieved and the characteristics of students. The use of media in the teaching of language is based on the theory that the totality of the highest number of science, skills, and attitudes possessed by the most and the highest through the senses see and experience directly to own, while the rest through the senses of hearing and other senses (Arsyad, 2004, p. 75).

#### **D. YouTube-Based Arabic Learning Methods**

Method is an operational step of the learning strategy chosen in achieving the learning objectives, so that the learning resources in using a learning method must be adjusted with the type of strategy used. Richards and Rodgers (2012) define method as an overall plan for presenting language material, based on the selected approach; the way of teaching. The accuracy of the use of a method will show the functional strategy in the learning activities. In the context of Arabic as foreign language learning, Faryadi (2007) states that Arabic language can be mastered more meaningfully if instructors utilize sounds, patterns, gestures, symbols and blend multimedia in everyday lessons. One of the media that covers these elements is YouTube.

Along with the development of the times and technological progress of learning methods, Arabic language can be done by utilizing existing applications one of which is YouTube (British Council, 2016). YouTube is the most popular video sites today. A plan that is ready in accordance with the objectives of learning and utilization of existing video in YouTube as a means of learning that will support the achievement of a learning method that more interests someone with learning styles using the digital generation (DeWitt et al., 2013). Previous YouTube is not a site that shares educational videos, but in 2009 YouTube launched a program for education [www.YouTube.com/edu](http://www.YouTube.com/edu). YouTube users spread across all corners of the world from various ages, from among children to adults. YouTube users can upload videos, search videos and watch videos for free. In just one day many people visit this site, so it can be used as an interesting and interactive learning media.

YouTube can be a source of learning and learning media that can meet the demands of digital generation needs. YouTube can increase interest and support the digital generation learning style. YouTube offers a learning experience with new technology and will be useful when they graduate (Burke, Snyder, & Rager, 2009). Some of the benefits of YouTube when used as a medium of learning, namely:

1. Potential, namely YouTube is one of the most popular sites today so as to provide an edit value to education.
2. Practical, which can be used by all circles both young and old.
3. Informative, i.e providing information about the development of education, technology, culture, and others.
4. Interactive, i.e facilitate for discussion / question and answer and reviewing a learning video.

5. Shareable, which facilitate HTML links, Embed learning video code can dishware on social networking, such as facebook, twitter, instagram, whatsApp, and blog.
6. Economical, ie watching videos on YouTube do not need to pay only requires internet network (<http://guraru.org/>).

The use of YouTube is a learning method that is easy to understand (Khalid & Muhammad, 2012) but in the current literature search does not make the information found on YouTube as a reference, because YouTube only as a teaching strategy in learning Arabic. Here are some steps to view video learning on YouTube, namely:

1. Open Mozilla Firefox.
2. Type [www.YouTube.com](http://www.YouTube.com) in the search field.
3. After the YouTube page appears click on the search field.
4. Search key word material to be searched.
5. Then select the appropriate video with the material you are looking for.
6. Click the video to display the material.

YouTube based learning method, consists of five methods, namely:

1. The first method is to show videos containing vocabularies in Arabic that are summarized in a special chapter. Which is the content of the video is a song in which there are written Arabic language, the meaning of the Arabic language, and images that explain the Arabic word. This method is very much found on YouTube. Examples are the links below:
  - a. [Http://www.YouTube.com/watch?v=jv3x57MkEqQ](http://www.YouTube.com/watch?v=jv3x57MkEqQ)  
The link shows an Arabic video of vocabulary on colors in Arabic.
  - b. [Https://www.YouTube.com/watch?v=9r5RZjQUWNg](https://www.YouTube.com/watch?v=9r5RZjQUWNg)  
The link displays an arabic vocabulary of all kinds of work in Arabic.
  - c. [Https://www.YouTube.com/watch?v=ya0ZDRsdQYE](https://www.YouTube.com/watch?v=ya0ZDRsdQYE)  
The link shows an Arabic video of vocabulary on the names of animals in Arabic.
  - d. [Https://www.YouTube.com/watch?v=wfOhNnBYWaI](https://www.YouTube.com/watch?v=wfOhNnBYWaI)  
The link shows an Arabic video of vocabulary on the name of fruits in Arabic.
  - e. [Https://www.YouTube.com/watch?v=RX7ZrZSLJAc](https://www.YouTube.com/watch?v=RX7ZrZSLJAc)  
The link displays an arabic vocabulary of the names of members of the human body in Arabic.
  - f. [Https://www.YouTube.com/watch?v=FPJe\\_RbCe2I](https://www.YouTube.com/watch?v=FPJe_RbCe2I)  
The link displays an arabic vocabulary of the name of numbers in the Arabic language.
  - g. [Https://www.YouTube.com/watch?v=-uob\\_pl\\_UOg](https://www.YouTube.com/watch?v=-uob_pl_UOg)  
The link shows an arabic vocabulary of the names of days of the week using Arabic language.
  - h. [Https://www.YouTube.com/watch?v=oiGiVHXHTlo](https://www.YouTube.com/watch?v=oiGiVHXHTlo)  
The link displays an Arabic vocabulary of vocabulary names in Arabic.
  - i. [Https://www.YouTube.com/watch?v=y6KKfwUyyJY](https://www.YouTube.com/watch?v=y6KKfwUyyJY)  
The link shows an Arabic video of vocabulary on the names of stationery in Arabic.
  - j. [Https://www.YouTube.com/watch?v=rsfOHKqodD0](https://www.YouTube.com/watch?v=rsfOHKqodD0)  
The link features Arabic video of vocabulary about food, drinks, and food equipment in Arabic.

- k. [https://www.YouTube.com/watch?v=\\_\\_Ma5Wkl3mI](https://www.YouTube.com/watch?v=__Ma5Wkl3mI)  
The link displays an Arabic vocabulary of the names of family members in Arabic.
  - l. <https://www.YouTube.com/watch?v=KahhqLnG19E>  
The link shows an Arabic vocabulary of vocabulary in Arabic.
  - m. <https://www.YouTube.com/watch?v=SX3ar8bHN6A>  
The link displays an Arabic vocabulary of the names of objects in the bathroom in Arabic.
  - n. <https://www.YouTube.com/watch?v=ueddUqC4FXA>  
The link displays an Arabic video of vocabulary about objects in the bedroom using Arabic language.
  - o. <https://www.YouTube.com/watch?v=ZjqPpwglXeI>  
The link displays an Arabic vocabulary of vocabulary in the home, and objects that house in Arabic.
  - p. <https://www.YouTube.com/watch?v=nZbR5IotZUk>  
The link displays an Arabic vocabulary of verbs that are often used in everyday conversations in Arabic.
2. The second method is the method described by the following link: <https://www.YouTube.com/watch?v=gG-nDznezioin> the video described Arabic learning method consists of stages:
- a. Pray before studying.
  - b. Provide reading texts on learning materials.
  - c. Read the text which is then followed by all students.
  - d. Ask students about new vocabulary that is not yet known.
  - e. Telling material texts provided.
  - f. Reread the text so that students better understand the learning that takes place.
3. The third method is to prepare a tool. Arabic learning using this tool is explained in the following links:
- a. <https://www.YouTube.com/watch?v=b21DH2Lhtw>  
In the video is learned archetypal learning tool a kind of monopoly game. The game is in the form of a box in which there are objects to play the monopoly, the box also inscribed numbers in Arabic, later every player who stepped on the marked box will receive questions in Arabic then player must answer the question to get monopoly money.
  - b. <https://www.YouTube.com/watch?v=zNx0aWkLzCY>  
In the video, the tool used is named Arabic domino, this tool is a card that serves to hone students' skills about Arabic words. Vocabulary in question is a *isim* or noun. In this card there are two sides of the top and bottom side. The side or contains the Arabic language and the lower side contains the image of the object. How to work this tool, one student who put the card, then the other students must close the card that reads Arabic with the picture of the meaning of the fig.
  - c. <https://www.YouTube.com/watch?v=cyZVAWBi854>  
In the video the auxiliary used is given the name of the dice. The tool is a dice that contains numbers 1-6. which each number has a question in Arabic form of Arabic sentences that must be done by the players in question.

4. The fourth method is the video described by <https://www.YouTube.com/watch?v=f7wdjyeyUgc>, in that link Arabic learning is done by way of conversation. Conversations are read, also shown his writing. Then from the text, the vocabulary you want to show means in the underline which is then given an arrow to the picture that explains the meaning of the Arabic language.
5. The fifth method is to explain the compilation of sentences in Arabic and explanation of *isim* in Arabic in detail. This method is explained in the links below YouTube.
  - a. <https://www.YouTube.com/watch?v=fR47hkm5MWA>  
In the link contains how to introduce myself using Arabic language. The video explains introducing themselves to women as well as men.
  - b. <https://www.YouTube.com/watch?v=8brZUtb-5vs>  
In the link explaining the pronouns of names, whether for women, men, women, men, women, you men, them, and others. With an example of their use in conversation.
  - c. <https://www.YouTube.com/watch?v=omBbNPolxr0>  
In the link described *istifhamaat* in Arabic. *Istifhamaat* is Tanya's word. Like what, where, when, who, why, and how. Which are then given examples of the use of each of these question words.  
<https://www.YouTube.com/watch?v=8qFMkCfaoVQ>

In the link is explained about *isim isyarob* or point words. The video explains the pointing words near and far, how to distinguish them, and how they are used in conjunction with *muzakkar* and *muannas*.

#### **E. The Evaluation of YouTube-based Arabic Learning**

The adoption of ICT in classroom is considered essential. However some barriers impede the effectiveness of the use of ICT. Actually, as Khaloufi & Laabidi (2017, pp. 64–65), when used appropriately by skilled teachers, these technological instruments can increase learning opportunities for all students and become powerful tools in supporting their achievements. Therefore, the evaluation on the use of ICT must be conducted continuously.

Arabic language teaching program for non-Arabic speakers has widely done and the evaluation of this program is required. In term of the use of technology in Arabic class, Masud & Jalil (2014) revealed that there must be affirmation to the effectiveness of the program from the participants' perspective because it considered: teaching timing and place, teaching staff, number of learners in the classroom, subjects, methods and tools of teaching and that the fees of education fitted the needs and attitudes of learners. They recommended that methods of teaching and educational aids are necessary to be developed to reach the betterment of the program. Meanwhile, Rashidi, Nada & Ghalib as cited by Aloyaydhi (2016) revealed the standards of evaluating the websites of learning Arabic as a second language, using the descriptive approach. They indicated a number of standards to be considered when designing the educational websites, especially those used in the programs of learning Arabic language for non-native speakers. The authors advised those in charge of the electronic educational programs to use the standards of evaluation consolidated outcomes. In addition, they recommended highly qualifying the

teacher and learner to master Arabic language and creating quality standards to be considered in creating, designing and evaluating educational websites.

Based on the materials and methods described above, Petty (2010) states that the evaluation obtained from learning through the YouTube media is that students are looking for material can easily access, but Oddone (2011) states that the learner cannot determine which material is good and appropriate, and which material is less appropriate. In this case for the teacher must have a YouTube channel, that is where the video is collected and put together in one program and already registered, besides the need for recognition from many people so it is important because a recognition and recognition is recognized by many people. It can be believed that the metrics or lessons given are appropriate and properly arranged. In addition, certification or marker from the legal side is needed to reinforce that the learning by video is received by the people who access it.

Evaluation in YouTube-based learning can be said as a benchmark and reference for learning Arabic language can be more widely developed and more maximally. Education is something that is very influential on the progress of a nation. The better the quality of education of a nation, it will be many generations of the nation's next generation who can change the condition of the nation. They will provide innovations and even contribute to new discoveries by collaborating on emerging science and technology that can be recognized worldwide.

Teaching activities on students will be created if there is an effort made by the teacher. Teaching is an activity to organize (regulate) the environment as well as possible and connect it with students, so as to create learning process. When a teacher implements YouTube-based Arabic language learning is expected to add insight to students also attract students to this Arabic learning. The level of progress of learning YouTube-based Arabic language is very significant in this digital era, where many students access YouTube and process it so that the information can increase student insight. In addition, learning YouTube-based Arabic language can foster students' interest to learn Arabic and begin to apply it in everyday life, especially for students who are Islamic where the Arabic language is made a sacred language and influence the development of religious knowledge and appreciation of the worship that will be undertaken implications for the faith of students who will grow stronger.

The achievement of YouTube-based Arabic learning goals is dependent on the teachers and students who will use this media, because the user policy is very influential. However, with YouTube-based learning, students are more interested than conventional based learning which is only glued to books and theories that make students bored and reluctant to implement learning, so that learning objectives are not fully realized. This YouTube based learning can at least make students interested and start learning Arabic implication of learning objectives will be achieved and realized. To utilize YouTube as a learning medium, a teacher must know in detail about:

- a. How to create an account on YouTube
- b. How to upload a learning video on YouTube so that it can be accessed by students or anyone else.
- c. How to search or search for learning videos on YouTube to increase the knowledge of students or teachers
- d. How to download video learning on YouTube, be it without software or software.

- e. How to run (play) learning videos from YouTube, both online and offline after the video is downloaded
- f. How to use video learning to be integrated with power point for classroom presentations.

The weaknesses and advantages of interactive video learning media Nana Sudjana (2003, pp. 137–138) and Dwiyoogo (2013, pp. 215–216) reveal the advantages of using computers in teaching. The advantages gained from the use of interactive video learning media include:

- a. New ways of working with computers will generate motivation to students in learning.
- b. Able to combine text, images, music, sounds, moving pictures (animation and video) in one mutually supportive unit.
- c. Can visualize material that is difficult to explain with explanation or conventional props.
- d. The ability of memory allows the appearance of past students recorded and used in planning the next steps in the future.
- e. Train students to learn independently.
- f. Can be repeated when necessary to add clarity.

Dwiyoogo (2013, pp. 215–216) suggests that the video learning media have weaknesses, including:

- a. While the excess video is for moving material concepts, it may not be suitable for topics where the detail of the lesson is the concept of immovable matter, such as maps, diagrams, charts, and so on.
- b. Requires special equipment in the presentation to display images from a video in need of other supporting tools.
- c. Requires electric power
- d. To make YouTube channel, it is required special skills and teamwork.

To improve this Arabic learning, the teachers should not only be fixated on YouTube technology alone, but develop and utilize YouTube as a vehicle for better learning and interest of students. With YouTube-based learning it is expected that the students can better understand the material and apply it in everyday life, so that the students can achieve the expected goals and help improve the quality of education in this beloved Indonesia.

#### **F. Step by Step of YouTube-Based Arabic Language Teaching**

The learning of YouTube-based Arabic language is of great interest to the students, because in this digital age students prefer something that is related with technology. Jones & Shao (2011) say that the students determinedly report that they prefer moderate use of Information and Communication Technologies (ICT) in their courses. So, without knowing when being treated to spectacle about this Arabic learning, they are more likely to quickly understand and respond quickly in absorbing the material so that educators get easier to achieve the desired learning objectives. However, the educational institution must pay attention to the teachers' competence in using ICT in their classroom.

According to Laabidi (2016, p. 72), the age of teachers have significant effect on the use of ICT. Therefore, training program for those who have lack of competence in using ICT devices is highly recommended.

As stated by Sheetz (2009), YouTube is considered an attractive social medium that contributes to global education. It means that YouTube can attract the students' attention. Therefore, in using YouTube-based technology, Arabic language teachers can introduce the students how easy and interesting YouTube-based learning is, the teachers can show videos of Arabic language with embellished by a fun and not monotonous spectacle. The students will also be more cheerful and start thinking critically and start interested to learn Arabic.

Watkins & Wilkins (2011) maintain that the plenty of various contents of YouTube are beneficial for the teachers who are interested in promoting learners' autonomy. The teachers can provide quiz or introduce good Arabic pronunciations, and introduce Arabic word *mufrodāt* (vocabulary) that can be used in everyday activities, then from the spectacle that students have understood the teacher can give the task for *mufrodāt* (vocabulary) Arabic is little by little practiced in the day-to-day activities of students, so it is easy to remember and not easily forgotten.

The power of YouTube as an educational tool depends on how it is integrated into classroom learning (Duffy cited by Wilson, 2015). In other words, the role of teachers plays an important role in integrating it into classroom activities. Since YouTube contains an abundant content, the teacher must really select or create their own channel. The teachers have chance to create their own YouTube channel specifically designed for Arabic learning only, so that students are more likely to access quality videos and match their respective levels. If teachers experience difficulties in making these videos teachers can use other alternatives by providing video recommendations accessible to students for learning Arabic language with ease.

According to Almurashi (2016), using YouTube videos to teach English classes as extra material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. If worried of time-consuming downloading in the classroom, the teachers can provide videos that have been uploaded from YouTube for free to students, so that students do not have difficulty in downloading or difficulty in internet data quota, as teachers we have to share to the students, thinking, morally and materially, so that learning objectives are not constrained and in accordance with what they want to achieve together.

Using video is not always effective. Wu et al. (2001) examined the effective use of videos on the Internet and recommended several directions and approaches that stressed the effectiveness of using videos in education. This study proposes some plans that should be made by the teachers for YouTube-based learning goals including:

1. *Initial Planning*

- a. Identify the objectives, needs and problems that arise in learning.
- b. Analysis of the characteristics of students who will use and learn the material to be developed.
- c. Consider learning strategies.
- d. Preparing Learning Materials
- e. Mastering teaching materials and methodology.
- f. Mastering media development procedures.

- g. Mastering the technique of using YouTube.
- h. Know the limitations of the Internet network.
- i. Designing Learning Program Packages

In this case, it is important to introduce new material to complement or strengthen the lessons that have been going on with other media.

## 2. Which Video is best for Arabic Language Teaching?

The abundant number of videos available in YouTube requires the teachers to carefully select. In order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation, namely cognitive load, non-cognitive elements that impact engagement and features that promote active learning.

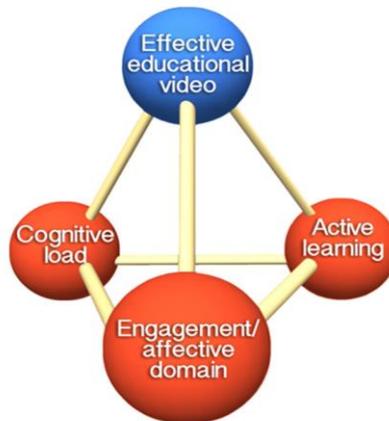


Figure 2. Components of Effective Educational Videos (Brame, 2015)

The first important aspect is cognitive load that is related to sensory memory to collect information from the environment. The other important aspect of creating educational videos is to include elements that help promote student engagement. If students don't watch the videos, they can't learn from them. Then the last one is active learning in which the teachers to help students get the most out of an educational video, it's important to provide tools to help them process the information and to monitor their own understanding.

In this discussion, some aspects that a teacher should consider in using YouTube-based Arabic learning are:

1. Video availability  
Teacher's job is to monitor the availability of video because some videos are only available for a certain time span (Burke & Snyder, 2008).
2. Quality of content  
Educators should pay attention to the date of the video to know that the information in the video is not out of date (Freeman & Chapman, 2007). In addition, it is also important to note the quality of the content as often the video is made unlimited individual. Often the video also violates the decency rules for displaying obscene videos (Agazio & Buckley, 2009).

3. Video search process

A video search can produce too much video display. One way to narrow the search is to focus on the username that uploaded the video.

Here teachers are encouraged to be more active and creative in the learning process, so that the learning process can take place effectively and efficiently. In addition to mastering the learning materials of the Arabic language, teachers should also be literate on the technology that develops today. Here teachers or teachers should innovate in teaching. Teachers are expected to encourage more innovative learning methods in teaching and learning activities, especially in learning Arabic.

### **G. YouTube-Based Media Learning: Strength and Weakness**

Probably for most people, YouTube is often used for various purposes and entertainment only. YouTube usefulness is indeed to only share and also take video only. YouTube is a website that provides a variety of videos such as video clips, movies and video uploaded by YouTube users. But all that would be more useful if YouTube media is used for learning media, especially learning Arabic to attract more enthusiasts more.

The example of YouTubers, the one who uploads their videos on this social media, that are currently being loved by teenagers, Ria Ricis, is very creative and witty by making vlog uploaded on YouTube. YouTube is a very targeted learning object for learning beginner and intermediate Arabic language, but the use of YouTube also in addition has a very many advantages also disadvantages that cannot be denied.

According to Jalaluddin (2016), YouTube has both advantages and disadvantages. In the context of Arabic language learning, its advantages are among others:

- a. Arabic learning becomes unlimited by space and time. That is learning can be done anywhere and anytime by everyone and easy access because every android phone has a YouTube app and browser.
- b. Educating students to learn self-taught or directly, especially in terms of hearing and proper word structure.
- c. Providing increased interest in student learning because of the entertaining media, accompanied by interesting songs, writings, and drawings which inserted interesting material to see for example is an Arabic motive cartoon film.
- d. Learning materials can be done remotely and directly with different teaching places and able to spur the creativity of students in order to have the desire to be able to make a video containing learning materials.
- e. Smartphones are not only used as a medium of communication and social media, but useful as a medium for channeling education
- f. Make it easier for students to find material to be studied.
- g. Grow motivation and stimulus to Arabic language learning
- h. Unlimited learning method with verbal communication through the words of the teacher, so that students do not feel bored.
- i. Students not only learn to listen, but with YouTube media students are trained to observe, pass, and demonstrate learning. Language learning is easier to demonstrate. Because in the video exemplified how to pronounce the vocabulary.

It is commonly known that integrating ICT in teaching is not easy and have some baariers such as large class, lack of computer and limited supply of internet (Y. Laabidi & Laabidi, 2016, p. 203). Although advantageous, utilizing YouTube in Arabic language teaching also have some disadvantages, including:

- a. Not all videos can display the correct material. Links can be easily accessed, so the learner must understand the material of low or high quality.
- b. It cannot determine which lessons should be understood first.
- c. It requires more facilities such as data packets and smart phones.
- d. The choice of a lot of confusing because it does not stuck between one video to another.
- e. It cannot be used by a learner and teacher who stutters about technology.
- f. Not all material to be learned is available on YouTube
- g. Requires cooperation from many people, from designing scenarios, graphics, sound, and video development
- h. It is difficult to use by students who are accustomed to visual learning by using books.

YouTube has many roles in the virtual world even to the real world and it has advantages and disadvantages. All typs of the learning medium remains absolutely absolute, everything depends on the user's policy of the media, so if we want to get more benefits from YouTube-based Arabic language learning then we should use it wisely and as effective as possible.

## **H. Conclusion**

The trends of 21st century learning that suggests the involvement of Information and Communication Technology (ICT) in educational actions can be realized by, among other ways, utilizing the social media in particular YouTube. In the field of Arabic language foreign teaching, YouTube provides the variety of learning sources that could be benefitted for enhancing the learners' Arabic language ability. Furthermore, the entertaining atmosphere because of the features of YouTube can also grow the their learning motivation.

Due to the fact that YouTube has a lot of beneficial sources for learning Arabic language, it is also significant to note that the integration of YouTube into the classroom and outside the classroom is not without its obstacles, but there is little question that the advantages of this technology far outweighs some of the problems associated with it. Therefore, the only question is how to incorporate YouTube, not whether doing so is a good idea, as the impact upon learning is too substantial to ignore. Thus, it is recommended that YouTube should be considered as an effective instructional tool for developing content learning of Arabic as foreign language for the college students and as an important teaching resource in classrooms.

## **BIBLIOGRAPHY**

- Agazio, J., & Buckley, K. M. (2009). An Untapped Resource: Using YouTube in Nursing Education. *Nurse Educator*, 34(1), 23–28.  
<https://doi.org/10.1097/01.NNE.0000343403.13234.a2>

- Al-Huri, I. (2015). Arabic Language: Historic and Sociolinguistic Characteristics. *English Literature and Language Review*, 1(4), 28–36.
- Almurashi, W. A. (2016). The Effective Use of Youtube Videos for Teaching English Language in Classrooms as Supplementary Material At Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47.
- Alowaydhi, W. H. (2016). Evaluation of Arabic Language Learning Program for Non-Native Speakers in Saudi Electronic University According to Total Quality Standards. *Journal of Education and Practice*, 7(32). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1122493.pdf>
- Al-Sobh, M. A., Abu-Melhim, A.-R. H., & Bani-Hani, N. A. (2015). Diglossia as a Result of Language Variation in Arabic: Possible Solutions in Light of Language Planning. *Journal of Language Teaching and Research*, 6(2), 274. <https://doi.org/10.17507/jltr.0602.05>
- Arsyad, A. (2004). *Media Pengajaran*. Jakarta: PT. Raja Grafindo Persada.
- boyd, danah m., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Brame, C. J. (2015). Effective educational videos. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>
- Burke, S. C., & Snyder, S. (2008). YouTube: An innovative learning resource for college health education courses. *International Electronic Journal of Health Education*, (11).
- Burke, S. C., Snyder, S., & Rager, R. C. (2009). An Assessment of Faculty Usage of YouTube as a Teaching Resource. *The Internet Journal of Allied Health Sciences and Practice*, 7(1). Retrieved from <http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1227&context=ijahsp>
- Constine, J. (2017, June). Facebook now has 2 billion monthly users... and responsibility. Retrieved from <https://techcrunch.com/2017/06/27/facebook-2-billion-users/>
- DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, R. (2013). The Potential of Youtube for Teaching and Learning in the Performing Arts. *Procedia - Social and Behavioral Sciences*, 103, 1118–1126. <https://doi.org/10.1016/j.sbspro.2013.10.439>
- Dwiyogo, W. D. (2013). *Media Pembelajaran*. Malang: Wineka Media.
- Ebied, M. M. A., Kahouf, S. A. A.-S., & Rahman, S. A. A. (2016). Effectiveness of using YouTube in enhance the learning of computer in education skills in najran university. *International Interdisciplinary Journal of Education*, 5(3). Retrieved from [http://www.ijoe.org/v5/IIJOE\\_29\\_03\\_05\\_2016.pdf](http://www.ijoe.org/v5/IIJOE_29_03_05_2016.pdf)
- Faryadi, Q. (2007). Techniques of Teaching Arabic as a Foreign Language through Constructivist Paradigm: Malaysian Perspective. Retrieved from <https://eric.ed.gov/?id=ED495283>
- Fleck, B. K. B., Beckman, L. M., Sterns, J. L., & Hussey, H. D. (2014). YouTube in the Classroom: Helpful Tips and Student Perceptions. *The Journal of Effective Teaching*, 14(3), 21–37.
- Freeman, B., & Chapman, S. (2007). Is “YouTube” telling or selling you something? Tobacco content on the YouTube video-sharing website. *Tobacco Control*, 16(3), 207–210. <https://doi.org/10.1136/tc.2007.020024>
- Hamid, A. (2008). *Pembelajaran Bahasa Arab Pendekatan, Metode, Strategi, Materi dan Media*. Malang: UIN Malang Press.

- Jalaluddin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World*, 17(50). Retrieved from [http://www.esp-world.info/Articles\\_50/Mohammad\\_Jalaluddin.pdf](http://www.esp-world.info/Articles_50/Mohammad_Jalaluddin.pdf)
- Jones, C., & Shao, B. (2011). The Net Generation and Digital Natives : Implications for Higher Education. *Higher Education Academy*. Retrieved from [http://oro.open.ac.uk/30014/1/Jones\\_and\\_Shao-Final.pdf](http://oro.open.ac.uk/30014/1/Jones_and_Shao-Final.pdf)
- June, S., Yaacob, A., & Kheng, Y. K. (2014). Assessing the Use of YouTube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students: An Action Research. *International Education Studies*, 7(8). <https://doi.org/10.5539/ies.v7n8p56>
- Khalid, A., & Muhammad, K. (2012). The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study). *International Journal of Linguistics*, 4(4). <https://doi.org/10.5296/ijl.v4i4.2930>
- Khaloufi, A., & Laabidi, H. (2017). An Examination of the Impact of Computer Skills on the Effective Use of ICT in the Classroom. *Indonesian Journal of EFL and Linguistics*, 2(1), 53. <https://doi.org/10.21462/ijefll.v2i1.29>
- Laabidi, H. (2016). The Effect of Age on English Professors' Integration of the New Technologies in Teaching. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 1(1). Retrieved from <http://ijeltal.org/index.php/ijeltal/article/download/11/10>
- Laabidi, Y., & Laabidi, H. (2016). Barriers Affecting Successful Integration of ICT in Moroccan Universities. *Journal of English Language Teaching and Linguistics*, 1(3). <https://doi.org/10.21462/jeltl.v1i3.29>
- Masud, M. B., & Jalil, M. A. (2014). Evaluating the Teaching of Arabic to Adults Non-Speakers of Arabic Program from their Perspectives: IIUM as a Case Study. *Journal of Linguistic and Literary Studies*, 5(2). Retrieved from <http://journals.iium.edu.my/arabiclang/index.php/JLLS/article/view/47>
- Mat, H., & Abas, W. M. U. W. (2016). The Relevance of Arabic Language in Islamic Studies Program: A Case Study of Open University Malaysia (OUM). *Journal of Education and Social Sciences*, 5(2). Retrieved from [http://jesoc.com/wp-content/uploads/2016/12/KC5\\_77.pdf](http://jesoc.com/wp-content/uploads/2016/12/KC5_77.pdf)
- Ntongieh, N. E. N. A. (2016). ICT and English Language Teaching and Learning in Cameroonian Secondary Schools. *Global Journal of Human-Social Science: Linguistics and Education*, 16(6), 53–60.
- Nur, T. (2014). Sumbangan bahasa Arab terhadap bahasa Indonesia dalam perspektif pengembangan bahasa dan dunia. *Humaniora*, 26(2), 235–243.
- Oddone, C. (2011). Using Videos from YouTube and Websites in the CLIL Classroom. *Studies About Languages*, 0(18). <https://doi.org/10.5755/j01.sal.0.18.417>
- Omari, S. E. (2015). The Effect of Computer-assisted Language Learning on Improving Arabic as a Foreign Language (AFL) in Higher Education in the United States. *Procedia - Social and Behavioral Sciences*, 192, 621–628. <https://doi.org/10.1016/j.sbspro.2015.06.109>
- Petty, N. W. (2010). Creating YouTube videos that engage students and enhance learning in statistics and excel. *Proceedings of the Eighth International Conference on Teaching Statistics (ICOTS8)*.

- Richards, J. C., & Rodgers, T. S. (2012). *Approaches and methods in language teaching* (2. ed., 19. pr). Cambridge: Cambridge Univ. Press.
- Sacheng, P. (2017). A Study of e-Learning, Blended learning, and Traditional Teaching Methods to Motivate Autonomous Learning in English Reading Comprehension of Thais Learners. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1).
- Sheetz, D. (2009). Bonk, Curtis J. (2009). The world is open: How web technology is revolutionizing education. San Francisco: Jossey-Bass. US\$29.95. ISBN#9780470461303. *The Internet and Higher Education*, 12(3–4), 181. <https://doi.org/10.1016/j.iheduc.2009.04.001>
- Sudjana, N., & Rivai, A. (2003). *Teknologi Pengajaran*. Bandung: CV. Sinar Baru.
- Sulaiman, K. O. (2014). The effects of information and communication technologies (ICT) on the teachings/ learning of Arabic and Islamic studies. *Ar-Raniry: International Journal of Islamic Studies*, 2(1).
- Terantino, J. M. (2011). Emerging Technologies YouTube for Foreign Languages: You Have to See This Video. *Language Learning & Technology*, 15(1), 10–16.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL Classroom. *Language Education in Asia*, 2(1), 113–119. [https://doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins\\_Wilkins](https://doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins)
- Wekke, I. S. (2015). Arabic Teaching and Learning: A Model from Indonesian Muslim Minority. *Procedia - Social and Behavioral Sciences*, 191, 286–290. <https://doi.org/10.1016/j.sbspro.2015.04.236>
- Wilson, A. (2015, April). *YouTube In The Classroom*. University of Toronto. Retrieved from [https://tspace.library.utoronto.ca/bitstream/1807/68780/1/Wilson\\_Andrea\\_KS\\_201506\\_MT\\_MTRP.pdf](https://tspace.library.utoronto.ca/bitstream/1807/68780/1/Wilson_Andrea_KS_201506_MT_MTRP.pdf)
- Wu, D., Hou, Y. T. as, Zhu, W., Zhang, Y.-Q., & Peha, J. M. (2001). Streaming Video over the Internet: Approaches and Directions. *IEEE Transactions on Circuits and Systems for Video Technology*, 11(3), 282–300.