



The Effect of ArabEasy Application on Arabic Writing Ability

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Abstract. The aims of this study are: 1) to determine students' Arabic writing skills before and after applying the ArabEasy Application media at ICP and 2) to determine the effect of the ArabEasy media application on the writing skills of fourth-grade students at ICP. This study employed an experimental design with a one-group pretest-posttest by comparing the pretest values (before treatment) and post-test values (already being given treatment). Data collection techniques used are tests and documentation. The results of this study indicate that: 1) The ability to write Arabic for class IV students before applying the ArabEasy Application media obtained an average value of 57.2, and the value after applying the ArabEasy Application media obtained an average value of 79.6; 2) The effect of the ArabEasy application media on students' Arabic writing abilities, the results obtained were a pretest significance value of $0.208 > 0.05$, and a post-test significance value of $0.069 > 0.05$ so that it could be concluded that H_0 was rejected, and H_a was accepted. The results of calculating the T-Test using the SPSS Paired Sample T-Test formula, the Sig. $0.000 < 0.05$ means H_0 is rejected, and H_a is accepted.

Keywords: ArabEasy App, media, Writing Arabic.

1 Introduction

The ability to write Arabic is. This ability consists of four language skills, namely listening/hearing (estimate), speaking (*kalam*), reading (*qiro'ah*), and writing (*kitabah*). The four skills, of course, complement each other, influence, and are influenced. Listening, speaking, and reading skills affect writing ability and vice versa [1]–[3].

Based on the four language skills, writing (*kitabah*) is one of the skills whose learning is not easy to implement because each student's writing ability is different. The

ability to write is the highest skill of the four language skills [4]–[6]. Writing skills are language abilities that enable people to interact indirectly or through written language. Therefore, it is necessary to develop writing skills so that students are proficient and skilled in mastering them.

To be able to develop writing skills, an appropriate way of learning is needed. For students at the MI/SD level, it will be very effective if, in the learning activities, the teacher can determine the appropriate learning media for the lesson to be delivered [7]–[9]. The goal is for students to achieve the desired competencies, and learning activities can be carried out in a pleasant atmosphere. Therefore, students will be energized and energized; students will think that learning Arabic is exciting.

Therefore, innovation is needed in learning activities to make the implementation more enjoyable, making students interested in learning Arabic. One of them is innovation in teaching media. Here, as a problem solver, the researcher uses the learning media of the ArabEasy android application program, which can be used in Arabic learning activities. The ArabEasy application is an Android program for beginners who want to learn Arabic fast. Which can be accessed independently, starting with listening to video instructions and continuing with learning about the basic theory of understanding Arabic [10], [11].

The ArabEasy application is a product from research and development owned by Mr Taufik Siraj, released on July 21, 2020. All students, especially Arabic language students, can use the ArabEasy application at the elementary/MI, junior high, and high school levels and tertiary institutions. The starter can be downloaded for free via the Google Play Store platform and installed on each user's Android-based smartphone. According to the results of research that Taufik Siraj carried out, the results showed that students' Arabic language skills were able to improve by using the ArabEasy application media. In testing the effectiveness of the ArabEasy product, the researchers included 182 respondents as a purposive sampling from 5 groups of novice learners, namely from elementary/MI, junior high, high school, college students, and the general public. The research results obtained from the five groups showed that the average final ability (post-test) of Arabic was 62.24, and the initial middle ability (pretest) was 36.10 [12]. The difference between this research and previous research is that the research is more focused on knowing the effect of using the ArabEasy application on students' Arabic writing abilities. Based on the background described above, the researcher is motivated to research: "The Effect of ArabEasy Application Media on Arabic Writing Ability."

2 Method

This research is included in quantitative analysis, and a research method used to examine specific populations or samples, with random sampling techniques, data collection using research instruments, and statistical/quantitative data analysis to test the hypothesis set [13], [14]. In this study, the type of research used was pre-experimental research design in the form of one group pretest-posttest design, namely a research design that contained a pretest before being given treatment and a post-test after being given

treatment so that the research results obtained more accurately data because they could compare before and after given treatment [14], [15].

The population is the whole object that has one characteristic in common. The population is also defined as a generalization area consisting of things or subjects with certain qualities and features set by the researcher to be studied and then drawn conclusions [16], [17]. So, it can be seen that the population is not only people but also objects and things around us. Based on the population's definition, this study's population was all class IV Madrasah Ibtidaiyah (Elementary School) International Class Program (ICP) Nurul Ulum Bojonegoro. The sample is part of the population studied. This study's sample was all class IV A students, totaling 25. This sample was selected by purposive random sampling, a technique with a specific purpose, by taking subjects not based on strata, random, or region.

Data collection is the recording of events or things or characteristics of some or all of the elements of the population that will support research to obtain the expected data; data collection techniques are needed. This step is essential because the data collected will later be used to test the hypothesis [18]. This study's data collection techniques were: 1) tests (pretest and post-test) and 2) documentation.

Researchers used descriptive and inferential statistics to analyze the data from this study. Descriptive statistics are used to analyze data by describing or describing the data collected as it is, without aiming to generalize research results. While inferential statistics is an analytical technique used to analyze sample data, the results are applied to a clear population. The method of randomly taking samples from the population is done [15].

3. Findings and Discussion

3.1 Findings

3.1.1. Test the Validity of Test Questions

Testing the validity of the test items aims to test the validity of the test items being tested. In this study, to test the validity of the test items used by researchers, the product-moment correlation method, an instrument, can be considered valid if $r_{\text{count}} > r_{\text{table}}$. The validity test was carried out on ten students as respondents with the following results:

Table 1. Test Results for the Validity of Test Questions

Question of Number	r table	r count	Value Sig	Status Question Item Value
1	0.632	0.953	0.000	Valid
2	0.632	0.889	0.001	Valid
3	0.632	0.722	0.18	Valid
4	0.632	0.953	0.000	Valid
5	0.632	0.722	0.18	Valid
6	0.632	0.669	0.34	Valid
7	0.632	0.722	0.18	Valid
8	0.632	0.953	0.000	Valid

9	0.632	0.635	0.049	Valid
10	0.632	0.722	0.18	Valid

These results indicate that numbers 1 to 10 are valid because the value of the r count is greater than the r table (0.632).

3.1.2. Question Reliability Test

This test was conducted to determine the reliability of the test instrument used. Here, the researcher uses the Alpha Cronbach method, with the instrument criteria being said to be reliable if the reliability coefficient is more than 0.6. SPSS 25 calculations assist this calculation.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.956	10

Based on the results of the reliability test, it can be seen that the Cronbach alpha number is $0.956 > 0.06$. This means that the pretest and post-test research instruments are reliable.

3.1.3. Normality Test

The normality test aims to determine whether or not the data obtained is typically distributed. The normality test uses the Shapiro-Wilk formula because the sample is less than 30. The decision-making criteria are based on the significance level. Sig (2-tailed) > 0.05 means the data is usually distributed, and Sig (2-tailed) < 0.05 means the data is not normally distributed. The output results of the normality test using SPSS 25 are as follows.

Table 3. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.145	25	.200*	.953	25	.208
Posttest	.196	25	.066	.922	25	.069

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation above, the normality test used is the result of the Shapiro-Wilk test with a pretest significance value of $0.208 > 0.05$ and a post-test significance value of $0.069 > 0.05$, which means that H_0 is rejected, and H_a is accepted. The data is distributed normally.

3.1.4. Descriptive Analysis Results

In the descriptive analysis, the data were from the students' pretest and post-test before the application was carried out and after being given the application using the ArabEasy application media in learning Arabic writing skills. Descriptive analysis provides an

overview of the influence of the ArabEasy media application on the ability to write Arabic using the lowest score, highest score, average score, and standard deviation based on the pretest and post-test results.

3.1.5. Pretest Data Description

To find out the initial ability to write Arabic for class IV students at ICP Nurul Ulum Bojonegoro, it is necessary to be given a pretest first, and the pretest results obtained are as follows:

Table 4. Pretest Score Frequency Distribution

Frequency Value	
30	2
40	3
50	6
60	7
70	4
80	2
90	1
Total	25

So, the frequency distribution of the pretest results can be described in the following graph.

Table 5. Pretest Statistics Calculation

Pretest Statistics Calculation	
Mean	57.2
Median	60
Modus	60
Min Score	30
Max Score	90
Standard Deviation	14.8377896

3.1.6. Post-test Data Description

The post-test results obtained from the application of the ArabEasy application media are as follows:

Table 6. Post-test Value Frequency Distribution

Frequency Value	
60	5
70	5
80	5
90	6
100	4
Total	25

Based on the table above, it can be concluded that the post-test results for students' Arabic writing ability for a value of 60 have a frequency of 5, a value of 70 is 5, a value of 80 is 5, a matter of 90 is 6, a value of 100 is 4.

Table 7. Post-test Statistics Calculation

Mean	79.6
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Median	80
Modus	90
Min Score	60
Max Score	100
Standard Deviation	13.7054734

3.1.7. Results of Inferential Analysis T-test

The following are the results of the Paired Sample T-Test with the help of SPSS 25.

Table 8. Paired Sample T-Test Results Paired Differences

		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test-Post-test	32.344	13.435	2.532	37.053	23.032	11.645	24	.000

Based on the Paired Sample T-Test calculation results in the table above, the Sig. (2-tailed) of 0.000 < 0.05, meaning a significance value of 0.000 is less than 0.05, which can be concluded that H0 is rejected, and Ha is accepted. So, the ArabEasy application media affects students' Arabic writing skills, and there is a significant difference in the average pretest and post-test scores.

3.1.8. Simple Linear Regression Test

A simple linear regression test of this summary model determines the magnitude of the influence between the dependent and independent variables.

Table 9. Simple Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	.798	.784	5.4456

a. Predictors: (Constant), X

Based on the simple linear regression test, the summary model table above can explain the magnitude of the correlation or relationship (R) value of 0.856. This output's coefficient of determination (R Square) is 0.799. Thus, it can be seen that the effect of the independent variable (ArabEasy application media) on the dependent variable (students' ability to write Arabic) is 79.8%.

3.2. Discussion

This study aimed to assess the impact of the ArabEasy application on Arabic writing skills. A total of 25 students participated in this quantitative pre-experimental research, which employed a one-group pretest-posttest design. The research objectives were to

determine students' Arabic writing abilities before and after using the ArabEasy application for learning Arabic. The application was expected to enhance students' Arabic writing skills to help them meet the required Arabic language proficiency standard of 75 at ICP Nurul Ulum Bojonegoro.

The research commenced with greetings, prayers, and an outline of the learning objectives. In the core learning activities utilizing the ArabEasy application, students collectively observed, listened, recited, and translated vocabulary related to the topic "fi albaiti." However, some students needed help as they needed help to bring smartphones. To overcome this, the researcher used their cellphone, projecting it onto a screen through a laptop, allowing students to take turns creating sentences using the ArabEasy application. Students found it easier to construct sentences with the ArabEasy application. They learned that changes in the "ism" (noun) led to corresponding changes in the "fi'il" (verb). Additionally, they acquired new vocabulary beyond the textbook and practiced correct pronunciation. Students were actively engaged and attentive, focusing on listening and asking questions during ArabEasy application-based lessons.

To summarize, the research found: 1) Before using the ArabEasy application, students' Arabic writing abilities were below the required standard, with an average pretest score of 57.2. Almost all students scored below the minimum standard (KKM), while only three scored above. 2) After implementing the ArabEasy application, students' writing skills significantly improved, with an average post-test score of 79.6. Almost all students scored above the KKM, indicating substantial progress. 3) The analysis, including normality tests, t-tests, and simple linear regression, revealed that the ArabEasy application had a strong positive effect on students' Arabic writing abilities, accounting for 79.8% of the variation in their performance. In conclusion, the ArabEasy application enhanced students' Arabic writing skills, helping them achieve the required proficiency standard at ICP Nurul Ulum Bojonegoro.

Learning applications are a breakthrough in learning media that provide absolute freedom for students to operate them. Learning applications benefit from making it easier for students to learn particular material. Amrina and Mudinillah explain that applications programmed as supporting media can make learning more effective depending on the purpose of their use [19]. In this study, learning applications aim to increase student interest and make learning exciting. Learning applications are designed to be used independently by students anytime and anywhere via their mobile smartphones. That way, the space and time limitations to learning Arabic can be overcome. Afif states that the most concrete thing for students to learn something using the media is direct experience through the various senses they have [20]. The results of this study are similar to what has been done by Rosiska, that the use of Android application-based learning media can increase student learning motivation and make learning more active and interesting, fostering students' willingness to learn, which has an impact on improving student learning outcomes [21]. Also, the results of research conducted by Alfian et al. and Amirullah & Susilo showed that using Android application-based learning media provides new enthusiasm, pleasure, and interest for students during the learning process to generate student interest in implementing learning activities [22], [23].

4. Conclusion

The study revealed that Grade IV students at ICP Nurul Ulum Bojonegoro had notably low Arabic writing skills before introducing the ArabEasy Application media, scoring an average of 57.2, well below the institution's required standard of 75 (KKM). However, after implementing the ArabEasy Application, the students demonstrated significant improvement, with an average post-test score of 79.6, indicating that this media effectively enhances Arabic writing skills. The statistical analyses, including the normality test, t-test, and simple linear regression, further supported the positive impact of the ArabEasy Application on students' Arabic writing abilities. The correlation was strong ($R = 0.856$), and the coefficient of determination (R Square) was 0.798, signifying that the application contributed to a 79.8% improvement in students' writing skills. Consequently, there is clear evidence of a significant positive influence of using the ArabEasy Application media.

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