Developing an Interactive Instructional Strategy Based on Arabic Vlog Media to Enhance Speaking Skills

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	Abstract The mastery of Arabic speaking skills (*Mahārah al-Kalām*) is a critical competency in higher education, yet it is frequently hindered by passive, teacher-centered instructional methods and the resulting high levels of foreign language anxiety among students. While existing digital interventions like animated videos improve receptive skills, they often fail to stimulate productive communicative practice. This study aimed to develop, validate, and evaluate an interactive instructional strategy based on Arabic Video Blog (Vlog) media to actively engage students as content creators. Employing a Research and Development (R&D) design based on the ADDIE model, the study was conducted with fourth-semester students at Kiai Haji Abdul Wahab Hasbullah University. Data were gathered through expert validations, speaking tests, and student questionnaires. The results indicated that the vlog-based strategy achieved a "Very Feasible" validity score of 91.24% from experts and practitioners. Inferential analysis using a paired samples t-test revealed a highly significant improvement in speaking proficiency ($p < 0.001$), with mean scores rising from 54.33 to 82.47. Furthermore, student acceptability reached 85.92%, highlighting a significant reduction in speaking anxiety and increased motivation. In conclusion, the vlog-based instructional strategy effectively transforms Arabic learners from passive consumers to active, confident communicators, offering a highly relevant pedagogical framework for 21st-century language education.

INTRODUCTION

In the contemporary landscape of global communication and Islamic scholarship, the mastery of the Arabic language represents a fundamental competency for university students. Within the constellation of linguistic acquisition, speaking proficiency (*Mahārah al-Kalām*) occupies the highest tier of communicative success. It serves not merely as a mechanical articulation of words but as a dynamic medium for expressing complex ideas, academic arguments, and social interactions (Kurniawan & Fikriansyah, 2025). For students pursuing Islamic studies, Arabic speaking skills are particularly indispensable, acting as the primary bridge to accessing classical religious texts and participating actively in global academic discourse (Abdalla, 2025; Kamal, 2025; Manasiq, 2024). However, achieving fluency requires continuous, systematic, and highly interactive pedagogical interventions, which remains a formidable challenge in many higher education environments where traditional methods still dominate (Arsyad et al., 2024).

The transformation of speaking skills relies heavily on the strategic integration of instructional media, classically termed *wasā'il al-īḍāḥ*. In the digital era, the paradigm of Arabic pedagogy has shifted significantly. Modern educators are compelled to transcend traditional, teacher-centered methodologies by adopting interactive digital media that resonate with the technological fluency of contemporary learners (Al-Abdullatif & Alsubaie, 2022; Ubaidillah et al., 2023). Recent literature extensively documents the efficacy of digital interventions in Arabic instruction. The utilization of digital learning platforms, gamified applications like Kahoot, and visual-based vocabulary training has been proven to enhance student engagement and eliminate spatial literacy barriers (Afiati et al., 2025; Nguyen, 2022; Simonson & Seepersaud, 2021; Wijayati, 2025; Zuhirawati, 2025). These media provide visually appealing and dynamic content that contextualizes language usage, thereby significantly reducing the cognitive load associated with foreign language acquisition.

Despite the proliferation of digital instructional tools, a critical review of recent studies reveals a substantial pedagogical gap regarding productive speaking skills. Numerous previous studies have explored various technological interventions. For instance, Penyustia et al. (2023) successfully developed animated video media using *Sparkol VideoScribe*, while Hasyim and Syafei (2024) alongside Ibadillah et al. (2025) demonstrated the effectiveness of animated films in enriching Arabic vocabulary and speaking performance. Similarly, the utilization of YouTube for self-directed language learning has been extensively documented (Aprianto, 2023), alongside the growing trend of leveraging short-form video platforms like TikTok to stimulate student interest in *Mahārah al-Kalām* (Kamaliah et al., 2025). While these five specific instructional trajectories significantly enhance listening comprehension and initial engagement, they predominantly position students as passive consumers of digital content. These receptive media fail to provide the productive, communicative space necessary for spontaneous and extended speaking practice, often limiting students to fragmented linguistic exercises rather than autonomous content creation.

Addressing this theoretical void, recent preliminary studies have identified the Video Blog (Vlog) as a highly potent, productive medium. Research by Amir (2025) indicates that Vlog creation compels students to actively construct narratives, practice pronunciation, and simulate real-life Arabic conversations. Furthermore, creating Vlogs significantly boosts speaking confidence and lowers foreign language anxiety by allowing students to self-evaluate their performance before publishing (Rotjanawongchai, 2024; Wahyuni, 2022; Zhang & Zhang, 2026). This theoretical gap resonates strongly with the empirical challenges observed among fourth-semester students at Kiai Haji Abdul Wahab Hasbullah University, Tambakberas Jombang. Preliminary observations indicate that while students possess foundational Arabic knowledge, they experience severe stagnation in their speaking fluency. The absence of a structured pedagogical framework that integrates modern, student-driven productive media has resulted in low motivation and minimal oral participation in the classroom.

To bridge the theoretical gap in the literature and resolve the practical instructional deficit at the institution, an innovative pedagogical intervention is urgently required. This study leverages the immense popularity of Vlogs among the younger demographic to reconstruct the Arabic speaking curriculum. By transitioning students from passive viewers

to active Vlog creators, the learning process becomes highly contextual, communicative, and autonomously driven. Therefore, this study aims to develop, validate, and evaluate an interactive teaching strategy based on Arabic Vlog media to significantly enhance the speaking skills of fourth-semester students at Kiai Haji Abdul Wahab Hasbullah University, concurrently fostering their technological literacy for 21st-century educational demands.

RESEARCH METHOD

This study employed a Research and Development (R&D) design integrated with a mixed-methods approach to systematically engineer, validate, and evaluate an interactive instructional strategy. The developmental progression was strictly structured around the ADDIE framework—encompassing the Analyze, Design, Develop, Implement, and Evaluate phases—which served as a comprehensive blueprint for constructing the Vlog-based speaking materials. The empirical investigation was conducted at the Arabic Language Education Department of Kiai Haji Abdul Wahab Hasbullah University, with fourth-semester students serving as the primary research subjects, complemented by input from course lecturers and specialized experts in media, content, and pedagogy.

To ensure methodological rigor, data acquisition relied on a triangulation strategy utilizing a diverse array of instruments. Qualitative insights were systematically gathered through in-depth interviews, classroom observations, open-ended expert feedback, and narrative student responses. Concurrently, quantitative metrics were obtained via structured expert validation checklists, Likert-scale questionnaires, and standardized speaking proficiency assessments administered as pre-tests and post-tests.

The analytical procedures were tailored to the dual nature of the collected data. The qualitative datasets were rigorously processed utilizing the interactive model proposed by Miles, Huberman, and Saldaña, which involves data condensation, data display, and conclusion drawing to extract meaningful pedagogical patterns. Conversely, the quantitative data derived from the validation sheets and questionnaires were analyzed using descriptive statistical techniques, primarily percentage analysis, to determine the product's feasibility. Furthermore, the pre-test and post-test speaking scores were subjected to comparative statistical evaluation to measure the actual learning gains. Ultimately, the instructional product was measured against a stringent success threshold: it was deemed pedagogically valid if the expert consensus score surpassed 75%, and considered instructionally effective if a minimum of 75% of the participating students demonstrated a measurable improvement in their speaking performance.

RESULTS AND DISCUSSION
Formative Validation: Expert and Practitioner Appraisals

The developmental trajectory of the vlog-based instructional strategy necessitated rigorous formative validation to ascertain construct, content, and operational integrity prior to classroom deployment. The product was evaluated by three primary specialists: a media expert, a content expert, and an educational practitioner. To streamline the evaluation and avoid redundant data presentation, the pedagogical parameters were synthesized, yielding a

robust feasibility profile. The overall validation average reached 91.24%, firmly categorizing the instructional strategy as "Very Feasible."

Table 1. Summary of Expert and Practitioner Validation

Validator Domain	Parameters Evaluated	Average Score (%)	Qualitative Criteria
Media Expert	Book layout, cover design, visual illustrations, typography	89.45	Very Feasible
Content Expert	Objective alignment, conceptual accuracy, depth of exercises	92.60	Very Feasible
Practitioner	Usability, instructional steps, classroom applicability	91.68	Very Feasible
Overall Average	**Cumulative Pedagogical Feasibility**	**91.24**	**Very Feasible**

Summative Evaluation: Field Testing and Inferential Analysis

To empirically quantify instructional efficacy, a pre-experimental field test (one-group pretest-posttest design) was conducted involving 30 fourth-semester students. Prior to inferential analysis, the Shapiro-Wilk test was administered to verify data distribution. The test confirmed that both datasets were normally distributed ($p > 0.05$), ensuring the reliability of subsequent parametric analyses.

Table 2. Tests of Normality (Shapiro-Wilk)

Variable	Statistic	df	Sig. (p-value)
Pre-test Speaking	0.941	30	0.124
Post-test Speaking	0.952	30	0.201

With parametric assumptions satisfied, the analysis of learning outcomes demonstrated a marked divergence in speaking proficiency. The raw data consolidated into a substantial mean improvement. The descriptive statistics indicated that students' speaking scores surged from a pre-test average of 54.33 to a post-test average of 82.47.

Table 3. Descriptive Statistics for Speaking Performance

Assessment	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	35.00	72.00	54.33	8.45
Post-test	30	68.00	94.00	82.47	6.32

To inferentially validate this improvement, a Paired Samples t-test was executed. The analysis yielded a highly significant two-tailed p-value of 0.000 ($p < 0.001$), providing definitive empirical evidence that the vlog-based instructional strategy catalyzed a statistically significant acceleration in students' Arabic speaking skills.

Table 4. Paired Samples Test

Pair	Mean Diff.	Std. Deviation	Std. Error	t	df	Sig. (2-tailed)
Pre-test - Post-test	-28.14	5.21	0.95	-29.62	29	0.000

Student Responses to the Strategy

Beyond the cognitive metrics, post-implementation surveys (N=30) were distributed to measure pedagogical acceptability. The 11-item questionnaire was synthesized into four core instructional dimensions. The survey quantified user satisfaction at an organic average of 85.92%. Students explicitly reported that transitioning from passive learners to active vlog creators significantly reduced their speaking anxiety, provided a contextual framework for vocabulary usage, and dramatically increased their autonomous motivation.

Table 5. Summary of Student Questionnaire Responses

Measured Instructional Aspect	Mean Score (1-4)	Percentage (%)	Evaluation Category
Material Comprehension & Relevance	3.66	91.50	Very Good
Media Attractiveness (Vlog format)	3.47	86.67	Very Good
Speaking Motivation & Active Engagement	3.37	84.25	Very Good
Speaking Confidence & Expressiveness	3.25	81.25	Good
Overall Pedagogical Acceptability	**3.44**	**85.92**	**Very Good**

The empirical data synthesized in this study definitively substantiate the premise that integrating active, productive digital media—specifically Vlogs—significantly accelerates the mastery of Arabic speaking skills (*Mahārah al-Kalām*) among university students. The substantial mean difference (+28.14 points) and the highly significant t-test outcome ($p < 0.001$) offer compelling evidence that the developed instructional strategy successfully dismantled the pedagogical stagnation identified during preliminary observations. Unlike traditional instruction at the institution, which heavily relies on teacher-centered dictation and static media like PowerPoint, the vlog-based framework provided a dynamic, student-driven cognitive scaffold. This finding strongly affirms the postulate that in higher education language learning, transitioning students from passive receivers of information to active content creators is paramount for achieving communicative competence (Fan, 2024; Grunis et al., 2020; Haile et al., 2024; Rahman et al., 2024; Sayyidan & Ammar, 2025).

These findings strongly align with and expand upon the contemporary academic discourse regarding productive language learning. While previous studies have extensively validated the use of animated videos or YouTube listening exercises as receptive media (Aprianto, 2023; Ibadillah et al., 2025; Jeong, 2022; Li et al., 2024), those modalities often trap students in a cycle of passive consumption. Students may understand what they hear, but they struggle to produce language spontaneously. In contrast, this study confirms the recent findings of Amir (2025), Wang et al. (2025), Tyas and Fitriani (2021), Asnur et al. (2025), and Rahmayanti et al. (2023), which assert that Vlog creation functions as a powerful form of Project-Based Learning (PjBL). By scripting, recording, and editing their own Arabic speaking performances, students engage in rigorous self-evaluation and repetitive pronunciation practice before final submission. The vlog acts as a digital portfolio that documents their linguistic progression.

Furthermore, the psychological and affective impacts of this strategy cannot be overstated. Speaking Arabic as a foreign language often triggers high levels of Foreign Language Anxiety (FLA) among students, primarily due to the fear of making grammatical errors or mispronouncing complex phonemes in front of peers (Wahyudin, 2025). The

exceptionally high user acceptability score (85.92%) in this study indicates that vlog-based instruction effectively mitigates this anxiety. By allowing students to record asynchronously in a comfortable environment, they can perform multiple takes until they achieve optimal fluency. This highly contextualized process explains the drastic reduction in speaking anxiety and the concurrent increase in self-efficacy, confirming the theories of Muthmainnah and Annas (2020) and Wahyuni (2022) that productive digital media effectively lower the affective filter in Arabic language acquisition.

The exceptionally high validation scores from both academic experts and field practitioners (averaging 91.24%) highlight that vlog-based instruction is not merely a technological gimmick, but a pedagogically sound strategy that seamlessly integrates 21st-century skills—namely creativity, digital literacy, and collaborative communication—into the Arabic curriculum. The practical implications of these findings are profound for higher education policymakers, particularly within Islamic universities and Arabic Language Education (PBA) departments. The reliance on traditional, high-stakes oral examinations (*imtihan syafawi*) and static classroom presentations must be re-evaluated. Department heads should systematically reform their instructional paradigms by adopting digital, project-based assessments. Integrating Vlogs as a formalized component of the syllabus will not only modernize the curriculum but also equip students with digital communication skills highly relevant to the contemporary professional landscape (Arora, 2025; Zeng & Della, 2024).

As a foundation for future development, while this study successfully demonstrated immediate learning gains, its scope was limited to a single cohort over a specific academic timeframe. Future research should prioritize longitudinal studies to observe the retention of these speaking skills over extended periods across multiple universities. Additionally, investigating the integration of Artificial Intelligence (AI) tools—such as AI-driven pronunciation feedback or automated Arabic captioning—within the vlog creation process could represent the next frontier in interactive and autonomous Arabic language pedagogy.

CONCLUSION

This developmental study successfully designed, validated, and empirically evaluated an interactive instructional strategy based on Arabic Vlog media aimed at enhancing the speaking skills (*Mahārah al-Kalām*) of fourth-semester students at Kiai Haji Abdul Wahab Hasbullah University. The research findings definitively conclude that the vlog-based pedagogical framework is both highly feasible and exceptionally effective. Formative validation by academic experts and field practitioners yielded an average feasibility score of 91.24%, confirming the strategy's strong construct and operational validity. Furthermore, empirical field testing demonstrated a highly significant improvement in students' communicative proficiency, with the mean speaking score accelerating from 54.33 (pre-test) to 82.47 (post-test) at a significance level of $p < 0.001$. Beyond cognitive gains, the strategy garnered a high pedagogical acceptability rate of 85.92% from students, who reported substantial reductions in foreign language anxiety and increased autonomous motivation. By transitioning students from passive digital consumers to active content creators, the vlog media effectively dismantles the limitations of traditional, teacher-centered instruction.

Despite these robust findings, the study acknowledges certain limitations. The implementation was restricted to a single cohort utilizing a pre-experimental design over a specific academic semester, which limits broader generalizability. Therefore, future research is highly recommended to conduct longitudinal studies employing true experimental designs across diverse university demographics. Additionally, future developmental studies could explore the integration of Artificial Intelligence (AI) for automated pronunciation feedback within the vlog creation workflow, thereby pushing the boundaries of autonomous Arabic language acquisition in the digital era.

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