Enhancing Learner Participation in Developing Speaking Skills: A Study on Promoting Learning Autonomy through E-Learning Implementation

Umar Manshur[1*], Mu'alim Wijaya[2], Lu'luah Zahira[3]

[1,2,3] Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

Abstract:

This research deals with students' participation in upgrading speaking skills. An attempt to develop autonomy through online learning applications. The purpose of this research is to describe the autonomy of practicing Arabic speaking that can be upgraded automatically. The research methodology used in this research is both qualitative and quantitative research so that the research results are hopefully more comprehensive. Quantitative data were extracted using a questionnaire considering the following criteria: student awareness, independent effort, independent activity, reference, motivation, and use of learning technology. While qualitative data were collected through interviews in order to measure students' opinions on learning autonomy. The results of the research are that the independence of learning "self-learning" that students do outside the classroom was mostly at medium and high levels and can be described as follows: awareness at a high level of 3.67, independent effort at a medium level of 3.23, independent activity at a level of 3.00, self-confidence at a medium level of 3.42, then use of educational technology at a high level of 4.16. Students who obtain a high level benefit from educational technology. As for those who are weak in motivation, they were at a low level and did not respect themselves in learning the Arabic language.

Keywords: *Learner Engagement, Speaking Skill, Learning Independence, E-Learning*

Abstrak:

Penelitian ini membahas tentang partisipasi siswa dalam peningkatan keterampilan berbicara. Upaya untuk mengembangkan kemandirian melalui aplikasi pembelajaran daring. Tujuan dari penelitian ini adalah untuk menggambarkan kemandirian dalam berlatih berbicara bahasa Arab yang dapat ditingkatkan secara otomatis. Metodologi penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dan kuantitatif sehingga hasil penelitian diharapkan lebih komprehensif. Data kuantitatif diekstraksi menggunakan kuesioner dengan mempertimbangkan kriteria berikut: kesadaran siswa, usaha mandiri, aktivitas mandiri, referensi, motivasi, dan penggunaan teknologi pembelajaran. Sementara data kualitatif dikumpulkan melalui wawancara untuk mengukur pendapat siswa tentang kemandirian belajar. Hasil penelitian adalah kemandirian belajar "belajar mandiri" yang dilakukan siswa di luar kelas sebagian besar berada pada level sedang dan tinggi dan dapat dijabarkan sebagai berikut: kesadaran berada pada level tinggi yaitu 3,67, usaha mandiri berada pada level sedang yaitu 3,23, aktivitas mandiri berada pada level 3,00, kepercayaan diri berada pada level sedang yaitu 3,42, kemudian pemanfaatan teknologi pendidikan berada pada level tinggi yaitu 4,16. Siswa yang memperoleh level tinggi memperoleh manfaat dari teknologi pendidikan. Sedangkan bagi yang motivasinya lemah berada pada level rendah dan kurang menghargai dirinya sendiri dalam mempelajari bahasa Arab.

Kata Kunci: *Keterlibatan Siswa, Keterampilan Berbicara, Kemandirian Belajar, Pembelajaran Elektronik*

INTRODUCTION

Language serves as a fundamental tool for humans to convey their thoughts and emotions. As a medium of communication, Arabic holds a dual significance for many Muslims: it functions as both the language of religion and a language of knowledge (Khan & Alourani, 2022; Lazorak et al., 2021; Wahyuni & Hartono, 2022). According to the Great Indonesian Dictionary, language is defined as (1) a system of phonetic symbols and sounds produced by speech organs, used as a means of conveying thoughts and emotions; (2) the words and expressions specific to a nation, race, country, or region; and (3) a reflection of virtue, morality, and proper behavior.

In the context of language learning, developing proficiency in Arabic speaking skills involves the ability to effectively articulate ideas to others. This competency aims to equip students with the necessary skills to communicate fluently in Arabic (Jannah & Thohir, 2020; Al-Dajani, 2019; Aladini & Jalambo, 2021). Speaking, in this regard, is the skill to accurately produce sounds and words to express thoughts, opinions, desires, or emotions to an interlocutor (Rofingah, 2022; Mutleq & Mamdouh, 2020; Sanusi & Albantani, 2021). Broadly, speaking can be seen as a system of observable and audible signals, employing a range of muscles within the human body to convey ideas and fulfill communicative needs.

Here, writing will test the independence of language skills or speaking in Arabic, and the ability to increase spontaneity in the language can be trained (Wargadinata et al., 2020; Brosh, 2019; Albirini, 2019), because speaking skills are the most important skills in a foreign language (Arabic). Speaking in a second language is one of the basic skills that represent the purpose of learning a language (Moghazy, 2021; Azhar et al., 2022; Retnawati et al., 2020). Speaking activities inside and outside the classroom have aspects of two-way communication, specifically between the speaker and the listener on a reciprocal basis (Mubaligh et al., 2022; Indis & Ahmed, 2022; Kurdi et al., 2020). In learning languages including Arabic, students are encouraged to learn independently to acquire speaking skills *(Mahrat Al-Kalam)* which are basically skills in reproducing the flow of articulate sound systems to convey desires, needs, feelings and desires to others.

The circumstances that require the application of distance learning have led to teachers and students or students not being able to meet face to face (Ritonga et al., 2021; Bahruddin & Febrıanı, 2020; Lassoued et al., 2020). At the time of offline learning only, students still sometimes have difficulty understanding the materials taught about the skill of speech in Arabic. Of course,

it will be completely different from online learning. Students do not get an explanation or answer to the questions that arise when teaching the skill of speech (Zulharby et al., 2019; Bahruddin et al., 2021; Shamsuddin & Ahmad, 2019; Prihartini & Buska, 2020). Whether ready or not, the education sector must find shortcuts to find new breakthroughs based on online or online education (Yadav, 2019; Mekdessi et al., 2021; Goh & Abdul-Wahab, 2020). Which requires cooperation from all elements and all parties from students to faculty members must cooperate with each other and make all the problems that arise due to online distance learning a common problem and try to reduce the problems that arise in the teaching process and online learning activities during the current Covid-19 pandemic.

Previous research has highlighted the significance of developing speaking skills as a core component of language acquisition, particularly in learning foreign languages like Arabic. Studies by Alhabbash et al. (2021) and Md Yunus et al., (2019) demonstrate that speaking skills not only serve as a fundamental goal of language education but also facilitate meaningful two-way communication, essential in social and educational contexts. Researchers have noted that encouraging learners' independence in language practice fosters greater spontaneity, fluency, and confidence in the target language (Hassan et al., 2020; Aburezeq, 2020; Khulaifiyah et al., 2022). However, the shift to online education due to the Covid-19 pandemic has introduced challenges in developing these skills, particularly in Arabic. Asynchronous and synchronous online interactions lack the immediacy and feedback mechanisms available in face-to-face settings, which research by Al-Amrani & Harrington (2020) found to be essential for correcting pronunciation and improving learners' confidence in speaking. This sudden shift has led to a collective response from educators, students, and institutions to mitigate these barriers by creating adaptive online solutions that support students' speaking skills and promote collaborative problem-solving (Alshumaimmeri & Alqarni, 2022; Almalki & Sabir, 2022). Such studies underline the critical need for innovative e-learning strategies that support effective language acquisition in a virtual environment.

Attempting to develop students' independence and students' ability to choose easy and practical learning media in learning Arabic materials for the skill of speaking. Their learning uses the Speaky application as a means of training or improving communication in learning the skill of speaking in Arabic. Between practicing learning the skill of speaking with the concept of CALL, and providing a link to learn the skill of speaking, communication is growing rapidly using the Speaky application. The link in the Speaky application provides many facilities and benefits for learning for their learning process. In addition, it is also useful for teachers, teachers can use the links made through the chat form (text messages) or voice mode or voice and video mode or create their own google if some numbers are not convenient for students. For both students and teachers, Google From Speaky can be used as a repository to store important information that students need in their classes. In addition, Google from Speaky provides students with more opportunities to continue their learning when they are not in class. Since the Speaky app is accessible as long as students have an internet connection, they can continue their studies anytime, anywhere. This is called the

Speaky app.

The purpose of this article is to examine the development of speaking skills in Arabic through e-learning strategies aimed at enhancing student autonomy in language learning. This study focuses on students at State High School 1 Probolinggo, where the recent transition to online education has presented challenges in maintaining active engagement and effective communication in foreign language instruction. By analyzing the implementation of e-learning for Arabic language acquisition at this school, the study seeks to identify methods to improve students' spontaneity and fluency in Arabic speaking skills, despite the constraints of distance learning. Additionally, this research aims to contribute insights into how language educators at State High School 1 Probolinggo can facilitate student-centered learning approaches that foster independence and adaptability in acquiring communication skills within a virtual learning environment

RESEARCH METHOD

This study uses a mixed methods approach, which combines qualitative and quantitative methods. This approach allows for more comprehensive data collection in exploring problems because researchers can use various data collection tools according to data needs. According to Creswell (2014) in (Hong et al., 2020), mixed methods are research designs based on philosophical assumptions and methodologies that show trends and provide guidance on how to collect and analyze data. By combining quantitative and qualitative approaches in one study, mixed research aims to produce more valid, reliable, and objective data.

Data collection techniques in this study consist of observation, questionnaires, interviews, and documentation. Observations were carried out in an unstructured manner with flexible observation guidelines so that researchers could develop observation skills in seeing situations that were relevant to the study. The questionnaire used was a closed questionnaire with a Likert scale and contained 20 questions related to independent learning carried out by students at SMA Negeri 1 Probolinggo. All students who took Arabic language classes became participants in filling out this questionnaire. In addition, face-to-face interviews were conducted to obtain additional information from sources such as lecturers, students, and other related parties, which were determined using purposive sampling techniques to maximize data completeness.

The data obtained were analyzed using a mixed approach to obtain more in-depth and holistic results. The results of the questionnaire were analyzed using descriptive statistical methods to identify key trends, while the results of the interviews were analyzed qualitatively to gain a deeper understanding of the experiences and views of students and related parties. The use of these two methods aims to strengthen the validity of the data through triangulation, where the results of the questionnaire are strengthened by in-depth interviews. The results of this analysis are expected to provide a comprehensive description of independent learning in mastering Arabic language skills at SMA Negeri 1 Probolinggo.

FINDINGS AND DISCUSSION

Display and Analyze Data

Based on the theoretical study described previously. Therefore, this section should refer to the theoretical framework of the study so as not to deviate from the discussion of the topic of this research. This research uses a mixed methods model where there are two research frameworks: quantitative and qualitative, whose data are taken from a questionnaire distributed through a form google The analysis with the main indicators of learning autonomy includes students' awareness, independent work, activities involving broader independence, self-confidence, use of reference materials, motivation and use of technology in learning . All these indicators have different data with a total of 18 data reflecting the value of each indicator. The following will present and explain the data obtained in the field related to independent learning indicators of learner autonomy.

Table 1. Students' Perceptions of Developing Student Autonomy in Online Learning

No	Statements	Never (%)	Rarely (%)	Sometimes (%)	Often	Always	Mean
1	How should my ability be able to learn Arabic well?	0	8.7	36.4	38.0	17.8	3.71
2	I set my own learning goals.	0	7.2	24.0	35.2	32.5	3.97
3	I spend my free time studying Arabic.	0	7.0	49.4	34.4	7.0	3.41
	Grand Mean						3.67

Table 1 shows students' perceptions of developing independent learning in online Arabic learning. In the first statement about the ability to learn Arabic well, most students stated "often" (38%) and "sometimes" (36.4%), with an average value of 3.71. In the second statement regarding setting independent learning goals, the most responses were in the categories "always" (32.5%) and "often" (35.2%), resulting in the highest average value, which was 3.97. Meanwhile, for the third statement, regarding the use of free time to learn Arabic, most responses were in the category "sometimes" (49.4%) with an average value of 3.41. The overall average (grand mean) for these three statements was 3.67, indicating that in general, students have a positive perception of developing independent learning in online Arabic learning, although the intensity varies in each statement.

Based on the analysis of students' perceptions of learning independence in online Arabic language learning, this finding is in line with several previous studies that emphasize the importance of student independence in the context of online learning. Learning independence is closely related to students' awareness of setting their own learning goals, which is considered an important foundation in foreign language learning (Bahruddin et al., 2021). The results of this study are also consistent with a study by Zulharby et al. (2019), which states that students with the ability to set learning goals and manage their independent learning time are more likely to succeed in online language learning. In another context, research by Mubaligh et al. (2022) shows that the use of technology in language learning, such as online platforms, helps students access learning resources independently and increases their awareness of learning outside the classroom.

This finding is also supported by a study examining the use of free time for learning, where Retnawati et al. (2020) found that students who allocate time outside the classroom to practice the language have higher levels of language skills and are more confident. Therefore, the positive perceptions of students in this study about the ability to learn independently in online Arabic language learning indicate that, although the intensity varies, students' awareness and motivation to develop their abilities are quite strong. This shows that online learning models can be an effective medium for fostering learning independence, especially with the support of technology and student self-awareness, as also expressed in previous research.

Dominant Factors in Self-Learning
Student Awareness

Based on the average accumulation of the awareness aspect, students showed a high level of awareness of learning Arabic independently, with an average score of 3.67. This awareness can be seen from students' ability to develop speaking skills to learn Arabic well (3.61) and students' awareness in setting learning goals (3.98), both of which are at a high level. Meanwhile, students' awareness of Arabic through the Speaky application shows that the use of free time to learn Arabic is at an intermediate level with an average score of 3.42. The data also shows several reasons why students develop speaking skills as part of an Arabic study program. Some of these reasons include: "My personal desire" (SF), "My reason is that I have liked Arabic lessons since high school, so I chose a language program at SMA Negeri 1 Probolinggo," and "So that I can understand the meaning of the verses of the Qur'an and master the reading of the Qur'an" (BD).

It can be concluded that motivation from the surrounding environment, love of learning Arabic, and the desire to develop speaking skills as the language of the Qur'an are the reasons behind the high awareness of students. To support their independence in developing Arabic speaking skills, students do several activities outside of formal learning activities, such as "sometimes reviewing lessons, watching, and writing," "memorizing a little vocabulary and repeating class lessons" (DS), "I watch a lot of Arabic conversation videos on YouTube" (BD), and "I watch a lot of YouTube" (RK). Based on the interview results, students often repeat the material presented by the teacher in class and are supported by the use of media such as YouTube.

The analysis of students' high awareness in learning Arabic independently is in line with previous research findings that highlight the role of motivation and personal interest in foreign language learning. Littlewood (1996) stated that personal interest in language and environmental encouragement play a major role in building students' awareness and initiative for independent learning, especially in speaking skills. A study by Lamb (2004) showed that students with intrinsic motivation, such as the desire to understand language in a religious or cultural context, have a stronger motivation to develop language skills independently.

In addition, research by Lai, Zhu, and Gong (2015) showed that the use of technology, such as learning videos on the YouTube platform, can increase students' access to language learning resources, which in turn supports

independence in learning. In this context, the use of applications such as Speaky and access to YouTube videos provide important support for students to deepen their speaking skills independently, especially outside of formal learning hours. Thus, environmental factors, personal interest, and access to technology play a central role in encouraging students to learn Arabic independently, as evidenced by previous research.

Self-Determination

Table 2. Self-Determination

No	Statements	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)	Mean (%)
1	I study the topic I will study before entering the class.	0	10.5	45.0	36.3	6.3	3.36
2	In Alkalas, I try to take every opportunity to participate in activities where I speak Arabic.	3.5	18.6	46.9	26.9	4.4	3.10
3	I speak confidently in front of people.	3.5	22.1	38.9	22.1	13.3	3.19
4	I take notes and summaries of my lessons.	0.9	4.4	19.5	38.9	36.3	4.05
5	I talk to teachers and friends outside of class in Arabic.	8.8	42.5	43.5	4.4	0.9	2.46
6	I talk to teachers and friends outside of class in Arabic.	8.8	42.5	43.5	4.4	0.9	2.46
	Grand Mean						2.46

Table 2 shows students' perceptions regarding self-determination in learning Arabic. In the first statement, about studying the topic before entering the class, most students chose "sometimes" (45%) and "often" (36.3%), with an average of 3.36. In the second statement, related to active participation in Arabic language activities in class, most students also chose "sometimes" (46.9%) with an average of 3.10. Regarding speaking confidently in front of people, most responses were also in the "sometimes" category (38.9%), resulting in an average of 3.19.

In terms of taking notes and summarizing lessons, many students chose "always" (36.3%) and "often" (38.9%), with the highest average among the other statements, which was 4.05. However, in speaking Arabic with teachers and friends outside the classroom, most students chose "sometimes" (43.5%) or "rarely" (42.5%), with a lower average of 2.46. The overall average for all statements (grand mean) was 2.46, indicating that in general, students' self-determination level in using Arabic in classroom and outside classroom contexts still needs to be improved, especially in active language use outside the classroom environment.

Students' Practices in Developing Clearer Independence

Table 2. Self-Determination

No	Statements	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)	Mean (%)
1	I practice speaking In Arabic Outside of class such as; talking to other people in Arabic.	7.1	27.4	40.7	20.4	4.4	2.88
2	I use media applications to	17.7	42.5	24.8	9.7	5.3	2.42

	improve my Arabic speaking skill.						
3	I used to talk about the information I heard from TV, radio and watching movies in Arabic.	2.7	14.2	39.8	36.3	7.1	3.31
4	Tell about the events in the lesson.	10.6	23.9	37.2	21.2	7.1	2.90
5	I risk learning Arabic.	5.3	11.5	32.7	28.3	22.1	3.50
	Grand Mean						3.30

Table 2 illustrates the level of students' self-determination in practicing Arabic speaking skills outside the classroom. In the first statement about speaking Arabic outside the classroom with others, most students chose "sometimes" (40.7%) with an average of 2.88. In the second statement about using media applications to improve speaking skills, most chose "rarely" (42.5%) with the lowest average, namely 2.42, indicating that digital media has not been optimally utilized in supporting language skills.

The third statement, regarding talking about information heard from media such as TV, radio, or films, showed more positive results with the majority of students choosing "often" (36.3%) and "sometimes" (39.8%), resulting in an average of 3.31. The fourth statement about telling events in the lesson showed that most students answered "sometimes" (37.2%) with an average of 2.90. The last statement, regarding students' courage in taking risks to learn Arabic, showed relatively high results, with the majority of students choosing "often" (28.3%) and "always" (22.1%), resulting in the highest average of 3.50. The overall average (grand mean) for all statements was 3.30, indicating that students have sufficient self-determination to learn Arabic, although there are still areas that need improvement, especially in the use of media applications for language practice.

Based on the table, the level of students' self-determination in practicing Arabic speaking skills shows quite significant variation. Students tend to use speaking skills more often by discussing information they get from media such as TV, radio, and films, with an average of 3.31, indicating that they have an interest in integrating Arabic into their daily activities. However, the use of media applications to practice speaking in Arabic is still low, with an average of only 2.42, indicating that there are opportunities that have not been maximized to support speaking skills through technology. On the other hand, students' courage in taking risks to learn Arabic scored the highest among other indicators (3.50), indicating a positive attitude in facing the challenges of learning a foreign language.

In addition, although many students feel quite comfortable speaking Arabic outside the classroom, as seen in the first statement (with an average of 2.88), this has not become a habit, considering that most students choose "sometimes." Students' involvement in language activities outside the classroom, such as telling stories about events in the lesson (with an average of 2.90), also needs to be improved. Overall, the average value (grand mean) of 3.30 indicates that students' motivation and self-determination to practice Arabic are at a fairly good level, but further encouragement is still needed so that students are more consistent and focused in utilizing learning media and communicating actively outside the classroom environment.

The analysis of the results in this table shows that although students have a fairly good level of self-determination in practicing Arabic, there are aspects that still need to be strengthened, especially in the use of technology and media applications for language practice. These results are in line with research conducted by Zulharby et al. (2019), which states that although technology such as language learning applications can increase student access and independence, many students are less than optimal in using them due to limited motivation or understanding of their benefits. This study indicates that the use of applications can significantly improve language skills if utilized optimally.

In addition, research by Mubaligh et al. (2022) shows that student involvement in language activities outside the classroom, such as discussing information heard from the media or reviewing material learned, can improve students' speaking skills and confidence in the language. Thus, students' interest in discussing information from the media in Arabic, as seen in the third statement (average 3.31), reflects an interest in integrating Arabic into daily activities. However, findings from Retnawati et al. (2020) study also highlighted that external support, such as encouragement from teachers and the surrounding environment, is needed to encourage students to be more consistent and brave in utilizing digital media in developing their language skills.

The results regarding students' courage to take risks in learning Arabic (average 3.50) are also supported by findings from Al-Amrani & Harrington (2020) study, which found that students with the courage to take risks in learning a language are better able to overcome foreign language learning barriers and are more open to communication challenges. This indicates that, in general, students' self-determination to learn Arabic is quite good, but there needs to be a more systematic strategy in maximizing the potential of technology as a practice medium and improving the habit of using Arabic outside the classroom.

The findings of this study provide significant contributions to understanding the role of students' self-determination and learning awareness in enhancing Arabic language learning independence, especially in online learning environments. The results of the study indicate that although students' self-determination is quite high, the use of technology and media applications to support speaking skills is still less than optimal. The main contribution of this study is to provide insight into the need for a more holistic approach in the application of language learning technology. With these findings, educators can pay more attention to the integration of interactive language learning applications and support students in practicing the language independently outside the classroom. In addition, this study emphasizes the importance of providing external encouragement and teaching strategies that encourage students to practice Arabic in their daily activities. This provides a basis for the development of language learning programs that not only focus on improving linguistic skills, but also build self-confidence and more consistent independent learning habits among students.

CONCLUSION

The conclusion of this study confirms that the level of awareness and self-determination of students in learning Arabic independently is quite high, but there is still an opportunity to improve the use of technology and media as a learning tool. Although students show interest in integrating Arabic in everyday life, such as through media and conversation in SMA Negeri 1 Probolinggo, this habit has not become a consistent practice outside the classroom. In addition, the limitations in the use of learning applications indicate that there is a need to support students to be more proactive in using technology for language practice. Support from teachers and a learning environment that encourages independent activities have also been shown to be important in helping students achieve more effective learning independence. Therefore, a more integrated teaching approach, which combines the use of technology with language practices that encourage independence, can be a solution to strengthen students' Arabic language skills as a whole.

REFERENCES

Aburezeq, I. M. (2020). The Impact of Flipped Classroom on Developing Arabic Speaking Skills. *The Asia-Pacific Education Researcher, 29*(4), 295-306. https://doi.org/10.1007/s40299-019-00483-z

Aladini, A., & Jalambo, M. (2021). Dramatizing the CLIL to Promote Learners' Speaking Skills and Their Self-Efficacy. *Universal Journal of Educational Research, 9*(1), 37-52. https://doi.org/10.13189/ujer.2021.090105

Al-Amrani, S. N., & Harrington, M. (2020). The Impact of Online Social Presence on Omani Female Students' Willingness to Communicate in English. *Computer-Assisted Language Learning Electronic Journal, 21*(2), 220-237.

Albirini, A. (2019). Why Standard Arabic Is Not a Second Language for Native Speakers of Arabic. *Al-'Arabiyya, 52*, 49-72.

Al-Dajani, B. (2019). The Function of Arabic Literature in Arabic Language Teaching: A Gateway to Cultural Literacy. *Dirasat: Human and Social Sciences, 46*(1).

Alhabbash, M., Alsheikh, N., & Al Mohammedi, N. (2021). The Affordance of Culturally-Based Texts and EFL Arab College Students' Gain in Communication Skill: A Mixed Method Study. *Journal of Language and Linguistic Studies, 17*(S1), 346-367. https://doi.org/10.17263/jlls.903443

Almalki, A. M., & Sabir, M. (2022). Building Learning Communities in Saudi EFL Online Classes. *World Journal of English Language, 12*(8), 313-325. https://doi.org/10.5430/wjel.v12n8p313

Alshumaimmeri, S. N., & Alqarni, R. (2022). Teacher and Student Perceptions of CALL Feedback: Synchronous and Asynchronous Teacher Electronic Feedback in EFL-Writing at King Saud University. *English Language Teaching, 15*(12), 114-138. https://doi.org/10.5539/elt.v15n12p114

Azhar, M., Wahyudi, H., & Promadi, P. (2022). Arabic Language Learning with Communicative Method and Factors Affecting Students' Speaking Ability. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora, 1*(2), 92-101. https://doi.org/10.56113/takuana.v1i2.33

Bahruddin, U., & Febriani, S. R. (2020). Students' Perceptions of Arabic Online Learning During COVID-19 Emergency. *Journal for the Education of Gifted Young Scientists, 8*(4), 1483-1492. https://doi.org/10.17478/jegys.763705

Bahruddin, U., Ramadhan, M. F., & Bahruddin, W. (2021). Improvement of Speaking Skills Through the Use of Arabic as an Introduction Language. *Turkish Journal of Computer and Mathematics Education, 12*(8), 2760-2768.

Brosh, H. Y. (2019). Arabic Language-Learning Strategy Preferences Among Undergraduate Students. *Studies in Second Language Learning and Teaching, 9*(2), 351-377. https://doi.org/10.14746/ssllt.2019.9.2.5

Goh, P. S. C., & Abdul-Wahab, N. (2020). Paradigms to Drive Higher Education 4.0. *International Journal of Learning, Teaching and Educational Research, 19*(1), 159-171. https://doi.org/10.26803/ijlter.19.1.9

Hassan, H., Hariri, N. A., & Khan, K. (2020). Enhancing Intrinsic Motivation to Learn in Adults: Empowering ESL Students. *International Journal of English Linguistics, 10*(1), 81-90. https://doi.org/10.5539/ijel.v10n1p81

Hong, Q. N., Rees, R., Sutcliffe, K., & Thomas, J. (2020). Variations of Mixed Methods Reviews Approaches: A Case Study. *Research Synthesis Methods, 11*(6), 795-811. https://doi.org/10.1002/jrsm.1437

Indis, R., & Ahmed, M. (2022). Ethnography of Communication in Arabic Language Learning. *Jurnal Al-Maqayis, 9*(2), 117-146. https://doi.org/10.18592/jams.v9i2.6642

Jannah, I. M., & Thohir, M. (2020). The Implementation of Counseling Learning Method to Improve Arabic Speaking Skills for the Freshmen. *Alsinatuna, 6*(1), 51-66. https://doi.org/10.28918/alsinatuna.v6i1.2960

Khan, R., Ali, A., & Alourani, A. (2022). Investigating Learners' Experience of Autonomous Learning in E-Learning Context. *International Journal of Emerging Technologies in Learning (iJET), 17*(8), 4-17. https://doi.org/10.3991/ijet.v17i08.29885

Khulaifiyah, K., Widiati, U., & Anugerahwati, M. (2022). Autonomous Learning Among EFL Undergraduate Students in Selected Private Indonesian Islamic University: Voices and Activities. *REILA, 4*(2), 232-242. https://doi.org/10.31849/reila.v4i2.9306

Kurdi, M. S., Mardiah, M., & Taslimurrahman, T. T. (2020). Speaking Activities in Madrasah Ibtidaiyah: A Meta Narrative About Character Building and Multiculturalism Point of View. *Al-Bidayah: Jurnal Pendidikan Dasar Islam, 12*(1), 55-82. https://doi.org/10.14421/al-bidayah.v12i1.534

Lassoued, Z., Alhendawi, M., & Bashitialshaaer, R. (2020). An Exploratory Study of the Obstacles for Achieving Quality in Distance Learning During the COVID-19 Pandemic. *Education Sciences, 10*(9), 232. https://doi.org/10.3390/educsci10090232

Lazorak, O., Belkina, O., & Yaroslavova, E. (2021). Changes in Student Autonomy via E-Learning Courses. *International Journal of Emerging Technologies in Learning (iJET), 16*(17), 209-225. https://doi.org/10.3991/ijet.v16i17.23863

Md Yunus, M., Umiera Hashim, H., & Hashim, H. (2019). Massive Open Online Courses: En Route to Communication Skills Acquisition. *Arab World English Journal (AWEJ) Special Issue on CALL*(5). https://doi.org/10.31235/osf.io/xez9k

Mekdessi, S., Makdissi, R., & Moucachar, M. (2021). Challenges and Perspectives of Online Teaching: A Lebanese Empirical Study. *Journal of Business and Management, 23*(4), 20-32.

Moghazy, M. (2021). Teaching and Learning Arabic as a Second Language: A Case Study of Dubai. *Teaching and Learning, 10*(5), 52-61. https://doi.org/10.7753/IJSEA1005.1002

Mubaligh, A., Sari, R. R., & Novitasari, E. D. (2022). Strategies to Improve Arabic Speaking Skills for Islamic Boarding School Students. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 5*(3), 251-264. https://doi.org/10.22219/jiz.v5i3.21716

Mutleq, M., & Mamdouh, A. A. M. (2020). The Effectiveness of a Proposed Computer Program in Developing the Skill of Oral Expression Among Basic Stage Students Who Are Not Arabic Speakers in Denmark. مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع ,(54), 434-463. https://doi.org/10.33193/JALHSS.54.2020.149

Prihartini, Y., & Buska, W. (2020). Lecturers' Speech Acts in Arabic Language Learning Interactions at UIN Sulthan Thaha Saifuddin Jambi. *Al-Ta'lim Journal, 27*(1), 41-57. https://doi.org/10.15548/jt.v27i1.597

Retnawati, H., Rahmatullah, S., Djidu, H., & Apino, E. (2020). Has Arabic Language Learning Been Successfully Implemented?. *International Journal of Instruction, 13*(4), 715-730. https://doi.org/10.29333/iji.2020.13444a

Ritonga, M., Kustati, M., Budiarti, M., Lahmi, A., Asmara, M., Kurniawan, R., & Yenti, E. (2021). Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers. *Linguistics and Culture Review, 5*(1), 75-92. https://doi.org/10.21744/lingcure.v5n1.726

Rofingah, U. (2022). Arabic Speaking Learning: A Suitable Method Can Be Used by Teacher. *The Progress: Journal of Language and Ethnicity, 1*(2), 72-81.

Sanusi, A., & Albantani, A. M. (2021). Teaching Arabic Language Based on Character Building Through Qur'an Perspective. *Ijaz Arabi Journal of Arabic Learning, 4*(1). https://doi.org/10.18860/ijazarabi.v4i1.9951

Shamsuddin, S. M., & Ahmad, S. S. B. H. (2019). Problems of Teaching Arabic Language to Non-Native Speakers and Its Methodological Solutions. *Advances in Social Sciences Research Journal, 6*(6), 151-160. https://doi.org/10.14738/assrj.66.6710

Wahyuni, E., & Hartono, H. (2022). Teaching Listening with E-Learning Model to Promote Students' Learning Independence. *AMCA Journal of Education and Behavioral Change, 2*(2), 64-70. https://doi.org/10.51773/ajeb.v2i2.157

Wargadinata, W., Maimunah, I., Febriani, S. R., & Pimada, L. H. (2020). Mediated Arabic Language Learning for Arabic Students of Higher Education in COVID-19 Situation. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 3*(1), 1-18. https://doi.org/10.22219/jiz.v3i1.11862

Yadav, K. (2019). Disruptive Innovative Technologies in Higher Education. *International Journal of Advanced Education and Research, 4*(1), 49-54.

Zulharby, P., Rasyid, Y., & Nuruddin, N. (2019). The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 11*(2), 194-213. https://doi.org/10.24042/albayan.v11i2.5175