

# The Effectiveness Of Using The Mondly Application In Developing Speaking Skills And Improving The Arabic Vocabulary Of Class Vii Students At Mts Al-Abrar Bulukumba

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## Abstract

*This study aims to determine the effectiveness of using the Mondly application in developing speaking skills and increasing Arabic vocabulary of VII grade students of MTs Al-Abrar Bulukumba. The methodology used is experimental research with a descriptive quantitative approach. The research design used was intact group comparison, where the experimental group was given special treatment. The research sample was seventh grade students at MTs Al-Abrar Bulukumba. The results showed that the use of Mondly application is effective in learning Arabic. Specifically, this application proved to be able to develop speaking skills and improve students' mastery of Arabic vocabulary. The findings suggest that learning technology, such as the Mondly app, can be a useful tool in the teaching and learning process of foreign languages, particularly Arabic, in the school environment.*

**Keywords:** Mondly Application, Speaking Skills, Arabic Vocabulary

## 1. Introduction

According to Hisarma Saragih et al. (2020) that the nature of education is actually one of the media to transfer knowledge and behavior in reality in accordance with the social values of society. Education is believed to be a medium to develop human potential in following the development and progress of the times. Even Simamarta (2023) emphasizes that current technological developments and advances have a very powerful influence on human life. The influence made changes in all fields.

According to Muttaqin (2023), current advances in information technology force us to be directly involved in it. This is because almost all of our needs are very dependent on what has been produced by the progress of the times. The distance that has been considered far away, now everything has become close. The needs that have required us to move, now everything can be obtained easily and there is no need to leave the house. Any information that happens in this world, in a short time can be known through technological advances.

The success of the learning process cannot be separated from the role of the media in it, including the Arabic learning process. Although it is an international language, the subject of Arabic is still considered unimportant by some students because Arabic is considered difficult, both pronunciation and writing.

In this day and age there are many educational institutions that offer Arabic language instruction both from elementary school to college. This should be appreciated, seeing this is one of the efforts used to maintain the existence of the Arabic language itself. In addition, in today's modern era, access to learn Arabic is very easy supported by modern technological advances today. This modern technology has many benefits for both adults and children, such as learning Arabic through digital applications or websites that can be accessed easily.

In this day and age where technology has become more advanced, the development of technology and information at this time is very rapid, and can make us inseparable from its development (Rahmawati and Abdurrahman, 2019). Many of the latest innovations have emerged in various aspects of the field, one of which is the field of mobile technology, until now mobile technology has had rapid development as a result it has a variety of uses that are always used by many people for purposes in several fields such as health, entertainment, transactions, as well as in the field of education (Bismi, et al, 2020).

In the millennial era or commonly called generation Z, everything has been based on digital applications. Education that initially had a face-to-face learning system began to slowly shift to learning with an online system, where students and educators did not have to be in the same place to carry out learning. This arises due to the large number of learning

resources and media available such as electronic books (e-books) and easy access to digital applications such as e-libraries, e-forums, e-journals, and so on (Ihdatul Hidayah and Novi Kusumaningrum, 2021).

With the internet, the world seems to be in the palm of the hand and feels so close, infinite and space and time. All information is becoming more and more open, what has just happened in the world can be accessed quickly. This is one form of internet benefit, especially if the internet can be used at the right target. For example, the internet was developed to expand the realm of education, to develop the field of a business, and so on that concerns all aspects of life that occur in all parts of the world (Mariana, 2010).

The development of information and communication technology has long been used to support the learning process, but it is limited to the learning needs of Arabic language learning. One of the things an educator can do in making learning successful is to understand and use media that suits the needs, environment, culture, background of students and the educator himself (Ihdatul Hidayah and Novi Kusumaningrum, 2021).

One of the obstacles faced by students in learning Arabic is the lack of vocabulary they have. Though vocabulary is a basic thing that everyone must have if they want to learn a foreign language. The problems faced by teachers or students if no solution is found will have an impact on the quality of student education that will not achieve the national education target. Students will always find Arabic difficult, unmotivated to learn, and its vocabulary does not increase. In addition to vocabulary problems, another problem is Arabic speaking skills. For some beginner students, this skill is considered an obstacle because they are not yet familiar with the pronunciation or intonation of speaking.

In the context of Arabic language learning, speaking skills are among the main skills that students must master and are one of the ultimate goals of learning a foreign language. Among the factors that encourage students to learn foreign languages is to be able to communicate with speakers of the language they are learning, including oral communication (Fathi Ali and Muhammad Yunus, 2003).

MTs Al-Abrar Bulukumba is one of the schools with an education level equivalent to junior high school. The school is located in a neighborhood where residents understand the local language better than the Indonesian itself. However, Arabic subjects are compulsory subjects in the school that require students to understand Arabic lessons according to their level. Because Arabic is something for them, the Arabic vocabulary possessed by students is also little or non-existent, besides that the average student in the school pursues their Qur'an education in a place that still uses traditional methods or learns to recite using Bugis language as the local language. Of course, these things are a problem for beginner students who will learn Arabic.

The students in this school almost entirely use personal smartphones, students generally use smartphones as a means of communication and for their entertainment such as games, social media, and others. Therefore, here researchers want to offer the Mondly digital application as one of their media and resources for learning Arabic. With this, students are expected to practice speaking skills, increase Arabic vocabulary, and get other benefits from their smartphones.

## **2. Research Methods**

This research uses a type of experimental research using the research approach used, namely a descriptive quantitative approach. This study was conducted to prove that the effectiveness of using the mondly application in improving students' Arabic speaking skills and vocabulary. This study used an intact group comparison research design using experimental groups that were given treatment. In this design there is one group used for research, but divided into 2, namely half the group for experiments and half for the control group. The problem that will arise in this research design is related to the risk of selection of the subjects to be studied, therefore the group must be randomly selected (Sulaiman Saat and Sitti Mania, 2019).

This research is experimenting research, which is research that intends to investigate directly cause and effect using two groups of variables, namely one control group and one

experimental group (Winarno Suharmad, 1982). The general purpose of this study is to examine the effect of a particular treatment on the symptoms of a certain group compared to other groups that use different treatments (Sulaiman Saat and Sitti Mania, 2019). In this study it is intended to assess or prove the influence of the mondly application on the speaking skills and understanding of Arabic vocabulary of students or test hypotheses about the presence or absence of the influence of using this mondly application when compared to not using this application.

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2012). The population in this study is students of grade VII MTs AL-Abrar Bulukumba. While the sample is part of the population or sub-chapter of the population whose characteristics are really investigated (Idrus Abustam, 1996). To determine the sample in this study, researchers will use purposive sampling techniques or determination of specific destination samples. This study used 2 groups as samples, namely the control group and the experimental group.

Research instruments are tools selected and used by researchers in their activities to collect data. The test was carried out separately against each class, both in the experimental group and the control group, but the test used was the same form of test. The test is given in the form of pre-test and post-test. Pre-test is used to determine whether or not the two classes taken as the experimental group and the control group. While the posttest is used to test the correctness of the research hypothesis. In addition, the instruments used are observation, observation is carried out to obtain data about the state of the school environment and the process of teaching and learning Arabic in classrooms and school environments. Observations here were made to find out the process of language learning using the mondly application in the experimental class. Data on student learning outcomes are analyzed with descriptive statistics, namely looking at the percentage of class completion and class average. To see the effect of treatment or to prove the hypothesis proposed, the data is processed using the t-test formula (difference test).

### 3. Results and Discussion

#### Results

##### **Speaking Skills and Vocabulary Mastery of Class VII MTs AL-Abrar Bulukumba Students Before Learning Arabic Using the Mondly Application**

Based on the results of the research at the first meeting, students were given a test in the form of multiple choice 20 numbers consisting of 10 question numbers in the form of listening to test students' understanding of what they heard and 10 numbers for student vocabulary mastery tests. Each question has 5 scores, for each type of test, each total 50 full scores, and a score of 100 for the overall test score. The pretest was conducted in two separate groups, namely the control group and the experimental group consisting of 10 students each, the pretest was carried out using the same questions. As for the data obtained from the pretest, for the control group an average score of 57 was obtained with minimum and maximum scores of 45 and 65 respectively. As for the experimental group, an average score of 57.5 was obtained with minimum and maximum values of 45 and 65 respectively. From these data, it can be seen that the difference in pretest values in the control group and experimental group is 0.5 and the minimum and maximum values are the same.

In this pretest, there are two aspects that are assessed, namely guessing vocabulary through listening and translating vocabulary. In the control group, the average score of guessing vocabulary was 26.5 and translating vocabulary was 30.5 out of a score of 50. As for the experimental group, the average score for guessing vocabulary was 26 and 31.5 for the average score of translating vocabulary.

##### **Speaking Skills and Vocabulary Mastery of Class VII MTs AL-Abrar Bulukumba Students After Learning Arabic Using the Mondly Application**

For the posttest control group, the setting was to do Arabic learning without being treated or not using the mondly application. The type of test used is the same as the pretest but different content of questions or questions used to use learning themes that are in accordance with what has been studied with researchers without being treated. The posttest results of the control group were an average score of 60.5 with minimum and maximum values of 50 and 70 respectively. The average score for guessing vocabulary is 28.5 and 32 for the average score translates vocabulary.

After knowing the data above, it can be seen that the difference between the average score of Class VII MTs Al-Abrar students in the control group with an average pretest score of 57 and posttest 60.5, which is 3.5. And the increase in the minimum score from pretest (45) to posttest (50) is 5, while the increase in the maximum value from pretest (65) to posttest (70) is 5.

As for the experimental group, the posttest was carried out after learning Arabic using the mondly application. If the type of test used is the same as the pretest but different in the content of the questions or questions used using the material used that has been studied in the mondly application, the posttest questions in the experimental group are the same as the posttest in the control group. The posttest result data obtained is an average value of 79, with minimum and maximum values of 65 and 95 respectively. The average score for guessing vocabulary is 39.5 and 40 is for the average score for translating vocabulary.

After knowing the data above, it can be seen that the difference between the average score of Class VII MTs Al-Abrar students in the experimental group with an average pretest score of 57.5 and posttest 79, which is 21.5. And the increase in the minimum score from pretest (45) to posttest (65) is 20, while the increase in the maximum value from pretest (65) to posttest (95) is 30. The difference in the average posttest score between the control group (60.5) who was not treated with the average value of the experimental group (79) who was treated in the form of using the mondly application was 18.5. With this difference in average scores, it is concluded that the use of the mondly application is effective for improving speaking skills and mastery of Arabic vocabulary of grade VII MTs Al-Abrar Bulukumba students.

### **The use of the Mondly Application can Improve the Arabic Speaking Skills of Class VII MTs AL-Abrar Bulukumba Students**

In the tests that have been carried out both pretest and posttest in two groups, there is an aspect of guessing vocabulary assessment to assess how well students understand what is said in the listening problem and imitate it. In the control group, the average scores of students on the pretest were 26.5 and 28.5 on the posttest. While in the experimental group, the average score on this aspect was 26 on the pretest and 39.5 on the posttest. From this data, it can be seen that in the control group the increase was 2 while in the experimental group the increase was 13.5. The difference in the improvement score between the experimental group and the control group was 11.5. This means that the experimental group is superior to the control group in this aspect of assessment. The large increase in this experimental group indicates that learning to speak Arabic vocabulary of grade VII MTs Al-Abrar Bulukumba students using this mondly application is effective.

### **The Use of the Mondly Application Improves Arabic Vocabulary Mastery of Class VII MTs AL-Abrar Bulukumba Students**

Another aspect of the assessment contained in the test is translating vocabulary, to assess students' understanding of the meaning or meaning of Arabic words in the question. In the control group, the average score on the pretest was 30.5 and 32 on the posttest, while in the experimental group the average score on the pretest was 31.5 and 40 on the posttest. The increase in score in the control group was 1.5 while in the experimental group the score increase was 8.5. The difference in the improvement score between the experimental group and the control group was 7. The experimental group was superior with a score difference of 7 with the control group which means that the use of the mondly application was effective in improving the mastery of Arabic vocabulary of grade VII MTs Al-Abrar Bulukumba students.

## Discussion

The benefits of technological advances, especially mobile technology in the field of education, are facilitating student access to obtain knowledge. In learning Arabic, for example, students no longer need to have or open a thick dictionary to find out the meaning of one word, just use a translation application that can be accessed via a smartphone, not just looking for translations, through the mondly application. For example, students can easily learn to pronounce words or memorize words easily, in addition to the application is easy to use, the features and theme colors in the application can also attract students to learn through the application. Good use of technology will be very helpful to provide learning to students. Technology that is designed and conceptualized in such a way will greatly attract students, especially children, to use it (Aditama, et al. 2018).

As explained on the mondly website, in this mondly application there are many languages that can be accessed or learned, one of which is Arabic. Besides being able to help students learn Arabic in class, this application can be used anywhere and anytime, the game features in this application can also be used by students to play games in addition to entertaining can also increase students' Arabic vocabulary. Learning through this application is expected that students can gain new knowledge or new experiences that are not obtained from conventional learning and can accept the positive side of technological developments without leaving the positive side of conventional learning.

Based on the results of this study, it shows that the use of mondly application in Arabic language learning is effective in developing speaking skills and increasing mastery of Arabic vocabulary of grade VII MTs Al-Abrar Bulukumba students. Judging from the posttest results of students in the control group and the experimental group are different, where the experimental group is far superior to the control class. This is because students in the experimental group were given treatment in the form of using the mondly application in their learning, while the control group was not given treatment.

In line with research conducted (Nanda Reza Adelia, 2022) on French language learning, learning listening skills using mondly application learning media shows an influence that can improve student learning outcomes. Likewise, research conducted (Nuril Fahmiyah and H. Syarifuddin, 2023) on learning Arabic vocabulary shows that there is a significant positive relationship between the use of the mondly Arabic application and mufradat learning.

## 4. Conclusion

Based on the results of this study, it shows that the use of mondly application in Arabic language learning is effective in developing speaking skills and increasing mastery of Arabic vocabulary of grade VII MTs Al-Abrar Bulukumba students.

The Mondly Arabic app is an insightful system of technology that offers a quick and practical way to learn by listening to conversations from native speakers. This multimedia product for foreign language recognition that has been built is a discussion and application in the final project report. By using the Android operating system, the introduction of Arabic becomes an interactive and practical learning medium. This is one solution or alternative to learning a foreign language.

Arabic learning using the mondly application can be carried out online and can only be carried out if the internet connection is good, therefore it is expected to ensure the internet condition is in good condition before using this application.

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