



## **Students' Perceptions about Evaluation of Speaking Skills (Mahârah Kalâm) Through Youtube Channel**

**Rahmat Satria Dinata<sup>1</sup>, Musalwa<sup>2</sup>, Meliza Budiarti<sup>3</sup>**

[rahmatsatria@uinib.ac.id](mailto:rahmatsatria@uinib.ac.id)<sup>1</sup>, [musalw@uinib.ac.id](mailto:musalw@uinib.ac.id)<sup>2</sup>, [melizabudiarti@uinib.ac.id](mailto:melizabudiarti@uinib.ac.id)<sup>3</sup>

<sup>123</sup> Universitas Islam Negeri Imam Bonjol Padang

### **Abstract**

*The purpose of this study was to analyze students' perceptions of the Arabic speaking skills evaluation using YouTube as an evaluation medium. This study used descriptive research which aims to describe the results of the analysis related to students' perceptions of the Arabic speaking skills evaluation using YouTube as an evaluation medium. Because of the large amount of data and information obtained from students, the researchers used data collection methods through questionnaires. Findings show that first, the students agree to use YouTube as a medium for evaluating speaking skill (maharah kalam). Second, the students were happy with the use of YouTube as a medium. evaluation of speaking skill (maharah kalam) and students felt that their motivation was increased by using YouTube as a medium. Third, students feel they practice using Arabic by using YouTube as a medium for evaluating speaking skill (maharah kalam) then it can be concluded that the evaluation construction is valid because when evaluating speaking skill (maharah kalam), students must speak, or the aspect of speaking that is measured. Fourth, The students' perceptions of the objectivity of lecturers in assessing the videos were good. Fifth, that students agree to use YouTube as an evaluation medium in other courses*

**Keywords:** Arabic; Maharah kalam; Speaking skill; Youtube

### **Intoduction**

The emergence of a new phenomenon related to the learning of this century, if we pay attention, in recent times that the rise of the "YouTube Generation" or "Generation Connected" (Gen C), offers new possibilities for speaking skill (*maharah kalam*) learning. Gen C, which consists of 80% Millennials, actively interact with social media and integrate it into their education experience. Most are willing to merge their online presence with their degree programs by engaging with

course materials and sharing their knowledge freely using these platforms. This integration of social media into undergraduate learning, and the attitudes and mindset of Gen C, who routinely creates and publishes blogs, podcasts, and videos online, has changed traditional learning approaches and the student/teacher relationship<sup>1</sup>.

YouTube is a video sharing website that can provide free educational tutorials and instructions on teaching Arabic as a second language, where students can observe or to be observed by the teacher through this youtube channel. As the research by Christopher J. Lowrance, said that YouTube is a video sharing website that can provide free educational tutorials and instructions on technical subject matter, where students can observe practical human-machine interaction to prepare for lectures and increase overall course performance on exams, assignments, and laboratory projects. The finding showed that the group that used YouTube videos for pre-lecture preparation scored approximately 3% higher on exams but 5% lower on homework assignments than the control group (textbook only). There was no statistical significance between the two groups with respect to overall course grades. Study habits and degree of class participation of each student correlated more strongly with overall course performance than whether the student viewed the videos<sup>2</sup>

The other research by Ibrahima Faye said that a few studies have emphasized the importance of bringing YouTube in the classroom. A lecturer may use YouTube videos available on Internet or create his own videos as teaching materials. The purpose of this work is to study students' perceptions and preferences between these two options. A sample of first year students completed a survey on their perceptions of the use of YouTube videos that were created by their lecturers. The study also included students' perceptions on the preferred length of video lectures of topics in Mathematics. The results confirmed that YouTube is commonly used by students and showed that videos created by their lecturers are preferred to videos found on

---

<sup>1</sup> Denis S Barry dkk., "Anatomy education for the YouTube generation," *Anatomical sciences education* 9, no. 1 (2016): 90–96.

<sup>2</sup> Sang M Yim, Eric Sturzinger, dan Christopher J Lowrance, "Effects of YouTube Video as Pre-Lecture Preparation," 2019.

Internet<sup>3</sup>. From those descriptions we can conclude that youtube was a new prospected media that can be used for learning or evaluating student skill, also speaking skill (*maharah kalam*).

The perspective of the student about youtube may vary, some are positive and some are negative, especially in learning material that is not suitable for using youtube, *nahwu* for example. as research from Marsiah which shows that students gave positive and negative perceptions about *Nahwu* science learning using the YouTube media. However, negative perceptions dominate more with various expressions of disappointment from students. The students definitely felt aggrieved by the implementation of the *Nahwu* lecture which was limited to using the YouTube media without being accompanied by further explanations from the lecturers who taught the *Nahwu* course. Students recommend lecturers to be more involved in the *Nahwu* lecture process rather than simply sharing video material that is already available on YouTube media<sup>4</sup>.

The development of education or teaching is inseparable and the responsibility of an educator, how the educator is transforming the knowledge possessed by the existing teaching materials, and by paying attention to the method of teaching that is easily accepted by the learners so that the goal is achieved in accordance with what is expected. Objectives to be achieved then the educator must do an activity called the evaluation of education. Evaluation is part and process of learning which in whole can not be separated from teaching activity, conducting evaluation which is done in education activity has a very main meaning, because evaluation is a measuring tool or process to know level of achievement that have been achieved by student of material or material has been submitted, so that with the evaluation of the objectives of the learning will be seen accurately and convincingly. Evaluation as part of a learning program needs to be optimized, as it not only relies on assessments of learning outcomes, but also needs assessment of inputs, processes, and outputs. One of the important factors for the effectiveness of learning is the evaluation factor both on the learning process and on the learning outcomes.

---

<sup>3</sup> Ibrahima Faye, "Students' perception in the use of self-made YouTube videos in teaching Mathematics" (2014 IEEE International Conference on Teaching, Assessment and Learning for Engineering (TALE), IEEE, 2014), 231–35.

<sup>4</sup> Marsiah Marsiah, Mahfuz Rizqi Mubarak, dan Noor Amalina Audina, "The Students' Perspective Towards YouTube as the Replacement of Lecturer in Nahwu Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (2021): 254–67.

Evaluation is a systematic collection activity of the learning process to determine whether changes occur to students and to what extent these changes affect the life of the students<sup>5</sup>.

In line with the explanation above, Elis Ratna Wulan also explained that the success or failure of education in achieving its goals can be seen after an evaluation of the output or graduates it produces. If the output of graduates, the results are in accordance with what has been outlined in the educational objectives, then the educational effort can be considered successful, but otherwise, it is considered a failure. From this point of view, it can be understood how important learning evaluation is in the educational process. Therefore, the evaluation of learning is an important part of the evaluation of education in general. In a limited scope, learning evaluation is carried out to determine the level of student success. Meanwhile, in a broad scope, learning evaluation is carried out to determine the level of success and weakness of a learning process in achieving the desired educational goals. In the field of education, learning evaluation is a mandatory activity for everyone involved in the field of education. As an educator, the learning evaluation process is useful in terms of future decision making for the progress of students in particular and the world of education in general. Every action and action in the evaluation of learning always requires results. Educators always hope that the results obtained now are better and more satisfying than the results obtained previously, to determine and compare the results with one another, a learning evaluation is needed<sup>6</sup>.

The next research is the research of Dinata which produces several findings related to the results of the study, namely The results showed that the steps in evaluating speaking skills included 3 stages, first the preparation or making of a video, then the upload stage and finally the assessment stage itself. while the phenomenon that arises when using youtube as an evaluation medium is the increased enthusiasm and motivation of students when speaking Arabic, especially when they know that they will publish it to YouTube students are more enthusiastic and serious in showing their speaking skills. with the use of youtube as an evaluation medium, it raises the phenomenon of increasing student scores, almost overall students get good grades, apart from that the videos they make can also be used as

---

<sup>5</sup> B Mahirah, "Evaluasi belajar peserta didik (siswa)," *Idaarah: Jurnal Manajemen Pendidikan* 1, no. 2 (2017).

an interesting, fun, and easy learning media. In addition to these two results, evaluating speaking skills by speaking through videos uploaded on YouTube also makes the evaluation process construct valid<sup>7</sup>.

From the description of the relevant research results above, there are several relevances to this research, namely about the use of youtube media, but there are also some differences that confirm the novelty of this research, namely the survey method in data collection, as well as the discussion on student perceptions on evaluation of speaking skill (*maharah kalam*). In addition, it also explores students' perceptions regarding the objectivity of current lecturers when giving assessments.

## Method

This study used descriptive research which aims to describe the results of the analysis related to students' perceptions of the Arabic speaking skills evaluation using YouTube as an evaluation medium. This study used a quantitative approach with a survey method<sup>8</sup>. Because of the large amount of data and information obtained from students, the researchers used data collection methods through questionnaires.

## Result and Discussion

The term limits on student perceptions are students of the State Islamic University of Imam Bonjol Padang. In this case, the researcher limits the scope of this research to the Arabic Language Education Study Program which studies the speaking skill (*maharah kalam*) course. Student perception data is divided into five parts; the first part describes the perception of student approval of the use of youtube as a medium for evaluating maharah kalam. The second part is about motivation, and students' feelings about evaluating speaking skill (*maharah kalam*) using youtube. The third section describes constructing validity in evaluation. The fourth section explains students' perceptions of the objectivity of lecturers in assessing the

---

<sup>6</sup> Elis Elis Ratna Wulan dan A Rusdiana, "Evaluasi pembelajaran," 2015.

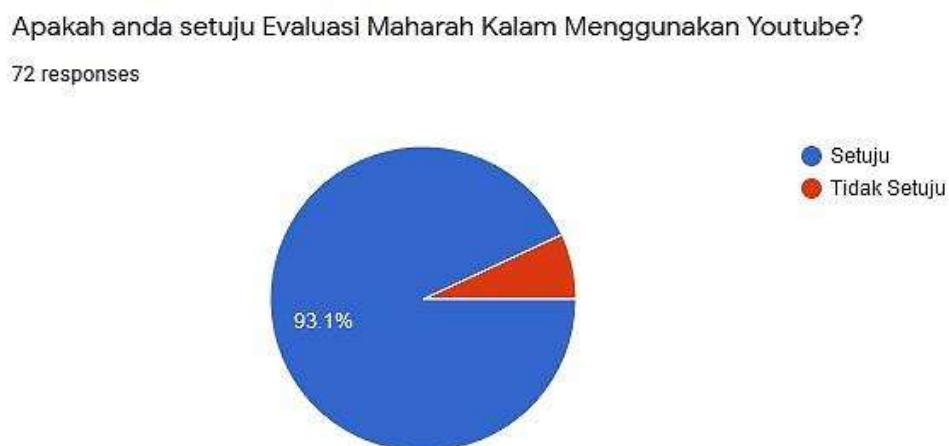
<sup>7</sup> Rahmat Satria Dinata dan Musalwa Musalwa, "Yutub Kawasilati Taqyimi Maharati al-Kalami al-Lughati al-'Arabiyyati," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 95–111.

<sup>8</sup> Prof Sugiyono, "Metode penelitian kombinasi (mixed methods)," *Bandung: Alfabeta* 28 (2015): 1–12.

videos they upload on YouTube. And in the fifth section, it explains students' perceptions of the use of YouTube in evaluating other courses.

### The perception of student approval

The first data is related to the perception of student approval of the use of youtube as a medium for evaluating speaking skill (*maharah kalam*). The data was obtained from a questionnaire distributed randomly to students who had studied and evaluated using youtube in the speaking skill (*maharah kalam*) course, from 72 respondents it was obtained data that the perception of student approval of the use of youtube as a medium for evaluating speaking skill (*maharah kalam*) was 93.1% students agree with the use of youtube as a medium for evaluating speaking skill (*maharah kalam*) while 6.9% of students disagree. More details can be seen in the following image:



---

Image 1: Data related to the perception of student approval of the use of youtube as a medium for evaluating speaking skill (*maharah kalam*)

### Motivation, and students' feelings

The next data is related to the motivation, and students' feelings about evaluating speaking skill (*maharah kalam*) using youtube. Data were obtained from questionnaires that were distributed randomly to students who had studied and evaluated using YouTube in the speaking skill (*maharah kalam*) course, from 72 respondents it was obtained data that students' feelings about evaluating speaking skill (*maharah kalam*) using YouTube were 91.7% of students were happy with the

use of YouTube as a medium. evaluation of speaking skill (*maharah kalam*), while 8.3% of students were not happy with the use of youtube as a medium for evaluating speaking skill (*maharah kalam*). More details can be seen in the following image:

Apakah anda merasa Evaluasi Maharah Kalam Menggunakan Youtube menyenangkan?

72 responses

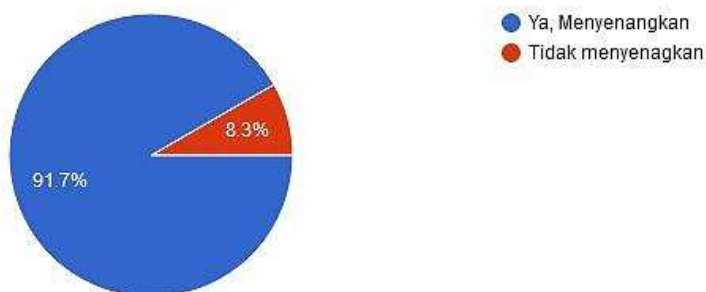


Image 2: Data related to students' feelings about evaluating speaking skill (*maharah kalam*) using youtube

The next data is related to the students' motivation about evaluating speaking skill (*maharah kalam*) using youtube. Data were obtained from questionnaires distributed randomly to students who had studied and were evaluated using YouTube in the speaking skill (*maharah kalam*) course, from 72 respondents it was found that students' motivation about evaluating speaking skill (*maharah kalam*) using YouTube was 93.1% of students felt that their motivation was increased by using YouTube as speaking skill (*maharah kalam*) evaluation media, while 6.9% of students did not. More details can be seen in the following image:

Apakah anda merasa Evaluasi Maharah Kalam Menggunakan Youtube meningkatkan motivasi agar lebih baik dalam berbicara bahasa arab?

72 responses

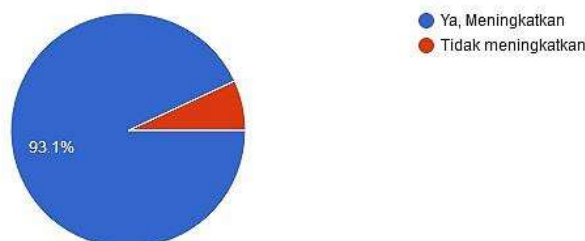


Image 3: Data related to students' motivation about evaluating speaking skill (*maharah kalam*) using youtube

The data above is also relevant to the statement that many factors are often used as a benchmark educational success. One way is to look at the success of the teaching-learning process in achieving its objectives. Another factor that plays an important role at this time is the motivation of the learners in order to prepare himself to initiate a learning process. His relationship with the motivation, it is very often encountered, especially in the scope of the lecture<sup>9</sup>.

### The constructing validity in evaluation

The next data is related to the constructing validity in evaluation of the use of youtube as a medium for evaluating speaking skill (*maharah kalam*). Data were obtained from questionnaires that were randomly distributed to students who had studied and evaluated using YouTube in the Speaking skill (*maharah kalam*) course, from 72 respondents it was found that the use of YouTube as a medium for evaluating Speaking skill (*maharah kalam*) made students practice speaking Arabic because as many as 95.8 % of students feel they practice using Arabic by using YouTube as a medium for evaluating speaking skill (*maharah kalam*), while 4.2% of students do not. From the results of the analysis above, it can be concluded that the evaluation construction is valid because when evaluating speaking skill (*maharah kalam*), students must speak, or the aspect of speaking that is measured. It would be a mistake to evaluate *speaking skill (maharah kalam)* using a written test. More details can be seen in the following image:

Apakah dengan Evaluasi Maharah Kalam Menggunakan Youtube membuat anda berlatih dalam berbicara bahasa arab?

72 responses

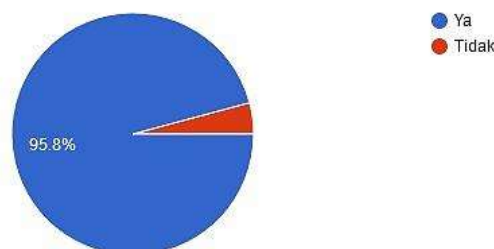


Image 4: Data related to the constructing validity in evaluation of the use of youtube as a medium for evaluating speaking skill (*maharah kalam*)

<sup>9</sup> Harbeng Masni, "Strategi Meningkatkan Motivasi Belajar Mahasiswa," *Jurnal Ilmiah Dikdaya* 5, no. 1 (2017): 34–45.



## The students' perceptions of the objectivity of lecturers in assessing the videos

The next data is related to the students' perceptions of the objectivity of lecturers in assessing the videos. Data were obtained from questionnaires that were randomly distributed to students who had studied and evaluated using YouTube in the speaking skill (*maharah kalam*) course, from 72 respondents it was found that The students' perceptions of the objectivity of lecturers in assessing the videos were 91.7% of students feel that the objectivity of lecturers in assessing the videos is good, while 8.3% of students do not. More details can be seen in the following image:

Apakah Dosen menilai dengan objektif ketika Evaluasi Maharah Kalam Menggunakan Youtube ?  
72 responses

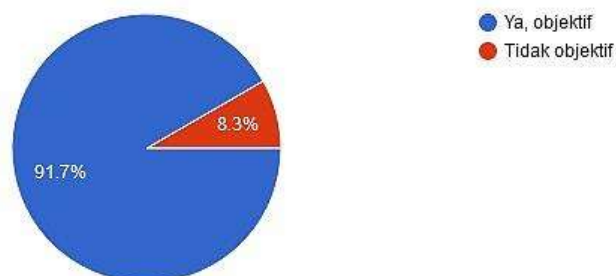


Image 5: Data related to The students' perceptions of the objectivity of lecturers in assessing the videos

The data above shows that the objectivity of lecturers is very good in assessing through youtube, the importance of objectivity is also strengthened by the statement that every educational institution really expects the achievement of a good learning process. A good learning process will have implications for good learning outcomes. For good learning outcomes, good judgment is also needed. Assessment is part of the evaluation carried out by an educator to students by paying attention to various aspects and principles of assessment. The general principles of assessment include: continuity, comprehensiveness, objectivity and cooperativeness.<sup>10</sup>

<sup>10</sup> Irhamni Irhamni, "PRINSIP-PRINSIP DAN PENDEKATAN DALAM PENILAIAN HASIL BELAJAR," *Intelektualita* 5, no. 1 (2019).

## The students' perceptions of the use of YouTube in evaluating other courses

The next data is related to the The students' perceptions of the use of YouTube in evaluating other courses. Data were obtained from questionnaires that were randomly distributed to students who had studied and evaluated using YouTube in the speaking skill (*maharah kalam*) course, from 72 respondents it was found that students' perceptions of the use of YouTube in evaluating other courses were 73.6% of students willing if youtube is used in evaluating other courses, while 26.4% of students do not. More details can be seen in the following image:

Apa anda bersedia apabila ada Evaluasi pada matakuliah lain Menggunakan Youtube ?

72 responses

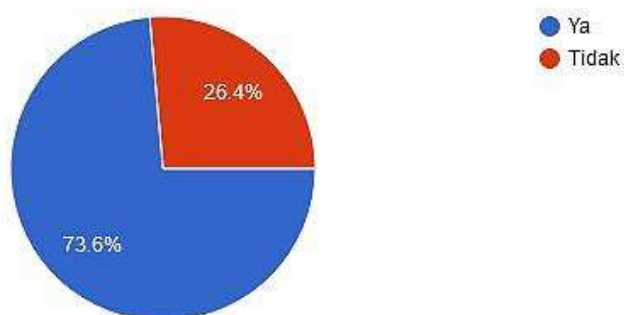


Image 6: Data related to students' perceptions of the use of YouTube in evaluating other courses

There are many studies which state that the use of YouTube as a learning medium is very good, including the results of research from Haryadi Mujiyanto showing that the use of Youtube as a teaching medium plays a significant positive role in increasing student interest in learning. Youtube also has a significant positive role in increasing student learning motivation at alpha 5%.<sup>11</sup> Then the results of research from Lurita Sari which states that the teacher as the most important source in the delivery of learning materials must have a thousand minds to achieve a qualified teaching quality. It is undeniable that the health cycle or the Covid-19 pandemic has changed the learning strategies of both teachers and students. All

<sup>11</sup> Haryadi Mujiyanto, "Pemanfaatan Youtube sebagai media ajar dalam meningkatkan minat dan motivasi belajar," *Jurnal Komunikasi Universitas Garut: Hasil Pemikiran dan Penelitian* 5, no. 1 (2019): 135–59.

components in learning activities must be able to follow the development trend of learning demands. The ability of teachers in mastering technology seems to be getting a new challenge when students and teachers are no longer able to meet face to face. Teachers must also be able to satisfy parents as customers of educational services. Teachers must also be able to fulfill the teaching target completely and get results in the form of direct feedback from their students. The teacher is no longer angry because the feedback can be seen directly after the students are confirmed to be listening through the agreed media. Youtube as an alternative solution for learning media tries to improve the quality of teacher teaching during the Covid-19 pandemic, which is felt as an oasis in the desert<sup>12</sup>.

## Conclusion

From the data analysis that the author did, five conclusions were obtained. First, that students agree to use YouTube as a medium for evaluating speaking skill (*maharah kalam*). Second, the students were happy with the use of YouTube as a medium. evaluation of speaking skill (*maharah kalam*) and students felt that their motivation was increased by using YouTube as a medium. Third, students feel they practice using Arabic by using YouTube as a medium for evaluating speaking skill (*maharah kalam*) then it can be concluded that the evaluation construction is valid because when evaluating speaking skill (*maharah kalam*) students must speak, or the aspect of speaking that is measured. Fourth, The students' perceptions of the objectivity of lecturers in assessing the videos were good. Fifth, that students agree to use YouTube as an evaluation medium in other courses.

## Acknowledgment

The author would like to express his gratitude to all parties who helped in this research, especially the respondents who have provided data to the researcher. Furthermore, to the research team who never tire in completing this research. It is the hope of the author that this research can be useful for the advancement of science, especially in the field of evaluating Arabic learning, and hopefully this research can be a treasure for other researches to research related to the evaluation or learning of Arabic speaking skills.

---

<sup>12</sup> Lurita Sari, "Upaya Menaikkan Kualitas Pendidikan dengan Pemanfaatan YouTube sebagai Media Ajar pada Masa Pandemi Covid-19," *Jurnal Tawadhu* 4, no. 1 (2020): 1074–84.

## References

- Barry, Denis S, Fadi Marzouk, Kyrylo Chulak-Oglu, Deirdre Bennett, Paul Tierney, dan Gerard W O’Keeffe. “Anatomy education for the YouTube generation.” *Anatomical sciences education* 9, no. 1 (2016): 90–96.
- Dinata, Rahmat Satria, dan Musalwa Musalwa. “Yutub Kawasilati Taqyimi Maharati al-Kalami al-Lughati al-‘Arabiyyati.” *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 95–111.
- Elis Ratna Wulan, Elis, dan A Rusdiana. “Evaluasi pembelajaran,” 2015.
- Faye, Ibrahima. “Students’ perception in the use of self-made YouTube videos in teaching Mathematics,” 231–35. IEEE, 2014.
- Irhamni, Irhamni. “PRINSIP-PRINSIP DAN PENDEKATAN DALAM PENILAIAN HASIL BELAJAR.” *Intelektualita* 5, no. 1 (2019).
- Mahirah, B. “Evaluasi belajar peserta didik (siswa).” *Idarah: Jurnal Manajemen Pendidikan* 1, no. 2 (2017).
- Marsiah, Marsiah, Mahfuz Rizqi Mubarak, dan Noor Amalina Audina. “The Students’ Perspective Towards YouTube as the Replacement of Lecturer in Nahwu Learning.” *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (2021): 254–67.
- Masni, Harbeng. “Strategi Meningkatkan Motivasi Belajar Mahasiswa.” *Jurnal Ilmiah Dikdaya* 5, no. 1 (2017): 34–45.
- Mujiyanto, Haryadi. “Pemanfaatan Youtube sebagai media ajar dalam meningkatkan minat dan motivasi belajar.” *Jurnal Komunikasi Universitas Garut: Hasil Pemikiran dan Penelitian* 5, no. 1 (2019): 135–59.
- Sari, Lurita. “Upaya Menaikkan Kualitas Pendidikan dengan Pemanfaatan YouTube sebagai Media Ajar pada Masa Pandemi Covid-19.” *Jurnal Tawadhu* 4, no. 1 (2020): 1074–84.
- Sugiyono, Prof. “Metode penelitian kombinasi (mixed methods).” *Bandung: Alfabeta* 28 (2015): 1–12.
- Yim, Sang M, Eric Sturzinger, dan Christopher J Lowrance. “Effects of YouTube Video as Pre-Lecture Preparation,” 2019.