# Implementation of Vlog as a Learning Media for Tarjamah Syafawiyah in Training Students' Arabic Speaking Skills

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## ABSTRACT

This study aims to examine the use of vlogs in practicing students' Arabic speaking skills in the Tarjamah Syafawiyah course. Using a descriptive qualitative method, this study focuses on the observation and analysis of the process of making vlogs as a learning medium. The subject of the research was a student of UIN Raden Mas Said Surakarta class of 2019 who took part in the course. Data was collected through observations, interviews and documentation of student vlogs. The results of the study show that vlogs are effective in improving students' Arabic speaking skills, helping them be more confident and creative in using Arabic orally. Additionally, vlogs provide an opportunity for self-practice as well as receiving feedback from lecturers and classmates. Based on these findings, it can be concluded that vlogs are a useful learning medium for the development of speaking skills in the Tarjamah Syafawiyah course.

Key words: Speaking skills, Arabic, Vlogs, Learning, Tarjamah Syafawiyah

## ABSTRAK

Penelitian ini bertujuan untuk mengkaji penggunaan vlog dalam melatih keterampilan berbicara bahasa Arab mahasiswa pada mata kuliah Tarjamah Syafawiyah. Menggunakan metode kualitatif deskriptif, penelitian ini berfokus pada pengamatan dan analisis proses pembuatan vlog sebagai media pembelajaran. Subjek penelitian adalah mahasiswa UIN Raden Mas Said Surakarta yang mengikuti mata kuliah tersebut. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi vlog mahasiswa. Hasil penelitian menunjukkan bahwa vlog efektif meningkatkan keterampilan berbicara bahasa Arab mahasiswa, membantu mereka lebih percaya diri dan kreatif dalam menggunakan bahasa Arab secara lisan. Selain itu, vlog memberikan kesempatan untuk latihan mandiri serta menerima umpan balik dari dosen dan teman sekelas. Berdasarkan temuan ini, dapat disimpulkan bahwa vlog merupakan media pembelajaran yang bermanfaat untuk pengembangan keterampilan berbicara dalam mata kuliah Tarjamah Syafawiyah.

Kata kunci: keterampilan berbicara, bahasa Arab, vlog, pembelajaran, Tarjamah Syafawiyah

## ABSTRAK (Bold, TNR 10)

تهدف هذا البحث إلى دراسة استخدام المدونات الفيديو في تدريب مهارة الكلام باللغة العربية لدى الطلاب في مقرر الترجمة الشفوية. باستخدام المنهج الوصفي النوعي، تركز هذا البحث على مراقبة وتحليل عملية إنشاء المدونات الفيديو كوسيلة تعليمية. كان المشاركون طلاب جامعة رادين ماس سعيد سوراكرتا الإسلامية الحكومية الذين كانوا يتلقون المقرر. تم جمع البيانات من خلال الملاحظة والمقابلات وتوثيق المدونات الفيديو للطلاب. أظهرت النتائج أن المدونات المرئية قد حسنت بشكل فعال مهارة الكلام باللغة العربية لدى الطلاب، مما ساعدهم على أن يصبحوا أكثر ثقة وإبداعًا في استخدام اللغة العربية شفويًا. بالإضافة إلى ذلك، أتاحت

المدونات الفيديو فرصًا للممارسة المستقلة وتلقت ملاحظات من المحاضرين وزملاء البحث.

بناءً على هذه النتائج، يمكن الاستنتاج أن المدونات المرئية وسيلة تعليمية مفيدة لتطوير مهارة

الكلام في مقرر الترجمة الشفوية.

الكلمة الرئيسية: مهارة الكلام, اللغة الربية, مدونات الفيديو, التعلم,ترجمة الشفوية

## INTRODUCTION

Learning Arabic at universities is indeed different from learning at the Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) or other schools, because the focus is deeper and more cademic(Ibrahim & Masnan, 2023). In universities, Arabic is taught not only aims to master the basics of the language, but rather leads to the mastery of the language as a tool to understand scientific texts, philosophy, and advanced studies in various disciplines such as Islamic studies, history, literature, and politics of the Arab world (Nisa et al., 2024). Therefore, students are taught to understand Arabic in a broader context including an understanding of the more complex structure of the language and how it is used in intellectual and academic contexts (Noor et al., 2021).

Learning Arabic in college also involves a more critical and analytical approach, with an emphasis on higher language skills such as the ability to write academic essays and analyze classical and contemporary texts(Haniah, 2018). Not only reading and writing skills, learning Arabic in college also focuses on the ability to speak Arabic actively and effectively. Students are taught to be able to communicate fluently in Arabic in both formal and informal situations and to understand and use Arabic in professional contexts such as discussions, presentations, or academic activities. Students are expected to master Arabic from a technical perspective, as well as be able to speak, write, and think critically in this language to participate in more complex academic and professional conversations (Hasan et al., 2024).

Arabic speaking skills are very essential, especially in the Arabic Language Education study program, as this ability allows students to communicate their knowledge and understanding effectively in academic and social environments. As prospective teachers, students need to have good speaking skills to convey lesson material clearly and easily understood by students(Fauzi et al., 2020) (Holcomb et al., 2024). In addition, good speaking skills also support the process of interaction and discussion in class, both with fellow students and lecturers, which is very important in building a deeper understanding of the Arabic language and culture (Pradita, 2021). Without adequate speaking skills, students will find it difficult to carry out their role as educators who can motivate and communicate effectively.

Furthermore, speaking skills also play a big role in developing better pedagogic skills in teaching Arabic(Annisa & Safii, 2023) . The Arabic Language Education study program not only teaches the language itself, but also how to teach the language to others. Students who can speak Arabic well will find it easier to translate complex concepts to other students, as well as adapt their teaching styles to the needs of different students(Kadar et al., 2024) (Ma, 2023). This ability to speak also facilitates students to face oral exams, seminars, and presentations, which are an integral part of academic evaluation in college (A'yunin, 2023). Thus, speaking skills become one of the competencies that Arabic Language Education students should master to succeed in their careers as educators.

However, in efforts to practice speaking skills, challenges often arise in the form of a lack of confidence among students(Ayuningtyas Palupi et al., 2022). Fear of being wrong or concern about not being able to communicate well in Arabic can prevent them from speaking actively in public(Khairani & Zulheddi, 2025). This situation can be a significant barrier, especially for students who are preparing to become teachers, because confidence is the key in delivering material clearly and convincingly. Therefore, it is important for educators and universities to create an environment that supports and encourages students to be more courageous in practicing speaking, without fear of mistakes(Wahyudin, 2025).

One of the encouragements given by lecturers to train students' confidence in Arabic speaking is to provide opportunities to practice through the creation of Arabic vlogs wich are uploaded on their respective YouTubes (Pratikno, 2023). In this way, students can practice speaking in Arabic independently and do more relaxed environment without direct pressure from the audience. Vlogs by YouTube also gives students the opportunity to evaluate their own speaking skills and receive feedback from friends, lecturers, or even other viewers who can help improve their speaking skills (Trianasari et al., 2024) (Aguilar Gálvez et al., 2022). In addition, this activity allows students to be more confident in using Arabic actively, and expand their ability to speak on a variety of topics in a more natural and communicative language.

Moreover, in the tarjamah syafawiyah (oral translation) course, activities such as the creation of Arabic vlogs are very relevant to training students speaking skills in a more practical and real context. In shafawiyah tarjamah, students are required to be able to translate directly, quickly, and accurately between the source language and the target language, which requires excellent speaking skills (Grover & Laxmi, 2024) (Dani et al., 2024). By practicing vlogging, students not only practice speaking skills in Arabic, but also develop listening and spontaneous response skills, which are essential elements in oral translation(Nasrulloh et al., 2024). Through this practice, they can improve their fluency in speaking, enrich their vocabulary, and learn to convey ideas or information clearly and precisely, which is needed in the context of oral translation that often takes place in dynamic situations.

By looking at these conditions, the lecturer of the tarjamah syafawiyah course at the Arabic language education study program of UIN Raden Mas Said Surakarta, assigned students to make a vlog with the theme of introducing a tourist attraction, students can explain the profile of the tourist attractions that are chosen and different by each other, then recorded and made into a vlog to be uploaded on their respective youtube. This is assigned to students so that students can maximize their Arabic language skills, especially speaking, and train students' confidence to be able to speak professionally.

## RESEARCH METHODS

The research method used for this study is using a descriptive qualitative research method(Rustamana et al., 2024). The main focus of this research is to describe how vlogs are applied in learning Tarjamah Syafawiyah, as well as how students respond and interact with the media in developing Arabic speaking skills. This research was conducted on Arabic language education students of UIN Raden Mas Said Surakarta in the class of 2019.

The collected data then analyzed using data triangulation in the form of interviews, observations and documentation. Interviews were conducted to students to explore their experience in preparing, making and producing a vlog in practicing Arabic speaking skills. Observation was carried out by direct observation of how the process of making vlogs was what obstacles and challenges were encountered during the making process in the field (Fadli, 2021).

Documentation is form of evidence of vlog recordings and uploaded on student's youtube and reflection notes(Purwanto, 2021) (Sanusi et al., 2023). These notes can include students' reactions to the material they create, how they vlog, and how they develop Arabic speaking skills. In this case, lecturers can also provide feedback on the development of students' speaking skills along the use of vlogs, including any visible improvements or difficulties.

## RESULTS AND DISCUSSION

Tarjamah syafawiyah is the process of translating orally or transferring text or speech from one language to another directly through oral. It contrast with written translation, the translator of the syafawiyah tarjamah must be able to translate in real-time without using writing as an intermediary (Zarkasyi et al., 2023). This process requires the translator to listen to or read the speech in the source language and immediately express it in the target language in a way that is easy to understand and contextually appropriate. Therefore, tarjamah shafawiyah requires good speaking skills, speed of thinking, and fluency in language(Pilotti et al., 2024).

Tarjamah syafawiyah in Arabic requires special skills, because in addition to understanding the text, the translator must pay attention to various aspects of oral communication such as intonation, facial expressions, and other non-verbal elements. The ability to think quickly is also very necessary, considering that the translator must immediately find the right word equivalents or expressions in the target language to convey the message accurately and efficiently(Riana et al., 2022). This makes tarjamah syafawiyah more challenging than written translation because there is pressure to convey information immediately without losing meaning or accuracy.

With this pressure, this skill requires intensive practice in speaking. In practice, oral translators must be able to understand the context of the conversation quickly and use the right vocabulary to ensure that the meaning in question is maintained(Anggraini, 2023). Therefore, this process involves good speaking skills, speed of thinking, and mastery of various sentence structures in the source and target languages. Through the practice of making vlogs in tarjamah shafawiyah, students can hone their speaking skills in Arabic, enrich vocabulary, and improve their ability to communicate orally in a more effective way (Setyaji et al., 2023).

Vlogs (video blogs) are a type of digital media that allows users to create and share content in the form of videos (Nafilah et al., 2024). These vlogs can cover a variety of topics, including education, entertainment or personal experiences and are typically presented in a relaxed and engaging format. Due to their interactive and accessible nature, vlogs have become one of the popular choices among college students and millennials as a means to share information(Hill & Coker, 2022). The advantage of vlogs lies in their ability to combine visual and audio elements, which makes them easier to understand and more engaging compared to other forms of media such as text or images(Sulaiman Ahmad, 2023).

In learning Arabic, vlogs provide a great opportunity to make learning materials more lively and fun. Vlogs can be used to convey various aspects of the language, such as vocabulary, grammar, and Arabic culture, in a more direct and interesting way(Kaddoura & Nassar, 2024). The use of videos allows teachers or content creators to show correct pronunciation, intonation, as well as example sentences in realistic situations (Nurayuni et al., 2024). Vlogs also allow students to interact directly with the audience either through comments or discussions which can enrich the learning process and accelerate the understanding of the material (Sujiyati, 2023). Thus, vlogs become an effective and fun medium to practice Arabic speaking skills.

The use of vlogs in language learning has several advantages, namely the ability to combine visual and audio elements in depth. By using images, videos, and sounds, vlogs provide information conveyed in a more vivid and easy-to-understand way. For example, in learning Arabic, students can listen to the correct pronunciation of words while seeing how to speak and facial expressions that are appropriate to the context (Fadhly et al., 2024). This combination strengthens students' understanding of the material, as they not only hear but also see how language is used in realistic contexts and improve their understanding of intonation, accents, and body language expressions.

Another advantage of vlogs is their flexibility and accessibility. Students can record vlogs anytime and anywhere according to their time and needs. This allows for more personalized learning and is tailored to each student's abilities and schedule. They can also repeat the vlogs they have created to correct mistakes, observe their progress, and repeat exercises as needed. This

flexibility is particularly advantageous because students do not need to be tied to strict class times or traditional learning formats, so they can learn in a more effective and comfortable way.

The use of vlogs in the Tarjamah Syafawiyah course can be started with the first step, students are asked to create a YouTube account independently. This step is important because by having a YouTube account students can upload the vlogs they have created and share them with lecturers and classmates. This account creation teaches students about the importance of social media platforms as a means to share information while introducing them to the process of creating and managing digital content.

After having a YouTube account, the next step is for students to be asked to create vlogs related to tourist destinations. In this vlog, students will reveal information about the tourist attractions they choose, be it in terms of history, culture, or beauty. The creation of this vlog is an opportunity for students to practice speaking in clear and interesting language, as well as develop their communication skills, especially in the context of oral information delivery.

After the vlog is completed, students will upload the video to their YouTube account and then send the video link to the lecturer. The purpose of sending this link is so that lecturers can easily access student videos and provide assessments related to speaking skills and the quality of the vlogs that have been made. This process also encourages students to be more disciplined in managing and completing assignments according to the specified time.

The last step is for the lecturer to open the vlog that has been uploaded by the student to assess the extent of the student's speaking ability through the vlog. Lecturers will provide feedback on the strengths and areas that need to be improved in students' speaking skills, such as mastery of the material, fluency in speaking, and conveying information in an interesting and easy-to-understand way. Through this process, students can gradually improve their speaking skills and become more confident in using spoken language.

Some documentation results from vlogs that have been made by students.



**Figure 1: Vlog by Nurul Izzah**



**Figure 4: Vlog by Khofifah Aulia**

Figure 2: Vlog by Naila Syafi'ah



Figure 3: Vlog by Laila Munajah



Figure 1; Vlog by Anis Mahmudah

The use of vlogs in practicing Arabic speaking skills provides great benefits for students The use of vlogs provides space for students to interact with the audience, even though the audience may only be in the form of spectators who are not immediately present(Febianti, 2021). These interactions require them to think faster, organize their words better, and adjust their speaking style according to the context and purpose of their vlog (Lipa & Sahan, 2024). It provides

a more practical and hands-on experience in speaking Arabic, which is very beneficial for improving fluency in speaking in real situations.

Vlogs also allow students to speak without any direct interruption from others, giving them more time to formulate words and improve pronunciation if needed(E. Sari et al., 2023). This reduces the fear or awkwardness that usually arises when speaking directly in front of others. This process will help students feel more comfortable with their speaking skills, as well as provide a positive sense of accomplishment when looking at their work(Ichsan, 2024).

By recording themselves frequently and rewatching the vlogs that have been made, students can see how far they have progressed in speaking Arabic(Astartia et al., 2024). Seeing such developments gives them greater confidence, as they can identify improvements and mistakes that need to be corrected(Hidayah et al., 2023)(Zakaria & Azmi, 2022). This improvement will motivate them to continue practicing and feel more confident in speaking, both in the classroom and outside the classroom.

As for making vlogs, there are several challenges faced by students, namely limited access to technology(Sole & Anggraeni, 2018). Not all students have the same access to the tools needed to create vlogs, such as a quality camera or adequate editing software. This can be an obstacle, especially for students from more limited economic backgrounds, so they find it difficult to produce vlogs with good quality(L. I. Sari et al., 2022).

In addition, shyness or lack of confidence is also a problem, especially when students feel awkward or intimidated when speaking in front of the camera. Many students are afraid of other people's judgment or feel that their voice is not good enough, which makes them less courageous to appear naturally (Sole & Anggraeni, 2018) (Sholeha & Al Baqi, 2022). In fact, some college students may choose to vlog with indirect voice or lipsing, which reduces the effectiveness of their speaking practice

To overcome these challenges, lecturers can provide basic training regarding vlog making, including video capture techniques, the use of available tools, and how to edit vlogs with simple devices(Kasmita et al., 2024). This training will help students feel more comfortable and confident in producing vlogs, even if they only have limited devices. In addition, lecturers can also create a supportive and non-judgmental environment, where students feel safe to express themselves without fear of being insulted or demeaned(Albaihaqi, 2024). Creating a positive and inclusive atmosphere will help students overcome their shyness and encourage them to speak more openly in front of the camera, so that they can better develop in speaking Arabic naturally(Icha Gilang Permata & Cahyono, 2023).

These are the results of the use of vlogs in training students' speaking skills in the shafawiyah tarjamah course. With the application of vlogs, it is hoped that students will become more fluent, be able to express opinions and ideas more fluently, and reduce errors in pronunciation or use of words(Utari et al., 2024). In addition, students will be better able to translate spoken words in Arabic accurately, both in everyday and academic contexts(M Sholih Salimul Uqba et al., 2024). This improvement will not only improve their speaking skills, but also give them greater confidence when they use Arabic in a variety of situations(Ahdi & Taufiq, 2024).

The application of vlogs is also expected to improve students' technological skills, especially in the context of learning Arabic (Uqba et al., 2025). During the vlogging process, students will be introduced to various digital technology tools and applications that can be used to record, edit, and publish videos(Jamil & Agung, 2022). These skills are not only beneficial for academic tasks, but they are also highly relevant in the professional world where the ability to use technology effectively is becoming increasingly important. By mastering the use of these digital tools, students will be better prepared to face the challenges of modern learning and be ready to utilize technology in their professional lives in the future.

## CONCLUSION

The application of vlogs in learning tarjamah syafawiyah provides significant benefits for improving students' speaking skills in Arabic. By using vlogs, students can practice speaking directly and practically, honing their skills in translating speech more smoothly and accurately. This experience allows students to learn in a more dynamic and fun atmosphere, where they can record and reflect on their speaking skills independently. It also gives them greater confidence, as they can speak in front of the camera without fear or awkwardness like in a traditional classroom situation.

In addition, vlogs allow students to enrich their learning experience by utilizing digital technology that is increasingly relevant in the world of education and professionals. Through vlogging, students not only learn to speak Arabic, but also develop technical skills in using various digital tools for video recording and editing. These skills are very beneficial for their academic life and future careers. Thus, the application of vlogs in learning tarjamah syafawiyah prepares students to be better prepared to face the challenges of communication in Arabic, both in academic contexts and daily life.

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