

## The Effect of Using Podcast Media on *Maharah Istima'* (Listening Skills) Students of Arabic Literature Study Program at University of Sumatera Utara

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### Abstract

*Special Maharah'(listening skill) is one of the four linguistic skills, both listening (istima'), listening (kalam), reading (qira'ah) and writing (kitabah). Maharah Istima' (listening skill) is a language skill that USU Arabic Literature students learn for the first time before learning other language skills. Good and precise listening skills owned by USU Arabic Literature students will be the main capital for USU Arabic Literature students to master other language skills and make it easier for USU Arabic Literature students to master languages, especially Arabic. The Istima' course is one of the compulsory subjects offered by the Arabic Literature study program, University of North Sumatra. The learning process of Maharah Istima' (listening skills) is good, Appropriate learning methods and interesting learning media are needed to obtain maximum results. Considering that in the process there are still problems and obstacles in improving the listening skills of USU Arabic Literature students, Arabic Literature study program, University of North Sumatra. The purpose of the research to be carried out is todetermine the effect of using podcasts in improving listening skills (maharah istima') in Arabic Literature students of USU Arabic Literature University of North Sumatra. This study uses a quantitative method with a quasi-experimental model that uses data collection techniques through tests (both pre-test and post-test) then the data is analyzed by descriptive statistics and inferential statistics.*

### Keywords

Maharah Istima' (Listening Skills); podcast; Arabic; Influence



## I. Introduction

Language is a representation of a person's mindset or thinking. In addition, language is used as a medium to convey ideas or ideas, so one should master language skills well. Arabic is the second language for Indonesians. The term second language or foreign language means the language acquired/learned after the mother tongue. Arabic is the main choice in addition to English to be taught in formal and non-formal education. This is also related to efforts to answer challenges in the disruptive era including USU Arabic Literature students who have good language skills to be able to support the World Class University (WCU) program so that learning Arabic as a foreign language needs attention.

In the practice of learning Arabic, at least this learning seeks to develop the ability of USU Arabic Literature students in language knowledge and language skills in the form of using both spoken and written language. These abilities are trained in the language teaching process. In the world of language teaching, proficiency and skills in using language are called

language skills (maharat al-lughah). Language skills in Arabic are divided into four, namely listening skills (maharah istima'/listening skills), listening skills (maharah kalam/speaking skills), reading skills (maharah qiro'ah/reading skills), and writing skills (maharah kitabah/writing skills). (Rahmawati, 1970).

Listening skill in Arabic is called Maharah Istima'. Maharah Istima'(Listening Skills) has an important and major role before understanding other language skills. This can be seen with the human need for the function of the five senses in knowing a fact or information. If humans are faced with hearing dysfunction conditions such as a deaf friend, this condition prevents the person from knowing facts and information because they are unable to identify sounds. It's different if someone has vision dysfunction, their hearing helps someone to identify sounds so that they can determine what facts/information are conveyed. This condition is in line with the word of Allah SWT in Q. S An-Nahl verse 78 that after the spirit is breathed in the womb, the senses created by the Creator are hearing, followed by sight and heart (reason). Hearing is a sense that is at the forefront of perceiving information or facts. (Siddiq, 2010).

Maharah Istima' (Listening Skills) is the first step that must be taken by someone in learning a language, either a foreign language or a mother tongue. Listening skill (maharah istima'/listening skill) is a person's ability to absorb and understand words or sentences spoken by interlocutors or certain media. To find out the difference between sound elements (phonemes) and other elements according to the correct makhorijul letters, listening activities can be achieved by continuous practice by listening to utterances either directly from native speakers (al-nathiq al-ashli) or through recordings (Acep Hermawan, 2003). 2011: 130 in mufida et al).

Practicing listening skills (maharah istima') can be done through the use of media in the form of audio, as well as audio-visual. Utilizing android by USU Arabic Literature students in practicing listening skills is considered something that can be taken and is effective (Jubaidah, 2020). Considering that one of the problems in the listening skills of USU Arabic Literature students is the lack of atmosphere, an interesting thing that supports the learning process so that the use of media will play a role in practicing listening skills. This research will utilize podcast media as a media platform that contains information content that can be used as a learning medium for Maharah Istima'.

Listening ability is related to the ability to understand the meaning of a form of language use that is expressed orally. A broad understanding of spoken language can include all forms and types of oral expressions ranging from language sounds, phonemes, syllables, words, phrases, sentences, and discourses that are more complete and complete, although not all forms and types of spoken expressions have and related to the meaning of both literal, grammatical, and contextual meanings. Such meanings are only related to larger words, phrases, sentences, and discourses.

## **II. Research Method**

This study uses a quantitative paradigm. Cresswell (2014) states that quantitative research is research to test certain theories by examining between variables. The measurement of the variables usually uses research instruments so that the data obtained from data collection in the form of numbers will be analyzed based on statistical procedures. The research model used in this study is a quasi-experimental model. This research model is used to find a causal relationship between two variables. Quasi-experimental in this study to determine the effect of using podcasts as the first variable which is also referred to as the independent variable and its causal relationship with the second variable, namely listening skills (Maharah Al-Istima') as the dependent variable in this study.

The population in this study were all USU Arabic Literature students, the Arabic Literature study program who had taken the Istima' (listening) course, as many as 100 USU Arabic Literature students. Furthermore, the sampling technique used is purposive sampling. The sample taken was the 5th semester USU Arabic Literature students as many as 46 USU Arabic Literature students consisting of 2 classes, namely class A as the control class and B as the experimental class, each class has a total of 23 students of USU Arabic Literature.

The data collection method used in this study was the initial test (pre-test) and the final test (post-test) or referred to as the nonequivalent pretest-posttest control group design. An initial test (pre-test) is given to USU Arabic Literature students at the beginning of the lecture. This pre-test was given to both the experimental class and the control class. This test aims to determine the listening skills (Maharah Al-Istima') of USU Arabic Literature students before being given experimental treatment. The next test is the final test (post-test). The final test was also given to the experimental class and the control class. However, this final test was given to USU Arabic Literature students after being given experimental treatment.

There are two data analysis techniques used, namely descriptive statistical analysis and inferential statistical analysis. For inferential statistical analysis, there are two tests used, namely the data prerequisite test and hypothesis testing. Before testing the hypothesis, the data prerequisite tests were carried out, namely normality and homogeneity tests. After the two data prerequisite tests meet the requirements, a hypothesis test is carried out.

### **III. Results and Discussion**

#### **3.1 The Effect of Using Podcasts in Improving Maharah Istima' (Listening Skills) on Arabic Literature students of USU Arabic Literature University of North Sumatra**

Researchers have described previously that the purpose of this study was to determine the effect of using podcasts in increasing maharah istima' (listening skills) in Arabic Literature USU Arabic Literature students at the University of North Sumatra. Arabic Literature is one of the language and literature study programs at the Faculty of Cultural Sciences, University of North Sumatra. This undergraduate study program is one of the preferred study programs to study foreign languages, in this case Arabic because it is an A-accredited study program at the University of North Sumatra.

The implementation of this research begins with meeting the study program then conducting observations and discussing with the lecturer who is in charge of special courses about the learning media that will be used. The data collection process was carried out for 2 weeks. To determine the effectiveness of using audio-visual-based learning media, experimental research procedures and analysis of research data were carried out using descriptive statistical analysis techniques and inferential statistical analysis, the results of both analyzes are described as follows:

##### **a. Descriptive Statistical Analysis**

Descriptive statistical analysis is intended to describe the characteristics of research subjects before and after istima' (listening) lectures including the results of USU Arabic Literature students' lectures and USU Arabic Literature students' responses to istima' (listening) lectures through the use of podcast media in the Arabic Literature study program, University of North Sumatra special lecture results data' (listening)

Before the lecture process took place, for both the experimental class and the control class, a pre-test was held which aimed to obtain information about the knowledge of USU

Arabic Literature students regarding istima' (listening) material, while after the lecture process took place both the experimental class and control class were held. post-test which aims to determine the learning outcomes of USU Arabic Literature students who are taught using podcast media with USU Arabic Literature students who are taught not to use podcast media on special (listening) material.

### 1. Results of Pre-test and Post-test Experiment Class

Based on the data on the results of the istima' (listening) lectures in the experimental class, it can be described the average value, maximum value, minimum value and standard deviation calculated using SPSS 20, which are described as follows:

**Table 1.**Experimental Class Learning Results Before (Pre Test) and After Treatment (Post Test)

		Pre-Test	Post Test
N	Valid	25	25
	Missing	0	0
mean		66.00,	87.60
median		66.00,	86.00,
Std. Deviation		7.064	7.450
Range			86.00,
Minimum		56	73
Maximum		56	100

Source: data processing attachment A

The results of calculations using SPSS 20 on the data before treatment (pre-test) in the experimental class obtained a valid sample size of 25, mean score = 66.00, mean = 66.00, standard deviation = 7.064, minimum value = 56 and maximum value = 56. While the results of calculations on the data after treatment (post-test) in the experimental class obtained a valid sample of 25, the mean score = 87.60, the mean = 86.00, standard deviation = 7.450, the minimum value = 73 and the maximum value = 100

**Table. 2** Experimental Class Pre Test Frequency Distribution

No	Interval Class	Frequency	Relative Frequency
1	56 - 60.54	7	28%
2	61.54 – 66.08	7	28%
3	67.08 – 71.62	4	16%
4	72.62 – 77.16	6	24
5	78.16 – 82.7	1	4%
<b>Amount</b>		<b>25</b>	<b>100%</b>

Source: data processing attachment A

Based on the formula for the range, the number of classes and the length of the class in CHAPTER III, the frequency distribution table for the pre-test experimental class is obtained, namely the value from the interval 56 - 60.54 (28%) as many as 7 USU Arabic Literature students, the interval value is 61.54 - 66, 08 as many as 7 USU Arabic Literature students (28%), interval scores 67.08 – 71.62 (16%) as many as 4 USU Arabic Literature students, interval scores 72.62 – 77.16 (24% as many as 6 USU Arabic Literature students , and an interval value of 78.16 – 82.7 (4%) as many as 1 USU Arabic Literature student.

**Table 3.** Experimental Class Post-Test Frequency Distribution

No	Interval Class	Frequency	Relative Frequency
1	73 – 77.9	3	12%
2	78.9 – 83.8	5	20
3	84.8 – 89.7	5	20
4	90.7 – 95.6	7	28
5	96.6 – 101.5	5	20
<b>Amount</b>		<b>25</b>	<b>100%</b>

*Source: data processing attachment A*

Based on the range formula, the number of classes and the length of the class in CHAPTER III, the post-test frequency distribution table for the experimental class is obtained, namely the value from the interval 73 – 77.9 (12%) as many as 3 USU Arabic Literature students, the value from the interval 78.9 – 83 ,8 (20%) as many as 5 USU Arabic Literature students, the interval value from 84.8 – 89.7 (20%) as many as 5 USU Arabic Literature students, the interval value from 90.7 – 95.6 (28%) as many as 7 Literature students USU Arabic, and the interval value of 96.6 – 101.5 (20%) as many as 5 USU Arabic Literature students.

## 2. Results of Pre-test and Post-test Experiment Class

Based on the data on the results of the istima' (listening) lectures in the experimental class, it can be described the average value, maximum value, minimum value and standard deviation calculated using SPSS 20, which are described as follows:

**Table 4.** Learning Outcomes of Control Class Before Treatment (Pre-Test)

		Pre-Test Control	Post Test Control
N	Valid	25	25
	Missing		
mean		64.96	76.48
median		66.00,	76.00
Std. Deviation		7,629	11,980
Range			
Minimum		53	56
Maximum		80	100

*Source: data processing attachment A*

The results of calculations using SPSS 20 on data before treatment (pre-test) in the control class obtained a valid sample size of 25, mean score = 64.96, mean = 66.00, standard deviation = 7.629, minimum value = 53 and maximum value = 80. While the results of calculations on the data after treatment (post-test) in the control class obtained a valid sample of 25, the mean score = 76.48, the mean = 76.00, standard deviation = 11.980, the minimum value = 56 and the maximum value = 100

**Table 5.** Pre Test Frequency Distribution of Control Class

No	Interval Class	Frequency	Relative Frequency
1	53 – 57.9	7	28
2	58.9 – 63.8	3	12
3	64.8 – 69.7	5	20
4	70.7 – 75.6	8	32
5	76.6 – 81.5	2	8
<b>Amount</b>		<b>25</b>	<b>100%</b>

Source: data processing attachment A

Based on the formula for the range, number of classes and class length in CHAPTER III, the frequency distribution table for the pre-test control class is obtained, namely the value from the interval 53 – 57.9 (28%) as many as 7 USU Arabic Literature students, the value from the interval 58.9 – 63.8 (12%) as many as 3 USU Arabic Literature students, scores from the interval 64.8 – 69.7 (20%) as many as 5 USU Arabic Literature students, interval scores from 70.7 – 75.6 (32%) as many as 8 USU Arabic Literature students, and the interval value from 76.6 – 81.5 (8%) as many as 2 USU Arabic Literature students.

**Table 6.** Frequency Distribution of Control Class Post Test

No	Interval Class	Frequency	Relative Frequency
1	56 – 64	3	12
2	65 – 73	8	32
3	74 – 82	8	32
4	83 – 91	3	12
5	92 – 100	3	12
<b>Amount</b>		<b>25</b>	<b>100%</b>

Source: data processing attachment A

Based on the range formula, the number of classes and the length of the class in CHAPTER III, the post-test frequency distribution table for the control class is obtained, namely the value from the interval 56 – 64 (12%) for 3 USU Arabic Literature students, the interval value from 65 – 73 (32%) as many as 8 USU Arabic Literature students, 74 – 82 (32%) as many as 8 USU Arabic Literature students, the interval value from 83 – 91 (12%) as many as 3 USU Arabic Literature students, and the interval value from 92 – 100 (12%) as much as 3 USU Arabic Literature students.

## b. Inferential Statistical Analysis

### 1. Mean Distribution Normality Test

Normality test is needed to find out whether the data obtained from each learning media in this study are normally distributed or not. If the data is normally distributed, then this data can be processed using t-test statistics.

The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS 20 program. To find out whether it is normal or not, if  $\text{sig} > 0.05$  it is normal and if  $\text{sig} < 0.05$  it can be said to be abnormal. The calculation results obtained are as follows:

**Table 7.** Summary of Normality Test

No	Group	Sig.	Note.
1	Pre-test Experiment Class (AV)	0.200	Normal
2	Experimental Class Post-test (AV)	0.200	Normal
3	Pre-test Control Class (Conventional)	0.099	Normal
4	Control Class Post-test (Conventional)	0.190	Normal

Source: processed data in appendix B

Based on the results of the normality test using SPSS 20, it can be seen that the significance value (Sig) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test  $> 0.05$ , it can be concluded that the research data is normally distributed.

### 2. Homogeneity Test

After knowing the level of normality of the data, then the homogeneity test is then carried out. The homogeneity test was used to determine the level of similarity of variance between the two groups, namely the experimental group and the control group. to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 ( $\text{sig} > 0.05$ ). The homogeneity test results can be seen in the following table:

**Table.8** Summary of Homogeneity Test

Class	F <sub>count</sub>	Sig.	Information
Pre-test	0.053	0.818	Homogeneous
Post-test	1,623	0.209	Homogeneous

Source: processed data in appendix C

The results of the homogeneity test of the research variables are known that the pre-test calculated F value is 0.053 with a value of 0.818 while the post-test F count is 1.623 with a significant 0.209. From the results of the calculation of the significant price of the pre-test or post-test data greater than 0.05 ( $\text{sig} > 0.05$ ), it can be concluded that the data in this study has a homogeneous variance.

### 3. Hypothesis Test (Mean Similarity Test)

Hypothesis testing was analyzed using t-test to determine whether special learning is effective using audio-visual-based learning media for Arabic Literature students at USU Arabic Literature Study Program, University of North Sumatra. The conclusion of the study is significant if  $t_{\text{count}} > t_{\text{table}}$  at the 5% significance level and  $p < 0.05$ .

**Table 9.** Summary of T-Test Results Paired Pre-Test With Post-Test Experiment Class.

Class	Average	$t_{count}$	$t_{table}$	N
Pre testExperiment	66.00	9,255	2.064	25
Post testExperiment	87.60			

Source: processed data in appendix B

Based on the table above, the average pre-test value of the experimental class was 66.00 and the average post-test value of 87.60 so that it experienced an increase of 21.6. Also got  $t_{count} > t_{table}$  at a significance level of 5% ( $9.255 > 2.064$ ) and has a p value of  $<0.05$ , which means it can be concluded that there is a significant increase in the learning outcomes of USU Arabic Literature students in the experimental group.

**Table 10.** Summary of T-Test Results Paired Pre-Test With Post-Test Control Class.

Class	Average	$t_{count}$	$t_{table}$	N
Pre testControl	64.96	4.056	2.064	25
Post testControl	76.48			

Source: processed data in appendix B

Based on the table above, the average pre-test value of the experimental class was 64.96 and the average post-test value was 76.48 so that it experienced an increase of 11.52. Also got  $t_{count} > t_{table}$  at a significance level of 5% ( $4.056 > 2.064$ ) and has a p value  $<0.05$ , which means that it can be concluded that there is a significant increase in the learning outcomes scores of USU Arabic Literature students in the Control group.

**Table 11.**Summary of Experimental Class T Test Results Post Test Control Class Post-Test

Class	Average	$t_{count}$	$t_{table}$	P
Post testExperiment	87.60	3,754	2.010	0.000
Post testControl	76.48			

Source: processed data in appendix B

Based on the calculation results of the independent sample t-test, it is known that the average increase in the experimental group is 87.60, while the increase in the control class is 76.48, so it is known that the increase in the experimental class learning scores is 11.12 greater than the control class. Also known value  $t_{count}$  is 3.754 with a significance of 0.000. Score  $t_{table}$  is 2,010. So it can be concluded that  $t_{count} > t_{table}$  ( $3.754 > 2.010$ ) and the significance value is more than 0.05 ( $p = 0.000 < 0.05$ ), so it can be stated that there is a significant difference in the significant increase in learning outcomes scores in the experimental group and the control group. Thus it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a difference in the learning outcomes of USU Arabic Literature students who are taught using podcast media are better than the USU Arabic Literature students' learning outcomes who are taught not to use podcasts in special (listening) courses.

## 4.2. Discussion

Based on the research results that have been described previously, this section will describe the results of the research, namely the discussion of the results of descriptive analysis and discussion of inferential analysis.

### a. Discussion of Descriptive Statistical Analysis Results

In the discussion of the results of the descriptive analysis, namely the learning outcomes of USU Arabic Literature students in the lecture process through podcast media to istima' (listening) lectures using audio learning media. These two aspects will be described as follows:

#### 1. Special Learning Outcomes' (listening)

The learning outcomes of USU Arabic Literature students are said to be effective if the USU Arabic Literature students in the class achieve a classical mastery level of at least 75% in accordance with classical assessment standards.

##### 1) Special Learning Outcomes (listening) in the Experimental Class.

The results of the data analysis of the initial ability test of USU Arabic Literature students before the istima' (listening) lectures were applied using podcast media showed that of the 28 USU Arabic Literature students as many as 25 USU Arabic Literature students who filled out the questions, and there were 23 USU Arabic Literature students who did not achieve completeness. individuals are below average (gets a minimum completeness score of 70) or 92% and only 2 USU Arabic Literature students reach the Minimum Completeness Criteria (KKM) or 8%, in other words, the learning outcomes of USU Arabic Literature students before the application of media-based learning audio is generally still very low.

The results of the analysis of the istima' (listening) learning outcomes for USU Arabic Literature students after the istima' (listening) lectures using podcast media showed that USU Arabic Literature students who did not reach the Minimum Completeness Criteria (KKM) were 3 USU Arabic Literature students or 12% of this This is because the USU Arabic Literature students do more other activities during the teaching and learning process and there are USU Arabic Literature students who pay less attention to the application of the media. Meanwhile, 22 USU Arabic Literature students or 88% of USU Arabic Literature students have achieved the Minimum Completeness Criteria (KKM) with the numbers obtained according to the KKM standard.

##### 2) Special Learning Outcomes (listening) in the Control Class

The results of the data analysis of the initial ability test of USU Arabic Literature students before the istima' (listening) lecture using podcast media showed that of the 25 USU Arabic Literature students as many as 25 USU Arabic Literature students who filled in the questions, and 23 USU Arabic Literature students who did not complete the test. individuals are below the average (getting a minimum completeness score of 70) or 92%, meanwhile only 2 USU Arabic Literature students who reach the Minimum Completeness Criteria (KKM) or 8% in other words the learning outcomes of USU Arabic Literature students before the lecture media is applied audio-visual based is generally still very low.

##### 3). The results of data analysis of the results of special lectures' (listening)

USU Arabic Literature students after special learning (listening) without using podcast media showed that USU Arabic Literature students in the class who did not reach the Minimum Completeness Criteria (KKM) were 12 USU Arabic Literature students or 48%. do other activities during the teaching and learning process and there are Arabic Literature students at USU who pay less attention to the application of media. Meanwhile, 13 USU Arabic Literature students or 52% USU Arabic Literature students have reached the

Minimum Completeness Criteria (KKM) with the numbers obtained according to the KKM standard.

Based on the explanation above about the learning outcomes of USU Arabic Literature students in the experimental class and the control class, there was a difference because USU Arabic Literature students in the experimental class were more active than the control class. In the experimental class, the interest and curiosity of USU Arabic Literature students was higher because when USU Arabic Literature students studied with audio-visual media, USU Arabic Literature students paid attention to audio-visual shows, where in the audio-visual show it was explained about the material being studied, namely special material. (listening) with the podcast display that is displayed is very interesting, because the audio that is displayed with explanations is quite interesting and varied so that the interest of USU Arabic Literature students to study increases.

This can be compared with the control class which only explains material about istima' (listening) material using the lecture method only, so that USU Arabic Literature students feel very bored in learning. In the experimental class, the collaboration between USU Arabic Literature students in learning and answering questions was higher than the control class. The learning process using podcast media is more interesting and it seems that most of USU's Arabic Literature students are more enthusiastic about participating in the learning process, and the activity of USU's Arabic Literature students is very visible during the audio-visual screening process. Therefore, the learning outcomes of USU Arabic Literature students between the experimental class and the control class showed differences in learning outcomes.

## **2. Discussion of the Results of Inferential Statistical Analysis**

Based on the results of inferential analysis with calculations using SPSS 20, it shows that the pretest and posttest data have met the normality test which is a prerequisite test before testing the hypothesis. The pretest and posttest data were normally distributed because the  $p$  value = 0.05. The results of inferential analysis show that the average score of USU Arabic Literature students' learning outcomes after lectures istima' (listening) using podcast-based lecture media appears The  $p$  value (sig.(2-tailed)) is  $0.000 < 0.05$ , which means that learning outcomes are istima' (listening) USU Arabic Literature students can reach KKM 75. The learning mastery of USU Arabic Literature students after being taught using classical audio-visual media is 75% where there are 22 USU Arabic Literature students who achieve learning mastery, which is 88%.

From the results of the descriptive and inferential analysis obtained, it turns out that "The use of podcast-based learning media that is applied in the classroom as an experimental class has a positive impact on students and is more effective by using media so that USU Arabic Literature students are more active in the teaching and learning process. Thus, in this case it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the learning outcomes of USU Arabic Literature students who use audio-visual media are higher than the USU Arabic Literature students' learning outcomes who do not use audio media.

## V. Conclusion

The use of podcasts affects the listening skills of USU Arabic Literature students USU Arabic Literature. First, the listening skills of USU Arabic Literature students who were taught using podcasts were better than the listening skills of USU Arabic Literature students who were taught using a conventional approach. Second, the listening skills of USU Arabic Literature students who have high learning motivation who are taught using podcasts are better than the listening skills of USU Arabic Literature students who have low learning motivation who are taught using conventional approaches. Third, the listening skills of USU Arabic Literature students who have high learning motivation who are taught using podcasts are better than the listening skills of USU Arabic Literature students who have low learning motivation who are taught using conventional approaches. Fourth, there is no significant interaction between the use of podcasts and the motivation of USU Arabic Literature students on the listening skills of USU Arabic Literature students. This study is a quasi-experimental research, therefore it is recommended for other researchers to conduct more in-depth research on the same problem by applying a more in-depth research method and using variables that are considered influential on the learning outcomes of USU Arabic Literature students.

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