Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.15, No.5, 2024

Students' Acceptance of the "TAKALLAM" Mobile Application for Enhancing Arabic Language Speaking Skill

Hazrati Yahaya[1] Ibrahim Youssef Abdelhamid[2]* Mohamad Nor Amin Samsun Baharun[3]
Nur Hanis Najwa[4]
Akademi Pengajian Bahasa,
Universiti Teknologi MARA (UiTM)
40450 Shah Alam, Selangor, Malaysia
*Corresponding author e-mail: ibrahimyoussef@uitm.edu.my

The research is financed by Universiti Teknologi Mara (UiTM) Shah Alam, Malaysia Research Grant, Geran Inisiatif Akademi Pengajian Bahasa (GIA): 600-TNCPI 5/3/DDF (APB) (001/2023)

Abstract
Technological progress has greatly influenced language learning, necessitating an education system that meets the demands of the 21st century. This article discusses students' acceptance of learning Arabic speaking skills through the Takallam mobile application. This is a quantitative study that uses a questionnaire as a research instrument to obtain data. A total of 186 students were involved in this study. The analysis method used is descriptive. The data obtained were analyzed using IBM SPSS 29 statistical software to obtain the percentage, mean, and standard deviation. The findings of the study show that the students' acceptance of learning Arabic speaking skills through the Takallam mobile application is at a high level. Thus, this shows that the application developed is beneficial to students in learning Arabic speaking skills, and it is compatible with learning in the era of technology that is constantly developing from time to time.
Keywords: Mobile Application, Arabic Language, Speaking skill.
DOI: 10.7176/JEP/15-5-09
Publication date: April 30th 2024

1. Introduction

Realizing that technological sophistication is growing rapidly day by day, the teaching and learning (PdP) process, especially the ability to speak Arabic, also needs to grow in line with the current technological development while putting Malaysia's hopes on par with other developed countries. The changing teaching and learning pattern today needs to meet current needs and needs to be supported by the integration of technology in the field of education. So indirectly, it can form a solid combination, in addition to being able to fulfil the wishes of the Malaysian Ministry of Education (KPM) in placing information and communication technology needs as Shift 7: Utilizing ICT to improve the quality of learning in Malaysia (PPPM Document 2013-2025). Therefore, educators in higher education institutions today need to have innovative skills in implementing PdP that coincide with Industrial Revolution 4.0 (IR4.0). This is because the use of technology has shown a positive impact not only on lifestyle but also on the field of education (Yahaya et al., 2023, Mdhlalose & Mlambo, 2023). In the UNESCO Education Report (2015), it has been reported that mobile technology is the key to providing equal and quality services for everyone. Among the mobile technology innovations that are increasingly prevalent and in demand among students are smartphones, and this is proven through previous research studies (Shamsuddin et al., 2019, Nur Hazwani & Harziah, 2022). Teaching and learning are now more interesting when the use of mobile technology is not only focused on the use of computers alone, but smartphones become a necessity in the implementation of the learning process inside and outside the classroom. The use of smart phones in learning can make it easier for students to access all information and knowledge quickly. Indirectly, it is also capable of being used as one of the teaching aids for language learning. Nevertheless, the practice of using technology-based teaching aids has not yet been fully maximized in the teaching of Arabic, and its use is at a moderate level (Yasim et al., 2016). Learning Arabic speaking skills without using technology-based teaching aids can cause students to become passive in their learning. Therefore, this study aims to identify students acceptance of learning Arabic-speaking skills through the Takallam mobile application.

2. Literature Review

2.1 Mobile Application in Education

The development of information technology and information in the digital era now encourages the application of technology in all fields, including the field of education at all levels. This technological facility is not only useful as a facilitator during teaching and learning but also helps the construction of students' knowledge in a structured and systematic way. This pattern of development further promotes the relationship between each subject and each individual for the purpose of learning. The Malaysian Ministry of Education, through the Malaysian Education Development Plan 2013-2025, hopes that the use of technology can strengthen student learning

through the seventh shift, which is utilizing ICT (Information and Communication Technology) to improve the quality of learning and teaching while also being able to reduce delivery costs and facilitate access to education for all layers without limitations (Ministry of Education Malaysia, 2013). Teaching and learning are now more interesting when the use of mobile technology is not only focused on the use of computers, but smartphones are a necessity in the implementation of the learning process inside and outside the classroom. The use of smart phones in learning can make it easier for students to access all information and knowledge quickly. The program loaded into the smartphone is a mobile application. There are various applications specially designed for mobile technology to make it easier for users to contact friends, surf the internet, manage files, organize schedules, create simple documents, and transfer information anytime and anywhere. Mobile applications at your fingertips can only be downloaded with an internet connection. A wide range of virtual online information can be explored. In fact, the learning process can also be done anywhere. With an increasingly powerful learning system, every person can learn something more effectively.

In addition, learning through mobile applications that are equipped with various multimedia elements such as video, animation, text, audio, and graphics contained in mobile applications makes the teaching and learning process more interesting, fun, and effective (Dony et al., 2018; Ainul et al., 2021). Past studies have also proven that the use of mobile applications in teaching and learning can have a positive impact, among which is injecting motivation to focus more on the information to be delivered (Ghani et al., 2022), being able to help change the behavior of students in a positive direction while supporting the improvement of their learning achievement level, making it easier for students to obtain relevant information anywhere and anytime (Puasa, 2022), and making learning easier and more enjoyable (Daud, 2021). So indirectly, it can meet various learning needs (Firmansyah et al., 2020).

2.2 Speaking Skills in Learning Arabic

Arabic is gaining recognition in the international community as more and more countries realize its importance in international communication. In fact, it is the fifth most spoken language in the world with 319 million speakers (Ethnologue, 2024) and has experienced significant development not only in the Arab region but also in non-Arab countries (Benmamoun, 2017). Even in 1973, it was recognized as one of the languages allowed to be used in the United Nations, apart from English, French, Russian, Spanish, and Chinese (United Nations, 1973). In addition, UNESCO also declares December 18 every year as World Arab Day (UNESCO, 2010). This proves that Arabic is one of the most popular languages in the world. In addition, Arabic is also developing as a world language in the context of global education. This is proven through information provided by the Association of International Educators (2014) which shows an increase in Arabic language enrollment in colleges and universities in the United States. This trend reflects a wider international recognition of the importance of the Arabic language, not only in countries traditionally associated with the language but also globally. The establishment of language centers and educational institutions dedicated to the Arabic language in various non-Arab countries is evidence of the growing global interest in and acceptance of the Arabic language. Malaysia is also one of the countries that has taken steps to introduce Arabic subjects at all levels of education, including higher education. Arabic has been made one of the elective courses in public and private higher education institutes, in addition to being a compulsory course in some faculties. In an effort to achieve the objectives of teaching and learning Arabic at all levels, the role of educators is very important in educating students so that the objectives set are achieved. The general objective of teaching and learning Arabic is to enable students to master the four language skills, namely listening, speaking, reading, and writing, and be able to practice them according to specific themes and situations. Teaching and learning Arabic also aims to provide students with vocabulary, nahu, and sarf methods, in addition to building students' ability to speak Arabic. Speaking skills are among the most important skills, and they also play a role in language learning (Abdelhamid et al., 2022, Ashinida, 2012). In fact, speaking skills are also one of the most complicated skills and they are also considered difficult (Abdelhamid e tal.m 2023, Ghafar & Raheem, 2023). This means that the students must be able to speak Arabic well, and the message to be conveyed must be clear and understandable. In order to ensure that students are able to speak Arabic, educators need to make language teaching a living thing, not just memorizing vocabulary and grammar.

3. Methodology

In this study, the researcher chose a quantitative approach that involved the use of questionnaires. A questionnaire was used to obtain data from students regarding their acceptance of the Takallam mobile application for learning Arabic speaking skills. In the analysis, the researcher used items with a 5-point Likert scale, where (1) strongly disagree; (2) disagree; (3) uncertain; (4) agree; and (5) strongly agree. The use of a 5-point Likert scale can facilitate students' understanding in answering the questionnaire so as not to face misinterpretation in the questionnaire. The construction of the questionnaire was developed by the researcher and then checked and confirmed by the supervisor. In order to ensure that the questionnaire has better validity before

being distributed to the study sample, a pilot study was conducted. Improvements to the questionnaire were made based on feedback from the pilot study. After that, the questionnaire was given to a sample of users. The questionnaire is divided into two parts. Part A is about the background of the respondents. Part B is to identify the level of respondents' acceptance of the Takallam mobile application for learning Arabic speaking skills from the perspective of four themes: ease of use, usability, attitude, and intention. The four themes are based on the technology acceptance model (TAM). The respondents used for this study were UiTM Shah Alam students who attended the Arabic language course level 1 which is a compulsory elective course. A total of 186 users answered the questionnaire. The data collected through the questionnaire was analyzed using SPSS software version 29.0 to obtain the percentage, mean, and standard deviation. The interpretation scale used for mean in this study is as follows:

Table 1 Determination of Levels Based on Min Score

Min Score	Interpretation
1.00 until 2.23	Low
2.34 until 3.67	Medium
3.68 until 5.00	High

4. Results

4.1 Demographic Information

Part A describes the demographic distribution of respondents consisting of gender, age, faculty, semester, and experience using mobile applications in learning subjects / courses / etc.

Table 2 Background of Respondents

Item	**Category**	**Frequency**	**Percentage (%)**
Gender	Male	52	28.0
	Female	134	72.0
Age	19 – 20	18	9.7
	21 – 22	156	83.9
	23 – 24	11	5.9
	25 and above	1	0.5
Faculty	College of Creative Arts (CCA)	22	11.8
	Communication & Media Studies	60	32.3
	Education	45	24.2
	Law	42	22.6
	Academy of Language Studies	17	9.1
Semester	1	65	34.9
	2	43	23.1
	3	78	41.9
	4	-	-
	5	-	-
	6	-	-
Arabic learning background	Yes	149	80.1
	No	37	19.9
If Yes, the period of learning Arabic			
	1-2 years	22	11.8
	3-4 years	28	15.1
	5 years and above	55	29.6
	Under 1 year	44	23.7
Experience using mobile applications in learning subjects / courses / etc...:	No	37	19.9
	Yes	149	80.1
If Yes, length of experience	1-2 years	21	11.3
	3-4 years	16	8.6
	5 years and above	9	4.8
	Under 1 year	59	31.7

The table shows that 72% are female users, and 28% are male users. That shows that female users dominate the number of users. The age of the respondents was divided into four categories: 19–20, 21–22, 23–24, and 25 and above. The survey showed that the majority of respondents were aged 21–22, with a total of 156 respondents and a percentage of 83.9%. The faculty is divided into five faculties: the College of Creative Arts (CCA), Communication and Media Studies, Education, Law, and the Academy of Language Studies. The study found

that the majority of respondents were from the Faculty of Communication and Media Studies, which was 60 students with a 32.3% percentage. In addition, the majority of respondents were found to be in semester 3, with 78 students and a 41.9% percentage. Based on the table, the majority of students have studied Arabic before taking a first-level Arabic course, with a total of 149 compared to 37 who have never studied. The majority of respondents have studied Arabic for five years or more, with a record of 55 students and 29.6 percent. While experience using mobile applications in learning subjects, courses, and others shows a majority of respondents agree with this statement by recording 149 students and a percentage of 80.1%, The length of experience using mobile applications in learning subjects, courses, and others showed less than one year of experience, with a high figure of 59 and a percentage of 31.7%.

4.2 Student Acceptance of The TAKALLAM Mobile Application

Table 3 shows the mean, standard deviation and interpretation of student acceptance of the Takallam's mobile application. The overall mean for all items in this section is 4.228, and a standard deviation of 0.470 is at a high level mean interpretation.

Table 3 Student acceptance of the Takallam's mobile application

No.	Item	Mean	Std. Deviation	Inter.
1	Ease of use	4.141	0.565	High
2	Applicability	4.293	0.468	High
3	Attitude	4.192	0.548	High
4	Intention	4.286	0.557	High
	Overall	4.228	0.470	High

The four items listed in the students' acceptance of the Takallam's mobile application recorded a mean at a high level. The first item, ease of use (M = 4.141, SD = 0.565), The second item, applicability (M = 4.293, SD = 0.468), While the third item is attitude (M = 4.192, SD = 0.548), The fourth item is intention (M = 4.286, SD = 0.557).

4.2.1 Ease of Use

Table 4 presents the results of ease of use. It provides information on easy-to-understand application, easy-to-access application, easy-to-navigate application, easy-to-use application, etc.

Table 4 Ease of Use

No	Item	SD	D	N	A	SA	Mean	Std.	Inter.
B1.1	TAKALLAM Mobile App is an easy to understand application.	0 (0.0)	0 (0.0)	28 (15.1)	93 (50.0)	65 (34.9)	4.20	.680	High
B1.2	I found the TAKALLAM Mobile App easy to access.	0 (0.0)	0 (0.0)	39 (21.0)	99 (53.2)	48 (25.8)	4.05	.684	High
B1.3	The TAKALLAM Mobile App is an easy-to-navigate application.	0 (0.0)	0 (0.0)	25 (13.4)	108 (58.1)	53 (28.5)	4.15	.632	High
B1.4	The TAKALLAM Mobile App is an easy-to-use application.	0 (0.0)	0 (0.0)	25 (13.4)	105 (56.5)	56 (30.1)	4.17	.640	High
	Overall						4.14	0.565	High

Based on Table 4 above, the interpretation of data showed that the ease of use was at a high level with an overall mean score of 4.14 and a standard deviation of .565. All items had a mean average score at a high level. Items with the highest mean values were “TAKALLAM Mobile App is an easy to understand application.” (M = 4.20, SD = .680) followed by “The TAKALLAM Mobile App is an easy-to-use application.” (M =4.17, SD = .640). The next items were “The TAKALLAM Mobile App is an easy-to-navigate application.” (M =4.15, SP = .632), and “I found the TAKALLAM Mobile App easy to access.” (M = 4.05, SD =.684).

4.2.2 Applicability

Table 5 shows the mean, standard deviation, frequency, percentage, and interpretation of applicability. Overall, the mean for all items in this section is 4.29, and a standard deviation of 0. 468 is at a high level mean interpretation.

Table 5 Applicability

No	Item	SD	D	N	A	SA	Mean	Std.	Inter.
B2.1	The course content is well organized.	0 (0.0)	0 (0.0)	17 (9.1)	92 (49.5)	77 (41.4)	4.32	.635	High
B2.2	The learning outcomes provided by topic are clear.	0 (0.0)	0 (0.0)	7 (3.8)	106 (57.0)	73 (39.2)	4.35	.553	High
B2.3	The interface design of the content of the topics is interesting.	1 (0.5)	0 (0.0)	25 (13.4)	99 (53.2)	61 (32.8)	4.18	.694	High
B2.4	Sub-topic content: audio-assisted conversational dialogues, translations and glossaries are appropriate.	0 (0.0)	0 (0.0)	10 (5.4)	98 (52.7)	78 (41.9)	4.37	.584	High
B2.5	Sub-topic content: audio-assisted vocabulary is clear.	0 (0.0)	0 (0.0)	9 (4.8)	106 (57.0)	71 (38.2)	4.33	.566	High
B2.6	Sub-topic content: grammar using video is appropriate.	0 (0.0)	0 (0.0)	11 (5.9)	106 (57.0)	69 (37.1)	4.31	.579	High
B2.7	Sub-topic content: listening exercises using multiple-choice questions and audio are clear.	0 (0.0)	0 (0.0)	10 (5.4)	107 (57.5)	69 (37.1)	4.32	.571	High
B2.8	Sub-topic content: speaking practice using recordings is appropriate.	0 (0.0)	0 (0.0)	7 (3.8)	108 (58.1)	71 (38.2)	4.34	.550	High
B2.9	Sub-topic content: activities using various interactive multimedia elements are interesting.	0 (0.0)	0 (0.0)	7 (3.8)	107 (57.5)	72 (38.7)	4.35	.552	High
B2.10	The overall content of the topic is reinforced with dialogue, vocabulary, grammar, strengthening listening and speaking skills and activities are appropriate	0 (0.0)	0 (0.0)	6 (3.2)	108 (58.1)	72 (38.7)	4.35	.543	High
B2.11	Type of writing is easy to read.	0 (0.0)	0 (0.0)	16 (8.6)	89 (47.8)	81 (43.5)	4.35	.634	High
B2.12	The displayed graphics are interesting.	1 (0.5)	0 (0.0)	23 (12.4)	103 (55.4)	59 (31.7)	4.18	.678	High
B2.13	The colors used are interesting.	2 (1.1)	0 (0.0)	21 (11.3)	100 (53.8)	63 (33.9)	4.19	.717	High
B2.14	The icons are easy to understand.	0 (0.0)	0 (0.0)	19 (10.2)	93 (50.0)	74 (39.8)	4.30	.644	High
B2.15	Navigation buttons work fine	0 (0.0)	0 (0.0)	17 (9.1)	114 (61.3)	55 (29.6)	4.20	.589	High
B2.16	Audio can be heard well	0 (0.0)	0 (0.0)	10 (5.4)	109 (58.6)	67 (36.0)	4.31	.567	High
B2.17	The recorded voice can be heard again.	0 (0.0)	0 (0.0)	12 (6.5)	107 (57.5)	67 (36.0)	4.30	.582	High
B2.18	Animated videos have a clear display.	0 (0.0)	0 (0.0)	14 (7.5)	102 (54.8)	70 (37.6)	4.30	.602	High
B2.19	The background music gives me the motivation to stay focused well.	0 (0.0)	0 (0.0)	16 (8.6)	102 (54.8)	66 (36.6)	4.28	.613	High
B2.20	The user guide provided makes it easy to use the application.	0 (0.0)	0 (0.0)	22 (11.8)	100 (53.8)	64 (34.4)	4.23	.643	High
	Overall						4.29	.468	High

Based on Table 5 above, the interpretation of data shows that the applicability was at a high level with an overall mean score of 4.29 and a standard deviation of 0.458. This shows that using the application was considered to help the student achieve positive outcomes at a high level. All items had a high average mean score. Items with the highest mean values were “Sub-topic content: audio-assisted conversational dialogues, translations and glossaries are appropriate” (M = 4.37, SD = .584) followed by “ The learning outcomes provided by topic are clear”(M = 4.35, SD = 0.553), “Sub-topic content: activities using various interactive multimedia elements are interesting”(M = 4.35, SD = 0.552), “The overall content of the topic is reinforced with dialogue, vocabulary, grammar, strengthening listening and speaking skills and activities are appropriate”(M = 4.35, SD = 0.543), “type of writing is easy to read”(M = 4.35, SD = 0.634). The next items were “Sub-topic

content: speaking practice using recordings is appropriate"(M = 4.34, SD = 0.550), "Sub-topic content: audio-assisted vocabulary is clear" (M = 4.33, SD = 0.566). Whereas min for the following item, "the course content is well organized" (M = 4.32, SD = 0.635), "Sub-topic content: listening exercises using multiple-choice questions and audio are clear" (M = 4.32, SD = 0.571), "Sub-topic content: grammar using video is appropriate" (M = 4.31, SD = 0.579), "Audio can be heard well" (M = 4.31, SD = 0.567).

"The recorded voice can be heard again" (M = 4.30, SD = 0.582), "Animated videos have a clear display" (M = 4.30, SD = 0.602), "the icons are easy to understand" (M = 4.30, SD = 0.644), "the recorded voice can be heard again" (M = 4.30, SD = 0.582), "animated videos have a clear display" (M = 4.30, SD = 0.602), "the background music gives me the motivation to stay focused well" (M = 4.28, SD = 0.613), "the user guide provided makes it easy to use the application" (M = 4.23, SD = 0.643), "navigation buttons work fine" (M = 4.20, SD = 0.589), "the colors used are interesting" (M = 4.19, SD = 0.717), "The displayed graphics are interesting" (M = 4.18, SD = 0.678) and " The interface design of the content of the topics is interesting" (M = 4.18, SD = 0.694).

4.2.3 Attitude

Table 6 shows the mean, standard deviation, frequency, percentage, and interpretation of attitude. Overall, the mean for all items in this section is 4.192, and a standard deviation of .548 is at a high level mean interpretation.

Table 6 Attitude

No	Item	SD	D	N	A	SA	Mean	Std.	Inter.
B3.1	I like to use the TAKALLAM Mobile App.	0 (0.0)	0 (0.0)	33 (17.7)	95 (51.1)	58 (31.2)	4.13	.688	High
B3.2	I am more comfortable using the TAKALLAM mobile application.	1 (0.5)	0 (0.0)	41 (22.0)	93 (50.20	52 (28.0)	4.06	.707	High
B3.3	I am more enthusiastic to learn Arabic	0 (0.0)	0 (0.0)	18 (9.7)	104 (55.9)	64 (34.4)	4.25	.618	High
B3.4	This application makes learning Arabic more fun	0 (0.0)	0 (0.0)	9 (4.8)	110 (59.1)	67 (36.0)	4.31	.560	High
B3.5	I am satisfied to use the TAKALLAM Mobile App.	0 (0.0)	0 (0.0)	20 (10.8)	106 (57.0)	60 (32.3)	4.22	.621	High
B3.6	I feel confident using the TAKALLAM Mobile App.	0 (0.0)	0 (0.0)	23 (12.4)	105 (56.5)	58 (31.2)	4.13	.688	High
	Overall						4.192	.548	High

Based on Table 6 above, the interpretation of data shows that the attitude was at a high level with an overall mean score of 4.192 and a standard deviation of 0.548. All items had a high average mean score. Items with the highest mean values were "This application makes learning Arabic communication more fun" (M = 4.31, SD = .560) followed by " I am more enthusiastic to learn Arabic communication" (M = 4.25, SD = 0.618), "I am satisfied to use the TAKALLAM Mobile App" (M = 4.22, SD = 0.621), "I like to use the TAKALLAM Mobile App" (M = 4.13, SD = 0.688), "I feel confident using the TAKALLAM Mobile App" (M = 4.13, SD = 0.688) and the next items were "I am more comfortable using the TAKALLAM mobile application" (M = 4.06, SD = 0.707).

4.2.4 Intention

Table 7 shows the mean, standard deviation, frequency, percentage, and interpretation of intention. Overall, the mean for all items in this section is 4.192, and a standard deviation of 0.548 is at a high level mean interpretation.

Table 7 Intention

No	Item	SD	D	N	A	SA	Mean	Std.	Inter.
B4.1	I would like to use the TAKALLAM Mobile App regularly to improve my Arabic language speaking skills.	0 (0.0)	0 (0.0)	21 (11.3)	101 (54.3)	64 (34.4)	4.23	.637	High
B4.2	I will continue to use the TAKALLAM Mobile App for further learning.	0 (0.0)	0 (0.0)	24 (12.9)	98 (52.7)	64 (34.4)	4.22	.655	High
B4.3	I will encourage my friends who are studying Arabic to use TAKALLAM Mobile App.	0 (0.0)	0 (0.0)	16 (8.6)	93 (50.0)	77 (41.4)	4.33	.628	High
B4.4	I plan to use the TAKALLAM Mobile App as additional learning material.	0 (0.0)	0 (0.0)	15 (8.1)	97 (52.2)	74 (39.8)	4.32	.616	High
B4.5	I will make the TAKALLAM Mobile App as an additional reference in learning Arabic.	0 (0.0)	0 (0.0)	10 (5.4)	103 (55.4)	73 (39.2)	4.34	.577	High
	Overall						4.192	.548	High

Based on Table 7 above, the interpretation of data shows that the intention was at a high level with an overall mean score of 4.286 and a standard deviation of 0.557. All items had a high average mean score. Items with the highest mean values were “I will make the TAKALLAM Mobile App as an additional reference in learning Arabic” (M = 4.34, SD = .577) followed by “ I will encourage my friends who are studying Arabic language communication to use TAKALLAM Mobile App” (M = 4.33, SD = 0.628), “I plan to use the TAKALLAM Mobile App as additional learning material” (M = 4.32, SD = 0.616), “I would like to use the TAKALLAM Mobile App regularly to improve my Arabic language speaking skills” (M = 4.23, SD = 0.637 and the next items were “I will continue to use the TAKALLAM Mobile App for further learning.” (M = 4.22, SD = 0.65).

5. Discussion

The users' evaluation of the acceptance of the mobile application prototype for spoken Arabic is divided into the following:

a) Ease of use

Findings from student questionnaires show that this application has a high perception of ease of use elements. This is proven when the data interpretation shows an overall mean score of 4.141. This is because this application is easy to understand when it is helped by the guidance displayed in the application, so it does not need face-to-face guidance. In addition, each title has simple objectives and instructions. The majority of students agree that the application is easy to access, does not require any complicated registration and is also user-friendly. The application is also easy to use because most of the icons found in the application are easy to interpret. Since most students rely on the university's WiFi, and some of them do not have high-spec smartphones, then this application can be easily explored.

b) Applicability

Applicability elements play an important role in TAKALLAM applications. The interpretation of the data depicted in the element of applicability is at a high level with an overall mean score of 4.293. This shows that the element of usability is at a high level. The item " Sub-topic content: conversation dialogue accompanied by audio, translation and glossary is clear" obtained the highest score because it is easy for students to learn when the text is accompanied by audio and this makes learning more effective. In addition, it helps students to hear Arabic pronunciation easily and learn to speak Arabic.

c) Attitude

Attitudes and beliefs towards the use of technology in education play an important role in teaching and learning. Data interpretation shows that attitude intention is at a high level with an overall mean score of 4.192. This shows that technology is able to foster students' interest and positive attitude in education, including Arabic language learning. The item with the highest mean value is "This application makes learning Arabic more fun" (M = 4.31). This shows that this application is able to inspire students' mood in a conducive environment because it is more relaxed and fun while also fostering self-learning. Indirectly it can provide a stress-free environment that helps them in learning (Chakravarthy & Venugopal, 2023). In the world of education, elements of fun and education can be integrated to increase motivation and active engagement.

d) Intention

Behavioral intention is the user's desire to use the TAKALLAM application by taking advantage of the technology. Data interpretation shows that behavioral intention is at a high level with an overall mean score of 4.286. This shows that the desire of users to use the application by leveraging technology is at a high level. The item with the highest mean value is "I will make the TAKALLAM Mobile App as an additional reference in learning Arabic" (M = 4.34). This shows that this application is able to be used as a supplementary material other than the textbook. On the other hand, the item "I will continue to use the TAKALLAM Mobile App for further learning." (M = 4.22) obtained the lowest mean, which means that they will not continue to use it in daily life because Arabic is one of the elective subjects offered at the university.

6. Conclusion

A learning application that is also known as "TAKALLAM" which means speak. The application is a digital learning application that acts as a learning support material in displaying learning content and activities in one local application. Developments in current technology have seen the structure and content of learning modules change from the use of books and printed materials to digital modules in the form of applications that have a smaller content design, multimedia and interactive, flexible, easy to carry anywhere, immediate access and further facilitate continuous teaching and learning process. This kind of teaching and learning scenario makes students more motivated and interested in the innovation of complete learning materials and applying pedagogical approaches such as learning through tutorials, activities, drills, and mobile learning as the basis for its implementation. Therefore, interactive, and active exploration of the application through learning tutorials and drills allows students to reflect and improve understanding and mastery of skills through various exercises.

References

Abdelhamid, I. Y., Yahaya, H., & Shaharuddin, H. N. (2023). Assessing the Impact of Gamification on Academic Achievement and Student Perceptions of Learning Arabic Grammar: A Quasi- Experimental Study. *International Journal of Academic Research in Business and Social Sciences*, 13(5), 760 – 773.

Abdelhamid, I. Y., Yahaya, H., Ahmad, N. Z., & Nazmi, M. Z. M. (2022). Foreign LanguageLearning Through Social Media: A Review Study. *International Journal of Academic Research in Business and Social Sciences*. 12(6), 1424 – 1436.

Ainul, M.A., Mu'azah, M. A., Shahida,S. Muhammad S.S., & Wan Mahani, A. (2021). The Effectiveness of Multimedia Elements Integrated into Calculus Learning Using BasiCal Mobile Application. *Proceedings of the International Conference on Mathematical Sciences and Technology 2020.*

Ashinida Aladdin. (2012). Analisis Penggunaan Strategi Komunikasi dalam Komunikasi Lisan Bahasa Arab. *GEMA Online® Journal of Language Studies*. 12(2), 645-666.

Benmamoun, A. (2017). Evolution of Arabic outside the Arab World. Georgetown University in Qatar. www.qatar.georgetown.edu

Dony Rosadi, R. Arri Widyanto,S.Kom.,. Sunarni, (2018). Rancang bangun aplikasi ayo belajar bahasa arab untuk anak usia dini berbasis android [design build application let's learn arabic language for android based early childhood]. *Jurnal Komtika*, 1(2), 29-37.

Ethnologue: Languages of the World, 24th edition. Dallas, Texas: SIL International. Online version: Ethnologue - Arabic

Firmansyah, R. O., Hamdani, R. A., & Kuswardhana, D. (2020). IOP conference series: Materials science and engineering. The use of smartphone on learning activities: Systematic review. In International Symposium on Materials and Electrical Engineering 2019 (ISMEE 2019), Bandung, Indonesia. https://doi.org/10.1088/1757-899X/850/1/012006

Ghafar, Z.N., & Raheem, B.R. (2023). Factors Affecting Speaking Proficiency in English Language Learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*.

Ghani, M. T. A., Hamzah, M., Daud, W. A. A. W., & Romli, T. R. (2022). The Impact Of MobileDigital Game in Learning Arabic Language at Tertiary Level. *Contemporary Educational Technology*. 14(1), 1-18. Daud, W. A. A. W. (2021). *The effectiveness and acceptance of mobile application for Arabic language proficiency elementary at university level*. PhD thesis, Universiti Pendidikan Sultan Idris (UPSI) Tanjong Malim. https://www.unesco.org/en/articles/mobile-technology-key-bringing-education-all- says-un-broadband-

Mdhlalose , D., & Mlambo , G. (2023). Integration of Technology in Education and its Impact on Learning and Teaching. *Asian Journal of Education and Social Studies*, *47*(2), 54–63. https://doi.org/10.9734/ajess/2023/v47i21021

NAFSA: Association of International Educators. (n.d.). Learning Arabic Abroad. Retrieved from NAFSA website

Nur Hazwani, N., & Harziah, A. H. (2022). Penerimaan Pelajar Terhadap Penggunaan Telefon Pintar Sebagai Alat Pembelajaran. *Jurnal Kejuruteraan, Teknologi dan Sains Sosial*, 8 (1) (Special Issue – ICRISC2022) International Conference on Research and Innovation in Sustainable Cities @ PUO

Pelan Pembangunan Pendidikan Malaysia 2013-2025, Retrieved from http://www.moe.gov.my/userfiles/file/PPPM/Preliminary-Blueprint-BM.pdf

Puasa, Bashasunnahar (2022) *Learning Arabic speaking based on standard skills through a mobile gamification approach / Bashasunnahar Puasa.* PhD thesis, Universiti Teknologi MARA (UiTM).

Shamsuddin, N. S. B. (2019). Perbandingan penggunaan telefon pintar untuk tujuan umum dan pembelajaran dalam kalangan pelajar Semester 1 di Politeknik Sultan Mizan ZainalAbidin, Dungun, Terengganu. Proceeding of the Malaysia TVET on Research via Exposition 20191-2 August 2019, Politeknik Muadzam Shah, Pahang.

United Nations Educational Scientific and Cultural Organization-UNESCO. (2010). World Arabic language Day.Retrieved from http://www.unesco.org/new/en/media-services

United Nations. (1973). General Assembly resolution 3190 (XXVIII). Diakses dari https://undocs.org/en/A/RES/3190(XXVIII)

Yahaya, H., Abdelhamid I. Y., Baharun, M. N. A., Shaharuddin H. N. (2023). Learning Arabic Communication Through the 'Takallam' Application: A Preliminary Study. *Journal of Education and Practice*. Vol.14, No.24 Learning_Arabic_Communication-libre.pdf (d1wqtxts1xzle7.cloudfront.net)

Yasim, I. M. M., Lubis, M. A., Noor, Z. A. M., & Kamarudin, M. Y. (2016). The use of teaching aids in the teaching and learning of Arabic language vocabulary. *Creative Education, 7*(3), 443-448. https://scirp.org/journal/PaperInformation.aspx?PaperID=64598.