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The Effectiveness of the FunEasyLearn Application in Improving Arabic Listening Skills of Seventh-Grade Students

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Abstract

The low level of students' Arabic listening skills (maharah istima') requires the use of innovative and interactive learning media to enhance the effectiveness of the learning process. This study aimed to determine the effectiveness of the FunEasyLearn application as an interactive learning medium in improving the Arabic listening skills of seventh-grade students at MTs NU Raudlatus Shibyan Kudus in the 2025/2026 academic year. This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The sample consisted of 26 students from Class VII C as the experimental group and 25 students from Class VII A as the control group. Data were collected through tests, observation, and documentation and analyzed using the Shapiro–Wilk normality test, Levene's test of homogeneity, N-Gain analysis, and the Independent Samples t-test. The results showed that the mean score of the experimental group increased from 58.20 in the pretest to 82.20 in the posttest. The N-Gain score was 0.5734 for the experimental group and 0.4530 for the control group, both categorized as moderate. Furthermore, the Independent Samples t-test yielded a significance value of 0.002 (< 0.05), indicating a significant difference between the two groups. Therefore, the FunEasyLearn application was proven effective in improving students' Arabic listening skills.

1. INTRODUCTION

Arabic listening skills (*maharah istima'*) constitute one of the fundamental language skills that play a crucial role in Arabic language learning. These skills serve as the foundation for the development of other language competencies, as through listening activities students are able to comprehend speech sounds, vocabulary, expressions, and orally conveyed information. However, in the practice of Arabic language instruction, *maharah istima'* remains one of the most

challenging skills for students to master. The low level of students' listening proficiency may be attributed to limited exposure to spoken Arabic, as well as the use of learning media that are insufficiently engaging and unable to adequately facilitate independent listening practice.(Erina Mifta Alvira et al., 2023)

The rapid development of digital technology has created new opportunities for educators to employ innovative and interactive learning media. Interactive learning media incorporate multiple elements, such as text, images, audio, animations, and learning activities, facilitating active engagement between learners and instructional content. Previous studies have demonstrated that the use of interactive media can significantly improve students' learning interest, motivation, and participation in the learning process.(Ali et al., 2025) Therefore, the integration of technology-based interactive learning media may provide an effective solution to overcome the challenges associated with students' low proficiency in Arabic listening skills.

One of the learning media that can be utilized in Arabic language instruction is the *FunEasyLearn* application. This application offers various learning features that integrate audio, visual elements, interactive exercises, and educational games, enabling students to engage in a more interesting and flexible learning experience. In addition to being used during classroom instruction, the *FunEasyLearn* application can also be accessed via smartphones, allowing students to practice their listening skills independently outside regular class hours. Based on a content analysis conducted, the *FunEasyLearn* application provides learning materials and features that support the development of *maharah istima'* in accordance with the needs of Arabic language learning.(Nisa, 2023)

In recent years, numerous studies have explored the integration of digital media into Arabic language learning. Mahbub and Khusnul demonstrated that the use of audiovisual media can significantly enhance students' Arabic listening skills (*maharah istima'*).(Mahbub & Khusnul, 2022) Likewise, Ulfa and Mahmud reported that the *FunEasyLearn* application positively contributes to *istima'* learning.(rizqia ulfa, n.d., p. 2024) Furthermore, Ubaidillah, Hasaniyah, and Al Anshory highlighted that the *FunEasyLearn* application provides various features that facilitate the development of Arabic listening skills.(Moch Ubaidillah & , Nur Hasaniyah, Abdul Muntaqim Al Anshory, 2025) Collectively, these studies suggest that digital media hold significant potential for improving the effectiveness of Arabic language instruction.

Nevertheless, previous studies have generally focused on the use of *FunEasyLearn* for vocabulary (*mufradat*) learning or merely described the application of the platform in *istima'* instruction. Research examining the effectiveness of the *FunEasyLearn* application in improving students' Arabic listening skills (*maharah istima'*) through a quasi-experimental design involving both experimental and control groups remains relatively limited. Therefore, the novelty of this study lies in investigating the effectiveness of the *FunEasyLearn* application as an interactive learning medium in enhancing students' Arabic listening skills through the implementation of a *nonequivalent control group design*.

Based on the aforementioned discussion, this study aims to analyze the effectiveness of the *FunEasyLearn* application as an interactive learning medium in improving the Arabic listening skills (*maharah istima'*) of seventh-grade students at MTs NU Raudlatus Shibyan Kudus in the 2025/2026 academic year.

2. METHOD

This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design.(Syahrizal & Jailani, 2023) The research was conducted at MTs NU Raudlatus Shibyan Kudus during the 2025/2026 academic year. The participants consisted of 51 seventh-grade students, including 26 students from Class VII C as the experimental group and 25 students from Class VII A as the control group. The experimental group received treatment through the use of the *FunEasyLearn* application as an interactive learning medium, while the control group participated in conventional learning activities using the media commonly employed by the teacher.

The study was carried out in three stages: preparation, implementation, and data analysis. During the preparation stage, preliminary observations were conducted, learning materials and research instruments were developed, and the validity and reliability of the test instrument were examined. In the implementation stage, both groups were administered a pretest to measure their initial Arabic listening skills (*maharah istima'*). Subsequently, the experimental group received instruction using the *FunEasyLearn* application, whereas the control group received instruction through the regular learning process. At the end of the treatment period, both groups were given a posttest to assess their final listening skills. Data were collected through tests, observation, and documentation.

The collected data were analyzed using IBM SPSS Statistics. The analysis included the Shapiro–Wilk normality test, Levene's test of homogeneity, N-Gain analysis, and the Independent Samples t-test with a significance level of 0.05. These analyses were conducted to determine the effectiveness of the *FunEasyLearn* application in improving the Arabic listening skills (*maharah istima'*) of seventh-grade students.

3. RESULT AND DISCUSSION

1.1 Description of the Research Object

This study was conducted at MTs NU Raudlatus Shibyan Kudus and involved seventh-grade students. It aimed to examine the effectiveness of the *FunEasyLearn* application as an interactive learning medium in enhancing students' Arabic listening skills (*maharah istima'*). Data were collected through pretest and posttest assessments administered to both the experimental group, which received instruction using the *FunEasyLearn* application, and the control group, which was taught through conventional teaching methods.

Although Arabic language learning at this madrasa has been carried out in accordance with the prescribed curriculum, classroom instruction remains largely dominated by traditional lecture-based methods and limited use of learning media. Consequently, many students encounter difficulties in understanding spoken Arabic conversations, especially those produced by native speakers at a natural pace.

As discussed in the theoretical framework, *maharah istima'* (listening comprehension) is one of the most essential skills in Arabic language learning, as it forms the basis for the development of other language skills, namely speaking, reading, and writing.(Salwa Azizah Rahman et al., 2024)

1.2 Description of Research Data

In this study, two tests were administered: a pretest and a posttest. The pretest was used to measure the students' initial proficiency prior to the implementation of the instructional treatment, while the posttest was conducted to evaluate their proficiency after the treatment had been completed (Muthiy, 2023).

The data analysis revealed that the experimental group achieved a mean pretest score of 58.20, which increased to 82.20 on the posttest. In contrast, the control group obtained a mean pretest score of 49.80, which rose to 73.00 on the posttest. Although both groups demonstrated improvement in their *maharah istima'* (listening comprehension) skills, the experimental group showed a substantially greater gain than the control group, indicating the effectiveness of the instructional treatment.

Table 1. Comparison of Mean Pretest and Posttest Scores

No	Group	Pretest	Posttest
1	Experimental Class	58,20	82,20
2	Control Class	49,80	73,00

1.3 Data Analysis Results

The data analysis was performed to examine the significance of the difference between the pretest and posttest results. The findings revealed a statistically significant difference between students' performance before and after the use of the *FunEasyLearn* application. These results suggest that the application was effective in enhancing students' *maharah istima'* (listening comprehension) skills.

The normality test is a statistical procedure used to determine whether the data are drawn from a normally distributed population.(Nasar et al., n.d., p. 2024) In this study, the normality test was conducted on the pretest and posttest data from both the experimental and control groups using the Shapiro–Wilk test through IBM SPSS Statistics software.

Tabel 2. Normality Test Analysis

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_EKS	.148	25	.167	.946	25	.204
POST_EKS	.135	25	.200	.945	25	.193
PRE_KON	.186	25	.025	.924	25	.062
POST_KON	.145	25	.188	.944	25	.185

. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results showed that data with a significance value exceeding 0.05 were regarded as normally distributed, while data with a significance value below 0.05 were considered to be non-normally distributed.

The results of the normality test on the pretest scores revealed that the significance value for the experimental group was 0.204, whereas that of the control group was 0.062. As both significance values exceeded the threshold of 0.05, the data were deemed to be normally

distributed. Consequently, the assumption of normality was satisfied, allowing the analysis to proceed to the next stage of statistical testing.

The homogeneity test was carried out to assess whether the variances of the pretest and posttest scores between the experimental and control groups were homogeneous.(Nasar et al., n.d., p. 2024) The test was conducted using Levene's Test through IBM SPSS Statistics software.

Tabel 3. Homogeneity Test Analysis

		Levene's Test for Equality of Variances	
		F	Sig.
pretest	Equal variances assumed	.024	.878
	Equal variances not assumed		

The results showed that data with significance values greater than 0.05 met the assumption of homogeneity, whereas data with significance values below 0.05 did not meet this assumption. Therefore, the pretest and posttest data of both the experimental and control groups were considered homogeneous, indicating that the prerequisite for hypothesis testing had been satisfied and that further statistical analysis could be conducted.

Hypothesis testing was conducted to determine whether there was a significant difference between the learning outcomes of the experimental group and those of the control group after the implementation of the *FunEasyLearn* application. Hypothesis testing was conducted to determine whether the proposed hypothesis could be accepted. For this purpose, the N-gain test and the Independent Samples t-Test were employed to analyze the data.

Tabel 4. N-gain Test Analysis

kelas	Mean	N	Std. Deviation
1.00	.5734	26	.24912
2.00	.4530	25	.11107
Total	.5144	51	.20161

The findings indicate that both groups showed improvement in their *maharah istima'* (listening comprehension) skills. Nevertheless, the experimental group achieved a higher mean N-gain score than the control group. This result demonstrates that the use of the *FunEasyLearn* application as an interactive learning medium contributed to a greater improvement in students' *maharah istima'* skills in the experimental group compared to the control group.

Tabel 5. T-test Test Analysis

Data	**Sig.**	**Sig. (2-tailed)**	**Note**
Posttest (equal variances assumed)	0,123	0,002	Accepted (There is a significant effect).

Based on the results of the Independent Samples t-test, the significance value (Sig. 2-tailed) was found to be 0.002. As this value was lower than the significance level of 0.05 (0.002 < 0.05), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This result indicates that there was a statistically significant difference between the groups.

This finding indicates that the use of the *FunEasyLearn* application as an interactive learning medium had a significant effect on improving students' *maharah istima'* (listening comprehension) skills.

4. CONCLUSION

This section contains conclusions that answer the problems and research objectives disclosed in the Introduction section. Written in Times New Roman font size 12pt, single-spaced**.** Based on the findings of this study, the use of the *FunEasyLearn* application as an interactive learning medium was proven to be effective in improving students' *maharah istima'* (listening comprehension) skills at MTs NU Raudlatus Shibyan Kudus. The results showed that both the experimental and control groups experienced improvement in their learning outcomes; however, the experimental group demonstrated a higher increase in both posttest scores and N-gain values compared to the control group. Furthermore, the results of the Independent Samples t-test revealed a significance value (Sig. 2-tailed) of 0.002, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that the use of the *FunEasyLearn* application had a significant effect on enhancing students' *maharah istima'* skills. Consequently, *FunEasyLearn* can be considered an effective and innovative learning medium to support Arabic language instruction, particularly in developing listening comprehension skills.

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