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Audacity: Learning Media Design in Listening Skills for Arabic Special Development Program

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Abstract **:** Audacity is an application that is easy to apply and efficient in making it easier for educators to design listening skill lessons. Therefore, this research aimed to test the effectiveness of the listening skill learning media design using Audacity in the Special Arabic Language Development Program (PKPBA) in Maulana Malik Ibrahim State Islamic University, Malang. Researchers applied quantitative research methods. And based on data collection techniques, this research was classified as experimental research, namely a pre-experimental design by comparing one group pre-test and post-test. The pre-test and post-test applied by researchers was by giving a number of listening skill tests regarding professions. The data obtained was then analyzed using quantitative descriptive techniques with the help of IBM SPSS Statistics 26 in the paired samples test. The results of this research are: First, to be able to use the latest version of the Audacity (Audacity 3.3.2), with quality audio results that are easy for students to digest, you need to set several important features including: 1) Noise Redaction, 2) Normalize, 3) Compressor, 4) Filter Curve. Second, based on the results of the pre-test and post-test, the average difference between the two, namely 14.3. So, from these results that the use of the Audacity application is very effective for learning listening skills at PKPBA. Therefore, the novelty of this research is, learning Arabic by designing learning media using the Audacity very effective for improving students' listening skills in learning Arabic.

INTRODUCTION

Listening skill is a receptive aspect in Arabic learning, besides that there is also reading skill. The receptive aspect will greatly influence other aspects of learning, namely the productive aspect which concerns the ability to use language as a means of oral and written communication.[1] Learning of listening skill is quite central in learning a language because it is the main and first means of language acquisition and second language learning. And from the listening skill, a student

[1] Norbert Schmitt, "Understanding Vocabulary Acquisition, Instruction, and Assessment: A Research Agenda," *Language Teaching* 52, no. 2 (2019): 261–74, https://doi.org/https://doi.org/10.1017/S0261444819000053.

is also able to express what he has heard through speaking and writing. So, it requires choosing the right media and learning strategies from a teacher.[2]

In this millennium era, teachers are required to follow technological developments in developing their pedagogical abilities; in this case teachers are expected to be able to assess their students' abilities objectively and efficiently.[3] Implementing appropriate application technology in designing learning media can be a factor in the success of the language learning process.[4] This has certainly been realized by teachers and educational administrators at the Special Arabic Language Development Program (PKPBA) at Maulana Malik Ibrahim State Islamic University, Malang, with the application of various technologies and learning media designs. As is known, technology and its implementation have led the development of science for more than 40 years.[5] This indicate that learning management in learning Arabic as a foreign language is dynamic and complex. And can be showed in the many variables involved, both from lecturers, students, the learning media implemented, and curriculum.[6]

However, in teaching and learning practices in the classroom, obstacles still often occur with the teacher's inability to provide good listening skill learning media for students. So that the inability of an educator causes ineffectiveness in learning practices in the classroom and makes students unable to at least understand the essence of the material that has been given by the teacher through learning media.[7] Moreover, the curriculum-based learning process needs to be supported by appropriate learning media, one of which is electronic media that is relevant to current developments.[8]

The failure to achieve the learning target of listening skill is of course caused by the background of the students who are native speakers of the language being studied.[9] So, understanding speech in Arabic is quite difficult for them and

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[2] Akhyar Hanif, Adam Mudinillah, and Putri Windi Lailatur Rahmi, "Development of the QUIZIZZ Platform as an Interactive Quiz-Based Learning Media for Arabic Language Lessons at Madrasah IBTIDAIYAH," *International Journal of Membrane Science and Technology* 10, no. 2 (2023): 372–84, https://doi.org/https://doi.org/10.15379/ijmst.v10i2.1207.

[3] Makhi Ulil Kirom and Shofil Fikri, "Istikhdām Taṭbīq Moodle Li Qiyās Kafā'āt Al-Ṭalabah Fī Al-Lugah Al-'Arabiyyah," *Arabia: Jurnal Pendidikan Bahasa Arab* 14, no. 2 (2022): 266–85, https://doi.org/http://dx.doi.org/10.21043/arabia.v14i2.16377.

[4] (Ampa, 2015)

[5] Xieling Chen et al., "Detecting Latent Topics and Trends in Educational Technologies over Four Decades Using Structural Topic Modeling: A Retrospective of All Volumes of Computers & Education," *Computers & Education* 151 (2020): 103855, https://doi.org/https://doi.org/10.1016/j.compedu.2020.103855.

[6] M Kholis Amrullah, Nandang Sarip Hidayat, and Mihrab Afnanda, "Barnâmij Idârah At-Ta'allum Fî Ta'lîm Al-Lughah Al-'Arabiyyah Fî Indûnisiya," *International Journal of Arabic Language Teaching* 4, no. 02 (2022): 206–18, https://doi.org/https://doi.org/10.32332/ijalt.v4i02.5365.

[7] Maria Luisa Garcia Lecumberri, Martin Cooke, and Anne Cutler, "Non-Native Speech Perception in Adverse Conditions: A Review," *Speech Communication* 52, no. 11–12 (2010): 864–86, https://doi.org/https://doi.org/10.1016/j.specom.2010.08.014.

[8] Nur Hidayati and Aciek Ida Wuryandari, "Media Design for Learning Indonesian in Junior High School Level," *Procedia - Social and Behavioral Sciences* 67 (2012): 490–99, https://doi.org/https://doi.org/10.1016/j.sbspro.2012.11.354.

[9] Sowmya Jagadeesan and Jayashri Subbiah, "Real-Time Personalization and Recommendation in Adaptive Learning Management System," *Journal of Ambient Intelligence and Humanized Computing* 11, no. 11 (2020): 4731–41, https://doi.org/10.1007/s12652-020-01729-1.

results in other difficulties. The various difficulties that exist will result in a loss of learning motivation for students.[10] Especially with learning media that does not support their skills. As the results of the researcher's observations in the course of listening skill learning show that the majority of lecturers still depend on the sound contained in the *al-'Arabiyah Lil Hayah* (ALH) application which is often not heard well by students, as well as on the lecturer's voice directly as a media source learning listening skill. In this case, these problems are included in the non-linguistic problems of learning.[11]

There were several studies related to the design of listening skill learning media with the Audacity application and the importance of developing listening skill media. Among them was research that described the use of the Audacity application as a learning medium to attract students' interest in learning Arabic. This research used qualitative methods, namely library research.[12] And also, research that discussed the use of the Audacity application in learning Arabic at the *Madrasah Aliyah* or senior high school level.[13] Meanwhile, researchers in this study used quantitative methods with an experimental model which aimed to test the effectiveness of using the Audacity application in designing listening learning media.

Then other related research is research that produced findings about the steps used in teaching *imla*' (dictation) and the steps used to teach Arabic vocabulary. Detecting and describing the methods used to teach Arabic language elements at *Pondok Darussalam Gontor Ponorogo*.[14] As is known, the dictation learning method requires good listening skills. So, creating good listening learning media is an important factor in the success of listening learning.[15] Meanwhile, this research aimed to test the effectiveness of using Audacity which can be used in designing dictation lessons. As in this research, the steps used in learning dictation are the methods of reading, listening and writing dictation letters, sentences and essays.

From the several studies above, the researcher deliberately researched the listening abilities of students at PKPBA, because PKPBA is one of the units at the

[10] Khalid Hassan Alabri, "The Ideal Methods for Correcting Students' Mistakes and Errors/ الأساليب المثلى في تصحيح أخطاء ومخالفات الطلاب," *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (2023), https://doi.org/10.18860 /ijazarabi.v6i2.21546.

[11] Siti Jubaidah, Imam Asrori, and Syuhadak Syuhadak, "Teaching Arabic Reading Skills For Bahtsul Masail Purpose In Islamic Boarding School/تعليم مهارة القراءة لأغراض بحث المسائل في المعهد," *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (2023), https://doi.org/https://doi.org/10.18860/ijazarabi.v6i2.20976.

[12] Olivia Levan's, Regar Alef, and Musiion Eric, "Utilization of Audacity Applications in Arabic Learning," *Lingeduca: Journal of Language and Education Studies* 1, no. 1 (2022): 1–23, https://doi.org/https://doi.org/10.55849/lingeduca.v1i1.8.

[13] Amrina Amrina, Adam Mudinillah, and M Yusuf Al Ghazali, "Utilization of Audacity Media in Yhe Lesson of Maharah Istima'," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1575–83, https://doi.org/10.31004/edukatif.v4i1.2433.

[14] Wawan Kusnawan, Wildana Wargadinata, and Abdul Wahab Rasyidi, "Teaching Methods Of Dictation And Elements Of Arabic Language/ طرائق تعليم الإملاء وعناصر اللغة العربية," *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (2023), https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/23290.

[15] Alfan Sujefri and Ihda Filzafatin Habibah, "Analysis of Needs to Learn Arabic through Instagram," International Journal of Arabic Language Teaching 5, no. 02 (2023): 245–58, https://doi.org/https://doi.org/10.32332/ijalt.v5i02.7180.

Language Development Center of State Islamic University of Maulana Malik Ibrahim Malang, which has succeeded in developing Arabic language learning effectively and efficiently. With the HATI application, students are able to access Arabic language learning, either guided or independently, learning the listening skills in the application and can be accessed online using a smartphone or laptop. However, on the other hand, the researchers found that students were bored and bored in learning listening skills from the HATI application, therefore the researchers tried to develop the existing application using Audacity and immediately tested it on Syari'ah-1 students of Syariah Faculty, so that the results would be known. Actually, from developing learning listening skills using Audacity.

Based on the explanation above, it is important to carry out this research in order to provide a solution for lecturers or teachers to develop efficient and effective listening skills learning applications according to students' needs so that learning is more interesting, fun and enjoyable with the Audacity application which is fun, convenience, and enabling.

METHOD

This research is quantitative research, or in other words research using methods that aimed to test certain theories or hypotheses by connecting several variables. The existing variables were measured with research instruments so that the data consists of numbers that can be analyzed properly based on statistical rules.[16] Apart from that, based on data collection techniques, this research was classified as experimental research where the learning conditions were arranged in such a way by the researcher according to the needs of the research itself. The experimental model used by researchers was pre-experimental design, namely in the form of one group pretest and posttest.[17] This model was implemented by comparing the condition of students before and after the researcher provides treatment in the form of designing listening skill learning media using the Audacity application.

The population in this research were all PKPBA students in the Syari'ah-1 class for the 2023/2024 academic year, totaling 38 students. The researcher chose to give multiple choice tests and essays using the listening skill learning media which had been designed using the Audacity application for students as a data collection technique. Then the analysis technique used in this research was a quantitative descriptive technique using the IBM SPSS Statistics 26 program. Or

[16] Greta R Bauer et al., "Intersectionality in Quantitative Research: A Systematic Review of Its Emergence and Applications of Theory and Methods," *SSM-Population Health* 14 (2021): 100798, https://doi.org/https://doi.org/10.1016/j.ssmph.2021.100798.

[17] Hilarius Jago Duda, Herawati Susilo, and Peter Newcombe, "Enhancing Different Ethnicity Science Process Skills: Problem-Based Learning through Practicum and Authentic Assessment.," *International Journal of Instruction* 12, no. 1 (2019): 1207–22, https://eric.ed.gov/?id=EJ1201323.

in other words, the researcher implemented the following steps: 1) designed the listening skill learning media using Audacity before finally implementing it into practice questions or tests; 2) assessed the test results that have been given to students; 3) calculating the level of effectiveness of the listening skill learning media design using the Audacity application. Researchers used the T-test formula by running the IBM SPSS Statistics 26 program; 4) describing the results of data analysis; 5) and then providing a conclusion.

RESULT AND DISCUSSION

Steps for Forming Listening Skill Media Using the Audacity Application

Apart from access to this application which can only be accessed on laptop devices.[18] This application has several advantages that are suitable for an educator, namely: 1) it is free and the source code is available under the General Public License; 2) has no restrictions on track length; 3) can import all audio types, such as WAF, AIFF, IRCAM, MP3, Next/AU, and OGG 4) includes high quality sound effects and allows to use LADSPA and VST plug-in effects; 5) provides various undo levels and there is a history of changes made to the audio; 6) The application size is light so it doesn't burden the device. To be able to record maximum sound, it is recommended to use tools such as clip on and microphones.[19]

Before implementing efficient steps in using the Audacity application, it is best to first understand some of the main editing tools in this application, as for the explanation of each main audio tool according to picture 1st below:

Picture 1st: The Main Editing Tools

In sequence from left to right: 1) the first symbol is pause which is used to stop playing sound that has been recorded, or also to stop recording temporarily; 2) the second symbol is play, useful for playing audio that has been recorded; 3) the third is a stop symbol which is used to stop the audio recording being played; 4) the fourth symbol is rewind, useful for redirecting audio playback to the beginning of the project; 5) and the next is an end symbol which is useful for directing to the end of the project; 6) then the record symbol is a useful symbol to start recording an audio project; 7) and the last one is the loop on/off symbol which is useful for automatically repeating audio playback that has been recorded.

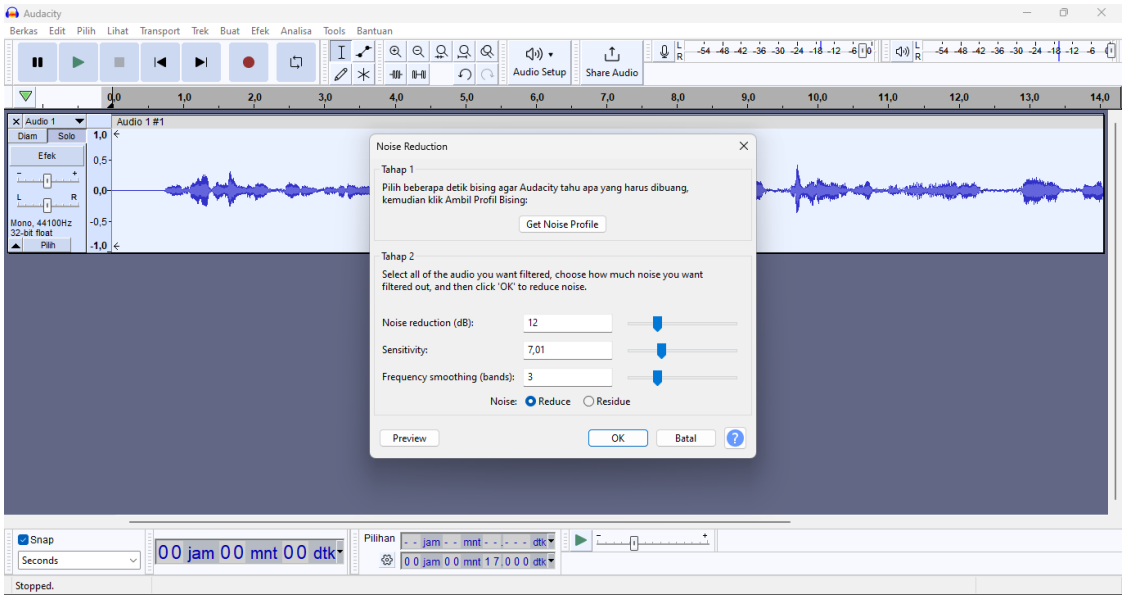
[18] Marie-Michèle Dufour, Marc J Lanovaz, and Patrick Cardinal, "Artificial Intelligence for the Measurement of Vocal Stereotypy," *Journal of the Experimental Analysis of Behavior* 114, no. 3 (2020): 368–80, https://doi.org/https://doi.org/10.1002/jeab.636.

[19] Aisha Azalia et al., "Audacity Software Analysis in Analyzing the Frequency and Character of the Sound Spectrum," *Jurnal Penelitian Pendidikan IPA* 8, no. 1 (2022): 177–82, https://doi.org/10.29303/jppipa.v8i1.913.

The following are efficient steps in using the latest version of the Audacity application (Audacity 3.3.2), to produce quality audio that is easy for students to digest:

a. Noise Redaction

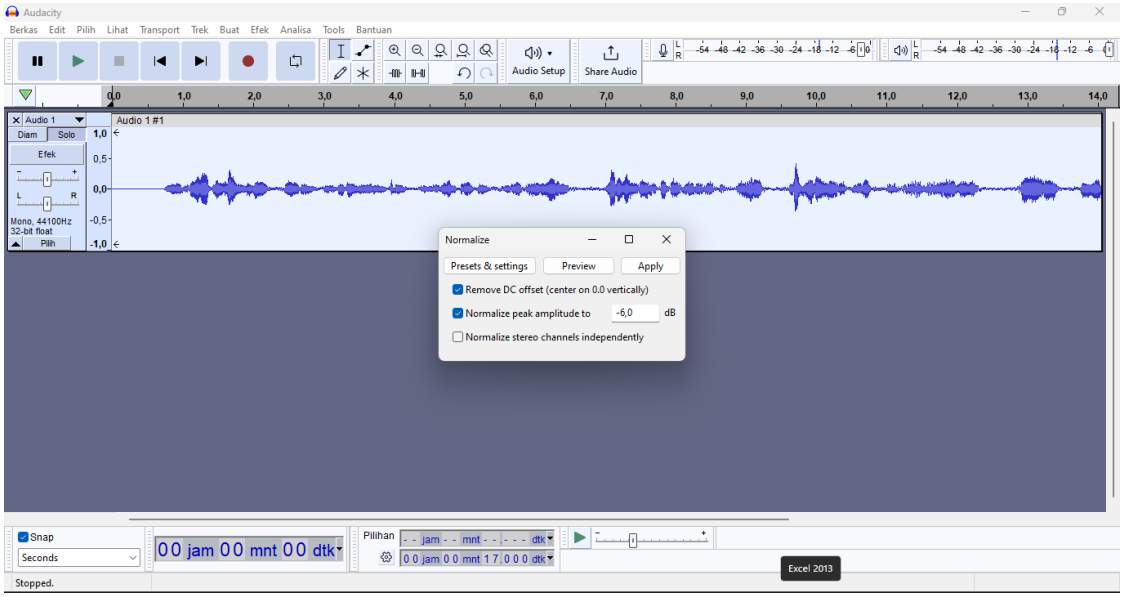
This feature is located in the menu bar in the effects section, then click on Noise Removal and Repair, and select the noise reduction feature. This feature is useful for reducing or reducing unwanted noise in sound. Then the method is to look for the noisy sound by selecting the unwanted track, then go to the noise reduction feature and click get noise profile first so that Audacity knows what to remove. After that, select all the audio tracks by double clicking on the audio track, and set the noise reduction at 12 dB, sensitivity at 6, and frequency smoothing at 3. Then press OK as in picture 2nd and the noise in the audio has been reduced or even lost.



Picture 2rd: Noise Redaction

b. Normalize

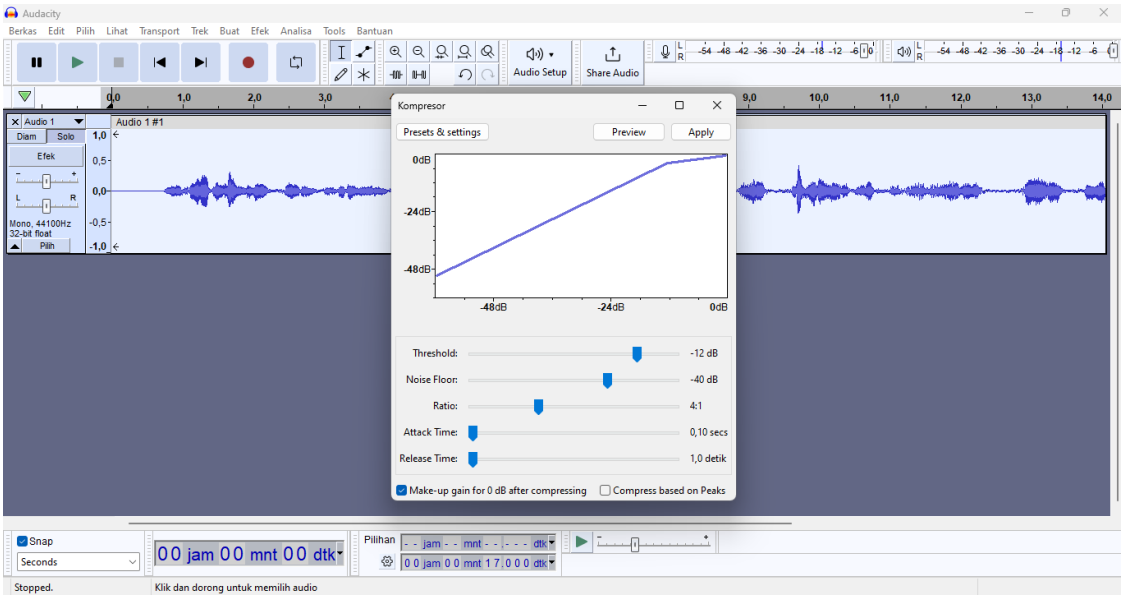
Next is the normalize feature which is useful for restoring sounds whose noise has been reduced. This step is needed because audio that has been reduced will experience a decrease in volume, bass, bass, and so on. Therefore, this feature is important to restore the character of the sound, but the reduced noise will still not appear. The steps are to go to the effect's menu bar, then under volume and compression there is a normalize feature. Then set the normalize peak amplitude to -6.0 dB, then press OK and we have successfully normalized the audio as in picture. 3 normalize.



Picture 3th: Normalize

c. Compressor

This feature is used as an effect that aims to narrow the dynamic range of sound (the difference in volume between loud and weak) by compressing the sound. In general, after this feature is applied to audio, the audio we have created will be denser, like podcast and radio audio. The steps for this compressor are first by going to the effect's menu bar, then going to volume and compression and we will find the compressor button. After that, set the compressor with a threshold of -12 dB, noise floor -40 dB, ratio at 4:1. Or if you are still not satisfied with the audio produced, we can adjust it according to your taste, because there is a preview feature to listen to samples of the sound produced.

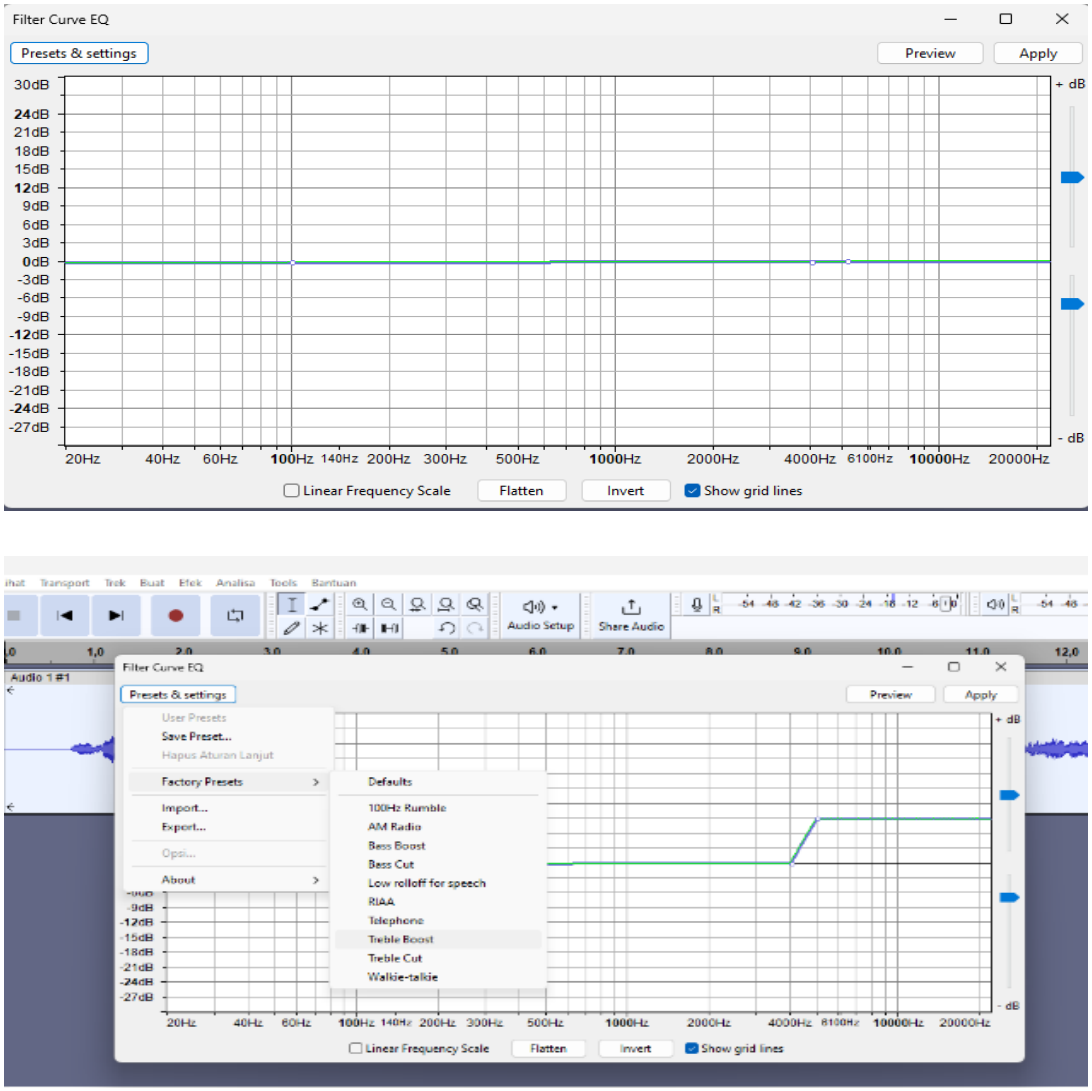


Picture 4th: Compressor

Then, after we have compressed the audio, the next step is noise reduction again, as in the initial steps explained. This step is useful because audio that has been compressed will bring back noisy sounds.

d. Filter Curve

This feature is useful for re-filtering audio components that we feel are not optimal, such as bass, bass and rumble. Generally, this step is done as a finishing step to maximize the audio we create. The steps are first by going to the effect's menu bar as in picture 5th, then in EQ and Filters we select the filter curve EQ feature. Then we will see a graph with a horizontal green line as the center. To maximize bass and bass, we have to go to presets and settings in the top left corner, then click factory presets. There are several options there, to maximize bass, select the bass bust button. Set the frequency point according to taste by dragging the green line to 6-15 dB, meanwhile, to maximize the audio treble, select bust treble, then set the point on the green line by pulling the green line up to 6-15 dB.



Picture 5th: Filter Curve

And the final step is to normalize again, in order to stabilize the volume that has exceeded the limit due to the traffic that we have maximized. The normalize steps are the same as those explained in step point b. And if the audio is as desired, then export the audio by going to the file menu bar.

Effectiveness Of Using Audacity in Listening Skills Learning Media Design at PKPBA

1. Pre-Test Score

Researchers gave and carried out a pre-test on October 11 2023 in the PKPBA Syariah-1 class. The pre-test was carried out to see the level of listening skills, that each student possessed. The pre-test was carried out through 20 professional-themed listening skill essay questions through a voice source, namely the lecturer. Each correct question will be calculated using a certain formula to determine the student's skill level.[20] In this case applying the (n x 5) formula which will produce the highest score of 100. The results of the scores obtained by 38 students in the pre-test are presented in the following table:

NAME	PRE-TEST SCORE
SITI AWALIATUL MAGHFIROH	60
ABIDA RAHMANIA AZIZAH	70
LUNA SABILA AHMADA	85
RAFI HISYAM DARYATIKNA	65
MUHAMAD KHOIRON IKHSAN	70
NAJMA FADIYAH	55
FAHIIMATUS SALIIMAH	65
MUHAMMAD THORIQ AZIZ	65
LIA TSALISA MUNAYYA	80
ZAHRO`UL MUFIDAH	80
MUHAMMAD RAKHA FIRJATULLAH	85
MUHAMAD ROFI ALFIRDAUS	75
FIKRI	70
M. MUFLIH RAHMI AZIZI	80
CLAUDI AULIA WULANDARI	60
ADINDA DWI RAHMAWATI	55
HALIMATUS KHANIFAH AZAHRO	70
CITRA AVIVA UMAIRA	80
DIYU SIFA VALDA MAHARAHNI	85
AHSAN PRAWIRA MUKTI	80

[20] Muhammad Munir, Fathinatul Baqiyah, and Aida Kumala Sari, "Fa'aliyyatu Istikhdam Macromedia Flash 8 Fi Isti'abi Al-Mufradat Al-'Arabiyyah Fi Al-Amien Boarding School Sumenep," *International Journal of Arabic Language Teaching* 2, no. 01 (2020): 1–16, https://doi.org/https://doi.org/10.32332/ijalt.v2i01.1966.

SUN DINA SABILA NAJA	90
SHIFA AZZAHRA	70
SAUSAN SYAZA	75
MUHAMMAD AL FARABI	60
NAILUL MUNA	65
UMMI NUR FADHILLAH	70
ZUHAILATUN NABILAH	80
MUHAMMAD AL FATIH	80
SYLMIYA SALSABILA PUTRI	85
MUHAMMAD NUR AZMIY	70
ILMAN LISMANA	75
M. SIHABUDDIN	85
FATAHILLAH KHUSMU DARSI	85
M. FAROQ ZAAKY SHAHARA	55
FARIKHAH LISA FITRANI	60
DIVA MAYLANA SURYA	75
RIZQIYAH NURIL KHASANAH	65
HEROL ZENZYA	80

Table 1st: Student Scores on The Pre-Test

From the pre-test results presented in table 1, the average listening skill ability of 38 PKPBA Syariah-1 class students when using voice media directly from the lecturer reached 72.6. With the highest score being 90 and the lowest score being 55. In this case it can be concluded that none of the students can reach the maximum of 100.

2. Post-Test Score

The post test was given on the same day as carrying out the pre-test in order to produce more valid findings in measuring a research variable.[21] This aimed to see directly how big and fast the effect of the listening skill learning media design using Audacity was. Researchers treated students by giving questions that were not much different from those in the pre-test, but this time using recorded sound and through an editing process in Audacity. The questions given are as table 2nd list of listening skills questions.

رقم	أسئلة	الإجابات
١.	هو يدير الأرض بزراعة الأرز والفواكه والخضروات والزهور أو غيرها من السلع. ويستخدم الحصاد لتلبية احتياجات المجتمع الغذائية.	الفلاح

[21] Nora Brambilla et al., "The XYZ States: Experimental and Theoretical Status and Perspectives," *Physics Reports* 873 (2020): 1–154, https://doi.org/https://doi.org/10.1016/j.physrep.2020.05.001.

٢.	يقوم بتخطيط المباني، وتصميم أنظمة البناء، والاشراف على تشييد وصيانة هياكل ومرافق البناء، مثل الطرق العامة والسكة الحديدية والمطارات والجسور والموانئ.	المهندس
٣.	يعمل على تطوير ونشر العلوم والتكنولوجيا والفنون من خلال التعليم والبحث وخدمة المجتمع.	المعلم/المدرس
٤.	فهي المدرسة الأولى للطفل. الذي يثقف ويعلم حول المعتقدات الدينية والأخلاق والأعراف.	الأم
٥.	صيد الأسماك في المياه وخاصة البحر باستخدام الشباك أو الأدوات الحديثة للحصول على الأسماك أو غيرها من أنواع الحيوانات المائية.	صَيَّاد السَّمَك
٦.	يقود وينسق ويدير إعداد الخطط والإستراتيجية للجامعة.	مدير الجامعة
٧.	فهو يعمل في السوق، يبيع ويشتري سلعاً لا ينتجها بنفسه، ليجني الربح.	البائِع، التاجِر
٨.	يأتي كل يوم إلى الجامعة ويدرس القانون. واستمع إلى كل شرح من المحاضر الذي كان واقفاً أمام الفصل.	الطالب الجامِعِيّ
٩.	الموظفون المسؤولون عن تنظيف البيئة والمباني والغرف في البيئة المكتبية.	عَامِل التَنْظِيْف
١٠.	مؤسسات التعليم العالي التي تقدم برامج دراسية متنوعة، مثل برامج البكالوريوس والدراسات العليا والدكتوراه في مختلف المجالات.	الجامعة
١١.	فهو يفحص صحة المرضى، ويكون مسؤولاً عن تشخيص الأمراض.	الطبيب
١٢.	هي تساعد في عمل الطبيب، وتهتم بصحة المريض وتعطيه الدواء حسب وصفة الطبيب يومياً.	المُمَرِّض
١٣.	خدم بسرعة في إطفاء الحرائق وإنقاذ ضحايا الحرائق.	المِطْفَأَة
١٤.	شخص الذي لديه خبرة في قيادة الطائرات.	الطَيَّار
١٥.	يحافظ على الأمن والنظام. فهو يوفر الحماية والخدمة للمجتمع.	الشُرْطِيّ/البوليس
١٦.	يحافظ على أمن الدولة ويدعم سيادة الدولة، ويحافظ على سلامة الدولة الموحدة لجمهورية إندونيسيا.	الجندي/العسكر

١٧.	يسوق المركبات مثل السيارات والحافلات والدراجات النارية. ومكلف بأخذ شخص ما إلى وجهته.	السائق
١٨.	يتمتع بخيالٍ عالٍ، ويحكيه كتابياً، كالروايات والقصص القصيرة والشعر والسير الذاتية.	الأديب/القصّاص
١٩.	فهي تساعد في تلبية احتياجات المنزل، مثل الطبخ وتقديم الطعام، والغسل، وتنظيف المنزل، ورعاية الأطفال.	الخادم/الخادمة
٢٠.	يركل الكرة ويراوغها ويضربها برأسه في ملعب كرة القدم. وتهدف إلى إنتاج أكبر عدد ممكن من الأهداف.	الهُدّاف/لاعب كرة القدم

Table 2nd: List of listening skills questions

All questions that have been prepared read by the lecturer clearly and recorded using the Audacity application as described in the steps for forming listening skill media using the Audacity application, so it produced clearer sound.[22] All post-test questions produced scores from each student, and attached in the following table 3rd student scores on the pre-test:

NAME	***POST-TEST* SCORE**
SITI AWALIATUL MAGHFIROH	70
ABIDA RAHMANIA AZIZAH	75
LUNA SABILA AHMADA	85
RAFI HISYAM DARYATIKNA	80
MUHAMAD KHOIRON IKHSAN	90
NAJMA FADIYAH	85
FAHIIMATUS SALIIMAH	85
MUHAMMAD THORIQ AZIZ	80
LIA TSALISA MUNAYYA	100
ZAHRO`UL MUFIDAH	100
MUHAMMAD RAKHA FIRJATULLAH	85
MUHAMAD ROFI ALFIRDAUS	90
FIKRI	75
M. MUFLIH RAHMI AZIZI	80
CLAUDI AULIA WULANDARI	80
ADINDA DWI RAHMAWATI	75
HALIMATUS KHANIFAH AZAHRO	95
CITRA AVIVA UMAIRA	85
DIYU SIFA VALDA MAHARAHNI	85

[22] Amrina, Adam Mudinillah, and Durrotul Hikmah, "Pemanfaatan Aplikasi Audacity Dalam Proses Pembelajaran Maharah Istima' Kelas X Man 1 Solok," *Jurnal Teknologi Pendidikan* 15, no. 1 (2022): 1–8, https://doi.org/https://doi.org/10.24114/jtp.v15i1.

AHSAN PRAWIRA MUKTI	100
SUN DINA SABILA NAJA	100
SHIFA AZZAHRA	80
SAUSAN SYAZA	75
MUHAMMAD AL FARABI	95
NAILUL MUNA	80
UMMI NUR FADHILLAH	90
ZUHAILATUN NABILAH	100
MUHAMMAD AL FATIH	100
SYLMIYA SALSABILA PUTRI	100
MUHAMMAD NUR AZMIY	90
ILMAN LISMANA	75
M. SIHABUDDIN	85
FATAHILLAH KHUSMU DARSI	90
M. FAROQ ZAAKY SHAHARA	80
FARIKHAH LISA FITRANI	85
DIVA MAYLANA SURYA	90
RIZQIYAH NURIL KHASANAH	90
HEROL ZENZYA	100

Table 3rd: Student Scores on The Post-Test

After using Audacity as an application to design listening skill learning media, there were several students who were able to answer the questions with the maximum score while the lowest score was 70. This resulted in an average score of 86.9 from a total of 38 students.

3. T-test test results using the IBM SPSS Statistics 26 program

Testing statistical results using IBM SPSS Statistics 26 which was implemented by researchers to gain knowledge regarding the level of difference in listening skill of PKPBA Syariah-1 class students before (pre-test) and after (post-test) using Audacity as a design application instructional Media. The statistical test carried out by the researcher is a parametric statistical test. So, parametric statistics were useful in testing hypotheses comparatively with existing averages.[23] The hypothesis testing and comparison between pre-test and post-test used a paired test using SPSS 26, and produced the following output:

[23] Mohammed Haneefa Abdul Munas and Mohammed Cassim Sithy Shathifa, "Effectiveness Of Teaching Arabic Language To Different Knowledge Background Students/فعالية تدريس اللغة العربية للطلاب الذين هم ذوو الخلفية المعرفية المتباينة," *Ijaz Arabi Journal of Arabic Learning* 5, no. 2 (2022), https://doi.org/https://doi.org/10.18860/ijazarabi.v5i2.15154.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	72.6316	38	9.84590	1.59722
	post-test	86.9737	38	8.89423	1.44284

Table 3th: *Paired Samples Statistics*

		N	Correlation	Sig.
Pair 1	pre-test & post-test	38	.487	.002

Table 4th: *Paired Samples Correlations*

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-14.34211	9.52742	1.54555	-17.47369	-11.21052	-9.280	37	.000

Table 5th: *Paired Samples Test*

In table 3th paired samples statistics it is known that descriptive statistics from the average of the two scores, pre-test and post-test have an average difference of 14.3. Meanwhile in table 4th is the result of the correlation or relationship between the two variables which reaches a significance of 0.002. As in the basis for decision making in the correlation test, because the significance value of the data is less than 0.05, it can be indicated that there is a relationship between the two variables or between the pre-test and post-test.[24]

As for the table 5th paired samples test, shows sig. (2-tailed) reaches 0.000. As is known in the basis for decision making in the correlation test if sig. (2-tailed) is less than 0.05, then there is a difference or significance between the pre-test and post-test. With the result sig. (2-tailed) it can be said that the use of Audacity in the design of listening skill media in PKPBA Syari'ah-1 class has good effectiveness. This is also in line with the hypothesis in this research, where the Audacity application is able to produce benefits for the development of listening skill.

[24] Rica Wijayanti, Didik Hermanto, and Zainudin Zainudin, "Efektivitas Penggunaan Aplikasi Quizizz Pada Matakuliah Matematika Sekolah Ditinjau Dari Motivasi Dan Hasil Belajar Mahasiswa," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 5, no. 1 (2021): 347–56, https://doi.org/https://doi.org/10.31004/cendekia.v5i1.470.

And apart from that, the Audacity application can not only be used at the Madrasah Aliyah or senior high school level. But also learning listening skill at the tertiary level such as the Special Arabic Language Development Program at the State Islamic University of Maulana Malik Ibrahim Malang in the Syariah-1 class. Innovation in the use of media is very necessary in this era because people use technology such as laptops, smartphones, the internet in their lives.[25] Therefore, as in this research, there were steps for efficient use of the Audacity application in the design of listening skill learning media. Because lecturers and teachers often have difficulty preparing the right media to teach listening while students have difficulty finding the right listening material to practice.[26]

Therefore, the Audacity application is the right software as a tool for developing listening skills learning media at various levels of education. As explained in previous studies in this research, which explains the Audacity application as an application that is able to increase the enthusiasm of students at MTSN 08 Tanah Datar in learning Arabic listening skills.[27] Likewise, other previous research described the role and advantages of the Audacity application in improving Arabic listening skills.[28] However, in this research, the researcher focused more on explaining ways to design good listening skills learning media at the tertiary level and then measuring its effectiveness in the form of experimental research. So, this research resulted in a pre-test and post-test which were carried out using the dictation method as was done at the *Darussalam Gontor Ponorogo* Islamic Boarding School in learning dictation.[29]

Based on this explanation, researchers can determine novelty in this research, namely this research measures the effectiveness of using the Audacity application at the tertiary level, namely at PKPBA, Maulana Malik Ibrahim State Islamic University, Malang, specifically in the Syari'ah-1 class. Apart from that, this research also explains the steps for creating learning media for Arabic listening skills that are easy but produce good sound for learning Arabic listening skills.

[25] Linda Aruan, Risnovita Sari, and Ahmad Bengar Harahap, "Using Prezi Online Software to Improve Teaching Listening Skill.," *International Journal of Education and Literacy Studies* 8, no. 1 (2020): 104–8, https://doi.org/https://doi.org/10.7575/aiac.ijels.v.8n.1p.104.

[26] Elsa Elfiona and M Zaim, "Mobile-Based Media as the Solution in Teaching and Learning Listening Skill," in *Journal of Physics: Conference Series*, vol. 1387 (IOP Publishing, 2019), 12024, https://doi.org/10.1088/1742-6596/1387/1/012024.

[27] Levan's, Alef, and Eric, "Utilization of Audacity Applications in Arabic Learning."

[28] Amrina, Mudinillah, and Ghazali, "Utilization of Audacity Media in Yhe Lesson of Maharah Istima'."

[29] Kusnawan, Wargadinata, and Rasyidi, "Teaching Methods Of Dictation And Elements Of Arabic Language/ طرائق تعليم الإملاء وعناصر اللغة العربية."

CONCLUSION

Based on the results and discussions previously presented, several conclusions were obtained as follows: *First*, to be able to use the latest version of the Audacity application (Audacity 3.3.2), with quality audio results that are easy for students to digest, you need to set several important features including: 1) Noise Redaction, 2) Normalize, 3) Compressor, 4) Filter Curve. *Second*, based on the results of the pre-test that was carried out, the average result was 72.6 and the post-test result reached an average of 86.9. Statistical test of the two test results using the IBM SPSS Statistics 26 program and produces sig. (2 tiles) reaches 0.000. Apart from that, the significance of the two pre-test and post-test variables can also be seen from the average difference between the two, namely 14.3. So, from these results it can be concluded that the use of the Audacity application is very effective for learning listening skills in the Syariah-1 class of PKPBA in the academic year 2023/2024 H. Therefore, the novelty of this research is, learning Arabic by designing learning media using the Audacity very effective for improving students' listening skills in learning Arabic.

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