CHANGING OF ARABIC LANGUAGE LEARNING SOURCES IN E-LEARNING FRAMEWORK

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Abstract: Digital technology has influenced the development of Arabic language learning resources through the design of digital learning frameworks. In other words, it has developed rapidly, changing the traditional system in terms of learning materials. On that basis, this research aims to investigate the transition of Arabic learning resources through four dimensions of language skills; listening, speaking, reading and writing. The research used a qualitative research design with a case study design method based on data collection techniques including interviews, observation and documentation with data triangulation techniques for analysis. The research results show that the change from traditional learning sources to online-based learning sources is in several categories; reading online texts, learning resources through online video media, sources for acquiring loan language with native speakers and using various written media on social media. The findings show that online learning resource interventions can provide opportunities for gradual language acquisition and language productivity.

Keywords: *Creativity, e-learning, online resources, Arabic Learning*

الملخص: لقد أثرت التكنولوجيا الرقمية في تطوير مصادر تعليم اللغة العربية من خلال تصميم أطر التعلم الرقمية. وبعبارة أخرى، فقد تطورت بسرعة، مما أدى إلى تغيير النظام التقليدي من حيث المواد التعليمية. يهدف هذا البحث إلى دراسة انتقال مصادر تعليم اللغة العربية من خلال أربعة المهارات اللغوية؛ الإستماع والكلام والقراءة والكتابة. يستخدم البحث تصميم البحث النوعي مع طريقة دراسة الحالة القائمة على أسلوب جمع البيانات بمقابلة والملاحظة والتوثيق مع أسلوب تثليث البيانات للتحليل. نتائج البحث يدل على أن التحول من مصادر التعلم التقليدية إلى مصادر التعلم عبر الإنترنت يقع في عدة فئات؛ قراءة

النصوص عبر الإنترنت، ومصادر التعلم من خلال وسيلة الفيديو عبر الإنترنت، ومصادر اكتساب اللغة المستعارة من الناطقين بها واستخدام الوسائط المكتوبة المختلفة على وسائل التواصل الاجتماعي. تظهر النتائج أن تدخلات مصادر التعلم عبر الإنترنت يمكن أن توفر فرصًا لاكتساب اللغة تدريجيًا وإنتاجية اللغة.

الكلمات المفتاحية: الإبداع، التعلم الإلكتروني، الموارد عبر الإنترنت، تعليم اللغة العربية

INTRODUCTION

The transition of face-to-face learning systems to online learning has been implemented in several decades. The transition process shows technology on a global scale that has been internalized in the world of education.[1] One of the critical point is to get learning resources that match the learning objectives. As learning resources have an important role in acquiring native language sources and acquiring linguistic elements such as sounds, vocabulary and structures.[2] Through learning resources, the teachers can respond the current developments regarding the management of learning resources as a medium for supporting material. In foreign language learning, learners must have more practice to achieve better improvement in their foreign language performance.[3] Meanwhile, technology provides students with affordability and access to authentic material that supports the learning. Authentic material is promoted for

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[1] Raniah Kabooha and Tariq Elyas, "The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers," *English Language Teaching* 11, no. 2 (2018): 72, https://doi.org/10.5539/elt.v11n2p72.

[2] Wildana Wargadinata et al., "Mediated Arabic Language Learning for Arabic Students of Higher Education in COVID-19 Situation," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 59–78, https://doi.org/10.22219/jiz.v3i1.11862.

[3] Alison Mcgregor and Marnie Reed, "Integrating Pronunciation Into the English Language Curriculum: A Framework for Teachers," *The CATESOL Journal* 30, no. 2010 (2018): 69.

using language learning because it offers learners to have samples of real context applications of how language is used in native language communities.[4]

Material sources are scattered in the digital world have the potential to be more effective and efficient. The spread of digital material has become a trend in the 21st century.[5] The material sources previously presented were in printed form, now we can find various learning sources.[6] As on the website or in educational blogs.[7] Based on the previous statement, a special framework is needed in categorizing Arabic learning resources that are relevant to the learning objectives.

Various suggestions have been present for implementing the online learning process; one of them is using of web technology, such as networking sites, blogs, wikis, and video sharing sites. Among all video sharing sites like Google Video, iTunes, Vimo, Youtube, etc.[8] Youtube is becoming increasingly popular especially among

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[4] Greg Kessler, "Technology and the Future of Language Teaching," *Foreign Language Annals* 51, no. 1 (2018): 205–18, https://doi.org/10.1111/flan.12318.

[5] Manuela Glaser et al., "Designing Computer-Based Learning Contents: Influence of Digital Zoom on Attention," *Educational Technology Research and Development* 65, no. 5 (2017): 1135–51, https://doi.org/10.1007/s11423-016-9495-9.

[6] Justsinta Sindi Alivi, "A Review of Tpack and Samr Models: How Should Language Teachers Adopt Technology?," *Journal of English for Academic and Specific Purposes* 2, no. 2 (2019): 1, https://doi.org/10.18860/jeasp.v2i2.7944.

[7] Afaf Mubarak Bugawa and Andri Mirzal, "The Impact of Web 2.0 Technologies on the Learning Experience of Students in Higher Education: A Review," *International Journal of Web-Based Learning and Teaching Technologies* 13, no. 3 (2018): 1–17, https://doi.org/10.4018/IJWLTT.2018070101.

[8] Tiasa Thasya and Nuril Mufidah, "Pemanfaatan Media Sosial Sebagai Salah Satu Sarana Pembelajaran Maharah Kalam Bagi Mahasiswa International Class Program (Icp) 2021 Di Uin Maulana Malik Ibrahim Malang Selama Masa Pandemi Covid-19," *Armala* 3, no. 2 (2022): 1–21, http://e-journal.iainptk.ac.id/index.php/armala/article/view/921.

young adults.[9] It is a video sharing website that allows people to easily upload, share and view video clips in order to access foreign language learning resources. It is the most used resource for online videos.[10] In addition, institutional platform support is an important role in implementing online learning resources, such as e-learning, online Arabic courses and other media instruments.

Based on previous studies, online-based learning resources have a positive impact on students' language acquisition. As well as the ability to think critically in determining appropriate learning resources.[11] In addition, online learning resources also provide opportunities for students to explore and integrate technology management skills.[12] On that background, a fundamental study of the transition from textbook-based learning resources to online learning resources is still needed. The transition of learning resources is seen from the point of view of each language skill. Based on the statements, this study aims to investigate the transition of Arabic learning resources through four dimensions of language skills; listening, speaking, reading and writing.

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[9] Abang Muhammad Rizkan, Mukhaiyar Mukhaiyar, and Refnaldi Refnaldi, "The Effect of Using Youtube as A Teaching Media on the Students' Listening Skill (The Case of 2nd Semester Students of English Education Study Program of IKIP-PGRI Pontianak)," *Advances in Social Science, Education and Humanities Research* 301, no. Icla 2018 (2019): 286–91, https://doi.org/10.2991/icla-18.2019.48.

[10] Saud Fahad Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives," *Journal of Applied Linguistics and Language Research* 6, no. 2 (2019): 1–17, www.jallr.com.

[11] Jeong Eun Kim et al., "Exploring Flipped Classroom Effects on Second Language Learners' Cognitive Processing," *Foreign Language Annals* 50, no. 2 (2017): 260–84, https://doi.org/10.1111/flan.12260.

[12] Ndeye Bineta Mbodj, "Online Teaching : The Affordances of PowerPoint and YouTube for a More Inclusive Approach," *GATESOL in Action Journal* 30, no. 1 (2020): 91–100.

METHOD

This research used a case study on the transition of textbook-based learning resources to online learning resources. The case study method is used to analyze the phenomenon in depth.[13] It was designed as a qualitative study. The data collection method uses semi-structured interview method which is suitable for qualitative research. Arabic teachers are provided with a semi-structured interview form developed by investigating the literature on learning resources that have switched to an online system. The distribution participant can be seen in the following figure.

Figure 1. Research Participant
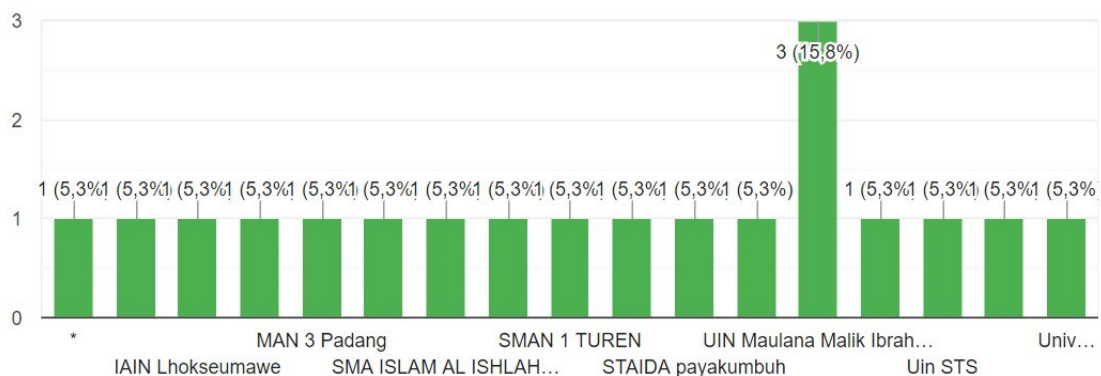
Based on Figure 1, data collection is obtained through several agencies at various levels. In addition to interviews, researchers used limited observation techniques in the online learning process. Documentation is also carried out to take the online learning planning form. On that basis, researchers used triangulation techniques for qualitative research. The analysis model consists of four steps; the researcher collects data about the transition of textbook learning resources to online learning sources. After that, the researcher reduced the necessary data in accordance with the

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[13] Robert K. Yin, "Robert K. Yin Case Study Research Design and Methods, Third Edition, Applied Social Research Methods Series, Vol 5 2002.Pdf," 2003.

research objectives. Then the researcher presents the data and draws conclusions on the analysis that has been done.

Data consists of primary and secondary data. A semi-structured interview form consisting of 4 parts and 20 questions was prepared by the researcher to collect data. The first part of the interview form consists of questions about online learning. The second part contains various questions about learning resources, the third part contains questions about the frequency of internet use and the response to learning based on online learning resources.

RESULT AND DISCUSSION

Online-based learning is a demand in learning Arabic in the 21st century. The need to manage online-based learning resources is a skill needed in learning.[14] As the distribution of online-based learning resources is not limited. This shows the role of teachers in selecting and designing online-based learning resources according to student needs. In illustrating online learning resources, researchers can describe four Arabic language skills; learning resources for listening, speaking, reading and writing skills. The description of the results can be presented as follows.

Resources to learn listening skills

Arabic teachers can take advantage of learning resources in listening skills through online platforms, such as using of YouTube as a medium for acquiring listening skills. As one informant stated that:

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[14] Todd Cherner and Douglas Smith, "Reconceptualizing TPACK to Meet the Needs of Twenty-First-Century Education," *New Educator* 13, no. 4 (2017): 329–49, https://doi.org/10.1080/1547688X.2015.1063744.

I think maybe because students can access from various media to improve their Arabic language, such as Youtube. There, students can learn from videos shared by people, either in the form of children's cartoons or in the form of chants given directly by the person (Interview 5th, Dw).

Through the informant's statement, the transition of listening learning resources can be transferred to the YouTube application. As there is film content and illustrated video that can be accessed by students through the link distributed by the teacher. In addition, if the teacher has better skills to design the material independently, the teacher can design videos and recordings that can be uploaded via the YouTube application, they can be tailored to the learning objectives.

The process of designing learning resources for online-based listening skills is preceded by learning needs and objectives. After that, the teacher can set achievement indicators through predetermined goals. So, the listening learning resource design process can be designed according to your needs. One form of listening learning design design can be described through the following framework.

Table 1. Listening skills learning design

Numb	Competency	Indicator	Learning Design
1	Students can distinguish vocabulary sounds and interpret the meaning of recordings that have been played.	Students can show words, phrases and sentences that have been heard properly and correctly	Model: Guided inquiry Methods: Question and Answer, Discussion, Presentation, Practice, Observation HP, LCD, e-learning, Power point, Google classroom, YouTube

Based on table 1, teachers can determine learning resources through various online applications. This aims to provide variation in learning, so that there is a boost in student motivation in the learning process. In addition, the various uses of online applications can reduce student boredom in a limited interaction process.

The access to learning resources in improving listening skills can be in the form of online media that is presented, such as listening to news using Arabic and using of chat with native speakers. Through these techniques, students can acquire language outside their internal learning environment. The existence of a global community in

correcting interactions using Arabic, as well as the use of learning resources can be illustrated in the following figure.

Figure 2. Listening skills

Based on Figure 1, the listening process carried out by one of the students can provide an alternative online learning resource. If there is a mistake in listening, the native speaker can repeat the question or response, so that students can have the opportunity to acquire Arabic without being limited to face-to-face learning spaces. One of the advantages is that interactions carried out online can shape their perceptions and courage in responding and listening to the other person.[15]

As research findings show that foreign language learners generally show a positive attitude towards the language learned using learning technology.[16] The online learning process can create an interesting and fun learning environment.[17] Through the

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[15] Kathryn Woods, Melissa Gomez, and Michelle Gadson Arnold, "Using Social Media as a Tool for Learning in Higher Education," *International Journal of Web-Based Learning and Teaching Technologies* 14, no. 3 (2019): 1–14, https://doi.org/10.4018/ijwltt.2019070101.

[16] Michael Carrier, Ryan M. Damerow, and Kathleen M. Bailey, "Digital Language Learning and Teaching: Research, Theory, and Practice," *Digital Language Learning and Teaching: Research, Theory, and Practice* 22, no. 1 (2017): 1–264, https://doi.org/10.4324/9781315523293.

[17] Ewa M. Golonka et al., "Technologies for Foreign Language Learning: A Review of Technology Types and Their Effectiveness," *Computer Assisted Language Learning* 27, no. 1 (2014): 70–105, https://doi.org/10.1080/09588221.2012.700315.

role of online-based technology, students can repeat videos, films and recordings that are played through online applications to examine what the conversations or videos mean. With the unlimited time duration in accessing online learning resources, students have the opportunity to practice their understanding in listening skills.[18]

In this case, the teacher can show a link or page that can be accessed by students, so that the teacher can ensure that the content that becomes a learning resource is in accordance with the learning topic. Through controlled supervision, teachers can see the development of students' ability to listen through the indicators specified in the lesson plan. As one informant informed that:

> *Online learning is effective, because they can access various learning materials from media on the internet, such as YouTube and websites, online newspapers, etc. (Interview 16th, Fr).*

Based on this statement, the transition from the textbook learning resource system to an online system requires teachers to improve their professional skills in internalizing technology in the learning process. So, that the learning process is not hampered by the adaptation of teachers to operate technological devices and online-based applications.[19]

Resources to learn speaking skills

Sources of online-based speaking skills demand the capacity of teachers to determine the right media. One of the uses of online learning resources is through the

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[18] Derya Baser, Theodore J. Kopcha, and M. Yasar Ozden, "Developing a Technological Pedagogical Content Knowledge (TPACK) Assessment for Preservice Teachers Learning to Teach English as a Foreign Language," *Computer Assisted Language Learning* 29, no. 4 (2016): 749–64, https://doi.org/10.1080/09588221.2015.1047456.

[19] Jun Jie Tseng, Yuh Show Cheng, and Hsi Nan Yeh, "How Pre-Service English Teachers Enact TPACK in the Context of Web-Conferencing Teaching: A Design Thinking Approach," *Computers and Education* 128 (2019): 171–82, https://doi.org/10.1016/j.compedu.2018.09.022.

HelloTalk application and social media which provide broad interaction opportunities for the global community, especially interactions with native speakers. As the learning resource uses the video-call system in Figure 2, students can respond the interlocutor using the native language of the native speaker. Previously, students were able to find and get acquainted through their social media with native speakers.

Through initial interactions, students can design communication according to the topic of discussion. Then, they can record and show their interactions with native speakers on the class WhatsApp group or upload it on YouTube. As one informant explained that:

> *"This kind of learning process is unique, it requires finding native speakers to communicate. We are very enthusiastic about projects like this, so that we can get to know other insights conveyed by native speakers in the online communication process such as WhatsApp video conferencing. (Interview 2nd, Fz).*

Based on the informant's statement, the learning process developed by the teacher must be innovative towards rapid technological developments. Learning resources can be developed through the use of online platforms. This can encourage students to complete a project given by the teacher. As a design that can be developed, it can be the following framework.

Table 2. Design of Learning Speaking Skills

Numb	Competency	Indicator	Learning Design
1	Students are able to pronounce letters, phrases and sentences according to the theme being studied be heard	Students can say and respond to speech through words, phrases and sentences that have been pronounced properly and correctly	Approach: Scientific Model: Guided inquiry Methods: Question and Answer, Discussion, Presentation, Practice, Observation HP, LCD, e-learning, Power point, Google classroom, YouTube

Based on table 2, the teacher's encouragement contributes greatly to the success of student achievement. In addition, through the role of native speakers, the language acquisition process also runs naturally.[20] One of the informants inform that:

> *"We can exchange information related to insights globally, as well as the experiences of different native speakers. To look for native speakers, we contact them via Facebook or Instagram if they are open minded to communicate, making it easier for us to practice fluency in speaking "(Interview 4th, Fd).*

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[20] Vivian Cook, "Challenging Hidden Assumptions in Language Teaching," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 30–37.

Based on these arguments, online learning resource-based learning can provide student experiences to communicate and create networks globally.[21] Online learning resources available also encourage students to study independently.[22] As the process of independent learning requires high motivation to achieve the specified goals.[23]

Resources to learn reading skills

The process of improving reading skills through online reading sources is spread across various platforms. One of them is through reading the descriptions and narratives available on the website. In addition, students can observe themes that are appropriate to learning in online classrooms. The availability of online learning resources is very flexible.[24] Teachers can adopt Arabic writing that has been selected according to the needs of students, by adjusting the vocabulary learned and the level of

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[21] Marcus Mietzner et al., "Using Bloom's Taxonomy in Social Media Applications," *Umbara* 1, no. 1 (2020): 1–5, https://doi.org/10.1017/trn.2020.1.

[22] Jason Rhode, Stephanie Richter, and Tracy Miller, "Designing Personalized Online Teaching Professional Development through Self-Assessment," *TechTrends* 61, no. 5 (2017): 444–51, https://doi.org/10.1007/s11528-017-0211-3.

[23] Jianhua Bai, Cong Li, and Wen Chin Yeh, "Integrating Technology in the Teaching of Advanced Chinese," *Journal of Technology and Chinese Language Teaching* 10, no. 1 (2019): 73–90.

[24] Robert Blake, "Technology and the Four Skills," *Language Learning and Technology* 20, no. 2 (2016): 129–42.

reading difficulty in a text. As one example of access to reading sources through the following tourist descriptions.

Figure 3. Online Materials Resources

Through Figure 3, teachers can provide accessible link sources, then students can practice their skills and understanding in critical reading activities. If there are difficulties, students can access an online dictionary. So, teachers can control their reading comprehension through the final test. Before that, the teacher can open a discussion room between students. For example, discussions related to vocabulary and difficulties faced by students. So, there is a peer review for students to continue to collaborate in completing the assignment project given by the teacher in understanding online reading texts.

Table 3. Reading Skills Learning Design

Numb	Competency	Indicator	Learning Design
1	Students are able to read letters, phrases and sentences according to the theme being studied.	Students can read and understand the reading text according to the topic of discussion properly and correctly	Approach: Scientific Model: Guided inquiry Methods: Question and Answer, Discussion, Presentation, Practice, Observation HP, LCD, e-learning, Power point, Google classroom, Online Text, Website

Based on table 3, the learning design process for reading skills can be integrated through various reading sources, such as the use of websites, online reading texts and reading Arabic news contained in advertisements and electronic newspapers.

The availability of online-based books and accessible links can also provide insight to students globally.[25] Students can access literature to increase their capacity

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[25] Binbin Zheng, Soobin Yim, and Mark Warschauer, "Social Media in the Writing Classroom and Beyond," *The TESOL Encyclopedia of English Language Teaching*, 2017, 1–5, https://doi.org/10.1002/9781118784235.eelt0555.

in reading skills. The teacher plays a role in assisting and monitoring the things that are needed by students in the reading process.[26] The other findings show that using media online supported with reflective activities.[27] Through access to online learning resources, teachers can choose various platforms and are tailored to the topic of learning.[28]

Resources to learn writing skills

Writing skills are productive skills that require regular practice. As online learning resources for writing skills are very developed. One of them is the use of social media. For example, after students describe an image or write a descriptive narrative, students can upload it on their social media. Like the Facebook, Twitter and Instagram platforms. Several social media platforms can be used as a writing medium.

The online-based writing learning framework can be designed as the following framework.

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[26] Rob Schoonen, "Are Reading and Writing Building on the Same Skills? The Relationship between Reading and Writing in L1 and EFL," *Reading and Writing* 32, no. 3 (2019): 511–35, https://doi.org/10.1007/s11145-018-9874-1.

[27] Fatma Gizem Karaoglan Yilmaz and Hafize Keser, "The Impact of Reflective Thinking Activities in E-Learning: A Critical Review of the Empirical Research," *Computers and Education* 95 (2016): 163–73, https://doi.org/10.1016/j.compedu.2016.01.006.

[28] Marni Manegre and Kashif Ali Sabiri, "Online Language Learning Using Virtual Classrooms: An Analysis of Teacher Perceptions," *Computer Assisted Language Learning* 0, no. 0 (2020): 1–16, https://doi.org/10.1080/09588221.2020.1770290.

Table 4. Writing Skills Learning Design

Numb	Competency	Indicator	Learning Design
1	Students are able to determine words, phrases and sentences according to the theme being studied.	Students can write words, phrases and sentences and interpret them according to Arabic rules properly and correctly	Approach: Scientific Model: Guided inquiry Methods: Question and Answer, Discussion, Presentation, Practice, Observation HP, LCD, e-learning, Power point, Google classroom, social media platforms; Instagram, Facebook, etc.

Table 4 describes an explanation of the sources of learning to write that can be adopted through the design of social media. As social media has become a community need, especially students.[29] So, the teachers can instruct writing assignments on their social media.

The process of writing on social media can provide opportunities for the wider community to correct and even provide suggestions in learning. One of them is through peer reviews conducted by peers, teachers and native speakers in the comments column on social media. Through this access, teachers can control mistakes in writing after

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[29] Rubén Chacón-Beltrán, "Vocabulary Learning Strategies Outside the Classroom Context: What Adults Learn in a Technology-Based Learner-Centred Environment," *Language Learning Journal* 46, no. 5 (2018): 583–93, https://doi.org/10.1080/09571736.2018.1503135.

students report their work in the form of a link that can be accessed online. as the recent findings show that mobile learning within higher education institutions increased student and lecturer collaboration.[30] As one example of the application of online learning resources in writing, which is as follows.

Figure 4. Peer review process

Figure 4 illustrates the opportunity for the global community to provide advice which is commonly called peer review. Resources for learning to write can be clearly instructed through the instructor's instructions. The variety of media can also increase

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[30] Okai-Ugbaje Safiya, Kathie Ardzejewska, and Ahmed Imran, "A Systematic Review of Mobile Learning Adoption in Higher Education : The African Perspective," *I-Managers Journal on Mobile Applications & Technologies* 4, no. 2 (2015): 2017.

their enthusiasm for learning to write.[31] Moreover, social media is very close to the younger generation.[32] In addition, learners are also aware of the material contextually so that it can be applied in the development of language skills.[33] This is a positive impact of using online learning resources by utilizing social media.[34]

Based on the transition of textbook-based learning resources to the online system, it can improve student skills in an integrated manner. In addition, the uploaded documents are also stored on the link which is reported by students without the need to submit exercise notes in the form of a book report. Through the flexibility of technology access, teachers can make the most of it.[35]

One of the uses is that the teacher provides projects for students to manage and access learning resources combined with the ability to use technology, the skills to communicate with the global world with native speakers, form a global insight that is not limited to space and time in learning Arabic. Through the variety and switching of online learning resources, teachers are expected to be able to develop learning

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[31] Lina Lee, "Learners' Perceptions of the Effectiveness of Blogging for L2 Writing in Fully Online Language Courses," *International Journal of Computer-Assisted Language Learning and Teaching* 7, no. 1 (2017): 19–33, https://doi.org/10.4018/IJCALLT.2017010102.

[32] Jonathon Reinhardt, "Metaphors for Social Media-Enhanced Foreign Language Teaching and Learning," *Foreign Language Annals* 53, no. 2 (2020): 234–42, https://doi.org/10.1111/flan.12462.

[33] Fang Chuan Ou-Yang and Wen Chi Vivian Wu, "Using Mixed-Modality Vocabulary Learning on Mobile Devices: Design and Evaluation," *Journal of Educational Computing Research* 54, no. 8 (2017): 1043–69, https://doi.org/10.1177/0735633116648170.

[34] Mohammeed A. AlGhamdi, "Arabic Learners' Preferences for Instagram English Lessons," *English Language Teaching* 11, no. 8 (2018): 103, https://doi.org/10.5539/elt.v11n8p103.

[35] I Putu Indra Kusuma, "Tpack-Related Programs for Pre-Service English Teachers: An in-Depth Analysis on Efforts and Issues of Ict Integration," *Jurnal Cakrawala Pendidikan* 40, no. 1 (2021): 183–95, https://doi.org/10.21831/cp.v40i1.28820.

resources both in the development of online media-based materials. This shows that there is a new ecology in learning Arabic in Indonesia which is not only based on book-based learning resources, but online-based access. Other findings also suggest that new technologies construct authentic and effective interactions.[36]

Transition of online-based learning resources needs to be balanced through teacher controls, because different students have different preferred ways to learn.[37] The ever-changing and increasing variety of locations where students learn based on online learning.[38] As the findings demonstrate that natural language processing can be used successfully to extract information from digital text content.[39] This can be demonstrated through clarity of instructions in accessing online learning resources, feedback from students on responses to teacher instructions and periodic evaluations. As knowing the development of students' abilities in accessing online learning resources in accordance with the topic of discussion and the objectives to be achieved.[40] This is driven by the role of teachers in managing learning according to

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[36] Morteza Mellati, Marzieh Khademi, and Majid Abolhassani, "Creative Interaction in Social Networks: Multi-Synchronous Language Learning Environments," *Education and Information Technologies* 23, no. 5 (2018): 2053–71, https://doi.org/10.1007/s10639-018-9703-9.

[37] Huong May Truong, "Integrating Learning Styles and Adaptive E-Learning System: Current Developments, Problems and Opportunities," *Computers in Human Behavior* 55 (2016): 1185–93, https://doi.org/10.1016/j.chb.2015.02.014.

[38] Suci Ramadhanti Febriani et al., "Arabic Learning for Elementary School During COVID-19 Emergency in Indonesia," *OKARA* 14, no. 1 (2020): 67–80, https://doi.org/10.19105/ojbs.v14i1.3194.

[39] Ritwik Kulkarni and Enrico Di Minin, "Automated Retrieval of Information on Threatened Species from Online Sources Using Machine Learning," *Methods in Ecology and Evolution* 2021, no. November 2020 (2021): 1–14, https://doi.org/10.1111/2041-210X.13608.

[40] Suci Ramadhanti Febriani and Anasruddin Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 1 (2020): 1–11, https://doi.org/10.15575/jpba.v4i1.8221.

superior program standards.[41]

CONCLUSION

This study concludes that the transition of traditional book-based learning sources to online-based learning resources is spread over several categories; using of online reading texts, learning resources through online videos, the absorption of sources for acquiring conversational language with native speakers and using of various media writing applications in social media. The findings show that online learning resource intervention can provide opportunities for language acquisition and language productivity gradually for learner; an increase in the acquisition of receptive skills such as listening and reading and the development of language production competencies; speaking and writing. So, using of online media forms an actual and practical language environment system without being limited by time. This research is limited to use the online learning resources for four language skills, so the further research is still needed with various variables and topics as well as more complex research methods.

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