THE BEST PRACTICE OF LISTENING LEARNING FOR BEGINNERS

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Abstract	This study analyzes Arabic listening learning in the Saudi Electronic University program. This program has been designed based on the Common European Framework of Reference for Languages standards. This study is a qualitative study, and the object of the study is listening learning for beginners in the Arabic-Online.Net Saudi Electronic University program. The research data is an *istima'*/listening learning program for beginners (A1), which is learning at levels 1,2, and 3 in the "Arabic-Online.Net" website of Saudi Electronic University. The data were obtained through participatory observation and documentation. The collected data will be analyzed using Goffman's Framing analysis to see the construction of learning materials in forming student understanding. The results of the study indicate that listening learning for beginners in the "Arabic-Online.net" program is in line with the CEFR A1 standard. Among them are 1) being able to understand simple expressions or phrases, 2) being able to introduce oneself or others, and being able to ask or answer questions about personal information, 3) being able to interact simply, speak slowly, and use easy language, and 4) based on framing analysis, it was found that the framing of content and material showed positive framing, although in technical framing, some negative framing was found, such as speed of speech and availability of supporting features for beginners.
Keywords	Arabic language learning; Common European Framework of Reference for Languages; Listening learning.

INTRODUCTION

In this modern era, it is often found that *istima'* (listening skills) is considered difficult in the learning process. Some of the causes are material that is too difficult so that it does not match the students' abilities, lack of student motivation, teachers who have not fully mastered the learning, and so on. As research related to the problems in learning listening skills, Amindiah found that the problems in secondary schools consist of linguistic and non-linguistic factors. The linguistic factors in question include problems of sound, grammar, and vocabulary, while non-linguistic factors include problems of motivation and differences in student backgrounds (Amindiah, 2020). Similar things were also found in listening skills learning in higher education. Linguistic factors that are obstacles are sound problems, vocabulary problems, and grammar, while non-linguistic factors include lack of self-motivation, limited facilities and infrastructure, heterogeneity of student backgrounds, student textbooks, and inadequate learning evaluations (Huda, 2020). More generally, Abdilah and Farisi examined the problems of Arabic language learning in schools with a systematic literature review (SLR) based on the keyword "Arabic language learning in schools". From various studies that emerged in the period 2015 to 2022, the most dominant problems are non-linguistic problems, which include factors of incompetent teachers and low motivation and interest of students in learning (Abdilah & Farisi, 2023).

One of the efforts to answer these non-linguistic problems is the emergence of a special Arabic language learning platform, one of which is Arabic-online.net, which was initiated by the Saudi Electronic University. Arabic-online.net is an online Arabic language learning program designed by the Saudi Electronic University. This program is used online, making it easier for students to access it wherever they are. This program has a vision of expanding Arabic throughout the world, so with this program, Saudi Electronic University wants to provide quality education for non-Arabic speakers, meeting the latest international standards and best practices in language learning and teaching, through a pioneering online approach that helps spread Arabic language and culture throughout the world (Saudi Electronic University, 2024). This program covers Arabic language and culture materials. In addition, this program is enriched with interesting materials, including videos, story texts, practice questions, Arabic language rules, and new vocabulary (Mahmudah & Mustofa, 2023). These various things are intended to prevent students from feeling bored in the learning process. As explained by Traifeh, currently, there are still many Arabic language learning activities that are monotonous, do not encourage critical and analytical thinking,

and are only centered on teachers. Therefore, this online learning program will help students improve their Arabic language skills in an innovative way that enables them to compete in the global community (Traifeh, 2019).

As is known, Arabic-online.net has used international standards in language learning, namely the Common European Framework of Reference for Language (CEFR). CEFR itself is a framework for learning foreign language competencies initiated by Europe and is currently included in international standards (Musthofa, 2022). CEFR is also used as a reference for material design and evaluation of Arabic-online.net, Saudi Electronic University, which greatly helps non-native speakers in improving their Arabic language skills. This can be seen from the division of the main materials in learning. In this program, there are sixteen (16) levels used for listening learning. These sixteen levels are divided into six CEFR levels, namely A1 (beginner) at levels 1-3, A2 (basic level) at levels 4-6, B1 (intermediate level) at levels 7-9, B2 (upper intermediate level) at levels 10-12, C1 (advanced level) at levels 13-15, and C2 (upper advanced level) at level 16. Each level has several themes and titles of learning materials. In this study, the researcher will analyze listening learning at the beginner level, namely levels 1 to 3. Because listening skills itself is the first skill that students learn when learning a language.

However, after conducting observations on the Arabic-online.net program, especially at the beginner level, there are several things that are considered not in accordance with the CEFR standards. In the listening learning at levels 1, 2, and 3 which must meet the demands of the ability standards, namely 1) understanding simple expressions or phrases, 2) being able to introduce oneself or others, and being able to ask or answer questions about personal information, 3) being able to interact simply, speak slowly, and use easy language, this program presents material content that is in accordance with the demands of CEFR A1, vocabulary that is suitable for beginners, and simple language rules to help understand the conversation.

Another thing to highlight here is that the listening learning videos in Arabic-online.net for beginners to advanced (A1 to C2) have the same template. The video contains a conversation between two or more adults, the content of the material is in accordance with the title, and the duration of the video ranges from 3 to 5 minutes. For beginners and intermediate levels, this duration is appropriate, but for advanced levels, the duration is too short, which causes the material to be considered easy. So it can be said that some videos in the program are appropriate and some are not appropriate for the student's ability level. Even so, the listening learning theme in this

program has been adjusted to the CEFR standard, so it greatly facilitates the learning process.

From the explanation above, the researcher found that the listening learning in the Arabic-online.net program was appropriate, and some needed to be re-evaluated. To get a more accurate conclusion, it would be better if a deeper study was conducted on this program. However, due to limited ability and time, the researcher will only examine a few things, including "How is listening learning for beginners on Arabic-online.net based on CEFR (A1)? What is the level of feasibility? How is the application of the program good for listening learning in class?" For the third question, it is an idea taken from the online learning class on Arabic-online.net.

As in previous studies, it explains that Arabic-online.net is not a newly launched program. Several previous studies have discussed how this program is utilized in Arabic language learning. In a study conducted by Sulaiman Alshathri on online learning at Saudi Electronic University, he stated that the Saudi government is trying to answer the challenges of online Arabic language learning with the platform. However, some students want face-to-face learning, in addition to online learning. Therefore, Sulaiman described how blended learning is carried out by the Saudi Electronic University in the Arabic-online.net program (Alshathri et al. 2015). Another study conducted by Wafa Hafez focused on the evaluation of learning in the Arabic-online.net program (Hafez, 2022). This study analyzed the learning evaluation used in Arabic-online.net. for non-Arabic speakers. The results of the study indicated that this program includes learning evaluation criteria in all domains of its program, so it can be a reference in evaluating Arabic language learning for non-speakers.

As online learning develops, this program has received a lot of attention because of its advantages, such as being generic and freely accessible. Therefore, research conducted by Zubaidah et al. on website-based Arabic language learning applications states that the Arab-Onlinet.net program is one of three comprehensive and easily accessible website-based Arabic language learning applications, besides learning.aljazeera.net and voiceofarabic.net (Kardena et al. 2020). The results of this study also strengthen the research of Alshathri & Male, which shows that this program was created to meet the demands of the development of current Arabic language learning by implementing a blended-learning system (Alshathri et al. 2015). Alowaydhi also then analyzed the evaluation system at Arab-Online.net based on Total Quality Control. The results showed that this program included evaluation criteria across its domains, which serve as a reference for evaluating Arabic language learning for non-native speakers (Alowaydhi, 2023).

In addition, various other studies have also analyzed in more detail its implementation in the Arabic language learning process in the Indonesian context. Khairunnisa examined the implementation of this program in supporting Arabic language learning at MTs Negeri 1 Malang (Khairunnisa, 2018), while Amalina researched its implementation on the listening material at MTs Negeri 3 Banjarmasin (Amalina, 2022). Both studies show that the use of this learning program shows a high level of effectiveness and increases students' learning motivation, and provides learning experiences with native speakers. Both studies also show the suitability of using this program for secondary school level in Indonesia. However, Mardliyah emphasized that this program functions as a "support" in the learning process, not as a substitute for the face-to-face learning system in the classroom, because there are values that cannot be replaced by the program from the presence of teachers in the classroom, especially in learning in secondary classes (Mardliyah, 2020).

From the various studies that have been conducted above, several research gaps were found. The Arab-Online.net program is a recommended program in the universal Arabic language learning process, as recommended by Kardena et al. (Kardena et al., 2020), which also strengthens two previous studies conducted by Alshathri & Male (Alshathri et al., 2015) and Alowaydhi, which shows that this program has met quality standards for use in various learning processes (Alowaydhi, 2023). The implementation of this program has also been tested for its effectiveness by Khairunnisa (Khairunnisa, 2018) and Amalina (Amalina, 2022) and showed satisfactory results at the secondary school level by analyzing the listening learning materials. The various studies have not discussed the evaluation of this program from the perspective of foreign language learning evaluation in order to be worthy of being a universal language learning program. Therefore, this study focuses on analyzing the Arab-Online.net program within Goffman's framing theory (Goffman, 1974) to highlight how Arabic-Online.Net frames the learning experience of participants through the content and technical structure of the program to meet the framework of learning assessment evaluation, especially the Common European Framework of Reference for Languages (CEFR) as one of the international standards in foreign language learning.

METHOD

This study focuses on the Arabic-Online.Net program from Saudi Electronic University, especially on listening skill learning for beginners (A1), which is learning at levels 1,2, and 3. The data source is taken from the Arabic-Online.Net website by the Saudi Electronic University. The program can be accessed independently; by registering as a participant, it will be easy to get the data needed. The researcher has participated in the Arabic-Online.Net learning program during this research and experienced the learning process directly. The researchers participated in this program from 2018 to 2025. So that data can be collected through participatory observation and documentation.

In this program, the researchers participated in learning from level 1 to 16. The researcher registered as a participant on the Arabic-online.net website, then took a placement test to determine the level of language ability, after which the score would appear immediately. At this stage, the researcher was placed at a level that matched his language ability, namely at level 13. After reaching level 13, the researcher could continue to the next levels by completing all the learning in the program. In addition, the researcher could also repeat the learning at the previous level (level 1 to 12). At the time the research was taking place, the researcher had completed all levels and had attended online classes held every week according to the schedule.

After the data was collected, the researcher began to analyze it. In data analysis, the researcher used framing analysis. In this context, Goffman's framing theory (Goffman, 1974) was used to highlight how Arabic-Online.Net frames the learning experience of participants through the content and technical structure of the program. According to Goffman (1974), framing is a way to shape the perception of reality by structuring certain information. Therefore, this analysis will help researchers find the construction of the listening learning material presented on Arabic-Online.Net in shaping participants' understanding of Arabic. After the data has been analyzed, the researcher begins to draw conclusions that will be the results of the research itself.

FINDINGS AND DISCUSSION

Findings

"Arabic-Online.net" Saudi Electronic University

"Arabic-Online.net" is an Arabic language learning application designed by Saudi Electronic University (Saudi Electronic University, 2024). This application is an online-based application that

can only be used on the Saudi Electronic University website (Mardliyah, 2020). Like most Arabic language learning applications, this application is designed very attractively, especially the voice-overs done by native Arabic speakers, thus increasing the interest of its users. In addition, students can use it for free, and it is equipped with online meetings with native teachers from the Saudi Electronic University. This application can be used at any time, so it will not be a problem if there is a time difference between the participant's country and the time in Saudi Arabia. Before using the "Arabic-Online.net" program, participants will be asked to take a standard language test by answering the questions provided. The results of this test will determine the participant's language level, so that he will get a portion of learning according to his ability level.

In the "Arabic-Online.net" program, there are four language skills, namely listening (*istimā'*), reading (*qirā'ah*), speaking (*kalām*), and writing (*kitābah*), as well as Arabic language rules (Hafez, 2022). However, currently, all participants have not been able to participate in speaking skills learning, because speaking skills materials are only available in online classes with a predetermined schedule. Even so, the other three skills are able to help students improve their Arabic language skills, supported by the application of Arabic language rules that are appropriate to the language level.

Figure 1. Arabic Language Learning (Saudi Electronic University, 2024)

"Arabic-Online.net" has sixteen levels of learning. The sixteen levels of learning contain six module units, and each unit contains four themes of teaching material titles. So that each level of learning contains 24 teaching material titles, each title has vocabulary material, reading text, audio or video teaching material, and practice questions. In this package, "Arabic-Online.net" contains 796 main interactive videos, 6,320 images, 10,076 exercises, and 12,000 sound files (Saudi Electronic University, 2024). All participants are expected to be able to complete the learning materials along with practice questions, so that they can achieve the expected goals. In addition, every time they complete one unit of the learning theme, participants will receive a certificate containing the value

of the learning. If the value is as expected, then the learning can be continued. Conversely, if the value is still far from the standard, it is advisable to repeat the learning at the same level.

Figure 2. Assessment at Each Level (Saudi Electronic University, 2024)

Listening Skills Learning for Beginners in the "Arabic-Online.net" Program

In "Arabic-Online.net", listening learning is given at each level. For beginners (A1), learning is given at levels 1, 2, and 3. The learning is in the form of Fusha Arabic videos whose level of difficulty is adjusted to the learning level. In listening learning, there are four stages, namely the stage of learning new vocabulary, practicing vocabulary questions, listening to videos, and practicing questions from videos. These stages will be described as follows. First, learning new vocabulary, namely, vocabulary in videos that have just been learned by participants. The vocabulary is equipped with the meaning of Arabic words, examples of their use in sentences, and images that clarify the meaning of the vocabulary. In learning vocabulary, participants will find it very easy to understand because the images provided are very helpful, as well as how to use them in the sentences presented in easy sentences. In this stage, participants are expected to master the new vocabulary well and its use in sentences.

Figure 3. Listening Skill Learning (Saudi Electronic University, 2024)

Second, vocabulary practice questions, namely, providing practice questions related to new vocabulary that participants learn. The practice questions are in the form of connecting words, filling in empty columns with available words, and completing incomplete sentences with new vocabulary. From this practice question, participants are expected to be able to apply or practice what they learn. Third, listening to Arabic videos, namely, participants are asked to listen to Arabic Fusha according to the theme. In this stage, participants will be asked to listen to videos spoken directly by native speakers, which will help participants improve their Arabic listening skills.

Figure 4. Listening Practice Questions (Saudi Electronic University, 2024)

Fourth, practice questions from the videos that have been listened to. Practice questions are used to ensure how far participants understand the video, as well as a benchmark for whether the participants' abilities are in accordance with the standards at the level being studied. If participants have successfully passed these practice questions, it can be said that they have mastered the video being studied and will proceed to the next material. However, if participants still find it difficult, it is recommended to repeat the initial material until they are able to master the material optimally.

Table 1. Listening Learning Level Based on CEFR
(Saudi Electronic University, 2024)

No	Level	CEFR Levels
1.	1-3	A1 - Beginner
2.	4-6	A2 - Basic
3.	7-9	B1 - Intermediate
4.	10-12	B2 - Upper Intermediate
5.	13-15	C1 - Advanced
6.	16	C2 - Proficient

Referring to Table 1 above, it can be seen that the listening learning materials are available at all levels of learning. These materials are also adjusted to the level of learning, so that they are in accordance with the abilities of the participants. Participants who are capable at the beginner level

will not study the materials at the intermediate or advanced level. This is what makes listening learning easy to achieve the expected goals.

Table 2. Listening Skills Learning Theme for Beginners (Level 1-3)

(Saudi Electronic University, 2024)

Level	Theme	Title
1	1. at-Tawāsul ma'a al-Akharīn	At-Ta'rīf bi al-Dzāt, at-Tahiyāh wa al-Wada', Tabādul Arqami al-Hawātif, al-'Umur wa makan as-Sakan
	2. Fī al-Jāmi'ah	Al-Jāmi'ah, Qā'atu al-Muhāḍarah, Markazu al-Lughah al-'Arabiyah, Maktabatu al-Jāmi'ah
	3. al-Jinsiyah wa al-Balad	Al-Jinsiyah, as-Suāl 'an al-Jinsiyah, al-Hadīst 'an Baladik, at-Ta'āruf ila al-Muhīṭ min haulik
	4. al-Ā'ilah	At-Ta'rīf bi Afradi al-Usrah, at-Ta'rīf bi al-Aqārib, Baitu Jaddī, at-Ta'āruf min Khilāli al-Intirnit
	5. al-Hayāt al-'Āmmah	Syirā'u malābis min Matjar, Syirā'u Kutubin, Syirā'u Mawād Asāsiyah li al-Manzil, Waṣfu al-Matjar Kitābatan
	6. al-Wajbah wa al Ghidzā'	Al-Hadīst an Muhtawayāt al Wajbah, Tharīqatu I'dādi Wajbah, Tabādul al-Ārā' Haula Syirā'i Wajbatin, Kitābatun 'an Wajbatika al-Mufāḍalah
2	1. al-Zaman	Ayyāmu al-Usbu', al-Asyhur al-Hijriyah, al-Asyhur al-Miladiyah, Jadwali al-Usbū'i
	2. al-Munakh	At-Ṭaqsu, Wasfu Hālati al-Jaww, at-Tartīb li rihlati Nihāyati al-Usbū'
	3. al-Riyāḍah	Riyāḍatuka al-Mufaḍalah, as-Su'āl 'an al-Riyāḍah, Riyāḍāh Nihāyata al-Usbu', Waṣfu Lā'ibika al-Mufaḍal
	4. al-Ri'āyah al-ṣihiyah	Mau'idu ma'a aṭ-Ṭabīb al-Asnān, al-'ilāj fī al-'Iyādah, Kaifiyah al-Muḥāfaẓah 'alā al-Asnān, Waṣfu Hālati Ṭifli al-Marīḍ
	5. al-Amākin wa at-Tanāqul	Waṣfu Makāni Maḥaṭah Bensin, as-Su'āl 'an Aqrābi Makhbaz, Qaḍa 'Uṭlati al-'Īd
	6. al-Bayt	Waṣfu Muqtanayāt al-Manzil, al-Baḥsu 'an-Syāqah, 'Aqdu Isti'jār Syāqah, a- Ittiṣāl ma'a 'Āmil al-ṣiyānah
3	1. Qira'āh	Madza Tufadhil an Taqra'?, Su'al al Ashdiqa' 'an al Qira'ah, Niqasy haula Maqalati Maqru'ah, Washfu Kitabatika al Mufadhal
	2. Jismu al-Insān	A'dha'u Jismu al Insan, al 'Inayah al Syakhsiyah bi al Jism, Niqasy Haula al Ath'imah al Shihiyah, al Jism al Mitsali
	3. al-Fanādiq	Al-Tauṣiyyah bi al-Funduq, al-Hajzu bi al-Funduq, Mugādarah al-Funduq, Khidmatu al-Funduq
	4. al-Munāsabāt	Da'watu Syakhshin li Hafli Zafaf, al-Ta'ziyah, Munāsabatu al-Takharuj, al-Tartīb li Hafli Takharruj
	5. al-Iqtiṣād al-Manzili	Daf'u Fawātir al-Manzil, Niqāsy 'Āili Haula Tawfīri al-Mā' wa al-Kahrubā', Syirā'u al-Sayyārah, Waḍ'u Qāimati Tasawwuq
	6. al-Taqaddum li Wadzīfah	Muqābalatu 'Amalin, Mahammāt Muwaẓaf, Taqdīm Muwaẓaf Jadīd 1, Taqdīm Muwaẓaf Jadīd 2

The table above explains that learning at levels 1 to 3 (beginners), each level has six learning units. Each unit has listening material that is in accordance with its standards. Each unit has four material titles, where each title includes learning *mahārah istimā'*, *kalām*, *qirā'ah*, *kitābah*, new vocabulary, and language rules and practice questions at the end of each lesson. Especially in listening skills, the lesson is complete with Arabic videos and practice questions. So that participants can improve their language skills at each level of learning. Likewise, at all levels of learning from level 1 to 16, all have the same material as at levels 1 to 3.

From the various learning materials above, researchers tried to map the materials that had been presented. Listening learning in the "Arabic-Online.net" program is in accordance with the CEFR standard, where learning is divided into six language levels presented in sixteen learning units/levels. Levels 1 to 3 cover the beginner level, levels 4 to 6 at the elementary level, levels 7 to 9 at the intermediate level, levels 10 to 12 at the upper intermediate level, levels 13 to 15 at the advanced level, and level 16 at the advanced level. This standardization mapping aims to make learning in accordance with the language ability level of the participants. Participants at the beginner level should be given easy material, while participants at the advanced level are given material that requires high-level proficiency. This will help learning achieve the expected goals.

At level 1 to 3 (beginner level) of listening learning discusses everyday conversations. Participants are given vocabulary and videos that show how to make a conversation in everyday life, for example, with parents, friends, teachers, or people they usually meet. In addition, the video also discusses life at school, university, the market, the dormitory, the country, and even citizenship. Presented in easy language, participants will easily understand and follow the conversation and use it in everyday life. This is in accordance with the CEFR A1 standard, which places beginner-level goals in language skills at the level of the surrounding environment and the things in it. Of the several CEFR beginner-level goals, there is listening learning at the beginner level. Researchers divide learning themes according to the CEFR beginner-level standards into three parts. *First*, students are able to understand simple expressions or phrases. *Second*, students are able to introduce themselves or others, and can ask or answer questions about personal information. *Third*, students are able to interact simply, speak slowly, and use easy language.

First, the themes of *al-Hayāh al-'Āmmah*, *Jismu al-Insān*, *Fī al-Jāmi'ah*, *al-Munākh*, and *al-Amākin wa at-Tanāqul* are listening themes that help students understand simple expressions or phrases. These themes present general social life, such as how to buy clothes, buy books, buy family items,

and so on. In addition, these themes also discuss listening related to things in the surrounding environment, such as the campus environment, libraries, and Arabic language learning centers. These themes are presented in simple and repeated language, making it very easy for students to understand, master, memorize, and practice. These themes help students to understand and use familiar everyday expressions and very basic phrases that are intended to meet concrete needs. That way, after listening to the material presented, students will be helped to meet the standards at the beginner level (A1), especially in understanding simple expressions.

Second, the theme *at-Tawāsul ma'a al- Akharīn, al-Jinsiyah wa al-Balad, Jismu al-Insān, al-Taqaddum li Wadzīfah, al-Bayt, al-Wajbah wa al Ghidzā', al-Fanādiq,* and *al-Iqtiṣād al-Manzili* included learning about introducing yourself to others. In addition, it also told about citizenship, country of origin, family, place of residence, and several things about self-identity. This theme also displays a person's conversation about favorite reading, discussions related to readings read, and favorite authors. In this theme, there is also a conversation between someone and another regarding their daily activities, how to greet others, talk about age, and so on. With the existing conversation, it also helps students to demonstrate how to ask short questions and then answer questions from others about known themes.

Third, the themes entitled al-Zaman, al-Riyāḍah, al-Ri'āyah al-ṣihiyah, and al-Munakh are themes in beginner-level listening learning. It includes short and simple conversations about daily activities. For example, talking about favorite sports, sports matches, sports on weekends, and also including other community activities such as weddings, attending funerals, and attending graduations. These conversations are packaged in easy language, adjusting to students' abilities. From learning these themes, students are expected to get stimulation related to interactions with others in a simple form and a slow speaking rhythm. Even so, the majority of themes at levels 1 to 3 are considered a little difficult, because they are spoken directly by native speakers. In following this online program, it would be better if students were accompanied by an expert or teacher. This is to help students get an easy learning experience while directing and controlling the learning process.

After following the series of listening learning, students must complete practice questions as an evaluation during learning. Practice questions are available for each title, each theme, and each level of learning. Practice questions for each title are designed to ensure student understanding after learning takes place. Practice questions for each theme are used to measure the level of student understanding of the theme being studied. Then the practice questions at each level determine

whether students are eligible to continue to the next level. Students cannot move on to other titles if they have not mastered the title they are studying, and also cannot move on to other themes if they have not mastered the theme they are studying. Likewise, with the level of learning, students must meet the criteria at the level they are studying by completing practice questions and having good grades, so that they will be able to continue learning to the next level. This system will force students to complete all learning, so that it can be ensured that they can achieve the expected standard of ability. However, if students have reached level 2 or 3, they can easily repeat the previous levels. Likewise, if students have reached intermediate or advanced levels, they can easily repeat the material at previous levels.

In addition, based on the available materials, researchers classify this online program according to the top-down listening theory (Sidek & Mikail, 2017), namely listening by means of meaning towards language. This means that in the listening process, students will be presented with difficult words first, which are accompanied by their meanings. After students know the meaning of the difficult words, they can continue to the sentences and the video as a whole. So that when the process of listening to the video, students can already understand what is in it because they already know the meaning of the difficult words. Although there are other words whose meanings are not yet known, overall, students can understand the meaning of the video. Listening learning at this beginner level is included in extensive listening, because the goal is still simple around listening to easy conversations about everyday life.

Discussion

From the explanation above, it can be seen related to the materials that are focus of learning learning at Arabic-Online.Net. These data show that the listening skill learning in the Arabic-Online.Net program owned by Saudi Electronic University, in general, is in accordance with the CEFR A1 standard. Several aspects of ability that are the achievements of listening learning are the ability to understand simple expressions, the ability to introduce oneself and ask and answer questions about personal information, and the ability to interact simply (Nurdianto, Hidayat, & Wulandari, 2020).

However, on the other hand, there are several things that need to be highlighted further in this learning. Technical things, such as pronunciation by native speakers, are too fast for beginner listeners. In addition, the same video template across levels ignores the need for differentiation from beginner to advanced (Lindner & Schwab, 2020). The varying needs of learners with different levels

of proficiency need to be facilitated with differences in topics, pronunciation, and fluency. This is also not supported by audio scaffolding features, closed captioning, or speed control, to facilitate evaluation of learning by learners (Mohammed, 2022). This causes the program to have strong potential in terms of content, but it is not entirely friendly to non-Arabic beginners without teacher assistance.

Through framing analysis, listening learning in Arabic-Online.Net can be seen in two aspects, namely content framing and technical framing. *First*, through the aspect of content framing. In this aspect, it was found that the content that is arranged in stages (from the introduction theme, family, to time and weather) frames the Arab world in everyday life. This aims to make Arabic more contextual and applicable, so that students not only understand language as a structure, but as a tool for social interaction. This shows a positive framing that strengthens student motivation. *Second*, technical framing. In this aspect, it was found that the media format (video, practice questions, vocabulary reinforcement) shows how this program frames the listening learning process as something systematic and measurable. However, audio framing with adult native speakers without special variations in speed and fluency of speech can actually frame students' experiences as something "difficult" if there is no assistance. This is one of the challenges in utilizing technology in language learning, as research by Chun, Kern, & Smith (Chun, Kern, & Smith, 2016) and Pessoa & de Urzêda Freitas (Pessoa & de Urzêda Freitas, 2012). In other words, positive framing occurs in the preparation of materials and vocabulary training, but negative framing arises from the audio approach and speech rhythm that are not appropriate for the beginner level.

In the CEFR standard, foreign language learning for beginners (A1) has specific criteria that must be achieved by students. These criteria are the reference for learning, including the materials used and the tests given to students. Among the criteria for beginners (A1) are 1) understanding simple expressions or phrases, 2) being able to introduce oneself or others, and being able to ask or answer questions about personal information, and 3) being able to interact simply, speak slowly, and use easy language. These criteria are what demand and encourage students to be able to meet the beginner level standard (A1) (Mahmudah & Musthofa, 2023; Abdullah et.al, 2023).

Theoretically, listening skill is interpreted as an activity with concentration to obtain information through various media. It is also defined as an activity of listening to language sounds, interpreting, identifying, assessing, and reacting to the meaning contained in the listening material (Ngalimun & N. Alfulaila, 2014; Fussalam, Lestari, Anggelia, 2019). Based on the above opinion,

listening skill has the following objectives: to obtain information, data, and facts, then to differentiate language sounds, to obtain pronunciation models, word stress, sentence segmentation, good basic sentence patterns, to facilitate communication, to support speaking skills, to gain inspiration, and to gain entertainment.

From these competencies, the demands in listening and learning, as available in Arabic-Online.Net, emphasize getting students used to capturing oral information. In learning listening skills, non-Arabic speakers often face several difficulties. Some of the causes are material that is too difficult so that it does not match the students' abilities, lack of student motivation, teachers who have not fully mastered the learning, and so on. As research related to the problems in listening learning, found that the problems in secondary schools consist of linguistic and non-linguistic factors (al-Busaidi, 2015; Khasawneh & Khasawneh, 2022). The linguistic factors in question include problems of sound, grammar, and vocabulary, while non-linguistic factors include problems of motivation and differences in student backgrounds (Alzamil, 2021). In fact, in the principles of Arabic language learning, listening skills are a skill that is prioritized before speaking, reading, and writing (al-Busaidi, 2012). This does not mean that other skills are not important, but all of these skills support each other.

Based on these various problems, several offers of innovation in listening learning in Arabic have emerged as a solution. Fathoni, in his presentation on listening learning, stated that media in Arabic language learning has a central role in achieving the expected competencies, especially in listening skills. However, the study only mentions media generically, such as cassettes, tape recorders, radio, compact discs, drama, and language games, without providing clear content specifications for the level of student learning (Fathoni, 2018). Similar things also appear in the offer of innovation in listening learning by Khoiri, who provides many offers of strategies in listening learning. The study identified that learning media is an important element in learning, but only offers listening learning strategies (Khoiri, 2021). The absence of appropriate standards in listening learning and only relying on various sources from videos on the internet or YouTube, will lead to the birth of new problems, as shown in the research of Yunus & Nurlatifah and Hamidah & Marsiah, where the media used has a different level from the level of students and causes low learning motivation (Hamidah & Marsiah, 2020; Yunus & Nurlatifah, 2023).

Learning resources are one of the important issues in the problems in the learning process (Mantasiah, Yusri, & Jufri, 2020). One effort to answer this problem is the emergence of a special Arabic language learning platform, one of which is Arabic-Online.Net. As a result of the framing analysis above, it was found that the content that was arranged in stages (from the introduction theme, family, to time and weather) framed the Arab world in everyday life. The issues offered started from the most concrete and close to the lives of students, such as self-introduction, self-identity, family, country of origin, and citizenship. After that, the learning material moved to different settings in the surrounding environment, such as the home environment, campus, library, and Arabic language learning center. This is in accordance with the offer from Wahba (2016) and Ilham (2021) to direct the trend of learning materials towards being more applicable, pragmatic, and contextual. At the next level, the material presented is about hobbies or broader issues, but is still familiar with the lives of students, such as favorite sports, sports matches, sports on weekends, and also including other community activities such as weddings, attending funerals, and attending graduations.

The various conversations and learning materials are presented briefly and simply. This aims to make Arabic more contextual and applicable, so that students not only understand language as a structure, but as a tool for social interaction (Verga & Kotz, 2017; Ruto et.al, 2021). Based on this approach, it can be seen that the material presented is applicable and practical. This is intended so that students do not feel bored in learning and can also be directly practiced in everyday conversations. Practice or habituation in language learning is one thing that supports the achievement of the intended competencies (Wahid et.al, 2021; Fitriyah et.al, 2024).

However, in addition to the advantages of the content and learning materials available, Arabic-Online.Net also has several aspects to be improved. The most visible aspect is the technical aspect in the form of audio techniques that do not yet provide maximum support or have difficulties above the beginner level. This strengthens the results of research from Khairunisa (2018), which confirmed that Arabic-Online.Net was successfully implemented in secondary school learning, with content adaptation and teacher intervention. Without the presence of a teacher or facilitator, using this application independently will be quite difficult for beginner learners. This is because the pronunciation aspect and the use of video media are less adaptive to the speed and complexity for beginners. If not balanced with teacher assistance, the potential for independent learning success through this program will decrease. Therefore, adjustments to the audio design or the addition of

audio/video speed control features are very necessary. A similar opinion was also concluded from the research of Amalina (2022), who has applied learning with this program at the madrasah level.

Research from Sobri et.al (Sobri et.al, 2024) shows that the majority of Arabic language participants and learners expressed satisfaction with the content and free access of Arabic-Online.Net. The same thing was also found in the research of Rahman et.al (Rahman et.al 2022). Accessibility and comprehensive materials are available for free, so they can reach users more widely. This is supported by the two studies above, which show user satisfaction with this program. Generally, the public considers this program effective for intermediate and upper-level learners, but it is not completely beginner-friendly, due to technical support that is considered too difficult, such as the absence of subtitles and speech speed. However, the various materials and contents in the Arabic-Online.Net program can be a comprehensive, applicable, and practical learning resource, especially with the help of teachers for early learners.

CONCLUSION

In this study, several conclusions can be found. *First*, the listening learning in the "Arabic-Online.net" program at the beginner level (levels 1, 2, and 3) has six learning units, and each unit has four material titles. *Second*, this program follows the CEFR framework and is in accordance with the standards. At the beginner level, learning is in accordance with the A1 ability standard, seen from the themes taught, the titles, and also the videos in it. The CEFR A1 standards include 1) understanding simple expressions or phrases, 2) being able to introduce oneself or others, and being able to ask or answer questions about personal information, 3) being able to interact simply, speaking slowly, and using easy language. *Third*, the application of the Arabic-online.net program to listening learning in class can be in the form of providing new vocabulary, vocabulary-related practice questions, listening to videos, and answering video-related practice questions. *Fourth*, based on the framing analysis, it was found that the framing of content and material showed positive framing because of the comprehensive content with short and simple pronunciation, although in the technical framing, some negative framing was found, such as the speed of speech and the availability of supporting features for beginners.

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