

The Urgency of Audio-Visual Media in Arabic Language Learning: A Systematic Literature Review

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Received on June 1, 2023	Accepted on June 7, 2023	Published on June 30, 2023
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Abstract

Learning media can be used to stimulate the learning motivation of students, ultimately enhancing their problem-solving abilities. This study aims to conduct a literature review regarding the importance of audio-visual media in Arabic language learning within secondary schools. The research method employed in this study is Systematic Literature Review (SLR). Data collection was carried out by documenting all articles related to similar research in this research report. Based on this study, it was found that audio-visual media significantly improves students' understanding of the Arabic language. Therefore, the implementation of such media is deemed urgent considering the increasing gap between learners and advancing technology.

Keywords: *Audio-visual media, Arabic language learning, motivation*

Introduction

Language is a means of communication between individuals. Without language, it would be difficult for humans to express their thoughts, ideas, and concepts to others. The language we currently use is Bahasa Indonesia, although regional languages are still in use. It is important to note that the Arabic language holds great significance as it is the language used in the Quran, which serves as a guide for human life. As Muslims, the Arabic language is also used in prayer recitations, hadith readings, and various other contexts (Rachmat, 2017).

Upon entering college, where we transition from being students to becoming university students, Arabic language becomes one of the mandatory subjects we need to learn, considering its importance to the Muslim community (Aprizal, 2021). In the context of Arabic language learning, mahārat al-kalām (speaking skills) is one of the essential skills that students must master and is considered one of the ultimate goals of foreign language learning (Syamaun, 2016). Vallet, as cited by Fathi Ali Yunus, states that for more than 22 years, one of the factors that motivates students to learn a foreign language is to be able to communicate with native speakers of that

language, including oral communication. To support the development of Arabic speaking skills, appropriate media is needed.

Learning media is one of the components that play a crucial role in the learning process (Putri and Dewi, 2020). By utilizing learning media, it indirectly influences the interest and motivation of learners in engaging with the learning activities. The interest and motivation of learners during the learning process are expected to enhance the quality of learning, resulting in the desired outcomes (Putra and Milenia, 2021).

Audiovisual media refers to tools or materials used in learning situations to assist in conveying knowledge, attitudes, and ideas through written and spoken words (Khalifah, 2017). Audio media, on the other hand, is a medium that conveys its message solely through the sense of hearing. In the context of learning, audio media includes recorded sounds or noises related to the learning material, which are played back to learners using a playback device. Audiovisual media, on the other hand, combines both sound and visual elements. This type of media offers better capabilities as it encompasses both auditory (hearing) and visual (seeing) aspects (Khalifah, 2017).

According to Sadiman (2005:49), audio media is a medium used to convey messages in the form of auditory symbols, both verbal (in words or spoken language) and non-verbal. Meanwhile, Asrori (2015:17) states that audiovisual media is a learning medium used by teachers to deliver content to students in an integrated manner through both auditory and visual senses. Audiovisual media falls under the category of sensory-based media. It includes TV broadcasts, VCD recordings, and drama or theatrical performances (Azmi et.al., 2019).

This research is considered important due to the dynamic nature of education in the current era, which has been greatly influenced by technological advancements. Audiovisual media is deemed urgent to be implemented in Arabic language learning for middle-level students. This study can also be seen as a critique of the absence of such media in schools, as it has been overlooked. Referring to a study conducted by Yul et al. (2022), this criticism is necessary to provide feedback to the relevant parties in order to bring about changes for the progress of Arabic language learning.

Based on the aforementioned opinions, it can be concluded that audiovisual media is a tool or means that combines sound and visual elements and can be utilized in the learning process. The use of audiovisual media in language learning provides an alternative for teachers to support Arabic language instruction and be more creative in presenting materials, thus fostering students' interest and motivation in learning.

Method

The method used in this research is Systematic Literature Review (SLR). With this method, the researcher identifies, examines, evaluates, and interprets all available studies. Using this method, the researcher systematically reviews and identifies relevant journals, following predetermined steps in each process (Triandini et.al., 2019).

Based on the aforementioned steps, the researcher searched for journal articles using the keywords "effectiveness of audio media in Arabic language learning." Data collection was conducted by documenting all articles obtained for this research report. The selected articles for this study consisted of journal articles obtained from Google Scholar. The chosen articles were those that had similar research, which were then analyzed and summarized. The research findings were subsequently integrated into a comprehensive discussion within this article.

Result and Discussion

The data research findings included in this literature review consist of analysis and summaries of the documented articles regarding the effectiveness of audiovisual media in Arabic language learning, presented in the following table:

Author(s)	Title	Finding
(Asura Useng, 2018)	The Effectiveness of Using Audiovisual Media in Enhancing Arabic Language Learning for 8th Grade Students at UNISMUH Junior High School	This study aims to examine the effectiveness of using audio as a media in Arabic language learning. Based on the research findings, the data analysis from the questionnaire with the question "the school uses audiovisual in the learning process" resulted in 4 respondents with a percentage score of 22.2% choosing the alternative answer "strongly agree". 8 respondents with a percentage score of 44.4% chose the alternative answer "agree". 5 respondents with a percentage score of 27.7% chose the alternative answer "somewhat agree". Furthermore, 0 respondents with a percentage score of 0% chose the alternative answer "disagree", and 1 respondent with a percentage score of

		5.5% chose the alternative answer "strongly disagree". These findings indicate that a majority of the respondents agreed or strongly agreed with the use of audiovisual media in the learning process, highlighting its perceived effectiveness in enhancing Arabic language learning.
(Ela Nuryani, 2021)	The Use of Audiovisual as an Online Learning Media for Arabic Language in Islamic Junior High Schools	In the process of using Audio-Visual Media in online Arabic language learning for students at MTs Hj. Zubaidah Pulau Kijang, instructional management is conducted in three stages: Planning, Implementation, and Evaluation. As described below: 1. Planning can be done by determining the objectives and materials to be applied. 2. Implementation involves initiating the use of audio-visuals as a learning media. 3. Evaluation consists of individual tasks given to assess the learned materials.
(Raudatussolihah, 2022)	Development of Audio-Visual Technology in Arabic Language Learning	This research aims to develop audio-visual media in Arabic language learning. It aims to describe the results of developing audio-visual media in improving student learning outcomes in Arabic language learning. The research findings indicate that in the field of education, it is necessary to keep up with technological advancements, including in the context of Arabic language learning. Therefore, educators are expected to design teaching methods that are engaging, motivating students to learn and enhance their achievements. One of the utilization of technology in education is through the use of audio-visual media. Various types of

		<p>audio-visual media that can be utilized include multimedia language laboratories, LCD projectors, and the Internet. Audio-visual media is specifically designed to capture students' interest in learning, and it is hoped that this media can serve as a solution to enhance students' learning motivation.</p>
<p>(Azmi et al., 2019)</p>	<p>The Application of Audio-Visual Media in Arabic Language Learning to Enhance Vocabulary Mastery (Mufradat) in Grade XI Students of SMA Muhammadiyah Limbung.</p>	<p>This study discusses the implementation of audiovisual media in Arabic language learning to enhance proficiency in mufradat (vocabulary). The research consists of two cycles, with each cycle consisting of two sessions. At the end of each session, a test was administered to assess the improvement in students' mastery of mufradat. In this cycle, the researcher employed audiovisual media in the form of PowerPoint slides accompanied by audio. The analysis of data on students' mastery of mufradat after the implementation of audiovisual media in Cycle I (sessions 1 and 2) showed an improvement. The number of students who achieved the minimum passing grade (KKM) increased by 11 or 37.93% in the first session and further increased to 26 or 81.25% in the second session out of 32 students who took the test. In other words, there was an improvement in the mastery of mufradat after the implementation of audiovisual media, although the attainment did not meet the specified classical mastery standard of 85% and needs further enhancement. Cycle II was conducted to</p>

		address the weaknesses identified in Cycle I. In Cycle II (sessions 1 and 2), an improvement was observed. This was evident from the increased number of students who achieved the minimum passing grade, which rose by 29 or 87.88% in the first session and further increased to 32 or 96.97% in the second session in terms of individual mastery attainment.
(Rani aulia, 2018)	Audio Media in Arabic Language Learning to Enhance Listening Skills	This research utilizes audiovisual media in Arabic language learning to enhance the listening skills, specifically the maharah istima' (listening skill). Audio media is a form of media that can only be heard and involves various means of sound delivery, whether through human or intra-human sources. Audio media is commonly used in Arabic language learning to improve the maharah istima', which refers to the ability of a language learner to comprehend spoken language. The objectives of istima' learning can be categorized into general and specific goals. The general goal is for students to understand every speech utterance and effectively respond to expressions during the Arabic language learning process. On the other hand, the specific goal focuses on understanding the intonation and rhythm of sound, as well as the proper usage of connected and separated letters.

Table 1. The related studies to audio-visual media for Arabic language learnign

Audio-visual media

In learning, the use of media as a tool to facilitate the learning process is essential. Learning media is a crucial component of an educational system, from primary to tertiary education levels

(Banik, et.al., 2013). In educational and general dictionaries, media is defined as any form of equipment used by people to convey something (information, ideas, etc.) to others. Rustiyah NK et al. argue that educational media is a tool, method, and technique used to enhance the effectiveness of communication and educational interaction between teachers and students in the process of education and instruction at school.

Audiovisual media derives from the word "media," which means an intermediary form used by humans to convey or disseminate ideas, opinions, or thoughts so that the expressed ideas, opinions, or thoughts reach the intended recipients. Audiovisual media refers to media that incorporates both sound and visual elements. Another definition of audiovisual tools is tools that are "audible," meaning they can be heard, and tools that are "visible," meaning they can be seen. According to Purwono et al. (2014: 130), audiovisual media is a combination of audio and visual elements combined with audio tapes that include sound and visual images that can be observed, such as video recordings, sound slides, and so on.

From the various opinions above, it can be concluded that audiovisual media is a tool or means that consists of sound and visual elements that can be used in the learning process. The use of audiovisual media in the learning process can serve as an alternative for teachers to support Arabic language learning and be more creative in presenting materials to foster students' interest and motivation in learning.

Arabic language learning

According to the Ministry of Education and Culture (Depdiknas), learning is the process of interaction between learners, educators, and learning resources in a learning environment, both formal and non-formal education settings. Meanwhile, Dengeng states that learning refers to the effort of teaching students. Therefore, it can be understood that learning is the educator's effort towards learners in the learning interaction to enable students to effectively and efficiently acquire knowledge.

Teaching one's native language or first language is easier because it occurs naturally through activities with parents and the environment. In contrast, foreign language teaching tends to be more challenging because the language is rarely or never used before, resulting in unfamiliar vocabulary and sentence structures for the learners. Therefore, teaching a foreign language requires a significant amount of time and regular, continuous practice until the foreign language can be conditioned and familiar to the learners, including Arabic.

The teaching of Arabic language is an educator's effort towards learners in the interaction of learning Arabic so that students can effectively and efficiently acquire knowledge (Husniati,

2013). There are three important interconnected elements that cannot be separated in order for students to master Arabic as a foreign language: interest, practice, and a long period of time.

Conclusion

Based on the findings and discussions presented above, it can be concluded that audiovisual media can enhance students' abilities in speaking (maharah kalam), listening (istima'), and reading (qiraah). Based on the results and discussions of research on the effectiveness of audiovisual media, positive responses were given by the students. It is hoped that in future research, researchers can apply this study to investigate the effectiveness of audiovisual media in Arabic language learning in high schools (SMA/MAN).

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