Improving Listening Skills Through the Use of Audiovisual Media
A Classroom Action Research in Beginner-Level Arabic Language Learners

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ABSTRACT

This study is conducted based on the weak listening skills (*maharatul istima*) among students of SMA-IT As-Syifa Boarding School Wanareja Subang. The study aims to identify the design of new methods for teaching the Arabic language using audio and visual aids to enhance the listening skills, to recognize the challenges faced by teachers during the implementation of the method, to understand the efforts of teachers in overcoming challenges in the process of teaching method, and to identify the improvements in learning after using the method. This study employed a classroom action research method that involved 25 students in tenth grade at SMA-IT As-Syifa Boarding School Wanareja Subang. These participants were at the beginner level of in learning the Arabic language. The results of the study showed that teaching listening skills using audio and visual aids can enhance students' skills in listening. Despite the limited time available for teachers to use educational materials and the challenges in creating instructional videos, as well as using available linguistic computer lab facilities, there was an increase in their listing skills using audio and visual aids. A significant increase of 14% in listening skills was observed among students.

Keywords: Audiovisual teaching method, classroom action research, listening skills.

1. INTRODUCTION

Language is a crucial tool in human life. Among its functions is the expression of self, facilitating communication when conveying information. The success of the learning process is contingent upon several factors, including motivation, age, and formal presentation methods. (Hasan, 2017). Listening skill is the process of listening, capturing, and paying close attention to symbols or movements with great focus to receive or capture information and the content of a message conveyed by a speaker through images, symbols, or sounds (Hasan, 2017). The background to this research is the low of students in listening skills in Arabic during the learning process. Based on the results of interviews with Arabic language subject teachers at SMA-IT Boarding school As-Syifa Wanareja Subang and based on data daily test scores and pre-tests carried out during classroom observations, low listening skills (*maharatul istima)* are influenced by several factors, which include low interest of students in learning listening skills, students' low focus, and difficulty in memorizing new words or vocabulary.

Teachers have used audio as a stimulus to improve students' listening skills through playback through speakers. However, there is a need to improve learning methods by utilizing media that is more interesting and adapted to student development. It was found that some students still had low listening skills as reflected in their daily test results. One of the factors thought to be the cause of this problem is the reduced interest in students' learning regarding listening skills during the process of teaching and learning activities.

Listening skills research has been carried out by many previous researchers, but the researchers focused on listening comprehension and differentiating sounds. Rahmawati (2019) explained that audiovisual media affects listening skills/*maharatul istima*. There is the need for students to memorize *mufrodat* and be brave in speaking. In another

research, Pitra (2021) added an explanation about audio-visual media which is considered effective in improving listening skills that focuses on restoring students' enthusiasm for listening to lessons and also improving grades.

Based on the background of the problem, researchers conducted research on improving listening skills through the use of audiovisual media. Listening skill learning is very possible to carry out learning innovations, such as listening skills only using audio or a multimedia language laboratory. The internet media can be easily accessed, such as learning listening skills through short films or videos. Video media or short films are very possible to use in language classes, especially in foreign language classes.

Learning is carried out offline so teaching activities using audiovisual media can use school facilities, such as the subject teacher's laptop and LCD projector or multimedia laboratory. Apart from using multimedia laboratories, when learning practices are carried out online, learning media using audiovisual will be very easy to do because currently almost all students and teachers have devices to access videos or short films via YouTube (Wijirahayu & Hakiki, 2020).

Audiovisual is a medium for conveying material or teaching materials using mechanical or electronic machines to convey the messages available on the media (audio and visual). Audiovisuals for listening skills are seen to make it easier to convey material through sound and images, in this way, students can easily understand the content and material. Audiovisual will be the latest and optimal presentation, and this media can also replace the role of the teacher in several situations, where the teacher acts as a learning facilitator by making it easier for students in the learning process. Examples are audiovisual media such as video programs, instructional television, or sound slides (audio slides).

Audiovisual helps improve learning listening skills. By providing linguistic and cultural input, listeners have the freedom to choose and interpret information obtained from auditory cues and visual elements to determine what is happening and the meaning the speaker wants to convey (Al-Athwary & Lasloum, 2021). The purpose of audiovisual listening is that students can watch the theme and listen to the speech at the same time. It shows that on average audiovisual has many advantages because both students' senses of sight and hearing are motivated and build a lot of perceptual interaction towards the audiovisual understanding provided.
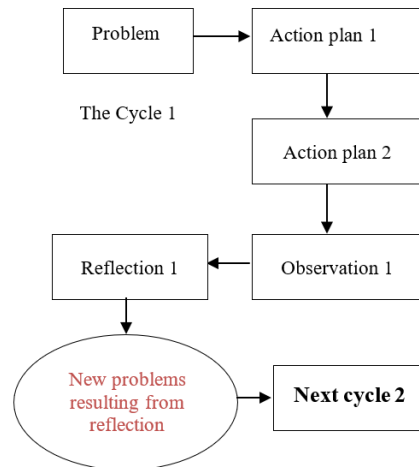
Audio-visual media consists of two elements: sound for hearing and images for sight (Azmi, Syamsuddin, & Mariah, 2019). This media has the advantage because it includes both types of media: auditory media (sound) and visual media (images). The examples include film recordings, videos, sound slides, and the like. This media is considered more diverse and interesting.

Listening skills and learning media are very diverse, including Compact Disk (CD), radio, satellite/parabola, and Language Laboratory. Activities that can be carried out in the Language Laboratory according to Saepudin (2012) include listening, imitating, practicing sentence patterns that come from the audio sound being played, listening practice through recorded discourse, composing orally and translating activities Another activity that can be carried out in the language laboratory is research activities, like examining phonetics, morphology, syntax, coherence, fluency, accuracy, and pronunciation issues related to listening skills. Research carried out in the language laboratory can be experimental or classroom action research (CAR).

Meanwhile, the media in learning listening skills can be drama and language games. Students can utilize these two media to improve their understanding. In drama activities, students will be trained to hear and see facial expressions and body movements (Fathoni, 2018). In this study, the learning facilities or media were audiovisual media to improve students' listening skills.

2. RESEARCH METHOD

This research is included in classroom action research. In this study, researchers asked several questions about students' attitudes toward listening skills in Arabic language learning. This research compares the conditions and effects of various social actions, both studies respond to conflicts that occur in social communities and need to be directed through social actions. In this study, researchers collected information through interviews with Arabic language teachers and students who have carried out Arabic language learning on listening skills without using audiovisual media. In addition, researchers make conclusions from the phenomena carried out by students when researchers make observations. In addition, there are four basic steps involved in classroom action research, Planning, Acting, Reflecting, and Observing (see Figure 1).

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┌──────────┐      ┌──────────────┐
│ Problem  │ ───▶ │ Action plan 1│
└──────────┘      └──────────────┘
                         │
   The Cycle 1           ▼
                  ┌──────────────┐
                  │ Action plan 2│
                  └──────────────┘
                         │
┌──────────┐      ┌──────────────┐
│Reflection 1│◀──│ Observation 1│
└──────────┘      └──────────────┘
      │
      ▼
  ╭──────────╮      ┌──────────────┐
  │New problems│───▶│ Next cycle 2 │
  │resulting from│  └──────────────┘
  │ reflection │
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Figure 1 Classroom action research chart.

The first step is planning. In the planning phase, researchers carry out preparatory steps as part of the preparation to start research, including planning improvements to the lesson plan, developing learning materials, preparing media for learning, and developing research instruments. In this case, the research focuses on students' attitudes towards understanding listening skills using audiovisual media.

The second step is acting or cycle implementation. Activities in this step include preparing and verifying students' attendance, providing lesson material, communicating learning objectives, presenting problems to be discussed by each group, and providing opportunities for each group to present the results of their work. In this step, teachers provide opportunities for students to ask questions and give an explanation regarding the overall coverage of the material and the steps that will be taken in the learning process. Teachers also evaluate the process and results of discussion activities using observation sheets, carried out a final evaluation, and closed the learning with follow-up.

The third step is observing and evaluation. The researchers made observations throughout the initial stages until the end of the activity during the action. Researchers collected data through observation and recorded the observations. The observation is an action that is carried out using the five senses to obtain information on answers to research problems. During the action research, researchers carry out activities to obtain a definite picture of the activities. Evaluation has the aim of assessing student grades based on predetermined assessment criteria guidelines. The results of this evaluation can be used as feedback in planning the next steps.

The next step is reflection. Reflection is a process for evaluating the results of actions in the previous cycle related to the results that have been achieved. The achievements in learning listening skills after implementing audiovisual media were observed. Several alternative effective actions are carried out to improve student learning outcomes.

3. RESULTS AND DISCUSSION

This chapter presents the findings of data analysis regarding increasing the ability of listening skills. In this study, the researcher presented a table of findings from cycle 1 to cycle 3 (see Table 1).

Table 1. Presentation results

Percentage Results for Each Cycle	
The First Cycle	74.89%
The Second Cycle	75.69%
The Third Cycle	86.89%

This chapter discusses strategic findings in increasing listening skills: first, presenting data regarding Arabic language learning designs using audiovisuals to improve listening skills in Arabic language learning; second, presenting an explanation regarding the obstacles to learning Arabic, in this case, the researchers focus on the obstacles experienced by students when learning listening skills; third, presenting the results of observations in the field regarding the teacher's

efforts to overcome the obstacles experienced by teachers when teaching listening skills; fourth, explaining the data on student improvement after participating in listening skills learning using audiovisual media.

3.1. Results

The achievement of the presentation in the first cycle was 74.89%. At the condition of the class at the time the Classroom Action Research took place, the students did not understand the video presented by the researcher due to factors that influenced delays in students' understanding.

In the second Cycle, the researchers obtained a percentage result of 75.69%. Conditions in the second cycle were ongoing, and students had begun to recognize the voices in conversations in the video. However, they did not fully understand the contents of the conversation.

In the third cycle, the students began to understand the content of the conversation because the researchers had played it three times. The percentage increased for the third cycle (86.89%).
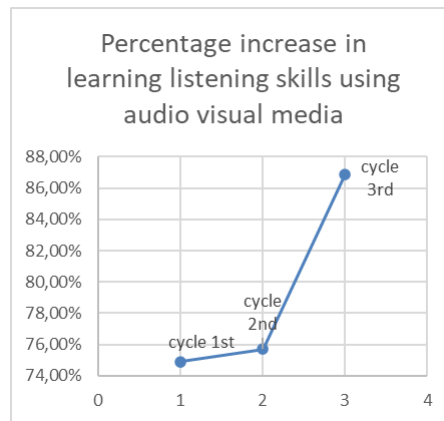
Figure 2 Third cycle achievement graph.

Figure 2 provides clear evidence that the use of audiovisual media has a positive impact on listening skills learning outcomes. In learning Arabic, listening skills are very important, and the use of audiovisual media can improve understanding and recognition of sounds more effectively. Audiovisual media can help students gain a better understanding, especially in distinguishing various sounds and improving listening skills. With this improvement, it can be hoped that students can develop their listening skills better through this innovative approach.

3.1.1. Learner Pre-Cycle Questionnaire

The researcher conducted classroom action research at the *mubtadiin* (beginner) level with a questionnaire. The pre-cycle questionnaire was addressed to Arabic language subject teachers. Researchers use a Likert scale in calculating questionnaire percentages. The percentage of students' pre-cycle questionnaires addressed to teachers is 66.46%. Researchers calculated the percentage for each student using the formula:

$$P = \frac{F}{N} X 100\% \tag{1}$$

P: Percentage
F: Earned Score
N: Highest Rated

Then calculate the average percentage with the formula:

$$\text{Average} = \frac{S}{N} \tag{2}$$

S: Score
N: Number of respondents

This classroom action research began with observations and pre-cycle questionnaires, then continued with the cycle 1 questionnaire presentation stage. Researchers carried out the cycle 1 questionnaire after observations with maple teachers were carried out. In cycle I, the researcher obtained a questionnaire score of 74.83% as seen in Table 2. The researcher took action in cycle II to see the development of the evaluation of action in cycle I. In cycle II, the researcher made improvements to the action, such as starting the video text with a collection of video activities that were by the storyline in the text. Discussion of themes related to the Arabic language lessons being studied. In cycle 2 the result is 75.69%.

Table 2. Percentage results for each cycle

Cycle	Average Percentage	Category
Cycle 1	74.83%	Good
Cycle 2	75.69%	Good
Cycle 3	86.89%	Very Good

Researchers saw an increase in the percentage results of students in cycle II, but researchers felt that students were not yet fully able to understand listening skills using audiovisual media. Researchers conducted Classroom Action Research cycle III to perfect the improvement of students' listening skills and abilities using audiovisual media. In cycle III, the researcher used the deep listening method, namely reducing the intonation in the audiovisuals that the researcher used during the learning process. The result is 86.89%.

3.2. Discussion

3.2.1. First Cycle

In cycle 1 researchers obtained data from interviews with subject teachers, that the learning design implemented in class was using the *mubasyarah* (direct) method. In learning Arabic there is a direct method which is suitable for learning Arabic for students quickly through questions and answers. Teachers and students can play an active role in the communication created and this method aims to master Arabic orally without any connection with Indonesian (Azizah & Nafisah, 2019).

During the learning process, the teacher delivers the material using Arabic as an introduction, but not all students understand the aims and objectives of what the teacher is explaining. So, in practice, teachers still use their mother tongue and do not use too much media when learning takes place. During learning, the teacher uses tables on HVS paper to be filled in by students and uses tables containing material displayed via the LCD projector.

in the first cycle, the researchers started by combining Arabic followed by Indonesian when explaining the video. The researchers played an audiovisual with a motion animation regarding the title *An-naas Yahtaju 'Ani Tarwiih*. Students pay attention to the audiovisual which is being played three times. After that, the researchers asked whether the students could accept the new speech and understand the content of the conversation in the audiovisual or not. If the students had not acquired new vocabulary and did not understand the content of the conversation in the audiovisual, the researchers would play it again three times.

The audiovisual that the researchers present does not contain Indonesian subtitles or a translation of the Arabic conversation. Electronic learning media has a significant impact on learning Arabic as a second language. Teachers who use electronic media show greater improvements in their ability to read, write, and speak Arabic.

In this cycle, only some students acquired new vocabulary and understood the content/flow of the conversation in the animated video that the researchers presented.

Because students with different backgrounds need time to digest the introductory lesson using Arabic. In cycle 1 the researcher attempted to direct the students' focus on the *Arabiyah Bayna Yadaik* conversation video on the theme *Yahtaju 'ani Tarwih* with a duration of approximately 1.06 minutes.

Researchers conducted interviews (see Table 3) with some students in class X Science 3 to find out what obstacles they felt when watching the video.

Table 3. Obstacles experienced by students

No	Obstacles Experienced by Students
1	Students feel bored because the video has been repeated several times, and they do not understand the storyline and get new insights from the video being played.
2	Students find it difficult to understand the storyline of the video when they have just played it.
3	They do not understand the storyline of the video. They understand the storyline during the 5th video round.
4	They are difficult to acquire new vocabulary, so they find it difficult to compose sentences with new vocabulary
5	The video is too fast, and the conversation is not clear because students are not used to hearing the voices of native speakers

3.2.2. Second Cycle

In the second cycle, the researchers reflected on the video by asking questions to the students. Students only focused on listening, and they were not allowed to write or open books. The researchers reflected on the video by distributing paper containing *mufrodat* and short sentences in the conversation to the students. The researchers provided pictures that were pasted on the whiteboard to match the contents of the paper that had been distributed to the students (see Figure 3). After that the students were instructed to fill in short sentences or *mufrodat* on their paper according to the image on the blackboard.
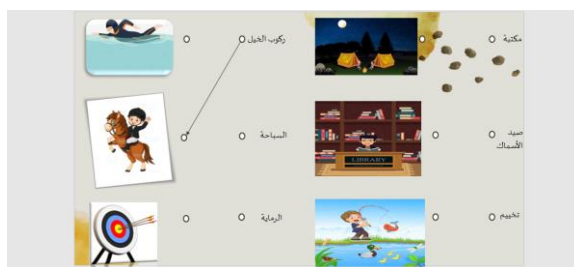
Figure 3 Match pictures and vocabulary.

According to Al-Fauzan (2015) the material presented must be varied so that students do not feel bored, and the teacher must be clever and think about variations in the listening skills learning process.

The researchers carried out another evaluation in the second cycle to make improvements in the third cycle. The third cycle was carried out armed with the results of the evaluation in the second cycle. The third cycle of material that the researchers convey is "*kaifa naqdhi 'utlah*".

Gunarti (2020) said that students can achieve results using audiovisual media supported by complete facilities such as headsets and sound systems in the process of teaching and learning activities. Improving listening skills requires high concentration so that students can listen well and not get mixed up or confused with other words.

3.2.3. Third Cycle

In the third cycle, researchers could see that in the second cycle, there was an increase, but the increase was not evenly distributed among each student. In this research, researchers see the need for further improvement in listening skills to use the deep listening method and reduce the duration of the video so that it is not too fast so that students can understand it (Widat et al., 2021). Deep listening is a way or method for listening in the learning process, and deep listening techniques can improve students' skills when communicating using a foreign language. In learning Arabic, the stimulus provided includes several methods and strategies to arouse students' interest and motivation to learn. One of the stimuli that researchers use as well as learning media is using images, audio, video, and multimedia presentations to help visualize concepts and enrich students' learning experiences.

In the third cycle, the researchers slowed down the duration of the animated video so that students could practice deep listening theory and provided Arabic subtitles (see Figure 4 & Figure 5).

Figure 4 Deep listening.

Figure 5 Arabic subtitle.

After that, the researcher re-showed the pictures and snippets of the video plot to the students for them to answer. In the third cycle, students' listening abilities increased significantly.

With subtitles, students can master other skills such as vocabulary mastery because the Arabic subtitles shown are the target language. Findings showed that the solution to fast pronunciation or conversation in videos are by replaying them, matching the subtitles with the pronunciation, and also slowing down the film/video, and these can overcome problems in improving listening skills (Wijirahayu & Hakiki, 2020).

After the video is equipped with subtitles, students can understand the storyline completely and can also note down the new vocabulary contained in the video. After using subtitles or using translation wisely, teachers and students can save time and energy to continue learning further. When researchers used subtitles to help students understand the video, there were several student responses when listening to the video using subtitles. Students feel that they are starting to understand the storyline and understand the purpose of the video being played through the Arabic text in the video. Researchers use two stages of subtitles in learning videos to improve listening skills, firstly Arabic subtitles, and secondly translated subtitles, namely Indonesian.

3.2.4. Improved Learning After Using Audiovisual Media on Listening Skills

Before using audiovisual media, students' learning results in Arabic language subjects in listening skills at SMA-IT As-Syifa Boarding School Wanareja Subang can be seen from the results of the pre-test at the first Arabic language learning meeting. The pre-test and post-test will provide input because this type of test is very influential on the choice of teaching method or method. Teachers prefer only themes in lessons that will be tested, while themes in subjects that are not tested receive less attention. This becomes feedback for teachers in choosing how to teach before starting the teaching and learning process.

Referring to the consideration of the value of learning completeness, Roviin (2018) quoted in his article that, students who get a score of more than 70 are considered able to continue learning activities because these students are deemed to have sufficient abilities. Meanwhile, students who get a score of 50 or above are considered inadequate and need additional training, and students who get a score of 50 or below are deemed not to have sufficient knowledge and are deemed unable to continue to the next stage. These students need to carry out repetition and intensive training.

The pre-test results showed that there were 7 students in the "not yet completed" category. In carrying out this research, researchers obtained the percentage of learning completeness using a formula:

$$\% = \frac{number\ of\ students\ who\ have\ completed\ their\ studies}{a\ total\ of\ Students} \times 100\% \qquad (3)$$

$$\% = \frac{18}{25} \times 100\% = 72\% \qquad (4)$$

The improvement in learning can be seen from the table of learning completeness from the post-test results and also the results of the questionnaire from cycle one to cycle three.

$$\% = \frac{number\ of\ students\ who\ have\ completed\ their\ studies}{a\ total\ of\ Students} \times 100\% \qquad (5)$$

$$\% = \frac{25}{25} \times 100\% = 100\% \qquad (6)$$

The results of the post-test on students' learning completeness increased by 18% from the results of the pre-test or initial test. Researchers saw an increase after audiovisual media was assisted with deep listening (hearing and paying attention in depth).

4. CONCLUSION

The study concludes that the use of audiovisual media can be effective in enhancing listening skills in beginner-level Arabic language learning at SMA-IT As-Syifa Boarding School Wanareja Subang. The research indicates that this approach can help improve interaction and provide a deeper learning experience for students, which in turn assists them in understanding pronunciation, vocabulary, and contextual usage of the Arabic language more effectively. The findings of this study underscore the importance of integrating modern teaching methods, such as audiovisual aids, to enhance language learning outcomes, particularly in enhancing listening skills. The method in this study aims to improve students' previously weak listening skills which was caused by several factors including weak low interest of students in learning listening skills. This increase was evident through practical research in the classrooms using audio and visual aids, where a significant increase of 14% in listening skills (*maharatul istima*) was observed among students.

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