استخدام الوسائل السمعية والبصرية في اللغة العربية التعلم على مهارة قراءة

Siti Sofiyah

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

sitisofiyah081215@gmail.com

مستخلص البحث: مع تطور عصر متزايد بشكل متزايد ، يمكن للعربية التكيف. في تعلم اللغة العربية باستخدام الأساليب التقليدية المملة للطلاب لا يزال يتم تطبيقها في المدارس. مع تطور العصر ، من المتوقع أن يتمكن المعلمون من إنشاء جو تعليمي لطيف وأن يكونوا قادرين على الاستفادة من وسائط التعلم. تسمى إحدى الطرق المستخدمة في استخدام التعلم العربي بسهولة الوسائط البصرية الصوتية. من اتجاه المعلم إلى طلابه لزيارة مواقع الويب على الإنترنت بسهولة ومتعة تدعمها التطورات التكنولوجية. في هذه الدراسة ، استخدم الباحثون البحث النوعي ولكن تم استخدام الطريقة الكمية لحساب بيانات الاستبيان التي تمت معالجتها بعد ذلك إلى نوعية لوصف البيانات. وبالمثل ، تقنيات جمع البيانات المستخدمة في هذه الدراسة مع تقنيات الملاحظة والاستبيان والتوثيق.

الكلمات المفتاحية: وسائط التعلم والعربية والبصرية الصوتية

Abstract: With the development of an increasingly modern era, Arabic is now able to adapt. In learning Arabic using conventional methods that are boring for students are still applied in schools. With the development of the times, it is hoped that teachers will be able to create a pleasant learning atmosphere and be able to make the best use of learning media. One way that is used in utilizing Arabic learning is easily called audio-visual media. From teacher directions to students to visit websites on the internet with ease and fun supported by technological developments. In this study, the researcher used qualitative research, however, quantitative methods were used to calculate the

questionnaire data, which were then processed into qualitative ones to describe the data. Likewise, the data collection techniques used in this study were observation, questionnaires, and documentation.

Keywords: Learning Media, Arabic, Audio Visual

Abstrak: Dengan berkembangnya zaman yang semakin modern kini bahasa Arab mampu menyesuaikan diri. Dalam pembelajaran Bahasa Arab dengan menggunakan metode konvensional yang membosankan bagi para siswa masih di terapkan di sekolah–sekolah. Dengan berkembangnya zaman diharapkan para guru mampu menciptakan suasana belajar yang menyenangkan dan mampu memanfaatkan media pembelajaran sebaik mungkin. Salah satu cara yang digunakan dalam memanfaatkan pembelajaran bahasa arab dengan mudah disebut dengan media audio visual. Dari arahan guru kepada peserta didiknya untuk mengunjungi website di internet dengan mudah dan menyenangkan yang didukung dengan perkembangan teknologi. Dalam penelitian ini peneliti menggunakan penelitian kualitatif namun demikian metode kuantitatif digunakan untuk menghitung data angket yang selanjutnya diolah menjadi kualitatif untuk mendeskripsikan data. Begitu juga teknik pengumpulan data yang digunakan dalam penelitian ini dengan teknik observasi, angket, dan dokumentasi.

Kata Kunci: Media Pembelajaran, Bahasa Arab, Audio Visual

Preliminary

In developing talents, potentials and skills possessed by students towards the maturation process is the meaning of education, by designing education in improving learning achievement to provide understanding to students. Teacher explanations that are difficult to digest and understand during the

learning process make students feel bored quickly, therefore it is not easy for a teacher to be able to design interesting learning for students.

A natural thing experienced by teachers today is the tendency of learning that is less interesting, because teachers do not understand the needs of their students both in terms of characteristics and in the development of the knowledge they are learning. The level of difficulty that varies in each subject matter makes students less fond of the subject matter presented by the teacher. In addition, there are learning materials that require teaching aids in the form of teaching media, but there are also learning materials that do not require assistive devices. Therefore, media is needed in the teaching and learning process as a tool in learning Arabic, especially in maharah qira'ah, namely audiovisual media.

In learning Arabic, especially in maharah qira'ah, students will feel motivated and more enthusiastic by using audio–visual media. From some of the reasons described above, the researcher wants to conduct a study in the form of classroom action with the

title of using audio-visual media in learning Arabic at maharah qira'ah. It is hoped that learning Arabic can be achieved well through this research.

Discussion

Definition of Learning Media

Literally, the word media comes from Latin which is the plural form of the word medium which means an intermediary or introduction between the sender of the message and the recipient of the message. As Schram's opinion, the role of media in learning purposes that is used as a messenger is called learning media. Likewise, what was conveyed by Sudrajat also quoted Briggs' definition that anything that can convey learning material is called learning media, for example books, films, videos, and so on.[1]

According to Suparno, everything that is used as a means of conveying messages from one source to the recipient of the message is called learning media. For example, sound-based audio (hearing) is radio and visual-based (viewing) is images, as well as audio-visual-based (pictures and audio) such as television. In

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[1] Imam Asrori, *Media Pembelajaran Bahasa Arab*, hlm: 3

addition, Suparno and other experts added that even without the presence of a teacher, learning media can convey information, as happens in programmed learning and distance learning.[2]

The teaching and learning process is essentially a communication process, delivering messages from the introduction to the recipient, because questions often arise regarding the importance of media in learning, therefore abstract and concrete concepts must be known in advance. Likewise, what is called encoding, namely messages in the form of teachings are poured into communication symbols, both verbal and non-verbal. In other words, learning is said to be unsuccessful because it is in accordance with what is understood by students starting from what is heard, read, seen, or observed.[3]

Media has an important meaning in the teaching and learning process to be conveyed to students in learning activities so that they do not experience difficulties, therefore the use of media as an intermediary. The purpose of teaching must be used as a reference point in the use of media because if it is ignored,

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[2] *Ibid,* hlm: 4

[3] Daryanto, *Media Pembelajaran*, hlm: 4

then the media is no longer a teaching aid but as an obstacle in achieving effective and efficient goals.[4] In addition, the teaching objectives that have been formulated will not be seen if their use is not in line with the material. Therefore, it is necessary to have the role of the media as an abstraction of teaching materials, as explained by the two functions of the media in learning, namely:

a. **Media as a tool**

In the process of teaching and learning media as a tool because the teacher can convey messages from lesson materials to students. Learning materials are difficult for students to understand, and they quickly feel bored because the teacher's explanations are difficult to digest and understand. To achieve the goals that have been set in improving student learning activities, the teacher must use the media as a tool.

b. **Media as a learning resource**

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[4] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, hlm: 120

Everything to learn someone by using teaching materials is called learning resources. The role of technology is not only as a tool, but also as a learning resource with auditive, visual, and audiovisual aids in the learning process. Learning resources are grouped into five categories, namely humans, books/libraries, mass media, natural environment, and educational media, namely the opinion of Udin Saripudin and Winataputra.[5]

Some of the uses of media include:

1) The message is clarified so as not to be too verbal

2) Overcoming the limitations of space, time, energy, and senses.

3) Generating passion for learning, more direct interaction between students and learning resources.

4) Allowing children to be independent according to their visual, audiotory, and kinesthetic talents and abilities.

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[5] *Ibid,* hlm: 121

5) Giving the same stimulus, equating the experience and giving rise to the same perception.

6) The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. So learning media are everything that can be used to channel messages (lesson materials) so that students can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals.[6]

In addition, the contribution of learning media according to Kemp and Dayton are as follows:

1) Delivery of learning messages can be more standardized

2) Learning can be more interesting

3) Learning becomes more interactive by applying learning theory

4) Learning implementation time can be shortened

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[6] Daryanto, *Media Pembelajaran,* hlm: 5

5) The quality of learning can be improved

6) The learning process can take place whenever and wherever needed

7) The positive attitude of students towards learning materials and the learning process can be improved

8) The teacher's role has changed in a positive direction.

There are advantages and disadvantages in the learning process as an interaction activity between students and their environment, which are expressed by Gerlach and Ely, there are three advantages of media capabilities as follows:

1) Fixative ability, meaning that it can capture, store, and re-display an object or event. With this ability, objects or events can be drawn, photographed, recorded, filmed, then stored and when needed can be shown and observed again as the original event.

2) Manipulative ability, meaning that the media can re-display objects or events with various kinds of changes

(manipulations) as needed, for example changing their size, speed, color, and can also be re-presented.

3) Distributive ability, meaning that the media is able to reach a large audience in one simultaneous presentation, for example TV or radio broadcasts.

While the barriers to communication in the learning process are as follows:

1) Verbalism, meaning that students can say words but do not know what they mean. This happens because usually teachers teach only with oral explanations (lectures), students tend to only imitate what the teacher says.

2) Misinterpretation, meaning that the same term or word is interpreted differently by students. This happens because usually the teacher only explains orally without using learning media, for example pictures, charts, models, etc.

3) Attention is not focused, this can happen due to several things, such as physical disturbances, there are

other things that are more interesting and affect the attention of students, students daydream, how to teach teachers are boring, how to present lesson materials without variation, lack of teacher supervision and guidance.

4) There is no understanding, meaning that it lacks logical and psychological meaning. What is observed or seen, is experienced separately. There is no logical thought process starting from awareness to the emergence of concepts.[7]

Audio Visual Media

Audiovisual media is media that can be heard and seen, through audiovisual media a teacher can deliver subject matter more concretely. When compared with the delivery of subject matter which is done orally or in writing. Audiovisual media are learning media used in learning activities to involve the senses of listeners and sight in an integrated manner, for example TV

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[7] *Ibid,* hlm: 9

broadcasts, VCD recordings, and drama or play performances.[8] Likewise with multimedia-based learning that involves the senses of hearing and sight by integrating words, colors, sounds, and motion as well as computer-based interactive media and information and communication technology.

According to Mayer, the multimedia category includes TV, powerpoint presentations as media that produce sound and text. In contrast to Martin's opinion, which explains that multimedia is an interactive and non-interactive computer application, video conferencing and video cassettes include audio-visual media. So, media that involves several types of media in an integrated manner in a learning activity because it involves many elements at once, namely elements of color, sound, motion, size, and others is called multimedia.[9]

In his book, Ahmad Rohani also reveals that the media that can be seen, heard, and can be heard and seen, are modern instructional media that are in accordance with the times, which

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[8] Imam Asrori, *Media Pembelajaran Bahasa Arab*, hlm: 17

[9] *Ibid,* hlm: 18

are called audio-visual media, such as films and television.[10] Film is a type of audio-visual that has advantages, one of which is the recipient of the message that can be combined into one between seeing and hearing and will easily get a clearer response and not easily forgotten. While television is a medium that can disseminate information so that it can be used for broadcasting learning programs nationally.[11] One example of the advantages of television is that it can overcome the limitations of space and time. In addition, television also has weaknesses, one of which is easily influenced by the presentation of entertainment programs, so that the learning atmosphere is less serious and less effective.[12]

Use of Audio-Visual Media in Arabic Learning

Audio Visual media is media that has sound elements and image elements, this type of media has better capabilities, because it includes both types of media, namely audio and visual media.[13]

In learning Arabic, the use of this media is very little but it is not impossible for teachers to use this media in the teaching and

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[10] Ahmad Rohani, *Media Instruksional Edukatif*, hlm: 97

[11] Bambang Warsita, *Teknologi Pembelajaran Landasan dan Aplikasinya*, hlm: 117

[12] Hujair AH Sanaky, *Media Pembelajaran Interaktif-Inovatif*, hlm: 122-123

[13] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, hlm: 141

learning process. Today, with the occasional educational TV program, teachers can invite students to participate in discussions about Arabic language material that presents certain selected materials. Using this media can provide a relaxed but sure learning system, which can provide more motivation for students to receive lessons.

Basically, students who learn through television programs for various subjects including Arabic are the same as what they learn through face-to-face with the teacher, which is conveying material from a subject. However, learning through educational television also has weaknesses, among others, television is only able to provide one-way communication.[14] Educational television is basically the same as a live picture which includes pictures and sound, thus educational television plays an important role as an audio-visual medium in the teaching and learning process, so that students get various information about the actual events of an event that occurred.

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[14] Ibid, hlm: 141

A good design will get good results too, thus in using people as teaching materials it cannot stand alone but must be combined with written materials.[15] The combination of teaching materials as media with the material presented must be in accordance with each other, meaning that the person who will be used as teaching material must be able to express himself based on the material provided in the curriculum and textbooks.

In the field of foreign language teaching, as stated by al-Qasimi, the importance or benefits of using media, namely (1) reducing the use of translation techniques (2) students can understand meaning (3) making students interested in learning, and (4) being a role stimulant and student engagement.[16] In addition, Shini and Abdullah also revealed that the benefits of foreign language learning media are that students participate in learning activities that can increase motivation, students are easy to remember in learning and are able to encourage critical thinking and learning activities are more meaningful. Likewise,

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[15] Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Kompetensi Guru*, hlm: 181

[16] Imam Asrori, *Media Pembelajaran Bahasa Arab*, hlm: 24

Sudrajat's opinion regarding the function of learning media is that it can motivate and stimulate students to learn, instill correct and realistic basic concepts, have direct interaction between students and the environment, and provide a comprehensive experience from concrete to abstract.[17]

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[17] *Ibid,* hlm: 25

Maharah Qira'ah

Maharah qira'ah or reading skills is one of the skills that involves a variety of mind and thought work, which includes all forms of thinking, judging, making decisions, analyzing, and finding problem solving in which language skills are not just hiding letters or words.[18] The ability to read can also be realized in the form of reading aloud or silently, reading aloud not only shows understanding of what is read, and reading aloud is easier to measure than reading silently.[19]

There are several indicators that must be mastered by a reader in order to understand the reading well, namely the reader is able to read the Arabic text with the correct reading, is able to understand the reading correctly, is able to translate the reading correctly, and knows the reading position of each word and can retell it using his own language.[20] A person's ability in reading skills has not been said to be perfect if one of these indicators is not met.

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[18] Bisri Mustofa dkk, *Metode dan Strategi Pembelajaran Bahasa Arab*, hlm: 99

[19] Imam Ma'ruf dalam Syaiful Musthofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, hlm: 161

[20] Syaiful Musthofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, hlm: 162

The ability to read greatly affects the reader in understanding the content or meaning that is read on qawaid or grammar in Arabic which includes the science of nahwu (syntax) and sharaf (morphology). Therefore, a reader not only reads to understand, but is able to understand grammar first before being able to read the text correctly in reading skills.

Amin Santoso revealed that students' proficiency in reading Arabic texts has several indicators, namely: (1) in qira'ah text students are able to sound letters, words and sentences; (2) by shading the letters, words and sentences contained in the qira'ah text so that students can recognize the sentence structure; (3) the meaning of the text read can be understood.[21] This means that by evaluating students can be said to have good reading skills if they can do the three indicators well. Conversely, if these indicators are not met, it can be said that their reading learning objectives have not been met in qira'ah proficiency.

According to Hermawan, in general, qira'ah skills training is divided into two parts, namely qira'ah jahriyah and qira'ah

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[21] Amin Santoso, dkk, *Modul Materi Praktikum Mata Kuliah Pembelajaran Bahasa Arab*, hlm: 55

shamitah.[22] Qira'ah jahriyah exercise is a reading exercise that is done by reciting written symbols in the form of words or sentences that are read with the aim that students are able to pronounce the reading well according to the sound system in Arabic, and this type of reading exercise is suitable for beginners. While the qira'ah shamitah exercise is a reading exercise with written symbols that are not pronounced in the form of words or sentences that are read, but only for reliable visual exploration accuracy. As stated by Ulin Nuha that qira'ah shamitah is reading in the heart by not uttering words.[23] The purpose of this second exercise is that students can obtain as much information as possible and master the contents of the reading in a short time.[24]

Research methods

In conducting this research, the writer uses the type of field research (Field Research) which is viewed from the point of view of the place, including field research, namely research conducted in the field. Meanwhile, in terms of data acquisition,

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[22] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, hlm: 144

[23] Ulin Nuha, *Ragam Metodologi & Media Pembelajaran Bahasa Arab*, hlm: 105

[24] Amin Santoso, dkk, *Modul Materi Praktikum Mata Kuliah Pembelajaran Bahasa Arab*, hlm: 59

this research uses Qualitative Research (qualitative research). Qualitative research is research that is assisted by statistics to process data in the form of numbers but in this study also uses data that cannot be measured with numbers with certainty.

In this study, learning media is the most important tool in the teaching and learning process, so it is important to apply it in learning Arabic by using audio-visual media in maharah qira'ah.

Data collection techniques are research in collecting data using tools and methods or methods carried out by researchers. Data collection techniques used in this study include: observation, questionnaires, and documentation.

a. Observation

The observations that will be used in the data collection process are non-participant observations, namely the researchers are not directly involved in it. This method is used to obtain data about schools including: geographical location, state of the school environment, teaching and learning processes in the classroom, materials, methods and strategies used in learning as well

as observing research locations and the environment to obtain data about an overview of school locations.

b. Questionnaire

Questionnaire is the acquisition of information from respondents in collecting data by using written statements.

The questionnaire that the author uses is a closed questionnaire, which is a questionnaire whose answers have been provided so that respondents can choose the answer directly.

Learning Arabic using audio-visual media is about matters relating to students themselves and their activities in learning Arabic to obtain data for sure.

c. Documentation

Documentation methods are written items for conducting research by collecting data by taking notes, such as books, magazines, documents, regulations, diaries, and so on.[25] Matters related to research to obtain school

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[25] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, hlm: 82

data that are documentary the author uses this technique, such as: history of its establishment, organizational structure, facilities and infrastructure, number of teachers and employees, number of students, teacher, and education.

Results and Discussion

From the observations that have been made by researchers in Arabic subjects and students, it is carried out to support the data in the needs analysis. In the opinion of the teacher, there is a lack of use of media in learning which in general students are less enthusiastic if the learning is only monotonous so that students have difficulty in learning Arabic. This is because the teacher uses the tarjamah learning method, and rarely uses learning media, it can be said that it emphasizes more on conventional learning.

The teacher also said that it was very good if it could motivate students and help students understand the Arabic language material, which means that there is development of learning media using audio-visual media. This audio-visual media not only provides material to students, but this media also has

several advantages. As has been demonstrated, displaying interesting pictures and sounds for learning Arabic can arouse students' reading interest.

Based on my observations, generally students still find it difficult to learn Arabic because some of them don't like the subject and still have difficulty reading Arabic writing. As a solution, learning Arabic is appropriate by using audio-visual media because the media can attract students' attention so that Arabic teaching is more optimal.

Audio-visual media has a variety of menus such as mastery of vocabulary, the ability to compose sentences according to nahwu rules, integration between paragraphs and very interesting test exercises. It is aimed at having interesting, easy-to-understand, and varied media students will more easily capture Arabic learning better.

To find out which Arabic learning is better and in accordance with their needs, the researchers asked students to fill out a need questionnaire to find out the results of using audio-visual media in learning Arabic.

The results of the analysis of the needs of teachers and students on the development of learning media for Arabic writing skills through a needs questionnaire given to 19 students, namely class XII Dressing at SMK Islam Muhammadiyah Moyudan.

Questionnaires were given to the experimental class, namely class XII Fashion Design at SMK Islam Muhammadiyah Moyudan. This questionnaire aims to see how far Arabic language learning uses audio-visual media in maharah qira'ah to improve Arabic learning. The questionnaire made in the form of a Likert scale is given in the form of an assessment of Arabic learning using audio-visual media. Then the questionnaire will be processed into numerical data. Furthermore, the results of the data will determine whether learning Arabic using audio-visual media can improve.

Pernyataan	Kategori				
	SS	S	R	TS	STS
Pernyataan Postif	5	4	3	2	1
Pernyataan Negatif	1	2	3	4	5

Next, the researcher added up the scores of each student's questionnaire with the statement items. After getting the results, the researcher looked for the interval distance with the following formula:

Jarak Interval = $\dfrac{skor\ tertinggi - skor\ terendah}{jumlah\ kelas\ interval}$

Jarak Interval = $\dfrac{100 - 20}{5}$

Jarak Interval = 16

Based on the interval distance, it can be obtained a table of categories for improving audio-visual media in Arabic language skills for the experimental class as follows:

No	Skor Siswa	Kategori
1	$84 < x \leq 100$	Sangat Tinggi
2	$67 < x \leq 83$	Tinggi
3	$50 < x \leq 66$	Cukup
4	$33 < x \leq 49$	Rendah
5	$16 < x \leq 32$	Sangat Rendah

Table 1 Questionnaire Assessment of Audio Visual Media in Arabic Learning, especially in Maharah Qira'ah

No	XI IPA 3	
	Skor	Kategori
1	74	Tinggi
2	95	Sangat Tinggi
3	73	Tinggi
4	74	Tinggi
5	69	Tinggi
6	72	Tinggi
7	72	Tinggi
8	69	Tinggi
9	70	Tinggi
10	83	Tinggi
11	71	Tinggi
12	72	Tinggi
13	75	Tinggi
14	62	Cukup

15	73	Tinggi
16	76	Tinggi
17	73	Tinggi
18	70	Tinggi
19	66	Cukup

Table 1 for the assessment of the XII class of the Fashion Design of the Islamic Vocational School of Muhammadiyah Moyudan, it can be concluded that the activity is categorized as high.

CONCLUSION

Based on the explanations above, it can be concluded that learning media is a process of teaching and learning activities for teachers to convey subject matter to students from various resources used, tools and materials. With the media has an important meaning in helping the activities of the teaching and learning process. Audio-visual media is media that has sound elements and image elements, this type of media has better capabilities, because it includes both types of media, namely audio and visual media. The type of research that the author uses to conduct this research is in terms of the place, this research

includes field research, namely research conducted in the field. Meanwhile, in terms of data acquisition, this research uses Qualitative Research (qualitative research). Data collection techniques used in this study include observation, questionnaires, and documentation. The assessment of the class XII questionnaire on Fashion Design at the Muhammadiyah Moyudan Islamic Vocational School, it can be concluded that the activity is categorized as high.

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