The Effect of Using Audiovisual Media on Increasing Students' Maharah Kalam in Al-Mutawassith Class

Shofwatul Fu'adah
Fakultas Tarbiyah Universitas Ibrahimy, Indonesia
shofwatulfuadah07@gmail.com
Kholifatun Hasanah
Fakultas Tarbiyah Universitas Ibrahimy, Indonesia
kholifatulhasanah@yahoo.com

ABSTRACT
In the world of Islamic education, Arabic is very important for future generations to learn, especially students who want to learn and understand the language of the Al-Qur'an. Apart from that, the ability to speak fluently in Arabic (Maharah Kalam) is one indicator of learning Arabic. This includes the ability to speak with intonation, speech, and other aspects. Audiovisual media is one way that can help teachers in teaching good and correct Maharah Kalam to students. Apart from that, this research aims to find out and discuss whether there is an influence of the use of audiovisual media on students' Maharah Kalam abilities. This research uses quantitative correlational methods, withsampling type of non-probability sampling (total sample) which is large 44 female students. Data collection was carried out using questionnaire for variable X (influence of audiovisual media) and tests for variables Y (students' ability to be angry). Data collected later analyzed using SPSS version 16.0. Based on the results of hypothesis testing, it is known that the use of audiovisual media (X) has a significant effect on Maharah Kalam (Y). tcount of 2,402 is greater than ttable 2,021, this shows that it exists significant influence of audiovisual media on students' Maharah Kalam. Then the results of the simple linear regression analysis test where is the value consistency of 47,378 with a regression coefficient of 0.315, which shows that if there is an increase of 1%, then Maharah Kalam female students will increase by 0.315.

KEYWORDS
Audiovisual Media,
Maharah Kalam,
Speaking Skill,
Fashl Mutawassith.

Introduction

Arabic is a foreign language for Indonesian citizens because it is not commonly used in everyday communication. Also because of its position in the curriculum and its uniqueness in schools, Arabic is not used as an introduction to the subject, but as a subject matter, and has characteristics that are not shared by other languages in various aspects (Hermawan, 2013).

As one of the most Muslim countries, t is reasonable for Arabic to be one of the foreign languages widely studied by the Indonesian people, following English and other languages, because Arabic itself is closely related to the religious domain of Islam, namely the religion of Islam which appears in divine messages in the Qur'an, hadith, monumental works of religion experts, as well as in various rituals of worship. Therefore, mastering Arabic becomes highly important.

To understand the religious domains that have been described, it is important for the Arabic language to be learned by all Muslims. With the implementation of Arabic language learning in educational institutions, both under the ministry of religion and under the guidance of the education department, this shows that education is a very important thing for human life because education has a major effect on the quality of life in which one can understand about various studies of knowledge (Zulhannan, 2014).

For now, Arabic is more dominantly applied in Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA). This is because the three levels are under the guidance of the Ministry of Religious Affairs which requires Arabic language subjects (Ainin, 2018). The implementation of Arabic language learning at every level, from elementary to university education, does not differ significantly from the general application of Arabic language learning, especially in the application of the arba'ah maharaat, which are common aspects of Arabic language skills (2000 ,مدكور).

Similarly, Arabic language learning at the language center dormitory for girls at the Salafiyah Syafi'iyah Islamic Boarding School in Sukorejo, Situbondo.

One of the skills that is the focus in learning firqoh al- 'arabiyah in this dormitory is speaking skills (Maharah Kalam). Speaking skill involves the ability to convey messages verbally to others, influenced by various practical factors such as pronunciation, intonation, choice of words, sentence and word structure, discourse organization, content delivery, the manner of beginning and concluding a conversation, as well as overall performance (Mustofa, 2017). In general, the Maharah Kalam aims to enable students to communicate effectively and accurately in the language they are learning, specifically focusing on the Arabic language communication skills.

With the development of science and technology, there are many new ways that can be used to prepare students to face the challenges of the times. It is clear that the success of learning requires competent teachers who can make the classroom an enjoyable and interesting place for students. In addition, media also plays a crucial role because it can increase students' interest in learning. Media is a type of component in the student environment that can stimulate learning both in and outside of school, allowing students to gain knowledge, skills, and attitudes, including in Arabic language learning. (Jalinuz, N., 2016).

The girls' language center dormitory uses various learning media in Arabic language teaching activities, including types of audio, visual, and audiovisual media as alternatives to increase the Maharah Kalam of the students. This is done to enable the students to gradually understand the theories and indicators Maharah Kalam, both in terms of choosing the right sentence, intonation and good and correct Arabic fushah in communicating Arabic with them accustomed to listening to Arabic conversations.

It can be seen when teaching and learning activities on Maharah Kalam material using visual media with the type of blackboard and textbooks, learning looks less effective, and rarely among students who speak or ask questions using good and correct fushah Arabic when the learning process takes place. Because, in fact, students need examples and familiarization in listening to fushah Arabic conversations.

Meanwhile, when educators teach Maharah Kalam material using audiovisual media by displaying Arabic videos and interesting pictures related to Maharah Kalam material, students look enthusiastic in learning Maharah Kalam. So that with this, students can imitate a good and correct fushah Arabic style after using audiovisual media, because with this media they can see, hear the speech and style of fushah Arabic from the speakers displayed, and they can even practice it. This is a description that occurs when learning activities take place on Fashl al- mutawassith.

Fashl al-mutawassith is an intermediate level class where students have mastered a lot of mufradat, it's just that they are still lacking in terms of communicating Arabic properly and correctly. Maharah Kalam skills of students in Fashl al- mutawassith on average are still lacking in accordance with Maharah Kalam learning indicators, both in terms of choosing the right sentence, as well as sentence pressure (intonation), although it is known that the main asset in speaking is the courage to speak which will definitely be a big risk for students in making mistakes. However, educators try to continue to apply audiovisual media in increasing the enthusiasm of students to learn, especially in their Maharah Kalam skills.

Audiovisual media is an alternative way of learning by using media that contains elements of sound and images, where the process of absorbing material requires the senses of sight and hearing (Hayati, N., Yusuf, A., M., & Harianto, 2017). One of which is Arabic cartoons, Arabic movie series, Arabic podcasts, and all things related to learning and able to improve students' Maharah Kalam.

The application of audiovisual media has positive goals and values in Arabic language learning, especially in improving students' Maharah Kalam (Annas, 2020). Thus, researcher believes that it is necessary to conduct research on the effect of using audiovisual media on the Maharah Kalam skills of fash al-mutawassith students so that it can help students to improve their Maharah Kalam skills.

Methodology

Kehadiran This research uses a quantitative approach whose method is a research method based on the philosophy of positivism, the data used is the implementation of audiovisual media and learning Maharah Kalam. The sample used is nonprobability sampling of the total sample type or what is called a census (Sugiono, 2017). as all members of the population are relatively small, namely around 44 people who are completely sampled and as respondents providing information.

Audiovisual Media (X)	→	*Maharah Kalam* (Y)
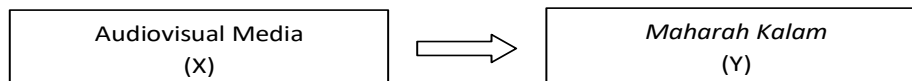
In this study, researcher used two instruments, questionnaires to collect data on the use of audiovisual media, giving a set of written statements in the form of multiple choices of 20 statement items to be filled in by respondents. And a test-shaped instrument to filter data to determine the level of influence on the Maharah Kalam of female students, by providing direct questions (Mubasyaroh). The number of questions is about 4 questions for each student, after the sample have learned Maharah Kalam learning with the use of audiovisual media by showing Arabic video podcasts.

Results and Discussion

Fashl al- mutawassith Salafiyah Syafi'iyah Sukorejo girls' language center dormitory is an intermediate level Arabic language class, where students already have a basic mufradat/ vocabularies that is quite a lot, but still need improvements in several ways, one of which is the ability of Maharah Kalam. In this class there are 44 students and consist of different ages. Based on age and education, respondents aged 13-15 (SMP/MTs level) years were 5 people (11.3%), respondents aged 16-18 years (SMA/SMK/MA) were 7 people (15.90%), and respondents aged 19-21 (University Students) years were 32 people (72.8%). It can be concluded that the majority of respondents aged 19-21 years, totaling 32 people (72.8%).

Validity Test Results

The Results of Validity Test

Table 1.1
Validity Test Results Decision Variable X (Questionnaire)

Item to-	r-count	r-table	Status
1st	0,709	0,297	Valid
2nd	0,527	0,297	Valid
3rd	0,593	0,297	Valid
4th	0,502	0,297	Valid
5th	0,534	0,297	Valid
6th	0,593	0,297	Valid
7th	0,527	0,297	Valid
8th	0,535	0,297	Valid
9th	0,502	0,297	Valid
10th	0,792	0,297	Valid
11th	0,638	0,297	Valid
12th	0,659	0,297	Valid
13th	0,598	0,297	Valid
14th	0,534	0,297	Valid
15th	0,715	0,297	Valid
16th	0,709	0,297	Valid
17th	0,792	0,297	Valid
18th	0,760	0,297	Valid
19th	0,638	0,297	Valid
20th	0,591	0,297	Valid

From the number of respondents N = 44 at 5% significance in the distribution of statistical rtabel values, rtabel of 0,297 is obtained.

In this validity test calculation used IBM SPSS version 16.0 the number of items contained in variable X is 20 items and it can be stated that the 20 items regarding audiovisual media are categorized as valid because all rcounts are greater than rtable. As explained that validity is a measure that shows the levels of validity or validity of an instrument (Arikunto, 2013).

Reliability Test

The reliability test is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and remains consistent if the measurement is repeated.

Table 1.2
Reability Test Result

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.928	.927	20

From the table above, it is known that there are N items (number of items), namely 20 items with a Cronbach's Alpha value of 0.875. Because the Cronbach's Alpha value is 0.928> 0.297, as the basis for decision making in the reliability test, it can be concluded

that the 20 question items for variable X "audiovisual media" are declared reliable or consistent.

The level criteria can be seen in the following table (Gunawan, 2020):

Table 1.3
Guidelines for Interpreting the Correlation Coefficient

Interval Koefisien	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Based on the reliability criteria in table 1.3, the reliability value of variable X of 0.928 can be categorized or stated as very strong.

Pre-analysis Test Results

Normality Test

The following are the results of the Maharah Kalam test of female students, with an average score of 70.00 and 44 students who reached the KKM.

Tabel 1.4

Maharah Kalam* Learning Outcomes of *Fashl al-mutawassith

Students

No.	Information	Score
1	Lowest score	65
2	Higest score	75
Avarage		70.00
KKM		65

From the table above, the lowest score of the students' Maharah Kalam test results is 65 and the highest score is 75 with an average score of 70.00.

Then, in the normality test, the research data on the effect of audiovisual media (X) on the Maharah Kalam ability of female students (Y), is processed using the One-Sample Kolmogrov-Smirnov formula with the assistance of IBM SPSS version 16.0.

Table 1.5
Normality Test Result

One-Sample Kolmogrov-Smirnov Test

		Pre	pro
N		44	44
Normal Parameters[a]	Mean	61.59	70.00
	Std. Deviation	2.356	3.888
Most Extreme Differences	Absolute	.432	.205
	Positive	.432	.205
	Negative	-.250	-.205
Kolmogorov-Smirnov Z		2.866	1.357
Asymp. Sig. (2-tailed)		.000	.050

a. Test distribution is Normal.

Based on the output table 1.5 above, it is known that the significance value of Asymp. Sig. (2-tailed) is 0.050> 0.005. In accordance with the basis for decision making in the Kolmogrov Smirnov normality test, the value of Asymp. Sig. > 0.05 then the data is normally distributed and if the Asymp. Sig. <0.05 then the data is not normally distributed. From the results of the normality test it can be concluded that the data is normally distributed.

Based on the output table 1.5 above, it is known that the significance value of Asymp. Sig. (2-tailed) is 0.050> 0.005. In accordance with the basis for decision making in the Kolmogrov Smirnov normality test, the value of Asymp. Sig. > 0.05 then the data is normally distributed and if the Asymp. Sig. <0.05 then the data is not normally distributed. From the results of the normality test it can be concluded that the data is normally distributed.

Liniearity Test

Linearity test is conducted as one of the requirements before conducting a simple linear regression analysis test. This test aims to determine whether or not there is a linear relationship between the audiovisual media variable (X) and Maharah Kalam (Y).

Table 1.6
Liniearity Test Result

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	64.654	1	64.654	1.257	.269[a]
	Residual	2160.255	42	51.435		
	Total	2224.909	43			

It is known based on the significance value (Sig) from the output results of table 4.12 that the value of Deviation from Linearity Sig. Is 0.269 > 0.05. So it can be concluded that there is a significant linear correlation between audiovisual media variables (X) and Maharah Kalam skills (Y).

Simple Linear Regression Test Results

Mujahadah Simple Linear Regression Analysis

Simple linear regression analysis is used to measure the effect of one independent variable on the dependent variable. In the simple linear regression formula is generally used:

Y = a + bX,

Meanwhile, to determine the value of the regression coefficient, the output is used in the following coefficient table:

Table 1.7
Simple Linear Regression Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	47.378	19.721		1.121	.021
Y	.315	.281	.170	2.402	.269

The simple linear regression equation formula used is : Y = a + b
Is Known:

    Y = dependent variable
    a = regression constant
    b = regression coefficient number

It can be seen from table 4.13, a = the constant number of Unstandardized Coefficients value of 47.378. This figure shows that the constant number means that if there is audiovisual media (X) then the consistent value of speaking skills (Maharah Kalam), that is the variable (Y) is 47,378.

Furthermore, in b, the regression coefficient number can be known to have a value of 0.315. this figure means that if there is a 1% increase in the level of use of audiovisual media (X), then the Maharah Kalam skill (Y) will increase by 0.315.

The regression coefficient value obtained is positive, thus it is concluded that the more the use of audiovisual media increases on Maharah Kalam material, the more the Maharah Kalam skills of female students will increase. So that the regression equation is:

    Y = a + b1+b2
    Y = 47.378+ (0,315) (75)+(0,269)
       = 71.299

Simple Regression Coefficient Test (t-test)

The t test is used to test whether the effect of audiovisual media (X) on Maharah Kalam ability (Y) is significant or not.

Tabel 1.8
t-test Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	47.378	19.721		1.121	.021
Y	.315	.281	.170	2.402	.269

The following is to test the hypothesis on variable X and variable Y, the following hypothesis is proposed:
1) Ho (alternative hypothesis) = There is no significant effect of audiovisual media (X) on the ability of Maharah Kalam (Y).
2) Ha (null hypothesis) = There is a significant effect of audiovisual media (X) on the ability of Maharah Kalam (Y).

From the output processed through IBM SPSS version 16, it can be seen that the tcount is 2.402 which will then be compared with the ttable value. For a significance level of 0.05 (5%): 2 = 0.25 (2.5%) or a 2-sided test at the degree of freedom (df = n-k) or df = 44-2 = 42 From this test, the ttable is 2.021.

If tcount is greater than ttable then Ha is accepted and H0 is rejected. From the results of the above calculations, the tcount is 2.402 and the ttable is 2.021, it can be seen that:

$$t_{count} > t_{table}$$
$$2.402 > 2.021$$

If tcount> ttable then Ha is accepted and Ho is rejected. It is known from the results of the tcount which is greater than the ttable also because the tcount is positive, then the results state that "There is a significant effect of the use of audiovisual media on the Maharah Kalam ability of fashl al-mutawassith female students in the Arabic Language Dormitory of the Salafiyah Syafi'iyah Sukorejo Situbondo Islamic Boarding School."

Learning media has an important role in successfully conveying knowledge, one of which is in learning Arabic (Mahmudah, 2018). Learning media itself in an educational perspective is an instrument that greatly determines the teaching and learning process, because its existence has a direct influence on students (Putri, 2017).

Audiovisual media applied in the Salafiyah Syafi'iyah Sukorejo Situbondo girls' central language dormitory, in accordance with the characteristics of existing audiovisual media, including clarity of massage, user friendly and student centered, content representation, visualization with media, can be used as a group or individual task, using good resolution (Khairani, M., Sutisna, S., & Suyanto, 2019).

With these characteristics, it can be seen how the level of Maharah Kalam of female students is in accordance with the objectives or standards of these skills, such as being

able to speak Arabic according to the correct intonation, the selection of sentences or vocabularies (mufradhat) according to the conditions, such as when learning begins, students can dialogue well with other friends, can convey the essence of Maharah Kalam material learned through audiovisual media by educators.

This is in accordance with the opinion expressed by Acep Hermawan in his book "media pembelajaran sangat penting dalam kegiatan belajar mengajar karena dengan media pembelajaran dapat membangkitkan semangat dan membuat pembelajaran menjadi lebih efektif sebab siswa dapat menyerap pembelajaran melalui data yang kuat dan terpercaya" (Hermawan, 2013).

Audiovisual media such as podcasts, Arabic cartoons, Arabic-language film series have a positive influence on students' Maharah Kalam. Because actually in teaching and learning activities, educators not only prioritize the delivery of material but also the enthusiasm and interest of students must always increase in every lesson and that will make students more interested in the material they learn.

After collecting data, the results of research on Fashl al-mutawassith students in the language dormitory of the Salafiyah Syafi'iyah Islamic Boarding School Sukorejo Situbondo totaling 44 people related to the effect of audiovisual media on the Maharah Kalam of female students that based on calculations that have been processed using IBM SPSS version 16.0 show that:

a) The tcount of 2.402 is greater than the ttable of 2.021, so Ha is accepted and H0 is rejected, thus it can be seen that there is a significant influence between audiovisual media on the Maharah Kalam of female students.

b) Furthermore, the results of the linear regression analysis test between audiovisual media (X) on Maharah Kalam of female students (Y) are obtained, where the value of a = 47.378 if there is no audiovisual media (X) then the consistent value of Maharah Kalam of female students (Y) is 47.378. In the value of b = the regression coefficient number, it can be seen that the value is 0.315. This figure has

c) Means that if every 1% increase in the level of audiovisual media (X), then the Maharah Kalam of female students (Y) will increase by 0.315.

d) Then in the summary table, that the R square value of audiovisual media = 0.667 or 66.7%, with the R square value it is explained that the Maharah Kalam of female students is influenced by audiovisual media by 66.7% while the remaining 33.3% is influenced by external factors.

e) It can also be seen in the table of reliability test results using IBM SPSS version 16.0 that the Cronbach's Alpha value is 0.928 which shows the direction and magnitude of the level of relationship between the use of audiovisual media (X) on Maharah Kalam (Y), which shows a positive relationship in the strong category.

f) Based on the significance value (Sig) of SPSS version 16.0, it is known that the value of Deviation from Linearity Sig. Is 0.269 > 0.05. So it can be concluded that there is a significant linear relationship between audiovisual media variables (X) and Maharah Kalam skills (Y).

g) Based on SPSS version 16.0, it is known that the significance value of Asymp. Sig. (2-tailed) is 0.050 > 0.005. In accordance with the basis for decision making in the Kolmogrov Smirnov normality test, namely if the Asymp. Sig. > 0.05 then the data is normally distributed and if the Asymp. Sig. <0.05 then the data is not normally distributed. From the normality test results it can be concluded that the data is normally distributed.

From the above analysis, it can be concluded that learning media is very important to use in a lesson, especially in Maharah Kalam material in Arabic language learning, because learning media, especially audiovisual media, is a strategic instrument and can

determine the results of a teaching and learning process and have its own influence on students (Huda, 2013).

Conclusion

After a long discussion about the effect of using audiovisual media in improving the Maharah Kalam of Fashl al-mutawassith girls' central language dormitory, it can be concluded that based on the results of hypothesis testing, it is concluded that the use of audiovisual media has a positive and significant effect on the Maharah Kalam of Fashl al-mutawassith students, this can be seen from the use of IBM SPSS version 16.0 tcount of 2.402 greater than the ttable of 2.021. Thus, Ho is rejected and Ha is accepted and it means that the use of audiovisual media (X) has a positive effect on the Maharah Kalam of Fashl al-mutawassith students in the girls' central language dormitory of the Salafiyah Syafi'iyah Sukorejo Situbondo Islamic Boarding School. Of course, Maharah Kalam here is in accordance with the things and criteria that must be met according to its level, the level of mutawassith. Speaking skills (Maharah Kalam) is one of the skills that is the achievement highlight in learning Arabic, because if someone who has achieved this one skill, it is certain that in communication there will be reciprocity and mutual understanding between one and the other, of course the use of audiovisual media will be very helpful and show an effect in improving students' Maharah Kalam.

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