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The Effect of Applying Audio-Visual Media in Improving Conversation (*Hiwar*) Ability in Arabic Language Learning at MTsN 6 Agam

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ABSTRACT

Keterampilan percakapan merupakan salah satu keterampilan dasar dalam pembelajaran bahasa Arab, karena memungkinkan peserta didik menggunakan bahasa untuk berkomunikasi secara nyata. Namun, pembelajaran bahasa Arab di MTsN 6 Agam masih menghadapi beberapa masalah, di antaranya: siswa menganggap pelajaran ini membosankan dan sulit, kemampuan mereka rendah, serta guru tidak menggunakan media pembelajaran, melainkan masih memakai metode mengajar yang kuno dan monoton. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media audio visual dalam meningkatkan kemampuan percakapan (hiwar) pada pembelajaran bahasa Arab. Peneliti menggunakan pendekatan kuantitatif dengan desain quasi eksperimen (*Quasi-Experiment*). Populasi penelitian meliputi siswa kelas VIII-1 sebanyak 31 siswa dan siswa kelas VIII-3 sebanyak 31 siswa. Data dikumpulkan melalui pretest dan posttest, kemudian dianalisis menggunakan program SPSS. Hasil penelitian menunjukkan bahwa rata-rata pretest kelompok eksperimen adalah 86,2 dan kelompok kontrol 75,2, sedangkan rata-rata posttest kelompok eksperimen 93,35 dan kelompok kontrol 84, yang menunjukkan adanya pengaruh yang besar. Uji normalitas membuktikan bahwa data berdistribusi normal, dengan nilai signifikansi 0,944 yang lebih besar dari 0,05. Tabel *Paired Samples Test* juga menunjukkan bahwa nilai Sig. (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05, and t hitung 8,645 yang lebih besar dari t tabel 2,042, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, media audio visual efektif dalam meningkatkan kemampuan percakapan siswa pada pembelajaran bahasa Arab.

Kata kunci: penggunaan media, audio visual, percakapan, bahasa Arab

ABSTRACT

Conversation skills (*al-hiwar*) are among the fundamental skills in Arabic language learning, because they enable learners to use the language for real communication. However, Arabic language learning at MTsN 6 Agam (State Islamic Junior High School 6 Agam) still faces several problems, including: students find the subject boring and difficult, their ability in it is low, and teachers do not use instructional media but rely on an outdated and monotonous teaching method. Therefore, this study aims to determine the effect of using audio-visual media in improving conversation (*hiwar*) ability in Arabic language learning. The researcher used a quantitative approach with a quasi-experimental design. The research population consisted of students of class VIII-1, totaling 31 students, and students of class VIII-3, totaling 31 students. Data were collected through a pretest and a posttest, then analyzed using SPSS. The results showed that the pretest mean of the experimental group was 86.2 and that of the control group was 75,2, while the posttest mean of the experimental group was 93.5 and that of the control group was 84, indicating a substantial effect. The normality test showed that the data were normally distributed, with a significance value of 0.944, which is greater than 0.05. The Paired Samples Test table also showed

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that the Sig. (2-tailed) value was 0.000, which is less than 0.05, and a calculated t value of 8.645, which is greater than the t table value 2.042, which is greater than the t table value, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, audio-visual media is effective in improving students' conversation ability in Arabic language learning.
Keywords: use of media, audio-visual, conversation, Arabic language

INTRODUCTION

Arabic is the language used by Arab countries in their daily communication. It is the language of the noble Qur'an and of the noble hadiths. Arabic consists of the words that Arabs use to express their intentions. It has distinctive features that set it apart from other languages, among them *i'rab* grammatical case endings (Hasnah, 2019). Arabic is a means of understanding the Qur'an and the noble hadiths of the Prophet, because Allah revealed the Great Book in this language, and it is among the most noble languages in the world. Therefore, Muslims are obliged to learn it and master it well (Nasrullah et al., 2025).

Arabic comprises four skills: listening, speaking, reading, and writing. Listening is the foundation of language communication, reading is among the skills students need most when learning the language, writing requires mastery of the preceding skills, and speaking reflects students' ability to communicate effectively in Arabic (Fatchiatuzahro et al., 2026). From speaking emerges *hiwar* (conversation), which is one of the core activities students use to practice the language in real communication situations .

One of the skills that receives primary focus is speaking, which reflects students' ability to communicate effectively in Arabic. However, in reality students face difficulties in *hiwar*, such as lack of self-confidence, limited vocabulary, and difficulty constructing correct sentences (Rukmini, 2025). This may be caused by monotonous teaching methods that do not involve students actively in the learning process. One proposed solution is the use of audio-visual media, because of its role in increasing students' motivation and creating an interactive and enjoyable learning atmosphere (Jabbar et al., 2023).

Several previous studies are relevant to this research. Syifa' and Djamilah discussed the use of audio-visual based Arabic learning media, such as videos, podcasts, and interactive applications, using a descriptive qualitative method through a literature review. That study serves as a theoretical foundation for the present research in understanding the definition, types, and role of audio-visual media in Arabic learning (Syifa & Djamilah, 2024). Syarofi and Syuhadak examined audio-visual based Arabic learning through social media, namely YouTube, TikTok, Instagram, and Facebook, also using a descriptive qualitative method through a literature review. That study contains examples of Arabic conversation (*hiwar*) videos, so it serves as a reference for this research in choosing the types of audio-visual media that can be used for *hiwar* learning (Syarofi & Syuhadak, 2023).

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Aliatussaadah conducted a quasi-experimental study on the use of audio-visual media in *hiwar* learning to improve the speaking skills of ninth-grade students at SMP Plus Ar-Rahmat Cileunyi Bandung, using a quantitative approach and a pretest-posttest design. That study is directly related to the present research because it shares the same two variables, namely audio-visual media and *hiwar*, so it serves as the main reference in formulating the research variables and hypotheses (Aliatussaadah, 2022). Masrifah and Sholihuddin examined the application of the *Talking Stick* method assisted by audio-visual media on the speaking skills (*maharah kalam*) of seventh-grade students at MTsN 2 Kota Blitar, using a quantitative approach and a quasi-experimental design involving an experimental group and a control group. That study serves as a reference for the present research in designing the two-group structure and the quantitative data analysis techniques for Arabic learning at the junior high school (*madrasah tsanawiyah*) level (Masrifah & Sholihuddin, 2024).

Initial observations at MTsN 6 Agam on August 9, 20, and 23, 2024 showed that the teacher relied on lectures accompanied by question-and-answer sessions to deliver material, such as the topics of introductions (*at-ta'aruf*) and school facilities and infrastructure, and used only a whiteboard and a textbook as the two main media. This limited variety of methods and media led to low student participation in the learning process. Students appeared passive and less enthusiastic, had difficulty understanding the material presented, and were hesitant to communicate in Arabic or to express their ideas and opinions in it. This indicates that the method used has not been able to encourage students to develop their speaking skills, including *hiwar*, optimally. Therefore, this study aims to determine the effect of using audio-visual media on improving *hiwar* ability in Arabic learning at MTsN 6 Agam.

Based on the above description, this study assumes that audio-visual media has an effect on improving students' *hiwar* ability. Accordingly, the hypotheses are formulated as follows: the null hypothesis (H_0) states that there is no statistically significant effect of using audio-visual media on improving *hiwar* ability in Arabic learning at MTsN 6 Agam, while the alternative hypothesis (H_a) states that there is a statistically significant effect of it.

RESEARCH METHODS

This study employed a quantitative approach with a quasi-experimental method, using a nonequivalent control group pretest-posttest design, to examine the effect of audio-visual media (independent variable) on students' *hiwar* (conversation) ability (dependent variable) in Arabic language learning. Because students could not be randomly assigned to groups in the school setting, intact classes were used: the experimental group was taught

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using audio-visual media, while the control group received conventional instruction. The study was conducted at MTsN 6 Agam, located in Kubang Putiah, Banuhampu District, Agam Regency, West Sumatra, from September to October 2025. The population comprised all eighth-grade students in the 2025/2026 academic year, totaling 224 students in seven classes. Using simple random sampling with a random picker, class VIII-1 (31 students) was selected as the experimental group and class VIII-3 (31 students) as the control group. Data were collected through three techniques: a pretest and a posttest administered before and after the treatment, observation of learning activities, and documentation of school archives and records. The data were analyzed using SPSS. Prerequisite tests comprised the Kolmogorov-Smirnov test for normality and Levene's test for homogeneity of variance, with data considered normal and homogeneous at a significance value above 0.05. Hypotheses were then tested using an independent samples t-test, with the null hypothesis rejected when the Sig. (2-tailed) value was below 0.05.

RESULTS AND DISCUSSION

Data Description

This study was conducted at MTsN 6 Agam with 62 eighth-grade students as the sample: 31 students from class VIII-1 as the experimental group and 31 students from class VIII-3 as the control group. Both groups first took a *hiwar* (dialogue) ability pretest to determine their initial proficiency. The experimental group then learned using audio-visual media, while the control group learned through the lecture method. After the treatment, both groups took a posttest.

Table 1. Descriptive statistics of pretest and posttest

Group	Test	N	Min	Max	Mean	Std. Deviation
Experimental	Pretest	31	72	100	86.19	7.507
Experimental	Posttest	31	84	100	93.35	4.990
Control	Pretest	31	44	84	75.16	10.479
Control	Posttest	31	72	100	84.00	7.376

In the pretest, the experimental group's mean score was 86.19, with the most frequent score being 92 (7 students), while the control group's mean was 75.16, with the most frequent scores being 80 and 84 (9 students each). In the posttest, the experimental group's mean rose to 93.35, with the most frequent score being 96 (14 students, 45.2%), and its lowest score rose from 72 to 84. The control group's mean rose to 84.00, with the most frequent scores being 76 and 80 (7 students each). The standard deviation of the experimental group decreased from 7.507 to 4.990, indicating that students' abilities

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became evener after the treatment.

Normality Tests

The Kolmogorov-Smirnov normality test yielded Sig. values of 0.000 (control pretest), 0.006 (control posttest), 0.000 (experimental pretest), and 0.104 (experimental posttest). At a significance level of 0.05, only the experimental group's posttest data were normally distributed. Nevertheless, the analysis proceeded with a parametric test because the sample size in each group was sufficiently large (n = 31) and the t-test is relatively robust to moderate departures from normality. Levene's homogeneity test yielded Sig. 1.000 (> 0.05) across all bases of calculation, so the variances of the two groups were considered homogeneous.

Hypothesis Testing

The hypothesis was tested using a *Paired Samples T-Test* to compare pretest and posttest scores within each group. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted if the Sig. (2-tailed) value is < 0.05 or |t-value| > t-table. With df = 30 and a significance level of 0.05 (two-tailed), the t-table value is 2.042.

Table 2. Results of the Paired Samples T-Test

Group	Mean difference	Std. deviation of difference	t-value	df	Sig. (2-tailed)
Experimental (pretest-posttest)	7.16	4.61	8.645	30	0.000
Control (pretest-posttest)	8.84	10.45	4.708	30	0.000

In the experimental group, the t-value (8.645) was greater than the t-table value (2.042), with Sig. 0.000 (< 0.05). Therefore, H_0 is rejected and H_a is accepted, meaning there is a significant difference in students' *hiwar* ability before and after the use of audio-visual media. In the control group, the |t-value| (4.708) was also greater than the t-table value, with Sig. 0.000, so the group taught using the lecture method also showed a significant improvement.

The *Paired Samples Correlations* results show a correlation between pretest and posttest of 0.801 (Sig. 0.000) in the experimental group and 0.355 (Sig. 0.050) in the control group. In the experimental group, students with high initial ability tended to remain high after the treatment, whereas in the control group the relationship between initial and final ability was weaker.

Discussion

The results show that the *hiwar* ability of students in the experimental group increased significantly after the use of audio-visual media, from a mean of 86.19 to 93.35.

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This improvement can be explained by the characteristics of audio-visual media itself. Syifa' and Djamilah 2024 explain that students who learn through two senses at once, namely sight and hearing, have a different level of understanding and retention compared to students who learn through hearing alone (Syifa & Djamilah, 2024). In *hiwar* learning, students do not merely hear the dialogue but also see the situation, expressions, and manner of pronunciation, making it easier for them to imitate. Syarofi and Syuhadak also note that students can improve their intonation and pronunciation by imitating native speakers in videos (Syarofi & Syuhadak, 2023).

These findings are relevant to the initial conditions at MTsN 6 Agam. In the preliminary observation, instruction relied only on the whiteboard and textbook, so students were passive, lacked enthusiasm, and were reluctant to speak Arabic. Audio-visual media presents concrete and engaging conversation examples, which help students understand the material while also feeling more confident in practicing. The rise in the lowest score from 72 to 84 and the reduction in the standard deviation in the experimental group indicate that the improvement was experienced by almost all students, including those who initially had lower ability. These results are in line with the findings of Aliatussaadah 2022, who reported an improvement in *hiwar* ability after the use of audio-visual media, and Masrifah and Sholihuddin 2024, who reported a significant difference in outcomes between experimental and control groups in speaking skills (Aliatussaadah, 2022)(Masrifah & Sholihuddin, 2024).

However, these results need to be interpreted with caution. The control group, taught using the lecture method, also experienced a significant improvement, from 75.16 to 84.00, with an increase (8.84 points) that was even slightly larger than that of the experimental group (7.16 points). The *Paired Samples T-Test* only indicates whether change occurred within a single group, not whether there is a difference between the two groups. Therefore, this study cannot yet conclude that audio-visual media is more effective than the lecture method. In addition, the initial abilities of the two groups were not equivalent (a pretest mean difference of 11.03 points), and only one of the four data groups was normally distributed.

Based on the hypothesis testing results, H_0 is rejected and H_a is accepted in the experimental group, so the use of audio-visual media was accompanied by a statistically significant improvement in the *hiwar* ability of students at MTsN 6 Agam. However, because the control group also improved significantly and no between-group comparison test was conducted, the superiority of audio-visual media over conventional instruction cannot yet be established. Future research is advised to use groups with equivalent initial abilities and to test the difference between groups directly, for example by using an

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Independent Samples T-Test on gain scores or ANCOVA.

The utilization of audio-visual media in learning *hiwar* (Arabic conversation) at MTsN 6 Agam demonstrated a significant positive impact on the experimental group. Based on the descriptive data analysis, the mean score of students' *hiwar* ability in the experimental group increased substantially from 86.19 in the pretest to 93.35 in the posttest. In addition to the increase in the mean score, there was a decrease in the standard deviation of the experimental group from 7.507 to 4.990. This reduction in data spread indicates that the application of audio-visual media effectively narrowed the achievement gap among students, leading to a more even distribution of conversational understanding and skills.

Theoretically, the effectiveness of audio-visual media in enhancing Arabic conversational ability can be explained through Richard E. Mayer's *Cognitive Theory of Multimedia Learning* and Allan Paivio's *Dual Coding Theory*. Learning a foreign language through dual sensory stimulation—namely visual (images/motion) and auditory (articulation/native speaker pronunciation)—allows students' working memory to process information simultaneously without experiencing cognitive overload. In the context of *hiwar*, students do not merely listen to vocabulary (*mufradat*), but also observe the situational context, intonation, facial expressions, and body gestures in a concrete manner. This aligns with the views of Syarofi & Syuhadak (2023), who emphasized that direct imitation of native speaker pronunciation through audio-visual media dramatically accelerates learners' mastery of articulation points (*makhraj*) and conversational intonation.

Furthermore, this improvement in *hiwar* skills supports Stephen Krashen's *Affective Filter Hypothesis*. In the initial conditions at MTsN 6 Agam, the reliance on lecture methods and conventional media (whiteboards and textbooks) tended to trigger boredom, anxiety, and passivity among students. The presence of interactive audio-visual media proved capable of lowering the affective filter (reducing anxiety and fear of making mistakes), thereby fostering students' self-confidence to actively imitate and practice Arabic dialogues. These findings correspond with research by Rahmah & Jasiah (2024) as well as Prasetyo & Umam (2026), which confirmed that integrating digital media and visual elements positively impacts student learning motivation and active engagement in Islamic Religious Education and Arabic language instruction.

However, these empirical findings warrant critical methodological interpretation. The results of the *Paired Samples T-Test* in the control group (lecture method) also showed a significant improvement ($t = 4.708$; $p = 0.000$), with a mean score increase of 8.84 points (from 75.16 to 84.00). This absolute increase in the control group was slightly

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higher than that of the experimental group (7.16 points). This phenomenon prompts critical discussion when compared with several contemporary studies:

1. Improvement Effectiveness vs. Initial Group Equivalence:

Although the experimental group achieved a very high final posttest score (93.35), the initial abilities (pretest) of the two groups in this study were not equivalent (there was a pretest mean difference of 11.03 points). Studies by Aliatussaadah (2022) and Masrifah & Sholihuddin (2024) emphasize that evaluating the effectiveness of interactive media on *maharah kalam* should control for learners' baseline abilities so that the media's superiority is not biased by initially high academic baselines.

2. Limitations of the Paired Samples T-Test:

The paired t-test used in this analysis only measures significant changes within a single group (*within-subject*), rather than comparing effectiveness between groups (*between-subjects*). As criticized by Auliana et al. (2026) and Rohmah & Gunawan (2025), declaring digital/audio-visual media as absolutely "superior" to conventional methods requires a direct comparative test using an *Independent Samples T-Test* based on *N-Gain Scores* or an analysis of covariance (*ANCOVA*).

3. Pretest-Posttest Score Correlation:

The *Paired Samples Correlations* results revealed a strong correlation in the experimental group ($r = 0.801$; $p = 0.000$), whereas the control group was moderately correlated ($r = 0.355$; $p = 0.050$). This indicates that the use of audio-visual media provided a structured and consistent learning pattern, wherein students with higher initial abilities were able to optimally maintain their performance post-treatment.

Overall, comparison with literature from the past five years reinforces that audio-visual media is proven effective as a complementary tool in improving articulation, contextual accuracy, and conversational confidence in *hiwar* among students at MTsN 6 Agam. Nevertheless, this effectiveness will achieve more comprehensively measurable results if future studies address sample baseline equivalence and apply more precise inter-group comparative testing.

CONCLUSIONS

Overall, this study shows that using audio-visual media in *hiwar* (dialogue) learning at MTsN 6 Agam can create a more engaging and interactive learning environment, and was accompanied by a statistically significant improvement in students' speaking ability. This improvement was experienced by almost all students, including those who initially had lower ability, and students' abilities became more even after the treatment. These findings indicate that audio-visual media is a suitable means of presenting concrete

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conversation examples, helping students imitate pronunciation and intonation, and building their confidence in practicing spoken Arabic. However, some limitations remain. The control group, taught using the lecture method, also showed a significant improvement, this study did not directly test the difference between the two groups, the initial abilities of the two groups were not equivalent, and most of the data were not normally distributed. Therefore, the superiority of audio-visual media over the lecture method cannot yet be established. Future studies are recommended to use groups with equivalent initial abilities and to test the difference between groups directly, as well as to broaden the scope to other language skills or different educational institutions, in order to obtain a more comprehensive picture of the effectiveness of audio-visual media in Arabic language teaching.

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