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Utilization of Audio Media in Arabic Listening on Arabic Language Education for Students

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ABSTRACT

Istima' is one of the components of passive and active language skills. This study aims to determine the types of audio media and the learning process in Arabic listening or Istima' 2 learning for 2nd semester students of the Arabic Language Education program, Faculty of Islamic Studies, University of Muhammadiyah Malang. This study has a qualitative approach with a case study research type. This research was conducted at the University of Muhammadiyah Malang in the 2018/2019 academic year. The subjects of the study were 2nd semester students of the Arabic Language Education Study Program, class of 2018 who took the Arabic listening or Istima' 2 course, consisting of 2 classes, namely class A and class B. Data collection using observation sheets, interviews, and documentation. The data analysis stage is carried out by collecting the data that has been obtained and then analyzing it with general theories and concepts related to facts to correct or investigate the problem. The results of this study indicate that: (1) The type of media used by lecturers in the istima' learning process uses audio media in the form of Mp3. (2) The Istima' learning process consists of three stages: preparation, learning activities, and closure. The use of audio media in Istima' 2 learning involves playing audio three times, students note down vocabulary that is not yet understood, questions related to vocabulary that is not yet understood, lecturers provide exercises from the material being taught and finally, explanations related to the material contained in the audio.

Arabic Listening; Audio Media; Arabic Learning

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مستخلص البحث

الاستماع هو أحد مكونات مهارات اللغة السلبية والإيجابية. تهدف هذه الدراسة إلى تحديد أنواع الوسائط الصوتية وعملية التعلم في تعلم الاستماع ٢ لطلاب الفصل الدراسي الثاني في قسم تعليم اللغة العربية بكلية الدراسات الإسلامية بجامعة Muhammadiyah Malang. يعتمد هذا البحث على المنهج النوعي من خلال نوع دراسة الحالة. تم إجراء هذا البحث في جامعة Muhammadiyah Malang في العام الدراسي ٢٠١٨/٢٠١٩. كانت موضوعات الدراسة طلاب الفصل الدراسي الثاني في قسم تعليم اللغة العربية، دفعة ٢٠١٨، الذين أخذوا مقرر "استماع ٢"، ويتكون من فصلين، وهما الفصل أ والفصل ب. جمع البيانات باستخدام أوراق الملاحظة والمقابلات

والتوثيق. مرحلة تحليل البيانات تتم من خلال جمع البيانات التي تم الحصول عليها ومن ثم تحليلها بالنظريات والمفاهيم العامة المرتبطة بالحقائق لتصحيح المشكلة أو التحقيق فيها. وتظهر نتائج هذه الدراسة أن: (١) نوع الوسائط التي يستخدمها المحاضرون في عملية تعلم مهارة الاستماع هي الوسائط الصوتية بصيغة Mp3. (٢) تمر عملية تعلم الاستماع بثلاث مراحل وهي الإعداد، ومرحلة الأنشطة التعليمية، والإختتام. عملية استخدام الوسائط الصوتية في تعلم المستوى الثاني تكون على شكل تشغيل الصوت ٣ مرات، ويقوم الطلاب بتدوين المفردات التي لا يفهمونها، والأسئلة المتعلقة بالمفردات التي لا يفهمونها، ويقدم المحاضر تمارين من المادة التي يتم تدريسها وأخيراً شرح يتعلق بالمادة الموجودة في الصوت.

الكلمات الرئيسية مهارة الاستماع؛ الوسائط الصوتية

INTRODUCTION

In the current era, the government has a special concern for education, one of which is that educators are required to pass certification and at least graduate from S1 because development and progress are determined by the success of education. Education is one of the concerns of the government. The government continues to strive to improve the quality of education to run well and get better (Arifa & Prayitno, 2019).

Language is very influential in social life because language is a communication tool that helps interact with each other. Therefore, someone is required to learn it properly. There are many languages in the world, one of which is Arabic. There is a privilege to learn Arabic, namely for those who study it, Arabic has high literature (Abdullah, 2018).

Learning Arabic in Indonesia is not only to be studied in the scope of religion but also as knowledge, preserving local culture (Elmubarak & Qutni, 2020). In line with Suardi's statement which states that Arabic has an important role for students, including students being able to identify Islamic learning broadly, not only for language skills, Arabic has its position to strive for renewal to obtain a better learning goal process (Wekke, 2015).

The process of acquiring language skills, a person will go through a sequential relationship, among which is first we will learn to listen then speak, after that read and finally write. Each has sequential and diverse stages that are appropriate and very closely related to each other (Satria, 2017).

Arabic listening or *Istima'* is a compulsory course that must be taken by students of the Arabic Language Education Study Program, Faculty of Islamic Studies, University of Muhammadiyah Malang, which has 4 series in the form of *Istima'* 1-4. Learning Arabic listening or *Istima'* 2 in the Arabic Language Education Study Program (PBA), University of Muhammadiyah Malang (UMM) aims to help students improve their ability to listen to texts and understand their contents well and correctly and students can understand simple texts about everyday life (RPS Istima 2).

Listening is one of the skill activities that should be given special attention because listening has become part of language learning. Listening must involve preparation or planned activities. Not only listening to texts that are read aloud but preparation and

observation in the learning process carried out in the classroom also need to be considered. Whether it is in accordance with what students need or not, listening activities still need attention that cannot be ignored. In part, listening skills are not taken into account or considered important compared to other skills.

To realize the achievement of the objectives of Arabic listening or *Istima'* 2 itself, the need for media and devices that support and assist teachers during learning is with the media needed in the classroom. The use of media for learning in the classroom is something that must be understood, considering that the teaching and learning process is very influential in increasing students' knowledge and insight. Some of them are efforts to create learning situations that provide experiences for students. In this case, learning media is one of the things that helps the effective teaching and learning process (Silmi & Hamid, 2023).

There are many media that can be used by teachers or students to practice language skills. Such as digital (Hijriyah et al., 2025) and conventional media or platform. Whether in the form of textbooks (Nasuha & Sepputri, 2023), songs (Hanifah, 2021), films, audio-lingual, audio-visual, and so on. These media can be used by teachers to train students in improving language skills (Ahmed & Gad, 2023) in the form of practice questions (Isman et al., 2023), memorizing vocabulary (Khaira, 2021), and others. This requires strategies (Ramadani & Sutriyani, 2023), methods, and techniques that are appropriate to the student's condition.

The state of the art in this study includes: first, research on "Optimizing Arabic Listening Skills with Youtube Media," (Lutfiyatun, 2022). This study examines online-based *Istima'* learning using Youtube with a focus on simple dialogues to Arabic animated films. The results of the study show that coordination is needed between educators, students, and parents of students in implementing this learning.

Second, the study "Short Movie Media on Learning Maharah al-Istima' and Maharah al-Kalam at SMP Muhammadiyah 1 Godean Yogyakarta," (Asyhari, 2022). This study aims to describe and explain Arabic language learning using Short Movies with descriptive qualitative data collection methods. The results of the study show students' memory of the material contained in the short movie and express it in Arabic.

Third, research on "The Effectiveness of Audio Visual Media on Istima's Skills at MI Muhammadiyah Gembuk 1," (Kusumadewi et al., 2022). This study aims to measure the level of effectiveness of audio-visual media in Arabic lessons using a quantitative approach and a quasi-experimental type. The results of this study indicate that audio-visual media is effective in learning *Istima'* in Arabic subjects.

Fourth, research related to "Use of Audio Visual Media in Istima Learning," (Taufik, 2024). This study examines the analysis of the use of audio-visual media in improving student learning outcomes, using qualitative methods. The results of this study show that the presence of audio-visual media can facilitate and assist teachers in *Istima'* learning and make students more interested and interested in the lesson.

Fifth, the study "Utilization of Audio Lingual Media on the Understanding of *Maharab Istima'* of STEI Permata Bojonegoro Students," (Muflihatin & Najiyah, 2024). This study aims to implement audio lingual media in understanding *Istima'* material, using a descriptive approach and qualitative research type. The results of this study are in the form of incomplete texts completed by students from listening to audio-lingual.

Sixth, research on "The Effectiveness Of Using Audio-Visual Aids to Improve The Listening Skill ff Second Year Secondary Students At The Institute of Islamic Education Al-Hadith Bagan Batu Riau," (Harahap et al., 2022). This study aims to determine the effectiveness of the audio-visual method for listening in the final school exam using the experimental Classroom Action Research (CAR) method. The results of this study indicate that the audio-visual method is quite effective in improving student grades.

Basically, this research is a continuation of previous research. However, based on previous research that has been presented, there is still a rare use of audio media in the form of Mp3 in *Istima'* learning. So this is a novelty in this research.

Based on observations made by researchers, by following the Arabic listening or *Istima'* 2 learning process in the UMM PBA study program. It is known that in Arabic listening or *Istima'* 2 learning, lecturers use audio media for one semester during the learning process. Based on this, it shows the importance of using learning media in achieving learning objectives, one of which is by utilizing audio media for learning Arabic listening or *Istima'* 2 for the UMM PBA study program.

Listening skills will not run perfectly if not supported by the right learning process which is needed by students and the media used. The use of audio media in the teaching and learning process has the function of arousing interest and stimulation in activities and helping the effectiveness of the learning process, message delivery, and lesson content (Makruf, 2020).

The purpose of this study was to determine the types of audio learning media in Arabic listening or *Istima'* 2 learning and to determine the process of using audio media in Arabic listening or *Istima'* 2 learning for students of the Arabic Language Education study program, Faculty of Islamic Studies, University of Muhammadiyah Malang, class of 2018.

METHOD

The approach used in this study is a qualitative approach (Thoyyibah et al., 2024). The researcher uses qualitative description, namely by describing existing symptoms or conditions, which are based on the process according to the results in the field. The type of research conducted is a case study (Scuttari et al., 2025), in the form of Arabic listening or *Istima'* 2 learning activities for students of the 2018 batch at PBA UMM.

The informants of this study were students of the Arabic Language Education study program consisting of two classes, class A and class B, class 2018 in the 2018/2019 academic year. The data collection used observation, interviews, and documentation. The data analysis in this study used qualitative data analysis based on Miles and Huberman.

Divided into three parts, namely data reduction, data presentation, and drawing conclusions.

RESULTS & DISCUSSION

The concept used in this study is Arabic listening skills or *maharah istima'*, audio media, and Mp3 type audio media. First, listening skills are a message through language that is obtained by someone's activity of listening from the human ear so that there is a process of receiving messages that can be easily understood and understood so that it is in accordance with what is meant by the sender of the message or speaker (Bahruddin, 2017). According to Hunry, listening is an activity in the process of hearing verbal symbols by paying attention, understanding and interpreting to obtain information, understand the contents of the message and understand the meaning of the conversation through the utterance (Tarigan, 2021).

Arabic listening skills or *maharah istima'* is one of the four language skills. The purpose of *maharah istima'* is to train a person's basic skills in listening skills in Arabic (Al-Ayubi et al., 2023). According to Thuaimah in Jauhari, good listening skills are also supported by other skills such as having good knowledge of Arabic such as grammar, Arabic language themes, culture in Arabic, speaking Arabic, and so on (Jauhari, 2018).

One of the goals of listening is to be able to communicate and master vocabulary and sentences (Qudus & Yusri, 2017). Understanding listening has an impact on speaking. The stages of learning to speak, read, and write can be conveyed through spoken language. Therefore, listening skills can support other skills.

A person can be said to have listened well if seen from the amount of information absorbed. However, not only the quantity of information but also the quality of information should be considered (Haqimurosyad et al., 2017). Even though the material absorbed is a lot, only a little is understood by the individual, then that is included in the level of poor listening, and vice versa.

There are several indicators in listening, including understanding the meaning of the content of the story being listened to, being able to retell the content being listened to, being able to imitate movements according to what has been explained, being able to increase knowledge, both new and existing and being able to take wisdom or reflection from what is heard (Rahman et al., 2019).

Second, Audio media is a media that produces sound and presents messages through audio. Audio from the word audible which means sound, which can be heard carefully into the human ear. Audio is related to hearing, this media is a simple, flexible, practical, and cheap media. The message conveyed is in the form of verbal or non-verbal (Annisaa et al., 2018). There are types of audio media that can be used in the learning process, including radio broadcasts, recordings, Mp3, and so on (Ni'mah, 2019).

According to Daryanto in Yulinar, the learning steps in using audio media include preparation, implementation, and follow-up with the following explanation (Yulinar & Shanie, 2023): preparatory steps include informing what media will be used in learning no later than one day before so that the mentality of students plays an active role. Ensuring the completeness of the tools to be used in learning can be used perfectly. Preparing the topics to be discussed well. Ensuring that the learning activity room has electricity so that the program can be played. Seeing that the room used already has ventilation, light, and other, so that students can be more comfortable. The need for answer sheets or accompanying materials is available according to the number of students.

Implementation steps include organizing file storage as well as possible to make it easier to start well. Trying to ensure that students are in class 15 minutes before learning begins. Informing and explaining the material and objectives achieved in the learning process. Asking students to pay attention to the material that will be delivered through audio media, such as: note important angles and follow according to the instructions via audio. Play the audio program by pressing the “start” button. Make sure the conditions are still calm and conducive when playing the media program. Pay attention to the reactions of students during the learning process when utilizing the audio program. Educators become resource persons and facilitators.

Follow-up steps include when listening to the audio media program, the educator asks students to explain the summary of the material obtained while listening to the audio media. Ask students about the parts that are considered difficult. Give students the opportunity to try to answer the questions, and then the educator explains it. If the students have answered the question, the educator does not need to answer it again. Provide exercises to measure the level of students' understanding in following the learning process. If there is homework that must be done, it should be informed before the learning ends.

Third, audio media in the form of Mp3. Good audio quality greatly affects the level of student listening and has its own satisfaction for the listener. There are many audio formats available today, one of which is Mp3 (Firmansah & Setiawan, 2015). In terms of its physical appearance, audio media learning is a learning program that is packaged in Mp3 format and presented via Mp3 players, mini speaker players, tape recorders, or laptops (Wahida, 2020).

Mp3 is a very popular audio file among people in its time, Mp3 is widely used for music players or mobile phones. Small files can be easily stored. Therefore, someone can more easily access the Mp3 format (Situmorang, 2023). However, for now, someone prefers to use mp4 in listening to sounds, such as singing, murottal, lectures, and so on. However, Mp3 is still quite popular until now and can be downloaded for free.

Arabic Listening or *Istima'* 2 Learning Process in the UMM PBA Study Program

In the learning process of Arabic listening or *Istima'* 2 in the 2018/2019 academic year, the lecturer used the book *Al-Arabiyyah Baina Yadaik* part II along with the audio in it. The results of this study showed that of all the available media, not all media were used by

the lecturer in charge of the Arabic listening or *Istima'* course because they adjusted to the needs and materials to be delivered by the lecturer in the Arabic listening or *Istima'* course.

The use of audio-learning media is based on several considerations of the lecturers teaching the Arabic listening or *Istima'* course (Lubis et al., 2023). The selection of learning media by lecturers must consider existing factors, such as in terms of space, time, available facilities, and also the suitability of the material and the effectiveness of students to understand the lesson well.

There are many types of audio media that can be used in the learning process. Each type of tool has its own level of effectiveness or advantages and disadvantages (Unal, 2022). The effectiveness of learning in using the tool depends on its type. Of the several types of audio media, only one type of media is used by lecturers as an intermediary for the teaching and learning process, namely Mp3. This type of audio media has advantages in its use. Among them, files in Mp3 can be distributed to students as learning materials wherever they are, by sharing audio files via mobile phones or flash disk devices.

During the learning process, the lecturer uses 3 stages, namely the preparation, core, and closing steps (Hontarenko & Kovalenko, 2024). The preparation step is the lecturer preparing teaching materials before the learning process takes place. The core step is when the lecturer delivers the learning material. The closing step is the lecturer ending the learning.

This is in accordance with the results of observations conducted by researchers on the Arabic listening or *Istima'* 2 learning process of Arabic Language Education study program students from May 13 to June 17, 2019 in the Micro Teaching room on the 5th floor of the Joint Lecture Building (GKB) 3, University of Muhammadiyah Malang, the description of each learning step is as follows:

Table 1. Arabic Listening or Istima' 2 Learning Activities

Stages	Activities
Preparation	<ul style="list-style-type: none"> a. The lecturer greets and asks how the students are. b. The lecturer calls the students one by one by taking attendance. c. Then the lecturer informs the material that will be studied during the learning process. d. Next, the lecturer informs the learning objectives of the specific material that will be studied.
Learning Activities	<ul style="list-style-type: none"> a. During the learning process, students are played the same audio material three times. b. The audio is played for approximately 5 minutes. c. The lecturer asks students to note down vocabulary that is not yet understood. d. The lecturer asks students to ask about vocabulary that is not yet understood. e. The lecturer asks students who find new vocabulary and write it on

	the board.
	f. The lecturer asks several students to make sentences.
	g. The lecturer explains vocabulary that students do not understand.
	h. The lecturer explains related to the material presented.
	i. The lecturer asks students about parts that are not yet understood.
	j. The lecturer asks students to work on the questions that are already available related to the material being studied.
	k. The lecturer discusses together with students related to the questions and answers.
Closing	a. The lecturer summarizes the material presented.
	b. The lecturer greets and motivates students to learn.

Based on Table 1 related to the stages in the Arabic listening or *Istima'* 2 learning activities, it is expected that students will follow the learning process properly and correctly and the classroom atmosphere is very conducive (AlNasser & AlMuhaideb, 2024) because the audio playback is carried out in the Micro Teaching room which has a soundproof system with available facilities, namely a sound system and LCD.

Before ending the lesson, the lecturer will re-explain the material that has been delivered and conduct a learning evaluation in the form of a test and non-test. The form of the test is by asking students to work on questions that have been displayed on the LCD screen. The form of the non-test is by conducting observations and looking at the student attendance list.

Based on the results of observations, interviews, and research conducted by researchers, the achievement of learning objectives in the classroom is included in the effective category because it is in accordance with the learning objectives of Arabic listening or *Istima'* itself. The learning process of *Istima'* using audio media is in accordance with the objectives of Arabic listening or *Istima'* 2 where students can mention vocabulary about the learning material taking place. This can be seen from students' understanding of the learning material, which is marked by the results of interviews showing that students understand the text in *Istima'* and can answer the questions given.

The accuracy of the use of learning media and the types of media used is very efficient, seen from the lecturers providing easy and interesting materials and in accordance with the Semester Learning Plan (RPS) and the objectives of Arabic listening or *Istima'* 2 so that students feel more focused on following the learning process.

This is supported by the type of media used by lecturers, namely Mp3 and also an intermediary tool in the form of a flash disk, where the data can be shared with students that they can listen to at any time. In addition, the use of appropriate audio media makes students more enthusiastic and enthusiastic in following the learning process. Likewise, the presence of a representative room and a calm atmosphere (Bsharat-Maalouf et al., 2025) increases the level of student understanding of *Istima's* learning.

CONCLUSIONS

After implementing the stages in learning Arabic listening or *Istima'* 2, it was found that the type of learning media used by the lecturer was Mp3. The lecturer used the Mp3 media type because Arabic listening or *Istima'* 2 material was taken from the book *Al-Arabiyyah Baina Yadaik* Part II where there is no video version in the book. In the book *Al-Arabiyyah Baina Yadaik* Part II, there are various audio files with accents from Arabs themselves, which can be easily downloaded directly via the internet. So that students have the experience of listening directly to the accents of the voices of Arabs or native speakers.

The Arabic listening or *Istima'* 2 learning process has three stages, namely preparation, learning activities, and closing. In general, learning takes place using audio media that is played three times for approximately five minutes. While the audio is playing, students are asked to listen and note down vocabulary that is not yet understood, until they understand the contents of the text and the objects in it. After three audio playbacks, students are asked to ask about vocabulary they do not know yet. Not only that, the lecturer also asks students to work on questions that have been displayed on the LCD screen for students to work on. Then at the end of the lesson, the lecturer assesses the results of the exercise and the lecturer explains what is contained in the audio that has been played during the lesson.

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