



Audio-Visual Media Learning in Arabic Language Acquisition

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Abstract: Audio visual media provides extensive interaction activities between students and learning materials that are easy to access anytime and anywhere. This is in accordance with interaction theory in second language acquisition which emphasizes the importance of response and active participation in learning activities. Through audio-visual media, students will more easily grasp the meaning of the material presented so that students are able to express it through spoken language. The aim of the research is to determine the suitability of using audio-visual media in second language acquisition for Arabic language students. The research uses the library research method, a data collection technique by reviewing books and articles related to the research topic. The results of library research on the use of audio-visual media in acquiring Arabic, students are more enthusiastic in learning Arabic, the process of learning Arabic is fun, students easily understand the material through audio-visual media with quality determination criteria. Several psychologists explain that the connection between second language acquisition and second language learning can improve memory and increase motivation in using audio-visual media.

Keywords: Acquisition, Arabic Language, Technology Learning

INTRODUCTION

Arabic has an important role in the educational aspect in Indonesia with the largest Muslim community (Sauri, 2020). So many schools make Arabic a mandatory subject to study. However, in practice, many students have difficulty in understanding, learning, and mastering Arabic. Learning Arabic as a second language has significant challenges, such as differences in language structure, new vocabulary, pronunciation, different intonations, listening and speaking skills. (Romadhon et al., 2024). This motivates teachers to continue to improve all teaching efforts so that students can learn Arabic more easily and carefully. (Gultom, 2020).

Looking at the needs of students in the digital era, especially generations Z and Alpha, it is very necessary to learn foreign languages, including Arabic as a second language, to compete globally (Ariani, 2020). As a problem

found in Fadilah's research, students feel embarrassed and afraid of making mistakes when speaking Arabic due to a lack of motivation and lack of practice (Fadilah & Zulkhaira, 2023). Kusumadewi's research states that the methods and media used by teachers in schools are limited and lack variety (Kusumadewi, 2020). This results in students not being able to receive the second language well. Problems faced in acquiring Arabic can be solved. Teachers can provide effective learning methods, media, practical exercises, and evaluations in accordance with current developments (Azhar et al., 2023).

Teachers can use audio-visual media to present information to students to make learning Arabic interesting, effective and efficient in line with current developments (Gunarti, 2020). The types of audio-visual media that can be used to acquire Arabic are motion and silent audio-visuals (Munawwaroh, 2021). Audio visual

media capabilities can present Arabic in a unique and real context. Real exposure students can see and hear how Arabic is used in daily activities, conversations, discussions, and formal meetings with native speakers (Romadhon et al., 2024). So are, cultural illustration media can display aspects of Arabic culture that help students understand the social and cultural context of Arabic language acquisition (Mumtazah et al., 2023).

Second language acquisition concerns how learners face difficulties and select accurate information with a variety of supporting media. There are many supporting media in learning Arabic, both digital media in the form of interactive multimedia, digital videos and animations with various types that are tailored to needs such as video tutorials, vlogs, training videos, screencasts and podcasts (Sa'diyah & Abdurahman, 2021).

This research is considered important to be followed up by answering questions about what form of audio-visual media learning can influence students' interest in acquiring Arabic. So that this research provides benefits for Arabic language academics in various audio-visual media learning, conceptual knowledge, and characteristics in acquiring a second language.

METHOD

The research method used in this study is qualitative with the focus of the problem of how learners face difficulties and select accurate information with the use of learning audio-visual media (Rukin, 2021). Language acquisition was chosen as the object of study because each influencing factor can be traced to its cause (Adlini, M.N., Dinda, A.H., Yulinda, S., Chotimah, O., & Merliyana, 2022).

The type of research determined is a literature study or library research. Library study is a research method that seeks from various literature studies, which are related to the problem being studied and how to collect data using studies of books, articles, proceedings, and other documentation (Ridwan et al., 2021). The data that has been collected is analyzed and studied according to the research topic (Sugiyono, 2021).

The data sources in literature research consist of primary data sourced from Arabic language learning, especially learning audio visual media and then analyzed based on the available audio-visual media elements. While the secondary data of this research is in the form of articles, proceedings, or books that have the theory of language acquisition from a psycholinguistic perspective (Sugiyono, 2018).

There are five ways to process data in the literature research that has been collected: 1.) observing, reading, and studying in depth the theory of language acquisition and learning audio visual media, 2.) sorting and selecting data that is used as the main guide for

analyzing, 3.) mapping data based on criteria, 4.) identifying data obtained from the mapping results by matching the understanding of the theory found, and 5.) providing exposure to learning audio-visual media related to Arabic language acquisition (Rokhamah, Pramugara, Nour Ardiansyah, Faika, Irwanto, Nina, Rosita, 2024).

RESULT AND DISCUSSION

Arabic as a second language in language acquisition that occurs in learning activities goes through various stages (Maharani & Astuti, 2018). The learning stage is always related to learning and teaching activities which involve interactions that support and influence each other. There are factors that influence the Arabic language learning process to acquire a second language: 1.) media and learning instruments help teachers present lesson materials to students and the learning stages can be effective and efficient (Dewi & Budiana, 2018). 2.) Teaching methods play a role in launching teaching and learning activities (Thohir, 2021). 3.) evaluation or assessment of language acquisition functions to determine whether teaching objectives have been achieved or not and to determine the effectiveness of the teaching and learning stages that have been carried out by the teacher (Asrori Imam, Thohir Muhammad, 2019).

Audio Visual Media in Arabic Language Learning

Arabic language learning design must be able to adapt to current developments by using various digital media to create a fun learning atmosphere that is far from boring (Nugrawiyati, 2018). As stated in Paramitha's research, audio-visual media is very important in helping students develop four Arabic language skills. The use of audio-visual media can help students understand the material better and motivate students to study hard (Ulfa, 2023). In addition, in today's digital era, educational television can be used as a medium to present interesting Arabic language materials and provide an overview of real life (Raudatussolihah, 2022).

Audio visual media can be interpreted as any person, material or event that provides students with the opportunity to acquire knowledge, skills and attitudes (Mahmudah, 2018). Learning audio visual media that are in accordance with the times in the current digital era include media that can be seen and heard. Learning audio-visual media have sound and image elements and the following types of learning audio-visual media:

1. Audio visual stills, which are media that convey messages through stationary objects that can be received by the senses of hearing and vision, but the resulting images are still images or have little element of motion. This type of media includes sound slides, sound frame films, sound films, and sound prints.

2. Motion audio visual, which is media that can display moving elements and images such as sound films and cas sette videos.

Impure audio-visual, where the sound and picture elements come from different sources, such as a sound frame movie where the picture element comes from a tape recorder. Other examples are sound strop movies and sound print. The explanation of the types of learning videos above can be applied to Arabic language learning to develop language acquisition through listening and interesting images (Simarmata, 2018).

Selection of learning audio-visual media

Selection of audio-visual media is an interesting decision and determines the suitability of the type of media used in learning. Selection can affect the effectiveness and efficiency of the learning process. Determining the suitability of audio-visual media produced and used in the decision-making process involves learning characteristics with various components. There are several principles that need to be considered when choosing audio-visual media found in this study:

1. The use of audio-visual media is used in solving problems encountered in the teaching and learning process.
2. Teachers must consider the good and bad in conditioning the learning environment
3. The use of the learning environment is arranged systematically according to learning objectives
4. The teaching materials used are in appropriate with the situation and can respond to students
5. Audio-visual media can accelerate and encourage students to understand the material

All processes carried out in the selection of Arabic language aduio-visual media will make it easier for students to understand the material with the result of language acquisition. Because learning Arabic speaking skills often use short film media that uses Arabic where students can find out the use of these sentences in everyday life. Furthermore, students can also repeat the short film so that the words or sentences they hear are no longer foreign.

Then in learning qawaid, students can be helped by audio-visual media in the form of practical recordings of grammar rules that can be heard or seen repeatedly until students master the rules of Arabic grammar. Furthermore, for vocabulary learning, teachers can use learning videos in the form of motion pictures, animations or vlogs. The video presented has interesting picture elements and the colors used have an influence that students like, especially students under 5 years old.

Second language acquisition factors influenced by audio-visual media

Acquisition of Arabic as a second language is influenced by three main factors, namely motivational factors, cognitive factors, and environmental factors. These factors interact with each other and play an important role in the process of effective Arabic language acquisition (Khoirunnisa et al., 2023).

Motivational factors have a strong influence on the acquisition of Arabic as a second language. An individual's motivation to learn and use Arabic directly influences the level of commitment and effort they invest in learning. Intrinsic motivation comes from an individual's internal desire to learn Arabic because individual interest and satisfaction often prove more effective in maintaining and improving language skills.

Cognitive development factors have a complementary relationship in the acquisition of Arabic using audio-visual media which plays an important role in activating cognitive aspects in language acquisition when viewed from a psycholinguistic perspective. For example: students can listen and see the context of language use directly by using media. This helps students understand the meaning and intent of intonation, facial expressions and body movements.

Environmental factors come from families, social groups, and cultural environments. The acquisition of Arabic using audio-visual media often includes unique social and cultural contexts. So it helps students to understand how language is used in various social situations.

Based on the explanation above, we can answer the results of the discussion of this research with the form of suitability of audio-visual media learning to influence students' learning interest in acquiring Arabic as a second language, namely:

1. Educational Animation
Animated videos can be specifically designed for Arabic language learning so that students can acquire a second language effectively. Animated video designs in the form of image displays can change at certain intervals to produce moving images that direct the flow to become real. Radiansyah's research states that Arabic animation is an audio-visual media that makes it easier for students to understand the material, attracts students' attention, is fun, and increases curiosity (Tini & Sidiq, 2023). An example of educational animation related to Arabic language acquisition is a short cartoon that teaches vocabulary or grammar.
2. Interactive video learning
Interactive is a popular technology with great potential to change the way students learn, and the

easy way to get information. Interactive is a combination of media from animation, text, graphics, video and audio. So that by using interactive learning videos students can interact directly (Nugrawiyati, 2018). An example of interactive learning videos related to Arabic language acquisition is a video with actual questions and interactive exercises. Its application can increase the level of student activity in acquiring Arabic, designing more dynamic and interesting learning.

3. Arabic Songs

The use of Arabic songs in generation z and Alpha is no stranger. The level of interest of students in this generation is easily accessible through trending social media. The trending of Arabic songs can be caused by the music genre and arrangement that are easy to listen to. so that Arabic songs can be used in the acquisition of Arabic through audio visual media (Sutisna, 2022). For example: Arabic music video clips and Arabic educational songs that have an impact on students to take advantage of the appeal of music, increase interest and help pronunciation and remember vocabulary.

4. Podcast

Podcasts have been in great demand by teenagers and adults since the pandemic. Podcasts are audio media equipped with visual elements that can be used as learning media to acquire a second language. In addition, podcasts provide content that can be accessed anywhere and anytime by students according to their needs and make it easier for students to increase their appeal with the appropriate learning style (Anisyah & Hendra, 2023). The various types of podcasts that are effective in acquiring Arabic are: music or songs, monologue material, audio drama, and storytelling.

5. Video based educational games

Many digital games are designed for Arabic language learning. However, teachers need to choose the right game to acquire an effective second language (Ghani & Daud, 2023). For example, interactive video quizzes that train students to answer questions from the material presented as learning evaluation materials and adventure games with Arabic language missions to improve the quality of second language acquisition, namely Arabic. So that it can influence students to compete competitively, increase curiosity to succeed and prizes to increase student learning motivation.

6. Learning Video Blog (Vlog)

Rahmayanti's research states that vlogs are an effective medium for honing Arabic speaking skills so that they can acquire Arabic well. Examples of video blogs related to Arabic language acquisition are: vlogs that explain everyday life can easily capture student

signals to understand the meaning of the vlog heard through the videos watched and various ways to learn language as provisions for students to increase motivation and quality of Arabic language.

The audio-visual media forms above can influence and help students in acquiring Arabic as a second language by:

1. Presenting material in an interesting and varied format
2. Providing context and relevance to language use in real situations
3. Utilizing digital technology to foster interactive learning experiences
4. Providing opportunities for each student's various learning styles'
5. Linking Arabic language learning with interesting components such as culture, music and language games.

So, audio-visual learning media in Arabic language acquisition can be applied in various ways according to student characteristics, learning objectives, and their application.

CONCLUSION

Based on the explanation above regarding Audio-Visual Media Learning in Arabic language acquisition, it can be concluded that the relevance of the use of audio-visual media in Arabic language acquisition for students must be adjusted in choosing each type of audio-visual media as learning material so that it can run smoothly. Because not all audio-visual media can be absorbed well, this study uses audio-visual video media by considering three factors that play an important role in effective Arabic language acquisition and providing six forms of audio-visual media that are in accordance with the acquisition of a second language, this Arabic. By using audio-visual media in six forms including: educational animation, interactive learning videos, Arabic songs, podcasts, video-based educational games, and video blogs can increase students' curiosity in participating in Arabic language learning such as: the learning process feels fun, not boring and monotonous, and students find it easier to understand the material given by the teacher. The level of second language acquisition is: it can improve understanding of the intonation of the language heard is easy to absorb, add new vocabulary, get used to practicing Arabic actively. So that the relationship between second language acquisition can be trained through audio-visual media learning according to student characteristics, specific learning objectives and their applications.

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