The Use of Audio Visual-Based Learning Media to Improve Arabic Learning Outcomes

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Abstrak

The use of learning media is a necessity for teachers in running the learning wheel. The presence of learning media is very important because it can help teachers outline learning concepts in real life in the classroom. Learning Arabic at MTS Darul Mafaza has a very important role for the development of language skills both reading, writing, listening, and speaking. This study uses a quasi-experimental research method with a location at MTS Darul Mafaza. The subject of the study was grade VIII students of MTS Darul Mafaza, as many as 40 students consisting of 20 students for class A as the control class and 20 students for class B as the experimental class. The results of the study show that the effectiveness of audio-visual learning media in Arabic language learning can increase better results compared to learning without using audio-visual media. This is shown by the score on the learning outcome test (posttest) superior to (pretest). The pretest results from the experimental class were obtained with an average of 45.25 and for the control class of 41.25. For the posttest results of the experimental class, the average was 70.25 and for the control class was 53.65. In conclusion, the effectiveness of audio-visual learning media in improving student learning outcomes in Arabic language learning in grade VIII students of MTS Darul Mafaza can significantly differentiate student learning outcomes.

Kata Kunci: Audio Visual, Learning, Media

Introduction

The development of science and technology has brought changes in almost all aspects of human life, including in formal education. The success of achieving the competence of a subject depends on several aspects, including students, teachers, subjects, curriculum, teaching methods, suggestions and infrastructure. The aspect that affects the success of competency achievement is the teacher, because the teacher is directly involved in efforts to influence, foster and develop the abilities of his students to become intelligent, skilled, and morally high and socially minded so that students are able to be independent as individual and social beings. In addition to teachers, the aspect that most affects the success of competency achievement is the teacher's method or method in delivering learning materials. Teachers not only play the role of educators, but must also be able to be role models, motivators, and guides for student

development (Susilo, 2018). Thus, the teacher's duty as an educator must be able to create a pleasant learning atmosphere and be able to provide good learning motivation for students. In addition, one of the important tasks for teachers is to provide convenience for students in the teaching and learning process and be able to design learning tools well so that students can follow the teaching and learning process with enthusiasm (Hayati et al., 2017).

The use of information technology and communication today has become a basic necessity in life that is undeniable. The influence of technology today has permeated every joint of human life in various ways. This is influenced because technology is able to facilitate human work. Including in the world of education, learning that is oriented towards the use of technology is able to change the form of learning philosophy and teacher-centered learning to student-centered learning (Rinaldi et al., 2017). Therefore, the use of technology for learning is able to provide an effective and efficient learning process to students (Kristanto et al., 2017).

In the learning process, one of the learning tools that is an integral part that must be able to be chosen and used and used by teachers is learning media. Learning media has a very important role because the presence of media in the teaching and learning process will be able to make it easier for students to grasp the basic concepts and science of a teaching material. Another benefit of learning media is that the media will be able to increase students' motivation to learn because its presence provides something that is able to attract students' attention (Asmara, 2015) (Ainina, 2014) (Milosevic, 2017). Therefore, it is important for teachers to have the ability to choose, develop and apply learning media because learning media has a very important role for learning success.

The learning media used in this study is audio-visual-based learning media which has a very important role for learning (Hasan, 2017). One of the considerations for using this audio-visual media is because this media can train students' concentration and focus on the material being taught. Video viewing as one example in addition to attracting students' attention, the focus of students' attention will be focused because second by second the students will never be willing to skip it (Ode, 2014). The viewing of this learning video is also able to present a real experience because audio visual media can display the relevance of the material so that students are encouraged to do their own activities (Fujiyanto et al., 2016). For this reason, the use of this audio-visual media can not only be used or utilized by teachers as a learning medium, but nevertheless this media will be able to foster students' creativity through the activity of making their own documentary videos which can then be used in the classroom in the teaching and learning process (Laaser & Toloza, 2017).

The use of materials contained in audio-visual media generally has a duration of 7 to 10 minutes will be able to stimulate activities and stimulate the development of students' ability to reconstruct initial knowledge with knowledge obtained during learning (Pavlovich & Marina, 2015).

Several studies using audio-visual media were conducted by researchers. Studies by Mirvan (2013), Woottipong (2014) and Sarani, Behtash and Arani (2014) highlight that students' perception of using video media is positive because by using video media, their listening comprehension becomes better and they are more interested in learning skills and languages. Furthermore, research conducted by Eggiet & Erviana (2018), Saragih (2015) concluded that audio-visual media is able to achieve the maximum learning component, create a good learning atmosphere or condition, and be able to encourage teachers' creativity in making learning media. Meanwhile, for language learning, the short story reading video contains Indonesia's national culture as well as

introducing the cultural diversity owned by Indonesia to language learners (Alfayanti et al., 2017).

Therefore, from several theoretical presentations and previous research, the researcher is interested in carrying out research on the Use of Audio Visual-Based Learning Media to Improve Arabic Learning Outcomes at MTS Darul Mafaza, because the researcher will find out how important the learning media using Audio Visual is among MTS.

Method

This study uses a quasi-experiment method. Sugiyono (2013: 114) explained that "The quasi-experiment method has a control group, but it cannot fully function to control external variables that affect the implementation of the experiment". The research design used in this study is Nonequivalent Control Group Design. According to Sugiyono (2013: 116) explained that "In the Nonequivalent Control Group Design, there are experimental groups and control groups that are not randomly selected and pretest and posttest are carried out on each group".

Based on the above research design, this research procedure is divided into three stages, which are as follows:
Planning Stage

At this planning stage, everything needed in the research is prepared. Preparations in this research include compiling learning tools and research instruments, then the learning tools and research instruments are revised by the supervisor. Furthermore, the researcher also determined the research population, namely class VII MTS Darul Mafaza, randomly determined the sample class, namely the experimental class and the control class, then determined the trial class outside the sample class. After that, the test instrument was tested in the trial class, namely class VII MTS Darul Mafaza, this was done to determine its validity and reliability.

Implementation Stage

At this stage, the activities carried out provide a Pretest to determine the initial ability to understand the Arabic subjects given in each class, namely the experimental class and the control class. Furthermore, the activities carried out are to carry out learning by providing treatment to the research subjects, the treatment given in the experimental class or class VII A is learning using audio visual media and learning in the control class or class VII B is learning without using audio visual media. After the treatment was given to the experimental class, then posttest activities were carried out on all students of the experimental class and the students of the control class. This aims to determine the effect of learning treatment using audio-visual media with learning without using audio-visual media, on student learning outcomes in Arabic subjects with water recycling materials.

Processing Stage

At this stage, after the data is collected, the researcher conducts data processing, data analysis by comparing the results between the control group and the experimental group, and draws conclusions in accordance with the research objectives.

The instrument used in this study is the Process Worksheet (LKP). The implementation of the test is carried out based on Arabic learning procedures, namely pre-learning, learning, and post-learning.

The data analysis used in this study is by using inferential statistical data analysis techniques.

Results and Discussion

In carrying out the research, qualitative data and quantitative data were produced. Qualitative data was obtained through teacher observation sheets and student activities given to peers who became observers during learning. Meanwhile, quantitative data was obtained through pretests and postes of students' Arabic learning results.

Normality Test

The normality test is used to determine whether the data is normal or not which is a condition to determine the type of statistics that will be carried out in the next analysis. To make it easier to calculate the normality test in this study, it is assisted by SPSS software version 20 using the Shapiro-Wilk test. The results of the normality test of Arabic learning results can be seen in the following table:

Shaprio-wik

	Class	Statistic	Df	Sig
Post Test Arabic Learning Results	Control	,928	20	,139
	Experiment	,933		,177

Based on the results of the measurement of the table above, that the postes of Arabic learning results in the experimental class have a significance level of 0.177 or more than 0.05, then it can be said that the data is normally distributed. As for the results of the post-study results of Arabic learning in the control class have a significance level of 0.139 or more than 0.05, it is stated that the data is normally distributed. The significance value of the two groups is greater than 0.05, then H0 is accepted. From the results of the normality test, it can be concluded that the postes data of the experimental class and the control class obtained are normally distributed. Then a homogeneity test will be used.

Homogeneity Test

The data from the experimental class and the control class were distributed normally, so the data analysis was continued with a homogeneity test. The homogeneity test was carried out to find out whether the variants of the two classes were the same (homogeneous) or different. The results of the homogeneity test can be seen from the output of the homogenity test of variance. The results of the homogeneity test of the experimental class and the

control class can be seen in the following table:

		Laven Statistic	df1	df2	Sing
	Based on Mean	,034	1	38	,854
Post Test Arabic Learning Results	Based on Median	,019	1	38	,891
	Based on Median and with adjusted df	0,19	1	37,482	,891
	Based on trimmed mean	,036	1	38	,850

Based on the results of the calculation of the table above, the significance value of the postes of Arabic learning outcomes in the experimental class and the control class was 0.854. The significance value of the two groups is greater than 0.05, then H0 is accepted, meaning that the samples of both groups have the same variant (homogeneous). So it can be concluded that the two samples have homogeneous variants or that the data comes from populations with the same variant.

Test t-Two Independent Samples

Postes data were obtained with normal distribution and homogeneous, so the analysis to test the hypothesis was used Independent Sample Test. The Independent Sample Test was conducted to determine the difference in the average score of students' Arabic learning outcomes between the experimental class and the control class. Where the experimental class is given treatment using Audio Visual media while the control class does not use Audio Visual media

To make it easier to calculate the Independent Sample Test, this study uses

SPSS Statistic 20 software. The test criteria are that if the significance value is less than 0.05, H0 is rejected, while if the significance value is more than 0.05, then H0 is accepted. The results of the test t of two independent samples of the experimental and control classes are presented in the following table:

		f	Sing	t	df	Sing	Mean difference	Std. eror difference	95% confirdence interval of the difference	
									Lower	Upper
Arabic learning results test post	Equal variances assumed	,034	,854	-3212	,38	,003	-16.600	,5.168	-27.063	-6.137
	Equal variances not assumed			-3212	,37,884	-,003	-16.600	,5.168	-27.064	-6.136

Based on the table above, the results of the t-test analysis show that the significance value (2-tailed) is 0.003.The significance value is less than 0.05, so it can be stated that Ho is rejected, which means that there is a significant difference in the results of the postes of Arabic learning results of the experimental class and the control class. Thus, it can be concluded that there is a significant difference in students' Arabic learning outcomes between students who learn using Audio Visual media and those who do not use Audio Visual media.

The difference is based on the results of each of the two classes. The experimental class experienced a greater increase compared to the control class. So it can be said that learning using Audio Visual media is better than not using Audio Visual media.

The results of the study showed that there was an influence of the use of audio-visual media on Arabic learning outcomes in grade VIII elementary school students. Learning using audio visual media has a very significant impact on students. The impact that is very felt is related to student learning motivation. The use of media is able to generate students' motivation to learn to constantly improve students' language skills (Supriatini, 2017). (The learning implementation process is very effective and efficient because during the learning process the focus of students' attention is very maintained (Goretti et al., 2014) (Musfikon, 2012). The enthusiasm of students can be described in the learning process, most students can actively interact and communicate with teachers. Although there are some students who still seem to be less enthusiastic at the beginning of learning, along with the learning process, the teacher is finally able to overcome and condition the class so that all students can be actively involved in learning. This proves that technology has an important role in the learning process if used wisely by teachers.

Based on the results of the research carried out, this is in line with the research carried out by the researcher, then the results of other studies can also be concluded that the use of audio-visual-based learning media in the subject of building construction of brick sub-materials has an influence on learning outcomes. This is proven Based on the learning outcome scores obtained, in the experimental class the average pre-test score was 55.79 and there was a significant increase in the post-test results where in the experimental class the average score was 89.54. Meanwhile, for the control class, the average pre-test score obtained was 62.39 and at the post-test time the average score was 82.61 (Rinaldi et al., 2017). Furthermore, the results of the research from Ekowati el al (2015) stated that based on the results of

data analysis, it was concluded that audio-visual media has met the feasibility and can be used as a learning medium because it can improve student learning outcomes.

Conclusion

Based on the presentation of the discussion, it can be concluded that media is more effective in improving student learning outcomes when compared to without using Audio Visual media. Media can activate all students during the learning process and provide opportunities for cooperation between students who have heterogeneous abilities.

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