

The Role of Audio-Visual Tools in Enhancing Secondary School Students' Proficiency in Arabic Reading

Muhammad Shukri Abdul Halim^{*1}, Nazri Atoh²

^{1,2}Fakulti Bahasa dan Komunikasi, Universiti Pendidikan Sultan Idris, Malaysia
shukryzh@gmail.com^{*1}, nazri.atoh@fbk.upsi.edu.my²

Received Aug 03, 2025
Accepted Sept 30, 2025
Published Dec 31, 2025

To cite this article: Halim, Muhammad Shukri Abdul., Atoh, Nazri. (2025). The Role of Audio-Visual Tools in Enhancing Secondary School Students' Proficiency in Arabic Reading, 2 (2), 89-95, DOI: <https://doi.org/10.69988/jba.v2i2.57>

Abstract

Audio-visual tools play a vital role in supporting a more interactive and effective teaching and learning process, particularly in mastering Arabic reading skills. This research aims to evaluate the impact of audio-visual tools on reading proficiency among secondary school students. Traditional reading instruction often fails to sustain students' interest and attention; hence, technology-based approaches are believed to stimulate multiple senses and enhance active student engagement. This quantitative research employed a survey design involving 92 Form Two students from one of the Islamic secondary schools in Perak, Malaysia. A five-point Likert-scale questionnaire was used to assess students' perceptions of the effectiveness of audio-visual materials in reading activities. The findings revealed highly positive student perceptions, with mean scores ranging from 3.95 to 4.22. These tools not only increased students' interest and motivation but also supported text comprehension, improved pronunciation, and reinforced memory retention of reading content. Overall, the use of audio-visual materials is proven to be a practical and relevant pedagogical approach in addressing the learning needs of the 21st century. This research recommends the systematic integration of audio-visual tools in Arabic language instruction at a global level.

Keywords: Audio-Visual Tools; Arabic; Reading Skills; Technology; Education

INTRODUCTION

The reading proficiency in the Arabic language is a core aspect of learning the language especially at the secondary school level. This is because besides being able to understand texts and learning material, this skill forms a basis upon which other language skills; writing, listening and speaking, can be learned. Reading is also considered crucial in the broadening of vocabulary, strengthening of grammatical structures and an improvement of knowledge of the culture and context of the language learnt. In the modern fast-paced digital world, several technological solutions have been applied to improve the classroom teaching and learning activities. Among the some methods that are becoming more and more popular is the audio-visual teaching aids. It is said that these materials can facilitate more interactive delivery of teaching, engage several senses and match the learning style of 21 st century students.

Audio-visual tools are described as the devices or teaching resources that engage the visual and the auditory abilities of the students. Among them are laptops, LCD projectors, smartboards, screens, videos, animations and multimedia presentations. In classrooms, it is found that using such tools helps enhance the overall quality of teaching,

grab the attention of students, seal the understanding, and boost the memory retention of a particular topic (Winarsih & Mursita, 2024), (Perez: 2022).

Purković et al. (2024) claim that the role of the teacher as the provider of knowledge in the classroom is slowly transforming into the role of a mentor and facilitator in accordance with the progress of Education 4.0. The audio-visual material is a teaching aid that has become a much needed addition to the teaching-learning process in a subject like Arabic where the instructor needs to concentrate on the linguistic forms in the language as well as the understanding of the text. The researcher initial observations in one of the Islamic secondary schools discovered that use of audio and visual aids has become a *prima facie* case followed by the teachers in presenting Arabic lessons particularly in reading sessions.

Hence, the current research was carried out to check the effectiveness of the audio-visual tools on Arabic language reading proficiency among students. The targeted population is the students of the selected secondary school, and specifically, the researcher intends to find out whether the specification of the audio-visual-based method can help those students to master the reading texts in Arabic in a better and more meaningful way.

Technology-based teaching aid, especially the audio-visual tools, have assumed wider usage in modern-day classrooms. It has been revealed in the previous researches that the effectiveness of teaching with the help of audio-visual materials is considered to be not the only benefit of such materials on the students, but there are also direct effects on the cognitive issues of the students, such as their understanding, concentration and language acquisition. Consequently, the research presented is supported by the previous research results as a theoretical background and a springboard to the given research.

Among the key benefits of applying the audio-visual tools in classroom is the fact that students enhance their understanding of learning materials. According to Rahman et al. (2024), the use of such instructional resources enables students to get information more explicitly since learning is no more tied to teacher talk only. This is aligned with the Tarigan et al. (2024) who concluded that incorporation of audio-visual devices in learning could enhance the comprehension of students on difficult concepts thus developing their critical thinking abilities. Reading skills in the context of the Arabic language go beyond the surface characteristics of decoding; the contextual interpretation of the implied meanings is expected. Therefore, animations, symbolic images as well as voice annotated texts are of great help to students in reinforcing their comprehension of reading materials. Besides this, audio-visual means have been discovered to be effective in getting the attention of the students in the learning process. More Valencia et al. (2023) pointed out that the combination of sight and hearing senses enabled the students to focus more during the teaching session, thus making it more valuable. Handoyo (2024) shared this same view as he mentioned that the delivery of lessons using multimedia enables the students to stay interested in a longer duration. The reaction of students towards the application of instructional videos in teaching Arabic has depicted better engagement and interaction. As compared to the traditional methods, the audio-visual materials have been discovered to initiate interest and encourage students to be more actively engaged in the learning process.

In addition to engagement, another contribution of the use of audio-visual tools is language development among the students, especially vocabulary, pronunciation, and grammar. Syahid et al. (2024) underlined that audio and visual aids help to acquire new

vocabulary using multisensory stimulation, as students can connect images and sounds with words. Similar research, conducted by Shehada, Indrayanti, and Romadhon (2024), indicated that application of audio-visual materials assist students in acquiring vocabulary, which aids in promoting more precise and consistent pronunciation. Since Arabic syntax structure and morphological system are different to those of the native languages of students, the audio-visual materials have opportunities to offer authentic and contextual linguistic input. The reality of the language models introduced with the help of such materials will help learners to perceive the sentence patterns more coherent and use them correctly in the actual communication.

The other important impact of the audio-visual materials is that they reinforce memory retention. According to a research conducted by Sharma et al. (2020), multimedia content activates different senses, leading to a better retention and comprehension of information. Animations and other visual features like graphic displays when used with the right audio develop a multidimensional learning experience which enables the students to store what they learn in their long-term memory. That implies the attractiveness of the content can enhance the concentration of the students and their capacity to connect the new information with the known one. Use of audio-visual tools in classroom has many advantages to the teaching/learning process especially in teaching Arabic language. These devices help not only improve the level of understanding and concentration in students but also promote lingual growth and an increased ability to memorize information. The combination of their flexibility in adapting to a wide range of learner requirements and capable of providing real input makes them a useful pedagogical resource. Thus the result of the past research forms a critical background to justifying the need of the present one especially in determining how effective using audio-visual tools in learning Arabic reading skills among secondary school students is. This research aims to evaluate the impact of audio-visual tools on reading proficiency among secondary school students.

METHOD

Research Method

The method used in this research was a quantitative research method; this is a research technique based on systematic empirical study with the means of numerical data and statistical findings. The reason behind opting to use this method was out of necessity, that is, to measure in an accurate manner and to interpret the perceptions of students towards the effectiveness of audio-visual tools when it comes to developing their reading skills in Arabic. Quantitative procedures are also very useful in describing measurable trends and patterns thus giving valid generalized results.

Research Design

The research design that was chosen as the main method of gathering information is a field survey one. Such a design will be suitable in case study of phenomena as they present themselves in a real life context in the education process. The survey has been carried in one of the state-funded Islamic secondary schools in Perak, Malaysia. The major concern was how audio-visual tools would assist in the process of learning, in particular, increasing the students Arabic proficiency in reading. Before the data could be collected, students joining the research process were briefed on what the research is all about as well as their responsibilities as respondents. Ethical standards of research were

met by issuing informed consent forms to students and their guardian in order to promote voluntary and educated participation.

Research Sample

The target sub-population in this research was form two students and the respondents were also purposively sampled to obtain 92 respondents. It got the sampling frame out of a population of 120 students following in the Arabic language subject. Its sample size was arrived at through the sampling table by Krejcie and Morgan (1970), it was considered to be statistically representative. The Form Two students were selected on the basis of exposure to basic learning of Arabic holding the worthiness to be able to participate in assessment of development of reading skill.

Research Instrument

A structured questionnaire specifically designed in this research was the main data collection tool. To assess students on different dimensions, the questionnaire was structured in the five-point Likert scale level where the answers were based on the opinion that the students had, either on agreeing strongly or disagreeing strongly. The tool addressed topics on interest and motivation of the students, reading text comprehension, pronunciation precision and memory capacity. In a bid to ascertain the reliability as well as the overall quality of questionnaire, the questionnaire was administered on a pilot basis, and then two subject-matter experts in the field of Arabic language education and educational technology reviewed its validity, accuracy, and the appropriateness of its content.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) V. 26 was used to analyse data collected. The methodology utilized was descriptive measures that were represented by such factors as frequency, percentage, mean and standard deviation. These methods of statistics enabled the researcher to pinpoint general trends and changes of the perception of students. The findings were helpful to analyze how useful and influential the audio-visual tools could be in teaching Arabic reading skills through the prism of 21st-century learning.

RESULTS AND DISCUSSION

The present research paper had the aim of determining the effectiveness of the use of audio-visual tools in learning the Arabic language in relation to reading skills. Table 1 finds show a very positive picture of the perception of the students concerning the use of audio-visual tools, especially to improve the effectiveness of Arabic reading instructions.

Table 1. The Impact of Audio-Visual Tools on Mastery of Arabic Reading Skills

No	Item	Mean (M)	Std. Deviation (SD)
1	The use of audio-visual tools makes it easier for me to read Arabic texts.	4.09	0.794
2	The use of audio-visual tools boosts my confidence in reading Arabic texts.	4.05	0.790
3	The use of audio-visual tools helps me to avoid reading mistakes in Arabic texts like vowel markings and the pronunciation of letters.	4.08	0.842
4	The use of audio-visual tools gets me more interested in reading Arabic texts.	4.11	0.858

5	The use of audio-visual tools enhances my memory of the words I have already read.	3.95	0.856
6	The use of audio-visual tools sharpens my focus when engaging in reading tasks.	4.01	0.791
7	The use of audio-visual tools increases my motivation to read.	4.02	0.711
8	The use of audio-visual tools gets me more active when undertaking reading.	4.22	0.782
9	The use of audio-visual tools makes me more diligent when performing reading tasks.	4.15	0.913

In general, all items mean values demonstrate high perception of the topic regarding the application of audio-visual means in Arabic reading activities with mean scores ranged between 3.95 and 4.22. This shows how students reacted quite well to the aspect of these tools in assisting them to master the talent of reading. Standard deviation of each item is in the moderate range (0.711 to 0.913), which implies that the students were consistent and stable in their responses.

The highest scoring item was “The use of audio-visual tools gets me more active when undertaking reading tasks” ($M = 4.22$, $SD = 0.782$), followed by “The use of audio-visual tools makes me more diligent when performing reading tasks” ($M = 4.15$, $SD = 0.913$) and “The use of audio-visual tools gets me more interested in reading Arabic texts” ($M = 4.11$, $SD = 0.858$). These results support the statement of Imanuddin et al. (2024), who emphasized that application of multimedia materials considerably increases the engagement and motivation to learn Arabic and creates a more favorable learning experience and increases the interest towards the language and the associated culture.

Regarding the understanding and reading correctness, students demonstrated a high rate of agreement with the statements like “The use of audio-visual tools makes it easier to me to read Arabic texts” ($M = 4.09$, $SD = 0.794$) and “The use of audio-visual tools helps me to avoid reading mistakes in Arabic texts like vowel markings and the pronunciation of letters” ($M = 4.08$, $SD = 0.842$). This is an indication that the interest generated by audio-visual tools could be put to good use in terms of more accurate reading and understanding. This is similar to the observation made by Lopez et al. (2023), who stated that audiovisual materials are significant to enhance listening skills, pronunciation, vocabulary, and comprehension in teaching a language.

Moreover, the cognitive domain including memory and focus also showed high ratings especially in such statements as “The use of audio-visual tools sharpens my focus when engaging in reading tasks” ($M = 4.01$, $SD = 0.791$) and “The use of audio-visual tools enhances my memory of the words I have already read” ($M = 3.95$, $SD = 0.856$). These outcomes confirm those of Denervaud et al. (2020), who highlighted that the presentation of information as multisensory stimuli could increase the retention of the material studied in the memory of students.

Overall, these results indicate that not only the application of audio-visual means is effective in enhancing reading comprehension and accuracy but also this practice provokes motivation, interest, concentrated attention, and active participation of students in the process of learning the Arabic language. Hence, the element of using audio-visual instruments in reading instruction needs to be incorporated in a systematic way to increase the efficiency of Arabic language teaching at the secondary level in accordance with the 21 st century learning strategies.

CONCLUSION

In general, the result of this research aims at proving that the impact of using audio-visual tools on developing reading skills in learning the Arabic language at the secondary school level is very positive. There was a great degree of acceptance by the students on the usage of audio-visual materials especially in building interest and motivation, concentration, and active involvement in the learning process. Moreover, another set of the tools also help students prevent reading mistakes and enhance their comprehension and memorization of the read texts.

This result is in line with other past research which have stressed the significance of multimedia materials in enhancing language-based learning. They reaffirm the position that technology-mediated instruction methods, particularly by the employment of audio-visual content, can address the demands of the modern day learner, who is more inclined to visual, auditory and kinesthetic modalities of learning.

Thus, the application of the audio-visual means needs to be reinforced and extended in the Arabic language learning and teaching activities. Teachers are to be provided with training to make the planning and implementation of multimedia-based approach more strategic so that the goals of learning can be fully attained. This paper suggests that educational institutions and administration must offer suitable infrastructure and encouragement to make sure that this technology is successfully integrated into the classroom. Moreover, results of this research lead to the possibility of future research to check the effectiveness of audio-visual materials on other language skills, writing and speaking. Gender, level of academic achievement or the socio-economic status of the students can also be subject of future research on how these teaching tools can be rendered more effective. To summarize, the given research can be considered a valuable contribution to the reinforcement of the ideas of technology-based pedagogy, as well as the global desires related to the 21st-century education, which supposes interactive, multisensory and student-centered learning. When properly incorporated, the audio-visual means can become the stimulus of making the learning and teaching the Arabic language more efficient and effective process on a more extended and permanent scale among secondary school learners.

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