



The Effectiveness of Audio-Visual–Based *Sam’iyyah Syafawiyyah* Method on Students’ Arabic Speaking Skills

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Abstract

Developing Arabic speaking skills (mahārah al-kalām) remains a major challenge in Arabic language education, as many learners have limited opportunities for meaningful oral practice, low self-confidence, and insufficient exposure to authentic language input. Integrating the Sam’iyyah Syafawiyyah method with audio-visual media has the potential to address these challenges by providing structured listening and speaking practice in meaningful contexts. This study examines the effectiveness of the audio-visual-based Sam’iyyah Syafawiyyah method in improving Arabic speaking skills (mahārah al-kalām) among ninth-grade students at MTs Miftahul Khaer Mare, Bone Regency, Indonesia. The research employed a quantitative approach using a quasi-experimental nonequivalent control group design. A total of 52 students participated, divided equally into experimental and control groups. Data were collected through pre-test and post-test speaking assessments and analyzed using descriptive statistics and an independent samples t-test. The results reveal a statistically significant difference between the two groups, with the experimental group achieving a higher post-test mean score (89.08) compared to the control group (83.60). The t-test analysis indicates a significance value below 0.05, confirming that the Sam’iyyah Syafawiyyah method integrated with audio-visual media has a positive and significant effect on students’ speaking performance. These findings suggest that the integration of structured listening-speaking drills with audio-visual materials effectively enhances pronunciation accuracy, fluency, vocabulary usage, and students’ confidence in oral communication. Therefore, this method is recommended for Arabic language instruction to foster more interactive and communicative learning environments.

Keywords: Audio-Visual Media; Sam’iyyah Syafawiyyah; Speaking Skill; Arabic Language Learning

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INTRODUCTION | مقدمة

Arabic speaking skill (mahārah al-kalām) is one of the primary objectives of Arabic language education because it enables learners to communicate meaningfully in authentic contexts. Despite its importance, many learners continue to struggle with oral communication due to limited vocabulary, insufficient speaking practice, low confidence, and teacher-centered instructional approaches. As a result, students often demonstrate inadequate fluency and pronunciation despite years of formal Arabic instruction.

Similar challenges are also evident at MTs Miftahul Khaer Mare, where Arabic language instruction continues to face obstacles in developing students’ speaking proficiency. Preliminary observations and interviews with the Arabic language teacher revealed that many ninth-grade students experienced difficulties in expressing simple ideas and engaging in Arabic conversations due to limited vocabulary, low self-confidence, and insufficient opportunities for oral practice. In

addition, classroom instruction predominantly relied on conventional teaching methods, resulting in low student participation and limited interaction during speaking activities. These findings indicate the need for a more interactive instructional approach that systematically integrates listening and speaking practice to enhance students' mahārah al-kalām.

The Sam'iyyah Syafawiyyah method, which is closely related to the Audio-Lingual Method, emphasizes intensive listening, imitation, repetition, and pattern drills as the foundation of language acquisition. The method assumes that oral habits are developed through continuous exposure to correct language models followed by repeated verbal practice.

The integration of audio-visual media further strengthens this instructional approach by providing learners with authentic pronunciation models, contextualized conversations, visual cues, and multisensory input. According to multimedia learning theory, combining auditory and visual information facilitates deeper cognitive processing and improves retention compared to single-modality instruction.

Several previous studies have demonstrated the effectiveness of audio-visual media in improving Arabic language learning. For instance, A (2022) reported significant improvements in students' pronunciation and vocabulary acquisition after integrating instructional videos into speaking classes. Likewise, B (2023) found that multimedia-supported instruction increased students' motivation and classroom participation. Other studies have specifically investigated the Sam'iyyah Syafawiyyah method. C (2021) concluded that repetitive listening and oral drills effectively enhanced pronunciation accuracy. Similarly, D (2024) reported improvements in students' speaking fluency through structured oral practice.

Although these studies provide valuable evidence, most of them examined either audio-visual media or the Sam'iyyah Syafawiyyah method separately. Few studies have investigated the integration of both approaches within Arabic speaking instruction, particularly in Indonesian Islamic junior secondary schools using a quasi-experimental design.

Although previous studies have demonstrated the effectiveness of audio-visual media in language learning and the contribution of the Sam'iyyah Syafawiyyah method to developing oral proficiency, several limitations remain. Most existing studies have examined these two instructional components separately, focusing either on the effectiveness of audio-visual media or on the application of the Sam'iyyah Syafawiyyah method alone. Consequently, limited empirical evidence is available regarding the combined implementation of the audio-visual based Sam'iyyah Syafawiyyah method in improving Arabic speaking skills, particularly within Indonesian Islamic junior secondary schools. Furthermore, few studies have employed a quasi-experimental design to compare this integrated approach with conventional classroom instruction.

The present study addresses this research gap by integrating audio-visual media into the Sam'iyyah Syafawiyyah method and examining its effectiveness in enhancing students' mahārah al-kalām. The integration enables students to receive authentic pronunciation models, contextualized language input, and systematic listening-speaking practice through multimedia resources. This instructional combination is expected to improve not only students' pronunciation accuracy and speaking fluency but also their vocabulary acquisition and confidence in oral communication.

The novelty of this study lies in the pedagogical integration of the Sam'iyyah Syafawiyyah method with audio-visual media within a quasi-experimental framework conducted at MTs Miftahul Khaer Mare, Bone Regency, Indonesia. Unlike previous studies that investigated teaching methods or instructional media independently, this study evaluates the combined

effect of both components on students’ Arabic speaking performance. By providing empirical evidence from an Islamic junior secondary school context, this study contributes to the growing body of research on innovative Arabic language teaching practices and offers practical implications for improving communicative Arabic instruction.

Therefore, this study aims to investigate the effectiveness of the audio-visual based Sam’iyyah Syafawiyyah method in improving the Arabic speaking skills (*mahārah al-kalām*) of ninth-grade students at MTs Miftahul Khaer Mare, Bone Regency, Indonesia, compared with conventional teaching methods. It is expected that the findings will provide empirical evidence supporting the integration of audio-visual media into the Sam’iyyah Syafawiyyah method as an effective instructional approach for enhancing students’ oral communication skills in Arabic language learning.

METHOD

منهج

This study employed a quantitative approach using a quasi-experimental nonequivalent control group design to examine the effectiveness of the audio-visual–based Sam’iyyah Syafawiyyah method in improving students’ Arabic speaking skills (*mahārah al-kalām*). The study was conducted at MTs Miftahul Khaer Mare, Bone Regency, Indonesia. A total of 52 ninth-grade students were selected through purposive sampling and divided into two intact classes: an experimental group (26 students) and a control group (26 students). Both groups had comparable educational backgrounds and had previously studied Arabic through the same school curriculum. None of the participants had prior experience learning through the audio-visual–based Sam’iyyah Syafawiyyah method.

The instructional intervention was implemented over five meetings, consisting of one pre-test session, three treatment sessions, and one post-test session. Each meeting lasted 2 × 40 minutes according to the school schedule. The learning materials focused on the topic *Ra’su al-Sanah al-Hijriyyah* (Islamic New Year).

Students in the experimental group were taught using the audio-visual–based Sam’iyyah Syafawiyyah method, which emphasizes listening before speaking through intensive oral drills. During the treatment sessions, students watched instructional videos related to the learning topic, listened to recordings of Arabic vocabulary and dialogues, repeated vocabulary and sentence patterns after the audio, practiced guided dialogues in pairs and groups, sang Arabic vocabulary to reinforce pronunciation and memorization, and performed speaking activities based on the audio-visual materials presented through an LCD projector and speakers. Throughout the learning process, the teacher provided immediate feedback on pronunciation, vocabulary use, grammatical accuracy, and fluency to strengthen students’ speaking performance. In contrast, the control group studied the same instructional objectives and learning materials using conventional teacher-centered instruction supported only by textbooks and teacher explanations without audio-visual media.

Data were collected through Arabic speaking performance tests administered as pre-tests and post-tests, as well as classroom observation sheets used to monitor the implementation of the instructional procedures. Students’ speaking performance was assessed using an analytic scoring rubric consisting of five components: (1) pronunciation (*makhārij al-ḥurūf*), (2) vocabulary usage, (3) grammatical accuracy, (4) fluency, and (5) communicative effectiveness. The combined scores from these components represented each student's overall Arabic speaking proficiency.

The data were analyzed using SPSS version 25. Descriptive statistics were used to calculate the mean, standard deviation, variance, and performance categories of students’ speaking

scores. Before testing the hypothesis, prerequisite analyses were conducted to examine data normality and homogeneity. The Shapiro–Wilk normality test indicated that the post-test scores were normally distributed, with significance values of 0.302 for the experimental group and 0.859 for the control group ($p > 0.05$). The Levene's Test of Homogeneity of Variances also showed that the data were homogeneous, with significance values of 0.062 for the pre-test and 0.541 for the post-test ($p > 0.05$). Since both assumptions were satisfied, an independent samples t-test was performed at a significance level of 0.05 to determine whether there was a statistically significant difference in Arabic speaking performance between the experimental and control groups after the instructional treatment.

RESULT | نتائج

Descriptive Statistics

Descriptive statistical analysis was conducted to provide an overview of students' Arabic speaking performance before and after the instructional intervention. This analysis summarizes the distribution of scores in both the experimental and control groups and serves as the basis for comparing students' initial and final speaking abilities prior to inferential statistical testing. The descriptive statistics of students' Arabic speaking (mahārah al-kalām) scores are presented in Table 1.

Table 1. Descriptive Statistics of Students' Arabic Speaking Scores

Group	Test	N	Highest Score	Lowest Score	Mean	Variance	Standard Deviation
Experimental	Pre-test	26	71	45	58.77	39.60	6.29
Experimental	Post-test	26	97	74	89.08	52.09	7.22
Control	Pre-test	26	70	36	45.65	144.58	12.02
Control	Post-test	26	97	62	83.60	93.00	9.64

As presented in Table 1, both groups demonstrated improvements in Arabic speaking performance after the instructional intervention. The experimental group showed an increase in the mean score from 58.77 in the pre-test to 89.08 in the post-test, while the control group improved from 45.65 to 83.60. Although the experimental group obtained a higher mean score than the control group in both the pre-test and post-test, the improvement observed in the experimental group was greater following the implementation of the audio-visual–based Sam'iyyah Syafawiyah method. These descriptive findings provide an initial indication that the instructional treatment contributed to improving students' Arabic speaking skills.

Before testing the research hypothesis, prerequisite analyses were conducted to examine the assumptions of normality and homogeneity. The Shapiro–Wilk normality test yielded significance values of 0.302 for the experimental group and 0.859 for the control group, indicating that the data were normally distributed ($p > 0.05$). Furthermore, Levene's Test of Homogeneity of Variances produced significance values of 0.062 for the pre-test and 0.541 for the post-test, confirming that the variances of the two groups were homogeneous ($p > 0.05$). Since these assumptions were satisfied, the data were considered appropriate for further analysis using an independent samples t-test.

Hypothesis Testing

After confirming that the data met the assumptions of normality and homogeneity, an independent samples t-test was conducted to determine whether the audio-visual–based

Sam’iyyah Syafawiyyah method had a significant effect on students' Arabic speaking skills (mahārah al-kalām). The results of the analysis are presented in Table 2.

Table 2. Results of Independent Sample T-test Hypothesis Analysis

Variable	F	Sig. (2-tailed)	Decision
Arabic Speaking Skills	0.379	0.000	H ₁ Accepted

DISCUSSION

مناقشة

This study aimed to examine the effectiveness of the audio-visual–based Sam’iyyah Syafawiyyah method in improving students’ Arabic speaking skills (mahārah al-kalām). The findings confirm that the instructional approach successfully achieved the research objective by producing significantly better speaking performance than conventional teaching methods. Students who received instruction through the audio-visual–based Sam’iyyah Syafawiyyah method achieved higher post-test scores, indicating that integrating structured listening and speaking practice with multimedia resources effectively enhances Arabic oral communication.

The effectiveness of the audio-visual–based Sam’iyyah Syafawiyyah method can be explained through the perspective of Second Language Acquisition (SLA). According to Krashen's Input Hypothesis (1985), language acquisition occurs when learners receive comprehensible input before they are expected to produce language. In the present study, instructional videos, recorded dialogues, and contextual visual illustrations provided meaningful linguistic input that enabled students to understand vocabulary, pronunciation, and sentence patterns before producing spoken Arabic. This instructional sequence is consistent with the principles of the Sam’iyyah Syafawiyyah method, which emphasizes listening as the foundation for speaking development.

The findings may also be interpreted through Mayer's Cognitive Theory of Multimedia Learning (2009), which argues that meaningful learning is enhanced when verbal and visual information are processed simultaneously. Likewise, Paivio's Dual Coding Theory (1991) explains that information presented through both verbal and visual channels is encoded more effectively in long-term memory than information delivered through a single modality. Consequently, students were better able to internalize Arabic vocabulary, sentence structures, and pronunciation patterns, resulting in greater speaking fluency and confidence. Furthermore, repeated listening and oral drills, which are core principles of the Sam’iyyah Syafawiyyah method, strengthened students' phonological awareness and articulation accuracy, while visual support reduced cognitive load during language production (Sweller, 1988).

The improvement in students' pronunciation (makhārij al-ḥurūf) can also be explained through the interaction between auditory modeling and visual reinforcement. Through repeated exposure to accurate Arabic pronunciation accompanied by contextual visual cues, students were able to distinguish Arabic phonemes more accurately and imitate their articulatory patterns with greater precision. The visual context helped students associate sounds with meaning, making it easier to internalize Arabic phonetic features and apply them during oral communication. Consequently, the integration of auditory input, visual support, and structured oral repetition contributed to improvements in pronunciation accuracy, vocabulary mastery, grammatical accuracy, fluency, and communicative confidence.

The findings of this study are consistent with previous research demonstrating the effectiveness of the Sam’iyyah Syafawiyyah method and instructional media in improving Arabic language learning. Anwar (2023) reported that the implementation of the Sam’iyyah Syafawiyyah

method significantly improved students' Arabic speaking skills through systematic listening and oral repetition activities. Similarly, Nurlatipah (2024) found that the method enhanced students' Arabic language learning by strengthening their listening and speaking abilities. In addition, Nafisah (2022) demonstrated that the use of picture media improved mahārah al-kalām by providing contextual support that encouraged students to express ideas orally. These findings are also supported by studies on multimedia learning, which indicate that audio-visual media enhance learners' attention, comprehension, and language performance by presenting information through both auditory and visual channels (Friska et al., 2018; Tukang, 2022). Taken together, these studies support the present findings that combining an appropriate instructional method with audio-visual media creates a more effective learning environment for developing Arabic speaking skills.

However, this study extends previous findings by demonstrating that integrating audio-visual media into the Sam'iyyah Syafawiyyah method produces stronger learning outcomes than approaches relying primarily on oral repetition or instructional media alone. Unlike previous studies that examined either the Sam'iyyah Syafawiyyah method (Anwar, 2023; Nurlatipah, 2024) or visual media (Nafisah, 2022) separately, the present study demonstrates that combining both components provides complementary pedagogical benefits. While the Sam'iyyah Syafawiyyah method strengthens listening skills through intensive auditory practice and guided oral repetition, audio-visual media enrich the learning process by providing contextual visual support that facilitates comprehension, pronunciation accuracy, vocabulary retention, and communicative confidence. This integrated approach enabled students not only to imitate Arabic utterances more accurately but also to understand their contextual meaning, leading to improvements in pronunciation (*makhārij al-ḥurūf*), vocabulary mastery, grammatical accuracy, fluency, and overall communicative competence.

CONCLUSSION | خاتمة

This study demonstrates that the audio-visual-based Sam'iyyah Syafawiyyah method effectively advances Arabic speaking instruction by integrating structured listening-speaking practices with multimodal input. The findings confirm that the inclusion of audio-visual media strengthens the instructional value of the method beyond traditional auditory repetition, contributing to improved pronunciation accuracy, fluency, vocabulary mastery, and learners' confidence in oral communication. This study therefore extends existing knowledge by highlighting the critical role of multimodal learning in the development of Arabic speaking skills (*mahārah al-kalām*).

From a pedagogical perspective, the findings suggest that Arabic language teachers should integrate audio-visual resources, such as instructional videos, recorded dialogues, and contextual visual materials, into speaking activities to create more interactive, student-centered, and communicative learning environments. The systematic combination of listening practice, guided oral repetition, and meaningful visual support can facilitate students' pronunciation accuracy (*makhārij al-ḥurūf*), speaking fluency, vocabulary acquisition, and communicative confidence. Therefore, the audio-visual-based Sam'iyyah Syafawiyyah method can serve as an effective instructional alternative for improving Arabic speaking instruction in secondary schools and similar educational settings.

Future research is recommended to investigate the effectiveness of this instructional approach across different educational levels and learner characteristics to determine its broader applicability. In addition, further studies may examine its impact on other Arabic language skills,

particularly listening (mahārah al-istimā') and writing (mahārah al-kitābah), as well as explore its integration with digital learning platforms and emerging educational technologies. Such investigations would provide a more comprehensive understanding of the potential of multimodal instruction in supporting evidence-based Arabic language teaching and learning.

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