



Integrating YouTube-Based Audio-Visual Media in Arabic Listening Skills (Mahārah al-Istimāʿ): A Case Study at an Islamic Junior High School

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Abstract: This study aimed to describe the use of YouTube-based audio-visual media in Arabic listening skills learning at an Islamic junior high school. This study employed a qualitative approach involving one Arabic language teacher and 29 students as participants. Data were collected through observation, interviews, and documentation. The findings showed that YouTube-based audio-visual media was used as a supporting medium to increase students' interest and facilitate their understanding during Arabic listening activities. The teacher selected videos by considering several aspects, including the use of standard Arabic, audio clarity, attractive visual quality, video duration, and material difficulty appropriate to students' abilities. The learning process consisted of several stages, including vocabulary review, repeated video playback without subtitles, evaluation of students' comprehension, discussion of difficult vocabulary, and video replay with subtitles. The observations and student responses indicated that a majority of students demonstrated enthusiasm and active participation during the learning process. Students also perceived the learning activities as more interesting and enjoyable than conventional classroom instruction. However, several obstacles were identified, including limited school facilities and students' difficulties in understanding long and fast dialogues. Overall, YouTube-based audio-visual media supported Arabic listening skills learning by increasing students' engagement and providing contextual exposure to spoken Arabic.

INTRODUCTION | مقدمة | PENDAHULUAN

Arabic language learning consists of four essential language skills, namely listening, speaking, reading, and writing. Among these skills, listening skills play a fundamental role because they serve as the basis for acquiring language input before learners develop other language abilities (Falah, 2023). Listening skills play a fundamental role in language learning because they provide learners with essential linguistic input for understanding spoken language and developing language proficiency (Shaojie et al., 2022). Through listening activities, students are expected to recognize vocabulary, understand pronunciation, identify meanings, and comprehend information conveyed through spoken Arabic communication. Therefore, listening skills become an important component of Arabic language learning, particularly at the Islamic junior high school level (Prakasa, 2023). Effective listening instruction may also support the development of broader language competencies, including speaking and communication skills (Ding, 2021).

However, Arabic listening skills learning often encounters several challenges in classroom practice. Students frequently experience difficulties in understanding spoken Arabic due to unfamiliar vocabulary, pronunciation differences, and difficulties in recognizing words during continuous speech (Zanoun, 2021). Listening activities require students to process spoken information directly, making listening comprehension more difficult than receptive language

activities involving written texts (Vovk, 2021). In addition, conventional teaching methods that mainly depend on textbooks and teacher explanations may reduce students' motivation and participation during classroom activities. Consequently, students often show limited interest and face difficulties in understanding learning materials (Kurniawan et al., 2025). Low student engagement may also occur when learning activities provide insufficient interaction and limited learning variations (Tasya, 2024).

The rapid development of educational technology has encouraged teachers to integrate various instructional media into classroom learning (Septiyaningsih et al., 2025). Technology integration in language learning is increasingly considered important because digital technologies can provide more flexible and interactive learning experiences (Rintaningrum, 2023). One of the learning media that can support listening instruction is audio-visual media. Audio-visual media combine sound and visual elements, allowing students not only to listen to spoken language but also to observe visual contexts that support understanding (Daulay, 2025). According to multimedia learning theory, students understand information more effectively when learning materials combine verbal and visual representations (Nasution et al., 2025). YouTube has become one of the most widely used digital platforms in educational contexts because it provides a variety of learning videos with attractive visual presentations and authentic language use (Faizati et al., 2024). Previous studies also indicate that YouTube-based audio-visual media can contribute positively to language learning activities.

Several previous studies have discussed the use of YouTube-based audio-visual media in Arabic language learning. Jamila and Ammar found that YouTube-based audio-visual media facilitated students in understanding Arabic learning materials and created a more engaging learning environment (Jamila & Ammar, 2024). Furthermore, Lutfiyatun reported that YouTube media helped optimize Arabic listening skills by providing contextual learning experiences and more accessible listening materials for students (Lutfiyatun, 2022). Other studies also reported that digital video-based learning media can increase students' motivation and improve classroom participation in language learning activities (Master of Arts in Teaching English as a Second Language Student, University of Science and Technology of Southern Philippines et al., 2024). However, Azka et al. revealed several challenges in the use of YouTube for Arabic listening learning, including rapid native speech, unfamiliar vocabulary, difficulties in understanding dialogues, and limited student concentration during listening activities (Azka et al., 2024).

Although previous studies have discussed the effectiveness and implementation of YouTube-based audio-visual media, most studies have primarily focused on quantitative approaches or general discussions regarding Arabic language learning. Studies specifically describing the implementation of YouTube-based audio-visual media in Arabic listening skills learning, particularly concerning learning procedures, students' responses, and supporting and inhibiting factors at the Islamic junior high school level, remain limited. Therefore, this study aims to describe the use of YouTube-based audio-visual media in Arabic listening skills learning at an Islamic junior high school. Specifically, this study explores the learning process, students' responses, and the supporting and inhibiting factors in implementing YouTube-based audio-visual media.

METHOD | منهج | METODE

This study employed a qualitative descriptive approach to describe the use of YouTube-based audio-visual media in Arabic listening skills learning at an Islamic junior high school. This

approach was selected because it is appropriate for obtaining a direct and comprehensive description of the phenomenon based on information from participants involved in the research (Bradshaw et al., 2017).

This research was conducted at an Islamic junior high school (Madrasah Tsanawiyah), involving one Arabic language teacher and 29 eighth-grade students. The teacher was selected purposively because the teacher was directly involved in planning and implementing YouTube-based audio-visual media in Arabic listening skills learning. The students were included as participants because they directly experienced the learning activities, and their responses provided supporting information regarding the implementation of the media. The selection of participants was based on their direct involvement and relevance to the research objectives, consistent with the purposive sampling approach commonly applied in qualitative research (Palinkas et al., 2015).

Data were collected through observation, interviews, and documentation. Observation was conducted to examine the learning process and the implementation of YouTube-based audio-visual media during classroom activities, including students' participation and responses. An interview was conducted with the Arabic language teacher to obtain detailed information regarding the reasons for selecting audio-visual media, learning procedures, students' responses, supporting factors, and challenges encountered during the implementation process. Documentation data included photographs of learning activities, learning evaluation sheets, and students' evaluation results.

Data analysis in this study followed the qualitative data analysis model developed by Miles, Huberman, and Saldaña, consisting of three main stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, organizing, and condensing relevant information obtained from observations, interviews, and documentation. The data were then displayed systematically to facilitate interpretation and comparison across data sources. Finally, conclusions were drawn based on the patterns and findings identified during the analysis (Neale, 2016).

RESULTS | نتائج | TEMUAN

The findings of this study were obtained through observations, interviews, and documentation regarding the use of YouTube-based audio-visual media in Arabic listening skills learning at an Islamic junior high school. The findings indicate that audio-visual media functioned as a supporting learning medium to increase students' interest and facilitate their understanding during listening activities. The use of this media was not implemented in every meeting but was occasionally used to provide learning variations and improve students' engagement during classroom activities.

The Use of YouTube-Based Audio-Visual Media in Arabic Listening Skills Learning

The teacher selected YouTube videos based on several considerations, including the use of standard Arabic (*fusha*), clear audio quality, attractive visual presentation, appropriate duration, and difficulty level according to students' abilities. The selection of suitable materials was intended to facilitate students' understanding of the learning content. In the interview, the teacher explained, "I selected videos with clear language and standard Arabic (*fusha*). I also considered the duration and difficulty level so that the eighth-grade students would not have too much difficulty understanding the content." (*Arabic language teacher, interview*). This statement

indicates that video selection was adjusted to students' learning needs rather than based solely on the availability of materials on YouTube.

Table 1. Criteria for Selecting YouTube-Based Audio-Visual Media

No	Description	Information
1	Language use	Standard Arabic (<i>fusha</i>)
2	Audio quality	Clear pronunciation and sound
3	Visual quality	Attractive and dynamic visuals
4	Video duration	Appropriate for learning time
5	Difficulty level	Suitable for students' abilities

Source: Interview data with Arabic language teacher

The learning process using YouTube-based audio-visual media was implemented through several stages. The teacher began the lesson with an apperception activity by reviewing previously learned vocabulary. The video was then played three times without subtitles. After the listening activity, students' understanding was evaluated, and difficult vocabulary items were discussed. Finally, the video was replayed once using subtitles to strengthen students' understanding of the content.

Table 2. Learning Procedures Using YouTube-Based Audio-Visual Media

No	Stage	Activity
1	Pre-activity	Reviewing previously learned vocabulary
2	Main activity	Playing the video three times without subtitles
3	Evaluation	Checking students' understanding and discussing difficult vocabulary
4	Reinforcement	Replaying the video with subtitles

Source: Observation and interview data

Students' Responses toward Audio-Visual Media

The findings revealed that a majority of students demonstrated enthusiasm and active participation during the learning process. Students appeared more interested and actively participated in classroom activities when audio-visual media were used. Students also perceived the learning activities as more enjoyable and engaging than conventional classroom instruction.

One student explained, "Learning Arabic is more interesting when we use videos because we do not only listen to the audio, but we can also see the pictures and the situation." (Student 1, interview). This response suggests that the combination of auditory and visual elements contributed to students' perception of a more engaging learning experience.

The repeated playback and use of subtitles also helped students deal with difficulties in understanding the listening material. The findings showed that students could review the spoken material several times and discuss unfamiliar vocabulary before listening to the video again with subtitles. This procedure provided additional support for students in understanding the content.

Supporting and Inhibiting Factors

The implementation of YouTube-based audio-visual media was influenced by several supporting and inhibiting factors.

Table 3. Supporting and Inhibiting Factors in Using Audio-Visual Media

No	Supporting Factors	Inhibiting Factors
1	Availability of learning facilities	Limited learning facilities
2	Suitability of media with learning materials	Limited access to projectors
3	Students' interest and enthusiasm	Fast and lengthy dialogues
4	Exposure to native pronunciation	Preparation time required

Source: Observation, interview, and documentation data

The findings show that the availability of learning facilities, the suitability of the media with the learning materials, students' interest and enthusiasm, and exposure to native pronunciation supported the implementation of audio-visual media. However, several obstacles were identified, particularly limited access to projectors, fast and lengthy dialogues, and the preparation time required to select and prepare appropriate videos.

Students' difficulties were particularly noticeable when the dialogues were delivered rapidly. One student stated, "Sometimes I find it difficult to understand when the conversation is too fast. When the video is slowed down, it is easier for me to follow and understand what is being said." (*Student 2, interview*). This response indicates that the speed of spoken material was an important factor affecting students' listening comprehension.

To overcome these obstacles, the teacher applied several strategies, such as using a computer laboratory or mobile devices when projectors were unavailable and slowing down the video speed when students experienced difficulties in understanding the dialogues. Overall, the findings indicate that YouTube-based audio-visual media supported Arabic listening skills learning by increasing students' engagement, facilitating comprehension, and providing contextual exposure to spoken Arabic.

DISCUSSION | مناقشة | DISKUSI

The findings of this study indicate that the use of YouTube-based audio-visual media contributes positively to Arabic listening skills learning at the Islamic junior high school level. The primary objective of this study was to describe the implementation of YouTube-based audio-visual media in Arabic listening learning and identify students' responses, supporting factors, and inhibiting factors during its implementation. The findings suggest that the integration of audio and visual elements provides a more engaging learning experience and supports students in understanding listening materials more effectively.

The positive contribution of audio-visual media in this study can be explained by the ability of visual and auditory information to facilitate language input processing. Students do not only receive spoken information through listening activities but also gain visual support that helps them understand contexts, situations, and meanings within the learning materials. Visual cues can reduce students' difficulties in interpreting spoken language and make the learning process more meaningful. In listening instruction, comprehensible language input is important because students tend to understand materials more easily when the content matches their proficiency level and is supported by contextual information (Esaxonovna, 2025). Meaningful listening comprehension can be facilitated when learners connect incoming linguistic information with previously acquired knowledge, allowing them to interpret and process new input more effectively (Kajiura et al., 2021). Furthermore, listening comprehension is strongly influenced by learners' ability to process information and relate it to linguistic and situational contexts (Hadicha, 2025).

Recent studies on multimedia learning also emphasize that appropriate combinations of audio and visual components can strengthen students' understanding and cognitive processing (Agisni et al., 2023). According to multimedia learning theory, learning becomes more effective when verbal and visual information are processed simultaneously because learners use both auditory and visual channels during cognitive activities (Sun et al., 2024). Multimedia instruction also enables learners to organize and integrate information more efficiently, resulting in deeper understanding of learning content (Ge & Lai, 2021).

Another significant finding is related to students' responses toward the use of YouTube-based audio-visual media. Students demonstrated higher enthusiasm and participation during classroom activities compared with conventional learning methods. This finding indicates that digital learning media can create a more attractive learning atmosphere and reduce students' boredom during Arabic learning activities.

Increased enthusiasm may occur because video-based learning provides variations in classroom instruction and presents authentic learning materials through visual and auditory elements simultaneously. Learning motivation is considered an important factor that influences students' participation and learning achievement because motivated students tend to engage more actively in classroom activities (Uyun et al., 2022). Similarly, digital media-based learning can improve students' attention and participation by creating interactive learning experiences (Setiawan et al., 2025). Similar findings were reported in previous studies showing that YouTube media positively influence students' motivation and classroom engagement in Arabic language learning (Jamila & Ammar, 2024).

The findings of this study are also consistent with previous research regarding the effectiveness of YouTube as an audio-visual learning medium in Arabic language instruction. Previous studies reported that YouTube helps students understand Arabic materials more easily and creates a more engaging learning environment (Lutfiyatun, 2022). Additionally, video-based learning can support Arabic listening comprehension by combining auditory input with visual information, making listening materials more accessible and engaging for learners (Ni'mah et al., 2024). However, this study provides a different contribution because it specifically focuses on Arabic listening skills learning at the Islamic junior high school level and explores the implementation process, learning procedures, students' responses, and factors influencing classroom practice.

Despite the positive findings, several challenges were identified during implementation. Students experienced difficulties understanding dialogues delivered at a rapid pace and with longer durations. Technical limitations, including restricted access to projectors and learning facilities, also affected the learning process. These findings are consistent with previous studies reporting that fast speech delivery, unfamiliar vocabulary, and concentration difficulties frequently become obstacles in Arabic listening learning through YouTube media (Azka et al., 2024).

From a linguistic perspective, the difficulty with fast and lengthy dialogues is particularly relevant to the nature of Arabic listening comprehension. Unlike written input, spoken Arabic unfolds continuously, requiring learners to recognize words and interpret meaning while the speech is still being delivered. For eighth-grade students who are still developing their Arabic listening proficiency, rapid speech can make word boundaries, pronunciation features, and unfamiliar vocabulary more difficult to identify. Previous research on Arabic listening instruction highlights the importance of authentic spoken input as well as attention to linguistic and contextual cues in developing listening comprehension (Mohd Sidek & Mikail, 2017). Previous research on Arabic listening has shown that speech rate can significantly influence learners' comprehension, with rapid speech making it more difficult for non-native learners to follow and process spoken Arabic (Al-Busaidi, 2012).

The findings further suggest that the teacher did not simply expose students to authentic Arabic input but attempted to bridge the gap between the language presented in YouTube videos and students' current proficiency. The sequence of reviewing vocabulary, playing the video

repeatedly without subtitles, discussing difficult vocabulary, and finally replaying the video with subtitles functioned as a form of instructional scaffolding. The initial vocabulary review activated students' prior linguistic knowledge, while repeated listening gave students additional opportunities to identify words and reconstruct meaning from the spoken input. The use of subtitles at the final stage then provided written support for confirming information that students had previously processed auditorily. This finding is consistent with previous research on technology-assisted Arabic listening instruction, which emphasizes structured pre-listening, listening, and post-listening stages, including vocabulary preparation, repeated exposure to listening materials, and comprehension evaluation (Rochma et al., 2021).

The linguistic issue is also related to the use of standard Arabic (*fushhā*) in the selected videos. For MTs students, exposure to clear standard Arabic can provide valuable models of pronunciation, vocabulary, and sentence patterns. At the same time, authentic spoken materials may contain variations in speech rate, prosody, and pronunciation that are not always immediately accessible to learners. Therefore, the teacher's selection of videos according to language clarity and students' ability level becomes important in maintaining a balance between authentic input and comprehensible input. Research on Arabic listening instruction similarly emphasizes the value of authentic listening texts while recognizing the need to prepare learners for differences between spoken and standard forms of Arabic (Mohd Sidek & Mikail, 2017).

The use of visual information also has a specific pedagogical function in this context. For beginning and intermediate Arabic learners, visual contexts can help students infer meaning when individual words or expressions are not immediately recognized. Thus, YouTube videos do not merely provide an audio source but can connect spoken Arabic with observable situations, actions, and objects. This contextual support is particularly relevant when students encounter unfamiliar vocabulary or have difficulty segmenting continuous speech. Recent research on Arabic YouTube-based learning likewise reports benefits for listening comprehension, pronunciation, vocabulary development, and understanding language in communicative contexts.

From a practical perspective, the findings suggest that slowing down the video should not be regarded as the only pedagogical solution. Rather, adjusting speech speed can be combined with graduated listening activities. Teachers may initially provide relatively manageable input, activate essential vocabulary before listening, allow repeated exposure, direct students' attention to key words or phrases, and gradually increase the level of authentic speech. Such an approach enables students to move from supported comprehension toward more independent processing of spoken Arabic. This consideration is supported by recent research on Arabic listening instruction, which identifies fast speech delivery and the absence of repetition as factors that can make it difficult for learners to recognize and remember vocabulary during listening activities (Ahmad Kamel & Mamat, 2024).

Pre-learning vocabulary activities can further support this process because students enter the listening activity with relevant lexical knowledge already activated. Research involving Arabic-speaking learners has shown that vocabulary preteaching before listening can positively support listening comprehension, particularly by preparing learners for the lexical information they will encounter in the aural input (Aldukhayel, 2023).

In this study, the teacher's practice of reviewing previously learned vocabulary before playing the video therefore served not only as an introductory activity but also as a preparatory strategy for reducing the linguistic burden of listening. This practice is also consistent with recent

technology-assisted Arabic listening research in which learners engaged in structured and repeated exposure to authentic Arabic news content while developing vocabulary through listening activities (Sathikulameen et al., 2024).

Accordingly, YouTube-based audio-visual media can function not merely as supplementary learning media but as part of a structured listening pedagogy when authentic input is accompanied by appropriate scaffolding, repetition, contextual support, and gradual adjustment to students' proficiency levels.

CONCLUSIONS | خاتمة | SIMPULAN

This study aimed to describe the implementation of YouTube-based audio-visual media in Arabic listening skills learning at an Islamic junior high school and identify students' responses as well as the supporting and inhibiting factors during its implementation. The findings indicate that YouTube-based audio-visual media contributed positively to Arabic listening learning by increasing students' interest, focus, and participation during classroom activities. The integration of audio and visual elements also provided contextual language input that facilitated students' understanding of learning materials and exposed them to spoken Arabic pronunciation.

This study contributes to the existing literature by providing a specific description of the implementation process of YouTube-based audio-visual media in Arabic listening skills learning at the Islamic junior high school level. Unlike previous studies that mostly focused on general implementation or quantitative measurement, this study explored learning procedures, students' responses, and factors affecting the use of audio-visual media in classroom practice.

From a practical perspective, teachers are recommended to curate YouTube videos before classroom instruction by considering students' proficiency level, the use of standard Arabic (*fuṣḥā*), pronunciation clarity, video duration, vocabulary difficulty, and speech rate. In particular, teachers may prioritize relatively short videos containing familiar or contextualized everyday topics and prepare them in advance with appropriate playback settings, including slower speed when necessary. Teachers are also recommended to conduct a brief vocabulary review before listening, provide repeated listening opportunities, and use subtitles at the final stage to help students confirm information that they have initially processed through listening. These steps can help teachers balance authentic Arabic input with the linguistic needs of eighth-grade students.

For curriculum developers and schools, the findings suggest that audio-visual listening activities should be supported by adequate technological facilities, particularly access to projectors, computers, or alternative devices that enable video-based instruction. Future studies are recommended to involve more participants and different educational levels to obtain broader findings. Further research may also employ mixed-method or quantitative approaches to examine the effectiveness of YouTube-based audio-visual media on students' listening achievement and other Arabic language skills.

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