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AUDIO-VISUAL MEDIA FOR SUPRASEGMENTAL ASHWAT INSTRUCTION IN SENIOR HIGH SCHOOL

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Abstract
This study aims to describe the implementation of audiovisual-based suprasegmental ashwat instruction among 11th-grade students at MAS DDI Midarul Ulum Kilongan and to identify the supporting factors and challenges encountered during its implementation. Suprasegmental ashwat refers to the sound elements of language-including intonation, stress, and pauses—that play a crucial role in constructing meaning and communicative expression. Mastery of suprasegmental aspects is necessary so that students are not only able to pronounce language sounds correctly but can also convey messages effectively and communicatively. In practice, teaching suprasegmental aspects often faces various obstacles, such as limited learning media and students' low ability to imitate the correct intonation patterns. Therefore, the use of audiovisual media is viewed as an alternative that can help students understand and practice suprasegmental elements in a more concrete way. This study employs a qualitative approach with a descriptive research design. Data were collected through observation, interviews, and documentation, with Arabic language teachers and 11th-grade students at MAS DDI Midarul Ulum Kilongan serving as the primary data sources. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions to obtain a comprehensive picture of the learning process that took place. The research results indicate that the implementation of audiovisual-based suprasegmental ashwat instruction was carried out through the stages of planning, implementation, and evaluation. Teachers utilized videos, audio recordings, and other audiovisual materials to provide examples of the use of intonation, stress, pauses, and rhythm in various communicative contexts. The use of audiovisual media helped students understand the material more easily, increased their motivation to learn, and improved their pronunciation and communicative expression skills. Supporting factors included the availability of learning tools and student enthusiasm, while the constraints identified included limited technological resources and differences in students' abilities to imitate suprasegmental patterns. Overall, audiovisual-based suprasegmental ashwat instruction made a positive contribution to improving students' communication skills in Arabic language learning.

Keywords: Arabic language learning audiovisual, suprasegmental ashwat,

INTRODUCTION

There is no doubt that Arabic is one of the world's major languages, as it is spoken by more than 200 million people. Furthermore, Arabic is among the most widely spoken languages in the world, with approximately 422 million speakers. UNESCO has designated December 18, 2010, as World Arabic Language Day. This highlights the contribution of the Arabic language to the preservation of human civilization and culture. Therefore, Arabic provides the foundation for achieving basic language proficiency, which encompasses the four language skills: listening, speaking, reading, and writing. It can be said that success in learning Arabic depends on students' mastery of these four skills, both orally and in writing. (Aziza & Muliansyah, 2020). Speaking is one of the productive skills. Speaking is an interactive process that takes place between two parties, and the speaker must engage in a mental process—generating ideas—to produce spoken expressions that listeners can understand (Hermanto et al., 2017).

The Arabic language has unique characteristics and contains sounds not found in other languages. It is a language with two main components: consonants and vowels. These characteristics pose a challenge for non-Arabic speakers. Teachers instruct Arabic without using varied teaching methods, which results in students being passive listeners. Furthermore, they rely solely on the blackboard, the teacher's voice, and textbooks as teaching aids, even though the institution has a language lab, LCD screens, projectors, and computers that could be utilized for Arabic language instruction. (Sari & Muassomah, 2020). To achieve the previously established learning objectives, teachers need a high degree of creativity and innovation in using learning strategies or media (Cahya & Sidiq Hamid, 2023). In order to achieve educational goals, it is necessary to consider various supporting factors that can contribute to the success of educational programs.

One of the dominant factors in achieving educational goals is success in the learning process. Therefore, it is essential to create a conducive atmosphere during the teaching process so that students are truly engaged and actively participate in the process. In relation to efforts to create a conducive atmosphere, media is one of the factors that contribute to the success of teaching. The use of media in Arabic language instruction is based on the theory that the largest and highest percentage of a person's knowledge, skills, and attitudes is acquired through the sense of sight and direct hands-on experience, while the remainder is acquired through the sense of hearing and other senses. In terms of creating a conducive learning environment, media is one of the factors that contribute to the success of instruction. The use of media in Arabic language instruction is based on the theory that the largest and highest percentage of a person's knowledge, skills, and attitudes is acquired through

sight and direct hands-on experience, while the remainder is acquired through hearing and other senses.(Husnaeni et al., 2021)

In Arabic language learning, the ability to use the language is referred to as "language proficiency." Speaking (Arabic) is one of the four most important skills. Speaking is the most dominant skill in daily life because it serves as a tool for everyday communication. A person is considered proficient in Arabic if they are able to speak well and correctly. 4. To understand Arabic as a second language—which encompasses these four skills—one must also understand the foundational linguistic skill known as al-Ashwat. At the beginning of language instruction, two language skills are taught: listening (maharatul istima') and speaking (maharatul kalam). An understanding of al-ashwat plays a crucial role in these two skills. With a solid grasp of the subject and fluent pronunciation, language learners will be able to discern the characteristics of the sounds produced by other speakers. This indicates that the listening process has been carried out effectively and that the listening skill has been successfully mastered. (HIDAYATULLOH et al., 2023). There are two aspects to consider when learning Arabic: skills and linguistic elements. The skills aspect includes listening (maharah al-istima'), reading (maharah al-qira'ah), speaking (maharah al-kalam), and writing (maharah al-kitabah). Meanwhile, the linguistic elements consist of grammar (al-qawaid), pronunciation (al-ashwat), and vocabulary (al-mufradat). (Alwis dan Abdul Kasim Achmad, 2025) The Arabic language has a phonological system that includes not only segmental sounds but also suprasegmental features such as intonation, stress (nabr), and pauses (waqf). These aspects are crucial in communication because they serve to distinguish the meaning of utterances, such as between interrogative, declarative, and imperative sentences.

Advances in science and technology are increasingly driving efforts to innovate in the use of technological tools in the learning process. Teachers are expected to be able to use the tools provided by the school, and it is entirely possible that these tools are in line with the times. (AR, 2022). In madrasah classrooms, suprasegmental aspects are often overlooked. Instruction tends to focus more on grammar (qawāʿid) and vocabulary (mufradāt), resulting in students' limited ability to use appropriate intonation. This leads to less effective oral communication among students.

One of the main challenges faced by learners of Arabic is in the area of pronunciation, followed by vocabulary, and then grammar. Factors contributing to phonetic difficulties include interference between the native language and the second language, a lack of attention to correcting language errors, and limited access to learning materials. Furthermore, the sounds of the Arabic language follow a phonetic system that organizes these sounds to form words and sentences. Not only that, but these sounds also distinguish between words, resulting in differences

in grammar, morphology, and semantics. Therefore, Arabic sounds have their own distinct role in linguistic performance depending on the speaker's circumstances. The importance of the science of sounds (ashwat) is not limited to theoretical aspects alone but is also crucial in practical applications. Consequently, the course on the science of Ashwat has been incorporated into the curriculum at Islamic universities in Indonesia, particularly in Arabic language education programs, with the aim of teaching and improving the phonetic performance of Arabic language learners.

Arabic language learning focuses not only on segmental aspects such as the pronunciation of letters, but also on suprasegmental aspects, which include intonation, stress, and rhythm. Intonation plays a crucial role in conveying meaning and expression in communication. However, in practice, many students struggle to apply the correct intonation patterns. This is due to a lack of attention to suprasegmental aspects in the learning process as well as the limited use of supportive media. Audio-visual teaching materials can be a solution because they are able to present realistic examples of intonation through a combination of sound and visuals. The advantages of audiovisual media (alwasilatu assama'iyyah albashoriyyah) are: 1) They complement students' basic experiences; 2) They accurately depict a process that can be viewed repeatedly; 3) They encourage and enhance motivation to learn, as well as instill positive attitudes and other effective qualities; 4) They contain positive values and can stimulate thinking and discussion among student groups; 5) Videos can be shown to large or small groups, as well as to heterogeneous or homogeneous groups; 6) A video that would take a week to watch at normal speed can be presented in one or two minutes. The weaknesses of audiovisual media (al-wasilatu al-sama'iyyah al-bashoriyyah) are as follows: 1) They generally require high costs and a significant amount of time; 2) Not all students are able to follow the information intended to be conveyed through the video; 3) Available videos do not always align with desired learning needs and objectives, unless they are specifically designed and produced for one's own needs; 4) Audiovisual media cannot be used anywhere and at any time (Rustam et al., 2024)

The results of the observations revealed errors in speaking skills, such as errors in the pronunciation of similar Arabic sounds, errors in stress placement within words and sentences, and errors in intonation in long sentences. In addition, it was evident that there was a lack of adequate learning materials to train students in the pronunciation of Arabic sounds and suprasegmental aspects. Consequently, this has had a negative impact on learning, namely that students pronounce Arabic sounds using sounds from their local languages. Ideally, speaking instruction should include supporting learning materials, particularly for suprasegmental aspects such

as stress (nabr) and intonation (tanghim), which should be integrated into speaking instruction. In reality, however, students frequently make errors in these areas.

a) **Rizka Sari (2020)** n his study titled "The Implementation of Audio-Visual Media in Istima Instruction," the researcher found that the implementation of audio-visual methods among third-semester Arabic language education students at the Bani Fatah Islamic Institute in Jombang has led to improvements in cognitive, affective, and psychomotor aspects.
b) **Cahya Tini dan Hamid Sidiq (2023)** In her study titled "IMPLEMENTATION OF ARABIC ANIMATION-BASED AUDIOVISUAL MEDIA IN THE TEACHING OF MAHĀRAH ISTIMĀ," the research findings indicate that the use of Arabic animation-based audiovisual media has a significant impact on improving students' istima' skills.
c) **Husnaeni (2021)** In her study titled "The Use of Audiovisual Media (Arabic-Language Films) to Improve the Listening Comprehension of Arabic Language Education Students," the results of this study indicate that: Arabic-language films have an effect on improving the listening comprehension skills of Arabic Language Education students at IAI Muhammadiyah Sinjai. Based on a simple regression analysis conducted using SPSS 26, the results showed that among the 53 respondents studied, if the calculated t-value is less than the critical t-value, then H0 is accepted. Ha is rejected; if the calculated t-value is greater than the critical t-value, then Ha is accepted, and H0 is rejected. Based on the coefficients table, the calculated t-value of 7.347 is greater than the critical t-value of 1.675. This indicates that the Arabic film media variable (X) influences the listening comprehension ability variable (Y).
d) **Rustam (2024)** In his study titled "The Effectiveness of Audiovisual Media in Improving Arabic Vocabulary (Mufradat) Proficiency Among Madrasah Tsanawiyah Students in Bantaeng Regency," the results indicate that the use of audiovisual learning media is effective in improving Arabic vocabulary (mufradat) proficiency.
e) **H. Sujono AR (2022)** In his study titled "Developing the Use of Audiovisual Learning Media to Enhance Student Motivation," he found that the use of audiovisual media can help students become more motivated to learn. Motivation in the teaching-learning process is crucial because it not only serves as a driving force that motivates students but also guides their activities toward achieving learning objectives.

One possible solution is the use of audiovisual media. This medium allows students to both hear and see language use in context, thereby facilitating their understanding of intonation patterns. Therefore, this study aims to examine

audiovisual-based suprasegmental ashwat instruction among 11th-grade students at MAS DDI Midarul Ulum Kilongan.

METHOD

This study employs a qualitative approach using a case study design. The research was conducted at MAS DDI Midarul Ulum Kilongan, with the subjects being the Arabic language teacher and all 11th-grade science students. Data collection techniques included observation of the classroom learning process, interviews with teachers and students, and documentation. Data analysis employed the Miles and Huberman model, consisting of data reduction, data presentation, and drawing conclusions. Data validity was ensured through triangulation of sources and techniques.

RESULTS AND DISCUSSION

Based on their type, phonemes can be divided into two categories: segmental phonemes and suprasegmental phonemes. Segmental phonemes are phonemes that can be broken down or separated into segments. For example, in the words “rumah” and “pintu” in Indonesian or Javanese, both words consist of five phonemic segments: /r/u/m/a/h/ and /p/i/n/t/u/. Conversely, suprasegmental phonemes are phonemes that cannot be broken down. These phonemes occur alongside segmental phonemes (Falsinah & Azhari, 2024). The importance of suprasegmental elements in the process of teaching and learning pronunciation is undeniable. First, they improve English accent and pronunciation, which are key factors in reducing an accent and enhancing overall speaking ability. If we want our speech to be understood in the classroom, we need to help our students learn and practice both individual sounds and the overall musical patterns of the language (Shafaat Hussain, n.d.). This process of forming and articulating sounds takes place along a continuum. According to functional phonetic analysis, this continuous sound stream can be categorized based on specific segments. However, there are also sounds that cannot be categorized into specific segments; these are called suprasegmental sounds.. (Marlina, 2019). One way to determine whether a sound is a phoneme is to look for its minimal pair—a pair of similar words with the same context but one differing sound. If the meanings of the two words are different, then the two sounds are different phonemes. (Nurliza et al., 2025)

Suprasegmental features are aspects of speech that include intonation, stress, and rhythm. These aspects are crucial in communication because they influence the meaning of speech. Audio-visual teaching materials are learning resources that combine sound and images to enhance students’ understanding. Intonation is the rise and fall of pitch in speech, which serves to convey meaning and emotion in language.

As explained earlier, suprasegmental features consist of stress, intonation, pauses, duration, and disjunction. However, here we will limit our discussion to three aspects:

Pressure (النبر)

Pressure is a strong and distinct sound. Stress is related to the strength and weakness of a sound. Segmental sounds produced with a strong airflow will result in a larger amplitude and, of course, are accompanied by a loud stress. Linguists classify stress into four levels based on the strength of a sound's pronunciation: 1) The highest level is marked with /'/. 2) Secondary stress is marked with /^/, which is the second level in terms of strength. 3) Moderate stress is marked with //' or not marked at all; this is the third level in terms of strength. 4) Weak stress is denoted by ب /ˇ/, which is the fourth level in terms of intensity.(Falsinah & Azhari, 2024).

Pressure is the relative force or effort applied to the pronunciation of a particular syllable to make it sound clearer than other syllables. If stress serves to distinguish one utterance from another, it is called a "phoneme." Languages that use stress functionally are called stress-marked languages. Example: The word "Mak-tab" (table) consists of two syllables. When spoken, strong stress is placed on the first syllable "Mak," while the second syllable "tab" receives weak stress. If pluralized to "Ma-ka-tib," the strong stress shifts to the middle syllable "ka." Another example: The imperative form of the verb "Akrama" is "Ak-rim." The strong stress is on "Ak." However, when combined with an object pronoun and a sukun waqaf to form "Ak-rim-hu," the strong stress shifts to the second syllable, "rim."

Intonation (التنغيم)

Some important concepts used in the study of acoustic phonetics are the Fundamental Frequency, Final Pitch, Pitch Peak, and Pitch Range. Fundamental Pitch refers to the fundamental frequency of the initial pitch corresponding to a pitch stream or a contour. Sugiono, as cited in Yaman and Sinar, defines Final Pitch as the pitch found at the end of the overall intonation contour; Pitch Peak refers to the highest prominence in a pitch stream (Falsinah & Azhari, 2024)

Intonation is a term used to describe the rise and fall of pitch when speaking. These changes are caused by the vibration of the vocal cords, which produce musical tones. Intonation reflects the musical element or "rhythm" of speech. Intonation is used to convey specific meanings, such as questions, requests, commands, anger, approval, admiration, longing, etc. There are two types of pitch variations:

1. Tone: Differences in pitch at the single-word level (Word Tone).
2. Intonation: Differences in pitch at the sentence or phrase level.

In some languages (such as Mandarin), intonation is phonemic, distinguishing between the meanings of the same word. For example, the word

"Fan" can mean six different things depending on its intonation. Dr. Kamal Basyar argues that paying attention to intonation in the recitation of the Qur'an is very important so that we can easily understand and internalize its meaning. Dr. Tammam Hassan also attempted to study Arabic intonation through everyday dialects to formulate rules for formal Arabic and found that the differences are very subtle. The intonation system in Arabic is divided into six forms:

1. Wide descending interval.
2. Moderate descending interval.
3. Narrow descending interval.
4. Wide ascending interval.
5. Moderate ascending interval.
6. Narrow ascending interval.

In addition, there is the "flat tone," which typically occurs during a brief pause before the meaning is fully conveyed (such as at the end of short verses whose meaning has not yet been completed).

Pause (الوقف)

In Arabic, a pause is called al-waqfu, which refers to a brief pause between one segment and the next in a utterance, or the interruption or cessation of a stream of suprasegmental sounds when spoken by a speaker, resulting in a juncture and serving as a boundary marker between linguistic units at the levels of sentences, clauses, phrases, words, morphemes, and syllables. External junctures are distinguished by the following symbols: (/) indicates a pause between words within a phrase; (//) indicates a pause between words within a clause; and (#) indicates a pause between sentences or paragraphs. (Jamil & Silvana, 2017).

There is a difference between spoken and written language in terms of performance. In writing, long sentences are not a problem because the eyes can process them without tiring. However, in speech, sentences that are too long make it difficult for listeners to understand the relationships between words. Therefore, the chapter on Waqaf (pausing) is one of the most important issues in vocal performance, especially in the Qur'an, which is transmitted orally. In linguistic terms: to stop or be silent. In technical terms: to pause briefly from speaking to take a breath. In ordinary conversation, it lasts only a few seconds, but it can be longer in the recitation of the Qur'an. Waqaf gives the speech organs a chance to take in air ADDIN CSL_CITATION {"citationItems":[{"id":"ITEM-1","itemData":{"abstract":"One branch of linguistics that studies speech sound is Phonology; in Arabic it is called Ilm Ashwat. in early days, Arabic linguists have studied carefully and depthly for this field such Kholil Alfarohidy Ibn Ahmad and Ibn Jinny. So it can be formulated for Arabic sound and its features. At the beginning of their studies, they aimed at saving the Quran from the mistake of pronunciation

and meaning. As result, the next generation formulated Ilm Tajwid. Therefore Ilm Ashwat, as a branch of linguistics, has an important position in helping to understand the Quran. In the study of Ilm Ashwat, the sounds is divided into two, namely segmental and suprasegmental. The Segmental is a sound that has been formulated in the form of Hijaiyah, while the suprasegmental is the sound that follows segmental when strung together in a word or phrase. When sound suprasegmental ignored then it will have implications on the change of meaning, especially when reading and understanding the Quran. The suprasegmental are stress, pitch, and juncture. 1. الكرمي منزّ ل بلسان عريب مبُت ،أي أنو يستخدم اللغة العر بية مقدمة و أي لغة ما ◌َب العامل تتكون من وحدة. العر بية كما عرفنا من احدى اللغات احلية ◌َب العامل و اللغة. إن القرآن البد أوال أن نفهم لكل منها وإذا أردنا أن نفهم القرآن. صوتية ووحدة صرفية ووحدة كلمة ووحدة مجلة ووحدة سياقية . و أهنا ليست جسم يتجزّ ء بل يتوحد لكل منها) ، من االصو ات و الصرق و النحو و السياق و الداللة (الكرمي : ومن العلوم اللغوية بي. وإذا حبثنا ◌َب اللغة العر بية ،عرفنا أهنا تتكون من العلوم اللغوية و ادلهار ات اللغوية القر اءة و الكتابة : ادلعاجم ،ومن مهار ات اللغوية بي علم االصو ات وعلم الصرف وعلم النحو وعلم الداللة وعلم الباحث على وجو بسيط عن علم االصو ات ودورىا ◌َب فهم القرآن الكرمي ،وَب ىذه الكتابة. االستماع و الكالم و سيبحث","author":[{"dropping-particle":"","family":"Rosyidi","given":"Abdul Wahab","non-dropping-particle":"","parse-names":false,"suffix":""}],"id":"ITEM-1","issued":{"date-parts":[["2012"]]},"title":"الأصوات فوق القطعية ومكانها فى فهم القرآن الكريم","type":"article-journal"},"uris":["http://www.mendeley.com/documents/?uuid=42f05643-2782-4694-b8a0-04447fbb0c42","http://www.mendeley.com/documents/?uuid=5a53f82d-5542-40f0-898b-48aca9a2acda"]}],"mendeley":{"formattedCitation":"(Rosyidi, 2012)","manualFormatting":"(Rosyidi,2012)","plainTextFormattedCitation":"(Rosyidi, 2012)","previouslyFormattedCitation":"(Rosyidi, 2012)"},"properties":{"noteIndex":0},"schema":"https://github.com/citation-

A. Implementation of Audio-Visual-Based Instruction on Suprasegmental Ashwat

As the name suggests, audiovisual media is a combination of audio and visual elements. Naturally, using this medium makes the learning process more comprehensive and effective, supporting instructional activities and the delivery of learning materials to students. Furthermore, within certain limits, this medium can take over some of the teacher's roles and responsibilities. In this context, the teacher does not always act as the presenter of the material; since the presentation of material can be handled by the medium, the teacher's role shifts to that of a learning facilitator—that is, creating an environment that makes it easier for students to

learn. Examples of audiovisual media include educational video/television programs, instructional videos/television, and audio-visual slide presentations (Massofia, 2023).

Thus, learning using audiovisual media can effectively convey educational messages. The audio component allows students to receive educational messages through hearing, while the visual component enables the creation of learning messages through visual representations(Arifuddin & Husna, 2022) . This medium also contains vivid images that are mechanically projected through a projector lens and uses sound to produce audio. The purpose of using audiovisual media is to develop cognitive abilities by providing stimulation in the form of moving images and sound, as well as to convey messages that influence attitudes and emotions. Based on the above objectives, the benefits of audiovisual media for the learning process include: a) Capturing students' attention when presenting instructional material; b) Fostering motivation to learn; c) Providing a learning experience by drawing conclusions from a presented video. (Fitria, 2023)

The lesson was conducted using instructional videos and audio recordings of native speakers. The teacher began the lesson by explaining the basic concepts of intonation, then played examples of intonation usage in various types of sentences (Hikmawati et al., 2025). Next, students are asked to repeat (drill) and practice directly. This activity is repeated to help students develop the habit of using intonation correctly. Audiovisual media help students understand rising and falling intonation patterns more clearly than theoretical explanations alone.

Table 1. Media and Supporting Devices

MEDIA	SUPRASEGMENTAL FUNCTIONS
Praat Software	Analyzing the acoustics of language, examining vowel durations with precision.
YouTube (Channel Edukasi)	Observing differences in dialects and formal intonation (*Fusha*).
Interactive PPT/Canva	Insert audio for specific text passages for practice *Nabr*.
Aplikasi Dubbing	Students record their voices over silent videos to practice matching their intonation.

B. The Development of Students' Intonation Patterns

The results of the study show that this instruction contributes to the development of students' intonation patterns, as evidenced by: the ability to

distinguish between the intonation of interrogative, declarative, and imperative sentences; more accurate word stress; pauses placed in accordance with sentence structure; and improved speaking fluency. This development occurs through a process of repeated practice and modeling using audiovisual media.

C. Students' Perceptions of Learning

Most students responded positively to the use of audiovisual media. They felt that learning became more engaging, easier to understand, and less boring. In addition, students became more confident in speaking Arabic.

D. Challenges in Learning

Some of the challenges encountered include:

1. Limited resources, such as projectors and speakers
2. Differences in students' initial abilities
3. Limited class time

E. Teachers' Efforts to Overcome Challenges

Teachers are taking various steps to overcome these challenges, such as:

1. Using simple devices, such as audio from cell phones
2. Providing additional practice outside of class hours
3. Providing individual tutoring for students who are struggling

CONCLUSION

Audio-visual-based instruction in suprasegmental features plays a crucial role in shaping students' intonation patterns. This medium helps students understand suprasegmental elements more concretely through real-life examples and repeated practice. Although there are challenges, the right strategies can support successful learning.

Audio-visual-based instruction in suprasegmental features plays a crucial role in shaping students' intonation patterns. This medium helps students understand suprasegmental elements more concretely through real-life examples and repeated practice. Research findings indicate that students show improvement in their use of intonation, stress, and pauses when communicating in Arabic. Furthermore, audiovisual-based learning also boosts students' confidence in speaking and helps them express meaning, emotions, and communication goals more accurately.

Although there were several challenges, such as limited technological resources, differences in student ability, and limited class time, the strategies implemented by the teacher were able to support the success of the learning process. The use of appropriate media, the provision of ongoing practice, and

guidance for students are key factors in optimizing the learning of suprasegmental sounds. Therefore, audiovisual-based instruction of suprasegmental sounds can serve as an innovative alternative for developing students' communicative expression and Arabic speaking proficiency in a madrasah setting.

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