



## Improving *Istima'* and *Kitabah* Skills through Arabic Language Song Audio Media for Students of Class 1 MTsN 1 Kota Bima

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### Abstract

This study aims to improve students' listening and writing skills through the use of audio media in the form of Arabic songs in class 1 of MTsN 1 Kota Bima. The method used is Classroom Action Research (CAR) consisting of two cycles, where each cycle includes planning, implementation, observation, and assessment. The subjects involved in this study were a group of 30 students in class 1. The tools used include observation sheets, *istima'* tests, and writing assignments. The results of the study indicate that the use of Arabic songs as a learning tool can increase students' enthusiasm for learning and their understanding of vocabulary and grammar in Arabic. The purpose of this study was to investigate the relationship between Arabic songs and *maharah istima'* (listening skills), and to examine how effective the use of Arabic songs as a learning tool is in improving the *istima'* and *kitabah* skills of class 1 students of MTsN 1 Kota Bima. In addition, this study also aims to measure its impact on the understanding of vocabulary and sentence structure in Arabic. This type of research is a study that examines the relationship between variables using a numerical approach. The subjects studied in this study were students in grade 1 at MTsN 1 Kota Bima.

**Keywords:** *Arabic Song, Audio Media, Language Skills, Listening, Writing.*

### PRELIMINARY

Listening is a language skill that students must master first, because humans naturally begin to understand language through their ears (Hermawan, 2011). Listening plays a crucial role in the learning process. Research shows that students with good listening skills are generally more successful learners. Those who are good listeners tend to achieve academic success (Adams, 1946). Therefore, the process of learning to listen is a crucial element in supporting the success of other language skills.

Students often find Arabic language learning challenging, particularly in listening and writing. This is due to the fact that Arabic differs from Indonesian in terms of vocabulary, grammar, and pronunciation. One major obstacle is a lack of student motivation in learning these skills, which can hinder their overall language mastery (Lutfiyatun 2022).

Listening skills (*maharah al-istima'*) are a person's ability to capture and understand what is said by others or through certain media (Nuha, 2016). Generally, the listening learning process is divided into two categories. The first is listening for repetition, so students become familiar with the language context. The second is listening to understand the overall content of the text, so students can grasp the main idea, distinguish additional information, understand the storyline, and so on (Hamidah and Marsiah 2020).

Several previous studies have shown that audio media, such as music recordings, can improve vocabulary comprehension and accelerate language acquisition (Misbah, 2020). Arabic songs, which are rich in cultural elements, can also provide a more authentic learning experience for students (Plamboyan et al., 2025).

Video media featuring Arabic songs plays a crucial role in the learning process. Using this media can stimulate students' enthusiasm and interest in learning, as well as help them understand and master vocabulary more effectively.

In the Great Dictionary of the Indonesian Language, vocabulary is defined as a collection of words in a language (Department of Education and Culture, 2019). On the other hand, Soemargono (2003) states that vocabulary is a collection of words frequently used by speakers of that language. In Arabic, the term vocabulary is known as *mufradat*, which is a part of the language that foreign language learners need to master to communicate effectively (Nengrum and Arif, 2020).

Hamid (in Nabilah and Gofur, 2020) stated that Arabic vocabulary is a crucial element of language, both for oral and written communication. Mastery of this vocabulary significantly impacts a person's ability in the four aspects of language: listening, speaking, reading, and writing.

In general, expanding vocabulary is considered a crucial element in the language learning process and in improving an individual's language skills. The level of language proficiency is closely related to the quantity and quality of a learner's vocabulary. Therefore, a learner will undoubtedly face difficulties in mastering Arabic effectively if their vocabulary is limited.

Given the various challenges faced by students and teachers in the learning process, the use of learning media is crucial. One method that can be used to improve understanding of Arabic vocabulary is by utilizing learning media in the form of song videos (Wahdi, Muhammadiyah, and Barat n.d.).

In the process of learning Arabic, each individual must master four basic language skills: listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*). Mastery of these four skills is a crucial foundation for optimal Arabic learning. However, in practice, various obstacles often arise, one of which is the belief that Arabic is difficult and uninteresting. This view poses a challenge for educators and education practitioners in designing appropriate learning methods so that the teaching and learning process can be more engaging and enjoyable.

Therefore, the Arabic language learning process requires not only teachers with high expertise and competence in the language, but also diverse innovations in teaching methods. This innovation is expected to increase student interest and foster enthusiasm for learning Arabic. One challenge teachers often face is students' negative perception of Arabic, which is perceived as complex and difficult.

Technology-based learning media is currently often referred to as digital media-based education, and the application of this digital media can be used as a support in the learning process and outcomes, including in teaching Arabic. Technological developments have a major influence on the world of education (Hilmi, et.al., 2023).

To address this situation, appropriate and effective learning methods or approaches are required. Sutomo (1993) states that a method is a means to achieve a specific goal. Therefore, the more appropriate the method chosen, the greater the likelihood of achieving the learning objectives. Bisri Mustofa and Abdul Hamid explain that methods encompass the means and media used to deliver material, so the success of the learning process depends heavily on selecting the right method.

Over time, the way a second language is taught—in this case, Arabic—continues to evolve. This development is driven by advances in various interrelated disciplines, such as linguistics, education, and psychology. Furthermore, research findings in the field of language teaching have also made significant contributions to the creation of new, more efficient approaches and methods for teaching Arabic (Baroroh & Rahmawati 2020).

Audio-visual media can be defined as devices capable of displaying images while producing sound. Examples of this type of media include television, films with sound, and video (Prasetya, 2016). Furthermore, audio-visual media encompasses various types of media that integrate visual and audio elements, such as films, slides with sound, video recordings, and others (Sundayana, 2015).

The educational process that uses audiovisual media is a way to convey material that directly involves the senses of sight and hearing, without relying too much on symbols or word meanings (Arsyad, 2013). This learning media is classified as a tool that presents sound and image elements in an integrated manner to convey messages or information (Wati, 2016).

Audiovisual media is often considered a highly engaging and more effective medium than other types of media (Wati, 2016). The use of engaging audiovisual media can increase students' learning motivation and increase their interest in participating in learning activities. Consequently, this has a

positive effect on increasing concentration and learning motivation, making the learning process more effective and efficient. Please modify the following text using simple language without changing the original context. Paraphrase in a formal writing style. Emphasize a formal tone in the paraphrased content while ensuring clarity and readability. The word count in the output should match the word count in the input. If the input contains instructions, paraphrase them instead of answering or interpreting them (Setiyawan 2021).

## METHOD

The approach applied in this research is a quantitative approach, which focuses on objective measurements of social phenomena. Quantitative research is a method based on the philosophy of positivism and is used to examine specific populations or samples (Sugiyono 2017). Data collection procedures are carried out using research instruments, and data analysis is quantitative or statistical, with the primary goal of testing predetermined hypotheses.

Throughout the cycle, observations were made to assess changes in the level of student engagement in the learning process and their motivation through teacher diaries and direct observation of student interactions during lessons (Rizki & Razi, 2023).

This research falls into the associative quantitative research category because it aims to measure the extent of influence or relationship between two or more variables being studied. In this study, two types of variables are used: independent variables and dependent variables. The independent variable serves as the influencing element, while the dependent variable is the result or impact of the influence of the independent variable.

By applying this approach, it is hoped that the research results will provide an objective and accurate picture of the relationship between variables and can serve as a basis for consideration in data-driven decision-making (Wahdi, Muhammadiyah, and Barat n.d.).

The Istima' test includes listening questions to assess students' ability to understand Arabic conversations or songs. The Kitabah task focuses on students' ability to write texts using appropriate vocabulary and Arabic language structure.

## FINDINGS AND DISCUSSION

Data\_Eksperimen\_30\_Siswa

Nama Siswa	Grup	Pretest Istima'	Posttest Istima'	Pretest Kitabah	Posttest Kitabah
Ahmad Lazuardi	Eksperimen	55	67	48	58
Fatahillah	Eksperimen	64	80	47	63
Fiansyah Fahma	Eksperimen	52	71	60	75
Imamul Hazim	Eksperimen	65	78	54	73
M. Khairul Azam	Eksperimen	54	71	52	65
Maudy Asyifa	Eksperimen	57	67	58	74
M. Daniar Rahman	Eksperimen	65	79	54	68
M. Harun	Eksperimen	63	81	46	65
M. Haykal Al Bukhory	Eksperimen	58	69	54	69
Saifuddin Al Anshori	Eksperimen	52	64	53	71
Satria Bimantara	Eksperimen	54	71	45	61
St. Zhafirah Abastum	Eksperimen	58	74	46	56
Syasya Syarifah	Eksperimen	58	70	57	72
Umar Fatan	Eksperimen	64	74	45	63
Winie Wardani	Eksperimen	57	74	45	62
Zahra Auliya	Eksperimen	50	55	54	64
Zahratus Ramadhani	Eksperimen	62	67	45	52
Adlyan Al Kamiel	Eksperimen	60	70	56	59
Nabila Khairunnisa	Eksperimen	60	66	52	59
Rafi Alfarizi	Eksperimen	50	56	52	57
Alya Zahira	Eksperimen	57	62	54	61
Iqbal Ramadhan	Eksperimen	50	60	55	58
Syifa Maulida	Eksperimen	55	58	59	67
Hafidz Nurrahman	Eksperimen	59	63	52	61
Laras Putri Azzahra	Eksperimen	56	65	52	58
Rizky Adriansyah	Eksperimen	57	61	51	57
Nadya Ramadhani	Eksperimen	51	54	60	66
Farhan Ghazali	Eksperimen	51	60	46	54
Annisa Putri	Eksperimen	60	69	53	59
Bayu Kurniawan	Eksperimen	59	68	45	50

Figure 1. Student experimental data

### Normality Test Results

In this study, a normality test was conducted on the pretest and posttest results of the Istima' and Kitabah skills to determine whether the data were distributed fairly and evenly among the students. Conducting a normality test before proceeding with the analysis is crucial, as a normal data distribution is a sign that the learning treatment is being received proportionally by all students.

The results of the normality analysis using the Kolmogorov-Smirnov test show that the p-value for the Istima' pretest is 0.9075, for the Istima' posttest is 0.9800, for the Kitabah pretest is 0.3789, and for the Kitabah posttest is 0.8367. These four values are higher than the significance level of 0.05, which indicates that the data from each group does not deviate from the normal distribution.

In the context of learning, the normal distribution of pretest and posttest results indicates that students' comprehension of the material, both before and after the learning process using Arabic audio songs, was evenly distributed. There were no signs of any group of students falling significantly behind or significantly ahead. This means that, overall, all students developed at approximately the same rate.

For example, in the Istima' skill, the high pretest p-value (0.9075) indicates that initially, students' abilities were evenly distributed. When this value increased in the posttest to 0.9800, it indicated that after the learning process, this distribution pattern was maintained. Likewise, in the Kitabah skill, although the p-value in the pretest was lower (0.3789), it still showed a normal distribution, and even increased in the posttest (0.8367), indicating stability in the distribution of learning outcomes.

This normal distribution also indicates that learning using audio media in the form of songs can reach a wide range of students, both those with high initial abilities and those still in the early stages of

development. This allows students to respond to the learning collectively, rather than focusing solely on a specific group.

This statement indicates that the classroom atmosphere and teaching methods used support equality in learning outcomes. Each student appears to be able to follow the learning process well, and there are no significant differences between individuals. This provides an important basis for assessing the effectiveness of the methods used in more depth through further analysis of changes in pretest and posttest scores.

### ***Paired T-test results***

After verifying that the pretest and posttest data had a normal distribution, the next analysis used a paired sample t-test to determine whether there was a significant difference between the scores before and after implementing the learning method through audio media in the form of Arabic songs.

The test results show that for the Istimah' ability, the t-value obtained is -11.73 with a p-value of 1.5564e-12. Meanwhile, for the Kitabah skill, the t-value obtained is -11.58 with a p-value of 2.1381e-12. Both p-values are far below the significance limit of 0.05, which indicates a statistically significant difference between the students' pretest and posttest results related to the two skills tested.

From a learning perspective, these results indicate that after going through the learning process using Arabic audio songs, students showed significant improvements in their listening (Istimah') and writing (Kitabah) skills. The high t-value in the negative direction indicates that the average posttest score increased continuously compared to the pretest score. Most students experienced improvements in their learning outcomes after the learning process was implemented.

This means that the audio song learning method is not only well-received by students (as demonstrated in the normality test), but can also have a direct positive impact on their skill development. Audio song media appears to improve listening concentration, increase vocabulary, and provide examples of natural sentence structures that students can understand, so that the results are visible in statistical form. Furthermore, because this test was conducted in pairs (between pretest and posttest scores for the same student), the learning impact can be directly linked to individual changes.

Thus, the observed improvement is not the result of chance or external factors, but rather the result of the learning process each student goes through. These results indicate that the applied method successfully supports effective learning for first-grade students at MTsN 1 Kota Bima, both in terms of listening comprehension (istimah') and writing skills (kitabah), both of which are key skills in learning Arabic.

### ***Interpretation of Effect Size (Cohen's d)***

The results of the paired sample t-test analysis showed that there was a very significant difference between the pretest and posttest scores on Istimah' and Kitabah abilities. For Istimah' ability, the t-value was -11.73 with a p-value of 1.5564e-12. Meanwhile, for Kitabah skills, the t-value was -11.58 with a p-value of 2.1381e-12. The p-value, which is far below 0.05, indicates that the learning process implemented has a significant influence on improving student abilities. However, the importance of statistics is not enough to explain how much change has occurred.

Therefore, a practical effect analysis was conducted using Cohen's d, which aims to measure how significant the differences are in the real-world educational context.

The results obtained are as follows:

- Cohen's d for Istimah': 2.142
- Cohen's d for Kitabah: 2.114

Based on Cohen's (1988) general understanding, a d value greater than 0.8 is classified as a significant effect. Therefore, values above 2.0 obtained in this study indicate a highly significant impact. This means that the use of Arabic audio songs not only produces minor changes but also has a significant impact on improving student learning achievement.

This significant impact demonstrates that the learning outcomes are not only statistically visible but also truly felt by students. In practice, students were better able to understand listening material

(Istima') and express ideas through writing (Kitabah) after participating in audio-visual and contextual learning.

The high Cohen's d value also supports the notion that learning using songs can stimulate memory, increase attention, and foster emotional engagement in the material. Songs, as a learning aid, create a more dynamic and engaging learning environment, enabling students to more quickly grasp Arabic vocabulary, sentence structure, and intonation.

Thus, this finding provides ample opportunity for teachers to explore similar creative media in the learning process of other language skills, as it has been proven to have a significant influence on student learning outcomes.

The graph below shows a significant increase in the average posttest scores compared to the pretest for both Arabic language skills, Istima' and Kitabah. In Istima', students' average scores increased from approximately 57 to 67, while in Kitabah, they increased from approximately 52 to 63.

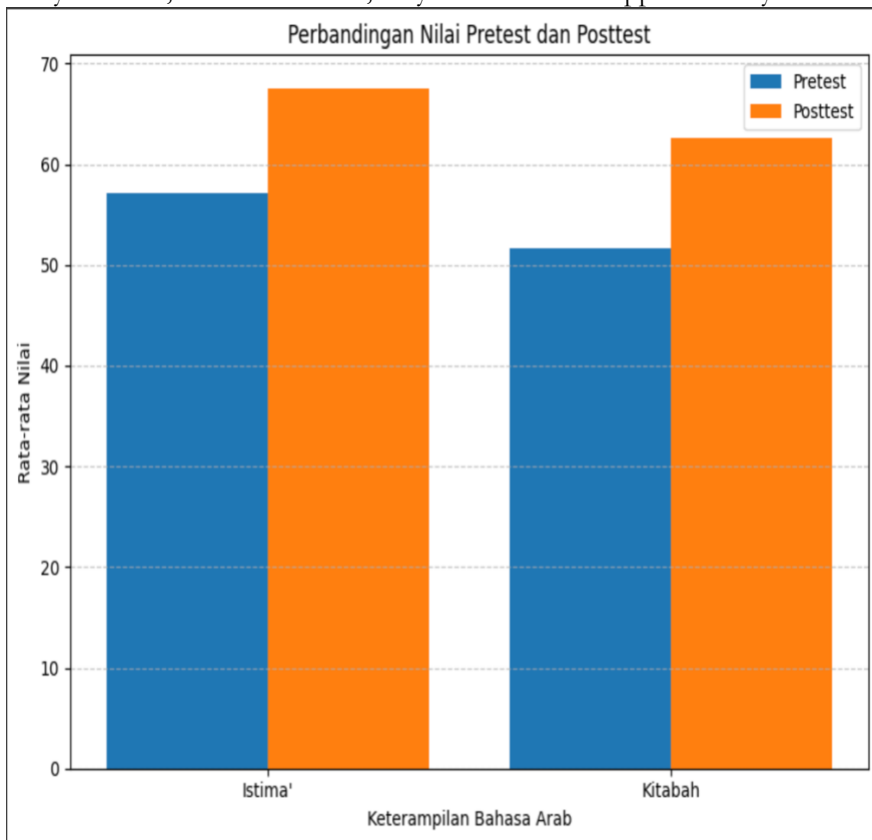


Figure 2. Comparison Chart

The graph above indicates that after learning using audio media in the form of songs, students experienced significant improvements in both listening and writing skills. This improvement supports previous findings that the applied learning method can positively impact overall student learning outcomes.

## CONCLUSION

The research results show that the use of audio media in the form of Arabic songs has a significant positive impact on improving the listening and writing skills of first-grade students at MTsN 1 Kota Bima. The learning process becomes more engaging and enjoyable, and encourages students to be more active, confident, and engaged in the learning process. Melody as a tool can facilitate students' natural understanding of the material through repetition, rhythm, and context relevant to their daily lives. This approach has also demonstrated success in creating an inclusive learning environment, allowing students with diverse abilities to develop simultaneously. Therefore, audio songs can be an appropriate and suitable method for learning Arabic, especially in the early stages of language acquisition.

This study recommends that Arabic language teachers utilize audio songs more effectively in their learning activities, particularly for listening and writing skills, as they have been shown to improve student participation and comprehension. Schools are expected to provide supporting facilities such as audio equipment and appropriate song materials. Furthermore, future researchers are encouraged to study the effectiveness of this medium in improving other language skills, such as reading and speaking, and to apply it at different levels of education to obtain more comprehensive results.

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