

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

Muhammad Shukri Abdul Halim, Nazri Atoh

Sultan Idris Education University, Tanjong Malim, Perak, Malaysia

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.909000306>

Received: 10 September 2025; Accepted: 16 September 2025; Published: 09 October 2025

ABSTRACT

This study examines the role of audio-visual tools in enhancing Arabic reading proficiency among secondary school students. Traditional reading instruction often struggles to sustain student interest, while technology-based approaches are believed to activate multiple senses and foster more interactive learning. Adopting a quantitative survey design, data were collected from 92 Form Two students in a state-funded Islamic secondary school in Perak, Malaysia. A structured nine-item Likert-scale questionnaire, validated by experts and demonstrating excellent reliability (Cronbach's Alpha = 0.989), was used to capture students' perceptions. Descriptive analysis using SPSS revealed highly positive evaluations, with mean scores ranging from 3.95 to 4.22. Audio-visual tools were found to increase motivation, engagement, and diligence, while also improving comprehension, pronunciation accuracy, and memory retention. These findings align with global evidence that multimedia materials are effective in supporting 21st-century learning. From a pedagogical perspective, the results highlight the need for systematic integration of audio-visual tools into Arabic reading instruction, supported by teacher training and institutional infrastructure. However, the study was limited to one school and did not include a control group, which restricts the generalizability and causal strength of the findings. Future research should employ experimental or longitudinal designs, include multiple schools, and explore the impact of audio-visual tools on other language skills such as writing and speaking. Overall, this study contributes to the growing discourse on technology-based pedagogy by demonstrating the potential of audio-visual resources to improve Arabic reading instruction at the secondary school level.

Keywords: Audio-visual tools, Arabic reading skills, technology in education, 21st-century learning

INTRODUCTION

Reading proficiency in the Arabic language is a core aspect of language learning, especially at the secondary school level. Beyond enabling students to comprehend texts and learning materials, reading forms the foundation for the acquisition of other language skills such as writing, listening, and speaking. Strong reading ability also contributes to vocabulary expansion, reinforcement of grammatical structures, and a deeper understanding of the cultural and contextual background of the language.

In today's fast-paced digital era, various technological innovations have been integrated into classroom teaching to enhance learning effectiveness. Among these, audio-visual tools are increasingly recognized as valuable teaching aids. These tools facilitate interactive delivery, stimulate multiple senses, and align with the learning styles of 21st-century learners. Devices such as laptops, LCD projectors, smartboards, videos, animations, and multimedia presentations have been shown to improve teaching quality, sustain students' attention, strengthen comprehension, and enhance memory retention (Winarsih & Mursita, 2024).

The shift towards *Education 4.0* has also redefined the teacher's role, moving from a knowledge transmitter to a mentor and facilitator (Purković et al., 2024). Within this context, audio-visual tools are particularly relevant for Arabic reading instruction, where learners must grasp not only linguistic forms but also textual meaning. Preliminary classroom observations at an Islamic secondary school revealed that teachers often rely on audio-visual aids during Arabic reading lessons, suggesting their growing importance in pedagogical practice.

However, despite their increasing use, empirical studies that specifically examine the effectiveness of audio-visual tools in enhancing Arabic reading proficiency among Malaysian secondary school students remain limited. Previous research has largely focused on general language learning or other subjects, with insufficient attention to sustained reading accuracy, comprehension, and motivation in Arabic. Moreover, most existing studies emphasize short-term outcomes without addressing long-term proficiency development or comparing results with traditional methods.

Therefore, this study seeks to address these gaps by evaluating the impact of audio-visual tools on secondary school students' Arabic reading proficiency. The research investigates whether audio-visual-based methods can help learners master Arabic reading texts more effectively and meaningfully in line with 21st-century learning needs.

LITERATURE REVIEW

Technology-based teaching aids, particularly audio-visual tools, have gained wide application in modern classrooms. Prior studies consistently highlight their effectiveness not only in improving students' engagement but also in supporting cognitive aspects such as comprehension, focus, and language acquisition. These findings provide a theoretical basis for the present research, while also revealing areas that remain underexplored.

One of the recurring advantages of audio-visual tools is their capacity to improve comprehension. Rahman et al. (2024) reported that instructional media allow students to access information more explicitly, reducing overdependence on teacher explanation. Similarly, Tarigan et al. (2024) concluded that multimedia integration enhances understanding of complex concepts and fosters critical thinking. While these studies affirm the general benefits of audio-visual aids, their primary focus was on science and problem-based learning contexts rather than on Arabic reading proficiency. This highlights a gap, as comprehension in Arabic involves not only decoding but also interpreting implied meanings, an area that multimedia resources such as animations, annotated texts, and symbolic images could specifically support.

Another strand of research emphasizes the role of audio-visual tools in sustaining students' attention and engagement. More Valencia et al. (2023) found that combining visual and auditory input increases focus during lessons, while Handoyo (2024) demonstrated that multimedia lessons maintain learners' interest for longer periods. These findings align with classroom experiences in Arabic language instruction, where students often respond positively to videos and interactive presentations. However, most of these studies evaluated short-term engagement and did not examine whether such interest translates into sustained improvements in reading proficiency, leaving an important question unanswered.

Beyond attention and comprehension, audio-visual resources are also linked to language development. Syahid et al. (2024) observed that multisensory input facilitates vocabulary acquisition, while Shehada, Indrayanti, and Romadhon (2024) showed that audiovisual support enhances pronunciation accuracy. Although these findings are promising, they largely stem from English language contexts. Given the structural and morphological differences between Arabic and learners' native languages, further empirical validation is needed to confirm whether similar benefits extend to Arabic reading skills.

Moreover, the use of audio-visual media has been associated with memory retention. Sharma et al. (2020) noted that multimedia presentations activate multiple senses, creating long-term storage of knowledge. This suggests that audiovisual tools could reinforce Arabic reading by enabling students to retain vocabulary and textual patterns more effectively. Yet, most of the studies reviewed did not assess the durability of learning outcomes over time, pointing to the absence of longitudinal evidence.

In summary, the literature suggests that audio-visual tools can enhance comprehension, engagement, vocabulary acquisition, pronunciation, and memory. However, several gaps remain evident. First, there is still a lack of research that directly focuses on Arabic reading at the secondary level, particularly within the Malaysian context. In addition, few studies have compared audio-visual methods with traditional approaches, which limits the strength of causal conclusions. Finally, most of the reviewed studies did not examine the long-

term effects of audio-visual tools, leaving the sustainability of learning outcomes uncertain. Addressing these gaps, the present study investigates the effectiveness of audio-visual tools in improving Arabic reading proficiency among secondary school students, thereby contributing both practically and theoretically to the discourse on technology integration in 21st-century language education.

METHODOLOGY

Research Method

This study adopted a quantitative research method, which is grounded in systematic empirical investigation through numerical data and statistical analysis. This approach was chosen to accurately measure and interpret students' perceptions of the effectiveness of audio-visual tools in developing Arabic reading skills. Quantitative procedures are also suitable for identifying measurable trends and generating results that can be generalized within the scope of the study population.

Research Design

The research employed a field survey design to capture students' perceptions in a real-life educational setting. The survey was conducted in one of the state-funded Islamic secondary schools in Perak, Malaysia. The focus was on how audio-visual tools could enhance the learning process, particularly in improving students' proficiency in Arabic reading. Prior to data collection, students were briefed about the study objectives and their roles as respondents. Ethical considerations were observed by obtaining informed consent from both students and their guardians, ensuring voluntary and informed participation.

Research Sample

The target population comprised secondary school students studying Arabic. Specifically, the study focused on Form Two students, as they are at an intermediate stage of Arabic learning where foundational reading skills have been introduced but still require reinforcement. This makes them an appropriate group to evaluate the effectiveness of audio-visual tools. A purposive sample of 92 respondents was drawn from a total population of 120 students, in line with Krejcie and Morgan's (1970) sampling table, ensuring statistical representativeness.

Research Instrument

Data were collected using a structured questionnaire designed specifically for this research. The instrument employed a five-point Likert scale ranging from "strongly disagree" to "strongly agree," covering four key dimensions: interest and motivation, reading comprehension, pronunciation accuracy, and memory retention. To ensure content validity, the instrument was reviewed by two experts in Arabic language education and educational technology. A pilot test was also conducted, and the questionnaire demonstrated excellent internal consistency, with a Cronbach's Alpha coefficient of 0.989 across nine items. This indicates that the instrument was highly reliable in measuring the intended constructs.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics such as frequencies, percentages, means and standard deviations were employed to identify overall patterns and trends in students' perceptions. These analyses were appropriate given the study's aim of exploring students' views rather than testing hypotheses or causal relationships. By using descriptive measures, the study was able to provide a clear and systematic overview of how students perceived the role of audio-visual tools in enhancing Arabic reading proficiency.

Methodological Limitations

While the methodology provides valuable insights, certain limitations should be acknowledged. The study relied on self-reported perceptions, which may not fully capture actual reading proficiency outcomes. Additionally, the absence of a control group using traditional methods limits the ability to establish causality.

The research was also confined to a single school in Perak, Malaysia, which may restrict the generalizability of findings to other contexts. These limitations highlight the need for future research employing experimental or longitudinal designs to validate and extend the present findings.

FINDINGS AND DISCUSSION

The purpose of this study was to determine the effectiveness of audio-visual tools in enhancing Arabic reading proficiency among secondary school students. Table 1 presents students' perceptions, which overall reflect a very positive evaluation of audio-visual integration in Arabic reading lessons.

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

Item	Mean (M)	Std. Deviation (SD)
The use of audio-visual tools makes it easier for me to read Arabic texts.	4.09	0.794
The use of audio-visual tools boosts my confidence in reading Arabic texts.	4.05	0.790
The use of audio-visual tools helps me to avoid reading mistakes in Arabic texts like vowel markings and the pronunciation of letters.	4.08	0.842
The use of audio-visual tools gets me more interested in reading Arabic texts.	4.11	0.858
The use of audio-visual tools enhances my memory of the words I have already read.	3.95	0.856
The use of audio-visual tools sharpens my focus when engaging in reading tasks.	4.01	0.791
The use of audio-visual tools increases my motivation to read.	4.02	0.711
The use of audio-visual tools gets me more active when undertaking reading.	4.22	0.782
The use of audio-visual tools makes me more diligent when performing reading tasks.	4.15	0.913

In general, the mean values ($M = 3.95\text{--}4.22$) indicate consistently high student agreement with the positive impact of audio-visual tools. The moderate standard deviations ($0.711\text{--}0.913$) suggest that responses were relatively stable across the sample.

The highest-rated item was “The use of audio-visual tools gets me more active when undertaking reading tasks” ($M = 4.22$), followed by “makes me more diligent” ($M = 4.15$) and “gets me more interested” ($M = 4.11$). These findings suggest that audio-visual resources are particularly effective in stimulating student engagement and participation. This aligns with Imanuddin et al. (2024), who reported that multimedia materials increase motivation and create a more favorable learning environment. One possible explanation is that today's students, as digital natives, are naturally more responsive to multimedia-rich instruction compared to traditional text-based approaches.

In terms of comprehension and accuracy, students also agreed strongly with items such as “makes it easier to read Arabic texts” ($M = 4.09$) and “helps me avoid reading mistakes such as vowel markings” ($M = 4.08$). These results support López et al. (2023), who observed that audiovisual materials improve comprehension and pronunciation in language learning. This finding is particularly relevant in Arabic, where correct

vocalization and orthography are essential for meaning. By providing visual and auditory reinforcement, audio-visual tools help reduce errors and strengthen reading fluency.

For the cognitive dimension, items related to memory and focus also received high ratings with mean scores of 3.95 and 4.01 respectively. Although slightly lower than motivation-related items, these results still indicate strong perceived benefits. Denervaud et al. (2020) similarly found that multisensory input enhances long-term memory retention. The slightly lower mean for memory may suggest that while audiovisual tools capture attention and interest effectively, their impact on deep, long-term retention might require sustained or repeated use. This highlights an avenue for future longitudinal research.

Overall, these findings demonstrate that audio-visual tools do more than make Arabic reading lessons engaging; they also promote accuracy, confidence, and active participation. From a pedagogical perspective, the results suggest that teachers should not treat audio-visual tools as supplementary, but rather as an integral part of lesson design. For instance, carefully selected videos, animations, and interactive presentations could be used to model correct pronunciation, scaffold text comprehension, and sustain motivation throughout the lesson. Systematic integration of such tools is therefore recommended to align Arabic reading instruction with the demands of 21st-century learning.

CONCLUSION

Overall, this research has demonstrated that the use of audio-visual tools has a highly positive impact on developing Arabic reading skills at the secondary school level. Students expressed strong acceptance of such tools, particularly in enhancing interest, motivation, concentration, and active involvement during lessons. In addition, audio-visual resources were perceived as helpful in reducing reading errors, supporting comprehension, and strengthening memory of texts. These findings reinforce previous studies that have highlighted the effectiveness of multimedia materials in language learning and affirm that technology-mediated instruction aligns with the needs of 21st-century learners who are responsive to visual, auditory, and kinesthetic modalities.

From a pedagogical perspective, the results suggest that audio-visual tools should not be treated merely as supplementary, but rather as an integral component of Arabic reading instruction. Teachers need appropriate training to design and implement multimedia-based approaches more strategically, while schools and educational institutions should provide adequate infrastructure and support to ensure successful integration into classroom practice.

Despite these contributions, certain limitations must be acknowledged. The study was limited to a single school and relied on a sample of 92 Form Two students, which may restrict the generalizability of findings to other contexts. Furthermore, the absence of a control group using traditional methods reduces the strength of causal claims. The study also focused only on reading skills, without examining the impact of audio-visual tools on other language competencies.

Future research should therefore adopt more rigorous designs, such as controlled experiments or longitudinal studies, to evaluate the long-term impact of audio-visual tools. Expanding the scope to include other language skills such as writing and speaking, as well as comparing different student groups across gender, academic achievement levels, or urban–rural settings, would provide deeper insights into how audio-visual methods can be optimized for diverse learners.

In conclusion, this study makes a valuable contribution to technology-based pedagogy in Arabic education. When integrated systematically, audio-visual tools can significantly enhance student engagement, comprehension, and overall learning outcomes, thereby supporting the broader goals of 21st-century, student-centered education.

REFERENCES

1. Denervaud, S., Gentaz, E., Matusz, P. J., & Murray, M. M. (2020). Multisensory gains in simple detection predict global cognition in schoolchildren. *Scientific reports*, 10(1), 1394. <https://doi.org/10.1038/s41598-020-58329-4>
2. Handoyo, T., Ashriyah, I., & Kamal, R. (2024). Pengembangan Bahan Ajar Berbasis Multimedia. *Harmoni Pendidikan.*, 2(1), 230–250. <https://doi.org/10.62383/hardik.v2i1.1064>
3. Imanuddin, A. S., Ghofur, A., & Muhdhor, M. (2024). Peran Film “Intiq Rasmiyyatan Gontor TV” Dalam Meningkatkan Motivasi Belajar Siswa Dalam Pembelajaran Bahasa Arab Di Kelas X MAN 3 Jombang. *Al Waraqah*, 5(2), 36–44. <https://doi.org/10.30863/awrq.v5i2.7643>
4. Indrayanti, I., & Romadhon, S. A. (2024). Penguatan pemanfaatan media audio visual aids dalam pemerolehan kosa kata bahasa inggris bagi siswa siswi pendidikan vokasi. *JMM (Jurnal Masyarakat Mandiri)*, 8(1), 1079-1086. <https://doi.org/10.31764/jmm.v8i1.20460>
5. López, S. C., Romero, I. C., Zapata, M. M., & Villao, R. G. (2023). Film Clips to Improve Listening Skills in Teaching English as a Foreign Language. *Journal of Namibian Studies*, 33(2), 4742-4756. <https://doi.org/10.59670/jns.v33i.1174>
6. More Valencia, R. A., Nizama Reyes, M. E., Lizana Puelles, E. Y., & Sandoval Valdiviezo, J. M. (2023). Effectiveness Associated With Learning With Video and Multimedia Content in Engineering Students’ Classroom Sessions. *Journal of Higher Education, Theory, and Practice*, 23(19), 271–284. <https://doi.org/10.33423/jhetp.v23i19.6738>
7. Purković, D., Kovačević, S., & Delač, D. (2024). The New Role of the Teacher in Education 4.0. In *Proceedings TIE 2024: 10th International Scientific Conference Technics, Informatics, and Education–TIE 2024* (pp. 153-160). <https://doi.org/10.46793/tie24.153p>
8. Rahman, A., Arifin, T. R., Oktari, S. S., Yusra, S., Rizaldo, A. D., Kurniawan, D., & Ferawati, I. (2024). Penerapan Media Ajar Berbasis Audio Visual Pada Pelajaran IPAS di SDN 2 Kutadalom. *Jurnal Kabar Masyarakat*, 2(4), 01–09. <https://doi.org/10.54066/jkb.v2i4.2477>
9. Sharma, R. K., Bora, A. A., Bhaskar, S., & Kumar, P. (2020). Audio–video aid generator for multisensory learning. In A. Khanna, D. Gupta, S. Bhattacharyya, V. Snasel, J. Platons, & A. Hassanien (Eds.), *Proceedings of the International Conference on Innovative Computing and Communications* (Vol. 1087, pp. 645–653). Springer. https://doi.org/10.1007/978-981-15-1286-5_57
10. Syahid, A., Maulana, A., Zidan, M. R., Julianto, A., Darma, R. N., & Basahil, A. (2024). Penggunaan Media Audiovisual dalam Pembelajaran Kosa Kata Bahasa Inggris pada Siswa SD. *LANDMARK: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 103–110. <https://doi.org/10.37253/landmark.v2i1.8915>
11. Tarigan, D. A. B., Yumanto, Y., & Sri, S. (2024). Peningkatan Kemampuan Berpikir Kritis Peserta Didik Melalui Pembelajaran Berbasis Masalah (PBL) dengan Media Audiovisual pada Materi Kemampuan dan Keterbatasanku di SMP Santo Andreas Jakarta Barat. *Prosiding Seminar Nasional Pendidikan Dan Agama*, 5(2), 3967–3988. <https://doi.org/10.55606/semnasp.v5i2.2342>
12. Winarsih, M., & Mursita, R. A. (2024, May). Improvement Future Candidate of Teachers’ Abilities To Assist Students With Hearing Impairment In The Classroom. In *Proceeding of International Conference on Special Education in South East Asia Region* (Vol. 3, No. 1, pp. 121-134). <https://doi.org/10.57142/picsar.v3i1.591>