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THE EFFECTIVENESS OF USING AUDIO-VISUAL AIDS TO IMPROVE THE LISTENING SKILL OF SECOND YEAR SECONDARY STUDENTS AT THE INSTITUTE OF ISLAMIC EDUCATION AL-HADITH BAGAN BATU RIAU

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Abstract The objectives of the research are: 1) to find out the efficiency of the listening skill in the tribal exam for second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Pagan Batu Riau. 2) To find out the efficiency of the listening skill in the post-exam for second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Pagan Batu Riau. 3) To find out the teaching procedure in upgrading the listening skill using audio-visual aids for the second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Pagan Batu Riau. The research method used is Classroom Action Research (CAR) with the type of experiment. First, the researcher plans the teaching and learning process, and prepares materials on listening skills, then carries out the teaching and learning process in the classroom using audiovisual media. After that, the researcher observed the teaching and learning process that was running and then conducted an evaluation to measure students' abilities so that it became a benchmark in comparing test scores before and after the implementation of learning. The method for collecting data is by observation, interview and test. The results of the following class action research are in accordance with the results of the tests carried out on, 1) pre-cycle exam = 1,611 with an average of 67.13, first cycle test scores = 1,713 with an average of 71.38, second cycle test scores = 1,878 with an average of 78.25. 2) The score obtained by students makes researchers believe that an increase in listening skills in class XI B MAS Alhusna students can be obtained using audiovisual media because this method can focus students' concentration on the material being taught.

Keywords Audiovisual method, listening skills, MAS Al-Husna Bagan Batu-Riau,

A. INTRODUCTION

Teaching aids Anything that you can use to deliver messages that can stimulate the mind, and can be the uplifting, interest, and progression of students so as to encourage the students' self-learning process. In other words, teaching aids teach anything that is used to facilitate the delivery of educational materials. Also the means of education are everything that he can use to deliver a message from the sender to the receiver so that he can stimulate the mind, feelings, interests and interests, as well as the interest of the students in the way education takes place. (Hermawan, 2011, h. 53)

The teaching (Muhammad Sapii Harahap, 2022, p. h.78) aids are aids to the educational process. From this definition we conclude that the use of educational aids in the process of teaching

vocabulary helps the teacher to communicate the vocabulary lesson so that it is understandable and clear to students.(Harahap *et al.*, 2022, p. h.24) Teaching aids were very important in teaching a foreign language towards Arabic, which is not only for teaching children, but also for men and elders. And it appeared in the proof many of the researcher presenting the effectiveness in utilizing the means to improve the effectiveness of teaching and the learner in the classroom (Rosyidi, 2009, h. 20)Dr. Abdel-Alim Ibrahim says that "bringing the fence to the students, identifying their upbringing, and loving them the school. It helps to establish the facts in the minds of the students. It revives the lesson with what its use requires of sanctity and work Mahmoud Yunus also said, "It has the greatest effect on the senses and the most definitive for understanding. What sees is like one who hears (Ibrahim, 2002, h. 76).

The concept of audio-visual aids are the educational and visual aids that are appropriate to the evolution of time, that is, appropriate to the progress of science and technology.(Harahap and Isnawati, 2021, p. h. 13) They contain the audio medium, the visual medium, and the audio-visual medium (Rohani, 1997, h.98). Audio-visual means are what is described as audible, meaning what is able to listen, and what is described as visible, meaning what is able to see (Sulaiman, 1981, h.11).

Therefore, the use of educational means in teaching the Arabic language starts from the theory that the total quantitative ratio of knowledge, skills and attitudes that a person has over and above through the sense of sight and doing their own direct experience, while the rest is through the senses of hearing and other senses.

Aids are divided into three types, i.e.: audio aids, visual aids, and audiovisual aids (Rosyidi, 2009, h. 20). And the use of audio-visual aids is the new and corresponding attempt in the procedure for teaching Arabic. Audio-visual media is the medium that presents information such as the sound that can be listened to and the sound that can be seen at the same time,(Harahap, 2019b, p. h.30) so that this medium is called the audio-visual medium. Some examples of media are television, film, tape, and computer.

Television is the audio-visual means because(Harahap, 2022, p. h.54) it is a device or means for transmitting image and sound. Television can be a medium or an educational tool because through television the viewer can increase social and cultural information as well as other information.

A tape recorder is often called a video tape. Because this machine records image and sound simultaneously. When needed, the image and sound can be displayed or blurred to be replaced by another image and sound. Because it has this quality, the videotape can be an educational tool. As for the films that exist and are shown in the cinema, it can be made as a medium that is very suitable for education because it presents the image and sound,(Harahap, 2019a, p. h.55) which can draw the attention of the students (Jannah, 2009, h. 111-117).

We also know that the four skills in language teaching are listening, speaking, reading, and writing that must be appreciated and sought by students in teaching Arabic, sometimes the teacher forgets to teach them, and one of the excuses is the time limits of all education, because four skills cannot be taught at once In confrontation, the education time is very short.

It is related to the way of teaching about four skills, sometimes from the teacher who is not interested in the importance of using the means in teaching them, or especially he does not want to work with the means that can help him in education, and from one of his excuses he does not want to be busy preparing the teaching aids or to be able to work with the means and in making materials education.

As the scholars have achieved,(Harahap, 2020, p. h.29) the teaching aids are very useful to achieve the goals of education. Many of the gender media around us that we develop and use to support education. The problem is, why are there teachers plodding in their teaching methods? The reason for it is as follows: 1) The teacher considers the use of media difficult. 2) The means is sophisticated and sophisticated 3) He cannot or is afraid to use it. 4) There are some teachers who are afraid of electronic equipment. Maybe they are afraid of the fearsome, or the spoiled. 5) The method was just for fun, but you know that he must be serious. 6) It is the custom of the teacher to lecture

The above opinion is completed, Hefni in Abdul Wahab explains that the function of educational media, especially audio-visual media, because it is capable of this task is as follows: 1) Translating the news into the apparent. 2) Break through space and time. 3) Providing social and emotional experience. 4) Give excitement. 5) Clarify understanding. (Rosyidi, 2009, h. 28-29)

Students will be happy if in the learning process using a variety of creative and imaginative means to create encouragement, especially for use in teaching listening skill. Given the importance of using audiovisual aids in teaching listening skill, (Siahaan, Harahap, dkk, 2022, p. h. 79) the researcher is interested in looking for the effectiveness of using audio-visual aids on mastering students' listening skills.

Based on this description, the researcher makes a research to deepen the effectiveness of the use of audio-visual aids to comprehend the listening skill, which the researcher knows that successful education is one of them that supports the means. To upgrade the listening skill of second year secondary students at the Institute of Islamic Education hadith al-Husna Bagan Batu Riau. The research questions are: 1) How is the efficiency of the listening skill in the pre-exam for second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau? 2) How is the efficiency of the listening skill in the post-exam for students of the second year of secondary school at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau? 3) How is the teaching procedure in upgrading the listening skill by using audio-visual aids for second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau? The objectives of the research are: 1) to find out the efficiency of the listening skill in the tribal exam for the second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau. 2) To know the efficiency of the listening skill in the post-exam for second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau. 3) To know the teaching procedure in upgrading the listening skill by using audio-visual aids for the second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau

B. METHODS

Research method is research activity is one of human effort to satisfy his curiosity. If curiosity requires truth by scientific standards, it can be called a scientific problem. Such problems require answers with a certain frame of mind, that is, the use of scientific methods or require research activities to search for answers and solutions (Suharsimi Arikunto, 2008, h.52-53).

The research method used in this research is the procedural method or in Indonesian called "Penelitian Tindakan Kelas (PTK)", or in English it is called Classroom Active Research, which is part of experimental research or experiments. The PTK is very suitable for this research, because the research is conducted in the classroom and focuses more on problems that occur in the classroom or on the teaching and learning process (Aqib, 2009, h. 12).

Kemmis and Mc Taggart in Suharsimi said that this method consists of: planning, executing, observing, and reflecting (Arikunto, 2006, h. 83). The form of the stages of the search procedure at Mc Taggart and Kemmis (Arikunto, Penelitian Tindakan Kelas, 2007, h. 16):



Picture1. Research Procedure

The stages of action research procedures are (Sukardi, 2012, h. 3): 1) Planning. Planning are the steps for future work in relation to the activities of the organization, where the timetable is advocated and how resources are used, as well as information related to the defense of the Ucornia, in order to achieve results. 2) Implementation. Implementation is the teaching process that the researcher performs in the school. The excellent process consists of three important things: developing the teaching process, upgrading students' skill, and developing the study environment. 3) Note. Observation is a process that examines whether the procedure (process and results) was performed well. 4) reflection. Reflection is the process of analyzing the result of observation and designing a particular method to find out the success, failure, or deficiency of the teaching process. Reflection is conducted in discussion with other researchers to review the previous role, whether the role is altered, changed, or carried out with development.

The place and time of the research, which is that the researcher chose the place for this research, which is the second grade in the secondary stage at the Institute of Islamic Studies of Hadith Al-Husna Bagan Batu Riau. The time for this research was carried out from October 2020 to March 2021.

The research community and its sample, the research community in this research is the second-grade students in the secondary stage at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau, and their number is 34 students.

The tools used by the researcher in this research are: 1) The observation page to know the conditions of students in the learning process of students in the secondary stage at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau. 2) Conducting interviews to collect data on the status of Arabic language teaching in the second year of secondary school at the Institute of Islamic Education Hadeeth Al-Husna Bagan Batu Riau. The researcher conducted interviews with Arabic language teachers. 3) A set of questions and exercises to obtain facts and information about the effectiveness of using audio-visual aids to upgrade the listening skill of second-grade secondary students at the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau.

Confirmation of the validity and reliability of data collection is 1) Validity indicates the extent to which you want to measure what you want to measure (Tukiran, 2012, h. 124). And honesty data collection and stability is the method of a group of observations, observations, numbers and opinions related to a particular phenomenon or problem (Sugiyono, 2010, h.112). The tool used to get the data (if it is suitable or correct) will give higher results, but if the tool is not suitable (it will be unsuitable), the results will be affected. The tool really controls whether the tool can measure the outcome you intend to measure.

Conducting the research The researcher walked in conducting his research on these stages: 1) The first stage: A) Determining the place of research B) Determining the research community and its sample C) Determining the research materials. 2) the second stage: a) planning for the first round b) implementing the teaching process for the first round c) observing students' competence d) assessing students' competency and discussing the development of the first round c) planning for the second round e) implementing the teaching process for the second round g) observing students' competence d) Evaluate students' competency and discuss about the development of the second round.

The method of data analysis is to find out the percentage of "the effectiveness of the use of audio-visual aids to upgrade the listening skill of second-year secondary students at the Institute of Modern Islamic Education Bagan Batu Riau". Patu Riau, which any student must obtain at least 75 out of 100. The steps for analyzing data with this design are as follows:

$$P = \frac{F}{N} \times 100$$

Note: P: modified grade, F: harvested grade, N: collected grade.

C. RESULT & DISCUSSION

1. View data before the first turn

a) Note

The researcher interviewed the Arabic language teacher and asked about the teaching process that he conducted in the classroom. He said he had prepared the teaching plan (continued with Curriculum 13) at the beginning of the level for one level. However, teaching does not go as it was one hundred percent planned, because there are important things left behind when teaching, such as the appropriate teaching methods for the subject, the method of clarification, evaluation and so on.

The first time the researcher noticed the class when the teaching process conducted by the teacher in the second grade of secondary at the Institute of Islamic Education Hadith Al-Husna, the teacher presents the Arabic language lesson in a reading subject. He prepared a simple text, then read it to them and instructed one of them to read. Then he ordered a search for the meanings of the words. Then he called them one by one to present the meaning of the text, and instructed the other to explain the benefits in general.

The researcher found that the students are not enthusiastic about learning, as this is due to their weak participation in the lesson, some of them drowsy, some of them fell asleep, and some of them disturbed their friends. The teacher may care about them, but they return to their condition, and the situation remains until the end of the lesson. The teacher's attempt to arrange the students is to order the drowsy and the sleeping person to perform ablution, and to ask the disturbing one about the lesson and punish him if he does not respond correctly.

As for the teaching aids that the teacher used in the classroom, they are the prescribed book only. The teacher does not use other teaching aids, i.e. the audio-visual aids, which are cartoon films. Therefore, the students showed a lack of participation in the lesson. At the end of the lesson the teacher assigned the homework and then concluded the lesson with supplication and tasleem.

As for the success criterion specified by the Institute of Islamic Education Al-Hadith Al-Husna, which requires any student to obtain a minimum score of 75 out of 100. Hence, the researcher wanted to specify the success rate of students, which is 75% of the number of students, 24 students.

b) Reflection

After conducting the observation and interviewing the Arabic language teacher, the researcher did the pre-test for the first round on Wednesday, February 10, 2021 to determine the students' competence before conducting the teaching process. First of all, the researcher prepared the questions for the pre-test, then entered the classroom and greeted them, then prepared the students to participate in the test. The researcher distributed the answer sheets, then read the questions and the text to them, then they answered their papers, because the questions are in the form of listening skill.

Table 3:1 Criteria for students' success in the test (Arifin, 2012, h. 236)

No	Result	Estimate
1	90-100	Excellent
2	80 - 89	Very good
3	70 - 79	Good
4	60 - 69	acceptable
5	50 - 59	failed

The results of the pre-test in the first round among the students of the second year of secondary school of the Institute of Islamic Education Al-Hadith Al-Husna

Table 3:2 The results of the tribal selection in the first round

NO	Name	Pre-selection Result	Grade
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1	Anggun Jiyati	62	acceptable
2	Uliya Istiqomah	74	good
3	Devi Susanti	59	failure
4	Devita Sari	65	acceptable
5	Dina Uliya Syahfutri	70	good
6	Dewi Ustari	76	good
7	Eka Rahmana Putri	60	acceptable
8	Fauziah Sulistiya Lubis	70	good
9	Ibna Uliya	74	good
10	Juliya Brastaka	78	good
11	Liya Zaky	58	failure
12	Lely Dwiwana	68	acceptable
13	Lusiyana	57	failure
14	Nadiya Nazmi Uliya	60	acceptable
15	Nazwi Amaliya	66	acceptable
16	Naufan Nur Aini	76	good
17	Nuvita Auliya	55	failure
18	Putri KumalaDwi Ritonga	82	Very good
19	Qisho Musisi	65	acceptable
20	Syafana Adha	74	good
21	Siti Indah	66	acceptable
22	Siti Sibahan	64	acceptable
23	Siti Wulandari	52	failure
24	Wina Wirdayani	80	Very good
Total		1.611	
the average		67,13	

From the results of the pre-test, it appeared that the students got the revised score 67,13, of whom got a very good grade: 2 girls, got a good grade: 8 girls, got an acceptable grade: 9 girls, got a failed grade: 5 girls, Through this result, it is generally seen that the students' ability in listening skill is weak

2. Display data for the first round

- a) planning. The researcher began planning teaching before entering the second secondary grade at the Institute of Islamic Education Al-Hadith Al-Husna and prepared the teaching plan for the first round. The subject prepared by the researcher is the syllabus of the Institute of Islamic Education Hadith Al-Husna Pajan Patti Riau.
- b) implementation. The researcher began teaching for the first round on Tuesday, February 16, 2021. When he entered the classroom, he found the students were not ready to study, there were those who spoke to each other, and disturbed each other. So the researcher prepared the students to deliver and read the supplication. Then he started with encouragement about the importance of learning Arabic and revising the previous lesson. After that, the researcher presented the material on the film, dealing with the topic of "patient's clinic". The researcher instructs the students to listen to the film that will be shown. The film is shown and the students listen carefully. Repeat the film twice. When the film ended, the researcher asked the students about the meanings of the words found in the film. The researcher explained the Arabic language itself, or by purifying it, or by representing it. When he finished searching for the meanings of the vocabulary, the researcher instructed one of the students to explain the film that was shown and the others to listen. Then he instructed the others to repeat an anecdote from what they had heard and discussed. After they understood the story, the researcher showed them the film again, then the researcher concluded the lesson with the supplication of the infidels of the council and submission.

- c) Note. The researcher found it difficult to arrange the students, because they do not pay much attention to the material presented to them, but they occupy themselves with other activities, such as writing, reading, sleeping, and so on. So the researcher raised his voice and punished those who did not listen or watch the movie well so that the students would pay attention. Especially if he spoke a lot of them, then their voices prevailed from the voice of the researcher.
- d) reflection. The researcher tried to prepare the students in the best way so that they would be ready and attentive to the lesson, and ordered a sleepy man to perform ablution until his strength returned. If a lot of talking between them, he raised his voice and punished the manipulation. After teaching the listening skill in the second grade of secondary school at the Institute of Islamic Education Al-Hadith Al-Husna, then the researcher conducted a post-test for them in the first round on Wednesday, February 17, 2021, to find out the students' competence in the listening skill.

The results of the post-selection in the first round among the students of the second year of secondary school of the Islamic Education Institute of Hadith Al-Husna Bagan Batu Riau

Table 3:3 Post-test results in the first round

NO	Name	The result of the tribal selection	Grade
1	Anggun Jiyati	66	acceptable
2	Uliya Istiqomah	78	good
3	Devi Susanti	58	failure
4	Devita Sari	71	good
5	Dina Uliya Syahfutri	73	good
6	Dewi Ustari	80	Very well
7	Eka Rahmana Putri	69	acceptable
8	Fauziah Sulistiya Lubis	74	good
9	Ibna Uliya	75	good
10	Juliya Brastaka	82	Very well
11	Liya Zaky	63	acceptable
12	Lely Dwiyana	72	good
13	Lusiyana	59	failure
14	Nadiya Nazmi Uliya	67	acceptable
15	Nazwi Amaliya	70	good
16	Naufan Nur Aini	84	Very well
17	Nuvita Auliya	60	acceptable
18	Putri KumalaDwi Ritonga	87	Very good
19	Qisho Musisi	70	good
20	Syafana Adha	76	good
21	Siti Indah	70	good
22	Siti Sibahan	69	acceptable
23	Siti Wulandari	57	failure
24	Wina Wirdayani	83	Very good
Total		1.713	
the average		71,38	

From the results of the post-test for the first round, it appeared that the students got the modified score of 71,38, of whom got a very good grade: 5 girls, got a good grade: 10 girls, got an acceptable grade: 6 girls, got a failed grade: 3 female students, through this result in general, see that the students' ability in listening skill is higher than before, they were on a weak result, but after conducting the teaching process, the students' competence in listening skill increased with a decrease in some things.

3. Data display for the second round

- a) planning. After the researcher completed a teaching process for the first cycle and observed it, the researcher prepared a teaching plan for the second cycle. There is no doubt that this is a plan that was evaluated from the previous process, which includes reforms and interventions from the above. The subject prepared by the researcher is the subject of the syllabus of the Institute of Islamic Education Al-Hadith Al-Husna Bagan Batu Riau .
- b) implementation. On Tuesday, February 23, 2021, the researcher conducted the teaching process for the second round. The researcher entered the classroom in the third to fourth lessons, which is an appropriate time for students to focus on learning. The researcher found the students not ready to study, but this time the researcher did not find it difficult to arrange and arrange the students because he punished the rebellious students directly. So the researcher began the lesson by greeting the students and asking about their conditions in their places and activities in the institute's residence, then he prepared them one by one. Then the researcher warned the students to pay attention to watching the movie prepared by the researcher. The researcher showed the film under the topic "Al-Ihsan" and repeated it twice until the students understood the story. When he finished, the researcher asked the students about the meanings of the words. Then the researcher made the questions about the film that was shown and ordered the students to answer them, so the researcher showed the film again and the students listened to the statement to answer the questions. When he finished it, the researcher referred to the students one by one to answer the existing questions. After that, the researcher and the students deduced about the lesson taken, and told them not to forget to review the lesson and listen to anything useful in the Arabic language, such as giving a speech after the obligatory prayers, and so on. Then the researcher concluded the lesson with a prayer of atonement for the council and delivery .
- c) Note. The problem in the first floor was present in the second floor, but it is light. What was received by the researcher in arranging the students, because most of them are ready to study, especially the lesson in the early classes. The Finder has been prepared using the loudspeaker and screen as above. The class is fixed (ie the previous class) but the atmosphere is suitable for teaching listening skill, because the place of air does not make the students feel hot.
- d) reflection. Problems may not occur if the researcher has prepared everything before entering the classroom. After conducting the teaching process in the second round, the researcher conducted a post-test on Wednesday, February 24, 2021, to determine the students' competence in listening skill. The results of the post-selection in the second round among the students of the second year of secondary education of the Institute of Islamic Education Hadith Al-Husna Bagan Batu Riau

Table 3:4 Post-test results in the first round

NO	Name	The result of the tribal selection	Grade
1	Anggun Jiyati	75	good
2	Uliya Istiqomah	82	Very well
3	Devi Susanti	65	acceptable
4	Devita Sari	76	good
5	Dina Uliya Syahfutri	80	Very well
6	Dewi Ustari	85	Very well
7	Eka Rahmana Putri	77	good
8	Fauziyah Sulistiya Lubis	82	Very well
9	Ibna Uliya	81	Very well
10	Juliya Brastaka	87	Very well

11	Liya Zaky	75	good
12	Lely Dwiyana	77	good
13	Lusiyana	67	acceptable
14	Nadiya Nazmi Uliya	76	good
15	Nazwi Amaliya	75	good
16	Naufan Nur Aini	88	Very well
17	Nuvita Auliya	70	good
18	Putri KumalaDwi Ritonga	95	Excellent
19	Qisho Musisi	74	good
20	Syafana Adha	83	Very well
21	Siti Indah	75	good
22	Siti Sibahan	76	good
23	Siti Wulandari	64	acceptable
24	Wina Wirdayani	93	Excellent
Total		1.878	
the average		25,78	

From the results of the post-test for the second round, it appeared that the students got the revised score of 78.25, of whom got an excellent grade: 2 girls, got a very good grade: 8 girls, got a good grade: 11 girls, got an acceptable grade: 3 Female students, through this result, it is generally seen that the students' ability in listening skill is higher than before, they were on a weak result, but after conducting the teaching process, the students' efficiency in listening skill increased with a decrease in some things.

Comparison of test results in the first and second round

Table 3:5 Comparison of test results in the first round and the second round

No	result category	Appreciation	Pre-test for the first round		Post-test for the first round		Post-test for the second round	
			number of students	percent age	number of students	percentage	number of students	percentage
1	90-100	Excellent	-	-	-	-	2	8%
2	80-89	Very well	2	8%	5	21%	8	33%
3	70-79	good	8	33%	10	41%	11	46%
4	60-69	acceptable	9	38%	6	25%	3	13%
5	50-59	failure	5	21%	3	13%	-	-
the number			24	100%	24	100%	24	100%

Comparison statement between the results of the pre-test and post-test for the first round and the post-test for the second round. It seems that in the pre-test 8% of the female students got the grade very good, 33% of them got the grade as good, 38% of them got the grade acceptable, and 21% Some of them have failed to appreciate. As for the post-test, it seems that 21% of the students got the grade very good, 41% of them got the grade as good, 25% of them got the grade as acceptable, and 13% of them got the grade as bad. As for the post-test for the second round, 8% of the female students got the grade excellent, 33% of them got the grade very good, 46% of them got the grade good, and 13% of them got the grade acceptable. This statement is evidence that the students' score increased from the first test to the test after it.

Then evaluate the students' success rate with the success criterion of the Institute of Islamic Education Al-Hadeeth Al-Husna, which is 75 out of 100. From the results of the post-test for the second round, the researcher found 19 out of 24 female students who got a score of 75 or more. The success rate of female students is 79% according to the success criterion of the Institute of Islamic Education Al-Hadeeth Al-Husna.

The researcher relied on the results of the female students in the tests and found a clear difference between them, and this indicates that the use of audio-visual aids in teaching Arabic is

possible to improve the listening skill of second-grade secondary students at the Institute of Islamic Education Al-Hadith Al-Husna, and their success rate is as follows:

- a) The sum of the pre-test results = 1.611 with average = 67.13 and after conducting the post-test = 1.713 with average = 71.38. And after conducting the post-test for the second round = 1.878 with an average of 78.25. Through these results, it is indicated that there is an effect of using audio-visual aids in improving listening skill.
- b) The comparison between the results of the post-test for the first round and the second round, it seems that there is a clear promotion: that the students have an excellent grade from 0% to 8%, a very good grade from 8% to 33%, and an acceptable grade from 38% to 38% 13%, and a failed rating from 21% to 0%.
- c) The students' result reached the success criterion set by the Institute of Islamic Education Al-Hadith Al-Husna, which is at least 75. The students obtained a score of 75 or more. They are 19 out of 24 students. Their success rate is 79% out of 75% that the researcher appointed .
- d) The researcher walked in conducting his research on these stages: The first stage: 1) Determining the location of the research; 2) identification of the research community and its sample; 3) Designation of research materials.

Phase Two: 1) Planning for the first round; 2) Implementation of the teaching process for the first round; 3) Observe the efficiency of the students; 4) Assess students' competence and discuss about the development of the first role; 5) planning for the second round; 6) Implementation of the teaching process for the second cycle; 7) Observe the efficiency of students; 8) Assess students' competence and discuss about the development of the second round .

D. CONCLUSION

The researcher completed a university research on the use of audio-visual aids in upgrading the listening skill of second year secondary students at the Institute of Islamic Education Al-Hadeeth Al-Husna Bagan Batu Riau, so the researcher reached the conclusion. The researcher about the research process made a clear statement in the previous chapters, then the researcher summarized the following: 1) The efficiency of the listening skill of second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna rises whenever the teacher teaches them by audio-visual means of this design: $P = \frac{F}{N} \times 100$ 2) *The use of audio-visual aids helps students upgrade language skill (listening skill) based on the actions taken in each role. 3) Audio-visual aids are effective in upgrading the listening skill of second year secondary students at the Institute of Islamic Education Al-Hadith Al-Husna, based on the increase in the value of each role that has been implemented.*

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