The Use of Sound Book to Enhance Students' Arabic Vocabulary Mastery

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ARTICLE INFO	ABSTRACT
	Purpose – The limited use of learning media by teachers, which leads to a primarily one-way learning process, is the main reason for this study. Student learning outcomes are adversely affected by this lack of interaction in the classroom, particularly in Arabic language studies. The study intends to (1) figure out whether students who are taught using the sound book أول كتاب and those who do not have a notable difference in their mastery of Arabic vocabulary and (2) assess how well the sound book 'أول كتاب' enhance students' Arabic vocabulary mastery. **Methodology –** This study employs a quantitative approach with an experimental research design, specifically a pretest-posttest control group design. The population consists of three classes, comprising a total of 105 students. The sample, selected using a simple random sampling technique, consists of two classes: Class I-A, the experimental group, and Class I-B, the control group. Data collection methods include tests, interviews, and documentation. For data analysis, a t-test was used to examine differences in students' mastery of Arabic vocabulary, while the N-gain test was applied to determine the level of effectiveness. **Findings –** The results of the t-test on the post-test scores for the experimental and control classes indicate a Sig. (2-tailed) value of 0.001, demonstrating a significant difference in Arabic vocabulary mastery between students in the experimental class, who were taught using the sound book أول كتاب, and those in the control class, who were taught without it. Furthermore, the N-gain test for the experimental class yielded a percentage of 75%, indicating an effective enough level. Based on these findings, it can be concluded that the use of the sound book 'أول كتاب' is effective enough in enhancing students' mastery of Arabic vocabulary. **Contribution –** These findings have implications for the use of sound books as a valuable resource for teachers in selecting appropriate learning media to create a more effective and interactive learning experience. This demonstrates the potential of sound books to enhance students' engagement and understanding through their interactive and multi-sensory features.

INTRODUCTION

Arabic learning media is a topic that is becoming increasingly heated due to its high demand, as it is preferred over traditional instructional methods that are not only effective in aiding contributors toward understanding the material but also in stimulating the learner's interest. The utilization of media is highly beneficial in the teaching and learning process, especially in increasing students' learning achievement (Rachmawati et al., 2020). Learning media has an important role in improving the quality of the teaching and learning process. It is an essential educational tool for teachers to present instructional materials more effectively in an increasingly multimedia-enriched environment, thereby enhancing students' motivation, engagement, and, ultimately, learning performance (Aulia & Rizki, 2021; Angelina & Hamdun, 2019). As Diah's research states, learning media have a significant and positive impact on student learning outcomes, further emphasizing their importance in educational settings (Hafizhotul Husnah, 2024).

Learning media also plays a crucial role in supporting the Arabic language learning process, both in general instruction and specifically in teaching Arabic vocabulary. The teaching process should go beyond simply instructing students to memorize. The integration of appropriate strategies and supportive media is imperative for effective Arabic vocabulary instruction, thereby facilitating learning. The absence of these elements hinders students' ability to master Arabic vocabulary effectively, underscoring the need to employ innovative approaches and tools in the learning process (Mutmainnah & Hasyim, 2021). The utilization of appropriate media by educators has been demonstrated to enhance the overall quality of learning, address student boredom, and facilitate the achievement of educational objectives. The integration of suitable teaching methods with learning media has been demonstrated to result in the creation of engaging and memorable learning experiences for students.

Increased student interest leads to better comprehension and retention of the material (Zainal et al., 2024). This aligns with Armadhani (2023), who emphasized that learning media can transform a monotonous and unvaried classroom environment into one that is dynamic, cheerful, and active, ultimately fostering a more positive and productive learning atmosphere.

Arabic language instruction has traditionally relied on conventional methods, such as lectures, supported by basic tools like blackboards, tape recorders, and flashcards (Zainuddin & Sahrir, 2016). The use of media in Arabic language learning within madrasahs—including madrasahs, madrasahs, and madrasahs—remains limited and underdeveloped (Hilmi, 2016). Many teachers still rely on monotonous and less engaging learning media, as noted by Utami (2020). A notable instance of this challenge arises in the pedagogy of Arabic vocabulary, where educators frequently encounter difficulties in employing media effectively or diversifying their instructional materials (Khalilullah, 2012). Consequently, the mastery of Arabic vocabulary among the student population remains deficient due to a lack of variety and engaging tools, resulting in a decline in enthusiasm for learning. Furthermore, the suboptimal use of learning media results in outcomes that fail to meet the desired educational targets (Khalilullah, 2012).

Based on the results of preliminary studies conducted by researchers, it was found that learning Arabic vocabulary at SD Negeri 1 Bandar Dua Aceh still employs conventional teaching techniques, such as lectures, translations, and explanations. This makes students tend to be passive during the learning process because students feel bored and uninterested in learning that only uses those methods and media. So, the results of students' Arabic learning have not achieved the predetermined goals. There is a need to improve Arabic learning methods more effectively; to this end, media should be utilized creatively. Moreover, increasing student involvement is essential to achieve better learning outcomes. Within this paradigm, audiovisual media has emerged as a promising alternative for enhancing the learning experience. An exemplary instance of such media is the sound book, which is defined as a printed book supplemented with interactive audio features. The incorporation of visual and auditory elements in this medium is intended to facilitate more engaging and effective learning.

Engaging the auditory modality early in the learning process is an effective way to teach Arabic vocabulary, as sound exposure enhances vocabulary retention, listening comprehension, and pronunciation accuracy. First, students are given the chance to hear the vocabulary sounds. Mastery of the auditory elements

of vocabulary is crucial, as it enables students to listen accurately and facilitates proper comprehension (Astuti, 2016). This listening stage is crucial, as errors in auditory perception can result in inaccuracies in pronunciation and writing (Sulaiman & Isnaini, 2021). To develop language proficiency comparable to that of native speakers, students need exposure to the language as spoken by native speakers (Pradnya Paramitha, 2018). This foundational stage lays the groundwork for accurate and effective language acquisition.

However, it is tough to present native speakers in every learning activity. Therefore, the use of audiovisual media can be an alternative. Audiovisual media can overcome the limitations of space, senses, and time; for example, students cannot speak directly with native speakers in the classroom due to limited time and funds. With audiovisual media, students can learn to pronounce Arabic correctly and accurately, just like native speakers (Sulaiman & Isnaini, 2021).

Audiovisual learning media are practical tools for facilitating the Arabic language learning process, as they can enhance students' enthusiasm and motivation, thereby improving their comprehension and retention of the material (Mahmuda, 2018). One of the audiovisual media that can support the Arabic vocabulary learning process is the sound book. This printed material combines visual content with audio elements to stimulate students' auditory senses. The use of sound books is particularly beneficial in helping students master Arabic vocabulary. An example of such a resource is the sound book أول كتاب إلكتروني لتعليم الأطفال. This book features a physical design integrated with an audio component, including buttons that, when pressed, play the sound of vocabulary along with its translation. This combination of visual and auditory stimuli makes the learning process more engaging and effective.

Several relevant studies have recognized the use of audiovisual media in the context of learning. The results of Humairah (2023) and Rahmayanti (2014) show that the use of audiovisual media in Arabic language learning can enhance students' mastery of Arabic vocabulary. Anggun Arguningrum (2016) also stated that the use of audiovisual media affects children's mastery of English vocabulary. This finding is also in line with research conducted by Latifah Fitria (2015), which shows that Audio Visual Media is effectively used in learning Arabic vocabulary.

Although previous studies have explored the use of audiovisual media in vocabulary learning, research specifically investigating the effectiveness of sound book media in teaching Arabic vocabulary at the elementary school level remains scarce, if not absent. This gap highlights the novelty and scholarly contribution of this research. Not only does this research introduce a rarely utilized medium in Arabic language instruction, but it also evaluates its effectiveness through an experimental approach to determine its impact on students' mastery of Arabic vocabulary. Accordingly, this study aims to examine the differences in Arabic vocabulary acquisition between students taught using the sound book ' أول كتاب ' and those taught without it, as well as to assess the overall effectiveness of the 'أول كتاب' sound book in enhancing elementary students' mastery of Arabic Vocabulary.

METHODOLOGY

Research Design

This study aims to examine the impact of the 'أول كتاب' sound book on students' mastery of Arabic vocabulary. Specifically, it compares the proficiency of students who are taught using the sound book with those who are taught without it while also assessing the effectiveness of the sound book in enhancing vocabulary mastery. The research adopts a quantitative approach, utilizing an experimental research design. A pre-test, post-test, and control group design is employed to evaluate the effectiveness of the intervention. This design was adopted to accurately measure the effects of the treatment, as it offers a structured framework for tracking changes and evaluating the impact of the instructional method. There are two groups in this design; the first group is given treatment (X) in the form of learning Arabic using the sound book أول كتاب, and the other group is not. The treated group is referred to as the experimental group, and the untreated group is referred to as the control group.

Table 1. The Model of Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O_1	X	O_2
Control	O_3	-	O_4

The descriptions of the Table 1 are X is learning treatment using sound book, O_1 is pre-test of experimental group, O_2 is post-test of the experimental group, O_3 is pre-test of control group, and O_4 is post-test of control group.

Participants

The participants of this study are three first-grade classes (I-A, I-B, and I-C), totaling 105 students, were the subjects of this study, which was conducted at SD Negeri 1 Bandar Dua. There were 34 students in each of Classes I-A and I-B and 37 students in Class I-C. The study's sample consisted of two classes: Class I-A, which served as the experimental group, and Class I-B, which served as the control group. The sampling procedure employed a basic random sampling technique, which selects samples at random without considering specific population characteristics. To reduce selection bias and enhance the objectivity and generalizability of the research findings, this approach was employed to ensure that every individual in the population had an equal chance of being selected.

Data Collection

The data collection for this study was conducted through interviews, tests, and documentation. The interview technique was employed during the preliminary study phase to identify key issues in the Arabic language learning process at SD Negeri 1 Bandar Dua. The information obtained through this interview served as the basis for determining the research focus. The documentation method was employed to gather contextual data, including the school profile and information on teachers and students, and to chronicle significant activities throughout the implementation of the learning process. The data obtained from interviews and documentation were then integrated with the test results to provide a more comprehensive and nuanced understanding during the analysis stage.

The primary instruments utilized in this study were pre-test and post-test assessments. To ensure the instrument accurately measured the targeted variables, a content validity test was conducted. This validation process involved expert evaluation by Arabic language teachers at SD Negeri 1 Bandar Dua. Following their suggestions, necessary revisions were made, and the instrument was deemed suitable for data collection. The collected data were analyzed using both the *t*-test and the normalized gain (*N-gain*) test. The *t*-test was used to determine whether there were statistically significant differences in learning outcomes between the experimental and control groups based on their pre-test and post-test scores.

Meanwhile, the normalized gain (*N-gain*) test was employed to assess the effectiveness of learning outcome improvements within each group. The use of these two analysis techniques was chosen because they can provide strong quantitative information for evaluating differences and improvements in learning outcomes, allowing researchers to answer research questions more deeply and accurately. The effectiveness level based on the average N-gain score is categorized and interpreted as follows:

Table 2. N-gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Effective enough
> 76	Effective

(Siswadi, 2019)

This classification is used because it is considered more relevant and contextual for basic education, particularly in assessing the effectiveness of a learning treatment. Unlike the broader classification by Hake

(1999), which categorizes learning gains into three levels (low, medium, and high), Siswadi's (2019) framework offers more nuanced and pedagogically meaningful descriptors such as 'less effective' or 'effective enough.' These categories facilitate more practical and actionable interpretations for educators in classroom settings. Thus, the use of this classification not only supports the validity of quantitative data interpretation but also strengthens the qualitative analysis of the effectiveness of the applied learning.

FINDINGS

This section will discuss whether there is a significant difference in the mastery of Arabic vocabulary between students who learn using sound book media and those who do not. The findings will then be described about the effectiveness of using sound book media in improving students' mastery of Arabic vocabulary.

Significant Difference in Students' Mastery of Arabic Vocabulary

To determine whether there is a significant difference in the average performance between the experimental and control class samples, a t-test was conducted. The analysis of the pre-test scores for both groups revealed a Sig. (2-tailed) value of 0.807, which exceeds the threshold of 0.05 (0.807 > 0.05). This indicates that there is no statistically significant difference in Arabic vocabulary mastery between the experimental and control classes. Consequently, the initial proficiency in Arabic vocabulary mastery is comparable across the two groups.

The results of the t-test on the post-test scores of the experimental and control classes show that the significance level is not significant. (2 tailed) of 0.001. Which means 0.001 <0.05. Thus, there is a significant difference in students' mastery of Arabic vocabulary between the experimental and control classes. This difference highlights the positive impact of using sound media in the Arabic vocabulary learning process within the experimental class. The incorporation of audio features facilitates students' repeated listening to proper pronunciation and self-directed practice, thereby enhancing active engagement in the learning process.

Furthermore, the soundbook is enriched with engaging visual components that correspond to the vocabulary taught. Such components include illustrations of animals, classroom objects, and other relevant images. These visual aids have been shown to facilitate the establishment of word-meaning associations and to enhance the overall learning experience by reducing monotony. Conversely, students in the control class, who received instruction via conventional methods, primarily received instruction through teacher explanations and written exercises without the support of interactive audio or visually appealing stimuli.

Students in the experimental class demonstrated greater enthusiasm during the learning process, as they were able to both hear the pronunciation of vocabulary and simultaneously view corresponding visual representations. This multimodal input facilitated easier recall and understanding of word meanings. Such engagement was not observed in the control class, which relied on conventional instructional methods without the support of audiovisual media. Consequently, the sound book, enriched with relevant illustrations, was shown to be effective not only in improving learning outcomes from a statistical perspective but also in enhancing students' interest, motivation, and retention in memorizing Arabic vocabulary.

Effectiveness The Use of the Sound Book أول كتاب 'for Mastering Arabic Vocabulary

To determine whether the use of a sound book is effective in helping students master Arabic vocabulary, a N-gain test was conducted. This test is calculated from the learning outcomes or pre-test and post-test scores of the experimental and control classes. The results of the N-gain test for the experimental and control classes are presented in the following table.

Table 3. N-gain Test Results of Effectiveness of Experimental and Control Classes

Class	N	Pre-test Average	Post-test Average	N-gain	Clarification
Experiment	34	59,26471	88,38235	75%	Effective Enough
Control	34	58,64706	79,85294	54%	Less Effective

The differences in learning outcomes between the experimental and control classes are highlighted in Table 3. What stands out in this table is the results of the N-gain test calculation in the experimental class, which achieved a notable percentage of 75%. The n-gain of 75% falls within the 56-75% category, indicating it is effective. So, it can be concluded that the use of the sound book أول كتاب' is practical enough for mastering Arabic vocabulary for students of SD Negeri 1 Bandar Dua Aceh.

While in the control class, the results of the N-gain test calculation obtained a percentage of 54%. The n-gain of 54% falls within the 40-55% category, indicating it is considered less effective. So, it can be concluded that learning without the use of the sound book أول كتاب' is less effective for mastering Arabic vocabulary for students of SD Negeri 1 Bandar Dua Aceh.

From a practical standpoint, educators at SD Negeri 1 Bandar Dua, Aceh, may employ the sound book أول كتاب' in two capacities: firstly, as a fundamental instructional resource and secondly, as a supplemental material across a variety of academic disciplines. This sound book's content extends beyond Arabic vocabulary, as it also includes translations in both Indonesian and English, allowing for cross-subject learning applications that incorporate both Indonesian and English. It has been demonstrated that students can comprehend one vocabulary in three languages simultaneously. This ability is believed to provide a significant foundation for the cultivation of multilingual competencies at the elementary school level.

In addition, the sound book أول كتاب' comprises daily prayers and prayer recitations, accompanied by precise pronunciation guides, rendering it particularly well-suited for integration within Islamic religious education classes. This integration positions the sound book as a comprehensive and multifunctional learning medium that supports an interdisciplinary approach to education. By not only focusing on language acquisition but also reinforcing religious values and character education, the sound book promotes a more holistic learning experience. Its engaging, interactive, and student-centered design holds significant potential to enhance the overall quality of learning within the elementary school context.

DISCUSSION

One interesting finding is that the t-test results reveal a significant difference in Arabic vocabulary mastery between the experimental group, which was taught using the sound book أول كتاب' media, and the control group, which did not use this media. The implementation of the sound book أول كتاب' media as a treatment in the experimental class contributed to this disparity in outcomes. Students in the experimental group, who utilized the sound book media in learning Arabic vocabulary, demonstrated a significantly greater improvement compared to those in the control group, who did not use this media.

The present finding aligns with those reported by Misbah et al. (2017), who similarly observed that the utilization of audiovisual media grounded in the PowerPoint Pop-Up Model yielded substantial enhancements in Arabic vocabulary learning outcomes for experimental group students, in contrast to the control group, which did not employ such media. In a similar vein, research by Amalia Putri et al. (2020) demonstrated the efficacy of audiovisual media in enhancing students' Arabic vocabulary skills. Amalia further observed that incorporating audiovisual learning media increased students' enthusiasm and retention, as the engaging combination of images and videos made lessons more enjoyable and less monotonous.

Another important finding is that the N-gain percentage achieved by the experimental class is 75%. So, it can be concluded that the use of the sound book أول كتاب' is practical enough for mastering Arabic vocabulary. In the control class, the percentage of n-gain generated was 54%. Thus, learning Arabic vocabulary without using the sound book أول كتاب' is less effective for students' mastery of Arabic vocabulary. This finding is supported by Rustam et al. (2024), who demonstrated that the use of audiovisual learning media is effective in enhancing students' mastery of Arabic vocabulary. It also aligns with a study conducted by Pitra (2021), which concluded that the use of audiovisual media is effective in enhancing students' *istimā* (listening) skills.

The effectiveness of the sound book أول كتاب' to improve students' Arabic vocabulary mastery cannot be separated from the cultural context and learning habits of students in Aceh, which are very strong with Islamic values. As an area known as Serambi Mekkah, Aceh has a strong tradition of Islamic education, where students from an early age have been accustomed to memorizing daily prayers, prayer recitations, and learning the

Qur'an. Aceh has a long-standing tradition of Islamic education, where children are introduced to the memorization of daily prayers, prayer recitations, and Qur'anic verses at an early age. These practices cultivate strong auditory and memorization skills, which align well with the nature of Arabic vocabulary learning, particularly when delivered through engaging and culturally appropriate media. Moreover, while students in Aceh are increasingly interested in technology-based learning tools, their practical use still often requires teacher guidance. In this context, the sound book emerges as an innovative learning medium that is not only interactive and enjoyable but also aligned with students' religious and cultural values. Thus, its effectiveness in this study reflects a strong compatibility between the educational media and the distinctive learning culture of Acehnese students.

The sound book 'أول كتاب' has several advantages over other learning media in the context of Arabic vocabulary acquisition. One of its key strengths lies in its integration of visual, auditory, and kinesthetic elements, enabling a multimodal learning experience. By combining illustrative images, trilingual text (Arabic, Indonesian, and English), and clear audio pronunciation, the sound book effectively caters to diverse student learning styles and strengthens their memory of vocabulary.

The use of audiovisual media is widely regarded as an effective and appropriate tool for enhancing students' understanding and facilitating the absorption of learning material, as it combines both auditory (hearing) and visual (seeing) elements (Mutayasiroh, 2021). This dual functionality allows audiovisual media to simultaneously engage students' senses of sight and hearing, thereby improving learning outcomes (Sartika et al., 2020). The integration of images and text in audiovisual media further aids students in translating Arabic vocabulary into Indonesian with ease, as visual representation enhances comprehension (Fridayanti, 2021) in line with the research of Hanifah Salsabila et al. (2020), which demonstrated that audiovisual media is particularly effective in supporting online learning at the elementary level.

The sound book 'أول كتاب' also contains broader material, such as daily prayers, prayer recitations, etc., so that it can be utilized not only in Arabic lessons but also in Islamic religious education learning and even basic English lessons. Thus, this media supports the integrative thematic approach to learning in primary schools. This finding aligns with those of Kurniawan et al. (2022) and Hasibuan (2021), who state that audiovisual media significantly improves children's mastery of English vocabulary. Moreover, audiovisual media has proven beneficial in other educational contexts. Muyassaroh et al. (2020) showed that it effectively increased adolescents' knowledge about anemia through health education interventions. In physics education, research by Zulfa et al. (2024) revealed that visual learning media enhanced students' creative thinking skills on straight-motion topics. Moreover, the use of appropriate learning media plays a critical role in enhancing student engagement (Rustam et al., 2024). Overall, these findings support the conclusion that audiovisual media is a versatile and effective tool for enhancing student understanding, motivation, and learning outcomes.

Notwithstanding their numerous advantages, the use of the sound book 'أول كتاب' is subject to certain limitations, which necessitate thorough consideration. One significant challenge arises from the limited scope of content when using commercially available products, as the material may not fully align with the institution's specific learning objectives or curriculum requirements. Conversely, while developing customized sound books can offer greater relevance and contextualization to local educational needs, the process demands substantial financial investment, technical expertise, and adequate institutional resources. These constraints highlight the importance of strategic planning and support in the adoption and development of such media in educational settings.

In consideration of the encouraging results and the demonstrated capacity, the utilization of sound books as an educational medium holds considerable promise for broader implementation in other academic institutions, particularly in schools exhibiting characteristics analogous to those previously observed, such as a profound religious environment and students who are well-accustomed to learning methods that are predominantly auditory and memorization-based. Teachers can employ sound books as a supplementary resource alongside textbooks to enhance students' interest, engagement, and comprehension of Arabic vocabulary. Furthermore, Education policymakers should support the integration of such media by facilitating professional development programs for teachers and ensuring the availability of technological infrastructure.

To ensure the optimal efficacy of this strategy, it is recommended that educational institutions and teaching professionals adapt the content of the sound book to align with the national curriculum and the unique contextual needs of their students. This approach will ensure the continued relevance, significance, and pedagogical impact of the material.

CONCLUSION

According to the study's findings, SD Negeri 1 Bandar Dua students' mastery of Arabic vocabulary is improved with the use of the sound book كتاب أول. This media enhances student comprehension and retention of vocabulary by providing simultaneous visual and auditory stimulation, making the learning process more engaging and meaningful. Given these findings, it is recommended that Arabic language teachers actively investigate and incorporate new learning resources, such as sound books, into their instructional techniques. Furthermore, educational institutions are encouraged to facilitate this integration by providing suitable facilities and opportunities for professional growth that enable the effective use of technology-based media in the classroom. To ensure alignment with pedagogical objectives, it is recommended that future research focus on creating effective books through a more structured Research and Development (R&D) approach that involves collaboration between educators, media designers, and curriculum developers. The study's findings could serve as a valuable guide for educators and legislators in creating educational materials that cater to the needs and learning styles of learners, particularly when it comes to teaching Arabic. However, because the study was only carried out at one school, the generalizability of the findings is constrained. Therefore, to confirm and build upon these findings, further research involving a variety of educational contexts is required.

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