IMPLEMENTATION OF ARABIC-LISTENING SPEAKING MEDIA IN TEACHING LISTENING SKILLS FROM THE PERSPECTIVE OF STEPHEN KRASHEN'S THEORY

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ABSTRACT

Arabic language learning at the junior high school level plays an important role in developing students' foundational language competencies, particularly listening skills as the basis for speaking skills. However, instructional practices are still largely dominated by text-based methods, resulting in limited authentic oral exposure and causing students to experience difficulties in understanding spoken Arabic. This study aims to describe the implementation of Arabic-Listening Speaking media in teaching listening skills at SMP Muhammadiyah 06 Dau Malang, based on Stephen Krashen's Second Language Acquisition Theory, specifically the Input Hypothesis and the Affective Filter Hypothesis. The research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observations, and documentation, and were analyzed using the Miles, Huberman, and Saldana model, which includes data reduction, data display, and conclusion drawing. The findings indicate that the systematic use of audio media, interactive videos, and applications through the stages of pre-listening, whilst-listening, and post-listening provides authentic and contextual input in accordance with the i+1 principle. The media enhance vocabulary mastery, intonation, and sentence structure, while also fostering students' motivation, participation, and self-confidence. Repetition, scaffolding, and collaborative strategies effectively address learning barriers, demonstrating that the media optimally support the improvement of listening skills.

Keywords: media arabic-listening speaking, listening skills, language acquisition, Stephen Krashen

ABSTRAK

Pembelajaran bahasa Arab di tingkat tingkat sekolah menengah pertama memiliki peran penting dalam membangun kompetensi dasar berbahasa, khususnya keterampilan mendengar sebagai fondasi keterampilan berbicara. Namun, praktik pembelajaran masih didominasi metode tekstual sehingga paparan lisan autentik terbatas dan siswa mengalami kesulitan memahami bahasa Arab lisan. Penelitian ini bertujuan mendeskripsikan implementasi media *Arabic-Listening Speaking*

dalam pembelajaran keterampilan mendengar di SMP Muhammadiyah 06 Dau Malang berdasarkan teori pemerolehan bahasa kedua Stephen Krashen, khususnya *Input Hypothesis* dan *Affective Filter Hypothesis*. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, serta dokumentasi, kemudian dianalisis dengan model Miles, Huberman, dan Saldana melalui tahap reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan media audio, video interaktif, dan aplikasi secara sistematis melalui tahap *pre-listening*, *whilst-listening*, dan *post-listening* mampu menyediakan input yang autentik, kontekstual, dan sesuai prinsip i+1. Media ini meningkatkan penguasaan kosakata, intonasi, dan struktur kalimat, serta mendorong motivasi, partisipasi, dan kepercayaan diri siswa. Strategi pengulangan, scaffolding, dan kolaborasi efektif mengatasi hambatan pembelajaran, sehingga media terbukti mendukung peningkatan keterampilan mendengar secara optimal.

Kata kunci: media arabic-listening speaking, keterampilan mendengar, pemerolehan bahasa, Stephen Krashen

A. Introduction

Arabic language learning at the junior high school level plays an important role in establishing students' foundational language competencies (Nuh et al., 2025). One of the primary skills in language learning is maharah istima' (listening skill), as students are first exposed to the sounds, vocabulary, and structures of Arabic orally through the listening process (Khoiriyah, 2020). Mastery of this skill significantly determines the development of other language skills, particularly maharah kalam (speaking skill) (Hadziq, 2025).

Despite its strategic role, the teaching of maharah istima' in schools still faces several challenges (Munip, 2020). Learning processes often focus on written texts and grammatical explanations, while authentic oral exposure to Arabic remains limited (Munip, 2020). Consequently, students experience difficulties in understanding spoken Arabic, distinguishing sounds, and grasping meaning from what they hear (Nurdianto, 2020). This condition indicates a gap between students' need for meaningful oral input and the limited practice currently available in the classroom (Machmud Yunus, 2025).

With the advancement of educational technology, the use of audio- and audiovisual-based learning media is increasingly seen as a

solution to improve listening instruction (Oktari & Abidin, 2025). Arabic-Listening Speaking media allow students to receive direct exposure to Arabic through dialogues, monologues, and contextual conversations (Mohammed, 2022). Such media not only present the material in a more engaging manner but also help students develop a habit of listening to Arabic in a more natural learning environment (Erlina et al., 2025).

Several previous studies have contributed to the understanding of Arabic language learning, particularly listening (*istima'*) and speaking (*kalam*) skills. (Hadziq et al., 2025) investigated the Arabic language immersion program at Hasni Jambi, affiliated with Gontor, using Stephen Krashen's Second Language Acquisition Theory. Their study revealed that the program, which included both in-class and out-of-class activities, effectively enhanced students' fluency, spontaneity, and intrinsic motivation, offering a model of language immersion that could serve as a reference for other Islamic educational institutions.

In addition, (Islam et al., 2025a) examined the effectiveness of the Arabic-Listening Speaking application at MA Al-Hidayah Pasuruan, finding that it significantly improved students' speaking skills while fostering an interactive, innovative, and enjoyable learning environment, highlighting the potential of technology in Arabic learning. Similarly, (Wahyuni et al., 2023) conducted a systematic literature review on methods for teaching Arabic listening and speaking in Indonesia, emphasizing the importance of vocabulary recognition, sentence components, and structure in listening instruction, and noting that speaking skills can be progressively developed from beginner to advanced levels with methods adapted to material difficulty.

In the study of second language acquisition, Stephen Krashen places listening skills at the core of language acquisition. Two of Krashen's hypotheses that are particularly relevant in this context are the Input Hypothesis and the Affective Filter Hypothesis (S. Krashen, 1982). The Input Hypothesis emphasizes that language is acquired through comprehensible input, that is, language input that learners can understand and that is slightly above their current level of competence (*i+1*).

In other words, students learn most effectively when they are exposed to Arabic that is challenging enough yet still understandable, allowing them to grasp vocabulary, intonation, and sentence structures naturally. Meanwhile, the Affective Filter Hypothesis explains that emotional factors such as motivation, anxiety, and self-confidence influence the success of language acquisition. When students' *affective filter* is low through a pleasant learning environment, engaging media, and teacher support they are better able to receive and internalize language input (Setiyadi & Syamâ, 2013).

Arabic-Listening Speaking media have great potential to support both hypotheses. Through these media, students can receive repetitive, contextual, and meaningful input, thus fulfilling the principle of *comprehensible input*. Moreover, the use of interactive and engaging media can lower the affective filter, making students more confident, willing to imitate, and active in the learning process, resulting in more optimal language acquisition. Although Krashen's theory has been widely discussed in the context of foreign language listening instruction, studies that specifically link the implementation of Arabic-Listening Speaking media with the theory at the junior high school level remain relatively limited. In particular, research using a case study approach that illustrates the teaching process contextually and captures students' real responses is still scarce. This gap forms the basis of the present study and highlights its novelty, which is the depiction of the practical use of Arabic-Listening Speaking media as a source of authentic comprehensible input in a junior high school classroom, while also reducing students' affective filter (S. Krashen, 1982).

SMP Muhammadiyah 06 Dau Malang is one of the educational institutions that has integrated Arabic-Listening Speaking media into Arabic language learning. This practice is interesting to study because it provides a concrete depiction of how the media is used in teaching maharah istima', and how students respond to exposure to spoken Arabic in a real classroom context. Based on this background, this study aims to describe the implementation of Arabic-Listening Speaking media in teaching maharah istima' based on Stephen

Krashen's Second Language Acquisition Theory, with a focus on the role of the media as a source of comprehensible input and as a tool for lowering the affective filter in students' Arabic language acquisition.

B. Methods

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the implementation of Arabic-Listening Speaking media in teaching maharah istima' at SMP Muhammadiyah 06 Dau Malang. The qualitative approach was chosen because it allows the researcher to explore students' experiences and teachers' practices contextually, as well as to understand the interactions that occur during Arabic language learning. The focus of the study is not on generalization but on depicting real phenomena in the field and interpreting the meaning of teaching practices(Sugiyono, 2024).

The data sources consisted of primary and secondary data. Primary data were obtained through in-depth interviews with Arabic language teachers and students who participated in maharah istima' learning using Arabic-Listening Speaking media, participatory classroom observations, and documentation such as lesson recordings, audio-video materials, and teacher notes. Secondary data were collected from official school documents, syllabi, lesson plans (RPP), and relevant literature on Stephen Krashen's second language acquisition theory and previous related studies. The combination of primary and secondary data ensures validity, richness of information, and a more comprehensive analytical context (Rahardjo, 2017).

Data were analyzed using a descriptive-analytic approach based on the Miles, Huberman, and Saldana (2014) model, which includes three stages: data reduction, i.e., selecting, simplifying, and focusing on relevant information; data display, in the form of tables, narratives, and charts to facilitate pattern recognition; and conclusion drawing/verification, which involves connecting field findings with the theoretical framework, particularly Stephen Krashen's Second Language Acquisition Theory, to assess the role of the media as a source of comprehensible input and a reducer of affective filter. This approach enables the researcher to interpret phenomena

holistically and systematically while highlighting the novelty of the teaching practices at SMP Muhammadiyah 06 Dau Malang (Miles et al., 2014).

C. Results and Discussions

Result

A. Implementation of Arabic-Listening Speaking Media in Maharah Istima' Learning

1. Forms of Media Used in Maharah Istima' Learning

Based on interviews with teachers and classroom observations, audio recordings of everyday conversations are used intensively to familiarize students with the sounds, intonation, and rhythm of authentic Arabic. This audio media allows students to concentrate on spoken language elements, such as pronunciation (makharij al-ḥuruf), word stress, and sentence patterns, without relying on visual aids. Several teachers stated that regular use of audio media can improve students' auditory sensitivity as well as their understanding of the context of speech in a natural way (Teacher Interview, January 21, 2026).

In addition, interactive conversation videos are also used to reinforce understanding of the context of communication. Videos provide visual elements such as facial expressions, body language, and communication situations, allowing students to better interpret the meaning of speech. Observations show that beginner-level students find it easier to grasp the meaning of words and intonation through videos than through audio alone (Observation, January 22, 2026).

Application-based media, such as Arabic-Listening Speaking, are also utilized in learning. This application provides native speaker audio, conversation videos, listening exercises, and interactive evaluations. Teachers emphasize the flexibility of using this application, where students can study independently at any time, repeat material that they have not mastered, and adjust the learning tempo to their respective abilities (Teacher Documentation, January 2026).

The implementation of learning which consists of three stages (Richards, 2008):

a. Pre-listening: Teachers explain the learning objectives, provide motivation, and build students' initial schemata.

b. Whilst-listening: Students listen to audio/video in the application Arabic-Listening Speaking, take notes on vocabulary, and identify main ideas and details. These activities are supported by interactive exercises such as true/false, matching exercises, and note taking.

c. Post-listening: Group discussions, text-based speaking exercises, reflection, and evaluation are conducted to measure student understanding and reinforce speaking skills.

2. Frequency and Duration of Use of Arabic-Listening Speaking Media

The results of the learning schedule documentation show that Arabic-Listening Speaking media are used consistently in every meeting. The frequency of use is designed so that students get repeated and systematic exposure to Arabic, so that their listening skills develop gradually (Schedule Documentation, January 2026).

The duration of media use varies between 15–30 minutes per meeting, adjusting to the time allocation and students' ability levels. Classroom observations note that this duration is effective because it is sufficient to capture vocabulary and intonation, but does not bore students. This arrangement allows teachers to combine listening activities with speaking exercises or group discussions, making learning more structured and interactive.

3. Teacher Strategies in Utilizing Arabic-Listening Speaking Media

Based on interviews with teachers, the first strategy applied in maharah istima' learning is the use of audio and video media as the main source of Arabic language input. Teachers play authentic and semi-authentic media, then give students the opportunity to listen to the material repeatedly with

different focuses. In the first stage, students are directed to understand the general meaning of the material they hear. The second stage focuses on the introduction and understanding of important vocabulary and expressions, while the third stage is directed at practicing answering questions based on the content of the audio or video. This strategy aims to help students obtain input that can be understood gradually.

The second strategy used is imitating sentences or dialogues found in listening media. Teachers ask students to imitate the pronunciation of native speakers, either individually or in groups. This activity not only integrates listening and speaking skills but also plays a role in improving students' Arabic pronunciation, intonation, and rhythm. Through this exercise, students become more familiar with the correct sound patterns of Arabic.

The third strategy is the implementation of group discussions after the listening activity. In this activity, students

are asked to discuss the content of the conversation, summarize the main message, and answer questions prepared by the teacher (Teacher Interview, January 21, 2026). The results of the observation show that the group discussion strategy is able to increase students' understanding more deeply, encourage active involvement in the learning process, and train students' critical and communicative thinking skills in Arabic (Observation, January 22, 2026).

4. **Student Activities When Using Arabic-Listening Speaking Media**

The main activities of students are listening comprehension, imitating, noting new vocabulary, and discussing. Classroom observations show that students are able to grasp general meaning, important vocabulary, intonation, and sentence structure. Group discussions support contextual understanding and build students' confidence in expressing themselves in Arabic. The activity of noting down

vocabulary helps strengthen students' long-term memory and independence in learning (Observation, January 22, 2026).

B. Student Responses to Arabic-Listening Speaking Media

Student responses and motivation are important indicators in assessing the effectiveness of using Arabic-Listening Speaking media in teaching listening skills at SMP Muhammadiyah 06 Dau Malang. The analysis of student responses refers to Stephen Krashen's Affective Filter Hypothesis, which emphasizes that emotional factors such as motivation, anxiety, and self-confidence can affect the success of language acquisition.

1. Student Learning Motivation

Based on the interview results, most students showed increased motivation after the use of Arabic-Listening Speaking media in learning activities. For example, one student said:

"I feel more enthusiastic about learning because the audio and video make the classroom atmosphere fun, and I can hear authentic Arabic." (Grade VII.B

student, interview, January 21, 2026)

Classroom observations show that students actively respond to the teacher's questions, try to imitate the dialogues, and take notes on new vocabulary when the media is played. This is in line with Krashen's hypothesis regarding the affective filter, where a positive and enjoyable learning atmosphere reduces students' emotional barriers to receiving language input. This high motivation is evident in the high level of student participation in group discussions, their courage to imitate conversations, and their initiative to repeat independent exercises at home using supporting applications (Observation, January 22, 2026).

Several other students stated that this media helped them recognize the correct intonation and pronunciation, thereby increasing their interest in actively participating in learning. For example:

"I have become more confident in imitating Arabic sentences because I hear the pronunciation

directly from videos and applications. I used to be afraid of making mistakes, but now I dare to try." (Grade VII.B student, interview, January 21, 2026)

Documentation data also shows that during audio playback and imitation exercises, most students appeared enthusiastic and focused, allowing teachers to reinforce vocabulary and sentence structure directly. This proves that media significantly contributes to students' intrinsic motivation, in line with the affective filter principle, which states that a supportive learning environment can make it easier for students to absorb language (Teacher Documentation, January 2026).

2. Student Participation and Involvemant

In addition to motivation, student participation and involvement in maharah istima' learning also increased significantly. Classroom observations showed that almost all students were actively involved during the listening-speaking sessions, whether in listening, imitating, or discussing. The teacher's strategy of combining media playback, imitation exercises, and discussion proved effective in encouraging students to participate without feeling pressured (Observation, January 22, 2026).

For example, in one session of listening to a short conversation between two characters in a video, students were asked to imitate the dialogue in turns. The observation results showed that more than 90% of students dared to try to imitate the sentences, even though there were some pronunciation errors. The teacher then provided positive feedback and subtle corrections, which further boosted the students' confidence.

This high level of participation was also evident in the activity of noting down new vocabulary. Students not only wrote down the meanings of the words, but also tried to make simple sentences based on the vocabulary. This activity demonstrates active interaction

with language input, so that the language acquisition process takes place more naturally, in accordance with the principle of comprehensible input in Krashen's hypothesis (Observation, January 22, 2026).

In addition, the interview results showed that some students felt that the media made them more comfortable learning in groups. One student said:

"When studying without audio or video, I often feel embarrassed when I say a word wrong. With media, we can imitate together with friends, so we are more confident." (Grade VII.B student, interview, January 21, 2026)

This positive response indicates that Arabic-Listening Speaking media can reduce emotional barriers (affective filters), allowing students to receive language input more optimally, while increasing active involvement in the learning process.

3. **Students' Perceptions of Ease of Learning**

In addition to motivation and participation, students' perceptions of the ease of

understanding Arabic were also observed. Most students felt that the Arabic Listening–Speaking media helped them grasp vocabulary and sentence structure more easily than traditional methods. For example, students stated that hearing direct dialogue in everyday contexts helped them understand the meaning of words, intonation, and sentence order more quickly.

"It's easier for me to understand when I hear direct dialogue from apps or videos. I can tell which words are important and how they should be intonated." (Grade VIII.B student, interview, January 21, 2026)

Documentation supports this statement, as students actively marked new vocabulary in their notebooks and then tried to use them in short conversations with friends. This shows meaningful interaction with language input and lowers barriers to language comprehension, in line with Krashen's Affective Filter Hypothesis (Teacher Documentation, January 2026).

4. Barriers Faced by Students

Although most student responses were positive, the study also found several barriers to using media. The main obstacles that emerged included:

a. Difficulty understanding fast dialogue or new vocabulary. Some students admitted that if the dialogue was too fast or used unfamiliar vocabulary, they had difficulty following along.

b. Differences in ability among students. Some students were quicker to grasp vocabulary, while others needed more frequent repetition.

c. Technical glitches. Sometimes the application or audio experienced buffering or unclear sound, which affected the students' focus on learning.

Quotes from interviews related to these obstacles:

"Sometimes the dialogue is so fast that I don't have time to catch all the words. So it has to be repeated." (Grade VII.B student, interview, January 21, 2026).

5. Obstacle Mitigation Strategies

Based on interviews with Arabic teachers about overcoming these obstacles, teachers implemented several effective mitigation strategies:

a. Repeating dialogues. Teachers replayed audio/video so that students could better grasp vocabulary and sentence structure.

b. A gradual approach. Material was presented gradually from easy to difficult levels, according to student ability, so that the i+1 principle was still fulfilled.

c. Individual assistance. Students who have difficulties are given special help or additional exercises outside of class hours.

d. Use of transcripts. Some media are accompanied by transcripts or subtitles to help students recognize vocabulary and intonation.

e. Collaborative learning. Students learn in pairs or groups to imitate dialogues and correct each other, which also boosts their confidence.

Observation, documentation shows that this strategy has been successful in reducing learning barriers, increasing active participation, and strengthening student confidence. Students who were initially hesitant to imitate dialogues are now more willing to try, and their responses to the media have become more positive (Teacher Documentation, January 2026).

C. The Role of Media as a Source of Comprehensible Input

Arabic-Listening Speaking media plays a strategic role as a source of comprehensible input in learning maharah istima' at SMP Muhammadiyah 06 Dau Malang. In accordance with Stephen Krashen's Input Hypothesis, language is acquired when learners receive input that is comprehensible but slightly above their ability (i+1). In this learning context, audio, video, and applications are used to present authentic, contextual, and meaningful Arabic language input so that students can understand vocabulary, sentence structure, and intonation while still receiving

challenges appropriate to their skill level.

1. Analysis of Language Input Obtained by Students

The results of observation and documentation show that Arabic-Listening Speaking media provides a rich variety of input for students. The input provided includes:

a. Interactive everyday dialogues, such as conversations about daily activities at school, greetings, or simple instructions.

b. Short monologues, such as short stories or school announcements, which contain relevant vocabulary and sentence structures.

c. Application-based listening exercises, which present conversations with varying levels of difficulty, from beginner to intermediate.

During the learning session, students receive this input repeatedly. For example, the teacher plays the dialogue 2-3 times, then asks students to repeat each sentence and discuss new vocabulary. This practice allows students to better

understand the meaning of words, intonation, and sentence patterns, while also lowering their affective filter because they feel comfortable trying without fear of making mistakes.

Student interviews reinforce these findings:

"With this medium, I can hear words and sentences that are usually difficult to understand. When played several times, I begin to understand the meaning and repeat it myself." (Grade VII.B student, interview, January 21, 2026)

Documentary evidence in the form of teacher notes shows that more than 80% of new vocabulary was successfully recognized by students after listening and imitating dialogues, while observation notes recorded high active participation during practice (Teacher Documentation, January 2026).

2. Classroom Situations that Demonstrate i+1

Based on classroom observation results and interviews with teachers, one important principle in comprehensible input is to provide input that is slightly above the students' ability (i+1). In practice, teachers adjust the material so that students encounter challenging sentences or vocabulary, but they can still be understood in context. Examples of classroom situations:

a. The teacher plays a dialogue on the theme of "at home" which includes new vocabulary such as 'مكتب' (table), "غرفة الضيوف" (living room), "غرفة الطعام" (dining room).

b. Students are asked to repeat the dialogue, mark words they do not understand, and discuss them with their friends.

c. With the help of visual context in the video and brief explanations from the teacher, students are able to grasp the meaning of new words, even if they have not mastered the vocabulary before.

In this situation, the input provided is slightly challenging (i+1), because students must

associate new vocabulary with contexts they are familiar with. Observations show that most students successfully imitate sentences, recognize new vocabulary, and make simple sentences based on that vocabulary. This confirms that the media is capable of providing challenging but understandable input, in accordance with Krashen's principle (Observation, January 22, 2026).

3. **The Impact of Media Use on Maharah Istima' Skills**

The use of Arabic-Listening Speaking media has a positive impact on students' abilities in three main aspects:

a. Vocabulary Students recognize new vocabulary more quickly through audio and video playback. Activities such as repeating sentences and noting vocabulary help them store vocabulary in their long-term memory. Documentation of student notes shows that, on average, students successfully recognize 70–80% of new vocabulary that appears in media sessions (Teacher Documentation, January 2026).

b. Intonation and Pronunciation (Lahjah)

Media from the Arabic-Listening Speaking application allows students to hear words and sentences pronounced naturally. Observations show that students are able to imitate the intonation and rhythm of sentences quite accurately after several practice sessions. One teacher said: "Students who previously misemphasized words are now beginning to imitate the correct intonation, especially after listening to the audio several times." (Seventh grade teacher, interview, January 21, 2026)

c. Sentence Structure (Nahwu and Sarf)

With contextual input, students begin to understand simple to intermediate sentence patterns. They are able to recognize the order of subjects, predicates, and objects, as well as associate verbs with the appropriate

subjects. This can be seen in exercises where students compose new sentences using vocabulary learned from the media.

Several forms of evidence support the effectiveness of media as a source of comprehensible input. Teachers' notes show an increase in vocabulary mastery and sentence imitation skills after regular use of media. Similarly, classroom observations show that students are actively responding to teachers' questions, imitating dialogues, noting vocabulary, and discussing in small groups. The results of media documentation, such as audio recordings and applications used, have tiered content, which makes it easier for teachers to adjust the level of difficulty according to student abilities (i+1). In addition, based on the results of interviews, students admitted that they found it easier to understand Arabic through the media, dared to imitate sentences, and felt that the learning process was more enjoyable.

Overall, the documentation and observation evidence show that the Arabic-Listening Speaking media fulfills the principle of comprehensible input, helps students receive Arabic in a meaningful context, and improves their maharah istima' skills. In addition, this media contributes to the development of students' confidence, as they are able to imitate sentences correctly, understand new vocabulary, and interact actively in class without fear of making mistakes.

Discussion

A. Implementation of Arabic-Listening Speaking Media and Its Relevance to Istima' Learning Theory

The findings indicate that the use of audio, video, and Arabic-Listening Speaking applications reflects a communicative, contextual, and input-based approach to maharah istima' learning. Audio media in the form of authentic conversation recordings serve as the main means of training students' auditory sensitivity to Arabic sounds, including makharij al-ḥuruf, word stress, and intonation

(Hawema, 2023). This is in line with the view (Vandergrift & Goh, 2012) which emphasizes that listening skills are the initial foundation in language acquisition because they are the main gateway to linguistic input.

Research by (Muflihatin & Najiyah, 2024) shows that the routine use of authentic audio improves students' listening comprehension skills by up to 28% compared to conventional text-based methods. This finding reinforces the results of this study, in which students showed an increase in sensitivity to Arabic sounds after being exposed to audio in a repetitive and structured manner.

In addition to audio media, the use of interactive conversation videos contributes significantly to the understanding of spoken meaning (Febriani et al., 2025). Videos allow students to utilize visual cues such as facial expressions, body movements, and communication situations to interpret spoken messages. Research by (Baltova, 1999) and (Mayer & Moreno, 1998) confirms that audio-visual combinations improve listening comprehension because they reduce students' cognitive load, especially for beginner learners. Field findings in this study show that students understand dialogues faster when accompanied by visual context than audio alone. Other studies show that the use of videos, including short films and YouTube-based media, is effective in improving students' listening comprehension and learning motivation in Arabic language learning (Amaliyah, 2024).

Furthermore, the Arabic-Listening Speaking application serves as a technology-based learning innovation that expands students' learning space. This application provides tiered input, allows for repetition, and supports independent learning. Research by (Godwin-Jones, 2021) shows that mobile-based language learning applications increase language exposure and accelerate vocabulary internalization. In the context of this study, students use the application not only in class but also at home, so that the language acquisition process is continuous. The main advantage of this

medium is its flexibility, as it allows students to learn independently anytime and anywhere (Islam et al., 2025b).

From a procedural perspective, the application of the Listening Process (Rosenberg & Cohen, 1966), (Richards, 2008) shows that listening learning is carried out systematically. The pre-listening stage serves to activate schemata and reduce students' initial anxiety, whilst-listening facilitates gradual understanding, and post-listening integrates understanding with language production. Research by (Masdawati & Arifin, 2024) shows that the application of a gradual listening model significantly increases student involvement and listening learning outcomes. Thus, the implementation of media in this study is not only technically appropriate but also pedagogically sound.

The frequency of using Arabic Listening–Speaking media in maharah istima' learning is designed in a planned and sustainable manner through a regular schedule for each learning session. This media is generally used consistently in every Arabic language learning session, whether at the beginning, middle, or end of the learning activity (Richards, 2008a). Scheduled use aims to familiarize students with repeated and systematic Arabic language input, so that listening skills develop gradually and not incidentally (S. D. Krashen, 1985).

In practice, Arabic-Listening Speaking media is often used at the beginning of learning as an apperception activity to condition students to the material to be learned. In addition, this media is also used in core activities as the main source of listening practice, such as listening to dialogues, understanding the meaning of utterances, and identifying specific vocabulary or sentence structures. With regular use at each meeting, students obtain sufficient and continuous exposure to Arabic (Goh, 2010). This media is used for 15–30 minutes in one meeting, depending on the learning objectives and the complexity of the listening material presented (Newton & Nation, 2020). This duration is considered effective because it is not too short for the

material to be fully understood, but also not too long so that students remain focused and do not experience boredom (Harmer, 2019).

B. Student Responses to Arabic-Listening Speaking Media in the Perspective of the Affective Filter Hypothesis

Student responses to the use of Arabic-Listening Speaking media showed an increase in motivation, participation, and confidence. These findings can be analyzed through Stephen Krashen's Affective Filter Hypothesis, which asserts that affective factors such as motivation and anxiety play a major role in determining language acquisition success.

The results of interviews and observations show that the learning atmosphere becomes more enjoyable when audio-visual media are used. Students feel more interested and do not get bored easily, thereby increasing their focus on learning. Research by (Dörnyei et al., 2015) shows that intrinsic motivation contributes directly to the success of foreign language learning. In this study,

student motivation increased because the media presented Arabic in a realistic way that was relevant to everyday life.

Student participation also increased significantly. Students dared to imitate dialogues, discuss, and take notes on vocabulary without excessive fear. These findings are in line with research by (Wahyuni et al., 2023), which states that the use of audiovisual media reduces anxiety in learning Arabic and increases student activity in the classroom. In other words, media acts as a pedagogical tool that reduces students' affective filters.

Although obstacles such as dialogue speed and differences in student abilities were found, the mitigation strategies applied by teachers, namely repetition, a gradual approach, the use of transcripts, and collaborative learning, proved to be effective. Research by (Newton & Nation, 2020) emphasizes that repetition and scaffolding are key strategies in listening learning. This shows that the obstacles that arise are not structural in nature but can be overcome through appropriate pedagogical strategies.

Thus, the positive response of students in this study confirms that the success of Arabic-Listening Speaking media lies not only in its content but also in its ability to create an emotionally safe learning environment that supports language acquisition.

C. Arabic-Listening Speaking Media as a Source of Comprehensible Input

The main role of Arabic-Listening Speaking media in this learning process is as a provider of comprehensible input. According to the Input Hypothesis (S. Krashen, 1982), language is acquired when learners receive input that is comprehensible and slightly above their ability level (i+1). The findings of this study show that the media used is able to consistently fulfill this principle.

The input obtained by students includes everyday dialogues, short monologues, and graded exercises. The material is presented with visual context, repetition, and brief explanations from the teacher, so that new vocabulary and structures remain understandable. Research by (Ellis, 2015) and (Hadziq et al.,

2025) shows that contextual input is more effective in language acquisition than isolated input. These findings are in line with classroom observations, where students are able to understand new vocabulary through context without having to rely on direct translation.

The classroom situation demonstrates the practical application of the i+1 principle. Teachers consciously choose material that is slightly challenging but still within the students' comprehension range. Research by (Febriani et al., 2025) shows that i+1-based learning significantly improves students' listening skills compared to learning that is too easy or too difficult. In this study, students were able to imitate sentences, recognize new vocabulary, and even form simple sentences, which indicates the success of the input provided.

The impact of using media as comprehensible input is seen in the improvement of vocabulary, intonation, and sentence structure. Research by (De Jong et al., 2013) confirms that vocabulary mastery is a key indicator of successful

language acquisition. The documentation data in this study shows that students were able to recognize 70–80% of new vocabulary after the listening session, indicating the effectiveness of media as a source of input.

In addition, the relationship between comprehensible input and affective factors is clear. When the affective filter is low, input can be processed optimally. These findings reinforce Krashen's synthesis that input and emotional conditions cannot be separated in language acquisition (S. Krashen, 1982).

D. Conclusion

The results of the study show that the implementation of Arabic-Listening Speaking media in maharah istimā' learning at SMP Muhammadiyah 06 Dau Malang is effective. Audio, video, and application media are used systematically and progressively to train hearing sensitivity, understand the context of communication, and support student learning independence. The application of the pre-listening, whilst-listening, and post-listening stages

ensures that the listening process continues into language production through imitation exercises, discussions, and reflection, making listening learning communicative and student-centered.

Student responses to the media show an increase in motivation, participation, and confidence, in line with Stephen Krashen's Affective Filter Hypothesis. Audio-visual media creates an emotionally safe learning environment, allowing students to boldly imitate dialogues, discuss, and experiment with Arabic without fear of making mistakes. Teacher mitigation strategies, such as repetition, individual mentoring, and collaborative learning, have proven effective in reducing learning barriers and strengthening student interaction with language input actively.

Furthermore, Arabic-Listening Speaking media serves as a source of authentic and contextual comprehensible input (i+1). Students can understand new vocabulary, intonation, and sentence structure through repetition, visual context, and teacher guidance. The impact is evident in improved vocabulary mastery, pronunciation accuracy, and the ability to form simple to

intermediate sentences. Theoretically, this study reinforces the relevance of the Input Hypothesis and Affective Filter Hypothesis, while practically providing implications for teachers to design communicative, meaningful, and sustainable listening learning.

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