

## Powtoon-Assisted Audio-Lingual Method: An Effective Strategy for Enhancing Students' Vocabulary Mastery

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### ABSTRACT

*This research aimed to determine the effectiveness of the Sam'iyah Syafawiyah method using Powtoon media in increasing students' vocabulary mastery in the eighth grade at the Islamic Integrated Junior High School of As-Sajadah Pekanbaru. It was a quantitative experimental study with a quasi-experimental design in the form of a nonequivalent control group design. All the eighth-grade students at Islamic Integrated Junior High School of As-Sajadah Pekanbaru in the Academic Year of 2024 were the population of this research, and they were 91 students. The samples selected by using the purposive sampling technique were 44 eighth-grade students—22 students of class 4 as the experimental group and 22 students of class 3 as the control group. Observation, test, and documentation were the techniques of collecting data. The techniques of analyzing data were validity test, reliability test, normality test, homogeneity test, and t-test. The research findings indicated that Sam'iyah Syafawiyah method with Powtoon media was effective in increasing student vocabulary mastery at the eighth grade of Islamic Integrated Junior High School of As-Sajadah Pekanbaru. It was proven with the score of t-test statistic test, the score of observed 11.573 was higher than table 2.086, and the significance level 0.000 was lower than 0.05. So,  $H_a$  was accepted, and  $H_0$  was rejected.*

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## 1. Introduction

Vocabulary comprehension is one of the main factors that affect a person's success in speaking Arabic. Understanding vocabulary can help students develop four language skills. They are listening skills, speaking skills, reading skills, and writing skills. To acquire the four language skills in learning Arabic, students must be interested in the elements of the language. As for the linguistic elements, or you call them the

components of language, they are the three sounds, vocabulary and structure. These elements represent real material that helps learners develop the language skills mentioned above, and those who are unable to do so are unable to master language skills at its various levels. The word "vocabulary" is the plural form of vocabulary, which is a word or words that consist of two or more letters and indicate a meaning, whether it is a verb, noun, or tool (Al-Ghaly, Nasser Abdullah, 2006). Vocabulary is an element of language that includes knowledge of its meaning and use in Language. Rushdi Ahmed Taima said of the context of vocabulary comprehension: "A person cannot master a language until he has mastered the vocabulary of that language."

In general, in every learning there are several problems that arise from students and the learning process. Problems that arise from students in learning vocabulary include difficulties in memorizing vocabulary, understanding its meaning, and writing it down (Ibid., 47). The lecture method using books is the method that teachers use the most in the learning process (Kusumaning, Diana, Nuril Mufidah, 2022). Traditional learning methods tend to focus on the teacher as the center of attention in learning, and the means used by teachers are not interested in learning Arabic until there is a disruption in the learning process (Purwaningsih, Ayu, Sulhatul Habibah, n.d.).

Teachers must pay attention to the factors that affect the learning process, including the method. The audio-verbal method is one of the methods practiced by teachers in learning languages, especially Arabic. Usually, among the methods used by teachers in learning vocabulary are direct methods, copying and memorization methods, audio-oral methods, reading methods, grammar translation methods, learning methods using visual means such as picture cards and educational materials, in addition to learning through singing in Arabic (Aulia, Rambu -, Nasrun Supardi, Iskandi Iskandi, 2021).

One of the teaching methods is the audio-verbal method, or the so-called Audiolingual method, which uses audio, video, film, slides, and others. Perhaps using the native language as an introductory tool (Izzan, 2011). The audio-verbal method is a method that combines listening to the language first and then providing a verbal response with or without a flexible sword afterwards (Sahiba, 1988). In addition, the use of props is one of the necessary and influential factors in achieving the success of the learning process. The use of facilities, both audio and visual, improves the process of learning foreign languages, including Arabic. Teaching aids allow students to improve the quality of student learning in the learning process, which ultimately improves the quality of educational outcomes achieved by students (Hanifah, 2011).

One way to improve the understanding of Arabic vocabulary for students is to use the teaching tool *Powtoon*. *Powtoon* is a type of audiovisual media. *Powtoon* has the feature that combines audio, video, and images and adds animation effects. In the context of educational aids, *Powtoon* equipped With a timeline feature that adorns the presentation, making it fun. This media is obtained from two types of slide and video products. Although its use is similar to PowerPoint To provide educational materials, *Powtoon* is more theatrical as it provides comprehensive animation to create an engaging and enjoyable audiovisual tool (Lestari, 2023).

Based on observations made by researchers at Al-Sajada Islamic Integrated High School in Pekanbaru, this Arabic teacher is a graduate of the Department of Arabic Language Teaching. Teachers have used Arabic teaching methods in teaching vocabulary. The teacher uses the lecture method, which is the teacher explains the material and then gives the task to memorize the vocabulary, or the translation method, which is the teacher translates the text from Arabic to Indonesian, or the

reading method. Teachers have used the *PowerPoint* method in teaching vocabulary, teachers apply methods and methods in the education curriculum, and students must understand vocabulary. However, after interviews with teachers, researchers found that students' vocabulary comprehension was weak. Based on the following phenomenon: some students are unable to pronounce vocabulary with correct letter output, some students do not remember the vocabulary learned in the previous course, and some students cannot write the vocabulary learned. Some students cannot translate vocabulary well, some students cannot use vocabulary in sentences correctly, both in pronunciation and writing (Observation, 06 February 2024).

Since vocabulary comprehension can be influenced by the correct way and the presence of media that helps in vocabulary comprehension, researchers want to try audio-oral methods using *Powtoon* as an educational tool to improve the understanding of Arabic vocabulary among students. According to research by Nour Rifaat Al-Mahmouda and others, students' mastery of vocabulary can be improved by applying audio-spoken methods (Rif, Nur, 2024). The Kosumu study (2020) shows that the use of the photon method to improve vocabulary comprehension has positive results. Thus, we can say that these methods are effective in understanding vocabulary (Kusumo, Dewoto, 2020).

## 2. Literature Review

### A. Audio-Oral Method

#### a) Definition of Audio-Oral Method

Method is the language of biography or doctrine that a person uses to achieve a certain goal. In terminology, it is a systematic method in which the teacher organizes the situation, the experience, and what the teacher wants from his students, and also to achieve the intended goals of the students. In other words, it is a system that teachers rely on to deliver the subject matter to their students in the simplest way, in the shortest time, with the most effective method, and at the lowest cost (Amrin, Hairul, 2021).

In our modern times, we have discovered many methods used to teach foreigners. One of the methods used is the audio-verbal method. The new and growing interest in being able to communicate in a foreign language has led to the creation of the term "audio-oral" to refer to a method that aims to master listening and speaking skills first as a foundation. Because the expression of the term aural-oral was found to be confusing, ambiguous, and difficult to pronounce, the term audio lingual was proposed as an expression in this way (Al-Naqa, n.d.).

The Auditory-Oral method is a method that aims to develop listening and speaking first as a basis for building reading and writing skills. One of the most important foundations of this method is the intensive use of audio-visual means, and the use of various methods to teach language such as simulation, reading, memorization, and focusing on measurement methods while minimizing explanation and grammatical analysis. This method is considered to be an interest in listening and speaking at the expense of reading and writing skills, and relying on analogies without grammar judgment (Al-Rahman, p. 90).

#### b) Advantages of the Audio-Oral Method

This method offers several significant advantages from both pedagogical and psychological perspectives, as it is grounded in an accurate understanding of the nature and function of language as a dynamic tool for human communication

rather than merely a set of grammatical rules. It emphasizes meaningful interaction, encouraging learners to actively use the target language in real communicative contexts. Moreover, it follows the natural order of language acquisition starting from listening, then speaking, followed by reading and writing which reflects how individuals acquire their first language, thereby making the learning process more intuitive and less cognitively demanding. In addition, this method addresses learners' psychological needs by promoting active participation, increasing motivation, and building confidence through direct language use. Another key strength lies in its use of the target language as the primary medium of instruction, minimizing reliance on translation and creating an immersive learning environment that enhances comprehension and fluency. Furthermore, the method underscores the importance of incorporating diverse instructional media and engaging learning activities, which help present concepts in more concrete and meaningful ways, effectively compensating for learners' limited direct exposure to authentic language situations and ultimately improving the overall quality of the learning experience (Al-Arifin, 2008).

### **c) Disadvantages of the Audio-Oral Method**

The auditory and oral methods, while effective in certain contexts, also present several notable limitations that need to be critically considered in language learning. One of the primary drawbacks is their strong emphasis on speaking, which often leads to the neglect of other essential aspects of language such as reading and writing. As a result, learners may develop oral fluency but lack balanced language competence. In addition, these methods tend to equate second language acquisition with the process of acquiring a mother tongue, even though the two are fundamentally different in terms of cognitive maturity, learning environment, and exposure. This assumption can lead to ineffective instructional strategies. Furthermore, although repetition is a central feature of these methods and can be beneficial for reinforcement, it is not always the most efficient way to foster deep understanding, as there are more effective approaches that promote meaningful learning and critical thinking.

Another limitation lies in the separation of language skills, which may not align with the diverse needs of learners, particularly those who experience learning difficulties and require more integrated and adaptive approaches. The methods also tend to overlook individual differences among learners, operating under the assumption that all students learn in the same way by listening and repeating without considering variations in learning styles, abilities, and pace. Moreover, classroom practices often encourage group responses, which can result in superficial participation. In such situations, students may respond correctly at a surface level without truly understanding the meaning of the words or expressions they are using. This leads to mechanical learning, where learners become accustomed to memorizing and repeating phrases without internalizing their communicative function. Consequently, while the auditory and oral methods may build initial speaking habits, they may fall short in developing deeper linguistic comprehension and meaningful language use (Hermawan, 2018)

### **d) Steps to Use the Audio-Spoken Method**

Acep Harmawan said that the steps to use the audio-oral method are as follows:

1. An introduction that includes something related to the material being presented, such as a comment on a previous lesson or a pre-test on the subject,
2. The teacher gives a short dialogue, and the teacher reads a short dialogue repeatedly, and the student listens to the teacher's reading without looking at the text.
3. Imitating and memorizing dialogues, students imitate the teacher's reading word for word and memorize this vocabulary, which is called the imitation and memorization technique.
4. The technique used in the presentation of the hard word model is a traditional technique,
5. The teacher instructed the students to converse in front of the class in exchange for words.
6. The teacher instructs the students to compose simple sentences according to the material studied,
7. Conclusion: The teacher distributes homework to students one by one (Hermawan, 2018).

According to Zulkifli, the steps of the audio-oral method are as follows:

1. Dialogue or short reading is presented where the teacher reads the dialogue repeatedly and the student listens to it without looking at anything other than the text,
2. Imitating and memorizing dialogues or short readings by imitating reading words together and memorizing sentences and techniques,
3. The technique used to present the floor model is the Exercise technique,
4. Students perform a dialogue that is stored in front of the class in exchange for words,
5. Configure words that match the word model being studied (Zulkifli, 2011).

## **B. Powtoon**

### **a. Definition of Medium Powtoon**

The word "Media" comes from the Latin "Medius", literally medium, and the prefix in Arabic is a drop of the message from the sender to the receiver. Education means, in general, in the sense of all humans, machines, or events that determine the possible circumstances of the student to acquire knowledge, skills, and morals. In this definition, teachers, books, newspapers, and the environment can be teaching tools (Azhar, p. 3).

*Powtoon* is a type of audiovisual media. *Powtoon* is an online application that functions as a means of making videos for presentations and educational tools. *Powtoon* is an online application that teachers use to create presentations and have moving pictures that are very fun and exciting. One of the things that we have with *Powtoon* is the formation of a moving image. Teachers can use it to create animated presentations that students can see. *Powtoon* is a website on the internet where we can create short videos using the elements provided by animations, music, and backups (Uzha, Bilqis Nahdaliya, Nastati Mufida, 2022).

*Powtoon* was established in 2012. Over time, *Powtoon* has evolved into a major online marketing industry. Users can use it from [www.powtoon.com](http://www.powtoon.com) for presentations, educational, or entertainment materials. *Powtoon* displays a

combination of audio, video, and images, as well as animation effects, and this media has two types of slides and videos. Although its use is similar to PowerPoint. However, for educational materials, *Powtoon* is more interesting because it offers more than just animations (Khoirudin, 2024).

#### **b. Pros of Powtoon**

Powtoon, as a learning medium, offers a range of advantages that make it highly relevant for contemporary educational contexts, particularly in integrating technology into the teaching and learning process. One of its main strengths lies in its practicality and accessibility, as it can be easily used through the website *www.powtoon.com* without requiring users to download or install any additional software. This feature significantly reduces technical barriers, allowing both teachers and students to access and utilize it conveniently from various devices. In addition, Powtoon provides a wide variety of ready-to-use templates and backgrounds, enabling users to create instructional content efficiently by simply inserting images, text, audio, and video elements into pre-designed layouts. This not only saves time but also supports users who may not have advanced design skills.

Furthermore, Powtoon is equipped with diverse animated characters, font styles, and transition effects that enhance the visual appeal of learning materials. These features contribute to creating content that is not only informative but also aesthetically engaging. As a result, the learning experience becomes more dynamic, interactive, and enjoyable, which can increase students' motivation and attention during lessons. Another significant advantage is the flexibility in output formats, as users can export their creations in MPEG or MP4 formats or directly upload them to platforms such as YouTube for wider dissemination. This makes it easier for educators to share learning materials beyond the classroom environment. Moreover, Powtoon allows for the integration of audio and visual elements within a single video, enabling the creation of multimedia-rich instructional content that can cater to different learning styles. By combining sound, visuals, and animation, Powtoon helps deliver messages more effectively and supports deeper understanding among learners (Nurhabibi, 2020).

#### **c. Cons of Powtoon**

Despite its many advantages, the use of Powtoon as an educational tool also presents several limitations that need to be carefully considered by educators. One of the main drawbacks is its dependence on a stable internet connection, as the platform is web-based and cannot be fully utilized offline. This can be a significant challenge in areas with limited or unreliable internet access. Additionally, creating effective learning content using Powtoon requires thorough preparation, including planning the storyline, selecting appropriate visuals, and organizing audio elements, which can be time-consuming for teachers. Another limitation is that users must possess a certain level of technical skill to operate the platform effectively. Without adequate training or familiarity, educators may find it difficult to maximize its features. Furthermore, the successful implementation of Powtoon depends heavily on the availability of technological infrastructure, such as computers, projectors, and compatible systems, as well as the ability to adapt it to existing educational conditions.

**d. Steps to Use Powtoon**

The steps to use the Powtoon application are as follows (Zulfah Anggita, 2021):

- 1) Open Google on your computer, then type in [www.powtoon.com](http://www.powtoon.com) search box.



- 2) You will see the interface as in the image below, click "Start Now."



- 3) After that, an image will appear below. If you don't have an account, click on "Sign Up" and enter your email and password to create an account on Powtoon, and if you do, click " Sign In".



- 4) You will see the following interface, please see on the left side, if you want to create a new template, press "Blank".



- 5) If you want it to be easier to use, you can use the template provided by Powtoon and then click on "Edit in Studio".



- 6) You can create videos using the features available in Powtoon, located on the right side, such as Scenes, Background, Text, Characters, Properties, Shape, Images, Videos, and Audio



- 7) Once you're done editing the video, the final step is to save the video. You can upload or download videos to YouTube.

### 3. Method

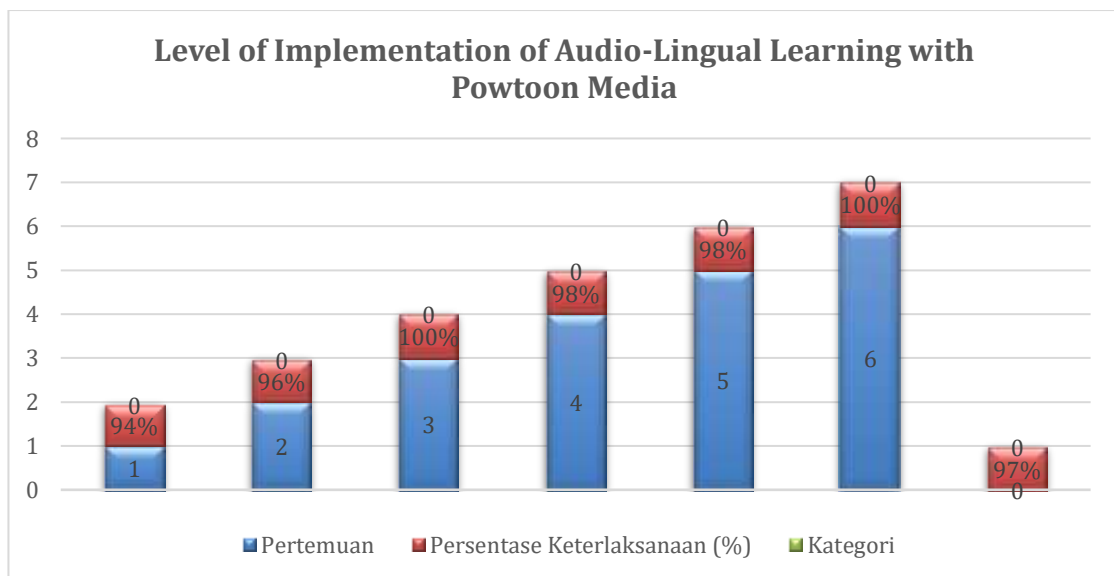
This study is a quantitative experimental research with a quasi-experimental design in the form of an uneven control group design. For this study, two variables were the effectiveness of the audio-oral method using *Powtoon* as an independent variable (X) and vocabulary understanding as a dependent variable (Y). In this study, we will look at the comparison between before and after the application of the audio-oral method using the *Powtoon method* (Creswell, 2015).

This research was conducted at the Al-Sajada Islamic Integrated School on Jalan Kubang Raya, Pekanbaru, and the research time is from November - December 2024. The topic of the study is the effectiveness of the Audio-Oral Method using Powtoon to improve vocabulary comprehension among eighth-grade students at Al-Sajada Islamic Integrated High School in Kinbaru. The research population consists of all eighth-grade students at the Al-Sajada Islamic Integrated School in Pekanbaru, Riau, for the 2024 school year, with a total of 91 students. The sample consisted of 44 students, the eighth grade became 4 experimental classes, totaling 22 students, and the eighth grade became 3 control classes, totaling 22 students, using deliberate sampling techniques. Data collection techniques include observation, testing, and documentation, and data analysis techniques include validity testing, stability testing, natural state testing, homogeneity testing, and T.

**4. Results and Discussion**

**Implementation of the Audio-Lingual Method Using Powtoon**

Observations showed that the audio-lingual method, using Powtoon, was implemented consistently across six meetings. The level of learning implementation at each meeting is presented in the following table:



**Figure 1.** Level of Implementation of Audio-Lingual Learning with Powtoon media

Figure 1 shows that the learning implementation rate was very stable at each meeting. In fact, at the third and sixth meetings, implementation reached 100%, indicating that all learning components were implemented optimally. Overall, the average implementation rate of 97% fell into the very good category, indicating that all learning stages, from apperception and Powtoon-based material presentations to drilling activities characteristic of the audio-lingual method, and closing activities, were implemented according to the planned instructional design. This high level of implementation demonstrates that the integration of the audio-lingual method with Powtoon media has a strong compatibility level in Arabic language learning, particularly in vocabulary mastery. Powtoon's audiovisual nature reinforces the main principles of the audio-lingual method: habituation through stimulus-

response and repetition (drilling). Powtoon has been shown to improve learning outcomes in various subjects, including mathematics and science. This platform increases student engagement, motivation, and understanding by utilizing audiovisual elements to present content in an interactive and visually appealing manner (Mulyati et al., 2021; Rahmawati et al., 2024; Toharudin & Kurniawan, 2023).

The animated visualizations presented through Powtoon not only enhance student attention but also clarify the context of vocabulary use, thus facilitating the process of language internalization. The combination of visual and audio elements can significantly improve comprehension and retention of information (Richards & Rodgers, 2014). Furthermore, the consistent implementation across each session indicates that lecturers are able to effectively manage their classes by utilizing technology as a learning tool. This aligns with previous research findings that suggest that integrating technology into language learning can increase student motivation and engagement (Chapelle & Chapelle, 2001; Hockly, 2015).

The high level of implementation also indicates that the learning design is applicable and realistic for classroom implementation. Furthermore, the use of Powtoon serves not only as a supplementary medium but has become an integral part of the learning strategy. This reinforces the assumption that successful language learning is determined not only by the method but also by the media used to support it (Richards & Rodgers, 2014). Thus, the combination of audio-lingual and Powtoon methods can be an innovative alternative in learning Arabic that is more interactive, interesting, and effective in the digital era.

### **Descriptive Statistics of Vocabulary Mastery**

Descriptive analysis can be seen in the following table:

<b>Descriptive Statistics</b>						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	22	16	60	76	67.45	5.561
Post-Test Eksperimen	22	12	80	92	85.82	4.574
Pre-Test Kontrol	22	24	52	76	63.27	8.339
Post-Test Kontrol	22	20	56	76	67.64	5.778
Valid N (listwise)	22					

**Table 1.** Descriptive Statistics

The results of the descriptive statistical analysis showed a difference in achievement between the experimental and control classes, both before and after the treatment. In the experimental class, the average pre-test score of 67.45 (SD = 5.561) increased to 85.82 (SD = 4.574) in the post-test. Meanwhile, in the control class, the average pre-test score of 63.27 (SD = 8.339) only increased to 67.64 (SD = 5.778) in the post-test. The range of scores in the experimental class shifted from 60–76 (pre-test) to 80–92 (post-test), while in the control class there was only a limited change from 52–76 to 56–76. These data indicate that the increase in achievement in the experimental class occurred not only in the average, but also in the overall distribution of scores.

## Tests of Normality

The normality test values can be seen in the following table:

**Table 2.** Tests of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Penguasaan Mufrodat	Pre-Test Eksperimen	.157	22	.170	.901	22	.230
	Post-Test Eksperimen	.183	22	.053	.861	22	.105
	Pre-Test Kontrol	.172	22	.089	.907	22	.200
	Post-Test Kontrol	.184	22	.051	.933	22	.140

a. Lilliefors Significance Correction

Based on the results of the normality test displayed in the Tests of Normality table, the distribution of vocabulary mastery data across all groups, both the experimental and control classes, shows a tendency toward normal distribution. This can be seen from the significance values (Sig.) for the two tests used: the Kolmogorov-Smirnov and Shapiro-Wilk tests. In the experimental class, the significance values for the pre-test were 0.170 (Kolmogorov-Smirnov) and 0.230 (Shapiro-Wilk). Meanwhile, the post-test obtained significance values of 0.053 (Kolmogorov-Smirnov) and 0.105 (Shapiro-Wilk). All of these values are greater than 0.05, so the data in the experimental class, both before and after treatment, can be considered normally distributed. Furthermore, in the control class, the pre-test significance values were 0.089 (Kolmogorov-Smirnov) and 0.200 (Shapiro-Wilk), while in the post-test, they were 0.051 (Kolmogorov-Smirnov) and 0.140 (Shapiro-Wilk). Similar to the experimental class, all significance values in the control class were also greater than 0.05, so the data in this group also met the assumption of normality. Thus, it can be concluded that all vocabulary mastery data, both in the experimental and control classes, before and after treatment, were normally distributed. Therefore, parametric statistical analysis can be used in the next stage of this research.

Meanwhile, the results of the paired sample t-test showed that in the experimental class there was a significant difference between the pre-test and post-test with a significance value of 0.001 ( $p < 0.05$ ). In contrast, in the control class, no significant difference was found, with a significance value of 0.071 ( $p > 0.05$ ). Furthermore, the results of the independent sample t-test showed a significance value of 0.000 ( $p < 0.05$ ), which indicates a significant difference between the learning outcomes of the experimental class and the control class after treatment.

## Independent Samples Test

The Levene's test obtained a significance value of 0.316 ( $>0.05$ ), so the variances of both groups were declared homogeneous (equal variances assumed). Furthermore, the t-test showed a significance value of 0.000 ( $<0.05$ ), which means there is a significant difference between the two groups. The mean difference value of 18.182 also indicates a significant difference in the averages. For more details, see the following table:

**Table 3.** Analysis results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	1.028	.316	11.573	42	.000	18.182	1.571	15.011	21.352
	Equal variances not assumed			11.573	39.897	.000	18.182	1.571	15.006	21.357

Based on the previous table, the result of a 2-tailed Sig is 0.000 less than 0.05. Thus, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Based on this explanation, it can be seen that the audio-oral method using the Powtoon method is effective in improving the vocabulary comprehension of eighth-grade students at the Islamic Integrated Secondary School in Pekanbaru, Riau.

These findings suggest that integrating audio-lingual methods with digital media such as Powtoon significantly contributes to students' language acquisition, particularly in vocabulary acquisition. Repeated listening has been shown to improve comprehension and retention across different levels of learner ability. For example, improved comprehension is observed after repeated listening sessions, regardless of the learners' initial ability level. Similarly, repeated speaking tasks allow learners to refine their speaking output, increasing fluency and accuracy over time (Zaccaron, 2019). Studies have shown that audio-lingual methods are effective in improving listening and speaking skills. In one experiment, students taught with this method showed significant improvements in listening comprehension compared to a control group using traditional methods (Barona-Oñate et al., 2020). Therefore, the application of interactive and multimedia-based methods is highly recommended in Arabic language learning, especially at the secondary education level.

### 5. Conclusion

After the researcher analyzed the existing problems, he found that the audio-verbal method using Powtoon was effective in improving the vocabulary comprehension of eighth-grade students at the Kenbaru Islamic Manga Integrated School in Riau. Based on the results, the students' pre-test level (control score) was 63.27, and the post-test level was 67.64. The pre-test rate is 67.45, and the pupil's rate in the post-test (experimental score) is 85.82. Therefore, the teaching process using the audio-verbal

method with Powtoon is effective in improving students' vocabulary comprehension. Table t with 20df = 5% = 2.086. The results of the study showed that the audio-oral method using *Powtoon* was effective in improving vocabulary understanding among eighth-grade students at Al-Sajadah Islamic Integrated High School, Pekanbaru, Riau. This is evidenced by the statistical test value of the T test with a calculation value of  $11.573 > T$  table 2.086 with a significance level of  $0.000 < 0.05$ , which means accepting an alternative hypothesis and rejecting the null hypothesis.

Therefore, the application of the Oral Hearing Method using the *Powtoon* media was effective in improving students' vocabulary comprehension. Based on the observation results, the effectiveness level reached 97%, which falls into the "excellent" category (81–100). Although the audio-lingual approach primarily emphasizes listening and speaking skills, the improvement in vocabulary mastery also contributed positively to students' writing abilities, as they were able to use newly acquired words more accurately in simple written expressions. This indicates that the method not only enhanced oral competence but also supported the development of basic writing skills, providing a more holistic improvement in students' language proficiency 100.

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