

International Conference on  
Language Learning and LiteratureISSN: 2774-6585 | <https://conferences.uinsgd.ac.id>**THE USE OF IMAGE MEDIA IN ARABIC LANGUAGE LESSONS TO  
IMPROVE THE ABILITY TO MEMORIZE MUFRADAT IN GRADE VII  
STUDENTS OF MTS SIRNAMISKIN****Abdul Kodir<sup>1</sup>, Ahmad Fawaiz Hakim<sup>2</sup>**<sup>1</sup> UIN Sunan Gunung Djati Bandung, Indonesia<sup>2</sup> UIN Sunan Gunung Djati Bandung, IndonesiaCorresponding E-mail: [ahmadfawaiz2409@gmail.com](mailto:ahmadfawaiz2409@gmail.com)**ABSTRACT**

This study aims to examine the effectiveness of using picture media in Arabic language instruction to enhance vocabulary (mufradat) memorization skills among seventh-grade students at MTs Sirnamiskin. The research employs a pre-experimental design with a one-group pre-test and post-test model. A total of 31 students participated as the research sample, comprising 22 males and 9 females, selected through purposive sampling. Data were collected using vocabulary memorization tests administered before and after the intervention, as well as through observation and documentation. The learning intervention involved integrating picture media into Arabic lessons across two cycles, focusing on the planning, implementation, observation, and reflection stages. The findings indicate a notable improvement in students' vocabulary memorization abilities, with the average pre-test score increasing from 60 in the first cycle to 70 in the second cycle, and the post-test scores rising to 75 and 85, respectively. Students showed higher engagement and retention when vocabulary was introduced through relevant and visually appealing images. The observations further confirmed increased participation and enthusiasm during lessons using picture media. In conclusion, the use of picture media proves to be an effective instructional strategy in Arabic language learning, particularly for enhancing students' ability to memorize mufradat. It is recommended that Arabic language teachers incorporate picture media into their teaching practices to support more engaging and meaningful learning experiences at the secondary school level.

**Keywords:** Arabic Language Learning, Image Media, Memorization, *Mufradat***INTRODUCTION**

The use of media in the context of Arabic teaching has become an increasingly interesting issue in the modern world of education. Arabic, with its rich grammar and vocabulary, demands an innovative learning approach to enhance students' understanding and retention of words and sentence structures (Putri, 2023). MTs Sirnamiskin, as a secondary education institution in Indonesia, also faces similar challenges in stimulating its students' interest in learning Arabic more effectively. Therefore, research on the use of image media in Arabic learning to improve the ability to memorize mufradat in grade VII students at MTs Sirnamiskin is essential to be carried out (Safitri & Kabiba, 2020).

One of the problems faced in the Arabic class of class VII MTs Sirnamiskin is the low level of mufradat memorization skills. Mufradat, as an integral part of Arabic vocabulary, can be challenging for students to memorize effectively (Jamiatunnur et al., 2022). The traditional learning approach, which relies on textbooks and oral teaching, has not been able to provide

optimal results in terms of strengthening students' memory of mufradat. Additionally, the lack of visual involvement in the learning process is a factor that limits students' understanding and retention of the subject matter (Hidayah & Education, 2019).

To overcome this problem, the solution offered is the use of image media as a tool in learning Arabic (Nina Sundari, 2019). Image media can provide a strong visual representation of the concepts and vocabulary taught, making it easier for students to associate words with relevant images (Azizah, 2020). Thus, the use of image media is expected to stimulate students' visual memory and increase their mufradat retention (Fuad, 2017). This solution is expected to provide a more engaging and practical approach to learning Arabic in Grade VII at MTS Sirnamiskin, as well as encourage students' interest in learning the language more enthusiastically (Audina & Aini, 2022).

The use of image media in improving science learning outcomes of public elementary school students in 56 cities of Bengkulu (Tara Oviani, 2019). This study employs a quantitative method, showing an increase in learning using image media. Research using image media employs different methods, varying in location and time. The use of image media to improve student learning achievement in science subjects in class V in Mi Sunan Ampel Bono (Khowim, 2011). This method employs qualitative research, with the results of this study indicating an increase in learning outcomes using image media. The methods used differ in terms of location, time, and data collection. The influence of image media on the mathematics learning outcomes of 1st-grade students at Public Elementary School 1, Rajabasa, Bandar Lampung (Ardiansyah, 2024). Qualitative method with results is influenced by learning outcomes using image media. The influence of image media in improving numeracy comprehension in mathematics subjects for grade II students of SDN 3 Lepak, East Sakra District (Zinnurain, 2017). This method uses qualitative analysis, resulting in an increase in the use of image media. The use of image media in increasing students' activeness in learning social knowledge in elementary school (Nina Sundari, 2001).

Introducing the use of image media as a learning tool to improve the ability to memorize vocabulary in Arabic. With a focus on grade VII students at MTs Sirnamiskin, this study explores the integration of visual technology in Arabic language learning, which typically relies on textual and memorization methods. This approach not only aims to improve students' memorization skills but also increases their motivation and involvement in the learning process. If effective, this method has the potential to be applied in various similar educational institutions, expanding its positive impact in Arabic and other foreign language education (Hartanti, 2014).

Some limitations. The results may not be generalizable because the study was conducted in a specific context within a single school. The limited scale of the research and its short duration can affect the results, and the variability in image quality also plays a significant role. Other factors, such as teachers' teaching methods, student motivation, and learning environment conditions, may also affect students' memorization skills. Learning outcome measurements may not always be accurate or reliable. Additionally, the implementation of image media can be limited by the availability of technology and resources, and students' adaptation to these media can vary significantly depending on their learning style.

## METHOD

The research used is experimental research, where researchers employ experimental methods to study the influence of certain variables on other variables. By conducting trials in predetermined situations and conditions. Experimental research is grouped into three, namely: Pre-experiment, pure quasi-experiment (Ni Made Ratminingsih, 2010)

This type of research is a pre-experimental design, which involves only one experimental class carried out without a control group to investigate the influence of the At-Tamyiz method on students' understanding in the Arabic subject, grade VII, at Mts Sirnamiskin (Hamsir, 2019).

To present the variables and design of this study, the title will first be revealed to identify the variable (X) and the variable (Y)

The following is the title of this study: The Use of Image Media in Arabic Lessons to Improve Students' Mufradat Memorization Skills.

1. Independent variable (X): Use of image media (independent variable)
2. Dependent variable (Y): Catchability (bound variable)

01	x	02
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Sumber: (Sugiono, 2015)

Explanation:

01: Pre-test score (before being given treatment)

X: Behavior (use of image media)

02: Post-test Value (after treatment)

Subjects refer to a group of elements that are the focus of the research. This research was conducted in Mts Sirnamiskin, with a research population comprising all students of Mts VII, totalling 31 individuals.

The sample is a part of the population being investigated. In this study, the sample in question consists of grade VII students at Mts Sirnamiskin. The sampling technique used is a research technique with special considerations, which is considered worthy of being a sample. The researcher chose class VII as the research sample, considering several factors, including the consideration that the selected sample was considered the most qualified as a research object, especially in studying the use of image media in Arabic learning to help students' understanding in grade VII at Mts Sirnamiskin. The research sample consisted of 22 males and 9 females.

Male	Pemale	Total
22	9	31

In this study, data was collected through observation and the use of test instruments. This approach was chosen to observe the extent to which the At-Tamyiz method is effective in facilitating students' understanding of the Arabic language learning process.

The data collection tools used in this study consisted of tests and documentation.

The test that is applied is a written test. The students will be tasked with writing some vocabulary based on the picture media provided

by the teacher, and it will take 30 minutes.

No.	Assessment Aspects	Criterion		Maximum total
1	Truth in the answer	1	2	
		Alignment of answers	Accuracy in reading	

The author uses documentation as a form to collect data, intending to obtain an image of the object from the subject's perspective through written media or direct creation by the subject concerned.

Descriptive statistics are statistics that are used to analyze data by describing the data that has been collected as it is (Sugiyono, 2015: 147). In this study, descriptive statistical analysis was used to describe students' ability to understand learning. Included in descriptive statistics, data presentation through tables, graphs, means, medians, standard deviations and percentage calculations (Sugiyono, 2015: 148). The standard categories that the Ministry of National Education has set are:

No	Value	Category
1	90-100	Very high
2	80-89	Tall
3	70-79	Keep
4	50-69	Low
5	0-49	Very low

## RESULTS AND DISCUSSION

### Result

Arabic language learning at MTs Sirnamiskin in grade VII generally employs lecture and question-and-answer methods. Teachers rely on textbooks as the primary medium for teaching, with minimal use of visual media (Kustandi et al., 2021). The syllabus used includes basic materials such as Arabic letter recognition, basic grammar, and everyday vocabulary (mufradat). The teaching materials used are textbooks, student worksheets (LKS), and occasionally word cards. In the classroom, teachers often focus on memorisation and repetition without offering a range of interactive learning methods. The use of image media remains limited and has not yet become an integral part of the learning strategy. Additionally, learning evaluation is often conducted through written tests (Rahman & Nasryah, 2019).

This study's treatment consists of four stages: planning, implementation, observation, and reflection. In the planning stage, researchers and Arabic subject teachers collaborate to design the use of image media in learning. The image media is selected and prepared according to the mufradat to be taught. The learning implementation plan (RPP) is prepared by integrating image media into each stage of teaching and learning activities (Siregar, 2017).

The implementation stage is carried out in two cycles. Each cycle involves the use of image media in learning activities. At the beginning of the lesson, students are given a pre-test to measure their initial ability to memorize mufradat. Then, picture media is used in the

learning process to help students learn and understand mufradat. At the end of the cycle, students are given a post-test to measure their improvement in ability (Sri Utami Ningtiyanti, 2015).

Observations are made during the learning process. Researchers and teachers observed students' participation, enthusiasm, and response to the use of image media. Observation sheets are used to record students' behaviour and interactions during the learning process.

After each cycle, researchers and teachers conduct reflections to evaluate the effectiveness of using image media. The results of observation and tests were analyzed to determine the advantages and disadvantages of the method used. This reflection is used to plan improvements in the next cycle.

In the first cycle, the use of image media increased student participation and enthusiasm for learning. The results of the pre-test showed that the average score of students before using image media was 60. After the application of image media, the post-test results showed an increase in the average score to 75. Observations show that students are more likely to remember the mufradat accompanied by pictures compared to just the text. However, some students still struggle to connect images with more abstract vocabulary.

In the second cycle, researchers and teachers refined the method by selecting images that were more relevant and easier for students to understand. The results of the pre-test in the second cycle showed that the average initial score of students was 70. After applying the improved image media, the post-test results showed an increase in the average score to 85. Observations in the second cycle revealed that students were more active in participating and memorizing mufradat more quickly. The use of more precise and visually appealing images proved to be more effective in improving students' memorisation skills.

The use of image media in Arabic lessons significantly improved the ability to memorize mufradat in grade VII students at MTs Sirnamiskin. Picture media not only makes learning more interesting but also helps students understand and remember vocabulary better. This study recommends the use of image media as an effective method for learning Arabic, particularly to enhance the ability to memorise individual words (mufradat).

## Discussion

The findings of this study indicate that the use of image media in Arabic language instruction significantly enhances students' ability to memorize vocabulary (mufradat). This is evidenced by the progressive increase in post-test scores across two learning cycles, demonstrating that visual support plays a crucial role in facilitating vocabulary retention among seventh-grade students. The increase from an average score of 60 to 75 in the first cycle, and subsequently from 70 to 85 in the second cycle, aligns with theories of multimedia learning which posit that dual coding (verbal and visual) enhances memory (Mayer, 2009).

These findings support previous research conducted by Kustandi et al. (2021) and Siregar (2017), which affirm the value of integrating image-based media into language learning environments to stimulate student engagement and comprehension. In the context of Arabic as a foreign language in Indonesia, the abstract nature of Arabic vocabulary and grammatical structures often creates barriers to understanding. By associating new words with meaningful and contextually appropriate images, students can more effectively internalize lexical items, reducing cognitive overload and promoting deeper retention (Paivio, 1990).



The improvement in students' performance between the first and second cycles also suggests that the quality and relevance of the image media are critical factors in instructional success. During the second cycle, the refinement of visual materials—making them more relatable and culturally appropriate—resulted in higher levels of student interaction and improved outcomes. This is consistent with the findings of Sri Utami Ningtiyanti (2015), who emphasizes the importance of media relevance in ensuring student comprehension and learning motivation.

Despite the encouraging results, this study also revealed limitations in the universal effectiveness of image media. A subset of students continued to experience difficulties in associating images with abstract vocabulary, particularly those without concrete visual representations. This highlights a need for supplementary instructional strategies, such as contextual sentence usage or interactive storytelling, to bridge the gap between visual aids and abstract linguistic content.

In sum, the study confirms that the implementation of image media is a pedagogically sound strategy for enhancing mufradat memorization in Arabic lessons. It fosters a more engaging, student-centered learning atmosphere and aligns with constructivist approaches that advocate active, meaningful learning experiences. However, to optimize its impact, careful selection and pedagogical alignment of media content are necessary. Future studies should consider broader implementation with a control group design, as well as integration with digital interactive media, to assess long-term effects and scalability of this method in diverse educational settings.

## CONCLUSION

This study demonstrates that the use of image media significantly enhances the memorization ability of grade VII students at MTs Sirnamiskin. In the first cycle, there was an increase in student participation and post-test scores, although some difficulties were encountered with abstract vocabulary. Following improvements in the second cycle, the results of the pre-test and post-test demonstrated a more significant improvement, with students becoming more active and efficient in memorizing vocabulary. In conclusion, image media has proven to be effective in making Arabic learning more interesting and efficient, and can be integrated into teaching strategies to improve the quality of learning at MTs Sirnamiskin.

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