Boosting Arabic Vocabulary Mastery: Quantitative Analysis of Media Image

Shofiah[1], Farikh Marzuqi Ammar[2*]

[1,2]Arabic Language Education Study Program, Universitas Muhammadiyah Sidoarjo, Indonesia

*Coresponding Author's Email: Farikh1@umsida.ac.id

Abstract

This research quantitatively investigated the efficacy of visual aids in improving Arabic vocabulary mastery among 25 students using an experimental design. Statistical analysis employing the Paired Sample t-Test revealed a significant enhancement in vocabulary retention post-implementation of media image (mean post-test score: 55.4) compared to pre-test scores (mean: 87.20), with a significance value of 0.000 (<0.05). These results reject the null hypothesis, supporting the alternative hypothesis and confirming the substantial impact of media image on Arabic vocabulary memorization. This study underscores the importance of media image in educational contexts, particularly for language learning and retention.

Keywords: media image, memorization, arabic vocabulary

Introduction

Arabic is one of the languages that has a high significance at the global level. The significance of this language comes from its role as a very essential communication tool in everyday human activities, and also as a medium to transmit knowledge and cultural expressions in the field of education and teaching of foreign languages, especially Arabic (Ruswatie dkk., 2022). Arabic language generally requires very complex learning material and cannot be differentiated with the technique of memorizing Arabic vocabulary. To achieve the predetermined goals, a professional Arabic language teacher must understand the use of efficient and effective media during the learning process (Sholihuddin dkk., 2023).

In the learning process, it is important for teachers to have an adequate understanding and skills in selecting and using educational media. This is needed so that learning objectives can be achieved effectively. One important aspect is the selection of media as a tool in the learning process (Purba & Jamil, 2023). Because media can also be a primary source of learning and support the learning process media or educational tools. Media is an important component in the educational process in schools, so the success of a learning stage cannot be separated from its role in it (Sholeh & Rizal, 2017). Media is a tool or means used to facilitate the process of delivering material or information (Isnaini & Huda, 2020). There are various types of media that can be used such as visual media, audio, and a combination of audio-visual media.

Specifically in the Arabic language learning process, one of the approaches used is the communicative method. In this method, students are taught to practice pronouncing sounds or words correctly and expressively, as well as to convey their thoughts and feelings in Arabic. This aims for students to expand their vocabulary through active communication experiences in Arabic (Zahro & Khiyarusoleh, 2021). Mastery of vocabulary is an important aspect of Arabic language learning, because fluency in language depends heavily on the mastery of mufradat (words) (Jundi, 2023).

According to Sophya's opinion, the importance of Arabic language learning is not only

limited to speaking (kalam), writing (kitabah), listening (istima'), and reading (qira'ah) abilities. But also includes broader language aspects, including mastery of vocabulary, correct pronunciation, and understanding of word structures (Syamsiyah & Diana, 2022). The effectiveness of mastering Arabic vocabulary through the use of image media has been proven. The use of the singing method has also been proven effective and resulted in an increase in the mastery of Arabic vocabulary (Jagat dkk., 2022). The use of media in Arabic language learning can add inspiration to students, especially in the process of mastering mufradat (Siduppa dkk., 2021)

The use of image media in learning can increase effectiveness in understanding and mastering Arabic vocabulary by students (Farid dkk., 2022). In learning, the effective use of image media is when the media is in line with the learning objectives. When teaching vocabulary to students, there are several steps that can be taken, especially by utilizing image media. The types of image media used should contain images with various shapes, sizes, and colors relevant to the vocabulary material being taught. The determination of this media also depends on the teacher's ability to utilize the media. One method that can be applied is providing a visual representation to illustrate the vocabulary intended to be conveyed to students (Hestiana & Isnawati, 2019).

There are several indicators that must be considered when selecting equipment to plan learning. This learning planning aims to assist teachers in preparing materials, teaching strategies, and the evaluation process before the implementation of learning. This plans to ensure that learning can occur in a structured manner, including in terms of material arrangement, teaching methods, and assessment, so that learning can take place properly and orderly (Loilatu dkk., 2021).

In the current era, students show an increasing level of creativity, so educators are required to be able to develop learning methods that can arouse students' desire to learn. Language is a system of symbols and sounds used by groups in the process of communicating and interacting, one of which is Arabic (Norkhafifah & Syahabuddin, 2022). Image media has some disadvantages, but it remains the most commonly used media, can be understood, and liked by many people in various places (Sarif & Nurhaini, 2022).

Several studies have been conducted regarding the use of image media in the Arabic language learning process. One example of research conducted in 2021 by Nur Hikmah in her journal entitled "The Use of Serial Image Media in Improving the Mastery of Arabic Vocabulary of Seventh Grade Students of Madrasah Tsanawiyah in Pinrang Regency", shows that the use of image media in learning has given a positive impact on the mastery of Arabic vocabulary by students. The average learning outcome achieved in this study reached 82.4%, this figure is above the usual average obtained (Hikmah dkk., 2021).

Then, in the research from (Jagat dkk., 2022) in his journal entitled "Application of Image Media as an Evaluation Media for Mastery of Arabic Vocabulary Names of Professions", the results of this study show that the use of learning methods involving singing and the use of image media is effective in helping children in obtaining mastery of vocabulary related to professions in Arabic. Therefore, the recommendation from the researcher is to consider the use of image media in efforts to increase interest and concentration in student learning, as well as to create a more interesting and effective learning atmosphere (Ning Riza dkk., 2023). Furthermore, in research by Nurhidayah in 2021 in her journal entitled "Application of Image Media in Learning Arabic on the Mastery of Arabic Vocabulary of Seventh Grade Students of MTs Negri 3 Enrekang", from the results of this study, it can be concluded that the use of image media in four learning cycles significantly increased the mastery of Arabic vocabulary of first grade students at MTs Negeri 3 Enrekang (Amalyya & Hasyim, 2023).

Unlike what is stated in the research journal and community service in the research of (Ning Riza dkk., 2023) entitled "Assistance in the Use of Image Media to Improve Arabic

Vocabulary at TPQ Al Ihsan", based on the results of this study, it can be concluded that the use of image media is significantly more effective in improving the ability of tenth grade students in memorizing Arabic vocabulary (Syahrina, 2014). Thus, the findings of this study affirm that image media can be an effective choice in the context of Arabic language learning. This is in line with the results of research conducted by Ulya et al. in 2023, namely the use of image media in PowerPoint on the variable of memorizing Arabic vocabulary is 0.325, about 32.5% or close to 33%. This study emphasizes the effectiveness of using PowerPoint in improving Arabic language learning, especially in memorizing vocabulary (Murtaziah, 2022). Similarly, with the findings from research that has been carried out previously by Khuzaimah in 2014 as stated in the research results which recorded the positive response given by students to the method of singing and image media indicating that they enjoy and are interested in learning Arabic, especially vocabulary. This method increases their interest and motivation in learning vocabulary. They did not experience problems such as boredom, saturation, or difficulty in understanding vocabulary. They learned vocabulary with enthusiasm and happiness, both in individual learning and in group learning situations. This approach has proven efficient in improving students' skills in mastering vocabulary, as shown by the results of statistical analysis, the t-statistic score reached 5.037, which far exceeds the significance level of 0.05, which is 1.68 (Syahrina, 2014). This confirms that the use of image media is effective in supporting the development of mastery of Arabic vocabulary in students.

Based on several studies, scientifically the use of image media can have a positive impact on improving students' understanding of Arabic vocabulary. Thus, we researchers are interested in finding effective learning techniques that are quickly understood and can motivate students in learning Arabic vocabulary. In this case, researchers are interested in conducting research on the effectiveness of using image media in efforts to improve the mastery of Arabic vocabulary in first grade students of SMP-IT Imam Syafi'i Kota Bima, West Nusa Tenggara for the 2023 – 2024 academic year.

Methods

This research is an experimental study that uses a quantitative approach. This study uses a "pretest-posttest design," which involves the stages of pre-test and post-test to compare the results before and after treatment (Murtaziah, 2022). The research procedure begins by giving an initial test (pre-test) called O1 to students to assess their initial abilities in Arabic lessons. Then, treatment or treatment is given using image media (X) within a certain time frame. After giving the treatment, students are given a final test (post-test) called O2. Data analysis was conducted by comparing the results of the initial test (pre-test), named O1, with the results of the final test (post-test), named O2, to evaluate changes in student learning achievements after receiving a certain treatment.

Data determination in this study was collected through populations and samples. The population in this study is students of class 1 SMP IT Imam Syafi'i Kota Bima. While the sample was taken by researchers only 1 class. The sampling technique used in this study is nonprobability Sampling with a type of purposive sampling, namely the criteria have the same initial ability of students in the class, an adequate number of students, and less understanding of Arabic. Therefore, from these criteria, researchers chose class 1A as a sample in this study totaling 25 students. Data collection techniques by test method the data collection instrument by test method in the form of 20 essay questions related to Arabic vocabulary in the form of pre-test and post-test. This test instrument is used to measure students' learning outcomes in Arabic lessons.

Table 1. Scoring Test Instruments

Type of Questions	Weight per Question	Number of Questions	Maximum Score per Question
Multiple Choice	5	20	100
Maximum Total Score			100

$$Nilai\ \ akhir = \frac{\text{"skor perolehan"}}{\text{"skor maksimal"}} \times 100$$

Then, the scores obtained by students will be interpreted to produce a final score, using modified criteria. Below is the table of interpretation of test result predicates at SMP IT Imam Syafi'i Kota Bima:

Table 2. Interpretation Predicate Test Result

Score Total	Letter	Quality
76-100	A	Excellent
51-75	B	Good
26-50	C	Fair
0-25	D	Poor

Data analysis will show the level of mastery of Arabic vocabulary in the experimental class. Furthermore, hypothesis testing is carried out using the Independent Sample t-Test statistical test with the support of SPSS version 24 software for Windows, with a predetermined significance level. At this stage, it is important to ensure that the use of the Independent Sample t-Test meets the statistical requirements. Therefore, it is necessary to conduct a normality test using the Kolmogorov-Smirnov method to verify whether the data follows a normal distribution. In addition, a homogeneity test must also be carried out using the F test (Levene's Test for Equality of Variances) to ensure that the variances between the groups compared are comparable.

Results and Discussion

The results of the assessment of students using image media in the experimental class and not using image media in the control class are supported by the results of interviews with teachers and students.

Researchers gave scores using criteria very good, good, sufficient, and lacking with a maximum score of 100 minimum 0. Before using image media, the results of Arabic vocabulary memorization of students in class 1A are as follows:

Table 3. Interpretation of Predicate Result Test

No	Value	Criteria	Class			
			Pretest		*Post-test*T	
			F	%	F	%
1	76-100	Excellent	4	16	19	76
2	51-75	Good	8	32	6	24
3	26-50	Fair	13	52	0	0
4	0-25	Poor	0	0	0	0
	Total		**25**	**100**	**25**	**100**

It is known that the results From the analysis of the table that has been submitted, it can be seen that the "post-test" results fall into the "very good" category with a total of 19 out of 25 students, which is equivalent to 76%. While the "pre-test" results fall into the "fair" category with 13 out of 25 students, which is equivalent to 44%. However, there is a statement that the "post-test" results decreased to 0%, which means, it has an effect. This indicates that many students in class 1A of SMP IT Imam Syafi'i Bima City experienced an increase in memorizing Arabic vocabulary. This study uses an experimental design using the use of image media can be used as an evaluation tool, at SMP IT Imam Syafi'i Kota Bima. The research subjects consisted of 19 students from class 1A of SMP IT Imam Syafi'i Kota Bima.

To fulfill the requirements of the Paired Sample t-Test test, the first step is to ensure that the data to be tested must follow a normal distribution. Therefore, a normality test and homogeneity test were conducted to check the assumptions required in the statistical test. The decision to conduct a normality test is based on the following steps:

a. If the significance value (sig.) > 0.05, it can be concluded that the data follows a normal distribution.
b. Conversely, if the significance value (sig.) < 0,.05, then the data does not follow a normal distribution.

The following is the data from the normality test on the results of the test to improve the memorization of rabi jargon in class 1A of Imam Syafi'i Junior High School, Bima City:

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.78722421
Most Extreme Differences	Absolute	.158
	Positive	.158
	Negative	-.141
Test Statistic		.158
Asymp. Sig. (2-tailed)		.111[c]

a The distribution test shows normality.

b. Computed from the dataset.

c. Lilliefors Significance Correction:

Based on the output results of the "normality test, Kolmogorov-Smirnov in SSPSS, with a significance value of, 0.111 which is greater than>s0.05, indicating that the data, follows a normal distribution. Therefore, in order to proceed to the "T-test analysis," the prerequisite step was to conduct a homogeneity test to check the equality of variances in the data.This test was conducted with the help of the "SPSS Version 24 for Windows" program considering the following:

a. Variances are equal and homogeneous, with a p value (significance) greater than 0.05.
b. Variances are positively different, with a p value less than 0.05, which indicates

inhomogeneity.

Table 5. Results Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	**df1**	**df2**	**Sig.**
1 .020	4	1 9	422

Based on the "Test of Homogeneity of Variances" table, it is known that the Sig value. $0.422 > 0.05$, meaning that the difference of information attempted from the results of memorizing Arabic vocabulary of class 1A students is the same (homogeneous). To test whether a speculation is recognized or rejected, the fundamental step relies on testing the theory. The speculation attempted is as follows:

H0 : There is no significant increase in students' Arabic vocabulary memorization results without using picture media and after using picture media at Imam Syafi'i Junior High School, Bima City.
H1 : There is a significant increase in students' ability to remember Arabic vocabulary between the use of picture media and after the use of picture media at Imam Syafi'i IT Junior High School. Bima City.

The hypothesis decision can be seen from the significance value of the basis for taking as follows:"

a. H0 is recognized if the probability value (p) > 0.05."
b. H0 is rejected assuming the probability value (p) < 0.05.

The "speculated sample t-test" test, analyzed the jargon expansion of students from the exploration class. The following is a description of the results of testing the "example t-test" with SPSS version 24 for, Windows to measure the difference in test datates information, increasing the ability of Arabic vocabulary after treatment:

Table 6. Results Sample t-test

paired Samples Statistics					
		Mean	**N**	**Std, Deviation**	**Std. Error Mean**
Pair 1	*PRE-TEST*	55.40	25	20.561	4.112
	POST-TEST	87.20	25	16.462	3.292

Summary descriptive statistics results. In this result, we are shown the "pre-test" and, "post-test" scores. In the "pre-test" score, the average was 55.40. Meanwhile, the "post-test" obtained an average of 87.20. Since the average score of the "pre-test" memorization result is 55.40 < "post-test" 87.40, it is interesting that there is an average difference in the ability to remember Arabic jargon between the "pre-test" and the ability to remember Arabic. Vocabulary "posttes". Then, at that time, the "paired sample test" determines the importance value, as follows:

Table 7. T Test Results

Paired Samples Test			
Paired differences	**T**	**Df**	**Sig. (2-**

121

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			tailed)
Pair 1	*Pre-test – Post-test*	-31.800	12.573	2.515	-36.990	-26.610	-12.646	24	.000

The findings of the paired sample t-test are interpreted based on the significance value (Ssig.) generated by SPSS, as follows:

a. H0 is accepted, and H1 is rejected, assuming that the Ssig. value (<0.05) indicates that there is no significant impact of using visual media. This suggests that there is no difference between not using visual media and using visual media in terms of their impact.

b. H0 is rejected, and H1 is accepted when the Significance value (<0.05) indicates that there is a significant impact of using visual media. This means that there is a difference between not using visual media and using visual media.

Based on the results of the paired sample t-test table, a significance value of 0.000 was found, which is smaller than 0.05. This indicates the rejection of H0 and acceptance of H1. Therefore, it is reasonable to conclude that there is a significant difference between the results of memorization at the "pre-test" and "post-test" stages, demonstrating the effectiveness of using visual media in improving the Arabic vocabulary memorization ability of 1A class students at SMP IT Imam Syafi'i in Kota Bima.

Conclusion

It can be indicated that the use of visual media significantly improves the ability of 1A class students at SMP IT Imam Syafi'i in Kota Bima to master Arabic vocabulary, with pre-test results at 55.4% and post-test results after learning with visual media at 87.20%. Therefore, it can be concluded that there is a significant differsing sidered highly effective in enhancing students' mastery of Arabic vocabulary. visual ence in the improvement of Arabic vocabulary memorization ability among students when umedia in the classroom learning process. Thus, visual media can be con

Acknowledgement

Originality Statement

Conflict of Interest Statement

Copyright Statement

References

Amalyya, U. H., & Hasyim, U. (2023). The Effectiveness of Using Image Media in PowerPoint Programs to Improve Arabic Vocabulary Memorization for Tenth Grade Students at Al-Ahliyah "Al-Hikam" Private Islamic High School in Jatirijo Wiyak Jombang (Vol. 11, Nomor 1, hlm. 94–109).

Farid, A., Nasrullah, M. M., Nurhaliza, F. S., Damayanti, B., Bogor, S. T. A. I. D., S., & Darunnajah Bogor, S. (2022). Effectiveness of Applying Picture and Ghina' Media in Arabic Vocabulary Learning at SDN Karacak 02. Assabiah Journal of Madrasah Elementary Teaching and Education, 1(1).

Hestiana, R., & Isnawati, Z. (2019). The Use of Arabic Language in Learning Arabic Vocabulary through Flashcards. Al-Tadris Journal of Arabic Language Education, 7(2), 363–391. https://doi.org/10.21274/tadris.2019.7.2

Hikmah, N., Ulum, F., & R, M. (2021). Use of Series Picture Media in Improving Arabic Vocabulary Mastery of Grade Seven Students at Tsanawiyah Madrasah in Pinrang Regency. Pinisi Journal of Education, 1(1), 187–195.

Isnaini, N., & Huda, N. (2020). Development of Arabic Vocabulary Learning Media Based on My Happy Route Game for Grade VIII Students of MTsN 10 Sleman. Al Mi'yar Journal of Scientific Research on Arabic Language Learning and Linguistics, 3(1), 1. https://doi.org/10.35931/am.v3i1.156

Jagat, L. S., Fatimatul Djamilah, W. I. I., Hasanah, S. U., Alfiyanto, A., & Hidayati, F. (2022). Application of Picture Media as an Evaluation Media for Proficiency in Arabic Vocational Names Vocabulary. Indonesian Empowerment Journal, 4(1), 325–334. https://doi.org/10.47679/ib.2023355

Jundi, M. (2023). Android Application Program for Enhancing Vocabulary Proficiency Among High School Students. Lahjah Arab Journal of Arabic Language and Arabic Language Education, 4(2), 140–158. https://doi.org/10.35316/lahjah.v4i2.140-158

Loilatu, S. H., Mukadar, S., Kasmawati, K., & Hentihu, V. R. (2021). Learning and Teaching Strategies by Implementing Experiment Methods to Improve Science Learning Achievement

in SD Alhilaal Samalagi. Edu Cendikia Journal of Educational Sciences, 1(2), 65–73. https://doi.org/10.47709/educendikia.v1i2.1036

Murtaziah. (2022). Effectiveness of Picture Media in Enhancing Arabic Vocabulary of Eighth Grade Students at MTsN 7 HSU. Journal of Foreign Language Learning and Teaching, 2(1), 1–10.

Ning Riza, D. S., Aslamiyah, T., & Ni'mah, K. (2023). Assistance in Using Picture Media to Improve Arabic Vocabulary at Al-Ihsan Quranic Learning Center. Khidmatuna, 3, 90–105.

Norkhafifah, S., & Syahabuddin, N. (2022). Arabic Language Learning Design Based on Information Technology in the New Normal Era. Al Mi'yar Journal of Scientific Research on Arabic Language Learning and Linguistics, 5(1), 53. https://doi.org/10.35931/am.v5i1.908

Purba, N. A., & Jamil, K. (2023). The Use of Picture Media to Improve Arabic Vocabulary Mastery in Class VII of Ta'dib Al-Syakirin Modern Islamic Boarding School. Journal of Education, 4(3), 1259–1264.

Ruswatie, A. D. E., Purwokerto, F. I., Al, S. D., & Al, I. (2022). Teaching Arabic Language and Learning it in Islamic Elementary Schools (Field Study at Butra Harafan Elementary School and Al-Irshad Elementary Islamic School Burookertu Baniyumas (Vol. 2, Nomor 1, hlm. 55–74).

Sarif, A., & Nurhaini, F. (2022). Effectiveness of Singing Method in Improving Arabic Vocabulary Mastery in Surabaya. Mumtaza Journal of Arabic Teaching, Linguistics, and Literature, 01(01), 61–70.

Sholeh, B., & Rizal, H. S. (2017). The Effectiveness of Using Picture Media in Enhancing Memorization of Vocabulary for Grade 4 Students of MI Darut Taqwa Sengonagung Purwosari Pasuruan. Studia Arabica Journal of Arabic Language Education, 8(1), 45–56.

Sholihuddin, A., Muslimah, A., & Riyani, M. (2023). The Role of Using al-Jazeera International Network (net.aljazeera) in Improving Proficiency in Modern Arabic Vocabulary Translation Learning for Journalism Students at the Faculty of Islamic Government University Kadiri. Al-Waisil, 01(01), 11–25. https://doi.org/10.30762/alwasil.v1i1.755

Siduppa, N. M., Tadjuddin, A. F., & Masnan, S. (2021). Application of Picture Media in Arabic Language Learning to Improve Vocabulary Mastery of Grade VII Students of MTs Negeri 3 Enrekang. Journal of Arabic Language Education, 5, 66–87.

Syahrina, K. A. (2014). Application of Scientific Mediation for Developing Educational Methods at Rawdat Al-Anghozia At-Ta'lim School. Didaktika Journal of Scientific Education, 15(1), 87–98.

Syamsiyah, L., & Diana, D. (2022). The Effectiveness of Fuzzy Felt Media in Improving Early Childhood Vocabulary. Observation Journal of Early Childhood Education, 6(4), 2700–2710. https://doi.org/10.31004/obsesi.v6i4.1421

Zahro, U. C., & Khiyarusoleh, U. (2021). Development of Arabic Language Teaching Materials Based on Brebes Local Wisdom. Al Mi'yar Journal of Scientific Research on Arabic Language Learning and Linguistics, 4(1), 73. https://doi.org/10.35931/am.v4i1.437