



**The Effect of Picture Media on The Mastering Arabic Vocabulary in
The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr
Tanjungpinang**

Eko Purnama¹, Fajar Tresna Utama², Ahmad Jalili³, *Aidillah Suja⁴
Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau¹
Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau²
Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau³
Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau⁴

***Correspondence Address : aidillahsuja87@gmail.com**

Citation

Chicago Manual of Style 17th Edition

Eko Purnama et al., "The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang," *El-Syaker*, 1(3), 160-171.

Received: 14 Agustus 2024 **Accepted:** 13 September 2024 **Published:** 1 November 2024

Abstract

This study aims to explore the effect of using picture media on Arabic vocabulary acquisition among 2nd grade students at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang. Using a quantitative approach with a pseudo-experimental design, this study involved students and teachers as research subjects. Data were collected through observation and tests, then analyzed using descriptive statistical analysis and t-test using SPSS software version 25. The results showed that picture media significantly improved students' mastery of Arabic vocabulary. Students' post-test scores showed a significant increase compared to the pre-test, indicating that the pictures helped in facilitating a better understanding of the new vocabulary. Picture media not only increases students' motivation and engagement, but also enriches the learning experience by providing relevant visual context. These findings emphasize the importance of using appropriate learning media in language teaching to support better learning outcomes.

Keywords : picture media, mastering arabic vocabulary, arabic learning

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

A. Introduction

Arabic language learning includes materials, methods, media, and evaluation to create effective learning. Among the components of Arabic language learning above, the media plays an important role in exploring students' interest in learning Arabic, especially in mastering Arabic vocabulary as we know that vocabulary is the basic foundation in mastering the four skills of Arabic.¹

The success of a learning process must be connected to the role of media because educational tools or media are an integral part of the educational process in schools. This is also the case in Arabic language teaching which is usually full of complicated learning materials and is identical to the media of memorizing vocabulary. In this case, a professional Arabic teacher must master using effective and efficient media in the learning process to achieve the specified goals.²

In a learning process, teachers should understand and master the educational and teaching media so that learning objectives can be successful and effective. One way for learning to be successful and effective is to choose and use good and appropriate media in the learning process to help smoothness, effectiveness, and efficiency in achieving learning goals.³

Learning media greatly helps teaching and learning and can increase student interest. Because in the learning process, media is needed so that the intended message can be conveyed properly to the recipient. In learning, some components are related to one another. If one of these components is missing or absent, the learning objectives will not be achieved optimally.⁴

In general, media refers to any type of intermediary used to distribute, transmit, or communicate messages and ideas to the audience.⁵ In a teaching and learning process, at least a teacher must know and master educational media in learning to achieve learning objectives and run effectively. One way to overcome this is by choosing and using good media in the learning process to be carried out. Media is an intermediary or introducer.⁶ In the context of learning, the media is a vehicle for channeling messages or learning information.⁷

Manarul Ilmi Al Fajr Tanjungpinang Islamic Elementary School is an Islamic elementary school that applies Arabic language learning to its curriculum, aiming for students to master Arabic vocabulary well. One of the media used by teachers in learning Arabic is picture media. Image media plays a very important role in the learning process at Manarul Ilmi Al Fajr Tanjungpinang Islamic Elementary

¹ Damar Gemilang dan Hastuti Listiana, "Teaching Media in the Teaching of Arabic Language/ Media Pembelajaran dalam Pembelajaran Bahasa Arab," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 1, no. 1 (23 Desember 2020): 49–64, <https://doi.org/10.22515/athla.v1i1.3048>.

² Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011).

³ Amelia Putri Wulandari et al., "Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar," *Journal on Education* 5, no. 2 (2023): 3928–36, <https://doi.org/10.31004/joe.v5i2.1074>.

⁴ Melissa Bond et al., "Digital transformation in German higher education: student and teacher perceptions and usage of digital media," *International Journal of Educational Technology in Higher Education* 15, no. 1 (28 Desember 2018): 48, <https://doi.org/10.1186/s41239-018-0130-1>.

⁵ Azhar Arsyad, *Bahasa Arab dan Metode Pengajarannya* (Yogyakarta: Pustaka Pelajar, 2003).

⁶ Robert B. Kozma, "Technology and Classroom Practices," *Journal of Research on Technology in Education* 36, no. 1 (September 2003): 1–14, <https://doi.org/10.1080/15391523.2003.10782399>.

⁷ Ahmad Fikri Amrullah, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: Pustaka Diniyah, 2018).

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

School. By using picture media, students can master Arabic vocabulary well; this can be seen from several indicators, including students being able to mention Arabic vocabulary fluently, students being able to answer Arabic vocabulary when asked by the teacher, and students being able to pronounce Arabic vocabulary properly and correctly.

Building on the arguments mentioned above, the researcher is keen to investigate the impact of picture media on students' mastery of Arabic vocabulary. The findings of this study are expected to benefit other schools where Arabic is taught as one of the subjects.

Learning media are tools to enhance the success and productivity of the educational process by providing a more interactive and engaging learning experience. Instructional media can take various forms, such as audio, visual, or audiovisual content presented in different formats, like videos, animations, interactive modules, and more. Research shows that the appropriate use of instructional media can increase student motivation, understanding of the material, and information retention.⁸ Additionally, learning media allow the presentation of complex material in a more easily understandable manner and support various learning styles.⁹ With learning media, the learning process becomes more dynamic and adaptive to students' individual needs, thereby enhancing overall learning outcomes.

Learning media are tools or materials used to convey information to learners in the learning process effectively. These media can include various forms of technology, such as computers, the internet, and software, used to facilitate active and interactive learning.¹⁰ Learning media also encompass tangible objects like models, teaching aids, and diagrams designed to illustrate abstract concepts or processes that are difficult to comprehend verbally.¹¹ The primary goal of using learning media is to enhance students' understanding of the subject matter in a more engaging and easily comprehensible manner and to facilitate more active and collaborative learning in the classroom. Thus, using learning media enriches students' learning experiences and improves their overall learning outcomes.¹²

Learning media, whether digital technology or physical objects such as models and diagrams, play a crucial role in supporting learning effectiveness by

⁸ Richard E. Mayer, *Multimedia Learning* (Cambridge University Press, 2009), <https://doi.org/10.1017/CBO9780511811678>.

⁹ Yao-Ting Sung, Kuo-En Chang, dan Tzu-Chien Liu, "The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis," *Computers & Education* 94 (Maret 2016): 252–75, <https://doi.org/10.1016/j.compedu.2015.11.008>.

¹⁰ Ali Muhson, "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI," *Jurnal Pendidikan Akuntansi Indonesia* 8, no. 2 (1 Desember 2010), <https://doi.org/10.21831/jpai.v8i2.949>.

¹¹ Junaidi Junaidi, "Peran Media Pembelajaran Dalam Proses Belajar Mengajar," *Diklat Review: Jurnal manajemen pendidikan dan pelatihan* 3, no. 1 (30 Juni 2019): 45–56, <https://doi.org/10.35446/diklatreview.v3i1.349>.

¹² Junaidi.

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

providing tools that facilitate the clear and engaging delivery of information to learners.¹³

The use of this media not only aims to improve students' understanding of the subject matter but also to enable a more interactive and collaborative learning process in the classroom. In addition, through technologies such as simulations and computer games, learning media can present complex concepts practically and maintain students' interest and motivation.¹⁴

Picture media is important in facilitating a deep understanding of the information presented. Unlike text, which relies on sequential processing, images can be processed simultaneously, allowing for faster comprehension of the material.¹⁵ Picture media can communicate ideas and concepts more directly and powerfully than words alone.¹⁶ They can bridge the gap between abstract ideas and concrete understanding, making complex information more accessible and engaging. For example, diagrams, graphs, and illustrations can represent complex relationships and processes that may be difficult to convey through text alone.¹⁷ Image media can improve memory retention and comprehension by engaging multiple sensory pathways, allowing learners to develop a more holistic understanding of the subject matter.¹⁸

Overall, using picture media adds clarity and visual appeal to a lesson and plays an important role in effectively conveying information to students. By utilizing the visual power of images, teachers can strengthen their arguments and facilitate a better understanding of the complexity of the topics covered in their lessons.¹⁹

The use of visual media in teaching Arabic vocabulary can be measured through several indicators that reflect the effectiveness and efficiency of its use. Here are some relevant indicators:

1. Teachers use relevant and representative pictures to illustrate the meaning of the Arabic words being learned. The pictures should be clear and appropriate to the context in which the word is used in daily life or a particular situation.
2. The teacher ensures that students are actively involved in observing and interpreting the pictures.

¹³ Mohamad Subaidi bin Abdul Samat dan Azlina Abdul Aziz, "The Effectiveness of Multimedia Learning in Enhancing Reading Comprehension Among Indigenous Pupils," *Arab World English Journal* 11, no. 2 (15 Juni 2020): 290–302, <https://doi.org/10.24093/awej/vol11no2.20>.

¹⁴ Munawir, Ainur Rofiqoh, dan Ismi Khairani, "Peran Media Interaktif Dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran SKI di Madrasah Ibtidaiyah," *Jurnal AL-AZHAR INDONESIA SERI HUMANIORA* 9, no. 1 (2024): 63–71.

¹⁵ Apriani Safitri dan Kabiba Kabiba, "Penggunaan Media Gambar dalam Meningkatkan Minat Belajar Siswa Kelas IV di SD Negeri 3 Ranomeeto," *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan* 20, no. 1 (2020): 334–46, <https://doi.org/10.30651/didaktis.v20i1.4139>.

¹⁶ Mirnawati Mirnawati, "Penggunaan media gambar dalam pembelajaran untuk meningkatkan minat baca siswa," *Jurnal Didaktika* 9, no. 1 (2020): 98–112, <https://jurnaldidaktika.org/contents/article/download/14/12>.

¹⁷ Mayer, *Multimedia Learning*.

¹⁸ Wolfgang Schnotz dan Maria Bannert, "Construction and interference in learning from multiple representation," *Learning and Instruction* 13, no. 2 (April 2003): 141–56, [https://doi.org/10.1016/S0959-4752\(02\)00017-8](https://doi.org/10.1016/S0959-4752(02)00017-8).

¹⁹ Yasir Mubarak, Dadang Sudana, dan Zamzam Nurhuda, "Penggunaan Media Gambar dalam Meningkatkan Kemampuan Membaca Anak Usia 6-7 Tahun," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (16 Desember 2023): 6843–54, <https://doi.org/10.31004/obsesi.v7i6.5555>.

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

3. The teacher uses the pictures as a starting point to build classroom interaction and discussion. Students are encouraged to use the learned words in sentences that describe or explain the picture.
4. The teacher shows the relationship between the picture and the words in a way that facilitates students' understanding.
5. The teacher observes and evaluates students' understanding of Arabic vocabulary through their responses to the pictures.
6. The teacher encourages students to use their creativity to create or select pictures that can represent or illustrate the studied words.
7. Teachers integrate picture media in learning projects where students can use pictures to compose Arabic presentations that involve extensive use of vocabulary.

Mastering Arabic vocabulary is an important aspect of effective language proficiency in daily communication, good language proficiency involves not only an understanding of grammar and syntax, but also a strong command of a wide and varied vocabulary.²⁰ This mastering includes not only the use of everyday words, but also technical and literary terms that enrich expression in language use. Empirical studies show that the mastering of Arabic vocabulary is closely related to the level of Arabic fluency and competence.²¹ A good understanding of vocabulary affects one's ability to read, write, and speak Arabic fluently and precisely. This is reinforced by the finding that good language skills are significantly correlated with deep vocabulary mastery.²²

Mastering Arabic vocabulary is also an important focus in second or foreign language learning. Studies highlight the importance of systematic and structured vocabulary learning to improve students' communicative abilities in Arabic. By understanding the structure and meaning of vocabulary, students can more easily master speaking, listening, reading, and writing skills in Arabic.²³

Here are some indicators of Arabic vocabulary mastery for primary school children:

1. Can identify and explain the meaning of the Arabic words learned.
2. Able to use the Arabic words learned in simple sentences.
3. Can connect Arabic words with pictures.
4. Can choose the right Arabic words to describe certain objects, activities, or situations.
5. Can repeat Arabic words correctly and fluently.

²⁰ Hunaidu dan Sabae Mahlani, "Pengaruh penguasaan kosakata bahasa arab terhadap kemampuan berbahasa arab siswa pondok darul arqam muhammadiyah punnia pinrang," *Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2019): 75–92.

²¹ Thamer Alharthi, "Investigating the Relationship Between Vocabulary Knowledge and FL Speaking Performance," *International Journal of English Linguistics* 10, no. 1 (10 Desember 2019): 37, <https://doi.org/10.5539/ijel.v10n1p37>.

²² Raja Muhammad Ishtiaq Khan et al., "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners," *SSRN Electronic Journal*, 2018, <https://doi.org/10.2139/ssrn.3151128>.

²³ Abebaw Dessalew Bayabel dan Nuru Mohammed Tahir, "The effect of vocabulary learning strategy training on vocabulary strategy use," *ELT Forum: Journal of English Language Teaching* 12, no. 3 (30 November 2023): 184–97, <https://doi.org/10.15294/elt.v12i3.71568>.

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

B. Method

This research employs a quantitative approach with a quasi-experimental design and was conducted with 2nd-grade students at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang. The study involved both teachers and 2nd-grade students as subjects. The focus of this research is the impact of picture media on the mastery of Arabic vocabulary among these students. Data collection methods included observation and tests, while data analysis was carried out using descriptive percentage analysis and statistical analysis with the assistance of SPSS Windows version 25.0.

C. Findings and Discussion

Validity and Reliability Test

Instrument Steps for Using Picture Media Test

The validity and reliability of the instrument indicators for the steps of using image media at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang were tested. The validity of each statement item in the questionnaire was assessed using item analysis, which involves correlating the score of each question item with the total score, derived from the sum of all statement item scores. The validity test in this study was conducted using the Product Moment technique (Pearson's Correlation) with the assistance of the Statistical Product and Service Solution (SPSS) 27 for Windows software. The results of the instrument validity test are shown in the table below:

Table 1. Validity Test Results Instrument Steps for Using Picture Media

No	Statement	R-Count	R-Table	Note
1	Item I	0.951	0.361	√
2	Item II	0.959	0.361	√
3	Item III	0.874	0.361	√
4	Item IV	0.963	0.361	√
5	Item V	0.921	0.361	√
6	Item VI	0.959	0.361	√
7	Item VII	0.963	0.361	√

The criteria for determining the validity of the questionnaire items are based on whether the r-count value exceeds the r-table value, which is 0.361 for a sample size (n) of 30. According to the output in the table above, the r-count values for all 7 questionnaire items are greater than the r-table value, indicating that all 7 statement items are valid.

The reliability of the research instrument is evaluated using the Cronbach Alpha coefficient, which reflects the internal consistency of the items within a variable. The results of the reliability test are displayed in the table below:

Table 2. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.977	7

The value of an instrument is said to be reliable if the Cronbach's Alpha value is greater than 0.70. The reliability test results in the table above show that

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

the indicator instrument for the steps of using image media at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang with a value of 0.977 is greater than 0.70. So, it can be concluded that the indicator instrument for the steps of using image media at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang is reliable.

Mastering Arabic Vocabulary Instrument Test

Validity and reliability testing were conducted on the instrument indicators for Arabic vocabulary mastery at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang. The validity of each statement item in the questionnaire was assessed through item analysis, correlating the score of each question item with the total score, which is the sum of all statement item scores. This validity test was performed using the Product Moment technique (Pearson's Correlation) with the assistance of the Statistical Product and Service Solution (SPSS) 27 for Windows software. The results of the validity test for the instrument are shown in the table below:

Table 3. Validity Test Results Mastering Arabic Vocabulary Instrument

No	Statement	R-Count	R-Table	Note
1	Item I	0.961	0.361	√
2	Item II	0.955	0.361	√
3	Item III	0.885	0.361	√
4	Item IV	0.954	0.361	√
5	Item V	0.919	0.361	√

The criteria for determining the validity of questionnaire items require that the r-count value exceed the r-table value, which is 0.361 for a sample size (n) of 30. According to the table above, the r-count values for all 5 questionnaire items are greater than the r-table value, indicating that all 5 statement items are valid.

The reliability of the research instrument is measured by the Cronbach Alpha coefficient, which reflects the internal consistency of the items that make up a variable. The results of the reliability test are shown in the table below:

Table 4. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.962	5

The value of an instrument is said to be reliable if the Cronbach's Alpha value is greater than 0.70. The reliability test results in the table above show that the Arabic vocabulary mastery indicator instrument at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang with a value of 0.962 is greater than 0.70. So, it can be concluded that the Arabic vocabulary mastery indicator instrument at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang is reliable.

Arabic Vocabulary Mastery PreTest & PostTest Instrument

The validity and reliability testing of the PreTest and PostTest questions for Arabic vocabulary mastery at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang was conducted. The validity of each item in the questionnaire was evaluated using item analysis, which involves correlating the score of each

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

question item with the total score, calculated as the sum of all item scores. This validity test was performed using the Product Moment technique (Pearson's Correlation) with the assistance of the Statistical Product and Service Solution (SPSS) 25 for Windows software. The results of the validity test are presented in the table below:

Table 5. Validity Test Results Arabic Vocabulary Mastery PreTest & PostTest Instrument

No	Statement	R-Count	R-Table	Note
1	Item I	0.969	0.380	√
2	Item II	0.951	0.380	√
3	Item III	0.889	0.380	√
4	Item IV	0.937	0.380	√
5	Item V	0.885	0.380	√
6	Item VI	0.969	0.380	√
7	Item VII	0.889	0.380	√
8	Item VIII	0.951	0.380	√
9	Item IX	0.969	0.380	√
10	Item X	0.885	0.380	√

The criteria for determining the validity of questionnaire items specify that the r-count value must be greater than the r-table value, which is 0.380 for a sample size (n) of 25. According to the table above, the r-count values for all 10 items in the questionnaire exceed the r-table value, confirming that all 10 statement items are valid.

The reliability of the research instrument is evaluated using the Cronbach Alpha coefficient, which indicates the internal consistency of the items that constitute a variable. The results of the reliability test are shown in the table below:

Table 6. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.981	10

An instrument is considered reliable if the Cronbach's Alpha value exceeds 0.70. The reliability test results shown in the table above indicate that the test instrument at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang, with a value of 0.981, is well above the 0.70 threshold. Therefore, it can be concluded that the PreTest and PostTest instrument for Arabic Vocabulary Mastery at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang is reliable.

Normality Test

Table 7. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.111	20	.200*	.974	20	.831
PostTest	.162	20	.178	.959	20	.531

*. This is a lower bound of the true significance.

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

a. Lilliefors Significance Correction

In this study, the Shapiro-Wilk test was used to assess normality since the sample size was fewer than 30 respondents, specifically 20. The criteria for significance in a two-sided test require the result to be greater than 0.05, indicating a normal distribution. The normality test results for the pre-test and post-test scores showed Shapiro-Wilk significance values of 0.831 for the pre-test and 0.531 for the post-test, both of which are greater than 0.05. This indicates that the data for the variables are normally distributed.

T Test

In this study, the researcher used SPSS Windows version 25.0 for data analysis. A paired samples t-test was conducted, and the results are displayed in the table below. Hypothesis testing was performed to determine whether variable X has an effect on variable Y. If the significance value is less than 0.05, H_0 is rejected, and H_a is accepted. Conversely, if the significance value is greater than 0.05, H_0 is accepted, and H_a is rejected.

The following section presents the table and the results of the hypothesis testing using the SPSS Version 25.0 program:

Table 8. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest- PostTest	-12.600	7.044	1.575	-15.897	-9.303	-7.999	19	<.001

Based on the statistical table above, the paired t-test results using SPSS version 25 show a significance value of 0.001 with a significance level of 0.05. Since 0.001 is less than 0.05, it can be concluded that H_0 is rejected and H_a is accepted. Therefore, this indicates that the use of picture media has an effect on the 2nd grade students at Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang.

The study conducted at the Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang provides valuable insights into the effectiveness of picture media in enhancing students' mastery of Arabic vocabulary. The use of visual aids in language learning is well-documented to aid comprehension and retention, as images can provide contextual cues that help learners associate words with meanings.²⁴ In this study, picture media served as a crucial tool for bridging the gap between abstract Arabic vocabulary and concrete understanding among second-grade students. The results showed a significant improvement in vocabulary acquisition, as evidenced by students' ability to recall, and correctly use new words, which underscores the role of visual media in facilitating language learning.²⁵

Moreover, the study highlights the importance of integrating relevant and representative images that align with the vocabulary being taught. The active engagement of students in observing and interpreting these images not only

²⁴ Schnotz dan Bannert, "Construction and interference in learning from multiple representation."

²⁵ Mayer, *Multimedia Learning*.

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

enhanced their interest and motivation but also encouraged interactive learning, a key component of effective educational practices. By involving students in discussions and interactions centered around the picture media, teachers could foster a more collaborative learning environment. The significant difference in pre-test and post-test scores, as analysed using SPSS, confirms the hypothesis that picture media positively affects vocabulary mastery. These findings are consistent with previous research indicating that multimodal learning approaches, which combine visual and verbal elements, enhance learning outcomes by catering to diverse learning preferences.

D. Conclusion

This study shows that the use of picture media significantly affects the mastery of Arabic vocabulary among 2nd students of Manarul Ilmi Al-Fajr Tanjungpinang Islamic Primary School. Picture media not only enriches the learning process by providing visual aids that help students understand new vocabulary better but also increases students' motivation and engagement in learning. This finding underscores the importance of selecting the right learning media to facilitate deeper understanding and a more interactive learning experience. In addition, using relevant and representative images can help students connect words to their daily life context, improving their ability to remember and use vocabulary effectively. By utilizing the power of visual media, teachers can create a more inclusive and collaborative learning environment, improving student learning outcomes. This research supports implementing a multimodal learning approach that combines visual and verbal elements to meet the various learning needs of students, as well as optimize Arabic language learning outcomes.

References

- Abdul Samat, Mohamad Subaidi bin, dan Azlina Abdul Aziz. "The Effectiveness of Multimedia Learning in Enhancing Reading Comprehension Among Indigenous Pupils." *Arab World English Journal* 11, no. 2 (15 Juni 2020): 290–302. <https://doi.org/10.24093/awej/vol11no2.20>.
- Alharthi, Thamer. "Investigating the Relationship Between Vocabulary Knowledge and FL Speaking Performance." *International Journal of English Linguistics* 10, no. 1 (10 Desember 2019): 37. <https://doi.org/10.5539/ijel.v10n1p37>.
- Amrullah, Ahmad Fikri. *Metodologi Pembelajaran Bahasa Arab*. Yogyakarta: Pustaka Diniyah, 2018.
- Arsyad, Azhar. *Bahasa Arab dan Metode Pengajarannya*. Yogyakarta: Pustaka Pelajar, 2003.
- . *Media Pembelajaran*. Jakarta: Rajawali Press, 2011.
- Bayabel, Abebaw Dessalew, dan Nuru Mohammed Tahir. "The effect of vocabulary learning strategy training on vocabulary strategy use." *ELT Forum: Journal of English Language Teaching* 12, no. 3 (30 November 2023): 184–97. <https://doi.org/10.15294/elt.v12i3.71568>.
- Bond, Melissa, Victoria I. Marín, Carina Dolch, Svenja Bedenlier, dan Olaf Zawacki-Richter. "Digital transformation in German higher education: student and

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

teacher perceptions and usage of digital media." *International Journal of Educational Technology in Higher Education* 15, no. 1 (28 Desember 2018): 48. <https://doi.org/10.1186/s41239-018-0130-1>.

Gemilang, Damar, dan Hastuti Listiana. "Teaching Media in the Teaching of Arabic Language/ Media Pembelajaran dalam Pembelajaran Bahasa Arab." *ATHLA : Journal of Arabic Teaching, Linguistic and Literature* 1, no. 1 (23 Desember 2020): 49–64. <https://doi.org/10.22515/athla.v1i1.3048>.

Hunaidu, dan Sabae Mahlani. "Pengaruh penguasaan kosakata bahasa arab terhadap kemampuan berbahasa arab siswa pondok darul arqam muhammadiyah punnia pinrang." *Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2019): 75–92.

Junaidi, Junaidi. "Peran Media Pembelajaran Dalam Proses Belajar Mengajar." *Diklat Review : Jurnal manajemen pendidikan dan pelatihan* 3, no. 1 (30 Juni 2019): 45–56. <https://doi.org/10.35446/diklatreview.v3i1.349>.

Khan, Raja Muhammad Ishtiaq, Noor Raha Mohd Radzuan, Muhammad Shahbaz, Ainol Haryati Ibrahim, dan Ghulam Mustafa. "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners." *SSRN Electronic Journal*, 2018. <https://doi.org/10.2139/ssrn.3151128>.

Kozma, Robert B. "Technology and Classroom Practices." *Journal of Research on Technology in Education* 36, no. 1 (September 2003): 1–14. <https://doi.org/10.1080/15391523.2003.10782399>.

Mayer, Richard E. *Multimedia Learning*. Cambridge University Press, 2009. <https://doi.org/10.1017/CBO9780511811678>.

Mirnawati Mirnawati. "Penggunaan media gambar dalam pembelajaran untuk meningkatkan minat baca siswa." *Jurnal Didaktika* 9, no. 1 (2020): 98–112. <https://jurnaldidaktika.org/contents/article/download/14/12>.

Mubarok, Yasir, Dadang Sudana, dan Zamzam Nurhuda. "Penggunaan Media Gambar dalam Meningkatkan Kemampuan Membaca Anak Usia 6-7 Tahun." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (16 Desember 2023): 6843–54. <https://doi.org/10.31004/obsesi.v7i6.5555>.

Muhson, Ali. "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI." *Jurnal Pendidikan Akuntansi Indonesia* 8, no. 2 (1 Desember 2010). <https://doi.org/10.21831/jpai.v8i2.949>.

Munawir, Ainur Rofiqoh, dan Ismi Khairani. "Peran Media Interaktif Dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran SKI di Madrasah Ibtidaiyah." *Jurnal AL-AZHAR INDONESIA SERI HUMANIORA* 9, no. 1 (2024): 63–71.

Safitri, Apriani, dan Kabiba Kabiba. "Penggunaan Media Gambar dalam Meningkatkan Minat Belajar Siswa Kelas IV di SD Negeri 3 Ranomeeto." *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan* 20, no. 1 (2020): 334–46. <https://doi.org/10.30651/didaktis.v20i1.4139>.

Schnotz, Wolfgang, dan Maria Bannert. "Construction and interference in learning from multiple representation." *Learning and Instruction* 13, no. 2 (April 2003): 141–56. [https://doi.org/10.1016/S0959-4752\(02\)00017-8](https://doi.org/10.1016/S0959-4752(02)00017-8).

The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang

Sung, Yao-Ting, Kuo-En Chang, dan Tzu-Chien Liu. "The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis." *Computers & Education* 94 (Maret 2016): 252–75. <https://doi.org/10.1016/j.compedu.2015.11.008>.

Wulandari, Amelia Putri, Annisa Anastasia Salsabila, Karina Cahyani, Tsani Shofiah Nurazizah, dan Zakiah Ulfiah. "Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar." *Journal on Education* 5, no. 2 (2023): 3928–36. <https://doi.org/10.31004/joe.v5i2.1074>.