



## APPLICATION OF IMAGE MEDIA IN ARABIC VOCABULARY WRITING SKILLS

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Received: April 2025

Accepted: Mei 2025

Published: Juni 2025

### Abstract :

*This study aims to describe learning media in the form of pictures can be a support for students in the Arabic language learning process, Pictures are one of the learning media and teaching materials, Image media is a learning resource and teaching materials that can make learning more contextual, concrete, meaningful, in accordance with the constructivist learning paradigm. With picture media, it will overcome the difficulty of writing Arabic vocabulary in class IV MI Nurul-Huda Banjarmasin. In addition, this study also aims to analyze the writing ability of Nurul Huda Banjarmasin students after using picture media as a learning stimulus. This study uses a qualitative descriptive approach with data collection techniques in the form of observation, in-depth interviews, and documentation. The data was analyzed using an interactive analysis model. The results of the study showed that learning planning was prepared with a structured syllabus and lesson plans. The implementation of learning uses a series of pictures media as many as five pictures to stimulate students' creativity and imagination in writing. Image media has proven to be effective as a visual aid that can facilitate students in expressing ideas in writing, strengthen their understanding of language structure, and increase their interest and motivation to learn. Thus, image media can be used as a strategic alternative in teaching writing skills in Arabic language learning.*

**Keywords :** Image Media, Vocabulary Writing Skills, Arabic.

### INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. ( Sasongko, Denis Guritno Sri. 2018)

Therefore, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

As the times develop, the rules of world life are increasingly changing, in fact these changes have developed rapidly and have progress in education. The development of this media can make it easier for teachers in the learning and teaching process. Indeed, according to Daryanto, learning media is a tool that can help the learning process that functions to clarify the meaning of the message conveyed in learning so that learning goals can be achieved. (Daryanto, 2012)

Therefore, in general, media is related to tools that help the learning process, and make it easier for teachers in the teaching and learning process so that students understand it. The importance of using media in schools should be a concern for teachers.



Arabic is very difficult, especially in grade IV at MI Nurul-Huda Banjarmasin, students still cannot write Arabic letters, for example, writing Arabic starts from the right, but students still write from the left, such as Indonesian vocabulary and the reading is different from Indonesian. therefore it makes it difficult for students to learn Arabic Vocabulary, thus making students lazy to learn Arabic.

The factors that affect learning are the methods applied by teachers in the delivery of Arabic Vocabulary Learning Materials in grade IV at MI Nurul-Huda Banjarmasin only using the Lecture Method. So that the students are not interested in learning Arabic Vocabulary. There are also other factors that are that the media used by teachers is still limited to whiteboards and textbooks, so that students are less interested and not enthusiastic in learning Arabic Vocabulary.

One of the learning media that can be used in writing skills is drawing media. Picture media is flexible and can be adapted to situations and conditions. Image media is a learning medium that is suitable for learning Arabic Vocabulary. This learning media with pictures can provide creativity, and stimulation for Arabic students in seeing a picture that will be used as writing. Image media is used as a tool as a substitute for an object that cannot be seen in real and direct view. (Fitri, Jayanti, Fachrurazi, 2020)

Based on interviews with Arabic teachers, the writing ability of Arabic learners in grade IV at MI Nurul-Huda Banjarmasin is still low. Problems that arise such as (1) the use of spelling and punctuation by students is still inappropriate, (2) there are still difficulties in grammar and the use of appropriate words and (3) students lack in exploring their thoughts into writing, because the teaching material is only fixed on textbooks.

According to Indriyani, learning media is very influential in the learning process. Learning media helps students in providing the material they want to convey to students so that the material can be digested and stimulates students' cognitive power. (Indriyani, 2019)

This requires teachers to be more active and creative in carrying out learning so that the desired goals are right on target. One of them is using Image Media to increase students' interest and enthusiasm in Arabic vocabulary writing skills.

## **RESEARCH METHOD**

This type of research is descriptive, using a qualitative method approach. The qualitative method is research that focuses more on describing the state of the nature or essence of the value of a certain object or phenomenon. Qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and man-made, which pays more attention to the characteristics, quality, and relationships between activities.

The approach taken in this study is a descriptive qualitative approach. Descriptive research is data collected in the form of observations, words (interviews), pictures (documentation), not numbers, which aim to describe or explain events that occur in the present. The description of the event is carried out in a systematic manner and emphasizes factual data. (Sukmadinata, 2006))

Therefore, qualitative research is a part of the research procedure that produces descriptive data in the form of words or words from people and observable behaviors. The qualitative method seeks to reveal the various uniqueness contained in individuals, groups, communities, and organizations in daily life in a comprehensive, detailed, deep, and scientifically accountable manner.

This research is located at MI Nurul-Huda Banjarmasin, which is located in Mantuil, South Banjarmasin District, Banjarmasin City, South Kalimantan Province. The subjects of this study are the principal, fourth grade Arabic teacher, and fourth grade students of MI Nurul-Huda Banjarmasin. The object of this research is the Use of Image Media which consists of how to use Image Media, as well as supporting and inhibiting factors in the use of Image Media in Writing Arabic vocabulary at MI Nurul-Huda Banjarmasin.

In this study, a series of qualitative data analysis activities carried out by the researcher include data reduction, data presentation (display data), and conclusion (conclusion or verification data). (Sugiono, 2016)

The data validity check technique used by the researcher is to use the technique of triangulation of related sources to school principals, Arabic teachers in grade IV, students at MI Nurul-Huda Banjarmasin to find out how to use image media for Arabic vocabulary writing skills in grade IV. In addition, it also uses data validity checks using the conclusion of interview data, and observations obtained from students, principals, and Arabic teachers so as to obtain reliable data.

## **FINDINGS AND DISCUSSION**

This data was obtained based on data that had been collected and explored in depth by the researcher with the subject, namely the teacher of Akidah Akhlak grade IV, the principal of MI Al-Hidayah and grade IV students using observation, interview and documentation techniques.

### **Planning, Implementation, and Evaluation of Learning with Image Media in Arabic Vocabulary Writing Skills**

#### **Learning Planning**

Based on the results of an interview conducted by the researcher with a 4th grade Arabic teacher, Mrs. Ulfah said that *"at the learning planning stage, the teacher prepares a Learning Implementation Plan or lesson plan that has been adjusted to the syllabus and also adjusted to the material contained in the 4th grade Arabic book. The lesson plan used is a complete lesson plan adapted to curriculum 13."* With the RPP, learning will be more directed and make it easier for teachers to carry out learning. In addition, Mrs. Ulfah also prepared materials related to Vocabulary/Mufradat that will be studied so that when learning will be carried out using Image Media as a learning resource.

The learning implementation plan or lesson plan is an important part in the learning process. Therefore, before carrying out the teaching and learning process, grade IV teachers make lesson plans first. From the results of the interview I conducted with the fourth grade teacher, it was stated that the lesson plan that the teacher used always referred to the syllabus and was

adjusted to the material in the fourth grade Arabic book. The lesson plan used by teachers is a lesson plan consisting of opening, core and closing activities.

Therefore, there are several things that are prepared by teachers before carrying out learning activities, including Learning Materials, Learning Methods, Learning Resources, and Learning Evaluation.

### **Learning Implementation**

The implementation of learning is a form of implementing learning planning that teachers have prepared carefully. The more mature the learning plan is made, the better the learning process using Image Media learning resources will be. In the implementation of learning, teachers' skills in mastering the material are also a very important role to be able to achieve success in the teaching and learning process.

For the implementation time, it is not carried out every week, this is based on the results of an interview with a grade IV Arabic teacher at MI Nurul-Huda Banjarmasin who stated "*that learning using puzzle media is not done every day but is only done every time entering Arabic vocabulary learning*".

Based on the results of observations made by the researcher directly on the implementation of learning Arabic vocabulary writing skills in class IV MI Nurul-Huda Banjarmasin using image learning media, it is divided into three activities, namely opening, core and closing activities.

### **Learning Evaluation**

Learning evaluation is an activity to collect in-depth data about students' abilities that can be used to find out the learning outcomes of students. Evaluation is very important to find out whether the goals that have been designed have been achieved or not, the material delivered to students can be understood or not and the methods and media used are appropriate or not.

Based on observations, in learning using image media learning resources, teachers hold oral tests, and written tests. To measure students' understanding of the material presented. Oral tests held by teachers are in the form of questions asked during learning activities. This oral test is used by teachers to assess student activity and measure student knowledge. For example, "*what pictures are these children like?*" Then the students answered the picture. For the written test in vocabulary learning, the teacher gives assignments in the form of questions for students to work on and then collected to the teacher personally. For example, "*What is the Arabic language of elephants?*". Then students write in their respective books.

After the researcher presents the data that has been collected, the author will describe the data analysis according to the data findings from the research results that answer the focus of the research. The discussion presented by the author is as follows:

### **Image Media**

Picture media is a learning medium with illustrations or a series of pictures. Image Media can also provide an overview of objects that cannot be seen directly, such as objects, living things, events or places. (Anitah, 2012)

Sulistyo stated that image media is a learning medium that aims to show

an object or event and is representative of an object. (Sulistyo, 2011) Meanwhile, according to Sakaky, image media is a graphic media that presents a lot of explanations compared to verbal. (Scott, 2015) Educators must be able to determine the right images to be used as learning media.

From the various descriptions that have been explained, it can be concluded that bland media is a type of graphic media that can provide convenience for educators in describing or explaining the material to be delivered. Pictures can also provide a real explanation in the depiction of something.

### **Writing Skills**

Writing is an expression that is written on paper that contains feelings or messages that the writer wants to convey to the reader. Writing is a communication tool with the aim of informing, explaining, and entertaining. Writing is the activity of stringing a word into a meaningful sentence that can be read by the reader. (Dalman, 2016)

In addition, Kusumaningsih stated that writing is a creation of a word to convey a message or idea. Writing activities for peserta didik are expected to be able to create a writing that is in accordance with the purpose of writing. Conveying messages or ideas through writing is very effective, to shorten the time if you can't meet. Writing can represent feelings or expressions that the writer wants to express to the reader. (Kusumaningsih, 2013)

Saddhono and Slamet stated that writing is an activity of exploring the thoughts about the things they see or feel that are written with the structure and elements of authorship, so that the reader can easily understand the author's intentions. The writer can communicate what and how is in his mind. (Saddhono and Slamet, 2014)

From the opinions presented above, it can be concluded that writing skills are a writer's activity that is directly related to thoughts and feelings by arranging them in the structure and elements of writing so that readers can easily understand an intention, purpose and message of the writer.

Basically, writing activities are carried out to communicate indirectly. The author writes down all his ideas or ideas, and the reader is invited to understand the writer's thinking pattern, so that the reader can be on the same page as the writer. The author influences the reader about a thing or information described by the author. (Kusmana, 2014)

### **Vocabulary**

Vocabulary means vocabulary or in Arabic known as mufradat and in English it is called vocabulary is a set of words that is known by someone or others, or is part of a certain language, in other words the definition of Arabic vocabulary is a vocabulary that is known and owned by a group of people in Arabic.

Zahrotun Fajriah described that what is meant by mastery of Arabic vocabulary is a person's ability to use or utilize the words they have in communicating and interacting with others using Arabic (Fajriah, 2015).

Therefore, in learning, students are not required to understand and master

all vocabulary but are limited to subject matter that is adjusted to the specified curriculum so that there is no maximum target of how many words students must master, so that learning activities can run optimally.

### **Arabic**

According to cognitive theory, learning is defined as a learning process built by teachers to develop creativity in thinking that can increase students' ability to construct new knowledge as an effort to increase good mastery of the material

In addition, according to Linda, learning is basically a process of activities that are carried out in an organized and orderly manner, running logically and systematically following previously agreed rules. Each learning is not a one-sided projection of the teacher's wishes, but rather a manifestation of various desires wrapped in a curriculum (Linda, 2022).

According to Hidayat, there are two events that are interrelated and there are interactions that influence and support each other in learning, namely learning and teaching. Learning in general means a process of behavior change that includes knowledge, understanding, skills, attitudes and so on, due to the interaction of individuals with the environment. Learning can also be understood as a process of a person's efforts to get a change in behavior as a whole as a result of experience and interaction with his environment (Hidayat, 2012)

According to Noermanzah, learning Arabic is also important when we will develop four language skills, namely speaking, listening, reading, and writing (Noermanzah, 2019)

From some of the definitions of learning above, it can be concluded that learning is a process of activities that are carried out in an orderly and orderly manner. Learning Arabic like other languages and sciences, has a model in its learning. It is hoped that with the right learning model will produce success as well as the planned learning objectives. In this case, the competence of Arabic teachers plays an active and very influential role as one of the important roles in learning.

The purpose of learning Arabic in Madrasah is to encourage, guide, develop and foster skills and foster a positive attitude towards Arabic both receptive and productive. Receptive ability is the ability to understand Arabic texts and understand speech. Productive ability is the ability to use Arabic as a means of communication, both oral and written (Farida, 2019).

Arabic Language Learning is a discipline that consists of various aspects of the main skills in it. These main skill aspects include listening skills (Maharah al-Istima'), speaking skills (Maharah al-Kalam), reading skills (maharat al-qiraah), and writing skills (Maharah al-Kitabah) (Chairunnisa, 2020).

## **CONCLUSION**

This study shows that the use of image media in Arabic language learning, especially in vocabulary writing skills, has a positive impact on increasing the

motivation and writing ability of grade IV students at MI Nurul-Huda Banjarmasin. Image media acts as a visual aid that is able to stimulate students' creativity, imagination, and interest in writing. With careful planning, structured learning implementation (through opening, core, and closing activities), and evaluations that include oral and written tests, teachers can facilitate more effective and enjoyable learning.

The advantage of using picture media also lies in its ability to concretize abstract concepts and help students understand the structure of language contextually. In addition, this media has also proven to be able to overcome the limitations of lecture methods that were previously dominant and considered less attractive by students.

Therefore, image media can be used as an alternative strategy in overcoming obstacles to learning Arabic and improving the quality of student learning outcomes, especially in vocabulary writing skills.

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