

The Use of Instructional Media to Improve Arabic Language Skills among Islamic Boarding School Students

Saadatu Mukarromatil Arifah¹, Syamsidar binti Halim²

¹Universitas Islam Syarifuddin Lumajang, ²Institut Pendidikan Guru Kent Tuaran, Malaysia

 syarief.a.arifa@gmail.com¹, Syamsidarhalim@gmail.com²

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Abstract:

Arabic language learning in Islamic boarding schools often faces challenges, especially in developing students' speaking skills. One major factor is the limited use of varied instructional media, which can make learning monotonous and less engaging. This situation reduces students' motivation, participation, and confidence in speaking Arabic. Therefore, this study aims to analyze the use of visual media in improving Arabic speaking skills among students at Syarifuddin Islamic Boarding School, Lumajang. This research employed a qualitative approach with a descriptive design. Data were collected through classroom observations, semi-structured interviews, and document analysis to obtain comprehensive insights into the implementation of visual media in Arabic language instruction as well as students' responses to its use. The primary research participants were Arabic language teachers, while students functioned as supporting informants. Data analysis involved data reduction, data display, and conclusion drawing to ensure validity and accuracy. The findings show that the use of visual media, including pictures, instructional videos, and vocabulary cards, has a positive impact on students' Arabic speaking skills. Visual media attract students' attention, increase motivation and active participation, and help them understand vocabulary and sentence structures more easily. In addition, students demonstrate greater confidence, fluency, and willingness to express ideas orally in Arabic during learning activities. This study contributes to Arabic language education by offering an effective instructional alternative to enhance speaking skills. The results are expected to serve as a reference for educators in developing innovative, engaging, and sustainable Arabic learning practices in Islamic boarding schools in diverse educational contexts.

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INTRODUCTION

Arabic language learning is essential not only for understanding Islamic religious sources such as the Qur'an and Hadith, but also for fostering comprehensive language proficiency that supports global communication and scholarly engagement. However, in many Islamic educational contexts, including pesantren, learners often face significant difficulties in mastering speaking skills /maharah kalam, which are considered the most challenging aspect of language acquisition due to limited opportunities for meaningful oral practice and monotonous instructional methods (M. Hadi Sutiyo, 2024). Research has shown that incorporating visual media in language classrooms can enhance learning outcomes by increasing motivation, engagement, and comprehension, thereby facilitating better acquisition of oral skills (Novianty et al., 2025) Furthermore, studies on audio-visual instructional tools demonstrate positive effects on students' speaking and overall linguistic proficiency (Nuraini et al., 2024; Hepni, 2022; Syifa & Djamilah, 2025) Specifically, visual media has been linked to improved student enthusiasm and effective communication development in Arabic learning contexts (Vandayo & Hilmi, 2024; Rohman & Nuryana, 2022) Given these findings, analyzing the role of visual media in enhancing santri's speaking skills in Pondok Pesantren is both relevant and necessary.

Various studies show that poor foreign language speaking skills, including Arabic, are influenced by a lack of confidence, limited vocabulary, and teacher centered learning (Hasanah, R., & Fitri, A. 2021). Speaking skills require active and contextual communicative practice so that students are able to express ideas verbally (Brown, 2007; Abna, N., & Nawawi, N. 2018). A number of studies have found that the use of visual media such as images, videos, and animations can improve comprehension, enrich vocabulary, and encourage students to speak more confidently (Mayer, 2009; Al-Seghayer's, 2011) research proves that visualization helps Arabic language learners understand the context of speech more effectively. In addition, the use of visual media in foreign language learning has been proven to increase classroom interaction and student oral participation (Canning Wilson, 2000; Arsal, F. R., Hermawan, A., & Kosim, N. 2024). Other studies also show that visual media can create a pleasant learning atmosphere, thereby reducing anxiety about speaking (Dornyei, 2014; Hafidz, M., & Sari, D. 2023). Thus, visual media has a significant contribution to improving speaking skills through communicative and meaningful language learning.

The purpose of this study is to analyze the use of visual media in improving the Arabic speaking skills of students at the Syarifuddin Islamic Boarding School in Lumajang. This study aims to determine the initial condition of the students' Arabic speaking skills before the application of visual media in learning. In addition, this study aims to identify the types of visual media used by teachers in the Arabic learning process and how they are applied in the classroom. This study also aims to analyze the effect of visual media use on improving students' courage, fluency, and accuracy in speaking Arabic. Furthermore, this study aims to determine the students' responses and motivation to learn through the use of visual media in speaking skills learning. Thus, the results of this study are expected to provide practical contributions for Arabic language teachers in developing more communicative, interesting, and effective learning strategies, as well as serving as a reference for Islamic boarding school educational institutions in improving the quality of Arabic language learning in a sustainable manner.

The preliminary conclusion of this study indicates that the use of visual media is believed to play an important role in improving the Arabic speaking skills of students at the Syarifuddin Islamic Boarding School in Lumajang. Visual media is thought to help students understand the meaning of vocabulary and the context of language use more concretely, making it easier for them to express their ideas verbally. In addition, the use of visual media is believed to create a more interesting, interactive, and less monotonous learning atmosphere, thereby

increasing the students' courage and confidence to speak Arabic. Learning, which previously focused on memorizing vocabulary, is expected to become more communicative through the use of contextual visual media. Thus, visual media is believed to function not only as a tool for delivering material, but also as a stimulus that encourages students' active involvement in speaking practice. These arguments will be further proven through observation data, interviews, and documentation during the research process.

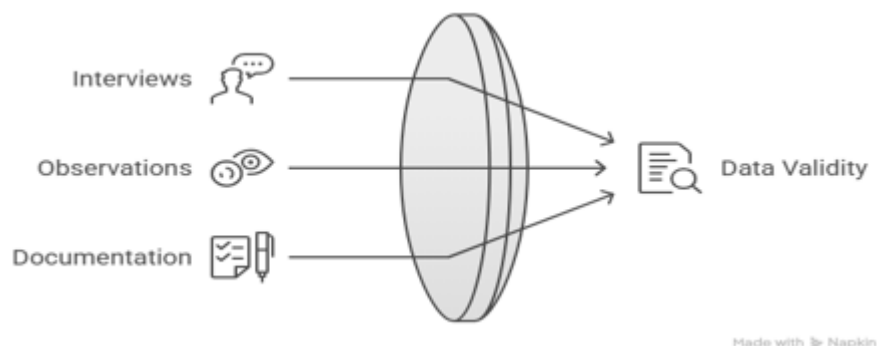
RESEARCH METHODS

This research was conducted at Syarifuddin Islamic Boarding School in Lumajang regency. The selection of this school is based on the challenges in the utilization of technology in the learning process. This is due to the pesantren policy that prohibits students from bringing personal devices. This research uses a qualitative method with a descriptive approach, which aims to explain social conditions accurately by collecting and analyzing data from natural situations (Abdussamad, 2021; Arikunto, S. 2019). Data analysis techniques in the research include collection, condensation, data presentation, and conclusion drawing and verification (Mujaahid Al Islaam & Husnan, 2023).

Data validity testing in this study was carried out through triangulation of techniques and sources, by comparing interview, observation, and documentation data (Maulidin, Januar, & Surya, 2024; Sugiyono 2019) related to technological innovation policies and practices. Source triangulation is done by using different methods but from the same source, so that data can be cross-checked to ensure its validity in the context of Islamic education management in pesantren.

Figure 1

Triangulation for Data Validity



This study involved several administrators of the Syarifuddin Islamic boarding school, teachers, students, and related parties as sources of information. The boarding school administrators were selected as the main informants due to their central role in the implementation of boarding school management, while teachers and staff provided insights into the internal dynamics and policies of the boarding school. Students also acted as informants regarding their involvement in the use of technology in learning. Informants were selected selectively to ensure the relevance and completeness of the data (Hasmirati, 2025).

RESULTS AND DISCUSSION

Results

The results of the study indicate that the use of visual media in Arabic language learning at the Syarifuddin Islamic Boarding School in Lumajang has a positive impact on improving the speaking skills of students. Based on initial observations, Arabic language learning before

the application of visual media was still dominated by lecture methods and memorization of vocabulary without adequate communicative practice. This situation resulted in relatively low verbal participation among students, as they tended to be passive listeners. Students tended to respond to questions only when called on by the teacher and rarely expressed their opinions spontaneously. In addition, verbal interaction among students was almost non-existent, thus limiting opportunities to practice courage, fluency, and accuracy in speaking Arabic.

After the teacher applied visual media in the form of contextual images, simple conversation videos, and vocabulary cards in Arabic language learning for three consecutive meetings, there was a significant increase in the students' speaking activity. Based on classroom observations, the percentage of students actively involved in speaking activities increased from around 32% at the beginning to 68% after the use of visual media. Students not only answered the teacher's questions but also began to express their opinions verbally, imitate dialogues from learning videos, and practice conversations in pairs using simple Arabic. In addition, students appeared more enthusiastic and focused during the learning process. The teacher's observation sheet noted that spontaneous participation among students increased, as evidenced by the number of students asking questions, responding to their friends' comments, and actively engaging in verbal interactions in the classroom.

The increase in the students' speaking activity was also reflected in the results of the oral assessment of Arabic speaking skills. Based on the evaluation data, the students' average score increased from 67 to 83 on a scale of 100 after the use of visual media. Before the use of visual media, around 68% of students had not reached the minimum passing grade (KKM), which indicated a low level of oral speaking ability. However, after learning using visual media was implemented, the percentage of students below the MCC decreased significantly to 19%. Arabic teachers reported improvements in the pronunciation of Hijaiyah letters, which were previously often incorrect, as well as an increase in students' ability to construct simple sentences more accurately and fluently.

Table 1

Enhancement of Students' Arabic Speaking Skills through the Use of Visual Instructional Media

Aspect	Before Using Visual Media	After Using Visual Media	Notes
Percentage of students actively speaking	32%	68%	Based on classroom observation; includes answering questions, imitating dialogues, and practicing paired conversations
Spontaneous student participation	Low	High	Evident from the number of students asking questions, responding to peers, and engaging in verbal interactions
Average oral speaking score	67	83	Scale 100; indicates improvement in oral speaking skills
Percentage of students below minimum passing grade (KKM)	68%	19%	Shows significant improvement in students' speaking abilities
Pronunciation of Hijaiyah letters	Frequently incorrect	Improved	Teacher reported better pronunciation of previously mispronounced letters

Aspect	Before Using Visual Media	After Using Visual Media	Notes
Simple sentence construction	Less accurate	More accurate and fluent	Students were able to construct simple sentences correctly and fluently
Student enthusiasm and focus	Low	High	Based on teacher observation; students showed higher engagement and concentration during learning
Types of visual media used	Not used	Contextual images, simple conversation videos, vocabulary cards	Implemented systematically over three consecutive sessions

Data from interviews with Arabic teachers shows that the use of visual media makes it easier to explain the context of Arabic usage in a more concrete and realistic way. Teachers said that presenting Arabic vocabulary and expressions through contextual images and conversation videos helps students understand the meaning of words without always having to translate them into Indonesian. This enables students to remember vocabulary more quickly and understand its use in everyday conversation. Teachers also explained that when students understand the context visually, the speaking practice process becomes smoother and less confusing. In addition, teachers assessed that the classroom atmosphere became more lively, interactive, and enjoyable, as students appeared more enthusiastic and actively involved compared to previous lessons, which tended to be monotonous.

The results of interviews with students showed a very positive response to the use of visual media in learning Arabic speaking skills. Most students stated that they felt more confident and were no longer afraid of making mistakes when speaking Arabic in class. Some students revealed that they had previously felt hesitant and embarrassed to speak, but after using pictures and videos, they became more courageous to try. One student said that “pictures and videos help me remember vocabulary and make me more confident to speak in front of my friends.” Another student also stated that visual media made it easier for them to understand the conversation situation, so they were not confused when they had to construct sentences. These findings show that visual media plays an important role in reducing anxiety when speaking and increasing students' confidence.

The documentation collected during the research further reinforced the findings from observations and interviews regarding the use of visual media in Arabic language learning at the Syarifuddin Islamic Boarding School in Lumajang. Photos of classroom activities show that students did not just sit passively, but actively discussed in small groups, pointed at pictures, and practiced simple dialogues using Arabic. These interactions showed an increase in verbal participation and confidence in speaking among students. In addition, documentation of learning tools such as mufradāt cards, picture slides, and short conversation videos provides clear evidence that visual media are used systematically and deliberately by teachers. These tools not only support vocabulary comprehension but also help students understand the context of conversations, making the learning process more effective, engaging, and interactive.

Theoretically, the findings of this study indicate that visual media serve as a very important cognitive scaffolding in Arabic language learning for students at the Syarifuddin Islamic Boarding School in Lumajang. By combining visual stimuli, such as pictures, vocabulary cards, and conversation videos, with spoken language, students can associate word

meanings and sentence structures more concretely. This approach is in line with Paivio's Dual Coding theory, which states that information processed through visual and verbal channels simultaneously is easier to remember. In addition, Mayer's Multimedia Learning theory also supports this finding, whereby a combination of visual and audio elements can improve understanding and long-term memory. In practice, the use of visual media makes it easier for students to remember vocabulary, understand the context of conversations, and construct sentences in oral communication. Visual media also encourages active student engagement, reduces anxiety about speaking, and creates a more meaningful and enjoyable learning experience.

Thus, the results of this study confirm that the use of visual media in Arabic language learning has a significant effect, not only in improving academic speaking skills, but also in changing the dynamics of the classroom to be more communicative, interactive, and enjoyable. Visual media allows students to be more actively involved in learning, from imitating dialogues, discussing with friends, to spontaneously constructing sentences. The use of images, videos, and vocabulary cards provides a real context that makes it easier for students to understand the meaning of vocabulary and sentence structure, so that learning is no longer merely rote memorization. In addition to improving speaking skills, visual media also plays a role in reducing students' anxiety, increasing their confidence, and encouraging collaboration among students. These findings show that teachers not only act as conveyors of material, but also as facilitators who design creative and contextual learning experiences. Thus, visual media has proven to be effective as a key strategy in teaching Arabic speaking skills to students at the Syarifuddin Islamic Boarding School in Lumajang.

Discussion

The findings of this study indicate that the use of visual media in Arabic language learning at the Syarifuddin Islamic Boarding School in Lumajang has significantly improved students' speaking skills (Hartati Siti, Nugraha Rendi, 2023; Muhaimin, A. 2025). Before the implementation of visual media, classroom activities were dominated by lecture methods and rote memorization of vocabulary, resulting in low verbal participation. Students were largely passive, responding only when prompted and rarely engaging in spontaneous verbal communication. This aligns with (Brown's 2007; Nurrisa Fahriana et.al., 2025) argument that speaking skills require active, contextual, and communicative practice, which cannot be adequately developed through teacher-centered methods alone. The study shows that the absence of interactive strategies limits opportunities for students to practice fluency, accuracy, and confidence in speaking Arabic.

After the application of visual media such as contextual images, simple conversation videos, and vocabulary cards for three consecutive sessions, students' active participation increased from 32% to 68% (Maulida, H., & Fadhillah, N. 2023; Faruq, 2022). Students not only responded to teacher questions but also expressed opinions, imitated dialogues, and practiced paired conversations. This supports Canning (Wilson's, 2000); Haki Ulfatun et.al., 2024) findings that visual aids enhance classroom interaction and oral participation. Interviews and observation sheets confirmed that students appeared more focused, engaged, and confident. The results suggest that visual media facilitates an active learning environment where communicative language use is naturally encouraged.

The improvement in speaking skills was further reflected in oral assessment scores, which rose from an average of 67 to 83. The proportion of students below the minimum passing grade decreased from 68% to 19%. Teachers reported that students' pronunciation of Hijaiyah letters and sentence construction became more accurate and fluent. This outcome supports (Mayer's 2009; Arsyad, A.,2020) Multimedia Learning theory, which emphasizes that

combining visual and auditory information enhances comprehension and retention, making learning more meaningful and effective. The systematic use of visual media allowed students to associate vocabulary and sentence structures with concrete contexts, facilitating better oral communication.

Interviews with teachers and students highlighted that visual media functions as cognitive scaffolding. (Wulandari, N., & Yusuf, F. 2022). Teachers noted that visual cues helped clarify contextual meanings of vocabulary and expressions, making speaking practice smoother and more understandable. Students reported increased confidence and reduced anxiety, aligning with (Dörnyei's 2014; Harmer, J. 2007) observation that engaging and visually rich learning environments can lower speaking anxiety. (Rahmad, M. et.al., 2022, Lululk, 2024; Rini Nuraini et.al., 2024) These findings demonstrate that visual media does not merely support memorization, but also fosters meaningful language interaction, confidence, and active participation in the classroom.

Theoretically, these results confirm that visual media is highly effective in supporting *maharah kalām* through dual coding processes. According to Paivio's Dual Coding Theory, simultaneous processing of verbal and visual information strengthens memory and understanding. (Fitria, L. 2022; Pamessangi, M. 2019) Combined with Mayer's Multimedia Learning principles, the integration of images, videos, and vocabulary cards creates an enriched learning experience that enhances retention, fluency, and communicative competence. (Richards, J. C. 2008; Siti Hafsa et.al., 2024) In conclusion, the study underscores that visual media not only improves academic speaking performance but also transforms classroom dynamics, making Arabic learning more interactive, enjoyable, and conducive to meaningful communication for santri at the Syarifuddin Islamic Boarding School.

CONCLUSIONS

The results of this study indicate that the use of visual media in Arabic language learning at the Syarifuddin Islamic Boarding School in Lumajang has a significant positive effect on students' speaking skills. Visual media, such as contextual images, simple conversation videos, and vocabulary cards, effectively increased students' active participation, confidence, and fluency in speaking Arabic. Oral assessment scores improved from an average of 67 to 83, and the percentage of students below the minimum passing grade (KKM) decreased from 68% to 19%. These findings confirm that visual media functions as cognitive scaffolding, facilitating the understanding of vocabulary and sentence structures, which supports Paivio's Dual Coding Theory and Mayer's Multimedia Learning Theory.

This study also demonstrates that visual media not only enhances speaking skills but also transforms classroom dynamics into a more interactive, communicative, and enjoyable learning environment. Students appeared more enthusiastic, focused, and confident when using Arabic in discussions and paired activities. Teachers acted as facilitators who designed contextual learning experiences, moving away from rote memorization. The practical implication of this study is that Arabic language teachers in pesantren are encouraged to integrate visual media consistently into learning sessions to improve student participation, fluency, and oral confidence.

For future research, it is recommended to conduct more in-depth studies involving larger sample sizes or comparing the effectiveness of various types of visual media, including animations and interactive digital tools. Further studies can also explore the long-term impact of visual media on speaking skills and other language competencies such as writing and listening. Overall, this study contributes to the development of innovative, communicative, and technology-based Arabic teaching methods while providing empirical evidence to guide

teachers and researchers in enhancing the quality of Arabic language learning in pesantren settings.

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