

Effectiveness of Illustrated Poster–Sticker Media on Elementary School Students’ Vocabulary Memorization

Efektivitas Media Poster-Stiker Bergambar terhadap Hafalan *Mufrodat* Siswa SD

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Abstract

Arabic learning in elementary school plays an important role in building the foundation of language skills, particularly in mastering *mufrodat* (vocabulary). However, students often experience difficulties in memorizing and recalling vocabulary due to conventional teaching methods and the limited variety of learning media. This study aims to examine the effectiveness of illustrated poster–sticker media in improving students’ ability to memorize Arabic vocabulary. The research employed a quasi-experimental method with a one-group pretest–posttest design involving 15 fourth-grade students of Saudah class at SDIT Imam Syafii Cendikia Pekanbaru. Data were collected through pretest and posttest assessments and analyzed using the Wilcoxon test, yielding a significance value of 0.003. The findings indicate a significant improvement between the pretest mean score (52) and posttest mean score (98), demonstrating that poster–sticker media is effective in enhancing students’ vocabulary memorization. The integration of visual elements and simple activities aligns with multimodal learning principles that strengthen memory retention. The novelty of this study lies in the simultaneous integration of posters and stickers as an innovative approach to vocabulary instruction in elementary-level Arabic learning.

Keywords: Dual Coding Theory, *Mufrodat*, Multimodal Learning Theory, Visual Media.

ملخص

يؤدي تعليم اللغة العربية في المرحلة الابتدائية دورًا مهمًا في بناء الأساس اللغوي لدى المتعلمين، ولا سيما في إتقان المفردات. إلا أنَّ التلاميذ غالبًا ما يواجهون صعوبة في حفظ المفردات وتذكرها بسبب اعتماد طرائق تدريس تقليدية وقليلة التنوع في الوسائط التعليمية. يهدف هذا البحث إلى اختبار فعالية استخدام وسائط الملصقات والملصقات المصوّرة في تنمية قدرة التلاميذ على حفظ مفردات اللغة العربية. اعتمدت الدراسة المنهج شبه التجريبي بتصميم الاختبار القبلي والبعدي لمجموعة واحدة على عيّنة مكوّنة

من ١٥ تلميذاً من الصف الرابع (شعبة سودة) في مدرسة SDIT إمام شافعي سنديكيا بكانبارو. جُمِعت البيانات من خلال اختبار قبلي وبعدي، ثم حُلِّلت باستخدام اختبار "ويلكوكسون"، وبلغت قيمة الدلالة ٠.٠٠٣. أظهرت النتائج وجود تحسّن دالّ بين متوسط الدرجة القبليّة (٥٢) والبعديّة (٩٨)، مما يدل على فعالية وسائط الملصقات والملصقات اللاصقة في مساعدة التلاميذ على حفظ المفردات. ويتوافق دمج العناصر البصرية والأنشطة البسيطة في هذه الوسائط مع مبادئ التعلّم المتعدد الأنماط التي تعزّز الذاكرة. وتكمن جودة هذه الدراسة في الدمج المتزامن بين الملصقات والملصقات اللاصقة بوصفه ابتكاراً في تعليم المفردات في المرحلة الابتدائية

الكلمات المفتاحية: المفردات، الوسائط البصرية، التعلّم متعدد الأنماط، نظرية الترميز المزدوج

Introduction

Arabic holds a fundamental role in elementary education, not only as the foundation for communication skills but also as a means of instilling Islamic values¹. In the context of formal education, Arabic instruction in elementary schools provides an initial foundation for fostering interest and language proficiency from an early age. At this developmental stage, children are in the golden period of language acquisition, during which their ability to absorb and imitate sounds, vocabulary, and language structures is still very high².

In Arabic language learning, four main skills must be mastered, all of which rely on one crucial foundation: the mastery of *mufrodat* (vocabulary). The quality of students' language proficiency is greatly determined by the quantity and quality of the vocabulary they possess³. Limited vocabulary mastery prevents students from correctly understanding texts and makes it difficult for them to receive and express ideas, thoughts, and feelings⁴. Therefore,

¹ Akhiril Pane, "Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam," *Jurnal Pengembangan Ilmu Komunikasi Dan Sosial* 2, no. 1 (2018): 77-88.

² Imam Kurniawan, Anung Al Hamat, and Abdul Hayyie Al Kattani, "Metode Pembelajaran Kreatif Mata Pelajaran Bahasa Arab Untuk Kelas 1 Sekolah Dasar Islam," *Idarah Tarbawiyah: Journal of Management in Islamic Education* 2, no. 1 (2021): 13-20, <https://doi.org/http://ejournal.uika-bogor.ac.id/index.php/JIEM>.

³ Rahmawati Rahmawati, "The Influence of Vocabulary Skills and Sentence Structure w the Ability to Write a Paragraph Description of Vocational Students," *Hortatori: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 1, no. 1 (2017): 61-67, <https://doi.org/10.30998/jh.v1i1.36>.

⁴ Silvia Sandi Wisuda Lubis, "Pemanfaatan KBBI Daring Sebagai Upaya Peningkatan Penguasaan Kosakata Bahasa Indonesia," *SeBaSa* 6, no. 2 (2023): 403-15, <https://doi.org/http://ejournal.hamzanwadi.ac.id/index.php/sbs>.

efforts to improve students' vocabulary mastery are an inseparable part of the overall success of Arabic language learning.

However, the reality on the ground, based on observations and interviews at SDIT Imam Syafii Cendikia Pekanbaru, shows that elementary school students still face significant difficulties memorizing and retaining newly learned vocabulary, which is often quickly forgotten. This condition is caused by the dominance of conventional teaching methods (lectures, repetitive memorization, and writing without variation) and the lack of interactive media. Such approaches are not aligned with the characteristics of students at the operational stage. Concrete, which requires direct, visual, and enjoyable activities in order to learn meaningfully. Such learning conditions make students easily bored, unfocused, and less able to understand the meaning of the words they memorize⁵. Teachers tend to use printed materials or static images without engaging in physical activities. This situation demands that teachers be more creative in selecting instructional media that can motivate students and enhance their memory retention⁶.

Therefore, the selected instructional media should not merely serve as visual aids but must also function as interactive tools that stimulate students' emotional and cognitive engagement. In other words, media should not only help students receive information through sight or hearing, but also encourage them to think, interact, and actively participate in the learning process⁷.

Visual media is an effective way to support Arabic language learning. Visuals such as pictures, posters, and charts can capture attention, clarify concepts, and help students understand the material more easily⁸. Visual media can increase learning enthusiasm and help teachers present the material more innovatively. By adhering to principles of simplicity,

⁵ Rela Imanulhaq and Ichsan, "Analisis Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Operasional Konkret 7-12 Tahun Sebagai Dasar Kebutuhan Media Pembelajaran," *Jurnal WANIAMBEY: Journal of Islamic Education* 3, no. 2 (2022): 126-34.

⁶ Andi Rifqah et al., "Efektivitas Media Kartu Bergambar Terhadap Peningkatan Hafalan Kosa Kata Bahasa Arab Bagi Siswa Kelas VIII MTS Negeri 1 Makassar," *JIIIC: JURNAL INTELEK INSAN CENDIKIA* 2, no. 10 (2025): 17054-70, <https://doi.org/JIIIC: JURNAL INTELEK INSAN CENDIKIA> <https://jicnusanantara.com/index.php/jiic>.

⁷ Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha: Arabic Language Education Journal* 2, no. 2 (2020): 63-77, <https://doi.org/https://ejournal.inaifas.ac.id/index.php/alfusha/article/view/358> MEDIA.

⁸ Roslizawati Saad, Harun Baharudin, and Nik Mohd Rahimi Nik Yusoff, "The Use of Digital Teaching Tools to Support Arabic Speaking Skills in Secondary School: A Systematic Literature Review," *Educational Process: International Journal* 17 (2025): 1-28, <https://doi.org/10.22521/edupij.2025.17.404>.

clarity, and appropriate use of color, visual media can make the learning process more engaging and support the development of Arabic language skills⁹.

To address difficulties in vocabulary retention, innovative media that combine visual and interactive elements are needed. Illustrated Poster Media effectively presents information through simple visual representations, helping students connect Arabic words to real objects or concepts while strengthening visual memory¹⁰. Meanwhile, Illustrated Sticker Media is implemented through a sticking activity game that involves physical (kinesthetic) movement and social interaction among students. This learning approach, which integrates visual and kinesthetic elements, aligns with two main theories:

1. Dual Coding Theory (Paivio): This theory explains that information is processed through two main channels that work in parallel: the verbal channel (involving words, text, and sound) and the visual channel (involving images, diagrams, or symbols)¹¹. When both channels are activated simultaneously during the learning process, information becomes easier for learners to understand and remember¹². The use of media that integrates text and images, such as illustrated posters and stickers, enables students to connect the meaning of words with their visual representations, making vocabulary learning more concrete and engaging. The combination of visual and verbal codes has been proven to strengthen the processes of encoding and recall significantly¹³. Thereby improving vocabulary comprehension and students' long-term memory retention¹⁴. Therefore, the application of illustrated poster-sticker media in this research is reinforced by Dual Coding Theory, which supports the effectiveness of visual-verbal combinations for Arabic vocabulary retention.

⁹ Eka Safitri and Ihsan Sa'dudin, "The Use of Visual Media in Maharatah Al-Kalam Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (2019): 72–89, <https://doi.org/10.24042/albayan.v11i1.3784>.

¹⁰ Nuzula Laila Utami, Neta Dian Lestari, and Riswan Aradea, "Efektivitas Penerapan Media Poster Dalam Pembelajaran Di Sekolah: Studi Literatur," *Journal of Innovation in Teaching and Instructional Media* 5, no. 1 (2024): 310–23, <https://doi.org/10.52690/jitim.v5i1.999>.

¹¹ James M. Clark and Allan Paivio, *Dual Coding Theory and Education*, *Educational Psychology Review*, 2007, <https://doi.org/10.1007/BF01320076>.

¹² Wan Zulkifli and Wan Kassim, "Utilizing Dual Code Theory and Animated Images to Enhance ESL Students' Vocabulary Learning," *The English Teacher* 47, no. 3 (2018): 81–91.

¹³ Citra Kurniawan et al., "Improving Language Teaching and Learning Process with Dual Coding Theory Approaches," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 7, no. 8 (2022): 281–89, <https://doi.org/http://journal.um.ac.id/index.php/jptpp/>.

¹⁴ Christ Billy Aryanto, "Do You Remember the Words? Dual-Coding Method on Long-Term Memory," *Jurnal Psikologi* 19, no. 4 (2020): 314–22, <https://doi.org/10.14710/jp.19.4.314-322>.

2. Multimodal Learning Theory:

The multimodal learning approach places strong emphasis on integrating various modes of representation—such as visual, verbal, and physical actions—to enrich the learning experience and ensure that information is processed through more than one sensory channel¹⁵. This integration is essential so that material can be understood and remembered more deeply by students¹⁶. By adopting this theory, learning becomes more meaningful because it enhances students' cognitive and affective engagement¹⁷. Specifically, in the context of Arabic language learning at the elementary level, the combination of activities such as viewing images, reading Arabic text, attaching stickers, and performing small physical movements allows students to be involved holistically¹⁸.

Several previous studies have demonstrated the effectiveness of visual and interactive media in teaching *mufrodāt* (Arabic vocabulary). For example, the use of pictures, songs, and educational games has been shown to increase elementary students' interest in and understanding of the Arabic language¹⁹. Meanwhile, other studies found that the use of flashcard media can improve Arabic vocabulary memorization among *madrasah ibtidaiyah* students due to its visual and easy-to-remember nature²⁰.

Nevertheless, these studies generally focus on the use of a single type of visual media (such as flashcards or pictures) or employ qualitative approaches that emphasize motivational aspects. Meanwhile, the present study seeks to fill this gap and offer innovation through three main distinctive features:

¹⁵ Maria Paulina Rohi and Lusi Nurhayati, "Multimodal Learning Strategies in Secondary EFL Education: Insights from Teachers," *Veles Journal* 8, no. 2 (2024): 458–69, <https://doi.org/10.29408/veles.v8i2.26546>.

¹⁶ Petra Magnusson and Anna Lena Godhe, "Multimodality in Language Education – Implications for Teaching," *Designs for Learning* 11, no. 1 (2019): 127–37, <https://doi.org/10.16993/dfl.127>.

¹⁷ Luo Qian, "Integrating Multimodal Theory in English Vocabulary Pedagogy: Innovations and Insights in Junior High School Education," *English Language Teaching and Linguistics Studies* 6, no. 1 (2024): 117–28, <https://doi.org/10.22158/eltls.v6n1p117>.

¹⁸ Xiaoshuang Guo, "Multimodality in Language Education: Implications of a Multimodal Affective Perspective in Foreign Language Teaching," *Frontiers in Psychology* 14, no. October (2023): 1–10, <https://doi.org/10.3389/fpsyg.2023.1283625>.

¹⁹ Mualim Wijaya and Ulfatun Nabila Khoiri, "Effectiveness of Image Media, Songs, and Educational Games in Arabic Language Learning for Elementary School Students" 15, no. 2 (2024): 116–26, <https://doi.org/10.35891/sa.v15.i2.6111>.

²⁰ Nuzzulul Ulum, "Penggunaan Media Flash Card Untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Di Madrasah Ibtidaiyah Riyadhul Qori'in Jember," *Jurnal Pendidikan Dan Kajian Aswaja* 7, no. 1 (2021): 31–43, <https://doi.org/10.56013/jpka.v7i1.1067>.

1. Dual Media Integration: Integrating two physical media—illustrated posters and stickers—into a single vocabulary learning sequence, which does not rely on digital technology (internet or gadgets).
2. Kinesthetic Activation: Designing the learning process in the form of a sticker-pasting game that actively involves physical movement and social interaction, in alignment with the principles of Multimodal Learning and Dual Coding.
3. Empirical Approach: Employing a quantitative approach with a quasi-experimental method to empirically test the effectiveness of this media in improving students' vocabulary memorization, rather than merely examining learning motivation or interest.

Given the problem's background and the uniqueness of the media innovation, this study aims to examine the effectiveness of illustrated poster-sticker media in improving fourth-grade students' Arabic vocabulary memorization at SDIT Imam Syafii Cendikia Pekanbaru.

Results

This study employed a One-Group Pretest-pretest-posttest design involving a sample of 15 fourth-grade students from Class IV Saudah at SDIT Imam Syafii Cendikia Pekanbaru, selected through purposive sampling. The research instrument was a written test consisting of 10 vocabulary (mufrodat) items on the theme of transportation, with a very high reliability score ($\alpha = 0.890$). The treatment consisted of illustrated poster-sticker media.

The data collection results showed a substantial improvement in students' vocabulary skills:

Table 1. Vocabulary Test Scores

Type of Test	Highest Score	Lowest Score	Average
Pretest	100	10	52
Posttest	100	80	98

There was a highly significant increase in the average score from 52 (before the treatment) to 98 (after the treatment). The lowest posttest score (80) was even much higher than the pretest average (52), indicating the effectiveness of the illustrated poster-sticker media.

The Shapiro-Wilk normality test was used because the sample size was small ($n = 15$). The decision rule is: the data are considered non-normal if the Sig. (Significance) value is < 0.05

Table 2. Results of Normality Test

Type of Test	Sig. (Shapiro-Wilk)	Interpretation
Pretest	0,015	$< 0,05 \rightarrow$ the data are non-normal
Posttest	0,000	$< 0,05 \rightarrow$ the data are non-normal

Since the Sig. The values for both tests (0.015 and 0.000) are below 0.05; therefore, the pretest and posttest data are not normally distributed. This justifies the use of a nonparametric hypothesis test.

Because the data are not normally distributed, the improvement in learning outcomes was tested using the Wilcoxon Signed Rank Test, which is a nonparametric test for paired data.

Table 3. Results of Wilcoxon Signed Rank Test

Test Statistics	
	posttest - pretest
Z	-2,971 ^b
Asymp. Sig. (2-tailed)	,003

Decision Rules (Wilcoxon Test):

1. If the Asymp. Sig. Value is less than < 0.05 , then H_a is accepted.
2. If the Asymp. Sig. Value is greater than > 0.05 , then H_a is rejected.

Based on the statistical test results above, the Asymp. Sig. (2-tailed) value is 0.003. Since 0.003 is less than < 0.05 , it can be concluded that H_a is accepted. This means that there is a difference between the pretest and posttest vocabulary learning outcomes. Thus, it can also be concluded that the use of illustrated posters and sticker media is efficacious in improving vocabulary memorization among fourth-grade students in Class IV Saudah at SDIT Imam Syafii Cendikia Pekanbaru.

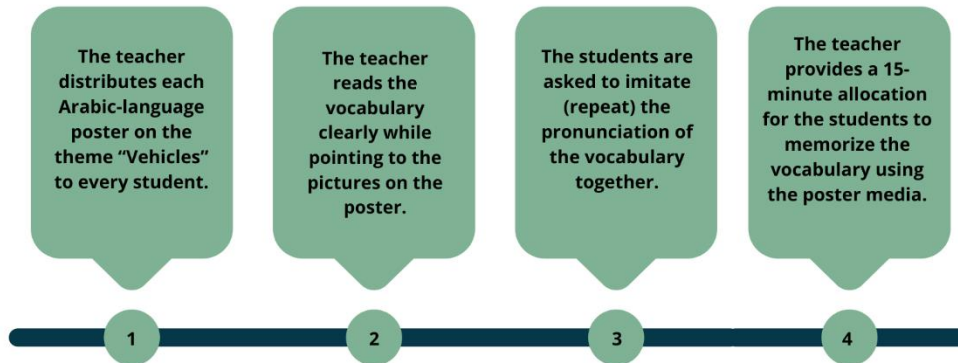
Discussion

The findings of this study demonstrate that illustrated poster-sticker media is efficacious in improving students' vocabulary memorization, as evidenced by the substantial increase in the average score (from 52 to 98). This effectiveness can be explained through the interaction between the characteristics of the media, the learning activities, and cognitive psychology theories..

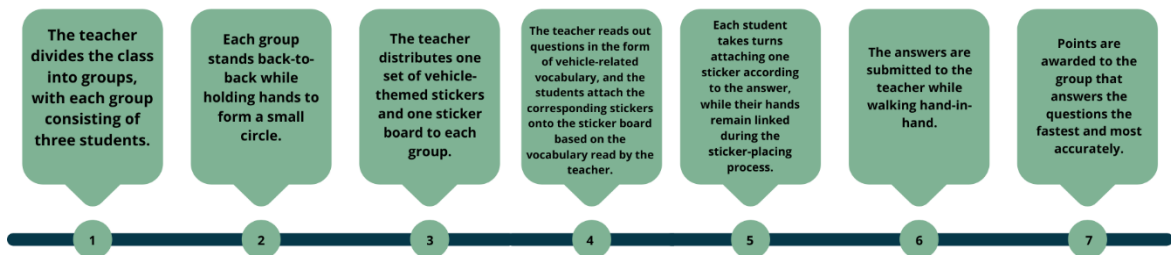
1. Analysis of Media Effectiveness

The increase in learning outcomes is driven by a learning process that activates multiple cognitive channels of the students. The sequence of student activities when using this media can be described as follows:

- Steps for using the poster media:



- Steps for using the illustrated sticker media



The poster media serves as a visual memory enhancer, while the sticker-attaching activity provides kinesthetic reinforcement, creating a concrete and enjoyable learning experience.

2. Synthesis with Previous Studies

These findings reinforce and expand the results of earlier studies regarding the effectiveness of visual media in vocabulary learning:

- Strengthening of Visual Theory:** The study by Nuzzulul Ulum (2022) on the use of flashcards found that students' vocabulary retention improved due to the medium's visual and easily memorable nature. The present study goes further by integrating visual media (posters and stickers) not only for memorization but also for interaction and movement, thereby strengthening the activation of Dual Coding Theory.
- Strengthening the Game-Based Aspect:** In line with the findings of Mualim Wijaya and Nabila Khoiri (2024), who discovered that educational games are effective in Arabic language learning, this study demonstrates that a simple game presented through a sticker-pasting activity—incorporating competition, teamwork (symbolized by holding hands), and fine motor skills—can catalyze long-term vocabulary retention.

- c. Multimodal Confirmation: The study's prominent uniqueness—namely, the use of physical media that simultaneously activate visual, verbal, and kinesthetic modes—provides empirical support for the Multimodal Learning Theory. This combination is effective at minimizing boredom and addressing students' difficulty in quickly forgetting vocabulary, as identified in the problem background.

Thus, the effectiveness of illustrated poster-sticker media stems not only from its visual appeal but also from its multimodal activity design, which is highly compatible with the cognitive and social developmental characteristics of fourth-grade students.

Conclusion

Based on the research findings and data analysis, it can be concluded that the use of illustrated poster-sticker media is highly effective in improving fourth-grade students' Arabic vocabulary memorization skills at SDIT Imam Syafii Cendikia Pekanbaru. This effectiveness is supported by a substantial increase in the average score, from the pretest (52) to the posttest (98), with a Wilcoxon Signed Rank Test significance value of 0.003 ($p < 0.05$). The improvement in memory retention occurs because the illustrated poster-sticker media successfully facilitates multimodal learning. The combination of visually engaging text and images, along with the physical sticker-pasting activity, simultaneously engages multiple cognitive channels (visual, verbal, and kinesthetic). This aligns with and reinforces the principles of Dual Coding Theory and Multimodal Learning Theory in the context of memory enhancement.

The implementation of illustrated poster-sticker media carries significant practical implications, namely: For Arabic Language Teachers: This media can serve as an innovative, low-cost, and low-tech alternative to conventional memorization methods, enabling a more interactive, enjoyable, and student-centered learning environment. For Schools: The findings of this study can serve as a basis for policy decisions on the provision of instructional media that support the developmental characteristics of elementary school students (the concrete operational stage). For Media Developers: This media provides an empirically tested model for integrating visual and kinesthetic elements into the design of vocabulary (*mufrodat*) learning.

This study has limitations that should be noted, namely: The study used a One-Group pretest-posttest quasi-experimental design; thus, no control group was used for comparison. The research sample comprised a single class (15 students) at SDIT Imam Syafii Cendikia Pekanbaru, so the generalizability of the results should be approached with caution.

Suggestions for Further Research: It is recommended to develop vocabulary (*mufrodat*) themes (such as school supplies or family members) to test the media's consistency in effectiveness. It is advised to examine the effectiveness of similar interactive media in developing other Arabic language skills, such as speaking (*maharah al-kalām*) or writing (*maharah al-kitābah*). Future studies should conduct similar research using a proper experimental design, such as a Pretest-Posttest Control Group Design, to comprehensively compare the effectiveness of illustrated poster-sticker media with conventional methods.

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