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## Enhancing Arabic Writing Skills Through Realistic Images at MI Hiyatul Ilmi

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### Abstract

*This study was motivated by the low Arabic writing proficiency among students at Madrasah Ibtidaiyah. Observations during the teaching and learning process revealed that the teacher relied solely on student worksheets (LKS) without incorporating appropriate instructional media. This lack of media use was considered a contributing factor to students' limited writing skills. The objectives of this study are twofold: first, to analyze the effectiveness of reality-based learning media in assessing students' Arabic writing skills; and second, to observe improvements in these skills following the implementation of reality image media in Arabic language instruction. This research employed Classroom Action Research (CAR) as the methodological approach. The study involved 22 students, comprising 14 boys and 8 girls. The research was conducted over two cycles, each involving planning, action, observation, and reflection stages. The findings indicate that the use of reality image media significantly enhanced students' Arabic writing skills. In the first cycle, the writing performance reached only 31.8%. However, after refining the approach in the second cycle, the achievement rose to 86.3%. The students' average score on the Arabic writing test reached 88.6, which exceeds the Minimum Mastery Criterion (KKM) set at 75. These results suggest that reality-based media can serve as an effective tool to support the development of Arabic writing proficiency at the elementary school level.*

**Keywords:** Writing Skill, Arabic Language, Reality Based Media

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## Introduction

Arabic language consists of four fundamental language skills: writing, listening, speaking, and reading. Among these, writing is considered the most advanced skill, as it involves complex processes and higher-level thinking. Various factors contribute to the uniqueness and challenges of writing in Arabic, such as its distinct writing direction compared to Indonesian [1]. These differences often become significant obstacles for students in developing their Arabic writing proficiency [1].

Accordingly, madrasah graduates are expected to acquire proficiency in Arabic writing, along with its supporting components, including the application of the *imla* (dictation) method. Based on classroom observations and interviews conducted with Arabic language teachers, it was found that students' Arabic writing competence remains below the expected standard [2]. Out of 22 students, 15 had not yet achieved the minimum mastery criteria in Arabic writing.

To address this issue, teachers are encouraged to implement more effective instructional methods, such as the use of reality-based visual media. This approach allows students to engage their imagination and express their thoughts through writing [3]. The integration of visual aids into the learning process has been shown to foster greater student motivation and participation.

Interview findings further revealed that in a third-grade Arabic class, 15 students were still struggling with basic Arabic writing skills. The primary challenges faced by the majority of students include difficulties in distinguishing between connectable and non-connectable letters, as well as recognizing that certain letters, such as *kaaf* and *yaa'*, undergo form changes when joined in script [4]. If left unaddressed, these difficulties may significantly impede the achievement of the intended learning outcomes. Therefore, it is imperative to adopt pedagogical approaches that are more comprehensible and engaging for students, thereby enhancing their ability to follow and succeed in Arabic language instruction.

## Method

This study employed a Classroom Action Research (CAR) design, which aims to improve students' Arabic writing skills through the use of realistic image media [5]. The research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection [6]. This systematic approach allowed the researcher to implement instructional strategies, monitor student progress, and refine the teaching process based on data collected from each cycle [7].

The research was conducted at MI Hayatul Ilmi, targeting third-grade students aged between 9 and 10 years old. A total of 22 students participated in the study, comprising 14 boys and 8 girls. The selection of this group was based on the observed need for improving their Arabic writing ability, especially in transferring oral or visual stimuli into written expressions [8].

Data collection techniques included observation sheets, student work samples, interviews with the Arabic language teacher, and written tests administered at the end of each cycle. These tools were used to measure improvements in writing accuracy, vocabulary usage, sentence structure, and the ability to construct coherent paragraphs [9].

The data were analyzed quantitatively and qualitatively. Quantitative analysis focused on the percentage increase in student achievement from the first to the second cycle, based on the Minimum Mastery Criteria (KKM) score of 75. Meanwhile, qualitative analysis explored students' engagement, response to the use of visual media, and changes in learning behavior.

## **Result and Discussion**

### **Theoretical Framework: The Nature of Writing Skills**

Writing is recognized as one of the essential language skills that allows individuals to communicate ideas and thoughts in written form, even when separated by time and space. As a productive language activity, writing serves not only as a medium of expression but also as a bridge for intellectual and cultural transmission across generations [2]. From a linguistic perspective, writing is a symbolic representation of speech that operates under a set of structured principles. These principles guide the use of patterned language symbols, enabling writers to convey meaning clearly and effectively. The reader, in turn, is expected to decode these symbols to grasp the message intended by the writer[3].

Beyond its functional role, writing is also a powerful tool for intellectual expression. Similar to reading, writing serves as a gateway to knowledge, a reflection of cognitive development, and a means of exploring and understanding human thought. Moreover, writing is often considered a form of creative energy—an outlet through which individuals articulate original ideas and insights. Anthropologists even assert that the emergence of written language marks the beginning of true historical consciousness, as it allows human experiences to be documented, preserved, and studied [4].

## Stages of Developing Arabic Writing Skills

To assess students' Arabic writing skills, specific indicators are needed. According to expert opinion, students are considered proficient in writing when they are able to:

- a. Transcribe words, sentences, or written texts into a notebook.

Imla (dictation) is particularly suitable for beginners, as it fosters accuracy and carefulness in reading, writing, and copying. For instance, students may copy text or sentences from a book or the board into their notebooks [10].

- b. Write down words, sentences, or texts that are dictated aloud.

The dictation method requires students to write down words or phrases they hear from the teacher. This method is especially appropriate for students who have a solid understanding of prior material, as it involves listening carefully and writing quickly and correctly [11].

- c. Provide written answers to oral questions.

This indicator refers to a form of imla assigned to students who have already acquired a strong grasp of teaching theories and are able to respond in writing to questions given orally [12].

- d. Arrange words into sentences.

Another writing skill indicator is the ability to form coherent sentences from separate words. Students must apply proper writing conventions and word placement to express ideas based on the given learning material [13].

- e. Construct sentences into paragraphs.

At this stage, students are trained – usually under guidance – to develop their essay-writing abilities. They begin to apply correct spelling and expand their vocabulary in Arabic, enabling them to organize ideas into cohesive paragraphs [14].

- f. Write free compositions.

This is the most advanced level, where students compose sentences or paragraphs independently without specific guidance. It requires a higher level of writing ability compared to the previous stages [15].

Based on these indicators, building Arabic writing skills involves several progressive stages. The process typically begins with exercises that develop students' precision in transcription [16]. Next, they practice writing dictated content by listening to the teacher and reproducing it without referring to the

original text. The ability to respond to oral questions in writing demonstrates their theoretical comprehension of instruction [17].

Students also learn to arrange words into meaningful sentences, paying close attention to proper word placement. Eventually, they advance to constructing well-organized paragraphs, which prepares them for writing complete essays. At this point, students are expected to have mastered correct spelling and a broad Arabic vocabulary [5].

### **Realistic Image Media**

The term medium, derived from the Latin word *media* and *medoe*, literally means an intermediary or a channel that facilitates the transmission of messages from the sender to the receiver [18]. In the context of education, media serves as a crucial tool for teachers to both motivate students and effectively deliver instructional content [6].

Each instructional medium possesses unique characteristics and advantages that make it suitable for specific teaching objectives. Media plays a key role in supporting students' comprehension of the subject matter and preventing the learning process from becoming monotonous [19]. It acts as a bridge for communication—both linguistically and visually—helping learners to see, interpret, and understand information. Moreover, educational media can be used to deliver messages in ways that enhance emotional engagement, capture attention, and stimulate cognitive activity [7].

Realistic image media refers to images that depict specific themes or topics and illustrate the relationships among the objects or elements within the image [20]. Based on various expert definitions, it can be concluded that realistic image media are complete visual representations that narrate a story or idea by logically arranging related images in sequence.

### **The Use of Realistic Image Media in Learning**

The integration of instructional media, particularly realistic images, should be tailored to students' developmental stages and the learning process itself. Merely providing identical stimuli or information repeatedly does not necessarily yield effective learning outcomes [8].

Jean Piaget, a renowned developmental psychologist, proposed that individuals think and learn in ways corresponding to their developmental stages. He identified four stages of cognitive development [9].

**Sensorimotor Stage (0–2 years):** Infants learn through sensory experiences and manipulating objects.

Preoperational Stage (2–7 years): Children engage in pretend play and develop memory and imagination but struggle with logical thinking and understanding other perspectives.

Concrete Operational Stage (7–11 years): Children become more adept at using logic and understanding concepts such as conservation and reversibility but still struggle with abstract ideas.

Formal Operational Stage (12 years and up): Adolescents develop the ability to think about abstract concepts, logically test hypotheses, and utilize deductive reasoning.

The concrete operational stage, encompassing children aged 7 to 11, is characterized by the ability to coordinate various characteristics of an object rather than focusing on a single feature [21]. At this stage, children develop the mental capability to perform concrete operations, which they previously could only do physically, and can also reverse these operations [22]. Their ability to classify objects into categories and understand relationships among parts is crucial to mastering the skills required at this stage [23].

This study focuses on students within the 7–11 age range, specifically third-grade students at MI Hayatul Ilmi, who are typically 9 to 10 years old. At this stage, children begin to refine their memory, particularly spatial memory, and develop classification and seriation skills [24]. Seriation refers to the concrete act of arranging stimuli in a quantitative dimension, such as size or number.

In the learning process, students gain various types of experiences. Edgar Dale proposed a model called the “Cone of Experience,” which emphasizes the levels of learning engagement and how different types of experiences—from direct, hands-on engagement to abstract verbal symbols—affect learning outcomes.

### **Advantages and Disadvantages of Image Media**

#### **a. Advantages of Image Media**

The advantages of using image media include:

1. **Concrete and Realistic:** Image media is more realistic in representing a topic compared to verbal media, making the information more tangible and easier to understand [25].
2. **Overcoming Spatial and Temporal Boundaries:** Images can transcend spatial and temporal limitations. For example, not all objects or events can be brought into the classroom, but image media can overcome these constraints [26].

3. Clarifying Observational Limits: Image media can present details that are not visible to the naked eye, such as a cell on a leaf, which cannot be seen without a microscope [27]. By using image media, these details can be clearly depicted in photos or drawings.
4. Clarifying Situations Across Different Fields and Age Groups: Image media can help clarify situations in various contexts and is suitable for all age groups, helping to avoid misunderstandings [28].
5. Affordable and Easy to Use: Image media is inexpensive, simple to use, and does not require specialized equipment [10].

In conclusion, image media has several advantages that make it an effective tool in teaching and communication. These advantages include: (a) Concrete and Realistic Representation: Image media offers a more concrete and realistic portrayal of issues compared to text-based media, helping learners to understand information and relate it to real-world situations; (b) Transcending Spatial and Temporal Limits: The ability to overcome spatial and temporal boundaries is another key strength. Image media allows the depiction of events that might be difficult to bring into the classroom; (c) Visualizing and Clarifying Complex Concepts: Image media provides a means of illustrating details that are hard to see directly, such as cells on a leaf, which may be invisible to those without corrective lenses [29]. This aids in explaining complex phenomena and concepts.

#### b. Disadvantages of Realistic Image Media

Some disadvantages of using realistic image media include:

1. Difficulty in Finding High-Quality Images: It can be challenging to find images that are both relevant to the topic and of good quality [30]. The right and high-quality image to match the lesson content may not always be available.
2. Size Limitations in Large Classes: The size of image media can be a limitation, especially in large classrooms [31]. All students may find it difficult to view the images clearly, especially in crowded settings.
3. Dependence on Visual Sense: Image media relies solely on the visual sense. This limitation can be problematic for students with visual impairments or for those who prefer different learning styles [11].

Overall, while image media has clear advantages, such as visual clarity and accessibility, it also comes with challenges like image quality, size limitations, and reliance on the visual sense [32]. Therefore, the use of image

media should be carefully considered based on the learning context and student needs.

According to Acep Hermawan, writing skills refer to the ability to describe or explain one's thoughts and feelings to the readers through written form. Meanwhile, Muhammad Mukhlis defines writing skills as a competence that is not innate but must be acquired through a learning process [33]. Therefore, it can be concluded that writing skills are abilities gained through the learning process to express one's thoughts in writing, making it comprehensible to the reader.

Learning is the process of acquiring a subject that leads to proficiency through experience, lessons, and teaching. Furthermore, Arabic language learning is the process through which students achieve a balanced mastery of the four language skills [34],[35]. After studying Arabic, students develop language proficiency and are able to speak Arabic fluently and accurately.

Realistic image media is a visual medium in the form of two-dimensional images that tell a story through a sequence, where one image connects with another [36],[37]. According to Rosyidi, "Realistic images, or what is often referred to as sequential images, are a series of images that depict a complete event."

## Result and Discussion

Based on observations in the third-grade classroom, the learning process tends to be monotonous or traditional, resulting in teacher-centered learning. Therefore, the researcher attempted to use realistic image media with the aim of improving the students' Arabic writing skills.

Furthermore, the results of implementing this research action by applying realistic image media to third-grade students at Madrasah Ibtidaiyah Hayatul Ilmi Depok in the Arabic language subject showed an improvement in the students' writing abilities. The following outlines the observed improvement in the students' Arabic writing skills. Can be seen in the table 1

**Table 1**  
**Data on Observation Improvement of Arabic Writing Ability**

No	Observed aspects	Cycle I	Cycle II	Presentation Completion
1	students who can copy reading texts or sentences in books or on the board	66,25%	81,2%	14,95%
2	students who can write reading texts or sentences read by the teacher	16,5%	62,5%	46%



	without looking at them first			
3	Students are able to organize, create or string together words so that they can express their thoughts/opinions in their entirety using good writing procedures and word placement.	7,5%	38,75%	31,25%

Based on Table 1.1 regarding the improvement in Arabic writing skills observation, three key aspects were evaluated: (1) the percentage of students who were able to copy text or sentences from a textbook or the board increased by 14.95% from Cycle I to Cycle II; (2) the number of students who could write down texts or sentences dictated by the teacher without first seeing them rose by 46%; and (3) students who were able to construct sentences effectively to express their thoughts or opinions clearly, with proper writing structure and word placement, improved by 31.25%. The data showing this improvement is illustrated in the following diagram:

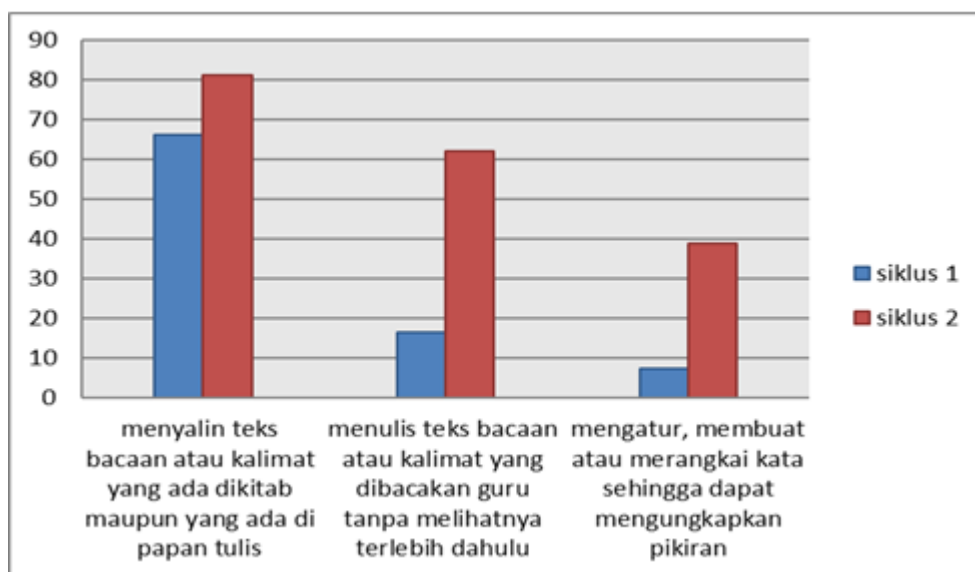


Figure 1: Data on improving Arabic writing skills of grade III students

Furthermore, related to the Arabic language ability value from cycles I and II to see the picture of the improvement in each cycle. It can be seen in table 1.2 below.

**Table 2**  
**Comparison percentage of Arabic writing ability**

	<b>Rated Aspect</b>	<b>Jumlah atau persentase</b>		
		<b>Pre Cycle</b>	<b>Cycle I</b>	<b>Cycle II</b>
1	Average student score	62,6	69,5	88,6
2	Number of students who completed	5	7	19
3	Number of students who didn't complete	17	15	3
4	Percentage of student who completed	22,7%	31,8%	86,3%
5	Percentage of students who didn't complete	77,2%	68,1%	13,6%

Based on the data in Table 2 regarding Arabic writing skills across the Pre-Cycle, Cycle I, and Cycle II stages, a significant improvement was observed. The evaluation focused on several aspects: (1) The average student score increased from 62.6 in the Pre-Cycle, to 69.5 in Cycle I, and rose further to 88.6 in Cycle II. The number of students who achieved mastery grew from 5 in the Pre-Cycle, to 7 in Cycle I, and significantly increased to 19 students in Cycle II. Conversely, the number of students who did not meet the passing criteria decreased from 17 in the Pre-Cycle, to 5 in Cycle I, and down to only 3 in Cycle II. The percentage of students who met the mastery criteria also showed a positive trend—rising from 22.7% in the Pre-Cycle, to 31.8% in Cycle I, and reaching 86.3% in Cycle II. Meanwhile, the percentage of students who did not achieve mastery dropped significantly from 77.2% in the Pre-Cycle, to 68.1% in Cycle I, and further down to 13.6% in Cycle II. The comparative data on students' Arabic writing proficiency can be seen in Graph 2 below.

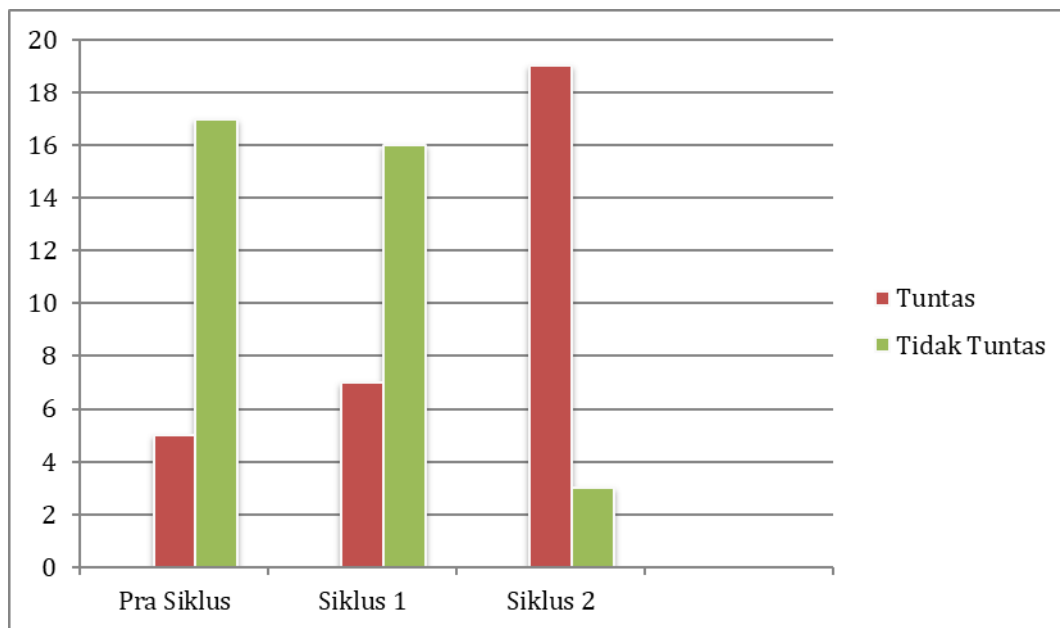


Figure 2: Comparison percentage of Arabic writing ability

According to the table above, students' average score in the Arabic writing test initially stood at 62.6 and increased to 88.6 by the second cycle. This improvement indicates that students became more proficient in processing the information delivered during the learning and research process.

In the first cycle, the researcher utilized realistic image media to teach a lesson on animal names. This cycle spanned two class sessions and resulted in a 31.8% increase in student proficiency. The evaluation showed that students responded positively to the researcher's engaging and guided writing instructions in Arabic.

For students who struggled, the researcher refrained from immediately introducing new vocabulary, opting instead to provide additional support. Despite a modest improvement, the results still fell short of the minimum mastery criterion (75), prompting the continuation into the second cycle.

In the second cycle, the topic "names of illnesses" was introduced, still using realistic image media. This time, student mastery reached 86.3%, meeting the predefined success criteria. Third-grade students at MI Hayatul Ilmi Depok demonstrated noticeable improvement in their Arabic writing skills through the use of this visual medium, with a 54% overall increase observed between the two cycles.

These findings align with theories highlighting the benefits of realistic image media, which include: (a) the ability to present content more concretely and realistically compared to text-based materials, making it easier for students to comprehend and relate to real-life situations; (b) overcoming spatial and temporal limitations by illustrating events that are otherwise difficult to present in the classroom; and (c) enhanced visualization of abstract concepts.

This is further supported by Jean Piaget's theory of cognitive development, particularly the concrete operational stage (ages 7–11), during which children develop the capacity to coordinate multiple characteristics and perform logical operations mentally [12].

Therefore, the use of realistic image media can serve as an effective educational tool for enhancing students' writing skills—especially in Arabic lessons focused on naming animals and illnesses. The progressive increase in student scores across cycles reflects the positive impact of instructional adjustments made throughout the study.

## Conclusion

The conclusions of this study are as follows:

The implementation of realistic image media in teaching has proven effective in enhancing students' Arabic writing skills at MI Hayatul Ilmi Depok. Based on the findings and data analysis presented in Chapter IV, there was a significant improvement in students' formative test scores, with the average increasing from 69.5 to 88.6, categorized as good.

The use of realistic image media contributes positively to improving students' Arabic writing proficiency, as observed during the learning process and reflected in their writing assessment results. By applying this visual media, the classroom environment became more dynamic and engaging, making it easier for students to comprehend the material being taught.

## Author Contributions

**Aulia Zachra Lestar:** Conceptualization, Methodology, Writing, review, editing, Supervision, Project administration. **Siskha Putri Sayekti:** Methodology, Writing – review and editing, Investigation.

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## Conflict of Interest

The authors declare no conflicts of interest.

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