

## THE USE OF POSTER MEDIA TO IMPROVE STUDENTS' ARABIC SPEAKING SKILLS AT SMP AL-HIKMAH 2 CIREBON

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### Abstract

*Learning Arabic speaking skills that takes place at SMP Al-Hikmah 2 Cirebon is not running optimally, because it is not given enough attention. By seeing students who like visual media, the use of learning media in the form of posters can be a solution to learning problems. The purpose of this study was to determine students' speaking skills before using poster media, to determine students' speaking skills after using poster media and to determine the improvement of students' speaking skills using poster media. This research uses a quantitative approach in the form of experimental research with a one group pretest-posttest research design by conducting a pretest and posttest and then comparing scores before using poster media and after using it. Samples were taken by purposive sampling technique. Data collection techniques with observation, documentation, and tests. And data analysis using t-test. The results showed that: 1) students' speaking skills before using poster media could be seen from the pretest score which had an average of 38.86 which was considered very low. 2) students' speaking skills after using poster media can be seen from the posttest score which has an average of 67.05 which is higher than the pretest score. 3) the results of the t test show that the value of t count > t table (18.456 > 2.074) and sig. (2-tailed) < 0.05 (0.000 < 0.05). So, it can be concluded that the use of poster media is effective in improving students' Arabic speaking skills at SMP Al-Hikmah 2 Cirebon.*

**Keywords:** Arabic Learning; Speaking Skills ; Poster Media

### INTRODUCTION

One of the important abilities or skills in Arabic is speaking skills. Speaking skills or *maharah al-kalam* is an ability related to the expression of opinions, ideas, ideas and feelings to others or what is often said to be communication either directly or indirectly. Looking at it in terms of its purpose as well, that the purpose of language is for communication and

communication is done through speaking. (Rohmawan, Saefuloh, and Durtam 2021) This skill needs to be developed in students, of course, adjusted to the level.

Learning a language basically has the meaning of learning for communication. Seeing this, in the process of learning Arabic should be directed at improving students' ability to communicate, especially oral communication. (Yunita and Pebrian 2020) Hermawan mentioned that speech skills are generally intended so that students can communicate verbally well and are not contrived or in reasonable circumstances. (Hermawan 2018) From here, it can be said that the basic and main purpose of learning a language is to communicate to others to provide information, ideas or ideas. In addition, speaking skills also have other purposes or intentions, namely inform, entertaining (*to entertain*), and inviting (*to persuade*). Or it can also be a combination of these intentions. (Hilmi 2021)

In *learning maharab kalam*, there are several levels, namely beginner level, intermediate level, and advanced level. (Rahmaini 2015) 1) Beginner level, at this level students only learn limited to simple patterns such as memorizing conversations with light conversation topics such as introductions, professions, and the like. 2) The intermediate level, at this level after the student has passed the beginner level, then rises to a more complex level by bringing up broader topics, such as discussing the points of mind of the text either from oral or written. 3) Advanced level, this level is a high level in the learning of speaking skills. This level is a form of actual conversation with a complex topic and the teacher only serves as the director of the conversation.

To increase students' interest in learning Arabic, of course, innovations are needed in appropriate learning, including the use of media. Media in Arabic language learning is inseparable from its function in learning language skills, ranging from listening, speaking, reading and writing skills. One of the skills that prioritizes student activity in communion is speaking skills. (Shafe'i 2020)

Learning media in the form of graphic or electronic tools used to process and convey visual or verbal information. Learning media is a tool in the form of tools used to facilitate the teaching and learning process. In language learning, media can be communicative, which means that the media serves as a means of connecting communication between teachers and students in transferring information. (Wahyuni 2020) With the media used by this teacher, it is hoped that it can improve students' skills,

especially in speaking skills. In this study, researchers were interested in using poster media, because they saw that students were more enthusiastic about visual media.

Poster media is a medium in the form of images that have attractive colors and designs. Poster media can be used in learning Arabic skills, one of which is speaking skills. The purpose of using posters in speaking learning (*kalam*) is to help students' reasoning power in explaining what they see from posters explained by expressions. (Ni'mah 2018) Poster media is an example of image media. Image media is a learning tool that is in the form of images and has meanings, events, or objects. Images include easy and cheap media that have great meaning in the value of a lesson. The interesting side of using image media in intermediate learning is that the learning process becomes more fun and attracts students' attention, besides that it can increase the abstract ability of students, and abstract ability is an effective and efficient way of learning. (Unsi 2014)

One of the problems that often exists in learning Arabic is that students are less active in class, especially in speaking Arabic. (Khasanah 2022) The same is true at SMP AL-Hikmah Cirebon. Arabic language learning that runs at Al-Hikmah Junior High School focuses more on reading and writing skills and on the other hand that is highly respected is the tahfidz program. As for speaking learning, it needs to be considered again, because the results of pre-observations made by researchers show that students are still weak in the practice of speaking Arabic. Students tend to be less active when learning Arabic especially when speaking Arabic skills material.

There are previous studies that are similar and relevant to this study, including research from Khasanah and Nisa', (Khasanah 2022) which examines the influence of snakes and ladders games on the increase in *maharah kalam* for grade 7 MTs. Research uses quantitative method *one group pretest-posttest design*. The results showed a significant influence of the use of snakes and ladders games on the increase in students' *maharah kalam*. Then research from Jamroh and Maula, (Jamroh and Maula 2022) which conducted research on the influence of the *mubasyarah* method in improving *maharah kalam* in the class of the superior program MTs. Research using qualitative and quantitative methods. The results of his research have the influence of *the mubasyarah* method in increasing *maharah kalam*. Then research from Hartanto, (Hartanto 2020) which examined the effectiveness of pantomime learning media to improve *maharah kalam*. The research used quantitative methods with a sample of class IX MTs students using technical analysis of t-test data. The results show

that there is an influence between before the application of pantomime games and after their application. And research from Wahyudi and Khofifah, (Wahyudi and Khofifah 2022) which examines *talking stick* media in learning maharah kalam in grade 10 MA. The method uses qualitative thinking by observation and viewing data documentation of student learning outcomes. The results showed that students achieved the "good" predicate in maharah kalam by using *talking stick* media, so there was an influence. From these studies, this research differs from several aspects, such as locus, the use of learning methods and media, to the research methods used. In this study, researchers used poster media to improve the ability to speak Arabic for students in grade 8 of SMP Al-Hikmah Cirebon, using a quantitative approach with *one group pretest-posttest design*. So, it can be said that this research is new research and is different from previous research.

From the background description above, researchers are interested in carrying out research related to students' speaking skills and using poster media to find out the influence between the two, which was carried out at SMP Al-Hikmah Cirebon. The purpose of this study is to find out students' Arabic speaking skills before using poster media, to find out students' Arabic speaking skills after using poster media and to find out the improvement of students' Arabic speaking skills using poster media.

## METHOD

This research uses a quantitative approach in the form of *experimental* research with a *one-group pretest-posttest* design research design by conducting *pretest* and *posttest* then comparing scores before using poster media and after use in learning. With the aim of treatment can be known more accurately because it can be compared with the circumstances before being treated. The population taken by the researcher was all grade 8 students of SMP Al-Hikmah 2 Cirebon for the 2022/2023 academic year, totaling 65 students. Meanwhile, samples were taken using *purposive sampling* techniques that could represent the population, namely class 8B which amounted to 22 students.

Data collection techniques with observation, documentation, and tests. Observations made are participant observations, by being directly involved in the learning process, with the aim of being able to find out the improvement of students' speaking skills using poster media. Documentation is carried out in search of data such as data on educators and students, the state of students and the teaching of Arabic subjects, these

documents are used to describe the description of the object of study such as the number of students and the determination of research samples. The test is carried out to find out the student's speaking skills, the test is carried out in the form of a *pretest* given before treatment with poster media and a *posttest* given after treatment with poster media.

Data analysis using t-tests. The results of the t-test are viewed and compared between t table and t count. This t-test is used to determine the influence between poster media and students' Arabic speaking skills. Before knowing the results of the t test, there is a hypothesis in this study that uses the terms Hypothesis zero (H0) and Alternative Hypothesis (Ha). The formulation of the hypothesis is H0 which means that there is no influence of poster media on students' speaking ability and Ha which means that there is an influence of poster media on students' speaking ability.

## RESULTS AND DISCUSSION

### Result

#### Students' Speaking Skills Before Using Poster Media

To find out the ability to speak Arabic students before using poster media in learning, it can be seen through the *pretest* results that have been given. Pretest data shows a picture of students' initial skills before being given treatment in learning. The data on the results of student *pretest* scores can be seen from the following table:

**Table 1.** Student *Pretest* Score Results

| STUDENT | <i>PRETEST</i> VALUE |
|---------|----------------------|
| 1       | 70                   |
| 2       | 65                   |
| 3       | 25                   |
| 4       | 50                   |
| 5       | 30                   |
| 6       | 70                   |
| 7       | 25                   |
| 8       | 25                   |
| 9       | 35                   |
| 10      | 25                   |
| 11      | 55                   |

|    |    |
|----|----|
| 12 | 45 |
| 13 | 50 |
| 14 | 30 |
| 15 | 25 |
| 16 | 25 |
| 17 | 35 |
| 18 | 30 |
| 19 | 25 |
| 20 | 65 |
| 21 | 25 |
| 22 | 25 |

From the table above, it is known that the lowest value is 25, the highest value is 70, and the average value (mean) is 38.86.

#### **Students' Speaking Skills After Using Poster Media**

Then to find out the ability to speak Arabic students after using poster media in learning, it can be seen through the *posttest* results that have been given. The results of the *posttest* data show a picture of students' skills after being given treatment in learning. The data on the results of student *posttest* scores can be seen from the following table:

**Table 2.** Student *Posttest* Score Results

| <b>STUDENT</b> | <b><i>POSTTEST</i> VALUES</b> |
|----------------|-------------------------------|
| 1              | 70                            |
| 2              | 65                            |
| 3              | 25                            |
| 4              | 50                            |
| 5              | 30                            |
| 6              | 70                            |
| 7              | 25                            |
| 8              | 25                            |
| 9              | 35                            |
| 10             | 25                            |
| 11             | 55                            |
| 12             | 45                            |

|    |    |
|----|----|
| 13 | 50 |
| 14 | 30 |
| 15 | 25 |
| 16 | 25 |
| 17 | 35 |
| 18 | 30 |
| 19 | 25 |
| 20 | 65 |
| 21 | 25 |
| 22 | 25 |

From the table above, it is known that the lowest value is 55, the highest value is 90, and the average value (mean) is 67.05.

### Improving Students' Speaking Skills After Using Poster Media

Looking at the results of the grade data above, students' speaking skills level shows different average scores between before and after being given treatment, as can be seen from the following table:

**Table 3.** Average Student Grade Result

| <b>CLASS</b>       | <b>AVERAGE<br/>PRETEST</b> | <b>POSTTEST<br/>AVERAGE</b> |
|--------------------|----------------------------|-----------------------------|
| Experimental Class | 38,86                      | 67, 05                      |

Based on the table above, it can be seen that the average score of students before being given treatment is 38.86, and the average score of students after being given is 67.04.

Then data analysis to determine the effectiveness of using image media to improve students' Arabic speaking skills, a sequence of analysis is carried out, namely descriptive statistics, data normality tests, and t-tests.

#### 1. Descriptive Statistics

To find out descriptive data from student score results, it can be seen from the table below:

**Table 4.** Descriptive Statistical Results

| <b>Descriptive Statistics</b> |    |         |         |       |                |
|-------------------------------|----|---------|---------|-------|----------------|
|                               | N  | Minimum | Maximum | Mean  | Std. Deviation |
| Pretest Media Poster          | 22 | 25      | 70      | 38.86 | 16.686         |
| Posttest Media Poster         | 22 | 55      | 90      | 67.05 | 11.303         |
| Valid N (listwise)            | 22 |         |         |       |                |

Based on the table above, it can be seen that the lowest score of student *pretest* is 25 and the highest is 70, while the lowest score of *posttest* is 55 and the highest is 90 . Then the average pretest score was 38.86, and the *average posttest* value was 67.05.

2. Data Normality Test

To find out whether the data are normally distributed or not, the author uses the Kolmogorov-Smirnov test, as for the results, it can be seen from the following table:

**Table 5.** Data Normality Test Results

**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 22                      |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 3.83108572              |
| Most Extreme Differences         | Absolute       | .225                    |
|                                  | Positive       | .128                    |
|                                  | Negative       | -.225                   |
| Kolmogorov-Smirnov Z             |                | 1.057                   |
| Asymp. Sig. (2-tailed)           |                | .214                    |

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, a signification of 0.214 was obtained which means that the normality test is greater than 0.05 ( $0.214 > 0.05$ ). Then it can be concluded that the data is normally distributed and can be continued to the next test.

### 3. Water-T Data

To find out the effectiveness of using poster media to improve students' Arabic speaking skills, it can be seen from the results of the t-test. The T-Test or T-Test is used to see whether there is an influence of the application of poster media on students' speaking skills. The existence of an influence if the signification rate is smaller than 0.05, and if it is greater than 0.05 then there is no effect.

The hypothesis ( $H_a$ ) in this study is "the influence of the application of poster media on students' Arabic speaking skills". The author uses the t-test to test the hypothesis with the help of computer *software*, SPSS 18. The calculation results can be seen from the table below:

**Table 6.** Data T-Test Results Paired Samples Statistics

|                             | Mean  | N  | Std. Deviation | Std. Error Mean |
|-----------------------------|-------|----|----------------|-----------------|
| Pair 1 Pretest Media Poster | 38.86 | 22 | 16.686         | 3.557           |
| Posttest Media Poster       | 67.05 | 22 | 11.303         | 2.410           |

**Table 7.** Data T-Test Results Paired Samples Correlations

|   | N  | Correlation | Itself. |
|---|----|-------------|---------|
| Pair 1 Pretest Media Poster & Posttest Media Poster | 22 | .941        | .000    |

**Table 8.** Data T-Test Results Paired Samples Test

|  | Paired Differences |                |                 |   |       | t | df | Sig. (2-tailed) |
|--|--------------------|----------------|-----------------|---|-------|---|----|-----------------|
|  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       |   |    |                 |
|  |                    |                |                 | Lower                                     | Upper |   |    |                 |
|  |                    |                |                 |   |       |   |    |                 |

**Table 8.** Data T-Test Results Paired Samples Test

|  | Paired Differences |                |                 |   |         | t       | df | Sig. (2-tailed) |
|--|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
|  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |    |                 |
|  |                    |                |                 | Lower                                     | Upper   |         |    |                 |
| Paired Sample 1<br>Pretest Media Poster -<br>Posttest Media Poster | -28.182            | 7.162          | 1.527           | -31.357                                   | -25.006 | -18.456 | 21 | .000            |

Based on the results of the t-test according to the table above, a signification value of 0.000 was obtained, which is smaller than 0.05 ( $0.000 < 0.05$ ). Then for the t-test result, a t count of -18.456 or equal to 18.456 is obtained while the t table is 2.074, which means that t count is greater than t table. Thus, the hypothesis is accepted which means that there is an influence on the application of poster media on the Arabic speaking skills of students at SMP Al-Hikmah 2 Cirebon.

From the results of the study and the results of data analysis above, it shows that the average score of students increased after using treatment in the form of applying poster media to learning *maharah kalam* (speaking skills). Before using poster media, the average score of students' speaking skills was very low at 38.86. After being treated in the form of applying poster media, the average value increased to 67.05. So, the poster media used by teachers can help students in improving the learning outcomes of the Arabic speaking skills test.

## Discussion

### Media Poster

The use of media in the learning process is inevitable because such is the importance of the media itself. In the teaching and learning process, the media becomes a means of conveying the subject matter to facilitate the delivery of information in the material. With the existence of learning media, it also makes it easier for teachers to deliver lesson materials. (Sapriyah, 2019) The use of media in teaching is one part of facilitating the

achievement of learning objectives. (Tafonao, 2018) Learning media is well designed attractively because interesting learning media will make students more active in following the learning process and can increase student learning motivation. (Princess & Saputra, 2022)

One type of learning media that can attract attention is visual media, a medium that is quite easy to capture information. An example of visual learning media is posters. Poster media is a medium that is considered appropriate in receiving information. Posters are images or paintings in the form of media that aim to convey the content of messages and information that have a function also to attract attention. (Yusandika et al., 2018) A poster is a depiction intended as a notice, warning or appetizer that contains images. A good poster is one that has a simple, concise and eye-catching image. (Sulismiyati, 2018)

Poster media can be used in various learnings, one of which was raised in this study is the learning of Arabic speaking skills. The steps that can be used in applying poster media in learning include the teacher must first choose the topic or theme to be presented, then find or make his own poster related to the theme, the poster used must be in harmony and in accordance with the theme of the material to be delivered. (Vandayo & Hilmi, 2020)

In providing treatment, researchers used three posters consisting of (1) Arabic vocabulary posters about professions, (2) posters of professions and workplaces and (3) posters of conversations about professions. The use of poster media is carried out in learning students' speaking skills. With the hope that there will be a significant increase between before the treatment and after the treatment in the form of the use of poster media in learning speaking skills.

### **Speaking Skills Learning**

Speaking skills (*maharah al-kalam*) are the ability to pronounce articulate sounds that aim to express thoughts in the form of opinions, ideas, or feelings to others. This skill is one of the quite complicated skills. (Nasution 2015) This skill is said to be complicated because it engages with thoughts and feelings and is also directly related to another skill which is listening skills. (Vandayo and Hilmi 2020)

It is said that speaking skills it expresses various ideas and goals into spoken words with various communication purposes and with a specific context. Speaking skills are language skills to express a student's ideas, beliefs, ideas, and knowledge to other students through the intercession of sounds. These skills cover several aspects, including language,

sound, ideas, and disclosure. (Bella and Huda 2022) This skill is certainly directly related to listening skills. This complex skill should be combined with simple and attention-grabbing media, and poster media is chosen.

In general, speaking skills have the goal of allowing students to be able to communicate verbally well and reasonably without being made up. (Hermawan 2018) The existence of this skill can be applied in learning to help students achieve their goals. Learning has the meaning of a complex process in which there are learning and teaching activities in it between students and teachers. Learning activities are centered on teachers who are teachers as well as facilitators in the learning process. (Salsabila 2020) So, learning speaking skills means the process of learning and teaching *kealam* so that students can communicate naturally.

The urgency of learning speaking skills includes: 1) Speaking is a means of providing understanding, 2) Speaking is a means of expressing the contents of the human mind, 3) Speaking is an educational activity, 4) Speaking is an important need in learning, 5) Speaking is one of the social skills. And the main purpose of learning speaking skills is for communication. (Mustofa 2020) Then a teacher should master this skill so that he can use the right media and methods in his teaching. On the other hand, speaking skills are skills that are widely used in real life compared to other skills such as communication in buying and selling transactions, asking and explaining things, (Mustofa 2019) especially if you have the opportunity to visit an outside country.

The relationship between poster media and learning speaking skills, one of which can be seen from the existence of poster media which has a visual meaning. It has been explained before that poster media is a media in the form of images that have meaning or meaning in them. With this meaning, of course, to be able to express it, it takes speaking skills.

In the process of learning Arabic speaking skills at SMP Al-Hikmah 2 Cirebon to determine the level of effectiveness of poster media, researchers used several posters as learning media. The posters are Arabic vocabulary posters, short sentence posters, and conversation posters, all three of which are about the profession (*al-mihnah*). Arabic vocabulary posters are used first to introduce Arabic vocabulary about the profession to students. In the process, students are given questions about the vocabulary until they understand. Then posters about short sentences are used as material for students' practice

to talk simply about the theme of the profession. Here students practice directly expressing the sentences in the poster. And conversation posters are used to facilitate students in speaking Arabic by communicating with their friends.

From the test results that have been tested to find out the results of learning students' Arabic speaking skills, it shows that the average score of students has increased significantly after the application of poster media to the learning of language speaking skills Arabic. This can be seen from the increase in the average score before its use and after the use of poster media in learning. Thus, poster media used by teachers in learning can improve the learning outcomes of students' Arabic speaking skills.

## CONCLUSION

Based on the results and analysis of the data described above, it can be concluded that there is an influence of poster media on students' Arabic speaking skills before and after receiving treatment in the form of the application of poster media to grade 8 students. This influence can be seen from the increase in the average score of students' speaking skills. The average score of students before treatment was 38.86 and after treatment was 67.05. Then there was also a significant difference in the scores of students before and after receiving treatment, this was in accordance with the results of the t-test test which showed that the value of  $t$  counted  $> t$  tabal ( $18.456 > 2.074$ ) and sig. (2-tailed)  $< 0.05$  ( $0.000 < 0.05$ ). Thus, it can be concluded that the use of poster media is effective in improving the Arabic speaking skills of students at SMP Al-Hikmah 2 Cirebon.

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