

The Use Of The Image Description Learning Method In Improving The Kalam Abilities Of Class XI IPA 2 MAN 1 Gunungkidul

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Abstrak

Penelitian ini melatarbelakangi keterampilan dalam berbicara Bahasa Arab kelas XI IPA 2 yang masih minim. Hal ini disebabkan karena Bahasa Arab yang jarang kita pakai dalam kehidupan sehari-hari sehingga sulit untuk mengucapkan. Masih banyak siswa yang masih belum lancar membaca Al Qur'an atau Arab sehingga tidak tertarik pada materi Bahasa Arab. Faktor lain adalah latar belakang peserta didik dari SMP Negeri, minat peserta didik, daya tangkap peserta didik terhadap ilmu yang diajarkan, sehingga siswa mengalami kesulitan dalam pengucapan Bahasa Arab. Selain itu, metode yang digunakan guru masih konvensional sehingga pada pembelajaran cenderung kaku dan membosankan sehingga peneliti menggunakan metode deskripsi gambar untuk mengetahui keterampilan berbicara Bahasa Arab Kelas XI IPA 2 MAN 1 Gunungkidul. Dengan menggunakan penelitian *mix method* dan pendekatan Penelitian Tindakan Kelas dengan subjek yang berjumlah 20 siswa. Hasil penelitian menggunakan pretest dan posttest dengan menggunakan deskripsi gambar mampu meningkatkan kemampuan kalam dalam pembelajaran Bahasa Arab.

Kata Kunci:

Metode

Deskripsi Gambar

Maharah Kalam

Abstract

This research is based on the skills in speaking Arabic of class XI IPA 2 which are still minimal. This is because Arabic is rarely used in everyday life so it is difficult to pronounce. There are still many students who are not fluent in reading the Qur'an or Arabic so they are not interested in Arabic material. Other factors are the background of students from State Junior High Schools, student interests, students' comprehension of the knowledge taught, so that students have difficulty in pronouncing Arabic. In addition, the methods used by teachers are still conventional so that learning tends to be rigid and boring so that researchers use the image description method to determine the Arabic speaking skills of Class XI IPA 2 MAN 1 Gunungkidul. By using a mix method research and Classroom Action Research approach with subjects totaling 20 students. The results of the study using pretest and posttest using image descriptions were able to improve the ability to pronounce Arabic.



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Introduction

Learning is the effort made by the teacher in creating certain material learning activities that are conducive to achieving goals. Thus, foreign language learning is an activity of transferring knowledge that is carried out optimally by a teacher so that the students he teaches a particular foreign language carry out learning activities well, so that it is conducive to achieving the goals of learning a foreign language.(Syukriya, 2024) General Education Institutions Currently, especially at the junior and senior high school levels, Arabic has become a major foreign component of choice, alongside English.(Amal & Anwar, 2024) Arabic is studied in Indonesia to achieve two Islamic goals, such as in public or private madrasas and as a goal to form Arabic language experts or produce alumni who are able to use Arabic actively as a communication tool for various purposes.

Arabic is classified as a difficult language because it has a lot of vocabulary and changes in every word structure. Arabic is even one of the subjects that is rarely interested because it requires perseverance and hard work to learn it, but it has its own pleasure for those who are interested, because something that is difficult to obtain will become special when it is successfully achieved.(Maspeke et al., 2024) To achieve success in the learning process, in an education unit a learning process must be implemented, namely planned efforts in using learning resources so that a learning process occurs within students. The teaching and learning process accompanied by interaction between teachers and students is regulated in an Education Unit Curriculum to achieve the educational goals that have been set.(Asbarin et al., 2024) Arabic is a field of knowledge that may be considered difficult, therefore Arabic language learning must be designed to be as interesting as possible, one of which is by using methods.

Determining the method in the lesson plan means that a teacher then determines what media is appropriate for the method he uses as a tool to explain the learning material. Media literally means intermediary or introduction. In this way, learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed, so that it can achieve learning goals better and more perfectly.(Putri & Zaenuri, 2024) The use of methods and media in the learning process is a very important element. Applying appropriate methods and media in the learning process will be able to arouse students' desire and interest, increase motivation and stimulation of learning activities, and even have a positive influence on the progress of students' understanding. Therefore, it is very important to apply methods and media in the learning process.

The results of observations and interviews with Arabic language teachers at MAN 1 Gunungkidul show that skills in reading Arabic are still lacking. This is because we rarely use language in everyday life so it is difficult to pronounce it. There are still many students who are not fluent in reading the Qur'an or Arabic so they are not interested in Arabic language material. Another factor is the background of the students who come from public schools, not madrasas, as well as the students' interest and grasp of the knowledge being taught, so that students experience difficulties in pronouncing Arabic. In the learning process the teacher conveys only monotonously. Learning like this will be very boring and will take a very long time if the method used is not appropriate. Therefore, learning Arabic must be designed to be as interesting as possible, one of which is by using methods. It is important for Arabic language learning at MAN 1 Gunungkidul to be developed and innovated to make Arabic language learning more interesting and effective.

Method

The research method used in this research is a mixed research method with the type of classroom action research. Classroom action research is an examination of activities that are deliberately created and occur in a class.(Boeriswati et al., 2025) In mixed research the results are more comprehensive, this is due to the researcher's freedom to use all data collection tools

according to the type of data needed so that qualitative and quantitative data are obtained.(Maulana, 2025)

The research subjects were students of MAN I Gunungkidul class XI Science 2 for the 2021/2022 academic year, totaling 20 students. To collect data the author applies several techniques, namely observation, interviews, tests and documentation. Classroom Action Research which aims to increase mastery *Kalam* class XI IPA 2 MAN 1 Gunungkidul students with a mixed research approach to make it more comprehensive with Descriptive, Critical and Comparative data analysis techniques.

Results and Discussion

This section consists concepts, factors, and variables from previous research. Then look at the relationship between these three things. The next writing technique, researchers can look back at the theories used in the literature. Provide an assessment of the weaknesses or inconsistencies of theories used in the literature.(R. Umam & Nasiruddin, 2024) *Maharah Kalam* means the ability to express articulatory sounds or words to express thoughts in the form of ideas, opinions, desires or feelings to the other person or speaking in the same direction. Speaking skills are the most important skills in language, because speaking is part of the skills learned by students so this skill is considered a very basic part in learning a foreign language.(Azhari & Muassomah, 2024) *Maharah kalam* aims to be able to communicate verbally well and naturally in the language they are learning, which means conveying messages to other people that are socially acceptable. The aim of speaking skills in learning Arabic for students is to:

1. Develop students' ability to speak well and correctly.
2. Developing the richness of language that students have
3. Functioning their language knowledge in terms of expressions and sentence structure correctly and triggering them to progress and be able to reproduce it
4. Developing students' ability to create or create situations and conditions expressed in Arabic.
5. Trigger students to always practice speaking Arabic
6. Understand every communication and be trained in communication
7. Motivated to communicate in front of his friends and not afraid of making mistakes in pronunciation.

Speaking skills are the ability to express articulatory sounds or words to express thoughts, opinions, desires or feelings to a speaking partner. This skill begins after students know the sounds of Arabic vocabulary and know the difference between the sounds of one letter and another and understand what the speaker wants. The meaning of description in the image description method is trying to describe something according to the actual situation. Description is a clear and detailed explanation in words.(Naufal & Aini, 2024) *Image Description* is a method that uses images that have been adapted to predetermined material. The image description method is a print media-based method that is projected on paper and students are then asked to describe real image objects with the aim being that the reader can imagine something that we describe using Arabic.(Fikri, 2025) Students can be provoked to talk through picture stimuli or a series of pictures. The teacher prepares pictures of certain objects such as animals, plants, cars, trains, ships and so on. The students were instructed to observe and pay attention to the picture, the results of the observations were then expressed verbally.

Telling a story or telling a story describing a certain picture in front of the class requires speaking skills. An interesting storytelling style, correct intonation, appropriate story telling and so on must be thoroughly mastered. The teacher first chooses a story that he likes or that is in accordance with the theme of the curriculum and textbook. Students listen or read and memorize and understand *curriculum* the story. Then they tell stories without text. Through this storytelling practice, students increase and develop their speaking skills. Image media is anything that is manifested visually in two-dimensional form as an outpouring or thought in various forms such

as paintings, portraits, slides, films, strips, opaque projectors. (M. K. Umam & Kuswahyuningrum, 2022) Image or photo media is media that is not projected and can be enjoyed by everyone as a transfer of the actual situation regarding people, atmosphere, places, goods, views, outpourings of thoughts, ideas and other objects visualized in dimensional form.

Photographic images are one of the teaching media that is very well known in every teaching activity. This is due to its simplicity, requiring no equipment and no projection to observe it. Image media includes fixed images or *still picture* which consists of two groups, namely: first, opaque flat images (*flat opaque Picture*) for example photographic images, printed drawings and paintings. Second is a see-through image (*transparent picture*) for example film slides, film strips and transparency. The advantages of using image media are that they are relatively cheap and easy to obtain. (Nuha & Tatang, 2024) Concrete in nature, realistic images show the main issues compared to purely verbal media. Can overcome space and time constraints because not every object is brought into the classroom and children cannot always come to certain objects. Can be viewed many times by saving or clipping it.

According to Sri Anitah, the benefits of image media are that it creates attraction for students, makes learning easier, clarifies important parts and shortens long descriptions. It is hoped that from this image students will more easily remember the content of the reading or themes in learning Arabic and the aim is to direct students to think critically by solving the problems presented in the example images presented. The picture description method is a form of Arabic speaking practice for students to create a language environment. (M. K. Umam & Nada, 2024) Getting used to speaking Arabic is a commitment, which can start with oneself and then turn into an agreement to always speak Arabic with other people and become a habit. (Wachidah, 2025) Learning will feel fun, enjoyable and activate students and improve the quality of learning.

Photos or pictures of real objects produced from a camera can also be used as learning media, as can pictures made by the teacher himself or pictures made in the form of cards. Regarding the use of image media, there are several ways that can be done, including providing context, repeating words or sentences, asking questions about the images presented. Apart from cameras and the internet, other ways to get beautiful pictures can also be done by cutting pictures from magazines and newspapers. (Zaki et al., 2025) Images required in class should be large and clear enough to be easily seen by all students. First the teacher must explain what needs to be paid attention to. This situation must receive serious attention from every teacher because each student's observational power is not the same, and not all pictures function to explain the actual situation.

In learning *kalam* The image media used in this method can be used as *maudhu'* talks. Usually learning *kalam* The teacher delivers material on a topic using the story method then continues with question and answer, in this way students are less interested because they only listen to the story without showing supporting media for the topic being discussed. This image media can be combined with story and question and answer methods in delivering learning material *kalam* It is certainly something interesting for students to pay attention to and understand the material presented. (M. K. Umam et al., 2024) Method Implementation Steps *Description* Pictures in Arabic Language Learning, that is, before the lesson begins, the teacher explains the purpose, title of the story, and what students need to pay attention to during the learning process. During learning, all students focus on the images displayed. Students pay attention to the image description method presented by the researcher. Students imitate the words of what has been read. The teacher repeats the display of teaching materials if necessary. The teacher asks students to retell in Indonesian according to the story they understand in written form. After the teacher applies this method skills *Kalam* Students become better and have more vocabulary.

The implementation of learning in the control class consists of two cycles, each cycle consisting of two meetings with a duration of 2 x 45 minutes each meeting. Previously, the

researcher as an Arabic subject teacher who acted as a collaborator had previously prepared a previously prepared Learning Implementation Plan, prepared observation sheets for each meeting and made evaluations in the form of text for each student. This activity is carried out to find out how much students understand before taking action. At this pre-action stage, a test is given in the form of questions. The implementation of Arabic language learning that was previously implemented using conventional methods (lectures) made students feel that learning Arabic was boring and less interesting. (Wahyuni et al., 2024) Learning stages using conventional methods with an introduction, the teacher begins the lesson with greetings and prayer. (Haq & Hikmah, 2024) Observe and direct students to be ready and disciplined in following lessons. The teacher checks students' attendance and reminds them of the lessons they have received and links them to the lessons that will be taught today.

In the Core Activity the teacher reads sentences in Arabic and reads out the meaning related to a certain theme while the students note down all the text and the meaning of the text. Students reread the Arabic text independently and understand the meaning and translate it into Indonesian. The lesson ends by asking questions about those who don't understand and closing the lesson. Meanwhile, the learning activities in the control class had the same introduction, namely starting the lesson with greetings and prayer. The teacher observes and directs the students' attitudes so that they are ready to start lessons and are disciplined. The teacher checks students' attendance and reminds them of the lessons they have received and links them to the lessons they will learn today. The core activity in the control class is for students to listen to the teacher reading Arabic sentences. Then the teacher reads the meaning of a story text related to the theme *As Sihah* in the classroom. Students note down all the text and the meaning of the Arabic text. Students reread the Arabic text independently and understand its meaning. Students translate the Arabic text that has been provided into Indonesian and students ask questions about today's lesson that they don't understand. In the closing learning activity the teacher provides confirmation or concludes the lesson that has been given today and provides learning motivation to students and ends the lesson with prayer and greetings.

In the control class the lowest score for the pretest was 32 and posttest 40, the highest score for the pretest was 56 and posttest 64. The average score for the pretest was 46 and posttest 51 and no student got a score above 75. It can be concluded that the average score is still low. This control class before the image description method was implemented and still used conventional methods in teaching. Before starting Arabic language learning in the experimental class, a pretest will be carried out, in this experimental class Arabic language learning is used *Image Description* with two cycles, each cycle consisting of 2 meetings with a duration of 2 x 45 minutes each meeting. Previously, the researcher as an Arabic Language Education teacher acting as a collaborator had previously prepared a previously prepared Learning Implementation Plan, prepared observation sheets for each meeting and made evaluations in the form of text for each student. This activity is carried out to find out how much students understand before and after taking action and giving a test in the form of questions. The pretest results in the experimental class had the lowest score of 44 and the highest score of 66, so they got an average score of 57. It can be concluded that the average score is still low.

Post-Action Arabic Language Learning in the Classroom by applying the method *image description* that is, students pay attention to the researcher delivering the picture story method with a theme *as shihah* with the indoor image method. (Akhirudin et al., 2024) Students imitate the words of what has been read and note down what the researcher has said and understand it. Students receive a sheet of paper with a picture that has an Arabic sentence underneath it. Students retell the story with a pictorial description. Students receive appreciation or rewards from researchers. The researcher provides conclusions and motivation then closes the lesson. The learning results of students in the control class with a pretest score of 46 and posttest 51 show that the minimum completeness category of students' understanding is lacking. Meanwhile, student learning outcomes in the experimental class use the method *Image Description* with an

average pretest score of 57 and an average posttest score of 82 with the highest score being 96 and more students getting a score above 75. This shows that students' learning mastery is included in the good category. So that it can improve students' speaking skills in Arabic for class XI IPA 2 MAN I Gunungkidul.

Conclusion

The lecture system for teaching Arabic as a foreign language must be done slowly with speaking practice without increasing theory. The essence of language learning is speaking. Learning *Maharah Kalam* should increase talking, telling stories and conveying his opinions and thoughts with practice and practice. In addition to students increasing the vocabulary spoken by the speaker, students will also get used to understanding what the speaker conveys through *Fahm al Masmu'* and practiced directly with other students in real situations.

The learning process uses methods *image description* in Arabic subjects, especially in *Maharah Kalam*, there has been an increase. The comparison is that the average for the control class is 51, while the average for the experimental class is 82. The learning outcomes in the control class were initially the lowest score at pretest 32 and posttest 40. Meanwhile the highest score at pretest was 46 and posttest 51. The learning outcomes for the experimental class were with the lowest score at pretest 44 and posttest 68, while the highest score at pretest was 68 and posttest 96. Average pretest results were 57 and posttest 82. Based on the research results above concluded that using the method *image description* able to improve abilities *kalam* students in Arabic lessons are getting better.

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