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Using Multimodal Learning in Arabic Vocabulary Instruction at Islamic Elementary School

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Abstract	This study investigates using a multimodal learning technique in teaching Arabic vocabulary to sixth-grade primary school pupils at Madrasah Ibtidaiyah Mathlaul Anwar. Researchers employed a qualitative technique to understand better how a multimodal learning strategy is utilized to acquire Arabic. This study used both primary and secondary data. Primary data, collected directly from the source, consisted of classroom observations and in-depth interviews with the teacher and 36 sixth-grade students at Madrasah Ibtidaiyah Mathlaul Anwar. Secondary data is gathered from existing sources, including relevant literature, teaching materials, and student textbooks. The data analysis in this research uses Stevick's phenomenological method, focusing on understanding participants' subjective experiences. It involves collecting data through interviews, observations, and documents, then analyzing themes to interpret the meanings of participants' experiences. Observations and studies indicate that using multimodal learning to teach Arabic vocabulary at Madrasah Ibtidaiyah Mathlaul Anwar offers significant benefits, notably improved student interest, memory, and language competency. Presenting information through multiple modalities, rather than just text, increases student engagement and motivation. Therefore, multimodal learning can effectively enhance Arabic language instruction in elementary schools. The study recommends that teachers incorporate diverse media, especially stimulating student senses, more frequently during lessons to achieve better language teaching outcomes.
Keywords	Arabic Language Teaching; Instructional Media; Multimodal Learning.

INTRODUCTION

Elementary school students have unique hurdles when learning Arabic, particularly regarding vocabulary development. This is also due to pupils' ability to distinguish Arabic letters, writing, and sounds (phonology), which differ significantly from their native tongue. These issues grow more problematic when pupils are exposed to less diverse educational techniques. Teaching approaches that are boring and primarily focus on texts or lectures frequently cause pupils to lose interest and excitement for learning. As a result, they have limited knowledge of the subject, particularly Arabic terminology. This also happened to sixth graders at Madrasah Ibtidaiyah Mathlaul Anwar. According to an interview conducted on Thursday, October 17, 2024, with the school's Arabic language teacher, many students struggled to understand the material because they did not know enough words and were not focused on learning Arabic because of the limited teaching methods that were used, which included only lectures and writing on the blackboard without the use of additional media like PowerPoint slides, pictures, videos, audio, songs, and so forth.

To solve these issues, a more inventive strategy is required that considers primary school pupils' different learning styles. Fortunately, recent technical and media advancements have paved the path for richer and more diverse learning approaches (Fahmi & Muta'ali, 2021). Multimodal learning is an innovative strategy that can capitalize on these advancements (Fahmi & Apriyanti, 2024). Multimodal learning is a teaching method that mixes many forms of media (visual, audio, kinesthetic, and text) to provide a more immersive and engaging learning experience. Norris (2019) and Rowsell & Pahl (2020) stress the necessity of incorporating text, pictures, videos, and sounds (visual, kinesthetic, and aural) into learning activities to increase student comprehension. Similarly, Kress (2019) suggests that educators increase the use of communication forms in the classroom. Mayer's Cognitive Theory supports the concept of multimodal learning. According to Mayer (2024), pupils are better able to understand and retain material when they engage with it in a variety of ways.

Zaky et al., (2021) discovered that using digital interactive media, such as learning applications that provide video, audio, and interactive exercises, significantly improves students' learning outcomes in mastering Arabic vocabulary, since various media channels can facilitate a variety of student learning styles. Jewitt (2020) discusses the evolution of digital technology and how it influences the adoption of multimodal learning in the

classroom in his book "The Routledge Handbook of Multimodal Analysis". He contends that the employment of digital technologies, including as video, infographics, and interactive media, may boost student engagement and comprehension through a variety of channels.

Several research have demonstrated that active and interactive teaching practices are critical for boosting students' vocabulary understanding (Azwar et al., n.d.). Vocabulary mastery is essential in all language study, including Arabic. According to Rahmah et al., (2023) proper vocabulary knowledge is the primary factor supporting language abilities. According to their findings, pupils with a large vocabulary will have an easier time understanding texts and communicating effectively in Arabic. Furthermore, having a greater command of terminology helps pupils communicate and write Arabic more effectively. Hussein (2022) noted that instructional technology, such as learning programs and online platforms, allows pupils to study language autonomously and interactively. Students may use technology to learn at their own pace and style, which has the potential to increase their grasp of the Arabic language.

Vu et al., (2021) advise using language games and association approaches to help students remember newly learned vocabulary. Teaching with active student engagement, such as group discussions or joint projects, has been demonstrated to be more effective than traditional passive techniques, such as lectures or memorization (Abrilian, 2024). Fahmi (2024) contends that student motivation plays an essential role in Arabic vocabulary learning. Falah et al. (2024) underline the need to include various modalities, including text, images, videos, and audio, to boost student engagement and help students grasp terminology in a larger context. By mixing visual, aural, and kinesthetic modes, students may digest information in the way that suits them best.

METHOD

In this study, the researcher employed a qualitative method. This technique was chosen because it allows for a more thorough understanding of the use of a multimodal learning strategy to Arabic vocabulary acquisition for grade VI students at Madrasah Ibtidaiyah Mathlaul Anwar, as well as an analysis of their responses to the learning approach. This research employed two data sources: primary data and secondary data. Primary data was gathered directly from the participants through classroom observations and in-depth interviews with the teacher and 36 sixth-grade students from Madrasah Ibtidaiyah Mathlaul Anwar. Secondary data was collected from literature sources, teaching materials, and learning books used in the elementary school (Creswell, 2020).

Interviews with instructors and students were performed to get insight into student and teacher perspectives and classroom dynamics during the learning process. To choose a sample from the population, the purposive sampling approach was utilized, which is a selection methodology based on specific considerations or criteria set by the researcher. This sample selection was based on the premise that grade VI pupils had a basic grasp of Arabic and were therefore appropriate for inclusion in this study. The following is a list of interview questions in the form of a survey to assess students' responses and experiences related to multimodal learning in Arabic language learning.

Table 1. List of Interview Questions

| No.	Statements	Scale 1 = Strongly Disagree Scale 4 = Strongly Agree
1	Multimodal learning (pictures, text, and videos) increases my enthusiasm for studying Arabic.	1 2 3 4
2	Audio-based learning has helped me improve my Arabic language skills.	1 2 3 4
3	After seeing the images and video, I found it easier to learn Arabic.	1 2 3 4
4	Using a video helped me learn Arabic more effectively.	1 2 3 4
5	I'm more interested in learning Arabic via using images.	1 2 3 4

The data analysis method used in this research is based on Stevick's theory, as outlined in his book *The Phenomenological Method: A Guide to Data Analysis in Qualitative Research*, which emphasizes gaining a deep understanding of participants' subjective experiences (Suhartini, 2021). The qualitative data analysis process involves several key steps, including determining the research locations and participants, selecting the appropriate approach, strategies for choosing informants, developing a list of questions, conducting data collection through interviews, observations, and document analysis, implementing data recording procedures, storing the data, and preparing reports (Stevick, 1998). The analysis focuses on interpreting the meanings of individual experiences by identifying and describing the phenomena participants encounter, analyzing emerging themes from interview transcripts, and aligning these themes with participants' real-world experiences to derive deeper interpretations and insights into how the subjects make sense of their experiences.

FINDINGS AND DISCUSSION

Findings

This study illustrates how multimodal learning is used to teach Arabic vocabulary to sixth-grade students at Madrasah Ibtidaiyah Mathlaul Anwar. Based on evidence collected through observation, interviews, and documentation, it was discovered that multimodal learning, which includes the use of images, videos, and audio, had a good influence on the teaching of Arabic vocabulary. A poll of students yielded the following results:

Diagram 1. Student Interview Results
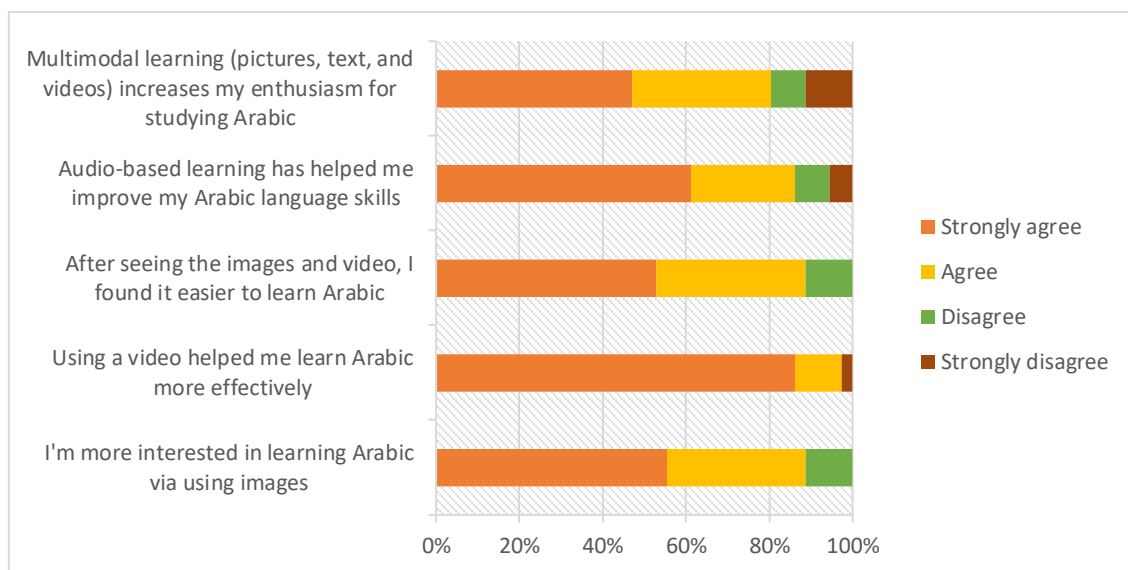
1. Increased enthusiasm for learning

Multimodal learning, which blends visuals, text, and video, increases nearly 80% of students' enthusiasm for learning Arabic. The use of multiple media offers a more dynamic and entertaining learning experience, increasing students' motivation and excitement for the class.

2. Using Audio for Pronunciation

The survey results also revealed that learning involving audio helped 82% of students improve their Arabic pronunciation. By hearing the correct pronunciation, students can imitate and improve their pronunciation, which is an important part of learning a foreign language.

3. Improved language Retention

Pictures and videos help 87% of students retain the Arabic language more effectively. The use of diverse media in multimodal learning has been shown to improve students' retention of the vocabulary taught. Visual media, such as photos and movies, generate strong connections that help pupils recall newly learnt words.

4. Using Videos for Learning

Respondents reported that using videos improved their understanding of Arabic material (94%). Videos that integrate visual and auditory features enable students to experience the context of vocabulary use in real-world settings, making it simpler for them to recall and comprehend the subject presented.

5. Interest in Using Pictures to Learn Arabic

Up to 88% of students reported that they became more interested in studying Arabic when the information was presented visually. This indicates that visual aids, like photographs, may engage students and assist them in relating Arabic words to more familiar and comprehensible contexts or real objects.

Discussion

The fast advancement of technology has raised expectations among teachers, administrators, academics, and policymakers, who see digital gadgets as promising learning tools (Djamdjuri et al., 2021). A multimodal learning approach in language learning is one of a strategy that employs a variety of modalities or methods of presenting information to improve learning efficacy. This modality employs visual, aural, kinesthetic, and digital features that allow students to connect with the information across several sensory channels, improving their engagement in learning. Mayer's Cognitive Theory supports the concept of multimodal learning. Mayer believes that when students interact with content in numerous ways, they are better able to grasp and remember it. According to this theory, text and image-based learning is more successful than utilizing one modality alone.

In learning Arabic, vocabulary mastery is essential. Many ideas suggest that proper vocabulary knowledge is the most important factor in supporting language abilities. Students with a large vocabulary will have an easier time understanding texts and communicating effectively in Arabic. Furthermore, having a greater command of terminology helps pupils communicate and write Arabic more effectively (Vu et al., 2021).

This study examined the efficacy of the multimodal learning approach in teaching Arabic vocabulary to sixth-grade elementary school students at Madrasah Ibtidaiyah Mathlaul Anwar in order to pique students' interest in learning in-depth and comprehensively, including in terms of vocabulary, syntax, morphology, and other topics. In this study, researchers used a qualitative approach to obtain a better understanding of the use of a multimodal learning strategy to acquire

Arabic. This study used both primary and secondary data. Primary data from Madrasah Ibtidaiyah Mathlaul Anwar included classroom observations and in-depth interviews with the instructor and 36 sixth-grade students. Secondary data acquired from existing sources included pertinent literature, instructional materials, and student textbooks.

The data analysis in this study employs Stevick's phenomenological technique, which focuses on comprehending participants' subjective experiences. It entails gathering data through interviews, observations, and documents, and then analyzing themes to determine the meanings of participants' stories. Surveys, interviews, and observations have indicated that using multimodal learning to teach Arabic vocabulary in grade VI at Madrasah Ibtidaiyah Mathlaul Anwar improves students' comprehension and interest. Students gain a more thorough and engaging education through multimodal learning that blends audio, video, and graphics, which enhances their comprehension and vocabulary mastery of Arabic. This is consistent with Norris, 2019; Fahmi, 2024; (Falah et al., 2024) who stress that to optimize student understanding, learning activities should concurrently integrate text, pictures, videos, and sound (visual, kinesthetic, and aural).

The usage of visual media, including pictures and movies, is particularly beneficial while learning a language since it helps create strong connections between words and pertinent items. While movies offer a more dynamic context that demonstrates the application of vocabulary in real scenarios, images give pupils a visual representation that helps them learn the meaning of Arabic words. This lessens the obstacles to learning that students could encounter if they just get verbal or written explanations. Moreover, the answers of the respondents to question number 1, about their enthusiasm for language learning, indicate that multimodal-based learning is very interesting because it is easier to understand, add insight, and video media can be viewed repeatedly. This is consistent with previous findings, which stated that the use of multimodal media can increase students' interest in learning languages (SylphiaSimanjuntak et al., 2021).

Additionally, it has been demonstrated that using audio to teach Arabic helps students' pronunciation and intonation. For question number two, the students agreed that audio helps them pronounce the right Arabic words. This is in line with the view that listening to audio from native speakers can help students improve their pronunciation and reduce their anxiety about speaking. Learners feel more compelled to converse with native speakers. It is critical to remember that a learner's communicative competence and performance are founded on their mastery of key target language skills such as listening and speaking (Cakir, 2012). To sum up, this is proof that by using

multimodal methods, most of the students can hear the proper pronunciation when learning vocabulary with sound, which is crucial in Arabic because the language has a unique pronunciation that can be challenging for non-Arabic speakers to acquire. This is consistent with research showing that audio media can enhance pupils' pronunciation of words (Sun & Metros, 2023)

Furthermore, for the question number 3, researchers concluded that most of the students found easier in vocabulary retention. This is in line with the previous study that visual aids and task-based exercises engaged students in the class and helped them recall the selected words. As a result, the advantages of multimodality catalyze change in instructors' approaches (Cárcamo et al., 2016). From question number 4, 33 out of 36 students, or 94% of respondents, indicated that watching videos helped them grasp Arabic language topics. Videos that combine visual and aural elements allow students to experience the context of vocabulary use in the real world, making it simpler for them to retain and comprehend the topics covered. This statement has been proven by some research that using media makes kids appear happier and less bored. Eventually, it motivates and interests students during learning and accomplishing assignments (Hikmah, 2021).

Last but not least, question number 5 showed that up to 88% of students reported that they became more interested in studying Arabic when the information was presented visually. This suggests that visual aids, such as images, can engage students and assist them in connecting Arabic words to more familiar and comprehensible contexts or real-world objects. This is related to the research done by Katona et al., (2023) that the goal of using visual media in class is to focus students' attention on the topic matter. Visual media can help teachers transmit subject information to students more understandably and engagingly, leading to increased student satisfaction with the learning experience in class.

CONCLUSION

In conclusion, the integration of multimodal learning strategies, particularly in the context of teaching Arabic vocabulary, has proven to be highly effective in enhancing students' engagement, comprehension, and retention of the language. The use of a variety of sensory channels, such asvisual, aural, kinesthetic, and digital, creates a rich and dynamic learning environment that not only captures students' attention but also reinforces their understanding by offering multiple avenues for processing information. This approach aligns with Mayer's Cognitive Theory, which highlights the benefits of presenting information through different modalities, making it easier for

students to grasp and remember content. In the context of Arabic language acquisition, which presents unique challenges due to its complex vocabulary, syntax, and pronunciation, multimodal learning proves to be a powerful tool in overcoming these challenges.

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