



Visual Scaffolding through the Picture-and-Picture Strategy: Evidence from a Quasi-Experimental Study of Arabic Writing Instruction

التدعيم البصري من خلال استراتيجية الصورة والصورة:

أدلة من دراسة شبه تجريبية في تدريس مهارة الكتابة باللغة العربية

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ABSTRACT

Arabic writing skill (maharah al-kitabah) remains a challenge for madrasah students due to limited vocabulary mastery and difficulties in organizing ideas into coherent texts. This study aims to examine the effect of the Picture and Picture strategy on improving Arabic writing skills among ninth-grade students at MTs Nurul Iman Ulu Gedong, Jambi. This research employed a quantitative approach using a quasi-experimental method with a Non-Equivalent Control Group Design involving 30 students divided into experimental and control groups. Data were collected through writing tests administered as pre-test and post-test and analyzed using paired samples t-test and independent samples t-test. The results showed that both groups experienced significant improvement; however, the experimental group achieved higher improvement with a mean difference of 23.27 ($t(14) = -14.530, p < 0.001$) compared to the control group with a mean difference of 10.57 ($t(14) = -6.764, p < 0.001$). The independent samples t-test confirmed a significant difference between the two groups ($t(28) = 7.586, p < 0.001$). The novelty of this study lies in revealing that Picture and Picture functions as visual scaffolding that supports students in organizing ideas, developing vocabulary, and constructing Arabic sentences systematically. This study theoretically strengthens visual-based approaches in Arabic language learning and practically provides an alternative strategy for teachers to improve students' writing competence.

Keywords: Maharah al-kitabah, Picture and Picture strategy; quasi-experimental, visual scaffolding, arabic writing skill.

مستخلص البحث

تعد مهارة الكتابة باللغة العربية (مهارة الكتابة) من المهارات التي تمثل تحدياً لدى طلاب المدارس الإسلامية بسبب محدودية إتقان المفردات في تنمية مهارة الكتابة Picture and Picture وصعوبة تنظيم الأفكار وتحويلها إلى نصوص مترابطة. تهدف هذه الدراسة إلى فحص أثر استراتيجية باللغة العربية لدى طلاب الصف التاسع في مدرسة نور الإيمان أولو كيدونج بمدينة جامبي. اعتمدت هذه الدراسة المنهج الكمي باستخدام المنهج ، وشارك فيها ٣٠ طالباً تم تقسيمهم إلى (Non-Equivalent Control Group Design) شبه التجريبي بتصميم المجموعة الضابطة غير المتكافئة مجموعتين: المجموعة التجريبية والمجموعة الضابطة. جُمعت البيانات من خلال اختبارات الكتابة التي أجريت على شكل اختبار قبلي واختبار أظهرت النتائج أن كلتا المجموعتين حققتا (Independent Samples t-test) واختبار (Paired Samples t-test) بعددي، ثم حُللت باستخدام اختبار مقارنة ($t(14) = -14.530, p < 0.001$) تحسناً ذا دلالة إحصائية، إلا أن المجموعة التجريبية حققت تحسناً أعلى بمتوسط فرق بلغ ٢٣,٢٧ ، كما أكد اختبار العينات المستقلة وجود فرق دال إحصائياً بين ($t(14) = -6.764, p < 0.001$) بالمجموعة الضابطة التي بلغ متوسط فرقها ١٠,٥٧ تعمل بوصفها دعامة Picture and Picture وتتمثل جودة هذه الدراسة في الكشف عن أن استراتيجية (t(28) = 7.586, p < 0.001) المجموعتين بصرية تساعد الطلاب على تنظيم الأفكار، وتنمية المفردات، وبناء الجمل العربية بصورة أكثر انتظاماً. كما تسهم هذه الدراسة نظرياً في تعزيز

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INTRODUCTION

The Arabic language plays a very important role in the Islamic education system because it is the primary language for understanding the Qur'an, the hadith, and both classical and contemporary Islamic literature. As the language of revelation, Arabic serves not only as a tool for communication but also as the primary medium for transmitting Islamic knowledge across generations. Proficiency in Arabic is an important foundation for the development of Islamic studies and the cultivation of students' academic competencies in Islamic educational institutions, particularly madrasah (Bashir et al. 2023). In the context of formal education, Arabic also serves as a pedagogical tool that supports the development of critical thinking skills, academic literacy, and a comprehensive understanding of religion (Zulaeha 2022).

In Arabic language learning, writing (*maharah al-kitabah*) is one of the most complex language skills. Writing is a cognitive activity that involves the simultaneous processes of planning, organizing ideas, revising, and reflecting (Hyland 2022). This activity requires students not only to use language structures correctly, but also to express their ideas logically and systematically. In the context of Arabic language learning, *maharah al-kitabah* requires mastery of vocabulary and syntax, as well as the ability to construct sentences and paragraphs in a logical and coherent manner (Taubah 2019).

However, in practice, Arabic writing skills remain one of the main challenges in madrasahs. Middle school students still face significant obstacles in developing their Arabic writing skills, as their limited proficiency stems from the fact that most of them come from public elementary schools, a lack of familiarity with the forms and rules for connecting Hijaiyah letters, as well as a limited understanding of *Qo'idah Imla'iyah* and Arabic sentence structures, which differ from those of Indonesian (Alhumaira and Lubis 2023). In addition, limited vocabulary and a lack of active learning experience make it difficult for students to develop their ideas into systematic paragraphs (Barimah, Setiawan, and Septianti 2024).

This situation was also observed among ninth-grade students at MTs Nurul Iman Ulu Gedong in Jambi City. Based on preliminary observations and interviews with the Arabic teacher, the students still struggle to construct grammatically correct Arabic sentences and

to develop their ideas into simple paragraphs. In addition, students tend to be passive during the learning process and lack confidence in expressing their ideas in writing. The learning process is still dominated by a teacher-centered approach and conventional exercises, so students' active engagement in writing instruction has not yet developed optimally (Nafsah et al. 2025). This situation highlights the need for learning strategies that are more innovative, contextual, and capable of facilitating the development of students' writing skills.

Theoretically, the effectiveness of visual-based strategies in teaching writing skills can be explained through two main theoretical frameworks. First, the Cognitive Theory of Multimedia Learning (CTML), developed by Mayer, states that humans have two distinct cognitive channels for processing verbal and visual information simultaneously. When images and words are presented together, the brain can form a richer mental representation, thereby facilitating the process of written language production (Mayer, Richard E. 2020). In the context of the Picture-by-Picture strategy, images arranged in sequence serve to activate the visual channel while also promoting the activation of the verbal channel as students construct sentences based on these stimuli. The process of organizing random images into a logically coherent sequence cognitively requires students to construct a narrative mental model; it is this process that mechanically distinguishes this strategy from purely text-based approaches. Second, Vygotsky's theory of social constructivism emphasizes that the learning process takes place through social interaction and scaffolding within the Zone of Proximal Development (ZPD) – that is, the gap between what students can achieve on their own and what they can achieve with guidance (Shabani, Mohamad Khatib, and Ebadi. 2010). In the Picture-and-Picture strategy, the teacher serves as a scaffolder by presenting structured images, while students actively construct their understanding and collaboratively develop their writing ideas. Together, these two theoretical frameworks strengthen the pedagogical foundation for using the Picture-and-Picture strategy in the development of writing skills (Mufeni 2025).

Internationally, the visual-based learning approach has received widespread attention in foreign language instruction. Collaborative and contextual visual-based learning can enhance conceptual understanding and the quality of student learning outcomes, thereby providing a strong foundation for the implementation of the Picture and Picture strategy as a structured visual learning medium in Arabic language instruction (Wahdah, Nirwanto, and Dewi 2025). In addition, students' positive emotions during the language

learning process have been shown to play a key role in broadening their awareness of linguistic input, increasing intrinsic motivation, and fostering deeper active engagement. These findings reinforce the theoretical basis for the use of visual-based strategies in Arabic language learning (Zeng 2021).

One relevant visual-based strategy is “Picture and Picture,” a learning strategy that uses a sequence of images to help students understand the flow of ideas and gradually develop their writing skills. This strategy has been shown to improve students’ logical thinking skills and sharpen their imagination in constructing descriptive sentences (Azzahra, Endah Sugiharti, and Rasis Najwan 2025). Previous research has explored various approaches to improving Arabic writing skills through visual-based strategies. Wahyuni et al. found that the use of the “Picture and Picture” strategy in teaching maharah al-kitabah at MTsN 5 Bojonegoro proved to be effective, with a calculated t-value of 11.75, which exceeds the table t-value at both the 1% and 5% significance levels; therefore, the use of this strategy was found to have a significant effect on improving students’ writing skills (Wahyuni, Chamidah, and Mustofa 2021). Similarly, Mawardah et al. reported that the Picture-and-Picture strategy in fifth-grade classrooms had a moderate positive effect on student learning outcomes, as indicated by an n-gain of 0.4 with a significance level of $0.00 < 0.05$. (Robiatun Mawardah, Dulhadi, and Vidya Setyaningrum 2023) In addition, Mustofa demonstrated that the development of Arabic teaching materials based on cooperative learning – which had undergone expert evaluation and field testing – resulted in a product rated “very good” and proven effective for use in Arabic language instruction, with a significant improvement in student learning outcomes from pre-test to post-test scores and a positive student response rate of 81.25% (Mustofa 2020). Nevertheless, most of these studies still focus on aspects of learning motivation, product development, or non-Arabic subjects, with limited attention paid to the empirical testing of the specific impact of the Picture and Picture strategy on maharah al-kitabah through a comprehensive experimental design.

Although several studies have demonstrated the benefits of visual media and the “Picture and Picture” strategy in language learning, research that specifically examines the impact of this strategy on writing skills at the Madrasah Tsanawiyah level still needs to be strengthened, particularly through quasi-experimental designs based on pre-tests and post-tests, the use of writing instruments based on a series of images, and assessment using analytical rubrics (Oktavia, Mukaromah, and Islam 2024). In addition, some previous studies have not explicitly explained the theoretical mechanisms by which visual stimuli

help students generate ideas, organize their thoughts, and produce Arabic sentences (Mayer, Richard E. 2020) Therefore, this study integrates Mayer's CTML and Vygotsky's social constructivism as a basis for explaining the role of the Picture and Picture strategy in teaching maharah al-kitabah (Haq and Madany 2025).

This study aims to analyze the effect of the Picture-and-Picture strategy on improving writing skills among ninth-grade students at MTs Nurul Iman Ulu Gedong in Jambi City. From a scientific perspective, this study is expected to make a theoretical contribution to the development of visually-based Arabic language pedagogy, methodological contributions through the application of a quasi-experimental design in the context of madrasahs, as well as practical contributions as an alternative learning strategy that is more innovative and effective in improving students' writing skills.

RESEARCH METHOD

This study employed a quantitative approach using a quasi-experimental design with a Non-Equivalent Control Group Design to examine the effect of the Picture and Picture strategy on students' Arabic writing skills maharah al-kitabah. The research was conducted at MTs Nurul Iman Ulu Gedong, Jambi City, during the 2025/2026 academic year. Determining the study population constituted the initial stage of the research process. A population refers to the entire group of subjects to which the research is directed (Arikunto 2013). The population comprised 30 ninth-grade female students. Using a saturated sampling technique, all students were included as research participants and assigned to two groups: an experimental group (15 students), which received instruction through the Picture and Picture strategy, and a control group (15 students), which received conventional instruction.

Data were collected using an Arabic writing achievement test administered as both a pre-test and a post-test. The assessment consisted of a writing task based on four sequential pictures depicting the theme of Islamic holidays, presented in a randomized order. Students were required to arrange the pictures into the correct sequence and then compose four to five simple sentences corresponding to the ordered images. Students' writing performance was evaluated using an analytic scoring rubric that assessed five dimensions: content relevance, vocabulary use, sentence structure, text organization, and spelling and handwriting quality. The rubric was developed based on an maharah al-kitabah assessment framework commonly employed in Arabic language instruction (Muhammad

Lukman Ariianto et al. 2021). Prior to data collection, the analytic rubric underwent expert validation to enhance the objectivity and consistency of the scoring process.

The Picture-and-Picture strategy is implemented through the following steps: (1) the teacher explains the learning objectives; (2) the teacher displays a series of images related to the learning theme in random order; (3) students observe the images and arrange them in a logical sequence; (4) students discuss vocabulary and sentence structures that correspond to the images; (5) Students compose sentences and develop them into paragraphs based on the sequence of pictures; and (6) the teacher provides feedback and corrections on the students' writing. Learning takes place in groups to enhance student interaction and active participation (Sidiq, M.Pd et al. 2021).

The research procedure included administering a pre-test, conducting instruction in the experimental group using the Picture and Picture strategy and in the control group using conventional methods, and administering a post-test after the treatment. The data were analyzed using IBM SPSS Statistics version 31 through descriptive statistics, the Shapiro-Wilk normality test, Levene's test for homogeneity, the paired samples t-test, and the independent samples t-test. Normality and homogeneity tests were used to ensure that the assumptions of parametric analysis were met, while a paired samples t-test was used to identify improvements in scores within each group, and an independent samples t-test was used to test for differences in learning outcomes between the two groups. All tests were conducted at a significance level of 0.05.

RESULT AND DISCUSSION

Result

This section presents the results of a study on the effect of the Picture-and-Picture strategy on the Arabic writing skills (maharah kitabah) of students at MTs Nurul Iman Ulu Gedong in Jambi City. The data presented are the results of assessments of students' writing skills through pre-tests and post-tests administered to the experimental group and the control group. The experimental group received instruction using the Picture and Picture strategy, while the control group received conventional instruction.

Data analysis was conducted in stages using descriptive statistics, normality tests, homogeneity tests, and hypothesis testing using the paired-samples t-test and the independent-samples t-test. Descriptive statistics were used to provide an overview of the distribution of pre-test and post-test scores in both groups, Meanwhile, inferential tests were used to identify improvements in writing skills within each group and differences in

learning outcomes between the experimental and control groups after the treatment was administered.

To provide a more systematic overview of the research results, the presentation of the findings begins with a descriptive statistical analysis, followed by a test of the prerequisites for analysis, and concludes with a test of the research hypotheses

Descriptive Statistical Analysis

Descriptive statistical analysis was used to examine the overall profile of students' Arabic writing skills scores before and after the learning process. The data analyzed included pre-test and post-test scores for the control group and the experimental group.

Table 1.
Descriptive Statistics

Descriptive Statistics						
	N	Range	Mini mum	Maxi mum	Mean	Std. Devia tion
pre- test	15	17	47	64	56,90	4,804
post- test	15	11	64	75	67,47	3,548
kontrol						
pre- test	15	14	50	64	57,73	3,746
eksp						
post- estekp	15	15	72	86	81,00	3,546

According to Table 1, the control group's pre-test average was 56.90, while the experimental group's pre-test average was 57.73. The difference between the two groups' pre-test averages was only 0.83 points; therefore, the students' initial abilities in both groups can be said to be relatively close from a descriptive perspective. After the learning process, the control group's average post-test score increased to 67.47, while the experimental group's average post-test score increased to 81.00. The control group's

average score increased by 10.57 points, while the experimental group's average score increased by 23.27 points. This indicates that, descriptively, the experimental group showed a greater increase than the control group.

Descriptively, the results indicate an improvement in writing skills in both groups. However, the increase in the average score in the experimental group appears to be greater than that in the control group, so further statistical analysis is needed to determine the significance of the observed differences.

Inferential Statistical Analysis

Before conducting a hypothesis test, the data were first tested for normality and homogeneity. The normality test was conducted to ensure that the data met the assumption of a normal distribution, which is a prerequisite for using parametric tests. Since the sample size in each group was less than 50, the interpretation of normality was based on the Shapiro-Wilk statistic.

Tabel 2.
Results of the Normality Test

		Tests of Normality					
Peningkatan Kitabah		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	Pretest kontrol	0,124	15	,200*	0,955	15	0,611
	Pretest eksp	0,195	15	0,129	0,892	15	0,072
POSTEST	Posttest kontrol	0,207	15	0,082	0,890	15	0,067
	Posttest eksp	0,174	15	,200*	0,907	15	0,120

Based on Table 2, all Shapiro-Wilk significance values are above 0.05. The pre-test significance value for the control group is 0.611 and for the experimental group is 0.072. The post-test significance values were 0.067 for the control group and 0.120 for the experimental group. Additionally, the gain score significance values were 0.076 for the control group and 0.214 for the experimental group. Thus, the pre-test, post-test, and gain score data for both groups were normally distributed.

After the data were determined to be normally distributed, a homogeneity test was conducted to determine whether the variances of the data in the control and

experimental groups were homogeneous. The homogeneity test was performed using Levene's test.

Tabel 3.
Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene	df1	df2	Sig.
		Statistic			
Nilai ujian	Based on Mean	0,307	1	28	0,584
	Based on Median	0,048	1	28	0,829
	Based on Median and with adjusted df	0,048	1	27,751	0,829
	Based on trimmed mean	0,232	1	28	0,633

Based on Table 3, the significance value of Levene's Test based on the mean is 0.584. This value is greater than 0.05, so the variances of the data between the control group and the experimental group are considered homogeneous. Since the assumptions of normality and homogeneity are met, the data can be analyzed using parametric tests.

Hypothesis Testing

Hypothesis testing was conducted to determine improvements in Arabic writing skills within each group, as well as differences in results between the control group and the experimental group. The first analysis performed was a paired-sample t-test to determine whether there were significant differences between the pre-test and post-test scores in each group.

Tabel 4.
Results of the Paired t-Test

Paired Samples Test									
		Paired Differences				t	d	Significance	
		Mean	Std.	Std.	95%		f	One-	Two
			Deviation	Error	Confidence			Side	-
			n	Mean	Interval of the			d p	Side
				n	Difference				d p
					Lower	Upper			
					r	r			
Paired Samples 1	pretest -				-13,917	-7,216	-6,764		
	posttest kontrol	-10,566	6,050	1,562				1,4	0,000
Paired Samples 2	pretest				-	-19,832	-		
	posttest eksperimen	-23,266	6,201	1,601	26,701		14,530	1,4	0,000

Tabel 5.
Hasil Uji-t Sampel Independent N-Gain Persen

Independent Samples Test									
t-test for Equality of Means									
		t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided	Two-Sided			Lower	Upper
NGain_Persen	Equal variance assumed	7,586	28	<0,001	<0,001	30,855	4,067	22,523	39,187
	Equal variances not assumed	7,58	27,229	<0,001	<0,001	30,855	4,067	22,513	39,198

The results of the independent samples t-test indicate a significant difference between the experimental group and the control group. The analysis revealed that the mean difference between the two groups was 30.86, with a t-value (df = 28) of 7.586 and $p < 0.001$. The 95% confidence interval ranges from 22.52 to 39.19, indicating a significant difference in student improvement between the two groups. These results indicate that students who were taught using the Picture-and-Picture strategy achieved a significantly higher improvement in writing skills compared to students who received conventional instruction.

Discussion

The findings indicate that the implementation of the Picture and Picture strategy contributed to improving the Arabic writing skills (maharah al-kitabah) of ninth-grade students at MTs Nurul Iman Ulu Gedong, Jambi City. This finding is consistent with previous studies demonstrating that Arabic language instruction becomes more effective when students are provided with instructional media or learning strategies that facilitate connections between visual stimuli and language acquisition. Research on instructional strategies for maharah al-kitabah has likewise shown that well-structured learning approaches enable students to understand the writing process more systematically (Putra et al. 2023).

The results of the paired samples t-test revealed a statistically significant improvement in the experimental group's writing performance from the pre-test to the post-test, $t(14) = -14.530$, $p < .001$. The control group also demonstrated a significant improvement, $t(14) = -6.764$, $p < .001$. These findings suggest that structured instruction, regardless of the instructional approach employed, can facilitate the development of students' writing abilities (Rizqi 2026). However, the substantially greater improvement observed in the experimental group indicates that the Picture and Picture strategy provided additional instructional benefits beyond those achieved through conventional teaching.

This difference was further confirmed by the results of the independent samples t-test based on the N-Gain scores, which revealed a significant difference between the experimental and control groups, $t(28) = 7.586$, $p < .001$. These findings demonstrate that students who learned through the Picture and Picture strategy achieved greater gains in Arabic writing proficiency than those who received conventional instruction. The observed improvement cannot be attributed solely to the use of pictures as instructional media; rather, it reflects a learning process that actively engaged students in generating ideas, organizing information, and transforming visual representations into coherent written Arabic. This evidence suggests that visual stimulation through sequential pictures effectively reduced students' cognitive difficulties in organizing ideas systematically.

In learning to write, students are not only expected to be able to write letters or form simple sentences, but they also need to develop the ability to choose vocabulary (mufradāt), construct sentence structures (tarkīb), and organize ideas into coherent writing. Difficulties in the early stages—especially when deciding on a topic to write

about—often pose a challenge for students. The Picture-and-Picture strategy helps overcome this challenge by providing visual stimuli that offer an initial overview of the writing topic.

The effectiveness of the Picture-by-Picture strategy can be explained by its role as a form of visual scaffolding in the writing process. A sequence of images arranged in order provides students with a conceptual framework before they begin writing. Through the activities of observing, sequencing, and interpreting the images, students build an understanding of the relationships between events, making it easier for them to develop their ideas into Arabic sentences.

The effectiveness of the Picture and Picture strategy can be explained through its function as a form of visual scaffolding in the writing process. A sequence of logically ordered images provides students with a conceptual framework before they begin writing. By observing, arranging, and interpreting the images, students develop an understanding of the relationships between events, enabling them to generate and organize ideas more effectively before expressing them in Arabic sentences.

This process demonstrates that pictures serve not merely as instructional media but also as cognitive support that assists students during the planning stage of writing. Once students have formed a clear mental representation of the content they intend to write, they can devote greater attention to selecting appropriate *mufradāt* and constructing accurate grammatical structures. This finding is consistent with the Cognitive Theory of Multimedia Learning (CTML), which posits that learning becomes more meaningful when information is processed simultaneously through visual and verbal channels. In the context of Arabic language learning, visual stimuli help students construct coherent mental representations before translating those representations into written language.

Accordingly, the Picture and Picture strategy helps reduce students' cognitive load during the writing process. Rather than beginning to write without clear direction, students are provided with a visual framework that guides them in organizing and developing their ideas more systematically. This instructional mechanism likely explains why the experimental group demonstrated greater improvement than the control group.

The improvement in students' Arabic writing skills through the Picture and Picture strategy can also be understood from a constructivist perspective. Throughout the learning process, students do not merely receive information from the teacher; instead, they actively construct their understanding through interaction with visual

materials and meaningful learning activities. Tasks such as sequencing pictures, discussing the relationships among them, and composing sentences based on the visual context encourage students to construct meaning before producing written texts.

From Vygotsky's perspective, this process is closely associated with the concept of scaffolding, whereby learners receive appropriate support to help them attain higher levels of competence. In this context, the teacher provides guidance when students encounter difficulties in interpreting the images, selecting appropriate *mufradāt*, or constructing grammatically accurate sentences. At the same time, the pictures function as mediating tools that connect students' concrete experiences with the abstract cognitive processes involved in Arabic writing.

Furthermore, the findings of this study align with process-oriented writing approaches, which emphasize the planning stage as a crucial step preceding text production. Students who develop a clear conceptual understanding of the content they intend to write are generally better able to elaborate and organize their ideas than those who begin writing without prior preparation. Therefore, the Picture and Picture strategy can be understood as an instructional approach that supports the pre-writing stage, enabling students to enter the writing process with greater readiness and produce more coherent Arabic texts.

The findings of this study reinforce previous research demonstrating that image-based instructional strategies make a positive contribution to language learning, particularly in the development of writing skills (Munawaroh and Kholiq 2024). Earlier studies on the Picture and Picture strategy have likewise reported that visual stimuli enhance student engagement and facilitate the generation and development of ideas during the writing process (Nurfasilah 2024).

However, this study offers a more specific contribution by examining not merely changes in learning activities but also improvements in the productive language skill of *maharah al-kitabah* through a comparison between the experimental and control groups. The findings indicate that the use of sequential pictures extends beyond supporting students' comprehension of instructional content; it also facilitates idea organization, vocabulary development, and sentence construction in Arabic. Moreover, visual media increase students' interest and engagement in classroom learning while fostering broader language development, including vocabulary expansion and overall linguistic proficiency (Solihah, Mu, and Nurislamiah 2025). Instructional media and learning strategies that provide concrete visual stimuli also encourage students to participate

more actively in constructing linguistic knowledge, as the learning process emphasizes not only content delivery but also learners' active engagement in knowledge construction (Rosyidi, Abdul Wahab Machmudah, Umi ; Roziki, Khafid ; Abdurrauf, Mahmud Adam 2026).

Nevertheless, variations in findings across studies should be interpreted within their respective contexts, including differences in student characteristics, learning environments, the duration of strategy implementation, and the teacher's role throughout the instructional process. Accordingly, the contribution of the Picture and Picture strategy should be viewed as one of several instructional alternatives that can support the development of Arabic writing skills. From a pedagogical perspective, the findings suggest that Arabic language teachers should pay greater attention to the cognitive processes students undergo before producing written texts. The Picture and Picture strategy can serve as an effective instructional alternative to help students generate ideas, expand their *mufradāt*, and construct sentences before engaging in independent writing.

In addition, this strategy is relatively easy to implement in the madrasah context because it does not require sophisticated technology. Teachers can readily adapt the visual materials to align with the instructional content and students' proficiency levels. Nevertheless, the successful implementation of any instructional strategy depends not only on the choice of media or teaching method but also on the teacher's ability to manage the learning process, provide appropriate guidance, and design learning activities that promote active student engagement (Rinanda Komara, Wahyudin, and Sunan Gunung Djati Bandung 2023). Therefore, the use of instructional media should be accompanied by effective pedagogical management to ensure that the objectives of Arabic language learning are achieved optimally.

This study has several limitations that should be noted. The study was conducted with a limited sample size and at only one educational institution; therefore, the findings should be interpreted within the context of this study. In addition, the limited duration of the strategy's implementation does not yet allow for an assessment of its long-term impact. Future research could involve a larger sample size, a longer study period, and a more in-depth analysis to examine the ongoing development of maharah al-kitabah.

CONCLUSION

This study found that the Picture-and-Picture strategy had an effect on improving the Arabic writing skills of ninth-grade students at MTs Nurul Iman Ulu Gedong in Jambi City. Both groups showed improvement in their Arabic writing skills after the learning process; however, the improvement in the experimental group was statistically significantly higher than that of the control group. This difference in improvement was demonstrated through an independent samples t-test, which yielded significant results at the 0.05 level. Thus, the research hypothesis stating that the Picture and Picture strategy influences the improvement of students' writing skills is accepted. These findings indicate that the use of a structured series of images can help students organize their ideas, understand the narrative flow, and express their ideas in Arabic sentences in a more focused manner.

In practice, the Picture-in-Picture strategy can serve as a relevant learning alternative to improve Arabic writing skills in madrasahs, especially for students who still struggle to develop their ideas in writing. However, the results of this study should be interpreted within the context of the research, given the small sample size and the limited duration of the intervention. Future studies are recommended to include a larger sample, a longer duration, and a design that allows for stricter control over variables that may influence learning outcomes.

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