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Optimizing Arabic Vocabulary Mastery through Word Wall Media in the Firtalia Group at TMI Al-Amien Prenduan

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ABSTRACT

The fundamental problem faced by members of the "Firtalia" language interest group at TMI Al-Amien Prenduan is the low retention of vocabulary (mufradat) memorization, which negatively impacts their active communication skills. This study aims to enhance vocabulary mastery through the implementation of visual word wall media. The method employed is Classroom Action Research (CAR) conducted in four cycles, comprising planning, action, observation, and reflection. The subjects were 24 new members of the Firtalia group. Data collection instruments included participatory observation, interviews, written/oral tests, and documentation. Success indicators were set at an individual score of ≥ 65 and classical completeness of 75%. The results demonstrated a significant upward trend: in the pre-cycle, classical completeness was only 29.1% (average score 60). Following the intervention, there was a gradual increase in Cycle I (58.3%), Cycle II (79.1%), peaking in Cycles III and IV with stable completeness at 95.8% (average score 81.5). This study concludes that integrating word wall media effectively shifts the paradigm of vocabulary memorization from a cognitive burden to an interactive and enjoyable visual activity..

Keywords: *Classroom Action Research, Vocabulary Mastery, Word Wall Media, TMI Al-Amien Prenduan, Learning Strategy.*

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INTRODUCTION

Proficiency in foreign languages, especially Arabic, cannot be separated from the quantity and quality of vocabulary possessed by learners. Vocabulary or mufradat is a fundamental element that serves as a bridge for mastering the four language skills (maharah lughawiyah), namely listening, speaking, reading, and writing. ithout an adequate vocabulary, students will experience stagnation in expressing ideas and understanding texts.

In the Al-Amien Prenduan Islamic Boarding School environment, especially in the Tarbiyatul Muallimin Al-Islamiyah (TMI) program, Arabic is the crown of education. There are various interest groups (firqah) formed to support this skill, one of which is "Firtalia." This group accommodates students who have a greater enthusiasm for studying literature and language. However, based on initial observations and interviews with Firtalia mentors, fundamental obstacles were found among new members.

Conventional memorization methods that are monotonous, merely involving note-taking and recitation without visual aids, lead to high levels of boredom and low memory retention. This has an impact on the passivity of members in language discussion activities (munaqasyah). Students often feel burdened by abstract memorization targets without visualizations that aid long-term memory.

To overcome these problems, learning media that stimulate visual aspects and long-term memory are needed. One relevant medium is the word wall. This medium is not just a wall display, but a collection of structured vocabulary displayed in large typography, attractive colors, and placed in strategic locations that are often seen by students.

Previous studies, such as those conducted by Azizah (2018), show the effectiveness of word walls in improving language learning outcomes. However, most of these studies were conducted in formal public schools. This study is novel in that it takes place in a pesantren (TMI Al-Amien) environment with a special interest group, where language interaction occurs intensively 24 hours a day. The action hypothesis in this study is that the use of word walls can significantly improve the vocabulary mastery of Firtalia members.

METHODS OF RESEARCH

This paper descriptively discusses classroom action research, classroom action research models, and how to conduct classroom action research for teachers. The research approach is a literature study. Literature study is a research method that collects, evaluates, and synthesizes information from various literature sources relevant to the research topic. This study will use several literature sources such as books, journals, and articles from scientific databases (Kemmis et al., 2014). Data was obtained through various literature in the form of books, journals, research reports on classroom action research, and reviews of PTK works in various scientific activities. In addition to data, it was also obtained from observations of teachers in training activities for writing scientific papers for teachers. Then the data was reviewed descriptively to answer the predetermined problem formulation.

This study used a Classroom Action Research (CAR) design adapted from Kemmis & McTaggart's model, which was implemented in four cycles. Each cycle consisted of four spiral stages: (1) planning, (2) acting, (3) observing, and (4) reflecting.

The research was conducted at TMI Pondok Pesantren Al-Amien Prenduan, Sumenep, Madura. The research subjects were 24 new members of the "Firtalia" language interest group. The subjects were selected based on preliminary findings regarding their low vocabulary test scores.

Data Collection Techniques:

1. Observation: Observing the participation and activity of students during Firtalia activities.
2. Test: Measure cognitive vocabulary mastery at the end of each cycle (written and oral).
3. Documentation: Photos of learning activities and student grade records.

The data was analyzed descriptively and quantitatively to see the improvement in learning outcomes using the classical mastery formula.

$$P = \frac{\sum \text{Siswa Tuntas}}{\sum \text{Total Siswa}} \times 100\%$$

The success criteria were set at 75% of the group members obtaining a score above the Minimum Mastery Criteria (KKM) of 65.

RESULT AND DISCUSSION

Data Description

Before the action was implemented, researchers conducted preliminary observations and diagnostic tests to map the basic abilities of Firtalia's new members. The learning process was dominated by conventional methods (lectures and note-taking in notebooks). The results of the observations showed that the students tended to be passive, often fell asleep during the material sessions, and had difficulty remembering the vocabulary that had been taught the previous week.

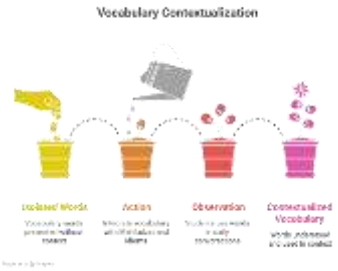
Based on the pre-cycle test results, alarming data was obtained: the average class score was only 60. In detail, only 7 students (29.1%) were able to reach the minimum passing grade (KKM 65), while the other 17 students (70.9%) were still below standard. Item analysis showed that the students' biggest mistakes were in writing (spelling) and understanding the contextual meaning of words. This provided a strong basis for the need for visual media intervention.

Implementation of Actions in Each Cycle

1. Cycle I: Adaptation and Visual Recognition Stage
   a) Action: Researchers began installing a simple word wall with the theme "Pesantren Environment" (Bi'ah Ma'hadiyyah). Vocabulary words were written on manila paper with standard black markers. The activity was interspersed with a simple game called "Point to the Word," in which students competed to point to the words mentioned by the instructor.
   b) Observation Results: The students' enthusiasm began to grow because of the new additions to the classroom walls. However, technical obstacles were encountered: the writing was too small, making it difficult for students sitting in the back rows to read. In addition, the monotonous colors (black and white) were not visually appealing (eye-catching).
   c) Achievements: The average score rose to 68 with a classical completion rate of 58.3% (14 students completed). Despite this increase, the target of 75% has not been achieved.

2. Cycle II: Visual Optimization and Collaboration (Color Coding)
   a) Action Improvement: Based on the reflection of cycle I, the word wall design was revamped. The researcher applied a color coding strategy: red ink for Fi'il (verbs), blue for Isim (nouns), and green for Harf (prepositions). The font size was doubled. Learning was conducted using the group investigation method, in which students were asked to compose sentences from the words on the wall.
   b) Observation Results: The use of colors greatly helped students instantly distinguish between different types of words. The classroom atmosphere became very lively. Students began to actively discuss and correct each other's work (peer correction) when constructing sentences..
   c) Achievements: The average score increased significantly to 74. The classical completion rate reached 79.1% (19 students completed the program). Technically, the success indicators have been exceeded, but the researchers continued to the next cycle to test long-term retention and material deepening.

3. Cycle III: Contextualization (Integration of Mahfudzat)
   a) a) Action: The focus of this cycle is deepening meaning. Vocabulary on the word wall no longer stands alone, but is integrated with Mahfudzat (words of wisdom) or everyday idiomatic expressions. The goal is for students to understand the use of words in the context of complete sentences (Syaahid).
   b) Observation Results: Students not only memorized the meanings of words, but also began to be able to use them in daily conversations in the dormitory. The rate of errors in tarkib (sentence structure) usage decreased dramatically.
   c) Achievements: The average score jumped to 81. The classical completion rate reached 95.8% (23 students completed), with only 1 student not completing due to illness during the learning period.



4. Cycle IV: Stabilization and Consolidation
   a) Action: This cycle is carried out to ensure that the improvement that occurs is not coincidental. The strategy used is the same as cycle III with the addition of contemporary vocabulary.
   b) Achievements: The test results show excellent stability. The average score remained at 81.5 with a classical completeness of 95.8%. This proves that the word wall method has been successfully adopted by the students.

Table 1. Recapitulation of Learning Outcome Improvement Between Cycles

Tahap	Average Score	Classical Completion (%)	Category	Improvement (%)
Pra- Cycle	60	29.1%	Less	-
Cycle I	68	58.3%	Fairly good	+ 29.2%
Cycle II	74	79.1%	Good	+ 20.8%
Cycle III	81	95.8%	Very good	+ 16.7%

Result and Discussion

A. **The Effectiveness of Word Wall Media on Memory Retention**

The findings of this study confirm that the use of word walls can significantly improve students' memory retention compared to conventional methods. The phenomenon of "remembering today, forgetting tomorrow," which often occurs in traditional memorization learning, can be mitigated through continuous visual exposure. This is because word walls are not merely decorations, but rather a literacy-rich environment that constantly triggers cognitive processes.

1. Theoretical Basis: Dual Coding and Learning Conditions

   Theoretically, the effectiveness of word walls can be explained through Allan Paivio's Dual Coding Theory in his cognitive psychology book. Paivio (1991) states that human memory works more optimally when information is processed through two channels simultaneously: verbal and visual. Word walls provide a strong visual representation of verbal symbols (vocabulary/sentences), so that the memory traces formed in the brain become deeper and more difficult to erase (Paivio, 1986 dan Mayer, 2009).

   In addition, Robert Gagne (1985) in The Conditions of Learning emphasizes the importance of "external stimuli" to support the retention process. Word walls serve as a permanent source of external stimuli in the activity room, facilitating spontaneous retrieval (recalling information) every time students' eyes fall on the wall.

2. Incidental Learning Mechanisms and Visual Exposure

   The main strength of word walls lies in their ability to create incidental learning. As emphasized by Cronsberry (2004), this medium serves as a permanent visual reference. In the context of santri, the presence of media attached to the wall creates repeated exposure without pressure (low-stress environment).

   Previous research in the Scopus Q1 journal, The Reading Teacher, by Harmon et al. (2009), shows that interactive word walls help students build stronger semantic connections. When students see these words every day in various contexts (both during class and during breaks), the brain strengthens synapses that support long-term memory. Furthermore, research in Scopus Q2 (Journal of Adolescent & Adult Literacy) shows that consistent visual support is crucial for learners who are memorizing foreign terminology or abstract concepts.

3. Implementation Context in Indonesia.

   In Indonesia, the effectiveness of this medium has been validated by various previous studies. Research in Sinta 2 (Jurnal Obsesi) reveals that the use of interactive visual media such as word walls effectively improves children's cognitive abilities due to their concrete nature (Suryana & Rizareli, 2021).

   In line with this, a study in Sinta 3 shows that word wall media can change the classroom atmosphere to be more communicative and help vocabulary retention in madrasah students (Fatmawati, 2022). With continuous visual engagement, students not only memorize auditorily, but also have visual anchors that help them recall what they have memorized when needed.

B. **The Role of Color Coding in Visual Memory**

The highest increase occurred in Cycle II, with a significant rise of 20.8% from the previous cycle, coinciding with the implementation of color coding on the word wall. This finding empirically proves that visual intervention through color separation is not merely an aesthetic element, but a cognitive instrument that triggers accelerated understanding and memory in students.

1. Theoretical Basis: Dual Coding and Signaling Principle

   Fundamentally, this success is in line with Allan Paivio's Dual Coding Theory (1986). Paivio explains that the human cognitive system consists of two subsystems: one specifically for verbal information and another for images/visuals. When the word Fi'il is colored red and Isim is colored blue, the students' brains not only encode the text linguistically, but also construct visual representations based on those colors.

   Furthermore, Richard Mayer (2014) in his seminal book Multimedia Learning puts forward the Signaling Principle. Mayer states that people learn better when there are cues that highlight the organization of relevant material. Color coding in this study serves as a signal that reduces the cognitive load on students in distinguishing complex word categories (Mayer, 2014; Sweller et al., 2020). Efek Color Coding terhadap Retrieval Informasi

   Color association makes it easier for the brain to retrieve information during tests. Research in the Scopus Q1 journal, Applied Cognitive Psychology, shows that color improves attention and working memory by grouping information into more manageable units (chunking) (Dzulkifli & Mustafar, 2025).

   In the context of language learning, a study in the Scopus Q2 journal, Computer Assisted Language Learning, confirms that color coding helps second language learners identify grammatical structures automatically without the need for tedious syntactic analysis (Lee & Huang, 2018). This phenomenon explains why students in Cycle II were able to answer questions more quickly and accurately; they did not just look up the meaning of words, but recalled the "color map" that was already embedded in their long-term memory.

2. Validation in Arabic Language Learning

   At the national level, this effectiveness is reinforced by research in the journal Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban (Arabic Language and Arabic Education Journal), which shows that visual media using coloring techniques can significantly improve mastery of qawaid (grammar) (Hamid et al., 2024)

   Another study in Sinta 3 states that the use of colors in Arabic learning media is effective in overcoming boredom and accelerating the process of differentiation between types of words (kalimah) for beginners (Muhammad Nasrullah, 2025). Thus, coloring red for Fi'il and blue for Isim creates a "cognitive anchor" that ensures the information stays longer in the students' memory.

C. **Transformation of the Learning Environment**

In addition to cognitive aspects, this study also noted significant changes in the affective and psychomotor aspects of the students. The learning environment at Firtalia transformed from a rigid, teacher-centered environment to an interactive and collaborative one. This change shows that word walls are not merely visual aids, but catalysts for change in the learning culture within the classroom.

1. Theoretical Basis: Scaffolding dan Affective Filter.

   Theoretically, this transformation can be explained through Lev Vygotsky's Sociocultural Theory (1978). The word wall functions as a scaffolding instrument that provides temporary support for students to achieve a higher level of understanding independently. With visual references, the students' mental workload is reduced, making them more confident to experiment with language.

   In addition, the phenomenon of reduced anxiety is in line with Stephen Krashen's Affective Filter Hypothesis (2012). Krashen states that language learning will be optimal if affective variables such as anxiety are at their lowest point. The existence of a word wall creates a psychologically safe environment; when students forget a word during a discussion (munaqasyah), they do not need to feel embarrassed to ask questions or open a thick dictionary; they simply need to glance at the wall to find the answer.

2. Accessibility and Confidence (Scopus Perspective)

   This ease of access to information directly increases the self-efficacy of students. Research in the Scopus Q1 journal, Language Teaching Research, emphasizes that a classroom environment rich in visual support can mitigate Foreign Language Classroom Anxiety (FLCA) and encourage students to participate more actively (Gkonou, 2017).

   A study in the Scopus Q2 journal, System, also shows that accessibility to learning resources on classroom walls helps learners in organizing self-regulated learning strategies. Students no longer depend entirely on teacher instruction, but begin to take an active role as learners (Oxford, 2011). Meanwhile, research in Scopus Q3 shows that collaboration between students increases spontaneously when they have the same visual reference points in the classroom (Julie Jackson and Annie Durham, 2016).

3. Interactive Dynamics in Islamic Boarding Schools

   In the context of Islamic education in Indonesia, this transformation is validated by a study in a previous research in Sinta 1, Indonesian Journal of Applied Linguistics (IJAL), which revealed that changes in the physical environment of the classroom had a significant effect on students' willingness to communicate (Suratno, D P Sari, and A Bani 2022).

   Research in Sinta 2, Arabiyat: Journal of Arabic Language Education, confirms that visual media such as word walls are effective in changing communication patterns in Arabic language classrooms to be more egalitarian and reducing teacher dominance (Maghfira et al., 2022). Further support from Sinta 3 shows that a comfortable learning environment supported by creative media can improve the psychomotor aspects of students in practicing Arabic conversation directly without pressure (Fauzi & Anis, 2025). Thus, word walls have successfully transformed the Firtalia activity room into a dynamic language laboratory.

D. **Relevance to the Context of Islamic Boarding Schools**

The application of word walls in Islamic boarding schools such as TMI Al-Amien has strategic value that goes beyond being merely a visual aid. Amidst the busy schedule of students that lasts 24 hours a day, media that offers time efficiency and ease of access to information is a crucial need. The findings of this study show that the integration of word walls with Mahfudzat (words of wisdom)

material in Cycle III proves that this modern media does not conflict with pesantren traditions, but rather strengthens classical methods with a fresher visual touch.

1. Theoretical Foundation: Educational Ecology and Islamic Boarding School Tradition

   Fundamentally, Islamic boarding schools are a unique educational ecosystem. Azyumardi Azra (2019) in his book on the essence of Islamic education (buku babon), emphasizes that the strength of pesantren lies in its ability to "transmit and preserve values" while adapting to the changing times (al-muhafadzatu 'ala qadimi al-shalih wa al-akhdzu bi al-jadidi al-ashlah). In this case, the word wall serves as a bridge between traditional memorization methods (tahfidz) and more efficient modern memorization techniques.

   In line with John Dewey's (1938) thoughts on Experience and Education, the physical environment in Islamic boarding schools must be able to provide continuous "educational experiences." Wall media creates an immersive environment that ensures students remain exposed to learning materials without having to add to their already busy formal lesson schedules.

2. Efficiency in the Context of Boarding Schools

   The need for efficiency in boarding school environments is supported by research in the Scopus Q1 journal, Review of Educational Research, which states that strategically designed learning environments can optimize student transition times and increase time-on-task without mentally overwhelming them (Carolyn M Evertson and Carol S Weinstein, 2013).

   In the context of language acquisition in an immersive environment, a study in the Scopus Q2 journal, Language Learning, shows that constant exposure to language input in the living environment (dormitory) is crucial for the automation of language skills (Duff, 2020). This finding reinforces the position of the word wall as a highly relevant medium for Islamic boarding schools, where students live and study in the same place. Meanwhile, research in Scopus Q3 emphasizes that integrating local wisdom materials (such as Mahfudzat) with contemporary media can increase students' emotional and intellectual engagement (Jackson, 2012).

3. The Synergy of Modernity and Classicism

   In Indonesia, previous studies in the journal, Studia Islamika, often highlight the transformation of Islamic boarding schools in adopting educational technology without losing their traditional identity (Lukens-Bull, 1995). This study complements Azizah's (2024) findings by providing empirical evidence that word walls are not only effective for mastering basic vocabulary, but also for intensive Arabic language learning in boarding school environments.

   Previous research by Ijaz Arabi: Journal of Arabic Learning, confirms that the use of creative media in teaching Mahfudzat helps students internalize character values while strengthening their linguistic memory (Mubarak, 2017). Support from previous research also shows that visual media can breathe new life into classical bandongan or sorogan methods, making millennial students at Islamic boarding schools more enthusiastic about memorization (Fauzi & Anis, 2021). Thus, word walls have become a tool for modernization that still preserves the spirit of Islamic boarding school traditions.

CONCLUSION

Based on data analysis from four action cycles, it can be concluded that the use of word wall media has proven effective in improving the Arabic vocabulary mastery of members of the Firtalia language interest group at TMI Pondok Pesantren Al-Amien Prenduan. This is evidenced by a surge in classical learning completeness from 29.1% in the pre-cycle to 95.8% at the end of cycle IV.

This medium has successfully changed the paradigm of vocabulary memorization from a cognitive burden to an interactive visual activity. It is recommended that language instructors in Islamic boarding schools use word walls not only as classroom decorations, but as active tools integrated into the teaching of vocabulary, grammar, and composition. The key to success lies in attractive visual design (colors/sizes), strategic placement, and active teacher-student interaction in utilizing them.

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