



Exploring Arabic Reading and Speaking Skills through Picture Storybooks: Study Literature Review

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Abstract

The low proficiency in Arabic reading and speaking among students is often attributed to monotonous teaching methods and a lack of visual learning media. This study explores the pedagogical potential of picture storybooks as a multimodal solution to support Arabic language learning at the elementary and secondary levels. The research aims to analyze how picture storybooks influence vocabulary acquisition, sentence structure comprehension, reading literacy, and speaking fluency. Using a qualitative library research approach, data were gathered from peer-reviewed journals, books, and academic reports published within the last five years. The findings indicate that integrating visual and verbal elements through picture storybooks helps students understand vocabulary in context, builds confidence in speaking, and increases motivation to engage with reading. This approach supports key theories in language learning, including Dual Coding Theory, Multimodal Learning, Krashen's Input Hypothesis, and Vygotsky's Sociocultural Theory. All of which emphasize language learning as a meaning-focused, context-rich, and socially mediated process. The study concludes that picture storybooks serve as an effective instructional tool for Arabic language education by bridging cognitive, affective, and linguistic domains. It recommends further empirical studies in real classroom settings to evaluate the long-term impact of this medium across different learner profiles and proficiency levels.

Keywords: Arabic Learning, Multimodal Pedagogy, Picture Storybooks, Reading Skills, Speaking Skills

ملخص

إن انخفاض الكفاءة في مهارتي القراءة والتحدث باللغة العربية لدى الطلاب غالبًا ما يُعزى إلى أساليب التدريس الرتيبة ونقص الوسائل البصرية التعليمية. تهدف هذه الدراسة إلى استكشاف الإمكانيات التربوية لكتب القصص المصورة كوسيلة متعددة الوسائط لتعزيز مهارات اللغة العربية، لا سيما في المراحل الابتدائية والثانوية. تسعى الدراسة إلى تحليل تأثير كتب القصص المصورة على اكتساب المفردات وفهم تراكيب الجمل وتنمية مهارات القراءة والطلاقة في التحدث. من خلال استخدام منهج البحث المكتبي النوعي، تم جمع البيانات من مجلات علمية محكمة وكتب وتقارير أكاديمية نُشرت خلال السنوات الخمس الأخيرة. وتشير النتائج إلى أن دمج العناصر البصرية واللفظية من خلال القصص المصورة يساعد الطلاب على فهم المفردات في سياقها، ويعزز ثقتهم في التحدث، ويزيد من دافعيتهم للمشاركة في أنشطة القراءة. يدعم هذا النهج نظريات رئيسية في تعلم اللغة، بما في ذلك نظرية الترميز المزدوج، والتعلم متعدد الوسائط، وفرضية المدخلات لكراشن، والنظرية الاجتماعية الثقافية ليفيغوتسكي، والتي تؤكد جميعها أن تعلم اللغة هو عملية تركز على المعنى، غنية بالسياق، ومُتوسّطة اجتماعيًا. وتتلخص الدراسة في أن كتب القصص المصورة تُعد أداة تعليمية فعالة لتعليم اللغة العربية من خلال ربط الجوانب المعرفية والعاطفية واللغوية. كما توصي بإجراء دراسات ميدانية مستقبلية لتقييم الأثر طويل المدى لهذه الوسيلة في بيئات تعليمية متنوعة.

الكلمات المفتاحية: التعليم متعدد الوسائط، تعلم العربية، كتب القصص المصورة، مهارات التحدث، مهارات القراءة

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Introduction

In the context of Arabic language instruction at the elementary and secondary levels, reading and speaking skills are among the most challenging aspects for students to master.¹ Many learners struggle with understanding sentence structures and pronouncing Arabic vocabulary correctly, even after undergoing an extended learning process. The lack of student engagement and interest in Arabic reading texts poses a significant obstacle in acquiring the language.² Moreover, the difficulty in comprehending texts deeply contributes to students' poor reading proficiency.³ Low speaking ability is also attributed to students' limited vocabulary repertoire.⁴ These challenges become more complex in the era of Industrial Revolution 4.0,⁵ where Arabic language learning in Indonesia has undergone a significant transformation based on technological developments and changes in learner behavior.⁶ In response to this shift, there is a growing demand for learning media that are both engaging and contextually relevant. Picture storybooks, whether in print or interactive digital form offer a pedagogical bridge by combining narrative and visual elements suited to the preferences of today's digital-native learners.⁷

One of the primary causes of these challenges is the monotonous and contextually detached teaching methods often employed in classrooms, which lead to boredom and a lack of motivation among students to participate actively in the learning process.⁸ The scarcity of engaging and relevant learning media further exacerbates the situation, as students lack visual stimuli that can support their comprehension of learning materials.⁹ Furthermore, the predominance of lecture-based approaches

¹ Juwairiyah Siregar, Masrun, dan Hikmah, "Analisis Bentuk Soal Keterampilan Berbicara dalam al-'Arābiyyah Bāyṇā Yādāik Kitāb ath-Tholīb ats-Tsāni," Mantiqū Tayr: Journal of Arabic Language 4, no. 2 (2024): 676–88. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4614>

² Putu Ega Yudia Mastika dkk, "The Use of Picture Storybooks in Blended-based Learning Method to Teach Literacy to Young Learners," Acitya: Journal of Teaching and Education 5, no. 2 (2023): 342–61. DOI: <https://doi.org/10.30650/ajte.v5i2.3614>

³ Jean Marc Dewaele dan Rachid Meftah, "How motivation and enjoyment spread their wings during English Foreign Language learning: A pseudo-longitudinal investigation into Moroccan learners," Learning and Motivation 85, November 2023 (2024): 101962. DOI: <https://doi.org/10.1016/j.lmot.2024.101962>

⁴ Koderi Koderi, Muhammad Aridan, dan Ahmad Bukhari Muslim, "Pengembangan Mobile Learning untuk Penguasaan Mufradat Siswa MTs," Arabiyatuna: Jurnal Bahasa Arab 4, no. 2 (2020): 265. DOI: <https://doi.org/10.29240/jba.v4i2.1769>

⁵ Baiq Intan Afrianingsih, Nur Laila Azizah, dan Siti Sanah, "Characteristics of Arabic Language Learning in Indonesia Era 4.0," Mantiqū Tayr: Journal of Arabic Language 5, no. 1 (2025): 1–23. DOI: <https://doi.org/10.25217/mantiqutayr.v5i1.5098>

⁶ Khansa Nabila et al., "Taṭbiq Namudhāj at-Tā 'allum al-Qa'im 'alā al-Mashārī' bi-Istikhdām Wasāith Pontoon Pontoon li-Tahsīn Mahārāt al-kalām Lādāy at-Tullāb," Mantiqū Tayr: Journal of Arabic Language 5, no. 2 (2025): 183–204. DOI: <https://doi.org/10.25217/mantiqutayr.v5i2.5815>

⁷ Baiq Intan Afrianingsih et al., "Characteristics of Arabic Language Learning in Indonesia Era 4.0," Mantiqū Tayr: Journal of Arabic Language 5, no. 1 (31 Januari 2025): 1–23. DOI: <https://doi.org/10.25217/mantiqutayr.v5i1.5098>

⁸ Khaulia Hanifa, Ilzamudin Ma'mur, dan Anita Anita, "The Influence of Picture Strip Story towards Students' Speaking Skill," Scope: Journal of English Language Teaching 7, no. 2 (2023): 189. DOI: <https://doi.org/10.30998/scope.v7i2.15030>

⁹ Bambang Purnama Purnama, Nor Azikin binti Mohd Omar, dan Roi Boy Jon, "EFL Teachers' Perceptions of Using Picture Strip Stories in Teaching Speaking," Edulanguae 5, no. 2 (2023): 314–32. DOI: <https://doi.org/10.20414/edulanguae.v5i2.6013>

and minimal use of contextual media continue to hinder effective instruction.¹⁰ This situation aligns with broader concerns regarding declining learning outcomes, particularly in literacy, critical thinking, and students' diminishing motivation to learn over time.

Various pedagogical approaches have been developed to address these challenges, including communicative and task-based methods. However, such approaches have not fully resolved the difficulties in enhancing Arabic reading and speaking skills, as they often overlook the crucial role of visual elements in the language acquisition process.¹¹ Recent literature suggests that the use of picture storybooks represents a promising solution, as they provide comprehensible input through both visual and verbal channels simultaneously.¹² Unfortunately, most existing studies focus on English as a foreign language, while similar research in the context of Arabic instruction remains limited. This indicates a significant gap in the literature that warrants further exploration.

This study aims to examine the effectiveness of using picture storybooks in improving students' Arabic reading and speaking abilities. Specifically, it seeks to measure how well such media facilitate vocabulary acquisition, sentence structure comprehension, and oral fluency through a contextual and enjoyable learning approach. Furthermore, this research also intends to observe the extent to which visual media can enhance reading literacy, critical thinking skills, and students' active participation in the classroom.¹³

Previous studies have demonstrated that picture storybooks are powerful tools in supporting language acquisition, particularly in developing reading and speaking skills in Arabic as a foreign language.¹⁴ For instance, Al-Kheresh et al found that using picture-based media significantly enhanced Arabic speaking proficiency among non-native students.¹⁵ However, their study focused on static images rather than structured narrative storybooks. In a related study, Shahbari-Kassem et al investigated scaffolded Arabic storybook reading among preschoolers and found that it significantly improved both receptive and productive vocabulary.¹⁶ Yet, this study did not assess speaking fluency or narrative coherence. Meanwhile, Loh (2016) conducted a one-year case study in second language Chinese classrooms and concluded that picture storybooks significantly enhanced students' motivation and reading comprehension, although the language context differs.¹⁷ Additionally,

¹⁰ Hamidah Ainun Naharo dkk., "Use of Image Storybook Media in Improving Speaking Skills in Group a Children in PAUD Al-Fajar Benge, Talang District, Tegal Regency," dalam International Proceedings of Nusantara Raya, vol. 1, (2022): 253–59. DOI: <https://doi.org/10.24090/nuraicon.v1i1.137>

¹¹ Annisa Nadya Ramadhani dan Idham Syahputra, "Retelling Story through Picture Series to Improve Students' Speaking Skills at Assalam Islamic Junior High School Naga Beralih Air Tiris Kampar Regency," Indonesian Journal of Integrated English Language Teaching 75, no. 17 (2021): 399–405. DOI: <https://doi.org/10.24014/ijiet.v7i2.17959>

¹² Mohammad H. Al-Khresh, Ahmad Khaerurrozzikin, dan Abdul Hafidz Zaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," Universal Journal of Educational Research 8, no. 3 (2020): 872–78. DOI: <https://doi.org/10.13189/ujer.2020.080318>

¹³ Adib Julian Gusma et al., "Exploring Project-Based Based Learning's Role in the Development of Arabic Students' Speaking Skills through Experiential Learning Theory," Mantiqu Tayr: Journal of Arabic Language 5, no. 2 (2025): 161–82. DOI: <https://doi.org/10.25217/mantiquayr.v5i2.5792>

¹⁴ Edi Kurniawan Farid, Mamluatun Ni'mah, dan Nur Arifah, "The Teaching of The Speaking Skill Using The Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo," Mantiqu Tayr: Journal of Arabic Language 1, no. 1 (2021): 1–10. DOI: <https://doi.org/10.25217/mantiquayr.v1i1.1197>

¹⁵ Mohammad H. Al-Khresh, Ahmad Khaerurrozzikin, dan Abdul Hafidz Zaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," Universal Journal of Educational Research 8, no. 3 (2020): 872–78. DOI: <https://doi.org/10.13189/ujer.2020.080318>

¹⁶ Abeer Shahbari Kassem dkk., "Reading Stories in Arabic: the Impact of Lexico-Phonological and Diglossic Distance Level on Comprehension and Receptive and Productive Vocabulary Among Arab Kindergarten Children," Frontiers in Education 9, no. July (2024): 1–14. DOI: <https://doi.org/10.3389/feduc.2024.1394024>

¹⁷ Elizabeth K.Y. Loh, "Picture Storybooks in Teaching Chinese as a Second Language," CLCWeb - Comparative Literature and Culture 18, no. 2 (2016): 1-7. DOI: <https://doi.org/10.7771/1481-4374.2856>

Kurniawan and Liza (2024) examined the educational value of Arabic picture storybooks for character development but not for language proficiency.¹⁸ Mahmudah et al. (2024) demonstrated that comic strips, when applied through a psycholinguistic lens, significantly improved students' Arabic speaking skills by enhancing vocabulary retention, sentence structure comprehension, and motivation.¹⁹ Finally, Muzaki and Qodir (2024) confirmed that a direct method using image guessing activities improved Arabic learning outcomes, although without integrating complete narrative and story-based contexts.²⁰

Grounded in empirical observations and theoretical-practical limitations discussed above, this study is based on the belief that picture storybooks hold great potential in bridging the gap between learning input and students' output skills in Arabic. By integrating visual illustrations with narrative texts, picture storybooks are expected to offer a multimodal learning experience that strengthens students' memory and comprehension.²¹ This argument is further supported by Paivio's Dual Coding Theory²² and Krashen's Input Hypothesis,²³ both of which emphasize the importance of comprehensible input in language acquisition. Therefore, this study is crucial in assessing the effectiveness of picture storybooks as an engaging, contextual, and effective learning tool for Arabic language education at the elementary and secondary school levels.

This study is grounded in the theoretical frameworks of Dual Coding Theory (Paivio, 1971), Multimodal Learning (Mayer, 2001), Input Hypothesis (Krashen, 1985), and Sociocultural Theory (Vygotsky, 1978). These frameworks collectively inform the integration of visual and verbal media in language learning.

The relevance of this study lies in addressing the limited use of picture storybooks in Arabic language education, in contrast to more developed research in English and Mandarin contexts. The focus of this study is to examine how picture storybooks influence vocabulary acquisition, reading comprehension, and oral fluency in Arabic learning at elementary and secondary levels. Accordingly, this study seeks to answer the following research questions: How do picture storybooks support Arabic vocabulary and reading comprehension? How do they influence students' speaking fluency and confidence? How can picture storybooks be utilized as multimodal and contextual learning tools in Arabic language classrooms?.

In response to students' limited reading and speaking proficiency in Arabic, the integration of picture storybooks offers a promising multimodal solution. Picture storybooks are narrative-based learning tools that combine visual illustrations and textual elements to enhance comprehension.²⁴

¹⁸ Bobby Kurniawan dan Fitri Liza, "Building Assertive Character through the Arabic Picture Storybook," *International Journal of Arabic Language Teaching*, 1, no. 1 (2024): 1–12. DOI: <https://doi.org/10.32332/ijalt.v6i02.9453>

¹⁹ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, dan Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26. DOI: <https://doi.org/10.29240/jba.v8i2.11349>

²⁰ Muhamad Iqbal Muzaki dan Abdul Qodir, "The Impact of Direct Method Through 'Guess of Picture' on Improving Arabic Language Proficiency Among Students at Nurul Huda Islamic Primary School, Patihan Lamongan," *Dzihni: Jurnal Pendidikan Bahasa Arab, Linguistik dan Kajian Literatur Arab* 2, no. 02 (2024): 79. DOI: <https://doi.org/10.28944/dzihni.v2i02.1775>

²¹ Nur Hanifansyah, Menik Mahmudah, dan Sultan Abdus Syakur, "Mnemonic Storytelling as a Psycholinguistic Approach to Enhancing Arabic Writing Competence," *El-Jaudah: Jurnal Pendidikan Bahasa dan Sastra Arab* 5, no. 2 (25 Desember 2024): 31–52. DOI: <https://doi.org/10.56874/ej.v5i2.2029>

²² Kevin M. Wong dan Preeti G. Samudra, "L2 Vocabulary Learning from Educational Media: Extending Dual-Coding Theory to Dual-Language Learners," *Computer Assisted Language Learning* 34, no. 8 (2 November 2021): 1182–1204. DOI: <https://doi.org/10.1080/09588221.2019.1666150>

²³ Shan Liu, "The Implication of Krashen's Affective Filter Hypothesis on College Students' Listening Learning," *Learning & Education* 10, no. 8 (20 Juni 2022): 163. DOI: <https://doi.org/10.18282/l-e.v10i8.3105>

²⁴ Gigih Wicaksono, "Pengembangan Buku Cerita Bergambar Interaktif Terhadap Kemampuan Siswa Menemukan Isi Cerita," *Joyful Learning Journal* 9, no. 4 (2020): 224–29. DOI: <https://doi.org/10.15294/jlj.v9i4.40868>

Drawing from Paivio's Dual Coding Theory, which posits that information is better processed through verbal and visual channels, these storybooks present language input in an engaging,²⁵ memorable way. Furthermore, Krashen's Input Hypothesis supports the use of comprehensible and contextual input features inherently present in visual narratives.

In language learning, reading is not merely decoding text,²⁶ but also involves cognitive engagement,²⁷ vocabulary development, and critical thinking.²⁸ This aligns with Mayer's Multimodal Learning Theory, which highlights the benefits of stimulating multiple cognitive pathways. In Arabic instruction, where phonology and grammar differ significantly from learners' native language, picture storybooks provide accessible linguistic input that supports *maharahqir'ah* through repeated,²⁹ contextual exposure to vocabulary³⁰ and structure.³¹

Similarly, speaking skills (*maharah al-kalam*) require fluency,³² pronunciation, and syntactic accuracy,³³ all of which benefit from visual scaffolding. As students retell stories and engage in oral interactions based on images, they develop spontaneous expression and confidence.³⁴ This social interaction aligns with Vygotsky's Sociocultural Theory, reinforcing the idea that language develops through meaningful, mediated communication. Thus, integrating picture storybooks into Arabic classrooms not only addresses literacy challenges but also supports oral proficiency through cognitive and social mechanisms.³⁵

These findings affirm Paivio's Dual Coding Theory, as the dual representation (image and text) enhanced students' retention and recall. The significant increase in reading comprehension aligns with Mayer's Multimodal Learning Theory, indicating that students process and internalize information

²⁵ Yuni Budi; Lestari, Kamaludin; Yusra, dan Nuriadi, "Pelatihan Penggunaan Bahasa Kelas (Classroom Language) Dalam Pembelajaran Bahasa Inggris," Darma Diksani: Jurnal Pengabdian Ilmu Pendidikan, Sosial, dan Humaniora Vol. 3 No. 2, no. 3 (2023): 11–17. DOI: <https://doi.org/10.29303/darmadiksani.v3i2.3347>

²⁶ Aan Sartanto dan Aninditya Sri Nugraheni, "Kegiatan Membaca Buku Cerita Bergambar Anak Usia Dasar MI/SD," Jurnal Pendidikan Bahasa 10, no. 2 (2021): 118–24. DOI: <https://doi.org/10.31571/bahasa.v10i1.1842>

²⁷ Lestari, Yusra, dan Nuriadi, "Pelatihan Penggunaan Bahasa Kelas (Classroom Language) Dalam Pembelajaran Bahasa Inggris Bagi Guru MAN Lombok Barat," Darma Diksani: Jurnal Pengabdian Ilmu Pendidikan, Sosial, dan Humaniora 3, no. 2 (2023): 11–17. DOI: <https://doi.org/10.29303/darmadiksani.v3i2.3347>

²⁸ Nina Rahmawarti dan Kadek Dewi Andari, "Perbandingan Strategi Pembelajaran Know Want To Know-Learned (KWL) Berbantuan Media Buku Cerita Bergambar Dengan Metode Bunyi Terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar," Jurnal Borneo Humaniora 4, no. 2 (2021): 70–77. DOI: https://doi.org/10.35334/borneo_humaniora.v4i2.2247

²⁹ Nurfin Sihotang, "مشكلات قراءة اللغة العربية لغير ناطقين بها و سبيل إزالتها," *Thariqah Ilmiah : Jurnal Ilmi-Ilmu Kependidikan dan Bahasa Ara*, Vol 7, No 01 (2019): 1–16. DOI: <https://doi.org/10.24952/thariqahilmiah.v7i01>

³⁰ Jim Trelease, *The Read-Aloud Handbook*, (Jakarta: Noura Books, 2018), hlm. 54.

³¹ R Rita, Maridjo Abdul Hasjmy, dan Sukmawati, "Peningkatan Kemampuan Membaca Lancar Dalam Pembelajaran Bahasa Indonesia Menggunakan Media Cerita Bergambar," Jurnal Pendidikan dan Pembelajaran Khatulistiwa 2, no. 01 (2015): 1–9. DOI: <https://doi.org/10.26418/jppk.v4i1.8785>

³² Yuni Hariyanti dan Junita Purwandari, "Penggunaan Communicative Games dalam Kegiatan Pembelajaran Bahasa Inggris bagi Siswa MTs Panti Asuhan Nurul Iman," Sasambo: Jurnal Abdimas (Journal of Community Service) 5, no. 2 (2023): 316–27. DOI: <https://doi.org/10.36312/sasambo.v5i2.1146>

³³ Lestari, Yusra, dan Nuriadi, "Pelatihan Penggunaan Bahasa Kelas (Classroom Language) Dalam Pembelajaran Bahasa Inggris Bagi Guru MAN Lombok Barat," Darma Diksani: Jurnal Pengabdian Ilmu Pendidikan, Sosial, dan Humaniora 3, no. 2 (2023): 11–17. DOI: <https://doi.org/10.29303/darmadiksani.v3i2.3347>

³⁴ Al-Khresh, Khaerurrozikin, dan Zaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," Universal Journal of Educational Research 8, no. 3 (2020): 872–878. DOI: <https://doi.org/10.13189/ujer.2020.080318>

³⁵ Sulistiyani Sulistiyani, "The Using of Picture Story Books to Increase the Speaking Students' Ability in STKIP Bina Insan Mandiri Surabaya," Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan 14, no. 26 (2018): 127–35. DOI: <https://doi.org/10.36456/bp.vol14.no26.a1677>

more effectively when presented through visual-verbal integration.³⁶ Additionally, improvements in students' speaking confidence support Krashen's Input Hypothesis, which emphasizes the necessity of meaningful and contextual input. The social aspects of reading aloud and story retelling observed in class also demonstrate Vygotsky's Social Constructivism, where language development is fostered through interactive and mediated learning environments. It is hypothesized that picture storybooks, through their multimodal features, significantly enhance Arabic reading comprehension and speaking confidence among learners.

This study offers a novel contribution by synthesizing the pedagogical use of picture storybooks in Arabic language instruction through the integrated lens of multimodal, psycholinguistic, and sociocultural theories, an approach that remains underexplored in previous Arabic education research.

Method

This study employs a qualitative research design using a library research approach, in which data collection is conducted through a comprehensive review of relevant scholarly sources. The primary data consist of literature that directly discusses the use of picture storybooks to enhance language skills, particularly reading and speaking. Meanwhile, secondary data include additional sources that enrich the understanding of picture storybooks, reading skills, and speaking skills within the context of Arabic language learning, such as textbooks, previous research findings, journal articles, and relevant scientific reports.³⁷

The object of this study is the phenomenon of low reading and speaking proficiency in Arabic among elementary and secondary school students,³⁸ which is attributed to the use of learning approaches that lack contextualization and visual support. This issue highlights a gap between conventional teaching strategies and the need for more communicative and visually engaging language instruction. Such conditions hinder the effective acquisition of language, as students struggle with vocabulary and sentence structure comprehension, and face difficulties expressing themselves orally in Arabic.³⁹

This study is grounded in several key theoretical frameworks that provide a conceptual basis for the analysis. The first is the Dual Coding Theory developed by Allan Paivio (1971), which posits that information is more effectively processed and retained when presented through both verbal and visual channels simultaneously.⁴⁰ In addition, Multimodal Learning Theory proposed by Mayer (2001) emphasizes the importance of delivering information through multiple modalities to enhance learning effectiveness. The third theoretical framework is Krashen's Input Hypothesis (1985), which asserts

³⁶ Wenwen Li et al., "Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners' Vocabulary Learning," *Frontiers in Psychology* 13, no. March (2022): 1–11. DOI: <https://doi.org/10.3389/fpsyg.2022.834706>

³⁷ Tri Lestari Janatun dan Sumilah, "Pengembangan Media Cerita Bergambar Berbasis Articulate Storyline Pada Muatan Pelajaran Bahasa Indonesia," *Joyful Learning Journal* 12, no. 4 (2023): 229–35. DOI: <https://doi.org/10.15294/jlj.v12i4.57519>

³⁸ Eisy Nautika Rahmi et al., "A Phenomenological Study of Arabic Language Learning Environment to Improve Students' Speaking Skills at Modern Islamic Boarding School," *Mantiqu Tayr: Journal of Arabic Language* 4, no. 1 (2024): 232–56. DOI: <https://doi.org/10.25217/mantiquatayr.v4i1.4085>

³⁹ Al-Khreshah, Khaerurrozikin, Danzaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," *Universal Journal of Educational Research* 8, no. 3 (2020): 872–878. DOI: <https://doi.org/10.13189/ujer.2020.080318>

⁴⁰ Gigih Wicaksono, "Pengembangan Buku Cerita Bergambar Interaktif Terhadap Kemampuan Siswa Menemukan Isi Cerita," *Joyful Learning Journal* 9, no. 4 (2020): 224–29. DOI: <https://doi.org/10.15294/jlj.v9i4.40868>

that second language acquisition depends on the availability of comprehensible input for the learner.⁴¹ Lastly, Vygotsky's Social Constructivism Theory (1978) underlines the essential role of social interaction in language learning as a means of developing students' linguistic competencies.

Data collection in this study was conducted through systematic searching and selection of relevant and high-quality literature via Google Scholar. The data collection technique involved a structured search for academic books, reputable scientific journals, prior research articles, conference papers, and reports that discuss the use of picture storybooks and their implications for language skills. The selected sources were chosen based on criteria such as open access, content validity, and publication recency, specifically within the last five years. The collected literature was then analyzed and categorized based on its contribution to the research topic.⁴²

The data were analyzed using content analysis, a technique that enables researchers to interpret meanings, patterns, and relationships within the collected literature. This method involves a systematic process of identifying key themes, interpreting context, and linking findings to the theoretical frameworks established earlier. The analysis aims to determine the alignment between field phenomena and existing theories, and to evaluate the extent to which the available literature addresses the research problems and supports the proposed hypotheses.⁴³

Result and Discussion

Table 1. Summary of Previous Studies on Picture Storybooks in Language Learning

No	Authors & Year	Title/Focus Area	Language Context	Key Findings
1	Murtiyana et al. (2024)	Digital storybooks using Canva for Grade 5 students	Indonesian	Improved critical reasoning and reading comprehension significantly
2	Mayang Sari et al. (2022)	Picture storybook <i>Yi Zhi Da Fei Mao</i> in Mandarin class	Mandarin	Increased motivation and reading engagement
3	Fitriyah & Muhaiban (2021)	Arabic storybooks for speaking in MTsN Malang	Arabic	Boosted fluency and student confidence in speaking
4	Suharto (2024)	Culturally contextualized picture books for reading at SMPIT Ihsanul Fikri	Indonesian	Significant impact on reading fluency ($p < 0.05$)
5	Qawqzeh (2021)	Classical heritage stories in Arabic	Arabic	Developed all four language skills; reduced grammatical and pronunciation errors

⁴¹ Amin Nasir dan Salamatus Nafi'ah, "Developing Extensive Reading Materials Using Arabic Story Book Based on Bilingual Parallel Text/ تطوير مواد القراءة الموسعة باللغة العربية في كتاب القصة على أساس نص متواز ثنائي اللغة," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2020): 72–88. DOI: <https://doi.org/10.18860/ijazarabi.v4i1.10568>

⁴² Sulistiyani Sulistiyani, "The Using of Picture Story Books to Increase the Speaking Students' Ability in STKIP Bina Insan Mandiri Surabaya," *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan* 14, No. 26 (26 Oktober 2018): 127–35. DOI: <https://doi.org/10.36456/bp.vol14.no26.a1677>

⁴³ Nina Rahmawarti dan Kadek Dewi Andari, "Perbandingan Strategi Pembelajaran Know Want To Know-Learned (KWL) Berbantuan Media Buku Cerita Bergambar Dengan Metode Bunyi Terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar," *Jurnal Borneo Humaniora* 4, no. 2 (2021): 70–77. DOI: https://doi.org/10.35334/borneo_humaniora.v4i2.2247

6	Sari et al. (2025)	Picture books for early childhood speaking skills	Indonesian	Improved vocabulary and verbal expression in early childhood
7	Shobirin et al. (2024)	Picture storybooks themed on leadership in Arabic learning	Arabic	Received “very good” score (90.1%) in evaluation of instructional quality
8	Loh (2016)	Picture books in second-language Chinese classrooms	Chinese	Enhanced motivation and comprehension; highlights cross-linguistic applicability

Based on the literature summarized in table 1, it is evident that picture storybooks have been successfully applied across diverse language learning contexts to enhance both receptive and productive skills.⁴⁴ While most studies emphasize reading comprehension, several demonstrate significant improvements in speaking fluency and confidence.⁴⁵ Notably, research on Arabic language contexts remains relatively limited compared to English, Mandarin, or Indonesian, highlighting the importance of further exploration. These findings support the rationale for integrating visual-narrative media in Arabic language pedagogy, particularly as a means to contextualize input and foster student engagement.

The use of picture storybooks has emerged as an innovative and effective approach in language instruction, particularly in enhancing reading skills. These storybooks combine concise narrative texts with visual illustrations, which synergistically support comprehension by providing contextual visual cues.⁴⁶ A study by Murtiyana et al. (2024), titled *Development of Digital Storybooks Based on CFE to Improve Critical Reasoning and Reading Comprehension of Fifth Grade Elementary School Students*, demonstrated that Canva-based digital storybooks effectively enhanced students' reading comprehension and engagement with texts. The average comprehension score improved significantly from 51.8 to 86.16 following the implementation of this media.⁴⁷

Another study by Mayang Sari et al. (2022) on the use of the picture storybook *Yi Zhi Da Fei Mao* in Mandarin language learning revealed that such media created an enjoyable learning experience, motivated students, and significantly improved their reading proficiency. Students in Grade X at SMA Negeri 1 Turen were more enthusiastic and less bored during Mandarin language lessons.⁴⁸

⁴⁴ Adikari Achchilage Irosha Madhubhashani Adikari dan Ali Lubna Mohammed, “*The Effect of Narrating Picture Books in Promoting English Vocabulary to Japanese Preschoolers*,” *International Journal of Emerging Issues in Social Science, Arts, and Humanities* 01, no. 01 (2022): 03–18. DOI: <https://doi.org/10.60072/ijeissah.2022.v1i01.001>

⁴⁵ Lailatul Fitriyah dan Muhaiban, “*Pengembangan Buku Cerita Bergambar untuk Pembelajaran Berbicara Bahasa Arab Siswa Kelas VIII di MTsN 1 Kota Malang*,” *JoLLA: Journal of Language, Literature, and Arts* 1, no. 8 (2021): 1042–64. DOI: <https://doi.org/10.17977/um064v1i82021p1042-1064>

⁴⁶ Melina L Knabe, Margarita Kaushanskaya, dan Haley A Vlach, “*Dual-Language Storybooks as a Word learning Tool for Single-Language Learners*,” *IEEE International Conference on Development and Learning (IDCL)* 1, no. 6 (2024): 1–6. DOI: <https://doi.org/10.1109/ICDL61372.2024.10644443>

⁴⁷ Valentina Ika Murtiyana, Tahmid Sabri, dan Maya Puspitasari, “*Pengembangan Buku Cerita Berbasis Augmented Reality*,” *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan* 14, no. April (2023): 98–110. DOI: <https://doi.org/10.31932/ve.v15i2.4091>

⁴⁸ Maulidiyah Mayang Sari, Lilis Afifah, dan Lukluk Ul Muyassaroh, “*The Usage of Picture Story Book 一只大肥猫 to Practice the Reading Skill of Grade X Students of SMA Negeri 1 Turen Penggunaan Buku Cerita Bergambar 一只大肥猫 untuk Melatih Keterampilan Membaca Bahasa Mandarin Siswa Kelas X SMA Negeri 1 Turen*,” *JoLLA: Journal of Language, Literature, and Arts* 2, no. 2 (2022): 240–50. DOI: <https://doi.org/10.17977/um064v2i12022p240-250>

Similarly, Wicaksono (2020), in a study titled Development of Interactive Picture Storybooks on Students' Ability to Identify Story Content, successfully designed interactive storybooks for elementary students and found that the media significantly supported students in identifying main ideas and increased their interest in reading activities.

A comparable finding was presented by Murniyudi and Sujarwo (2021) in their study titled Development of Local Wisdom-Based Picture Storybooks on the Character of Social Awareness. The research concluded that such media not only improved students' understanding of story content but also reinforced their social character through well-structured narratives and engaging visuals. A MANOVA test conducted on Grade IV students showed a significant difference between the experimental and control groups in terms of social awareness.⁴⁹

Further evidence is provided by Fitriyah and Muhaiban (2021) in their study Developing a Picture Storybook for Arabic Speaking Learning for VIII Grade Students of MTsN 1 Malang. They found that the structured speaking habits of Grade VIII students improved when supported by visually engaging Arabic-language storybooks. This media successfully enhanced students' fluency and confidence in speaking Arabic.⁵⁰

Additional findings were reported by Sari et al. (2025) in their study The Effect of Using Picture Story Books on Speaking Ability in Early Childhood, which confirmed that the integration of picture storybooks significantly enhanced speaking skills among young children. Their findings demonstrated that the inclusion of illustrated narratives in early childhood education settings leads to notable improvements in children's oral language abilities.⁵¹

Another relevant study was conducted by Qawqzeh (2021), titled The Impact of Heritage Stories on the Development of Language Skills and the Enhancement of the Value System (تأثير قصص التراث في تنمية المهارات اللغوية وتعزيز المنظومة القيمية), which revealed that classical Arabic stories contribute positively to the development of the four major language skills. These stories also reduced reading, writing, and pronunciation errors, thereby directly improving students' speaking abilities.⁵² Furthermore, the use of classical texts was found to significantly enhance students' Arabic grammatical competence.⁵³

A thesis by Suharto (2024), titled Development of Picture Storybooks Using a Contextual Approach to Reading Skills at SMPIT Ihsanul Fikri Mungkid Magelang, demonstrated the effectiveness of six locally themed, culturally contextualized storybooks in enhancing students' reading

⁴⁹ Heti Murniyudi dan Sujarwo Sujarwo, *Pengembangan Buku Cerita Bergambar Berbasis Kearifan Lokal Terhadap Karakter Peduli Sosial*, Jurnal Kependidikan: Penelitian Inovasi Pembelajaran 5, no. 1 (2021): 1–13. DOI: <https://doi.org/10.21831/jk.v5i1.28160>

⁵⁰ Lailatul Fitriyah dan Muhaiban, "Pengembangan Buku Cerita Bergambar untuk Pembelajaran Berbicara Bahasa Arab Siswa Kelas VIII di MTsN 1 Kota Malang," JoLLA: Journal of Language, Literature, and Arts 1, no. 8 (2021): 1042–64. DOI: <https://doi.org/10.17977/um064v1i82021p1042-1064>

⁵¹ Yona Sari dkk., "The Effect of Using Picture Story Books on Speaking Ability Early Childhood: A Literature Review Pengaruh Penggunaan Buku Cerita Bergambar Terhadap Kemampuan Berbicara Anak Usia Dini: Tinjauan Literatur," Lentera Perawat 6, no. 1 (2025): 23–29. DOI: <https://doi.org/10.52235/lp.v6i1.422>

⁵² Othman Salem Qawqzeh, "تأثير قصص التراث في تنمية المهارات اللغوية و تعزيز منظومة القيم," *The Impact of Heritage Stories on Developing Linguistic Skills and Strengthening the Value System*, Journal of Al-Quds Open University for Humanities & Social Studies 58, November (2021): 9-24. DOI: <https://doi.org/10.33977/0507-000-058-001>

⁵³ Nelis Saadah dan Rizka Rivensky, "فعالية تطبيق طريقة القواعد والترجمة لتعزيز مهارة قراءة كتاب التراث في معهد باب الرضا العزيمية," *Al Mihwar: Jurnal Pendidikan Bahasa Arab dan Kebahasaan* 1, no. 2 (2023): 1–20. DOI: <https://doi.org/10.47766/alnihwar.v1i2.1650>

skills. The paired t-test results from post-test data showed a significance value of $0.000 < 0.05$, indicating a statistically significant impact of the contextual picture storybooks on the reading abilities of seventh-grade students.⁵⁴ These results suggest that reading materials closely aligned with students' local environment increase engagement and help reduce difficulties in comprehension.

Moreover, a study titled *Developing Extensive Reading Materials Using Arabic Story Book Based on Bilingual Parallel Text* by Nasir and Nafi'ah (2021) found that the Arabic-English bilingual storybook developed for students at MA NU Miftahul Falah received a high validity score (3.49) and positive student feedback (84.2%), indicating its classroom effectiveness.⁵⁵

Similarly, research by Shobirin et al. (2024) found that picture storybooks themed around leadership received an average score of 90.1% in the third trial, falling under the "very good" category, and demonstrating that such instructional materials are highly effective.⁵⁶ These studies collectively indicate that picture storybooks hold substantial potential as a form of visual literacy media that fosters both cognitive and affective engagement among students in the learning process.⁵⁷

The effectiveness of picture storybooks in improving reading skills is closely linked to the integration of visual elements and textual content.⁵⁸ Illustrations accompanying the text enable students to predict and confirm the meanings of words or sentences, thereby strengthening decoding processes and meaning inference. In the study by Mayang Sari et al. (2022), titled *The Usage of Picture Story Book 一只大肥猫 to Practice the Reading Skill of Grade X Students of SMA Negeri 1 Turen*, the use of illustrated storybooks in Mandarin language learning encouraged students' active participation in recognizing text structures and unfamiliar vocabulary, which were previously difficult to comprehend.⁵⁹

The relationship between the effectiveness of picture storybooks and the persistent issue of low reading proficiency among Indonesian students becomes increasingly relevant when viewed in light of students' lack of interest in monotonous texts.⁶⁰ Several reports have indicated that unengaging instructional materials contribute to low student motivation and failure to achieve comprehensive reading comprehension. Furthermore, teaching materials are often limited to textbooks and

⁵⁴ Adam Ghozali Reynaldo Suharto, "Pengembangan Buku Cerita Bergambar dengan Pendekatan Kontekstual untuk Ketrampilan Membaca di SMPIT Ihsanul Fikri Mungkid Magelang," (Universitas Islam Negeri Sunan Kalijaga, 2024). <https://digilib.uin-suka.ac.id/id/eprint/70684/>

⁵⁵ Amin Nasir dan Salamatin Nafi'ah, "Developing Extensive Reading Materials Using Arabic Story Book Based on Bilingual Parallel Text/ تطوير مواد القراءة الموسعة باللغة العربية في كتاب القصة على أساس نص متواز ثنائي اللغة," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2020): 72–88. DOI: <https://doi.org/10.18860/ijazarabi.v4i1.10568>

⁵⁶ Shobirin, Muh Yunus, dan Muallim, "اعداد مادة تعليم مهارة القراءة باستخدام موضوعات القصص القيادية. البحث و التطوير مع," *Insyat: Journal of Arabic Studies* 2, no. 1 (2024): 37–49. DOI: <https://doi.org/10.55210/r1zjbn94>

⁵⁷ John J Heilmann et al., "Clinical Impact of Wordless Picture Storybooks on Bilingual Narrative Language Production: A Comparison of The 'Frog' Stories," *International Journal of Language & Communication Disorders* 51, no. 3 (2016): 339–45. DOI: <https://doi.org/10.1111/1460-6984.12201>

⁵⁸ Miloš Blahút, "Teaching Picture Storybooks via E-learning Platforms," *International Journal on Language, Literature and Culture in Education* 4, no. 2 (2018): 44–57. DOI: <https://doi.org/10.1515/ilce-2017-0008>

⁵⁹ Maulidiyah Mayang Sari, Lilis Afifah, dan Lukluk Ul Muyassaroh, "The Usage of Picture Story Book 一只大肥猫 to Practice the Reading Skill of Grade X Students of SMA Negeri 1 Turen Penggunaan Buku Cerita Bergambar 一只大肥猫 untuk Melatih Keterampilan Membaca Bahasa Mandarin Siswa Kelas X SMA Negeri 1 Turen," *JoLLA: Journal of Language, Literature, and Arts* 2, no. 2 (2022): 240–50. DOI: <https://doi.org/10.17977/um064v2i12022p240-250>

⁶⁰ Sindi Febria Fitri, "Analysis of Arabic Reading Skills at Modern Islamic Boarding School Arafah Sungai Penuh, in The 12th Grade of Aliyah Analisis Kemampuan Membaca Bahasa Arab di Pondok Pesantren Modern Arafah Sungai Penuh, pada Kelas XII Aliyah," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (2024): 113–27. DOI: <https://doi.org/10.14421/almahara>

conventional worksheets.⁶¹ Therefore, the visual components of picture storybooks serve as a bridge to address the gap between low reading interest and the need for high levels of comprehension.

Speaking skills in language learning can also be enhanced through narrative-based visual approaches, such as the use of picture storybooks. In this context, illustrated narratives enable students to internalize vocabulary and sentence structures, which are later applied in speaking practice. Rita et al. (2015) reported that the use of picture storybooks in Indonesian language learning had a direct impact on students' activeness and oral expression when discussing the story content.⁶²

The effectiveness of this medium is demonstrated through students' improved pronunciation, intonation, and delivery of the story based on the illustrated texts they read. Additionally, activities such as reading aloud or retelling the story help students develop their confidence in speaking before the class. The Read-Aloud Handbook, first published in 1979, emphasizes that reading experiences using picture storybooks should be joyful, as enjoyable reading fosters interest and repetition.⁶³

Using picture books enhances language acquisition through the right brain, which governs creativity, imagery, conceptual understanding, and long-term memory. This leads to increased vocabulary retention and subsequently accelerates speaking.⁶⁴ A study by Muhamad et al. (2024) supports this finding, revealing that students' speaking skills significantly improved following visual-based role-play activities. Moreover, digital storytelling media offer additional space for effective storytelling practices, facilitating more comprehensive and contextual comprehension.⁶⁵

In the context of Arabic language learning, students' low speaking proficiency is often attributed to the lack of exposure to contextual and engaging input. This reality aligns with Krashen's assumption on the importance of comprehensible input in second language acquisition. Therefore, the use of picture storybooks becomes crucial, as they provide visual contexts that facilitate students' comprehension and production of speech particularly for learners with limited vocabulary.

Literature on picture storybooks also indicates that this medium supports collaborative and communicative learning processes, especially in speaking practices. In visual narrative-based learning, students are encouraged to describe scenes, construct dialogues, and retell the story content freely. Findings from Mayang Sari et al. (2022) reinforce this, showing that students were not only able to comprehend the picture storybooks, but also demonstrated increased motivation to engage in group discussions and oral presentations based on the story content.⁶⁶

Student engagement in speaking activities through the use of picture storybooks can be observed in the increased frequency of complete sentence usage, more varied verbal expressions, and

⁶¹ Ali Farhan, Muhammad kamal bin Abdul Hakim, dan Mohamad Sarip, "تطوير وسيلة لعبة تدمج الأدوار لمهارة قراءة اللغة العربية", Arabiyatuna 8, no. 2 (2024): 487–508. DOI: <http://dx.doi.org/10.29240/jba.v8i2.9434>

⁶² R Rita, Maridjo Abdul Hasjmy, dan Sukmawati, "Peningkatan Kemampuan Membaca Lancar Dalam Pembelajaran Bahasa Indonesia Menggunakan Media Cerita Bergambar," Jurnal Pendidikan dan Pembelajaran Khatulistiwa 2, no. 01 (2015): 1-9. DOI: <https://doi.org/10.26418/jppk.v4i1.8785>

⁶³ Trelease, *The Read-Aloud Handbook*, (Jakarta: Naura books, 2018), hlm. 1-294.

⁶⁴ Wulan Mulya Pratiwi dan Zulda Musyarifah, *The Book of Read Aloud*, (Jakarta: PT. Elex Media Komputindo, 2024), hlm. 1-164.

⁶⁵ Kalsum Muhamad, Yusuf Lasubu, dan Universtas Negeri Malang, "Meta-Analysis Pengaruh Model Pembelajaran Role Playing Berbantuan Audio Visual Terhadap Kemampuan Berbicara Peserta Didik Kalsum Muhamad Yusuf Lasubu," Dalam Isolec : International Seminar on Language, Education Adn Culture, 2024, 73–81. <http://conference.um.ac.id/index.php/isolec/article/view/9821>

⁶⁶ Mayang Sari, Afifah, dan UI Muyassaroh, "The Usage of Picture Story Book 一只大肥猫 to Practice the Reading Skill of Grade X Students of SMA Negeri 1 Turen Penggunaan Buku Cerita Bergambar 一只大肥猫 untuk Melatih Keterampilan Membaca Bahasa Mandarin Siswa Kelas X SMA Negeri 1 Turen," JoLLA: Journal of Language, Literature, and Arts, 2 no. 2 (2022): 240-250. DOI: <https://doi.org/10.17977/um064v2i12022p240-250>

peer-to-peer interaction. This aspect is closely related to Vygotsky's Social Constructivism, which emphasizes that social interaction is key to language development. When students engage in dialogues or question-and-answer sessions about illustrations, a shared construction of meaning naturally emerges, supporting the development of speaking skills.⁶⁷ This is further supported by research conducted at Cambridge University, which reported that students who used digital stories in language learning experienced a 30% improvement in reading and writing skills compared to those who used traditional media.⁶⁸

In relation to the initial problem of this study, namely the low speaking proficiency among students, the use of picture storybooks emerges as a promising solution. When students are able to connect text, illustrations, and speaking experiences simultaneously, communication barriers can be reduced.⁶⁹ Thus, this approach not only enhances vocabulary mastery and sentence structure but also improves students' confidence in using the language orally in the classroom.⁷⁰

The findings of this study indicate that the use of picture storybooks in Arabic language instruction consistently improves students' reading and speaking skills. Based on the literature review, students demonstrated better comprehension of vocabulary and sentence structure when content was presented through both visual and verbal modes. Moreover, there is evidence that students experienced increased fluency and confidence in speaking when provided with contextual and enjoyable media. These findings support the assumption that multimodal delivery plays a crucial role in strengthening students' long-term memory retention, as explained by the Dual Coding Theory.

This study reinforces and extends previous findings regarding the effectiveness of contextual and multimodal approaches in Arabic language learning. For example, the research conducted by Fitriyah and Muhaiban (2021) demonstrated that the development of structured speaking habits, supported by visually engaging media such as picture storybooks, significantly enhanced students' speaking fluency and self-confidence. It also highlighted that context-based instructional materials can substantially improve students' participation and speaking skills.⁷¹ Furthermore, this study supports Krashen's argument on the importance of providing comprehensible input through visual media that aid in understanding spoken language without requiring complete mastery of vocabulary. The strength of this study lies in the integration of visual-verbal elements and the interactive role of picture

⁶⁷ Farid, Ni'mah, dan Arifah, "The Teaching of The Speaking Skill Using The Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo," Mantiqutayr: Journal of Arabic Language, 1 no.1(2021):1-10. DOI: <https://doi.org/10.25217/mantiquatayr.v1i1.1197>

⁶⁸ Ahmad Ali Muhammad Ali, "دراسة حول التعلم من خلال سرد القصص", ٢٠٢٤, "العربية الشخصية", ٩٠٩-٢٦ Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab (PPPBA) Indonesia 1 (2024). <https://journal.pppbai.or.id/>

⁶⁹ Ahmad Maghfur et al., "Enhancing Arabic Speaking Skills Through brough Classroom Language : A Study at Darul Falah Institute Selangor Malaysia," Mantiqutayr: Journal of Arabic Language 5, no. 1 (2025): 56–70. DOI: <https://doi.org/10.25217/mantiquatayr.v5i1.5296>

⁷⁰ Moh. Tohiri Habib, "Classroom Action Research on Digital Interactive Learning for Arabic Speaking Development in Islamic Junior High Schools," Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab 1, no. 1 (6 Februari 2025): 12–22. DOI: <https://doi.org/10.38073/al-muhawaroh.v1i1.2495>

⁷¹ Fitriyah dan Muhaiban, "Pengembangan Buku Cerita Bergambar untuk Pembelajaran Berbicara Bahasa Arab Siswa Kelas VIII di MTsN 1 Kota Malang," JoLLA: Journal of Language, Literature, and Arts, 1 no. 8 (2021): 1042-1064. DOI: <https://doi.org/10.17977/um064v1i82021p1042-1064>

storybooks in fostering collaborative activities an area that has not been widely explored concurrently in previous research.⁷²

The findings of this study reflect that picture storybooks not only fulfill the need for engaging and contextual instructional media but also address the challenges of low student motivation in Arabic language learning. The main objective of this study, to assess the effectiveness of picture storybooks in enhancing reading and speaking skills was evidently achieved through improvements in vocabulary comprehension, sentence structure acquisition, and students' speaking confidence. This demonstrates that a narrative-visual approach can effectively bridge the gap between pedagogical needs and instructional appeal.

The implications of these findings are far-reaching for teachers, educational media developers, and policymakers. Teachers may adopt picture storybooks as alternative Arabic learning media that not only support cognitive development but also promote affective and psychomotor domains.⁷³ Meanwhile, instructional material developers are encouraged to design storybooks that incorporate local cultural elements and target language structures.⁷⁴ From a policy perspective, promoting the integration of visual-narrative media in Arabic language curricula represents a progressive step toward addressing low literacy and critical thinking levels among students, which has been a growing national concern.⁷⁵

The success of picture storybooks as a learning medium in this study can be explained through the synergy between Paivio's Dual Coding Theory and Krashen's Input Hypothesis, where the combination of text and images enables dual associations that enhance information processing. When students observe illustrations, they not only comprehend the meaning of vocabulary but also construct mental narratives that support their speaking performance. Moreover, the presence of a narrative context makes the material more accessible and memorable. This effectiveness is further supported by the teacher's role in facilitating social interaction during the learning process, as emphasized by Vygotsky's Social Constructivism theory.

Based on the findings and implications discussed above, it is essential for educational institutions to begin integrating picture storybooks into Arabic language curricula, particularly at the elementary and secondary levels. Teacher training to optimize the use of this medium should also be prioritized. Furthermore, future researchers are encouraged to conduct field studies that combine experimental methods with classroom observations in order to obtain a more comprehensive understanding of the medium's effectiveness in real-life educational settings. In particular, story texts that align with local cultural contexts help students better comprehend instructional content and improve their reading abilities. This is crucial to ensuring the sustainability and long-term impact of the approach proposed in this study.

⁷² Sri Ayu B. Angio, Rusmin Husain, dan Sayama Malabar, "Enhancing Elementary Literacy: Developing Canva-based Picture Storybooks for Engaging Language Learning," *World Journal of Advanced Research and Reviews* 25, no. 1 (2025): 1028–34. DOI: <https://doi.org/10.30574/wjarr.2025.25.1.0132>

⁷³ Othman Salem Qawqzeh, "تأثير قصص التراث في تنمية المهارات اللغوية وتعزيز منظومة القيم" *The Impact of Heritage Stories on Developing Linguistic Skills and Strengthening the Value System*, *Journal of Al-Quds Open University for Humanities & Social Studies* 58, November (2021): 9-24. DOI: <https://doi.org/10.33977/0507-000-058-001>

⁷⁴ Amy Stornaiuolo dan Robert Jean Le Blanc, "Local Literacies, Global Scales," *Journal of Adolescent & Adult Literacy* 58, no. 3 (2014): 192–96. DOI: <https://doi.org/10.1002/jaal.348>

⁷⁵ Danielle Dennis dan Chris Hemmings, "Making the Simple More Complex: The Influence of Job-Embedded Professional Development in Supporting Teacher Expertise in Reading," *Literacy* 53, no. 3 (2019): 143–49. DOI: <https://doi.org/10.1111/lit.12172>

Table 2. Research Findings Based on Research Objectives

No	Research objective	Research findings
1	To enhance Arabic vocabulary comprehension through contextual media	Visual illustrations in picture storybooks help students grasp the meaning of new vocabulary more quickly and within context
2	To facilitate understanding of Arabic sentence structures	Students can identify sentence patterns through narrative repetition supported by visuals, aiding internalization of structure.
3	To improve fluency in Arabic speaking	Read-aloud and retelling strengthen students' confidence and spontaneity.
4	To promote Arabic reading literacy	Picture storybooks increase interest, aid decoding, and improve comprehension.
5	To develop students' critical thinking skills	Illustrated stories help students analyze and reconstruct meaning.
6	To create contextual and enjoyable Arabic learning	This medium increases engagement and classroom participation.

Source: Compiled by the author based on studies by Qawqzeh (2021), Sihotang (2019), Fitriyah and Muhaiban (2021), and others.

This literature-based study reveals that picture storybooks significantly contribute to enhancing Arabic language proficiency, particularly in reading and speaking skills.⁷⁶ The key findings, when analyzed through the lens of established language acquisition theories, are as follows:

First, students show better comprehension of Arabic vocabulary and sentence structures when exposed to illustrated narratives. This aligns with Paivio's Dual Coding Theory, which posits that combining verbal and visual information strengthens memory and cognitive associations. Visuals in picture storybooks provided dual-channel input, allowing learners to grasp vocabulary meaning and sentence structure through both imagery and text.

Second, the increased motivation and engagement observed in learners aligns with Krashen's Input Hypothesis, which emphasizes the importance of comprehensible and low-anxiety input. Picture storybooks, by offering contextualized and meaningful content, deliver input that is accessible⁷⁷ and relevant to learners' linguistic competence, encouraging voluntary participation and sustained attention.

Third, the development of speaking confidence and fluency is linked to Vygotsky's Social Constructivism Theory, which highlights the importance of social interaction and scaffolding in language development.⁷⁸ Activities such as read-alouds and story retelling promote dialogic learning, where learners co-construct meaning and internalize language patterns through peer interaction and teacher facilitation.⁷⁹

⁷⁶ Uswatun Hasanah dan Alda agus M, "Improving Speaking Skill Through A Word-Guessing Game | La'batun Takhmin al-Kalimat fyy Kafaaty Maharatul al-Kalam," Mantiqutayr: Journal of Arabic Language 2, no. 2 (2022): 146–60. DOI: <https://doi.org/10.25217/mantiquitayr.v2i2.2449>

⁷⁷ Ruth Sylvester dan Wendy-lou Greenidge, "Digital Storytelling: Extending the Potential for Struggling Writers," The Reading Teacher 63, no. 4 (2009): 284–95. DOI: <https://doi.org/10.1598/RT.63.4.3>

⁷⁸ Rara Salvia Sari, et.al., "Understanding Students' Perceptions of Arabic Learning Challenges: A Constructivity Study," Mantiqutayr: Journal of Arabic Language 5, no. 2 (2025): 233–53. DOI: <https://doi.org/10.25217/mantiquitayr.v5i2.5821>

⁷⁹ Gusma et al., "Exploring Project-Based Based Learning's Role in the Development of Arabic Students' Speaking Skills through Experiential Learning Theory," Mantiqutayr: Journal of Arabic Language 5, no. 2 (2025): 161–182. DOI: <https://doi.org/110.25217/mantiquitayr.v5i2.5792>

Fourth, Mayer's Multimodal Learning Theory supports the claim that multimodal materials, such as picture storybooks, enhance cognitive processing and retention.⁸⁰ In this study, students were able to transfer narrative understanding from text to oral language, indicating that multimodal storytelling promotes both receptive (reading) and productive (speaking) competencies.⁸¹

Furthermore, the data gathered from various studies indicates that learners exposed to picture storybooks: Retain vocabulary better due to image associations. Demonstrate improved sentence construction through repeated narrative structures.⁸² Speak more fluently and spontaneously when prompted by visual storytelling cues.⁸³ Show greater interest in reading when materials are visually engaging and contextually relevant.

These findings are directly tailored to the research objective of this study, which is to evaluate the effectiveness of picture storybooks in Arabic language learning. The review demonstrates that the use of picture storybooks goes beyond entertainment; it serves as a powerful pedagogical tool that operationalizes theoretical principles into practical classroom strategies.

The findings of this study reaffirm and expand on previous research emphasizing the effectiveness of visual-narrative media in language acquisition.⁸⁴ For instance, the improvement in students' vocabulary retention and sentence structure comprehension aligns with the work of Fitriyah and Muhaiban (2021), who found that Arabic picture storybooks enhanced students' fluency and confidence in speaking. Similarly, Sari et al. (2025) demonstrated the benefits of illustrated narratives in developing early childhood speaking skills, highlighting how visual cues support oral language development findings echoed in our review of Arabic-speaking learners.

Moreover, this study extends the implications of Shahbari-Kassem et al. (2024), who reported gains in receptive and productive vocabulary through scaffolded Arabic storybook reading, though their study did not explore speaking fluency in depth. Our findings suggest that picture storybooks can bridge this gap by fostering both input (reading) and output (speaking) skills simultaneously. Additionally, Loh (2016) found similar motivational and comprehension benefits using picture books in Chinese language classes. This supports our claim that multimodal narratives engage learners cross-linguistically, especially when adapted to their linguistic context.

The current study also identifies areas not fully addressed in prior research, such as the integration of multimodal learning theory and social constructivism in the design of narrative-based activities. While Murniyudi and Sujarwo (2021) focused on character development through local wisdom storybooks, this study emphasizes linguistic outcomes, particularly in Arabic which are still underrepresented in the literature. Lastly, Mahmudah et al. (2024) demonstrated the psycholinguistic benefits of comic strips on Arabic speaking proficiency, reinforcing our argument that visual narrative media can effectively promote *maharah al-Kalam* when designed with cognitive principles in mind.

⁸⁰ Athiyah Laila Hijriyah, "The Social Cognitive Theory by Albert Bandura and its Implementation in Arabic Language Learning," Mantiq Tayr: Journal of Arabic Language 4, no. 2 (2024): 626–39. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4564>

⁸¹ Juwairiyah Siregar et.al., *Analisis Bentuk Soal Keterampilan Berbicara dalam al-'Arabīyah Baynā Yadaik Kitāb ath-Tholb ats-Tsanī*, Mantiq Tayr: Journal of Arabic Language, 4(2), 676–688. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4614>

⁸² Farid, Ni'mah, dan Arifah, "The Teaching of The Speaking Skill Using The Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo," Mantiq Tayr: Journal of Arabic Language 1, no. 1 (2021): 1-10. DOI: <https://doi.org/10.25217/mantiqutayr.v1i1.1197>

⁸³ Khansa Nabila et al., "Tathbiq Namudhāj at-Tā 'allum al-Qa'im 'alā al-Mashārī' bi-Istikhdam Wasā'ith Powtoon Powtoon li-Tahsin Maharat al-kalam Laiday at-Tullāb," Mantiq Tayr: Journal of Arabic Language 5, no. 2 (2025): 183-204. DOI: <https://doi.org/10.25217/mantiqutayr.v5i2.5815>

⁸⁴ Allan Paivio, *Imagery And Verbal Processes*, (New York: Psychology Press, 1979), hlm. 75.

These findings collectively affirm that picture storybooks are not only contextually engaging, but also theoretically grounded tools that strengthen Arabic language skills across educational levels. However, this study uniquely synthesizes these benefits through a literature-based framework grounded in four major learning theories, offering a comprehensive pedagogical rationale for the use of picture storybooks in Arabic instruction.

Closing

In conclusion, this study highlights the pedagogical value of picture storybooks as an effective medium for enhancing Arabic reading and speaking skills through a multimodal and contextual approach. Unlike traditional rote methods, this approach leverages visual-verbal integration to support vocabulary acquisition, sentence structure comprehension, and oral fluency. By synthesizing findings from various literature sources, this study reaffirms the theoretical relevance of Dual Coding Theory, Input Hypothesis, Multimodal Learning, and Social Constructivism in the context of Arabic language instruction. The importance of this research lies in its contribution to addressing the persistent challenges of low student motivation and limited communicative competence in Arabic learning. As empirical studies on picture storybooks in Arabic education remain scarce, especially at the primary and secondary levels, this literature-based inquiry offers a timely and evidence-informed perspective. The findings provide educators and curriculum developers with a practical framework for integrating narrative-visual materials to create more engaging, meaningful, and learner-centered classrooms. Future research should continue this exploration through experimental studies that evaluate the long-term effects of picture storybooks on different learner profiles and educational settings.

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