

Student Perceptions Of Infographic Poster Media For Arabic Lexicography Course

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Abstract

Teaching and learning Arabic Lexicography requires a creative and innovative approach to improve learning effectiveness. Using infographic posters as instructional resources is an innovative approach that could render the classroom more engaging and spark students' interest. The objective of this study was to determine students' perceptions about the use of infographic posters in Arabic Lexicography courses. This quantitative study included 84 UniSZA students and collected data through a questionnaire. The descriptive analysis was performed using SPSS version 26.0. The study's results showed that students' perceptions of using infographic posters in Arabic Lexicography courses were generally positive, with a mean score ranging from 4.60 to 4.63. As a result of their ability to boost student comprehension, interest, and motivation, infographic posters were deemed appropriate for use as educational materials. This study would help Arabic language lecturers expand their methods of instruction. According to this study, infographic posters should be used more frequently in other Arabic language classes and as resources to help create more engaging and successful curricula.

Keywords: Perception; Infographic Poster; Media; Arabic Lexicography

INTRODUCTION

One of the most significant aspects of teaching and studying Arabic is lexicography, which helps students comprehend the meaning of a word and how it is used in diverse linguistic settings. This course focuses on learning expertise in detecting Arabic lexicons by using diverse techniques of lexicography provided by experts.

Traditional methods, which rely only on text, memory, and theoretical explanations -- have been shown to be ineffective in helping students learn these ideas. Students frequently struggle to understand the relationship between a word's original form and the morphological changes that occur (Suhaimi et al., 2021 & Al-Jarf, 2004). This difficulty contributes to less-than-satisfactory achievement and limits students' ability to apply this knowledge in activities such as writing and understanding Arabic texts.

Furthermore, instructional methods that rely too heavily on text and memory are ineffective for all students, particularly those with visual and kinesthetic learning styles. Al-Harbi and Khan (2019) discovered that students who rely on visual stimuli faces significant difficulty when presented with dense and abstract content that lacks in visual assistance. The absence of visual features in instructional materials not only makes it difficult for students to understand, but also reduces interest in learning Arabic language. Students with visual and kinesthetic learning styles also said that conventional

teaching methods were monotonous and did not help them master the material effectively (Suhaimi et al., 2021). This finding is consistent with a study by Al-Harbi and Khan (2019), which found that the use of visual teaching aids can improve students' knowledge, particularly when learning abstract topics that demand critical thinking; such as morphology.

In this regard, the lack of teaching aids that support the visual learning style has been identified as one of the main causes of students' difficulties in mastering course content (Ibrahim & Mustafa, 2020). According to Omar (2018), students frequently struggle to understand the relationship between a word's original form and the meaning that emerges as a result of morphological changes. This condition makes it difficult for students to retain and understand morphological patterns, reducing their overall mastery of Arabic Lexicography. In this context, there is an urgent need to implement a more participatory and student-friendly teaching method -- particularly through the use of visual aids like infographics. This approach not only has the ability to address the needs of students who are more sensitive to visual stimuli, but it may also stimulate their interest and motivation to understand complicated learning content.

This method not only speeds up the understanding process, but it also helps to reduce the cognitive burden that students frequently confront when dealing with abstract and complex subject matter (Sweller, 1994). According to Dunlap and Lowenthal (2016), infographics can increase students' visual thinking, boosting their capacity to comprehend and remember information. In the context of learning Arabic Lexicography, the use of infographic posters is seen as having the potential to help students understand the concepts of morphology, word change patterns, and their relationship to meaning -- which are often difficult to understand using conventional text methods (Hameed, 2020).

However, empirical studies on the effectiveness of infographics in teaching and learning Arabic Lexicography are still limited. Acknowledging the limitations in the current literature, this study was done to evaluate students' perception towards the usage of infographic posters as an instructional tool in Arabic Lexicography courses. This study is expected to demonstrate an increase in the level of understanding and mastery of Arabic vocabulary searching and researching skills through the use of various types of Arabic Lexicography compiled using various methods by previous scholars and more effectively through an interactive visual learning approach.

METHOD

This study employs a quantitative approach using a survey method to obtain data related to the level of student perception towards the use of infographic posters as a learning medium for Arabic Lexicography courses. This study was conducted at the Faculty of Language and Communications, University Sultan Zainal Abidin (UniSZA), Terengganu, Malaysia. The study sample consisted of 84 First Year (Freshman) students, Bachelor of Arabic Studies with Honours who were taking the Arabic Lexicography course. This study employed a questionnaire as its instrument. The questionnaire was divided into four sections: the study's demographic profile, the level of student perception of the use of infographic posters as a learning medium from the perspective of understanding, the level of student perception from the perspective of interest, and the level of student perception from the perspective of motivation. A five-point Likert scale was employed to assess student agreement. The Likert scale was denoted as SD = Strongly Disagree, D = Disagree, U = Unsure, A = Agree, and SA = Strongly Agree.

The data from this study was evaluated using the Statistical Package for Social Science (SPSS) version 26.0 software, which included descriptive statistics that included; mean, frequency, and percentage. For data interpretation, this study has been organised into three categories (Rudzi, 2003), as illustrated in Table 1.

Table 1. Level Interpretation Based on Mean Scores

Mean Score	Interpretation
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Source: Rudzi (2003)

RESULTS AND DISCUSSIONS

The questionnaire used for the purpose of this study was divided into four parts; namely the demographic profile of the study, the level of student perception towards the use of infographic posters as a learning medium from an understanding aspect, the level of student perception towards the use of infographic posters as a learning medium from an interest aspect and the level of student perception towards the use of infographic posters as a learning medium from a motivational aspect.

Table 2 displays the demographics of the study respondents such as gender, student interest in studying Arabic Lexicography courses and experience using infographic posters as a learning medium.

Table 2. Respondents Demographic Profile

Demography	Category	Sample (N=84)	Percentage (%)
Gender	Male	24	28.6
	Female	60	71.4
Are you interested in studying the Arabic Lexicography course?	Yes	84	100
	No	-	-
Have you ever learned Arabic using infographic posters as a learning medium?	Yes	70	83.3
	No	14	16.7

The demographics of the 84 students that responded are displayed in Table 2, with 60 of them being female (71.4%) and 24 being male (28.6%). According to the study's findings, every student (100%) indicated full interest to learn the Arabic Lexicography course. Furthermore, the majority of students (83.3%) reported using infographic posters for learning, according to this study. This research indicates that lecturers are becoming more aware of infographic posters as useful teaching tools. This result is consistent with earlier studies by Mayer (2021), which found that visual-based learning is more successful than text-only learning, particularly for students who are more inclined to exhibit a visual learning style.

Student Perceptions of the Use of Infographic Posters as a Learning Medium from the Aspect of Understanding

A total of 16 items were used to survey students' perceptions of the use of infographic posters as a learning medium from the aspect of understanding. Table 3 shows that students have a high perception of the use of infographic posters as a learning medium with an overall mean value of 4.61 and a standard deviation of 0.446.

Table 3. Frequency Distribution, Mean, Standard Deviation and Interpretation of Mean for Students' Perceptions of Infographic Posters in Learning Arabic Lexicography from the Aspect of Understanding (n=84)

No	Statement	Mean	SD	Interpretation
B1.	Infographic posters help me understand Arabic Lexicographic information more clearly.	4.57	.645	High
B2.	Infographic posters help me understand lexicographic information more easily than text alone.	4.74	.518	High
B3.	Infographic posters make it easier for me to remember information for each dictionary	4.65	.630	High
B4.	Infographic posters help me relate lexicographic information between each dictionary that I studied.	4.64	.530	High
B5.	Infographic posters help me understand the process of compiling an Arabic Lexicography.	4.61	.538	High
B6.	Infographic posters help me identify important information in the topic of lexicography.	4.65	.503	High
B7.	I understand lessons faster when they are explained through infographic posters.	4.63	.597	High
B8.	Infographic posters serve as an easy reference for comprehension while learning.	4.71	.454	High
B9.	Infographic posters help me understand the differences between Arabic dictionaries more easily.	4.69	.490	High
B10.	I can recognise the structure of lexicographic compilation better through infographic posters.	4.61	.621	High
B11.	Infographic posters help me understand the history of the development of Arabic Lexicography.	4.60	.562	High
B12.	Infographic posters help me recognise frequently used Arabic Lexicographic terms.	4.61	.560	High
B13.	Infographic posters help me understand the relationship between morphology and entries in Arabic Lexicography.	4.37	.724	High
B14.	I can more easily understand the steps of compiling a dictionary with the help of infographic posters.	4.52	.649	High
B15.	Infographic posters provide a clear overall view of a complex topic.	4.63	.510	High
B16.	The infographic poster helped me understand the functions of different types of references in a dictionary.	4.55	.609	High
	Overall	4.61	0.446	High

Table 3 shows that the mean values for all items are at a high level. The item with the highest mean value is item B2 (Infographic posters help me understand lexicographic information more easily than text alone) with a mean value = 4.74 and standard deviation = 0.518. This is followed by the second highest item, item B8 (Infographic posters serve as an easy reference for comprehension while learning) with a mean value = 4.71 and standard deviation = 0.454. This finding reflects that infographic posters are effective in improving student understanding. The use of infographic posters also facilitates the learning process by presenting information in a clearer and more attractive visual format. This finding is in line with the study by Sweller et al. (2020) which shows that the use of visual elements can reduce cognitive burden and accelerate understanding in language learning.

Meanwhile, the item that obtained the lowest mean value among the other item mean values was item B13 (The infographic poster helped me understand the relationship between morphology and entries in the Arabic Lexicography) with a mean value = 4.37 and standard deviation = 0.724. The item was still classified as high level, though. This instance demonstrates that even though the infographic poster assisted students in comprehending the connection between morphology and entries in the Arabic lexicon, this aspect can be considered for extra strategies, such as the lecturer providing a direct explanation or the use of interactive learning activities to clarify more difficult linguistic concepts.

Overall, these results are consistent with the research by Ibrahim et al. (2022), Abdul Hamid et al. (2024), and Abdul Rahman et al. (2024), which discovered that infographics enhance student comprehension by giving a broad overview of ideas in a clear and succinct way. A study by Ibrahim et al. (2022) found that students can improve their understanding of concepts by using interactive infographics and concept maps. As a result, combining infographics with digital tools like interactive learning applications may increase their effectiveness.

Student Perceptions of the Use of Infographic Posters as a Learning Medium from the Aspect of Interest

A total of 12 items were used to survey students' perceptions of the use of infographic posters as a learning medium from the aspect of interest. Table 4 shows that students have a high perception of the use of infographic posters as a learning medium from the aspect of interest with an overall mean value of 4.63 and a standard deviation of 0.443.

Table 4. Frequency Distribution, Mean, Standard Deviation and Interpretation of Mean for Students' Perceptions of Infographic Posters in Learning Arabic Lexicography from the Aspect of Interest (n=84)

No	Statement	Mean	SD	Interpretation
C1.	Infographic posters attract my attention during learning.	4.64	.552	High
C2.	Infographic posters make learning Arabic Lexicography course more enjoyable.	4.64	.594	High
C3.	Infographic posters increase my desire to learn more about lexicography.	4.57	.566	High
C4.	I am more interested in attending class when infographic posters are used as a learning medium.	4.54	.719	High
C5.	The use of colours in infographic posters adds to the appeal of this course.	4.81	.395	High
C6.	The use of graphics in infographic posters adds to the appeal of this course.	4.70	.460	High
C7.	The visual elements in infographic posters increase my interest in the content.	4.70	.485	High
C8.	The use of symbols in infographic posters attracts interest in this course.	4.65	.503	High
C9.	The use of infographic posters increases my perception that this course is relevant.	4.61	.515	High
C10.	Infographic posters encourage me to read more about Arabic Lexicography.	4.60	.518	High
C11.	Infographic posters provide a new and more interesting perspective on lexicography.	4.57	.521	High

C12.	I enjoy attending class more when infographic posters are actively used.	4.64	.552	High
	Overall	4.63	0.443	High

Table 4 shows that the mean values for all items are at a high level. The item that received the highest mean value was item C5 (The use of colour in infographic posters adds to the appeal of this course) with a mean value = 4.81 and standard deviation = 0.395. This was followed by the two second highest items that had the same mean value, namely item C6 (The use of graphics in infographic posters adds to the appeal of this course) with a mean value = 4.70 and standard deviation = 0.460, and item C7 (The visual elements in infographic posters increase my interest in the content) with a mean value = 4.70 and standard deviation = 0.485. This finding shows that visual elements play a major role in attracting students' attention and interest in a lesson. This finding is in line with the statements of Moreno & Mayer (2020) and Abdul Rahman et al. (2024) which emphasised that coloured elements and attractive designs can increase students' concentration. Meanwhile, the item that obtained the lowest mean value among the other mean values of the items was item C4 (I am more interested in attending classes when infographic posters are used as learning medium) with a mean value = 4.54 and standard deviation = 0.719. However, the item is still considered in the high-level category. This situation shows that although the use of infographic posters as learning medium can attract interest in attending classes, there may be other factors such as the lecturer's teaching methods and the learning environment that also influence student interest.

Overall, these findings are in line with the study by Hamzah et al. (2023) which supports that the combination of infographics with interactive teaching methods is more effective in increasing student interest. Therefore, the use of infographics in a lesson may be more interesting for students if combined with digital technology such as interactive learning applications.

Students' Perceptions of the Use of Infographic Posters as a Learning Medium from a Motivational Aspect

A total of 10 items were used to survey students' perceptions of the use of infographic posters as a learning medium from a motivational aspect. Table 5 shows that students have a high perception of the use of infographic posters as a learning medium from a motivational aspect with an overall mean value of 4.60 and a standard deviation of 0.477.

The mean values for all items are at a high level. The item that received the highest mean value was item D10 (Infographic posters help me feel more organised when understanding lexicography topics) with a mean value = 4.65 and standard deviation = 0.526. This was followed by the second highest item, item D2 (Infographic posters increase my motivation to understand lexicography topics) with a mean value = 4.64 and standard deviation = 0.506. This finding shows that posters act as a facilitating tool for a more systematic learning. This is in line with the findings of Hattie & Yates (2021) which emphasises that well-structured learning materials can increase student confidence and motivation. While the two items that obtained the lowest mean values among the other item mean values; namely item D3 (I am more enthusiastic to complete the assignment

when it involves the use of infographic posters.) with a mean value = 4.57 and standard deviation = 0.587, and item D8 (Infographic posters give me additional motivation to achieve better results in this course) with a mean value = 4.57 and standard deviation = 0.544. However, these items are still in the high-level category. This situation shows that infographic posters also help in increasing students' enthusiasm in completing academic assignments. According to a study by Alshammari (2023), the use of interactive and responsive infographics to students' needs can increase their intrinsic motivation to learn.

Table 5. Frequency Distribution, Mean, Standard Deviation and Interpretation of Mean for Students' Perceptions of Infographic Posters in Learning Arabic Lexicography from a Motivational Aspect (n=84)

No	Statement	Mean	SD	Interpretation
D1.	Infographic posters increase my motivation to study the Arabic Lexicography course.	4.60	.562	High
D2.	Infographic posters increase my motivation to understand lexicography topics.	4.64	.506	High
D3.	I am more enthusiastic to complete assignments when using infographic posters.	4.57	.587	High
D4.	I am more focused while learning using infographic posters	4.63	.533	High
D5.	Infographic posters encourage me to study more deeply about the concepts taught.	4.61	.515	High
D6.	I feel more confident in my understanding after using infographic posters in learning.	4.61	.515	High
D7.	Infographic posters help me maintain interest throughout the learning process.	4.60	.604	High
D8.	Infographic posters give me additional motivation to achieve better results in this course.	4.57	.544	High
D9.	Infographic posters encourage me to master lexicographic concepts in depth.	4.62	.579	High
D10.	Infographic posters help me feel more organised while understanding lexicography topics.	4.65	.526	High
Overall		4.60	0.477	High

CONCLUSION

Conclusively, these results demonstrate that visual aids like infographics can improve comprehension while simultaneously boosting student motivation and engagement -- which enhances the learning process' efficacy. The use of appropriate colours and appealing visuals can improve learning effectiveness, but for an even greater effect, they must be paired with interactive teaching techniques. It is anticipated that the results of this study will provide practical ways to raise the standard of Arabic language instruction and learning.

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