



Exploring the Pedagogical Impact of Visual Wall Charts on Student Engagement and Understanding in Arabic Language Learning: A Qualitative Insight

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Abstract

ABSTRACT

Background: Many Indonesian students still find Arabic learning difficult to follow, often showing limited motivation and comprehension. Introducing visual materials such as wall charts provides a more tangible and appealing way to present linguistic concepts in class.

Aims: The present study explores how wall charts can be used as an instructional medium to strengthen learners' engagement and understanding in Arabic classrooms. It focuses on examining their educational value in creating meaningful participation and sustained motivation among students.

Methods: This research adopted a qualitative case study carried out at MA NU 03 Sunan Katong. The data were collected from tenth-grade learners and an Arabic language instructor through class observations, interviews, and documentation. The analysis followed the interactive model of Miles and Huberman and involved triangulation to ensure the credibility and depth of interpretation.

Result: The use of wall charts was found to increase students' enthusiasm, attention, and ability to recall Arabic structures and vocabulary. Learners responded positively to the visual layout, which encouraged collaboration and dialogue during lessons. Teachers also noted improved classroom flow and reduced monotony. Although the printed materials are static, the approach successfully built a stimulating environment where students could learn through both observation and interaction.

Conclusion: The study confirms that visual wall charts can serve as an effective pedagogical bridge between traditional and active learning in Arabic language education. Their visual form encourages deeper comprehension, interactive communication, and creativity, making them highly suitable for contemporary learner-centered teaching models.

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INTRODUCTION

The need to rethink how Arabic is taught in Indonesia has grown more urgent in recent years (Ritonga et al., 2021, 2023). Although the language is part of the national curriculum and holds deep cultural and religious value, classroom outcomes still fall short of expectations (Alfayez, 2022; Cherfas et al., 2021). Many learners approach Arabic with anxiety, seeing it as a subject filled with memorization rather than meaning. Teachers, on the other hand, struggle to keep students engaged when their only tools are textbooks and verbal explanations. As a result, Arabic lessons often feel disconnected from real communication or creativity. This weakens students' motivation and limits their ability to retain what they learn. The situation calls for a more vivid, participatory approach that stimulates both curiosity and understanding. Exploring a medium as simple as the wall chart becomes relevant precisely because it promises interaction without the barriers of technology.

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Within most madrasahs and Islamic schools, Arabic instruction has traditionally followed a top-down model where teachers speak and students listen (Khalaf & Bekerman, 2025). This system gives priority to accuracy and grammar drills but neglects how students actually make sense of language (Islam & Stapa, 2021; Korkut & Çelik, 2021). Over time, such repetition can drain enthusiasm, turning the classroom into a space of routine rather than discovery. Learners memorize patterns mechanically yet fail to see how those patterns express meaning in context. Once disengaged, they become hesitant to participate or ask questions. The challenge for educators, therefore, is not only linguistic but pedagogical: how to transform passive listeners into active explorers of language. That challenge cannot be met by lecture alone but requires materials that invite the eyes as well as the mind. Visual prompts like wall charts have the potential to restore liveliness to lessons that have become too rigid.

Motivation is the invisible energy that drives language learning, and without it even the best methods collapse (Cheng, 2023; Richards, 2022). Arabic, with its script, phonetics, and morphology so different from Indonesian, demands more than discipline—it demands emotional connection. Visual elements often serve as that bridge because they make abstract ideas tangible. When students see how rules and words link together in color and form, they begin to understand patterns instead of memorizing fragments. A simple diagram can spark the realization that language is structured thought, not random sound. Such realizations nurture confidence and make learning less intimidating. For teachers, visual tools become allies that sustain attention and discussion. In this sense, the introduction of wall charts is less about decoration and more about creating meaningful cognitive pathways.

Arabic's global standing as both a sacred and international language gives further weight to improving how it is taught locally (Hajar, n.d.; Salem, 2021). Mastery of Arabic grants access to classical scholarship as well as to contemporary intellectual exchange (Olivares et al., 2021; Rashwan, 2024). Yet in Indonesia, its teaching often remains confined to translation exercises and rote recitation. These practices reduce a living language to static symbols, distancing learners from its communicative essence. Students rarely encounter Arabic as something they can use to express their own ideas. The absence of interactive or visual support deepens the perception that Arabic belongs only to ritual rather than reflection. Modern education, however, calls for relevance and engagement. To meet that call, Arabic classrooms must evolve toward methods that integrate sight, thought, and participation.

Curricular reform in Indonesia has increasingly emphasized creativity and learner autonomy. Many teachers have limited access to training in educational media or technology, leaving them dependent on printed texts (Nyambane, 2021). This dependency makes lessons predictable and discourages experimentation. Meanwhile, studies on multimodal learning suggest that students grasp and remember material better when multiple senses are involved. Seeing and doing reinforce what is heard and spoken. In this respect, the wall chart stands out as a low-cost yet powerful instrument for renewing classroom energy. It fits the principles of the Merdeka Curriculum, which encourages flexible, student-centered instruction. Its very simplicity makes it a bridge between traditional teaching and modern pedagogy.

Visual learning has become increasingly central in how educators think about comprehension (Imbaquingo & Cárdenas, 2023; Moghadam et al., 2023). Images, symbols, and diagrams help learners process relationships and structures that words alone cannot reveal (Dong et al., 2021; Kukreja & Sakshi, 2022). For Arabic learners, whose difficulties often lie in understanding patterns of morphology and syntax, these visuals can illuminate what would otherwise remain abstract. A chart showing verb forms or sentence flow can make linguistic logic visible. This clarity saves time and reduces frustration for both students and teachers. Beyond aiding memory, visual representation appeals to curiosity—it invites the eye to linger and the mind to connect ideas. When

classrooms incorporate such visual anchors, learning becomes more intuitive and inclusive. The potential of wall charts thus lies not in novelty but in their ability to humanize the learning experience.

The value of wall charts also extends to how they reshape social interaction within the classroom (Cheung et al., 2025; Müller et al., 2024). Preparing or interpreting a chart can become a collective activity where students negotiate meaning together (Beal & Hontvedt, 2023; Colley & Windschitl, 2021). This collaboration transforms learning from an individual struggle into a shared exploration. It builds communication skills and mutual support, two qualities essential for mastering any language. Teachers, freed from the sole role of lecturer, act as facilitators guiding discussion and reflection. The visual object becomes a meeting point between explanation and imagination. Over time, such interactions cultivate a classroom culture of dialogue rather than silence. The outcome is not only better comprehension but also stronger social bonds that sustain learning motivation.

Despite their advantages, wall charts remain surprisingly underused in Arabic classrooms (Samsonova, 2021). Some educators view them as outdated or unsophisticated, unaware of their adaptability to modern learning principles (Dishon & Gilead, 2021; van & Oosthuizen, 2021). Yet simplicity can be strength when resources are limited and attention spans are short. A handmade chart can still trigger insight, especially when students contribute to its design. The act of creating or interpreting the visual reinforces memory through participation. Moreover, wall charts function without electricity, screens, or internet access, making them reliable across diverse educational contexts. In this sense, they democratize innovation by offering every teacher a practical tool for improvement. Recognizing this overlooked potential is what drives the present research and gives it both educational and social relevance.

The present study therefore responds to a concrete educational need: to identify methods that make Arabic learning more engaging, equitable, and effective (Abusamra et al., 2025). While digital media dominate discussions on innovation, not all schools can afford such technologies (Fütterer et al., 2023; Nungu et al., 2023). Wall charts offer an inclusive alternative that encourages creativity through manual, collaborative work. Investigating their impact fills a missing link in the conversation about modernizing Arabic pedagogy in developing regions. By focusing on how students and teachers experience this medium, the study hopes to capture the nuances often lost in quantitative evaluations. It seeks not merely to prove effectiveness but to understand interaction and meaning-making within the classroom. Ultimately, the research aspires to show that small, thoughtful innovations can generate lasting change. That conviction forms the backbone of this inquiry into visual wall charts in Arabic language education.

Recent studies reaffirm that visual and interactive learning environments enhance engagement and comprehension. Akinpelu et al. (2025) found that mastery-based visual instruction improves participation, while Woolcott & Chamberlain (2025) showed that collaborative engagement deepens understanding through shared learning dynamics. Gyan & Mensah (2025) revealed that supportive teaching using visual cues increases learners' confidence, and Soe et al. (2025) highlighted that autonomy-based environments supported by visuals lead to stronger achievement. Aghasafari et al. (2025) demonstrated that integrating multimedia arts links emotion with cognition, while Zhu et al. (2025) confirmed that tangible visual tools stimulate greater emotional involvement. Koerfer et al. (2025) emphasized that conceptual visualization strengthens teachers' pedagogical insight, whereas Prieto-González & Pacholek (2025) linked visualization of progress with enhanced motivation. Wilkie (2025) argued that participatory visual practices sustain pedagogical transformation, and Kaźmierczak et al. (2025) showed that immersive visual technologies foster deeper comprehension. Together, these findings illustrate that visual media stimulate motivation, reinforce retention, and promote active engagement. Building upon these

perspectives, the present study examines wall charts as a visual medium for developing motivation, comprehension, and collaboration in Arabic language classrooms.

The teaching of Arabic in Indonesia continues to face persistent challenges that stem from outdated methods and a lack of meaningful classroom interaction. Many teachers still rely on lectures and memorization, which leave students disengaged and disconnected from the essence of the language. Lessons that depend solely on verbal explanation tend to suppress creativity and curiosity, especially among younger learners. In this situation, visual media can serve as a bridge between explanation and understanding. Wall charts, in particular, offer a simple yet effective way to visualize grammatical patterns, vocabulary, and sentence structures. They allow students to see what they learn, rather than only hear it, making lessons more concrete and memorable. Beyond practicality, wall charts can turn routine instruction into a shared experience where students discuss, interpret, and contribute to what appears before them. This study is grounded in the belief that learning becomes more alive when the classroom itself begins to speak visually.

Although the benefits of visual learning are widely acknowledged, Arabic language instruction still lacks a consistent framework for using visual media effectively. Many classrooms continue to revolve around teacher explanations without visual reinforcement that helps learners grasp abstract ideas. While other subjects have begun integrating charts, posters, and multimedia, Arabic lessons often remain static and text-centered. Research on the role of wall charts in this specific context is minimal, leaving educators with limited understanding of their true impact. There is also little documentation on how students experience this kind of media, especially regarding motivation, collaboration, and comprehension. In practice, teachers rarely assess how visual interaction influences learning behavior. The absence of such inquiry creates a space for exploration, one that this study seeks to fill by examining how wall charts can transform a traditional Arabic classroom into a more engaging, participatory environment.

This study aims to understand how wall charts influence the way students learn Arabic, focusing on motivation, engagement, and comprehension. It explores how a simple visual medium can shift the classroom atmosphere from passive listening to active discovery. The research intends to capture how wall charts help students process information visually, work collaboratively, and develop confidence in their understanding. The underlying assumption is that when language concepts are made visible, students find it easier to connect meaning with form. The study also assumes that creating or interpreting wall charts together can strengthen communication and teamwork among learners. Ultimately, the purpose of this research is to demonstrate that meaningful innovation does not always require advanced technology—sometimes, it begins with a wall, a marker, and the willingness to let students learn by seeing as well as doing.

METHOD

Research Design

This research used a qualitative case study approach to understand how visual wall charts influence students' motivation, interaction, and comprehension during Arabic language learning. The qualitative design was chosen because it allows the researcher to observe classroom realities as they unfold, rather than reducing them to numbers or scores. Through this approach, teaching and learning activities could be examined in a natural context, highlighting how teachers and students adapt when visual tools are introduced. The case study method also made it possible to describe classroom changes in detail, how a teacher modifies instruction, how students respond, and how the overall atmosphere shifts toward more participatory learning. This design captures not only what happens but also how and why certain behaviors or improvements emerge.

Participants

The study took place in an Islamic senior high school and involved one Arabic teacher and thirty-three tenth-grade students. Participants were selected purposefully because they represented a classroom where Arabic is mandatory but often considered difficult and monotonous. The teacher had several years of teaching experience and was familiar with conventional, text-based instruction. This made her classroom ideal for exploring change when a new visual strategy was introduced. The students, with varied levels of ability and learning styles, provided insight into how wall charts could reach different types of learners. Before the study began, all participants were informed of the purpose and procedures, and their participation was voluntary.

Instrument

Three main instruments were used to collect data: classroom observation, semi-structured interviews, and documentation. Observation allowed the researcher to record authentic classroom events, focusing on how students engaged with visual materials and how the teacher guided their interactions. Interviews were used to explore personal experiences and perceptions about the use of wall charts, how they helped, what challenges appeared, and what emotions accompanied the learning process. Documentation included photographs of the learning sessions, student-made wall charts, and copies of lesson plans. Together, these instruments provided a rich and balanced set of information that reflected the classroom from multiple perspectives.

Data Analysis

Data were analyzed through an interactive process that combined reflection and interpretation. The researcher began by organizing all observation notes, interview transcripts, and documentation materials. Each piece of information was read repeatedly to identify patterns and relationships among emerging themes such as motivation, understanding, and interaction. Codes were developed gradually, refined as new insights appeared, and grouped into broader categories that explained how wall charts influenced classroom dynamics. To ensure accuracy, findings from different instruments were compared in a process of triangulation. The final stage involved constructing descriptive narratives that conveyed the transformation of the Arabic classroom into a more visual, collaborative, and engaging learning environment.

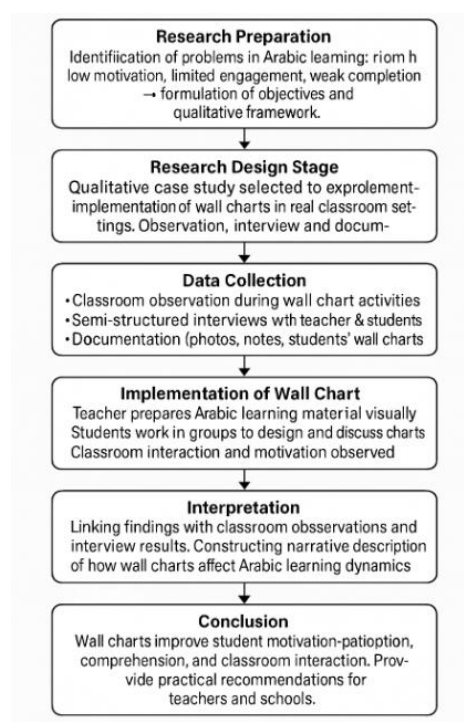


Figure 1. Flowchart of the Research Process

RESULTS AND DISCUSSION

Results

The classroom observations and interviews revealed a noticeable transformation in how students engaged with Arabic lessons once the wall charts were introduced. Before the intervention, lessons tended to feel routine and one-sided, with students responding passively to teacher explanations. After the visual materials were used, the room grew more vibrant. Learners began asking questions, pointing to sections of the chart, and even helping each other interpret the vocabulary and grammatical patterns displayed. The teacher reported that lessons felt lighter to manage because students were naturally drawn to what was on the board rather than waiting for verbal instructions. This change in atmosphere was one of the earliest and clearest signs that the visual medium had altered the rhythm of classroom interaction. To capture the students' perspectives, short interviews and written reflections were collected at the end of the learning sessions. Most students expressed that the wall charts helped them stay motivated and understand the lesson structure more easily. The summary of their responses is presented in Table 1, while the overall proportions appear visually in Figure 2.

Table 1. Students' perceptions toward wall chart implementation (N = 33)

Category	Count	Percent
Increased motivation	20	60%
Easier comprehension	8	25%
Better focus in class	3	10%
No notable change	2	5%

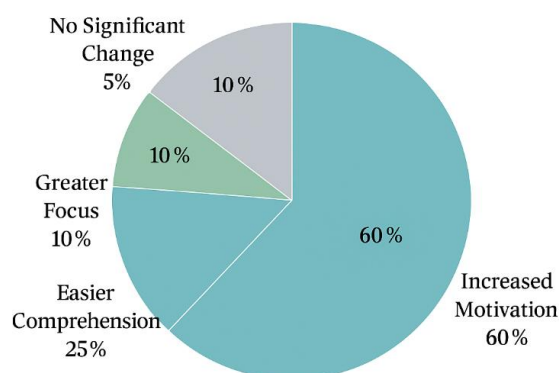
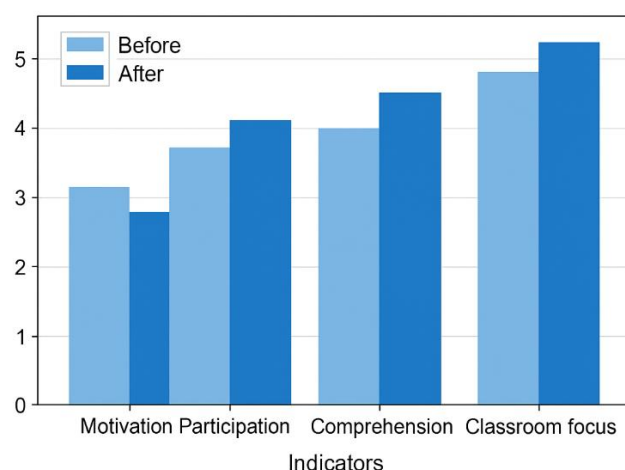


Figure 2. Distribution of students' perceptions toward the implementation of wall charts in Arabic language learning

The visual summary makes it clear that most learners—roughly three out of five—felt more motivated when wall charts became part of their learning routine. A smaller group found the charts especially helpful for remembering vocabulary and recognizing sentence patterns, while a few admitted that their concentration improved because the colorful layout kept their eyes on the lesson. Only two students said the change did not make much difference. Overall, these impressions suggest that the wall chart functioned as both a motivational trigger and a cognitive support during Arabic instruction. Further classroom observations strengthened these impressions. When the same indicators were reviewed before and after the wall chart activities, a distinct upward trend appeared in every aspect of student behavior. The comparative results are displayed in Table 2 and Figure 3.

Table 2. Classroom observation scores before and after wall chart implementation

Indicator	Before	After
Motivation	2.5	4.5
Participation	2.0	4.2
Comprehension	2.3	4.0
Classroom focus	2.7	4.6

**Figure 3.** Comparison of Classroom Observation Results Before and After Wall Chart Implementation

As reflected in Figure 3, students' motivation and focus rose sharply once visual materials became part of the daily lessons. Participation nearly doubled, and comprehension improved in a way that was visible through students' ability to explain Arabic phrases in their own words. The teacher also observed that students who previously hesitated to contribute began volunteering answers more confidently. The numerical increase, though descriptive, mirrors a qualitative shift toward active learning that could be felt throughout the sessions. Teacher reflections collected through interviews further confirmed these observations. According to the teacher, the wall charts not only simplified classroom management but also encouraged creative contributions from students who typically remained quiet. The distribution of perceived benefits from the teacher's standpoint is shown in Table 3 below.

Table 3. Teacher's perceived benefits of wall charts

Benefit	Percent
Easier classroom management	40%
Increased student engagement	35%
Time efficiency	15%
Creativity enhancement	10%

Together, the evidence from students, classroom observation, and teacher reflection points to a consistent conclusion: the introduction of wall charts reshaped how Arabic was learned and taught. Lessons became more collaborative, attention was easier to sustain, and the sense of enjoyment in the classroom grew stronger. What had once been a largely text-driven and teacher-centered subject evolved into a shared learning experience where ideas were seen, discussed, and remembered.

Discussion

The introduction of wall charts in Arabic language classrooms created a visible shift in the way students learned and interacted. Before these visuals were introduced, learning mostly involved listening, copying notes, and waiting for explanations. Afterward, students began observing patterns, asking questions, and making their own connections between form and meaning. This finding echoes the work of Akinpelu et al. (2021), who noted that when learners can follow structured, step-by-step visual cues, they become more engaged and persistent. Like the mastery approach in their mathematics study, the wall chart gave Arabic learners a concrete path that guided understanding and reduced frustration. In this study, collaboration emerged naturally as students interpreted or created wall charts together. They exchanged ideas, corrected one another, and found satisfaction in seeing the language take shape on the board. This experience reflects what Woolcott and Chamberlain (2022) described as “collaborative engagement,” where shared learning experiences strengthen social connection and academic retention. The classroom shifted from one-way instruction to a space of dialogue. Such transformation reinforces the idea that participation and belonging are not separate from learning but fundamental to it. A subtle yet important aspect observed was how both male and female students showed similar confidence levels during wall chart activities. Traditionally, symbolic subjects like Arabic or mathematics can highlight gender differences in confidence, but visual tools seemed to reduce this gap. The balance observed here resonates with Gyan and Mensah (2021), who found that confidence and teacher perception strongly influence engagement across genders. In this Arabic classroom, visual representation worked as an equalizer, it allowed understanding through observation, not competition. Another factor that shaped motivation was autonomy.

The teacher allowed students to take part in designing and modifying the charts. That freedom gave them a sense of control and pride over the final product. Soe et al. (2022) found similar effects in science and mathematics learning, where autonomy-supportive environments encourage deeper achievement. The same principle applied here: the more freedom students had to visualize their learning, the more invested they became. This autonomy, rather than causing disorder, created genuine responsibility and enthusiasm in the classroom. The creative dimension of the wall chart also played a role in emotional engagement. Students decorated their charts with colors, images, and handwritten notes, turning learning into something expressive. Aghasafari et al. (2022) highlighted that integrating artistic processes into academic subjects strengthens both imagination and understanding. The Arabic lesson became not just about language rules but about how students could interpret and display meaning through their own creativity. This artistic freedom deepened emotional attachment to the subject, making learning memorable. The physical nature of the wall chart also mattered. Unlike digital slides or projected images, wall charts could be touched, adjusted, and revisited at any time. This hands-on experience aligns with Zhu et al. (2021), who observed that analogue visual materials often promote stronger emotional engagement than purely digital formats.

The tangibility of the chart allowed students to see progress physically build over time, giving learning a sense of permanence that screens rarely provide. The process of creating and modifying the chart itself became a learning ritual that reinforced commitment. From a pedagogical standpoint, the success of wall charts depended heavily on how the teacher framed their use. Koerfer et al. (2022) discussed that effective STEM educators conceptualize their subjects as interconnected systems, not isolated topics. The teacher in this study adopted a similar perspective—using charts to link vocabulary, structure, and context into one coherent whole. This holistic method helped students perceive Arabic grammar not as abstract rules but as meaningful language relationships. The wall chart served as a map that guided them through the logic of the language. Motivation observed in this classroom mirrors what Prieto-González and Pacholek (2023) described in their research on STEM learners: students stay engaged when they perceive learning as purposeful and personally

meaningful. In this study, wall charts provided that sense of purpose by allowing students to visualize their progress and see the direct connection between effort and understanding.

Instead of memorizing disconnected phrases, they constructed a visual narrative of their learning journey. This sense of progress fostered internal motivation that extended beyond the classroom. The teacher's willingness to experiment with wall charts was also crucial. Innovation requires not only tools but the courage to depart from routine. Wilkie (2022) argued that educational transformation begins when teachers embrace reflective change and model adaptability for their students. The teacher in this study demonstrated precisely that attitude, encouraging learners to take intellectual risks. This openness nurtured a classroom culture of curiosity rather than compliance—one that mirrored the professional identity of transformative educators described by Wilkie. Finally, the coherence between instructional method and learning goal became a defining feature of the wall chart experience. Kaźmierczak et al. (2021) emphasized that students engage more deeply when instructional methods align with cognitive expectations. The consistent improvement in motivation, focus, and comprehension here supports that principle. The visual approach matched how students naturally process and organize information. When method and purpose met harmoniously, the result was not only better understanding but also a more meaningful and sustained engagement with the Arabic language.

Implications

The outcomes of this research emphasize the transformative power of visual media in language classrooms that have long depended on traditional, lecture-based methods. When students were given the chance to interact with wall charts, Arabic learning shifted from memorization to exploration. This finding suggests that visual representation can bridge the gap between abstract linguistic theory and practical understanding. Teachers who adopt such approaches can create spaces where learners see language not as a set of rules to recite but as a structure they can build and interpret. The use of wall charts also offers a practical alternative for schools with limited access to digital tools. Their simplicity does not diminish their impact; instead, it encourages inclusivity by accommodating diverse learning styles and helping visual and reflective learners participate meaningfully in the lesson. At a broader institutional level, this study implies that teacher education programs should incorporate training on the creative use of low-cost instructional aids. When educators learn how to design and adapt visual materials, they become agents of change capable of transforming classroom culture from passive to participatory. The findings also speak to curriculum planners who seek affordable yet effective innovations. Integrating visual pedagogy into Arabic language programs would strengthen motivation, comprehension, and classroom engagement. The wall chart, in this sense, represents more than a teaching tool—it symbolizes a shift toward learning environments that value creativity, collaboration, and accessibility.

Limitations

Despite the encouraging findings, this research has several limitations that must be acknowledged. The study involved a relatively small group of students from one institution, which restricts the extent to which results can be generalized. Because the participants shared similar backgrounds and learning experiences, variations that might occur in other contexts were not captured. The qualitative nature of the research also means that the focus was on understanding behaviors and perceptions rather than measuring performance quantitatively. While interviews and observations provided deep insights, they did not produce statistical evidence that could confirm the magnitude of improvement.

Another limitation relates to the duration of the implementation. The wall chart activities were observed over a short period, and it remains uncertain whether the positive effects would persist in the long term. Student enthusiasm may have been partly influenced by the novelty of the method or by the teacher's enthusiasm during the intervention. In addition, the presence of the researcher in

the classroom might have subtly affected student behavior. These factors suggest that while the results are meaningful, they should be interpreted with caution. Replication in varied settings would help strengthen the reliability and transferability of these conclusions.

Suggestions

Future research should extend the scope of this investigation by applying the wall chart approach in different educational contexts and across varying levels of proficiency. Larger and more diverse samples would allow researchers to observe whether similar motivational and cognitive benefits appear consistently. Mixed-method studies that integrate qualitative insights with quantitative measures could also provide richer data on how visual learning influences achievement over time. It would be especially valuable to explore how wall charts affect specific linguistic competencies such as vocabulary retention, sentence construction, and reading comprehension. For practitioners, the findings suggest that wall charts are most effective when embedded within an active learning framework. Teachers are encouraged to involve students in every stage of the process, from designing the charts to using them as references during discussion or review. This shared responsibility fosters collaboration and sustained engagement. Schools should provide support by allocating time and materials for teachers to develop creative visual aids and by facilitating workshops where successful practices can be exchanged. Curriculum developers may also consider including guidelines for visual pedagogy in Arabic education, ensuring that innovation becomes part of the standard teaching repertoire rather than an occasional experiment.

CONCLUSION

This study concludes that the integration of wall charts into Arabic language learning has successfully transformed the classroom atmosphere from passive and teacher-centered into an active, collaborative, and visually engaging environment where students participate more meaningfully in constructing their understanding. The visual representation of Arabic structures enabled learners to grasp abstract grammatical and lexical relationships through direct observation and discussion, which increased motivation, focus, and comprehension. The teacher's creative use of wall charts not only simplified complex material but also encouraged autonomy, dialogue, and confidence among students. The findings further affirm that pedagogical innovation does not always require advanced technology; it can emerge from simple, well-designed media that connect visual thinking with linguistic understanding. By using wall charts, learning became more inclusive and accessible, supporting diverse learning styles while stimulating curiosity and creativity. This approach highlights that effective teaching lies in how educators transform content into experiences that can be seen, discussed, and remembered, demonstrating that the power of innovation in education often begins with simplicity, intention, and a willingness to make learning visible.

AUTHOR CONTRIBUTION STATEMENT

Nur Laila Azizah contributed to the conceptualization of the research idea, formulation of research objectives, and preparation of the overall manuscript structure. She also took primary responsibility for analyzing field data and synthesizing the findings related to the implementation of wall chart media in Arabic language learning.

Luthfiyah Khoirun Nisa was responsible for conducting classroom observations, collecting qualitative data through interviews and documentation, and organizing the data for analysis. She also assisted in refining the methodological framework and ensuring that the research remained consistent with its pedagogical objectives.

Naifah served as the academic supervisor and guided the research team throughout all stages of the study. She provided feedback on the research design, validated the interpretation of results, and contributed to the final editing and academic quality assurance of the manuscript.

All authors participated in reviewing and approving the final version of this paper and agreed to be accountable for the accuracy, integrity, and originality of the published work.

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