

The Implementation of Arabic Vocabulary Learning Using Student Worksheets and Independent Dictionaries

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Arabic vocabulary is an essential role in students' reading success. Yet, many students experienced some failures in reading competency. This study, therefore, investigated the implementation of arabic vocabulary learning using student worksheet and independent dictionary. The study used quantitative approach. The study was conducted at an elementary school where located at East Java, Indonesia. The study samples were 25 students. Data were collected through a test and a questionnaire. The result of the study showed that there was a significant increase in the result of the pre-test showing an average value of 25.6 and post-test showing an average value of 83.36. Students were able to interpret Arabic texts independently without having to see the meaning of vocabulary in the dictionary. The study imply that teachers should consider the use of student worksheet and independent dictionary in the Arabic classroom in order to develop students' proficiency of Arabic vocabulary, especially reading competency.

Key words: *Arabic vocabulary, independent dictionary, language acquisition, worksheet.*

Introduction

Students' language skills play a crucial role in learning and success in school (Dickinson, Golinkoff, & Hirsh-Pasek, 2010; Khairallah, Fleonova, & Nicolas, 2020; Salehomoum & Pearson, 2020; Trenkic & Warmingtong, 2019; Yusuf, Jusoh, & Yusuf, 2019). Principally, vocabulary contributes to students' reading success (İlter, 2019; Manyak, Manyak, Cimino, & Horton, 2019; Sparapani, Connor, McLean, Wood, Toste, & Day, 2018). Students who enter school with less word knowledge may face reading failure (Harpine, 2019; Hindman, Wasik, & Snell, 2016). Promoting student's vocabulary involves high-quality interactions with adults through feedback, peer interactions, and question prompts (Chung & Carter, 2013; Chung,

Carter, & Sisco, 2012; Dickinson & Porche, 2011; Zosh, Lytle, Golinkoff, & Hirsh-Pasek, 2017). Nevertheless, some facets of these interactions are not well understood. For example, there is a scarcity of studies exploring the effect of teachers' syntax on a student's language or Arabic vocabulary development (Abu-Rabia, 1995; Alshumaimeri, Gashan, & Bamanger, 2019; Gámez, Neugebauer, Coyne, Mccoach, & Ware, 2017;), even though a student's vocabulary development is highly correlated with their syntax development (Abu-Rabia & Siegel, 2002; Farrow, Wasik, & Hindman, 2020; Hoff, Quinn, & Giguere, 2018; Jiang & Kuo, 2019).

The great difficulty in the field of language for Muslim societies (non-Arabic in particular) in various parts of the world is a weakness in understanding the Holy Qur'an in Arabic. The holy book is a way of life for every Muslim, therefore every Muslim is encouraged to understand the Qur'an for the noble values it teaches. Arabic has a very different character compared to other languages, especially the kind of Arabic used by the Qur'an (Shamsuddin & Ahmad, 2019). The Arabic language has characteristics that are considered unique and are not possessed by other languages (Cheriet, 2006; Stevens, 2006). The characteristics are contained in several aspects, namely sound, vocabulary, sentence aspects and letter aspects (al-Rasyid, 2019). Within each of these aspects are characteristics that are considered unique. Thus, the Arabic language seems very difficult to learn and takes quite a long time.

Therefore, in order to understand the Qur'an in Arabic, efforts in language acquisition are needed through the process of learning Arabic. The Arabic language for Muslims who are not native speakers can become a second language (Sabani, Jimmie, & Hasnor, 2020). Therefore, someone can understand it through acquisition. The acquisition of a second language can be done through learning as well as with the acquisition of the first language, which is a process that takes place in the brain of a child when he gets his first language or mother tongue. Also, aspects of language development must be considered, because every language a child has is only a basic language ability that needs to be developed and requires creativity in each stage of its development. Language development is greatly influenced by its acquisition stage (Chaney, 1992).

The acquisition of a second language that is pursued through learning will work well. One of which is determined by the way or learning strategy (Ellis, 2010). In learning languages including foreign languages, mastery of vocabulary is very important because vocabulary includes the sound system and meaning in a language, which is the wealth or treasure of that language (Oxford & Scarcella, 1994). Students will have good language skills depending on how much vocabulary is mastered. It impacts a student's language skills.

The process of mastering vocabulary in language learning needs good teaching materials (Celce-Murcia, 2008; Pavadai & Shah, 2019). One form of teaching material that can be used

in language learning is teaching material in the form of student worksheet. By using worksheets that have been designed in such a way, students are expected to be able to learn materials. Furthermore, to facilitate mastery of the vocabulary, the creativity of a teacher in determining a method is required. One method is using an easy-to-use learning media in order to increase student interest in learning. Media has the function of directing students to gain learning experiences, where the learning experience depends on students' interaction with the media. The availability of appropriate media and in accordance with the learning objectives to be achieved will be able to improve student learning experiences so that students are expected to get maximum learning results. Knowledge will be more abstract if the message is only conveyed through verbal words (Goldin-Meadow, Wein, & Chang, 1992). As a result, students will only understand knowledge in the form of lexical words without understanding and understanding the meaning contained in that knowledge. One way for students to have concrete experience is to use learning media in the learning and teaching process. The use of teaching media is very important in the teaching and learning process because the media is a very useful tool for students and teachers in the teaching and learning process. Teaching media is very helpful for educators in providing maximal learning (Burke et al., 2019; Goldin-Meadow, Wein, & Chang, 1992).

Media has many kinds. One media in language learning that is indispensable is the dictionary. The dictionary as a learning medium can help students recognise and know the meaning of vocabulary, the origin of words and examples of the use of the word, depending on the type of dictionary (Bromley, 2007; Knight, 1994). The dictionary not only provides information about word lists, but also the meaning of words, pronunciation, and spelling. However, not all dictionaries are suitable for learning, especially for students who are beginners in learning a foreign language, because it requires a dictionary that will really help students learn languages. By considering various aspects needed in learning Arabic vocabulary, the purpose of this study is directed to the application of Arabic vocabulary learning using student worksheets and an independent dictionary.

Method

The study used an experimental method with a pre-experimental (non-design) form. It was called pre-experiments because this design is not an actual design. There are still external variables that influence the formation of the dependent variable. The dependent variables are not influenced solely by independent variables. This is because there are no control variables and the sample was not chosen randomly.

The pre-experimental design used alternative designs of the one group pre-test/post-test design. There is a pre-test before being given treatment. The results of the treatment can be known more accurately, because it can compare with the situation before being given treatment. One

experimental group was tested and the results of the experiment were seen from differences in the value of the pre-test and post-test.

The instrument used is a draft divided into three parts: 1) Worksheets, i.e. columns containing vocabulary and empty columns that must be written by students. 2) an independent dictionary, which contains a list of specific definitions that have been designed according to the basic needs for understanding the meaning of certain words. The dictionary here has been adapted to the needs of students in understanding the meaning of vocabulary/basic meaning. 3) Practice Sheet/Deciphering Practice is a part for the practice of interpreting directly the texts that include vocabulary after conducting the process of understanding the meaning of vocabulary as well as the process of strengthening interpreting skills.

The population used as a source of data by researchers is a mixed group of elementary school students who take Arabic learning courses. They are elementary school students of grade III, IV and V in East Java, Indonesia. 25 students were used as research samples. For the purpose of this study, 2 research instruments were used, namely test and questionnaire.

In the learning process, there are generally a number of steps: a) Students read Arabic and vocabulary texts (in book part one), b) Look for the meaning of a word in the dictionary, c) Record / write the meaning in the column provided (in book part one), d) Read Arabic text and vocabulary meanings several times while trying to remember, e) Interpret the text directly without seeing the written meaning.

Activities of data collection were used in this study, namely: 1) conduct a pre-test with a research group on the ability of Arabic vocabulary; 2) provide treatment or provide the specific implementation of learning in the experimental group; 3) give a post-test to all research groups; and 4) provide a questionnaire about responses regarding the application of Arabic vocabulary learning using student worksheets and independent dictionaries.

Results and Discussion

The pre-test and post-test results of this study are presented in Table 1. The result of the questionnaire is to find out both the spirit aspect and the ease aspect. Table 2 presents spirit aspects as follows: very enthusiastic 48%, enthusiastic 40%, medium 12%, not enthusiastic 0% and, very unenthusiastic 0%. Table 3 presents the ease aspect as follows: very easy 44%, easy 40%, medium 8%, difficult 8% and, very difficult 0%.

Table 1: The result of pre-test and post-test

Student	Pre-Test	Post-Test
1	22	78
2	42	90
3	20	82
4	14	76
5	18	80
6	24	86
7	32	92
8	22	80
9	26	86
10	36	92
11	24	88
12	38	84
13	40	90
14	16	76
15	24	80
16	14	76
17	32	80
18	14	78
19	26	84
20	30	90
21	30	92
22	22	80
23	24	80
24	18	78
25	32	86
Average	25.6	83.36

Table 2: The result of enthusiastic aspect

Enthusiastic aspect	The number of students	Percentage
Very enthusiastic	12	48 %
Enthusiastic	10	40 %
Medium	3	12 %
Not enthusiastic	0	0%
Very unenthusiastic	0	0%

Table 3: The result of ease aspect

Ease aspect	The number of students	Percentage
Very easy	11	44 %
Easy	10	40 %
Medium	2	8 %
Difficult	2	8%
Very difficult	0	0%

One way to shape student learning is through teaching materials in the form of student worksheets. The worksheets have been designed in such a way that students are expected to be able to learn in accordance with their respective speeds. Student activity sheets are sheets containing assignments that students must do, in which there are instructions and steps for completing assignments.

The finding of this study indicated that there was a significant increase in the results of the pre-test, which had an average value of 25.6, and post-test, which had an average value of 83.36. This indicates a very high increase in vocabulary knowledge. In addition, from the learning process that has been carried out and the increase in competence, it is known that students were able to interpret Arabic texts contained in verses or letters of the Qur'an directly and independently without having to use the dictionary. Hence, learning Arabic using student worksheet is very important, because it influences the effectiveness of teaching materials on student learning outcomes.

Through student worksheets, the teacher can present materials that fit learning objectives, can present teaching materials that make it easy for students to interact with the material provided, train the independence of student learning, and facilitate educators in giving assignments to students. In the process of learning Arabic, students will easily know and master the vocabulary independently. The process for mastering Arabic vocabulary can be done through the use of teaching aids (Yasim, Lubis, Noor, & Kamarudin, 2016). The activities that supported the mastery of Arabic vocabulary were: 1) exercises and repetition, 2) a contextual vocabulary, and 3) direct interpretation of the text as reinforcement. Besides paying attention to student worksheets, the creativity of a teacher is needed in determining a method to facilitate students' mastery of vocabulary. One method is using easy-to-use learning media in order to increase student learning interest. Media has the function of directing students to gain learning experiences, where the learning experience depends on students' interaction with the media. The availability of media that is suitable for the learning objectives will be able to improve student learning experiences so that students are expected to get maximum learning results.

The dictionary can be used to increase mastery of vocabulary in quantity, that is, use the dictionary as a source to search for vocabulary and translate foreign vocabulary. However, not

all dictionaries are suitable for learning, especially for students who are beginners in learning a foreign language, because it requires a dictionary that will really help students learn languages according to their level of language ability. Articulated dictionaries seem to be easier to use for beginner students learning languages, but still require restrictions according to learning needs so they can be a source of learning. As according to Tomlinson (2012), learning resources are all things that can be used by students to learn materials and learning experiences in accordance with the objectives to be achieved.

The expected vocabulary mastery in learning through teaching materials in the form of student worksheets and independent dictionary as media is that those students are able to understand spoken words, and be able to pronounce and understanding the words themselves. Baharudin and Ismail (2014) examine the relationship between vocabulary learning strategies and Arabic vocabulary size. Vocabulary learning is one of the main factors that help determine how students learn the vocabulary of their second language (Gu & Johnson, 1996; Lawson & Hogben, 1996).

A teacher must try to foster enthusiasm and motivation in students, so they are able to achieve their goal. Dweck (2017) revealed that motivation is a change in energy in a person marked by the emergence of feelings and reactions in order to achieve goals. Students who seem to lack achievement are often unmotivated, not incapable. Increasing motivation to learn Arabic vocabulary can be achieved through teaching materials and learning media that is interesting and fun so that students feel challenged. In addition, other methods can be used, such as utilising teaching materials that foster competition and are easy to use. This is supported by the finding of some studies that learning media increased motivation, activeness, or autonomy in students (Papastergiou, 2009; Suryani et al., 2020).

Conclusion

Learning Arabic vocabulary using appropriate teaching materials in the form of a student worksheet is very important, because it impacts the effectiveness of teaching materials on student learning outcomes. The existence of inappropriate teaching materials will result in less effective teaching material and have a suboptimal impact on learning outcomes. The use of teaching materials in the form of student worksheets will be more effective if supported by the availability of learning media like an independent dictionary, which is a dictionary that is used to increase mastery of the Arabic vocabulary itself.

Making teaching materials that are equipped with interesting and easy-to-use vocabulary learning media can increase student motivation for mastering the Arabic vocabulary. Also, students feel challenged, resulting in the development of competition among students so that it



has an impact on increasing learning outcomes. For further study, it is imperative to develop learning devices that can increase students' reading skills by mastering the Arabic vocabulary.

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