

THE UTILIZATION OF FLASHCARD MEDIA TO IMPROVE STUDENTS' ARABIC VOCABULARY IN ARABIC LESSON AT ISLAMIC SENIOR HIGH SCHOOL

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Abstract: This research aims to determined how to develop picture card media that is feasible and effective, as well as to find out whether picture card media can improve students' arabic vocabulary. The media that is growing is the media of picture cards. The subject of this investigation is a class X Hikmatul Fadillah Medan student. This type of research is R & D research that employs a 4-D model. To see the media, you must first validate your account. In addition, to determine the effectiveness of the media, consider the following. Test shopping was done at least twice. The trial was carried out on class X consisted of 30 students. According to the results of the poll, people believe that media cards with pictures are better and easier to use. Furthermore, based on the results of the student assessment trial of picture card media, there was an increase in the English vocabulary of the students in the first and second trial. So that can be done. that picture card media is appropriate and effective for students to use during learning.

INTRODUCTION

Language education is very important in the era of globalization because of the role of language as a communication tool. Arabic is a language that must be mastered because it is very important and can be used to communicate by written and oral. Understanding and expressing information, thoughts, and feelings as well as developing technology, science, and culture are all part of communicating. Discursive ability is the ability to understand and create spoken or written texts using four language skills: listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life.

There is a necessary to support the use of learning tools or media to overcome or reduce weaknesses in English language learning. Audio-visual interactive media can make learning more active and encourage students to learn according to their interests

and abilities. As a result, only the media used by students has characteristics (including learning styles) that match the stimuli generated by the media (Degeng, 2010:12). Therefore, interactive audio visual learning media has the ability to make learning an active process and make students more motivated to learn according to their interests and abilities. In addition, learning media that is appropriate to student characteristics is one component that can produce stimuli that improve the quality of the learning experience (Gagne et al., 2011).

Effective and meaningful learning for students is a quality thing for teachers to develop media so that students' Arabic vocabulary increases. Meanwhile, this is really needed by students in learning in class today. Based on the results of interviews conducted with one of the Arabic language teachers at the school, it was confirmed that students experienced difficulties in learning Arabic, especially vocabulary (Basal, Toraman and Celen, 2021). So far, the learning carried out by teachers has only used the lecture method and the books used have only been textbooks (Wahyuningtyas et al., 2022). Teachers rarely use media because of the lack of media in schools. Students' abilities in arabic lessons are also still lacking (Asih and Halisiana, 2022). Therefore, teachers need to develop learning media so that learning is more effective, innovative and interesting. In learning Arabic, students need to master vocabulary.

Vocabulary is the number of words that when combined will form a language (Horby, 2010). Vocabulary is an important factor in learning English. Therefore, students can master vocabulary in English with a large number of students so it requires a lot of practice (Rogers et al., 2021). The more vocabulary skills students gain, the better their language skills will be. One learning media that is suitable for increasing students' Arabic vocabulary is flashcard media. This media contains pictures (such as animals, fruit, objects, etc.) which can train students and enrich their vocabulary. The cards are instructions and stimulate students to respond well (Arsyad, 2013). The use of learning media can not only simplify and make the learning process more effective, but can also make learning more interesting (Sanjaya, 2011). The flashcard media created can increase students' enthusiasm for learning. Because learning while playing is good for students. With this media students become active and learn while playing. Based on the background above, this research aims to find out how to develop appropriate and effective flashcard media and whether the use of flashcard media can increase students'

Arabic vocabulary. It is hoped that with this research teachers can create their own media in the learning process.

RESEARCH METHODS

The type of research used is R&D (Research and Development) which includes the 4-D Thiagarajan, Semmel, and Semmelis models (Cohen et al., 2018). The model is divided into four parts: definition, design, development, and dissemination. This research was conducted at Hikmatul Fadillah Medan. The subjects of this research were fourth year students. The type of research used is R&D (Research and Development) which includes the 4-D Thiagarajan, Semmel, and Semmelis models (Cohen et al., 2018). The model is divided into four parts: definition, design, development, and dissemination. This research was conducted at Hikmatul Fadillah Medan. The subjects of this research were a group of 30 class X students for the 2022/2023 academic year. The object of the research is flashcard media.

During construction Researchers provide validation sheets and questionnaires for student responses and information. The validity bar is made up of four validators. In addition, understanding media effectiveness stems from experiments conducted on learning medium. This trial was large, namely the first and second field tests. Meanwhile, the first and second field trials were given to 30 class X students. After using flashcards in class, students were given a questionnaire to provide feedback on the learning medium that had been used.

The data analysis technique used is the feasibility analysis of the flashcard media in terms of validity (Abdullah and Halima, 2010). At this stage, the data obtained came from 4 expert validators. Each of these indicators has scoring criteria ranging from 1 to 5.

RESULTS AND DISCUSSION

A curriculum study was conducted at Islamic Hikmatul Fadillah Medan at this level. Students were expected under the existing curriculum to be able to make observations, ask questions, reason, and present what they knew at the time of learning. Learning can also be described as student-centered (Kemendikbud, 2013).

The use of visual media can strengthen memory and make understanding easier. Visual media can foster student interest and show the relationship between subject

matter and the real world. However, flash card media must be placed in a relevant context, and students must interact with visual media to ensure information processing occurs.

Furthermore, the teacher's teaching approach has always been the lecture method, and the texts utilized have always been textbooks. Due to a paucity of media in classrooms, teachers seldom use it. Because of the relevance of learning media, flashcards were invented. Flashcard media are created to be as appealing as possible, and the content presented is based on the items around them, namely material regarding body parts.

1. Student Analysis

A student study was performed to investigate the characteristics of fourth-grade children, namely their degree of cognitive development and academic competence. According to the findings of the student analysis, it is as follows: I. The average age of MIS Nurul Hidayah Medan pupils is between 9 and 11 years old. If it is related with the level of cognitive development, then these pupils are at the stage of formal operations development. However, pupils at this age still require tangible things, as well as learning that is relevant to their daily lives. As a result, it is ideal for improving pupils' English vocabulary when studying English using a flashcard. The flashcards offered are relevant to students' daily lives or things in their surroundings. As a result, the kids' English vocabulary might grow.

2. Concept Analysis

Concept analysis has the aim of identifying the main parts that will be taught to students about body parts for instance Ro'sun, Sya'run, 'Ainun, etc.

3. Task Analysis

This task analysis consisted of general tasks and specific tasks. General tasks were core competencies, while special assignments come from basic competencies and indicators of achievement of learning outcomes that are by material analysis.

Description of the Design Phase

1. Test Preparation Result

An arabic proficiency exam was utilized as test preparation. This exam seeks to detect a growth in pupils' Arabic vocabulary. This test was divided into two parts: six

questions to fill in the blank letters and five questions to discover pairs of answers from an image. The job took 20 minutes to complete.

2. Media Selection Results

The media used was flashcard media. The following is a display of flashcard media used during learning

(Figure 1):



The choice of format for learning media was adjusted to the students' ability to solve the problems. The display of the flashcard media was adjusted to the students' material and objects around students and was made with pictures that are as attractive as possible so that students were more interested in learning Arabic

In this stage, a flashcard media that has been designed is obtained. All results in this stage are called draft I. The development result of flashcard media from each activity in this stage.

The students' vocabulary test mastery levels were established in the first and second trials based on the outcomes of trials conducted on students utilizing flashcard media. Based on these findings, it is possible to conclude that utilizing flashcards as a medium increases students' vocabulary. Students are more engaged in studying through media (Tanu Wijaya, 2020). This is because the things presented are stuff found around the pupils. Using things to teach the Arabic language in early infancy can make it simpler and more stimulating (Wendy and Ytreberg, 2004). This is because of the study that has been done (Hidayati, 2017). This is also backed by the belief (Hasan, 2009) that flashcards are game cards that are done by showing pictures to children one by one quickly (1 picture per second) to The right brain is activated so that children can accept the information in front of them, and it is particularly useful for helping children learn to read by recalling pictures and shapes, as well as growing vocabulary at their age as feasible. Based on the findings of the final research, it is considered that the produced flashcard medium has been employed effectively in student learning.

CONCLUSION

The research concluded that the construction of flashcards was confirmed by numerous specialists, namely material experts and media experts from lecturers and teachers. The findings revealed that the four experts' validation stated that the flashcard medium was appropriate for student use. As a result, it is possible to assume that students who use flashcards as a medium enhance their arabic vocabulary. As a result, it is possible to infer that the construction of flashcard media is both viable and useful for use by students in their learning. The weakness of this study is that it was only done in one school, therefore the findings cannot define the general flashcard medium that is practicable and useful for students to employ in their learning. As a result, it is hoped that additional researchers will be able to do the same research with more research participants and a broader scope. Based on the findings of this study, it is proposed that teachers construct their own learning media to aid in the learning process. The findings of this study may be utilized as a consideration for teachers to make flashcards that can be applied to various subject matter.

Based on the findings and reflections on how the application of flash card media in learning has an impact on the vocabulary mastery of class certain subject matter that is in accordance with learning characteristics; 2) The teacher must prepare materials before learning begins.

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