IMPROVING MUFRODAT MASTERY THROUGH AUDIOVISUAL MEDIA-BASED TEACHING MATERIALS IN ARABIC LANGUAGE LEARNING IN JUNIOR HIGH SCHOOL

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ABSTRACT

Audiovisual media can help students in improving their mastery of *mufrodat*. *Mufrodat* learning is a process of delivering learning in the form of words or vocabulary in Arabic learning. This study aims to improve the mastery of *Mufrodat* through the application of teaching materials based on audiovisual media. The study involved an Arabic teacher and 27 learners. This research uses classroom action research with the Kemmis & McTaggart model, which has four cycle stages: planning, implementation, observation or observation, and reflection. Each cycle consists of two meetings. The data collection techniques used are observation, tests, and documentation. The results of this study show that: 1) The application of Audiovisual media in improving the mastery of *mufrodat students of* grade VII SMP Muhammadiyah Boarding School Palopo can be carried out correctly. The results of observations of student learning activities during the learning process evidence it. 2) The mastery of *mufrodat students in* grade VII of SMP Muhammadiyah Boarding School Palopo before and after the application of audiovisual media has increased with each cycle.

Keywords: *Mufrodat*, Audio Visual Media, Arabic.

1. INTRODUCTION

Vocabulary is one of the three elements of language that is very important to master, is used in spoken and written languages, and is one of the tools to develop one's Arabic language skills. Four language skills must be mastered in master Arabic: listening, reading, writing and speaking. In mastery, several lessons can support language proficiency, including mastering vocabulary (mufrodat). Mastery of Arabic skills is closely related to memorizing Arabic vocabulary (Falah, 2021; Thoyibah & Varda, 2021).

Arabic are words that Arabs use to express their purpose that has finally reached us (Ramadan, 2019; Syakir et al., 2022; Zuhriyah, 2018). Keeping it as stated in the Qur'an is also a noble hadith. Arabic is one of the foreign language subjects taught in schools and universities. Arabic was chosen as a subject in educational institutions because this language is the language of the Qur'an, which is a means of communicating kalamullah. A problem often encountered in Arabic language learning is the lack of student's ability to remember a certain amount of vocabulary. However, this does not mean that in learning Arabic, only vocabulary must be deepened in meaning to have language skills, not only by focusing on memorizing vocabulary. However, good vocabulary mastery can make it easier to master the four language skills.

The study of efforts to improve Arabic language skills in Indonesia is a study that has received considerable attention (Agung, 2020; Pakaya, 2020; Rahman et al., 2021). it is because most of Indonesia's population adheres to the Islamic religion. In addition, Islamic educational institutions in Indonesia quantitatively have a large number managed by the government and the private sector. Research conducted (Firdaus & Hafidah, 2020) using Mnemonic techniques to Improve the Ability to Memorize Arabic Vocabulary. This technique makes it easier for students to improve their memory in memorizing vocabulary using associations and rhymes. Furthermore, research conducted by (Fauziddin & Fikriya, 2020)

concluded that using hijaiyah letter card games equipped with Arabic vocabulary can improve the ability to recognize Arabic in early childhood.

For teachers in Arabic studies, the problem of vocabulary learning needs to be a serious concern. Because it is not an easy thing to be able to master Arabic without having a lot of good vocabulary (Rosalinda, 2022; Saputra et al., 2022). Therefore, it is necessary to solve problems uniquely so students can receive them well. In general, mastering vocabulary is not difficult, but in reality, it is rarely practiced by learners. It is influenced by learners' lack of interest in reading and memorizing vocabulary. The books seem monotonous and do not attract attention. Also motivated by the lack of learning media. Therefore, the role of a teacher is significant in designing a learning process that seems fun and makes it easier for students to understand the teaching materials.

The problem faced at SMP Muhammadiyah Boarding School is that many students do not have enough vocabulary, nor has there been any learning using audiovisual media-based teaching materials applied by teachers. Hence, students are easily bored and less enthusiastic about participating in learning. Even sometimes, students just play or tell stories with their friends, not infrequently someone who sleeps in the classroom. Thus, teachers are expected to be able to make the best use of media and technology. So that learning can be designed as well as possible to create a conducive, productive, and fun learning atmosphere.

Learning media is very necessary during the teaching and learning process. When viewed from the problems above, researchers choose a solution to provide learning teaching materials, namely audiovisual media-based teaching materials, which are a medium used by teachers to convey the material through the listener's senses and seers in an integrated manner. Audiovisual media is one of the media that displays sound and moving images. The chorus and the image are from the same character as the original. So that using audiovisual media will make it easier for students to memorize *mufrodat*. In addition, it can be sung together to become entertainment for students.

2. LITERATURE REVIEW
2.1 Media Audiovisual

Audiovisual media are all educational tools, devices, and materials teachers use to provide educational experiences through the senses of hearing and sight. It means it simultaneously relies on the senses of sight and hearing, such as educational television, educational films, animation, and video. Audiovisual media is considered one of the best educational media because it is directed at multiple potentials. Therefore, it can give a positive impression and stay longer in memory.

Audiovisual media includes two of them, namely still audiovisual, a medium that shows sound and still images such as sound slide films and sound frame films. Motion audiovisual is a medium that shows moving elements of sound and images, such as video and movies. In terms of conditions, audiovisual media is split into pure audiovisual, an element of sound or image derived from films, videos, and television. In terms of conditions, audiovisual media is split into pure audiovisual, an element of sound or image derived from films, videos, and television. While impure audio visual is an element of sound, the image has different sources, for example, sound frame film whose image elements are from projector slides and sound elements come from other sources.

2.2 *Mufrodat* Learning

Mufrodat learning is a process of delivering learning in words or vocabulary in Arabic language learning (Mustakim & Fadlina, 2021; Sholihah, 2017). Muphrodat is one in spoken or written language and is one of the tools to develop in one's language. In other words, *mufrodat* is the main component of language. Language skills require adequate vocabulary. Because vocabulary determines the quality of language, studying Arabic vocabulary is vital.

Because pupils can speak fluently if they have a vocabulary-rich memory, of course, all of this must be repeated multiple times.

Mufrodat learning has several objectives, namely; 1) Introduce new vocabulary to students through reading and listening comprehension. 2) Train students to be able to recite vocabulary well and correctly. 3) Understand the meaning of vocabulary when used in sentences. 4) Functioning vocabulary according to the context (Holimi & Faizah, 2021; Sulaiman & Isnaini, 2021).

Vocabulary as a treasure of words or lexicon will have a function whenever it has meaning. The meaning of a word can be distinguished into a denotative meaning and a connotative meaning. The denotative meaning consists of the essential and the figurative meaning, the original meaning and the term's meaning. Connotative meanings are additional meanings that contain particular nuances or impressions as a result of the experiences of language users; according to (connotative meaning is the meaning of a word or group based on feelings or thoughts that arise or are caused to the speaker (author) and listener (reader).

2.3 *Mufrodat* Learning Strategies

Learning strategies are plans, rules, steps, and means whose practice will be played by educators and passed from opening to closing in the learning process in the classroom to realize goals (Hasriadi, 2022). The strategy of educators or teachers contains the style carried out in compiling lessons, the art displayed in learning and the media and means in its various forms used in the learning process.

Arrangement, arrangement and style are highly dependent on the teacher and his skills in managing the classroom and are strongly influenced by differences in the students' situation, conditions and characteristics. Differences in goals, materials, students' character, and teachers' differences require different strategies in practice. Therefore we cannot say that a particular strategy is the most suitable for all learning situations and conditions.

The following is an explanation of the *mufrodat* learning strategy, which includes the principles of *mufrodat* selection, namely:

1. *Tawatur* (*Frequency*) means choosing a *mufrodat* that is often used
2. *Tarwazzu'* (*Range*) means to choose a *mufrodat* that is widely used in Arab countries; that is, it is not only used in parts of Arabia.
3. *Mataahiyah* (*Availability*) means choosing certain words and the meaning of certain words used in specific fields.
4. *Ulfah* (*Familiarity*) means choosing familiar and famous words and leaving words that are rarely heard of their use, such as the word syamsun is more famous than the word *dzuka'* even though it means the same.
5. *Syumuul* (*Coverage*), meaning choosing words that can be used in various fields, is not limited to certain areas. Examples of the word baitun are better chosen than *manzil* because their use is more common.
6. *Ahammiyah* means choosing words that are often needed to be used by students instead of words that are sometimes unnecessary or rarely needed.
7. '*Uruubah*, means choosing Arabic words, i.e. choosing Arabic words or choosing Arabic words even though they are comparable in other languages. Examples of choosing the word *haatif* over the telephone or the word *midzya'* over the word radio and others (Jamiatunnur et al., 2022; Khotijah, 2018; Unsi, 2020).

There is a lot of creativity that teachers can do to make it easier for students to memorize vocabulary. Given that this is not easy, there must be a specific strategy to solve the problem. One is through research conducted by researchers, namely the application of audiovisual media.

3. METHOD

This research uses class action research (PTK) with a qualitative type. Qualitative data is data in sentences, words or images obtained through captions and information on students' initial and final abilities, teacher learning and facts orally and in writing, then collected, identified and grouped (Luthfiyah, 2018). The subjects in this study were 27 Muhammadiyah Boarding School Junior High School students, 13 males and 14 females.

This study uses action research steps with the Kemmis & Mc Taggart model, which has four cycle stages: planning, implementation, observation or observation, and reflection (Prihantoro & Hidayat, 2019). The action is performed during two meetings in cycle I and II. The instruments used are interview guidelines, question sheets and documentation of student learning activities about *mufradat* material.

Data obtained from the provision of tests and the results of observations made in the learning process carried out by teachers and students have been collected since the initial observation took place so that data is obtained, which will then be processed and analyzed. The observation data were analyzed qualitatively, while the student learning outcomes data were analyzed quantitatively using descriptive data. The results of the observation of activities carried out by students are analyzed qualitatively, namely data in the form of information in the form of sentences that provide an overview of all student activities in the learning process (Cresswell, J. W., 2010). To find out the understanding of the level of student learning in mastering *mufrodat* is as follows:

Table 1 Understanding Student Learning Levels in *Muphrodat* Mastery

| No.	Value Range	Category
1	90-100	Excellent
2	80-89	Good
3	70-79	Very Enough
4	60-69	Enough
5	0-59	Less

4. RESULTS

In the observation stage, what is observed to find out the improvement in student understanding is through student activities to record the material presented by the teacher, students who actively ask questions, focus on the material presented, student enthusiasm in receiving lessons, student attendance, student's ability to complete the assigned tasks, student accuracy in collecting assignments. The observational data are presented in the following table:

Table 2 Student Activity Observation Data

No.	Research indicators	Percentage of Cycle I	Percentage Cycle II
1	Student attendance	87,0	100,0
2	Student readiness to follow the learning process	81,5	98,1
3	Students are orderly at the time the lesson is about to begin	75,9	90,7
4	Hearing and paying attention to the teacher's explanation	68,5	92,6
5	Students are responsive to what the teacher tells them to do	74,1	94,4

6	Students are enthusiastic about answering questions	74,1	96,3
7	Active students ask about what is not yet understood	50,0	75,9
8	Students do the questions given by the teacher	77,8	96,3
Average		**73,6**	**93,1**

Data on the results of observations of student learning activities can be seen in the following diagram.
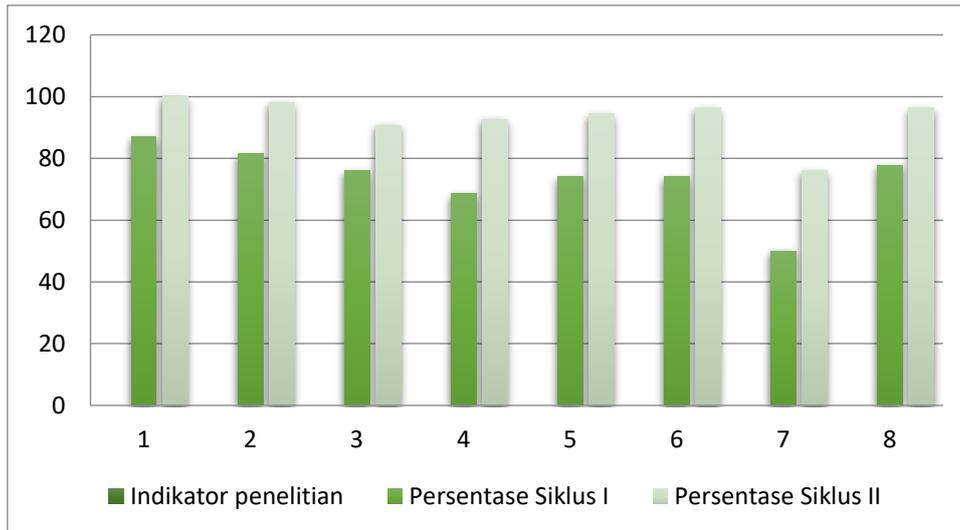
**Figure 1 Diagram of Student Activity Observation Results**

Based on the data above, it can be seen that student learning activities have experienced a significant increase from learning activities in cycle I to learning activities in cycle II.

The stage of presenting data on learning outcomes about *mufrodat* using audiovisual media after data collection is carried out according to the procedure; the next step is the presentation of research data following the tests carried out, as follows:

Table 3 Comparison of Precyclical, Cycle I and Cycle II Test Values

No.	Value Range	Category					
		Prasiklus	%	Cycle I	%	Cycle II	%
1	90 - 100	0	0,0	7	25,9	25	92,59
2	80 - 89	1	3,7	6	22,2	2	7,41
3	70 - 79	2	7,4	5	18,5	0	0
4	60 - 69	4	14,8	4	14,8	0	0
5	0 - 59	20	74,1	5	18,5	0	0
SUM		27	100	27	100	27	100

An overview of student learning outcomes can also be seen in the following diagram.
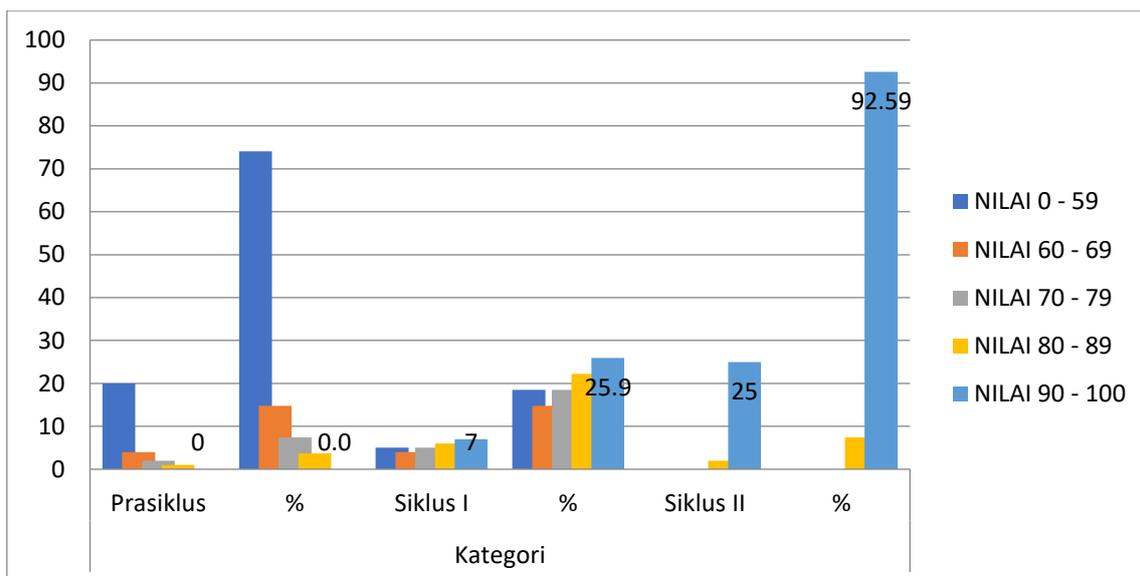
Figure 2 Comparison Diagram of Precyclical, Cycle I and Cycle II Test Values

Based on the comparison data of pre-cyclical test scores, cycle I and cycle II also experienced a significant increase. In addition to these data, student learning outcomes are presented as a descriptive statistical table of precyclical, cycle I and II test results.

Table 4 Descriptive Statistics Table of Precyclical, Cycle I and Cycle II Test Results

Statistics	Prasiklus	Cycle I	Cycle II
Subject	27	27	27
Ideal score	100	100	100
Highest Score	80	100	100
Lowest Score	10	20	80
Mean	46,30	71,48	95,93
Mode	50	80	100
Median	50	70	100
Standard Deviation	16,44	18,95	6,36

5. DISCUSSION

Muphrodat learning using audiovisual media can improve the ability of students because the media provides several advantages, including 1) The use of audiovisual media in learning mufrodat can motivate students to learn. In mufrodat learning, audiovisual media can display images or videos showing the object or word being studied. This media can provide variations in how the material is presented so students do not readily feel bored. 2) Audiovisual media can help learners understand concepts more quickly.

From the results of *mufrodat* learning activities using audiovisual media that have been carried out for two cycles, several findings of action results were obtained as follows:

Before the learning process is carried out, a procyclical test is carried out. From the test results, the average student score was 46.30, with fewer categories. In the first cycle learning process, student outcomes have increased significantly, with an average score of 71.48, an outstanding category. Although there has been an increase in learning outcomes in the first cycle, deficiencies are still found in the learning process. The teacher's shortcomings in applying audiovisual media in the first cycle are that the teacher lacks mastery of the class and does not master the overall character of the students, causing students to pay less attention to

the teacher. In addition, some students still try to cheat on their friends' work in doing cycle evaluation tests. It is a concern for improvement in the next cycle. In the cycle II learning process, the student evaluation results are almost close to perfect, with an average score of 95.93. In this second cycle, the teacher has implemented the audiovisual media measures very well, and interestingly, the classroom atmosphere becomes pleasant, and the learning outcomes obtained by students increase. In addition, students' confidence has been built to take the evaluation test given according to their understanding and ability. Audiovisual learning media to select the suitable model can contribute well to learning (Octaviyantari et al., 2020).

The students' learning activity in the first cycle showed a percentage of 73.6%. It is because student participation is lacking in lessons. After all, students are not familiar with the application of audiovisual media. Then when the teacher explains the material, some students do not pay attention and even chat and annoy other friends. In the second cycle, student learning activities have developed with an increase in percentage points of 19.4 with a percentage achievement of 93.1%. It is proven by students who better understand the audiovisual media process and are enthusiastic during the learning process. It is also in line with research (Rohmah & Syifa, 2022) the application of audiovisual media can increase students' enthusiasm for following lessons. Students love to take lessons because of the many pictures, animations and videos that attract students' attention.

With the increase in student learning achievement and student learning activities, it can be interpreted that learning Arabic, the subject matter of *mufrodat* using audiovisual media in grade VII students of SMP Muhammadiyah Boarding School, has been successful because it has achieved predetermined research indicators. It proves that the use of audiovisual media, in addition to increasing student motivation, interest and learning outcomes, can also help students improve students understanding of the material being taught.

The increase in student learning achievement and student learning activities in learning Arabic, the subject matter of mufrodat using audiovisual media can be interpreted to mean that the media is effective in helping students learn Arabic. Here are some reasons why audiovisual media can improve student learning achievement and student learning activities in Arabic language learning:
1. Audiovisual media can enrich the student learning experience by providing visual and audio overviews that help students understand the material better.
2. Audiovisual media can speed student learning by providing information more quickly and efficiently.
3. Audiovisual media can attract students' attention and make them more enthusiastic about learning Arabic so that students' learning activities increase.
4. Audiovisual media can provide variety in learning so that students do not get bored and remain interested in learning Arabic.

However, although audiovisual media can help improve student learning achievement and learning activities, the right learning approach and suitable media are still needed to maximize learning outcomes. Therefore, teachers need to adapt the use of audiovisual media to the needs of students and integrate these media with appropriate learning strategies.

Using audiovisual media in mufrodat learning can help students understand and remember learning materials more efficiently and make learning more exciting and interactive. Therefore, audiovisual media should be considered a learning strategy to improve students' ability to learn Arabic.

6. CONCLUSION

Based on the results of data analysis in this study on audiovisual media, conclusions can be drawn, namely; 1) The application of Audiovisual media in improving the *mastery of mufrofat students in* grade VII of SMP Muhammadiyah Boarding School Palopo can be carried

out correctly. It is evidenced by the results of observations of student learning activities during the learning process, with a percentage of 73.6% in cycle I to 93.1% in cycle II. 2) The mastery of *muphrodat students in* grade VII of SMP Muhammadiyah Boarding School Palopo before and after the application of audiovisual media has increased with each cycle. The results of the average pre-cycle evaluation of 46.30, the average first cycle of 71.48 and the average cycle II of 95.93 are evidence of an increase in the mastery of *muphrodat students of* grade VII of Muhammadiyah Boarding School Palopo Junior High School.

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