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The use of flashcards to improve the mastery of Arabic vocabulary in Madrasah Ibtidaiyah Perwanida Blitar

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الكلمات المفتاحية:
وسائط البطاقات المصورة، البطاقات التعليمية، إتقان المفردات، اللغة العربية، مدرسة ابتدائية، طرق التعلم.

A B S T R A C T

This research aims to examine the effectiveness of using flashcards in improving Arabic vocabulary mastery at Madrasah Ibtidaiyah Perwanida, Blitar City. The research method used was experimental research with a pre-test and post-test design in two classes of fifth grade students for the 2023/2024 academic year. The experimental group was given treatment using flashcard media, while the control group used conventional methods. The results of the study showed that there was a significant increase in mastery of Arabic vocabulary in the group that used flashcard media compared to the group that used conventional methods. Data analysis using the t-test showed a calculated t-value of 4.32 which was greater than the t-table of 2.00 at a significance level of 0.05, indicating that the use of flashcard media was effective in increasing mastery of Arabic vocabulary. The conclusion of this research is that the use of flashcards can significantly increase students' mastery of Arabic vocabulary at Madrasah Ibtidaiyah Perwanida. This media can be an effective alternative in learning Arabic and is recommended to be applied more widely in other madrasas. The implementation of flashcard media not only increases students' learning motivation but also provides a more enjoyable and interactive learning experience.

الخلاصة

يهدف هذا البحث إلى دراسة فعالية استخدام البطاقات التعليمية في تحسين إتقان مفردات اللغة العربية في مدرسة ابتدائية بروانة في مدينة بليتار. كان أسلوب البحث المستخدم هو البحث التجريبي بتصميم الاختبار القبلي والبعدي في صفين من طلاب الصف الخامس الابتدائي للعام الدراسي 2024/2023. أُعطيت المجموعة التجريبية علاجًا باستخدام وسائط البطاقات التعليمية، بينما استخدمت المجموعة الضابطة الطرق التقليدية. أظهرت نتائج الدراسة أن هناك زيادة كبيرة في إتقان مفردات اللغة العربية في المجموعة التي استخدمت وسائط البطاقات التعليمية مقارنة بالمجموعة التي استخدمت الطرق التقليدية. وأظهر تحليل البيانات باستخدام اختبار **t-t-test** أن قيمة **t** المحسوبة بلغت 4.32 وهي أكبر من قيمة **t-t-test 2.00** عند مستوى دلالة 0.05، مما يشير إلى أن استخدام وسائط البطاقات التعليمية كان فعالاً في زيادة إتقان مفردات اللغة العربية. وخلص هذا البحث إلى أن استخدام وسائط البطاقات التعليمية يمكن أن يزيد من إتقان الطلاب لمفردات اللغة العربية في مدرسة ابتدائية بروانة بشكل ملحوظ. يمكن أن تكون هذه الوسائط بديلاً فعالاً في تعلم اللغة العربية ويوصى بتطبيقها على نطاق أوسع في المدارس الأخرى. لا يؤدي تطبيق وسائط البطاقات التعليمية المصورة إلى زيادة دافعية التعلم لدى الطلاب فحسب، بل يوفر أيضًا تجربة تعليمية أكثر متعة وتفاعلية.

Introduction

Mastery of vocabulary is a crucial element in learning foreign languages, including Arabic. A strong vocabulary forms the foundation for other language skills such as listening, speaking, reading and writing. At Madrasah Ibtidaiyah Perwanida Kota Blitar, Arabic language teaching is an integral part of the curriculum, which not only supports communication but also understanding religious texts. However, various challenges are

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faced in this learning process, especially related to teaching methods that are still conventional and less attractive to students.

Learning Arabic at Madrasah Ibtidaiyah Perwanida, Blitar City has significant challenges. One of the problems faced is the lack of students' ability to master Arabic vocabulary. This is caused by the lack of media used by teachers in the learning process, so that learning becomes monotonous and uninteresting for students. In an effort to improve mastery of Arabic vocabulary, the author offers the use of flashcards as an effective and efficient alternative.

Arabic language skills and a positive attitude towards Arabic are very important in helping students understand the sources of Islamic teachings and Arabic books relating to Islam. In learning Arabic, students often experience obstacles, such as learning material that is considered difficult, boring and uninteresting. Apart from that, teachers are also less creative and innovative in implementing the learning process, and rarely use effective teaching media.

Conventional teaching methods often make students feel bored and have difficulty memorizing new words. According to Alqahtani (2015), methods that are not varied can cause students' low motivation and interest in learning, which has an impact on low levels of vocabulary mastery. Therefore, innovation is needed in teaching methods that can attract students' attention and increase learning effectiveness.

One method that can be applied is the use of picture card media (flashcards). Flashcards are an effective visual aid in the vocabulary learning process. Using attractive images on flashcards can help students remember and understand new words more easily and with pleasure. Study conducted by Nation (2013), shows that visualization can speed up the process of vocabulary mastery and improve long-term retention.

This research aims to evaluate the effectiveness of using flashcards in improving Arabic vocabulary mastery at Madrasah Ibtidaiyah Perwanida, Blitar City. With an experimental approach, this research compared vocabulary mastery between students who used flashcards and students who used conventional methods. It is hoped that the results of this research can make a positive contribution to Arabic language teaching methods, especially in vocabulary mastery, as well as provide practical solutions for teachers in overcoming challenges in the learning process.

Through this research, it is hoped that the use of flashcards will not only increase vocabulary mastery but also increase students' motivation and interest in learning Arabic. This research also aims to identify the extent to which visual media such as flashcards can be applied effectively in the context of basic education in madrasas. Thus, the results of this research can be a reference for educators and policy makers in designing learning strategies that are more effective and interesting for students.

Method

This research uses a quasi-experimental design with a pre-test and post-test model. This design was chosen to measure the effectiveness of using flashcards in improving students' mastery of Arabic vocabulary at Madrasah Ibtidaiyah Perwanida, Blitar City. The population in this study were all class V students at Madrasah Ibtidaiyah Perwanida,

Blitar City. The sample was taken using a purposive sampling technique, namely two classes that had relatively the same level of ability based on the pre-test results. One class is an experimental group that uses flashcard media and one class is a control group that uses conventional methods. The instruments used in this research are: (1) Vocabulary Mastery Test: This test is in the form of multiple choice questions consisting of 20 items to measure students' mastery of Arabic vocabulary. This test is given before (pre-test) and after (post-test) treatment. (2) Observation: Observations were carried out to observe the learning process in the experimental and control classes, including the level of student involvement and their response to the methods used. (3) Questionnaire: A questionnaire was given to students to collect data regarding their responses to the use of flashcard media in learning.

Research procedures include creating and validating vocabulary mastery test instruments, preparing lesson plans and teaching materials that will be used during the research. carry out outreach to teachers and students regarding research objectives and procedures. Pre-test Implementation: Conduct a pre-test for both groups (experimental and control) to measure initial mastery of Arabic vocabulary. Treatment: (1) The experimental group was taught using flashcard media for four weeks. (2) The control group was taught using conventional methods during the same period. Post-test Implementation: Conduct a post-test on both groups to measure the increase in vocabulary mastery after treatment.

Data analysis in stages: pre-test and post-test data were analyzed using the t-test to see significant differences between the experimental group and the control group. Then the observation and questionnaire data were analyzed descriptively to complete the quantitative findings. Data obtained from the pre-test and post-test were analyzed using the t-test with the help of statistical software such as SPSS to determine whether there was a significant difference in increasing vocabulary mastery between the experimental group and the control group. Observation and questionnaire data were analyzed descriptively to provide an overview of the learning process and students' responses to the use of flashcards.

With this method, the research is expected to provide empirical evidence regarding the effectiveness of using flashcards in improving Arabic vocabulary mastery at Madrasah Ibtidaiyah Perwanida, Blitar City.

Result and Discussion

1. Pre-test and Post-test results

This research involved two classes of fifth grade students at Madrasah Ibtidaiyah Perwanida, Blitar City, with one class as the experimental group and one class as the control group. The following are the results of the pre-test and post-test mastery of Arabic vocabulary for both groups:

A. Experimental Group:
   a) Average pre-test score: 60
   b) Average post-test score: 85

c) Average grade increase: 25

B. Control Group:

a) Average pre-test score: 58

b) Average post-test score: 70

c) Average grade increase: 12

2. T-test analysis

To determine the significance of the difference in the increase in scores between the experimental group and the control group, a t-test was carried out. The results of the t-test analysis show that the calculated t-value is 4.32, which is greater than the t-table value of 2.00 at a significance level of 0.05. This shows that the increase in post-test scores in the experimental group was significantly higher than in the control group.

3. Observation and Questionnaire Results

Observations and questionnaires were carried out to see students' responses to the use of flashcard media. Observation results show that experimental group students are more active and enthusiastic in the learning process. The results of the questionnaire showed that:

A. 90% of students find it easier to remember new vocabulary by using flashcards.

B. 85% of students feel more motivated to learn by using flashcards.

C. 80% of students feel that the learning process becomes more fun and interactive by using flashcards.

Discussion

The results of this research indicate that the use of flashcards is significantly effective in improving students' mastery of Arabic vocabulary at Madrasah Ibtidaiyah Perwanida, Blitar City. The average increase in post-test scores for the experimental group using flashcards was higher than the control group using conventional methods. This shows that flashcards make a significant contribution to vocabulary learning.

Using flashcards as a visual aid helps students remember and understand vocabulary better. The pictures on flashcards provide strong visual associations, which makes it easier for students to remember new words. According to Nation (2013), visualization can speed up the process of mastering vocabulary and improve long-term retention.

In addition, the results of observations and questionnaires show that the use of flashcards not only improves learning outcomes but also increases student motivation and participation in learning. Students feel more interested and motivated when learning with interactive and fun media. This is in accordance with opinion Schmitt & Schmitt (2020), which states that high learning motivation is positively correlated with increased learning outcomes.

Overall, this research shows that flashcards are an effective and practical method for learning Arabic vocabulary. This method not only improves vocabulary mastery but

also makes the teaching and learning process more fun and interactive. Teachers at other madrasas are advised to consider using flashcards in teaching Arabic or other foreign languages to increase learning effectiveness.

Conclusion

This research examines the effectiveness of using flashcards in improving Arabic vocabulary mastery at Madrasah Ibtidaiyah Perwanida, Blitar City. Based on the research results, it can be concluded that the use of flashcards is significantly effective in improving students' vocabulary mastery. The results of data analysis show that students who use flashcards experience a significant increase in mastery of Arabic vocabulary compared to students who use conventional methods. This is supported by the t-test results which show that the calculated t-value is significantly greater than the t-table value at a certain significance level. Apart from that, observations and questionnaires also showed positive responses from students towards the use of flashcards. Students report that flashcards help them remember new vocabulary more easily and increase their motivation and interest in learning. Thus, the use of flashcards can be recommended as an effective method in improving Arabic vocabulary mastery in madrasas. Teachers and educators can use flashcards as an interactive and fun learning tool to achieve better learning goals.

The results of this research have several practical implications in the context of Arabic language learning in madrasas, including: (1) Teachers can integrate the use of flashcards in Arabic language learning as a strategy to improve students' vocabulary mastery. (2) Madrasas and other educational institutions can provide resources and training for teachers to effectively use flashcards in learning. (3) The use of visual media such as flashcards can be applied in other language learning to increase learning effectiveness.

By implementing innovative and effective learning strategies such as the use of flashcards, it is hoped that it can improve the quality of Arabic language learning in madrasas and help students achieve better vocabulary mastery.

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