Improving Madrasah Students' Mufradat Memorization Ability Using Picture Card Media (Flash Card)

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Article Info	Abstract
	So far, students still have difficulty memorizing Arabic vocabulary. Students are still engrossed and busy on their own, with little attention in learning and little usage of fascinating learning media, especially Arabic vocabulary material, which results in students' ability to memorize vocabulary being low. Therefore, the aim of this research is to describe the use of flash card media in improving the ability to memorize Arabic vocabulary in class VII B students at MTs Roudhatul Huda, Kotabumi District, North Lampung Regency. This research is Classroom Action Research (CAR). Subyek This research consisted of 26 class VII B students. There are two cycles in PTK implementation, each cycle consisting of planning, implementing, observing and reflecting. Data collection techniques use tests, observation and documentation. The collected data was analyzed quantitatively. Based on the results obtained during the research, it was found that the use of Flash Card media could improve the ability to memorize Arabic vocabulary for MTs Roudhatul Huda students.

INTRODUCTION

Arabic is one of the world's communication languages and also a religious language(Khasanah, 2016) and become one of the largest languages in the world(Andriani, 2015). Arabic has developed in line with the social development of society(Hasan & Baroroh, 2020) and science(Aziz & Dinata, 2019). The development of the Arabic language is very rapid, even in the world of education, some schools in Indonesia have added Arabic as a main subject(Hasanah, 2019).

Arabic is one of the "important" languages of the world(R. V. Nisa, 2018). However, Arabic subjects are still put aside and considered unimportant by some students because Arabic is considered difficult, both in pronunciation and writing. This is one of the factors in students' low interest and learning outcomes in arabic(Mafaza, 2020).

individuals's skills to comprehend Arabic vary; some individuals find it simple to grasp, while others find it difficult(Mafaza, 2020). This is because Arabic is not the mother tongue in Indonesia(Ali, 2020), with differences in letters, pronunciation and writing, it makes it difficult for someone to understand Arabic. Therefore, Arabic is a foreign language which is one of the subjects that must be studied by students in Islamic-based schools(Afaria et al.,

2022) This is intended to help students learn more about Arabic(Lutfah, 2021).

Learning Arabic at Madrasah Tsanawiyah is nothing new. However, students still think that Arabic is a difficult subject(Nadawiyah & Astari, 2021), and they have difficulty memorizing new vocabulary in Arabic. This is because the pronunciation is quite difficult and they are not used to pronouncing it(Anggraini, 2022; Sari & Muassomah, 2020).

All components of what is observed in learning all words, including form, meaning, and use, are included in vocabulary. A person will not be able to master a language until he masters the vocabulary of that language(Rokhmah & Wahyuni, 2021). Vocabulary in Arabic is called *mufrodat*, which is a collection of vocabulary used by someone both orally and in writing which already has an understanding and description of the translation without being combined with other words and is arranged alphabetically(Imron & Fajriyah, 2021).

Mufradat teaching is an important basic teaching because someone will not be able to master Arabic without a good vocabulary(B. F. Nisa et al., 2023). Students are considered capable of mastering mufradat if they have achieved several existing indicators. These indicators are: 1) Students are able to translate mufradat forms well; 2) Students are able to pronounce and rewrite well and correctly; 3) Students are able to use them in numbers (sentences) correctly, both in speech and writing(Azizah, 2020). Based on this opinion, it can be understood that the indicators that must be achieved in learning mufradat are being able to pronounce and read mufradat, being able to rewrite mufradat correctly, being able to understand the meaning or translating mufradat and being able to use it in sentence form.

From the results of observations carried out by researchers in class VII at MTs Roudhatul Huda, students were not yet involved in learning so that the material provided was difficult for students to understand. It is still seen that students' ability to memorize Arabic mufradat has not developed well, this is due to difficulties in getting answers, being busy alone, lacking concentration in learning and boredom in learning.

So far, the process of learning Arabic has not been centered on students(Solong, 2023) and the methods used by teachers are less attractive(Mufidah & Rohima, 2020). Apart from that, based on the Arabic language learning results of class VII students, it was found that the majority of students had not yet completed their Arabic language learning. 17 of the 26 students in the class had marks that fell below the school's minimum completeness criteria (> 70).

This was supported by the findings of interviews with Arabic teachers at MTs Roudhatul Huda, who said that mufradat learning was exclusively done by reading the mufradat and then asking students follow along. Aside from that, students only required to interpret and answer practice questions. The teacher admitted that in learning mufradat, the only media used were Arabic language textbooks, markers and a whiteboard. Students say that their inability to understand mufradat is due to teachers consistently utilizing traditional ways in teaching, which makes it less fascinating and creates boredom.

To overcome the problem of learning Arabic, a teacher must be able to condition the class, motivate students and use learning media that aims to attract students' interest in learning. The learning media that will be used is adjusted to the characteristics of the students and the material to be provided(Ahmad & Mustika, 2021). As a result, learning media that is fascinating, not boring, can enhance students' thinking ability to be more creative, and engages students actively in learning activities so that students are willing to voice thoughts related to the

topic being addressed is required. so, it is envisaged that using this learning material can increase students' abilitites to study Arabic.

Learning media serves as an informational and message-distribution medium between teachers and students in the classroom, enabling connections, informational exchange, and efficient message distribution(Ariyani, 2022; Rionanda et al., 2022). According to Safitri et al. (2022), the use of media in learning helps teachers explain difficult material. Through the use of learning media, it is hoped that it can improve the quality of the teaching and learning process which can ultimately influence the quality of student learning outcomes(Yakin, 2021). Flash cards are a type of learning media that may be used to help students learn Arabic by helping them memorize Arabic words.

Flash cards are a form of learning media in the form of picture cards(Pradana & Gerhni, 2019) made using photos or drawings(Wahyuni, 2020). According to Zubaidillah & Hasan (2019), Flash cards are learning cards that have two sides, one side containing pictures, text or symbols and the other side containing definitions, picture descriptions, answers or descriptions that help remind or direct students to something related to the picture on the card. This learning media is a medium that can help students remember and learn new information(Ramadha & Zuhaida, 2021).

In previous research, the use of flash cards has been carried out. Hotimah (2017) and Jannah & Jamaludin (2022) stated that the use of flash card media can improve students' abilities in learning English vocabulary. Apart from that, interactive multimedia-based flash cards for introducing English vocabulary are suitable for use in early childhood(Susantini & Kristiantari, 2021). In Arabic material, learning using flash cards improves elementary school students' memorization and memory skills in Arabic vocabulary material. (Rahman et al., 2021; Ulum, 2021). In addition to helping students memorize vocabulary, this learning media is supposed to lessen the teacher's practice of mere speaking in front of the class.

Based on the description above, the aim of this research is to describe the use of flash card media in improving the ability to memorize Arabic vocabulary for MTs Roudhatul Huda students.

RESEARCH METHODS

This research is Classroom Action Research (CAR). There are two cycles in CAR implementation, each cycle consisting of planning, implementing, observing and reflecting. This research was conducted in February 2022 at MTs Roudhatul Huda, Kotabumi District, North Lampung. The subject of this research is class VII B. The research design is as follows:
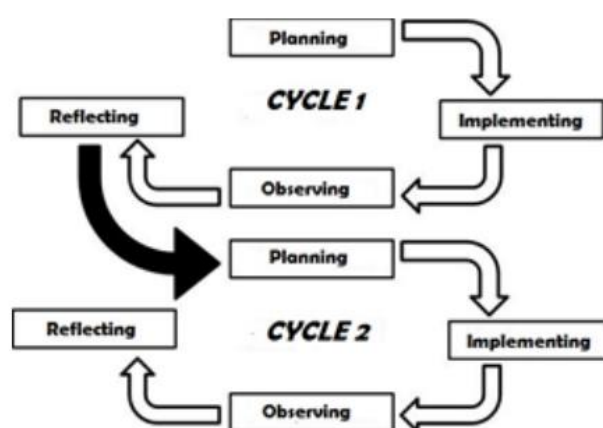
Figure 1. Classroom Action Research (CAR) Design

The planning stage is an activity of planning the actions that will be carried out. The implementing stage is a process of action carried out by researchers as an effort to improve, perfect or change. Actions are carried out based on the action plan. The observing stage in this research can be equated with data collection activities. The purpose of observation is to observe corrective actions along with the results and impacts of the actions. The final stage is the reflecting stage, which is an activity of analysis, synthesis and interpretation of all information obtained during an action activity(Hyun et al., 2020).

This CAR was carried out for 2 cycles with cycle II experiencing a revised plan from cycle I, and was different in terms of material. Data collection techniques use tests, observation and documentation. After the data is collected, it is then analyzed quantitatively. Descriptive analysis is used in this analysis. The values obtained are grouped based on the following categorization guideline table:

Table 1. Categorization of Mufrodat Ability Levels

Value Interval	Qualification
85 – 100	Very High
65 – 84	High
55 – 64	Medium
45 – 54	Low
0 – 44	Very Low

The ability to memorize Arabic vocabulary for class VII students using flash card media is considered successful if 90% of the total students get test results that reach the predetermined minimum completeness criteria (> 70).

RESULTS AND DISCUSSION

The teacher's action is the application of flash card media, where the emphasis is on the students' capacity to memorize mufrodat as well as to comprehend, listen, and be able to pique their interest in learning. In addition, the usage of flash card media, which supports the teaching and learning process, can encourage students to learn and ask questions. It is believed that by employing flash card learning media, students would be able to participate actively in educational activities, pay close attention, and feel happy.
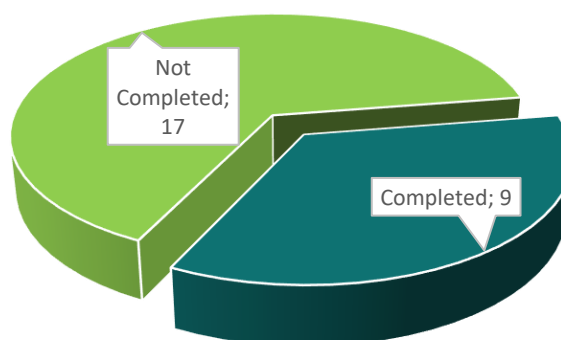
Figure 2. Pre-cycle Results

Based on figure 2 above, it can be concluded that before learning activities using flash card media were carried out, only 9 students were able to memorize Arabic vocabulary (34.6%).

Cycle I

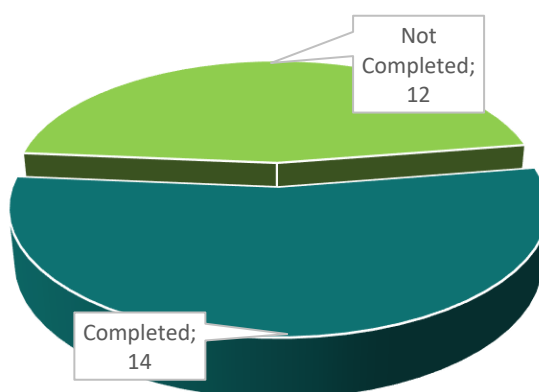Based on the final test of cycle I, the following results were obtained:

Figure 3. Cycle I Results

From figure 3, it appears that there has been an increase in the number of students who were able to memorize Arabic vocabulary, namely 14 students (53.84%). However, this result does not meet the target to be achieved, namely 90% success.

The results of observations made in cycle I are as follows:

Table 2. Results of the First Learning Cycle's Student Observations

No.	Observed components	Percentage (%)
1	The number of students present during learning activities	96,15
2	Students who pay attention to lessons during the learning process	53,85
3	Students who can respond to every question asked	46,15
4	Students who ask questions or respond to the material being studied	46,15
5	Students who carry out negative activities during the learning process (playing, making noise)	50

Based on table 2, the condition of class VII B, as observed by researchers through observation, can be concluded that students are still lacking in expressing ideas/opinions that they know. While learning is taking place, there are still students playing alone and talking with their classmates. This is what influences the results of the implementation of cycle I.

Based on the results of the reflection on the implementation of cycle I, in the implementation of cycle II several things are recommended as materials for improvement, including: (1) identifying the application of flash card media, (2) reducing or avoiding student behavior that could disrupt the implementation of the teaching and learning process, and (3) implementing learning indicators in the implementation of the teaching and learning process intensively.

Cycle II

After improvements were made in terms of planning, implementation, observation and reflection, the results of the final test of cycle II were as follows:
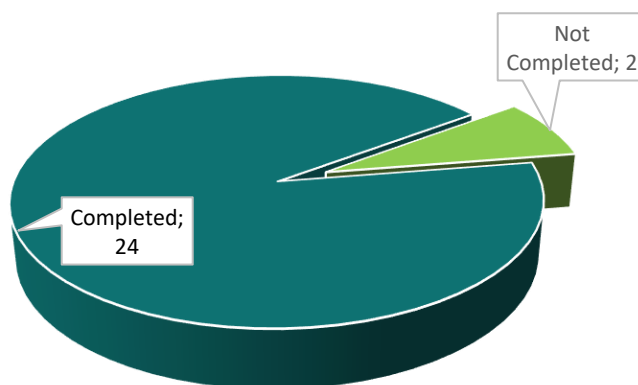

Figure 4. Cycle II Results

According to figure 4, 24 students (or 92.3%) were able to learn Arabic vocabulary using flash card media. This demonstrates that the use of flash card media increased students' memory skills, which increased by 38.44% compared to cycle I and by 57.7% when compared to before the use of flash card media. Apart from that, there have been positive changes in the conduct of the students. This is based on the results of observations carried out in cycle II, the following are the results:

Table 3. Results of the Second Learning Cycle's Student Observations

No.	Observed components	Persentase (%)
1	The number of students present during learning activities	100
2	Students who pay attention to lessons during the learning process	80,76
3	Students who can respond to every question asked	76,92
4	Students who ask questions or respond to the material being studied	61,54
5	Students who carry out negative activities during the learning process (playing, making noise)	19,26

Based on table 3, the increase in the results of the ability to memorize mufradat in learning Arabic is increasingly visible. This is because students are enthusiastic about learning, enthusiastic and actively answering questions during lessons. Likewise, the value obtained from individual assignments, as if they are

trying to improve it and become better. If in cycle I it was still dominated by passive students, then in cycle II students were active in expressing their opinions. Most of the students in class VII B are active in the teaching and learning process.

For more details regarding the percentage of memorization ability results from pre-cycle, cycle I, and cycle II, see the table below:

Table 4. Progress Report on Students' Memorization Ability

No	Evaluation	Number of completions		Percentage		Average
		Completed	Not Completed	Completed	Not Completed	
1	Pre-Cycle	9	17	34,62	65,38	58,73
2	Cycle I	14	12	53,85	46,15	67,54
3	Cycle II	24	2	92,30	7,70	73,80

Based on table 4 above, the percentage of learning completeness in cycle II has reached the predetermined level of learning completeness, namely > 90%. Apart from that, based on the average obtained in cycle II, the student's mufrodat ability level is already in the high category. The graph of increasing student learning abilities is as follows:
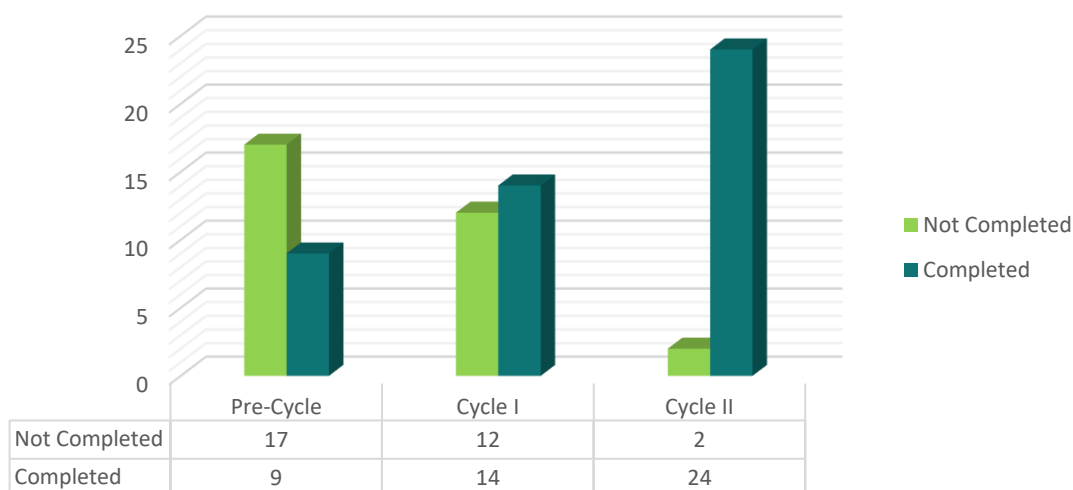

	Pre-Cycle	Cycle I	Cycle II
Not Completed	17	12	2
Completed	9	14	24

Figure 5. Graphic Report on Students' Memorization Ability Results

Based on figure 5 above, the results of students' memorization abilities increase in each cycle. This emphasizes that the use of flash card media can improve students' ability to memorize Arabic vocabulary. The results of this research are in line with Rahman et al., (2021) and Ulum (2021) which states that the use of flashcards has an effect on improving students' memory skills in Arabic mufrodat material. This is because Flashcards are very easy to implement in learning by using a card form that is easily accessible to students(Taufik et al., 2023).

Media flash cards can be taken anywhere and used flexibly(Harisanty et al., 2020). In the form of cards, flash card media can be carried and used by students anywhere and at any time. Beside that, this flash card media is easy to understand and easy to remember(Nalendra et al., 2020). There are particular messages in the media that might help students comprehend and retain the information being taught. Apart from the two points already explained, this media can also foster a sense of joy. This is due to the fact that the media takes the shape of games,

allowing students to compete within the confines of the rules in order to develop their creative and cognitive skills. These things are positive values in improving the ability to memorize Arabic vocabulary (mufrodat).

CONCLUSIONS AND SUGGESTIONS

Based on the results of research that has been carried out, it can be concluded that Flash Card Media can improve the ability to memorize Arabic vocabulary (mufrodat) in class VII B students, MTs Roudhatul Huda, Kotabumi. After the use of Flash Card media, the number of students who completed cycle I was 14 people (53.85%), then there was another increase in cycle II students who completed it to 24 people (92.3%).

Based on the research and analysis that has been carried out, suggestions that can be given are 1) teachers can introduce, use and train students' skills in the teaching and learning process using Flash Card media to improve and develop students' ability to memorize Arabic vocabulary and avoid students' boredom during learning taking place. Apart from that, 2) because there are positive results from using flash card media, it is hoped that this activity can be carried out continuously in Arabic learning and other learning.

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