The Effectiveness of Media Guessing Word in Improving Arabic Vocabulary Mastery of Class X Students of SMA Muhammadiyah 1 Tangerang

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Abstrak: Penguasaan kosakata dalam pembelajaran bahasa Arab, terutama di SMA Muhammadiyah 1 Tangerang, sangat penting. Saat ini, metode pengajaran bahasa Arab di sekolah tersebut masih bersifat konvensional dan kurang menarik, sehingga siswa kurang bersemangat dan mengalami kesulitan dalam menghafal kosakata. Penelitian ini bertujuan untuk menguji efektivitas media "guessing word" dalam meningkatkan penguasaan kosakata bahasa Arab siswa kelas X SMA Muhammadiyah 1 Tangerang. Metode penelitian yang digunakan adalah eksperimen dengan One Group Pretest-Posttest Design, melibatkan 32 siswa kelas X sebagai sampel. Hasil penelitian menunjukkan peningkatan yang signifikan dalam penguasaan kosakata setelah menerapkan media "guessing word". Rata-rata nilai siswa pada pretest adalah 33,7, sedangkan pada posttest meningkat menjadi 89,8. Dengan demikian, media "guessing word" terbukti efektif dalam meningkatkan penguasaan kosakata bahasa Arab siswa di SMA Muhammadiyah 1 Tangerang.

Kata Kunci: Efektivitas; Guessing Word; Penguasaan Kosakata; Bahasa Arab; SMA Muhammadiyah 1 Tangerang

Abstract: Vocabulary mastery in Arabic language learning, especially at SMA Muhammadiyah 1 Tangerang, is very important. Currently, the Arabic language teaching method at the school is still conventional and less engaging, resulting in students being less enthusiastic and experiencing difficulties in memorizing vocabulary. This study aims to test the effectiveness of the media "guessing word" in improving the vocabulary mastery of Arabic language students in grade X at SMA Muhammadiyah 1 Tangerang. The research method used was an experiment with a One Group Pretest-Posttest Design, involving 32 students in grade X as samples. The results showed a significant improvement in vocabulary mastery after implementing the media "guessing word". The average student score in the pretest was 33,7, while in the posttest it increased to 89,8. Thus, the "guessing word" media has been proven effective in improving the vocabulary mastery of Arabic language students at SMA Muhammadiyah 1 Tangerang

Keywords: Effectiveness; Guessing Word; Vocabulary Mastery; Arabic Language; SMA Muhammadiyah 1 Tangerang

INTRODUCTION

Language acquisition is inseparable from vocabulary. Vocabulary is a key element in learning foreign languages, including Arabic[1]. In language learning, there are three main elements, namely pronunciation (phonology), vocabulary (lexicon), and sentence structure (syntax). In Arabic language learning, the first stage to learn is vocabulary, because it is impossible to master Arabic without understanding the vocabulary used[2].

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[1] Marice, "Approaches to Teaching Foreign Language Vocabulary," *Jurnal Unimed*, 2014.

[2] Rizka Andini and Husin Rachmawati, "Mastery of Arabic Vocabulary," *Application of singing methods in improving mastery of Arabic vocabulary at Nurul Jannah Orphanage* 2 (2022): 223–30.

Learning Arabic involves four main skills: speaking, reading, listening, and writing[3]. Mastery of a broad vocabulary is essential to be able to learn these skills. Without adequate vocabulary mastery, a person will not be able to communicate either orally or in writing. Language skills depend heavily on one's vocabulary mastery[4].

Although a person has good grammar skills, if the vocabulary is inadequate, it becomes useless. One cannot master Arabic without learning the vocabulary[5]. Learning vocabulary is not an easy thing because it often feels boring and monotonous, especially because it involves rote memorization activities. After the learning process is complete, the memorization is often forgotten quickly. This often makes learners feel lazy to learn Arabic, especially in learning vocabulary[6]. Therefore, it can be revealed that the skills of speaking and writing in Arabic depend heavily on mastering a broad, productive, and relevant vocabulary[7]. However, in some schools in Indonesia, including at SMA Muhammadiyah 1 Tangerang, Arabic language learning still uses conventional methods with a focus on memorizing vocabulary.

SMA Muhammadiyah 1 Tangerang has included Arabic in its curriculum as one of the subjects. During observations and interviews with Arabic teachers, researchers found several factors that lead to lack of mastery of Arabic vocabulary. These factors include monotonous (conventional) learning methods with the role of the teacher as the center of attention, as well as the use of learning models and media that are less varied and effective. This condition directly affects the level of mastery of the material, including vocabulary mastery[8].

The ability to manage classes is very important in learning Arabic. One of the key factors is the use of media that can create a comfortable atmosphere, make students happy, and active in the learning process[9]. Therefore, Arabic language learning using media tends to be more interesting and facilitates the learning process. The use of media is very useful because it can attract the attention of students, make learning not monotonous, and facilitate the delivery of material. The main purpose of using media is to accelerate the

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[3] Lady Farah Aziza and Ariadi Muliansyah, "Arabic Language Skills with a Comprehensive Approach," *El-Tsaqafah : PBA Major Journal* 19, no. 1 (2020): 56–71, https://doi.org/10.20414/tsaqafah.v19i1.2344.

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[6] Nuryati Beddu and Sumiati Taib, "The Use of Card Media in Improving Arabic Vocabulary Mastery in Class X Science 1 MAN 2 Halut," *Education* 21, no. 2 (2023): 422–30, https://doi.org/10.33387/j.edu.v21i2.6303.

[7] Imroatul Muthoharoh and Monirul Abidin, "Lisanuna Journal of Arabic Language and: A Lasanan Learning The Effectiveness of Using Quizlet Media in Increasing Arabic Vocabulary in Junior High School Plus Students of Alfatimah Bojonegoro" 13, no. 1 (2023): 99–113, https://jurnal.ar-.raniry.ac.id/index.php/lisanuna/index

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[9] Hari Ariyanti and Syarifah Syarifah, "Arabic Learning Strategies in Increasing Arabic Learning Interest of Class VII Students of Mts Nurul Muttaqin Simpang Tiga," *Al-Mu'Arrib: Journal of Arabic Education* 1, no. 1 (2021): 45–55, https://doi.org/10.32923/al-muarrib.v1i1.2080.

achievement of predetermined learning objectives[10]. Learning media is not the only source of learning that can be used, but media can be an effective tool to help students understand the material taught[11]. The use of media must be adjusted to the material, learning objectives, student conditions, and available time. For teachers, learning media is very useful because it can help them deliver material more interestingly, not just in a monotonous way[12].

One of the learning media that can be used to overcome these obstacles is word guessing media. This medium can be used for Arabic vocabulary learning, eliminating boredom, boredom, and difficulty in learning vocabulary[13]. This guessing word contains a unique game, making learners learn without realizing that they are learning. This media is included in the category of educational game-based learning media that is simple and accessible, expected to help teachers and students achieve vocabulary learning goals[14].

Previously there have been studies that discuss "the application of the guess word method using flashcard media in increasing mastery of mufradat vocabulary", including research conducted by Muh Fadlun Niam This research has the results that data analysis and discussion can be concluded that the application of the cooperative learning model type The guess word can improve student learning outcomes. Another study conducted by Dede Rizal Munir and Siti Nurlatifah with the title "The Effectiveness of the Word Guessing Method to Improve Mufradat Mastery in Arabic Language Learning" has the results that by applying the word guessing method can improve students' ability in mastering Arabic mufrodite. The next research conducted by muchammad ichwan and muhammad abdul ghofur with the title "the influence of the word guessing game method on increasing maharah kalam in Arabic language learning in grade VIII A and VIII B excellent MTs mojokerto students" has the result that there is a significant increase in speaking skills (maharah kalam) using the word guessing game method. This can be seen from the increase in value. average post-test experimental class. As much as. 15.1% of the value. obtained during the pre-test.

From several previous research results that show that guessing words are effectively used in learning vocabulary in various languages and on the basis of the background problems that have been conveyed, researchers are interested in conducting a study entitled "The Effectiveness of Media Guessing Word in Improving Arabic Vocabulary Mastery of grade X students of SMA Muhammadiyah 1 Tangerang". The formulation of the problem in this study is the extent of the effectiveness of word guessing media in overcoming memorization difficulties, and applying Arabic vocabulary for students. And the purpose of this study is to find out how to overcome the difficulties of Arabic in guessing word strategies.

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[10] Septy Nurfadhillah et al., "The Role of Learning Media in Increasing Learning Interest of Students of Sd Negeri Kohod III," *PENSA : Journal of Education and Social Sciences* 3, no. 2 (2021): 243–55, https://ejournal.stitpn.ac.id/index.php/pensa.

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METHOD

The research method used by researchers is experimental research using *One Group Pretest-Postest*. According to Sugiono, experimental research using *One Group Pretest-Postest Design* is to do *Pretest* Before treatment and after treatment is carried out *Postest*. The design is as follows[15]:

Table. 1 Design One Group Pretest-Postest Design

Pretest	Treatment	Postest
0_1	X	0_2

The object of this study was students of SMA Muhammadiyah 1 Tangerang by taking a population sample in class X with a total of 32 students. This sampling is by using the technique *Non Probability Sampling Purposive*. The data collection techniques used are observation, tests, and documentation. This study used a descriptive analysis that compared students' score gains before treatment and after.

RESULTS AND DISCUSSION

Learning Arabic vocabulary mastery at SMA Muhammadiyah 1 Tangerang has been going on for quite a long time, but it has not been effective. Many students still have difficulty memorizing and pronouncing Arabic vocabulary well, and lack enthusiasm for the lesson. In this study, researchers conducted *treatment* using *guessing words* to improve mastery of Arabic vocabulary. The results showed significant differences between learning before and after *treatment*, especially in terms of learning motivation and test scores obtained.

Before treatment, learning is carried out with conventional methods where the teacher asks students to listen to the teacher's reading and repeat the reading. This method makes students feel bored and passive in learning, some even get sleepy or don't focus at all on the lesson[16]. Therefore, to see the difference in the learning process and the results, researchers gave treatment to grade X students of SMA Muhammadiyah 1 Tangerang. Before treatment, researchers gave students a pretest in the form of 20 multiple-choice questions to be compared with learning outcomes after treatment. *The treatment* in this study is to use guessing words in teaching. The treatment steps are as follows:

1. Researchers prepare mufradat that has been written on the board

2. Researchers instruct students to memorize each mufradat

3. Researchers remove given mufradat

4. Researchers asked the first 3 people to come forward and take one individual picture

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[15] Ni Made Ratminingsih, "Experimental Research in Second Language Learning," *Prasi* 6, no. 11 (2010): 31–40.

[16] Kartika Permata Sari, Fakui Ta, and Bahasa Dan, "Name:," 2014.

5. Then students mentioned the vocabulary according to the picture and arranged the hijaiyah letters correctly according to the picture

Picture 1. Guessing word

After treatment, there was a significant change in students' ability to master Arabic vocabulary. They become more proficient in the vocabulary and learning becomes more dynamic.

Table 2. Pretest and Postest Data
Students of SMA Muhammadiyah 1 Tangerang

Data	Pretest	Postest
Number of Students	32	32
Average rating	33,7	89, 8

From the analysis of table 1, it can be seen that there is an increase between the average pretest and postest scores. The average pretest score was 33,7. while the postest average score was 89.8. Here is a detailed recapitulation of pretest values:

Table 3. Pretest value recapitulation data

Value	Category	Frequency	Presentase (%)	Average
85 – 100	Excellent	32	0	33,7
75 – 84	Good		7	
60 - 74	Enough		19	
0 – 59	Less		6	

Average rating $= \frac{Jumlah\ Skor}{Jumlah\ Siswa}$

Average value $= \frac{1080}{32} = 33,7$

From the results of the recapitulation of the pretest values above, it can be concluded that:

1. No student is able to score 85-100
2. No student who were able to score 75-84
3. No student who were able to score 60-74
4. There were 32 students who scored 0-59

Thus, the average score obtained at the time of the pretest was 33,7.

After conducting the pretest, researchers gave treatment to students using the guessing word method in learning Arabic vocabulary. Here are the results of the postest after treatment:

Table 4. Posttest value recapitulation data

Value	Category	Frequency	Presentase (%)	Average
85 – 100	Excellent	32	29	89,8
75 – 84	Good		0	
60 - 74	Enough		0	
0 – 59	Less		3	

Average rating $= \frac{Jumlah\ Skor}{Jumlah\ Siswa}$

Average grade $= \frac{2875}{32} = 89,8$

From the results of the recapitulation of the pretest values above, it can be concluded that:

1. There were 29 students who were able to get a score of 85-100
2. No student who were able to score 75-84
3. No student scored 60-74
4. There Were 3 students scored 0-59

Thus, the average score obtained at the time of the pretest was 89,8

Based on the comparison of the two tests, there is a very significant difference. The average score of the pretest before treatment was 33,7, while after treatment there was an increase in students' scores in mastering Arabic vocabulary, as can be seen from the average score of the posttest which reached 89,8.

With these results, it shows that the use of guessing words can provide an increase in the ability to master Arabic vocabulary of students at SMA Muhammadiyah 1 Tangerang.

Based on the research presented above, this media plays a crucial role in supporting the learning process. Educators can use this media to facilitate the delivery of learning materials. There are many media that can be used in the vocabulary learning process, one of which is the guessing word method. In this guessing word method, vocabulary words from one card can be connected to those on another card. The benefits of this media in learning are: 1) the games can make the learning process enjoyable, making it easier for students to understand the vocabulary provided, 2) students can train their minds to remember the vocabulary they receive, predict, and guess the meanings of the vocabulary, 3) this media also creates a more active classroom atmosphere, not only is the teacher actively involved in the class, but the students are as well, 4) this media makes students more meticulous when determining the vocabulary given.

CONCLUSION

Based on the results of previous research and discussion, it can be concluded that there are significant differences in the process of learning Arabic vocabulary. The use of the "guessing word" method has proven effective in improving the mastery of Arabic vocabulary. This can be seen from the pretest results before the application of "guessing word" with an average student score of 33,7. After applying the method, there was a very significant improvement, with the average score of students on the postest reaching 89,8. Thus, the use of "guessing words" has a positive impact on improving the ability to master Arabic vocabulary, as well as increasing students' interest in learning the vocabulary.

SUGGESTION

Based on the above conclusions, the researcher suggests several things:

1. For teachers, it is hoped that this research can provide new insights and motivate teachers to be more innovative and creative in utilizing media, especially the use of guessing words in Arabic language learning in class, thus making it easier for teachers to teach and leaving a good impression on students.

2. For students, it is hoped that this research can encourage students to continue exploring information about strategy-based or media-based learning so that students understand the increasingly advanced technology and do not miss out on information about technology.

3. For future researchers, it is hoped that this research can be a useful reference for other researchers who are interested in researching the use of guessing word media.

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