Singing Methods to Improve College Students' Arabic Vocabulary

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Abstract: This research is motivated by the inefficient use of Arabic learning methods, especially in memorizing mufrodat. Many students think that learning Arabic and memorizing mufrodat is difficult and unpleasant, resulting in a lack of interest in learning Arabic. This study has the main objectives of increasing: 1) the level of student learning activity during mufrodat learning; 2) achievement of mufrodat learning outcomes through the application of the singing method. This research was conducted at MIN 2 Purwakarta, Ciawi Village, Wanayasa District, Purwakarta Regency. The research subjects were grade 1 students at MIN 2 Purwakarta in the 2022/2023 school year, which consisted of 16 students. This research is a classroom action research with qualitative and quantitative analysis methods. Data collection techniques include interviews, observation, tests and documentation. The results of this study can be concluded that: 1) The application of the singing method can increase student learning activities, this is indicated by an increase in student activity presentation from 70% to 93%; 2) The application of the singing method can improve student learning outcomes regarding mufrodat baitii for class 1 students at MIN 2 Purwakarta, Ciawi Wanayasa Village, Purwakarta for the 2022/2023 academic year. This is indicated by an increase in learning completeness and the average student achievement during each cycle of actions implemented. 1) The application of the singing method can increase student learning activity, this is indicated by the increase in student activity presentation from 70% to 93%; 2) The application of the singing method can improve student learning outcomes regarding mufrodat baitii for class 1 students at MIN 2 Purwakarta, Ciawi Wanayasa Village, Purwakarta for the 2022/2023 academic year. This is indicated by an increase in learning completeness and the average student achievement during each cycle of actions implemented. 1) The application of the singing method can increase student learning activities, this is shown by the increase in student activity presentations from 70% to 93%; 2) The application of the singing method can improve student learning outcomes regarding mufrodat baitii for class 1 MIN 2 students in Purwakarta, Ciawi Wanayasa Village, Purwakarta, academic year 2022/2023. This is shown by an increase in learning completeness and the average student learning achievement during each implemented action cycle.

Keywords: mufrodat, singing method, learning, difficult, pleasant.

INTRODUCTION

Arabic plays an important role in Indonesia, especially among Muslims in understanding the content and meaning of Islamic sources, namely the Koran and Hadith. Indonesia, whose population is dominated by Muslims, makes Arabic one of the subjects that must be taken by students at a number of educational institutions such as RA, MI, DTA, MTs, MA, and PTAI[1][2][3].Mufrodat(vocabulary) is one of the most important things to master when learning a foreign language, including Arabic. A sufficient Arabic vocabulary can help one to communicate and write well in this language. The more vocabulary one has, the more skilled a person's language skills will be. This is what causes mastery of mufrodat to be the most important and first thing for a student when studying Arabic. Mufrodat is a word found in Arabic sentences. Students will not be able to understand the Arabic sentences they read and hear until they know the meaning of each mufradat contained in them[4][5][6].

Class 1 students of MIN 2 Purwakarta for the 2022/2023 academic year think that memorizing mufrodat and learning Arabic is difficult and boring, resulting in poor learning outcomes[7][8][9]. Actually the main factor causing the lack of student interest in learning Arabic lies in the process of learning Arabic itself. Learning Arabic in schools must use effective and varied methods that can stimulate students' enthusiasm.

The singing method is the right way of learning to apply, bearing in mind that there are still children in their age range who prefer to express themselves through singing. By presenting and designing mufrodat material in the form of songs, it is hoped that students can easily understand the material and learn Arabic in a good and not boring atmosphere according to the needs of their age[10][11][12][13]. The success of using the singing method is reflected in the increase in student learning outcomes[14][15][16][17]. Learning outcomes can later be measured through student evaluation after receiving the material and applying the method, because learning outcomes can be used as an indicator of student assimilation (intelligence) to a subject matter[18][19].

Several studies that relate to the topic above are research conducted by In contrast to previous research, the novelty of this study lies in increasing learning outcomes (vocabulary) by using the singing method in the Baitii material experimental and control groups[20][21][22].

Learning outcomes are the results of the learning process which are measured using tests that are arranged systematically in the form of written tests and oral tests. Learning outcomes are the skills that students have after receiving their learning experience. Learning outcomes are reflected in every change from various aspects, including: Knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, ethics or manners and attitudes[23][24][25]. In simple terms, learning outcomes are student skills that are achieved after learning activities[26][27]. Learning outcomes allow teachers to measure students' level of understanding of the subject matter presented. The teaching and learning process is considered successful if the percentage of learning outcomes from the first, second and third meetings on the same subject matter has increased.

RESEARCH METHODS

Research Setting. This research was conducted at MIN 2 Purwakarta which is located in Kampung Ciawi RT 007 RW 002, Ciawi Village, Wanayasa District, Purwakarta Regency. This research was conducted at the beginning of the even semester, in January 2023 to be precise. The subjects of this study were all 16 grade 1 students at MIN 2 Purwakarta, consisting of 7 female students and 9 male students.

Research Data Source

The data sources in this study were grade 1 students at MIN 2 Purwakarta, Arabic teachers at MIN 2 Purwakarta and school principals at MIN 2 Purwakarta for the 2022/2023 academic year.

Approach and Type of Research. Both qualitative and quantitative methodologies were used in this investigation. Qualitative methods are oriented towards collecting descriptive data (not in the form of numbers) and using qualitative analysis to describe the data, interpret it, and draw conclusions. On the other hand, quantitative methods focus on collecting data in numerical or numeric form. Survey, correlative, comparative, and experimental research all fall into this category.

The type of research used in this research is Classroom Action. Research. According to Suharsimi Arikunto, Classroom Action Research is an investigation of learning activities in the form of actions that are deliberately created and occur in a class..

Research procedure. This Classroom Action Research was conducted in two cycles, which consisted of four stages in each cycle, namely:

Planning. At this planning stage the researcher carries out the following activities: making a Learning Plan according to the actions to be taken; preparing learning materials in this case mufrodat about houses, making observation guidelines; prepare learning evaluation tools; prepare documentation tools.

Implementation. The implementation of mufrodat learning in cycle I is still using the lecture method. 1) The researcher gives an apperception about the material to be explained and explains the material "mufrodat baitii" 2) The researcher asks the students to read the mufrodat together 3) The researcher appoints random students to read the mufrodat themselves 4) The researcher gives questions about mufrodat at the end of the lesson 5) Students answer questions and submit them to researchers. While the implementation of mufrodat learning in cycle II the researcher applied the singing method to the mufrodat that had been given to students in cycle I. The researcher composed the lyrics of the song "Here it is happy there it is happy" with mufrodat baitii as follows.

Baitun house, Mathbakhun kitchen
Gurfatun naumi bedroom
Mif year key, misbahun lamp
Gurfatul nickname living room
Hijanatun wardrobe, hammamun bathroom
Nafidzatun window, sa'atun clock
Hijanatun wardrobe, hammamun bathroom
Nafidzatun window, sa'atun clock

The teacher (researcher) sings the song together. At the end of the lesson the teacher gives questions as in the first cycle and students collect the answers.

Observation

This stage is carried out during the teaching and learning process. Researchers observed student activities with reference to observation sheets that had been made previously and used them as data.

Reflection on Action Results

Reflection is an important thing to do, because with reflection we can find out the results of the implementation of learning and can be material for improvement when there were deficiencies in the previous cycle.

Data collection technique

Test. This research involves the use of mufrodat baitii questions or vocabulary related to the home environment

Observation. The observation process takes place as long as the teacher provides teaching in the classroom with the aim of understanding the situation and tracking the attitudes of students who participate in the learning process

Interview. Interviews consist of questions given by researchers to respondents in order to obtain school and student data. Meanwhile, the parties who were used as respondents were the principal and homeroom teacher of class 1 MIN 2 Purwakarta.

Documentation. Documentation in the form of photos and videos during the teaching and learning process

Data analysis technique

Qualitative technique. This technique is used to analyze qualitative data such as the results of observations and interviews.

Quantitative technique. This technique is used to examine data in the form of numbers obtained from the results of vocabulary learning tests on students using the following formula.

$$P = \frac{\sum ni}{\sum n} \times 100\%$$

P = Mastery of students' classical learning
$\sum ni$ = Number of students completing individual learning (≥ 65)
$\sum n$ = Number of students

$$\bar{x} = \frac{\sum x}{\sum n}$$

$\bar{x}$ = Average student score
$\sum x$ = Total number of student grades
$\sum n$ = Number of students

RESULT AND DISCUSSION

Research result

Based on classroom action research regarding the application of the singing method to improve the learning outcomes of class 1 MIN 2 Purwakarta students which was carried out on January 9 to 11 2023 using observation sheet instruments to determine student activities during the teaching and learning process and test instruments to determine the increase in learning outcomes students, the following results are obtained:

Table 1. Observation sheet of students' activity cycle I

No	INDICATORS/ASPECTS OBSERVED	SCORE			
		1	2	3	4
1	Tidy up yourself and chairs to follow the lesson				✓
2	Answer every teacher's question			✓	
3	Asking question		✓		
4	Read mufrodat together			✓	
5	Write mufrodat in a notebook			✓	

NO	INDICATORS/ASPECTS OBSERVED	SCORE			
		1	2	3	4
1	Tidy up yourself and chairs to follow the lesson			✓	
2	Answer every teacher's question				✓
3	Asking question			✓	
4	Pay attention when the teacher explains				✓
5	Sing mufrodat together				✓
6	Active participation of students in learning				✓
7	Students' joy and enthusiasm for learning in learning				✓
8	Summing up the material				✓
9	Complete the questions seriously				✓
10	Student courtesy during learning			✓	
Amount				9	28
Score = Sum of all scores/40 X 100		93%			
6	Active participation of students in learning			✓	
7	Students' joy and enthusiasm for learning in learning		✓		
8	Summing up the material		✓		
9	Complete the questions seriously			✓	
10	Student courtesy during learning			✓	
Amount			6	18	4
Value = Total score/40 X 100%		70%			

Information: 1 = Less 2 = Enough 3 = Good 4 = Very good

Table 2. Cycle II student activity observation sheet

Table 3. Pre-cycle student test scores, cycle I and cycle II.

NO	NAME	PRE-CYCLE	CYCLE I	CYCLE II
1	ASO	40	50	70
2	ASR	20	30	100
3	ED	40	80	90
4	H.K	40	90	100
5	H	0	40	100
6	KTR	20	50	80
7	KRS	0	50	90
8	MA	0	10	70
9	MRF	0	90	100
10	Mr	0	40	60
11	N	20	40	70
12	R.A	0	70	100
13	SIDA	20	80	100

14	sl	40	90	100
15	sl	40	80	100
16	WA	40	70	100
TOTAL STUDENT VALUE		**320**	**960**	**1430**
COMPLETION PRESENTAGE		**0%**	**50%**	**94%**
PRESENTATION IS NOT COMPLETE		**100%**	**50%**	**6%**
AVERAGE VALUE OF STUDENTS		**20**	**60**	**89**
LEARNING OUTCOMES CRITERIA		**NOT ENOUGH**	**NOT ENOUGH**	**VERY GOOD**

Calculations are in accordance with the formula mentioned in Research Methods. The Arabic Language KKM in class 1 MIN 2 Purwakarta is≥65.

Learning activity

Based on the results of observations or observations of student learning activities in cycle 1 students can already be categorized as active, it can be seen from the table above that the score is dominated by number 3. In this cycle there are still some students who lack concentration when asked by the teacher. Some are indifferent when asked by the teacher to write and most students are not enthusiastic and cheerful during the learning process. This is the basis for carrying out learning improvement actions in cycle II[28][29][30]. Corrective actions taken by the teacher (researcher) by applying the singing method in learning Arabic mufrodat succeeded in increasing student learning activities. This is shown by the increasing percentage of student learning activities. In the second cycle table, the score is dominated by the number 4, which means that student activity is categorized as very good. In this cycle, students quickly and accurately answered the teacher's questions and were enthusiastic and cheerful when singing songs like here, happy there, happy, the lyrics of which have been changed to mufrodat about the house in Arabic[31][32][33]. For more details regarding the increase in student learning activities during the research process, it can be seen from the following bar chart:

Diagram 1
Increased student learning activities during the research process
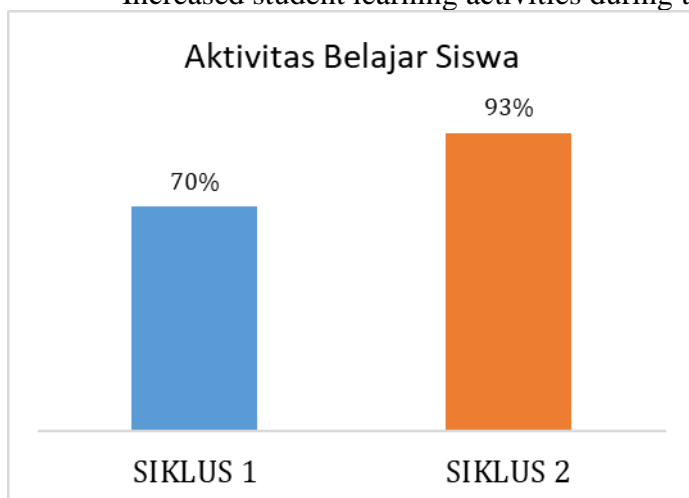
Based on the diagram above, it can be concluded that student learning activities in cycles I and II, namely in cycle I, student learning activities only get a percentage of 70% and in stage II student activity increases and gets a percentage of 93%.

a.   Learning outcomes

From the results of observations of the implementation of pre-cycle actions, cycle I and cycle II. Judging from the Minimum Completeness Criteria (KKM) set by MIN 2 Purwakarta, namely ≥ 65, the pre-cycle student learning outcomes have not yet reached the KKM, the average student learning score is 20 with the highest score being 40. This is because some students have not ever learned about mufrodat baitii and some of the others who had studied mufrodat baitii admitted that they had forgotten[34][35][36]. In the implementation of class action cycle I with the lecture method the average student learning score was 60 and the highest student score was 90. This happened because all students already knew mufrodat baiti because it was taught and students who had studied said it was easy when filling out questions because it was like muroja' Ah, back. In the implementation of class action cycle II by applying the singing method the average student learning outcomes were 89 and the highest score was 100[37][38][39]. In this cycle most students said it was easy when filling out the questions. For more details regarding the increase in the average value of student learning during the research process, it can be seen from the following diagram:

Diagram 2
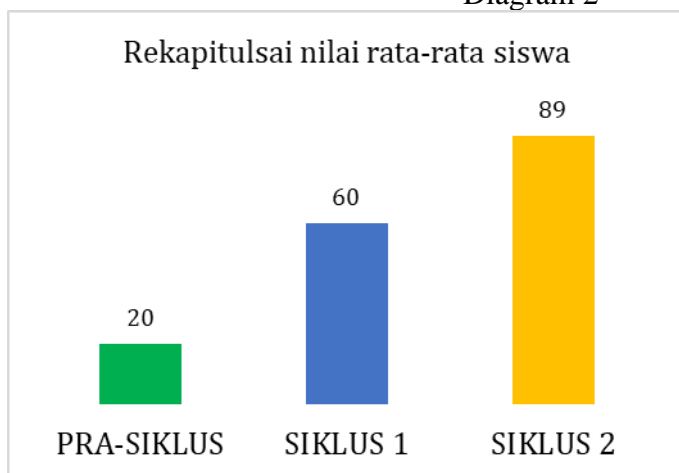
As for the completeness recapitulation of student learning outcomes, it can be seen from this one diagram:

Diagram 3
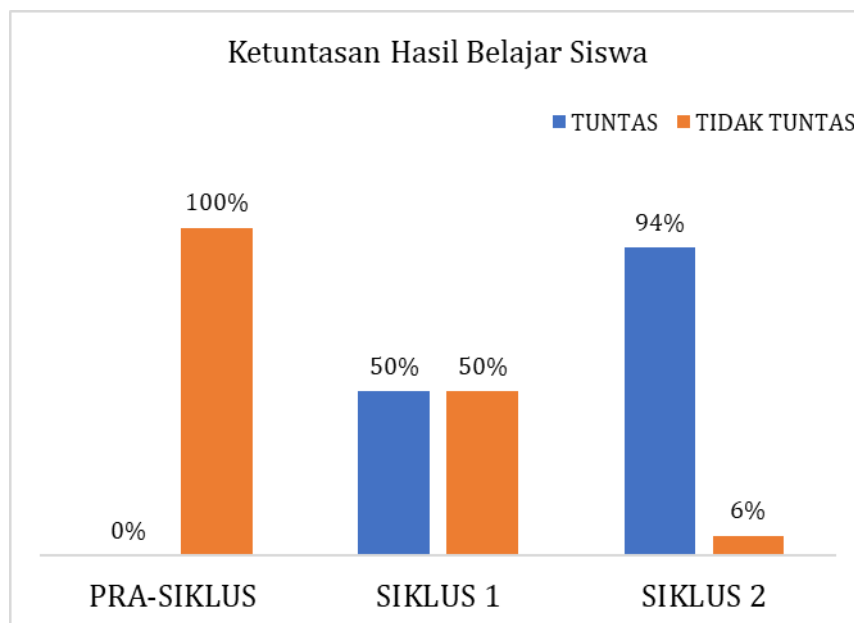
From the diagram above we can conclude that the students' learning completeness from the pre-cycle test, cycle I and cycle II, namely: in the pre-cycle before using any method the percentage of students who passed was 0% meaning that none of the 16 students completed which exists[40][41][42][43]. In cycle I using the lecture method, the percentage of students who complete the national exam increased to 50%, meaning that half of the students or 8 people completed and the remaining 8 did not complete: In cycle II, using the singing method, the percentage of students who completed was 94% or as many as 16 students completed and only 1 student did not complete.

CONCLUSION

Based on the results of the research and analysis above, the following conclusions can be drawn: 1) The application of the singing method has been proven to be effective in increasing student learning activities in learning Arabic mufrodat. This is reflected in a significant increase in the level of student participation in each action cycle that is carried out. In cycle I, the percentage of student activity reached 70%, which then increased significantly to 93% in the action cycle II. 2) The application of the singing method has been proven to have a positive impact on student learning outcomes in learning Arabic mufrodat, especially baitii material, for class 1 students in semester II at MIN 2 Purwakarta in the 2022/2023 academic year.

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Author Contribution

All authors contributed equally to the main contributor to this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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