THE ROLE OF PPT MEDIA TO INCREASE INTEREST IN LEARNING IN ARABIC VOCABULARY LEARNING

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ABSTRAK

Media pembelajaran yang digunakan dalam kegiatan pembelajaran dapat mempengaruhi terhadap efektivitas pembelajaran. Termasuk di dalam mengajar Bahasa Arab sebagai Bahasa kedua, seringkali peserta didik mengalami kesulitan untuk dapat mempelajarinya. Sehingga di sini pengajar perlu memiliki kreatifitas dan kemampuan pedagogi untuk memaksimalkan proses pengajaran. Di dalam proses pengajaran, Pengajar perlu memilih media pembelajaran yang sesuai dengan capaian pembelajaran dan kebutuhan peserta didik, agar dapat meningkatkan minat belajar peserta didik dan meningkatkan kompetensi yang ingin dicapai. Sehingga dalam penelitian ini, dilakukan pengukuran mengenai peran media Powerpoint dengan tujuan untuk dapat meningkatkan minat belajar dalam pembelajaran mufrodat Bahasa Arab. Dengan Menggunakan Metode Penelitian Tindakan Kelas pada siswa kelas VII MTs Al Muhsin, ditemukan Bahwa minat peserta didik terhadap pembelajaran Kosakata meningkat dengan bantuan media PPT. Berdasarkan hasil kuisioner, ditemukan 35% responden sangat menyukai pengajaran kosakata Bahasa Arab dengan bantuan media PPT dan terdapat 60% responden merasa suka terhadap media yang dipakai

Kata kunci: *bahasa Arab, media pembelajaran, multimedia powerpoint*

ABSTRACT

Learning media used in learning activities can affect the effectiveness of learning. Including in teaching Arabic as a second language, often students have difficulty learning it. So here teachers need to have creativity and pedagogical abilities to maximize the teaching process. In the teaching process, teachers need to choose learning media that are in accordance with the learning outcomes and needs of students, in order to increase student interest in learning and increase the competencies to be achieved. So in this study, measurements were made about the role of Powerpoint media with the aim of being able to increase interest in learning Arabic mufrodite. Using the Classroom Action Research Method on grade VII MTs Al Muhsin students, it was found that learners' interest in learning Vocabulary increased with the help of PPT media. Based on the results of the questionnaire, it was found that 35% of respondents really liked teaching Arabic vocabulary with the help of PPT media and there were 60% of respondents who liked the media used.

***Keyword** : Arabic, learning media, multimedia powerpoint*

INTRODUCTION

Arabic language learning is material taught to students ranging from the lowest level of education to the highest level of education. Almost all formal educational institutions provide Arabic language materials to learners. However, in providing material there are several problems faced by teaching staff in delivering the material. One of them is the limitation in the provision of learning media. Learning media used in learning activities can affect the effectiveness of learning. Learning media is so important in increasing the attractiveness of students (Kartini 2010).

In the era of sophisticated technology, teacher limitations in presenting interesting learning media will have an impact on students in the learning process, such as students find it difficult to absorb material so they are easily bored with the material presented, so a teacher is needed who is aware of the importance of fun learning media so that students are more interested in learning the material presented.

Teaching media used by an educator is expected to be useful in increasing the interest in learning and competence of students in learning, but often due to the limitations of an educator in preparing teaching media, so that teaching is carried out more towards teaching routines in general and does not pay attention to the wishes and interests of students, regarding methods and media preferred by students. Various kinds of learning media need to be prepared by an educator so that students can maximally absorb the material provided, including electronic learning media, as well as non-electronic media. Along with the development of increasingly sophisticated technology, students' interest in learning media has also changed. Conventional learning media have begun to fall out of favor, because students of the 21st century generation have been close to devices and other interesting electronic devices (Hermawan, Endang, and Apriana 2020).

The function of media use in the learning process can be related especially in the following ways. First, the media has a function as a tool used with the aim of making learning more interesting and effective. Second, media can accelerate a learning process. Third, media can improve the process and quality of the learning process. Fourth, the media can concretize the unreal so as to reduce the difficulties faced by

students in understanding something vocabulary (Nurseto 2012). Powerpoint is a software medium that is specially created to be able to display a variety of innovative and interesting images and multimedia. In the process of making is also very easy, many teachers are also familiar with the use of this media, besides that at an affordable cost, because teachers do not need a lot of additional materials to use this media (Nurseto 2012). In using PowerPoint media in learning Arabic vocabulary, this media can provide additional variations of learning that are more interesting to increase student interest. This can eliminate the saturation of students so that it is expected to improve the competence of mastering Arabic vocabulary.

Power point is a media that is often found and often used in various occasions whether it's in presentations, seminars, or the learning process. Microsoft Power Point is a presentation program developed by Microsoft Office and displayed to the screen using the help of LCD projectors (Widhayanti and Abduh 2021).

(Hermawan, Endang, and Apriana 2020) mentions that PowerPoint learning media is a media system that can be used to replace traditional learning media and can increase student competence and the effectiveness of instructor presentations. Learning through power point learning media by being given interesting animated images related to Arabic vocabulary, it can increase the interest of students and make them more interested in learning vocabulary.

In Arabic language learning, an educator needs to consider the use of powerpoint media in increasing interest in learning and increasing mastery of Arabic vocabulary, so that the learning process by utilizing powerpoint media to increase interest and mastery of Arabic vocabulary needs to be done with the aim of knowing the response of students, to the use of learning media provided. Based on teaching research using media that has been widely processed learning, with good enough results can increase the effectiveness of learning, then in this study, it was carried out by teaching Arabic vocabulary using PowerPoint media.

METHODS

The method used in this study was to use classroom action research. According to (Wardani 2014) This classroom action research method refers to the learning process and to the learning interest of learners in learning Arabic

vocabulary using power point media. In this classroom action research aims to determine the role of media used in learning Arabic vocabulary in increasing students' interest in learning. The data in this study was analyzed using the Likert Scale calculation method to measure the perceptions, attitudes, and opinions of students. Data was collected through the distribution of questionnaires to students, regarding the role of powerpoint media in increasing interest in vocabulary learning.

The process carried out in this study is by making observations, implementing teaching using power point media, distributing questionnaires to students, processing and analyzing data and making conclusions.

(Gorys Keraf 2000) Provide understanding from different points of view about mastery in the field of language, namely active language acquisition and passive language acquisition. Active vocabulary is a word that is often used by someone in language, especially in the expressive nature of language. Passive vocabulary is vocabulary that can hardly be used by a person in expressive language. But someone can only use it receptively, that is, understand but is not able to make others understand us. Language skills depend on quantitative and quality vocabulary mastered. The better, the quantity and quality of vocabulary mastered, the greater the language skills. This means that in life the role of vocabulary is very large, because a person's opinion can be clearly expressed through vocabulary (Aulina 2012)

Chunghong Vocabulary is the element that forms words and is the most important element in the formation of a language, it is also a component used to form a good sentence and language. Humans use a combination of many vocabulary words in a sentence to communicate, vocabulary will be used systematically to be able to communicate well, according to the rules of grammar use. Vocabulary is a very important part of language, because a person can still communicate even without pronunciation and grammar, but if we do not use vocabulary, we will have difficulty in communicating. Vocabulary is an ingredient in the formation of language, position in the use of language is very important. Based on the opinions about vocabulary by these experts, a teacher of Chinese as a foreign language, mastery of vocabulary is very important for learners, in order to communicate well.

Vocabulary is the most important element in the formation of language (Chunghong 2009)

In communicating and using language, words play an important role in sentence formation. So that someone in order to convey the purpose and purpose of communicating requires the use of good and appropriate words. So that words are the basis and main capital in communicating with others. So that in communicating daily well, a person needs the right choice of words and word structure in a sentence (Chunghong 2009)

So mastery of good vocabulary, students are needed in communicating. In language, a person needs vocabulary that forms sentences and has an important role. In a process of learning foreign languages, especially Arabic, the process of mastering vocabulary requires a process that is not instantaneous, and requires a repetitive process, so that someone can communicate well. In life, the process of mastering mufrodat (vocabulary) begins from a young age by learning his mother tongue.

Some ways that can be done if someone wants to be able to improve vocabulary mastery include, Learning dictionaries and paying attention to synonyms contained in a language well, applying new vocabulary in daily communication use. Another thing, one needs to often add new vocabulary by increasing the reading of literature and articles so as to expand one's vocabulary mastery ability (Achmad and Alek 2016)

In this study, questionnaires were distributed to 20 students who were students of grade VII MTs Al Muhsin, to determine the role of powerpoint media and student responses in learning Arabic vocabulary.

DISCUSSION

Observations were made on the Arabic learning process in class VII MTs Al Muhsin, by paying attention to the Teaching Process, Media, Methods and Students. The teaching process that was previously carried out in teaching was still limited to the conventional learning process using the drill method with questions and answers, where the teacher invites students to repeat the reading of vocabulary. The flow of the process carried out is, the teacher provides examples of reading

vocabulary in several times, then students repeat each vocabulary that has been given examples of reading in the pronunciation of consonants, vowels and tones in vocabulary. This process is repeated many times with the aim that students can read correctly the vocabulary. The weakness in the drill process is that students become saturated and bored, due to the repetition of the process that occurs (Chunghong 2009). Media and teaching tools used in learning are only limited to books, white boards. These media and tools are quite helpful for teachers but still cannot increase the interest of students in learning vocabulary. So media and other teaching tools are needed in order to increase interest and motivate students in learning Arabic vocabulary. Students can follow learning well, but still look less interested and tend to be passive towards the learning carried out, so it is necessary to increase interest by adding learning media. In the research process carried out, it is carried out by preparing learning, making teaching instruments and adding powerpoint media with interesting images and related to the vocabulary taught. So it is hoped that through the media of powerpoint images can increase the interest in learning students. In addition to delivering material, in the process of implementing vocabulary exercises have also used powerpoint media so that students can more clearly master the vocabulary. Through images or videos provided with Powerpoint, it is expected that students prefer vocabulary learning so that indirectly it can also increase students' understanding of the meaning and use of the vocabulary taught. This is in line with the learning process by combining audio and visual learning. Thus increasing understanding in students. The process of distributing questionnaires was carried out after the implementation of learning Arabic vocabulary with the help of powerpoint media to all student respondents who followed. Then from the results of the questionnaire filled, data analysis was carried out and it was found that the use of powerpoint media has a role in helping students accelerate mastering vocabulary and increase their interest in learning.

From the results of the questionnaire on "students' preferences for the use of powerpoint media contained in the 1st point question" that has been carried out, it has been found that students who learn Chinese, like power point media. This is shown from the diagram image of the results of the questionnaire students' preferences for the PPT media used.

35% of respondents really like teaching Chinese vocabulary with the help of PPT media and there are 60% of respondents who like the media used. This shows that powerpoint media can support Arabic Vocabulary Learning. The PPT media used is felt by students to accelerate the mastery of the vocabulary being studied, this is reflected in the results of the respondent's questionnaire on point 2 question about "PowerPoint media can accelerate to master vocabulary" as much as 15% of respondents feel that the use of PPT as a learning medium can greatly help accelerate vocabulary mastery and it was found that as many as 60% of respondents felt PPT could help vocabulary mastery.

Another positive thing, it was found that PPT media used in Arabic vocabulary learning, can help students to review the vocabulary learned when class is over, students can tell about the vocabulary they get with other classmates

The thing that needs to be considered by a teacher in the process of using PPT media in learning Arabic Vocabulary is that teachers as facilitators are still needed and cannot be replaced by written delivery through PPT media alone, this is also in line with the use of textbooks or learning modules that cannot be replaced with Power point media. But in the implementation of learning PPT media can support the learning process, compared to traditional learning that only uses books.

In the competence of Maharoh Kitabah (writing), PowerPoint media can still be used by not reducing the portion of mufrodat writing exercises, so that the learning process of writing mufrodat must still be balanced with the manual writing process. This can be seen from the results of the respondents' questionnaire consisting of 6 people (30%) said that PPT media cannot replace mufrodat writing exercises, so it is still very necessary to write mufrodat manually even though it is already in the PPT slide, and a total of 10 people (50%) said it was necessary to keep writing characters again.

From the results of the research obtained, it was found that PowerPoint media can increase students' interest in learning Arabic vocabulary, this is in accordance with the purpose of using media in the learning process conveyed by some experts, that media can increase learning effectiveness and specified outcomes, but the media used also needs to be considered weaknesses that can occur, Examples of research results obtained, that some students have not shown

their activeness and fun playing alone, unstable internet connection, there is a text display on interactive PowerPoint media that is too small, limited quizzes and research achievement indicators has not been achieved, Microsoft PowerPoint program also has some shortcomings according to experts, namely it takes patience and step by step to compile and create PowerPointso it takes a lot of time and students sometimes pay more attention to animation in PowerPoint than the material

CONCLUSION

Through research that has been done, it is known that the interest of students in learning Chinese vocabulary with the help of PPT media. Based on the results of the questionnaire, it was found that 35% of respondents really liked teaching Chinese vocabulary with the help of PPT media and there were 60% of respondents who liked the media used. So that the use of powerpoint media can be used to carry out Chinese vocabulary teaching. In the process of learning Chinese vocabulary, the role of using media that supports learning is needed to improve learning effectiveness, especially PPT Media which is very practical for students to use. PPT media has advantages, namely students can review Chinese vocabulary more practically, because the use of PPT learning media can be accessed through devices. In using this PPT Media, teachers really need to pay attention to the competence of the learning outcomes to be achieved. For example, in the process of learning Chinese script vocabulary writing, students need to continue to carry out the practice process or practice writing characters manually. The use of this PPT Media can also be synergized with other interactive learning learning tools and quiz media, so that Chinese vocabulary learning can be carried out more effectively. So that learning outcomes can be achieved properly.

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