

## TRADITIONAL LEARNING TECHNOLOGY FOR MASTERING ARABIC VOCABULARY

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### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pembelajaran kosakata bahasa Arab para siswa pondok pesantren Al-Fatih Nunggalrejo melalui teknologi pembelajaran tradisional. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif yang menggambarkan keadaan objek penelitian. Melibatkan guru bahasa Arab dan 14 siswa. Data dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan teknologi pembelajaran tradisional berupa buku kosakata sederhana diiringi dengan penerapan metode bernyanyi dalam pembelajaran kosakata bahasa Arab di pondok pesantren Al-Fatih Nunggalrejo dapat dianggap cukup baik. Guru menjadikan kelas lebih aktif dan memudahkan siswa menghafal banyak kosakata. Teknologi pembelajaran tradisional ini memiliki kelebihan dan kekurangan. Kelebihannya termasuk mampu menciptakan suasana menyenangkan dan gembira, meningkatkan semangat belajar, serta memudahkan materi dihafalkan dengan biaya terjangkau. Namun, kurang sesuai untuk kelas yang lebih tinggi karena perbedaan dan kompleksitas materi, serta tidak cocok untuk siswa yang cenderung pendiam dan pemalu.

**Kata kunci:** bahasa Arab, kosakata, teknologi pembelajaran

### ABSTRACT

*This research aims to determine the Arabic vocabulary learning of Al-Fatih Nunggalrejo Islamic boarding school students through traditional learning technology. This qualitative research uses a descriptive approach that describes the state of the research object involving Arabic teachers and 14 students. Data was collected through observation, interviews, and documentation techniques. The research results show that the application of traditional learning technology in simple vocabulary books, accompanied by the application of the singing method in learning Arabic vocabulary at the Al-Fatih Nunggalrejo Islamic boarding school, can be considered quite good. The teacher makes the class more active and makes it easier for students to memorize lots of vocabulary. This traditional learning technology has advantages and disadvantages. The benefits include creating a fun and happy atmosphere, increasing enthusiasm for learning, and making memorizing material at an affordable cost easier. However, it is less suitable for higher grades due to the diversity and complexity of the material and is not ideal for students who tend to be quiet and shy.*

**Keywords:** Arabic, vocabulary, learning technology

## INTRODUCTION

Muslim students often strongly urge themselves to understand their religion by learning Arabic, which unites Islam and Arabic as one unit. This makes the Arabic language seen as sacred or even a miracle and provides a deeper understanding of the importance of learning it (Al-Osaimi & Wedell, 2014). The close connection between language and religion offers a new dimension to the learning process, turning it into a more meaningful and immersive experience for students.

Learning Arabic is similar to learning other languages, covering aspects such as sound system, vocabulary, and grammar, as well as listening, speaking, reading, and writing skills. However, the study by (Dajani et al., 2014) indicated that some students face challenges in learning Arabic due to significant differences between Arabic and their mother tongue. Therefore, it is unsurprising that students experience difficulties, including difficulty mastering vocabulary.

In learning Arabic, vocabulary mastery is often the main challenge in achieving success. Many students experience difficulty in speaking and writing fluently in Arabic due to limited vocabulary (Maskor et al., 2016). Vocabulary mastery is an indicator of language ability, which includes writing, reading, listening, and speaking skills. Adequate language proficiency depends largely on mastery of words and understanding their meaning. To communicate clearly and efficiently in a language, speakers and writers must choose words that suit the context (Tanjung et al., 2023). Therefore, vocabulary includes a collection of known words used in a language to construct meaning in written and oral communication.

Becoming proficient in mastering vocabulary in foreign language learning, including Arabic, is a necessary foundation and a gateway to mastering other basic skills. This is in line with the view of (Maskor et al., 2016), which suggests that learning Arabic should start with understanding vocabulary first. Mastery of Arabic vocabulary has a significant impact and a crucial role. The wider the vocabulary mastered, the more excellent the opportunity to experience ease in learning Arabic, both in spoken and written aspects.

According to (Hiebert & Kamil, 2005), vocabulary reflects complex and often diverse meanings. Apart from that, these words, which are complex and have various meanings, must be understood in the context of other words in sentences and paragraphs. Students are expected not only to understand the vocabulary in the text but it is also expected that the text can introduce them to many new words. Vocabulary in written language has a much greater scope and variety than vocabulary in spoken language.

The importance of vocabulary in the process of learning Arabic is undeniable. Vocabulary has a crucial role in forming the structure of the language itself. The four language skills, namely listening, speaking, reading, and writing, depend on a person's understanding of vocabulary. It cannot be denied that every aspect of learning Arabic cannot be separated from vocabulary. As one of the leading indicators of good Arabic language mastery, understanding vocabulary is a key that must be emphasized from the start (Sahana Anggian, 2022).

Understanding vocabulary is the initial emphasis, as it builds a strong foundation for subsequent learning. With a rich vocabulary, individuals can easily identify words in diverse contexts and increase their understanding of meaning. In addition, a proficient understanding of vocabulary facilitates reading, writing, listening, and speaking in Arabic.

However, despite the importance of vocabulary comprehension, one should not ignore the importance of grammar, grammatical comprehension, and speaking ability in achieving fluency in Arabic. Therefore, besides highlighting vocabulary understanding, it is essential to prioritize the comprehensive development of other skills.

Students often face challenges in learning vocabulary caused by several factors, including a lack of listening habits, obstacles in reading Arabic texts fluently, and a lack of innovation in the learning process (Rachmawati et al., 2023). This causes difficulties in understanding and using vocabulary when learning Arabic.

The use of technology in Arabic language learning significantly impacts aligning and maintaining the continuity of learning from elementary to upper secondary levels. Technology increases students' interest in learning Arabic and

gives them a more direct and relevant learning experience. Besides that, technology enriches the previously limited Arabic language learning media and increases teachers' abilities and competencies in teaching (Iswanto, 2017). With the help of technology, time allocation for learning Arabic can be optimized, while an Arabic language environment can be built more effectively.

Although modern technology continues to develop, it is essential to remember that traditional technology can also be effective and efficient in learning. According to (Kumoro, 2024), traditional learning technology is the tools and methods used in the learning process, which depend on the resources available in the environment. This can include traditional games, folk songs, folklore, and even props made from natural or recycled materials.

Opinions about educational technology are very diverse. Some see it as an essential means of providing free access to global education. In contrast, others see it as a nuisance that has the potential to undermine the excellent quality of education (Wegerif & Major, 2023).

Sweden's Karolinska Institute, a leading research-oriented educational institution in medicine, stated in August that evidence suggests that using digital devices may hinder student learning rather than enhance it. They emphasize the importance of returning to using printed books and increasing teacher competence in conveying knowledge rather than just relying on digital sources that are freely available but cannot necessarily be relied on accurately (Badgamia, 2023).

When combined with a method, using simple textbooks as part of traditional non-digital learning technology can present a more interactive learning alternative. This not only increases student engagement but also enriches their learning experience. In addition, applying traditional learning technology can help maintain local culture by introducing students to unique and authentic cultural heritage.

Like the approach of using songs in learning Arabic vocabulary, it has been proven to provide significant benefits for students by overcoming challenges and boredom in the learning process. Through song lyrics and rhythm, students' memory skills can be improved, pronunciation can be better trained, and understanding of the song's message can be deeper (Paramitha, 2018). Therefore, combining simple teaching materials with song media is expected to be an effective learning tool for

teaching language components and improving language skills while recognizing that each learning media and approach has strengths and weaknesses.

Several studies related to this topic have been carried out; for example, research conducted by (Lestariningsih & Parmiti, 2021) concluded that the development of papercraft puppet media has proven effective and suitable for application in the learning process. The results of this research imply that the media that has been developed can be a valuable tool for teachers in teaching early-age students, thereby helping to improve their understanding of vocabulary.

Research (Isnaini & Huda, 2020) produced an Arabic vocabulary learning medium in the form of a game called My Happy Route for class VIII students at Madrasah Tsanawiyah, with a focus on the theme of chapter III. Evaluation of this media shows positive impacts, such as increasing learning scores from an average of 60.85 to 82.97 and positive responses from students reaching 88%. It is hoped that the results of these findings can motivate teachers to develop game-based vocabulary learning media full of creativity and innovation to increase students' learning motivation.

Research conducted by (Arif, 2020) revealed that Arabic learning strategies significantly impact increasing students' Arabic vocabulary. By implementing various innovative learning strategies, teachers can help students to actively, creatively, and innovatively acquire knowledge of Arabic vocabulary. The importance of using media in learning strategies is to make it easier for students to receive and understand the learning material presented by the teacher. The aim is to ensure that students can achieve the learning objectives at the end of the learning process. Thus, using appropriate and varied media is essential in improving vocabulary mastery.

Findings from research conducted by (Nisa et al., 2020) show that implementing the singing method at MTs Ma'arif NU 07 Purbolinggo effectively improves students' ability to master Arabic vocabulary. Evidence of students' increased abilities can be seen from their ability to memorize songs modified with lyrics that use Arabic vocabulary.

This research is motivated by the many modern digital learning technologies implemented today, so traditional learning technology is no longer considered

effective and efficient and irrelevant to current developments. Therefore, this research investigates how traditional learning technology influences the mastery of Arabic vocabulary at Al-Fatih Islamic Boarding School.

This qualitative research uses a descriptive approach to describe the state of the research object. The study involved an Arabic language teacher and 14 students. Data was collected through observation, interviews, and documentation techniques. Data analysis uses the Miles and Huberman model approach, which involves the steps of data collection, data reduction, data presentation, and conclusion (Sugiyono, 2019).

## DISCUSSION

Al-Fatih Nunggalrejo Islamic Boarding School is a non-formal educational institution located in II Sukomulyo hamlet rt 008 rw 004 Nunggal Rejo village, Punggur sub-district, Central Lampung district, Lampung province. It was founded in 2017 by Imam Raid Ali as its Chairman. There are 14 students actively studying there. As for its approach to education, the Al-Fatih Nunggalrejo Islamic boarding school combines learning the Al-Qur'an with basic Islamic knowledge. Emphasis is placed on memorizing the Al-Qur'an and learning basic books, including Arabic.

The Al-Fatih Nunggalrejo Islamic Boarding School just started holding Arabic language lessons in February 2023, using a textbook entitled *اللغة العربية* written by K.H. Mahfudz Masyahidi Al-Marawy. This book contains 314 Arabic vocabulary words and their meanings translated using pegon letters (Malay Arabic). This book is intended for beginner students of Arabic.



Figure 1. The Book of *اللغة العربية* by K.H. Mahfudz Masyahidi Al-Marawy

Ustadzah MS, an Arabic language teacher at the Al-Fatih Nunggalrejo Islamic boarding school, explained the reasons for using a book written by K.H. Mahfudz Masyahidi Al-Marawy: “I completed my education at the Gerning boarding school. In the beginning, I was taught vocabulary using this book. So, I

am also trying to apply it here because they are just learning Arabic; I think it is suitable, not burdensome.” This thought aligns with the statement (Maskor et al., 2016) that learning Arabic starts with understanding vocabulary.

Textbooks and other traditional tools are included in the learning technology category. In their book entitled “Educational Technology: A Definition with Commentary,” Alan Januszewski and Michael Molenda explain that learning technology includes all types of tools or media used to facilitate the teaching and learning process, including traditional tools such as textbooks which have long been used in education. educational context (Januszewski & Molenda, 2008). This is one of the effects of the continuously evolving definition of learning technology (Sholekhah et al., 2024).

In addition, based on observations, the researcher saw that the teacher wrote the vocabulary to be taught to students first on a whiteboard using a black marker. The second step is for the teacher to ask students to rewrite it in their notebooks. In the third step, the teacher models reading it with a particular song accompanied by students who immediately follow along. After that, each student memorizes it using the song they have been taught and then submits it. The steps for learning the vocabulary above can be done with the help of traditional learning technology (Kumoro, 2024). This is part of the application of the theory, which states that traditional learning technology is the tools and methods used in the learning process, depending on the resources available in the environment.

On the other hand, the situations mentioned above are based on the suggestions of some researcher on vocabulary teaching, who suggest teaching second language vocabulary. A study in Denmark (Stæhr, 2008) shows that students learning a second language need more detailed guidance in their vocabulary learning process.

This was similar when the researcher asked, Ustadzah MS explained: “In implementing the learning here, the first step I usually take is to write vocabulary material, then the children copy it, after that they do not model it with songs, they repeat it over and over again, after that, they submit it.” Learning Arabic at the Al-Fatih Nunggalrejo Islamic boarding school is understood to be focused on

mastering vocabulary for beginner students and studying the Al-Qur'an and other basic Islamic books.

Ustadzah MS expressed his view: “In my opinion, mastering vocabulary in Arabic is essential; this will be the initial capital and the core foundation for mastering subsequent Arabic language skills.” In other words, from this statement, it can be seen that the interviewee emphasized that understanding vocabulary is a crucial first step and is a fundamental basis for higher proficiency in Arabic. This is also in line with the opinion of (Sahana Anggian, 2022), who says that one of the leading indicators of good Arabic language mastery is understanding vocabulary is the key that must be emphasized from the start.

When the researcher asked how students reacted when learning vocabulary was memorized using this method? Ustadzah MS responded: “Even though they only use simple textbooks and ordinary blackboards accompanied by singing methods, they seem happy, active, and enthusiastic. Until now, there have been no significant obstacles; only a few shortcomings need to be corrected, such as paying more attention to quiet and shy children. However, I feel it is not boring, the class is more active, and there are many other good things.”

From this statement, overall, there are many positive aspects of using learning technology in teaching Arabic vocabulary to children, even though the learning technology used is still traditional and straightforward. This approach makes vocabulary learning more fun and creates a more active and dynamic classroom environment at an affordable cost (Nisa et al., 2020). According to (Oktavia et al., 2023), this is part of the teacher's strategy for teaching vocabulary.

The researcher tried to interview one of the students (MDA) about his response to learning Arabic. He answered, “I enjoy learning Arabic here; it is fun. At first, I was scared, but as time passed, I was not scared anymore; I was even happy.” From this answer, it can be seen that the student is expressing his joy in participating in the lesson.

According to research conducted by (Ma, 2017), just like other cognitive activities, understanding new vocabulary requires processing in the mind and through all critical memory systems so that new learning can occur. New information must first be perceived through visual or sensory storage. Some of the



information will pass through short-term memory storage (or working memory) before finally being embedded in long-term memory storage.

Applying traditional learning technology accompanied by songs as a teaching tool has a positive impact, creating a pleasant learning experience and supporting the Arabic language learning process. This aligns with research (Arif, 2020), which explains that teacher strategies significantly impact increasing students' Arabic vocabulary.

Based on the researcher's observations, it is not an exaggeration to state that teachers have succeeded in effectively implementing traditional learning technology during the teaching and learning process. The teacher thoroughly masters the material, provides examples, and corrects the pronunciation of the vocabulary being discussed. Apart from that, the teacher has also carried out learning systematically as it should, starting from preliminary activities, core activities, and closing activities.

## **CONCLUSION**

From the research that researcher have conducted, it can be concluded that traditional learning technology is a practical approach to learning Arabic vocabulary, especially for beginners. Positive assessments from Arabic teachers regarding changes in students' attitudes using traditional learning technology show satisfactory results. This method successfully creates a pleasant learning environment, increases enthusiasm for learning, and speeds up the memorization process.

It can be said that whatever type of learning technology is used, whether traditional or modern, the role of the teacher in implementing it is more important. If the learning technology used is modern, digital, and the latest, but the teacher cannot apply it well and does not master various strategies and methods, then vocabulary learning will not run effectively and efficiently. On the other hand, even though the learning technology used is traditional and old-fashioned if the teacher masters various accompanying methods, vocabulary learning can be effective and efficient.

Hopefully, this research can illustrate this for teachers teaching Arabic vocabulary. However, like other learning technologies, traditional learning

technologies have shortcomings that must be considered. This opens up opportunities for future researchers to dig deeper into this problem.

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