

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool of understanding between humans and is essential to social life¹, and is one of the most essential civilization systems that make humans human.² Arabic is the second international language after English, used by 22 Arab countries.³ The Qur'an and the Prophet's Hadith are also in Arabic.⁴ Both are the basis of Islam and the language of Islamic culture, such as philosophy, kalam science, hadith science, tafsir, and so on.⁵ So, to understand the kalamullah and the words of the Prophet, it is necessary to have a qualified understanding of Arabic.⁶ So there is no doubt that Arabic is important to learn, especially for the people of Indonesia.

Currently, Arabic is the main subject taught in all Islamic boarding schools.⁷ Teaching Arabic to non-native speakers, especially Indonesians, is difficult, including the various problems faced by teachers. Teaching Arabic to non-native speakers, especially Indonesians, is problematic, including the various problems faced by teachers.⁸ Therefore, learning Arabic must begin with an understanding of the most

¹ Younis Mahmoud and Qasim Bakri, *Usul Al-Tarbiyah Wa al-Ta'lim al-Juz' al-Thani* (Dar al-Salam al-Tib'ah wa al-Nashr, 2008).

² Ifa Rodifah Nur Fairuz Subakir, 'Tanfız Istratijiat SQ3R Fii Tathwir Miharat Al-Qira'ah Li Taalibaat Fasil al-Khames Bi Kulliyat al-Mu'allimaat al-Islamiyah Bi Mahd Dar al-Salam Kontur Lil Banaat al-Awwal', *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 0, 2019, pp. 887-96.

³ Abdul Kosim, 'Nama-Nama Pesantren Di Bandung Raya (Kajian Sosiolinguistik)', *Kalamuna*, 2.1 (2021).

⁴ Enok Milhah Malihatusolihah and others, 'Utilization of Wordwall Media to Improve Learning Outcomes of Madrasah Aliyah Students in Arabic Language Learning in Cianjur, West Java', *Al Mahāra Jurnal Pendidikan Bahasa Arab*, 9.2 (2023).

⁵ Busyairi Madjidi, *Metodologi Pengajaran Bahasa Arab* (Sumbangsih Offset, 1994), p. 1.

⁶ Ihwan Mahmudi, Neni Naqiyah, and Alif Cahya Setiyadi, 'The Influence Of High Order Thinking Skill (Hots) Based Questions On Arabic Language Learning Outcomes Of Madrasah Tsanawiyah Student', *At-Ta'dib*, 18.2 (2023).

⁷ Madrasi Amira Saidah and others, 'Ta'lim Durūs al-Lughah al-'Arabīyah Fī Barnāmaj al-Dawrah al-Tadrībīyah al-Mukaththafah Fī al-Lughah al-'Arabīyah Wa Takwīn al-Shakhṣīyah Ma'Had Ṣāhib al-Qur'Ān Li-Taḥfīz al-Qur'Ān al-Karīm Dīrisān Yogyakarta', in *Prosiding Ilmu Kependidikan UNIDA Gontor* (presented at the EDUFEST: Konferensi Nasional Tarbiyah UNIDA Gontor, Shibghoh, 2023), 1, p. 1.

⁸ Ifa Rodifah Nur and Nafisatul Izza R.u, 'The Effectiveness Of Durus Al-Lughah Gontory Application As Interactive Mobile Learning In Teaching Arabic', *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 0, 2021, pp. 744-49.

basic knowledge in learning Arabic, namely vocabulary mastery.⁹ Mastering vocabulary is a very significant step in improving students' ability to use language further.¹⁰ Good mastery of Arabic vocabulary not only supports communication skills but also becomes an essential foundation for understanding Arabic religious and literary texts.¹¹

Based on observations conducted by researcher at the Qoryatul Qur'an Islamic Institution in Karangmojo Weru Sukoharjo, Central Java, Arabic is one of the subjects taught intensively to students. The interview results revealed that the number of students in class 7 C is 26. However, several challenges have been identified in the learning process. One of the key problems is the lack of interest among students, as well as their difficulty in remembering and mastering a relatively broad and complex range of Arabic vocabulary (*mufradat*).

The teaching process relies heavily on conventional methods, such as lectures and the use of textbooks, particularly *Durusul Lughah Al-Arabiyyah* volumes one and two, which are used for teaching Arabic to 7th-grade students. While these books provide a solid foundation for language learning, there is a noticeable lack of variety in the teaching approach. The use of engaging and interactive media is limited, and the institution has not yet fully embraced the integration of technology-based learning tools in the classroom.

Despite the growing importance of technology in education, the use of IT-based media in the teaching and learning process at this institution remains minimal. Most of the learning relies on traditional methods, and the incorporation of digital resources,

⁹ Radliyah Zaenuddin, *Metodologi Dan Strategi Alternatif Pembelajaran Bahasa Arab* (Pustaka Rihlah Group, 2005), p. 31.

¹⁰ Ni Nyoman Arsini, Made Hery Santosa, and Ni Putu Era Marsakawati, 'Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery', *Elsya : Journal of English Language Studies*, 4.2 (2022).

¹¹ Ifa Rodifah Nur, Bagus Yudhistira, and Muhammad Nauval Alwan, 'Media Pembelajaran Kosakata Bahasa Arab Bagi Pemula Berbasis Power Point Sebagai Solusi Pembelajaran Di Masa Pandemi Covid-19', in *Prosiding Konferensi Nasional Bahasa Arab VII* (presented at the KONASBARA VII Konferensi Nasional Bahasa Arab, Universitas Negeri Malang, 2021).

which could enhance students' understanding and make the learning experience more dynamic, has not been maximized. As a result, the learning environment often feels rigid and monotonous, reducing students' enthusiasm and motivation to learn.¹²

In addition, another significant issue is the pressure on students to master a large amount of vocabulary (*mufradat*) within a short period of time. To keep up with the curriculum and ensure that all material is covered, students are often pushed to memorize an extensive list of vocabulary in a limited time. This rushed approach impacts their ability to fully comprehend and retain the vocabulary, resulting in weak mastery of the language. The combination of conventional teaching methods, limited use of technology, and the pressure to learn vocabulary rapidly hinders the effectiveness of the learning process.

To enhance vocabulary mastery and increase student engagement, there is a pressing need for the institution to adopt more modern teaching methods, particularly by incorporating technology-based media into the classroom. This would not only make the learning experience more interactive and enjoyable but also provide a more balanced pace for vocabulary acquisition, allowing students to learn more effectively.¹³

Based on the observations and interviews above, Arabic is less in demand, and less enthusiastic about learning Arabic. Not a few students are lacking in mastery of Arabic vocabulary, so educators must be more creative in developing learning to improve their mastery of Arabic vocabulary quickly and in a fun way.¹⁴ Because Arabic language teaching is usually loaded with learning materials that are quite complicated and identical to vocabulary memorization methods, this decreases students' interest and makes them too lazy to learn it. The role of teachers and learning methods, as well as the role of aids in the form of media, must also be considered. If the media is only

¹² Interview results with Ustadzah Hanun, code number Interview: 01/I/28/VII/2024

¹³ Observation results, code number Observation: 01/O/28/VII/2024

¹⁴ Abdul Aziz Fakhruddin, Mochammad Firdaus, and Lailatul Mauludiyah, 'Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students', *Arabiyatuna : Jurnal Bahasa Arab*, 5.2 (2021).

teaching materials in the form of books, it will look monotonous and make students lose interest and enthusiasm for learning. So that learning will not be optimal.

In this case, a professional Arabic teacher must master effective and efficient media use in learning. Teachers need to use and choose interactive learning media so students can easily accept the material presented and the learning goals.¹⁵ In the learning process, teachers should understand and master educational and teaching media so that learning objectives can be successful and effective.

In today's era of technology and information, the use of learning media is very relevant to help accelerate and deepen students' understanding of subject matter, including vocabulary mastery.¹⁶ In addition, students are now more interested in learning through online learning and technology that is developing every day; students are becoming more interested in technology-related things.¹⁷ One of the applications of technology in education is the creation of learning games.¹⁸

The learning media from technology is very diverse, including the wordwall. Wordwall app reflects a collection of educational games.¹⁹ This media is enjoyable to use because it is in the form of audiovisuals packaged as games.²⁰ Wordwall is an online learning platform that provides a wide variety of interactive games and activities to help students learn vocabulary independently and in groups.²¹ This application's

¹⁵ Siti Faizatun Nissa and Novida Renoningtyas, 'Penggunaan Media Pembelajaran Wordwall Untuk Meningkatkan Minat Dan Motivasi Belajar Siswa Pada Pembelajaran Tematik Di Sekolah Dasar', *Edukatif: Jurnal Ilmu Pendidikan*, 3.5 (2021).

¹⁶ Khofifah Indra Sukma and Trisni Handayani, 'Pengaruh Penggunaan Media Interaktif Berbasis Wordwall Quiz Terhadap Hasil Belajar IPA Di Sekolah Dasar', *Jurnal Cakrawala Pendas*, 8.4 (2022).

¹⁷ Shofawi Abdul Manan, 'Enhancing Students' Vocabulary Mastery Using Wordwall.Net (A Classroom Action Research at the Eight Grade Students of MTs N 2 Surakarta in the Academic Year 2023/2024)' (Raden Mas Said State Islamic University Of Surakarta, 2023), p. 2.

¹⁸ Ihwan Mahmudi, Neni Naqiyah, and Alif Cahya Setiyadi.

¹⁹ Nandatul Faradila, Yuni Lapita, and Muhammad Fadhli, 'Improving Junior High School Students' Vocabulary Mastery through Wordwall.Net Media', *Triadik*, 22.2 (2023).

²⁰ Ayu Syarifatunnisa, 'Development of Wordwall Media on Learning to Compare Object Weight in Grade 1 Elementary School', *Indonesian Journal of Primary Education*, 7.2 (2023).

²¹ Sari Afriani and Johandri Taufan, 'Meningkatkan Konsentrasi Belajar Anak Berkesulitan Belajar Matematika Melalui Aplikasi Wordwall Quiz', *Jurnal Penelitian Pendidikan Kebutuhan Khusus*, 11.2 (2023).

primary goal is to serve as an fun learning media, and assessment tool for students.²² This wordwall media can increase fun, interest as well as enthusiasm, and motivation.²³ Using games in vocabulary learning, students feel challenged and curious as they play them.²⁴ So that the concept of learning and playing on the wordwall is very suitable for teachers to use during learning so that students do not feel bored.²⁵

This study draws on two previous relevant studies. First, a thesis by Siti Aminingsih on "Penggunaan Media Word Walls Dalam Pembelajaran Kosakata Bahasa Indonesia Pada Pembelajar Asing Tingkat Intermediate Wisma Bahasa Yogyakarta", shows that the use of Wordwall media is effective in improving the vocabulary skills of foreign students in Indonesian.²⁶ Second, Hanifah Nur Azizah's journal about "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall", shows that the use of Word Wall media can improve students' mastery of Arabic vocabulary.²⁷ Third, this research can also be related to Ana Riskasari's thesis which discusses about pembelajaran kosakata Bahasa Arab dengan menggunakan media Word Wall di SMK Muhammadiyah 2 Lendah. Ana Riskasari's research shows that the use of Word Wall media increases the vocabulary mastery results of grade X students significantly, compared to conventional learning without using the media.²⁸

²² Fanny Mestyana Putri, 'Efektivitas Penggunaan Aplikasi Wordwall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah Kelas 1 Di MIN 2 Kota Tangerang Selatan' (UIN Syarif Hidayatullah, 2020), p. 17.

²³ A Fakhruddin, 'Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students', *Arabiyatuna: Jurnal Bahasa Arab*, 2021.

²⁴ Nasru Ilahiyati, Zuliati Rohmah, and Hamamah, 'The Implementation Of Wordwall Games In Vocabulary Learning', *IJEE (Indonesian Journal of English Education)*, 10.1 (2023).

²⁵ F. S. Rizkia, 'Belajar Dan Bermain Menggunakan Media Pembelajaran Interaktif Wordwall', *Jurnalpost.Com*, 2020.

²⁶ Siti Aminingsih, 'Penggunaan Media Word Walls Dalam Pembelajaran Kosakata Bahasa Indonesia Pada Pembelajar Asing Tingkat Intermediate Wisma Bahasa Yogyakarta, Skripsi Pendidikan Bahasa Dan Sastra Indonesia, Fakultas Bahasa Dan Seni' (Perpustakaan PPs. Universitas Negeri Yogyakarta, 2013).

²⁷ Hanifah Nur Azizah, 'Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall', *ALSUNYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 1.1.

²⁸ Ana Riska, 'Pembelajaran Mufradat/Kosa Kata Bahasa Arab Dengan Menggunakan Media Wordwall (Studi Eksperimen SMK Muhammadiyah 2 Lendah Kelas X)' (UIN Sunan Kalijaga).

By adapting the findings from previous research, this study will look at how the application of Word Wall media in Arabic subjects in learning Durusulughah volume 1 can help improve vocabulary mastery in Arabic language learning in class 7C Students Qoryatul Qur'an Islamic Institution Karangmojo Weru Sukoharjo, Central Java, for the 2024/2025 school year. The uniqueness of this research lies in contextualizing the use of modern learning technology in the Islamic Institution environment of Tahfidz Al-Qur'an. The research method used is Classroom Action Research, which involves several cycles to observe and evaluate the impact of the application of Word Wall media.

Classroom action research consists of two cycles in this context. This study is considered essential to explore the potential of Wordwall as a learning medium in improving the mastery of Arabic vocabulary and making a real contribution to the development of more effective learning media in the Qoryatul Qur'an Islamic Institution, Karangmojo Weru, Sukoharjo, Central Java. By utilizing World Wall media, it is hoped that students can be actively involved in the learning process, increase interest and enthusiasm, stimulate learning motivation, and apply this vocabulary in everyday contexts. Thus, it is hoped that the results of this research can contribute to developing more innovative and effective Arabic learning media in the environment of the Qoryatul Qur'an Karangmojo Islamic Institution, Weru, Sukoharjo, Central Java.

B. Problem Statement

Based on the background description above, the formulation of the problem in this study can be formulated as follows:

1. Is Wordwall Media able to increase activeness in mastering Arabic vocabulary 7C Female Students of Qoryatul Qur'an Islamic Boarding School Karangmojo Weru Sukoharjo, Central Java when learning to use Wordwall media?

2. Is Wordwall Media able to increase Arabic vocabulary mastery of 7C Female students Qoryatul Qur'an Islamic Institution Karangmojo Weru Sukoharjo, Central Java when learning to use Wordwall media?

C. Research Objectives

The purpose of this study is to find out:

1. To find out the increase in the activeness of mastering Arabic vocabulary by using Wordwall media in 7C female students of Qoryatul Qur'an Islamic Institution Karangmojo Weru Sukoharjo, Central Java.
2. To find out the increase in mastery of Arabic vocabulary by using Wordwall media in 7C female students of Qoryatul Qur'an Islamic Institution Karangmojo Weru Sukoharjo, Central Java.

D. Research Benefits

1. Theoretical

Theoretically, this research is expected to be useful for:

- a. Develop PAILKEM learning methods (Active, Innovative, Environmental, Creative, Effective, Interesting Learning).²⁹
- b. Become a reference for future researchers to explore innovative learning methods by applying world wall media to improve students' mastery of Arabic vocabulary.

2. Practical

Practically, this research is expected to be useful for:

²⁹ Fathul Maujud, Muhammad Nurman, and Sultan Sultan, 'Penerapan Model Pembelajaran PAIKEM (Pembelajaran Aktif, Inovatif, Kreatif, Efektif Dan Menyenangkan)', *El-Tsaqafah Jurnal Jurusan PBA*, 21.1 (2022).

a. For Researchers

This research is very useful for researchers to increase their knowledge and insight about the implementation of evaluation using Wordwall. As well as a means of learning and training to contribute to the field of education.

b. For Teachers

Increase teachers' insight in carrying out the evaluation process in schools and increase the innovation of educators in managing resources, media, and learning processes

c. For Students

Students know their learning outcomes directly, increase students knowledge of the use of technology-based learning media, and students can to utilize technology for more positive activities.

E. Systematics of Writing

Systematics of writing is used to simplify and provide an overview of the intentions contained in this proposal, and is divided into several chapters equipped with writings that are presented systematically, including:

The First Chapter of the Introduction which contains a global review of the problems discussed, consists of Problem Background, Problem Formulation, Research Objectives, Research Benefits, and Systematics of Writing.

The Second Chapter contains a review of the results of previous research and theoretical studies which include: Theoretical Foundation, Review of Previous Research Results, Thinking Framework, and Action Hypothesis.

The Third Chapter contains Research Methods consisting of Research Objects, Research Subject Settings, Research Variables, Data Collection Techniques and Instruments, Data Analysis Techniques, Research Procedures, Research Schedules

The Fourth Chapter contains Data Presentation, Analysis, and Discussion consisting of an Overview of Research Locations, Explanation per Cycle, Data Presentation, Data Analysis, Discussion.

The Fifth Chapter contains a conclusion that makes it easier for the reader to take the gist. This chapter contains conclusions and suggestions.

