# Encouraging Vocabulary Growth: Exploring the Impact of Word Card Use on Fifth Grade Students

## Ahmad Rofi'uddin[1], Khizanatul Hikmah[2*]

[1,2]Arabic Language Education Study Program, Universitas Muhammadiyah Sidoarjo, Indonesia

*Coresponding Author's Email: khizanatul.hikmah@umsida.ac.id

## Abstract

This study investigates the effectiveness of flashcard utilization in fostering vocabulary learning among fifth-grade students. Employing a qualitative methodology, the research engaged thirty-two participants through interviews, questionnaires, observations, and documentation to gather comprehensive data on student responses to this educational tool. The findings indicate that flashcards significantly enhance learners' enthusiasm, competitive spirit, and affection towards Arabic language lessons. These results underscore the potential of flashcards as a valuable resource in language education, suggesting their broader applicability in enhancing vocabulary acquisition and student engagement in diverse learning contexts.

**Keywords:** student engagement, flash card, vocabulary learning

## Introduction

In human life, language is very important; with language, humans can exchange information, communicate, and understand each other. In communicating, God created languages as He created humans. The intermediary for the creation of various languages was through several groups of people, each of which agreed upon a language, thus from these various groups emerged various languages, such as Indonesian, English, Arabic, and so forth (Daud, 1995).

Every language created by God has different levels according to the level of difficulty, richness of language, letter richness, extent of distribution, purity, and the civilization that underlies it. Individuals from different nations and languages who do not understand each other's languages in the world can communicate in one language. For example; speakers of the Sundanese, Javanese, Bugis, Sasak, Ambon, Aceh, Papua languages can communicate and understand each other with the Indonesian language because of the national language bond. Speakers of different languages from several Commonwealth countries will be able to communicate in English, and Muslims from various nations can understand each other with Arabic because of the bond of the same holy book language. The richer an individual is in mastering various languages, the broader their horizons and relationships (Zaini, 2017).

Arabic is a language with the highest linguistic richness, with the purity of the language being preserved as the holy book of the Quran is preserved (Dal'ainalifmim, 2012) and a brilliant civilization that underlies it. Not a few language enthusiasts admire Arabic for its richness and purity. For a Muslim, learning Arabic is part of their religion because it is impossible to understand Islam without understanding Arabic.

To master a language, there is no other way except through education, whether the initial education obtained from a mother or further education in a language environment or educational institutions. Therefore, in language education, efforts and strategies to achieve language mastery

are very important, including with teaching and learning activities supported by teaching methods, teaching materials, and learning media.

Teaching and learning activities are a condition for an educator to convey his knowledge to his students. So that the knowledge conveyed by the teacher can be well received by his students. The combination of these two human elements gives birth to an educative reciprocal relationship, utilizing lesson materials as its means. There are many factors that influence learning, including language learning, among these factors is the learning strategy (Muis, 2013).

One important aspect of education is the learning process. Therefore, learning is often an important focus in education. In addition, educational activities cannot be separated from teaching and learning activities (Muis, 2013). The task of educators is not only to produce or print students but also to create innovations in learning methodology (Shodiq, 2018).

Arabic lessons have become a compulsory subject to learn, but the learning has not been maximal in terms of the competencies desired from the learning outcomes, and the teaching is more about providing rules of Arabic that are actually not relevant to their age and do not match the language learning theory for children (Tajuddin, 2017).

The success of Arabic language learning can also occur if the teacher has the right method in learning, namely the teacher needs to create and innovate in the use of methods in each teaching and learning process in line with the change in attitudes and interests of students towards the material presented. One appropriate medium in conveying vocabulary learning is by using flashcards.

In the world of education, an educator is demanded to make innovative efforts related to the use of technology in teaching and learning activities. for that, one of the efforts to utilize technology in the learning process is the development of learning media as an implementation of learning strategies. And one of the learning media is using flashcards. Flashcards are small cards that contain images, text, or symbols that remind or direct students to something related to the image. Flashcards were initially introduced in 1964 by Glenn Doman and are considered very effective for special needs children's learning (Albantani, 2018).

Based on the explanations above, the researcher hopes to awaken love, enthusiasm, and motivation among students in learning Arabic through one of the learning media, namely flashcards. Therefore, the researcher needs to understand the students' responses to learning Arabic with Flashcard media at MI Mujahidin Jombang. This is based on the reasons that: (1) media is an important and interesting issue to be developed because media serves as a tool in the learning process, (2) students are more motivated, guided, and controlled in their learning direction with the existence of media designed with their knowledge and habits, (3) the absence of flashcard media developed at MI Mujahidin Jombang, hence the researcher is interested in contributing ideas for the development of flashcard learning media that can improve student learning outcomes with interesting, not boring presentations, and easy to memorize (Kartini & Putra, 2020).

Previous research that has been conducted includes first, the research by Miftakhul Falah Islami titled "Implementation of Flashcard Media in Improving Mastery of Arabic Vocabulary" with a classroom action research type, aiming to find out the improvement in mastery of Arabic vocabulary using flashcard media (Akbar, 2022) with results showing that flashcard media can increase enthusiasm, student motivation, and can improve students' mastery of Arabic vocabulary. Second, by Laela Virotin Maulida; "Development of Media in Arabic Language Learning to Improve Student Learning Outcomes at MI Bahrul Ulum Kota Batu" (Islami, 2019) with a research and development type, and the aim of the study was to find out how much flashcard media affects Arabic language learning, and the research results showed a significant difference to the developed media, meaning the use of flashcard media is very appropriate. Third, research conducted by Arvira Pramita Harlan titled "Effectiveness of Flash Card Media Towards the Improvement of

Mufrodat at MTs Muhammadiyyah 1 Taman", with a classroom action research type, and the research results showed flashcard media is effective towards the improvement of Mufrodat (Maulida, 2018) From these three previous studies, it can be concluded that media is very effective in strengthening, facilitating in understanding and memorizing Arabic vocabulary, while this research aims to find out the students' response and measure students' interest towards learning Arabic vocabulary using flashcard media, and is expected to cultivate students' love for Arabic lessons, as well as contribute ideas for flashcard media in teaching Arabic vocabulary for educational institutions MI Mujahidin Jombang that have not used flashcards in learning Arabic vocabulary (Athibu Ahmad, 2011).

The focus of this study is on Arabic language learning in class V at MI Mujahidin within Arabic lessons. MI Mujahidin Jombang is the oldest school in Jombang, established in 1927, excelling in Islamic values and Arabic language skills, especially speeches and muhadasah, MI Mujahidin has proven time and again to be a champion in every Arabic language competition. Located at Jalan Sumatera gg.3 no. 6 Parimono, Jombang, originally established with its educational basis in the mosque's veranda, it now has 24 classrooms, 672 students, including 126 grade 5 students which is the class level to be studied, 36 teachers, 2 of whom are Arabic teachers (Daud, 1995).

**Methods**

This research uses a qualitative descriptive method with questionnaires and interviews aimed at finding out the students' response to learning Arabic vocabulary using flashcards on the al-mihnah or profession material, which is taken from the textbook "Let's Learn Arabic for MI Grade V" by Sri Sabbaahatun published by Erlangga and adapted into flashcards.
This research was conducted in MI Mujahidin Jombang with the class V population, the sample chosen by the researcher in this study was class V-C (al-Mas'ud), with a total of 32 students (As-sudais, 1955).

Data collection techniques through observation conducted by the researcher by distributing questionnaires in the form of questions that indicate students' responsibility towards Arabic lessons using the flashcard method. hereafter, the researcher will use the term "kartu kilas" in mentioning the term flashcard.

The study used a descriptive method. The instrument used was a Beta Test in the form of a student response questionnaire with provided answers.

The analysis of the student response questionnaire data towards the developed learning media was conducted using the Likert scale method. The research results were obtained based on the questionnaire responses of students towards the learning media.

This analysis aims to determine and conclude the students' response towards the learning media "kartu kilas" In Improving Arabic Vocabulary Mastery.

**Result and Discussions**

**A. Implementation of Using Flashcards (Kartu Kilas) in Learning Arabic Vocabulary**

**1. Preparation**

The flashcards to be prepared are thick cards containing landscape images on the front side and vocabulary (mufrodat) on the back. The cards prepared cover two things: first, professions, and second, places or objects related to the professions.

**Figure 1.** Example of flash card images about professions and objects of the profession

## 2. Implementation

### a. Teaching

These flashcards can be applied individually or in groups. The application of flashcards is carried out using demonstration and quiz methods. On Wednesday, June 7, 2023, at 10:00 AM WIB after the PAS, fifth-grade students of MI Mujahidin Jombang in class V Al-Mas'ud participated in learning Arabic Al-Mihnah (professions) using flashcards. The teacher showed the cards to the students while clearly and loudly pronouncing the vocabulary, while students imitated, until all the flashcards had been shown and pronounced (Nabil, 2020). The teacher then showed the first flashcard again, while students pronounced the vocabulary while recalling, after students guessed the words/vocabulary on the card shown by the teacher in order, the teacher would take and show the cards randomly, and asked randomly selected students to guess the Arabic of the picture on the flashcard shown by the teacher. Thus, the teacher ensured how well students remembered the vocabulary/words that had been given. The next step, the teacher showed flashcards about professions and flashcards about objects or places of professions and then gave examples to the students on how to make simple sentences (Doman & Doman, 2006).



**Figure 2.** The students follow the teacher's instructions in learning and playing with flashcards

## b. Games

After the students mastered the vocabulary and simple sentence forms individually, the teacher created a game by dividing them into 3 groups, each group represented by 2 members to become the examining team for the other group, tasked with giving 2 guesses to the other group. In the first round, the group answered together, while in the second round, the team's answer was represented by one person. Scores were written on the board, and the winning group was entitled to a prize.

## 3. Evaluation

On Thursday, June 8, 2023, at 10:00 AM after the PAS, the teacher re-tested the students' Arabic vocabulary memorization by showing them the flashcard images for them to mention in Arabic. After the students learned using flashcards and briefly reviewed the vocabulary memorization, the teacher or researcher distributed a questionnaire containing statements about the students' experiences, interests, and the impact of using flashcards in learning Arabic vocabulary, as follows:(Nurdiniawti, 2020)

**Table 1.** The sheet of student response questionnaires

| Quisioner | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1. Learning Arabic using flashcards makes it easier for me to understand vocabulary | | | | |
| 2. Learning Arabic using flashcards helps me memorize vocabulary. | | | | |
| 3. I find learning Arabic using flashcards more interesting and enjoyable. | | | | |
| 4. With flashcards, I can easily assemble vocabulary into Arabic sentences. | | | | |
| 5. I want to invite my father, mother, siblings, and friends at home to play and learn Arabic vocabulary using flashcards. | | | | |
| 6. Without realizing it, learning Arabic using flashcards helps me memorize vocabulary faster than just memorizing writings. | | | | |
| 7. Using flashcards, I have become more fond of Arabic lessons. | | | | |
| 8. Flash card membatu saya untuk bisa belajar mandiri di rumah. | | | | |

9. After learning Arabic using flashcards, I find it easier to recall Arabic vocabulary when I forget.
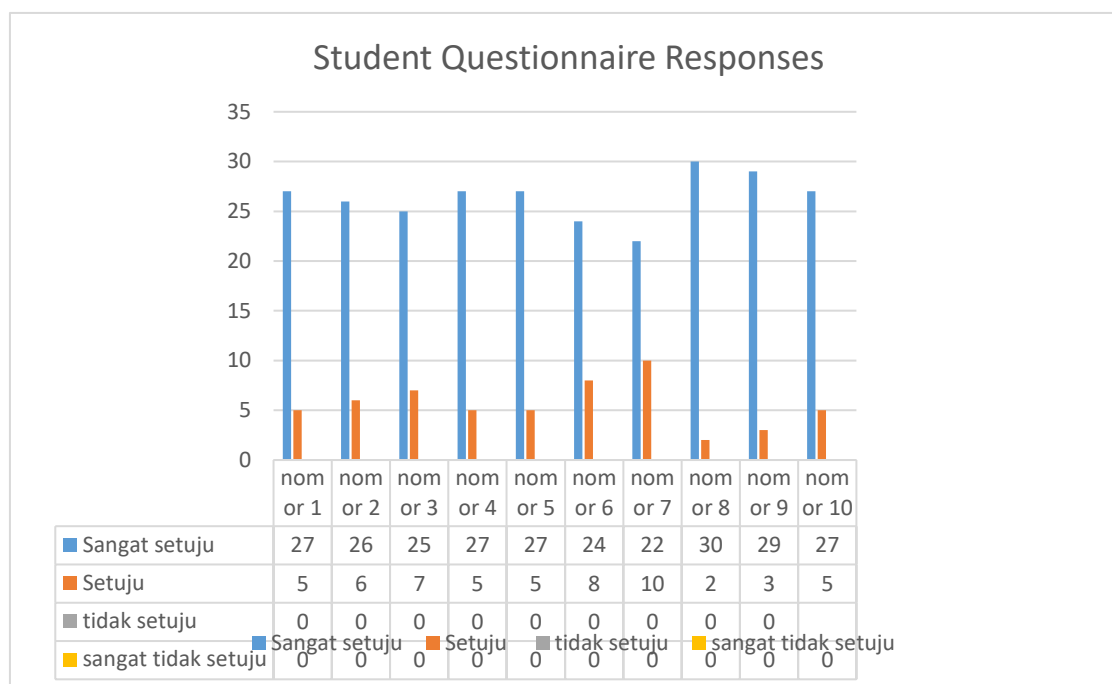10. I can teach my friends who don't understand or memorize Arabic vocabulary using flashcards.



**Student Questionnaire Responses**

|  | nomor 1 | nomor 2 | nomor 3 | nomor 4 | nomor 5 | nomor 6 | nomor 7 | nomor 8 | nomor 9 | nomor 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| ■ Sangat setuju | 27 | 26 | 25 | 27 | 27 | 24 | 22 | 30 | 29 | 27 |
| ■ Setuju | 5 | 6 | 7 | 5 | 5 | 8 | 10 | 2 | 3 | 5 |
| ■ tidak setuju | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| ■ sangat tidak setuju | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Figure 3.** The students' responses

$$P = \frac{155}{160} \times 100\% = 96{,}8\ \%$$

From the calculations in the table above, classified in the category: very good, it can be known to show a value of 96.8%, so the application of flashcards in learning becomes exciting, challenging, and received a positive response from students. Most students were able to master, understand the vocabulary, and arrange it in simple sentence forms, and a love for the Arabic language emerged (Afifa, 2021).

**Conclusion**

The use of flashcards in learning Arabic vocabulary has been proven effective by many studies, including the research at MI Mujahidin Jombang. The initial good response from students can determine the further development of student learning. Sometimes, the Arabic language subject is still sidelined by some students because the Arabic language is considered very difficult, including memorizing vocabulary. With the presence of flashcard media, it will gradually erase the difficult impression of the Arabic lesson while bringing a fun impression.

If the first impression students feel ease and grow love for what they learn, in this case, the Arabic language, then next, students will be motivated to always learn it, even moved to teach friends and their family. Thus, we can conclude that if students' love for the Arabic language has

been cultivated, then in any condition, students will continue to learn the Arabic language and practice it.

## Acknowledgement

## Originality Statement

## Conflict of Interest Statement

## Copyright Statement

## References

Afifa, F. (2021). The Value of Love According to Jalaluddin Ar-Rumi in Selected Poems from the Anthology of Syamsuddin At-Tabrizi: A Study of Thematic Analysis [[Undergraduate Thesis,]. State Islamic University of Maulana Malik Ibrahim.

Akbar, M. R. (2022). Flash Card as Learning and Research Media. CV Haura Utama.

Albantani, A. M. (2018). Arabic Language Learning in Elementary Schools: An Innovative Idea. Attadib Journal of Elementary Education, 2(2), 160–173.

As-sudais, A. I. A. A. (1955). The Position of Arabic Language between Modern and Classical Languages.

Athibu Ahmad, M. A. A. (2011). Arabic Language in Public Relations Between Fact and Fiction.

Dal'ainalifmim. (2012). 'Adawiy "The Methodological Foundations for Enriching Knowledge and Utilities in Islamic Education Without Arabic (English Exemplified [[Master's Thesis,]. Accessed.

Daud, Z. (1995). Interpretation of Surah al-Hujurat Verses 11-13: A Study towards the Formation of a Compassionate Society [[PhD Thesis,]. Faculty of Islamic Studies, Academy of Islamic Studies, University of Malaya.

Doman, G., & Doman, J. (2006). How to Teach Your Baby to Read.

Islami, M. F. (2019). Implementation of Flash Card Media in Improving Arabic Vocabulary Mastery. Tajdidukasi Journal of Islamic Education Research and Studies, 8(1).

Kartini, K. S., & Putra, I. N. T. A. (2020). Student Response to the Development of Interactive Android-Based Learning Media. Journal of Indonesian Chemical Education, 4(1), 12–19.

Maulida, L. V. (2018). Development of Flash Card Media in Arabic Language Learning to Improve Learning Outcomes of Fifth-Grade Students at MI Bahrul Ulum Kota Batu [[Undergraduate Thesis,]. State Islamic University of Maulana Malik Ibrahim.

Muis, A. A. (2013). Principles of Learning and Teaching. Istiqra Journal of Islamic Education and Thought, 1(1).

Nabil, I. (2020). Clear Paths for Fluent Arabic Language Learning.

Nurdiniawti, M. (2020). The Use of Flash Cards Media to Improve English and Arabic Vocabulary Mastery. AL-AFIDAH Journal of Arabic Language Education and Its Teaching, 4(1), 35–50.

Shodiq, M. J. (2018). Active-Innovative Arabic Language Learning Based on Multiple Intelligences. Al Mahāra Journal of Arabic Language Education, 4(1), 125–148.

Tajuddin, S. (2017). Development of Arabic Language Learning Models at the Elementary School Level to Improve Students' Arabic Language Skills. Parameter Journal of Education, Universitas Negeri Jakarta, 29(2), 200–215.

Zaini, H. (2017). Language Learning Theory and Active Learning Strategy Implementation. Nabighoh, 19(2), 194–212.