APLICATION ARABIC QUIZ AND VOCAB (ARABIC Q&V) AS MEDIA FOR *MUTHOLAAH* ARABIC VOCABULARIES

Nurul Izzah[1], Lailatul Mauludiyah[2], Muhammad Ainur Roziqi[3]
[1,2,3]Universitas Muhammadiyah Malang, Indonesia
Email: elimauludiyah@umm.ac.id

Abstract

One of the efforts to overcome the problem of Arabic language learning was to improve the understanding of vocabulary with mutholaah method. This study aimed to determine the effectiveness of muthola'ah vocabulary with Aplication Arabic Quiz and Vocab (Arabic Q&V) to improving the ability to memorize Arabic language vocabulary for grade VIII B students of islamic junior high school. The research approach used quantitative associative. The sample used 20 students. Data collection method using observation, questionnaire, and test. The data analysis techniques used are t-test related samples and N-Gain test or effectiveness test that was previously conducted prerequisite test which is normality test. The results showed a significant difference in muthola'ah The results showed that there was a significant difference from muthola'ah vocabulary before and after using Q&V Arabic application which was shown from the average pretest score of test questions 70, while the average posttest test score was 80. Muthola'ah vocabulary with Q&V Arabic application is Effectively improves the ability to memorize student's Arabic vocabulary indicated from the calculation results using the N-Gain test formula of 32 which means the level of effectiveness in the moderate category. It can be concluded that muthola'ah vocabulary with Q&V Arabic application is effective to improving the ability to memorize Arabic vocabulary.

Keywords: *Arabic Q&V Application*, *Muthola'ah* Vocabulary *Arabic*

Abstrak

Salah satu upaya untuk mengatasi permasalahan pembelajaran bahasa Arab yaitu dengan meningkatkan pemahaman mufrodat melalui *mutholaah*. Penelitian ini bertujuan untuk mengetahui efektivitas *muthola'ah* mufrodat dengan aplikasi Q&V Arabic untuk meningkatkan kemampuan menghafal mufrodat bahasa Arab siswa kelas VIII B di *Madrasah Tsanawiyah*. Pendekatan penelitian yang digunakan adalah kuantitatif asosiatif. Teknik sampling yang digunakan sampel jenuh dengan jumlah sampel 20 siswa. Metode pengumpulan data menggunakan observasi, angket dan tes. Teknik analisis data yang digunakan dalam penelitian ini adalah uji t sampel berhubungan dan uji N-Gain atau uji efektifitas yang sebelumnya dilakukan uji prasyarat yaitu uji normalitas. Hasil penelitian menunjukan bahwa

ada perbedaan yang signifikan dari muthola'ah mufrodat sebelum dan sesudah menggunakan aplikasi Q&V Arabic yang ditunjukkan dari nilai rata-rata pretest soal tes 70, sedangkan nilai rata-rata posttest soal tes 80. *Muthola'ah* mufrodat dengan aplikasi Q&V Arabic efektif untuk meningkatkan kemampuan menghafal mufrodat bahasa Arab siswa kelas VIII B yang ditunjukkan dari hasil penghitungan menggunakan rumus uji N-Gain sebesar 32 yang berarti tingkat efektivitas dalam kategori sedang. Sehingga dapat disimpulkan *muthola'ah* mufrodat dengan aplikasi Q&V Arabic efektif untuk meningkatkan kemampuan menghafal mufrodat bahasa Arab siswa kelas VIII B.
Kata Kunci: Muthola'ah Mufrodat Arab, Aplikasi Q&V Arabic

INTRODUCTION

Based on the regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 2 of 2008, Arabic language learning activities include a subject that needs to be directed to guide, foster, and develop skills and foster a positive attitude towards Arabic (Hakim et al., 2018). The ability and foster a positive attitude towards Arabic is very essentia in making it easier to understand the source of Islamic teachings, namely the Qur'an and Hadith.

Recently, Arabic is recognized as a very influential language in the international world (Pantu, 2014), it is not significantly affected by students' learning attitudes and learning outcomes. The main problems that become barriers for students are knowledge and recognition of other languages and lack of comprehension skills in learning, especially language (Wekke, 2015). Therefore, in learning Arabic, one must have the awareness to form new habits in learning Arabic.

Nowadays, technological advances are very rapid in the world, until the beginning of the 21st century, it is believed that ICT will continue to grow rapidly and has not seen its saturation point (Deni, 2012), thus the use of advanced technology to be used as a learning medium that is the choice to make the right innovation in learning activities. Kemp and Dayton's theory about the contribution of learning media is the learning process that can take place anytime and anywhere when needed (Daryanto, 2010). One concrete example, of course, is android-based educational games, especially for Arabic language learning that can be used anywhere and anytime by utilizing technological advances. But education was still heavily restrained in the third revolution, where educators still used print media as learning. In the end, students feel bored, bored and choose to play alone or have fun with their friends so as not to pay attention to the learning process. Surely this must be fixed immediately for the good of education, especially in Indonesia.

In this case, teachers play one of the important roles in learning, one of which is to determine the success of students in teaching and learning activities in the classroom (Ismail, 2010). Teachers are also facilitators in helping to improve the quality of students' achievements, especially in learning Arabic. To realize effective learning, teachers must pay attention, think about, and plan interesting learning processes for students, so that students are passionate about learning and willing to be actively involved in the learning process (Putri, 2017).

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Based on the results of the initial observations, namely following teaching and learning activities and interviewing teachers and one of the grade VIII students, there are several problems of Learning Arabic in class VIII MTs Wahid Hasyim 01 Dau which is the most important problem in the class is the lack of vocabulary mastery in Arabic subjects. The lack of mastery of Arabic vocabulary in grade VIII students is because students still think Arabic is Difficult or chalenging to learn, especially students who graduate from elementary school. In addition, at the time of teaching and learning activities, the subject teacher always uses singing and lecture methods.

This was also said by the Arabic language teacher of class VIII MTs Wahid Hasyim 01 Dau, namely Said as an Arabic teacher at MTs Wahid Hasyim 01 Dau said that indeed this class VIII student had a weakness in memorizing Arabic vocabulary because students could not read and write. Arabic well so that students are slow in memorizing Arabic vocabulary. In addition, due to family environmental factors that rarely repeat the material that has been studied in previous schools. However, behind these weaknesses, they have enthusiasm for learning Arabic.

Based on the interview results with students , it can be concluded that learning Arabic only uses blackboard media and the method used is monotonous which sometimes makes the class atmosphere less attractive and class conditions become less conducive and less active during the learning process. Paying attention to the teacher's explanation and busy with their activities, as well as boredom and lack of interest in students in delivering the material. From what was conveyed by the respondents during the interview, it can be seen that in the learning process what needs to be addressed is the use of learning media.

Previously there had been researching using android-based learning media, namely research conducted by (Hastang, 2019) with the title The Effectiveness of an Android Application-Based Arabic Dictionary in Translating Qiraah. This study uses an Android application-based Arabic dictionary media to translate *qiraah* as well as one of the media for Arabic *mutholaah* vocabulary. From the results of his research, he concluded that the work of an Android-based Arabic dictionary application was very effectively used as a learning medium in translating and memorizing vocabulary. In addition, its effectiveness is seen from its very easy use, does not require a long time, is very interesting, and also carries it very simple. In addition, android-based research is also applied by (Akhwat, 2016) entitled Application of Android-Based Educational Game Media in Arabic Language Learning at MI Negeri Yogyakarta 1. The media used in this research is an android-based game media for *mutholaah* vocabulary Arabic. From the results of his research, it was concluded that the Android-based educational game media in learning Arabic at Madrasah Ibtidaiyah Negeri Yogyakarta 1, especially for Arabic vocabulary, was in the very good category with an average score of 8.69 or arguably effective. Android-based educational game media are also effective and can participate actively and increase enthusiasm in learning.

Therefore, the researchers try to solve this problem by using learning media based on Android applications, namely: Quiz and Vocab Arabic (Q&V Arabic) to improve understanding and mastery of Arabic vocabulary. In addition, the reasons researchers choose learning media based on android applications as

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Quiz and Vocab Arabic (Q&V Arabic) for muthola'ah students because researchers adapt to the current situation, namely the spread of Covid-19 so that schools implement online learning or online learning from their respective homes. (Wang & Cohen, 2021) said one way to improve vocabulary comprehension and mastery is to access available resources to help him improve his academic vocabulary. (Eltahir et al., 2021), they found that hybrid game-based apps significantly improve proficiency, hence are true, effective tools for enhanced language learning

From previous studies, it have been proven that the android application-based learning media in mutholaah can improve several aspects of learning such as interest results, memorization skills, to good learning outcomes in various subjects except for Arabic. Therefore, the purpose of using Q&V Arabic is expected to contribute to Arabic learning so that it can provide positive energy such as making students feel happy, easy, and comfortable in undergoing and absorbing information during mutholaah anywhere and anytime. In addition, the application of Q&V Arabic as a mutholaah media is expected to be an alternative Arabic mutholaah media to improve students' memorization of vocabulary.

METHOD

This study uses a quantitative research approach (Sugiyono, 2015). This research is used to examine specific populations or samples, data collection using research instruments, statistical data analysis, to test established hypotheses. By using this type of associative research, which aims to see the effect of a causal relationship between two or more variables.

The population in this study was class VIII students at MTs Wahid Hasyim 01, Dau Malang Regency, totaling 20 students, while the research sample was determined using total sampling, which is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, namely, less than 30 people which is in class VIII B of Islamic Junior High School. To obtain research data using observation techniques for pre research, interviews to know teacher persepstion about the aplication, questionnaires, and test questions to know effectiveness the media.

Table 1 Pre-Test with 5 aspects

No	Statement Group	Questionnaire Number
1	Students' Interest in Arabic	1, 2, 3, 4, and 5
2	Students Can Find Solutions To The Difficulties They Experience	6, 7, 8, and 9
3	Students' Optimistic Attitude Towards Arabic	10, 11, 12 and 13
4	Students' Less Optimistic Attitude Towards Arabic	14, 15, 16 and 17
5	Students can set their learning targets	18, 19 and 20

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Table 2 Post-Test with 4 aspects

No	Statement Group	Questionnaire Number
1	Students' Interest in Arabic	1, 4, 7, 13, 17, 18, 19 and 20
2	Q&V Arabic application can make it easier for students	2, 5, 6, 8, 9, 15 and 16
3	Students' Optimistic Attitude Towards Arabic	10, 11, 12 and 14
4	Students Not Interested in Arabic Q&V App	3

In Tables 1 and 2, with the grouping of pre-test and post-test questionnaire statements, researchers can see the extent to which students are interested in learning Arabic before implementing the Q&V Arabic application through a pre-test questionnaire statement with 5 predetermined aspects. And researchers can find out students' interest in Arabic after implementing the Q&V Arabic application through a post-test questionnaire statement with 4 predetermined aspects.

Meanwhile, for data analysis, the researcher used the validity test using the Product Moment formula from Karl Pearson, the reliability test used the Cronbach's Alpha formula, the normality test used the Shapiro-Wilk test, the hypothesis test used Paired Sample t-Test, and the effectiveness test using EUMUS the effectiveness of N-Gain. Calculations for data analysis in this study used the SPSS version 26 application.

RESULT AND DISCUSSION

Learning media has an important role, especially in learning Arabic *mutholaah*. In this study, problems were found in the mutholaah learning process, especially in Arabic. One of the causes of the problems that arise is the use of learning media that is less interesting or fun and various other problems that make students feel bored, less interested and consider it unimportant. Based on the results of observations and interviews, it can be concluded that the difficulties experienced by students are the lack of understanding of the vocabulary to learn Arabic plus the way of delivery that is felt to be monotonous. Thus, this study aims to apply an alternative media for mutholaah in improving the students' understanding of Arabic vocabulary in this school. The following is a media display of the results of using Q&V Arabic:

Figure 1 Main Screen Display   **Figure 2 Menu Display**

Figures 1 and 2 are the initial display of the media and the display of the media menu when first used.

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Figure 3 Display Vocabulary

Figure 4 Parrot Menu Display

Figures 3 and 4 are one of the vocabulary menu displays and the parrot menu displays or material explanation consisting of isim and hours material.

Figure 5 Display Explanation About Clock

Figure 6 Hiwar Menu Display

Figures 5 and 6 are the display of the parrot menu, which is an explanation of the material about the clock, and the display of the hiwar or conversation menu consisting of school and professional themes.

Figure 7 Display Hiwar

Figure 8 Quiz Menu Display

Figures 7 and 8 are one of the hiwar displays with scrolling text in Indonesian-Arabic and Arabic audio and a display from the vocabulary multiple-choice quiz menu with the theme of school, class, profession, and clock.

Figure 9 Display of Quiz Answering (correct)

Figure 10 Display of Quiz Answering (wrong)

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Figures 9 and 10 show the correct response if the question is answered correctly and each correct question will get 10 points and the wrong response display if the question is answered incorrectly and each question answered incorrectly will not get 10 points. The question will automatically continue to the next question.

Based on the observations of researchers during research activities on students, it appears that the activities of memorizing Arabic vocabulary on the material Well done. Several things were noted by researchers and observers (teachers), namely 1) some students were already active in asking Arabic vocabulary that had not been understood. 2) Students begin to be confident in pronouncing Arabic vocabulary. 3) Students begin to pay attention to the material presented when the teacher explains.

The results of the distribution of pre and post-test questionnaires to 20 students to determine perceptions and see their level of understanding and interest in learning Arabic to find out the results of students' opinions about the application of Q&V Arabic. The following is a diagram of the grouping of pre and post-test questionnaires:

Figure 11 Results of Grouping Pre-Test Questionnaire Questions

Figure 12 Results of Grouping Post-Test Questionnaire Questions

Figures 11 and 12 describe the grouping of pre-post-test questionnaire items based on indicators consisting of several aspects with grouping no. Questionnaire items are as follows:

And the last data collection is a test question to categorize the data obtained, namely the data from the distribution table from the test questions pre-post-test. With this collection, we can find out the results of the mutholaah vocabulary level of Arabic students in grades VIII-B.

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Table 3 Distribution of Muthola'ah Mufrodat Levels of Arabic Students of Class VIII B (Pre-Test)

Class Interval	Frequency (Number of Students)	Percentage
85 – 95	15	53%
74 – 84	0	0%
63 – 73	1	4%
52 – 62	5	18%
41 – 51	1	4%
30 – 40	6	21%
Amount	**28**	**100%**

The table above is a table of the frequency distribution of muthola'ah vocabulary levels of Arabic before and from 28 students of class VIII B. To determine the average value of muthola'ah vocabulary levels of Arabic students of class VIII (pre-test).

Post-Test:

Table 4 Distribution of Muthola'ah Levels of Arabic Vocabulary for Class VIII B Students (Post-Test)

Class Interval	Frequency (Number of Students)	Percentage
90 – 100	15	53%
79 – 89	3	11%
68 – 78	3	11%
57 – 67	2	7%
46 – 56	0	0%
35 – 45	5	18%
Amount	**28**	**100%**

The table above is a table of the frequency distribution of muthola'ah vocabulary levels of Arabic before and from 28 students of class VIII B.post-test). The data obtained were then processed by several tests and data analysis. First, test the validity of the items or statements given to 20 respondents.

Second, Normality Test with Shapiro-Wilk based on test question data pre and post-test distributed to 20 respondents stated the following results:

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Table 5 Shapiro-Wilk . Normality Test Results

	Saphiro-Wilk		
	Statistics	df	Sig.
Pre-Test	0.969	28	0.552
Post-Test	0.970	28	0.571

Table 3, states that the results of the significant value of the test questions used pre and post-test are 0.552 and 0.571 which means greater than 0.05. So it can be concluded that the test questions usedpre and post-test are otherwise normally distributed and can be used for research data retrieval.

Third, Hypothesis Testing based on test question data pre and post-test with The Paired Sample T-Test states the following results:

Table 6 Related Sample T-Test Results (Paired Sample T-Test)

Paired Samples Test								
		Paired Differences					t	df	Sig. (2-tailed)
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pairs 1	before after	-9.46429	8.53525	1.61301	-12.77391	-6.15466	-5.867	27	.000

Based on table 6 states that the results of the significant value of 0.000 which means less than 0.05, it can be concluded that there is a significant difference between before and after application Q&V Arabic as a mutholaah medium in improving the memorization of Arabic vocabulary.

And the fourth or last is the effectiveness test using the N-Gain formula. Based on the results of the N-Gain effectiveness test, it was obtained 0.32 which stated that it was included in the category of the effectiveness level of implementing Q&V Arabic as mutholaah to improve students' memorization of Arabic vocabulary, which was at a moderate level of effectiveness according to the Gain index criteria. (Weinberg, 2017)said the potential for technology-enhanced language learning (TELL) to boost learner motivation comes from its familiarity, not its novelty. This in turn allows for the development of twenty-first century skills whose relevance to learners' real lives, and whose ability to boost learner autonomy, can increase learners' sense of self-efficacy.

In the current era, the use of android applications is no stranger to be used in learning activities, according to George (Ayufara, 2019) the increasing number of people using mobile devices will open up opportunities for the use of mobile technology devices in the world of education. For example, online book applications, online learning games, and much more. Both in the form of online and offline applications. According to Kim, et al. In (Putra et al., 2017) the use of smartphones is fairly easy to carry, accessible and affordable as a medium in

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learning will greatly impact students. Therefore, with an android application like this, students can learn easily and do not feel bored in learning. In addition, students are more interested in using facilities that are "current" as in the situation of students in everyday life. One of the effective android application-based learning media to use in today's era is the Q&V Arabic application. In the application of this Arabic Q&V application, the researcher applies a collection of several Arabic language vocabularies by the previous material that has been studied by class VIII B students. Mastery of students' Arabic vocabulary in a fun way.

Then in implementing the application, the researcher distributed the download link for the Q&V Arabic android application to class VIII B students to practice their memorization skills or repeat memorization of vocabulary studied previously. Here the researchers focus more on memorizing students' vocabulary on the theme of السَّاعَةُ with a period of approximately two days to memorize vocabulary. After that, the researchers distributed online test questions via google form to students to see the results obtained in the memorization of class VIII B students.

Based on Rahman and suaibah's opinion (Suaibah & Rahman, 2020) stated that understanding and mastery of vocabulary are the most important and influential factors in Arabic language skills, both listening, speaking, reading, and writing. According to Agustina (Fitri & Yulisna, 2019) that the purpose of reading comprehension is to capture the content or meaning of the ideas contained in the reading, which are in the form of notions and interpretations that do not deviate from the reading. Similarly, muthola'ah activities are one part of qiro'ah, which can be interpreted as a structured way to make it easier for students to get meaning from what is written in a reading, Marwati in Purnamanita (Purnamanita, 2018). *Muthola'ah* can be said to be one of the methods that can be used by teachers by presenting a subject matter by reading, either reading aloud or silently (Arifin, 2020).

The factors that affect the ability of students in reading comprehension. These factors are internal and external. Internal factors are factors that come from within students. Among them are reading interest, mastery of vocabulary, talent, learning achievement, mental, motivation, and so on. External factors are factors that come from outside the students themselves. This is supported by the opinion (Wulan, 2013) that the factors that affect reading ability include (1) Internal factors: (a) Physiological: eyes and ears; (b) Psychological: intelligence, visual perception ability, reading and reading interest. (2) External factors: (a) Teaching: attractive teaching methods and programs, available curriculum and facilities; (b) Social: motivation from the environment. It can be concluded that the understanding of reading is largely determined by the activity of the reader to gain that understanding (Somadayo, 2011). So that the basic ability in language that vocabulary plays an important role, especially in composing because it becomes a clue about one's knowledge. And the number of words mastered will indicate one's knowledge (Ismawirna, 2012).

The results of the application of the Q&V Arabic application in the muthola'ah vocabulary of class VIII B students, the researchers got good results from the students, where the increase in students' memorization of vocabulary could improve well. Thus, muthola'ah vocabulary with the Q&V Arabic application

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effectively improves students' memorization of Arabic vocabulary even in the moderate category. The categorization is based on the normalized gain criteria table according to Archambault. This is shown from the output results that it is known that the significance value for muthola'ah vocabulary with the application of Q&V Arabic has proven to be quite effective. Can be concluded that Class VIII B students of MTs Wahid Hassyim 01 Dau in the mastery of vocabulary and motivation in learning Arabic has increased which can be seen from the pretest and posttest and then its effectiveness is calculated using the N-Gain formula. The level of effectiveness can be seen in the results of the N-Gain test: 32 which lies in the percentage30 N-Gain 70, with medium description. This answers the explanation from (Hamid, 2008), who stated that learning media in the current era requires interesting and modern learning media. In general, the benefits of learning media are facilitating interaction between teachers and students so that learning activities are more effective and efficient, the learning process also becomes clearer and more interesting, effectiveness in student learning activities can be encouraged by interactive media and by the development of science and technology. Interactive learning media, able to increase learning motivation and the effectiveness of learning activities (Ayun & Rahmawati, 2018). Using of media in learning activities can increase the effectiveness of learning besides being able to increase student motivation and interest (Arsyad, 2013). (Sun & Gao, 2020) explain the use of mobile phone-based learning media has a role in increasing motivation to learn foreign languages. (Shahriarpour & kafi, 2014) believed that digital games do increase motivation in learners toward learning, consequently, changing the direction from rote learning to meaningful learning. Using digital games is one of the factors which make the learners interested and motivated.

CONCLUSION

The Q&V Arabic application is a piece of software. This software can be used for alternative media in learning Arabic by combining text, sound, images, and animation. The results of the publication can be in the form of media based on Android applications that can be used on various Android smartphone devices. The selection of mutholaah media is adjusted to the desired learning experience so that it can affect students' interest and motivation in improving the understanding of Arabic vocabulary. The results of the study can be concluded that there is an influence from the application of mutholaah Q&V Arabic media using the Paired Sample T-Test calculation, the result is 0.000 which means less than 0.05.

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