

THE EFFECTIVENESS OF USING THE SINGING METHOD TO IMPROVE STUDENTS' MASTERY OF ARABIC
VOCABULARY

AT SDI MIFTAHUL ULUM KRAS

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ABSTRACT

Arabic language lessons are one of the lessons that many students don't like. There are several factors that make many students not like Arabic language lessons. First, Arabic is a foreign language that is not used when spoken every day. Students speak Indonesian or regional languages. Second, mastery of Arabic vocabulary. Many students do not yet read fluently and master the meaning of Arabic vocabulary. Third, the learning style is boring. This can be caused by teachers who do not use the varied and interesting learning methods that students need. So we need appropriate learning methods that students like. Therefore, researchers use the singing method in learning Arabic so that it can be more easily understood by students. The aim of this research is to describe the application of the singing method in improving students' mastery of Arabic vocabulary. The method used is a descriptive qualitative method. The results of the research show that many students are happy to be able to master Arabic vocabulary using the singing method. Students quickly memorize Arabic vocabulary with song tunes that have been made according to the lesson material. Using the right method will make it easier for teachers and students in the learning process.

Keywords: Singing method, Arabic vocabulary, Students

ABSTRAK

Pelajaran bahasa arab merupakan salah satu pelajaran yang kurang disukai oleh banyak siswa. Ada beberapa faktor yang membuat banyak siswa kurang menyukai pelajaran bahasa arab. Pertama, bahasa arab merupakan bahasa asing yang tidak dipakai ketika berbicara setiap hari. Siswa berbicara menggunakan bahasa Indonesia ataupun bahasa daerah. Kedua, penguasaan kosakata bahasa arab. Banyak siswa yang belum lancar membaca dan menguasai arti dari kosakata bahasa arab. Ketiga, gaya pembelajaran yang membosankan. Hal ini bisa disebabkan oleh guru yang tidak memakai metode belajar yang bervariasi dan menarik yang dibutuhkan siswa. Sehingga perlu metode pembelajaran yang tepat dan disenangi siswa. Oleh karena itu, peneliti menggunakan metode bernyanyi dalam pembelajaran bahasa arab supaya lebih bisa mudah dipahami oleh siswa. Tujuan dari penelitian ini untuk mendeskripsikan penerapan metode bernyanyi dalam meningkatkan penguasaan kosakata bahasa arab siswa. Metode yang digunakan yaitu metode kualitatif deskriptif. Hasil penelitian menunjukkan bahwa, banyak siswa yang senang bisa menguasai kosakata bahasa arab dengan metode bernyanyi. Siswa cepat hafal kosakata bahasa arab dengan nada lagu yang sudah dibuatkan sesuai materi pelajaran. Penggunaan metode yang tepat akan mempermudah guru maupun siswa dalam proses pembelajaran.

Kata kunci: Metode bernyanyi, Kosakata bahasa Arab, Siswa

INTRODUCTION

A less successful learning process can cause students to be less interested in learning. Lack of student interest is shown in the lack of learning activities, interaction in the learning process and student preparation in participating in teaching and learning activities as well as teacher professionalism when conducting learning in class. This fact is of course not too surprising because the learning outcomes of Indonesian children are also relatively low, one of which is in Arabic language subjects.¹

In learning Arabic, teaching is not just about teaching vocabulary and then asking students to memorize it. There are still many unprofessional teachers who just teach and then just give assignments and so on. Teachers don't know for sure whether their students are truly capable or not. Students are considered capable of mastering Arabic vocabulary if they have achieved the indicators of mastering Arabic vocabulary.²

A teacher must be able to apply appropriate methods in teaching and learning activities, according to the character of his students. Teachers must also be able to use a variety of learning methods that suit the material and classroom atmosphere. That way, the teaching and learning process becomes more enjoyable and students can absorb lessons more easily.³

From the results of observations made by researchers at SDI Miftahul Ulum Kras on Monday the 4th september 2023, researchers found problems with the way of learning Arabic language lessons in one of the classes. It turns out that all this time the class teacher taught using the ancient method, namely the lecture method. According to the teacher, the lecture method is familiar and very suitable to be applied in Arabic language lessons. In fact, students tend to be confused about memorizing Arabic vocabulary when given assignments at school or at home. Student learning outcomes regarding mastery of Arabic vocabulary are still relatively low and have not been successful.

From the explanation above, the researcher took up the problem of how to find a suitable learning method for teaching Arabic, especially in mastering vocabulary. The author takes an idea about the method of learning by singing. This is intended to vary learning so

¹ Dedy Yusuf Aditya, *Pengaruh Penerapan Metode Pembelajaran Resitasi Terhadap Hasil Belajar Matematika I*, SAP Journal, Vol. 1, No. 2, 2016, p. 165.

² Hanifah Nur Azizah, *Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall*, Language, Literature and Culture Research Journal, Vol. 1, No. 1, 2018, p. 2.

³ Ilyas & Armizi, *Metode Mengajar dalam Pendidikan Menurut Nur Uhbiyati dan E. Mulyasa*, Islamic Education Journal, Vol. 5, No. 2, 2020, p. 186.

that students are active, understand easily and do not easily get bored with the class teacher's lectures when learning Arabic.

Based on the description above, researchers are interested in conducting research entitled "THE EFFECTIVENESS OF USING THE SINGING METHOD TO IMPROVE STUDENTS' MASTERY OF ARABIC VOCABULARY AT SDI MIFTAHUL ULUM KRAS".

THEORETICAL BASIS

1. Learning Methods

Method, literally means "way". In general usage, a method is defined as a method or procedure used to achieve certain goals. The word "learning" means all efforts made by educators to ensure that the learning process occurs in students. Thus, one of the teacher's skills that plays an important role in the learning process is the skill of choosing a method. The choice of method is directly related to the teacher's efforts in presenting learning that is appropriate to the situation and conditions so that learning objectives are achieved optimally. Therefore, one of the very basic things for teachers to understand is how to understand the position of methods as a component for the success of learning activities which is as important as other components in the overall educational component.⁴

The following are definitions of learning methods according to several experts.⁵

- a. The method according to Djameluddin and Abdullah Aly in *Capita Selektta Islamic Education*, comes from the words *meta* meaning through and *hodos* path. So a method is a path that must be followed to achieve a goal.
- b. According to the Ministry of Religion of the Republic of Indonesia in the book *Methodology of Islamic Religious Education*, method means a systematic way of working to facilitate the implementation of an activity to achieve specified goals.
- c. According to WJS. Poerwadarminta in the *Big Indonesian Dictionary*, a method is an orderly and well-thought-out way to achieve a goal.
- d. According to Gagne, Briggs, and Wagner in Udin S. Winataputra, learning is a series of activities designed to enable the learning process for students.

⁴ Sobry Sutikno, *Metode dan Model-Model Pembelajaran*, (Lombok: Holistica, 2019), p. 29.

⁵ Darmadi, *Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar Siswa*, (Yogyakarta: CV BUDI UTAMA, 2017), p. 175.

- e. According to Law Number 20 of 2003 concerning the National Education System, learning is a process of interaction between students and educators and learning resources in a learning environment.
- f. Darsono believes that a method is a tool to achieve a goal. Meanwhile, learning is an activity carried out by the teacher in such a way that student behavior changes for the better.
- g. According to Ahmadi, learning methods are knowledge about the teaching methods used by teachers or instructors.

So a learning method is a strategy created or controlled by the teacher which is used to realize teaching and learning objectives which are designed and applied to students so that the final goal of better learning will be created and produce intelligent, active, skilled student output and have good morals.⁶

2. Singing Method

The singing method is a learning method that uses sung poetry. Usually these poems are adapted to the material that will be taught by the educator. According to several experts, singing creates a cheerful and enthusiastic learning atmosphere so that children's development can be stimulated more optimally.⁷

The advantages of using the singing method in early childhood learning include: (1) easy, cheap, simple and fun; (2) the knowledge/moral messages conveyed can remain in the child's memory for a long period of time; (3) certain types of songs can foster enthusiasm and passion for life, a spirit of patriotism, and a great desire for sacrifice.⁸

The application of the singing method is inspired by changing times where children are smarter and faster at memorizing songs than lessons. Of course, the singing method used adapts to the material and songs that the children like. Learning using the singing method is carried out by all students in one class without exception so that everyone looks unified.

This singing method is a form of learning variation to improve and test students' cognitive, affective and psychomotor abilities. The singing method can not only be applied in Indonesian. You can also use foreign languages, such as English and Arabic. The songs we use are Indonesian children's songs, we vary them with

⁶ Ayu Anjani, *Analisis Metode Pembelajaran di Sekolah Dasar*, Elementary Education Journal, Vol. 4, No. 1, 2020, p. 67.

⁷ Fadlillah, *Desain Pembelajaran PAUD*, (Jogyakarta: Ar-Ruz Media, 2012), p. 24.

⁸ Muliawan & Jasa Ungguh, *Model Pembelajaran Spektakuler*, (Yogyakarta: Ar-Ruz Media, 2016), p. 205.

foreign language lyrics but still adapt to students' abilities and also the learning material.

3. Vocabulary Mastery

Mastery of Arabic vocabulary is a person's ability to use the vocabulary they have to communicate and express ideas/ideas with their environment both verbally and in writing, which is characterized by the development of basic language skills, namely listening, writing, speaking and reading using Arabic.⁹

The general aim of learning Arabic vocabulary is to introduce new vocabulary to students, either through reading or *fahm al-masmu'*. Train students to be able to pronounce vocabulary well and correctly, because good and correct pronunciation leads to speaking and reading skills well and correctly. Understanding the meaning of vocabulary, both denotationally or lexically and when used in the context of certain sentences. Able to appreciate and function *mufradat* in oral and written expression according to the context.¹⁰

All languages definitely require memorizing vocabulary first before learning sentence changes, structures, and so on. So in Arabic you also have to memorize and understand question words, verbs, prepositions, nouns and other types of words that are familiar in everyday life. By memorizing Arabic vocabulary, it will be easier to understand other branches of knowledge because it already has a basis. Imagine if you haven't memorized the vocabulary, it will be difficult to understand the placement of the words, what if there are changes in words in sentences, and so on.¹¹

Providing sufficient Arabic vocabulary can certainly support someone in communicating and writing in Arabic. Thus, vocabulary mastery is considered important both in terms of the process of learning a language and developing a person's abilities in a language that he or she will master. The quality of a person's language skills depends on the quantity and quality of the vocabulary they have, the richer the vocabulary we have, the greater the possibility that we will be skilled in language.¹²

4. Previous Research

⁹ Zahratun Fajriah, *Peningkatan Penguasaan Kosakata Bahasa Arab (mufradat) Melalui Penggunaan Media Kartu Kata Bergambar*, Journal of Early Childhood Education , Vol. 9, No. 1, 2015, p. 116.

¹⁰ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, (Malang: UIN MALIKI PRESS, 2017), p. 9.

¹¹ Hafidz Muftisany, *Dahsyatnya Bahasa Arab*, (T. Tp: INTERA, 2021), p. 17.

¹² Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2011), p. 42.

Research written by (Ridwan, 2019), Al-Gazali Bone Islamic College entitled "*Penerapan Metode Bernyanyi dalam meningkatkan Penguasaan Mufradat dalam Pembelajaran Bahasa Arab di Raodhatul Athfal*". This research is field research with a qualitative type of research. The methods used in collecting data for this research were interviews, observation and documentation. The subjects in this research were the Arabic language teacher and head of the RA Raodhatul Athfal Ma'had Hadits Al-Junaidiyah Biru Bone madrasah. This research aims to describe how the singing method is applied to improve vocabulary mastery in Arabic language learning at RA Raodhatul Athfal Ma'had Hadits Al-Junaidiyah Biru Bone. The results of the research are RA Raodhatul Athfal Ma'had Hadits Al-Junaidiyah Biru Bone which uses singing techniques in Arabic language learning and classes as an alternative solution in increasing mastery of Arabic vocabulary in early childhood because basically children like to sing so it would be better if learning is applied, learning while singing or singing while learning.¹³

Research written by (Rahcmawati, 2022), Arabic Language and Culture Study Program, Faculty of Cultural Sciences, Al Azhar University Indonesia entitled "*Penerapan Metode Bernyanyi dalam meningkatkan Penguasaan Kosakata Bahasa Arab di Panti Asuhan Nurul Jannah*". This research is field research with a qualitative type of research. The methods used in collecting data for this research were interviews, observation and documentation. The subjects of this research were class III students attending different Madrasah Ibtidaiyah consisting of five students. The object of this research is to increase mastery of Arabic vocabulary through the singing method. This research aims to describe how the singing method is applied to improve vocabulary mastery in Arabic language learning at the Nurul Jannah Orphanage. The results of the research can be concluded that student learning motivation can be created from supportive classroom conditions. Student learning outcomes before implementing the singing method only reached an average of 34% completeness in memorizing. After implementing the method, an average of 89% of students were able to improve their ability to memorize Arabic vocabulary.¹⁴

¹³ Ridwan & Awaluddin, *Penerapan Metode Bernyanyi dalam Meningkatkan Penguasaan Mufradat dalam Pembelajaran Bahasa Arab di Raodhatul Athfal*, Education Journal, Vol. 13, No. 1, 2019, p. 56-67.

¹⁴ Rizkia Andini Rahcmawati & Husin, *Penerapan Metode Bernyanyi dalam Meningkatkan Penguasaan Kosakata Bahasa Arab di Panti Asuhan Nurul Jannah*, Education Journal, Vol. 2, No. 2, 2022, p. 223-230.

Based on the review, this research is in accordance with the theory which focuses more on variations in singing methods in the application of singing methods to improve students' mastery of Arabic vocabulary at SDI Miftahul Ulum Kras.

THEORETICAL BASIS

This type of research is qualitative, namely research whose findings were not obtained through quantification, statistical calculations, or by using measurements numbers.¹⁵ In this research the approach used is qualitative because it can describe the use of singing methods to improve the Arabic vocabulary of SDI Miftahul Ulum Kras. Through singing students feel easy to memorize Arabic vocabulary. This can be seen from memorizing singing with replaced lyrics with Arabic vocabulary.

There are several techniques used in the process data collection. researchers use observation, documentation, tests, and interviews. The subjects in this research were language teachers Arabic and 6th grade students at SDI Miftahul Ulum Kras. Research subject provides information about learning Arabic at SDI Miftahul Ulum Kras. Data analysis techniques used is descriptive analysis. In checking validity data, researchers use source regulations.

RESULT AND DISCUSSION

Based on research conducted by researchers, several new findings have been obtained that learning Arabic using the singing method is very fun and helps improve students' mastery of Arabic vocabulary. It can be seen from the memorization of songs where the lyrics are replaced with Arabic which is in accordance with the lesson material.

Observation is the first step taken by researchers. Observations were carried out at SDI Miftahul Ulum Kras on grade 6 students. Observations will be more effective if the information to be taken is in the form of natural conditions or facts from the existing situation. Therefore, researchers observed the learning process, the methods used by teachers during the learning process. Before using the singing method, children tend to find it difficult to memorize Arabic vocabulary. Only around 8 out of 27 students could master the material using the teacher's lecture method. After implementing the singing method, students are much happier and find it easier to memorize Arabic vocabulary. It can be seen that almost one class is enthusiastic and united in singing Arabic.

¹⁵ Imam Gunawan, *Metode Penelitian Kualitatif: Teori dan Praktik (Ed.1)*, (Jakarta: PT BUMI AKSARA, 2013), p. 3.

The application of the singing method at SDI Miftahul Ulum Kras shows that this method is very appropriate as a learning variation for students' mastery of Arabic vocabulary. Arabic learning activities were carried out well, starting with greetings, then praying together and checking students' attendance. Then the teacher explains the material to be studied. The teacher introduces the song "*Kalau kau suka hati tepuk tangan*" and writes it on the blackboard, the lyrics of which have been replaced with Arabic according to the material, namely various *isim dhomir* (pronouns).

الضمير
(Pronouns)

<p style="text-align: center;">أَنَا Saya (laki- laki/perempuan) I نحن Kami/kita (laki- laki/perempuan) We</p>	<p>أَنْتِ Kamu (perempuan) You</p>	<p>أَنْتَ Kamu (laki-laki) You</p>	<p>هِيَ Dia perempuan She</p>	<p>هُوَ Dia (laki-laki) He</p>
	<p>أَنْتُمَا Kalian berdua (perempuan) You</p>	<p>أَنْتُمَا Kalian berdua (laki-laki) You</p>	<p>هُمَا Mereka berdua (perempuan) They</p>	<p>هُمَا Mereka berdua (laki-laki) They</p>
	<p>أَنْتُنَّ Kalian (perempuan) You</p>	<p>أَنْتُمْ Kalian (laki- laki) You</p>	<p>هُنَّ Mereka (perempuan) They</p>	<p>هُمَّ Mereka (laki- laki) They</p>

Huwa Humaa Hum, Hiya Humaa Hunna.. (Clap 3x)

Huwa Humaa Hum, Hiya Humaa Hunna.. (Clap 3x)

Anta Antumaa Antum, Anti Antumaa Antunna

Anaa Nahnu, Anaa Nahnu.. (Clap 3x)

Note Bane : Lyrics of the song "*Kalau kau suka hati tepuk tangan*"

The teacher practices the song that has been created then asks the students to sing it together. The students were very enthusiastic about singing. The teacher asked students about the material and almost all students in one class were quick to memorize vocabulary by singing. Teachers test students to memorize songs without looking at the writing. It turns out that almost all students memorize it quickly. Students prefer to learn with varied methods such as singing. The learning activity closed by singing the song again, then praying and the teacher gave a closing greeting.



Picture 1. Student learning conditions

CONCLUSION

Based on the results of observations made by researchers, it can be concluded that the singing method really helps students in improving their mastery of Arabic vocabulary. The teacher has also implemented a variety of singing methods well. The teacher introduces the song "*Kalau kau suka hati tepuk tangan*" and writes it on the blackboard where the lyrics have been replaced with Arabic according to the material, namely various *isim dhomir* (pronouns). The teacher asked students about the material and almost all students in one class were quick to memorize vocabulary by singing. Singing improves students' memorization skills and makes their role in class appear more dominant. Many students memorize more quickly by using a variety of singing methods. This benefits teachers and students in the learning process.

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