

THE INFLUENCE OF LEARNING ARABIC VOCABULARY ON STUDENTS' READING SKILLS AT ISLAMIC JUNIOR HIGH SCHOOL

Nona Lolita¹, Harun Al Rasyid²

^{1,2}Universitas Islam Negeri Sumatera Utara Medan; Indonesia

Correspondence email; nonalolita.0110@gmail.com

Submitted: 19/11/2022

Revised: 22/01/2022

Accepted: 15/03/2022

Published: 02/05/2023

Abstract

This study aims to analyze the effect of learning Arabic vocabulary on reading skills in class VII students of MTs Madinatussalam Deli Serdang. The research method used is the quantitative method with a survey method approach by distributing questionnaires to 25 students. Then in the inferential analysis, a correlation coefficient test will be carried out using the product moment formula, the coefficient of determination, and the significance test of the correlation coefficient on learning Arabic vocabulary as variable X and reading skills as variable Y. The results of this study can be seen that there is an effect of learning Arabic vocabulary on reading skills in Class VII Students of MTs Madinatussalam. Where the lowest score of (Variable X) learning vocabulary is the lowest 60, and the highest score is 90, with a mean= of 77.8, median= 80, standard savings= 8.43, and mode= 77 and 85. Meanwhile, (variable Y) reading skill shows the value the lowest is 60 and the highest is 90, mean= 76.5, mode 80, median 79.5, standard deviation 7.67. So Efforts to improve learning Arabic vocabulary, a teacher must master several learning methods, as well as the ability to converse in Arabic and emphasize students memorizing vocabulary, increase Arabic vocabulary, provide motivation in Arabic both in learning and outside the classroom, and adequate facilities such as language labs.

Keywords

Arabic vocabulary, Reading, MTs Madinatussalam



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Language is something that its users use as a messenger to be conveyed to others. The need for language users is to be able to refer objects to the real world. For example, being able to mention names, conditions, events, and characteristics of objects with these words in sentences so that users can construct propositions, namely a series of words, which form predictions about objects, people, or events (Kridalamksana, 1983). In this case, the researcher will discuss one of the world's languages, Arabic.

Arabic is one of the languages recognized by the world as a language for communication and used in the academic world. Recently, many people in Indonesia have studied Arabic because Arabic is oriented towards a normative and spiritual approach, believing that Arabic is the language of religion because the Al-Qur'an was revealed using Arabic and writing (Nalole, 2018). Arabic is a language that deserves to be studied in depth to discover its historical and aesthetic studies (Mu'in, 2004).

Every human child can master language, although with different motivations. Among these differences are the teaching goals to be achieved, the basic abilities, the motivation, and the interest and perseverance (Hizbullah, N., & Mardiah, 2015). In social life, Arabic is also very important to learn, but some people think Arabic is a language only used by Arabs, especially people unfamiliar with matters of religion; on average, those who want to get to know and learn Arabic are people who are familiar with the world of education in Madrasah, where Arabic is a compulsory subject in Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah, even public and private Islamic tertiary institutions (Azhari, 2015).

Arabic is also the same as the languages in the world. Arabic is studied for at least two reasons: firstly, it is a language of communication that must be learned if you want to get along with users of that language; Secondly, it is a religious language that requires its adherents to learn it, at least for the perfection of their acts of worship, because the holy book is in Arabic (Abu Hamza, 2007). Learning Arabic in Indonesia today is increasing, not only being taught in Islamic boarding schools and madrasahs from elementary, middle, to tertiary levels but also at preschool or early childhood education. In addition, in Indonesia, Arabic has not been foreign to the lives of Muslims since ancient times because religious motives are the most basic reason for learning it. Therefore, studying Arabic and Islam in Indonesia is almost two things that cannot be separated. Furthermore, the fact shows that the two fields of study are almost the same; Arabic is known in Indonesia at the

same time as Islam is known, and Arabic is as old as Islam (Cahya Edi Setyawan, 2020).

However, Arabic is still a foreign language for the nation. Arabic is also the most important part of the research case study, namely in class VII MTs Madinatussalam Percut Sei Tuan; Arabic is a subject taught in the lower and upper grades. For class VII MTs Madinatussalam Percut Sei Tuan, Arabic is a part of the academic world that cannot be separated because Arabic subjects must be studied early on, starting from studying the vocabulary of nouns, body parts, animal names, names of transportation, and others. MTs Madinatussalam Percut Sei Tuan is a madrasah that prioritizes learning Arabic as a religious subject that must be studied because MTs Madinatussalam Percut Sei Tuan has one of the leading programs, namely learning the book of the Salaf a Nahdliyah or the yellow book. Thus, students who attend MTs Madinatussalam Percut Sei Tuan are required to be able to read the yellow book when they go to school or have graduated later; thus, those who continue to the Islamic boarding school will have the provision to read the book of the Salaf because they have previously been taught at MTs Madinatussalam Percut Sei Tuan (Musthafa, 2018).

Arabic is a subject that is easy to understand and easy to learn. The beginning of learning Arabic in the lower and upper classes is learning Arabic vocabulary. Because, before being able to learn every sentence in Arabic, you must first learn and memorize a lot of Arabic vocabulary. Arabic vocabulary can be learned through reading books, textbooks, or in Arabic dictionaries; if students at MTs Madinatussalam Percut Sei Tuan can memorize a lot of Arabic vocabulary, the author is sure of the learning outcomes and student achievement in Arabic subjects will increase, and when the upper class learns the Book of the Salaf becomes easy. Vocabulary, in general, is the meaning of words that must be memorized. As well as animal vocabulary in Arabic, various types of plants in Arabic, various means of transportation in Arabic, and so on (Hamid, 2008).

The author chose MTs Madinatussalam Percut Sei Tuan as a case study in writing this article because Arabic is a subject being prioritized in every class in this school. The author believes that if you want to be an expert at reading the Quran and memorizing it, you have to memorize Arabic vocabulary a lot for MTs Madinatussalam Percut Sei Tuan students, especially the early grades, namely class VII, which must be earlier for vocabulary mastery in Arabic language skills.

Learning Arabic at MTs Madinatussalam Percut Sei Tuan has not been maximized because there are many obstacles encountered, so the learning achievements of students in these subjects are not optimal, not according to expectations as mandated in the objectives of learning Arabic in the Regulation of the Minister of Religion of the Republic of Indonesia Number 000912 the year 2013

concerning the 2013 Madrasah Curriculum for Islamic Religious Education and Arabic Language subjects namely: 1) The curriculum for Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah is carried out based on the 2013 Curriculum which applies nationally; 2) 2013 Curriculum for Islamic Religious Education and Arabic Language Subjects in Madrasah includes the Basic Framework and Curriculum Structure, Content Standards, Process Standards, and Assessment Standards for Islamic Religious Education and Arabic Language; 3) Curriculum 2013 Islamic Religious Education and Arabic Language Subjects in Madrasah as referred to in paragraph (1) are listed in the attachment which is an integral part of the Decree of the Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia (Regulation of the Minister of Religion of the Republic of Indonesia Number 000912 of 2013).

Arabic is considered important to be taught in Madrasah, so the Minister of Religion of the Republic of Indonesia established a separate regulation that includes standards that must be achieved in planning and learning Arabic. As research has been conducted by previous researchers by Ahmad Falah (Falah, 2016), Umi Hijrah (Hijriyah, 2018), and research conducted by Satrio (Satrio, 2018) also stated that Arabic vocabulary is urgency in mastering learning Arabic at school. Likewise, in Baroroh's research (Baroroh, R.U., 2021) and also Hari Syarifah and Riyanti's research (Riyanti & Syarifah, 2021) which states that some Arabic language mastery can be achieved with several learning methods, Sitti Hasnah's research also explains that the image method can help students easily memorize each vocabulary (Hasnah, 2015).

It can be understood that Arabic is considered important to be taught in Madrasah, so the Minister of Religion of the Republic of Indonesia stipulates a separate regulation covering standards that must be achieved in planning and learning Arabic. This is quite large, at least for two reasons; first, the average student comes from the Madrasah Ibtidaiyah education unit, so Arabic is familiar to them. Second, almost all students have received Al-Qur'an reading education in non-formal educational institutions, such as TPQ, Madrasah Diniyah, or reciting in a prayer room, mosque, or where a *kiai* lives.

Departing from the phenomena that have been briefly described above, the writer is interested and considers it necessary to conduct research in order to unravel one of the problems of learning Arabic in class VII MTs Madinatussalam Percut Sei Tuan.

METHOD

A method is a series of actions or a way of doing something consisting of logical steps (Muhajirin, 2017). Moreover, research is a scientific endeavor that achieves predetermined goals while employing a suitable methodology. Consequently, data collection and analysis techniques are research methods (Anggraini & Sunhaji, 2020). The approach in this study used a quantitative method using a survey method of distributing questionnaires to the sample (Sugyono, 2013).

This research was conducted in class VII MTs Madinatussalam Percut Sei Tuan Deli Serdang with a population of 100 students in class VII. However, the researchers only took 25 students who would be sampled using a random sampling technique. Meanwhile, the instruments used as data collection tools were English vocabulary mastery tests and English persuasive reading skills tests. Before data collection was carried out, the instrument was tested for validity using biserial point correlations, while the reliability testing used the KR 20 formula (Samsul, 2017).

In analyzing the data, this study uses descriptive analysis and inferential analysis for the analysis of descriptive data in the form of calculating the mean, mode, median, tabulation, standard frequency, and standard deviation. Then in the inferential analysis, a correlation coefficient test will be carried out using the product moment formula, the coefficient of determination, and the significance test of the correlation coefficient on learning Arabic vocabulary as the X variable and reading skills as the Y variable.

FINDINGS AND DISCUSSION

Findings

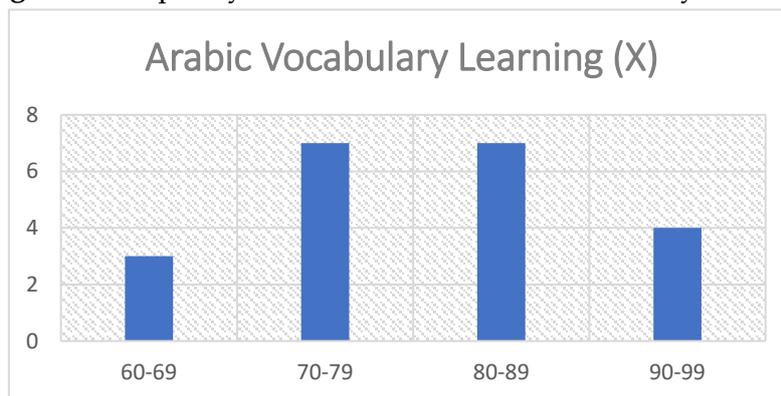
Data Analysis

The results of research that has been done are then analyzed descriptively to obtain the results of the mean, mode, median and standard deviation of the research variables. The variable (X) learning Arabic vocabulary obtained a mean = 77.8, median = 80, standard savings = 8.43, and mode = 77 and 85.

Table 1. Data Frequency Distribution

Mark	F1	X1	F1X1
60-69	3	65	195
70-79	7	75	525
80-89	7	85	595
90-99	4	95	380
Total	21		1.695

Figure 1. Frequency Distribution of Arabic Vocabulary Learning



Next, the reading skill variable (Y) was obtained mean = 76.5, mode 80, median 79.5, standard deviation 7.67.

Table 2. Data Frequency Distribution

Mark	F1	X1	F1X1
65-72	3	68,5	205,5
73-80	8	76,5	612
81-88	6	84,5	507
89-96	4	92,5	370
Total	21		1.694,5

Figure 2. Frequency Distribution of Arabic Reading Skills



Hypothesis Testing

Hypothesis testing is an inferential analysis aiming to draw conclusions from a study. This test calculates the coefficient of determination, correlation coefficient, and correlation significance. The results of the normality test on variable X $L_{count} = 0.1844$ while on variable Y $L_{table} = 0.1402$. As for the results of the linearity of the regression, $Y = 24.22 + 0.71X$. From the results obtained, it can be said that the calculation results are relatively normal and linear. For the results of the correlation coefficient of 0.71, it is obtained by the following calculation:

$$r = \frac{n(\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{\sqrt{\{(n\sum X_i^2) - (\sum X_i)^2\} \{(n\sum Y_i^2) - (\sum Y_i)^2\}}}$$

$$r = \frac{21.234225 - (2955)(3065)}{\sqrt{21.226675 - (2965)^2 \quad 21.243175 - (3065)^2}}$$

$$r = 0,71$$

From the results of the linearity calculation, it can be seen that the coefficient value is positive between the X variable learning Arabic vocabulary and the Y variable Arabic reading skills. From that, it can be seen that the large relationship between Arabic vocabulary learning and reading ability is 0.71. Suppose matched with a strong correlation coefficient.

Judging from the standard benchmarks of measurement can be seen as follows:

Table 3. Measurement Standard

No.	Coefficient Intervals	Relationship Level
1	0.0 – 0.199	very low
2	0.20 – 0.399	Low
3	0.40 – 0.599	Medium
4	0.60 – 0.799	Strong
5	0.80 – 1.000	Very strong

The determinant coefficient is 50.41%, which states that Arabic vocabulary learning affects reading skills. The description can be seen as follows:

$$\begin{aligned} \text{KD} &= r^2 \times 100\% \\ &= (0,71)^2 \times 100\% \\ &= 50,41\% \end{aligned}$$

The results above show that as much as 50.41% is very influential on Arabic text reading skills (Y) influenced by vocabulary learning (X). Then it can be seen that the correlation significance test is with the significance test. This test is carried out for decision-making criteria. In submitting a hypothesis using the t-test as follows:

$$\begin{aligned} t_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ t_{\text{count}} &= \frac{0,71\sqrt{21-2}}{\sqrt{1-0,71^2}} \\ t_{\text{count}} &= \frac{3,0947}{\sqrt{0,4959}} \\ t_{\text{count}} &= 4,39 \end{aligned}$$

Whereas to see the t table will use a significant level of 5% ($\alpha = 0.05$)

$$\begin{aligned} K &= n-2 \\ &= 21-2 \\ &= 19 \end{aligned}$$

Then the t_{table} is obtained: $t = 0.05 \times 19 = 0.95$

In this way, a t_{count} of 4.39 is obtained. After t_{count} is known and consulted with the t-value distribution table using a 5% confidence level with a value of $n = 21$, a result of 0.05 is found. So it can be said that t_{count} is greater than t_{table} ($t_{count} > t_{table}$ or $t_{table} < t_{count}$), namely $4.39 > 0.95$. So in that way, it can be said as follows:

H0 states that there is no effect of learning Arabic vocabulary on reading skills in Class VII Students of MTs Madinatussalam is rejected.

H1 states that there is an influence of learning Arabic vocabulary on reading skills in Class VII Students of Madinatussalam MTs is accepted.

Discussion

Analysis of Arabic Vocabulary Learning and Its Influence on Reading Skills

Researchers are very aware of the importance of the Arabic vocabulary position in Arabic, especially for developing reading skills. However, teaching Arabic to Indonesians as a foreign language may be difficult. The difficulty of Indonesian students learning Arabic, according to Djuwairiyah Dahlan, M.A., is caused by the difference in dialects between Arabic and Indonesian. Among these variations are: Audio arrangement (phonology), Grammar (*nahwu-shorof*), Vocabulary (*Arabic vocabulary*), *Uslub* (word order), and *Imla'* (writing).

Likewise, the students of MTs Madinatussalam, one of whom is vocabulary (Arabic vocabulary), experience language barriers due to these differences. Understanding the importance of Arabic vocabulary for foreign language learners, especially Arabic learners, requires sufficient Arabic vocabulary.

Mastery of language grows and develops gradually, which is visible to each individual. Because each person or student has a different level of mastery, the teacher must make a consensus to understand the level of mastery of students' vocabulary (Arabic vocabulary) (To et al., 2008).

According to linguists, vocabulary needs to support a solid knowledge base structure. As a result, vocabulary growth occurs during the reading period, followed by *muthola'ah*. All vocabulary

must be learned in context, and word lists that harmonise with terms used in foreign languages and their meanings in the mother tongue should not be used for teaching reasons (Safei, 2020).

Fahim Mustofa said, "Before a child or student learns to read, they should have a sufficient vocabulary because vocabulary acquisition depends on experience from the surrounding environment. Able to help them with reading skills, explain the meaning of sentences, and understand the reading text. Thus, if a child or student can remember vocabulary, arrange it into sentences, understand the types of sentences and their functions, master the pronunciation of vocabulary, and master the meaning of vocabulary, then he is said to have mastered vocabulary in Arabic (Pane, 2017).

If we look at the results of research that was previously conducted by Retno Anggraini, Sunhaji (Anggraini & Sunhaji, 2020) and also in the research of Riska Bachtiar Syamsuddin, Muh Usman, Misnawaty (Riska et al., 2021) which states that learning Arabic vocabulary is very important either by using the media of images, hearing, or memorizing.

Based on some of the explanations above, the inhibiting factors and supporting factors of Arabic vocabulary mastery on reading ability at MTs Madinatussalam Percut Sei Tuan are that Arabic vocabulary is easier to introduce than English vocabulary. Because the majority of students already know the Hijaiyyah letters (Madum, 2021). Furthermore, the mention also matches the writing. It will be more fun if a school has complete facilities and makes language its educational vision and mission. However, at the madrasah education level, many things could still be improved, such as the absence of more languages or a lack of motivation in foreign languages such as Arabic in the school environment. So even though the children already know some vocabulary, they only apply it when learning Arabic.

While the advantage is that by introducing and enriching Arabic vocabulary, students will more easily understand the Arabic texts they read. Arabic vocabulary also helps students recognize the sound of letters and pronounce them. Before we get into the grammatical structure of the Arabic language, we should introduce Arabic vocabulary first.

This is considered easier for students to vocabulary mastery compared to the *qira'ah* method (recite Quran method), where the qiraah method itself is to follow what the teachers read and then follow it; this is considered inefficient because the time for Arabic lessons is inadequate and does not guarantee that all students can follow it. However, if you use the Arabic vocabulary method, besides doing it at school, the teachers can also provide opportunities for students to memorize each

vocabulary at home which will be deposited at each meeting.

CONCLUSION

Based on the author's description of the research findings, the authors conclude that learning Arabic vocabulary affects reading skills in Class VII Students of MTs Madinatussalam Deli Serdang. The lowest score of (Variable X) learning vocabulary is the lowest 60, and the highest score is 90, with mean= 77.8, median= 80, standard savings= 8.43, and mode= 77 and 85. Meanwhile, (variable Y) reading skill shows the lowest value is 60 and the highest is 90, mean= 76.5, mode 80, median 79.5, standard deviation 7.67.

Meanwhile, the obstacles to mastery of Arabic vocabulary for reading skills in class VII MTs Madinatussalam Percut sei Tuan are inadequate language facilities such as language laboratories and a lack of motivation in Arabic. In addition, its application in everyday life still needs to be improved. The sentences used are sometimes foreign to students' ears, they inability of students to catch Arabic vocabulary, and they lack of Arabic vocabulary treasury.

So efforts to improve learning Arabic vocabulary, a teacher must master several learning methods, as well as get used to conversing in Arabic and emphasizing students in memorizing vocabulary, adding Arabic vocabulary treasury, and providing motivation to speak Arabic both in learning and outside the classroom and adequate facilities such as language labs.

REFERENCES

- Abu Hamzah, A.-A. Y. (2007). *Belajar Mudah Belajar Bahasa Arab*. Pustaka Adhwa.
- Anggraini, R., & Sunhaji. (2020). Pengaruh Penguasaan Kosakata Bahasa Arab Terhadap Keterampilan Membaca Kitab Kuning Siswa Kelas V Mi Brawijaya I Trowulan (Studi Kasus Kelas V Di Mi Brawijaya I Trowulan). *Proceeding the 5th Annual International Conference on Islamic Education Sekolah Tinggi Ilmu Tarbiyah Nahdlatul Ulama Al Hikmah Mojokerto*, 2, 245–255.
- Azhari, A. (2015). Peran Media Pendidikan dalam Meningkatkan Kemampuan Bahasa Arab Siswa Madrasah. *Jurnal Ilmiah Didaktika*, 16(1), 46–59.
- Baroroh, R. U., & F. R. (2021). Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 9(2), 179 –196.
- Cahya Edi Setyawan, K. A. (2020). Peran Bahasa Arab Dalam Pendidikan Islam Sebagai Urgensitas Menghadapi Revolusi Industri 4.0. *Lahjah Arabiyah*, 1(1), 79–87.
- Falah, A. (2016). Problem Dan Tantangan Pembelajaran Bahasa Arab Pada Tingkat Madrasah.

Arabia, 8(1), 14–30.

- Hamid, A. (2008). *Pembelajaran Bahasa Arab Pendekatan, Metode, Strategi, Materi, dan Media*. Sukses Offset.
- Hasnah, S. (2015). Pembelajaran Kosakata (Arabic vocabulary) Bahasa Arab Melalui Media Gambar Untuk Meningkatkan Minat Belajar Mahasiswa Pada Jurusan PAI Fakultas Tarbiyah IAIN Palu. *ISTIQRA, Jurnal Penelitian Ilmiah*, 3(1), 197–225.
- Hijriyah, U. (2018). *Analisis Pembelajaran Arabic vocabulary dan Struktur Bahasa Arab di Madrasah Ibtidaiyah*.
- Hizbullah, N., & Mardiah, Z. (2015). Masalah Pengajaran Bahasa Arab di Madrasah Aliyah di Jakarta. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 2(3), 189–198.
- Peraturan Menteri Agama Republik Indonesia Nomor 000912 tahun 2013, (2013).
- Kepada, D., Tarbiyah, F., Islam, U., Sunan, N., Yogyakarta, K., Strata, S., & Pendidikan, S. (2008). *Pengaruh penguasaan*.
- Kridalamksana, H. (1983). *Kamus Linguistik*. Gramedia.
- Madum, M. (2021). Faktor Penyebab Kejenuhan Belajar Al-Qur'an Hadis Pada Peserta Didik Kelas XII Di MA An-Nawawi 03 Kebumen. *Al Furqan: Jurnal Ilmu Al Quran Dan Tafsir*, 4(2), 118–126.
- Mu'in, A. (2004). *Analisis Kontrastif Bahasa Arab dan Bahasa Indonesia*. Pustaka Al Husna Baru.
- Muhajirin, M. P. (2017). *Pendekatan Praktis: Metode Penelitian Kualitatif Dan Kuantitatif*. Idea Press.
- Musthafa, I. (2018). *Metodologi Penelitian Bahasa Arab (Konsep Dasar, Strategi, Metode, Teknik)*. Remaja Rosakarya.
- Nalole, D. (2018). Meningkatkan Keterampilan Berbicara (Maharah Al-Kalam) Melalui Metode Muhadtsah dalam Pembelajaran Bahasa Arab. *Al-Minhaj: Jurnal Pendidikan Islam*, 78(1), 129–145.
- Pane, A. (2017). Belajar dan Pembelajaran Aprida Pane Muhammad Darwis Dasopang. *Fitrah*, 3(2), 333–352.
- Riska, Bachtiar Syamsuddin, M., & Usman, M. (2021). Hubungan Antara Penguasaan Arabic vocabulary (Kosakata) Dengan Kemampuan Membaca Teks Bahasa Arab Siswa Sekolah Menengah Atas Islam Terpadu Di Kota Makassar. *Journal Of Education*, 1(2), 144–150.
- Riyanti, H., & Syarifah. (2021). Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII MTs Nurul Muttaqin Simpang Tiga. *Al-Mu'arrif: Jurnal Pendidikan Bahasa Arab*, 1(1), 45–55.

- Safei, H. (2020). Sistem Pendidikan Umum Pada Masa Orde Baru (1968-1998). *Jurnal Humanitas*, 7(1), 1–15.
- Samsul. (2017). *Metode Penelitian : Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Method, dan Development*. Pusaka.
- Satrio. (2018). Urgensi Penguasaan Bahasa Arab Dalam Studi Islam Di Indonesia. *Jurnal Studi Islam Kawasan Melayu*, 1(2), 80–97.
- Sugiyono. (2013). *Metode Penelitian Kualitatif, Dan R&D*. Alfabeta.