

Arabic Vocabulary Mastery Through *Jaulah Arabiyyah* Program in Improving Arabic Language Communication

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Abstract

The weakness of communicating in Arabic among students who take Arabic language courses, especially the students of MARA University of Technology in Malaysia, can be linked to their weakness in mastering sufficient vocabulary and verbs. This affects their inability to communicate Arabic well in any situation in language skills. Therefore, this study is to see the effectiveness of the *jaulah arabiyyah* program by using the arabic language camp guidebook that has been compiled together by UiTM lecturers in improving the mastery of arabic vocabulary and verbs in learning Arabic at UiTM Melaka. A total of 70 students were involved in the program held at Taman Seribu Bunga Ayer Keroh Melaka. However, this study involved only 25 students who were taught by the researcher who followed this program. They consist of weak students who have no foundation at all in Arabic and have never studied Arabic before. A set of pre- and post-tests were conducted to see the level of effectiveness and the level of student achievement after participating in the *jaulah arabiyyah* program to see the mastery of arabic vocabulary and verbs. Data were tested using SPSS with the Wicoxon paired sample test (Wicoxon test). The results of the study after following the *jaulah arabiyyah* program found that there was a significant difference before the activity (pre-test) and after the activity (post-test) was implemented. This clearly shows a significant increase in scores after the activity. Therefore, the *jaulah arabiyyah* program that is being conducted is proven to be effective and it is hoped that it can be extended to all students who follow Arabic language learning either at the diploma level or at the undergraduate level.

Keywords: Jaulah Arabiyyah Program, Communication, Arabic Language.

Introduction

Mastery of vocabulary in any language is important. Especially for non-native speakers of the language. Rosni (2009) stated that non-native speakers of a language are like children who are just learning to speak who need to accumulate vocabulary as an initial stage and their language development starts from their parents and their environment. Non-native speakers

need to learn vocabulary along with the process of language development. Therefore, Rosni (2009) explained that there are Arab scholars who are aware of the importance of teaching Arabic to non-native Arabic students and it should start with teaching and learning vocabulary. Muhammad (1986) explains the teaching and learning of vocabulary in language teaching is the main and important thing. Therefore, it cannot be denied that vocabulary plays a very important role in the mastery of a language, whether it is a mother tongue or a second language. This is confirmed by Al-Nauri (2018) by saying language studies should highlight the importance of lexical knowledge or vocabulary in linguistic ability.

In addition, Ahmad (1989) also explained that vocabulary mastery means that students can understand the meaning of words, know the sources of fractions and their derivatives and know how to build and use them in complete sentences. Vocabulary mastery will also be obtained through the collection of words that are found in sentences and should even be taken from sentences that show the meaning of their use and are always used (Rosni, 2012). Students are not considered to have mastered the language well if they simply put words together but do not use them either orally or in writing. Mahmud (1985) also explained that vocabulary mastery among foreign students is the first step in learning a foreign language. This is because vocabulary is a tool that carries meaning and methods for thinking. Through this vocabulary, a person is able to think and then translate his thoughts into sentences that give the meaning he wants. Therefore, this study is to find out the students' mastery of Arabic vocabulary after participating in the *jaulah arabiyah* program to strengthen their mastery of the Arabic language.

Statement of Problem

Problems related to the mastery of vocabulary and verbs in foreign languages have been found by previous researchers. Kripps (2013) explains that the problem of knowledge about vocabulary and verbs is the biggest challenge for students who want to learn and master a foreign language since more than a hundred years ago. Schmitt (1998) in his study also found that the main problem of vocabulary mastery is from the aspect of knowledge related to the meaning of words or derivative words, even knowledge of the meaning of words is more often forgotten by students who learn languages. It was also stated by Kamariah and Siti Raihanni (2016) that a weakness in understanding the meaning of vocabulary and verbs causes students to be unable to understand what they hear and unable to express the true meaning of the words. So how about writing about it. Aisah et al (2017) agreed with the study of Siti Raihanni (2016) in her study which stated that the weakness of Arabic language students in terms of the ability to understand the meaning of arabic vocabulary is worrying.

Previous studies have also shown that one of the reasons why students face problems in mastering vocabulary and verbs, especially in Arabic, is because they have not yet mastered the basic skills in morphology and word formation. This can be known in addition to the fact that poor mastery of basic morphological skills is the cause of preventing students' ability to master word or vocabulary skills (Kaseh et al., 2011). In addition, Chambali & Zaenuddin (2015) also stated the same thing that the failure of learning Arabic is caused by teachers who ignore the importance of vocabulary aspects and their mastery in their teaching.

This problem is not only among school students, even the problem of mastery of oral or speaking skills is also encountered by the majority of students of Institutes of Higher

Education (IPT) who take courses in Islamic and Arabic studies. This is revealed by Mastura and Kaseh (2012) in their study that students are still not able to master oral or speaking skills even though they have had extensive exposure to the Arabic language since they were in secondary school. According to Sabri (2017), one of the factors that contribute to the weakness of speaking Arabic is due to the lack of good vocabulary. and do not use arabic in class including their daily work.

This problem is not an exception for students who take the second semester TAC 151 Arabic language course at UiTM Melaka campus, Alor Gajah Branch. In fact, the average among them has never studied Arabic either at the primary or secondary school level.

Based on the continuous test conducted when taking the TAC101 Arabic language course code in the first semester, quite a number of students obtained unsatisfactory results in the exam. Through the observations and interviews conducted, among the weaknesses found is the weakness of mastering Arabic vocabulary and verbs and writing them correctly. They were found to be unable to master the verbs *mādhi*, *mudhāri'*, *amr* and *nahyi* which should be mastered earlier to enable them to understand passages of reading and write verses well. Apart from this weakness, their perception is that Arabic is a difficult language to master. This causes them not to give the commitment that should be given when in class. They also seem to learn this Arabic language in a lifeless and careless state so that some of them want to leave this class to take another third language such as Mandarin. They also did not complete the assignments given. This is an indication that can be linked to the lack of interest and self-confidence to learn Arabic.

Realizing the weakness of vocabulary mastery among students who are very weak in Arabic (TAC 151) requires initiative and innovation from the point of view of teaching methods that need to be tested and identify their effectiveness. One of the innovations carried out to overcome the problem of mastering Arabic vocabulary and verbs is to implement *the Jaulah arabiyyah* program.

Research Objective

The objectives of this study are

a. General Objectives

The main objective of this study is to see the mastery of Arabic vocabulary and verbs of Communication Arabic students (TAC 151) UiTM Melaka Branch, Alor Gajah Campus Melaka.

b. Specific Objective

To see the increase in Arabic vocabulary and verb mastery scores of Communication students who take the course (TAC151).

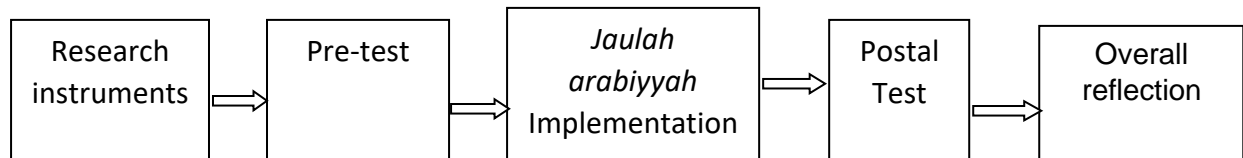
Research Methodology

This study aims to identify the level of mastery of Arabic vocabulary and verbs by using quantitative methods through a set of test questions distributed to students. The research instrument has gone through the process of face validity and content validity through confirmation by experts in the field of research instrument construction. This study instrument was then distributed to the study respondents who consisted of 25 people out of

70 students who took the Arabic language course (TAC 151) at UiTM Melaka Branch, Alor Gajah campus. Data were tested using SPSS with the Wicoxon paired sample test (Wicoxon test).

Study Implementation

This action study will go through the following process:



Pre-test

This pre-test is conducted using the same questions as the post-test that will be given after the *jaulah arabiyyah* activity. A pre-test was given to Arabic students (TAC101) to see the level of students' initial mastery of Arabic vocabulary. This questionnaire includes student demographic information and an Arabic vocabulary proficiency test.

Implementation of action and observation / assessment

Implementation of Activity 1 (مذكرة موجزة)

Lecturers provide examples of brief notes in incomplete written form (because certain parts of the discourse have been deliberately removed) with perfect understanding and distributed to students. After completing the discourse, the students were divided into several groups. Students were instructed to make a power point based on the given titles, namely the first group (هوايي ممتعة), the second group (فلاح مجتهد), the third group, (الرحلة الممتعة) the fourth group (هيا الى السوق) and the fifth group (هيا الى القرية). Students instructed to make a short discourse of approximately 40 words only based on the brief notes given previously by the lecturer.

The implementation of this activity is carried out in class and the students are asked to complete it within a week. Then, the lecturer will check the student's work through their presentation before the learning session begins. After that, students are given time until the next week to make corrections and explain their weaknesses and mistakes.

Reflection

Throughout the activity, the students were seen excited and having fun completing the assignment. Through the lecturer's observation and assessment, the students on average have not yet been able to make sentences correctly and have not yet been able to distinguish between nouns and verbs and have not yet been able to distinguish between the use of *feel madhi* and *mudhari'*. This may be because they are completely dependent on Google translate. After that the lecturer shows their mistakes to be corrected. This aspect of weakness will be strengthened in the *Jaulah Arabiyyah* program held at Taman Seribu Bunga Ayer Keroh Melaka.

Implementation of Activity 2 (التغيير حسب الحاجة)

The second activity involves the implementation of the exercise of changing the reading text found in the Arabic textbook TAC151 page 99 from male to female, and changing the verb from *madhi* (past tense) to *mudhari'* (present tense) and vice versa.

The implementation of this activity is carried out in the learning class after the first activity is done and corrections are made. The lecturer will monitor the process of completing the assignments given for a week. Then, the lecturer will check the student's work through their presentation before the learning session begins. After that, students are given time until the next week to make corrections and explain their weaknesses and mistakes.

Reflection

Throughout the activity, the students were seen excited and having fun completing the assignment. Through the lecturer's observation and assessment, the average student has not yet been able to make sentences correctly and has not yet been able to do the assigned task correctly. They still haven't been able to replace *feel madhi* with *feel mudhari'*, in addition to the incorrect use of *feel madhi* and *feel mudhari'* which doesn't fit their *dhamir mustatir*. This may be because they don't memorize the framework of *feel madhi* and *mudhari'* so they make a lot of mistakes. They rely entirely on Google translate. After that the lecturer shows their mistakes to be corrected. This aspect of weakness will be strengthened in the *Jaulah Arabiyyah* program held at Taman Seribu Bunga Ayer Keroh Melaka.

Implementation of Activity 3 نشاط الاستجواب

This third activity involves the use of *al-adāwāt al-Istifhām* as in Arabic textbook TAC151 page 8. The students are divided into 4 groups. Each student will be asked to ask in Arabic using *al-adāwāt al-Istifhām*. The student who is asked will answer and ask the next friend. Students who cannot answer will be removed from the group. This activity will happen until each group will have only one person left. Then they will question and answer again until there is only one left. This student is considered the overall winner.

Reflection

Throughout the activity, the students were seen to be excited and happy to answer them. This is because the titles given are titles one and two through the TAC151 textbook. However, through the lecturer's observation, most students still do not have a good command of *al-adāwāt al-Istifhām* and often exchange its usage such as *māza* (what) and *limāza* (why) and others. This may be because they do not memorize *al-adāwāt al-Istifhām* well, therefore they make many mistakes. After that the lecturer explains their mistakes. This aspect of weakness will be strengthened in the *jaulah arabiyyah* program held at Taman Seribu Bunga Ayer Keroh Melaka.

Implementation of Activity 4 *Jaulah Arabiyyah*

In this *jaulah arabiyyah* program, lecturers use the Arabic language communication enhancement module compiled together by UiTM Melaka lecturers. The emphasis given in this module is in accordance with the activities carried out in the pre-test. The content of the activity is also directed towards strengthening the use of *feel madhi*, *mudhari'*, *amr* and *nahyi*.

Process

This "*Jaulah Arabiyyah Ilā Hadiqah Alfi Zahr*" project has been running for one day. All the students who are required to attend are made up of the weakest students and have no basic arabic language. Before conducting the pre-test program was held as mentioned to see the level of student weakness and confidence in speaking Arabic. While after the program is

conducted, the postal test is also conducted. This project was held at Taman Seribu Bunga Ayer Keroh Melaka. Among the activities carried out are:

I. *Ṣayd al-Kunūz* (Treasure Quest)

The implementation of this activity is the same as the Treasure Hunt activity carried out by any party, but the significant difference is in terms of the implementation of the Arabic language. Each sub-activity uses fully Arabic, the participants are asked to do various sub-activities according to the instructions that have been set. In order to realize all forms of the instructions, each individual in the group must play a full role so that they can understand the instructions accurately and correctly and then successfully implement the instructions. The participants are required to discuss and communicate using Arabic, they are asked to bring an Arabic dictionary and all their movements at each *mawqif* (check-point) are supervised by the facilitator as per the following table 1:

Table 1

Check point jaulah arabiyah

Check-point	Treasure	Time
1	Vocabulary	15 minutes
2	Morphology	15 minutes
3	Number	15 minutes
4	Color shape	15 minutes
5	Sentence	15 minutes
6	Directions Map	15 minutes
7	Games	15 minutes

II. *al-Su'āl al-Jāri* (Continuous/consecutive questions)

It is a form of activity that trains participants to use question words (*al-adāwāt al-Istifhām*). This activity is carried out in pairs, i.e. they are asked to ask their respective partners quickly and smoothly using *al-adāwāt al-Istifhām*, the questions asked by both participants are simultaneously and if one of the participants gets stuck or unable to continue the query, then it is considered a failure. In the next round the winners in the first round will meet and compete in the second round, and so on until the end of the round which will see only one champion. Next, the champion of each group will meet the champion from the other group. The participants are only asked to ask questions, without having to answer questions from the other party. This activity aims to train participants or students to be able to use *al-adāwāt al-Istifhām* smoothly.

III. Memorize *feel mādhī, mudhāri, amr and nahyi*

Students are made into several groups and each group will be monitored by the lecturers involved. All students are instructed to find three words *feel mādhī*, three words *feel mudhāri*, 3 words *feel amr* and 3 words *feel nahyi*. They were told to change the verb (*tasrīf*) of each word. After being given time for half an hour they will listen in front of the lecturer for everything memorized.

Reflections on Jaulah Arabiyah Program

Throughout the activities, the students were seen to be excited and happy to follow each activity. Through the lecturer's observation and evaluation, the students showed significant

changes compared to before going to this jaulah arabic program. They seem to be more prepared and more aggressive in doing the assigned tasks. This is because before the start of each planned activity, the lecturers will provide guidance so that they do not make mistakes throughout the program.

Post Test

After completing the activities for three weeks and ending with a one-day jaulah arabiyyah activity for arabic language students (TAC151), a post test was held to test the effectiveness of this program on the mastery of Arabic vocabulary. This post test is conducted a week after the jaulah arabiyyah program using the same questions as the pre test.

Research Findings

Analysis of pre-test and post-test

The results of the pre-test and post-test analysis found that there was an increase in student scores after the *Jaulah Arabiyyah* program was held to increase students' Arabic vocabulary. This can be seen based on table 2 below

Table 2

Analysis of pre-test and post-test

Respondent	Score		
	Pre-test	Post test	Score increase
1	52	84	32
2	55	83	28
3	61	86	25
4	59	87	28
5	63	91	28
6	53	89	36
7	52	80	28
8	59	87	28
9	64	82	18
10	65	87	22
11	64	83	19
12	55	86	31
13	50	93	43
14	50	94	44
15	49	80	31
16	51	81	30
17	47	80	33
18	44	80	36
19	51	81	30
20	53	82	29
21	56	82	26
22	57	94	37
23	55	93	38
24	54	84	30
25	62	80	18

Pre and Post Test Arabic Vocabulary Mastery Scores

To further strengthen the findings of this study, the Wilcoxon paired sample test (Wilcoxon test) was conducted to determine whether the mean post-test score of students' vocabulary mastery was higher than their mean pre-test score. After the Wilcoxon paired sample test was conducted. The results of the study showed that the Arabic vocabulary mastery score after the program was carried out was higher than the Arabic vocabulary pre-test score with a value of $z = -4.378$, while the sig Asymp value was obtained as much as 0.000. That is smaller than 0.05 ($P < 0.005$). With this, the null hypothesis stating that there is no significant change in Arabic vocabulary pre-test and post-test is rejected. Therefore, the conclusion that can be made from this study is that there is a significant and large increase in the mastery of TAC151 Communication Arabic vocabulary after the *Jaulah Arabiyyah* program is conducted based on table 3.

Table 3

Vocabulary Mastery Test

Wilcoxon Test (Vocabulary Mastery Arabic word)

	Post-Pra
Z	-4.378
significant	0.000

Discussion of the teaching and learning process as a whole

Based on the research findings obtained in general, there are many changes that occur especially in understanding and identifying Arabic verbs before and after this study was conducted. The obvious change is in the increase in the scores obtained through the *Jaulah Arabic* activities implemented to improve the mastery of Arabic verbs. This can clearly be seen during the process of the activities carried out and the testing of pre and post score differences. The increase in Arabic verb mastery scores shows that this program is effective in improving students' acquisition and mastery of Arabic verbs.

Conclusion

This *Jaulah Arabiyyah* program is very good if it can be implemented every semester. However, since it involves a considerable cost to bring students outside the campus to attract their interest in learning Arabic, UiTM should be able to approve the budget to facilitate the journey of this program. This program can also be held on campus but may be quite different if held outside the campus because students will be able to feel a different atmosphere from the campus where they study every day. This kind of teaching method is very necessary to ensure that students can remember the vocabulary and verbs that are important to master in order to improve their mastery in writing and communicating in Arabic and will subsequently get good marks in the exam.

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