Mastery of Beginner Level Arabic Vocabulary Writing Ability for students of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

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Abstract

Language is the most important communication tool in interacting with anyone in this world; lots of languages have been created, all of that to make it easier to communicate with others. Because language is one of the important components in everyday life, when someone understands the language, it will be easier for him to do whatever he wants. Language proficiency is generally divided into four parts, namely, maharah al-istima‘, maharah al-kalam, maharah al-qira’ah, and maharah al-kitabah. Language also has its features. One example of a language that has privileges compared to other languages is Arabic because of its high-quality literary value for those who study it. Arabic is also destined to be the language of the Qur’an, which communicates the words of Allah S.W.T. Arabic is mandatory material for madrasah-based educational institutions for all levels. One of the keys to mastering a new language is the vocabulary of the language itself; if we can master the vocabulary of that language, then we already have the provisions to learn more about that language. This study aims to see the ability to write Arabic at the beginner level for students. To achieve these objectives, this research is qualitative in nature. Therefore, a method is used that is appropriate to this type of research, namely a qualitative research method in which the data obtained are stated as they are or are naturalistic in nature. In accordance with the test results, the average student score is 82.0; the average result explains that students are classified as able to master writing Arabic vocabulary.

Key words: Vocabulary, Arabic Language, Writing.

Introduction

Language is the most important communication tool in interacting with anyone in this world; lots of languages have been created, all of that to make it easier to communicate with others. Language is also the main, creative and fast communication tool for humans to convey ideas, thoughts and feelings. Language cannot be separated from human life because it is humans who use the language itself to interact; Language also has features (Hidayat, 2012).

One example of a language that has privileges over other languages is Arabic because of its high-quality literary value. For those who study it, Arabic is also destined to be the language of the Qur’an, which communicates the word...
of God. Because in it there is an amazing language uslub for humans and no one can match it. Arabic and the Qur’an are a unity that cannot be separated from one another. In learning the Qur’an, Arabic is an absolute requirement that must be mastered, as well as learning the language of the Qur’an means learning Arabic. Arabic is one of the most widely used languages in the world; because many people use it, Arabic has become an international language and is recognized by the world. So it is not excessive if learning Arabic needs to get emphasis and attention starting from the elementary level (Elementary School) to Higher Education Institutions, both State and Private, General and Religious, to be taught and developed according to the abilities and development of students. However, it is not an easy matter to be able to understand a foreign language (Arabic) because it is not the language of native speakers that is commonly used. So it cannot be denied that it has the potential to cause problems in learning Arabic. Arabic is mandatory material for madrasah–based educational institutions at all levels. Understanding and mastering Arabic using effective learning media can provoke student learning enthusiasm (Rahmiwati, 2018). In the current era of digitalization, attracting interest in learning and creating student activity in the learning process requires media that has an important role in conveying material (Umarella et al., 2018). Learning media needs to have an innovative element if teachers want to arouse students’ passion for learning and developing writing skills which is one of the most complex skills (Nafisah & Hidayat, 2022).

The process of learning writing skills will vary according to the learning method used. Each process of learning a skill cannot be separated from difficulties or problems, so this can hinder the process. Therefore, a solution is needed to solve this problem. Based on some of the phenomena above, the writer wants to reveal this problem more clearly. There are several methods used by the Jakarta State University Arabic Language Education Study Program to improve students’ own Writing Skills. However, there are still many students who are proficient in other language skills, but they still have not mastered good and correct Arabic writing. The teaching materials used are also sufficient to improve students’ writing skills themselves.

Language proficiency is generally divided into four parts, namely, maharah al–istima’, maharah al–kalam, maharah al–qira’ah, and maharah al–kitabah. Of course, these four language skills must complement, influence, and be influenced by each other. Experience and input gained from listening, speaking, and reading will make a valuable contribution to writing and vice versa. However, writing has a distinctive character that distinguishes it from the others. The active and productive nature of writing gives it special characteristics in terms of the manner, medium, and variety of language it uses. Writing skill (maharah al–kitabah) is the highest skill of the four language skills. Writing is an activity that has a relationship with thought processes and expression skills in written form. Writing can be said to be a very complex activity because it lies in the demands of the ability to arrange and organize ideas in a coherent and logical manner, as well as the ability to present writing in a variety of written languages and different writing conventions (Munawarah & Zulkiflih, 2021).

According to the regulation of the Minister of Religion of the Republic of Indonesia, the Arabic language subject is one of the main subjects taught at Madrasah Ibtidaiyah (MI), where this lesson can make a positive contribution for students to be able to better understand other subjects such as Fiqh, Al–Qur’an Hadith, Aqidah Akhlak and Islamic Cultural History in which there are competency standards so that students know and understand Arabic vocabulary (mufradat) related to the material in each of these subjects. Vocabulary is one of the most important elements in a language, including Arabic, in addition to the rules of grammar/knowledge of nahwu (syntax), the science of shorof (morphology), and the science of ashwaw (phonetics) (Fajriah, 2015).

Every language, including Arabic, has a vocabulary that has a function, role, and influence in learning the language in it; moreover, learning Arabic for Indonesian students also means learning a foreign language/second language; therefore, learning/expanding vocabulary is a prerequisite and requirement. underlies someone in mastering the second language (Fajriah, 2015).

Method

This study aims to see the ability to write Arabic at the beginner level for students. To achieve these objectives, this research is qualitative in nature. Therefore, a method is used that is appropriate to this type of research, namely a qualitative research method in which the data obtained are stated as they are or are naturalistic in nature. As cited by Moleong (2000), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviour (Moleong, 2021).

In this research, we use a type of qualitative research approach. The reason the researcher chose this type of research was that the research conducted focused on the process of developing Arabic language learning in maharah al–kitabah by using online media. Data collection was carried out by observation and documentation based on primary and secondary sources. This research begins with collecting factual data during the maharah al–kitabah learning activities using online media; then, we analyze the data to obtain research findings. Data analysis was carried out by recapitulating the value of maharah al–kitabah learning outcomes with online media for students of the Arabic Language Education Study Program.
Results and Discussion

Maharah in Arabic means Ability or Skill. Language skills are divided into 4, namely the ability to read, speak, write and listen. These 4 skills must be mastered by students or anyone who wants to learn a language. Vocabulary is also very important in learning a language. Therefore, vocabulary mastery is very influential on one’s writing ability, especially in Arabic. There are lots of students who are proficient in pronunciation or mastery of Arabic vocabulary, but few of them are able to put into writing what they master about the vocabulary itself. Arabic writing and Arabic pronunciation have a very large synchronization; if it is wrong in pronunciation or pronunciation, it is very likely that it is also wrong in writing.

If someone is wrong in writing, then it affects the meaning of the word itself. Because in Arabic, different writings have different meanings, even though it’s just a misspelling of the harakat and the dot on the hijaiyah letters in one sentence. Therefore the researcher wants to measure the students’ vocabulary mastery and translate it into writing that has been given through Google Forms. Students were asked to fill out the instruments that had been given by the researcher via Google Form; they were asked to connect sentences and translate them into Indonesian. And they were asked to fill in the right conjunctions to make one perfect sentence (the number of muffidahs). This study aims so that students are not only proficient in one skill but students are asked to master all language skills properly and correctly because language skills have continuity with one another, both in Arabic and any language in the world. From the tests that have been carried out, it can be seen that the mastery of students’ abilities in writing vocabulary is as follows:

Table 1. Student Learning Achievement on Writing Skills

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diva Salsabila</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Raka Ramdaega Putra Jaya</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Asiya Syifarani</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>Arin Vanasya Handhianti</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>Nawad Zahra Nafiah</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>Nabila Ayunawati</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>Albi Hazimi</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Faras Malik Abdullah</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>Hammam Usamah Al Maududi</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Zahir Alauddin</td>
<td>75</td>
</tr>
</tbody>
</table>

Assessment Criteria:

a. Very Capable : 81–100
b. Capable : 61 – 80
c. Capable Enough : 41 – 60
d. Less Fortunate : 21 – 40
e. Unable : 0 – 20

Assessment Indicator:

a. Students write the correct words that are listed in the instructions for the questions that have been given
b. Students fill in the blanks to make a complete sentence
c. After filling in the blanks with the appropriate sentences, students are asked to translate them into Indonesian.

Table 2. Measuring the average value of student learning achievement

<table>
<thead>
<tr>
<th>Mean</th>
<th>82.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>82.5</td>
</tr>
<tr>
<td>Modus</td>
<td>95</td>
</tr>
</tbody>
</table>

Based on these results, many students have mastered vocabulary and are able to ponder it and put it into sentences so that they become perfect sentences. However, there are still many who still do not master vocabulary properly and correctly, causing mistakes that can indeed be corrected by increasing practice on writing skills, especially writing vocabulary properly and correctly and being able to translate it into perfect sentences. In accordance with the test results, the average student score is 82.0; the average result explains that students are classified as able to master writing Arabic vocabulary.
Conclusion

The ability to write Arabic vocabulary is very important for students, and they also tend to understand more if they are often given exercises in an interesting and not boring method or way. In accordance with the test results, the average student score is 81.4; the average result explains that students are classified as able to master writing Arabic vocabulary.

References


