



THE USE OF FLASH CARD MEDIA TO INCREASING ARABIC VOCABULARY MASTERY

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ABSTRACT

This research is motivated by the low mastery of Arabic vocabulary and the lack of motivation of students in learning Arabic. Because the teacher only focuses on teaching materials contained in the teacher's handbook and the lack of use of interesting learning media, especially on Arabic vocabulary material, results in low student vocabulary mastery. Based on the description above, the researcher wants to describe the process of using Flashcard media & measure its effectiveness in increasing the memorization of Arabic vocabulary at MI Miftahul Ulum, Pabuaran, Subang. This classroom action research aims to measure the effectiveness of using Flashcard media on the mastery of mufradat Arabic in class VI MI Miftahul Ulum, Pabuaran. The subjects of this study were 26 students of class VI MI Miftahul Ulum Pabuaran. This research was conducted in three cycles. Based on the results of the study, it was found that there was an increase in learning outcomes by using flashcard media. In the pre-cycle of student learning outcomes in Arabic subjects by 73%. In cycle I (first), student learning outcomes in Arabic subjects increased to 77%. In cycle II (second), student learning outcomes in Arabic subjects increased to 82%. Whereas in cycle III (third), student learning outcomes in Arabic subjects experienced a significant increase to 87%.

Keywords: Arabic language; Flashcards; Vocabulary

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya penguasaan kosa kata bahasa Arab dan kurangnya motivasi siswa dalam belajar bahasa Arab. Karena guru hanya fokus pada bahan ajar yang terdapat dalam buku pegangan guru dan kurangnya penggunaan media pembelajaran yang menarik khususnya pada materi kosakata bahasa Arab mengakibatkan rendahnya penguasaan kosakata siswa. Berdasarkan uraian di atas, peneliti ingin mendeskripsikan proses penggunaan media Flashcard & mengukur efektivitasnya dalam meningkatkan hafalan kosakata bahasa Arab di MI Miftahul Ulum, Pabuaran, Subang. Penelitian tindakan kelas ini bertujuan untuk mengukur keefektifan penggunaan media Flashcard terhadap penguasaan mufradat bahasa Arab di kelas VI MI Miftahul Ulum Pabuaran. Subyek penelitian ini adalah 26 siswa kelas VI MI Miftahul Ulum Pabuaran. Penelitian ini dilakukan dalam tiga siklus. Berdasarkan hasil penelitian diketahui adanya peningkatan hasil belajar dengan menggunakan media flashcard. Pada pra siklus hasil belajar siswa pada mata pelajaran bahasa Arab sebesar 73%. Pada siklus I (pertama), hasil belajar siswa pada mata pelajaran bahasa Arab meningkat menjadi 77%. Pada siklus II (kedua), hasil belajar siswa pada mata pelajaran bahasa Arab meningkat menjadi 82%. Sedangkan pada siklus III (ketiga), hasil belajar

siswa pada mata pelajaran bahasa Arab mengalami peningkatan yang signifikan hingga mencapai 87%.

Kata kunci: Bahasa arab; Flashcard; Kosakata

INTRODUCTION

Arabic is a language written from right to left and is a series of sentences used by Arabs to express their thoughts and feelings (Ulum, 2022). Arabic is the language used in the Qur'an as Allah says in Surah Yusuf Verse: which means: We sent it down in the form of an Arabic Qur'an so that you can understand (QS; Yusuf: 2).

Learning is "A communication activity that is carried out reciprocally between students, students and teachers or lecturers in understanding, discussing, asking questions, demonstrating and practicing subject matter in class." Then Arabic is the sentences used by Arabs to express their goals (thoughts and feelings).

In learning Arabic, a direction is needed that is able to encourage, guide, foster and also develop the ability to also need a positive attitude towards Arabic in a reflective and productive manner. In Arabic the ability to understand a reading is called receptive ability. Meanwhile, the ability to use language as a means of communication, whether spoken or written, is called productive ability. To understand the sources of Islamic teachings, namely the Qur'an and Al-hadith, as well as Arabic-language books that are still related to Islamic teachings for students, Arabic language skills are needed as well as a positive attitude towards Arabic. So the purpose of Arabic in Madrasas is to achieve basic language competence, which includes four skills (maharah), namely listening (Al-istima'), speaking (Al-kalam), (Asfiati, 2016). Vocabulary mastery will be a determinant for someone in learning a language to master the four language skills.

In Arabic there are three aspects, namely the Al-Ashwat Aspect, the Al-Mufrodat Aspect (vocabulary), and the Al-Qawaid Aspect (grammar). In Arabic the vocabulary is called mufrodâ which is one of the three aspects of language that have been mentioned. In teaching a language, it cannot be separated from the mastery of the vocabulary (vocabulary). (Saputra dkk., 2022). Because it takes supporting media to facilitate memorization of mufrodat.

Hamdani (2011: 243) argues that learning media is a component of learning resources or physical vehicles that contain instructional material in the student's environment, which can stimulate students to learn. The learning media are media that carry messages or information that are instructional or contain teaching purposes.

Learning media consists of two subwords, namely media and learning. Ega Rima Wati (2016: 2) Media comes from the Latin, namely *medius* which means middle, intermediary, or introduction or it can be said that the media is an intermediary or delivery of messages from the sender to the recipient of the message. In Arabic media is *wasail* or *wasilah* which means intermediary (Rosalinda, 2020). There are many reasons for not using media in the process of learning Arabic, one of which is because the provision of learning media requires a lot of money and takes a long time. In this case the teacher does not want to take many risks, so learning Arabic makes students quickly experience boredom. One solution to the above problems is the use of learning media that are made creatively according to the learning material, so that students are more enthusiastic about participating in learning and are more effective, especially in increasing vocabulary mastery. Based on the results of the research, teaching and learning activities will be more effective and easier if assisted by visual means, where 11% are learned through the sense of hearing, while 83% are through the sense of sight (Life, 2021)

Picture cardis a tool for the learning process (Helmanto, 2020) The learning process is always aimed at increasing students' vocabulary mastery. Students who have a good level of mastery of vocabulary can support language skills. Flashcard image media is a card media that contains pictures, writing that can be made as a card game so that it is very possible for students to be interested in understanding the material presented. With flashcard media students can learn while playing. So that students' interest in learning will be greater and learning will be more enjoyable. Each card will be randomized without students knowing what is behind the cards they take randomly. Cards can contain questions or contain pictures that are equipped with questions. (Wijaya dkk., 2022)

This research is motivated by the low mastery of Arabic *mufradat* and the lack of motivation of students in learning Arabic. Because the teacher only focuses on teaching materials contained in the teacher's textbook. This study aims to measure the effectiveness of using Flashcard media on the mastery of *mufradat* Arabic in class VI MI Miftahul Ulum, Pabuaran. Based on the description above, the researcher wants to know the effect of using picture card media and measure its effectiveness in increasing Arabic vocabulary mastery at MI Miftahul Ulum, Pabuaran, Subang.

METODE PENELITIAN

In this study using a qualitative approach to the method of classroom action research (CAR). The method in this research is Classroom Action Research. The PTK model design, according to Kurt Lewin, consists of 4 components, namely (1) planning or planning, (2) action or acting, (3) observing or observing, and (4) reflection or reflecting. This qualitative approach is used to find out how the use of flashcard media or mufordat cards in improving Arabic vocabulary mastery in class VI MI Miftahul Ulum Subang students. The subjects of this study were students of class VI MI Miftahul Ulum, totaling 26 students consisting of 13 male students and 13 female students. This research was conducted at MI Miftahul Ulum, Peundeuy Hamlet, Pabuaran District, Subang Regency. Researcher, fully involved in planning, action, observation and reflection in each cycle. The techniques used in collecting data in the research that will be carried out are: observation, interviews and documentation. Observational data were obtained from observations of teacher and student activities in learning at MI Miftahul Ulum. As well as documentation data taken when the teaching and learning process is carried out in class. After the data is obtained, the data is analyzed using quantitative analysis using the percentage formula. This technique is used to analyze numerical data. The results of the analysis are consulted with the percentage table with the following criteria: observation, interview and documentation. Observational data were obtained from observations of teacher and student activities in learning at MI Miftahul Ulum. As well as documentation data taken when the teaching and learning process is carried out in class. After the data is obtained, the data is analyzed using quantitative analysis using the percentage formula. This technique is used to analyze numerical data. The results of the analysis are consulted with the percentage table with the following criteria: observation, interview and documentation. Observational data were obtained from observations of teacher and student activities in learning at MI Miftahul Ulum. As well as documentation data taken when the teaching and learning process is carried out in class. After the data is obtained, the data is analyzed using quantitative analysis using the percentage formula. This technique is used to analyze numerical data. The results of the analysis are consulted with the percentage table with the following criteria: This technique is used to analyze numerical data. The results of the analysis are consulted with the percentage table with the following criteria: This technique is used to analyze

numerical data. The results of the analysis are consulted with the percentage table with the following criteria:

very good, good, enough and less. Students are said to be complete if the individual has achieved a score of 65%. And it is said to be completed classical if the individual completion percentage is 85% (Ulum, 2022)

DISCUSSION

Flashcard Learning Media

The word media comes from the Latin word "medium" which means intermediary or introduction. It means an intermediary between the sender of the message and the recipient of the message. Media also means tools, audio-visual and instructional materials. While learning is the creation of a learning condition that is made by someone. So it can be said that learning media is a tool or intermediary used to create active communication and interaction between teachers and students in the learning process.

Suparno (in Asrori and Ahsanuddin, 2016: 3) states that learning media is something that is attempted to be used as an intermediary to convey a message and information from sources to recipients of information. Learning Media is a tool used to convey information messages (learning material), thereby stimulating attention, interest, feelings and thoughts of students in the learning process so that learning goals are achieved (Jamroni, 2020)

In using a media the teacher must look at the level or age of the students being taught. And also in terms of intellectual level, level of language skills, and social cultural background. It is very important for teachers to determine material that is relevant to students' interests. That way the media is adapted to the material so that students can attract more interest and attention of students. The media has an important role in the success of learning activities. With learning media students become more interested and active in participating in learning, on the other hand the media can also foster student creativity. Media can help teachers to save more energy in the learning process.

Rosyidi (2002: 43) argues that learning media made by teachers can be used as shortcuts in learning, including pictures made by the teacher, cut of pictures from newspapers or magazines, origami or folding cards that are used as dolls. fingers, circular cards, wall posters, flashcards, and so on. Each learning media has its own

advantages and disadvantages. To minimize the existing deficiencies, the teacher should be able to adapt the media to the situation, conditions and learning objectives. Meanwhile, according to Al-Qasimi and Assayid (in Asrori and Ahsanuddin, 2016: 12) the media are grouped into four, namely:

- 1) All kinds of display boards that are used to display certain materials, for example flannel boards, blackboards with various forms of various models, pocket boards, bulletin boards, and wall magazines (mading).
- 2) The hardware used to convey material to students. The hardware is divided into two parts, namely the first audio device, for example radio, language laboratory, and recording. And the two visual devices, for example, are slides, motion films, film strips and others.
- 3) All kinds of good pictures taken from magazines, books, newspapers, maps and posters.
- 4) Three-dimensional objects such as model objects made of plastic, wax, wood or the like.
- 5) Various computer-based interactive learning programs.

In learning vocabulary, the media that can be used is divided into two types, Rosyidi (in Unsi, 2014), namely:

a. Miniature real thing

Miniature is a form of form that is smaller than the original object, such as miniature buildings, fruits, animals, transportation tools and others. In learning Arabic miniatures can be used as learning media and the teacher's task is only to point and then pronounce and explain each mufrodat that will be taught to students.

b. Pictures or photos

Photos are pictures taken using a camera and can be used as interesting learning media. Likewise with pictures made by the teacher's own hands, and in general these pictures will be conjured up in the form of attractive cards.

The function of learning media is generally used as a tool to convey messages. Hamalik (in Rosyidi, 2009:28) mentions another function of the media in the teaching and learning process, namely as a tool used to foster students' curiosity and interest, generate motivation and stimulation in the teaching and learning process. The existence of media can also affect student psychology, help students to increase understanding, facilitate

the delivery of data, present material in an interesting way, and can also condense information.

Sudrajat (in Asrori and Ahsanuddin, 2016: 25) suggests a number of functions of learning media, including:

- a. Can overcome the limitations of experience possessed by students. If students cannot be brought directly to the object being studied, then the learning object is brought to the presence of students.
- b. Learning media can go beyond the boundaries of the classroom.
- c. With the existence of learning media, it allows for direct interaction between students and the environment.
- d. Generates a diversity of observations.
- e. Learning media can instill basic concepts that are correct, concrete, and realistic.
- f. Learning media can generate new desires and interests.
- g. Learning media can motivate and stimulate students to learn.

Learning media provide an integral/thorough experience from concrete to abstract.

Flashcard is a learning media in the form of picture cards. In making pictures, you can make them using your hands or photos, or you can use pictures or photos that have been printed and then pasted on flashcard sheets. Presentation of pictures in a flashcard is a series of messages that are printed accompanied by a description of each picture on the back of the flashcard. For the use of this flashcard itself, it is only suitable for a small range of students, namely no more than 30 students. (Rudi Susilana, Cepi Riyana, 2009:94).

Flashcard is a collection of picture cards that can be used as a game (Kusumawati and Mariono, 2016). Because of its practical form, it doesn't waste space and is easy to hold, flashcards are one of the media that is often used by teachers or teachers in the learning process, especially to master mufrodat in students. And in learning, flashcards have a role, namely the learning process is indirectly centered on students. Pictures and simple words contained in flashcards will focus more on students' attention.

Khalilullah mentions that there are four types of cards (Khalilullah: 100), including:

- 1) Question and answer cards (bithoqoh al ash-ilah wa al-ijabah)
- 2) Completion card (bithoqoh al takmilah)
- 3) Vocabulary cards (bithoqoh al mufradat)

4) Copy card (bithoqoh al musoghor)

(Septiany, 2020) explains some of the advantages and disadvantages of fast card media (flashcard). The advantages of card media are easy to carry, practical, easy to remember, and fun. Meanwhile, the disadvantages of card media are that cards can only be used in a small group scale, and require more maintenance because of their small size, it is feared that the cards will be scattered and easily lost.

The flashcard above provides additional information, namely in the form of transliteration from Arabic to Indonesian on the back of the card. Besides that, there is also an English translation and how to pronounce mufrodat. Each flashcard will trigger students' memories of the mufrodat written on the flashcard.

Mufrodat (Vocabulary)

Vocabulary in the Big Indonesian Dictionary (KBBI V) has a vocabulary meaning. In Arabic vocabulary is often referred to as sentences, mentioned by Shaykh Musthofa Al-Gholayini in his book, Jami'uddurus Al-Arabiyah (2008:5) the definition of vocabulary is:

الكلمة: لفظ يدل على معنى مفرد.

Sentences are lafadz (words) that show a single meaning.

So according to the above understanding vocabulary in Arabic is called mufrodat. Mufrodat is a collection of words that are known by a person or other entity that are part of a certain language (Mustopa 2011: 61). Mufrodat is an important component in learning Arabic that must be mastered by Arabic learners. The more mufrodat treasury mastered by students, the better the communication process using Arabic will be.

The general objectives of learning vocabulary are mentioned by Abdul Wahab (in Unsi: 2014), including:

- a) Introducing new vocabulary to students either by reading or hearing something.
- b) Train students to be able to pronounce vocabulary properly and correctly, because good and correct pronunciation will lead students to speaking and reading skills properly and correctly as well.
- c) Understand the meaning of vocabulary denotatively or lexically (stand alone), as well as when used in the context of certain sentences (connotative and grammatical meanings).

- d) Able to function the vocabulary that has been learned in the form of oral (speaking) and written expression according to the correct context.

Vocabulary Teaching Techniques

Effendy (2012: 129-133) describes several vocabulary teaching techniques and stages in learning vocabulary, including:

- a. Listen to the word. In this first stage, students are given the opportunity to listen to words spoken by the teacher or other intermediaries with repetition of two or three repetitions. The listening stage is an important stage because mistakes in the listening stage can result in errors in pronunciation and writing.
- b. Say the word. In this stage students are given the opportunity to say the words they have heard, this activity can help students to remember these words for a long period of time.
- c. Get the meaning of the word. Techniques that can be used by teachers in giving meaning to words include giving students context of sentences, simple definitions, using pictures/photos, synonyms, antonyms, using real or imitation objects, demonstrations, and the last alternative is translation.
- d. Read word. At this stage the teacher writes down the word, and provides opportunities
- e. for students to read it aloud.
- f. Write a word. By writing down the vocabulary that has just been heard, it will really help students to improve vocabulary mastery.
- g. Making sentence. The final stage in learning vocabulary is using the new vocabulary that has been learned in a perfect sentence, both orally and in writing.

RESULTS

The total number of students in class VI MI Miftahul Ulum Pabuaran is 26 students. And the entire number of MI Miftahul Ulum grade VI students were included in this PTK. Based on the results and initial observations and observations made by researchers on May 2 2023 on the ability to master mufrodat in class VI MI Miftahul Ulum Pabuaran, many students have unsatisfactory or low learning outcomes. The researcher presents all of these things in the table below:

Table of Observation Recapitulation of Arabic Vocabulary Mastery Before Implementation of PTK

| No | Scale | Category | Number | of | Percentage |
|----|-------|----------|--------|----|------------|
|----|-------|----------|--------|----|------------|

| | | | Students(i) | |
|--------|--------|-----------|-------------|------|
| 1 | 0 – 50 | Very low | 3 | 10% |
| 2 | 51–70 | Low | 7 | 30% |
| 3 | 71–80 | Currently | 9 | 35% |
| 4 | 81–90 | Tall | 6 | 20% |
| 5 | 91–100 | Very high | 1 | 5% |
| Amount | | | 26 | 100% |

Based on the table above, it can be described that students in the very low category of mufrodad mastery are 3 students or 10%, the low category are 7 students or 30%, the medium category are 9 students or 35%, the high category are 5 students or 20%, and the category very high as much as 1 student or 5%.

Implementation of PTK Cycle I (First)

The results of the data obtained from the pre test / pre cycle, the learning process carried out can be analyzed that: learning seems boring, uninteresting, students are not motivated to accept the material being taught because the learning process is monotonous and only races on textbooks and does not use media which can attract students' attention.

Cycle I (first) which was held on Tuesday, May 9 2023, in class VI MI Miftahul Ulum Pabuaran. The number of students who took part in cycle I (first) learning was 26 students consisting of 13 male students and 13 female students. For a description of the stages of cycle I (first) it can be stated as follows:

1. Planning Stage

Based on the results of observations of the initial conditions before PTK on class VI students, it can be obtained data that there were 3 students in the very low category of learning outcomes, 7 students in the low category, 9 students in the medium category, 5 students in the high category, and 5 students in the very high category. as high as 1

student. Therefore, guided by the 2013 Arabic subject curriculum, preparations were made for cycle I (first) as follows: the researcher agreed on the basic competencies that had been chosen by the subject teacher to be studied in class. The basic competence in question is "Understanding social functions and linguistic elements (sounds, words and meanings) of simple texts related to the theme:

العطلة (Holiday) By paying attention to the structure of fi'il madhi, which involves giving orders, prohibiting and asking for permission.

The researcher prepares learning tools that will be used in the learning process, such as laptops, flashcards, LCD projectors, MI Miftahul Ulum Pabuaran Arabic textbooks for class VI, attendance lists for class VI students, etc.

2. Implementation/Action Stage

As for the implementation of the use of flashcard media in cycle I (first) the researcher presented learning using a game method. The steps are as follows:

- a. The researcher places the cards randomly in a box that is far from the students,
- b. Preparing students to compete
- c. The researcher instructs students to look for cards that contain images, text, or symbols that match the order, for example looking for pictures of beaches, then students run over to the box to look for cards with pictures of beaches,
- d. After getting the card students return to their original place,
- e. Then students are asked to explain the contents of the card.

3. Observation/Observation Stage

During the implementation/action stage, the researcher also made observations/observations on students through the student observation format/observation sheet (Attachment) which had previously been prepared with the aim of knowing the extent to which mufradat mastery in improving student learning outcomes. Observations were also made at the end of the lesson by giving rote tests to students.

After the memorization test was held for students, it was obtained data that there were still students who had low and moderate learning outcomes category scores. This can be stated in the following table:

Table of Recapitulation of Arabic Learning Results Silkus I (First)

| No | Scale | Category | Number of Students(i) | Percentage |
|---------------|----------|-----------|-----------------------|------------|
| 1 | 0 – 50 | Very low | 1 | 5% |
| 2 | 51–70 | Low | 5 | 20% |
| 3 | 71–80 | Currently | 11 | 40% |
| 4 | 81–90 | Tall | 6 | 25% |
| 5 | 91 - 100 | Very high | 3 | 10% |
| Amount | | | 26 | 100% |

The table above describes that there are still 1 student or 3% of students with very low learning outcomes, 5 students or 20% of low category, 11 students or 40% of medium category, 6 students of high category and 3 students of very high category. or 10%.

4. Reflection Stage

Based on the action research of class I (first), it shows that the learning outcomes of class VI students still have a very low category value of 1 student, 5 students in the low category, and 11 students in the medium category. This has not shown a significant increase so that cycle II (second) PTK is needed.

There are several things that need to be streamlined by researchers in the next classroom action research so that the implementation of learning by using mufrodats cards is more improved, including the following:

- a Researchers have not given opportunities to students to associate new experiences with previous experiences due to insufficient time allocation. So for the next cycle the researcher must be able to control the time in learning.
- b Less opportunity for students to summarize or conclude the lessons that have

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been taught because there are still students who are still chatting or joking with their friends so that for the next cycle the researcher will be more assertive in reprimanding students.

Implementation of PTK Cycle II (Second)

For cycle II (second) it will be held on Tuesday, 16 May 2023 in class VI MI Miftahul Ulum Pabuaran. The number of students participating in cycle II (second) learning was 26 students consisting of 13 male students and 13 female students. For a description of the stages of cycle II (second) it can be stated as follows:

1. Planning Stage

Based on the learning outcomes of MI Miftahul Ulum class VI students in cycle I (first), data was obtained that there were still students who had very low category values of 1 student or 5%, low category 5 students or 10%, and medium category as many as 11 students or 40%. Therefore, guided by the 2013 Arabic subject curriculum, preparations were made for cycle I (first) as follows: the researcher agreed on the basic competencies that had been chosen by the subject teacher to be studied in class. The basic competence in question is "Understanding social functions and linguistic elements (sounds, words and meanings) of simple texts related to the theme:

العطلة (Holiday) By paying attention to the structure of fi'il madhi, which involves giving orders, prohibiting and asking for permission.

The researcher prepares learning tools that will be used in the learning process, such as laptops, flashcards, LCD projectors, MI Miftahul Ulum Pabuaran Arabic textbooks for class VI, attendance lists for class VI students, etc. Before holding the lesson, the researcher prepares, organizes, and organizes the learning tools as well as possible in order to create a pleasant and comfortable atmosphere for students.

2. Implementation/Action Stage

Learning begins with cultivating students' interest spiritually by reading prayers together, and reading the letter Al-Fatihah. Then, before continuing learning with this flashcard media, the researcher reviewed the material about the mufrodat that had been submitted beforehand.

As for the implementation of the use of flashcard media in cycle II (second) the researcher presented learning using a game method. The steps are as follows:

- a. The researcher places the cards randomly in a box that is far from the students,
- b. Preparing students to compete

- c. The researcher instructs students to look for cards that contain images, text, or symbols that match the order, for example looking for pictures of beaches, then students run over to the box to look for cards with pictures of beaches,
- d. After getting the card students return to their original place,
- e. Then students are asked to explain the contents of the card.

3. Observation/Observation Stage

At the stage of implementation/action taking place, the researcher also made observations of students through the student observation format that had previously been prepared with the aim of knowing the extent to which student learning increased by using flashcard media in mastering Arabic/mufradat vocabulary. Observations were also made before ending the study the researcher returned to evaluate the ability to memorize mufrodat using this flashcard media from cycle I (first) to cycle II (second).

From a total of 26 students, data was obtained that the results of learning Arabic for class VI students no longer had students who had very low category values, this was stated in the following table:

Table of Recapitulation of Arabic Learning Outcomes Cycle II (Second)

| No | Scale | Category | Number of Students(i) | Percentage |
|---------------|----------|-----------|-----------------------|------------|
| 1 | 0 – 50 | Very low | 0 | 0% |
| 2 | 51–70 | Low | 3 | 10% |
| 3 | 71–80 | Currently | 11 | 40% |
| 4 | 81–90 | Tall | 7 | 30% |
| 5 | 91 - 100 | Very high | 5 | 20% |
| Amount | | | 26 | 100% |

The table above describes that students in the low category of learning outcomes are 3 students or 10%, the medium category is 11 students or 40%, the high category is 8 students or 30%, and the very high category is 5 students or 20%. Some students have been successful and active in individual and group learning. And for the implementation of learning using flashcard media it has been implemented well because it can improve the learning outcomes of Arabic students of class VI MI Miftahul Ulum.

Implementation of PTK Cycle III (Third)

For cycle III (third) it will be held on Tuesday, 23 May 2023 in class VI MI Miftahul Ulum Pabuaran. The number of students participating in cycle III (third) learning was 26 students consisting of 13 male students and 13 female students. For a description of the stages of cycle III (third) it can be stated as follows:

1. Planning Stage

Based on the learning outcomes of MI Miftahul Ulum class VI students in cycle II (second), data was obtained that there were still students with low learning outcomes categories of 3 students or 10%, medium category of 11 students or 40%, high category of 8 students or 30 %, and very high category as many as 5 students or 20%. Therefore, guided by the 2013 Arabic subject curriculum, preparations were made for cycle I (first) as follows: the researcher agreed on the basic competencies that had been chosen by the subject teacher to be studied in class. The basic competence in question is "Understanding social functions and linguistic elements (sounds, words and meanings) of simple texts related to the theme:

العطلة(Holiday)

By paying attention to the structure of fi'il madhi, which involves giving orders, prohibiting and asking for permission.

The researcher prepares learning tools that will be used in the learning process, such as laptops, flashcards, LCD projectors, MI Miftahul Ulum Pabuaran Arabic textbooks for class VI, attendance lists for class VI students, etc. Before holding the lesson, the researcher prepares, organizes, and organizes the learning tools as well as possible in order to create a pleasant and comfortable atmosphere for students.

2. Implementation/Action Stage

Learning begins with cultivating students' interest spiritually by reading prayers together, and reading the letter Al-Fatihah. Then, before continuing learning with this flashcard media, the researcher reviewed the material about the mufrodat that had been submitted beforehand.

As for the implementation of the use of flashcard media in cycle III (third) the researcher presents learning using the game method. The steps are as follows:

- a. The researcher places the cards randomly in a box that is far from the students,
- b. Preparing students to compete
- c. The researcher instructs students to look for cards that contain images, text, or

symbols that match the order, for example looking for pictures of beaches, then students run over to the box to look for cards with pictures of beaches,

- d. After getting the card students return to their original place,
- e. Then students are asked to explain the contents of the card.

3. Observation/Observation Stage

At the stage of implementation/action taking place, the researcher also made observations of students through the student observation format that had previously been prepared with the aim of knowing the extent to which student learning increased by using flashcard media in mastering Arabic vocabulary (mufradat). Observations were also made before ending the study the researcher returned to evaluate the ability to memorize mufradat using this flashcard media from cycle I (first) to cycle III (third).

From a total of 26 students, data was obtained that the results of learning Arabic for class VI students no longer included students who had low category values, so all students had achieved medium, high, and very high learning outcomes categories, this can be stated in the following table:

Table of Recapitulation of Arabic Learning Outcomes Cycle III (Third)

| No | Scale | Category | Number of Students(i) | Percentage |
|---------------|----------|-----------|-----------------------|------------|
| 1 | 0 – 50 | Very low | 0 | 0% |
| 2 | 51–70 | Low | 0 | 0% |
| 3 | 71–80 | Currently | 8 | 31% |
| 4 | 81–90 | Tall | 10 | 38% |
| 5 | 91 - 100 | Very high | 8 | 31% |
| Amount | | | 26 | 100% |

The table above describes that there are no students with low learning outcomes. And most students have succeeded in experiencing an increase in Arabic learning outcomes, namely the moderate category of 8 students or 31%, the high category of 10 students or 38%, and the very high category of 8 students or 31%, some students have been successful and active in individual learning as well as groups. And for the implementation of learning using flashcard media it has been implemented well because it can improve the learning outcomes of Arabic students of class VI MI Miftahul Ulum.

Discussion of Research Results Cycle I, II, III

Based on the results of research during the learning process starting from cycle I (first) and cycle II (second), student learning outcomes in Arabic subjects continued to increase. Student learning outcomes continued to increase, not only because of that but the researchers also managed to build good cooperation with students so that there was an increase in Arabic learning outcomes. By using flashcards students are more focused and indeed that is what students expect in learning. The data on the percentage of student learning outcomes as a whole in Arabic subjects starting from pre-action, cycle I (first), and cycle II (second) can be presented in the table below:

Table of Cumulative Data of Class VI Student Learning Outcomes

| No | Student's name | Student learning outcomes | | | | Ket |
|---------------|--------------------------|---------------------------|-------------|-------------|-------------|------|
| | | Pre Action | Cycle I | Cycle II | Cycle III | |
| 1 | Agnia Rifani | 77 | 79 | 83 | 87 | Good |
| 2 | Ajeng Zahrotun Nisa | 88 | 91 | 92 | 95 | Good |
| 3 | Aurah Oktavia Pramulyana | 85 | 86 | 89 | 92 | Good |
| 4 | Aureliana Anindita Putri | 85 | 87 | 89 | 93 | Good |
| 5 | Azkie Aenul Wardah | 87 | 89 | 93 | 95 | Good |
| 6 | Banna Khalifa Atmam | 65 | 69 | 75 | 80 | Good |
| 7 | Darmawan | 58 | 63 | 75 | 80 | Good |
| 8 | Fauzan Alfaruq | 88 | 91 | 93 | 95 | Good |
| 9 | Fawwaz Adrian Kamil | 78 | 80 | 80 | 86 | Good |
| 10 | Fizri Fazriyatul Umairah | 80 | 84 | 88 | 93 | Good |
| 11 | Hamzah Nasyuha | 65 | 72 | 77 | 80 | Good |
| 12 | Science Nuraeni | 80 | 84 | 87 | 89 | Good |
| 13 | Muhammad Azharul Fiqri | 78 | 80 | 80 | 86 | Good |
| 14 | Muhammad Dzaki Alparizi | 50 | 60 | 68 | 78 | Good |
| 15 | Muhammad Zhidan B. | 65 | 73 | 78 | 84 | Good |
| 16 | Muhammad Khoerul Fahmi | 62 | 72 | 77 | 80 | Good |
| 17 | Rafiq Zakir Daulai | 63 | 67 | 76 | 80 | Good |
| 18 | Rizky Sulthonul Dzaky | 78 | 78 | 80 | 87 | Good |
| 19 | Saidah Nur Azzahra | 78 | 80 | 80 | 85 | Good |
| 20 | Saskia Nur Apipah | 67 | 75 | 79 | 84 | Good |
| 21 | Sela Malelani | 80 | 80 | 84 | 88 | Good |
| 22 | Syifa Nadila Azzahra | 50 | 50 | 65 | 78 | Good |
| 23 | Taufiq Pahrul Rozi | 86 | 88 | 91 | 93 | Good |
| 24 | Virnia Rahma | 91 | 94 | 95 | 97 | Good |
| 25 | Wildan Azkharul Fiqry | 50 | 61 | 67 | 78 | Good |
| 26 | Zahra Salsabila | 80 | 80 | 85 | 89 | Good |
| Amount | | 1914 | 2013 | 2126 | 2252 | |

| | | | | |
|----------------|------------|------------|------------|------------|
| Average | 73% | 77% | 82% | 87% |
|----------------|------------|------------|------------|------------|

Based on the cumulative data and the percentage of student learning outcomes as a whole above, it can be seen that at the Pre-Action stage, student learning outcomes in Arabic subjects were 73%. In cycle I (first), student learning outcomes in Arabic subjects increased to 77%. In cycle II (second), student learning outcomes in Arabic subjects increased to 82%. Whereas in cycle III (third), the learning outcomes of students in Arabic subjects experienced a significant increase to 87%.

During the implementation of classroom action research starting from pre-action, cycle I (first), cycle II (second), and cycle III (third) there has been a significant increase in student learning outcomes:

1. Improved learning outcomes from pre-action to cycle I (first)

Based on student learning outcomes data, it can be described that students with very low learning outcomes in mufrodat mastery are 3 students or 10%, low category are 7 students or 30%, medium category are 9 students or 35%, high category are 6 students or 20 %, and very high category as much as 1 student or 5%. Then the action was held in cycle I (first), it was seen that the learning outcomes in the very low category were still 1 student or 3%, the low category was 5 students or 20%, the medium category was 11 students or 40%, the high category was 6 students and very high category as many as 3 students or 10%.

Based on the description above, it can be seen that the increase in student learning outcomes from pre-action to cycle I (first) was not significant. Therefore, the researcher concluded that the research must be continued in cycle II (second).

2. Increasing learning outcomes from cycle I (first) to cycle II (second)

From the data on student learning outcomes in cycle I (first), it can be seen that students with very low learning categories still exist, namely as many as 1 student or 5%, low category as many as 5 students or 20%, medium category as many as 11 students or 40%, high category as many as 6 students and very high category as many as 3 students or 10%. Furthermore, after the action was held in cycle II (second), it was seen that there were still students who had learning outcomes in the low category of 3 students or 10%, the medium category of 11 students or 40%, the high category of 8 students or 30%, and the very high as

many as 5 students or 20%. Some students have been successful and active in individual and group learning.

Based on the description above, it can be seen that the increase in student learning outcomes from pre-action to cycle II (second) was not significant. Therefore, the researcher concluded that the research must be continued in cycle III (third).

3. Increasing learning outcomes from cycle II (second) to cycle III (third)

From the data in cycle II (second), it can be seen that there are still students who have low category learning outcomes of 3 students or 10%, medium category of 11 students or 40%, high category of 8 students or 30%, and very high category as many as 5 students or 20%. Furthermore, after the action was held in cycle III (third), it was seen that there were no more students who had low category values, but the medium category was 8 students or 31%, the high category was 10 students or 38%, and very high was 8 students or 31%, some students have been successful and active in individual and group learning. And for the implementation of learning using flashcard media it has been implemented well because it can improve the learning outcomes of Arabic students of class VI MI Miftahul Ulum.

Based on the description above, it can be seen that there was an increase in student learning outcomes from cycle II to cycle III, and the increase in student learning outcomes was significant. Therefore, after reflecting on cycle III (third), the researcher concluded that the research had been completed.

CONCLUSION

The use of flashcard media in learning Arabic for class VI MI Miftahul Ulum Dusun Peundeuy Pringkasap Village, Pabuaran Subang District, is very helpful for students in improving their memorization and mastery of Arabic vocabulary easily and quickly. In implementing this flashcard media, researchers found several benefits in its application including: Learning becomes more interesting and fun, Classes become livelier and students become more active, Increased student memory because it is accompanied by seeing pictures on flashcards, Increased curiosity of students about learning material.

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