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The Utilization of Picture Puzzle Media to Enhance Arabic Vocabulary Mastery at Madrasah Ibtidaiyah Bandar Lampung

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Abstract

This study aims to implement and explore the use of pictorial puzzle media in enhancing students' Arabic vocabulary mastery. The method used in this study is Classroom Action Research (CAR), conducted in 2 cycles, with each stage consisting of four steps: planning, implementation, observation, and reflection. The research instruments used were student observation sheets and test results. From the preliminary study conducted on 13 students, only 3 students achieved the minimum mastery criteria, while 10 students did not, with an average score of only 69.7, whereas the minimum mastery criteria at Madrasah Nurul Hikmah is 75, indicating that the students' scores were still below the minimum mastery criteria. The research results after implementing pictorial puzzle media showed an increase in the Arabic vocabulary mastery of class V students at Madrasah Nurul Hikmah Bandar Lampung. This was evidenced by the increase in the average scores of students, which rose from 69.7 in the pre-cycle to 74.6 in cycle I and 88.5 in cycle II. The regular use of pictorial puzzle media can enhance students' ability to master Arabic vocabulary. This indicates that this method can be an effective solution for improving Arabic language learning in Madrasahs, and provides evidence that using visual approaches can greatly aid in improving students' learning outcomes.

Keywords: Arabic Language; Pictorial Puzzle Media; Vocabulary Mastery

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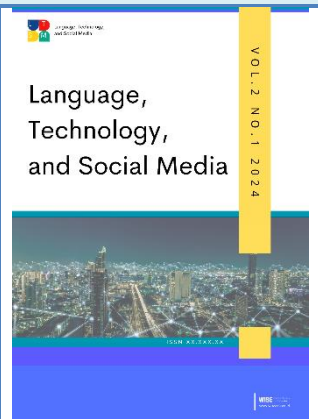
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INTRODUCTION

Arabic language learning is a process in which a teacher imparts materials or teaching resources about the Arabic language, tailored to the educational level and abilities of the students [1]–[3]. The teaching of Arabic as a foreign language in Indonesia faces various challenges, both from the teachers and the learners, including at the university level [4]–[6]. Common issues include the level of student commitment to learning and the dedication of teachers to teaching, and these can be categorized into linguistic and non-linguistic problems [1], [7], [8]. In classroom activities for Arabic subjects, the teaching is not directed towards developing communication skills, as the focus is more on the language as a science rather than as a tool for communication [9]–[11]. Such symptoms are common results of the current education process in Indonesia [12]. It is crucial for teachers to pay attention to the students' abilities during the learning process, both in their teaching approach and in developing students' thinking skills [13]–[16]. However, in reality, this issue remains a challenge that has not been fully resolved in the current educational realm [17].

Language is an essential tool for communication, aimed at facilitating communication with others in conveying ideas, thoughts, and feelings, making it inseparable from human life [18]–[21]. Among many languages, Arabic is one of the oldest languages in the world, evidenced by the discovery of Arabic literature [22]. Arabic is also crucial for understanding the primary sources of Islamic teachings, namely the Qur'an and Hadith, as well as Arabic-language books related to Islam [23]. For educators, the Arabic language subject is designed to encourage, guide, develop, and foster positive attitudes towards Arabic, to understand others' speech, comprehend reading materials, and use the language as a communication tool both orally and in writing [24]. Therefore, Arabic in Madrasahs is prepared for achieving basic language competencies, encompassing four integral language skills, namely listening (*maharatu al-istima'*), speaking (*maharatu al-kalam*), reading (*maharatu al-qira'ah*), and writing (*maharatu al-kitabah*) [25].

In an interview with Mrs. Fadilla Yanwar, an Arabic language teacher for class V at Madrasah Ibtidaiyah Nurul Hikmah, it was revealed that the teaching media used so far has been limited to textbooks [26]. This results in a less engaging learning process and students feeling bored. Therefore, it is crucial to implement innovative and engaging teaching media, such as pictorial puzzles, to enhance learning motivation and vocabulary mastery among students [27]. The use of pictorial puzzle media in Arabic language learning is expected to increase students' interest in learning, make the learning process more enjoyable, and ultimately improve Arabic vocabulary mastery [28]. Based on these issues, this study aims to determine the effectiveness of using pictorial puzzle media in enhancing the Arabic vocabulary mastery of class V students at Madrasah Ibtidaiyah Nurul Hikmah Bandar Lampung. This study seeks to address the primary issue of whether the use of pictorial puzzle media can significantly improve students' Arabic vocabulary mastery compared to the conventional methods commonly used in schools.

To achieve this objective, the study employs an experimental method with a pre-test and post-test design. Class V students are divided into two groups: the experimental group, which uses pictorial puzzle media in Arabic language learning, and the control group, which uses conventional teaching methods. Data collection is carried out through vocabulary mastery tests administered before and after the intervention to both groups. The results of this study are expected to contribute to the development of more effective teaching methods for enhancing Arabic vocabulary mastery at the Madrasah Ibtidaiyah level. Furthermore, the findings will provide valuable information for

teachers and educational policymakers in their efforts to improve the quality of Arabic language instruction.

METHODS

This study uses a qualitative approach, which is employed to investigate objects that cannot be measured with numbers or other exact measurements but rather based on spoken and written words, as well as observable behaviors of the subjects studied. According to Bogdan and Taylor in Lexy J. Moleong's book, qualitative methodology is defined as a research procedure that presents descriptive data in the form of written or spoken words from observed people or actors. This study uses Classroom Action Research (CAR), which involves the teacher's actions to improve the process and outcomes of learning. During the actions, the researcher observes the changes in student behavior and the factors that contribute to the success or failure of the actions taken. CAR aims to develop the most efficient and effective teaching strategies in natural situations (non-experimental). The subjects of this study were the fifth-grade students of Madrasah Ibtidaiyah Nurul Hikmah, totaling 13 students.

This study was conducted in two cycles, with each cycle consisting of two meetings. Each cycle comprised several actions taken until the teaching media used was successful. The lesson plan used the Kemmis and McTaggart model, which consists of four main components: (1) Planning: Designing the actions to be implemented. (2) Acting: Implementing the planned actions. (3) Observing: Observing the process and impact of the actions taken. (4) Reflecting: Evaluating the results of the actions and observations for improvements in the next cycle. The instruments used in this study included test questions, teacher and student observation sheets, interviews, and documentation. Data collection techniques in this study were carried out through observation and tests. The collected data were analyzed using both quantitative and qualitative analysis to provide a comprehensive overview of the effectiveness of the actions taken.

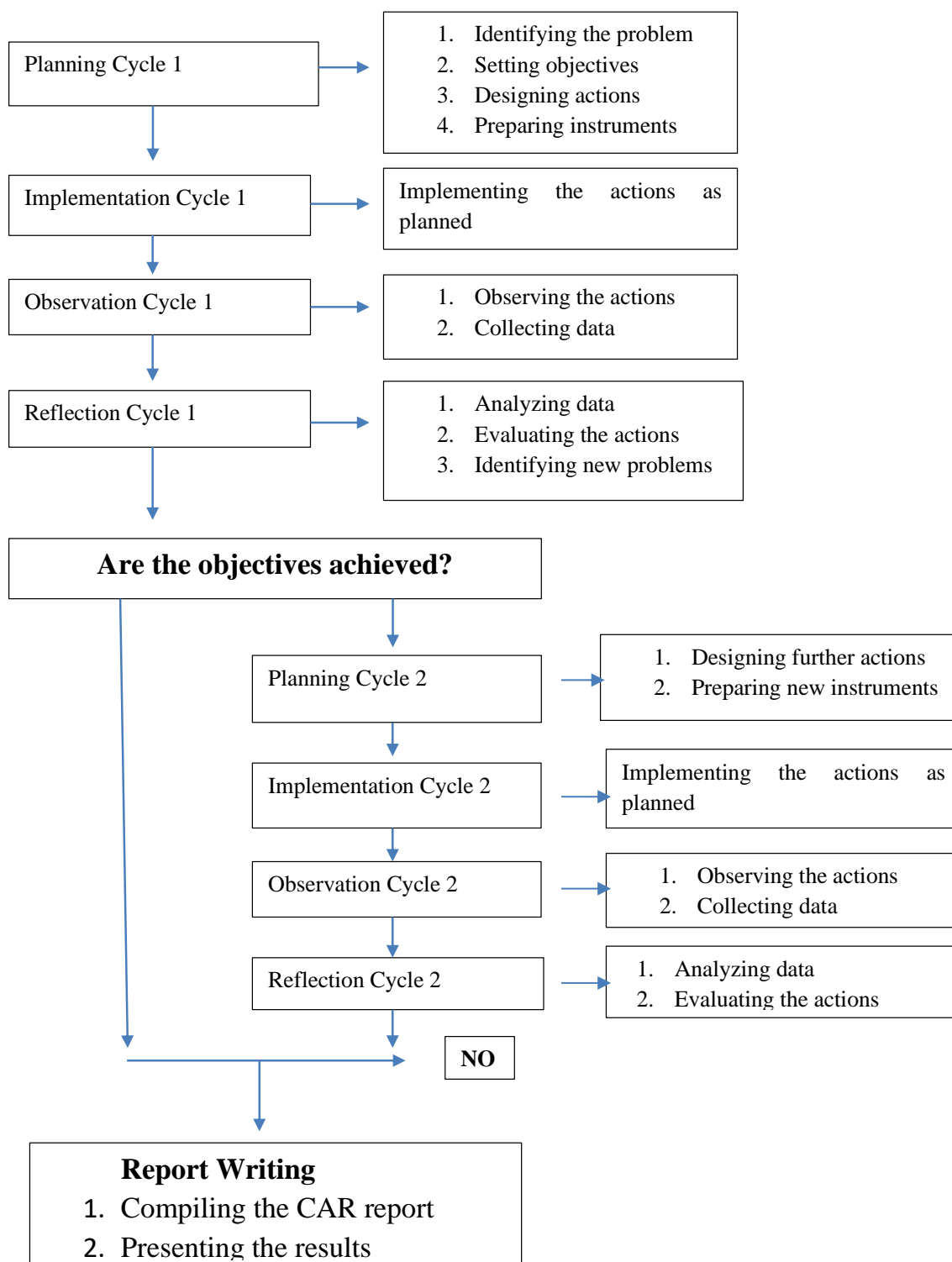


Figure 1. Flowchart of the Classroom Action Research

RESULTS AND DISCUSSION

This study aimed to determine the effectiveness of using pictorial puzzle media in enhancing the Arabic vocabulary mastery of fifth-grade students at Madrasah Ibtidaiyah Nurul Hikmah Bandar Lampung. The research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The following are the results from each cycle:

Table 1. The results of each cycle in Classroom Action Research

	Pre-Cycle	Cycle I	Cycle II
Number of Students	13	13	13
Students Passed	3 (23%)	7 (53.8%)	11 (84.6%)
Students Failed	10 (77%)	6 (46.2%)	2 (15.4%)
Average Score	69.7	74.6	88.5

Based on these results, there is a significant improvement in the students' Arabic vocabulary mastery. In the pre-cycle, only 23% of students passed with an average score of 69.7. After implementing the pictorial puzzle media, there was an increase in Cycle I, with 53.8% of students passing and an average score of 74.6. This improvement continued into Cycle II, with 84.6% of students passing and an average score of 88.5.

Pre-Cycle

In the pre-cycle stage, an initial test was conducted to measure students' mastery of Arabic vocabulary before using pictorial puzzle media. Of the 13 participating students, only 3 students (23%) passed with an average score of 69.7. The majority of students, 10 students (77%), had not yet reached the set passing standard.

Cycle I

In Cycle I, the research was carried out through several stages as follows:

- Planning:** Preparing a lesson plan using pictorial puzzle media specifically designed for Arabic vocabulary material; Preparing the necessary tools and materials, such as pictorial puzzle cards with Arabic words that match the curriculum; Creating an implementation schedule and success indicators for each session.
- Implementation:** Conducting the lesson using pictorial puzzle media. Students were invited to play puzzles while learning Arabic vocabulary; The teacher provided instructions and guidance in using the puzzles and helped students understand the words on the puzzles.
- Observation:** Observing student engagement and interaction during the learning process ; Recording student responses to the learning media used, including difficulty levels and their interest.
- Reflection:** Evaluating the observation results to identify strengths and weaknesses in the implementation of pictorial puzzle media; Developing improvement plans for the next cycle based on findings from the first cycle.

The results from Cycle I showed significant improvement in students' mastery of Arabic vocabulary. A total of 7 students (53.8%) passed with an average score of 74.6, while the number of students who did not pass decreased to 6 students (46.2%).

Cycle II

In Cycle II, improvements were made based on reflections from Cycle I. This stage included:

- a. **Planning:** Refining the lesson plan with more engaging and challenging uses of pictorial puzzle media; Increasing the number and variety of puzzle cards to enhance student engagement.
- b. **Implementation:** Continuing the lesson with the refined method. Students were invited to complete puzzles of varying difficulty levels; The teacher provided more time and opportunities for students to practice and offered individual guidance.
- c. **Observation:** Conducting more in-depth observations of student interactions with the learning media; Recording improvements in students' skills in understanding and using Arabic vocabulary.
- d. **Reflection:** Evaluating the results from Cycle II to assess the effectiveness of the improvements made; Compiling a final report based on findings from both cycles.

The results from Cycle II showed even greater improvement. A total of 11 students (84.6%) passed with an average score of 88.5. The number of students who did not pass significantly decreased to only 2 students (15.4%). Based on the results of this study, it can be concluded that the use of pictorial puzzle media significantly improves the mastery of Arabic vocabulary among fifth-grade students at Madrasah Ibtidaiyah Nurul Hikmah Bandar Lampung. The cyclic approach involving planning, implementation, observation, and reflection proved effective in enhancing students' learning outcomes.

The implementation of creative and interactive learning media, such as pictorial puzzles, can be an effective alternative for improving the quality of Arabic language learning in elementary schools. The results of this study indicate that innovative teaching methods not only improve students' academic performance but also increase their interest and motivation to learn. Thus, the use of pictorial puzzle media can be recommended as an effective teaching strategy for teachers in teaching Arabic vocabulary.

Discussions

The aim of this study was to determine whether the implementation of pictorial puzzle media can improve students' Arabic vocabulary mastery. The research results indicate that using this media is effective in enhancing vocabulary mastery, as evidenced by the increase in average student scores and the percentage of students passing in each cycle. The uniqueness of this study lies in the use of pictorial puzzle media, which is rarely used in Arabic language teaching at the elementary school level. This media has proven to attract students' interest, make learning more interactive, and increase learning motivation. This research contributes new insights into Arabic language teaching methods, particularly with the use of innovative and creative media like pictorial puzzles.

The application of pictorial puzzle media not only improves vocabulary mastery but also provides a pleasant learning experience for students. Teachers are encouraged to be more creative in selecting appropriate teaching media to enhance teaching effectiveness. This research aligns with the findings of Noza Aflisia and Partomuan Harahap [26], which indicate that the problems in learning Arabic can be minimized through the implementation of supportive programs from the study program and the enhancement of teacher or lecturer competencies. Both studies emphasize the importance of engaging and effective teaching methods to overcome learning challenges.

However, my research demonstrates the success of a specific innovative tool (pictorial puzzles) in a primary education setting, while the comparison article provides a broader analysis of challenges faced by university students from non-Madrasah backgrounds and suggests comprehensive improvements in the educational approach.

This study is also in line with the research conducted by Andi Arif Pamessangi, which emphasizes the importance of engaging and effective teaching methods to overcome learning challenges. However, there are differences in the focus and context of the two studies. This research highlights the effectiveness of specific tools in the context of elementary education, whereas Andi's study offers a comprehensive analysis of challenges and solutions in higher education. Nevertheless, both studies underscore the importance of effective teaching methods. Further research can be conducted to test the effectiveness of this media in other aspects of Arabic language learning, such as speaking and writing skills.

In line with the research conducted by Muhamad Fidri et al., it is stated that engaging and effective teaching methods are essential for overcoming learning challenges, and appropriate learning media can enhance students' motivation, active participation, and understanding. Furthermore, the research emphasizes the importance of innovation in teaching methods to achieve better learning outcomes. While there are similarities between this research and previous studies, this study focuses specifically on the use of picture puzzles as an innovative tool to enhance vocabulary mastery. By utilizing picture puzzles, it is expected to create a more engaging and enjoyable learning experience, thereby significantly improving students' vocabulary mastery. Thus, this study demonstrates that using pictorial puzzle media is an effective and innovative method to improve the Arabic vocabulary mastery of fifth-grade students at Madrasah Ibtidaiyah Nurul Hikmah Bandar Lampung. This research provides new perspectives on Arabic language teaching methods that can be adopted by other teachers to improve educational quality.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that the implementation of pictorial puzzle media in Arabic language learning significantly enhances the vocabulary mastery of fifth-grade students at Madrasah Ibtidaiyah Nurul Hikmah Bandar Lampung. The improvement is evident from the increase in the average student score, which rose from 69.7 in the pre-cycle to 88.5 in cycle II, and the percentage of students passing, which increased from 23% in the pre-cycle to 84.6% in cycle II. The application of this media made learning more engaging and interactive, ultimately boosting students' motivation and learning outcomes. Therefore, pictorial puzzle media can be recommended as an innovative method in Arabic language learning.

LIMITATIONS

This study is limited by its small sample size of 13 students from a single school, which may not represent a broader population. Additionally, the study only focused on vocabulary mastery and did not assess other language skills. The results may not apply to different subjects or educational contexts, and the short duration of the study limits its ability to measure long-term effects.

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AUTHOR CONTRIBUTION

D.S. was responsible for conceptualizing the study, conducting data collection, performing the initial analysis, and drafting the manuscript. S.S. contributed to the development of the methodology, supervised the data analysis, and undertook the critical review and editing of the manuscript. I. provided theoretical guidance, validated the analysis, and led the final revision of the manuscript. All authors have read and approved the final version of the manuscript for publication.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used ChatGPT during the preparation of this work to enhance grammar and language accuracy. After utilizing the tool, the authors thoroughly reviewed and edited the content as necessary and assumed full responsibility for the publication's content.

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