



## APPLICATION OF THE SINGING METHOD TO IMPROVE ARABIC VOCABULARY MEMORY IN MI DARUSSALAM

Mamluatun Naimah<sup>1</sup>, Muallim Wijaya<sup>2</sup>

<sup>1,2</sup>Universitas Nurul Jadid

Email: mamluahmirna544@gmail.com<sup>1</sup>, mw@unuja.ac.id<sup>2</sup>

### Abstract:

The purpose of this study was to find out how the singing method helps students at MI Darussalam retain more Arabic vocabulary. Qualitative research is used in this study. Teachers and students are research subjects. This research can use interviews, observation, and documentation as supporting methods for collecting data. Descriptive analysis can be used for data analysis. In this study, the information checks used were information derivation, information display and final. The results of this study are that most of the learning atmosphere is strong, imaginative, creative, and successful in training. Students are happy and cheerful when the learning process takes place.

**Keywords:** *Arabic, Vocabulary, Singing*

### INTRODUCTION

Arabic as a foreign language in Indonesia plays an important role, especially for Muslims, as a means to understand Islamic texts such as the Koran and Hadith (Haniah, 2018). According to Anshor (2009), the language of the Arabic religion implies that adherents must understand true religious teachings. One of the advantages of learning Arabic is that when someone wants to disseminate information through teaching, what is needed is a good and correct argument, not only that Arabic also plays an important role in various aspects of life, because Arabic is one of the international languages, so we need to study it, and learn to be able to understand communication or information using that language (Jufrih et al., 2023).

In learning Arabic, problems often occur, both in terms of linguistics and non-linguistics. both from students and teachers, which can cause learning not to be completed according to plan. On the other hand, learning a foreign language from an early age is very important because it prepares children for broader language knowledge. As a result, mastering and understanding Arabic is very important. It would be ideal if learning started earlier. It is faster to record what happened and prepare children for more comprehensive foreign language knowledge because children's early memory tends to be easy to remember. In fact, as educators, we should concentrate more on what we want to convey to students. Because, the slightest mistake will be deadly to what they answer. Educators need to have a way for beginners to learn to pronounce words, such as makhorijul letters (Jufrih et al., 2023).

Vocabulary is basically one aspect of language learning. Children need to have a large vocabulary or vocabulary. As can be seen from the previous explanation, the child's vocabulary is very important because language itself is a means of communication. In everyday life, humans practice language by processing words into sentences. As a result, if you want to become proficient in a language, you have to be able to understand it in order to master vocabulary. The probability of proficient in speaking increases with the number of memorized vocabulary (Brier & Jayanti, 2020). And for know language vocabulary \_ Arab naturally student must reading, remembering even memorize it, of course activity the will be very very boring If only packed with method memorize only remember what was taught forget children age early that activity only play and have fun, and of course task teacher pack learning for learning become more interesting and not

monotone, with use method learning more pleasant like method drawing, playing and singing.

Singing is a fun way to learn Arabic vocabulary. Singing is activities that most people like, especially children early . When learning is fun, students will remember it more easily. The singing method can be used to benefit students in learning Arabic. this aims to make it easier for students to be in class to relieve fatigue or fatigue in class. growing experience. By singing, students are able to appreciate their thoughts and feelings, and this method gives a new color to learning Arabic, therefore it is used to help students who are afraid, lazy, and do not like Arabic to become interested and happy to participate in these activities (Suyitno , 2021).

This research will be conducted at MI Darussalam Sumberrejo Paiton by collecting illustrations from 21 students in grades IV and V for the 2022/23 academic year. Researchers at the school where Arabic teachers sometimes use the singing method in the process of learning Arabic, especially in mastering Arabic vocabulary or what is often called mufridat. Researchers want to know enthusiasm , interest Study student as well as enhancement results learna in using the singing method.

When using the Singing method, the vocabulary mastery of this class has increased. In addition, the book "Arabic Singing Method Using Eraser Walk Media to Improve Memorizing Arabic Vocabulary" by Wiwin Fachrudin Yusuf and Imatuzzahiro was published. In this review, the techniques used by educators really help students in adding or improving their ability to defend jargon because it ends with playing and a good time for students (Rukmana, 2018).

If used in this way, this game can make students happy and excited. Santosa, as stated in 2007: 1.2) argues that the word "tongue" in Latin is the origin of the English word "language." When compared with other speech tools, the tongue is used most often. Speech is the basic form of expression in all languages. Humans stand out from other animals because of their speech. People express things that are real or not, real or seen, past, present and future conditions with these utterances. When two or more people decide that a set of sounds has the same meaning as letters, human speech becomes language (Jony, 2019).

## **RESEARCH METHODS**

The method used by researchers in this study is a qualitative approach , which is an approach used to reveal certain social situations by describing reality correctly, formed by words based on techniques of collecting and analyzing relevant data obtained from situations in nature (Ghony et al . . , 2012). The reason for choosing this approach is because research problems are complex and dynamic, cannot be measured by numbers, so this method is relevant to the title and research to be carried out.

By using this type of qualitative descriptive research, the researcher will focus on data and information by means of interviews, in-depth observations and documentation in the field so that the conditions in the field are natural as they are without being artificial and do not manipulate the situation. to explain a phenomenon as deeply as possible by means of in-depth data collection as well, which shows the importance of the depth and detail of the data studied, while the research location was carried out at MI Darussalam Sumberrejo Paiton, namely in grades 4 and 5, which in observation activities the researcher went directly to the school to review Arabic learning activities at the school, and found that the learning process still used the old method, namely the lecture and memorization method. the researcher found a hypothesis and took the initiative to carry out a new method that might be suitable for this study, then to confirm this hypothesis the researcher collected data by conducting interviews with MI Darussalam, namely with Arabic teachers. Related to problems that often occur in the process of learning Arabic, especially in learning mufrodad or Arabic vocabulary. the method used as well as improving the learning outcomes of MI Darussalam students in mastering Arabic vocabulary using the singing method.

## **RESULTS AND DISCUSSION**

In learning Arabic, teachers often use old methods with methods memorize,

friendly ce or sam'iyah syafahiyah, namely the teacher pronounces, students listen and repeat the vocabulary heard. This method has its own advantages and disadvantages, especially when Arabic vocabulary is taught to students who are beginners and are learning Arabic for the first time. in the interview activities conducted, Mr. Kusnadi as the Arabic teacher stated that the inhibiting factor or problem that often occurs in each class is the lack of interest of students in learning Arabic, students look bored and sleepy, this is because in learning Arabic only uses lecture method, and with the shafawiyah samiiayah method, so that the teacher is the only one who plays an active role in the class, but not with the students, especially since the students who teach are children, where children prefer fun things like singing. Singing is a learning technique that utilizes songs. Usually, these poems are adapted to the content that the teacher will teach. Singing, according to some experts, increases the stimulation of children's development by making the learning environment more cheerful and enthusiastic (Ridwan & Awaluddin, 2019). With sing learning will more fun and students also play a role active in activity.

Method singing is used in the research learning process. Since singing is a popular activity for children of all ages, it makes it easier for children learning Arabic to master vocabulary and encourages children to be passionate about learning Arabic. There are several conclusions that can be drawn from the research that has been done, including the fact that the use of singing techniques to learn Arabic is very helpful for young children to remember Arabic vocabulary. It is evident from memorizing the song that Arabic vocabulary has replaced the lyrics (Ridwan & Awaluddin, 2019).

This time, field literature studies are the subject of discussion which uses documents, interviews, and observation to collect data. " Active participation " in this study is the author's direct observation of the objects observed, including those related to the learning process, the singing method used to learn Arabic vocabulary and direct additional needs with learning Arabic in grades IV and V at MI Darussalam Sumberrejo Paiton Probolinggo and pay attention to the conditions of the learning process (Syarifudin, 2020).

The researcher used standard interviews in this study, where the questions that would later be used as references had been prepared in advance by the researcher. which will eventually become a reference in the field of research. Where you can inquire about the subject under investigation. The interview form is used to learn how to learn Arabic vocabulary by singing. Arabic educators for grades IV and V that will be reviewed in this study are Arabic educators as a guide in parsing essential information. Important information can be found in documents and archives at MI Darussalam Sumberrejo Paiton Probolinggo, including;

#### **Review public research objects**

He uses singing techniques to teach Arabic singers to Grade IV and V MI Darussalam students so they can learn to sing. He then conducted research through observation after completing his assignment at MI Darussalam and Visi (Dahlia, 2022). Singing, for example, in Arabic is as follows: I have two hands, one right and one left. Each hand has five fingers, which include: the middle, ring, little, and thumb fingers.

المفردات	vocabulary
يمنى	hand
يسرى	right
اصابع	left
الابهام	Thumb
السبت	Index finger
الوسط	Middle finger
البنصر	Ring finger
الخنصر	Little finger

Language with singing and performance language without singing. The scientists in this study were divided into two groups:

Because this is direct field research for those who are prioritized, the research

topic is field objects that can provide information about the research. This study used MI Darussalam Sumberrejo Paiton Probolinggo as a research object, focusing on the use of singing to teach Arabic vocabulary to students of grades IV and V at MI Darussalam in the past. It was held on March 23 2023 with class II MI Darussalam students taking part in the lesson (Hasim, 2020).

In designing education, vocabulary learning plans (Learning Implementation Plans) for students in grades IV and V must be analyzed because without prior design, the objectives of the educational experience will not be achieved ideally. If the RPP used is in accordance with the fundamental criteria, then learning will be directed and achieved. Study of the use of Arabic jargon in the learning of grades IV and V MI Darussalam. The actual learning begins with the teacher reading out an explanation of the procedures on the blackboard, learning, the tools needed, writing materials, and vocabulary (Amelia et al., 2022).

After that, students sing the information they have memorized. There are two problems that must be resolved. First, when students are asked to memorize a small amount of vocabulary, the teacher reads the vocabulary first, without using a song, because it will be difficult to receive students' memories if they are memorized directly through singing. In addition, the teacher has to repeat and explain the vocabulary without singing. The researcher himself also mentioned that memorizing and repeating Arabic vocabulary requires a lot of effort, so memorizing it is not as easy as turning the palm of the hand. day. Singing is a great way to teach Arabic vocabulary (Rahayu et al., 2022).

This seems to be true because they are not used to learning that way. Nonetheless, most of the learning environment is strong, imaginative, creative, and successful in training. Researchers will evaluate their own methods for mastering singing vocabulary in teaching evaluation assessments. The authors observe, from the teacher's assessment perspective, it turns out that they still assess mainly from a related perspective and evaluate the good results of learning. not only the learning process but also the learning outcomes (Hasim, 2020).

Therefore, teachers should not evaluate the cognitive aspects of student participation in education when evaluating Baykim-based Arabic vocabulary education. Third, following the researcher's remarks, a review of the advantages and disadvantages of using singing to teach Arabic vocabulary for second grade students at MI Darussalam. Students are happy, excited, and not bored, researchers get very important notes.

Even though the infrastructure is still very minimal, students of grades IV and V at MI Darussalam can still learn Arabic vocabulary through singing styles. Homeroom teachers will get locked in when using singing techniques to learn Arabic jargon, and students who are quiet and less dynamic need a quiet environment. There are also weaknesses and inhibiting factors.

Likewise, there are still only a few teachers who understand existing learning models that require special attention, because the feasibility of using a procedure or learning model will be influenced by the interest of educators. If students begin to feel needed, they will be satisfied when they leave school. They simply use the media to study, read and speak; Students will be happy to participate in education if they feel the need.

### **Implementation of singing to improve memorizing Arabic Vocabulary**

At the basic level, educators can use the accompaniment system: (a) Through singing. By singing, it is hoped that students will not get bored while studying and can have fun, which will help them improve their mastery of mufrad a t or expand their vocabulary. Other methods are: (a) bringing the object in question, such as an example or the original, (b) asking students to read it over and over again, and (c) listening and imitating reading and writing until students really understand and master it (Qomaruddin, 2017).

When learning vocabulary at the intermediate level, several strategies include: a) Utilizing body displays, the instructor can show the meaning of words by showing them off, (b) Arranging words, dominating jargon students will be greatly helped by assuming students are approached to think. including, (c) By assuming some, (d) Providing

identical words (equivalents), (e) Providing opposite words (antonyms), (e) Giving the importance of affiliation, and (f) The instructor determines the basics the basic underlying words and their variety (words that have changed), this can help students understand jargon according to sentence adjustments.

Of course there are procedural steps that must be prepared by the instructor to achieve the best possible learning outcomes when using the singing method in learning activities (Rukmana, 2018). How many factors must be considered in the steps of singing techniques, including: 1.) The subject matter to be taught is clearly understood by the teacher. 2.) Formulate information, concepts, and facts that students need to know about new material. 3.) Choose the tone of the song that students usually sing. 4.) Arranging information about ideas, facts, or other material that students want to understand in song lyrics according to the mood of the song. 5.) First, the instructor needs to practice singing it. 6.) Document repeatedly. 7.) Strive to be followed by appropriate action. 8.) After the child tries to imitate the teacher's words, the teacher must be patient and careful when correcting the child's speech or pronunciation that is not quite right. 9.) According to Mashuri & Dewi (2017), measuring students' ability to memorize and master material by asking questions about the songs they sing (Buchari & Saleh, 2017). 10.) With the singing method, the teacher observes, evaluates, and analyzes the learning outcomes. Through three stages, the researcher himself will apply the singing method: 1) The planning stage, which includes: setting goals, materials, techniques, and methods, and evaluating learning; 2) The implementation stage, which includes: Researchers, TPQ coaches, and children repeatedly sing songs with simple Arabic vocabulary and their meanings. They also gave an example (singing a song). 3) The assessment stage, where the child's understanding of the material is evaluated. In addition, a number of children were selected to present the song vocabulary they had learned together (Witrin, 2021).

## CONCLUSION

The author's direct observation of the observed objects, including those related to the learning process, the singing method used to learn Arabic vocabulary, and other things he needs, is what is meant by "active participation" in this research. Where it is permissible to inquire about the topic under investigation. The interview form was used to learn Arabic vocabulary through singing. An Arabic teacher who teaches second grade students will be examined in this study to help analyze primary data.

Review B. Vision, the subject of a public research assignment at MI Darussalam, then observed the singing method he used to teach seventh grade Arabic singers at MI Darussalam to learn it. Singing, for example, in Arabic is as follows: Each butterfly hand has five fingers: the middle finger, the ring finger, the little finger and the thumb. The author's direct observation of the observed objects, including those related to the learning process, the singing method used to learn Arabic vocabulary, and other things he needs, is what is meant by "active participation" in this research.

MI Darussalam as an object of research, with a focus on how students of class IV and class V MI Darussalam use singing to learn Arabic vocabulary. It happened on August 23, 2019, in seventh grade (Dahlia et al., 2022). Because experts see from the point of view of the instructor's assessment that they will usually judge from the mental side only by estimating achievement through learning. not only the learning process but also the learning outcomes (Smpn & Suliki, 2022). Because the class gets crowded when the singing method is used to learn Arabic vocabulary, students who are more reserved and less active need a suitable and quiet place. There are also drawbacks and obstacles that must be overcome (Syamsiyah, 2019).

When studying synonyms at the intermediate level, some strategies include : a) Through body demonstrations, the instructor can demonstrate the meaning of words. b) Through writing synonyms , students' understanding of vocabulary will greatly increase if they are required to write it. c) Role playing, providing synonyms (equivalent words), antonyms (opposite words), meaning associations (e), and mention the roots and deviations , help students to master vocabulary in relation to changes in sentences. The researcher himself will apply the singing method through three stages, namely: 1) The planning stage, which includes: setting goals, materials, techniques, and methods, as well as learning evaluation; 2) The implementation stage, which includes: Researchers and

Arabic teachers discuss the meaning of the song *lii yadani*, give examples (sing the song), and sing the song repeatedly with the children (Pakihun et al., 2021).

## REFERENCES

- Amelia, W., Marini, A., & Nafiah, M. (2022). Management of Character Education Through Mathematics Learning in Elementary Schools. *Journal of Horizon Pendas*, 8 (2), 520–531.
- Arabic, MB (2021). *اقتل قرظلا يدحا . تسييرعلا تمغلا ملعتا تليسو وأ تليسو يهد تادرفلا نأ ، ا . June*. *تسييرعلا تمغلا ملعتا تليسو وأ تليسو يهد تادرفلا نأ ، ا . June*.
- Buchari, A., & Saleh, EM (2017). Designing Superior Madrasah Development. *Journal of Islamic Education Policy*, 1 (2), 95–112. <https://doi.org/10.30984/j.v1i2.429>
- Dahlia, Atsani, KLGZM, & Nasri, U. (2022). The Role of the Akhlak Aqidah Teacher in the Formation of Student Character. *Nahdlatain: Journal of Islamic Education and Thought*, 1 (1), 99–104.
- Evi Hasim. (2020). Implementation of Higher Education Independent Learning Curriculum During the Covid-19 Pandemic. *Proceedings of the Webinar Masters Webinar in Postgraduate Education, State University of Gorontalo “Development of Teacher Professionalism Through Writing Scientific Papers Towards Children Learning Freedom,”* 68–74.
- Ilmi, AF (2020). Singing media in mastering new Arabic vocabulary in low grade students of Madrasah Ibtidayah. *Al-Falah: Scientific Journal of Islam and Society*, 20 (1), 79–101.
- Imron, A., & Fajriyah, DF (2021). Using the Singing Method in Memorizing Arabic Mufrodat (Vocabulary) in MI. *Dawuh Guru: Journal of MI/SD Education*, 1 (1), 41–56. <https://doi.org/10.35878/guru.v1i1.255>
- Joni, J. (2019). Application of the Singing Method to Improve Early Childhood Vocabulary Development. *Journal on Early Childhood Education Research (JOECHER)*, 1 (1), 1–15. <https://doi.org/10.37985/joecher.v1i1.2>
- Nisa, IK, Rahmi, N., & Fajri, W. (2020). Application of the Singing Method in Improving Arabic Vocabulary Mastery at Mts Ma'arif Nu 07 Purbolinggo. *Arabia*, 12 (2), 43. <https://doi.org/10.21043/arabia.v12i2.7878>
- Pakihun, M., Ritonga, M., & Bambang, B. (2021). Problems of Qiro'ah Learning for Class VIII at Madrasah Tsanawiyah Darussalam Aur Duri Sumani Solok. *Maharaat: Journal of Arabic Education*, 3 (2), 159–182.
- Qomaruddin, A. (2017). Implementation of the Singing Method in Mufradāt Learning. *Journal of Education*, 5 (1), 25–36. <https://doi.org/10.24090/jk.v5i1.1240>
- Rahayu, R., Rosita, R., Rahayuningsih, YS, Hernawan, AH, & Prihantini. (2022). Implementation of Independent Learning Curriculum in Mobilization Schools. *Basicedu Journal*, 6 (4), 6313–6319.
- Ridwan, R., & Awaluddin, AF (2019). Application of the Singing Method in Improving Mufradat Mastery in Learning Arabic at Raodhatul Athfal. *DIDACTICS: Journal of Education*, 13 (1), 56–67. <https://doi.org/10.30863/didaktika.v13i1.252>
- Rukmana, A. (2012). The influence of the principal's leadership style and teacher's work motivation on teacher performance (Survey of Private Madrasah Tsanawiyah / MTsS in Tanjungsari Sumedang District). *Coopetition*, 1, 99.
- Smpn, DI, & Suliki, K. (2022). Pai Teacher's Creativity In Creating Effective Learning Situations In Grade Vii. 1 (4).
- Syamsiyah, B. (2019). Analysis of Language Errors in Student Imla' of IAIN Salatiga. *LISANIA: Journal of Arabic Education and Literature*, 3 (1), 21–44. <https://doi.org/10.18326/lisania.v3i1.21-44>