Combined Application of Singing Method and Flash Card Media for Students' Mastery of Arabic Vocabulary

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Abstract **:** Singing is one of the learning methods that aims to help students master the material well. In addition to methods, media is also very important to improve the mastery of students' memory. One of them is flash card media. Flash card media which is a card containing images, text, or symbols that remind or guide students to something related to the image. At QEC Asy-Syukuriyah using flash cards that measure 8 x 12 cm, because flash cards usually measure 8 x 12 cm or can be adjusted to the size of the class faced by the educator. With the combination of the use of singing methods and flash card media, making the learning process more interesting and further stimulating students mastery of Arabic mufradat material. Based on initial observations, the lack of mastery of students of Arabic vocabulary material at QEC Asy-Syukuriyah Bandung City, the efforts made are to apply a combination of singing methods and flash card media. This research uses qualitative research methods. The data collection techniques were interviews, documentation studies and observations. The data analysis technique carried out by researchers is descriptive qualitative data analysis technique. The results of this study indicate that with the combined application of singing method and flash card media in mastering the Arabic vocabulary of students has increased significantly, because it is proven that students can master Arabic vocabulary well, one of which is through Arabic language material about fingers using flash cards and accompanied by the song Heli Guk Guk Guk.

INTRODUCTION

Qur'an Education Center (QEC) Asy-Syukuriyah Bandung City is a non-formal Islamic school, where one of the subjects taught at QEC Asy-Syukuriyah is Arabic language lessons, whose main purpose is to improve the language proficiency of students. Therefore, there are several elements in Arabic, one of which is *mufradat*. *Mufradat* in Indonesian is *kosakata*, while *mufradat* in English is vocabulary.[1] Arabic vocabulary is one of the materials in which there are basic words, studies and structures of Arabic. Vocabulary is the most important component in improving four Arabic language skills, namely 1) listening skills "*maharah istima'*", 2) speaking skills "*maharah kalam*", 3) reading skills "*maharah*

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[1] Abdul Wahab Rosyidi dan Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab* (Malang: UIN Maliki Press, 2012).

qiraah", and 4) writing skills "*maharah kitabah*".[2] Because in fact, the quality of a person's language depends on the quality of the vocabulary he has. So, the more vocabulary, the more opportunities to acquire language skills.[3]

One of the subjects taught at the Qur'an Education Center (QEC) Asy-Syukuriyah in Bandung City is Arabic language subjects in which there are vocabulary that must be mastered by students. To master the Arabic vocabulary, there must be difficulties, both from the students' lack of confidence in learning, the students' low interest in learning Arabic, and also the teacher's teaching variations and the use of methods and media during learning.[4] To reduce learning difficulties that occur in students, a teacher must understand these factors well. To improve the mastery of the Arabic vocabulary of QEC students, teachers must have the ability to make learning variations that are not monotonous and teachers must use interesting learning methods and media to be applied in teaching and learning activities. Thus, students must be able to master Arabic vocabulary in a way that is fun and easy to understand.[5]

To overcome the difficulty of learning Arabic vocabulary in students, teachers can use various interesting learning methods and media. Because without interesting methods and media, learning materials will not process efficiently and effectively in improving students' memory.[6] Based on information collected from reading scientific journals, researchers found two journals related to learning methods and media. First, written by Syamsiar with the title "Improving *Mufradat* in Arabic Language Learning with the Singing Method" and second, a scientific journal written by Rahman et al. with the title "The Effect of Flash Card Media in Improving Student Memory on Arabic *Mufradat* Material". The two journals show that there are learning methods and media that have been proven effective in improving mastery of Arabic vocabulary, including the singing method and flash card media.

Singing is one of the things that cannot be separated from the world of children.[7] Children will feel comfortable, calm, and can receive lessons well from their teacher.[8] The reason for using the singing method when introducing Arabic vocabularys is to ensure that students who have difficulty and dislike Arabic will

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[2] Moch Lukluil Maknun, "Buku Bahasa Arab Madrasah Ibtidaiyah (MI) di Pekalongan," *Jurnal Penelitian* 11, no. 1 (2014): 59-74, https://doi.org/10.28918/jupe.v11i1.414

[3] Henry Guntur Tarigan, *Pengajaran Kosakata* (Bandung: Angkasa, 1984).

[4] Delfina Christie Sondakh dan Mega Febriani Sya, "Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar," *KARIMAH TAUHID* 1, no. 3 (2022): 346-351, https://doi.org/10.30997/karimahtauhid.v1i3.7818.

[5] Khotimatun Nafi'ah and Abdul Latif, "Methods Innovation, Media and Evaluation on Vocabularies Learning in Boarding Classroom SMPIT LHI YOGYAKARTA," *International Journal of Arabic Language Teaching* 2, no. 02 (January 21, 2021): 178, https://doi.org/10.32332/ijalt.v2i02.2600.

[6] Amiruddin Z Nur, "Efektivitas Penggunaan Metode Pengajaran dalam Proses Pembelajaran," *Jurnal Al-Ibrah* 6, no. 1 (2017): 60-68.

[7] Dyah Ayu Prawidya Pintoko Retno, "Penerapan Metode Bernyanyi dalam Pembelajaran Huruf Hijaiyyah Kelas A RA Perwanida 1 Sumowono Kecamatan Sumowono Kabupaten Semarang Tahun 2019" (PhD Thesis, IAIN SALATIGA, 2019).

[8] Maman Abdurrahman, Sofyan Sauri, dan Mia Nurmala, *Taujih Risalah Ilmiah* (Bandung: Royyan Press, 2020).

be interested and happy during learning. With the singing method, students will have no difficulty understanding the material because they can express their interest and pleasure.[9]

In addition to singing techniques, media can help improve students' vocabulary mastery. Media that can help this problem is assisted by using flash card media. In his book, Azhar Arsyad states that flash cards are cards that have images, writings and signs that can remind and guide learners to something related to the image. Flashcards are usually 8 x 12 cm or can be adjusted to the size of the class of learners.[10] So, by applying a combination of singing methods and flash card media, students are expected to be able to memorize and master the learning material well.

Previous research is an attempt by researchers to find comparisons and help position researchers in new research and show that this research is unique because of renewal that is different from previous research. The previous research is as follows:

First, Mashuri and Maya Dewi with the title "Application of Singing Method and Flash Card Media to Improve Children's Memory in the Introduction of Hijaiyyah Letters at QEC Darul Falah Gampong Pineung". His research concluded that the singing method and flash card media in the introduction of hijaiyyah letters can improve the memory of students and allow them to be able to distinguish similar letters in the material of introducing hijaiyyah letters. The difference side lies in the focus of the research discussed, the type of research used uses Classroom Action Research (CAR) while the type of research researcher uses qualitative research. The equation with this research is the singing method and flash card media used in the research and the research objectives are both to improve the memory of students.[11]

Second, Wining Sekarini with the title "The Use of Flash Card Media to Improve the Ability to Memorize Arabic Vocabulary of Madrasah Ibtidaiyah Integrated Muhammadiyah 01 Sukarame Students". The study concluded that flash card media can improve the ability to memorize Arabic vocabulary or vocabulary in students. In cycle I the number of students who completed 14 people or (53.85%) while in cycle II there was an increase in students who completed 20 people or (76.92%). The equation with this research is the media used during learning. The difference lies in the way to apply Arabic vocabulary material. If the researcher only uses flash card media, while the researcher uses a

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[9] Abidatul Jannah, "Implementasi Metode Bernyanyi dan Media Flash Card Untuk Meningkatkan Kemampuan Menghafal Kosakata Pada Mata Pelajaran Bahasa Arab Kelas V di MI Miftachul 'Ilmi Kedungmelati Kesamben Jombang" (PhD Thesis, Universitas Pesantren Tinggi Darul'Ulum, 2021).

[10] Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011).

[11] Mashuri dan Maya Dewi, "Penerapan Metode Bernyanyi dan Media Flash Card untuk Meningkatkan Daya Ingat Anak Dalam Pengenalan Huruf Hijaiyyah di TPA Darul Falah Gampong Pineung," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 7, no. 2 (2017): 346-364, https://doi.org/10.22373/jm.v7i2.2368

combination of singing methods and flash card media. In addition, there are differences in how to analyze data; the difference is that the researcher uses quantitative descriptive analysis techniques while the researcher uses qualitative descriptive analysis techniques.[12]

Third, Ridwan and A. Fajar Awaluddin with the title "Application of Singing Method in Mastering Vocabulary in Arabic Language Learning at *Raudhatul Athfal*". The results showed that by applying the singing method in Arabic language learning in early childhood can improve mastery of Arabic vocabulary (vocabulary). Because basically children like to sing, so it will be very good for educators to apply the singing method to children when learning Arabic vocabulary. The difference lies in the way to apply Arabic vocabulary material takes place. If the researcher only uses the singing method, while the researcher uses a combination of singing methods and flash card media. In addition, the difference lies in the research informants, if the researcher's informants are Arabic language teachers and madrasah principals while researchers are only teachers. The similarity with these researchers is using a qualitative approach.[13]

The purpose of the researcher determines the object of research at QEC Asy-Syukuriyah because it uses more singing methods and flash card media every time it provides subject matter. Plus according to the teacher of QEC Asy-Syukuriyah, namely Ms. Yulianti that learning Arabic can be fun for students and students more easily capture material with singing activities and flash card media by memorizing such as examples of material provided, namely: finger material with the song *Heli Guk Guk* Guk accompanied by flash card media. Therefore, the application of the combined singing method and flash card media in learning Arabic vocabulary is used more widely because students memorize more quickly to master the vocabulary they capture while learning.

The level of mastery of Arabic delivered to students will not be good if the methods and media provided are not appropriate. With this, the selection of methods and media is the most important thing to achieve the planned goals. Therefore, learning Arabic vocabulary at QEC Asy-Syukuriyah uses the singing method and flash card media which aims to help students to master Arabic vocabulary.

Based on the description above, the researcher explores further research on how the application of learning Arabic mufradat using a combination of singing methods and flash card media and how the steps of applying a combination of

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[12] Wining Sekarini, "Penggunaan Media Flash Card untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Siswa Madrasah Ibtidaiyyah Terpadu Muhammadiyah 01 Sukarame" (PhD Thesis, Universitas Islam Negeri Raden Intan, 2018).

[13] Ridwan dan A. Fajar Awaluddin, "Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan *Mufradat* Dalam Pembelajaran Bahasa Arab di Raodhatul Athfal," *Didaktika: Jurnal Kependidikan* 13, no. 1 (2019): 56-67, https://doi.org/10.30863/didaktika.v13i1.252

singing methods and flash card media in learning Arabic mufradat at TPA Asy-Syukuriyah Bandung City.

METHOD

The research studied uses a qualitative approach, the focus is on collecting data that is descriptive (not in the form of numbers) and analyzed with qualitative methods that can be useful for analyzing data, presenting data and drawing final conclusions from the data.[14] With the new integration of the combined singing method and flash card media in improving the mastery of vocabulary in Arabic language learning at QEC Asy-Syukuriyah Bandung City, the program at the QEC has many activities to encourage the growth of memorization abilities and skills of students, especially in the field of Arabic vocabulary. This can be shown by memorizing Arabic vocabulary with songs that change the lyrics, for example the material is the fingers of the hands with the song *Heli Guk Guk Guk* and by using flash card media.

The participants of this study were teachers and students of QEC Asy-Syukuriyah Bandung City, totaling 17 students. A description of the sample is described in table 1. about participant demographics.

Table 1. Demographic Data of Research Participants

No	Category	N
1.	Gender	
	Male	5
	Female	12
2.	Age	
	5-7	5
	8-10	8
	11-12	4

Based on the demographic data above, the number of participants who took part in this study was female. Then, for participants who took part in this study were in the age range of 8 - 10 years old.

In this study, the researcher utilized a number of data collection methods, including observation, interviews, and documentation. Observation is the process of making direct observations while recording and collecting information about what actually happens.[15] The results of these observations include Arabic language learning activities at QEC Asy-Syukuriyah Bandung City. In learning activities, researchers can document events in contexts related to proportional knowledge or direct knowledge obtained from recorded information.[16] Student

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[14] Sembodo Ardi Widodo, dkk, *Pedoman Penulisan Skripsi Mahasiswa Jurusan PBA Fakultas Tarbiyah,* (Yogyakarta: Fakultas Tarbiyah dan Keguruan UIN SUKA, 2006).

[15] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta : Rineka Cipta, 2013).

[16] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2012).

observation sheets and teacher observation sheets were used by researchers during observations at QEC Asy-Syukuriyah Bandung City.

Furthermore, data collection techniques in the form of interviews. An interview is an activity of exchanging ideas or information through a question and answer dialog to get a deeper understanding of the information using certain media, such as in person or by telephone. Researchers interviewed teachers and some students directly outside of learning hours. The purpose of conducting this interview is to obtain information about the situation and conditions of the memorization process and mastery of Arabic vocabulary being carried out by teachers and students.

In addition to observation and interviews, the data collection techniques used involved documentation studies. Documentation study is a way of collecting data by collecting and analyzing various documents, including written, image, and electronic documents.[17] In qualitative research, documentation studies can help complement data from observation and interview data collection techniques.[18] Researchers capture information in the form of photographs and video and audio recordings related to the research to make it clearer where the information was obtained from. The researchers documented information in the form of photographs, namely photos of the media used by teachers when teaching (flash card media) and documentation in the form of audio and video recordings of students during learning and Arabic vocabulary memorization tests analyzed at QEC Asy-Syukuriyah Bandung City.

To analyze the data, researchers utilize qualitative data analysis techniques that are descriptive in nature. This means that the research aims to explain the characteristics of the object systematically and accurately, so that the actual events that occur are difficult to ignore. The analysis process is carried out through a series of steps, starting from: 1) conducting a direct survey at the research location at QEC Asy-Syukuriyah Bandung City, and 2) conducting interviews with teachers and students related to the research topic; it is hoped that this interview will produce the necessary information. After obtaining the necessary data, the next step was to analyze each lesson that occurred during the research.

RESULT AND DISCUSSION

The singing method is a technique that uses tones and lyrics that are sung in a lesson. The tones and lyrics are usually adapted to the material to be taught by the teacher. According to some experts, singing helps in the development of children who are stimulated more optimally, because singing makes the learning atmosphere cheerful and vibrant.[19] Glenn Doman was the founder of "The

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[17] Nana Syaodih, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2010).
[18] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2005).
[19] Muhammad Fadlilah, *Desain Pembelajaran PAUD* (Yogyakarta : Ar-Ruzz Media, 2012).

Institutes for the Achievement of Human Potential" in 1955 and began his work in the field of child brain development. The Glenn Doman method is an approach to stimulate children's brains by playing to improve children's abilities. The Glenn Doman method uses flash card media using Latin letters to help facilitate learning. Flash cards are learning tools that consist of picture cards. The images can be made manually, using photos or using images that have been attached to flash cards.[20] Not only that, flash cards also include picture cards that have captions in the form of words and generally use foreign languages and the main language (Indonesian).[21] Then, the pictures are arranged in different groups, such as fruits, colors, transportation, limbs, fingers and so on. The cards are played and read correctly when shown to the children.

Thus, the singing method and flash card media are very important factors for the success of learning Arabic mufaradat, because with the combined singing method and flash card media can reduce boredom in the learning process and make it easier for students to understand the vocabulary material. The method used when learning Arabic vocabulary is by using the singing method and flash card media by listening, imitating, and getting the meaning of the word.[22] So, in learning, the teacher pronounces the Arabic vocabulary then the students imitate it after the teacher finishes saying the vocabulary. After that, the learning is carried out by repeating the vocabulary (*takrir-l-mufradat*), namely the teacher asks the santri to rephrase the Arabic vocabulary repeatedly. Then, the teacher directly translates (*tarjamah fauriyyah*) the vocabulary studied, namely by the teacher telling the meaning of the vocabulary directly translating it into the language used by the santri (first language), namely Indonesian.[23]As for what must be prepared by the teacher before starting learning is to prepare the material, methods and media that will be delivered during the learning process.[24] For that, we must know how the application of a combination of singing methods and flash card media for mastery of Arabic vocabulary taught by teachers at QEC Asy-Syukuriyah Bandung City.

First, Beginning Activity. Before the learning process begins, the students pray first, then the students greet the teacher and the teacher answers the greeting, then before the Arabic language learning begins, the students recite Iqra' and Al-Qur'an first which are called one by one. Then the teacher conditions the students so that the students are orderly. If the students are still not orderly, the teacher gives ice breaking pat focus to the students. After checking attendance, the teacher gives an

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[20] Cepi Riyana dan Rudi Susilana, *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan dan Penilaian* (Bandung: CV Wacana Prima, 2019).

[21] Nurjanah, "Peningkatan Kemampuan Penguasaan Kosakata Melalui Kartu Huruf Bergambar Siswa Kelas II SDN 5 SONI," *Jurnal Kreatif Tadulako* 4, no. 1 (2014): 59.

[22] Umi Hijriyah, *Analisis Pembelajaran Mufrodat dan Struktur Bahasa Arab* (Lampung : IAIN RIL, 2016).

[23] Taufik, *Pembelajaran Bahasa Arab MI* (Surabaya : UIN Sunan Ampel Press, 2012).

[24] Larlen, "Persiapan Guru Bagi Proses Belajar Mengajar," *Pena: Jurnal Pendidikan Bahasa dan Sastra Universitas Jambi* 3, no. 1 (2013).

overview and direction to the students about the topic of material to be studied, and the students are given directions by the teacher to take books and stationery to write the material.

Second, Core Activity. In this activity the teacher provides Arabic vocabulary material about fingers along with pictures and their meanings on the blackboard, then the students copy the pictures and write the material. The form of the material is as follows:
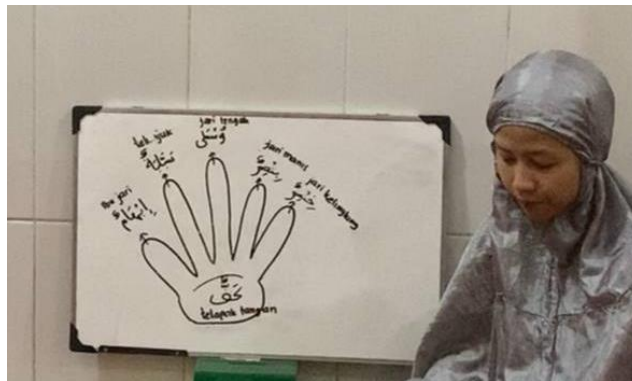
Picture.1. Arabic Vocabulary Material About Fingers and Toes

Thumb : إِبْهَامٌ
Index finger : سَبَّابَةٌ
Middle Finger : وُسْطَى
Ring Finger : بِنْصِرٌ
Little Finger : خِنْصِرٌ
Palm : كَفٌّ

Lyrics : *Heli Guk Guk Guk* **Song**
Ibhaamun ibu jari
Sabbaabatun telunjuk
Wushtha adalah jari tengah
Binshirun jari manis
Khinshirun jari kelingking
Kaffun telapak tangan
Ayo sekali lagi
Binshirun jari manis
Khinshirun jari kelingking
Kaffun telapak tangan

After finishing writing, the teacher gathers all students in a sitting and orderly situation. The teacher ensures that the students are orderly, focused, and eager to play flash cards and sing together. To ensure that this learning is enjoyed, the teacher must also be in a focused, relaxed, and fun condition. After that, the

teacher introduces flash cards to all students. Next, the teacher instructs the students to look at the flash cards first then the teacher applies a combination of singing methods using the *Heli Guk Guk Guk* song while showing the flash card media by moving the flash cards one by one with Arabic vocabulary material about fingers. After that, the students follow the song and pronounce the vocabulary modeled by the teacher while looking at the flash cards held by the teacher repeatedly. Furthermore, the teacher calls one by one from the students to pay attention to each vocabulary in the flash card media held by the teacher by moving each flash card one by one and accompanied by singing *Heli Guk Guk Guk*, after which the students follow and pronounce the vocabulary exemplified by the previous teacher repeatedly.

Third, Final Activity. After the learning session is over, the teacher explains the material again by memorizing the Arabic vocabulary related to the fingers, done together without singing. This process is then repeated by involving singing together to ensure that students understand what was conveyed. After that, the teacher ends the lesson with the prayer of kafaratul majelis together, then the students give greetings and the teacher answers the greetings.

From the description above is an example of a description of the application of the singing method and flash card media applied at QEC Asy-Syukuriyah Bandung City. As a result, the teacher has conducted appropriate learning steps and practiced them clearly. Its use is in accordance with the concept and helps students easily receive lessons and understand the material presented by the teacher. When the researchers made observations, it was seen that the students could quickly understand and master the material taught by the teacher. They showed enthusiasm in memorization activities, which was realized through singing and the use of flash card media.

From the results of the analysis conducted by researchers at QEC Asy-Syukuriyah Bandung City by using the application of the singing method and flash card media for mastery of Arabic vocabulary, the results show that the learning atmosphere becomes fun which ultimately encourages students to be enthusiastic in learning and makes it easier for students to accept Arabic vocabulary lessons so that students can master the vocabulary they learn.

Because according to most students, using the singing method and flash card media on Arabic vocabulary material about fingers is interesting and can help students quickly master Arabic vocabulary. The reason for the students to reveal that flash card media is an interesting thing, because flash cards have colorful images so that students are interested and more enthusiastic about learning to memorize Arabic vocabulary. In addition, things that can help students quickly memorize because of the singing method whose songs they memorize then the

lyrics are replaced with Arabic vocabulary which is done repeatedly so that it makes students faster to memorize.

This is evidenced by the enthusiasm of the spirit of the students in memorizing the vocabulary given during learning. The following is evidence of data from interviews with several QEC Asy-Syukuriyah students as described in table 2.

Table 2. Interview Data

No	Respondents	Age	Response
1.	NK	9 Years	Interested in the methods and media used by the teacher when learning Arabic mufradat. Because by using a combination of singing methods and flash card media, mufradat is easy to understand and remember. More motivated and excited to learn.
2.	AD	8 Years	It's easy to remember and makes me more excited to learn Arabic.
3.	AA	8 Years	I like the singing method and flash card media because it is not boring and monotonous. So, I am motivated and excited to learn it..
4.	KA	8 Years	I like Arabic because the way the teacher delivers it using songs and flash cards makes it easier for me to remember and easy to memorize..

Thus, the quality of the teacher and the accuracy of the methods and media used in learning are the main factors of success in learning the mastery of the Arabic vocabulary of students at QEC Asy-Syukuriyah Bandung City.

To assess the extent of a person's language skills at the educational level, it is necessary to evaluate learning that can measure these language skills.[25] The evaluation of Arabic vocabulary learning carried out by utilizing a combination of singing methods and flash card media utilization at QEC Asy-Syukuriyah Bandung City is by using oral and written tests.

The form of oral test used at Asy-Syukuriyah QEC is by having the students memorize each vocabulary that has been learned and then tested by the teacher by having the students recite each vocabulary about fingers while accompanied by the song *Heli Guk Guk Guk*. While the form of writing test used at QEC Asy-Syukuriyah is by making a picture of the fingers of the hand, then on the picture of the fingers of the hand the students write Arabic vocabulary and their translation. After that, each student's book is collected and checked by the teacher.

In this study, researchers found the same results as the findings of Mashuri and Maya Dewi, Wining Sekarini, and Ridwan and A. Fajar Awaluddin related to

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[25] Aini Zulfa Izza, Mufti Falah, dan Siska Susilawati, "Studi Literatur: Problematika Evaluasi Pembelajaran dalam Mencapai Tujuan Pendidikan di Era Merdeka Belajar," *Prosiding Konferensi Ilmiah Pendidikan* 1, (2020): 10-15.

the increased application of singing methods and flash card media for mastery of students' Arabic mufradat. The difference between the findings of researchers with previous studies is that researchers combine the singing method and flash card media to further improve students' memory of Arabic vocabulary so that the methods and media used make students more interested and eager to learn.

CONCLUSION

Based on the findings and analysis of the research, it can be concluded that the application of the combined singing method and flash card media for mastering Arabic vocabulary about fingers in QEC Asy-Syukuriyah Bandung City can help students to memorize and remember quickly. It can be seen from the memorization of the song *Heli Guk Guk Guk* which has replaced the lyrics with Arabic vocabulary and their meanings and flash card media that has a picture of fingers containing Arabic vocabulary and their meanings. With the singing method and flash card media, it makes it easier for students to memorize and master all the vocabulary they learn. With the application of singing methods and flash card media in learning Arabic vocabulary at QEC Asy-Syukuriyah Bandung City, it is proven to make students more motivated and more enthusiastic when learning Arabic vocabulary. And from the results of the analysis, it is found that the singing method and flash card media are very useful for students in improving Arabic language learning, especially in mastering Arabic vocabulary because with the singing method and flash card media, students more quickly master the memorization of Arabic vocabulary. So it can be said that the mastery of vocabulary of students has increased.

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