



## IMPROVING MUFRADHAT MASTERY THROUGH ANIMATED VIDEO MEDIA FOR CLASS VIII STUDENTS OF IT AL-FIKRI JUNIOR HIGH SCHOOL MAKASSAR

### PENINGKATAN PENGUASAAN MUFRADHAT MELALUI MEDIA VIDEO ANIMASI PADA PESERTA DIDIK KELAS VIII SMP IT AL-FIKRI MAKASSAR

Aflaha Rahayu Pusparini<sup>1</sup>, Fauziah Bachtiar<sup>2\*</sup>, Hasmawati<sup>3</sup>,

<sup>1</sup>Arabic Language Education, Faculty of Language and Literature, Makassar State University,

Email: [puspariniaflaharahayu@gmail.com](mailto:puspariniaflaharahayu@gmail.com)

<sup>2</sup>Lecturer arabic language education, Faculty Of Language And Literature, Makassar State University,

Email : [fauziahbachtiar@unm.ac.id](mailto:fauziahbachtiar@unm.ac.id)

<sup>3</sup>Lecturer Germany language education, Faculty Of Language And Literature, Makassar State University,

Email : [hasmawati@unm.ac.id](mailto:hasmawati@unm.ac.id)

\*email Koresponden: [fauziahbachtiar@unm.ac.id](mailto:fauziahbachtiar@unm.ac.id)

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#### Abstract

This research is a descriptive qualitative research that aims to determine the planning, process, and results of mastery of vocabulary through animated video media in class VIII students of IT Junior High School Al-Fikri Makassar. The type of research is classroom action research which was conducted in 2 cycles. The research subjects were 29 students of class VIII of IT Al-Fikri Junior High School Makassar. Data collection techniques using observation and tests. The average test score of students in cycle I was 73% then increased in cycle II 91%. Thus, it can be seen that the results of learning Arabic vocabulary through animated video media can be said to have succeeded in improving mastery of Arabic vocabulary in class VIII students of IT Al-Fikri Junior High School Makassar.

**Keywords :** Vocabulary Improvement, Learning Media, Animated Video.

#### Abstrak

Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk mengetahui perencanaan, proses, dan hasil penguasaan *mufradhat* melalui media video animasi pada peserta didik kelas VIII SMP IT Al-Fikri Makassar. Jenis penelitiannya adalah penelitian tindakan kelas (classroom action research) yang dilaksanakan sebanyak 2 siklus. Subjek penelitiannya yaitu peserta didik kelas VIII SMP IT Al-Fikri Makassar sebanyak 29 orang. Teknik pengumpulan data menggunakan observasi dan tes. Nilai rata-rata tes peserta didik pada siklus I yaitu 73% kemudian meningkat pada siklus II 91%. Dengan demikian, dapat



ddilihat hasil dari pembelajaran kosakata bahasa Arab melalui media video animasi dapat dikatakan berhasil meningkatkan penguasaan kosakata bahasa Arab pada peserta didik kelas VIII SMP IT Al-Fikri Makassar.

**Kata Kunci :** Peningkatan Kosakata, Media Pembelajaran, Video Animasi.

## 1. INTRODUCTION

Foreign languages are languages that if mastered by the community can open up many communities and develop individual skills in modern times, especially in an age where all activities are strong when associated with sophisticated technology to develop broad innovations and support the community in communicating with multilingualism. It can be seen that there are many scientific literatures in various fields that publish their research in foreign languages, especially in Arabic and other languages. In learning Arabic, the most basic thing is mastering the Arabic mufradhat/vocabulary. The word mufradhat (مفردات) comes from the word فرد fa-ro-da which means “single” or “alone”. The plural form of mufradhat means vocabulary or language. When you want to make Arabic sentences, you have to learn a lot, understand, and improve your mastery of Arabic vocabulary. According to Mutarjim (2015) point of view the types of kalimah or words in Arabic consist of 3 types which are a classification of Arabic vocabulary, namely isim (nouns), fi'il (words related to verbs), and harf (letters that stand alone). From the word Arabic language learning, the researcher defines that Arabic vocabulary is a very important material and cannot be separated from the three types of kalimah in Arabic.

As revealed by Bashari (2020)) in acquiring the first language or mother tongue can use the theory of behaviorism, so with the theory of behaviorism, books can be a medium to improve mastery of mufradhat. Arabic vocabulary has 4 types classified by Hijriyah, (2017) namely linguistic proficiency, meaning, characteristics, and vocabulary uses. Mastery of vocabulary or mufradhat in Arabic is one of the important aspects in language learning, especially for intermediate level learners. In 2013 curriculum, especially for junior high school, the students in learning reading skills are expected to comprehend various types of texts, such as narrative, recount, procedure factual report and descriptive. The instructional objectives of teaching reading are to understand general information about the text, to identify the main idea explicitly, to identify the main idea implicitly, to get detailed information about the text and summarize using own words. Hence, students are expected to be able to accomplish all of these objectives.

The ability to understand and use vocabulary well will greatly affect overall language skills, both in reading, writing, listening, and speaking. Therefore, an effective learning method is needed to make it easier for students to master Arabic vocabulary. One of the media that can be used to improve vocabulary comprehension is animated video. This media is considered to be able to provide a learning experience that is more interactive, interesting, and easy to understand by students. In this study, the use of animated videos is expected to help improve the mastery of mufradhat of 8th grade students of IT Junior High School Al-Fikri Makassar.

The advancement of science and technology must be recognized that it has had a great impact on every aspect of human life. If combined with language education materials such as Arabic language learning by providing educational animated video shows, then slowly a form of technology introduction to students has been realized in the realm of Indonesian education. Mutiara (2023) revealed that the media in the teaching and learning process is an indicator tool



used by educators so that messages, thoughts, willingness, feelings and attention are stimulated both by students in teaching and learning activities.

The use of animated video media in the teaching and learning process is one approach for educators to develop and increase the enthusiasm of students in learning Arabic, especially in improving mastery of Arabic vocabulary Suroiyah (2020) argues that learning media can improve thinking, interest, attention, stimulation of the mind and also be a tool for educators to convey material in the teaching and learning process. Mastery of Arabic vocabulary is one of the Arabic materials that is very suitable for using learning media, namely watching animated videos that match the material in the book taught by students.

Animated video media has many positive impacts and many goals are taken so that animation media is chosen as an indicator tool for the achievement of educator learning outcomes to students. Educators see the situation when students are given new alternatives that have not previously been found or encountered in the teaching and learning process, then surely the learning will be more exciting and fun. Therefore, the researcher really took the initiative to provide a medium that is suitable for the same age as them in class VIII junior high school. Video media or animated cartoon films are a collection of images that do not move and are put together into a large number of images. This is according to Pagarra (2022) which is then arranged and made a scenario as if it were alive, moving and real. Meanwhile, according to Darmawan (2008) in the learning media book that animated cartoon films or videos are still images that are processed into images with interactive, interesting movements and try to realize the wishes of the audience. According to Qibtiyah (2020) on Arabic language teaching using moving image media to improve mastery of Arabic vocabulary, the results of his research state that the role of educators using moving image media will have a good impact on the behavior and perspective of students as well as the development and planning of learning methods and models in schools.

The formula proposed by Sunarko (2022) on the use of animated film media in improving students' mastery of Arabic vocabulary, the result of his research is that animated film media is a medium that is easily understood by students and can attract attention to increase interest in learning in class. The last research was conducted by Suroiyah (2020) on the effectiveness of using film media in learning Arabic at TPQ Sunan Muria Bendu Jebung Malang, the results of her research found that animated video media is an indicator that can help students in learning Arabic with fun and considers that animated video media can be utilized as a spectacle media that entertains students.

## 2. RESEARCH METHOD

This research uses the type of classroom action research (Classroom Action Research). Classroom action research according to Halim (2020) is a form of reflective study, which is carried out by the perpetrator of the action to improve the rational stability of his actions in carrying out tasks and deepening understanding of the conditions in learning practices. Classroom Action Research is conducted in collaboration between educators and researchers for the smooth use of animated video media on improving the mastery of Arabic vocabulary of class VIII students of SMP IT Al-Fikri Makassar. The purpose of PTK is to improve, improve, and overcome the problems faced by educators and students in the learning process according to Widayati (2020) Classroom action research consists of 4 stages, plan, action, observation, and reflection, carried out in at least 2 cycles.



The subjects of this study were 8th grade students of IT Junior High School Al-Fikri Makassar consisting of 29 students. There are two variables in this study, namely the independent variable and the dependent variable. The independent variable in this study is animated video media and the dependent variable is the mastery of students' Arabic vocabulary. The data collection techniques used in this study were tests and observations. The research instruments used were observation sheets and sheets of educators and students, as well as students' learning test results. The data analysis technique used for educator and learner observation sheets is descriptive qualitative which is used to analyze the data. The data analysis technique used for educator and learner observation sheets is descriptive qualitative which is presented in the form of a percentage and then described and analyzed through descriptive statistics.

**Table of Assessment Criteria Used as a Reference in IT Junior High School Al-Fikri Makassar**

SCORE	CATEGORY
0-74	Tidak Tuntas
75-100	Tuntas

### 3. RESULTS AND DISCUSSION

#### a. Cycle I Research Results

Based on the results of the first cycle learning test, the average value of students' mastery of Arabic vocabulary obtained is 73%. This shows that the results of the scores obtained by students are still lacking and have not included the KKM category at the Al-Fikri Makassar IT Junior High School. Based on the results of observations during the implementation of cycle I, there are still some students who are less focused in learning Arabic vocabulary through animated video media because educators do not control all students, besides that students are also less appreciated by educators so that some students who have answered questions from educators are not enthusiastic anymore.

Based on the results of cycle I, it is necessary to re-implement cycle II to improve the shortcomings that exist in cycle I and re-learn the steps that must be implemented during the teaching and learning process in the classroom, in accordance with the lesson plans that have been made. As for finding the average value of cycle 1 students, the formula below is used:

$$x = \frac{\sum x}{n}$$

$$x = \frac{1891}{26}$$

$$x = 72,73 \text{ rounded to } 73$$

Based on the results of the scores obtained from the cycle 1 test results from 26 students, the lowest score obtained by students was 53 and the highest score obtained was 100. The number of interval classes obtained using the formula is:

$$K = 1 + 3,3 \log n$$



$$= 1 + 3,3 \log 26$$

$$= 1 + 3,3 (1,41)$$

$$= 1 + 4,65 = 5,65 \text{ rounded to } 6$$

To get the class range, the formula below is used:

$$R = \frac{\text{high score} - \text{low score}}{K}$$

$$= \frac{100 - 53}{6}$$

$$= \frac{47}{6}$$

$$= 7,8 \text{ rounded to } 8$$

**Tabel 2 Data Distribusi Frekuensi dan Persentase Penguasaan Kosakata Bahasa Arab Kelas VIII SMP IT Al-Fikri Makassar**

No	Interval	Frequency	Percentage
1.	53-60	10	38
2.	61-68	1	4
3.	69-76	3	12
4.	77-84	6	23
5.	85-92	2	8
6.	93-100	4	15
	Jumlah	26	100

The frequency distribution data of the percentage of written test results in the table above shows that out of 26 students there are 10 people with a percentage of 38% getting scores in the interval class with a range between 53-60, 1 person with a percentage of 4% getting scores in the interval class with a range between 61-68, 3 people with a percentage of 12% getting scores in the interval class with a range between 69-76, 6 people with a percentage of 23% getting scores in the interval class with a range between 77-84, 2 people with a percentage of 8% getting scores in the interval class with a range between 85-92, and 4 people with a percentage of 15% getting scores in the interval class with a range between 93-100.

b. Cycle II Research Results

Cycle II was held to improve the shortcomings that existed in cycle I. The average score of students' Arabic vocabulary acquisition is 91%. From the results of the average value of cycle II, students experienced a significant increase in learning Arabic vocabulary through animated video media. The average score obtained by students in learning vocabulary through animated video media increased by 18% from the first cycle to the second cycle.

Based on the results of cycle II, students have focused on learning Arabic vocabulary, educators are also very attentive and supervise students who are less active, and finally, educators give more appreciation to all students in order to be more enthusiastic in learning



Arabic vocabulary. The number of interval classes obtained using the formula is:

$$x = \frac{\sum x}{n}$$

$$x = \frac{2625}{29}$$

$$x = 90,5 \text{ rounded to } 91$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 29$$

$$= 1 + 3,3 (1,46)$$

$$= 1 + 4,81 = 5,81 \text{ rounded to } 6$$

To get the class range, the formula below is used:

$$R = \frac{\text{high score} - \text{low score}}{K}$$

$$= \frac{100 - 80}{6}$$

$$= \frac{20}{6}$$

$$3,3 \text{ rounded to } 4$$

**Tabel 2 Data Distribusi Frekuensi dan Persentase Penguasaan Kosakata Bahasa Arab di Kelas VIII SMP IT Al-Fikri Makassar**

No	Interval	Frekuensi	Persentase (%)
1	80-83	5	17
2	84-87	5	17
3	88-91	6	21
4	92-95	8	28
5	96-99	0	0
6	100	5	17
	Jumlah	29	100

After seeing the frequency distribution data of students' scores, the percentage value of the written test results in the table above shows that out of 29 students, there are 5 people with a percentage of 17% who get scores in the interval class with a range between 80-83, 5 people with a percentage of 17% get scores in the interval class with a range between 84-87, 6 people with a percentage of 21% who scored in the interval class with a range between 88-91, 8 people with a percentage of 28% scored in the interval class with a range between 92-95, no students scored in the interval class with a range of 96-99, and finally 5 people with a percentage of 17% scored in the interval class with a range of 100.





## Discussion

Classroom action research, thank God, has been carried out using two cycles at IT Al-Fikri Junior High School Makassar for students in class VIII B. Cycle I research was conducted on November 12 and 19, 2024, and cycle II research was conducted on December 12 and 13, 2024. This class action research aims to improve the mastery of mufradhat through animated video media in class VIII students of IT Al-Fikri Junior High School Makassar. The research was carried out with two cycles, which in each cycle had 2 meetings of providing material and 1 time for evaluation tests. This research focuses more on improving students' mastery of Arabic vocabulary through animated video media which is a substitute for printed book media. Learners learn the vocabulary of isim (nouns), fi'il (verbs), and harf (letters). Learners receive learning materials through video shows taken from certain YouTube channels. Learners are also given random questions after the educator displays the Arabic vocabulary in the animated video.

The teaching and learning process in the classroom can help students improve their vocabulary through animated video media. This can be seen from the results of the evaluation tests carried out at the end of the first cycle and second cycle meetings. Initially, students were very bored and bored when learning Arabic because the media used was only based on printed books. Meanwhile, students want to experience learning using varied media in accordance with this technologically sophisticated era. The weaknesses of animated video media are that the learning objectives are not maximally achieved, the learning material studied is limited due to the short duration of learning, besides that the educator only relies on video explanations without explaining in detail the contents of the animated video material again. Reflection on the results of learning Arabic vocabulary through animated video media can improve students' mastery of Arabic vocabulary. This is supported by observation sheets of both educators and students, as well as the final results of evaluation tests for students at the final meeting of cycle I and cycle II.

## 4. CONCLUSION

Based on the results of planning for each meeting of cycle I and cycle II, thank God, the process of teaching and learning activities was carried out well. Educators collaborate with researchers to develop lesson plans, observation sheets, provide material before entering the classroom, choose YouTube channels that are suitable for students, and also prepare teaching tools and materials such as cellphones, smart tv, cables, print books, markers, and finally prepare student evaluation test sheets that will be given at the end of the meeting in each cycle I and II.

In the initial observation, students' Arabic vocabulary learning was still low and even everyday vocabulary was still difficult for them to understand. This is because the method used by educators is the lecture method which easily makes students bored and bored, besides that educators also monotonously use visual media, namely printed books, without wanting to take advantage of the sophistication of technological tools owned at the school. Then the researchers held 2 cycles, Arabic vocabulary learning will be improved through animated video media. Cycle by cycle meetings went smoothly, and students were very enthusiastic about the media provided. It can be explained that learners in the millennial era only need to need media that is in accordance with the world outside their classroom, such as linking YouTube channel shows with the material studied in class.



The teaching and learning process in the classroom carried out using animated video media in cycle I and cycle II has proven that by using this media, students' mastery of Arabic vocabulary has increased. This can be seen from the test results of each cycle, namely in cycle I the percentage value was 73%, then increased by 18% so that in cycle II the percentage value was 91%. In addition to seeing the ability of students from written evaluation tests, observation sheets are used to record activities during the learning process in the classroom, and also researchers not only record the activities of students but also record the activities of educators during teaching and learning activities in the classroom. The activities of educators and students were recorded on observation sheets that had been provided by the researcher beforehand.

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