



THE IMPLEMENTATION OF THE SINGING METHOD IN ARABIC VOCABULARY MASTERY OF SIXTH GRADE STUDENTS AT MI DDI PALIRANG

PENERAPAN METODE BERNYANYI DALAM MENINGKATKAN PENGUASAAN MUFRODAT BAHASA ARAB SISWA KELAS VI MI DDI PALIRANG

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Abstract

This study is a type of Classroom Action Research (CAR) with the research subjects being the sixth-grade students of MI DDI Palirang, totaling 28 students. The aim of this study is to examine the planning, implementation, and learning outcomes of students in mastering Arabic vocabulary using the singing method. Data collection techniques used in this study include observation, interviews, tests, and documentation. The research was conducted in two cycles, each consisting of two meetings. The results showed that the average vocabulary mastery score of students increased from 79 in the first cycle to 90 in the second cycle. This indicates an 11%-point improvement in students' Arabic vocabulary mastery. Thus, it can be concluded that the implementation of the singing method in learning can improve Arabic vocabulary mastery among sixth-grade students of MI DDI Palirang.

Keywords : Arabic language, singing method, vocabulary mastery

Abstrak

Penelitian ini adalah jenis penelitian PTK (Penelitian Tindakan Kelas) dengan subjek penelitian siswa kelas VI MI DDI Palirang yang berjumlah 28 siswa. Penelitian ini bertujuan untuk mengetahui perencanaan, pelaksanaan dan hasil peningkatan belajar siswa pada penguasaan kosakata bahasa Arab dengan menggunakan metode bernyanyi. Teknik pengumpulan data yang digunakan pada penelitian ini adalah observasi, wawancara, tes dan dokumentasi. Penelitian ini dilaksanakan dalam dua siklus dan setiap siklus terdiri dari dua pertemuan. Hasil penelitian menunjukkan nilai rata-rata penguasaan kosakata siswa pada siklus I sebesar 79 dan pada siklus II sebesar 90. Hasil ini menunjukkan adanya peningkatan penguasaan kosakata bahasa Arab siswa sebesar 11%. Sehingga dapat dikatakan bahwa penerapan metode bernyanyi



dalam pembelajaran dapat meningkatkan penguasaan kosakata bahasa Arab siswa kelas VI MI DDI Palirang.

Kata Kunci : Bahasa arab, metode bernyanyi, penguasaan kosakata

1. INTRODUCTION

Arabic holds a special position for Muslims as it is the language of the main religious sources, the Qur'an and Hadith. It possesses high literary value and an admirable style that cannot be equaled by any other (Mulianto, 2023). Arabic is spoken by over 300 million people worldwide and is the official language of 26 countries (Aprizal, 2021). In educational settings, especially in Islamic-based schools such as madrasahs, SDITs, and pesantrens, Arabic is part of the compulsory curriculum and is seen as a foundation for advancing to the next level of education.

Vocabulary mastery is a crucial aspect of language learning, including Arabic. Vocabulary is defined as a collection of words with meaning used in communication (Nurjannah, 2014). Good vocabulary mastery helps students comprehend and use language effectively. In Arabic learning, vocabulary forms the foundation for developing oral and written language skills, which include reading, writing, listening, and speaking. This aligns with the Indonesian Ministry of Religious Affairs Regulation No. 2 of 2008 concerning competency standards and educational standards for Islamic Education and Arabic, which emphasizes developing communicative competence in both oral and written Arabic.

Based on the initial observations conducted on Wednesday, July 31, 2024, which included classroom observations and interviews with the Arabic teacher and sixth-grade students of MI DDI Palirang, it was found that 10 out of 28 students or approximately 36% of the class, had not met the Minimum Mastery Criteria (KKM) set by the school, which is 73. The initial observations conducted by the researcher with the Arabic language teacher and sixth-grade students of MI DDI Palirang also revealed that the Arabic subject at MI DDI Palirang is taught using the "mim-mem" or mimicry method. The mimicry method is used in learning through imitation and memorization (Ainin, 2023). With this oral approach, the teacher pronounces the words to be learned, and the students then pronounce, imitate, and memorize them. The results of the observation indicated that the mimicry method tends to make students feel bored and unmotivated during the learning process, which leads to limited mastery of Arabic vocabulary (mufrodat) and affects their learning outcomes. On the other hand, some students perceive Arabic as an unfavorable subject because they find it difficult to memorize, resulting in a lack of active participation during lessons. This is evident from students engaging in off-topic conversations, playing with seatmates, feeling sleepy, singing, and even freely leaving and entering the classroom during lessons. Additionally, most students require approximately one week to be able to recite their memorized vocabulary. Therefore, an innovative teaching method is needed to increase students' interest in learning.

One effective method for learning Arabic, particularly in mastering vocabulary (mufrodat), is by applying the singing method in the learning process. According to (Awaluddin, 2019) this method uses song lyrics as a medium to deliver learning material. The singing method combines entertainment and education, making the learning process more enjoyable and easier to remember, enabling students to easily recall new vocabulary through repetition in the song lyrics. By implementing the singing method in learning, it can help develop students' musical intelligence, which is one of the multiple intelligences according to Howard Gardner's theory: "Musical intelligence is one of the nine intelligences possessed by



humans.” In its application, the singing method can be carried out by adapting existing songs or creating simple songs that contain target vocabulary aligned with the learning theme and objectives, while also providing supporting media such as Information and Communication Technology (ICT) to enhance engagement, motivation, and enrich students' learning experiences (Ainin, 2023).

Several previous studies that are relevant and form the basis of this research include: First, “The Effect of the Singing Method on Vocabulary Memorization Ability in Arabic Language Learning of Grade II Students at Ali Bin Abi Thalib MI Ma’arif Candran Godean”, conducted by Fikri Putri Saleha (2020) from Sunan Kalijaga State Islamic University Yogyakarta. The results of her study showed an influence and improvement in the memorization ability of Arabic vocabulary (mufrodat) among Grade II students at Ali Bin Abi Thalib MI Ma’arif Candran Godean by 0.293%. Second, “The Implementation of the Singing Method to Improve Arabic Vocabulary Mastery in Class B3 Students at RA Masyitoh Karanganom”, conducted by Tri Kurnianingsih (2023) from Sunan Kalijaga State Islamic University Yogyakarta. The results showed an increase in Arabic vocabulary mastery among Class B3 students at RA Masyitoh Karanganom from 33% to 56% in the first cycle and 95% in the second cycle. Third, “The Application of the Singing Method in Improving the Ability to Memorize Arabic Vocabulary of Alkhairaat Mogolaing Students”, conducted by Mohammad Fatah Mokoagow (2022) from the State Islamic Institute (IAIN) Manado. The results showed an improvement in Arabic vocabulary memorization ability of Alkhairaat Mogolaing students from 50.25% to 66.37% in the first cycle and 82.5% in the second cycle.

Based on the aforementioned relevant previous studies and the existing problems in the sixth-grade class of MI DDI Palirang, the researcher became interested and sought to make the singing method an effective and more interactive solution in improving vocabulary (mufrodat) mastery in Arabic language learning by conducting a study entitled “The Implementation of the Singing Method in Improving Vocabulary Mastery of Sixth Grade Students at MI DDI Palirang”.

2. RESEARCH METHOD

This study employs a mixed-method approach using a Classroom Action Research (CAR) design. Data were collected using qualitative methods, such as interviews and observations, and then analyzed using quantitative methods through predetermined instruments to measure numerical data. The Classroom Action Research design used in this study follows the Kemmis and Taggart (1988) model, which is a development of the core concept of action research introduced by Kurt Lewin. It consists of several stages: planning, action, observing, and reflecting. The reflection stage at the end of each cycle involves analyzing the collected data.

The success criteria of this research are achieved by integrating all of these stages into Cycle I, which is then repeated in Cycle II to ensure consistency and improvement. This research model is intended to provide a clear overview of the process of improving vocabulary (mufrodat) mastery among Grade VI students of MI DDI Palirang through the singing method.

3. RESULTS AND DISCUSSION

This research was conducted at MI DDI Palirang, located on Jalan Pendidikan, Palirang Village, Tonyamang Sub-district, Patampanua District, Pinrang Regency, South Sulawesi. This study employed a mixed-method approach with a Classroom Action Research (CAR) design



aimed at improving the Arabic vocabulary (mufrodat) mastery of sixth-grade students of MI DDI Palirang, who were the subjects of the research. The research was conducted on February 5, 12, 19, and 26, 2025.

In the preliminary observation, the researcher interviewed the teacher regarding several aspects of the teaching and learning process in the sixth grade at MI DDI Palirang. Based on the interview, data showed that ten students had not reached the Minimum Mastery Criteria (KKM) of 73 in Arabic language lessons. This was due to students' unfamiliarity with the Arabic language, which made it difficult for them to understand the material being taught.

The aim of this study was to improve students' vocabulary (mufrodat) mastery by using the singing method during learning activities conducted over two cycles. Before implementing the learning process in Cycle I and Cycle II, the teacher and the researcher collaboratively planned the lessons, discussed how the singing method would be applied, prepared lesson plans (RPP), learning media, and determined the learning materials based on the textbook — namely al-adawatul kitabiyyah (stationery) and fi'il mutakallim (first-person verbs). Each meeting introduced 12 vocabulary items, totaling 24 vocabulary words over the entire research period.

The researcher also prepared vocabulary mastery test instruments for the end of each cycle, as well as observation guidelines for both teacher and student activities during the learning process. The researcher, acting as observer, monitored the learning process. In the preliminary observation, general classroom activities were noted, but during the singing method sessions, observations were more detailed and aligned with the structured steps of the research. The learning process was conducted using the singing method. The teacher distributed vocabulary sheets to all sixth-grade students, pronounced the words repeatedly, and had students listen and repeat after the teacher. During the process, the researcher observed student engagement and fluency in pronouncing Arabic words. Based on observations of teacher activity in the first meeting of Cycle I, the teacher followed the entire planned procedure, including delivering the material, providing exercises and assignments, outlining the next lesson plan, and managing the classroom. In the second meeting of Cycle I, however, the teacher did not explain how the vocabulary could be applied in daily life and did not give students the opportunity to write the new vocabulary in their notebooks.

In the first meeting of Cycle II, the teacher again did not provide time for students to write the new vocabulary, nor did they summarize the material. In the second meeting of Cycle II, the teacher did not state the Basic Competencies and Learning Objectives. Observation of student activity in the first meeting of Cycle I revealed that three students were shy to sing, only two students asked questions, and two students were not paying attention when the teacher explained the plan for the next lesson. In contrast, during the second meeting of Cycle I, students appeared more enthusiastic with the singing method: three students asked questions, and two students expressed opinions. Although most students could translate the vocabulary well, four students still mispronounced some vocabulary items.

In the first meeting of Cycle II, three students still mispronounced words, while six students were more enthusiastic, actively asked questions, and summarized the material. In the second meeting of Cycle II, students were more active and enthusiastic due to the enjoyable interaction with the teacher, such as singing together and engaging in fun activities like assembling letters into vocabulary words. However, two students were still not paying attention and could not summarize the lesson.

From these observations, it was found that student activity levels improved significantly compared to the initial observation before the singing method was applied. The percentage of



student activity was 89% in the first meeting of Cycle I, and 93% in the second meeting of Cycle I. In Cycle II, the percentage was 90% in the first meeting and 96% in the second meeting.

The evaluation test for Cycle I was conducted on Wednesday, February 12, 2025, and for Cycle II on Wednesday, February 26, 2025. The test sheet consisted of 20 questions, with the following breakdown: 5 multiple-choice questions, 10 vocabulary translation questions from Indonesian to Arabic, and 5 image-matching questions. The scoring system assigned 0.5 points for each correct answer and 0 points for incorrect answers. Thus, the maximum total score was 10, which was then converted into a score out of 100. In the multiple-choice questions, students were asked to select one correct answer from four provided options. In the vocabulary translation section, students were required to write the correct translation of the underlined word, either from Indonesian to Arabic or vice versa. As for the image-matching questions, students were instructed to match words with the corresponding images by drawing a line to connect them to the correct answer. This evaluation test was conducted with the aim of assessing the students' vocabulary (mufrodat) mastery after the implementation of the singing method in the Arabic language learning process.

Based on the data obtained from the evaluation test in Cycle I, it was found that four out of 28 students had not reached the Minimum Mastery Criteria (KKM). The lowest score was 45, achieved by one student; two students scored 50, and one student scored 60. Meanwhile, those who met the KKM included six students who scored 100, three students scored 95, four students scored 90, three students scored 80, and eight students scored 75. The average score of the students in Cycle I was 79, which is equivalent to 79%.

In the evaluation test for Cycle II, it was found that all sixth-grade students had achieved the KKM. The lowest score, achieved by six students, was 75. Additionally, five students scored 85, three scored 90, three scored 95, and eleven students scored 100. The average score of the students in Cycle II was 90, which is equivalent to 90%.

In the evaluation test for Cycle II, it was found that all sixth-grade students had achieved the KKM. The lowest score, achieved by six students, was 75. Additionally, five students scored 85, three scored 90, three scored 95, and eleven students scored 100. The average score of the students in Cycle II was 90, which is equivalent to 90%.

4. CONCLUSION

Based on the research questions, the research findings, and the discussion in this study, it can be concluded that:

- a. Based on the lesson planning carried out by the teacher using the singing method, the implementation was successful. This can be seen from the classroom atmosphere, which appeared more active and interactive, making the students more enthusiastic in responding to and receiving the learning material.
- b. Based on observations of student activities during Arabic lessons using the singing method, it was found that student participation was higher compared to the initial observation before the singing method was applied. The researcher, acting as the observer, monitored the learning process. In the initial observation, the researcher observed general classroom activities; however, during the implementation of the singing method, observations were made in more detail following the structured steps. In the first meeting of Cycle I, the percentage of student activity was 89%, and in the second meeting of Cycle I, it increased to 93%. In the first meeting of Cycle II, the percentage was 90%, and in the



second meeting of Cycle II, it reached 96%. This improvement occurred because the implementation of the singing method in learning, combined with other interactive methods, made students more joyful and enthusiastic about learning, creating a more active and interactive classroom atmosphere.

- c. Based on the results of the evaluation tests at the end of each cycle during the Arabic learning process using the singing method, it was found that there was a significant improvement. In the evaluation test for Cycle I, the average score was 79, which is equivalent to 79%. In the evaluation test for Cycle II, the average score increased to 90, which is equivalent to 90%. With the improvement in each cycle, it can be concluded that the singing method can improve the mastery of Arabic vocabulary (mufrodats) for sixth-grade students at MI DDI Palirang.

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