



**IMPROVING MASTERY OF MUFRODAT (VOCABULARY) BY
USING FLASHCARD MEDIA FOR STUDENTS IN CLASS VII SMP
PESANTREN PUTRI YATAMA
MANDIRI GOWA**

**PENINGKATAN PENGUASAAN *MUFRODAT* (KOSAKATA) DENGAN
MENGUNAKAN MEDIA *FLASHCARD* SISWA KELAS VII SMP
PESANTREN PUTRI YATAMA MANDIRI GOWA**

Feni Hariyanti¹, Syamsu Rijal², Sitti Mutmainnah³

¹Arabic Education Study Program, Language and Literature Faculty, Makassar State University,
Email: fenyharianty23@gmail.com

²Language and Literature Faculty, Makassar State University, Email: syamsu.rijal@unm.ac.id

³Arabic Education Study Program, Makassar State University, Email: sitti.muthmainnah@unm.ac.id

* email Koresponden: fenyharianty23@gmail.com

DOI: <https://doi.org/10.62567/micjo.v2i3.904>

Article info:

Submitted: 11/06/25

Accepted: 14/07/25

Published: 30/07/25

Abstract

This study aims to determine the process and results of the application of flashcard media in improving mastery of mufrodah (Arabic vocabulary). This type of research is Classroom Action Research (PTK). The subject of the research was the seventh grade students of SMP Pesantren Putri Yatama Mandiri Gowa with a total of 28 people. Data collection techniques used in the study were test sheets and observation sheets. This research was conducted in 2 cycles and each cycle consisted of 2 meetings. The results of this study indicate that the average score obtained by students has increased. In cycle I, the average value was 69% and the average value in cycle II was 91%. The average score obtained by students in learning mufrodah by using flashcards media increased by 22% from the value of cycle I to the value of cycle II.

Keywords: Flashcard Media, Mastery, Arabic Mufrodah

Abstrak

Penelitian ini bertujuan untuk mengetahui proses dan hasil penerapan media *flashcard* dalam meningkatkan penguasaan *mufrodah* (kosakata bahasa Arab). Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek penelitian yaitu siswa kelas VII SMP Pesantren Putri Yatama Mandiri Gowa dengan jumlah 28 orang. Teknik pengumpulan data yang digunakan



pada penelitian adalah lembaran tes dan lembaran observasi. Penelitian ini dilaksanakan sebanyak 2 siklus dan setiap siklus terdiri dari 2 kali pertemuan. Hasil penelitian ini menunjukkan bahwa nilai rata-rata yang diperoleh siswa mengalami peningkatan. Pada siklus I nilai rata-rata yaitu 69% dan nilai rata-rata pada siklus II yaitu 91%. Hasil nilai rata-rata yang diperoleh siswa dalam mempelajari *mufrodât* dengan menggunakan media flashcard meningkat sebesar 22% dari nilai siklus I ke nilai siklus II.

Kata Kunci: Media Flashcard, Penguasaan, Mufrodât Bahasa Arab

1. INTRODUCTION

Arabic is very important for Muslims because it is the language of the Qur'an, so a good understanding is needed to understand religious texts. Arabic also acts as an international language and has an influence on the Indonesian language through absorbed words such as “kitab”, “ilmu”, and “adil”. In Indonesia, Arabic is the second foreign language at the junior and senior high school levels, with a focus on four main skills: listening (Maharah Al-Istima'), speaking (Maharah Al-Kalam), reading (Maharah Al-Qira'ah), and writing (Maharah Al-Kitabah), as well as aspects of vocabulary (Al-Mufradât), grammar (Al-Qawaid), and pronunciation (Al-Ashwat). Vocabulary mastery is the main element in language skills. Students who are rich in vocabulary mastery will show their proficiency in language skills, both writing and speaking as productive skills (Fitriani, 2020).

Based on the results of observations on September 30, 2024 at SMP Pesantren Putri Yatama Mandiri Gowa, it was found that seventh grade students have a relatively low level of mastery of Arabic, as shown by the results of the daily tests of seventh grade students, which are still far below the Learning Objective Completeness Criteria (KKTP), which is 75.00% with an average score percentage of 56.94%. This is caused by internal student factors, namely they lack interest in learning Arabic and are less active in learning it, they have difficulty understanding and pronouncing Arabic vocabulary, the learning methods used are very monotonous and the media used are less varied. As a result, language learning is often delivered orally without any supporting media that attracts students' attention when the teacher explains.

The learning environment is not conducive and the teacher's mastery of Arabic language is not optimal, which also affects students' learning outcomes. If learning methods and approaches are not appropriate, students will easily get bored and feel that Arabic is difficult to learn, so they become passive in learning and have difficulty mastering vocabulary. Therefore, one solution that is considered appropriate is the use of creative learning media and in accordance with the material, so that students are more excited and effective in memorizing vocabulary.

Some previous research supports this idea. Maronta's research (2023) entitled “The Effect of Digital-Based Flashcard Media on Early Reading Ability of 5-6 Year Old Children” shows that digital flashcard media can help children learn to read faster through interesting images and sounds. However, the focus of the study was on children's early reading skills, while this study focuses more on students' vocabulary mastery. Syaripah's research (2024) entitled “The Combined Application of Singing Method and Flash Card Media for Mastery of Santri's Arabic Mufradat” found that the combination of singing and flashcard methods



effectively improved mastery of mufradat by creating a fun and interactive learning atmosphere. Unlike Syaripah's research, this research will only use flashcards as visual media without the addition of other methods. In addition, Kartini's research (2024) entitled "Application of Direct Method with Flashcard Media to Improve Mufrodats Mastery of Class VII Students of MTsN Palopo" proves that the use of direct method with flashcard media significantly improves vocabulary mastery. However, this study is different because it only focuses on the use of flashcard media without combining certain methods.

Based on this, this study asks the question of how the use of flashcards can improve the vocabulary mastery of seventh grade students at SMP Pesantren Putri Yatama Mandiri Gowa and whether the use of flashcards is effective in improving students' abilities. The purpose of this study is to determine the effectiveness of flashcard media in improving the vocabulary mastery of seventh grade students at the school. With the support of previous research results and existing learning conditions, this study seeks to develop interesting and creative flashcard media as a learning tool that can increase students' interest, motivation, and mastery of mufrodats effectively.

2. RESEARCH METHOD

This study uses the Classroom Action Research (PTK) method consisting of planning, implementation, observation, and reflection cycles, aiming to improve the vocabulary mastery of seventh grade students at SMP Pesantren Putri Yatama Mandiri Gowa by using flashcard media. The research subject was class VII A consisting of 30 students, and the research was conducted in the even semester of the 2024/2025 school year at the school. The independent variable is the use of flashcard media, while the dependent variable is the mastery of Arabic mufrodats (vocabulary), especially focusing on isim (nouns) and fi'il (verbs) with the theme of profession and place. The flashcard media contains pictures, vocabulary, and their translations, which the teacher uses to teach mufrodats interactively.

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

The success criteria of this study were achieved by integrating all these stages into Cycle I, which was then repeated in Cycle II to ensure consistency and improvement. This research model is intended to provide a clear picture of the process of improving vocabulary mastery among VII grade students of SMP Pesantren Putri Yatama Mandiri Gowa through flashcard media.

3. RESULTS AND DISCUSSION

Cycle I Research Results

Based on the observation of cycle I at the first meeting, the teacher carried out 80% activities then at the second meeting the teacher's activity increased to 93%. Of the 28 students, the average score obtained was 69%, with the lowest score of 50 and the highest score of 90. Based on the frequency distribution analysis, most students obtained scores in the range of 50-



57 (22%) and 65-73 (18%), while only 18% of students achieved the maximum score (≤ 90). These results indicate that students' mastery of mufrodats is still relatively low, with some students requiring additional assistance to achieve more optimal results.

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 MA that has been made. As for finding the average value of students in cycle I, the formula below is used:

$$x = \frac{\sum x}{n} = \frac{1930}{28}$$

$$x = 68,92 \text{ rounded to } 69$$

Based on the scores obtained from the cycle 1 test results from 28 students, the lowest score obtained by students was 50 and the highest score obtained was 90. The number of interval classes obtained using the formula is:

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

$$= 1 + 3,3 \log 28$$

$$= 1 + 3,3 (1,44)$$

$$= 1 + 4,75 = 5,75 \text{ rounded to } 6$$

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

$$R = \frac{\text{Highest Score} - \text{Lowest Score}}{K} = \frac{95 - 50}{6} = \frac{45}{6} = 7,5 \text{ rounded to } 8$$

Table 1.1 Frequency Distribution Data and percentage of Mufrodats Mastery Arabic Language Class VII A SMP Pesantren Putri Yatama Mandiri Gowa

No	Interval	Frekuensi	Persentase (%)
1.	50-57	6	22
2.	58-64	4	14
3.	65-73	5	18
4.	74-80	4	14
5.	81-89	4	14
6.	≤ 90	5	18
	Total	28	100

The frequency distribution data from the percentage of written test results in the table above shows that of the 28 students, 6 people with a percentage of 22% scored in the interval class with a range between 50-57, 4 people with a percentage of 14% scored in the interval class with a range between 58-64, 5 people with a percentage of 18% scored in the interval class with a range between 65-73, 4 people with a percentage of 14% scored in the interval class with a range between 74-80, 4 people with a percentage of 14% scored in the interval



class with a range between 81-89, and 5 people with a percentage of 18% scored in the interval class with a range between ≤ 90 .

Cycle II Research Results

In the first meeting of cycle II, the teacher carried out activities by 89% and in the second meeting students carried out activities by 100% according to the student observation sheet carried out on March 21, 2025, which showed a significant increase in the mastery of vocabulary of students in class VII A. Of the 28 students who took the written test, the average score increased to 91% with the highest score of 100 and the lowest score of 80. The results of the score distribution show that most students are in the high score category, especially in the 89-91 and ≥ 95 intervals. This shows that the use of flashcards in cycle II was more effective than cycle I both in terms of material understanding and student participation in the learning process.

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

$$x = \frac{2550}{28}$$

$$x = 91,2 \text{ rounded to } 91$$

Based on the results of the scores obtained from the cycle II test results from 28 students, the lowest score was 50 and the highest score was 100. The following number of interval classes is obtained using the formula, namely:

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

$$= 1 + 3,3 \log 28$$

$$= 1 + 3,3 (1,44)$$

$$= 1 + 4,72 = 5, \text{ rounded to } 5$$

To get the class range, the following formula was used:

$$R = \frac{\text{Highest Score} - \text{Lowest Score}}{K}$$

$$= \frac{100 - 80}{5}$$

$$= \frac{20}{5}$$

$$= 4$$

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

Table 4.2 Frequency Distribution Data and Percentage of Mufrodat Mastery of Students in Class VII of SMP Pesantren Putri Yatama Mandiri Gowa

NO	Interval	Frekuensi	Persentase
1	80-82	3	11
2	83-85	6	21
3	86-88	0	0
4	89-91	10	36
5	92-94	0	0
6	≤ 95	9	32
Total		28	100



Based on the data on the frequency distribution of student scores above, the results of the percentage value of the written test in the table above show that of the 28 students, there are 3 students with a percentage of 11% obtaining scores in the interval class with a range between 80-82, 6 students with a percentage of 21% obtaining scores in the interval class with a range between 83-85, no students obtained scores in the interval class with a range between 86-88, 10 students with a percentage of 36% obtained scores in the interval class with a range between 89-91, and 9 students with a percentage of 32% obtained scores in the interval class with a range of ≤ 95 .

Discussion

Based on the formulation of the problem, the results of the research and discussion in the study can be concluded as follows:

Planning carried out between teachers and researchers through the application of flashcard media is the making of Teaching Modules (MA) in accordance with the curriculum used at school, preparing flashcard media cards that will be used in class, and preparing observation sheets for teachers and students.

The process of improving students' mastery of mufrodat through flashcard media was carried out in 2 cycles. Before the implementation of the two cycles, researchers made initial observations to see the situation and conditions that occurred during teaching and learning activities in the classroom. Students' understanding of mufrodat was still low because the learning model and media used by the teacher were not efficient with students' needs. After the implementation of cycle I, students' mastery of mufrodat began to improve because the media used was flashcard media, then cycle II was carried out to find out further improvements that occurred in the mastery of mufrodat students in class VII SMP Pesantren Putri Yatama Mandiri Gowa.

4. CONCLUSION

The results of the evaluation test on improving the mastery of mufrodat through flashcards media in students of class VII SMP Pesantren Putri Yatama Mandiri Gowa showed that the average value in the evaluation of cycle I percentage was 69% and the average value in cycle II percentage was 91%, so that the change in evaluation in cycle I to cycle II increased by 22%. The increase in students' mastery of mufrodat can show that the use of flashcards can be used to help students in learning Arabic. In addition, it can also be seen from the observation sheets for teachers and students that support the achievement of the Learning Objective Achievement Criteria.

5. REFERENCES

- Agustin, N. A., Lisnawati, S., & Triwoelandari, R. (2023). Application of Flashcard Media to Improve the Ability to Memorize Arabic Vocabulary of Class VII Students of SMP YAPIDA Gunung Putri Bogor. *Da'watuna: Journal of Communication and Islamic Broadcasting*, 4(2), 737-743.
- Haris Zubaidillah, M., Amuntai, S. (2019). The Effect of Picture Card Media (Flash Card) on Mastery of Arabic Vocabulary. In *Al Mi'yar Journal* (Vol. 2, Issue 1).



- Humam, I., Asirri, S., & Handayani, Y. (2023). The Effectiveness of Using Flash Card Media on the Improvement of Mufradat of Class VII Students of Mts Al-Intishor Mataram. *Journal of Arabic Language Education*, 6(1), June.
- Husnul Hotimah. (2019). Flashcard Media Experiment to Improve Arabic Vocabulary Mastery of Class Vii Mts Negeri 6 Sleman Academic Year. *Journal of Arabic Language Education*, April.
- Maronta, Y., Sutarto, J., & Isdaryanti, B. (2023). The Effect of Digital-Based Flashcard Media on Early Reading Skills of 5-6 Years Old Children. *Journal of Obsession: Journal of Early Childhood Education*, 7(1), 1142-1161.
- Mutholib, A., Cahya, E., Setyawan, M. (2021). Arabic language education. *Nusa Literal Inspiration*.
- Nurhamim, MA. et al. (2022). Arabic Language Variety of Learning Media. CV. Palace Agency.
- Qibtiyah, M., & Walfajri, W. (2020). Teaching Arabic Language Using Moving Picture Media to Improve Vocabulary Mastery. *An Nabighoh: Journal of Arabic Language Education and Learning*, 22(01), 71.
- Roslinda. (2020). The Use of Flash Card Media in Arabic Language Learning at SD Negeri 09 Dewantara. *Constructivist Porch*, 2(4), December.
- Syaripah, E. S., Nursyamsiah, N., & Maulani, H. (2024). Application of Combined Singing Method and Flash Card Media for Mastery of Santri Arabic Mufradat. *Journal of Arabic Language*, 21(1), march.
- Umul, T. R., Prodi, K., Profession, P., & Raya, P. (2022). The Application of the Eclectic Method Using Flashcard Media in Improving Mufradat Mastery of Class Vi Students at Mis Muhammadiyah 02 Cakru District Kencong Jember Regency East Java. *Professional Education for Teachers of Islamic Religion*, 2(2), October.