

APPLICATION OF DAILY MUFRODAT ADDITION PROGRAM IN IMPROVING THE ABILITY TO SPEAK ARABIC AT CLASS VII FEMALE STUDENTS AT IBNU MAS'UD FEMALE ISLAMIC BOARDING SCHOOL

Lutfiyah Aini

Sekolah Tinggi Islam Al-Mukmin

lutfiyahaini13@stimsurakarta.ac.id

ABSTRACT

Learning Arabic at Pondok Pesantren Ibnu Mas'ud has differences with learning Arabic at school. Arabic in Pondok Pesantren Ibn Mas'ud using the addition of mufrodat program in every night that will provide the output achieved by students. This study aims to determine the effectiveness of the application of daily mufrodat addition Program Class VII Pondok Pesantren Ibnu Mas'ud in improving the ability to speak Arabic actively. This study uses a qualitative approach by collecting data from observations, interviews, and documentation studies. The results showed that the addition of mufodot program at Pondok Pesantren Ibnu Mas'ud has been adjusted to the class level of the students. This Program was prepared by ustadzah from the language section which has an important role in improving the Arabic language skills of santriwati, especially in daily communication, through good mastery of mufrodat.

Keywords: mufrodat, ability to speak Arabic, Pondok pesantren Ibn Mas'ud

INTRODUCTION

In the current era of globalization, it is increasingly perceived how important the function of language as a means of communication. Language skills include the ability to understand and convey messages orally and in writing. The presence of language skills allows a person to convey his thoughts and feelings. With the existence of language, humans can communicate with each other and develop science and culture in order to build a good civilization. Arabic is one of the foreign languages that are often encountered and always used by the people of Indonesia. Learning Arabic is said to be important, one of the factors because Arabic is closely related to the Qur'an. It is well known that the Qur'an uses the Arabic language, while the Qur'an itself is a guide for human life. To understand the guidelines of life requires knowledge of the Arabic language. Learning Arabic is very important especially for Muslims, because the original source of Islamic teachings Al-Qur'an and Hadith written in Arabic, the books of great scholars who influenced the flow of thought of Muslims, especially in the field of interpretation, Hadith, Fiqh, aqeedah, Sufism written in Arabic Arabic is one of the foreign languages that are often encountered and used by the people of Indonesia. Learning Arabic is very important especially for Muslims because it is closely related to the Koran. As is well known that the Qur'an is a guide to the life of Muslims using the Arabic language. Therefore, it takes knowledge of the Arabic language to be able to understand the content of the Koran. In addition, the literature that examines the content of the Qur'an and Hadith are also many written in Arabic. As well as there are many books by other scholars who have a great influence on Islamic thought is also written in Arabic, especially in the field of interpretation, Hadith, Fiqh, aqeedah and Sufism. Therefore, the study of Islamic science will be more weighty if you take references from the Arabic language. Based on this, the Arabic language can never be

separated from Muslims, because to understand islam in kaffah, mastery of the Arabic language is required.

As the word of Allah Ta'ala;

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"Indeed, we have sent it down as an Arabic Qur'an that you may understand." (Surah Yusuf [12]: 2). Ibn Kathir explained the importance of the Arabic language and he said when interpreting the verse:

"That is because Arabic is the most eloquent, clear, comprehensive language, and its meaning is more suitable for the human soul. Therefore the Most Noble book was sent down (Qur'an) to the most noble Messenger (Muhammad sallallahu 'alaihi wa sallam), with the most noble language (Arabic), through the intermediary of the most noble angel (Gabriel), plus sent down on the most noble plain on Earth (Arabic), and the beginning of the descent was in the most noble month (Ramadan), so that the Qur'an became perfect from all sides."

Imam asy Shafi'i said:

من تبحر في النحو اهتدى الى جميع العلوم

"Whoever is adept at nahwu knowledge, then he will get guidance to understand all knowledge" mentioned in Syadzarat adz-Dzahab fi Akhbar min Dzahab

Thus, learning Arabic is not just about learning a foreign language, but also an attempt to get closer to the main source of Islamic teachings. The success of learning Arabic depends on how a teacher packs teaching and learning activities with fun. Therefore, teachers should understand and master the media of education and teaching so that learning objectives can be successful and effective. As well as in the selection of media as a learning tool. One way to overcome this situation is to choose and use good and appropriate media in the learning process in order to help smooth, effectiveness and efficiency in achieving learning goals.

Arabic has an important role in education in Islamic boarding schools because Arabic is a daily communication tool for students. In Arabic there are four maharah that must be mastered by Arabic learners, namely, maharah istima', maharah kalam, maharah qira'ah, and maharah kitabah. The purpose of the implementation of the mufrodat program in Islamic boarding schools is to increase one of the maharahs, namely maharah kalam. Mufrodat in foreign language lessons is the key and important point of a person's success in mastering a new language. The more mufrodat Arabic is mastered, the greater the chance of mastering all Arabic skills, such as listening skills, speaking skills, writing skills, and reading skills.

Some previous studies that are relevant to this research are research conducted by Aria Setyaki, Herliana Dwi Mutia, Salwa Nabilah Dias and Kisno Umbar (2023), with the title " morning Mufrodat Program in improving Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory." The results of the study stated that the morning mufrodat program has a role in improving maharah kalam, the increase is seen from santriwati skills in communication. While the author's research on the effectiveness of the method of adding mufrodat every day, in addition, the author also took a different location and subject in Pondok Pesantren Ibnu Mas'ud Class VII.

A similar study by Azifa Yusrinawati and Farikh Marzuki Amar (2023), with the title of the study, "analysis of the application of the use of Mufrodat in Arabic Communication at the Islamic Center Islamic boarding school eLKISI Mojokerto." This study aims to determine the application of

mufrodat by students in everyday life. The difference between the author's research and the study is that the author wants to know the effectiveness of the addition of mufrodat to maharah kalam. In addition, the location of the study is also different.

A similar study by Dwi Sabrina Ummaya and Oktrigana Wirian (2024), with the title "implementation of the Mufrodat learning method in Arabic language lessons at SMP Islam Al-Fadli Medan." This study aims to analyze the application of learning methods mufrodat in teaching Arabic at SMP Islam Al-Fadli Medan. This study has similarities in the focus on learning methods mufrodat. However, the author's research is more specific, namely "method of adding mufrodat." In addition, the location of the study is also different. The object of the author's research is Pondok Pesantren Ibnu Mas'ud Class VII.

A similar study by Cindy Kharisma and Ibrahim Hasan (2025), with the title "implementation of the Mufrodat memorization Program in improving Arabic reading comprehension of boarding school students." This study aims to determine the Arabic language skills and memorization process barriers mufrodat in Islamic boarding school Darul Hasanah Galang. This study has similarities in the mufrodat program. However, the location of the study was also different from the author at Pondok Pesantren Ibnu Mas'ud.

However, this study focuses on the application of the addition of mufrodat program in improving the ability to speak Arabic santriwati Class VII at Pondok Pesantren Ibnu Mas'ud. The goal is to understand the effect of these methods on improving speech skills.

METHODS

The research method used in this study is descriptive qualitative research with a phenomenological approach. The data collection techniques employed are: (1) Observation the researcher conducted observations to examine the process of vocabulary enrichment at Ibnu Mas'ud Islamic Boarding School; (2) Interview the researcher interviewed the *ustadzah* regarding Arabic language learning related to the vocabulary enrichment program at Ibnu Mas'ud Islamic Boarding School; and (3) Documentation the researcher used documentation techniques to collect information in the form of documents with the aim of identifying the students' Arabic language skills before and after the implementation of the vocabulary enrichment program at Ibnu Mas'ud Islamic Boarding School.

RESULT AND DISCUSSION

Ibnu Mas'ud Islamic Boarding School is an Islamic-based educational institution located in Karanganyar. It was founded in 2019. Therefore, the inclusion of Arabic language learning as part of the boarding school curriculum encouraged the author to conduct this research. The following are the results and discussion of that study.

Implementation of the Vocabulary Enrichment Program at Ibnu Mas'ud Islamic Boarding School

At Ibnu Mas'ud Islamic Boarding School, Arabic is the main language used as a tool of communication. Arabic is also a compulsory program for all female students, as the learning activities in the boarding school predominantly use Arabic. According to the language department (as stated in the interview results), language is considered an important aspect in the development of female students at Ibnu Mas'ud Islamic Boarding School, since all students use Arabic as a means

of communication in their daily activities. The teaching method plays an important role in the teaching and learning process because it is a tool used to deliver the learning materials in order to achieve the instructional objectives. Therefore, Ibnu Mas'ud Islamic Boarding School applies a vocabulary enrichment program for its students. The vocabulary enrichment program is a compulsory program that all female students must follow. Mastery of vocabulary and Arabic grammar (qawaid) is a skill and understanding that every student must possess so that the students become accustomed to memorizing and understanding the meaning of new vocabulary that they receive and can comprehend it. Thus, mastering vocabulary greatly helps students develop their reading skills, especially when reading Arabic texts. The vocabulary enrichment program at Ibnu Mas'ud Islamic Boarding School is conducted at night after the evening roll-call. In each meeting, the students receive five new vocabularies, and once a month there is a vocabulary test for all students. The Language Department prepares the vocabulary materials to be given to the students according to each level, and this is important to guide the teachers in fulfilling their role of meeting the students' learning needs.

In this program, the teachers in the language department have a special schedule for delivering vocabulary to the teaching staff. The teachers then deliver the vocabulary to the students according to their respective class levels. The purpose of this program is to make it easier for students to communicate using Arabic.

Stages of Vocabulary Learning at Ibnu Mas'ud Islamic Boarding School

The stages of Arabic language learning, which start with planning, are carried out in the boarding school in line with several theories and research findings from experts in Arabic education. Kurniawati emphasizes that lesson planning is important in clarifying every stage required to achieve the determined goals. In the vocabulary learning process, the language teachers select several important vocabularies that are relevant to the students' daily needs in communication. Based on the observation, interview, and documentation data obtained by the researcher, the techniques used in the vocabulary enrichment program at Ibnu Mas'ud Islamic Boarding School include writing, reading, memorizing, and practicing.

a) Writing

The teacher writes the vocabulary on the board so that the students can write it in the correct way.

b) Reading

The teacher reads the vocabulary written on the board, and the students repeat it. Some students are given the opportunity to repeat the vocabulary again. The vocabulary that has been heard is then pronounced again by the students so that they can remember it for a longer period.

c) Memorizing

The students memorize the vocabulary by repeating it after the teacher, then several students are asked to repeat the vocabulary that has been memorized. This memorization stage has several advantages, such as providing a foundation for students to expand and apply the vocabulary in Arabic learning. Memorization also makes it easier for the students especially the new students to master the Arabic language.

d) Practice

Students practice by applying the vocabulary they have learned in daily communication.

Based on the previously described data and observations, it can be concluded that the vocabulary enrichment program at Ibnu Mas'ud Islamic Boarding School is well aligned with the planned program. Each day the students receive five new vocabularies with pre-determined material. The vocabulary learning applied in the boarding school consists of four stages, namely writing, reading, memorizing, and practice.

Arabic Speaking Ability of Seventh Grade Students in the Vocabulary Enrichment Program

Since language mastery functions as a means of good communication, learners must master vocabulary because it helps them in learning a foreign language, especially in mastering the four language skills which are listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*).

Mahārah kalām (speaking skill) is one of the four skills that Arabic language learners must acquire. The speaking ability of students at Ibnu Mas'ud Islamic Boarding School corresponds with the vocabulary enrichment program that has been implemented. Based on the documentation collected by the researcher, the seventh grade students at Ibnu Mas'ud Islamic Boarding School showed improvement in their Arabic speaking ability through the vocabulary enrichment program. This program helps increase their vocabulary, which in turn facilitates daily communication in Arabic. Interviews with several students revealed that the vocabulary enrichment program assists in improving their Arabic speaking ability. Some students also stated that Arabic language learning helps them construct correct sentences. It is believed that the vocabulary enrichment program for seventh grade students at Ibnu Mas'ud Islamic Boarding School will have a positive impact on improving their speaking ability. Halimah, one of the students, stated, "The vocabulary enrichment program makes it easier for us to speak Arabic in daily life, but if the vocabulary memorization uses singing, it may help us remember the vocabulary better so that we do not forget it." Agustina, another student, also said, "Alhamdulillah, the program greatly helps us in speaking Arabic in our daily life at the boarding school. Some students also improve their speaking by listening to their seniors speaking Arabic." As we know, *mahārah kalām* can be seen from one's fluency in speaking Arabic, the ability to choose vocabulary corresponding to the context, and the ability to use appropriate grammatical rules. *Mahārah kalām* can be trained through listening practice and communicative exercises. In line with the explanation above, the seventh grade students at Ibnu Mas'ud Islamic Boarding School have improved their speaking ability through the vocabulary enrichment program, and Arabic learning also helps them pronounce sentences in accordance with Arabic rules.

CONCLUSION

Based on the discussion above, it can be concluded that the vocabulary enrichment program in Arabic communication for seventh grade female students at Ibnu Mas'ud Islamic Boarding School is able to improve their Arabic language skills. This is demonstrated through their mastery of vocabulary as well as their ability to speak in accordance with proper and correct pronunciation rules. At Ibnu Mas'ud Islamic Boarding School, there are four stages in delivering the vocabulary, namely writing, reading, memorizing, and practice.

The results of interviews with seventh grade students indicate that this vocabulary enrichment program has a positive impact on improving their ability to speak in Arabic. However, they hope that the vocabulary memorization method can be made more interesting, for example through songs, so that it becomes easier to remember and practice in daily communication.

BIBLIOGRAPHY

- Abror, S., Arwani, W., & Aedi, K. *Pengaruh Penggunaan Metode Magic Story Terhadap Penguasaan Mufrodat Siswa Kelas VII B MTs Darul Masholeh Cirebon*. EL IBTIKAR: Jurnal Pendidikan. 2020.
- Acep Hermawan, *Metodelogi Pembelajaran Bahasa Arab*, (Bandung: Remaja Rosadakarya, 2011).
- Aini, S., dan Wijaya, M. *Metode Mimicry-Memorization (Mim-Mem Method) dalam Meningkatkan Penguasaan Mufrodat Peserta Didik di Madrasah*. Palapa: Jurnal Studi Keislaman dan Ilmu Pendidikan, Vol. 6, No. 1. 2018.
- Ame Putyara Freday, dll, *Urgensi Pembelajaran Bahasa Arab Bagi Penghafal Al-Qur'an Di Pon-Pes Al-Hidayat Gerning*, (Sekolah Tinggi ilmu Tarbiyah Pringsewu), 2024.
- Aprizal ,Ambo Pera , *Urgensi Pembelajaran Bahasa Arab*, Jurnal Pendidikan Guru Vol. 2, No. 2. (Januari-Juni 2021).
- Aprizal, Ambo Pera, *Urgensi Pembelajaran Bahasa Arab*, Jurnal Pendidikan Guru Vol. 2, No. 2. (Januari-Juni 2021).
- Dwita, Diana, *Pengaruh Penggunaan Media Vidio Animasi Terhadap Peningkatan Penguasaan Mufrodat(Kosa Kata) Pembelajaran Bahasa Arab Peserta Didik Kelas VII MTS Mathla'ul Anwar Cemplang Tahun Ajaran 2022/2023*, Jurnal IuqiBogor : Pendidikan Bahasa Arab, vol. 3, no. 1,(Oktober, 2023).
- Ghazali, Syukur, *Pembelajaran Keterampilan Berbahasaa, Dengan Pendekatan Komunikatif-Interaktif* cet. 1. (Bandung : PT Refika Aditama). 2010.
- Gorys Keraf, *Komposisi: Sebuah kemahiran Keterampilan Berbahasa* (Jakarta:Nusa Indah, Cet. IX), 2004.
- Hamid, Abdul, dkk. *Pembelajaran Bahasa Arab*, (UIN Malang Press, 2008).
- Katsir, Ibnu. *Tafsir Ibnu Katsir*, terj. M. 'Abdul Ghoffar (Jakarta: Pustaka Imam Asy-Syafi'i, 2008).
- Kurniawati, W. *Desain Perencanaan Pembelajaran*. Jurnal An-Nur: Kajian Pendidikan Dan Ilmu Keislaman, 2021.
- Mufidah, N., and I. I. Rohima. "Pengajaran Kosa Kata Untuk Mahasiswa Kelas Intensif Bahasa Arab: Vocabulary Teaching for Arabic Intensive Class." *Uniqbu Journal of Social Sciences*, 2020.
- Munthe, Suandi dll, *Pembelajaran Mufrodat dalam Meningkatkan Maharah Al Kalam Santri di Pondok Pesantren*, Jurnal Naski: kajian Pendidikan bahasa Arab, vol.4. No. 2, (2022).
- Nasution, Sahkholid, "Metode Konvensional Dan Inkonvensional Dalam Pembelajaran Bahasa Arab," *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran* 12, no. 2 (2012).
- Nur Layla, Hafsoh, Bag. Bahasa, *Wawancara*, (Karanganyar, 22 Mei 2025)



- Setyaki, Aria, Herliana Dwi Mutia, dll, *Program Mufrodat Pagi dalam Meningkatkan Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory*, *Jurnal Kajian Ilmu Bahasa Arab*, vol.3/No.1, 2023
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2020).
- Syamaun, Nurmasyitah, “*Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan.*” (*LISANUNA*): *Jurnal Ilmu Bahasa Arab*, 2016.
- Tim Penyusun Kamus Pusat Bahasa., “*Kamus Besar Bahasa Indonesia*” ed. 3, cet. 4. (Jakarta : Balai Pustaka 2007).
- Umi, Hijriyah, *Analisis Pembelajaran Mufrodat Dan Stuktur Bahasa Arab Di Madrasah Ibtidaiyah*, 2018.
- Faqihuddin, A. R., “*Upaya Meningkatkan Penguasaan Mufrodat Melalui Penerapan Metode Permainan Edukatif Di Kelas VIII Mts Hidayatulloh Sleman Yogyakarta*” dalam jurnal (Skripsi UIN Sunan Kalijaga, 2014).

