

ANALYSIS OF ARABIC VOCABULARY (MUFRODAT) LEARNING FOR THE DEVELOPMENT OF ARABIC SPEAKING SKILLS AMONG SECOND GRADE MTS STUDENTS AT ALFATIH INSANI MODERN ISLAMIC BOARDING SCHOOL

Aulia Susanti¹

Zahrodin Fanani²

¹²Sekolah Tinggi Islam Al-Mukmin Ngruki Surakarta

hambatuhan32123@gmail.com¹ fanani@stimsurakarta.ac.id²

ABSTRACT

This study aims to examine the effectiveness of Arabic vocabulary (mufrodat) learning in improving the speaking skills of second-grade students at MTs Pondok Pesantren Modern Alfatih Insani. The background of this research is based on the low mastery of vocabulary and students' speaking abilities, compounded by a learning environment that has not fully supported the creation of an Arabic-speaking atmosphere. The research employed a descriptive qualitative method, with data collected through observation and interviews. The subjects of the study consisted of an Arabic language teacher and ten second-grade students. The findings indicate that vocabulary learning was conducted through talaqqi and memorization methods, supported by simple media such as a whiteboard, a pocket dictionary, and speakers. Students' responses showed gradual improvement in their speaking ability, as observed through teacher interviews during Arabic learning activities. Nevertheless, challenges were identified, including low student motivation and a learning environment that was less conducive to fostering Arabic language habituation. The study concludes that vocabulary learning can enhance students' speaking skills if supported by appropriate methods and a conducive learning environment.

Keywords : *mufrodat, vocabulary learning, speaking skills, Arabic language, Islamic boarding school*

INTRODUCTION

Arabic is a language of critical importance within the pesantren environment, particularly in the context of non-formal Islamic education. Educational institutions established through formal and non-formal systems inevitably differ in various aspects. One of these differences lies in Arabic language instruction in pesantren-based madrasah, which generally faces numerous challenges and obstacles, particularly in speaking skills.

The phenomenon of Arabic language learning as an academic discipline involves several hindering factors, including teachers' difficulties in teaching *mufrodat* (vocabulary). Speaking skills are affected by students' limited prior exposure to Arabic in previous educational stages (Musthofa and Rosyadi 2020a). Students who have previously studied Arabic possess basic speaking skills, whereas those without a background in Arabic lack foundational competence in oral communication.

Learning Arabic with the aim of making it a daily language presents ongoing challenges that require consistent effort and strategic approaches. Mastery of *mufrodat* as a fundamental element significantly determines one's ability to speak Arabic.

Arabic language learning encompasses four skills: *Maharah istima'* (listening), *Maharah kalam* (speaking), *Maharah qiro'ah* (reading), and *Maharah kitabah* (writing). Each skill serves a specific purpose. *Maharah kalam* focuses on speaking in Arabic, enabling students to communicate with peers or the broader community. In foreign language education, vocabulary is an essential component that students must master. A strong understanding of vocabulary greatly facilitates learning and writing in Arabic.

Speaking in a foreign language, particularly *Arabic*, cannot be developed instantaneously. Language skills require preparation, continuous practice, and repeated training. The three core elements of language *ashwat*, *mufrodat*, and *tarkibe* each demand specific techniques, methods, and strategies (Musthofa and Rosyadi 2020b). Among these, *mufrodat* (vocabulary) is the most crucial; the greater the range of vocabulary mastered, the easier it becomes to practice Arabic. Vocabulary is a fundamental linguistic component, essential for communication. The broader one's vocabulary, (Isnaini 2022) the more effectively one can communicate in Arabic (Azhar et al. 2022).

Learning *mufrodat* is thus a key aspect of Arabic instruction. Vocabulary forms the basis for mastering all four language skills, including speaking. According to language acquisition theory, repetition and contextual learning are essential for comprehension and retention of vocabulary. Instructional strategies such as *talaqqi*, audio-visual aids, and the use of mini-dictionaries can optimize *mufrodat* learning. Previous research has also demonstrated that integrating *mufrodat* learning with speaking practice enhances students' confidence and language proficiency.

Learning theories suggest that students are significantly influenced by environmental factors and events within their surroundings. Based on the stimulus-response framework, learning occurs when behavioral changes arise in response to external events (Ahmad Syamsudin, 2024). Components of this process include providing stimuli to meet urgent student needs, motivating learners to respond, observing students' reactions, and reinforcing desired behaviors (Mustofa, 2019).

The provision of *mufrodat* is conducted routinely, (Munthe et al. 2022) compiled into a *mufrodat* book. One of the objectives of the Arabic dormitory is to create an Arabic-speaking environment where students can communicate in Arabic. However, in practice, students' Arabic communication skills do not align with their mastery of *mufrodat*. Although students may know extensive vocabulary, daily Arabic conversation remains limited. This gap indicates that the function of *mufrodat* in developing communicative competence, both explicit and implicit, is not fully realized (Yusrinawati, 2023).

Observations at MTs Pondok Pesantren Modern Alfatih Insani reveal that many students struggle to understand and memorize Arabic vocabulary. Mispronunciation of *mufrodat* leads to feelings of embarrassment and fear, negatively impacting speaking skills. Additionally, an unsupportive learning environment that does not foster active Arabic communication further hinders language development. Therefore, this study aims to analyze the implementation of *mufrodat* learning and its contribution to students' speaking skills, focusing on Grade 2 MTs students.

Related studies exploring similar issues include: Rafita, Muhammad Yusran (2021), "Analysis of Factors Affecting Arabic Speaking Difficulties in Grade XI Science Students at MAN 2 Kota Bima," which focuses on student difficulties and proposes appropriate solutions. Susilawaty (2021), "Vocabulary Mastery in the Writing Aspect of Indonesian for

Grade V Elementary Students in Sungai Tabuk District,” which describes vocabulary use in writing activities. And then Murniati, Marliati (2022), “Analysis of Arabic *Mufrodat* Pronunciation Skills in Grade VIII MTs Al-Ikhlâs Donggo,” examining students’ pronunciation abilities and challenges. The last M. As’ad Bua (2018), “The Use of Arabic Vocabulary and Terms in the Text *Maallinrunna Nabita SAW*,” analyzing vocabulary usage and its variations.

This study focuses on the *mufrodat* learning process, challenges faced by Grade 2 MTs students in learning Arabic vocabulary, and the extent to which it contributes to speaking skill development. The research questions are: How is *mufrodat* learning conducted in the classroom, What are the obstacles faced by students in learning Arabic vocabulary? And what solutions can address these challenges to ensure a smooth Arabic learning process?

METHODS

This study employs a descriptive qualitative approach. This type of research analyzes issues in a descriptive manner. The qualitative research conducted focuses on analyzing the teaching of Arabic *mufrodat* for the development of Arabic speaking skills in Grade 2 MTs at Pondok Pesantren Modern Alfatih Insani. The case study in this research centers on the implementation of *mufrodat* learning, its role in developing Arabic language skills, and the instructional strategies applied in the learning process. Descriptive qualitative research is used to investigate social phenomena, aiming to answer questions of what, who, where, and how events occur (Irmayanti, 2022).

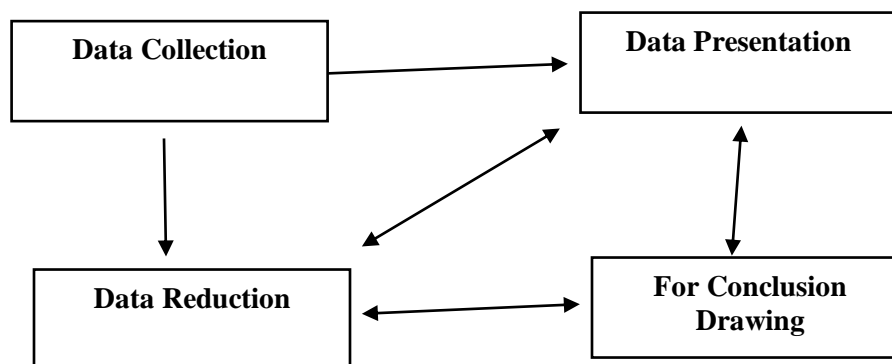
Data were collected through in-depth interviews with Arabic teachers and direct classroom observations of Grade 2 MTs at Pondok Pesantren Modern Alfatih Insani. The research subjects consisted of several Arabic teachers and Grade 2 students. The snowball sampling technique was employed during interviews, providing each student with an equal opportunity to be selected as an informant. Interviews were conducted to gather data on teaching strategies for speaking skills and supporting factors that influence learning. According to Sugiyono, data collection techniques aim to obtain accurate research data. The researcher collected data using observation, interviews, and documentation. Data obtained from documents available at the institution were also included. The procedures employed are as follows:

1. **Observation** is a data collection method carried out through direct observation, seeing, and recording the necessary data at the research site. Observations focused on how teachers conducted Arabic *mufrodat* lessons in Grade 2 MTs and how students interacted and communicated in their daily environment.
2. **Interviews** involve interaction and communication between the data collector and respondents. Data collection through interviews allows the researcher to obtain comprehensive information, both explicit and implicit. The researcher conducted interviews with relevant parties, including the Arabic teachers teaching *mufrodat* and the students in Grade 2 MTs at Pondok Pesantren Modern Alfatih Insani.
3. **Documentation** involves collecting data by examining sources of written or electronic documents. Written and electronic documents were used to complement other collected data. The gathered data were processed and subsequently analyzed.

The results of the analyzed data were compiled into conclusions in the form of a final research report.(2019)

As in qualitative descriptive research, the researcher can analyze data by combining the results of observations, interviews, and documentation (Waruwu, 2023). The analysis technique is based on triangulation. Data were reduced by sorting and selecting details that support the research topic (Prof. Dr. Sapto Haryoko, 2020).

The researcher's steps in conducting data analysis are as follows:



Gambar 1. Method Analisis model Miles and Huberman

The above method outlines the steps for analyzing qualitative data, which can be examined continuously and repeatedly, as illustrated in the figure above. First, the researcher collected data from in-depth interviews and relevant documents, which were also gathered from the official website of Pondok Pesantren Modern Alfatih Insani. The study focused on the process of *mufrodat* learning in Arabic and the development of Arabic communication skills in Grade 2 MTs students at Pondok Pesantren Modern Alfatih Insani. Data presentation involves displaying and processing information, including defining, classifying, and explaining it in a systematic,(Arikunto 2002) objective, and comprehensive manner. The researcher applied the qualitative data analysis model proposed by Miles and Huberman, which consists of three stages:

1. Data Reduction: This involves summarizing, selecting key points, and focusing on important aspects. The researcher documented the results of interviews with informants and filtered relevant information related to Arabic *mufrodat* learning for developing speaking skills in Grade 2 MTs students at Pondok Pesantren Modern Alfatih Insani.
2. Data Display: At this stage, the researcher actively presented the collected and analyzed data, making it accessible and understandable for interpretation within the school context.
3. Conclusion Drawing and Verification: This stage involves drawing conclusions based on the findings and verifying the data or analysis of Arabic *mufrodat* learning for the development of speaking skills in Grade 2 MTs students at Pondok Pesantren Modern Alfatih Insani.

RESULT AND DISCUSSION

The development of communication using the Arabic language is a skill that cannot be sharpened in just one or two attempts, nor within only a day or two. Developing speaking communication requires continuous and consistent practice at all times. Several ways to develop Arabic communication skills include increasing vocabulary (mufrodat) and practicing the language properly as taught by the teacher.

In the process of learning Arabic, (Calafato 2020) various methods can be used to facilitate students in enriching their vocabulary or mufrodat, which are studied according to the discussions in the Arabic textbooks. One of these is when a teacher provides additional time for students to learn new vocabulary beyond what is included in the school program. Teachers can also identify how students more easily remember or memorize vocabulary. Memorizing vocabulary using poetry, rhythm, or song tunes that students enjoy can be an effective method, especially for those who learn through audio-visual means.

Several theories and methods can be applied in developing Arabic language skills for 2nd grade MTs students. According to behaviorism theory, learning occurs through stimulus and response, along with reinforcement. In the context of vocabulary learning, repetition of words and reinforcement can enhance students' memory of Arabic vocabulary (Skinner, 1957). Then, according to constructivist theory, students build their understanding through social interaction and meaningful experiences. In teaching vocabulary, students are encouraged to use words in real contexts such as role-playing or group discussions (Vygotsky & Cole, 1978).

The next theory, which supports the researcher's discussion regarding memorization using audio-visuals, is cognitive theory, which emphasizes the importance of mental processes such as association and categorization in vocabulary learning. The use of visual media or concept maps can help students organize and recall vocabulary more effectively. (Bruner, J. (1960). *The Process of Education*. Cambridge, MA Harvard University Press. - References - Scientific Research Publishing," n.d.) The final theory involves the direct method, which encourages students to use the target language (Arabic) without translation. This is very effective for vocabulary learning because students become accustomed to hearing and using words contextually (Richards and Rodgers 2001). The essence of this method is to guide students to directly practice vocabulary use.

The process of vocabulary learning in the 2nd grade of MTs is carried out through the **talaqqi** and memorization methods. The teacher introduces new vocabulary and guides the students to pronounce it together, then repeat it individually. The media used in the learning process include the whiteboard, markers, notebooks, a mini dictionary, and a speaker. Occasionally, the teacher uses audio-visual media to enrich students' understanding.

The results of observations and interviews with the Arabic language teacher in the 2nd grade of MTs showed that the methods used in vocabulary learning are still within the standard context. The teacher applies the **talaqqi** method for about 10–15 minutes in each lesson chapter from the Arabic textbook, followed by explaining the theories presented in the book. The researcher also found some 2nd grade students using Arabic with facial expressions showing a lack of confidence and fear of making mistakes. Although these students participate in the foreign language program (Arabic) at school, confidence cannot grow by itself—it must be continuously trained and used in daily life.

Out of 45 second-grade MTs students, 15 showed enthusiasm in using Arabic and stated that vocabulary plays a very important role in developing their speaking skills. Meanwhile, 10 out of 45 students admitted feeling shy and afraid of making mistakes in pronouncing Arabic, which made them less confident in speaking the language.

No	Informant	Findings Category	Narrative Quote/ Summary	Preliminary Analysis
1	Ustadz Ahmad	Teaching Strategies	"each lesson begins with <i>talaqqi</i> , followed by students' repetition and memorization of the content.."	The instructional approach remains predominantly conventional, relying primarily on <i>talaqqi</i> and rote memorization.
2	Aisyah	Difficulties in Speaking	"When asked to speak, I am afraid of making mistakes, so I tend to remain silent.."	Anxiety and low self-confidence act as significant barriers to the practice of speaking.
3	Hasan	Growth in Speaking Competence	"At present, I am able to communicate a few sentences in Arabic with my peers.	The study of <i>mufrodat</i> facilitates a progressive enhancement of students' speaking abilities.
4	Zahra	Learning Motivation	"Learning through Arabic songs makes it easier; I can memorize more quickly.."	The implementation of audio-visual methods significantly improves students' motivation and cognitive retention.
5	Bilal	Educational Environment	"Limited use of Arabic outside the classroom leads to rapid forgetting of the language.."	The current environment does not sufficiently support the habitual use of Arabic in daily activities..
6	Fatimah	Teacher Assessment and Support	"When I manage to memorize a lot, my teacher praises me. That makes me motivated again.."	Positive reinforcement from the teacher has a significant impact on student motivation.
7	Ali	Technical Challenges	"Sometimes I feel confused about the meaning of new words, especially when there are no pictures provided.."	The lack of visual media hinders the understanding of <i>mufrodat</i> (Arabic vocabulary)..
8	Mariam	Practical Application in Daily Life	"I try to use Arabic words when conversing with my friends, even though it is still limited.."	Students make efforts to implement the acquired vocabulary into authentic contexts.
9	Yusuf	Kebiasaan mengulang materi	"The Role of Repetitive Learning Practices."	Repetition Strategies as an Effective Means of Strengthening Vocabulary Retention
10	Salma	The Role of Peer Support	"I feel more comfortable practicing with friends, and it makes me less shy."	Collaboration with peers helps reduce awkwardness when speaking..
11	Khadijah	Pronunciation Challenges	"I often find it difficult to recall the correct pronunciation, as it sometimes differs from its written form."	Difficulties in phonetics serve as a barrier to self-confidence in speaking.

As reflected in the table above, students demonstrated substantial progress in their speaking abilities after consistently engaging in *mufrodat* learning. According to Ustadz Ahmad, "Based on the observations of Arabic language teachers and the students' own reflections, there has been a marked development in their speaking competence, as evidenced by the broader range of vocabularies that can be employed in classroom communication." This suggests that the principal challenges lie in students' limited motivation to communicate in Arabic and the insufficiently supportive learning environment for fostering an Arabic-speaking atmosphere. These findings underscore the

need for the development of more innovative and contextually relevant instructional strategies.

CONCLUSION

The teaching of Arabic vocabulary (*mufrodat*) plays a significant role in the development of students' speaking skills, despite the persistent challenges that require systematic solutions. To address these challenges, it is essential to enhance students' motivation, employ more diverse and innovative learning media, and establish a supportive learning environment that actively encourages the practice of Arabic language communication. The institutional objective of fostering Arabic communication competence must be fully reinforced by a school atmosphere and environment that stimulate students' intrinsic motivation. In dealing with students who experience difficulties due to shyness or fear of making mistakes, it is crucial to provide substantial recognition for their willingness to attempt and their persistence in continuous learning. Arabic language teachers are expected to conduct thorough evaluations of the learning process, implement personalized approaches for students demonstrating proficiency in *mufrodat*, and assess their communicative competence in Arabic holistically. The findings of this study are anticipated to serve as valuable input for the administrators of Pondok Pesantren Modern Alfatih Insani, particularly for Arabic language teachers working in the institution. Furthermore, it is recommended that future research explore more effective and contextually relevant instructional strategies that align with the specific needs of students within the pesantren learning environment.

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