IMPLEMENTATION OF FLASHCARDS IN INCREASING ARABIC VOCABULARY FOR JUNIOR HIGH SCHOOL GRADE 3 STUDENTS FOR ARABIC SPEAKING SKILLS

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ABSTRACT

This research is motivated by the learning situation in As-Sunnah Junior High School grade 3, which does not use interesting media in learning Arabic, so some students feel bored because of the monotony of learning. The purpose of this research is to design and develop Arabic vocabulary cards taken from the book Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha and to find out the opinions of teachers and students about the feasibility of these Arabic vocabulary cards to be used in learning Arabic. The benefit of this research is that students learn vocabulary easily through the media of this vocabulary card for Arabic speaking proficiency. This study uses the R&D method with the ADDIE model (analysis, design, development, implementation, and evaluation). The results of this study obtained an average of 95% validation feasibility from design experts, 68% validation from material experts, 77.9% questionnaire scores obtained from 25 students and 80% of Arabic teachers, and the average result of the percentage of feasibility is 80.23%. So from the average feasibility score of 80.23%, it can be concluded that the Arabic flashcard is based on the book Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha volume 2, chapters 16 to 31, which is taken from a conversation lesson written by Dr. Fii. Abdurrahim is interesting or good to be implemented in the 3rd grade of junior high school.

KEYWORDS	*Vocabulary cards, vocabulary, speaking Arabic.*

INTRODUCTION

Akram Malibari (in Asyrofi 2017) says that teaching Arabic in schools is an important thing that must be considered and is an objective factor that needs to be achieved. The issue of this goal is very important in the educational process, including the Arabic language education process, because it is an educational goal and this greatly determines the approach (curriculum/design), methods and techniques applied in carrying out teaching. In addition, the goals and methods also affect the type and scope of teaching materials, teacher qualifications, required teaching aids, and other factors that can increase the effectiveness of teaching.

Teaching Arabic requires effective teaching in order to achieve teaching goals. Miarsu (Rohmawati, 2015) said that learning effectiveness is one of the quality criteria of education and is often measured by the achievement of goals. This can also be interpreted as meticulousness in managing circumstances, "doing something" correctly. Supardi (in

Rohmawati 2015) argues that effective learning is a blend consisting of people, materials, facilities, equipment, and procedures directed at changing student behavior in a positive and better direction that is in harmony with the potential and differences that students have to achieve goals. Educational objectives that have been identified.

Then linguists believe that learning vocabulary is a basic component before learning a foreign language, and the second component is reading for comprehension purposes. Vocabulary is all words learned before learning a foreign language, which can be *Receptive* or productive. Vocabulary acquisition can occur spontaneously in terms of communication, and this usually makes it easier for students who are relatively lazy to engage in a monotonous learning process. Vocabulary can also be acquired personally, namely through language learning. Vocabulary can be classified into two parts: 1) Concrete vocabulary, which is vocabulary that is easily obtained through description or visualization. 2) Abstract vocabulary is a vocabulary that is difficult to describe or show (Mufidah et al., 2020). Arabic language skills and vocabulary mastery of research method terms are the keys that students must have in writing thesis proposals (Nasrullah et al., 2024).

One of the learning media that can be applied is the media of word cards and pictures or cards that contain foreign languages (Arsini and Kristiantari, 2022). Using alphabet card games equipped with Arabic vocabulary can foster the spirit of learning in early childhood so that learning activities become more effective, children are more actively participating, and teachers are able to create effective learning activities by using media that children like and, according to their development (Fauziddin et al., 2020). One of the solutions so that students can understand Arabic easily and not feel bored learning Arabic is to use the teacher's teaching method through vocabulary card games because the benefit is that students can memorize everyday foreign language vocabulary. (Sa & Murtadho, 2024).

Through card media, learning a foreign language is expected to be as fun as a game. Because learning a foreign language is not easy, there are differences in pronunciation, grammar, and vocabulary between Arabic and the mother tongue that are commonly used in daily activities (S and Baroroh, 2020). In a study, educators and students who needed learning media got a percentage score of 86 percent (Habibullah and Murtadho, 2022). Arabic language learning needs to be improved, namely by using teaching methods that are clear and can attract empathy, and teachers can change their learning styles. At the Tsanawiyah level, the vocabulary that needs to be mastered cumulatively is about 700 words (Murtadho, 2008).

Vocabulary cards are categorized by type and class, such as *flashcard*s for food, fruits and vegetables, household, transportation, and clothing. There are several definitions of *flashcards*. Kasihani explained, *Flashcard* is a large card, usually using quite thick and stiff paper, and A4 size. It contains images and words. They are classified by type and category, such as food, fruit, vegetable, and household flashcards (Fakhrina, 2019). The following is the design and description of the product design that the word card (*Flashcards*) vocabulary-based: 1) The material used is sticker paper. 2) The type of media used in this study is word card and picture media made in A4 paper size 15 cm x14 cm. 3) The physical design used is a semicircular pattern designed like a fan. 4) The front side contains vocabulary and images of isim-isim in MI material for grade IV students (Safitri 2020).

*Flashcard*s are one of the creative media that can be used to increase students' grasp in mastering vocabulary, especially in Arabic lessons. Students' response or interest in the field of Arabic study can be stimulated by several interesting and efficient learning methods and media, one of which can be by using *Flashcard* In the use of media, *Flashcard* It is recommended that teachers always prepare for creative Arabic learning so that students do not feel monotonous in learning Arabic. (Zubaidillah & Muh. Haris Hasan, 2019). *Flashcard*s are a verbal method that awakens and develops students' ability to speak narrative texts. *Flashcard*s are a pictorial method used in a study to solve students' speaking problems. The purpose of the research is to determine the general ability of first-year

students at Aliyah School Pekan Baru to speak narrative texts through *flashcard*s (Fakhrina, 2019).

This research is motivated by the learning situation in grade 3 of Assunah Junior High School, which uses a monotonous teaching method with a face-to-face form or speech based on the *Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha* textbook by Dr. Fii. Abdurohim, with a method like this makes teaching students become saturated, besides that there are still many students who have difficulty understanding Arabic in general, especially they still have difficulty in practicing speaking Arabic because of the weakness of the students in the Arabic vocabulary and the lack of practicing Arabic sentences in daily life.

The objectives of this research are practically 1) to design vocabulary cards in sentences sourced from the book *Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha* Volume 2, chapters 16 to 31 for speaking proficiency and in the form of games, 2) to make vocabulary cards in a quality context and 3) knowing the opinions of teachers and students about vocabulary cards in context, so that this study will measure the feasibility of vocabulary cards in students' learning in their ability to understand Arabic texts with vocabulary cards, and it is hoped that this research can also be a reference for future researchers and add to the vocabulary of scientific research in general. Benefits of research This is because teachers can determine a good learning method by using vocabulary card media that is effective in improving Arabic language skills. Then, the researcher will explain previous research related to vocabulary teaching: Arabic Word Cards Development and the Learning Activities for Grade III Students of Madrasah Aliyah (Rahimadinullah et al., 2021). In this previous study, the results of media development in the form of Arabic word card media have two forms, namely, the shape of the concept map and the appearance of words. This media contains material consisting of 2 chapters in accordance with the theme in the Arabic LKS book (Thawaf Learning Module) Madrasah Curriculum (KMA) 2019 for Madrasah Aliyah Class III Semester 1. Chapter 1. Arabic word card media is very simple for students and teachers to use because it is equipped with Arabic language learning activities or lesson plans that have been developed. This lesson plan contains the steps of learning activities and instructions for using Arabic word cards as well as Arabic subject matter from chapter 1 to chapter 2. Based on the results of research and development of Arabic word card media and learning activities for grade III students of Madrasah Aliyah Al-Khoirot, it can be concluded that this Arabic word card is suitable for use as an Arabic language learning medium after being validated by material experts, media experts and learning experts as well as assessments by teachers and students.

From the previous research, it can be concluded by the researcher that the similarity in this study with the previous research is to discuss the teaching method using *flashcard* media for student vocabulary mastery, and the previous research method is the same using the R&D research type method, because the average research related to *flashcards* it will give rise to a product then the difference with previous research is the researcher who makes conversation lessons in the book *Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha* by Dr. Fii. Abdurohim as the basis for vocabulary acquisition for making Arabic *flashcards* for grade 3 junior high school, which is in the form of 2 types of *flashcards*, namely Arabic *flashcards* with pictures and *Arabic* flashcards *in context* for Arabic speaking skills, so there is a blank gap with previous research related to *flashcards*.

RESEARCH METHODS

This research method uses R&D by developing Arabic word cards, and this research uses the ADDIE model. The procedure in this research model is five steps: *1) Analysis, 2) Design, 3) Development, 4) Implementation,* and *5) Evaluation*. There are two types of data for this research, namely: (a) quantitative data obtained from assessment questionnaires by material experts, media experts, Arabic teachers, and students; (b) qualitative data obtained

from inputs, criticisms, and suggestions as well as responses from material experts, media experts, Arabic teachers, and students. The researcher collected data in this study by the researcher's observation when teaching Arabic in the classroom using vocabulary cards, direct interviews with 25 students, and a questionnaire in the form of scoring given to material experts, media experts, Arabic teachers, and students, to find out their responses related to the product developed. The data analysis and data processing techniques are carried out qualitatively and quantitatively. The data analyzed was obtained from the validation of material experts, media experts, Arabic teachers, and the responses given by students as test subjects. The qualitative data was analyzed using *the Likert Scale in the* book Educational Methodology by Sugiono. The percentage technique was used to process the scores of the results of expert tests and field tests using the Ari Kunto method. After the results of the questionnaire were analyzed, the researcher applied this study.

RESULTS AND DISCUSSION

In this result and discussion, the researcher explained several steps in accordance with the research of the ADDIE model, namely: A)Needs Analysis, B) Product Design, C) Product Development, D) Implementation: 1) Feasibility of Utilizing Vocabulary Cards and 2) Feasibility Level of Field Tests, E) Evaluation, F) Discussion, and G) Research Results.

Needs Analysis

At this stage, the focus is on analyzing the learning needs that occur in the 3rd grade of As-Sunnah Junior High School. In accordance with the observation on Thursday, April 25, 2024, the state of learning in this class uses textbook media, and teachers use lecture methods that tend to be monotonous so that students feel bored. Student motivation is low because of less varied media and methods, so active learning is needed in learning vocabulary and the ability to speak Arabic. More interactive and contextual media is needed so that students can speak actively and not only listen. The researcher analyzed the need for media that are interesting to students, such as Arabic vocabulary card media, in order to encourage active participation of students in memorizing Arabic vocabulary and speaking Arabic.

The first stage was carried out by the researcher, namely by collecting data or information by analyzing problems or needs related to the implementation of Arabic language learning for 3rd-grade students of As-Sunnah Junior High School. The research was carried out by observation and conducting interviews. In the implementation of this observation, the researcher made observations of the process of learning activities in the school, the purpose of which was to obtain data or information from students. The results of the observation carried out by the researcher showed that there was no learning media when delivering material in the introduction of vocabulary to students except textbooks. So, teaching methods seem monotonous, students look bored, some are still weak in Arabic vocabulary, many are unable to use it in conversation, and some students lack concentration in learning.

Product Design

Researchers in the development of this vocabulary card began to classify vocabulary in the form of nouns, verbs, adjectives, root words, and words that describe time and place taken from the book *Durus Al-Lughah Al-Arobiyah Lighoiri Natiqin Biha* by Dr. 6Fii Abdurohim. After the cards were produced, the researchers conducted a field test for 2 months with 24 meeting sessions to practice these Arabic vocabulary cards. At this stage, the researcher plans the product. Product planning consists of two things, namely planning for making Arabic word card media. The steps of planning this product are to review the material on the subject matter in accordance with the theme in the Arabic book *Durus Al-Lughah Al-Arobiyah Lighoiri Natiqin Biha* for Junior High School Grade 3 Semester 1, determine the equipment used in making card and picture media, and make a design of

picture vocabulary cards and vocabulary cards in the form of context for speaking proficiency, and prepare a plan for learning activities through Arabic word cards to guide its implementation.

The details of the steps are as follows: (a) Review of the material on the subject matter in the form of determining the material that will be used as material to create media and preparing various images according to the theme developed, which will be loaded or placed on Arabic word card media in the form of images and simple conversation contexts, such as pens, rulers, tables, whiteboards, classrooms, airplanes, (b) The equipment needed to make picture word cards is *a Xiaomi* tablet with *the Canva Pro* application is required to design or create a picture vocabulary card design and a vocabulary card in the form of a context using *an Asus* laptop is required to design or create a vocabulary card design that is a context for Arabic speaking skills. (c) The Arabic vocabulary card developed has a design consisting of 16 chapters in accordance with the theme in the book *Durus Al-Lughah Al Arabiya Lighoiri Natiqin Biha* volume 2 by Dr. Fii. Abdurohim for 3rd-grade junior high school, with several themes:

Chapter 1: *Fi as-suq*, Chapter 2: *Fi al-fasl*, Chapter 3: *Ansyithah yaumiyah*, Chapter 4: *'Uthlah as-shayf*, Chapter 5: *Su'āl al-ab 'an taṭwīr ta'allum awlādih*, Chapter 6. : *Ansyithat at-ta'allum wa at-ta'līm*, Chapter 7. : *Dars fi'l al-muḍāri'*, Chapter 8 : *Qiṣaṣ al-Anbiyā'*, Chapter 9 : *Al-'adad wa al-ma'dūd,* Chapter 10 : *Al-mihnah*, Chapter 11 : *Ḍā'at miḥfaẓat Aḥmad*, Chapter 12 : *The book hudur at-tullab*, Chapter 13 : *Ansyithah fi al-bait*, Chapter 14 : *Al-hiwar baina al-mudarisi wa attulab*, Chapter 15 : *Tholibaani jadidaani*, Chapter 16 : *Ansyithah ta'limiyah*.
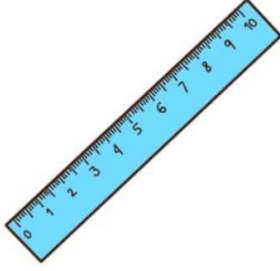
Product Development

At the development stage, the resulting product is an Arabic picture word card product. The size of the card is 9 cm X 11.5 cm; this card is made larger so that the writing is clear to students, especially the students who sit at the very back. This type of vocabulary paper uses *art paper* measuring 310 grams. The font used for illustrated vocabulary with a font size of 30, and vocabulary in the form of context with *a magazine font* with a size of 20. The number of vocabulary cards with pictures is 160 cards. The number of vocabulary cards in the form of sentences used for *maharoh kalam* or *vocab cards in context* is 160 cards. The material given to students in this vocabulary card is simple materials in conversation according to the Arabic module book, namely the book *Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha* by Dr. Fii Abdurohim.

There are two types of vocabulary cards developed by researchers. Namely, 160 illustrated vocabulary cards and vocabulary cards in the context of 160 cards. An example of a vocabulary card developed by a researcher for 3rd-grade junior high school students taken from the book *Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha*, as an example below:

Pictorial vocabulary 1

+ لم ذهبتَ إلى الحمّام؟ - ذهبتُ إلى الحمّام لِأغسل وجهي. ٢,١	وجه وجهي - وجهُك - وجهُه. ٢,١

م-س-ط-ر-ة

مسطرة

أي كلمة؟

أي صورة ؟

Vocabulary in context 1

Implementation

The picture-word card media and learning activities that have been completed are then validated by material experts and media experts to obtain criticism, suggestions, inputs, or responses related to this picture-word card product. This is carried out so that this media is suitable for use in trials. The material expert's validator is Dr. Mohammad Ahsanudin, S.Pd., M.Pd., a lecturer from the Department of Arabic Literature, State University of Malang. Validation through material experts is carried out once. This Material Expert Validation will be carried out from July 25 - August 1, 2024. The data at this validation stage was obtained from a questionnaire filled out by material experts. The questionnaire was filled with guidelines for scoring 1, 2, 3, and 4. Score 1 for the assessment category: not interesting or not good. Score 2 for the assessment category: less attractive or less good. Score 3 for the rating category: interesting or good. Score 4 for the assessment category: very good or very interesting.

The validator of media experts is Dr. Mochammad Wahib Dariyadi, M.Pd, a lecturer from the Department of Arabic Literature at the State University of Malang. Validation through media experts will be carried out from July 31 - August 6, 2024. The data at this validation stage was obtained from a questionnaire filled out by media experts. The questionnaire was filled with guidelines for scoring 1, 2, 3, and 4. Score 1 for the assessment category is not good. The data at this validation stage was obtained from a questionnaire filled out by material experts. The questionnaire was filled with guidelines for scoring 1, 2, 3, and 4. Score 1 for the assessment category: not interesting or not good. Score 2 for the assessment category: less attractive or less good. Score 3 for the rating category: interesting or good. Score 4 for the assessment category: very good or very interesting. Then, the researcher explained the feasibility of using vocabulary cards and the feasibility level of field tests below:

Feasibility of Utilizing Vocabulary Cards

The feasibility of using Arabic word cards and their learning activities aims to determine the feasibility level of a product or learning media in the form of *flashcards* and learning activities that have been developed. The effectiveness of the products carried out in this study is in two ways. First is the feasibility test of validation of material experts and media experts, namely the level of product effectiveness seen from the results of calculating the validity value given by the validator. Second is the field effectiveness test, namely the level of product effectiveness seen from the results of teacher and student assessments.

Word cards and those that have been completed are designed and made, after which they are tested for validity by material experts and media experts. This is done to find out the effectiveness of the vocabulary card media so that it can be perfected and become better for use in the field. The assessment of material experts and media experts uses questionnaires, in the form of scoring assessments, comments, criticisms and suggestions. The results of this product feasibility test are carried out by validity tests by providing questionnaire sheets to material experts containing seven questions and to design experts containing 10 items to obtain quantitative data that shows the validity and feasibility values of the product that has been developed.

The validator of the material expert who validated this *flashcard media* was Dr. Mohammad Ahsanudin, S.Pd., M.Pd., who is a lecturer from the Department of Arabic Literature, State University of Malang. Validation with material experts is carried out once. This Material Expert Validation will be carried out from July 25 - August 1, 2024. The data at this validation stage was obtained from a questionnaire filled out by material experts. The questionnaire was filled with guidelines for scoring 1, 2, 3, and 4. Score 1 for the assessment category: not interesting or not good. Score 2 for the assessment category: less attractive or less good. Score 3 for the rating category: interesting or good. Score 4 for the assessment category: very good or very interesting.

The next validation of the second validator by the material expert produces quantitative and qualitative data obtained from the material expert from several aspects that are assessed, including the content of *the flashcard material*, the quality of *the flashcard*, the writing on the *flashcard*, and the size of *the flash card of* the product developed get a score of 22 out of a maximum score of 32, the percentage of the above score is as follows:

$$P \text{ (percentage of eligibility) = EX (total validation score : Exi (Maximum Score) x 100}$$
$$P = 22: 32 \text{ x } 100$$
$$= 68 \text{ \%}$$

From the calculation of the score obtained from the material experts, it still shows that *the Arabic flashcards* made by researchers are still in the category of quite good.

The validator of the media expert who validated word and picture card products was Dr. Mochammad Wahib Dariyadi, M.Pd, who is a lecturer from the Department of Arabic Literature, State University of Malang. Validation with media experts will be held on July 31 - August 6, 2024. The data at this validation stage was obtained from a questionnaire filled out by media experts. The questionnaire was filled with guidelines for scoring 1, 2, 3, and 4. Score 1 for the assessment category is not good. The data at this validation stage was obtained from a questionnaire filled out by material experts. The questionnaire was filled with guidelines for scoring 1, 2, 3, and 4. Score 1 for the assessment category: not interesting or not good. Score 2 for the assessment category: less attractive or less good. Score 3 for the rating category: interesting or good. Score 4 for the assessment category: very good or very interesting.

The first validation was carried out by a media expert, namely Ustad Wahib, in this validation produced quantitative and qualitative data obtained from the expert. After being assessed, the *Arabic flashcard* product developed by the researcher received a score from media experts of 38 out of a maximum score of 40.

The percentage of the eligibility score is as follows:

$$P \text{ (percentage of eligibility) = EX (total validation score : Exi (Maximum Score) x 100}$$

$$P = 38: 40 \text{ x } 100$$

$$= 95 \text{ \%}$$

So it can be concluded that according to experts, *Arabic flashcards* are good to use as a medium for learning Arabic.

Feasibility Level of Field Test

The next step is to conduct a field test on students. The data collection technique in the vocabulary card media trial in the field is the same as the validation test of material experts and media experts, namely by using questionnaires in the form of assessments, opinions, inputs, criticisms, and suggestions from teachers and students of Arabic subjects in grade 3 of SMP As-Sunnah on the media of picture word cards and *contact* flashcards that has been developed. This assessment was filled by teachers of Arabic subjects at As-Sunnah Junior High School. Questionnaire or assessment criteria with a score scale of 1, 2, 3, 4, and 5. It is known that the teacher's assessment of card and picture media as a medium for learning Arabic vocabulary is good or feasible. The researcher gave a questionnaire to the Arabic teacher at the school to find out the quality of *the flashcard product* developed by the researcher, which will be assessed by direct practitioners in the field of Arabic language learning. The results of this teacher's response questionnaire get a score from the maximum score, and the details are as follows:

P (percentage of eligibility) = EX (total validation score: Exi (Maximum Score) x 100

P = 38: 50 x 100

= 76%

The Arabic teacher at AS-Sunnah Junior High School commented that the vocabulary cards developed by the researcher are good and can be useful for students as one of the supporting media for learning Arabic speaking skills and mastery of Arabic vocabulary for 3rd-grade junior high school students. Likewise, Arabic teachers at other schools also commented that the teaching media in the form of *flashcards* is quite good for the ability to memorize Arabic vocabulary according to the subject matter in grade 3 of junior high school and helps train students in *maharoh kalam*, with this *flashcard* media also students are not monotonous in learning with classical methods or lectures or only with textbooks, but there are variations with vocabulary games with cards which has pictures and sentences perfect for practicing Arabic speaking skills. The criteria for the level of validity put forward by Arikunto (1997) categorizes this learning media with the Valid category.

The researcher carried out the field trial stage by involving 25 3rd-grade students of As-Sunnah Junior High School. Assessment by students obtained an average score and a total student score of 974, with the following calculations:

974: 25 = 38.96 average score/child

974: 1250 x 100 %

= 77.92 %

So it can be concluded *that this Arabic flashcard* according to the students is interesting or good. Based on the criteria for the level of validity put forward by Arikunto (1997), it can be said that the media of picture word cards as a medium for learning Arabic vocabulary is in the Valid category.

Evaluation

The evaluation stage in the ADDIE research model was carried out at all stages. The first, when analyzing the needs, is that the need for learning media for 3rd-grade junior high school students is needed so that they are not monotonous and not bored in learning Arabic and they are able to understand Arabic vocabulary and practice it in speaking Arabic in everyday life .Evaluation in the design stage that the design of this vocabulary card is in accordance with the needs of this 3rd-grade junior high school student. Evaluation in the development of this vocabulary card after this vocabulary card is conceptualized, then make several revisions and be given input by material expert validators and design expert validators, including card pieces that need to be tidied up, cartoon picture cards replaced with real picture cards because, for children who are in the 3rd grade of junior high school, the typing position is flattened to the middle position of all, A concise instruction manual for the use of this Arabic vocabulary is made, and the vocabulary card is adjusted to the stages of the material. Evaluation in the implementation of the use of vocabulary cards includes that these vocabulary cards are good for practicing in learning Arabic, but it is necessary to pay attention to the negative sides, some of which include a long time when using vocabulary card media in learning.

Discussion

Learning Arabic vocabulary (murodat) requires its own strategy so as not to be saturated, one of which is with learning media (Ma'arif 2019). Regarding vocabulary learning, teachers are required to be more creative in choosing and using media to teach vocabulary and achieve optimal learning. One of the easiest and most efficient ways of learning vocabulary is through word cards (Safitri, 2020). Word cards are one of the unique, stunning, and specific learning media. In this study, Arabic word cards are used to improve students' vocabulary mastery in learning Arabic (Rahimadinullah et al., 2021). Hijaiyah letter card games equipped with vocabulary are able to attract children's attention so that learning activities are more effective and affect the improvement of the ability to recognize Arabic vocabulary, especially Arabic vocabulary on the cards (Fauziddin et al., 2020) .The results of the study showed that there was an increase in students' mastery of Arabic vocabulary using the media of picture word cards(Fajriyah, 2015) .With the existence of this flash card media, it is hoped that it can increase the enthusiasm of students in achieving the vocabulary acquisition target so as to improve their Arabic language proficiency (Alvionita & Haris, 2020).

Based on these results, it can be concluded that the use of mufradat card media is effective in improving the ability of students of the Al-Zaytun Indonesian Islamic Religious Institute in compiling the number of mufidah (Nurlaila et al., 2023). Just as the use of illustrated Arabic vocabulary cards in this context attracts and increases vocabulary and improves students' proficiency in speaking Arabic, there are still some students, or a small part of them, who still have difficulty understanding and memorizing Arabic vocabulary with the use of this vocabulary card media, as well as some students who still have difficulties in using illustrated vocabulary and in the context developed by a researcher at AS-Sunnah Junior High School for Arabic speaking proficiency, this is in line with the following research: Speaking proficiency in language learning is one of the skills that must be mastered. Difficulty proposing vocabulary and difficulty expressing sentences are common problems that occur a lot (Nafisah et al., 2021). However, some studies, said that based on the results of data analysis and discussions that have been carried out ,therefore, it is concluded that the media of picture cards has less effect in increasing the mastery of Arabic vocabulary(Zubaidillah & Muh. Haris Hasan, 2019).

Research Results

The above theories in line with what is done by the researcher in the development of vocabulary cards taken from the book *Durus Al-Lughah Al-Arobiyah Lighoiri Natiqin Biha by DR. Fii Abdurohim* when practiced in the 3rd grade of junior high school after the questionnaire was given to all students, the results of the development of illustrated vocabulary card media and the context with the ADDIE model are interesting and make students happy to learn Arabic with this vocabulary card. This vocabulary card is also useful for adding to the Arabic vocabulary and training the Arabic speaking skills of the students after being practiced in the classroom from observations carried out by researchers, interviews, and exams related to vocabulary that are given directly to 25 students, the results of the development of this vocabulary card media can increase the Arabic vocabulary and improve the Arabic speaking proficiency of the students.

CONCLUSION

The conclusion of the development of Arabic vocabulary cards taken from the *Durus Al-Lughah Al-Arabiya Lighoiri Natiqin Biha* textbook volume 2, Chapter 16- Chapter 31 for teaching Arabic vocabulary and speaking proficiency is good and worthy of being used as an Arabic language teaching medium for grade 3 junior high school, and from observations and interviews with 25 students, it can be concluded that this vocabulary card helps students memorize vocabulary and makes it easier for them to improve the Arabic speaking skills that they are learning, then they can also practice the Arabic vocabulary in perfect sentences when speaking Arabic with their classmates. However, after a field trial

conducted by researchers on 25 students, it was found that the weaknesses of using this Arabic vocabulary card included requiring a long duration, students who sat in the back did not clearly see the writing of the vocabulary card when guided by the teacher, some students still had difficulties when using this vocabulary card and the next weakness when the teacher lacked control in the classroom, some students were not optimal in learning with this vocabulary card media even chatting or doing other activities outside of learning.

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