

## The Effectiveness of Application of Image and Words Matching Technique to Improve Arabic Vocabulary Mastering Ability in Class VIII Students of MTs. Bontote'ne, Kab. Gowa

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ARTICLE INFO	ABSTRACT
Volume: 2	This study discusses one of the techniques in learning, namely the technique of matching pictures and words. This study aims to find out whether the way to achieve pictures and words is effective in increasing students' Arabic vocabulary mastery. The type of research used is experimental research using a pre-experimental design (non-design) and a one-group pretest-post test design. There are 13 research samples. The research instrument used is by giving tests before and after the application of learning techniques. So that the results obtained will be analyzed in the form of statistics. The results showed that there were differences in student learning outcomes before and after the application of the technique of printing pictures and words. This can be seen from the acquisition of the pretest average score of 60.84 with a variance of 5.19, while the posttest averages core was 76.61 with variant 6.18. So it can be interpreted that the application of image and word techniques is effective in increasing students' Arabic vocabulary mastery
<b>KEYWORD</b>	
Techniques for mastering pictures and words, vocabulary mastery	

### 1. Introduction

Language plays an important role in life as a means of communication, language is also the main tool of thinking because all kinds of understanding of ideas, concepts, and wishes are restored through language. Language is a reality that grows and develops according to the growth and development of the human language. One of the reasons for the importance of learning Arabic is that because Arabic is a world language, various knowledge can be obtained from the Holy Qur'an and books of hadith as well as previous Islamic books, which are written in Arabic. So there is no doubt that Arabic is one of the languages that children should know now and children in the future.

The problem in learning Arabic that is often found in schools is the lack of ability of students to master vocabulary caused by strategies and techniques in learning vocabulary that are less effective. Due to the lack of mastery of vocabulary, the ability of students to speak Arabic and understand reading texts in the form of Arabic is inadequate. Even though as we all know that one of the goals of learning Arabic is to improve vocabulary skills so that they are able to use them in communicating and being able to understand reading texts in the form of Arabic.

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To improve the ability to master vocabulary, in this case Arabic, interesting techniques are needed so that students feel comfortable in learning. Educators as much as possible should seek a variety of techniques and strategies in the teaching and learning process. The technique is attempted to provide a good influence so that students do not feel bored in learning. It is also hoped that the technique used will not give difficulties to students in memorizing Arabic vocabulary.

Research conducted by Arin Nur Khomsah stated that learning vocabulary using operant image media and word play methods could improve students' vocabulary mastery skill and change student behavior in a more positive direction.

Based on a problem that of tenarises in learning Arabic, the researcher wants to focus his attention on the mastery of Arabic vocabulary at Madrasah Tsanawiyah Bontote'ne. The research title that the language researcher will use is: "Effectiveness of Applying the Picture-Word Matching Technique to Improve Arabic Vocabulary Mastery of Grade VIII Students of MTS Bonto'ne.

## 2. Literature Review

### 2.1 The Nature of Language

A language has a very broad function, in general we know that language is a tool used to communicate between one another. But the function of language is not only that, but there are many functions in human life, namely: Language is a tool for thinking, language is a tool for meeting basic needs, language is a tool for expression, language is a media link between groups, language is one of the symbols of religion, language is the main supporter of knowledge, the language of unifying tools, the language of political tools (Acep Hermawan).

Meanwhile, in the view of most Muslims, Arabic has two inseparable sides, namely as the language of religion and the language of science (foreign language). If it is said that Arabic is the language of Islam, then the consequence is that understanding Islamic religious sciences is required to master Arabic. Because the sources of Islamic religious knowledge are written in Arabic. So that Islam and Arabic are like two sides of a coin that cannot be separated. Meanwhile, if it is said that Arabic is a foreign language, then the consequence is that Arabic pretends to be a language of communication which is not a prerequisite for understanding Islamic religious science (Ahmad Murad ; 2015 . 1)

Arabic is one of the languages that is recognized as an international language, where the languages that have been international languages in history are Akadiyyah, Aramiyah, Greek, Latin and Arabic. Until now, Arabic is a language that still maintains its internationality, parallel to the two modern international languages, namely English and French (Moh. Matsna ; 2016.180).. Each language has a different character in terms of patterns of words, sentences, writing and soon, which distinguishes it from other languages. So that we encounter many differences from a language, but there are reasons for convenience.

In the classification of world languages based on a genetic approach, Arabic belongs to the Hamitic-Semitic Afro-Asiatic family or more specifically to the Semitic sub-family. Consequently, the existence of Arabic as part of the Hamitic-Semitic Afro-Asiatic languages is certainly colored by several characteristics inherent in that language family. Every language is communicative for its claimants. There is no language that is superior compared to other languages. Because language is a tool used to communicate by everyone. However, every country and even region has a certain language that is used in communicating in daily life. However, what distinguishes each language is its characteristics.

According to several studies, the Arabic language has experienced rapid development, apart from the influence of the spread of Islam in history, it is also caused by the content in Arabic (the Koran) itself. All though each language has its own characteristics, there are many similarities between one language and another. It's just that there are characters that stand out from the language so that we are able to distinguish between one language and another, such as the way of conveying (pronunciation) of that language.

### 2.2.2 Mastery of Arabic Vocabulary

Vocabulary is something that determines the power of one's language. There are many vocabularies that are used in our daily lives. Vocabulary is a collection of certain words that will form language. Word is the smallest part of language that is free. This understanding distinguishes between words and morphemes. Morphemes are the smallest units of language that can not be divided into smaller meaning ful parts whose meanings are relatively stable (Ni 'mah ; 2015. 26). Learning Arabic in Indonesia is directed at improving students' ability to communicate using Arabic properly. Types of Vocabulary Different word forms convey different meanings. According to its shape, it is divided into several types. Among them are verbs, nouns, and adjectives (Sabaruddin Garancang ; 2013. 57-58).

### **2.2.3 Techniques for Matching Images and Words**

Technique comes from English, namely Technique which means skill or expertise. Or how to do something and the ability to apply a method. In Arabic this term is equivalent to the word أسلوب (Sitti Aisyah Chalik ; 2014.4-5). . Technique is a systematic way of doing something (KBBI, 1995). Technique is a trick, strategy, or invention that is used to directly complete and perfect a goal. Technique must be consistent with method. Therefore, the technique must be aligned and compatible with the approach. Techniques are implementative in nature that occur in class rooms, techniques must be in accordance with the methods and approaches (Richard and Rodgers, 1986), thus, techniques are the ways in which a person implements a method (Mohammad Yaumi ; 2016.232).

There are various types of presentation techniques that can be used, namely as follows Discussion presentation technique, group presentation technique, discovery presentation technique, simulation presentation technique, presentation technique teaching unit, brainstorming presentation technique, inquiry presentation technique, experiment presentation technique, demonstration presentation technique, field trip presentation technique, field work presentation technique, Presentation techniques in cases, Team system presentation techniques, Tubian practice presentation techniques, Lecture presentation techniques (Iskandarwassid dan Dadang Sunendar ; 2008. 68-70).

The technique of matching pictures and words is a technique that uses image media. In this technique students are required to shoot the pictures and words that have been provided. This technique can improve students' vocabulary mastery because it is a fun teaching and learning process that makes it easier for student store member new vocabulary they encounter by matching existing pictures and words. As stated by Sartina 1988; 58 that "usually objects or pictures are shown with the aim of explaining the meaning of words in the form of translation so that students remember the meaning longer, because what is captured by the visual sense is accompanied by the aural sense causing stronger retention rather than just applied with the translation alone."

## **3. Methodology**

The type of research used is experimental research using a pre-experimental design (non-design) and a one-group pretest-post test design. The research sample consisted of 13 students. The research instrument used is a test that has been tested for validity and reliability, where the test is carried out before and after the application of the technique in question.

The data analysis technique used in this study is descriptive statistical analysis and inferential analysis. Statistical analysis was carried out to obtain student learning outcomes while inferential analysis was carried out to test the proposed research hypothesis and the t-test was carried out at the confidence level  $\alpha = 0.05$ .

## **4. Results and Discussion**

### **4.1 Results**

Based on the results of the statistical analysis carried out, the results of the study show that prior to the application of this technique students were given a test to see the extent to which students were able to master Arabic, the learning outcomes with the highest score of 70 and the lowest score of 45 were obtained. From the test it can be concluded that the students' mastery of Arabic is in the moderate category or can be interpreted as sufficient with a proportion of 38%. Where as after applying the technique, the highest score was 90 and the lowest score was 60. Student scores were getting better after applying the technique. Judging from the post-test frequency distribution, . And if seen from the categorization of post-test scores, the average student is in the high category with a proportion of 46%.

For the results of inferential analysis, the normality test using the SPSS version obtained a sig. = 0.81 for  $\alpha = 0.05$ , this shows sig.  $> \alpha$ . While the results of data analysis Post-test sig. = 0.57 for  $\alpha = 0.05$ . This means that the data on Arabic students' learning out comes scores (pre-tes and post-test) are normally distributed.

Based on the results of the calculation of the homogeneity test of students' Arabic learning out comes with the IBM SPSS Statistic sversion 16 program, the F countvalue was 23.55 with an errorrate of 0.05 (5%). The results of these data indicate that the Fcount value is greater than the F table value ( $F_{count} \leq F_{table}$ ). In addition, it can also be interpreted by selecting one of the statistics based on the average (on average), if the signifikan cevalue obtained is greater than 0.05 then the variance of each sample is the same (homogeneous), and viceversa if the signifikan cevalue is greater than 0.05. smaller than 0.05, the variance of each sample is not the same (not homogeneous). Based on the table of learning variance tes ting results obtained a significance value greater than 0.05, namely 0.01. This means that the two variants have samples that are not the same (non-homogeneous).

Based on the results of the research conducted, the results obtained were the standard deviation for the pretestof 7.67 with a variance of 5.19. While the standard deviation for the posttestis 8.83 with a varianceof 6.18. There fore, the technique of mastering pictures and words is effective for improving the language mastery of Arabic students because the post test variance is greater than 1.

#### 4.2 Discussion

The technique of shooting pictures and words is one of the techniques for learning Arabic, especially in learning vocabulary. This technique is carried out in order to be able to learn while playing in class so as to create a class atmosphere that is not stressful and students do not get bored receiving lessons. Vocabulary mastery is not seen from the amount of vocabulary memorized, but how far we are able to apply it well in speaking Arabic. So a person is said to have mastered vocabulary if he understands and is able to apply it in his daily life, for example students are able to translate sentences properly and correctly, students are able to distinguish between nouns, verbs or adjectives, students quickly understand the meaning of vocabulary even though asked spontaneously.

The learning out comes of students before the application of the image and word printing techniques were lower than after the application of the image and word printing techniques. This is because when applying the technique of selecting pictures and words, students learn while playing so as to create a pleasant learning atmosphere, students are not bored and not sleepy during the learning process in class. In addition, students are also more active than teachers because they are required to find and pair pictures and words. This is also in line with the implementation of the 2013 curriculum which requires students to be more active in the teaching and learning process, in crease learning motivation and make learning more effective and efficient.

Learning is said to be effective if the information conveyed to students can be easily learned, educators know there adiness of students to learn new material according to the ability level of students. How ever, the role of an educator as manager of the teaching and learning process can not be separated from supervision.

#### 5. Conclusion

Based on the results of research conducted by researchers, the conclusions obtained from the results of the research are that there are differences in student learning out comes before and after applying the technique of printing pictures and words. This can beseen from the acquisition of the pretest average score of 60.84 with a variance of 5.19 , while the average post test score was 76.61 with a variance of 6.18. So it can be interpreted that the application of image and word techniques is effective in increasing students' Arabic vocabulary mastery.

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