

Students' Problems in Mastering Arabic Vocabulary at MTs An-Noor Paliat

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Abstract:

Vocabulary or *mufradāt* is one of the elements of language that needs to be mastered by foreign language learners, including Arabic. So it is necessary to master vocabulary to understand Arabic language learning. In learning Arabic, there must be problems in learning. Such as limited reading ability, lack of learning media, classroom conditions, and low vocabulary repetition. Therefore, this study aims to describe the mufradat learning process, identify the problems faced by students, and offer relevant solutions in mufradat learning at MTs An-Noor Paliat. The research uses a descriptive qualitative approach with data collection techniques in the form of interviews, observations, documentation, and literature studies. The results of the study showed that mufradat learning at MTs An-Noor Paliat found several problems including the ability to read Arabic writing, the lack of use of learning media, less conducive classroom conditions, and low repetition of mufradat at home. Some of the solutions that can be done include the use of learning media, improving classroom management, improving the ability to read Arabic writing, and getting used to repeating vocabulary at home. This study concludes that improving mufradat learning with appropriate and sustainable implementation and solutions is the key to improving students' mastery of mufradat.

Keywords: vocabulary learning; vocabulary mastery; students' problems; arabic language; learning solutions

Abstrak:

Kosakata atau *mufradāt* merupakan salah satu unsur bahasa yang perlu dikuasai oleh pembelajar bahasa asing termasuk bahasa Arab sehingga perlu halnya penguasaan kosakata untuk memahami pembelajaran bahasa Arab. Dalam mempelajari bahasa Arab pasti memiliki problem dalam pembelajaran seperti keterbatasan kemampuan membaca, minimnya media pembelajaran, kondisi kelas, dan rendahnya pengulangan kosakata. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran *mufradat*, mengidentifikasi problematika yang dihadapi siswa, serta menawarkan solusi relevan dalam pembelajaran mufradat di MTs An-Noor Paliat. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara, observasi, dokumentasi, dan studi pustaka. Hasil penelitian menunjukkan bahwa pembelajaran *mufradat* di MTs An-Noor Paliat ditemukan beberapa problematika meliputi kemampuan membaca tulisan Arab masih rendah, minimnya penggunaan media pembelajaran, kondisi kelas kurang kondusif, dan rendahnya pengulangan *mufradat* di rumah. Adapun beberapa solusi yang bisa dilakukan meliputi pemanfaatan media pembelajaran, perbaikan manajemen kelas, peningkatan kemampuan membaca tulisan Arab, dan pembiasaan pengulangan kosakata di rumah. Penelitian ini menyimpulkan bahwa perbaikan pembelajaran *mufradat* dengan implementasi dan solusi tepat dan berkelanjutan menjadi kunci bagi peningkatan penguasaan *mufradat* peserta didik.

Kata kunci: pembelajaran *mufradāt*; penguasaan *mufradāt*; problematika siswa; bahasa arab;

solusi pembelajaran

INTRODUCTION

Arabic is one of the most frequent and widely spoken languages by people in different parts of the world, its widespread use makes Arabic recognized globally as one of the international languages. Therefore, it is very necessary to improve this Arabic language learning. However, learning Arabic is not an easy matter because for some students there must be difficulties in learning a foreign language (Arabic), because Arabic is a foreign language that is not used in daily communication in Indonesia. It is very different from the Indonesian language that is often used. So this does not rule out the possibility of many problems in learning Arabic (Sakdiah & Sihombing, 2023).

Arabic is one of the languages that has a very complex and diverse morphological system. The uniqueness of this language lies in the flexible pattern of word formation, so that one root word can give birth to various new forms and meanings. The process of word formation in Arabic generally goes through two main mechanisms, namely *Tashrifisytiqâqî* or by *Tashrif I'Rabi*. Through these two ways of word formation, Arabic became very rich in vocabulary (*mufradât*). Through these two processes, Arabic has a rich vocabulary (*mufradât*) which is very broad and profound. This richness not only shows the beauty of the structure of the Arabic language, but also presents its own challenges for its learners in understanding the meaning and proper use of each word in different contexts (Takdir, 2020).

In Arabic Language Learning, there are four skills that students must master, namely listening (*istima'*), Speaking (*kalam*), Read (*qira'ah*), and writing (*kitabah*). On skills *Istima'*, students are expected to be able to understand Arabic sentences spoken by teachers or other students. Meanwhile, in skills *kalam*, students are expected to be able to conduct conversations in Arabic, in addition to being able to adjust intonation and body language accordingly in the conversation. Skills *Qira'ah* The aim is for students to be able to recognize the symbols of Arabic writing, connect them with the appropriate sounds, and understand the meaning of the text read. As for skills *Kitabah* It is intended for students to be skilled in writing letters correctly, have letter forming skills, master spelling, and be able to express their thoughts and feelings with writing (Panigoro & Saputera, 2020).

In the language learning process, there are many parts or components that need to be learned by students, which are a unit that is very related and cannot be separated from each other. These parts or components consist of language sounds (*Ashwat*), language vocabulary (*Mufrodat*) and grammar (Supriadi et al., 2020). According to the Great Dictionary of the Indonesian Language, vocabulary means vocabulary or in Arabic known as the term *al-mufradat*. *Mufradat* is the smallest grammatical unit, vocabulary is a collection of specific words that will make up a language (Himmawati, 2022).

Mufradât is one of the elements that is the main capital to master Arabic, as is the case with learning other foreign languages. *Mufradât* always needed in language activities, both active-productive (*Kalâm and kitābah*), and those that are active-receptive (*istimā and qira'ah*) (Mahyudin & Afifah Alihsan, 2023).

Mastery *Mufradat* and grammar is an important basic element to use in learning Arabic, without mastery of both, a person will find it difficult to communicate well. However, these basic skills often receive less attention from most students, so they experience obstacles in the skills of listening, speaking, and writing Arabic appropriately (Ashari, 2020).

Mastery *Mufradat* Arabic can be reflected in a person's ability to use and utilize *Mufradat*

which a person has when communicating or interacting with others using Arabic. Thus, it can be said that Arabic language proficiency is not measured by the amount of knowledge *Mufradat* Arabic, but from the extent to which a person is able to apply and get used to the active use of Arabic vocabulary in communication activities (Faridah & Fajar, 2022).

Qodri also argued that In the learning process between educators and students, there must be good interaction with each other, especially in Arabic subjects, because Arabic can be said to be a foreign language for students. So an educator in delivering Arabic subject matter must be able to master the class and be able to make the classroom atmosphere fun for students (Qodri, 2020).

Yet in the possession of *Mufradat* which is one of the important elements of Arabic and is the first step in learning Arabic, there are problems from students in memorizing and understanding *Mufradat* as was the case in the previous study according to (Falaah & Syarifah, 2024) mention in terms of students' ability to translate what they read, most of them admitted that they had difficulty understanding the meaning of Arabic vocabulary, and they were not able to read Arabic writing fluently, as well as students' lack of concentration. Then the media used is mostly with books, but rarely assisted by other media such as LCDs, laptops, and projectors, then in terms of other facilities that must be considered to support this Arabic language learning, namely the Language Laboratory and increase the collection of Arabic books. Ritonga et.al also mentioned in their research on universities, they mentioned that less innovative teaching methods are also an obstacle to learning *mufradat*. Many lecturers still use classic approaches in teaching vocabulary material. (Ritonga et al., 2023)

According to a previous study conducted by (Arrochmah & Taufik, 2024) and (Zakiah, 2021) they explain about what problems exist in learning Arabic as well as solutions to overcome Arabic learning problems. However, in general, like these studies, there are still many that highlight the problems of learning Arabic in general and there are still few that discuss specifically about learning problems *Mufradat* in the aspect of mastery for students. In addition, there has been no previous research that has conducted research related to students' problems in mastery *Mufradat* Arabic at MTs An-Noor Paliat.

Based on the description above and the existence of various problems encountered, and considering the importance of learning *Mufradat* in mastering Arabic, this study aims to examine more deeply the problems that are directly faced by students in the field in the mastery process *Mufradat* Arabic in MTs-An-Noor Paliat. This research is expected to enrich scientific studies in the realm of learning *Mufradat* Arabic. And it is expected to be a reference material for lecturers, teachers, students, institutions, in developing learning *Mufradat* Arabic.

RESEARCH METHODS

This study uses a qualitative approach of the type of descriptive research that aims to describe in depth the reality that occurs in the field. The data collection techniques used include observation, interviews, and documentation (Nurtresnaningsih, 2020). This research focuses on students' problems in mastery *Mufradat* Arabic at MTs An-Noor Paliat. According to (Scott, 2013) emphasizing that this method focuses on understanding and describing a phenomenon in depth through non-numerical data, such as the results of interviews, observations, and document analysis, rather than numbers or statistics. This approach was chosen because it is suitable for researching learning phenomena that occur directly in the classroom.

The subjects of this study are students in grades 7, 8, and 9 of MTs An-Noor Paliat who are the focus of identifying various problems they experience in mastering *Arabic mufradat*. Arabic teachers act as supporting informants to enrich data through interviews about the learning process

carried out and teachers' views on students' problems in mastering *mufradat*.

Data was obtained through three main techniques, namely observation during teaching and learning activities, and in-depth interviews with students and their Arabic teachers. Observations were carried out to see in detail how teachers delivered *mufradāt material*, the media used, class management, student responses, and the activeness of the learning process.

Meanwhile, the interviews with the students aimed to dig deeper into what was their problem in mastering *the Arabic mufradat* and the interviews with the teachers to provide additional explanations about the views of the difficulties faced by the teachers, as well as the students' perception of the learning of *mufradāt* in the classroom. The research steps were carried out with pre-existing data analysis techniques through the stages of data collection, data reduction, data presentation and conclusion drawn. And the documentation aims to corroborate, complement, the data from observations and interviews.

RESULTS AND DISCUSSION

A. Overview of MTs An-Noor Paliat and Learning *Mufradāt* Arabic at MTs An-Noor Paliat

MTs An-Noor Paliat is one of the religion-based educational institutions. With a total of 54 students and 2 Arabic teachers. As part of an Islamic educational institution, the school integrates Arabic as one of the subjects in its curriculum. Arabic learning at this school still seems to use many Arabic books. And rarely touched by digital media. Arabic teachers in this school have a system in *mufradat* learning that is implemented. Like the Arabic teacher N who taught in grades 8 and 9 he said:

"Using the Lks book and at the beginning of each chapter there is a vocabulary, for example, the hiwar part has a vocabulary, there is also qira'ah. But because this textual LKS book every year is different and the vocabulary changes, while we have something to dig out from the theme, for example there is a clock theme and for example chapter 2 there are hobbies and hobbies are different, so sometimes if you enter the beginning of the chapter, the vocabulary has been determined by myself, but it is still related to what is in the book but it is different from what is in the book but it is still related, for example, children If the book has a martial arts theme and the child may have more to know about other hobby vocabulary because the vocabulary in the book is related to the text. His hobbies can be only one in the book and his Arabic language from other hobbies they don't know so they are added by his teacher. "

In teaching *Mufradat* Arabic teacher N has its own system, for example, in the first week of learning it first in class, reading together then the next week it is deposited to him in front of the class. If there are some students who have not deposited memorization *Stuttgart*, teacher N reminded the student about memorization *Stuttgart* until the child's memorization value is filled. While the learning system *Mufradat* by Arabic teacher A who teaches in grade 7 is to get used to when learning starts, always asking about last week's learning that has been Learned *Stuttgart* and vocabulary guessing methods. However, the methods and approaches used between classes still vary, depending on each teacher's teaching style. Although learning *Mufradat* has been implemented but there are still various obstacles that affect the effectiveness of learning. This situation shows the need to discuss learning problems *Mufradat* in this school.

B. Learning Arabic *Mufradāt*

Vocabulary in Arabic is called *Mufradat*, while in English it is called *Vocabulary* is a set of words or treasures of words known by a person or other ethnicity that is part of a particular language (Faisal et al., 2022) *Mufradat* is a term that has the same meaning as the vocabulary or all the words used. Terms *Mufradat* used for vocabulary in Arabic (Taufik et al., 2023). Salwa & Mu'at argue that vocabulary is a very important element in Arabic language education. Students can understand Arabic because they have enough vocabulary. Therefore, students' vocabulary mastery has a great impact on Arabic language education (Salwa & Mu'at, 2023).

Vocabulary in every language, including Arabic, has a significant function, role, and impact on language learning. Furthermore, for Indonesian students, learning Arabic also means learning a foreign language or a second language. Therefore, learning and expanding vocabulary is the main and essential requirement for mastering a second language. Therefore, vocabulary plays a crucial role in helping students develop language skills, both active and passive (Abusyairy et al., 2020).

Learning Arabic has various elements that must be learned and should not be separated from each other. Among these elements is the mastery of Arabic vocabulary or *mufradat*. Mastery *Mufradat* that will make it easier for students to apply Arabic. In addition, with the presence of mastery *mufradat*, Able to support the success of students in achieving four of the Arabic language skills, namely reading skills, writing skills, listening skills, and speaking skills. Thus, it can be concluded that vocabulary is a collection of words in a language that is arranged alphabetically and has an explanation of the vocabulary (Hidayah & Abidin, 2023).

The richness of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. The addition of a person's vocabulary is generally seen as an important part, both of the learning process of a language or the development of one's abilities in a language that has been mastered (Insaniyah et al., 2023).

Previous research conducted by (Panigoro & Saputera, 2020) They affirm that Learning *Mufradat* is a very important learning, this is because *Mufradat* It is an essential part of learning language, because the essence of language is a set of vocabulary. Mastery *Mufradat* is a major thing to learn for those who want to be proficient in Arabic, because the quality of one's language obviously depends on the quality and quantity of vocabulary they have. (Panigoro & Saputera, 2020). The more vocabulary a person has, the more effective the individual will be at composing and understanding new sentences. Thus, vocabulary mastery plays an important role in language skills and is a significant indicator in assessing a person's level of intelligence and educational achievement (Nasarudin et al., 2023).

C. Students' Problems in Mastering Arabic *Mufradāt*

Based on observations and interviews with Arabic students and teachers conducted by researchers at MTs An-Noor Paliat, researchers found that what happened directly in the field that there were a number of problems in learning *Arabic mufradat* that became obstacles for students in mastering *Arabic mufradat*. These problems can be categorized into two parts: linguistic and non-linguistic.

1. Linguistic Problems

Problems in learning Arabic, especially in *mufradat* learning, are related to the linguistic side based on the results of interviews obtained with Arabic teachers N in the interview it was said that the ability to read Arabic writing is still low:

"For example, the child does not know Arabic letters because if we want to say any letter, he does not know what the letter is. That's the basics first, so at the beginning it is dug up first, the child

may not be able to write in Arabic, for example, at the beginning of the meeting, we write it on the blackboard, for example, "Al-Lughah Al-Arabiya", well, can the child read the reading, so if he can't read, while our mufradat is written if he can't read, it's already an obstacle. "

And Arabic teacher A also mentioned:

"Lack of reading proficiency, therefore every time a meeting students are always instructed to read and remember"

In this case, the researcher also found directly during interviews with 7th grade students, the researcher did find that there were some children who were still not fluent and inaccurate in reciting *the Arabic mufradat*. This situation becomes an obstacle for students in their process of mastering the meaning of the word.

In previous research conducted by (Agustin et al., 2025) According to the Great Dictionary of the Indonesian Language (KBBI), proficiency refers to a person's ability or expertise in carrying out an activity. In the context of learning Arabic, Arabic proficiency means individual skills in using Arabic properly and correctly, especially in pronunciation aspects. Learning Arabic is carried out comprehensively, including listening, speaking, reading, writing, recognizing the length and shortness of harakat in Arabic writing, and translating vocabulary appropriately are all directed to achieve complete language skills. At the elementary school level, listening and reading skills are the main foundation in learning Arabic. Reading comprehension is also often widely recognized as the best predictor of success in higher education. It is important to distinguish between reading and reading comprehension (Messouab, 2024).

The linguistic problems that researchers found are still relatively minimal, but in linguistic problems this can be a big problem from the other problems found.

2. Non-linguistic problems

a. Classroom environment

In the learning process, the classroom atmosphere does have an effect on the success of the delivery of teaching materials. The results of the researcher's interview with Arabic teacher N said that:

"If the environment is for example, friends don't joke too often. . . Because they read the mufradat together and there are not too many people in the class either, so they can still be conditioned."

From the results of observations in grade 8, the researcher observed that the classroom atmosphere that occurred, the class looked still conducive during the learning process. However, there was indeed one of the students who seemed to be joking. And also in the interview conducted by the researcher on grade 9 students as mentioned by his female students when they wanted to memorize *mufradat* they said:

"Sometimes the atmosphere of the class is noisy and there are other friends when memorizing the mufradat, the sound is loud so it is disturbed and lacks focus"

In the problem found by the researcher, in line with the opinion (Tambunan et al., 2020) In his research that The conditions of the learning environment are a stimulus for students to concentrate more on learning. With a conducive environment, the level of concentration in student learning will increase and can encourage students to understand the teaching materials provided by educators. This means that concentration is an encouragement to carry out a learning activity so that students can absorb teaching materials to the maximum. The environmental conditions that are not conducive will hinder students in paying attention to the lessons in class.

b. Limitations of learning media

As is the case when the researcher makes observations in grades 8 and 9, the researcher observes how the learning process is carried out. In the learning of Arabic carried out by Arabic teacher N in grade 8, the researcher saw how the *baliau* method in teaching *mufradat* to students in his class used the method of writing *mufradat* on the board where the *mufradat* was related to the theme in the book being studied. Then Teacher N reads the *mufradat* and is listened to by the students, then the students simultaneously read the *mufradat*. But in the learning, the researcher only sees that the media used only uses a blackboard and books and is not assisted by other media, even though in a learning one of the keys to success is the existence of qualified media.

In interviews with students there were some of them who mentioned:

"I've used an LCD projector several times and the method that my mother usually uses is easy to understand and just like it, but, if you use an LCD projector, for example, it is even more interesting and interesting"

Arabic teacher N also mentioned during the interview:

"There is an LCD but it is not in the classroom, it is not on standby in the classroom, if you use an LCD, it may be more interesting, but the teacher must prepare the material first, if you use an LCD, for example, we can display a picture and under the picture there is Arabic writing, but if you use an LCD, the children do not know how the teacher writes Arabic correctly, it is different if it is on the blackboard and if you write it, I think they will remember it easier because they record it in a notebook. If you use an LCD, the image is displayed on the last slide, for example, remember that the student is Arabic and the Arabic writing. But yes, if you use an LCD, you have to prepare it first. "

With the problems encountered above regarding the limitations of learning media, with the development of increasingly sophisticated technology in the current era, it certainly affects the development of learning media. Educators are required to be able to use these technological advances wisely to support the learning process. The use of this technology is very important in an effort to improve the mastery of Arabic *mufradat*.

This is in line with the opinion (Sholihah et al., 2022) which states that learning that is carried out directly in the classroom requires certain technology to support the learning process. Likewise with learning outside the classroom. Teachers' mastery of learning technology is the key to the successful use of this technology. Therefore, a teacher should not be bored to continue learning to apply technology in the classroom and outside the classroom. In addition, social situations also have an impact on the use of technology in learning. The differences in the situation and conditions that are being experienced will also have an impact on the use of appropriate educational technology. Arabic learning media technology is a work of the combination of knowledge and skills that act as intermediaries who deliver materials and teaching materials in order to create a pleasant learning experience. The use of learning media technology aims to increase students' interest and motivation to learn Arabic. And reinforced again by opinion (Ubaidillah et al., 2023) which states that the use of media in Arabic language learning is an important way to convey messages and materials quickly to high school students.

c. Lack of repetition at home

Based on the results of interviews with students, the majority of students admitted

that they rarely or never repeat *the mufradat* that has been taught, except when there is an exam. This causes memorization to be quickly lost and understanding not to develop. The less supportive home environment also amplifies this problem.

This is in line with the opinion (Koiruman et al., 2024) In their research on the students, they explained that Few of the students take the time to study independently and memorize mufrodāt. They usually only study during class hours or when there are assignments and sadly most of them only learn when there is an exam or when told by their parents.

D. Solutions to Problems in Mastering Arabic *Mufradāt*

Based on findings in the field and referring to previous research, there are several solutions to be able to overcome or reduce the problems faced by MTs An-Noor Paliat students in learning *Arabic mufradat*.

1. Improved reading ability in Arabic

In terms of mastery of *Arabic mufradat*, the ability to read Arabic writing is indeed very influential in the process of memorization and comprehension in learning Arabic. And the solution that can be applied is to strengthen the basic practice of reading before introducing new vocabulary. For example, teachers can start *mufradat learning* with special sessions on letter recognition and harakat, joint pronunciation, and repetitive exercises. By building a strong reading foundation, students will have the foundation to enter the vocabulary memorization stage more prepared.

This is in line with the opinion (Khotiah, 2020) which explains that Students are expected to have skills in reading Arabic texts starting from the recognition of Arabic letters, words, sentences, phrases and then be able to read them well. Thus, students will get used to practicing and practicing, finally students are proficient in reading from these written symbols.

2. Use of varied learning media

In the research conducted by researchers at MTs An-Noor Paliat school, the existence of digital media in Arabic learning is still relatively minimal, although there are some students who say they like the methods conveyed by teachers so far, but it is undeniable that some other students also expressed more interest in learning with the existence of digital media. (Maghfirah et al., 2024) mentioned that the limitation of media and facilities that support students to learn Arabic is one of the inhibiting factors in the Arabic language learning process, becoming boring, and reducing student motivation.

Therefore, innovations in teaching methods, such as the use of Android-based applications, can help students master *mufradat* more effectively. Because technology-based learning media is able to present a more interesting, interactive, and easy-to-understand vocabulary. The use of technology in learning Arabic is expected to increase students' motivation and make it easier for them to understand and master the vocabulary needed to understand Arabic texts more deeply.

3. Habituation of vocabulary repetition at home

With the lack of time carried out in school, of course, learning in the classroom is not

enough if students do not repeat it at home. Parents in this case have an important role in motivating children to learn *Arabic mufradat*. Because teachers cannot supervise students for 24 hours. This is also in accordance with the expectations of the Arabic teacher N in an interview he said:

"It should have been possible if you entered the Arabic MTs, it already exists and there must be. At least he has passed the TPA because if you don't know Arabic letters, it's very difficult and if we want to teach iqra, there is no time unless the child is persistent and serious about learning it, so there is an effort from him. And our hope is that they want it from their family environment from their parents because teachers only teach for a few hours at school and cannot supervise until the end, at least find a teacher to recite to learn and of course the roots are from the family, from their parents. "

4. Creating a more conducive classroom atmosphere

Crowded or less conducive classroom conditions are also a problem and hinder students' concentration when memorizing *Mufradat*. To overcome this, teachers need to implement good classroom management so that learning activities are more directed and focused. (Fina Marshella et al., 2024) Explaining good classroom management is related to the creation of a supportive atmosphere or learning conditions and the use of infrastructure facilities in accordance with the level of needs of students both individually and in groups. Because the main purpose of learning activities is to provide guidance and services to students so that they follow the course of teaching and learning activities in the classroom with enthusiasm and enthusiasm.

CONCLUSION

This study shows that *mufradat* learning at MTs An-Noor Paliat still faces various obstacles, including the ability to read Arabic writing, the lack of use of learning media, less conducive classroom conditions, and the low intensity of *mufradat* repetition at home. The solutions offered, such as the use of learning media, improving the ability to read Arabic writing, improving classroom management, and getting used to repeating *mufradat* independently, are strategic steps that can increase the success of *mufradat learning*. With the continuous implementation of these solutions, the learning process is expected to be more effective and able to improve students' understanding and memorization.

Based on the findings of the research, it is recommended for Arabic teachers to continue to develop creative and relevant learning methods and media to increase students' interests and abilities. Students are expected to be more active in the learning process, especially by getting used to repetition *Mufradat* at home as an effort to strengthen memorization. The school is expected to provide supporting facilities and create a more conducive learning environment. In addition, for future researchers, this research can be used as a reference to explore learning strategies *Mufradat* or develop a different approach to produce a more comprehensive study.

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