



Use of Crossword Media to Increase the Arabic Vocabulary of Higher Class in Islamic Elementary School

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ABSTRACT

Purpose of the study: This research aims to achieve the following objectives: Planning: Describe the planning process for utilizing Crossword Puzzle media to enhance the Arabic vocabulary of fifth-grade students at Madrasah Ibtidaiyah Nahdlatul Ulama' (MINU) Maudlu'ul Ulum Pandean Malang. Implementation: Detail the implementation of Crossword Puzzle media to increase the Arabic vocabulary of class V students at MINU Maudlu'ul Ulum Pandean Malang. Evaluation: Provide insights into the evaluation of the effectiveness of Crossword Puzzle media in enhancing the Arabic vocabulary of class V students at MINU Maudlu'ul Ulum Pandean Malang.

Methodology: The research adopts a qualitative descriptive approach within the framework of classroom action research. The study comprises four stages: planning, implementation, observation, and reflection. Two cycles were conducted, involving a total of four meetings. Data collection methods include observation, interviews, and documentation. Triangulation is employed to ensure data validity. The research draws from a sample of class V students.

Main Findings: The research demonstrates that the use of crossword puzzles effectively enhances the Arabic vocabulary of class V students. Success indicators include: Positive Student Engagement: During the learning process, students exhibit happiness and enthusiasm. Improved Assessment Results: Student performance shows significant improvement compared to their initial results. Pre-test completion rate: 44.4% Cycle I: 77.7%, Cycle II: 83%

Novelty/Originality of this study: This study's novelty lies in its potential as a reference tool for educators aiming to enhance the Arabic vocabulary of fifth-grade elementary school students using crossword puzzles.

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1. INTRODUCTION

Language in everyday human life is a means of communication. In order to communicate well, you need to master vocabulary, especially when someone communicates in a foreign language, it is very important to master vocabulary. We already know that Arabic is the language of the Qur'an and Al-Hadith. In this language, the ulama' wrote volumes of their books to help make it easier for us to understand the religion of Islam. So there is no need to doubt, it is appropriate for each of us to love Arabic and try to master it.

Arabic is one of the mandatory subjects at Madrasah Ibtidaiyah. There are many strategies and methods for teaching Arabic language material. Likewise with the sources and media that can be used in learning Arabic.

In general, learning media is a tool to help the teaching and learning process. Anything that can be used to stimulate the learner's thoughts, feelings, attention and abilities or skills so that it can encourage the learning process [1]-[5]. This limitation is quite broad and in-depth, including understanding resources, environment, people and methods used for learning/training purposes.

One factor that has an influence in achieving learning objectives is the media. There are many definitions of learning media expressed by figures, but according to terminology the word media comes from the Latin "medium" which means intermediary, while in Arabic media comes from the word wasaaila which means the introduction of a message from the sender to the recipient of the message [6]-[9]. The main aim of using learning media is so that the message or information communicated can be absorbed as fully as possible by students as recipients of the information. In this way, information will be processed more quickly and easily by students without having to go through a long process that will make them bored, especially in the language learning process, where students are equipped with language skills by practicing continuously to acquire these skills. Even though practicing continuously is boring, so the presence of media is very necessary [10]-[15].

Media is very diverse. To motivate students' interest in learning, a teacher can utilize various techniques. Among other things, learning while playing. One form of game that can be used as an Arabic language learning technique by teachers is Crossword Puzzles [16]-[18]. As one of the human resources that has great potential in determining the life of a nation, children need to gain a lot of knowledge through a learning system that can motivate them to learn. One of them is using Crossword Puzzles media in learning Arabic, this is the right and good step to take to increase students' vocabulary acquisition.

The activity of mastering vocabulary does not involve memorizing names, this is the main factor that participants are weak in mastering mufrodat. Vocabulary is a collection of words that form a language. Vocabulary is a collection of certain words that will form a language. Words are the smallest part of language that are free in nature [19], [20]. Moreover, when learning uses the mufrodatan and lecture method, students will quickly get bored. Children's memories at the age of 8-12 years reach their greatest intensity and are the strongest. The power to memorize and memorize (intentionally entering and fixing knowledge in memory) is the strongest. And children are able to contain the largest amount of memory material [21]-[23].

As consideration in this research, several results of previous research by several researchers. Using chain image media and the aspect aimed at is learning Arabic, but in the research I conducted was using Crossword Puzzle media and the aspect aimed at was increasing Arabic vocabulary. How to calculate results using the t-test. The test results show that the calculated t result is 11.187 which is greater than the significance of 2.66=1% and the results of this t-test are accepted. The application of chain pictures to improve speaking skills in Arabic language learning at Madrasah Al-A'syariah Banjarsari Jombang is very effective. The method de Card Sort and the aspect aimed at is increasing achievement in mastering Arabic vocabulary, but in the research I conducted was using Crossword Puzzles media and the aspect aimed at was increasing Arabic vocabulary. The results of this research analysis show that using the card sort method can improve students' mastery of mufrodat through the test questions given by researchers. This is proven quantitatively from the results of the scores obtained by students starting from before and after the action, namely: the class average score before the action was 37%, in cycle I it increased by 65% and in cycle II it increased by 85%. While the study successfully demonstrates the effectiveness of Crossword Puzzle media in enhancing students' Arabic vocabulary, there is a potential gap in the exploration of its long-term impact and sustainability. Further research could delve into the retention of vocabulary learned through this method and its application in practical language use beyond the classroom setting.

It was discovered that many class V students of Madrasah Ibtidaiyah Nahdlatul Ulama' (MINU) Maudlu'ul Ulum Pandean Malang experienced difficulties when learning to master Arabic vocabulary. The results of daily tests always show that 80% achieve a score of 50-75, and 20% can slightly achieve completeness, namely 75-80. This is because this subject has recently experienced a change of teacher. So students are still in the adaptation stage to follow their new teacher. His observations are realistic and critical. Children can carry out logical synthesis, because the emergence of understanding, insight and reason has reached the level of maturity. Children can now connect parts into a whole or into one structure. The aim of this research is to describe the planning for the use of Crossword Puzzle media to increase the Arabic vocabulary of class V students at Madrasah Ibtidaiyah Nahdatul Ulama Maudlu'ul Ulum Pandean Malang and to describe the implementation of the use of Crossword Puzzle media. and can evaluate the use of Crossword Puzzle media.

2. RESEARCH METHOD

This research uses a qualitative approach, according to Bogdan and Taylor in their book Moleong defines "Qualitative Methodology" as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed at settings and individuals or organizations into variables or hypotheses, but needs to view them as part of a whole [24]. The type of research chosen is classroom action research with a participatory collaborative type, so it is highly

hoped that the presence of researchers in the field will collaborate and be actively involved in the learning process in the classroom which is the object of research. This research was carried out in class V of the even semester of the 2014/2015 academic year, at Madrasah Ibtidaiyah Nahdlatul Ulama (MINU) Maudlu'ul Ulum at the address Jl. Bauxite no. 45 Pandean Malang. Determination of class V for the even semester is based on the results of interviews with the class V homeroom teacher.

During this action research, the researcher acted as an observer, data collector, data analyzer and reporter of research results. In this research, the researcher's position is planner, implementer, data collector, analyzer, data interpreter and finally reporter of research results. This research was conducted on Monday 14 April 2015 to 15 May 2015. Choosing a design for research activities must be based on the fact that the design has consequences that must be followed consistently from start to finish. In this research, the research design used is Classroom Action Research (PTK) or Classroom Action Research which was carried out collaboratively between subject teachers and researchers. According to Suyanto in his book Wahidwarni, defines PTK as "practical research intended to improve learning in the classroom. This improvement effort is carried out by taking action to find answers to problems raised from the teacher's daily task activities in his class. These problems are factual problems that are actually faced in the field, not problems that are sought after or engineered [25].

The research design used in this research used Classroom Action Research (PTK). PTK procedures include: determining problem focus, action planning, action implementation accompanied by observation and interpretation, analysis and reflection, and follow-up planning. This research aims to find solutions to learning problems that occur in the classroom. Pre-action is carried out as a first step to find out and record problems in mastering Arabic vocabulary. The activity carried out in pre-action was observing the teaching and learning process that took place in class V of MINU Maudlu'ul Ulum Pandean Malang. At this stage the researcher conducted an interview with the MINU class V teacher Maudlu'ul Ulum Pandean Malang. Researchers also observed the students' condition and abilities by carrying out a pre-test to determine the students' mastery of Arabic vocabulary.

Cycle I, At the planning stage there are several things that need to be prepared, namely arranging the implementation of learning, compiling a process and results evaluation format, compiling assessment guidelines, as well as compiling observation, interview and other documents. Then at the action implementation stage, in this case, practice carrying out learning with colleagues who function as observers in carrying out the learning. Is the learning carried out by the practitioners in accordance with the RPP that was prepared together? After learning, a discussion is held with colleagues or observers regarding the actions that have been taken, then reflection is carried out. The results of the reflection are used to develop action plans at the next stage. Furthermore, observations were carried out continuously starting from cycle 1 to cycle n. The results of observations from cycle 1 automatically influence the preparation of actions in the next cycle. The results of the observations at the end of each meeting will be discussed critically with the observer. The results are then used for reflection purposes. Finally, reflection activities are carried out at the end of each meeting at each learning stage. From all the data that has been obtained, the researcher then reflects on whether the results of implementing the actions carried out were successful or not in accordance with the expected goals. Cycle II, In cycle II, the stages carried out by the researcher were the same as the first stage with the aim of solving problems that arose in cycle I and to increase the degree of success in the goal of mastering Arabic vocabulary using crossword puzzles. The planning, action implementation, observation and reflection stages in cycle II are the result of improvements to problems arising from cycle I.

Related to this research which will be used as a data source are the fifth grade students of Madrasah Ibtidaiyah Nahdlatul Ulama (MINU) Maudlu'ul Ulum Pandean Malang, where these students are not only needed as objects that are subjected to action, but are also active in the activities involved. done. This is in accordance with one of the characteristics of Classroom Action Research, namely a collaborative effort and/or participatives [26]. To collect the data needed in this research, three types of instruments were used which were prepared and developed by researchers based on their form, namely observation guides, interview guides and vocabulary mastery tests. Data collection in this research was carried out using main and supporting instruments. Data is all the facts and figures that are used as material to compile information. Information is the result of data processing that is used for a purpose. The main data of this research is data on students' mastery of Arabic vocabulary. Supporting research data also comes from observations in the form of information about the abilities of class V students of Madrasah Ibtidaiyah Nahdlatul Ulama' (MINU) Maudlu'ul Ulum Pandean Malang. The data collection technique used in this research is subjective test techniques. Nurkanca and Suhatana state in Masnur Muslich's book that a test is a method in the form of a task or series of tasks that must be completed by the student concerned.

3. RESULTS AND DISCUSSION

In this classroom action research, Arabic language learning planning using crossword puzzles (TTS) to increase the Arabic vocabulary of class V MINU Maudlu'ul Ulum Pandean Malang students is divided into two cycles. Each cycle is held twice with a time allocation of 4 x 60 minutes. In cycle I it is designed to train students to master vocabulary *في المدزسة* dan *في المكحثة* with indicators that students can pronounce vocabulary correctly. Then in cycle II the researcher designed learning for students to be able to write vocabulary correctly. Planning is carried out by preparing several things needed for learning activities, including: 1) preparing a learning implementation plan, preparing material with a theme *في المدزسة* dan *في المكحثة*; 2) prepare learning resources, such as Arabic songs; 3) prepare discussion topics related to the material theme; 4) prepare learning media; 5) prepare assignment sheets that will be given to students; 6) compose and prepare observation sheets and interview guidelines. In memorizing vocabulary, use two techniques. Namely reading and writing vocabulary. Reading is a language skill that is not easy and simple, not just sounding out letters or words, but a skill that involves various works of reason and thought. So sometimes people who are reading a text have to stop for a moment to re-understand what is meant by the reading.

After knowing the initial conditions of MINU Maudlu'ul Ulum Pandean Malang, especially class V students, in implementing the learning, crossword puzzles were used to increase students' vocabulary in Arabic subjects. This fifth grade student belongs to the critical-realism period, where his observations are realistic and critical. Children can carry out logical synthesis, because the emergence of understanding, insight and reason has reached the level of maturity. Children can now connect parts into one whole or into one structure [27]-[29]. From the results of the pre-action tests that have been carried out, it can be seen that there are 16 students who have completed the minimum completion criteria with a percentage of 44.4% of the total number of 36 students, while there are 20 students who have not completed with a percentage of 55.6. %, average of 68.47. So the acquisition does not meet the specified KKM, namely 70%.

In cycle I, researchers conducted an evaluation to determine students' mastery of Arabic vocabulary, by giving 10 practice questions. From the results of the written test from the activities in cycle I, it can be seen that the students who completed the minimum completion criteria were 23 students with a percentage of 63.8% in meeting 1 and 28 students with a percentage of 77.7% in meeting 2. Meanwhile, the number of students who did not complete was 13 students with a percentage of 36.2% at meeting 1 and 8 students with a percentage of 22.3% at meeting 2. The average score was 76.19 at meeting 1 and 82.05 at meeting 2. These results have met the specified KKM, namely 70%, but still needs to be improved and strengthened again.

In cycle II, researchers conducted an evaluation to determine students' mastery of Arabic vocabulary. And from this evaluation, student achievement has achieved success, it is proven that the percentage of student completion from the pre-test compared to cycle II increased from 61.1% to 83% and the average score was 71.22 to 82.75. From this data, it was then translated and the conclusion was drawn that there was an increase in the percentage of students who mastered the vocabulary or material that had been presented. This is because the standard minimum completeness criteria for students is said to be 70% complete.

The crossword puzzle game is a language game, this game can be used as a medium to practice vocabulary mastery, reading and writing skills [30]-[32]. The aim of this crossword puzzle game is to hone the ability to think quickly and increase the vocabulary that one already has. From this statement, it can be seen that the crossword game media is an appropriate media because the main object is a game of words which is right on target when applied in *mufradat* (vocabulary) learning [33]-[35]. Thus, the research data presented above shows that learning using crossword puzzles can increase students' Arabic vocabulary and is declared successful because the material is presented concretely in class V of MINU Maudlu'ul Ulum Pandean. Malang with indicators of success: (1) During the learning process the students looked happy, enthusiastic and excited, (2) The students' assessment results were better or improved from the results they got previously. This can be seen from the post test score increasing and being better than the pre test score. (3) Qualitative evidence can be explained from the results of interviews conducted by researchers with several respondents, namely students and teachers, as well as the results of observing attitudes in the classroom during the learning process. Most of them expressed their pleasure and enthusiasm in participating in learning activities using crossword puzzles so that they were easy to understand and especially in Arabic subjects, students easily remembered and mastered the Arabic vocabulary taught by the teacher.

The novelty of this study lies in its innovative approach to enhancing the Arabic vocabulary of fifth-grade students through the utilization of Crossword Puzzle media. This research provides a valuable reference for educators seeking effective methods to improve students' language skills using engaging and interactive learning tools. The findings of this research have significant implications for language educators at Madrasah Ibtidaiyah Nahdlatul Ulama' (MINU) Maudlu'ul Ulum Pandean Malang and similar educational institutions. The successful implementation of Crossword Puzzle media highlights the potential of interactive and engaging teaching methods in enhancing students' language learning experiences and outcomes. Educators can leverage these insights to design more effective and engaging Arabic language curriculum for fifth-grade students. Limitation, A potential limitation of this study is its qualitative descriptive approach and the focus on a specific

grade level and school, which may limit the generalizability of the findings to broader educational contexts. Additionally, the study does not explore the long-term retention and application of the enhanced Arabic vocabulary, which could be a valuable area for future research.

4. CONCLUSION

The results of the learning evaluation serve as a compelling indicator of the successful enhancement of students' Arabic vocabulary mastery through the use of Crossword Puzzle media. In Cycle I, an evaluation was conducted to assess students' proficiency in Arabic vocabulary by administering 10 practice questions. The written test results from the activities in Cycle I revealed that 23 students, or 63.8%, met the minimum completion criteria in the first meeting, and this increased to 28 students, or 77.7%, in the second meeting. Conversely, the number of students who did not meet the criteria decreased from 13 students, or 36.2%, in the first meeting to 8 students, or 22.3%, in the second meeting. The average scores also showed improvement, with scores of 76.19 and 82.05 in the first and second meetings, respectively. Although these achievements met the specified minimum passing grade (KKM) of 70%, there is still room for improvement and further strengthening. In Cycle II, a subsequent evaluation was conducted to assess students' Arabic vocabulary mastery, demonstrating a marked improvement in student performance. The percentage of students meeting the completion criteria increased from 61.1% in the pre-test to 83% in Cycle II, with average scores improving from 71.22 to 82.75. These findings highlight the effectiveness of the Crossword Puzzle media in enhancing students' Arabic vocabulary and offer valuable insights for educators seeking innovative approaches to language learning. The results affirm the potential of interactive and engaging teaching methods in significantly improving students' language learning outcomes, thereby serving as a valuable reference for educators aiming to enhance students' language skills using engaging and interactive learning tools.

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