The Use of Crossword Media to Improve Vocabulary Learning Outcomes in Arabic Language Learning

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Abstract

This article discusses Arabic Language Learning vocabulary (*Mufradat*) in class VIII students of Mts Minhajul Haq Purwakarta by using Crossword media because the learning outcomes of *Mufradat* in Arabic language learning in general students' scores still have not reached the Minimum Completeness Criteria (KKM), this is because the Arabic language learning process is still considered difficult by students. Also, the Arabic language learning process still feels monotonous for students. This study aims to improve the *Mufradat* learning outcomes of 8th-grade students of Mts Minhajul Haq in Arabic Language Subjects using Crossword media (*al-kalimat al-mutaqothi'ah*). The method used by the researchers is the classroom action research method (PTK) with data collection techniques through observation, tests, and field notes. The results of this study indicate that Crossword media (TTS) can improve students' *Mufradat* learning outcomes in Arabic language learning in class VIII Mts Minhajul Haq Purwakarta. This can be seen from the average pretest results of 58.67, then the average results of Mts Minhajul Haq students have increased from the posttest results to 89.65. this Crossword media can be an alternative solution for Arabic language teachers because Crossword has characteristics including; fun, easy, provides challenges for students, and adds curiosity to students to find answers.

Kata kunci:
Bahasa Arab;
Hasil belajar;
Mufradat;
teka teki silang.

Abstrak

Artikel ini membahas tentang Pembelajaran Bahasa Arab (*Mufradat*) pada siswa kelas VIII Mts Minhajul Haq Purwakarta dengan menggunakan media Teka Teki Silang karena hasil belajar *Mufradat* dalam pembelajaran bahasa Arab secara umum nilai siswa masih belum mencapai Kriteria Ketuntasan Minimal (KKM), hal ini Hal ini dikarenakan proses pembelajaran bahasa Arab masih dianggap sulit oleh siswa. Selain itu, proses pembelajaran bahasa Arab masih terasa monoton bagi siswa. Penelitian ini bertujuan untuk meningkatkan hasil belajar *Mufradat* siswa kelas 8 Mts Minhajul Haq pada Mata Pelajaran Bahasa Arab dengan menggunakan media Teka Teki Silang (al-kalimat al-mutaqothi'ah). Metode yang digunakan peneliti adalah metode penelitian tindakan kelas (PTK) dengan teknik pengumpulan data melalui observasi, tes, dan catatan lapangan. Hasil penelitian ini menunjukkan bahwa media Teka Teki Silang (TTS) dapat meningkatkan hasil belajar *Mufradat* siswa pada pembelajaran bahasa Arab di kelas VIII Mts Minhajul Haq Purwakarta. Hal ini terlihat dari rata-rata hasil pretest sebesar 58,67, kemudian rata-rata hasil siswa Mts Minhajul Haq mengalami peningkatan dari hasil posttest menjadi 89,65. Dengan demikian media Teka Teki Silang ini dapat menjadi alternatif solusi bagi guru Bahasa Arab karena Teka Teki Silang mempunyai ciri-ciri antara lain; menyenangkan, mudah, memberikan

INTRODUCTION

Arabic is one of the famous foreign languages and is part of the second international language used in the world after English (Saiegh-Haddad & Joshi, 2014). Arabic is widely studied in Indonesia because Indonesia is a strategic place with the largest Muslim population in the world (Al-Khuli, 1979). It is not surprising that Arabic is widely studied in educational institutions, both official and informal establishments, for example, in academic institutions from primary education/Madrasah Ibtidaiyah to universities (Ritonga et al., 2021). As for non-formal institutions such as Islamic boarding schools in Indonesia, most of them study Arabic as a science or a means of communication (Alian et al., 2019).

In Indonesia, learning Arabic is geared toward helping students grasp four language skills, particularly in madrasas. (*al-maharat al-lughowiyyah*), whether it is proficiency in listening (*maharoh al-istima'*) or proficiency in speaking (*maharoh al-kalam*), or proficiency in reading (*maharoh al-qiro'ah*) or proficiency in writing (*maharoh al-kitabah*) (Akzam et al., 2021).

Since learning is supposed to be successful and demands careful planning, the media that are utilized in the process of learning also need to be carefully thought out. (Thomure et al., 2020). Even though they have planned the best in the learning process and have used the best media, the reality in the field is that there are teachers who choose one media in a class by looking at considerations, among others (Khalilullah, 2012a): First, he feels that he is used to using the blackboard, or transparency projector as learning media. Secondly, he feels that the media he chooses can illustrate better than himself, for example, diagrams and flip charts. Thirdly, his chosen media can attract students' interest and attention, leading to a more structured and organized presentation.

Mufradat, or vocabulary, is a collection of certain words that will form a language. Words are the smallest part of the language that is free. For this reason, the proper method is needed to learn Arabic vocabulary so that the need for vocabulary in Arabic

language learning can be achieved (Hammad et al., 2022). Teachers must assess student learning outcomes to measure and determine the achievement of student competence in Arabic language learning and efforts to improve the learning process (Gallagher, 2019). Written examinations, oral examinations, and assignments from the competencies under evaluation can all be used to evaluate the knowledge components. (Sadiman, 2009). The success of the learning process is measured based on the Minimum Completeness Criteria (KKM) set by the madrasah.

According to its limitations, media is software containing educational information usually presented using the equipment (Baba, 2021). In terms of it signaling readiness, the media is grouped into two types, namely finished media because it is already a trade commodity and is on the broad market in a ready-to-use state (media by utilization), and design media because it needs to be specially designed and prepared for specific purposes or learning objectives (media by design). Based on the explanation above, the researcher used Crossword media in his research.

Crossword puzzles are a type of game that has educational value. Crossword puzzles, or what is said to be TTS by Syofiani et al. (2019), are a form of game in which the goal is to fill in the empty spaces, forming a white box using letters, so that it will then form a word based on the clues used. The instructions used by researchers on crossword media, commonly called TTS, are to understand Arabic vocabulary with the translation method, so that each student fills in the empty white box by writing pieces of words in the form of letters from the Arabic *Mufradat* ordered. This is done to eliminate boredom in students in understanding of Arabic vocabulary.Some previous studies are relevant to this research, including research by Riza et al., (2020) entitled "Development of Crossword Media on Learning IPS Class Iv Theme 7 Beautiful Diversity of My Country." This study concluded that Crossword Media is very effective in learning Arabic because it is one way that can be used to eliminate student boredom. While learning Arabic, learning usually feels monotonous, so nothing interests students in Arabic; it can even motivate teachers to enrich learning techniques to be more varied.

Research conducted by M. Khalilullah (2012b) entitled "Crossword Games as Media in Arabic Language Learning vocabulary." This research resulted in the conclusion that Crossword or commonly called TTS, is a game that sharpens the brain; that's why Crossword can be used as a unique learning media in learning Arabic vocabulary seeing

the function of Crossword is to wake up the nerves of the brain so that it can have a refreshing effect on memory with that the brain returns to work optimally because the brain is accustomed to continue learning casually. Learning Arabic in a relaxed state will make the material taught by the teacher more entered and accepted by the brain so that learning with this media is more effective.

Rantika (2016), conducted another study entitled "The Use of Crossword Media in Improving Learning Outcomes of Grade II Students in Arabic Learning at Madrasah Ibtidaiyah Nurul Iman Pengabuan, Pali Regency." This study concluded that there is an increase in student learning outcomes after using Crossword media; this can be seen after the research. There is a significant difference between the pre-test and post-test scores.

There is a previous study conducted by Ahmad Abdullah and Nurul Murtadho (2022) entitled "Development of Crossword Puzzle *Madarij ad-Durus al-Arabiyyah* Volume 4 for Basic Package IV". This research concluded that this Crossword product is a game media for learning Arabic with the book of *Madarij al-Durus al- 'Arabiyyah* I volume 4. The fact that this media is quite feasible to be used as a companion media for murojaah in mastering Arabic vocabulary can be seen after the researchers conducted a validation test once involving students and Arabic language teachers at the pesantren Pesantren Ilmu al-Qur'an (PIQ) Singosari, Malang. Nisa Fahmi Huda conducted another research entitled "Experimentation of Crossword-based Rubik Media in Improving Students' Mastery of Arabic Mufradāt." This study resulted in the conclusion that there was a significant increase in the results of the tests conducted that the students of class X MAN 4 Bantul looked thrilled when they played the Crossword-based Rubik, they found new mufradat, and also the results of the validity test showed that there was an increase in the mastery of Arabic vocabulary after the pretest and post-test. Another research from a thesis written by Muhammad Zainul Musthofa (2018). This thesis is entitled "Development of Crossword Media in Arabic Vocabulary Learning for Students of Salsabila 2 Klaseman Sleman Yogyakarta Integrated Islamic Elementary School". This research concluded that Arabic Crossword media as a vocabulary learning media for 5th-grade students of SDIT Salsabila 2 Klaseman Sleman Yogyakarta has a positive influence. The acquisition of grades or student learning outcomes indicates this. There is an increase. Through limited trials, it is known that by using Crossword media (TTS),

there is an increase in learning results, which is 2.5 higher on average compared to not using Crossword media or learning to memorize vocabulary that students usually use.

METHOD

The method used by the researchers is classroom action research with a qualitative approach (Denzin & Lincoln, 2009). The action in this study consisted of two cycles, each consisting of four stages: planning, implementation (action), observation, and reflection. The data collection techniques used are tests, field notes, and observations where the researcher acts as an observer and a teacher. The location used as a research site is Mts Minhajul Haq. The research subjects are Mts Minhajul Haq, 8th-grade students in the 2022/2023 school year. The number of students in the class consists of 23 students.

RESULTS AND DISCUSSION

The findings demonstrated that crossword puzzles are a useful tool for learning Arabic since they can raise students' learning outcomes in the eighth grade. vocabulary This can be seen from the results of the pre-test and post-test conducted. In cycle I, there was an increase from the pre-cycle; many students scored above the KKM. It can be seen that 15 students scored less than the KKM, then increased to 19 students who scored above the KKM, as shown in the following chart:
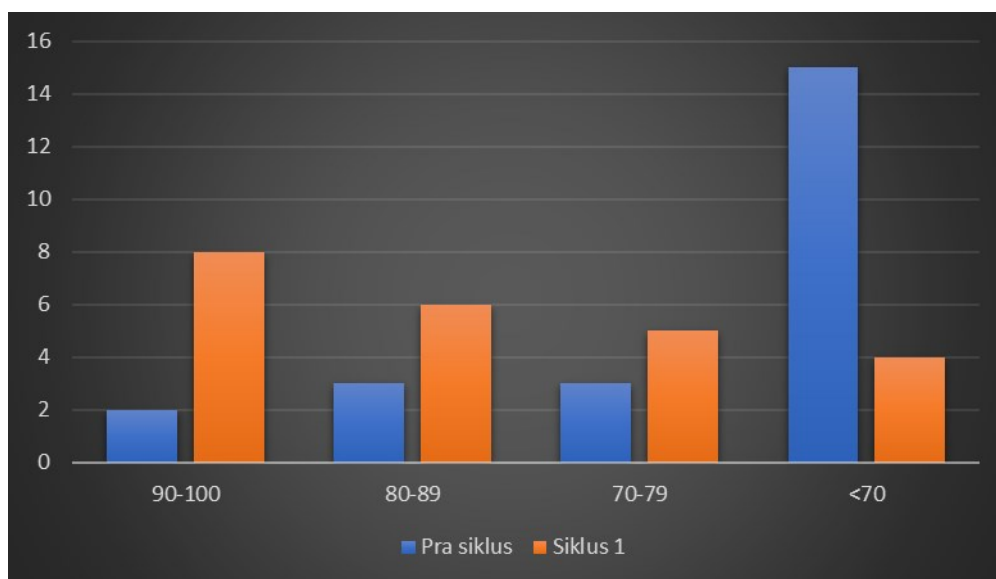
Figure 1. Chart 1 Cycle 1

As for the second cycle, there was an increase in students who obtained learning outcomes of Arabic vocabulary (*Mufradat*) above the KKM after the post-test, namely from 19 students increased to 22, as shown in the following chart:
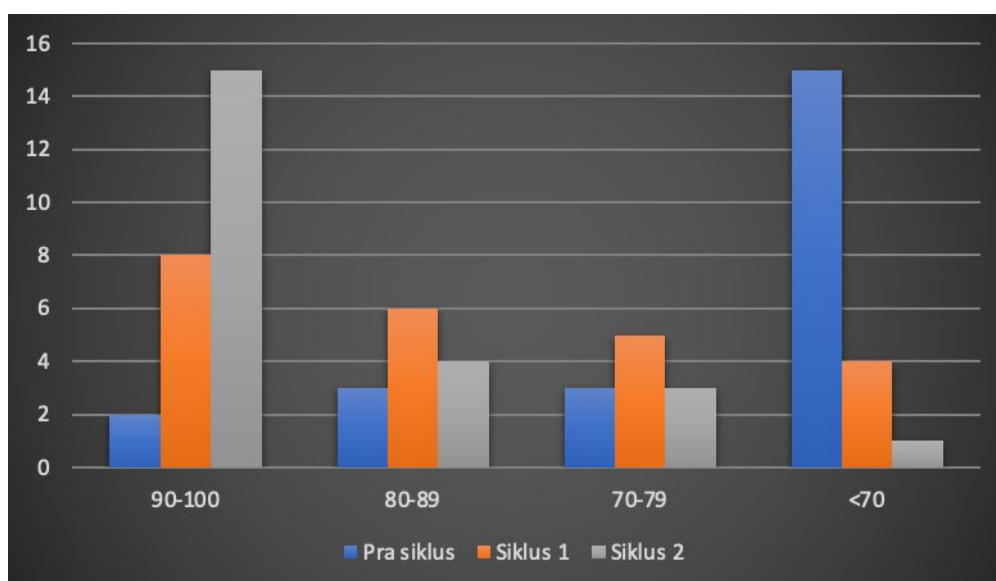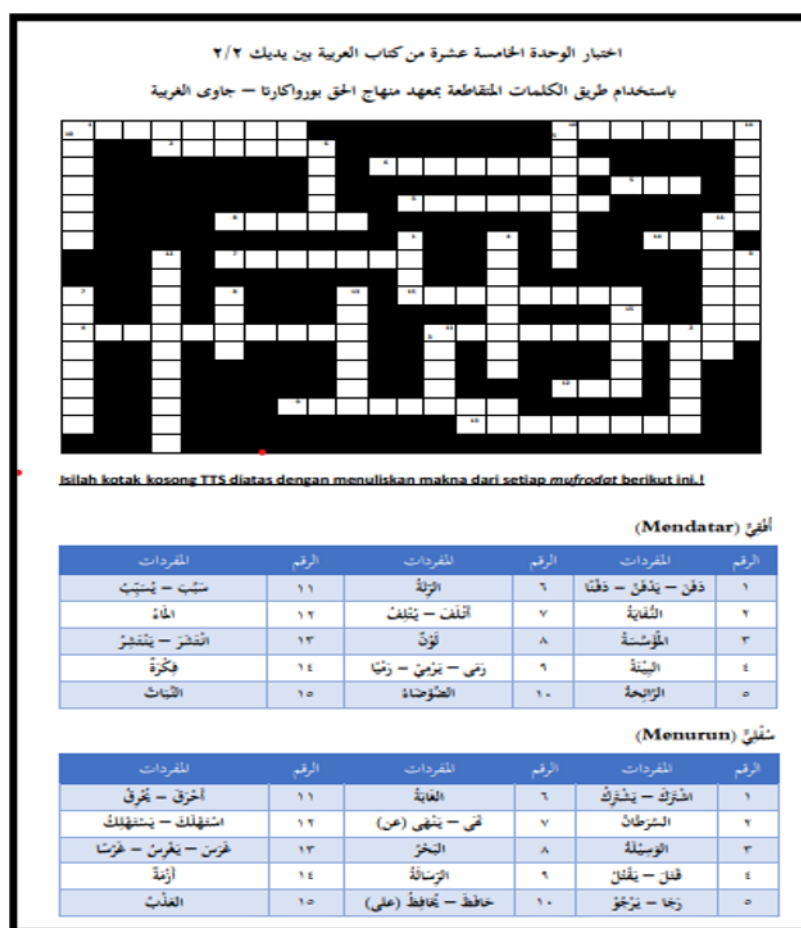

Figure 2. Chart 2 Cycle 2

The explanation above rows that Crossword media is very effective in learning Arabic vocabulary (*Mufradat*), so that:

This class action research was conducted in two research cycles. Each research cycle consists of four stages: planning, implementation (action), observation, and reflection.

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Cycle I:

1. Planning: At this stage, the researcher, as well as the subject teacher, prepared a lesson plan (RPP) with the material of *Mufradat* التلوث in chapter 15 from the book *al-'Arabiyyah Baina Yadaik* and learning media in the form of Crossword Games (TTS). The next step is that the researcher writes down some Arabic vocabulary contained in chapter 15 of the *al-'Arabiyyah Baina Yadaik* book, most of which students consider challenging to memorize and understand. Then the researcher gave empty white boxes that would be filled in by students and black boxes that did not need to be filled in by students on the Crossword paper, and finally, the researcher wrote the title, description, and instructions on the Crossword paper.

اختبار الوحدة الخامسة عشرة من كتاب العربية بين يديك ٢/٢

باستخدام طريق الكلمات المتقاطعة بمعهد منهاج الحق بورواكارتا — جاوى الغربية

Isilah kotak kosong TTS diatas dengan menuliskan makna dari setiap *mufrodat* berikut ini.!

أفقي (**Mendatar**)

المفردات	الرقم	المفردات	الرقم	المفردات	الرقم
سبّب – يسبّب	١١	الزينة	٦	دفن – يدفن – دفنا	١
الماء	١٢	أتلف – يتلف	٧	النفاية	٢
اندثر – يندثر	١٣	لوّث	٨	المؤسسة	٣
فكرة	١٤	رمى – يرمي – رميا	٩	البيئة	٤
النبات	١٥	الضوضاء	١٠	الرائحة	٥

سفلي (**Menurun**)

المفردات	الرقم	المفردات	الرقم	المفردات	الرقم
أحرق – يحرق	١١	الغابة	٦	اشترك – يشترك	١
استهلك – يستهلك	١٢	نهى – ينهى (عن)	٧	السرطان	٢
غرس – يغرس – غرسا	١٣	البخّ	٨	الوسيلة	٣
أزمة	١٤	الرسالة	٩	قتل – يقتل	٤
العذب	١٥	حافظ – يحافظ (على)	١٠	رجا – يرجو	٥

Figure 3. *Crossword game*

2. Implementation of Action: The learning process in the classroom was carried out in one meeting with a duration of 2x40 minutes (2 lessons).

   a. Introduction: 1) The teacher starts the learning with opening greetings and prayers, then takes attendance of students, 2) The teacher tells the learning

objectives and materials, 3) the teacher starts, 4) The teacher repeats the previous learning material as a form of warmer, (5) The teacher writes the subject, title, page, and date on the blackboard, 6) The teacher mentions some vocabulary *(Mufradat)* to the students and each student writes down the translation, this will be used as a pre-test result.

b. Core activities: 1) The teacher ordered the students to close the textbook, 2) The teacher reads the material and the students follow after the teacher's reading, 3) The teacher instructs the students to open the textbook and mark the Arabic vocabulary (*Mufradat*) that has not been understood, 4) The teacher asks each student to convey the vocabulary (*Mufradat*) that has not been understood and the teacher writes it on the blackboard 5) The teacher provides an explanation and translation of the vocabulary (*Mufradat*) written on the blackboard to students, 6) The teacher provides opportunities for students to ask questions, discuss, gather information, exchange information about the material. The teacher presents the Arabic vocabulary (*Mufradat*) that has been prepared in the Crossword game paper, 8) Each student takes a Crossword game paper, and fills in the empty white box without looking at the book 9) The teacher provides an opportunity for students to ask questions about the instructions for the Crossword game or learning material, if it is still tricky, 10) The teacher and students make conclusions about the Crossword game and material.

c. Closing: 1) The teacher asks the students to write the translation by choosing 30 vocabulary words (*Mufradat*) written by the teacher on the board within 15 minutes; 2) Students, together with the teacher, reflect on the learning that has been carried out, 3) Students convey the moral message of the day obtained from learning, 4) The teacher motivates students always to repeat the material that has been learned. 5) The teacher conveys the learning plan for the next meeting 6) The teacher closes the lesson with prayer.

3. Observation: The first cycle showed that students had not fully participated in the learning process, meaning that the Crossword media in the first cycle was not very practical for learning Arabic vocabulary (*Mufradat*). The pre-test showed that 15 out of 23 students in the class did not understand and comprehend some complex vocabulary (*Mufradat*) that they had never heard before; even when the teacher

gave an overview of the translation of the vocabulary *(Mufradat)* the students did not fully understand what the teacher said. The students enjoyed the Crossword game in learning vocabulary *(Mufradat),* so they looked happy and even said, "Like this is easy," "If it can be every exam like this," "I am thrilled," "Alhamdulillah." In this cycle, some students were still struggling, so they misunderstood the instructions of the Crossword game and also misunderstood the vocabulary *(Mufradat)* that was ordered; it was seen that the answers written by students were not correct, so they damaged the arrangement of letters in other empty boxes, some students wrote other meanings of the vocabulary that were ordered because there was some vocabulary (*Mufradat*) that were multi-meaning. Some students wrote the wrong meaning of the vocabulary *(mufodat),* which should be written in the blank box horizontally but written by students in the blank box downward. Therefore, the teacher went around the class and approached students who did not understand the learning material and instructions for the Crossword game.

4. Reflection: The pre-test results showed that students still had difficulty understanding the meaning of the vocabulary *(Mufradat)* about the material. After the use of the Crossword game media in learning vocabulary (*Mufradat*), the post-test results showed an increase in the number of students who scored above the KKM, from 8 students increased to 19 students, namely the number of students who scored 90-100 as many as eight students, the number of santri who scored 80-89 as many as six students, and the number of students who scored 70-79 as many as five students. Based on the above results, then in the next cycle, the teacher must repeat a lot of vocabulary (*Mufradat*) that is difficult to understand and find solutions so that it can be used in learning.

Cycle II:

1. Planning: Cycle II planning was based on the reflection of the implementation of Cycle I. The same four stages were carried out in cycle II as in cycle I. The researcher, as well as the subject teacher, prepared a lesson plan (RPP) with the material of *Mufradat* in chapter 15 of the book *al-'Arabiyyah Baina Yadaik* which had been revised from the mistakes and shortcomings in cycle I, both in the form of learning materials, or learning media in the form of Crossword games (TTS).

2. Implementation of Action: The learning process in the classroom was carried out in one meeting with a duration of 2x40 minutes (2 lesson hours).

a. Introduction: 1) The teacher starts the learning with opening greetings and prayers, then takes attendance of students, 2) The teacher tells the learning objectives and materials, 3) the teacher starts, 4) The teacher repeats the previous learning material as a form of warmer, (5) The teacher writes the subject, title, page, and date on the blackboard, 6) The teacher mentions some vocabulary (*Mufradat*) to the students and each student writes down the translation, this will be used as a pre-test result.

b. Core activities: 1) The teacher ordered the students to close the textbook, 2) The teacher reads the material and the students follow after the teacher's reading, 3) The teacher instructs the students to open the textbook and mark the Arabic vocabulary (*Mufradat*) that has not been understood, 4) The teacher asks each student to convey the vocabulary (*Mufradat*) that has not been understood and the teacher writes it on the blackboard 5) The teacher provides an explanation and translation of the vocabulary (*Mufradat*) written on the blackboard to students, 6) The teacher provides opportunities for students to ask questions, discuss, gather information, exchange information about the material The teacher presents the Arabic vocabulary (*Mufradat*) that has been prepared in the Crossword game paper, 8) Each student takes a Crossword game paper, and fills in the empty white box without looking at the book 9) The teacher provides an opportunity for students to ask questions about the instructions for the Crossword game or learning material, if it is still tricky, 10) The teacher and students make conclusions about the Crossword game and material.

c. Closing: 1) The teacher asks the students to write the translation by choosing 30 vocabulary words (*Mufradat*) written by the teacher on the board within 15 minutes; 2) Students, together with the teacher, reflect on the learning that has been carried out, 3) Students convey the moral message of the day obtained from learning, 4) The teacher motivates students always to repeat the material that has been learned. 5) The teacher conveys the learning plan for the next meeting 6) The teacher closes the lesson with prayer.

3. Observation: Cycle II shows that students have gained learning experience from cycle I, so they easily understand the material. During the learning process with the crossword, the teacher gave directions to avoid misunderstandings in filling in the empty white boxes on the crossword sheet and so that students fully understand the meaning requested from the vocabulary (*mudrodat*) with multiple meanings. In cycle II, students were more active in asking and answering questions and even dared to comment on using crossword puzzles in vocabulary learning. The post-test results generally showed that many students understood the vocabulary (*Mufradat*) of material. However, some students still did not understand the vocabulary (*Mufradat*) of material.

4. Reflection: In cycle II, there was an increase in students' understanding when learning the vocabulary (*Mufradat*) of. The pre-test results in cycle II showed that there were students who got a score of 100, while the post-test results showed that there were 15 students who got a score of 90-100, 4 students got a score of 80-89, 3 students who got a score of 70-79. In this cycle II, the students who obtained learning outcomes in vocabulary learning above the KKM increased to 22 from 23 students.

Based on the explanation above, it can be seen that Crossword media has many benefits and advantages in learning Arabic *Mufradat.* Still*,* we need to know the shortcomings that exist in Crossword Puzzles.

The advantages of crossword puzzles include: a) they can motivate children to learn to understand easy vocabulary, b) There is an element of play that will make children feel happy so that learning activities do not feel monotonous, c) they make learning feel more enjoyable with this game so that children can understand a lot of vocabulary because there are challenges that cause children to be curious to do it.

The shortcomings of this media include: a) Difficult to implement in numerical learning materials because it is challenging to make, b) requires a long time because it must adjust the number of columns and the relationship of the letters in connecting one word with another c) Learning materials that have a more detailed explanation cannot utilize crossword media d) TTS can only learn short words.

CONCLUSION

Based on the results of research using the method of class action research, the researcher concluded that the use of crossword media (TTS) in the Arabic language learning process is very effective so that it can improve the learning outcomes of vocabulary of class VIII students at Mts Minhajul Haq Purwakarta. Therefore, researchers conducted a pre-test before conducting research as the basis for this study. After the pre-test results showed that 15 students scored below the KKM with an average of 58.67, the researchers began to use this crossword puzzle media in learning Arabic vocabulary. So that after post-test, the results of the post-test showed an increase in student vocabulary scores from 8 students who scored above the KKM increased to 19 students in cycle I with an average of 82.91, then in cycle II students who scored above the KKM increased to 22 with an average of 89.65.

Crossword media greatly facilitates students in the learning process (vocabulary) this can be seen in the researcher's research that students look active in filling in empty white boxes when during learning, even some students say, "this media is straightforward," or other remarks, "what if the final exam with TTS" or sayings "thank God it's easy" this shows that this crossword puzzle makes students active, even students try to find answers from pieces of letters that are suitable to be filled in the empty box of Crossword Puzzle (TTS). In addition to providing convenience for students, Crossword media provides variety for teachers in the learning process so as not to make students bored with monotonous learning; as a result, this media attracts students' attention so that students easily understand the material.

Suggestions: First, Arabic teachers are expected to be able to use this Crossword media in the learning process so that student learning outcomes become more effective and fun and the results obtained are better. Second, teachers should not be monotonous when teaching in class so that teachers provide space for students to develop all aspects of both cognitive, affective, or estimator in writing and orally; because of the Crossword media, student learning outcomes have increased. Third, for further researchers, research results on the use of Crossword media can be used as a research study in improving student learning outcomes.

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