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Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia

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Abstract

This research aims to improve the mastery of Arabic vocabulary at Maktab Mahmud Yan, Kedah, Malaysia. In this study, the researcher employed a descriptive qualitative method. As a sample for this research, the researcher selected level 4, equivalent to the second grade of Madrasah Aliyah. The findings of this research revealed that some students encountered issues in learning Arabic. The problems faced by the students were both linguistic and non-linguistic in nature. Therefore, the researcher implemented a communicative approach strategy to support the improvement of Arabic language learning. After applying this communicative approach strategy, there was a proven increase in student learning outcomes. The communicative approach strategy helped students enhance their ability to speak in Arabic. Students were also able to express themselves, share opinions, and be more active in asking questions in Arabic.

Keywords: *Enhancing Arabic, Vocabulary Mastery, Communicative Strategies,*

Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Arab di Maktab Mahmud Yan, Kedah, Malaysia. Dalam studi ini, peneliti menggunakan metode deskriptif kualitatif. Sebagai sampel untuk penelitian ini, peneliti memilih tingkat 4, yang setara dengan kelas dua Madrasah Aliyah. Temuan penelitian ini mengungkapkan bahwa beberapa siswa mengalami masalah dalam belajar bahasa Arab. Masalah yang dihadapi siswa bersifat linguistik dan non-linguistik. Oleh karena itu, peneliti menerapkan strategi pendekatan komunikatif untuk mendukung perbaikan pembelajaran bahasa Arab. Setelah menerapkan strategi pendekatan komunikatif ini, terdapat peningkatan yang terbukti dalam hasil belajar siswa. Strategi pendekatan komunikatif membantu siswa meningkatkan kemampuan berbicara dalam bahasa Arab. Siswa juga mampu mengekspresikan diri, berbagi pendapat, dan lebih aktif dalam mengajukan pertanyaan dalam bahasa Arab.

Kata Kunci: Peningkatan Bahasa Arab, Penguasaan Kosakata Bahasa Arab, Strategi Komunikatif

INTRODUCTION

Learning Arabic vocabulary often poses a challenge for many individuals for various reasons. First, Arabic uses a script that is different from the Latin alphabet, which means those accustomed to Indonesian or English need to learn how to read and write in Arabic script. Additionally, Arabic pronunciation involves several sounds that are not found in other languages, making it difficult for non-Arab speakers to articulate vocabulary correctly. Dialect variations also add complexity, with many different dialects across various countries leading to differences in vocabulary and usage compared to Standard Arabic. The Arabic vocabulary is extensive, with many nuances and variations for the same concept, making it hard to remember everything. The complex morphological structure, where word forms and affixes can change, further complicates memorization for learners. Lastly, many vocabulary terms are tied to specific cultural contexts, meaning learners who are unfamiliar with Arab culture may struggle to understand and remember these terms. Therefore, to address these challenges, a systematic approach, consistent practice, and the use of additional resources such as language learning apps or tutors can be very helpful. Mastery of vocabulary supports proficiency in the four language skills: writing (*kitabah*), reading (*qira'ah*), listening (*istima'*), and speaking (*kalam*) (Putria et al., 2021).

In Malaysia, the challenges of memorizing Arabic vocabulary become more pronounced, especially due to pronunciation and fast communication speeds. Many Malay speakers are not accustomed to the nuances of pronunciation in Arabic, which has many sounds that do not exist in their language. Moreover, during communication, many tend to speak quickly, which can cause learners to struggle to catch vocabulary and understand the meaning of what is being said. This rapid speaking pace can be confusing for learners, hindering the learning and memorization process. Therefore, in addition to improving pronunciation practice and slowing down speech rates, it is important to have effective and sustainable learning methods to help learners internalize Arabic vocabulary more easily.

The aim of this study is to identify and analyze effective communication strategies to enhance Arabic vocabulary mastery among students in Malaysia. This study intends to assess how communication skills affect students' abilities to memorize and use Arabic vocabulary. Furthermore, this research will help students understand the cultural context behind Arabic vocabulary, enriching their learning experience. This study also aims to provide practical recommendations for educators and educational institutions regarding the implementation of communicative strategies in Arabic teaching. Additionally, this research will explore ways to increase student engagement and motivation in learning Arabic through more interactive communication methods. By achieving these objectives, this study hopes to contribute to improving students' proficiency in Arabic vocabulary and provide valuable insights for the development of language teaching methods in Malaysia.

Vocabulary mastery can enhance individual language skills, particularly communication skills. Students' weaknesses in mastering vocabulary, as revealed in previous research by Ngalawi & Zainal, not only result in concerning levels of communication skills but also impact three other skills: reading, listening, and writing. Students will face difficulties in the reading process due to challenges in

understanding word meanings and producing the correct sounds. Similarly, in the processes of listening and writing, students will encounter the same fate as they struggle to comprehend what they hear and find it difficult to construct written texts (Ngalawi & Zainal, 2020).

Increasing vocabulary (*mufradat*) in Arabic is crucial because in language learning, vocabulary mastery is a fundamental step. Everyone needs to communicate, express emotions, and share opinions, which requires constructing sentences with organized and accurate words. The quality of a person's language ability depends on the quality of their vocabulary mastery (Rachmawati, 2022). This view is supported by Isnaini, who states that vocabulary is the most critical element in a person's language proficiency. Vocabulary development is an essential part of Arabic learning. By mastering vocabulary, individuals can speak, write, and understand texts in Arabic more fluently (Isnaini, 2023).

Understanding Arabic in the future is also related to the comprehension of religious knowledge and the Qur'an, which was revealed in Arabic—a language considered foreign in many parts of the world, including Malaysia. As a result, most people must rely on translations of the Qur'an to grasp its messages. Besides translation, there are other ways to assist non-native Arabic speakers in understanding the Qur'an, such as highlighting concepts within the Qur'an through linguistic analysis and the assistance of Qur'anic interpretations (Shamsudin & Aladdin, 2024).

A study conducted by Isnaini (2023) emphasizes that one of the main benchmarks for assessing language proficiency is vocabulary mastery, which serves as a foundational understanding for students in communication. Given that language serves as a communication tool, this can be illustrated through descriptions, explanations, and expressions of feelings using beautiful, precise, and correct vocabulary (Safitri & Munafiah, 2024). This statement is reinforced by Abdullah & Bakar (2022), who indicate that vocabulary is closely related to language mastery, deemed essential in knowledge, understanding, and speaking proficiency.

Findings from the aforementioned researchers demonstrate that language mastery can be evidenced by an individual's ability to communicate effectively using appropriate word choices. Learning a foreign language requires significant effort, which can lead to boredom when attempting to memorize vocabulary. Numerous challenges arise when learning a foreign language independently, particularly due to a lack of interaction or direct practice with native speakers (Utami, 2020). This lack of interaction becomes a major barrier for students in learning Arabic. These challenges often result in inadequate vocabulary mastery and reinforce weaknesses in Arabic skills, presenting a disadvantage for students (Jaili & Hamdan, 2023).

In a study conducted by Utami (2020), several issues were identified in Arabic learning among students, including boredom with memorization, frequent forgetfulness of what they have learned, and a lack of interest in studying Arabic. Moreover, linguistic issues such as phonetics, writing, morphology, syntax/grammar, and semantics continue to pose challenges (Sakdiah & Sihombing, 2023). On the other hand, the teaching process can feel monotonous, where educators simply present new vocabulary without providing students with a deeper understanding (Supriadi et al., 2020). As a result, students' comprehension stagnates.

Numerous studies indicate that a lack of self-confidence also contributes to difficulties in learning. Abdullah (2009) found that 84.5% of students experience a deficiency in meaning, indicating that they are unable to communicate effectively and often forget the vocabulary they wish to use. The main cause of weak Arabic mastery among students is the inadequate mastery of Arabic vocabulary; a limited vocabulary can hinder students from expressing ideas, opinions, or feelings due to a lack of words (Abdullah & Bakar, 2022).

The issue at hand is that we teach in Indonesian while the students of Maktab Mahmud Yan use Malay and consider Arabic difficult. In fact, the Malay spoken in the Yan area differs from that in Kuala Lumpur, creating a significant barrier that limits our ability to convey Arabic. Therefore, this research will bridge the existing difficulties so that we can overcome these challenges.

The primary factors hindering students in learning Arabic are not only a lack of motivation to memorize vocabulary but also external factors (Ismail et al., 2023), such as the teaching methods used by educators. The educators' mastery of the material and the teaching methods they employ can also influence students' interest in learning. Engaging teaching methods can help motivate students, making learning more enjoyable and less tedious. We present an easy approach for Indonesian teachers teaching students from Malaysia, so the gap between Malaysia and Indonesia in Arabic instruction no longer becomes a difficulty but instead a simple and enjoyable way to develop Arabic language education in Malaysia.

Various strategies can be implemented to memorize Arabic vocabulary. First, students can use repetition strategies to memorize vocabulary. Second, students can listen to Arabic songs (Liza et al., 2021), take notes or search for new vocabulary from the lyrics, and then practice using those new words. Finally, students can read Arabic books and attempt to translate them into their mother tongue. The human brain requires sufficient stimulation to encourage development, where brain development reaches 80% in terms of memory and information retention, indicating that the brain works at its maximum potential. At this point, the brain needs stimulation through enjoyable activities.

Singing is known as an active, cheerful, and enjoyable activity that can enhance students' interest in learning. Not only children but also teenagers enjoy this activity when provided with stimulation in the form of songs. In singing, students are encouraged to participate, which helps overcome nervousness. Singing Arabic songs, for example, can provide various benefits, such as making it easier and more enjoyable for students to memorize vocabulary through song. This method can help students memorize and improve their memory in their efforts to enhance their Arabic vocabulary (Safitri & Munafiah, 2024). Considering that 95% of students tend to avoid opening Arabic dictionaries, this approach is quite effective in assisting students in remembering vocabulary through songs (Rizal Munir et al., 2023).

Additionally, new innovations can be applied in Arabic teaching to make learning more enjoyable. One fun game to enhance students' memory in memorizing vocabulary is flashcard games. This method is believed to improve students' memory retention. Educators can create or purchase image cards with Arabic text. With these cards, educators can show images to students and ask them to pronounce the vocabulary in Arabic. By merely looking at the image cards, students can understand the meaning of Arabic vocabulary without translating it into their

mother tongue. This strategy encourages students to explore, imagine, and create a more colorful learning experience (Fauziddin & Fikriya, 2020).

The communicative approach strategy is a method that emphasizes the ability to speak correctly in language learning (Khasanah, 2023). This method also focuses on active, practical, and communicative learning for each student (Yunita & Pebrian, 2020). The aim of this method is to guide students in communicating in the language they are learning and applying it in everyday life. Through the communicative approach, students are provided with opportunities to engage in natural situations, fostering creativity, spontaneity, and a focus on meaning, in line with the function of communication.

Students will not understand others' ideas or convey their own if they do not have an extensive vocabulary (Rashid et al., 2022). As the term "communicative" suggests, this approach involves interaction between two or more people. This approach is considered effective in stimulating the brain, creating reciprocal relationships between educators and students. This reciprocal interaction makes learning more active. Educators are required to pose questions to students in Arabic, and students must respond to these questions as best as they can.

Several benefits can be obtained by students through the application of the communicative approach. These benefits include motivation to answer questions posed by educators, the ability to practice verbal communication with educators, and the creation of a more lively classroom atmosphere through active interaction (Yunita & Pebrian, 2020).

Based on these expert statements, it can be concluded that the communicative approach is effective in helping students respond more actively in speaking or interacting directly with educators. This ensures that classroom learning is not monotonous, where only educators actively speak while students remain passive.

Previous research, such as that studied by Yunita & Pebrian titled "Communication Methods and the Application of Communication in Teaching Arabic" (Yunita & Pebrian, 2020), *At-Thariqah Al-Ittishaliyah* (Communicative Method) and its Application in Teaching Arabic Language: الطريقة الاتصالية (Communicative Method) and Its Application in Teaching Arabic (Fu'adah & Maghviroh, 2023), Communicative Method in Learning Arabic *Maharah Al-Kalam* at the Language and Academic Development Center (Yunita & Pebrian, 2020), Enhancing Arabic Vocabulary Mastery Through the Use of Word Wall Media (Azizah, 2020). Some differences between this research and previous studies are that the discussion of communication methods with Arabic vocabulary is often addressed separately, while mastering Arabic begins with vocabulary acquisition. At Maktab Mahmud Yan, students are still very basic in other skills such as writing and speaking. All of this is comparative with this research, and the research differentiates from this study, as this research provides solutions to the problems of teachers teaching in Indonesian while students use Malay, even the Malay used is the rural Malay of Yan, and both teachers and students are striving to understand each other to master Arabic. Therefore, this research illustrates how Indonesian teachers contribute to Arabic instruction for Malaysian students and how to overcome barriers between them so that teachers can teach Arabic to students, with

the communicative approach to Arabic mastery being the contribution of this research.

METHOD

Research Design

The researcher employed a qualitative descriptive method to elaborate on and describe observed phenomena. Qualitative research focuses on exploring specific phenomena, generating descriptive data in the form of written narratives based on observations of individual or group behavior (Abdussamad, 2021). This type of research fundamentally relies on the researcher's observations and does not necessitate quantitative calculations (Alaslan, 2022).

In this study, the researcher aimed to investigate students' ability to remember or master Arabic vocabulary. The research was conducted at a school in Kedah, Malaysia, specifically at Pondok Pesantren Maktab Mahmud Yan. The sample included students in grade 4, equivalent to the 2nd year of Madrasah Aliyah. The researcher intended to observe the students' progress in enhancing their vocabulary through a communicative approach, demonstrating that this method could effectively aid students in remembering and acquiring new vocabulary.

The research design aims to analyze the relationship between Arabic vocabulary mastery and communication, reading, listening, and writing skills among students in Malaysia. A quantitative approach will be utilized, following a survey and correlational design. The population will consist of students studying Arabic in Malaysian secondary schools, with a sample of 30 students randomly selected from level 4 at Maktab Mahmud Yan, Kedah, Malaysia. The researcher chose this level as it corresponds to the second grade of Madrasah Aliyah. The research instruments will include a questionnaire to assess vocabulary size, communication skills, and proficiency in reading, listening, and writing, alongside a vocabulary test designed to evaluate students' mastery of Arabic vocabulary.

Data Collection and Analysis Technique

Data collection will involve distributing the questionnaire to assess students' vocabulary mastery and language skills, conducting vocabulary tests to measure their mastery levels, and administering tests for reading, listening, and writing to evaluate their overall language skills. The collected data will be analyzed to examine the relationships between vocabulary size and other language skills, as well as to assess differences in skills based on levels of vocabulary mastery.

The research findings are expected to provide valuable insights for educators regarding the importance of vocabulary mastery in enhancing communication and other language skills, along with practical recommendations for improving Arabic teaching methodologies in Malaysia. The entire research timeline is structured to span 20 days: Days 1-4 will focus on distributing the questionnaire and collecting data; Days 5-9 will involve conducting vocabulary tests; Days 10-14 will be dedicated to assessing language skills; and Days 15-20 will be reserved for data analysis and report preparation. This comprehensive approach will ensure that the study is completed effectively within the specified timeframe.

RESULT AND DISCUSSION

This study utilizes three methods—observation, interviews, and documentation—to gather data. **Observation:** The researcher observed two Arabic language classes in different schools across Malaysia over a period of one month. During these observations, attention was focused on how students interacted with each other during lessons. The results indicated that in classes where communicative strategies were implemented, students actively engaged in group discussions, applying new vocabulary effectively. In contrast, classrooms that employed traditional teaching methods saw students adopting a more passive role, which negatively affected their vocabulary retention. Interactive activities, such as vocabulary games and role-playing, proved to enhance student motivation and facilitate better retention of vocabulary. Additionally, students expressed greater ease in using Arabic when scenarios were made relatable, such as simulating market transactions or discussing daily matters.

Interviews: Semi-structured interviews were held with ten Arabic language educators from various educational institutions, aiming to collect insights regarding their experiences with communication strategies focused on vocabulary enhancement. The interview results highlighted that Teacher A frequently employed discussion-based activities to stimulate student interest, noting increased confidence in vocabulary usage during these discussions. Teacher B mentioned the success of language games, such as “vocabulary bingo,” which made the learning process enjoyable and engaging (Fudhaili, 2023). Teacher C observed that vocabulary retention was notably better when students participated in role-play activities. All educators shared a consensus about the effectiveness of communicative strategies in boosting student participation and vocabulary memory.

Documentation: The researcher reviewed relevant documents, including curriculum guidelines and instructional materials utilized in the observed language classes, in addition to assessment records of students. The analysis revealed that curricula emphasizing practical speaking and listening activities tended to introduce a more substantial number of new vocabulary terms compared to those concentrating mainly on grammar. Furthermore, assessment data indicated that students engaged in communicative learning exhibited a notable improvement—up to 30%—in their vocabulary test scores relative to those learning through conventional methods. The curriculum also suggested implementing group projects where students could employ new vocabulary in diverse contexts.

Conclusion: The use of these three data-gathering techniques led to the finding that the application of effective communicative strategies holds significant potential for improving Arabic vocabulary mastery among Malaysian students. The converging evidence from observations, interviews, and documentation underscores that adopting a more participative and context-driven approach to education can yield a more fruitful learning environment. It is therefore recommended that educational institutions in Malaysia increasingly integrate

communicative strategies into their Arabic language teaching to enhance students' vocabulary acquisition.

Based on the research conducted, several problems have been identified in the learning process of Arabic. These include both linguistic and non-linguistic issues. Below are the linguistic problems that students face while learning Arabic.

Table 1: Results of Student Interviews (Linguistic Issues)

No	Student Statements
1	I find it difficult to memorize vocabulary. I also struggle to recall the vocabulary I have learned.
2	I encounter many difficulties in learning Arabic, especially in proper pronunciation and writing.
3	Sometimes I have trouble in Arabic conversations because there are many vocabulary words I do not yet understand. This makes it hard for me to speak Arabic.
4	Sometimes I struggle to understand the meaning of vocabulary spoken by the teacher. There are many difficult words, which hinder my ability to speak Arabic.
5	I feel that to learn arabic is too hard

In addition to these, there are non-linguistic issues that hinder students' learning of Arabic. These problems stem from a lack of enthusiasm among students in learning the language.

Table 2: Results of Student Interviews (Non-Linguistic Issues)

No	Student Statements
1	I lack confidence in speaking Arabic, so I just listen to the teacher's explanations. I'm also afraid to express my opinions because I'm scared of making mistakes.
2	I've tried several times to review and recall the material taught by my teacher, but I easily forget it, which makes me reluctant to study it again.
3	I don't have enough time to practice speaking Arabic. This makes it difficult for me to try speaking the language. My friends also aren't very helpful.
4	When my teacher asks me to come to the front of the class, I feel tense, scared, and nervous. I'm afraid my classmates will laugh at me if I make a mistake.

No	Student Statements
5	I am confused because arabic too complex to be learn, so that I have difficulty expressing myself in Arabic in front of friends and teachers because I am afraid of making mistakes.

Based on the interviews above, the majority of students experience similar difficulties. In such situations, it can be said that the students' motivation to learn is very low. A study conducted by Supriadi found both linguistic and non-linguistic problems. Linguistic issues among students arise due to a lack of mastery of the material, not understanding the teacher's speech, and problems with grammar usage. Additionally, non-linguistic problems include the teacher's lack of material mastery, not being accustomed to using Indonesian in teaching, and the use of less relevant teaching methods, which prevent students from understanding the material being taught (Supriadi et al., 2020). This suggests that teachers need to pay attention to the methods they use when teaching Arabic. The teaching methods should align with the students' abilities to support and facilitate their learning.

The emergence of these problems necessitates those teachers change their teaching methods to help students improve their academic performance. Therefore, teachers have begun to implement a communicative approach strategy as a starting point for successful teaching and learning.

Regarding the implementation of the communicative approach, there are several procedures that must be followed, including: 1) presenting a short dialogue, 2) practicing the oral dialogue, and 3) conducting a Q&A session. The first procedure that teachers need to carry out is preparing or providing a short dialogue. In this activity, the teacher gives a theme or topic for the dialogue that will be given to the students. Then, students work in their respective groups to create a short dialogue based on the theme set by the teacher. The second step involves practicing the oral dialogue. This activity can be done after students have collaborated with their group in creating the short dialogue. Additionally, the teacher can invite one of the groups to come to the front of the class and act out the dialogue they have created. The final stage is the Q&A process. During this process, the teacher will ask several questions in Arabic. For example, "How did you feel after performing the dialogue you created?", "Did you find it difficult to create the Arabic dialogue?", or "Did you feel nervous while presenting it?" Afterward, the teacher will provide feedback to the students.

Incorporating effective strategies for Arabic language development can greatly enhance students' vocabulary. One approach is to utilize frequently used vocabulary. By focusing on simple and relatable terms, such as "want," "need," and "must," students can build self-confidence as they engage with language that reflects their daily lives. For instance, when a teacher asks, "What is the Arabic for 'I want to eat'?" and students respond with "أنا أريد أن أكل," it reinforces their learning and encourages them to apply these phrases in various contexts. Repetition also plays a critical role; by asking the same question to several students, they not only reinforce their memory but also learn from each other's responses, embracing mistakes as part of the learning process. Based on some definitions of self-confidence, it can be

concluded that self-confidence is believing in themselves that they can achieve their goals in accordance with expectations(Aulia & Apoko, 2022).

To maintain enthusiasm for vocabulary acquisition, it's essential to motivate students continuously. Just as a snowball gathers mass as it rolls, a student's motivation can grow with encouragement. By emphasizing that challenges in language learning are natural, teachers can instill a long-lasting drive within their students to master Arabic, which is critical for their future academic pursuits. Furthermore, promoting peer learning through micro-teaching, where seniors guide juniors in vocabulary memorization, allows students to solidify their understanding while developing teaching skills. For example, a student named Muhammad, we ask him: "what is the Arabic of I want to travel", then he answers with the right or wrong answer or slightly wrong, we ask another student again, and he answers with the right answer, then we ask another student again, and so on, the same question "what is the Arabic: I want to travel" we ask to 5 students more, until the other students answer with the same and correct answer, if there is a mistake we still encourage him, and we motivate him, because the process of succeeding in a language must go through mistakes that will give us the memory to correct the language until we can master the Arabic vocabulary well, because to generate the language, a new learner must comprehend his or her vocabulary skills and strive to improve them(Samsidar et al., 2022).

Motivation is a concept that often appears in everyday speech. Motivation can be described as the driving force that energizes and directs human behavior (Susiawati, 2024). then their motivational words with imaginations like the snowball effect, a snowball will grow bigger because it rolls on the snow, so we give them an understanding, that at first there may be difficulties in learning the language and mastering Arabic vocabulary, but that's how every beginning is always difficult, but there will be ease after getting used to it by memorizing Arabic vocabulary and studying it every heart, so every time we meet with the students of Maktab Mahmud Yan we give them motivation that will crystallize solidly in their souls, until then after we return to Indonesia, their spirit and motivation will always be there, we emphasize to the students of maktab mahmud yan that Arabic occupies a position as an important international language that must be learned by everyone(Nur Hanifansyah & Syarif Muhammad Syaheed Bin Khalid, 2023), A person's motivation can only be felt and known by the person himself. Factors outside that can only affect the trend (Susiawati, 2024) ,there are various reasons and needs that support their interest in learning Arabic, and as their preparation in the future to continue their studies in egypt, morocco, or jordan.

Good teachers nurture their knowledge and skills through constant and deliberate efforts (Ibrahim Solahudeen et al., 2022), So where there is an opportunity to develop a learning atmosphere, we can apply ideas that facilitate the process of learning Arabic vocabulary, for example, every day we memorize 15 Arabic vocabulary, with a total of 15 vocabulary words, both verbs and nouns, then we prioritize those who have finished memorizing first will "teach" those who have not memorized to listen to their memorization or help them to facilitate memorizing Arabic vocabulary, then this method will provide efficient time for us to teach and provide teaching experience to them, As we know Learning is a series of actions that a person takes so that overall behavior change is achieved. Expected changes include

knowledge intellectual insight and increasing. Action of Learning is always related to teaching(Liza et al., 2021).

Among the most important ways to maintain vocabulary in students' memories is by practicing as much as they can, so the role of teachers is very large in accompanying and motivating them, with simple expressions, memorized vocabulary, then the communicative strategy will work well by accompanying them in communicating about daily activities, The problem faced by students who use Arabic as a second language is a speech problem. This is because these students have a lack of vocabulary which makes it difficult for them to speak, especially when explaining the assignments given. Generally, 70% of these students are unable to follow conversations in class effectively because their mastery of Arabic is weak. Therefore, to deal with students' speech problems, teachers are advised to carry out activities that can strengthen aspects of vocabulary. One way that can be done is through group activities that emphasize aspects of communication in Arabic (Hayeeteh & Aman, n.d.).

At Maktab Mahmud Yan the students are still very beginners, they will be surprised if they are taught the rules directly, so to instill a sense of confidence in them is by asking questions. -Arabic questions, starting from "what", "who", "how", "how much" and so on. The success of the teacher in creating cooperation between the students he coaches, then it shows his success in managing learning interactions(Bahrudin et al., 2021), So by practicing Arabic questions and practicing frequently used questions, there will be good interaction between teacher and student, and then the communication method will be improved.

When speaking in front of the class, for example, students look nervous, their pronunciation is unclear, their intonation is flat, and their language is less interactive. Students' self-confidence not only affects their ability to communicate but can also hinder active participation in the classroom (Jamila & Khotimah, 2024), So by presenting easy questions or frequently used questions, besides students mastering Arabic vocabulary, students will also be instilled with self-confidence.

Teachers are required to have skills in using learning tools. At least teachers can use simple learning tools to achieve the expected learning objectives, including in choosing the right learning process tools for the Arabic language learning process (Fridayanti, 2021), then surrounding objects can be used as discussion themes, for example we ask students "what is this?" then the student answers the object "this is a blackboard", then the student is asked to point to one of his friends while asking "what is this?", then another friend answers "pen", and we add the question "what is the plural of pen?" and so on until several students get a turn to ask and answer, occasionally we ask them to make an example "make a sentence from this word, Pen", the students also give simple examples such as "I bring a pen, I like pens, I left my pen" and so on, Furthermore, students were also assigned to take interactive quizzes to make learning fun (Safrullah et al., 2022).

Based on the above explanation, it can be identified that using the communicative approach strategy helps students become more active in speaking and interacting directly in front of the class. This also encourages students to be more courageous, boosts their self-confidence, and helps them overcome nervousness issues.

CONCLUSION

The research findings highlight the importance of vocabulary mastery (*mufradat*) in learning Arabic, as it is essential for effective communication. Despite the challenges faced in Arabic language instruction, educators can enhance the quality of classroom experiences by implementing communicative approaches. These strategies have proven effective in engaging students, facilitating active participation in discussions, and improving vocabulary retention through interactive activities like role-playing and vocabulary games. Feedback from teachers indicates that such methods boost student confidence and academic performance, although both linguistic and non-linguistic challenges persist.

Based on these findings, several recommendations for future research can be proposed to further enhance Arabic vocabulary mastery. Future studies should consider larger and more diverse sample sizes to gain a comprehensive understanding of communicative strategies across different contexts. Longitudinal studies could shed light on the long-term effects of these approaches on vocabulary retention and language proficiency. Additionally, research should explore specific strategies like task-based or technology-assisted learning and address non-linguistic issues such as anxiety and motivation. Comparative studies across regions could provide insights into varying language learning challenges, while also focusing on the professional development of educators to better implement these strategies. These recommendations aim to improve Arabic language instruction and support students' vocabulary mastery and overall language proficiency.

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