



## The influence of animation video media on the Arabic vocabulary mastery of grade VIII students of MTs Asnawiyah

Siti Zakiyyatul Fahiroh, Deski Halim Sudjani, Fikni Mutiara  
Universitas Djuanda, Jawa Barat, Indonesia

### ABSTRACT

**Background:** Students' difficulties in learning Arabic are due to their lack of mastery of Arabic vocabulary and this affects other Arabic language skills. The learning that has been less interactive so far due to the lack of variety of teachers in the use of learning media, improvements can be made by utilizing existing media to assist the learning process

**Purpose:** This study aims to determine the effect of the use of animated video media on the Arabic vocabulary mastery of class VIII MTs Asnawiyah.

**Design and methods:** The method used in this study is the quantitative method, the type of experimental research and the research design using a quasi-experimental design with a pretest-posttest control design. Data collection techniques by means of observation, interviews, documentation and tests, namely pretest and posttest in the experimental class and control class with a total sample of 86 samples.

**Results:** The final results of this study indicate that there is an influence of animated video media on the vocabulary mastery of class VIII students of MTs Asnawiyah, this can be shown from the results of the study which were measured using Mann Whitney and obtained a sig value of 0.000 where a sig value of 0.000 < 0.05.

**Keywords:** Animation Video Media, Mastery of Arabic Vocabulary, Arabic Language

### Introduction

Education According to the 1988 GBHN (BP 7 Pusat, 1990:105) Provides boundaries regarding national education as follows: National education that is rooted in the culture of the Indonesian people and based on Pancasila and the 1945 Constitution is directed to increase intelligence and national dignity, to realize human as well as Indonesian people who have faith and are devoted to God Almighty, are qualified, and are independent so that they are able to develop themselves and the surrounding community and can meet the needs of national development and are responsible for the development of the nation (Tirtarahardja & Umar, 2010).

In the Law on the National Education System, namely number 20 of 2003 article 3: National education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen (Depdiknas, 2003:9).

**CONTACT** Siti Zakiyyatul Fahiroh ✉ [azkiyyatulfahiroh@gmail.com](mailto:azkiyyatulfahiroh@gmail.com)

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The quality of education is supported by the effectiveness of learning. Learning is a complex process that occurs in everyone and lasts a lifetime, from when he was a baby to the grave later. One sign that a person has learned is that there is a change in behavior involving both changes in knowledge (cognitive) and skills (psychomotor) as well as those involving values and attitudes (affective) (Rahardjo et al., 2018).

Arabic language education in Indonesia has been taught starting from kindergarten (partly) to university. Various portraits of the implementation of Arabic language education in Islamic educational institutions at least show that there are serious efforts to improve the system and its quality (Herman, 2013).

There are two challenges that always overshadow the process of learning Arabic in Madrasas in Indonesia. Namely internal challenges and external challenges. Internal challenges in the development of the Arabic language curriculum include; (a) Learning Arabic in madrasas still tends to be structuralist, less functional and less communicative. (b) Arabic has an important role as a means of understanding Islamic religious teachings from authentic sources in Arabic which refer to the Al-Qur'an and Hadith. (c) Lack of mastery of the Arabic language, apart from causing misunderstanding of the scriptures, also reduces interest in studying Islam. While the external challenges (a) Arabic as an international language is currently also experiencing rapid and varied changes, so that Arabic with a *fushha* (standard) pattern has shifted to an *amiyah* pattern (market language) (b) Arabic speakers are gradually experiencing a significant increase quite significant. (c) Advances in information technology in providing Islamic religious content instantly lead to a low tendency for the younger generation to explore Islamic religious knowledge from authentic sources which are generally in Arabic (KMA No. 183 of 2019).

In the field of education, especially learning Arabic, students must master Arabic vocabulary, because it is one of the important factors in learning or mastering a foreign language. Thus, success in mastering the language is based on the ability to master vocabulary. Vocabulary mastery is related to language skills, namely listening, speaking, reading, and writing. Students will have difficulty learning foreign language skills because they do not understand and master vocabulary well. As for efforts to avoid difficulties in mastering vocabulary to improve language skills, namely by utilizing the use of media in language teaching. Ahmad Salim (1987:3) argues that learning media is very important considering these elements (1) attract students' interest; (2) improve students' understanding of the subject matter; (3) provide strong/reliable data; (4) condense information; (5) makes it easier to interpret the data.

In the problem of learning Arabic vocabulary, it is necessary to be serious about teachers who teach and students who learn by choosing the right tools/media so that students can master Arabic vocabulary.

According to Dwyer (Nunuk et al., 2018) suggests that the way of communication affects students' memory. Communication that is established without the use of media and relying solely on verbal causes the students' memory within 3 hours to be only 70%. When using visual media without verbal communication, students' memory increases to 72%, while using visual media and verbal communication, students' memory can reach 85%.

Findings/facts in the field based on observations that researchers have made at MTs Asnawiyah and conducting interviews with Arabic teachers in class VIII MTs Asnawiyah found that students' understanding of Arabic lessons is still relatively low. This can be seen from the test results or the daily scores obtained by teachers in class VIII MTs Asnawiyah with a total of 168 students and only 30% exceeded the KKM score of 77 according to what had been set. In addition, the Arabic teacher also said that students' difficulties in learning

Arabic were due to their lack of mastery of Arabic vocabulary and this had an effect on other Arabic language skills.

There are several factors that cause students' lack of mastery of Arabic vocabulary (mufrodat), namely: (1) Lack of student interest in learning Arabic (2) The background of most of the students comes from public schools who do not yet have basic Arabic language skills (3) lack of vocabulary mastery of students so that it affects the process of other Arabic language skills, (4) the use of media in the teaching and learning process used at MTs Asnawiyah is still lacking, the media used is still conventional and monotonous like book media is used continuously and only centered on the teacher so that it causes students to easily get bored in receiving subject matter. Therefore, it is necessary to improve the learning process which is more varied, communicative and can increase interest in learning and student learning outcomes. Learning that has been less interactive so far due to the lack of variety of teachers in the use of instructional media, improvements can be made by utilizing existing media to assist the learning process. One of the learning media that is easy to get, practical, communicative, and fun is audio-visual media or by using animated videos to help students acquire new Arabic vocabulary and audio-visual media, namely using videos on YouTube because it makes it easier teachers or help teachers who are not yet able to create fun learning.

This audio-visual media has been used by students named Syarifuddin and Muadip in class X Language of SMA Al-Ashriyyah Nurul Iman Parung-Bogor in improving student Arabic learning outcomes and it has been found that audio-visual media has succeeded in improving student Arabic learning outcomes.

With the problems described above, the authors conducted research through audio-visual media that has developed at this time. With the hope that animated video media as a learning resource that is able to overcome obstacles/difficulties that exist in the teaching and learning process.

Based on this description, the researcher is interested in conducting research related to "The Influence of Animation Video Media on Arabic Vocabulary Mastery of Class VIII MTs Asnawiyah."

## Methods

This study uses a type of quantitative research, this study aims to determine the effect of independent variables on the dependent variable. The research method used in this study is the experimental method. The experimental research method is used especially when the researcher wants to conduct an experiment to find the effect of the independent variable/treatment/certain treatment on the dependent variable/outcome/output under controlled conditions. The experimental form used by researchers is quasi-experimental. This design has a control group, but cannot fully function to control external variables that affect the implementation of the experiment (Sugiyono, 2021).

This type of Quasi Experiment occurs randomly by forming two groups, there is a group that is given action on the variable which is called the experimental group, while the other group is not given action is called the control group. In this study the experimental group was given special treatment by applying animated video media while the control group applied conventional methods.

The design or design used in this experimental research is the Nonequivalent Control Group Design, this design is almost the same as the pre-test – post-test control group design.

## Findings & Discussion

Trials Analysis of this instrument trial was carried out in class IX of MTs Asnawiyah who had previously received material about visiting sick people. The test of this instrument is in the form of an instrument test with 25 questions consisting of 20 multiple choice and 5 essays. Prior to being tested in class IX, this instrument was first consulted on the validity of the validator (expert judgment) and validated the 25 questions. Then tested the validity and reliability, the results of the analysis of the items as follows:

Validity analysis is used to determine whether the items are valid or not. Valid item items will be used to evaluate the experimental class and control class, while invalid item items will be discarded.

Instruments in the form of questions (tests) are used to determine the level of mastery of students' Arabic vocabulary in the experimental class and the control class. Based on the instrument trials carried out in class 9.2 with the number of students,  $N = 36$  and a significant level of 5%,  $r_{table} = 0.329$ , so an item is said to be valid if  $r_{count} > 0.329$  ( $r_{table}$ ). Then it is obtained as shown in table 1.

In calculating the validity of the 25 test questions, after being tested for validity, it was stated that all questions were valid to be used as *pretest* and *posttest* in the experimental class and control class.

Based on the reliability pretest, the value obtained using KR-20 is  $0.892 > 0.70$ , it can be concluded that the multiple-choice questions above are declared **reliable**. Based on the reliability posttest, the value obtained using Cronbach alpha is  $0.894 > 0.70$ . So it can be concluded that the multiple choice questions above are **reliable**.

## Findings

Based on the results of descriptive analysis using the SPSS IBM 21 program, the *minimum*, *maximum* and *mean* from the *pretest* and *posttest* the experimental class and the control class. In the experimental class, the *pretest* obtained were a *minimum* of 12, *maximum* 66 and a mean of 31.77 while the *posttest* values obtained a *minimum* 36, *maximum* 97 and a mean or average of 78.07. And in the control class the *pretest* obtained were with a *minimum* of 12, *maximum* 51 and a mean value of 28.02, while in the *posttest* values obtained *minimum* 16, *maximum* 83 and a *mean* 60.67.

## Inferential Analysis

Data normality test is performed to find out whether or not a data distribution is normal. To find out whether or not the distribution of data is normal using the Kolmogorov-Smirnov test using the SPSS program. Statistical tests can be used if the data is normally distributed.

Knowing that the data is significant or not significant can be seen by looking at the significant column (Sig) on the SPSS test results with a significance level of 0.05 with the following criteria: 1) If the significance obtained is  $> 0.05$  then the sample comes from a normally distributed population. 2) If the significance obtained is  $< 0.05$  then the sample does not come from a normally distributed population. Following are the results of the analysis of the normality test data using the SPSS program.

Based on the table 1, the normality test for students' Arabic vocabulary mastery in the experimental group can be seen that the arithmetic significance is smaller than the minimum significance, namely  $0.000 < 0.05$  for the *pretest* and  $0.006 < 0.05$  for *posttest* and Arabic vocabulary mastery at the control group showed a significant value greater than *minimum*, namely  $0.200 > 0.05$  for the *pretest* and  $0.054 > 0.05$  for *posttest*. Thus it can be concluded that the data on students' Arabic vocabulary mastery in the experimental group were not normally distributed while the data in the control class were normally distributed

Homogeneity test aims to determine whether the data has a homogeneous variance or not. In other words, the groups drawn come from the same population. The homogeneity test was carried out on the *pretest* of the experimental group and the control group using *the one-way ANOVA homogeneity of variances test* contained in the SPSS program.

Knowing that the data is significant or not significant can be seen by looking at the column of significance results (Sig) on the results of the SPSS test with a significance level of 0.05 with the following criteria:  $H_0 : S_1 = S_2$  (experimental and control group data have a homogeneous variance);  $H_1 : S_1 \neq S_2$  (experimental and control group data have non-homogeneous variances); Decision criterion  $H_0$  is accepted if *the p-value (sig) > a*, with  $a = 0.05$ . Following are the results of the analysis of homogeneity test data using SPSS.

**Table 1 Tests of Normality**

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Penguasaan Kosa kata	Pre-test Eksperimen	.214	43	.000	.846	43	.000
	Post-test Eksperimen	.162	43	.006	.906	43	.002
	Pre-test Kontrol	.090	43	.200*	.975	43	.449
	Post-test Kontrol	.133	43	.054	.936	43	.019

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 2 Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Hasil Penguasaan Kosa kata	Based on Mean	41.842	1	84	.000
	Based on Median	16.621	1	84	.000
	Based on Median and with adjusted df	16.621	1	60.090	.000
	Based on trimmed mean	39.942	1	84	.000

Based on the table above, the *pretest* vocabulary mastery scores in the experimental and control groups obtained a significance of 0.000. The significance score is smaller than the minimum significance of 0.05, so it can be concluded that the variance of the *pretest* scores of the experimental and control groups is heterogeneous.

**Statistical Hypothesis Test Results**

After testing the normality and homogeneity of the data, the results obtained stated that the data were not normally distributed and the variance in the study was heterogeneous, therefore the researcher would conduct a hypothesis test. In testing the hypothesis using the *independent sample t-test*, the conditions that must be met are that the data is normally distributed and homogeneous. While the results of this study indicate that the data is not normally distributed and not homogeneous, so it cannot meet the requirements of using the *independent sample t-test*.

Therefore, researchers used the *Mann Whitney* with the help of the SPSS 21 program as an alternative to statistical testing of the *independent sample t-test*. The criterion for testing the hypothesis using *Mann Whitney* is if the value of *Asymp.Sig < 0.05* then the hypothesis  $H_1$  is accepted and  $H_0$  is rejected and vice versa if the *Asymp.Sig value > 0.05* then  $H_1$  is rejected and  $H_0$  accepted.

The results of Man Whitney's analysis with the help of the SPSS version 21 program are as follows.

**Table 3 Test Statistics<sup>a</sup>**

	Hasil Penguasaan Kosa kata
Mann-Whitney U	334.000
Wilcoxon W	1280.000
Z	-5.103
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelas

Based on the results of the *Mann Whitney* it can be seen that there is an influence of animated video media on students' Arabic vocabulary mastery, with the results of Asymp.Sig. (2-tailed)  $0.000 < 0.05$   $H_0$  rejected and  $H_1$  accepted. Which shows that there is an influence of animated video media on students' Arabic vocabulary mastery

### **Discussion**

This research was conducted at MTs Asnawiyah Gunung Putri Bogor. with the aim to find out whether there is an influence of animated video media on the Arabic vocabulary mastery of class VIII MTs Asnawiyah. In this study, researchers used two classes, namely the experimental class and the control class. The sampling technique used was *random sampling* with the result that class VIII D was the experimental class and class VIII C was the control class with the same number of students, namely 43 students in each class. Class VIII D as the experimental class uses Arabic animation video media and the control class uses conventional methods (lectures) without using Arabic animation video media.

The animated videos used are Arabic animated videos originating from *YouTube* with a total of 4 animated videos, 3 animated videos of approximately 2 minutes duration containing conversations and 1 animated video of approximately 2 minutes which contains *mufrodat-mufrodat* about hospitals. This video comes from a YouTube account with the names Sukardi Hasanudin and Ahmad Ashfia.

The following is the display of the animated video:



**Figure 1 Display of the Animation Video**



**Figure 2 Display of the Animation Video**

In the learning implementation, each class has the same time, namely four meetings, the *pretest* is held at the first meeting before starting learning and *posttest* is held at the fourth meeting after learning activities. The data collection technique was carried out using an instrument in the form of a test. This test is a tool to find out whether or not there is an influence of animated video media on the vocabulary mastery of students in the experimental class and control class.

*Pretest* and *posttest* which contain 25 questions are the results of the validator's analysis and the results of trials in class IX MTs Asnawiyah. The results of the tryout found that the 25 questions that would be used for the *pretest* and *posttest* were valid and reliable so that the items could be used in the experimental class and the control class.

Judging from the *posttest* the experimental class and the control class, the average score in the experimental class was 78.07 and the average value in the control class was 60.67. The average value obtained from the *posttest* shows that the average value of the experimental class is > the average value of the control class.

If you look at the results of the Mann Whitney test, it obtained a significance value of  $0.000 < 0.05$ , so it can be concluded that animated video media has an effect on the mastery of Arabic vocabulary for class VIII students of MTs Asnawiyah.

According to (Ulum dan, Mannahali, and Ramadhani Makassar State University and n.d.): there are several factors that influence vocabulary mastery, one of which is learning media that supports students' Arabic vocabulary learning interesting and adequate. Learning media can facilitate the delivery of material in learning.

Based on the explanation above, it can be stated that the learning process using animated video media can affect mastery of Arabic vocabulary compared to usual teaching and learning without using animated video media based on the *Mann Whitney* of  $0.000 < 0.05$ .

## Conclusion

Based on the results of the research, data processing, and discussions that have been carried out and presented by the researchers, it can be concluded as follows: There is an influence of animated video media on the mastery of Arabic vocabulary in class VIII students of MTs Asnawiyah. This can be shown from the results of the nonparametric statistical hypothesis test on the *posttest* through the *Mann Whitney* using the help of IBM SPSS Statistics 21 obtained a significance value of  $0.000 < 0.05$ , which means the hypothesis is accepted because  $p < 0.05$ .

Based on the results of the research that has been done, the researcher submits the following suggestions. The application of instructional video media can be used as an alternative in creating innovative learning and increasing student motivation in learning Arabic, so that learning is more enjoyable. In addition to increasing mastery of Arabic vocabulary, it is also expected to improve learning outcomes. Video media can also make

students comfortable and understand the material while studying at home. The results of this research are expected to assist schools in improving school competence and teacher competence in developing their abilities to create more varied learning. This research can provide experience and increase knowledge regarding the application of media in learning activities. It is hoped that researchers can improve their abilities and knowledge in the world of education.

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