

Research article

Using Body Language to Improve Arabic Vocabulary in Junior High Schools of Sidoarjo, Indonesia

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ORCIDFarikh Marzuqi Ammar: <https://orcid.org/0000-0002-0833-0659>**Abstract.**

This article investigated the effect of using body language for improving Arabic vocabulary in the junior high schools of Sidoarjo, Indonesia. This study was a collaborative experimental classroom-action research performed by Arabic language teachers. The purpose of this research was to innovate Arabic learning methods to improve students' understanding of Arabic vocabulary. The results indicated that the body language method can improve the understanding of Arabic vocabulary as concluded from the results of a post-test carried out during the study.

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1. Introduction

The development of the times requires humans to be able to make adjustments to the times. If you are not able to adapt, it will result in being left behind for the human being. One aspect of the development of the times that needs to be followed and mastered is language. The era of globalization requires everyone to be able to master foreign languages, one of which is Arabic. Learning Arabic is not as easy as learning our own mother tongue. There are many basic things in Arabic that need to be mastered by a beginner, such as pronunciation, vocabulary, writing, as well as those concerning culture and culture.

The components that make up language skills are 4 main skills, namely listening, speaking, reading, and writing skills. Listening and reading skills are related to spoken language, while reading and writing skills are related to written language. So these four aspects are closely related and cannot be separated from each other. [1]

Students must master these four aspects in order to be skilled in language. Thus, learning language skills does not only emphasize theory, but students are also required to be able to use language actively as its function, namely a communication tool. [2]

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An important component in Arabic is *mufrodat*. *Mufrodat* or what is defined as vocabulary is one of the most important aspects of mastering a language, including Arabic. *Mufrodat* is a collection of words that can be formed into a sentence and then this sentence is used as a means of communication. Communication carried out by a person with the use of appropriate and adequate vocabulary shows the quality of intelligence and the level of education of the speaker of the language. [3] Understanding of textual or contextual information and fluency in speaking depend a lot on vocabulary mastery. [4] *Mufrodat* has many types, therefore a teacher must be good at choosing the right learning method or technique to make it easier for students to memorize *mufrodat*. With sufficient mastery of *mufrodat*, students can follow Arabic learning more easily.

Body language in psychology is called sign language. In social life, humans do not only communicate with words or *verbal communication*, in fact, in every word they speak, there are bodily cues or *nonverbal communication* that they convey, such as eye movements, changes in body position, hand gestures and facial expressions. that can be caught and understood by the listener or not. This aspect of body language in psychology is called *Kinesics*. [5] And this knowledge can help a psychologist understand the condition of his client that he does not convey in words. Body language is closely related to cultural codes. Each nation has its own icon or signal code to convey the message. If the speaker and listener do not understand each other, the message will be difficult to convey.

Language is the main tool for communication. Based on the means, language is divided into two, namely verbal and non-verbal language both use words as a means of expression. In addition, there are also languages that do not use words as a means of expression, which are called sign language or body language. [6]

Body language is closely related to cultural codes. [7] Each nation has its own icon or signal code to convey the message. If the speaker and listener do not understand each other, the message will be difficult to convey. On the other hand, if both parties understand each other, the message to be conveyed will be understood more quickly than if it was conveyed in words.

Based on what has been discussed above, body language has advantages that can be used and utilized in classroom learning, such as being able to convey messages with body movements only and it only takes a short time for speakers and listeners to understand each other's messages if they have cultural similarities. This can benefit students because at their age who are still actively moving, the body language method becomes a fun method that can raise their enthusiasm for learning, especially with the same knowledge and cultural customs, this situation will make the material can be

conveyed more quickly but memorable. In this study, the body language method will focus on increasing students' understanding of *mufrodat* (Arabic vocabulary).

2. METHOD

The researcher determines that the type of this research is CAR or classroom action research which is carried out to improve and improve practical quality with systematic action research. This research is a classroom action research which the scope of the problem comes from the problems in the classroom. [8]

The characteristics of this classroom action research are collaborative characteristics, namely the realization of a collaboration with other parties with the researcher, such as: superiors, colleagues or colleagues. [9] In this case, the supervisors and peers in question are principals and subject teachers.

Based on the problem formulation of this research, the researcher determines that this type of research is classroom action research whose implementation aims to improve or improve the quality of learning with a systematic method. [10]

3. RESULTS AND DISCUSSION

Researchers conducted research using body language methods to improve students' understanding of Arabic vocabulary in class 7D SMPIT Darul Fikri. This research consists of two cycles, each cycle is carried out in 2 hours of lessons, and each lesson is 35 minutes. In each cycle there are 4 stages: planning, implementation, observation and reflection. Before starting the cycle, the research begins with a pre-test which aims to determine the level of understanding of students before conducting the research.

3.1. The process of applying the body language method to improve the understanding of students ' mufrodat grade 7D SMPIT Darul Fikri Sidoarjo

3.1.1. Pre test

Before planning the lesson, the researcher studied the conditions and situations of the 7D SMPIT Darul Fikri class starting from the characters, habits, likes and dislikes in learning as well as students' understanding of Arabic vocabulary. To measure their level of understanding of Arabic vocabulary, the researchers conducted a pre-test in the form

of a written test. Students are asked to write down the Arabic meaning of the 10 pictures in the question. After all 7D class students completed the questions, the researcher got the results of each student's score from the question that the students' understanding in interpreting vocabulary into Arabic was still very low, with a total score of 1170 out of 20 students, which means the average value of all students is 58.5. It was also proven that only 3 people were able to achieve learning completeness scores. This shows that only 15% of all 7D grade students can understand and interpret vocabulary well. Based on this statement, a cycle I learning plan was made.

3.1.2. Cycle I

After seeing the results of the pre-test, the researcher planned the first cycle of learning which also went through 4 stages: planning, implementation, observation and reflection. After the implementation of learning by applying the body language method, the researcher conducted a post-test to be used as observation material.

The results of the post-test cycle I showed that there had been an increase in the understanding of Arabic vocabulary for grade 7D after carrying out learning by applying the body language learning method. This is indicated by the average value of the class which was initially at a value of 58.5 to 70.5. In addition, it is also shown from the percentage of students who have completed learning, which was initially only 15% to 60%. However, this result cannot be declared successful, because according to school regulations, the percentage of classical completeness is 80%, so even though there is a significant increase, this study has not yet achieved success, for this reason it is necessary to improve learning in cycle II.

From the results of these observations, the researchers found several points of shortcomings that must be corrected in cycle II, namely:

1. Researchers are not able to process the class well
2. Researchers do not maximize all students to actively participate in learning
3. Researchers are less creative in determining the technical application of the body language method
4. Researchers have not achieved classical completeness, namely 80%

In addition to the shortcomings above, the researcher also found several advantages that must be maintained in cycle II, namely:

1. Researchers conduct questions and answers in the middle of learning, which is useful to ensure that all students receive the material well
2. Researchers are able to create a pleasant atmosphere so as to bring a new spirit in learning Arabic
3. Researchers use the body language method that is easy to implement in providing Arabic vocabulary material
4. The increase in the average value of the class during the pre-test was 58.5 with a percentage of classical completeness of 15% to 70.5 with a percentage of classical completeness of 60% during the post-test

3.1.3. Cycle II

In cycle II, researchers focused more on efforts to increase research success by correcting errors and deficiencies in cycle I. Not unlike the learning method in cycle I, researchers continued to apply the body language method in cycle II by modifying the technique to correct deficiencies in cycle I. I.

Not different from the first cycle of research, the researcher also conducted a post-test to determine the increase in understanding of 7D grade students' *mufrodat*. The results of the post-test showed that in the post-test cycle II, the 7D class students of SMPIT Darul Fikri were able to answer the questions well. It is evident from the number of grades that reach 1690, and the class average is 84.5. In addition, out of 20 students only 3 people have not achieved the grades, resulting in a percentage of students who have completed 85% of learning.

3.2. The conclusion of the application of the body language method to improve the understanding of students in grade 7D at SMPIT Darul Fikri Sidoarjo based on the results of the study

Based on the results of observations and data on student learning outcomes in cycle II, it can be concluded that the things that caused the lack of achievement of student learning mastery in cycle I have been able to be improved in cycle II so that the average value generated is 84.5, which is a score of 84.5. This has reached more than the minimum completeness criterion value, which is 75. In addition, the percentage of students who complete learning is also quite satisfactory, namely 85%.

The above shows that the application of the body language method is able to overcome students' learning difficulties and improve understanding of Arabic vocabulary for 7C grade students of SMPIT Darul Fikri.

Based on the results of this reflection in cycle II, it can be decided that researchers do not need to carry out or continue research in the next cycle. This is due to the average value and percentage of classical completeness of students who have reached the minimum criteria for completeness that have been determined.

4. CONCLUSION

The implementation of the pre-cycle, cycle I and cycle II resulted in the following notes and conclusions:

1. After being examined from pre-cycle to cycle II, it can be stated that there has been an increase in the learning outcomes of class 7C students of SMPIT Darul Fikri. In the pre-cycle, only 3 students achieved the minimum completeness criteria, which means that only 15% of all students were declared complete. In the first cycle, students who achieved the minimum completeness criteria score increased to 12 children, but that means that 60% of all participants have completed learning. Based on school regulations, this figure has not reached classical completeness. In cycle II, the researcher finally noted that 17 students had achieved the minimum completeness criteria score, which means that the percentage of students who completed learning reached 85%. This shows that the 7C grade students have succeeded in achieving the criteria for classical learning completeness, so the research is declared sufficient to reach cycle II and does not need to continue to the next cycle.
2. The application of the body method applied in learning Arabic is able to improve students' understanding of Arabic vocabulary. In addition, this method is able to change the atmosphere of learning Arabic which initially seemed formal and serious to be interesting and fun. This makes students feel comfortable and enjoy learning, making it easier for students to receive and absorb material well.

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