



Methods Innovation, Media and Evaluation on Vocabulary Learning

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Abstract: *This paper aims to give method, media and evaluation innovation in vocabulary learning at Arabic language class of LHI Junior High School Yogyakarta. The learning with same methods repeatedly will make the students not excited, so it need method, media and evaluation innovation in the learning for better learning quality and student achievement. The method of this research is using collect data from school with details interview and the author add some literatures as a reference. The methods innovation are using variation of methods in a week (4x30 minutes), and the methods is repetition words, direct method with contextual, games/singing, and reading or understanding. The medias innovation are using picture, real object/environment, video/film, and android application (games). And the last, the evaluations innovation are two kinds: speaking and writing, the students do an examination and memorize the vocabularies.*

A. INTRODUCTION

Arabic learning teaches several aspects in achieving its goals. Learning Arabic consists of four language skills, namely *istima*, *kalam*, *qiroah*, and *kitabah*. In addition, there are also elements of Arabic that are taught, namely *ashwat*, *mufrodat*, and *tarakib*. One of the lessons that cannot be left behind in learning Arabic is vocabulary learning.

Vocabulary learning is one of the main lessons in language learning and is the base of students' language skills. Vocabulary learning has various problems, this is one of the causes of the inhibition of the development of student competence in Arabic.

Mustofa conveyed that in vocabulary learning there was a problem called the problem of vocabulary formation (*musykilaat shorfiyah*). This happens because in vocabulary learning includes complex words, namely changes in deviation, changes in inflection, verbs, *mufrad*, *tatsniyah*, *jama* ', *ta'nits*, *tadzkir* and lexical meanings are also functional.¹

This is also similar to the conditions in the field, for example at SMPIT LHI Yogyakarta. SMPIT LHI is an integrated Islamic school with a boarding school system and also a full-day school where one of the targets is actively proficient in Arabic and English. One of the programs running in the dormitory is the language class program in the morning which contains vocabulary learning, however, the vocabulary learning does not really have an impact on the development of students' Arabic language competence. The visible problems are the irregularity of the vocabulary learning and the boring learning system for students.

This description encourages the author to discuss innovative methods, media and evaluation for vocabulary learning at SMPIT LHI. This research is a research and development type of research, namely making a product in the form of a Learning Implementation Design (RPP) which contains methods, media and evaluation in one learning week. This type of research provides an overview and real solutions in the form of products that are expected to be useful for learning.

¹ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN MALIKI PRESS, 2011), 62.

There is a similar study about vocabulary learning in dormitories, entitled "Vocabulary learning with memorization methods in the Al Munawwir Islamic Boarding School Vocational School Dormitory Area Q Krapyak Bantul Yogyakarta". The results of this study indicate that the memorization method is the right method for vocabulary learning.² This study both uses descriptive research, namely collecting information through various methods. The difference is that this study examines several aspects of learning not only methods, as an innovation in vocabulary learning.

B. METHODS

This study is a qualitative research. Research location at SMPIT LHI Yogyakarta. The research subjects consisted of 40 students of the first grade. The data collection technique used written interviews, six months after the implementation of this method. For students, interviews are conducted via the Whatsapp Group, then answers are sent via e-mail. Data were analyzed by applying the four steps of Creswell's version, namely: collecting data, grouping, selecting, then interpreting the data.

C. RESULT AND DISCUSSION

The elements of Arabic that are generally taught in learning Arabic in Indonesia include three things, namely *ashwat*, *mufrodat*, and *tarakib*. One of the basic elements that are fundamental to developing Arabic language competence is mastery of vocabulary. Mastery of this vocabulary is considered important because it will produce sentences that are spoken or written to become symbols in language.

Vocabulary or in Arabic is called *mufrodat* which is defined as a set of words or words known to someone or another entity that is part of a particular language. It can also be defined as the set of all the words the person understands and is likely to use in composing a new sentence.³ From this description, it appears that vocabulary is a very important basic element in the development of students' Arabic language competence.

2 Siti Nurhalima, "Pembelajaran Mufrodat dengan metode menghafal di Asrama SMK Pondok Pesantren Al Munawwir Komplek Q Krapyak Bantul Yogyakarta" (Skripsi, Universitas Islam Negeri Sunankalijaga Yogyakarta, 2013).

3 Mustofa, Strategi Pembelajaran Bahasa Arab Inovatif, 61.

The learning objectives of vocabulary are as follows: 1) introducing new vocabularies to students, either through reading material or *fahm al-Masmu'*; 2) train students to be able to pronounce the vocabulary properly and correctly to lead to speaking and reading skills correctly; 3) understand the meaning of the vocabulary both denotational and lexical as well as when used in the context of certain sentences; 4) able to appreciate and function the vocabulary in oral and written expression correctly.⁴

Vocabulary learning is taught at every level of education that provides Arabic in it and has the aim of making students proficient in Arabic. The provision of vocabularies plays an important role, especially in learning Arabic at the basic and intermediate levels, as a provision for further application of Arabic.

Vocabularies Learning at SMPIT LHI Yogyakarta

Vocabulary learning at SMPIT LHI aims to equip students to be proficient in communicating in Arabic. This vocabulary learning is one of the programs of the SMPIT LHI language team which is carried out in a dormitory and is known as a language class. The language team is a collection of SMPIT LHI teachers who have sufficient competence in the field of language, both Arabic and English. The language team divides the use of English and Arabic both in terms of communication and the focus of learning in the dormitory in turns, namely two weeks in English and two weeks in Arabic.

The program of the language team is not only language classes but also *muhadhoroh*, and *muhadatsah*. These programs are systemized in the schedule of dormitory activities either on a daily or weekly basis. The language class program is carried out 4x30 minutes a week in the morning before formal school preparation. Meanwhile, other programs are implemented once a week.

The language class was attended by all SMPIT LHI boarding students, who can be classified as elementary and intermediate Arabic learners. The basic level is because some students have backgrounds that have not received Arabic material before, while

⁴ Mustofa, 63.

intermediate students are students who have received Arabic material. In practice, everything is generalized by providing the same learning material and with the same method, namely at the basic level.

Language classes are held for all classes at SMPIT LHI with a duration of 30 minutes in one meeting. In the duration of this time, learning begins with an opening and continues with the core of learning, namely giving vocabularies and their meaning in Indonesian. There are 3 vocabularies given in one meeting and accompanied by example sentences. The method used is the direct method by giving vocabularies and students imitating what is pronounced. After the vocabularies was given and written by the students, the language class was ended. These activities continue with the same method.

Learning that takes place continuously with an unchanging system tends to bore students. So, in vocabulary learning it is necessary to pay attention to the following things in choosing a learning strategy: motivation, student background, time, learning media and evaluation.⁵ These things help the teacher to determine the methods, media, and evaluation that are suitable for use in learning.

Vocabulary learning Methods Innovation

Vocabulary learning requires the right way to be used in its implementation which is commonly called the learning method. The appropriate method will result in maximum goal achievement as well. In line with Nugrawiyati's presentation that learning Arabic, especially vocabulary learning, requires basic methods whether supported by learning media or not.⁶

Abd Raziq stated that the learning method (*thariqah al-tadris* / teaching method) is a level of program planning that is comprehensive and closely related to the steps for delivering subject matter in a procedural manner, not against the approach. In other words, the method is the application of existing theories to a certain approach.

⁵ Abdurochman, "strategi pembelajaran kosakata bahasa arab bagi non arab," *Annabighoh* 19, no. 1 (2017): 70.

⁶ Jepri Nugrawiyati, "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah," UIN Maulana Malik Ibrahim Malang, 2012.

Methods are activities that are more operational than the approach, in which there is a selection of skills to be taught, the material to be taught to the order.⁷

The submission of the vocabulary requires an appropriate method, such as selecting the vocabularies to be submitted. For example, the vocabularies is chosen which fits the context of the daily life of students in the dormitory, or a basic vocabulary is selected first so that it is easy for students to understand. As stated by Mustofa, it is better if vocabulary learning starts with basic vocabulary which is not easy to change such as pronouns, main verbs and other vocabularies that are easy to learn.⁸

Methods that can be used in vocabulary learning are direct methods, imitation and memorization methods, aural-oral approach, reading methods, grammar-translation methods, methods using picture cards and teaching aids, and learning with Arabic songs or singing.⁹ The method that has always been used in the vocabulary learning of SMPIT LHI dormitories is a direct method by imitating but not yet at the memorization stage.

Effendy explains in more detail about the stages and techniques of vocabulary learning or students' experiences in recognizing and obtaining the meaning of words, as follows¹⁰: 1) Listening to words; 2) pronounce the word; 3) get the meaning of the word; 4) read words; 5) writing words; 6) make up sentences.

Basic learning strategies can use the following ways¹¹: 1) using songs / songs in learning Arabic; 2) shows the object in question such as bringing in the sample or the original object; 3) asking students to read repeatedly; 4) listening to and imitating the reading, and repeating the reading and writing it until the students really understand and master it.

⁷ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2013), 168.

⁸ Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, 71.

⁹ Mustofa, 71.

¹⁰ Fuad Effendy, *Metodologi Pengajaran Bahasa Arab* (Malang: Misykat, 2009), 99-101.

¹¹ Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, 73.

Meanwhile, at the basic level of vocabulary learning, the learning models are as follows¹²: a) the memorizing model; b) translating model; c) a model of doing the task in earnest; d) Arabic practice model in the classroom; e) The model is ready to learn; f) Model of writing diary language activities; g) Arabic language practice activity model in the classroom and living environment. From the description of the various methods in vocabulary learning in the SMPIT LHI dormitory for 4x30 minutes in one week, the following methods can be used;

1. The first meeting: at this meeting you can use the method of imitating memorization, namely by the teacher giving two vocabularies, the following meanings and examples of the use of each vocabularies in one sentence. This method uses a strategy of listening and reciting the vocabularies and repeated using the remembering learning model. This method, which has always been used in previous vocabulary learning, can be used as an opening at the beginning of the Arabic class week.

2. Second meeting: at this meeting you can still use the direct method, which is almost the same as the method in the first meeting, but this time it is more focused on students' understanding when given the vocabularies, not just imitating and following. Give two vocabularies to students and their meaning and understand each vocabularies by building concepts in the students' minds, namely by understanding sentences that are close to everyday life or presenting the vocabularies in real terms. The strategy used can present the object or work of the vocabularies and its learning model with Arabic practice in the classroom.

3. Third meeting: in this meeting the method used is singing a song or a game. Teachers should already have several songs that are tailored to the theme and games that attract students' learning interest. Only one song and game can be selected, if the first week uses a song then the following week can use the game or vice versa. Two vocabularies are still conveyed in learning, but the teacher needs to set the time so that they are sufficiently used with the song or game, can also save the example sentence given or without pronouncing it because in this meeting the focus is on songs and games.

¹² R. Umi Baroroh, *Arabic Active Learning Model Model Belajar Bahasa Arab Efektif* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2018), 176.

4. Fourth meeting: This meeting can use the reading and translating method. The teacher reads the vocabularies that has been written on the board and students can follow it in reciting the following translation. The teacher also provides example sentences from each of these vocabularies and guides students to understand them. In this method, it can also present an Arabic-Indonesian dictionary as a medium to help students understand more deeply the vocabularies. The strategy used is to be able to listen to and imitate the reading or ask students to read repeatedly. The model used can be done by doing the task in earnest with simple instructions that students understand.

The methods described are used in the first week of boarding language classes and can be repeated the following week. These innovative methods can be randomized according to the learning conditions and students at a particular moment. In addition to the methods described above, it can also combine other methods with the achievement of the same learning objectives.

Vocabulary learning Media Innovation

In addition to the learning methods that play a role in the success of learning, there is also a role for learning media that makes learning more interesting and meaningful for both students and teachers. Gagne and Briggs argued that learning media includes tools that are physically used to convey the contents of teaching material which include books, tape recorders, tapes, video cameras, video recorders, films, slides, photos, pictures, graphics, television and computers.¹³ From this description states that all forms of physical equipment that help learning and contain learning material can be interpreted as learning media. Regarding the role of learning media, Al-Fauzan states that learning media has a very important role to increase the effectiveness of the learning process as follows¹⁴:

1. Enrich the learning experience of students. Several studies on instructional media show that the media plays a very important role in enriching the learning

¹³ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2007).

¹⁴ Abdul Hamid dan Dkk, *Pembelajaran Bahasa Arab (Pendekatan, Strategi, Metode, Media)* (Malang: UIN Malang Press, 2008), 171.

experience because students witness and feel firsthand the discussion themes discussed in class and can make it easier to understand them because they are conveyed in an interesting way through certain media.

2. Economical. What is meant by economics here is that the teaching and learning process using the media will be able to convey learning tracts effectively in a relatively fast time compared to without using the media, at the same time relatively less energy is needed to convey or explain lessons.

3. Increase the attention of students on lessons. Through learning media, the subject matter delivered by the teacher will be clearer, because the media brings it closer to reality that can be felt directly.

4. Make students more ready to learn. By using learning media, students get direct experience, learning situations are more effective and produce better results.

5. Include many five senses in the learning process. The more members of the five senses who participate in the learning process, the student's results are expected to last longer so that the quality of learning becomes better.

6. Minimizing differences in perceptions between teachers and students. Particularly in language learning, there are often different perceptions in interpreting something, for example vocabularies that students are not familiar with, to reduce differences in perceptions and bring understanding between teachers and students, the use of learning media is very important, because media can change something abstract into something that can be sensed.

7. Increase the positive contribution of students in gaining learning experiences. This is because learning media can develop students' ability to think and analyze to find conclusions and solutions to a problem.

8. Help resolve personal differences between learners. Each student in a class has different abilities, this diversity can sometimes cause its own problems in the teaching and learning process, for example there are still students who have not been

able to receive lessons while some others feel they already understand and of course boring if repeated - over and over.

Learning media has an important contribution to the smoothness and achievement of learning. In general, learning media have the following uses: 1) to clarify the presentation of the message so that it is not too verbalistic; 2) overcoming the limitations of space, time, and sensory power; 3) by using appropriate and varied learning media can overcome students' passive attitudes.¹⁵ The importance of media needs to be considered and applied in learning so that students are more motivated in learning.

There are many types of teaching media that can be used, including visual, audio and audio visual media. Audio visual media is a medium that displays sound and images simultaneously. In general, language learning media can be classified into three types, namely; (1) media tools/equipment (*al-ajhizah*), (2) learning material media (*al-mawad al-ta'limiyah al-ta'lumiya*), and (3) learning support activities (*al-nasyathath al-ta' llumiyah*).¹⁶

Media types of equipment/equipment (*al-ajhizah*) are divided into two categories, namely:

1. Technical tools which include; a) Hearing devices (*al ajhizah al sam'iyah*) such as radios, tape recorders, CDs and simple language laboratories, b) Viewing devices (*al-ajhizah al-bashariyah*) such as tools for displaying images, props, projectors for transparent display and others, and c) hearing devices of view (*al-ajhizah al-sam'iyah al-bashariyah*) such as television, video, LCD and others.

2. Electronic devices, such as computers.

As for the media types of learning support activities (*al-nasyathath al ta'limiyah*) such as rihlah activities and visits (*ziyarah*), exhibitions, plays (*masrahiyah*), competitions (*musabaqah*), language camping (*mukhayam lughawi*), healthy walks and

¹⁵ Abdul Wahab Rosyidi dan Mamlu'atul Ni'mah, Memahami Konsep Dasar Pembelajaran Bahasa Arab (Malang: UIN Malang Press, 2012), 107.

¹⁶ Hamid dan Dkk, Pembelajaran Bahasa Arab (Pendekatan, Strategi, Metode, Media), 174.

others. Meanwhile, in terms of media use, it is related to the senses used by humans to acquire knowledge, media is classified into three types, namely; viewing media (visual/*bashariyah*), listening media (audio/*sam'iyah*) and listening-viewing media (audio-visual / *sam'iyah-bashariyah*).

The explanations of various types of learning media are as follows: 1) *Bashariyah* media (visual-visual media), visual media (*bashariyah / visual*) can be in the form of props, namely; natural objects, people and events; imitation of natural objects, people and events; and pictures of natural objects, people and events; 2) *Sam'iyah* (listen/audio) media, listening media (*sam'iyah/audio*) which can be used for language teaching, including radio, tape recorder, and (simple) language laboratory; 3) Media *Sam'iyah-Bashariyah* (Listen-view/Audio-Visual), the most complete language learning media is the hearing-view media (*sam'iyah-bashariyah/audio-visual*), because with this media there is a process of mutual assistance between the hearing senses and the sense of sight. Included in this type of media are state-of-the-art television, VCDs, computers and language laboratories.¹⁷

Apart from the media mentioned along with the development of technology, especially in the era of 4.0 where technology seems to be a necessity to be mastered, there are learning media in other forms. So it is known as learning media with interactive learning media types. Interactive Learning Media is a multimedia-based tool that can describe messages or information from teachers to students in which two-way active communication occurs between multimedia and users (students) which aims to facilitate the learning process.¹⁸

There are three types of interactive media that can easily be found, namely e-learning-based interactive multimedia learning, learning media for educational websites, online learning sites, interactive media based on software and interactive learning media based on android applications.¹⁹

¹⁷ Aminudin, "Media Pembelajaran Bahasa Arab," *Al-Munzir* 7, no. 2 (November 2014).

¹⁸ "Software Pembuatan Media Pembelajaran Berbasis ICT," diakses 2 September 2018, <https://gurudigital.id/pengertian-contoh-dan-software-pembuat-media-pembelajaran-interaktif/>.

¹⁹ "Software Pembuatan Media Pembelajaran Berbasis ICT."

These learning media allow it to be used in vocabulary learning in the dormitory language class of SMPIT LHI, these media are as follows:

1. The first meeting: at this meeting can use the media in accordance with the vocabularies given. A simple type of visual media that is not difficult to prepare at the start of the Arabic language week. Unsi in his writing stated, that the use of image media also has a positive role for teachers as a teaching aid that can liven up the atmosphere in the classroom. With the image media, students can develop their creativity and thinking imagination by describing something through these images according to their own perspective.²⁰

2. Second meeting: at this meeting, the object can be presented directly depending on the type of vocabularies given, if the object in the vicinity can be presented with the object, if it is a place then students can be invited to study outside the classroom according to the place that is the theme. Utilizing the environment as a learning medium has many advantages including saving costs, being practical and easy to do, providing concrete experiences to students, more applicable lessons, and more communicative.²¹

3. The third meeting: at this meeting the teacher can show a video containing Arabic songs taught to students. In addition to video songs, you can also use other videos for games or those related to vocabularies taught in language classes. This media is a type of audio-visual media where students will find it easier to follow with images and sounds that attract learning interest.

4. Fourth meeting: this meeting can use the media of a dictionary or Power Point slides or Prezi to show the reading containing the vocabularies delivered to students. This media can be categorized as interactive media which is expected to make learning more interesting.

²⁰ Baiq Tuhfatul Unsi, "Media Gambar dalam Pembelajaran Kosakata Bahasa Arab," *Tafaqquh* 2, no. 1 (Juni 2014).

²¹ Husamah, *Pembelajaran Luar Kelas (Outdoor Learning)* (Jakarta: Prestasi Pustaka Raya Publisher, 2013).

5. Additional media: in addition to media adapted to the learning method in one meeting it can be used to refresh the vocabularies material along with the meaning and examples that have been given, the media are as follows: 1) Video, refresh the material with utilizing audio-visual media in the form of Arabic cartoons or Arabic conversations in accordance with the theme of the vocabularies being taught; 2) Android application, every two weeks students can use their smart phone when the time for discharge arrives, the teacher can give assignments such as downloading and completing the vocabularies game on the smart phone then when returning to the dormitory can report the results, although it is possible that the vocabularies contained in the game is different from the material which is accepted by students but still does not reduce the essence of learning, it actually adds to the enrichment of new vocabularies.

The learning media used in the vocabulary learning above are learning media that are easily found in student learning environments. In addition to the learning media that has been mentioned, the teacher can also improvise by adding other types of learning media and can even be held with the teacher's own creations. The learning media does not have to be used in sequence or exactly

Vocabulary learning Evaluation Innovation

A learning is not only seen from the process but also the learning result. Learning outcomes show student achievement in a lesson obtained after the learning evaluation process. In the administration of teaching in general – including in language teaching – evaluation has a place and a role that is directly related, and even an integral part of the teaching. In teaching planning and preparation theory, teaching is described as a process consisting of three main components that are inseparable from one another. The three components are teaching objectives, teaching implementation and assessment of teaching outcomes. The three of them have a close relationship with each other, either directly in a causal relationship or indirectly in the form of feedback.²²

²² M Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran* (Bandung: Penerbit ITB Bandung, 1996), 6.

There are three terms that need to be distinguished because they almost have close meanings, namely measurement, assessment and evaluation. Measurement is comparing something with one measure. Measurements are usually quantitative in nature. Assessment is taking a decision on something with a good or bad measure. Assessments are usually qualitative in nature. While the evaluation includes both steps, namely measuring and assessing. In English terms, measurement is a measurement, while assessment is an evaluation. From the word evaluation, it is obtained the Indonesian term evaluation which means assessing.²³ Evaluation tools can be said to be good if they are able to evaluate something that is evaluated with results such as the conditions being evaluated. In using this tool the evaluator uses a method or technique, and therefore it is known as the evaluation technique. There are two kinds of evaluation techniques, namely non-test techniques and test techniques.²⁴

a. Non-test technique;

The non-test technique is an assessment tool used to obtain information about the condition of the test without using a test kit. Non-testing techniques are used to obtain data that are not – or at least indirectly – related to cognitive behaviour. The assessment is carried out using non-test techniques, especially if the information expected to be obtained is in the form of affective, psychomotor, and others that are not directly related to cognitive behaviour.

b. Technique Test;

The term test comes from the word *testum* (derived from ancient French) which means a plate to set aside precious metals. Before the Enhanced Spelling in Indonesian, the test was written with a *t*.

Vocabulary learning uses test techniques in its evaluation. Djiwandono explained that the vocabulary test was mainly related to mastering the meaning of words, besides using it in the right context and in the right place in discourse. As part of language acquisition, vocabulary mastery can be divided into active-productive

²³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 1995), 3.

²⁴ Ubaid Ridho, "EVALUASI DALAM PEMBELAJARAN BAHASA ARAB," *Annabighoh* 20, no. 1 (2018): 32.

mastery, namely vocabulary that a language user can use naturally and without much difficulty in expressing himself. The second mastery is passive-receptive, that is, a language user is only able to use it to understand other people's language expressions, without being able to use it himself naturally in his expressions.²⁵

According to M. Abd Kholik in general, elementary level students are focused on mastering vocabulary related to spoken language. For students who are already at the advanced/upper level, vocabulary provision is focused on matters related to written language, such as words in newspapers, magazines, tabloids and books. The forms of the vocabulary test that can be done are: 1) showing objects; 2) demonstrate; 3) provide equivalents; 4) give another word; 5) giving opposite words; 6) mentioning the word; 7) complete the sentence.²⁶

The objectives of the vocabulary assessment can be classified into two, namely understanding and using the vocabulary which will be described as follows:²⁷

1) The test of understanding or mastery of the vocabulary, namely: a) showing objects or demonstrating attitudes, behaviour and others that are meant in certain vocabulary; b) choose the word according to the meaning given from a number of words provided; c) choose words that contain synonyms; choose words that contain antonyms.

2) The test of the use/application of vocabulary, this test focuses more on the use of vocabulary in sentences, namely in the form of multiple choice or stuffing to complete sentences and so on. In addition to the tests that have been described, the success of vocabulary learning can also be assessed by its use in every language skill. Oral and written Arabic language skills use the role of the vocabulary in it, which in every aspect of the assessment includes the accuracy of using the vocabulary. Appropriate evaluation is applied in vocabulary learning in the dormitory language class of SMPIT LHI not adjusted to learning meetings, but generally evaluations are

²⁵ Rosyidi dan Ni'mah, Memahami Konsep Dasar Pembelajaran Bahasa Arab, 168.

²⁶ Rosyidi dan Ni'mah, 168.

²⁷ Abdul Munip, Penilaian Pembelajaran Bahasa Arab (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2017), 235.

carried out in language practice or at special times for assessment. The vocabulary learning assessment can be carried out in the following forms :

1. Students are instructed to take exams or tests at the end of all material in Arabic language week, namely at the sixth meeting in two weeks of total Arabic class time. At the meeting students were asked to work on simple questions containing the vocabulary that had been taught during the previous five meetings. These questions can be in the form of translating and completing sentences or making simple sentences containing vocabularies during the previous five meetings. The time to work on the questions is 30 minutes according to the time of one Arabic class meeting.
2. Students use the vocabularies in their daily lives in the dormitory or during Arabic classes. By using this vocabulary in their communication, students are expected to understand the use of these words.
3. Students memorize the vocabularies verbally along with the meaning that has been given by the teacher and then listened to by the teacher or friend, or demonstrate also pointing at the object intended by the vocabulary. The use of this assessment method is usually at the end of the semester with the accumulated material of all the vocabularied given during one semester and used as the Final Semester Assessment of the Dormitory language class. So then it does not have to be used only at the end of the semester but also on the sidelines of learning.

The evaluation of the vocabulary learning that is applied is expected to make students more serious in learning and provide experiences to students with the assessments carried out. More than that, the material presented can be absorbed well by students with this assessment, namely students memorize and understand the vocabulary and are able to achieve learning objectives.

These various innovative methods, media and learning evaluations can be a solution for vocabulary learning in the language class of the SMPIT LHI dormitory. Good learning is learning that is carried out in a good process and enjoyed by both teachers and students, as well as learning that achieves its goals.

D. CONCLUSIONS

Vocabulary learning in the dormitory language class of SMPIT LHI which is carried out 4x30 minutes a week in the morning and takes turns for two weeks in English is the hope to foster the spirit of speaking Arabic in schools. So that learning is not boring, it is necessary to innovate in methods, media and evaluation of learning. The learning method used is arranged differently at each meeting in one week, namely four meetings and the media used according to the learning method used. The method used is direct method by imitating, direct method with contextual, games/songs, and reading. The media are images, real objects, film/videos, power point/Prezi slides, and android applications in the form of games. In addition to learning methods and media, learning evaluation is carried out to determine the achievement and seriousness of students in learning, which is carried out by writing, working on questions and verbally by memorizing and applying.

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