

Vocabulary Teaching in Arabic Speaking Proficiency Class Arabic Literature Faculty of Cultural Sciences, Padjadjaran University

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Abstract

Vocabulary is a very important language element to be taught to students in an effort to improve language skills, especially speaking skills. In teaching vocabulary, various strategies are used for maximum achievement. This article describes various vocabulary teaching strategies used in language proficiency classes. The data was obtained from the Arabic speaking proficiency class, namely in the form of several teaching materials used and the stages of learning. With the observation method and directly involved for one semester in the teaching process. The result is that the stages contained in the teaching materials are in line and even parallel with the ongoing learning stages. The results show that the process of teaching vocabulary takes place in an integrated manner with the stages of introducing new vocabulary, listening to conversational texts as the identification stage, then directed exercises. There are eight types of exercises, namely (1) wrong-true sentences; (2) compiling answers to questions; (3) synonyms; (4) antonyms; (5) complete the sentence with the appropriate word; (6) complete sentences with words that are already available; (7) arrange scattered words to make perfect sentences ; and (8) make sentences with the help of one word. Teaching with stages and exercises with various types significantly increases vocabulary mastery and increases the ability to speak.

Keywords

vocabulary teaching; speaking skills; Arabic



I. Introduction

Vocabulary contained in Arabic is very rich (Kosasih, 2016). It cannot be denied, because in fact it is, as the language of religion, the language of culture, and the language of science. All new words absorbed from foreign languages are in the Arabic vocabulary, such as the word *air conditioner* (AC) in Arabic *al-Mukayaf*; *mobile phone* (HP) in Arabic *al-hatif*; and *computer* in Arabic *h âsûb*. This proves that in Arabic there is a very adequate vocabulary for all concepts that are contemporary even and appear in other language traditions. In fact, apart from being able to express contemporary concepts in vocabulary, Arabic also has a number of words to express a single concept. To express the word "camel" can use the words *nâqah*, *jamal*, *hamûlah*, and *halûbah* (Kosasih, 2011).

With so many Arabic vocabularies, scholars have compiled various kinds of *mu'jam*, dictionaries, and encyclopedias from thin to thick and volumes. (Kosasih, 2016). This proves that the existence of Arabic in the lexicological aspect is a very interesting field for scholars in the preparation of *mu'jam*, dictionaries, and encyclopedias that are needed in accordance with the development of other sciences such as fiqh, kalam, and literature (Kosasih, 2011).

Vocabulary (Arabic: *mufradât* and English: *vocabulary*) (Abdurochman, 2017) is one of the most important linguistic elements or aspects in addition to other aspects such as sound, letters or letters, and grammar. Language is one of the most important things in the life of every human being (Purba, N. et al. (2020)). Learning a language is impossible to ignore vocabulary, especially to acquire foreign language proficiency. To understand written texts and spoken texts and speak proficiently will very much depend on the ability in mastering vocabulary (Kosasih, 2021). Thus the importance of vocabulary mastery in improving language skills, so the teaching must be prioritized with the right learning methods and strategies. Vocabulary teaching is intended to be a solid foundation in improving language skills and language skills both orally and in writing.

In essence, teaching vocabulary is directed at improving the ability to memorize and understand vocabulary, as well as the ability to use vocabulary in various linguistic contexts. Mastery of vocabulary will greatly affect the improvement of language proficiency. The vocabulary possessed by a learner will make it easier and faster to improve listening skills, speaking skills, reading skills, and writing skills. Therefore, understanding and mastery of vocabulary must be continuously improved by everyone who wants to have proficiency in the language, including proficiency in Arabic. Indicator of language ability is mastery of vocabulary. In essence, language acquisition is closely related to the acquisition of new vocabulary.

Objectives are directed to: (1) perfection in pronouncing the sound of words that match or approach speaker original; (2) accuracy in understanding the accurate meaning according to the context of the language; (3) the ability to understand the derivation of words as characteristic typical language; (4) the ability to explain the meaning in saying and writing sentence correctly, properly and correctly; and (5) the ability to use words in various linguistic contexts (Mutholib, 2015). Therefore, teaching vocabulary is very important to be given although in practice it does not stand alone, that is, it is integrated in the eye other language skills courses. This article describes presentation of vocabulary teaching in speaking proficiency or *mahâratul* classes *kalam* in a way practice it directly.

II. Research Method

In this research uses analytical method descriptive. Data is a textbook for the eyes speaking proficiency courses used in the Faculty of Arabic Literature Studies Program Knowledge Padjadjaran University Culture. In addition to the data, learning engineering is also the basis of this research. Whole learning stages are described as existence with involvement researchers in this teaching process. Whole stages associated with teaching vocabulary that emphasizes principle integrated benefits.

III. Results and Discussion

Vocabulary is taught implicitly in courses, one of which is speaking proficiency. Speaking skills, of course, do not stand alone, but will be related to various things. Therefore, in its implementation, this vocabulary teaching utilizes various actions that are possible and do not stand alone (Effendi, 2012). The textbook used is a textbook entitled *Lugatu al-Qur ân part Kit â b al-Muh â dasah third juz*. This textbook was compiled by *Al-Nadz r al-B â d as a native speaker* and teacher at the same time. (Al-Badi, 2022) .

3.1 Stage First

The first stage is to introduce new vocabulary, namely *Al-Mufradât al-Jadîdah*. The class action taken at this stage is the pronunciation of each vocabulary by the teacher directly, while the students listen carefully. After the teacher finished saying and the students listened to all the new vocabulary, then the students took turns expressing it properly and correctly approaching the disclosure made by the teacher. So that the new vocabulary can be mastered immediately, this action is carried out repeatedly and continuously. Repetition can be done individually or in groups.

The next action in this first stage is the teacher explains each vocabulary by giving examples of sentences that use the vocabulary. The texts that are used as examples are the texts of everyday conversations that are usually expressed by native speakers, the text of the Koran, the text of the Hadith, and other relevant texts. Likewise, expressing the types of words based on verbs and nouns; masculine and feminine words; as well as plural and singular words. The explanations related to the vocabulary make it easier for students to understand the text to be studied. This vocabulary is taught as a process of conveying language elements that are very important for the teaching of Arabic as a whole. The principle is students can increase the number of vocabulary mastered and proficient in using it appropriately in various linguistic contexts. This explanation is also carried out by means of teachers and students to identify the base, *mufrad* and its *plural*, for *ism* (noun). As for new words in the form of *fi'l* (verb), the act of identifying is based on *fi'l madhi*, *fi'l mudhari*, and *fi'l amr*. As a source to find out *mufrad* or *plural*, students can take advantage of the existence of a dictionary. Usually students already have a variety of dictionaries such as *digital dictionaries*, *online dictionaries*, and print dictionaries. This is done so that students can master new vocabulary with definite and convincing meanings. The principle of teaching vocabulary (*mufradât*), namely teaching *mufradât* does not stand alone but is related to the teaching of *muthâla'ah*, *istimâ'*, *insyâ'*, and *muhâdatsah* (Effendi, 2012). The learning is an integrated learning in the Speaking Proficiency course or *Mah â Ratu al - Kal â m* or other courses. A vocabulary may contain many meanings, so the teaching must be adapted to the context and attempted not to expand and escape from concrete conditions. This is to avoid the difficulties faced by students and to concentrate. Many vocabularies cannot be understood correctly without knowing how to use them in sentences, so the teaching must be in context so as not to confuse understanding. In teaching vocabulary, it is better not to translate into the mother tongue. Likewise with the difficulty level of vocabulary, so that the teaching must be carefully considered the difficulty in the form and pronunciation.

The following are some of the new vocabulary presented in the teaching materials for the learning process:

- (1) Teaching materials for the first meeting with the theme "The Importance of Arabic", namely

أَهْمِيَّةُ اللُّغَةِ الْعَرَبِيَّةِ

المفردات الجديدة :

تدبر، تعقلون، المعين، شعائر، ينشرح، معجزة، مبین، يلتمس، ورثة، تناصح، يوحد

The eleven vocabularies are new vocabulary for learners, but of course some of them already know them well. The entire vocabulary is the words contained in the related text.

(2) Teaching materials for the third meeting with the theme " Truth ", namely:

الصدق

المفرداة الجديدة

الصدق, تمسك, تجري, الظن, دع, ريب, طبع, خلال, خيانة, عائل, مزهو, مزاح,
تاب, طمانينة

Thirteen new words as words that are very supportive to be recognized, understood, and known for their meaning in composing sentences in related theme conversations.

(3) Teaching materials for meetings fourth with the theme "Women's Rights in Islam"

حقوق المرأة في الإسلام

المفردات الجديدة :

منع, مارس, البدني, ترعى, أحت, الرفق, قدرها, الرشيد, فضل, اللثيم

The ten new words are first explained in terms of their function in the sentence. As much as possible avoid not translating in Indonesian.

3.2 Second Stage

The second stage is the presentation of the text in which the new vocabulary has been introduced. With the provision of mastery of new vocabulary, namely being able to pronounce it correctly, be able to write it correctly, and understand its meaning, it is easy to understand the text that will be studied. This text is a conversational text about a theme, such as the importance of Arabic, vacation time, and truth (Al-Badi, 2022). The themes are about the lives that are directly experienced by students. The following are examples of conversational texts related to these themes. Conversations around the importance of Arabic involve father, son, and mother to describe real life in a family (Al-Badi, 2022). It fits perfectly into a very realistic conversation. Below is the text that became the teaching material in the second stage. At this stage requires teachers and students to actively communicate with one another. At this stage the teacher is required to actively demand: (1) closely monitor student learning activities, (2) provide feedback according to the needs and the existing situation, (3) ask challenging questions and make students think, (4) ensure that students participate in various activities; and (5) questioning the ideas, opinions, and views of students by using accurate and relevant arguments. The demands on students are (1) to build concepts and meanings from what is already known; (2) ask about things that are not known and not well understood; (3) put forward ideas, both those that arise from

themselves and from groups; (4) questioning new ideas; and (5) carry out activities related to the existing subject matter (Effendi, 2012).



الحوار :

الابن : لماذا يهتم كثير من الناس بتعلم اللغة العربية ؟

الأب : بالطبع إن اللغة العربية تفتخر من أشرف اللغات في الدنيا، أنزل الله بها القرآن الكريم و أمرنا بقراءته، و تدبر آياته فقال الله تعالى
(إنا أنزلناه قرآناً عربياً لعلكم تعقلون)

الأم : نعم يا ولدي و سنته نبينا محمد (ص) باللغة العربية

الابن : إذن من يريد أن يفهم القرآن الكريم و السنة المطهرة فهما صحيحاً فعليه أولاً أن يتعلم اللغة العربية جيداً

الأب : و اعلم يا ولدي أن بما يريد من أهمية اللغة العربية، أن كل العلوم الإسلامية كالفقه، و التفسير، و العلوم الشرعية، و غيرها من العلوم قد كتبت باللغة العربية و من أراد فهم هذه العلوم فعليه بتعلم اللغة العربية لأنها الوسيلة المعينة على ذلك

الأم : إن تعلم اللغة العربية يزيد من ثقافتنا الإسلامية و يقوي صلتنا بالشعائر الإسلامية

الأب : على المسلمين أينما كانوا أن يتعلموا اللغة العربية لأن تعلمها يساعده على توحيد كلمة المسلمين و يزيد من قوتهم

الابن : أنا أحب اللغة العربية و ينشرح صدري لها، و أريد أن أتعلمها جيداً

الأم : بارك الله فيك يا ولدي فاللغة العربية هي لغة عبادتنا في الدنيا، و لغة أهل الجنة في الجنة و تعلمها يحتاج إلى الجهد و الاجتهاد

The actions taken at this stage are:

- (1) The first action in this second stage is that the teacher reads the text and the students listen carefully. The text above becomes the main reference with an emphasis on the truth of saying it and understanding its meaning. This action continues to be repeated taking into account the time and all students are sure that they can hear well. Teachers often remind the words *istami' jayyidan*, *istami' jayyidan*, and *istami' jayyidan* with the intention that students can listen and listen as well as possible. The text being studied is written, so that it is possible for every student to read it as well. So even though spoken language skills are targeted, it also provides opportunities for reading in addition to improving listening or listening and reading skills. Vocabulary teaching is integrated into overall teaching.
- (2) Students listen and imitate the text that has been read by the teacher. After listening and listening as well as possible, students are assigned to say it in turns to make sure all students can pronounce it properly and correctly. This action trains speaking properly and correctly through an assessment of the available texts. As seen in the text above, that type of text is a dialogue text that involves two or more people. This is intended so that students are carried away in the atmosphere of daily dialogue. To make it more relevant and closer to the real atmosphere, students are allowed to replace the characters involved in the dialogue with their names and friends directly. Direct student involvement, the atmosphere is close to the context that actually occurs in their own circles. Teaching vocabulary in this atmosphere encourages students to be able to

memorize it indirectly. Likewise, fixed pronunciation and understanding of the meaning of each vocabulary contained in the text.

- (3) The teacher explains each sentence and its meaning contained in the text. It could be that students do not understand the texts, so an explanation from the teacher is needed. Explanation is done by revealing the key words in each sentence. This action demands the teacher's broad horizons regarding the text and the entire set of texts. Teachers and students are also required to continue to innovate. The characteristics of the innovation are that the teacher must: (a) determine new and useful teaching materials or languages; (b) selecting the latest learning methods, models or strategies or creating innovations; (c) learning with an innovative approach that is appropriate to the circumstances of students, the University and the environment; and (d) learning by utilizing appropriate, accurate, and easy educational technology tools (Effendi, 2012).
- (4) Students work in pairs with their friends to have conversations like the ones in the text. The emphasis on the pronunciation of letters, words, and sentences is monitored by the teacher to avoid various mistakes. Then understanding the meaning, so that students are really right in their pronunciation and understanding. This action is carried out continuously for habituation to students. Learning a language is a habit that repeatedly leads to perfection in speech in various contexts. An interrogative sentence, of course, is expressed as a question sentence with a certain intonation to get an answer. Vocabulary teaching in this action is not done explicitly, but is integrated with other parts of the speaking skill process. For this section, students are assigned to have a dialogue or conversation with other friends, then video is made. The results are collected for evaluation material on vocabulary mastery in terms of accuracy in pronunciation, meaning, and use in the context of sentences and variety of conversations that refer to predetermined themes.

3.3 Third Phase

The third stage carried out in the classroom is doing exercises. There are eight kinds of exercises, namely:

- (1) Exercise by Judging False Or True To The Sentences Presented

Right and wrong judging the sentence is based on: (a) the context of the sentence that is relevant to the text that has been studied; (b) the vocabulary used from the aspect of the suitability of its meaning in the context of the sentence; (c) general logic that occurs in society in the real world. After knowing the wrong or right of the sentence, then if the sentence is wrong, then correct it until the sentence becomes the correct sentence. The following is an example of this first (Al-Badi, 2022) type of exercise :

التدريب الأول :
إذا كانت الجملة الآتية صحيحة قل صواب، و إذا كانت غير صحيحة قل خطأ ثم
صحح الخطأ :

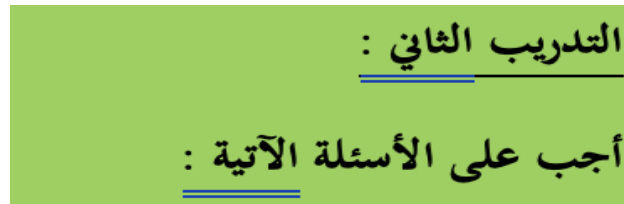
first type of exercise with the instruction " *if the sentence below is true, then say it is true and if the sentence is not true, then say it is wrong, then the wrong thing is corrected !* "

Type of exercise requires students to have accuracy in mastering the vocabulary that has been studied previously. Students who do not master vocabulary adequately may not be able to correctly determine the right or wrong of a sentence. Therefore, students must really focus on following the stages of learning as well as possible. Not a few , students who do it by guessing of course , not on the basis of understanding, so of course many are

wrong in judging the sentence. This type of exercise is very good in vocabulary mastery. If it's done well, then it's not there is a lot of understanding of a good text, but also on the breadth of good and correct language. Both on the basis of the context of the sentence and correctly based on the rules grammatical . This type of exercise also ends with an exercise to correct the wrong sentence. Students will know that a sentence is wrong, for sure he know the correct sentence. On the contrary if the sentence is correct and the student knows it, then the student will know the sentence is wrong. This type of exercise is very simple it may seem , but the goal is comprehensive . In that, teaching vocabulary is implicitly done by itself.

(2) Exercises in Composing Sentences in Answers to Questions Related to the Text

Type of exercise is often called *fahm al -maqr`* `understanding of the readable text` or *fahmu al -masm`* `understanding of the audible text`. As for the instructions (Al-Badi, 2022):



Second type of exercise " answer " the questions below!". The exercises are very full of vocabulary mastery exercises because it is impossible for a student to understand the text, if he does not understand vocabulary as the core element in a text. In this exercise, students are required to be able to answer with perfect sentences obtained from their understanding of the text presented . Students will not be able to answer if you don't know the vocabulary. What is the first word to express in answer to the question. What keywords are the core of the answers to the questions presented . Of course the situation Thus , teaching vocabulary is more focused and applicable . So this second type of exercise really encourages students in oral language proficiency classes to be active. This is closely related to the ability to use vocabulary in a variety of sentences according to the questions asked (Munir, 2017).

(3) Practice Synonyms

The relation of meaning to words can be synonyms or in Arabic *mur â dif* . This third exercise targets two main things, namely enriching vocabulary ownership for students and understand the meaning of words in depth . Target The intermediary is to make it easier to bind and memorize vocabulary so that it does not disappear from students ' memories . By remembering synonyms , is expected to be able to remember the vocabulary in question . This exercise is very important in teaching vocabulary, so that in turn will be able to use it in the context of daily (Munir, 2017)activities . The instructions given in the type exercise these three as follows (Al-Badi, 2022):

التدريب الثالث :

اذكر الكلمة المرادفة لكل كلمة من الكلمات التالية مما أمامها :

1. تعقلون (تحفظون، تعلمون، تجهلون)

The third exercise with the instruction " Name the synonym of the word from the sentences below by choosing one word from the group of words in front of it ! " As said *ta'qil n* The choice of words as synonyms is *tahfadzûn* , *ta'lamûn* , and *tajhalûn* . Of the three words that are appropriate as synonyms for *ta'qil n* is *ta'lamûn* with the meanings of ` sense ' and ` knowing ' . Can determine between the three words presented , it's already good must have a good ability because in reality . If you determine which one is correct, it means that the other two words are wrong, and must be accompanied by an understanding of the meaning of each available word. This type of exercise will enrich your vocabulary from one to four . In this type , students are not asked to mention synonym directly, but told choose one between three available. It is intended to broaden students' understanding of vocabulary.

(4) Practice Antonyms

In addition to synonyms, other word meaning relations are antonyms or often called opposite words. In Arabic it is known as *al - kalimah al - mudhâdah* . In teaching vocabulary, it is very important to give practice to reveal the antonyms of this word. Of course, this exercise is given to students to enrich their mastery of vocabulary and provide insight into the meaning of each word presented. The instructions in the exercise are as (Al-Badi, 2022) follows :

التدريب الرابع :

عين الكلمة المضادة للكلمة التي تحتها خط مما أمامها :

1. ألم نشرح لك صدرك (نوسع، نزيد، نضيق)

Exercise type this fourth with the instruction " determine the antonym of the word underlined by choosing one of them " three words that are in front of it ". Exercise is not only mentioning words by word , but words in the context of sentences so that they can provide a broad range of roles and functions of words in sentences. In fact , by presenting this exercise, it also provides a broad language experience for students

(5) Practice Choosing Words to Complete Sentences

Exercise type The fifth is perfecting the sentence by filling in and determining the word that fits the context of the sentence. This type of exercise is intended so that students can compose sentences for their interests in expressing content his thoughts and feelings . The instructions given in this lesson are as follows (Al-Badi, 2022):

التدريب الخامس :
أكمل الجملة الآتية :
1. ما نقص مال من

Fifth exercise " Complete the sentences below! " In the example of the exercise above, students are assigned to fill in only one word so that the sentence becomes perfect in accordance with the context of everyday life. The sentence meant is " no ". a property is reduced by giving charity". So the correct word for the sentence above is *sadaqatin* . This type of exercise requires students to have insight into Arabic texts. Cintah above is a text in the Hadith of the Prophet. When the practice takes place, students must dream to various texts that become the understanding of the general public. Teaching vocabulary, when students do not have the ability to determine the right words, they can use a dictionary. The dictionary is also very important in vocabulary (Mutholib, 2015).enrichment

(6) Practice Compiling Sentences With Vocabulary That Is Already Available

Exercise type sixth The following practice to compose sentences with scattered words . The initial words of the sentences to be compiled have been determined in advance so that they are not too free . The instruction is " *arrange the words below to make a complete and meaningful sentence , starting with the underlined word!* " This exercise is very useful for remembering vocabulary that has been mastered and understanding word classes and their functions in sentences. The examples are as follows below (Al-Badi, 2022):

التدريب السادس :
رتب الكلمة الآتية لتكون منها جملاً، وابدأ بالكلمة التي تحتها خطاً :
1. على، تَعَلَّمْ، اللغة، القراءن، العربية، يُسَاعِدُنَا، فَهْم، و السنة.

Vocabulary teaching in type exercises The sixth above is intended to provide an opportunity to remember the vocabulary that has been mastered so as not to forget.

(7) Practice Completing Sentences By Combining Or Matching Two Available Word Groups.

Exercise type The seventh also completes the sentence by combining the two available word groups . This exercise is known as the matchmaking exercise . The instructions are " *complete the part of the sentence in group A with the part of the sentence in group B !*". It can be seen in the text of teaching materials as below (Al-Badi, 2022).

التدريب السابع :

أكمل جمل المجموعة (أ) بما يناسب من جمل المجموعة (ب)

The exercise also necessitates the teaching of the previously given vocabulary. If students do not master words properly, will definitely feel the difficulty and get stuck especially only guessing course.

(8) Practice Making Sentences with Available Vocabulary.

Last exercise, which is the eighth exercise, is to make perfect sentences with the help of one word. The instructions given to students are as follows below, namely "use the words below in compiling perfect and meaningful sentences" (Al-Badi, 2022):

التدريب الثامن :

استعمل كل كلمة من الكلمات التالية في جملة مفيدة :

أتعلم، بالنشاط، الصلة، يقوي، حفظ، انتشار، العالم، اهتم

This exercise can measure students' ability to make sentences with their vocabulary. Of course, the more vocabulary you have, the easier it will be to do these eight exercises. Therefore, language proficiency is largely determined by mastery of vocabulary.

IV. Conclusion

Teaching with an emphasis on vocabulary is not only important, but is a very urgent learning technique in learning Arabic. There are many ways and methods in vocabulary enrichment. It comes down to various components such as students, teachers, class, and structure curriculum as a whole. At the Faculty of Arabic Studies Program Cultural Studies at Padjadjaran University, teaching vocabulary is integrated into language skills courses: listening, speaking, reading, and writing. In speaking skills, vocabulary teaching has a large portion with eight types of exercises starting with the presentation of new vocabulary and presentation of conversational texts. All words are taught according to their function in the context of sentences and even discourse or text as a whole.

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