

THE EFFECTIVENESS OF FUN EASY LEARN MEDIA TO IMPROVE VOCABULARY IN MAHARAH KALAM AT MTSN BATU

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Abstract

This research was conducted to obtain the results of the effectiveness of the fun easy learn media in learning maharah kalam. This study uses a quantitative method with the type of pre-experimental one design group. The data collection technique used by the researcher in this study was the initial test and the final test. Respondents amounted to 30 people who are students of class VII. Then in this analysis there are also differences before and after treatment in the use of fun easy learn to improve vocabulary mastery (mufrodat) in maharah kalam. Where the descriptive analysis got the average results of the pretest 33.33 and the posttest 71.97, the Normality Test got normal results with a pretest value of sig. 200 and posttest sig.0,015 and Paired Test sample T-Test get the results of the mean pretest 37.23 and posttest 81.43.

Keywords: Effectiveness, Fun easy Learn, Media, Maharah Kalam, Vocabulary.

A. Introduction

Maharah kalam is one type of skill to be achieved in teaching foreign languages, including Arabic. In the context of learning Arabic, maharah kalam is the main skill that must be mastered by students. One of the supports for the smooth running of maharah kalam skills is vocabulary mastery (*mufrodat*) and in this case of course requires media as a learning tool, because the success or failure of the learning process lies in communication between teachers and students. (Faizul Haq, 2021) One of the elements Support in the learning process is the use of media, because the media can convey the message to be conveyed in each subject, the media can also attract the interest and attention of students. Media makes learning more fun and not boring, students get new experiences, and are more active.(Putry & Muassomah, 2021) Today, teachers are required to be more innovative in developing learning that is in accordance with technological advances (Mahmudah, 2018) in line with that, teachers really need knowledge about the development of media, the latest methods and techniques in teaching.

By using the fun easy learn application, students can overcome low vocabulary mastery, because the fun easy learn application is designed in the form of interesting educational games that can increase student's passion for learning English. This study generally aims to describe and analyze the differences in students English speaking confidence between students who use the Mobile Learning-Based Fun Easy Learn application and students who use power point media in English subjects. Game *Fun Easy Learn Deutsch* is an educational game application that is used to learn a language, in this case German. Games can be an alternative to assist educators in delivering material for students with easy difficulty levels. (Shiva Zaheri Birgani & Mahnaz Soqandi, 2020; Yin & Xie, 2021) . Along with that, games can help students understand new material in learning in an easy and fun way. (Muassomah, 2020). The purpose of this study is to describe how the use of the *Fun Easy Learn Deutsch* in learning German class XI (Amalia & Putri, 2013) In the teaching and learning process we must follow the times as if we are not a backward society. The teaching and learning process of Arabic requires an effective program to facilitate the process. There is an application that makes it easy for anyone who wants to learn Arabic independently and is suitable for all age groups. In this application, expressions are presented, namely sentences or expressions in the form (Faizul walida Ismani & Mahliatussikah, 2020) based on previous research, fun easy learn media is a solution for vocabulary mastery (*mufrodat*) in students' *maharah kalam*.

Of this study is to complement several previous studies related to fun easy learn media, but in this case it is devoted to vocabulary mastery in *maharah kalam*. For this reason, there are three problem formulations that are the focus of the study, namely: (1) How is the effectiveness of fun easy learn media to improve vocabulary mastery (*mufrodat*) in *maharah kalam* at MTs Negeri Batu; (2) What are the steps for using fun easy learn media to improve vocabulary mastery (*mufrodat*) in *maharah kalam* at MTS Negeri Batu; (3) is there a difference before and after using fun easy learn media to improve vocabulary mastery (*mufrodat*) in *maharah kalam* at MTs Negeri Batu.

Using fun easy learn media to improve vocabulary mastery (*mufrodat*) in *maharah kalam* as a solution for fun learning and making students quickly master *mufrodat* so that it can help them increase their vocabulary and become proficient in *maharah kalam*.

B. Method

Of Unit Analysis (Material Object): the logical reason for choosing the object of study. Media *fun easy learn* is applied on the basis that it has never been used in learning Arabic at MTS Negeri Batu. By applying *fun easy learn*, it is easier for students to master vocabulary (*mufrodad*), so they will not be bored because a more interesting learning model is applied.

Required data: Classification of data both primary and/or secondary. This study uses primary data sourced from informants. This primary data is in the form of experimental results using a one-group design. Secondary data in this study in the form of students' pretest and posttest results.

Participants: The research target group (respondents and/or informants). This study involved 30 children in one class at MTS Negeri Batu. The school was chosen because it was seen from the situation and condition of the school, which had complete facilities and an adequate environment so that it could be an example for schools with other religious labels.

Data collection techniques the data. Collection techniques used by researchers in this study were the initial test (pretest) the final test (posttest), while the steps (procedures) of data collection to be carried out were as follows pretest and: before treatment, pretest was conducted to determine the vocabulary mastery ability (*mufrodad*) possessed by students before the implementation of the learning model using the *fun easy learn* media. The second step is Treatment. In this case the researcher applies a learning model using *fun easy learn* and the third step after treatment, the next action is a posttest to determine the effect of using *fun easy learn* media.

Data Analysis Techniques. To analyze the data obtained from the research results, descriptive statistical analysis, normality test and paired sample T-test will be used. The data collected in the form of pretest and posttest were then compared. Comparing the two values by asking questions whether there is a difference between the scores obtained between the pretest scores posttest. The test for the difference in values was only carried out on this second mean, and for this purpose, a technique known as the t-test (t-test) was used.

C. Results and Discuccion

1. Effectiveness of fun easy learn media to increase vocabulary mastery (mufrodat) on maharah kalam at MTS Negeri Batu.

Teaching Arabic in Indonesia - historically - began with the spread of Islam in Indonesia In the 13th century, the presence of Arabic also added to the Indonesian vocabulary and the nation's culture.(الفكر, n.d.) Effectiveness can be measured through learning. Effectiveness of learning A thing that is often measured in order to achieve goals, as accuracy in managing a situation and one of the quality standards of education. Arabic Fun Easy Learn application is one of the applications developed by Fun Easy Learn. This application is based on the process of teaching Arabic. fun easy learn is a company that provides technology-based language learning applications for every stage. This application was created since 2013, this application is available for both Android and Apple devices, in this application there are interesting features that can be used in the learning process.(Faizul walida Ismani & Mahliatussikah, 2020) the achievement of effectiveness in a learning process is certainly very determined in the success of certain goals by using an action method approach, strategies, media or techniques owned by a teacher (Sari, 2021) measure the effectiveness of learning seen from student activities during learning, student responses to learning and mastery of student concepts, besides that it must be seen based on the school situation, facilities and infrastructure, as well as learning media needed To help achieve student development (Rohmawati, 2015) Thus, the effectiveness of learning to achieve success depends on the strategies, methods, media and techniques possessed by a teacher and can be measured from the development of a student's intelligence.

Descriptive analysis describes the data that has been collected as it is without intending to make conclusions that apply to the public (Sugiyono, 2016) Descriptive analysis is carried out to describe the research data obtained including the amount of data, the highest value, the lowest value, and the average value of the use of media fun easy learn.

Respondents amounted to 30 people who are class VII Madrasah Tsanawiyah Negeri Batu.

a. Analysis

Descriptive analysis was conducted to describe the research data including the amount of data, the highest value, the lowest value, and the average value.

Table 1. Output test results *descriptive statistics* using IBM SPSS 26

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	22	51	33,33	8,483
Posttes	30	51	88	71,97	8,791
Valid N (listwise)	30				

From the table above, it can be seen before the treatment the lowest pretest score was 22, the highest score was 51 and the average value obtained from pretest amounted to 33.33. In line with that, after the learning treatment using *fun easy learn* resulted in the lowest posttest score of 51, the highest score of 88 and the average score obtained from the post-test of 71.97

b. Normality Test

Normality test was conducted to determine the distribution of data from the research results were normal or not. A normal data is one of the requirements for a parametric test. Meanwhile, if one or both of the data are not normally distributed, the test conducted is a non-parametric test (Rahman, 2010) The normality test measures data that has a normal distribution so that it can be used in parametric statistics (inferential statistics). (Square et al., nd) To determine whether the research data is normal or not, a normality test is performed. The basis for making the decision is if the value of sig > **0.05**, then the data is normal.

To find out whether the research data is normal or not, a normality test is carried out. The basis for making the decision is if the value of sig > **0.05**, then the data is normal. The following output using SPSS 26:

Table 2. The output of the test of normality using the IBM SPSS 26

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,130	30	,200*	,953	30	,203
Posttest	,180	30	,015	,966	30	,427
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From the table above, it can be seen, that based on the results of the Kolmogorov-Smirnov analysis a sig value > 0.05. After being tested for the value

of the sig pretest .200 and the sig posttest 0.15, this result looks normal because it gets a value greater than 0.05. In line with the results of the Shapiro-wilk analysis, the sig value > 0.05. After the test the value of the pretest sig .203 and the posttest sig .427 the results were clearly categorized as normal.

c. Paired Sample T-test

Paired Sample T-Test test is used to evaluate certain treatments on two observations, namely between before and after certain treatments (Herrero, 2014) sample T-test tests are carried out on *Pre-test* and *Post-test*. In this study, the Paired Sample T-test was used to answer the first problem formulation. The decision taken is, if the value of Sig. <0.05, it can be concluded that the first and third problem formulations were answered.

Test The paired sample T-test was conducted on *Pre-test* and *Post-test*. In this study, the Paired Sample T-test was used to answer the first problem formulation. The decision taken is, if the value of Sig. <0.05, it can be concluded that the first problem formulation was answered.

Table 3. Output of Paired Sample T-test using IBM SPSS 26:

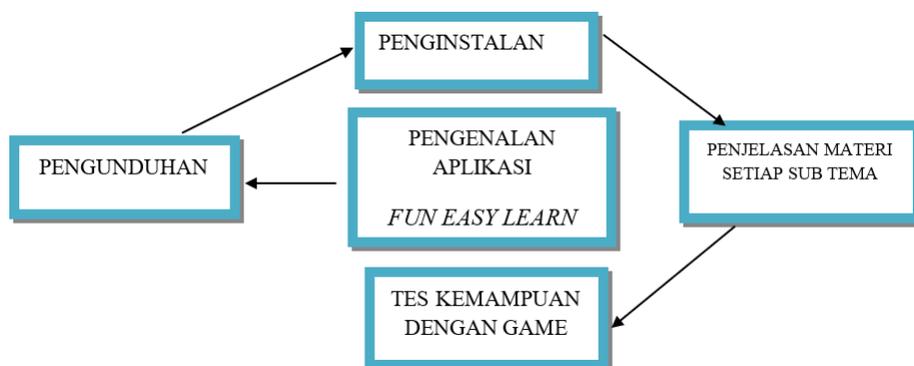
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				
Pair 1	Pretest – Posttest	-44,200	6,744	1,231			-46,718	,000	

From the table above, it can be seen that the value of sig < 0.05 means that the use of *fun easy learn* is effective in support vocabulary mastery (mufrodat) in maharah kalam. In this case, the results of the paired t-test pretest and posttest obtained the value of sig .000. So it can be concluded that the formulation of the first problem is answered.

2. What are the steps for using fun easy learn media to improve vocabulary mastery (mufrodat) in maharah kalam at MTS Negeri Batu?

Good learning media must meet the requirements so that in its use it can be effective. There are several requirements for learning media, namely: having meaning and purpose, easy and practical in use, interesting and challenging but also safe, rich in messages and information, making learning easier and in accordance with the state of the soul and child development. (2020). In this case, the steps in using the *fun easy learn* are the requirements needed in using the media in learning, so students are easier to use because it is directed and systematic.

Figure 1. Steps for using fun easy learn media



Educators can use *fun easy learn* in learning Arabic to make it more fun. The steps to use that must be done by students before the lesson are as follows:

The first stage is that students are introduced to *fun easy learn* media. *second stage*, students were asked to download the application from *Google Play* or *App Store*. For students who do not bring or do not have a cell phone, they can use it together with their seatmates. *Third stage*, students were asked to install the *fun easy learn* on their respective cellphones. In *the fourth stage*, the educator explains how to use it, starting from choosing the theme to be studied, choosing the “health” sub-theme then directing students to learn the mufrodat contained in the application. *The fifth stage*, after one sub-theme has been played, educators can immediately proceed to the next sub-theme or hold questions and answers, discussions or add other material to complete the lack of material. *The sixth stage* as a way to find out the students’ initial knowledge, educators can ask students to play all types of games in the sub-theme and the final score can be

recorded and educators can find out how high the students' initial knowledge is and, in the end can find out which students need it. Extra attention in learning Arabic and which ones not.

3. Differences before and after using fun easy learn media to improve vocabulary mastery (mufrodat) in maharah Kalam at MTS Negeri Batu.

The Arabic Fun Easy Learn application is one of the applications developed by Fun Easy Learn. This application is based on the process of teaching Arabic. Fun easy learn is a company that provides technology-based language learning applications for every stage. This application was created since 2013, this application has been available for both Android and Apple devices, in this application there are interesting features that can be used in the learning process (Faizul walida Ismani & Mahliatussikah, 2020) Along with that, games can help students understand new material in learning in an easy and fun way (Muassomah, 2020). Based on previous research, fun easy learn media is a solution for vocabulary mastery (*mufrodat*) in students' *maharah kalam*.

This analysis was conducted in order to find out whether there were differences before and after treatment on fun easy learn media, so that we could determine the effectiveness of using fun easy learn to increase vocabulary mastery (*mufrodat*) in maharah kalam.

Based on paired sample T-test, there are differences before and after the use of fun easy learn in vocabulary mastery (*mufrodat*) in maharah kalam.

Table 6. Output of Paired Sample T-test using IBM SPSS 26:

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pai	Pretest	37,23	30	8,709	1,590
r l	Posttest	81,43	30	10,615	1,938

Based on the mean value in the Paired sample T-Test test there are differences in the use of *fun easy learn* before and after being given treatment, namely the mean pretest value of 37.23 and the mean posttest 81.43. It can be concluded that the third problem formulation is answered. in line with the research results Irfan Faizul Haq The results of this study indicate the value of the t count of the three themes tested, including the cultural theme -5.557, the health theme

-3.359, and the communication tool theme -4.016 which overall t count < t 2.120 and the value of Sig. (0.000, 0.004, 0.001) < 0.05. With the results of this calculation can be decided that Ho is rejected so that Ha can be accepted. So it can be concluded that the use of the fun easy learn Arabic application based on mobile learning is effective for mastering Arabic vocabulary (mufradat) at UKM EASA IAIN Purwokerto.(Faizul Haq, 2021)

D. Conclusion

Based on the results of the analysis using the IBM SPSS 26 application, there is an effective use of *fun easy learn* to improve vocabulary mastery (*mufrodat*) in *maharah kalam*. In this case, the media is very helpful for teachers in making *mufrodat* learning more fun and making students quickly memorize and practice in everyday life the vocabulary that has been learned. In line with that, there are steps listed that are a requirement before learning is carried out, and more directing students towards how to use it. Then in this analysis there are also differences before and after treatment in the use of *fun easy learn* to improve vocabulary mastery (*mufrodat*) in *maharah kalam*. Where the descriptive analysis got the average results of the pretest 33.33 and the posttest 71.97, the Normality Test got normal with a pretest value of sig., 200 and posttest sig., 0,15 and Paired Test sample T-Test get the results of the mean pretest 37.23 and 81.43.

Recommendations: teachers can use fun easy learn media as an Arabic learning tool that can increase students' vocabulary in *maharah kalam*.

Implication: with the use of fun easy learning media, students' vocabulary increases than before and makes it easier for students to quickly master vocabulary in *maharah kalam*.

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