The Effect of the Use of Domino Arabic Media on the Mastery of Arabic Vocabulary of Grade VII Students MTs Negeri 1 Gorontalo City

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Abstract: This study explores the effect of using Domino Arabic media on the mastery of Arabic vocabulary among seventh-grade students at MTs Negeri 1 Kota Gorontalo. The background of this research stems from the low vocabulary mastery among students, which is presumed to be caused by monotonous and less engaging teaching media. The main objective of this study is to determine the extent to which Domino Arabic media can influence students' Arabic vocabulary acquisition. This research employed an experimental method with a pretest and post-test design applied to different student groups. The sample consisted of 27 students from grade VII, and data were collected through vocabulary tests conducted before and after using Domino Arabic. The results were analyzed using descriptive statistics and paired sample t-tests to assess the significance of the differences observed. The findings showed a significant improvement in students' Arabic vocabulary mastery after using Domino Arabic. The average posttest score increased markedly compared to the pretest score. Pretest scores ranged from 5 to 54, with a mean of 12.96 and a standard deviation of 9.8. Meanwhile, post-test scores ranged from 36 to 95, with a mean of 77.11 and a standard deviation of 12.084. These results confirm that Domino Arabic effectively enhances students' interest, engagement, and learning outcomes. It contributes to the field by providing empirical evidence of the benefits of game-based learning media in improving Arabic vocabulary mastery. This media can be considered a practical and innovative solution for Arabic language instruction in similar educational contexts.
Keywords: Domino Arabic Media, Vocabulary Mastery, Game-Based Learning, Arabic Language Education

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi pengaruh penggunaan media Domino Arabic terhadap penguasaan kosakata Bahasa Arab siswa kelas VII di MTs Negeri 1 Kota Gorontalo. Latar belakang penelitian ini berangkat dari rendahnya penguasaan kosakata siswa yang diduga disebabkan oleh penggunaan media pembelajaran yang bersifat monoton dan kurang menarik. Tujuan utama dari penelitian ini adalah untuk mengetahui sejauh mana media Domino Arabic dapat memengaruhi peningkatan penguasaan kosakata Bahasa Arab peserta didik. Penelitian ini menggunakan metode eksperimen dengan desain pre-test dan post-test pada kelompok yang berbeda. Sampel terdiri atas 27 siswa kelas VII, dan data dikumpulkan melalui tes penguasaan kosakata yang dilakukan sebelum dan sesudah penerapan media Domino Arabic. Analisis data dilakukan dengan teknik statistik deskriptif dan uji t berpasangan (paired sample t-test) untuk mengetahui signifikansi perbedaan hasil tes. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam penguasaan kosakata siswa setelah penggunaan media Domino Arabic. Nilai pre-test menunjukkan

rentang 5 hingga 54 dengan rata-rata 12,96 dan standar deviasi 9,8. Sementara itu, nilai post-test menunjukkan rentang 36 hingga 95 dengan rata-rata 77,11 dan standar deviasi 12,084. Temuan ini menunjukkan bahwa media Domino Arabic efektif dalam meningkatkan minat belajar, keterlibatan, dan hasil pembelajaran siswa. Penelitian ini memberikan kontribusi terhadap bidang pendidikan Bahasa Arab dengan menunjukkan bahwa media pembelajaran berbasis permainan dapat menjadi alternatif inovatif dan praktis dalam meningkatkan penguasaan kosakata siswa secara signifikan.

Kata Kunci : Media Domino Arabic, Penguasaan Kosakata, Pembelajaran Berbasis Permainan, Pendidikan Bahasa Arab

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INTRODUCTION

Arabic learning aims to enable students to interact and communicate using good and correct Arabic. Vocabulary mastery (mufrodat) is fundamental in supporting this ability. Vocabulary is important in learning a foreign language because it is a foundation for building language skills. According to Widiyanti, the mastery of mufrodat greatly influences proficiency and mastery of other elements of the Arabic language.[1], [2], [3] Some experts argue that learning a foreign language should begin with introducing vocabulary through memorization methods or contextual approaches.[4]

Vocabulary learning needs to be used to develop Arabic language skills because the primary goal of learning Arabic, which is "understanding and understanding," will not be achieved if it is not supported by strong vocabulary mastery and the ability to develop it. [5] Abu Abdillah Sidi Muhammad bin Daud Ash-Shanhaji, or Ibn Ajurrum, stated that vocabulary comprises words that makeup language. [6]

In the madrasah environment, Arabic learning has been implemented, starting from the elementary (Ibtidaiyyah), secondary (Tsanawiyyah), upper (Aliyyah), and higher levels. [7] However, in practice, learning Arabic still faces many challenges. The methods used have often not changed from the old monotonous approach and are less attractive to students. As a result, many students find it difficult and less interested in taking Arabic lessons, especially in vocabulary mastery. Teachers also often experience obstacles in creating a pleasant learning atmosphere, primarily if the media cannot arouse students' attention. [5], [8], [9], [10], [11]

This was also found at MTs Negeri 1 Gorontalo City, where the researcher chose to conduct the research. Based on the results of interviews with Arabic teachers at the madrasah, it is known that students' interest in learning Arabic is still low, which impacts learning outcomes that are also not optimal. Students also look less active during the learning process. One of the main reasons is the inability of some students to read the

Qur'an, which makes it difficult for them to pronounce and understand Arabic vocabulary. This situation shows a gap between curriculum expectations and reality on the ground.

Several previous studies have tried to answer the problem of low vocabulary mastery through a learning media approach. The results of a study conducted by Wibowo (2021) show that 62% of students in middle-level madrassas stated that learning Arabic is less fun and less relevant to their needs. [12] In addition, a survey by Nurhayati and Yusuf (2020) found that only 27% of students felt motivated to learn Arabic because most teachers still use monotonous lecture and memorization methods. [13] Fauziah (2019) found that using flashcards effectively improved MI students' mastery of Arabic vocabulary. [14] Meanwhile, Mira and colleagues (2020) showed that digital media such as Kahoot! and Quizizz can increase MA students' interest in learning Arabic. [15] However, these studies are still limited to visual or digital-based media. Not many have explored interactive physical gaming media such as Domino Arabic—especially at the MTs level.

To overcome this problem, the researcher proposed using Domino Arabic media as an alternative solution. This media was developed to resemble a game of dominoes, but the content was adjusted to Arabic vocabulary material. With its attractive form and game elements, this media is believed to increase student involvement in an active and fun way. Domino Arabic can also arouse motivation to learn through group interaction and a healthy competitive atmosphere, allowing students to practice the vocabulary they learn firsthand.

This research is important because it combines linguistic aspects (vocabulary mastery) with a creative and applicable pedagogical approach. In addition, Domino Arabic media can bridge the shortcomings of old learning methods that tend to be passive and boring. The difference between this research and the previous research lies in using educational physical game media that has not been widely studied at the MTs level, especially in learning Arabic vocabulary.

Thus, this study's hypothesis is: Domino Arabic media can increase students' mastery of Arabic vocabulary at MTs Negeri 1 Gorontalo City. This study aims to test the effectiveness of Domino Arabic media in improving vocabulary mastery and building a fun and participatory learning atmosphere in learning Arabic.

METHODS

This research uses quantitative methods that are inductive, objective, and scientific. The data obtained is in the form of numbers or scores as a result of measurement and is statistically analyzed. The main goal of this method is to prove or disprove a theory with a

deductive approach—starting from the theory, collecting field data, analyzing it, and concluding logically.[16], [17], [18] This design was chosen to determine the influence of Domino Arabic media on students' vocabulary mastery (mufrodat) directly and measurably.

Data collection in this study uses several techniques, namely Observation, carried out directly by researchers to observe learning activities, student involvement, and implementing Domino Arabic media in the classroom. Interviews were conducted with Arabic teachers and selected students to obtain additional information regarding the effectiveness of the media used and their responses to the learning process. The test consists of a pretest and a posttest. Before learning with Domino Arabic media, the pretest is given to determine the student's initial ability. In contrast, the posttest is given after the treatment to measure improved vocabulary mastery. Documentation collects supporting data such as student attendance lists, learning tools (syllabus and lesson plans), and previous student score data. To ensure the quality of the data, the test instruments have gone through a content validation process by Arabic subject teachers, and trials are limited to students outside the research sample. The test results were used to measure the question's validity (using Pearson correlation) and reliability (using Cronbach's Alpha) with the help of the SPSS program. The test instrument consists of 25 multiple-choice questions arranged based on a grid covering aspects of understanding and applying the vocabulary taught.[19], [20], [21], [22]

The population in this study is all grade VII MTs Negeri 1 Gorontalo City students, totals 372 students. This population is relevant because all students have received Arabic language learning and vocabulary materials in the regular curriculum. The research sample consisted of 28 students who were taken from one of the classes at random. This number is selected based on practical and ethical considerations and refers to the effectiveness of conducting experiments on a representative class scale. The researcher ensures that the selected sample has homogeneous characteristics in terms of initial ability through pretest results that are previously analyzed.[23], [24], [25], [26]

The instruments used in this study consisted of an observation Sheet to record student involvement, activeness, and response to using Domino Arabic learning media. Interview Guide, in the form of a list of open-ended questions compiled to explore teachers' and students' perceptions of the use of learning media and its influence on vocabulary mastery. Test Instrument: consists of 25 multiple-choice questions prepared based on indicators of appropriate basic competencies. Experts have validated the questions and tested for reliability with a Cronbach's Alpha result of 0.86 (the very reliable category). The difficulty

level of the questions was adjusted to the average ability of grade VII students and included cognitive levels C1–C3 according to Bloom's taxonomy.[27], [28], [29]

This research was carried out for three days, on May 27-29, 2024, at MTs Negeri 1 Gorontalo City. The research procedure is carried out through several stages. The first stage is the preparation stage. The researcher coordinates with the school and Arabic teachers to prepare instruments and select sample classes to be used as experimental groups. Implementation of Pretest Students are given an initial test to measure Arabic vocabulary skills before being given treatment. Treatment The learning process is carried out using Domino Arabic media, which aims to increase student involvement and motivation in understanding mufrodat. Posttest Implementation After treatment, students are given the same or equivalent test to determine the improvement of vocabulary mastery. Additional Data Collection Observations and interviews were conducted during the learning process and afterward to support the quantitative data obtained. Data Analysis All data collected is statistically analyzed to see the effectiveness of the media used.

Data analysis is carried out through two stages, namely, descriptive Analysis, which provides an overview of the results of the pretest and posttest, which includes the mean value, maximum value, minimum, and standard deviation. This Analysis is assisted by SPSS software version 26. Inferential Analysis tests a hypothesis with a t-test (paired sample t-test) to determine if there is a significant difference between the pretest and post-test results. The decision-making criteria are: If the significance value (Sig. 2-tailed) $\overline{}$ 0.05, then H_0 is rejected and H_a is accepted. This means there is a significant difference between student learning outcomes before and after using Domino Arabic media.[29], [30], [31]

RESULTS AND DISCUSSION
Results

This study aims to determine whether the use of Domino Arabic media can influence the mastery of Arabic vocabulary (mufradat) of grade VII MTs Negeri 1 Gorontalo City. Based on the results obtained through a series of statistical tests, it was found that there was a significant difference between the pretest and posttest results in the experimental group, which means that Domino Arabic media has a positive influence on improving students' vocabulary mastery.

The analysis model used in this study consists of Descriptive Analysis, which describes pretest and posttest data. Shapiro-Wilk Normality Test is used to determine the distribution of data. Wilcoxon signed the rank test because the data was not distributed

normally. The results of the descriptive test showed a very significant increase between the average pretest and posttest scores. The normality test showed that the data was not normally distributed, so the researcher used a non-parametric analysis, namely the Wilcoxon test. This test proves that after using Domino Arabic media, students' mastery of mufradat has improved overall, and no students whose grades have decreased or remained have been found.

Table 1. Descriptive Statistics Pretest and Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperimen	27	5	54	12.96	9.800
Post Test Eksperimen	27	36	95	77.11	12.084
Valid N (listwise)	27				

From the table above, it can be concluded that there was an increase in the average score of 64.15 points between the pretest and posttest in the experimental class, which indicates an increase in students' vocabulary mastery after using Domino Arabic media.

Table 2. Normality Test Results (Shapiro-Wilk)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Eksperimen	.208	27	.004	.680	27	.000
Post Test Eksperimen	.188	27	.015	.857	27	.002
a. Lilliefors Significance Correction						

The significance value of the two groups is $\overline{}$ 0.05, so it can be concluded that the data are not normally distributed and continued with non-parametric Analysis (Wilcoxon).

Table 3. Wilcoxon Signed Rank Test Results

		N	Mean Rank	Sum of Ranks
Post Test Eksperimen - Pre Test Eksperimen	Negative Ranks	0[a]	.00	.00
	Positive Ranks	27[b]	14.00	378.00
	Ties	0[c]		
	Total	27		
a. Post Test Eksperimen $\overline{}$ Pre Test Eksperimen				
b. Post Test Eksperimen $\overline{}$ Pre Test Eksperimen				
c. Post Test Eksperimen = Pre Test Eksperimen				

Test Statistic:

- Z = -4.544
- Asymp. Sig. (2-tailed) = 0.000

Because the significance value $\overline{}$ 0.05, it can be concluded that there is a significant difference between the pretest and post-test results, so an alternative hypothesis is accepted, and the Domino Arabic media is proven to have a significant influence on increasing the mastery of vocabulary.

Discussion

Gaps in previous research show that Arabic vocabulary teaching tends to be monotonous and less innovative, especially in the context of learning for junior high school students. Through the application of Domino Arabic media, the results of this study fill this gap by presenting an interactive and fun learning approach, which turns out to be significantly able to improve students' vocabulary mastery.

These findings show that students respond positively to game-based learning methods, as they help them remember vocabulary and make the learning process more engaging and participatory. The learning media innovations used in this study have bridged the gap between conventional passive methods and students' need for active learning.

Theoretically, this approach aligns with the principles of constructivism, where students build their knowledge through meaningful learning experiences. Domino Arabic, as a game-based media, supports active and collaborative learning. These games allow students to learn while interacting and form vocabulary associations in a fun context.

The media implementation is carried out in several meetings with learning stages designed to introduce new vocabulary, understand the meaning, and apply it in-game activities. This media prioritizes cognitive aspects, affective (fostering students' interest and motivation to learn), and psychomotor (physical activity when playing media).

The study also noted the success of using non-parametric statistics under conditions of data that are not normally distributed. This shows that in educational quantitative research, selecting analytical tools that correspond to the characteristics of the data is essential to produce valid and reliable conclusions.

Although no major controversy has arisen, the challenges faced are the limited time in implementing the media and the possibility of differences in initial abilities between students. However, the final results showed positive and consistent results: all students experienced an increase in grades without any decrease or remaining; this reflects the effectiveness of the media as a whole.

CONCLUSION

Based on the results of hypothesis testing using the Wilcoxon Test, a significance value (Asymp. Sig. 2-tailed) of 0.000 was obtained. This value is smaller than 0.05, showing that the use of Domino Arabic media positively and significantly influences the mastery of Arabic vocabulary of grade VII students of MTs Negeri 1 Gorontalo City. This is also supported by descriptive data that shows an increase in the average score from the pretest by 12.96 to 77.11 in the posttest. This research makes a real contribution in demonstrating the effectiveness of game-based learning media, especially Domino Arabic, as an innovative alternative to improve vocabulary mastery in Arabic language learning. With a more participatory and fun approach, this media helps students be more focused, active, and involved in learning.

The results of this study suggest that interactive and game-based learning media have great potential to be adopted more widely in language learning, both in formal contexts in schools and in non-formal training. The success of Domino Arabic opens up opportunities for the development of similar learning media to support other language skills, such as maharah istima', kalam, and kitabah, as well as other subjects that require increased student involvement. This also emphasizes the importance of innovative approaches in improving the quality of education in the future. This study recommends that Arabic teachers, especially at the MTs level, begin to integrate Domino Arabic media in the learning process as one of the strategies to strengthen vocabulary mastery. Theoretically, these results reinforce the foundation that constructivist learning and experiential learning theories can be applied effectively through educational games relevant to the learning material. Teachers and educational institutions are advised to develop and adapt game-based learning media according to the local context and student needs to create a more meaningful and enjoyable learning atmosphere.

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