

Basic Arabic Language Training to Improve Vocabulary Proficiency Among Students at Prathom Suksa

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ABSTRACT. Vocabulary acquisition is a fundamental aspect of Arabic language learning that influences students' ability to read, write, speak and comprehend learning materials. However, some students still struggle to memorise and use Arabic vocabulary in their daily learning activities. This activity aims to improve students' command of Arabic vocabulary through basic Arabic language training. The method of implementation uses a participatory approach through stages of observation, delivery of material, vocabulary pronunciation practice, educational games, and evaluation of learning outcomes. The activity was carried out with students at Al Rahmanwitya School in Thailand, focusing on the introduction of basic vocabulary related to daily activities. The results of the activity showed that the training was able to improve the students' understanding and ability to memorise and pronounce Arabic vocabulary more effectively. Furthermore, the students appeared more active and enthusiastic throughout the learning process. The use of interactive methods and simple learning materials also helped to create a pleasant learning atmosphere, making it easier for students to understand the material. The basic Arabic language training in this activity could serve as an alternative learning strategy to improve students' vocabulary acquisition in a more effective and communicative manner.

Keyword: Basic Arabic, Vocabulary Mastery

Abstrak. *Penguasaan kosakata merupakan aspek dasar dalam pembelajaran bahasa Arab yang berpengaruh terhadap kemampuan membaca, menulis, berbicara, dan memahami materi pembelajaran. Akan tetapi, sebagian siswa masih mengalami kesulitan dalam menghafal serta menggunakan kosakata bahasa Arab dalam aktivitas belajar sehari-hari. Kegiatan ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Arab siswa melalui pelatihan bahasa Arab dasar. Metode pelaksanaan kegiatan menggunakan pendekatan partisipatif melalui tahapan observasi, penyampaian materi, praktik pelafalan kosakata, permainan edukatif, dan evaluasi hasil pembelajaran. Kegiatan dilaksanakan kepada siswa di Al Rahmanwitya School Thailand dengan fokus pada pengenalan mufradat dasar yang berkaitan dengan aktivitas sehari-hari. Hasil kegiatan menunjukkan bahwa pelatihan mampu meningkatkan pemahaman dan kemampuan siswa dalam menghafal serta mengucapkan kosakata bahasa Arab dengan lebih baik. Selain itu, siswa terlibat lebih aktif dan antusias selama proses pembelajaran berlangsung. Penggunaan metode interaktif dan media pembelajaran sederhana juga membantu menghidupkan suasana belajar yang menyenangkan sehingga memudahkan siswa dalam memahami materi. Pelatihan bahasa Arab dasar dalam kegiatan ini dapat menjadi salah satu alternatif strategi pembelajaran untuk meningkatkan penguasaan kosakata siswa secara lebih efektif dan komunikatif.*

Kata Kunci: Bahasa Arab Dasar, Penguasaan Kosakata

Introduction

Arabic is one of the international languages that holds a significant position in the world of Islamic education, as it is the primary language of Islamic sources of teaching, such as the Qur'an, the hadith, and various classical and contemporary Islamic scholarly works. In an educational context, the teaching of Arabic is not only aimed at developing the ability to understand religious texts, but also at developing learners' oral and written communication skills. According to (Isnaini, 2022), 'The teaching of Arabic plays a strategic role in developing learners' linguistic, communicative and spiritual competencies; therefore, the learning process must be carried out in a systematic and continuous manner. Meanwhile, (Aini & Taufik, 2024) explains that Arabic is one of the subjects that requires an active learning approach, as the language is characterised by complexities in vocabulary, grammar and pronunciation that differ from the learners' mother tongue. Therefore, introducing Arabic from an early age is a crucial step in developing pupils' language skills in a gradual and continuous manner.

In Arabic language learning, mastery of vocabulary or *mufradat* is a fundamental element that is crucial to students' success in understanding the learning material. Vocabulary plays a vital role as the foundation for listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*). According to (Hatta, 2024), 'The larger a student's vocabulary, the greater their chances of understanding and using Arabic communicatively. Vocabulary also plays a role in helping students understand the meaning of sentences and the context of language use accurately. In practice, students with a limited vocabulary tend to struggle to understand learning instructions and to construct simple communications in Arabic (Cahyani & Hanifah, 2025). Therefore, strengthening vocabulary is one of the key aspects that must be addressed in the process of learning Arabic at the elementary level.

Although Arabic language teaching has been implemented in various Islamic educational institutions, the learning process still faces a number of challenges, particularly at primary level. Some pupils still struggle with memorising, pronouncing and understanding Arabic vocabulary because the learning process is often still oriented towards conventional rote learning methods. This situation leads to pupils becoming easily bored and losing interest in Arabic lessons. According to Arsyad, the use of monotonous teaching methods can reduce pupils' motivation to learn because they do not have an interactive and enjoyable learning experience (Hermini, 2025; Kember, 2016). Furthermore, the limited availability of teaching materials is another factor contributing to pupils' poor vocabulary acquisition, particularly when the learning process relies solely on the teacher's explanations without any hands-on practice or the use of engaging visual aids.

The teaching of Arabic at primary school level requires a more communicative and participatory approach so that pupils can learn actively through direct experience. According to (Intaniasari dkk., 2022), Primary school pupils tend to find it easier to understand learning materials when the learning process involves engaging activities, the use of visual aids, educational games, and hands-on practice that actively involves the pupils. An active learning approach can improve pupils' attention, motivation and retention of the material being studied, as pupils do not merely receive information passively but are directly involved in the learning process. In the context of Arabic language learning, the use of interactive methods can help students understand vocabulary more easily and boost their confidence in speaking Arabic words directly (Diana & Rosyadi, 2022).

Based on the results of initial observations carried out at Al Rahmanwitya School in Thailand, it was found that some pupils still have limited mastery of basic Arabic vocabulary. Students tend to struggle to recall the vocabulary they have learnt and lack confidence when asked to speak Arabic directly. Furthermore, the previous learning process was still dominated by lectures and rote learning, meaning that students lacked active and enjoyable learning experiences. This situation has resulted in low student participation in Arabic lessons and limited ability to use vocabulary in simple communication activities.

Given this situation, there is a need for a training programme capable of helping students improve their command of Arabic vocabulary through more interactive and practical learning methods. Basic Arabic language training can be one solution to enhance students' ability to understand and use Arabic vocabulary through a hands-on approach, educational games, vocabulary repetition, and the use of visual learning materials. According to active learning theory, students' direct involvement in the learning process can enhance the effectiveness of learning as students gain a more meaningful and memorable learning experience. Therefore, it is hoped that basic Arabic language training activities can help students improve their command of vocabulary whilst fostering a greater motivation to learn Arabic.

Based on the description, this activity aims to improve students' Arabic vocabulary mastery through basic Arabic language training at Al Rahmanwitya School, Thailand. This activity is also expected to create a more active, communicative, and enjoyable learning environment, thus making it easier for students to understand Arabic material and increasing their motivation to learn.

Methods

This community service activity targeted elementary-level students taking Arabic language lessons. The activity utilized a participatory approach and hands-on practice to ensure students' active involvement throughout the training process. Prior to the activity, the community service team conducted observations. This was done to determine the condition of Arabic language learning and the level of vocabulary mastery of students there. Observation results indicated that

some students still had difficulty memorizing and pronouncing Arabic vocabulary well. Furthermore, the learning that had been carried out

Previously, the learning process was dominated by rote memorization, resulting in students being less active in language practice. Based on this situation, the team then developed training materials tailored to the students' needs and basic abilities to facilitate the learning process. The materials prepared included an introduction to basic vocabulary about body parts, classroom objects, numbers, colors, everyday greetings, and vocabulary frequently used in students' daily activities.

The training was conducted through several stages: material delivery, vocabulary pronunciation practice, vocabulary repetition, educational games, and a question-and-answer session. During the material delivery stage, the team explained Arabic vocabulary simply using images and direct examples to facilitate student understanding of the words. Afterward, students were asked to participate in vocabulary pronunciation practice, both collectively and individually, to hone their Arabic pronunciation skills. The training process was also interspersed with educational games and icebreakers to increase student enthusiasm and participation throughout the learning process. The use of interactive methods ensures students don't get bored and are more engaged in Arabic language training activities. Furthermore, the community service team provides direct support to students who are still having difficulty memorizing or pronouncing vocabulary, ensuring a more optimal and equitable learning process.

The next stage was an evaluation to determine the students' level of understanding and vocabulary mastery after participating in the basic Arabic language training. The evaluation was conducted through direct observation of students' ability to name, memorize, and understand the vocabulary taught during the training. The community service team also conducted a simple question-and-answer session to gauge students' ability to recognize the meaning and use of vocabulary in everyday contexts. In addition to assessing language skills, the evaluation also included observations of students' levels of activeness, enthusiasm, and courage during the training.

The evaluation results are then used as a reflection to determine the effectiveness of the training methods applied in improving students' Arabic vocabulary mastery. Based on these evaluations, the community service team can assess the students' progress and identify learning aspects that need further improvement in subsequent training activities.

Results and Discussion

Results

The basic Arabic language training at Al Rahmanwitya School was conducted through several stages: basic vocabulary introduction, pronunciation practice, educational games, and student

ability evaluation. The material covered vocabulary related to classroom objects, numbers, colors, body parts, and simple expressions frequently used in daily activities. Throughout the training, students demonstrated considerable enthusiasm, particularly when the learning was conducted using visual media and hands-on practice. Observations showed that most students were beginning to recognize and memorize Arabic vocabulary better than before the training.



Figure 1. Implementation of basic Arabic language training for Prathom Suksa students

Evaluation results showed an increase in students' Arabic vocabulary mastery after participating in the training. Before the training, the average student vocabulary mastery was 55%. After the training, the average score increased to 85%. This improvement indicates that the training had a positive impact on students' ability to understand and pronounce basic Arabic vocabulary.

Table 1. Results of Improving Students' Mastery of Arabic Vocabulary

No	Assessment Aspects	Before Training	After Training
1	Ability to recognize vocabulary	60%	88%
2	Ability to memorize vocabulary	55%	85%
3	Ability to pronounce vocabulary	50%	82%
4	Activeness in learning	58%	87%
5	Student self-confidence	52%	83%
	Average	55%	85%

Based on Table 1, it is known that the basic Arabic language training activities had a positive impact on improving students' vocabulary mastery. Improvements were seen in all aspects of the assessment, from vocabulary recognition, memorization, and pronunciation, to student engagement and confidence in participating in the learning process. Before the training, the average student achievement was at 55%, while after the training, this increased to 85%. The highest improvements were seen in vocabulary recognition and student engagement during the learning process. These results indicate that the use of interactive learning methods and direct practice can help students better understand Arabic language material.

Discussion

The training results showed an increase in students' Arabic vocabulary mastery, from an average of 55% to 85%. This finding indicates that the interactive training approach has proven effective in helping students understand and remember new vocabulary more effectively. This improvement was not only evident in vocabulary recognition, but also in students' memorization and pronunciation skills, as well as their confidence in using Arabic. Theoretically, vocabulary is the main foundation in language learning, as language skills cannot develop optimally without adequate mastery of vocabulary. (Nurhayati & Hilmi, 2024). Therefore, the increase in vocabulary mastery that occurred during the training is an indicator that the learning process has succeeded in building the foundation of students' Arabic language skills.

Students' vocabulary recognition and memorization skills were significantly improved by the use of visual media, such as images, during the training. These media helped students connect word forms with concrete objects, thus strengthening the process of storing information in memory. This finding aligns with research. (Mahyudin, 2026) which shows that the use of visual media in Arabic language learning can improve vocabulary mastery and learning outcomes for elementary school students. Visual media helps students grasp word meanings more quickly because information is received through verbal and visual channels simultaneously. Furthermore, a study by Palupi et al. also found that visual media can increase student engagement and make it easier for them to remember new vocabulary because learning becomes more engaging and contextual. (Bakri dkk., 2023). The increase in vocabulary recognition skills obtained in this activity shows that visual media is a relevant strategy to be applied in Arabic language learning at the elementary school level.

Another interesting finding was the improvement in students' vocabulary pronunciation after the training. This condition indicates that vocabulary mastery is influenced not only by the ability to remember word meanings, but also by the frequency of use and direct practice during the learning process. During the training, students were given the opportunity to pronounce vocabulary repeatedly through question-and-answer activities, language games, and group practice. This repetition strengthened students' long-term memory of the vocabulary learned. These results align

with the findings of (Suhaenah, 2026) which explains that language learning that emphasizes repetition and use of words in real contexts is more effective than memorization alone. Findings from various Arabic language learners' experiences also show that vocabulary is more easily remembered when actively used in sentences and communication situations than when learned separately from word lists.

The increase in student engagement and confidence during the training was also an important finding to note. Based on observations, students who initially tended to be passive began to gain confidence in answering questions and speaking Arabic vocabulary in front of the class after attending several training sessions. This situation indicates that successful language learning is not solely determined by cognitive aspects, but is also influenced by affective factors such as motivation and self-confidence. The use of educational games, group activities, and communication-based exercises creates a more comfortable learning environment so that students feel less afraid of making mistakes. This finding aligns with (Sholihah dkk., 2022) which states that learning that involves concrete visualization, quizzes, and interactive activities can increase students' focus, enthusiasm, and participation in vocabulary learning.

The results of this activity indicate that basic Arabic language training integrating visual media, pronunciation practice, vocabulary repetition, and interactive activities significantly improved students' vocabulary mastery. These findings support previous research suggesting that foreign language learning at elementary school level is more effective when conducted through a concrete, communicative, and enjoyable approach. The success of the training is reflected not only in improved evaluation scores but also in changes in students' learning behavior, who become more active, confident, and motivated in learning Arabic.

Conclusion

The basic Arabic language training activities at Al Rahmanwitya School were carried out with the aim of improving students' mastery of Arabic vocabulary through interactive, hands-on learning. Based on the results of the activities, this objective was successfully achieved. Students demonstrated improved abilities in recognizing, memorizing, and pronouncing basic Arabic vocabulary after completing the entire training series.

The main findings of this activity showed an increase in average student proficiency from 55% before the training to 85% after. In addition to improving vocabulary mastery, the training also had a positive impact on student engagement and confidence during the learning process. The use of visual media, pronunciation practice, vocabulary repetition, and educational games were proven to create a more engaging learning environment, making it easier for students to understand Arabic language materials.

The results of this activity demonstrate that interactive learning methods can be an effective alternative for teaching Arabic at the elementary school level. Therefore, similar training activities need to be implemented continuously, with the development of more varied learning methods and media to optimally develop students' Arabic language skills. Furthermore, teachers are expected to implement a more communicative and participatory learning approach to increase student motivation in Arabic learning.

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