

Analyzing Vocabulary Learning through the Lens of Students' Learning Styles: A Framework for Arabic Language Teaching

Amilya¹ & Widiya Yul²

^{1,2}Institut Agama Islam Negeri (IAIN) Kerinci

Corresponding E-mail : aamilya432@gmail.com

Abstract: *The objective of this research is to determine the alignment of teaching techniques applied at SMP Atthayyibah in vocabulary instruction with the individual learning styles of students. The method used in this research is qualitative. The findings reveal that teachers have not engaged in mapping the students' learning styles in the context of Arabic language instruction. However, it is noteworthy that teachers implement vocabulary teaching strategies that cater to different learning styles, encompassing auditory, visual, and kinesthetic learners. These strategies include 1) utilizing visual aids, 2) implementing singing techniques, and 3) conducting lessons outside the classroom. The primary challenge encountered by teachers in mapping students' learning styles is the difficulty in determining subsequent actions once the mapping is completed. The findings of this study suggest that teachers who do not map students' learning styles tend to avoid making additional efforts to prepare strategies tailored to the identified learning styles.*

Keyword: *Learning Styles; Mufrodat Instruction; Strategies*

الملخص

هدف هذا البحث هو تحديد مدى توافق التقنيات التعليمية المطبقة في مدرسة المتوسطة الطيبة في تعليم المفردات مع أنماط التعلم الفردية للطلاب. المنهج المستخدم في هذه الدراسة هو المنهج النوعي. وتكشف النتائج أن المعلمين لم يقوموا بعملية تخطيط أنماط التعلم لدى الطلاب في سياق تعليم اللغة العربية. ومع ذلك، يُلاحظ أن المعلمين يطبقون استراتيجيات لتدريس المفردات تراعي أنماط التعلم المختلفة، والتي تشمل المتعلمين السمعيين والبصريين والحركيين. تشمل هذه الاستراتيجيات: (1) استخدام الوسائل البصرية، (2) تطبيق تقنيات الغناء، و(3) تنفيذ الدروس خارج الفصل الدراسي. يتمثل التحدي الرئيسي الذي يواجهه المعلمون في تخطيط أنماط التعلم للطلاب في صعوبة تحديد الإجراءات اللاحقة بعد الانتهاء من عملية التخطيط. وتشير نتائج هذه الدراسة إلى أن المعلمين الذين لا يقومون بتخطيط أنماط التعلم للطلاب يميلون إلى تجنب بذل جهود إضافية لإعداد استراتيجيات تتناسب مع تلك الأنماط المحددة.

الكلمات المفتاحية : أنماط التعلم، تعليم المفردات، استراتيجيات.

INTRODUCTION

Mufrodat learning is a process of delivering learning materials in the form of words or vocabulary as an element in Arabic language learning.¹ *Mufrodat* learning is also defined as the ability to master *mufrodat*, translate, and be able to use it in the correct amount. This

¹ Subur, "Pembelajaran Kosakata Arab Pada Siswa Madrasah Aliyah Di Kabupaten Banyumas," *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 26, no. 1 (2021): 111–23, <https://doi.org/10.24090/insania.v26i1.4666>.

means not just memorizing vocabulary without knowing how to use it in real communication.²

Mufrodat is the most important part which is the main basis for learning Arabic. Because mastery of *mufrodat* is very influential in developing four language skills. Where in Arabic language learning there are four language skills that must be possessed, namely listening skills (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qira'ah) and writing (maharah al-kitabah).³

In listening skills (maharah al-istima'), mastery of *mufrodat* makes it easier to understand and understand what is heard because it can capture the meaning of words accurately. In maharah kalam, mastery of *mufrodat* makes it possible to choose vocabulary that is appropriate to the context of the sentence.⁴

In maharah qiro'ah, mastery of *mufrodat* will facilitate reading Arabic texts.⁵ Whereas in maharah kitabah, the success of Arabic writing skills is largely determined by the mastery of language elements, especially the mastery of word elements.⁶

Good mastery of *mufrodat* will make it easier for students to understand Arabic texts, as well as facilitate communication.⁷ Therefore, learning *mufrodat* must be done in a more effective way so that students can master *mufrodat* well. In practice, teaching *mufrodat* often faces challenges, such as the effectiveness of the teaching methods used, readiness before learning and differences in student backgrounds such as interest, motivation, methods, learning styles, and so on.^{8,9,10}

Learning style is a way or approach that students use to learn something, which includes visual, auditory, and kinesthetic. Visual learning style is a learning style that makes the sense of the eyes or vision as the main role, which requires seeing the body language and

² Rambu Aulia et al., "Peran Media Dalam Pembelajaran *Mufrodat*," *Al-Mu'Arrib: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2021): 39–48, <https://doi.org/10.32923/al-muarrib.v1i2.2051>.

³ Miftachul Taubah, "Maharah Dan Kafa'ah Dalam Pembelajaran Bahasa Arab," *STUDI ARAB: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (2019): 31–38, <https://doi.org/10.35891/sa.v10i1.1765>.

⁴ Aria Setyaki et al., "Program *Mufrodat* Pagi Dalam Meningkatkan Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 1 (2023): 64–78, <https://doi.org/10.30739/arabiyat.v3i1.1813>.

⁵ Mualim Wijaya and Faiqotul Hikmah, "Problematisasi Pembelajaran Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah," *Jurnal Educatio* 9, no. 2 (2023): 858–64, <https://doi.org/10.31949/educatio.v9i2.4880>.

⁶ Pipit Dian Junaidah, "Penguasaan *Mufrodat* Melalui Mardia Lagu Untuk Meningkatkan Keterampilan Menulis Bahasa Arab Siswa MTsN 5 Jombang," *TEACHER: Jurnal Inovasi Karya Ilmiah Guru* 2, no. 4 (2022): 437–45, <https://doi.org/10.51878/teacher.v2i4.1919>.

⁷ Ilham Muchtar, "Peningkatan Penguasaan *Mufrodat* Melalui Pengajian Kitab Pada Mahasiswa Ma'Had Al-Birr Unismuh Makassar," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2018): 14–26, <https://journal.unismuh.ac.id/index.php/al-maraji/article/view/1978>.

⁸ Misbakhur Surur, "Tantangan Dan Peluang Bahasa Arab Di Indonesia," *Risda: Jurnal Pemikiran Dan Pendidikan Islam* 6, no. 2 (2022): 176–86, <https://doi.org/10.59355/risda.v6i2.90>.

⁹ Safira Aura Rachmawati, Zaim Elmubarok, and Muchlisin Nawawi, "Analisis Kesulitan Penguasaan Kosakata Bahasa Arab Pada Siswa," *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 1 (2023): 46–50, <https://doi.org/10.15294/la.v12i1.67552>.

¹⁰ Anisatin Islamiyah, Fahrur Rosikh, and M. Fathor Rohman, "Permainan Edukatif Kotak Barang Sebagai Alternatif Peningkatan Penguasaan *Mufrodat* Siswa," *Edu Journal Innovation in Learning and Education* 2, no. 1 (2024): 58–72, <https://doi.org/10.55352/edu.v2i1.940>.

facial expressions of the teacher to understand the subject matter, using media in the form of moving images or symbols.¹¹

Audio learning style is a learning style that uses hearing as a tool to receive learning information. The audio learning style uses auditive media in the form of conveyance, carrier, and introduction in the form of audio tapes, lectures, discussions, television, radio.^{12,13}

Kinesthetic learning style is a learning style by doing physical activities and direct involvement, which can be in the form of moving, touching, and feeling/experiencing yourself and can learn better if the process is accompanied by physical activities.¹⁴

Learning that is carried out in accordance with students' learning styles can have a significant effect on student understanding. Because students are able to absorb and process information more easily, causing an active learning process. So that student learning outcomes can grow well through learning that is in accordance with their learning style.^{15,16}

However, in learning at school, there is often uniformity in teaching methods without paying attention to differences in students' learning styles, which has an impact on students' low understanding of the material taught.¹⁷

This study aims to find out how the teaching techniques applied at SMP Atthayyibah in learning *mufrodah*, whether it is in accordance with the learning style of each student. This is important because inappropriate learning styles will make it difficult for students to understand and remember the material taught, and this will affect the decline in learning motivation, dissatisfaction with the learning process, and ultimately have a negative impact on student learning outcomes.

Researchers refer to previous research that is relevant to the research to be carried out. Here are some research results that are used as material for researchers, namely:

First, by Astuti & Malleleang “Pengaruh Gaya Belajar Visual Terhadap Hasil Belajar Siswa Pada Pembelajaran Bahasa Arab.” The result of this study is that there is a positive

¹¹ Deisye Supit et al., “Gaya Belajar Visual, Auditori, Kinestetik Terhadap Hasil Belajar Siswa,” *Journal on Education* 5, no. 3 (2023): 6994–7003, <https://doi.org/10.31004/joe.v5i3.1487>.

¹² Susi Lestari and Muhammad Widda Djuhan, “Analisis Gaya Belajar Visual, Auditori Dan Kinestetik Dalam Pengembangan Prestasi Belajar Siswa,” *IIPSI: Jurnal Ilmiah Ilmu Pengetahuan Sosial Indonesia* 1, no. 2 (2021): 79–90, <https://doi.org/10.21154/jiipsi.v1i2.250>.

¹³ Supit et al., “Gaya Belajar Visual, Auditori, Kinestetik Terhadap Hasil Belajar Siswa.”

¹⁴ Lestari and Djuhan, “Analisis Gaya Belajar Visual, Auditori Dan Kinestetik Dalam Pengembangan Prestasi Belajar Siswa.”

¹⁵ Malim Soleh Rambe and Nevi Yarni, “Pengaruh Gaya Belajar Visual, Auditorial, Dan Kinestetik Terhadap Prestasi Belajar Siswa SMA Dian Andalas Padang,” *Jurnal Review Pendidikan Dan Pengajaran (Jrpp)* 2, no. 2 (2019): 291–96, <https://doi.org/https://doi.org/10.31004/jrpp.v2i2.486>.

¹⁶ Satria Kharimul Qolbi Kafa, “The Influence of Visual, Auditorial and Kinesthetic Learning Styles on the Learning Achievement of Cancer Fighting Children,” *Pedagogia : Jurnal Pendidikan* 10, no. 2 (2022): 89–98, <https://doi.org/https://doi.org/10.21070/pedagogia.v10i2>.

¹⁷ Widiya Yul, Noza Aflisia, and Riko Andrian, “Istikhdam Al-Ta'allum Al-Iliktruniy Li Ta'lim Al-Lughah Al-Arabiyah Fi Madrasah Al-Tsanawiyah Al-Hukumiyah I Kerinci,” *Lisanul Arab* 11, no. 2 (2022): 80–95.

and significant influence between visual learning styles on Arabic learning outcomes at MTS Muhammadiyah Kasihan.¹⁸

Second, by Norhidayah et al “Pengaruh Gaya Belajar Audio Terhadap Hasil Belajar Pada Mata Pelajaran Bahasa Arab.” The result of this study is the influence of audio learning style on the learning outcomes of students of Madrasah Aliyah Negeri Kota Palangka Raya.¹⁹

Third, by Muhammad Holimi & Nur Faiza “Pembelajaran *Mufrodat* Dengan Metode Bernyanyi Di Gubuk Baca Kalpataru Dusun Bendrong.” The results of this study indicate that the learning method using singing is one of the learning methods that can be used in learning Arabic, especially learning *mufrodat*.²⁰

Fourth, by Holimi “Pembelajaran *Mufrodat* Dengan Menggunakan Media Gambar.” The results of this study indicate that the implementation of *mufrodat* learning using pictures at Pondok Pesantren At-Tanwir in Pondok Mutiara Asri Housing, Malang Regency is very effective.²¹

Fifth, by Qomaruddin “Penerapan Metode Bernyanyi dalam Pembelajaran *Mufrodat*.” The results of this study indicate that the application of the singing method in teaching *mufrodat* in Arabic language learning has been effective.²²

Sixth, by Annisa Padila et al “Identification of Arabic Learning Styles for Students on Class Xi Science At Al-Falah Senior High School Jambi.” The results of this study indicate that the majority of students have a visual learning style tendency with details of 88 students, 43 students or 48, 9% have a visual learning style tendency characterized by reading, while 25 students or 28, 4% have an auditory learning tendency characterized by listening and learning. A total of 20 students or 22, 7% of students have kinesthetic learning style tendencies characterized by having creative creativity.²³

What distinguishes this study from previous research lies in the finding that although the teachers did not formally map students' learning styles, they naturally implemented effective *mufrodat* teaching strategies for different learning styles (visual, auditory, kinesthetic) for all students. This is in contrast to previous studies that focused on the

¹⁸ Widi Astuti and Andi Muhammad Arief Malleleang, “Pengaruh Gaya Belajar Visual Terhadap Hasil Belajar Siswa Pada Pembelajaran Bahasa Arab,” *Ihtimam: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2022): 57–73, <https://doi.org/10.36668/jih.v5i1.371>.

¹⁹ Norhidayah, Marsiah, and Aulia Mustika Ilimani, “Pengaruh Gaya Belajar Audio Terhadap Hasil Belajar Pada Mata Pelajaran Bahasa Arab,” *Taqdir* 8, no. 1 (2022): 35–47, <https://doi.org/10.19109/taqdir.v8i1.9744>.

²⁰ Muhammad Holimi and Nur Faizah, “Pembelajaran *Mufrodat* Dengan Metode Bernyanyi Di Gubuk Baca Kalpataru Dusun Bendrong,” *Muhadasah: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2021): 120–38, <https://doi.org/https://doi.org/10.51339/muhad.v3i2>.

²¹ Muhammad Holimi, “Pembelajaran *Mufrodat* Dengan Menggunakan Media Gambar,” *Muhadasah: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2019): 86–102, <https://ejournal.iaskjmalang.ac.id/index.php/muhad>.

²² Ahmad Qomaruddin, “Penerapan Metode Bernyanyi Dalam Pembelajaran Mufadat,” *Jurnal Tawadhu* 1, no. 2 (2017): 272–90, <https://doi.org/https://doi.org/10.52802/twd.v1i2.290>.

²³ Annisa Padila, K.A Rahman, and Mar’atun Sholiha, “Identification of Arabic Learning Styles for Students on Class Xi Science At Al-Falah Senior High School Jambi,” *JIERM* 2, no. 3 (2020): 194–201, <https://doi.org/10.47006/ijierm.v2i3.45>.

influence of specific learning styles or the use of specific methods in isolation. This study shows that without learning style mapping, teaching can still be adapted and effective, especially with the dominant use of visual learning styles.

Mufradat Learning

Mufradat learning is a process of delivering learning materials in the form of words or vocabulary as an element in Arabic language learning.²⁴

The purpose of learning *mufrodat* itself is to, introduce new vocabulary to students, train students to be able to pronounce vocabulary properly and correctly, understand the meaning of vocabulary both when it stands alone and when it is in a series of sentences, and be able to use the mufradat in oral expression (speaking) and writing (writing) according to the correct context.²⁵

There are several strategies that can be used in learning *mufrodat*, including: a) Listening to the word, students listen to the word spoken by the teacher using three or four repetitions by paying attention to the sound elements of the word; b) Saying the word, the next strategy is to provide the widest possible opportunity for students to say the word they have heard; c) by pointing to objects in the classroom, stationery, yard, school area and its surroundings; d) Using the help of pictures; e) Using antonyms (opposite words) to clarify when the word has been learned by students before.²⁶

In learning *mufrodat*, teaching materials have an important role because with the right teaching materials, it can increase understanding and mastery of material by students and can increase student motivation and learning outcomes.

Teaching materials are a set of learning experiences, facts and information provided to students, and the directions and values they want to develop with them aimed at achieving comprehensive growth and based on the objectives set out in the curriculum.

According to another opinion, teaching materials are all materials used by teachers to assist teachers in carrying out teaching and learning activities. Teaching materials are also media and sources of learning information that are very important in increasing the effectiveness of learning.²⁷ So it can be concluded that teaching materials for *mufrodat* learning are materials, tools, information used to assist students in learning and mastering Arabic vocabulary that can increase learning effectiveness.

Teaching materials in *mufrodat* learning can be in the form of written or unwritten materials. Types of teaching materials such as printed materials including books and

²⁴ Subur, "Pembelajaran Kosakata Arab Pada Siswa Madrasah Aliyah Di Kabupaten Banyumas."

²⁵ Subur.

²⁶ Abdurochman, "Strategi Pembelajaran Kosakata Bhasa Arab Bagi Non Arab," *An-Nabighoh* 19, no. 1 (2017): 63–83, <https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.758>.

²⁷ Emy Lailatus Sa'idah, Aulia Aisa, and Amrini Shofiyani, "Pengembangan Bahan Ajar Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas Iv Mi Mamba'Ul Maarif Karangdagangan," *Allahjah* 3, no. 1 (2020): 75–94, <https://doi.org/https://doi.org/10.32764/allahjah.v3i1.2482>.

modules, audio teaching materials, audio visual teaching materials, and interactive multimedia teaching materials.²⁸

Learning Style

Learning style is a way to absorb and process information obtained.²⁹ Which are generally grouped into three, namely audio, visual, kinesthetic learning styles.

Visual learning style is a learning style through the sense of sight.^{30,31} With teaching media in the form of pictures, graphs, illustrations, slides and colorful writing. Children with visual learning styles have characteristics: speak quickly, are not distracted by noise, remember what is seen rather than what is heard, prefer to read rather than be read.³²

Audio learning style is a learning style through the sense of hearing with appropriate teaching media in the form of videos, voice recordings, and storytelling patterns with sound, rhythm, and tone.³³ Children with audio learning styles have characteristics: more likely to hear and remember what is discussed than what is seen, tend to learn or receive information by listening, easily distracted.^{34,35}

Kinesthetic learning style is a style of learning through moving, touching, and doing something that provides certain information so that he can remember it. The appropriate teaching media for this learning style is with props.³⁶ Children with kinesthetic learning styles have characteristics: memorizing by walking and seeing, using fingers as clues when reading, unable to sit still for a long time, wanting to do everything.³⁷

METHOD

This research is based on the interpretive paradigm, which is an approach that seeks explanations of social or cultural events based on the perspectives and experiences of the

²⁸ Sa'idah, Aisa, and Shofiyani.

²⁹ Dewi Nikmatul Latifah, "Analisis Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi Di Sekolah Dasar," *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 3, no. 1 (2023): 68–75, <https://doi.org/10.51878/learning.v3i1.2067>.

³⁰ Murni Setianingrum, "Penggunaan Variasi Media Ajar Terhadap 3 Gaya Belajar Siswa Dalam Pembelajaran Bahasa Jepang," *JAPANEDU: Jurnal Pendidikan Dan Pengajaran Bahasa Jepang* 2, no. 1 (2017): 1–8, <https://doi.org/10.17509/japanedu.v2i1.6561>.

³¹ Norhidayah, Marsiah, and Saidatul Abidah, "The Effect of Visual Learning Style on Learning Outcomes in Arabic Subjects," *Al-Muyassar: Journal of Arabic Education* 2, no. 1 (2023): 33–49, <https://doi.org/10.31000/al-muyassar.v2i1.6581>.

³² Awwalus Sanatil Hijriati and Dedi Riyan Rizaldi, "Identifikasi Gaya Belajar (Visual , Auditorial , Kinestetik) Pada Siswa MA Plus Nurul Islam Sekarbela," *Action Research Journal (ARJ)* 1, no. 1 (2024): 18–26, <https://ejournal.lembagaEinsteincollege.com/ARJ>.

³³ Setianingrum, "Penggunaan Variasi Media Ajar Terhadap 3 Gaya Belajar Siswa Dalam Pembelajaran Bahasa Jepang."

³⁴ Siti Nur Azizah and Afakhrul Masub Bakhtiar, "Gaya Belajar Audio Visual Dan Kinestetik Melalui Video Edukasi Terhadap Peserta Didik Madrasah Ibtidaiyah," *Al-Fatih: Jurnal Pendidikan Dan Keislaman V*, no. 2 (2022): 321–32.

³⁵ Lestari and Djuhan, "Analisis Gaya Belajar Visual, Auditori Dan Kinestetik Dalam Pengembangan Prestasi Belajar Siswa."

³⁶ Setianingrum, "Penggunaan Variasi Media Ajar Terhadap 3 Gaya Belajar Siswa Dalam Pembelajaran Bahasa Jepang."

³⁷ Hijriati and Rizaldi, "Identifikasi Gaya Belajar (Visual , Auditorial , Kinestetik) Pada Siswa MA Plus Nurul Islam Sekarbela."

people studied.³⁸ Through this approach, the researcher focuses on understanding how techniques or strategies used by teachers in teaching *mufrodat* to students in terms of learning styles. This study also describes students' understanding of the teaching done by the teacher.³⁹

The research method used in this study is descriptive qualitative, which is research aimed at analyzing, describing and summarizing various conditions and situations of various data collected from observations about the problem being studied.⁴⁰ The analysis was conducted to describe the teaching techniques used by the teachers and the students' responses to these methods, as well as to assess the extent to which the teaching techniques matched the students' learning needs and preferences.

The data collection techniques used in this study are:

First, observation is a data collection technique that involves direct observation of the participants and the context involved in the research phenomenon. In this case, the researcher records the teaching techniques used by the teacher and the students' responses to these techniques.

Second, interview is a data collection technique that involves direct interaction between the researcher and research participants which aims to gain an in-depth understanding of the experiences, views, and perspectives of individuals related to the matter under study. In this case, interviews were conducted with teachers to understand the techniques used and the reasons why, as well as interviews with students to find out their experiences and understanding.

Third, documentation involves collecting data from documents, archives, or other written materials related to the research phenomenon.⁴¹ The documentation collected by the researcher was in the form of photographs, attendance, teaching materials used, and students' *mufrodat* learning scores.

Data analysis is the process of organizing data so that it can be interpreted. Data organization means data classification with certain patterns, themes, or categories.⁴²

According to Miles and Huberman, there are 3 components of interactive model data analysis, namely data reduction, data presentation, and conclusion drawing / verification. a) Data reduction is a process of selecting or selecting, focusing or focusing and simplifying all types of information that support research data obtained and recorded during the data research process in the field. b) Data presentation is a process of compiling information that

³⁸ Muslim, "Varian-Varian Paradigma, Pendekatan, Metode, Dan Jenis Penelitian Dalam Ilmu Komunikasi," *Wahana* 1, no. 10 (2016): 77–85, <https://doi.org/10.33751/wahana.v1i10.654>.

³⁹ Riko Andrian and Widiya Yul, "Arabic Teaching Efficacy Model (ATEM): A Language Teaching Model Design," *International Journal of Arabic-English Studies* 23, no. 2 SE-Table of Contents (June 20, 2023): 369–84, <https://doi.org/10.33806/ijaes.v23i2.468>.

⁴⁰ Faizal Mulia, "Implementation of Organizational Culture on Village Owned Enterprises (BUMDes) Village Karangpapak Cisolok Subdistrict Sukabumi District," *Jurnal Ilmu Manajemen Retail (JIMAT)* 3, no. 1 (2022): 55–59, <https://doi.org/https://doi.org/10.37150/jimat.v3i1.1492>.

⁴¹ Ardiansyah, Risnita, and M. Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *IHSAN: Jurnal Pendidikan Islam* 1, no. 2 (2023): 1–9, <https://doi.org/10.61104/ihsan.v1i2.57>.

⁴² Beni Ahmad Saebani, *Metode Penelitian* (Bandung: CV Pustaka Setia, 2008).

gives the possibility of conclusions in qualitative research, this data presentation can be done in the form of brief descriptions, charts and the like. c) Conclusion drawing/verification, taken from data that has been analyzed and data that has been checked based on evidence obtained at the research location.⁴³ In this step, the researcher draws conclusions related to students' learning styles in learning *mufrodat*.

RESULT AND DISCUSSION

Analysis of Dominant Learning Styles in SMP Atthayyibah

Based on the results obtained, the more dominant learning style used by teachers in teaching Arabic *mufrodat* is the visual learning style. Although there is no structured mapping of learning styles among students, teachers naturally tend to use a visual approach in teaching. This is reflected in the various methods applied, such as the use of pictures and visualizations to help students understand and remember vocabulary.

One teacher, for example, relies on pictures to ensure students understand the pronunciation and meaning of vocabulary better. Despite the use of memorization and audio methods such as chanting mentioned by another teacher, the main focus remains on visuals.

The use of pictures is considered more effective because it can help students in recording and remembering vocabulary in a longer period of time. This result is in line with research conducted by Holimi which states that learning *mufrodat* using picture media is considered very effective.⁴⁴ In addition to this, obstacles such as students' lack of understanding of hijaiyah letters also encourage teachers to rely more on visualization in the learning process.

Thus, although learning style mapping is not specifically done, visual learning style remains a more dominant and effective approach among teachers in teaching *mufrodat* to students at SMP Atthayyibah. Just like the results of research conducted by Annisa Padila et al which states that the majority of students have a tendency to visual learning styles.⁴⁵ So this is the reason why the visual learning style is more dominantly applied, because it considers that this learning style is better understood by the majority of students.

The Impact of Different Learning Styles on Students

In *mufrodat* learning, students' learning styles can have a significant impact on their vocabulary acquisition. From the data obtained, it appears that the majority of students tend to have a visual learning style, as reflected in the teacher's assessment which shows that most students show optimal understanding of this learning style. In contrast, only a small number of students may have different learning styles, such as auditory or kinesthetic, so they cannot achieve optimal learning outcomes. This results in the visual approach becoming more dominant in teaching, as it suits the needs of the majority of students.

⁴³ Rony Zulfirman, "Implementasi Metode Outdoor Learning Dalam Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Agama Islam Di MAN 1 Medan," *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP* 3, no. 2 (2022): 147–53, <https://doi.org/10.30596/jppp.v3i2.11758>.

⁴⁴ Holimi, "Pembelajaran *Mufrodat* Dengan Menggunakan Media Gambar."

⁴⁵ Padila, Rahman, and Sholiha, "Identification of Arabic Learning Styles for Students on Class Xi Science At Al-Falah Senior High School Jambi."

Student who tend to learn visually find it easier to capture and remember vocabulary through the use of pictures, graphs and other visual materials. They can visualize vocabulary in a clearer context, which makes it easier to retain and recall the vocabulary. For example, teachers often use picture cards or infographics that help students connect words with concrete visual representations.

Conversely, students with auditory learning styles, who rely more on hearing in the learning process, may experience difficulties if the learning methods used do not involve audio elements. Likewise, kinesthetic learning styles, which prefer to learn through hands-on experience and physical activity, may face challenges in mastering *mufrodat* if the methods used do not involve physical elements or hands-on practice. Although they can understand vocabulary through games or physical activities, as well as from audio media, their mastery of vocabulary may not be as strong as visual learners, especially if the learning method used is not suitable for their learning style.

Overall, these differences in learning styles reflect how different learning approaches can affect the effectiveness of *mufrodat* acquisition. Approaches that are tailored to students' learning styles can improve learning outcomes and facilitate deeper vocabulary understanding. This result is in line with the results of a study conducted by Sakale & Ayoub which states that aligning vocabulary learning strategies with students' learning styles can improve learning outcomes and promote better understanding.⁴⁶

Relationship between Learning Style and Vocabulary Mastery

Although teachers do not formally map students' learning styles, they are naturally more likely to apply visual learning styles in vocabulary teaching. This results in most students, who have a visual learning style tendency, being able to understand and master vocabulary well. However, there is a small percentage of students with different learning styles such as auditory or kinesthetic who may not achieve the same level of vocabulary mastery.

This difference in vocabulary mastery is closely related to the mismatch between the dominant teaching method and the individual learning styles of students. Since the methods used favor visual learning styles, students with non-visual learning styles have difficulty in following and mastering the material. This suggests that the different learning styles applied by teachers contribute to variations in vocabulary acquisition among students, where students with learning styles that are not supported by visual teaching methods tend to be less optimal in their learning achievements. This is in line with research conducted by Susiati & Kartikasari which states that variations in learning styles used by teachers affect students' vocabulary mastery.⁴⁷

⁴⁶ Sana Sakale and Zrari Ayoub, "Effect of Learning Style on Learning Strategies (VLS): Language University Learners' Perceptions," *Progress in Language, Literature and Education Research Vol. 8 8* (2024): 136–56, <https://doi.org/10.9734/bpi/pller/v8/8614E>.

⁴⁷ Susiati and Nina Kartikasari, "Do the Techniques Really Improve Students' Mastery in Vocabulary?," *Journal of English Education and Teaching* 4, no. 2 (2020): 248–63, <https://doi.org/10.33369/ject.4.2.248-263>.

Adjustment of Methods to Students' Learning Styles

Based on the research findings regarding the implementation of students' learning styles in vocabulary learning at SMP Atthayyibah, it was found that the school has not formally conducted an individual learning style mapping for each student. This is because the school believes that the methods used in teaching vocabulary are already sufficiently effective to reach the majority of students. Instead, the school only conducts an initial identification to distinguish students who already have a basic knowledge of Arabic vocabulary from those who do not. This identification focuses more on students' initial knowledge of vocabulary rather than on a more in-depth analysis of their learning styles. As explained by Fadlul, this approach is based on the belief that the general approach applied can be effective for the majority of students without the need to differentiate learning styles in greater detail.⁴⁸

In practice, the teachers predominantly use memorization as the main strategy in vocabulary teaching. Various memorization techniques applied by each teacher have proven to yield positive results, particularly in helping students remember vocabulary more quickly and accurately. One technique employed is memorization with the aid of visual media, where each vocabulary word taught is accompanied by an image that represents the meaning of the word.

According to Ridwan, the use of images is highly effective in helping visual learners to understand and retain vocabulary more easily, as they can associate words with visual representations.⁴⁹ Additionally, as stated by Mega Trimangtiyas, the method of memorization through singing is also implemented by several teachers. This technique has been proven to enhance student engagement in learning while simultaneously aiding them in memorizing vocabulary through rhythmic and melodic patterns. With these methods, students are able to comprehend and recall vocabulary more quickly, significantly improving their vocabulary acquisition compared to traditional memorization methods that rely solely on verbal repetition.⁵⁰ This aligns with the findings of Riko.⁵¹

However, although these methods have been proven effective for the majority of students, there is a potential that students with different learning styles, such as auditory or kinesthetic learners, may not benefit optimally. The use of images and songs is indeed very helpful for visual and auditory learners, but students with kinesthetic learning styles may require approaches that involve physical activities or hands-on practice to effectively master vocabulary. Therefore, while the methods implemented at SMP Atthayyibah have shown positive results in vocabulary teaching, it would be beneficial for the school to consider conducting a more in-depth mapping of students' learning styles in the future. This would

⁴⁸ Fadlul Amdhi Yul, Widiya Yul, and Edy Susanto, "Pengaruh Media Pembelajaran Interaktif Terhadap Hasil Belajar Siswa Kelas X SMKS 9 Muhammadiyah Kota Bengkulu," *At-Ta'lim: Media Informasi Pendidikan Islam* 21, no. 2 (2022): 164–74, <https://doi.org/10.29300/attalim.v21i2.9095>.

⁴⁹ Ridwan and A. Fajar Awaluddin, "Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Mufradat Dalam Pembelajaran Bahasa Arab Di Raodhatul Athfal," *DIDAKTIKA: Jurnal Kependidikan* 13, no. 1 (2019): 56–67, <https://doi.org/10.30863/didaktika.v13i1.252>.

⁵⁰ Mega Primaningtyas, "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab," *Jurnal Komunikasi Dan Pendidikan Islam* 1, no. 1 (2018), <https://doi.org/10.36668/jih.v1i1.156>.

⁵¹ Widiya Yul and Riko Andrian, "Penerapan Metode Bernyanyi Dalam Pembelajaran Kosakata Bahasa Arab Sebagai Upaya Meningkatkan Motivasi Belajar Siswa," *El-Fata: Jurnal Ilmu Tarbiyah* 02, no. 02 (2022): 95–103, <https://doi.org/https://doi.org/10.36420/ef.v2i02.157>.

allow for the implementation of more varied learning methods tailored to the needs of each student, ensuring that every student, regardless of their learning style, can effectively master vocabulary.

This is in line with the results of research conducted by Furoidah & Lailatal that image media can be used to improve students' mastery of Arabic *mufrodat*.⁵² Also research conducted by Imron & Fajriyah, that there is a significant effect of using the singing method on the ability to memorize *mufrodat*. The use of the singing method can increase capture and memory in the learning process.⁵³

Although in its application, this method faces several obstacles. First, pictures that are not accompanied by appropriate explanations and pictures that are not clear enough to represent the meaning of the vocabulary can cause students to experience confusion. Secondly, teachers need to prepare songs and lyrics that are suitable for the *mufrodat* to be taught. Because the mismatch of the lyrics with the length and shortness of the *mufrodat* vocabulary can result in the delivery of inaccurate information to students. Third, there are variations in students' ability to memorize. Some students are able to memorize quickly, while others are less motivated, or take longer and tend to forget quickly. As stated by Muliatno, there are 2 problems in learning Arabic, linguistic and non-linguistic. Linguistics includes sound system, vocabulary, and writing. While non-linguistic is a factor outside the language which includes teachers, learners, environment, and facilities.⁵⁴ In this context, according to Widiya, religious linguistics in Arabic language learning is related to how the language is used to understand and internalize religious texts, such as the Qur'an and Hadith. The sound system and pronunciation in Arabic play a crucial role in comprehending the religious meanings embedded in sacred texts. The vocabulary used in Arabic also carries a profound theological dimension, where each word or term holds a broader meaning within the context of faith and worship.⁵⁵ Therefore, in addition to mastering the technical linguistic aspects, students must also understand the religious linguistic dimension to better grasp the meanings contained in religious texts with greater accuracy and depth.

From the conclusion above, it can be inferred that although there is no systematic mapping of learning styles, the varied memorization methods, such as the use of pictures and songs applied by each teacher, can enhance the effectiveness of Arabic vocabulary teaching. This highlights the importance of varying teaching methods to meet students' needs, even in the absence of in-depth learning style mapping.

⁵² Asni Furoidah and Masruroh Lailatal Jum'ah, "Peningkatan Penguasaan *Mufrodat* Bahasa Arab Dengan Media Gambar Pada Siswa Kelas XI I MA As-Sunniyyah Kencong Jember," *An-Nuqthah: Journal of Research & Community Service* 3, no. 1 (2022): 1–7, <https://doi.org/https://doi.org/10.1234/an-nuqthah.v2i1>.

⁵³ Ali Imron and Dewi Farda Fajriyah, "Penggunaan Metode Bernyanyi Dalam Menghafal *Mufrodat* (Kosakata) Bahasa Arab Di MI," *Dawuh Guru: Jurnal Pendidikan MI/SD* 1, no. 1 (2021): 41–56, <https://doi.org/https://doi.org/10.35878/guru.v1i1>.

⁵⁴ Muliatno, "Problematika Pembelajaran Bahasa Arab," *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan Dan Bahasa* 1, no. 3 (2023): 17–28, <https://doi.org/10.61132>.

⁵⁵ Widiya Yul and Riko Andrian, "Indonesian Muslims and Arabic Language: Leaves Aand Light in The Realm of Religi-Linguistics," *Journal of Arabic Linguistics and Education* 10, no. 1 (2024): 21–43, <https://doi.org/https://doi.org/10.28918/alsinatuna.v10i1.8499>.

CONCLUSSION

In teaching Arabic vocabulary at SMP Atthayyibah, although no formal mapping of students' learning styles is conducted, teachers tend to apply the visual method, especially through the use of picture media. This approach proves to be effective for the majority of students who have visual learning style tendencies, facilitating better understanding and memorization of vocabulary. However, a minority of students with auditory or kinesthetic learning styles face challenges in mastering the material. Although the method used increased the effectiveness of learning, there were constraints such as the preparation of appropriate materials and variations in memorization ability among students.

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