



## IMPLEMENTATION OF THE KEYWORD MNEMONIC METHOD AND ITS EFFECTIVENESS IN IMPROVING ARABIC VOCABULARY MASTERY

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### ABSTRACT

This study aims to determine: 1. Arabic vocabulary mastery of MTs Plus Darul Hufaz Jatinangor students before implementing the mnemonic method, 2. Arabic vocabulary mastery of MTs Plus Darul Hufaz Jatinangor students before implementing the mnemonic method, 3. The effectiveness of implementing the mnemonic method with keywords on mastery Arabic Vocabulary Students MTs Plus Darul Hufaz Jatinangor. This research is experimental, using a quasi-experimental design model. This study has two variables, and the first is the independent variable, namely keyword mnemonics, and the second dependent variable is Arabic vocabulary mastery. The population of this study was all students of class VII MTs Plus Darul Hufadz Sumedang. Then a sample of class VII B was selected as the experimental class and VII A as the control class. The data collection technique is by giving a pretest, pretest, and posttest as a test. The data analysis technique uses the "t" test with the help of SPSS, which previously carried out the analysis prerequisite test. The results of this study are the results obtained from these calculations is the value of Sig. (2-tailed) of 0.000. Sig results. (2-tailed) of 0.000, which means that this value is smaller than 0.05, which can be concluded that Ha is accepted and Ho is rejected.

**Keywords:** Arabic Learning, Arabic Vocabulary, Mnemonic Method

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1. penguasaan kosakata bahasa Arab siswa MTs Plus Darul Hufaz Jatinangor sebelum implementasi metode mnemonic, 2. penguasaan kosakata bahasa Arab siswa MTs Plus Darul Hufaz Jatinangor sebelum implementasi metode mnemonic, 3. efektivitas implementasi metode mnemonic kata kunci terhadap penguasaan kosakata bahasa Arab Siswa MTs Plus Darul Hufaz Jatinangor. Penelitian ini merupakan penelitian eksperimen, dengan model desain eksperimen kuasi (Quasi Experimental) Penelitian ini memiliki dua variabel, yang pertama variabel bebas yaitu mnemonic kata kunci, yang kedua variabel terikat yaitu penguasaan kosakata bahasa Arab. Populasi penelitian ini adalah seluruh siswa kelas VII MTs Plus Darul Hufadz Sumedang. Kemudian dipilih sampel kelas VII B sebagai kelas eksperimen dan VII A sebagai kelas kontrol. Teknik pengumpulan data yaitu dengan memberikan pretest dan posttest berupa tes. Adapun teknik analisis data menggunakan uji "t" dengan bantuan SPSS yang sebelumnya dilakukan uji prasyarat analisis. Hasil penelitian ini yaitu hasil yang diperoleh dari perhitungan tersebut adalah nilai Sig.(2 tailed) sebesar 0,000. Hasil sig. (2 tailed) sebesar 0,000 yang berarti bahwa nilai ini lebih kecil dari 0,05 dimana dapat disimpulkan bahwa Ha diterima dan Ho ditolak .

**Kata Kunci:** HOTS, Keterampilan Bahasa Arab, Pembelajaran Bahasa Arab, Penilaian

## INTRODUCTION

Education is the central aspect of human self-development and is a bridge to increasing knowledge. Education is also a significant supporting factor for the development of human civilization in the country. Education is one of the essential things in a person's life because it can improve one's thinking and behavior. Quality education produces competent graduates or staff, and vice versa (Anggriyani & Hrp, 2021). Learning is one of the benchmarks for progress or not the nation's progress because Learning is essential for the country's life and becomes an investment for the country's next generation for the progress and prosperity of the country and state. As explained in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Learning System Chapter 1 Article 1, Learning is a conscious and planned effort to create a Learning atmosphere and learning process so that students actively develop their potential religious and spiritual power, self-control, manners, and intelligence of noble character, the necessary skills, people of the nation and state.

According to Sya'bani, Learning is a component of the lives of people and citizens in dynamic conditions where the demands of personal competence change occasionally. In the digital era, education aims to shapeshift and increase things, namely, improving quality, feasibility, and scientific power (Rachmawati & Nugrahawan, 2022). learning Arabic is learning that emphasizes language skills, namely listening, speaking, reading, and writing skills. The ability to understand other people's speech is called receptive ability; this ability can also be used to understand reading. Productive ability, namely the ability to use language as a means of communication both orally and in writing (Sanah dkk., 2022). According to Chaer, language acquisition occurs in a child's brain when acquiring their mother tongue (Zaenuri & Maemonah, 2021).

According to Abdillah, Learning is a conscious effort individuals make to change behavior through training or experience involving cognitive, affective, and psychomotor aspects to obtain specific goals. Meanwhile, according to Slameto, Learning is a business process carried out by a person to get a new change in behavior as a whole as a result of his own experience in interaction with his environment. Another opinion from Lisnawaty Simanjuntak about Learning is, Learning is a relatively permanent change in potential behavior that occurs as a result of training with reinforcement which does not include changes due to maturity, fatigue, and possession of the nervous system or, in other words learning and understanding something so that there is a change in someone who learns.

According to Badruzzaman, Etymologically, the teacher is the person who does guidance. This understanding gives the impression that teachers are people who do in education. In Islamic educational literature, teacher means *Ustadz*, *Mu'alim*, *Murabby*, *Mursyid*, *Mudarris*, and *Mua'ddih*, which, although contrasting, mean the same ideologically (Sa'adah dkk., 2022). One of the abilities that a teacher must choose to improve his professional competence is the ability to develop learning methods. An educator must pay attention to these developmental aspects in carrying out education. Of the many components of education, the teacher is essential in improving education (Cut Juliana, 2018).

According to Eliza, the problem of forgetting is not a strange thing in everyday life because all humans experience it. No exception, when learning mathematics, we often encounter students or teachers who experience "cannot remember" or "forget." Forgetting is losing the ability to mention or bring up what we have previously learned. Meanwhile, Gulo and Reber, in Eliza, define forgetting as the inability to recognize or remember something that has been learned or experienced. Thus, forgetting is not an event of losing information and knowledge from our minds. The process of extracting memory or memory of the knowledge obtained is very

influential in the learning process. In extracting or recalling the results of this study, difficulties or problems can occur. Learning outcomes or knowledge stored in memory cannot be found, so knowledge cannot be used as expected (Eliza Verdianingsih, 2020).

Syamsu details that learning Arabic is considered adequate both in terms of process and results if the targeted goals can be achieved optimally and in harmony with the program that has been announced; the process runs humanely, dynamically, productively, and in a conducive and pleasant environment; theoretical and pragmatic value for students; applied professionally by competent teachers; and the results of the evaluation prove progress, achievement and good image of the Arabic language. To achieve effective Learning of Arabic, teachers should apply strategies based on a clear vision, mission, and orientation and have a reformist spirit (Syamsu, 2022).

It is known that the teaching of Arabic as a foreign language in Indonesia has taken place since the arrival of Islam in it, the primary purpose of which is to teach Arabic to religious inspiration and understand the laws of both. The primary sources of Islam, namely the Al-Qur'an and As-Sunnah, are written in Arabic (Ali dkk., 2022). Arabic is one of the main subjects taught in madrasas, both ibtidāiyyah, tsānawiyah, and aliyah, as well as Islamic-based madrasas. Seeing its existence as a foreign language in Indonesia since the 7th-8th century AD, along with the entry of Islam into Indonesia, Arabic became a language that was quite influential in the life of the Indonesian nation. Arabic is a language that has spread to all corners of the world, including Indonesia, which has a diversity of ethnicities, cultures, and languages.

Nevertheless, the plurality of languages in the archipelago does not cover languages from abroad, including Arabic. Many Indonesians have adopted Arabic. Then, the increasing number of Indonesian people interested in Arabic automatically requires competent teachers (S. Sudirman dkk., 2021).

This language is used officially by approximately 20 countries. Another reason is that Arabic is the language of the holy book and the guidance of the religion of Muslims around the world, so of course, it is the language that has tremendous significance for billions of Muslims worldwide, both Arab and non-Arab nationals. Apart from being a spoken language, Arabic is also a written language. This written language has built a Muslim scientific tradition (Pera Aprizal, 2021). This foreign language has been taught for quite a long time in Indonesia, but there are still many problems encountered when teaching, as well as what happened to students at MT's Plus Darul Hufadz Sumedang. Many still think Arabic is difficult to learn, so it becomes a scourge for most students.

The success of the learning process in the classroom depends on how creative the teacher is in teaching. The essence of the lesson plan is to determine the optimal learning method to achieve the desired learning outcomes. The main focus in learning design is on selecting, determining, and developing learning method variables. Therefore, the teaching and learning process dramatically determines the success of learning outcomes, and learning strategies depend on the teacher's expertise in using learning methods and techniques (Alam, 2019). The selection of learning methods must be based on analyzing the conditions and learning outcomes. The analysis will show how the learning conditions are and what the expected learning outcomes are. After having complete information about the actual conditions and expected Learning outcomes, determine and develop learning methods from learning designers.

The teaching and learning process at MT's Plus Darul Hufadz Sumedang in teaching Arabic in class VII is quite attractive to students. However, when students find difficulties in learning Arabic, their enthusiasm immediately decreases, and they are less enthusiastic about learning Arabic, especially when they have to memorize or remember vocabulary. Arabic. In general,

students are not happy with memorizing activities because, for them, memorization is boring. Through the learning model presented by the teacher, students are less enthusiastic, especially in their daily lives, using Indonesian and Sundanese to communicate, so they have difficulty learning Arabic, especially Arabic vocabulary. Departing from the above, one effort to solve this problem is to use the mnemonic method.

The word Mnemonic comes from the ancient Greek word Mnemosyne. The word Mnemonic can be briefly defined as helping students' memory. Suherman stated, "Mnemonic is a memory aid" (Eman Suherman, 2003). Stine, mnemonics is the brain's ability to connect words, ideas, and fantasies. Based on this definition, it can be said that mnemonics are techniques to make it easier to remember something that is done by making formulas or expressions or connecting words, ideas, and fantasies. In other terms, mnemonics mean techniques for utilizing memory in specific ways (Rasiban, 2013).

According to Eric Jeansen's theory, a Mnemonic is a method to help remember large amounts of information involving three elements: coding, maintenance, and recall. The advantages of the Mnemonic method include: 1) it is fun; 2) it can improve memory; and 3) fishing to be more creative. While the shortcomings of the Mnemonic method include: 1) only students who are actively involved; 2) not entirely students who study; and 3) the teacher must be able to direct students in this method (Hasyim & Sudjono, 2020a).

The Mnemonic method can help students teach the material in a way that is easy to remember/understand. This method works to activate the function of the right brain, where students are trained to compose a story, song, and picture using their imagination to become something exciting and fun. I use this method to make it easier for students to remember something, thereby reducing obstacles in the learning process. As Juliana said, using the Mnemonic method greatly influences student learning (Cut Juliana, 2018). *Mnemonic* is a strategy for remembering some information obtained using the help of abbreviations or presuppositions, which involve three elements: coding, maintenance, and recall (Baiq Winda Rahmatia dkk., 2020).

Chaplin added that *the Mnemonic* in the Complete Dictionary of Psychology is the art of reminding memory with help. According to Muhibbin, a Mnemonic is a unique trick used as a mental "hook tool" to enter information items into students' minds (Nurfadilah dkk., 2022). Memory can include entering, storing, and recalling objects received. Memory is not only limited to the inclusion of these three aspects. However, many factors help and hinder memory. A person's memory retention depends on the technique and ability itself (Hasyim & Sudjono, 2020b). To strengthen the research design on this mnemonic method, the researcher made observations and searched various relevant research literature; the following are some of the results of previous studies related to this research, namely:

*First*, research by Yokhana Ardika titled "Effectiveness of the Mnemonic Method given Memory and Mathematics Learning Outcomes of Class X TPA SMK N 2 Depok Sleman." This study aims to 1) Know the effectiveness of using the mnemonic method in terms of students' memory in remembering trigonometry formulas and 2) Know the effectiveness of using the mnemonic method in student learning outcomes in trigonometry material. This type of research is quasi-experimental with a qualitative-quantitative descriptive research approach. The subjects in this study were students of class X Mechanical Engineering A SMK N 2 Depok Sleman as the experimental class. The research results, data analysis, and discussion conclude that the mnemonic method effectively teaches trigonometry regarding memory and student learning outcomes (Ardika, 2016).

*Second is research by Iqlima Nurfadilah et al., 2022, titled "Application of the Mnemonic Method in Thematic Learning to Increase Student Learning Motivation." The background of this research is the low motivation of student learning in thematic Learning at SD Negeri Tegallega in the 2021/2022 academic year. This research aims to increase the motivation of third-grade students by using the Mnemonic method. This research method uses Classroom Action Research (CAR). Data collection techniques used are questionnaires, observation sheets, and documentation. The data analysis technique used is quantitative descriptive analysis to analyze the results of the final questionnaire and the results of observations of each action. The learning process is carried out by researchers using the Mnemonic method. The research was conducted in 2 cycles. The study results in show that applying the Mnemonic method in thematic Learning can increase the motivation of third-grade students at SD Negeri Tegallega. This is indicated by an increase from before the action and each cycle. Before taking action, the percentage of students who have learning motivation in the good category is 31%. In cycle, I, the percentage of students with learning motivation in the excellent learning category is 73%. In cycle II, the percentage of students with learning motivation in the good category is 94%. In conclusion, there is an increase in student learning motivation in thematic Learning using the Mnemonic method approach, which class III students at SDN Tegallega achieve. (Nurfadilah dkk., 2022)*

*Third, Yatini's research, a student of the Faculty of Tarbiyah and Teaching Sciences, Sunan Kalijaga State Islamic University, Yogyakarta, in 2017 with the research title The Effectiveness of the Mnemonic Method in Islamic Cultural History Learning at MTs Muhammadiyah Gedongtengen Yogyakarta. This study aims to describe and critically analyze the background of the application of the mnemonic method, the learning process using the mnemonic method, and the effectiveness of Learning using the mnemonic method in Islamic Cultural History subjects. This thesis research shows that SKI learning runs effectively with the mnemonic method, both in the process and learning outcomes. The average student score from the formative test results shows that all students have achieved the specified SKI KKM score.*

*Fourth, research by Kartika Asmarani, a Faculty of Social Sciences, Semarang State University student in 2013 with the research title The Effectiveness of the Mnemonic Method in Improving Memory of Class IX Students of SMP Negeri 2 Tap Sluke in History Subjects in the 2012/2013 Academic Year. This study aims to determine the memory level of students in the treatment group in history subjects tested after treatment, to determine the memory level of control group students in history subjects tested after treatment, and to find the effectiveness of the Mnemonic method in increasing the ability to remember history subjects. This study's results indicate that the mnemonic method effectively improves students' memory of historical subjects.*

*Fifth, the research of Muhammad Rofiqi, a Department of Arabic Language Education student at the Indonesian University of Education in 2012 with the research title The Effectiveness of the Mnemonic Method in Improving Students' Ability in Tajwid Science: Quasi-Experimental Study of Class V MI Nurul Huda Rancaekek Bandung. This experiment uses rhythm/song, acronyms, and acrostic techniques. The results of this study indicate that the use of the mnemonic method in learning tajwid is more effective than the conventional method.*

Light review literature suggests that mnemonics can be used at all ages. This statement is reinforced by the results of Anjoma Frouz and Tajalli's research regarding the mnemonic method using associations in 43 students in Iran who found no effect of age differences in using the helpful way. They revealed that mnemonic keywords could be used to memorize foreign language vocabulary in individuals of different ages (N. A. Sudirman & Ridha, 2017).

Joyce revealed several stages that can improve memory in mnemonics. The stages of learning the mnemonic method, first in using mnemonics, is to provide material or materials to be studied. Use the underlining technique or make a memorized list. The second stage is to make material connections, making the material easier to remember and develop using techniques for making keywords, pronouns, or word connections. The next stage is to sharpen memory; techniques can sharpen memory, for example, by using funny, ridiculous, or exaggerated words. The final stage is repeat practice, which repeats the material until it is completely understood (Ardika, 2016).

From the several research studies, there are similarities and differences with the research conducted by the researcher. The similarity lies in the discussion of the use of the Mnemonic method. While the difference is from the subject matter of the research title, the location and level of the madrasa studied and the formulation of the problem from each study differ.

## METHOD

This research is experimental research with a quasi-experimental design model. This study has two variables; the first independent variable is the keyword mnemonic, and the second dependent variable is Arabic vocabulary mastery. The population of this study was all students of class VII MTs Plus Darul Hufadz Sumedang. Then a sample of class VII B was selected as the experimental class and VII A as the control class. The data collection technique is by giving a pretest and posttest as a test. The data analysis technique uses the "t" test with the help of SPSS, which previously carried out the analysis prerequisite test. This study aims to find out whether learning Arabic using keyword mnemonics is more effective than learning Arabic without using keyword mnemonics on Arabic vocabulary mastery of class VII MTs Plus Darul Hufadz Sumedang by observing the change in the average pretest to posttest scores on each class (experimental class and control class).

## RESULTS AND DISCUSSION

### Mnemonic Method

The method comes from Latin, meaning "way or way." According to Robert Ulich, the term method comes from the Greek: meta ton odon, which means to proceed correctly. The Big Indonesian Dictionary defines the method as "a systemic way of working to facilitate implementation to achieve what has been determined." In other words, it is a systematic way to achieve specific goals (Ahyat, 2017). While the term "method" in Arabic, "*thariq*" or "*thariqah*," according to Echols and Shadily, usually means a way or way. In English terms, "method" is also defined as a way. Meanwhile, according to Ali, the word "learning" in Arabic, "*ta'allum*," from the verb "*ta'allama-yata'allamu*," means "*li'ta'alluf*," which means to produce everything that is taught. Thus, the learning method is a systematic way to achieve the goals led by science (Shofwan, 2017).

The learning process is known for several terms that have similar meanings, so people often feel confused about the difference. These terms are (1) learning approach, (2) learning strategy, (3) learning method; (4) learning techniques; (5) learning tactics; and (6) learning models. In the following, these terms will be explained with the hope of providing clarity regarding the use of these terms (Sudrajat, 2008). The learning method is a systematic series of actions carried out by the teacher in teaching a subject matter (Mufidah & Zainudin, 2018).

*Mnemonic* comes from the Greek, namely Mnemosyne. This word is taken from the name of the god Mnemosyne in Greek mythology, which means attentive. Mnemonic is a technique that educators can use to improve students' memory by associating thoughts in interpreting and

understanding words, ideas or ideas, or images so that they are easily stored by memory in the long term. A Mnemonic is a tool to stimulate memory or media to remember something, often verbal and sometimes in symbols. (Baharun, 2018)

According to Jensen, a Mnemonic is a method to help remember large amounts of information involving three elements, namely: coding, maintenance, and recall. (Eliza Verdianingsih, 2020) By applying some Mnemonic techniques to remember something information. The memory process will be more straightforward because mnemonics always use the principle of association (connection) with something else. These techniques are as follows:

1. *Loci Method*

Loci is a mnemonic tool that associates places or objects in a known location with things you want to remember. Usually, this method involves places as visual memories and then remembering everything in that place to connect each part to a unified whole. Moreover, everything from that place contains everything we want to remember or memorize.

2. *Link-Word*

The linked word technique memorizes foreign language words or abstract concepts. Linking words is another association technique that verbally and visually links words of similar background to the word or concept you want to remember.

3. *Mnemonic Acronym System*

Acronyms are a way of remembering words by using each first letter of a group of words (sentences) to become a new word. Usually, this acronym is functional/valuable when we remember the words to be in a particular sequence and meaningful to us.

4. *Chunking*

This technique is generally used to remember/memorize numbers/numbers, although ideally, it is just as well used for remembering everything. Because a person's working memory has such a limited capacity, it is difficult for most people to learn long strings of numbers. However, if the number can be placed in chunks, it will be easier to remember. The theory is that instead of memorizing an eight-digit number altogether, it is better to divide the numbers into parts (Fitriana, 2019).

5. *Bookmarks or Keywords*

The marker word system is a mnemonic tool that associates/connects one word with another through an action or image using a concrete object. This marker word system is beneficial in remembering numbers. Significant words can be words that are created by themselves or words that are already known to the public.

## Mnemonic Keyword

Methods to improve memory are primarily based on mnemonic techniques, one of which is the keyword technique. The keyword technique has been widely used, especially for memorizing foreign language words, sayings, and abstract concepts. This method associates an individual's memory with his verbal and visual abilities, namely using words that sound similar to words or information concepts that must be memorized. For example, to remember immunization, we often associate it with the Javanese calendar, which mentions the word month as *sasi*. By remembering the Javanese calendar, we remember the meaning of the word immunization. The mnemonic method or strategy is memorizing by associating words, ideas, or ideas with exciting pictures. The "Mnemonic" strategy works to activate the function of the right brain, where children are trained to make up a story, imagination, song or rhythm, and pictures so that material becomes something unique, engaging, and fun.

## Arabic Vocabulary

Language, according to Kusni Budi Santoso (1990: 1), is a series of sounds produced by the human vocal organs consciously, and a system governs that language; as a system, then language is formed by specific rules, rules, or patterns, both in the field of sound, word form, and sentence structure. Communication can be disrupted if these rules, norms, or patterns are violated (Qomaruddin, 2017). Language cannot be separated from the vocabulary. Vocabulary is one of the essential language elements that someone must possess in learning a foreign language, as well as Arabic. (Muna, W., 2011) The three elements of language are sound/pronunciation (phonology), vocabulary (lexicon), and sentence structure (syntax). When someone learns Arabic, the initial step that is learned is vocabulary because it is impossible for someone to master Arabic without learning Arabic vocabulary.

According to Ibrashi, Arabic is one of the subjects in the education curriculum and is very important to learn. Language is a means of culture, a manifestation of mentality, one of the elements of independence, and a substantial building of nationalism, and the life of the language is the life of the nation and the progress of the nation. Furthermore, today we call and say: We must define the Arabic language, work to advance it and its literature, and study it at every level of education (Hasibuan & Yunaldi, 2022).

Learning language has been a means of human communication since the beginning of human creation in the life of this world. Abd al-Majid said that language is a set of signs that a person uses for the life of this world. Abdul Majeed said that language is a set of characters used by someone to express thoughts, feelings, emotions, and desires for something (Hermawan, 2011). Learn and Learning are two things that are closely related and cannot be separated in educational activities. Learning and Learning is a form of education that creates an interaction between teachers and students. Teaching and learning activities carried out, in this case, are directed to achieve specific goals that have been formulated before teaching is carried out. The teacher consciously plans his teaching activities (Pane & Dasopang, 2017).

Arabic is subject-oriented towards encouragement and guidance, developing and strengthening abilities, and promoting a positive attitude towards receptive and productive Arabic. With this aim, students can have the ability to understand and use Arabic as a communication tool both orally and in writing because Arabic language skills are critical in helping to understand the source of Islamic knowledge, namely the Koran and Hadith and Arabic books related to Islam for students (Fakhrurrozi & Mahyudin, 2015).

Adequate Arabic vocabulary can certainly support someone in communicating and writing in Arabic. Thus, vocabulary mastery is essential in learning a language and developing one's ability in a language that will be mastered. The quality of a person's language skills depends on the quantity and quality of their vocabulary; the more prosperous our vocabulary, the more likely we are to be skilled at speaking. (Tarigan, H, 2011)

In learning vocabulary (*Mufradāt*), teaching is not just teaching vocabulary then asking students to memorize. However, students are considered capable of mastering *Mufradāt* if they have achieved indicators of mastery of *Mufradāt*; some of the indicators of mastery of *Mufradāt* are put forward by Mustofa below. 1) Students can translate *Mufradāt* forms well. 2) Students can pronounce and rewrite *Mufradāt* properly and correctly. 3) Students can correctly use *Mufradāt* in numbers (sentences) in speech and writing. (Azizah, 2020). Rosyidi explained that *Mufradāt* is very important in learning Arabic. Using the right *Mufradāt* in a sentence can help understand the message's meaning through language. *Mufradāt* Learning is related to the mastery of the meaning of words and is used in the appropriate place (Tamsil, 2020).



*Mufradāt* is one of the language elements foreign language learners must possess, including Arabic. Adequate Arabic vocabulary can support someone in communicating and writing in that language. Thus, it can be said that speaking and writing, which are language skills, cannot be supported by the knowledge and mastery of rich, productive, and actual interpreters.

According to Horn in Hijriyah, *Mufradāt* is a group of words that make up a language. The role of *Mufradāt* in mastering the four language skills is essential; as Vallet stated, the ability to understand the four language skills depends on one's mastery of one's *Mufradāt*. However, language learning is not synonymous with just learning *Mufradāt* because language proficiency is insufficient to memorize much *Mufradāt* (Tamsil, 2020).

*Mufradāt* is a collection of certain words that will form a language. Word is the smallest part of the language that is free. This understanding distinguishes between words and morphemes. Morphemes are the minor units of language that cannot be divided into smaller meaningful parts with relatively stable meanings.

### Vocabulary Mastery of Darul Huffaz Jatinangor MTs Plus Students Prior to the Implementation of the Mnemonic Method

MTs Plus Darul Hufadz, which is located at Jl. Raya Cipacing-Rancaekek Km. 20 Kp. Bojong RT 03/15 Cipacing Village, Jatinangor District, Sumedang Regency. MTs Plus Darul Hufadz is a private school that was founded in 2008; it started as SMPIT Darul Hufadz and in 2009 became MTs Plus Darul Hufadz because it is under the auspices of the Indonesian Ministry of Religion by Decree Number D/Kw.10/MTs/1501/2009 dated 10 September 2009 and at the same time received an active license by Decree Number: Kw.10.4/4PP.00.5/6497/2009 on the same date, and received a Madrasah Statistics Number: 121.2.32.11.0045.

Based on the results of observations about students' mastery of Arabic vocabulary at MTs Plus Darul Hufadz, it will be presented as follows: There is a gap in ability between students in learning Arabic. Lesson hours are reduced according to school policy. The condition of students who are not conducive to participating in Learning that is carried out online. Some students do not do assignments. Meanwhile, the results of interviews with teachers stated that there were obstacles to learning Arabic, which was only teacher centers at first, according to interviews with several students. When the Pretests were carried out, the results of mastering Arabic vocabulary were as follows:

		Statistics	
		PretestPretest kontrol	Post-test Kontrol
N	Valid	30	30
	Missing	0	0
Mean		39.33	63.33
Median		40.00	62.50
Mode		35	60
Minimum		30	50
Maximum		55	75

The results of SPSS 25 calculations from the pretest values in the control class are known to have a minimum value of 30, a maximum of 50, a median of 40.00, with an average of 62.50. At the same time, the post-test scores in the control class have a minimum value of 50, a maximum of 55, a median of 62.50, with an average of 63.33. This test begins by giving a pretest

in the experimental class. The time given to students is about 45 minutes. After the pretest, the researcher learned *kalām* and *istimā'* in aspects of Arabic vocabulary using the Keyword Mnemonic method.

According to Supardi, effective Learning is a structured combination, including human beings, materials, facilities, equipment, and procedures directed at changing student behavior in a positive and better direction according to students' potential and differences to achieve predetermined learning goals (Rohmawati, 2015). In the realm of psychology, an individual who is in the learning process, of course, sometimes feels bored, tired, and unfocused. This could happen because of human nature, which can be overcome by a teacher's expertise in class management. Among the scenarios for a teacher to overcome the existence of the things above is to instill a happy attitude among students in Learning. Namely by using language games to learn Arabic (Arifin, 2017).

**Mastery of Arabic Vocabulary After the Implementation of the Mnemonic Method for Students of MTs Plus Darul Huffaz Jatinangor**

After the lesson was finished and to find out the students' comprehension abilities, the researcher conducted a posttest to find the differences in students' understanding abilities before and after learning using the Keyword Mnemonic method. The results are as follows:

		Statistics	
		PretestPretest control	Post-test Kontrol
N	Valid	30	30
	Missing	0	0
Mean		49.00	86.00
Median		50.00	90.00
Mode		50 <sup>a</sup>	90
Minimum		35	70
Maximum		60	95

It is known that the results of SPSS 25 calculations from the pretest values in the control class are with a minimum value of 35, a maximum of 60, a median of 50.00, with an average of 49.00. In contrast, the post-test scores in the control class have a minimum value of 70, a maximum of 92, and a median of 90.00, with an average of 86.00.

Learning methods are needed in schools, especially for learning in the classroom. Trianto stated that the learning model is a plan or pattern to guide classroom or tutorial learning. Pupuh and Sobry argue that the more precise the methods teachers use in teaching, the more effective it is hoped that learning objectives will be achieved (Nasution, 2017).

**The Effectiveness of the Implementation of the Keyword Mnemonic Method on Arabic Vocabulary Mastery of MTs Plus Darul Huffaz Jatinangor Students**

**Normality Test**

The normality test helps us know that each sample comes from a usually or not normally distributed population. The data normality test in this study was carried out using the SPSS 25 data processing program through the Kolmogorov-Smirnov normality test with the significance criterion > 0.05. The data is usually distributed, and if the significance is <0.05, then the data is not normally distributed. The results of the normality test in this study are as follows:

class	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretestpretest kontrol	.185	30	.010	.909	30	.014
Result post-test kontrol	.168	30	.031	.926	30	.038
pre-test eksperimen	.146	30	.200	.902	30	.010
post-test eksperimen	.253	30	.102	.864	30	.001

The table above shows that the Kolmogorov-Smirnov normality test in the pretest-posttest control class and the pretest-posttest experimental class was 0.200, 0.12, 0.200, and 0.102 > 0.005. It can be seen that the normality test is usually distributed.

*Uji Homogenitas*

The homogeneity test was conducted on the students' pretest and post-test data results. In this study, the homogeneity test was carried out using the SPSS 21 data processing program via Levene. The test criterion is if the significance or probability value is <0.05. The data is not homogeneous, whereas if the significance value or probability value is > 0.05, then the data is homogeneous.

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
232	1	58	.632

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7706.667	1	7706.667	105.250	.000
Within Groups	3686.667	58	63.563		
Total	11393.333	59			

From the table above, it is known that the homogeneity test for the control class and the experimental class is 0.182 > 0.05. This means that we can see that the data is homogeneously distributed.

**Test the hypothesis**

Hypothesis testing in this study used the t-test technique. This statistical technique tests the significance of the difference between two means derived from two distributions.

	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test kontrol - Post-test Kontrol	-24.000	10.034	1.832	-41.206	-20.253	-13.100	29	.000
Pair 2	Pre-Test Eksperimen - Post-test Eksperimen	-37.000	11.265	2.057	-41.206	-32.794	-17.990	29	.000

## CONCLUSION

Based on the results of the research and discussion regarding the effectiveness of the mnemonic keyword method in improving students' ability to master Arabic vocabulary in MTs Plus Darul Hufadz Sumedang class for the 2021/2022 academic year, it can be concluded that there is the effectiveness of the implementation of the mnemonic keyword method on mastery of Arabic vocabulary in MTs students Plus Darul Hufadz Jatinangor. This is proven by the T-Test calculation using SPSS 21 analysis. The result obtained from this calculation is a Sig. (2-tailed) value of 0.000. Sig results. (2-tailed) of 0.000 means that this value is less than 0.05, which can be concluded that  $H_a$  is accepted and  $H_o$  is rejected.

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