

Enhancing Arabic Vocabulary Skills: The Innovative Application of the Picture and Word Association Method in Private Classes

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Abstract

Vocabulary mastery, including Arabic, is an essential component in language learning. The Picture and Word Association method is an innovative approach to strengthen vocabulary acquisition by connecting words with visual representations. This study explores implementing this method in Arabic vocabulary learning in a private classroom through Classroom Action Research with three cycles based on the Kemmis and McTaggart model. The results showed consistent improvement in students' vocabulary acquisition, with the mean post-test score increasing from 45 in the pre-test to 85 in the final cycle. The use of pictures improved students' recall, motivation, and active participation while providing contextual application to the vocabulary learned. This study highlights the effectiveness of the Picture and Word Association method as a dynamic strategy to improve vocabulary acquisition, especially in one-to-one learning.

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INTRODUCTION

Vocabulary mastery is a fundamental foundation in language learning, including Arabic, playing a crucial role in reading, writing, speaking, and listening skills (Utami et al., 2024). This skill not only enables students to comprehend texts more deeply but also allows them to communicate more effectively, both orally and in writing. However, Arabic language learning often faces significant challenges, particularly in remembering and applying new vocabulary. Various factors contribute to these difficulties, such as the complexity of Arabic language structures, phonological and morphological differences compared to students' native languages, and limited opportunities to use Arabic in real-life contexts (Putra Mandaka et al., 2023).

In addressing these challenges, there is an urgent need to adopt innovative and engaging approaches to enhance students' vocabulary mastery (Zahra & Amalia, 2024). Traditional approaches, such as rote memorization, are often perceived as monotonous and less effective in the long term. Therefore, more interactive and experiential learning methods present promising alternatives. For instance, implementing technology-based learning media, such as digital applications or educational games, can be an effective language-learning tool (Qodir & Hasan, 2024). Additionally, contextual methods, such as learning through stories, dialogues, or simulations of everyday situations, allow students to understand and apply new vocabulary in more relevant contexts (Annisa & Safii, 2023).

One promising approach to vocabulary learning is the Picture and Word Association method. This method leverages the power of visualization to strengthen students' understanding of the words being taught. Through image-based learning, students can train and reinforce their memory of the vocabulary they have learned (Faradisa & Fitriani, 2023). Each word taught is linked to an appropriate image in this method, creating an easily comprehensible relationship

between the word and the image. This visual connection helps students build a clear mental representation of the word's meaning, thereby accelerating the processes of understanding and recall. Defitasari (2017) states, "Vocabulary acquisition learning packaged using visual media that illustrates the learning material and creates an enjoyable atmosphere close to the environment will enhance student engagement in the learning process."

The primary advantage of the Picture and Word Association method is its ability to facilitate vocabulary comprehension within a broader context. Through visual media, students find connecting words with abstract concepts easier, thus expediting their understanding (Harsyanda et al., 2024). By viewing images that illustrate the use of words in real-life situations, students memorize the meanings of these words and learn how to use them in sentences or everyday conversations. For example, the word "apple" can be learned by displaying an image of an apple, making it easier for students to recognize and use it appropriately in various contexts. This approach fosters a deeper and more practical understanding compared to merely studying words in isolation without visual context.

In the context of private classes, implementing the Picture and Word Association method offers significant advantages in terms of flexibility. Private classes allow for more focused learning tailored to individual students, enabling teachers to select materials relevant to the student's interests or personal experiences (Alimuddin et al., 2024). Consequently, applying this method can create a stronger connection between words and images, facilitating students' ability to remember and relate new vocabulary to more familiar contexts. This research aims to explore how the implementation of the Picture and Word Association method can be practically and effectively applied in Arabic vocabulary learning within private classes. By grounding this study in various previous research findings, the author hopes to provide new insights into the benefits of this method and its implementation strategies to enhance students' learning outcomes.

RESEARCH METHOD

This study aims to implement the Picture and Word Association method in Arabic vocabulary learning through Classroom Action Research conducted with three private students in Karawang. The research is designed in three cycles, following the Kemmis and McTaggart model, which includes planning, implementation, observation, and reflection (Bernadetta Purba et al., 2021). During the planning phase, the researcher will compile a list of relevant vocabulary, prepare engaging visual media, and design evaluation tools through pre-tests and post-tests to measure students' understanding of the vocabulary taught.

The implementation of the research will occur over three cycles, with each cycle consisting of several meetings. In the first meeting, the researcher will introduce the Picture and Word Association method to the students, encouraging them to connect images with vocabulary through interactive activities, such as matching words with pictures. Students will also engage in activities that promote active participation, including group discussions and speaking exercises. In the second cycle, the researcher will focus on storytelling using images, where students will be asked to create short stories incorporating the vocabulary they have learned.

Throughout the implementation of each cycle, the researcher will conduct observations to record various essential aspects, including the level of student engagement in each activity, their responses to the applied method, and the difficulties they encounter in understanding or using new vocabulary. Data will be collected through field notes, video recordings, and questionnaires completed by students to assess their experiences during the

learning process. After each cycle, the researcher will reflect on the data collected, including pre-test and post-test results and student feedback.

The success of this research is indicated by improvements in students' test scores following the application of the Picture and Word Association method, students' ability to associate words with relevant images, and active student engagement in the learning process. The data obtained from observations and evaluations will be analyzed descriptively, both qualitatively and quantitatively, to measure the enhancement of students' vocabulary mastery objectively. Thus, this research is expected to contribute positively to the mastery of Arabic vocabulary in private learning environments, particularly in Karawang.

RESULT AND DISCUSSION

This research successfully implemented the Picture and Word Association method to enhance Arabic vocabulary acquisition among three private tutoring students in Karawang. The research was conducted over three cycles, following the Kemmis and McTaggart model, yielding the following data:

Cycle 1: Method Introduction

The researcher introduced the Picture and Word Association method to the students in the first cycle. Observations indicated high student engagement in activities linking pictures with vocabulary. Pre-test data revealed an average student score of 60. The post-test significantly improved after this cycle, with the average student score reaching 75. This indicates that students began to associate words with relevant images effectively.

Cycle 2: Storytelling with Pictures

The second cycle focused on using storytelling with pictures. Students were tasked with creating short stories using the vocabulary they had learned, allowing them to apply their knowledge in a creative and meaningful way. Observations during this cycle revealed increased active participation in group discussions and speaking exercises, as students became more engaged and confident in using the language. Additionally, collaborative activities encouraged peer interaction, further enhancing their communication skills. The average post-test score at the end of this cycle increased to 85, demonstrating that students could effectively recall vocabulary and utilize it within a broader context.

Cycle 3: Application in Sentences and Dialogues

The third cycle concentrated on applying vocabulary within contextual sentences and dialogues. Students were given opportunities to practice speaking using the vocabulary in realistic situations. Observations showed increased student confidence in using Arabic. The average post-test score in this cycle reached 90, signifying that students had successfully mastered the taught vocabulary and could effectively use it in communication.

The research results demonstrate the effectiveness of the Picture and Word Association method in improving students' Arabic vocabulary acquisition. The significant improvement in test scores across each cycle (Table 1), coupled with active student engagement in the learning process, indicates that this method not only enhances students' vocabulary comprehension but also renders the learning process more engaging and enjoyable. Moreover, the consistent positive trend observed throughout the study suggests that integrating visual and verbal elements fosters better retention and recall, ultimately contributing to a more effective and interactive learning experience, highlighting the potential of the Picture and Word Association method as a valuable

instructional strategy for language teachers seeking to enhance students' vocabulary mastery in a dynamic and meaningful way.

Table 1. Average Pre-test and Post-test Scores for Each Cycle

Cycle	Average Pre-test Score	Average Post-test Score	Percentage Increase
Cycle 1	45	60	33,33 %
Cycle 2	60	75	25 %
Cycle 3	75	85	13,33 %

The findings indicate that the Picture and Word Association method effectively enhances Arabic vocabulary acquisition. This effectiveness stems from its utilization of visualization to strengthen students' memory. Visual media, as evidenced by the significant improvement in post-test scores, facilitated the creation of associations between words and their meanings, aligning with Ritonga et al. (2022) findings on the efficacy of visual aids in vocabulary comprehension. Furthermore, engaging and relevant imagery fostered increased student motivation and participation, as observed in their involvement in storytelling and dialogue activities. The method's contextualization of vocabulary through storytelling and simulated dialogues ensured that students memorized and understood the practical application of words, consistent with Annisa & Safii (2023) assertion regarding the benefits of contextual learning.

The method's advantages were particularly pronounced in the context of private tutoring. Tailoring images and vocabulary to students' interests and experiences positively impacted learning speed. The individualized setting allowed for intensive teacher attention and immediate remediation of student difficulties. However, challenges included greater image variety and additional time to refine students' sentence structures during dialogues. Therefore, future implementations should incorporate richer materials and involve students in image selection to ensure greater relevance to their lives. Overall, this study demonstrates that the Picture and Word Association method is an innovative and effective pedagogical strategy for enhancing Arabic vocabulary acquisition, especially in private tutoring.

CONCLUSION

This study demonstrates the effectiveness of the Picture and Word Association method in improving Arabic vocabulary acquisition among private tutoring students. A three-cycle approach, incorporating interactive activities, image-based storytelling, and contextualized sentence/dialogue practice, resulted in a significant post-test score increase (from 45 to 85). The method's success stems from using visual aids to enhance memory and build word-meaning associations while engaging imagery boosted student motivation and participation. Contextualized vocabulary use ensured practical application beyond rote memorization. The private tutoring setting further facilitated individualized instruction and addressed specific learning challenges. While requiring diverse visual media and additional time for grammatical refinement, the Picture and Word Association method proves a valuable and innovative strategy for teaching Arabic vocabulary, particularly in private settings.

SUGGESTION

Interactive learning methods, such as Picture and Word Association, are highly recommended to improve students' vocabulary acquisition. This method is effective in helping students remember and understand new words better. In addition, using visual media, such as pictures and videos, can make teaching materials more interesting and easy to

understand while increasing students' motivation to learn. In private classes, it is important to tailor teaching materials to students' interests and needs to make learning more personalized and relevant. Finally, regular feedback on students' progress will help boost their confidence and motivate them to keep learning.

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