

**COMPARISON OF ARABIC LEARNING MODELS IN MUFRADAT LEARNING**Yuri Choirotunnisa<sup>1</sup>, Abdullah Al-Shammari<sup>2</sup>, and Nurhaliza Cania<sup>3</sup><sup>1</sup> Imam Bonjol State Islamic University Padang, Padang, Indonesia<sup>2</sup> King Khalid University, Abha, Saudi Arabia<sup>3</sup> Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia**Corresponding Author:**

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2025**Abstract**

This study investigated various models of Arabic language teaching, mainly focusing on vocabulary acquisition, an important component of language mastery. The study identified challenges learners face in acquiring vocabulary, which can hinder their overall linguistic competence and language proficiency. Using qualitative research methods, this literature review analyzes existing theories and practices in language education, emphasizing the need for innovative and technology-based teaching models. These findings underscore the importance of adapting teaching methodologies to engage students effectively, addressing shortcomings in current practice that often lack innovation and interaction. Among the strategies evaluated, Direct Methods and Communicative Language Teaching (CLT) emerged as an effective approach that emphasizes real-life communication and interaction, thereby encouraging speaking, listening, reading, and writing skills. In addition, game-based learning and the Total Physical Response (TPR) method have shown potential in improving vocabulary mastery through interactive and engaging activities. The paper concludes that diverse teaching models can significantly improve students' Arabic language skills and cultural understanding, which benefits educators and learners in their efforts to achieve linguistic fluency and understanding. The integration of these models in the educational framework promises to increase the effectiveness of Arabic language acquisition, which contributes to the broader field of language education.

**Keywords:** Arabic Learning, Learning Models, Mufradat Learning

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## INTRODUCTION

Arabic is a subject taught in various educational institutions in Indonesia, especially in madrassas with Islamic babies. As a language that has significance in Islam and cross-cultural communication, mastery of Arabic has an important role in the academic and religious spheres. However, in the learning process, many students experience difficulties, especially in learning *mufradat*. *Mufradat* is one of the processes in the language acquisition process, which serves as the basis for developing reading, listening and writing skills.(Al-gifari et al., 2025).

*Mufradat* (kata) is a fundamental linguistic unit that actively contributes to the formation of individual knowledge, experience, thought, and mental image. In addition, words are also the starting point for verbal creativity which plays a major role in the formation of personality, the strengthening of social existence, and the achievement of a person's desires and aspirations. Through language, individuals gain the ability to survive and develop, while encouraging progress and civilization of humanity as a whole (Mahir Sya'ban Abdul, 2011). *Mufradat* Having an important position, it is necessary to use appropriate learning methods and models in order to achieve the expected learning objectives. Methods, models will be considered effective if they generate students' interests and abilities. The use of appropriate methods and models will determine the effectiveness and efficiency of learning (Mulyana, 2002). Ineffectiveness in acquisition *mufriad* can hinder the development of language skills comprehensively and has implications for the low linguistic competence of students in actively using Arabic.

In previous research and field results, it is shown that one of the causes of low linguistic competence of students is due to monotonous methods, models and media, which are interesting and tend to make you boring and can cause learning outcomes that are not in accordance with expectations. In a study conducted by Ahmad and Jamil, it is shown that the low effectiveness of Arabic teaching in various educational institutions is caused by a lack of innovation in learning methods, lack of interaction in the classroom, and a mismatch between teaching strategies and the characteristics of students who are increasingly familiar with digital technology (Ahmad M and Jamil, 2021). Therefore, a more innovative and technology-based learning model is needed to increase the effectiveness of acquisition *mufriad* and holistic language skills.

A learning model is a plan or pattern that can be used to shape a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or otherwise. Learning models can be used as a mindset, meaning that teachers can choose a suitable and efficient learning model to achieve their educational goals. The learning model is basically a form of learning that is drawn from beginning to end that is presented distinctively by the teacher. In other words, a learning model is a wrap or frame of the application of a learning approach, method, and technique (Komalasari K., 2014).

## RESEARCH METHOD

The *qualitative* method used in this study is by reviewing existing research or literature research containing relevant theories based on expert theories and related scientific works. In this section, concepts and theories are assessed Use based on the existing literature, especially articles published in various scientific journals. Literature research is a mandatory activity In research, especially academic research, the main goal is to develop theoretical aspects and aspects of practical interest. According to Sujavini, literature review helps build concepts or

theories as the basis for research studies. So by using the method in this way, the researcher can easily solve the problem to be researched.

## RESULTS AND DISCUSSION

In the learning of Arabic that teaches, that faithful method questions how to conduct good learning, especially in language teaching. Short grammar lessons each containing several points or grammar rules. The characteristics of grammar are indeed the focus of attention in the textbook and by the teacher in the lessons he gives is not hidden or covered. Technical terms of etiquette are not avoided. Students are expected to be able to study, study and memorize certain rules along with examples, for example, paradigms in Arabic such as mufradat, ism, fi'l, harf or adawat. The exercises consist of words, phrases, sentences in the mother tongue that are translated by the learner into the target language

### 1. Direct Teaching or Communicative Language Teaching (CLT).

One of the prominent models of Arabic language teaching is the hands-on approach or Communicative Language Teaching (CLT). This method assumes a language is spoken by native speakers of that language. In this way, language learners learn not only the target language, but also the culture of the native speaker. This method also states that language is a collection of grammar and vocabulary rules that relate to real-world situations. Learning a foreign language means that students can communicate in that language both orally and in writing. The direct method also strengthens the four language skills of listening, speaking, reading and writing. However, the ability to speak is considered important (Jan, 2022). Language is essentially a spoken system, not a written system. Reading and writing can be taught from the beginning, but they should only be taught after students have practiced the spoken language.

In language learning, the direct method assumes that the process of learning a foreign language or a second language is the same as learning a mother tongue or first language, which is to use the language directly and intensively in communicating. Just like children learn their mother tongue, students learn a foreign language by listening and speaking first, then reading and writing. Therefore, students who learn a foreign language must be accustomed to thinking in the target language, and to achieve this ability they must completely avoid using the mother tongue.

This model emphasizes real-life communication and interaction, with a focus on improving students' speaking and listening skills in Arabic. Through communicative activities such as role plays, discussions, and group assignments, students are encouraged to use Arabic in an authentic context, thereby improving their language proficiency.

Teachers who use the Direct Method aim to enable students to learn how to communicate in the target language. To be able to do this successfully, it is important for students to learn to think in Arabic. As mentioned in the introduction, language teaching introduced through direct methods can appear in different forms. There is no standard procedure for characterizing this method. As long as this procedure is based on the principle of this method, different people will develop their own procedures. The basic procedure is that language is introduced first through the ears, then reinforced through the eyes and hands through reading and writing. Language teaching methods that use direct methods (Effendi, Ahmad Fuad, 2005)

### 2. Game-based learning model

In the education system, the reality of learning today requires creativity and innovation. Game-based learning is a new dimension of learning and has a well-established place in various educational backgrounds of researchers and scientists. The gamification approach clearly makes a positive contribution to learning activities and is

very relevant to be applied in Arabic language learning. This model is centered on completing tasks as a means to learn Arabic in the form of games. In this model, students engage in meaningful tasks that require the use of Arabic to achieve a specific goal. By completing tasks such as describing pictures, writing short paragraphs, or engaging in conversations, students develop their language skills in a practical and targeted way (Ekawati & Arifin, 2022).

The Arabic language learning process with this approach uses media as a means for educators to explain the material in a way that is easy for students to understand. Media as a tool can help educators in explaining the content of Arabic more clearly and avoid confusion for students about the Arabic language they learn in class. Improving speaking skills (*mumalasatu al-kalam*) is inseparable from the memorization of students' vocabulary and *muhrodas*. Teachers use simple but effective methods to teach vocabulary to beginners. At each meeting, the teacher writes six words on the board, gives students 10 minutes to memorize them, and then cleans the board. This format allows students to gain a deeper understanding. Students are then asked about the vocabulary and after being checked if they have memorized it, they are asked to structure the words using the vocabulary they have memorized. This method has proven to be very effective and students have made significant progress.

### 3. Model Total Physical Response (TPR)

The Total Physical Response (TPR) model is also used in Arabic language teaching, especially for beginners. This model emphasizes the association of words with physical actions, linking language learning to kinesthetic memory. Through TPR activities, such as following commands in Arabic and acting out everyday scenarios, students develop a strong foundation in vocabulary and sentence structure. Materials that can be developed are:

- a. Read lines from right to left simply.
- b. Associate sounds with written symbols.
- c. Introducing new vocabulary (synonyms) and their meanings.
- d. Learn new vocabulary that you may not have known before.
- e. Analyze the text you are reading section by section or paragraph and understand the relationship between the sections or paragraphs.
- f. Express the ideas in the text directly so that they stay in your mind as you read.
- g. Determine the general meaning of the text being read.
- h. Distinguish between the main idea and the additional idea in the text.
- i. Understand the change in meaning caused by changes in sentence structure.
- j. Distinguish between thoughts (ideas) and facts.
- k. Classify and organize facts to form ideas and thoughts.
- l. Reading together is appropriate for understanding the text being read.
- m. Summarizing the ideas contained in the text and the dictionary helps you find the meaning of words easily (Widodo, 2006)

### 4. Reading model

The model used in the reading method is basically the same as that developed in the previous methods. Similar to the Kawaiid translation method, there is no prohibition on using the mother tongue as the language of instruction in the classroom. Similar to direct methods, the introduction or recognition of a second/foreign language is done orally, as the ease or ease of pronunciation and nature of speech are considered the main or important aids in reading comprehension. Some techniques come from reading comprehension techniques in mother tongue education. Above all, monitoring vocabulary when reading text is considered very important (Wakke, 2016).

Learning with the reading method begins with oral exercises. During the first few weeks of learning, you will learn the phonetic systems of the foreign language you are

teaching, get used to listening to and understand the lesson text, and speaking exercises are limited to a simple programmed structure. Oral training is carried out because reading and writing skills are acquired quickly only when students are taught to listen and speak a foreign language correctly and acquire a simple foreign language pattern (Sanjaya, 2006). After doing some preliminary exercises, we continued with the reading exercises. Writing exercises are also taught as part of achieving reading comprehension goals and are limited to repetition exercises of key vocabulary and structure necessary to master reading materials. This method requires very little, if any, practice that requires students to practice rules or form sentences. After the reading presentation, there will be another oral practice session to strengthen reading comprehension. In the teaching of Arabic, it focuses on understanding the structure and rules underlying the language. By analyzing the grammar, syntax, and semantics of the Arabic language, students develop a deeper understanding of the language system, allowing them to communicate more accurately and effectively.

## CONCLUSION

The Arabic teaching and learning model plays an important role in improving language proficiency and fostering cross-cultural understanding. Educators and learners can benefit from integrating these models into their language learning programs to ensure effective and engaging language acquisition. By applying a diverse teaching approach, they can develop their Arabic skills comprehensively and achieve fluency in this rich and beautiful language.

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