



Teaching Vocabulary to Beginners Through a Contextual Approach

تعليم المفردات للمبتدئين باستخدام المدخل السياقي

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ABSTRACT

The aims of this study are twofold. First, this study aims to develop vocabulary learning materials based on a contextual approach for the students of "Fadlillah". Second, it aims to examine the effectiveness of the developed vocabulary learning materials. The development of this textbook was motivated by the fact that vocabulary instruction at "Fadlillah" had long relied on *Durus al-Lughah*; however, its use had not sufficiently improved students' learning achievement or increased their interest in learning. This study employed a Research and Development (R&D) method based on the Borg and Gall model. The procedures included research and information gathering, planning, developing the preliminary product, validation testing, field testing, product revision, and final product revision.

The results of this study show two major findings. First, the developed learning materials have several characteristics: they are specifically designed for beginner learners of Arabic, easy to memorize and understand, and practical to use in conversations related to daily activities. The examples, exercises, and presentation of the materials are systematically arranged from simple to more complex topics. In addition, the materials employ an interactive presentation method that encourages active learning. Various colors and illustrations are also included to help students understand the content more easily. Second, the use of the developed vocabulary learning materials effectively improved students' vocabulary learning outcomes and increased their learning interest. This effectiveness was indicated not only by the differences in achievement scores between the control group and the experimental group, as analyzed using SPSS version 22, but also by the questionnaire results, which showed that the learning materials were easy to understand and attracted students to read and learn with greater enthusiasm.

The results of this study indicate that students showed greater interest in learning vocabulary than before. Consequently, they were able to understand the learning materials more easily through the use of vocabulary learning materials developed based on a contextual approach.

Keywords: Vocabulary Learning, Arabic Language, Contextual Approach

مستخلص البحث

تهدف هذه الدراسة إلى أمرين: أولاً، إنتاج مواد تعليمية للمفردات مطوّرة على أساس المدخل السياقي لطلاب مؤسسة «فضل الله». ثانياً، التحقق من فاعلية المواد التعليمية المطوّرة لتعليم المفردات. وتنبع أهمية تطوير هذا الكتاب التعليمي من أن تعليم المفردات في مؤسسة «فضل الله» كان يعتمد لسنوات عديدة على كتاب *دروس اللغة*، إلا أن ذلك لم يسهم بصورة كافية في رفع تحصيل الطلاب، كما لم يسهم كذلك في زيادة دافعيتهم واهتمامهم بالتعلم. أما منهج البحث المستخدم في هذه الدراسة فهو منهج البحث والتطوير (Research and Development) وفق نموذج بورغ وغال (Borg and Gall)، وتتمثل خطواته في: جمع المعلومات والبيانات، والتخطيط، وتطوير النموذج الأولي، واختبار الصدق، والتجريب الميداني، ومراجعة المنتج، ثم المراجعة النهائية للمنتج.

أظهرت نتائج هذا البحث أمرين: أولاً، أن مواصفات المواد التعليمية المطوّرة تتضمن ما يأتي: أن هذه المواد التعليمية خُصّصت للمبتدئين في تعلم اللغة العربية، وتمتاز بسهولة حفظها وفهمها وسهولة تطبيقها في المحادثات المتعلقة بالأنشطة اليومية. كما أن الأمثلة والتدريبات وطريقة عرض المحتوى في هذه المواد التعليمية قد نُظّمت بصورة منهجية تبدأ من الموضوعات السهلة إلى الموضوعات الأكثر صعوبة، مع اعتماد أسلوب عرض تفاعلي يساعد الطلاب على التعلم بصورة نشطة. بالإضافة إلى ذلك، اشتملت المواد التعليمية على ألوان وصور متنوعة لتسهيل فهم الطلاب

للمحتوى التعليمي. ثانيًا، إن تعليم المفردات باستخدام هذه المواد التعليمية المطوّرة أسهم بفاعلية في تحسين نتائج تعلم المفردات وزيادة اهتمام الطلاب بالتعلم. ولم يظهر ذلك فقط من خلال وجود فروق بين درجات طلاب المجموعة الضابطة والمجموعة التجريبية التي تم تحليلها باستخدام برنامج SPSS الإصدار ٢٢، بل ظهر أيضًا من خلال نتائج الاستبانة التي أوضحت أن هذه المواد التعليمية سهلة الفهم، كما أنها تشجع الطلاب على القراءة والتعلم برغبة وسرور.

تُظهر نتائج هذا البحث أن الطلاب أصبح لديهم اهتمام أكبر بتعلم المفردات مقارنة بما كان عليه سابقًا، مما مكّهم من فهم الموضوعات بصورة أسهل من خلال استخدام المواد التعليمية المطوّرة القائمة على المدخل السياقي.

الكلمات المفتاحية: تعليم المفردات، اللغة العربية، المدخل السياقي.

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INTRODUCTION

Vocabulary is an important element of language that includes meanings and the use of words in the language of the speaker himself or the writer. A person will increase his language skills if his singularity increases, because the efficiency of a person's language skill depends on the vocabulary that he has absorbed. Many experts disagree about the nature of language, but there is a consensus that learning from vocabulary is a prerequisite for learning a second language. (Anin Nurhayati: 2006) Because of the importance of teaching vocabulary in language skills, it is very important for speakers (students) to understand vocabulary in school. One of the goals of teaching vocabulary is to provide students with vocabulary, and this does not mean that students must memorize a number of words, but it means that students are able to understand their meanings and use them in sentences in some aspects of communication, whether oral or written. (Zulhannan: 2014)

A clearer academic version may be written as follows: Vocabulary mastery refers to a learner's ability to understand and use words appropriately in communication. In Arabic language learning, vocabulary knowledge plays an essential role because it supports the development of the four language skills: listening, speaking, reading, and writing. A learner with sufficient vocabulary proficiency can understand meanings, translate words accurately, and use them effectively in different contexts. Therefore, vocabulary is considered one of the most important components in language acquisition. Emphasized by the Indonesian Dictionary Authors' Council (EDM), vocabulary is all words in the language, vocabulary, and word lists are arranged alphabetically, usually accompanied by a translation.

From the previous concept, it can be concluded that a vocabulary is a set of words that a person uses orally or in writing that already have an understanding and description of the translation without being paired with other words and arranged alphabetically.

The importance of teaching vocabulary is non-debatable, as it is studied at the institute, especially for new students, because of their high motivation in learning Arabic. In addition, vocabulary is a type of Arabic language study and has the first place in Arabic language education. Some people have made the mistake of thinking that we do not need vocabulary in teaching Arabic because today we live in the age of science, the age of the atom and the rocket, and that vocabulary lives perfectly on the margins of life, and that the effect of this study on the students' souls is nothing more than preparing them to pass the exam in the classroom and obtain certificates. (Abdel Alim Ibrahim)

Therefore, the importance of vocabulary teaching can be seen in its role in developing students' linguistic competence, communication skills, and language comprehension. However, the reality in many educational institutions is that vocabulary instruction still relies heavily on traditional textbooks, such as *Durus al-Lughah* by Imam Zarkashi. While these materials have contributed significantly to Arabic language learning, they may not fully address students' current learning needs and communicative competencies.

I have encountered the subject of teaching vocabulary, and it is stepping that the subject of teaching vocabulary and its teaching strategies in many educational institutions is not excluded from the school level as the researcher has observed, the subject is still teaching vocabulary, and this causes students to be inactive in the learning and teaching processes, and this affects the decrease in the efficiency of students and their motivation in applying the studied vocabulary. This indicated the need to pay attention to the development of the educational material, which has become a strategic choice for teachers.

It is certain that the students' hatred of vocabulary, as the researcher has observed in the field of research, is for reasons such as: 1) that the teacher's reward is different, some of them can teach with modern tools and vice versa. 2) The learner's reward is also different, some of them can speak Arabic, and some who are able to do it only a little. 3) The lack of dedication to teaching Arabic. 4) The background of some students, some of

them 5) The educational content did not reach the desired goals. 6) A pronunciation problem, which is that the learner may not be able to pronounce words correctly, such as pronouncing the word "Hadaf" with the consonant of the signifier (Hadaf), or "Unit" with the breaking of the F (Unit). The learner falls into this pronunciation problem when he reads and speaks. 7) A writing problem is that the learner writes the word incorrectly, such as writing "something" instead of "thing", "reading" instead of "reading", or "matches" instead of "matches". 8) A semantic problem, which is represented in several forms, including that the learner does not know or knows the meaning of the word, but on a wrong concept. One of them is that the learner is unable to distinguish between the meanings of the word "office" in the two sentences: "The bag was placed on the desk" and "the bag was placed in the office". Or the distinction between the meanings of the word "take" in the two sentences: "I had breakfast with colleagues" and "I had the topic with colleagues." For example, the phrase "again" is understood to mean "before" or "a little while ago", so that the phrase "Ahmed returned home" is understood as having returned to his house earlier or a little earlier. Or when he uses the sentence "I arrived again" in response to the question "When did you arrive?". 9) A contextual problem is that the learner is unable to use the word in the correct context of the sentence, whether oral or written, even though he understands its meaning. For example, the learner says, "I exercise every morning to maintain health" instead of "I exercise every morning to maintain health."

During the preliminary study, the researcher observed that many students perceived Arabic vocabulary learning as difficult and challenging. Some students expressed low self-confidence in their ability to memorize and use new vocabulary effectively. In addition, several students reported difficulties in retaining vocabulary and understanding the teaching materials, which negatively affected their learning motivation and participation in the classroom.

The problem of teaching vocabulary is due to the two main things, which are internal factors and external factors. As for the internal factors, the external factors are very much related to the learning motivation, the external factors are very much related to the subject of teaching the vocabulary in particular, the teaching strategies, human resources, the preparation of educational aids, and so on. In addition to these problems, the students poor proficiency in vocabulary due to the lack of use of educational

approaches, strategies and appropriate teaching methods, because they have played a major role in the low quality of vocabulary teaching. They are in dire need of finding the right book in order for the education process to run smoothly and to achieve the desired goals.

The researcher preferred the subject of teaching the vocabulary in the context because the subject of teaching the vocabulary at the school level needed modern trends, whether at the intellectual level or at the applied level. (Ali Al Hadidy: 2013) Especially since today's educational systems are undergoing major changes at all levels: visions, goals, strategies, content, means, and assessment tools.(Abdulaziz bin Zaid Abu Tilly)

The researcher preferred the subject of teaching the vocabulary in context because it has attractive characteristics based on the theory of communication learning that has adapted to the needs of the 21st century and which takes into account the use of technology and social software in combining the relevant elements in many theories of learning and social structures and technology to build a strong theory of learning.

Previous studies by Inas Saeed and Amira Abdel Azim emphasize the importance of utilizing technological innovations in educational materials to improve students' learning outcomes. In the modern educational era, distance learning has become an essential component of education, and many countries have integrated it into their educational systems due to its ability to reach large numbers of learners across wide geographical areas (Abdel Azim, 2009). In addition, technology-based education provides flexible and continuously updated learning programs at relatively lower costs, especially when educational institutions face limitations in accommodating large numbers of students effectively (Abdel Hamid, 2009).

As for the integration of the vocabulary in the context subject, there are important reasons, including: *First*, the educational material emerged from the context approach, and this approach makes the education attractive and effective for students. *Second*, the *difficulty* of understanding and memorizing the vocabulary material among the students. *Third*, the poor efficiency of vocabulary teachers, which leads to a decrease in the efficiency of students. *Fourthly*, there is no interest in preparing a good, effective and comfortable vocabulary course like teaching vocabulary in context, and many developed countries have considered this preparation to be of great importance in understanding students with vocabulary and preparing their future generations. (Huda Mahmoud Al-

Nashef: 2011)

The researcher chose the "Fadlillah" institute for his research topic for reasons including: **first**, because it is one of the emerging institutes under the presidency of the Ministry of Religious Affairs, and **second**, because it tries to use the two languages, Arabic and English, in education and to improve students' efficiency in the skill of speaking and daily conversation. **Third**, The institute is building a language court and language laboratory to fulfill the institute's hopes of becoming the center of Islamic civilizations in Indonesia. **Fourth**: The objectives of establishing the Language Center and the Language Lab are to promote the four skills, especially the promotion of vocabulary education by developing the teaching material and creating the linguistic environment, including watching television with Arabic programs through the Internet, listening to movies, the forum in the canteen, the circles in the mosque of the Institute, dialogue with friends, lecture, seminar, discussion, Arabic language camp and other activities.. This shows that the development of vocabulary in context affects students' efficiency in memorizing and understanding vocabulary. The textbook is a must in the process of teaching. In the subject of teaching vocabulary, we find few suitable lessons for beginners, i.e., the book is the result of the book's easing of Arabic language lessons in the first and second parts, as the examples and expressions are at the same level of difficulty.

In view of the above facts, the researcher wanted to develop the subject of teaching vocabulary in the context of applying it to the students of the Fadlillah Institute. The researcher believed that this research is very important to develop students' competence in memorizing and understanding vocabulary in accordance with the objectives of the institute curriculum in this overall technological era. The researcher wanted to delve deeper into the essence of the issue by developing the educational book in the context, evaluating it in front of the expert, and testing it in the small and large field so that the developed book is suitable for the level of students and until these problems are eliminated. Therefore, the researcher will discuss under the topic "Development of Vocabulary Teaching Materials in the Context for Beginners (Applied to the Students of the Fadlillah Institute, Tambak Sumur Waru Siduarjo)

Literature Reviews

Previous research related to this research consists of :

1. Nurul Hikmah : "Teaching the Vocabulary in the Book of Arabic in Your Hands

Using the Eloquent Song". The objectives of her research are to produce singing to teach vocabulary in the book Arabic in your hands using the eloquent song. And her research methodology using developmental and experimental research. The results of her research are to teach the vocabulary in the book Arabic in your hands using the eloquent song with acceptable effectiveness.

2. Rida Dharmawati with the topic: "Developing a Word Question Game to Teach Arabic Vocabulary". The objectives of her research are to develop vocabulary teaching using the word question game, to depict the characteristics of the word question game in vocabulary teaching, and to know the stage of success in using the word question game in vocabulary teaching. Her research methodology is using developmental research. The results of her research are that teaching vocabulary using the word question game develops vocabulary in students.
3. Ahmad Hassan Ali on the subject: "Teaching Vocabulary in Serang Girls State High School". The objectives of his research are to find out the method used, the means of illustration and the results of the evaluation in teaching vocabulary in the government high school in Serang Girls. His research methodology is the research of the procedural grade. The results of his research are that the method of teaching Arabic vocabulary in Serang Benteen State High School is considered sufficient because the teacher started teaching it by reading the article and then searched for the difficult vocabulary with the participation of the learners and wrote it down. On the blackboard, the means of illustration used by the teacher in teaching are few and the teacher does not have the courage to seek and think about finding other means, and the implementation of the evaluation in teaching vocabulary that the teacher has done is to estimate the work and estimate the result.
4. Lailatul Fitriyah on the subject: "Implementation of a training method in teaching vocabulary to students at the Islamic Primary School of Samarang". The objectives of her research are to know the method of teaching vocabulary to students at the Islamic Primary School in Samarang and to know the effectiveness of a training method in teaching vocabulary to students at the Islamic Primary School in Samarang. Her research methodology is empirical research. The results of her

research are that teaching vocabulary in a training method to pupils at the Islamic Primary School of Semarang is effective.

5. Santoso is titled "Teaching Indonesian Language with the Introduction of Contextual Education in Public Preparatory Schools in the City of Bellitar in the Year 200". The objectives of his research are to describe the teaching of the Indonesian language with the contextual education approach in the public preparatory schools of the city of Belitar. The research methodology is the researcher using the qualitative approach. The results of his research are that the teachers have applied some elements of contextual learning when teaching the subject.

1. Research Questions

1. How to develop vocabulary teaching materials in context for beginners at the "Fadlillah" Tambak Sumur Waru Sidoarjo Institute ?
2. How effective is the use of vocabulary teaching materials in the context of the "Fadlillah" Tambak Sumur Waru Sidoarjo Institute?

2. The Aim(s) of The Research

Commenting on previous studies:

Previous studies have mainly focused on vocabulary teaching and the application of contextual approaches in language learning. Most of these studies employed qualitative and quantitative research methods and reported positive effects on students' Arabic language learning outcomes. However, limited research has specifically examined the development of contextual-based vocabulary teaching materials for beginner learners. Therefore, the present study aims to address this gap by developing and evaluating vocabulary learning materials tailored to beginners' needs.

Based on the previous studies, this research differed from previous researches, where the researcher investigates the development of vocabulary teaching materials with the contextual approach for beginners, and the researcher touches on the effectiveness of the developed model for students' motivation and to promote their academic achievement by learning vocabulary in the contextual approach, so this research was different from the previous existing researches, and the research reached the conclusion of the research. Because the research that the researcher will perform is about the development

of vocabulary teaching materials in the contextual approach, and this is something new, and this research has not existed before.

RESEARCH METHOD

This study employed a mixed-methods approach combining qualitative and quantitative research methods. The qualitative approach was used to explore and describe students' experiences, perceptions, and proficiency in learning vocabulary through the contextual approach. Qualitative data were collected in the form of written and spoken information obtained through observation and interviews. In this process, the researcher served as the primary research instrument for collecting and interpreting the data.

Meanwhile, the quantitative approach was used to measure students' learning outcomes and the effectiveness of the developed teaching materials through numerical data analysis. This approach enabled the researcher to examine the degree of improvement in students' vocabulary mastery and learning achievement. (Zoukan Obeidat: 1987) The data in this research consists of the statistics available through the questionnaire (Raja Wahid Dwaidar: 2000)

The researcher used the research and development (R&D) method, which is the process used in the development and validation of an educational product, which stands out as a strategy and aims to improve the quality of teaching and learning. The research and development aims to discover new knowledge through basic research, or to answer specific questions about issues that have been practically through applied research that has been used to improve educational practices. (R. Walter Borg and Gall: 1983)

Research and development is one of the research methods that are used in the acquisition of products and testing their effectiveness in the field of research in response to the needs of the human society in many areas of their educational, practical, social, economic and industrial life.

This methodology has been used in various cosmic technology and sciences, especially in industry, such as the manufacture of bicycles, automobiles, airplanes, ships, weapons, medical instruments, and the like. All of this goes after the study and development has been conducted. However, this methodology has also been used in the field of social science, psychology, education, management, etc. (Sugiyono: 2008)

The production of important things must begin with preliminary studies that look for the needs of the society in order to show the benefits to them when the production has taken place. To know the validity of the production, it is necessary to experiment many times, as development research takes many years and requires a large amount of money

Scientific research of all kinds starts with the problem. The stage of accessing and identifying this problem is one of the most important stages that a student ultimately goes through in school studies. This is not a simple task, as this stage is usually not without difficulty and confusion on the part of the student in choosing the right problem

The researcher sensed the obvious problem in teaching Arabic for vocabulary at the "Fadlallah" Institute, Tampak Somur, Waro Saiduargo, and the importance of finding solutions to it using the research and development methodology that ends with the production in the form of developed vocabulary teaching materials

1. Data Source

The data in this research are quantitative and qualitative data. The researcher obtained the quantitative data from :

1. Producers in the field of Arabic language, curricula and methods of teaching it, the data from these two products confirm the validity of the vocabulary teaching materials developed by the researcher in the light of the contextual approach, and the data confirm the validity of vocabulary teaching materials for the students of the "Fadlallah" Institute, Tampak Somur, Waro Siduargo, when studying the vocabulary subject
2. Teachers and students to know the attractiveness of vocabulary teaching materials and its suitability in studying vocabulary.
3. The results of the test in the two semesters: the pre-semester and the post-semester.

The researcher also obtained the qualitative data by reading books related to the research meeting and dialogue with Mr. Agus Rahman Iskandar as the director of the "Fadlillah" Institute and through observations and suggestions from the producer, the teacher, and the students. The researcher obtained qualitative data in the form of suggestions and criticisms from these products.

2. Data Collecting Technique

The researcher used the data collection method as follows :

1. Observation : The researcher used this method to collect data related to the conditions of teaching vocabulary in the classroom.
2. Interview : It is the method of data collection carried out by the researcher to collect oral data, from the director of the "Fadlillah" Institute, the teacher of Arabic language classes and students, and it is an important method of obtaining information through its human sources.
3. Questionnaire : The researcher used the questionnaire as a method of data collection to measure the validity of using the developed vocabulary as the purpose is to make the developed educational material more effective to raise the efficiency of students. This method is used to collect data related to the acquisition of product certification results, the Arabic language instructor and the acquisition of experience from the selected group.
4. Documentation : It is a method of data collection, and its sources are books, magazines documents, regulations, journals, diary activities, photographs and others.
5. Exercise : The researcher conducted the pre-test and the post-test for the students from the experimental group of 41 students to measure the effectiveness of using the developed vocabulary teaching materials. (Soenardi Djiwandono: 2010).

3. Data Analysis

The researcher analyzed the data in the following manner:

1. Descriptive Analysis Method

The researcher chose this method to obtain a summary of the validity of the developed vocabulary teaching materials and the extent of its attractiveness and suitability in teaching the vocabulary subject. The data generated by the questionnaire are in the form of numbers

2. T-Test

Based on the fact that this research is an empirical research that follows the design of one group pretest and post test design. The researcher uses the "T

test" to analyze the data obtained during the pre- and post-test. The "t-test" is a type of statistical test conducted by a researcher to discover the inequality or equality of two different cases or groups based on a comparison between the rates of each of the two treatments or groups. (Moh. Ainin: 2010).

RESULT AND DISCUSSION

In this chapter, the researcher discussed the results obtained in the previous chapter. The issue that the researcher wanted to discuss is the development of vocabulary teaching materials and the effectiveness of using developed vocabulary teaching materials.

1. Developing vocabulary teaching materials

It is necessary to differentiate between teaching Arabic to Arabs and others theoretically and practically. The Arabic language textbooks were not suitable for the level of language among the students at the "Fadlillah" Institute, Tambak Sumur Waru Sidoarjo, who were not used to applying, memorizing and understanding the correct Arabic vocabulary.

Most Arabic language textbooks for non-native speakers are still similar to those designed for native Arabic learners, despite the significant differences in learners' linguistic backgrounds and language exposure. Native Arabic-speaking students are naturally exposed to the language from an early age through daily communication within their environment, whereas non-native learners acquire Arabic in a foreign language context with limited exposure and practice opportunities. Therefore, teaching materials for non-native learners should be specifically designed according to their linguistic needs, proficiency levels, and learning contexts. (Nasser Abdullah Al-Ghali and Abdul Hamid Abdullah)

Although everyone agrees that teaching Arabic to non-native speakers is increasing in importance from time to time, this language has not been studied in a precise educational and practical study that deals with its objectives, teaching materials, methods and methods. (Fathi Ali Younis and Mohamed Abdel Raouf)

Gradual progression when organizing educational materials in vocabulary

teaching subjects is important, as it is not reasonable to present the material all at once, but it must be presented in a gradual progression that is commensurate with the characteristics of the learners as well as the nature of the language material provided. Gradual progression is started with the smallest things and then pay attention to the biggest ones, or for the author to start with one word, then two words, and then three. Gradual progression means that the author moves the lesson from easy to difficult, from similar to his everyday language to what is different from it, from little to many, from tangible to abstract, from familiar to new, and so on. (Rushdi Ahmed Taima: 1985)

The vocabulary teaching materials developed by the researcher in which examples of everyday vocabulary and dialogue were presented in a graded manner, which is easy to difficult and applies practice in daily conversation. In this regard, Dr. Abdelmajeed Issani believed that linguistic acquisition is subject to the law of normal life, so the author of vocabulary teaching materials should take into account the following issues:

- a. The need to start with the easy before the difficult, so that the student's suspicion of easy issues that he can easily grasp is opened, and then move on to other things that are difficult for him to understand or perceive because of their complexity or abstraction, as they require greater maturity in terms of his mental level.
- b. The need to address general rules that are easily understood before dealing with special rules that are associated with other, more complex and convoluted procedures.
- c. The necessity of starting with the words that are frequently used in the scientific community during speech and the most frequent among the speakers on the words that are rarely mentioned. (Abdel Majeed Issani: 2012)

Vocabulary teaching materials are among the educational aids that must belong to the educational objectives of the nation's culture and civilization, and must achieve the direct goal for which they are used, and take into account the student's physical, psychological and mental characteristics. The benefit it provides to the teacher and the learner should be greater than the effort exerted to prepare it and the

costs spent on its production, and it should be simple, clear and easy to use. (Nayef Maarouf: 1998)

Paying attention to the characteristics of students in spirit, mind, and body is also important and the researcher must take them into account. Therefore, the examples of vocabulary and dialogue in the developed vocabulary teaching materials were related to the daily realities of the students that surrounded them

Among the important principles in choosing vocabulary teaching materials are honesty and suitability to the level of learners, the relevance of the educational materials to the environment surrounding the learners, the provision of adequate classes, the preparation of regular and logical learning materials, and the breakdown of the materials into study units so that the educational activity in each class is clear and each unit is related to each other. (Lilis Suaibah; 2017)

When vocabulary teaching materials were related to students' daily affairs, they could understand the content, and their desire to engage in learning activity in the classroom during discussion or question-and-answer between them and the teacher was stimulated. In addition, the nature of vocabulary materials includes speech styles that have come with contextual meanings for a purpose, as the case may be. This linguistic reality occurs in any of the everyday languages.

Examples Vocabulary and dialogue related to the students' environment and life facilitate them to understand everyday conversations with their peers, for example in the topic of "dating". The researcher has tried teaching this module, so he does not need a lot of time to make the students understand what they are saying, because the examples, vocabulary, and dialogue are easy and related to their lives.

It was in this accidental manner that a philosophy of construction was achieved. Structuralist behaviorists believe that language is usually easy to control and control, that it is part of human behavior that is shaped and controlled by the environment around it, and that linguistic differences between people are not hereditary, but rather the result of different linguistic environments. (Abdulaziz bin Ibrahim Al-Osaili: 1999)

Hence, the importance of putting students in a situation with a problem that makes them think about finding solutions through discussion and group learning. The organization of developed vocabulary teaching materials facilitates the

application of the five stages of constructive learning, which are: (Salah Abdul Sami Mohammed: 2009)

- a. The suspense or attention stage in which the students' previous information is identified, excited, attracted and motivated to think about the topic of the lesson by dividing them into working groups so that each group includes two or more individuals
- b. The discovery stage, as students interact with direct experiences that raise open questions that are difficult for them to answer except by researching and reviewing, whether individually or collectively
- c. The interpretation stage is where the teacher begins to put the students' abstract experience in a transferable form, and the language provides good communication between the teacher and the groups while presenting experiences, solutions, and results.
- d. The expansion stage is the expansion of students' thinking on the subject of the lesson from all aspects, and everyone participates in thinking, linking the concepts they have learned with the previous concepts, and applying what they have learned in new situations.
- e. The evaluation stage, in which the students' solutions, ideas, and information are evaluated at the end of the lesson.

In order to enhance the students' mentality in understanding all the study units, the researcher brought the first training, after understanding and memorizing the vocabulary that includes contextual meanings. The result was that most of the students analyzed the training correctly by memorizing and understanding the meanings of the vocabulary and applying them.

Students while studying a second (foreign) language such as Arabic or English will definitely resort to their mother tongue (first language) in an attempt to comprehend. If the first language acquisition process involves the formation of a set of language kits, the same process should be adopted in the second language acquisition. The difference between the two processes is that some of the second language habits may already be present in the learner's first language and therefore have already been acquired. Another type of habit can also be acquired from the first language, but it must be appropriate to the context of the second language and not

omit from it altogether. Or the third type of custom, it must be acquired from the second language alone without any influence from the first language. (Jabara Abdullah: 2009)

From this point of view, the researcher does not deny that in the developed vocabulary teaching materials, there is some linguistic similarity between Arabic and Indonesian, which is linked by context and vocabulary. Comparative study relates to the intensity of the target language, but the main trend in the development of developed vocabulary teaching materials is the theory of teaching and contextual learning, which adheres to the seven principles mentioned above.

The ease of the vocabulary examples and their connection to the students' daily affairs, and the distinction of the training patterns are all factors that motivate students to study this subject and make them in a state of active and group learning.

The success of education also depends on the vocabulary teaching materials that motivate learners to learn. These motives include: (Ali Ahmed Mazkour: 2010)

- a. Students' awareness of educational objectives
- b. Presenting information in meaningful contexts
- c. Building on learners' experiences
- d. Positive Participation of Learners
- e. Diversity of activities

The educational objectives are present in the developed vocabulary teaching materials and are clear and students read them at the beginning of each module so that they are fully aware of what they will be studying. When they read the vocabulary teaching materials presented in the book, the process of building their spirit, mind and behavior began through their contributions to the types of educational activity in the classroom by memorizing, understanding, and applying vocabulary and solving exercises.

Vocabulary teaching materials are one of the means used to teach the Arabic language. In Abdel Alim Ibrahim's opinion, the means are all that the teacher uses to understand the students through the various explanatory means. The statement added that the senses are the natural outlets for learning, so educators must put everything in front of the senses as possible, and knowledge always starts from the senses, and it is obvious that these means are of great importance in teaching various

subjects, including the Arabic language. (Abdel Aleem Ibrahim: 1962)

In order to arouse the learner's attention when reading the developed vocabulary teaching materials through sensory and visual indicators, the author must pay attention to images, shapes, calligraphy, colors, and other things that play a role in drawing the learner's attention and attracting his interest in the educational material. (Muhammad Mahmoud Al-Khawaldeh: 2011) Because language is a system of sound symbols agreed upon among the members of society, and it is also the written system for translating the audio-visual phenomenon into a visual writing phenomenon. Language is heard by ear and writing is seen with the eye. The five senses of man are the outlets to the brain in the transmission of external and internal objects, and they transmit to memory all the information that is stored in knowledge and thinking, and at the same time they stimulate thinking and mental activity. (Abdul Majeed Sayed Ahmed Mansour: 1982)

The developed vocabulary materials were colored in different colors, and a picture related to an encouraging word was placed on the cover pages of each unit of study, all in order to attract the attention of the students so that they would have a strong desire to learn. The presence of vocabulary materials is bound to bring benefits to students. The benefits will come if the materials bring them pleasure, renew their activity, and make them interested in the institute and study.

1. Effectiveness of using developed vocabulary teaching materials

There have been long discussions about the so-called method and content, which is the most important in the teaching process? It is true that the method and the content are two important aspects of one process, which is the teaching process. In teaching, the teacher teaches something, and this is what people call the course, the study material, or the educational material. Without the content, there will be no learning and teaching in the classroom, and in order for the teacher to teach the content to his students, he must use some kind of teaching method and the means that he begs to convey the content. Method and content largely determine what students learn and how applicable the content is, and the nature of the content largely determines the method and style. (Mahmoud Kamel Al-Naqa)

It has been mentioned before that the contextual approach consists of seven important principles, namely the principle of *constructivism*, the principle of *inquiry*, the principle of *questioning*, the principle of *learning community*, the principle of *modeling*, and the principle of *reflection*. The principle of *authentic assessment*. Accordingly, the researcher proceeded in the development of the materials to teach vocabulary and teach it in the experiment.

Teaching comes in multiple meanings, which may mean a deliberate process of shaping the structure and cognitive environment of students in a way that enables them to practice a certain behavior according to the requirements of learning occurring. It may mean a set of successive events that take place according to a specific time of what is being implemented, and it may also mean the interaction between the teacher, the students, and the teaching content, and it aims to establish standards for application and effective standards for the interpretation, planning, and organization of the activity of both the teacher and the students.

The keywords of these concepts are the deliberate process, the formation of structure, the requirements for learning to occur, and the interaction between the teacher and the students. The teaching content is all these words that indicate that teaching should not be far from the contextual approach.

Teaching vocabulary using developed vocabulary teaching materials follows these seven principles in theory and practice. Steps to Teach Vocabulary Using Materials Teaching developed vocabulary follows these seven principles, so the researcher writes in it the steps that the teacher should take into account. They are:

- a. The teacher starts by greeting and asking about the conditions of the students and reading the basmala, then clarifies the word of encouragement on the topic page in five minutes
- b. The teacher must divide the students in a band in order to achieve cooperative learning
- c. The teacher gives the opportunity for ten minutes to read, comprehend new vocabulary, read text and dialogue Daily conversation where each band tries to understand what is meant by themselves

- d. The discussion on vocabulary from the text Reading and Dialogue The daily conversation between the teacher and each group takes place in ten minutes
- e. Some of them from each group come forward after reading the text, reading and dialogue, the daily conversation applies the daily conversation in a clear and correct voice in front of the students in a mutual and orderly manner.
- f. Presenting the deduction from the text, reading and dialogue, the daily conversation so that the students can understand correctly as much as five minutes.
- g. Training students to practice the daily conversation application of married for ten minutes
- h. Discussion on vocabulary models Text, reading and dialogue, daily conversation to increase students' understanding by as much as five minutes
- i. Solving the remaining questions in subsequent exercises
- j. And so on in every subject.

In each introduction of the subject of the lesson, the researcher wrote a word of encouragement that moves the souls of the students to increase their desire and readiness to study. And with a picture to catch the eye. At these moments, the teacher discussed the floor with the students. It is the teacher's duty to make the first activity of the study encouragement so that the students feel happy and happy. The introductory activity is important, and it serves as the first table at the meal, so that the taste of the food increases afterwards.

In Melvin's opinion, the introductory activity has three goals: first: the formation of a band that helps them get to know each other so that they can create a cooperative atmosphere the second: the goal of simple assessment, i.e., through this introductory process, the teacher facilitates the knowledge of the attitudes, experiences and mentalities of the students, and the third: the direct participation of the students as it creates a strong desire to learn. (Melvin L Silberman: 2009)

Then comes the application of the constructivist principle: the teacher should not teach the subject by means of indoctrination so that he reads, builds up examples, and explains new vocabulary. This is how learning vocabulary using the old book "Arabic Language Lessons" was. By applying this method, there is no opportunity for students to construct ideas and concepts on their own, and there is no application of the verse "Iqra", which is the first revelation that was revealed to our Prophet Muhammad (peace be upon him). Seeking knowledge in Islam is a great worship. The study of the Arabic language is a kind of jihad of knowledge. Because the Arabic language is the key to the sciences of religion, and the vocabulary is one of the Arabic sciences, let alone studying vocabulary and not applying the principles of the contextual approach, and it follows the philosophy of "Iqra".

Kokom Kumalasari said that the philosophy of construction believes that man builds his knowledge through experience, the environment around him, and other aspects of life that surround him. This philosophy is against the doctrine of indoctrination, which believes that knowledge is transmitted from one person to another. Yes, it is a transfer, but give the space of interpretation to people so that they can construct the information themselves. Because science is not originally ready, but rather the result of the long process that man has felt in .spirit, mind, and body. (Kokom Komalasari: 2010)

By applying the correct constructivist principle, the principle of finding, the principle of questioning, and the principle of learning community were applied. Because the discussion takes place in the introductory activity, and like the students always in the different teams, in order to create a cooperative atmosphere among them. Then comes the role of the students in expressing their opinions after they have obtained and found the heart of the topic through the discussion reading.

The principle of discovery is of two types: discovery and guided discovery, both of which are the way in which the individual obtains information himself. The main difference is the amount of help and guidance that the teacher gives to the learner, which is a form of self-learning. In school, the discovery must be directed by the presence of the teachers. (Hassan Shehata: 1996) The researcher used guided discovery when teaching in the classroom and developed vocabulary teaching materials allow for this process, and the researcher can use abstract discovery by assigning students to practice the application of vocabulary in daily conversation

with friends.

As for teaching vocabulary by applying the principle of role modeling, it certainly starts with the professional teacher, that is, the vocabulary teacher who has understood the Arabic language subjects can explain the subject by giving many examples and practice in applying vocabulary. Then comes the example in the vocabulary examples in the subjects, which is the easiest to teach the developed vocabulary, which is easier, such as the examples whose vocabulary is related to the students' environment and their daily life, and this is to achieve the principle of reflection to the most difficult of the process of taste, correctly and properly.

He said that the application of the contextual approach to the principle of role model is not always on the part of the teacher. A teacher may instruct a particular student to pronounce a letter correctly or demonstrate a skill inside or outside the classroom. A student who demonstrates skill is called a role model in the study. In the researcher's opinion, these seven principles are an indivisible unit, that is, they are interconnected. The principle of construction strengthens the principle of questioning and finding, the cooperative atmosphere or the learning community, as well as the rest of the principles. Because the student who demonstrates skill has performed the principle of reflection and construction, he has performed active learning. (Saiful Sagala: 2009)

The principle of realistic evaluation remained discussed. Tests are important elements of evaluation. It aims to measure achievement, i.e. the student's achievement or the extent to which he has mastered a skill, and such a test is what the teacher tests for his students during or at the end of the school year. The goal of the educational experiment may be if we want to compare two teaching methods to see which one is the most efficient, we try each method on a group of students and use tests.

The Fadlillah Institute Tambak Sumur Waru Sidoarjo has long been a realist calendar. The final exam is an assessment element. Consider success not only in the exam but also in attendance and activities inside or outside the classroom or other job that each student must perform, as all of these elements have their results and determine the amount of success in all subjects.

In teaching the developed vocabulary subjects when evaluation, it is through the teacher's observations during teaching and documenting them in the note, and

when the semester is evaluated, success is considered by referring to these elements. The institute's evaluation and evaluation system for the developed vocabulary teaching materials are mutually exclusive, all of which are oriented towards applying the principle of realistic evaluation. It is important to note that in education, it is important to develop the mindset of students.

Therefore, the education of students at this stage must be related to the students' daily lives, needs, experiences, and psychological and mental attitudes. The seven principles of the contextual approach are not much different from the humanistic approach, which says that education must provide an opportunity for learners who come from different places with diverse cultures, so the teacher must give them the opportunity to express themselves and this is one of the factors in creating an active atmosphere in the classroom. Therefore, the contextual approach is broad and it relates a lot to the other approaches to education. The application in this research is limited to these seven principles. (Hamzah Uno)

Based on the researcher's observations over several years, students showed low motivation and limited interest when learning vocabulary using traditional teaching materials. Many students experienced difficulties in memorizing, understanding, and applying vocabulary in daily communication. Similar findings were also identified during the preliminary study and needs analysis conducted in this research. As a result, students' vocabulary comprehension and practical language use remained limited.. This is not the case during the experiment of developed vocabulary teaching materials, students seem to want to study the vocabulary material from the beginning to the end of the experiment, and we know from the many participation and cooperation among them and the discussion on the subject studied. Above all, the results of the students in the post-semester are greater than the results of the students in the pre-semester. (Zulhannan: 2014)

Teaching Arabic as a second language does not only mean transferring information so that the teacher comes and teaches the material in front of the class, and the students listen well, and so on until the end of the lecture. Such an approach will not bring about the achievements and goals set. True education is what creates a learning environment and the desire to seek knowledge, so that the study atmosphere in the classroom is good. When the teacher did his job in the classroom by applying the Siqui approach, it was easy for the teacher to create the mentioned environment

and fulfill the students' desire to study.

Therefore, the teaching of a foreign language must be linked to the other sciences which are at least three things: the sciences of language, the sciences of psychology, and the sciences of education. The first tells us about the facts of human language, the second tells us how and the process of acquiring a language, and the third tells us how to use those sciences in teaching language. Achieving the achievements of the teacher in teaching It is necessary to link the teaching process to the human elements in the hearts of students in spirit, mind and body. This is so that change can be achieved quickly, such as cognitive change, attitude .change, and behavioral change. (Nanang Hanafiah and Cucu Suhana: 2009)

Based on the researcher's classroom observations during the implementation of the developed vocabulary teaching materials, students demonstrated greater independence and active participation in learning activities. They became more confident in expressing opinions, answering questions, and discussing lesson topics with their peers. In addition, the learning process encouraged active and cooperative learning, as students worked together to construct their understanding of vocabulary concepts within the classroom community. (Acep Hermawan: 2011)

The effectiveness of teaching vocabulary using developed teaching materials is also related to the issue of second language acquisition. The role of the first language is very important in the acquisition process. Linguistic attitudes are the process of provocation and .reactions. So the environment is an important source of first and second language acquisition This means that as long as students do not receive some kind of provocation, they will not have any reactions. Indeed, the application of contextual principles in the teaching of vocabulary has the phenomenon of provocation and reactions, from the first activity until the .students go through the various exercises. (Nanang Hanafiah and Cucu Suhana: 2009)

The process of acquiring a second language is inevitably through learning. Learning in its simple definition means modifying behavior through experience. Experience is very important in creating proficiency in students when studying vocabulary. Without experience, they would not be able to build the concept and understand and then apply the vocabulary in everyday conversation. Developed vocabulary teaching materials enable students to experiment with the experience so that they can develop the types of experience. (Mustafa Nassef)

Teaching achievements are also related to the developed vocabulary teaching materials to a great degree of importance, but they come in the first place before tools

and devices, which is worth noting that most educational institutions overlook this importance and tend to acquire educational devices without having a library of developed vocabulary teaching materials, and this leads to the loss of feasibility due to the existence of equipment without materials. (Abdel Azim Abdel Salam Al-Ferjani: 2002)

Educational aids and devices are well available at the Fadlallah Institute for learning the Arabic language, such as projectors, computers, and the like to teach the skill of listening, speaking, reading and writing. The problem at the Fadlallah Institute is that educational materials are not well available, especially in vocabulary. The existing books are the old books, which are Arabic language lessons, so experimenting with the vocabulary learning materials developed in the vocabulary subject and providing them after conducting the operations in this research is a solution to this problem. (Iskandar and Dadang Sumendar: 2008)

CONCLUSION

The developed vocabulary teaching materials were designed according to the characteristics and needs of beginner Arabic learners. The materials emphasize ease of memorization, comprehension, and practical application of vocabulary in daily conversations. In addition, the lessons are organized progressively from simple to more complex topics. The examples, dialogues, and exercises are closely related to students' daily lives, which helps increase their engagement and participation during classroom activities. The use of colors and visual elements in the teaching materials also attracts students' attention and motivates them to practice daily conversations actively.

Based on the experimental results conducted at the "Fadlallah Institute," the statistical analysis showed that the calculated t-value (6.103) was higher than the t-table value (2.02), indicating that the research hypothesis was accepted. Furthermore, findings from observations, interviews, and questionnaires revealed that students responded positively to the developed teaching materials and showed greater interest in learning vocabulary. These findings demonstrate that the contextual-based vocabulary teaching materials were effective in improving students' vocabulary learning outcomes and classroom engagement.

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