



Research Article

## Utilization of Animated Films for Learning Everyday Vocabulary in Improving Arabic Speaking Skills

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**Abstract.** In today's era of technological development, electronic-based media is a highly desirable tool, especially for children. The majority of technology contains entertainment and games that often interfere with children's interest in learning. This requires teachers to develop more creative and effective learning strategies to achieve learning objectives. This study aims to describe the use of digital media-based learning methods in the form of animated videos in learning language vocabulary,

considering that children generally love animated movies. The usual lecture method is considered boring by students, thus reducing interest in learning. This research uses observation and interview methods to analyze the effectiveness of Arabic vocabulary learning through animated videos. The results show that this method is very instrumental in increasing children's interest and participation in the learning process. Children are more interested in learning new Arabic vocabulary through animated media, which they consider more fun than traditional methods. In addition, this method also strengthens students' memory of the Arabic vocabulary learned. Based on these findings, the use of animated videos in vocabulary learning proved to be an effective solution in increasing students' interest in learning and understanding of the material taught.

**Keywords:** Arabic Vocabulary, Animated Video, Arabic Language.

**Abstrak.** Di era perkembangan teknologi saat ini, media berbasis elektronik merupakan sarana yang sangat diminati, terutama bagi anak-anak. Mayoritas teknologi mengandung hiburan dan permainan yang seringkali mengganggu minat belajar anak. Hal ini menuntut guru untuk mengembangkan strategi pembelajaran yang lebih kreatif dan efektif guna mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan penggunaan metode pembelajaran berbasis media digital berupa video animasi dalam pembelajaran kosakata bahasa, mengingat anak-anak pada umumnya menyukai film animasi. Metode ceramah yang biasa dianggap membosankan oleh siswa, sehingga mengurangi minat belajar. Penelitian ini menggunakan metode observasi dan wawancara untuk menganalisis efektivitas pembelajaran kosakata bahasa Arab melalui video animasi. Hasil penelitian menunjukkan bahwa metode ini sangat berperan dalam meningkatkan minat dan partisipasi anak dalam proses pembelajaran. Anak-anak lebih tertarik mempelajari kosakata bahasa Arab baru melalui media animasi, yang mereka anggap lebih menyenangkan dibandingkan metode tradisional. Selain itu, metode ini juga memperkuat daya ingat siswa terhadap kosakata bahasa Arab yang dipelajari. Berdasarkan temuan tersebut, penggunaan video animasi dalam pembelajaran kosakata terbukti menjadi solusi yang efektif dalam meningkatkan minat belajar dan pemahaman siswa terhadap materi yang diajarkan.

**Kata Kunci :** Kosakata Bahasa Arab, Video Animasi, Bahasa Arab.

## INTRODUCTION

Learning design using animated/cartoon films is unique and creative in implementing the teaching process, creativity in learning is needed to achieve the learning objectives that the teacher will teach. Currently, the advancement of science and technology, especially in the field of electronic communication, has a significant influence in the field of education. Various learning media, especially those using electronic devices, make it easier for teachers to deliver learning materials more effectively and efficiently<sup>1</sup>. Learning media, which is a means used in the educational process to convey learning materials to students, must be able to be received by students through the various senses of students.<sup>2</sup> The use of media, such as video-based media, can improve the quality of education and enrich the learning process in

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<sup>1</sup> Malini Kamlin and Tan Choon Keong, "Adaptasi Video dalam Pengajaran dan Pembelajaran," *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 5, no. 10 (October 2, 2020): p 35.

<sup>2</sup> Sri Anita, *Media Pembelajaran* (Surakarta: UNS Press, 2008), p 7.

the classroom. Video as learning media can present informative, educational, and instructional messages in the form of facts or fiction, so that any lesson that looks difficult will become easy, for example in learning Arabic,<sup>3</sup> also states that the weakness of the use of grammar included in the field of Arabic morphology is the main problem faced by students studying Arabic. For the view<sup>4</sup> also, morphological errors include various errors, such as word formation errors, errors in choosing affixes or improper use of vocabulary in language. According to them again, among the morphological errors that are often found are errors in the aspect of using inappropriate vocabulary in learning the language. This is agreed by<sup>5</sup>, namely the problem of using language structures, especially the vocabulary aspect, is a problem often faced by students who learn a second language.<sup>6</sup>

The use of video media has many benefits in learning, including providing convenience in understanding and remembering, especially in learning Arabic. The utilization of video-based learning media provides flexibility in adjusting the speed or slowness of movement in a learning process. This makes it easier for learners to observe the sequence of events presented. Video media also helps teachers when students want to repeat the learning material that has been delivered in class, and can function as a tool to store important information conveyed by the teacher to students and can be played back by the teacher whenever needed.<sup>7</sup> Animated media that has an attractive appearance and is easy for students to understand, this is because in animated media there are conversations, voice clarity when explaining material content, readability of writing, besides that visuals in video animation is very helpful in understanding the material content, the instructions or commands are easy to follow, then in conveying the material content there is a good and interesting storyline.<sup>8</sup> Learning design using the animated video or cartoon method is a unique method and will help teachers in delivering lessons according to the target and can also attract students' attention and interest in learning, because seen from the background of today's children where technological developments affect children's interest in learning which seems to combat and reduce the allotment of children's learning time and have a negative impact, namely laziness<sup>9</sup>, then researchers want to

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<sup>3</sup> Marpuah Siti, "Penguasaan Komunikasi Bahasa Arab Melalui Kaedah Aktif Komunikatif Di Sekolah Menengah Agama," *Universiti Tun Hussien Onn Malaysia*, 2017, p 32.

<sup>4</sup> R. R. Khairina Hasibuan, N, "Analisis Kesalahan Penggunaan Morfem Infleksi Dalam Konjugasi Bahasa Arab Pada Santriwati Kelas It Pesantren Darul Arafah," *Kajian Linguistik Program Studi Linguistik FIB USu*, 2014, p 78.

<sup>5</sup> Nadwah, D, "Permasalahan Pertuturan Dalam Bahasa Arab Sebagai Bahasa Kedua," *GEMA Online® Journal of Language Studies*, 2014, p 117.

<sup>6</sup> Hasnurol Hashim, Kaseh Abu Bakar, and Maheram Ahmad, "PENGUASAAN KOSA KATA BAHASA ARAB MENERUSI PENGETAHUAN MAKNA DAN PENGGUNAANNYA," *MALIM: JURNAL PENGAJIAN UMUM ASIA TENGGARA (SEA JOURNAL OF GENERAL STUDIES)* 21, no. 1 (November 10, 2020): p 162.

<sup>7</sup> Yosep Fauzi, Santi Lisnawati, and Rofi'ah, "Strategi Penggunaan Media Pembelajaran Berbasis Video Terhadap Minat Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam," *In Islamisasi Ilmu Pengetahuan Di Era Revolusi Industri*, Vol.1, 2019, p 49.

<sup>8</sup> Indra Kartika Sari, "Jurnal Basicedu," *Jurnal Basicedu*, 2021, p 63.

<sup>9</sup> Hiskiya Uruwaya Wilius Kogoya, *Solusi Dampak Negatif Penggunaan Media Elektronik Pada Remaja Dalam Aktifitas Pembelajaran (Widana Bhakti Perdana Bandung, 2022)*, p 16.

make technology that previously had a bad impact into something useful for learning by applying it in learning Arabic vocabulary.

Research on this learning design is very influential on improving students' language, as stated by Diana Dwita in her journal said "that the use of animated video media has an impact on students' vocabulary mastery"<sup>10</sup>, Ani Nuraini in her journal also said "Animated video learning media can make learning more meaningful and achieve learning objectives.". In addition, it is recommended for teachers to be able to become new knowledge, especially in choosing learning media with this latest technology, namely kine master-based animated videos."<sup>11</sup>, Alfrida<sup>12</sup> in her journal said "The learning method through animated films is very important, especially in increasing children's interest in listening to the word of God, because this makes children interested and prefer to hear the word of God because according to them this is a fun thing", Dewi Nisawati in her journal said also "Based on the results of the analysis of the research that has been done both manually and using SPSS, listening skills show significant results after children aged 5-6 years are given treatment in the form of Shimajiro cartoon videos for three meetings".<sup>13</sup>

This study was conducted to overcome the problems faced by students in Arabic speaking skills, especially in mastering vocabulary, because there are still students in this school who still have not mastered the whole due to forgetting. Therefore, the researcher wants to apply this method to solve the problems in this learning process, especially in vocabulary learning. This shortcoming is caused by the delivery of vocabulary that is less effective in the learning process. Vocabulary mastery is a key element in language skills, especially in everyday contexts, where students often have difficulty in expressing themselves fluently and precisely in Arabic. Through this research, it is hoped that a more effective method can be found in teaching vocabulary, so that students can more easily master vocabulary. Through this research, it is hoped that a more effective method can be found in teaching vocabulary, so that students can more easily master Arabic and use the vocabulary better in daily conversation. In addition, the results of this study are also expected to be a guide for teachers in achieving Arabic learning objectives more optimally. With a more appropriate method, it is expected that the teaching and learning process will be more efficient, and students' speaking ability in Arabic can improve significantly, which in turn will have a positive impact on the quality of Arabic education in schools. And it is hypothesized that this method will be able to be a good learning method for the learning process of Arabic vocabulary. This study emphasizes the importance of a structured and targeted approach in teaching vocabulary to achieve success in

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<sup>10</sup> Diana Dwita, "Pengaruh Penggunaan Media Video Animasi Terhadap Peningkatan Penguasaan Mufrodad (Kosa Kata) Pembelajaran Bahasa Arab Peserta Didik Kelas Vii Mts Mathla'ul Anwar Cemplang Tahun Pelajaran 2022/2023," 1, 3 (2023): p 25.

<sup>11</sup> Ani Nurani Andrasari, Yuyun Dwi Haryanti, and Ari Yanto, "MEDIA PEMBELAJARAN VIDEO ANIMASI BERBASIS KINEMASTER BAGI GURU SD," 2022, p 76.

<sup>12</sup> Alfrida, "Metode Pembelajaran Melalui Film Animasi Dalam Meningkatkan Minat Belajar Firman Tuhan Pada Anak Usia 6-8 Tahun," n.d., p 27.

<sup>13</sup> Dewi Nisawati, "PENGARUH PEMANFAATAN MEDIA VIDEO KARTUN TERHADAP KEMAMPUAN MENYIMAK PADA ANAK USIA 5-6 TAHUN," n.d., p 24.

Arabic language learning. It can be concluded that animated video-based learning media has a significant and positive influence in improving the effectiveness of the learning process, especially in helping students understand the material better and attracting their interest to be more active in learning activities. Therefore, researchers will apply this method, because the problems that exist in this cottage are in accordance with those mentioned by previous researchers.

## RESEARCH METHOD

The methodology used by researchers in this study is Classroom Action Research (PTK). Research methods are scientific methods for obtaining data for specific purposes or needs<sup>14</sup>, classroom action research comes from the English term Classroom Action Research, which is known by the abbreviation PTK, which means research conducted in the classroom by teachers / researchers to find out which means research conducted in a class to find out the effects of actions applied to a research subject in that class. Classroom action research was first introduced by Kurt Lewin in 1946, which was further developed by other experts such as Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt and so on. Thus, the concept of PTK will be applied at Pondok Uzma Al Furqon because it is in accordance with the existing problems in learning Arabic vocabulary.

The purpose of classroom action research is to identify problems in the classroom while solving the problem. According to Hopkins Classroom Action Research is research that combines research procedures with substantive action, an action carried out in the discipline of inquiry or an attempt by someone to understand what is happening, while being involved in a process of improvement and change.<sup>15</sup> According to Joni and Tisno, PTK is a study that is reflective in nature by the perpetrators of the action carried out to improve the rational ability of the actions they take, as well as to improve the conditions in which the learning practices are carried out T.R Joni and Tisno.<sup>16</sup> Suyanto defines PTK as practical research intended to improve learning in the classroom. This improvement effort is carried out by taking action to find answers to problems raised from the teacher's daily work activities in the classroom. The problem is a factual problem that is actually faced in the field, not a problem that is engineered<sup>17</sup>. Rochiati defines PTK as how a group of teachers try to organize the conditions of their learning practices, and learn from their own experiences. They can try an improvement idea in their learning practice and see the real effect of the effort Rochiati Wiriatmaja. Research conducted in the classroom by teachers/researchers to find out which means research conducted in a class to find

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<sup>14</sup> Sugiyono, *Metodologi Penelitian Kualitatif* (Jakarta: Alfabeta, 2015), p 67.

<sup>15</sup> Hopkins David.A, *Teacher's Guide to Classroom Research* (. Philadelpia: Open University Press, 2010), p 44.

<sup>16</sup> Joni T.R Tisno, "Konsep Dasar Penelitian Tindakan Kelas (Classroom Action Research)," *Proyek Pengembangan Guru Sekolah Menengah Depdikbud*, no. Jakarta (2012): p 5.

<sup>17</sup> Suyanto, *Penelitian Tindakan Kelas Sebagai Refleksi Pengajaran* (PMalang: UNM Program Pascasarjana Prodi Bahasa, n.d.), p 51.

out the effects of actions applied to a research subject in that class.<sup>18</sup> Classroom Action Research was chosen because this methodology allows researchers to identify problems that arise in the learning process directly in the classroom, and allows researchers to implement corrective actions in a sustainable manner to improve the quality of learning. By using PTK, researchers can be actively involved in the learning process, observe student development, and reflect on the effectiveness of the teaching methods applied.<sup>19</sup>

This research was conducted with the main objective to find an increase in student learning outcomes in Arabic vocabulary comprehension lessons at Pondok Tafidz Uzma Al Furqon Slahung. This research was conducted through two cycles, where each cycle involved different discussion materials to see the impact on improving students' understanding. In each cycle, researchers used animation media as a learning tool using a projector. Animation media was chosen because of its ability to attract students' attention and visualize abstract concepts to be more concrete, making it easier for students to understand and remember the vocabulary taught.

After conducting observations and interviews regarding the learning process and also some problems in this learning, this method is able to help in solving these problems. Arabic language learning today offers a wide selection of effective and diverse methods to improve students' overall Arabic language skills. These methods can be combined to provide the most effective learning experience for students. As for the new methods born in this era are learning methods that have produced many effective and interactive learning.<sup>20</sup> The research object in this study is all 7th grade students at Pondok Tahfidz Uzma Al-Furqon Gombang Slahung Ponorogo, totaling 6 students. Although the number of students involved in this study is relatively small, this allows the researcher to make more in-depth observations of the development of each student. The researcher can give more intensive attention to each student, ensuring that each individual gains maximum benefit from the learning process implemented. With a systematic and planned approach, this research is expected to make a significant contribution to improving student learning outcomes in Arabic vocabulary comprehension.

## RESULTS AND DISCUSSION

Results, Research conducted at Pondok Uzma Al-Furqon Gembong Slahung about the use of animated video media in learning Arabic. There is an increase in vocabulary mastery after using animated video media, this can be proven through the results of the scores on its application in the first cycle and the second cycle.

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<sup>18</sup> Anisatul Azizah, "Pentingnya Penelitian Tindakan Kelas Bagi Guru dalam Pembelajaran," *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (May 8, 2021): p 17, <https://doi.org/10.36835/au.v3i1.475>.

<sup>19</sup> Azizah, p 17.

<sup>20</sup> Ahmad Hidayatullah Zarkasyi, "Pembelajaran Bahasa Arab Menggunakan Metode Qawwaid Dan Tarjamah Pada Era Modern," *INNOVATIVE: Journal Of Social Science Research* 3 (2023).

### Cycle 1

In the first cycle of learning about Arabic vocabulary focuses on the application of learning using animated films or cartoons for 7th grade students at Pondok Uzma Al-Furqon Gembong Slahung. With the object of research as many as 6 students, this method aims to improve understanding and mastery of vocabulary through interesting visual media. The application media used is Arabic animated films that have been adapted to the level of student understanding, by looking at the state of the class and trying to analyze the condition of students and the environment that has a major influence on the success of this application, the teacher starts the learning process by showing animated media depicting several objects in the classroom and then the teacher explains. In this method, the teacher did not translate the animated images into Bahasa Indonesia at all, with the aim that what the teacher conveyed could be remembered by students well.

During the learning process and at certain parts, the teacher stops the movie to discuss the vocabulary that appears, invites students to repeat, and explains the meaning of the words and gives examples in sentences. Then, after the movie is over, the teacher gives exercises or quizzes related to the vocabulary that has been learned, either through written questions or oral activities. After the assignment or exercise, the teacher makes a table of the results of students' scores in the exercise, as follows:

NO	NILAI	KETERANGAN	JUMLAH	PRESENTASE
1	86 - 100	ممتاز	0	0%
2	71 - 85	جيد جدا	2	33%
3	56 - 70	جيد	4	67%
4	41 - 55	مقبول	0	0%
5	30 - 40	ضعيف	0	0%
6	JUMLAH		6	100%

NO	NAMA	SIKLUS 1	KETERANGAN
1	Abdullah Fahmi Najmi	65	Belum
2	Abdul Hafidz Royhan	70	Belum
3	Beny Agus Setiawan	75	Lulus
4	Nur Kholis Shidiq	60	Belum
5	Mohammad Al-Akhyar	60	Belum
6	Arizal Fahturrahman	65	Belum

Based on the table above, it is known that the value of ممتاز has no students who get it, while 2 students who get the description of the value of جيد جدا with a percentage of 33% and 4 students get the description of the value of جيد with a percentage of 67%. And in the column مقبول & ضعيف there are no students who have not passed. with this it can

be seen that learning Arabic in vocabulary lessons in this first cycle has not reached the peak stage and needs to be evaluated and improved again. Therefore, it is necessary to hold a reflection in order to improve the evaluation and deficiencies that exist in cycle I.

The table above is the result of Arabic vocabulary learning scores, and the results show that many students still get scores below the average. At the end of the session, the teacher reviews the vocabulary that has been learned and gives homework to strengthen students' understanding, with the aim of strengthening students' understanding. So the researcher after seeing the first cycle above conducted a second cycle to determine the improvement of learning outcomes with animation media.

## **Cycle 2**

After implementing vocabulary learning in the first cycle, the researcher continued in the second cycle, in the second cycle of learning about Arabic vocabulary, the main focus lies on the application of the same innovative learning method using animated film or cartoon media and also in its improvement. This learning is specifically designed for 7th grade students at Pondok Uzma Al-Furqon Gembong Slahung, involving 6 students as research objects. This method aims to improve understanding and mastery of Arabic vocabulary through visual media that is interesting and fun, so that it can make it easier for students to remember and understand the material presented.

The media used in the application of this method is an Arabic-language animated film that has been adapted to the level of student understanding. The selection of this media is not without reason, considering that interesting visualizations in animated films can attract students' attention, so that they are more easily involved in the learning process. In addition, the animation chosen depicts objects that are often found in the classroom, such as tables, chairs, blackboards, and others. This is done so that students can directly relate the vocabulary learned to the objects around them, so that the learning process becomes more contextual and relevant.

In the learning process, the teacher starts by showing an animated movie depicting these objects. The teacher then explains the vocabulary related to the pictures in the animation. Interestingly, in this method, the teacher does not translate the vocabulary in the animation into Indonesian. The purpose of this approach is to get students used to thinking directly in Arabic, so that they can internalize the vocabulary more effectively and remember it well without having to rely on translation. Thus, it is expected that students can more quickly master Arabic and be able to use it actively in daily communication.

The acquisition of data in this study is one of them based on data collection techniques in the form of tests to see if there are significant differences from this study. So this study uses data in the form of student scores by comparing the value of vocabulary learning outcomes before receiving treatment, with the value of learning outcomes after treatment. The results of the scores in the second cycle are as follows:

NO	NILAI	KETERANGAN	JUMLAH	PRESENTASE
1	86 - 100	ممتاز	3	50%
2	71 - 85	جيد جدا	3	50%
3	56 - 70	جيد	0	0%
4	41 - 55	مقبول	0	0%
5	30 - 40	ضعيف	0	0%
6	JUMLAH		6	100%

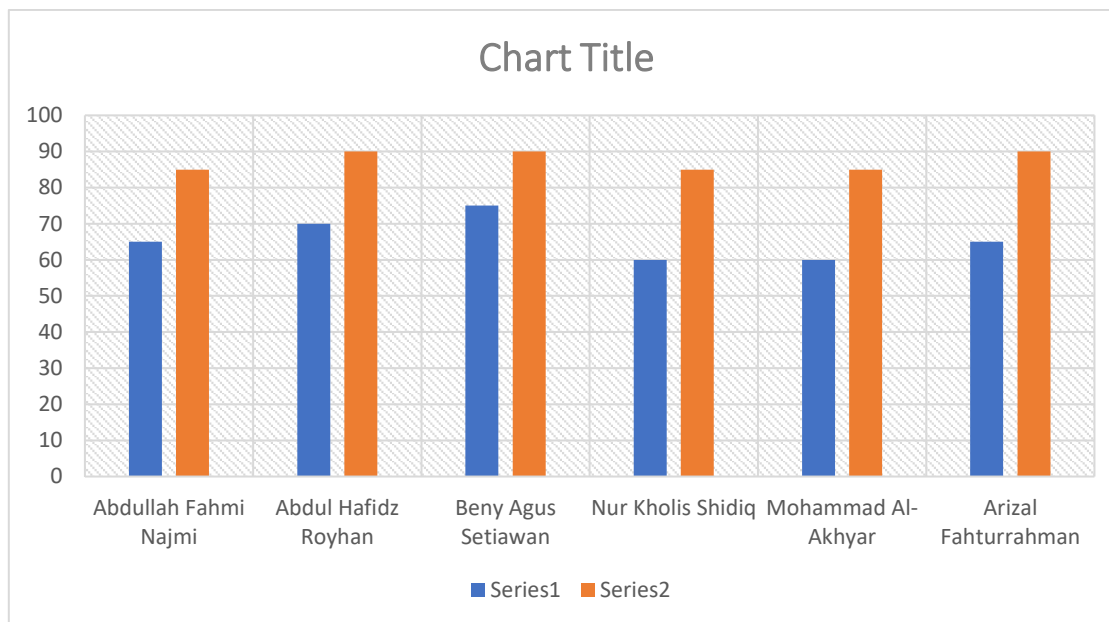
Rata Rata	65,83
Persentase	16,67

NO	NAMA	SIKLUS 1	KETERANGAN
1	Abdullah Fahmi Najmi	85	Lulus
2	Abdul Hafidz Royhan	90	Lulus
3	Beny Agus Setiawan	90	Lulus
4	Nur Kholis Shidiq	85	Lulus
5	Mohammad Al-Akhyar	85	Lulus
6	Arizal Fahturrahman	90	Lulus

In the table above, it can be seen that the increase in grades from students is very increasing, half of the students in 1 class get Mumtaz grades and get grades 85 - 100 with a presentation of 50% with a total of 3 students, the rest get Jayyid Jiddan predictions and get grades 71-85 with a presentation of 50% with a total of 3 people. The remaining 0 students scored Jayyid, Maqbul, and Dha'if.

The table above displays the results of Arabic vocabulary learning scores in the second cycle. Based on the data, it can be seen that many students showed a significant increase in grades compared to the first cycle where their grades were still below the average. In this second cycle, most students managed to achieve more satisfactory grades, there was even an increase in grades to reach 100%. This shows a remarkable development in students' understanding of the material taught. This improvement can be attributed to the use of learning methods involving animation media, which proved to be very effective in helping students understand the material better. In conclusion, animation-based learning methods not only attract students' attention but also play an important role in improving the quality of learning and their understanding of Arabic vocabulary.

From the gains in the two cycles above, the researcher tried to compare and present them in the form of a diagram. As follows;



The table above illustrates a good and significant improvement in learning and test results in the second cycle. When compared to the first cycle, the results obtained in the second cycle showed a much more positive development. Many students managed to improve their understanding and mastery of Arabic vocabulary, which was reflected in better test results. This improvement cannot be separated from the use of learning methods involving media, which turned out to have an important role in facilitating the learning process. The use of media in learning proved to be effective in presenting the material in a more interesting and understandable way, thus helping students absorb and remember the vocabulary taught more easily. Thus, it can be concluded that learning media not only serves as a visual aid, but also as a means capable of improving the quality of students' overall understanding of the material being studied, in this case Arabic vocabulary. This confirms the importance of using innovative methods in education to support the achievement of optimal learning outcomes.

The research results section contains exposure to the results of the analysis relating to the research questions. Each research result must be discussed. The discussion contains the meaning of the results and comparisons with theory and/or similar research results.

## CONCLUSION

The application of Learning using Animated Video Media was carried out to class 7 at Pondok Uzma Al-Furqon Gembong Slahung in 2 meetings. as for the implementation of learning in the classroom by delivering teaching material using animated videos that are played using a projector, then students are asked to write vocabulary that they do not understand and understand, then the researcher will explain the contents of the video and answer student questions. at the end of learning students are asked to memorize the vocabulary contained in the animated video. Based on the research that has been done, it can be seen that in the exam results before being given treatment (treatment) and after being given treatment (treatment)

on samples taken from class VII at Pondok Uzma Al-Furqon Gembong Slahung in the 2024/2025 academic year. From these data that there is a significant increase from the first cycle to the second cycle. As for suggestions regarding the application of animated videos, towards improving the mastery of mufradat, some suggestions from researchers are: For students, students can use animated videos on the internet to increase the Mufradat (vocabulary) of Arabic. For teachers, Arabic language teachers, Arabic language teachers should use media in the delivery of learning in the classroom so that it is not boring.

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