

## The Effect of the Communicative Language Teaching Method Used by Reminder Board Media on the Mastery of Arabic Language Vocabulary in Madrasah Ibtidaiyah

Ana Achoita<sup>1</sup>, Siska Cahya Febriyanti<sup>2</sup>

<sup>12</sup>Pendidikan Agama Islam, Institut Agama Islam Nahdlatul Ulama Tuban, Indonesia.

anaachoita@gmail.com<sup>1</sup>, siskafebriyanti098@gmail.com<sup>2</sup>.

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui penerapan, penguasaan kosakata dalam pembelajaran bahasa Arab, untuk mengetahui seberapa besar pengaruh penggunaan metode pengajaran bahasa komunikatif yang dibantu media papan pengingat terhadap penguasaan kosakata bahasa Arab di madrasah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan Desain Kelompok Kontrol Non-Ekuivalen. Populasi penelitian adalah seluruh 39 siswa kelas 1 MI Al-Hidayah Gesikharjo Tuban. Penelitian ini menggunakan sampel dari dua kelas, yaitu kelas 1 A dan kelas 1 B, dengan teknik pengambilan sampel lotre sederhana untuk menentukan kelas eksperimen dan kelas kontrol. Instrumen pengumpulan data adalah observasi, tes pretest dan posttest, dan dokumentasi. Analisis data dilakukan secara deskriptif dan inferensial menggunakan uji-t. Berdasarkan hasil analisis menggunakan uji-t sampel berpasangan dengan bantuan program SPSS 21, pada kelompok eksperimen diperoleh nilai Sig. Nilai Sig. (2-tailed)  $0,00 < 0,05$  maka  $H_a$  diterima dan  $H_0$  ditolak, sedangkan hasil analisis menggunakan uji t sampel berpasangan pada kelompok kontrol mendapatkan nilai Sig. (2-tailed)  $0,26 > 0,05$  maka  $H_0$  diterima dan  $H_a$  ditolak. Dalam penelitian ini terdapat perbedaan signifikan antara kelompok eksperimen yang menggunakan metode pengajaran bahasa komunikatif dengan bantuan media papan pengingat di kelas I MI AL-HIDAYAH. Pada data yang diperoleh melalui hasil analisis menggunakan uji t sampel independen dengan program SPSS 21 diperoleh nilai Sig. (2-tailed)  $0,00 < 0,05$  maka  $H_0$  ditolak dan  $H_a$  diterima. Sehingga dapat disimpulkan bahwa terdapat perbedaan skor post-test antara kelompok eksperimen dan kelompok kontrol di kelas I MI AL-HIDAYAH Gesikharjo.

**Kata kunci:** *Pengajaran Bahasa Komunikatif, Papan Pengingat, Kosakata, Bahasa Arab.*

**Abstract:** The purpose of this study is to determine the application, the mastery of vocabulary in Arabic learning, to find out how much influence the use of the Communicative language teaching method assisted by reminder board media on the mastery of Arabic vocabulary in elementary madrasahs. This study uses a quantitative approach with a Nonequivalent Control Group Design. The study population was all 39 students of grade 1 of MI Al-Hidayah Gesikharjo Tuban. This study used samples from two classes, namely class 1 A and class 1 B, with a simple lottery sampling technique to determine the experimental class and the control class. Data collection instruments were observation, pretest and posttest tests, and documentation. Data analysis was carried out descriptively and inferentially using the t-test. Based on the results of the analysis using paired

sample t-test with the help of SPSS 21 program In the experimental group obtained a Sig. (2-tailed) value of  $0.00 < 0.05$  then  $H_a$  is accepted and  $H_0$  is rejected, while the results of the analysis using paired sample t-test in the control group got a Sig. (2-tailed) value of  $0.26 > 0.05$  then  $H_0$  is accepted  $H_a$  is rejected. This in this researcher there is a significant difference between the experimental group using the communicative language teaching method assisted by the reminder board media in class I MI AL-HIDAYAH. In the data obtained through the results of the analysis using the independent sample t-test using the SPSS 21 program obtained a Sig. (2-tailed) value of  $0.00 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is a difference in the post-test scores of the experimental group and also the control group in class I MI AL-HIDAYAH Gesikharjo students.

**Keywords:** *Communicative Language Teaching, Reminder Board, Vocabulary, Arabic.*

## INTRODUCTION

Learning is a multifaceted system, and its success can be assessed from two perspectives: product and process. From a product perspective, learning success is determined by student achievement, regardless of the learning process. Although learning success can be observed and criteria established, this can diminish the significance of the learning process as a process that embodies educational values.<sup>1</sup>

The learning environment system in learning includes the following components: learning objectives, teaching materials, teaching and learning activities, methods, learning resources, assessments, and learning media. Learning media is crucial in the learning process. The use of appropriate learning media is expected to support an effective and enjoyable learning process.<sup>2</sup>

Not all classroom learning experiences are well-received by students. Not all students have the same thoughts, opinions, understanding, and abilities regarding the lessons being taught. Therefore, teachers must be able to master creative methods that can be used in the learning process to prevent students from becoming bored in the classroom.

To deepen one's knowledge, whether general or religious, one must possess mastery as a skill. Several skills, including speaking, listening, reading, and writing, require consistent

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<sup>1</sup> N Fatoni D Saputra, M Fidri, "Penggunaan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Penguasaan Kosa Kata," *Jurnal As-Said 2 (1)*, 2022, 127–137.

<sup>2</sup> D Saputra, M Fidri.

practice to influence language acquisition. However, if vocabulary doesn't align with basic proficiency, these skills cannot be effectively implemented.<sup>3</sup>

Language plays a vital role in students' intellectual, social, and emotional development and supports their success in learning all aspects of themselves, their culture, and the cultures of others through expression. This demonstrates the close relationship between language and cognitive activity, indicating that different language systems produce different thought patterns. To facilitate the achievement of these goals, adequate language education and learning are necessary.<sup>4</sup>

Given the importance of language in learning activities, it should be viewed as a skill that must be cultivated from an early age. Arabic is a world language that has undergone social and scientific development. Arabic language learning can be defined as an effort to teach students to master Arabic, with the guidance of a facilitator teacher and coordination of various components to achieve the desired goals.

According to the regulations of the Indonesian Minister of Religion, the Arabic Language subject is a main subject taught in Madrasah Ibtidaiyah (MI), where this explanation can provide a positive contribution for students to be able to better understand other subjects, such as fiqh, Aqidah akhlak, the Qur'an and Hadith and the history of Islamic culture in which there are competency standards so that students know and understand Arabic vocabulary (mufrodat) related to the material in each of these subjects.<sup>5</sup>

In vocabulary learning, teaching doesn't just involve teaching vocabulary and then having students memorize it. However, students are considered to be able to master vocabulary if they have achieved the indicators of vocabulary mastery. Some indicators of vocabulary mastery include:

1. Students are able to translate vocabulary well.
2. Students are able to pronounce and rewrite vocabulary well and correctly.

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<sup>3</sup> Ni Luh and Putu Ekayani, "PENTINGNYA PENGGUNAAN MEDIA SISWA," *Jurusan PGSD, Fakultas Ilmu Pendidikan Universitas Pendidikan Ganesha Singaraja, Indonesia*, 2017.

<sup>4</sup> NING FITRIA MAGHIROH, "PENGARUH MEDIA ARABIC VIDEO LYRIC," no. April (2023).

<sup>5</sup> Fajriyah. ZAHROTUN, "Peningkatan Penguasaan Kosakata Bahasa Arab (Mufrodat) Melalui Penggunaan Media Kartu Kata Bergambar," *Pendidikan Usia Dini* 9 (2015).

3. Students are able to use vocabulary correctly in sentences, both spoken and written.<sup>6</sup>

Some elementary schools have taught basic Arabic vocabulary starting in grade 1. However, in practice, the lecture method is still widely used, leading to problems with ineffective learning, as some students are found to be inattentive to the lesson.<sup>7</sup> This explanation suggests the need for media development to allow students to interact with the lesson and gain motivation to learn Arabic vocabulary.

From an educational perspective, media serves as a highly strategic tool for influencing the success of teaching and learning. Its presence can directly provide a unique dynamic for students.<sup>8</sup> Media functions as a means to achieve learning objectives, and this is an undeniable fact. Therefore, teachers must be able to utilize the tools used by schools, and these tools must be in line with current developments. To achieve the desired learning objectives, teachers can utilize effective and efficient tools.<sup>9</sup>

Learning media is one of the factors influencing learning success. Learning media serves as a means of conveying messages and learning content. With learning media, classroom learning activities become more creative, innovative, and enjoyable. Thus, students' enthusiasm and motivation to learn will increase and grow. Learning media serves as a resource or medium that facilitates teachers in conveying material to students. With learning media, students will more easily understand the concepts and material being studied. Teachers should adapt the learning media used to the students' conditions and needs.<sup>10</sup>

A reminder board is a type of reminder board containing images and text designed like a game, making it highly engaging for students to understand the material being presented. Reminder boards allow students to learn while playing. This aims to increase student interest in learning and make the learning process more enjoyable.<sup>11</sup>

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<sup>6</sup> Z Miftah, "Penggunaan Media Power Point Untuk Meningkatkan Penguasaan Mufrodad Bahasa Arab Siswa Kelas VIII," *Jurnal Multidisiplin Ilmu Babasa*, 2023.

<sup>7</sup> Luh and Ekayani, "PENTINGNYA PENGGUNAAN MEDIA SISWA."

<sup>8</sup> A Arsyad, "Media Pembelajaran" (2011).

<sup>9</sup> Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha: Arabic Language Education Journal* 2, no. 2 (2020).

<sup>10</sup> Luh and Ekayani, "PENTINGNYA PENGGUNAAN MEDIA SISWA."

<sup>11</sup> D Saputra, M Fidri, "Penggunaan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Penguasaan Kosa Kata."

In the context of school-based Arabic vocabulary acquisition, reminder boards can serve as a useful tool for improving Arabic vocabulary skills. A reminder board is a systematically arranged collection of vocabulary displayed in large letters and images. This tool aims to enhance group learning activities and can also involve students in their development and application.

A learning method is a method or technique used by teachers to convey learning material to students with the aim of making it easier for them to understand and master the material. A good learning method must take into account student characteristics, learning objectives, and the learning context itself.

The Communicative Method relies more on students' creativity in performing exercises. At this stage, direct instructor/tutor involvement is reduced to allow students to develop their own abilities. Students at this stage are pressured to speak more than the instructor. Psychologically, each class has different tendencies, perspectives, and collective abilities. Therefore, instructors must be adept at exploiting this situation to ensure that each lesson provides at least some excitement for students.<sup>12</sup>

According to Richard and Rodgers, Communicative Language Teaching is based on the principle that the primary goal of language learning is the ability to communicate, so it focuses on language learning and its function in everyday life, rather than structural mastery. This approach views language as a tool for social communication and emphasizes its meaningful aspects. The Communicative Language Teaching approach is a language learning approach based on communication, which can create relationships within social situations in learning activities, thereby increasing students' active use of language verbally, conveying meaning (Sumantri, 2015). Communicative Language Teaching is an approach that places a strong emphasis on the use of language in actual communication contexts. This approach provides a more natural and functional learning experience for students and prepares them to interact in various real-life situations. Communicative Language Teaching focuses on the practical aspects of language, not just grammar or vocabulary, making it highly relevant to language learning objectives that focus on everyday language use. Therefore, the

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<sup>12</sup> Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development" 5, no. 2 (2020), [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).

Communicative Language Teaching method emphasizes learning that prioritizes understanding context over grammar and text production.<sup>13</sup>

The Communicative Language Teaching method, using reminder boards in the learning process, is expected to engage students with the material presented, as it indirectly allows them to see the actual object, making it easier to understand. This is highly beneficial for students and can also reduce boredom during learning.

Based on an interview with Mr. Rofi, the first-grade Arabic teacher at MI AL-HIDAYAH Gesikharjo, he stated that some students struggle to learn Arabic because it is a foreign language and not used for communication. One contributing factor is a lack of student interest in learning Arabic.

Based on information from the Arabic subject teacher of grade 1 MI AL-HIDAYAH Gesikharjo, the method used is the lecture method and the media used are only textbooks and blackboards, so that students are not enthusiastic about participating in the learning. This shows a lack of student interest in learning to influence Arabic language learning. One of the supporting factors for students is the use of learning methods and media. The methods and media used must be relevant to the material being studied. Therefore, researchers use different methods and media to be applied in Arabic language learning. Researchers choose relevant methods and media to be used for vocabulary/mufrodat material, namely the communicative language teaching method with the help of reminder board media.

Based on the descriptions above, it can be analyzed that the learning referred to here is the mastery of Arabic language material using the Communicative Language Teaching method with the aid of reminder boards, so that this material is easily understood by students during the learning process. Learning methods and media also play a very important role in the learning process, including Arabic language learning. This is because learning Arabic requires mastery of the vocabulary. Therefore, the use of the Communicative Language Teaching method with the aid of reminder boards can influence student learning interest in the expected way and can achieve the desired learning objectives.

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<sup>13</sup> Desi Qoriah and Ghaida Farisya, "Communicative Language Teaching (Clt) Method Combined with Total Physical Response (Tpr) Method on Upgrading Communication Skill on English Laboratory," *Journal Civic and Social Studies* 6, no. 2 (2022): 120–29, <https://doi.org/10.1016/j.sbspro.2013.07.153.2013>.Mustafa.

This research was motivated by the low interest and learning outcomes of students in mastering Arabic vocabulary (mufrodat) in grade 1 of MI Al-Hidayah Gesikharjo. Based on interviews with Arabic teachers at the school, it was discovered that the learning methods used so far are still conventional, namely lectures, and the learning media used are limited to books and blackboards. As a result, students tend to be passive, lack motivation, and have difficulty understanding and remembering the vocabulary taught.

In fact, vocabulary mastery is a fundamental aspect of learning Arabic. Without adequate vocabulary mastery, students will struggle to understand the meaning of sentences, speak, and write in Arabic. Therefore, more interactive and innovative learning methods, supported by engaging learning media, are needed.

By combining the CLT method and Reminder Board media, researchers wanted to determine the extent to which the combination of methods and media could improve the vocabulary mastery of grade 1 students at MI Al-Hidayah Gesikharjo. This research is considered important to provide concrete solutions to the problems of Arabic language learning in elementary schools, particularly regarding improving vocabulary mastery.

Based on previous research conducted by (Rahman N, 2018) with the title "The Effect of Reminder Board Media on Speaking Skills in Arabic Language Learning using Communicative Language Teaching" states that this study examines the effect of using Reminder Board in Arabic language learning on students' speaking skills. This study found that Reminder Board media is effective in strengthening students' memory of vocabulary and sentence structures that are often used in everyday communication. With the presence of visual reminders in the classroom, students more easily respond to communication situations more confidently and appropriately. Communicative Language Teaching as an approach that encourages direct interaction between students and teaching materials is strongly supported by the presence of Reminder Board which provides instant references for speaking.

Meanwhile, according to research conducted by (Al-Mansouri, 2019) entitled "Application of Communicative Language Teaching and reminder media in Arabic language learning in secondary schools" which states that this study examines the use of the Communicative Language Teaching method together with the Reminder Board to improve students' speaking skills at the secondary school level. The results of the study show that

students find it easier to remember and use vocabulary in the context of everyday conversation after seeing the Reminder Board which displays relevant example sentences. The use of the Reminder Board as a visual aid allows students to be more actively involved in communication activities based on Communicative Language Teaching, which leads to an increase in spontaneous and contextual speaking skills.

## METHODS

This study used quantitative methods to determine the effect of media-assisted teaching methods on vocabulary mastery of first-grade students at MI AL-HIDAYAH Gesikharjo. The reason for using this experimental method was because the researchers would provide treatment in the form of the influence of the Communicative Language Teaching method assisted by the Reminder Board.

In this research design, there were two participating groups: one group received the treatment and the other a control group. Both groups received a pretest and a posttest. Furthermore, in this research design, the groups were not selected randomly.

**Table 1. 1 Desain Nonequivalent Control Group Design**

<i>Pretest</i>	<i>Treatm</i>	<i>Posttest</i>
O1	X	O2
O3	-	O4

The table above provides the following information:

O1 = Data obtained from the experimental group before treatment, by giving students pre-test questions before being exposed to the Communicative Language Teaching method using the reminder board.

O2 = Data obtained after treatment, by giving students post-test questions after being exposed to the Communicative Language Teaching method using the reminder board.

O3 = Data obtained from the control group before learning in the form of pre-test questions.

O4 = Data obtained from the control group after learning without treatment.

X = Treatment given to the experimental group

- = No treatment given to the control group.

The sample of this study was all 39 students of grade 1 of MI AL-HIDAYAH, which were divided into 2 classes, namely the experimental class and the control class. The research instruments included observation and tests to measure the level of student ability. The data analysis technique in this study was a quantitative technique that operationalized the independent variable comparison formula (t-test) paired sample t-test to compare the results of the pre-test and post-test and (t-test) independent sample t-test to compare the differences in the results of the experimental group and the control group. The requirement test used the normality test and the homogeneity test.

## **RESULTS AND DISCUSSION**

### **Implementation of the Communicative Language Teaching Method with the Assistance of Reminder Board Media on the Mastery of Arabic Vocabulary in Class I of MI AL-HIDAYAH Gesikharjo**

The use of methods and media in Arabic language learning serves as a means of explaining the lesson to students. In Arabic language learning, teachers often simply instruct students to memorize the vocabulary they are learning. They then point to one student and ask them to name the memorized vocabulary, and the rest do the same. This type of learning tends to make students bored. Learning must be engaging and enjoyable to motivate students to actively participate in the learning process. To improve vocabulary mastery, a communicative language teaching method, assisted by a reminder board, was implemented in the experimental group. Before the learning began, the communicative language teaching method, assisted by a reminder board, was used in the experimental class. Both the experimental and control classes were given a pretest to determine the initial conditions of both classes before administering the treatment. The initial analysis, conducted through observations, was conducted by the researcher, interviewing the first-grade Arabic language teacher at MI AL-HIDAYAH Gesikharjo. She stated that first-grade students lacked enthusiasm for learning because the methods and media used were only lectures, whiteboards, and student textbooks. This led to students being bored and reluctant to participate in class.

Furthermore, an observation of the implementation of the communicative language teaching method, assisted by the reminder board, obtained a final score of 92. In this case, the implementation of the communicative language teaching method, assisted by the reminder board, was assessed as very good. In using this media-assisted method, the researcher prepared a learning module containing material on colors, methods, and reminder boards, test sheets, and observation sheets for learning implementation. The instrument grid included vocabulary mastery. Furthermore, in the testing stage, students were asked to complete pre-test and post-test questions. The pre-test was conducted before receiving treatment, while the post-test was conducted after treatment. This activity was conducted by the researcher to determine the results of vocabulary mastery in Arabic language learning at MI KELAS 1 AL-Hidayah Gesikharjo. This shows that students actively participated when the media-assisted method was implemented. The communicative language teaching method assisted by reminder boards was very influential in mastering Arabic language vocabulary and increasing students' interest and motivation to learn.

The obstacles encountered when implementing the communicative language teaching method are as follows:

1. Limited student language skills
2. Limited student experience
3. Teacher skills
4. Limited time
5. Student collaboration skills

Based on the research findings, the implementation of the Communicative Language Teaching method, using the Reminder Board, in grade I of MI Al-Hidayah Gesikharjo, went well. This was demonstrated by observations that demonstrated active student engagement in the learning process. The teacher successfully implemented the steps of the CLT method, such as introducing the topic, using language in real-life contexts, providing opportunities for dialogue, and using the Reminder Board as a visual aid to help students understand and remember the vocabulary taught.

These findings align with the theory proposed by Richard and Rodgers (2001), who stated that Communicative Language Teaching is a language teaching approach that focuses

on the use of language in real-life communication, encouraging students to actively use language in various situations. Furthermore, as explained by Sumantri (2015:92), the CLT method views language as a social communication tool that emphasizes meaningful aspects in the learning process.

The application of this method is also supported by previous research, such as that conducted by Ade Sumarna (2024), which demonstrated that the implementation of Communicative Language Teaching in schools effectively improves students' language skills. Similarly, research by Elma Khalida (2020) demonstrated that implementing this method significantly improved students' speaking skills. Using a Reminder Board as a supporting medium makes learning more engaging and enjoyable, as explained by Saputra et al. (2022),<sup>14</sup> who found that Reminder Boards can increase student learning interest due to their visual and interactive nature.

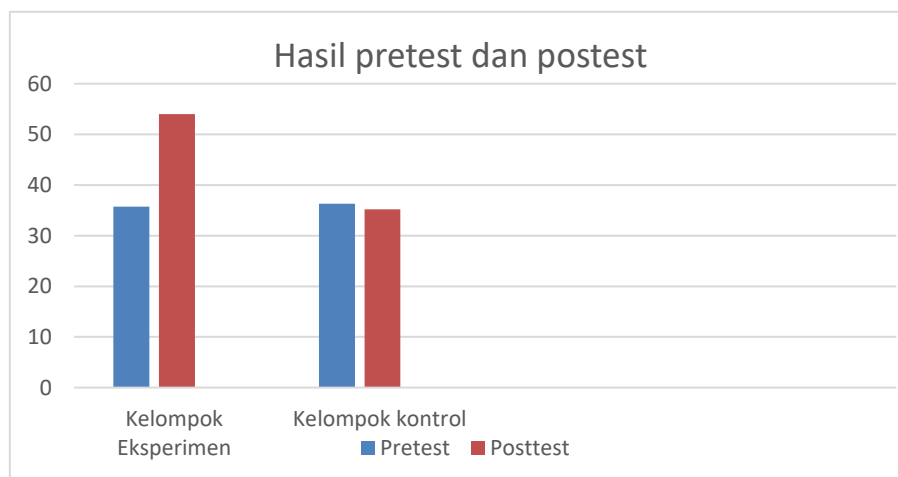
### **Mastery of Arabic vocabulary/slang for class I MI AL-HIDAYAH Gesikharjo using the Communicative Language Teaching Method assisted by Reminder Board media**

After conducting interviews with Arabic language teachers, this researcher found that first-grade students at MI AL-HIDAYAH Gesikharjo in the 2024/2025 academic year felt less than optimal in their Arabic vocabulary mastery. This was evidenced by the pretest scores obtained before the treatment, which involved implementing the communicative language teaching method with the aid of a reminder board. The pretest consisted of 20 questions: 10 multiple-choice, 5 essay questions, and 5 matching questions with pictures.

The pretest data revealed several difficult questions, including essay questions translated from Indonesian into Arabic. Furthermore, the matching questions with pictures were particularly prone to errors. To address this, the communicative language teaching method, aided by the reminder board, was implemented, or the treatment involved delivering vocabulary from Indonesian and then translating it into Arabic. Post-test data on vocabulary mastery of class I MI AL-HIDAYAH Gesikharjo with a total of 39 respondents consisting of 21 experimental groups and 18 control groups.

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<sup>14</sup> D Saputra, M Fidri, "Penggunaan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Penguasaan Kosa Kata."



The experimental group received an average post-test score of 54, categorized as "poor," and the control group received an average post-test score of 35.2, categorized as "very poor." Furthermore, the experimental group received an average pre-test score of 35.7 and a post-test score of 54, indicating an increase in both pre-test and post-test scores. Meanwhile, the control group received an average pre-test score of 36.3 and a post-test score of 35.2, indicating no increase in the control group's average post-test score.

The data revealed that the experimental group's vocabulary mastery was higher, with a score of 54, compared to the control group's Arabic vocabulary mastery, which was 35.2. This indicates that the implementation of the communicative language teaching method, assisted by the reminder board, has an impact on the Arabic vocabulary mastery of first-grade students at MI AL-HIDAYAH Gesikharjo.

The results of the study showed that vocabulary mastery of first-grade students at MI Al-Hidayah Gesikharjo improved after the implementation of the Communicative Language Teaching method with the aid of Reminder Boards. This was evidenced by an increase in post-test scores compared to the pre-test, as well as a significant difference between the experimental and control groups.

This improvement aligns with the theory proposed by Miftah (2023)<sup>15</sup> that indicators of vocabulary mastery are students' ability to translate, pronounce, write, and use vocabulary

<sup>15</sup> Miftah, "Penggunaan Media Power Point Untuk Meningkatkan Penguasaan Mufrodat Bahasa Arab Siswa Kelas VIII."

effectively in sentences. By implementing the CLT method, which is based on real-life communication and using Reminder Boards as a visual medium, students more easily understand, remember, and use vocabulary in meaningful contexts.

This research is also supported by previous research, including one by Rahman N. (2018), which demonstrated that the use of Reminder Boards in Arabic language learning is effective in helping students remember frequently used vocabulary and sentence structures. Furthermore, research by Al-Mansouri (2019) also found that combining the CLT method with Reminder Boards improves students' ability to use vocabulary confidently in everyday conversation.

Thus, the application of the CLT method assisted by Reminder Board media has proven effective in improving the mastery of Arabic vocabulary of class I students at MI Al-Hidayah Gesikharjo, both in terms of understanding, pronunciation, and use of vocabulary in the context of simple communication.

### **The Influence of Using the Communicative Language Teaching Method Assisted by Reminder Board Media on the Mastery of Arabic Language Vocabulary in Class I of MI AL-HIDAYAH Gesikharjo**

Based on the analysis results using a paired sample t-test with the help of SPSS 21, the experimental group obtained a Sig. (2-tailed) value of  $0.00 < 0.05$ , thus  $H_a$  is accepted and  $H_0$  is rejected. Meanwhile, the analysis results using a paired sample t-test in the control group obtained a Sig. (2-tailed) value of  $0.26 > 0.05$ , thus  $H_0$  is accepted and  $H_a$  is rejected. Thus, in this study, there is a significant difference between the experimental group and the use of the communicative language teaching method assisted by the reminder board media for grade I MI AL-HIDAYAH.

Based on the data obtained through the analysis results using the independent sample t-test using the SPSS 21 program, the Sig. (2-tailed) value of  $0.00 < 0.05$ , thus  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be concluded that there is a difference in the post-test scores of the experimental group and the control group in grade I MI AL-HIDAYAH Gesikharjo.

Based on the results of observations at MI AL-HIDAYAH Gesikharjo, the cause of the lack of mastery of vocabulary/mufrodat students is the lack of student interest in learning

and the lack of variation in methods and media applied by teachers. The role of methods and media has a function to arouse children's motivation which can increase enthusiasm for participating in learning and encouragement for students' learning abilities. Then, conclusions can be drawn from the influence of the communicative language teaching method assisted by reminder board media on vocabulary/mufrodat mastery in grade I MI AL HIDAYAH students.

Based on the research findings, it was found that the use of the Communicative Language Teaching method, assisted by the Reminder Board, had a positive effect on improving vocabulary mastery in first-grade students at MI Al-Hidayah Gesikharjo. This was evident from the pre-test and post-test results, which showed a significant increase in scores in the experimental group after the treatment. Furthermore, the t-test results indicated a significant difference between the experimental group using the CLT method assisted by the Reminder Board and the control group that did not use the method.

These findings align with research conducted by Rahman N. (2018) entitled "The Effect of Reminder Board Media on Speaking Skills in Arabic Language Learning Using Communicative Language Teaching." This study demonstrated that the use of Reminder Board media in Arabic language learning was effective in helping students remember vocabulary and sentence structure, thereby improving their speaking skills. This aligns with the author's research, which found that Reminder Boards not only helped students' speaking skills but also their overall vocabulary mastery, including the ability to translate, write, and use vocabulary in context.

Furthermore, the findings of this study are also supported by the findings of Al-Mansouri H. (2019), who examined the application of Communicative Language Teaching and Reminder Board media at the secondary school level. The study concluded that the combination of CLT and Reminder Board methods can improve students' ability to use Arabic vocabulary in everyday conversation, spontaneously and contextually. Although that study was conducted at the secondary school level, while this study was conducted in first-grade Islamic elementary schools, the results remain consistent: improved vocabulary mastery through appropriate methods and media.

Furthermore, the results of this study are also supported by research by Sukriani (2020),<sup>16</sup> who examined the use of visual media to improve students' mastery of Arabic vocabulary. This study demonstrated that visual media, such as images or Reminder Boards, are highly effective in capturing students' attention and helping them remember and comprehend vocabulary more easily. This finding aligns with the findings of this study, which demonstrate that Reminder Boards, as visual media, facilitate students' comprehension and memorization of vocabulary. From the comparison with previous studies, it can be concluded that the Communicative Language Teaching method combined with Reminder Board media has a significant impact on improving students' vocabulary mastery. Both this study and previous studies demonstrate that the application of communicative learning methods and the use of visual media can create a more active, enjoyable, and effective learning environment in improving Arabic vocabulary mastery.

## CONCLUSION

The conclusions of the above research are as follows:

1. The implementation of the communicative language teaching method, using reminder boards, in Arabic language learning at first-grade students of MI AL-HIDAYAH falls into the very good category. This is evidenced by the results of the observation sheet for the implementation of the media-assisted method, which obtained a score of 92, indicating that students were more enthusiastic in participating in Arabic language learning activities.
2. The Arabic vocabulary mastery of first-grade students at MI AL-HIDAYAH Gesikharjo before the implementation of the communicative language teaching method using reminder boards was still in the poor category. This is evidenced by the average score obtained on the pretest of 35.7. However, vocabulary mastery after the implementation of the communicative language teaching method using reminder boards increased, as evidenced by the average score obtained on the posttest of 54, which is considered good.

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<sup>16</sup> Sukriani SUKRIANI, "Penggunaan Media Gambar Dalam Meningkatkan Penguasaan Mufradat Bahasa Arab Peserta Didik Kelas V Madrasah Ibtidaiyah Swasta (MIS) DDI Kampung Baru Parepare." (PhD Thesis. IAIN Parepare., 2020).

3. There is a significant influence of  $0.00 < 0.05$  on the application of the communicative language teaching method assisted by reminder board media in Arabic language learning for class I MI AL-HIDAYAH Gesikharjo.

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