Student Pantomime Techniques in Learning Arabic Vocabulary

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Article Info	Abstract
	Arabic is one of the foreign languages taught in various Indonesian educational institutions, starting from the Early Childhood Education level to tertiary institutions. The position of Arabic as the language of religion, science and language of international communication makes Arabic an important language to learn. Learning vocabulary (mufradat) is a person's initial foundation in learning Arabic. Good vocabulary mastery will form good Arabic language skills as well. There are various kinds of learning techniques used for learning objectives, one of which is the pantomime technique. This paper aims to describe pantomime techniques in learning Arabic vocabulary and to explain the influence of pantomime techniques in learning Arabic vocabulary. The method used in this research is library research through documentation techniques. From the results of the analysis of the literature review, the pantomime technique in learning Arabic vocabulary involves educators or students describing the meaning of vocabulary through body movements which must then be guessed by other students. The effect of mime technique assistance in learning Arabic vocabulary is that it can increase student learning motivation, increase student understanding and vocabulary mastery, and improve students' ability to speak Arabic.

Artikel Info	Abstrak
	Pembelajaran kosa kata (mufradat) menjadi pondasi awal seseorang dalam mempelajari bahasa Arab. Penguasaan kosakata yang baik akan membentuk kemampuan berbahasa Arab yang baik pula. Ada berbagai macam teknik pembelajaran yang digunakan sesuai dengan tujuan pembelajaran, salah satunya adalah teknik pantomim. Tulisan ini bertujuan untuk mendeskripsikan teknik pantomim dalam pembelajaran kosakata bahasa Arab serta menjelaskan pengaruh teknik pantomim dalam pembelajaran kosakata bahasa Arab. Penelitian ini menggunakan metode kajian pustaka. Dan dari hasil analisis kajian pustaka, teknik pantomim dalam pembelajaran kosakata bahasa Arab melibatkan pendidik atau peserta didik untuk menggambarkan arti dari kosakata melalui gerakan tubuh yang kemudian harus ditebak oleh peserta didik lainnya. Pengaruh pendampingan teknik pantomim dalam pembelajaran kosakata bahasa Arab adalah dapat meningkatkan motivasi belajar siswa, meningkatkan pemahaman dan penguasaan kosakata siswa, serta meningkatkan kemampuan siswa dalam berbicara menggunakan bahasa Arab.

I. INTRODUCTION

As a means of communication, language plays a crucial role in human daily life. As previously explained by Rahmaini, communication allows humans to share experiences, convey and receive ideas, express feelings or emotions, and agree on an opinion or belief. (Amir & Nurjannah, 2022). By using language, humans can collaborate to live life together. Even in today's modern era where communication technology is increasingly advanced, it is possible to explore various information and also engage in interactions with various countries in the world. In order for the process of absorption of information and interaction to run smoothly, we are required to be able to communicate using a foreign language. So it's no wonder that schools in Indonesia apply one foreign language subject or international language that must be followed by students. This is none other than to develop Human Resources in Indonesia so as not to drown in the era of globalization.

In schools and colleges in Indonesia, Arabic is included in the list of foreign languages taught. This factor is caused by the majority of Indonesia's population who are Muslims. Mastery of language skills is the main goal in the language learning process. This language ability refers to skills in using language to communicate practically (Hartanto, 2020). Someone is considered to master the language when he has strong knowledge of the language and is able to apply it in the form of activities or activities (Astuti, 2016). In learning Arabic, this language skill

consists of four skills which are often referred to as maharah, namely the ability to listen (maharah istima'), speak (maharah kalam), read (maharah qira'ah),

Vocabulary is closely related to language teaching. The purpose of teaching vocabulary is to increase the amount of vocabulary mastered by language learners. A good speaker of a language is one who masters a large number of vocabularies so that he can interact fluently with native speakers of that language. This opinion is in line with Tarigan's statement that the quality of a learner's language is closely related to the quality and amount of his vocabulary. The more the amount of vocabulary treasury, the more qualified the learner is in speaking. Therefore, vocabulary acquisition is very important in teaching languages, including Arabic. Because in everyday life, humans express various expressions in events and events (Unsi, 2014).

However, the reality on the ground still shows that the learner's vocabulary mastery is still not optimal. This is proven by the many studies which take the theme of Arabic vocabulary mastery by applying various methods and techniques. Based on research conducted by Zahratun Fajriah, a student at Jakarta State University, there are four factors that lead to low vocabulary mastery in Arabic (mufrodat) by students. First, Arabic as a second language is only learned by students at school. Second, the lack of variations in learning systems causes teachers to often only use conventional methods. Third, the limited use of media in variations results in learning often only being carried out orally without using media that can attract students' interest. Fourth, Monotonous approach methods cause students to easily get bored, where the learning approach is often teacher-centered where students only act as listeners to the material. Lecture and question and answer methods, as well as the use of textbooks as worksheets (LK) (Fajriah, 2015).

Given the importance of mastering Arabic vocabulary (mufradat) and the various obstacles encountered, effective Arabic learning is needed. Teachers need to adopt active, effective, innovative, and fun Arabic learning strategies to improve students' Arabic vocabulary mastery (Astuti, 2016). The use of appropriate strategies and techniques can help students actively engage in learning, develop their abilities in a fun atmosphere and without feeling burdened. One technique that can be used is the game technique. Besides stimulating creativity, this learning method is also liked by students who like to play.

Of the various language game techniques, the author is interested in discussing al-tamsil al-shamit game techniques with the title "Student Pantomime Techniques in Learning Arabic". This research covers learning Arabic vocabulary and matters related to learning Arabic vocabulary, understanding pantomime techniques, steps for assisting pantomime techniques, advantages and disadvantages of pantomime techniques, challenges in using pantomime techniques, and the influence of pantomime techniques in learning language vocabulary Arabic.

This paper aims to explain the use of pantomime techniques in learning Arabic and assessing its impact on learning Arabic vocabulary. Based on these objectives, the author feels the need to learn more about pantomime techniques and compile journal articles through literature study.

II. METHOD

This study uses a literature review approach, which is a type of research conducted through a literature review, in which relevant literature such as books, encyclopedias, dictionaries, journals, documents, magazines, and other sources are studied in depth. The stages carried out in this study are:
1. Define the problem
2. Defines a title
3. Data collection through documentation techniques
4. Data analysis

III. RESULT AND DISCUSSION
A. Result
1. Definition of Vocabulary Learning

Teaching comes from the root word "ajar," which means instructions given to someone so they can be known or obeyed. With the addition of the prefix "pe" and the ending "an," it becomes "learning," which describes a process, action, teaching method, or lesson so that students are ready to learn (Muhammad Holimi and Nur Faizah, 2021). Teaching is the effort made by the teacher as a facilitator to teach students to achieve certain goals. Nana Sudjana believes that learning is all the systematic and conscious efforts of the teacher to create conditions for students' active participation in the teaching and learning process (Ridwan and Awaluddin, 2019).

Vocabulary according to the Big Indonesian Dictionary, or in Arabic it is called "al-mufradat" (English: dictionary), refers to a collection of words or words that are known by a person or an ethnic group or part of it. In other words, in the context of Arabic, vocabulary refers to words that are known and owned by a group of people or ethnic groups. (Fajriah, 2015). Vocabulary is defined as all the words that a person understands in that language and in terms of understanding and use in speaking or writing. Vocabulary acquisition can occur naturally through interaction and communication with the surrounding environment, or through directed learning with the aim of accelerating the language learning process. Specific vocabulary consists of words that are easy to see, such as the names of objects, or verbs such as write, read, or wash. Conversely, abstract vocabulary is a group of words that are difficult to visualize with real pictures or examples. Examples are words related to concepts or ideas, such as freedom, happiness, or justice. (Astuti, 2016).

According to Al-Khauli and Mahmud Ali, vocabulary is a certain group of words that make up language. Vocabulary is the smallest part of language that has independent properties and is different from morphemes. A morpheme is the smallest unit in language that cannot be subdivided into parts that have a stable meaning. In a word, there are several morphemes, as in Arabic, the word "معلّم" consists of one morpheme which means "teacher." Meanwhile, the word "Peace be upon you" has two morphemes, namely "ال" which means "the" and "معلّم" which means "teacher." In addition, there are also words that consist of three morphemes that are formed from morphemes with special meanings, for example the word "المعلّمون" which consists of three morphemes, namely "ال" (meaning "the"), "معلّم" (meaning "teacher"), and "ون" (plural ending for male person). So that as a whole, the word "المعلّمون" means "teachers" or "teachers. Therefore, learning vocabulary or is the process of conveying words or a collection of words as an element in learning Arabic (Muhammad Holimi & Nur Faizah, 2021).

So learning vocabulary or al-mufradat is the process of conveying words or vocabulary by educators to students as an element in learning Arabic.

2. Vocabulary Learning Objectives

The objectives of learning Arabic vocabulary in general include:
a) Introducing new vocabulary to students through reading or listening.
b) Train students to pronounce vocabulary correctly to improve their speaking and reading skills.
c) Understanding the meaning of vocabulary both in the context of certain sentences and lexically.
d) Appreciate this vocabulary and use it in spoken and written expressions according to context (Muhammad Holimi & Nur Faizah, 2021).

3. Stages of Vocabulary Learning

Effendi explained the stages and strategies for learning vocabulary (mufradat) as follows:
a) Listening to words, where students are given the opportunity to listen to the words spoken by the teacher or other media. It is important to introduce the sound elements of the word so students can listen and pronounce it correctly.
b) When pronouncing words, students are given the opportunity to say the words they have heard. Saying new words helps students remember them longer.
c) Find out what the word means. At this stage, the teacher should not use translation to explain the meaning of words, because this method can cause students to easily forget the meaning. There are several ways that teachers can avoid translation when trying to convey the meaning of words, such as providing text sentences, simple definitions, using photos/pictures, synonyms, antonyms, presenting real or simulated objects, demonstrating body movements, and providing translation as a last resort. when a word is difficult for students.
d) Do word readings where students are given the opportunity to read them aloud.
e) Writing words, in which the student's task is to rewrite this sentence using the new words they have just learned.

f) The final step in learning vocabulary is making sentences. Students use these words in complete sentences, both orally and in writing. The teacher must provide examples of different sentences and students are asked to imitate them. These sentences must be made using meaningful and relevant words so that students can understand and use them independently (Syafitri, 2019).

4. Principles in Vocabulary Selection

In the process of teaching vocabulary, an educator needs to make appropriate word choices for his students. To achieve this, the teacher must comply with several points in determining the vocabulary to be taught to students, as follows:

a) التواتر(frequency) which refers to the selection of vocabulary that is often used. For example, the word "نهر"must take precedence over words"ترعة" although both have the same meaning, namely "river".

b) المدى(range) means referring to the selection of vocabulary that is widely used in Arab countries. The standard reference is Mu'jam al-Rashid al-Lughawy li al-Tifl al-'Araby which has been compiled by ISESCO.

c) المتاهية(availability) means it is important to prioritize the use of words that one has mastered over those that one does not yet recognize. For example, the word "جَلَسَ" is likely to be known and mastered by students first than the word "قَعَدَ".

d) الألفة(familiarty), meaning that in choosing vocabulary, we tend to choose words that are familiar or often used. For example, the word "شَمْس" must be more familiar to us than the word "ذُكَاء" even though both have the same meaning. In addition, we also choose words that are more inclusive (coverage) and can be used in various fields, not limited to one particular field. For example, the word "بَيْت" much more comprehensive than "مَنْزِل" because of the word "بَيْت" covers a wide range of fields such as expressions "بَيْت القَصِيد، بَيْت المال، بَيْت العنكبوت" etc.

e) الأهمّية meaning In choosing vocabulary, it is more advisable to focus on words that are often used by students rather than words that are sometimes not needed or rarely needed.

f) العروبة meaning When choosing Arabic vocabulary, it is more advisable to prioritize original words that come from the Arabic language itself rather than using borrowed words or Arabic words from other languages. For example, the word "الهاتف"preferred over"التلفون". (Unsi, 2014).

5. Techniques in Vocabulary Learning

There are several techniques that educators can do in learning vocabulary.

a) Picture

If you want to explain an object or other that cannot be brought into class, the teacher can use pictures, photographs or paintings to help students understand its meaning.

b) Action or demonstration

To explain a word the teacher can convey through actions (acting) or gestures. This method is very good for explaining verbs such as walking, eating, talking and others.

c) Context

A word can be explained by the way the word is made into one sentence which can lead to understanding in students.

d) Synonym

New vocabulary can be explained through other words that have the same meaning or meaning. This can help students understand the meaning of new words more easily.

e) Antonym

New words can also be explained by other words that have the opposite meaning.

f) Definition

New words can be explained through definitions or limitations given by the teacher. This can help students understand the meaning of the new word in more detail.

g) Translation

If new words have meanings or concepts that are difficult to understand in the target language, the teacher can provide a translation from the student's language. This technique can help students understand the meaning of new words more easily (Unsi, 2014).

B. Discussion

1. Definition of Pantomime Technique

Technique is a tool used by teachers to convey subject matter to students. Learning techniques can be interpreted as a way that someone does in implementing a specific method. In other words, the technique is a concrete method that is used during the learning process (Kusnah, 2018). Pantomime (Latin: pantomimus which means imitating everything) is a theatrical performance that uses gestures, in the form of facial expressions or gestures, as dialogue (Syafitri, 2019). Pantomime is a performance that does not use verbal language. Pantomime performances can even be completely silent (Sabri et al., 2019). Meanwhile, according to the Big Indonesian Dictionary, pantomime is a drama performance without words played with gestures and facial expressions (usually accompanied by music). So the pantomime technique is a technique or method used by teachers to convey subject matter to students through body movements and facial expressions.

2. Steps in assisting students with pantomime techniques in learning Arabic vocabulary

In this pantomime technique the steps taken are: the educator will demonstrate a certain action or ask one of the students to do the deed, then other students are asked to guess what is being done. After all students have successfully guessed, variations of activities can be carried out to improve students' ability to convey longer phrases than the previous expression (Hartanto, 2020). From the steps explained by Hartanto, the author tries to develop steps for mime technique assistance in learning Arabic vocabulary into 2 stages. The first is the introduction stage and the second is the implementation stage.

At the introduction stage, the steps taken are as follows:
a) The teacher writes certain Arabic vocabulary (mufrodat) on the blackboard for example يَمْشِي.
b) The teacher demonstrates the vocabulary. For example mufradat يَمْشِي has the meaning of walking, so the educator demonstrates someone who is walking.

c) Students guess the meaning of the vocabulary that the educator demonstrates.

This step is carried out at least five times to see how much they understand and how quickly students guess the meaning of the vocabulary. After students understand and are enthusiastic, the next stage is the implementation stage. The steps in the implementation stage are as follows:
a) The teacher divides students into several groups
b) The teacher asks each group to appear in front of the class and demonstrate the Arabic vocabulary (mufradat) that the teacher has determined.
c) The teacher asks the group that does not come forward to guess the meaning of each vocabulary that is demonstrated.

This step is repeated until all groups have come forward. For the next meeting, educators and students can discuss what vocabulary themes will be demonstrated.

3. Challenges in the use of pantomime techniques

In using this pantomime technique, students face several challenges, namely:
a) Some students may feel embarrassed when asked to come forward as a group representative; To overcome this, educators must convince them that they are capable of being good group representatives.
b) The lack of vocabulary in Arabic might make it difficult for some students to answer the movements made by their group mates in front of the class; To overcome this, educators must provide more vocabulary so they can hone their Arabic language skills.
c) The diverse abilities of students may cause differences in material absorption; to generalize it in an Arabic learning game group (mime), smart students and students who are at a lower level must be put into the same group. The goal is that students who are at the next level can improve their abilities.
d) Sometimes, students can also feel lazy to learn Arabic; to increase their enthusiasm for learning, learning can be done inside and outside the classroom (Riskiyah, 2019).

4. Pros and cons of pantomime technique
a) Advantages of pantomime technique

By applying pantomime techniques, students can increase their self-confidence. In addition, this technique can also help students increase their creativity, train students' fine and gross motor skills, and help students remember vocabulary that has been learned more easily.

b) Lack of pantomime technique

If the pantomime game technique is carried out without proper preparation, it is possible that the learning objectives are not optimally achieved, and if the teacher does not pay attention to the stages of the game, it is possible that students will be too absorbed in the game. (Syafitri, 2019).

5. The influence of students' pantomime techniques in learning vocabulary

To find out the effect of using pantomime techniques in learning vocabulary, the authors conducted a literature review of the researchpreviously discussed the application of pantomime techniques in learning vocabulary in class, including:

Irfan Anshori, in his article entitled "Effectiveness of the Pantomime Game Technique in Learning German Vocabulary". This paper aims to find out whether the use of pantomime game techniques is effective in increasing students' German vocabulary mastery. This research was conducted at SMKN 3 Bandung by taking a sample of class X UPW totaling 35 students in the 2013/2014 academic year. The students' vocabulary mastery in this class when using the pantomime technique has increased so that the pantomime technique is said to be effective in increasing students' vocabulary mastery.

Furthermore, Bayu Nugroho Ksatria Utama also conducted a similar study in Japanese with the title "Effectiveness of Mime Game Techniques to Improve Japanese Vocabulary Mastery". This study got the same results where the pantomime technique was effective in increasing students' vocabulary mastery. Next is Dewi Asmawati Ayu Syafitri with the title "Use of Pantomime Technique ton Learning Vocabulary Mastery to Compose Simple Sentences in Mandarin for Class X-IPS 3 SMA Hang Tuah 2 Sidoarjo Academic Year

2018/2019". Dewi got the result that the use of pantomime techniques in learning Mandarin vocabulary went well and smoothly, even the activities of teachers and students were included in the very good category. In addition, the use of this pantomime technique has a significant influence and can motivate students in learning vocabulary mastery to construct simple Chinese sentences.

In the Arabic theme, the use of pantomime technique was once carried out by Eko Budi Hartanto, one of the students of IAIN Kediri with the title "Effectiveness of Pantomime Learning Media to Improve Speaking Proficiency (Maharah Kalam).This study used a saturated sampling technique with 22 class IX students at MTs Sunan Bonang Sarang, Rembang. The results of this study indicate an increase in students' ability to speak Arabic after the application of pantomime techniques. Although the research was conducted on different foreign language vocabulary themes, the basics are the same, namely vocabulary. The results of the research can be said to be almost the same, even for the research that Eko Budi Hartanto conducted with results showing an increase in students' speaking ability, this could be achieved due to an increase in vocabulary mastery. Therefore the authors conclude that there are at least three influences of pantomime technique assistance in learning Arabic vocabulary, namely:
a) Able to increase student learning motivation.
b) Able to improve student Arabic vocabulary mastery,
c) Able to improve students' ability to speak in Arabic.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

The pantomime technique in learning Arabic vocabulary involves educators or students to describe the meaning of vocabulary through body movements which must then be guessed by other students. This pantomime technique can be used as an alternative solution used by educators in learning Arabic vocabulary in class. The effect of the pantomime technique in learning Arabic vocabulary is that it can increase students' learning motivation, improve students'

understanding and mastery of vocabulary, and improve students' ability to speak Arabic.

B. Suggestion

Pantomime technique can be used as an alternative solution used by educators in learning Arabic vocabulary in class.

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