The Role of Ilqā' Mufradāt Activities In Developing Female Students' STIT Madani Yogyakarta Arabic Speaking Skills

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ARTICLE INFO	ABSTRACT
	The purpose of this study is to determine the role of *ilqā' al-mufradāt* activities in improving students' ability to communicate in Arabic within the university environment. One method of learning vocabulary is through *ilqā' al-mufradāt*, which involves introducing new vocabulary, collective pronunciation, transcription, repetition, memorization, and sentence construction (*jumlah mufīdah*). This study employed a descriptive qualitative method, with data collected through documentation and interviews. The results show that *ilqā' al-mufradāt* plays an important role in enhancing vocabulary mastery at the cognitive level, which serves as the foundation for developing speaking skills. Students find it easier to recognize and remember new vocabulary and begin to get used to forming simple sentences. However, vocabulary acquisition alone has not directly improved speaking fluency. The study suggests the need for more communicative, interactive, and contextual teaching methods. Identified obstacles include limited contextual application, a learning environment that does not fully support active Arabic practice, and students' low confidence in using the language.

INTRODUCTION

A person's ability in one language does not guarantee their ability in multiple languages. Non-linguistic linguistics (language skills), which are used when learning a language, include the ability to speak, read, write, and listen. The need to communicate is related to the need to learn language (Kasmiati et al., 2023). The ability to read, write, and listen to mufrodāt is not always accompanied by the ability to speak unless there are several factors that support the use of mufrodāt to communicate.

For beginners, having a sufficient understanding of mufrodāt and the skills to use them is essential to achieve Arabic learning outcomes, both in writing and speaking (Ana Achoita and Juwini Sri Susanti 2020). Speaking is an effective communication tool in creating reciprocal relationships. The essence of learning Arabic is for social needs because humans themselves are social creatures who need communication (Maulida, 2020).

One method to improve speaking skills is the Ilqo' Mufrodat activity, in which the teacher or tutor directly conveys new vocabulary to students or college students along with an explanation of its meaning and usage. This activity helps students enrich their vocabulary and encourages them to use this vocabulary in daily communication, which results in speaking habits and fluency (Shadiq & Santoso, 2022). Mufrodat ilqo' activities are usually conducted through repetition, the use of visualization (e.g., pictures or real objects), and application in dialogues or language games. This method helps students learn new words not only theoretically, but also how to use them in real life. The result is that the acquired vocabulary is easier to remember in the long run and easier to apply in daily conversation.

Previous studies have shown that ilqo' mufrodat activities improve speaking skills. For example, research by Lailatul Mufidah at the State Islamic University of Malang found that the use of ilqo' method in Arabic language learning significantly improved students' speaking skills, especially in terms of pronunciation, fluency, and speaking courage (Said and Syamsuddin 2024). Another study by Fitriyani also found that ilqo' mufrodat activities improved students' speaking skills (Annafik Fuad and Hilmi 2022). However, not many studies have specifically examined the effect of ilqo' mufrodat activities on female students as the main subject. This is because, compared to students, female students show greater affective barriers, such as shyness, fear of being wrong, or lack of confidence.

Although many studies discuss the effect of ilqo' mufrodat in Islamic boarding schools or schools, not many have specifically examined its effect at the university level, especially on female students of STITMA Yogyakarta. This condition is a gap that needs to be researched, given the different backgrounds of students in Arabic language skills. This study aims to explore the role of ilqā' mufradāt activities in supporting the development of Arabic speaking skills, as well as to identify the extent to which these activities are feasible and effective in the STITMA Yogyakarta environment.

Thus, this research is important to do as a contribution in understanding the role of ilqā' mufradāt activities in a more effective and applicable Arabic learning strategy. The main focus is to form female students who not only understand Arabic passively, but also able to communicate actively. The results of this study are expected to provide a real picture for teachers, ma'had supervisors, and other Islamic higher education institutions regarding the effectiveness of ilqā' mufradāt activities, as well as assist in developing more relevant and contextual methods to improve Arabic speaking competence among female students.

METHOD

Laumann states that qualitative research methods involve the collection and interpretation of text data such as interview transcripts, observation notes, and documents. The purpose of this method is to study the meaning of social phenomena as experienced directly by individuals in their natural environment. One of its main characteristics is inductive data analysis, iterative data collection, and an emphasis on understanding participants' perspectives (Ilham et al., 2024). Qualitative descriptive research is a study in which the data, primarily, is collected using in-depth interview techniques and field observations. The data is processed, presented in various forms of display, and assessed (Dr. Andy Alfatih, 2017).

The research was conducted at the Madani Tarbiyah College Yogyakarta which is located at Jl. Karang Gayam, Sitimulyo, Piyungan, Bantul Regency, Yogyakarta Special Region. This research used a descriptive qualitative approach to describe in depth how the perceptions, experiences, and views of female students towards Ilqo' Mufradat activities in relation to the development of Arabic speaking skills.

Data collection techniques were conducted through semi-structured interviews and documentation. Interviews were conducted to extract information directly from female students regarding their experiences while participating in Ilqo' Mufradat activities. While documentation is used as a complement to strengthen the data obtained, such as activity notes, teaching materials, and other visual documentation related to the learning process.

FINDINGS

Learning Arabic vocabulary through ilqa' mufradat activity is one of the strategies applied to improve the mastery of mufradat among female students. This activity is designed to introduce and strengthen vocabulary mastery through a series of activities such as pronunciation, copying, repetition, memorization, and application in the form of simple sentences. This method aims to form a strong linguistic foundation so that students are able to use the vocabulary in other language skills, especially speaking.

Table 1. Schedule of Ilqā' Mufradāt Activity Implementation

Day/Time	Activity	Participant	Implementation
Thursday Night (weekly)	Campus Arabic teacher	Student of each class	- Writing the mufradāt on the whiteboard
			- Pronunciation of mufradāt (3x repetition)
			- The student copies and memorizes the mufradāt.
			- Making the number of mufīdah

According to the table above, the ilqā' mufradāt activity begins with the writing of vocabulary (mufradāt) on the blackboard by the teacher, followed by a joint pronunciation followed by all students. After that, students copy the mufradāt into a notebook as memorization material. As a form of initial application, each student is asked to make one simple sentence (jumlah mufīdah) from each mufradāt taught. This activity aims to strengthen understanding while instilling the ability to form sentences independently.

The implementation of the ilqā' mufradāt activity is basically designed to be carried out regularly every Thursday night. However, in its implementation, this activity does not always run consistently every week. Full ilqā' activities are usually only carried out in special moments such as Syahrul Lughah, which is a month devoted to strengthening Arabic through various language programs. In its implementation, female students are divided based on their respective classes, then attend sessions facilitated by Arabic language instructors.

Furthermore, to clarify the stages of the implementation of the ilqā' mufradāt activity from beginning to end, Table 2 is presented below. This table shows the sequence of activities carried out during the activity, as well as the emphasis on the active involvement of female students in each stage.

Table 2. Implementation of the Ilqā' Mufradāt Activity

No	Stage	Activity Description
1	Preparation	The teacher prepares a list of mufradāt to be taught. The vocabulary is adapted to the daily context or a particular theme
2	Delivery	The teacher writes the mufradāt on the blackboard, pronounces it, and then is followed by the students three times.
3	Copying	The student copies the mufradāt into a notebook as memorization material.
4	Memorization	The student memorizes the mufradāt that has been given.
5	Memorization	Deposit Students deposit their memorization to the teacher or class coordinator.
6	Contextual Application	Students make sentences (jumlah mufīdah) from each mufradāt as a form of practice in applying vocabulary functionally.

From the table, it can be concluded that ilqā' mufradāt activities are not only oriented towards passive mastery through memorization, but also provide space for female students to start developing linguistic abilities productively. Although contextual application activities have been carried out through the preparation of sentences, the implementation is still limited to the writing level and has not been optimized in the form of speaking practices or oral interactions.

The results showed that the majority of female students felt helped in increasing and expanding their vocabulary through ilqā' mufradāt activities. They stated that they were able to recognize new mufradāt, remember them better, and understand the meaning of vocabulary related to their academic life. However, the results also show that the mastery of mufradāt has not necessarily had a direct impact on speaking ability.

The facts in the field show that most female students still rarely use mufradāt in daily conversation. Some of the inhibiting factors identified include limited contextual practice, fear of making mistakes in sentence structure or nahwu-sharaf rules, lack of an active Arabic-speaking environment, and lack of opportunities to speak with others. Low self-confidence and passive habits are also a challenge in shaping speaking skills based on the vocabulary that has been learned.

Thus, it can be concluded that the ilqā' mufradāt activity has played a role in building the foundation of vocabulary mastery, but it still requires strengthening contextual, interactive methods, as well as creating a supportive language environment so that its impact is more optimal on students' speaking skills.

DISCUSSION

The ilqa' mufradat activity on campus has an important role in enriching students' mastery of Arabic vocabulary. This program significantly helps students in recognizing and remembering the mufradat taught. Through this activity, female students are encouraged to be more familiar with Arabic and start using the vocabulary learned in academic contexts. This finding is in line with the results of research (Sholeha & Al Baqi, 2023) which shows that ilqo' mufradat activities have a positive impact on vocabulary acquisition. It is clear that a person's language skills depend on the quality and quantity of their vocabulary. The more vocabulary a person has, the more proficient they are in speaking (Hunaidu & Mahlani, 2019).

Mastery of mufradāt is an important foundation in the process of speaking Arabic (Siti et al., 2021). Through a study at Pesantren Arrisalah Ponorogo, it was found that the ability to memorize mufradāt had a significant relationship with the students' speaking skills. The correlation analysis results show a Sig. (2-tailed) of 0.000 <0.05, which proves the strong relationship between memorization and their oral skills. This study confirms that santri who are better at memorizing vocabulary will have superior speaking performance. This is supported by Krashen's concept monitor through Input

Hypothesis, that language learning will be more effective if it is supported by understandable input, and followed by production practice. The acquisition process (speaking ability) cannot be achieved if mufradat is taught only as a collection of words without using it in original sentences (Musthofa et al., 2022).

However, the use of mufradat in daily conversation is still not optimal. Many female students feel unaccustomed or lack confidence to apply the vocabulary in communication. Krashen states that affective factors such as motivation, self-confidence, and anxiety greatly affect the success of language acquisition. The lower the self-confidence, the higher the affective barrier, which causes language input not to be fully absorbed. This can be understood through the results of research (Priyanti & Akbar, 2025) which shows that discomfort when speaking, low motivation, and anxiety are the main barriers in Arabic speaking skills. Although vocabulary has been mastered, these affective factors often inhibit the courage to speak, so that mastery of mufradāt does not necessarily have an impact on oral fluency.

Some of the contributing factors include teaching methods that are still dominantly based on memorization, limitations in contextual application, and a learning environment that does not encourage active Arabic language practice. Other obstacles also arise from the lack of opportunities to speak with others, and the fear of making mistakes in sentence structure or the use of nahwu-sharaf rules.

The dominant memorization-based teaching method in ilqā' mufradāt activities tends to put students in a passive position. The main focus on memorizing mufradāt without adequate speaking practice results in the weak ability of students to use the vocabulary actively in oral communication. This condition is in line with criticisms of traditional vocabulary translation methods. According to Gamar Al Haddar et al. in the book Arabic Language Learning Methodology, this method only emphasizes mastery of vocabulary and grammar through memorization and translation, but often fails to improve students' communicative abilities. Since this method only concentrates on cognitive aspects and text translation, it is not enough to improve speaking skills and active communication (Gamar Al Haddar, 2023).

As a result, although students are able to remember the meaning of words, they have difficulty applying them in sentences that are appropriate to the context. When the method used does not provide space for active and contextual language practice, the mastery of mufradāt is only passive and does not support optimal speaking skills. The limitation in contextual application is one of the reasons why the mufradāt that has been taught cannot be used actively in speaking. Contextual learning helps students connect learning materials with real-world situations so that the meaning of learning is more easily understood and used meaningfully in daily consumption (Ni Ketut Trisna Dewi Adnyani, 2023).

The learning environment plays a crucial role in the development of active Arabic language skills. New studies show that improving students' confidence and

speaking ability is highly effective through intensive social interaction in Arabic-speaking environments, both inside and outside the classroom. Hasan's study found that students who actively interact in Arabic, both with classmates and with native speakers, have better language acquisition, especially in terms of listening and speaking (Hasan, 2024). Similarly, new research shows that comprehensible input, provided by the environment is crucial in the process of learning a second language, including Arabic. A study conducted at MTs Nurul Istifadah Gebangan showed that comprehensible input-based learning strategies, such as audio-visual methods, educational games, and digital applications, can significantly improve students' comprehension and pronunciation. According to this study, when the learning environment does not encourage active Arabic practice, the mufradāt that has been taught tends not to be used and students' speaking ability is not significantly affected (Rofiq et al., 2025). According to another study conducted in pesantren in Riau, a fun and interesting learning environment greatly benefits students' Arabic language skills, including the cultural and social aspects attached to the language (Muhammad Samin et al., 2025).

The lack of opportunities to speak with others is one of the main obstacles in developing Arabic speaking skills. Based on the Interaction Hypothesis proposed by Long, language learning occurs optimally when students engage in meaningful interactions, especially with peers (Widayat & Irham, 2021). In another study, it was shown that students in the zone of proximal development (ZPD) need assistance (scaffolding) from teachers and peers during the process of acquiring Arabic. It is essential for students to interact socially and talk to each other in order for their language skills to develop from the actual level to the potential level (Berliani et al., 2024). In addition, the Output Hypothesis states that students need to be given space to produce language, because output is not only the end result of learning, but also the means to learning itself (Rossa Julfiyatun & Setiawan, 2025).

The fear of making mistakes in sentence structure or the use of nahwu-sharaf rules is one of the main obstacles in Arabic speaking skills. This is in line with the concept of foreign language anxiety proposed by Elaine K, where fear of mistakes and negative judgment makes learners reluctant to speak (Ely Fitriani & Gusrayani, 2020). Krashen also asserts that anxiety like this can increase affective filters, which ultimately hinders the language acquisition process (Arifuddin et al., 2024). Even according to Peter, the perception that one's linguistic ability is inadequate can reduce the willingness to communicate actively (Qurays et al., 2023). Therefore, creating a safe and supportive learning atmosphere is very important so that students are not afraid to try to speak even though they are not structurally perfect.

CONCLUSION

The results show that ilqā' mufradāt plays an important role in the development of female students' Arabic speaking skills. Vocabulary acquisition, which is an

important part of speaking skills, has been shown to improve as a result of this activity. College students are encouraged to recognize and understand Arabic vocabulary relevant to their academic context through pronunciation, repetition, copying, memorization, and application in sentence form (jumlah mufīdah).

However, the improvement in active speaking skills has not been fully influenced by the mastery of mufradāt acquired. This vocabulary is still difficult for students to use on a daily basis. Some of the factors that cause this problem include learning methods that are still predominantly memorization-based, lack of contextual application, lack of self-confidence, fear of making sentence structure mistakes and lack of a learning environment that supports the practice of speaking Arabic actively.

Therefore, although the ilqā' mufradāt activity has contributed significantly to the cognitive aspect (mastery of vocabulary), innovation is needed in the way it is conducted. In order for the learned vocabulary to be not only passively mastered but also actively used in speaking, a more communicative, interactive, and contextual learning approach should be applied. Ilqā' mufradāt activities in higher education should be optimized with the support of a conducive language environment, opportunities to interact in Arabic, and guidance that fosters confidence.

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