



The Effect of Mind Mapping to Increase the Vocabulary Acquisition of Arabic Language for Professional Communication Students in Arabic Learning at Universiti Teknologi MARA (UiTM)

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Abstract

This research focuses on the use of Mind Mapping as an engaging and creative note-taking tool, utilizing words, colors, lines, and uniquely using images with the appealing visuals of typical Mind Mapping. The main purpose of Mind Mapping is to create visual and graphical representations of topics that facilitate the recording, reinforcement, and recovery of information. The use of Mind Mapping supports visual learning styles and is proven to improve students' Arabic vocabulary acquisition. This study makes a significant contribution to the field of language education by developing a mind mapping approach to increase vocabulary count in Arabic language learning. Through descriptive quantitative research methods, this study successfully demonstrated that the use of mind mapping increased students' vocabulary acquisition by 42%, which has not previously been identified in the literature. This contribution is important as it shows that mind mapping can be an effective learning tool to improve vocabulary retention and usage in Arabic, and can be applied in other language learning contexts. This study also offers new insights into how mind mapping can stimulate students' critical and creative thinking abilities, which paves the way for further research on other innovative learning methods.

Keywords: Mind Mapping, Arabic learning, Visual Learning Style, Arabic Vocabulary, Learning Motivation, Digital Technology

مستخلص البحث

يركز هذا البحث على استخدام الخرائط الذهنية كأداة جذابة وإبداعية لتدوين الملاحظات باستخدام الكلمات والألوان والخطوط، واستخدام الصور بشكل فريد مع الصور الجذابة التي تتميز بها الخرائط الذهنية النموذجية. الغرض الرئيسي من الخرائط الذهنية هو إنشاء تمثيلات مرئية ورسومية للموضوعات التي تسهل تسجيل المعلومات وتعزيزها واستعادتها. يدعم استخدام الخرائط الذهنية أساليب التعلم البصري وثبت أنه يحسن اكتساب الطلاب لمفردات اللغة العربية. تقدم هذه الدراسة مساهمة مهمة في مجال تعليم اللغات من خلال تطوير منهج الخرائط الذهنية لزيادة عدد المفردات في تعلم اللغة العربية. ومن خلال أساليب البحث الكمي الوصفي، نجحت هذه الدراسة في إثبات أن استخدام الخرائط الذهنية زاد من اكتساب الطلاب للمفردات بنسبة 42٪، وهو ما لم يتم تحديده من قبل في الأدبيات. وتكتسب هذه المساهمة أهميتها من أنها تُظهر أن رسم الخرائط الذهنية يمكن أن يكون أداة تعليمية فعالة لتحسين الاحتفاظ بالمفردات واستخدامها في اللغة العربية، ويمكن تطبيقها في سياقات تعلم اللغات الأخرى. كما تقدم هذه الدراسة أيضًا رؤى جديدة حول كيفية تحفيز رسم الخرائط الذهنية لقدرات التفكير النقدي والإبداعي لدى الطلاب، مما يمهد الطريق لإجراء المزيد من الأبحاث حول أساليب التعلم المبتكرة الأخرى.

Introduction

Arabic is significant to the history and culture of the Islamic world, in addition to being one of the six official languages of the United Nations. Many countries consider Arabic a language that must be thoroughly understood for its literature, science, and culture (Rizki Nugrahawan, Zuriyati, & Iskandar, 2023). Mastering Arabic vocabulary is crucial because a large vocabulary can facilitate communication (Opier, 2023).

Vocabulary is a set of words used in a language for communication and includes all the words necessary to understand and speak that language (Aidah, Hidayat, & Annisa, 2023). In Arabic, "vocabulary" can be paraphrased as "مفردات اللغة" (mufāradāt al-lughah), which literally means "words of the language" or simply "words." This refers to the collection of words used in Arabic to communicate and convey meaning (Jaili & Hamdan, 2023).

Therefore, in learning Arabic, understanding and mastering vocabulary is key to communicating with others in the language. With an extensive vocabulary, one can interact more effectively, express oneself, and comprehend the thoughts and experiences conveyed in Arabic texts.

However, learning new words in Arabic can be challenging, especially if you are not a native speaker. Several effective techniques are currently used by many instructors to help students improve their vocabulary. Nonetheless, there are still many interesting ways to learn Arabic vocabulary that have yet to be discovered (Zulkepli, Abd Hamid, Wahab, Yahaya, & Mohamad, 2023).

One such method is the mind mapping approach. Mind Mapping has garnered attention in the field of education (Susilawati, Suprpto, Judijanto, Subasman, & Santosa, 2023). Mind Mapping is a graphic tool used to organize and conceptualize ideas in an easily understandable manner. The Mind Mapping method can be applied to language acquisition to help students organize and associate new vocabulary more meaningfully and enduringly (Luciana, Santosa, Rofi'i, 272 | Muhammad Dzulfikri Al Imanyet et al: The Effect of Mind Mapping to Increase the Vocabulary Acquisition of Arabic Language for Professional Communication Students in Arabic Learning at Universiti Teknologi MARA (UiTM)

Taqiyuddin, & Nasution, 2023). Hence, the Mind Mapping approach is a method and strategy that classifies and gathers Arabic vocabulary in an engaging way according to its types, making it easier for students to remember Arabic vocabulary.

It can be seen from the results of the survey and the researcher's initial observation that the score documents, tests, and initial questionnaires show that students do not score high on the mastery of Arabic mufrodats. In fact, when getting questions that look simple, almost of the LG242 (Arabic for Professional Communication) students at UiTM have an unsatisfactory range of scores. Therefore, the researcher is interested in providing the implementation of Mind Mapping Mufrodats as a solution to LG242 UiTM students so that the mastery of mufrodats owned by students can increase and get good grades.

The purpose of this study is to examine how the mind mapping approach is used in Arabic language teaching in the context of Universiti Teknologi MARA (UiTM). It is hoped that using this strategy in a suitable learning environment will discover effective ways to help students rapidly and enjoyably expand their Arabic vocabulary.

This introduction will present the background of the research, the research objectives, and the relevance of this study in the context of Arabic language education. Next, a literature review on Arabic vocabulary learning and the use of the Mind Mapping technique will provide a solid foundation for this research. Finally, it will detail the proposed research structure and the methods to be used for data collection and analysis.

Methods

The research method used is descriptive quantitative research. This method is employed to describe the learning outcomes using the mind mapping method. According to Mutia (Sari, Rachman, Juli Astuti, Win Afgani, & Abdullah Siroj, 2022), descriptive quantitative research is an approach used to collect numerical data to explain or describe the characteristics of a particular phenomenon or population. This approach aims to provide a clear picture of the observed variables without

making further interpretations or hypothesis testing. In descriptive quantitative research, data is obtained through various methods such as surveys, observations, or document analysis. This data is then presented in the form of tables, graphs, or descriptive statistics to provide a comprehensive picture of the phenomenon being studied (Syahrizal & Jailani, 2023).

Media implementation was carried out at the Faculty of the Academy of Language Studies (APB), Department of Arabic Language for Professional Communication (LG242) with a total population of 285 students and sample selection using random sampling technique, then randomly selected 164 semester 2. The study was conducted in various classes according to random sampling because the ability of students is very heterogeneous. Thus, this media is expected to be able to reach the level of ability of students in the class. The assessment was carried out by distributing tests and questionnaires (Pre-Test once and Post-Test 3 times) on the implementation of this media. The tests and questionnaires used are online through google form to find out the increase in the number of Arabic vocabulary students of the Academy of Language Studies faculty. While data analysis uses the percentage formula. From the calculation using the percentage formula, then the data findings are described and combined with the existing theory and then concluded into a research result.

Step 1

The first step in implementing Mind Mapping is to provide basic material. The researcher provided basic vocabulary material on "House, School, Campus, Bathroom, Food, and Fruits" in Arabic. For example, students must understand and memorize the material correctly. After that, they will become accustomed to using the new vocabulary they have previously learned and know how to facilitate the memorization of Arabic vocabulary.

Step 2

Students categorized Arabic vocabulary in the form of Mind Mapping while being guided by the researcher. This step was carried out during Arabic vocabulary

lessons, and several types of vocabulary were provided, which the students then elaborated on through Mind Mapping according to their categories. Through this step, students also added vocabulary they were not previously familiar with. While categorizing vocabulary, students could also view and create mind maps with appealing illustrations.

Step 3

After selecting a discussion topic, students explained and discussed it using correct Arabic grammar. The results of this research were used as a reference for applying Arabic language learning using the mind mapping method to enhance Arabic vocabulary. The interpretation of this step is the core of Arabic vocabulary. Students became enthusiastic and creative in learning Arabic and applied Arabic words in simple sentences into story forms. This step trained students' Arabic vocabulary by having them present the vocabulary topic category in front of the class one by one and discuss the vocabulary sub-topics they worked on, while other students listened attentively to the presenter's explanation.

Result and Discussion

Vocabulary Acquisition refer to the ability to effectively use vocabulary, words, and sounds to convey ideas, opinions, desires, thoughts, or feelings to others (Rayhan, 2023: 43). Speaking is also defined as a complex ability that involves using vocabulary, sentence structure, and voice intonation to communicate various ideas, opinions, desires, thoughts, or feelings to others (Setyaningsih, 2023). This skill includes the ability to arrange words appropriately and combine them with vocal and non-verbal expressions so that the conveyed message can be understood clearly and effectively by the listener (Herdiyanti & Suparno, 2023). Speaking also involves understanding social and cultural contexts, enabling smooth and targeted communication in various situations and environments (Sahalluddin, Andris Susanto, & Sukmaningrum, 2023).

Vocabulary mastery is the ability to understand and use words correctly and appropriately in various contexts. This is important because a large vocabulary allows a person to express themselves more clearly and accurately, both in writing and speaking (Kholis & Nadhif, 2023). Good vocabulary mastery also enriches communication skills, enhances critical thinking abilities, and helps in understanding and interpreting information more deeply (Erta Mahyudin, 2023). With a rich vocabulary, one can more easily adapt to various communication situations, convey complex ideas, and interact more effectively in social and professional environments (Chasanah, 2023).

According to Nik (Mohd Rahimi, Nasri, & Samihah, 2021), the standards for Arabic vocabulary mastery among students can vary depending on the study program and education level. However, some general guidelines include:

- 1. Beginner Level (A1 - A2):** Students are expected to master around 500 to 1000 basic words. At this level, they can understand and use everyday expressions and simple phrases relevant to basic needs.
- 2. Intermediate Level (B1 - B2):** Students are expected to master around 2000 to 4000 words. They should be able to handle more complex communication situations, understand simple to intermediate texts, and express more abstract and specific ideas.
- 3. Advanced Level (C1 - C2):** Students are expected to master over 5000 words. At this level, they should be able to communicate fluently and spontaneously, understand academic and professional texts, and write and speak with high accuracy and fluency.

Vocabulary mastery is also often measured through standardized tests such as the Test of Arabic as a Foreign Language (TAFL) or exams administered by specific educational institutions. It is important for students to continually expand and deepen their vocabulary mastery through ongoing practice, including reading, writing, listening, and speaking in Arabic (Alahmadi & Foltz, 2020).

This research found that the Mind Mapping strategy positively influences the increase in Arabic vocabulary among students at Universiti Teknologi MARA (UiTM). This is evidenced by the questionnaire results showing that students interested in Arabic vocabulary (proficient in understanding Arabic) increased to 78%. Approximately 10% of students still showed reluctance in engaging with Arabic vocabulary learning, while the percentage of students who were bored with learning Arabic vocabulary decreased by 12%.

Table 1. Student Satisfaction Survey Results with Mind Mapping Method

No.	Students' Situation	Before (%)	After (%)
1.	Lack of Mastery and Understanding of Arabic Vocabulary	45	78
2.	Lazy in participating in Arabic Vocabulary learning	30	10
3.	Bored with Arabic Vocabulary learning.	25	12
Total Percentage		100	100

From Table 1, it can be concluded that the mind mapping method has an impact on Arabic vocabulary learning. This method encourages students to confidently bring up new vocabulary that they need to master. The significant difference in students' mastery of Arabic vocabulary before and after using the mind mapping method indicates the effectiveness of its utilization. In its implementation, the media used in the learning process is illustrated in Figures 1 and 2.



Figure 1.



Figure 2.

(Mind Mapping before given images)

Through figures 1 and 2, the researcher taught students an easy way to memorize Arabic vocabulary using the Mind Mapping technique. From the illustrated and explained figures, students are then prompted to explore the meaning of Mind Mapping using engaging images, which are then placed near their Arabic vocabulary, as shown in figures 3 and 4.



Figure 3



Figure 4

(Mind Mapping with Images)

After the students became interested in the Mind Mapping technique and it was evident that their understanding had improved, the researcher also assigned an initial task using Mind Mapping for vocabulary (Mufrodats) without including the vocabulary within it. Students were given the freedom to provide appropriate words based on the given images. Anything that could be included and categorized was like in figures 5 and 6.

المفردات عن المدرسة



Figure 5

المفردات عن الطعام



Figure 6

(Exercise for Student: Mind Mapping without vocabularies and images)

The researcher gave the students 5-10 minutes to present vocabulary (Mufrodat) about 'School' and 'Food.' Then, the researcher guided the students' answers and input the corresponding vocabularies and images into the Mind Mapping as shown in figures 7 and 8. These are the results from the students of the Language Studies Academy (APB) class A, semester 2.



Figure 7



Figure 8

(Student answer and input the corresponding Vocabularies and images into the Mind Mapping)

From Figures 7 and 8, it can be concluded that the Mind Mapping technique greatly helps students to improve and memorize the amount of Arabic vocabulary. With this teaching method, it can be seen that students have a much better interest than before. This is further aided by the colorful Mind Mapping forms and varied images, making it easier to remember. The researcher then proceeded to create a questionnaire and Arabic vocabulary tests four times after the implementation of the

Mind Mapping technique to observe the progress and increase in the students' Arabic vocabulary. The pre-study and post-study data are attached.

Table 2. Results of Student Questionnaire using the Mind Mapping Method

No.	Students' Situation after Answering Questionnaire	Before (%)	After (%)
1.	Mastery of Vocabulary in Arabic Language Learning	30	40
2.	Classifying Vocabulary in Arabic Language Learning	45	30
3.	Interest and Enthusiasm in Learning Arabic Vocabulary	25	30
Total		100	100

Here is the presentation of the questionnaire before and after to assess the mastery of Arabic vocabulary by students of APB semester 2.

Table 3. Student Post-Test with Mind Mapping method

الرقم	الأسئلة قبل التطبيق	الأسئلة بعد التطبيق ١	الأسئلة بعد التطبيق ٢	الأسئلة بعد التطبيق ٣
١	هذه المفردات تدل على	هذه المفردات تدل على	هذه المفردات ليس من نوع "النبات"؟	هذه المفردات تدل على "الدكان"؟

		"المدرسة"؟	الجامعة إلا؟	
في الجامعة توجد اي بناء؟	هذه المفردات تدل على "الحيوان"؟	هذه المفردات تدل على "غرفة النوم" إلا؟	هذه المفردات تدل على الأسرة؟	٢
إذا تريد أن تذهب إلى i-CITY اية حافلة من الرموز؟	هذه المفردات تدل على "الفواكه"	المفردات التي تدل على "الأطعمة"؟	كلمة "الغصن" يدل على؟	٣
أية رموز من الحافلة إذا تريد أن تذهبوا إلى بادانج جاوه Padang / Jawa	ما اسم المفرد هذه الصورة؟ (الشقة)	المفردات التي تدل على "غرفة الجلوس" إلا؟	هذه المفردات التي تدل على المسجد إلا؟	٤
درس علي مواد: المطالعة، الإنشاء، المحفوظات، الرياضيات، العلوم	ما اسم المفرد هذه الصورة؟ (القارورة)	الكلب تدل على مفردات من نوع؟	الذي تدل على الحمام؟	٥

الاجتماعية، الصرف، النحو، البلاغة، علوم القرآن، وفقه اللغة . السؤال: كم مادة درس علي؟				
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Table 4. Students' Post-Test answers with Mind Mapping method

الإجابة بعد التطبيق ٣	الإجابة بعد التطبيق ٢	الإجابة بعد التطبيق ١	الإجابة قبل التطبيق	الرقم
البائع، المشتري، الدفن، الباقي	الزهرة، الورد، الأوراق، الأشجار	الكتاب، القلم، والمسطرة	نقيع الصويا	١
المكتبة، الفصول، المركز الصحية	السمك، الديك، النحل	القط الأسود	حفدة	٢
رمز C2 -	الفراولة، البرتقال، التفاح، العنب،	الخبز، البيضة، البسكويت	الشجرة	٣

	البطيخ			
رمز SA04 -	(الشقة)	الإبلاغ	المؤذن، السروال	٤
عشر مواد	(القارورة)	الحيوان	الفرجون	٥

Here is a more detailed exposition and theory in this research:

1. Arabic Learning Considered Difficult and Attention Aspects in the Learning Process

Students often find learning Arabic difficult due to its different structure and alphabet (Umi, 2020: 179). Therefore, students require support to understand and master Arabic more effectively. This is particularly crucial for students learning Arabic at a young age, where the ability to comprehend and recall information tends to be better, especially if the material is presented in a relevant and engaging format for them (Aulia, 2020: 19).

Approaches such as mind mapping can help overcome this difficulty by grouping vocabulary into memorable categories, thus improving comprehension and retention of information (Rina, 2020: 298). Therefore, approaches like mind mapping greatly aid in guiding students to develop potential ideas and integrating them into more cohesive concepts (Ilmiani, Ahmadi, Rahman, & Rahmah, 2020).

Focus of attention is very important in learning vocabulary. Students tend to be more interested in simple and relevant material (Satria et al., 2023). Good adaptation and planning skills also help them sort out important information and ignore irrelevant ones (Pramita, 2023). As students age, their ability to maintain focus and manage information increases, which should be considered in learning strategies (Kapitan & Aseng, 2023).

2. The Implementation of Mind Mapping in Arabic Learning

Studies on the use of mind mapping in language learning indicate that this method can be successfully implemented in the classroom. Mind mapping provides a creative and flexible approach to language learning, which aligns with various learning styles of students (Kajentheran, 2023). By leveraging students' visual and spatial abilities, mind mapping enables them to understand and retain information better (Sihombing & Dewi Kemala, 2023).

This method also makes learning more student-centered, where the instructor acts as a facilitator aiding students in exploring and understanding vocabulary (Titu, Kresensia, Ritan, Barek, & Ese, 2023). In this way, students are more actively engaged in the learning process and take more responsibility for their own understanding. Additionally, mind mapping can serve as a tool for collaboration among students, allowing them to share ideas and assist each other in comprehending vocabulary (Agustina & Hidayat, 2023).

3. Personalizing Learning with Mind Mapping

This Many students struggle in learning because the notes provided by instructors do not align with their learning styles. Each student has a different learning style; some prefer visual learning, some auditory, and some kinesthetic or movement-based. Mind mapping allows students to personalize their notes by using words, arrows, and abbreviations that help them connect new ideas. They can incorporate images, borders, and colors into their mind maps to create more engaging and effective study reviews (Pageyasa, 2023). This way, students can create notes that suit their learning styles and make the vocabulary learning process more effective and enjoyable.

4. The Effectiveness of Mind Mapping Method in Storing and Retrieving Information

Mind mapping is an efficient method for storing and accessing information from the brain. This powerful visual technique provides a universal tool for unlocking the full potential of the human brain by harnessing all abilities from both

hemispheres, such as words, images, numbers, logic, rhythm, and colors in a distinctive way. This approach is highly beneficial for students as it allows them to organize and store information as much as possible in a natural and structured manner (Konseptual, Liestriyani, & Pikiran, 2022).

Mind mapping not only facilitates information storage but also enables quick and direct access to the needed information. This is highly advantageous for students in the learning process, as they can easily connect previously learned information with new information (Sucianti, Novianti, & Sholeh, 2022). With these various advantages, mind mapping is expected to assist students in writing essays more systematically and structured.

5. Practice and Stimulus in Learning

In these exercises, students are taught to receive words, construct sentences, and then combine them into paragraphs. This process helps students organize their thoughts and improve their Arabic vocabulary. Thus, the mind mapping method not only supports the understanding of subject matter but also develops students' communication skills (Ilmiani et al., 2020).

Mastery of Arabic vocabulary and Objectives of Arabic Language Learning: refer to an individual's ability to articulate sounds or words in Arabic language with correct linguistic rules to convey ideas and feelings. Teaching Arabic to non-Arabic speakers in the initial stages has several main objectives. These objectives include the ability to articulate Arabic sounds correctly, especially sounds that do not have direct equivalents in other languages, as well as with proper intonation (Sakdiah & Sihombing, 2023).

6. The Use of Mind Mapping in Memorizing Vocabulary

The initial step in learning using mind mapping is to introduce new vocabulary. Students are taught to identify word by word, then instructed to construct longer sentences. From this experience, it is evident that learning with

mind mapping is highly beneficial in developing students' ability to structure relevant sentences for Arabic vocabulary.

In this context, mind mapping can serve as a tool to assist students in memorizing and recalling new vocabulary. By organizing words into groups based on specific themes or categories, students can facilitate the process of memorizing the vocabulary and applying it in appropriate situations (Hakim & Mustiani, 2021). Additionally, the use of images, colors, and symbols in mind mapping can also enhance students' ability to remember vocabulary more effectively.

7. Collaboration and the Advantages of Mind Mapping in Arabic Language Learning

To In an effort to harmonize Arabic vocabulary, lecturers/researchers can utilize proficient classmates to help improve vocabulary and sentence formation in other students. This cooperative approach not only provides assistance to struggling students, but also deepens the understanding of those who help (Nurwahidah, Samsuri, Mirawati, & Indriati, 2021). More skilled students can serve as mentors, providing examples and constructive feedback. In addition, strategies such as involving other students as translators, active roles during training sessions, and requesting direct translations from students can be applied in learning with mind mapping, where students work in groups to create mind maps together.

The mind mapping method brings many advantages in Arabic language learning, including improving comprehension and retention of information. By visualizing information in the form of a mind map, students can more effectively relate and remember material, as well as summarize their ideas in a clear and structured manner (Al Kamli, 2019).

Mind mapping also plays a role in improving Arabic vocabulary, helping students construct coherent sentences and paragraphs fluently, which is particularly beneficial in mastering complex sentence structures and grammar.

8. Enhancing Creativity, Critical Thinking Skills, Evaluation, and Reflection of Learning with Mind Mapping

Mind mapping not only helps in remembering and organizing information, but it can also enhance students' creativity and critical thinking skills. This method encourages students to think creatively and look for connections between various concepts, which can develop critical and analytical thinking skills that are important in learning (Juliyantika & Batubara, 2022).

Mind mapping also serves as a tool to evaluate and reflect on learning. By examining the mind maps created by students, researchers can assess the extent of their understanding of the learning material. Students can use their mind maps to reflect on their learning and identify areas where they need to improve understanding (Avdagic et al., 2021).

9. Implications in Arabic Language Learning

In summary, the implementation of mind mapping in Arabic language learning offers several benefits. This approach assists students in understanding, remembering, and organizing information more effectively. Moreover, mind mapping stimulates the development of students' critical and creative thinking skills and facilitates the expression of their ideas in a more structured manner.

The implication of using mind mapping in learning is that educators/researchers are advised to integrate this method into their curriculum and teaching processes. By taking such action, students can reap the maximum benefits from this technique and achieve more optimal learning outcomes. Additionally, the use of mind mapping also has the potential to increase students' engagement and motivation in the learning process, thus encouraging them to be more enthusiastic in achieving their learning goals (Sofa & Musthofa, 2022).

Therefore, the implementation of mind mapping in Arabic language and Islamic education provides significant benefits for students in achieving better learning outcomes. This approach not only facilitates the learning process but also

evaluation and reflection, which in turn enables students to develop crucial skills for success in learning and life.

Conclusion

The The process of using mind maps as a note-taking tool becomes intriguing due to its creative usage, involving words, colors, lines, and images. The purpose of mind maps is to create visual and graphic representations of topics that ultimately aid in note-taking, reinforcement, and retrieval of learned information. Thus, the use of mind maps is a note-taking method that promotes visual learning styles. The implementation of mind mapping in learning also helps improve students' Arabic vocabulary.

Based on research findings, there was a 42% improvement, and also, because it is not a boring method, learning activities with concept maps also increase student motivation, as evidenced by the decrease in boredom levels when studying Arabic. For further research, it is hoped that researchers can develop this medium using digital technology. Therefore, this medium can be utilized by students for diverse learning purposes.

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