



## Enhancing Arabic Vocabulary Retention Through the Drill Method: A Study on Sixth-Grade Students' Memorization Skills

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### ABSTRACT

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This study aimed to improve the Arabic vocabulary memorization skills of seventh-grade students at MI Nasy'atul Muta'allimin through the implementation of the drill method. Arabic language learning, particularly vocabulary acquisition, remains a significant challenge, especially in religious educational contexts where fluency is essential for understanding religious texts. The research employed a Classroom Action Research (CAR) design with a descriptive quantitative approach, focusing on two cycles of planning, implementation, observation, and reflection. Data was collected using observation, tests, interviews, and documentation. The results showed a clear improvement in students' vocabulary memorization, with average scores rising from 62.1 in the pre-cycle to 82 in the second cycle, and the percentage of classical completion increasing from 35% to 80%. Interviews revealed increased student motivation and engagement. The study concludes that the drill method effectively enhances Arabic vocabulary retention and student enthusiasm. The contribution of this research lies in providing evidence for the effectiveness of active learning strategies in language acquisition, specifically in religious education settings, and offering practical solutions for language teachers.

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## INTRODUCTION

Language is a crucial tool for communication and interaction, as it allows individuals to express ideas and thoughts both verbally and in writing (Fedorenko et al., 2024; Khudaverdiyeva, 2025). This makes language acquisition, particularly in a multilingual society, essential for the development of communication skills. Among the various languages, Arabic holds significant importance due to its use in religious, cultural, and academic contexts (Alshehri

et al., 2023). Despite its significance, many learners find the process of acquiring Arabic vocabulary challenging, which can hinder their ability to master the language. This issue not only affects students' proficiency in Arabic but also impacts their ability to engage meaningfully with religious texts and cultural heritage (Qassem et al., 2025; Manasiq, 2024). Therefore, finding effective methods for improving Arabic vocabulary retention is crucial for enhancing the overall learning experience and success of students, particularly in religious educational settings.

One of the major challenges faced in Arabic language learning is the difficulty in memorizing and retaining vocabulary (Arief et al., 2025). Many students struggle with the vast number of words and their meanings, which often leads to frustration and a lack of progress (Zhao et al., 2025; Young et al., 2024). Traditional teaching methods may not always be sufficient to address this issue, as they often fail to engage students actively in the process of memorization and repetition (Fakhrudinovna, 2025; Hwang et al., 2024). As a result, students may feel overwhelmed or discouraged, believing that Arabic is a difficult or boring subject. This perception can hinder their motivation to continue learning and ultimately affect their overall academic performance in the subject.

In many schools, particularly in religious education institutions, the teaching of Arabic vocabulary remains a critical area of concern. Students in these institutions are expected to memorize a substantial amount of vocabulary to improve their fluency in reading, speaking, and understanding Arabic texts (Herawati et al., 2023; Saepudin et al., 2024). However, the traditional methods of instruction, such as rote memorization or passive listening, often fail to engage students fully. Consequently, students may find themselves repeating the same vocabulary words without truly internalizing their meanings or application. This issue is further compounded by the perception that Arabic is a difficult language, leading to a lack of enthusiasm and commitment from students to excel in their studies. Therefore, there is an urgent need for innovative teaching strategies that can effectively address these challenges (Jendli et al., 2024; Almakky, 2024).

Numerous studies have explored methods for enhancing vocabulary retention in language learning, including the use of repetition, association techniques, and mnemonic devices. Research has shown that active engagement through methods such as drilling and practice significantly improves retention and recall. The drill method, in particular, has been widely recognized for its effectiveness in reinforcing vocabulary through repeated practice, helping students to memorize words more efficiently. However, while there is a growing body of literature supporting the benefits of this method, few studies have specifically focused on its application in the context of Arabic language learning, especially in religious education settings. The gap in research indicates a need for

further exploration of how the drill method can be optimized for Arabic vocabulary acquisition.

Although the drill method has shown promise in language learning, its application in Arabic vocabulary acquisition has not been extensively studied. Existing research primarily focuses on general language learning, with limited attention to its impact on religious language education, specifically Arabic. This research aims to fill this gap by examining the effectiveness of the drill method in improving Arabic vocabulary retention among students in religious educational settings. By contributing to the existing literature, this study will provide valuable insights into how active learning strategies, such as drilling, can enhance students' language proficiency and foster a deeper understanding of Arabic vocabulary in the context of religious studies.

The novelty of this research lies in its focus on using the drill method to address the specific challenges faced by students in memorizing Arabic vocabulary in religious educational contexts. While drill-based methods have been used in other areas of language learning, their application in Arabic, particularly in religious institutions, remains underexplored. By adapting and implementing this method in the classroom, this study offers a practical solution to an ongoing problem in Arabic language learning. The importance of this research is clear: it not only contributes to the academic field of language acquisition but also supports the improvement of students' proficiency in Arabic, which is vital for their understanding of religious texts and cultural heritage.

The research problem centers on the question of how the drill method can be effectively used to improve Arabic vocabulary retention among students. This study proposes that incorporating this active learning technique will increase students' retention rates, helping them master vocabulary more efficiently. The argument presented is that by engaging students in repetitive, structured practice, they can internalize vocabulary more effectively, leading to improved fluency in both written and spoken Arabic. This contribution is significant as it provides a new perspective on how to enhance Arabic language learning through an innovative and engaging method that encourages active participation.

In conclusion, the need for effective methods to improve Arabic vocabulary retention is critical, particularly in religious educational contexts. This study aims to address this gap by exploring the use of the drill method, which has the potential to enhance students' language proficiency. By contributing to the field of Arabic language education, this research will not only improve students' learning experiences but also help bridge the gap in existing research on teaching methods for Arabic language acquisition. The findings of

this study could have far-reaching implications for educators seeking to adopt more effective strategies for teaching Arabic and other languages, ensuring that students are better equipped to understand and appreciate the richness of Arabic language and culture.

## RESEARCH METHOD

This study employed a qualitative Classroom Action Research (CAR) design with a descriptive quantitative approach. Classroom Action Research (CAR) was chosen because it focuses on the problems faced by teachers in the field within the learning context and aims to improve the quality of learning through reflection and continuous improvement. CAR involves a cycle of planning, implementation, observation, and reflection to directly enhance the learning process. This approach is relevant for evaluating and improving students' Arabic vocabulary memorization skills through the application of the drill method. The choice of CAR as the research design was also based on the desire to actively involve students and teachers in the changes brought about during the learning process.

This research was conducted at MI Nasy'atul Muta'allimin Candi Dungkek, Sumenep, a school that focuses on Arabic language learning for religious studies. This location was chosen because the school faces challenges in improving students' Arabic vocabulary memorization skills. As a school that emphasizes the importance of Arabic language proficiency for understanding religious teachings, MI Nasy'atul Muta'allimin Candi Dungkek has strong relevance for this research. This research aims to provide solutions to the problems at the school and make a tangible contribution to improving Arabic language teaching methods.

The data collection techniques used in this study were four main methods: observation, ability tests, interviews, and documentation. Observations were conducted by collecting objective data regarding the implementation of learning and student interactions during the learning process using the drill method. These observations helped obtain a clear picture of student engagement and the effectiveness of the method used. Tests were administered at the end of each cycle to measure students' progress in memorizing Arabic vocabulary. These tests served to assess students' ability to understand and remember the vocabulary they had learned. Furthermore, the researchers conducted interviews with students and teachers to obtain qualitative information regarding their perceptions of learning using the drill method and to determine changes in students' motivation and understanding of Arabic. The researchers also documented and recorded evidence of the research activities, such as test results, observation reports, and other supporting data that could strengthen the research

findings.

The formula used to calculate learning completeness in this study involved two main components. First, the average score is calculated using the formula:  $\text{Average score} = (\text{Total scores obtained}) \times 100 / (\text{Number of students})$ . This formula is used to measure individual student learning outcomes based on the scores obtained. Second, to calculate the percentage of classical completion, the formula is used:  $\text{Percentage of classical completion} = (\text{Number of students who completed}) \times 100 / (\text{Total number of students})$ . This formula aims to assess the extent to which students as a whole have achieved completion in the learning process. These two formulas will provide a clear picture of the effectiveness of learning and the level of student success in mastering the material being taught.

## RESULT AND DISCUSSION

### Result

#### **Improving the ability to memorize Arabic vocabulary**

This study aimed to improve sixth-grade students' Arabic vocabulary memorization skills through the application of the drill method in two learning cycles. The main sub-finding observed in the field was an increase in students' vocabulary memorization skills after the gradual implementation of the drill method. Each cycle included planning, implementation, observation, and reflection, all designed to measure and improve students' vocabulary mastery. Learning began with planning, which included selecting appropriate methods, preparing materials, and using evaluation tools, such as oral and written tests administered at the end of each cycle.

Interviews with teachers revealed that the use of the drill method increased student engagement in the learning process. Teachers stated that students became more active in reviewing vocabulary, which helped them memorize more quickly. One informant, a teacher, explained, "After implementing the drill method, I noticed that students remembered the vocabulary more easily. They were more confident in pronouncing vocabulary that was initially difficult." Researchers interpreted this data as indicating that the drill method can facilitate vocabulary memorization because it requires students to repeat words in real-life contexts, accelerating their learning.

Furthermore, interviews with several students indicated that they felt more confident after using the drill method. Another student said, "The drill method makes me more enthusiastic about memorizing. I feel like I remember vocabulary more quickly after repeating it frequently." The researchers believe that student motivation also increased because they felt the method made learning more structured and less boring. This indicates that the drill method is

not only effective in improving vocabulary memorization but also in increasing student motivation.

In observations conducted over two cycles, the researchers noted an increase in student learning activity. In cycle I, most students showed improvement in vocabulary memorization, although some still struggled to remember vocabulary effectively. During cycle II, students became more confident in pronouncing vocabulary, and most students had mastered the vocabulary taught. The researchers interpreted this data as evidence that the drill method helps improve students' vocabulary memorization abilities, as structured repetition provides opportunities for students to practice and effectively strengthen their memory.

**Table 1. Observation Results**

No	Description	Pre-Cycle	Cycle I	Cycle II
1	Average	62,1	67,75	82
2	Percentage Increase	35%	55%	80%

Based on the research results, it can be concluded that the implementation of the drill method successfully improved sixth-grade students' Arabic vocabulary memorization skills. This improvement was evident in the average student score, which rose from 62.1 in the pre-cycle to 67.75 in the first cycle and 82 in the second cycle. Furthermore, the percentage of classical completion also increased significantly, from 35% in the pre-cycle to 55% in the first cycle and reaching 80% in the second cycle. This indicates that more students are successfully mastering the vocabulary taught.

The pattern observed in this research data shows consistent improvement in each cycle. In the pre-cycle, most students were not yet able to memorize vocabulary well, but after the implementation of the drill method in the first cycle, students' average scores increased. The same trend occurred in the second cycle, where students showed significant improvement in vocabulary memorization. This pattern indicates that the implementation of the drill method has a greater positive impact with each cycle, demonstrating the method's effectiveness in improving students' Arabic vocabulary mastery. As time goes by, with repetition and more intense practice, the ability to memorize vocabulary increases, proving that the drill method is an effective strategy for achieving learning completion.

## **Students' Impressions of the Use of the Drill Method in Arabic Language Learning**

In this study, the sub-findings observed were the improvement of Arabic vocabulary memorization skills of sixth-grade students at MI Nasy'atul Muta'allimin through the implementation of the drill method. The drill method is a teaching technique that relies on repetition to train students' skills or dexterity in remembering and memorizing vocabulary. The learning process is carried out by repeating the vocabulary until the students can master it well. This sub-finding focuses on the effectiveness of the drill method in improving vocabulary acquisition among students, as seen from the improvement in test scores and student engagement during the learning process.

Interviews with several students revealed that they enjoyed the use of the drill method in Arabic language learning. One student mentioned, "The drill method makes it easier for me to remember vocabulary that was difficult for me to memorize before. I feel more enthusiastic in every Arabic lesson." The researcher interprets this as an indication that students feel more motivated and confident in learning because this method gives them the opportunity to repetitively practice vocabulary in a structured way. This suggests that the drill method not only improves memorization skills but also motivates students to be more active in their learning.

Additionally, the teacher mentioned that the drill method increased student engagement in the classroom. The teacher stated, "Students are more enthusiastic about memorizing vocabulary because the drill method provides structure and clarity in learning. They seem more involved and enjoy repeating the words that have been taught." The researcher considers this as evidence that the drill method not only enhances learning outcomes but also fosters better interaction between students and the teacher, creating a more dynamic learning atmosphere.

Observations conducted over two learning cycles showed that students became more accustomed to memorizing Arabic vocabulary at each meeting. Student engagement increased significantly, with many students independently repeating the vocabulary after explanations and collaborative practice. The structured repetition of the drill method helped students feel more confident and less hesitant in memorizing. The researcher interprets these data as evidence that the drill method encourages students to be more active in their learning and improves their recall of vocabulary. This increased engagement was also reflected in their interactions during the lesson, further demonstrating that the drill method successfully created a more positive and productive learning

environment.

Based on the research results, it can be concluded that the use of the drill method successfully improved the ability of students in sixth grade at MI Nasy'atul Muta'allimin to memorize Arabic vocabulary by 80%. This improvement is reflected in the test scores, which showed an increase in the average score of students from pre-cycle to cycles I and II. This finding aligns with the previous research by Masfiyyatul Asriyyah, which showed that the application of the drill method led to a 100% improvement in student performance. This indicates that the drill method has proven effective in enhancing Arabic vocabulary acquisition among students.

The pattern in the data shows a significant improvement in the students' ability to memorize Arabic vocabulary after the implementation of the drill method. In each cycle, the average scores of students increased, with the classical completeness percentage rising as well. This indicates that more students were able to master the vocabulary taught as time progressed. The repetition process in the drill method helped students retain the vocabulary more effectively, and their engagement in learning continued to increase. This pattern also demonstrates that the use of the drill method not only improves students' learning outcomes but also enhances their motivation and involvement in Arabic language learning.

## **Discussion**

The findings of this study indicate that the implementation of the drill method successfully improved the ability of sixth-grade students at MI Nasy'atul Muta'allimin to memorize Arabic vocabulary. This improvement is clearly demonstrated by the comparison of the pre-cycle, cycle I, and cycle II results, where the average score increased from 62.1 in the pre-cycle to 67.75 in cycle I, and reached 82 in cycle II. The percentage of classical completion also showed significant improvement, from 35% in the pre-cycle, to 55% in cycle I, and 80% in cycle II. This increase indicates that the drill method positively contributes to helping students achieve the targeted competencies in vocabulary learning. These results are consistent with the findings of previous studies, such as those by Kemalovna et al (2025), who state that the drill method is an effective repeated practice technique aimed at enhancing skill acquisition. The study results align with this theoretical framework, showing that repetition plays a critical role in the memorization process, especially in language learning, where vocabulary retention is essential (Assadi et al., 2024; Karatas et al., 2025).

The results of this study also corroborate the principles of cognitive learning theories, particularly the concept of repetition in memory formation. The structured nature of the drill method, which starts with easy vocabulary and

gradually progresses to more difficult words, supports the developmental theory of learning (Safrodin et al., 2024; Yusuf et al., 2023). This theory asserts that repeated stimuli help form long-term memory, which is essential in mastering vocabulary (Agnes et al., 2024). As the students engaged in repetitive practice through the drill method, they were able to internalize the vocabulary more effectively. These findings reflect a clear theoretical alignment with the importance of repetition in language acquisition, confirming that the drill method provides a structured and effective way for students to enhance their vocabulary retention.

In addition to improving academic results, the classroom activity level also showed positive changes. Observations during the learning process revealed that students became more active and accustomed to memorizing vocabulary at each meeting. The drill method, which necessitates repeated practice, proved to increase student focus and involvement in the learning process. This observation aligns with the views of Abrar et al (2024), who states that the drill method not only enhances cognitive skills but also fosters the development of effective study habits and boosts students' self-confidence. Therefore, the habitual repetition through the drill method plays a key role in the students' progress in mastering Arabic vocabulary, as it helps establish a strong foundation for continued learning.

Furthermore, student interviews revealed that they enjoyed using the drill method and felt more motivated to memorize vocabulary (Hasani, 2025). This positive response indicates that the drill method not only improves academic performance but also impacts students' intrinsic motivation. This finding reinforces the learning motivation theory, which asserts that engaging and appropriately structured teaching methods increase student interest and participation (Mustaghfiroh & Mubaroq, 2025). The findings from Masfiyyatul Asriyyah's research, which showed a 100% improvement in Arabic vocabulary mastery through the drill method, further support this claim, demonstrating that the drill method is consistently effective across different learning contexts.

Lastly, the improvement in students' vocabulary memorization abilities can also be attributed to the quality of the teacher's activities during the learning process (Solehah, 2025). Although there were areas for improvement, such as varying the teaching methods and answering students' questions more effectively, the overall teaching performance was deemed effective in managing the learning process according to the drill method's stages. This supports Hadi & Masuwd, (2025) assertion that a teacher's competence in selecting appropriate teaching strategies is crucial for successful vocabulary mastery. In conclusion, the results of this study confirm that the drill method is an effective strategy for improving Arabic vocabulary memorization. The method's alignment with the

characteristics of language learning repetition, habituation, and intensive practice makes it an ideal tool for overcoming common challenges in learning Arabic, such as pronunciation, understanding meaning, and memory retention. The positive response from students and the significant improvement in learning outcomes serve as strong evidence of the method's success in enhancing students' vocabulary mastery.

## CONCLUSION

The main finding of this study is that the implementation of the drill method significantly improved the Arabic vocabulary memorization skills of seventh-grade students at MI Nasy'atul Muta'allimin. The results showed a clear progression, with the percentage of classical completion increasing from 35% in the pre-cycle to 55% in cycle I and reaching 80% in cycle II. This improvement highlights the effectiveness of the drill method in enhancing students' ability to memorize vocabulary, and the students themselves reported feeling more motivated and enthusiastic about the learning process. The lesson learned from this study is that consistent repetition through structured practice can effectively improve vocabulary retention, making the drill method a valuable tool in language learning.

The strength of this study lies in its contribution to the field of language education, particularly in the context of Arabic language acquisition. By demonstrating the positive impact of the drill method on vocabulary memorization, the study provides evidence supporting the use of active learning strategies to boost student engagement and proficiency. However, this research has some limitations, such as the small sample size and its focus on a single school, which may affect the generalizability of the findings. Future research could explore the drill method's effectiveness in different educational settings, with larger sample sizes, and examine its impact on other language skills beyond vocabulary memorization, such as listening and speaking.

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