

Use of Flash Card Media in Improving Maharah Al-Kalam

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Use of *Flash Card Media* in Improving *Maharah Al-Kalam*

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Abstract

Maharah al-kalam (speaking skills) is one of the courses taught at the Department of Arabic Literature, Faculty of Letters, UMI. The ability to recognize new mufradat (vocabulary), especially students whose educational background is not pesantren, needs to be supported by learning media that can improve the ability to recognize and understand mufradat (vocabulary) and al jumlah (sentences). This research develops flash card media as an alternative media in learning mabaratul kalam. The media in the form of picture cards is designed not to use pictures, but contains writing and the other side contains answers to both the meaning of the vocabulary 'mufradat and simple sentences with the aim of helping to remember words and sentences as its components, the problem of how to develop flash card learning media in learning Maharah al-Kalam students of the Department of Arabic Literature, Faculty of Letters UMI? and how is the impact of using flash card learning media in learning Maharah al-Kalam students of the Department of Arabic Literature, Faculty of Letters UMI? The purpose of the study, to describe the development of flash card learning media in learning Maharah al-Kalam and analyze the impact of using flash card learning media in learning Maharah al-Kalam students of Arabic Literature Department, Faculty of Letters UMI. This research uses a qualitative approach by emphasizing analysis on deductive and inductive inference processes and on analysis of the dynamics of relationships between observed phenomena. The sample is third semester students of Arabic Literature Study Program, Faculty of Letters, UMI. Data collection techniques with observation, interviews, documentation, and tests with data analysis processed into a pattern, category, and description unit. Using the data triangulation method, namely: data reduction, data presentation and conclusion drawing. The results of the study, the development of flash card learning media in learning maharah al-kalam is designed not to use pictures, but contains writing and the other side contains answers both the meaning of vocabulary 'mufradat and simple sentences and lecturers manage the class with varied methods so that there is active and effective interaction between students in Arabic conversation and the use of flash cards in learning Maharah al-Kalam gives a positive in achieving learning objectives, there is a correlation and influence of the use of media in learning Maharah al-Kalam. activate students independently, in pairs or in groups, read and organize information in the text and recall it.

Keywords: Learning Media, Flash Cards, Maharah Al-Kalam.

Introduction

Language has an important role as a medium of communication, interaction between individuals for a creative, innovative, adaptive life including in the teaching and learning process. One of them is Arabic which has different characteristics from other languages. Speaking skills (*maharat al-kalam*) is one of the courses taught in the Arabic Literature Department of the Faculty of Letters, UMI. Speaking is the ability to express articulated sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to speech partners (Nurman et al., 2022a; Suryanti et al., 2021).

Maharah al-Kalam learning can be said to be interesting and achieve learning objectives, if it has a 'lighter' element for students, so that students are motivated to take part in learning. Learning can also be said to be fun if it is commensurate and harmonious with the atmosphere that occurs in students. Learning

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objectives are essentially a process of mutual interaction between teachers and students in a learning activity (Yusriadi et al., 2022).

Maharah al-Kalam learning is determined by many factors, one of which is the selection of learning methods and the use of learning media that are in accordance with the material and characteristics of students. The focus of the research is the use of learning media (Mislia et al., 2021). Learning media is a tool that supports the learning process to stimulate thoughts, feelings, and abilities in learning that can encourage or motivate the learning process in the classroom.

Maharah al-Kalam learning is strongly supported using effective and innovative learning media in practice, so that students can understand and memorize *mufradat*, greeting sentences, and Arabic grammar rules. Students not only imitate and pronounce what is said by the lecturer, but students are able to read back (Nurman et al., 2022b). One of the learning media developed in this study is the use of flash cards as learning media in the form of cards. Flash Card media is a learning media in the form of cards containing images with a size of 25x 30 cm, flash Card media is a group of visual media that can be seen and involves the sense of sight and plays an important role in the learning process.

Flash cards are cards with two sides. One side has a word, while the other side has a picture that corresponds to the word. Flash card media is a medium that helps in remembering and reviewing learning materials such as: definitions or terms, symbols, foreign language spellings, formulas, and others (Cahaya et al., 2022).

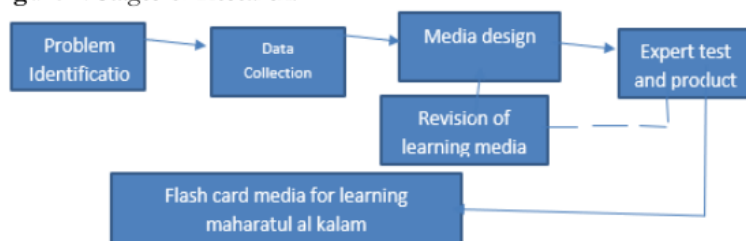
The above definition can be concluded that *flash* cards are one of the learning media in the form of educational games in the form of cards that contain images and words that are made by themselves to improve learning with the aim of developing memory, training independence, and increasing the number of vocabularies with a size that is adjusted to the size of the class at hand. In this study, researchers developed cards with text, not with pictures according to several previous definitions, this adjusts to student education (Idris et al., 2022).

Based on the results of observations and interviews with several students, the use of learning media for *Maharah al-Kalam* is still limited, which implies a lack of motivation and curiosity of students in learning *maharatul kalam*, learning to learn to speak Arabic which begins with the introduction of *mufradat* (vocabulary) (Achmat et al., 2021; Wahyuni et al., 2021). For this reason, the author is interested in examining the use of *flash cards* to increase and spark student motivation in learning *Maharah al-Kalam* which begins with curiosity about *mufradat* (Arabic vocabulary), composing sentences according to the rule of Arabic. The use of media is not seen or judged in terms of the sophistication of the media, but what is more important is its function and role in helping to enhance the teaching process which is more innovative, effective creative and attracts students' interest in learning (Ahril et al., 2021; Fatmawati, Tamsah, Romadhoni, et al., 2021; Fitria et al., 2021). The ability to recognize new words in learning *Maharah al-Kalam*, especially students whose background is non pesantren education, needs to be supported by learning media that can improve the ability to recognize and understand *mufradat* (vocabulary) and *al jumlah* (sentences) This study developed flash card media as an alternative media in learning *maharatul kalam*.

Research methods

Type of Research

The research used an approach using a qualitative descriptive method. This method is a procedure to identify and describe or describe the phenomena that occur in the field objectively. This method was chosen because it is in accordance with the objectives of the study, namely, to determine the effect of flash card media in learning *maharatul kalam*, to find out the development and impact. Broadly speaking, this research is carried out in the following stages:

Figure 1: Stages of Research.

First, the problem identification that the author does to collect research motivation from the use of *flash card* media in learning maharatul kalam. Second, data collection that the author does after knowing the problems that coincide in the maharatul kalam course. The focus of the problem in this research focuses on improving the learning model for the achievement of *maharatul kalam* competence.

Time and Place of Research

The implementation time of the experimental activities from the preparation stage to the reflection stage is a total of eight months, from April to December 2023. The place of research was held at the Faculty of Letters, Muslim University of Indonesia This research involved 11 students first semester majoring in Arabic Literature, Faculty of Arabic Literature, UMI.

Population and Sample

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. While the sample is part of the population. The population in this study were students of the Arabic Literature Study Program, Faculty of Letters, UMI and the sample was students who programmed maharatul kalam odd semester in the 2023/2024 academic year.

Data Source

The data sources in this study are lecturers teaching *Maharatul al-Kalam* courses and students who take courses as well as documents related to this research.

Observation

Observation is a data collection technique that is carried out in a planned and deliberate manner, starting with observation, and recording of the symptoms being investigated, namely Arabic language learning. In this observation, researchers directly observed the Arabic teaching and learning process along with the existing supporting facilities and infrastructure.

Interview

Interview is the process of obtaining information for research purposes by means of question and answer, while meeting face to face between the questioner (interviewer) and the answerer or respondent using a tool called an *interview* guide. Interviews with direct interaction were conducted by the researcher with students after testing and direct observation with *maharatul kalam* learning.

Documentation

Documentation is all written material that has been prepared to fulfill the request of an investigator or researcher. Documentation supports the information that has been obtained by the author, as supporting data that is further analyzed for the Arabic language learning process.

1 Data Analysis Technique

Data analysis is processed by organizing data then organizing it into a pattern, category, and description unit. In analyzing data, researchers first collect data that is appropriate to the needs and can be accounted for. The data analysis process was carried out using the data triangulation method, namely: data reduction, data presentation and conclusion drawing. These three components are interrelated and carried out together in the process of concluding the final results of the research. Data collection is completed, carried out by data reduction, analyzing and organizing the data collected, both those obtained through observation, interviews and documentation, then categorizing to formulate conclusions deductively.

Results and Discussion

1 Development of Flash Card Learning Media in Learning *Maharah al-Kalam* Students of Arabic Literature Department

Learning *Maharah al-Kalam* with the use of flash card media, emphasizes the active involvement of students in communicating with Arabic, between lecturers and students and students. Arabic language learning with the use of *flash cards* in learning *Maharah al-Kalam* aims for effectiveness in achieving learning competencies. In this study, the authors innovated the development of *flash card media* in learning *Maharah al-Kalam* in Arabic Literature UMI on ssfirst Semester students.

Some definitions of *flash card media* emphasize as learning media in the form of picture cards and writing that includes learning material. In the study, the authors developed in the form of cards that have two sides. If in some studies *flash cards* in the form of one-sided picture cards and one-sided words, in this study *flash cards* in the form of one side contains writing and the other side contains answers both the meaning of vocabulary '*mufradat* and simple sentences. So that when students ask the interlocutor then he also gets the answer behind the paper given (Aci et al., 2021). The development of *flash card media* as a picture card is changed in the form of writing, this is based on the characteristics, situation, and conditions of students according to educational objectives. Learning *Maharah al-Kalam* or Arabic speaking skills, emphasizes students in conversation, both between students and lecturers and students in one class (Fatmawati, Tamsah, Utina, et al., 2021). Learning a second language (Arabic) will be easy if students are actively involved in conversations using Arabic. This process is in addition to students being trained to mention sentence patterns, both asking and answering, having Arabic vocabulary, students also have the courage and confidence to speak with classmates (Yusriadi, 2019).

Each card is made two, one for the speaker and one for the interlocutor. So that there is active and effective interaction between students in Arabic conversation. The writing of vocabulary is not too much, because when at the beginning of learning has been completed some vocabulary or *mufradat* which is considered still difficult for students.

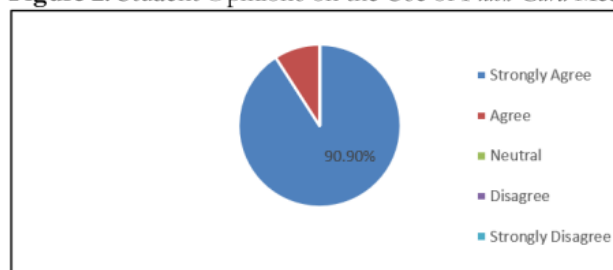
In this study, the author as a lecturer used the book *al arabyyah linnasyiin* volume 2, with 8 face-to-face meetings from the end of September-November 2023. The application of *flash card media* in learning *Maharah al-Kalam* in this study was carried out by developing stages at each meeting as follows:

1. The lecturer chooses a theme for speaking practice, al hiwar in the book *al arabyyah linnasyiin* volume 2.
2. The lecturer presents the subject matter with a conversation:
 - a. First Meeting: تُعارف
 - b. Second meeting: العائلة
 - c. Third meeting: في المدرسة
 - d. Fourth Meeting: في المكتبة
 - e. Fifth Meeting: في الصف

- f. Sixth meeting: العطلة
- g. Seventh Meeting: الهوايات
- h. Eighth Meeting: Evaluation/Exam
3. The lecturer reads the material and asks students to follow silently or read silently or read silently, by understanding the reading text that is read silently. The purpose of reading silently, directed students to obtain information in the reading text.
4. Lecturer and students read each line of the material
5. The lecturer asks two students to take turns reading the material or it is called reading aloud (*al-qira'ah al-jahriyah*) by pronouncing the symbols of Arabic sounds by voicing the writing they read with the right speech and intonation.
6. After all students read the material fluently. Next, the lecturer asked if the students understood the meaning
7. If any of the students understand, they are invited to read along with the meaning.
8. If students do not understand, then the lecturer only asks the meaning of the word that is considered difficult, then discussed, the lecturer does not immediately give an answer but gives the opportunity to other participants to answer for those who know it,
9. After this stage is complete, students are fluent and understand the meaning, the lecturer then forms 3 (three) groups, each of 4 people, because there are 11 people, so there are 2 groups of 4 people and 1 group of 3 people. The division of groups is random and each meeting with a different method with the use of *flash card* learning media.
10. Each group is randomly distributed cards and the lecturer asks participants to arrange the cards in the form of *al binar* according to the material taught, after which they discuss the meaning and practice the conversation. In the group they divide themselves into two pairs to have a conversation asking and answering according to the contents of the card.
11. After that, the lecturer divides into small groups. So that only two, between students demonstrate *albinar* or Arabic conversation with the use of *flash card* media. In this case the author also uses varied learning methods, including the *power of two* method in learning. They are asked to pair up to ask and answer questions until fluent, so that with habituation and fluency in speaking, students can finally speak *al binar* material which was initially assisted by cards, then can practice *al binar fluently* and fluently. This concept refers to the style of being able to get used to it. In the sense of being accustomed to pronunciation practice, then students have been trained to say.
12. The lecturer gives an individual task for 15 minutes to develop the material on the card and asks for turns to go up to the front to have an Arabic conversation.
13. The lecturer closes the lesson with a greeting.

During the learning process, observations were made, and afterwards in-depth interviews were conducted to find out the development of the application of the use of *flash card* media in learning *mabarab al-Kalam* with third semester students of the Department of Arabic Literature, Faculty of Letters, UMI.

The development of *mabarab al-kalam* learning emphasizes the achievement of learning objectives of students being able to master *mufradat* (Arabic vocabulary) and being able to speak Arabic. *Flash card* media is one of the learning media that motivates students to express ideas, ideas, to the interlocutor and concentrate on the subject matter. The selection of the application of *flash card* media in learning *mabarab al-kalam* aims to activate students independently, in pairs or in groups, receiving and understanding the subject matter in the form of cards. In addition, it facilitates students to understand the text by reading and organizing information in the text and recalling it. After attending the meeting for 7 times and ending with an oral and written exam, then this study asked 11 students to fill out a questionnaire assessing how students thought about the application of flash card media in teaching *mabaratul kalam*. By measuring the degree of 5-point linkert scale; (1) STS / Strongly Disagree (2) TS / Disagree, (3) N / Neutral, (4) S / Agree, (5) SS / Strongly Agree.

Figure 2: Student Opinions on the Use of *Flash Card* Media in Learning *Mabaratul Kalam*.

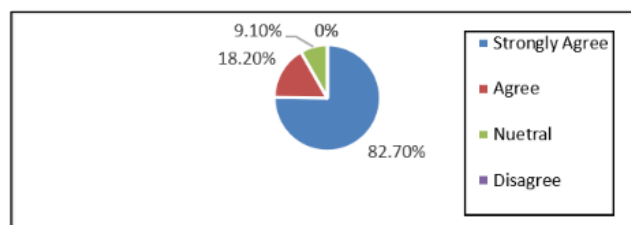
The diagram above explains students' opinions about the use of *flash card* media (shape, size, font, and design) in learning *mabaratul kalam*. The figure above shows the opinions of students from 11 students, 10 people strongly agree (90.90%) and 1 person who thinks agree (9.10%). There were no strongly disagree, disagree and neutral opinions. When in-depth interviews were conducted, students answered.

"The development of *mabaratul kalam* learning with *flash card* media is a variation in learning, not monotonous. Learning *mabarab al-kalam* emphasizes students to be more active in developing ideas, ideas, speaking in pairs, practicing Arabic and with this media, playing while learning, so that we receive and understand the material faster in Arabic conversation. (Sapri, interview, November 3, 2023)

The development of the application of *flash card* media in learning *Mabarab al-Kalam* aims at students having speaking competence with effective learning with the use of varied media including flas card media to support the achievement of learning objectives for students" (Zulfikar Alghifari, interview, November 3, 2023).

Learning with the use of media is very interesting, not boring, 'playing' in learning, making learning not monotonous, not rigid, and we enjoy it. The material is clearer in meaning, students understand more easily (Wiwincari, interview, November 3, 2023).

Flash card media in learning, makes it easier for students to understand the material, while learning by playing with the cards given. We understand the material faster, the size and design are in accordance with the character of the students. The letters are also large. This media involves our ability to read, understand, match pairs of cards and memorize indirectly the material taught (Nurfadilah, interview, November 3, 2023).

Figure 3: Student Opinions Related to the Appearance of *Flash Cards*, Both the Shape, Size and Type of Font Used, the Layout of the Text, the Color of The Text.

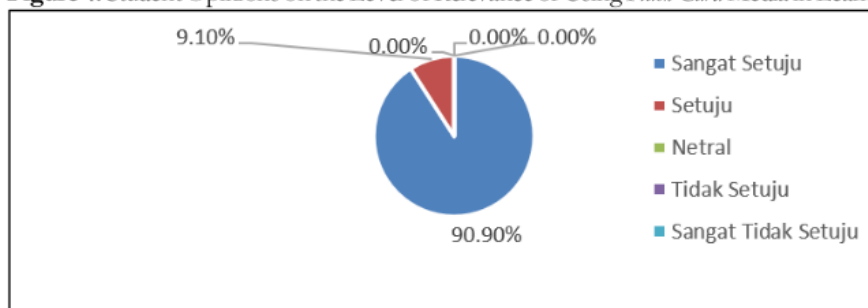
The picture in the diagram above can be explained that students' opinions on the use of *flash card* media (shape, size, font, and design) in learning *mabaratul kalam*. 8 students expressed a strongly agreed opinion (82.7%), 2 people agreed (18.2), 1 person stated Neutral (9.1%). There are no students who disagree and strongly disagree.

In in-depth interviews, 8 students who thought that the media flasch cards were small and easy to carry, the letters were also large and easy to read, the typeface was appropriate and the design was also good, not monotonous, as well as those who agreed, while those who stated neutral still added that it should

be accompanied by meaning to make it more complete, but everything else, such as size, typeface was very appropriate (Kasim et al., 2022; Yusriadi et al., 2020).

Learning *maharatul kalam* with *flash cards*, lecturers' direct students from large groups then to groups and use cards that contain vocabulary at the beginning and continued in cards with conversational sentences that aim to train students to get used to and be active in speaking, without any coercion that burdens the students. The use of *flash cards* is very appropriate, the letters are large with meaning, we while playing and learning, speak Arabic repeatedly using small but meaningful cards. (Nurfadhilah, interview, November 3, 2023).

Figure 4: Student Opinions on the Level of Relevance of Using *Flash Card* Media in Learning *Maharab Al-Kalam*.



The diagram above shows students' opinions on the level of relevance of using *flash card* media in learning *maharab al-kalam*. Of the 11 students, 10 of them strongly agreed and 1 person stated that there was a relevance of using flash card media in learning *maharab al-kalam* and no one stated neutral, disagreed, and strongly disagreed. *Flash card* media helps create effective learning, helps students remember longer, motivates students' interest and attention in learning and makes learning more concrete (Mudara Cantika, interview, November 3, 2023).

Learning methods are more varied, learning in a team, complementing each other, learning together, that is the impression in the application of using *flash card* media in learning *Maharah al-Kalam* (Auliah Asmiullah, interview, November 3, 2023). The use of *flash card* media in learning *maharab al-kalam* is very significant and supports learning outcomes, especially mastery of *mufradat* and 'amount' or sentences in Arabic conversation. We learn by using *flash card* media, Lecturers design learning with varied methods, not monotonous, so we enjoy learning and mastery of *mufradat* and sentences in Arabic conversation is also achieved. (Febi Yuliana Putri, interview, November 3, 2023)

Learning *maharab al-kalam* with *flash card* media, increasing interaction in the learning process, not boring, the material conveyed is quickly understood, the classroom environment is not boring, not rigid and lecturers optimize the quality of student learning outcomes. (Indra, interview, November 3, 2023). The development of *flash card media* in learning *maharatul kalam*, Lecturers create a classroom atmosphere that is not rigid, supported using varied learning methods that involve students as learning subjects, the teaching and learning process in the classroom becomes interesting and fun (Andi Nabil Ramadhan, interview, November 3, 2023).

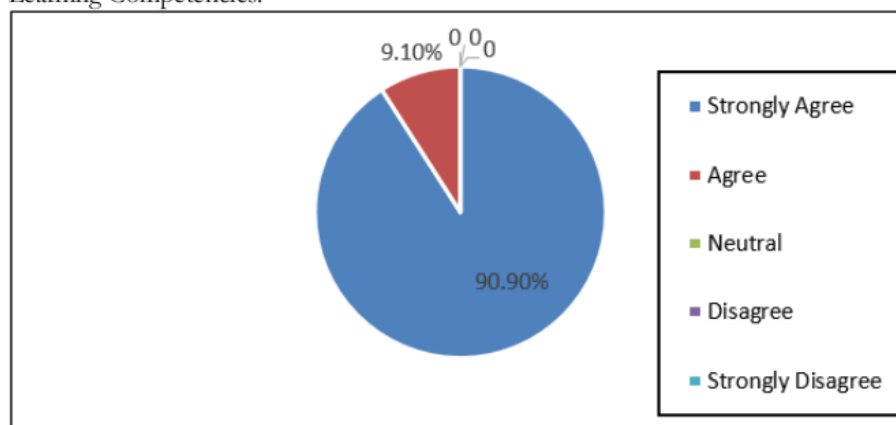
Achievement in the teaching and learning process in this study with the development of *flash card* media is characterized by changes in student behavior, established communication between students, teamwork, completing assignments given by groups, changes in student behavior because of observation are knowledge (cognitive), skills (psychomotor) and attitudes (affective). The use of *flash card* media in learning *maharatul al-kalam*, arouses motivation and stimulation of learning activities, the interaction of lecturers and students and the interaction of students with students runs more effectively and efficiently. (Herawati, interview, November 3, 2023)

Subject matter packaged through media according to the level of student knowledge will be clearer, more complete and can attract student interest. In addition, it stimulates students to interact with lecturers and students and the atmosphere of learning becomes more lively, not monotonous, and not boring (Fadli Baariq Kauthar, interview, November 3, 2023). The development of *flash card* media directs students to be active in the room, developing trust through joint practice. Students can speak precisely and clearly both articulation and diction of sentences. In addition, there is active two-way interaction, lecturers with students, students, and students actively during the learning process. Lecturers also organize the class so that it is not monotonous, fostering learning motivation can have an impact on learning outcomes. Students are more active; lecturers only facilitate after explaining the material at the beginning of learning. (Wiwinsari, interview, November 3, 2023)

The use of appropriate learning media can improve the quality of the learning process and have an impact on improving the quality of student learning outcomes. In addition, the use of appropriate media such as *flash card* media development in learning *maharah al-kalam* helps clarify learning materials (Setiawan et al., 2021). The use of *flash card* media not only makes the learning process more efficient, but also helps students receive the material well. This media enriches the vocabulary and sentences of Arabic language activities experiencing themselves or direct practice through *flash card* media. In addition, the use of *flash card* media also optimizes the quality of learning to produce learning outputs. (Sapri, interview, November 3, 2023)

The application of *flash card* media in learning *maharah al-kalam* is closely related to reading *aloud*, students can read clearly, using Arabic speech appropriately.

Figure 5: Students' Opinions on the Suitability of the Content of the Material with *Maharatul Kalam* Learning Competencies.

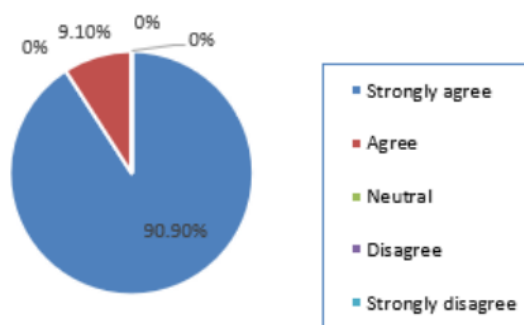


The diagram above explains that 10 students strongly agree that there is suitability between the content of the material and the learning competencies of *maharah al-kalam* and 1 person agrees, while those who state neutral, disagree, and strongly disagree do not exist. In conclusion, all students stated that there was a suitability of the content of the material taught using the development of *flash card* media with the learning competencies of *maharatul kalam*.

The content of the material taught by the lecturer is in accordance with the learning competencies of *maharatul kalam*, which aims at students having Arabic vocabulary and practicing Arabic, both with lecturers and fellow students. Speaking skills '*maharatul al-kalam*', categorized into productive skills (*maharah alIntajiyah*). (Zuulfikar Al Ghifari, interview, November 3, 2023)

Learning a second language, in this case Arabic, is a habitual process, so in learning a language, especially Arabic as a second language, continuous practice, habituation must be done. The same thing was conveyed by Wiwinsari, that *mabarab al-kalam* or speaking proficiency is one of the language skills that requires continuous habit and practice. Speaking exercises should be done as often as possible, training, and familiarizing students to use Arabic in communicating appropriately and correctly, both in oral and written language in language and communication. (interview, November 3, 2023).

Figure 6: Students' Opinions About the Suitability of the Level of Understanding of *Mabarab Al-Kalam* Learning Material with the Use of *Flash Cards*.



The diagram above explains that 10 students strongly agreed that there was a suitability of the level of understanding of *Mabarab al-Kalam* learning material with the development of the use of *flash card* media and 1 person agreed, while those who stated neutral, disagreed, and strongly disagreed did not exist. In conclusion, all students stated that learning *Mabarab al-Kalam* with the use of flash cards is in accordance with the level of understanding of *Mabarab al-Kalam learning material*. The content of the material taught by the lecturer is in accordance with the learning competencies of *mabaratul kalam*, which aims students to have Arabic vocabulary and practice Arabic, both with lecturers and fellow students.

The use of *flash card* media with media development in learning *mabaratul kalam* there is a significant increase in mastery of vocabulary and sentences in Arabic conversation. This media encourages us to learn by understanding the message through the cards used. (Nurfadhilah, interview, November 3, 2023)

Learning Arabic as a second language has learning objectives so that students are able to master and practice the language in certain contexts. The use of media by directing students with learning strategies including speaking exercises, listening exercises, reading exercises, and writing exercises can enable active interaction between lecturers and students, students, and students. Learning *mabaratul kalam*, students are required to be able to practice language, not only understand language patterns (Tomasik et al., 2021).

Learning *Mabarab al-Kalam* with *flash cards* makes it easier for students to practice speaking Arabic. Lecturers facilitate students by distributing cards with question patterns and answer patterns, aiming to also increase students' enthusiasm and interest in learning. Achieving Arabic learning objectives, by activating communication and discussion is an important thing that must be done in learning *mabarab al-kalam*. Students are active in the learning process, the more often they practice speaking Arabic, the easier it will be to read an Arabic text (Astle et al., 2021).

The use of good media will affect the success or failure of delivering learning materials to students. Thus, with the development of *flash card media* by using text elements by paying attention to the size and use of Arabic letters that are easy for students to read and understand. Learning *mabarab al-kalam* aims at

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students using Arabic actively in communication. The words in the cards are organized according to the rules of Arabic grammar (*nahwu sharaf*).

Cards with Arabic text writing as a learning medium, directing students to communicate, speaking clearly using the cards that have been given so that the message conveyed can be understood by the listener as intended by the speaker according to the card held by each, both asking patterns and answering patterns. In its use, the lecturer first chooses the topic to be taught, then makes cards according to the material being taught (Astle et al., 2021; Karim et al., 2021). *Flash card* media in addition to vocabulary is also a question-and-answer method, so that active iteration in Arabic language learning becomes more effective.

One of the strategies used by lecturers in learning that can make students more interested is the learning process by developing learning media according to student needs and learning outcomes and readability between elements by students. Learning media must of course be adapted to the situation and conditions of students and the material taught and the achievement of learning objectives. Speaking skills '*maharatul al-kalam*' require the involvement of thoughts and feelings as well as listening skills so that the conversation can take place smoothly. Learning objectives are essentially a process of mutual interaction between teachers and students in a learning activity.

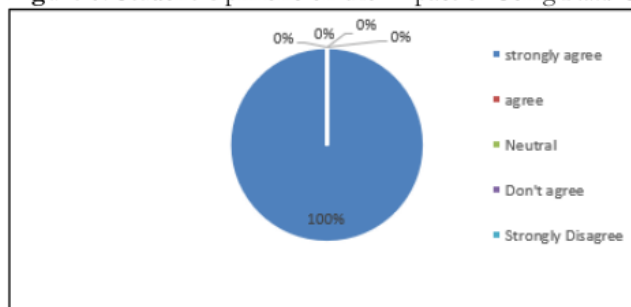
The development of *flash card* media in learning has implications for improving student learning outcomes, although it is short only eight times but gives an impression to students and lecturers can improvise the use of media according to student needs, material and learning outcomes. In other words, it can be interpreted that the development of *Flash Card* media can improve student learning outcomes. This is based on the average value of the final exam meeting with grades A + / (4.00), A- / (3.75) and B + / (3). Learning *maharah al-kalam* with the development of *flash card* media builds meaningful learning interactions for students. Learning with activities that can attract student attention, foster interest, and motivation in learning activities for maximum learning outcomes. *Flash card* media development is a learning media designed by lecturers to develop memory, train independence, and increase the number of vocabularies for students.

Flash card media trains students' right brain ability to remember the words on the card, so that students' vocabulary and reading skills are trained so that it indirectly facilitates communication in Arabic. Vocabulary is the main thing that must be mastered by students in learning a language. Therefore, with the *flash cards* it makes it easier for students to memorize vocabulary. In learning Arabic, students must have Arabic vocabulary by memorizing. Any language still must memorize vocabulary first, it makes it easier to master the language. The development of effective learning media can help in correcting and explaining the meaning of words, the concept of thought for students to have the skills to improve mastery of vocabulary '*mufradat*', fluency and fluency in the pronunciation of Arabic words and sentences.

Learning media is a kind of tool used to assist in improving and explaining, the meaning of words, concepts of thought and guidance of students to acquire skills, habits, learning and value functions. Teaching media as an important element in the process of learning Arabic as a foreign language is motivated by the problems that have been felt by Arabic language lecturers. The use of *flash card* learning media with games to recognize letters and words. The exclusivity of this front and back relationship will cause children's memory retention to be longer.

The Impact of Using Flash Cards in Learning *Maharah al-Kalam* for Students of Arabic Literature Department

The use of *flash card* media in learning *Maharah al-Kalam* has an impact on learning outcomes and helps improve understanding of *maharah al-kalam*. *Flash card* learning media helps students in correcting and explaining the meaning of words, the concept of thought for students to have the skills to improve mastery of *mufradat*, fluency and fluency in the pronunciation of Arabic words and sentences.

Figure 7: Student Opinions on the Impact of Using *Flash Cards* in Learning *Mabarab Al-Kalam*.

The diagram above explains that 100% of students strongly agree that there is an impact of using Flash Cards in learning *nabaratul kalam* for students majoring in Arabic Literature, Faculty of Letters UMI and there is a significant increase in mastery of vocabulary, number / sentence in Arabic. *Flash card* media is one of the learning media that motivates students to express ideas, ideas, to interlocutors and concentrate on the subject matter. The selection of the application of flash card media in learning *Mabarab al-Kalam* aims to activate students independently, in pairs or in groups to receive and understand the subject matter in the form of cards. In addition, it facilitates students to understand the text by reading and organizing information in the text and recalling it.

The use of *flash cards* in learning provides support in improving the quality of learning including learning Arabic. One of the factors that greatly support the success of lecturers in learning is the skill of choosing the right media for the achievement of the objectives of the material being taught, adjusting to the educational development of students, varied experiences by considering the interests and abilities of students, so that the learning process can run effectively and efficiently.

The effectiveness of the application of *flash card* media is supported by lecturers' skills in classroom management, students get Arabic vocabulary, sentences, students understand the lesson more easily and are more enthusiastic and active during the learning process. The use of *flash card* media is very effective in learning *mabarab al-kalam* because it directs students to learn together, establish collaboration and cooperation, practice Arabic conversation. Learning is supported by varied methods that adjust to the needs of students, thus making learning fun and students more quickly understand the material presented by lecturers. Lecturers act as managers of the learning process, acting as facilitators who create effective learning conditions by developing teaching materials well and improving students' ability to listen to subject matter.

Student enthusiasm in the learning process greatly affects the effectiveness of learning and the achievement of learning objectives. Active student involvement in the learning process is closely related to the characteristics of the students themselves in terms of cognitive, affective, and psychomotor, thus making the learning process run effectively.

The effectiveness of the learning process can be achieved if students are able to understand and master the material studied carefully and can realize it in their daily behavior. The speed of performance as a form of learning outcomes. The learning process aims to realize quality students, this can be known by evaluating learning outcomes, one of which is by giving assignments in the form of work performance. The faster the performance produced means that the learning process is more effective. Compliance with the learning activity procedures taken.

The quality of the results of the learning process is not only seen in terms of quantity or the number of performances produced but also in terms of quality, because even though the quantity is good but not

quality, the learning process cannot be said to be effective. So, there must be a relevance between the quantity and quality of performance so that the learning process can run effectively.

The impact of the development of *flash card* media in the use of *mabarab al-kalam* learning, students are active in learning and responding to the material, demonstrations of *hiwar* conversations can be done with confidence, and the final score shows that the students are active in learning. The use of *flash card* media is very effective because students are easier to understand the meaning of the material being taught. The impact of learning *mabarab al-kalam* with *flash cards* can increase and direct the attention of students in participating in learning more focused on the information in the card, there is direct interaction between lecturers and students and students with students.

Conclusions

¹ The development of *flash card learning media* in learning *mabarab al-kalam* students of the Department of Arabic Literature, Faculty of Letters UMI aims to be effective in achieving learning competencies, students can speak with Arabic. *Flash card* media is designed not to use pictures but contains writing and the other side contains answers both the meaning of vocabulary '*mufradat*' and simple sentences. The development of *flash card* media as a picture card is changed in the form of writing, this is based on the characteristics, situations, and conditions of students according to educational objectives. The use of *flash card* media helps train students to mention sentence patterns, both asking and answering, have Arabic vocabulary, have the courage and confidence to speak with classmates. *Mabaratul kalam* material with *flash card* media there is a significant suitability of the content of the material, the lecturer chooses the topic to be taught, then makes cards according to the material taught. *Flash card* media in addition to containing vocabulary and sentences using the question-and-answer method, so that there is active and effective interaction between students in Arabic conversation. Students ask the interlocutor; he also gets the answer information behind the paper given. The classroom atmosphere is not rigid supported using varied learning methods, habituation is carried out, making it easier for students to understand the material as a learning subject, while learning by playing with the cards given, the size and design are in accordance with the character of the students.

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