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IMPROVING VOCABULARY ABILITIES THROUGH ACTIVITIES

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Abstract: *This study aims to evaluate the effectiveness of the classic cooperative learning model in the study of Kitab Kuning in Pondok Pesantren Miftahul. Ulum Lumajang, using an input-process-output evaluation approach. There.The research method used is descriptive-qualitative, with data collection techniques data including observation, interview and document analysis. U The classic cooperative learning model of this course consists of four phases: explanation of material, group learning, assessment and team recognition. Uthe results show that the classic cooperative learning model is effective to improve students' knowledge of Kitab Kuning. The material explanation phase helps students understand the vocabulary and complex language structures. The group learning phase facilitates active interaction and cooperation among students, which improves collective knowledge. Assessment through tests and questionnaires comprehensively measures individual and group progress. The team recognition phase provides additional motivation for students by rewarding group achievements. The implications of this study suggest that the classical cooperative learning model can be applied as an effective method for learning Kitab Kuning in other Tandir. With its structured approach based on group collaboration, this model will improve not only academic achievement, but also social skills and motivation of students. The objective of this research is to determine if the app Duolingo is it effective or not in teaching vocabulary in the tenth grade of SMA N 2 Purworejo. The design of this research was quasi-experimental research belonging to the quantitative method. The researcher defines this study as quantitative in the form of a quasi-experimental design involving a single pre-test and post-test group. The population of this study was the tenth grade of SMA N 2 Purworejo. Use purposive sampling technique the sample of this study is composed of 36 students of X SPI 1. So, the tool of this research it consists of forty multiple-choice questions for the pre-test and post-test.*

Introdaction: English has become an international language because many people around the world use it as a medium of communication. It was learned by Indonesian students as a foreign language and serves ascompulsory subject or subject of local content from primary school to university level. As far asforeign language, is seriously learned by many people to have good prospects of belonging to the community international In general, English is very difficult for Indonesian students

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to understand. Him Language is necessary to master four basic tasks of language development, vocabulary development, word order, word pronunciation and language skills including speaking, listening, writing and speaking. However, in order to master these skills, students need vocabulary. The idea is to convey the message that in English, you need to have a large vocabulary to be able to easily express your thoughts in communication [1], [2], [3]. Based on the interview with an English teacher at SMA N 2 Purworejo, the researcher found that students still lack vocabulary. It was found that most of the students could not answer questions in English. They asked the teacher to translate into Bahasa. In addition, the other reason that caused the problem was that the teacher did not use media to teach vocabulary. The teacher only asked students to read the material and find the meaning in the dictionary. This disturbed the students in learning vocabulary. Lack of vocabulary was another problem of the students. To solve the problem, the teacher had to use effective media in the teaching and learning process thatstirred up the students' interest.One of the media in teaching vocabulary is the use of application-based computer-assisted language learning (CALL). Computer-assisted learning (CALL) is a variation of online learning where computer technology is used in the context of language learning. Computer-assisted learning (CALL) is widely used to refer to the field of technology and target language learning. Duolingo, which was used in this research, belongs to the specific application of computer-assisted learning and is suitable for both teacher and students for vocabulary learning. In the context of learning Arabic, the mastery of mufrodat (vocabulary) plays a crucial role in the knowledge and application of the Arabic language in a broad sense [11]–[13]. Mufrodat is the fundamental element for mastering the language, because vocabulary is the basis of all other linguistic skills, such as reading, writing, listening and speaking [14]–[16]. However, vocabulary learning is often perceived as complex because it involves memorizing and understanding a large amount of essential vocabulary. Digital literacy-based learning strategies provide a more interactive, visual and diverse approach that can help students overcome this complexity [17]. Several previous studies have examined various aspects of digital literacy-based learning and Arabic language learning, in particular vocabulary. Maria Cristina Martínez (2022) in her research on digital literacy stated that digital competence involves more than just the use of technological devices but also critical thinking and collaboration [18]. This is in line with the opinion of Lukman Hakim (2021), who emphasizes the importance of digital literacy in meeting the challenges of 21st century education [19]. According to Astut, digital literacy helps students not only access information, but also develop critical thinking and creativity skills [20]. Zainul Arifin's research discussed the advantages and disadvantages of digital literacy in Arabic language learning in the millennium era [21]. Abd Basir stated that digital literacy can improve interaction and cooperation among students, but also presents challenges such as distractions and interruptions in concentration [22]. It is therefore important to develop learning strategies that maximize the benefits

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of digital literacy while addressing existing challenges. This research provides innovation in several important aspects. First, by focusing on digital literacy-based learning strategies in vocabulary learning, it highlights the challenges encountered in implementing these strategies, which have not been widely addressed in previous studies. Second, this research uses a comprehensive literature review method to identify and analyze existing issues, providing a comprehensive and data-driven overviewThis research is essential for several reasons. First, its importance in the digital age highlights the need for educators to understand how learning strategies based on digital literacy can be effectively applied in vocabulary learning. Second, this research should provide advice for educators to improve the quality of Arabic language learning through the integration of digital literacy, thus improving students' knowledge, motivation, and academic performance

Method

This research used a descriptive qualitative method to explore students' perceptions of using video clips in the Cake app to enrich vocabulary. The descriptive qualitative approach is useful for providing a detailed description of social activities and phenomena in a community, allowing researchers to study subjects in their natural environment and interpret phenomena based on the meanings that individuals attribute to them. According to Lincoln & Denzin (2000), this method consists of interpreting qualitative information to clearly describe the issues being studied. The research sample consisted of 15 tenth grade students of SMA Islam Al-Azhar 6 Cilegon, who participated by answering an open-ended questionnaire. The instrument used was designed based on the framework of Tai et al., (2019), which supports detailed responses based on personal experiences. The questionnaire included eight open-ended questions, written in Indonesian to avoid any misinterpretation, focusing on two main aspects: students' perceptions of using video clips in the Cake app to enrich vocabulary and the advantages and disadvantages of this teaching method. To collect data, the researcher distributed the open-ended questionnaire to selected students, allowing them to provide answers based on their perceptions. This approach allowed the researchers to collect detailed qualitative data that could be validated and considered reliable. The data analysis process, as described by Given (2008), consisted of three phases: precoding, coding, and summarization. For coding, the researcher used initials for each respondent as R1, R2, R3 to maintain confidentiality and consensus. QUEST These steps ensured that the data collected were systematically analyzed, resulting in comprehensive information Students' perceptions and effectiveness of using video clips to enrich vocabulary in cakeThis study is a library research using a descriptive analytical approach. This approach was chosen to identify, analyze and describe the problems that arise in the implementation of digital literacy-based teaching strategies in mufrodat learning for students. Library research allows the researcher to discover various sources of relevant literature to gain a comprehensive understanding of the subject under study. Definition of the topic and research questions The research

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topic was determined based on the importance of digital literacy in modern education,especially in the context of mufrodat (vocabulary) learning in Arabic language teaching. The Research questions focus on: (1) What are the challenges faced in the implementation of digital literacy-based learning strategies in mufrodat learning for students? (2) What are the challenges that can be overcome to effectively implement digital literacy-based learning strategies in blended learning for students?

Conclusion

This study reveals that digital literacy-based learning strategies in Arabic vocabulary learning can improve students' skills and competencies. However, several challenges need to be addressed, including access and infrastructure limitations, limited digital literacy capabilities, lack of authentic assessment, and insufficient support and guidance from teachers. To overcome these challenges, the study recommends improving access and technological infrastructure, developing digital literacy skills through training and workshops, creating authentic assessment methods, and providing intensive support and guidance to teachers. Implementing these solutions requires cooperation between the government, educational institutions, teachers, and students. This research makes an important contribution to the field of Arabic language learning, especially in the context of digital literacy, and is expected to improve the quality of education through the integration of technology. The results of this study can be used by educators to design more effective learning strategies, by policymakers to develop policies that support access to and improved infrastructure of technology in schools, and by researchers for further studies on digital literacy and Arabic language learning.