



The Effectiveness of Scrapbook Media in Teaching Foreign Vocabulary and Arabic Equivalents

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Abstract:

This research aimed to determine the effectiveness of using a scrapbook as a tool for teaching foreign vocabulary and its Arabic equivalents—based on a contextual approach—within the language exercises textbook for first-level students in the Language Education Department at Institut Muslim Cendekia. A quantitative research methodology was employed to assess the tool's effectiveness. Data collection methods included interviews, observation, questionnaires, document analysis, and testing. The study population consisted of first-level female students, with a sample size of 30. The researcher utilized SPSS 24 software for data analysis. The research yielded the following result Based on the results of the Paired Sample t-Test, the researcher obtained a Sig. (2-tailed) value of 0.000, indicating that Sig. (2-tailed) < 0.05, with a t-value of -6.360, degrees of freedom (df) of 29, and a t-table value of 1.699. Therefore, the absolute t-value ($|t| = 6.360$) was greater than the t-table value (1.699), indicating that H_0 was rejected and H_1 was accepted. This finding demonstrates that the developed media was effective for first-semester female students at the Institut Muslim Cendekia.

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Introduction (مقدمة)

In the Arabic language, vocabulary constitutes the smallest linguistic unit conveying a specific meaning (Husna, 2020); essentially, these are words used to express objects, ideas, and concepts. Vocabulary is fundamental to understanding Arabic (نفر يانشاه, 2025), making its comprehension absolutely essential (Zulhendra, 2021). Consequently, vocabulary instruction is a crucial aspect of language acquisition, serving as a key element in the teaching and learning process. Understanding and correctly using vocabulary enhances learners' linguistic skills (رزقا, 2024).

There are numerous methods for teaching vocabulary, including the use of synonyms and antonyms, definitions, context, derivation, linguistic contrast, homonyms, and translation (نفس, 2021). The researcher posits that the contextual approach is the most suitable method for teaching Arabic vocabulary that corresponds to foreign vocabulary. This instructional method links educational materials to the learners' real-life situations (2023, العظيمة, 2025, زين). The researcher further suggests that this method is appropriate for the university level the target group for this study – as it fosters the development of both linguistic and critical thinking skills. Rather than engaging in rote memorization, learners grasp word meanings within the context of sentences and gain the ability to construct their own correct sentences by connecting this knowledge to their daily lives (أمري, 2024). This encourages them to engage more deeply with the vocabulary and apply it in their everyday interactions. By mastering correct Arabic vocabulary in this manner, learners are less likely to be unduly influenced by foreign vocabulary. To assist in the teaching process, educators can adopt this contextual approach, which involves presenting vocabulary within a variety of contexts.

Once a teacher has established a suitable teaching method for their specific grade level, they can enhance the instructional process and capture students' attention by utilizing modern educational aids. An educational aid is any tool employed by a teacher to improve the teaching-learning process – whether to clarify concepts and skills or to foster specific attitudes (معارف, 2020). Modern educational aids encompass technologies – including devices, materials, and systems – that improve the educational process and facilitate the transfer of knowledge and the development of competencies in engaging ways (مصطفى, 2017). There are various modern aids available for use in education; the researcher selected the "scrapbook" method because of its ability to capture students' interest (أحزى, 2018). This aid consists of images and illustrative explanations arranged attractively (Mardian & Syazali, 2024). The accompanying text is tailored to the images and the students' needs, appearing in various formats such as meaningful sentences, short paragraphs, or short stories (Khasanah, 2026) (Khasanah, 2026).

This method is considered suitable for a contextual approach and for the university level, as students need to develop thinking skills and grasp vocabulary within various contexts rather than simply memorizing words in isolation. The research sample specifically consisted of first-year female students at the Institut Muslim Cendekia. They were transitioning from the language preparatory phase to their first year of undergraduate study. This stage corresponds to the lower-intermediate level (B1), as it assesses students' ability to produce clear, coherent speech regarding various familiar, everyday topics – including describing real-life events and experiences, expressing feelings and opinions, and interacting within those contexts. Consequently, this stage is characterized by the learners' ability to comprehend the main ideas of clear texts, handle everyday situations, write simple yet coherent sentences, and expand their vocabulary to include both academic and everyday terms. To achieve this linguistic development, lower-intermediate (B1) students require educational tools that facilitate vocabulary growth in a manner that is gradual, structured, visual, and interactive. This is where the effectiveness of the scrapbook tool becomes evident. Scrapbook pages incorporate symbolic images, sample sentences, contextual examples, and visual links to the vocabulary. These elements assist lower-intermediate (B1) students in grasping vocabulary through both visual and linguistic contexts.

Based on the explanation of the scrapbook method above, this approach can be applied to teaching foreign vocabulary and its Arabic equivalents. This vocabulary is found in the (Language Practice) textbook, a required text for first-year students at the Institut Muslim Cendekia. The textbook comprises several chapters, including one titled "Foreign Words and Their Arabic Equivalents." This chapter introduces specific Arabic vocabulary that students are

required to use and memorize. The material has proven engaging and effective, and it has been observed that incorporating specific teaching methods yields positive results for language learners. The researcher concludes that combining the scrapbook teaching method with the "contextual approach" from educational theory is suitable for this study, given that employing this method enhances knowledge, enthusiasm, engagement, and overall effectiveness. Furthermore, the objective of teaching this material is to develop students' language skills regarding the use of vocabulary, words, and sentences within a meaningful context (كورنينتو, 2021).

The research population for this study consists of first-year female students at Institut Muslim Cendekia in Sukabumi during the 2024–2025 academic year. The research sample comprises 30 first-year female students, selected randomly from the total student body of 100.



Method (منهج)

This study employs a quantitative research methodology (المياء, 2026) (الدين, 2026). It aims to determine the effectiveness of the scrapbook method in teaching foreign vocabulary and its Arabic equivalents – using a language workbook based on the contextual approach – to first-year students in the Language Education Department at the Institut Muslim Cendekia (Abdul Muktaadir, Prayuningtyas Angger Wardhani, Alrahmat Arif, & Jatu Wahyu Wicaksono, 2020).

The research population for this study consists of first-year female students at Institut Muslim Cendekia in Sukabumi during the 2024–2025 academic year. The research sample comprises 30 first-year female students, selected randomly from the total student body of 100.

The data collection tools and methods used in this research include interviews, observation, questionnaires, documentary analysis, and testing.

To determine the effectiveness of this method among the female students, the researcher uses the SPSS 24 software to analyze the data via the Paired Sample T-test. A left-tailed test is employed, where the null hypothesis (H_0) is rejected if the calculated t-value is less than the critical t-value. The statistical hypotheses are as follows:

H_0 : The method is ineffective for the female students.

H_1 : The method is effective for the female students.

The Paired Sample T-test results in SPSS 24 are interpreted as follows:

Sig. (2-tailed) < 0.05: A significant difference exists between the pre-test and post-test learning results; this indicates that the method is effective for first-year female students in the department.

Sig. (2-tailed) > 0.05: No significant difference (or only a negligible difference) exists between the pre-test and post-test results; this indicates that the method is ineffective for first-year female students in the department.

The researcher employs the following research tools and data collection method: Interview, This method is used to obtain facts in order to achieve the study's objectives. Observation, A data collection tool used to identify all phenomena related to the research topic. Observation is conducted in the classroom to obtain more accurate information. Questionnaire: This is a research tool consisting of a set of questions formulated by the researcher to elicit scholarly responses aimed at achieving the study's objectives. The researcher administered the questionnaire to first-year female students in the relevant department at Institut Muslim Cendekia in Sukabumi during the 2024–2025 academic year to assess their needs and the

product's validity. It was also distributed to experts in various fields –specifically, a linguistics expert, an educational expert, and a design expert. Testing: Testing is conducted in two stages – pre-testing and post-testing – to determine the effectiveness of the produced material. The first test assesses the students' ability to understand vocabulary prior to using the scrapbook, while the second assesses their ability after using it. Document Study: Obtaining these documents through interviews with subject teachers, students, and the expert, as well as from student test results, books, and online scientific research.

Result (نتائج)

The researcher conducted a pre-test prior to implementing the "scrapbook" method – based on a contextual approach – for teaching foreign vocabulary and its Arabic equivalents using the language practice workbook. The aim was to assess the method's effectiveness among first-level female students at Institut Muslim Cendekia. The test took place on June 16, 2025.

These are the results of the paired-sample t-test obtained by the researcher from the pre-test and post-test using SPSS 24:

Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Pre Test - Post Test	-12.16667	10.47849	1.91310	-16.07940

Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre Test - Post Test	-8.25393	-6.360	29	.000

The research yielded the following result Based on the results of the Paired Sample t-Test, the researcher obtained a Sig. (2-tailed) value of 0.000, indicating that Sig. (2-tailed) < 0.05, with a t-value of -6.360, degrees of freedom (df) of 29, and a t-table value of 1.699. Therefore, the absolute t-value ($|t| = 6.360$) was greater than the t-table value (1.699), indicating that H_0 was rejected and H_1 was accepted. This finding demonstrates that the developed media was effective for first-semester female students at the Institut Muslim Cendekia.

Discussion (مناقشة)

The findings indicate that the developed Scrapbook media contributed positively to the learning of foreign vocabulary and its Arabic equivalents among first-semester female students at Institut Muslim Cendekia. This finding is consistent with the objective of the study, which was to develop and examine the effectiveness of Scrapbook media based on a contextual approach for vocabulary learning. The statistical result indicates that the improvement observed after the implementation of the media was not merely incidental, but reflected a meaningful difference between the students' learning outcomes before and after the use of the developed media.

The effectiveness of the Scrapbook media can be interpreted from the way the learning material was presented. Vocabulary learning often requires students to establish a clear connection between a new lexical item, its meaning, and its use in an appropriate context. The Scrapbook provides visual representations and organized vocabulary materials that allow students to associate foreign vocabulary with its Arabic equivalents more concretely. The contextual presentation also enables students to encounter vocabulary in situations that are closer to its potential use, rather than memorizing individual words without meaningful connections. Thus, the media can facilitate the process of connecting new vocabulary with previously acquired knowledge and contextual meaning.

The finding also suggests that the combination of visual media and a contextual learning approach can support vocabulary acquisition at the first-semester level (ويدياواتي, 2016). Students who are still developing their foundational language competence may benefit from learning materials that provide direct visual and contextual associations. In this respect, the Scrapbook does not merely function as an attractive learning aid, but also as a medium for organizing and presenting vocabulary in a manner that supports comprehension and recall. The use of images, vocabulary items, and their Arabic equivalents creates multiple associations that may help students recognize and understand the target vocabulary.

Furthermore, the finding provides practical evidence that developed instructional media can be integrated into Arabic vocabulary learning at the tertiary level. The effectiveness demonstrated in this study indicates that the Scrapbook can serve as an alternative learning medium for presenting vocabulary contained in the Tadrībāt Lughowiyah material. Its application is particularly relevant when vocabulary needs to be introduced through meaningful contexts rather than through translation and memorization alone. This supports the broader principle that learning media should not only deliver instructional content but also facilitate students' interaction with and understanding of that content.

Nevertheless, the findings should be interpreted within the context of the study. The research involved first-semester female students at Institut Muslim Cendekia and focused on vocabulary learning within the selected instructional materials. Therefore, the effectiveness demonstrated in this study should not automatically be generalized to students at different educational levels, institutions, or learning contexts. Differences in students' prior Arabic proficiency, learning environments, instructional strategies, and types of vocabulary may produce different outcomes. Further research involving a larger and more diverse population would therefore be useful to examine the applicability of the Scrapbook media in other contexts.

From a theoretical perspective, the findings provide support for the use of contextual and visually supported learning media in foreign vocabulary instruction. From a practical perspective, the developed Scrapbook offers teachers an alternative medium for presenting foreign vocabulary and its Arabic equivalents in an organized, contextual, and visually engaging form. The findings therefore suggest that the integration of instructional media with contextual learning principles can be considered when designing vocabulary learning materials for

beginning-level Arabic learners.



Conclusion (خاتمة)

The research yielded the following result Based on the results of the Paired Sample t-Test, the researcher obtained a Sig. (2-tailed) value of 0.000, indicating that Sig. (2-tailed) < 0.05, with a t-value of -6.360, degrees of freedom (df) of 29, and a t-table value of 1.699. Therefore, the absolute t-value ($|t| = 6.360$) was greater than the t-table value (1.699), indicating that H_0 was rejected and H_1 was accepted. This finding demonstrates that the developed media was effective for first-semester female students at the Institut Muslim Cendekia.



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