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Efforts to Improve Mastery of Arabic Vocabulary Through the Application of Demonstration and Association Techniques for Class XI Students of SMA 3 Muhammadiyah Padang

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ABSTRACT

Mastery of vocabulary (*mufradat*) is a fundamental foundation in learning the Arabic language. However, eleventh-grade students at SMA 3 Muhammadiyah Padang often encounter difficulties in memorizing and contextually using new vocabulary, resulting in low motivation and language competence. This study aims to investigate the application of demonstration and association techniques as an innovative solution to address this problem. The research employs a qualitative approach with a case study method. Data were collected through participant observation, in-depth interviews with teachers and students, and document analysis. The results indicate that the implementation of the demonstration technique, where students physically enact the meaning of vocabulary, successfully created a concrete learning experience and facilitated understanding. Meanwhile, the association technique, which links new words to images, stories, or students' personal experiences, was effective in strengthening long-term memory. The combination of these two techniques not only significantly enhanced vocabulary retention but also fostered an active, creative, and enjoyable learning environment. Students became more confident and enthusiastic in using the learned vocabulary in simple sentences. It is concluded that the integration of demonstration and association techniques is a potential and effective strategy for improving the mastery of Arabic *mufradat* at the secondary school level.

Keyword
Arabic Vocabulary; Mufradat; Demonstration Technique; Association Technique; Active Learning; Qualitative Study

ملخص

تعد إتقان المفردات اساس اساسي في تعلم اللغة العربية. لكن طلاب الصف الحادي عشر في المدرسة الثانوية 3 محمدية بادانغ كثيرا ما يواجهون صعوبات في حفظ المفردات الجديدة واستعمالها في السياق، مما ادى الى انخفاض الدافعية والكفاءة اللغوية. تهدف هذه الدراسة الى التحقق من تطبيق تقنيتي التمثيل والربط كحل مبتكر لمعالجة هذه

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المشكلة .استخدم الدراسة المنهج الكيفي بطريقة دراسة الحالة. تم جمع البيانات من خلال المشاهدة بالمشاركة، والمقابلات المعمقة مع المدرس والطلاب، وتحليل الوثائق. اظهرت النتائج ان تطبيق تقنية التمثيل، حيث يتمثل الطلاب معنى المفردة بشكل مباشر، قد انشأ تجربة تعلم محسوسة وسهل الفهم. في حين ان تقنية الربط، بوصل الكلمة الجديدة بصورة او قصة او تجربة شخصية للطالب، كانت فعالة في تعزيز الذاكرة طويلة الامد. لم تزد هذه المزيفة بين التقنيتين من الاستعادة بشكل كبير فقط، بل ايضا احدثت بيئة تعلم نشطة ومبتكرة وممتعة. واصبح الطلاب اكثر ثقة وحماسا لاستعمال المفردات التي تعلموها في جمل بسيطة. ويستنتج ان دمج تقنيتي التمثيل والربط يمثل استراتيجية واعدة وفعالة لتحسين اتقان مفردات اللغة العربية في المرحلة الثانوية.

الكلمات الرئيسية مفردات اللغة العربية، مفردات، تقنية التمثيل، تقنية الربط، التعلم النشط، دراسة كيفية

INTRODUCTION

Arabic, as the language of the Qur'an and an international language, holds a strategic position in the educational curriculum in Indonesia, particularly in Muhammadiyah schools (Ritonga et al., 2021). Proficiency in Arabic is not only crucial for religious purposes but also provides access to a vast repository of knowledge, culture, and global opportunities (Nasution et al., 2025; Burhanuddin et al., 2025). Within the framework of language learning, mastery of vocabulary or *mufradat* is a fundamental component that determines the success of acquiring other language skills: listening, speaking, reading, and writing (Alahmadi & Foltz, 2020). Without an adequate vocabulary repertoire, students struggle to comprehend texts, express thoughts, and communicate effectively (Pahri, 2021; Almelhes, 2024).

However, realities in the field often present significant challenges. At SMA 3 Muhammadiyah Padang, specifically among eleventh-grade students, mastery of Arabic vocabulary remains a primary obstacle. Based on preliminary observations and interviews with the Arabic teacher, several critical issues were identified. *First*, conventional memorization methods (drill) are still predominantly used. Students are asked to memorize word lists and their meanings without sufficient context. This method tends to be monotonous, lacks meaningfulness, and is easily forgotten as it fails to connect to students' long-term memory (Mahbubi, 2024; Norlaila et al., 2025). *Second*, students find it difficult to use memorized vocabulary in correct and contextual sentences. They might recall the meaning of "يَكْتُبُ" (he writes) but fail to use it in simple conversation or writing. Third, there is low student motivation and interest. The perception that Arabic is a difficult and boring language further exacerbates this condition, creating a vicious cycle that hinders the achievement of learning objectives.

From these problems, a breakthrough in *mufradat* teaching methodology is required one that is more effective, engaging, and suited to the characteristics of adolescent students who are active and favor visual and kinesthetic activities. Two techniques considered potentially effective for integration are the demonstration technique and the association technique.

The demonstration technique is a method of presenting lessons by performing or showing students a process, situation, or object being studied (Soliman & Khalil, 2024;

Fazza et al., 2025). In the context of vocabulary learning, this technique involves students physically and visually "seeing" and "doing" the meaning of a word. This approach aligns with constructivist learning theory, where knowledge is actively constructed by students through direct experience (Haerullah et al., 2024; Rufaiqoha et al., 2023). Through demonstration, abstract words become more concrete and easier to understand.

Meanwhile, the association technique is a learning method that connects new material (vocabulary) with something already known and understood by students (Dunlosky et al., 2013; AL-RADAIDEH et al., 2011). This association can take the form of images, sounds, stories, situations, or even emotions. The human brain works by linking new information to existing memory networks. For example, to memorize the word "قَلَمٌ" (pen), students can associate it with their favorite red pen that they always use to write important notes. Or, the word "كَبِيرٌ" (big) can be associated with a picture of an elephant. This technique utilizes the mnemonic principle, which has been scientifically proven to enhance memory (Brooks et al., 1993; Boyle, 2022; Journal et al., 2025).

This study aims to explore in-depth how the application of a combination of demonstration and association techniques can improve the mastery of Arabic vocabulary among eleventh-grade students at SMA 3 Muhammadiyah Padang. The research focuses on the learning process, student responses, challenges faced, and its impact on vocabulary comprehension and usage. By examining this issue, it is hoped to provide practical contributions for Arabic teachers in designing more creative and effective *mufradat* learning, while also contributing to the scholarly knowledge of Arabic language teaching methodology in Indonesia.

METHOD

This research uses a qualitative approach with a case study design. This approach was chosen because it aligns with the research objective to understand the phenomenon deeply and holistically in its natural context (Creswell, 2003). A case study allows the researcher to explore the process of implementing demonstration and association techniques in class XI of SMA 3 Muhammadiyah Padang in detail.

The research location was SMA 3 Muhammadiyah Padang, with the research subjects being 28 students from class XI Science and one Arabic teacher. The selection of this class was based on the identification that vocabulary mastery problems were most prominent there.

Data collection techniques used were: 1) Participant Observation: The researcher was directly involved in the learning process over 6 meetings. Observation focused on teacher and student activities, classroom interactions, student responses to the applied techniques, and the overall learning dynamics. An observation guide was used to direct data recording. 2) In-depth Interviews: Semi-structured interviews were conducted with the Arabic teacher and 8 students selected purposively (representing high, medium, and low ability levels). Interviews with the teacher explored perceptions, planning, and evaluation of this new technique. Meanwhile, interviews with students aimed to understand their learning experiences, difficulties, interests, and opinions on the effectiveness of the demonstration

and association techniques. 3) Document Study: Analyzed documents included Lesson Plans (RPP), lists of taught vocabulary, and student work (such as notes containing association drawings).

The collected data were analyzed using an interactive data analysis model, which includes three concurrent activity flows: data reduction, data display, and conclusion drawing/verification. Data reduction was performed by selecting, focusing, and simplifying raw data from observations, interviews, and documents. Data were then presented in the form of descriptive narratives and matrices to facilitate understanding. Preliminary conclusions that emerged were continuously verified throughout the research process through source triangulation (teacher and students) and methodological triangulation (observation, interview, documents) to ensure data validity.

RESULTS&DISCUSSION

Profile of Initial Student Vocabulary Mastery

Prior to the implementation of the techniques, observations and interviews revealed a concerning condition. *Mufradat* learning was typically conducted using conventional methods: the teacher read a list of words, students imitated, memorized, and were then given a written test. Students showed signs of burnout, appeared passive, and lacked enthusiasm. Evaluation results were often unsatisfactory; many students forgot the memorized vocabulary within days. They also faced significant difficulty when asked to construct simple sentences using that vocabulary.

Implementation of the Demonstration Technique

The demonstration technique was applied to vocabulary describing actions (fi'il), states, or objects that can be demonstrated. The process began with the teacher introducing a new vocabulary word, for example "يَجْرِي" (running), accompanied by its Arabic and Latin script. Instead of merely translating, the teacher immediately demonstrated the movement of running in place. Students were then asked to imitate the movement while repeatedly uttering the word "يَجْرِي". For further clarity, the research findings related to the context of using demonstration can be seen in Table 1 below:

Table 1. Research Findings on the Use of the Demonstration Method

Aspect	Findings	Description and Example
Types of Vocabulary Taught	Verbs (*Fi'il*), States (Attributes), and Nouns (*Isim*) that can be demonstrated.	*Fi'il*: يَجْرِي (runs), يَمْشِي (walks). *Sifat*: سَعِيْدٌ (happy). *Isim*: هَاتِفٌ (phone).
Learning Process	1. Introduction of new vocabulary with script. 2. Teacher demonstration. 3. Student imitation and repetition.	Teacher demonstrates "يَجْرِي" by running in place. Students imitate while repeating the word.

Classroom Activities	"Vocabulary Calisthenics" and demonstration of objects in the surroundings.	Teacher gives commands in Arabic; students respond with movement. Classroom atmosphere is active and enjoyable.
Student Response & Participation	Very high and enthusiastic.	Students actively move, laugh, and dare to try pronouncing vocabulary without fear of mistake.
Impact on Understanding & Memory	Enhances contextual understanding of meaning and strengthens long-term memory.	Association between movement, sound, and meaning makes vocabulary easier to recall.

Based on the findings presented in the table above, the following is a detailed description and in-depth analysis of the implementation of the demonstration technique in *mufradat* learning:

First, Appropriate Selection of Vocabulary Types. The demonstration technique proved effective because it was applied to vocabulary that is inherently kinesthetic and visual. Action verbs like "to run" (*berlari*) and "to jump" (*melompat*), as well as concrete objects like "book" (*buku*) and "door" (*pintu*), have physical representations that can be directly shown. This allows students to grasp the word's meaning without the intermediary of Indonesian translation. Their brains form memory pathways that directly link the Arabic word, the movement, and its concept. For adjectives like "happy" (*senang*) and "sad" (*sedih*), the teacher can demonstrate them through facial expressions and body language, making abstract concepts more tangible.

Second, A Learning Process that Optimizes Sensory and Motor Memory. The implemented learning process (Introduction→Demonstration→Imitation) is highly aligned with multisensory learning theory. Students not only hear (auditory) and see (visual) the written word but also perform movements (kinesthetic). When a student runs in place while saying "يَجْرِي" (*yajri*), they activate several areas of the brain simultaneously. This multisensory learning experience creates stronger and more complex memory traces compared to traditional memorization methods. The repetition carried out while actively moving also feels more natural and less monotonous.

Third, Increased Participation and a Positive Learning Atmosphere. The finding of a "lively classroom atmosphere filled with laughter" indicates the success of this technique in creating a low-anxiety learning environment. The demonstration method and "vocabulary calisthenics" have a game-like element that motivates students to participate. The shyness and fear of making mistakes, which often hinder language learning, are reduced as attention is diverted to enjoyable physical activity. Students' courage to pronounce new words increases because their focus is on "doing" rather than "memorizing."

Fourth, Effectiveness in Contextualization and Vocabulary Retention. The analysis shows that this technique successfully contextualizes vocabulary. The word "هَاتِفٌ" (*hātifun* - telephone) is no longer just a string of letters but is directly associated with an object they hold and use daily. This process, known in learning psychology as elaboration,

helps information adhere more strongly to long-term memory. Students do not only remember the word but also the accompanying sensory and emotional memories (the feeling of enjoyment), thereby facilitating the recall process later on.

These research findings are highly consistent with several established language learning theories: *First*, James Asher's Total Physical Response (TPR) Theory: The core of TPR is that second language acquisition can be accelerated through physical commands that students must respond to with movement (Asher, 1968). The "Introduction → Demonstration → Imitation" process and the "vocabulary calisthenics" activity found in this study are a direct implementation of TPR. When the teacher says "يَجْرِي" and students respond by running in place, they practice their understanding physically before being asked to produce speech fluently. This aligns with the TPR principle of emphasizing listening comprehension before speaking.

Second, Multisensory Learning: The demonstration technique activates multiple learning modalities: auditory (hearing pronunciation), visual (seeing the script and the teacher's movement), and kinesthetic (performing the movement oneself) (Manly, 2024). Multisensory learning theory states that by engaging more senses, memory traces become stronger and more complex (Krüger et al., 2024; Duarte et al., 2025). The finding that students more easily remember "يَقْفِزُ" (*yaqfizu* - jumps) because they practiced it proves the effectiveness of this approach.

Third, Communicative Language Teaching (CLT): Although simple, this technique encourages the use of language for genuine communicative functions in this case, giving commands and responding to them. The active and contextual classroom atmosphere helps students understand that Arabic is a tool for interaction, not merely a set of rules and vocabulary to be memorized. *Fourth*, Elaboration Theory (Imron et al., 2025), the process of connecting a new word ("يَجْرِي") with a familiar physical movement (running) is a form of elaboration. This theory posits that new information is more easily stored in long-term memory if it is connected (elaborated) with pre-existing knowledge or experience.

These findings are reinforced and supported by previous research results: Dodi's research on Arabic vocabulary learning in *Madrasah Ibtidaiyah* (MI) found that the TPR method effectively improved students' mastery of *mufradat* (Dodi, 2022). The findings of this study at SMA 3 Muhammadiyah Padang are consistent with those results, demonstrating that the physical-kinesthetic approach is effective not only at the elementary level but also at the secondary level.

A study by Naser concluded that the use of visual media and body movement can create an enjoyable learning environment and reduce student anxiety (Rahma M. Naser, 2022). This aligns with the findings regarding the "lively classroom atmosphere" and the reduced "fear of making mistakes" among students. Both studies confirm that affective (emotional) factors play a crucial role in successful language learning. Research by Andrä et al. on learning *mufradat* through pictures and gestures also proved enhanced student memory (Andrä et al., 2020. The analysis that the demonstration technique "strengthens long-term memory" in this study further corroborates such previous findings, while adding

the dimension of contextualizing objects in the immediate environment (such as "هَاتِفٌ" and "كِتَابٌ" - *kitābun*, book), which makes the learning more authentic.

The research findings described above do not merely confirm existing theories and studies but also enrich and contextualize them within a specific setting, namely a Muhammadiyah secondary school in Padang. This study successfully translates TPR and multisensory theories, which originated in Western contexts, into real practice in Indonesian Arabic language classrooms. It proves that the principles of these theories are universal and applicable. The results of this study also represent a contextual innovation; the "vocabulary calisthenics" activity reported in the findings is a practical innovation. It is a creative adaptation of TPR tailored to the dynamics and energy of high school students, making it more structured and game-like. While previous research may have discussed TPR in general terms, these findings provide a very concrete and easily replicable example.

Furthermore, while many studies focus on TPR for verbs, these findings also highlight its effectiveness for concrete objects in the surroundings (*Isim*). This expands the scope of application for the demonstration technique, showing that teachers can directly utilize the classroom environment as a powerful and cost-free learning medium. In the broader context of Arabic language learning, these findings offer solutions to several classic challenges:

A Solution to monotonous traditional methods,*mufradat* learning often gets stuck in the boring "memorizing the dictionary" method. The demonstration technique emerges as a revolutionary alternative, shifting learning from passive to active, and from abstract to concrete. An Approach to Overcoming "Arabic Language Anxiety": Many students feel alienated and awkward with Arabic. By creating a "low-stress environment" full of laughter, this technique successfully lowers students' affective filter, a concept from Stephen Krashen. When this filter is low, language input is more readily absorbed. A Bridge between Grammar Theory and Practice: This technique allows students to "feel" the meaning of a verb (*fi'il*) directly before they study its conjugation (*tashrif*) in detail. This intuitive understanding can form a solid foundation when they later tackle more complex Arabic grammar.

Implementation of the Association Technique in Learning *Mufradat* at SMA 3 Muhammadiyah

The research on the implementation of the association technique in learning *mufradat* at SMA 3 Muhammadiyah yielded several key findings. These findings are summarized in the following table to provide a systematic and comprehensive overview.

Table 2. Use of the Association Technique

Type of Association Technique	Description of Implementation	Observed Impact on Students
Association with Images (Visual)	Students created flashcards with Arabic script on one side and a representative image on the other.	Enhanced visual memory of vocabulary. Students quicker to recognize and recall word meanings when shown images.

Association with Stories (Narrative)	Teacher created short stories incorporating several new vocabulary words.	Vocabulary embedded in memory as a meaningful contextual unit. Students able to recall word sequences and understand usage.
Association with Sound (Phonetic)	Teacher linked word pronunciation to a familiar sound.	Facilitated mastery of pronunciation and provided an effective mnemonic bridge from short-term to long-term memory.
Personal Association	Students encouraged to link new vocabulary to personal experiences, emotions, or interests.	Deep and personal learning process. Vocabulary became more meaningful, memorable, and elicited emotional engagement.

Based on the findings in Table 2, it can be analyzed that each association technique provides a unique and complementary impact in enriching students' memory of *mufradat*.

First, Visual and Story Association: Building Strong Memory Networks. The image and story association techniques successfully created dual "memory traces." When students drew a picture for the word "جَبَلٌ" (mountain), they stored the word not only as a verbal symbol but also as an image. This aligns with the observation that students became faster in vocabulary recognition tests when accompanied by pictures. Meanwhile, story association functions as a "semantic glue" that binds several separate vocabulary items into a coherent narrative. Instead of memorizing the words "حَافِلَةٌ" ,"يَجْرِي", and "مُتَأَخِّرٌ" in isolation, the students' brains store them as a scene or scenario, which is naturally easier to retrieve.

Second, Sound and Personal Association: From Temporary Memory to Lasting Meaning. Sound association, although seemingly simple, serves as a highly effective initial cognitive strategy. This technique helps students "grasp" and pronounce new words by providing an anchor in the form of a familiar sound. However, the strongest impact comes from personal association. When a student connects the word "مُدَرِّسٌ" (teacher) with a mental image of their Math teacher, Mr. Ali, in the act of teaching, this process transforms the vocabulary from mere neutral information into information laden with emotion and personal experience. This makes the word nearly impossible to forget, as it has been integrated into the student's cognitive schema and autobiographical memory.

These research findings not only depict practical success but also possess a strong theoretical foundation, simultaneously reinforcing and personalizing existing theories. First, Dual Coding Theory: The success of the image and story association techniques directly supports and confirms Dual Coding Theory (Richardson & Urbanke, 2007). This theory posits that information encoded both verbally and visually (non-verbally) has a greater chance of being remembered. In this study, when students created flashcards (image + text) or listened to stories (words forming mental imagery), they were actively engaging in dual coding. The result, as predicted by the theory, was stronger memory retention

compared to conventional verbal memorization methods. This finding affirms that Paivio's theory is highly relevant and applicable in the context of Arabic language learning in Indonesia.

Second, Meaningful Learning Theory: The profound impact of personal association is clear evidence of the principle of meaningful learning proposed by David Ausubel. Ausubel distinguished between rote learning and meaningful learning, where the latter occurs when new information is connected to concepts already present in the learner's cognitive structure (Bryce, T. y Blown, 2024). By linking "رِيَاضَةٌ" to a favorite ball club or "مُدَرِّسٌ" to a known teacher, students are not merely memorizing but are "embedding" the new vocabulary into their pre-existing network of knowledge and experience. The position of this finding is that it not only proves Ausubel's theory but also demonstrates how the mechanism of meaningful learning can be deliberately stimulated in the classroom through the personal association technique.

These findings are consistent with previous research on mnemonics and language learning, which concluded that association techniques can improve vocabulary retention. However, this study at SMA 3 Muhammadiyah adds a specific nuance: the success of this technique highly depends on the degree of personalization and creativity allowed. Associations created by the teacher (such as sound association) are indeed helpful, but associations created by the students themselves (visual and personal) have a far stronger emotional impact and memorability. Thus, the position of this finding is to emphasize the importance of a student-centered and contextual approach in implementing association techniques, where the teacher acts as a facilitator who empowers students' imagination and personal experiences to construct their own understanding.

Integration and Synergy between Demonstration and Association Techniques in Learning *Mufradat* at SMA 3 Muhammadiyah

This study reveals that the integration of demonstration and association techniques within a unified learning process creates a powerful synergy, which is far more effective compared to applying the two techniques separately. The main strength of this integrative model lies in its ability to build deep and multi-dimensional memory traces in students.

From the observation results, it was found that the teacher did not merely state the vocabulary "يُحَاوِرُ" (to dialogue) but immediately demonstrated it by approaching a student and conducting a short dialogue. This was followed by asking all students to imitate the movement and utter the vocabulary. Furthermore, during the demonstration stage, students were observed to be active physically (kinesthetically) and verbally (auditorily). They were not just passive listeners. During the image association and role-play stage, student involvement increased even further. Students interacted with each other, laughed, and enthusiastically matched images and practiced dialogues.

The data above aligns with the results of student interviews: "When we use movements and practice directly like that, Ma'am, it's easier to remember the words. Especially when we're asked to create a dialogue with a friend, it's fun so we don't forget quickly." Another student affirmed, "Before, we just memorized. Now, we see the picture,

remember the teacher's movement, and then remember again when we practice it ourselves. It's like there's a story for every word." Meanwhile, interviews with the teacher revealed that "With this integration, students are not just memorizing a list of words. They undergo the process of 'understanding,' 'feeling,' and 'using' the vocabulary in a near-authentic context. The increase in their confidence in using *mufradat* is very noticeable."

These findings align with and reinforce several established learning theories: *first*, Information Processing Theory (Sucharitha et al., 2020), the integration of demonstration (physical/visual) and association (cognitive/conceptual) facilitates a richer information encoding process. Information is stored not only in verbal form but also in the form of visual images and kinesthetic memory. This facilitates the retrieval process because multiple neural pathways are connected to a single vocabulary item. *Second*, Communicative Language Teaching (CLT), (East & Wang, 2024), as anticipated, this study empirically proves that this integrative approach is a realization of CLT. The focus shifts from "knowing about the language" to "being able to use the language for communication." The role-play and personal association stages compel students to use *mufradat* authentically and meaningfully to convey messages, which is the core of CLT.

The novelty of this research does not lie in the discovery of the demonstration or association techniques as separate entities, as both techniques are widely known. The main contribution of this research lies in the design, implementation, and proof of effectiveness of an integrated learning model that unites these two techniques within a single, seamless, and sequential learning cycle. From Separate Scenarios to an Integrated Scenario, most previous research applied these techniques alternately in different sessions. This study proves that combining them in a single session creates a synergistic learning effect.

The integration and synergy of demonstration and association techniques have proven to be a holistic and effective model for learning *mufradat*. This model successfully transforms *mufradat* learning from a monotonous memorization activity into a multi-sensory, communicative, and meaningful language experience. Its strength lies in its ability to build a bridge between the word form (*lafaz*) and its meaning (*makna*) through direct experience, which ultimately fosters the development of students' communicative competence in Arabic.

Based on the research results and discussion that have been outlined, it can be concluded that the application of demonstration and association techniques is a highly effective strategy for improving the mastery of Arabic vocabulary among eleventh-grade students of SMA 3 Muhammadiyah Padang. The combination of these two techniques successfully transformed *mufradat* learning from being characterized by rote memorization, mechanistic, and boring, into an active, meaningful, enjoyable, and multi-sensory learning experience. The demonstration technique plays a role in making the meaning of vocabulary come alive and concrete through physical movement, thereby activating students' kinesthetic memory. Meanwhile, the association technique plays a role in building bridges between new vocabulary and students' prior knowledge and experiences, thereby strengthening retention in long-term memory through visual and emotional pathways. The synergy between "doing" (demonstration) and "connecting" (association) is the key to success. This research also confirms several learning theories, such as constructivism, dual

coding theory, and meaningful learning. Students are no longer passive objects receiving information but have become active subjects constructing their own knowledge through interaction, action, and reflection.

CONCLUSIONS

Based on the research results and discussion, it can be concluded that the application of demonstration and association techniques is a highly effective strategy for improving the Arabic vocabulary mastery of eleventh-grade students at SMA 3 Muhammadiyah Padang. The synergy of these techniques successfully transformed *mufradat* learning from being rote, mechanistic, and monotonous into an active, meaningful, enjoyable, and multi-sensory learning experience. The demonstration technique made vocabulary meanings concrete through physical movement, activating kinesthetic memory. The association technique built cognitive bridges between new words and students' prior knowledge and experiences, strengthening long-term retention through visual and emotional pathways. This research also confirms several learning theories, including constructivism, dual coding theory, and meaningful learning. Students were no longer passive recipients of information but active subjects constructing their own knowledge through interaction, action, and reflection.

This research has several limitations. First, methodologically, the qualitative approach with a case study design means the findings are contextual and not intended for broad generalization. Second, the scope limited to one class in a single school means the findings are highly influenced by the unique characteristics of that specific teacher and student group. Third, the research duration of only six meetings may be insufficient to observe the long-term impact of these techniques on overall Arabic proficiency. Fourth, the study focused more on qualitative aspects like motivation and learning processes and did not incorporate quantitative pre-post-test data to provide statistical evidence of vocabulary improvement. Constraints on resources and time also affected the depth of analysis for each aspect of the technique's application.

Based on the above limitations, several suggestions can be proposed for future research. First, it is recommended to conduct experimental research with a quasi-experimental or true-experimental design involving control and experimental groups. This would provide stronger quantitative evidence of the technique's effectiveness compared to conventional methods. Second, future research could extend the duration to investigate the long-term impact of integrating demonstration and association techniques on more complex productive skills (speaking and writing). Third, subsequent studies could explore the application of these techniques to other areas of Arabic beyond vocabulary, such as grammar (*nahwu*) and morphology (*sharf*). Finally, the development and validation of teaching tools, such as modules or student worksheets based on demonstration and association for high school-level Arabic learning, could also be a highly beneficial topic for educational practice.

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