Implementation of the Semantic Field Theory (in the Field of Semantics) to Enhance Arabic Vocabulary Mastery

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Abstrak: Penguasaan kosakata memegang peranan penting dalam keberhasilan pembelajaran bahasa Arab, karena kosakata merupakan fondasi utama untuk memahami dan menggunakan bahasa secara efektif. Namun, terdapat kendala dalam meningkatkan penguasaan kosakata siswa. Implementasi teori medan makna diduga dapat menjadi salah satu solusi untuk meningkatkan penguasaan kosakata bahasa Arab. Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui penerapan teori medan makna di SD Islam Al-Mu'izz Bandung. Pendekatan yang digunakan adalah kuantitatif dengan teknik pengumpulan data yang meliputi observasi, tes kosakata, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi teori medan makna secara signifikan berpengaruh terhadap penguasaan kosakata siswa kelas V SD Islam Al-Mu'izz Bandung. Hal ini terlihat dari peningkatan nilai rata-rata pretest sebesar 47,22 menjadi 84,00 pada posttest. Perbedaan tersebut didukung oleh hasil uji t dengan nilai signifikansi 0,001 < 0,05. Oleh karena itu, terdapat pengaruh signifikan dari implementasi teori medan makna terhadap peningkatan penguasaan kosakata siswa kelas V SD Islam Al-Mu'izz Bandung.

Kata kunci: *Pembelajaran Bahasa Arab; Penguasaan Kosakata; Teori Medan Makna.*

Abstract: *Vocabulary mastery plays an important role in the success of learning Arabic, as vocabulary is the primary foundation for understanding and using the language effectively. However, there are challenges in improving students' vocabulary mastery. The implementation of the semantic field theory is believed to be one of the solutions to enhance Arabic vocabulary mastery. This study aims to improve students' vocabulary mastery through the application of semantic field theory at SD Islam Al-Mu'izz Bandung. The approach used in this research is quantitative, with data collection techniques including observation, vocabulary tests, and documentation. The results of the study show that the implementation of semantic field theory has a significant effect on the vocabulary mastery of fifth-grade students at SD Islam Al-Mu'izz Bandung. This is evidenced by an increase in the average pretest score from 47.22 to 84.00 in the posttest. This difference is supported by the results of the t-test with a significance value of 0.001 < 0.05. Therefore, there is a significant effect of the implementation of semantic field theory on improving the vocabulary mastery of fifth-grade students at SD Islam Al-Mu'izz Bandung..*

Keywords: *Arabic Language Learning; Semantic Field Theory; Vocabulary Mastery;.*

INTRODUCTION

Vocabulary mastery is one of the fundamental aspects of language learning, including Arabic. Adequate vocabulary enables learners to understand texts and conversations, communicate effectively, and develop comprehensive language skills such as reading, writing, and listening[1]. However, in practice, mastering Arabic vocabulary often poses a challenge for learners, primarily due to the complexity of meanings and interrelations between words in the language. This complexity arises from the unique morphology and semantics of Arabic, such as the existence of derivational patterns (*ishtiqaq*) that produce different meanings from the same root. Additionally, contextual meaning variations and the abundant use of synonyms often make it difficult for learners to understand and memorize vocabulary accurately.

At Al-Mu'izz Islamic Elementary School in Bandung, the main challenge in Arabic language learning is the students' low vocabulary mastery. They find Arabic vocabulary difficult to remember, and even if they manage to memorize some words today, they often forget them by the next day. As in many other schools, students frequently struggle to follow Arabic lessons due to a lack of variety in teaching strategies and methods, which are still dominated by traditional approaches such as lectures or rote memorization. While these methods are useful for delivering basic material, they often fail to capture students' attention and actively involve them in the learning process. Consequently, many students quickly become bored, lose focus, forget vocabulary they have already memorized, and are not fully engaged in the learning process.

To address this issue, a more innovative and interactive learning approach is needed to increase students' interest and help them retain vocabulary more effectively. One potential approach is the implementation of the semantic field theory in vocabulary instruction[2]. By grouping vocabulary based on specific themes or semantic relationships, students can more easily understand the connections between words, making the learning process more structured and meaningful. The term *semantic field* refers to a set of words that share semantic relationships

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[2] Arbia Saleh Elghoul and Ebtesam Elmabrouk Sahab, 'An Analysis on the Semantic Difference between English and Arabic', *مجلة دراسات الإنسان و المجتمع Human and Community Studies Journal* 8 (July 2019).

under one general theme or concept. These words can be classified into specific groups based on their relationships in meaning, distinguishing them from other groups or semantic fields[3].

In semantic studies, the semantic field theory offers a relevant approach to help learners understand vocabulary more systematically. This theory posits that the meaning of words does not stand alone but is interconnected within a network or field of meaning. This approach allows learners to comprehend words in the context of their group, making it easier to memorize, use, and understand word meanings in depth[4]. The implementation of semantic field theory in Arabic language teaching can provide an innovative solution to the challenges of vocabulary mastery. By grouping vocabulary based on themes, functions, or specific semantic relationships, learners can quickly grasp the structure of meaning and the associations between words. This aligns with several studies that have shown the application of semantic field theory can enhance students' ability to retain Arabic vocabulary.

First, a study conducted by Imam Asrori titled *"Adopting the Semantic Field Theory as a Method for Teaching Arabic in the Post-Method Era"* explores four main aspects [5]: the basic concept of semantic field theory, the application of semantic field principles as a teaching technique, the stages of learning Arabic using the semantic field approach, and the strengths and weaknesses of the semantic field method in Arabic language teaching.

Another study by Muhammad Natsir, titled *"The Application of Semantic Field Theory in Arabic Language Learning"*[6]. Aimed to test the effectiveness of semantic field theory on students' speaking skills in Arabic. This research employed an experimental method involving two groups: an experimental group and a control group. The results showed that applying semantic field theory with techniques such as identifying vocabulary, arranging vocabulary into sentences, and developing sentences into paragraphs proved effective in improving speaking skills.

Furthermore, a study titled *"Semantic Field Theory and Its Significance in Teaching Vocabulary to First-Grade Elementary Students"* by Haryadi[7]. Concluded that the application of

[3] Asrori Imam, 'Mengadopsi Teori Medan Makna Menjadi Metode Pengajaran Bahasa Arab Di Era Posmetode', in *Prosiding Konferensi Nasional Bahasa Arab*, 2016, 157.

[4] Muhammad Natsir, 'Penerapan Teori Medan Makna Dalam Pembelajaran Bahasa Arab', *Jurnal Edulingua* 4, no. 1 (2017): 37–44.

[5] Imam, 'Mengadopsi Teori Medan Makna Menjadi Metode Pengajaran Bahasa Arab Di Era Posmetode'.

[6] Natsir, 'Penerapan Teori Medan Makna Dalam Pembelajaran Bahasa Arab'.

[7] Haryadi, 'TEORI MEDAN MAKNA DAN KEBERMAKNAANNYA Oleh Abstrak Pembahasan', *Cakrawala Pendidikan*, no. 2 (1992): 74.

semantic field theory offers various benefits, including: (1) expanding students' understanding of the scope of a word's meaning, (2) enhancing students' ability to deeply understand word meanings, (3) training precision in selecting appropriate words, (4) developing students' ability to associate words effectively, (5) encouraging critical thinking and reasoning skills, and (6) making vocabulary teaching more interactive, communicative, and meaningful.

Another study was conducted by Gumarpi R. P., et al., titled *"The Semantic Field of 'Foot Activities' in Indonesian"*[8]. This research aimed to describe the semantic components of verbs related to foot activities in Indonesian. The study found that verbs for foot activities in Indonesian consist of seven lexemes: *menendang* (to kick), *melangkah* (to step), *mendaki* (to climb), *memijak* (to step on), *melompat* (to jump), *mengayuh* (to pedal), and *memanjat* (to climb). Based on the analysis of their semantic features, the most frequent foot activities were *menendang*, *melompat*, and *memanjat*, while the least frequent was *mendaki*.

Research on the application of semantic field theory in teaching, particularly in Arabic vocabulary instruction, remains relatively limited. However, theoretically, this approach holds great potential as it can help students understand relationships between words, expand their vocabulary knowledge, and make learning more structured and meaningful. Al-Mu'izz Islamic Elementary School in Bandung, as an educational institution that prioritizes religious education, including Arabic language instruction, faces challenges related to students' low mastery of Arabic vocabulary. Therefore, this study aims to explore the extent to which semantic field theory can improve students' mastery of Arabic vocabulary.

Although this theory has not been extensively studied, this research is expected to make a significant contribution to the development of more effective Arabic teaching methods. By adopting semantic field theory, students are expected to become more motivated to learn Arabic and better understand the material. This study also aims to provide insights for teachers and educators on the importance of innovation in teaching and how interactive approaches can enhance students' motivation and learning outcomes. The results of this research are also expected to serve as a reference for other schools facing similar challenges, enabling the broader application of semantic field theory in Arabic language learning across Indonesia.

[8] Gumarpi Rahis Pasaribu et al., 'Medan Makna "Aktivitas Kaki " Dalam Bahasa Indonesia', *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 13, no. 2 (2023): 326–33, https://doi.org/10.23969/literasi.v13i2.6973.

RESEARCH METHODS

In this study, the method used is a quantitative approach with a Pre-Experimental research design. This design is referred to as Pre-Experimental because it does not fully meet the criteria of a true experiment. There are still external variables that influence the dependent variable. Therefore, the results of the experiment, which serve as the dependent variable, are not solely influenced by the independent variable. This is due to the absence of control variables and the non-random selection of samples[9].

The type of Quasi-Experiment employed in this study is the One Group Pretest-Posttest design, where a single group is measured and observed both before and after the treatment is applied[10]. As shown in Figure 1, the pretest-posttest design is used to measure the effect of the treatment on a specific variable. This design includes three main components: the pretest, the treatment, and the posttest.

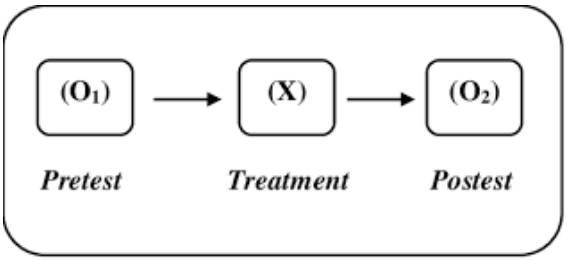

Figure 1. One Group Pretest – Posttest Research Model

The researcher applied this method to identify differences between students learning with the semantic field theory and those using conventional learning methods. The study was conducted at Al-Mu'izz Islamic Elementary School, located on Jl. Gedebage, Gedebage District, Bandung City. The research population consisted of nine 5th-grade students, with a saturated sampling technique employed, where all members of the population were included as samples[11]. The data collection techniques included tests,

[9] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*, 2013.

[10] William and Hita, 'Mengukur Tingkat Pemahaman Pelatihan PowerPoint', *JSM STMIK Mikroskil* 20, no. 1 (2019): 71–80.

[11] Fenti Hikmawati, *Metodologi Penelitian* (Depok: PT. Raja Grafindo, 2020).

observations, and documentation, with the tests designed in the form of fill-in-the-blank and matching exercises.

The data analysis technique was used to process the research data to draw conclusions[12]. The data obtained from measurements were analyzed using statistical techniques through the IBM SPSS version 29 program. Prerequisite analysis was conducted using hypothesis testing, and for samples smaller than 30, a t-test was used.

RESULTS AND DISCUSSION

Field Theory of Meaning

Meaning can be defined as the relationship between a form and the thing or entity it represents (its referent) [13]. Word meanings can be categorized into two main types: denotative meaning and connotative meaning. Denotative meaning refers to the actual, objective meaning of a word, often used in scientific or academic contexts. In contrast, connotative meaning involves additional nuances or emotional associations beyond the basic meaning of the word, such as emotional or subjective elements[14].

Vocabulary in a language refers to an organized collection of lexicons, typically compiled in a dictionary. This vocabulary is often structured into groups forming various semantic fields[15]. A semantic field is a set of lexemes systematically related to one another, usually featuring one lexeme as the superordinate or parent, while the others function as subordinates or hyponyms of the parent lexeme[16]. The semantic field (also known as a semantic domain or semantic field) is described by Chaer as a collection of words that share meaning relationships because they belong to the same category or group within a specific cultural or contextual reality. This concept can be understood through examples such as groups of words denoting colors (*red, yellow, green*), household items (*plate, spoon, glass*), or family terms (*father, mother, uncle, aunt*). Each of these

[12] Sandu Siyoto and M. Alii Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015).

[13] Haryadi, 'TEORI MEDAN MAKNA DAN KEBERMAKNAANNYA Oleh Abstrak Pembahasan'.

[14] Salmia Syariffudin and Irmawaty Hasyim, 'SEMANTIC ANALYSIS IN ENGLISH HIGH SCHOOL HANDBOOKS', *British, Jurnal Bahasa Dan Sastra Inggris* 9, no. 1 (2020): 4.

[15] Natsir, 'Penerapan Teori Medan Makna Dalam Pembelajaran Bahasa Arab'.

[16] Eva Eri Dia and Adistia Azara Ramadhani, 'Medan Makna Dalam Sajak Cinta Karya Mustofa Bisri Pada Akun Instagram @Napas_Sastra', *SASTRANESIA: Jurnal Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 10, no. 4 (2022): 81, https://doi.org/10.32682/sastranesia.v10i4.2844.

word groups forms a semantic field because they share meaning relationships within the same context[17].

The number of lexical elements in a semantic field can vary between languages, as it is strongly influenced by the cultural systems of the language's speakers[18]. For example, in Indonesian, the terms *kakak* and *adik* are used to refer to siblings born of the same mother, with the naming distinction based on age. Meanwhile, in English, the terms *brother* and *sister* are used for siblings of the same mother, but the distinction is based on gender. This illustrates differences in conceptual naming systems between the two languages.

Semantic field theory is a linguistic study that emphasizes the relationship of meaning between a word and other words, forming a group of words classified within a specific semantic field. Fundamentally, this theory is not a language teaching method but a linguistic theory focusing on the analysis of meaning[19]. The number of words within a semantic field can vary, ranging from limited to very extensive. This variation occurs because semantic fields can interrelate, either on an equal level or in a manner where one encompasses the other[20]. Abdulalim (2007) provides an example in which semantic fields like professions, sports, and teaching are parts of a larger semantic field: human activities. This demonstrates that semantic fields can be organized hierarchically, where smaller and more specific semantic fields may be components of larger and more general semantic fields.

Words belonging to a single semantic field can be analyzed in terms of their relationships through syntagmatic and paradigmatic relations. Syntagmatic relations, also known as collocations, refer to the meaning relationships between words that are often used in the same context or environment. For example, words such as *salt*, *sugar*,

[17] Abdul Chaer, *Linguistik Umum* (Jakarta: Rineka Cipta, 2012).

[18] عبد الرحمن محمد سعيد المرواني الجهني, 'نموذج تدريسي مقترح قائم على نظرية الحقول الدلالية لتنمية مهارات الكتابة الإبداعية لدى متعلمي اللغة العربية الناطقين بلغات أخرى', *المجلة التربوية لكلية التربية بسوهاج* 89 (1 September 2021): 491–530, https://doi.org/10.21608/edusohag.2021.182800.

[19] Imam, 'Mengadopsi Teori Medan Makna Menjadi Metode Pengajaran Bahasa Arab Di Era Posmetode'.

[20] Thana Adakhiel, 'Teaching Vocabulary Using the Semantic Feature Technique in Saudi EFL Virtual Classrooms; Students' Attitudes and Challenges', *International Journal of Language and Linguistics* 9, no. 6 (2021): 304, https://doi.org/10.11648/j.ijll.20210906.15.

fish, *vegetables*, *eggplant*, and *tomatoes* are interconnected because they all relate to the kitchen environment[21]. Another term for paradigmatic relations is set. A set illustrates paradigmatic relationships because the words or elements within the set can replace one another. Typically, a set consists of a collection of lexical elements belonging to the same category, forming a cohesive unit. Each element in the set has a position determined by its relationship with other elements in the set. For instance, the word *adolescent* represents a stage of development between *childhood* and *adulthood*, while the word *cool* describes a temperature that lies between *cold* and *warm*[22].

Vocabulary Teaching

Vocabulary (known as *mufradât* in Arabic and *vocabulary* in English) is one of the most important linguistic elements or aspects, alongside others such as sounds, letters, or grammar[23]. Language learning cannot overlook vocabulary, especially when aiming to achieve proficiency in a foreign language[24]. Memorizing Arabic vocabulary can enhance an individual's ability to communicate, read, translate, and write. Mastery of skills such as writing, listening, speaking, and reading in Arabic is essential and must be acquired during the learning process. All these skills require a broad vocabulary as their foundation[25]. However, many people learning Arabic still struggle to pronounce Arabic texts and understand their meanings due to their limited Arabic vocabulary[26]. Therefore, vocabulary teaching should be prioritized using appropriate learning methods and strategies.

[21] Mansoer Pateda, *Semantik Leksikal* (Jakarta: Rineka Cipta, 2010).

[22] Zainuddin, 'Pendekatan Sintagmatik Paradigma Dalam Kajian Bahasa (Syntagmatic and Paradigmatic Approach in the Study of Language)', *BAHAS (e-Journal)* 31, no. 3 (2013): 95–111.

[23] Zulkifli Nawawi and Khazri Osman, 'A Vocabulary Learning Strategies: (Arabic Subject)', *International Journal of Academic Research in Progressive Education and Development* 10, no. 3 (22 August 2021): Pages 606-612, https://doi.org/10.6007/IJARPED/v10-i3/11101.

[24] Ade Kosasih, 'Vocabulary Teaching in Arabic Speaking Proficiency Class Arabic Literature Faculty of Cultural Sciences , Padjadjaran', *Budapest International Research and Critics Institute - Journal (BIRCI-Journal)* 5, no. 3 (2022): 22836–46.

[25] Cecef Setiawan and Laily Fitriani, 'Analisis Metode Menghafal Mufrodat Mahasiswa Di PKPBA UIN Maulana Malik Ibrahim Malang', *Tarling: Journal of Language Education* 8, no. 1 (2024): 135–46.

[26] Fauzi Ismail and Tatang, 'Efektivitas Penggunaan Fitur Musik Pada Aplikasi Spotify Sebagai Media Penambahan Kosakata Bahasa Arab Mahasiswa', *Ihtimam: Jurnal Pendidikan Bahasa Arab* 07, no. 1 (2024): 12–25, https://doi.org/10.59141/cerdika.v4i1.744.2.

The criteria for competency in learning Arabic vocabulary include several aspects as follows: students are able to pronounce the letters in Arabic vocabulary correctly; students can understand the meaning of Arabic vocabulary, both as single words and within specific contexts; students comprehend the process of word derivation in Arabic; students can construct sentences using vocabulary that adheres to proper grammatical rules; and students can use sentences relevant to particular situations and conditions[27].

The aim of learning Arabic vocabulary is to introduce new vocabulary to students, enabling them to gradually expand their knowledge of the Arabic language. Additionally, students are trained to pronounce vocabulary accurately and correctly, which serves as an essential foundation for improving speaking and reading proficiency. In the learning process, students are also guided to understand the meaning of the taught vocabulary. This understanding encompasses meanings in both general and specific contexts. Students are then encouraged to apply the vocabulary, both orally and in writing, to ensure that it can be used functionally in daily life. Lastly, the use of vocabulary must be correct and contextually appropriate, helping students communicate effectively and relevantly in various situations[28].

Implementation of the Theory of Meaning Fields on Arabic Vocabulary Mastery at Al-Mu'izz Elementary School, Bandung

Students' ability to memorize Arabic vocabulary before the implementation of semantic field theory tended to be low. Based on survey and observation results, many students expressed that learning Arabic felt boring and considered it difficult, particularly because the teaching strategy and method employed were lecture-based. Most students struggled to follow the lessons as they perceived Arabic to be too challenging and irrelevant to their daily lives. In addition to surveys and observations, the researcher also

[27] Fitrotul Khasanah, Azwar Annas, and Muthmainnah, 'Implementasi Metode Bernyanyi Dalam Meningkatkan Kosa Kata Bahasa Arab Siswa Kelas X Di MAN 1 Kudus', *Borneo Journal of Language and Education* 2, no. 1 (2022): 42–58.

[28] Uli Fuadiah and Agus Tri Cahyo, 'Peningkatan Penguasaan Kosakata Bahasa Arab Menggunakan Metode Mimikri Menghafal Berbantu Media Flashcard', *AL-THIFL : Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 2, no. 1 (2022): 33–42, https://doi.org/10.21154/thifl.v2i1.974.

used tests to measure students' mastery in recalling Arabic vocabulary prior to the implementation of semantic field theory.

This study is a quantitative research involving two variables: the variable of improving students' ability to memorize *mufradât* (X) and the variable of implementing semantic field theory (Y). Data were collected through tests designed to measure students' memorization skills. These tests were administered to the research sample, consisting of 5th-grade students from Al-Mu'izz Islamic Elementary School in Gedebage, Bandung, totaling 9 respondents. The tests comprised 8 questions in the form of matching and fill-in-the-blank exercises, with a score of 12.5 points for each correct answer and 0 points for incorrect answers. The research data are presented in the following table:

Table 1. Descriptive Statistical Analysis

Paired Samples Statistics

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-tes Makna	Teori Medan	47.22	9	13.017	4.339
	Post-tes Makna	Teori Medan	84.00	9	25.676	8.559

The data presented in Table 1 shows a significant increase in the average score for 5th-grade students, from 47.22 during the pretest to 84.00 in the posttest. This substantial improvement indicates the success of implementing semantic field theory in the classroom learning process. The comparison of scores before and after the intervention demonstrates the positive impact of the teaching strategy employed. The interactive approach based on semantic field theory proved to be an effective and enjoyable strategy for enhancing students' mastery of Arabic vocabulary. These results also reflect the success in creating a more conducive and motivating learning environment. The average score increase of 36.78 points signifies a positive transformation in the learning process. This positive change also underscores the

importance of selecting teaching strategies and methods that align with the needs and characteristics of the students.

The implementation of an interactive approach based on semantic field theory provided a more enjoyable learning experience for students. Students were encouraged to identify and categorize vocabulary based on specific themes, such as "Professions" (المهنة). For example, students learned vocabulary such as طبيب (doctor), مدرس (teacher), and مهندس (engineer) through word-guessing games and group discussions. These activities fostered active student engagement in the learning process, which positively impacted their vocabulary retention. The implementation of this strategy also helped shift students' perception of Arabic as a subject, making it less boring and more enjoyable. This statement is supported by the data presented in the following table:

Table 2. Correlation between Meaning Field Theory and Students' Vocabulary Mastery

Paired Samples Correlations

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	Pre tes Penerapan Teori Medan Makna & Post tes Penerapan Teori Medan Makna	9	.636	.033	.066

Table 2. Paired Samples Correlation is a table that shows the correlation or close relationship between the two variables, namely the theory of meaning fields and students' vocabulary mastery, in the correlation column there is a value of 0.636 and sig = 0.033 <0.066, so it is concluded that there is a relationship between the pretest and posttest.

Table 3. Results of the T-Test Pretest and Posttest Implementation of the Meaning Field Theory

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pretes Implementasi Teori Medan Makna - Postes Implementasi Teori Medan Makna	-36.778	20.092	6.697	-52.222	-21.334	-5.491	8	<.001	<.001

Table 3 above indicates that the significance value (*sig*) of 0.001 is smaller than the threshold value of 0.05. This means that the alternative hypothesis (*Ha*) is accepted, indicating that the implementation of semantic field theory has a significant effect on students' vocabulary mastery. The application of semantic field theory in Arabic language learning has proven effective in improving students' vocabulary acquisition. As stated by Imam A. (2016) in his journal, semantic field theory aims to shift the learning paradigm from passive to active. With this strategy, students become more actively involved in the learning process, leading to more optimal learning outcomes. In addition to listening, students are also encouraged to observe, ask questions, and engage in discussions during the learning process.[29]

[29] Imam, 'Mengadopsi Teori Medan Makna Menjadi Metode Pengajaran Bahasa Arab Di Era Posmetode'.

CONCLUSION

The conclusion of this study indicates that students' vocabulary mastery in Arabic language learning significantly improved after the implementation of semantic field theory. Prior to the application of this strategy, students' vocabulary mastery was generally low, with many students finding Arabic learning boring and difficult to understand. This was mainly due to repetitive strategies and lecture methods that were considered unengaging and irrelevant to daily life. However, after the introduction of semantic field theory, there was a notable improvement in students' vocabulary mastery and comprehension. The average posttest score increased from 47.22 to 84.00.

The application of semantic field theory, which incorporates contextual and associative approaches, made the process of learning Arabic vocabulary more enjoyable and interactive. This encouraged students to become more motivated and actively participate in the learning process. Statistical analysis showed a significant positive correlation between the implementation of semantic field theory and the improvement in students' Arabic vocabulary mastery. This approach not only increased students' interest in learning but also helped them realize that learning Arabic vocabulary could be an engaging and meaningful experience. Overall, the implementation of semantic field theory proved to be effective in enhancing students' motivation and mastery of Arabic vocabulary.

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