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Metode Pembelajaran Abaza (Tamyiz) dalam Penguasaan *Mufradāt* Siswa: Apakah Efektif ? Bagaimana cara kerjanya?

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Abstract

More than half a percent of fifth-grade students of SD Muhammadiyah 1 Palopo lack mastery of *mufradāt*, so that it affects the quality of language skills to be achieved. Therefore, the researcher tries to overcome this problem by applying the Tamyiz method which aims to (1) observe and report on the implementation of the Tamyiz method, (2) describe students' mastery of *mufradāt*, and (3) determine the effect of applying the Tamyiz method on the mastery of *mufradāt* of fifth-grade students of SD Muhammadiyah 1 Palopo. This type of research is experimental research designed using one group pre-test post-test. The data needed for this study were collected through participant observation, tests, closed questionnaires, structured interviews, and documentation collected from Arabic teachers and fifth-grade students of SD Muhammadiyah 1 Palopo, totaling 25 students. The result showed that the value of sig. (2 tailed) from the pre-test and post-test data is <0.05, which is 0.000. That is, the hypothesis is accepted. In other words, there is a significant difference between the pre-test and post-test mean score. Thus, the mastery of students' *mufradāt* has increased after the implementation of the Tamyiz method.

Keywords : Abaza, Arabic Learning method, *Mufradāt*, Tamyiz

Abstrak

Lebih dari setengah persen siswa kelas V SD Muhammadiyah 1 Palopo kurang menguasai *mufradāt*, sehingga berpengaruh pada kualitas keterampilan berbahasa yang hendak dicapai. Oleh sebab itu, peneliti mencoba untuk mengatasi problematika lingusitik dan non-linguistik tersebut dengan menerapkan metode pembelajaran Tamyiz sebagai upaya pembentukan suasana baru bagi siswa yang bertujuan untuk (1) Mengamati dan melaporkan pelaksanaan metode pembelajaran Tamyiz, (2) Mendeskripsikan penguasaan

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mufradāt siswa, dan (3) Mengetahui pengaruh penerapan metode pembelajaran Tamyiz terhadap penguasaan *mufradāt* siswa kelas V SD Muhammadiyah 1 Palopo. Jenis penelitian ini adalah penelitian eksperimen yang di desain menggunakan one group pre-test post-test. Data dikumpulkan melalui teknik observasi, wawancara, tes, kuisioner, dan dokumentasi kepada guru bahasa Arab dan siswa kelas V SD Muhammadiyah 1 Palopo yang berjumlah 25 siswa. Hasil penelitian menunjukkan nilai sig. (2 tailed) dari data pre-test dan post-test adalah < 0,05, yaitu sebesar 0,000. Artinya, hipotesis diterima. Dengan kata lain, terdapat perbedaan yang signifikan antara nilai rerata pre-test dan post-test. Jadi, penguasaan *mufradāt* siswa mengalami peningkatan setelah diterapkannya metode Tamyiz.

Kata Kunci : Abaza, Metode Pembelajaran Bahasa Arab, *Mufradāt*, Tamyiz

A. Introduction

In the process of learning Arabic, some problems can not be denied. There are at least two kinds of problems, namely linguistic and non-linguistic problems.[1] Linguistic problems are issues that are directly related to languages, such as phonology, syntax, morphology, vocabulary, and semantics.[2] Meanwhile, non-linguistic problems are issues that also influence and determine the success of the learning process, such as from teachers, students, motivation, media, methods, time, and learning environment as well as socio-cultural differences between Arabs and Indonesians.[3] These problems are also experienced by students of SD Muhammadiyah 1 Palopo, one of the elementary schools located in the city of Palopo, which teaches not only general knowledge but also religious sciences, including Arabic, which is very important to learn as a Muslim.

On the one hand, the problem faced by fifth-grade students of SD Muhammadiyah 1 Palopo is the mastery of *mufradāt*.[4] *Mufradāt* or what in Indonesian is called this vocabulary means vocabulary or a list of words.[5] As one of the essential aspects of

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[1] Alfi Fauziyyah, Ulfiah Ulfiah, and Ila Nurlaila Hidayat, 'Efektivitas Metode Tamyiz Terhadap Memori Dalam Mempelajari Alquran Pada Santri Pondok Pesantren Quran', *Jurnal Psikologi Islam Dan Budaya*, 1.1 (2018), 37–52 <https://doi.org/10.15575/jpib.v1i1.2070>.

[2] Aziz Fahrurrozi, 'PEMBELAJARAN BAHASA ARAB : PROBLEMATIKA DAN SOLUSINYA', *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1.2 (2014), 161–80 <https://doi.org/10.15408/a.v1i2.1137>.

[3] Admin Admin and Noor Amirudin, 'PROBLEMATIKA PEMBELAJARAN BAHASA ARAB', *TAMADDUN :*, 2017, 1–12 <https://doi.org/10.30587/tamaddun.v0i0.66>.

[4] Saifuddin Sifuddin, Wawancara Terstruktur, Palopo, 17 Mei 2017.

[5] Riwayadi Riwayadi and Anisyah Anisyah, *Kamus Inggris-Indonesia* (Surabaya: Sinar, 2007), p. 308.

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language,[6] mastery of *mufradāt* also determines the quality of one's language skills, both in *mahārah istimā, mahārah kalām, mahārah qirāah, and mahārah kitābah*.[7] However, more than half a percent of fifth-grade students do not master *mufradāt*, so they have difficulty and have not been able to master Arabic as a whole.[8] On the other hand, fifth-grade students are still very unfamiliar with Arabic. In addition, students claimed to have less interest and motivation in participating in the learning process.[9] In addition, students only get one hour of lessons in one meeting within a week.[10] For this reason, students want a different learning atmosphere and efficient lesson hours.

Learning Arabic is different from learning Indonesian. Therefore, the basic principles of teaching must be different, including in terms of methods.[11] The method is significant in Arabic.[12] Linguistically, "method" comes from Latin, namely "*meta*", which means "through" and "*hodos*", which means "way". In Arabic, the method is called "*ṭarīqah*", which means the way, system, or order in doing something. This understanding is not much different from what is written in the KBBI; that method is an orderly way used to do a job so that it is achieved as desired.[13] In general, the method is defined as a way of doing an activity or job by using facts or concepts systematically.[14] So, the method is a way that is taken to facilitate the process of achieving goals.

In this regard, teachers need to apply spesific methods to improve students' mastery of *mufradāt*.[15] One of the learning methods that can be applied is the Tamyiz method. The Tamyiz method is learning by singing or using songs with rhythms that match the material. This learning method can be taught in large or small classes; The

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[6] Helmi Kamal, 'The Influence of Online Game on the Learners' Arabic Vocabulary Achievement', *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 13.1 (2021), 16–31 <https://doi.org/10.24042/albayan.v13i1.7339>.

[7] Muhammad Luqman Hakim, 'PEMANFAATAN MEDIA PEMBELAJARAN GAME INTERAKTIF DALAM PEMBELAJARAN KOSAKATA BAHASA ARAB', *Arabi : Journal of Arabic Studies*, 2.2 (2017), 156–62 <https://doi.org/10.24865/ajas.v2i2.56>.

[8] Nandang Sarip Hidayat, *Problematika Pembelajaran Bahasa Arab* (UIN Riau: Fakultas Tarbiyah dan Ilmu Keguruan, 2012), p. 85.

[9] Lilis Damayanti, Wawancara Terstruktur, Palopo, 17 Mei 2017.

[10] Muh. Wahyu Ramadhan Abdullah, Wawancara Terstruktur, Palopo, 17 Mei 2017.

[11] Mawardi Mawardi, *Sistem Pembelajaran Bahasa Arab* (Makassar: LPK STAIN, 2012), p. 5.

[12] Zulfiah Sam, 'Metode Pembelajaran Bahasa Arab', *NUKHBATUL 'ULUM: Jurnal Bidang Kajian Islam*, 2.1 (2016), 206–20 <https://doi.org/10.36701/nukhbah.v2i1.16>.

[13] 'Hasil Pencarian - KBBI Daring' <https://kbbi.kemdikbud.go.id/entri/METODE> [accessed 23 August 2021].

[14] Syamsu S. *Strategi Pembelajaran Meningkatkan Kompetensi Guru (*Cet. I; Makassar: Penerbit Aksara Timur 2015),h. 89.

[15] Febry Ramadani S and R. Umi Baroroh, 'Strategies And Methods Of Learning Arabic Vocabulary/ Strategi Dan Metode Pembelajaran Kosakata Bahasa Arab', *Ijaz Arabi Journal of Arabic Learning*, 3.2 (2020) <https://doi.org/10.18860/ijazarabi.v3i2.10062>.

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number of study hours may be large or small. The Tamyiz method is guided by the book entitled "Tamyiz" by Zaunal Fatin, or familiarly called Abaza. He is a student of Kyai Anas Tamyiz. Abaza wrote the book at the request of Dr. H.M.S. Kaban, builder of the Bayt-Tamyiz Islamic boarding school in Indramayu, West Java, after returning from a pilgrimage from the tomb of Imam Syafi'i in Egypt. So that Indonesian children can imitate Imam Syafi'i, who from the age of 10 has been proficient in teaching the *al-Qur'ān*, *ḥadiṡ*, and the science of interpretation in various scientific assemblies.[16]

The Tamyiz method has several advantages. Mukhroji, in his scientific work, wrote that learning using the Tamyiz method was engaging, fun,[17] not boring, as stated by Subakir.[18] In addition, Romayani explained that it was easier for students to understand the material presented through the Tamyiz method because the language and theoretical formulation were reasonably straightforward.[19] In this theory, spesific keys make students able to memorize the material directly and quickly.[20] Muna added that the Tamyiz method could activate all students so that learning outcomes are evenly distributed with measurable evaluations. With this, the Tamyiz method can be said to be a method that is not burdensome and effective, so it has the potential to be applied in other materials.[21]

In line with that, several previous studies have revealed that the Tamyiz method is a practical method that can be used in *Naḥwu* and *Ṣaraf*[22] in learning the yellow book

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[16] Esi Hairani and others, 'Kohesi Metode Tamyiz Dalam Pelajaran Bahasa Arab Di Pesantren Takhasus Bayt Tamyiz Indramayu', *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3.2 (2018), 99–124 <https://doi.org/10.33511/misykat.v3n2.99-124>.

[17] Mukroji Mukroji, 'METODE TAMYIZ (Sebuah Formulasi Teori Nahwu Shorof Quantum)', *Jurnal Kependidikan*, 2.1 (2014), 161–84 <https://doi.org/10.24090/jk.v2i1.547>.

[18] Subakir Subakir, 'EFEKTIVITAS METODE TAMYIZ DALAM PENGEMBANGAN KETERAMPILAN MENERJEMAH AL-QUR'AN (Studi di Pondok Pesantren Bayt Tamyiz Indramayu)', *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, 11.1 (2016), 134–49 <https://doi.org/10.31332/ai.v11i1.436>.

[19] '05_Efektifitas_Metode_Tamyiz_-_Dina_Romayani.Pdf' <http://jurnal.upi.edu/file/05_Efektifitas_Metode_Tamyiz_-_Dina_Romayani.pdf> [accessed 25 July 2021].

[20] Hafiyya Izdihaar el Fauzy, 'ANDRAGOGI PEMBELAJARAN BAHASA ARAB METODE "TAMYIZ" DALAM PERSPEKTIF PENDIDIKAN NON FORMAL', *Semnasbama*, 2.0 (2018) <https://prosiding.arab-um.com/index.php/semnasbama/article/view/188> [accessed 9 August 2021].

[21] Wa Muna, 'AKSELERASI PEMAHAMAN MATERI SHARAF MELALUI METODE TAMYIZ BERBASIS PERAGAAN PADA MAHASISWA IAIN KENDARI', *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, 12.2 (2018), 166–81 <https://doi.org/10.31332/ai.v12i2.647>.

[22] Nadia Fatchu Ilmi, 'METODE "TAMYIZ" UNTUK PEMBELAJARAN NAHWU DAN SHARAF PADA AL-QUR'AN', *Semnasbama*, 5.0 (2021), 542–52.

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(*Kitab kuning*)[23] and translation of Arabic texts, including the *al-Qur'ān*.[24] Rosalia and Abdullah stated that using the Tamyiz method was reasonably effective for translating intermediate-level Arabic texts. Therefore, the Tamyiz method can be applied to achieve quality and quantity standards of learning Arabic.[25] This reason has also encouraged Jaldri and Syafi'i to implement the Tamyiz method in *qawā'id* learning and Arabic text translation, which later stated that the learning process was effective and efficient. Thus, it is known that the Tamyiz method is often applied in the study of the yellow book (*Naḥwu* and *Ṣaraf*) and the translation of Arabic texts and has proven to be effective and efficient.[26]

As for this study, the researchers conducted a trial of the application of the Tamyiz method in learning *mufradāt,* which contained the practice of using the rhythm of the song in which the lyrics were replaced with the *mufradāt* to be memorized. The purpose of this study was to observe and report on the implementation of the Tamyiz method, describe the students' mastery of *mufradāt*, and determine the effect of the application of the Tamyiz method on the mastery of mufradāt of fifth-grade students of SD Muhammadiyah 1 Palopo. In this regard, the results of this study are expected to provide benefits for SD Muhammadiyah 1 Palopo to improve students' mastery of *mufradāt* so that students can pronounce the *mufradāt* correctly, understand its meaning, and be able to use it for expression. In addition, the results of this study are also expected to add insight to teachers about the Tamyiz learning method. Thus, this test is essential to do.

Method

This study was carried out using a quantitative approach. The type of research used is a quasi-experimental method to determine the effect of the Tamyiz method experiment on students' mastery of *mufradāt*. Furthermore, this study was designed in the form of a

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[23] Farhan Farhan, 'Manajemen Pembelajaran Kitab Kuning Pola 100 Jam Menggunakan Metode Tamyiz', *Khazanah Pendidikan Islam*, 1.1 (2019), 38–52 <https://doi.org/10.15575/kp.v1i1.7139>.

[24] Khoirul Wildan and A. Jauhar Fuad, 'Implementasi Metode Tamyiz Dalam Pembelajaran Baca Kitab Kuning', *AL-WIJDÁN: Journal of Islamic Education Studies*, 4.1 (2019), 91–105.

[25] Serlita Rosilia and Abdullah Abdullah, 'PENERAPAN METODE TAMYIZ DALAM MENERJEMAHKAN TEKS BAHASA ARAB DI MTS AL-FALAH GORONTALO', *AL-KILMAH*, 1.2 (2020), 1–16.

[26] Kafin Jaladri and Imam Syafi'i, 'PENERAPAN METODE TAMYIZ DALAM PEMBELAJARAN BAHASA ARAB DI PPTQ-TD TARBIYATUL UMMAH SUKOHARJO 2015-2016', *Thulabuna - Jurnal Pendidikan Bahasa Arab*, 1.1 (2019) <https://jurnal.stimsurakarta.ac.id/index.php/thulabuna/article/view/52> [accessed 25 July 2021].

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one-group pre-test post-test. Mulyatiningsih quoted Neuman as giving an example of the design which, when illustrated, would look like the following image:[27]

O$_1$	X	O$_2$
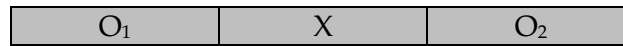
Figure 1. One group pre-test post-test design

Description:
O : Measurement
X : Treatment

Based on the design, the primary data in this study were sourced from fifth-grade students of SD Muhammadiyah 1 Palopo. They were selected because they had the appropriate qualities and characteristics to study and draw conclusions.[28] Thus, the population in this study was fifth-grade students, totaling 25 students. At the sime time, the sample was taken using a total sampling technique or complete sampling, namely taking all the population as samples.[29] Regarding the size of the population and sample, Arikuto said if the population is less than one hundred, it is better to take all of them so that the research is a population study. Nevertheless, if the object is large, it can be taken between 10-15% or 20-25%.[30] Since the population is less than 100, the sample of this study was 25 students of fifth-grade students who were designated as the experimental group.

To obtain accurate data, researchers used data collection techniques that were appropriate to the type of data required, namely through participant observation, tests, closed questionnaires, structured interviews, and documentation. Observations in this study were conducted at SD Muhammadiyah 1 Palopo covering the school environment, study room, teaching-learning process, and teaching materials. Meanwhile, the tests used are pre-test and post-test, which are listed on the test sheet arranged based on the objectives to be achieved. Accordingly, closed questionnaires were also distributed to students to find out their responses to the method used. To complete the research results, the researcher interviewed an Arabic teacher and two fifth-grade students of SD Muhammadiyah 1 Palopo. In addition, the researchers also documented data on school profiles, names of active teachers/coaches, and students' Arabic grades.

After the data was collected, the researcher conducted a prerequisite test for data analysis through a normality test using the Kolmogorov Smirnov technique. Furthermore,

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[27] Endang Mulyatiningsih, *Riset Terapan Bidang Pendidikan Dan Teknik* (Yogyakarta: UNY Press, 2011), p. 98.

[28] Sugiyono Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2011), p. 90.

[29] Sugiyono Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV Alfabeta, 2012), pp. 56–71.

[30] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2014), p. 112.

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the data was processed using descriptive statistical techniques with the formulas contained in Figure 2.[31] Then, a hypothesis test was conducted for this study. The hypothesis of this research is "There is a difference between the mean value of pre-test and post-test" with the analysis technique in the form of paired sample t-test.

$$P = \frac{F}{N} X\ 100\ \%$$

Figure 2. The Presentage Formula

Description:
P : Percentage
N : Number of samples
F : The value obtained is the frequency of the number of respondents

B. Results and Discussion

The Implementation of the Tamyiz method in Mufradāt Learning

The implementation of the Tamyiz method in *mufradāt* learning was carried out in the fifth grade of SD Muhammadiyah 1 Palopo through the introduction, core, and closing stages. In the preliminary stage, the teacher starts the learning process by checking students' readiness, making apperceptions, and conveying the objectives and scope of the material. Furthermore, at the core stage, the teacher guides students in memorizing and understanding the *mufradāt* by first providing lists of *mufradāt* that have been arranged according to the rhythm of the song to be used. After that, the teacher gives an example of how to sing the *mufradāt* to the rhythm of the song. Then the teacher allows the students to sing the vocabulary over and over again. The closing stage is where the researcher and students conclude the material that has just been studied. Then, the learning process ended by saying *hamdalah*, and the researcher greeted the students.[32]

Treatment is carried out in two cycles with different materials. In the first cycle, the learning material delivered is *mufradāt* related to "Daily Activities" (أَعْمَالُ اليَوْمِيَّةِ) as shown in Figure 3. While in the second cycle, the teacher teaches *mufradāt* about "Body Parts" (أَعْضَاعُ الْجِسْمِ) as listed in figure 4.

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[31] Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2015), p. 43.

[32] Observasi Partisipan, 27-28 September 2017.

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Figure 3. Learning material in the first cycle

Gambar 4. Learning material in the second cycle

The stages above can also be found in several previous studies. For example, Qomaruddin's observations on mufradāt learning at SD IT Harapan Bunda Purwokerto with the theme "Home" (بيتي).[33] Furthermore, research conducted by Ridwan and Awaluddin at RA Raodhatul Athfal Ma'had Hadith Al-Junaidiyah Biru Bone which discusses "Body Parts" (أَعْضَاعُ الْجِسْمِ) using the rhythm of the song entitled "Anak Gembala".[34] In addition,

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[33] Ahmad Qomaruddin, 'Implementasi Metode Bernyanyi Dalam Pembelajaran MufradÄ•ťʼ, *Jurnal Kependidikan*, 5.1 (2017), 20–28 <https://doi.org/10.24090/jk.v5i1.1240>.

[34] Ridwan Ridwan and A. Fajar Awaluddin, 'PENERAPAN METODE BERNYANYI DALAM MENINGKATKAN PENGUASAAN MUFRADAT DALAM PEMBELAJARAN BAHASA ARAB DI

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implementing the Tamyiz method, there are activities where students listen to learning materials sung by the teacher. Jin and Webb mention in their findings that it significantly contributes to the learning of *mufradāt*.[35]

***The Students' Responses to the Tamyiz Method***

After doing the post-test, the researcher distributed questionnaires to the students to find out the students' responses to the Tamyiz method. The following are descriptive statistics on the results of the questionnaire:

Graph 1. Arabic is a complex subject
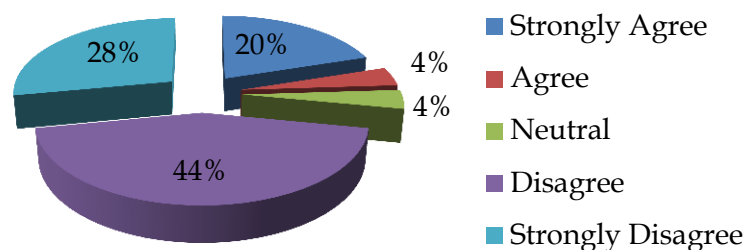
Graph 1 shows students' responses to the statement "Arabic is a difficult subject". According to the graph, the criteria for disagreeing were the most chosen by the students. In contrast, for the least chose by the students were the criteria for doubting and agreeing. Almost half of the students chose disagree, which was 44%. As the most minor criteria, agree, and neutral were chosen by 4% of students respectively, while strongly agree criteria were chosen by no more than 20% of students. The criteria for strongly disagree were chosen by almost a third of students, which was 28%.

**Graph 2. Tamyiz is a fun method**
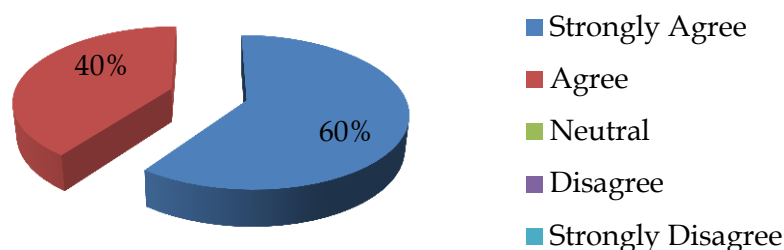
RAODHATUL ATHFAL', *Didaktika : Jurnal Kependidikan*, 13.1 (2019), 56–67 <https://doi.org/10.30863/didaktika.v13i1.252>.

 [35] Zhouhan Jin and Stuart Webb, 'Incidental Vocabulary Learning Through Listening to Teacher Talk', *The Modern Language Journal*, 104.3 (2020), 550–66 <https://doi.org/10.1111/modl.12661>.

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Graph 2 depicts students' responses to the statement, "The use of the Tamyiz method in learning mufradāt is fun." After learning mufradāt using the Tamyiz method, 60% of students strongly agree that the Tamyiz method is fun, while 40% agree. In addition, it is also known that not one percent of students choose other criteria.

Graph 3. Tamyiz method makes *mufradāt* easy to be memorized
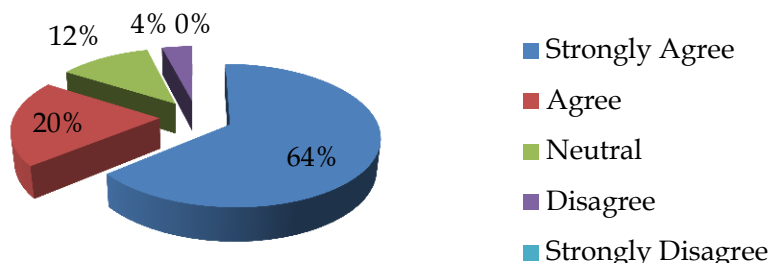
Graph 3 shows students' responses to the statement, "The Tamyiz method makes it easier for students to memorize *mufradāt*." We can see from the graph that most students easily memorize mufradāt through the Tamyiz method. The highest percentage is in the strongly agree criteria, while the lowest percentage is in the disagree criteria, which is 0%. The criteria for agreeing were chosen by one-fifth of the students, which was 20%. This figure was followed by the neutral criteria of 12% and followed by the disagree criteria, which were chosen by no more than 4% of students.
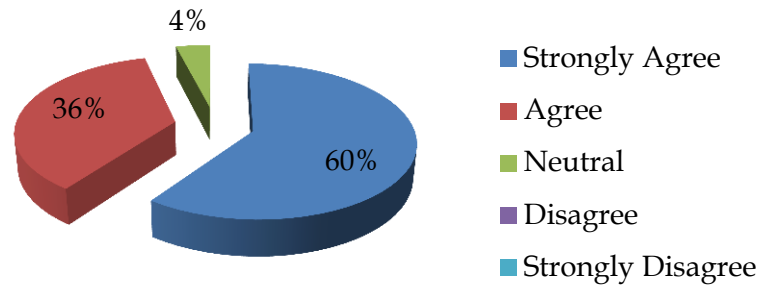
Graph 4. Tamyiz method can increase student motivation
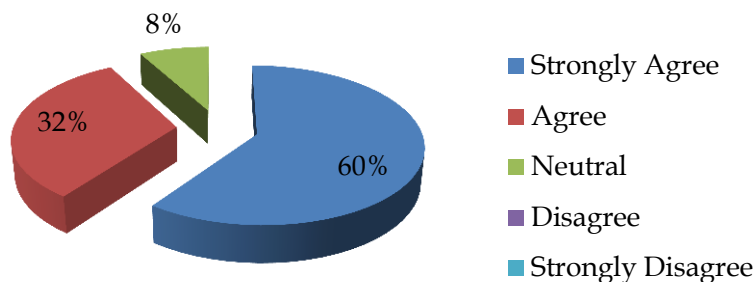
Graph 4 shows the percentage of student responses to the statement, "Tamyiz method can increase student motivation." The highest percentage is obtained on the criteria of strongly agree, while the lowest percentage is for disagreeing and strongly disagreeing, each of which is 0%. As the criterion with the highest percentage, strongly agree was chosen by 60% of students. The criteria for agreeing are about half of the highest percentage 32%, while the percentage for neutral criteria is not more than 8%. Similar results can be found in

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Doriraju and Jambulingam, which states that songs can increase students' enthusiasm in learning vocabulary.[36]

Graph 5. Tamyiz method can improve students' mastery of *mufradāt*


Graph 5 illustrates the percentage of students' responses to the statement "The Tamyiz method can improve students' mastery of *mufradāt*." Most students strongly agree that the Tamyiz method can increase students' mastery of *mufradāt* by a percentage of 60%. This figure is almost double the percentage of students who voted in favor of 36%. The lowest percentage is in the neutral criteria of 4%, while the other criteria have 0%. A similar response was also found by Pavia, et al. that songs listened to contribute to increasing students' vocabulary repeatedly.[37]

The Statistic Description of Pre-Test dan Post-Test Data

Data on students' mastery of *mufradāt* in this study were obtained from pre-test and post-test. A simple summary of the two data can be seen in the graph below:

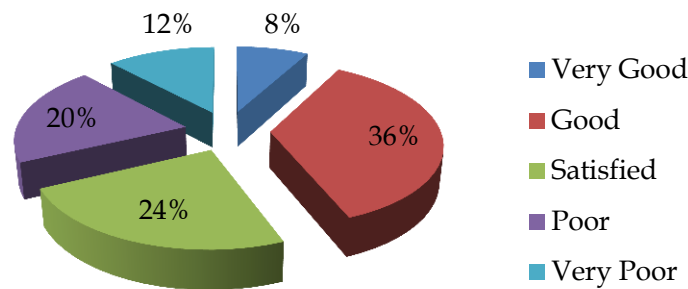**Graph 6. The percentage of *pre-test* data**

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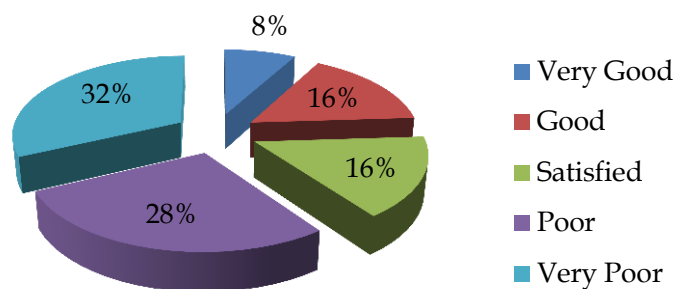
[36] Regina Dorairaju and Manimekalai Jambulingam, 'The Role of Music and M-Learning in English: Vocabulary Gain Among Tertiary Students', *Journal of Language and Education*, 3.2 (2017), 39–44 <https://doi.org/10.17323/2411-7390-2017-3-2-39-44>.

[37] Niousha Pavia, Stuart Webb, and Farahnaz Faez, 'INCIDENTAL VOCABULARY LEARNING THROUGH LISTENING TO SONGS', *Studies in Second Language Acquisition*, 41.4 (2019), 745–68 <https://doi.org/10.1017/S0272263119000020>.

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Graph 6 shows the percentage of students' pre-test mastery of *mufradāt* data. Very poor and poor criteria are the criteria for the highest percentage, while very few get very good criteria. Very poor and poor achieved by about a third of students with a percentage that is not much different, namely 32% and 28%, respectively. This figure is twice as high compared to the good and sufficient criteria, which are recorded at 16% each.

Graph 7. The percentage of *post-test* data

Graph 7 shows the percentage of post-test data on students' mastery of *mufradāt*. The good and sufficient criteria experienced a percentage increase, while the researchers found a reduction in the very poor and poor criteria, respectively, by 12% and 20%. As the criteria with the highest score, the good criteria were achieved by more than a third of the students with a percentage of 36%. This number is more than double the pre-test score. The criteria are pretty achieved by almost a third of students with a percentage of 24%. One other criterion is obtained by the same percentage as the pre-test, which is 8%.

The Effect of Tamyiz Learning Method on Student's Mufradāt Mastery

The Prerequisite Test

The prerequisite test for data analysis that the researcher did was the normality test. This test is conducted to determine whether the distribution of data is normally distributed or not. In this regard, the technique that the researcher uses is the Kolmogorov Smirnov technique. For that, the researcher used the help of IBM SPSS 24.

Table 1. The result of the normality test

No	Data	N	Sig. (2 tailed)	Description
1	*Pre-test*	25	0,151	Normal
2	*Post-test*		0,221	

Table 1 describes the results of the normality test of the pre-test and post-test data for the experimental class. Both data show a significance value > 0.05. The pre-test data has a significance value of 0.151. Meanwhile, the post-test data has a significance value of 0.221.

That is, H_1 is accepted, and H_0 is rejected. Thus, it can be concluded that the data comes from a normally distributed population.

The Paired Sample T-Test

The research hypothesis was tested using the paired sample t-test. In this regard, this test is intended to compare the mean pre-test and post-test data of the experimental class before and after treatment. The hypothesis in this test is "There is a difference between the mean value of the pre-test and post-test.". The results of the paired sample t-test can be seen in the following table:

Table 2. The result of *paired sample t-test*

No	Data	N	Mean	Correlation	Sig.	Description
1	*Pre-test*	25	62,8	0,832	0,000	Significant
2	*Post-test*		70,8			

Table 2 shows the results of the experimental class paired sample t-test. The test results show that the correlation between the two variables is 0.832. It shows that the correlation between the two students' pre-test and post-test means is solid and significant. In addition, the value of sig. (2 tailed) of the two variables <0.05, which is 0.000. That is, the hypothesis is accepted. In other words, there is a difference between the pre-test and post-test mean scores. These results reinforce in more detail the previous studies. For example, research conducted by Setiawan and Hasan found a very significant influence on students' mastery of *mufradāt*.[38] Likewise, with Aslah's research that singing can significantly improve students' mastery of *mufradāt*.[39] In addition, Luo mentioned that singing could be applied to increase the effectiveness of *mufradāt* learning and can increase students' interest in learning it.[40]

C. Conclusion

In conclusion, the teacher applies the Tamyiz method in class V of SD Muhammadiyah 1 Palopo by giving lists of *mufradāt* that have been arranged according to the song rhythm that will be used for students to memorize and understand. Then, the teacher demonstrates how to sing the *mufradāt* to the song, and allows students to sing the *mufradāt* repeatedly. After the paired sample t-test was conducted on the pre-test and

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[38] Bambang Setiawan and Hasan Hasan, 'Efektivitas Penggunaan Metode Bernyanyi dalam Meningkatkan Penguasaan Mufradat Bahasa Arab Siswa', *Proceeding NATHLA : al-Nadwah al-'Alamiyyah fi Ta'lim al-Lughah al-'Arabiyyah*, 1.1 (2020), 35–44 <https://doi.org/10.23971/nathla.v1i1.146>.

[39] Zumrotul Aslah, 'Upaya Peningkatan Penguasaan Kosa Kata Arab Dengan Metode Bernyanyi Kelas VII B MTsN 6 Sleman Yogyakarta', *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 3.2 (2017), 269–86 <https://doi.org/10.14421/almahara.2017.032-05>.

[40] '1315-E176.Pdf' <http://www.ijiet.org/vol9/1315-E176.pdf> [accessed 22 August 2021].

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post-test results, it was found that the sig. (2 tailed) of 0.000 where the figure is <0.05. This means that the Tamyiz method has a significant effect on increasing the mastery of *mufradāt* for fifth-grade students of SD Muhammadiyah 1 Palopo. In addition, the use of the Tamyiz method has a positive impact on the non-linguistic constraints faced by students in the form of increasing learning motivation and well-allocated lesson hours because of the advantages possessed by this learning method.

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