The Effect Of Using Memrise On Maharah Qira'ah Among The Seventh Grade Students At Mtsn 1 Malang City

Pengaruh Penggunaan Memrise Terhadap Maharah *Qira'ah* Pada Siswa Kelas VII Mtsn 1 Kota Malang

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Abstract

This present research was aimed at describing (1) the learning of reading Arabic using Memrise and (2) the effect of the use of Memrise on the reading skills among the seventh-grade students at MTsN (State Islamic Junior High School) 1 Malang City. Reading in this present research is learning to read vocabulary and sentences. This research adopted a quantitative approach where the subjects were the seventh grades E and H students at MTsN 1 Malang City in learning Arabic using Memrise. The students were asked to learn online independently. The data were obtained from the test results. The data source was respondents from the students of seventh Grades E and H. The research instruments were pretests and posttestsposttests. The data analysis technique used was the t-test. The results showed the following: (1) the learning of reading Arabic using Memrise was carried out through the following steps: learning the material, pronouncing words, interpreting words according to pictures, and doing quizzes. (2) Based on the results of the t-test, it can be concluded that using Memrise in learning Arabic can positively affect students' reading skills.

Keywords: Reading skills, Memrise.

الملخص

يهدف هذا البحث الحالي إلى وصف (1) تعلم قراءة اللغة العربية باستخدام ميمريس و (2) تأثير استخدام ميمريس على مهارات القراءة بين طلاب الصف السابع في المدرسة الثانوية الحكومية الأولى مالانج. تعلم القراءة المشار إليه في هذا البحث هو قراءة المفردات والجمل. اعتمد هذا البحث نهجًا كميًا حيث كان الموضوع طلاب الصف السابع E و H في المدرسة الثانوية الحكومية الأولى مالانج في تعلم اللغة العربية

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باستخدام ميمريس. طُلب من الطلاب التعلم عبر الإنترنت بشكل مستقل. تم الحصول على البيانات من نتائج الاختبار. كان مصدر البيانات عبارة عن مستجيبين من طلاب الصف السابع E و H. كانت أدوات البحث عبارة عن اختبارات تمهيدية وبعدية. كانت تقنية تحليل البيانات المستخدمة هي اختبار T. أظهرت النتائج ما يلي: (1) تم تعلم قراءة اللغة العربية باستخدام ميمريس من خلال الخطوات التالية ، وهي تعلم المادة ، ونطق الكلمات ، وتفسير الكلمات وفقًا للصور ، وإجراء الاختبارات القصيرة. (2) بناءً على نتائج اختبار t ، يمكن استنتاج أن استخدام ميمريس في تعلم اللغة العربية يمكن أن يكون له آثار إيجابية على مهارات القراءة لدى الطلاب.

الكلمات الرئيسية: مهارة القراءة, ميمريس.

Introduction

Learning is an interaction between learning and teaching that is very close and influences each other, whereas student-teacher interaction is carried out face-to-face. Face-to-face learning makes it easier for teachers to guide their students so that practical lessons occur. Nengrum, Pettasolong, and Nuriman explained that in face-to-face learning, teachers could deliver the materials comprehensively, and students also get feedback directly from teachers.[1] Especially in learning a language, students need continuous exercises and practice.

Environmental situations and conditions strongly influence the process of learning Arabic. One of them is the pandemic of Covid-1. During the pandemic, learning was no longer conducted at schools but was changed to distance learning. Accordingly, teachers were required to adapt and develop the learning methods, strategies, and media which can be used to adjust to the current situation and condition.

MTsN 1 Malang City is a favourite madrasah (Muslim educational institution) that offers Arabic as a compulsory lesson. During the pandemic, online learning took place. This madrasah has already used Zoom, E-learning, and Macromedia Flash as the learning media. However, in using these media, students need more time to practice their language in the learning session, particularly their reading skills. The reading skills in question are pronouncing Arabic vocabulary and understanding the meaning of Arabic words and sentences.

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[1] Thityn Ayu Nengrum, Najamuddin Pettasolong, and Muhammad Nuriman, "Kelebihan Dan Kekurangan Pembelajaran Luring Dan Daring Dalam Pencapaian Kompetensi Dasar Kurikulum Bahasa Arab Di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo," *JURNAL PENDIDIKAN* 30, no. 1 (March 1, 2021): 1, accessed April 9, 2022, http://journal.univetbantara.ac.id/index.php/jp/article/view/1190/876.

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Lacking such a reading skill is a problem for students learning Arabic, where the reading skill is one of several language skills necessary for learners to master. Reading is the foundation for learning and communicating between readers and writers.[2] The student's success in achieving goals and being able to follow the Arabic learning process at school is determined by their mastery of reading skills. Learning reading skills is intended to develop student's reading skills in reading and understanding text contents. For this reason, learning reading skills is urgent and should be seriously attended to.[3]

Distance teaching, especially online, according to Purwanto et al. (2020), has some advantages and disadvantages. The advantage of online learning is that the time is unlimited, and it saves transportation cos. Meanwhile, its disadvantages are that the material delivered could be more explicit. Some boredom is caused by a monotonous learning atmosphere and a lack of interaction between students and teachers.[4] The research results of Andrianto Pangondian, Insap Santosa, and Nugroho (2019) revealed that the time teachers need for online learning more extended, and the feedback between students and teachers as an active activity practice is slower to reduce the time for material delivery.[5]

The lack of online learning also creates obstacles for parents when accompanying their children to study from home.[6] Some obstacles encountered by the parents are that they do not master the material, it is challenging to increase children's interest and motivation to learn, they run out of time for work, and they have difficulty in operating gadgets.[7]

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[2] Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2005).

[3] Temu Nurul Hasanah, "Efektivitas Penggunaan Metode Tutor Sebaya (Peer Tutoring) Untuk Meningkatkan Maharah Qira'ah Pada Peserta Didik Kelas XI IPA Di Madrasah Aliyah Negeri 1 Yogyakarta," *Shaut al Arabiyyah* 8, no. 2 (December 10, 2020): 101, accessed April 9, 2022, https://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyah/article/view/15142.

[4] Agus Purwanto et al., "Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online Di Sekolah Dasar," *Jurnal of Education, Psychology and Counsel; ing* 2, no. 1 (2020): 1–12, accessed April 9, 2022, https://ummaspul.e-journal.id/Edupsycouns/article/view/397/223.

[5] Roman Andrianto Pangondian, Paulus Insap Santosa, and Eko Nugroho, "Faktor-Faktor Yang Mempengaruhi Kesuksesan Pembelajaran Daring Dalam Revolusi Industri 4.0," *PRO SIDING Seminar Nasional Teknologi Komputer & Sains (SAINTEKS)* (January 26, 2019): 56–60, accessed April 9, 2022, https://prosiding.seminar-id.com/index.php/sainteks/article/view/122/122.

[6] Tsaniya Zahra Yuthika Wardhani and Hetty Krisnani, "OPTIMALISASI PERAN PENGAWASAN ORANG TUA DALAM PELAKSANAAN SEKOLAH ONLINE DI MASA PANDEMI COVID-19," *Prosiding Penelitian dan Pengabdian kepada Masyarakat* 7, no. 1 (July 14, 2020): 48–59, accessed April 9, 2022, http://jurnal.unpad.ac.id/prosiding/article/view/28256.

[7] Anita Wardani and Yulia Ayriza, "Analisis Kendala Orang Tua Dalam Mendampingi Anak Belajar Di Rumah Pada Masa Pandemi Covid-19," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (August 22, 2020): 782, accessed April 9, 2022, https://obsesi.or.id/index.php/obsesi/article/view/705/pdf.

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The factors inhibiting students from online learning are that they have less time to interact with teachers, have less active communication, are burdened with many tasks, are easily bored and saturated, and possess less supportive gadgets.[8] This is also the case in learning to read Arabic online. Students need a complete understanding of the material and more time to do exercises or practices guided by teachers and parents, so they do not attain the specified competencies. Meanwhile, according to Brown in Suwartono (2008), practices and exercises are absolute in learning a language and require intensive time.[9]

One of the ways teachers do to overcome problems arising in online learning is to make use of media in the learning process. Harry C. McKown in Jennah (2009) stated that the function of the learning media is to motivate children to be more active and focused on the object being studied.[10] Purba et al. explained that learning might occur more effectively and efficiently since using the media may improve teacher-student relationships.[11]

Memrise is an online medium for learning a language. Online media is an alternative learning method that may make students feel safe. There are some advantages of using Memrise media. Namely, it is easily accessed using computer devices and smartphones, it adopts drawing, audio and memory techniques, there are routine tests to ensure the users remember concepts, and the language materials may be set in line with the curriculum adopted.

Memrise can be accessed with computers or smartphones so that it is easier for students to learn the language anywhere and anytime as long as the device is connected to the Internet. With the existence of image and audio techniques, Memrise is included in audio-visual media. Amriyeni, Syarif, and Irani (2013) stated that learning activities could improve students' learning outcomes using an audio-visual format.[12] Teachers can not only include material but also monitor students' progress in using Memrise.

Previous research on the use of Memrise was conducted by Aminatun and Oktaviani (2019) with the title "Using Memrise to Boost English for Bussiness Vocabulary Master:

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[8] Meda Yuliani et al., *Pembelajaran Daring Untuk Pendidikan: Teori Dan Penerapan* (Yayasan Kita Menulis, 2020).

[9] Suwartono, *Sukses Belajar Bahasa Asing* (Semarang: CV. Mimbar Media Utama, 2008).

[10] Rodhatul Jennah, *MEDIA PEMBELAJARAN* (Banjarmasin: ANTASARI PRESS, 2009), accessed April 16, 2022, http://digilib.iain-palangkaraya.ac.id/2204/1/Rodhatul.pdf.

[11] Ramen A. Purba et al., *Pengantar Media Pembelajaran* (Yayasan Kita Menulis, 2020).

[12] Merisa Amriyeni, Idawati Syarif, and Zora Iriani, "PENGARUH AUDIO VISUAL TERHADAP HASIL BELAJAR SISWA DALAM PEMBELAJARAN TARI DAERAH SETEMPAT KELAS X SMA NEGERI 8 PADANG," *Universitas Negeri Padang* 2, no. 1 (2013): 65–74, accessed April 9, 2022, https://adoc.pub/pengaruh-audio-visual-terhadap-hasil-belajar-siswa-dalam-pem.html.

Student's Viewpoint. Data on students' perceptions showed that Memrise made a high contribution to the improvement of English vocabulary. With the point ranking reached, students were increasingly motivated to beat other students' points.[13]

Research on the effectiveness of Memrise has also been carried out by Abarghoui and Taki (2018. It was revealed that 83% of students would recommend Memrise to other students, and 92% felt that Memrise is a suitable medium for learning a language. This research shows that Memrise is a practical resource to influence students' attitudes when combined with direct instruction.[14]

The difference between this present research and previous research lies in the research object, subject, and language skills to be studied. Memrise was chosen because it is a suitable medium for distance learning since the Covid-19 pandemic broke out, where students tend to get bored with the learning atmosphere and many assignments given by their teacher. Memrise can be used as a medium providing a new atmosphere in learning and strategies that teachers can adopt in giving interactive assignments as their students' language tasks or practices.

This research was conducted to describe the learning of reading Arabic using Memrise and reveal the effect of the use of Memrise on reading skills among the students of seventh grade at MTsN 1 Malan. The reading skill referred to in this study is reading vocabulary and sentence patterns.

Method

The research design adopted was quasi-experimental. This model was employed because the researchers could not regulate and control all the external variables that might affect the research process. In this study, it is a Nonequivalent Control Group Design was used. There were two groups, namely the experimental group and the control group.

An experimental group is a group that will be given some treatment in the form of learning to read Arabic using Memrise. At the same time, the control group is a class that does not use Memrise in learning to read Arabi. Both groups would be given a pretest and posttest to know their initial and final reading skills.

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[13] Dyah Aminatun and Lulud Oktaviani, "USING 'MEMRISE' TO BOOST ENGLISH FOR BUSINESS VOCABULARY MASTERY: STUDENTS' VIEWPOINT," *PROCEEDING UNIVERSITAS PAMULANG* 1, no. 1 (2019): 591–596.

[14] Masoud Azizi Abarghoui and Saeed Taki, "Measuring the Effectiveness of Using 'Memrise' on High School Students' Perceptions of Learning EFL," *Theory and Practice in Language Studies* 8, no. 12 (December 2018): 1758–1765, accessed April 18, 2022, http://academypublication.com/issues2/tpls/vol08/12/25.pdf.

This research was conducted at the MTsN 1 Malang City on April 19 - May 25, 202. The research subject was seventh grade E, with 29 students as the experimental group, and seventh grade H, with 31 students as the control group. The determination of the experimental and control groups was randomly made.

The data source in this study was the respondent. In this case, the students in question were those in the seventh grades E and H at MTsN 1 Malan. The respondents were besought to do the questionnaire tes. The data in this research were obtained from the instrument in the form of tes. The test applied in this present research is in the form of multiple choice with several 20 items.

The data obtained were then analyzed using descriptive and inferential statistics analyze. A descriptive statistics analysis contains minimum, maximum, and means scores. The inferential analysis used in this research is the t-test. Before administrating the t-test, a prerequisite test, namely, normality and variance homogeneity tests, was made.

Results

The following is presented the data on the learning of reading using Memrise and the effect of the use of Memrise on students' reading skills. The respondents consisted of students of seventh Grade E as the experimental group and H as the control group. The experimental group was treated using Memrise, while in the learning control group, Memrise was not used. The research was conducted from April 19 to May 6, 2021. Meanwhile, the posttest was administered on May 25, 2021.

The Use of Memrise in Learning Reading

This research was conducted in six meetings. Learning reading d using Memrise was done independently by the student. Memrise can be accessed through a laptop or smartphone device. Memrise is not limited by time and space, allowing students to use it outside lesson hours. Although the teachers did not guide its use, they could monitor the student's activities using Memrise by looking at the leaderboard's quiz score.

First Meeting

At the first meeting, students did pretests and were introduced to Memrise media. The pretest consists of 20 multiple-choice test items with the theme of *Yaumiyyatul Us*er. This pretest is used to determine the student's initial reading ability. Then students were shown how to create an account and access an Arabic language class in Memrise.

Second Meeting

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At the second meeting, the learning activity began with *qira'ah jahriya* . Students were shown ismiyah sentences about Yaumiyyatul Usrati and their pictures. The sentence structure consists of *isim + fi 'il + maf 'ul bih and isim + fi 'il + dhoro* . Students listened to the correct pronunciation of the sentence while looking at the sentence text. Then, they pronounced the sentence. Students were asked to read together as well as individually. Next, students were guided to interpret the sentence with the help of the pictures.

The learning was continued with the explanation about *tas*rif fi'i. Students were presented with two different sentences containing *fi'il* with unequal *dhomi* . Students were asked to compare and mention the differences between the two sentences. Then students listened to the explanation about using fi'il by the *dhomi* . After that, students read the other two sentences loudly and interpreted them together.

Third Meeting

The learning of reading Arabic at the third meeting was carried out independently using Memrise. Students accessed Memrise using laptops or smartphones. First, students learned vocabulary and its meaning. Students listened to the pronunciation of words and interpreted the word with the help of a picture. Then, students did a quick. The quiz is in the form of questions about the meanings of Arabic words by choosing words that fit the audio, writing the words heard and stringing Arabic words from random letters.
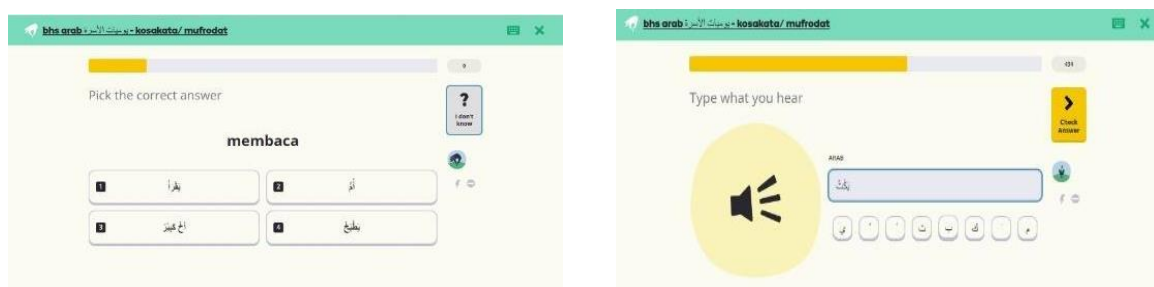

Figure. Pictures of Vocabulary Quiz

After studying the vocabulary, students learned *tasrif fi'i*. Students listened to the audio explanation about using *fi'il* that corresponds to the *dhomi* . An explanatory audio was shown along with a table containing *fi'il* corresponding to various *dhomir* . Then, students did a qui. The quiz consists of questions to interpret sentences containing *fi'il* and dhomir.
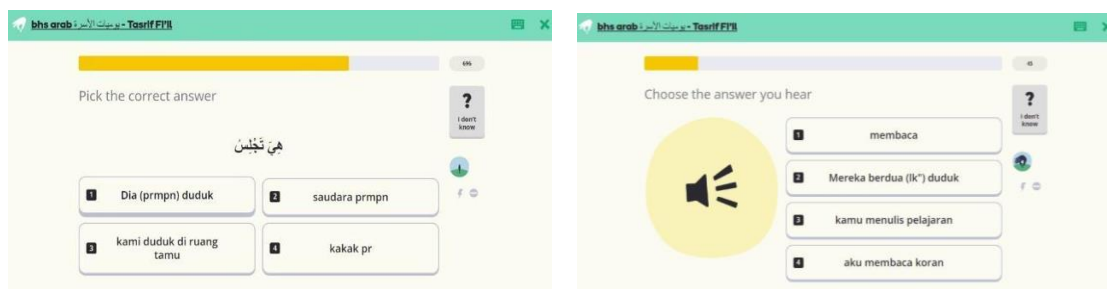
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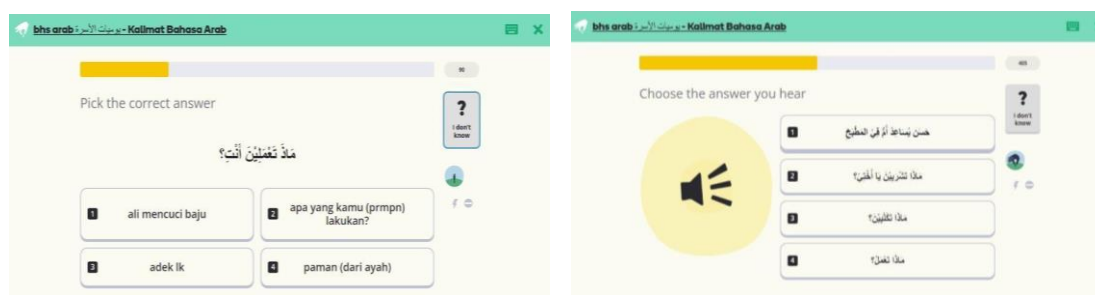Figure. Pictures of *Tasrif Fi'il* Quiz

Fourth Meeting

In the learning of reading at the fourth meeting, students were shown two interrogative sentences using *madza* and the answer. Students listened to the correct pronunciation of interrogative sentences. Then, they were asked in pairs to read the interrogative sentences and their answer. Then students together interpreted the sentence. After understanding the meaning of the two sentences, students were asked to compare and explain the difference between the two interrogative sentences.

The learning activities continued with students answering questions. Students have presented pictures and interrogative sentences. Students were asked to answer the questions according to the picture. In this kind of question, the students answered the question by linking the subject in the picture to the *fi'il* use. Students were also asked to read the text consisting of a conversation and to interpret it together. Then they answered the questions based on the information from the converted text.

Fifth Meeting

The learning of reading using Memrise at the fifth meeting was carried out independently. The activity done was that students listened to the explanation of the use of the madza question word in the sentence "ماذا تعمل؟" and "ماذا تكتب؟". Then, students did a qui. The quiz contains questions about the meaning of ismiyah and interrogative sentences, assembling words into ismiyah and interrogative sentences, and writing sentences by audio.

Figure. Question and Answer Sentence Quiz Photo

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The Effects of the Use of Memrise Media on Arabic Reading Skills

The student's initial Arabic reading skills were grouped based on research groups, namely, experimental and control groups. Students' initial reading skills level was measured using a test research instrument. The experimental and control groups were given the same test. During the pretest, the reading skills test consisted of vocabulary, sentence arrangement, and comprehension questions with explicit and implicit answers. The test was carried out before the students were treated with Memrise medi. Implementing the pretest using the Google Form was chosen because it adapts to the learning activities at MTsN 1 Malang City that were carried out online.

The average score of the pretest of the experimental group was 60.65, whereas that of the control group was 66.9. The pretest score obtained showed that the experimental and control groups' pretest scores did not meet the minimum passing grade criteria of 80.

Table Statistics Description

No	Pretest	N	Minimum	Maximum	Average
1	Experimental Group	23	25	95	60.65
2	Control Group	18	30	100	66.94

Students' final reading skills were measured using a test instrument. The final reading skills test (posttest) contains vocabulary questions, sentence arrangements, and comprehension with express and implied answers, while the question items were the same as the pretest. The posttest was also provided through Google Forms. The test was given either to the experimental group or the control group after the experimental group was treated using Memrise media.

The average score of the post-test in the experimental group was 83.87, while the average post-test in the control group was 68.3. This score showed that the average post-test score of the experimental group was higher than that of the control group. Although the minimum score of the experimental group was 25, this showed that the score was lower than the minimum score of the control group, namely 40.

Table. Statistics Description

No	Posttest	N	Minimum	Maximum	Average
1	Experimental Group	23	25	100	83.87
2	Control Group	24	40	100	68.33

Then, the data on research results were analyzed using the inferential statistic. Before that, a prerequisite test was carried out first, namely the Kolmogorov-Smirnov normality test

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and the variance homogeneity test. The hypothesis in the Kolmogorov-Smirnov normality test is H0: the normal data distribution and H1: abnormal data distribution.

Table 3. Kolmogorov-Smirnov Normality Test

No	Posttest	N	KScount	Table	Category
1	Experimental Group	23	0.1825607972	0.275	Normal
2	Control Group	24	0.1703775036	0.269	Normal

The Kolmogorov-Smirnov normality test was administered using the Microsoft Excel application. H0 was rejected if the KS count was more significant than the KS table (Mairing, 2017). Based on the Kolmogorov-Smirnov normality test results table, the second KScount data is smaller than the KS table. Therefore, the distribution of the two data w

as expected.

The following prerequisite test is the variance homogeneity test. This prerequisite test hypothesizes that both variances are homogeneous, and h1: both are not homogeneous. H0 is rejected if the f-count exceeds the f-table (Mairing, 2017).

Table. Homogeneity Variance Test

	Experimental Group	Control Group
Variance	332.8063241	377.5362319
Sample	23	24
F-count	1.134402217	
F-Table	2.024599989	

Based on these tables, the F-count= 1.134402217 and the F-table= 2.02459998. The F-count is smaller than the F-table, and H0 is accepted. Data variance one and data variance 2 are homogeneous.

After the prerequisite test, the research data were analyzed using the t-test. The hypothesis in this test is H0: there is no effect of Memrise on students' reading skills, and H1: there is an effect of Memrise on students' reading skills. Ho is accepted if the t-count is smaller than the t-table. The t-test was performed using the Microsoft Excel application.

Table. T-test for the Comparison of Two Independent Samples

	Experimental Group	Control Group

Variance	332.8063241	377.5362319
Sample	23	24
T-count	2.622487659	
T-Table	1.679427393	

The experimental and control groups' posttest scores were analyzed using a t-test. Based on the table above, it can be seen that the score of the t-count is 2.622487659, and that of the t-table is 1.6794279. The t-count is greater than the t-table, so H0 is rejected.

Discussion

In learning Arabic, students need new media to help them develop language skills, especially reading. When implementing learning online, where teachers cannot convey their material to the maximum degree, students should learn independently at home. Memrise is one of the media that can be used in the learning process to develop students' reading skills.

In developing language skills, Memrise can be used to deliver materials and train students. Memrise provides the students with several levels arranged for delivering materials and exercise. The level of materials is used to convey the meaning of vocabulary, the use of *tasrif fi'il* by its *dhomir*, and the use of the question word *madz*. At the same time, the exercise level contains quizzes in various forms.

Vocabulary is the primary element students should have in learning a foreign language. By mastering this vocabulary, one may understand the meaning conveyed by someone using a language. Djiwandono (1996) revealed that the number of vocabulary understood determines one's understanding of the message conveyed in the language.[15] The level of vocabulary mastery dramatically affects the quality and process of students' mastery of Arabic language skills. Ahsan (2020) stated that students who do not know the vocabulary are unlikely to master the language skills.[16] This is also expressed by Tarigan (1985), stating that one's quality and the number of vocabulary affects the quality of one's language skills she/he masters.[17]

Santosa (2020) in his research stated that mastery of vocabulary might affect the ability to read persuasive texts.[18] Hatmanti, Hamzah revealed the same thing, and Trianto (2017) that

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[15] M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran* (Bandung: ITB Press, 1996).

[16] Natasya Ahsan, "Penggunaan Model Pembelajaran Make a Match Untuk Meningkatkan Penguasaan Kosa Kata," *Semnasbama (SEMINAR NASIONAL BAHASA ARAB) IV* 4, no. 10 (2020): 130.

[17] Henry Guntur Tarigan, *Pengajaran Kosakata* (Bandung: Angkasa, 1985).

[18] Purwanto et al., "Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online Di Sekolah Dasar."

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vocabulary mastery is significantly related to fast reading ability.[19] These two studies show that vocabulary mastery directly correlates with reading skills.

Then it can be interpreted that students should learn vocabulary first to improve their reading skills. Vocabulary means meaning and thinking because one expresses what comes to mind using the words one wants.[20] Instead, one may understand the idea of the written mind by reading the word. A competency that one should be mastered in learning vocabulary is the ability to pronounce letters from vocabulary and understand the meaning of words independently or in context.

Each language has its grammatical arrangement. A sentence arranged with this particular pattern may then be communicative. In language learning, one is required to master knowledgeable grammar as a foothold.[21] Especially for reading skills, grammar makes it easier for students to interpret a text and understand the intent in writing.

The simple pattern in Arabic is *isim+isim or isim + fi'il*.[22] The pattern *isim + fi'il* in Arabic has been referred to as a sentence. Between isim and fi 'il, it should be according to the type and number. Because of the arrangement of Arabic grammar, there must be an element of *muthobaqoh*, which is the suitability between types and numbers.[23] Take مُحَمَّدَ يَجْلِسُ as an example; the type of fail and *fi'il* are both *mudzakar*, then the number of *fail* and *fi'il* are both *mufrod*.

Furthermore, the sentence *istifham* (question) arrangement also has a specific pattern. Question words in Arabic have various positions and functions. The meaning and function of the question word can be known if the question word has been entered into a sentence. Examples of the use of the question word *madza* have different question meanings. In the

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[19] Gendis Siti Hatmanti, Syukri Hamzah, and Agus Trianto, "HUBUNGAN PENGUASAAN KOSAKATA DENGAN KEMAMPUAN MEMBACA CEPAT SISWA KELAS X IPA 6 SMA NEGERI 1 CURUP TAHUN PELAJARAN 2016/2017," *Jurnal Ilmiah KORPUS* 1, no. 1 (August 29, 2017): 44–51, accessed April 9, 2022, https://ejournal.unib.ac.id/index.php/korpus/article/view/3204/1648.

[20] Muhammad Kamil Al-Naqah, *Ta'lim Al Lughah Al Arabiyah Li Al Nathiqin Bi Lughat Ukhra Ususuh - Madakhiluh - Thuruq Tadrisuh* (Makkah Al-Mukarromah: Jaamiatu Ummu Al-Quro, 1985).

[21] Puspo Nugroho, "DIKOTOMI PEMBELAJARAN BAHASA ARAB Antara Knowledge Dan Performance Penulis Adalah Dosen STAIN Kudus," *Arabia Jurnal Pendidikan Bahasa Arab* 8, no. 1 (2016): 119–141, accessed April 9, 2022, https://journal.iainkudus.ac.id/index.php/Arabia/article/view/1948/pdf.

[22] Bagus Andrian Permata, "TEORI GENERATIF-TRANSFORMATIF NOAM CHOMSKY DAN RELEVANSINYA DALAM PEMBELAJARAN BAHASA ARAB," *EMPIRISMA: JURNAL PEMIKIRAN DAN KEBUDAYAAN ISLAM* 24, no. 2 (July 1, 2015): 179–187, accessed April 9, 2022, https://jurnal.iainkediri.ac.id/index.php/empirisma/article/view/18.

[23] Hasyim Asy'ari, "Keistimewaan Bahasa Arab Sebagai Bahasa Al-Qur'an," *Jurnal Manajemen Pendidikan Islam (Nidhomul Haq)* 1, no. 01 (2016): 21–28, accessed April 9, 2022, https://www.e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/5/3.

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sentence ؟مَذَا تَعْمَل, the word *madza* is used to ask about the work done. While the sentence مَاذَا ؟تَقْرَأ, the word *madza* is used to ask about the object being worked on.

Students' reading skills can be improved by using audio-visual media in learning. Using audio-visual media can make students more focused, not easily bored, and quickly understand the material.[24] Audio in Memrise is the pronunciation sound of tex. In using the pronunciation sound in reading activities, students listen to correct pronunciation and then can imitate i. It is not limited to being able to recite the text; students should understand the meaning of a text. Visual elements, namely illustrative pictures, can help a text's meaning. Students can interpret a text based on a picture. In learning, pictures can provide broader and more concrete experiences and understanding of students' memories and associations.[25]

Students' involvement in media use during the learning process can improve their learning outcomes.[26] The students' active activity in using Memrise was when they were quizzed. Students practice determining the meaning of words, choosing words that fit the audio, arranging letters into words, and words into a sentence. With this interaction, Memrise can be categorized as an interactive medium. The essential characteristic of interactive media is that students must interact when they join in learning activities.[27]

Mastering Arabic is not only knowledge but also tends to be performance or skills.[28] Therefore, in order to master language skills, continuous practice is required. This exercise can be done using Memrise. This is because Memrise can deliver materials and exercises for students that can be accessed anytime and anywhere. Media can make individual education simpler because it facilitates learning resources and tasks.[29]

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[24] Intan Nurhasana, "PENGGUNAAN MEDIA AUDIO-VISUAL PADA MATA PELAJARAN BAHASA ARAB," *AL-FIKRU: JURNAL PENDIDIKAN DAN SAINS* 2, no. 2 (2021): 217–229, accessed April 26, 2022, https://ejournal.unzah.ac.id/index.php/alfikru/article/view/573/553.

[25] Baiq Tuhfatul Unsi, "Media Gambar Dalam Pembelajaran Kosakata Bahasa Arab," *Tafaqquh* 2, no. 1 (2014): 26–44, accessed April 25, 2022, http://www.jurnal.iaibafa.ac.id/index.php/tafaqquh/article/view/18/19.

[26] Teni Nurrita, "PENGEMBANGAN MEDIA PEMBELAJARAN UNTUK MENINGKATKAN HASIL BELAJAR SISWA" 03, no. 1 (2018): 187, accessed April 26, 2022, https://core.ac.uk/download/pdf/268180802.pdf.

[27] Trimansyah, "KECENDRUNGAN MEDIA PEMBELAJARAN INTERAKTIF," *FITRAH: Jurnal Studi Pendidikan* 12, no. 1 (2021): 13–27, accessed April 26, 2022, http://ejournal.stitbima.ac.id/index.php/fitrah/article/view/311/203.

[28] Nugroho, "DIKOTOMI PEMBELAJARAN BAHASA ARAB Antara Knowledge Dan Performance Penulis Adalah Dosen STAIN Kudus."

[29] Najib Bakhous, "Istikhdaamaat Al-Wasail As-Sam'iyah Al-Bashoriyah Fii Al-Amaliyah At-Ta'liimiyah," *Dafaatir Al-Mukhbir* 4, no. 1 (2009): 179, https://www.asjp.cerist.dz/en/article/79665.

Dealing with the formulation of the second problem, the effect of using Memrise media on reading skills can be known based on the data on the tests of the experimental and control group. In this study, the average pretest score of the experimental group was 60.65, and that of the control group was 66.9. The average pretest score of both groups still needs to meet the minimum passing grade criteria of 8. Meanwhile, the average posttest score of the experimental group was 83.87, and that of the control group was 68.3. The effect of Memrise use on students' reading skills was tested using the t-test. Namely, it is the method used to test the significance of the difference between the two averages.[30]

Based on the t-test results, the t-count score is 2.622487659, and the t-table score is 1.67942739. The t-count is greater than the t-table. If the t-count > t-table, then the H0 is rejected.[31] So, the conclusion is that there is an effect of the use of Memrise on students' reading skills. This is because Memrise can serve as a medium that can foster students' motivation and stimulation. Therefore, the use of Memrise can affect students' reading skills. Hamalik stated that motivation, interest, curiosity, learning stimuli, and even psychological influence could be improved by using media in the learning process.[32]

In addition, the quiz technique in Memrise helps students memorize vocabulary and sentence form. If students can master vocabulary and sentence patterns, they can master language skills, including reading skills. Dahlia (2013) explained that there are several models of reading exercises, namely (1) enriching vocabulary, (2) learning the contents of reading, and (3) learning sentence patterns.[33]

Learning media is essential in the learning process because it can overcome time and place problems, provoke students to think further, promote interaction between students, and affect the quality of the learning process, which later may improve their learning outcomes.[34] However, the improvement of student learning outcomes is not affected by the use of media. Several other factors influence the learning process in improving students' reading skills.

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[30] M. Ali and M. Asrori, *Metodologi & Aplikasi RISET PENDIDIKAN* (Jakarta: Bumi Aksara, 2014).

[31] Jackson Pasini Mairing, *Statistika Pendidikan : Konsep Dan Penerapannya Menggunakan Minitab Dan Microsoft Excel* (Yogyakarta: Penerbit ANDI, 2017).

[32] A. Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2013).

[33] Sri Dahlia, "URGENSI METODE QIROAH DALAM PEMBELAJARAN BAHASA ARAB DI PTAI," *Arabia: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (August 13, 2016), accessed August 11, 2022, https://journal.iainkudus.ac.id/index.php/Arabia/article/view/1407.

[34] Hasan Abidin, "وسائل التعليم اللغة العربية وتطوره في مهارة القراءة بكلية التربية الجامعة التهذيب الإسلامية," *Jurnal Ats-Tsaqofi* 2, no. 1 (June 29, 2020): 65–84, accessed October 13, 2022, http://ejournal.kopertais4.or.id/mataraman/index.php/tsaqofi/article/view/4152.

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Factors that can affect learning are categorized into two, namely, internal and external factors.[35] Internal factors include the physiological and psychological conditions of students, namely students' physical condition, intelligence, interest motivation, attitudes, talents, and confidence. At the same time, external factors include the social and non-social environment. The social environment is family, school, and community, while the non-social environment is the natural environment, learning facilities, and subject matter.

Conclusion

Reading using Memrise begins with learning vocabulary, *tasrif fi'il*, *madza* question words, and simple sentences. The steps done by students are as follows: listening to word pronunciation, interpreting words through images, understanding *tasrif fi'il*, understanding the use of the question word *madza* and doing quizze . Based on the research results, the use of Memrise media in learning Arabic positively affects the reading skills of the seventh-grade students at MTsN 1 Malan. This is evidenced by the analysis of the t-test, where the result of the t-count is 2.622487659,   which is greater than that of the t-table, 1.6942739. Therefore, the H0 is accepted.

Memrise media can facilitate the students' learning process in improving their reading skills. Naturally, students' reading skills are the ability to pronounce words and understand the meanings of words, which can be obtained through habituation and memorization. Memrise is expected to be a medium for students' exercises either in or out of class.

The material contained in Memrise in this study is still limited to one chapter. Therefore, it is suggested that the following researchers or teachers develop this medium for broader Arabic learning materials by considering the facilities and features available and accessible through the website or application for a more attractive look.

Acknowledgements

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