

Media Experiments with Jumping Word Circles in Improving Arabic Vocabulary Learning for Class IV MI Muhammadiyah Sribit

Rosyidah Dzunur'aini¹, Naimah²

UIN Sunan Kalijaga Yogyakarta, UIN Sunan Kalijaga Yogyakarta
e-mail: ¹20204092007@student.uin-suka.ac.id, ²naimah@uin-suka.ac.id

Abstract

Mastery of Arabic vocabulary is the main key to success in learning Arabic. By using media as a bridge in distributing material, it will change the mindset of students who think learning Arabic is difficult to understand. At MI Muhammadiyah Sribit, the conventional Arabic learning process inspired researchers to conduct experimental research on the use of word hoop game media to know the differences in students' Arabic vocabulary mastery between the experimental class and the control class. This study uses a quasi-experimental research type with a quantitative approach. The research subjects were students of class IV A as the experimental class and students of class IV B as the control class. The process of collecting data using test results, observations, and interviews was then analyzed using the paired-sample t-test and independent-sample t-test with the help of SPSS. From the results of the study, it was found that the results of the application of game media in learning Arabic can improve students' vocabulary mastery. Based on the results of the independent sample t-test, the posttest significance value in the experimental class was $0.008 < 0.05$, and the posttest value in the control class was $0.009 < 0.05$. So it can be concluded that there is a significant difference between the mastery of Arabic vocabulary for the experimental class and the control class.

Keywords: *Game Media, Word Jump Game, Mastery of Arabic Vocabulary, MI Muhammadiyah Sribit.*

Abstrak

Penguasaan kosa-kata bahasa Arab merupakan kunci keberhasilan utama dalam belajar bahasa Arab. Dengan menggunakan media sebagai jembatan dalam menyalurkan materi akan mengubah pola pikir peserta didik yang menganggap pembelajaran bahasa Arab sulit untuk dipahami. MI Muhammadiyah Sribit dalam proses pembelajaran bahasa Arab yang masih konvensional menginspirasi peneliti untuk melakukan penelitian eksperimen penggunaan media permainan melompat bulatan kata dengan tujuan untuk mengetahui perbedaan penguasaan kosa-kata bahasa Arab peserta didik antara kelas eksperimen dan kelas kontrol. Penelitian ini menggunakan jenis penelitian eksperimen kuasi dengan pendekatan kuantitatif. Adapun subyek penelitian adalah peserta didik kelas IV A sebagai kelas eksperimen dan peserta didik

kelas IV B sebagai kelas kontrol. Proses pengumpulan data dengan menggunakan hasil tes, observasi dan wawancara kemudian dianalisis dengan menggunakan uji *paired sample t test* dan *independent sample t test* dengan bantuan SPSS. Dari hasil penelitian diperoleh hasil bahwa hasil dari penerapan media permainan dalam pembelajaran bahasa arab dapat meningkatkan penguasaan kosa-kata peserta didik. Berdasarkan hasil uji *independent sample t test* diperoleh nilai signifikansi *posttest* pada kelas eksperimen sebesar $0.008 < 0.05$ dan nilai *posttest* pada kelas kontrol $0.009 < 0.05$. Maka dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara penguasaan kosa-kata bahasa Arab peserta didik kelas eksperimen dan kelas kontrol.

Kata kunci: Media Permainan, Permainan Melompat Kata, Penguasaan Kosakata Bahasa Arab, MI Muhammadiyah Sribit.

A. Introduction

Arabic has a very important role. Especially for Muslims. This is because Arabic is the language of science, both religious sciences and other sciences. In addition to Arabic as the language of science, Arabic is also the language of religion in which the majority of religious sciences, both interpretation, hadith, fiqh, monotheism and so on are written in Arabic.¹ The purpose of learning Arabic is to master Arabic language and skills, such as *muthola'ah*, *muhadatsah*, *insya'*, *nahwu*, and *shorof*, to acquire language skills which include four aspects of proficiency, namely: listening skills, reading skills, writing skills, and speaking skills.²

Learning Arabic in this era is still a subject that is considered difficult by students. Learning a foreign language is an effort to form and build new habits in students to interact and communicate with foreign language owners.³ In the world of education, especially in schools whose bases are not based on Islamic boarding schools, learning Arabic is considered a boring subject. The students who are learning any language are required to know the vocabulary of the language being studied, without knowing the vocabulary it would be difficult or even impossible for students to be able to master the language skills in question. It could be said that at the beginning of learning students should be directed to acquire good vocabulary

¹ Ahmad Muhtadi Anshor, *Pengajaran Bahasa Arab Media Dan Metode-Metodenya* (Yogyakarta: Sukses Offset, 2009), hlm. 1.

² M. Khailullah, *Media Pembelajaran Bahasa Arab* (Yogyakarta: Aswaja Pressindo, n.d.), hlm. 9.

³ Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang: UIN Malang Press, 2009), hlm. 18.

mastery.⁴ To overcome these problems, namely by using media in learning as a means to convey Arabic learning material so that learning is more fun.⁵

Based on the observations of researchers in the learning process at MI Muhammadiyah Sribit, students still find it difficult to accept learning materials. This is due to the learning method used by the teacher using the classical method, namely teacher-centered learning.⁶ From these observations, it can be concluded that the limitations of methods and media in learning resulted in students feeling bored in the learning process with the delivery of material carried out by the teacher which made students feel bored and unfocused.



Picture 1. learning process at MI Muhammadiyah Sribit

The use of media in the learning process can facilitate the learning process. Soeparno argued that the media is a tool that is used as a channel to convey a message or information from the source to the recipient.⁷ Learning media is a tool that has a function as a distributor in the delivery of material. The media used in the learning process varies widely such as audio, visual, and audiovisual media. There are also learning media that are presented in the form of games. The use of games as a medium in the delivery of learning materials is considered to be able to foster student enthusiasm and enthusiasm in the learning process.⁸

One of the game media that can increase the enthusiasm of students in the learning process is Jumping Word Circles. The Jumping Word Circles can train students to read something they see in the form of pictures and

⁴ Bisri Mustofa, *Abdul Hamid, Metode & Strategi Pembelajaran Bahasa Arab* (Malang: UIN Malang Press, 2012), hlm. 68.

⁵ Umi Machmudah and Abdul Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Arab* (Malang: UIN Malang Press, 2008), hlm. 99.

⁶ Observasi di IV MI Muhammadiyah Sribit (2020)

⁷ Anshor, *Pengajaran Bahasa Arab Media Dan Metode-Metodenya*, hlm. 22.

⁸ Fathul Mujib and Nailur Rahmawati, *Metode Permainan-Permainan Edukatif Dalam Pembelajaran Bahasa Arab* (Yogyakarta: Diva Press, 2011), hlm. 63.

vocabulary.⁹ The purpose of the game is to train students' initial ability to master language vocabulary. There are 6 steps in the play learning method including conveying goals and motivating students, presenting information, organizing students into study groups, guiding study groups, evaluating, and giving awards.¹⁰

Learning by using Jumping Word Circles can be carried out with the following steps:

1. Make circles out of paper. Inside the circle are written the names of Arabic vocabulary related to the material being studied.



2. Put the circle that has the Arabic words written on it on the floor.
3. Form students into several groups, each group consists of 3-4 students.
4. The teacher manages the students to line up according to their respective groups.
5. In front of the line, each group has randomly arranged circles of paper with vocabulary inscribed.
6. The teacher explains to the students how to play.

The way to play the Jumping Word Circles is as follows:

1. The teacher randomly arranges circles containing Arabic vocabulary on the front floor of each group's rows. The side with the written vocabulary is face up.



⁹ Khailullah, *Media Pembelajaran Bahasa Arab*, hlm. 124.

¹⁰ Mardiah Mardiah, "Metode Permainan dalam Pembelajaran Bahasa Indonesia di Madrasah Ibtidaiyah," *Mitra PGMI: Jurnal Kependidikan MI* 1, no. 1 (July 16, 2015): hlm. 74, <https://doi.org/10.46963/mpgmi.v1i1.33>.

2. When the teacher mentions Arabic words such as "sabuurotun" the students who are in the front row in the designated group must jump right in front of the vocabulary without stepping on the part of the vocabulary. This game is carried out alternately in each group.
3. The teacher asks the students who jump to take the circle and read the vocabulary and are followed by all students who participate in the game.
4. Repeat this step until all students have a turn to jump.

This Jumping Word Circles game has the aim of making it easier for students to recognize vocabulary in a language. The use of game media is in line with research conducted by Md. Dhiah Dewi Anantha, et al who used the Jumping Word Circle as a media to determine the effect of thematic learning with the help of Jumping Word Circles on the students' initial reading ability. In this study, it was found that there was a difference between the students' initial reading ability using the Jumping Word Circles and learning using conventional methods.¹¹ Therefore, the researcher hopes that using the jumping word circle media, can increase students' learning enthusiasm and improve students' ability to learn vocabulary. Thus, the researcher wants to do research using the game media which will be implemented in learning Arabic about vocabulary at MI Muhammadiyah Sribit. After implementing Arabic vocabulary learning using the Jumping Word Circles game media, students' are given an evaluation by conducting a posttest after carrying out learning using the game. The different between this research and the research conducted by Md. Dhiah Dewi Anantha is that it focuses on the ultimate goal of learning. Md. Dhiah Dewi Anantha's research focused on students' mastery of compiling perfect sentence, while this study only focused on mastering Arabic vocabulary.

Method

The research method used is a quasi-experimental research using a quantitative approach and involving certain populations and samples.¹² The step design used in obtaining the data in this study used a pretest-posttest control group design, but used a non-equivalent control group design in which the experimental group and control group were not chosen randomly.¹³ The sample used in this study amounted to 50 students

¹¹ Md Dhiah Dewi Anantha, Kt Pudjawan, and Ni Md Setuti, "Pengaruh Pembelajaran Tematik Berbantuan Permainan Meloncat Bulatan Kata Terhadap Kemampuan Membaca Permulaan pada Mata Pelajaran Bahasa Indonesia Kelas I SD," *MIMBAR PGSD Undiksha* 1, no. 1 (January 8, 2013), <https://doi.org/10.23887/jjgsd.v1i1.921>.

¹² Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif: Teori Dan Aplikasi* (Jakarta: PT. Raja Grafindo Persada, 2012), hlm. 158.

¹³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2013), hlm. 79.

consisting of two classes, namely class IV A with 25 students as the experimental class and class IV B with 25 students as the control class. Collecting data using tests, observations and interviews. Before the data collection process, the instrument was tested using the validity test with the product moment formula and reliability test. This validity is carried out to measure the level of accuracy of an instrument against the concept studied in this validity test the instrument will be tested on student outside the sample group and then will be calculated using the Product Moment correlation formula.¹⁴ The reliability test is carried out after the validity of the instrument is tested, in this reliability test the instrument will be tested again for its level of reliability or how consistently the items can measure student interest with relatively the same result.¹⁵ The data from the research were analyzed with the help of the SPSS application with the prerequisite analysis test, namely the normality test using the Kolmogorof-Smirnov normality test, the normality test aims to determine whether the data taken is normally distributed or not by comparing the distribution of the data to be tested with the standard normal distribution.¹⁶ The homogeneity test using the variance test, homogeneity test is used to determine whether the sample taken from the population has the same variance or not. This test carried out as a prerequisite in the independent sample t test analysis.¹⁷ At the final of data analysis to test the hypothesis using the paired sample t test is used which is a statistical analysis used to compare samples.

B. Research Results and Discussion

This research was conducted in the fourth grade of MI Muhammadiyah Sribit Sidoharjo Sragen. This research was conducted in several stages. The first stage is to give a pretest using questions that have been validated. This stage is carried out in order to measure the initial abilities of students before getting treatment by learning using game media. The second stage is giving the first treatment. This treatment is given by using Jumping Word Circles game media. The third stage is giving the second treatment by using Jumping Word Circles game media. The fourth stage is to do a posttest using the same questions as the questions during the pretest. This stage is in order to measure the ability of students after receiving treatment in learning by using Jumping Word Circles game media.

¹⁴ Puguh Suharso, *Metode Penelitian Kuantitatif Untuk Bisnis: Pendekatan Filosofis Dan Praktis* (Jakarta: PT. Indeks, 2009), hlm. 108.

¹⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2009), hlm. 229.

¹⁶ Juliansyah Noor, *Metodelogi Penelitian: Skripsi, Tesis, Disertasi Dan Karya Ilmiah* (Jakarta: Kencana Prenada Media Group, 2011), hlm. 174.

¹⁷ Imam Machali, *Metode Penelitian Kuantitatif* (Yogyakarta: Pustaka An Nur, 2017), hlm. 94.

The process of implementing learning using the word hoop game media was carried out with four lessons in the experimental class. In the first treatment, a pretest was carried out in order to measure the students' initial ability to Arabic vocabulary skills and continued with understanding the material. The second and third treatments carried out the learning process using the Jumping Word Circles game media which was carried out in groups led by the teacher. And the fourth treatment was a posttest in order to see the final ability of the students after getting treatment in learning by using Jumping Word Circles game media.

After obtaining the results of the pretest and posttest using 12 questions and it was stated that the data was valid and reliable, the validity test was carried out with a total of 20 question with a total of 25 people as validators. In the *r table* that if $N = 25$ with a significance level of 5%, the *r table* value is 0.323. thus the question can be said to be valid if *r* from the calculation results $>$ than *r table*. From the results of the validity test, 12 valid questions and 8 invalid question were obtained. The results from reliability test that the significance of alpha value is 0.714. So it can be concluded that the significance value is more than 0.7, so it can be concluded that the instrument is declared reliable. It was continued with the prerequisite test for data analysis, namely normality and homogeneity test.

Analysis Prerequisite Test

Normality test

The results of the normality test on the experimental class student data using the SPSS 16 application are as follows:

Table 1. Experimental Class Normality Test Results Data

No	Data	N	Signification	Information
1	<i>Pretest</i>	25	0.508	Normal
2	<i>Posttest</i>	25	0.441	

Based on table 1, the results of the normality test, it can be seen that the significance of the pretest value is 0.508, which is $0.508 \geq 0.05$, so the data is normally distributed. The results of the normality test on the posttest value in the experimental class obtained a significance of 0.441 which is $0.441 \geq 0.05$ so the data is normally distributed. So it can be concluded that the results of the pretest and posttest in the experimental class are normally distributed.

Normality test was also conducted on learning outcomes in the control class. Where can be obtained the following results:

Table 2. Control Class Normality Test Results Data

No	Data	N	Signification	Information
1	<i>Pretest</i>	25	0.420	Normal
2	<i>Posttest</i>	25	0.460	

From the table 2, results of the normality test of students' learning outcomes in the control class, the significance of the pretest value was 0.420 where $0.420 \geq 0.05$ and the data was normally distributed. And the significance of the posttest value of 0.460 where $0.460 \geq 0.05$ the data is normally distributed. From the above calculation, the researcher concludes that the pretest and posttest data in the experimental class and control class are normally distributed. Thus, one of the conditions for data analysis can be fulfilled.

Homogeneity Test

The homogeneity test is a prerequisite test for data analysis at the next stage. The results of the homogeneity test of the pretest and posttest values in the experimental class and control class are as follows:

Table 3. Pretest and Posttest Homogeneity Test Results Data for Experiment Class and Control Class

No	Data	Levene Statistics	Signification	Information
1	<i>Pretest</i>	0.835	0.366	Normal
2	<i>Posttest</i>	0.003	0.960	

Based on Table 3, the results of the homogeneity test on the pretest value in the experimental class and control class, it can be seen that the significance of $0.366 \geq 0.05$ means that the data is homogeneous. Then the results of the homogeneity test of the posttest value in the experimental class and control class are known to have a significance of $0.960 \geq 0.05$, so the data is homogeneous. So it can be concluded that the two data have homogeneous data variations. In the next stage, the data was analyzed using the paired sample t-test to find out how the students' vocabulary mastery was when they received learning treatment using the word hoop game media.

As for the test results *paired sample t-test* between the pretest and posttest scores are as follows:

Table 4. Test Results Data Paired Sample T Test Experiment Class

No	Data	Mean	Signification	Information
1	<i>Pre-Ex</i>	60.32	0.030	Significant
2	<i>Post-Ex</i>	73.08	0.030	

Based on table 4, the results of the paired sample t test, the average posttest was higher than the pretest. It can also be seen that the significance result is $0.030 < 0.05$. Therefore, it can be concluded that there is a significant difference between before and after learning using game media is applied.

Table 5. Test Results Data Paired Sample T Test Control Class

No	Data	Mean	Signification	Information
1	<i>Pre-Control</i>	57.04	0.417	Not significant
2	<i>Post-Control</i>	59.64	0.417	

Based on table 5, the results of the paired sample t test, the average posttest was higher than the pretest. It can also be seen that the significance result is $0.417 > 0.05$. Therefore, it can be concluded that there is no significant difference in the mastery of Arabic vocabulary in the control class before and after the implementation of conventional learning.

Hypothesis testing

This hypothesis test was conducted to determine the differences in student learning outcomes in learning Arabic vocabulary between the experimental class and the control class by using the test *independent sample t-test*. The results of the t-test pretest scores for the experimental class and the control class are as follows:

Table 6. Independent Sample T Test Result Data on Pretest Value Experiment Class and Control Class

No	Data	Mean	Signification	Information
1	<i>Pre-Ex</i>	48.00	0.403	Not significant
2	<i>Pre-Control</i>	47.65	0.403	

Based on table 6 Independent Sample T Test Result Data on Pretest Value Experiment Class and Control Class the results of the t test, the pretest value can be seen that the significance is 0.403, where $0.403 > 0.05$, it can be concluded that there is no significant difference in Arabic vocabulary mastery between the experimental class and the control class. This also shows that the initial ability to master vocabulary between the experimental class and the control class is not much different.

As for the results of the test *independent sample t-test* the posttest scores for the experimental class and the control class are as follows:

Table 7. Independent Sample T Test Result Data on Posttest Score Experiment Class and Control Class

No	Data	Mean	Signification	Information
1	<i>Post-Ex</i>	48.00	0.008	Significant
2	<i>Post-Control</i>	46.49	0.009	

Based on table 7 Independent Sample T Test Result Data on Posttest Score Experiment Class and Control Class the results of the t-test of the posttest value, it can be seen that the significance of $0.009 < 0.05$, it can be concluded that there is a significant difference in Arabic vocabulary mastery between the experimental class using Jumping Word Circles media and the control class which does not use media in learning. In line with the research written by Dadan Djuanda, at the language games have a dual purpose, namely to get fun as a function of playing, and to practice certain language skill as subject matter.¹⁸ So it can be concluded that language games using Jumping Word Circles can improve Arabic vocabulary learning.

C. Conclusion

Based on the results of experimental research conducted in class IV MI Muhammadiyah Sribit, it can be concluded that the use of Jumping Word Circles media can improve Arabic vocabulary mastery. This can be proven by the difference in the results of the paired sample t-test in the experimental class before and after being treated, namely $0.030 < 0.05$ with the basis for making the decision sig. (2-tailed) < 0.05 means the hypothesis is accepted. This shows that there is a significant difference between the mastery of Arabic vocabulary before and after the implementation of learning using Jumping Word Circles game media. Mastery of vocabulary in students increases after the implementation of learning using the media. Besides that, there is also a significant difference between the mastery of Arabic vocabulary in the experimental class using game media and the control class using conventional learning. This is evidenced by the results of the independent sample t-test in the posttest of the two classes, namely $0.008 < 0.05$ in the experimental class and a significance of $0.009 < 0.05$ in the control class. So it can be concluded that there is a significant difference in the mastery of Arabic vocabulary between the experimental class and the control class 05 in the experimental class and a significance of $0.009 < 0.05$ in the control class. So it can be concluded that there is a significant difference in the mastery of Arabic

¹⁸ Dadan Djuanda, "Belajar Bahasa Indonesia Sambil Bermain," *mimbar-pendidikan* 71 (2006), <http://jurnal.upi.edu/mimbar-pendidikan/view/371/belajar-bahasa-indonesia-sambil-bermain.html>.

vocabulary between the experimental class and the control class 05 in the experimental class and a significance of $0.009 < 0.05$ in the control class. So it can be concluded that there is a significant difference in the mastery of Arabic vocabulary between the experimental class and the control class.

Bibliography

- Anantha, Md Dhiah Dewi, Kt Pudjawan, and Ni Md Setuti. "Pengaruh Pembelajaran Tematik Berbantuan Permainan Meloncat Bulatan Kata Terhadap Kemampuan Membaca Permulaan pada Mata Pelajaran Bahasa Indonesia Kelas I SD." *MIMBAR PGSD Undiksha* 1, no. 1 (January 8, 2013). <https://doi.org/10.23887/jjpsgd.v1i1.921>.
- Anshor, Ahmad Muhtadi. *Pengajaran Bahasa Arab Media Dan Metode-Metodenya*. Yogyakarta: Sukses Offset, 2009.
- Djuanda, Dadan. "Belajar Bahasa Indonesia Sambil Bermain." *mimbar-pendidikan* 71 (2006). <http://jurnal.upi.edu/mimbar-pendidikan/view/371/belajar-bahasa-indonesia-sambil-bermain.html>.
- Khailullah, M. *Media Pembelajaran Bahasa Arab*. Yogyakarta: Aswaja Pressindo, n.d.
- Machali, Imam. *Metode Penelitian Kuantitatif*. Yogyakarta: Pustaka An Nur, 2017.
- Machmudah, Umi, and Abdul Wahab Rosyidi. *Active Learning Dalam Pembelajaran Bahasa Arab*. Malang: UIN Malang Press, 2008.
- Mardiah, Mardiah. "Metode Permainan dalam Pembelajaran Bahasa Indonesia di Madrasah Ibtidaiyah." *Mitra PGMI: Jurnal Kependidikan MI* 1, no. 1 (July 16, 2015): 61–77. <https://doi.org/10.46963/mpgmi.v1i1.33>.
- Mujib, Fathul, and Nailur Rahmawati. *Metode Permainan-Permainan Edukatif Dalam Pembelajaran Bahasa Arab*. Yogyakarta: Diva Press, 2011.
- Mustofa, Bisri. *Abdul Hamid, Metode & Strategi Pembelajaran Bahasa Arab*. Malang: UIN Malang Press, 2012.
- Noor, Juliansyah. *Metodelogi Penelitian: Skripsi, Tesis, Disertasi Dan Karya Ilmiah*. Jakarta: Kencana Prenada Media Group, 2011.
- Observasi di Kelas IV MI Muhammadiyah Sribit, 2020
- Prasetyo, Bambang, and Lina Miftahul Jannah. *Metode Penelitian Kuantitatif: Teori Dan Aplikasi*. Jakarta: PT. Raja Grafindo Persada, 2012.
- Rosyidi, Abdul Wahab. *Media Pembelajaran Bahasa Arab*. Malang: UIN Malang Press, 2009.
- Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, Dan R&D*. Bandung: Alfabeta, 2013.
- Suharso, Puguh. *Metode Penelitian Kuantitatif Untuk Bisnis: Pendekatan Filosofis Dan Praktis*. Jakarta: PT. Indeks, 2009.

Sukmadinata, Nana Syaodih. *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya, 2009.