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The Use of Arabic Quiet Book Media to Improve Students' Writing Skills

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Abstrak

Penelitian ini didasari oleh adanya permasalahan dalam pembelajaran keterampilan menulis bahasa Arab pada siswa kelas VIII MTsS Al-Khairon. Permasalahan tersebut adalah tidak adanya keberanian siswa kelas VIII untuk mengungkapkan ide, gagasan serta pikiran ke dalam sebuah tulisan bahasa Arab dengan benar. Hal ini disebabkan kurangnya penggunaan media dalam pembelajaran bahasa Arab. Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk mendeskripsikan peningkatan hasil belajar peserta didik melalui media *quiet book Arabic* pada pembelajaran bahasa Arab di kelas VIII MTsS Al-Khairon. Penelitian ini dilakukan dalam dua siklus dengan dua kali pertemuan. Metode pengumpulan data yang digunakan yakni melalui tes hasil belajar. Selanjutnya, analisis data melalui hasil tes individu dan hasil ketuntasan belajar. Adapun subjek dalam penelitian ini adalah siswa kelas VIII MTsS Al-Khairon pada semester genap 2021-2022 yang berjumlah 24 orang (12 laki-laki dan 12 perempuan). Hasil penelitian menunjukkan bahwa pada siklus I ialah 53,33% dan pada siklus II meningkat jadi 84,37%. Dari perbandingan siklus tersebut, terdapat peningkatan sebesar 31,04%. Jadi, dapat disimpulkan bahwa penggunaan media *quiet book Arabic* dalam pembelajaran bahasa Arab dapat meningkatkan hasil belajar peserta didik.

Kata Kunci: Keterampilan Menulis, Media Pembelajaran, Quiet Book Arabic.

Abstract

This research is based on the existence of problems in learning Arabic writing skills in class VIII MTsS Al-Khairon. The problem is the lack of courage of class VIII students to express ideas and thoughts in Arabic writing correctly. This is due to the lack of media use in learning Arabic. This research is a classroom action research that aims to describe the improvement of student learning outcomes through Arabic quiet book media in learning Arabic in class VIII MTsS Al-Khairon. This research was conducted in two cycles with two meetings. The data collection method used is through learning outcomes tests. Furthermore, data analysis was done through individual test results and learning completeness results. The subjects in this study were class VIII MTsS Al-Khairon students in the even semester of 2021-2022, totaling 24 people (12 boys and 12 girls). The results showed that in the first cycle it was 53.33% and in the second cycle it increased to 84.37%. From the comparison of the cycle, there was an increase of 31.04%. So, it can be concluded that the use of quiet book Arabic media in learning Arabic can improve student learning outcomes.

Keywords: Writing Skills, Learning Media, Quiet Book Arabic.

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INTRODUCTION

Writing skills are the basic capital for students in understanding the structure and content of reading written in books or other scientific sources. Students as subjects as well as objects of learning are required to learn proactively, as a form of independent learning, learning independence, and the ability to develop self-potential (Habibah, 2016: 173-196). This shows the urgency of writing skills for students from the elementary age level.

Efforts to train students' writing skills are in line with practicing effective communication. This is based on interactive learning activities between teachers and students, so that the effectiveness of communication becomes something vital during the learning process (Dewi, 2017). Furthermore, students who are skilled in writing will easily understand the direction of the conversation or teaching delivered by the teacher, both verbally and in writing (Purwanto, 2013). For this reason, teachers are required to be pedagogically competent, experts in their scientific fields, have personality, and care about the social environment.

The basic competencies possessed by teachers make it easier for teachers to carry out their profession and mandate, especially in realizing fun, creative, innovative learning, and rich in educational experiences for students. The main purpose of this is the teacher's skills in conveying learning messages in a directed and measurable manner. Thus, students will seek to improve the process and learning outcomes on an ongoing basis.

Communication as a form of teacher effort to interact and convey learning messages to students is not only based on verbal or verbal. In addition, teachers can also use the help of learning media, such as displaying PowerPoints through a projector, using teaching aids, and books (student learning resources) (Ningrum, *et.al.*, 2022; Nisa & Sujarwo, 2020: 229-240; Putri & Irwansyah, 2021: 54-63). Through the combination of the teacher's verbal suggestions to students and the help of learning media, it is hoped that it will make it easier for students to understand the core (meaning) of each teaching material (Budiarti & Haryanto, 2016: 233-242).

Widyawati & Prodjosantoso (2015) argue that meaningful learning can be created through a conducive learning climate in madrasas/schools. Through this kind of environmental engineering, it can be a stimulus for students to gain educational experiences (Subroto, *et.al.*, 2020: 135-141). In this context, teachers are required to be able to create innovative teaching materials so that students feel comfortable, enthusiastic, and motivated to learn (Daryanto, 2013). Thus, students get an educational experience related to writing skills (Sanaky, 2009; Zunidar, 2017: 2-14).

Writing skill is the highest type of skill in students' language skills. This is because listening, reading, and speaking activities can be obtained by students through educational experiences. However, writing skills require special training regarding the grammatical structure of the language. This is based on the experience of students who usually find it difficult to express their thoughts in the form of writing. Thus, the use of media is an important concern for teachers to realize optimal learning.

The sophistication of technology currently presents a variety of learning media that greatly assist teachers in the learning process. Moreover, online-based learning media contained in Android application features facilitate the role of teachers to teach in class and in remote systems (Sadiman, 2009). Furthermore, Uno (2011) explained that teachers must be able to play the role of facilitator, inspiration, and motivator to foster student interest and enthusiasm for learning (Suminar, 2019: 774-783).

The learning media used by the teacher during the learning process are adjusted to the age phase of the child's development. The types of media include cartoons for children, props, educational games, and impressions from social media accounts that have educational value (Hamalik, 2003; Fathurrohman, 2015). In the context of this research, the media that will be studied is the Quiet Book Arabic media. This media is a cloth book consisting of pages with meaningful content, and various activities, packaged in the form of an enrichment book.

According to Arsyad (2011: 2), quiet book Arabic learning media is considered appropriate to hone students' writing skills. In line with this, Komsiyah (2012) explains that the media is suitable to balance the

student's learning experience, both from the cognitive, affective, and psychomotor dimensions. Harjanto (2005) added that this media is very easy to find materials or equipment, economical, and fun for students, it's just a matter of how the teacher combines and creates the media to match the topic of teaching materials.

Relevant research on the use of quiet book Arabic media in the learning process has been studied from various perspectives. Among them discusses the aspect of using technology-based media (Azzuhri, 2009: 348-445), post-method era learning (Wahab, 2015: 59-74), Arabic development (Akzam, *et.al.*, 2021: 624-632), learning strategies (Mustofa, 2021: 173-191), comparison of conventional and modern methods (Windariyah, 2018: 309-324; Nasution, 2012), the use of media based on student learning styles (Wafda, 2017: 93-102; Munawwaroh, 2021: 1-10), Arabic learning problems (Vadhillah, *et.al.*, 2019), and the challenges of learning Arabic in the contemporary era (Haron, *et.al.*, 2016: 80-85).

Observing the description above, it is understood that the study of quiet book Arabic media is discussed around the themes of various subjects (fields of study), efforts to improve student learning outcomes, and character building in students. Of course, these themes still leave a "espace" for the study, namely around the theme of writing skills or proficiency (maharah al-Kitabah) in students through the use of Arabic quiet book media. On this basis, the researcher seeks to deepen the theme, which is summarized in the research title, "Using Quiet Book Arabic Media to Improve Writing Proficiency in Elementary Education Level Students". Through this research, it is hoped that it can become literature for further research related to the quiet book Arabic theme as one of the media in helping elementary-aged students to be skilled at writing.

METHOD

This method is based on the fact that the previous scientific approach has not been able to solve the problem of becoming a social inquiry, then a need arises that focuses more on practical problems, not on theoretical problems. Furthermore, there is a desire to realize collaboration to develop the professionalism of educators and education staff. Thus, a research method was developed which was later named Action Research, which in Indonesia later developed into a Classroom Action Research method (Wibawa, 2012).

Teaching methods in education need to be owned by educators because the success of teaching and learning activities depends on the model used by the teacher. If the teacher's teaching model is fun and easy to understand, students will be diligent, diligent, and enthusiastic about accepting the lessons given. In turn, it is hoped that there will be changes in student behavior in terms of speech, manners, motor skills, and lifestyle (Assingkily, 2021).

Classroom action research is research that describes the cause and effect of treatment, as well as describes what happens when the treatment is given and describes the entire process from the beginning of the treatment to the impact of the treatment given on the action subject (Arikunto, *et.al.*, 2021). The background of the research was carried out in class VIII of MTsS Al-Khairon on Jln. Front Ward of Perumka Nagori Station/Perlanaan Village, Bandar District, Simalungun Regency. The implementation of this research is carried out in the even semester of 2022-2023. The subjects in this study were students of class VIII A MTsS Al-Khairon Perlanaan. A total of 24 students, with details of 12 boys and 12 girls.

The data collection technique that the researcher uses is in the form of a test. The test is used to measure student learning outcomes in accordance with the indicator skills and basic competencies. The data collection instrument in this study was in the form of a learning outcome test sheet. The sheet is used to determine student learning outcomes after the use of Arabic quiet book media is applied in learning Arabic. The learning outcomes test questions consist of 6 questions in which there is material about المهنة that has been made by the researcher which is approved by the supervisor and class VIII teacher of MTsS Al-Khairon Perlanaan.

RESULTS AND DISCUSSION

The research was conducted using the prepared planning stages. The subjects of this study were students of class VIII MTsS Al-Khairon Perlanaan, totaling 24 people. The action used by the researcher is learning Arabic using Quiet Book Arabic (QBA) media to improve writing skills (Maharah Kitabah) in the even semester of the 2021/2022 academic year.

The implementation of the action was divided into 2 cycles, the first was held on May 16, 2022, and May 25, 2022. Then continued the cognitive learning outcomes test at the level of student understanding in cycle I, held on May 16, 2022. Then continued with the cognitive learning outcomes test for students' understanding in cycle II, carried out on May 25, 2022. For observation activities, the researcher acts as a teacher assisted by one observer, namely Mrs. Larmaida Purba S.Pd (Arabic teacher class VIII) who acts as an observer who observes the learning process of teachers and students.

In the first cycle, observations were made for each meeting, namely the first meeting of the provision of learning materials to be tested. Then students record the material that has been delivered, after that students memorize what has been given. At the end of the cycle, a learning outcome test is given in the form of an assessment. From the results of observer analysis, research on learning activities shows that the learning carried out by researchers is not going well and it is felt that the implementation of learning is not optimal. So it is necessary to carry out the same activities as in cycle II. in the second cycle of observation, the researcher carried out the same activities as in the first cycle. This observation data was obtained through the student learning test result sheet which was carried out at the end of the cycle. This data is used to see the process of developing activities that occur during the learning process.

Table 1
Comparison of Student Learning Test Results Using Quiet Book Arabic

| Student Learning Test Results Using Crossword Puzzles to Improve Maharah Kitabah | |
|--|-----------|
| Cycle I | Cycle II |
| 53,33% | 84,37% |
| Good | Very Good |

Based on the table above, the presentation of student observations and the use of Quiet Book Arabic media to increase the maharah of the book in the first cycle was still 53.33% in the good category, while in the second cycle it reached 84.37% in the very good category. From the results of observations of the use of Quiet Book Arabic media in increasing students' maharah kitabah from cycle I and cycle II by 31.04%, the increase in student test results can be seen from the results of student evaluations in cycles I and II as follows:

Table 2
Data on Student Evaluation Results Cycles I and II

| Information | Score | |
|-------------------|---------|----------|
| | Cycle I | Cycle II |
| Total | 1.280 | 2.025 |
| Mean | 53,33 | 84,37 |
| The Highest Score | 60 | 90 |
| Completed KKM | 8 | 15 |
| KKM Not Completed | 16 | 9 |
| KKM Percentage | 33,33 | 62,50 |

Based on the research that has been carried out, it is known that student learning tests using Quiet Book Arabic media in improving writing skills have increased. The average value of students in the first cycle was 53.33% to 84.37% in the second cycle. From the data above, 8 students passed in the first cycle, while in the second cycle it increased to 15 students. The results of teacher observations in the use of Quiet Book Arabic media in improving writing skills in cycle I and cycle II are presented in table 3 below:

Table 3
Comparison of Observation Results of Teacher Activities in Using Arabic Quiet Book Media

| Teacher activities in using Quiet Book Arabic media to improve students' writing skills | |
|---|----------|
| Cycle I | Cycle II |
| 80% | 95% |

The results of observations of teacher activities in the first cycle obtained a percentage of 80% and in the second cycle, teacher observations increased to 95% with very good criteria. The use of Quiet Book Arabic media to increase students' maharah Kitabah in learning Arabic makes learning Arabic much more fun and raises student activity because the use of Quiet Book Arabic media involves students' activeness in finding answers to questions that are made independently. Then when viewed from the results of observations, the activities of students in learning Arabic through Quiet Book Arabic media have increased in each cycle.

Referring to the findings above, Alrefai, *et.al.* (2018) state that learning Arabic through the help of certain media, approaches, strategies, and techniques, will make it easier for students to receive information or learning messages. In contrast to the previous opinion, Al-Kabi (2018: 974-982) explained that based on the results of his research on the evaluation of Arabic learning, the location of students' sincerity starts from personal motivation or awareness about the urgency and function of language, because Arabic is a foreign language.

Based on the description above, it is understood that learning Arabic requires awareness or encouragement from within students so that students do not feel forced (burdened) by learning foreign languages in madrasahs. This also reinforces the view that although Arabic is an official international language (according to the UN reference), not all people consider it important to learn Arabic. For this reason, the efforts of the madrasa and Arabic teachers in Class VIII of MTsS Al-Khairon greatly helped students in learning Arabic through the medium of quiet book Arabic.

CONCLUSION

Based on research and discussion, it can be concluded that the use of Quiet Book Arabic media in increasing the maharah of the book in class VIII of MTsS Al-Khairon Perlanaan has increased. The results showed that in the first cycle it was 53.33% and in the second cycle it increased to 84.37%. From the comparison of the cycle, there was an increase of 31.04%. So, it can be concluded that the use of quiet book Arabic media in learning Arabic can improve student learning outcomes. According to the results of the researchers' observations in cycle I and cycle II, there was an increase that was very relevant both in assessment and in student activity in the classroom. However, according to the researcher in the first cycle, several shortcomings needed to be improved. The improvement is in the form of providing learning related to writing skills in Arabic so that students can write Arabic properly and correctly.

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- 6453 *The Use of Arabic Quiet Book Media to Improve Students' Writing Skills - Isna Adhani Purba, Akmal Walad Ahkas*
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6455 *The Use of Arabic Quiet Book Media to Improve Students' Writing Skills - Isna Adhani Purba, Akmal Walad Ahkas*

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