

USING STRIP STORY MEDIA TO IMPROVE ARABIC WRITING SKILLS AT MAWARIDUSSALAM ISLAMIC BOARDING SCHOOL, NORTH SUMATRA

Marheni Br Maha¹, Azkiyatul Adawiyah Farid Hasem Al-Askary²,
Anjari Novianta Br Maha³

¹Universitas Darussalam Gontor, Indonesia ; ²University of Tripoli, Libya;

³Universitas Islam Sumatera Utara, Indonesia

marhenibrmaha88@student.pba.unida.gontor.ac.id ; azkiyatuladawiyaha.al-askari@ut.edu.lb

Abstract

Learning Arabic is one of the foreign subjects that is less attractive to students in Indonesia. This is due to the complexity of the material being studied by students and coupled with the way the teacher conveys his learning. In this research, the solution will be suggested for learning Arabic writing skills by using Strip Story media. The purpose of learning Arabic with Strip Story media is to facilitate fun and exhilarating learning services. The design of this research is a One-Group Design by Post-test and Pre-Test. The selection of population in this study were all the students of class VII MTs with a total of 121 students. In this research class VII A will be used as a research sample with a total of 30 students or 25% of the total population. To find out the effectiveness of Strip Story media in learning Arabic writing skills can be seen from the students' scores on the pre and post-tests given. The students' pre-test results were 5,26 and the students' post-test results or test scores after using Strip Story media in teaching writing skills were 7,73. Thus it can be stated that students' scores in Arabic writing skills after using Strip Story media increased by 20%. So it can be concluded that the use of Strip Story media in learning Arabic writing skills is effective and appropriate for use in the learning process.

Keywords : Media Ajar; Keterampilan Menulis; Bahasa Arab; Strip Story; Pesantren

INTRODUCTION

Learning a language is something that is very urgent nowadays, because language has functions as a communication between humans to convey ideas or opinions to others (Onishchuk et al., 2020). Arabic, apart from being a medium of communication, also has an important role in human life, namely as the language of the Qur'an for understanding Islamic law and as a source language for knowledge (Pane, 2018). Arabic is a teaching material that

is taught in all educational institutions, from elementary schools to universities in Indonesia. Even Arabic has also been taught from an early age in various Islamic schools, from Kindergartens (TK) and Madrasah Ibtidaiyah (MI) as the basis for material at the next level (Zaki, 2022). Looking at the objectives of learning Arabic, each learner or student is expected to be able to master the elements of Arabic, understand the cultural aspects contained in Arabic texts, both orally and in writing, and be able to master the four language skills as follows listening, speaking, reading skills and write Arabic (Nufus, 2019).

Students must be mastered all of the language skills, especially writing skills. The role of writing skills is very important in everyday life (Nuraini et al., 2022), therefore students should have writing skills. With writing skills, students can engage in various fields and activities. Writing activity does not come automatically, so it requires creativity which must be trained continuously because writing is a productive activity in expressing the author's thoughts and ideas. (Rahmawati & Shofiyani, 2020). Writing skills are skills in conveying ideas or opinions indirectly or in writing (Zuhriyah, 2018). In the process of learning language skills certainly will not be separated from a problem or problem. As is the case with Arabic writing skills which are often considered difficult to be learned by students in Indonesia (Ratnaningtyas, 2015). This is because Arabic has a vocabulary and grammatical characteristics that are rich and difficult to understand (Zaki, 2021). In addition, the process of learning Arabic in Indonesia also seems monotonous and the use of learning strategies, and as well media are still not comprehensive by the teachers (Rizqi, 2018; Shalihah, 2018).

Problems in learning Arabic writing skills as above are also experienced by Arabic language students and teachers at the Mawaridussalam Islamic Boarding School. It is not uncommon for students to feel bored and even fall asleep in class during the learning process. In addition, the exam results at the end of the odd semester in 2022-2023 stated that students' scores in writing skills were still below the average score in the school curriculum (KKM). Thus, it can be seen that the understanding of students in learning Arabic writing skills is still relatively low. Based on the results of interviews with Arabic teachers at the Mawaridussalam Islamic Boarding School, they said that this was due to the uninteresting learning process and the teacher's lack of understanding of the use of media in Arabic teaching. In the process of learning, teachers more often use the lecture method and use makeshift media. Therefore, teachers should take the initiative and try to find solutions to create more effective learning, especially learning Arabic writing skills.

The role of the teacher in teaching and learning activities is not only conveying teaching materials in class, but the teachers also have an important role to develop the potential or abilities of students optimally. Thus, of course the teacher is also expected to be able to design the learning process optimally (Takdir, 2020). In addition, teachers also required to be able to optimize the process of teaching or learning activities and increase all of the student motivation in studying, especially in Arabic writing skills lesson (Zamroni et al., 2023). Therefore, a good teacher or a language teacher always tries to make an effective and efficient lesson plan. In this case, a teacher will use various ways and appropriate learning methods to achieve learning objectives (Sukma et al., 2022). In addition, innovative and effective media are also used in learning activities (Paputungan, 2022). Because learning without careful planning will cause the learning process to be unpleasant and make students feel bored in class more quickly (Shalihah, 2018). So do not be surprised if the media in teaching has an important role to assist teachers in conveying the subject matter that will be delivered in class, so that all of students don't feel so bored and have an interest in participating in teaching and learning activities (Sofiyah, 2019).

In this research a solution will be suggested in learning Arabic writing skills by using Strip Story media. Using various learning media is one effort to increase success in teaching and learning activities (Rizqi, 2018). Therefore, by using various learning media in learning activities, students will absorb more of the material presented (Zarkasyi et al., 2022). Because of the importance of instructional media in learning of Arabic, and especially in writing skills to make it easier for them to compose Arabic essays even though it's simple, researchers are interested in examining the effect of using Strip Story media to improve writing skills (Nasruddin, 2020). Strip Story is a media as pieces of papers and it often used in foreign language teaching or learning. Besides its simple technique, it is very easy and doesn't has a special skills to use (Apriliyani, 2019)(Kosdian, 2016).

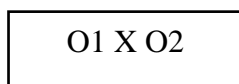
This media can make the student more enthusiastic in learning or teaching, thus this media very effective to provide writing student's skills of Arabic. Based on research conducted in Jember (Nafsah & Hidayat, 2022) states that the media can improve language skills, especially in improving Arabic writing skills. Media Strip Story is also effectively used in learning for elementary school students to college students. Because strip story media has advantages such as being able to help make it easier for students to come up with ideas or ideas to write stories, ideas and ideas that are more interesting (Lapenangga et al., 2020). In addition, Strip Story media can also increase the motivation and interest of students in

elementary schools (Apriliyani, 2019) to college students in learning writing skills (Hijriyah et al., 2022). This media is very helpful in developing students' creativity to express their ideas in written form as well as helping the teacher to achieve the goals of learning activities.

This research will discuss learning Arabic writing skills using strip story media at the Mawaridussalam Islamic Boarding School. With this media of teaching, it is hoped that it can make all the students feel happy and earnest and make it easier for them to understand learning. Therefore, this research conducted a study on by using the strip story media in teaching Arabic writing.

METHOD

The design of this research is One-Group design by Pretest and Posttest. This design used because it is more accurate, because it can compare pretest and posttest (Ningtias, 2022). The design is illustrated by the chart:



O1 = pre-test

X = the treatment that given

O2 = post-test

This research will be conducted in two stages, namely giving the initial test and giving the final test (Mokshein et al., 2019). Giving an initial test at this stage without being given treatment (O1) or learning without using Story Strip media and (O2) to find out students' abilities after being given treatment or using Story Strip media in the learning process. Giving a final test with treatment marked with X.

This research was conducted at the Mawaridussalam Islamic Boarding School, west of Kualanamu International Airport, Deli Serdang, North Sumatra. The class used to carry out the research was class VII MTs. The population is a generalized area composed of subjects and objects that have certain qualities and characteristics that are patented by researchers to be understood and studied and a conclusion is formed (Maisaroh, 2021). The population selected in this study were all of class VII MTs with a total of 121 students. In this research class VII A will be used as a research sample by a total of 30 students or 25% of the total

population. Sources of data taken in this study were teachers of Arabic writing skills to find out what learning activities and learning media were used, and students to find out their abilities in Arabic writing skills. To find out the effectiveness of Strip Story media in learning Arabic writing skills, it can be seen from the students' scores on the pre and post tests given.

RESULTS

The results of this research are based on an analysis data and the presentation data of the implementation of using Strip Story media in Arabic writing skills learning. The student activeness in Arabic learning or teaching is still lacking, this can be seen when students do not focus in teaching of Arabic material and tend to play alone. As for learning that uses less varied media. Therefore, it is necessary to develop media so that there is motivation in learning. To support students in improving Arabic writing skills is by using reality image or media. Thus the media of reality images will help students to improve their skills in Arabic writing (Sofiyah, 2019).

The effectiveness of the application of Strip Story media in Arabic writing skills learning at Mawaridussalam Islamic Boarding School, can be seen from the pre-test and post-test results that have been given. The results of the students' pre-test scores are as follows:

Table 1. Pre-test Result

		pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.0	19	63.3	63.3	63.3
	5.5	8	26.7	26.7	90.0
	6.0	1	3.3	3.3	93.3
	6.5	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen the results of the pre-test given to 30 students as samples in the study. The conclusion from the table above is that the dominant students get a score of 5 in the pre-test with a total of 19 people and the highest score achieved was a score of 6,5 as many as 2 people. After conducting the pre-test, students will be taught using

the Strip Story media in Arabic writing skills learning. Then at the end of the meeting, a pre-test will be carried out to see the development of students' abilities in learning Arabic writing.

The post-test scores achieved by students are as follows;

Table 2. Post-Test Result

		posttest			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	5.5	1	3.3	3.3	3.3
	6.0	1	3.3	3.3	6.7
	6.5	2	6.7	6.7	13.3
	7.0	4	13.3	13.3	26.7
	7.5	5	16.7	16.7	43.3
	8.0	8	26.7	26.7	70.0
	8.5	6	20.0	20.0	90.0
	9.0	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen the post-test results were given to 30 students as samples in the study. The conclusion from the table above is that the dominant students get a score of 8 in the post-test with a total of 8 people. And the highest score achieved was a score of 9 as many as 3 people. Thus it can be concluded that the scores of learners increase in the post-test or after being given treatment, namely the application of Strip Story media in Arabic writing skills learning. This is in line with the following data:

Table 3. Average value

	N	Mean
pretest	30	5.267
posttest	30	7.733

The pre-test and post-test results of students can be seen to have increased by 20%. With a pre-test average score of (5,267) and a post-test average score of (7,733). It can be concluded that the value of students in Arabic learning increases after using the Strip Story

media in Arabic writing skills learning. Based on the table above, it can be concluded that the Strip Story media in Arabic writing skills learning.

DISCUSSION

The Urgency of Media in Learning Arabic

Learning Arabic is one of the foreign subjects that is less attractive to students. This is due to the complexity of the material being studied by students and coupled with the way the teacher conveys his learning. One of the most important activities in a learning process is the way the material is delivered. A material will not be of value if the method of delivery is not appropriate (Primaningtyas, 2018). An appropriate media and in accordance with the conditions of students is important in the process of learning Arabic, especially for learning Arabic that takes place in madrasas (Nafsah & Hidayat, 2022).

Teaching media is anything that can transmit messages, can stimulate the thoughts, feelings, and willingness of students so that they can encourage the creation of learning processes in students (Nasruddin, 2020). Educational media as one of the learning resources used to help the learning process convey messages (Arif, 2020). Through learning media, educators can convey subject matter that is difficult to understand to be easy to understand so that the teaching and learning process becomes more alive (Mardhiah & Akbar, 2018). The benefits of using media are to assist teachers in conveying material and helping students understand material. By using the media, the learning objectives will be easily achieved. The benefits of using media will be maximized if teachers can choose and use media appropriately and according to learning needs.

Strip Story as a Media in Improving Arabic Writing Skills

The process of teaching and learning has two elements that very important, namely method (Abdillah, 2019) and media of teaching (Rizqi, 2018). One particular of teaching method is choose by teacher will affect the type of media. Objective of study, type of task, and responses of the student must be considered by teacher in selecting the media (Al-khreshah, 2020). Learning Arabic using Strip Story media as an alternative for teachers and students to understand learning Arabic easily and quickly (Hijriyah et al., 2022). Story strips are pieces of paper that can display messages that are easy for students to read and understand

(Nasruddin, 2020). The purpose of learning Arabic with Strip Story media is to facilitate fun and exhilarating learning services.

The application of the Strip Story Media during the Arabic writing skills learning at this Islamic Boarding School is:

1. Before the teacher teaches, the teacher must determine the material to be taught. Then the sentences contained in the material can be divided into several parts or pieces. Classes can be divided into several groups to make it easier for teachers to supervise student work and students can work together with one another. Pieces of sentences that have been provided by the teacher previously distributed to each group in the class. Each group gets pieces whose material or topic is the same as the other groups.
2. The pieces of paper containing the sentences are distributed randomly or randomly to the students. Then students read the pieces of paper and arrange them into a good and correct paragraph. After that the pieces of paper were handed back to the teacher and the students started to write down the stories or texts they had read in their exercise books. The teacher pays attention to and supervises student performance and students try to compose sentences and rewrite what they have read and what they have understood from the pieces of paper earlier. After everyone has finished writing the sentences, the teacher asks a representative from each group to read back the results of their writing and the other groups pay attention to it, and vice versa. At the end of the lesson the teacher will tell the correct text to all students and students are asked to correct the errors contained in their writing results.

CONCLUSION

Arabic learners often do not feel interested in learning Arabic writing skills. This happens because learning tends to be stiff and boring. Therefore, this research will provide a solution to make learning interesting, one of which is by using strip story media. This media is a medium that will make learning more fun and enjoyable by using random pieces of sentences that have been written on paper to improve students' writing skills in learning Arabic. To find out the effectiveness of Strip Story media in learning Arabic writing skills, it can be seen from the students' scores on the pre and post tests given. The pre-test and post-

test results of students can be seen to have increased by 20%. With a pre-test average score of (5,267) and a post-test average score of (7,733). Thus it can be concluded that Strip Story media can make learning more interesting and make students creative and its production is very easy and inexpensive. This media really helps teachers to train students' language skills, especially in writing skills. Strip story media is cheap, easy and fun for students to use as a tool to understand and compose writing.

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