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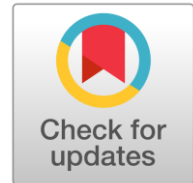


The Effect of Reading Method with Trivial Pursuit Media to Improve Students' Reading Comprehension Ability at MTsN 2 Banda Aceh

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ABSTRACT

Purpose - The purpose of this study is to compare students' reading comprehension abilities between learning using the reading method assisted by trivial pursuit media and conventional learning without media, and to examine the effect size of students' reading comprehension ability.

Design/methodology/approach - Quazi-experimental design with a non-equivalent pre-test post-test control group was used. The participants were 50 students (N=25 experimental; N=25 control). The instrument was a 15 item multiple-choice test previously verified for validity and reliability. Data were analyzed using normality (Shapiro-Wilk), homogeneity (Levene), and ANCOVA test (Analysis of Covariance).

Findings/results - The result of this study indicates that the reading method has a significant effect on students' reading comprehension ability, with an effect size of 0.107.

Originality/value - This study provides empirical evidence that incorporating trivial pursuit media into the reading method significantly enhances students' reading comprehension compared to conventional instruction.

Paper type - Research paper

Keywords: Reading method, Trivial pursuit, Reading comprehension.

***Correspondence**



Introduction

In learning Arabic, there are four language skills that are important to be mastered by learners, namely listening skills, speaking skills, reading skills, and writing skills (Baroroh dan Rahmawati 2020). Learning these four skill must be trained in a balanced manner, because learning Arabic will not be enough just by reading and writing. These four aspects are interrelated and complementary, because to be able to master language skills, usually done systematically (Pertiwi dan Tsaqifa 2023).

Maharah Qira'ah as one of the skills in Arabic needs to be considered so that language mastery can be obtained by leaners comprehensively (SY dan Dafit 2024). Qira'ah is a mental activity that includes the interpretation of symbols that the reader interprets from his own mind. These symbols require an understanding of meaning. In the case, maharah qira'ah is a language ability possessed by a person in seeing and understanding the meaning contained in a writing precisely and fluently. It aims to convey the message of the author through his writing so that it can be captured and understood by the reader properly and precisely (Febrianingsih 2021).

In Arabic language learning, maharah qira'ah is one of the skill components that must be learned by learner. Qira'ah is a very important in Arabic language skill for leaners to obtain information from written text (Purnama, Febriyanto, dan Mahpudin 2024). However, the ability to understand Arabic texts among students still experiences obstacles. Some of the obstacles that are often encountered include students have difficulty in understanding vocabulary, intepreting meaning, finding the main idea (Aini, Fitri, dan Aisyah 2023), and understanding grammar is still lacking so that the spoken utterances are less precise and correct (Giawa 2022). The low ability of students to understand Arabic texts is caused by several other factors, including their low interest in reading (R. P. Dewi et al. 2025). The low interest in reading results in low cognitive abilities among students (Oktaviani et al. 2024). In addition, another factor is the authoritarian (Solahudin, Misdalina, dan Novianti 2022) and unmotivating way of teaching teachers (Agustina, Murniati, dan Reffiane 2023), as well as the lack of variety of methods and media in the implementation of learning (Rusiadi 2020).

This kind of condition also occurs at MTsN 2 Banda Aceh. Interview and observation data found that students have difficulty in understanding Arabic texts, teacher tend to use conventional methods, namely the lecture method, and lack os student involvement in learning because they rarely use media as a tool in learning so that students feel bored learning Arabic. In response to these problems, teachers need to change the way of teaching, namely by choosing appropriate learning methods and using learning media that can involve students to be active in participating in learning.

Reading method can be used as an alternative method for learning maharah qira'ah. Reading method is a method that presents lessons by reading, both reading out loud and reading silently. It is expected that through this method students can pronounce Arabic word and sentences with fluent, correct, and precise language in

accordance with the rules obtained in Arabic (Nisa et al. 2022). The application of reading method is done through several stages to support reading comprehension. The first stage begins with introducing difficult vocabulary and terms, accompanied by an explanation of their meaning through definitions and example sentences. Learning then read text independently and discuss the content through questions and answers. Then the teacher explain the grammatical structure and ends by giving comprehension tasks and wrriting exercises (Mulia dan Hasibuan 2024).

The use of learning media helps to streamline learning. One of the game-based media that can be used is trivial pursuit, which is media designed using board materials. The game was introduced by Canadian journalists Scott Abbott and Chris Haney in 1979 and launched to the market in 1982. The game can be played in groups or one on one. The game is theoretically not limited to the number of players (Nasella 2019). Thus, this media can be modified in its design in learning Arabic, especially qira'ah material.

Studies related to learning using reading method dan trivial pursuit media have been carried out by previous researchers. Asni's findings related to the use of reading method were found in language learning (Furoidah dan Zuhriyah 2024). It can improve learners' literacy (Fidani, Alghifary, dan Indriana 2023) and build their confidence in understanding texts (Ardiansah, Masrur, dan Aulia 2025). In addition, studies on the reading method can train learners' accuracy in working on questions (Dihan, Hidayat, dan Nugraha 2022), and improve students' mufrodats acquisition (Zain dan Asyrofi 2023). Similary, studies related to trivial pursuit media were found in language and non-language learning. The use of trivial pursuit media in Arabic language learning proved effective in improving students' mastery of nahwu and their learning achievement (Wahyudi et al. 2025). This media is also applied in German language learning and can improve vocabulary mastery (Kusumawardhani 2015). In addition, studies on the use trivial pursuit media in learning have been carried out by Riska Nasella in increasing English vocabulary (Nasella 2019), Hana Fauziah in increasing student activeness and learning nahwu (Fauziah 2024) and Syifa Hasanatul Azizah in increasing vocabulary understanding in Arabic language learning (Azizah 2023). However, studies that use reading method with trivial pursuit media in Arabic language leraning are still very limited in previous studies.

The purpose of this study is to complement the limitations of existing studies in the form of trials as a solution to the problems in Arabic language learning in maharah qira'ah in an effort to improve student' ability in reading comprehension. In line with this, the question formulated for this study are: 1) Is reading comprehension score after using the reading method with trivial pursuit media in the experimental class higher than that of the control class?; 2) How significant is the effect of using the reading method with trivial pursuit media on students' reading comprehension ability?. The answer to this this question can provide information related to the selection of appropriate learning methods and media used in learning Arabic, especially in reading comprehension for students.



Method

The research method used in this study is a quantitative method, namely quantitative experimentation. According to Creswell, quantitative research is a systematic and objective approach to data collection and analysis that involves the use of numerical data to collect and analyze valid and reliable information about a particular phenomenon or problem (Waruwu et al. 2025). The research design used is quasi-experiment using pre-test post-test type with non-equivalent control group design. This syudy builds a hypothesis that there is an effect of using the reading method with trivial pursuit media on improving students' reading comprehension ability. In this study the experimental class was class VIII-3, and the control class was class VIII-2. At the beginning of learning, a pre-test was given to the experimental and control classes to measure the initial ability of students in reading comprehension, after which the experimental class was given treatment with learning using the reading method with trivial pursuit media. While the control class was given treatment without using the reading method with trivial pursuit media, then after that a post-test was given to experimental and control classes. The research design is described in Tabel 1. as follows:

Table 1. Research Design (Sugiyono 2013)

up	Gro	Pre-	Tre	Pos
	test	atment	t-test	
Exp	01	x	02	
eriment				
Con	03		04	
trol				

This research was conducted on 8th grade students of MTsN 2 Banda Aceh in the even semester of the 2024/2025 school year by determining samples taken from two classes, namely class VIII.3 as an experimental class 25 samples and class VIII.2 as a control class of 25 samples.

The data collection technique used in this research is a test with research intruments in the form of questions that are built according to learning objectives. The number of questions built is 30 questions. This instrument has been tested for validity in terms of content and language by experts in accordance with the theory which states that content validity can be obtained through expert judgment to assess the suitability of items with indicators and learning objectives (Sugiyono 2013). This instrument has also been carried out a pilot study on a similar sample to test its validity and reliability before being applied in the main research. The validity test result showed that 15 questions had correlation coefficients above the critical limit (r table) so they were

declared valid and used as research instruments. Meanwhile, the reliability test result using Cronbach's Alpha showed a reliability coefficient value of 0.724 which is included in the high category (A. Akbar dan Zahfa 2025).

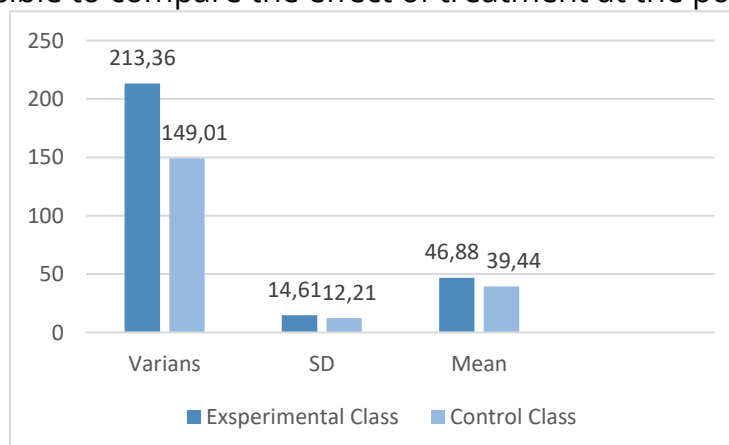
The data analysis of this study was carried out through several analytical processes. The data of this study was tested for normality using the Shapiro-Wilk test, because the number of samples was less than 50 (Ahadi dan Zain 2023). The normality results showed that the data was normally distributed. In addition, the variance homogeneity test was also carried out and showed that the data had homogeneous variances. Bases on these result, the data were analyzed to test the hypothesis using an ANCOVA test (Creswell 2012) with the help of SPSS software version 16. The criteria for testing the hypothesis are if the Sig. <0.05, it indicates a significant effect on the test results, so H0 is rejected and Ha is accepted. However, if Sig. > 0.05, it indicates that there is no significant difference between the two groups, so H0 is accepted and Ha is rejected (R. Akbar, Sukmawati, dan Katsirin 2024).

Result and Discussion

This study examines and discusses the findings based on the data that has been collected, including results of pre-test, post-test, normality test, homogeneity test, and t-test. The main focus of the discussion is on the difference in result between the two classes as well as the impact of using trivial pursuit media in the learning process.

Pre-Test Result

Based on the pre-test result displayed on the graph 1, it is known that the average student score in experimental class is 46,88 with a standard deviation of 14,64 and a variance of 213,36. Meanwhile, the control class had an average score of 39,44 with a standard deviation of 12,21 and a variance of 149,01. The difference in mean scores between the two classes at the pre-test stage was not too significant, which indicates that the initial ability of students in reading comprehension in both groups was relatively comparable. This indicates that before the treatment was given, the academic conditions between the experimental and control classes were at a relatively equal level, making it feasible to compare the effect of treatment at the post-test stage.

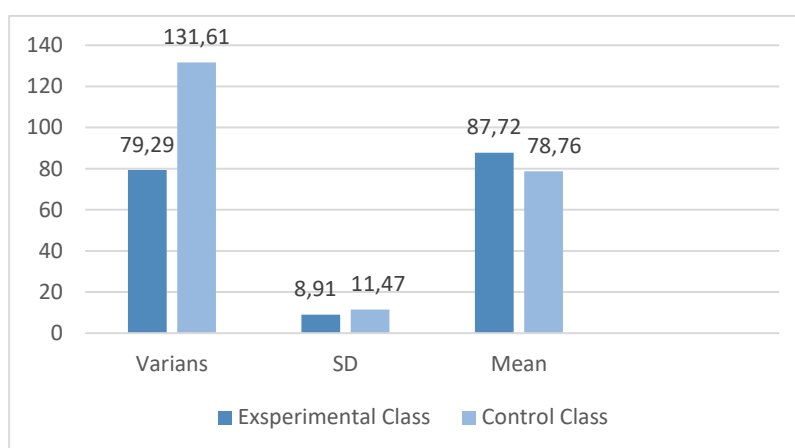




Graph 1. Pre_Test Result

Post-test Result

Based on the post-test result displayed on the graph 2, it was found that the experimental class showed an average score of 88,72 with a standard deviation (SD) of 8,91 and a variance of 79,29. Meanwhile, the control class has an average score of 78,76 with a standard deviation of 11,47 and a variance of 131,61. This data shows that the experimental class has a higher average reading comprehension ability than the control class, as well as a lower data distribution, which indicates that the results of students' reading comprehension ability in the experimental class are more consistent. This finding suggests that the treatment given to the experimental class had a positive impact on improving students' reading comprehension ability.



Graph 2. Post_Test Result

Normality Test Result

The normality test with the Shapiro-Wilk method is out to determine whether the data on student learning outcomes are normally distributed or not. Table 2. below presents the results of the data normality test using the Shapiro-Wilk method on the result of students' reading comprehension ability between the experimental and control group.

Table 2. Normality Test

	Kelas	Shapiro-Wilk		
		Statistic	df	Sig.
Result of Students' Reading Comprehension Ability	Pre_Test Eksperimen	.924	25	.064
	Post_Test Eksperimen	.924	25	.062
	Pre_Test Kontrol	.932	25	.099
	Post_Test Kontrol	.920	25	.051

Table 2 shows the result of the pre-test data normality test for the control group is the values (Sig) .099 and the experimental group .064. Based on the result of the normality test using the Shapiro-Wilk method, all data in each group shows a significance value ($p > .05$), which means the data is normally distributed. This finding is important because normal distribution is one of the basic assumptions in parametric testing (Siregar et al. 2022). Thus, the assumption of normality is fulfilled, so that further data analysis can be carried out using parametric statistical test, namely the ANCOVA test.

Homogeneity Test Result

The homogeneity test with Levene Statistic method was carried out to determine whether the data had the same variance or not. Table 3. below presents the result of the data homogeneity test using the Levene Statistic methode on the result of students' reading comprehension ability in the experimental and control groups.

Table 3. Homogeneity Test

Result of Students' Reading Comprehension Ability	Based on	Levene Statistic	f1	f2	Sig.
		1.838		8	.182
		1.131		8	.293
		1.131		5.083	.293
		1.819		8	.184

Based on Table 3. shows the results of the homogeneity of variance test using the Levene test, the significance value (Sig.) for all approaches- based on the mean, median, median with adjusted dfm and trimmed mean- is greater than 0,05 (namely .182; .293; .293; and .184). This indicates that there is no significant difference in variance between data groups. Thus, it can be concluded that the data on the results of reading comprehension ability are homogeneous.



Hypothesis Testing

Furthermore, ANCOVA test was conducted to test the research hypothesis. This test compares the result of students' reading comprehension ability between the experimental group and the control group. The results of the ANCOVA test are shown in Table 4. below

Table 4. Hasil Uji ANCOVA

Tests of Between-Subjects Effects						
Dependent Variable:Nilai_Post						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1901.656a	2	950.828	0.734	.000	.314
Intercept	20548.149	1	20548.149	31.961	.000	.832
Nilai_Pre	898.136	1	898.136	0.139	.003	.177
Kelas Eksperimen & Kontrol	499.658	1	499.658	.640	.022	.107
Error	4163.464	47	88.584			
Total	352510.000	50				
Corrected Total	6065.120	49				
a. R Squared = ,314 (Adjusted R Squared = ,284)						

Table. 4 presents the result of the ANCOVA analysis. From the output above, it can be seen that the significance value for the pre-test is 0.003. Since the $\text{sig.} < 0.05$, H_0 is rejected. This means that at the 95% confidence level, it can be stated that there is a linear relationship between the pre-test and the reading comprehension scores obtained by the student. This statement indicates that the assumption of ANCOVA has been met.

Subsequently, a test was conducted to determine the effect of the reading method using the trivial pursuit media on the students' reading comprehension ability. This test was conducted by eliminating the effect of the pre-test from both the control and experimental groups. From the result of the analysis, it can be seen that the significance value for the control and experimental learning groups is 0.022. Since the

sig. <0.05 , H_0 is rejected. Thus, at the 95% confidence level, it can be concluded that the reading method using the trivial pursuit media has an effect on the students' reading comprehension ability. In addition, to determine the magnitude of the effect of the reading method using the trivial pursuit media on reading comprehension ability, the partial eta squared value for the experimental and control groups was 0.107, indicating that the reading method using the trivial pursuit media has a small effect on students' reading comprehension ability. This is in line with Cohen's opinion, stating that "if the effect size ranges from 0.00-0.2, it indicates a small effect size" (Cohen 1988).

The use of methods and media in learning as ways tools that facilitate the achievement of learning. Methods can help eliminate boredom in learning activities (Seprina, Asri, dan Ayuningrum 2020) and can encourage students to be more active and brave (Nasaruddin 2021). Learning media can also create an interactive and interesting learning experience (Fakhrunnisa dan Hasibuan 2024). Reading method in learning qira'ah includes steps such as reading, asking questions, reciting, and reviewing, all of which aim to improve reading comprehension (Yuda dan Mustadi 2025). The trivial pursuit media is designed in the form of an interesting circle-shaped board game. In this game there are cards containing questions with various levels of difficulty. The game is run using dice, and all question are arranged based on the content of the the reading text. Figure 1. below is the form of trivial pursuit media.



Figure 1. Trivial Pursuit Media

The right and appropriate method used in learning has an impact on improving learning outcomes and student learning conditions. Reading method is usually used by teachers in implementing learning for maharah qira'ah and affects the achievement of maharah qira'ah. Reading method can improve students' ability to put the content read into tabular form (Huda, Nurrosyid, dan Aji 2024) and be able to pronounce words and sentences correctly according the rules (Latifah, Azizah, dan Nikmah 2023). In addition, reading method also has an impact on increasing students' memorization and writing skills (Firdaus 2024).



The selection of appropriate media to be used in learning also has an impact on the success and learning conditions of students. Trivial Pursuit media used in learning maharah qira'ah is similar to the spinning wheel game media that can be used in language learning. This media has a positive effect on students' beginning reading skills (K. Dewi, Musaddat, dan Dewi 2020) and getting information in the form of facts, main ideas and story sequences in language lessons (Chadijah 2024). It also has a positive effect on students' ability to clarify unclear meanings in reading texts (Aprianto dan FHeriyawati 2020) and the ability to express opinions (Fitria 2024).

The effect of using trivial pursuit media in learning is not limited to the ability of reading skills aspects only, but also has an impact on students' learning conditions. Farid's findings, the use of trivial pursuit media in learning serves as a communication tool between educators and students (Anwar, Wicaksono, dan Pangambang 2022) and can train cohesiveness between students (Khalida dan Sari 2022). This media can also help the efficiency of time and place in the implementation of learning (Syakur, Fanani, dan Ahmadi 2020). The use of this media can track students' progress and proficiency in reading (Swari 2023). Appropriate media affects the improvement of students' Qira'ah ability (Mahira dan Hayati 2025), and can attract students' interest in learning (Fardiyah, Hayati, dan Fajriah 2024).

Conclusion

Arabic language learning requires innovation in the methods and media used so that students' reading comprehension ability can improve optimally. In this context, the use of the reading method with trivial pursuit media serves as an interesting alternative to create an interactive and meaningful learning atmosphere.

The result of the study shows that the implementation of the reading method using trivial pursuit media can improve students' reading comprehension ability compared to learning that does not use the method and media. Although the effect is relatively small based on the effect size value, this finding emphasizes that the use of the reading method with educational game media still contributes positively to improving students' reading comprehension in Arabic language learning. However, the limitation of this study lies in the relatively small sample size and limited research location; therefore, it is recommended that future studies involve a larger and more representative sample and a wider range of research locations.

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