

The Effectiveness of The Cooperative Script Method to Improve The Maharah Qira'ah of Students Class VIII D Mts Hikmatul Amanah Pacet Mojokerto

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Abstract

Arabic learning is often alluded to in the personality of students. Speaking of this may have no connection, but Arabic learning brings the narrative to the students as a complex subject. All parties certainly feel this among pesantren and the general public who learn Arabic. The specialty of Arabic, which lies in the preparation of sentences and the technique of reading, is reversed in this language. At the same time, the method becomes a reference for teachers in taking out the learning system because, with an apparent reference, learning will be transferred enough. This happened in MTs Hikmatul Amanah, where the teaching method carried out by MTs Hikmatul Amanah teachers is an old method where teachers say and explain either with the media or not. Students who feel monotonous learning tend not to like the learning. So the researchers tried to answer the problem by presenting suitable script methods and applied to Maharah Qira'ah. Using this cooperative script method, researchers focus on this application and its effectiveness in improving the ability of Maharah Qira'ah of Student Class VIII D MTs Hikmatul Amanah Pacet Mojokerto. This research uses quantitative research methodology with this type of experimental research. The results showed that 1) The achievement of the results of Maharah Qira'ah of students experienced a significant increase after implementing the cooperative script method in learning, with a percentage increase in student KKM by 72.41%. 2) The application of the cooperative script method in learning proved effective. It can increase the ability of students based on the results of product-moment correlation testing by 71.56 and meet the provisions of thing $>t_{tabel}$ with a contribution amount of 65.48%. Normalized N-gain increased by 27.24%, and the average gain value of 0.64.

Keywords : Cooperative Script, Learning Method, Maharah Qira'ah.

INTRODUCTION

Maharah Qira'ah is an activity that requires language skills, with exercises carried out after the ability to speak. Hermawan believes that the ability to read is the ability to recognize and understand the content contained in a text by reciting or understanding it in the heart. If we elaborate on what Hermawan put forward, we will have two primary definitions. The first definition is that the ability to read is closely related to the ability to speak. The reader converts written symbols into sound symbols and then captures the meaning to be understood by himself. The second definition means that the ability to read is influenced by the ability to speak; this is because, in language learning, the stage passed by humans is to hear and then repeat it so that the ability to read will be excellent when you have mastered the sounds of letters and shapes.

Santoso considered that there is a need for indicators in reading Arabic texts, including (1) sounding letters, (2) recognizing sentence structure by giving Syakal to letters, words, and sentences in the text, and (3) finding the meaning of the text read. This indicator can be used to evaluate student learning. If students master these three indicators, then the Maharah Qira'ah is good. If students do not meet the indicators, additional teaching must be given to help them improve their Maharah Qira'ah.

In general, the purpose of learning Maharah Qira'ah is to mold students to read each Arabic text properly and correctly and understand its meaning. The specific objectives in learning Maharah Qira'ah are divided into two types: reading silently (Qira'ah Samithah) and reading aloud (Qira'ah Jahriyah). In learning Qira'ah Samithah, students are expected to understand every word and style of language in the Arabic text, understand the meaning, and convey the main idea orally and in writing. While learning Maharah Jahriyah, students must understand the nature and Makhorijul Huruf, language style, and intonation by Arabic grammatical rules.¹

Steps of learning maharah qira'ah

1. In achieving a goal, we need a careful plan so that everything we plan will not fail. Learning Maharah Qira'ah is the same, where there must be learning steps to achieve the goal. The steps of learning the Maharah Qira'ah are as follows:
2. Students Recite words, phrases, and sentences contained in the text provided by the teacher before.
3. Students read the Qira'ah material according to grammatically correct material.
4. Students identify sentence structure.
5. Students identify the meaning of the text in words, phrases, and sentences.
6. Students answer questions related to the reading text.
7. Students read the text silently.
8. Students understand the message contained in the reading text.²

THE PROBLEM OF LEARNING MAHARAH QIRA'AH

The problem, according to Eko Endarmoko, is difficulty for students. In Arabic language learning, the difficulties often experienced by students are the need for mufrod

¹Dina Mustika Ishak, Efi Nur Fitriyanti, Imroatul Azizah, "Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab", (Prosiding Semnasbama IV UM Jilid I: Peran Mahasiswa Bahasa Arab dalam Menghadapi Revolusi Industri 4.0), hlm.62

²Ahamad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'ah melalui pendekatan Saintifik", (Jurnal Ta'dib: ejournalunisba.ac.id), hlm.563

(vocabulary), the pronunciation of sound and writing systems, and teachers using methods that do not meet student needs. The difficulty in learning the Maharah Qira'ah is when the teacher utters the reading text and vocabulary in the sentences; students cannot distinguish the sound of the letters and the place where the letters come out. This results in the student not knowing which form of the letter he should pronounce, as in the recitation or pronunciation of the sentences *اسم* and *انتم*. Then, in addition to distinguishing the sounds of Hijaiyyah letters, students also find difficulty in giving Syakal (punctuation) and determining the correct sentence structure (Tarkib). Another problem in learning Maharah Qira'ah is students' lack of interest in Arabic lessons. Different educational backgrounds result in students talking more alone during Arabic lessons.

COOPERATIVE SCRIPT METHOD

Brousseau said the Cooperative Script method is learning with an indirect learning contract between educators and students; students carefully work together. From the opinions of the experts above, researchers concluded that the Cooperative Script method is a method that directs students to play a more active role than teachers during the teaching and learning process and prioritizes teamwork to learn the material and then share roles in terms of group cooperation and mutual respect.

Learning steps:

1. There are nine steps in applying the Cooperative Script method, according to Suprijono, namely:
2. The teacher divides the students into pairs
3. The teacher distributes the material to each pair to read and make a summary
4. Teachers and students counsel to determine who will be the speaker and listener
5. The speaker is in charge of reading the results of the summary by entering their main ideas into the summary
6. The listener is tasked with listening, correcting, and showing the main idea that is incomplete
7. The teacher helps remind the main idea with the previous material or other material
8. Students exchange roles, initially as speakers replaced as listeners and vice versa
9. Conclusions from Students and Teachers

10. Concluding³

Learning evaluation:

Evaluation is simply an assessment of student learning achievement when achieving predetermined goals. According to Muhibbin, the measurement of learning success is determined from three aspects: cognitive, affective, and psychomotor. Evaluation in learning Maharah Qira'ah to measure the affective aspect needs to be designed test instruments that can measure students' level of success in Maharah Qira'ah, which can be in the form of pre-test and post-test as well as from practice tasks in LKS or Arabic textbooks.

RESEARCH METHOD

This study used a quantitative approach with a type of experimental research. In quantitative research, researchers need to make a hypothesis, and then it will be tested and produce answers to previous hypotheses. The type of research used is experimental design. Experimental designs have several types, but researchers use Pre-Experimental Designs. Pre-Experimental Designs are divided into One-Shot Case Study, One-Grub Pretest-posttest Design, and Intact-Grub Comparison. In this study, researchers used One-Grub Pretest-posttest Design. One-Grub Pretest-posttest Design is a research design that uses only one class as an experimental class and does not use a control class. The sample taken was not randomly selected. This design is described as follows.

Remarks : O1 = Pre-Test Value

X = Treatment

O2 = Post-Test Value

This study used purposive sampling techniques based on the researchers' considerations.

Data in quantitative research are presented in the form of numbers obtained factually and consist of; a) Primary Data is data obtained directly from the data source. Primary Data in this study is the Pre-Test results of grade VIII D MTs Hikmatul Amanah students; b) Secondary Data is data obtained as documents. Secondary data in this study

³Agus Suprijono, dkk, "*Cooperative Learning Teori dan Aplikasi PAIKEM*", (Yogyakarta: Pustaka Belajar, 2013), hlm. 126

include class attendance, grade VIII MTs Hikmatul Amanah students' learning outcomes and all documents needed. Research instruments are measuring instruments in data collection that can be tests, questionnaires, interview guidelines, observation guidelines, and everything else researchers need in research.⁴

RESULTS AND DISCUSSION

This study aimed to determine the results of the application and effectiveness of the Cooperative Script method in improving the ability of Maharah Qira'ah students in class VIII of MTS Hikmatul Amanah, Pacet, Mojokerto. The results of the research obtained in this study are in the form of students' ability scores on Maharah Qira'ah material before applying the Cooperative Script method (pre-test) and after applying the Cooperative Script method (post-test), which is then processed to determine the mean price, median, mode, standard deviation, variance, highest value, and lowest value. Presenting data using bar graphs and tables aims to make the data easy to understand and clarify the meaning of the data.

The description of the data from the research conducted is as follows:

1. Pre-test Result Data

Pre-test result data is from assessing students' Maharah Qira'ah before applying the Cooperative Script method in learning shows that the total number of student ability score achievements is 1660, with the highest score being 85 and the lowest being 30. The average (mean) achievement of student skill pre-test scores is 57.24, with data that often appears (mode) is 60, and the standard deviation is 15.09.

The frequency of students' Maharah Qira'ah pre-test scores can be seen in the following table.

Table 1 Frequency of Students' Maharah Qira'ah Pre-test Scores

Interval Class	Frequency
30-39	3
40-49	5
50-59	7
60-69	6

⁴Sugiyono, "Metode Penelitian dan Pengembangan", (Bandung: Alfabeta, 2017), hlm. 156

70-79	4
80-89	4

Source: Processed Research Data

A diagram of the frequency data of achieving students' Maharah Qira'ah pre-test scores can be seen in Figure 1 below:

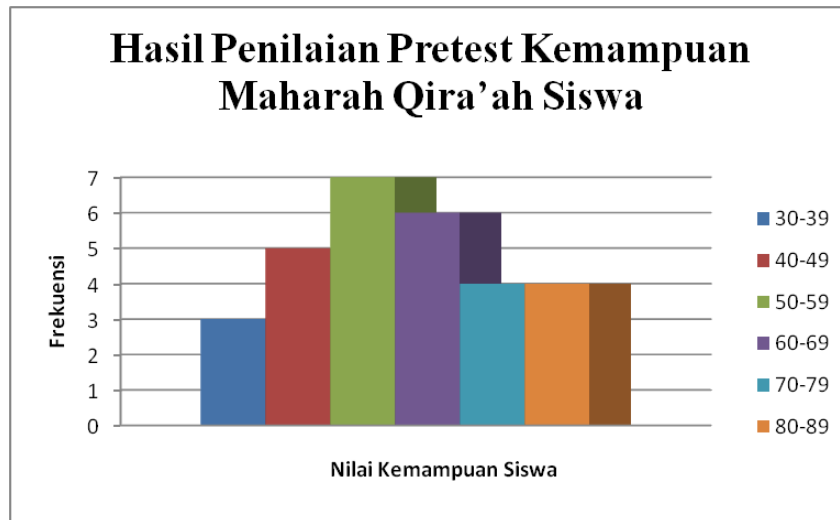


Figure 1 Diagram of Achievement Frequency Data
 Pre-test Scores of Students' Maharah Qira'ah

2. Post-test Result Data

After applying the Cooperative Script method in learning, post-test result data is from assessing students' Maharah Qira'ah. The results of the post-test assessment of students' Maharah Qira'ah seen that the total number of student achievement scores is 2450, with the highest score being 95 and the lowest score being 60. The average (mean) achievement of student skill post-test scores is 84.48, with data that often appears (mode) being 85, and the standard deviation is 7.48.

The frequency of students' Maharah Qira'ah post-test scores can be seen in the table.

Table 2 Frequency of Students' Maharah Qira'ah Post-test Scores

Interval Class	Frequency
65-70	2
71-76	2
77-82	6
83-88	10

89-94	4
95-100	5

Source: Processed Research Data

A diagram of the frequency data of achieving students' Maharah Qira'ah post-test scores can be seen in Figure 2 below:

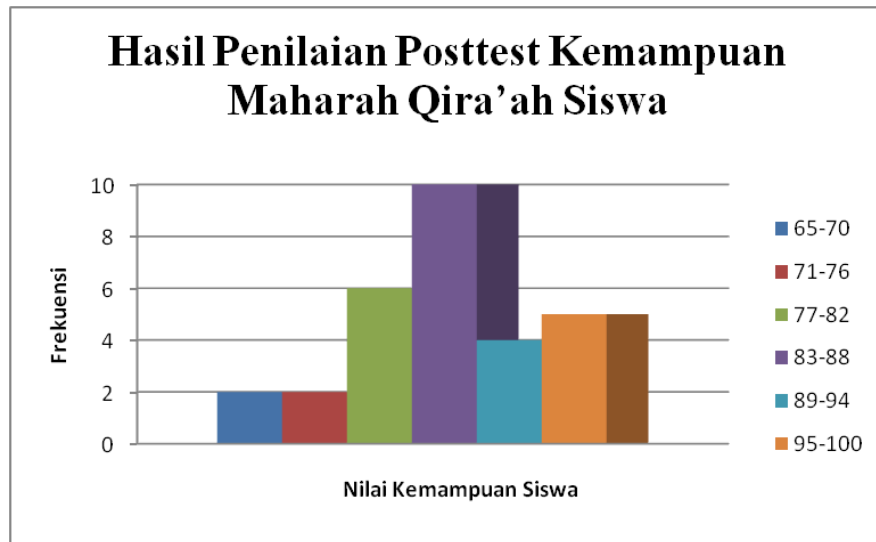


Figure 2 Diagram of Achievement Frequency Data
 Post-test Scores of Students' Maharah Qira'ah

3. Test The Validity of Student Skill Assessment Instruments

Test the validity of the student skill assessment instrument in this study using the correlation coefficient testing method and analyze using Ms. Excel with the test results in the following table.

Table 3 The Validity Test Results of Student Skill Assessment Instruments

Indikator Penilaian	r_{xy}	r_{tabel} (sig.5%)	Validitas	Kriteria Validitas
Kelancaran	0.860546769	0.367	VALID	Sangat Tinggi
MenerjemahkanTeks	0.881133376	0.367	VALID	Sangat Tinggi
MenjawabPertanyaan	0.891681206	0.367	VALID	Sangat Tinggi
PenguasaanQawaid	0.844038943	0.367	VALID	Sangat Tinggi

Source: Processed Research Data

Based on the table, the four indicators of assessment instruments students' Maharah Qira'ah have a very high level of validity so that they can be declared valid for use in research. The results of calculating the validity of the assessment instrument of students' Maharah Qira'ah learning can be seen in Appendix 7.

4. Test The Reliability of Student Skill Assessment Instruments.

Based on the results of the reliability test of the student Maharah Qira'ah assessment instrument using the alpha reality coefficient formula, a value of $R_{11} = 0.889$ is obtained so that the student's Maharah Qira'ah assessment instrument is reliable and can be used repeatedly because it is included in the "High" reality criterion based on the Arikunto (2010) reality criteria table. The results of the calculation of the reliability test of the student Maharah Qira'ah assessment instrument can be seen in Appendix 8.

5. Pretest and Posttest N-gain Test

Normalized N-gain testing aims to determine the improvement of students' maharah qira'ah ability results before applying the Cooperative Script method (pre-test) and after applying the Cooperative Script method (post-test) in learning. Data on normalized N-gain test results assessment of students' maharah qira'ah ability results can be seen in Table 4.6 below.

**Table 4 Normalized N-Gain Test Results Pre-test
and Post-test of Students' Maharah Qira'ah**

N-Gain Criteria	Number of Respondents
Low	0
Keep	19
Tall	10

Source: Processed Research Data

From the table, it is known that there were 19 respondents (students) obtained results of $0.70 > \geq 0.30$ with the criteria of " $<g>$ Medium" and ten respondents (students) obtained results of $<g> \geq 0.70$ with the criteria of "High." More details can be seen in the following N-gain test result histogram image. Moreover, the complete test results can be seen in Appendix 9.

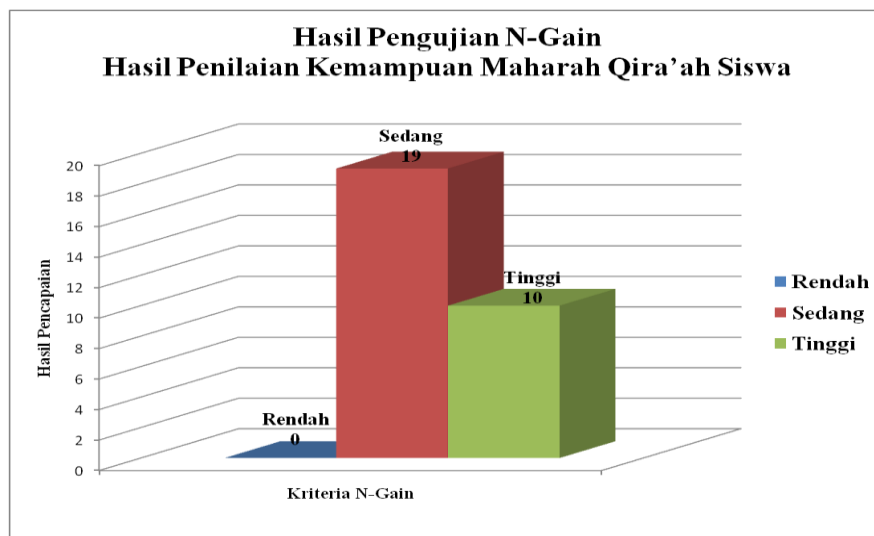


Figure 3 Histogram of Normalized N-gain Test Results Assessment

To test the significance of the product-moment correlation is determining the amount of r_{table} so that it is known that the size of the r_{table} with the number of respondents, as many as 29 respondents using a signification level of 5%, is 0.367, so it can be known that $0.809 > 0.367$. In other words, the product-moment correlation (r_{xy}) results are significantly correlated because the product-moment correlation value or $r_{xy} > r_{table}$.

Moreover, to determine the amount of contribution (contribution) of the variable X to Y using the Determinant Coefficient formula is as follows:

$$\begin{aligned}
 KP &= (r_{xy})^2 \times 100\% \\
 &= (0,809)^2 \times 100\% \\
 &= 65,48 \%
 \end{aligned}$$

Thus, the use of flipbook-based nahwu teaching materials contributes 67.89% to improving student learning outcomes. To test the significance of the product-moment correlation (r_{xy}) calculated using the formula:

$$\begin{aligned}
 t_{count} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0,809\sqrt{29-2}}{\sqrt{1-(0,809)^2}} \\
 &= \frac{0,809\sqrt{27}}{\sqrt{1-0,809}} \\
 &= \frac{(0,809)(5,197)}{\sqrt{0,345}} \\
 &= \frac{4,205}{0,588} \\
 &= 7,156
 \end{aligned}$$

After the t_{count} is known, the t_{table} is also determined using the two-party test rules by referring to the t_{table} distribution table with a signification level of 5% or $\alpha=0.05$. The magnitude of the degree of freedom (dk) = $29 - 2 = 27$, then it can be known the amount of $t_{table} = 2.052$ (the table distribution of t_{table} values can be seen in appendix 13), so it can be concluded that $t_{calculate} > t_{table}$ or $7.156 > 2.052$ so that when referring to the provisions of the two-party test results as follows:

If $t_{count} \geq t_{table}$, H_a is accepted, and H_0 is rejected.

If $t_{count} \leq t_{table}$, H_a is rejected, and H_0 is accepted.

Moreover, it can be concluded that the results of the hypothesis testing of the effectiveness of the Cooperative Script method are acceptable and proven to improve the ability of Maharah Qira'ah grade VIII students of MTS Hikmatul Amanah, Pacet, Mojokerto.

RESULT AND DISCUSSION

To find out whether there is a difference in the achievement of students' Maharah Qira'ah results before the application of the Cooperative Script method in learning with the achievement of Maharah Qira'ah results of students class VIII MTS Hikmatul Amanah Pacet Mojokerto can be made by comparing the percentage of pass rate against the Minimum Completeness Criteria (KKM) for pre-test results with post-test results. KKM is the minimum completeness criterion that must be achieved by students in each subject taught by the students themselves. KKM for Arabic subjects at MTS Hikmatul Amanah Pacet Mojokerto is 80.

Table 5 Comparing Pre-test and Post-test KKM Scores of Student Maharah Qira'ah Assessment Results

Test Type	Number of Students	Minimum Completeness Criteria (KKM) 80		Percentage Completeness
		Complete	Unfinished	
Pre-test	29	4	25	13,79%
Post-test	29	25	4	86,21%

Source: Processed Research Data

Based on table, it is known that the number of students who completed KKM in the pre-test implementation was only four students, or 13.79%. In comparison, the number

of students completed KKM in the post-test implementation was 25 students or 86.21%. To determine the amount of increase in KKM completeness in this study is to determine the value of the difference between the percentage of post-test completeness and the percentage of pre-test completeness so that it is known that the percentage increase in student KKM is 72.41%. In addition, based on the results of the study, a description of the assessment of students' students showed an increase in the average score based on the results of the N-gain test, where the average pre-test assessment result was 52.24. The average post-test assessment result was 84.48, so the average gain value increase of 0.64 is included in the medium category.

Based on the results of effectiveness testing shows that the use of the Cooperative Script method has proven effective in improving the Maharah Qira'ah students class VIII of MTS Hikmatul Amanah Pacet Mojokerto because based on the results of inferential statistical analysis using Product Moment correlation, a calculation of 7.156 and more significant than the table with a contribution of 65.48% and is well correlated and included in the "High" category so that the statement of the H_a hypothesis accepted and H_0 rejected. Moreover, there is an increase in the results of the Maharah Qira'ah students class VIII MTS Hikmatul Amanah Pacet Mojokerto after applying the Cooperative Script method in learning.

CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn: 1). The achievement of the results of students' Maharah Qira'ah has increased significantly after the application of the Cooperative Script method in learning with a percentage increase in student KKM of 72.41%. 2). The application of the Cooperative Script method in learning has proven effective in improving students' Maharah Qira'ah based on the results of product-moment correlation testing of 71.56 and meeting the provisions of $t_{table} >$ with a contribution of 65.48% and normalized N-gain assessment increased by 27.24% and an average gain value of 0.64.

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