COOPERATIVE LEARNING IN ARABIC WRITING SKILL WITH MEDIA CHAIN WORD FLAG

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ABSTRAK

Penelitian ini dilatarbelakangi oleh adanya pembelajaran maharah kitabah menggunakan media chain word flag berbasis cooperative learning di MI Ikhlasiyah Palembang. Adapun tujuan dari penelitian ini adalah untuk mengetahui proses dan peningkatan pembelajaran maharah kitabah sebelum dan sesudah diterapankannya media chain word flag berbasis cooperative learning. Penelitian ini menggunakan metode campuran atau mix method, dan mengambil tempat penelitian di MI Ikhlasiyah Palembang. Metode pengumpulan data yang digunakan adalah Observasi, Wawancara, dokumentasi dan tes. Data dianalisis menggunakan analisis data model Miles and Huberman. Dengan prosedur mereduksi data, menyajikan data dan menarik kesimpulan. Sedangkan prosedur analisis data kuantitatif dengan uji normalitas, uji homogenitas dan Uji T. Adapun hasil dari penelitian ini menunjukan bahwa tujuan dari pembelajaran bahasa arab menggunakan media chain word flag dengan metode cooperative leaarning di kelas enam ini adalah meningkatkan kemampuan peserta didik dalam menulis bahasa Arab dan mampu menumbuhkan rasa tanggung-jawab dalam diri peserta didik. Proses pelaksanaan pembelajaran bahasa arab dengan media chain word flag berbasis cooperative learning mampu membantu peserta didik dalam menerima dan memahami materi yang disampaikan guru. Efektivitas dari metode yang peneliti gunakan menunjukkan hasil yang baik, terbukti dari uji analisis yang peneliti lakukan dengan hasil yang menunjukkan adanya peningkatan yang signifikan pada nilai siswa setelah diterapkannya media chain word flag ini. Rata-rata nilai siswa sebelum diterapkan model ini hanya sebesar 44.69 sedangkan setelah penerapan rata-rata nilai siswa mengalami peningkatan menjadi 70.78 setelah dianalisis dengan uji normalitas, uji homogenitas dan uji T.

Kata kunci: pembelajaran kitabah, media chain word flag, cooperative learning

ABSTRACT

This research was motivated by Arabic language learning using chain word flag media based on cooperative learning at MI Ikhlasiyah Palembang. This research focuses on learning the maharah of the kitabah. The aim of this research is to determine the process and improvement of Arabic language learning in Maharah Kitabah before and after the implementation of chain word flag media based on

cooperative learning. This research used mixed methods, and took place at MI Ikhlasiyah Palembang. The data collection methods used are observation, interviews, documentation and tests. Data were analyzed using the Miles and Huberman model of data analysis. With procedures for reducing data, presenting data and drawing conclusions. Meanwhile, the quantitative data analysis procedure uses the normality test, homogeneity test and T test. The results of this research show that the aim of learning Arabic using chain word flag media with the cooperative learning method in sixth grade is to improve students' ability to write Arabic and able to foster a sense of responsibility in students. The process of implementing Arabic language learning using chain word flag media based on cooperative learning is able to help students receive and understand the material presented by the teacher. The effectiveness of the method that the researchers used showed good results, as evidenced by the analysis tests that the researchers carried out with results showing a significant increase in student scores after implementing this chain word flag media. The average student score before this model was implemented was only 44.69, whereas after implementation the average student score increased to 70.78 after being analyzed using the normality test, homogeneity test and T test.

***Keywords:** kitabah learning, media chain word flag, cooperative learning*

INTRODUCTION

Language proficiency is generally divided into four parts, namely; maharah al-istima', maharah al-kalam, maharah al-qira'ah, and maharah al-kitabah. These four language skills must certainly complement, influence and be influenced by each other. Writing skills (maharah al-kitabah) are the highest of the four language skills(Hidayah, 2022).

Writing is a language skill that is used to communicate indirectly because it is a productive and expressive activity. The ability to write is not an ability that can be acquired by itself, but must go through a process of learning and practice as the most difficult skill(Hidayah, Mukmin, & Marfuah, 2023)

In this regard, Syamsuddin Asyrofi stated that there are at least two aspects in writing, namely the skill in forming letters and mastering spelling and the skill of expressing thoughts and feelings in the form of Arabic writing.(Hidayah, 2020)

Therefore, writing skills are one of the language skills that must be taught to students, therefore writing skills in Arabic need to be developed, especially in madrasah schools(Wasilah & Misbah Zolam, 2019).

However, in reality, quite a few students experience obstacles in developing language writing skills. This was proven during initial observations and interviews. The factors causing students' difficulty in writing Arabic sentences were the students' lack of vocabulary skills(Hidayah, Mukmin, & Eltika, 2023), difficulty in determining themes, and lack of ability to develop ideas and lack of practice in writing This can be seen from the results of the simple sentence writing test for students whose scores have not reached completeness(Hidayah & Muyassaroh, 2023)

Another factor that is felt is incompetence teachers in developing media/methods that can increase students' creativity in learning to write Arabic sentences, as a result teaching and learning activities still use printed books and students only copy what the teacher writes on the blackboard which tends to be monotonous and uninteresting for students.(Mukmin et al., 2023)

Therefore, in learning Arabic, appropriate methods or strategies are needed so that students can develop Arabic writing competence and become a means of practicing communicating through writing. (Hidayah & Setiawan, 2021)This activity is also the researcher's effort to carry out a class action in order to overcome problems in learning Arabic, especially in learning writing skills.

Based on the background problems above, the researcher is interested in conducting research with the title "Learning Maharah Kitabah Using Chain Word Flag Media Based on Cooperative Learning at Mi Ikhlasiyyah Palembang"

RESEARCH METHOD

The place used by researchers as a location for conducting research is at MI Ikhlasiyah Palembang, South Sumatra.

The research method used by the author is the research methodmixed methods. Based on the division of research typesMixed Methods, the researcher chose to use a type designexploratory which is included in the modelsequential (order). This type of design is a research designmixed methods which is carried out by carrying out qualitative research first and then continuing with quantitative research.

The steps in this mixed methods research using the sequential explanatory

model are as follows:
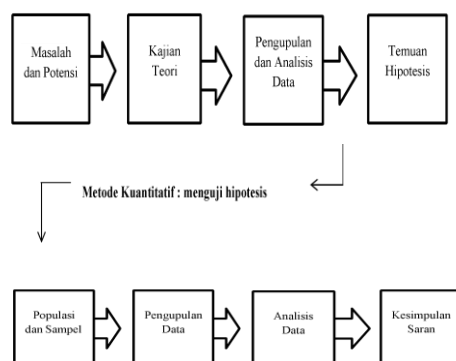
The data collection techniques used in this research are: Observation, Interview, Test, Documentation,

As for qualitative data analysis, namely: data reduction, data presentation, drawing conclusions. Meanwhile, quantitative data analysis techniques are: normality test, homogeneity test, hypothesis test.

DISCUSSION

Writing Skills (Maharah Kitabah)

According to language, the Writing is a collection of words that are arranged and orderly. The epistemological meaning of the book is a collection of words that are arranged and contain meaning, because the book will not be formed unless there are words that are in order. And with the writing , humans can express their hearts freely according to what they think. By expressing written expressions, it is hoped that readers can understand what the author wants to express(Mukmin et al., 2024).

Maharah al-kitabah is a complex application of language abilities and skills because by writing a person will apply two language abilities together, namely active abilities and productive abilities(Hidayah et al., 2021). Writing skills in Arabic lessons start from learning basic writing, namely knowledge of writing procedures, connecting letters, writing words, writing sentences, writing without looking at the text and expressing ideas and thoughts in written form(Hidayah & Mukmin, 2021).

Chain Word Flag

Chain word flag is a free translation of the Chain Word chain card game discovered around the 19th century by Lewis Carroll who is also the creator of the non-fiction novel Alice in Wonderland. Caroll said that chain word games aim to improve students' writing skills in mastering vocabulary. Hemscott further explained as quoted by Ten Nove Melfin Lase that this game also helps with spelling, playing chain words can help increase motivation in students' learning of the Maharah Kitabah. The concept of this game involves using interrelated words to form a series of sentences that are connected sequentially.

The following are the steps for the cooperative-based Chain Word Flag game in learning writing skills:

The teacher will divide students into small groups consisting of 3-4 people.

Each group will get one question sheet, one cork and several flag cards.

Each flag must contain one word or phrase in Arabic, among others: verbs, nouns, adjectives and so on.

Students are tasked with arranging the words they have to form sentences. Each student in the group tries to write as many words as possible on the flag cards and arrange them sequentially from the words, so that they become complete and meaningful sentences.

Then the group that sticks the most flag cards containing Arabic words is the winner and gets points.

The teacher will set a time limit for each turn, for example 30 seconds or 1 minute. If a group member cannot form a new word or phrase within the specified time limit, the turn will move to the next member.

Cooperative Learning

The cooperative learning model is a form of learning in which students learn and work in small groups collaboratively whose members consist of four to six people with a heterogeneous group structure. This learning model is also a model for managing the learning system through active learning methods towards independent learning. Therefore, to be able to achieve this, learning activities are designed in such a way that they are meaningful for students.

For research results on learning maharah kitabah with chain word flag media based on cooperative learning at MI Ikhlasiyah Palembang, it refers to the problem formulation which includes: how to learn Arabic in maharah kitabah before using chain word flag media based on cooperative learning, how to learn Arabic in maharah kitabah after using chain word flag media based on cooperative learning and to what extent is the effectiveness of learning Arabic in Maharah Kitabah using chain word flag media based on cooperative learning.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sermon	44.69	32	13.316	2.354
	post office	70.78	32	10.481	1.853
Pair 2	precont	47.34	32	14.141	2.500
	Postal account	58.44	32	14.053	2.484

There is a significant influence before the action and after the action is taken on students' understanding of the writing. From the post test results of the experimental class, it shows that the average score of students who took the test above was 70.78, while the score during the pre test for the experimental class of 32 students, if averaged, the score only reached 44.69, which indicates that it is still far from the KKM. . This shows that when using the Chain Word Flag media based on Cooperative Learning, students' post test results improved much more than before.

CONCLUSION

It is hoped that the Chain Word Flag media used in Maharah Kitabah teaching and learning activities is an effective and enjoyable alternative for improving students' ability to write Arabic and fostering students' sense of responsibility, motivating students to understand the material and getting students used to discussing in solving a problem. in learning.

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