The Influence Of The Make A Match Method For Mastering Mufradat At Al-Qur'an Middle School Salafiyyah Syafi'iyyah Sukorejo Bangorejo Banyuwangi

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Abstract

Vocabulary teaching is an important aspect in language acquisition because mufradat is the key to the teaching and learning process. The researcher used the make a match method for mastery of mufradat at SMP Al-Qur'an Salafiyyah Syafi'iyyah Sukorejo Bangorejo Banyuwangi. The purpose of this study was to determine the effect and results of student learning using the make a match method for mufradat mastery at SMP Al-Qur'an Salafiyyah Syafi'iyyah Sukorejo Bangorejo Banyuwangi. This research method uses quantitative methods using Experimental with the research design using the One-Group Pretest-Posttest Design. The sample of the research was 15 grade 9 students of SMP Al-Qur'an. Data collection techniques using observation, interviews, documents, pretest and posttest. The results of the normality test, there is a normal distribution population that is used in the experimental post-test and control post-test. the results of the homogeneity test produce a sig value > 0.05 = homogeneous, meaning that the data is taken from the same population. And in the Paired T-Test there is a significant effect on the pretest and posttest classes, namely from an average of 77.00 it has increased to 82.33.

Keywords: *Vocabulary, Model Make a Match, Pretest-Posttest*

Introduction

Language cannot be separated from a vocabulary. There are three elements of language, namely: pronunciation or sounds or what can be called phonology, vocabulary or what is called the lexicon, and sentence structure which is called syntax. One of the most important elements of a language that someone must have in learning a foreign language, especially Arabic, is vocabulary.[1] So, everyone who wants to learn Arabic, at the initial stage, what must be done is to learn vocabulary, because it is

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[1] Zahratun Fajriah, "Peningkatan Penguasaan Kosakata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu Kata Bergambar," *Jurnal Pendidikan Usia Dini* 9, no. 1 (2015): 107–126.

impossible for someone to master Arabic without learning Arabic vocabulary. Therefore, vocabulary is very important for beginners to master Arabic.[2]

In the mufradat (vocabulary) learning process, the teaching applied is not just teaching vocabulary and then asking students to memorize it. However, students are considered able and able to master mufradat if they have reached the indicators of mastery of mufradat, some indicators of mastery of mufradat include: (1) students are able to pronounce and rewrite mufradat correctly and well. (2) Students are able to translate mufradat forms well. (3) Students are able to use mufradat in sentences correctly, both in spoken and written form.[3]

Mufradat (vocabulary) is a very essential linguistic factor that must be mastered by students in order to be able to speak Arabic correctly and well.[4] The capacity of a person's language is a reflection of his ability to convey the meaning of certain words.[5]Students who are able to master vocabulary will demonstrate their language skills in language skills, both in speaking fluently and also in writing correctly as a productive skill.[6]

To determine the mastery of mufradat at Al-Qur'an Salafiyyah Syafi'iyyah Middle School, Sukorejo, Bangorejo, Banyuwangi, the teachers used the make a match method. Make a match was developed by Lorna Current (1994), this model is often called looking for a partner, which is an alternative that can be applied to students. The application of this method is through a technique, namely that students are asked to look for their partner cards, these cards are pairs of question cards and answer cards.[7] And given a time limit that has been determined by the teacher and students must be able to match them before the time limit, and whoever can match the cards will get a point, if not then they will not get a point. According to Rusman, make a match is one type of model that can be applied in cooperative learning, where students can look for partners

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[2] Homroul Fauhah dan Brillian Rosy, "Analisis Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa," *JPAP: Jurnal Pendidikan Administrasi Perkantoran* 9, no. 2 (2021): 1–14.

[3] Hanifah Nur Azizah, "'Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall,'" *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 1, no. 1 (2020): 1–16.

[4] Andhika Khairi, Toto Edidarmo, Ahmad Dardiri, "Penggunaan Model Make a Match Untuk Meningkatkan Kemampuan Mufradat Siswa Madrasah Ibtidaiyah'" 1, no. 2 (2022): 239–254.

[5] Nasruni, Sri M. Utami, Fatmawati, "Penerapan Methode Make A Match Dalam Meningkatkan Hafalan Kosakata Bahasa Arab Siswa Kelas VII MTSS Taman Pendidikan Islam Makassar," *Al-Maraji: Jurnal Pendidikan Bahasa Arab*, no. 1 (2022): 1–14.

[6] Nurul Inayah, "Peningkatan Penguasaan Kosakata (Mufrodat) Untuk Memahami Wacana Bahasa Arab Melalui Media Kartu Bergambar (Bithoqotu Ash-Shuroh) Pada Siswa Kelas Xi Sma Negeri 2 Gowa" (Universitas Negeri Makassar, 2019).

[7] Hanifah Hasna Shalihah, "Penerapan Mtode Make A Match Berbasis Pancingan Kata Untuk Meningkatkan Kemampuan Menulis Bahasa Arab," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 1, no. 2 (2018): 1–9.

while learning about a topic or concept in an atmosphere that is encouraging and not boring.[8] To carry out a model like this, students need diligence, firmness and activeness so that the world of learning is much more effective in their thinking abilities.[9]

One of the methods applied at Al-Qur'an Salafiyyah Syafi'iyyah Middle School Sukorejo Bangorejo Banyuwangi is the make a match method in learning Arabic, especially in mastering mufradat. Al-Qur'an Middle School which applies Arabic language teaching in the classroom and outside the classroom. The total number of students is 101 students. 58 female students, 40 male students and 3 tutors studying from outside the cottage. One of the Arabic teachers said that "students are able to master mufradat if they pay attention one by one, in the sense that each student must be responsive and careful and can master mufradat at the stages of learning Arabic, even if little by little." Which means, if the make a match method can help students be more responsive and faster in grasping vocabulary or mufradat and also better understood and easier to understand, then there is no harm in using the make a match method in mastering mufradat.

From the explanation above, the author is interested in researching the effect of the make a match method on mastering mufradat at Al-Qur'an Salafiyyah Syafi'iyyah Middle School Sukorejo Bangorejo Banyuwangi which aims to (1) find out the effect of applying the make a match method to improve mufradat at Al-Qur'an Middle School. Qur'an Salafiyyah Syafi'iyyah Sukorejo Banyuwangi (2) knows the results of student learning using the make a match method to increase mufradat at SMP Al-Qur'an Salafiyyah Syafi'iyyah Sukorejo Banyuwangi.

Methode

This type of research uses quantitative descriptive research in the form of numbers. The analysis in this research uses statistical analysis. Where descriptive type research helps to determine the value of a variable, either one variable or more. The method used in this research is a planned and systematic experimental method with a research design using One-Group Pretest-Posttest Design. Where the pretest is before being given treatment while the posttest is after being given treatment.[10] So in this

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[8] Rusnah, "Peningkatan Penguasaan Kosa Kata Bahasa Arab Menggunakan Model Pembelajaran Kooperatif Make A Match, Seminar Nasional Pendidikan Profesi Guru Agama Islam" 2 (2022): 1–16.

[9] Natasya Sayyidah Ahsan, "Penerapan Model Pembelajaran Make a Match Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab Siswa Kelas III MI Setia Bhakti Kecamatan Trawas Kabupaten Mojokerto" (Repositori Universitas Negeri Malang, 2020).

[10] Leny Prastika, "Pengaruh Penerapan Metode Make a Match Terhadap Hasil Belajar Siswa Pada

study, the researcher involved one control class, namely the class in treatment and the experiment, namely after treatment, to determine the effect of applying the make a match method on student learning outcomes in mastery of mufradat in class 9 of Salafiyyah Syafi'iyyah Al-Qur'an Middle School, Sukorejo, Banyuwangi. totaling 15 people.

The data collection technique in this research is interviews in order to understand the Arabic language learning process, especially in mastering mufradat. Researchers also carried out direct observations by conducting tests (pre-tests) to find out data on students' abilities in control and experimental classes in learning Arabic for mastery of mufradat and documentation to obtain written information about the school profile and other important written data needed researcher at this school.

Results and Discussions

A. Test Normality Results

The normality test aims to find out whether the data population is normally distributed or not.[11] The normality test is used in determining hypothesis testing analysis techniques.[12] In this study, the normality test was carried out after the pre-test and post-test of the research sample was carried out and calculated using the one sample Kolmogorov Smirnov test with a sig level. 0.05. The basis for decision making in the normality test is as follows:

a) If sig. (significance) < 0.05, then the data is not normally distributed.

b) If sig. (significance) > 0.05, then the data is normally distributed.

The normality test was carried out with the help of the SPSS (Statistical Package for Social Science) version 25 program. The calculated results from the pre-test and post-test normality tests on the research sample are as follows:

Table 1

Pembelajaran Matematika Kelas v Mi Banjarejo Panekan Tahun Ajaran 2020/2021" (IAIN Ponorogo, 2021).

[11] Miftachul Janah and Afif K. Nashoih, "Efektivitas Crossword Puzzle Dalam Pembelajaran Bahasa Arab Sebagai Inovasi Pembelajaran Daring Di Masa Pandemi Covid-19," *Al-Lahjah: Jurnal Pendidikan Bahasa Arab dan Kajian Linguistik* 5, no. 2 (2022): 9–21.

[12] Ari Apriyono and Abdullah Taman, "Analisis Overreaction Pada Saham Perusahaan Manufaktur Di Bursa Efek Indonesia (BEI) Periode 2005-2009," *Nominal: Barometer Riset Akuntansi dan Manajemen* 2, no. 2 (2013): 76–96.

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
hasil belajar	post-test eksperimen	.191	15	.147	.924	15	.220
	post-test kontrol	.194	15	.135	.883	15	.052

a. Lilliefors Significance Correction

Based on the results of the analysis, it can be seen that in the Kolomogorov Smirnov Test the learning scores for the experimental post-test and control post-test were normally distributed. This is at the experimental post-test significance level, namely $(0.147) > 0.05$, while the control post-test significance level is $(0.135) > 0.05$.

So the conclusion is that there is a normal distribution population in both normality tests used in the experimental post-test and control post-test on the effect of the make a match method on the application of mufradat mastery learning carried out at Al-Qur'an Salafiyyah Syafi'iyyah Middle School Sukorejo Bangorejo Banyuwangi .

B. Homogeneity Result Test

Homogeneity is used to find out whether several variants in a population are the same or not.[13] As a testing criterion, if the sig value. > 0.05, it can be concluded that the variance of two or more groups is the same. The Homogeneity Test was carried out after the pre-test and post-test data from the research sample had been obtained.[14]

In this study, the homogeneity test was calculated using one way anova with the help of the SPSS (Statistical Package for Social Science) version 25 program. The calculated results from the pre-test and post-test homogeneity tests are as follows:

Tabel 2

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	.660	1	28	.423
	Based on Median	.450	1	28	.508
	Based on Median and with adjusted df	.450	1	27.949	.508
	Based on trimmed mean	.611	1	28	.441

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[13] Usmadi, "Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas).FKIP USB (Inovasi Pendidikan)" 7, no. 1 (2020): 1–13.
[14] Rektor Sianturi, "Uji Homogenitas Sebagai Syarat Pengujian Analisis," *Jurnal Pendidikan, Sains Sosial, dan Agama* 8, no. 1 (2022): 386–397.

Based on the analysis results, it can be seen that the levane test results show that the Sig > Alpha value (0.423 > 0.05). So, based on the results of the data decision, the test results produce a sig value > 0.05, which means the data is homogeneous, which means the data was taken from the same population.

C. Paired Sample T-Test

Paired sample t-test is a type of statistical test that aims to compare the average of two paired groups. A paired sample can be interpreted as a sample with the same subject but undergoing two different measurements, namely measurements before treatment and after the treatment given. The requirements for this type of test are: (1) the data is normally distributed; (2) the two groups of data are dependent (interrelated or paired); (3) the type of data used is numerical and categorical (two groups); and (4) both groups of data have the same variance.[15]

Tabel 3

Based on the results of the data which will be explained below, it can be

		Mean	Std. Deviation	Std. Error Mean	Paired Differences 95% Confidence Interval of the Difference Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	preeks – posteks	-5,333	1,291	,333	-6,048	-4,618	-16,000	14	,000
Pair 2	prekontrol – postkontrol	-4,333	2,582	,667	-5,763	-2,903	-6,500	14	,000

concluded that;

1. Pair1, Sig value. (2-tailed) 0.00 < 0.05 then Ho is accepted and Ha is rejected, it can be concluded that there is a difference in the average student learning outcomes in the pretest scores in the experimental class and the posttest scores in the experimental class.

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[15] Miftakhul'Ulum and Maylita Hasyim Wisda, "Eksperimentasi Metode Jarimatika Modern Tontalkog Berbasis Multimedia Pada Siswa Sekolah Dasar," *JP2M (Jurnal Pendidikan dan Pembelajaran Matematika)* 2, no. 2 (2016): 79–91.

2. Pair2, Sig value. (2-tailed) 0.00 < 0.05 then Ho is accepted and Ha is rejected, it can be concluded that there is a difference in the average student learning outcomes in the control class pretest scores and the control class posttest scores.

Tabel 4

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preeks	77,00	15	6,492	1,676
	Posteks	82,33	15	6,779	1,750
Pair 2	prekontrol	80,00	15	6,547	1,690
	postkontrol	84,33	15	6,230	1,609

There is a significant influence, seen from before the pretest was carried out on the make a match learning model and after the make a match learning model was carried out on the results of mastery of mufradat in learning Arabic at Al-Qur'an Salafiyyah Syafi'iyyah Middle School Sukorejo Bangorejo Banyuwangi. Due to the increase in the pretest and posttest classes, from an average of 77.00, there was an increase to 82.33.

Conclusion

In learning Arabic, students must be able to master the vocabulary (mufradat) in order to proceed to the next stage. Therefore, students must learn vocabulary first. Mufradat's mastery of language can be seen from their conversation or writing, it will be seen when they are proficient in speaking or writing skills. All of this will be good and correct if you start actively and seriously in your learning. One of the learning methods in Arabic for mastering mufradat is the make a match model.

The make a match model is part of cooperative learning which involves studying the method in pairs, in the sense that the teacher prepares cards containing questions and also cards containing answers, so students will be asked to answer the questions that have been instructed by the teacher and students. start looking for their respective partners. In this kind of method, students are required to be active in their thinking skills.

The results of the normality test show that there is a normal distribution

population used in the experimental post-test and control post-test. the results of the homogeneity test produce a sig value > 0.05 = homogeneous, meaning that the data was taken from the same population. And in the Paired T-Test there was a significant influence on the pretest and posttest classes, namely from an average of 77.00 there was an increase to 82.33.

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