

The Effectiveness of the Tamyiz Method in Improving Understanding of Arabic Vocabulary in Junior High Schools

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Abstract

Metode *Tamyiz* is a practical method to help translate Arabic vocabulary. The purpose of this study was to determine the effectiveness of the *tamyiz* method in improving the understanding of Arabic vocabulary at SMP Muhammadiyah 6, Jakarta. This study used a type of quantitative research with experimental design techniques (pre-experimental model, one-group pretest-posttest). The research was conducted in March 2024 at SMP Muhammadiyah 6, Jakarta. The population in this study was grade VIII students at SMP Muhammadiyah 6 Jakarta, totaling 30 people using saturated sample techniques. The data collection technique used in this study was pre- and post-test. And the technique to analyze the data uses normality tests, effectiveness tests, and paired sample t-tests with a significance level of 5%. The results of this study found that there was an increase in students' understanding of Arabic vocabulary using the *tamyiz* method. Therefore, it can be concluded that the *tamyiz* method is quite effective as a learning method that can significantly improve the understanding of Arabic vocabulary of grade VIII students at SMP Muhammadiyah 6 Jakarta.

Keywords: *Tamyiz Method; Arabic Vocabulary; Junior High Schools*

Introduction

Arabic was chosen and established as an official language within the United Nations (UN) in 1973 (Hadi, 2015). Arabic has become an important language in the world, so it is used for administration, diplomacy, the economy, education, and others. Arabic is also a language of science, knowledge, and technology (Dodego, 2022). With this, a person's interest in Arabic greatly increases. So now more and more people choose to learn Arabic in formal and non-formal educational institutions. Education is a method or mechanism used by educators to ensure that students understand the material as accurately as possible, maybe with the help of already established skema (Majid et al, 2022). Education provides a variety of alternative learning process options to students in order to be able to determine them. All teaching processes that are good or bad must have various rules containing the means and style of presentation (Rosilia, 2022).

If you use management that supports the achievement of learning objectives, it will produce quality learning. In conducting learning, teachers in schools act as managers. Especially for the Arabic teacher, he is responsible for producing learning activity situations that provide a sense of enthusiasm for learners to learn Arabic (Musa et al, 2022). Therefore, a teacher must provide the right method, adequate learning tools, and a conducive classroom atmosphere to students

during the teaching and learning process (Faiqah, 2017).

In essence, the teaching and learning process is a communication process. With the establishment of good communication, it will bring many benefits to the understanding between students and teachers (Munjin, 2017; Mamnunah et al, 2021). In order for the communication process to run smoothly, media and learning methods are needed. The learning method is a science that learns a way of communicating or interacting between teachers and students so that in every teaching and learning activity, the process is well systematized (Ahyat, 2017). Meanwhile, according to M. Hasby Ashyidiqih, the learning method is a set of ways carried out to achieve certain goals in the process of teaching and learning activities (Tanu, 2019). The learning method is not seen in terms of being good or not, but in terms of effectiveness or ineffectiveness (Aidah et al., 2023).

Effectiveness is the ability to achieve desired results or predetermined goals in an efficient, timely manner and in accordance with available resources (Risda, 2021). Meanwhile, according to Siti Asiah, effectiveness is something that shows the level of achievement of a goal to be achieved (Asiah, 2018). Especially methods for learning Arabic. The Arabic language learning method is a method used to present Arabic language learning materials so that they can be received well and pleasantly by students (Mantau et al, 2024). However, until now, the methods provided are not suitable to be applied, especially in terms of understanding Arabic vocabulary. Applications that refer to improving Arabic by using effective methods and approaches are often improving language skills, especially in terms of understanding vocabulary (Krisnawilujeng et al, 2023). Vocabulary in Arabic, known as "مفردات" (mufradat) or "مفرد" (mufrad) individually, refers to the collection of words used in Arabic. This vocabulary consists of different types of words, including nouns (اسم), adjectives (صفة), verbs (فعل), and adverbs (حرف) (Hunaidu, 2018). In learning Arabic, of course, there are still problems or difficulties that occur. Because for students to learn or understand Arabic vocabulary, it is a difficult thing to do (Hartati, 2023). So that students become less enthusiastic about participating in Arabic learning in class and become less understanding of the learning taught. On the other hand, there is also a factor in the time of Arabic subjects, which only allocate 2 hours a week; of course, that is a small time. Therefore, along with the development of new innovations for Arabic language learning today, there is a method that can help with this problem, namely the tamyiz method (Sobieroj, 2016; Rosshandler et al, 2019).

The tamyiz method is a practical method for improving the comprehension of Arabic vocabulary. According to Mukroji, the Tamyiz Method is an idea that can enable students who apply this method to translate the Koran quickly (Roji et al, 2021). This method is interesting because it is different from other Arabic methods (Hairani et al., 2019). If we use this tamyiz method, we don't need to take a long time to master it. The way of learning the tamyiz method is by singing, and this tamyiz method helps improve memorization power for students (Wildan, 2019). So, it will help students understand Arabic vocabulary. This happens because of habituation or practice, which is repeated continuously through the tamyiz method so that memory and thinking power continue to develop (Rachmawati, 2021).

The tamyiz method has been used and researched at PPTQ-TD Tarbiyatul Ummah Sukaharjo with the research title "Application of Tamyiz Method in Arabic Language Learning at PPTQ-TD Tarbiyatul Ummah Sukaharjo 2015-2016," which was researched by Kafin Jaladri and Imam Syafi'i. This tamyiz method was the latest method used in learning Arabic that year. The result of the study was that the tamyiz method for learning Arabic in grade II at PPTQ-TD Tarbiyatul Ummah Sukaharjo went well and effectively (Syafi'i, 2016). In a study conducted by Alfi Fauziyah et al., entitled "The Effectiveness of the Tamyiz Method on Memory in Learning the Qur'an at Santri Pondok Pesantren Qur'an," The result of the study is that there is an influence of the Tamyiz Method on memory when studying the Qur'an (Fauziyyah et al., 2018). In research conducted by Khoirul Wildani and A. Jauhar Fuad, entitled "Implementation of the Tamyiz Method in Learning to Read the Yellow Book," The result of the study is that learning to read the yellow book with the tamyiz method is fairly effective (Wildan, 2019).

Based on the findings of several previous studies, it can be used as evidence that the research that the researcher will do has never been done by other researchers before (Carte, 2017). The difference or novelty of the research that will be carried out by researchers with the research above is that researchers focus research using the tamyiz method that has not been applied at the research location and will measure how effective the tamyiz method is in improving the understanding of Arabic vocabulary in grade VIII students at SMP Muhammadiyah 6 Jakarta using this type of experimental quantitative research. Applying the tamyiz method as a method for learning Arabic, it is hoped that it can be a tool for improving the understanding of Arabic vocabulary so that students can easily know and improve the understanding of Arabic vocabulary they learn (Fuad, 2021). Without vocabulary, students will find it difficult to follow Arabic learning at school. From the problems described above, the researcher took the title "The Effectiveness of the Tamyiz Method in Improving Arabic Vocabulary Comprehension in Class VIII Students at SMP Muhammadiyah 6 Jakarta." And the purpose of this study is to determine the effectiveness of the tamyiz method in improving Arabic vocabulary comprehension in grade VIII students at SMP Muhammadiyah 6, Jakarta.

Method

This study used a type of quantitative research with experimental design techniques (pre-experimental model, one-group pretest-posttest). This experimental research method is used to determine what variables and how the relationship forms with one another. In this design, before being given treatment, a pre-test will be carried out first, and after being given treatment, a post-test will be carried out. The research was carried out in March 2024, starting with a pre-test at the first meeting and ending with a post-test at the last meeting. The research was located at SMP Muhammadiyah 6, Jakarta. In this study, there is an independent variable, namely the tamyiz method, and a dependent variable, which is to increase the understanding of Arabic vocabulary. The population in this study was grade VIII students at SMP Muhammadiyah 6, Jakarta, totaling 30 people. To determine the sample in this study, the researcher used a saturated sample technique. A saturated sample is a sampling technique that takes the entire

population without any difference or division (Ubaidillah et al, 2024). So, the sample in this study was grade VIII students at SMP Muhammadiyah 6 Jakarta, totaling 30 people.

The data collection technique used in this study is using tests. Tests are carried out to test a person's ability. This test is done in writing during the pre-test and post-test (Saepurohman, 2021). This research will later conduct a pre-test before the application of the tamyiz method in order to find out the abilities of the students. After the application of the tamyiz method, the students will be tested again or post-tested to measure and compare learning outcomes after being given the treatment method. Data analysis techniques in this study used normality tests, effectiveness tests, and paired sample t-tests with a significance level of 5%.

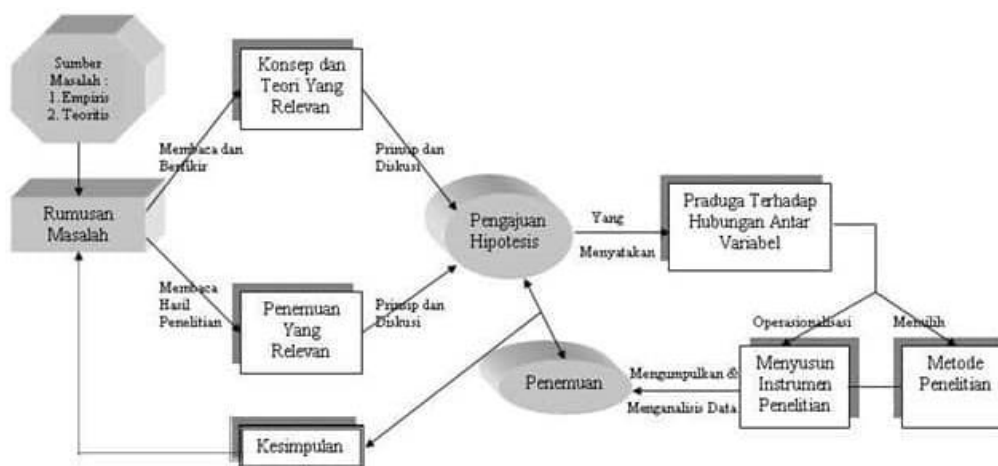


Figure 1. Quantitative research

Results and Discussion

Normality Test

The normality test is used to test or assess whether data is normally distributed or not (Fahmeyzan et al., 2018). The normality test is used as a condition before performing parametric statistics. This normality test uses the Shapiro-Wilk test type. The Shapiro-Wilk test is used if the sample is less than 50 with a significance level of $\alpha = 0.05$ with the SPSS application (Noorhidayati et al, 2023). Here are the criteria for normality (Viera Valencia & Garcia Giraldo, 2019):

- If the significance value is > 0.05 , then the distribution of data is said to be normal.
- If the significance value is < 0.05 , then the distribution of data is said to be abnormal.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-Test Tamyiz Method	,100	30	,200*	,981	30	,841
Post-Test Tamyiz Method	,159	30	,052	,948	30	,154

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the results of the normality test above, it is known that the number of samples used amounted to 30, so this data uses the Shapiro-Wilk type normality test. The significant value of Shapiro-Wilk can be said to be normally distributed because the value of p (sig.) = 0.841 > 0.05 in the pre-test of the tamyiz method and the value of p (sig.) = 0.154 > 0.05 in the post-test of the tamyiz method.

Effectiveness Test

Effectiveness tests were conducted to measure the success rate of using the tamyiz method in improving Arabic vocabulary comprehension. The difference in learning outcomes can be seen from the pre-test and post-test assessments that have been carried out. And to find out the difference, use the n -gain score formula (Kurniawan, 2014):

$$n\text{-gain score} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Ideal score} - \text{Pre-test score}}$$

The division of categories for obtaining n -gain scores is as follows (Rudibyani, 2019):

Table 2. Obtaining n -gai Scores

N-Gain Value	Category
$g > 0,7$	Talk
$0,3 < g < 0,7$	Keep
$g < 0,3$	Low

While the categories of interpretation of the effectiveness of the n -gain score are as follows (Fauziah et al., 2022):

Table 3. interpretation of the effectiveness of the n -gain score

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
> 76	Effective

From the results of the data above, it can be said that the results of this N -gain score test fall into the category of obtaining medium values because the average N -gain value amounts to 0.6, which is smaller than 0.7 and greater than 0.3. While the results in the category interpretation of the effectiveness of the N -gain score are cukup effective because it is worth 60.3%.

Tabel 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	30	,50	,75	,6033	,06291
NGain_Persen	30	50,00	75,00	60,3347	6,29139
Valid N (listwise)	30				

Paired Sampel T-Test

A paired sample T-test in this study was used to determine whether or not there was a positive influence and significant value between the average results of the pre-test and post-test that had been carried out (Christina & Kristin, 2016). This study was carried out because there were two different treatments, namely the first treatment, or before, and the second treatment, or after.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Tamyiz Method	44,00	30	11,700	2,136
	Post-Test Tamyiz Method	77,50	30	6,917	1,263

Table 7. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test Tamyiz Method - Post-Test Tamyiz Method	-33,500	6,453	1,178	-35,909	-31,091	-28,435	29	,000

In the table, the results of descriptive statistical summaries from the pre-test and post-test are known. This means that there is an increase in the average number between - and. Therefore, it can be concluded that the tamyiz method has an influence on improving the understanding of Arabic vocabulary. From the table of t-test results above, it can be seen that obtaining a Sig. (2-tailed) of 0.000, which means less than 0.05, Thus (1) H_0 rejected = **There was no** difference in the value of increasing Arabic vocabulary comprehension before and after being given the tamyiz method, **declared rejected, and (2) H_a accepted = is the** difference in the value of increasing vocabulary comprehension of language Arab before and after being given the tamyiz method was **declared accepted**.

The results of the study, based on the pre-test and post-test that had been carried out using a sample of 30 students of SMP Muhammadiyah 6 Jakarta, were known to have an influence before and after the tamyiz method treatment. This is explained by the results of the descriptive statistical analysis, which show the average score of the test before being given the treatment (pre-test) of students is 44 and the average score after being given the treatment (post-test) of students is 77.50. In addition, the effectiveness of using the tamyiz method can be seen from the results of the effectiveness test, which is worth 60.3% with a percentage between 56 and 75 and obtained a medium category value.

Then, through the paired sample t-test, this study obtained a sig. (2-tailed) value of 0.000 with a significant level of 0.05, then a sig. (2-tailed) value of $0.000 < 0.05$, which means that H_0 was rejected and H_a was accepted because of differences or increases in the level of understanding of students' Arabic vocabulary before and after being given the tamyiz method, which is characterized by students being able to answer questions given by the teacher. By using the tamyiz method as a tool for improving the understanding of Arabic vocabulary, there is an increase in the degree to which students become more enthusiastic about following and understanding the learning and can memorize and understand Arabic vocabulary with a pleasant taste. Therefore, it can be concluded that the use of the tamyiz method is quite effective in improving the understanding of Arabic vocabulary of grade VIII students at SMP Muhammadiyah 6 Jakarta.

Conclusion

Based on the results of the study, before being given treatment, I got an average score of 44, and after being given treatment, there was an increase by getting an average value of 77.50. It can be concluded that the use of the tamyiz method as a tool in improving the understanding of Arabic vocabulary in grade VIII SMP Muhammadiyah 6 Jakarta is quite effective, with a value of 60.3% with a medium category and a sig. (2-tailed) of $0.000 < 0.05$, which shows that there is a real difference between before and after the treatment. So that this research can be a reference in teaching grade VIII students and teachers to use the tamyiz method to improve their understanding of Arabic vocabulary.

Acknowledgment

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