



The Effectiveness of using the Hijaiyah Game within the Natural Method to enhance writing skills

Anggini Putri Hilira¹, Kasmianti², Halomoan^{3*}, Moh. Najib Syaf⁴

^{1,2}Universitas Islam Negeri Sultan Syarif Kasim Riau, ³Universitas Negeri Padang,

⁴Institut Agama Islam Nahdlatul Ulama Bangil

Corresponding Author, e-mail : halomoan@fis.unp.ac.id

Abstract

It was experiment research aiming at finding out the effectiveness of Natural method with Hijaiyah game in increasing student writing ability at the fourth grade of Islamic Integrated Elementary School of An-Najiyah. The formulation of the problem in this research was "was Natural method with Hijaiyah game to increase student writing ability at the fourth grade of Islamic Integrated Elementary School of An-Najiyah Pekanbaru?". All the fourth-grade students at Islamic Integrated Elementary School of An-Najiyah Pekanbaru were the population of this research, and the samples were the fourth-grade students of class A as the experiment group and the students of class B as the control group. Observation, test, and documentation were the instruments of collecting data. Based on data analysis, it could be concluded that Natural method with Hijaiyah game was effective in increasing student writing ability at the fourth grade of Islamic Integrated Elementary School of An-Najiyah Pekanbaru because the result of student dimensional test showed that the score of fobserved was 1.475 at t tailed 38, and the score 0.232 was higher than 5% significant level (0.232>0.05). Besides, the experiment group was used, and mean score of Natural method was 84.50. So, Ha was accepted and Ho was rejected, if Natural method was implemented effectively to student writing ability.

Kata kunci: Effectiveness; Natural Method; Hijaiyah Game; Writing Ability.

Received April 28, 2024

Revised June 20, 2024

Published July 10, 2024



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author.

Introduction

The Arabic language is broad in terms of its vocabulary and meanings, and when a person makes mistakes in pronunciation, he is affected by errors in meaning and different purposes (Thuaimah 1989). The Arabic language is the language of sciences, whether religious or other sciences and therefore the Arabic language has an important role among Muslims. Most of the religious sciences, including interpretation, hadith, tauhid, fiqh, and others, are written in Arabic. The other sciences are in Arabic. Arabic is also the accepted global language after English. Arabic is recognized as a sacred language for Muslims. Although the Islamic language is sacred, it does not significantly influence learning attitudes and techniques (Hanum and Rahmawati 2020).

There are many and varied problems in teaching the Arabic language, including the phonetic system, morphological system, vocabulary, grammatical system, and writing system (Nasrulloh et al. 2020). Teaching the Arabic language is a duty for students at Al-Najiyah Integrated Islamic Primary School in Pekanbaru, with the aim of students being able to use the Arabic language orally and in writing (Widyasari n.d.). These skills are listening skills, speaking skills, reading skills, and writing skills (Baroroh and Rahmawati 2020).

Writing skill is the expression of ideas in a desired form (Makruf 2016). Writing here is the depiction of graphic symbols that form a language and are understood by others to read. The symbols of the graph are the phoneme group that synthesizes the word, from the single to the sentence, from the sentence to the paragraph, which includes the idea and purpose of that information. Writing is not only concerned with constructing the sign of reading but rather

presenting the idea through the constructed sentence, complete and clear so that you can express that idea to others. Writing skill is the ability to describe or express the content of ideas and ranges from simple aspects such as writing words to complex aspects. Writing skills can be developed through practice.

This exercise can be developed in school through extensive practice. Pupils practice and continue to practice without realizing that they already can write. Learning to write faces many obstacles so they tend to avoid them. Or not teaching it, they consider writing a very difficult activity because they have to pay attention and understand the rules of writing, such as writing the alphabetical letters when dictating them, letters that can be connected and cannot be divided, giving vowels to the alphabetical letters, writing the solar alif laam and the lunar alif laam, writing the hamza letter, and writing the letter taa. At the same time, in the Arabic language learning curriculum, students are expected to be able to identify sounds, meanings of sentences, ideas of linguistic elements, text structure, and Arabic cultural elements related to some topics orally or in writing (H Syamsuddin Asyrofi et al. 2021).

The things needed to achieve the desired goal are a good plan for students' desire to learn academic subjects that focus on living skills, designing the subject matter, an appropriate learning strategy, and learning methods. Therefore, the teacher must choose a good teaching method when performing the learning and teaching process (Annaqah 1985). The method is a comprehensive plan related to advanced and organized linguistic material (Arsyad and Majid 2010), and it is general about theories in the specific approach (Hermawan 2018) and it is one of the correct methods in teaching the subject (Hidayat and Wijaya 2016; Izzan 2011).

One of the teaching methods that can improve students' writing skills is the natural method, as this method is preferable to applying the language directly (Fachrurrazi 2011) and is focused on the true meaning of communication and not on the accuracy of speech (Aziz, Erta, and Ahmad 2019). The teacher must pay attention to the ability of the students when teaching writing and be concerned with what he will teach to be able to assign the subject matter presented to consider progress. Copyright belongs to the students. Previous studies have shown an increase in students' proficiency in speaking skills after applying the natural method (Annur 2018) and an increase in students' proficiency in dictation after applying spelling games (Mawaddah 2019). Rather, this research is different from the above in that the variable.

Based on the introductory study at Al-Najiyah Integrated Islamic Primary School Yakan Baru, learning the Arabic language is good. The teacher has made full attempts to improve the student's writing skills, but the writing skill is still very low. Some of the perceived factors are: Some of the students were not able to write the letter, the spelling was correct, Some students were unable to write the vocabulary correctly, and the method and method that the teacher uses is not suitable for improving writing skills, even though the choice of learning methods and media is a determining factor in the success of learning (Halomoan and Miftahurrohman 2019). In fact, for the teacher in Al-Najiyah Integrated Islamic Primary School, Bakan Baru, the teacher's creativity is further enhanced, for example by using Arabic language learning methods and Arabic language learning media to improve the students' fourth-grade skills at Al-Najiyah Integrated Islamic Primary School, Bakan Baru.

The question in this research is: Is using the natural method of the spelling game to improve writing skills effective in teaching the Arabic language to fourth-grade students at Al-Najiyah Integrated Islamic Primary School in Pekanbaru? This research aims to find out the importance of using the natural method of the spelling game to improve writing skills in teaching the Arabic language among fourth-grade students at Al-Najiyah Integrated Islamic Primary School in Pekanbaru. Based on this previous background, conducting a study entitled The effectiveness of the natural method using the Hijaiya game to improve the writing skill of fourth-grade students in Al-Najiyah Integrated Islamic Primary School in Pekanbaru is very important.

Method

This research is a quasi-experimental research (Sugiyono 2016) and quantitative research. This research has two variables, which are the effectiveness of the natural method in the spelling game as a variable (X) and the writing skill as a variable (Y). This research will look at a

comparison between before and after applying the natural method. This research is experimental research by applying the effectiveness of the natural method using the spelling game to improve the writing skills of the fourth-grade students in Al-Najiyah Integrated Islamic Primary School in Pekanbaru. It was divided into two classes, the fourth class A was the experimental class, and the natural method was applied using the spelling game and the fourth class B was the control class. It does not use the application of the natural method using the spelling game. In this research, a control group design was used with a pre-test and a post-test.

Table 1. Pre-test and Post-test in control group design

group	Pre-test	Treatment	Post-test
4a	T ¹	X	T ²
4b	T ¹	-	T ²

Description:

- T1 : The pre-test, that is, before presenting the study material
 T2 : The pre-test, that is, after presenting the study material
 X : The chapter in which the treatment is carried out
 - : The chapter in which there is no treatment

The location of this research was Al-Najiyah Integrated Islamic Primary School in Pekanbaru in the year 2023. As for the subjects of this research, it is the fourth semester A and the fourth semester B in the Al-Najiyah Integrated Islamic Primary School in Pekanbaru, and its subject is the students of the fourth semester in the Al-Najiyah Integrated Islamic Primary School in Pekanbaru. Society is a group of resources that have the same characteristics. A sample is a part of the population that has the same characteristics as the object that is the source of data for the research. This research uses a saturated sample, and this happens because the population is relatively small, or less than 30 people. There are currently 40 students in the fourth class at Al-Najiyah Integrated Islamic Primary School in Pekanbaru for the academic year 2023/2024, and the research population and its sample taken, numbering 20 in the class. Fourth A and 20 in Chapter Four B. The method of collecting data is observation, testing, and documentation. The data analysis method is "T-Test".

Results and Discussion

1. A historical overview of Al-Najiyah Integrated Islamic Primary School in Pekanbaru

Al-Najiyah Integrated Islamic Primary School in its essence is a madrasa implementing the concept of Islamic education based on the Quran and Sunnah. Al-Najiyah Integrated Islamic Primary School was established in 2015 under the auspices of the Tuba Foundation for the Islamic Sunset. Al-Najiyah Integrated Islamic Primary School in Pekanbaru is a school that provides Islamic education in an integrated manner and enhances the personality of learners through a program of religious confirmation, moral confirmation, improvement, and memorization of the Qur'an. The program aims to shape the character of a Muslim generation that has a strong and correct understanding of Islam through the Qur'an and Sunnah.

2. Observation data

The primary evidence for this research is data taken from observation and performing the observation six times. As for the data from the first to sixth notes, they are as follows:

Table 2. Observation results on the natural method using the spelling game to improve writing skill

No.	Observation	1	2	3	4	5	6
1.	The school starts learning with simple commands that are easy for students to understand	4	4	4	4	4	4
2.	The school gives the vocabulary that the students know from listening	4	5	5	5	5	5
3.	The school continues its activities by teaching numbers and their sequences	5	4	4	5	4	5
4.	The school presents the pictures to the whole class. One photo at a time usually focuses on one activity in the photo	4	4	5	5	5	5
5.	The school orders the students to take pictures and show them one by one, and then the teacher asks the students	5	5	4	4	5	5
6.	The school orders the students to answer the questions and read it appropriately in the picture indicated	5	5	4	4	4	4
7.	The school divides pupils into small groups	5	5	5	5	5	5
8.	The teacher gives a piece of paper containing a sentence cut into several words to the groups and they discuss the letters of the alphabet on the paper	4	5	5	4	4	4
9.	The school asks the group representatives to correctly write the words found on the board and to complete the sentences that are not completely correct	4	4	4	5	5	5
10.	After the students find the answer, the school has the others translate the words on the paper together	4	4	5	5	5	5
	Amount	44	45	45	46	46	47
	Percentage	88	90	90	92	92	94
	Average %	91%					

Based on the previous table, it is clear that the average percentage of the natural method using the spelling game to improve writing skills was 91%, and therefore it can be concluded that it is very good.

3. Test data

This research was conducted by implementing the pre-and post-tests. The results of the pre-and post-test in the experimental and control semester are as follows:

Table 3. Average comparison between pre-and post-test results

No.	Class	Pre-test	Post-test	difference
1.	experiment class	66	75	19
2.	control class	67	80	13

Based on the previous table, it is clear that the results of the grades in the experimental semester after applying the natural method using the spelling game in teaching the Arabic language writing skills, and the pre-test score was 66 and increased from 19 to 85. As for the control class in which the natural method was not given using the spelling game in teaching the Arabic language writing skill, the pre-test score was 67 and increased from 13 to 80.

4. Independent sample test results

This independent sample test aims to find out whether there is a difference in the means of two unpaired samples. Then the T-test was used in this research to answer whether there was a difference in the results of writing skills in Arabic language topics and whether there was a difference between the experimental class and the control class.

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	90% Confidence Interval of the Difference
									Lower Upper
Hasil Tes Siswa	Equal variances assumed	1.470	.232	1.229	38	.227	4.000	3.762	-2.912 11.912
	Equal variances not assumed			1.229	37.306	.227	4.000	3.762	-2.912 11.912

Then the results of this research revealed that the natural method of using the hijaiya game to improve the writing skills of the fourth-grade students in the Al-Najiyah Integrated Islamic School, Pekanbaru, is effective. The results of the students' post-test showed this with a calculated T-count value of 1475 based on T-tailed 38 and a significance value of 0.232, which was greater than the significance level of 5 ($0.0232 < .005$). In addition, the experimental class was used and the natural method obtained an average of 84.50. Therefore, H_a is acceptable and H_o is rejected. Applying learning methods using the natural method is effective for improving students' writing skills.

Based on the average of the post-test for the students using the natural method (the experimental class) was 84.50 with the average of the pre-test 66,000, while the average of the pre-test for the students using the natural method (the control class) was 66,050 with the average of the post-test 80,000. The data shown indicate that there is a discrepancy between Proficiency in the writing skills of experimental class students in Arabic language subjects compared to the writing skills of control class students. Therefore, using natural method learning methods in learning Arabic is more effective and influential than learning that does not use methods often called traditional learning with the ultimate goal of further improving students' writing skills in Arabic subjects.

It was concluded that teachers should not carry out learning activities except by learning through lecture methods or focusing on the taught topics, which leads to the tendency of students to feel bored or sleepy during teaching and learning activities. Sometimes, teachers prepare learning methods that can arouse students to be more enthusiastic about learning, especially learning Arabic. Learning the Arabic language requires learning methods that are easy for students to understand, so that the Arabic language becomes one of the preferred subjects among schools or Islamic boarding school environments in the school or Islamic boarding school environment, and care must be taken that when students learn the Arabic language, they have the ability, especially in writing skills. In Arabic from an early age until they get used to it. This research reveals that the natural method has the option to improve writing proficiency/skills in Arabic subjects in fourth grade. Academic achievement can be affected by several aspects, including internal factors, including physiological and psychological, and external factors, including the family social environment, the school environment, and the community environment.

This natural method is also very easy to use in any learning because the formula for applying the natural method is very easy and it is not difficult to put it into practice. Apart from using this natural method, students can learn while playing so that the classroom while learning is more lively and not boring. This research shows that the natural method has an impact on improving the writing skills of students in the Arabic language subject in the fourth grade. The natural method represents a learning method that can stimulate students' psychomotor abilities in thinking and students can remember the subjects they studied in school using this method. The natural method aims to make students more enthusiastic instead of making them feel bored in learning Arabic subjects. The natural method is one of the easy methods and all teachers use it to learn how to improve writing skills. This method of learning has advantages, one of which is that applying the natural method requires only educational materials.

Conclusion

Based on the results of analyzing all data related to the research, it was found that using the natural method in learning the Arabic language can improve students' writing skills, and this can be seen from the post-test average for students using the natural method (experimental class) method amounted to 84.50 with a pre-test average of 66,000. While the pre-test average for students using the traditional curriculum (control class) was 66.50, with a post-test average of 80,000, the data shown indicates that there is a discrepancy between the proficiency in the writing skills of the experimental class students in Arabic language subjects compared to the writing skill of the control class students, and thus The use of natural learning methods in learning the Arabic language is more effective and influential than learning that does not use methods or is often called traditional learning with the ultimate goal of further improving students' proficiency/skills in writing in Arabic subjects.

Using the natural method is one of the best options to further improve proficiency/writing skills in Arabic language subjects in the fourth grade, because the educational achievement and proficiency of students can be affected by several aspects, including (1) internal factors, including physiological (2) External factors include the family social environment, school environment, and community environment. This research suggested that teachers should make use of the natural learning model as an alternative method of teaching, that teachers should facilitate the means of applying the natural method, and that teachers should improve their professional competence.

References

- Annaqah, Mahmud kamil. 1985. *Ta'lim Al Lughah Al Arabiyah Lin Natiqina Bi Lughatin Ukhra*. Kairo: universitas ain shams.
- Annur, Risna Jelita. 2018. "Efektifitas Penggunaan Metode Natural Methode Dengan Menggunakan Teknik Latihan Komunikatif Untuk Meningkatkan Kemahiran Berbicara Siswa Di Mts Darul Falah Langgam Kabupaten Pelalawan."

-
- Arsyad, Azhar, and Nurcholish Majid. 2010. *Bahasa Arab Dan Metode Pengajarannya: Beberapa Pokok Pikiran*. Pustaka Pelajar.
- Aziz, Fachrurrazi, Mahyudin Erta, and Muzayyin Ahmad. 2019. "Pembelajaran Bahasa Asing: Metode Tradisional Dan Kontemporer."
- Baroroh, R. Umi, and Fauziyah Nur Rahmawati. 2020. "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif." *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9(2):179–96.
- Fachrurrazi, Aziz. 2011. "Pembelajaran Bahasa Asing: Metode Tradisional Dan Kontemporer."
- H Syamsuddin Asyrofi, M. M., Toni Pransiska, Mawi Khusni Albar, Nurul Ma'rifah, and Nur Afandi. 2021. *Aneka Desain Model Pembelajaran Bahasa Arab*. Nusamedia.
- Halomoan, and Miftahurrohman. 2019. "Efektifitas Metode Mim-Mem Dengan Menggunakan Media Teka-Teki Silang Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab." P. 136 in *National Seminar Applied Linguistics (NASAL)*.
- Hanum, Syarifah, and Rahmawati Rahmawati. 2020. "Implementasi Pendekatan Fungsional Dalam Pembelajaran Bahasa Arab Melalui Metode Community Language Learning." *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 9(2):327–37.
- Hermawan, Acep. 2018. *Pembelajaran Keterampilan Berbahasa Arab Dengan Pendekatan Komunikatif-Interaktif*. Bandung: Alfabeta.
- Hidayat, Rahmat, and Candra Wijaya. 2016. *Ilmu Pendidikan Islam: Menuntun Arah Pendidikan Islam Di Indonesia*. Lembaga Peduli Pengembangan Pendidikan Indonesia.
- Izzan, H. Ahmad. 2011. *Metodologi Pembelajaran Bahasa Arab*. Humaniora Utama Press.
- Makruf, Imam. 2016. *Strategi Pembelajaran Bahasa Arab Aktif*. Need's Press.
- Mawaddah, Meizatul. 2019. "Penggunaan Media Permainan Huruf Hijaiyyah Untuk Meningkatkan Kemampuan Siswa Pada Imlak Masmu'."
- Nasrulloh, Muhammad Farid, Afif Kholisun Nasoihi, Wisnu Siwi Satiti, and Septiana Khansa Afifa. 2020. "Mengatasi Problematika Pembelajaran Bahasa Arab Melalui Pelatihan Dan Permainan Bahasa Arab." *Jumat Pendidikan: Jurnal Pengabdian Masyarakat* 1(1):28–35.
- Sugiyono, Prof. Dr. 2016. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.
- Thuaimah, Rusydi Ahmad. 1989. *Ta'lim Al Lughah Al Arabiyah Li Ghairi an Nathiqina Biha: Manahijuhu Wa Asalibuhu*. egypt: Mansyurat Islamiyah lit Tarbiyah wal Ulum wa Tsaqafah.
- Widyasari, Chusna. n.d. "Media Pembelajaran Bahasa Arab Untuk Kemahiran Menulis (Maharah Al-Kitabah)."
-