# Improving Students' Arabic Text Reading Skills Through Think Pair Share Type of Cooperative Learning Model

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ABSTRACT

An important skill to understand Arabic text is maharah al-qiro'ah. The selection of the proper teaching method will impact learning outcomes. In addition, the condition of students can have an impact on learning activities in the classroom. The background of this research is MTs Nurul Huda Paowan Situbondo. The composition of students at this madrasa varies from the Arabic learning experience. Such conditions have affected their learning outcomes. This study aims to improve learning outcomes by applying the Think Pair Share type of cooperative learning model. This research applies classroom action research. This study concludes that using the Think Pair Share type can gradually improve student learning outcomes.

KEYWORDS
arabic text,
reading skills,
think pair share,
learning activities

## Introduction

The Arabic language began to be introduced and developed in Indonesia following the entry of Islam into this country. Historians held a congress in Medan in 1963, and the result was that Islam entered the archipelago in the first century of the Islamic calendar. This congress was also supported by the results of another congress held in West Sumatra, which agreed that Islam entered Minangkabau lands around the 7-8 centuries AD (Syakur, 2002).

Since the first coming of Islam into Indonesia, Arabic learning has continued to develop in terms of objectives and teaching methods. In the beginning, learning Arabic was oriented towards fulfilling the needs of a Muslim to perform worship, especially prayer. So that what is taught is only prayers and short letters in the Qur'an (Effendy, 2005).

Along with the development of the era, Arabic became the language of religion and an international language, namely as a means of communication amongst the world's countries, along with English and several other languages. Scholars use Arabic in producing great works in various disciplines such as history, philosophy, mathematics, physics, literature, and others. If only Muslims and other people wanted to look at history, when the scientific spirit in the Middle Ages peaked, they would undoubtedly

know that Arabic was the language that was the first to maintain and develop science and technology. Therefore, it is not an exaggeration to say that the Arabic language is the foundation for modern science, proliferating today.

Learning Arabic is very necessary. However, the passive view of the Islamic community towards Arabic has caused education and teaching of Arabic in the country to run slowly and have not changed much.

In teaching Arabic, there are four language skills that students must possess, namely listening skills (*Maharah al-Istima'*), speaking skills (*Maharah al-Kalam*), reading skills (*Maharah al-Qiro'ah*), and writing skills (*Maharah al-Kitabah*). The four skills are interrelated with each other. From the author's perspective, the important thing in teaching Arabic is *maharah qiro'ah* to understand the contents of Arabic. *Maharah Qiroah* is also one of the language skills achieved in teaching besides listening, speaking, and writing. However, reading Arabic script is not the same as reading Latin writing because it is different in writing and pronunciation.

An instructional system that emphasizes dynamic processes is needed to increase student curiosity to achieve this purpose (Fajri & Taufiqurrahman, 2017; Zamili, 2021). Attractive, responsive, and student-centered learning design will increase students' interest and social activities.

In instruction situations, teachers will face a variety of cultural diversity, race, ethnicity, religion, level of understanding, gender, economic status, and many more things. However, a teacher can work around this by implementing cooperative learning. One of the learning methods applied in this case is a think pair share type of the cooperative learning model in teaching *maharah qiro'ah*. This instructional model will stimulate participation, curiosity, social spirit, and student activity.

This type of cooperative learning requires students to think independently first about the answer to the question then discuss a proposed solution with their partner to reach an agreement that represents their answer. After that, the teacher asks each pair to share, explain, or describe the solutions they have agreed on to other students in the classroom (Huda, 2017).

Based on the problems, the researcher intends to research the application of the think pair share type of cooperative learning model in improving reading comprehension of Arabic texts for class VIII students of MTs Nurul Huda Paowan Situbondo which is located on Jl. Raya Paowan No. 25 Paowan Village, Panarukan Subdistrict, Situbondo Regency. MTs Nurul Huda Paowan is a school of the Nurul Huda Paowan Islamic Boarding School Situbondo. Students enrolling in this school are categorized into *santri,* who live in the boarding school, and *luaran,* who live with their parents. The second category never learns Arabic, so comprehending Arabic text is not easy. Therefore, the researcher will research the institution due to students' learning experiences. Some students were experienced with Arabic, and others had never learned Arabic. This study will apply the think pair share type to improve students' reading comprehension of Arabic text.

**Methodology**

This study applied Classroom Action Research (CAR) approach. This approach is action research carried out to improve the quality of learning practices in the classroom. CAR focuses on the teaching and learning process occurring in the classroom, not on class input (syllabus, materials, etcetera.) or output (learning outcomes). CAR must be focused on or about things in the classroom (Arikunto, 2006).

The data source in this study is the subject from which the data can be obtained. In this study, class VIII MTs Nurul Huda Paowan Situbondo are the subject. This study aims to

improve the learning of *maharah al-qiro'ah* (reading skill) by applying the Think Pair Share type of cooperative learning model.

The research design includes the following stages: Problem recognition stage, Action Preparation Stage, Action Plan Preparation Stage, Action Implementation Stage, Observation Stage, and Report Preparation Stage.

## Results and Discussion

Pre Cycle Observation

The implementation of pre-cycle in class VIII of MTs Nurul Huda Paowan Situbondo was carried out before the research, precisely on Wednesday, February 26, 2020. At the pre-cycle stage, the researcher was an Arabic teacher and taught. However, the instructional method uses the lecture method because it continues teaching from the previous teacher.

During the instructional process, the teacher explains the material, and the students listen to the explanation by the teacher. Then, the students were asked to read the Arabic text according to the material presented by the teacher. The teacher invites students to sing in Arabic to dilute the atmosphere to eliminate student boredom. After deemed sufficient, the teacher will resume the material with a lecture. At the end of the instruction, the teacher carries out the assessment.

After the reflection stage, the method used could still not increase student learning activities. Students tend to be passive because the method does not allow students to be more active. Because learning activities are less attractive, the students are less enthusiastic in the instructional process. Student learning outcomes in the pre-cycle can be described in the table below.

Table 1. Percentage of Pre-Cycle Student Learning Completion

| Number of Students' Completion Achievement | 9 |
|---|---|
| $P = \dfrac{p}{n} \times 100\%$ | $P = \dfrac{9}{25} \times 100\% = 36\%$ |

Based on the results, the average value of student assessment at the pre-cycle stage is 63.2. the value is below the achievement level of completion, i.e., 70. From the data of pre-cycle, 16 students had not achieved a level of completion. It can be concluded that the instructional process was not optimal.

## First Cycle

The first cycle was carried out on Wednesday, March 4, 2020. This first cycle aims to improve *maharah al-qiro'ah* in Arabic subjects. The steps applied in the study are:

1. Planning
This phase includes the following activities:
- Designing *maharah al-qiro'ah* instruction by applying a think pair share. The type of cooperative learning model follow the steps: a) the teacher provides information on the material to students b) the teacher presents the material to students on *maharah al-qiro'ah*, c) students are asked to observe a provided material d) students are asked to read the text, then translate the sentences directly into Indonesia.
- The teacher gives some questions to students about the provided material.

- The teacher distributes the test that has been prepared.
- The teacher divides students into pairs to discuss the material that has been distributed.
- The teacher appoints students to read the text and then translate it to their friends.
- Students are asked to provide comments to their partner who comes forward to read the text if there is a mistake when reading the text or translating a sentence into Indonesia.

2. Implementation

The implementation phase was carried out in two meetings on Wednesday and Thursday 4-5 March 2020 in the VIII classroom of MTs Nurul Huda Paowan Situbondo, which was held for 90 minutes (2 hours of lessons). The material in this first cycle was المهنة. This material is planned for two meetings according to the schedule planned in the lesson plan. The order of implementation of the instruction is as follows:

- The teacher gives the text about the material to students.
- The teacher gives examples of correct Arabic pronunciation to students.
- Students read the text in front of the class in pairs.
- Students answer every question asked by the teacher.
- Students are asked to pronounce the text repetitively to train the students' level of understanding and ability in implementing *maharah al-qiro'ah*. At the end of the lesson, the teacher conducts an assessment.

3. Observation

During the instructional process, the activities of teachers and students were observed by researchers. The student activities observed included student activity during learning activities, students' ability to read Arabic, student activity, and ability to answer questions. Here are the results of the first cycle of observations:

Table 2. Percentage of first Cycle Student Learning Completion

| Number of Students' Completion Achievement | 16 |
|---|---|
| $P = \dfrac{p}{n} \times 100\%$ | $P = \dfrac{16}{25} \times 100\% = 64\%$ |

Based on the table, the number of students achieving the level of completion was 16 students (64%), while nine students (46%) were underachievement. The other aspect considering is the students' activity. The percentage of the activity has not reached the criteria yet, i.e., 70% to 80%. The results become a consideration for replanning at the second cycle to increase student engagement in instruction.

4. Reflection

Based on student learning outcomes and observations on student activities and teaching process in the first cycle, the results of the first cycle had increased student learning outcomes. This result can be seen from the average value of students classically, namely, at the pre-cycle stage, the average value of students is 63.2 with a percentage of completeness of 36%, and in the first cycle, the average value of students increases to 72.4 with a percentage classical completeness is 64%. In comparison, the indicator of classical student learning mastery is 85%, and the above student learning

outcomes indicate that the indicator of student learning mastery is still not achieved. The activity of the first cycle is better when compared to the activities of the pre-cycle stage. However, it does not yet achieve predetermined success indicators. Therefore, the researcher continues the next cycle to improve the activities and student learning outcomes.

*Second cycle*

1. Planning

The plan for the second cycle is based on the result of the first cycle at the reflection stage. The first stage recommends that the teacher not replace lesson matter but improve the plan, implementation, and assessment. The second cycle is a follow-up to the first cycle. Of course, the second cycle attempts to solve the problem to reach the study goal. In conclusion, the teacher will present the same material, namely المهنة, which is taken from the Arabic textbook of class VIII. The implementation for the second cycle was carried out on two meetings, Wednesday and Thursday 11-12 March 2020. The planning stage in the second cycle included the following activities:

- The teacher provides information about the material to students,
- The teacher gives some simple questions about المهنة,
- The teacher shares the prepared text,
- After all of the students got the text, the teacher gave directions on how students could read the Arabic text correctly and improve the meaning contained in the text.
- The teacher demonstrated the pronunciation of Arabic sentences considered onerous; then, the students repeatedly imitated it. After being considered good enough, the teacher asked the students to correct each text translation.
- The teacher formed pairs of students to read the Arabic text and give the correct meaning to the sentence.
- • students are asked to provide comments to their partners regarding the shortcomings that have been shared.

2. Implementation

The second cycle was implemented on Wednesday and Thursday, 11-12 March 2020. This cycle is expected to improve students' abilities, especially in reading Arabic texts, because the material is the same as the material in the first cycle. To make it more interesting for students, the researcher invited students to come forward to briefly summarize the material they got and what they thought was complicated or less understood in the first cycle.

After finishing, the teacher distributes the prepared text, and then the teacher demonstrates the pronunciation of Arabic sentences while the students imitate it repeatedly until it feels good enough. The students and their partners correct the wrong translation. After finishing, the teacher guided the students to read the text in front of the class in pairs. The teacher observed each student during the instructional process. The students became engaging more they could master the text by reading it repeatedly. So students found it easy to pronounce and translate the Arabic sentences from the text.

3. Observation

The result of the second cycle observation is as follow:

Tabel 3. Hasil Presentase Ketuntasan Belajar Siswa Siklus II

| Number of Students' Completion Achievement | 23 |
|---|---|
| $P = \dfrac{p}{n} \times 100\%$ | $P = \dfrac{23}{25} \times 100\% = 92\%$ |

As depicted in the table, student learning activities have increased compared to the pre-cycle and first cycles. At the pre-cycle stage, the percentage of students only reached 36%; in the first cycle, it increased to 64%, and in the second cycle, it increased to 92%. This result is considered an excellent category. In this cycle, student learning activities have exceeded the minimum expected student learning activities, which is 85%. This result indicates that student learning activities have reached the expected criteria.

4. Reflection

The result of the observation stage of the second cycle indicated that the instructional process of *maharah al-qiro'ah* applying the think pair share type in class VIII MTs Nurul Huda Paowan Situbondo went smoothly. Students responded to every learning activity with enthusiasm. Based on the data of the second cycle, the researcher concludes that the student's assessment results in the second cycle have increased to be better than the result of the pre-cycle and the first cycle. This view is inferred from the average value of student learning outcomes. At the pre-cycle stage, the average students' score is 63.2, and the percentage of the student achieving the criteria is 36%; the first cycle it increased to 72.4, and the percentage is 64%; in the second cycle, the average score increased to 81.2, and the percentage increased to 92%. This result exceeded the set criteria, i.e., 85%. Thus, the pre-cycle and the first cycle deficiencies can be overcome in the second cycle.

In general, the teacher has succeeded in facilitating students participating in teaching and learning activities in an orderly manner and engaging student responses to the given stimulus. Students look more enthusiastic and actively participate in learning activities. So, the students experience an increase in understanding the text (*maharah al-qiro'ah*).

Based on the data of each cycle, it can be described as follows: In the first cycle, there were several weaknesses during the instructional process, namely the less than optimal observations of the teacher because they focused on the actions imposed on students so that student enthusiasm was low. As a result, in the first cycle, the students' ability to perform *maharah al-qiro'ah* activities has not shown an increase. Before reflecting, the researcher overcomes these weaknesses by increasing control over students when doing maharah al-qiro'ah activities so that they take these activities seriously and do not play games.

After the exercises and improvements, students respond to each learning activity with responsiveness and enthusiasm. However, by providing adequate training to students, the result is that students experience increased enthusiasm and ability to do maharah al-qiro'ah.

Table 4. Recapitulation of Student Learning Results among Cycles

| Achievement | Pre-Cycle | First Cycle | Second Cycle |
|---|---|---|---|
| Highest Values | 70 | 90 | 100 |
| Lowest Values | 50 | 50 | 60 |

| Average values | 63,2 | 72,4 | 81,2 |
|---|---|---|---|
| Students' completion | 9 | 16 | 23 |
| Students' uncompletion | 16 | 9 | 2 |

Based on the results of the actions in cycles I and II as described in the table above, it can be described that the quality of the maharah al-qiro'ah learning process and its ability to carry out maharah al-qiro'ah activities in class VIII students of MTs Nurul Huda Paowan Situbondo has increased starting from the pre-cycle stage. 36% increased, increased by 28% in the first cycle to 64%, increased by 28% and in the second cycle it reached 92%.

The first cycle shows that the learning of maharah al-qiro'ah applying the think pair share type has a weakness: the lack of researcher control. The second cycle is an improvement from the first cycle. Teachers' tighter control and direction affect increasingly enthusiastic students reading Arabic texts and translating them. It is proven that the think pair share type can improve the ability of maharah al-qiro'ah in class VIII MTs Nurul Huda Paowan Situbondo.

After analyzing the data, it can be concluded that applying the think pair share type of cooperative learning model in 92% maharah al-qiro'ah learning can improve students' reading skills.

## Conclusion

Based on the results of research and data processing and hypothesis testing conducted at MTs Nurul Huda Paowan Situbondo in the 2019-2020 academic year, it can be concluded that the Think Pair Share type of cooperative learning model can improve reading proficiency in Arabic texts in class VIII MTs Nurul Huda Situbondo in lessons 2019-2020. This conclusion is indicated by gradually increasing average scores from 63.2, 72.4 to 81.2 at the second cycle.

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