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# The Use of Cohesive Devices in Theses Abstracts Written by Undergraduate Students of English Department

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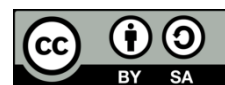
Theses

Cohesive devices

## ABSTRACT (10 PT)

This study aims to find out the types of cohesive devices used by undergraduate students of English department in their theses' abstracts and to find out the most and least dominant types of cohesive devices in their theses' abstracts. The writer used corpus-based study as his research design. The data is taken from fifty randomly selected undergraduate theses' abstracts written by English department students of IAIN Kediri. The technique of collecting data is documentation. This study exposes two main findings. First, the type of cohesive devices that are employed in undergraduate students' theses' abstracts, which are shown by reference (2051 items), conjunction (593 items), substitution (56 items), ellipsis (30 items), repetition (141 items), synonymy (40 items), antonymy (13 items). Second, the mostly used cohesive devices type by undergraduate students in their theses' abstracts are reference with 2051 items (70.34%) occurrences and the least is antonymy with 13 items (0.44%) occurrences.

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## 1. INTRODUCTION (11 PT)

Cohesive devices are significant in written text because they are used to link each word or phrase to make easily-understood and coherent text (Halliday and Hassan, 1969). In other words, cohesive devices are needed to make good quality writing. Writing is considered one of the significant skills in English as Foreign Language (EFL). In writing, a writer needs time to think, write, edit, and rewrite, so it can be said that the process of writing is a long and complicated process (Creswell, 2014). Murray (2009) adds that writing is a process that entails rehearsing, drafting, and revising. Those processes include analyzing, comparing, and informing the ideas through structured writing (Amperawaty & Warsono, 2019).

Undergraduate thesis is academic writing on a specific topic written by an undergraduate student to get bachelor degree (Gee, 2005). It consists of some important parts of the thesis such as abstract, introduction, methods, findings and conclusion. Abstract is the most important part of the whole thesis (Eggins, 1994). The role of thesis abstract is to give a summary of the thesis to the reader (Thomason, 2012). Since the abstract plays an important role in the thesis, students should be able to write a well-written abstract.

However, writing, a well-written abstract is difficult because of three reasons. The first one, the students usually write the abstracts at the end of the thesis writing. Therefore, sometimes, the supervisor does not pay attention to the abstract written by the students. The second

one, an abstract is a concise summary from the whole thesis. Meanwhile, students need to summarize whole thesis that should be a written-abstract. However, they have limited space for it. Therefore, choosing the best sentences to put will be difficult. The last one, since the abstract is a summary of the whole thesis, it should cover all parts of the thesis and has limited sentences. Therefore, the students must write the abstracts as well as cohesion text, not just a collection of unrelated sentences. As Thomason (2013) said, a text is well cohesion if the whole text has the sentences that are semantically intertwined and consistent. In other words, students need to write a cohesive abstract to make readers easily understand the abstract. The use of cohesion may have contribution in preserving the sentence coherent. Halliday and Hassan (1976) states that cohesion is a set of possibilities in language to make a text has a unity. Cohesion will show how the text well-connected built up around the sentence, make a paragraph and ideally deliver the meaning well and make sense.

Based on those reasons, the researchers are interested to find out the types of cohesive devices found in undergraduate students of English department in their theses' abstracts. Not only that, the researchers are going further by finding out the dominant and less dominant types of cohesive devices in undergraduate students of English department in their theses' abstracts. Those abstracts are analyzed by using Halliday's classification of grammatical cohesion and lexical cohesion.

Grammatical cohesion is constructed by the grammatical structure in which its component ties each other. Halliday (1997) classifies grammatical cohesion into 4 major classes whose function is to tie and make up the text become unity and meaningful. Those are reference, substitution, ellipsis, and conjunction. Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the word used. The types of lexical cohesion can be distinguished as repetition, synonymy, and antonymy.

#### Reference

Reference functions to retrieve presupposed information in the text and must be identifiable for it to be considered as cohesive. In writing the text, reference indicates how the writer introduces the participants and keeps track of them throughout the text. Halliday has categorized reference into some areas. However, Halliday (1976) adds that for cohesion purposes, anaphoric reference is the most relevant as it provides a link with a preceding portion of the text. This research will mainly focus on endophoric reference.

Functionally speaking, there are three main types of cohesive references: personal, demonstrative, and comparative. Personal reference keeps track of function through the speech situation using nouns, pronouns like "he, him, she, her" and possessive determiners like "mine, yours, his, hers". Demonstrative reference keeps track of information through location using proximity references like "this, these, that, those, here, there, then, and the". Comparative reference keeps track of identity and similarity through indirect references using adjectives like "same, equal, similar, different, else, better, more" and adverbs like "so, such, similarly, otherwise, so, more". (ibid: 37–39).

#### Substitution

Substitution is the replacement of one item by another. Halliday and Hassan (1976) say that substitution is a relation between linguistic items, such as words or linguistic systems. While according to Lesley Jeffries (2006) substitution is a device for avoiding repetition of the same words. It is commonly used where the speaker or writer wishes to avoid the repetition of lexical items and is able to draw on one of grammatical resources of the language to replace the item. For example, "Would you like this cake? Or do you prefer the other one?" The word "one" substitutes "this cake".

#### Ellipsis

Halliday (1976) says that ellipsis is a clause or a part of a clause or a part of a verbal or nominal group, may be presupposed at a subsequent place in the text by the device of positive omission by saying nothing where something is required to make up the sense. According to Raphael Salkie (1995:56) ellipsis is a device which in certain contexts, is possible to leave out a word or phrase rather than repeat it". Ellipsis happens after a more specific mention of words is

omitted when the phrase needs to be repeated. The omitted element can be understood from the context. Ellipsis refers to a presupposed anaphoric item, although the reference is not through a place marker like in a substitution. The presupposed item is understood through its structural link. As it is a structural link, ellipsis operates through nominal, verbal, and clausal levels.

#### Conjunction

Halliday and Hassan (1976) conjunctive elements are cohesive not in themselves, but indirectly, by virtue of their specific meanings. They are not primarily devices for reaching out into the preceding text, but they express certain meanings which presuppose the presence of other components in discourse. While according to Alice Macline (1994) conjunction is “some words and phrases are used to indicate a specific connection between different parts of a text”. Conjunction creates cohesion using conjunction words-whether temporal “after, before first, second, third”, causal “because”, and additive “further” or discourse makers “now, well, after all”. There are four types of conjunction. They are additive, adversative, causal and temporal that this will be discussed in following passage to each.

#### Repetition

Repetition is a form of lexical cohesion that involves the repetition of a lexical item, at one end of the scale; the use of the general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonymy, near-synonymy, or superordinate.

#### Synonymy

Synonymy deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. Synonymy is part of lexical cohesion that is achieved through the association of lexical items that regularly co-occur. Synonymy is a regular combination of words in which to fulfill the meaning, these words must occur together such as “black coffee” instead of “thick coffee” and “drink medicine” instead of “eat medicine”. Halliday and Hassan (1976) state that synonymy is the various lexical relations that include pairs of words drawn from the same series and part to whole also part to part.

#### Antonymy

Antonymy, according to Martin (1992), is words or phrases that are opposites with respect to some components of their meanings. To achieve cohesion in texts, writers tend to use the same words. Specifically, content words, such as nouns, adjectives, adverbs, and main verbs are used by writers to help a text to be coherent. For instance, the people also used the antonymy in order to tie their written text.

## 2. METHOD

This research is conducted by using a corpus-based study. In this research, cohesive devices were first theoretically explicated and afterwards they were analyzed based on the examples taken from reference and corpus created from legal documents of theses' abstracts. This research pinpointed that cohesive devices ought to be carefully selected by legal writers and drafters in a bid to prevent ambiguity in legal texts (Arikunto, 1997). For this reason, the writer applied corpus-based study as the research design.

In collecting the data, the researchers chose the theses' abstracts which were taken as the data source. Those abstracts were carefully read and marked in terms of the words which are included as cohesive devices. Next, the researchers checked whether the data were relevant or not. It was called relevant if the data were suitable for containing cohesive devices and taken from these abstracts.

The data, which had been converted into a document in Microsoft Word, were categorized into two, namely grammatical cohesion and lexical cohesion. After all the abstracts had been carefully analyzed and categorized, the results were presented and shown in table 1 and table 2.

## 3. RESULTS AND DISCUSSION

### Grammatical Cohesion

In this part, the researchers describe the result of grammatical cohesion used by undergraduates of English department in their theses' abstracts. The results are shown in table 1.

**Table 1: Grammatical Cohesion Used by Undergraduate Students**

Type of Cohesive Device	Sub-Type of G Cohesion	TOTAL
Grammatical Cohesion	Reference	2051 Items
	Substitution	56 Items
	Ellipsis	30 Items
	Conjunction	593 Items
<b>TOTAL</b>		<b>2730 Items</b>

### 1. Reference

The abstracts contain a total of 2051 references. This number is divided into three categories of reference: personal reference, demonstrative reference, and comparative reference.

#### a. Personal reference.

The researchers found 269 personal references being used in the abstracts. Personal reference in written text mostly identified as nouns, pronouns, and possessive determiners. Here is one example of the occurrence of personal reference:

*...CTL is one of strategies to make **students** active in learning process and they can find material that connected with reality world so they can do in their life... (abs 1, 2015)*

The word “students” is a noun that act as an object of complement. Then, it is followed by a clause which is started by the word “they”. “They” appears as the reference that refers to the students. It means that the writer has awareness to keep the unity of the text using personal reference.

#### b. Demonstrative reference

There are 1746 demonstrative references found in the English department student’s abstract. This reference type is considered as the most used by the students. It has the largest number because it has function to keep track of information through different locations by using proximity references. It also has the role of pre-modifier of the noun which is tied in the previous subject or object noun. Here an example that the researcher found in the sample.

*Teaching is **the** process of delivering **the** material to add **the** students' understanding of **the** project by using **the** media (as 1, 2016)*

The “the”, as commonly referred to definite article, is used to identify which noun/phrase it refers to. It must be semantically selective because in the written text, the references are mostly presupposing among the texts which create a cohesive textual environment. In the phrase of the material, the students’ understanding, the project, and the media, those phrases refer back to the process.

#### c. Comparative Reference

The writer found 35 items of comparative reference in the theses’ abstracts. It keeps track of identity and similarity through indirect references using adjectives and adverbs. This one is an example that he found in the abstract.

*Hanifida method has **better** vocabulary mastery than those who are taught not using Hanifida Method (abs 16)*

In that example, the word “better” has meaning of comparison between the students who are taught using the method or not. It means that the students who are taught using Hanifida method will get a better result than those who are not taught using it.

### 2. Substitution

There are 56 substitutions written in the students’ theses abstracts. The researchers only found a nominal substitution in the theses abstracts. While the other two substitutions, verbal substitution and clausal substitution are not found.

The total of nominal substitution is 56 items. Substitution has a function to link the semantic meaning within the texts. In Bloor (1995), substitution is used when a speaker or writer wishes to avoid the repetition of lexical item and is able to draw on one of the grammatical resources of the language to replace the item. Here are the most typical nominal substitutions that the researchers found in the theses’ abstracts.

- *Writing is **one** difficult problems in English skill (abs 15)*
- *... And when **people** are not aware about the difference of the **other's**, misunderstanding can happen... (abs 15)*

In the first sentence, “one” is a word interpreted as one example of the many problems in learning English skills. The writer of that abstract chooses not to mention the problems that occurred in the writing but using the word one. The word “one” has become the replacement of the many problems that happened. In the second sentence. The word “people” had been replaced by “other’s” which means that the writer tried to reduce a similar word used by substitution.

### 3. Ellipsis

The occurrence of ellipsis was 30 items in the theses abstracts. The presupposed item is understood through its structural link. As it is a structural link, ellipsis operates through nominal, verbal, and clausal levels. However, the researchers only found clausal ellipsis that are used by students of English Department. The clausal ellipsis occurs when some of the words in the clause are omitted.

*Mastering vocabulary is very important for the students **who** learn English as a foreign language. (abs. 14)*

Two or more clauses that are directly related in a structure are said to form a clause complex. In a paratactic clause complex, the clauses have equal status. The word “who” is related to “student learn English” the relevant paratactic relation is coordination.

### 4. Conjunction

The number of conjunction found by researchers is 593 items. Conjunction is divided into 4 types, namely additive, adversative, causal, and temporal. Each of those conjunction types is further analyzed in the following passages.

#### a. Additive

Additive conjunction acts to structurally coordinate or link by adding to the presupposed item and is signaled through and, also, too, furthermore, additionally. Additive conjunction may also act to negate the presupposed item and is signaled by nor, and, not, either, neither. One of the additive conjunction is shown below:

*In Indonesia, the implementation of the entire of curriculums is based on condition for that time. **In addition**, the condition of the government, so the curriculums have much change in the early period. (abs. 17)*

The word “in addition” is a conjunction that connects the sentence idea with the sentence. The connector has the function to link and keep track of meaning. It unites the text to keep meaningfully connected.

#### b. Adversative

Adversative conjunction acts to indicate contrary to expectation. They are signaled by yet, though, only, but, in fact, rather. In a sentence, the idea that is being expressed might contain a contradictive idea. Here, an example of the adversative conjunction is shown:

*The results show that, there are four types of compound words proposed by Maria Irene **but** are mostly used that is endocentric compound. (abs. 15)*

The word “but” is used to indicate that not all four types of compound words are used. Then it is added by an explanation that the most dominant or the most frequently used compound word by the people is endocentric compound.

#### c. Clausal

Causal conjunction expresses result, reason, and purpose. It is signaled by so, then, for, because, for this reason, as a result, in this respect, etc. Sentences should have the structure of point by point. It develops into the idea of paragraphs. The clausal conjunction has the function of a linker inside of the paragraph. This is one example of clausal conjunction found in the theses abstracts.

*In this study, the researcher gave pre-test and post-test. Then, the result of the test was calculated by using ANCOVA through SPSS 21.0. **In the result** of pre-test, the mean score of the experimental group is 60.20, and the control group is 63.47 (abs 14)*

The word “in the result” is the linker to the process of the research that has been done in the pre-test. This is used to show the connection between the result of pre-test and post-test.

#### d. Temporal

The last conjunction is temporal conjunction. It is signaling sequence or time. It is signaled by words: then, next, after that, next day, until then, at the same time, and at this point. This type of conjunction functions to give information to the reader when the moments or cases happened at one specific time. Here is an example of temporal conjunction taken from the theses abstracts.

*The findings indicate that the students are active **during** the implementation of think. pair, and share, speaking test improve... (abs 14)*

The time of students most active moments in learning that the sentence wants to show is when the teacher implements the think, pair, and share methodology. The word “during” does not give the specification of time, but it indicates the period of time of students’ most active behavior during classes.

### Lexical Cohesion

The lexical cohesion of the English department students’ theses abstracts is discussed and shown in this part of the article. Table 2 contains the findings that is shown in a clearer and more detailed way.

**Table 2: Lexical Cohesion Used by Undergraduates Students**

Type of Cohesive Devices	Sub-Types of Cohesion	TOTAL
Lexical Cohesion	Repetition	141 Items
	Synonymy	40 Items
	Antonymy	13 Items
TOTAL		194 Items

#### 1. Repetition

Repetition is the use of same word. It pertains to lexical items that are likely to be found together within the same text. It occurs when a pair of words are not necessarily dependent upon the same semantic relationship, but they tend to occur within the same lexical environment. This is an example of repetition which is found in the theses abstracts.

*The **vocabulary** is very important part of learning English. **Vocabulary** is more than words. A person's **vocabulary** certainly consists of a word and meanings. Words in your **vocabulary** are those you understand and use. (abs. 2015)*

The word “vocabulary” is used frequently in the sentences above. It appears in the first sentence and reappears in the second and third sentences. This reoccurrence of a word in some sentences is what repetition means. When a bilingual person wants to clarify their message, they tend to use both of the languages (codes) that they master to say the same message. Frequently, a message in one code is separated from the other code literally.

#### 2. Synonymy

Synonymy is the reoccurrence of an item in a text, but the repeated item is not exactly the same as the referred item. In other words, synonymy is a certain word that can only occur with a certain word. This is an example of synonymy that the researchers found in the data.

*...is **researcher** herself the object of this study is the movie that contain teaching and learning process in Erin Gruwell's class and her students. the primary data is the action appears in the movie, while the secondary data is any comments and textbooks related to the movie. in analyzing data, the **writer** uses the theory... (abs. 17)*

The words “researcher” and “writer” in that context have equal meaning and correlation. Repetition through synonymous lexical items is very dominant. However, the use of synonymy is unlikely to occur in their texts.

#### 3. Antonymy

To achieve cohesion in texts, writers tend to use the same words. Specifically, content words, such as nouns, adjectives, adverbs, and main verbs are used by writers to help a text to be coherent. For instance, the people also used the antonym in order to tie their written text. Below is an example of antonymy found in students of English department theses abstracts.

*...the utterances of Nina Sayers as the **female** main character and Thomas Leroy as the **male** main character taken... (abs. 16)*

The words “male” and “female” have opposite meanings which can be considered antonym. The opposite meaning of male and female is used by the writer to show different characters in the novel. One character is male and the other one is female. This is needed so the reader can differentiate and have a clearer image of the context.

#### 4. CONCLUSION

The purpose of this research is to analyze the contributions of cohesive devices to the cohesiveness of students’ abstracts. The cohesive devices are analyzed by using Halliday and

Hasan's theories. The result of the study revealed that there are only seven cohesive devices used by the students in their abstracts, which are reference, conjunction, repetition, substitution, synonymy, ellipsis, and antonymy. There is no elliptical cohesion or ellipsis found in students' abstracts. Reference is the most frequently used in the 50 undergraduate students' theses' abstracts. It is continued by the occurrence of conjunction, repetition, and substitution. In terms of lexical cohesion, antonymy is the least dominant cohesion used by students in their theses' abstracts. The reference is used to keep track of the participants that had been introduced earlier in the text. It is also used to point to something within or outside of the text, where the readers had the same shared knowledge. Additionally, conjunction contributes to the cohesiveness of students' abstracts in connecting the preceding part of the abstract with the next part systematically. Meanwhile, substitution contributes to the process of substituting of one item by another. Then, the last device found, lexical cohesion contributes to the cohesiveness of students' abstracts in the form of keeping the continuity of the text.

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## استخدام وسيلة الألغاز المتقاطعة لترقية التحصيل الدراسي للغة العربية

دراسة تجريبية لطلاب الصف العاشر في المدرسة الثانوية الإسلامية الاهلية "الأشعري" كوراس

ديويك جومبانج

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learning outcomes

## ABSTRACT

This article discusses the use of crossword puzzle media to Timprove the learning outcomes of grade 10 students at Madrasa Aliyah Al-Asy'ari Keras. This research aims to; (1) To find out the crossword puzzle media for students of class Xmadarsah aliyah Al-Asy'ari Keras in Jombang. (3) To find out whether the crossword puzzle media has an effect or not on the learning outcomes of class X students of Al-Asy'ari Islamic High School in Keras, Jombang. The method used is quantitative with observation, tests and interviews which are then analyzed using the man whitey test. As for the results of this study: (1) at school the teacher uses several learning media that are used in Arabic lessons, one of which is crossword media which is used to increase student understanding in learning Arabic. (2) the increase in learning outcomes is seen in the four skills in learning Arabic: listening skills, speaking skills, reading skills, writing skills. (3) the crossword puzzle media has an effect on improving student learning outcomes in Arabic lessons. This is addressed by the test results from the Man Whitney test with a sig signal,  $0.000 < 0.005$

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## مقدمة

في عالم التعليم، مطلوب الإنتاج الموارد البشرية التنمية المناسبة تكنولوجيا كل عام المعلم لدور أهميّة في التعليم بحيث تقريبا كل تحديث التعليم تعتمد على المعلم. المعلم دون إتقان مواد التدريس والاستراتيجي وطريقة التعليم والتعلم، يتمتع المعلم بأربع كفاءات، وهي الكفاءات: التربوية والشخصية والاجتماعية والمهنية. (Febriana, 2021) المعلمون الأكفاء قادرون على تنسيق بيئة تعليمية منتجة يطلب المعلم أن يكون مهني ويتطلب الوعي الذاتي لتفسير كلمة مهنة.

وفقا لسييمان، فإن استخدام وسائط الكلمات المتقاطعة يمكن أن يجذب اهتمام الطلاب وانتباههم. وذلك لأن الطلاب سيكونون سعداء بدعوتهم للعب لأنه يمكن تطبيق وسائط الكلمات المتقاطعة هذه بشكل فردي أو في مجموعات. (Mustofa & Abdullah, 2017)

المدرسة الثانوية الأشعري كوراس لها خصائص مختلفة لكل طالب، هناك بعض الطلاب الذين أسلوب التعلم الخاص بهم، الاهتمام بالتعلم، والقدرة على التفكير بشكل مختلف والقدرات الأولية التي يمتلكها الطلاب.

بناء على الآراء المذكورة أعلاه، بالإضافة إلى رؤية خصائص الألغاز المتقاطعة وفقا لظروف واحتياجات الطلاب، تم إجراء هذا البحث من أجل تطبيق التعلم المنتج، وذلك لخلق عملية تعليم وتعلم مثيرة وممتعة. يهتم الباحثون بالبحث في "استخدام وسيلة الألغاز المتقاطعة لترقية التحصيل الدراسي للغة العربية (دراسة تجريبية لطلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية "الأشعري" كوراس ديويك جومبانج)".

### دراسة النظرية

وسائل الإعلام في اللغة العربية هي "وسئل" بمعنى الوسيط أو تسليم رسالة من المرسل إلى المستلم. وفقا لعبد العليم إبراهيم الإعلام وسيلة للتوضيح. (Khalilullah, 2012) تعريف الاقتباس الإعلامي بعض آراء الخبراء في مجال رابطة التعليم وتكنولوجيا الاتصالات ( Association of Education and Communication Technology ) يعرف وسائل الإعلام بأنها أي شكل وقناة تستخدم لنقل رسالة أو معلومات. وفي الوقت نفسه، يعرف هاينيتش وآخرون وسائل الإعلام بأنها وسيط يقدم المعلومات بين المصدر والمتلقي. (Ana Achoita, 2019)

الألغاز المتقاطعة هي لعبة ملء مساحة فارغة على شكل صندوق. يحتوي المربع على إجابة على شكل حرف يشكّل مفردات حسب السؤال الموجود أسفل المربع أو حسب المرجع المدرج أسفله وتنقسم تعليمات ملء الإجابة إلى قسمين هما الأفقي والتنازلي. (Shofiatuz Zahro, 2019) تعد الألغاز المتقاطعة واحدة من وسائط اللعبة الممتعة لأنها مفيدة لزيادة قوة تفكير الطلاب بشكل خلاق ونشط ومنطقي، ويمكن أن تحفظ المفردات بشكل غير مباشر عند الإجابة على هذه الأسئلة. (Ermaita et al., 2016) مع الوصف أعلاه، يمكن الاستنتاج أن الوسيلة الألغاز المتقاطعة هي وسيلة مفيدة للغاية لشحذ أدمغة الطلاب ليكونوا أكثر نشاطا وتفكيراً منطقياً وسريعاً التي تصبح في الفئة أفقية وأخذة في الانخفاض. يمكن لتطبيق وسائط الألغاز المتقاطعة تحسين الذاكرة وتطوير مهارات التفكير.

### 1. نبذة تاريخية الألغاز المتقاطعة

في الكتاب Tell Me When – Science and Technology ظهر الألغاز المتقاطعة لأول مرة في رسالة نيويورك وورلد بتاريخ 21 ديسمبر 1913. تم تجميع الألغاز المتقاطعة لأول مرة من قبل آرثر وين (arthur winn) الذي نشر على ورقة عدد الأحد من الصحيفة. ثم فكر في لعبة طفولته المربع السحري، وهي لعبة كلمات حيث كان على اللعبة ترتيب الكلمات لتكون أفقية ومنحدرة على قدم المساواة بحيث تكون على شكل صندوق. الألغاز المتقاطعة هي واحدة من خصائص الصحيفة. الشكل

والتصميم هما نفس الألغاز المتقاطعة التي نعرفها اليوم. يمكن أن ينخفض نمط الصناديق المربعة بالأبيض والأسود بكلمات مختلفة ويتسطيح ، وهناك أيضا تعليمات الشحن.

في عام 1924 عندما تم نشر أول كتاب الألغاز الكلمات المتقاطعة لم يكن معروفا. ولكن بعد أن بدأ الكتاب في نشر الألغاز المتقاطعة كانت تحظى بشعبية كبيرة في جميع أنحاء المدن في أمريكا، ثم تغلغت في أوروبا وبقية العالم بما في ذلك نحن في الإندونيسية.

بعد أن بدأت لعبة الألغاز الكلمات المتقاطعة هذه تحظى بشعبية لدى العديد من الناس، بدأ ناشرو الكتب المتقاطعة في التطور والإبداع من خلال إنشاء ألغاز بانوراما أصبحت تعرف باسم الألغاز وكانت أكثر توجيها مع الوظائف التعليمية. بحيث يكون تطوير ألعاب الألغاز المتقاطعة أو الألغاز بانوراما أكثر شعبية مع جميع الدوائر. عادة ملء وقت الاسترخاء مع شحذ الدماغ. (Sholihah, 2015)

## 2. فوائد وسيلة الألغاز المتقاطعة

الفوائد التي وجدها الإبطين باستخدام وسيلة الألغاز المتقاطعة هي كما يلي:

أ. شحذ ذاكرة الطلاب.

ب. يتم تدريب الطلاب على التفكير الإبداعي.

ج. تطوير المهارات التحليلية للطلاب.

د. زيادة فضول الطلاب

هـ. الترفيه عن الطلاب في مجتمع تقييمات الطلاب.

و. الترفيه عن الطلاب في مجتمع تقييمات الطلاب. (Sholihah, 2015)

## 3. مزايا وعيوب وسيلة الألغاز المتقاطعة.

كل وسيلة إعلامية لها عيوبها وكذلك مزاياها. لذا إليك بعض المزايا في تطبيق وسيلة الألغاز المتقاطعة هي: (أ) في تعلم المفردات، تعد الألغاز المتقاطعة مفيدة للغاية بالإضافة إلى تسهيل فهم الطلاب للمفردات وأيضاً توليد الدافع لزيادة مفردات الطلاب. (ب) توليد شعور بالمتعة تجاه الطلاب في التعلم والقضاء على الشعور بالتشبع الذي يشعرون به أثناء أنشطة تعلم الطلاب. (ج) هذه واحدة من مزايا الألغاز المتقاطعة المثيرة للاهتمام، وهي تطوير حدس الطلاب في محاولة فهم المادة من خلال المفردات من خلال وسطاء الوسائط المتقاطعة لأن هناك عناصر من التحديات التي تسبب فضول الطلاب.

أما بالنسبة لأوجه القصور التي تحدث في تطبيق وسيلة الألغاز الكلمات المتقاطعة

هي:

أ. يصعب استخدام هذه الوسيلة في تعلم الحساب ، مثل الرياضيات والكيمياء والفيزياء وغيرها.

ب. يستغرق الأمر وقتا طويلا عند جعله معقدا لأنه يجب عليك الضبط بين السؤال والإجابة بالإضافة إلى الأعمدة المطلوبة.

ج. بعد تطبيق هذا الوسيط لا يوجد تفسير وشرح للإجابة لأنها على شكل مفردات قصيرة. (JUNAIDI, 2022)

#### 4. الخطوات وسيلة الألغاز المتقاطعة

قبل تطبيق الألغاز المتقاطعة في الفصل الدراسي، هناك أشياء يجب مراعاتها. لذا إليك بعض الطرق لتطبيق الوسائط المتقاطعة كوسيلة لتعلم اللغة العربية، وهي:

أ) المعلم يعمل الألغاز المتقاطعة وفقا للمادة المراد تدريسها، يمكننا أن نأخذ مثلا على المادة في تعلم اللغة العربية.

ب) يقدم المعلم أولا في لعبة الألغاز المتقاطعة للطلاب، ثم يشرح كيفية لعبها.

ج) ثم أعطى المعلم مثلا على سؤال تمت قراءته أمام الفصل بصوت شاق ومثال واحد على كيفية كتابة الإجابات على مربعات فارغة.

د) ثم يقوم جميع الطلاب بقراءة وكتابة الإجابات على شكل حروف الحجاية بشكل منفصل على مربع الكلمات المتقاطعة على الأوراق التي تم توزيعها ويجب على الطلاب الانتباه إلى عدد المربعات حسب عدد الحروف التي هي الإجابات.

هـ) بعد انتهاء جميع الطلاب من العمل عليها، يطلب المعلم من الطلاب جمع الأوراق ويقوم المعلم بتقييم نتائج عمل الطلاب. (Ida Latifatul Umroh, 2022)

#### التحصيل الدراسي

التعلم هو تغيير دائم نسبيا في السلوك ناتج عن التجارب السابقة أو التعلم الهادف أو في الخطة. (Nurrita, 2018) التعلم هو نشاط يقوم به كل فرد حيث عملية تعليمية لتحقيق تغييرات سلوكية في شكل معارف ومهارات ومواقف. التعلم هو أيضا عملية تشكل عنصرا أساسيا جدا في تنفيذ الأنواع وفي مستوى التعليم. (Jihad & Abdul Haris, 2008)

تعريف مخرجات التعلم وفقا للعديد من الباحثين، أي، وفقا لعبد الرحمن، فإن نتائج التعلم هي قدرة يحصل عليها الأطفال بعد الذهاب من خلال أنشطة التعلم. ووفقا لإسماعيل، فهو مستوى

النجاح الذي حققه الطلاب بعد المشاركة في الأنشطة التعليمية، حيث يتم بعد ذلك مطابقة نسبة النجاح مع تقييم على شكل حروف أو كلمات أو رموز. (Riantika, 2016)

فيمكن القول إن مخرجات التعلم هي أهداف تعليمية من شأنها أن تحدد العديد من الأشياء في عملية التعلم التي تتعلق بعدة جوانب ، وهي الجوانب المعرفية والعاطفية والنفسية الحركية الذي يستخدم نتيجة لأنشطة التعلم. تنقسم الجوانب المتعلقة بمخرجات التعلم إلى 3 مجالات، وهي: (أ)المجال المعرفي هو دراسة تتضمن أنشطة عقلية مثل القدرة على الفهم والتفكير والتلاوة والتحليل والتطبيق وتقييم القدرة. يتماشى هذا الفهم مع الفهم وفقا لتصنيف بلوم (*taksonimi bloom*)، أي جميع الجهود المبذولة لقياس قدرات الدماغ بما في ذلك في المجال المعرفي. (ب)المجال العاطفي هو تقييم يتعامل مع المواقف والقيم. هذا التقييم في المجموعة إلى خمس مجموعات وفقا لكراتول (*krathwohl*) والأصدقاء، وهي الانتباه أو الاستلام (*receiving*)، الاستجابة (*responding*)، التقييم أو التقدير (*valuing*)، الترتيب أو التنظيم (*Organization*)، التوصيف بقيمة أو مجموعة من القيم (*characterization*). (ج)المجال النفسي الحركي هو تقييم يتعلق بمهارات أو قدرات الشخص في التمثيل بعد تلقي تجربة تعليمية معينة. (Nurbudiyani, 2013)

في نتائج تعلم اللغة العربية من خلال مناهج مختلفة تتطور في تعلم اللغة يمكن تصنيفها إلى عنصرين من مخرجات التعلم، وهما: نتائج تعلم مكون اللغة ونتائج تعلم المهارات اللغوية. وأما نتائج التعلم من مكون اللغة هي: (أ)المعرفة الصوتية. (ب)إتقان المفردات. (ج)معرفة قواعد اللغة. وأما نتائج التعلم لمكون المهارات اللغوية هي: (أ) مهارات الاستماع، في شكل قصة أو محادثة يقرأها المعلم أو الطالب، بعد الاستماع إليها، يتوقع من الطلاب أن يكونوا قادرين على إعادة سردها بجملة الخاصة. تصنف مهارة استماع إلى 3 أنواع: الاستماع إلى الذات، والاستماع إلى المحاور، والاستماع الجماعي (كما هو موضح في التعلم، وكذلك المحاضرات) محمود منصور، "الإستماع والحوار فنون المقابلة المثالية"، ص 2013. (ب) مهارة كلام / التحدث نشاط يصقل مهارات التحدث لدى الطلاب من خلال الممارسة مع طالبين أو أكثر. لتعلم مهارة كلام عدة طرق وهي المحادثة والمناقشة ورواية القصص أحمد فؤاد عليان، اللغوية ماهيتها و طرائق تدريسيه ص. 109-110. (ج)مهارات القراءة في صورة نص معين وهي مهارة لغوية تتضمن ثلاث مهارات رئيسية ترتبط ببعضها البعض. أي: مهارات التعرف والنطق والفهم. حيث يقوم هذا النشاط بقراءة النص من قبل الطلاب ويقوم المعلم بتوجيه الطلاب وتوجيه وترجمة القليل من النص حتى يفهم الطلاب الغرض من النص الذي يقرؤونه، "ibrahim muhammad alii Harasyah، المهارات القرائية وطرق تدريسها بين النظرية والتطبيق"، (د) مهارات الكتابة في شكل تمارين لتحسين مهارات الكتابة العربية لدى الطلاب وما إلى ذلك (Muzaffar, 2018). لمهارات الكتابة نوعان من التعبير، وهما: التعبير الإبداعي (التعبير عن الذات)

والتعبير الوظيفي (التعبير عن حاجة وهدف ومطالب الأفراد والجماعات والأشياء المختلفة في الحياة الاجتماعية). (صومان، 2010)

#### منهج البحث

يستخدم هذا البحث أساليب البحث الكمي. في القواميس الكبيرة، تعتمد اللغة الإندونيسية الكمية على الأرقام بينما البحث هو نشاط لجمع وإدارة وتحليل وتقديم البيانات التي يتم تنفيذها بشكل منهجي وموضوعي والذي يهدف إلى حل مشكلة أو أيضا اختبار فرضية لتطوير مبادئ عامة. (Duli, 2019)

ويشار إلى هذه الطريقة أيضا باسم طريقة الوضعية لأنها تعتمد على فلسفة الوضعية وهي طريقة تنظر إلى الواقع والأعراض والظواهر التي يمكن توضيحها وإصلاحها وملاحظتها وقياسها وعلاقة الأعراض وكذلك السبب والنتيجة. (Sugiyono, 2019) واستخدمت الباحثة ثلاثة أشياء وهي: الملاحظة، الإمتحان و المقابلات.

في هذه الدراسة لاختبار تحسن نتائج تعلم الطلاب مع تطبيق وسائط الكلمات المتقاطعة في استخدام اختبار مان ويتني وتحديد صلاحية أجهزة الاختبار من خلال خبراء صحائف الصلاحية (معلمي تعلم اللغة العربية). ثم يأتي تحليل البيانات هذا من نتائج جمع البيانات. بسبب البيانات التي تم جمعها ، إذا لم يتم تحليل البيانات ، فستكون بيانات لا معنى لها فقط. لذلك ، يعمل تحليل البيانات على توفير المعنى والقيمة والمعنى الوارد في البيانات. (Siyoto & Sodik, 2015)

#### نتائج البحث

أ) استخدام وسيلة الأغاز المتقاطعة في التعلم اللغة العربية لطلاب الصف العاشر في

#### المدرسة الثانوية الإسلامية الأهلية "الأشعري" كوراس ديويك جومبانج

يعد التدريس باستخدام وسيط أحد مهارات التعلم التي تؤثر بشكل كبير على نجاح تعلم الطلاب، سواء من حيث العملية أو النتائج. لذا فإن مهمة المعلم هي اختيار الوسائط المختلفة التي تناسب مع المواد التي سيتم تدريسها وإنشاء عملية تعليم وتعلم مثيرة للاهتمام. من بين العديد من الوسائط التي يمكن استخدامها من قبل المعلمين، فإن إحدى الوسائط التي يستخدمها معلمو المواد العربية هي وسيلة الأغاز المتقاطعة.

في 8 فبراير 2023، أجرى الباحثون ملاحظات ومقابلات مع معلمي اللغة العربية في المدرسة الثانوية الإسلامية الأهلية "الأشعري" كوراس ديويك جومبانج حيث طرح الباحثون عدة أسئلة حول الوسائط المستخدمة في تعلم اللغة العربية والتي يتم تطبيقها للمساعدة في تحقيق أهداف التعلم. الأغاز المتقطعة هو وسيلة تعليمية يمكنها تدريب ذاكرة الطلاب حول

اكتمال حروف الجملة أو المفرد، ويفضل هذا الوسيط في تعلم المفردات العربية واكتمال الحروف في مفردات واحدة.

وهكذا، يعرف الباحثون أن إحدى الوسائط التي يستخدمها مدرسو اللغة العربية في ما الأسياي كيراس ديويك جومبانغ هي وسائط الكلمات المتقاطعة. حيث تركز هذه الوسائط بشكل أكبر على ذاكرة الطلاب. وهكذا، يعرف الباحثون أن إحدى الوسائط التي يستخدمها مدرسو اللغة العربية في ما الأشعري كيراس ديويك جومبانغ هي وسائط الكلمات المتقاطعة. حيث تركز هذه الوسائط بشكل أكبر على ذاكرة الطلاب.

بعد إجراء الملاحظات والمقابلات، شارك الباحثون الأسئلة مع الطلاب لمعرفة تأثير وسائط الكلمات المتقاطعة على نتائج تعلم الطلاب. أعطى الباحثون 20 عنصر سؤال في شكل اختيار من متعدد ل 20 مستجيباً. الصلاحية التي يقوم بها الباحث باستخدام المدقق الخبير المرفق.

(ب) لترقية التحصيل الدراسي للغة العربية لطلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية "الأشعري" كوراس ديويك جومبانغ

بالنسبة لنتائج تعلم الطلاب وأحد الجهود المبذولة لتحسين نتائج تعلم الطلاب هو استخدام الأساليب / الوسائط عند التدريس، لأن هذا عامل يمكن أن يؤثر على نتائج التعلم. ومهمة المعلم هي اختيار مجموعة متنوعة من الأساليب المناسبة لإنشاء عملية تعليم وتعلم أكثر متعة.

تم استنتاجه من نتائج محادثتي كباحث مع غور الذي يدرس في مجال اللغة العربية وفقاً له حتى الآن كانت نتائج تعلم الطلاب جيدة جداً ولكن لا يزال هناك بعض الطلاب الذين ما زالوا يفتقرون إلى هذا الصدد ومحادثة صغيرة أجريتها مع طالب واحد في الصف 10 كان هناك بعض الأطفال الذين اشتكوا من أنني كنت مع خريج مدرسة حكومية وكان من الصعب بعض الشيء فهم طلاب تعلم اللغة العربية. مع كون وسائط الكلمات المتقاطعة إحدى الطرق المستخدمة لتحسين نتائج تعلم الطلاب ومن المتوقع أن تساعد الطلاب على فهم المواد المقدمة بشكل أفضل.

(ج) استخدام وسيلة المتقاطعة لترقية التحصيل الدراسي للغة العربية لطلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية "الأشعري" كوراس ديويك جومبانغ

لتحديد الفرق بين الفئات التجريبية والضابطة، تم إجراء اختبار الفرق بين المجموعتين باستخدام اختبار مان ويتني. ويمكن رؤية نتائج اختبار الرجل ويتني في الجدول أدنا

### ادخال البيانات اختبار مان ويتني

الرقم	النتيجة	الفصل	الرقم	النتيجة	الفصل
1	85	أ	16	85	ب
2	75	أ	17	70	ب
3	85	أ	18	80	ب
4	75	أ	19	80	ب
5	70	أ	20	65	ب
6	75	أ	21	60	ب
7	75	أ	22	65	ب
8	80	أ	23	65	ب
9	85	أ	24	70	ب
10	90	أ	25	75	ب
11	70	أ	26	80	ب
12	75	أ	27	70	ب
13	75	أ	28	75	ب
14	70	أ	29	80	ب
15	65	أ	30	75	ب

الاهتمام:

أ: فصل التحكم

ب: فصل التجريبية

### شRanks

	kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar kelas control		15	10.50	157.50
Bahasa Arab kelas eksperimen		15	20.50	307.50
Total		30		

انطلاقاً من الجدول أعلاه، يمكن الاستنتاج أن هناك اختلافات في الفئة التجريبية وفئة التحكم. مع إثبات متوسط الرتبة أعلاه، فإن الفئة التجريبية هي 20,50 بينما فئة التحكم هي 10,50. مما يعني أن نتائج الفئة التجريبية أعلى من فئة التحكم

#### Test Statistics<sup>b</sup>

	Hasil Belajar Bahasa Arab
Mann-Whitney U	37.500
Wilcoxon W	157.500
Z	-3.532
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.001 <sup>a</sup>

a. Not corrected for ties.

b. Grouping Variable: kelas

يوضح الجدول أعلاه أن النتيجة U هي 37.5000 والنتيجة W هي 147.00. إذا نظرت إلى نتائج قيمة -3.532Z. النتيجة في قيمة (Asymp. Sig. (2-tailed) 0,000 أي أقل من 0.05 يخلص إلى أن  $H_0$  مرفوض و  $H_A$  مقبول مما يعني أن هناك تأثير لاستخدام وسائط الأغاز المتقطعة على نتائج تعلم الطلاب في المدرسة الثانوية الإسلامية الأهلية "الأشعري" كوراس ديويك جومبانج.

#### الخلاصة

1. الخطوات خطوات استخدام وسيلة الأغاز الكلمات المتقاطعة هي كما يلي: المعلم يجعل وسيلة الأغاز الكلمات المتقاطعة يقوم المعلم بإعداد إجابات وأعمدة من مربعات وسائط الكلمات المتقاطعة التي يتم ضبطها على المادة المراد تدريسها، ثم يعد الأسئلة التي تتوافق مع الإجابات والأعمدة الموجودة بالفعل، يتم إعطاء أوراق الإجابة والأسئلة للطلاب، ثم يعمل الطلاب بشكل فردي أو في مجموعات، وأخيراً، يقدم المعلم تقييماً ويشرح القليل من المادة. بناء على هذه الدراسة، يمكن ملاحظة أن هناك تأثيراً على مخرجات التعلم يمكن إثباته في مقابلات المعلمين والباحثين الذين يشيرون إلى عناصر الأسئلة المعطاة للطلاب مع نتائج تغيير في الفصول التي تستخدم وسائط الكلمات المتقاطعة ومع الفصول التي لا تستخدمها.

2. تعلم اللغة العربية في هذه المدرسة الأشعرية الصعبة تستخدم العديد من الوسائط البديلة لتعلم الطلاب لزيادة اهتمام الطلاب بالتعلم، وهي الألغاز لأنه في الصف العاشر يتم تعلم اللغة العربية على وجه التحديد في ساعات الدراسة حيث بدأ الطلاب يفتقرون إلى الاهتمام بعملية التعلم. لذلك، يستخدم المعلمون العديد من الوسائط التي يمكنها استعادة اهتمام الطلاب بالتعلم.

3. استخدام وسيلة الألغاز الكلمات المتقاطعة لترقية اللغة العربية لطلاب الصف 10 له تأثير. هناك زيادة في مخرجات تعلم الطلاب ويتضح ذلك في نتائج اختبار مان ويتني مع نتائج نظم المعلومات الجغرافية حيث كانت الفئة الضابطة 10.50 بينما الفئة التجريبية 20.50 والتي يمكن استنتاج أنه مع هذه النتائج هو مرفوض ومقبول، ثم نقول أن هناك زيادة في تعلم الطلاب في تعلم اللغة العربية باستخدام وسائط الكلمات المتقاطعة

#### شكر

بسم الله الرحمن الرحيم الله فبأذن و توفيقه و رحمته و عنايته و نعمته و فضله استطاعت الباحثه أن يتم كتابتها البحث العلمي لايتفاء بعض الشروط للحصول على الشهادة الجامعية الأولى لكيلا دين الإسلام في قسم التعليم اللغة العربية تحت الموضوع "استخدام وسيلة الألغاز المتقاطعة لترقية التحصيل الداسي للغة العربية (دراسة تجريبية لطلاب الصف العاشر في المدرسة الثانوية الإسلامية الاهلية "الأشعري" كوراس ديويك جومبانج)".

و بعد حمد لله تعالى أقدم شكرى الجزيل واحترامى إلى الذين كان لهم فضل في خروج هذا البحث

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# Personality and Conflict Analysis of Katniss in the Hunger Games Novel

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## ABSTRACT

The purpose of this study is to analyze personality psychology experienced by the main character and also to find out how the conflict that occurs to the main character. The research method used in this study was library research. The data source was the novel "The Hunger Games" by Suzanne Collins. The data collection techniques used was observation, documentation and note taking. The data analysis used was reading, summarizing, extracting and analyzing. The result of the study can be formulated that there are several conflicts that occur in the main character. The researcher also analyzed the personality of Katniss was described as a brave, loving and unyielding child.

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## 1. INTRODUCTION

Literary works are the result of the creativity of a writer as an art form, derived from life combined with the imagination of the author. This is natural considering that the author cannot escape certain social bonds in social society. Literature is part of the humanities sciences group, as well as language, history, art, philosophy, and aesthetics. According to Pradobo (2003), he said that the whole sciences humanities is the essence of culture. Literary research is useful for understand the aspects of humanity and culture contained in literary works.

Literary works are the result of human activities that live in a society with all problems. Walgito (1997) reveals that every human being are individuals who are different from other individuals. In general, the content of literary works are all different expressions or events that have been experienced by others or the author. Literature can also be interpreted with everything written and printed. In literary work itself, there are two terms namely works of fiction and non-fiction literature.

In this research, the researcher used fiction literary works that is novel. In The American College Dictionary explained that the novel is a fictional prose story of a certain length that depicts representative real-life characters, motions and scenes in a plot or a rather chaotic or tangled state. Literary psychology is influenced by several things. First, according to Endraswara (2008), literary works are the creation of a psychiatric process and the author's thinking is in a subconscious situation that is then poured into conscious. Second, the study of literary psychology is a study that examines the psychological reflections in the characters presented in such a way by the author that the reader feels lulled by the psychological problems of the story that sometimes feel his involved

self in the story. In fact, literary psychology has an important role in research, the term of literary psychology is one of the branches of science that can be used to express one's feelings and mental state.

In accordance with the dualism that states that human beings are basically composed of body and soul. Therefore, understanding the personality of the person or people around is a thing to be considered and the step to do is to understand the mimic, gesture, background and environment of others. But in this technologically advanced era, people have not directly changed themselves in terms of friendship or communication directly. Therefore, one of the literary works that can help people understand the personality of others or themselves is a novel, because novel can present a variety of stories and various personalities of a person. Therefore, the more personality of a person is known, the easier it can be to understand the people around by studying them. Because of the difference in personality of the characters in the novel, it can be interpreted that literary works can describe a person's psyche.

In the Qur'an it is explained that the Messenger of Allah is a role model or role model for all Muslims:

لقد كان لكم في رسول الله اسوة حسنة لمن كان يرجو الله واليوم الآخر وذكر الله كثيرا

"Indeed, there is in the Messenger of Allah a good role model for you (is) for those who hope for (the mercy of) Allah and (the coming of) the Day of Resurrection and remember Allah a lot".

It is important to understand and know the psyche or personality of a person or ourselves. Because by understanding it we can know how the nature should be done. The psyche can be influenced by several factors including social, economic, and cultural factors. All characters in a literary work have their own role in other words character is a reflection of one's personality. Personalities according to Yusuf (2011), define it as "a relatively stable system of internal characteristics of two individuals, which contributes to consistent thoughts, feelings and behaviors".

In the writing of a literary work the author usually displays many kinds of personalities from interesting personalities or abnormal personality because it can tell interesting story lines. Endraswara (2008) stated that the characteristics of creative personality are imaginative, initiated, have a wide interest, openness to new stimuli, independence, strong curiosity, adventurous spirit, energetic, energetic, confident, willing to take risks and dare to take beliefs.

Nugriyanto (2010) stated that the distinction between one character and another is determined by personal qualities rather than physical views. Therefore, the difference between the characters in a literary work is interesting, because the more differences, the more the resulting story will be better and interesting. Therefore, in *The Hunger Games* novel, there are many differences between one character and another character, but the main character named Katniss who has an unyielding nature and is not easy to defeat.

*The Hunger Games* novel became a choice in this research, because it is one of the best novel by Suzanne Collins who even became a film and this novel has many problems that can be investigated including the personality of the main cast named Katniss. *The Hunger Games* is a novel about a 16-year-old girl named Katniss Everdeen, who lives in a dystopian Postapokalips country called Panem in North America. The Capitol, the capital of a highly developed metropolis, is in political control of the entire country. *The Hunger Games* is an annual event attended by a boy and girl aged between 12 – 18 years from twelve districts around the Capitol, chosen by the draw to compete in a deadly fight that is broadcast live on television.

An interesting problem that was examined is starting from a girl named Katniss who participated in the 74th *Hunger Games* and replaced her sister named Primrose. Katniss and her sister lived with a lot of problems their father died from a coal mine explosion while his mother abandoned them self, therefore Katniss loved him very much. Katniss has also been self-trained and being strong she can survive the show by preying on wooded animals. After a long and grueling journey, Katniss and Peeta finally made it to the 74th game but Katniss got a lot of threats because she opposed the capitol's authoritarian, it can be concluded that Katniss is not an easy girl to control and she also has a strong determination to get out of the capitol.

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The writer Suzzane Chollins chose to write a story about the suffering of small people in a country, she was inspired to write this because she saw many television channels that presented people's competition and she also poured out her sadness because of her father's loss while serving in the Vietnam War. Therefore, in this novel various problems and fun stories become one that will give an extraordinary impression, Suzzane Chollins also divided the novel into trilogies namely *The Hunger Games*, followed by the sequels *Catching Fire* and *Mockingjay*. Each of these three novel has a different story but is equally enjoyable and will make the reader curious about the story.

The right reason for the researcher in choosing this novel because it includes a well-known novel and the content of this novel has a variety of problems that are very interesting if thorough. for example, the problems about the beginning of the emergence of the hunger game and how the characters in the novel can face it, among these problems the researcher only focus on the issue of how the personality of the main character of the novel. The researcher is interested in researching the personality of this main character because in general the female character in the novel is portrayed with a weak female figure, has no strength and can be oppressed with others, but in this novel the female character is portrayed with a strong figure, smart, clever and not easily conquered by others. Therefore, the researcher hopes that with the results of this study readers can find out that not all women are portrayed as weak women and can be oppressed with others.

## 2. LITERATURE REVIEW

There were some previous researches related. The first research was Wijaya (2015) This research examines how Katniss character development in the hunger games novel and also this researcher examines the problems experienced by Katniss. The results of this study explain that Katniss is a girl who lives alone but is able to take care of her family. Katniss is also a kind girl she is always kind to everyone especially to her family. The problems in the novel begin with a dispute between Katniss and the president as well as problems against himself. From the existing description can be concluded that in the existing equation the researcher is equally researching the conflict experienced Katniss, description of the character Katniss and the method used the same method of library research. The difference is that in this study the the researcher described in more detail about the development of Katniss personality.

The second researcher was Ardi (2018) The study examined the character development of Katniss Everdeen, the protagonist in Suzanne Collins' *The Hunger Games* trilogy. The study also tried to investigate what socioeconomic factors the lead actor experienced in Katniss' character development. The results of this study show that Katniss Everdeen has changed a lot through *Hunger Games* trilogy. Katniss sometimes turns into a protagonist and that trait is used only for his evil person. He also serves as a breadwinner in his family, he is willing to volunteer for participating in hunger games. He's changed from people who are indifferent to national heroes. Katniss Everdeen's development, not only triggered by the many obstacles she went through however. There are more reasons behind all those events, such as the little things that are in the surrounding environment. But the main factor that causes the changing nature of Katniss is due to the economic factors of society. To strengthen this research, the researcher tried to relate it with some theories.

Sujanto et al (2006) said that the word personality comes from the word personality (English) the derived from the word persona (Latin) which means guise or mask. It is often used by stage players who mean to describe a person's behavior, character or personality. Personality according to psychology can refer to the pattern of behavioral characteristics and the mindset that determines a person's assessment of the environment. Minderop (2010) personality is shaped by the potential from birth modified by experience unique cultures and experiences that affect a person as an individual. According to Minderop (2010), personality is a carrier that includes in mind, feelings, and behavior is a characteristic of a person that displays the way he adapts and compromises in life. According to Feist (2010), characteristics are certain qualities that a person has including several characters such as temperament, physical, and intelligence.

In researching one's personality literary psychology has a very important role. Literary psychology can guide and make it easier for a person to know each other. Minderop (2010) said that psychology comes from the Greek word *psyche*, which means soul, and *logos* meaning science. Thus, psychology means the science of the soul or science that investigates and studies human behavior.

Walgito (1997) suggests that psychology is a science who study and investigate human activities and behaviors. Human beings have many differences in behavior that have differences in addressing them, in the world of psychology can be explained science and ways to deal with differences in human behavior.

The science of psychology becomes one of the sciences used in researching literary works, especially in researching novel figures. *Psyche* by Jung Suryabrata (2012) is defined as the totality of all psychic events both realized and unconscious. In terms of terms, literary psychology has the aim of understanding aspects of the *psyche* of a figure in a work. In fact, literary works can provide an understanding of novel figures in the community. Because of this, the community can understand the changes, contradictions, and other deviations that occur in society, especially in relation to psychology.

In the world of literary works the author can include several aspects of life in his essay. One of the main aspects listed is the humanitarian aspect that becomes the subject of research on literary psychology. In the analysis based on Ratna (2000), generally the main characters, the second character, the third figure, and so on. The researcher is generally very interested in researching the main character, because in general the main character has the most prominent role compared to other characters.

### 3. METHOD

This research has used type of library research. Library research is a study used in collecting information and data with the help of a wide variety of materials in the library such as documents, books, magazines, historical stories, etc. The approach that has been used in this research is the description analysis approach. According to Moleong (2002) qualitative research is a research procedure that produces descriptive data in the form of written or oral words about the properties of an individual, the circumstances or symptoms of a particular group that can be observed. Meanwhile, the approach that has been used in this study is the approach of literary psychology.

In the research that has been done, there are two sources of data that have been obtained, namely primary data sources and secondary data sources. Primary data is a data source obtained directly from research objects. In this study the source of research used is *The Hunger Games* novel by Suzanne Collins published 2009. Other is secondary data. On secondary data processing of research using literature, articles and journals to get a discussion that corresponds to the title.

In this study, several stages have been carried out to obtain the data needed in research including. First is observation. In the research of *The Hunger Games* novel, the researcher makes observations to estimate the truth of a data. This observation activity is carried out by watching films and reading novel carefully and systematically taking notes so that the validity of the report can be guaranteed. Second is documentation. It is the collection of data, facts and information in written form, the author collects data with the help of materials from the library. Third is taking notes. In this study, the researcher used the note-taking method for data collection techniques, namely recording important points to make it easier to collect the data being sought.

This research has used descriptive qualitative techniques. Moleong (2002) suggest that qualitative methodology is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior. Data analysis according to Bogdan as cited in Sugiyono (2007) is the process of systematically searching and compiling data obtained from interviews, field records, and other materials so that it can be easily understood and its findings can be informed to others.

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#### 4. RESULTS AND DISCUSSION

##### **Personality Psychology**

From the results of this study, it can be concluded that Katniss has three personality elements that are in accordance with Freud's theory. Freud stated that a person's personality consists of three parts, namely the id, ego and superego. Id is the original personality system, brought from birth, Id is also interpreted as a need that is always there and needed by humans themselves such as eating, drinking and sex. Examples of Id is when Katniss eats all the food the Capitol has served her, she eats it greedily. Another example is when Katniss and Prim need sponsors when in a fight they are required to do everything that shows that they are lovers such as hugging, kissing and others.

Ego has the meaning of someone's efforts to fulfill someone's desires but are able to withstand them, the example shown when Katniss is up in the tree to sleep under Katniss there are their enemies who are ready to kill her. There was a urge to kill her enemies in her heart, but Katniss kept holding it because if she did that, Katniss' life could be killed.

Superego has a slightly different meaning, decisions are made based on the moral values of parents and the environment, in this case the superego that Katniss shows is when she tries to commit suicide in a fight. The Capitol considers that Katniss's actions are a rebellion because Katniss is the target of the Capitol and her life could be threatened at any time, because the Capitol considers Katniss a threat.

According to Minderop (2010), personality is a carrier that includes thoughts, feelings, and behaviors that are characteristic of a person who displays ways to adapt and compromise in life. Therefore, in the novel Katniss' personality analysis shows that everyone has a different personality.

In researching one's personality, literary psychology has a very important role. Literary psychology can guide and make it easier for someone to get to know each other. Minderop (2010) said that psychology comes from the Greek words psyche which means soul, and logos which means science. Thus, psychology means the science of the soul or the science that investigates and studies human behavior.

In this case the author can easily examine the behavior of the main character in this novel, the main character of this novel shows a slightly different nature from women in general. Katniss in this novel is described as a girl who is always ready to protect her family no matter what happens, she works hard and never thinks about herself. The most important thing in her life is her family is happy.

In addition to the problems that occur in the main character along with the main character's personality shown in this novel

The ID that Katniss showed was when she was very satisfied with a dish from the Capitol. he ate very much and enjoyed it very much because he had never encountered food as much and as delicious as the food of the City. Another example is when Katniss wants her sponsor and Peeta has to do something that will wow the audience, because of that Katniss and Peeta get a lot of help to survive in the arena.

Katniss's ego is when she is facing her enemies, she really wants to kill them but Katniss holds her back because she realizes that Katniss will lose if she fights them. Katniss finally stayed in the tree while waiting for her enemies to leave. Another example is when Katniss restrained herself from attacking the enemy pyramid by preparing a more ingenious plan

The superego that exists in Katniss is when she tries to fight the Capitol by attempting suicide in the battle arena, because of this the Capitol is angry and will always watch Katniss' every move and even her life could be threatened.

##### **Conflict**

The conflict that occurred in Katniss has a relationship with Rafl Dahrendorf's theory. Dahrendorf stated that conflict only arises through social relations in the system and that problems usually occur between those who have power and those who are not in power. Likewise, with the conflict that occurred to Katniss, the ruling Capitol created a game called "The Hunger Games". This game must be followed by all districts, they are required to kill each other in order to become

champions and it is time for the selection of participants but fate says otherwise. Katniss's sister was chosen as a participant and Katniss replaced her so that in the end Katniss could become the champion of "The Hunger Games".

Burhan (2013) suggests that conflict is something dramatic, refers to the fight between the two balanced strength and implies. Therefore, in the novel *The Hunger Games*, it tells the conflict between a government that has authority and acts as they please with the poor who need peace.

## 5. CONCLUSION

The beginning of the problems faced by Katniss was when voting for *The Hunger Games* participants, and Katniss's sister named Prim became the choice of *The Hunger Games* participants. Because of Katniss' love for Prim, she is willing to take her place to participate in *The Hunger Games*. At the time of the battle Katniss got a lot of problems ranging from severe dehydration, stung by a deadly bee and suffered burns, but all of those things could pass well until the end of the fight. And at the end of the fight the Capitol suddenly changed the rules that there was only one winner of *The Hunger Games*. Because of this, Katniss felt that the Capitol had played a trick on them, until finally Katniss made a plan to commit suicide together with Peeta so that the Capitol didn't get the winner they wanted. The Capitol faucet doesn't want to take a big risk and finally Katniss and Peeta are crowned winners of the seventy-fourth *Hunger Games*.

The problems that occur along with the main character's shown in this novel. First is the ID that Katniss which showed was when she was very satisfied with a dish from the Capitol. he ate very much and enjoyed it very much because he had never encountered food as much and as delicious as the food of the City. Another example is when Katniss wants her sponsor and Peeta has to do something that will wow the audience, because of that Katniss and Peeta get a lot of help to survive in the arena. Second is Katniss's ego which is happened when she is facing her enemies, she really wants to kill them but Katniss holds her back because she realizes that Katniss will lose if she fights them. Katniss finally stayed in the tree while waiting for her enemies to leave. Another example is when Katniss restrained herself from attacking the enemy pyramid by preparing a more ingenious plan. The last is the superego that exists in Katniss is when she tries to fight the Capitol by attempting suicide in the battle arena, because of this the Capitol is angry and will always watch Katniss' every move and even her life could be threatened.

Provide a statement that what is expected, as stated in the "INTRODUCTION" section can ultimately result in "RESULTS AND DISCUSSION" section, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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# استخدام وسيلة الألغاز المتقاطعة لترقية التحصيل الدراسي للغة العربية تأثير طريقة تقديم القصة لنتيجة مادة المحادثة

لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج

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## Abstract

Learning a foreign language is not easy and requires a long process. Because learning a foreign language is difficult, it is necessary to apply various methods in learning so that learning Arabic can run effectively and conducively. One of the interesting ways among several methods used in language learning is Taqdimul qishah or in English it is called Telling Story. Taqdimul qishah is telling stories using Arabic. The taqdimul qishoh method is a way of conveying or presenting learning material orally in the form of stories or fairy tales from teacher to student or from student to student. This study used a quantitative method (ex post facto) by using a questionnaire for class VIII students with forty-seven students. The distribution of this questionnaire aims to determine whether there is an effect of using this method or not. In determining the learning outcomes of conversation subjects, researchers used the results of oral tests with students arranged by grades. From the results of these scores it was concluded that the scores for the Arabic language subject (conversation subject) were obtained from 47 grade VIII students of MTs Salafiyah Syafi'iyah Tebuireng Jombang, all of whom met the KKM, with an average score of 88. After distributing the questionnaire and student scores, followed by a partial test of the story presentation method variable (X) with a significance value of  $0.004 < 0.05$ ,  $H_0$  was rejected and  $H_a$  was accepted, meaning that the story presentation method variable had a significant effect on the material learning outcomes variable.

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## المقدمة

اللغة حاجة لا يمكن فصلها عن حياة الإنسان، لأن اللغة وسيلة لنقل الأفكار والأفكار البشرية في شكل كلام أو كتابة بقصد أن يفهمها الآخرون. اللغة هي أصوات وألفاظ مرتبة على نسق معين تترجم الأفكار التي تجول في النفس إلى عبارات زجمل استخدم عليها (دحية مسقان، 2000)، أي أنها نظام معين تتكلمة جماعة معينة (رمضان عبد التواب، 1983). يوجد في دراسات اللغة أربع مهارات لغوية، وهي مهارات الاستماع والتحدث والقراءة والكتابة (Ratnaningtyas, 2019). نظرًا لأن تعلم لغة أجنبية أمر صعب، فمن الضروري تحقيق اختراقات حتى يمكن أن يعمل تعلم اللغة العربية بشكل فعال ومفيد. يمكن أن تكون الاختراقات في تدريس اللغة في شكل مناهج أو استراتيجيات أو طرق.

تصبح هذه الأشياء الثلاثة مهمة للغاية في تعلم اللغة العربية لأنه لتحقيق النجاح في التعلم يجب على المعلم تحديد أهداف وتوجهات واضحة، لذلك إذا لم يحدد المعلم استراتيجية أو طريقة أو نهج، فمن المؤكد أن أهداف التعلم التي تم تحقيقها سيكون من الصعب تحقيقه (Mualim Wijaya et al., 2022).

تعلم لغة أجنبية ليس بالأمر السهل ويتطلب عملية طويلة. لأن تعلم لغة أجنبية أمر صعب، فمن الضروري تحقيق. واحدة من الطرق المثيرة للاهتمام من بين العديد من الأساليب المستخدمة في تعلم اللغة هي تقديم القصة أو في اللغة الإنجليزية تسمى "Story Telling". تقديم القصة يروي القصص باستخدام اللغة العربية. طريقة تقديم القصة هي طريقة لنقل أو تقديم المواد التعليمية شفهيًا في شكل قصص أو حكايات خرافية من المعلم إلى الطالب أو من طالب إلى طالب.

المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج التي تستخدم في تعلم اللغة العربية طريقة تقديم القصة، وخاصة لطلاب الصف الثامن حيث يقرأ الطلاب الكتب العربية لإتقان المفردات العربية وفهم كل كلمة في قواعد. ثم، لمعرفة النسبة المئوية للطلاب الذين يمكنهم استيعاب الدرس، يتم استخدام طريقة تقديم القصة. من خلال نقل أو تقديم المواد التعليمية شفهيًا في شكل قصص أو حكايات خرافية من مدرس إلى طالب أو من طالب إلى طالب. والهدف من ذلك هو مساعدة الطلاب ليس فقط على فهم المفردات ولكن يمكنهم أيضًا مساعدة الطلاب على ممارسة التحدث باللغة العربية، بالإضافة إلى تمكين الطلاب من أن يكونوا نشطين في المشاركة في التعلم في الفصل. بناءً على الوصف أعلاه، تهتم الباحثة بإجراء البحث من خلال رفع عنوان "تأثير طريقة تقديم القصة لنتيجة مادة المحادثة لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج".

### مناهج البحث

تستخدم هذه الدراسة نهجًا كميًا. المنهج الكمي، أي البحث على شكل أرقام وتحليله إحصائيًا (Sugiyono, 2008). وباستخدام نوع البحث (*Ex Post Facto*) هو البحث حيث حدثت المتغيرات المستقلة (المستقلة) عندما يبدأ الباحث بملاحظة المتغير التابع (التابع) في الدراسة (Sugiyono, 2008). استخدام البحث الكمي في هذه الدراسة لتحليل البيانات وتحديد تأثير طريقة تقديم قصة لنتيجة مادة المحادثة لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج. في هذه الدراسة، قام الباحث بفحص الظواهر التي حدثت في المجال لإثبات صدقها وتم تقييمها علميًا بناءً على الإطار النظري المتعلق بالقضايا المطروحة (Muri Yusuf, 2014).

وهنا يستعمل ثلاث جمع البيانات هو استبيان، توثيق، و المقابلة. وهنا يستعمل ثلاث جمع البيانات هو استبيان، توثيق، و المقابلة. تقنيات التحليل في البحث الكمي باستخدام الإحصاء. والأدوات المستخدمة لإجراء تحليل البيانات هي سفسس SPSS التطبيق الإصدار. وهنا يقوم الباحث بالتحليل لتحديد تأثير طريقة تقديم القصة لنتيجة مادة المحادثة لطلاب الصف الثامن باستخدام تحليل البيانات في هذه الدراسة على النحو التالي: هناك حاجة إلى اختبارات المتطلبات الأساسية. لذلك، يتطلب تحليل التباين اختبارا اختبارا للحالة الطبيعية وخطية البيانات. و اختبار فرضية البحث يستعمل معامل التحديد ( koefisien determinasi ) إذا تم حساب thitung أكبر من ttabel ، فإن المتغير المستقل له تأثير كبير على المتغير التابع.

هناك طريقة أخرى للنظر إلى مدى ملاءمة نموذج الانحدار الخطي وهي قياس المساهمة التي يقدمها المتغير X في التنبؤ بقيمة Y.

### نتائج البحث ومناقشتها

#### أ. طريقة تقديم القصة في المدرسة الثانوية السلفية الشافعية تبوئنج جومبانج

تقديم القصة هو نشاط سرد القصص باستخدام اللغة العربية. نظام تقديم القصة هو أيضًا نظام لتطوير القدرة على التحدث باللغة العربية، أي القدرة على سرد القصص. يبدأ تقديم القصة عادة من أبسط الأشياء، أي وصف الموقف المحيط بطريقة بسيطة في النظر إليه ونقله (Mualim Wijaya et al., 2022).

لذلك، فإن طريقة تقديم القصة هي طريقة أو طريقة يقدمها المعلمون في تحسين مهارات التحدث لدى الطلاب. يهدف هذا إلى إثارة الشعور بالشجاعة في سرد القصص. السرد القصصي هو أحد مفاهيم التدريب على مهارات التعبير عن الأفكار من خلال التحدث.

بناءً على الإجابات أو الردود على استبيانات الطلاب حول طريقة تقديم القصة، يمكن تلخيص نتائج الاستبيان في الجدول التالي:

الجدول 4,3 نسبة إجابات الاستبيان على طريقة تقديم القصة

No	Butir Instrumen Angket	Presentase % Jawaban Siswa	
1	Metode taqdimul qisshoh sangat mudah untuk diterapkan	SS	= 40,4 %
		S	= 36,2 %
		N	= 14,9 %
		TS	= 8,5 %
2	Siswa mampu mempresentasikan materi yang telah di pelajari melalui metode taqdimul qisshoh	SS	= 38,3 %
		S	= 34,0 %
		N	= 19,1 %
		TS	= 8,5 %
3	Siswa menjadi percaya diri dengan menerapkan metode taqdimul qisshoh	SS	= 31,9 %
		S	= 29,8 %
		N	= 25,5 %
		TS	= 12,8 %
4	Siswa lebih kreatif dalam berpikir dengan menerapkan metode taqdimul qisshoh	SS	= 38,3 %
		S	= 34,0 %
		N	= 19,1 %
		TS	= 8,5 %
5	Penerapan metode taqdimul qisshoh mendorong siswa untuk berfikir luas	SS	= 31,9 %
		S	= 40,4 %
		N	= 17,0 %
		TS	= 10,6 %
6	Siswa lebih mudah memahami materi muhadatsah dengan menerapkan metode taqdimul qisshoh	SS	= 29,8 %
		S	= 42,6 %
		N	= 14,9 %
		TS	= 12,8 %

7	Siswa dapat berbicara Bahasa arab dengan lancar dengan diterapkannya metode taqdimul qishoh	SS = 19,1 % S = 29,8 % N = 46,8 % TS = 4,3 %
8	Siswa lebih mudah belajar Bahasa arab dengan melakukan metode taqdimul qishoh	SS = 21,3 % S = 44,7 % N = 23,4 % TS = 10,6 %
9	Metode taqdimul qishoh sangat mendorong siswa dalam menghafal mufrodat	SS = 25,5 % S = 55,3 % N = 10,6 % TS = 8,5 %
10	Metode taqdimul qishoh membantu siswa melancarkan pengucapan lafadz	SS = 31,9 % S = 42,6 % N = 12,8 % TS = 10,6 % STS = 2,1 %

ب. لنتيجة مادة المحادثة لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج نتائج التعلم مادة المحادثة لطلاب في التعلم لمعرفة تأثير طريقة تقديم القصة لنتيجة مادة المحادثة لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج، عقد الباحثة طالبًا محادثة لأنه يمكنه قياس مستوى نجاح الدرس. يتم تنفيذ هذه المحادثة لتصحيح وتسجيل وتحسين محادثة اللغة العربية للطلاب. يقال إن المحادثة ناجحة أو كاملة، إذا حصل الطلاب الفرديون على درجات أعلى من 75 (KKM) بعد طريقة تقديم القصة. تقام المحادثة لمدة 3 دقائق تقريبًا لرواية القصص بموضوعات مجانية. وكانت النتائج كالتالي:

#### الجدوال 4.4 قيمة تعلم الطلاب

No.	Nama	Nilai	KKM	Keterangan
1	Achmad Musabbichu Zhahir	90	75	Tuntas
2	Ahmad Afiqulwajih	85	75	Tuntas
3	Akbar Farhanda	85	75	Tuntas
4	Akhmad Badaruddin Hidayat	90	75	Tuntas
5	Alfin Azkal Azkiya	85	75	Tuntas
6	Andika Desta Anggara	90	75	Tuntas
7	Egy Izza Putra Alyu Mustofa	85	75	Tuntas
8	Abdullah Agrifina Zain	85	75	Tuntas
9	Abdurrahman Azka	85	75	Tuntas
10	M. Ashnaful Humaidi Zahar	89	75	Tuntas
11	Muhammad Fahri Hidayatullah	90	75	Tuntas
12	M.Mirza Al Rafi	85	75	Tuntas
13	Maziyya Muhammad	89	75	Tuntas

14	Moh Irsyad Ma`Arif	90	75	Tuntas
15	A. Alvis Syihab Najmuddin	90	75	Tuntas
16	Ahmad Amir Fauzi	90	75	Tuntas
17	Ahmad Faris Husaini	90	75	Tuntas
18	Ahmad Najiddurohman Azzrurukh	95	75	Tuntas
19	Al Hafith Assadi	90	75	Tuntas
20	Al Ahkamu Sulthoniyah Al-Fahmi	90	75	Tuntas
21	Alif Maulana Muchammad	90	75	Tuntas
22	Antares Thufail Firjatulloh	90	75	Tuntas
23	Anugrah Bima Sakti	85	75	Tuntas
24	Arfi Endrasto Pratama	85	75	Tuntas
25	Arya Dava Raditya Ramadhan	85	75	Tuntas
26	Aulia Al-Farisi	80	75	Tuntas
27	Ayub Condro Prastopo	85	75	Tuntas
28	Azida Ulumudin Bawafi	85	75	Tuntas
29	Dwi Zelfa Rahmatul Izzah	90	75	Tuntas
30	Fatichah Maulidyah Masyrufah	90	75	Tuntas
31	Fauzah Adenisya Zahra Nathania	85	75	Tuntas
32	Fita Filza Farzana	95	75	Tuntas
33	Hayatul Yusrini	95	75	Tuntas
34	Intan Maryam Sandra Dewi	86	75	Tuntas
35	Intan Naufa Ilma	86	75	Tuntas
36	Aryulina Asyifa	90	75	Tuntas
37	Asiva Ramadhani Citra Susanto	85	75	Tuntas
38	Assyifa Ega Arifirizky	85	75	Tuntas
39	Asthagina Kayaisha Sadhewo	90	75	Tuntas
40	Astrid Dian Putri	85	75	Tuntas
41	Desy Ary Rahmawati	85	75	Tuntas
42	Fathiyya Azka Zhareefa	85	75	Tuntas
43	Naura Alicia Najwa	85	75	Tuntas
44	Nia Rizqi Aprilia	85	75	Tuntas
45	Qothifa Religy Syam Roseanarta	90	75	Tuntas
46	Rahmania Cahaa Ramadhan	85	75	Tuntas
47	Sabrina Syifaun Nafi`Ah	85	75	Tuntas

استنادًا إلى الجدول ، يمكن استنتاج أن الدرجات التي تم الحصول عليها من 47 طلاب قد استوفوا جميعًا متطلبات KKM أو اكتملت. فيما يلي خاتمة الجدول أعلاه وهي أن متوسط قيمة طلاب الصف الثامن يتم الحصول عليه كالتالي:

$$\frac{\text{Total nilai yang diperoleh siswa}}{\text{jumlah siswa}} = \text{متوسط}$$

$$88 = \frac{4115}{47} =$$

من البيانات الخاصة بدرجات اللغة العربية (مادة المحادثة) لطلاب الصف الثامن في المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج التي حصل عليها الباحث أعلاه، يحصل الطلاب على درجات جيدة في اللغة العربية (مادة المحادثة) مع درجات أعلى من KKM (معايير الحد الأدنى من الاكتمال)، أي 88.

ج. تأثير طريقة تقديم القصة لنتيجة مادة المحادثة لطلاب الصف الثامن في المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج

أ. اختبار الصلاحية والموثوقية

- تم إجراء اختبار صلاحية أداة اختبار الصلاحية لمعرفة ما إذا كانت الأداة المستخدمة من قبل الباحثين صالحة أم لا في هذه الدراسة. اختبار الصلاحية باستخدام برنامج SPSS 25.

الجدوال 4.5 حاصل اختبار الصلاحية طريقة تقديم القصة

No.	Butir Instrumen	Sig	Keterangan
1	Butir Instrumen 1	0,000	Valid
2	Butir Instrumen 2	0,001	Valid
3	Butir Instrumen 3	0,026	Valid
4	Butir Instrumen 4	0,001	Valid
5	Butir Instrumen 5	0,001	Valid
6	Butir Instrumen 6	0,004	Valid
7	Butir Instrumen 7	0,000	Valid
8	Butir Instrumen 8	0,030	Valid
9	Butir Instrumen 9	0,026	Valid
10	Butir Instrumen 10	0,010	Valid

بناءً على نتائج اختبار الصلاحية على متغير طريقة تقديم القصة (X) المبين في الجدول، يمكن استنتاج أن كل بيان يتم التصريح عن صلاحيته لأن قيمته المعنوية هي  $>0.05$ .

- اختبار الموثوقية

يستخدم اختبار الموثوقية لمعرفة ما إذا كانت المؤشرات المستخدمة يمكن الوثوق بها كأداة قياس متغيرة. يعتبر المؤشر موثوقاً إذا كانت قيمة ألفا كرونباخ  $> 0.6$  باستخدام SPSS .25

#### الجدوال 4.6 حاصل اختبار الموثوقية

Reliability Statistics	
Cronbach's Alpha	N of Items
.911	10

يظهر تحديد الموثوقية في عمود cronbach's alpha، ويقال أن أداة البحث يمكن الاعتماد عليها إذا كانت قيمة كرونباخ ألفا أكثر من 0.6. بناءً على نتائج اختبار الموثوقية أعلاه، يمكن ملاحظة أن قيمة cronbach's alpha أكثر من 0.6، أي 0.911، لذلك استنتج أن الاستبيان حول طريقة تقديم القصة موثوق به.

ب. اختبار المتطلبات الأساسية

- اختبار الحالة الطبيعية

يستخدم اختبار الحالة الطبيعية لاختبار ما إذا كان المتغيرات المركبة أو المتبقية لها توزيع طبيعي في اختبار الانحدار. في هذه الدراسة، الطريقة المستخدمة هي Kolmogorov-Smirnov (K-S) من خلال النظر في مؤامرة الاحتمالية التي تقارن التوزيع التراكمي للتوزيع الطبيعي.

#### الجدوال 4.7 حاصل اختبار قاعدة البيانات

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		47
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	6,57608203
Most Extreme Differences	Absolute	,077
	Positive	,077
	Negative	-,069
Test Statistic		,077
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

a. Test distribution is Normal.

الجدول أعلاه مأخوذ من توزيع اختبار الحالة الطبيعية باستخدام Kolmogorov-Smirnov. تظهر نتائج معالجة البيانات SPSS أن قيمة Kolmogorov-Smirnov هي 0.200  $> 0.05$  لأنها أكبر بكثير من 0.05، وبالتالي فإن المتبقي طبيعي.

- اختبار الخطية

#### الجدوال 4.8 حاصل اختبار الخطية

ANOVA Table
-------------

			Sum of Squares	Df	Mean Square	F	Sig.
Hasil Belajar Materi	Between Groups	(Combined)	2033,443	32	63,545	2,500	,036
Muhadatsah * Materi		Linearity	400,013	1	400,013	15,738	,001
Taqdimul Qisshoh		Deviation from Linearity	1633,430	31	52,691	2,073	,075
	Within Groups		355,833	14	25,417		
	Total		2389,277	46			

الجدول أعلاه مأخوذ من توزيع الخطية. تظهر نتائج معالجة بيانات SPSS قيمة خطية sig  $0.075 < 0.05$ . ولأنها أكبر بكثير من 0.05، توجد علاقة خطية بين طريقة تقديم القصة ومخرجات التعلم لمادة المحادثة.

ج. اختبار الانحدار الخطي البسيط

الجدوال 4،9 حاصل اختبار الانحدار الخطي البسيط

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error		
1	(Constant)	68,484	3,888		,000
	Materi Taqdimul Qisshoh	,180	,060	,409	,004

a. Dependent Variable: Hasil Belajar Materi Muhadatsah

من نتائج الجدول أعلاه ، يمكن ملاحظة أن اختبار المعادلة الخطية البسيط هو كما يلي:

$$Xb + a = Y$$

$$X 0.180 + 68.484 = Y$$

د. اختبار الفرضية

يستخدم اختبار الفرضيات لاختبار أهمية المتغير X إلى المتغير Y جزئيًا. على المتغير المستقل يمكن القول أن له تأثير على المتغير التابع إذا كانت القيمة المهمة  $> 0.05$ . يقال خلاف ذلك، إذا كانت القيمة المهمة  $< 0.05$  ، فلن يكون للمتغير المستقل أي تأثير على المتغير التابع.

الجدوال 4،9 حاصل اختبار الفرضية

Coefficients <sup>a</sup>				
Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	68,484	3,888		17,616	,000
	Materi Taqdimul Qisshoh	,180	,060	,409	3,008	,004

a. Dependent Variable: Hasil Belajar Materi Muhadatsah

بناءً على نتائج الاختبار الجزئي لمتغير طريقة تقديم القصة (X)، فإن t count هو 3.008 بمستوى معنوي 5٪ و  $df = n - 2 = 47 - 2 = 45$  بحيث تكون قيمة جدول  $t = 1,679$  تم الحصول عليها بقيمة معنوية  $0.004 > 0.05$ ، لذلك تم رفض  $H_0$  وقبول  $H_a$ ، مما يعني أن متغير طريقة تقديم القصة له تأثير كبير على مخرجات التعلم المتغيرة للمادة المحادثة.

هـ. اختبار معامل التحديد

#### الجدوال 10، 4 حاصل اختبار معامل التحديد

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,409 <sup>a</sup>	,167	,149	6,649

a. Predictors: (Constant), Materi Taqdimul Qisshoh

في الجدول أعلاه، قيمة  $R^2 = 0,167 = 16,7\%$  تعني أن المتغير المستقل (طريقة تقديم القصة) يؤثر على المتغير التابع (لنتيجة مادة المحادثة) بنسبة 16.7٪ والباقي 83.3٪ يتأثر بالمتغيرات الأخرى التي هي غير مدرج في هذا البحث.

#### الخلاصة

وبعد البحث عن تأثير طريقة تقديم القصة لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج تم جمع هذه الدراسة من قبل المؤلف بناءً على النظرية والحقائق في المجال. أ. المدرسة الثانوية السلفية الشافعية تبوئرنج في تعلم اللغة العربية باستخدام عدة طرق تتكيف مع الفصل، وخاصة طلاب الصف الثامن باستخدام أسلوب الطالب النشط. حيث ينشط الطلاب في التعلم، بينما لا يشرح المعلم كثيرًا حتى لا يكتب شيئًا. في التخطيط لتعلم اللغة العربية، يتم توجيهه بشكل أكبر إلى مهارات المحادثة وإتقان قراءة المحتوى ولا ينتهك نقل اللغة العربية من وجهة نظر نحو، ثم يتم تنفيذ طريقة تقديم القصة.

ب. في بداية الدرس يشرح المعلم مادة اللغة، ويتقن المفردات ثم يمارس المحادثة (تعلم مادة المحادثة). بعد أن يتمكن جميع الطلاب من التحدث باللغة العربية، ثم لمعرفة النسبة المئوية للطلاب الذين يمكنهم استيعاب الدرس، فإن الخطوة الأخيرة هي طريقة تقديم القصة. ما أجرى الباحثة مقابلات مع مدرس اللغة العربية للصف الثامن كيف تم تدريس مادة المحادثة لطلاب الصف الثامن. ووفقًا له، يمكن للطلاب المشاركة في تعلم اللغة العربية من خلال مادة المحادثة. الطلاب قادرون على التحدث باللغة

العربية وحتى الطلاب قادرون أيضاً على التفكير بشكل إبداعي لتطوير قدرتهم على التحدث باللغة العربية.

ج. بعد تتبع الباحثة باستخدام استبانة ونتائج تعلم مادة المحادثة للطلاب في تعلم اللغة العربية بطريقة تقديم القصة، تبين أن نتائج الاستبيان أظهرت أن جميع الأسئلة كانت كلها صحيحة وقيمة مخرجات التعلم للطلاب من المحادثة. وصلت المواد إلى KKM. بحيث تمت معالجة بيانات SPSS وأظهرت النتائج قيمة خطية بقيمة  $0.05 > 0.075 \text{ sig}$ . ولأنها أكبر بكثير من 0.05، توجد علاقة خطية بين طريقة تقديم القصة لنتيجة مادة المحادثة. لذلك، يمكن استنتاج أن التعلم باستخدام طريقة تقديم القصة يؤثر لنتيجة مادة المحادثة لدى طلاب.

### شكرو وتقدير

الحمد لله رب العالمين، والصلاة والسلام على أفصح خلق الله النبي العربي الأمي محمد بن عبد الله وعلى آله وأصحابه أجمعين، أما بعد  
الله فبإذن الله وتوفيقه ورحمته وعنايته ونعمه وفضله استطاعت الباحثة أن يتم كتابها البحث العلمي لاستيفاء بعض الشروط للحصول على الشهادة الجامعية الأولى لكلية دين الإسلام في قسم تعليم اللغة العربية تحت الموضوع "تأثير طريقة تقديم القصة لنتيجة مادة المحادثة لطلاب الصف الثامن المدرسة الثانوية السلفية الشافعية تبوئرنج جومبانج".  
وبعد حمد لله تعالى أقدم شكري الجزيل واحترامي إلى الذين كان لهم فضل في خروج هذا البحث

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# The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim

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## ABSTRACT (10 PT)

The objective of this research is to find out whether or not the implementation of short movies media effective to improve the students' vocabulary mastery. The researcher conducted a pre-experimental group design. The population of this research is the seventh-grade students of SMP A. Wahid Hasyim Tebuireng Jombang in the academic year 2023/2024. Total of the population was 9 classes. The sample in this study was class VII H SMP A. Wahid Hasyim Tebuireng Jombang, totaling 32 students. Based on the data normality test that has been carried out by the researcher, it shows that sig. 2-tailed is 0.200 meaning that the data is normally distributed, then it will be continued with a simple paired t-test. based on the Testing of Hypothesis Terms, If the score of t is sig. <0.05, Ha is accepted and H0 is rejected. on the simple paired t-test calculation, the data shows sig. (2-tail) 0.000. The data is smaller than 0.05, meaning that H0 is rejected and Ha is accepted. the students' scores of pre-test was in medium level, while in post-test, the students' score was high. it could be concluded that the short movies was effective to improve students' vocabulary mastery in SMP A. Wahid Hasyim Tebuireng Jombang.

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## 1. INTRODUCTION

In the era of globalization, the mastery of English vocabulary is indispensable to support all four English language skills. The learning process in language education comprises formal and informal education, involving interactions among teachers, students, and learning materials. To ensure effective knowledge transfer, appropriate learning methods with specific learning objectives and outcomes are crucial (Ganyaupfu, 2013).

In order to facilitate an efficient language learning process, it is imperative for teachers to employ effective instructional media that can effectively capture students' interest. The utilization of appropriate and diverse media is crucial in fulfilling the objectives of teaching and learning. The utilization of movies as a teaching medium proves to be an appropriate approach in vocabulary instruction for students. This approach fosters students' interest in learning English and prevents them from succumbing to monotony associated with conventional teaching methods. Additionally, the use of movies as an instructional tool offers a dual benefit of both education and entertainment, as students can simultaneously enjoy the movie while engaging in language learning activities.

According to Fatimah (2019), short movies serve as a valuable alternative medium for teaching vocabulary. They offer the advantage of providing audiovisual examples through acting and scenes, making the learning experience engaging and captivating. The utilization of movies not only enhances students' comprehension of new vocabulary but also facilitates the formation of visual associations with the words, enabling better retention of their meanings and usage in daily life. The utilization of a short movie in the classroom introduces a sense of novelty and uniqueness that deviates from students' typical learning experiences. In this context, the researcher employs a short movie as a medium for vocabulary instruction, leveraging its ability to capture students' attention and foster motivation, thereby encouraging active participation and the acquisition of new vocabulary.

Based on the statements of problems above, the purposes of the study are: [1], The students' vocabulary mastery before being taught using short movies. [2], The students' vocabulary mastery after being taught using short movies. [3], Whether or not there is a significant of effectiveness of using short movies to improve vocabulary for VII H students' of SMP A. Wahid Hasyim Tebuireng Jombang.

Short movies, also known as a short film, refers to a cinematic production that typically ranges from 5 to 40 minutes in duration. It is a self-contained audiovisual work created by filmmakers to tell a concise and focused story or to explore a specific theme, concept, or social issue.

Vocabulary referred to the collection of words that an individual or entity is familiar with, or it can pertain to a specific language. Within the realm of English language learning, vocabulary represents a vital and relatively accessible component of the overall learning process.

The researcher hopes this research would give information about The Effectiveness of Using Movies to Improve Students' Vocabulary Mastery and the research hopes this research will be usefull for teacher, student, and other research.

## 2. METHOD

The researcher intended to conduct an experimental study including: research design, research setting, population and sample selection, prosedure of the research, data collection technique, data analysis.

- a. Research Design: the researcher employed a quantitative research approach to investigate whether there is an enhancement in students' Vocabulary mastery when utilizing movies as a teaching tool.
- b. Research Setting: The subject of the study was students of A. Wahid Hasyim Junior High School in the 2023-2024 academic year. The school is located at Tebuireng boarding school, Cukir, Diwek, Jombang City, East Java Province.
- c. Population and Sample: The population of this research was the seventh-grade students at A. Wahid Hasyim Junior High School Tebuireng Jombang. There are nine classes of the first grade in this school, The sample of this research was class VII H of A. Wahid Hasyim Junior High School Tebuireng Jombang academic years 2023/2024, because the English teacher said that class VII H was still lacking in the mastery of vocabulary.
- d. Prosedure of This Research:
  1. Observation: Observation was conducted in order to low how the students' vocabulary mastery and their behavior during teaching learning process in class and to know the class managemen
  2. Determining short movie as learning media: The researcher determines short movie after knowing their behavior during a teaching learning process in vocabulary class.
  3. Preparing instruments of research: The researcher prepared the research instruments after determining learning model. The instuments included pretest, posttest, two short movies, RPP, and learning material.
  4. Pre-test: Pretest was to determine the students' vocabulary mastery level before treatment is given, the pre-test included 10 essay questions.

5. Treatment: The treatment gave to the experimental class after the research gave pretest in teaching vocabulary mastery, the researcher treated the students' by using short movie in 2 meeting. Each meeting take time about 2x40 minutes.
6. Post-test: The post-test served as a means to gauge whether there are observable improvements or variations in the students' scores and their ability to master vocabulary as a result of the treatment.
- e. Data Collaction: Instrument was a tool for the researcher to get the data and as a part of rigorous data collection, for support the success of research (Arikunto, 2013). A test is asset of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured. The research employed a set of 10 essay questions to assess the participants' vocabulary proficiency. Tests, both pretest and posttest, were administered in order to measure individuals' scores and abilities.
- f. Data Analysis: The score of students' vocabulary was calculated using descriptive statistics to determine the average of pre-test and post-test. Then, the researcher should look for the normality of pre-test and post-test. The last, reseracher conducted an analysis using paired sample t-test to determine if a significance difference in mean score occured. The researcher employed the Statistical Package for the Social Sciences (SPSS) version 25 as the analytical tool for examining the collected data.

### 3. RESULTS AND DISCUSSION

In the finding, the researcher explains the result of data examination from the information that has been gathered. The objective is to find out the significant difference in students' vocabulary mastery before and after the using of Short Movies as a media. The assessment includes pre-test and post-test. The pre-test was conducted to determine students in vocabulary mastery to receiving a strategy or giving treatment, and the post-test was conducted to measure the improvement in students' vocabulary mastery after receiving the treatment. The improvement of speaking mastery is evident from the findings of the pre-test and post-test. The researcher examined the results of the pre-test and post-test, and if the post-test results higher than the pre-test, it means that there is increase student learning achievements.

The researcher explained the pre-test and post-test, on the first day the researcher gave the task that include 10 questions. Students asked to answer the questions. And the second day the students given the first treatment, in this treatment the researcher explain about expression of thanking and expression of apologizing with their responses. In this teaching the researcher employed short movie as a media. The title of the short movies are "expression of thanking and apologizing" and "a moving story about gretitude". Than the students asked to clasify the espressions of thankin and apologizing, and than the researcher gave pictures that include the expressions of thaking and apologizing with responses, the students asked to react the pictures with the correct respond. Last the students divided into 8 groups, each group consist 4 students. They were asked to create dialogue with the topic school life using the expressions of thanking and apologizing with the responses, than they present the result in front of the class. The third day, the researcher conducted the second treatment. The treatment was expressions of thanking and apologizing with the responses. The students was given the short movies under the title of "Singa and The Kindness Cubbies" and "The Saleswomen Flips Off Disabled Client". Than the students asked to clasify the espressions of thanking and apologizing, and than the students divided into several groups that consist 2 students. They were asked to create dialogue with the topic the expressions of thanking and apologizing with the responses, than they present the result in front of the class. The last day the researcher gave the task that include 10 questions. The questions was in the form of dialogue. Students asked to answer the questions.

#### a. *The Students' Vocabulary Mastery Before Being Taught Using Short Movies*

Based on the table above, it is explained that from a total of 32 students, it shows that the mean of pre-test is 75,00 and the median is 75, the highest score on the pre-test was 100 and the lowest

score on the pre-test was 35. The total number pre-test scores is 2400. It can be concluded that the students' vocabulary mastery on pre-test was in medium level on the material of expressions of thanking and apologizing with responses.

b. *The Students' Vocabulary Mastery After Being Taught Using Short Movies*

Based on the table above, it is explained that from a total of 32 students, it shows that the mean of post-test is 86,56 and the median is 85, and the highest score on the post-test was 100 and the lowest score on the post-test was 70. The total number of post-test scores is 2770. It can be concluded that the students' vocabulary mastery on post-test was in high level on the material of expressions of thanking and apologizing with responses.

c. *The Significant Difference Between Students' Vocabulary Mastery Before and After Being Taught Using Short Movies*

➤ *Descriptive Statistics*

In analysis the data, the researcher tried to find out analysis the descriptive statistic. Based on the table above, out of 32 students, the minimum score during the Pre-Test is 35, and the maximum is 100. The minimum score for the Post-Test is 70, and the maximum score is 100. Of the total scores during the Pre-Test is 2400, and on the Post-Test is 2770. The average score of the Pre-Test is 75,00 and on the Post-Test 86,56. The standard error score in the Pre-Test is 3,078, and in the Post-Test 1,731. The standard deviation statistic in the pre-test is 17,413 and in the post-test is 9,791. Based on the Descriptive Statistics table, it can be seen that the students' post-test scores are higher than the pre-test scores After calculating the descriptive analysis, followed by the normal test. The result can be shown in the table as follows.

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest	32	65	35	100	2400	75,00	3,078	17,413
posttest	32	30	70	100	2770	86,56	1,731	9,791
Valid N (listwise)	32							

➤ *Normality Test*

The researcher conducted a normality test to find out whether the data was normal or not. If the data shows more than 0,05, it means that the data is normal. Based on the normality test data that has been carried out by the researcher, it shows that sig. 2-tailed is 0,200, after calculating the descriptive analysis, followed by the normal test.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	8,36149725
Most Extreme Differences	Absolute	,120
	Positive	,087
	Negative	-,120
Test Statistic		,120
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

➤ Paired Samples Test

Based on the table above, the data shows sig. (2-tailed) 0.000. The data is less than 0.05, meaning that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. In conclusion, students' vocabulary mastery has increased.

Paired Samples Test									
		Paired Differences				t	df	Sig.	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			(2-tailed)	
		n			Lower	Upper		d)	
P	pret	-	14,889	2,632	-16,930	-	-	31	,000
ai	est -	11,5				6,19	4,39		
r	post	63				5	3		
l	test								

#### 4. CONCLUSION

The vocabulary mastery of class VII H SMP A. Wahid Hasyim Tebureng Jombang was still considered in medium level when the pre-test was carried out before treatment. It is known that the mean score of the pre-test is 75,00 and the median scores are 75. The highest score in the pre-test is 100 and the lowest score is 35. The vocabulary mastery of class VII H SMP A. Wahid Hasyim Tebureng Jombang students increased when the post-test was carried out after treatment. It is known that the mean score of the post-test is 86,56 and the median score are 85. The highest score in the post-test is 100 and the lowest score is 70. It could be shown, after the treatment, the students' vocabulary mastery was assessed increase.

To find out the significant differences between students' vocabulary mastery before and after being taught using short movies, the researcher conducted a three-stage test to find out. The first is a descriptive analysis test, based on the table described in chapter 4, the post-test score is higher than the pre-test score. Followed by the normality test (One-Sample Kolmogorov-Smirnov Test) the data will be declared normally distributed if  $> 0.05$ , based on the normality test of the data that has been carried out by the researcher, it shows that sig. 2-tailed is 0.200, meaning that the data is normally distributed. Followed by the Paired Samples Test,

based on the table, the data shows sig. (2-tail) 0.000. The data is smaller than 0.05, meaning that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, students' vocabulary mastery has improved.

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