



INFLUENCE OF MEDIA USE STRIP STORY TO IMPROVE WRITING SKILLS AND STUDENTS' INTEREST IN ARABIC LEARNING

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ABSTRACT

The research aims to determine how much strip story media use influences students' writing skills and interest in Arabic Learning in class X MA Daarul Uluum Majalengka. This thinking is that strip story media are pieces of paper often used in foreign language learning. Besides being cheap and easy to make, strip story techniques are simple and do not require special skills. This medium is effective in studying Arabic because it can provide skills for students and make them as fresh as learning, especially in Arabic writing skills. The study used normality, homogeneity, hypothesis (simple regression), and percentage tests. The result of this study was that students' ability to write without using Strip Story media in the control class was an average score of 74, a median of 87.50, a minimum of 52, and a maximum of 100. Students' ability to write skills using media strip stories in high experimental classes can be seen from the pre-test results with an average of 83, a median of 90.51, a minimum of 71, and a maximum of 100. Moreover, students' interest after using the media strip story gets a score of 72%, and this value is taken from those who strongly agree and agree.

Keywords: Arabic Learning, Strip Story, Student Interest, Writing Skill.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh penggunaan media cerita strip terhadap keterampilan menulis dan minat belajar bahasa Arab siswa kelas X MA Daarul Uluum Majalengka. Pemikiran ini adalah bahwa media cerita strip adalah potongan-potongan kertas yang sering digunakan dalam pembelajaran bahasa asing. Selain murah dan mudah dibuat, teknik strip story juga sederhana dan tidak memerlukan keahlian khusus. Media ini efektif dalam pembelajaran bahasa Arab karena dapat memberikan keterampilan bagi siswa dan menjadikan mereka segar dalam pembelajaran, khususnya dalam keterampilan menulis bahasa Arab. Penelitian ini menggunakan uji normalitas, homogenitas, hipotesis (regresi sederhana), dan persentase. Hasil penelitian ini adalah kemampuan siswa menulis tanpa menggunakan media Strip Story pada kelas kontrol rata-rata skor 74, median 87,50, minimal 52, dan maksimal 100. Kemampuan keterampilan menulis siswa penggunaan media cerita strip pada kelas eksperimen tinggi dapat dilihat dari hasil pretes dengan rata-rata 83, median 90,51, minimal 71, dan maksimal 100. Selain itu minat siswa setelah menggunakan media cerita strip mendapat skor 72%, dan nilai ini diambil dari yang sangat setuju dan setuju.

Kata Kunci: Pembelajaran Bahasa Arab, Strip Story, Minat Siswa, Keterampilan Menulis.

INTRODUCTION

Language is a means of interacting and understanding each other between humans, individuals, groups, and tribes (Habibah, 2016). A language is an innovative tool, and genius people use it to channel their greatness and strengths into becoming leaders of society and their ingenious scholars (Nasution & Zulheddi, 2018). These are all language obligations in general because the language has a side role that adds urgency and vitality. Hence, attention to this language is mandatory from this site, distinguishing Arabic from other languages (Febriani dkk., 2020).

Writing is a cognitive activity that requires careful thinking in conveying ideas or feelings in the mind (Ardiansyah, 2020). Writing is a bound process. In essence, there is competence and ability in describing his thoughts and describing his thoughts into letters, words, and arrangements that are correct in nahwu rules and in expressions that vary in scope, depth, and fluency (Purba & Marbun, 2019), along with presenting his thoughts to clarity and provision, then managing his thoughts and arrangements that are presented with a form to invite more accuracy and thought (Arifin dkk., 2021).

MA Daarul Uluum Majalengka is one of the Islamic schools in Majalengka. In this school, Arabic is learned with all its skills. However, it is unfortunate that the teachers in this school do not use many various learning media. Teachers only use blackboard learning media or Arabic learning books. So are the methods used boring for students? There is little attention paid by Arabic teachers to learning Arabic, especially to writing skills. When researchers interviewed one of the class X students at this school named Galih Saputra on September 12, 2022, they found that Arabic teachers do not use various media in learning activities and only use conventional methods, this causes little enthusiasm in students in learning, and they also feel bored when learning Arabic and affects the lack of effectiveness in their learning and also affects their weak interest and ability to write essays.

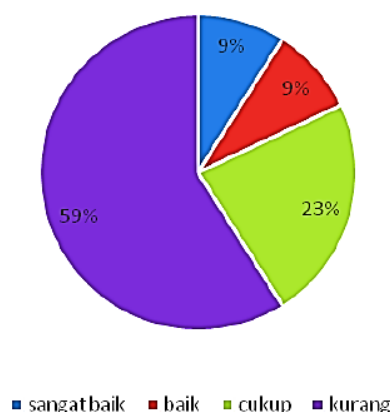
Based on interviews conducted by researchers at this school on September 12, 2022, many students in this school find it difficult and tedious to learn Arabic, especially in writing Arabic texts. Among the difficulties felt by the students is that they find it challenging to write essays in Arabic. They also ignore the explanation of the material delivered by the teacher. Also, they chat during learning, which causes their low interest in learning Arabic, so many are found among those who cannot write essays in Arabic.

Looking at the tests that have been carried out at this school, it is known that the daily test results in class X of the 22 students who took the test in Arabic material are as follows:

Picture 1

Chart of students' daily test results

HASIL TES HARIAN



From the diagram above, it can be seen that students' scores in learning Arabic, especially in writing skills, are deficient, so it can be seen that students have difficulty in writing Arabic essays. Because students find it difficult and not interested in learning Arabic, especially in writing skills, and among the ways to improve their ability in writing skills, especially in writing Arabic, that is, with the existence of a learning media, it is because learning media has a significant meaning and role in teaching and learning activities. Material that is felt difficult by students when being delivered will be accessible when using appropriate learning media; they will find it easy to absorb learning material.

Using various learning media is one of the efforts to increase success in teaching and learning activities (Rifa'at, 2018). Therefore, using various learning media in learning activities, students will absorb more of the material presented. Because of the importance of learning media in Arabic language learning, especially in writing skills, to make it easier for them to make Arabic essays even though it is simple, researchers are interested in examining the effect of using Strip Story media to improve writing skills (Nasruddin, 2020).

Research on the use of strip story media in writing learning has been carried out by several researchers, including: (1) research conducted by *Hayati Nufus* with the title *Learning Insha (Kitabah)* with Media Strip Story, the results of this study show that Strip stories are chosen because this media is not only exciting and makes creative learners. After all, making it is straightforward and cheap. This media is beneficial for teachers to train learners' language skills, especially in writing skills (insya) (Nufus, 2015); (2) Research conducted by *Riska Apriliyani* and *Erfan Gazali* with the title *The influence of using Strip Story media to improve writing skills and student interest in learning Arabic*, the results of this study show that students' ability in writing skills without using Strip Story media in the control class is with an average score of 74, median 87.50, minimum 52, maximum 100. The ability of students to write skills using strip story media in the experimental class is high; this can be seen from the pre-test results with an average of 83, a median of 90.51, a minimum of 71, maximum of 100. Moreover, students' interest after using sory strip media gets a value of 72%, and this value is taken from those who answered strongly agree and agree (Apriliyani & Gazali, 2019); (3) research conducted by *Umi Hijriyah, Zulhannan Zulhannan, Zabrotun Nufus, and Muhammad Aridan*, entitled *Development of Picture Strip Story Media for Mahârah Al-Kitâbah Learning*, the results of this study show that strip story media product for learning to write. Content validity analysis is 94%, and learning media validity is 95.83%. Both fall into the proper category. The effectiveness of media use can be seen from the pre-test score of 69.42 and the post-test score of 88.57, which increases by 19.143. So it can be concluded that the strip picture story media developed is feasible and can be used in learning to write (Hijriyah dkk., 2022); (4) Research conducted by *Marheni Br Maha, Azkiyatul Adawiyah Farid Hasem Al-Askary, Anjari Novianta Br Maha*; with the title *Using Strip Story Media to Improve Arabic Writing Skills at Mawaridussalam Islamic Boarding School, North Sumatra*, The results of this study show that *The students' pre-test results were 5,26 and the students' post-test results or test scores after using Strip Story media in teaching writing skills were 7,73. Thus, students' scores in Arabic writing skills after using Strip Story media increased by 20%. So it can be concluded that using Strip Story media to study Arabic writing skills is practical and suitable for the learning process* (Maha dkk., 2023); (5) research conducted by *Christina Maya Meilawati, Laili Etika Rahmawati, and Giyato* with the title *Media Strip Story untuk Meningkatkan Keaktifan dan Hasil Belajar Menulis Teks Cerita Fantasi*, The results of this study show that Improved learning outcomes of writing fantasy story texts, students who scored above the KBM in the initial conditions were 35,72% of students, increased to 67,68% in cycle 1, and in cycle two increased to 82,14%. The active learning of students with specific indicators also increases. From the initial condition, 40,72% to 60,71% in cycles one and 2 increased to 81,43%. The indicators are active

students asking questions, expressing opinions, answering questions, doing assignments, and presenting learning outcomes.

Strip Stories are pieces of paper often used in foreign language learning. Besides being cheap and easy to make, the strip story technique is simple and requires no special skills. From the explanation above, researchers want to try one of the learning media in learning writing skills, namely by using strip story media. With this media, it is hoped that it can make students feel happy and earnest and make it easier for them to understand learning. Therefore, researchers studied strip story media and its effect on improving students' ability to write essays in Arabic (experimental research on grade X MA Daarul Uluum Majalengka students).

RESEARCH METHODS

The method used in this study is quantitative and uses the type of Quasi-Experimental Design research. The design used in this study was Nonequivalent Control Group Design, although neither the experimental nor the control group were randomly selected for this study. This research will be carried out in two stages: the provision of initial tests (pre-test) and the provision of final tests (post-test). The initial test (pre-test) description is given in the experimental class at this stage without treatment. The control class is marked with O1 and O3 to determine students' ability to write Arabic. The provision of the final test (post tet) with treatment marked with X in the experimental class marked with O2 and in the control class without treatment marked with O4 to determine the effect of learning media 'strip story' to improve student's skills in writing in Arabic. In the experimental class, learning is carried out using strip story media, while in the class, learning control is carried out conventionally. This research was conducted at MA Daarul Uluum Majalengka, on highway-Siti Armilah no 9 Majalengka. The class used to carry out research is class X. The population is a generalized area composed of subjects and objects with specific qualities and characteristics patented by researchers to be understood and studied and formed a conclusion. The population selected in this study is all grade X MA Daarul Uluum Majalengka students for the 2021-2022 academic year. The total number of students in Class X is 44, class X A consists of 22 students, and Class B has 22 students. This study uses class X B as a control while class X A students as the experimental class. The sources of data taken in this study are teachers to find out what learning activities and learning media are used, TU staff to know about the state of all schools, students to find out their abilities in Arabic writing skills, and Arabic textbooks related to this study. This data analysis technique is obtained after all data is collected and will be analyzed to obtain the necessary results in this study. in this study, instrument data analysis uses validity tests and reliability tests.

RESULTS AND DISCUSSION

Arabic Learning Media

The word media comes from the Latin *Medius*, meaning "middle," "intermediary," or "introduction." Gerlach and Ely in Arsyad say that media are people, materials, or events that build conditions and enable learners to acquire knowledge, skills, or attitudes (Mubaroroh, 2022). In learning, media is often interpreted as graphic, photographic, or electronic tools that capture, process, and rearrange visual and verbal information. At the same time, Gagne and Briggs in Arsyad said that learning media includes tools that are physically used to convey the content of the subject matter. From the understanding of media above, it can be concluded that media is a physical aid used in the learning process to facilitate students in acquiring knowledge, skills, and attitudes. Teaching media is a combination of hardware and software. In other words, media is hardware that has been filled with software.

According to Osman, using learning media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and psychologically influence students (Osman dkk., 2022). Media use can help streamline the learning process and delivery of learning materials. In addition, the media can also help students improve their understanding, present subject matter interestingly, and make it easier to receive subject matter (Prananingrum & Kholis, 2020).

The benefits of media in the learning process are as follows :

1. Clarify the presentation of the message so that it is not too verbalization (in the form of mere words or spoken);
2. Overcoming limitations of space, time, and sensory power such as:
 - a. Objects that are too large can be replaced by reality, images, frame films, films, or models;
 - b. Microprojectors, frame films, films, or images assist small objects;
 - c. Motion that is too slow or too fast can be helped with a template or high-speed photography;
 - d. Events or events that occurred in the past can be shown again through film recordings, videos, frame films, photos, or verbally.
 - e. Objects that are too complex (e.g., machines) can be presented through models, diagrams, etc.;
 - f. Too broad concepts (volcanoes, earthquakes, climate, and others) can be visualized through films, film frames, images, and others.
3. Using appropriate and varied educational media can overcome the passive attitude of students. In this case, learning media is helpful for:
 - a. Generate excitement for learning;
 - b. Allows more direct interaction between students and the environment and reality;
 - c. Allows students to learn individually according to their abilities and interests.

With the unique nature of each student coupled with different environments and experiences, while the curriculum and education are determined the same for each student, teachers experience many difficulties when all of them must be overcome by themselves. This problem can be overcome by its ability to:

- a. It gives the same stimulants
- b. Equalizing experiences
- c. It gives rise to the same perception

The benefits of using media are to help teachers deliver material and help students understand the material. By using media, learning goals will be easily achieved. The benefits of using media will be maximally achieved if teachers can choose and use media appropriately and according to learning needs.

There are several criteria for visual-based media, which are as follows:

- a. Try to keep visuals simple. The use of realistic images must be careful not to disturb the attention of students or teachers
- b. Avoid unbalanced visuals
- c. Emphasize clarity and precision in all visuals
- d. The projected visuals should be easily legible, and
- e. Use realistic colors

The existence of media selection criteria can make it easier for teachers to choose media that follows the material and make it easier for teachers to use media to assist in the implementation of the learning process; the use of media is expected to improve the quality of student learning outcomes.

Strip Story (Paper cutout)

Strip story is a teaching medium that uses pieces of paper where the paper is written a story or discourse that is deliberately cut into pieces. According to Ali Ahmad Madkur, pieces of paper are learning media cards containing stories; each student is asked to arrange cards containing stories into a complete story (Hasanah, 2021).

In Arabic, this medium is often termed *Al-Qishash Al-Muqatha'ab*. This media effectively teaches foreign languages that aim to acquire four abilities: listening, conversation, reading, and writing. Prof. R.E. Gibson first proposed the technique of strip stories using pieces of paper in TESOL Quarterly magazine (Vol 9 no.2), which was later further developed by Mary Ann and John Boyd) in TOSEL Newsletter and described with field experience by Carol Lamelin of the same magazine. This technique through media starts from an approach that prioritizes natural communication creativity so that later, students can quickly and not hesitate to communicate in foreign languages (Prawerti, 2015).

The purpose of a strip story is to help students ability to sequence sentences correctly and correctly. This technique through media starts from an approach that uses actual communication activities so that later, students can quickly and not hesitate to communicate in foreign languages. Strip story paper cut media can be used for *Imla'*, *Mubadatsab*, *Mutholaah*, *Mahfudzāt*, and *Insha* subjects (Ummah & Syafrawi, 2016). Therefore, in detail, it is necessary to state how to use and make strip story paper cut media, as follows:

- a. Before entering class
 1. The teacher chooses a story topic on the Arabic theme that can be roughly divided equally among the sentences to students.
 2. These sentences are written or typed clearly by freeing up extra space between each sentence and another.
 3. The sentence sheet is cut into pieces with scissors into pieces with one sentence for one piece/piece (if there are many students, then the topic can be written many times on another sheet, then students will be divided per-firqoh. Each *firqah* collects pieces whose material or topic is the same as other *firqohs*).
- b. In the classroom
 1. The pieces of paper containing the sentences were distributed randomly or randomly to the students
 2. The teacher asks learners to memorize the head of the sentence instantly, within one to two minutes. Students are prohibited from writing anything or showing their sentences to others.
 3. The teacher asks students to keep (discard) the sentences, or it could be that the sentences on the strip are collected again. (this means that after this, each learner must actively participate in order to be able to produce the story, the complete rules of the couplet)
 4. The teacher sits and remains silent; the class is quiet for about 1-2 minutes.
 5. The teacher asks the learners to stand up from the chair. (If the class is large or has many students, they are divided into groups). Groups A, B, and so on adjust to the number of learners. After this, the teacher must be calm, quietly listen and see what happens.
 6. Students seem busy trying to compile stories with several variations of events, namely:

- a. Sometimes the group leader will show up by himself, ask questions and suggest something.
- b. Sometimes students start talking here and there with their friends until everything seems involved/disorganized.
- c. Until one time, all students in the group will automatically hear many sentences.
- d. After the sentences were heard a few times, then came the moment when the information, the unconnected sentence, was connected into a neat sentence.
- e. After the sentence was neatly organized in a story and the students all agreed, they kept silent.
- f. Each individual mentions his sentences sequentially so that they form one regular story
- g. If time permits, students may be asked to write the sentence structure in their book and dictate their sentences with their friends' sentences to each other.
- h. After the students do everything, it is time for the original story to be shared or shown to the students.

If the original text differs from their composed version, they will talk about it spontaneously in a crowd, and the story's content becomes the subject of their conversation. Naturally, with this medium, students can be motivated to learn more actively and motivated.

Writing Skills

Writing or (*al-kitabah*) is one means of communicating between one person and another, as well as listening or listening (*al-istima'*), speaking (*al-kalam*), and reading (*al-qiro'ah*). It is a social necessity to transfer the results of thoughts or understand the thoughts of others even with a distance of time and place (Utami, 2020).

Etymologically, the word *kitabab* in Arabic is the masdar form of the word (To write--handwriting), which means to write, write and write. While according to terminology, *kitabab* is the ability to know written symbols and understand them by stringing them together into a word that emphasizes the sense of sight.

Al-kitabah (writing) in Arabic includes *kebat*, *imla'*, and *ta'bir*; these symbols express the results of thoughts with writing (Albantani dkk., 2021). When viewed from the side of existence as *rasm imla'i* (model or letter form), then it is called *imla'*, and when viewed from the side of existence as *ta'bir uslubiy* that reveals the mind of the author, then it is called *ta'bir* (Yusuf dkk., 2019).

What is meant by *maharah al-kitabah* (proficiency or writing skills) is the ability to apply what is read and heard into written form through formulas/word arrangements so that they can be read and understood (Syafe'i dkk., 2022). Writing skills are the last skills that must be developed after listening, speaking, and reading skills. It is even said that writing skills are the highest of the four language skills (Khumairotuzzahra & Mulyadi, 2022).

Writing skills are productive and expressive activities to express ideas, thoughts, ideas, and knowledge. In this writing activity, the writer must be skilled in utilizing graphology, language structure, and vocabulary. They are referred to as productive activities because writing activities produce writing, and called expressive activities because writing activities express ideas, ideas, thoughts, and knowledge of the author to readers (Khuwaileh & Shoumali, 2020).

According Peck & Schulz put forward the purpose of writing as follows (Arifin dkk., 2021):

1. Help students understand how written expression can serve them by creating classroom situations requiring writing and writing activities.
2. Please encourage students to express themselves freely in writing
3. Teaching learners to use appropriate and harmonious forms in written expression

4. Develop gradual growth in writing by helping learners write several intentions in several self-confident ways freely.

Normality Test

The normality test is helpful to find out whether each sample to be used comes from a population that is normally distributed or not. The data normality test in this study was carried out using the SPSS data processing program version 16 through the Kolmogorov-Smirnov normality test with criteria if the significance > 0.05, then the data is usually distributed. If the significance is <0.05, the data is not normally distributed. The results of the normality test in this study are as follows:

Table 1
Tests of Normality

class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistics	Df	Sig.	Statistics	df	Sig.	
results study student	Pre-Test	.109	22	.107 *	.958	22	.152
	Experiment						
	Post-Test	.168	22	.200	.935	22	.447
	Experiment						
	Pre-Test Control	.171	22	.095	.938	22	.131
	Post-Test Control	.198	22	.125	.901	22	.176

The table above shows that the Kolmogorov-Smirnov normality test in the control and experimental classes was 0.200 and 0.125 > 0.05. This means that we can know that the data is typically distributed.

Homogeneity Test

The homogeneity test was conducted on students' pre-test and post-test data results. In this study, the homogeneity test was carried out using the SPSS 16 data processing program through the Levene test. The test criteria are if the significance value or probability value < 0.05; then the data is not homogeneous. At the same time, if the significance value or probability value is > 0.05, then the data is homogeneous.

Table 2
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	3.401	1	42	.072
	Based on Median	3.266	1	42	.078
	Based on Median and with adjusteddf	3.266	1	27.959	.081
	Based on trimmed mean	3.407	1	42	.072

From the table above, it is known that the homogeneity test of the control class and experimental class is $0.072 > 0.05$. This means that we can know that the data is homogeneously distributed.

Regression Test

The regression test aims to determine the effect of one independent variable on the dependent variable. Regression in this study was conducted using the SPSS 16 data processing program. The results of the regression test in this study are as follows:

Table 3
Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.809 ^a	.654	.637	4.353

It is known that the results of SPSS calculations from experimental class questionnaires have a correlation value (r) of 0.809 and a coefficient of determination (r) fair value of 0.654, which states that the influence of the independent variable (Strip Story) on the dependent variable (student interest) is 65.4%.

Table 4
ANOVA ^b

Model		Sum of Squares	df	Means Square	F	Sig.
1	Regression	716,098	1	716,098	37,790	.000
	residual	378,993	20	18,950		a
	Total	1095,091	21			

It is known that the results of the SPSS calculation from the table above are known that the value of F count = 37.790 with a significance level of $0.000 < 0.05$, then the regression table can be stated that there is an influence between the strip story variable and student interest.

Table 5
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.190	6.645		3.038	.006

From the table above, it is known that the constant value (a) is 20.190, while the strip story value (b) is 0.543, so the regression equation can be written as follows:

$$Y=a+ bX$$

$$Y=20.190 + 0.543 x$$

This can be interpreted as follows:

1. A constant of 20,190 means that the consistent value of the student interest variable is 20,190.
2. The X regression coefficient of 0.543 states that for every 1% increase in the strip story score, the student's interest score increases by 0.543. The regression coefficient is positive. So it can be said that the direction of influence of variables X and Y is positive.

Meanwhile, based on the significance value from the coefficients table, a significance value of $0.000 < 0.05$ is obtained, so it can be concluded that variable x affects variable y. Meanwhile, based on the value of t, it is known that the calculated t value is $6.147 > t$ table 0.497, so it can be concluded that the media strip story (x) affects the variable of interest (y).

CONCLUSION

The ability of students to write skills without using strip story media in the control class is low; this can be seen from the pre-test results with an average of 60, a median of 76, a minimum of 48, and a maximum of 93. At the same time, the control class post-test results had an average of 74, a median of 87.50, a minimum of 52, and a maximum of 100. This means there is no significant improvement in test results. The ability of students to write skills using strip story media in the experimental class is high; this can be seen from the pre-test results with an average of 64, a median of 80, a minimum of 62, and a maximum of 96, while the post-test results of the experimental class are with an average of 83, median 90.51, minimum 71, maximum 100. This means a considerable improvement in test results. Giving treatment to students' ability to write Arabic using strip story media has a significant influence. This is evidenced by simple regression calculations using SPSS 16 analysis. The result obtained from the calculation is that the calculated t value (6.147) is greater than the tablet (0.497), which means that H_0 is rejected and H_A is accepted. Student interest after using the story strip media in the experimental class. This can be seen from the percentage result, which is 72%; this result is taken from those who answered firmly agree and agree. Therefore, this score coincides between 51%-74%, meaning that their interest in learning Arabic is included in most of their interest is significant in learning it.

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