The Effect of Nahwu-Shorof Learning and Students' Reading Ability on the Learning Outcomes of the Yellow Book at the Al-Qismul 'Ali Al-Washliyah Madrasah Kedaisianam Batubara

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Abstract

This study aims to determine: (1) the learning outcomes of the Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara Madrasah students who are taught by the induction method and the analogy method, (2) the learning outcomes of the Al-Qismul 'Ali Al-Madrasah students' yellow book learning outcomes. Washliyah Kedaisianam Batubara with high and low reading abilities, and (3) the interaction between nahwu shorof learning and students' ability to read on the learning outcomes of the yellow book students of Madrasah Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara. The research was conducted at Madrasah Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara. This type of research is a quasi-experimental quantitative research model. Based on the Cluster Random Sampling technique, one class is taught by the induction method and one class is taught by the analogy method. The research instrument is a test used to obtain data on student learning outcomes. The normality test for learning outcomes data is the Liliefors test and the homogeneity test is the Fisher's test and Bartlett's test. The analysis technique is a two-way ANOVA at a significance of = 0.05, followed by the Scheffe test. The research findings show: (1) the learning outcomes of the yellow book students who were taught by the induction method at the students of Madrasah Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara were higher in the yellow book learning outcomes of students who were taught using the analogy method. This is proven by testing the research hypothesis with statistical results Fcount = 11.78 while the value of Ftable = 4.018 for dk (1.55) and the real level = 0.05, (2) learning outcomes of students with high reading ability are higher from the results of learning the yellow book of students with low reading skills. This is proven by testing the research hypothesis with statistical results Fcount = 26.82 while the value of Ftable = 4.018 for dk (1.55) and the significance level = 0.05, and (3) there is an interaction between nahwu-shorof learning and reading ability on the yellow book learning outcomes at Madrasah Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara. This is proven by testing the research hypothesis with statistical results Fcount = 17.29 while the value of Ftable = 4.018 for dk (1.55) and the significance level = 0.05.

I. Introduction

In studying the yellow book, students are faced with two tools that are important to learn, namely the science of nahwu and shorof, because of the importance of this knowledge in learning Arabic, the expression emerged that shorof science is the mother of all knowledge and the science of nahwu is the father. This is emphasized by Sari (2017),

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Dodi (2013), Razin and Razin (2017), Anwar (2020), and Mualif (2019) which state that the science of shorof is called the mother of all sciences because shorof can give birth to the form of every sentence while the sentence is shows various kinds of knowledge, if there is no sentence, of course there is no writing, without writing it is difficult to gain knowledge. The science of nahwu is also called the father of science, because the science of nahwu is to improve every sentence in its composition, its i'rob, shape and so on. The science of nahwu-shorof is a science that absolutely must be studied and understood for anyone who wants to explore and study in depth about Islamic religious science, the main sources of which are the Qur'an and Hadith. Likewise, the Arabic-language Islamic literature that is commonly found today is known as the yellow book or the bare book. Several previous research results related to nahwu-shorof learning include: Mahmuddin and Nur (2020), Mu'izzuddin (2019), Muhajirunnajah (2019), Endah and Nashruddin (2019), Abdullah and Purwoko (2018), Naseha and Muasommah (2018), and Zaenuddin (2012).

Researchers tried to explore the effect of this nahwu-shorof learning method by using an epistemological study, by applying nahwu and shorof learning by applying analogy and induction learning methods. The analogy method in nahwu and shorof learning focuses on implementing learning in presenting the rules, imposing the memorization of the rules to students, then providing examples to clarify the intent of the rules; This means that the learning process takes place from the general to the specific. This idea was born based on the desire that students understand the meaning of general rules that stick to their minds, which is why teachers or students are required to make an analogy with a new example that is still unclear to another example that is clear, then matched with the general rule earlier. While the induction method is a method that is based on presenting examples first and then discussing the examples with students, then comparing them, formulating the rules and then giving training to students. This method starts from the specific to reach the general rule.

In addition to the learning method factor as a factor that affects the achievement of students' yellow book learning outcomes is the reading ability factor. In this case, it is distinguished between high and low reading abilities seen from the reading ability indicators as explained by Hakim (2003) that the indicators in determining the ability to read the yellow book are: (1) accuracy in reading, (2) understanding in exploring the content, (3) can reveal the content of reading.

II. Review of Literature

The research method used is quasi-experimental which aims to determine the effect of learning methods and reading skills on learning outcomes of the yellow book. by using a 2 x 2 factorial design. The population in this study were all students of class X which consisted of 3 classes. The sampling technique used was cluster random sampling, in this case one class as the experimental class and one class as the control class. The test data collection technique, then the data analysis technique used is a two-way analysis of variance.

III. Result and Discussion

The results of testing the first hypothesis show that the yellow book learning outcomes of students who are taught by the induction method are higher than the learning outcomes of students who are taught using the analogy method, with the average reading of the yellow books of students taught by the induction method ($\overline{X} = 71.21$) higher than the average yellow book learning outcomes of students who were taught using the analogy method ($\overline{X} = 69.63$).

This shows that the induction method is proven to be effective in improving students' learning outcomes of the yellow book of students. These findings indicate that to teach the yellow book teaching material, it is more appropriate to use the induction method than the analogy method. It can be understood that this induction method is a method based on presenting examples first and then discussing the examples with students. Then they are compared, and the rules are formulated and then given training to students. This method starts from the specific to reach the general rule.

Induction method is a natural method because students through examples, can reach a knowledge, uncover ignorance, enlighten the unclear by knowing its elements, gathering vocabulary and combining things with the like; this is done in stages until it arrives at a general rule formulation or comprehensive rule.

Through the application of the induction method, it provides opportunities for students to be active, while the teacher only acts as a guide and guide. So, it is the students who are actively looking to get the desired rule formulation after discussing and connecting and comparing the existing examples; it is the students who solve the problem. Strictly speaking, the students were busy with discussion activities so there was no opportunity to be silent or ignore the lesson. However, in any case, this method cannot be separated from its weaknesses, including that this method is slow and ineffective in conveying information, the examples presented by the teacher are limited and there is a desire to immediately arrive at the formulation of the rules.

The induction method encourages students to be active in learning because students can look for various information and various sources. In addition, the induction method aims to foster student participation in solving issues or problems proposed by teaching staff in learning, fostering discussion among students in search of causes and solutions to these issues or problems. Therefore, the role of the teacher in the induction method is as a facilitator who directs students to construct their own knowledge.

The induction method emphasizes learning where students find out for themselves what they are learning, not just knowing from the teacher. In this induction method, students also become more active and creative, remembering that learning will be more meaningful if cognitive, affective, and psychomotor functions can work together. With the induction method, students learn directly in doing it. Therefore, teachers can plan learning activities inside and outside the classroom.

The thing is different in the implementation of the analogue method, students learn through the activity of listening to the teacher's explanation by carrying out individual stages of learning activities, so that there is a tendency for students to learn less actively. The main difference is in the induction method there is student participation so that there is a strong desire to learn in students.

The findings of this study support the findings of previous studies including: (1) Mahmuddin and Nur's research (2020) and (2) Mu'izzuddin's research (2019. Where the research findings show that there is a positive and significant relationship between the sorogan method and the bandungan method together) the same as the ability to read the

yellow book at the Ath-Thahiriyyah Islamic Boarding School Lontar Batu Serang City. Thus, the sorogan method and the bandungan method together have a relationship with increasing the ability to read the yellow book. The increase in the sorogan method and the bandungan method will be followed by an increase in the ability to read the book yellow.

If it is further noted that in the induction method, it is known that the average reading achievement of students with high reading ability ($\overline{X}$ = 75.40) is higher than that of students with low reading ability ($\overline{X}$ = 64.92). Meanwhile, in the analogy method, the average reading achievement of students with high reading ability ($\overline{X}$ = 71.54) was higher than that of students with low reading ability ($\overline{X}$ = 69.10).

This shows that reading ability is significant for differentiating student learning outcomes, where students with high reading skills are better taught by the induction method, while students with low reading skills are better taught by analogy.

Based on the description above, it can be interpreted that the application of the proper application of nahwu-shorof learning used to teach the yellow book is more appropriate to use the induction method than using the analogy method. This can happen because learning with the induction method places students in study groups consisting of several students who are mixed. The teacher prepares the lesson, then the students learn and then are given assignments in the form of questions that must be done by students. Then the teacher ensures that students work in groups and ensures that students have mastered the teaching material.

Testing the second hypothesis showed that the yellow book learning outcomes of students with high reading abilities were higher than students with low reading abilities. These results prove that reading ability is significant for differentiating the yellow book learning outcomes. This can be seen from the results of the overall data analysis, that the average reading achievement of students with high reading ability ($\overline{X}$ = 73.35) was higher than that of students with low reading ability ($\overline{X}$ = 67.80).

This indicates that students with high reading abilities on average have better yellow book learning outcomes than students with low reading abilities. Thus, students with high reading ability understand and master the teaching material better than students with low reading ability.

Students who have high reading skills can study attentively and try to get the best learning outcomes and will usually achieve learning outcomes according to their abilities. They always have a high enthusiasm for learning, and tend to want to seek new knowledge.

Students with high reading ability can always complete the given task easily, and if they have difficulty, they will ask questions and are optimistic that they can solve the problem well. They usually have positive thoughts, are creative, and are active in seeking the knowledge they want. Therefore, students are always satisfied with the results they achieve because the results are always in accordance with the expected goals.

On the other hand, students who have low reading skills do not pay maximum attention to what they learn. They tend to be less enthusiastic about seeking new knowledge. In general, they have low self-confidence because they never believe in their abilities. Students with low reading skills quickly give up if they experience difficulties in learning, which in turn results in poor results obtained in learning. They are easily discouraged and passive so that their learning achievement lags behind other students.

Testing the third hypothesis there is an effect of applying nahwu-shorof learning and reading ability on students' learning outcomes of the yellow book. If it is seen that

the average learning outcomes of the yellow book in the group of students with high reading ability who are taught by the induction method ($\overline{X}$ = 75.40), it is higher than the average learning outcome of the group of students with high reading ability who are taught using the analogy method ($\overline{X}$ = 71, 54).

Then the average student learning outcomes in the group of students with low reading abilities who were taught by the induction method ($\overline{X}$ = 64.92) were lower than the average learning outcomes of students with low reading abilities who were taught using the analogy method ($\overline{X}$ = 69, 10). This means that for groups of students with high reading abilities, it is better to be taught by the induction method, while students with low reading abilities are better off using the analogy method in giving an impact on students' learning outcomes of the yellow book.

Furthermore, based on the results of further testing, it shows that of the six combinations that occurred, there were three significant combinations and the other three showed insignificant test results. Exposure to further tests as follows:

The yellow book learning outcomes of students with high reading abilities who were taught by the induction method were not significantly different from those of high reading abilities who were taught using the analogy method, with a price of Fcount = 1.40 < Ftable = 2.78, with the average student learning outcomes of the yellow book taught by the analogy method those with high reading ability who were taught using the induction method ($\overline{X}$ = 75.40) were higher than the learning outcomes of students with high reading ability who were taught using the analogy method ($\overline{X}$ = 71.54).

The yellow book learning outcomes of students with high reading abilities who are taught by the induction method are significantly different from those of low reading abilities who are taught by the induction method with a price of Fcount = 4.42 > Ftable = 2.78 with the average yellow book learning outcomes of students with the ability to read students who were taught using the induction method ($\overline{X}$ = 75.40) were higher than the students with low reading ability who were taught by the induction method ($\overline{X}$ = 64.92).

The yellow book learning outcomes of students with high reading ability who were taught by the induction method were significantly different from the yellow book learning outcomes of students with low reading abilities who were taught by analogy method with a price of Fcount = 3.27 > Ftable = 2.78, with an average result students with high reading ability who were taught using the induction method ($\overline{X}$ = 75.40) were higher than students with low reading ability who were taught using the analogy method ($\overline{X}$ = 69.10).

The learning outcomes of students with high reading abilities who are taught using the analogy method are significantly different from the learning outcomes of students with low reading abilities who are taught by the induction method with a value of Fcount = 3.27 > Ftable = 2.78, with an average book study result students with high reading ability who were taught using the analogy method ($\overline{X}$ = 71.54) were higher than students with low reading ability who were taught using the induction method ($\overline{X}$ = 64.92).

The yellow book learning outcomes of students with high reading ability who were taught by analogy method were not significantly different from the yellow book learning outcomes of students with low reading ability who were taught by analogy method with a value of Fcount = 0.95 < Ftable = 2.78, with an average The yellow book learning outcomes of students with high reading ability who were taught using the analogy method ($\overline{X}$ = 71.54) were higher than students with low reading ability who were taught using the analogy learning method ($\overline{X}$ = 69.10).

The learning outcomes of students with low reading abilities who were taught by the induction method were not significantly different from the learning outcomes of students with low reading abilities who were taught by the analogy method, with a value of Fcount = 1.91 < Ftable = 2.78, with an average result students with low reading ability who were taught using the induction method ($\overline{X}$ = 64.92) were lower than students with low reading ability who were taught using the analogy method ($\overline{X}$ = 69.10).

Based on the description above, it can be interpreted that in students with different characteristics of reading abilities, the teacher does different treatment in applying learning methods. For students with high reading ability characteristics, it is more appropriate to be taught by the induction method, while students with low reading ability characteristics are more appropriate to be taught using the analogy learning method.

IV. Conclusion

The conclusions that can be drawn from the research findings are as follows: (1) the learning outcomes of the yellow book students who were taught by the induction method at the students of Madrasah Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara were higher in the yellow book learning outcomes of students who were taught using the analogy method. This is proven by testing the research hypothesis with statistical results Fcount = 11.78 while the value of Ftable = 4.018 for dk (1.55) and the real level = 0.05, (2) learning outcomes of students with high reading ability are higher from the results of learning the yellow book of students with low reading skills. This is proven by testing the research hypothesis with statistical results Fcount = 26.82 while the value of Ftable = 4.018 for dk (1.55) and the significance level = 0.05, and (3) there is an interaction between nahwu-shorof learning and reading ability on the yellow book learning outcomes at Madrasah Al-Qismul 'Ali Al-Washliyah Kedaisianam Batubara. This is proven by testing the research hypothesis with statistical results Fcount = 17.29 while the value of Ftable = 4.018 for dk (1.55) and the significance level = 0.05.

Suggestions that can be conveyed in connection with the findings of this study are: (1) Teachers need to look at the characteristics of students' reading abilities in applying the induction and amalogy methods. For students with high reading skills, it is more appropriate to be taught by the induction method, while for students with low reading skills, the more appropriate method to be applied is the analogy method, (2) to the Head of Madrasah to motivate teachers in the yellow book learning activities to apply the induction method because through this research it is proven that the induction method can improve learning outcomes, and (3) other researchers who want to do further research on the induction method should pay attention to other variables, especially those related to student characteristics such as learning styles, initial abilities, cognitive styles and so on, so that more comprehensive knowledge is obtained.

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