

The Influence of Snowball Throwing Method in Composing Simple Arabic Sentences in MI Tarbiyatul Athfal Tegalsari Widang Tuban

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Abstrak: Bahasa Arab secara konvensional mengutamakan empat kemampuan atau keterampilan berbahasa dengan tujuan mengembangkan kemampuan berkomunikasi dalam bahasa Arab, baik berupa lisan maupun tulisan, yang mencakup empat kecakapan berbahasa yakni menyimak (*istima'*), berbicara (*kalam*), membaca (*qiroah*) dan menulis (*kitabah*). Keberhasilan pembelajaran bahasa dapat dilihat atau dinilai dari pemahaman dan kemampuan siswa dari keempat keterampilan tersebut salah satunya yaitu keterampilan menulis (*kitabah*). Kemampuan menulis sangat membantu siswa dalam memperluas pemikiran, memperdalam daya tangkap, memperdalam pikiran, dan menyusun pengalaman. Peserta didik diharapkan mampu menyusun kalimat dan membuat kerangka sederhana tentang kegiatan sehari-hari seperti kalimat yang terdiri dari susunan *fi'il dan fa'il* (jumlah *fi'liyah*) dan *mubtada' dan khobar* (jumlah ismiyah). Metode *Snowball Throwing* merupakan metode pembelajaran yang dalam proses pengajarannya berupa permainan yang di bentuk secara berkelompok terdapat ketua kelompok untuk mendapatkan tugas dari guru, lalu setiap kelompok membuat pertanyaan dan akan dilempar ke kelompok lain dengan menggunakan bola salju. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan metode *snowball throwing* dalam menyusun kalimat sederhana bahasa arab. Hasil dari penelitian tersebut menunjukkan bahwa metode *snowball throwing* mempermudah peserta didik dalam belajar menyusun kalimat sederhana. metode *snowball throwing* bisa menjadi salah satu metode alternatif bagi pendidik dalam menyusun kalimat sederhana bahasa arab terutama dalam tingkatan pemula.

Kata Kunci : *Metode Snowball Throwing, Menyusun Kalimat Sederhana, Bahasa Arab.*

Abstract: Arabic conventionally prioritizes four language abilities or skills with the aim of developing the ability to communicate in Arabic, both oral and written, which includes four language skills namely listening (*istima'*), speaking (*kalam*), reading (*qiroah*) and writing (*kitabah*). The success of language learning can be seen or assessed from the understanding and ability of students from the four performances, one of which is writing skills (*kitabah*). The ability to write is very helpful for students in expanding thinking, deepening perception, deepening thoughts, and compiling fragments. Students are expected to be able to compose sentences and make simple frameworks about daily activities such as sentences consisting of the arrangement of *fi'il and fa'il* (number of *fi'liyah*) and *mubtada' and khobar* (number of ismiyah). The Snowball Throwing method is a learning method in which in the learning process in the form of a game that is formed in groups there is a group leader to get assignments from the teacher, then each group makes questions and will be thrown to other

groups using snowballs. This study aims to determine the effectiveness of using the snowball throwing method in composing simple Arabic sentences. The results of the study show that the snowball throwing method makes it easier for students to learn to compose simple sentences. The snowball throwing method can be an alternative method for educators in composing simple Arabic sentences, especially at the beginner level.

Keywords: *Snowball Throwing Method, Composing Simple Sentences, Arabic Language.*

Introduction

Arabic is one of the foreign languages that many Indonesians learn. Therefore, it is necessary to study the existence of language learning for non-Arabic learners. Foreign language learning including in this case Arabic can be done in various ways and methods.¹

Arabic is a foreign language that has not been known by students since childhood. However, learning Arabic as a foreign language has various principles. The principle is that similarities between foreign languages and their mother tongue will affect the ease of learning foreign languages. Vice versa, the differences between mother tongue and foreign language will lead to difficulties in learning Arabic as a foreign language.²

The success and success of learning in formal and non-formal educational institutions cannot be separated from several factors that affect it, one of which is the method factor. In relation to learning, methods are defined as ways of presenting learning materials to students to achieve the goals that have been set.³

Learning will be said to be successful and quality if all students at least most of the students look active both physically, mentally and socially in the learning process, in addition to showing high passion, the right learning spirit and the emergence of self-confidence. Learning can be stimulated and directed by teachers with various methods or ways that are able to provide more experience and create active student involvement and are able to understand the concepts that must be achieved. The ability to understand student concepts is a cognitive ability, which in learning must be included with affective abilities. One of the affective abilities is student activeness. Student learning activity is an important basic element for the success of the learning process. Activeness is an activity that is physical and mental, namely doing and thinking as a series that cannot be separated.

Some of the problems experienced by students in compiling Arabic sentences include the lack of understanding of students in distinguishing kalimah isim, fi'il and letters, the lack of

¹ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011), 59.

² Ulin Nuha, *Ragam Metodologi & Media Pembelajaran B.Arab* (Yogyakarta: DIVA Press, 2016), 51.

³ Hamruni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan* (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2009), 6.

Arabic vocabulary and the lack of students in the practice of making sentences consisting of the number of ismiyah and the number of fi'liyah. Learning Arabic for madrasah ibtidaiyah level can at least prepare students to be able to identify the sounds of letters and words and find the meaning of words or sentences from oral discourse simply. In simple terms, it means that students hear readings, speeches, words or sentences. Then digest and process it in the brain, find its meaning, then understand the message of the one being listened to.⁴

This is also easy to measure. If students can hear and understand the message of speech well, then of course they can answer questions related to what is heard. However, in terms of identifying sounds, words, letters, sentences will be more complicated to measure success if not using the right way. In the book there are no implied or explicit instructions to apply and accommodate competence.⁵ In vocabulary learning, students in grades 4-6 are targeted with 24 vocabulary words in each lesson. The learning takes place continuously by providing exercises to students so that they can apply the vocabulary in oral or written communication.

The Snowball Throwing method is one alternative that can be applied in the process of learning Arabic. By choosing the right method in the teaching and learning process becomes one of the alternatives for teachers to deliver learning material, one of which is a method that helps students in composing sentences in Arabic, namely the Snowball Throwing method. The Snowball Throwing method can realize an interactive learning pattern so that students become enthusiastic in the process of learning to compose simple sentences. According to Bayor (2010), Snowball Throwing is a learning method that begins with the formation of a group represented by the group leader to get assignments from the teacher, then each student makes questions that are shaped like snowballs and then thrown to other students, each student answers questions written on paper that has been formed into snowballs. In learning the Snowball Throwing method is a method that is modified by the way students write a question on paper, then the paper is made like a ball and thrown to other students.

The Snowball Throwing method is one of the modifications of the asking technique that focuses on the ability to make questions packaged in an interesting game, namely throwing snowballs containing questions to fellow friends.

This ball throwing activity will make the group dynamic, because student activities are not only thinking, writing, asking questions or talking. However, they also do physical activities in the

⁴ Ismail Suardi Wekke, *Pengembangan Pembelajaran Keagamaan dan Bahasa Arab di MI Minoritas Muslim, Tadrib*, Vol.3, No. 2, Desember 2017.

⁵ Moch. Luklul Maknun, *Buku Bahasa Arab MI di Pekalongan, Jurnal Penelitian*, Vol.11, Mei 2014, 65-67.

form of throwing balls to other students. And so each member of the group will answer the question and slap the question ball to the other group.

Method

The method used in this study is quantitative research. According to Arikunto Suharsimi "as the name implies, many are required to use numbers, starting from the collection and results. With also understanding, researchers will conclude that it will be better if it is also accompanied by tables, graphs, charts, images or other views. In addition, data in the form of numbers, in quantitative research there is also data in the form of quantitative information. With this picture, there is no clear line between quantitative research and research that is reviewed only from the use of numbers.⁶ This quantitative research is experimental, which is deliberately trying to arise variables and then controlled to see the influence of the Snowball Throwing method in Composing Simple Arabic Sentences for Class V Students of MI Tarbiyatul Athfal Tegalsari Widang Tuban. Researchers use quantitative experimental methods in the form of One-Group Pre-test-Pos-test Desing because in this experiment the results obtained are more accurate because they can be compared with the situation before the Snowball Throwing method treatment and after the Snowball Throwing method is used.

The purpose of this study is to find out the influence between variable X of the Snowball Throwing method and variable Y in constructing simple sentences. The place of research conducted was class V MI Tarbiyatul Athfal Tegalsari Widang Tuban. The sample in this study amounted to 15 from class V students of MI Tarbiyatul Athfal Tegalsari Widang Tuban. Researchers used purpose sampling research by taking samples of one class with a total of 15 students, researchers took samples of less than 50 subjects, then the samples were class V students of MI Tarbiyatul Athfal Tegalsari Widang Tuban Experimental Research is one of the methods that requires the most important requirements, in order to achieve the purpose of research, especially to determine causal-effect relationships. The experimental design used by researchers is a one-group pretest-postest desing. his design can be described as follows:

$$O_1 X O_2$$

Picture 1.1

O₁: Pretest Value (before being given Treatment)

O₂: Posttest Value (After being given Treatment)

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT.Rineka Cipta, 2010), 27.

The effect of treatment on student learning motivation = $(O_1 \times O_2)$

Research instruments are tools used in collecting data or information related to research, the use of appropriate instruments has a major effect on the quality of research results.⁷ The instruments used by the researchers in this study are the instruments that researchers used in this study were questionnaire instruments, observation instruments, documentation instruments, and test instruments.⁸

Analysis requires creative power and high intellectual ability. There is no specific way that can be followed to conduct an analysis, so each researcher must find his own method that is felt to be suitable for the nature of his research. The same material can be classified differently by different researchers.⁹ For the purposes of data analysis, data analysis techniques are needed in accordance with the goals that want to be achieved, so in this study researchers use experimental data analysis techniques with the T test formula.

Data Findings and Discussion

In presenting this data, researchers collect results and research using observation, documentation, interviews, questionnaires and tests. The results of the power of documentation, interviews in the form of secondary data that aim to support primary data using test methods.

Application of Snowball Throwing Method to Composing Simple Arabic Sentences

Researchers use the Snowball Throwing method because in the school there is no discussion about the method. So researchers create new media that can change and improve and improve students in Arabic writing skills. This will greatly affect the desired meaning and intent. Because lafadz and good and correct arrangement will produce words that can be understood, and vice versa. In the research process, researchers conducted as many as four meetings.

Meeting I

Meeting I was held on Thursday On January 11, 2024, the activities carried out are:

Initial activities:

- a) The teacher greets the greeting as the opening of the meeting and asks how the siwi is doing
- b) The teacher invites students to read prayers before conducting lessons
- c) The teacher checks the attendance of female students

⁷ Hartono, *Metode Penelitian Bahasa Arab*, 192.

⁸ Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2003), 139.

⁹ Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Penerbit Alfabeta, 2019), 344.

d) Teachers convey information about the material to be delivered, including: Basic Competencies and Achievement Indicators

e) The teacher explains to the students about what will be conveyed in the learning

Core activities:

a) The teacher explains the material about Qowa'id with the theme of jer letters.

b) The teacher gives an example of each letter jer in the form of a sentence form

c) The teacher asks students to read over and over again.

d) The teacher asks students to translate each example

e) The teacher gives the rest of the time to the researcher to make introductions, explain the purpose and purpose.

f) The researcher spreads the pre-test questions before doing the problem, the researcher provides jargon.

Closing activities:

a) The teacher gives the user

b) greetings and prayers.

Meeting II

Meeting II will be held on Thursday, January 18, 2024, as for the activities carried out, namely:

Initial activities:

a) Researchers say greetings and pray together

b) The researcher opens the lesson using Arabic

c) Researchers check student attendance, neatness and cleanliness of the classroom

d) The researcher tested the jargon given yesterday.

Core activities:

a) The researcher asks about the material that has been taught yesterday

b) Researchers review the material by asking them to make example sentences using the letters jer

c) Researchers add material with Qowa'id with the theme of the number of ismiyah and fi'liyah.

Closing activities:

a) Researchers invite students to read together the material that has been given.

b) The researcher invites students to close the lesson by saying hamdalah simultaneously

Meeting III

Meeting III will be held on Thursday, January 25, 2024, as for the activities carried out, namely:

Initial activities:

- a) Researchers say greetings and pray together
- b) The researcher opens the lesson using Arabic
- c) Researchers check student attendance, neatness and cleanliness of the classroom
- d) The researcher tested the jargon given yesterday.

Core activities:

- a) The researcher explains the material on the theme **المهنة** to the students.
- b) Researchers divide students into 4 groups, each group contains 3-4 students
- c) Each group appoints one friend to be the group leader
- d) The group leader comes forward to listen to directions and rules in the game
- e) The researcher divides the ball to each group.
- f) The researcher asks students to throw the ball to another group according to the instructions of the researcher.
- g) Students construct the word that is on the ball into a perfect sentence.
- h) The group leader collects answers in the researcher.

Closing activities:

- a) The researcher evaluates the answers to the group results
- b) The researcher gives a prize to the group that gets the highest score.
- c) The researcher closes the class with a prayer together

Meeting IV

Meeting IV will be held on Thursday, February 01, 2024, as for the activities carried out, namely:

Initial activities:

- a) Researchers say greetings and pray together
- b) The researcher opens the lesson using Arabic
- c) Researchers check student attendance, neatness and cleanliness of the classroom
- d) The researcher tested the jargon given yesterday.

Core activities:

- a) The researcher examines the material that has been submitted.

b) The researcher disseminates the test post questions that have been made by the researcher.

c) Students answer questions.

d) Participants who have finished grinding can be immediately collected.

Closing activities:

a) The researcher gives a thank you note

b) The researcher closes the class with a prayer together.

The Influence of Snowball Throwing's Method Against Composing Simple Arabic Sentences

In this study, researchers used evidence through pre-test and post-tost. By analyzing using the "t" test and getting a result of 15.255. When compared with the T table that leads to significant numbers of 0.05/0.01 are $15.255 > 1.7613$ and $15.255 > 2.6245$.

Tabel 4.1

Recapitulation of Pretest and Posttest Analysis Results

NO	NAMA	Pre-test	Pos-test	Gain (d).(po s-test – pre tes)	Md	Xd (d-Md)	Xd ²
1.	Ahmad Choirun Nizam A.	67	94	27	24,78	2,22	4,928
2.	Afinka Salsabila	68	95	27	24,78	2,22	4,928
3.	Ahmad Zaelani S.	66	97	31	24,78	6,22	38,6884
4.	Alfin Bagus Tirta A.	77	100	23	24,78	-1,78	-3,1684
5.	Alkhub If'sau A.	72	91	19	24,78	-5,78	-33,4084
6.	Arya Putra Pratama	61	88	27	24,78	2,22	4,928
7.	Dea Annuurin Najwa	72	94	23	24,78	-1,78	-3,1684
8.	Dian Nur Aisyah	71	95	24	24,78	-0,78	-0,6084
9.	Fattiyatus Salwa A.	78	98	20	24,78	-4,78	-22,8484
10.	Mohammad Haikal Hasyim	62	91	29	24,78	4,22	17,8084
11.	Muhammad Alfino R.	72	91	19	24,78	-5,78	-33,4084
12.	Reno Juliantono	66	86	20	24,78	-4,78	-22,8484
13.	Rizwan Abdullah AL	78	94	16	24,78	-8,78	-77,0884

	Hikam						
14.	Shafa Az-zahro' Naura Putri	78	100	22	24,78	-2,78	-7,7284
15.	Aura Bilqis Aulia	75	96	21	24,78	-3,78	-14,2884
N=14	Total	$\Sigma X = 1.063$	$\Sigma X = 1.410$	347			-139,2048

Based on the calculation results above, the result is 15.255 and d.b, namely $N - 1 = 15 - 1 = 14$. Meanwhile, the T-test table which uses one group refers to a significant number level of 0.05, namely 1.7613 and 0.01, namely 2,6245. So the conclusion of the results of the analysis and calculation of T is more than the rate of significant values in the T table, it can be concluded that the Snowball Throwing method can have an influence on composing simple sentences in Arabic and has a very significant influence, and is suitable for application in Arabic language learning, especially in compose simple Arabic sentences.

Conclusion

Based on the calculation results, the result is 15.255 Dan d.b ie $N - 1 = > 15 - 1 = 14$. The T table of tests that use one group refers to a significant number of 0.05, which is 1.7613. The criteria for acceptance / rejection of H_0 is H_a accepted if the results of the $T_{tes} > T_{tabel}$ at the level of significance of 0.05%.

Therefore, research shows "there is a significant influence of the Snowball Throwing method on composing simple Arabic sentences of grade V students of MI Tarbiyatul Athfal Tegalsari Widang Tuban

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