



إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ  
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إِنَّا جَعَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ  
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أَحِبُّوا الْعَرَبَ لثَلَاثَ لَأَنِّي عَرَبِيٌّ، وَالْقُرْآنَ عَرَبِيٌّ،  
وَكَلَامَ أَهْلِ الْجَنَّةِ فِي الْجَنَّةِ عَرَبِيٌّ  
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## الإهداء

أهدي هذ البحث البسيط إلى:

الذين يحبون اللغة العربية.

والدي المحترمين المكرمين، أبي الحاج أحمد عرفان بن الحاج منصور وأمي الحاجة نور حسنة

بنت الحاج محمد زين.

جميع مشايخي وأساتذتي في مناطق مختلفة، وأخص بالذين كانوا يساعدوني لهذا البحث،

وهم الدكتور نور المرتضى، والدكتور تور كيس لوييس، والدكتور سعد إبراهيم، والدكتور

شهداء، والدكتور نصر الدين.

إخوتي الأحباء: محمد علي ذي الفكر، وإيلوك فاطمة الزهراء، وأيو ساكنة نيل رحمتك.

الذين يحبوني.

جميع أصدقائي في:

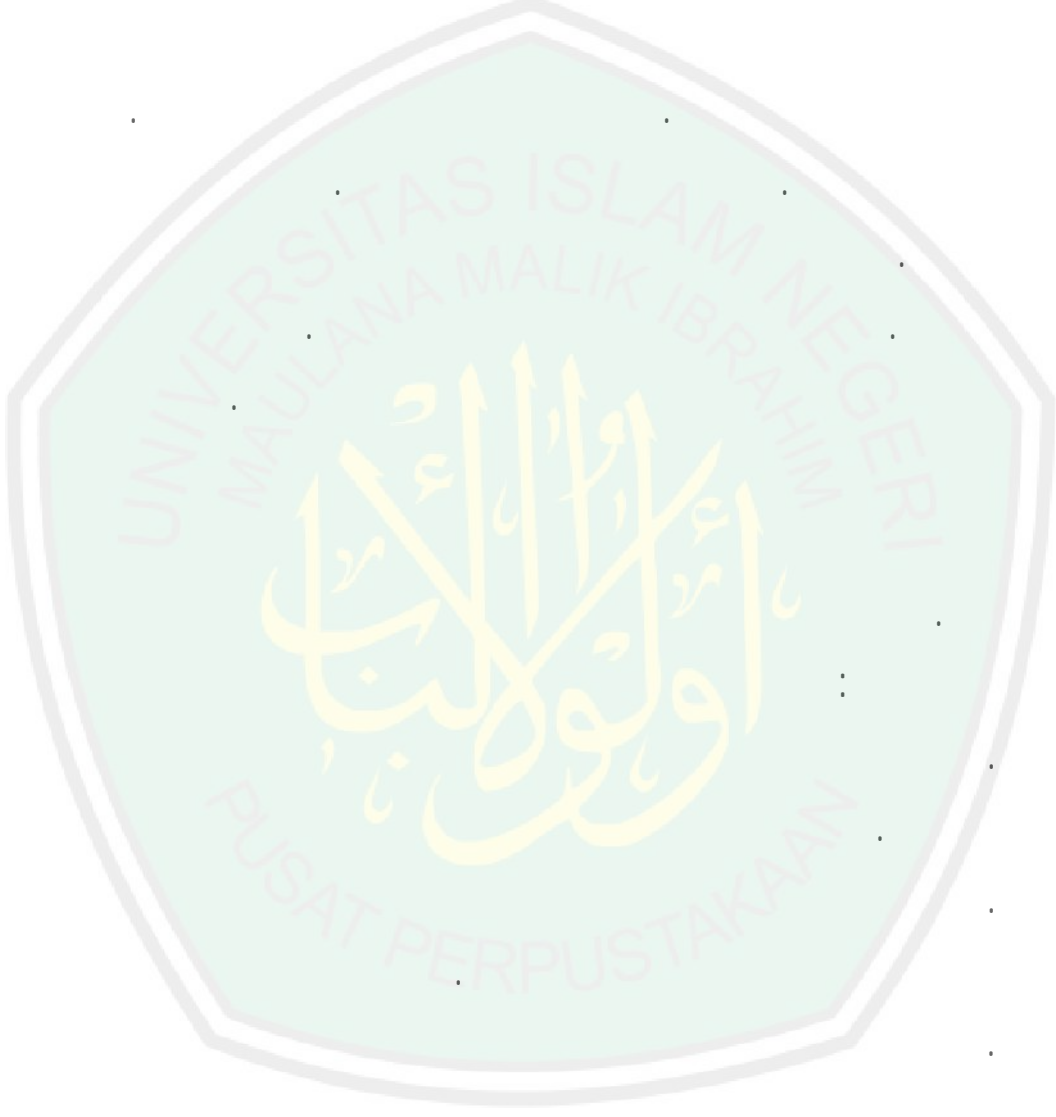
○ الجامعة الإسلامية الحكومية مالانج

○ جامعة مالانج الحكومية

○ الجامعة يودارتا باسوروان

○ المدرسة العالية الإسلامية الحكومية بمالانج

○ المعهد الإسلامي "مفتاح الهدى" السلفي بمالانج









(t-Test)

## ABSTRACT

Syarifuddin. 2007. *Lexicon Based Teaching Speaking for Students of The State Islamic Senior High School of Malang I*. Thesis, Graduate Program, State Islamic University of Malang. Advisor: Dr. Nurul Murtadho, M.Pd.

**Keywords:** Teaching speaking skill, lexicon based.

The 2006 Curriculum (KTSP) for Arabic Language in Islamic Senior High School states that a student should master 300 vocabularies during three years in that level, with 100 vocabularies each year. As observed by the researcher, most students lack of mastery in vocabularies. Consequently, they are poor in speaking. This condition needs to be solved. Therefore, this study was conducted to offer an effective technique in teaching speaking. The title of this study is "Lexicon Based Teaching Speaking for Students of The State Islamic Senior High School of Malang I". Colourful flash cards were used for vocabularies, pictures, numbers and symbols of numbers.

This study aims at describing both of teaching and students' skill in speaking before lexicon based teaching speaking was applied and the effectiveness of using this technique.

This experiment research used pre test and post test. An experiment class applied lexicon based teaching speaking, while control class applied traditional technique.

This population of this study was students of The State Islamic Senior High School of Malang I 2006-2007 which consists of 194 students. Purposive random sampling was used, 37 students of ten B as control, and another 40 students of ten C as experiment.

After lexicon based teaching for speaking, through pre test, post test and t-test, the researcher concluded that there is significance correlation between lexicon based teaching speaking and students' skill in speaking. In other word, lexicon based teaching speaking is effective to improve speaking skill.

Lexicon based teaching speaking made the students rise up their vocabularies, easy to speak and accelarate them to this skill. The researcher concluded that those happened because of the rise of their motivation, enthusiasm, and self confidence in speaking.

## ABSTRAK

Syarifuddin. 2007. *Pengajaran Kemahiran Berbicara Berbasis Kosakata untuk Siswa Madrasah Aliyah Negeri Malang I*. Tesis Program Pascasarjana UIN Malang. Pembimbing: Dr. Nurul Murtadho, M.Pd.

**Kata Kunci:** Pengajaran Kemahiran berbicara, Berbasis Kosakata.

Kurikulum Tingkat Satuan Pendidikan (KTSP) Madrasah Aliyah 2006 untuk mata pelajaran Bahasa Arab menargetkan siswa menguasai 1000 kosakata, dengan rincian 1000 kosakata untuk setiap tahun. Berdasarkan pengamatan, siswa kurang menguasai kosakata sehingga kemampuan mereka dalam berbicara Bahasa Arab rendah. Oleh karena itu, diperlukan teknik pengajaran yang efektif. Itulah sebabnya penelitian ini dilakukan, dengan judul "Pengajaran Kemahiran Berbicara Berbasis Kosakata untuk Siswa Madrasah Aliyah Negeri Malang I". Pengajaran ini menggunakan empat macam kartu warna-warni untuk kosakata, gambar, angka dan simbol angka.

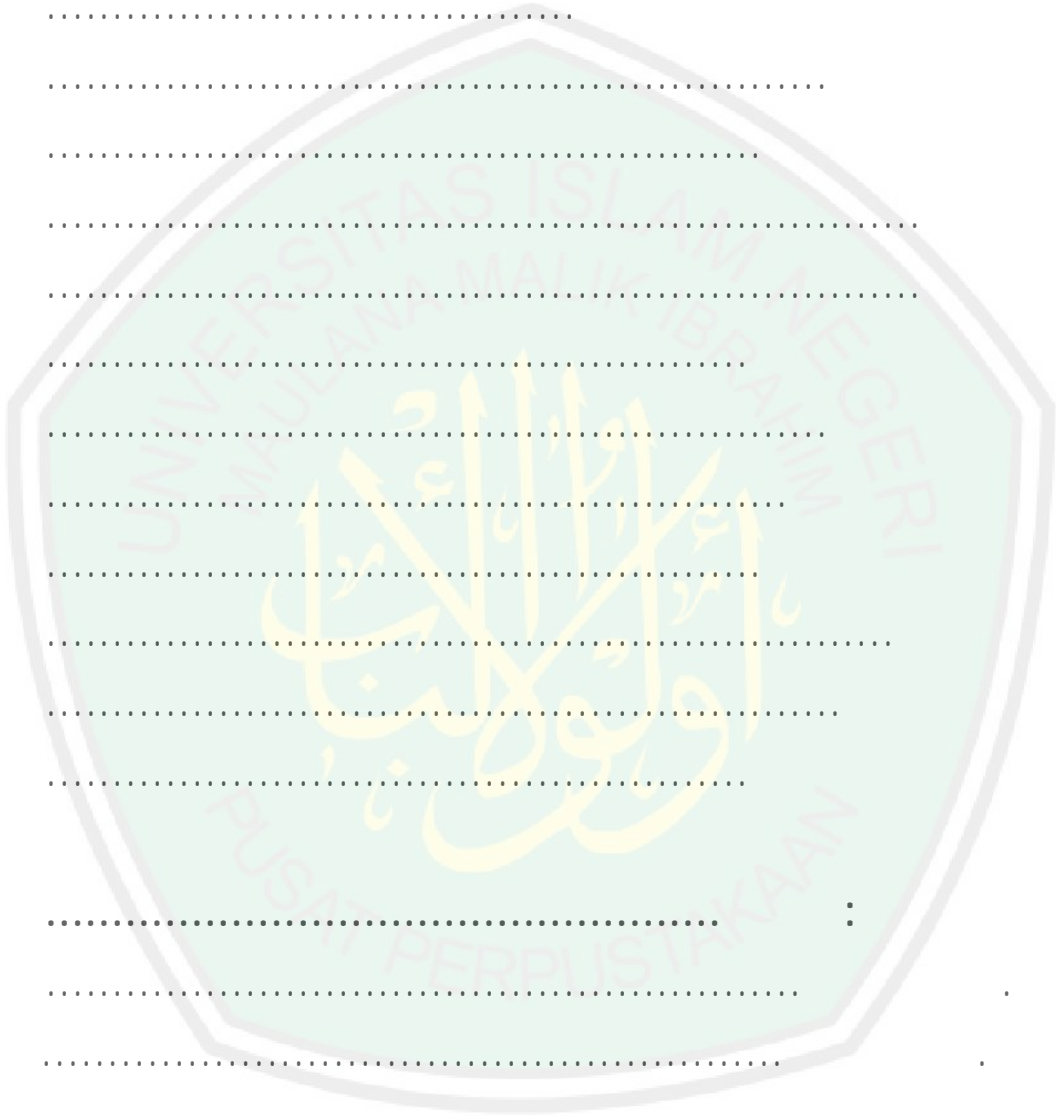
Tujuan Penelitian ini adalah untuk memperoleh deskripsi tentang pengajaran dan kemampuan siswa dalam kemahiran berbicara sebelum dan sesudah pengajaran kemahiran berbicara berbasis kosakata, dan juga tentang efektifitasnya.

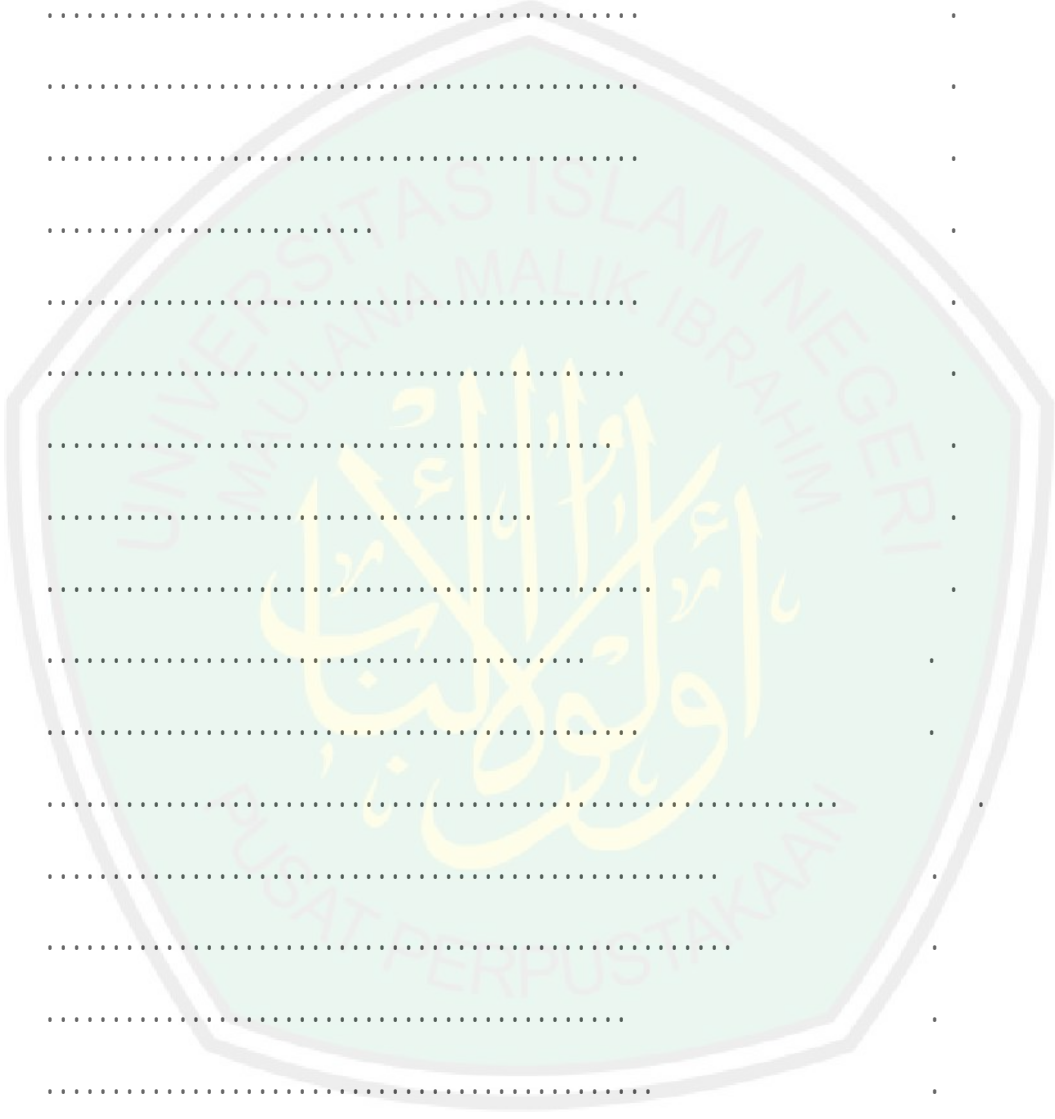
Penelitian eksperimen ini menggunakan pre test dan post test pada kelas eksperimen dan kelas kontrol. Pada kelas eksperimen diterapkan pengajaran kemahiran berbicara berbasis kosakata, sedangkan pada kelas kontrol diterapkan pengajaran kemahiran berbicara yang tidak berbasis kosakata.

Populasi Penelitian ini adalah siswa Madrasah Aliyah Negeri Malang I tahun ajaran 2006-2007 yang berjumlah 794 siswa. Berdasarkan beberapa tujuan dan pertimbangan maka sampel dalam penelitian ini adalah siswa kelas X B sebagai kelas kontrol yang berjumlah 37 siswa dan kelas X C sebagai kelas eksperimen yang berjumlah 40 siswa.

Hasil pre test, post test, dan t-test setelah pengajaran kemahiran berbicara berbasis kosakata menunjukkan adanya perbedaan yang signifikan dalam hasil belajar. Dengan kata lain pengajaran kemahiran berbicara berbasis kosakata efektif dalam meningkatkan kemampuan berbicara siswa.

Pengajaran kemahiran berbicara berbasis kosakata ini menjadikan penguasaan kosakata siswa meningkat, mempermudah dan mempercepat siswa mampu berbicara. Keefektifan ini disebabkan karena motivasi, gairah dan kepercayaan diri siswa dalam berbicara meningkat.



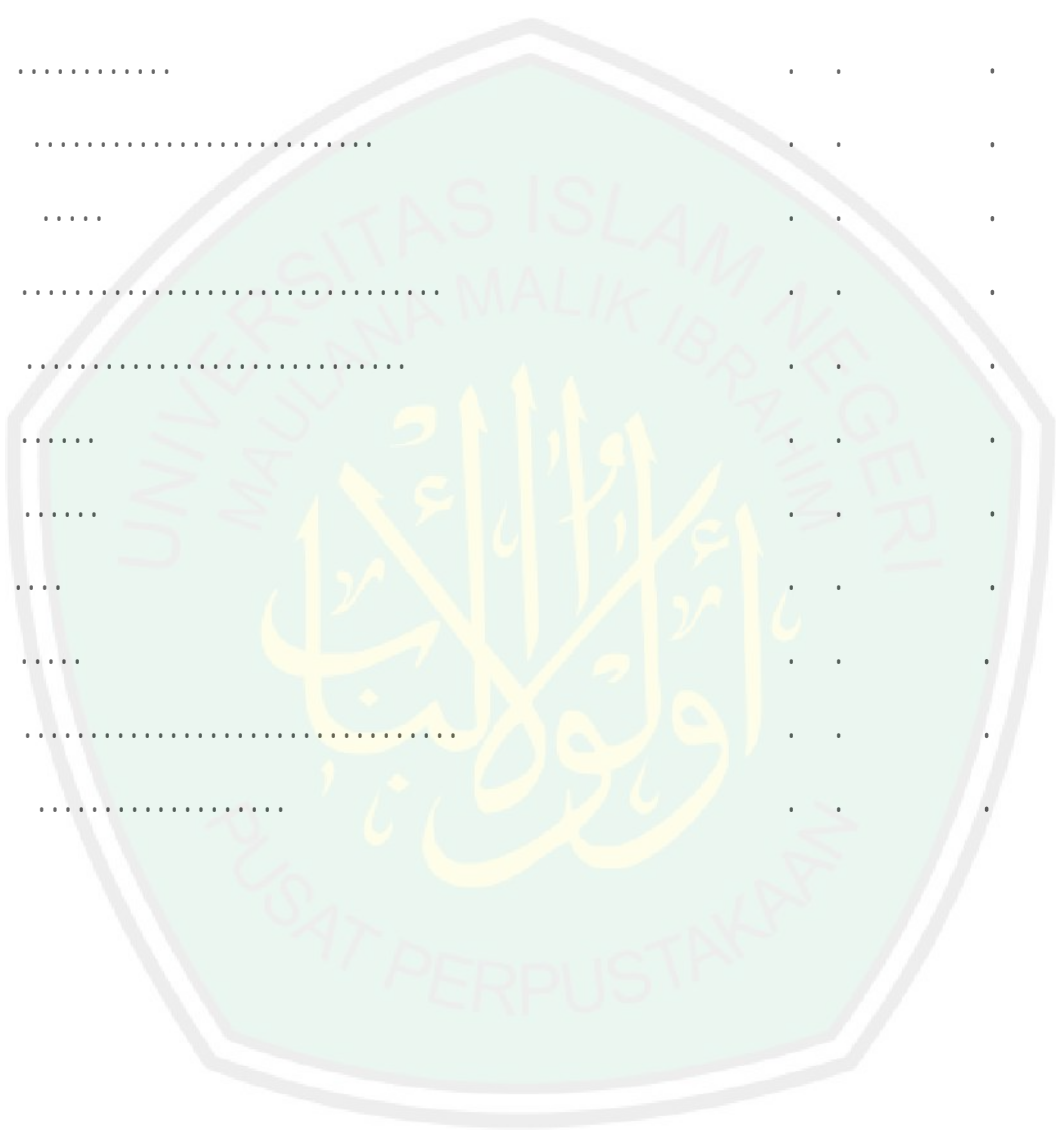
















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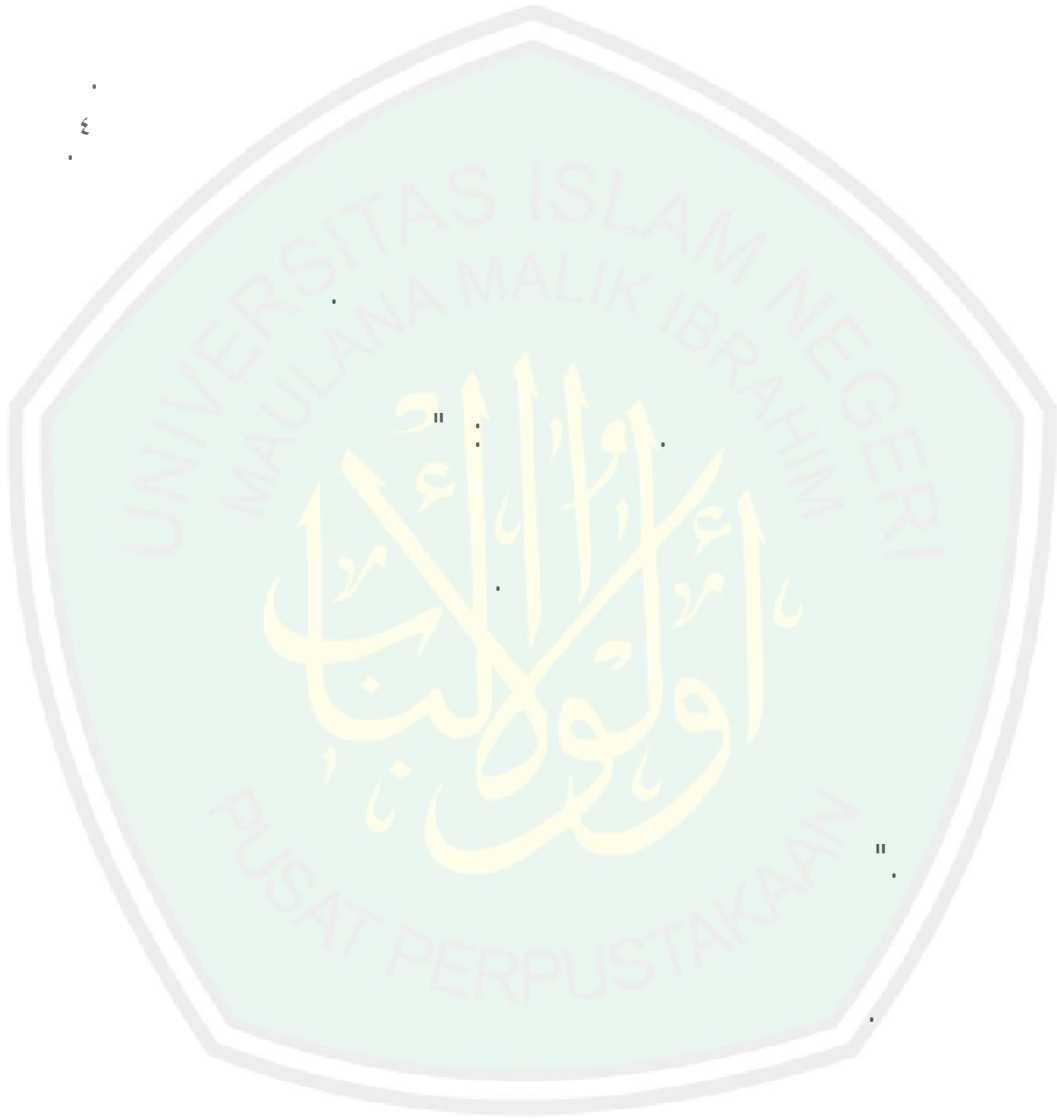
Departemen Agama. ٢٠٠٣. *kurikulum Berbasis Kompetensi : Kurikulum dan Hasil Belajar, Bahasa Arab Madrasah Aliyah*. Jakarta : Direktorat Madrasah dan Pendidikan Agama Islam di Sekolah Umum. Hlm. ٢. Dan Departemen Agama. ٢٠٠٦. *kurikulum Tingkat Satuan Pendidikan (KTSP), Madrasah Aliyah*. Jakarta. Hal. ٦٦-٧١



*(integrated system)*

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<sup>1</sup> Departemen Agama. 2006. *kurikulum Tingkat Satuan Pendidikan (KTSP), Madrasah Aliyah*. Jakarta. Hal. 66-71



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° Murtadho, Nurul dan Irhamni. ٢٠٠٢. *Efektifitas Pengajaran Bahasa Arab Berbasis Kosa Kata untuk Madrasah Ibtidaiyah*. Laporan Penelitian, tidak diterbitkan.hal. ٢

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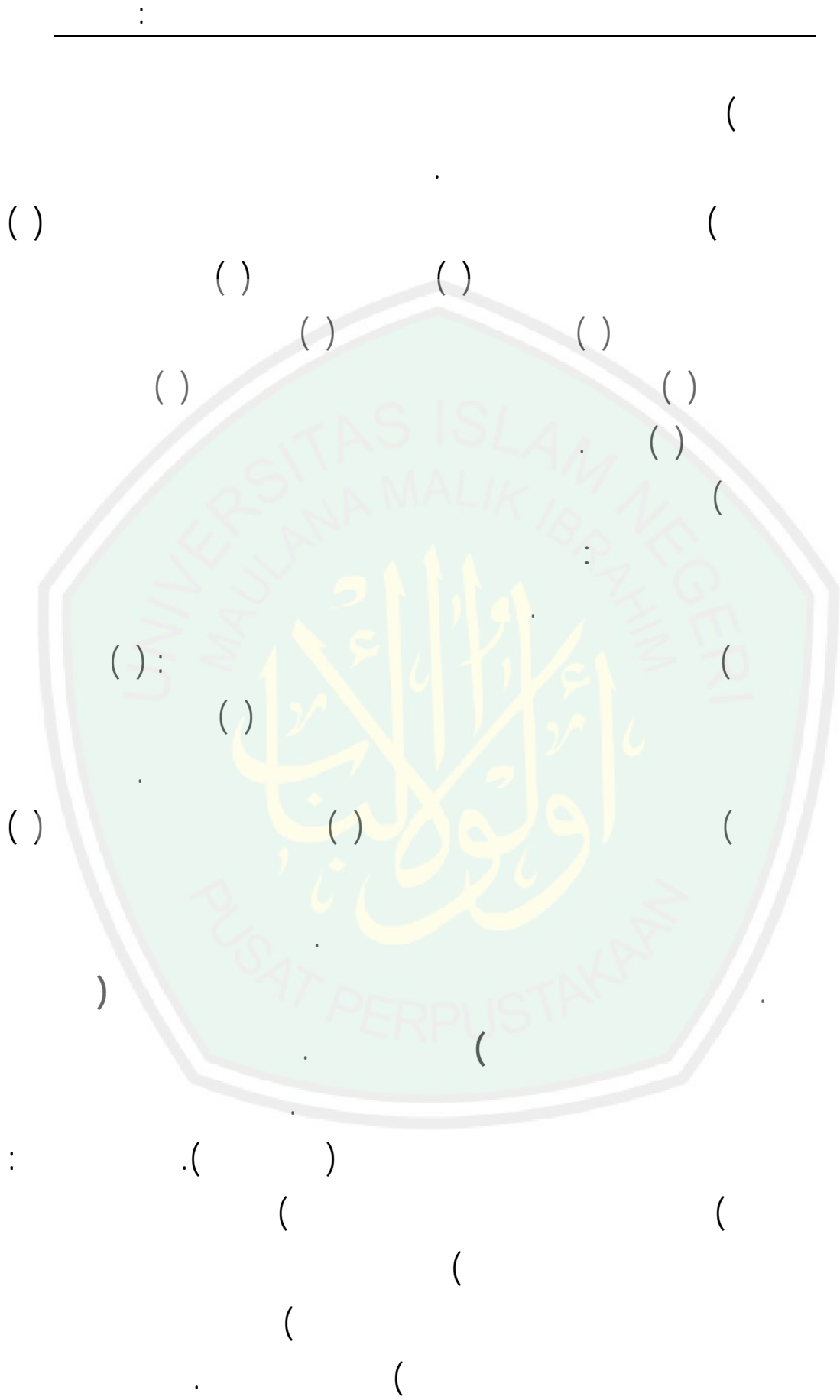
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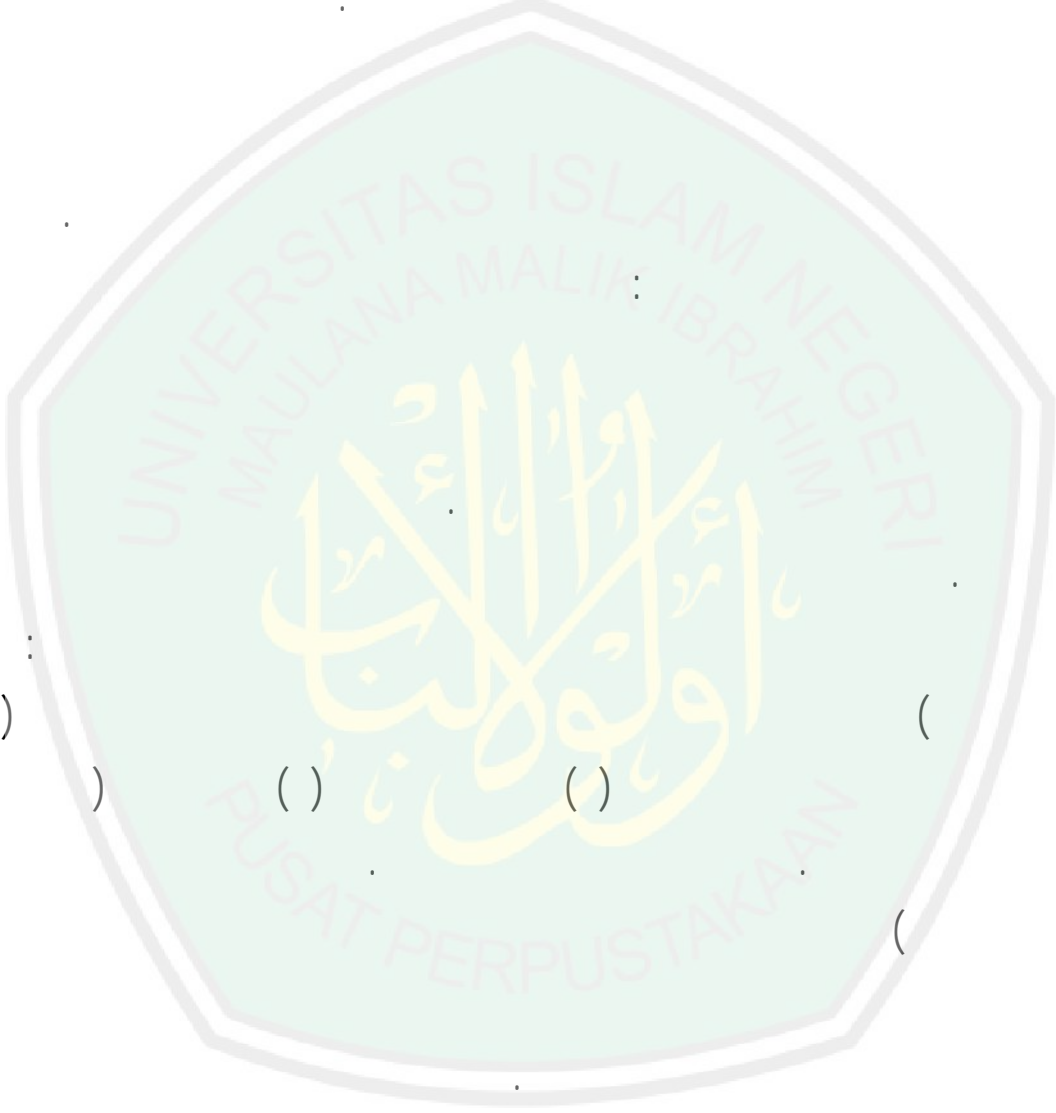
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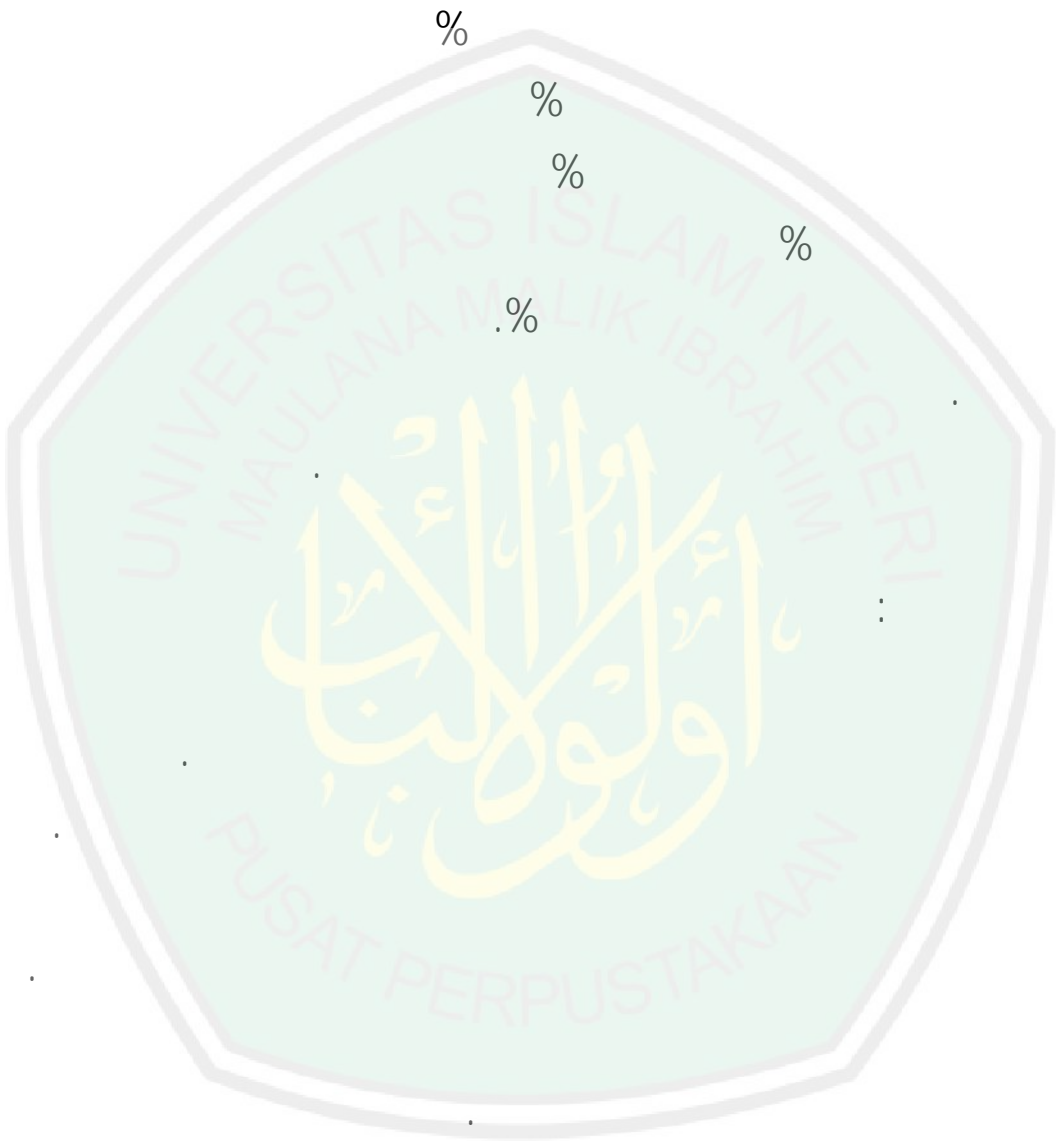
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(Madrasah Aliyah)

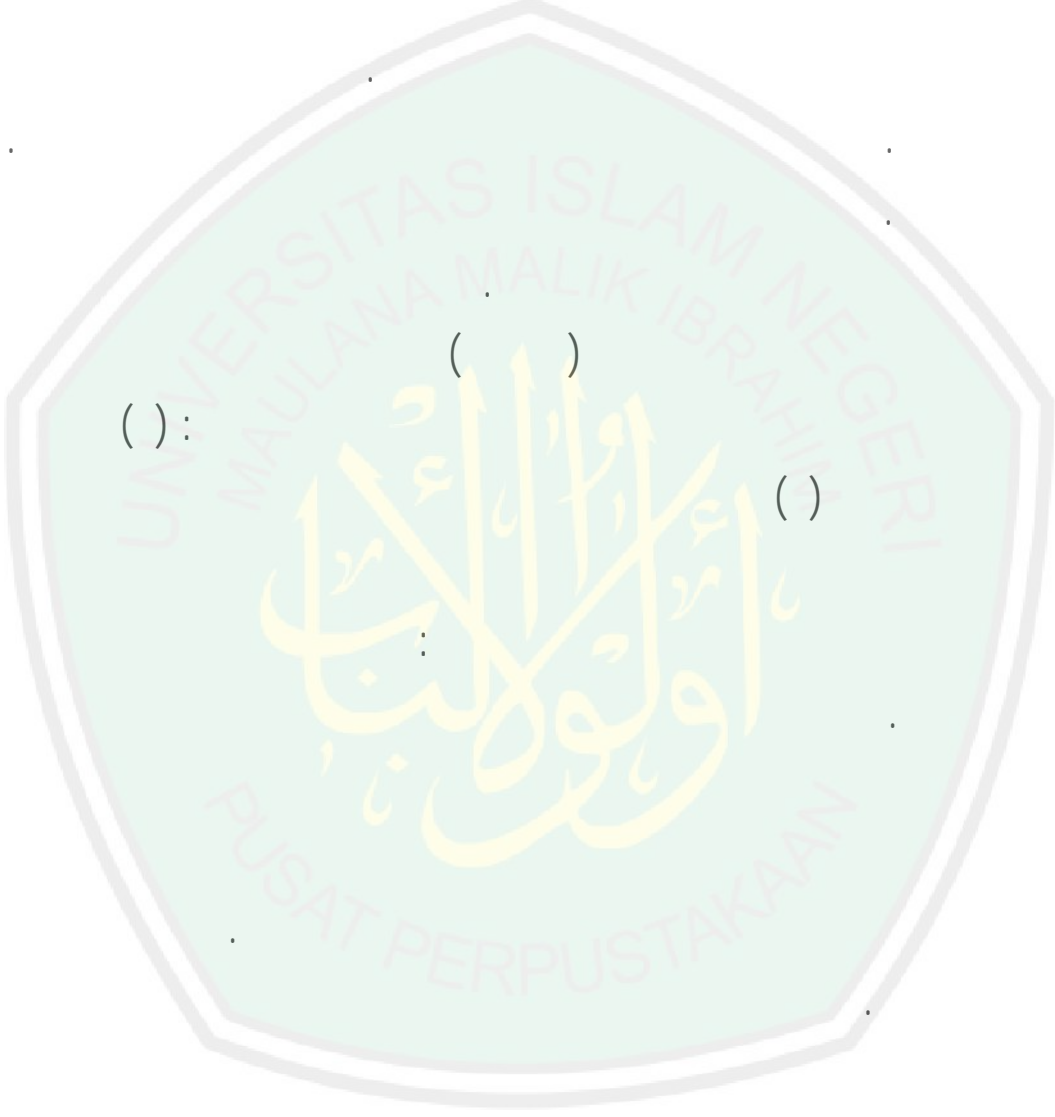












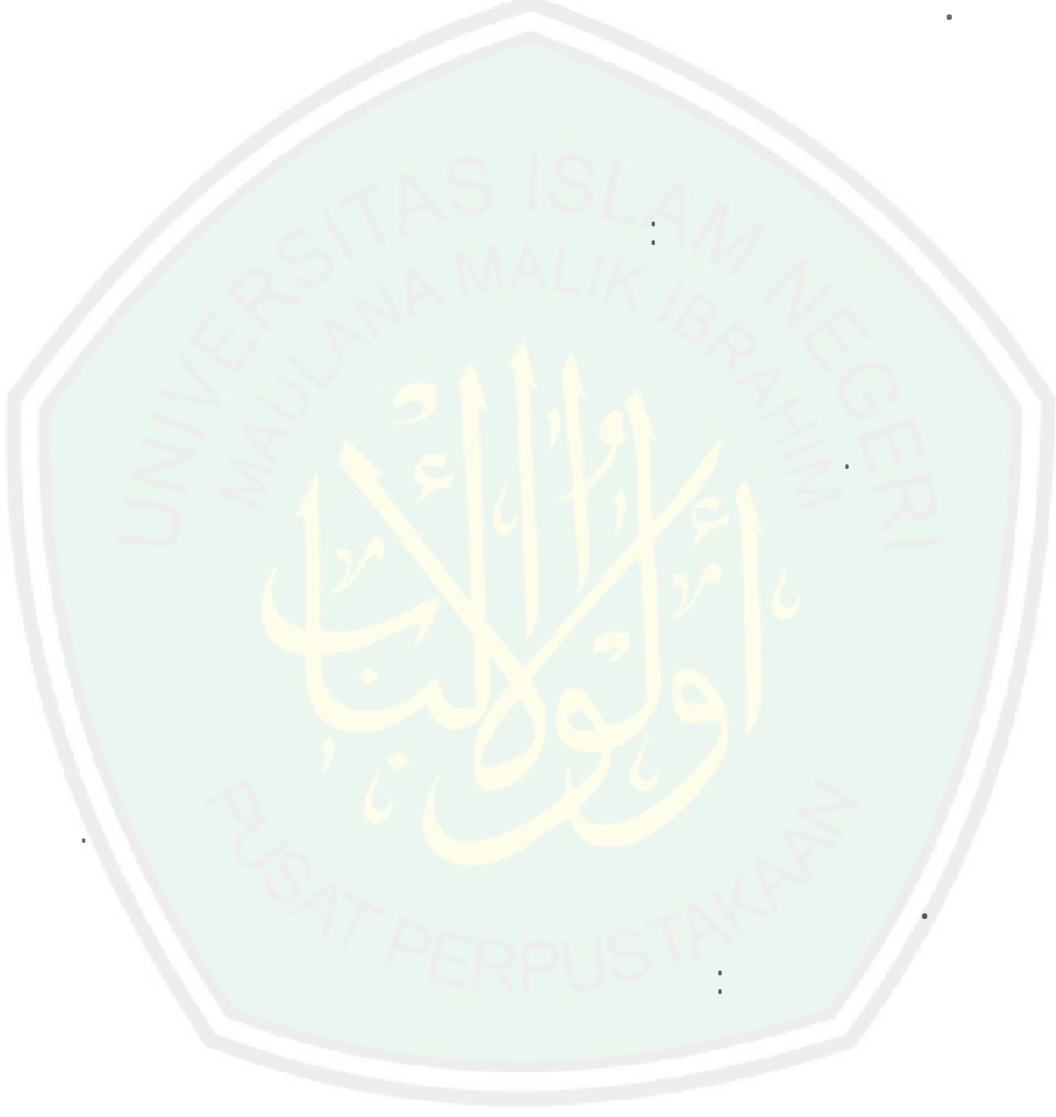










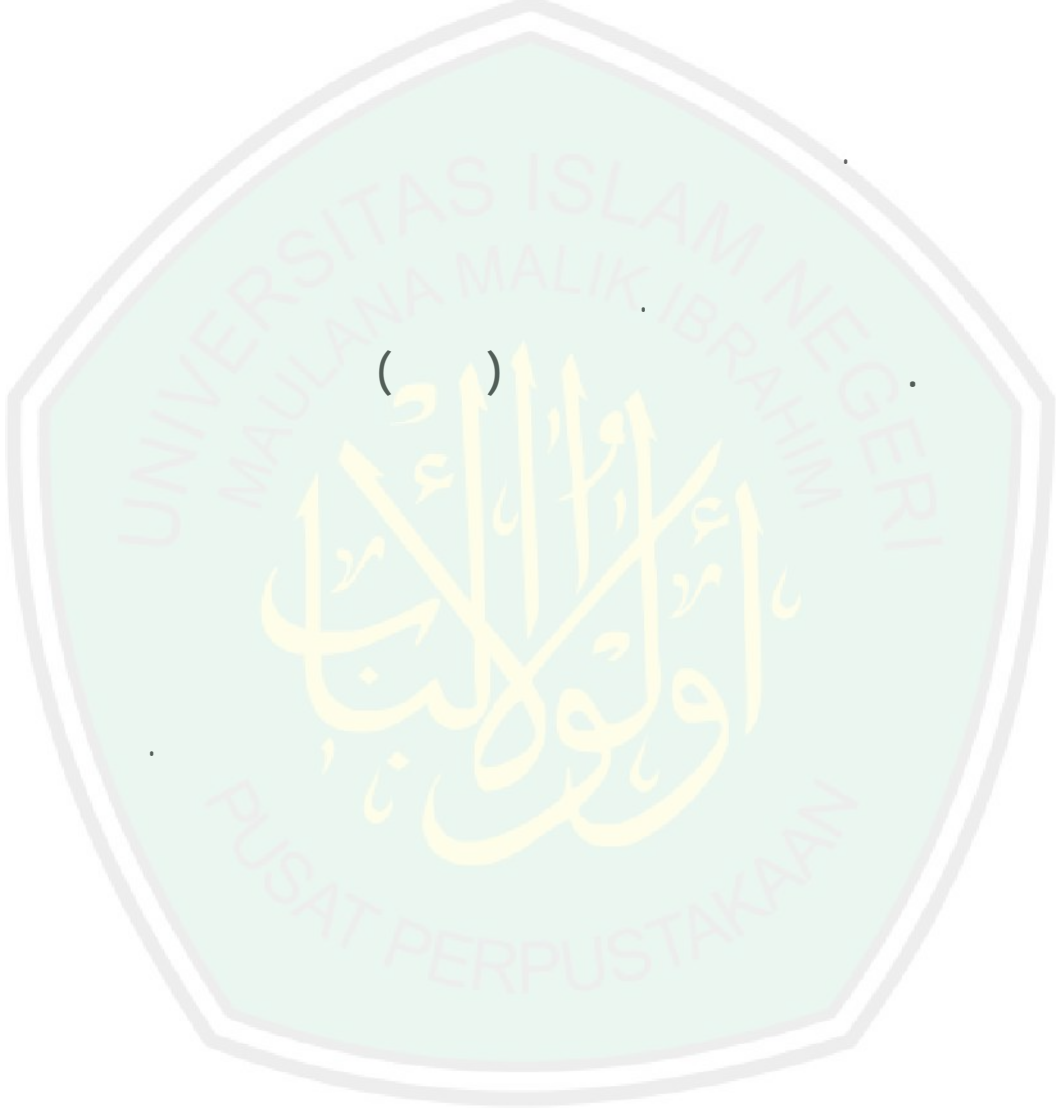


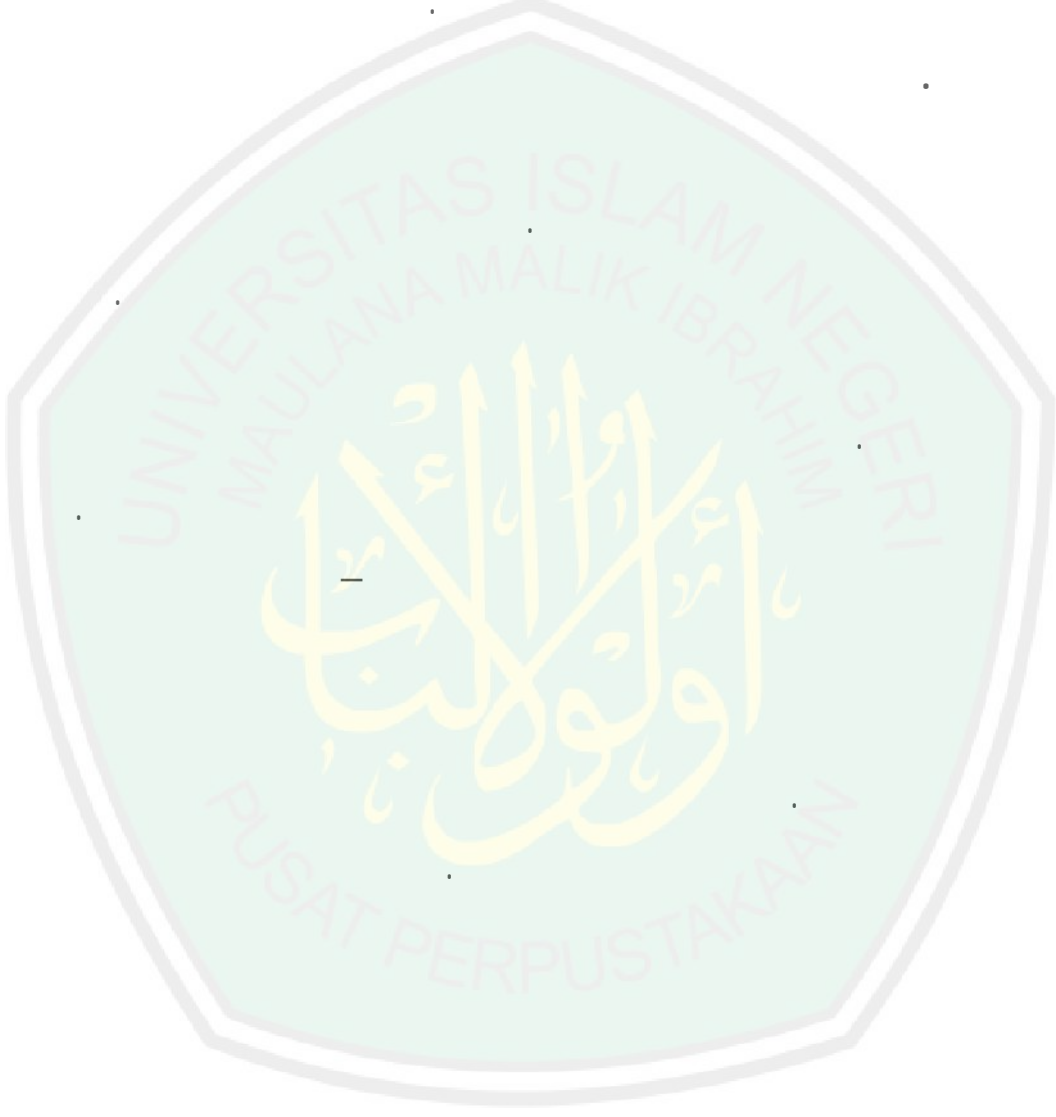
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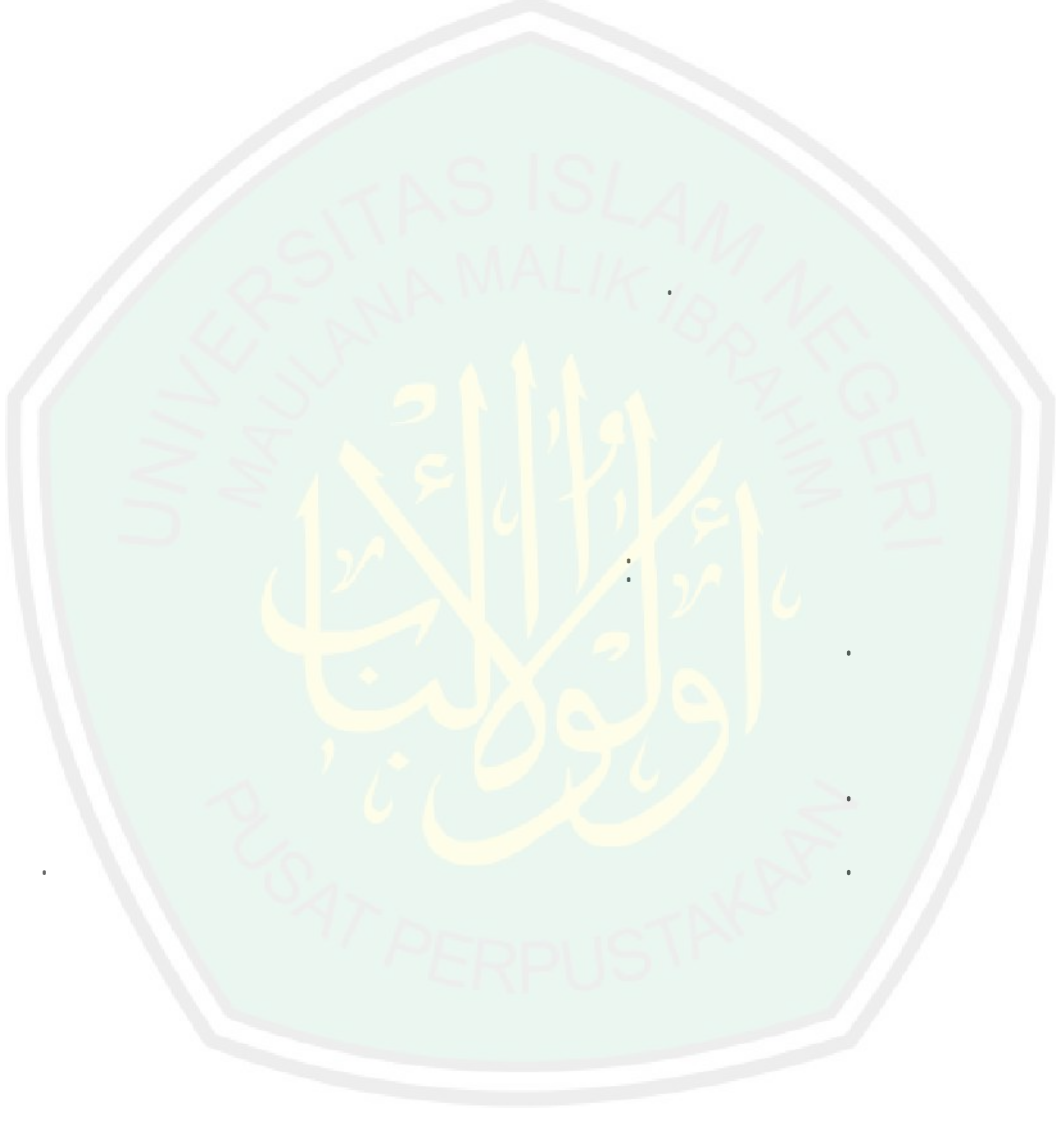


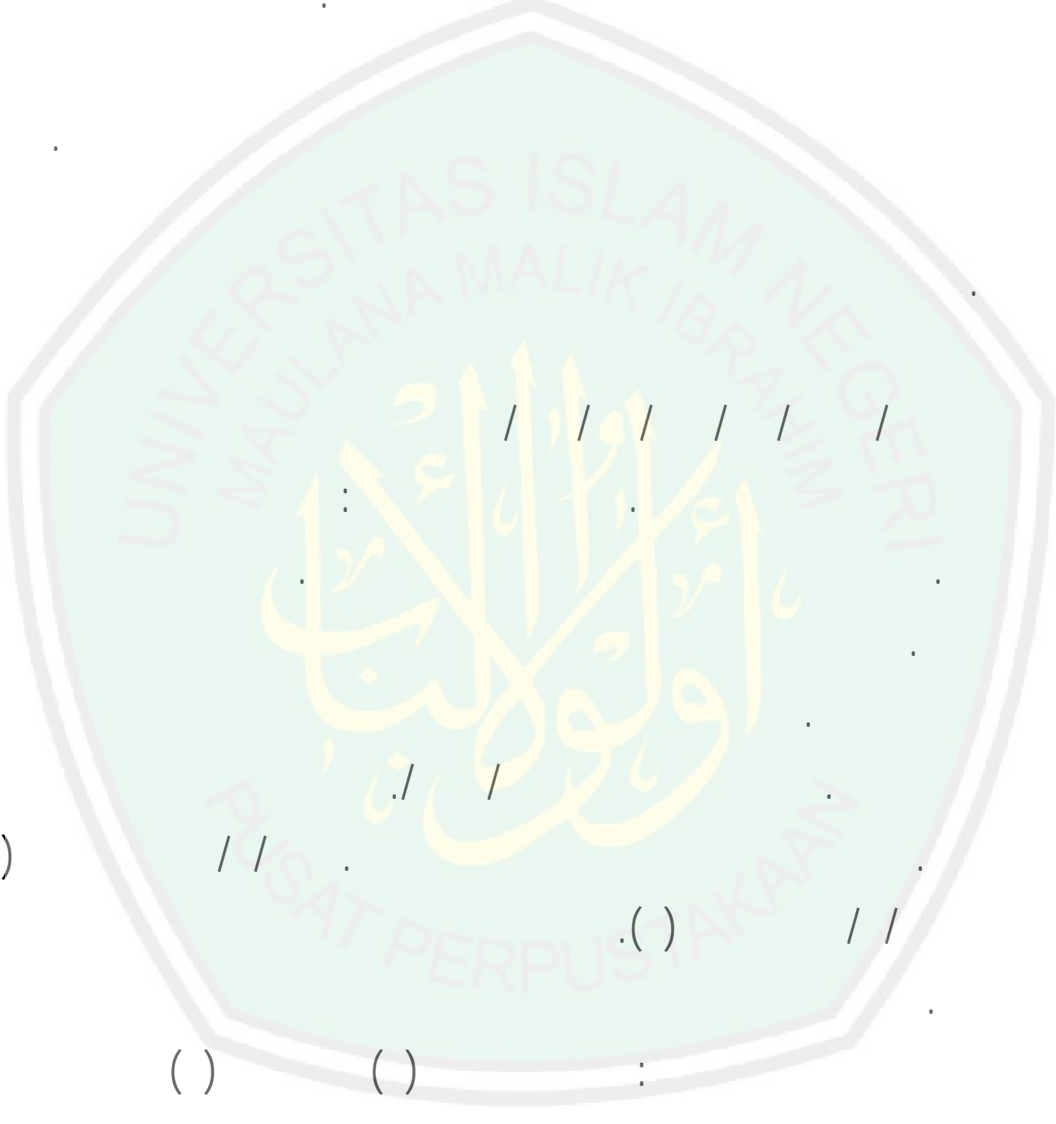


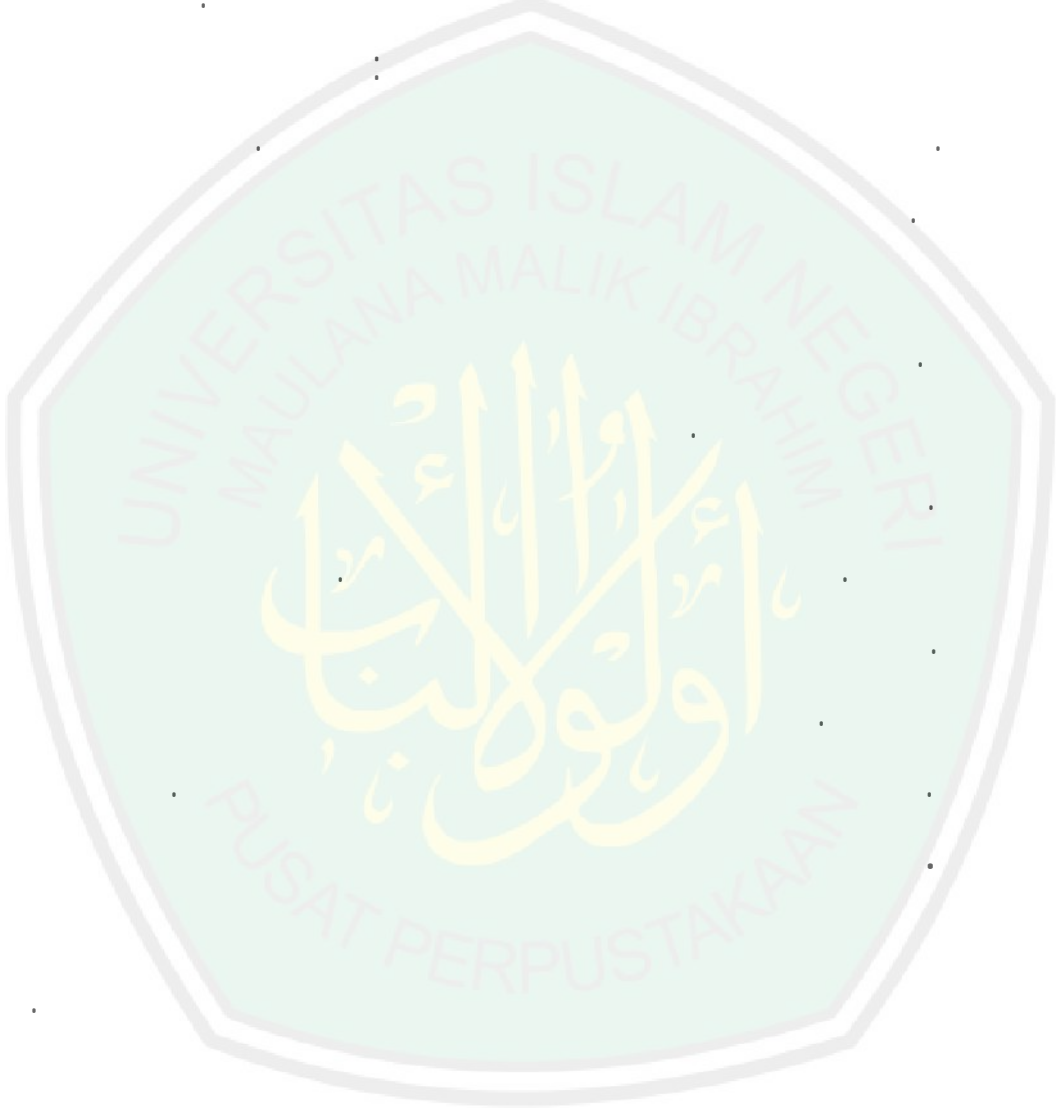




















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<sup>13</sup> Djiwandono, M. Soenardi. 1996. *Tes Bahasa dalam Pengajaran*. ITB Bandung. Hlm. 68-69

vocabulary



<sup>24</sup> Echol, Jhon M dan Hasan Sadily. 1998. *Kamus Inggris Indonesia*. Jakarta: PT Gramedia.hlm. 631

<sup>25</sup> Tim. 1997. *Kamus Bahasa Indonesia*. Jakarta: Balai Pustaka. Hlm. 24

<sup>26</sup> Soedjito. 1988. *Kosa kata Bahasa Indonesia*. Jakarta. PT. Gramedia.

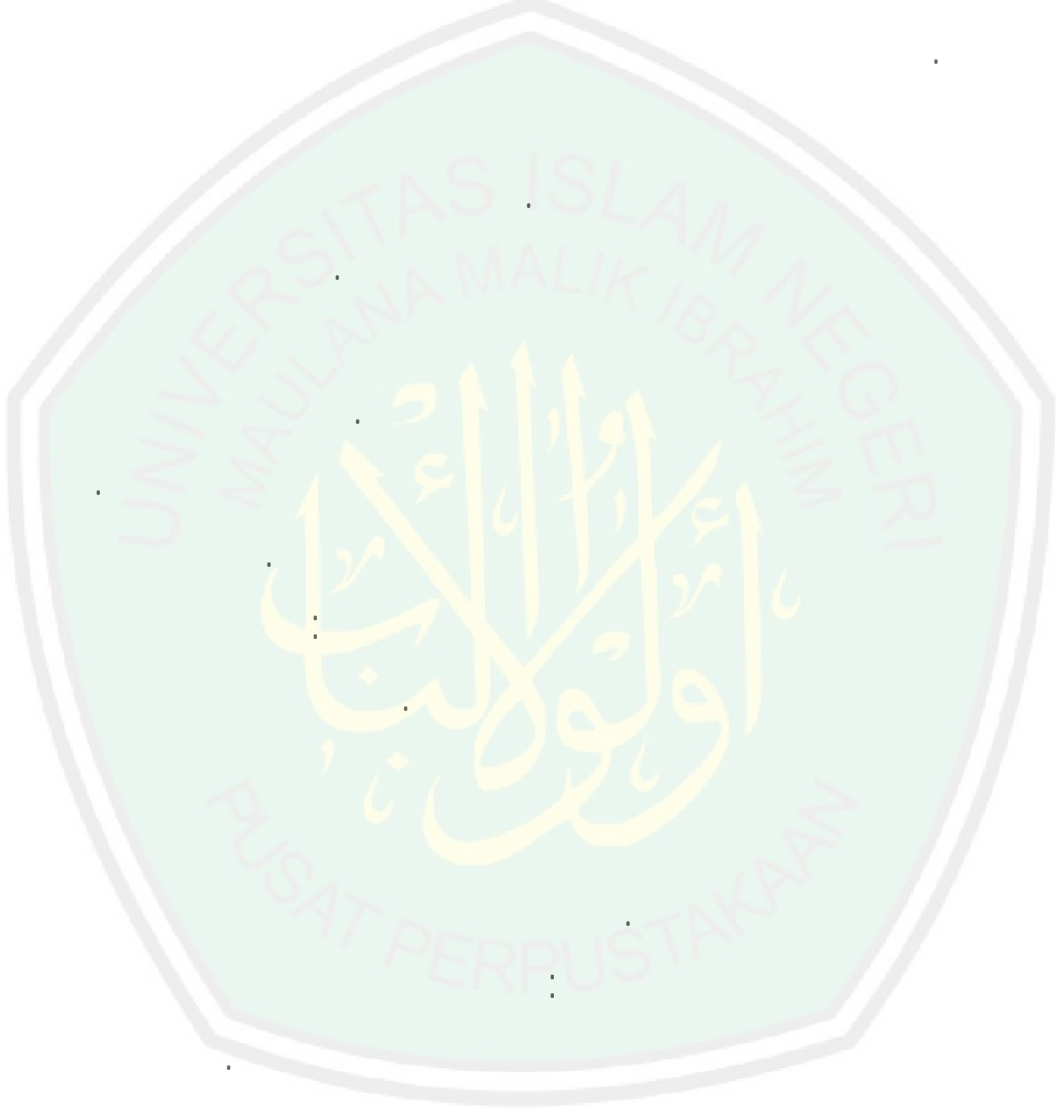
<sup>27</sup> Ahkadiyah, MK. Sabarti, dkk. 1991. *Pengajaran Kosa Kata*. Jakarta: Dikti. Hlm. 41

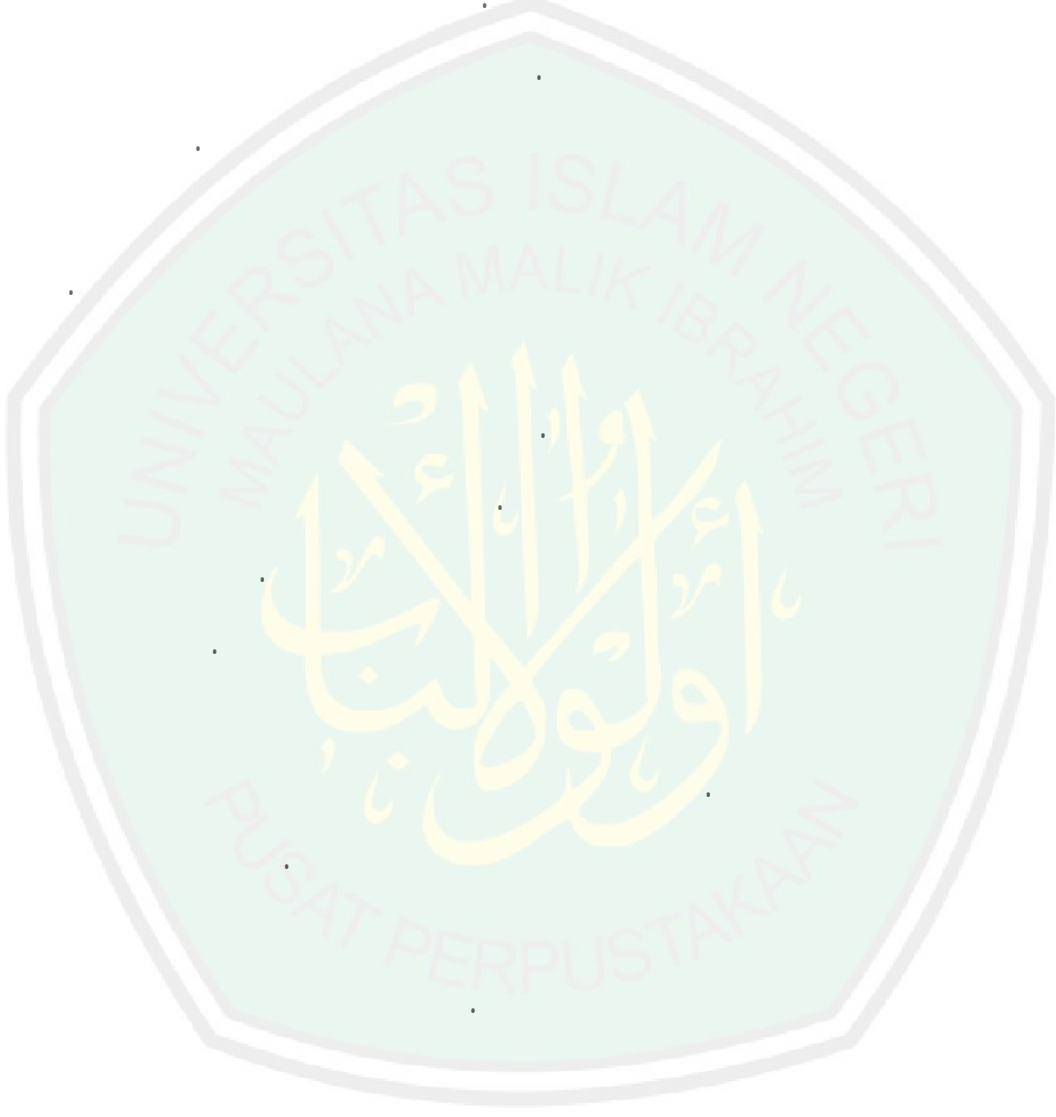
<sup>28</sup> Kridalaksana, Harimukti. 1982. *Kamus Linguistik*. Jakarta: PT. Gramedia



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<sup>19</sup> Depdikbud. 1980. *Kurikulum Sekolah Menengah Tingkat Atas (SMA) Juklak Sistem Penilaian*. Jakarta: DepDikBud.







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<sup>31</sup> Celce-Murcia, M. dan F. Roseinberg. 1979. *Teaching Vocabulary in the ESL Classroom*.

<sup>32</sup> Tarigan, Henry Guntur. 1993. *Pengajaran Kosakata*. Bandung: Angkasa. Hlm. 23

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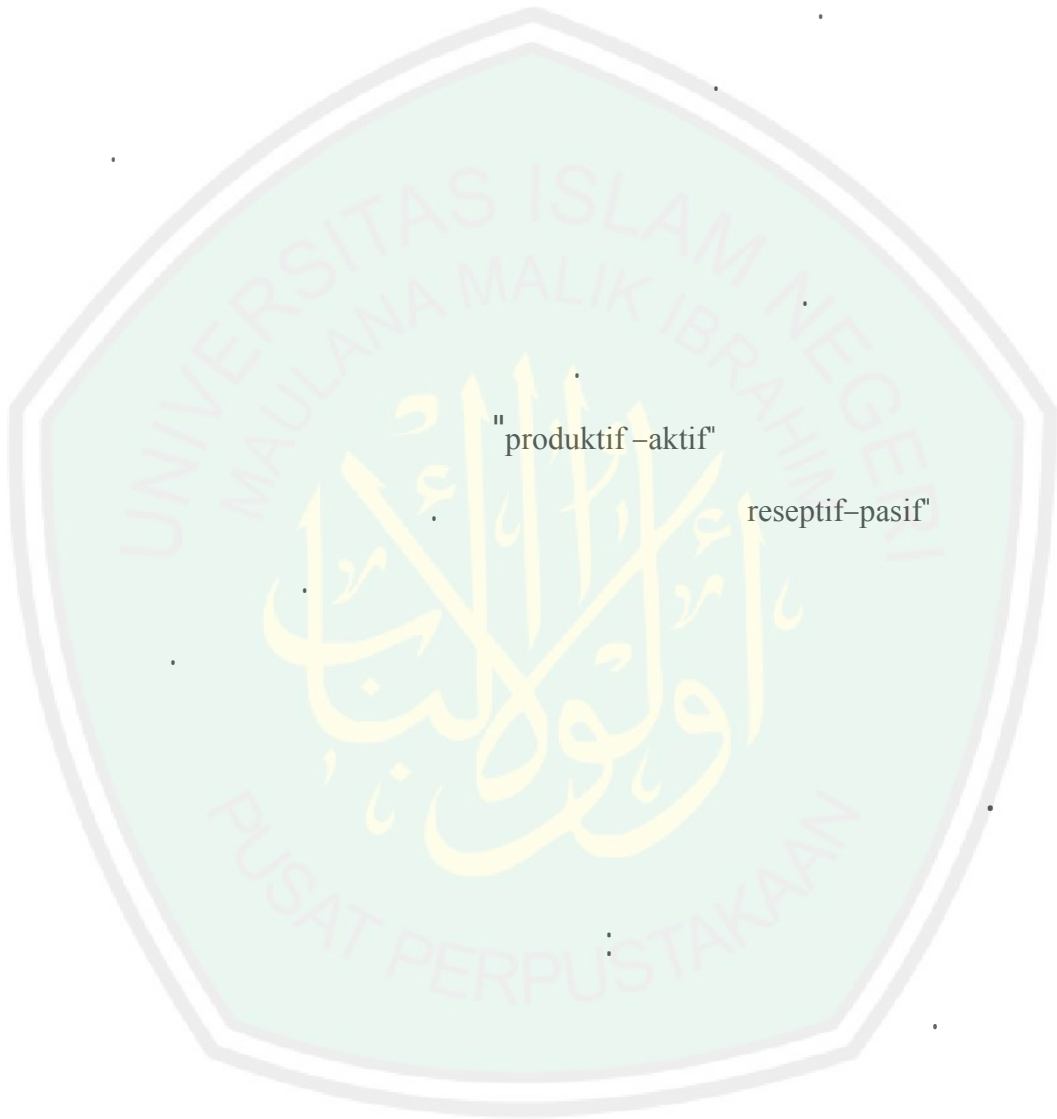
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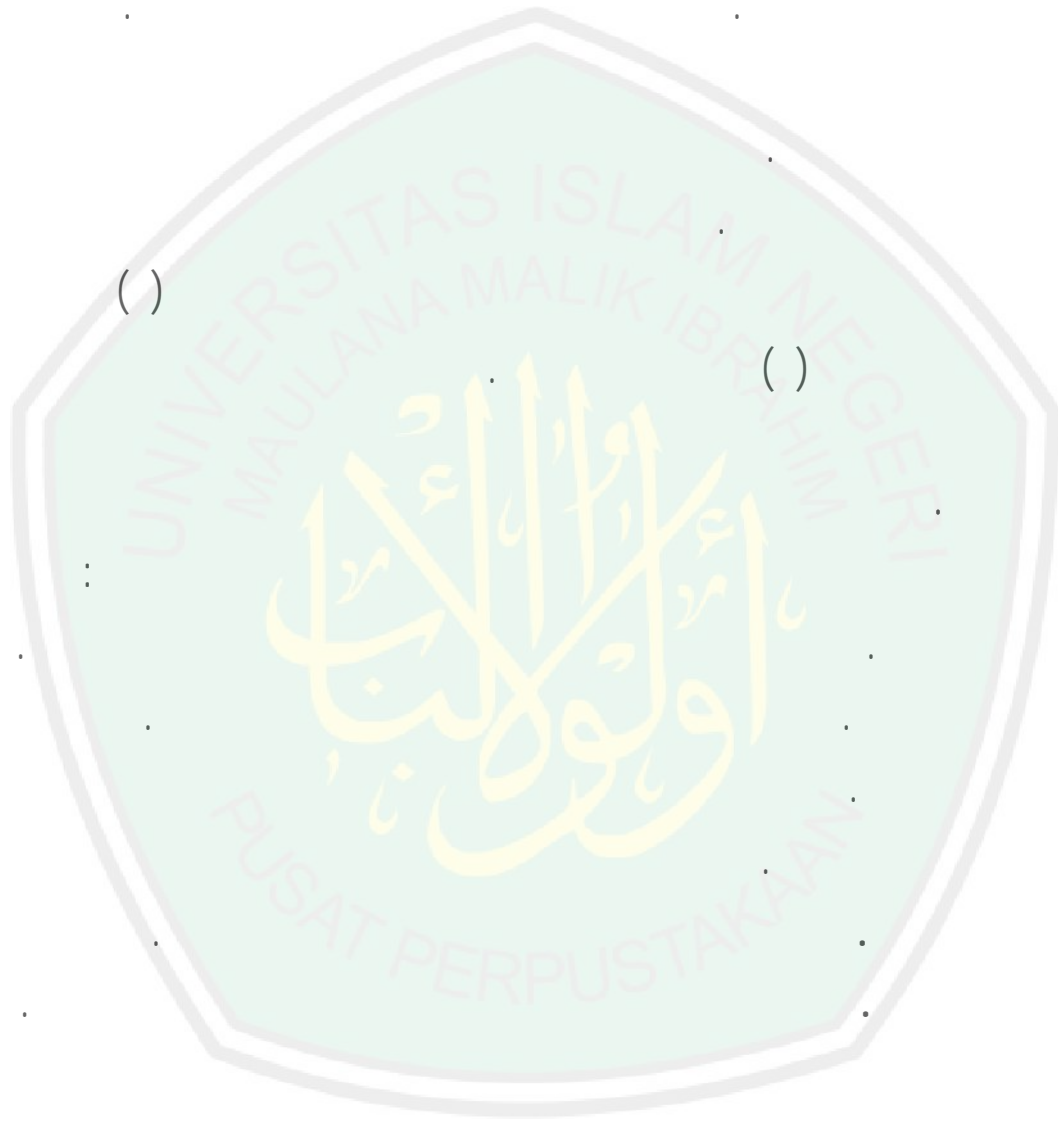
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<sup>23</sup> Djiwandono, M. Soenardi. 1996. *Tes Bahasa dalam Pengajaran*. ITB Bandung. Hal 42-43

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*(the equivalent pretest-posttest design)*

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<sup>۴۱</sup> M. Soenardi Djiwandono. ۱۹۹۶. Tes Bahasa dalam Pengajaran. ITB Bandung. Hlm. ۱



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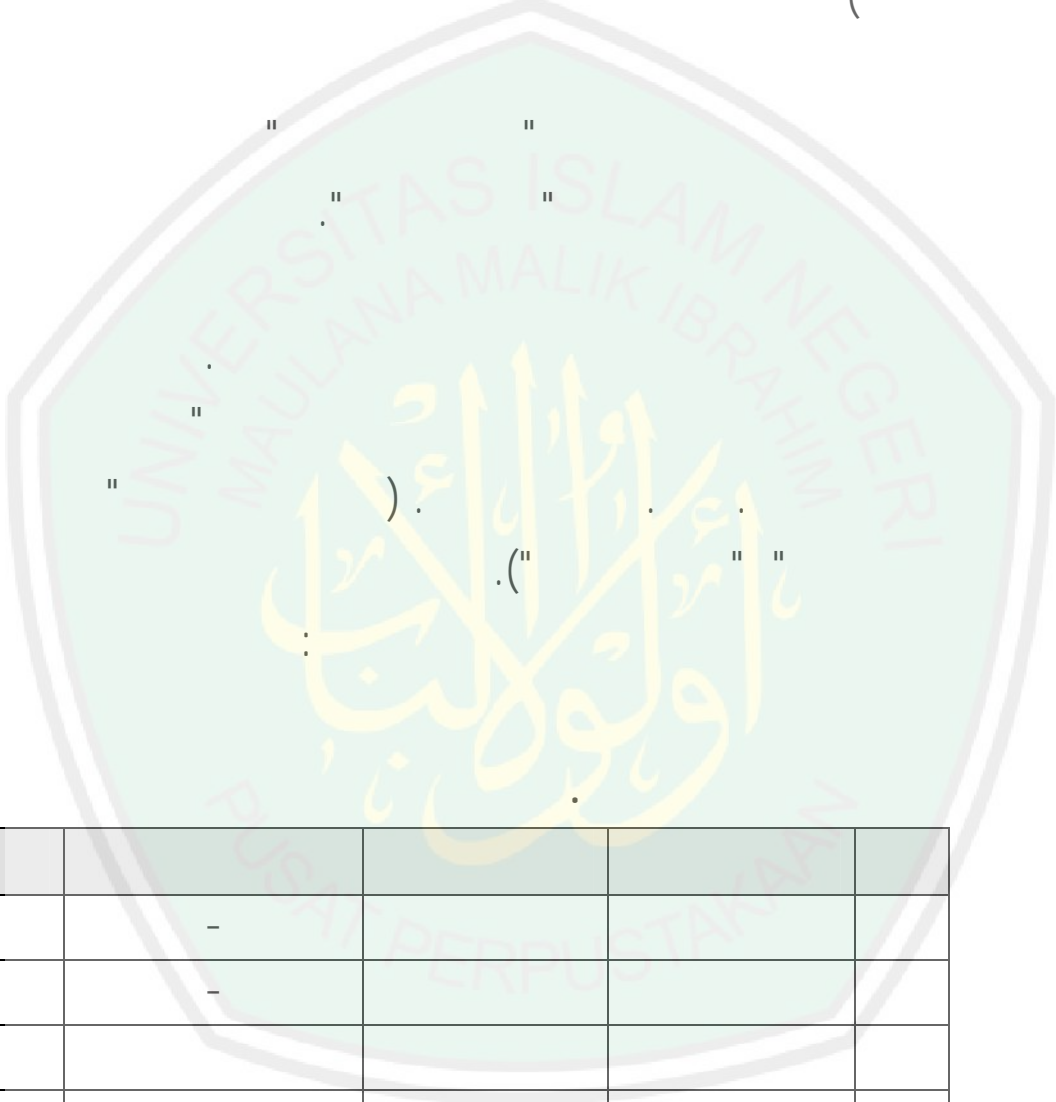
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<sup>43</sup> Djiwandono, M. Soenardi. 1996. *Tes Bahasa dalam Pengajaran*. ITB Bandung. Hlm. 132-133

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<sup>44</sup> Arikunto Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Rineka Cipta. Hal. -

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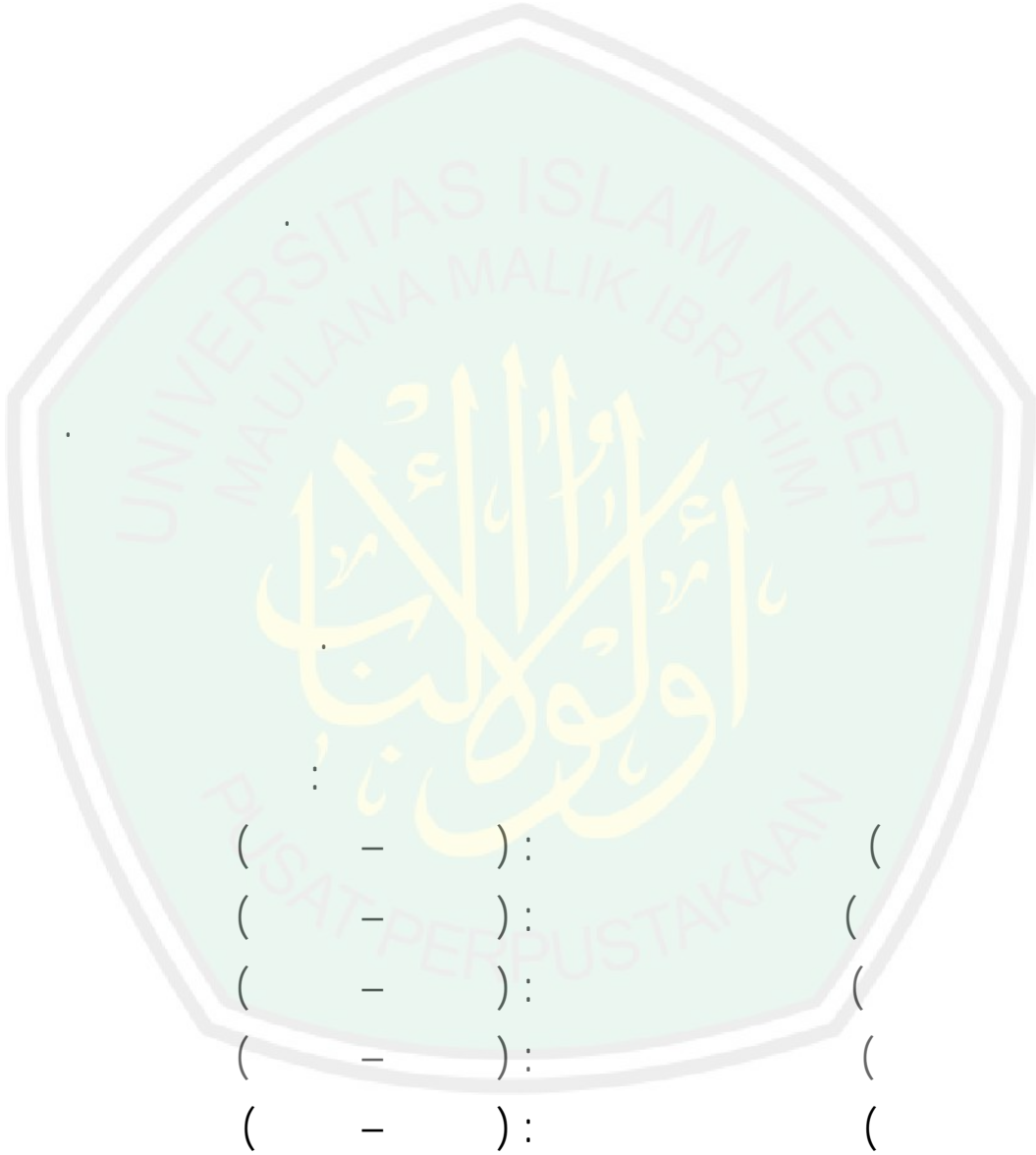


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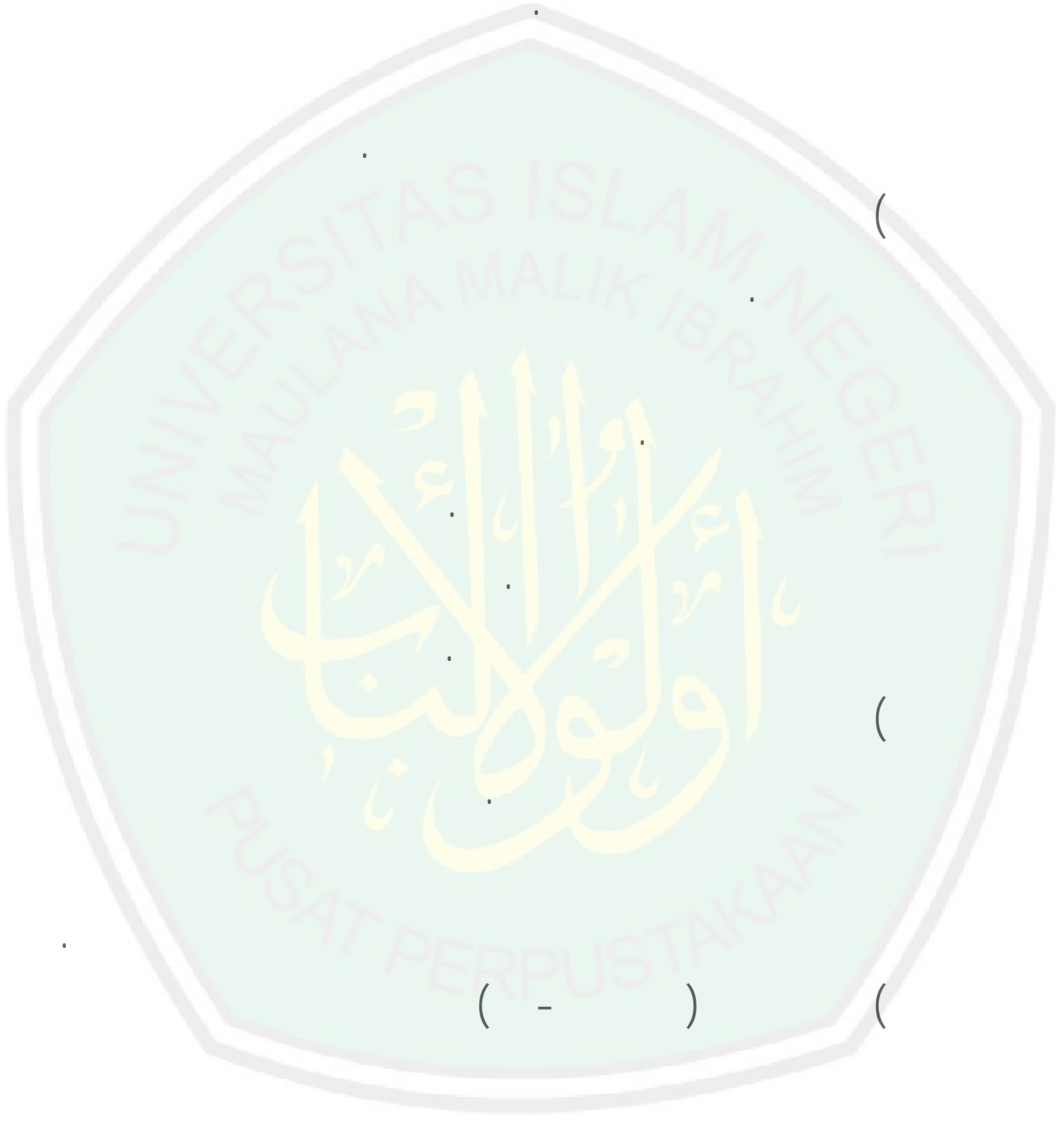
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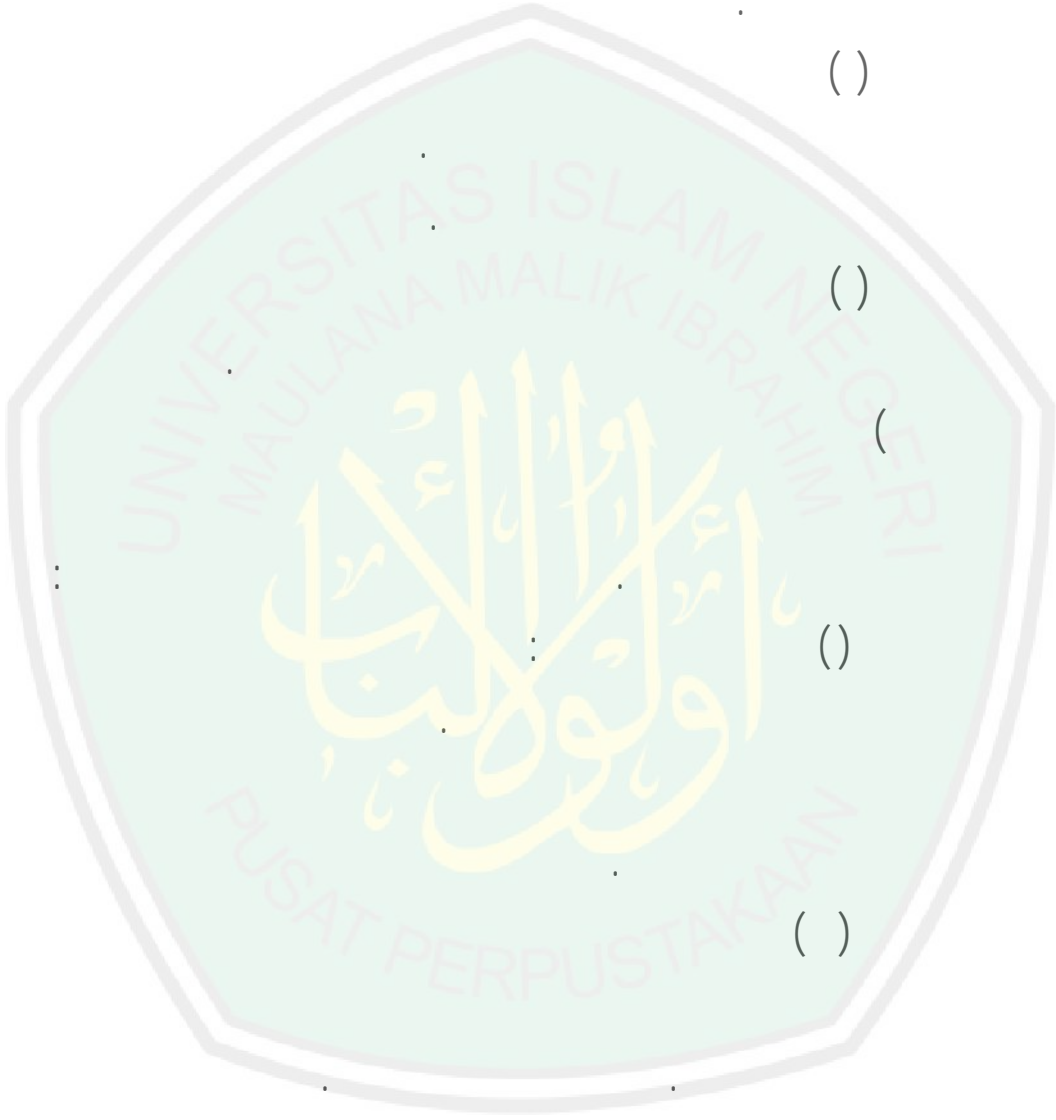
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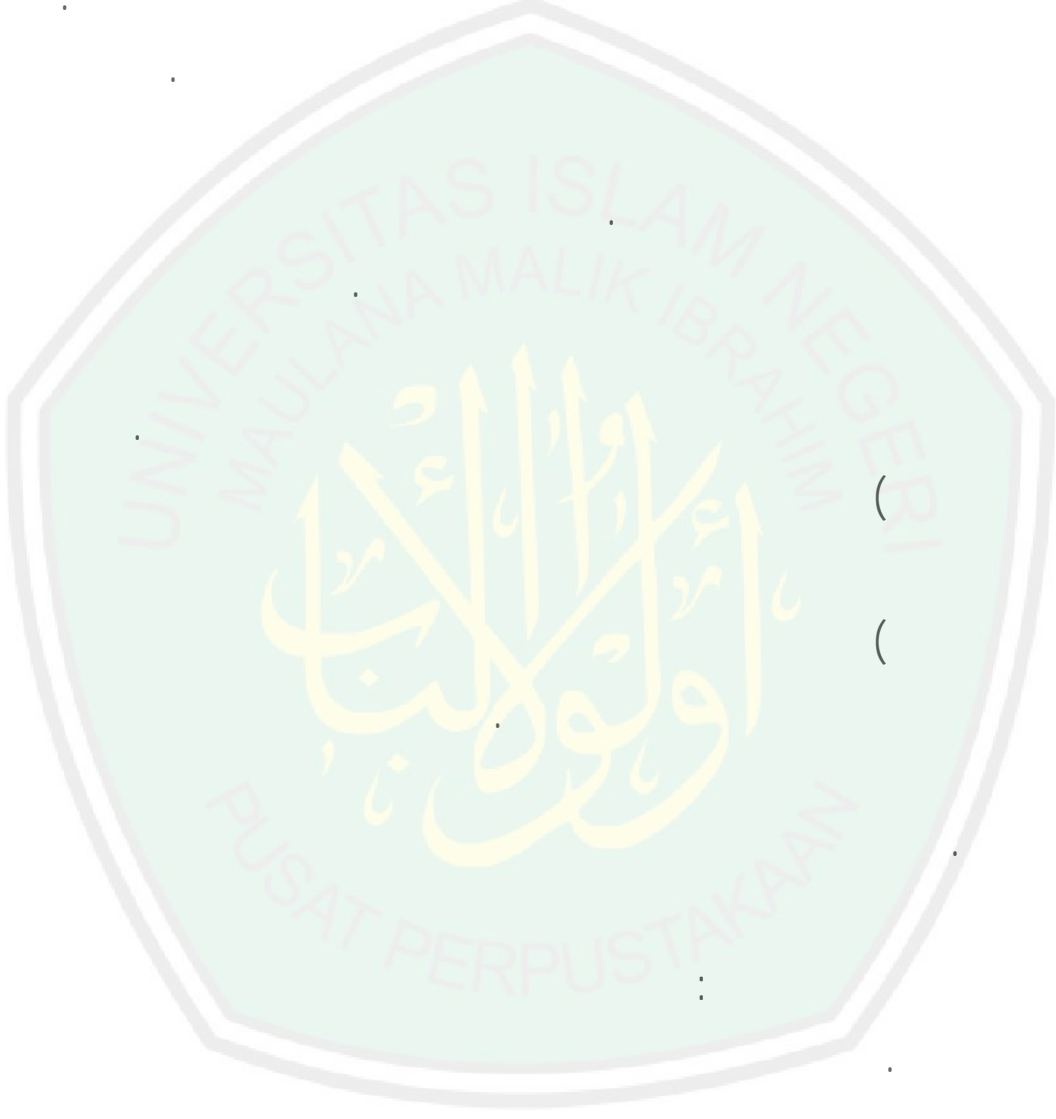
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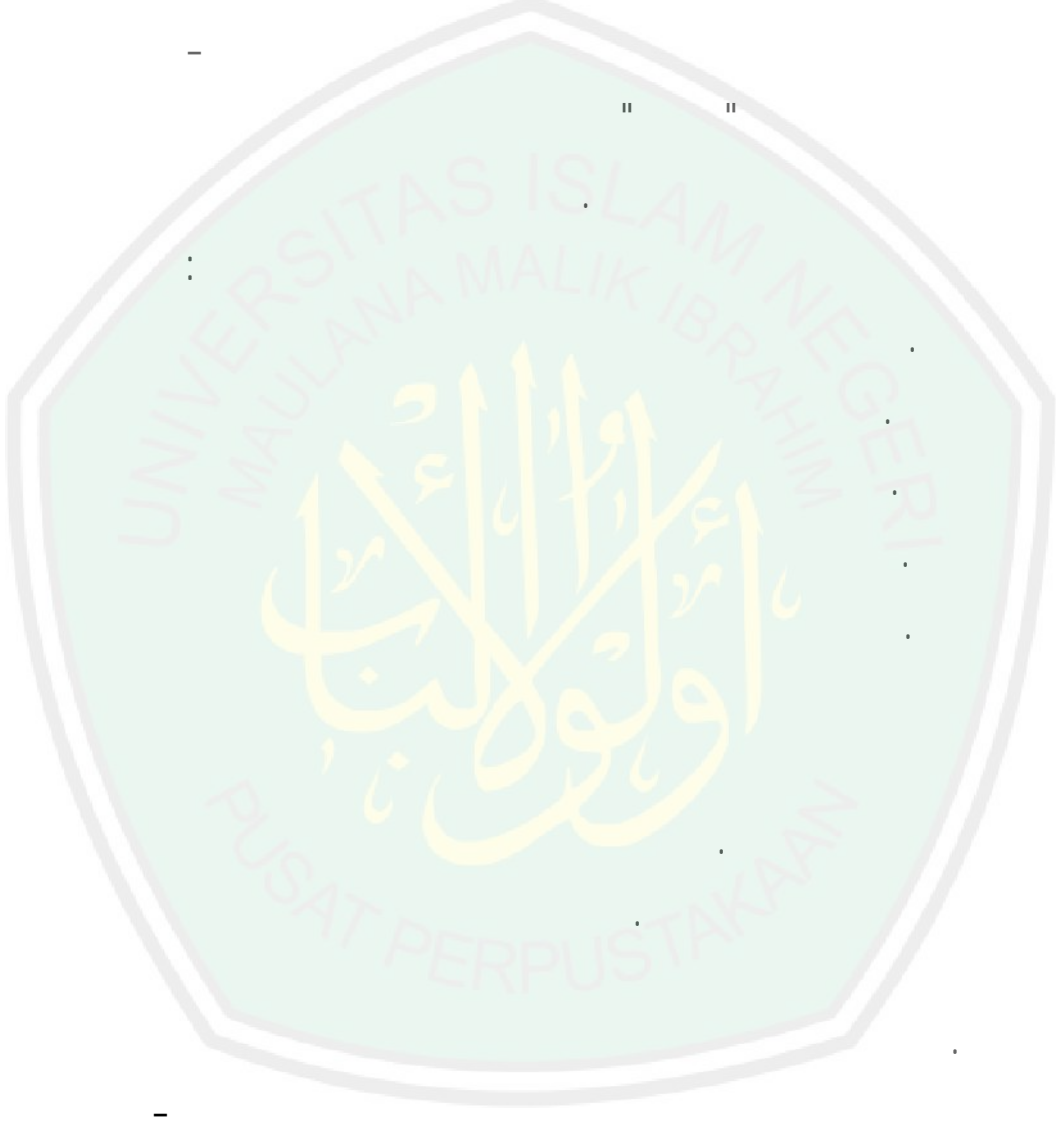
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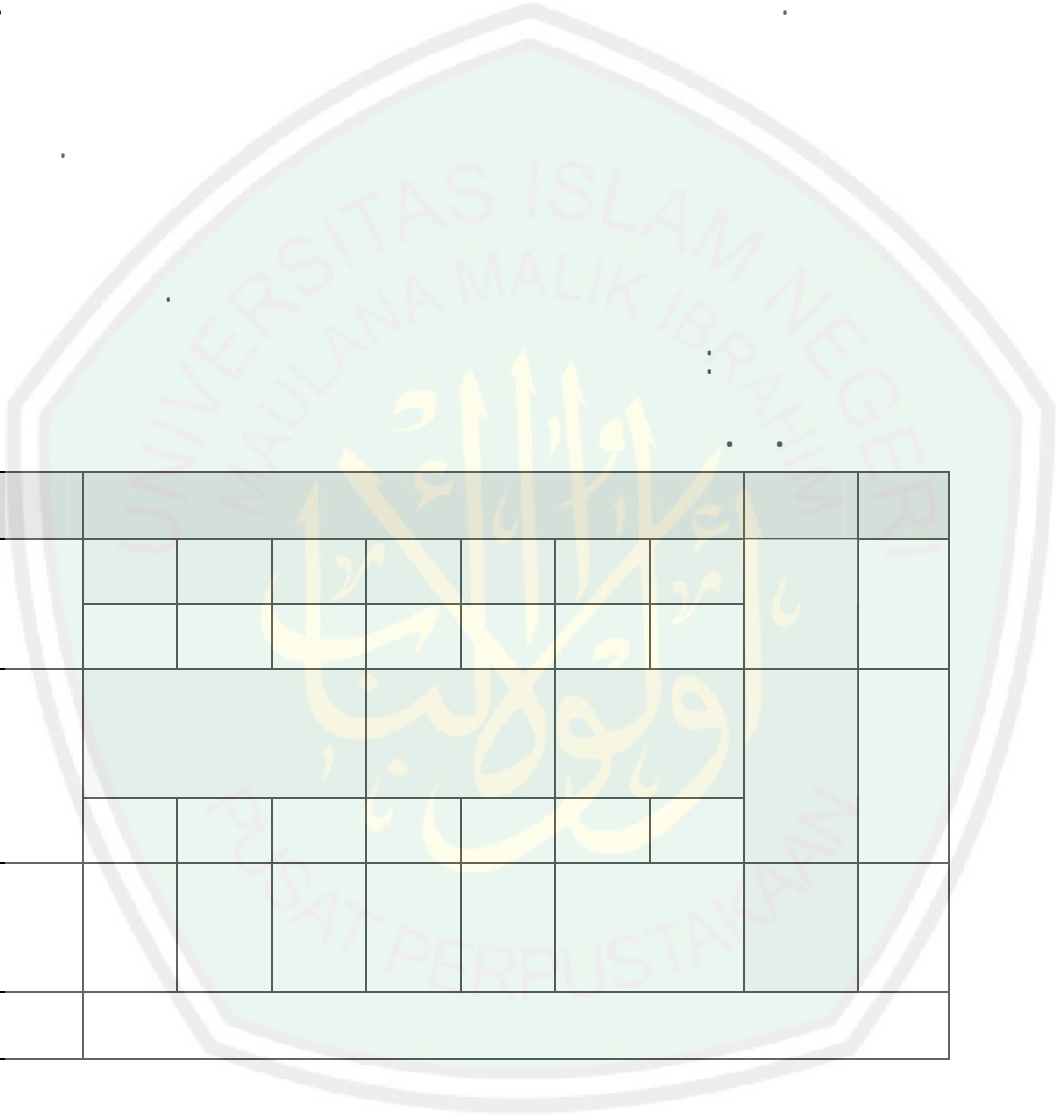
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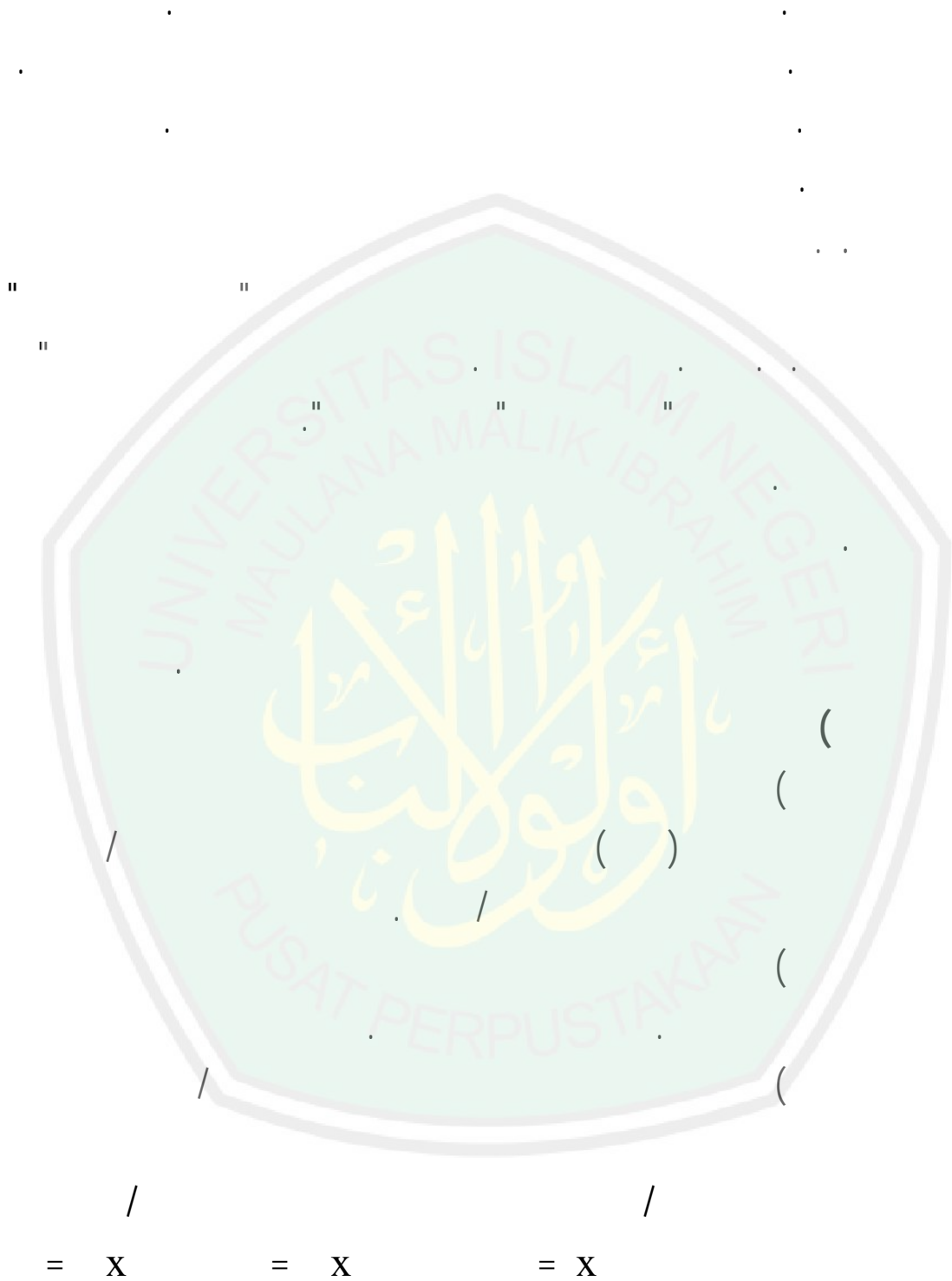


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<sup>46</sup> Murtadho, Nurul dan Irhamni. 2023. *Efektifitas Pengajaran Bahasa Arab Berbasis Kosa Kata untuk Madrasah Ibtidaiyah*. Laporan Penelitian, tidak diterbitkan.

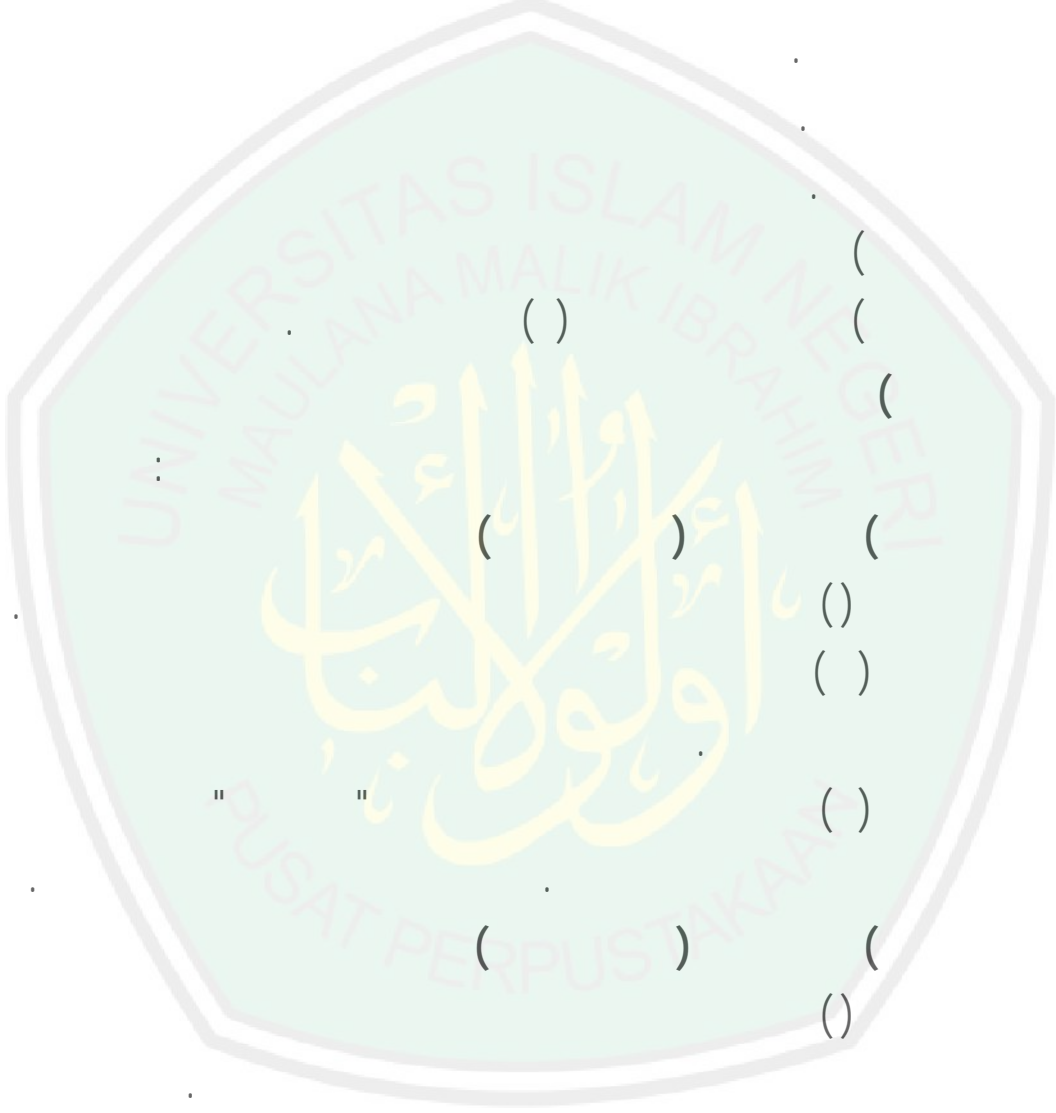
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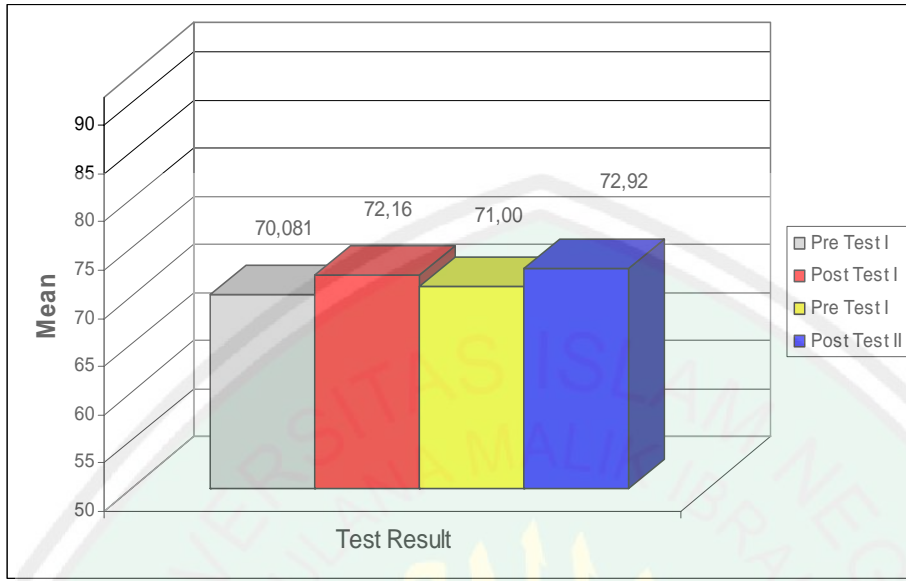
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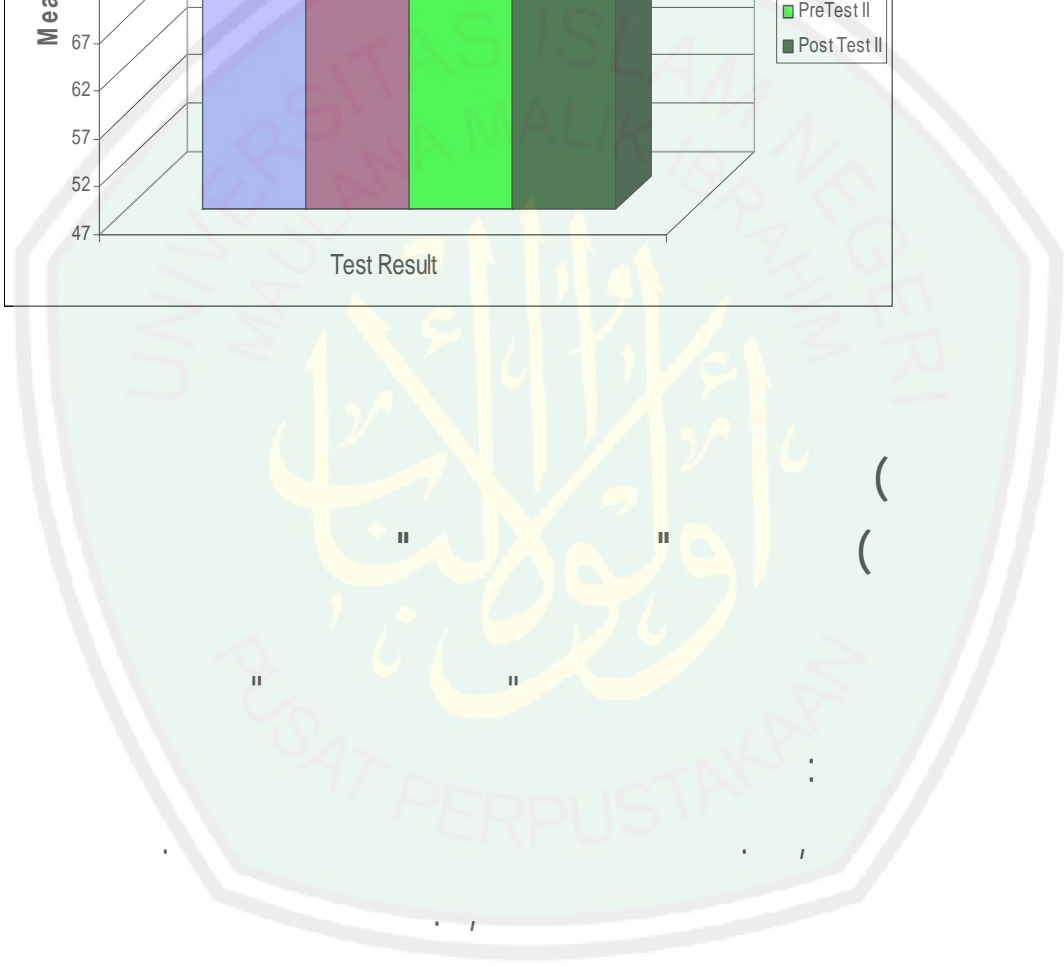
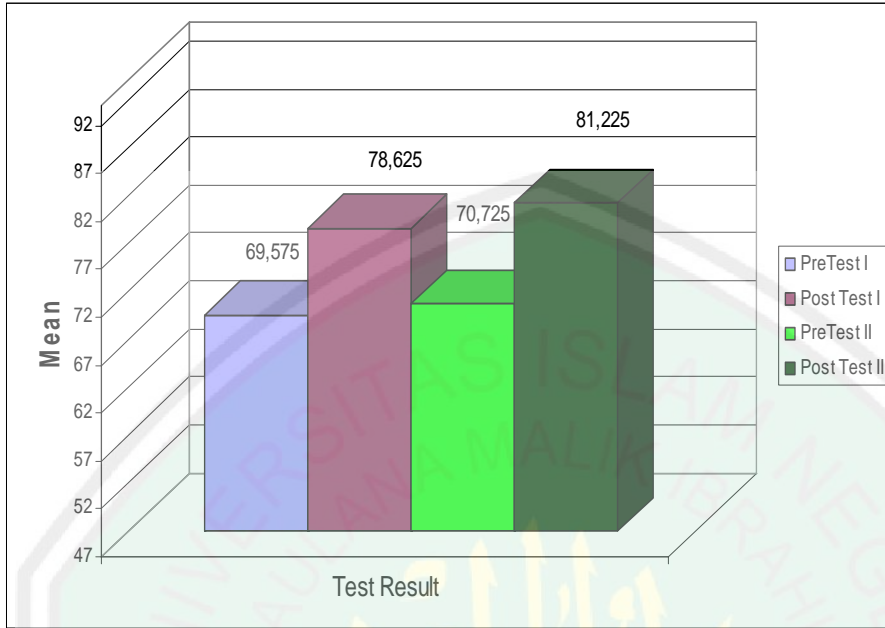


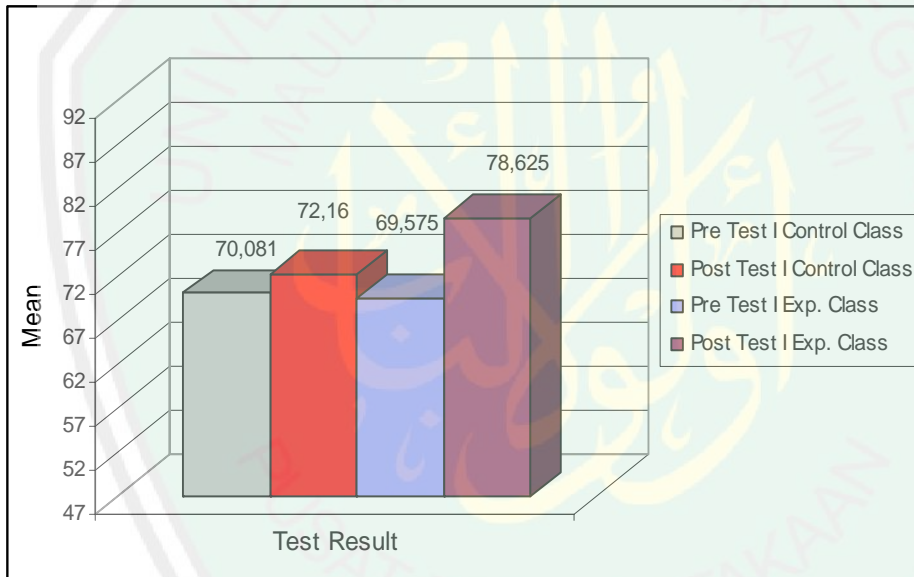
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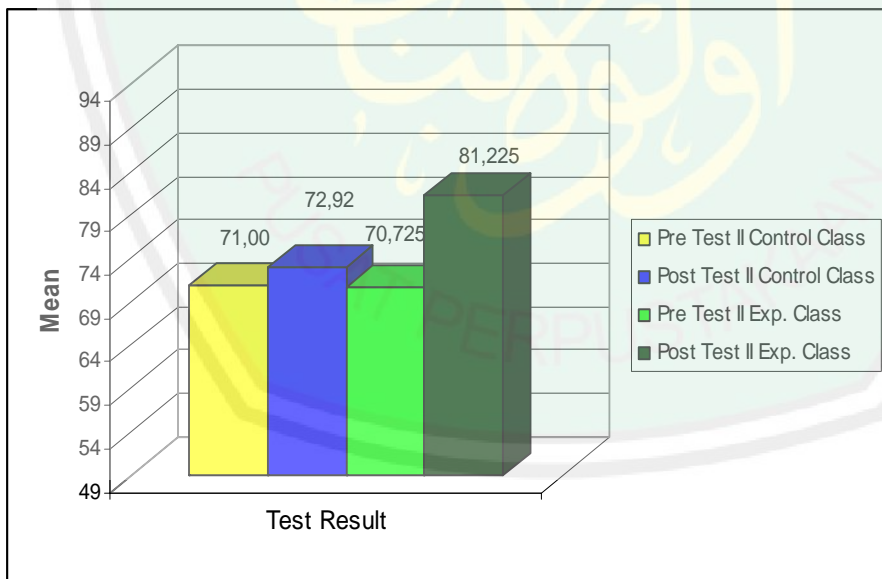
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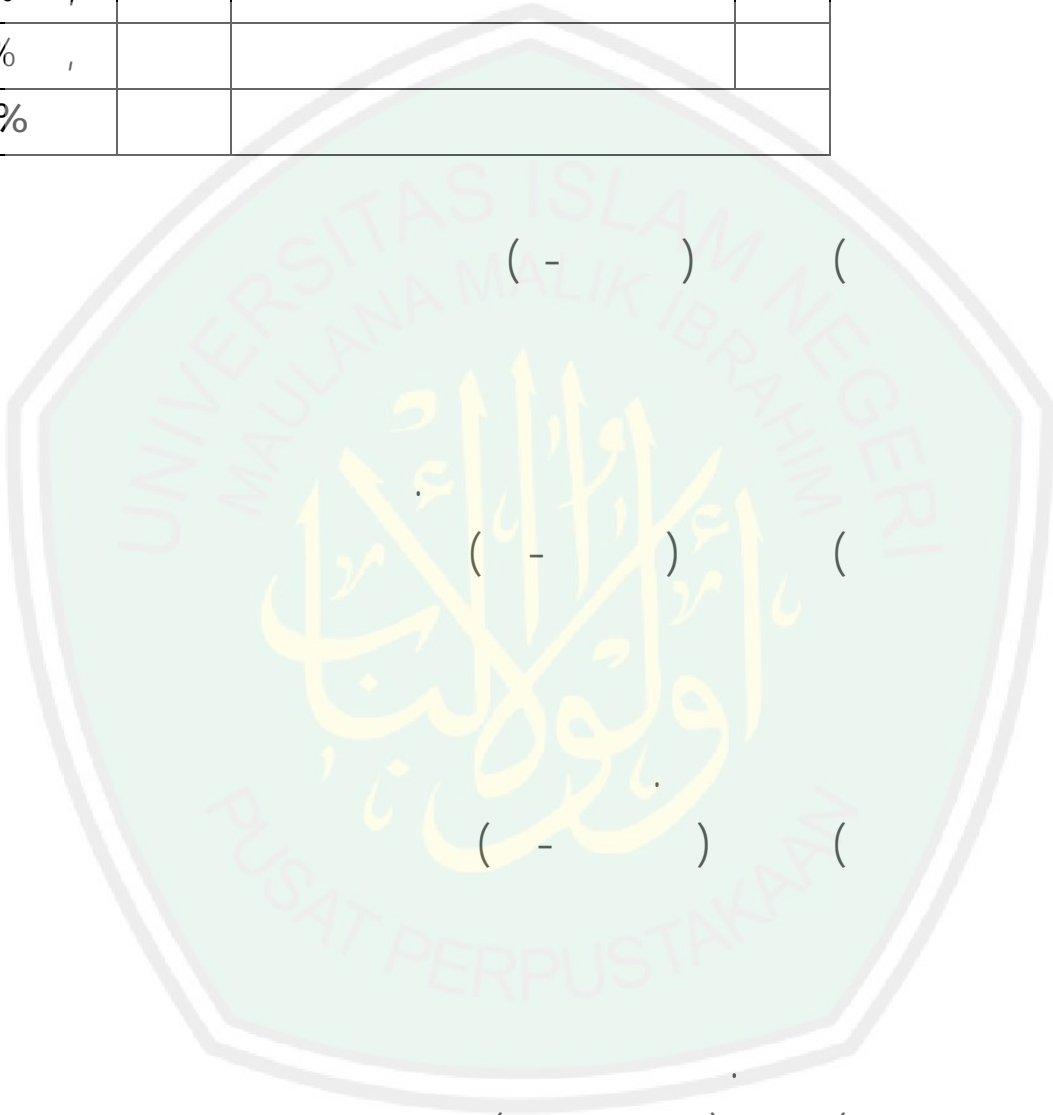
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*(Group Statistics)*

Std Error Mean	Std. Deviation	(Mean)	(N)
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*(Independent Samples Test)*

	Levene's Test for quality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Difference	90 % Convience interval of the difference	
								Lower	Upper
Equal variance assumed	١,٠٠٢	,٣٢٠	,٢١٢	٧٥	,٨٣٣	,٥١	٢,٣٩	- ٤,٢٥	٥,٢٧
Equal variance not assumed			,٢١٠	٧٥,٣١٥	,٨٣٤	,٥١	٢,٤١	-٤,٢٩	٥,٣١

(probability) =  
 $H_0 = \alpha$

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**(Group Statistics)**

Std Error Mean	Std. Deviation	(Mean)	(N)
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,	,	,	

**(Independent Samples Test)**

	Levene's Test for quality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Difference	90% Confidence interval of the difference	
								Lower	Upper
Equal variance assumed	,٠٠٣	,٩٠٤	,١١٥	٧٥	,٩٠٩	,٢٨	٢,٣٩	-٤,٤٩	٥,٠٤
Equal variance not assumed			,١١٥	٧٣,٤٦٧	,٩٠٩	,٢٨	٢,٤٠	-٤,٥١	٥,٠٦

(probability) =



$H_0, \alpha$

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**(Group Statistics)**

Std Error Mean	Std. Deviation	(Mean)	(N)
,	,	,	
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**(Independent Samples Test)**

	Levene's Test for quality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Difference	90 % Confidence interval of the difference	
								Lower	Upper
Equal variance assumed	,638	,426	,232	102	,817	,391	1,682	-2,932	3,713
Equal variance not assumed			,231	146,18	,818	,391	1,690	-2,949	3,730

$H_0, \alpha$

(probability)

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**(Paired Samples Statistics)**

Std Error Mean	Std. Deviation	(Mean)	(N)
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**(Paired Samples Correlations)**

(Sig.)	(Correlation)	(N)
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**(Paired Samples Tests)**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	90 % Confidence interval of the difference				
				Lower	Upper			
	-9,00	3,07	,49	-10,03	-8,07	-18,636	39	,000

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$\alpha$  (probability)  $H_0$

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**(Paired Samples Statistics)**

Std Error Mean	Std. Deviation	(Mean)	(N)

**(Paired Samples Correlations)**

(Sig.)	(Correlation)	(N)

**(Paired Samples Tests)**

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	90% Confidence interval of the difference				
				Lower				Upper
	-10,00	4,71	,74	-12,01	-8,99	-14,109	39	,000

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(probability)

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*(Paired Samples Statistics)*

Std Error Mean	Std. Deviation	(Mean)	(N)
,	,	,	
,	,	,	

*(Paired Samples Correlations)*

(Sig.)	(Correlation)	(N)
,	,	

*(Paired Samples Tests)*

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	90% Confidence interval of the difference				
				Lower	Upper			
	-9,77	4,02	,40	-10,67	-8,88	-21,772	79	,000

(probability)

Ho

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