



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُوا عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ

الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ ﴿٢﴾

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ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾ وَإِنَّ لَكَ

لَأَجْرًا غَيْرَ مَمْنُونٍ ﴿٣﴾

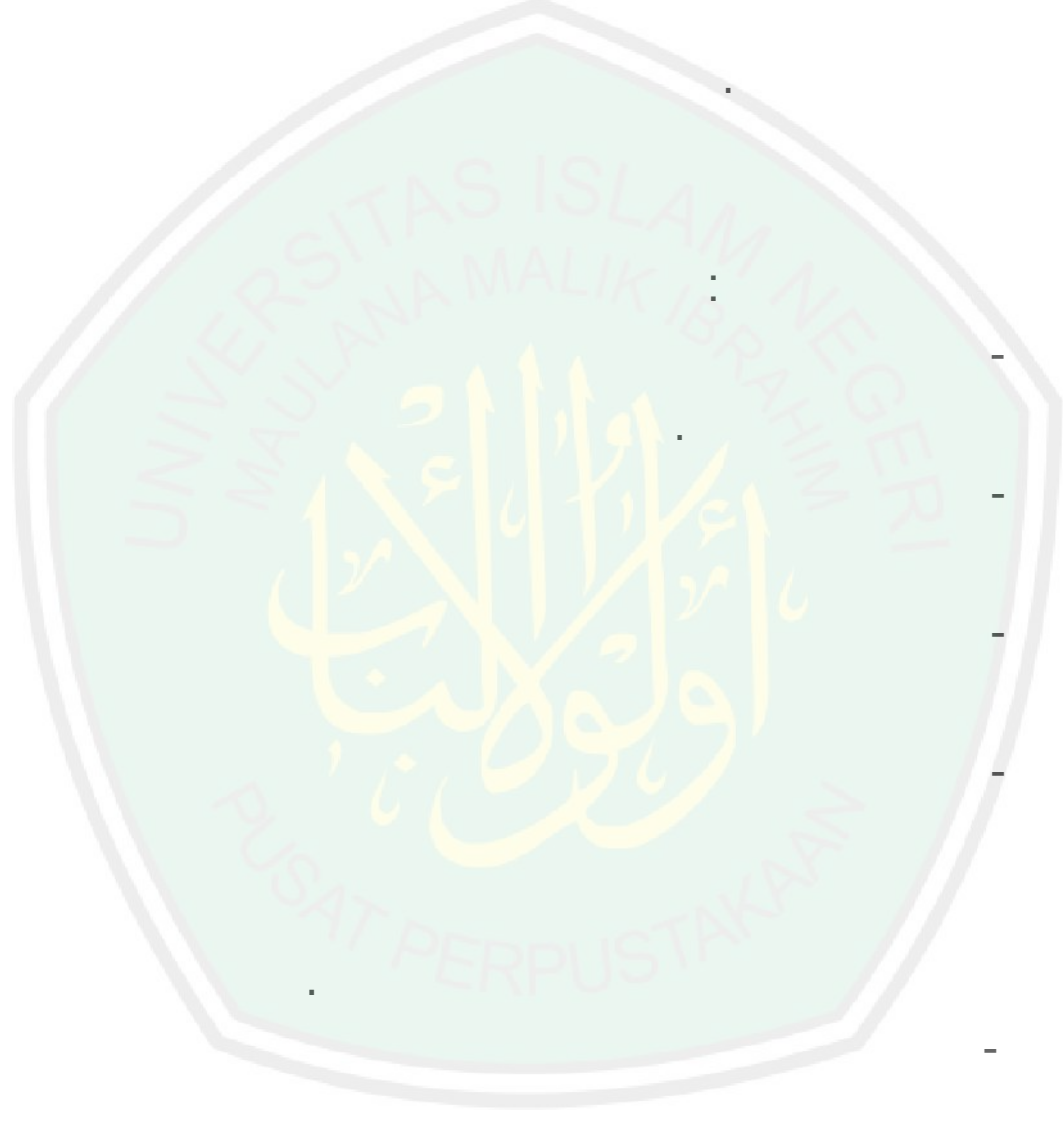
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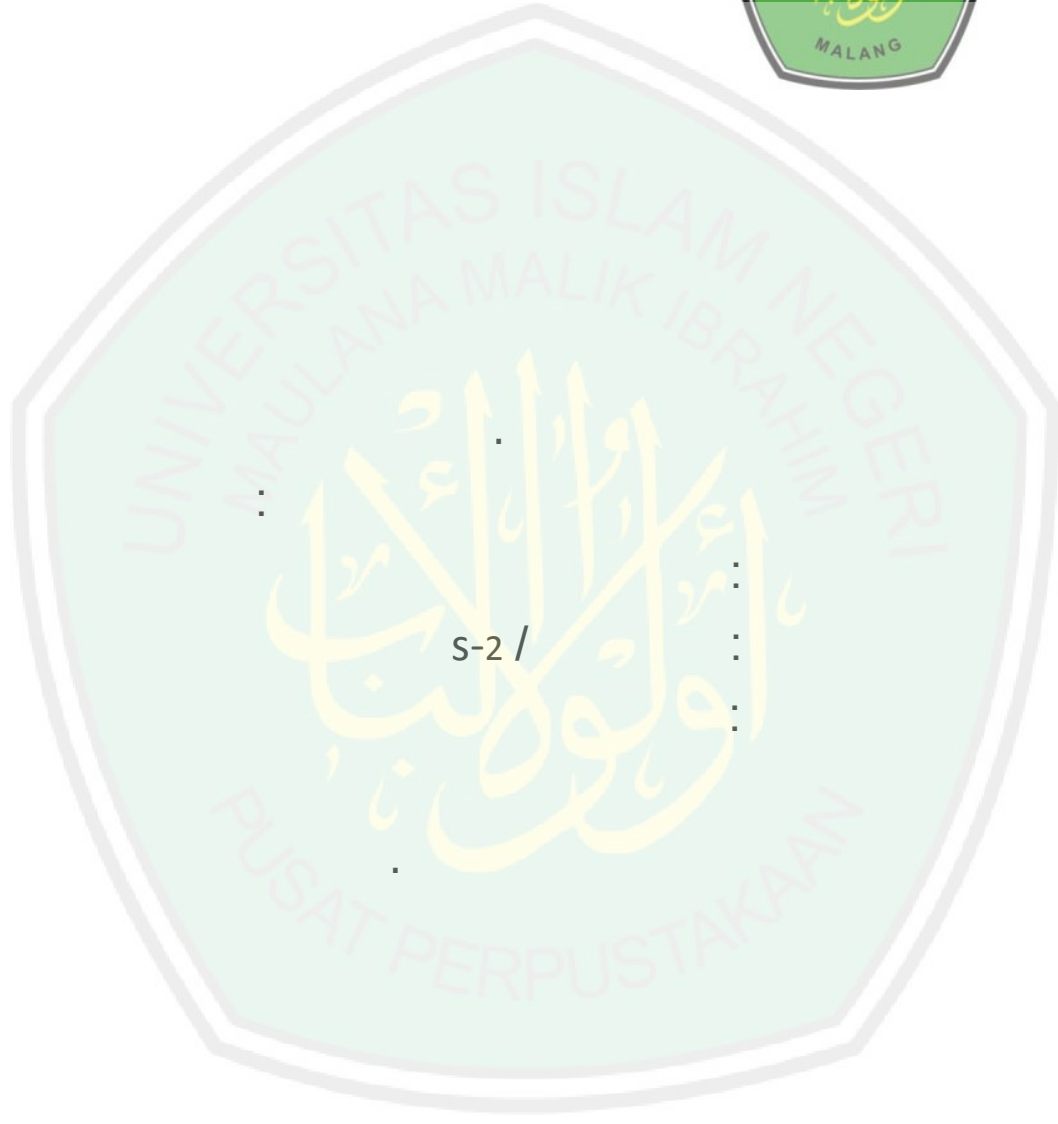
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿١﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٢﴾

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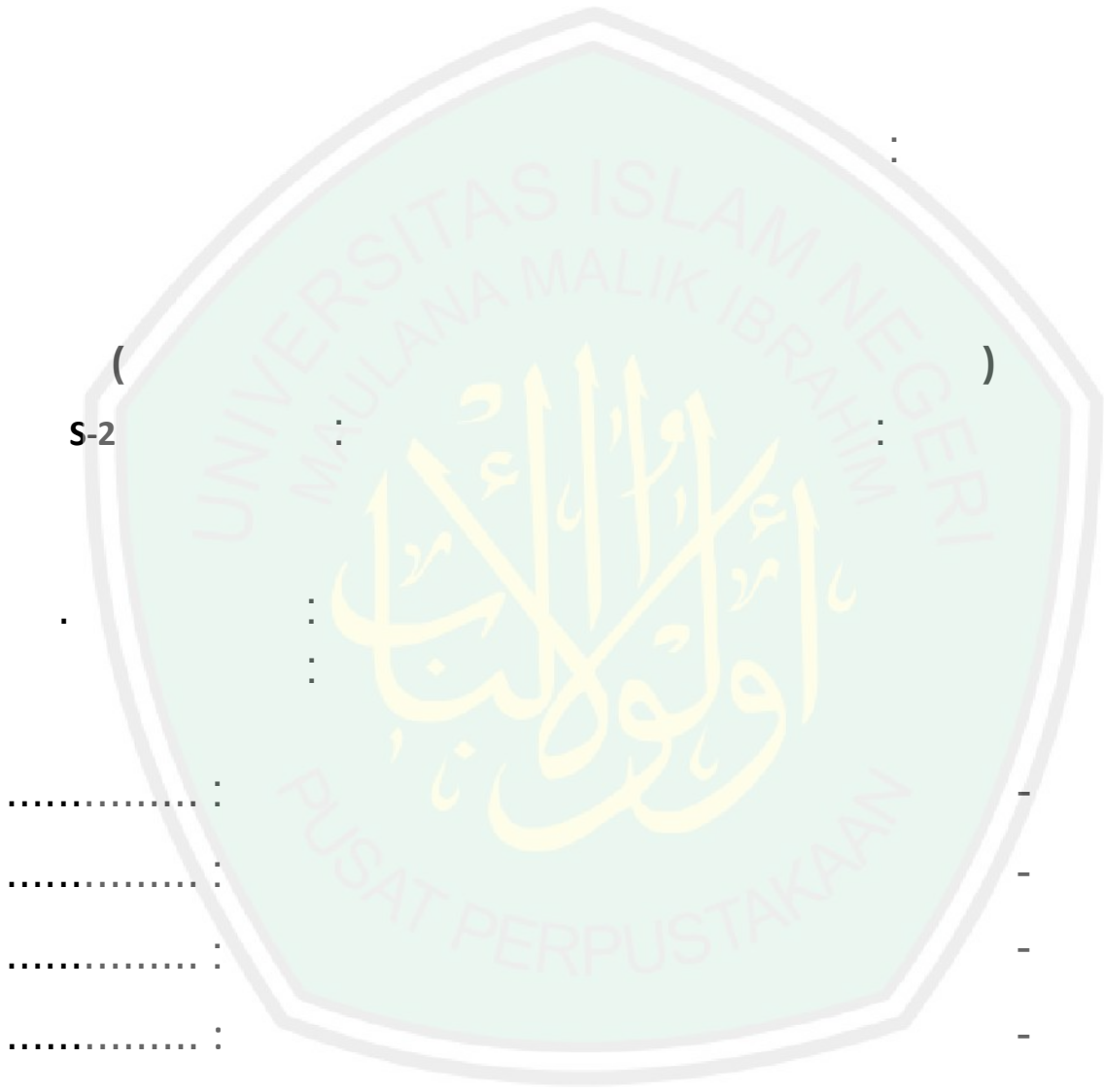






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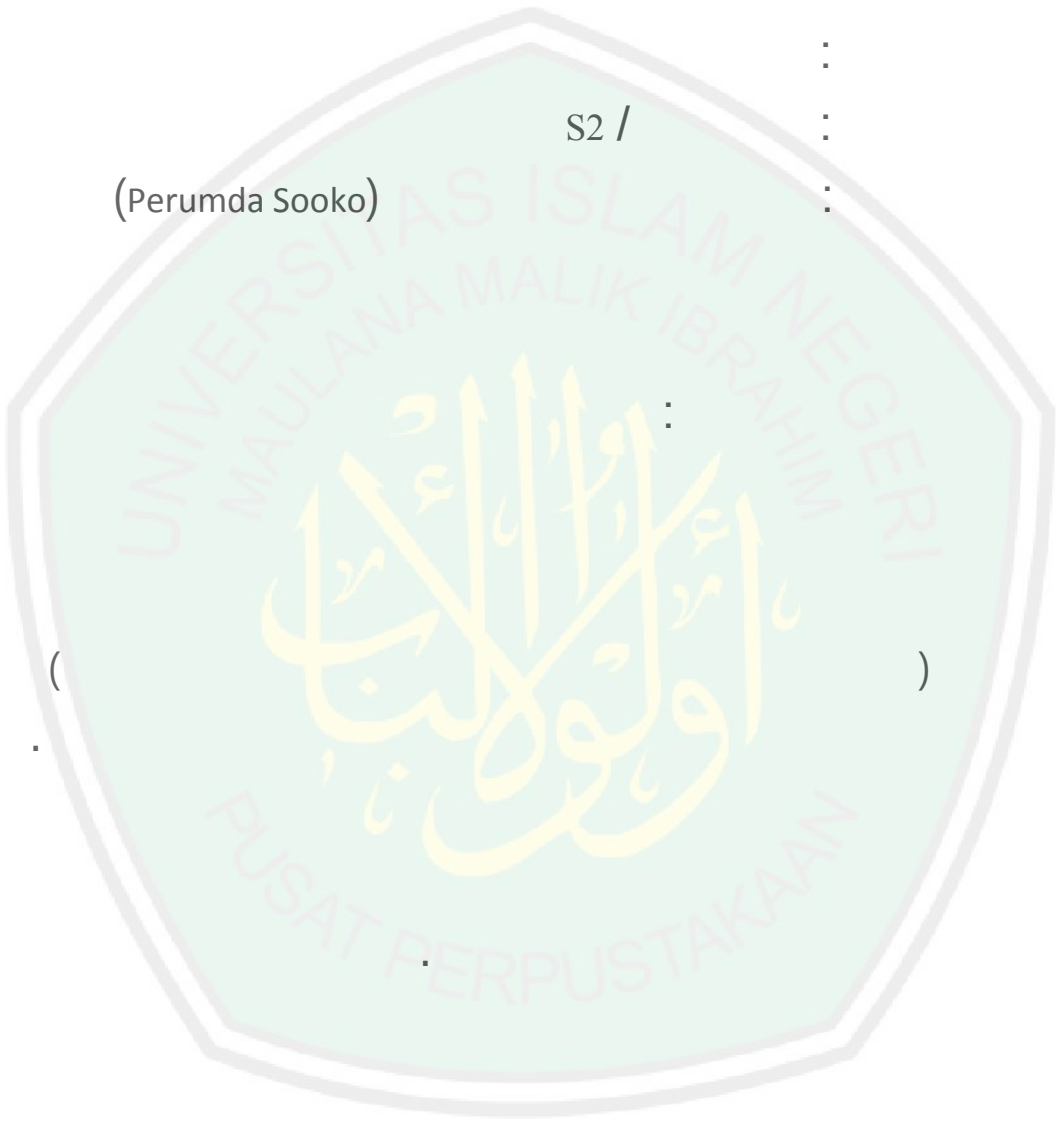
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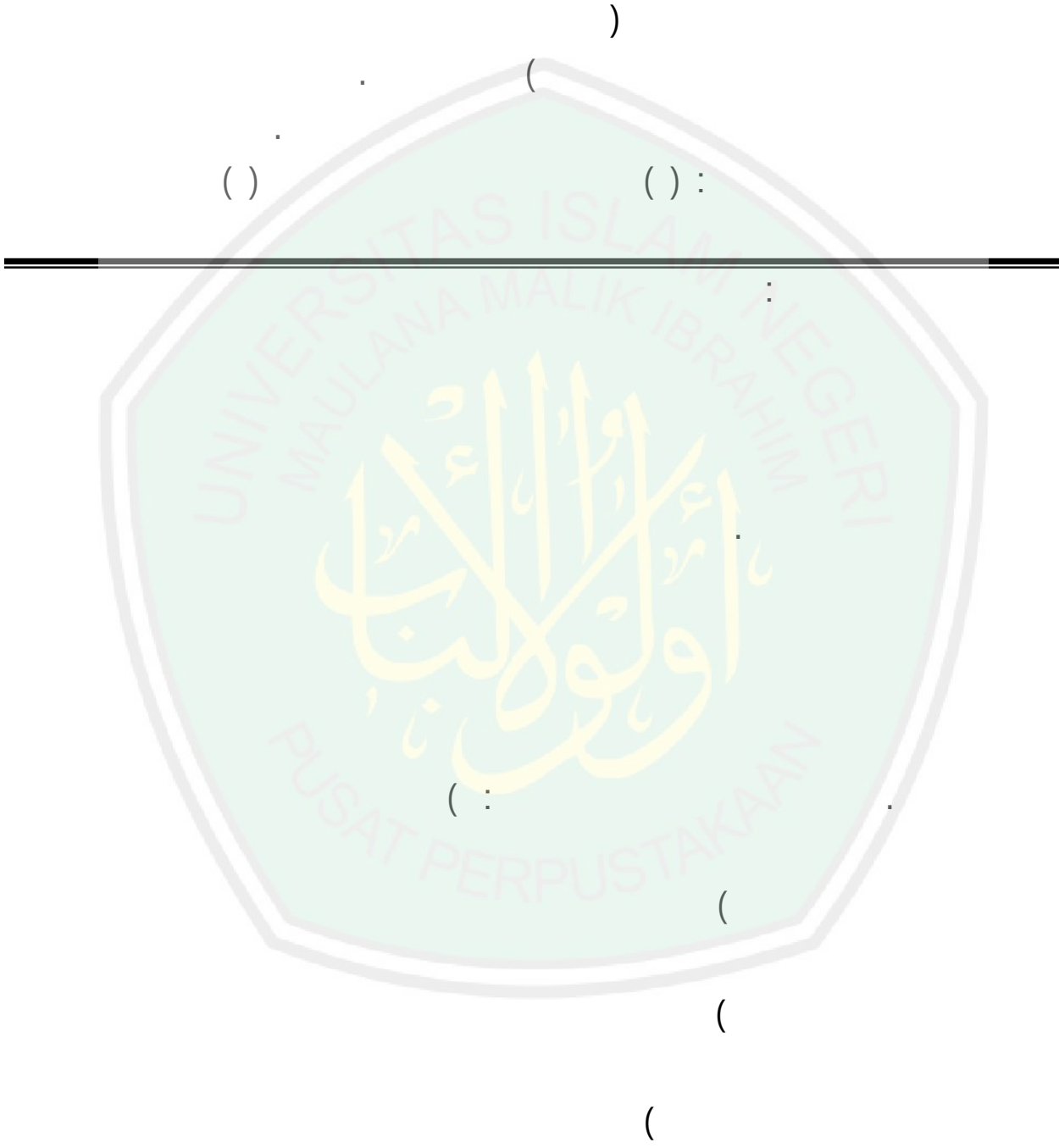
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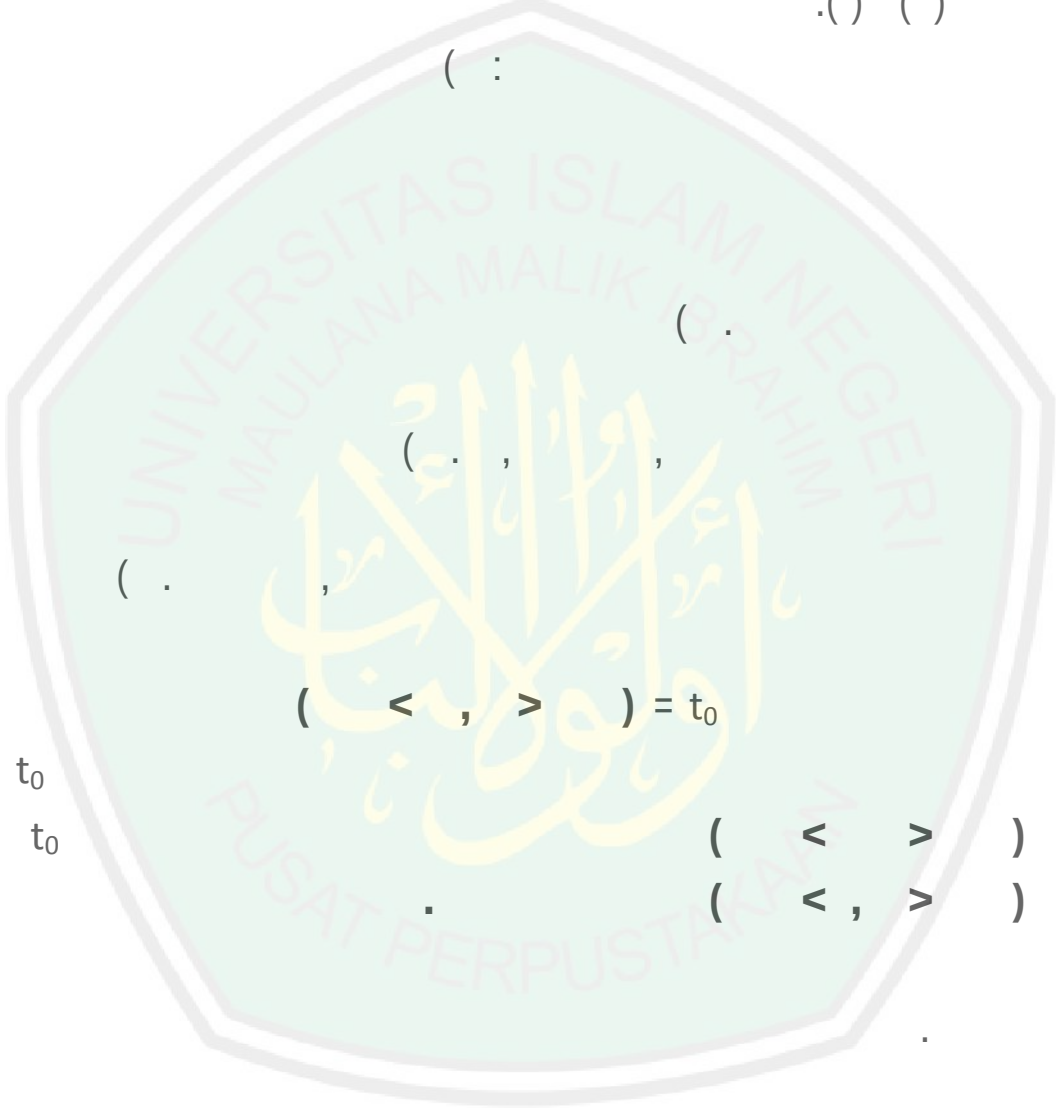
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ABSTRACT

Luluk Mas'udah, 2011. The use of language games in improving writing skills in Madarasah Tsanawiyah Affairs Mojokerto East Java, Thesis. Postgraduate Program, Malang State University of Islam (UIN).

Advisors: (1) Dr. Muhammad Afifuddin Dimyathi.
(2) Dr. Faisol Mahmud Ibrahim Adam.

Key words: Teaching Arabic Language, Writing Skill, Language Games.

Writing skill is one of the language skills that need to be improved and developed. Writing is also one of the most important subject matter because it is closely associated with other materials, therefore the learning process of reading teachers must use strategies or teaching techniques or by using the appropriate media language learning as well as games that can motivate students to learn and can be assist them in improving their reading skills.

Based on the above, the study aims to determine the effectiveness of the use of the language game by playing "sort out the phrase" to improve writing skills especially the ability to write words and simple sentence structure make the grade I MTsN Mojokerto. And in this study researchers formulate formulation of the problem as follows: 1) How to shape the application of the language game "sort out the phrase" in teaching writing skills in students grade I MTsN Mojokerto East Java?. 2) The extent to which effective use of language games "sort out the phrase" in improving writing skills, especially writing skills of students said in class I MTsN Mojokerto East Java?. 3) The extent to which effective use of language games "sort out the phrase" in improving writing skills in particular skills to make a simple sentence structure in students' class I MTsN Mojokerto East Java?. And researchers assume that the effective use of these games to improve reading skills, especially reading comprehension texts to students at the school. This study used experimental procedures. The design study is a Pretest-posttest two groups (Experimental and Control). The population of this study were all students in grade VII in the school in academic year 2010-2011 yang totaled 247 students, and samples of this study were 80 students of class VII C and class D. The results of this study are: 1) That the use of the language game "sort out the phrase" as a medium of learning has helped students improve writing skills in word and make a simple sentence structure, and in the process of learning the students were active, and joyful spirit, this indicates that the game This is very effective in implementing the learning to read at this school. 2) That the effective use of language games "sort out the phrase" to improve writing skills, especially writing skills have been proven to be a real word and convincing proof of the increasing value average of post test experimental group results from 61.35 to 84.15. 3) That the effective use of language games "sort out the phrase" to improve the writing skills to make a simple sentence in particular has proven to be real and convincing proof of the increasing value average of experimental group post test results from 27.275 to 38. Finding the t table by two ways, first based on the results of a pretest-post test experimental group with t0 value is greater than t table value ($2.02 < 15.52 > 2.71$), both based on post test results of experiment and control groups also value t0 bigger than t table ($2.02 < 4.32 > 2.71$).

Based on the results of this study is expected for teachers or researchers subsequently used to develop games that researchers in the realm of teaching other language skill or learning vocabulary, as well as to develop and expand its variations so that students do not feel tired and bored.

ABSTRAK

Luluk Mas'udah, 2011. Penggunaan Permainan Bahasa dalam Meningkatkan Keterampilan Menulis di Madarasah Tsanawiyah Negeri Mojokerto Jawa Timur, Thesis. Program Pascasarjana Universitas Islam Negeri (UIN) Malang.
Pembimbing: (1) Dr. Muhammad Afifuddin Dimiyathi. (2) Dr. Faisol Mahmud Adam Ibrahim.

Kata kunci: Pengajaran Bahasa Arab, Keterampilan Menulis, Permainan Bahasa.

Keterampilan menulis merupakan salah satu keterampilan berbahasa yang perlu ditingkatkan dan dikembangkan. Menulis juga merupakan salah satu materi pelajaran yang paling penting karena sangat berkaitan dengan materi yang lain, oleh karena itu dalam proses pembelajaran membaca guru harus menggunakan strategi atau teknik mengajar yang sesuai atau dengan menggunakan media pembelajaran serta permainan bahasa yang dapat memotivasi siswa dalam belajar dan dapat membantu mereka dalam meningkatkan keterampilan menulis mereka.

Berdasarkan hal diatas, maka penelitian ini bertujuan untuk mengetahui efektifitas penggunaan permainan bahasa dengan cara bermain "mengurut kalimat" untuk meningkatkan keterampilan menulis khususnya kemampuan menulis kata dan membuat susunan kalimat sederhana pada siswa kelas I MTsN Mojokerto. Dan dalam penelitian ini peneliti merumuskan rumusan masalah sebagai berikut : 1) Bagaimana bentuk penerapan permainan bahasa "mengurut kalimat" dan permainan tanya jawab dalam pembelajaran keterampilan menulis pada siswa kelas I MTsN Mojokerto Jawa Timur ?. 2) Sejauh mana efektifitas penggunaan permainan bahasa "mengurut kalimat" dan permainan tanya jawab dalam meningkatkan keterampilan menulis khususnya keterampilan menulis kata pada siswa kelas I MTsN Mojokerto Jawa Timur?. 3) Sejauh mana efektifitas penggunaan permainan bahasa "mengurut kalimat" dan permainan tanya jawab dalam meningkatkan keterampilan menulis khususnya keterampilan membuat susunan kalimat sederhana pada siswa kelas I Mojokerto Jawa Timur ?. 4) Manakah yang lebih efektif antara penggunaan permainan bahasa mengurut kalimat dan permainan tanya jawab? Dan peneliti berasumsi bahwa penggunaan permainan ini efektif untuk meningkatkan keterampilan menulis khususnya dalam menulis kata dan menyusun kalimat.

Penelitian ini menggunakan prosedur eksperimen. Desain penelitian yang digunakan adalah Pretest-Posttest dua kelompok (Eksperimen dan Kontrol). Adapun Populasi dari penelitian ini adalah semua siswa kelas VII pada sekolah tersebut pada tahun ajaran 2010-2011 yang berjumlah 247 siswa, dan sampel dari penelitian ini adalah 80 siswa dari kelas VII C dan kelas VII D.

Adapun hasil dari penelitian ini adalah : 1) Bahwa penggunaan permainan bahasa "mengurutkan kalimat" sebagai media pembelajaran telah membantu siswa dalam meningkatkan kemampuan menulis kata dan membuat susunan kalimat sederhana, dan dalam proses pembelajaran siswa terlihat aktif, semangat dan gembira, ini menunjukkan bahwa permainan ini sangat efektif di terapkan pada pembelajaran membaca pada sekolah ini. 2) Bahwa efektifitas penggunaan permainan bahasa "mengurut kalimat" untuk meningkatkan keterampilan menulis khususnya ketrampilan menulis kata telah terbukti secara nyata dan meyakinkan dengan bukti meningkatnya nilai rata-rata kelompok eksperimen hasil post test dari 61.35 ke 84.15. 3) Bahwa efektifitas penggunaan permainan bahasa "mengurut kalimat" untuk meningkatkan keterampilan menulis khususnya membuat kalimat sederhana telah terbukti secara nyata dan meyakinkan dengan bukti meningkatnya nilai rata2 kelompok eksperimen hasil post test dari 27.275

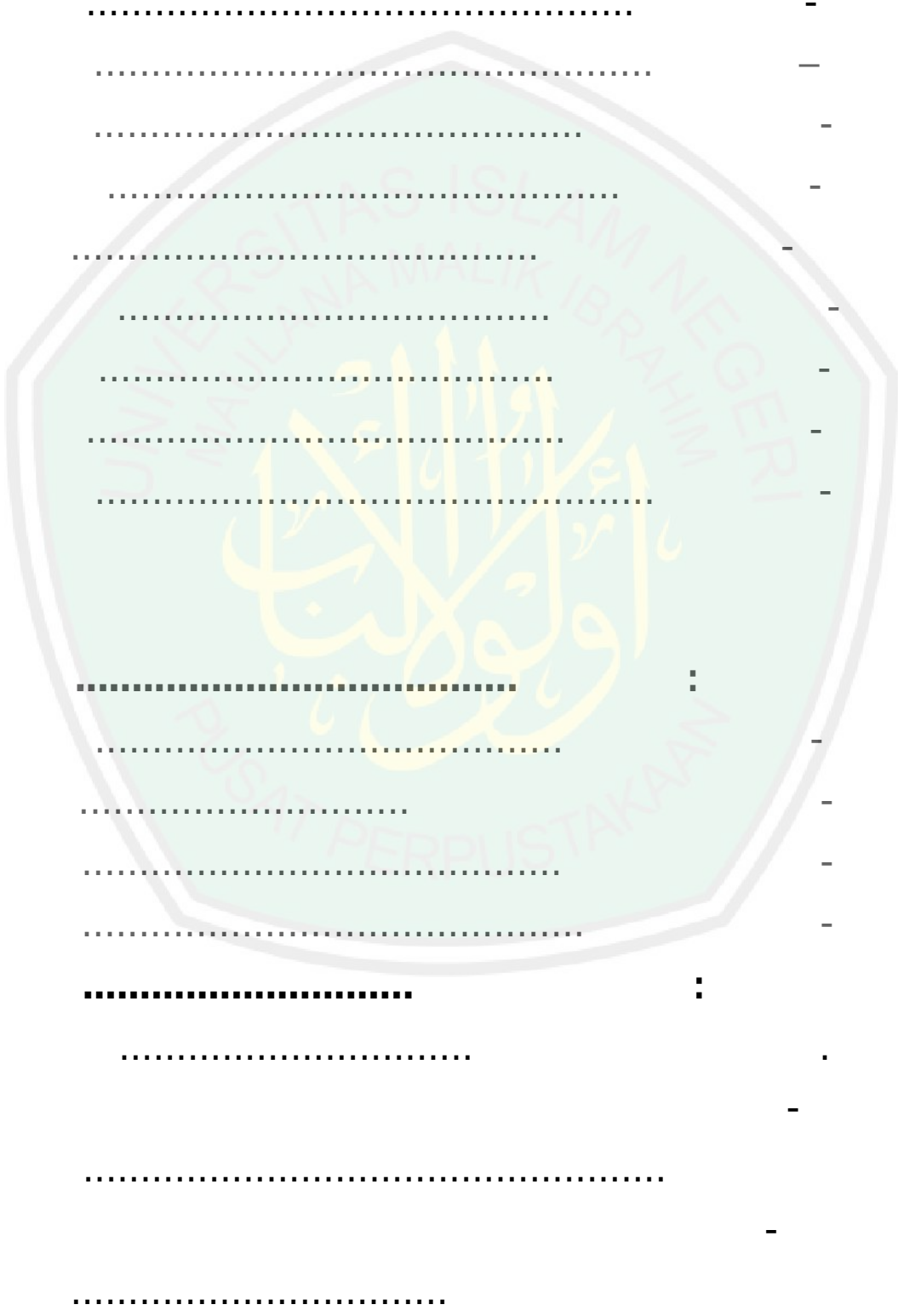
ke 38. 4) Mencari hasil t tabel berdasarkan dua cara, pertama berdasarkan hasil pretest-post test kelompok eksperimen dengan nilai t_0 lebih besar dari nilai t tabel ($2,02 < 15.52 > 2,71$), kedua berdasarkan hasil post test kelompok Eksperimen dan Kontrol nilai t_0 juga lebih besar dari t tabel ($2,02 < 4,32 > 2,71$) setelah menggunakan permainan mengurut kata, dan ($2,02 < 3.72 > 2,71$) setelah menggunakan permainan tanya jawab. Jadi permainan mengurut kata lebih efektif dari pada permainan tanya jawab.

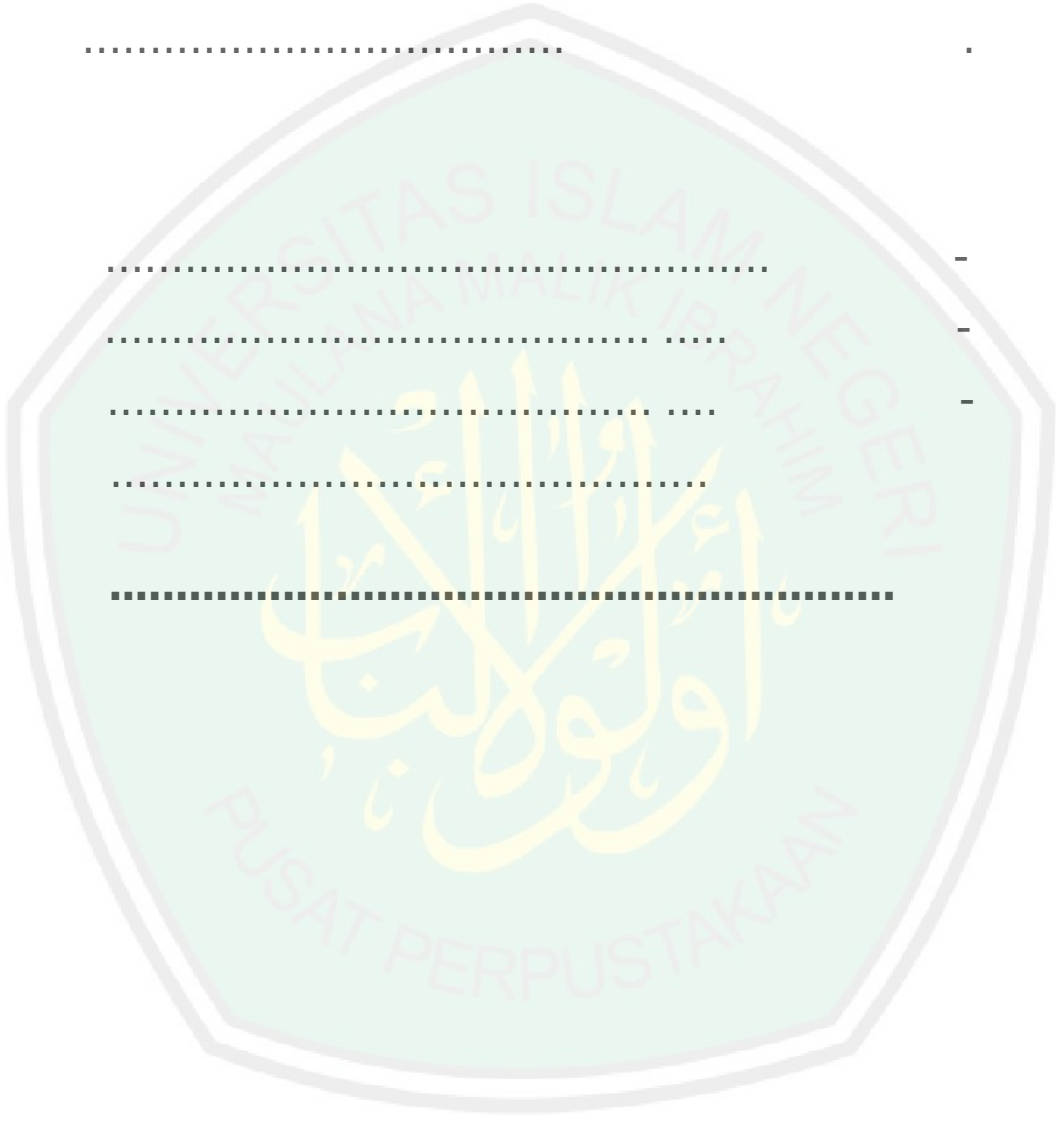
Berdasarkan hasil penelitian ini diharapkan bagi guru atau peneliti selanjutnya untuk mengembangkan permainan yang dipakai peneliti dalam ranah pengajaran keterampilan berbahasa yang lain atau pembelajaran kosa kata, begitu juga agar mengembangkan dan memperbanyak variasinya sehingga siswa tidak merasa jenuh dan bosan.



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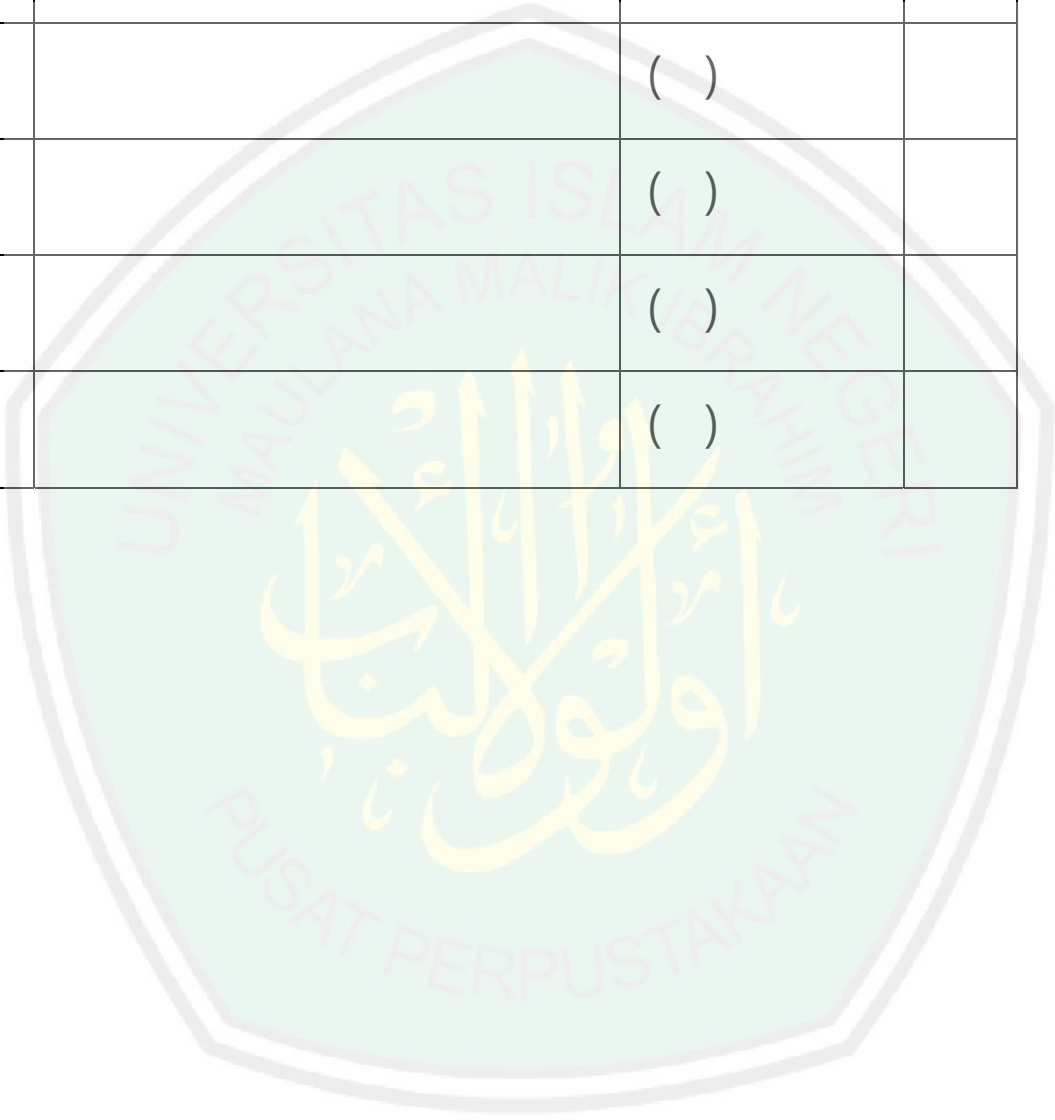
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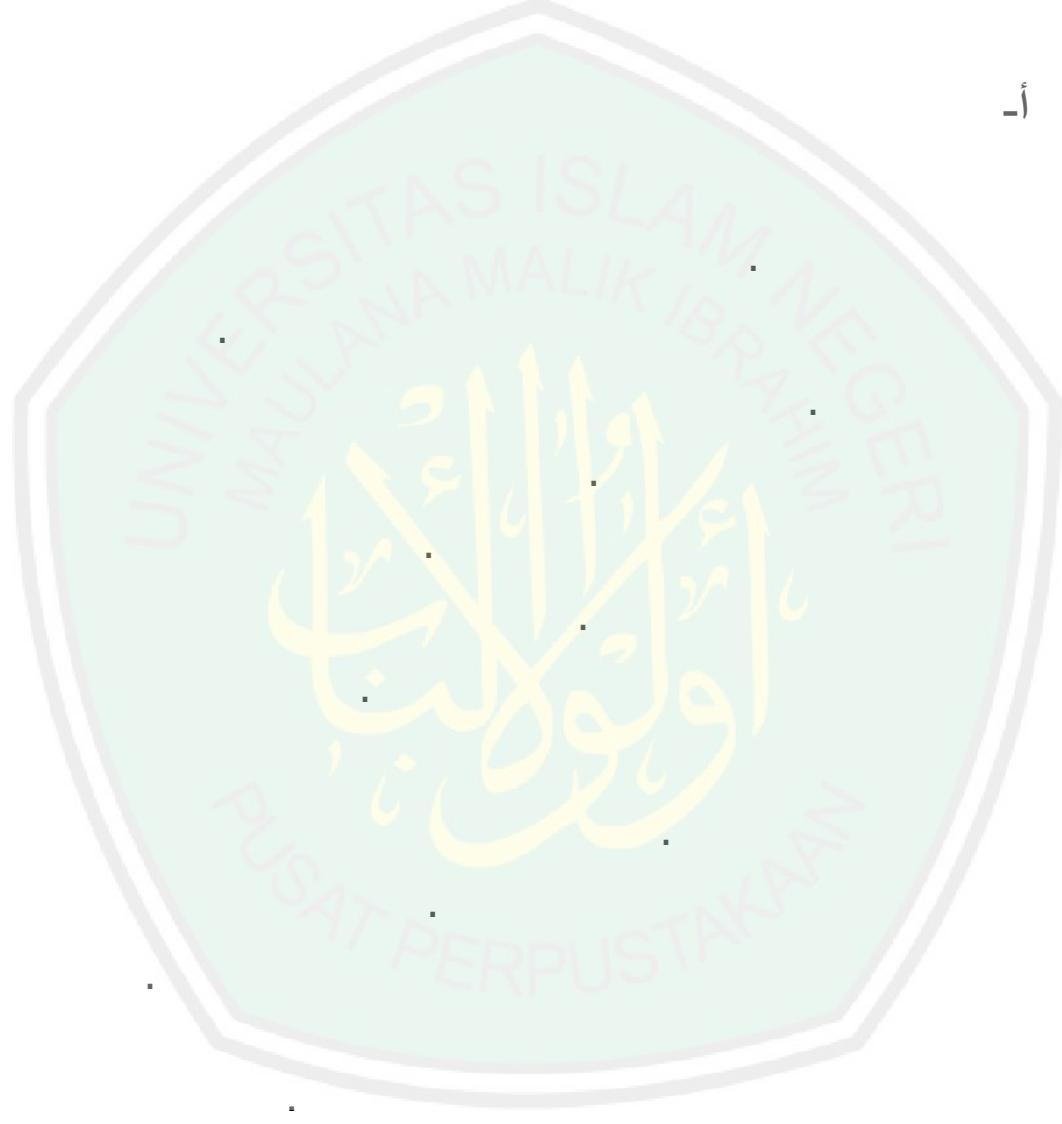


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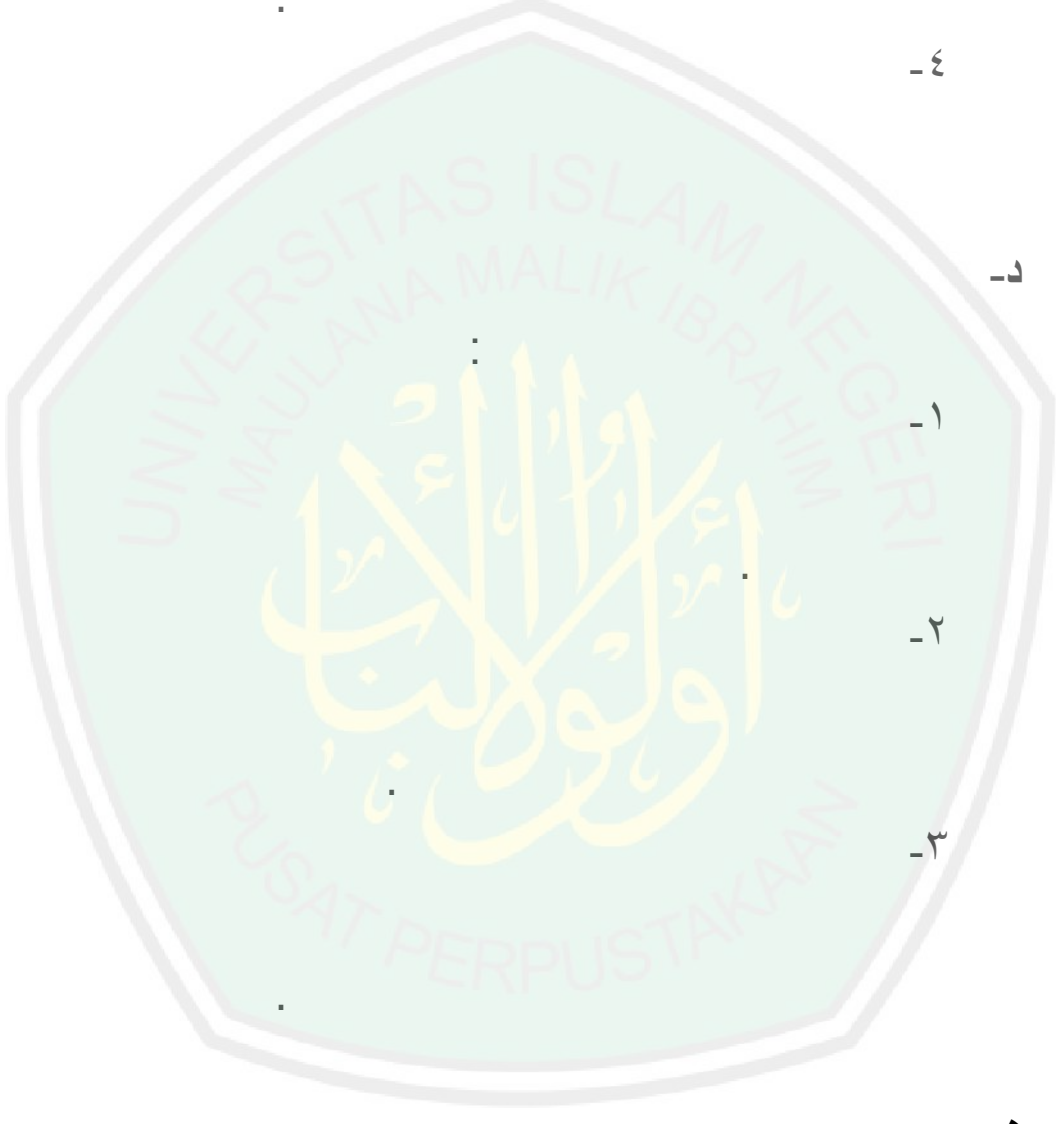
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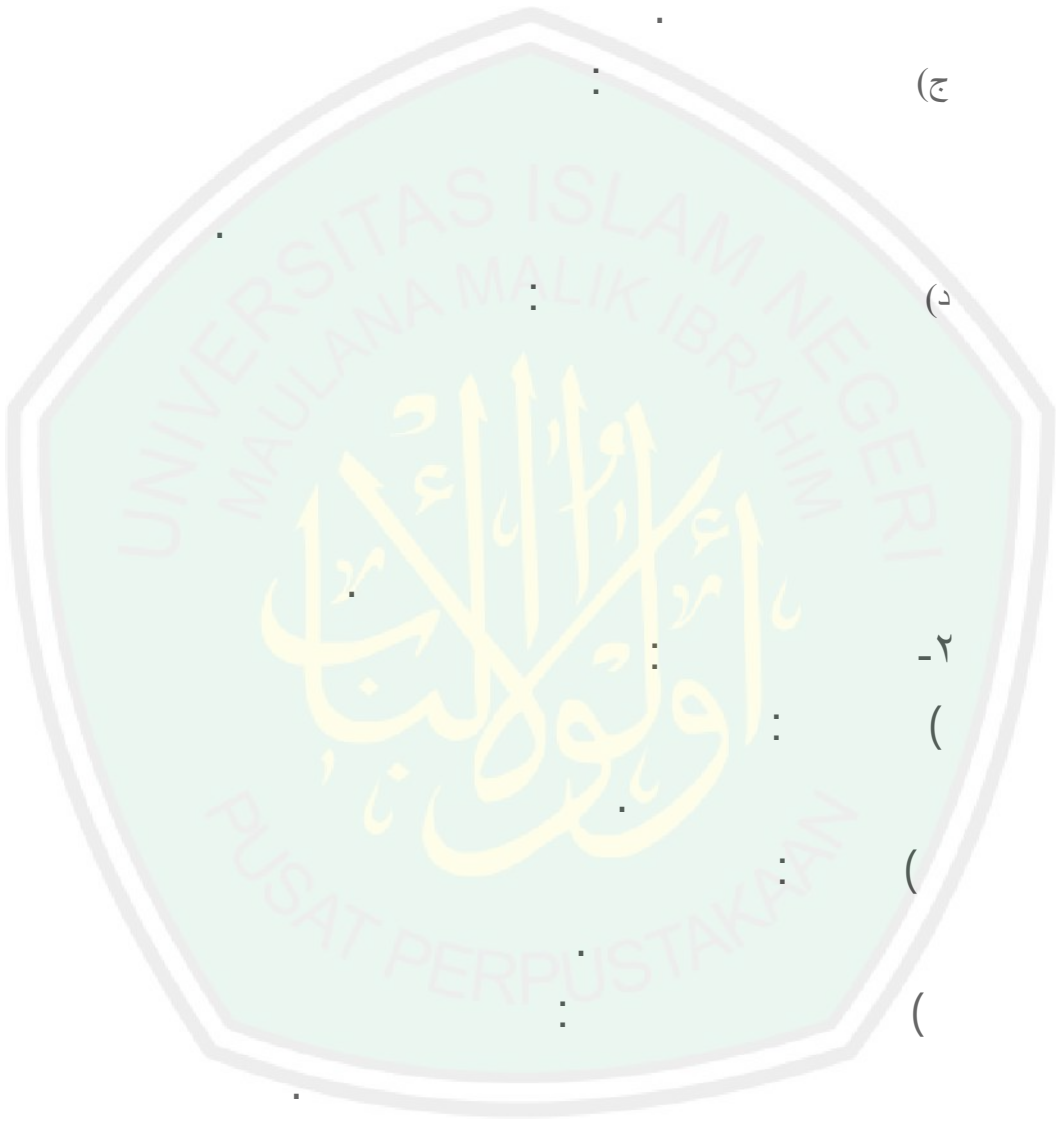
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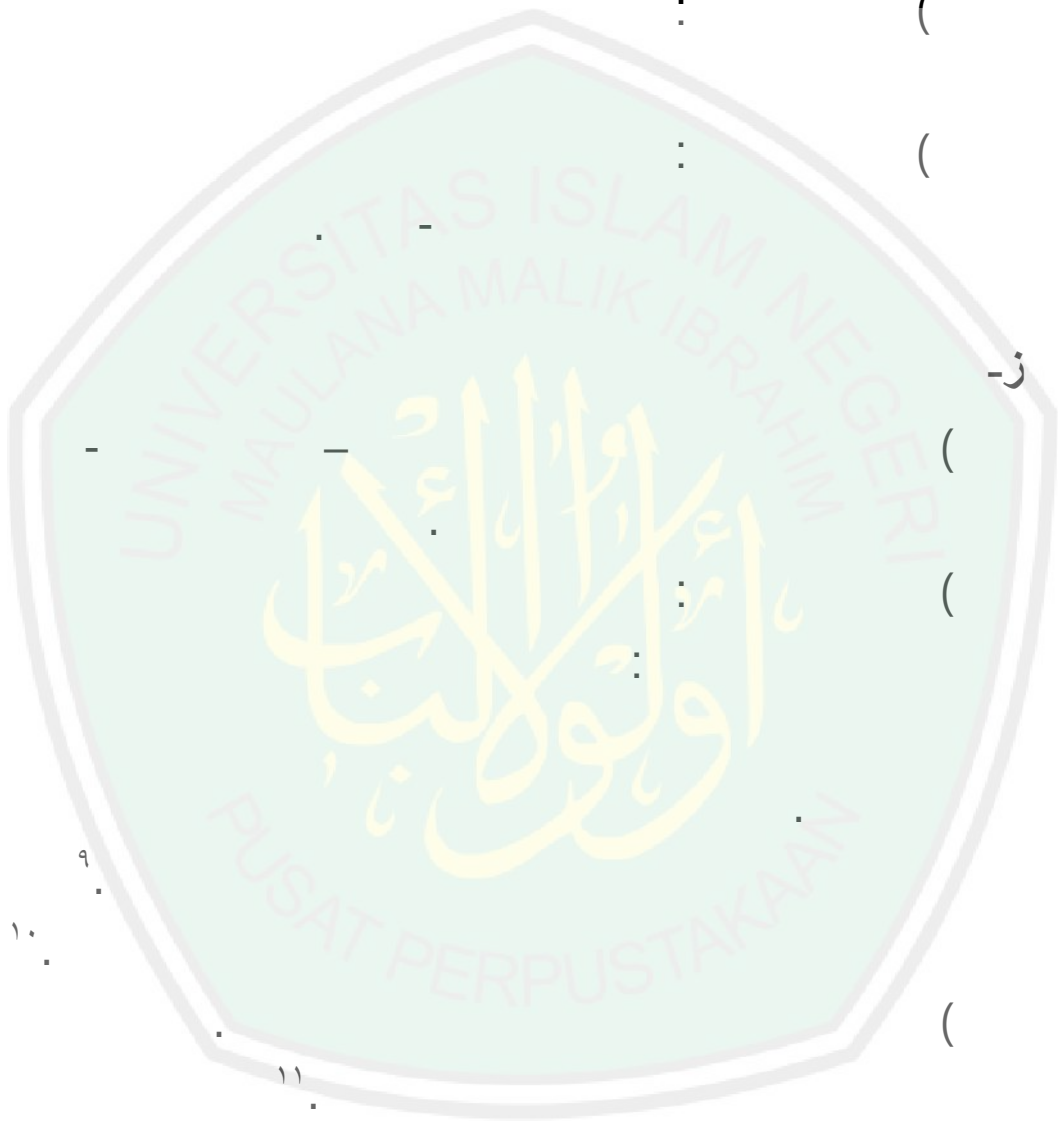
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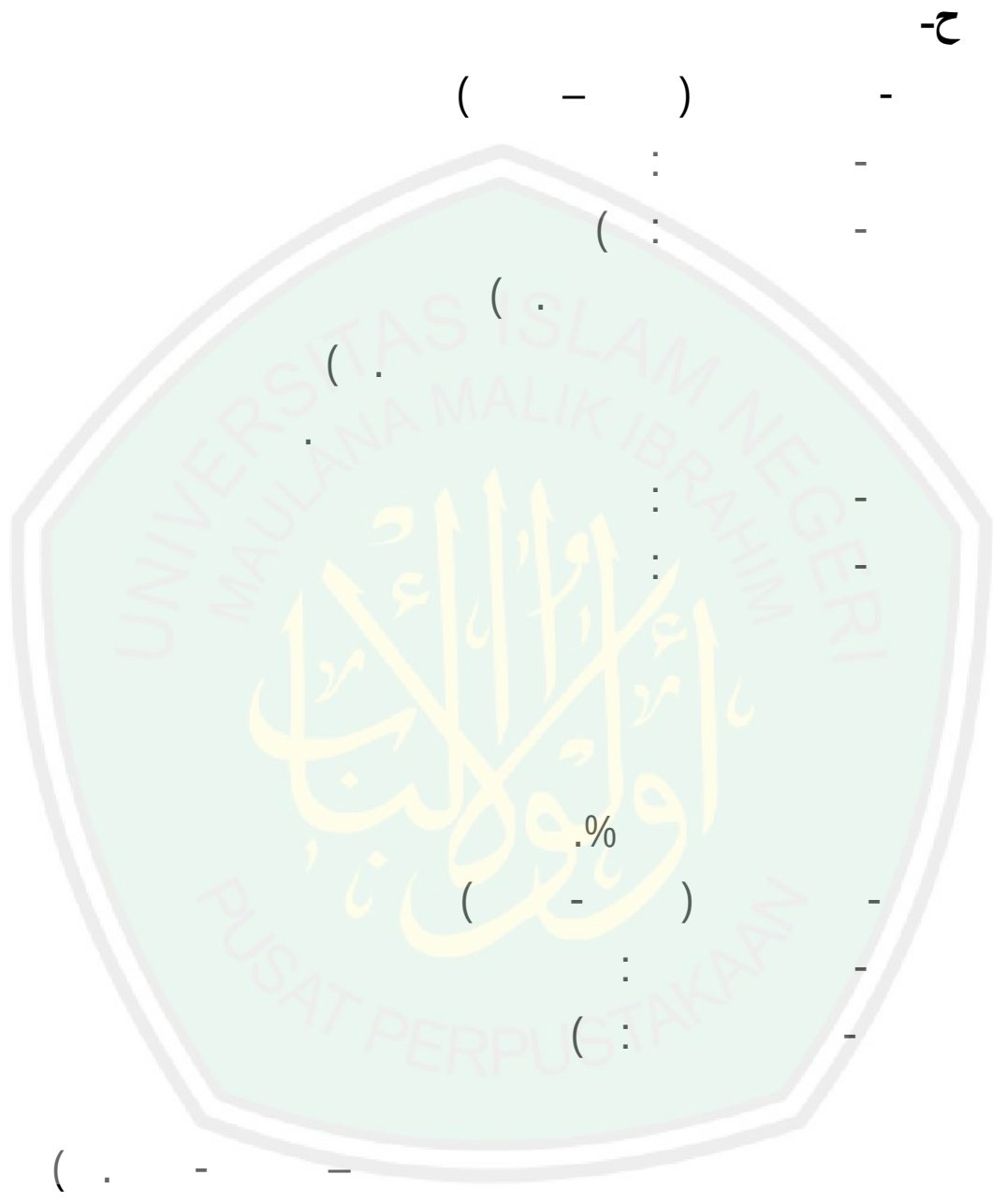
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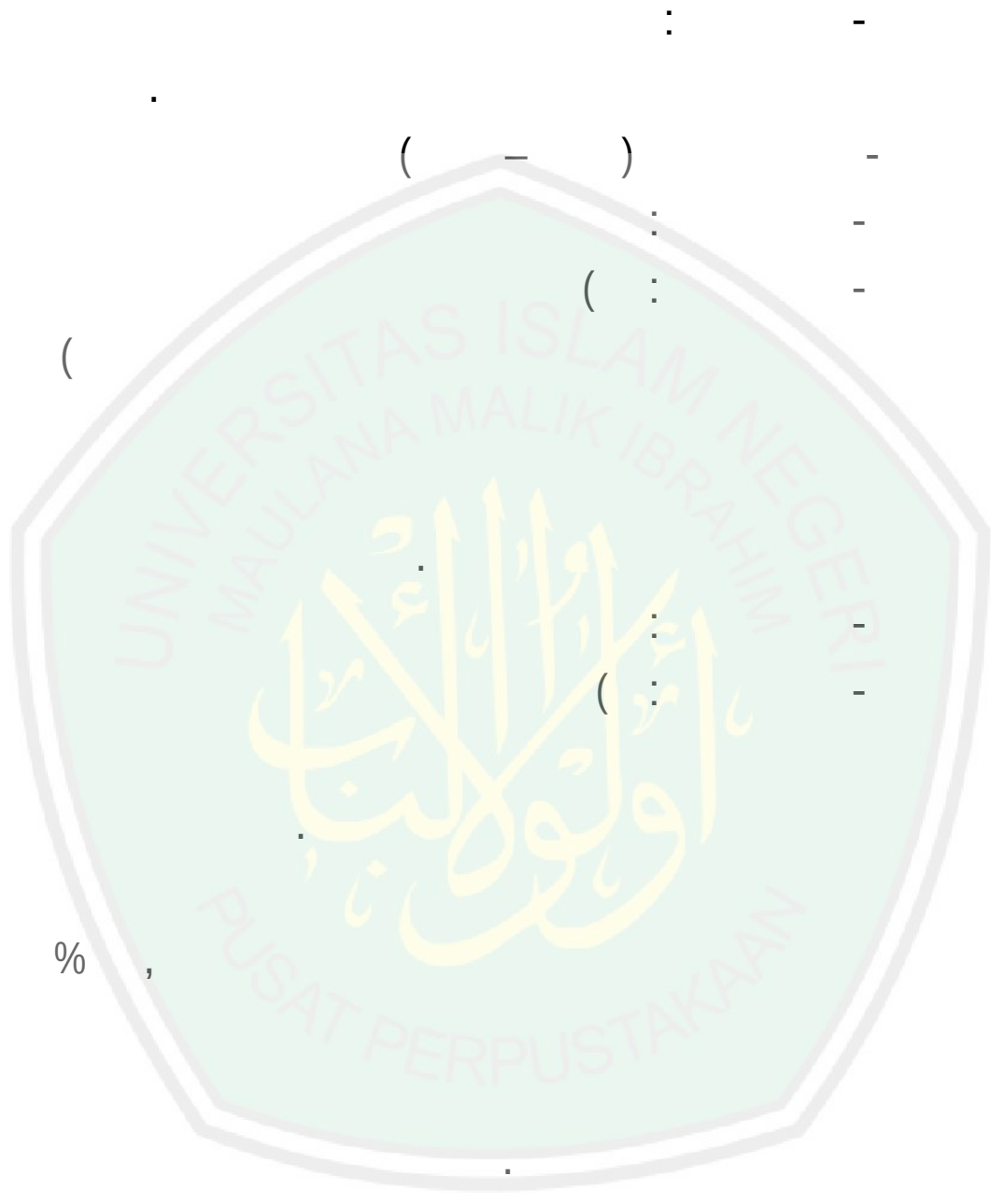
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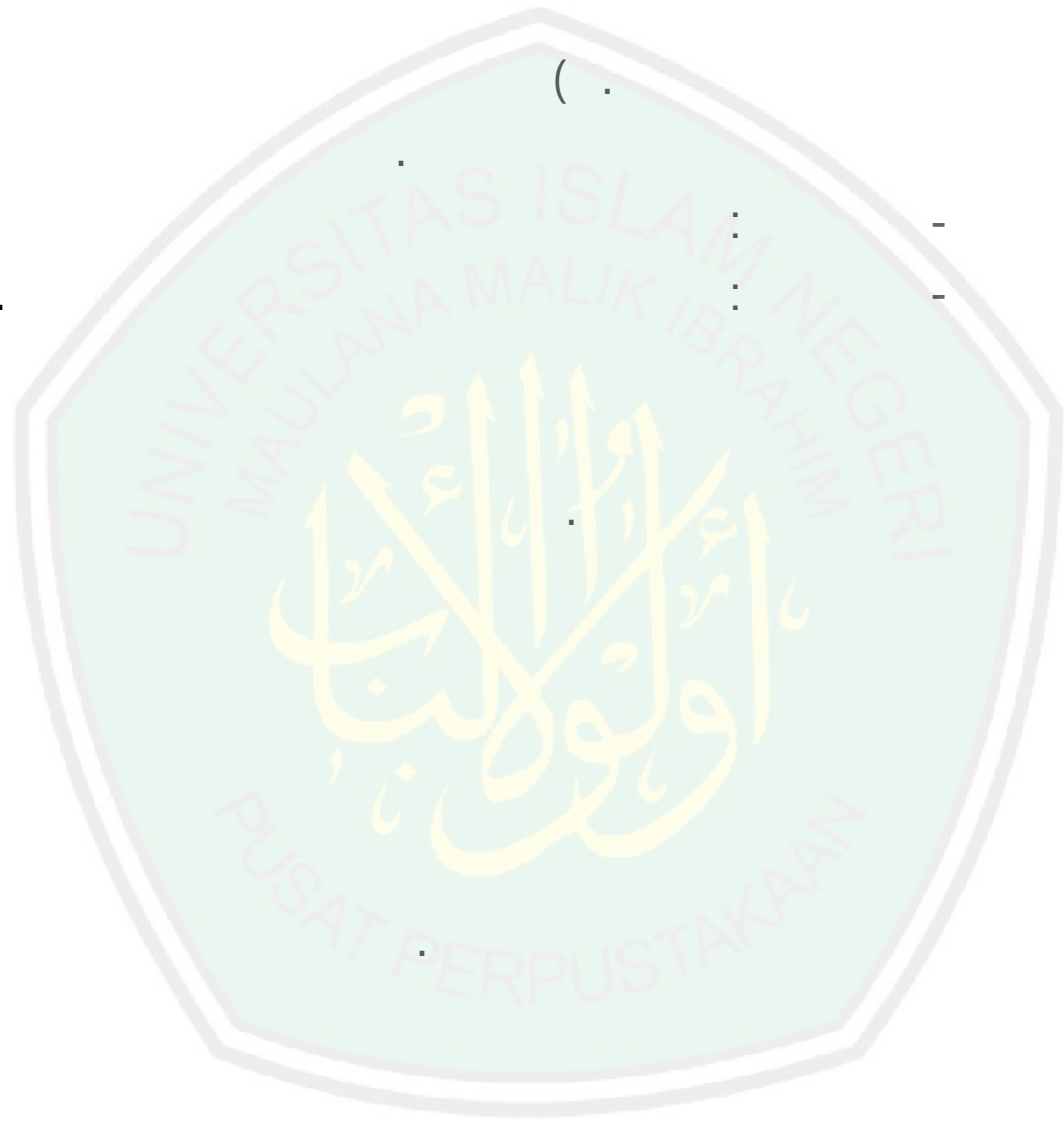
¹⁰ . Arif Armai, *Pengantar Ilmu & Metodologi Pendidikan Islam*, (Jakarta: Ciputat Press, 2002), h. 140-141.

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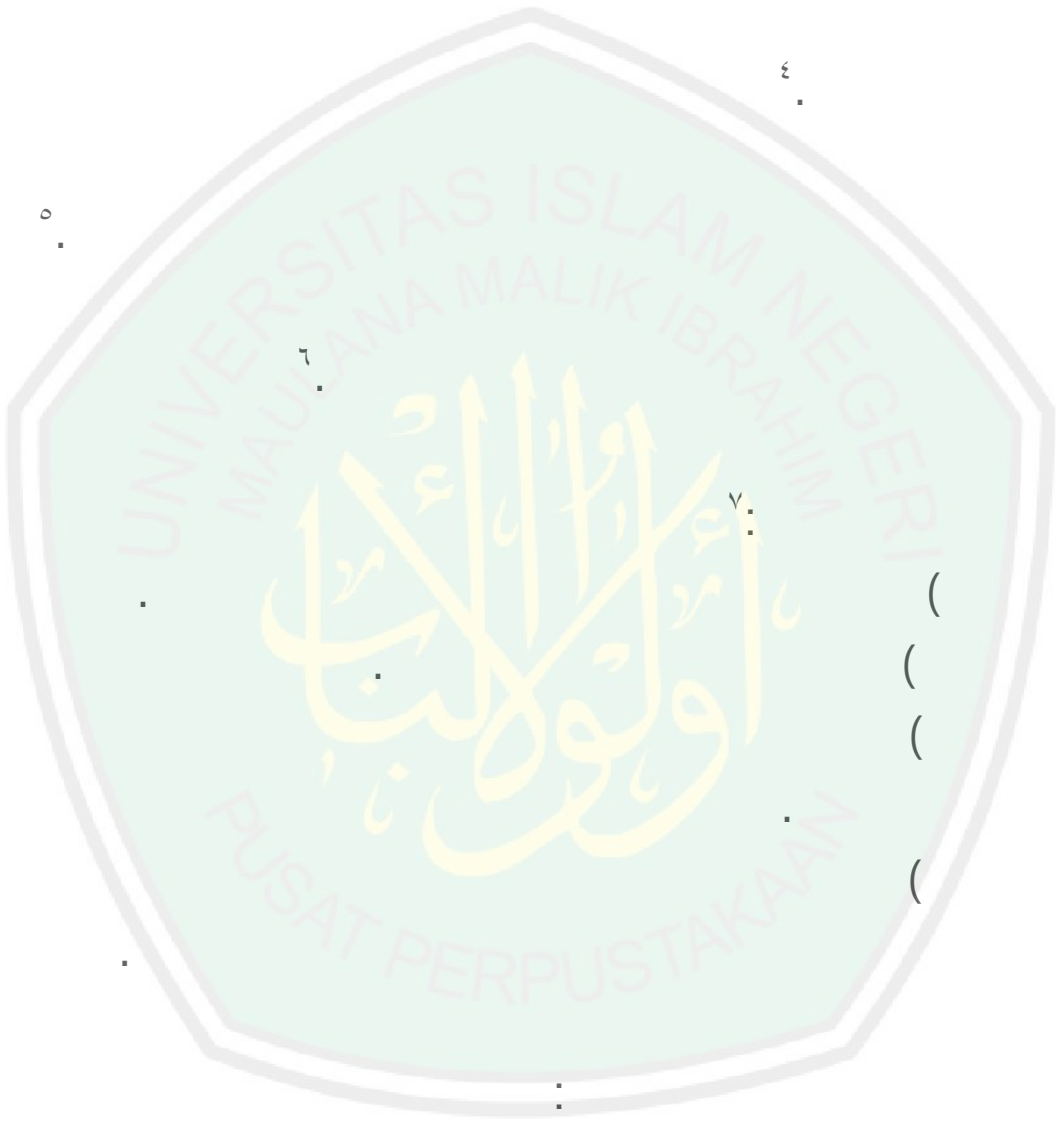


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⁶ Nana Sujana dkk, <i>Media Pengajaran</i> , (Bandung: Sinar Baru, 1992), hal : 2	:
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أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٣﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٤﴾

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هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُوا عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ
الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ ﴿٥﴾

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فَبَعَثَ اللَّهُ غُرَابًا يَبْحَثُ فِي الْأَرْضِ لِيُرِيَهُ كَيْفَ يُورِى سَوْءَةَ أَخِيهِ ۚ قَالَ
يَوَيْلَئِي أَعْجَزْتُ أَنْ أَكُونَ مِثْلَ هَذَا الْغُرَابِ فَأُورِى سَوْءَةَ أَخِي ۖ فَأَصْبَحَ مِنَ
النَّادِمِينَ ﴿٦﴾

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يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سَبِيلِهِ
لَعَلَّكُمْ تُفْلِحُونَ ﴿٧﴾

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أُولَئِكَ الَّذِينَ يَدْعُونَ يَبْتَغُونَ إِلَىٰ رَبِّهِمُ الْوَسِيلَةَ أَيُّهُمْ أَقْرَبُ وَيَرْجُونَ
رَحْمَتَهُ وَيَخَافُونَ عَذَابَهُ ۚ إِنَّ عَذَابَ رَبِّكَ كَانَ مَحْذُورًا ﴿٨﴾

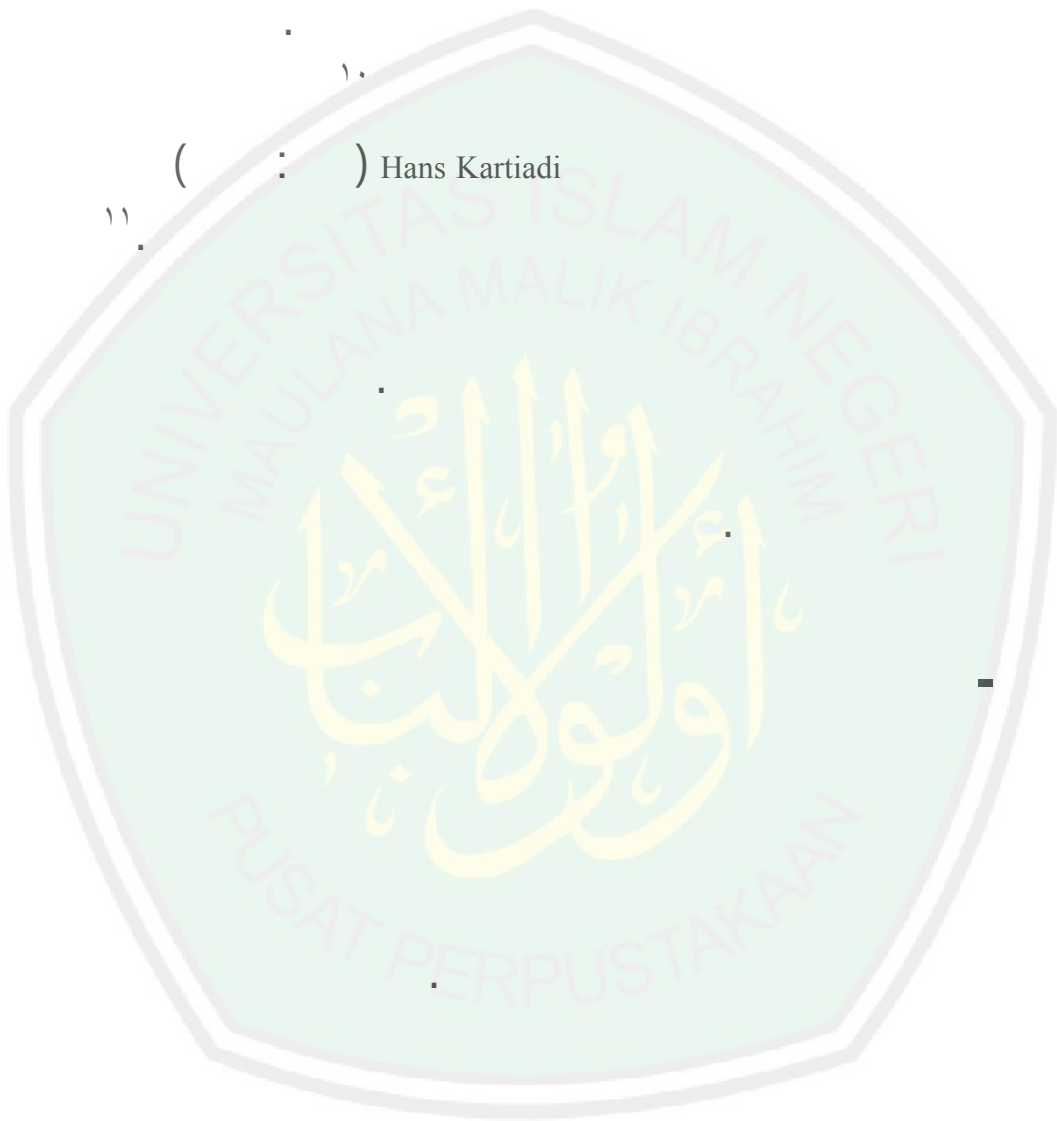
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⁹.Nana Sujana dkk, op.cit, hal: 5-6



(:) Hans Kartiadi

¹⁰ www.definisionline.com

¹¹ <http://blog.re.or.id>



¹⁴Endang Ismail, *Education Games*, (Yogyakarta : Pilar Media, 2006), hal.16

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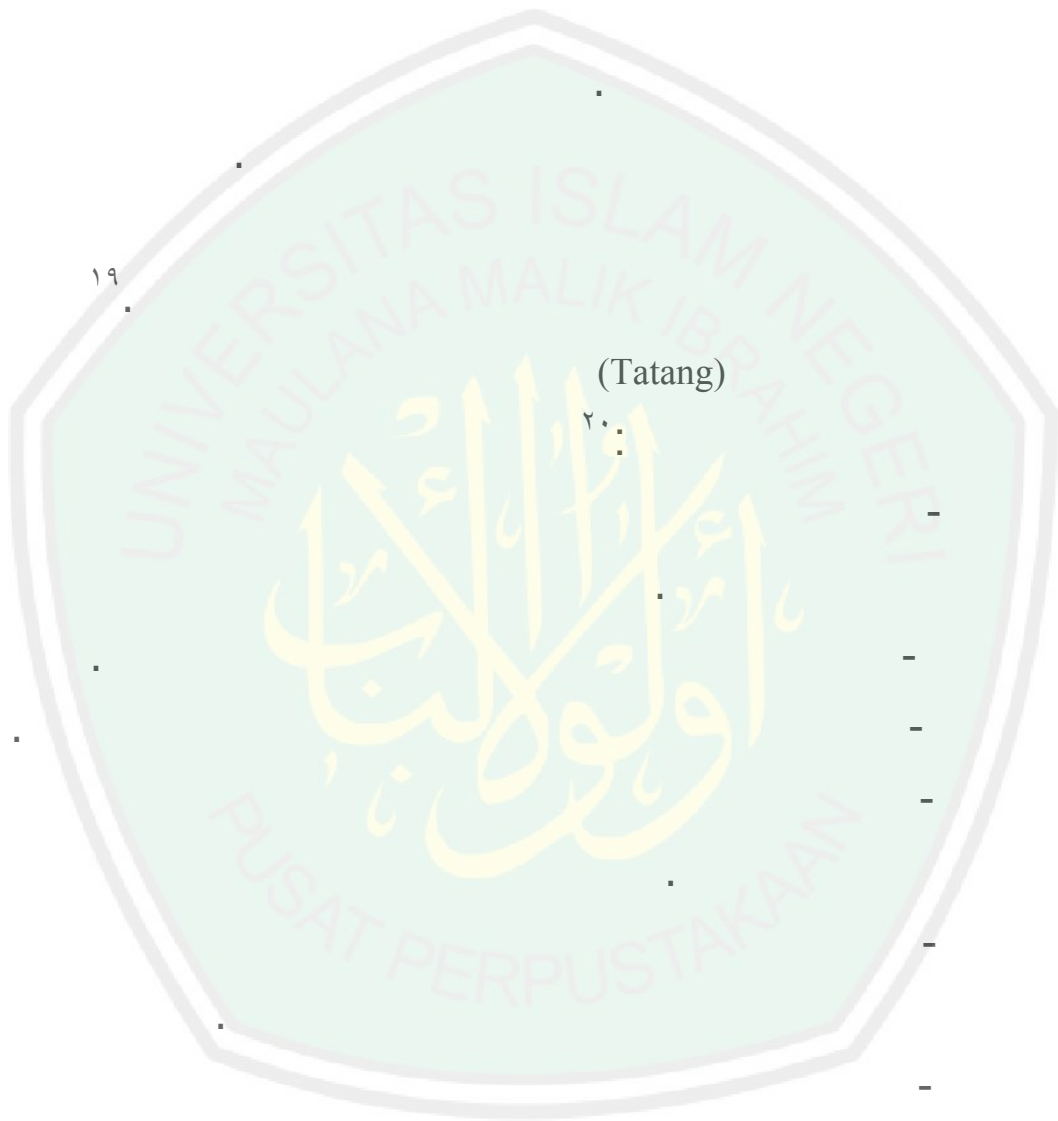
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¹⁶ Abdul Haris, *Meningkatkan Keterampilan Berbicara Bahasa Arab Melalui Game*, (El-Jadid, Jurnal Pengetahuan Islam, 2005), 2(4), hal. 125

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¹⁸ Umi Mahmudah dan Rekan, *Active Learning dalam Pembelajaran Bahasa Arab*, (Malang: UIN Press, 2008), hal. 175





²⁰ Imam Asrori, *Aneka Permainan Penyegar Pembelajaran Bahasa Arab*, (Surabaya: Hilal Pustaka, 2009), hal. 3



²¹ Jalaluddin Rahmat, *Belajar Cerdas : Belajar Berbasis Otak*, (Bandung : Penerbit MLC, 2007), hal. 157



²⁴ . Imam Asrori, Op. Cit, hal. 6

²⁵ . ibid, hal. 7



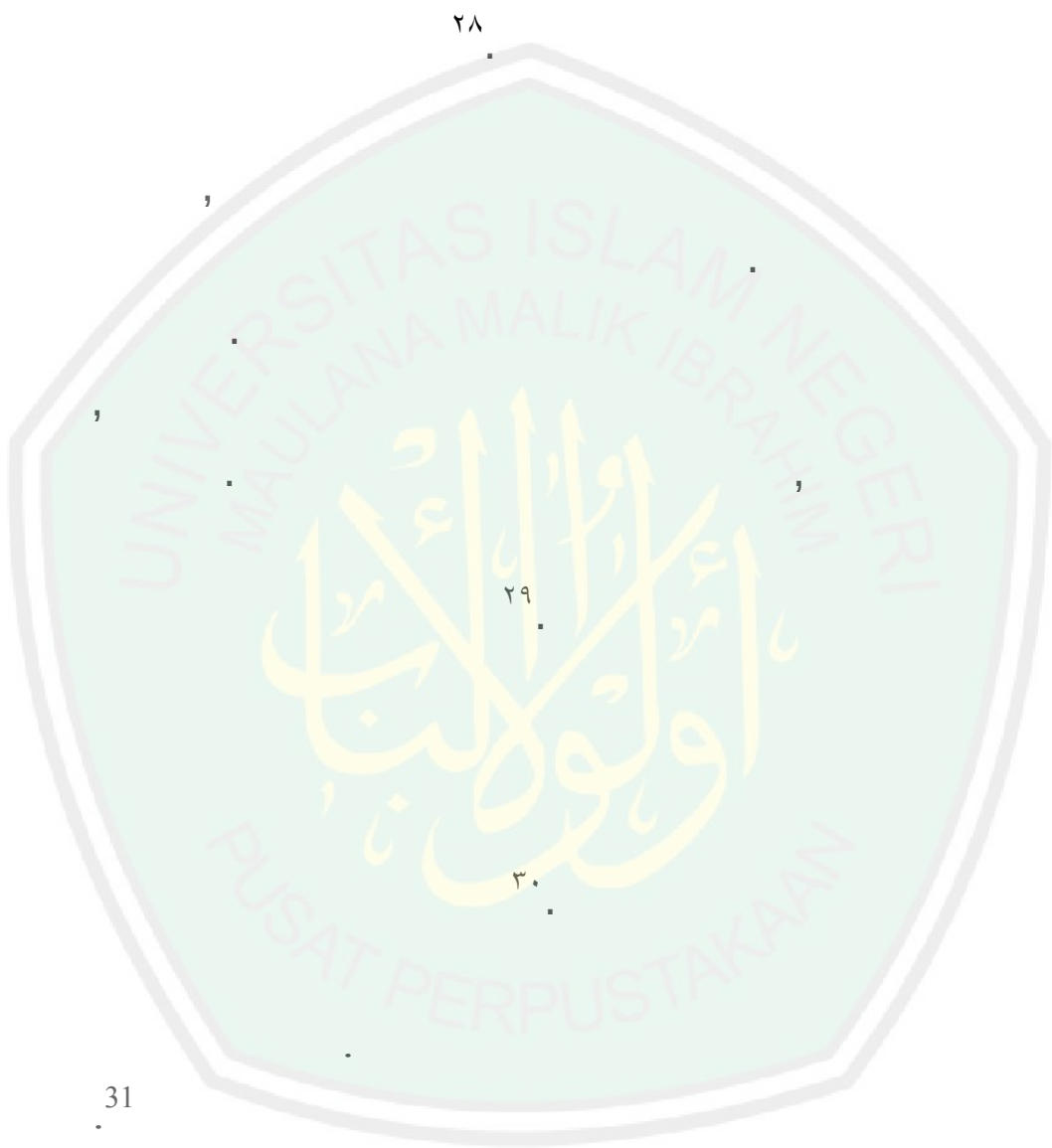
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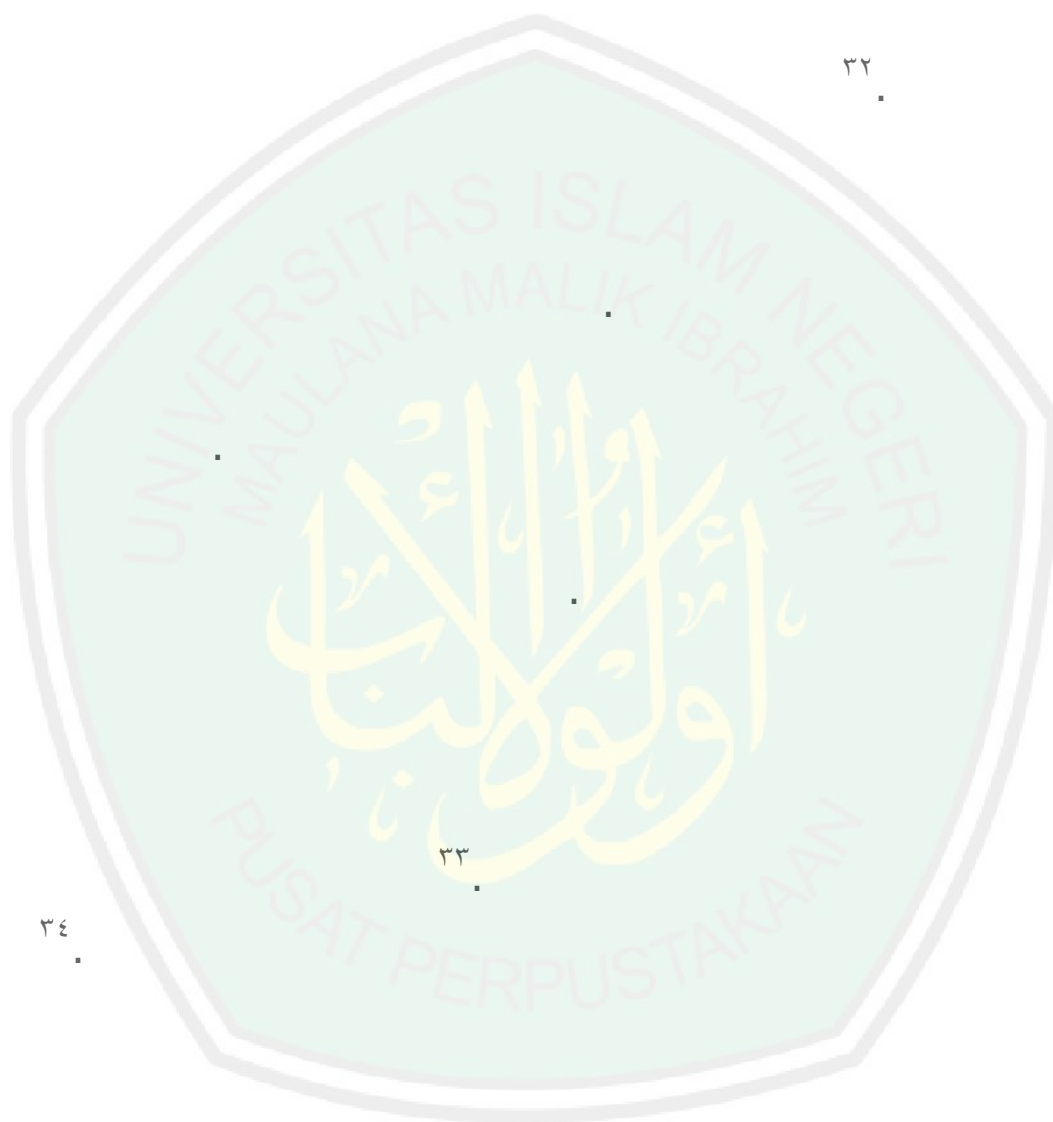
²⁷ <http://www.aoua.com/vb/showthread.php>



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³¹ <http://ar.wikipedia.org/wiki>



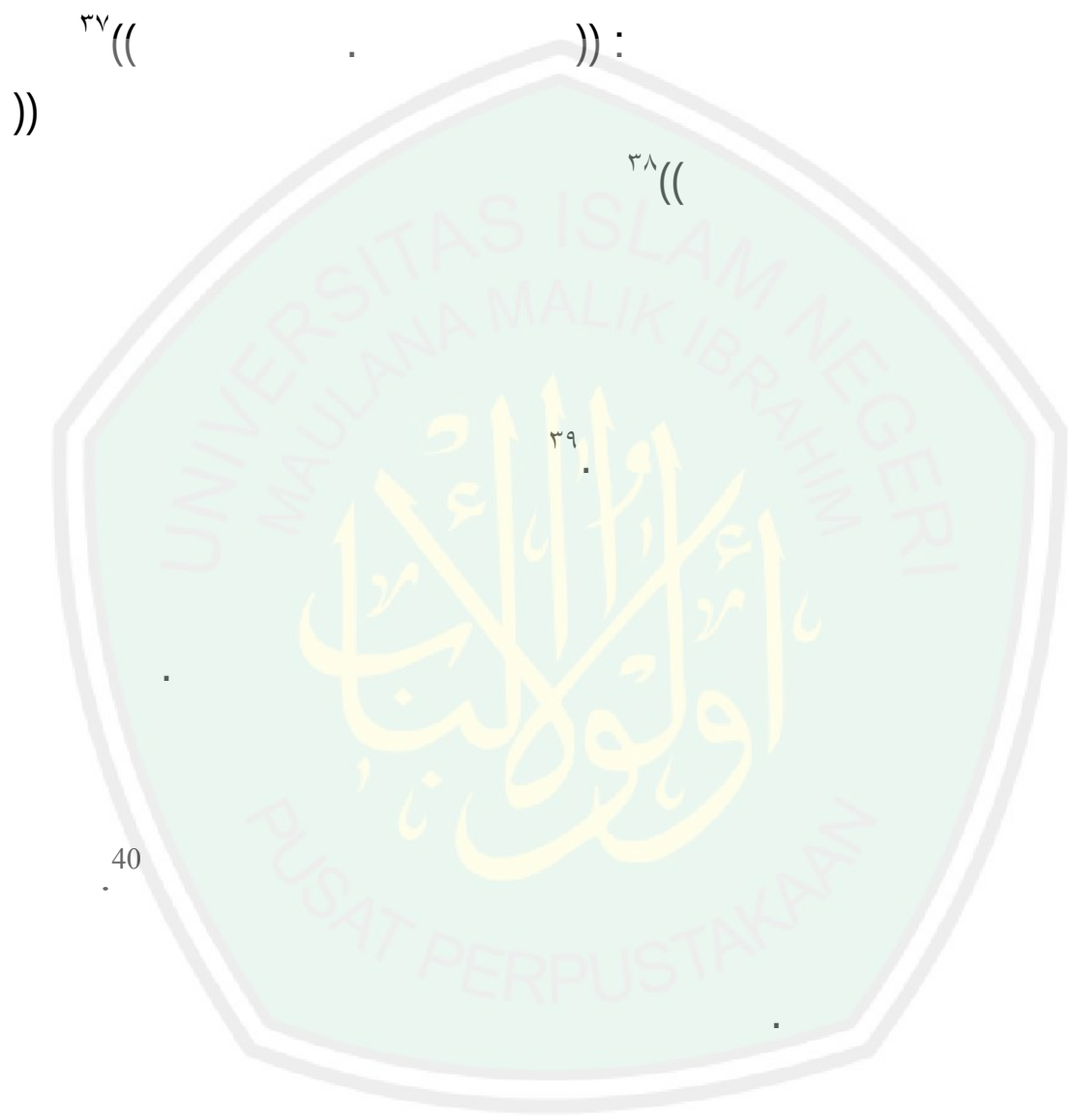
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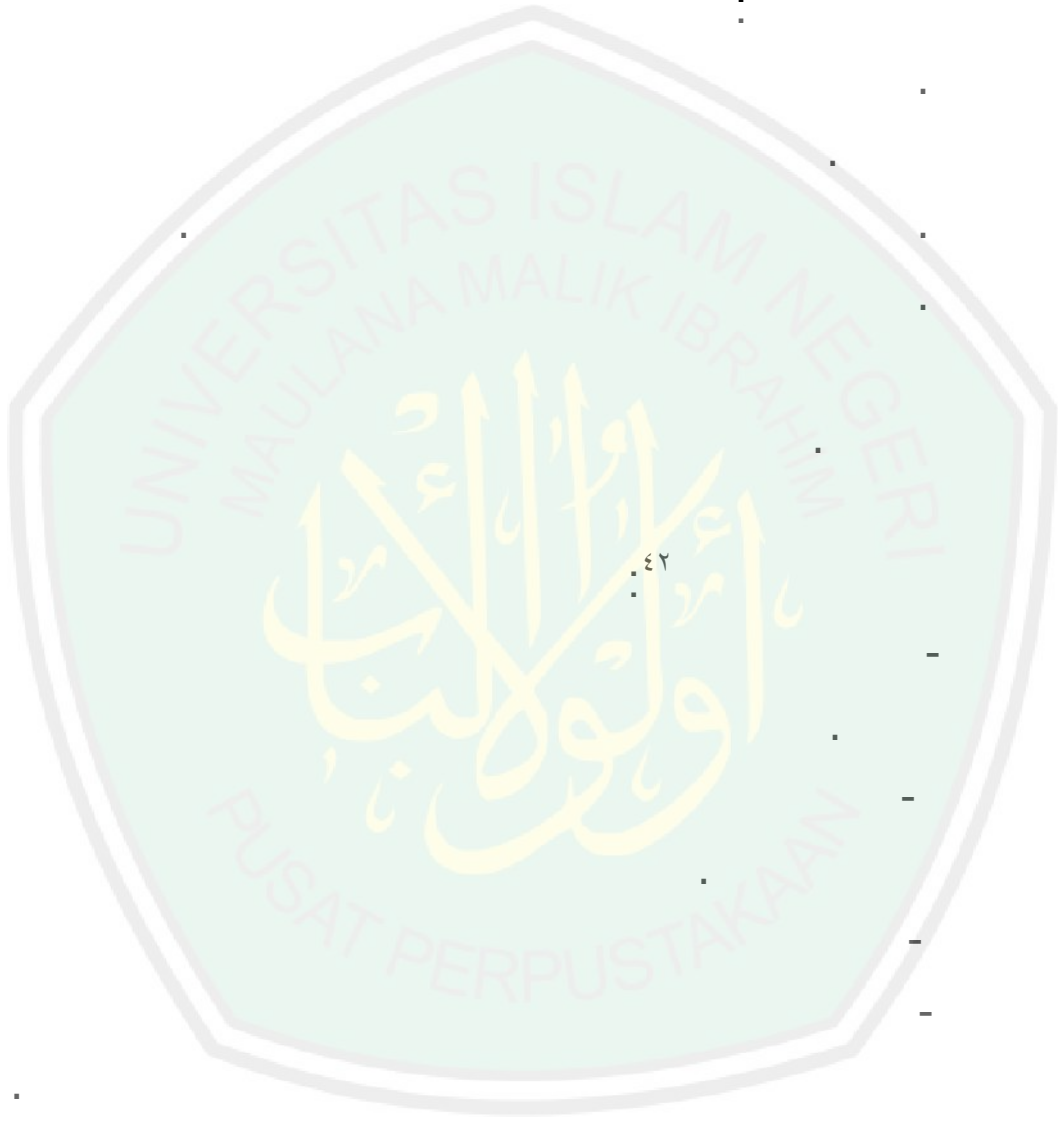
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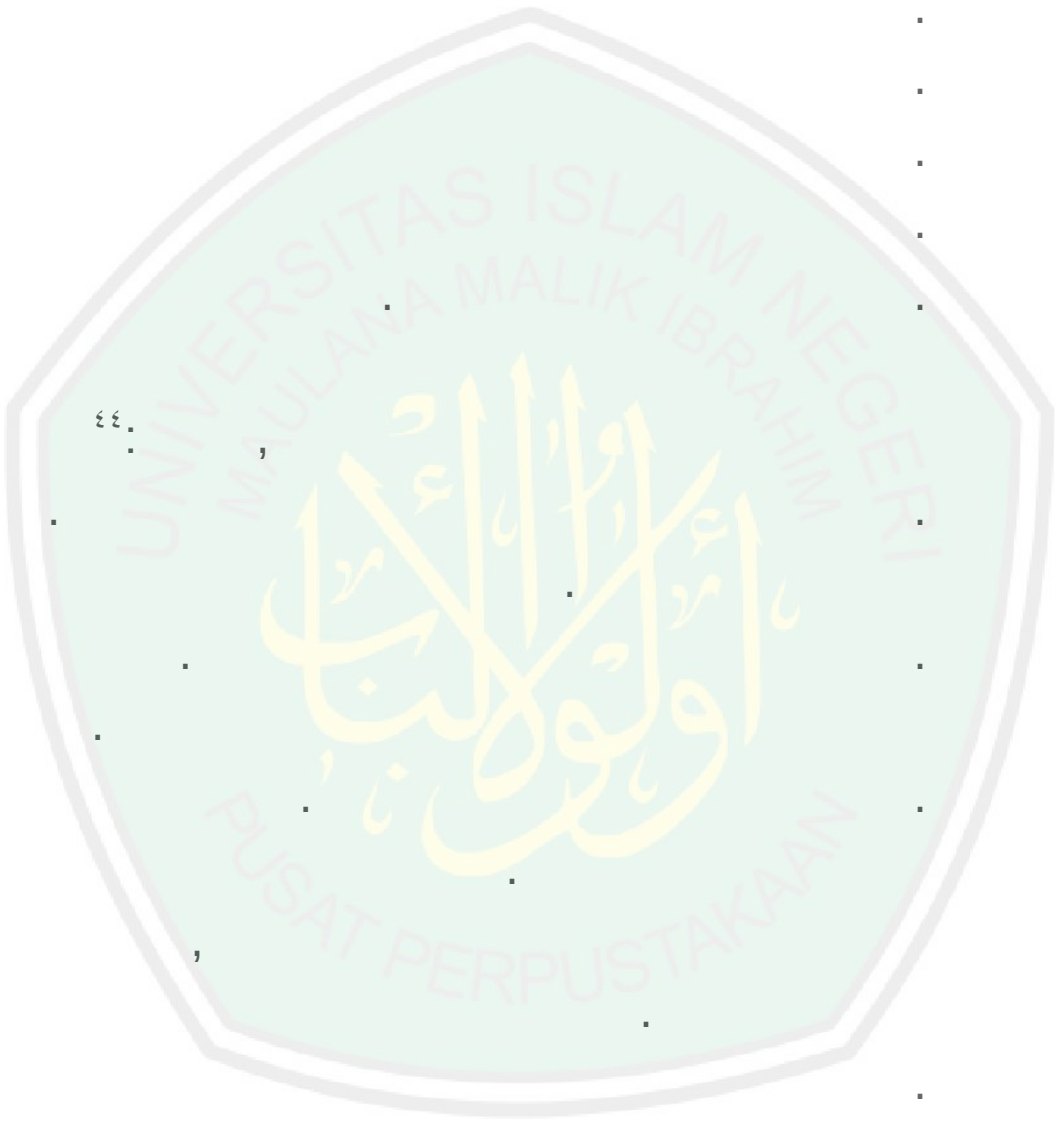
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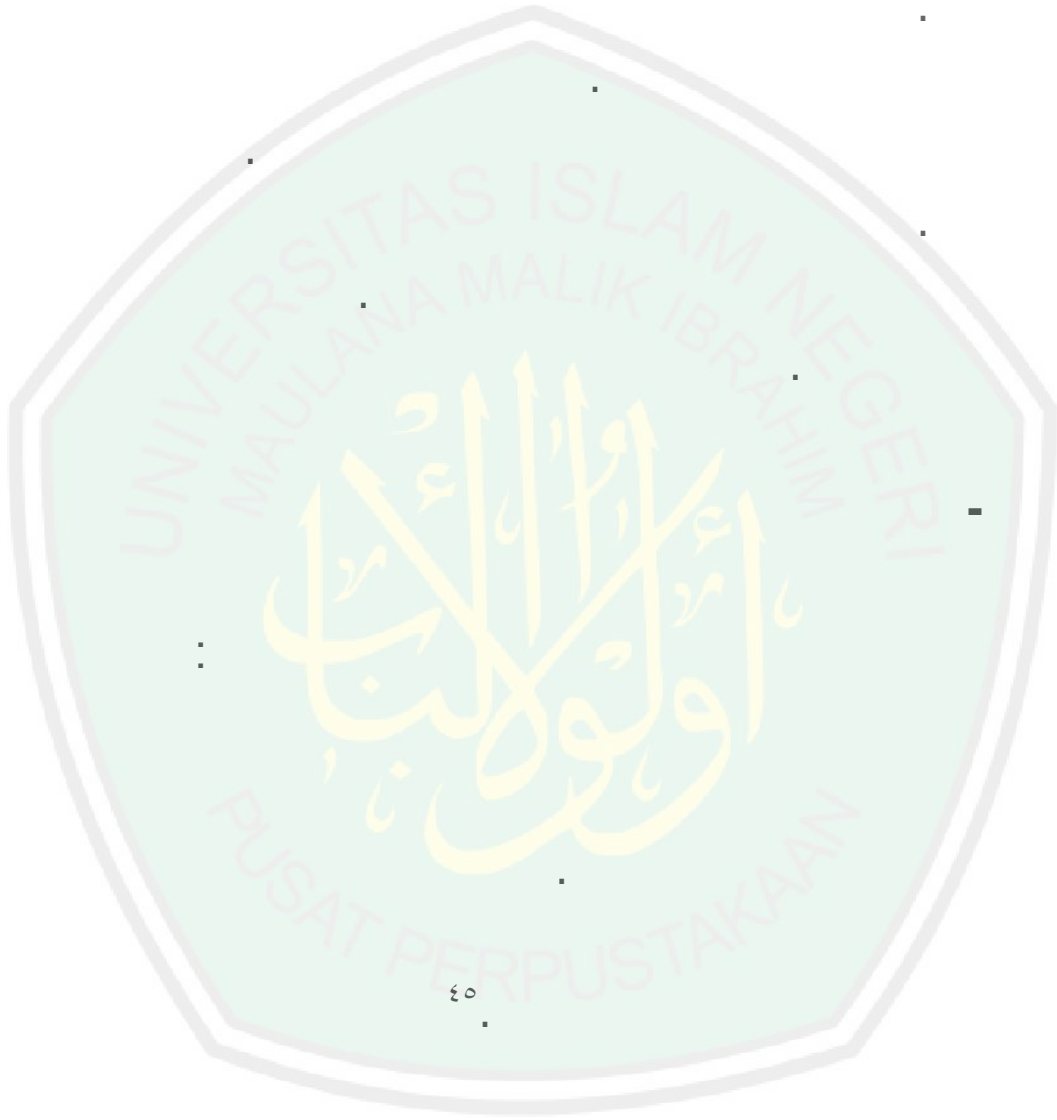
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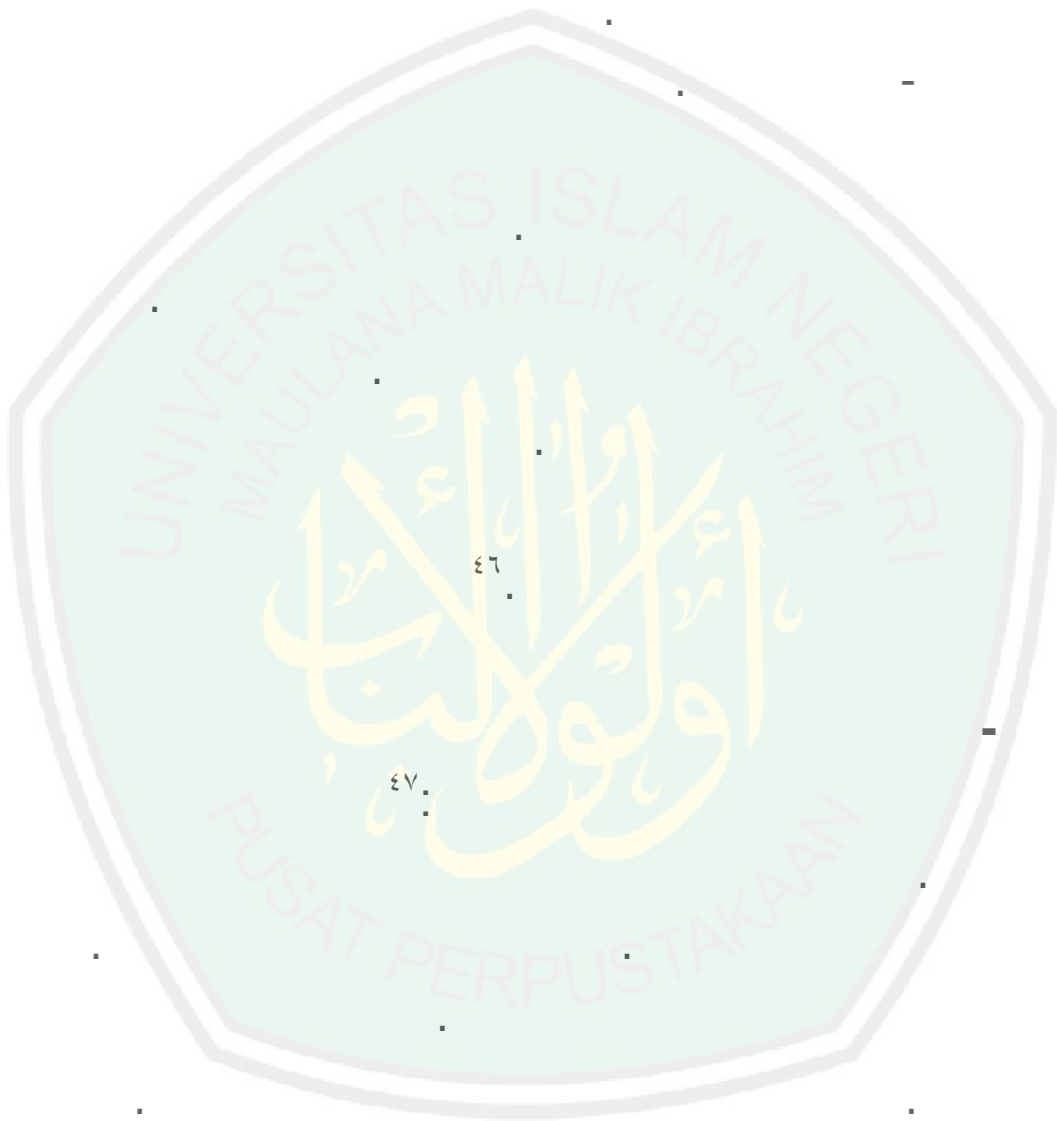


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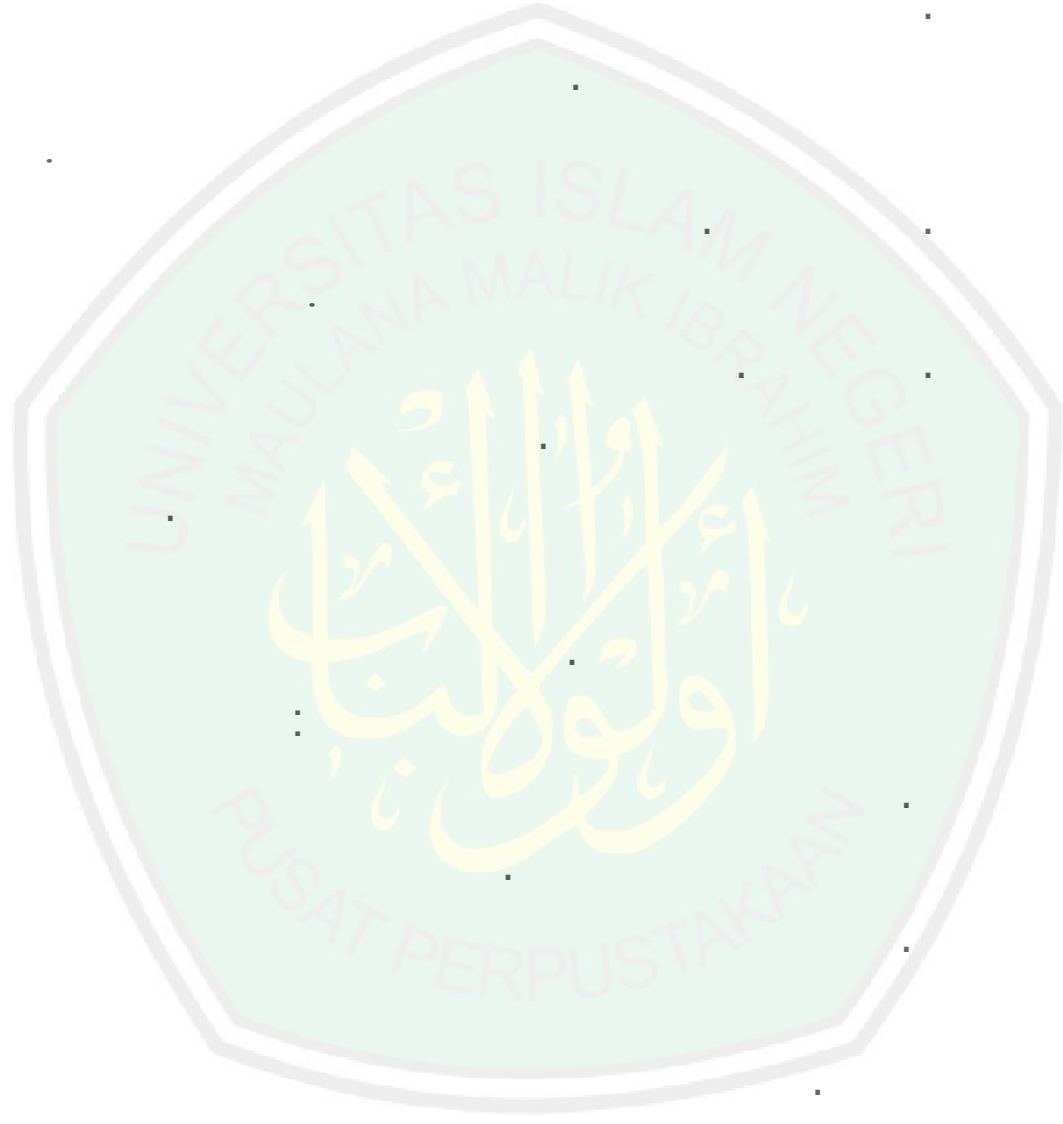
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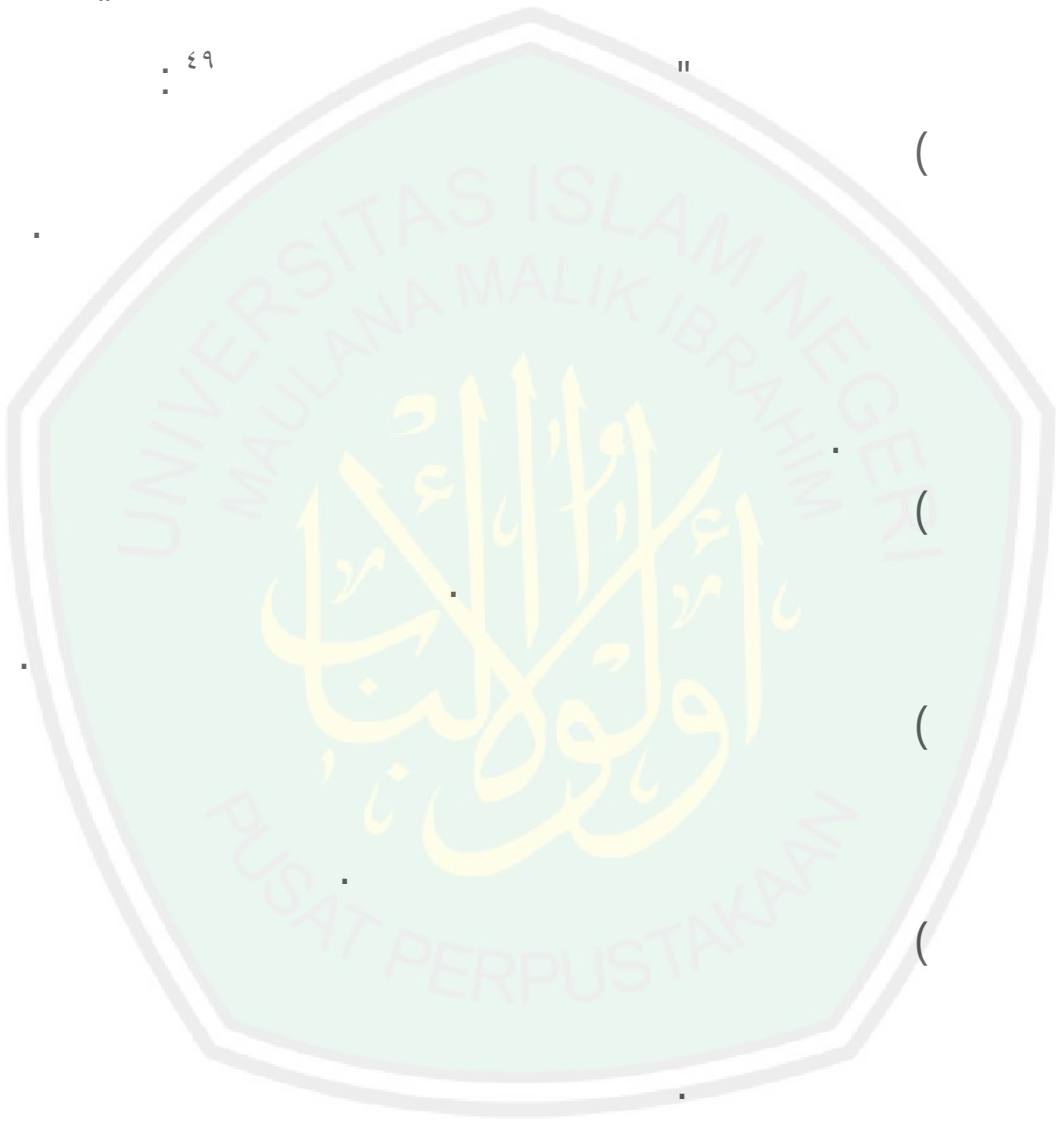
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⁴⁷ Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab*, (Malang: Misykat, 2005), hal. 138-143





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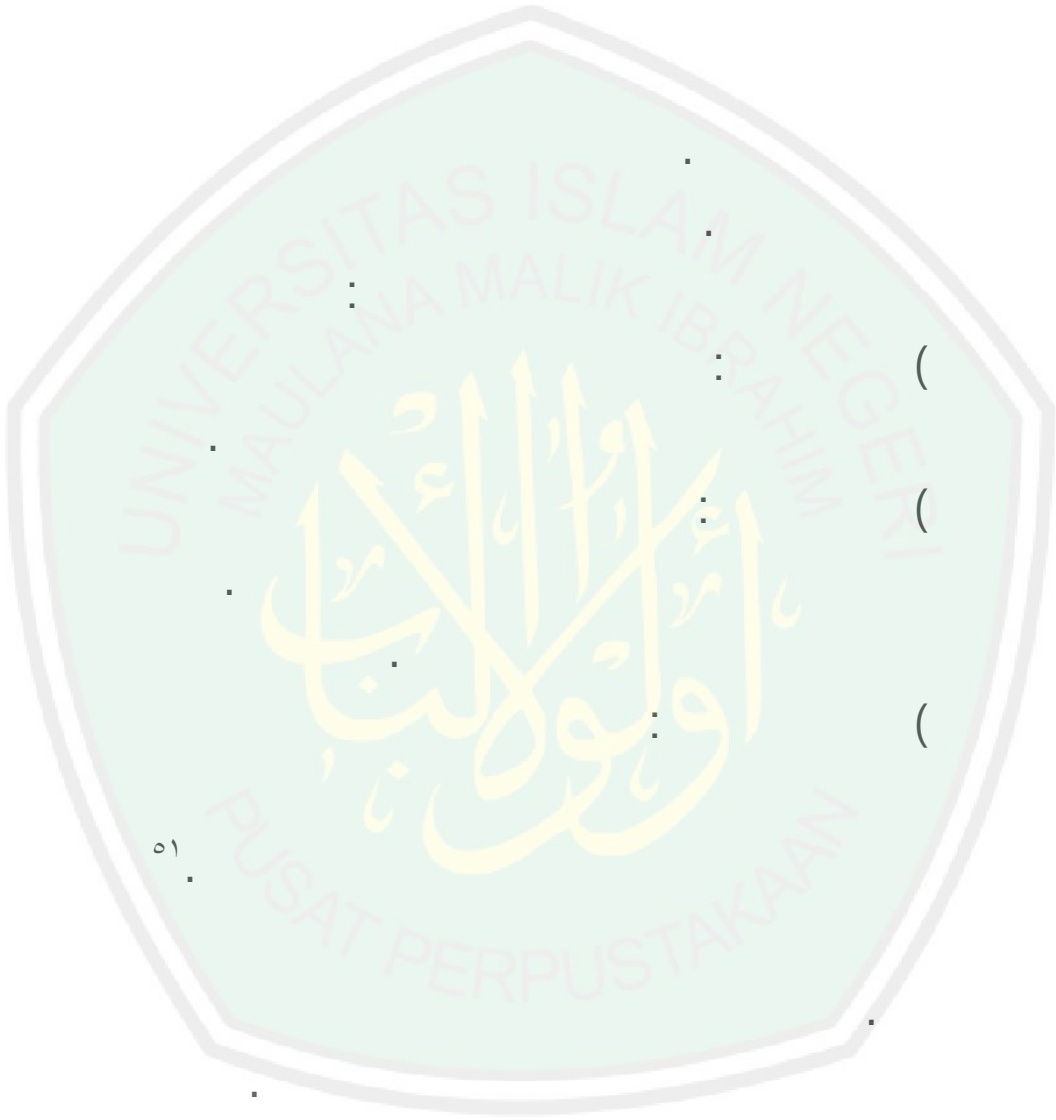
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⁵² Azhar Arsyad, *Bahasa Arab dan Metode Pengajarannya*, (Yogyakarta: Pustaka Pelajar, 2003), hal.88.

⁵³ . Ramayulis, *Metodologi Pengajaran Agama Islam*, (Jakarta : Kalam Mulia, 1990), hal. 212

⁵⁴ . Arif Armai, *Pengantar Ilmu & Metodologi Pendidikan Islam*, (Jakarta: Ciputat Press, 2002), hal. 140-141.



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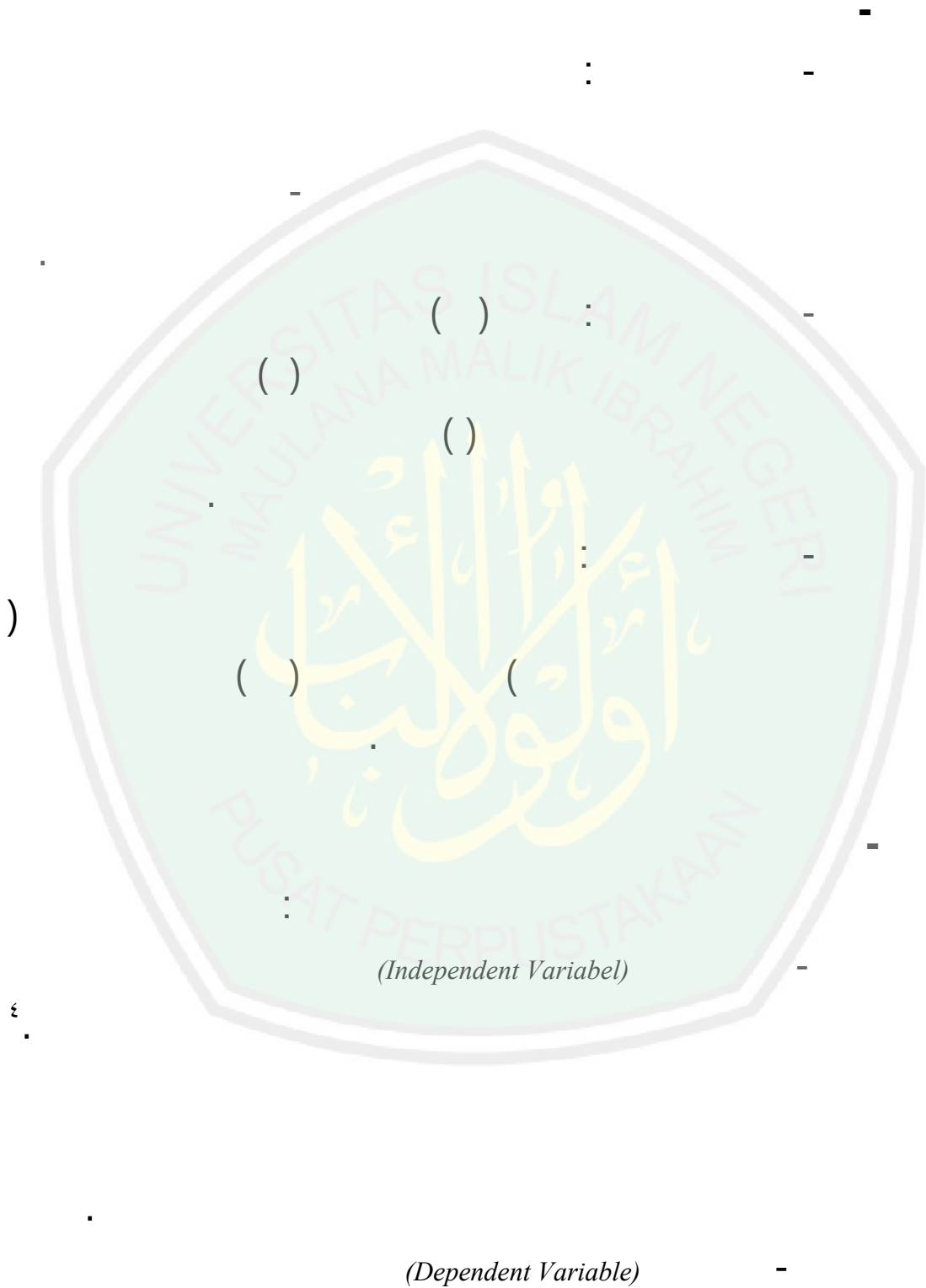
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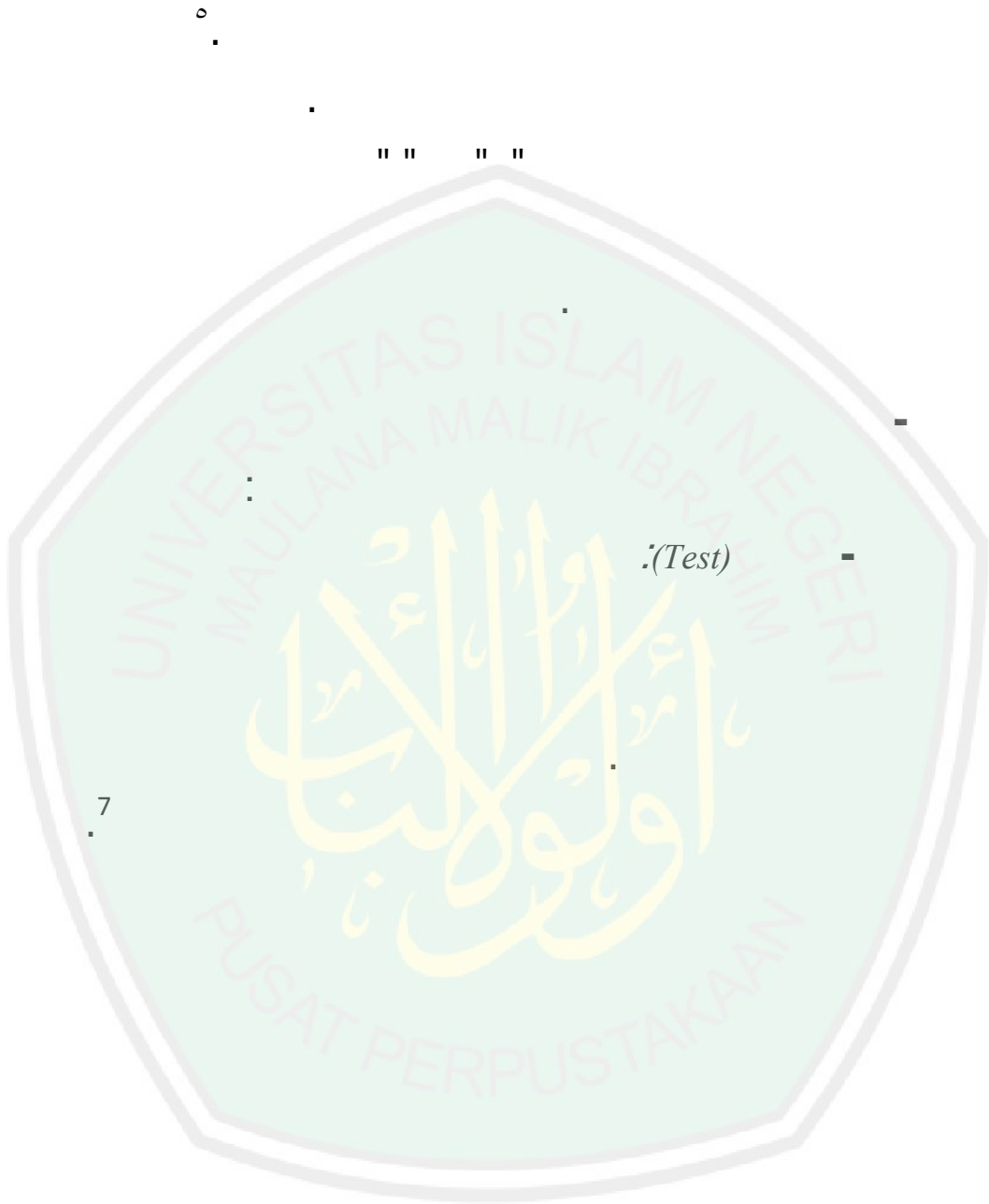
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² Moch. Ainin, *Metodologi Penelitian Bahasa Arab*, (Pasuruan: Hilal Pustaka, 2007), h. 77
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⁴ Moch. Ainin, *Metodologi Penelitian Bahasa Arab*, (Hilal: Pasuruan,), hal.29-30



⁶ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), hal. 139

⁷ M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran*, (Bandung: ITB, 1996), hal. 1



:(Interview)

:(Questionnaire)

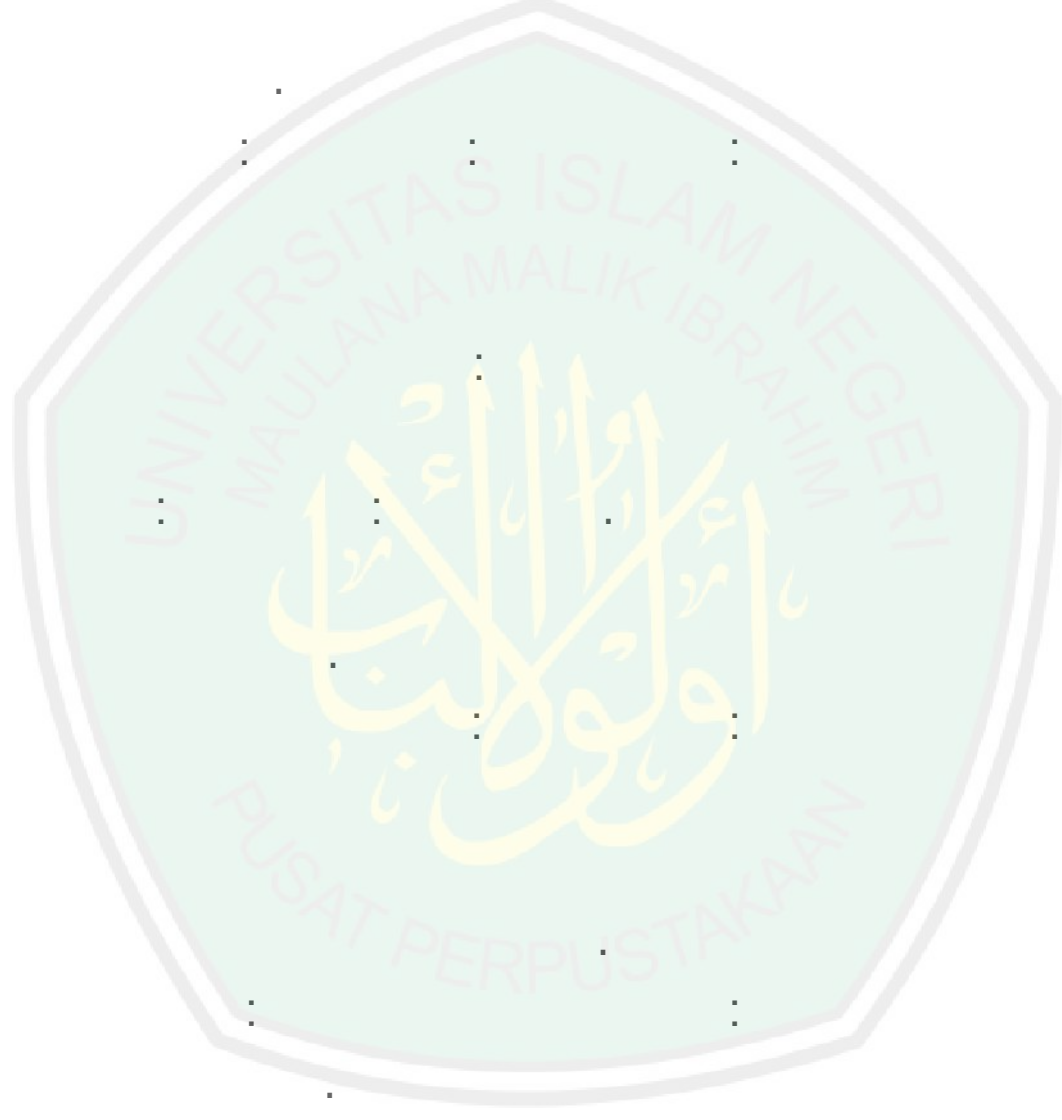
⁸ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006), hal. 227.
⁹ Suharsimi Arikunto, *Op-Cit*, hal. 140.

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{(\sum X_1)^2 + (\sum X_2)^2}{(N_1 + N_2 - 2)} \right) \left(\frac{N_1 + N_2}{N_1 / N_2} \right)}}$$

(t-test) -

$$= \frac{\dots}{t_0}$$

¹⁰ Arikunto Suharsimi.. *Prosedur Penellitian Suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 2010), hal. 354-355.





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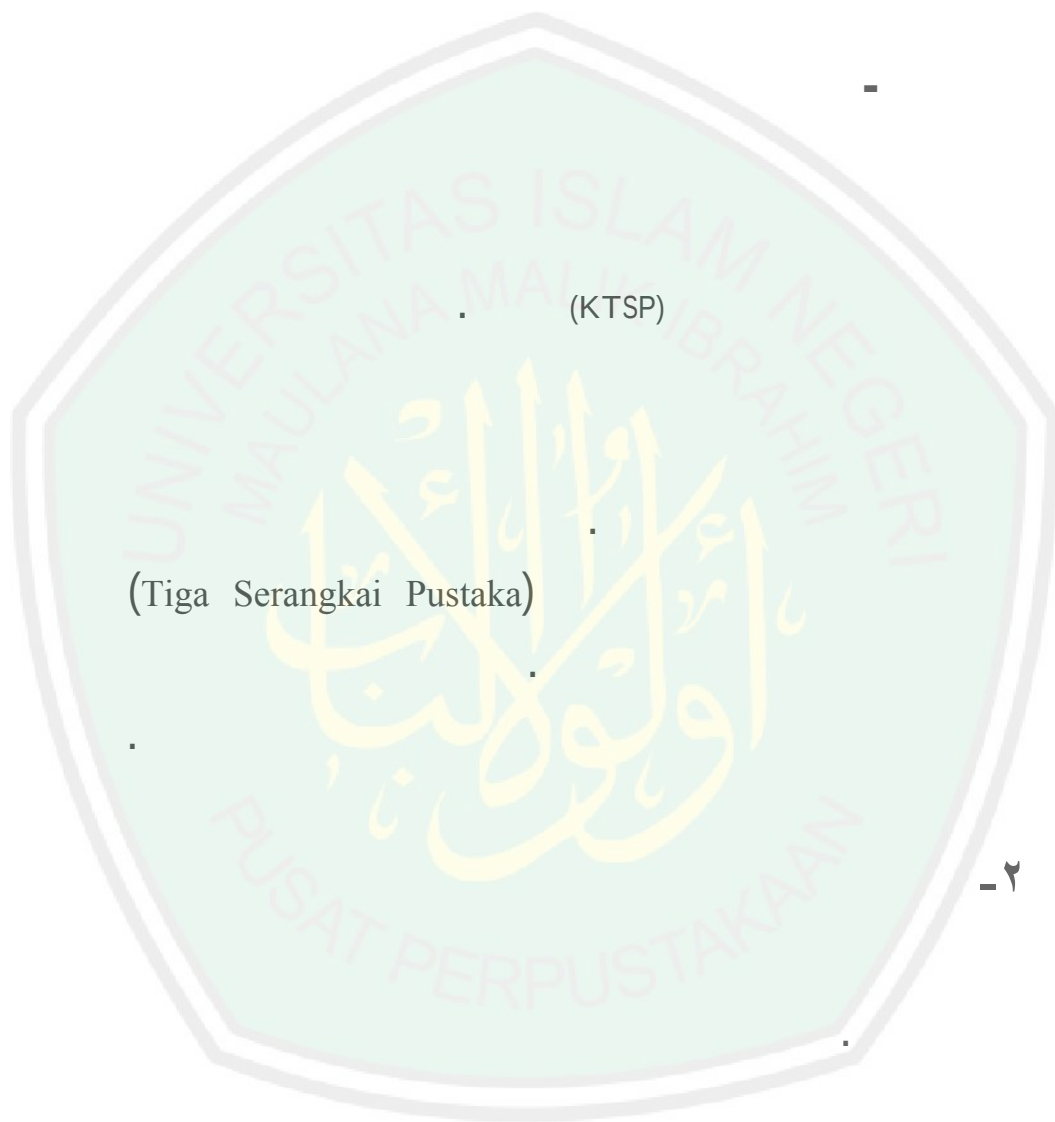
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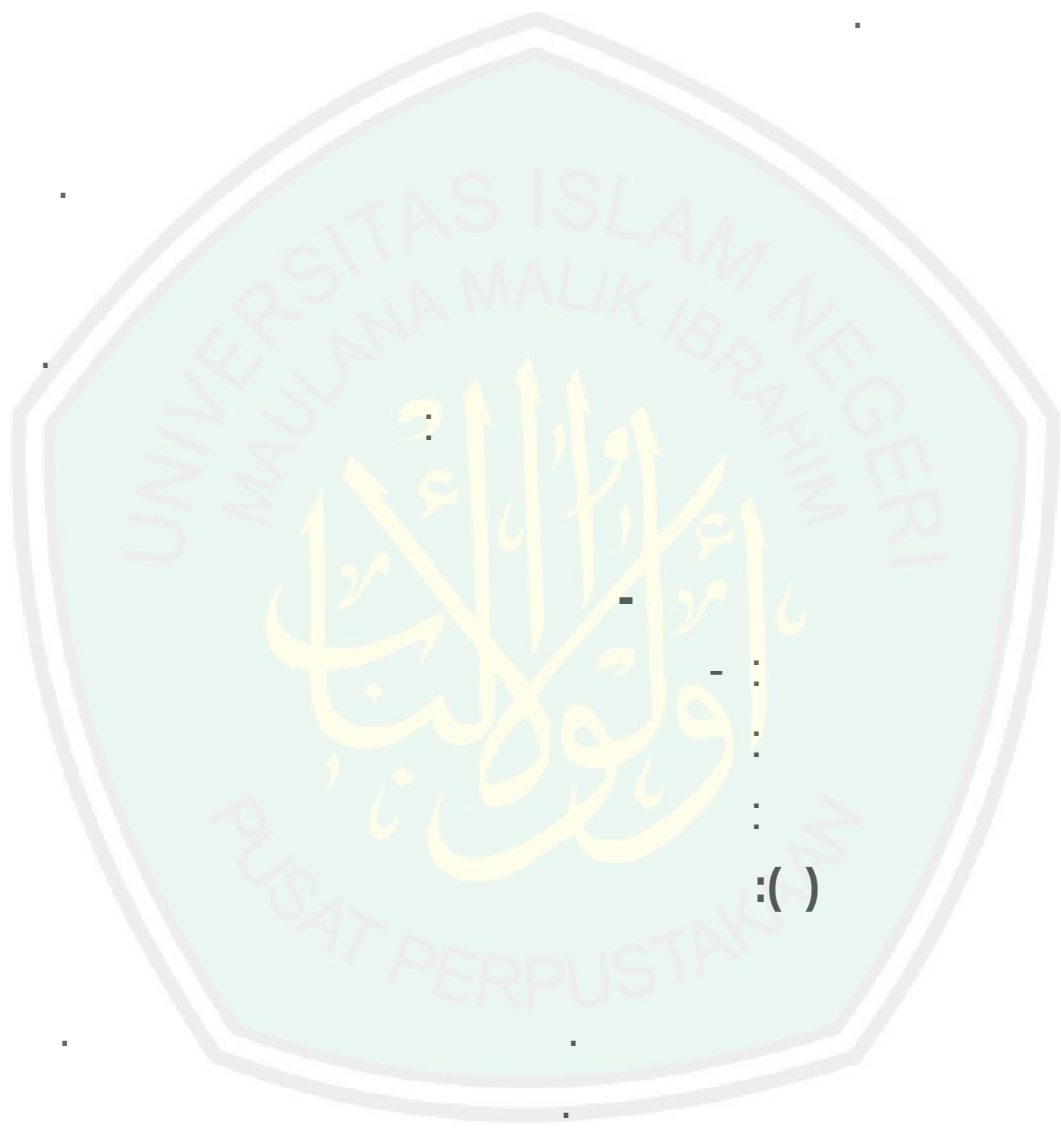
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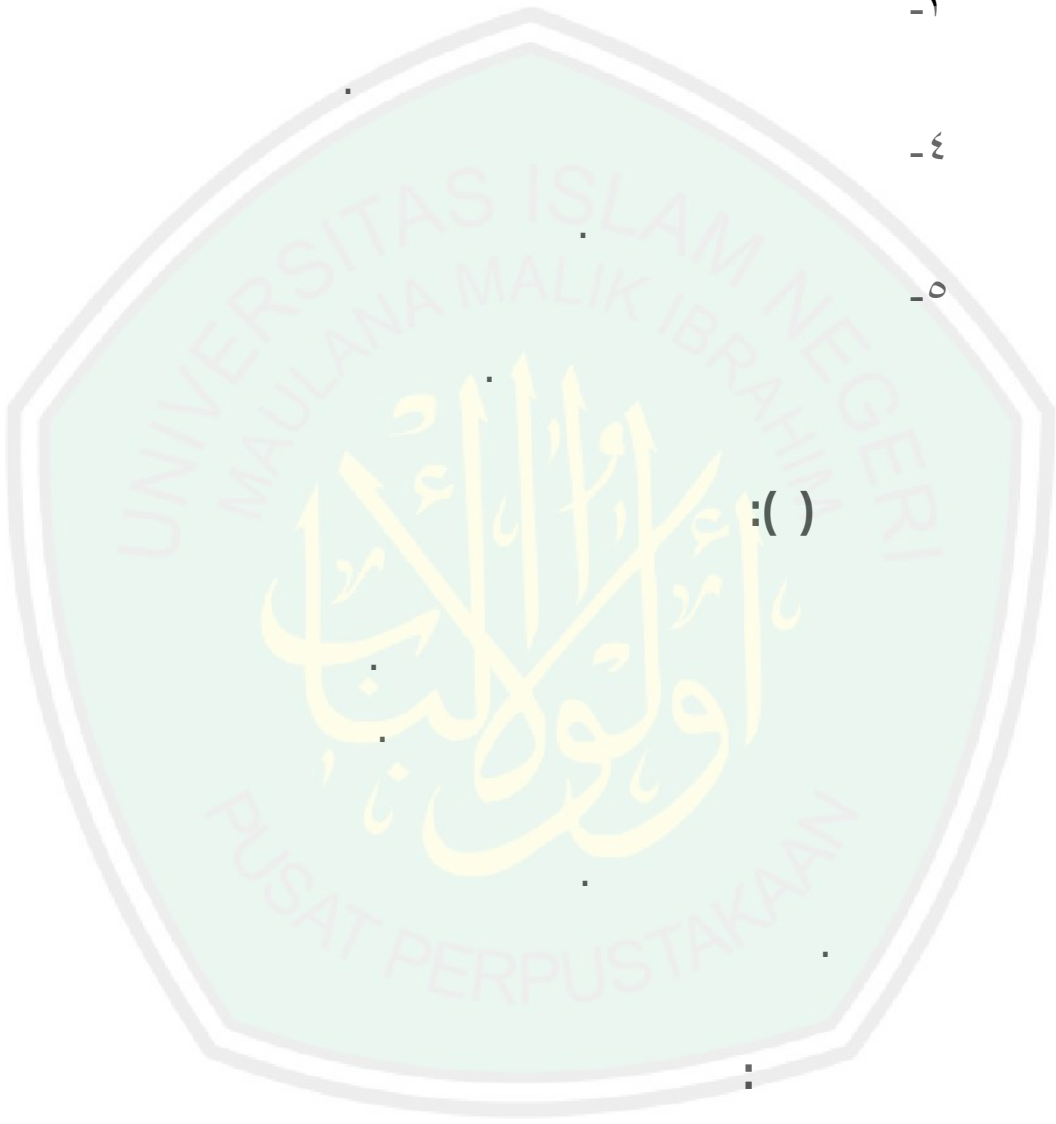


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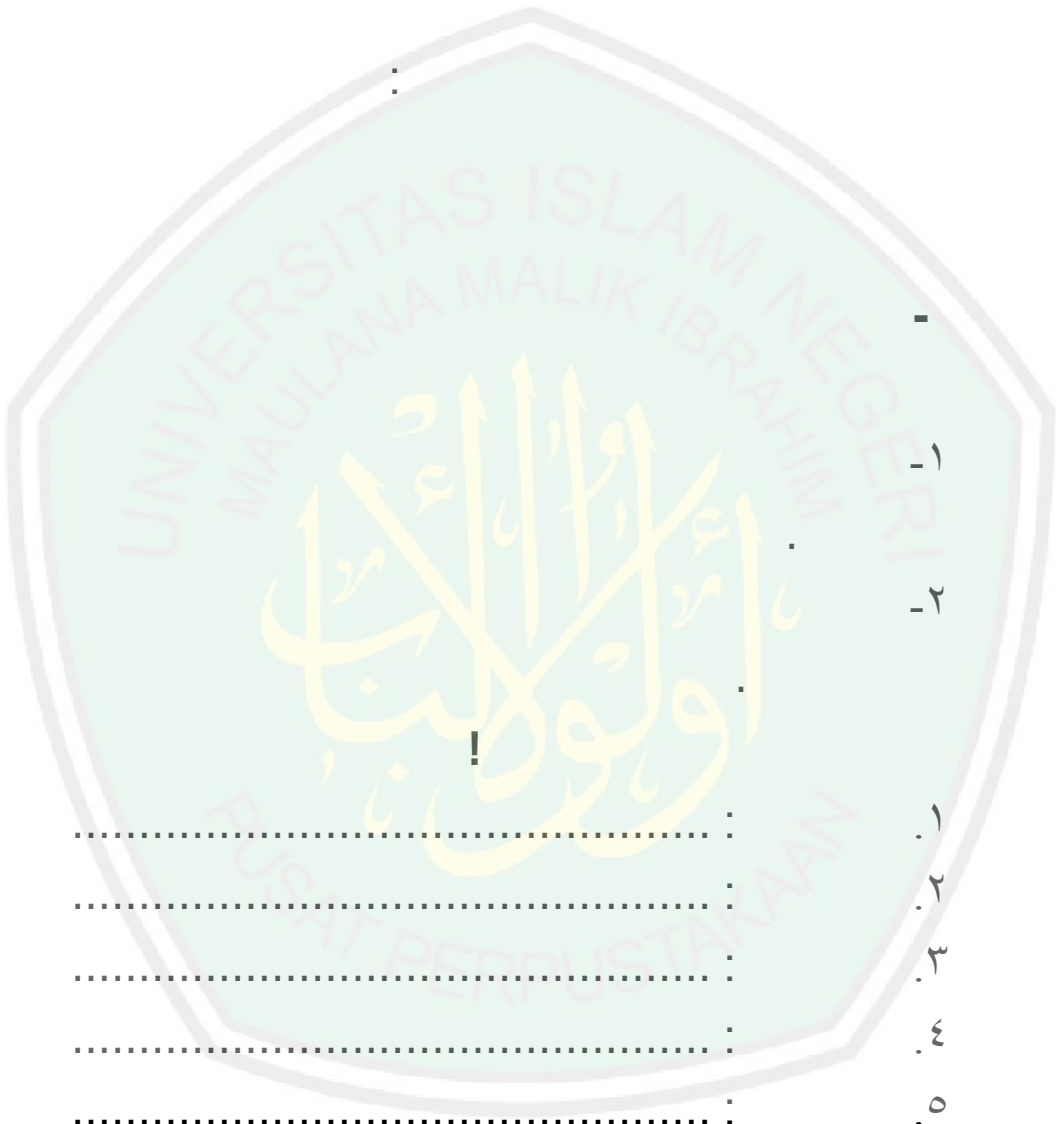
LKS BAHASA ARAB AROFAH untuk MTs semester

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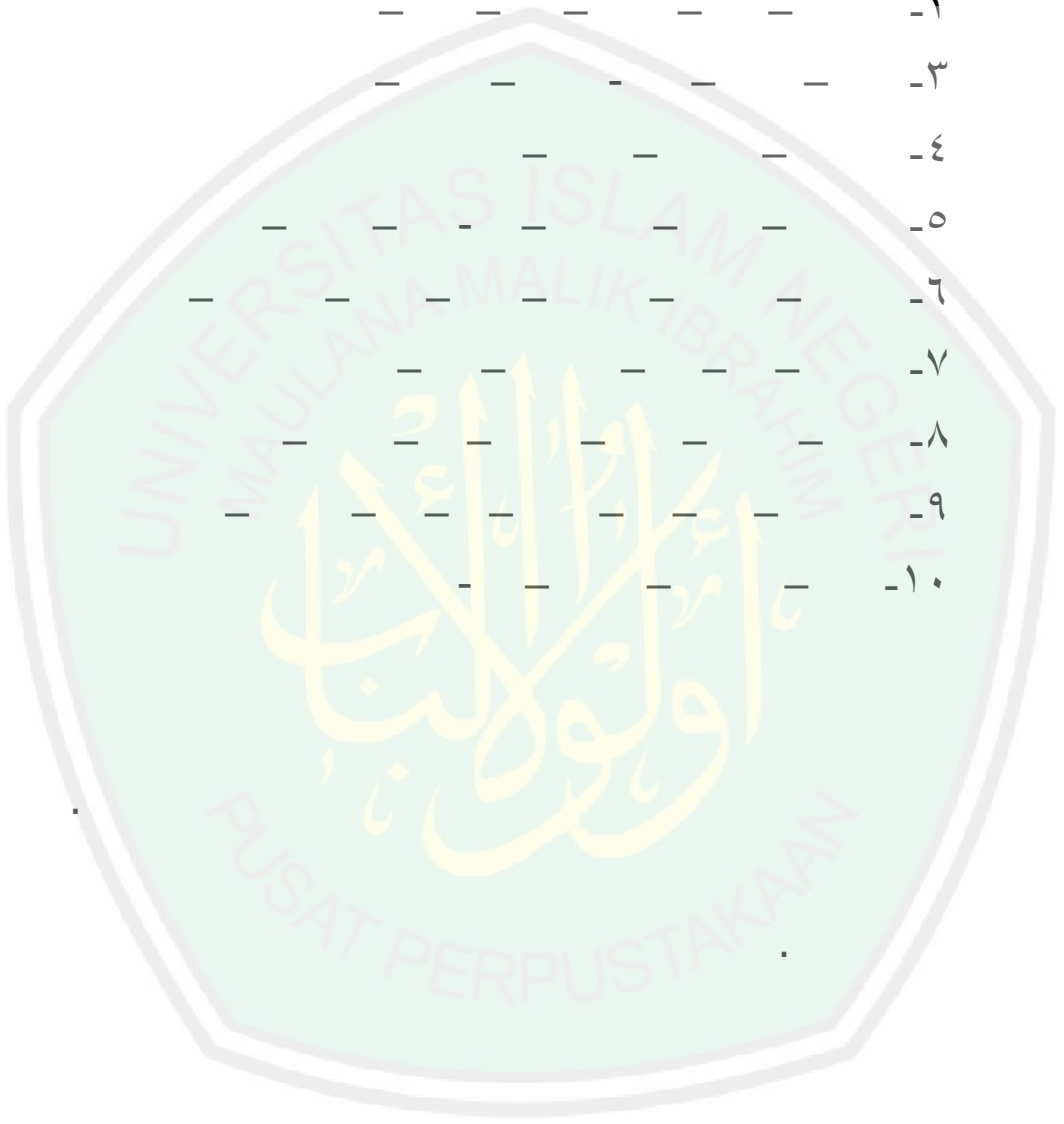
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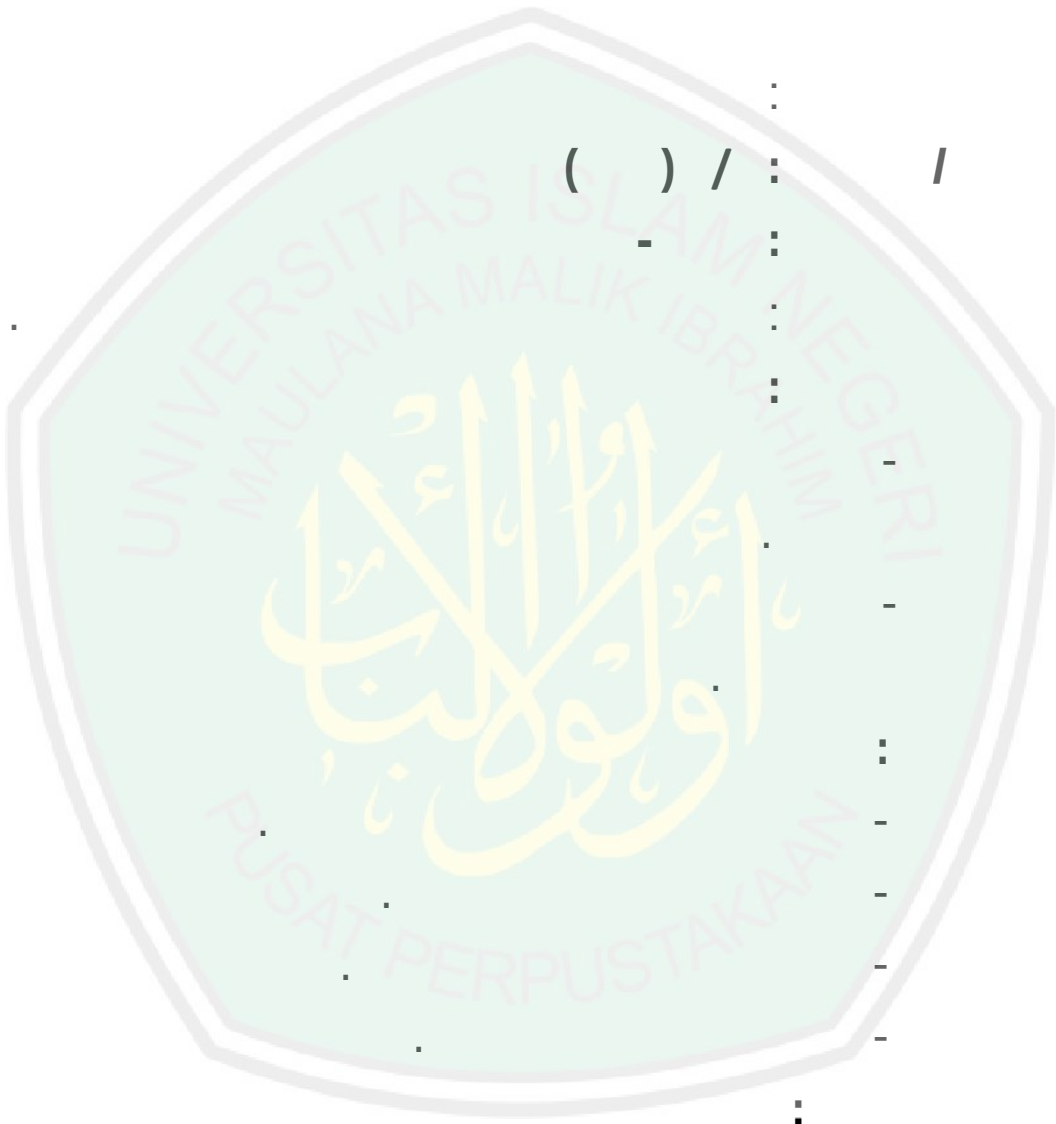




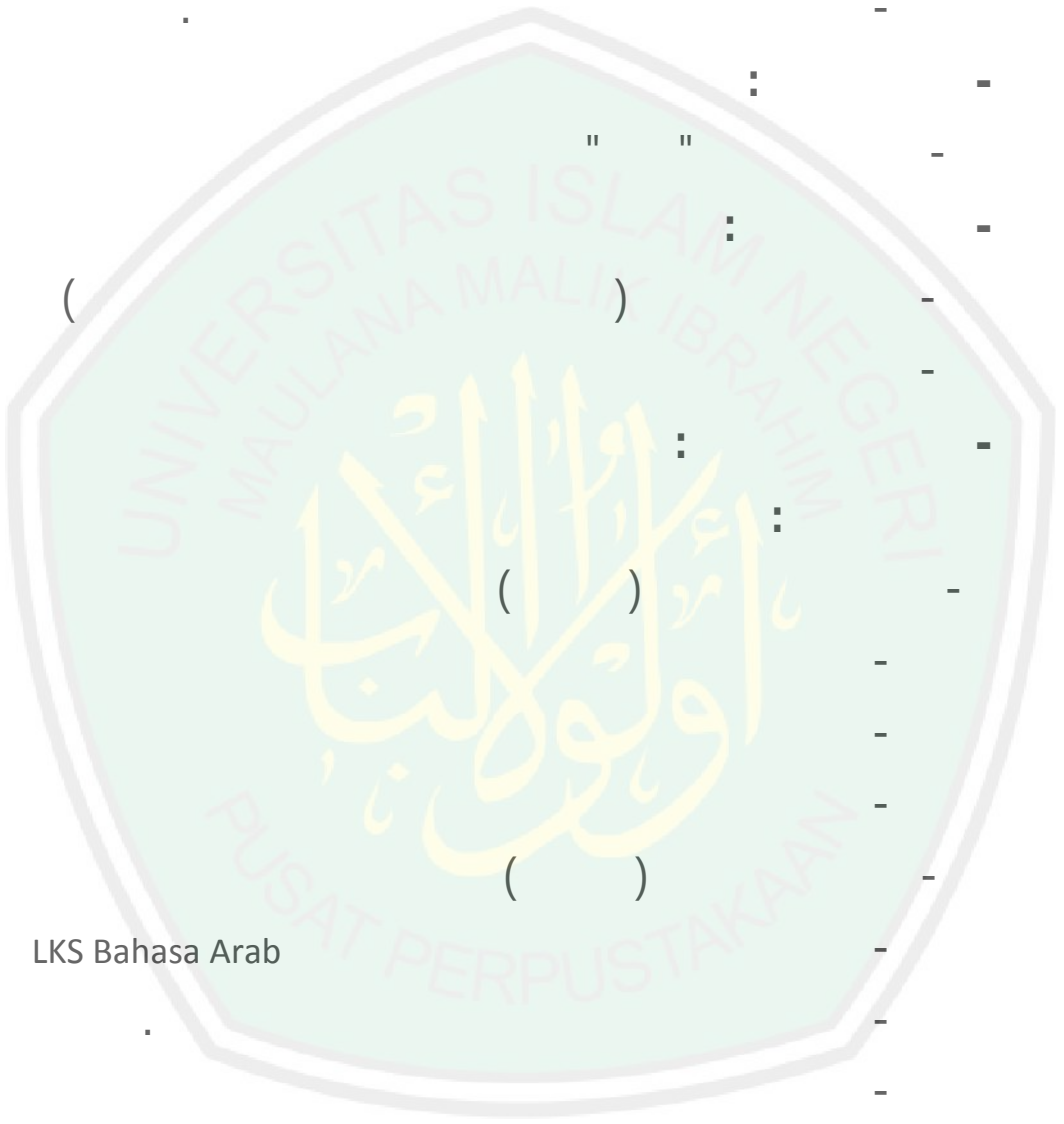
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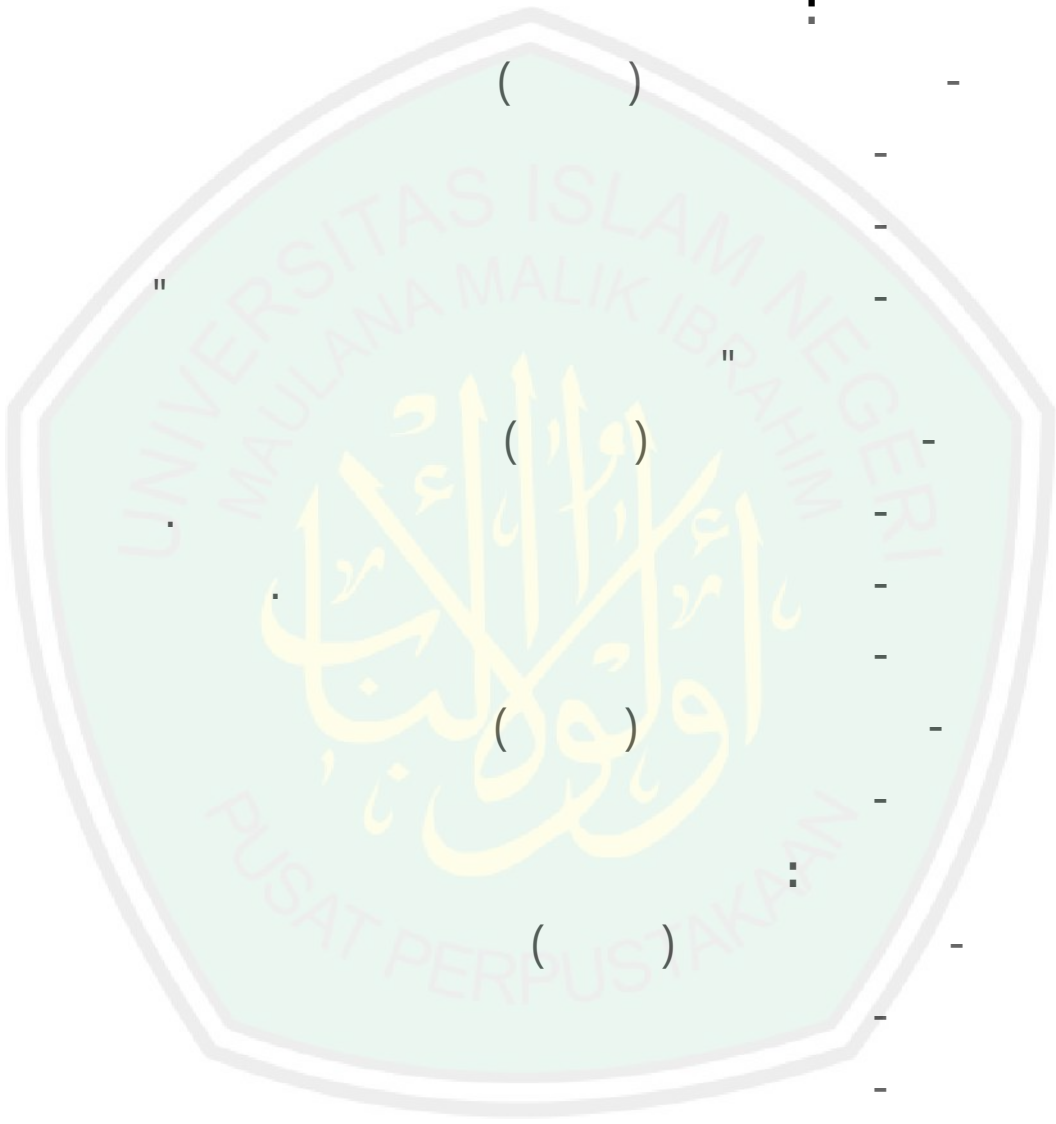


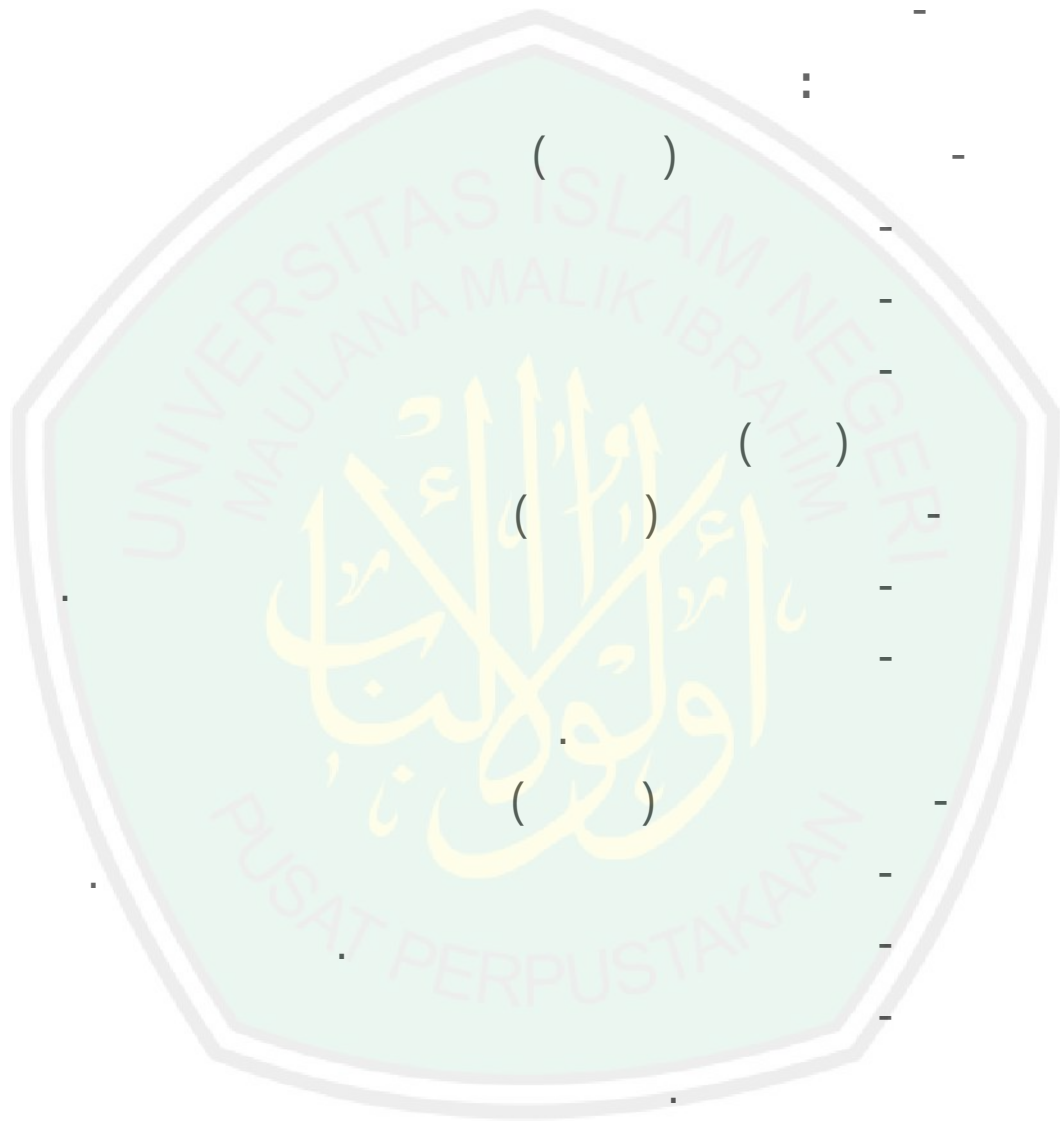


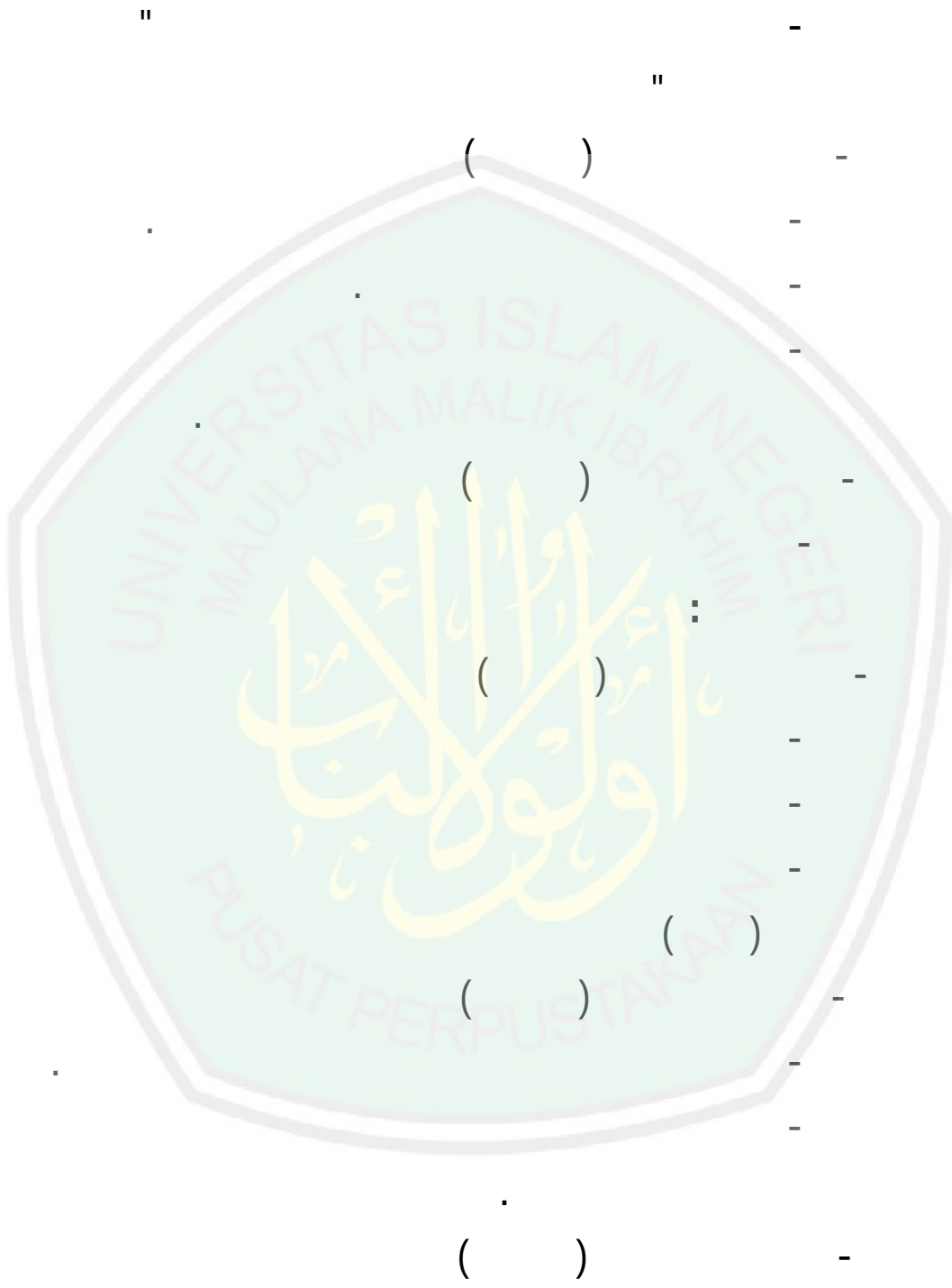
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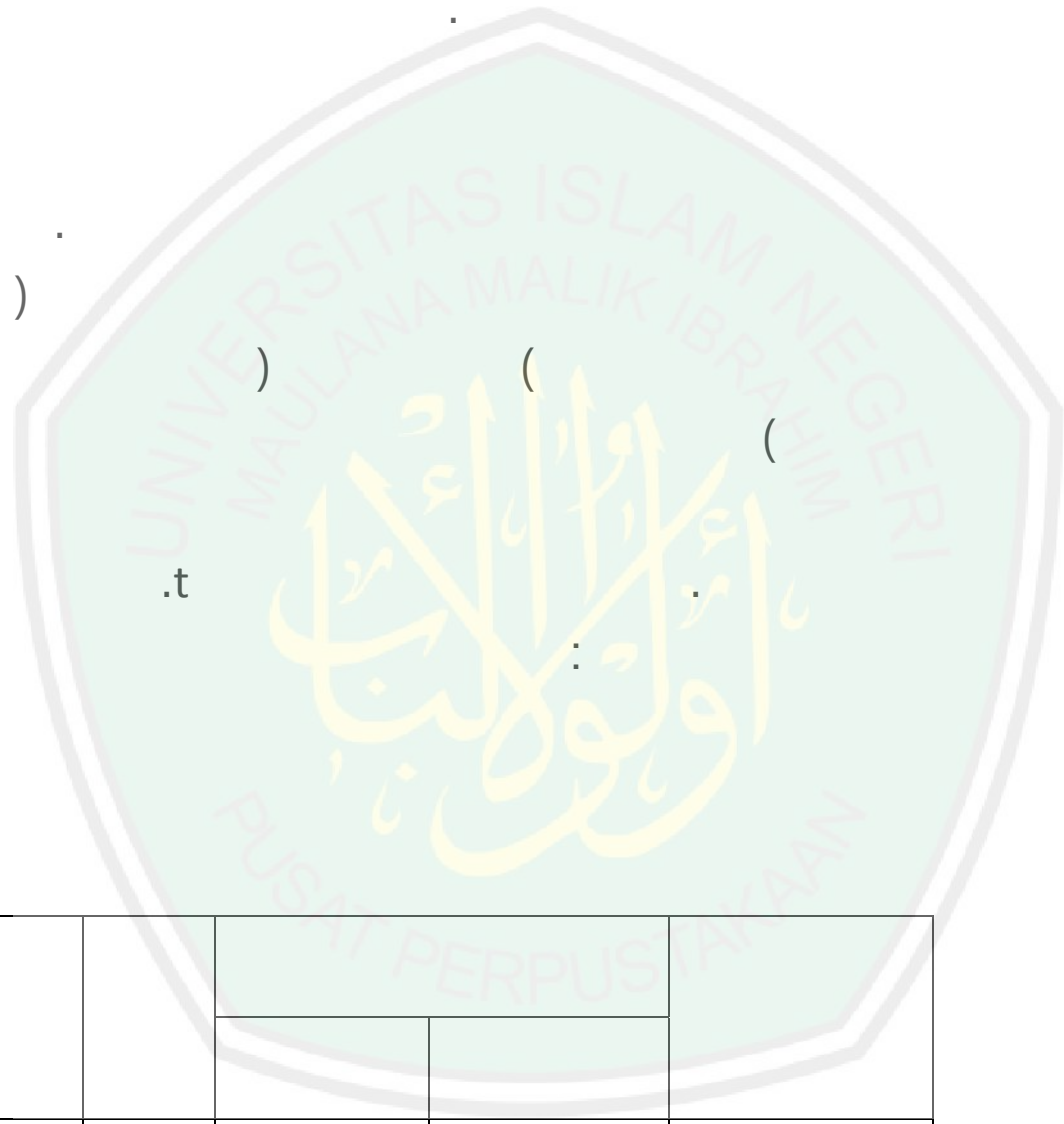
Fasih Berbahasa Arab I

PT. Tiga Serangkai Pustaka MandiriK : (Darsono)

LKS Bahasa Arab Arofah untuk MTs Semester Genap kelas -

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$D^2=(X-Y)^2$	$D=X-Y$	(y)	(x)	(n)
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$\sum D^2 =$	$\sum D = -$ $M_D = -$,	$\sum Y =$	$\sum X =$	$N =$

$$M_D = - \text{ و } \sum D^2 = 21933 \quad \sum D = -869 \quad N=40$$

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$$21.725$$

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{21933}{40} - \left[\frac{869}{40} \right]^2} = \sqrt{548.32 - (21.72)^2} = \sqrt{548.32 - 471.8}$$

$$= \sqrt{76.52} = 8.74$$

:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{8.74}{\sqrt{39}} = \frac{8.74}{6.24} = 1.4$$

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 t_0

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$= \frac{21.725}{1.4}$$

$$= 15.52$$

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 (M_D)

(SE_{MD}) , (SD_D)
 $df=N-1 :$ df . , (t_0)
 t $df= 40-1=39$
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 $\%$ $=2,04$ $\%$
 t t_0 $=2,75$
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$D^2=(X-Y)^2$	$D=X-Y$			(n)
		(y)	(x)	

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$\sum D^2 =$	$\sum D = -$ $M_D =$,	$\sum Y =$	$\sum X =$	$N =$

$$19999 = \sum D^2 \quad 821 = \sum D \quad = N$$

$$: \quad , \quad = M_D$$

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{19999}{40} - \left[\frac{821}{40}\right]^2} = \sqrt{499.97 - (20.52)^2} = \sqrt{499.97 - 421.1}$$

$$= \sqrt{78.87} = 8.9$$

:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{8.9}{\sqrt{39}} = \frac{8.9}{6.24} = 1.43$$

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 t_0

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$= \frac{20.525}{1.43}$$

$$= 14.35$$

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(M_D)
 (SE_{MD}) , (SD_D)
 $df=N-1 :$ df , (t_0)
 t $df=40-1=39$
 $()$ t
 $\%$ $=2,04$ $\%$
 t t_0 $=2,75$
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$D^2=(X-Y)^2$	$D=X-Y$			(N)
		(Y)	(X)	
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$\sum D^2 =$	$\sum D = -$ $M_D = -$,	$Y =$	$X =$	$N =$

$$\sum D^2 = 4881 \quad \sum D = -391 \quad N = 40$$

:

$$M_D = 9.76$$

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{4881}{40} - \left[\frac{391}{40} \right]^2}$$

$$= \sqrt{122.025 - (9.78)^2} = \sqrt{122.025 - 95.65}$$

$$= \sqrt{26.37} = 5.14$$

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$t \quad t_0$

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		(N-1)	(to)	SE_{M_D}	SD_D	$\sum D$	
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" "		.	(N-1)	(to)	SE_{M_D}	SD_D	$\sum D$
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(X1

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$$M_1 = \frac{\sum x_1}{N_1}$$

X1

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$$M_2 = \frac{\sum x_2}{N_2}$$

X2

:

$$x_1 = X1 - M_1$$

X1

:

$$x_2 = X2 - M_2$$

x2

:

$$\sum X_1^2$$
$$\sum X_2^2$$
$$:$$

$$x_1$$
$$x_2$$
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$$:$$
$$t_0$$
$$:$$

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{(\sum X_1)^2 + (\sum X_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2} \right)}}$$

$$= t_0$$
$$= M_1$$
$$= M_2$$
$$= \sum x_1^2$$
$$= \sum x_2^2$$
$$= N_1$$
$$= N_2$$

$$\left(\frac{\sum x_1}{N_1} - \frac{\sum x_2}{N_2} \right)^2$$
$$\left(\frac{\sum x_1^2}{N_1} - \frac{(\sum x_1)^2}{N_1} \right)$$
$$\left(\frac{\sum x_2^2}{N_2} - \frac{(\sum x_2)^2}{N_2} \right)$$
$$\frac{(\sum x_1)^2}{N_1}$$
$$\frac{(\sum x_2)^2}{N_2}$$
$$\sum x_1$$
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(x_2^2)	(x_1^2)	(x_2)	(x_1)	x_2	x_1	N
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$$\sum x_1 =$$

$$N_1 = \quad \sum x_2^2 = \quad , \quad \sum x_1^2 = \quad , \quad \sum x_2 =$$

$$.N_2 =$$

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$$M_1 = \frac{\sum X_1}{N_1} = \frac{3203}{40} = 80.075$$

$$M_2 = \frac{\sum X_2}{N_2} = \frac{2667}{40} = 66.68$$

: t_0

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{(\sum X_1)^2 + (\sum X_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 * N_2} \right)}}$$

$$t_0 = \frac{80.075 - 66.68}{\sqrt{\left(\frac{5150.27 + 9816.19}{40 + 40 - 2} \right) \left(\frac{40 + 40}{40.40} \right)}}$$

$$t_0 = \frac{13.39}{\sqrt{\left(\frac{14966.46}{78} \right) \left(\frac{80}{1600} \right)}}$$

$$t_0 = \frac{13.39}{\sqrt{191.88 * 0.05}}$$

$$t_0 = \frac{13.39}{\sqrt{9.594}}$$

$$t_0 = \frac{13.39}{3.097}$$

$$t_0 = 4.32$$

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df , (t₀) . (M2)

= - (+) : df = (N1 + N2) – 2 :
(t-table) (t) ()

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.(< >) : (t) % (t₀)

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$\sum x_2^2 =$	$\sum x_1^2 =$			$\sum X_2 =$	$\sum X_1 =$	N=
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$$= \sum x_1 =$$

$$= N_1 = \sum x_2^2 = , \quad \sum x_1^2 = , \quad \sum x_2$$

$$.N_2$$

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$$M_1 = \frac{\sum X_1}{N_1} = \frac{3155}{40} = 78.05$$

$$M_2 = \frac{\sum X_2}{N_2} = \frac{2667}{40} = 66.68$$

$$: t_0$$

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{(\sum X_1)^2 + (\sum X_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2} \right)}}$$

$$t_0 = \frac{78.05 - 66.68}{\sqrt{\left(\frac{4624.37 + 9816.19}{40 + 40 - 2} \right) \left(\frac{40 + 40}{40 \cdot 40} \right)}}$$

$$t_0 = \frac{11.37}{\sqrt{\left(\frac{14440.56}{78} \right) \left(\frac{80}{1600} \right)}}$$

$$t_0 = \frac{11.37}{\sqrt{185.135 \cdot 0.05}}$$

$$t_0 = \frac{11.37}{\sqrt{9.286}}$$

$$t_0 = \frac{11.37}{3.057}$$

$$t_0 = 3.72$$

, (M1)

df , , (t₀) . , (M2)

= - (+) :

df = (N1 + N2) - 2 :

(t-table)

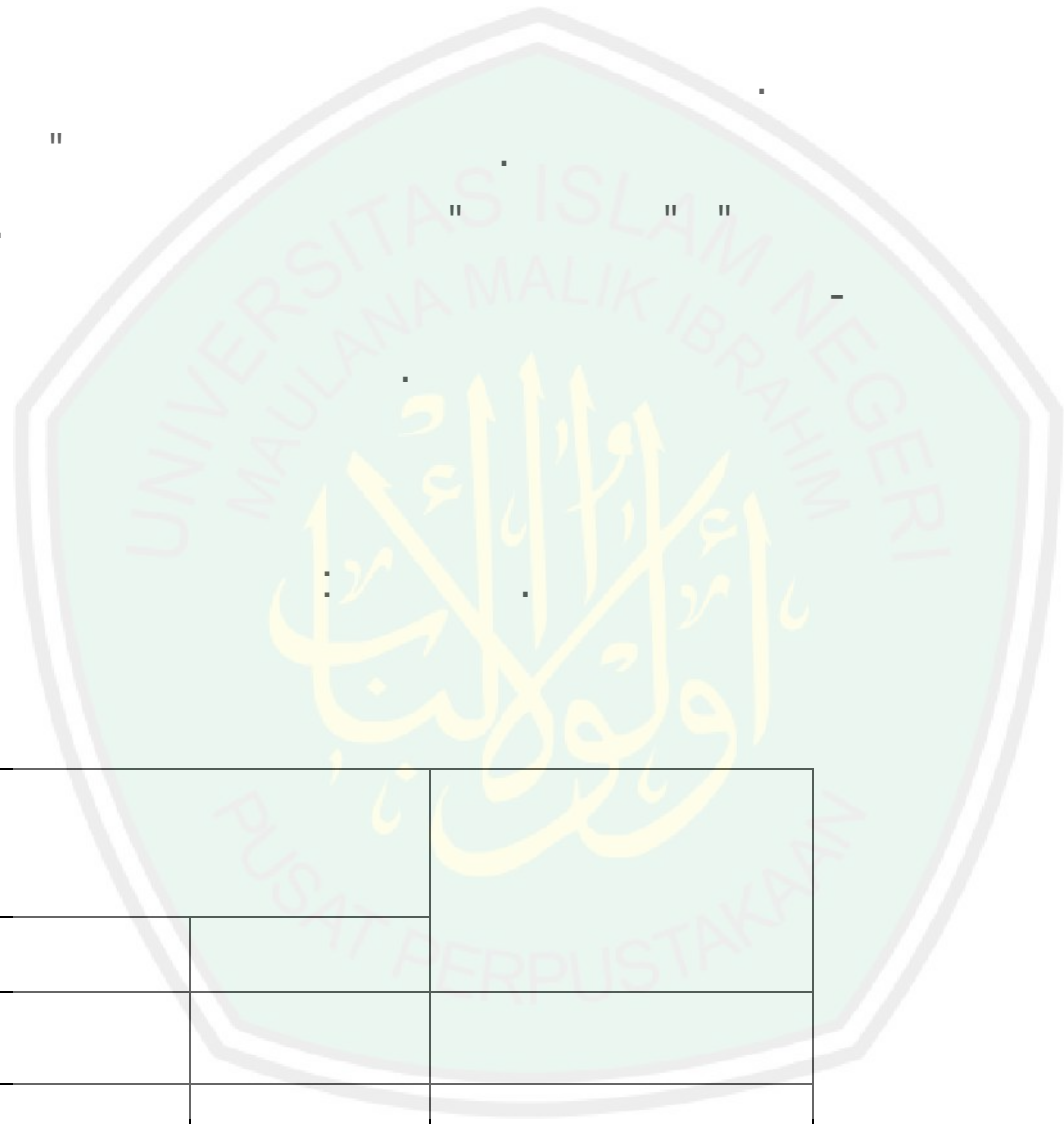
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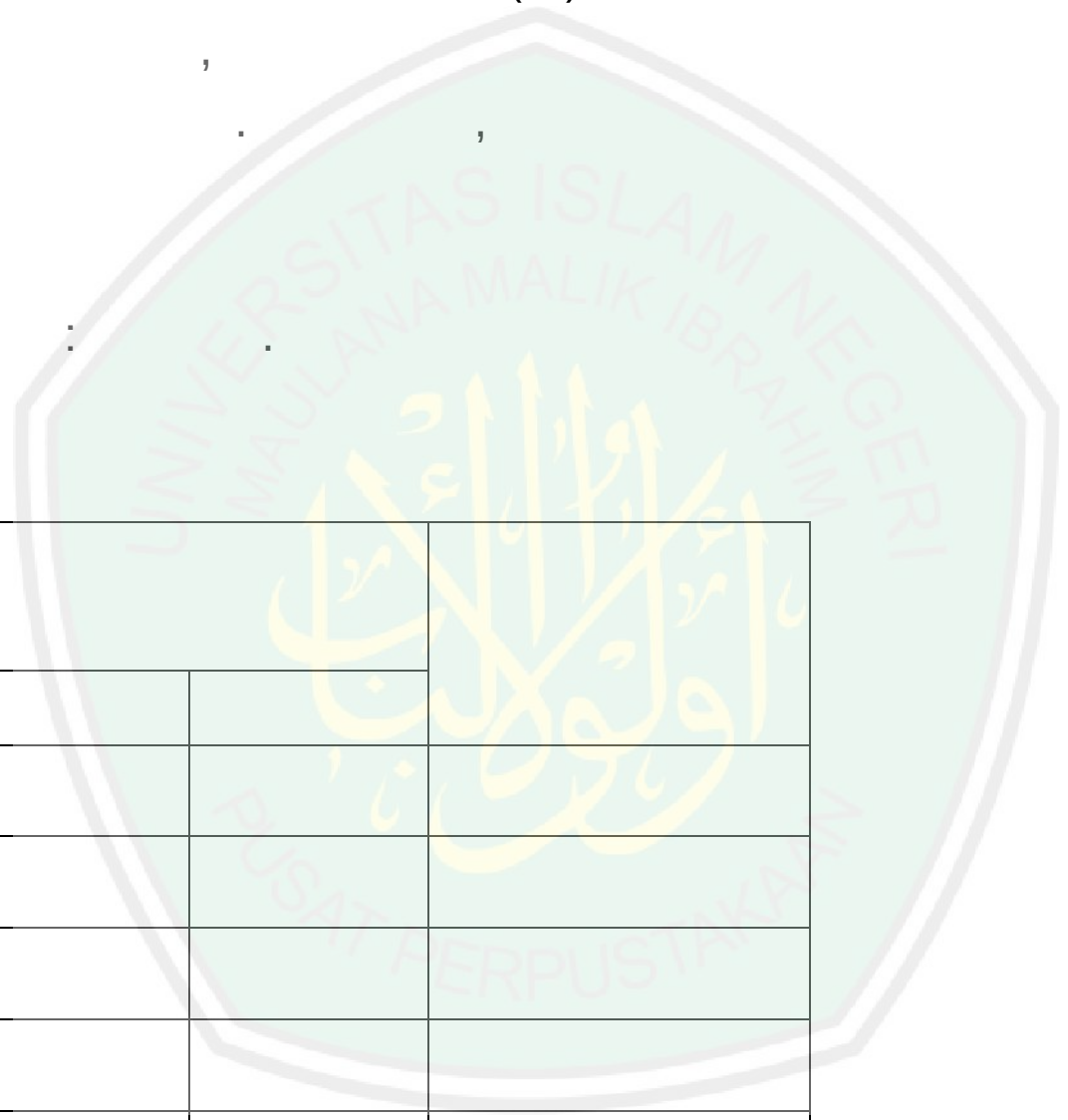
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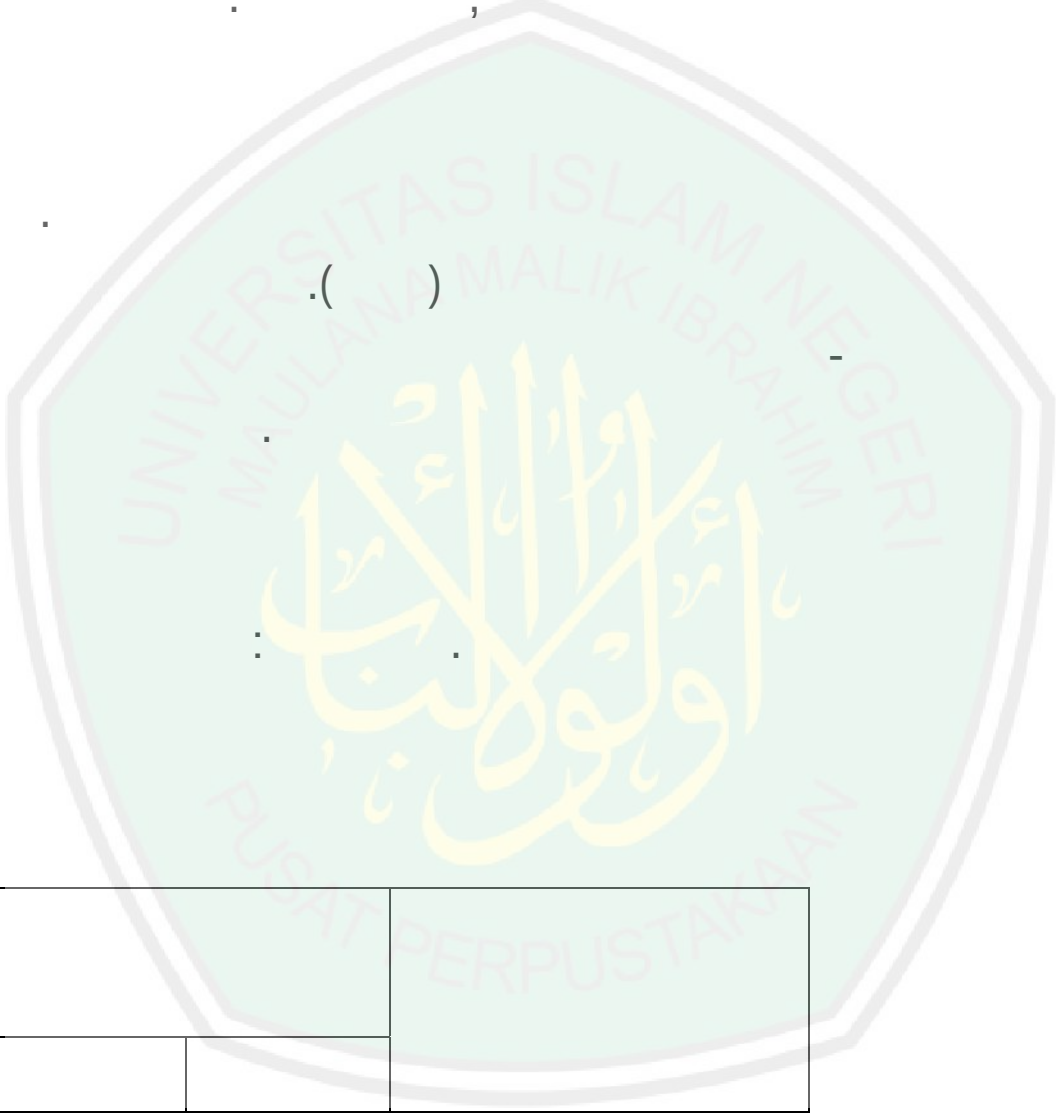
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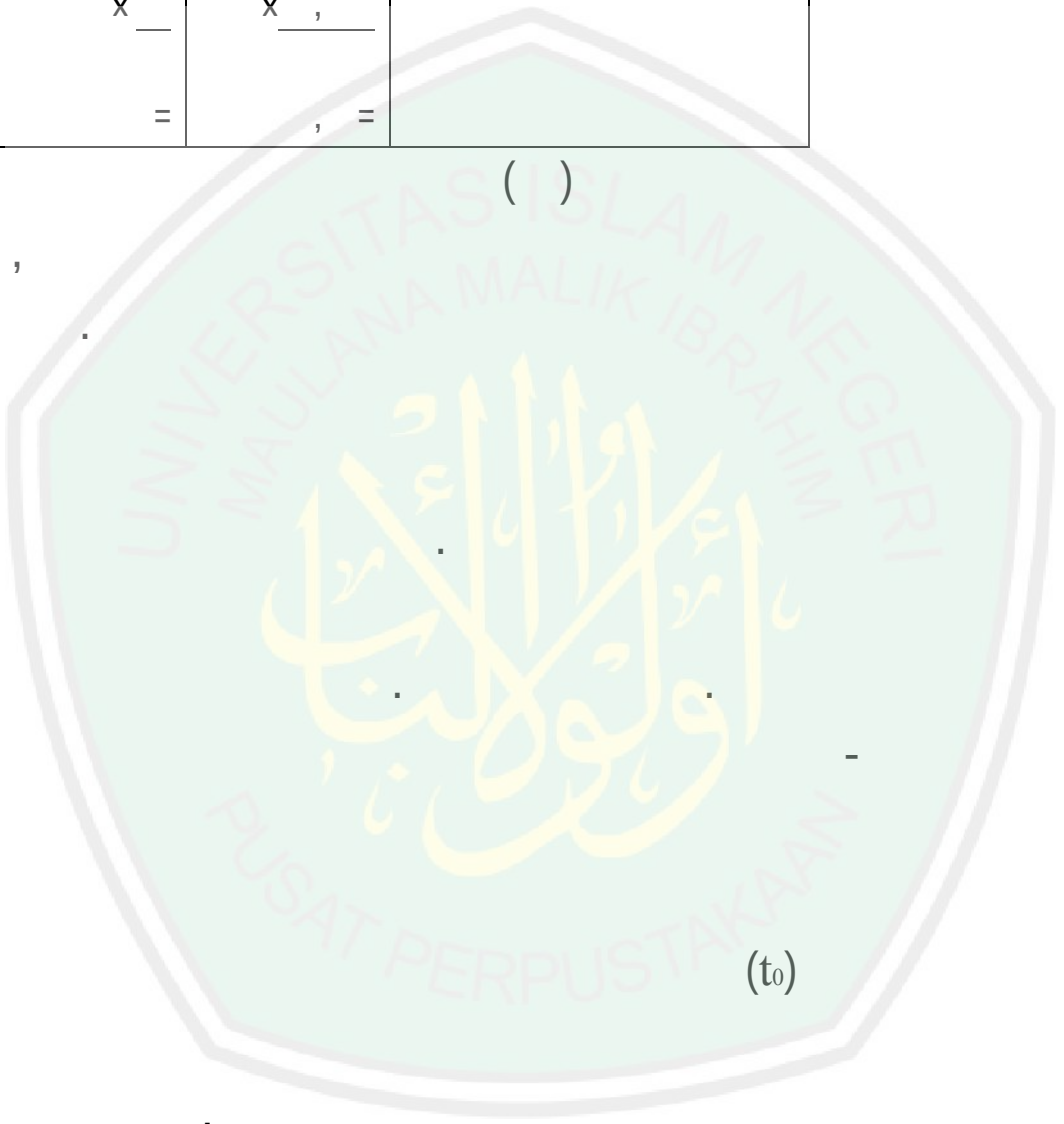
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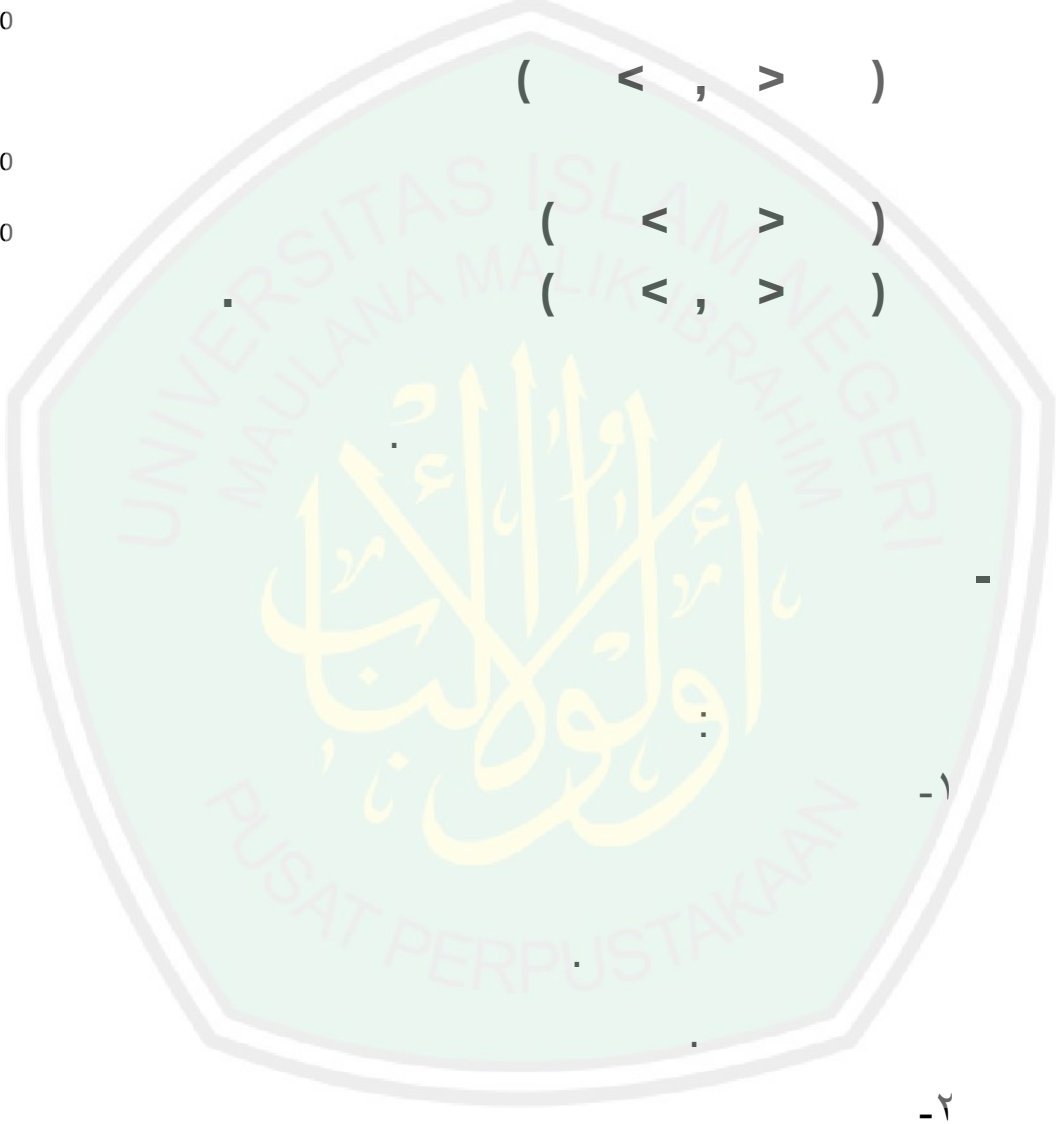
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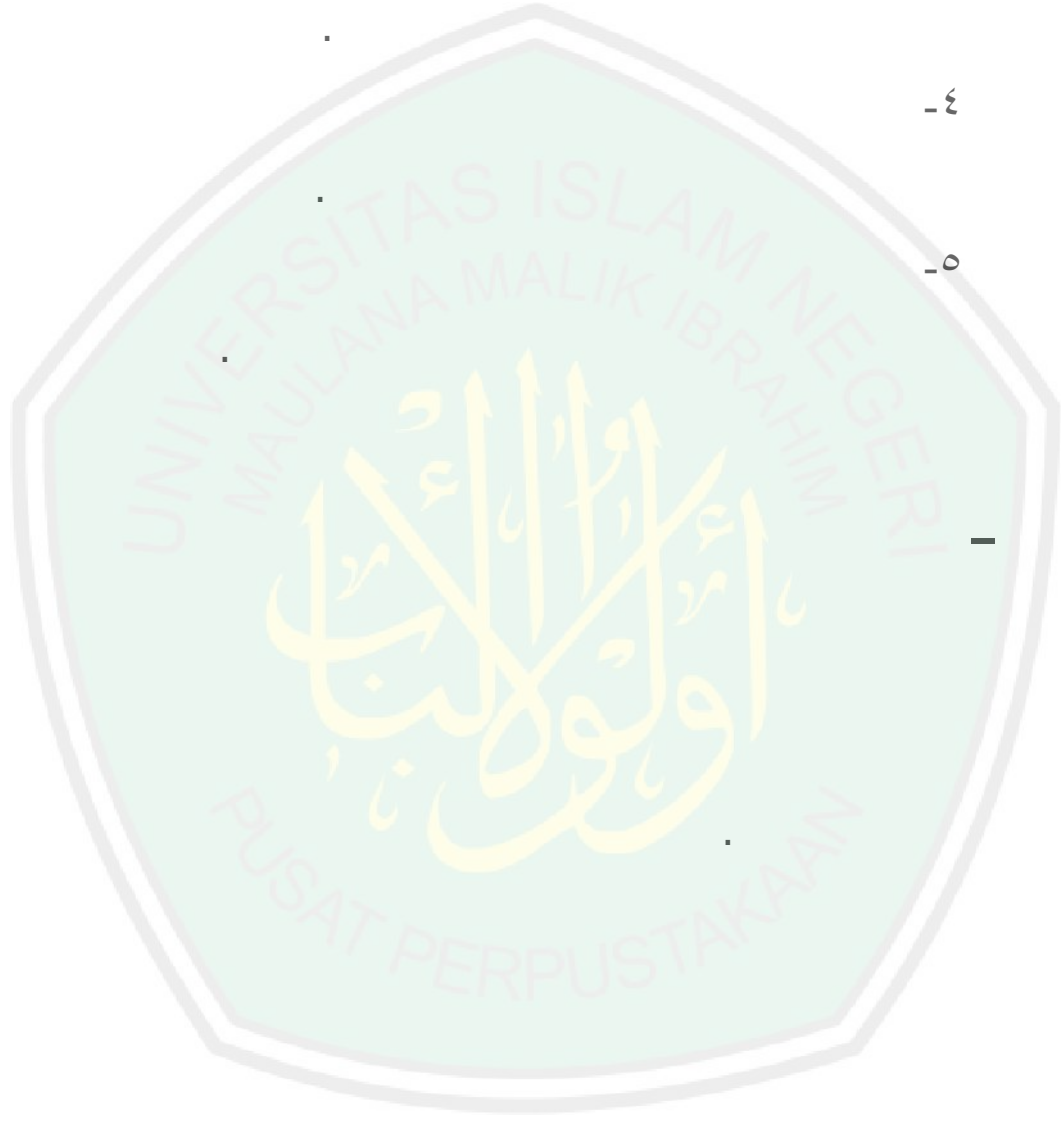
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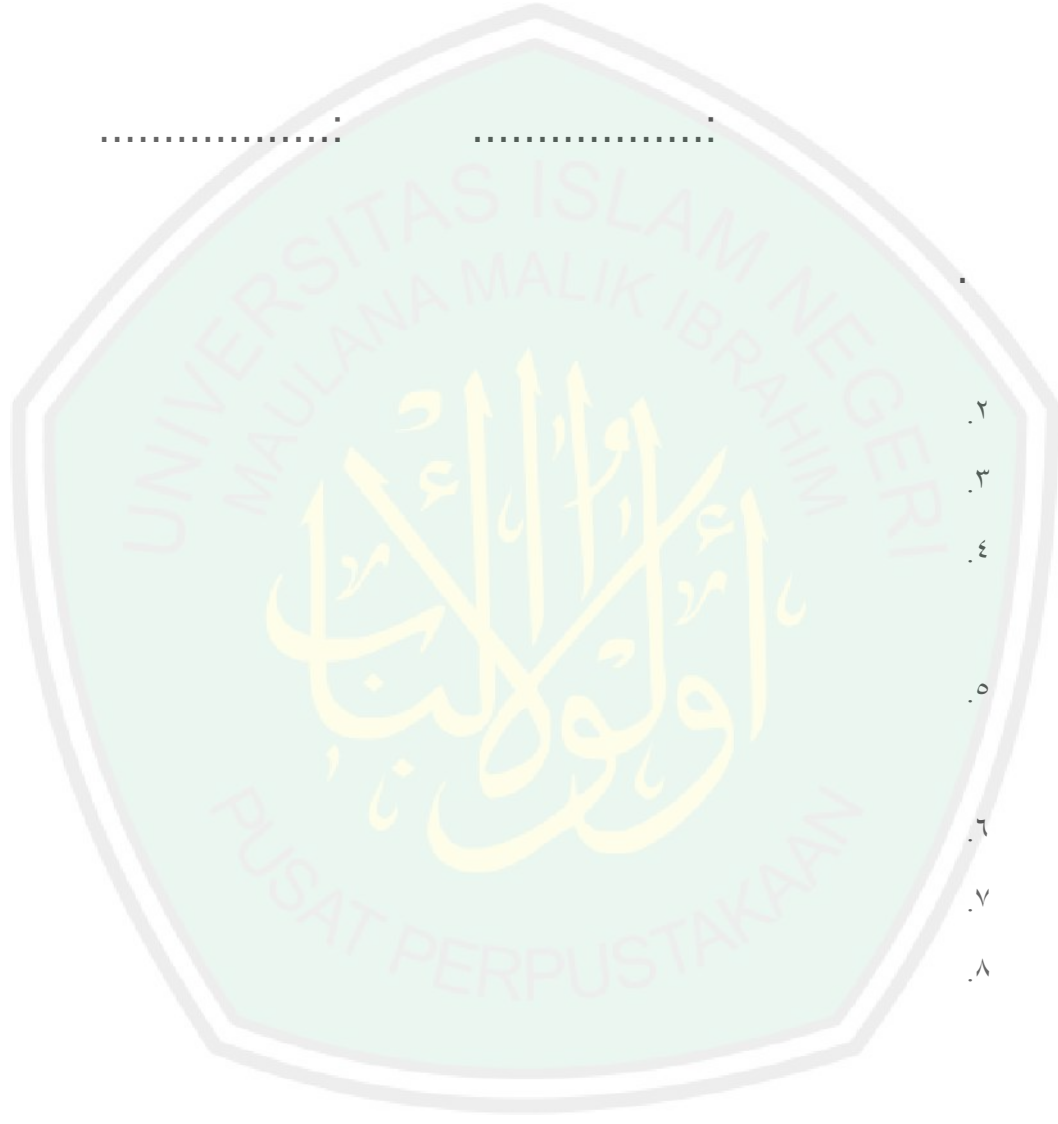
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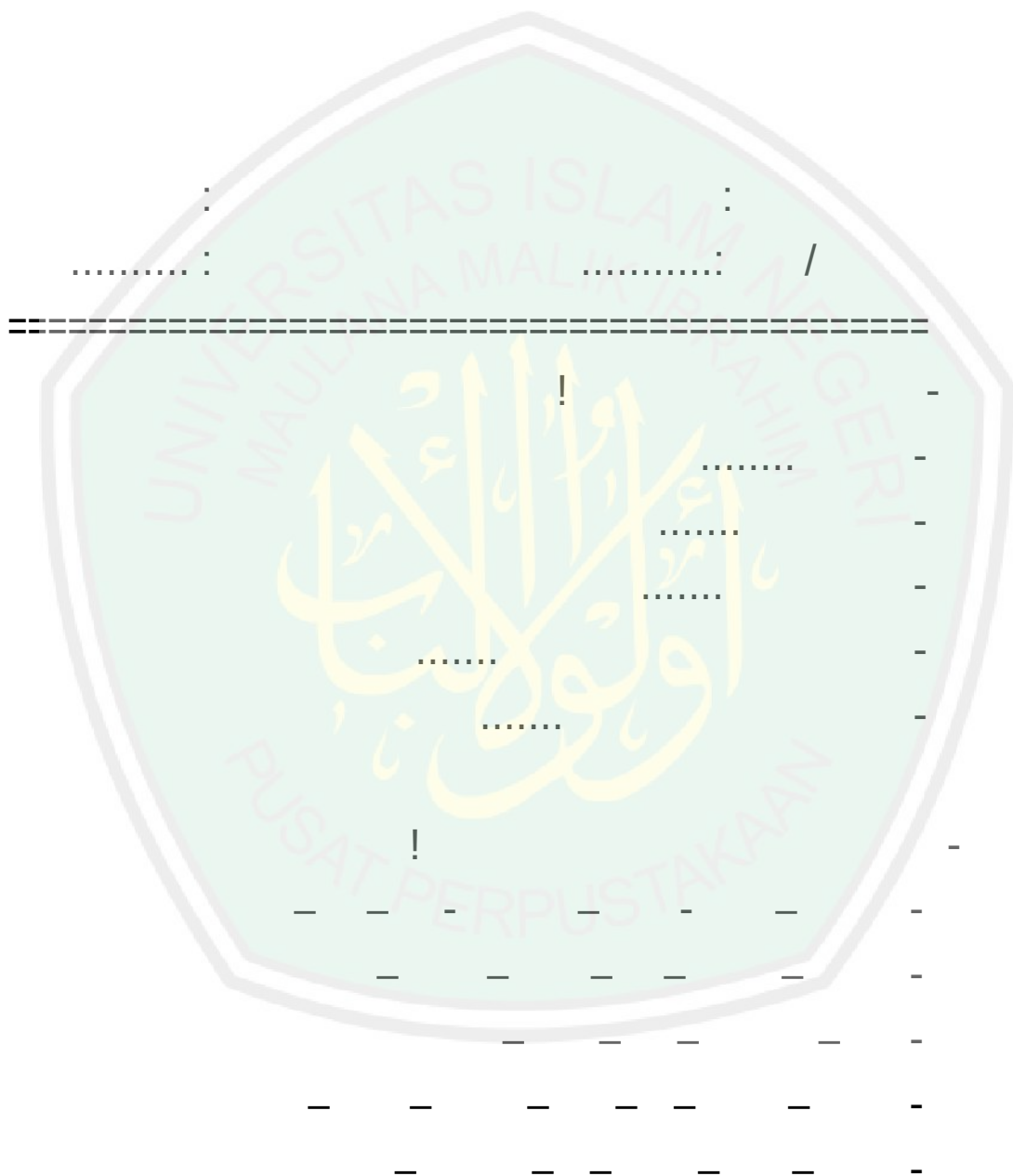
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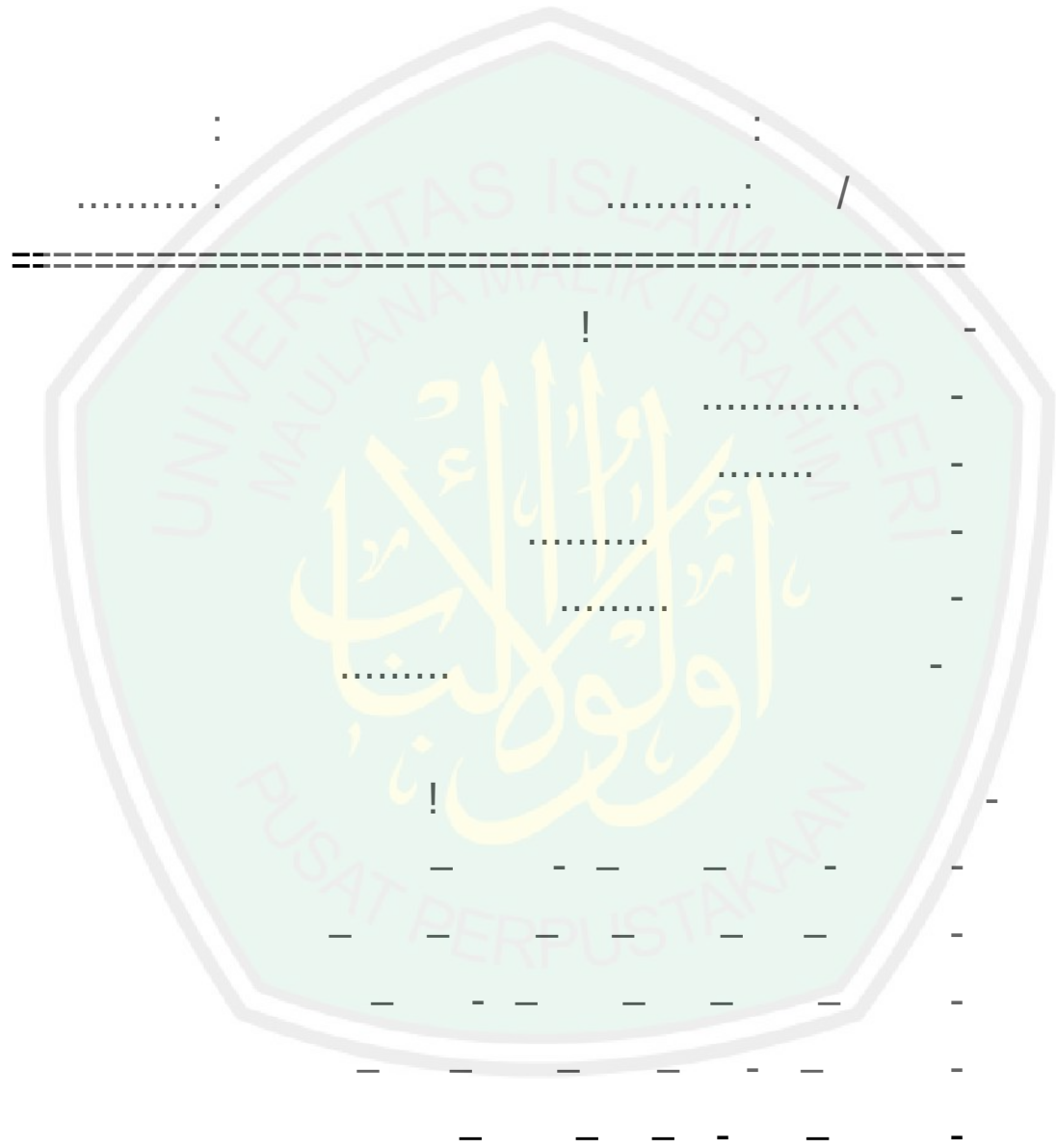
<http://www.aoua.com/vb/showthread.php>

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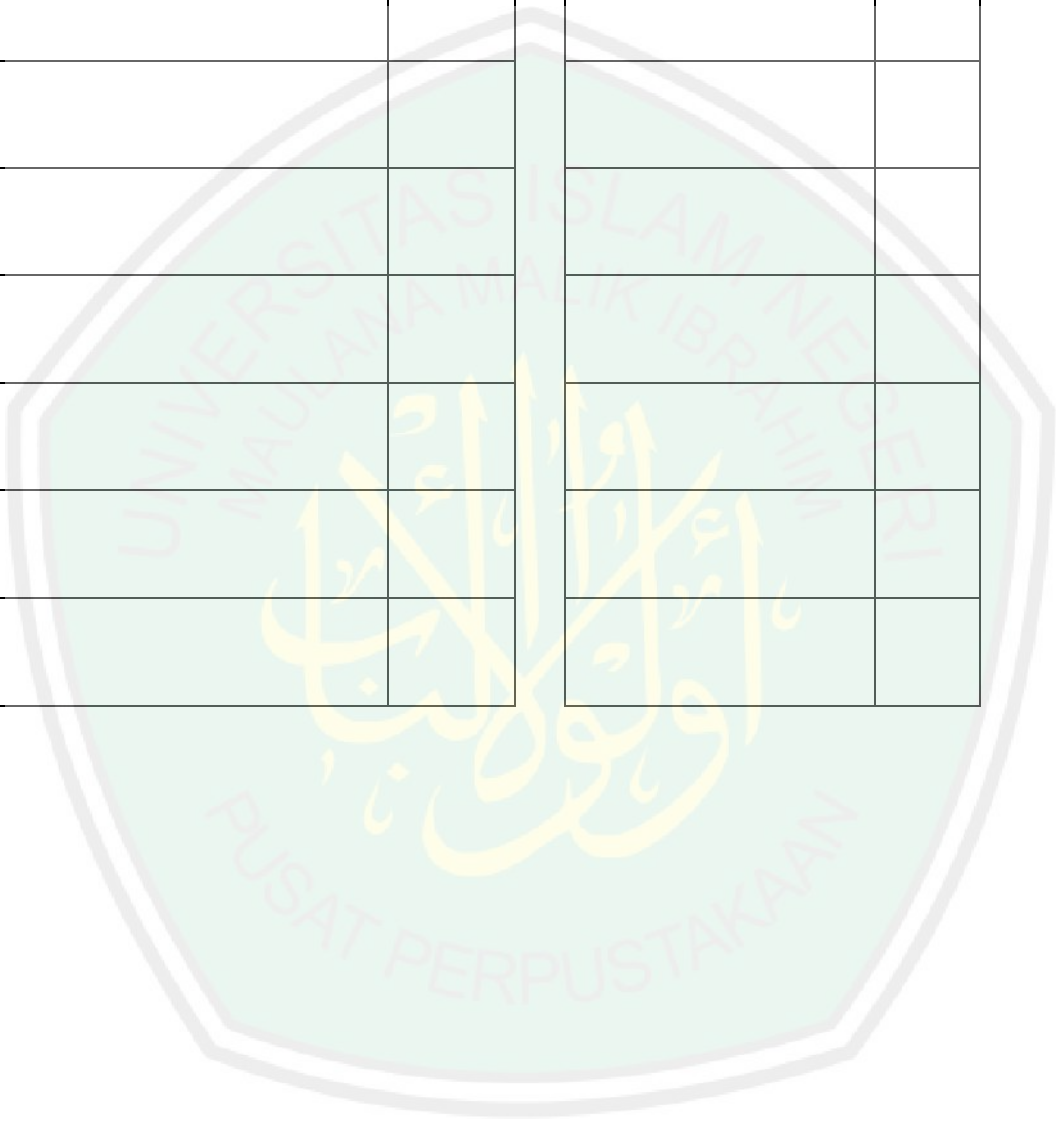


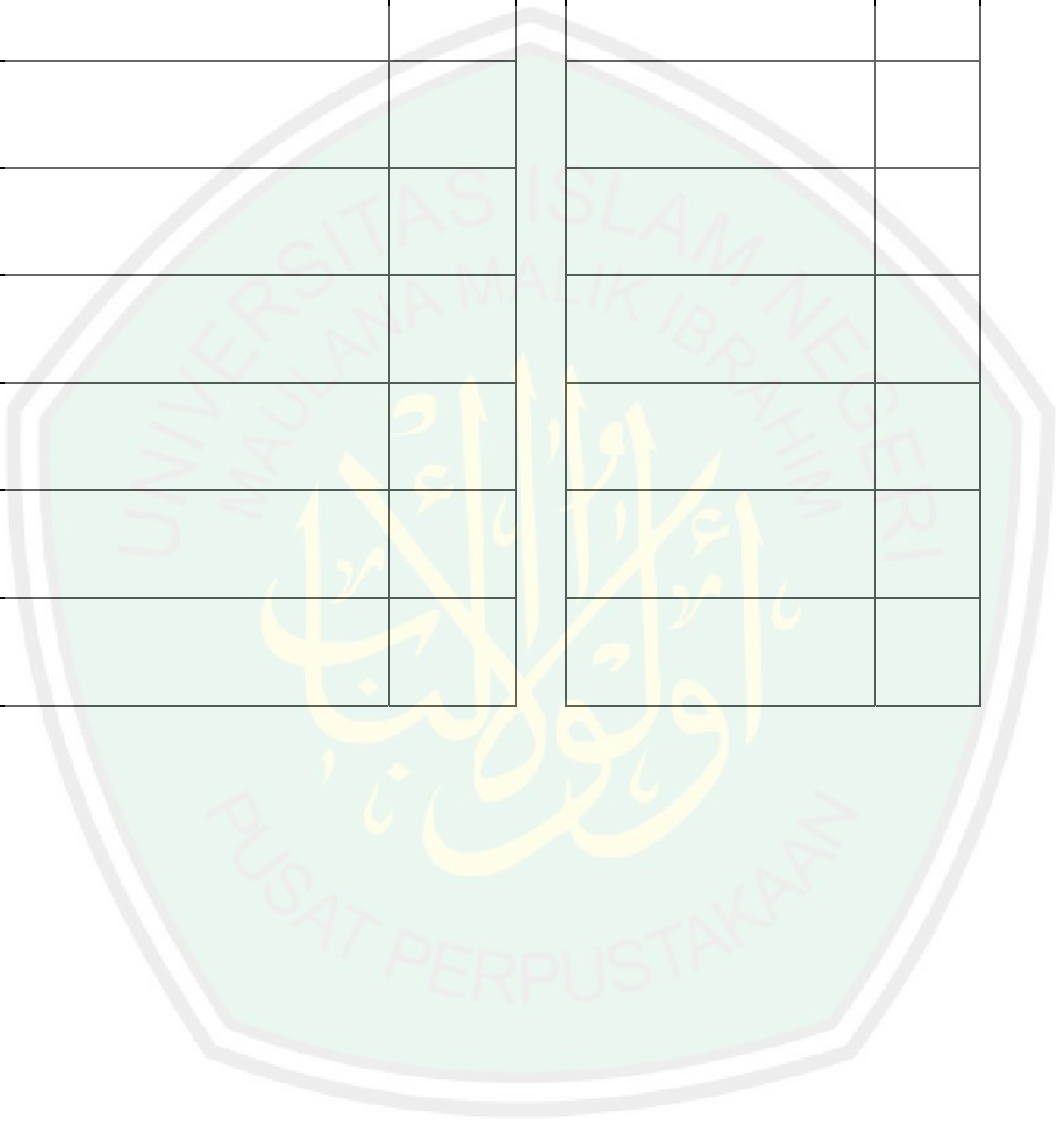


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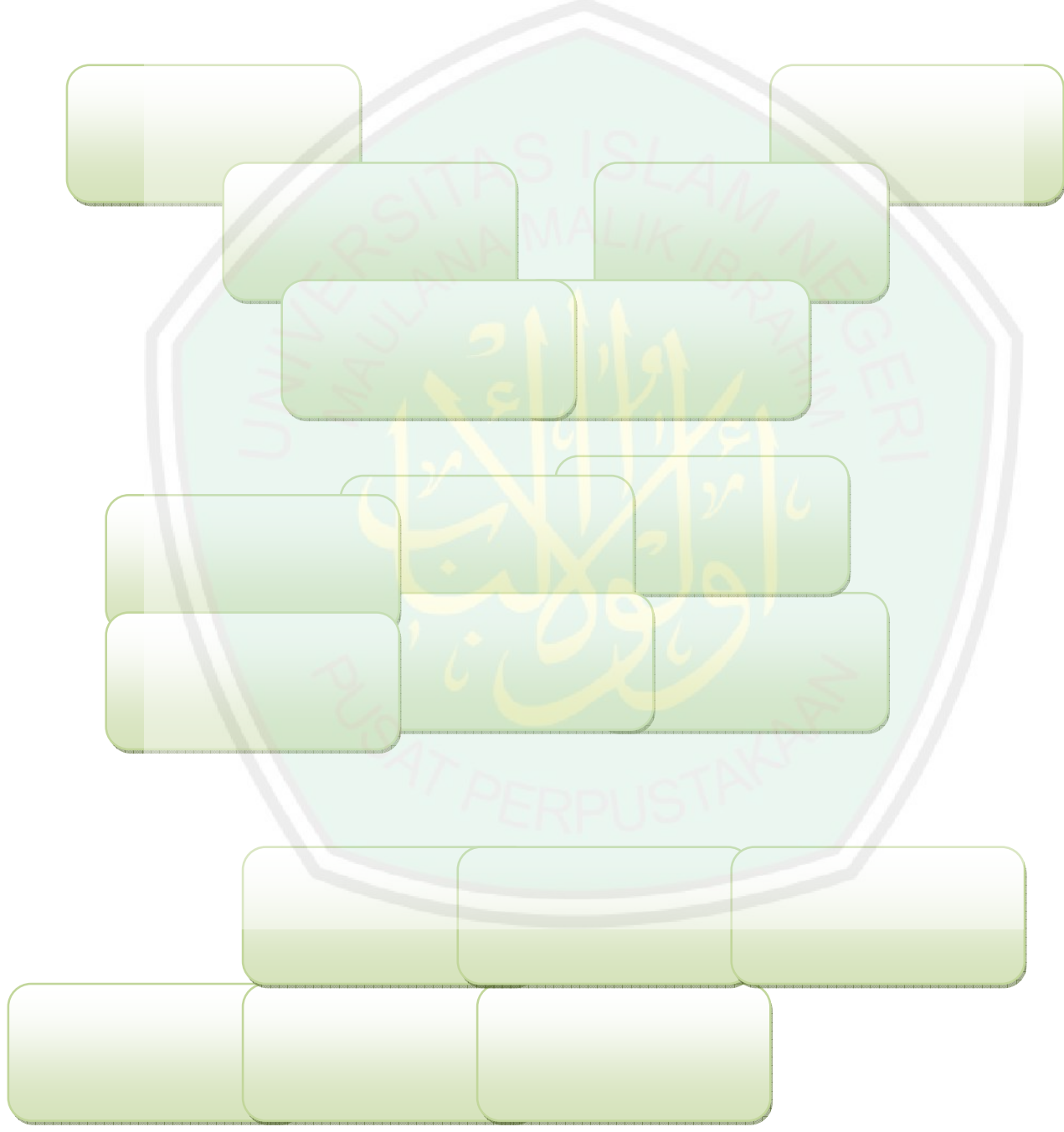


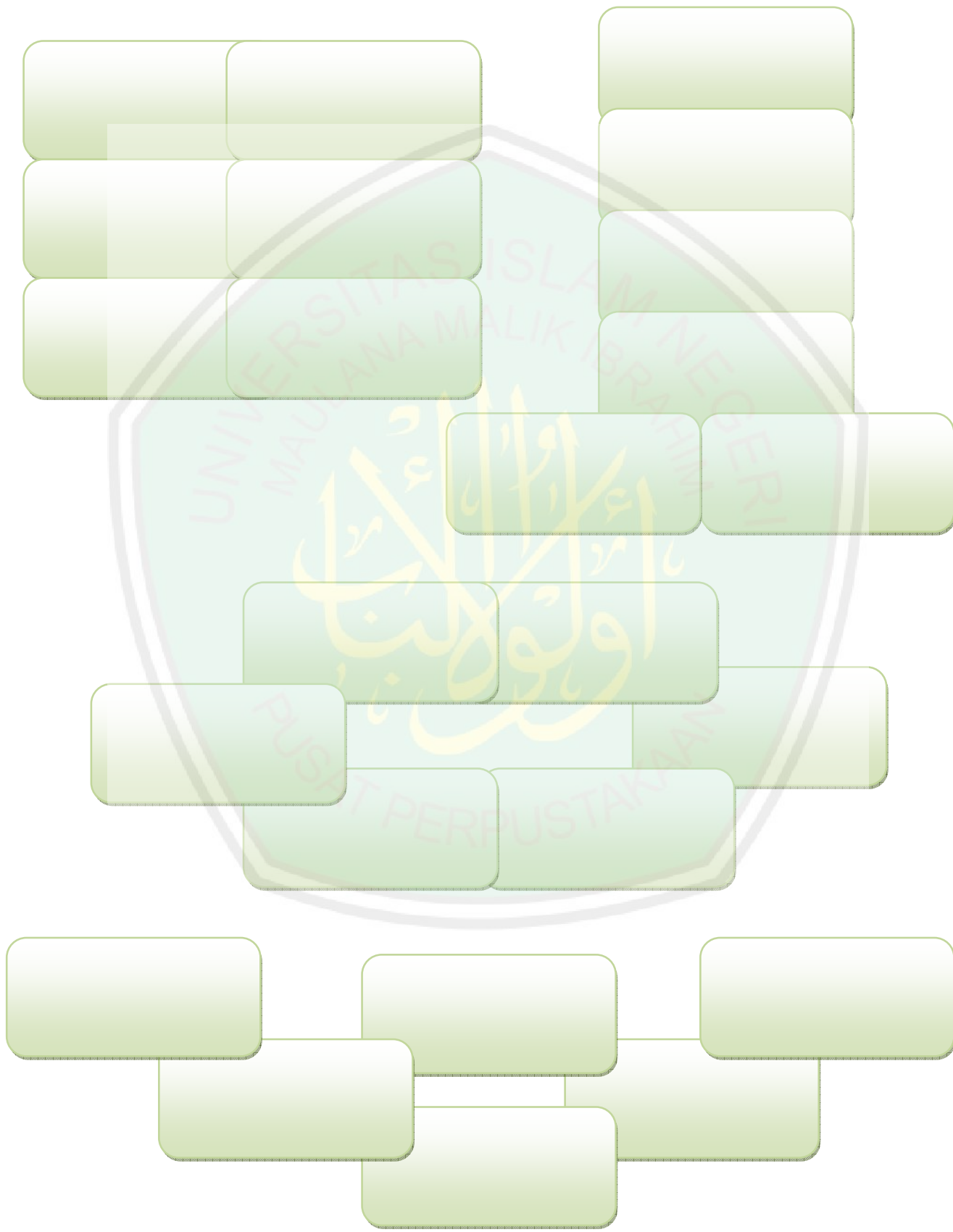


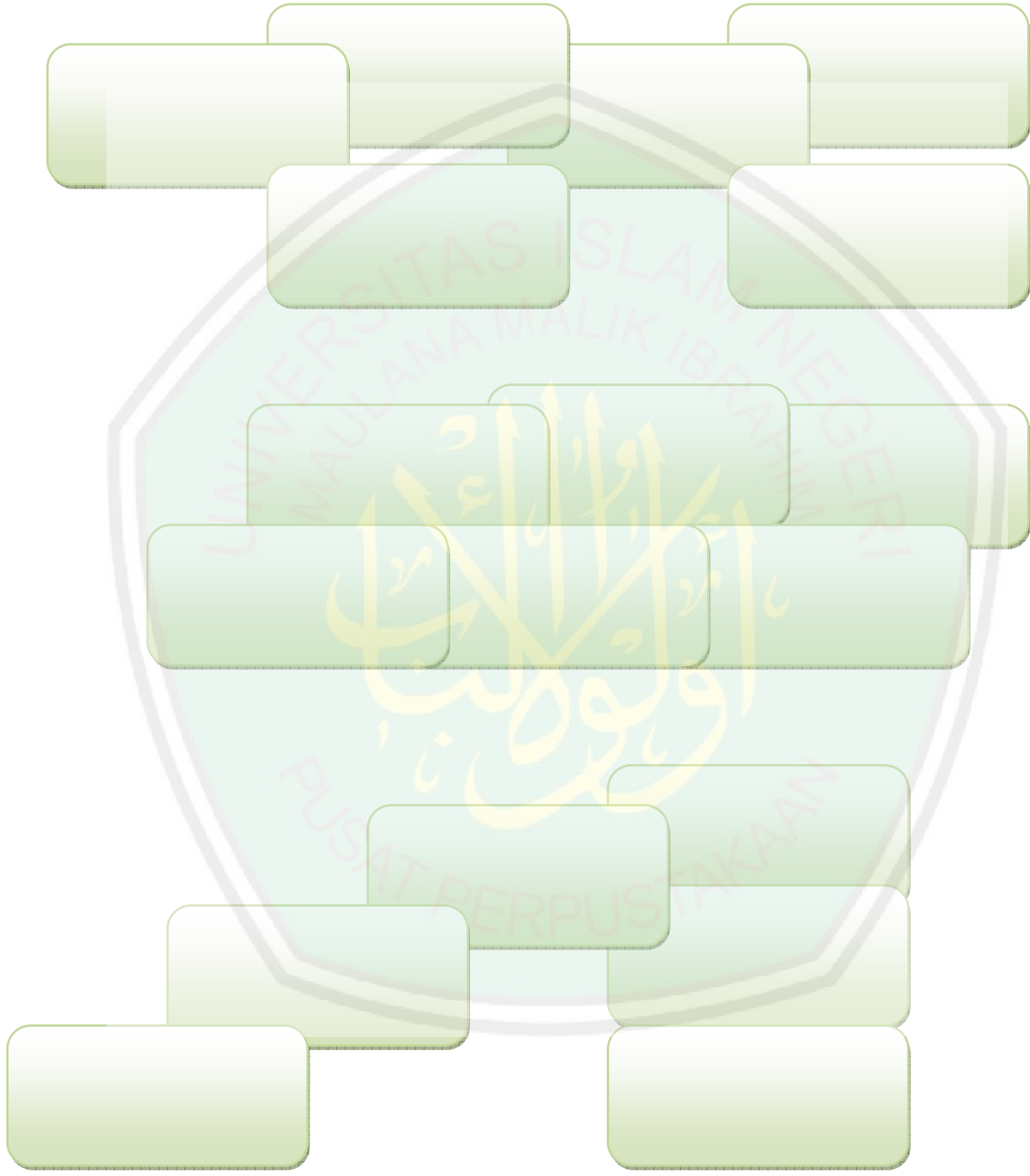


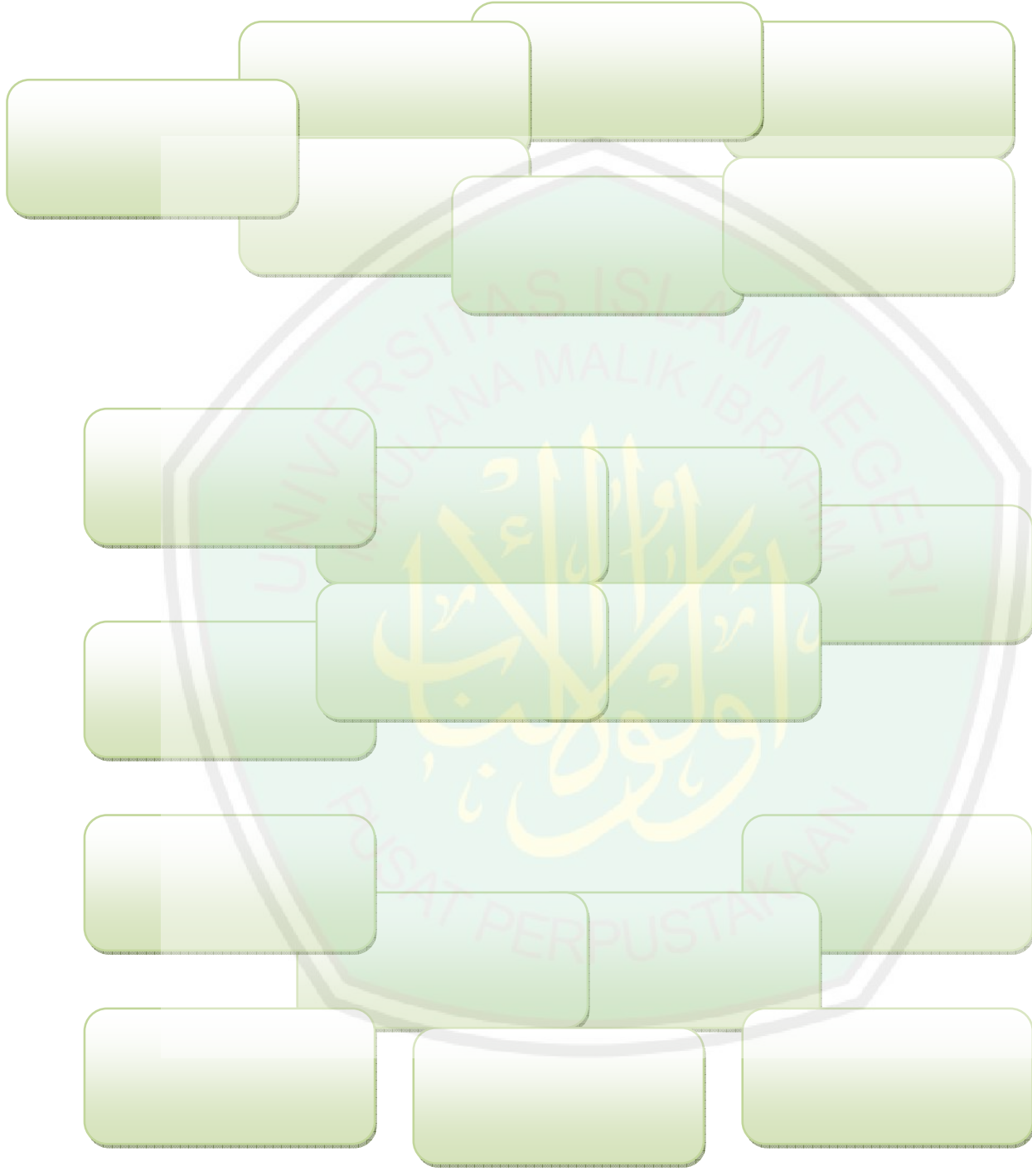


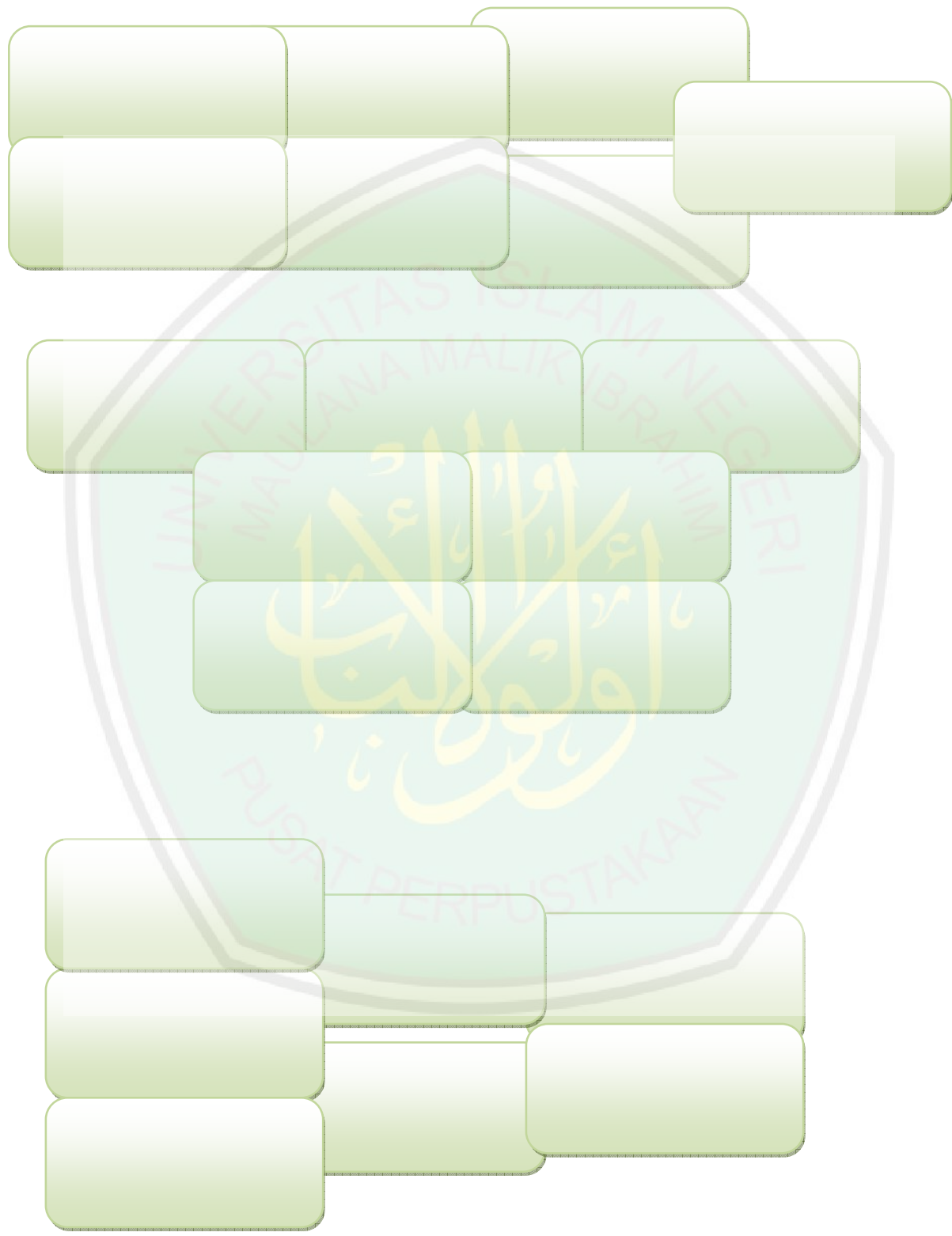
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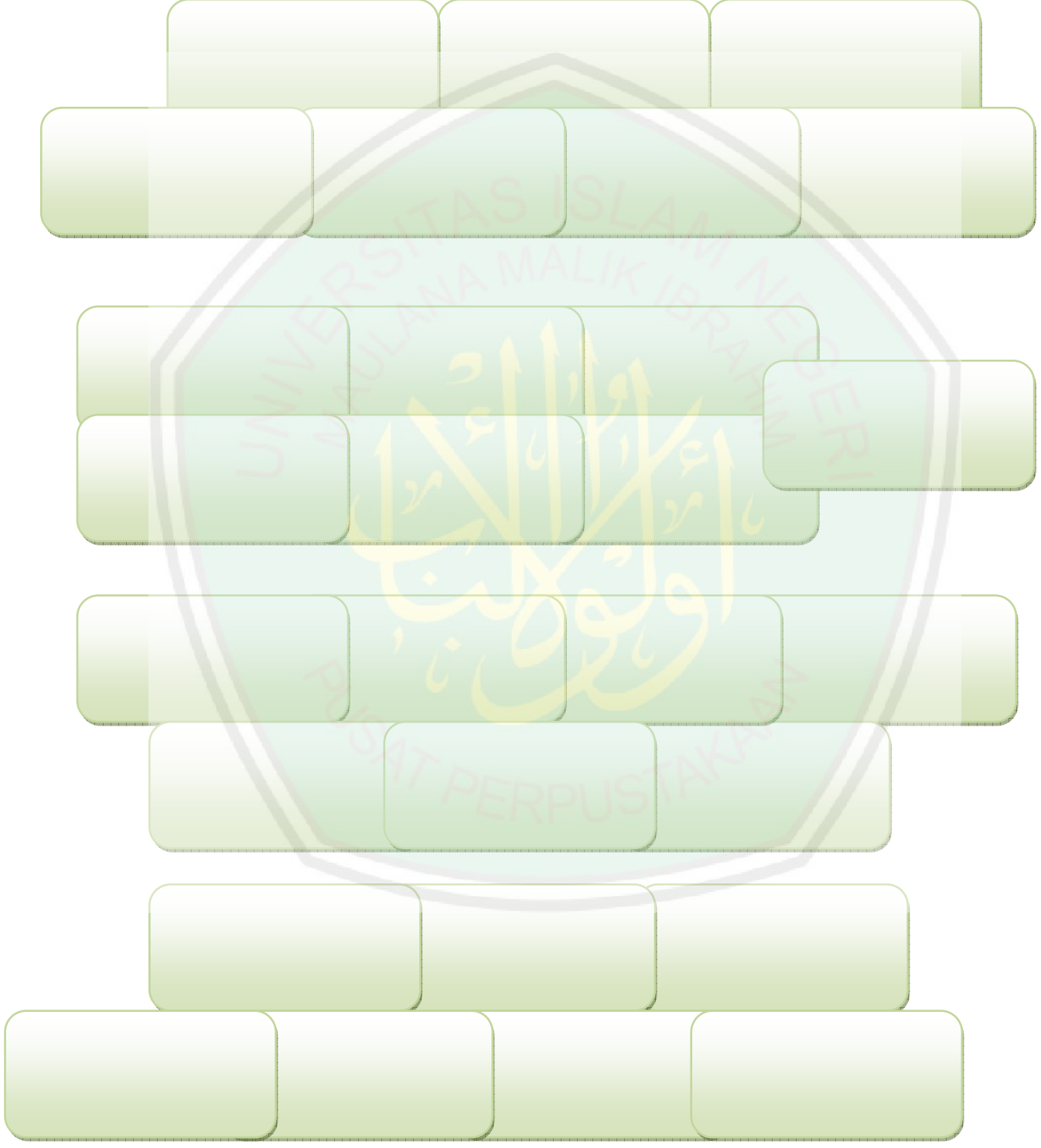








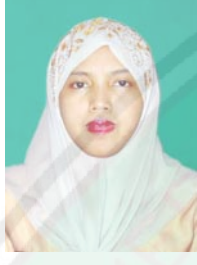




Tabel Nilai “t” untuk Berbagai df

Harga Kritik “t” pada Taraf Signifikansi					
df atau db	5 %	1 %	df atau db	5 %	1 %
1	12,71	63,66	24	2,06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,57	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	2,71
10	2,23	3,17	45	2,02	2,69
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61
19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59
21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	1,96	2,58

(Dinukil dari buku Pengantar Statistik Pendidikan karangan Prof. Drs. Anas Sudjijono)



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