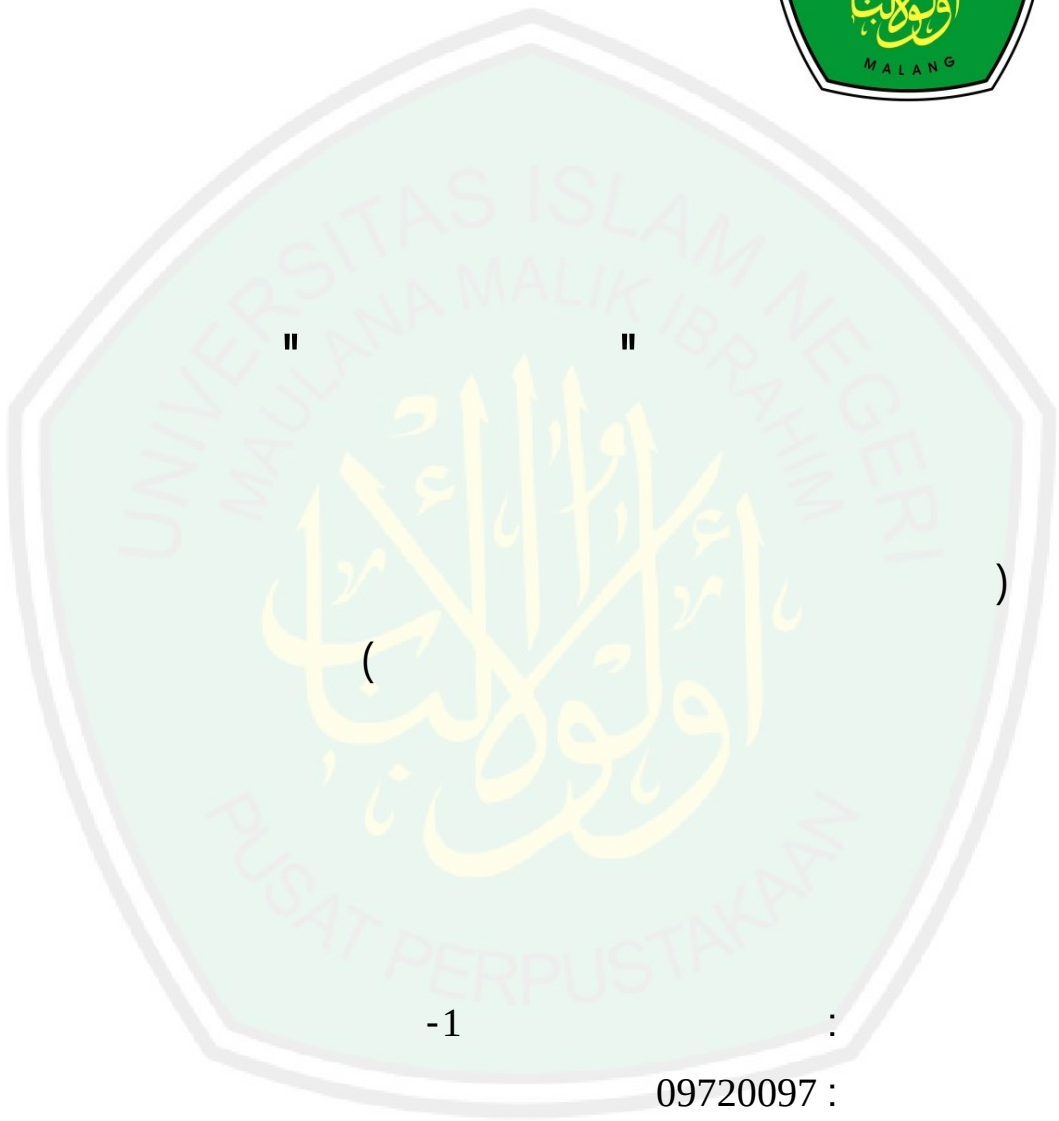


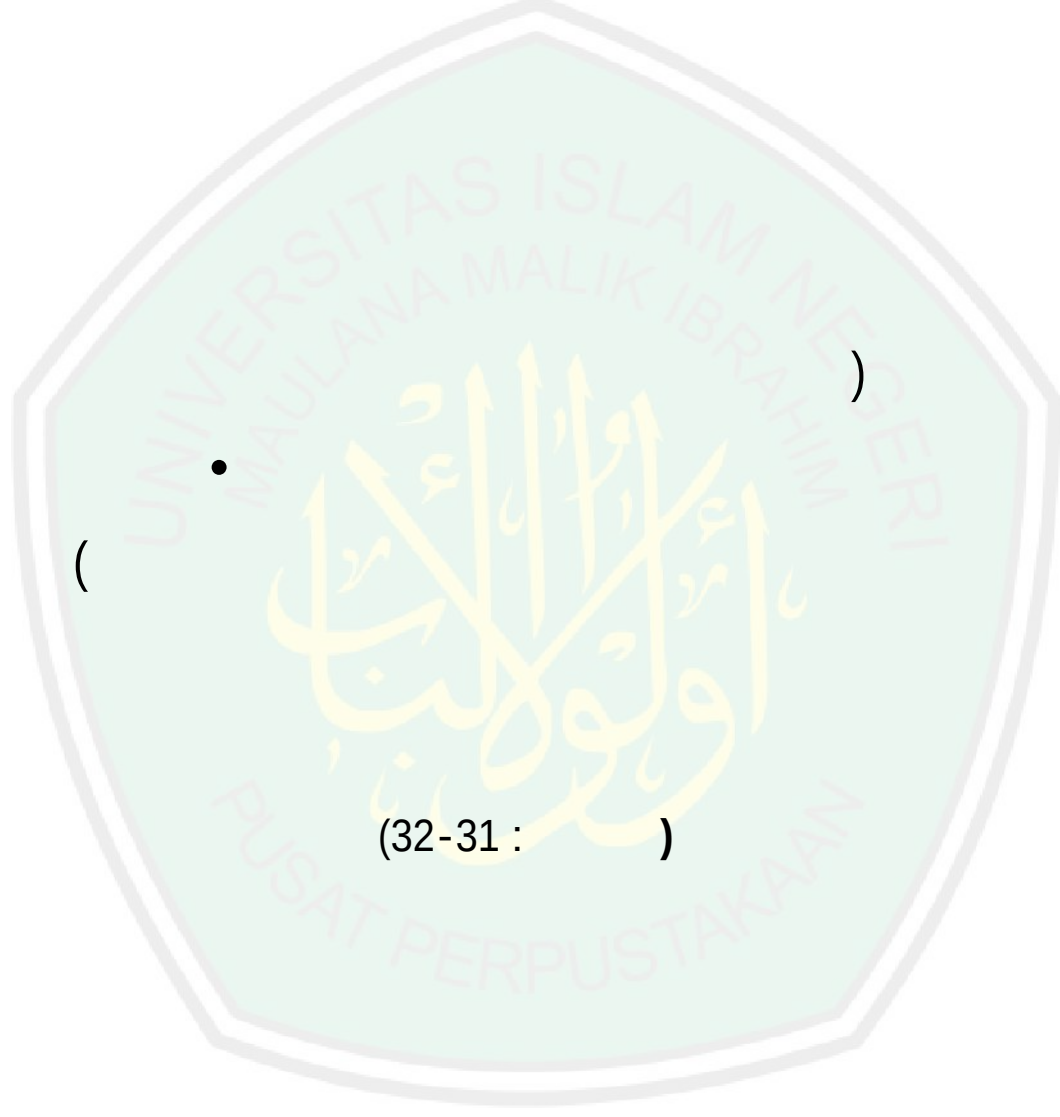


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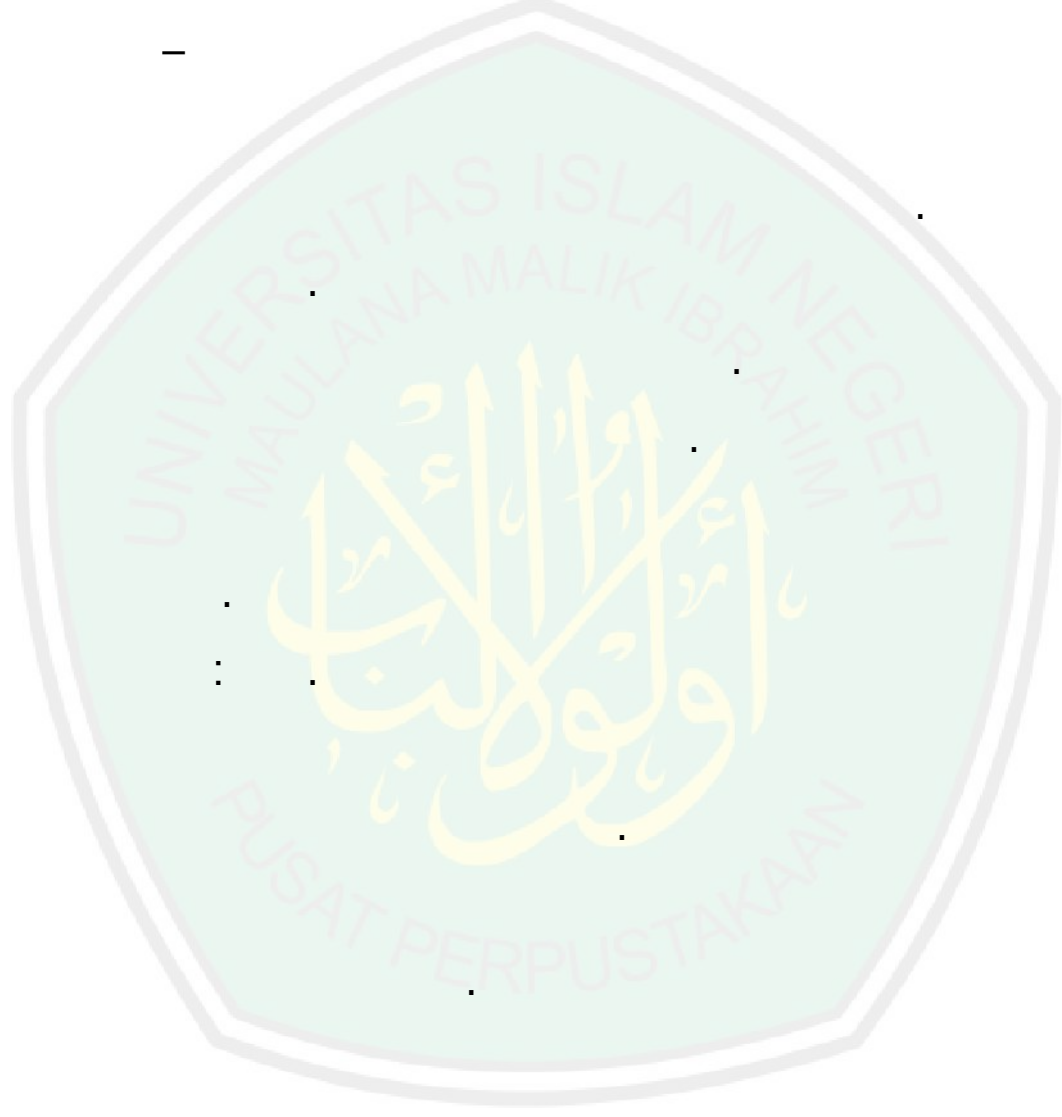


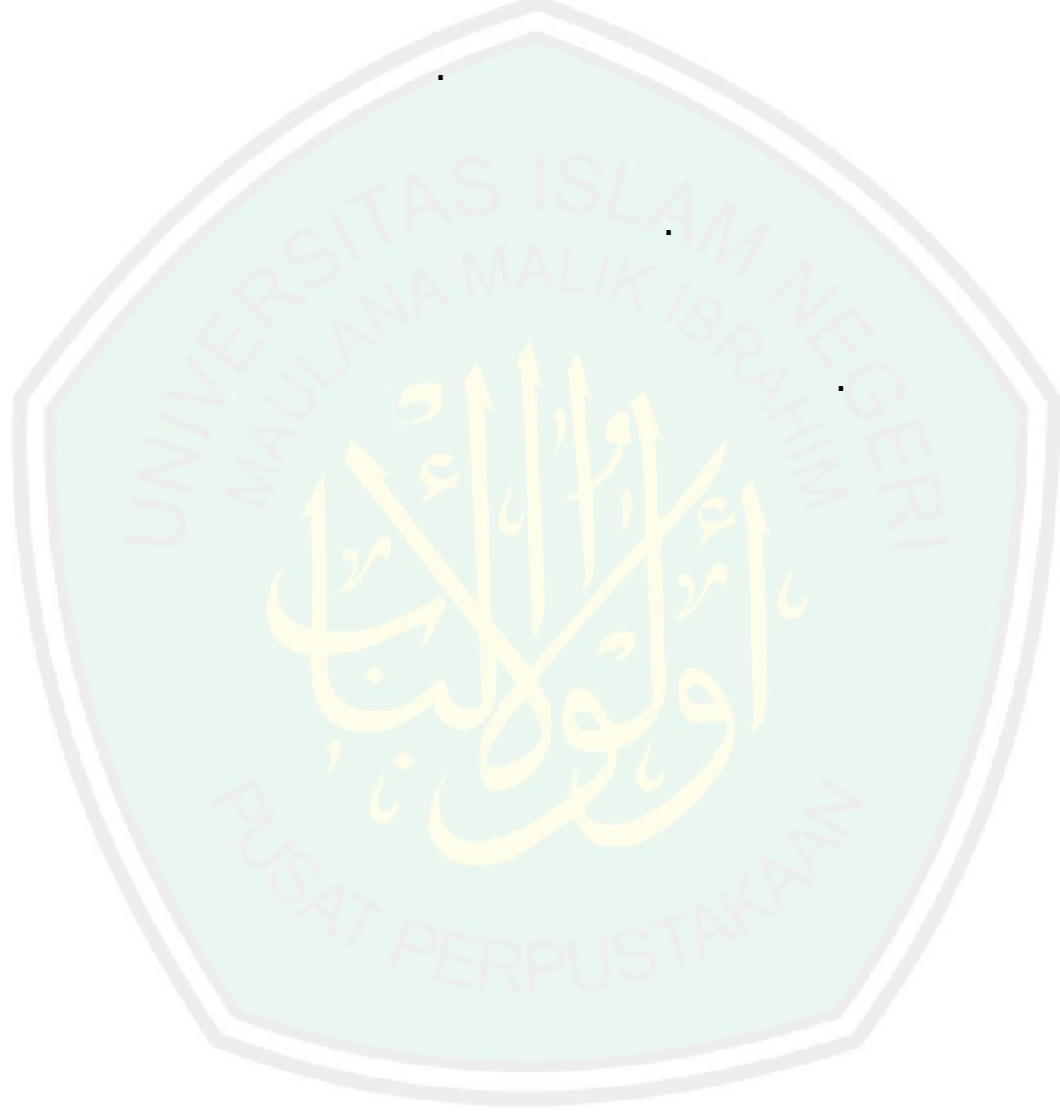
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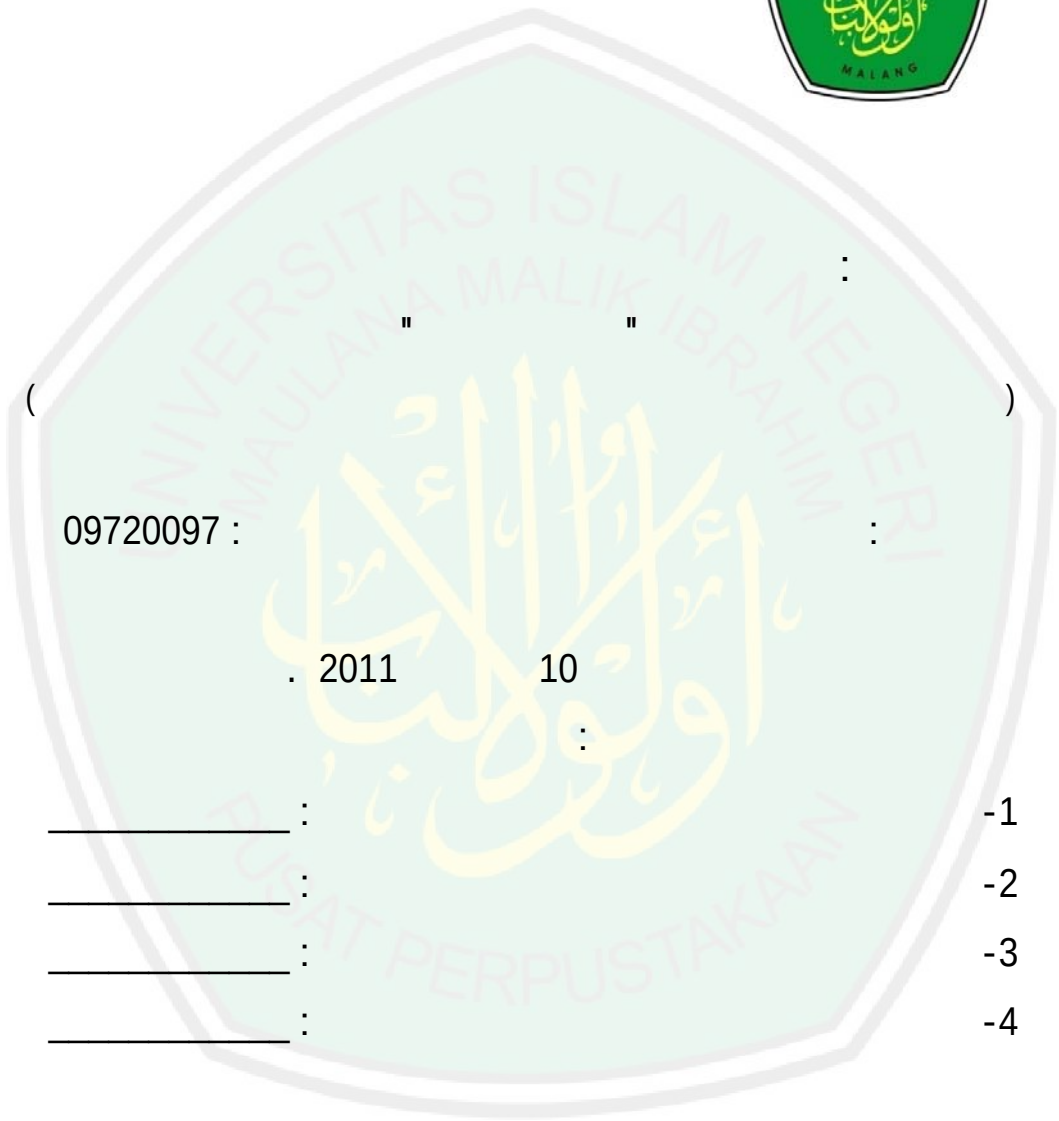






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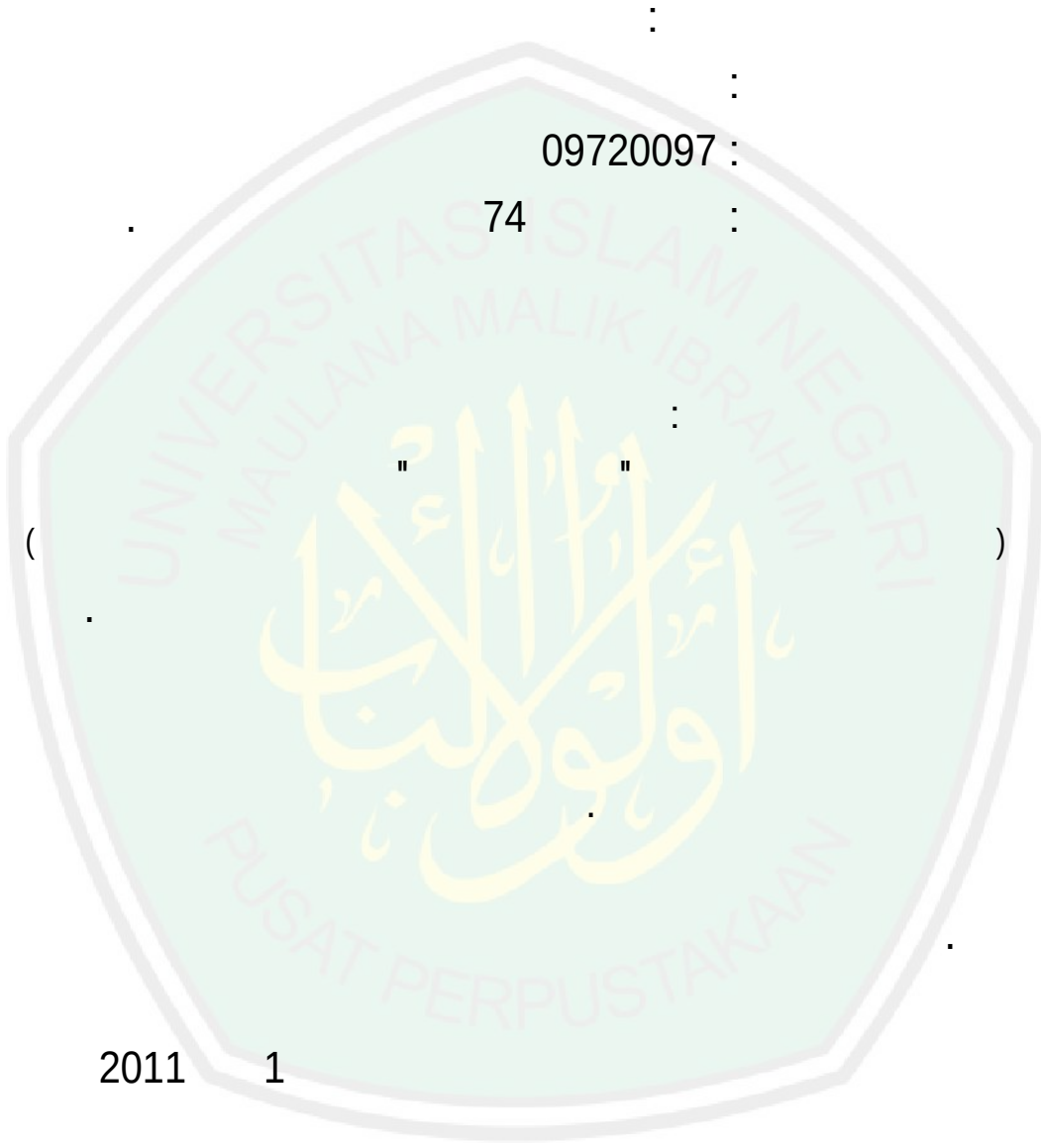
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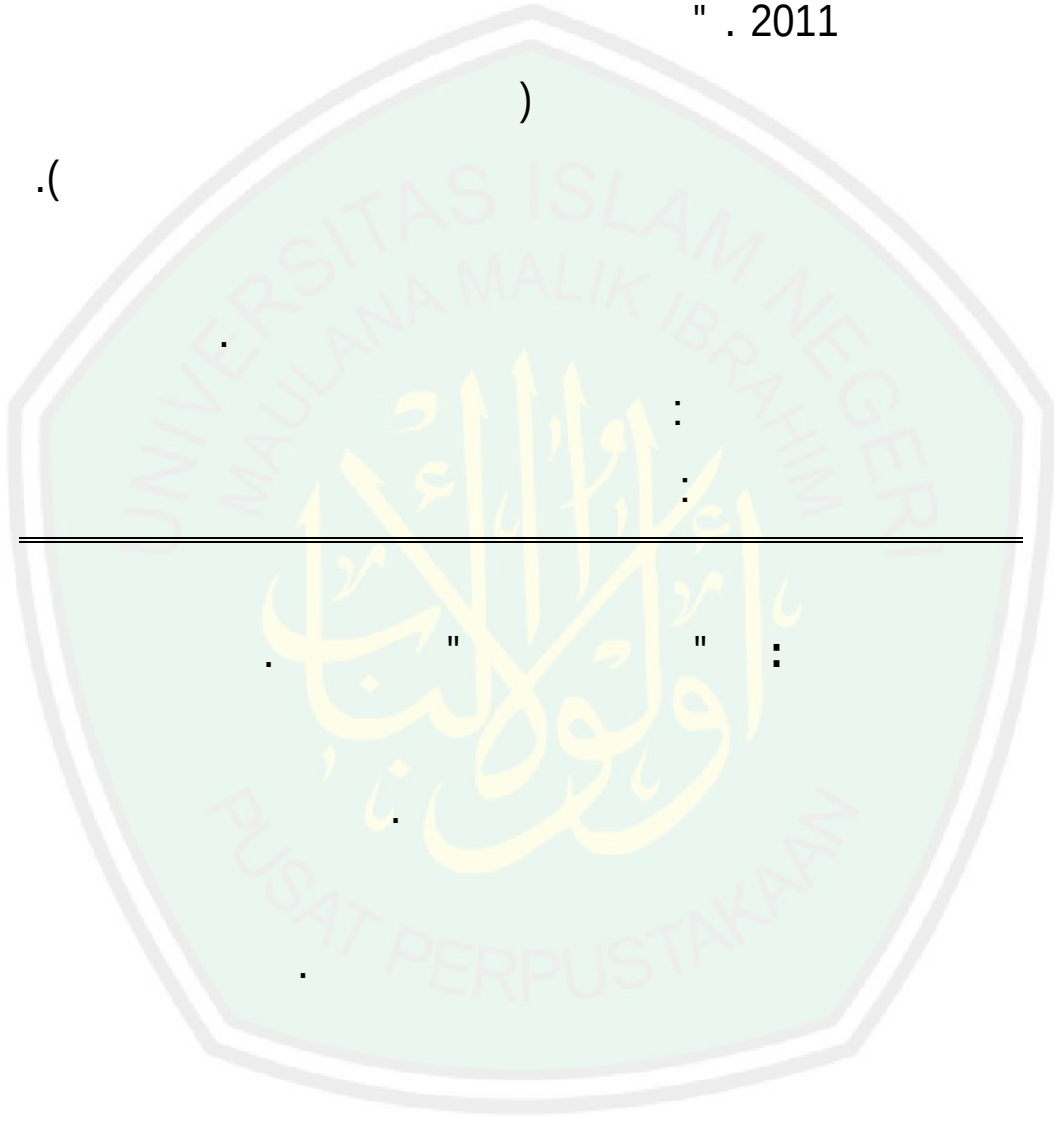


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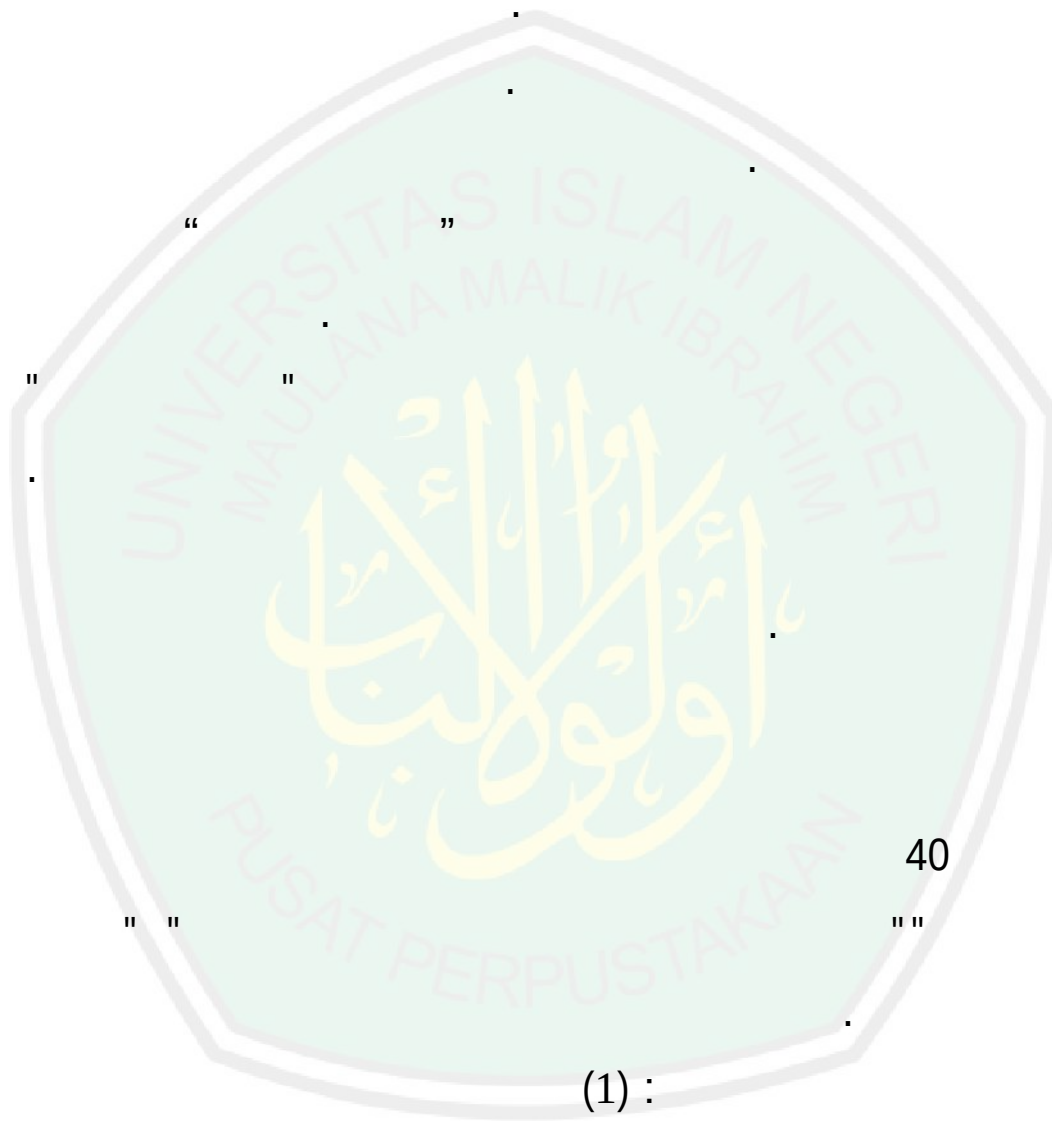
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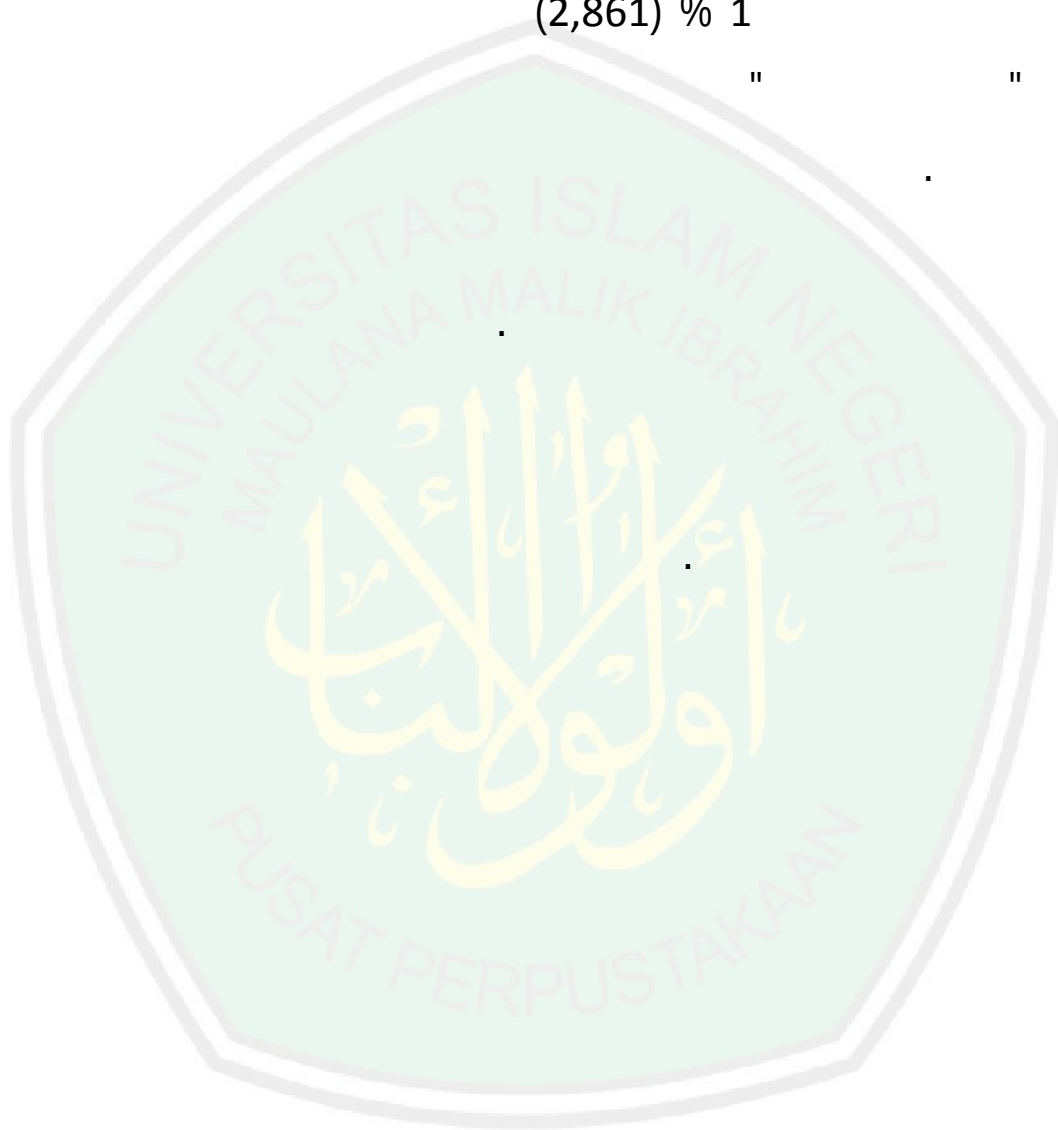
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## ABSTRACT

Ma'rifatul Munjiah, 2011, The Effectiveness of Using Game “Separuh Kelas Tahu” for Improving Students’ Speaking Skill (A Case Study in Islamic Elementary School of Islamic Boarding School of Nurul Ulum Putri Kebonsari Malang East Java). First Advisor: Dr. Nasruddin Idris Jauhar, M.Pd., Second Advisor: Dr. Bakri Muhammad Bakheet Ahmad.

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**Keywords:** Game “Separuh Kelas Tahu”, Speaking Skill

Everybody knows that teaching problem is one of the challenges in teaching and learning process. The challenges depend on superiorities and deficiencies of agents involved in teaching and learning process. The problems appeared can be from the curriculum, method, strategy, teachers’ professionalism, medium and infrastructure, or language area that does support.

One of these problems occurs in Islamic Elementary School of Islamic Boarding School of Nurul Ulum Putri Kebonsari Malang East Java. The problem is the weakness of students’ speaking skill in Arabic. Whereas speaking skill in this Islamic Elementary School is the main purpose. This weakness, therefore, is caused by the minimum of language practice and the lack of medium and infrastructure in teaching and learning process.

This study aims to give the solution on these problems. The solution that the researcher offers is the use of language game “Separuh Kelas Tahu” for improving students’ skill in Arabic. This game uses colorful pictures that is simple and appropriate for the theme.

The objectives of this study is to know the process of the use of game “Separuh Kelas Tahu” and its effectiveness to improve students’ speaking skill in Arabic by the simple themes.

The hypothesis of this study is the use of game “Separuh Kelas Tahu” is effective in improving students’ speaking skill in Arabic by the simple themes.

This study uses experimental study with pre-test and post test design and each of them uses control class and experiment class. Therefore, this study uses two approaches. They are qualitative and quantitative approaches. The instruments of this study are observation, interview, test, and questionnaire.

The population of this study is all of the students of Islamic Elementary School of Islamic Boarding School of Nurul Ulum Putri Kebonsari Malang East Java. The sample of this study is students of fifth grade that contain of 40 students. The researcher divided them into 20 students in class control and 20 students in experiment class.

The result of this study shows that: (1) the degree of students' post test in experiment class is very good, the mean is 78,5; (2) the degree of students' post test in control class is good, the mean is 62,25; (3) the use of the game "Separuh Kelas Tahu" in improving students' speaking skill in Arabic by the simple theme is effective. This result can be known from t-count ( $t_o$ ) 6,178 which is higher than t-table in degree 5%, 2,093, and higher in degree 1%, 2,861. Therefore, this result shows that the hypothesis is accepted.

The other positive things of the use of the game "Separuh Kelas Tahu" can be used to improve the students' braveness and motivation in speaking Arabic. Thus, the researcher suggests to the teacher to use all kinds of methods and media that are appropriate for the objectives of teaching and learning process. The teacher should give time to the students to practice in improving speaking Arabic. Then, it makes teaching and learning processes joyful and comfortable.

## ABSTRAK

Ma'rifatul Munjiah, 2011, *Efektifitas Penggunaan Game Separoh Kelas Tahu Untuk Meningkatkan Kemampuan Siswi dalam Berbicara* (Penerapan di Madrasah Islamiyah Diniyah Ponpes Nurul Ulum Putri Kebonsari Malang Jawa Timur). Pembimbing I : Dr. Nasruddin Idris Jauhar, M.Pd., Pembimbing II: Dr. Bakri Muhammad Bakheet Ahmad.

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### **Kata Kunci : Game Separoh Kelas Tahu, Ketrampilan Berbicara**

Problematika pembelajaran yang dihadapi para guru maupun siswa adalah suatu keniscayaan dalam proses pembelajaran, begitu pula dalam pembelajaran Bahasa Arab. Adakalanya problem itu terletak pada sisi kurikulum, metode dan strategi pembelajaran, profesionalitas guru, sarana dan prasarana, ataupun lingkungan bahasa yang tidak mendukung.

Problematika ini juga terjadi di Madrasah Islamiyah Diniyah di Ponpes Nurul Ulum Putri Kebonsari Malang. Problem yang ada di madrasah diniyah tersebut adalah lemahnya siswi dalam berbicara bahasa Arab, bahkan dalam tema-tema sederhana sekalipun. Padahal ketrampilan berbicara di madrasah diniyah ini merupakan tujuan utama pembelajaran bahasa Arab yang ada di sana. Hal ini disebabkan oleh minimnya latihan berbicara bahasa Arab dan tidak adanya media pembelajaran yang sesuai dan mendukung.

Maka melalui penelitian ini, peneliti berupaya memberikan solusi atas problem tersebut dengan mengaplikasikan media game bahasa “Separoh Kelas Tahu” untuk meningkatkan kemampuan siswi dalam berbicara bahasa Arab. Untuk menjalankan game ini, digunakan gambar-gambar yang berwarna –warni yang bersifat sederhana dan sesuai dengan tema pelajaran.

Tujuan dari penelitian ini adalah untuk mengetahui proses aplikasi game *Separoh Kelas Tahu* dan sejauh mana efektifitasnya dapat meningkatkan kemampuan siswi dalam berbicara bahasa Arab seputar tema-tema yang sederhana.

Adapun hipotesa dari penelitian ini adalah bahwa penggunaan game *Separoh Kelas Tahu* dianggap efektif untuk meningkatkan kemampuan siswi dalam berbicara bahasa Arab seputar tema-tema yang sederhana.



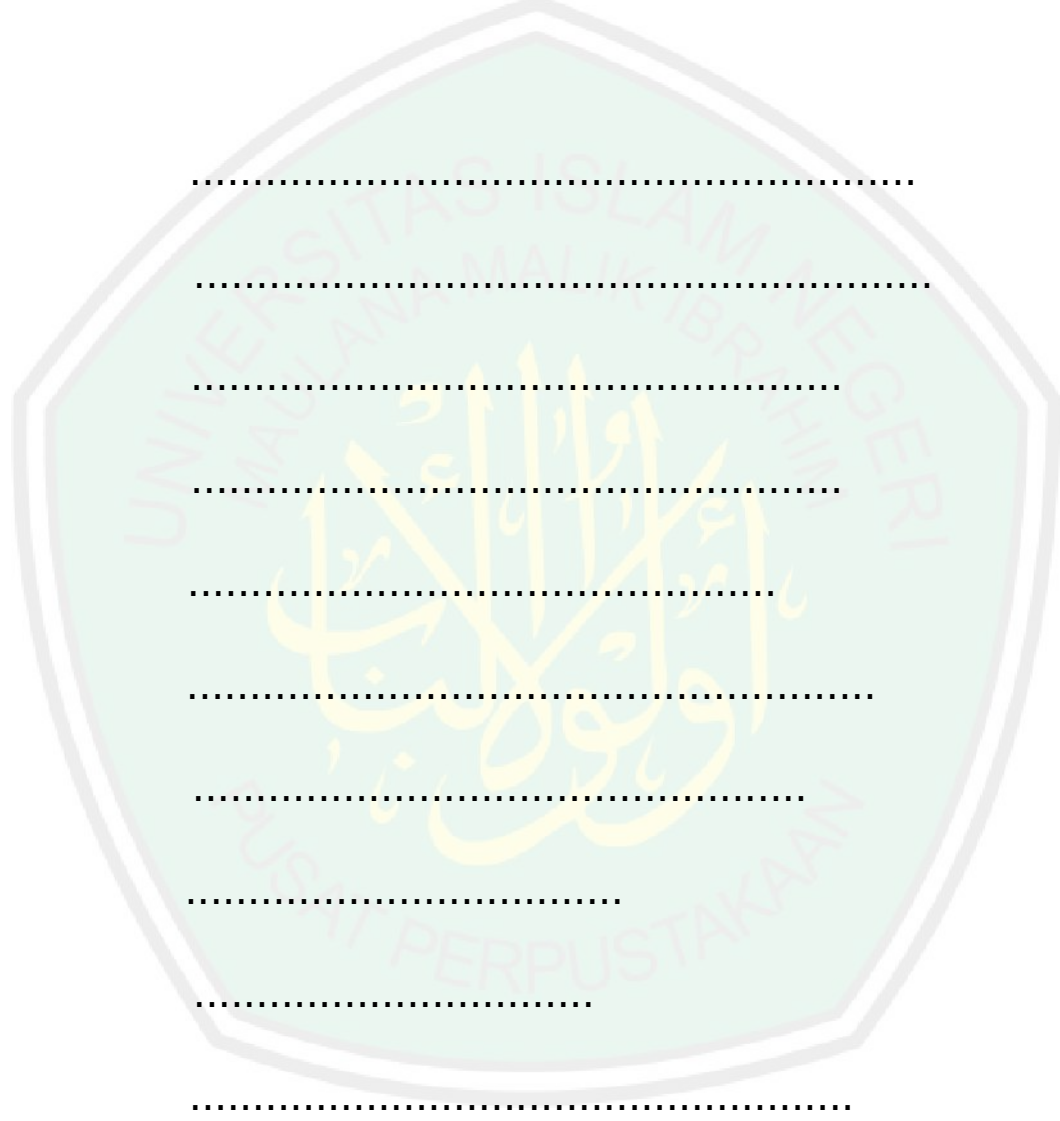
Penelitian ini menggunakan metode eksperimen dengan desain pre-test dan post-test yang masing-masing diberlakukan untuk kelas kontrol dan kelas eksperimen. Penelitian ini juga menggunakan dua jenis pendekatan, yaitu pendekatan kualitatif dan kuantitatif, dengan instrumen observasi, wawancara, tes dan angket.

Adapun populasi penelitian adalah seluruh siswi Madrasah Islamiyah. Dari populasi tersebut peneliti menjadikan siswi kelas lima diniyah yang berjumlah 40 orang sebagai sample. 20 siswi berada dalam kelas kontrol dan 20 siswi lagi berada dalam kelas eksperimen.

Hasil penelitian ini menunjukkan bahwa (1) nilai post-tes siswi di kelas eksperimen adalah bagus, dengan nilai rata-rata 78,5, (2) nilai post-tes siswi di kelas kontrol dianggap cukup dengan nilai rata-rata 62,25, (3) penggunaan game *Separah Kelas Tahu* untuk meningkatkan kemampuan siswi berbicara bahasa Arab dalam tema-tema yang sederhana adalah efektif, hal ini dibuktikan oleh nilai t-hitung ( $t_o$ ) 6,178 lebih besar dari nilai t-table pada taraf 5% yaitu 2,093, dan lebih besar dari taraf 1% yaitu 2,861. Hal ini juga menunjukkan bahwa hipotesa penelitian ini diterima.

Di samping itu, penggunaan game ini mampu meningkatkan keberanian dan motivasi siswi untuk berbicara dengan bahasa Arab. Karena itu, disarankan kepada guru-guru pengajar bahasa Arab untuk menggunakan metode dan media yang bervariasi sekaligus sesuai dengan tujuan pembelajaran, agar proses pembelajaran berlangsung menyenangkan dan membisakan. Guru juga seyogyanya memberi kesempatan lebih banyak untuk berlatih dan membiasakan diri berbicara bahasa Arab.





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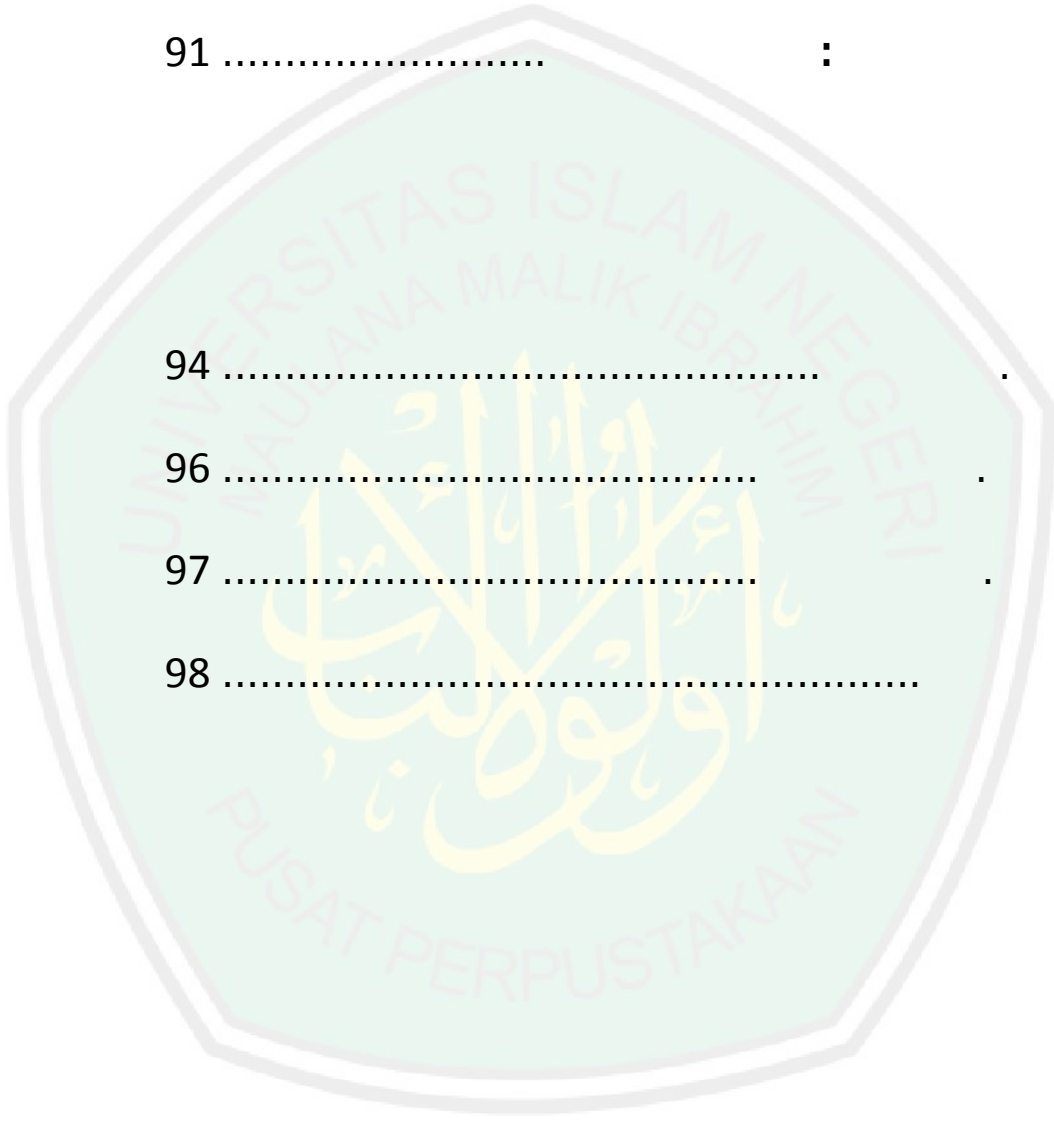
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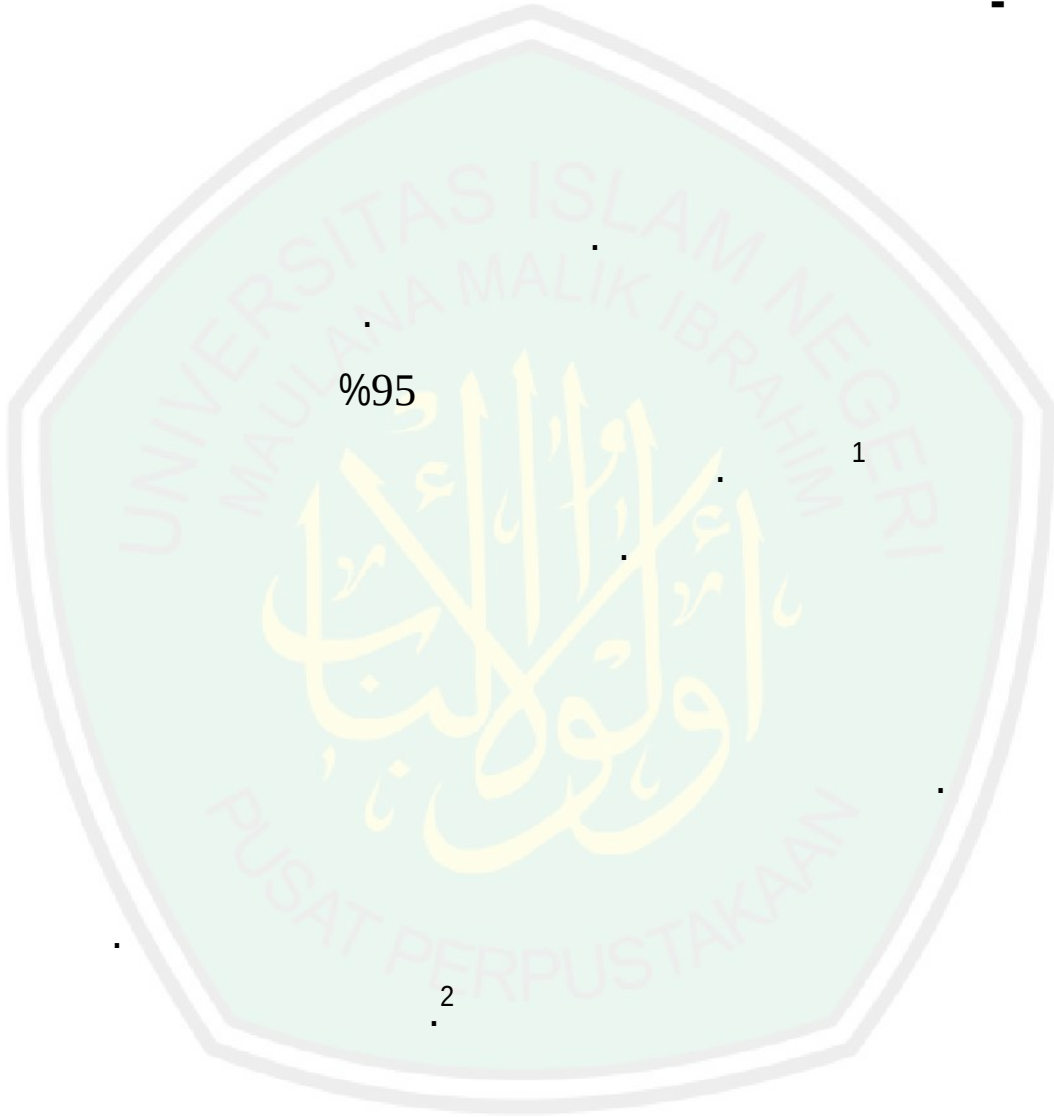
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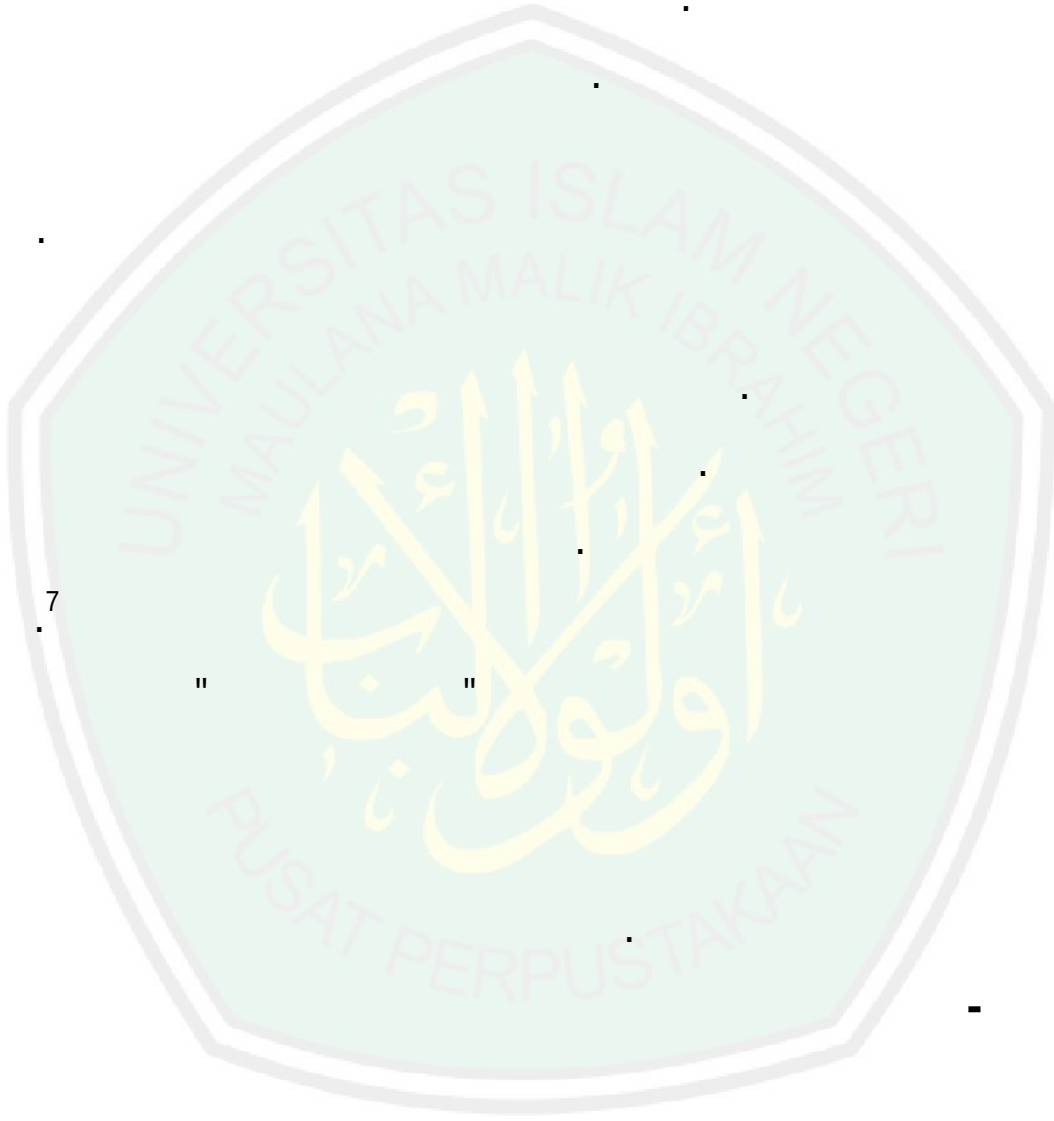
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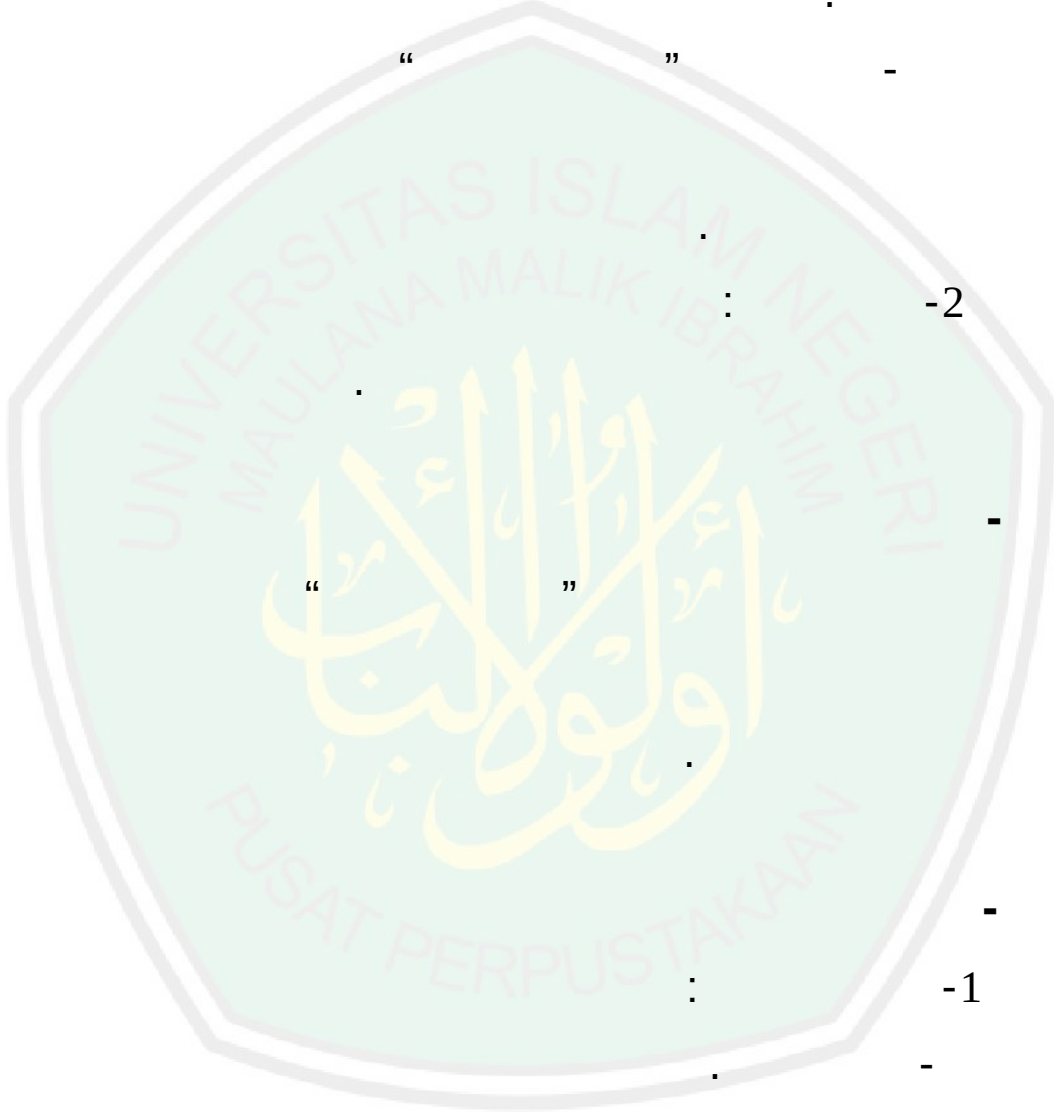
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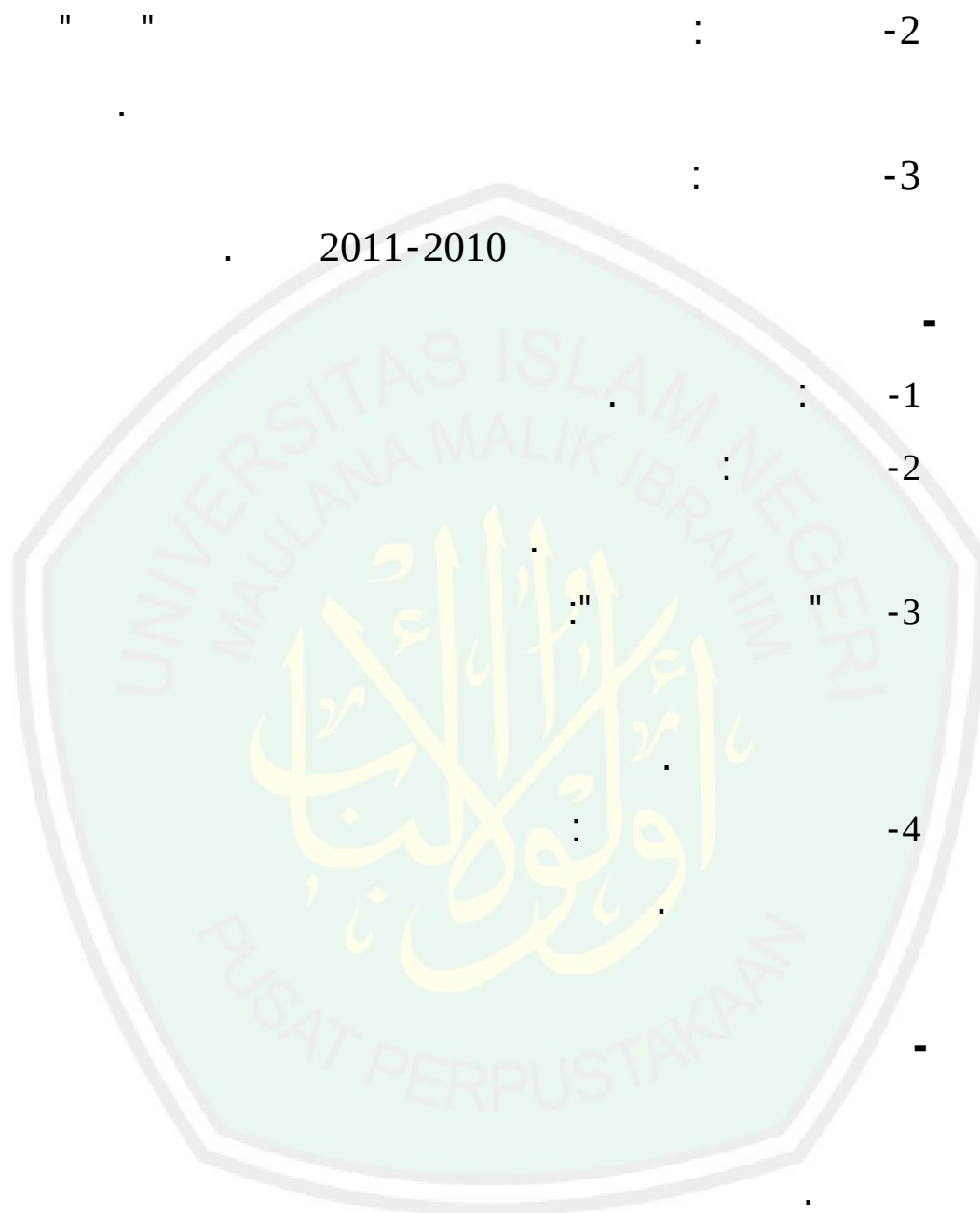


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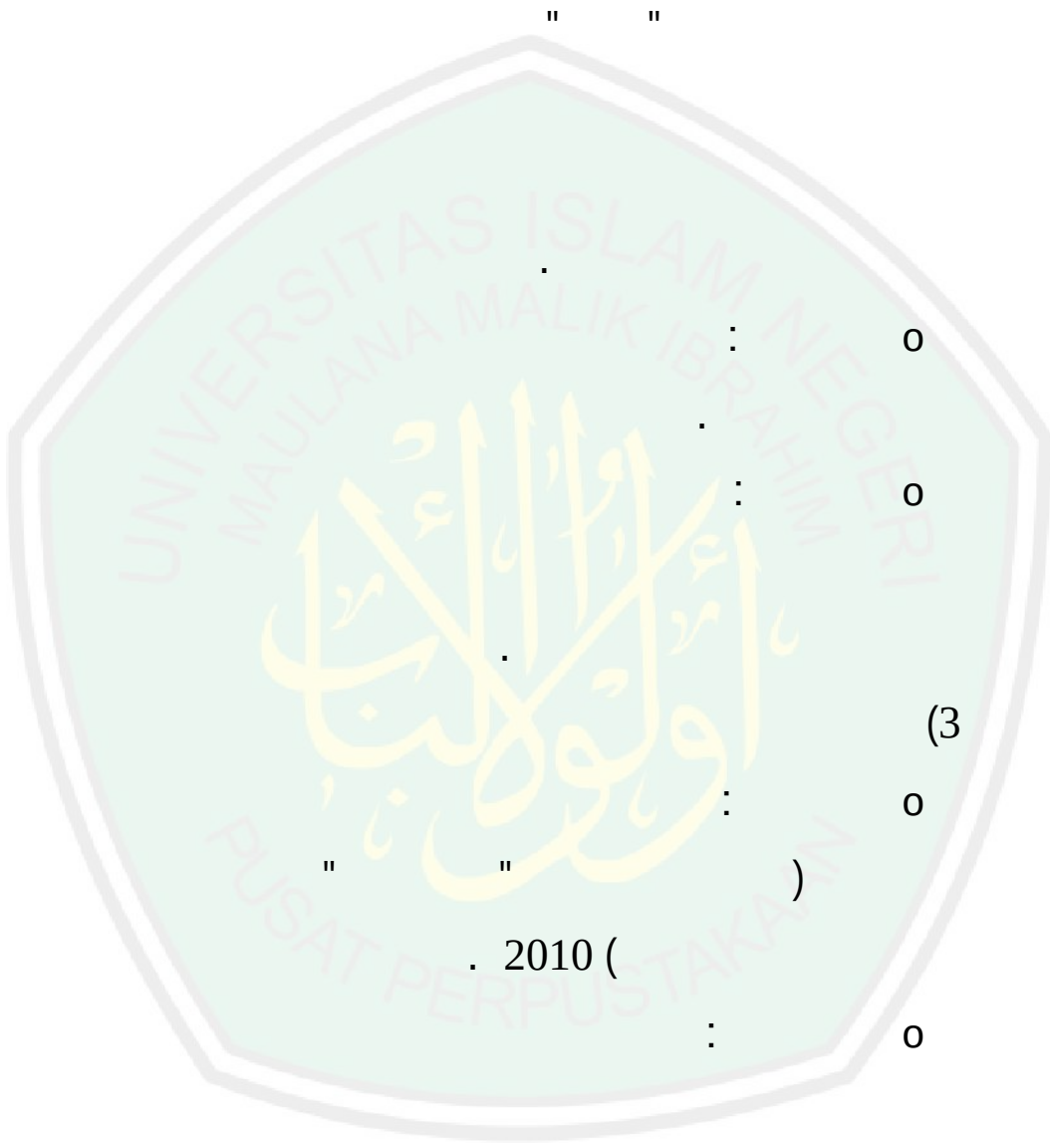
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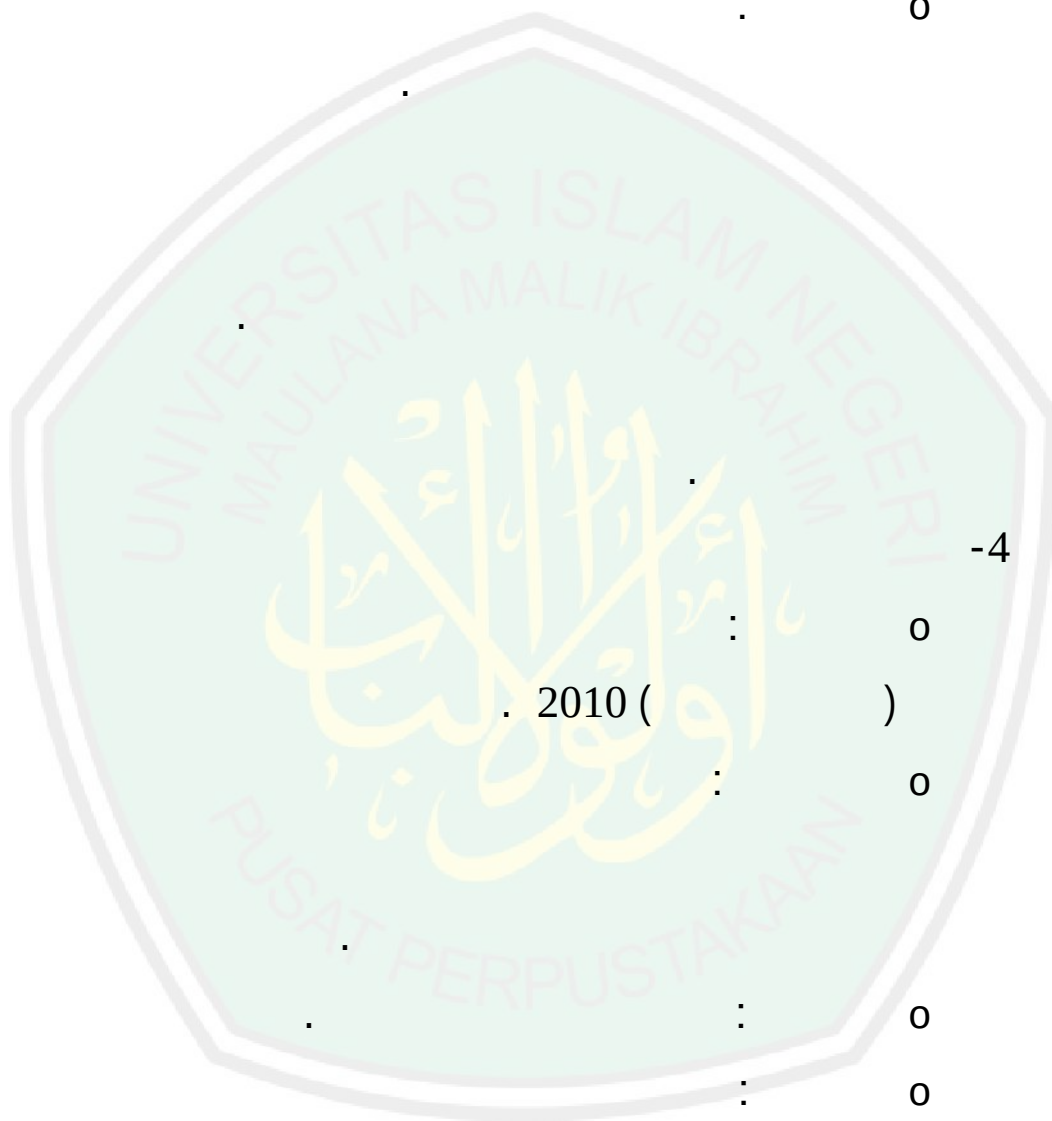
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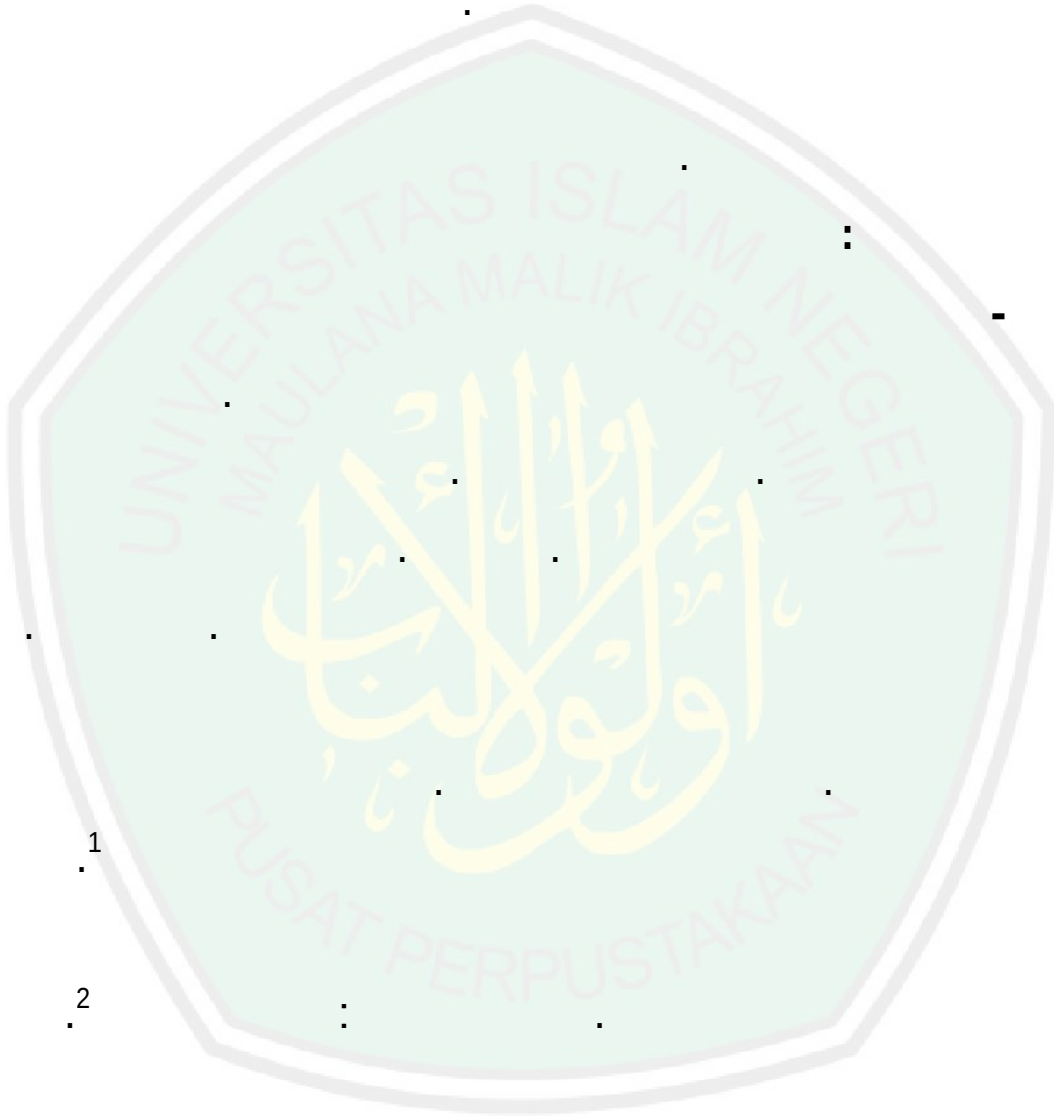
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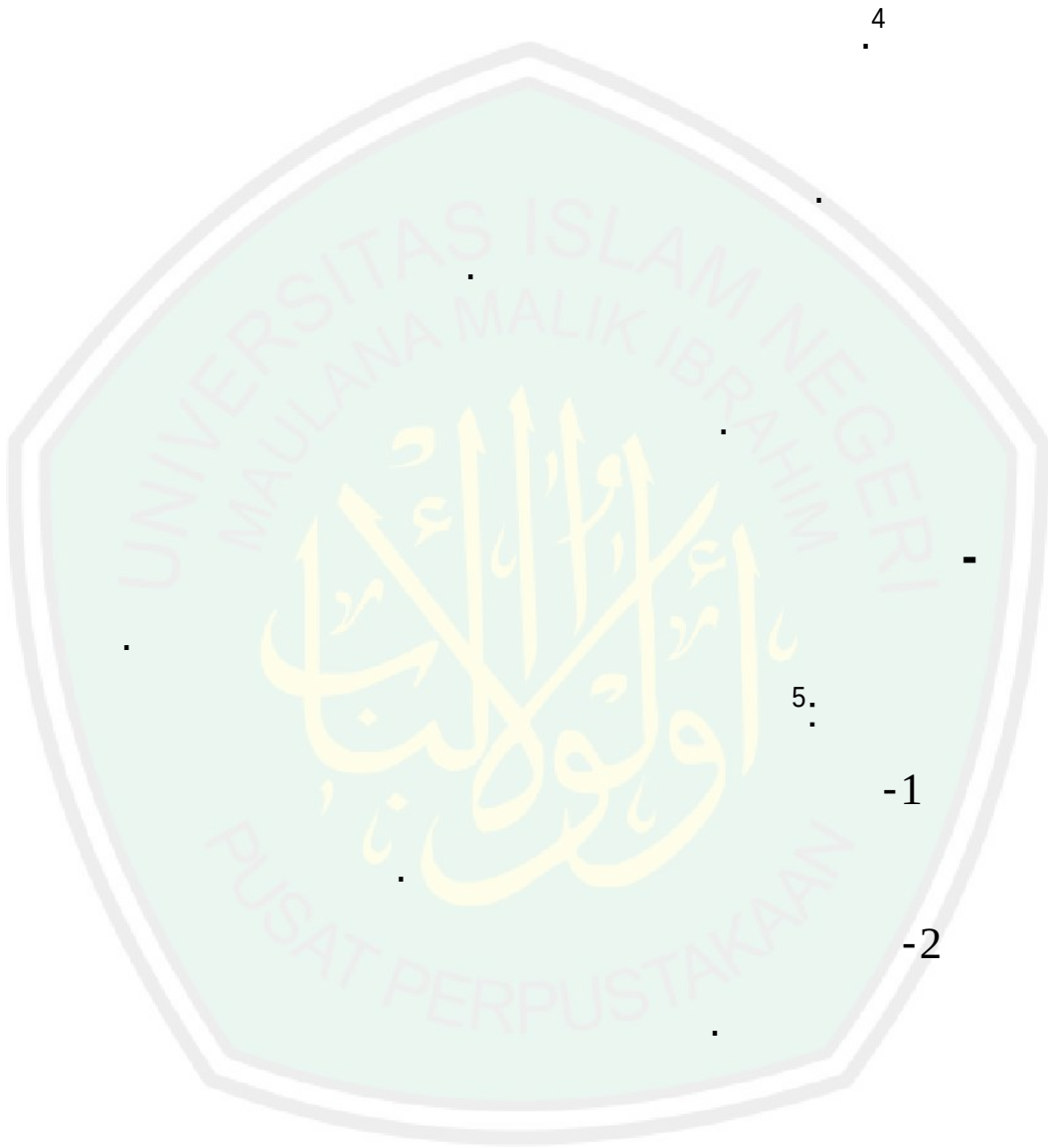
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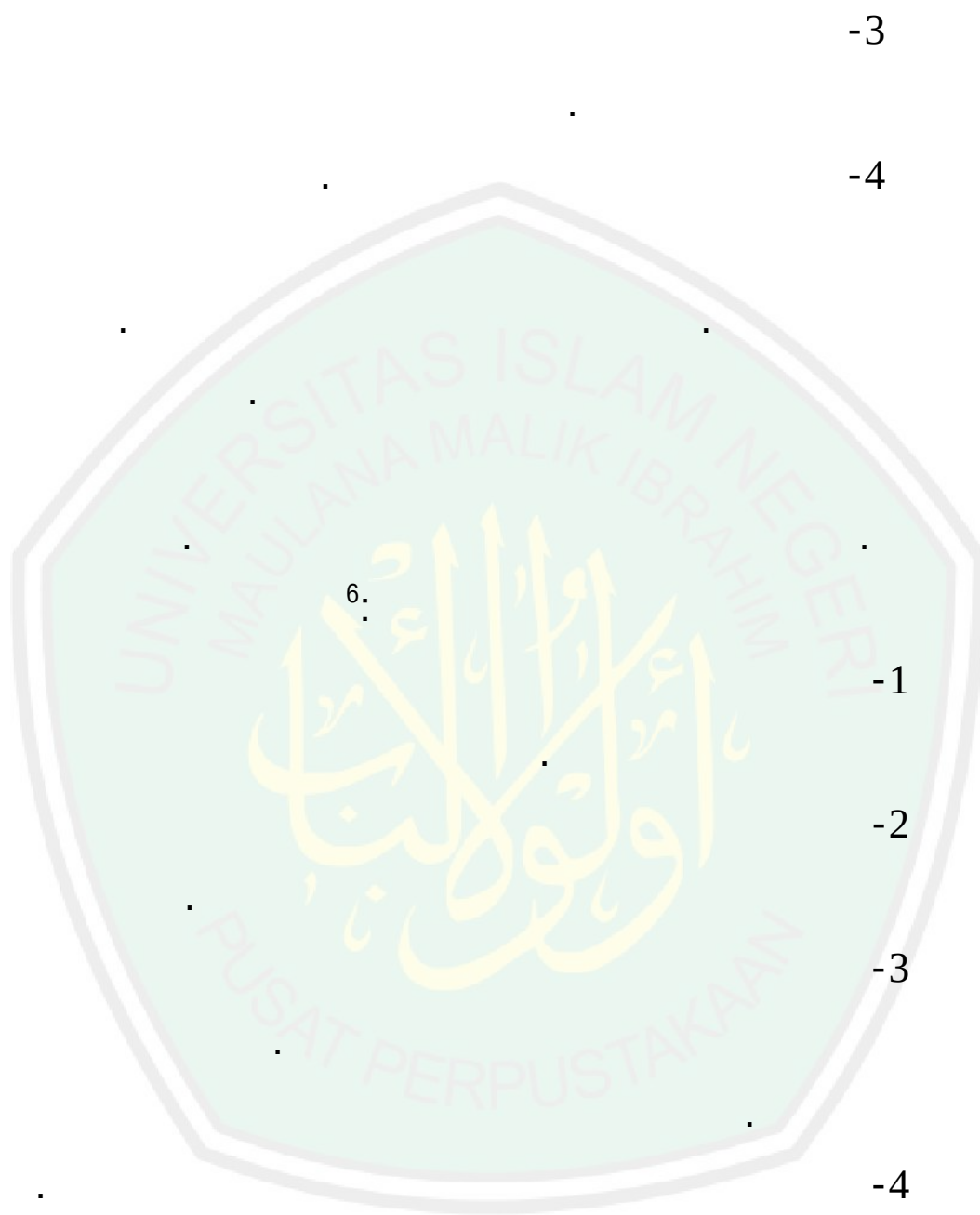
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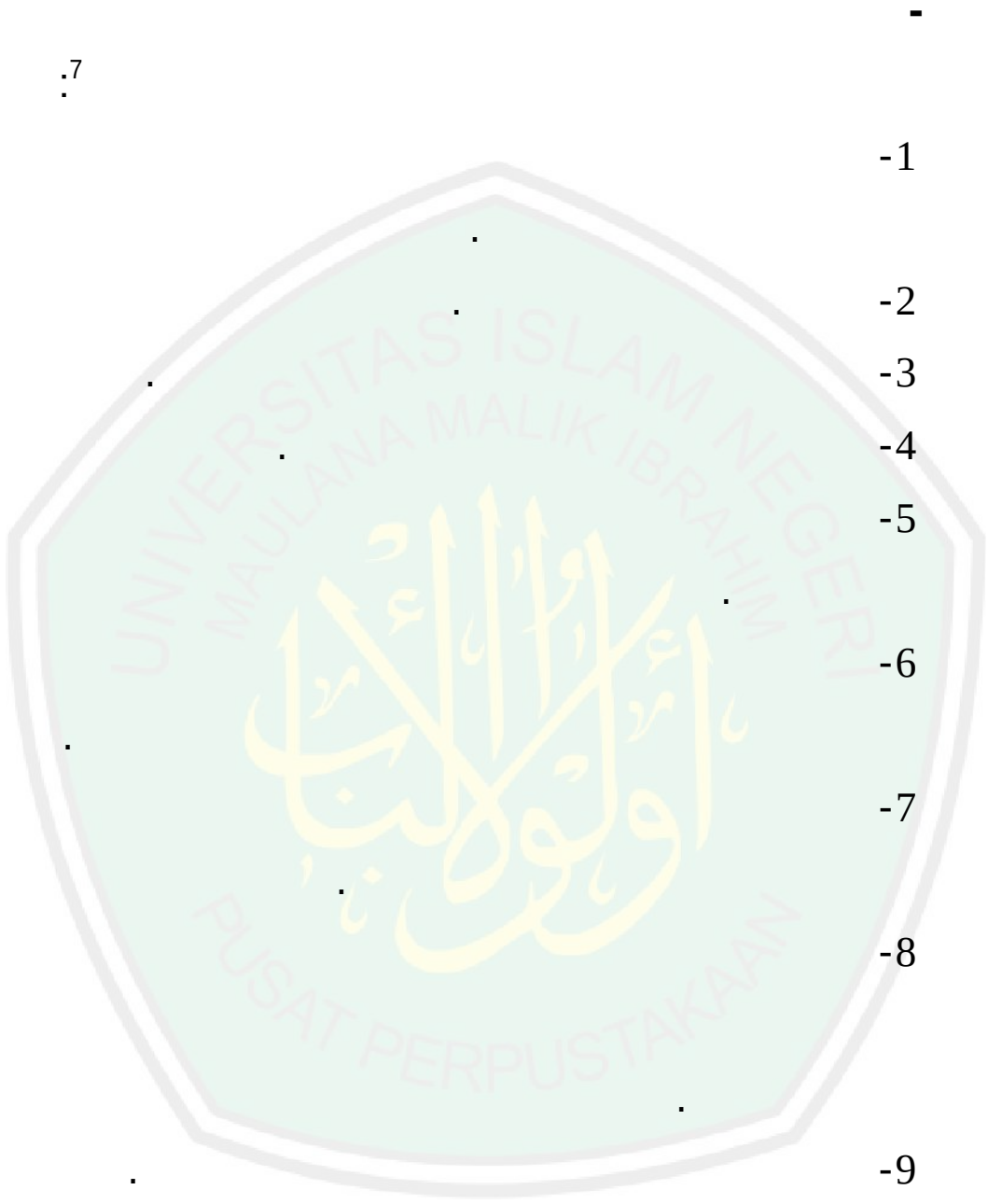
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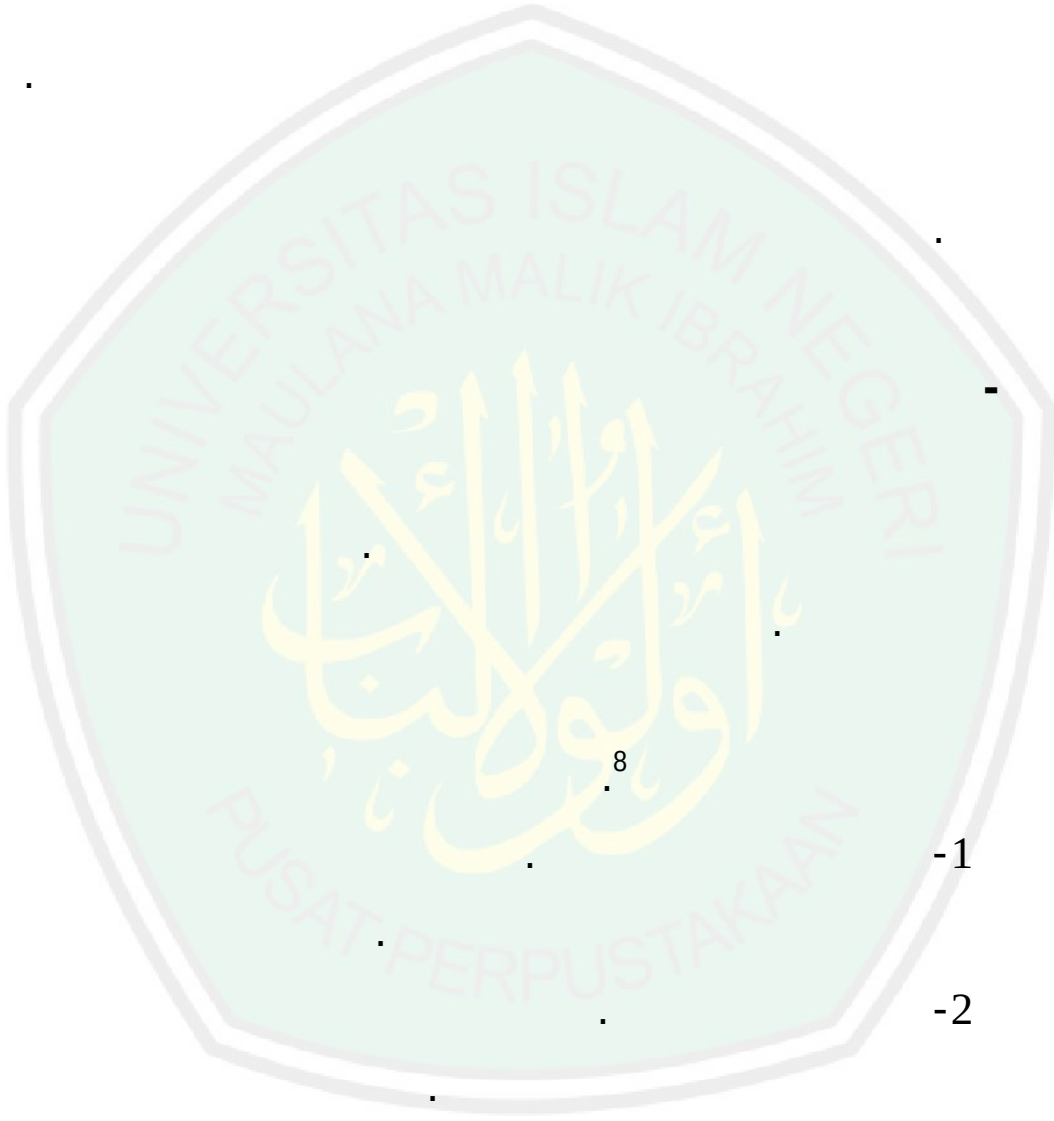


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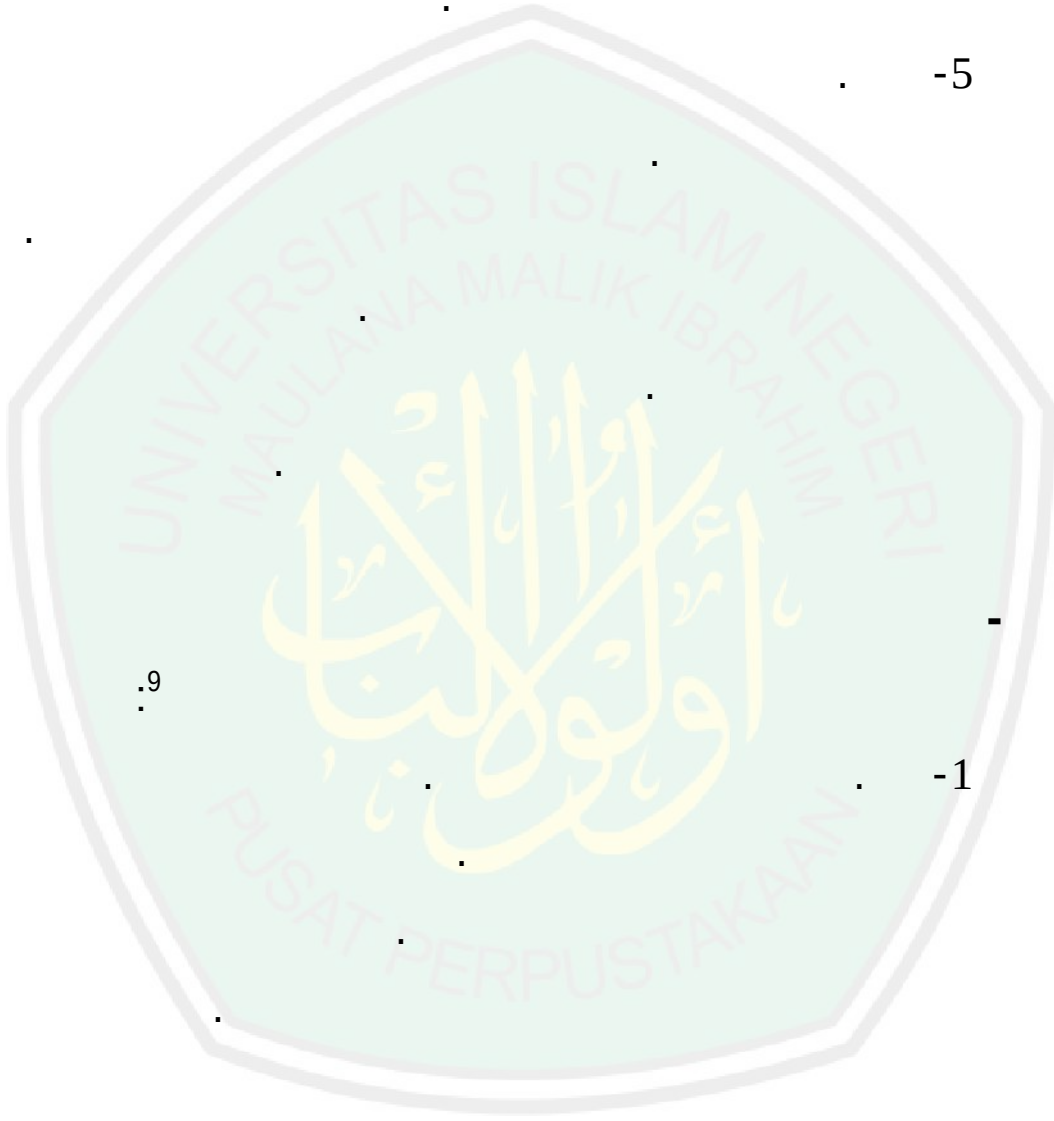
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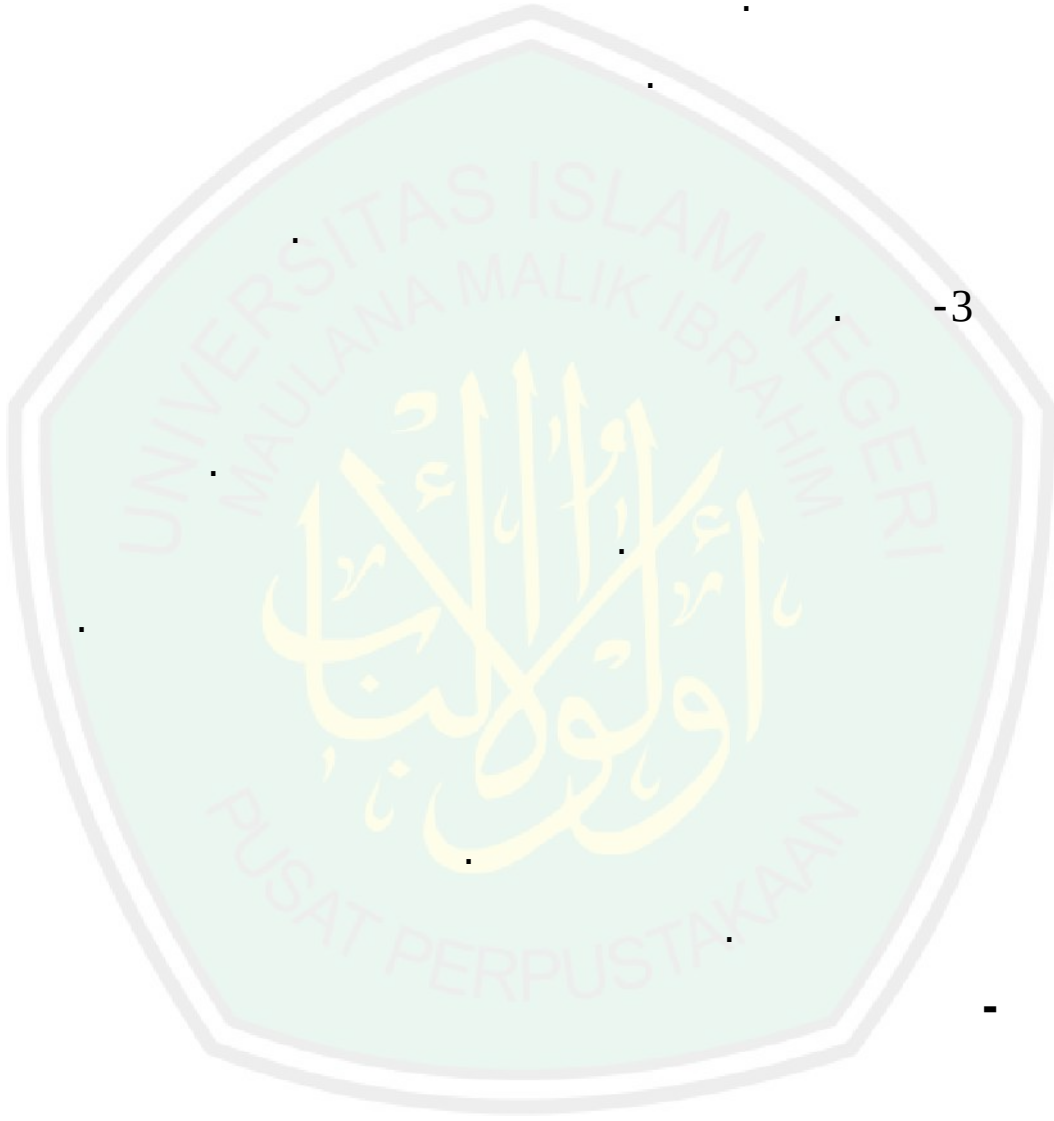
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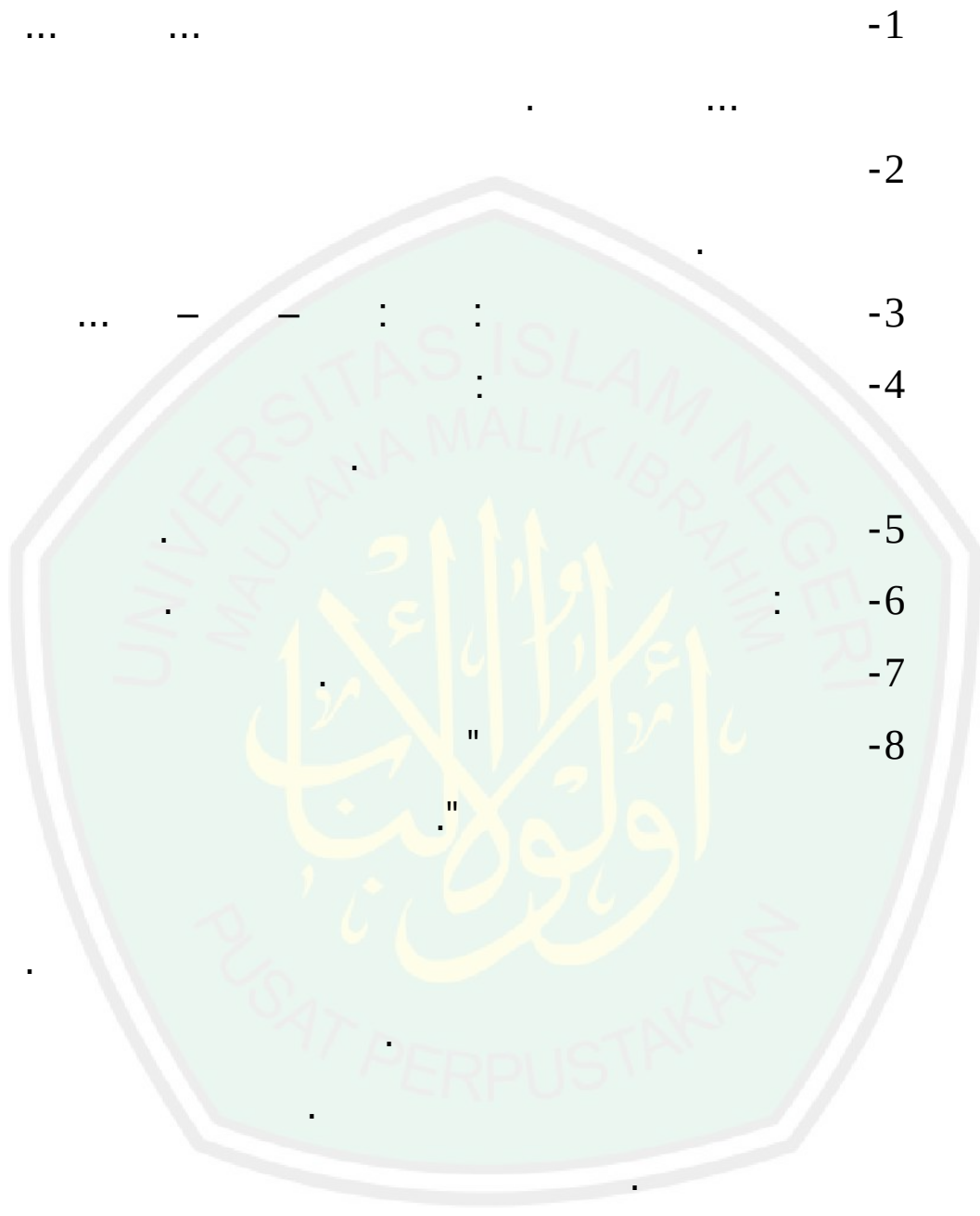


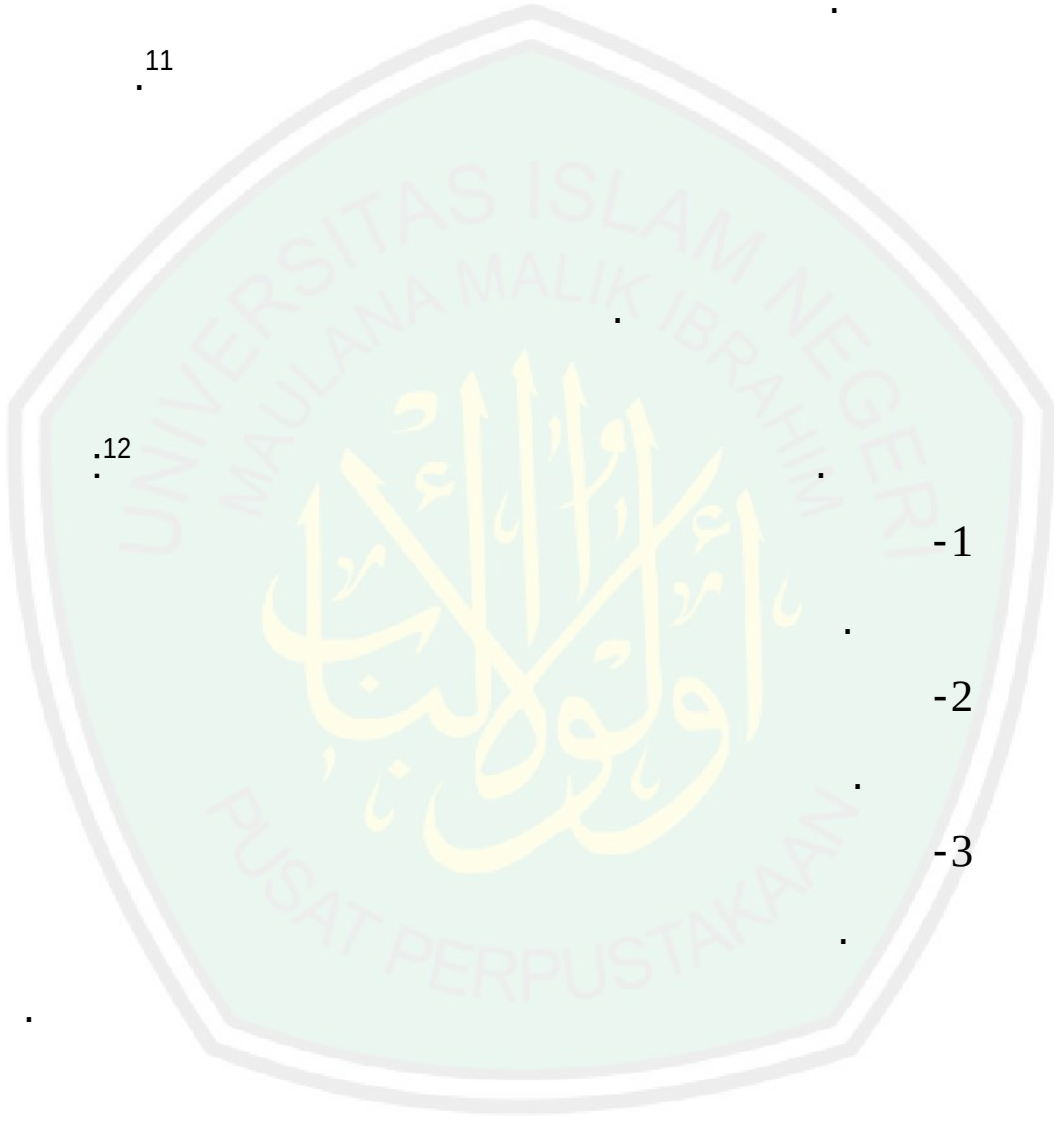
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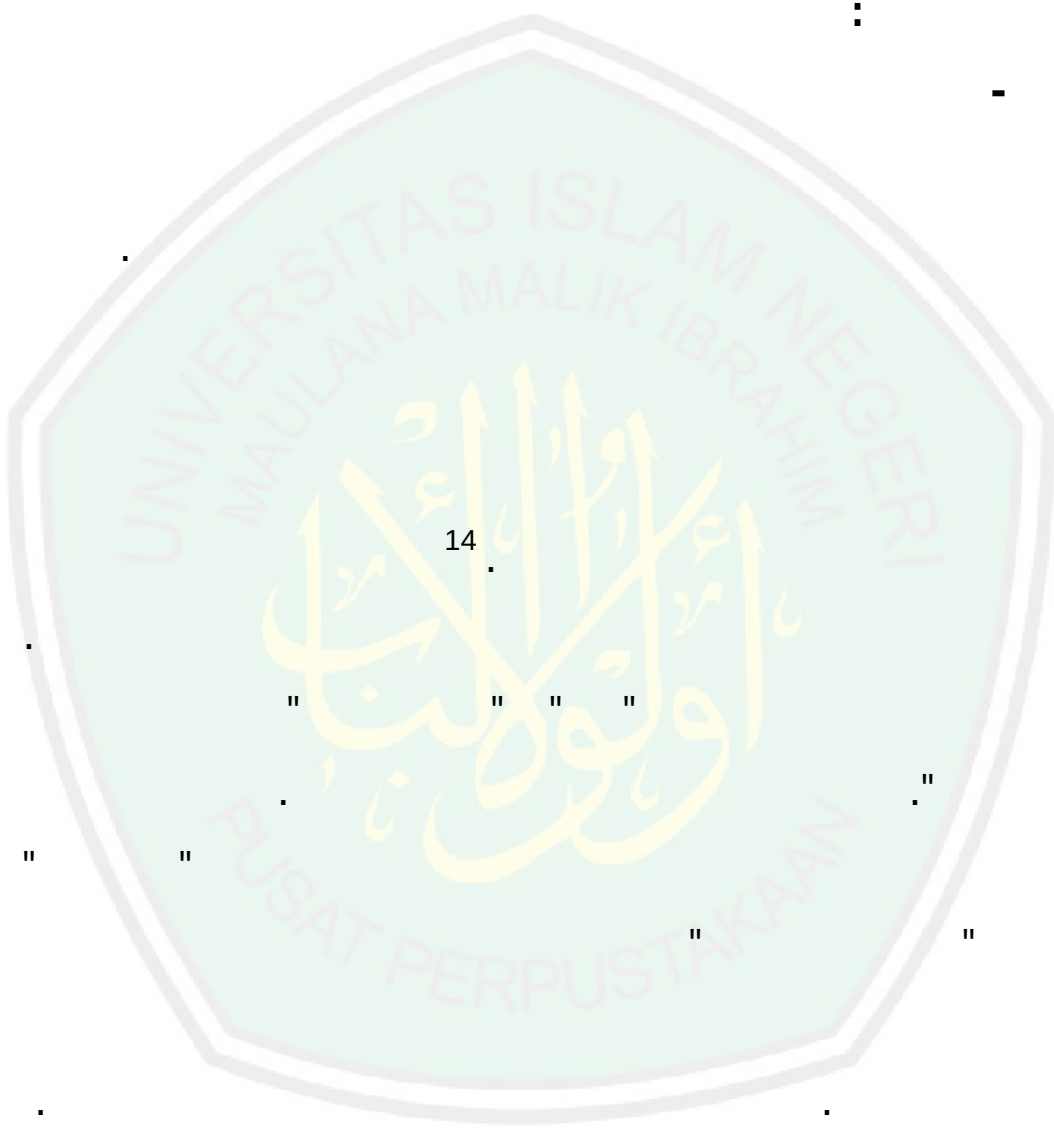
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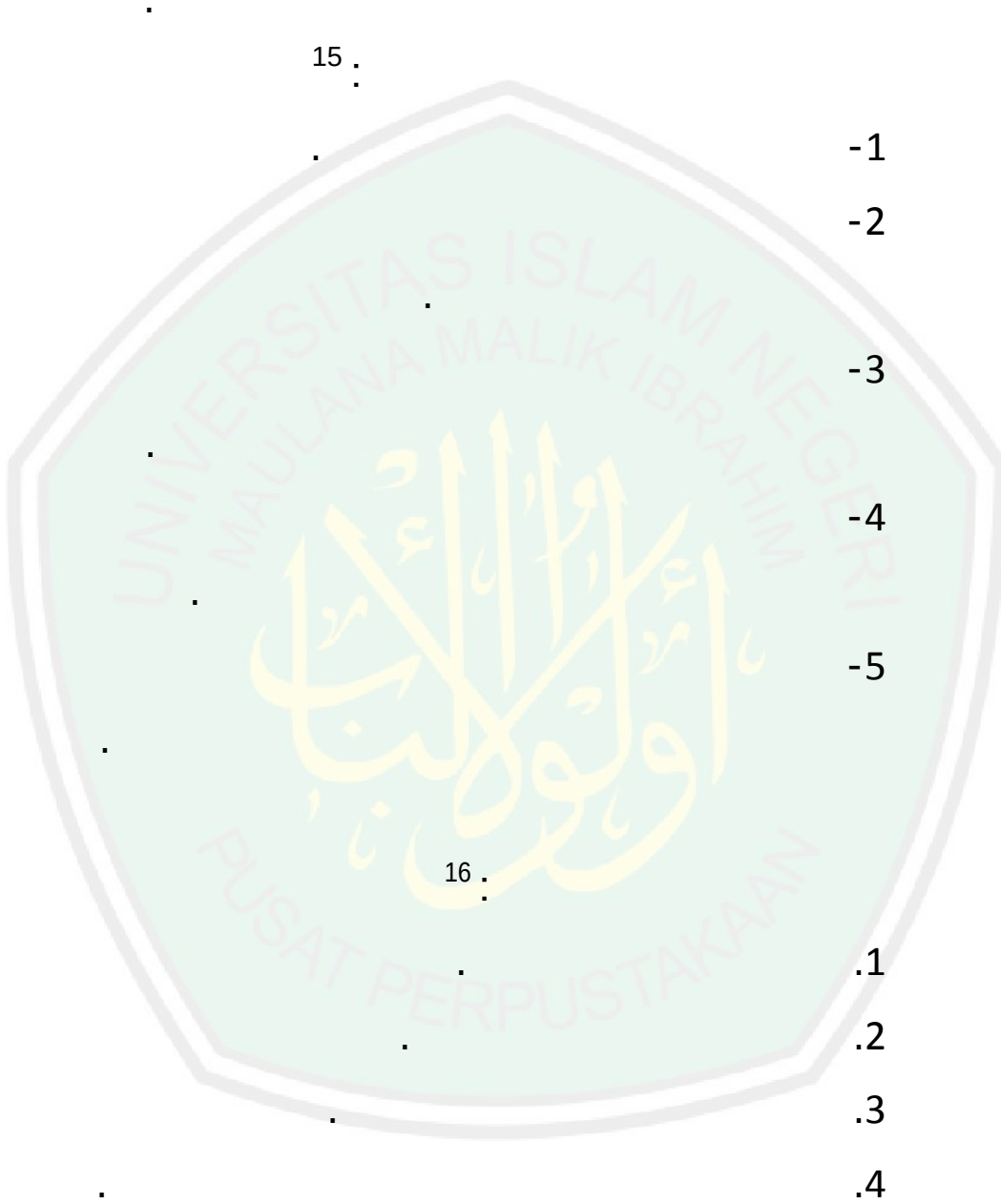
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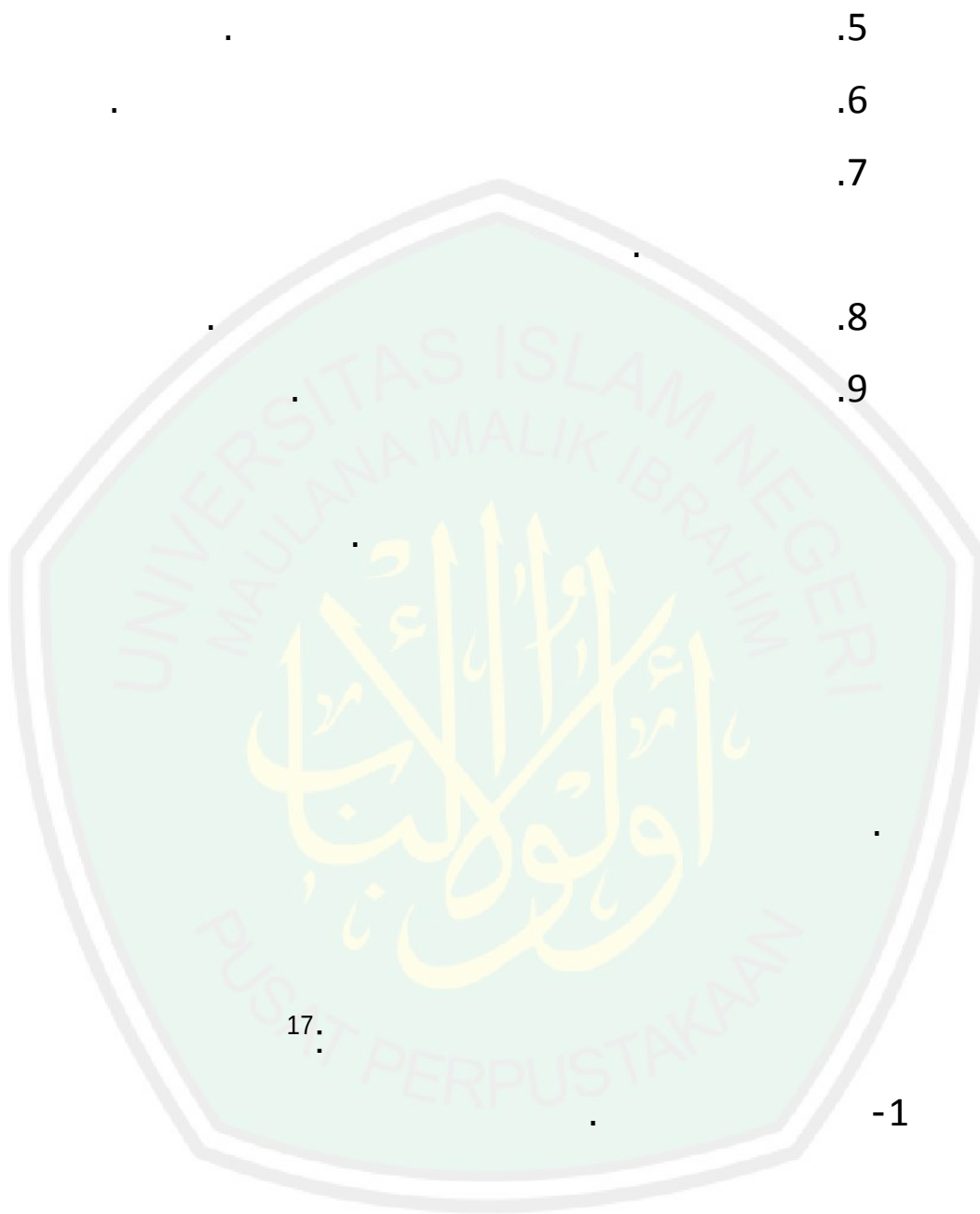
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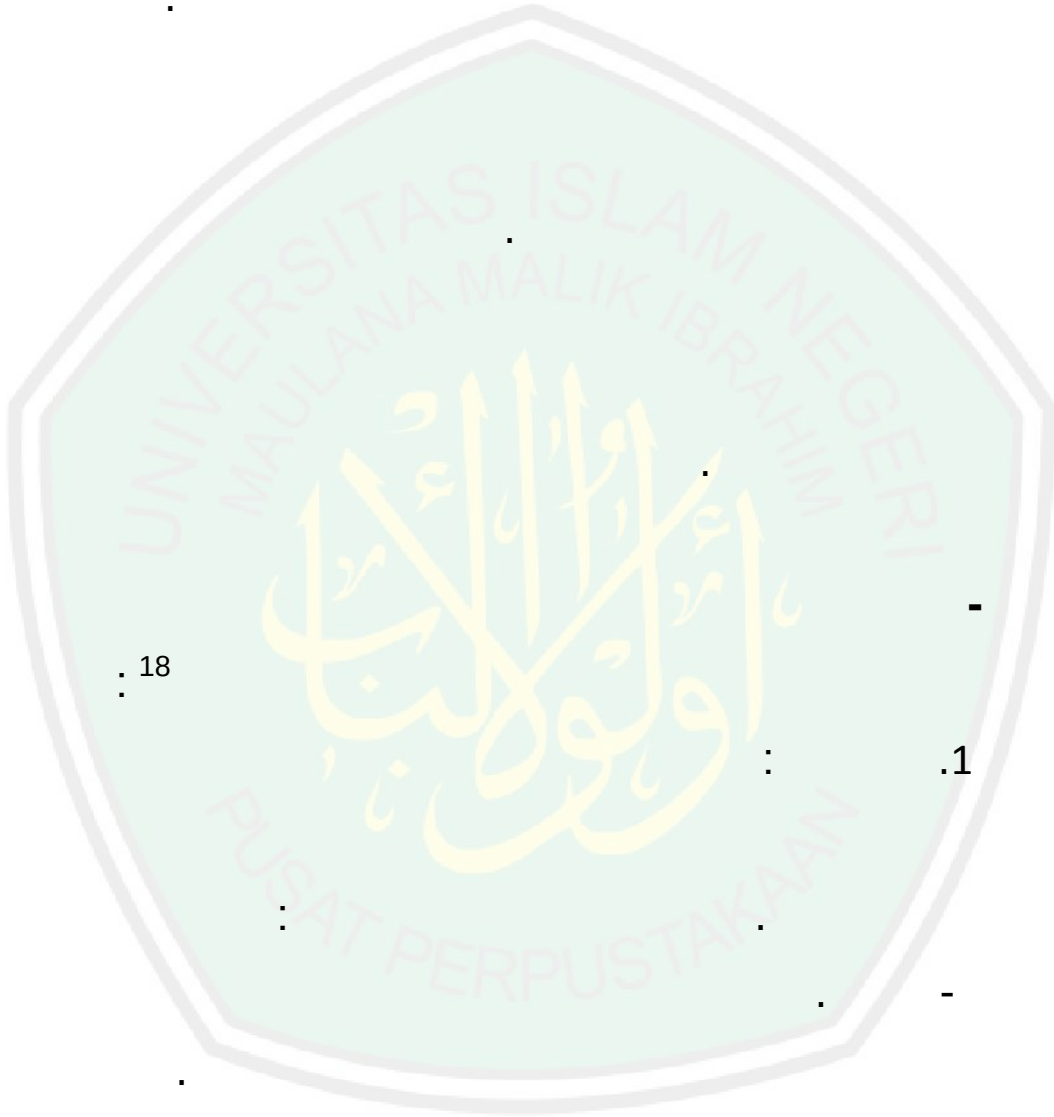
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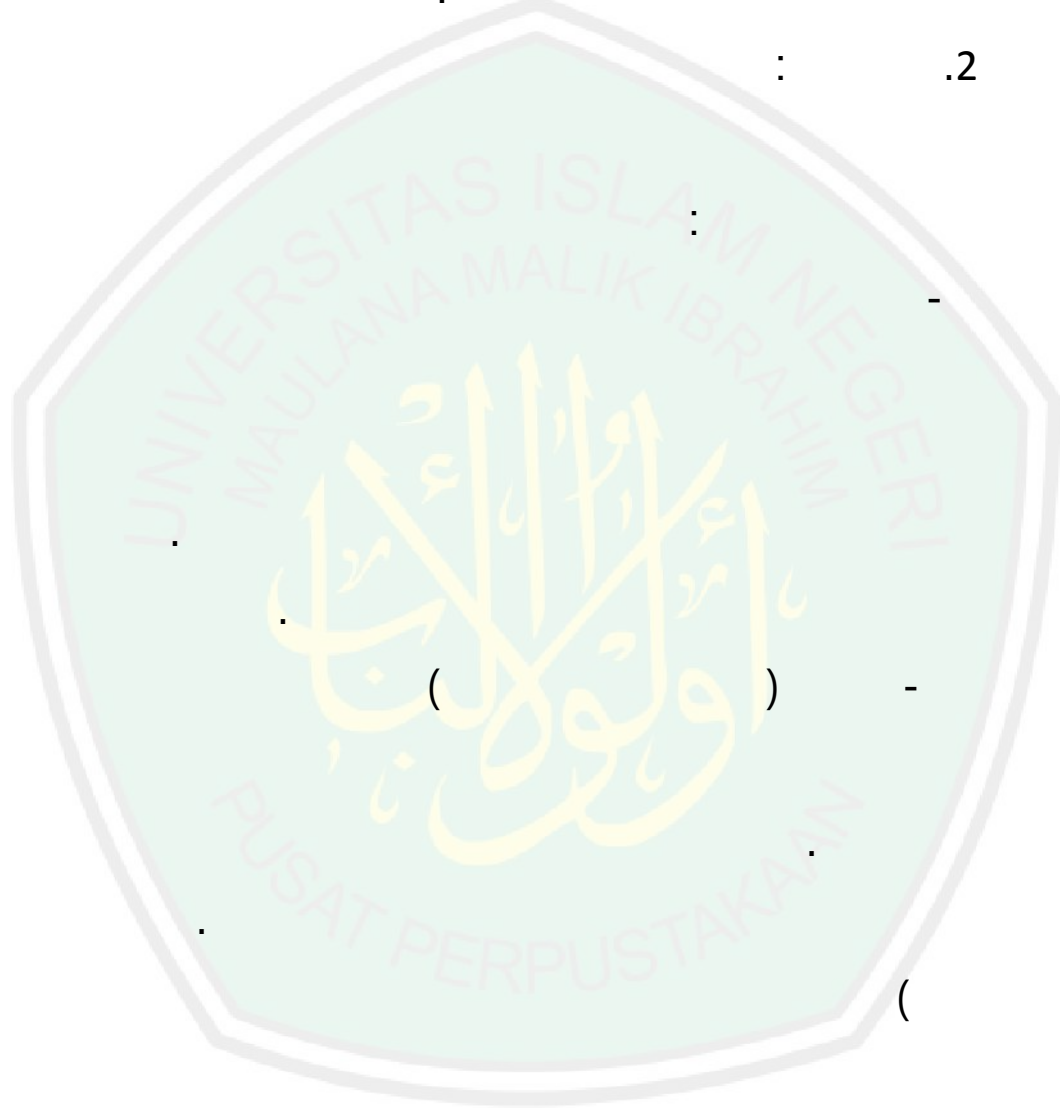
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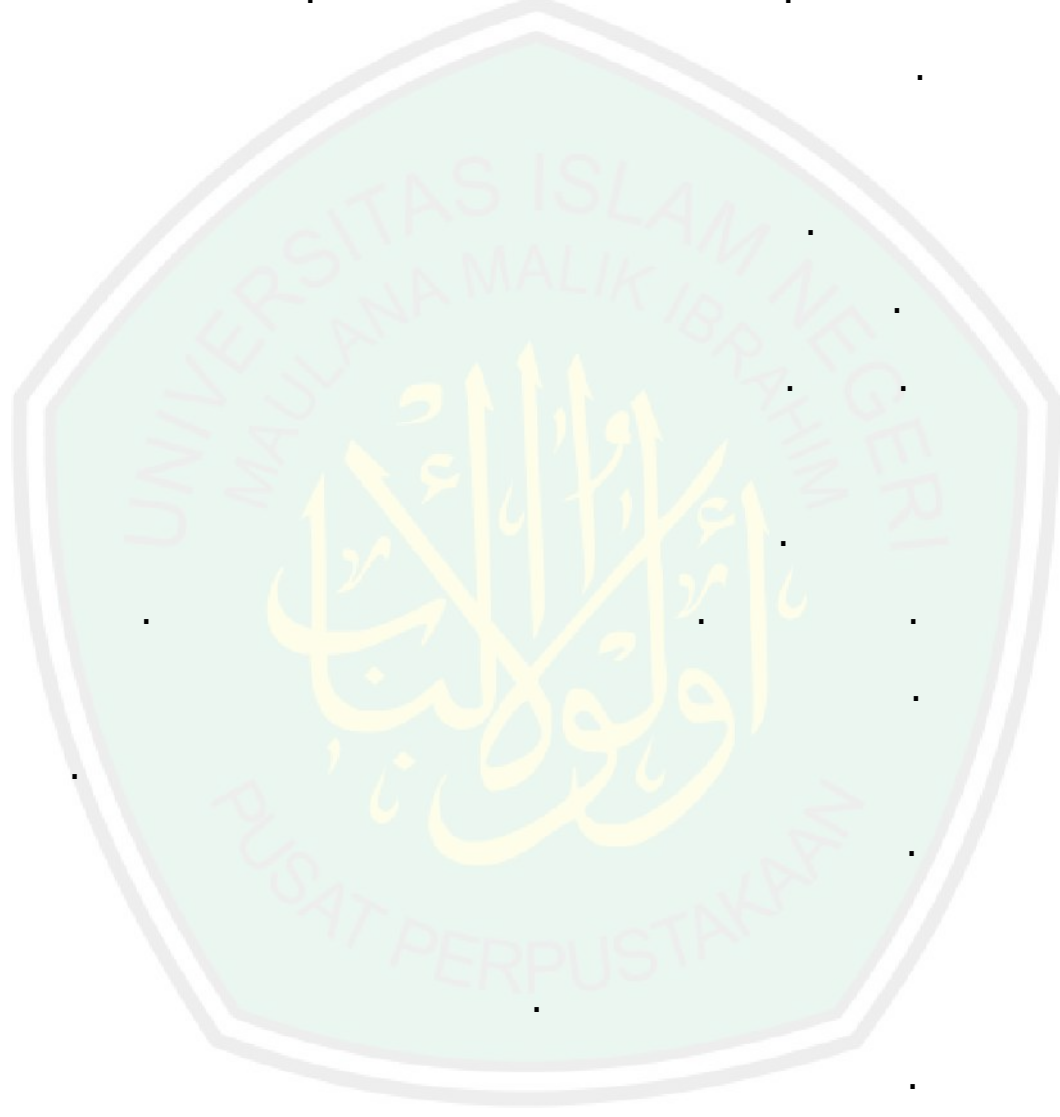


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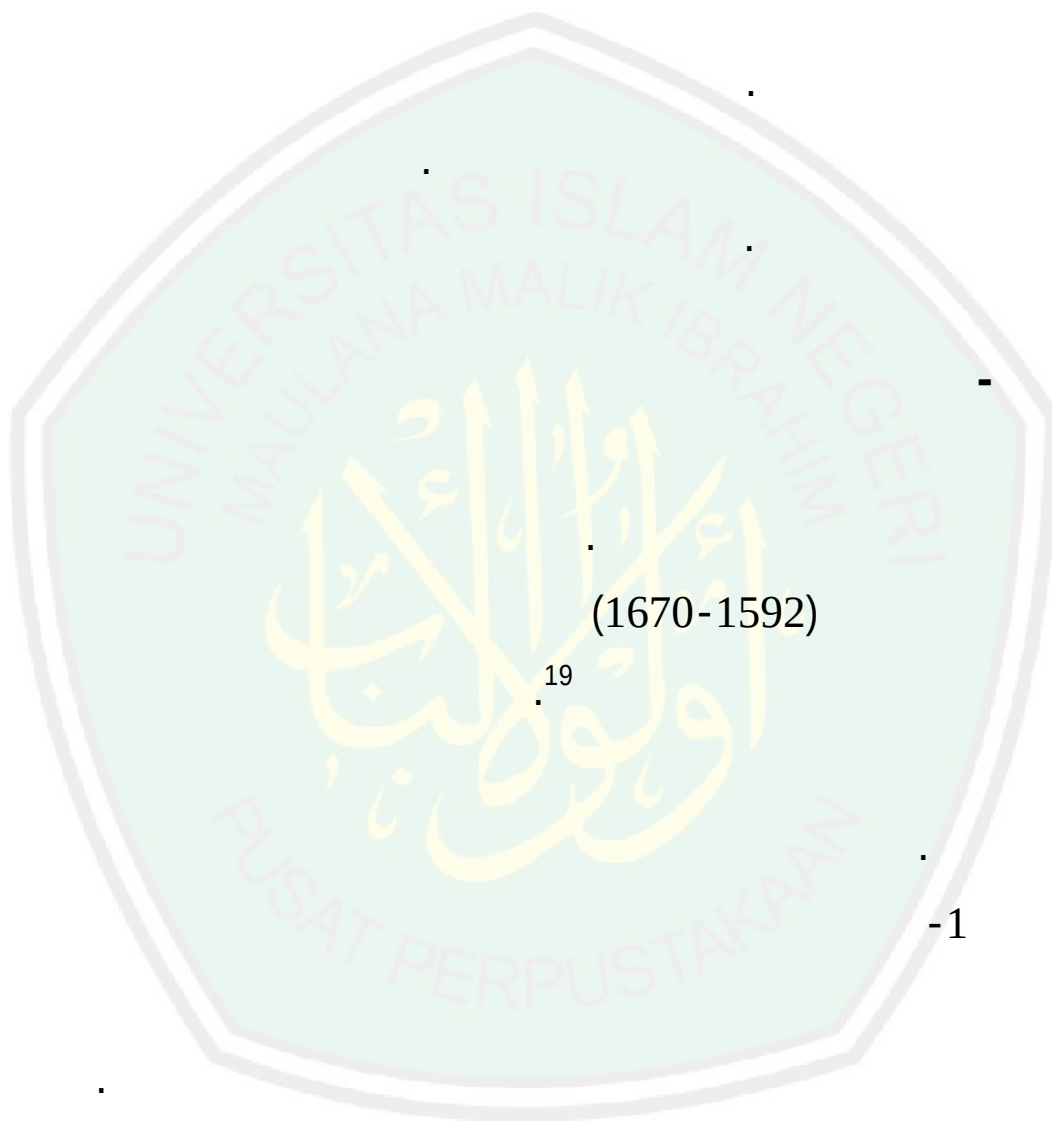




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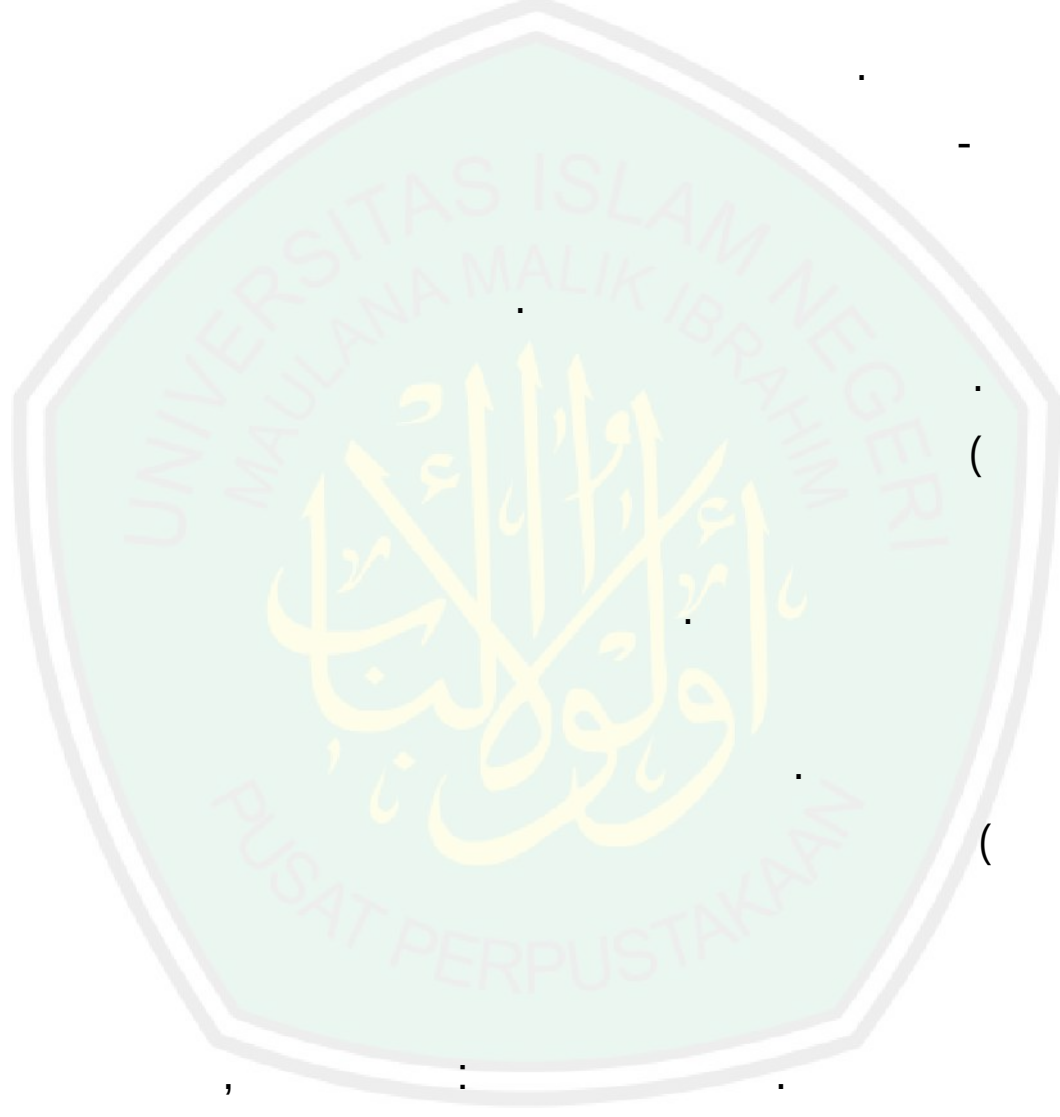
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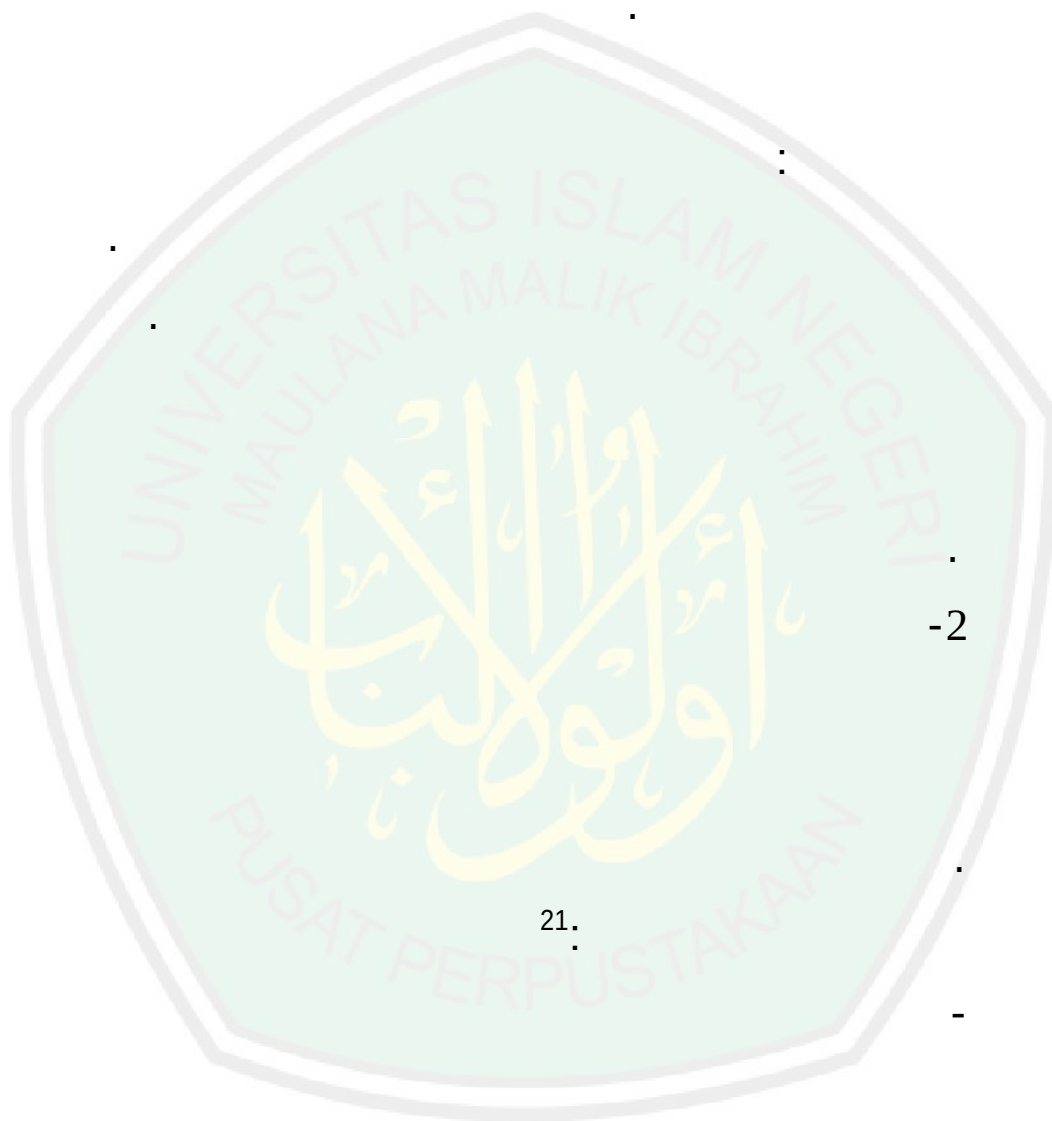
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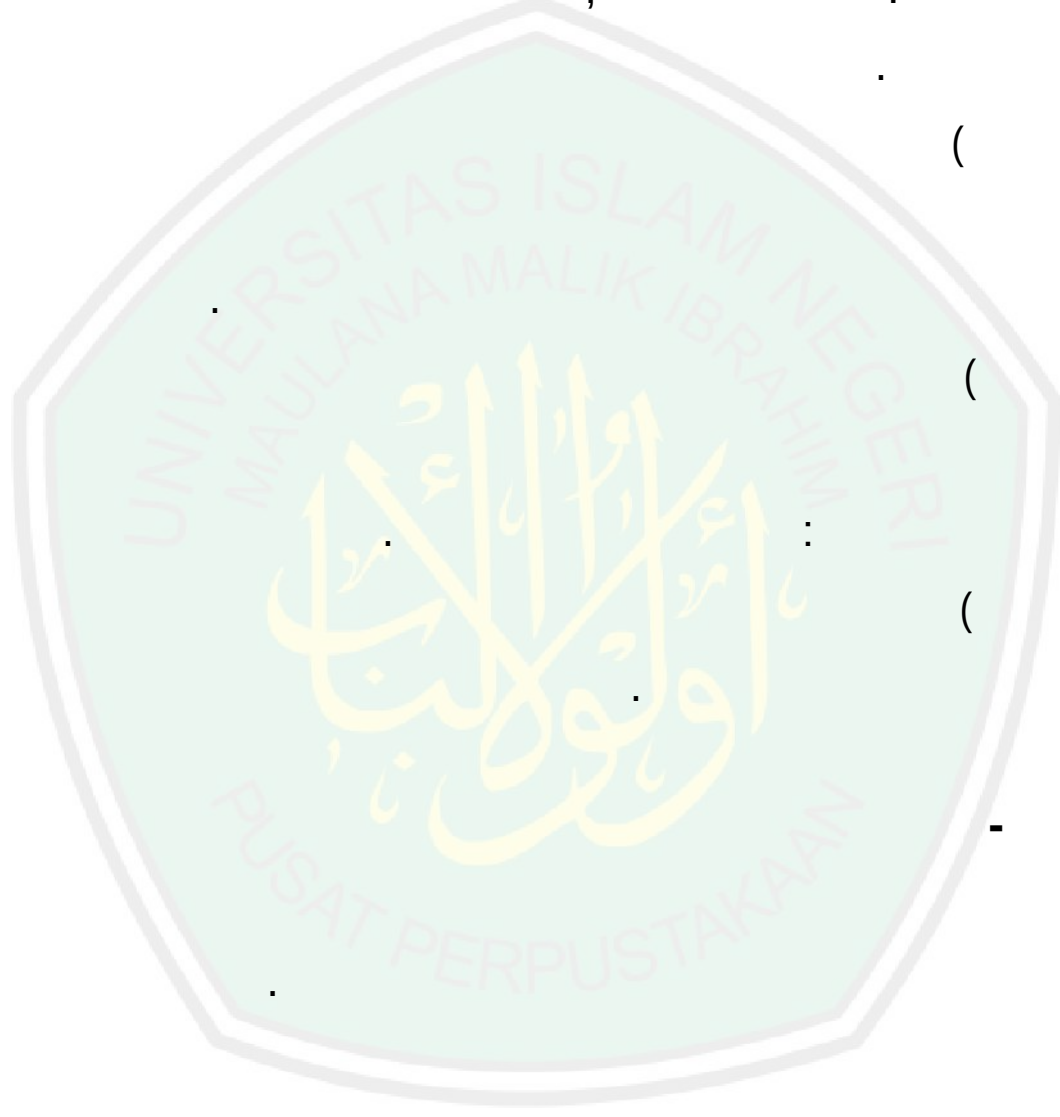
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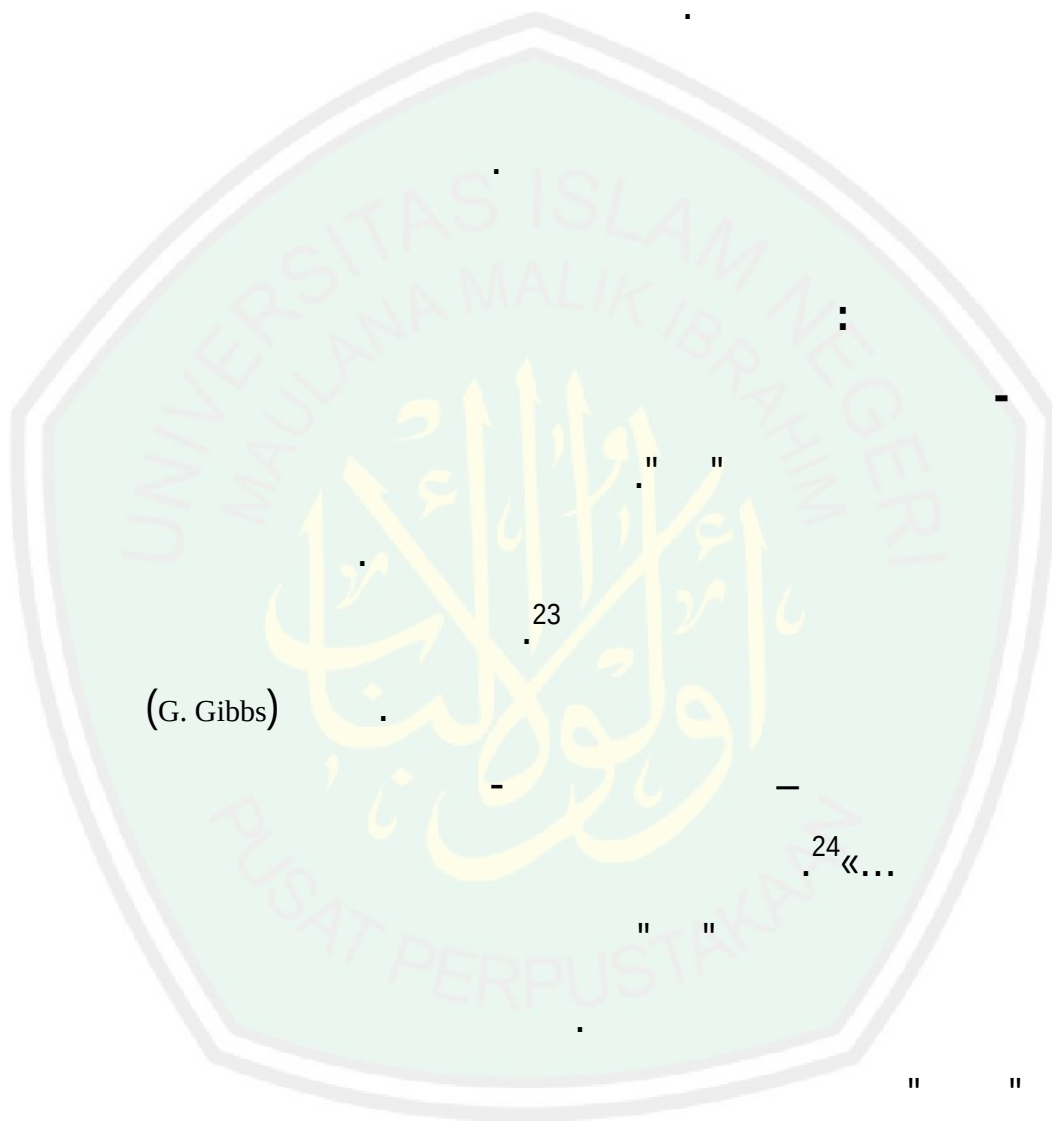












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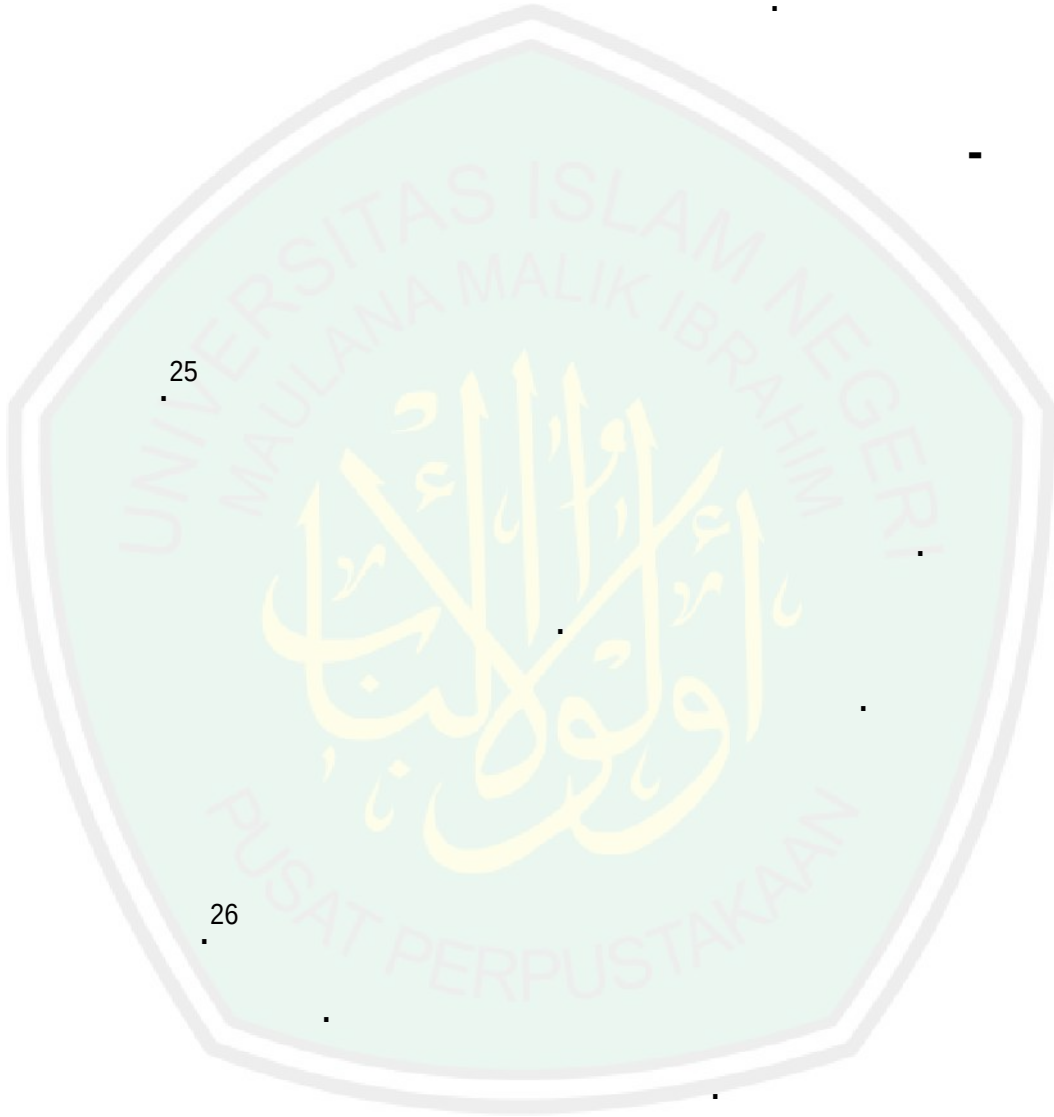
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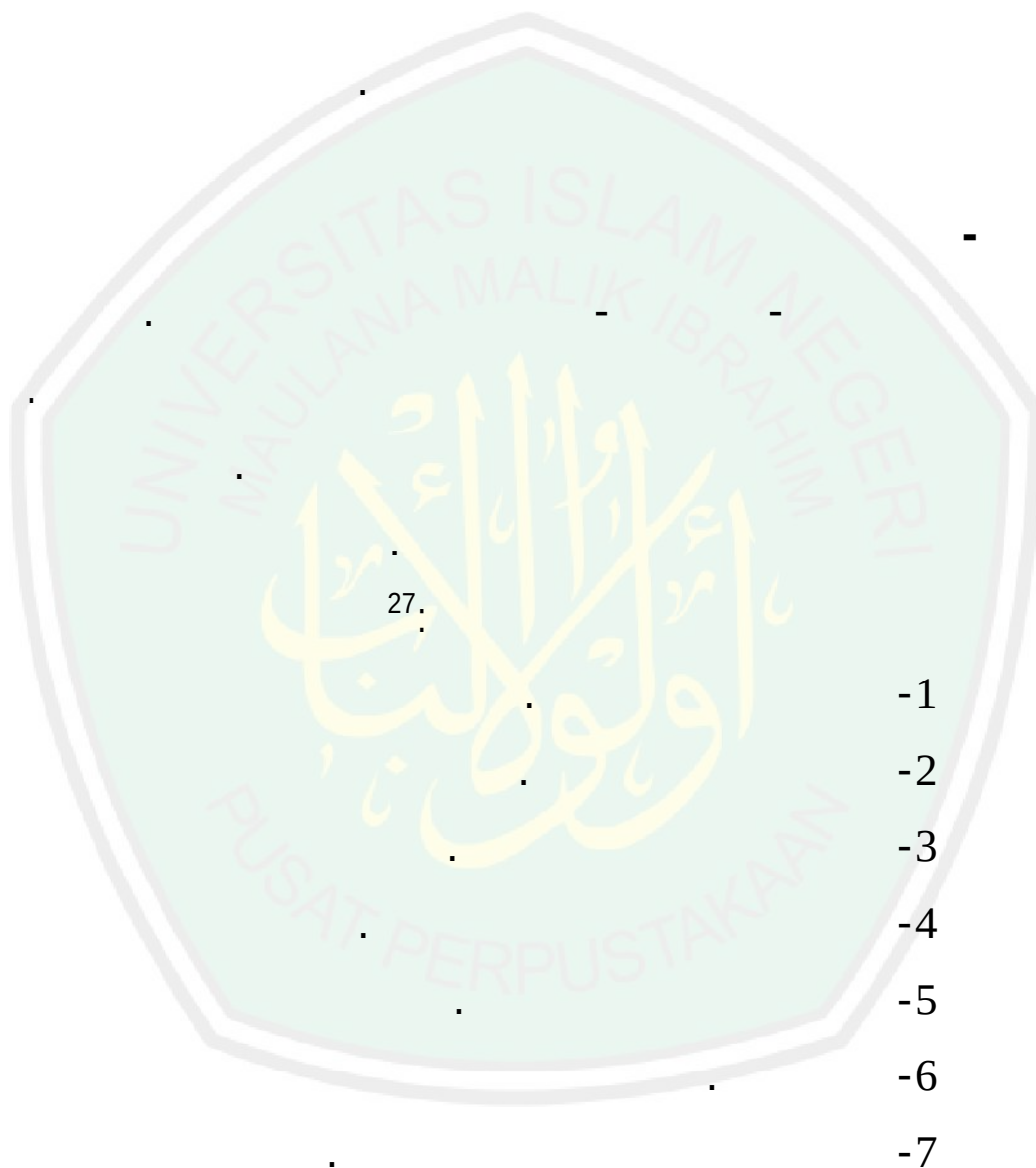
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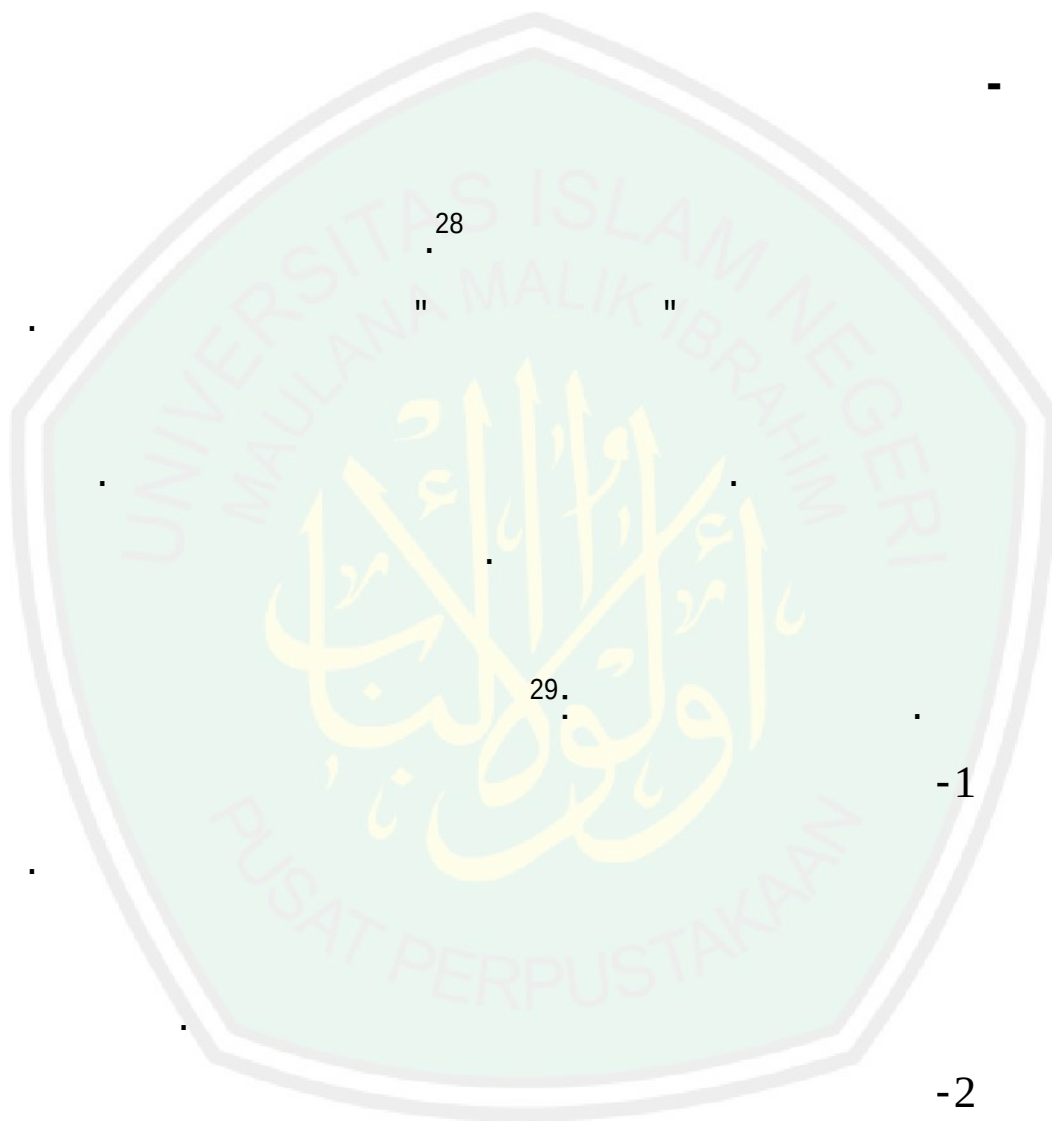
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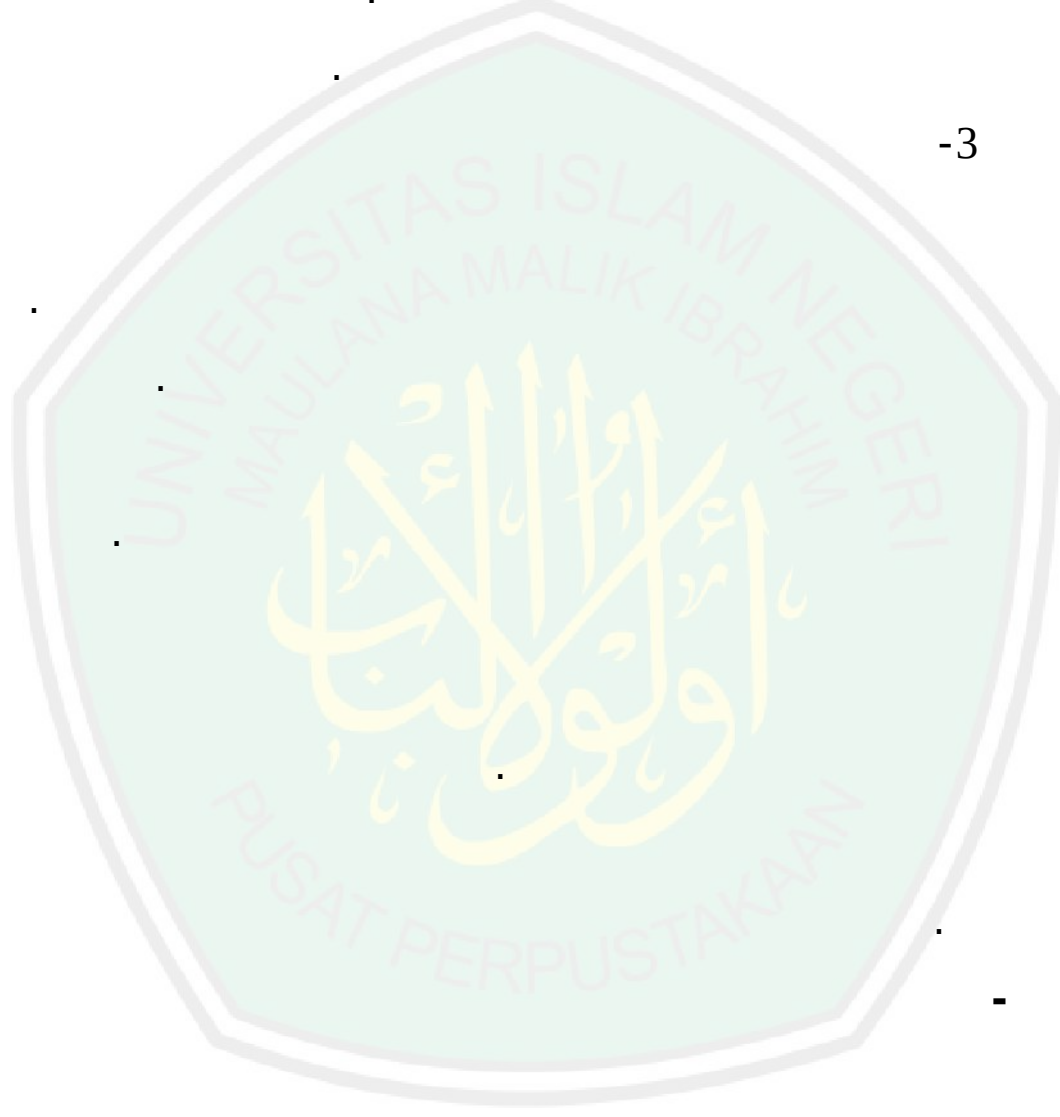
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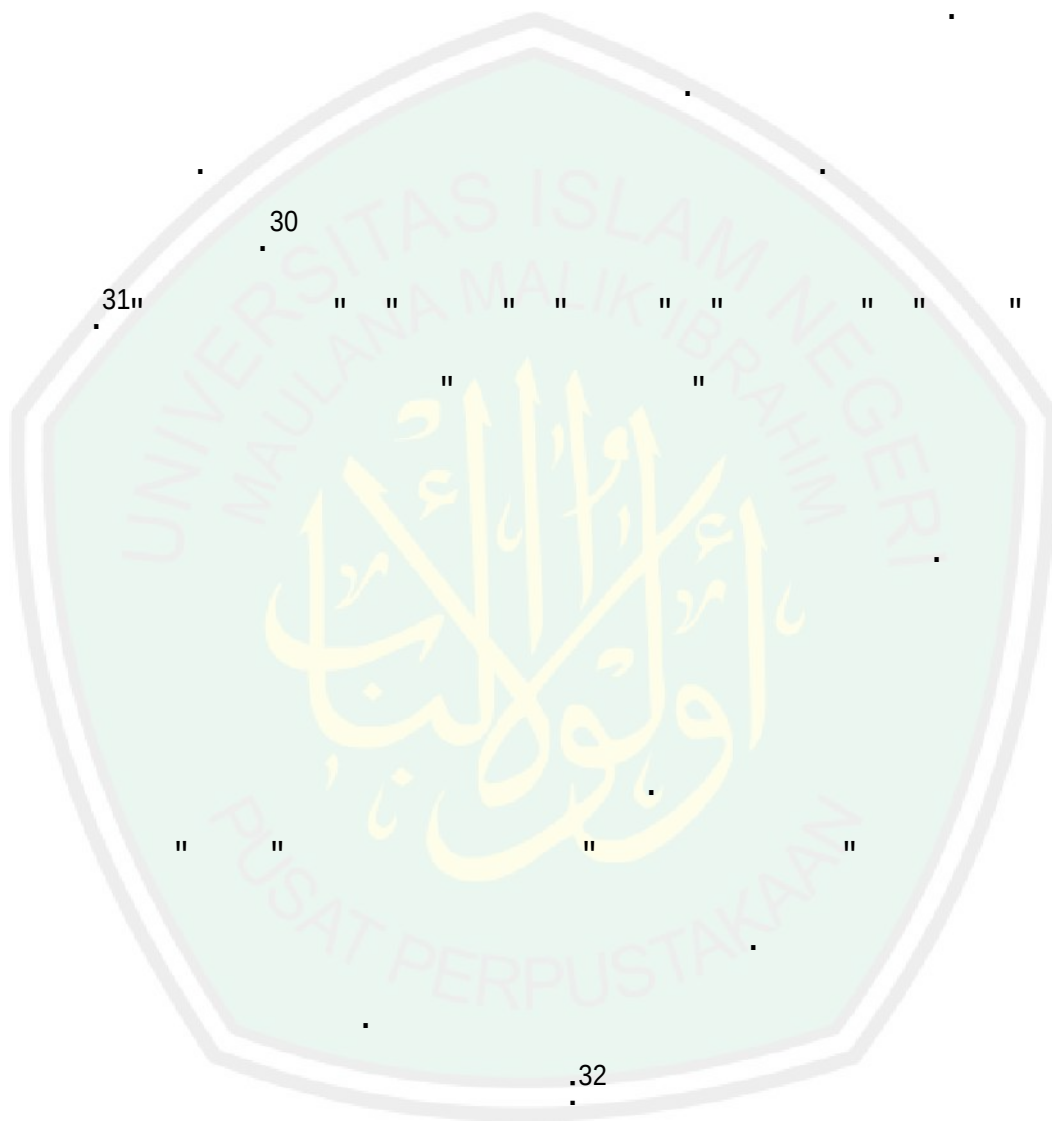
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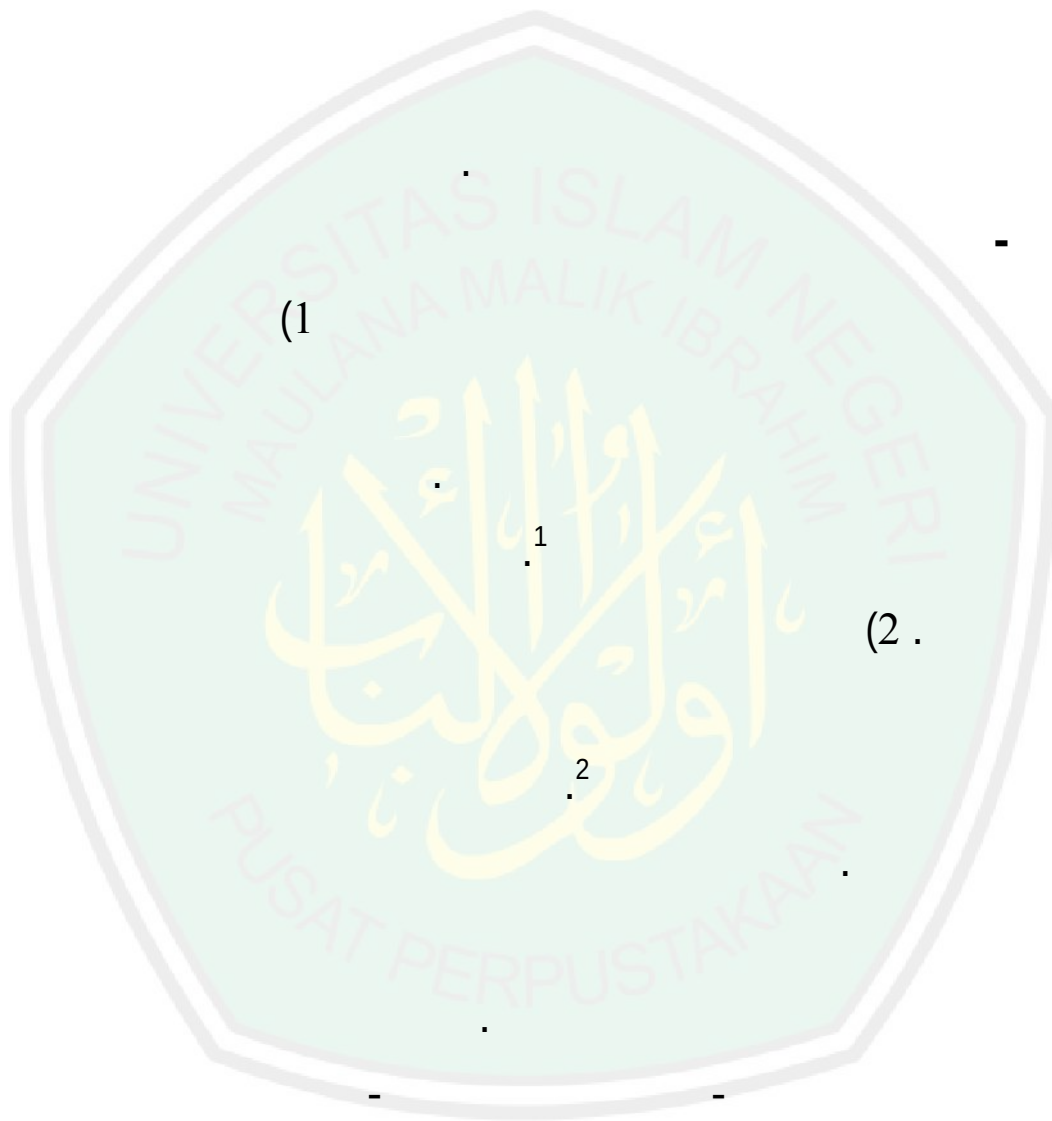
32











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<sup>1</sup> Setiadi, Bambang, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), hal: 215

<sup>2</sup> Sukmadinata, Nana Syaodih, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosda Karya, 2005), hal: 206

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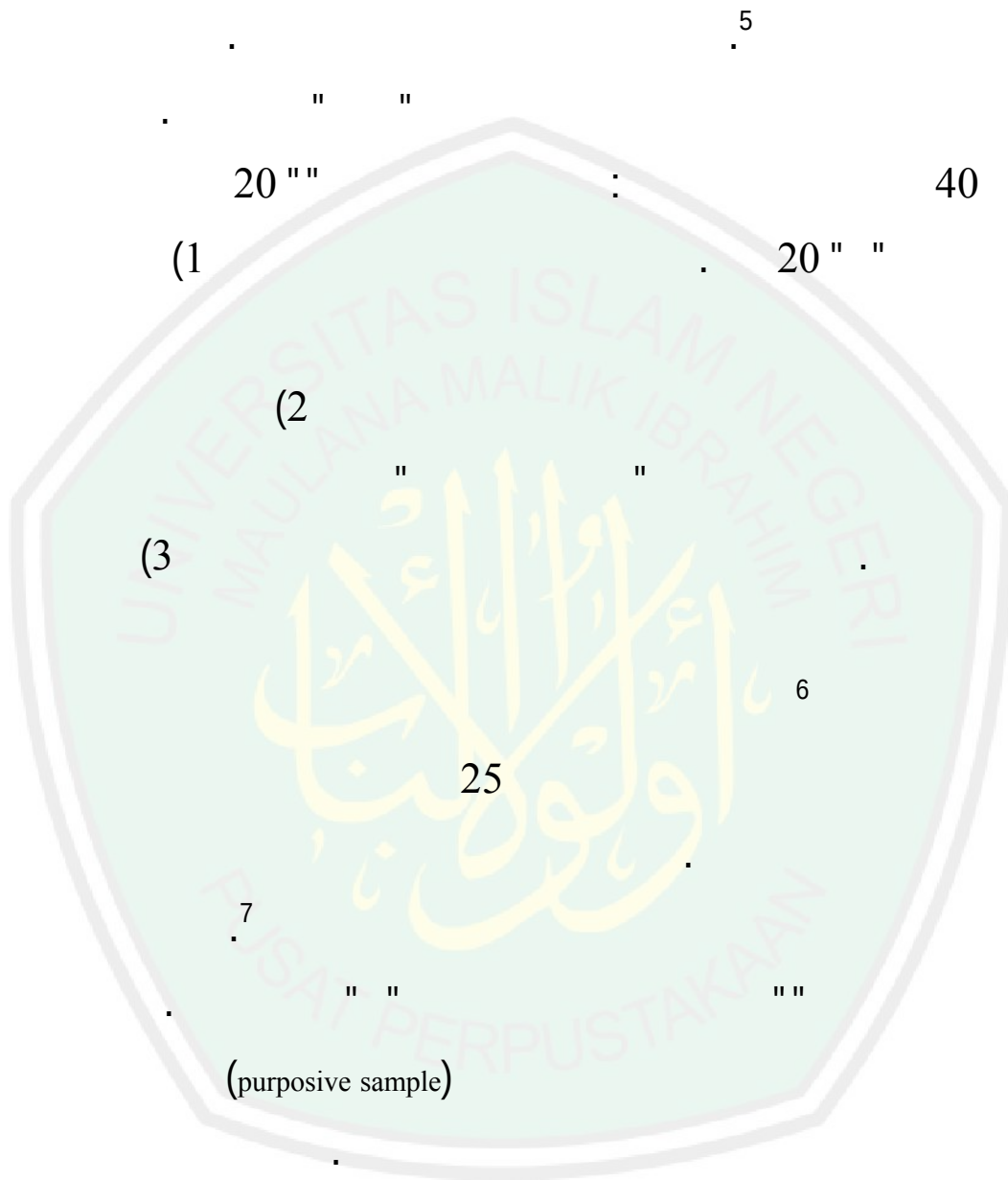
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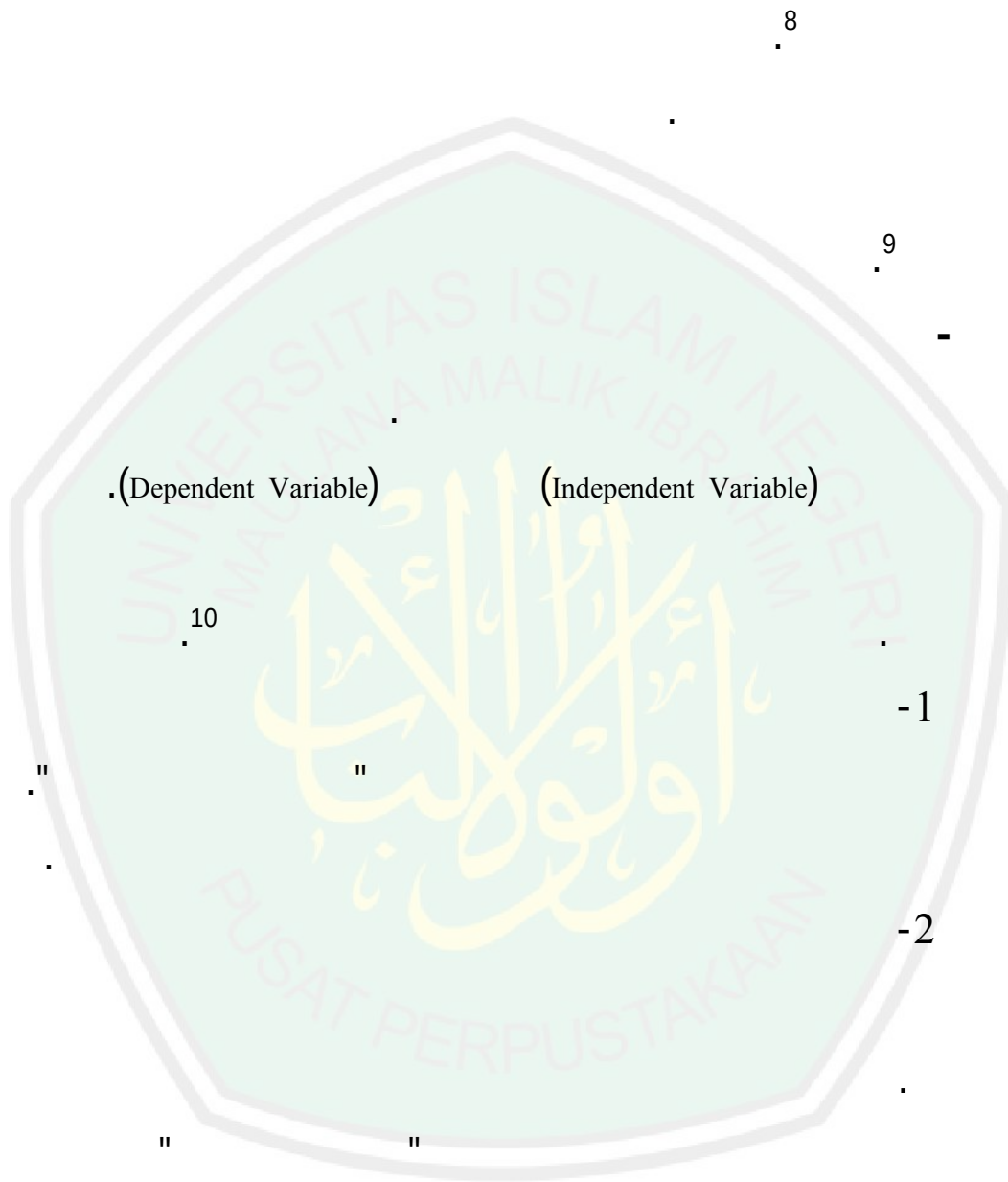
4 Bambang Setiadi, op.cit., hal:141



3 : (2010 : )

<sup>6</sup> Hadi, Sutrisno, *Metodologi Research*, jil. IV (Yogyakarta:Yayasan Penerbit Fakultas Psikologi, 1984) hal: 57

<sup>7</sup> Suryabrata, Sumadi, *Metodologi Penelitian* ( Jakarta: PT Raja Grafindo, 2005) hal: 99



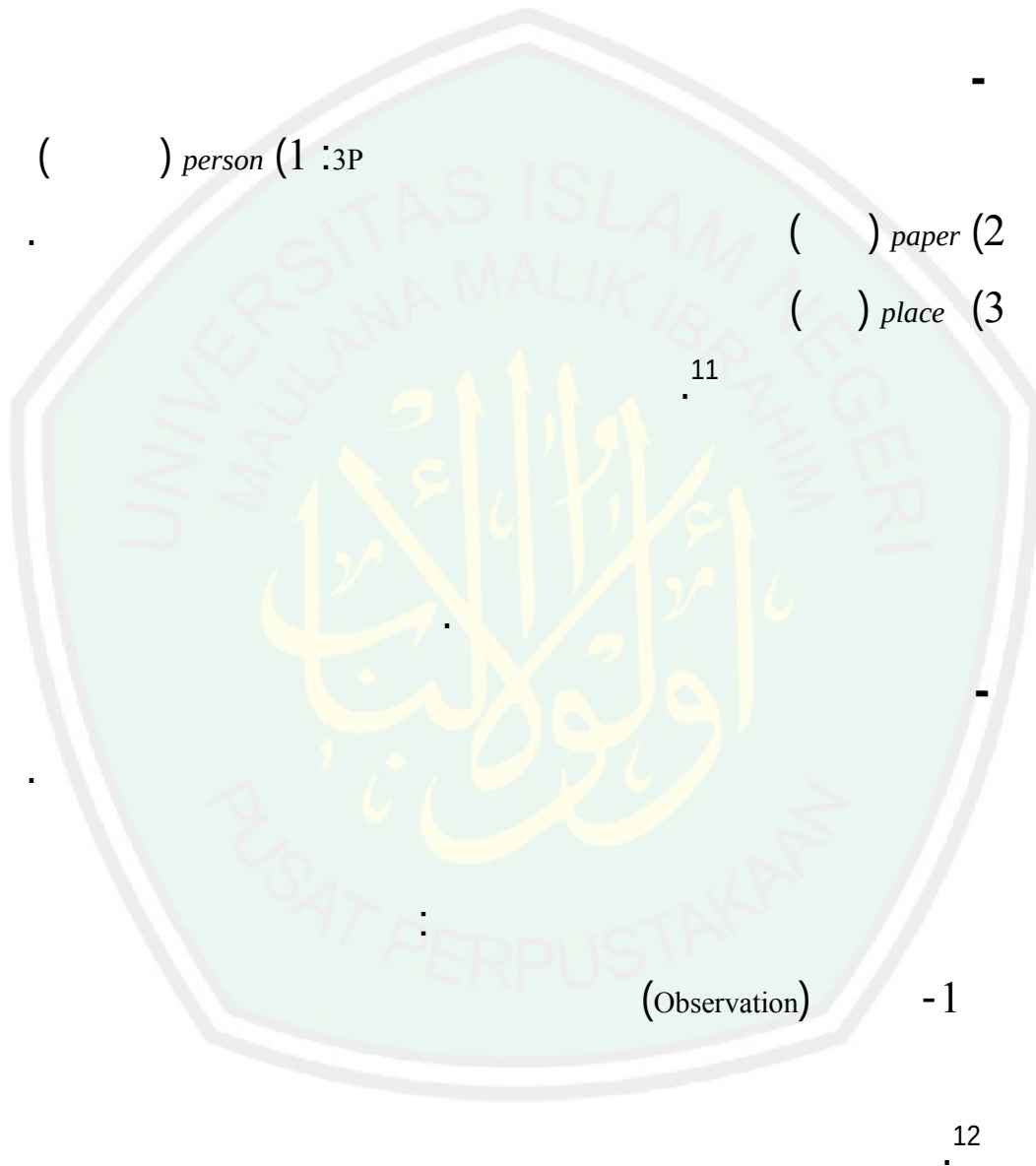
<sup>8</sup> Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2007) hal:58

342: (1982 : )

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<sup>9</sup>

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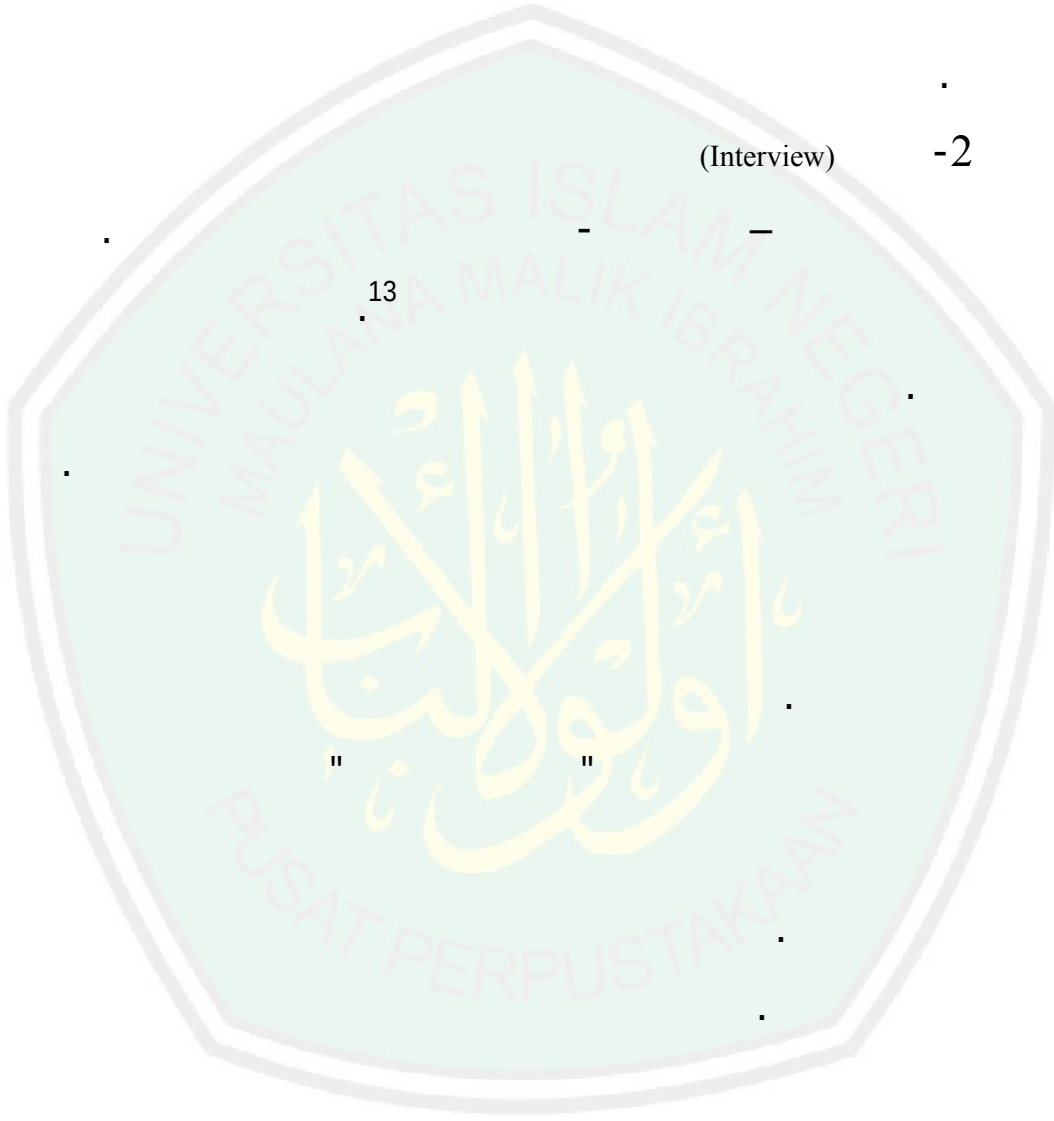


<sup>11</sup> Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Yogyakarta:Rineka Cipta, 1998) hal:114

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143: (1987

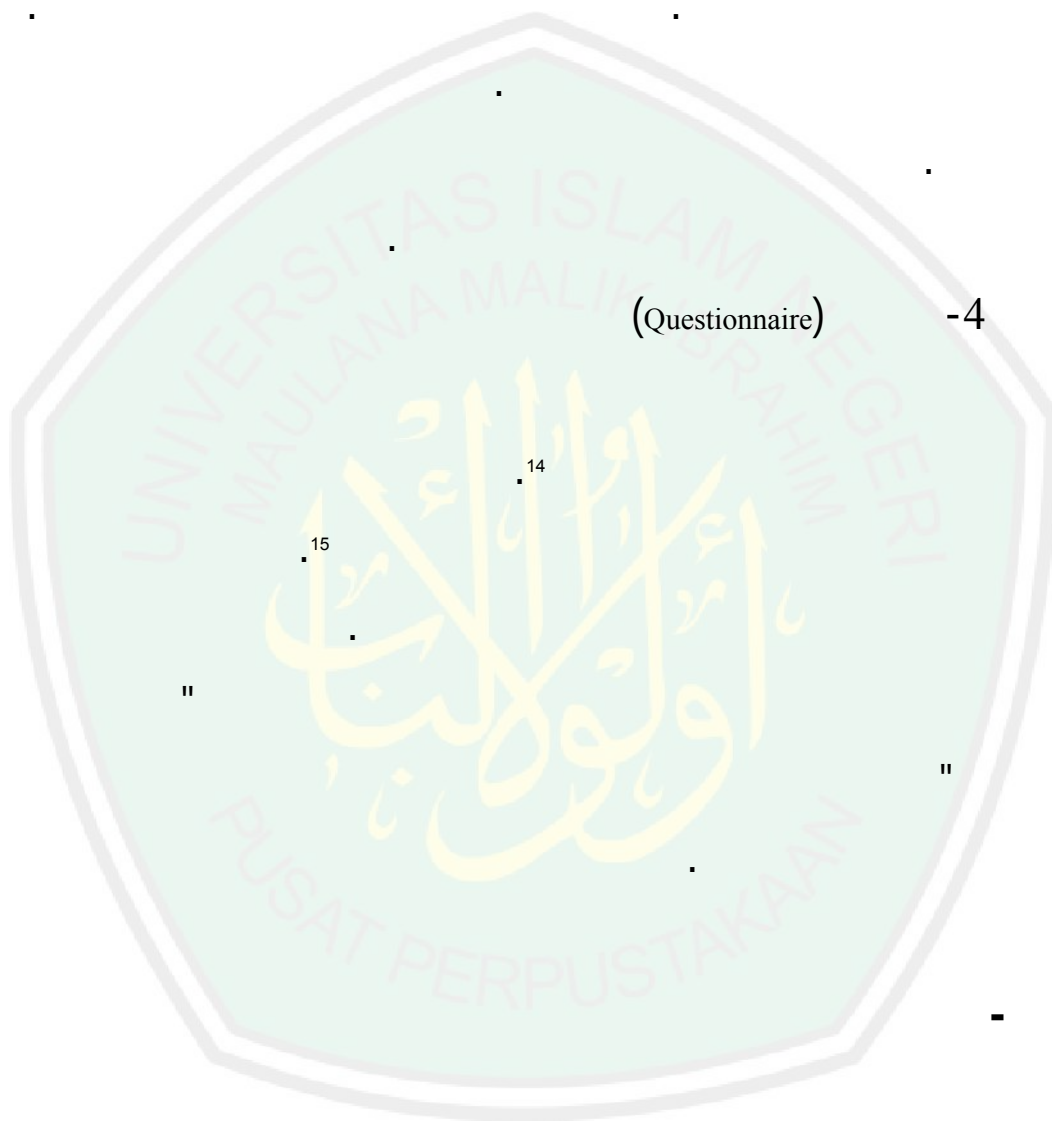


(Interview)

-2

-3





(Questionnaire)

-4

14

15

347:

14

<sup>15</sup> Sukandarrumidi, *Metodologi Penelitian, Petunjuk Praktis untuk Peneliti Pemula*, (Yogyakarta:Gadjah Mada University Press, 2006) hal: 79

.16" - - "

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum Y^2}{N + Ny - 1}\right)\left(\frac{1}{N} + \frac{1}{Ny}\right)}}$$

: Mx

: My

:  $\sum x^2$

:  $\sum Y^2$

: N

: Ny

-1

-2

-3

-4

<sup>16</sup> Suharsimi Arikunto, *op. cit.*, hal:229



:

-5

-1

-2

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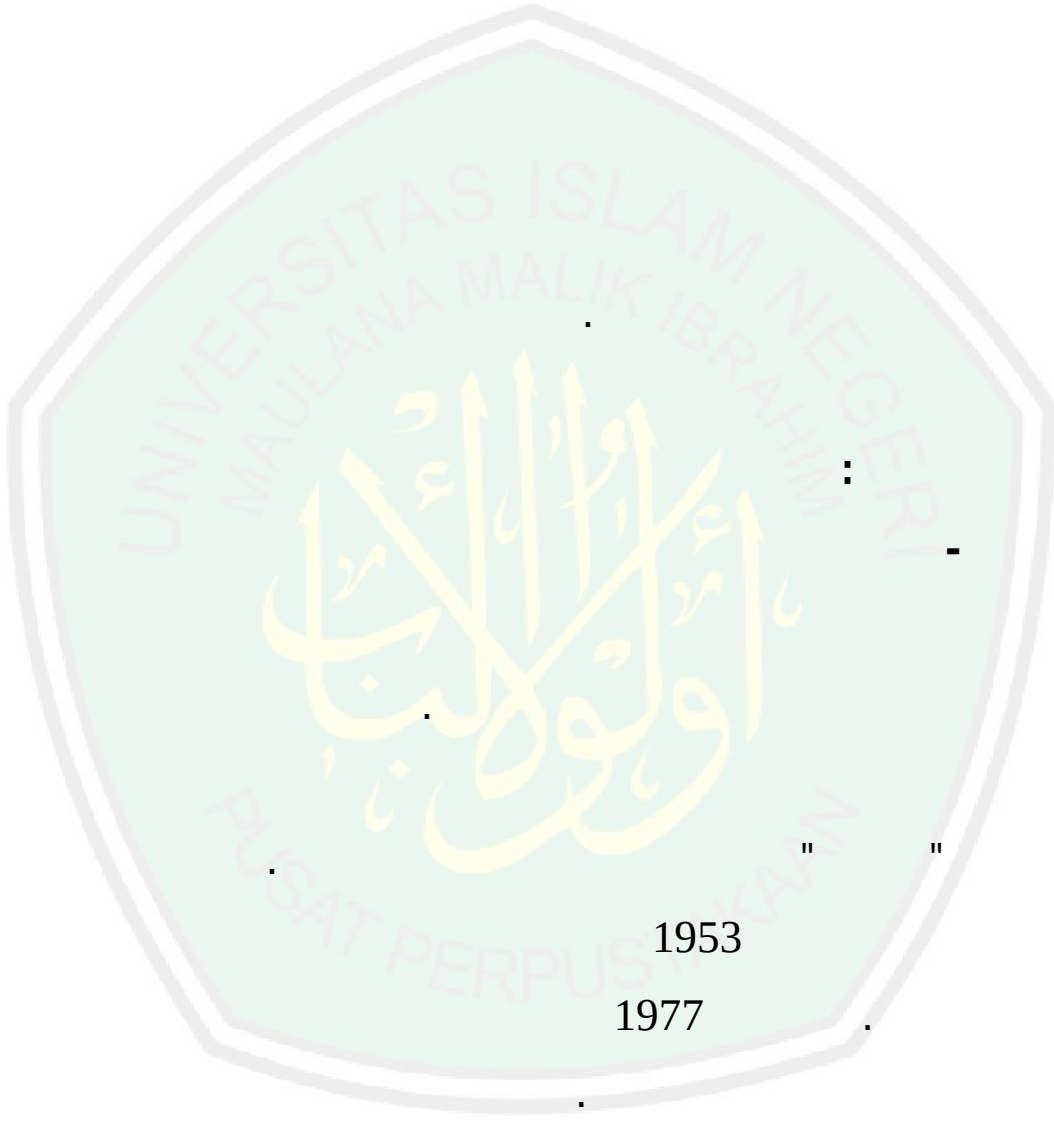
-5

-6

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-8

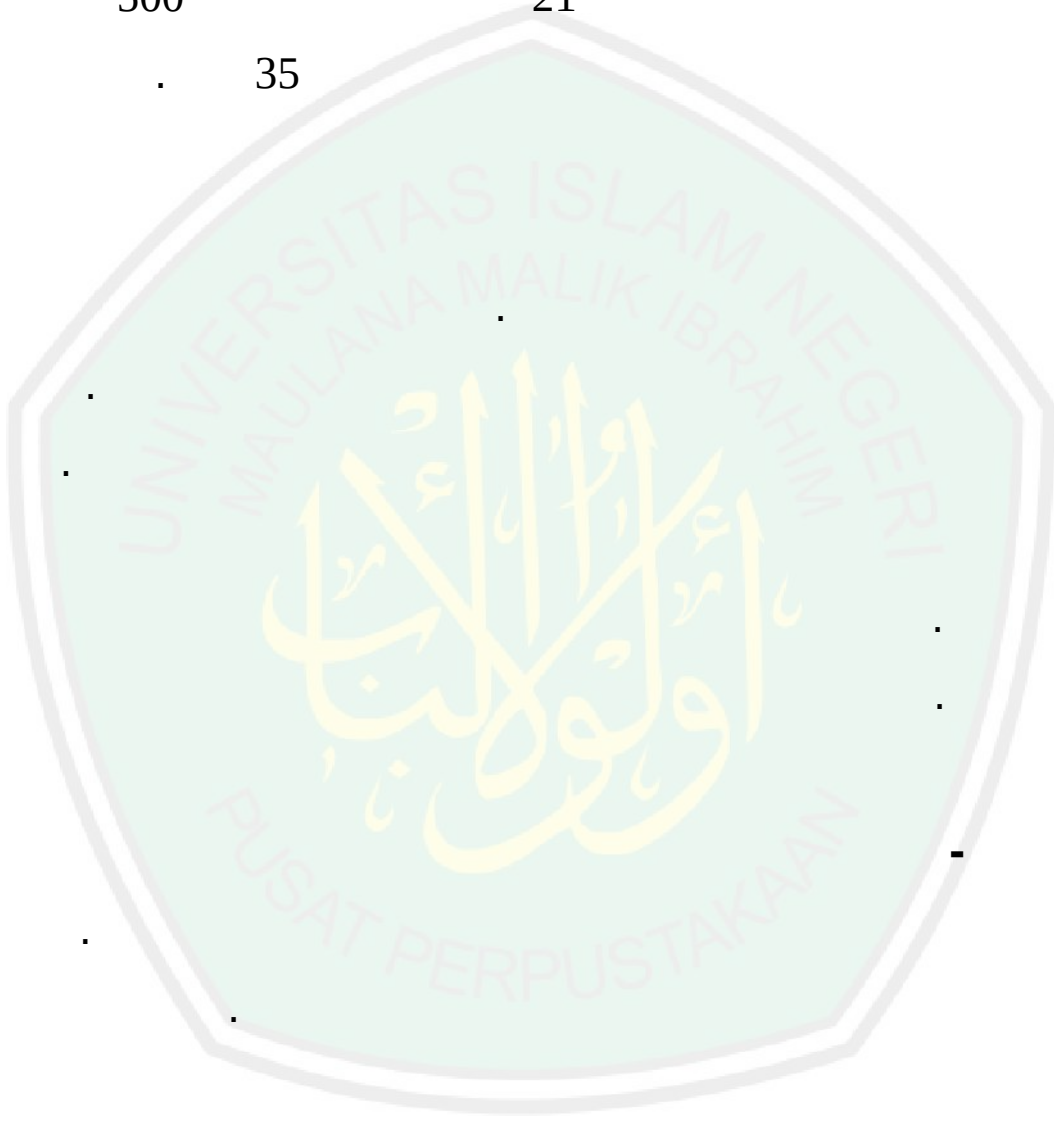


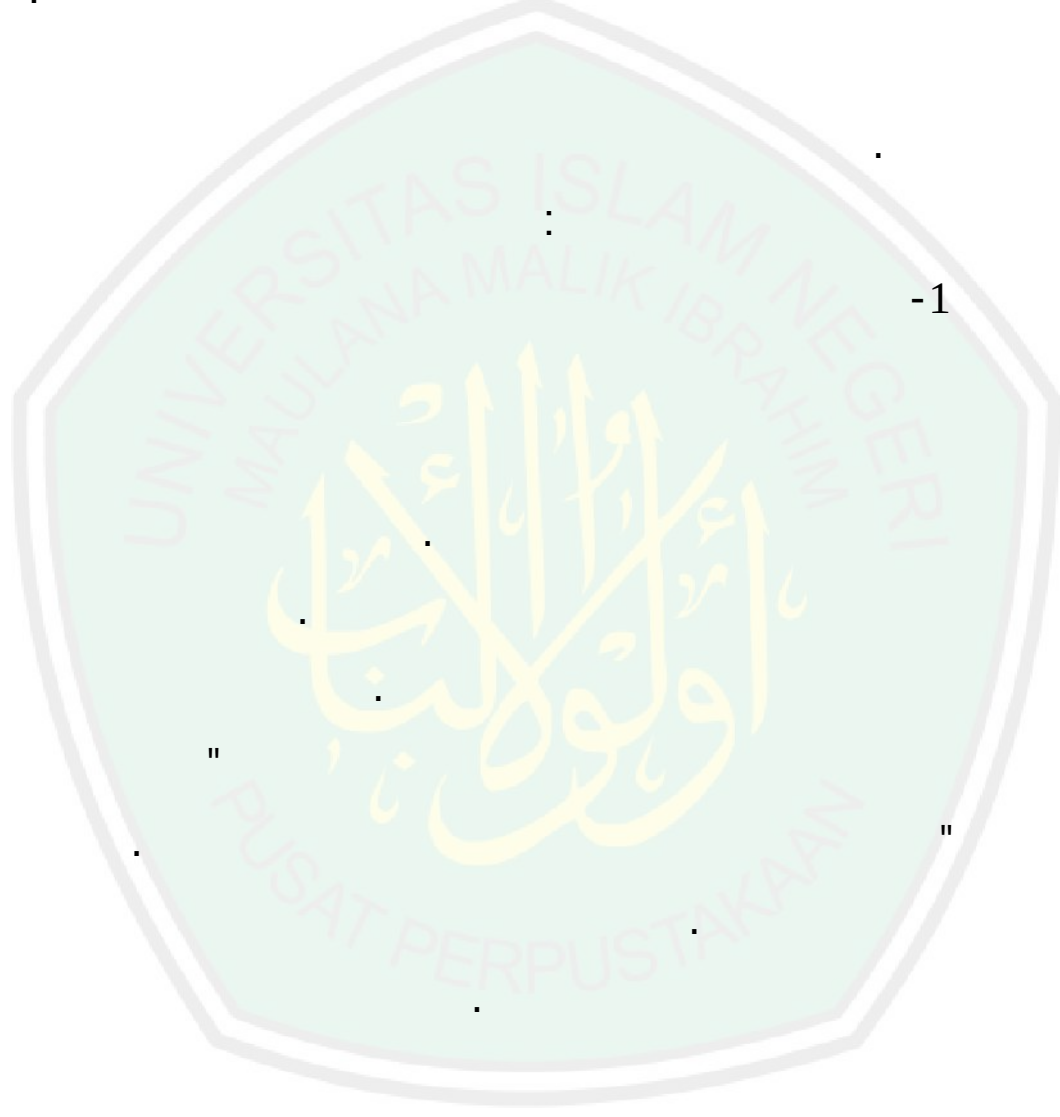


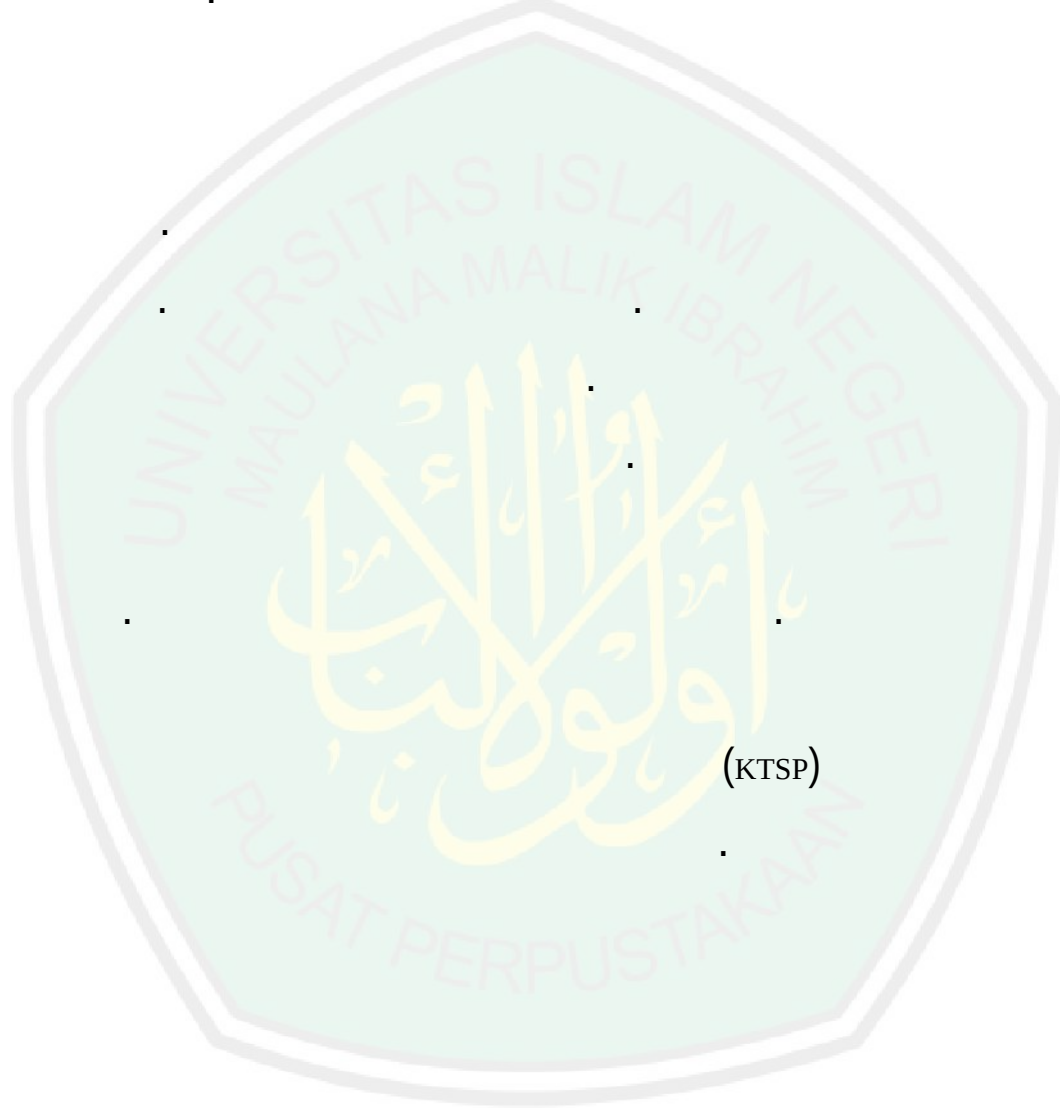
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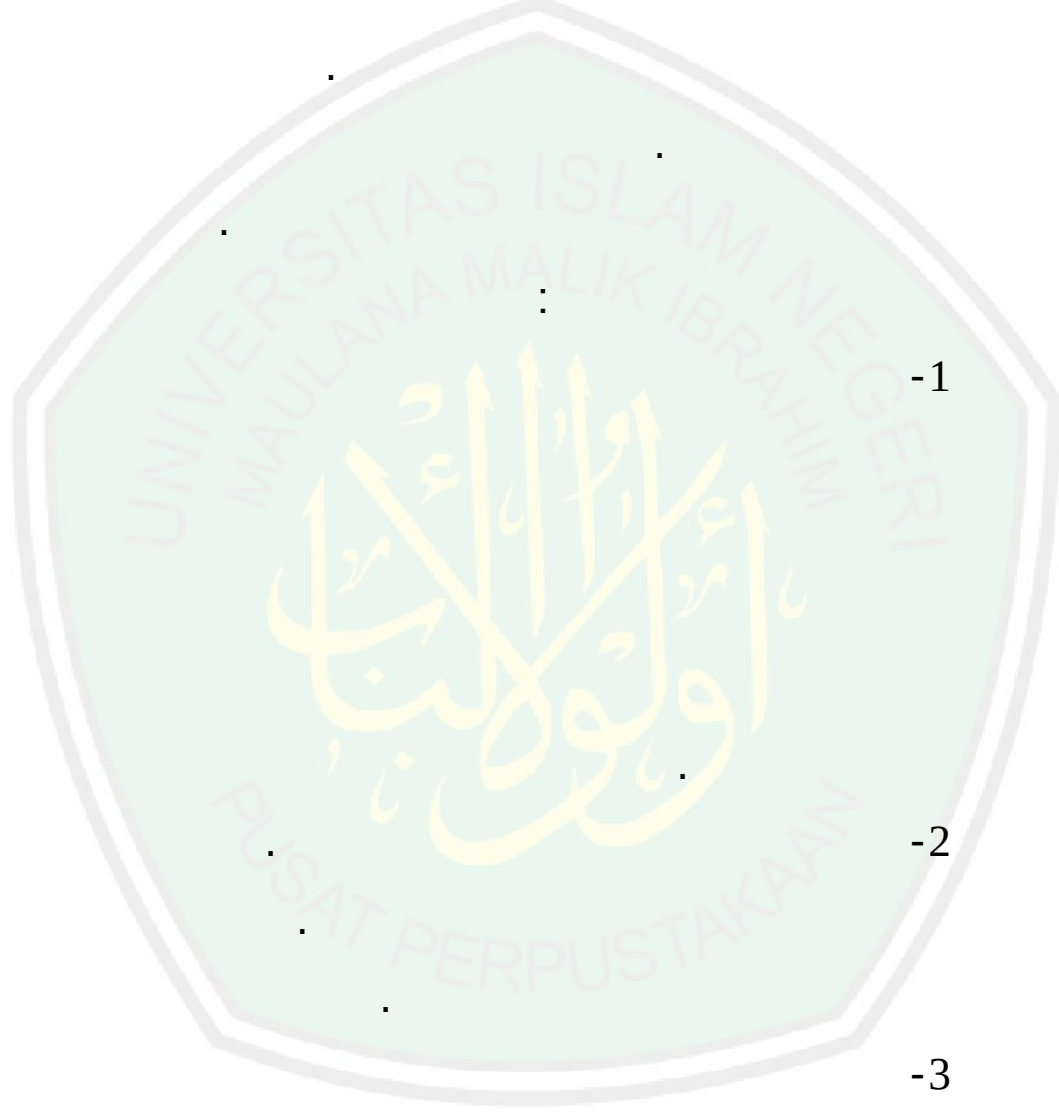






(KTSP)



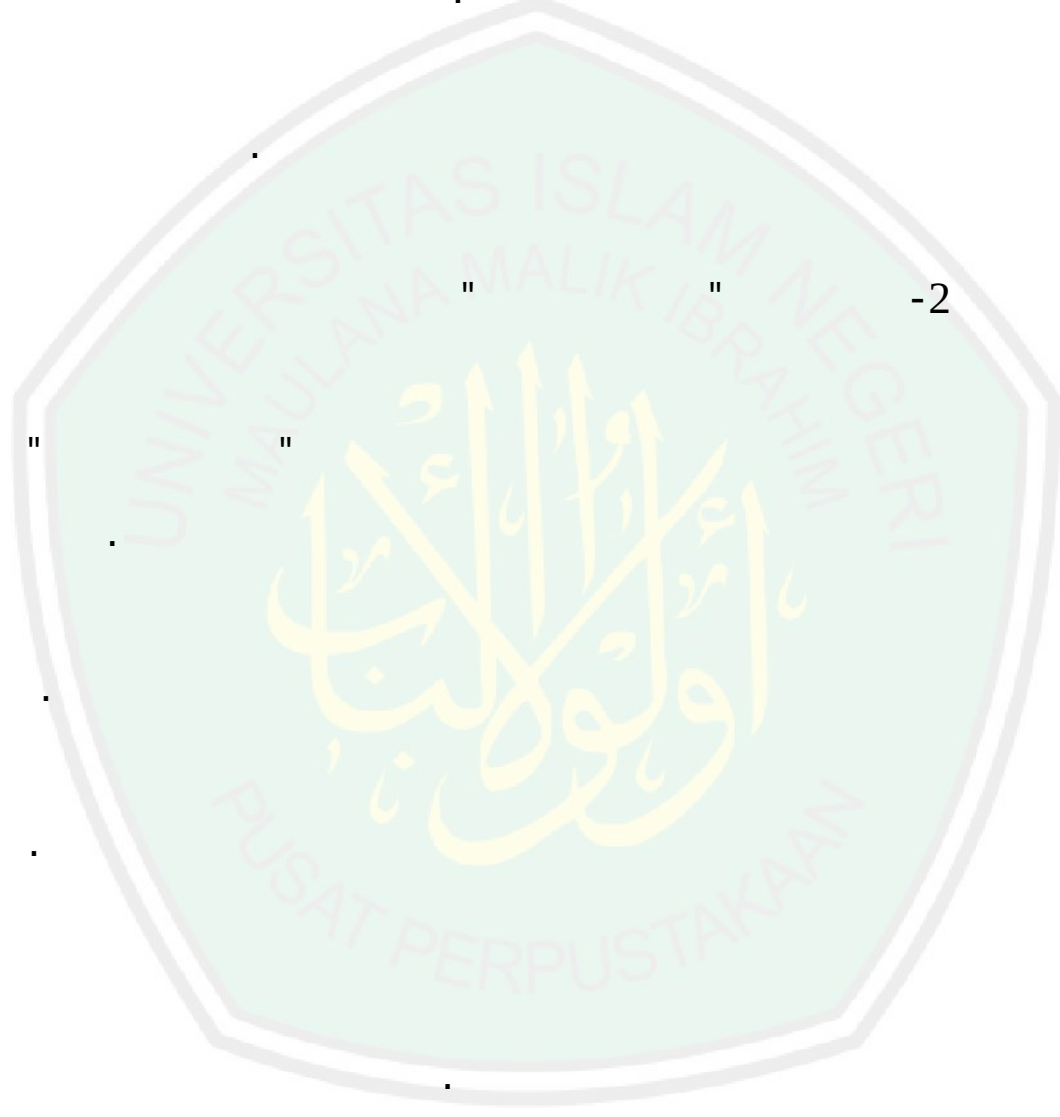


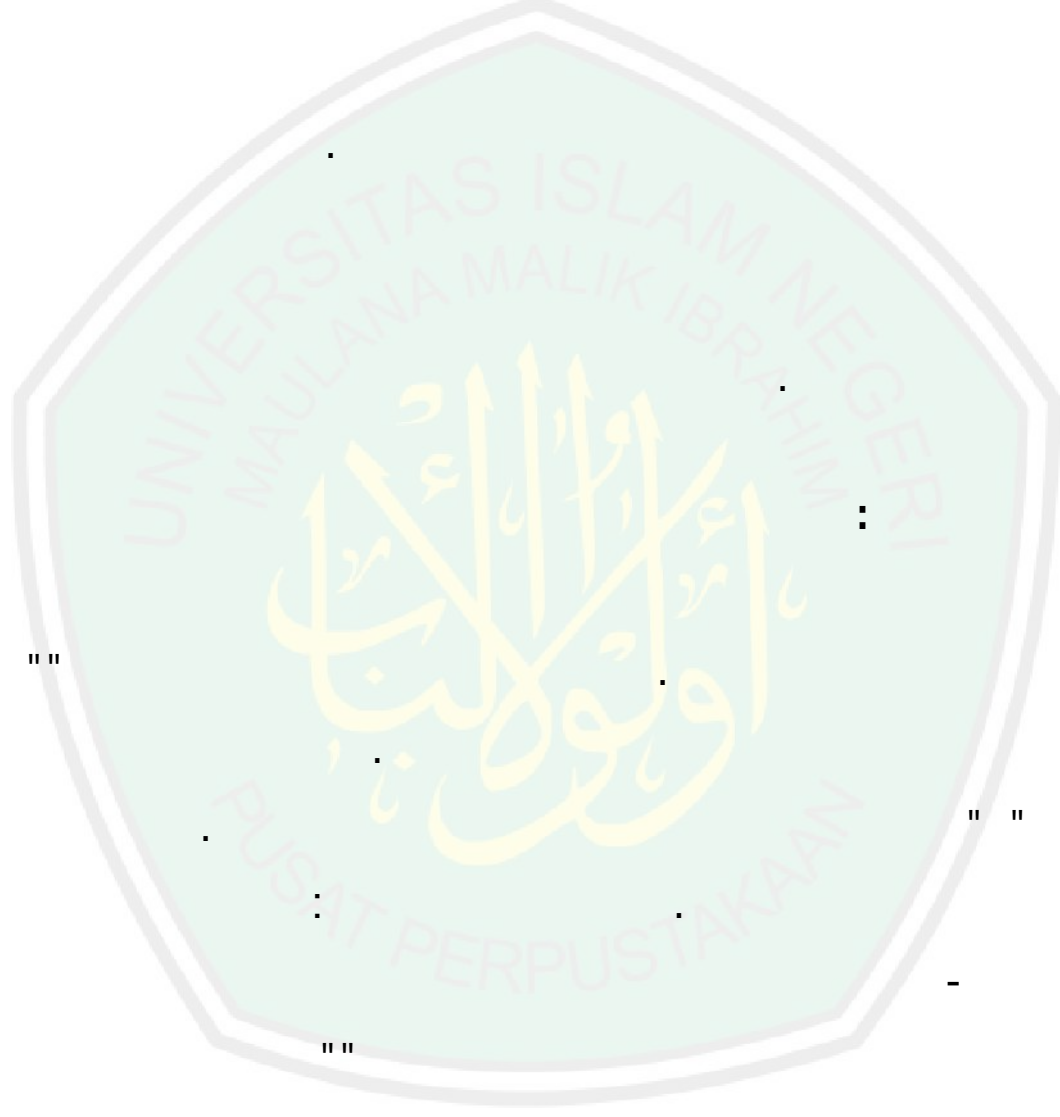
-1

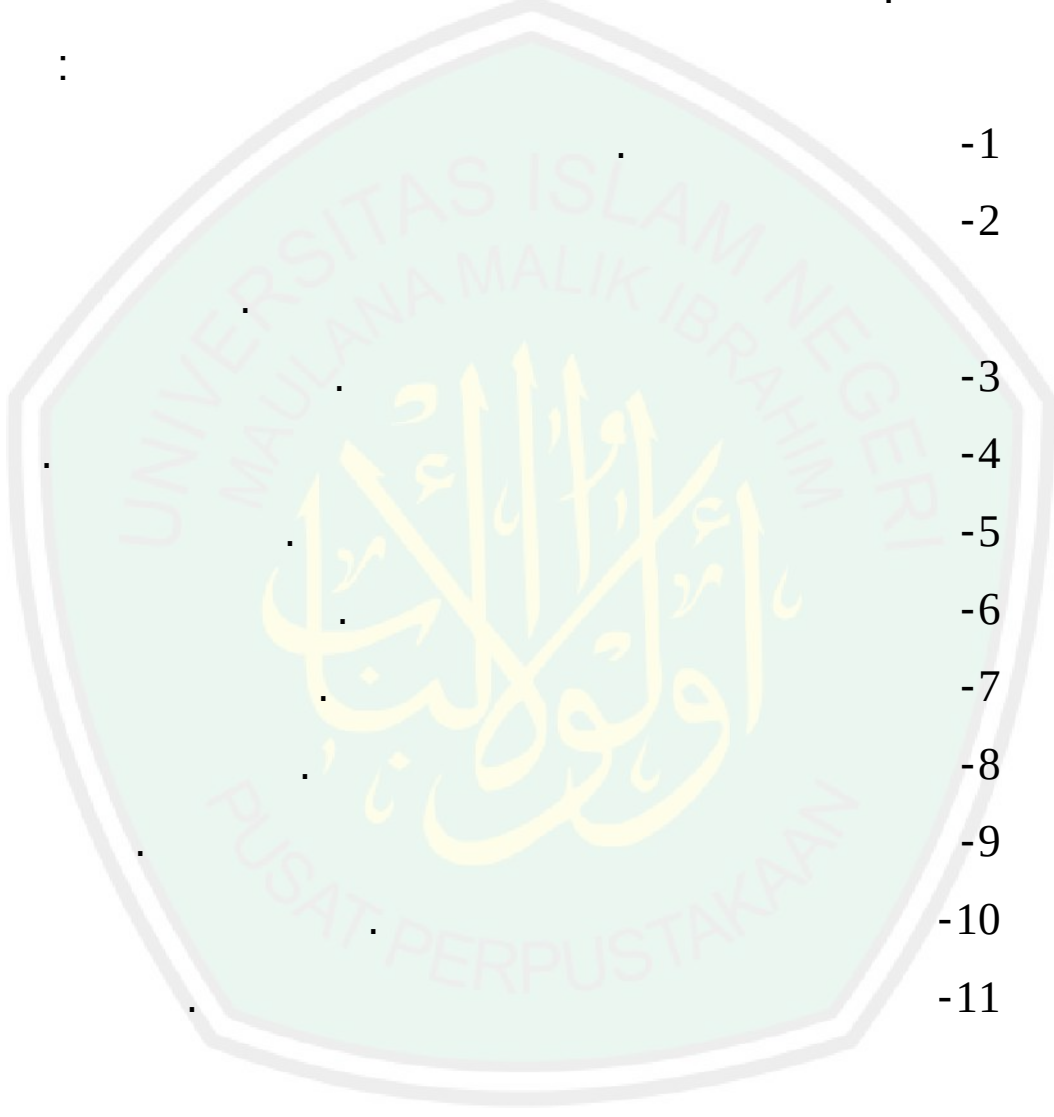
-2

-3

-4







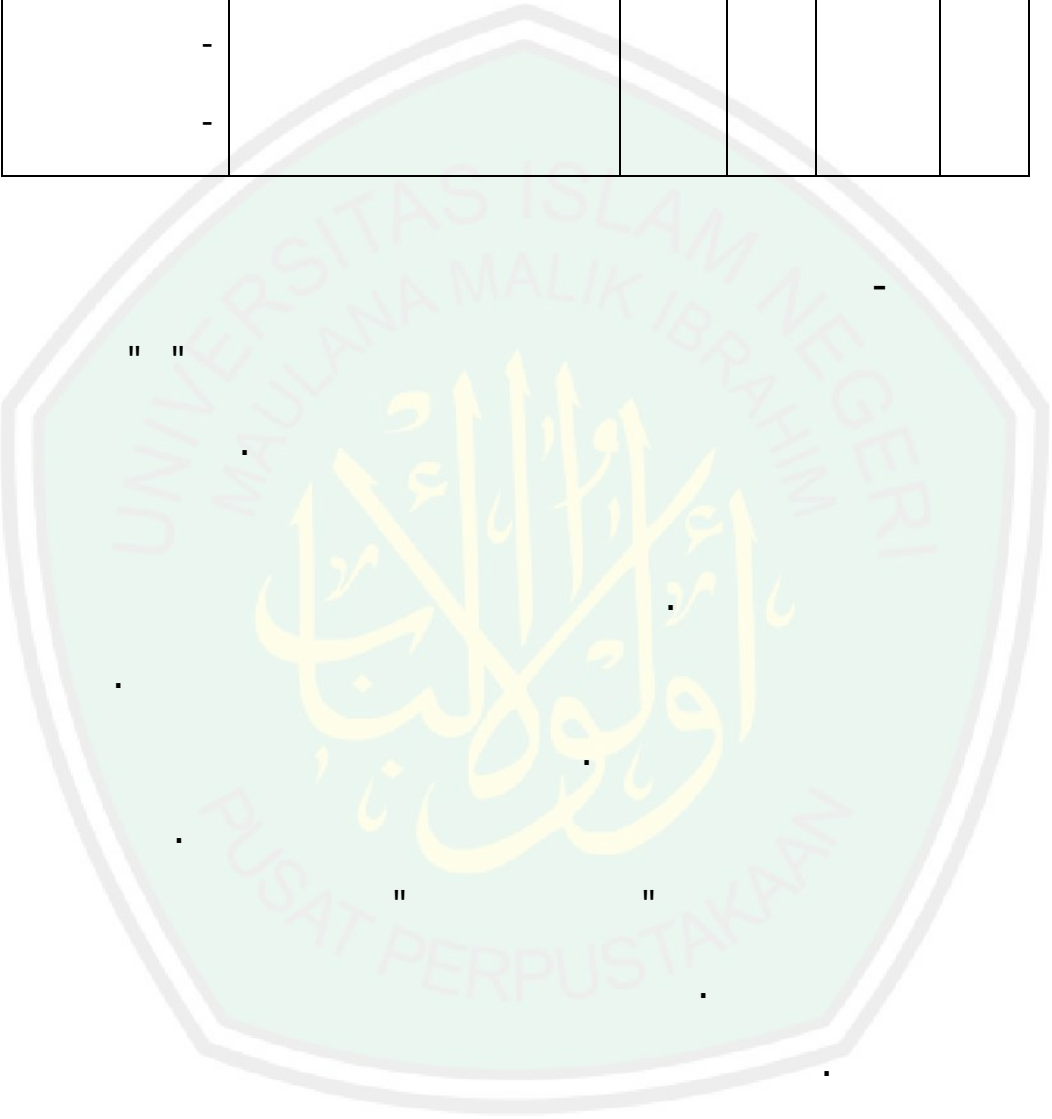
-1  
-2  
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-5  
-6  
-7  
-8  
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-10  
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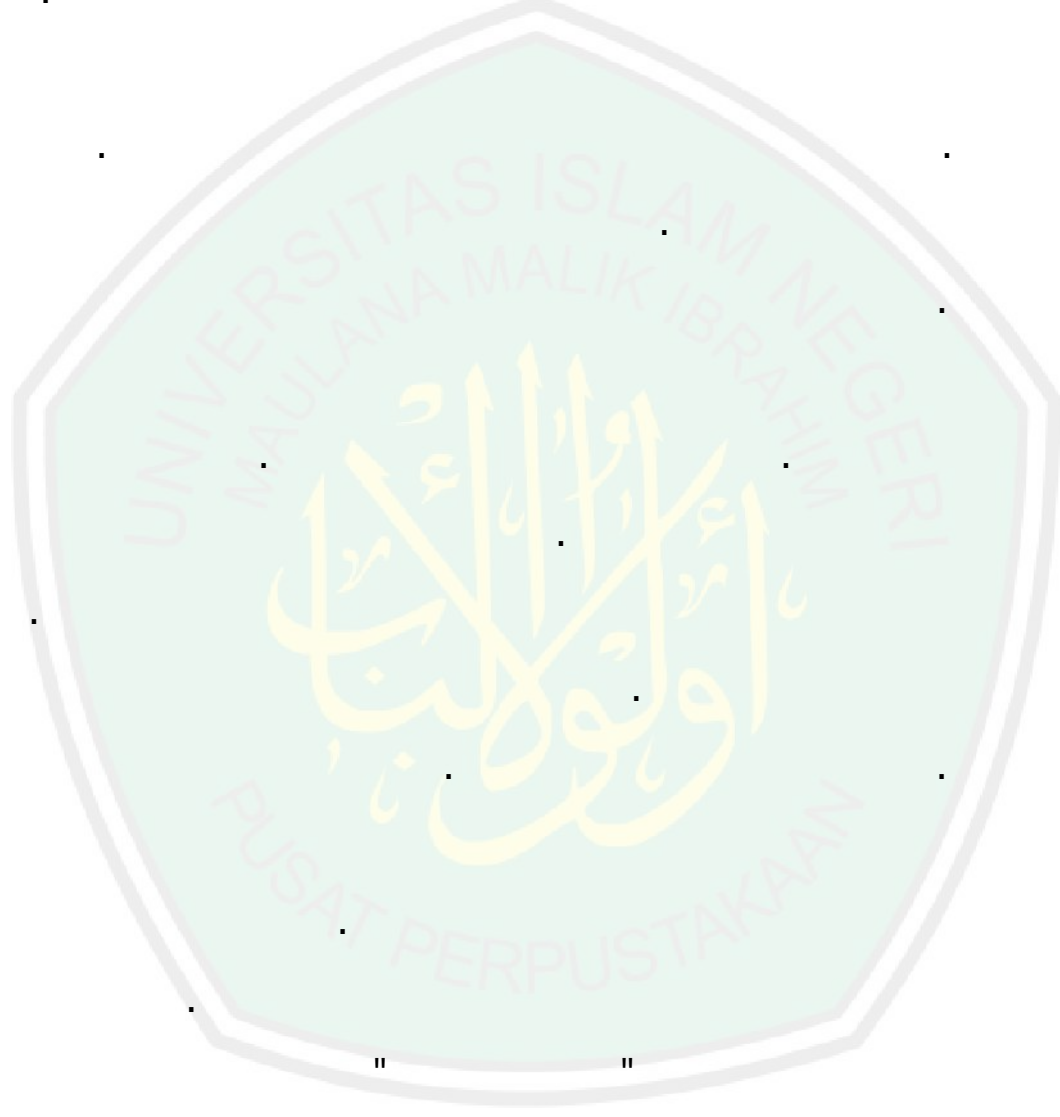
(2)

|     |   |   |    |   |               |   |
|-----|---|---|----|---|---------------|---|
|     |   |   |    |   |               |   |
|     | - | - | 20 | 1 | /5/17<br>2011 | 1 |
|     | - | - |    |   |               |   |
|     | - | - |    | 2 |               |   |
|     | - | - |    |   |               |   |
|     | - | - |    |   |               |   |
|     | - | - | 50 | 1 | /5/18<br>2011 | 2 |
| (1) | - | - | 50 | 2 |               |   |
|     | - | - |    |   |               |   |
|     | - | - |    |   |               |   |
|     | - | - |    |   |               |   |
|     | - | - |    |   |               |   |

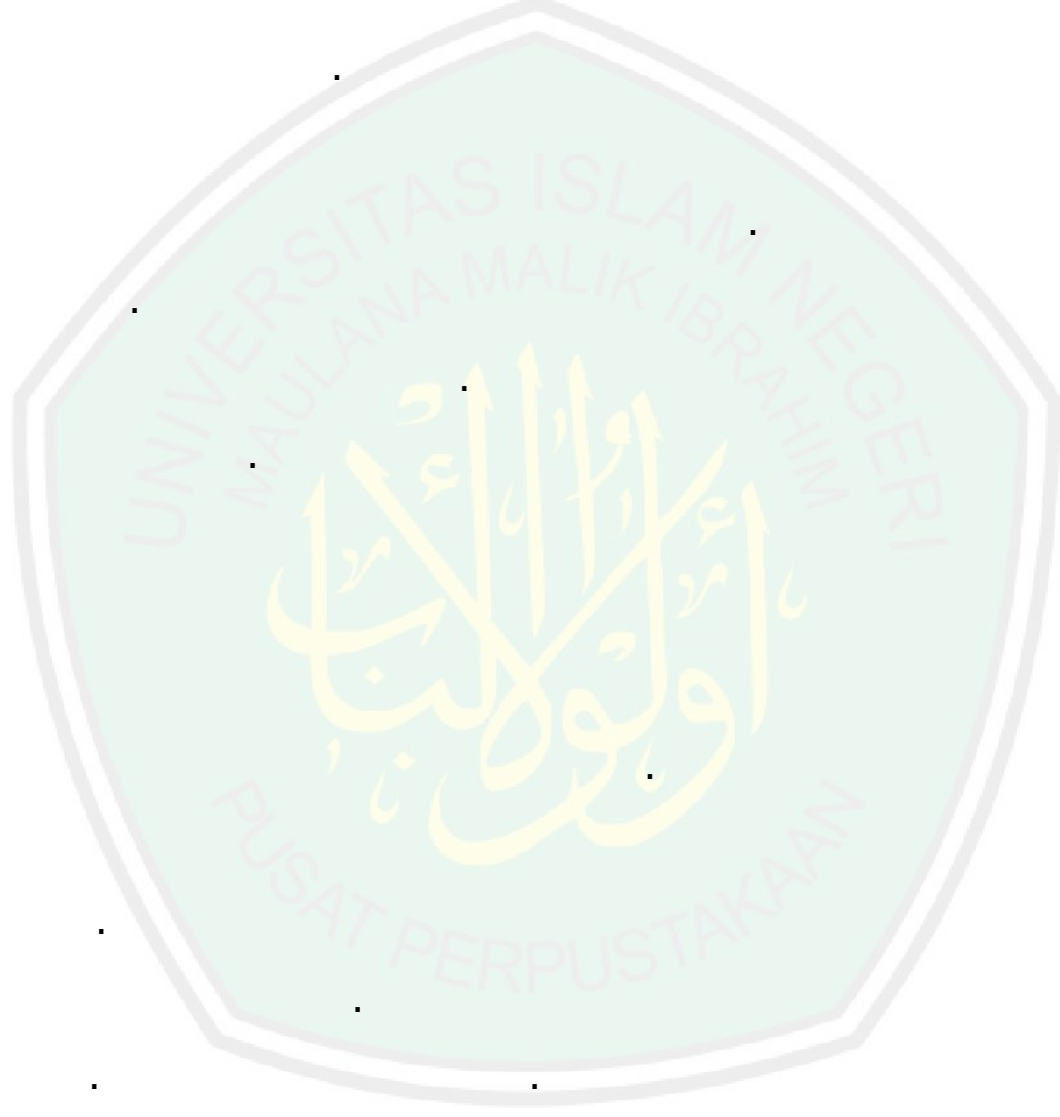
|     |   |    |    |              |               |   |
|-----|---|----|----|--------------|---------------|---|
|     |   |    |    |              |               |   |
| (2) | - | -  | 50 | 1            | /5/24<br>2011 | 3 |
|     | - | -  | 50 | 2            |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  | 50 | 1            | /5/25<br>2011 | 4 |
|     | - | -  | 50 | 2            |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  | 50 | 1            | /5/31<br>2011 | 5 |
|     | - | -  | 50 | 2            |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  |    |              |               |   |
|     | - | -  |    |              |               |   |
| -   | - | 20 | 1  | /5/1<br>2011 | 6             |   |

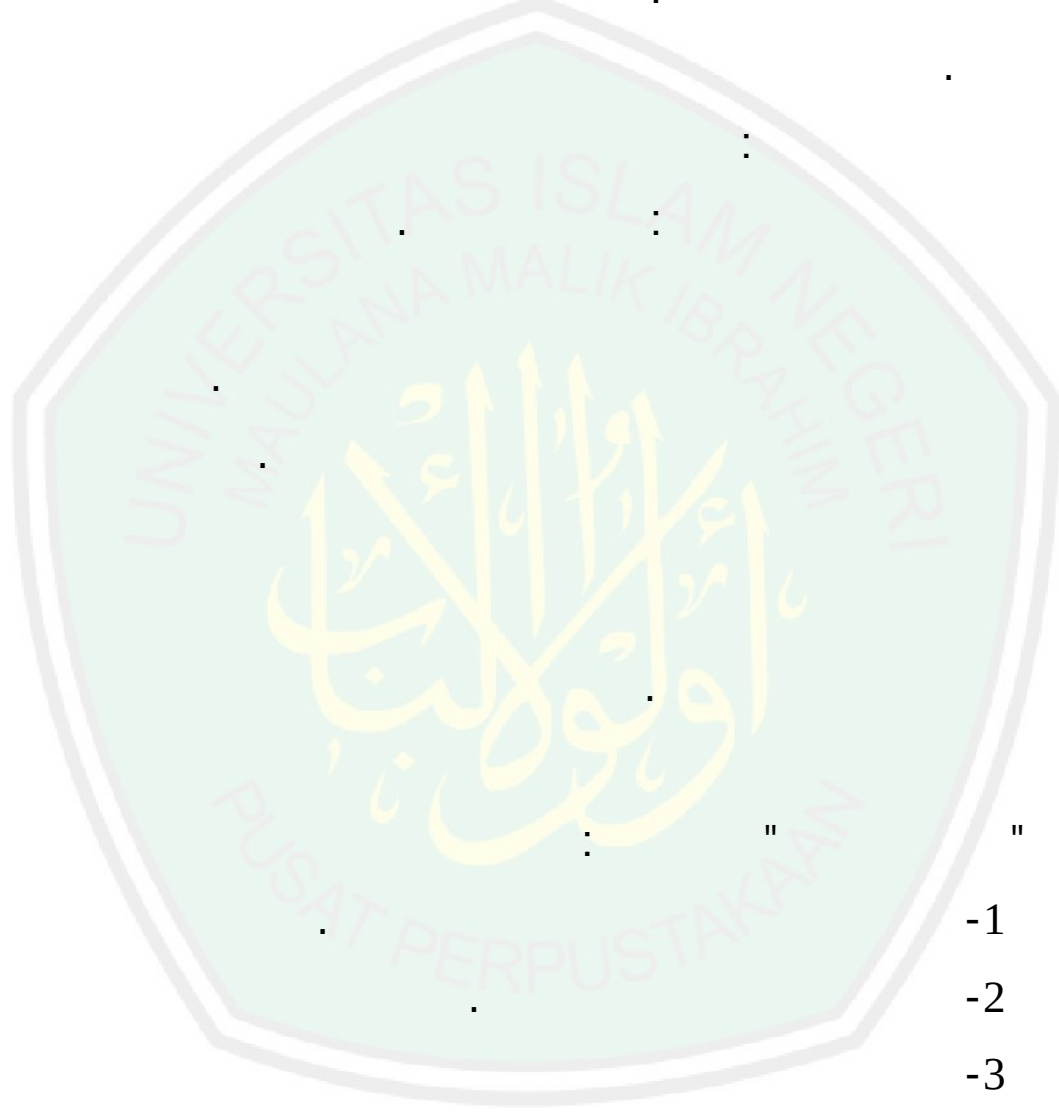
|   |   |    |   |  |  |
|---|---|----|---|--|--|
|   |   |    |   |  |  |
| - | - | 80 | 2 |  |  |
| - |   |    |   |  |  |
| - |   |    |   |  |  |











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(3)

|     |   |   |    |   |               |   |
|-----|---|---|----|---|---------------|---|
|     | - | - | 20 | 1 | /5/14<br>2011 | 1 |
|     | - | - | 80 | 2 |               |   |
| (1) | - | - | 50 | 1 | /5/15<br>2011 | 2 |
|     | - | - | 50 | 2 |               |   |
|     | - | - |    |   |               |   |
|     | - | - |    |   |               |   |
|     | - | - |    |   |               |   |

|     |   |   |    |   |               |   |
|-----|---|---|----|---|---------------|---|
|     |   | - |    |   |               |   |
| (2) | - | - | 40 | 1 | /5/21<br>2011 | 3 |
|     | - | - | -  | - |               |   |
|     |   | - | 60 | 2 |               |   |
|     | " | " | -  | - |               |   |
|     | - | - | 30 | 1 | /5/22<br>2011 | 4 |
|     | - | - | -  | - |               |   |
|     | " | - | 70 | 2 |               |   |
|     | " |   |    |   |               |   |
| -   |   | - | 50 | 1 | /5/28<br>2011 | 5 |
|     |   | - |    |   |               |   |

|   |   |    |   |               |   |
|---|---|----|---|---------------|---|
|   | - |    |   |               |   |
|   | " | 50 | 2 |               |   |
| - | - | 20 | 1 | /5/29<br>2011 | 6 |
| - | - | 80 | 2 |               |   |

(4)

|             |          |  |   |
|-------------|----------|--|---|
| (%)         |          |  |   |
| %100 - % 90 | 100 – 90 |  | 1 |
| %89 - % 80  | 89 – 80  |  | 2 |
| % 79 - % 70 | 79 – 70  |  | 3 |

|             |         |  |   |
|-------------|---------|--|---|
| % 69 - % 60 | 69 – 60 |  | 4 |
| % 59 - % 0  | 59 – 0  |  | 5 |

(5)

|    |  |   |
|----|--|---|
|    |  |   |
|    |  |   |
| 35 |  | 1 |
| 30 |  | 2 |
| 20 |  | 3 |
| 10 |  | 4 |

|    |  |   |
|----|--|---|
|    |  |   |
|    |  |   |
| 30 |  | 1 |
| 20 |  | 2 |
| 15 |  | 3 |
| 10 |  | 4 |

|    |  |   |
|----|--|---|
|    |  |   |
| 35 |  | 1 |
| 30 |  | 2 |
| 20 |  | 3 |
| 10 |  |   |

( 30) .  
 .( 35) ( 35)  
 :  
 ( 6)

|  |    | 30 | 35 | 35 |   |
|--|----|----|----|----|---|
|  | 60 | 20 | 20 | 20 | 1 |
|  | 60 | 20 | 20 | 20 | 2 |
|  | 65 | 30 | 15 | 20 | 3 |
|  | 55 | 20 | 20 | 15 | 4 |
|  | 55 | 15 | 20 | 20 | 5 |
|  | 65 | 20 | 20 | 25 | 6 |
|  | 70 | 20 | 25 | 25 | 7 |
|  | 60 | 20 | 20 | 20 | 8 |
|  | 75 | 25 | 25 | 20 | 9 |

|       |    |    |    |    |  |    |
|-------|----|----|----|----|--|----|
|       | 50 | 15 | 15 | 20 |  | 10 |
|       | 55 | 15 | 20 | 20 |  | 11 |
|       | 50 | 15 | 20 | 15 |  | 12 |
|       | 45 | 15 | 15 | 15 |  | 13 |
|       | 60 | 20 | 20 | 20 |  | 14 |
|       | 55 | 15 | 20 | 20 |  | 15 |
|       | 60 | 20 | 20 | 20 |  | 16 |
|       | 70 | 20 | 25 | 25 |  | 17 |
|       | 50 | 15 | 15 | 20 |  | 18 |
|       | 60 | 20 | 20 | 20 |  | 19 |
|       | 75 | 25 | 25 | 25 |  | 20 |
| 1195  |    |    |    |    |  |    |
| 59,75 |    |    |    |    |  |    |

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. 20 59,75 = 1195  
:  
( 7 )

|  |    |    |    |    |  |   |
|--|----|----|----|----|--|---|
|  |    |    |    |    |  |   |
|  |    | 30 | 35 | 35 |  |   |
|  | 60 | 20 | 20 | 20 |  | 1 |
|  | 65 | 20 | 20 | 25 |  | 2 |
|  | 70 | 20 | 20 | 30 |  | 3 |



|       |    |    |    |    |  |    |
|-------|----|----|----|----|--|----|
|       | 55 | 20 | 15 | 20 |  | 4  |
|       | 55 | 15 | 20 | 20 |  | 5  |
|       | 60 | 15 | 20 | 25 |  | 6  |
|       | 75 | 20 | 25 | 30 |  | 7  |
|       | 60 | 15 | 20 | 25 |  | 8  |
|       | 75 | 20 | 25 | 30 |  | 9  |
|       | 55 | 15 | 20 | 20 |  | 10 |
|       | 55 | 15 | 20 | 20 |  | 11 |
|       | 55 | 15 | 15 | 25 |  | 12 |
|       | 50 | 15 | 15 | 20 |  | 13 |
|       | 75 | 20 | 25 | 30 |  | 14 |
|       | 60 | 20 | 20 | 20 |  | 15 |
|       | 60 | 15 | 20 | 25 |  | 16 |
|       | 65 | 20 | 20 | 25 |  | 17 |
|       | 75 | 20 | 25 | 30 |  | 18 |
|       | 60 | 15 | 20 | 25 |  | 19 |
|       | 60 | 20 | 20 | 20 |  | 20 |
| 1245  |    |    |    |    |  |    |
| 62,25 |    |    |    |    |  |    |

$$. \quad 20 \qquad \qquad 62,25 \qquad \qquad 1245 =$$

.

(8)

| $D^2$ | $D=X-Y$ | $Y =$ | $X =$ |  |    |
|-------|---------|-------|-------|--|----|
| 0     | 0       | 60    | 60    |  | 1  |
| 25    | 5-      | 65    | 60    |  | 2  |
| 25    | 5-      | 70    | 65    |  | 3  |
| 0     | 0       | 55    | 55    |  | 4  |
| 0     | 0       | 55    | 55    |  | 5  |
| 25    | 5       | 60    | 65    |  | 6  |
| 25    | 5-      | 75    | 70    |  | 7  |
| 0     | 0       | 60    | 60    |  | 8  |
| 0     | 0       | 75    | 75    |  | 9  |
| 25    | 5-      | 55    | 50    |  | 10 |
| 0     | 0       | 55    | 55    |  | 11 |
| 25    | 5-      | 55    | 50    |  | 12 |
| 25    | 5-      | 50    | 45    |  | 13 |
| 225   | 15-     | 75    | 60    |  | 14 |
| 25    | 5-      | 60    | 55    |  | 15 |
| 0     | 0       | 60    | 60    |  | 16 |
| 25    | 5       | 65    | 70    |  | 17 |
| 400   | 20-     | 75    | 55    |  | 18 |
| 0     | 0       | 60    | 60    |  | 19 |
| 225   | 15      | 60    | 75    |  | 20 |
| 1075  | 45-     | 1245  | 1195  |  |    |

|       |       |       |       |  |
|-------|-------|-------|-------|--|
| 53,75 | 2,25- | 62,25 | 59 75 |  |
|-------|-------|-------|-------|--|

:

$$\sum D = -45 \quad \sum D^2 = 1075 \quad MD = -2,25 \quad N = 20$$

$$(SD_D)$$

:



:

$$(SE_{MD})$$

:

$$t_o$$

:

$2,25 = (MD)$   
 $6,977 = (SD_D)$   
 $1,603 = (SE_{MD})$   
 $1,403 = (t_o)$   
 $19 \quad 1-20 = df \quad df = N-1 = (df)$   
 $2,093 = \%5 \quad (t\text{-table})$   
 $2,861 = \%1 \quad (t\text{-table})$   
 $(t_o)$

-  
-  
-  
-  
-  
-  
-  
-

$(2 \text{ } 093 <)$

$(-1,403 > 2 \text{ } 861)$

:

(9)

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|



|      |    | 30 | 35 | 35 |  |    |
|------|----|----|----|----|--|----|
|      | 60 | 15 | 20 | 25 |  | 1  |
|      | 75 | 20 | 25 | 30 |  | 2  |
|      | 65 | 20 | 20 | 25 |  | 3  |
|      | 60 | 20 | 20 | 20 |  | 4  |
|      | 55 | 15 | 20 | 20 |  | 5  |
|      | 65 | 20 | 20 | 25 |  | 6  |
|      | 75 | 20 | 25 | 30 |  | 7  |
|      | 45 | 15 | 15 | 15 |  | 8  |
|      | 50 | 15 | 15 | 20 |  | 9  |
|      | 55 | 15 | 20 | 20 |  | 10 |
|      | 50 | 15 | 15 | 20 |  | 11 |
|      | 70 | 20 | 20 | 30 |  | 12 |
|      | 65 | 20 | 20 | 25 |  | 13 |
|      | 70 | 20 | 25 | 25 |  | 14 |
|      | 60 | 20 | 20 | 20 |  | 15 |
|      | 45 | 15 | 15 | 15 |  | 16 |
|      | 50 | 15 | 15 | 20 |  | 17 |
|      | 65 | 15 | 25 | 25 |  | 18 |
|      | 60 | 15 | 20 | 25 |  | 19 |
|      | 60 | 20 | 20 | 20 |  | 20 |
| 1200 |    |    |    |    |  |    |
| 60   |    |    |    |    |  |    |

$$\cdot \quad 20 \quad 60 = \quad 1200 =$$

(11)

|  |    | 30 | 35 | 35 |    |
|--|----|----|----|----|----|
|  | 75 | 15 | 20 | 15 | 1  |
|  | 95 | 35 | 30 | 30 | 2  |
|  | 75 | 25 | 25 | 25 | 3  |
|  | 75 | 20 | 25 | 30 | 4  |
|  | 65 | 20 | 20 | 25 | 5  |
|  | 85 | 30 | 25 | 30 | 6  |
|  | 95 | 30 | 35 | 30 | 7  |
|  | 70 | 25 | 20 | 25 | 8  |
|  | 70 | 25 | 20 | 25 | 9  |
|  | 75 | 25 | 25 | 25 | 10 |
|  | 75 | 20 | 25 | 30 | 11 |
|  | 95 | 35 | 30 | 35 | 12 |
|  | 75 | 20 | 25 | 30 | 13 |
|  | 85 | 30 | 25 | 30 | 14 |
|  | 75 | 25 | 20 | 30 | 15 |
|  | 70 | 20 | 25 | 25 | 16 |
|  | 75 | 30 | 20 | 25 | 17 |
|  | 80 | 30 | 20 | 30 | 18 |

|      |    |    |    |    |  |    |
|------|----|----|----|----|--|----|
|      | 75 | 25 | 20 | 30 |  | 19 |
|      | 85 | 30 | 25 | 30 |  | 20 |
| 1570 |    |    |    |    |  |    |
| 78,5 |    |    |    |    |  |    |

$$\cdot \quad 20 \quad 78,5 = \quad 1570 =$$

:

(12)

| $D^2$ | D=X-Y | Y = | X = |  |    |
|-------|-------|-----|-----|--|----|
| 225   | 15-   | 75  | 60  |  | 1  |
| 400   | 20-   | 95  | 75  |  | 2  |
| 100   | 10-   | 75  | 65  |  | 3  |
| 225   | 15-   | 75  | 60  |  | 4  |
| 100   | 10-   | 65  | 55  |  | 5  |
| 400   | 20-   | 85  | 65  |  | 6  |
| 400   | 20-   | 95  | 75  |  | 7  |
| 625   | 25-   | 70  | 45  |  | 8  |
| 400   | 20-   | 70  | 50  |  | 9  |
| 400   | 20-   | 75  | 55  |  | 10 |
| 625   | 25-   | 75  | 50  |  | 11 |
| 625   | 25-   | 95  | 70  |  | 12 |
| 100   | 10-   | 75  | 65  |  | 13 |



|      |      |      |      |  |    |
|------|------|------|------|--|----|
| 225  | 15-  | 85   | 70   |  | 14 |
| 225  | 15-  | 75   | 60   |  | 15 |
| 625  | 25-  | 70   | 45   |  | 16 |
| 625  | 25-  | 75   | 50   |  | 17 |
| 225  | 15-  | 80   | 65   |  | 18 |
| 225  | 15-  | 75   | 60   |  | 19 |
| 625  | 25-  | 85   | 60   |  | 20 |
| 7400 | 370- | 1570 | 1200 |  |    |
| 370  | 18,5 | 78,5 | 60   |  |    |

:

$$\sum D = -370 \quad \sum D^2 = 7400 \quad MD = -18,5 \quad N = 20$$

$(SD_D)$

:

:

$(SE_{MD})$

|          |           |          |                |       |   |
|----------|-----------|----------|----------------|-------|---|
|          |           |          | :              | $t_o$ |   |
|          |           |          | :              |       |   |
|          |           | 18,5-    | $= (MD)$       |       | - |
|          |           | 5,267    | $= (SD_D)$     |       | - |
|          |           | 1,2109   | $= (SE_{MD})$  |       | - |
|          |           | 15,2779- | $= (t_o)$      |       | - |
| 19       | 1-20 = df |          | df= N-1 = (df) |       | - |
| 2,093    | = %5      |          | (t-table)      |       | - |
| 2,861    | = %1      |          | (t-table)      |       | - |
| < 093 2) |           |          | $(t_o)$        |       |   |

.( 861 2 > 15,2779-

"

"

(13)

| %15  | 3  | %0   | -  |  | 100 – 90 | 1 |
|------|----|------|----|--|----------|---|
| %20  | 4  | %0   | -  |  | 89 – 80  | 2 |
| %60  | 12 | %20  | 4  |  | 79 – 70  | 3 |
| %5   | 1  | %45  | 9  |  | 69 – 60  | 4 |
| %0   | -  | %10  | 2  |  | 59 – 0   | 5 |
| %100 | 20 | %100 | 20 |  |          |   |

" "

" "

.%15 3

4 (%0)

%20 4 " "

9 " " .%60 12  
 .%5 %45  
 7 " "

:

(14)

|    |  |    |  |    |
|----|--|----|--|----|
|    |  |    |  |    |
| 75 |  | 60 |  | 1  |
| 95 |  | 65 |  | 2  |
| 75 |  | 70 |  | 3  |
| 75 |  | 55 |  | 4  |
| 65 |  | 55 |  | 5  |
| 85 |  | 60 |  | 6  |
| 95 |  | 75 |  | 7  |
| 70 |  | 60 |  | 8  |
| 70 |  | 75 |  | 9  |
| 75 |  | 55 |  | 10 |
| 75 |  | 55 |  | 11 |
| 95 |  | 55 |  | 12 |

|             |  |              |  |        |
|-------------|--|--------------|--|--------|
| 75          |  | 50           |  | 1<br>3 |
| 85          |  | 75           |  | 1<br>4 |
| 75          |  | 60           |  | 1<br>5 |
| 70          |  | 60           |  | 1<br>6 |
| 75          |  | 65           |  | 1<br>7 |
| 80          |  | 75           |  | 1<br>8 |
| 75          |  | 60           |  | 19     |
| 85          |  | 60           |  | 20     |
| <b>1570</b> |  | <b>1245</b>  |  |        |
| <b>5 78</b> |  | <b>62,25</b> |  |        |

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1245 =

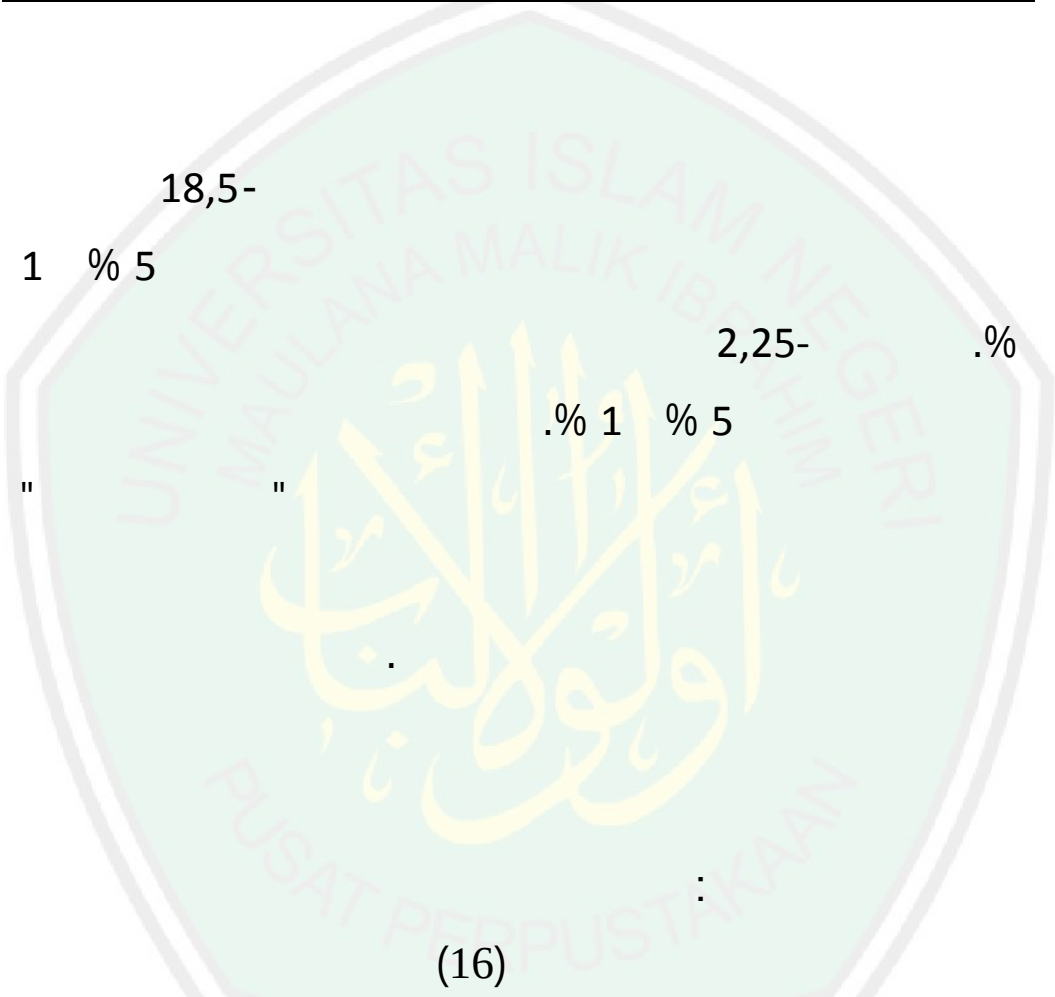
1570

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(15)

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  |   |  |  |  |  |  |
|  | . |  |  |  |  |  |

|       |       |       |           |               |            |       |  |
|-------|-------|-------|-----------|---------------|------------|-------|--|
| % 5   | % 1   | (N-1) | ( $t_o$ ) | ( $SE_{MD}$ ) | ( $SD_D$ ) | ( MD) |  |
| 093 2 | 861 2 | 20    | 1,403-    | 1,603         | 6,977      | 2,25- |  |
| 093 2 | 861 2 | 20    | 15,2779-  | 1,2109-       | 5,267      | 18,5- |  |



|         |         |       |       |    |    |    |
|---------|---------|-------|-------|----|----|----|
| $X_2^2$ | $X_1^2$ | $X_2$ | $X_1$ |    |    | N  |
| 5,0625  | 12,25   | 2,25  | 3,5   | 60 | 75 | .1 |
| 7,5625  | 272,25  | 2,75- | 16,5- | 65 | 95 | .2 |
| 60,0625 | 12,25   | 7,75- | 3,5   | 70 | 75 | .3 |
| 52,5625 | 12,25   | 7,25  | 3,5   | 55 | 75 | .4 |
| 52,5625 | 182,25  | 7,25  | 13,5  | 55 | 65 | .5 |
| 5,0625  | 42,45   | 2,25  | 6,5-  | 60 | 85 | .6 |

|                |              |        |       |              |             |     |
|----------------|--------------|--------|-------|--------------|-------------|-----|
| 162,5625       | 272,25       | 12,75  | 16,5- | 75           | 95          | .7  |
| 5,0625         | 72,75        | 2,25   | 8,5   | 60           | 70          | .8  |
| 162,5625       | 72,25        | 12,75- | 8,5   | 75           | 70          | .9  |
| 52,5625        | 12,25        | 7,25   | 3,5   | 55           | 75          | .10 |
| 52,5625        | 12,25        | 7,25   | 3,5   | 55           | 75          | .11 |
| 52,5625        | 272,25       | 7,25   | 16,5- | 55           | 95          | .12 |
| 150,0625       | 12,25        | 12,25  | 3,5   | 50           | 75          | .13 |
| 162,5625       | 42,25        | 12,75  | 6,5-  | 75           | 85          | .14 |
| 5,0625         | 12,25        | 2,25   | 3,5   | 60           | 75          | .15 |
| 5,0625         | 72,25        | 2,25   | 8,5   | 60           | 70          | .16 |
| 7,5625         | 12,25        | 2,75   | 3,5   | 65           | 75          | .17 |
| 162,5625       | 2,25         | 12,75  | 1,5   | 75           | 80          | .18 |
| 5,0625         | 12,25        | 2,25   | 3,5   | 60           | 75          | .19 |
| 5,0625         | 42,25        | 2,25   | 6,5-  | 60           | 85          | .20 |
| <b>1173,75</b> | <b>1455</b>  |        |       | <b>1245</b>  | <b>1570</b> |     |
| <b>58,68</b>   | <b>72,75</b> |        |       | <b>62,25</b> | <b>5 78</b> |     |

:  $t_o$

$(M_1)$

)

62,25

$(M_2)$

78,5

$$df = (N_1 + N_2) - 2 :$$

6,178( $t_o$

$$38 = 2 - (20 + 20) = df = (20 + 20) - 2$$

.( $t_{table}$ )

( $t$ )

2,093

% 5

( $t$ )

711 2

$$.(2,861 > \mathbf{6,178} < 024 2) :$$

( $t_o$ )

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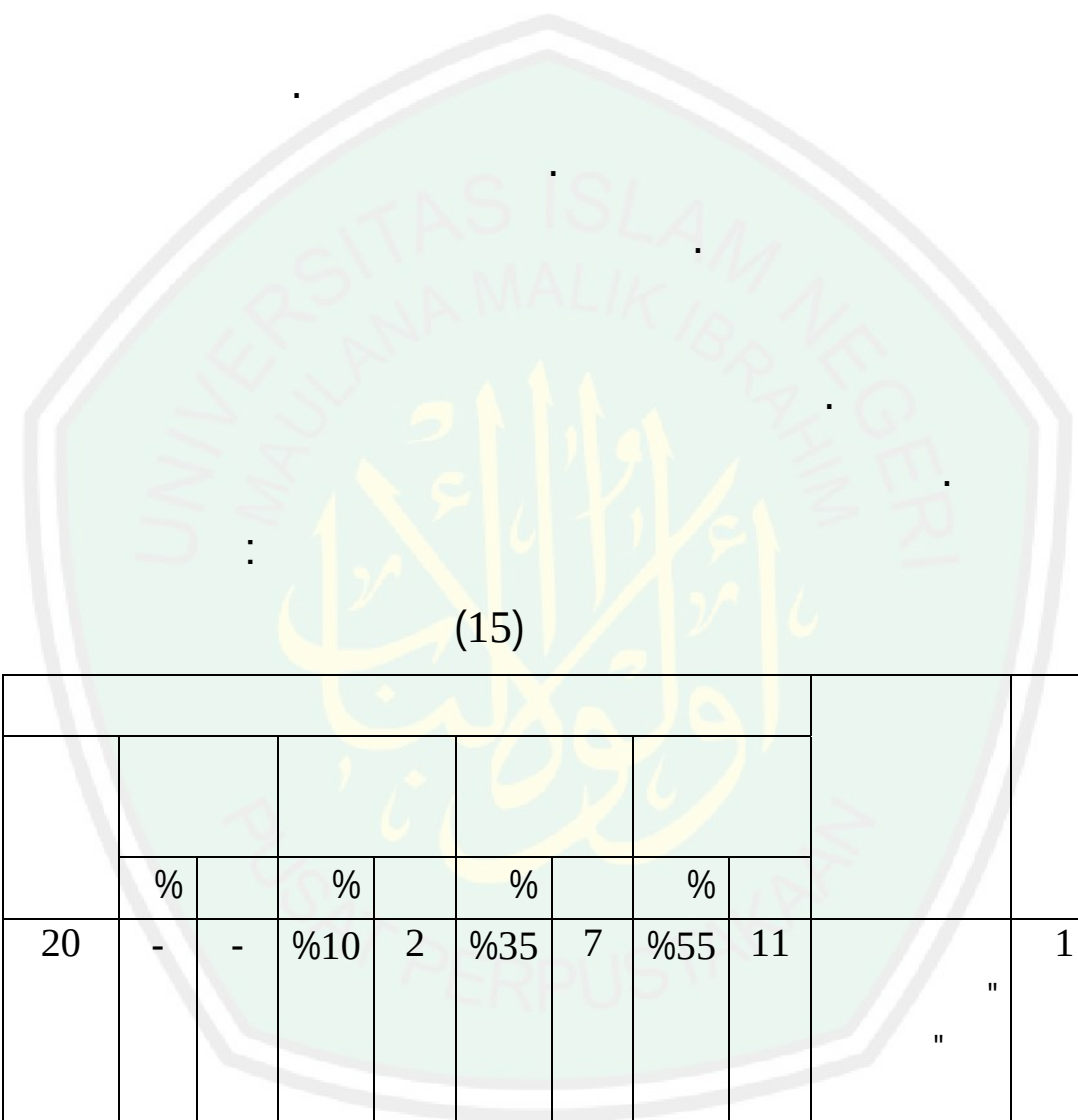
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|    | % |   | %   |   | %   |   | %   |    |   |   |
|----|---|---|-----|---|-----|---|-----|----|---|---|
| 20 | - | - | %10 | 2 | %35 | 7 | %55 | 11 | " | 1 |
| 20 | - | - | %5  | 1 | %35 | 7 | %60 | 12 | " | 2 |

|    |   |   |     |   |     |   |     |    |   |   |
|----|---|---|-----|---|-----|---|-----|----|---|---|
|    |   |   |     |   |     |   |     |    |   |   |
| 20 | - | - | -   | - | %30 | 6 | %70 | 14 | " | 3 |
| 20 | - | - | %20 | 4 | %35 | 7 | %45 | 9  | " | 4 |
| 20 | - | - | %20 | 4 | %45 | 9 | %35 | 7  | " | 5 |

( %55)

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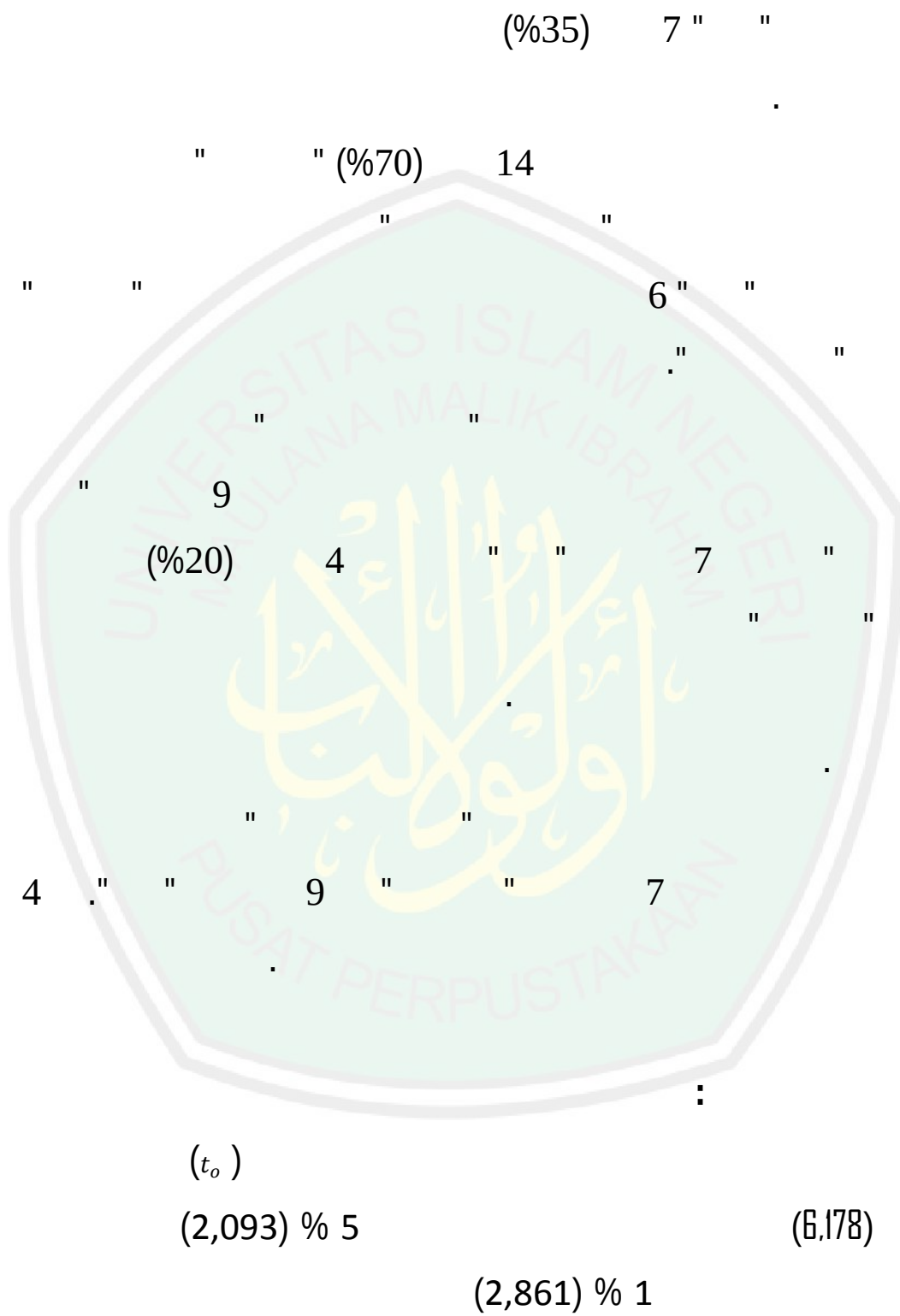
"

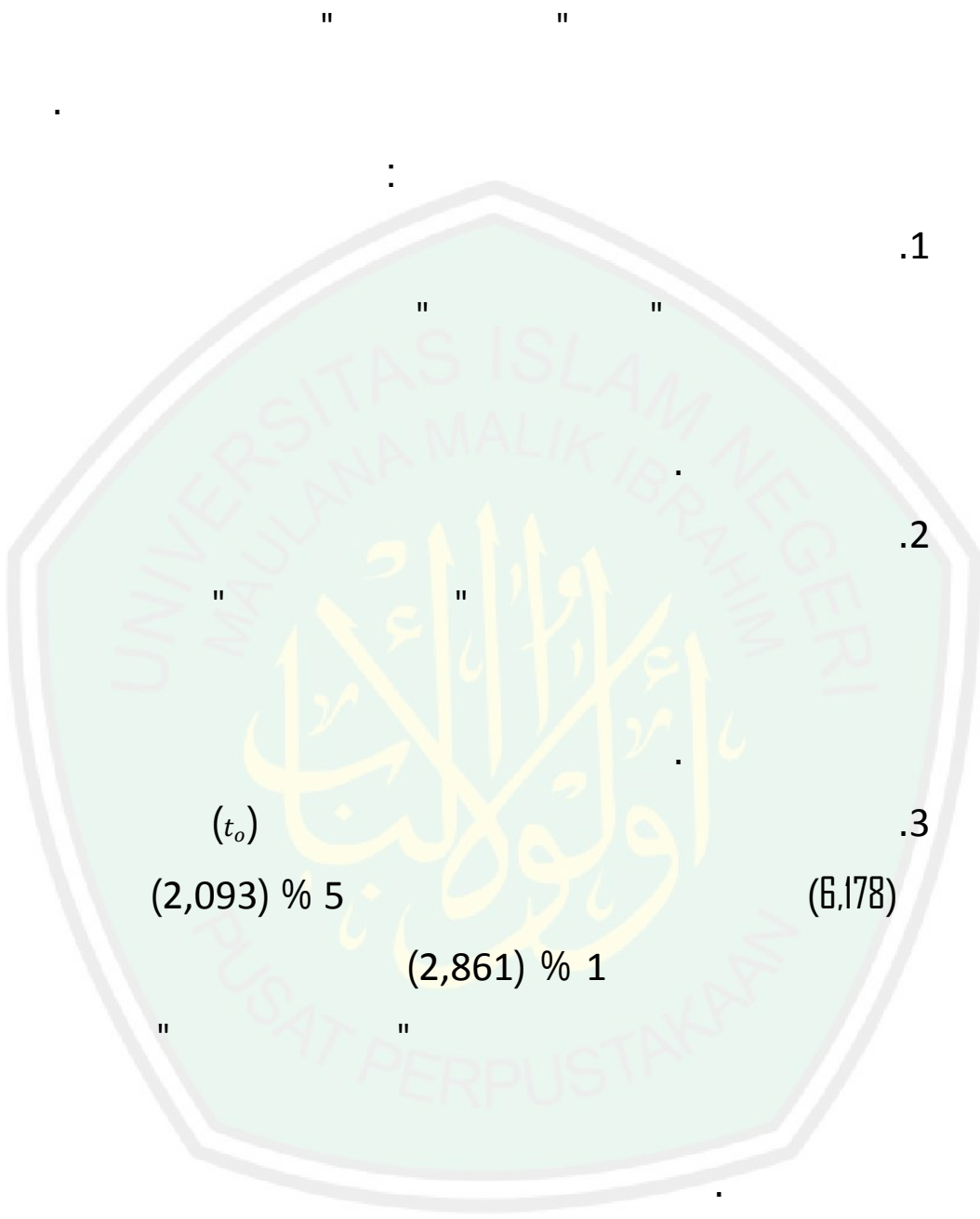
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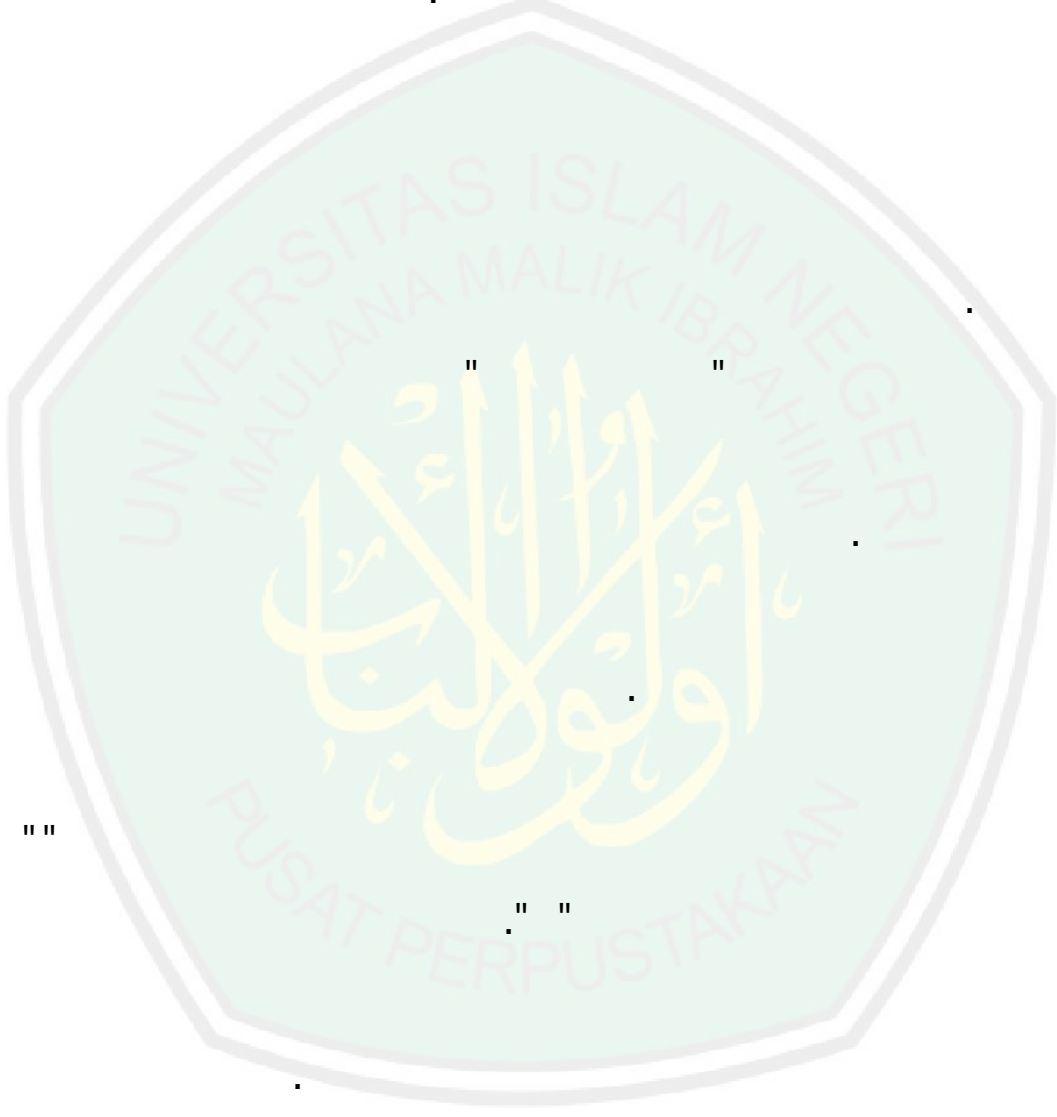
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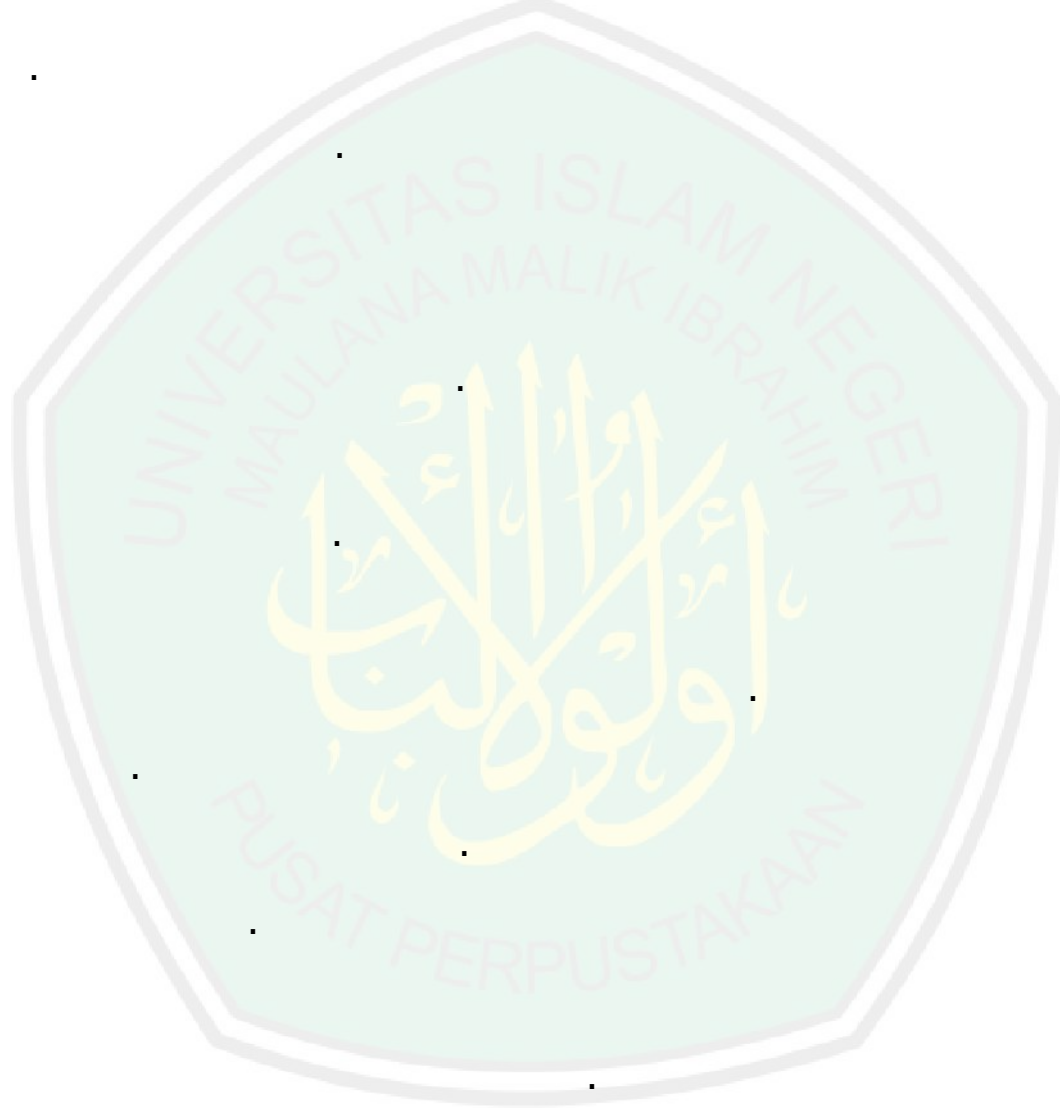
12 "

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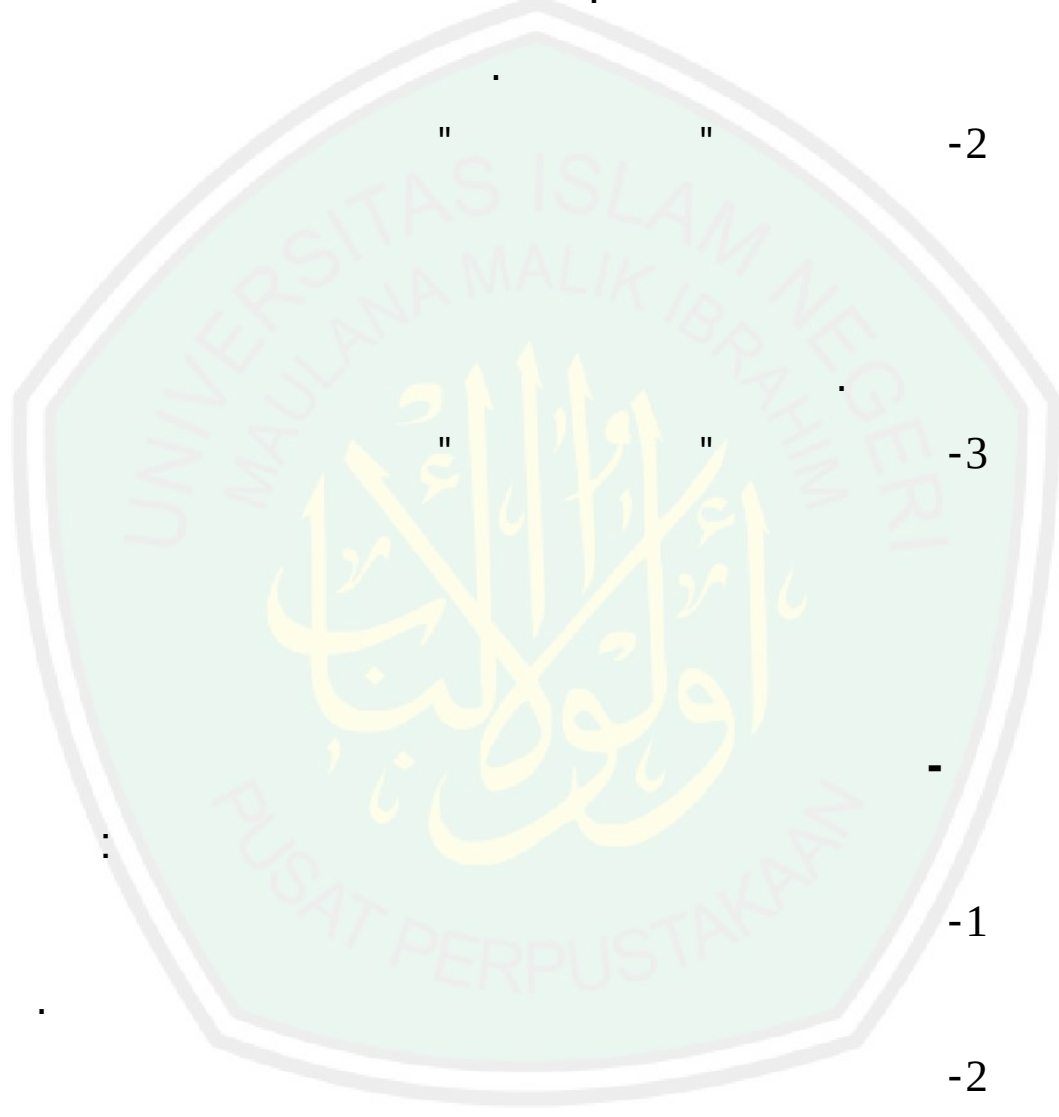












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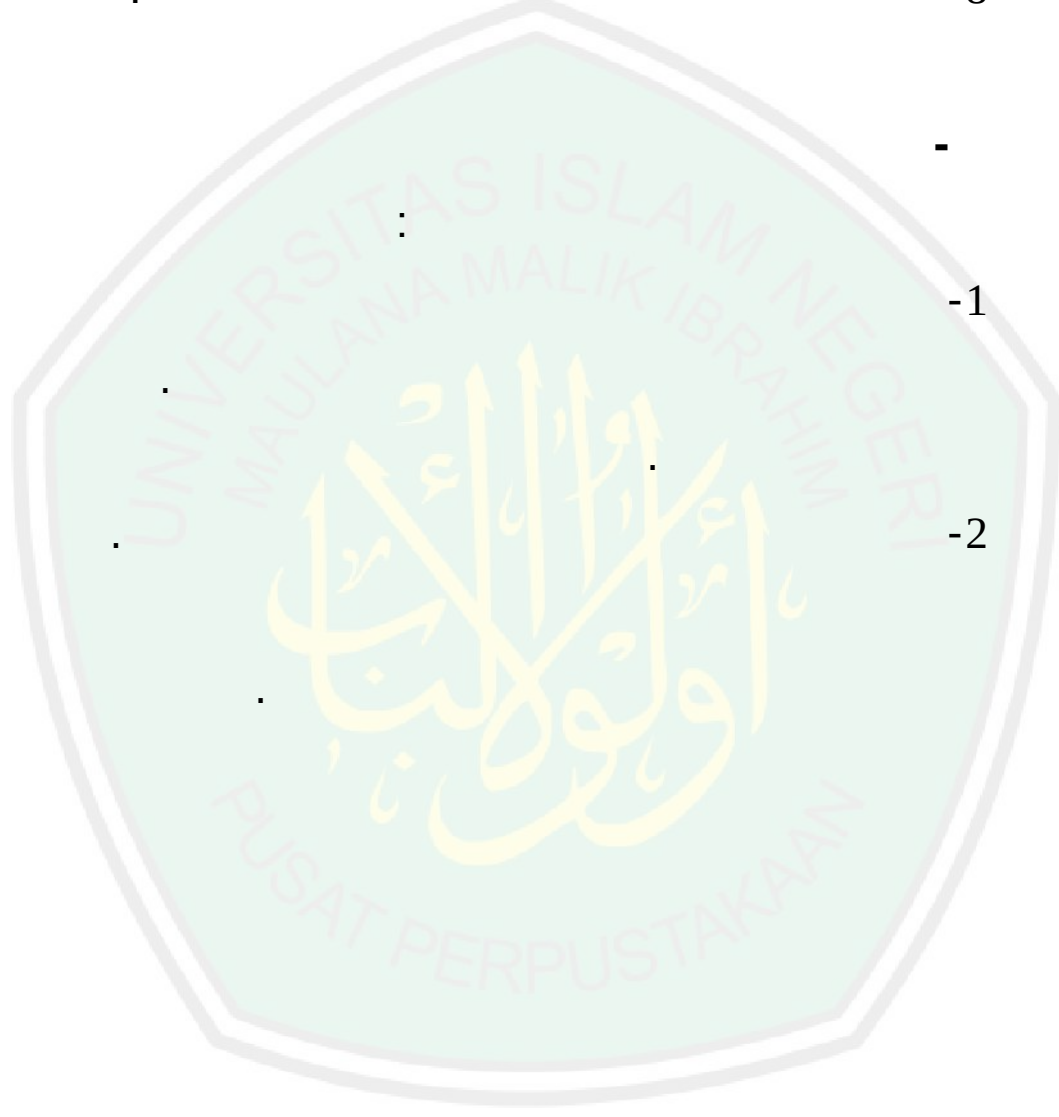
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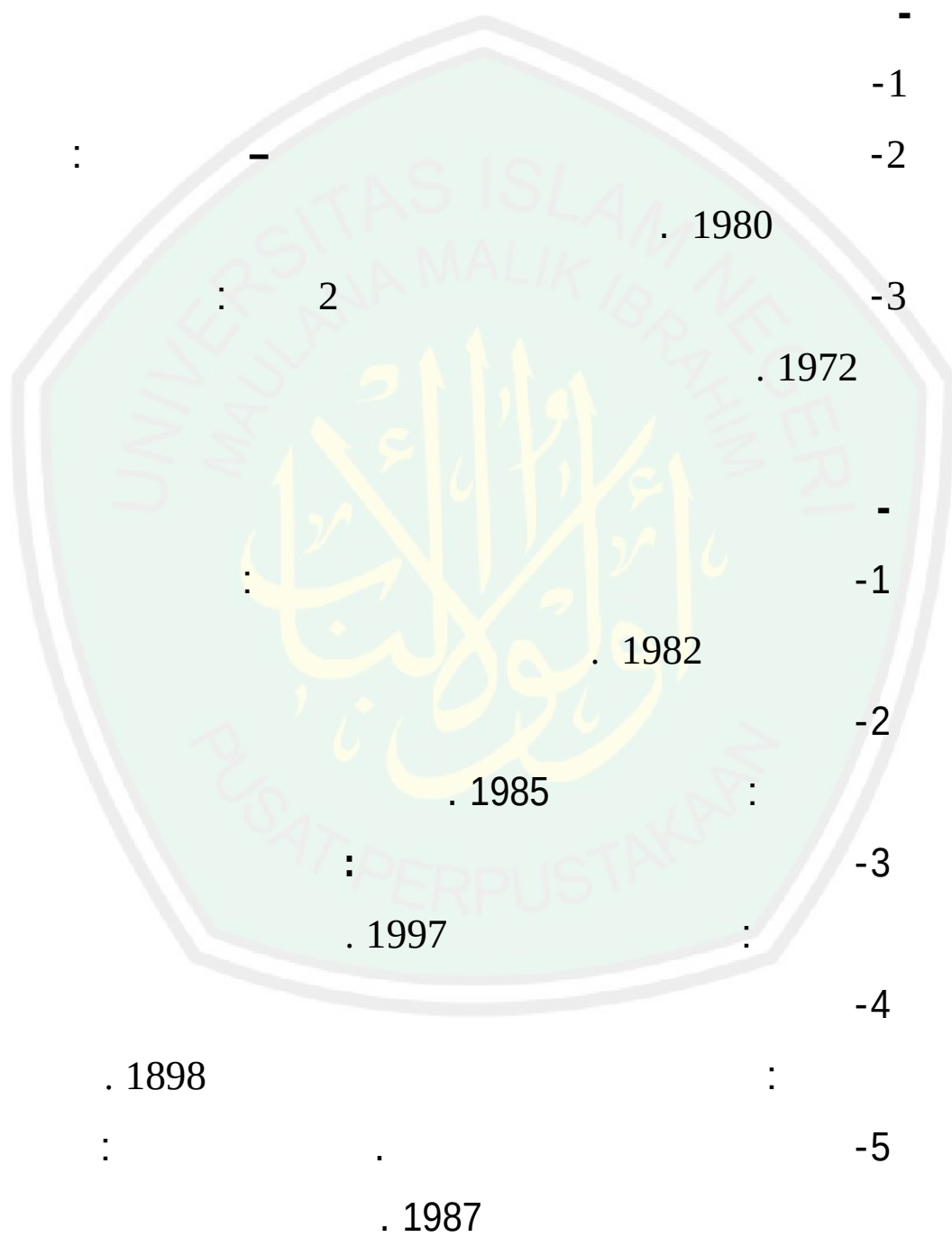
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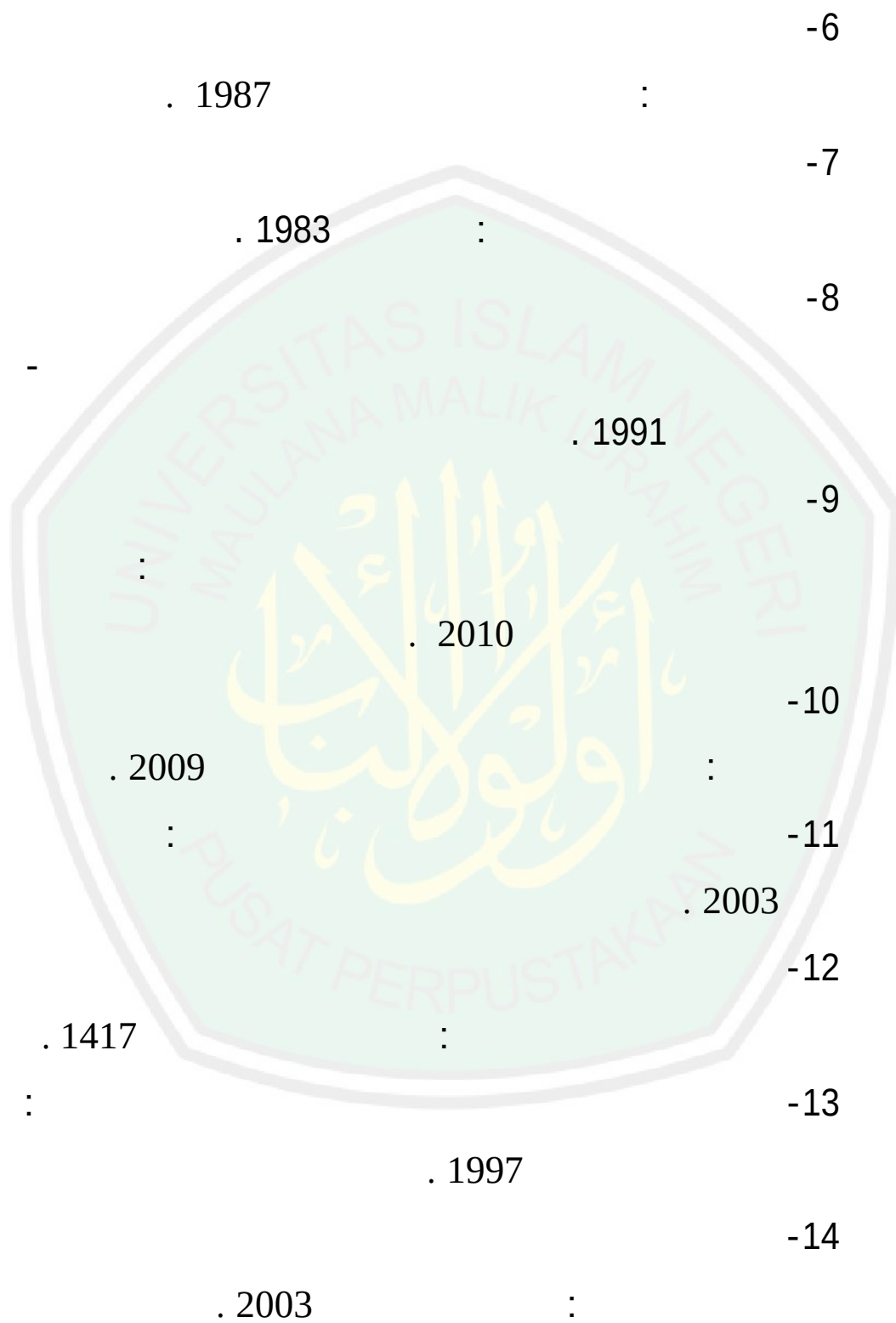
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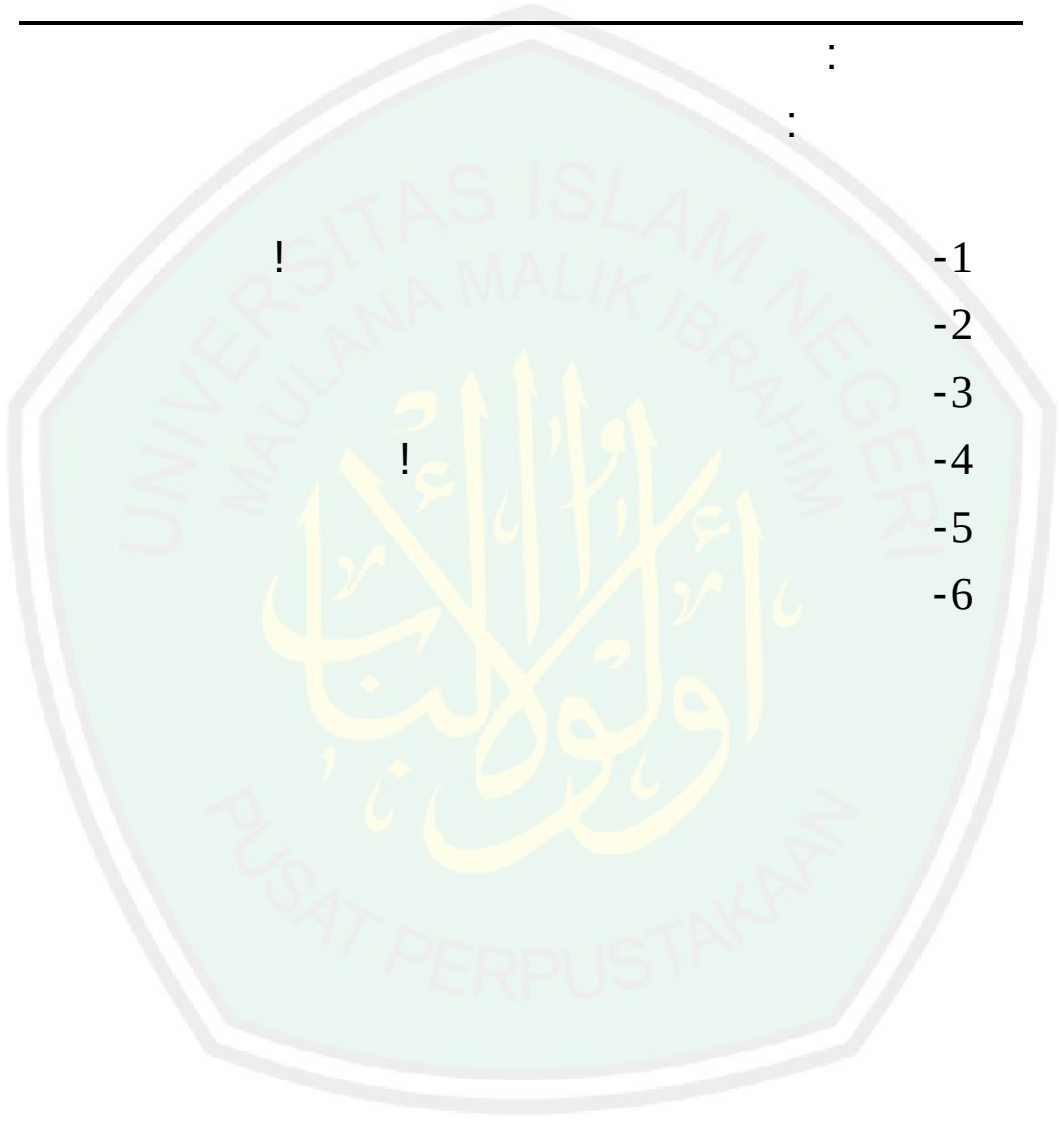
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
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| . 2003 :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | -16 |
| . 1401 :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | -17 |
| :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -   |
| . 1985                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
| <p>Djiwandono, M. Soenardi, 1996, <i>Tes Bahasa Dalam Pengajaran</i>, Bandung: Penerbit ITB</p> <p>Effendi, Ahmad Fuad, 2009, <i>Metodologi Pengajaran Bahasa Arab</i>, Malang: Misykat.</p> <p>Hadi, Sutrisno, 1984, <i>Metodologi Research</i>, jil. IV, Yogyakarta:Yayasan Penerbit Fakultas Psikologi.</p> <p>Mardalis, 2007, <i>Metode Penelitian Suatu Pendekatan Proposal</i>, Jakarta: Bumi Aksara.</p> <p>Setiadi, Bambang, 2006, <i>Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif</i>, Yogyakarta: Graha Ilmu.</p> <p>Sukandarrumidi, 2006, <i>Metodologi Penelitian, Petunjuk Praktis untuk Peneliti Pemula</i>, Yogyakarta:Gadjah Mada University Press.</p> <p>Sukmadinata, Nana Syaodih, 2005, <i>Metode Penelitian Pendidikan</i>, Bandung: PT Remaja Rosda Karya.</p> <p>Suryabrata, Sumadi, 2005, <i>Metodologi Penelitian</i>, Jakarta: PT Raja Grafindo.</p> |     |

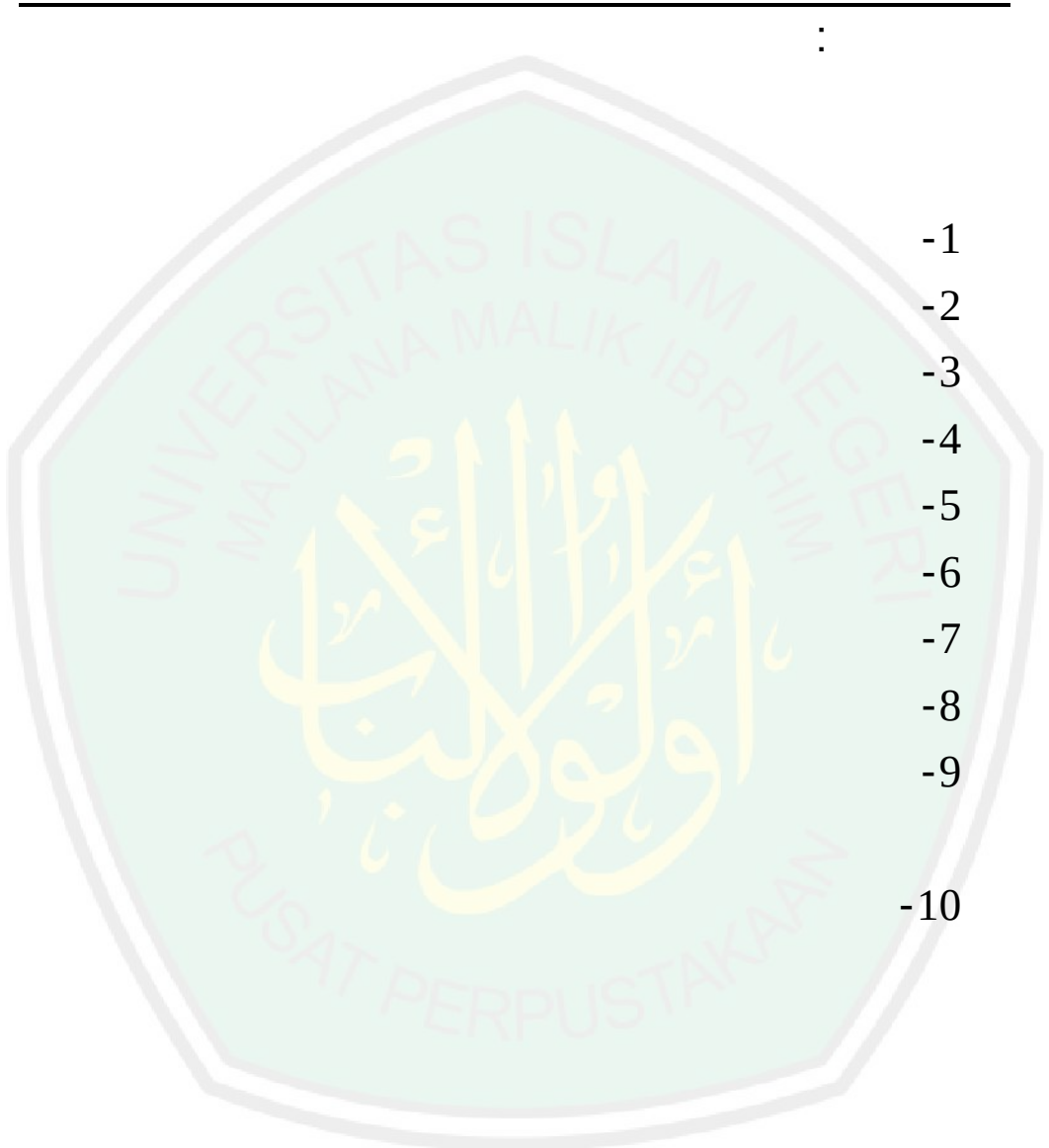






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## ANGKET SISWA

Efektivitas Penggunaan game “separoh kelas tahu”  
Untuk meningkatkan Ketrampilan Berbicara

### I. Petunjuk Pengisian Angket

- o Bacalah setiap pernyataan dengan seksama. Mohon diisi dengan jujur karena angket ini tidak akan mempengaruhi nilai mata pelajaran apapun.
- o Anket ini terdiri dari kolom pernyataan dan kolom jawaban. Anda diminta memberikan tanggapan atau jawaban dengan memberi tanda checklist pada kolom yang disediakan.
- o Pilihlah salah satu jawaban yang mewakili pendapat anda yang sebenarnya.
- o Ada empat pilihan jawaban yang dapat anda pilih, masing-masing memiliki pengertian sebagai berikut:  
 SS : Sangat setuju  
 S : Setuju  
 TS : Tidak setuju  
 STS : Sangat tidak setuju

### II. Pernyataan Angket

| NO | PERNYATAAN                                                                                                                                               | PILIHAN JAWABAN |   |    |     |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|----|-----|
|    |                                                                                                                                                          | SS              | S | TS | STS |
| 1  | Dengan game ini saya suka belajar berbicara bahasa Arab                                                                                                  |                 |   |    |     |
| 2  | Dengan menggunakan game ini keberanian dan motivasi saya untuk berbicara dengan bahasa Arab meningkat                                                    |                 |   |    |     |
| 3  | Pembelajaran berbicara bahasa Arab dengan menggunakan game ini menambah perbendaharaan mufradat saya                                                     |                 |   |    |     |
| 4  | Pembelajaran berbicara bahasa Arab dengan menggunakan game ini meningkatkan kemampuan saya dalam menggunakan kaidah Nahwu yang benar pada saat berbicara |                 |   |    |     |
| 5  | Pembelajaran berbicara bahasa Arab dengan menggunakan game ini membuat saya lancar berbicara                                                             |                 |   |    |     |