

## ABSTRAK

### EFEKTIVITAS KOMBINASI METODE BERNYANYI DAN FLASHCARD TERHADAP PENGUASAAN MUFRODAT BAHASA ARAB SISWA KELAS IV SD INTEGRAL HIDAYATULLAH SALATIGA

Oleh :

NAILIL ULA

NIM. 221372318

Penelitian ini dilatarbelakangi oleh rendahnya penguasaan *mufrodāt* (kosakata) bahasa Arab siswa kelas IV SD Integral Hidayatullah Salatiga yang disebabkan oleh dominansi metode hafalan konvensional yang monoton tanpa alat bantu visual yang konkret. Rumusan masalah dalam penelitian ini adalah apakah terdapat pengaruh yang signifikan dari penerapan kombinasi metode bernyanyi dan media *flashcard* terhadap penguasaan *mufrodāt* bahasa Arab siswa kelas IV SD Integral Hidayatullah Salatiga. Penelitian ini bertujuan untuk menguji dan membuktikan secara empiris signifikansi pengaruh dari penerapan kombinasi metode tersebut di lapangan. Metode penelitian yang digunakan adalah kuantitatif kuasi-eksperimen dengan desain *One-Group Pretest-Posttest Design*. Pengumpulan data dilakukan melalui instrumen tes berupa *pre-test* (tes awal) dan *post-test* (tes akhir) yang telah divalidasi. Teknik analisis data yang digunakan meliputi analisis statistik deskriptif, uji prasyarat analisis menggunakan uji normalitas *Shapiro-Wilk*, serta uji inferensial hipotesis menggunakan *Paired Samples T-Test* dan uji efektivitas *Normalized Gain (N-Gain)* yang diolah berbantuan program SPSS.

Hasil penelitian menunjukkan bahwa data penelitian berdistribusi normal dengan nilai signifikansi *Shapiro-Wilk* sebesar 0,209 (*pre-test*) dan 0,057 (*post-test*) yang lebih besar dari 0,05. Hasil uji hipotesis *Paired Samples T-Test* menghasilkan nilai signifikansi Sig. (2-tailed) < 0,001, yang berarti jauh lebih kecil dari batas kritis  $\alpha = 0,05$ , serta nilai mutlak *t-hitung* > *t-tabel* (6,544 > 2,052). Berdasarkan indikator tersebut, Hipotesis Nol ( $H_0$ ) ditolak dan Hipotesis Alternatif ( $H_a$ ) diterima. Secara deskriptif, terjadi kenaikan nilai rata-rata (mean) kelas sebesar 12,46 poin, dari nilai 58,18 pada saat *pre-test* menjadi 70,64 pada saat *post-test*, disertai pergeseran nilai dominan (modus) secara radikal dari skor 30 menjadi 86. Analisis *N-Gain Score* menghasilkan rata-rata sebesar 0,3658 yang menempatkan tingkat efektivitas metode ini pada kategori "Sedang".

Keterbatasan dalam penelitian ini terletak pada atmosfer kelas yang terlalu riuh akibat aktivitas bernyanyi sehingga berisiko memecah fokus anak dengan tipe belajar lambat (*slow learner*), durasi *treatment* yang relatif singkat (tiga kali pertemuan), serta tuntutan fisik guru dalam menyelaraskan tempo lagu dan pembalikan kartu secara manual. Kesimpulan dari penelitian ini adalah penerapan kombinasi metode bernyanyi dan media *flashcard* terbukti memberikan pengaruh yang signifikan terhadap peningkatan penguasaan *mufrodāt* bahasa Arab siswa kelas IV SD Integral Hidayatullah Salatiga.

**Kata Kunci:** Metode Bernyanyi, Media *flashcard*, Penguasaan *mufrodāt*, Bahasa Arab.

## **ABSTRACT**

### ***THE EFFECTIVENESS OF COMBINING THE SINGING METHOD AND flashcards ON ARABIC MUFRODAT MASTERY OF FOURTH-GRADE STUDENTS AT SD INTEGRAL HIDAYATULLAH SALATIGA***

**By:**

**NAILIL ULA**

**SRN. 221372318**

*This study was motivated by the low mastery of Arabic mufrodāt (vocabulary) among fourth-grade students at SD Integral Hidayatullah Salatiga, which was caused by the dominance of monotonous conventional memorization methods without concrete visual aids. The research question in this study was whether there is a significant effect of implementing a combination of the singing method and flashcard media on the Arabic mufrodāt mastery of fourth-grade students at SD Integral Hidayatullah Salatiga. This study aimed to examine and empirically prove the significance of the effect of implementing the combined method in the field. The research method used was a quantitative quasi-experiment with a One-Group Pretest-Posttest Design. Data collection was carried out through validated test instruments in the form of a pre-test and a post-test. Data analysis techniques included descriptive statistical analysis, analytical prerequisite testing using the Shapiro-Wilk normality test, and inferential hypothesis testing using the Paired Samples T-Test and Normalized Gain (N-Gain) effectiveness testing processed with SPSS software.*

*The results showed that the research data were normally distributed with Shapiro-Wilk significance values of 0.209 (pre-test) and 0.057 (post-test), which were greater than 0.05. The Paired Samples T-Test hypothesis testing produced a significance value of Sig. (2-tailed) < 0.001, which is much smaller than the critical limit of  $\alpha = 0.05$ , and the absolute value of  $t\text{-count} > t\text{-table}$  ( $6.544 > 2.052$ ). Based on these indicators, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. Descriptively, there was an increase in the class mean score by 12.46 points, from 58.18 in the pre-test to 70.64 in the post-test, accompanied by a radical shift in the dominant value (mode) from a score of 30 to 86. The Normalized Gain (N-Gain) analysis resulted in an average score of 0.3658, placing the effectiveness level of this method in the "Medium" category.*

*The limitations of this study lie in the over-stimulated classroom environment caused by the singing activity, which risked disrupting the focus of slow learners, the relatively short duration of treatments (three sessions), and the teacher's physical coordination demands in synchronizing the song tempo with manual flashcard flipping. The conclusion of this study is that the implementation of a combination of the singing method and flashcard media is proven to have a significant effect on improving the Arabic mufrodāt mastery of fourth-grade students at SD Integral Hidayatullah Salatiga.*

**Keywords:** *Singing Method, flashcard Media, mufrodāt Mastery, Arabic Language.*