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Efforts to Increase Interest in Learning Arabic Mufradat with Index Card Match Method on Student of Class IX B Mts Nu Tmi Pujon

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Abstract. One of the problems at school today is that students' lack of interest in learning Arabic, students feel bored and difficult when learning mufrodat and less interesting mecdia used. The study aims (1) to determine students' interest in learning mufrodat in class IX B MTs NU TMI Pujon before using the index card match media. (2) to find out the students' interest in learning mufrodat in class IX B MTs NU TMI Pujon after using the index card match media. (3) to determine the effect of the use of the media index card match to increase student interest in learning mufrodat in class IX B MTs NU TMI Pujon. The methodology used in this research is classroom action research. The subjects in this study were 29 students of class IX B. The results of this study were: (1) students' interest in learning mufrodat before using the media index card match. (2) student interest in learning in mufrodat learning after using the index card match media (3) the effect of media index card match on student learning interest in mufrodat learning.
Keywords: *Media Index Card Match, Student Interest, Mufrodat*

Abstrak. Problematika di sekolah saat ini salah satunya adalah rendahnya minat belajar siswa dalam belajar bahasa Arab, siswa merasakan bosan dan sulit ketika belajar mufrodat dan kurang menariknya mecdia yang digunakan. penelitian bertujuan (1) untuk mengetahui minat siswa dalam belajar mufrodat di kelas IX B MTs NU TMI Pujon sebelum menggunakan media index card match. (2) untuk mengetahui minat belajar siswa dalam belajar mufrodat di kelas IX B MTs NU TMI Pujon sesudah menggunakan media index card match. (3) untuk mengetahui pengaruh penggunaan media index card match terhadap peningkatan minat belajar siswa dalam belajar mufrodat di kelas IX B MTs NU TMI Pujon. Metodologi yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Subjek pada penelitian ini adalah 29 siswa kelas IX B. Hasil dari penelitian ini yaitu: (1) minat belajar siswa dalam belajar mufrodat sebelum menggunakan media index card match. (2) minat belajar siswa dalam pembelajaran mufrodat sesudah menggunakan media index card match (3) pengaruh media index card match pada minat belajar siswa dalam pembelajaran mufrodat.
Kata kunci: *Media Index Card Match, Minat Siswa, Mufrodat*

1. INTRODUCTION

Interest in learning always gets special attention for educators and students, because learning interest in students is necessary and important in the learning process. At school, every child has different learning interests, some have high learning interests, are ordinary and even have low learning interests. Therefore the teacher's job is to generate interest in learning that will encourage children to do something in achieving their learning goals.

If we see that there have been many understandings put forward by experts, such as by Sukardi in Ahmad Susanto (2013: 57) that interest is interpreted as a joy, hobby or pleasure of something. Meanwhile, according to Winkel in khusnul Amri (2011: 29) Interest is a tendency that persists in the subject to feel attracted to a particular field or thing and feel happy to be involved in that field. And the last is according to Slameto (2013: 57) "Interest is a constant tendency to pay attention and remember some activities."

Furthermore, the definition of learning according to Cronbach in M. Hosnan (2014: 3) that: "Learning is a show of change in behavior as a result of experience (learning as an activity indicated by changes in behavior as a result of experience)". Meanwhile, according to Slameto (2013: 2) "Learning is a business process carried out by someone to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment".

From the opinions expressed by the experts above about interest and learning, it can be concluded that interest in learning is an encouragement that causes a person to focus attention on learning activities accompanied by feelings of pleasure, attention and activeness to do to gain experience and behavior change. . There are four indicators of learning interest as follows: (1) feeling happy, (2) student interest, (3) attention and (4) student involvement. "(Safari in Sriana Wasti, 2013: 4).

Then there are characteristics of interest in learning according to Elizabet Hurlock in Ahmad Susanto (2013: 62) mentioning there are seven characteristics of interest, as follows: 1. Interest grows together with physical and mental development, 2. Interest depends on learning activities, 3. Interest depends on learning opportunities, 4. Interest development may be limited, 5. Interest is influenced by culture, 6. Interest is emotionally charged and 7. Interest is egocentric.

And finally the factors that influence student learning interest expressed by Muhibbin Syah (2011: 152) are internal factors such as attention and motivation as well as external factors such as encouragement from parents, encouragement from teachers, availability of infrastructure and facilities or facilities, and environmental conditions ..

In increasing this interest in learning, researchers focused on learning Arabic mufradat. Mufradat (vocabulary) is one of the language elements that must be possessed by foreign language learners, including in this case Arabic. An adequate vocabulary of Arabic can support a person in communicating and writing in that language. Therefore it is necessary to study the existence of appropriate language learning for non-Arabic learners which can be done in various ways and methods. (Syaiful Mustofa, 2011: 61)

By reviewing the literature above in an effort to increase students interest in learning mufrodat by applying media that is interesting and can increase students' understanding of learning mufrodat. The media that will be applied by researchers in this study is the index card match media.

Index card match media is a medium used by teachers that aims to invite students to match answers with appropriate questions that have been prepared by teachers from several pieces of paper, this media aims to encourage students to learn actively, creatively, effectively and pleasantly.) Silberman, 2009: 240)

Some students in mufrodat learning have little Arabic vocabulary and the low motivation of students in learning Arabic and the lack of enthusiasm of students in following the Arabic learning process. With the above problems, the researcher wants to implement an index card match strategy

to increase student motivation in learning consensus. Therefore, researchers are interested in researching "Efforts to Increase Interest in Learning Arabic Mufradat with Index Card Match Method on student of Class IX B Students MTs NU TMI Pujon".

2. METHOD

This research was conducted in class IX B MTs NU TMI Pujon in the odd semester of the 2019/2020 academic year. This research began from July 29 to September 30 2019. The subject of this class action research was conducted on students of class IX MTs NU TMI Pujon. The number of students 29 people, consisting of 11 sons and 18 daughters. This research is a Classroom Action Research (CAR), which is a study conducted in the classroom, in order to improve the learning process conducted by teachers. The following describes the research procedures that have been carried out in two cycles in this study:

a. Planning

This research was conducted in two cycles. Determination of Arabic learning material in the form of Learning Implementation Plan (RPP).

b. Implementation Stage

At this implementation stage the things that will be done are as follows:

1) Preliminary activities consisting of student attendance and conditioning students.
2) Core activities: The teacher outlines the subject matter. The teacher explains the ways and rules of learning with the Index Card Match media. Then, the teacher distributes Index Card Match media in the form of cards. Furthermore, the teacher gives instructions for students to find a partner that matches the questions and answers on the card.
3) Closing activities: Conducting assessments and evaluations.

c. Observation Stage

The observation phase carried out in this study directly observes when teaching in class.

d. Reflection Stage

Reflection includes the process of analyzing learning outcomes and preparing an improvement plan for subsequent learning :

1) Record observations when teaching
2) Evaluate observations when teaching
3) Analyze the level of student understanding and learning outcomes
4) Make corrective actions for the next learning.

3. RESULTS AND DISCUSSION

This research was conducted in class IX B MTs NU TMI Pujon in the odd semester of the 2019/2020 school year with a total of 29 students consisting of 11 male students and 18 female students who had heterogeneous abilities. Student learning outcomes before Classroom Action Research can be seen from the absorption and completeness of student learning which consists of individual completeness and classical completeness. Grades are taken to see students' abilities before being given an action. Class IX B student learning outcomes before the Classroom Action Research can be seen in Table 1.

Table 1. Student Learning Outcomes Before PTK

No	Value Interval	Category	Amount
1	90 – 100	Very Good	4
2	80 – 89	Good	10
3	70 – 79	Enough	3

4	60 – 69	Less	12
5	< 59	Very Less	-
Amount			29
Class Average			76,6
Category			Enough
Individual Completeness			17
Classical Completeness			58,6 %
Category			Not Complete

Based on Table 1. it can be explained that students who get grades at intervals of 90-100 are 4 students. Interval grades of 80-89 are 10 students. The interval value of 70-79 is 3 students. Intervals of 60-69 are 12 people. Before PTK the average class obtained was 76.6 with a sufficient category. Individual completeness is 17 students out of 29 students. Classical completeness is 58.6% with incomplete category. It is said to be incomplete because it does not reach> 85% of students who reach the KKM. Cycle I student learning outcomes can be seen in table 2 below.

Table 2. Cycle Learning Outcomes I

No	Value Interval	Category	Amount
1	90 – 100	Very Good	12
2	80 – 89	Good	10
3	70 – 79	Enough	3
4	60 – 69	Less	4
5	< 59	Very Less	-
Amount			29
Class Average			85,1
Category			Good
Individual Completeness			25
Classical Completeness			86,2 %
Category			Complete

Based on Table 2 can be explained that students who get grades at intervals of 90-100 are 12 students. Interval grades of 80-89 are 10 students. The interval value of 70-79 is 3 students. The interval value of 60-69 is 4 people. In cycle I, the average grade obtained was 85.1 in the good category. Individual completeness is 25 students out of 29 students. Classical completeness is 86.2% with complete category. It says complete because it has reached> 85% of students who reach the KKM. For reflection on cycle I based on data analysis and observations in cycle I, several problems were obtained:

a. There are still students who do not understand the material so there is a wrong answer
b. Less than the maximum teacher in monitoring students when the media is applied.

The plan the researcher is undertaking to improve the action is:

a. The teacher will further explain the material to the maximum so that students can really understand.
b. The teacher will further maximize in monitoring and guiding students so that the media application stage can go well.

The action was continued in the second cycle because in the first cycle there were still some problems so the learning had not been carried out effectively. The results of learning cycle II can be seen in table 3 below.

Table 3. Cycle Learning Outcomes II

No	Value Interval	Category	Amount
1	90 – 100	Very Good	18
2	80 – 89	Good	6
3	70 – 79	Enough	3
4	60 – 69	Less	2
5	< 59	Very Less	-
Amount			29
Class Average			88,6
Category			Good
Individual Completeness			27
Classical Completeness			93,1 %
Category			Complete

Based on table 3 above, it can be seen that students who get grades at intervals of 90-100 are 18 students. Interval grades of 80-89 were 6 students. The interval value of 70-79 is 3 students. The interval value of 60-69 is 2 people. In the second cycle the average class obtained was 88.6 with a good category. Individual completeness is 27 students out of 29 students. Classical completeness is 93.1% with complete category. It says complete because it has reached> 85% of students who reach the KKM.

Based on the observations of researchers, the second cycle is better than the first cycle. In this second cycle, the material is completely understood so that it can answer correctly. The teacher also has the maximum in monitoring the activities of students at the time of media application. Classical completeness in the second cycle is 93.1%, classical completeness has reached more than 85%. Therefore, based on the results obtained in this second cycle, the author does not continue the next cycle.

Student learning outcomes through the application of Index Card Match media have increased from cycle I to cycle II. This shows that the application of the Index Card Match method can improve the learning outcomes of Arabic especially students of class IX B MTs NU TMI Pujon. Because index card match media are a fun and active way to review learning material, this media gives students the opportunity to pair up and play quizzes with classmates (Agus Suprijono, 2014: 139).

Another factor that causes an increase in student learning outcomes is a gift / reward. Prizes or group awards can encourage students to learn and improve student learning outcomes. According to Hamalik (2010), praise that comes from outside is sometimes necessary and effective enough to stimulate real interest.

4. CONCLUSION

Conclusion

Based on research conducted in cycles I and II, it can be concluded that:
a. The application of method Index Card Match can improve Arabic learning outcomes in class IX B MTs NU TMI Pujon 2019/2020 school year.
b. Learning outcomes before the Classroom Action Research was 76.6 with 17 individuals completeness and classical completeness was 58.6%. The result of learning cycle I was 85.1 with

25 individuals completeness and classical completeness was 86.2%. The learning outcomes of the second cycle were 88.6 with 27 individuals completeness and classical completeness was 93.1%.

Suggestion

Based on the results of research and the implementation of the learning process by applying method Index Card Match, the researcher submits the following suggestions:

a. It is expected that subject teachers apply the Index Card Match media to add variety in teaching and learning activities, because it has been proven that the Index Card Match media can improve student learning outcomes.

b. For researchers who want to continue or implement the application of method Index Card Match so they can vary their media cards again so that students do not get bored.

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