

Application of Remedial Teaching Method to Improve Students' Arabic Reading Skills

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Abstrak

Latar belakang penelitian ini adalah hasil observasi awal yang peneliti lakukan dimana pembelajaran Bahasa Arab di MTsS Tanah Kampung mengalami kesulitan. Untuk melihat prestasi atau ketuntasan belajar siswa, maka diperlukannya perbaikan terhadap pembelajarannya. Bantuan yang dapat direalisasikan dalam proses ini salah satunya adalah dengan menerapkan pembelajaran remedial kepada siswa yang mengalami masalah ataupun kesulitan belajar. Penelitian ini bertujuan untuk mengetahui: (1) Bagaimana penerapan metode pembelajaran remedial Bahasa Arab di kelas VIII B di MTsS Tanah Kampung; (2) Apakah metode pembelajaran remedial mampu meningkatkan keterampilan membaca Bahasa Arab siswa kelas VIII B di MTsS Tanah Kampung. Penelitian ini merupakan penelitian mix methods, yaitu suatu langkah penelitian yang menggabungkan dua bentuk pendekatan dalam penelitian, yaitu kualitatif dan kuantitatif. Adapun hasil penelitian menggunakan penerapan metode pembelajaran remedial untuk meningkatkan keterampilan membaca siswa kelas VIII di MTsS Tanah Kampung, telah meningkatkan keterampilan membaca Bahasa Arab siswa MTsS Tanah Kampung secara signifikan sebesar 23%. Dengan demikian penerapan metode pembelajaran remedial telah meningkatkan prestasi siswa dalam pembelajaran membaca bahasa Arab.

Kata kunci: Metode remedial teaching; keterampilan membaca Bahasa Arab; Penelitian Tindakan Kelas (PTK).

Abstract

The background of this research is the result of the initial observations that the researchers did were learning Arabic at MTsS Tanah Kampung had difficulties. To see the achievement or completeness of student learning, it is necessary to improve their learning. One of the assistance that can be realized in this process is applying remedial learning to students with problems or learning difficulties. This study aims to find out: (1) How to apply Arabic remedial learning methods in class VIII B at MTsS Tanah Kampung; (2) Is the remedial learning method able to improve the Arabic reading skills of class VIII B students at MTsS Tanah Kampung? This research is a mixed methods research, which is a research step that combines two forms of research approaches, namely qualitative and quantitative. The study's results using the application of remedial learning methods to improve the reading skills of class VIII students at MTsS Tanah Kampung have significantly improved the Arabic reading skills of MTsS Tanah Kampung students. Thus, applying remedial learning methods has increased student achievement in learning to read Arabic.

Keywords: remedial teaching methods; Arabic reading skills; Classroom Action Research (CAR).

PRELIMINARY

Education, training, learning, and educational technology have their own meaning, different but closely related. For example, education focuses more on the formation and development of personality, so it contains a broader understanding, while training (training) emphasizes the formation of skills (Hamalik, 2015: 55).

Reading skills are an essential material in Arabic subjects. The command to read the Qur'an in Surah Al-'Alaq: 1-5 is an order from Allah SWT, who was the first to read it. Before writing or listening, Allah commanded Prophet Muhammad SAW to read. Reading extends to cognitive, emotional, and motor meanings such as knowing, investigating, observing, knowing, feeling, and feeling (Latuconsina & Susiawati, 2018).

Reading is one of the language skills that students must master. Their reading ability determines students' success in following the teaching and learning process at school. Students who cannot read will find it challenging to participate in learning activities in all subjects, including Arabic lessons (Miftakhul Hidayah, 2013: 18).

Arabic is a second language, and Arabic lessons begin in kindergarten. That is, language development begins early. However, Arabic still has many errors and problems (Nurkholis, 2018: 12).

Arabic subjects are considered difficult for students, so in the teaching and learning process, especially in Arabic subjects, there are still some students who have difficulties in learning. It turns out that there are difficulties in learning that cause students' incompleteness in learning which causes success in learning. However, it cannot be achieved. Success in learning can be seen from student achievement because learning achievement is the result of the learning process. Achievement is an educational assessment related to the development and progress of students concerning the mastery of the subject matter presented to them and the values contained in the curriculum (Nafisa, 2012: 23).

Many difficulties are experienced by students in Arabic subjects, one of which is the ability to read Arabic, which is still low, so errors are often found in reading Arabic texts. These errors include mispronunciation of makharijul letters, which are not by the oral cavity, not by the location of the tongue, not by the throat, not by the nasal cavity, and not by the placement of the two lips. This is caused by several factors where students cannot distinguish the sounds of one letter from another correctly and students are not familiar with the pronunciation of some letters that do not have the Latin equivalent used in Indonesian (Ekayanti et al., 2019: 6).

To see the achievement or completeness of student learning, it is necessary to improve their learning. One of the assistance that can be realized in this process is applying remedial learning to students with problems or learning difficulties. However, before assisting students, a teacher should find out what obstacles or difficulties the student experiences during Arabic learning.

To overcome this, you can do the following: Teachers must be able to present Arabic lessons using the latest effective methods and exciting learning techniques (Fattah & Yamin, 2014: 66). One method to improve proficiency or reading skills in Arabic is the remedial teaching method.

Remedial learning was originally a teaching activity for extraordinary children who experienced various obstacles. However, this understanding has developed nowadays so that even normal children need remedial teaching services. Therefore, remedial learning is a teaching and learning activity improving toward the expected achievement.

Remedial teaching is a form of instruction given to students to help with learning disabilities. So the teacher does not give words that hurt feelings when students fail but by helping students achieve good learning outcomes (Arif & Musdalifah, 2021: 17). This is to the words of Allah SWT in verse 2 of Surah al-Maidah, "...and please help you in (doing) virtue and piety..."

Every school needs to hold a remedial program because this remedial is repairing or healing. However, as in MTsS Tanah Kampung, they do not implement remedial programs for students. Therefore, researchers need to implement remedial programs to improve student learning mastery.

From the problems above, based on the results of observations and interviews conducted at MTsS Tanah Kampung, students at the school need special attention from school. Because learning online also has its difficulties for each individual. Because researchers also realize that Arabic is a subject that is considered difficult for students, in the

learning process at school or face-to-face, most of the students are still below the minimum learning achievement, especially when the school is moved to home or online, it is necessary to review the completeness students learn Arabic subjects online.

METHOD

This research is a mixed methods research, which is a research step that combines two forms of research approaches, namely qualitative and quantitative. According to Creswell, mixed research is a research approach that combines qualitative research with quantitative research. Meanwhile, according to Sugiyono (2017), mixed methods combine two research methods at once, qualitative and quantitative, in research activity so that more comprehensive, valid, reliable, and objective data will be obtained.

In this study, researchers used a communicative or communication-based approach, one of which was Reciprocal Learning. Reciprocal learning is a learning strategy to improve reading comprehension. First developed by Palincsar (1984), Reciprocal Learning is intended to encourage students to develop skills possessed by readers and effective learners, such as summarizing, asking, clarifying, predicting, and responding to what is read (Huda, 2013: 216).

The type of research used is classroom action research (CAR), carried out in collaboration between researchers and educators. This research is classroom action research or CAR (Classroom Action Research), which has a vital and strategic role in improving the quality of learning if it is appropriately implemented (Arikunto, 2017). To collect the data needed for discussion and analysis, this study used the following data collection methods: Interview, Observation, Documentation, and Test. The data obtained in this study were student worksheets, observation sheets, and documentation. The collected data is first filtered, organized into categories, and interconnected. It is through this process that conclusions are made.

RESULTS AND DISCUSSION

This research focuses on improving students' Arabic reading skills through the application of remedial learning methods in learning Arabic in class VIII B MTsS Tanah Kampung. The purpose of this research is to improve students' reading ability.

Based on the research results described above, it can be seen that classroom action research was carried out during the second cycle. Each cycle is carried out in four stages: action planning, action implementation, observation, and reflection. From the results of the implementation of the actions in cycles I and II, as well as evaluations from several teams, it was found that applying remedial learning methods could improve the reading ability of students of class VIII B MTsS Tanah Kampung. Therefore, in this discussion, two main things will be described: the application of learning with remedial learning methods and improving students' reading skills based on the results of direct assessment evaluations in cycles I and II.

Application of Remedial Learning

Based on observations and reflections from the implementation of classroom action research, it can be seen that applying remedial learning methods can improve the reading ability of students of class VIII B MTsS Tanah Kampung. This can be seen from the evaluation of the assessment after implementing the action. In addition, it can also be seen from the increase in students' activeness in each study carried out by the researcher.

The implementation of remedial learning that has been carried out in cycle II discusses Arabic vocabulary according to the student's textbook reference. To implement remedial learning, researchers must carry out learning according to the stages and procedures of remedial learning, starting from: a) preparing the resources and tools needed in the research process. b) explain to students the remedial purpose to understand the problem to be discussed or repaired. c) assisting, guiding, and supervising what students do. d) Observing and recording student activities in the research process using remedial learning

models. e) Researchers and students make conclusions and reports about the results of their abilities. The implementation of the evaluation uses a direct reading test.

Action Implementation Cycle I

Before preparing the first learning cycle, researchers and subject educators have prepared a lesson plan that will be implemented starting from the time, learning implementation plans, research instruments, and media that will be used for learning.

The results of observations and reflections of researchers and students have implemented remedial learning. However, implementing learning in the cycle has not been done optimally because many students still make noise by disturbing their friends when conducting experiments. In addition, many students are allowed to leave the classroom to throw garbage and go to the toilet. Students are also still shy when asking questions and when they come to the front of the class. The results of the evaluation of the data obtained in the first cycle the percentage of students who obtained a good reading ability score of 35%.

Action Implementation Cycle II

The second cycle of action was implemented according to the method that had been implemented in the previous cycle. The preparation for the second cycle also includes time, plans for implementing learning resources, research media, and research instruments. In cycle II, it is hoped that there will be improvements to increase reading skills.

In the second cycle, the students experimented on the *المهنة* material. The results of observations and stages of remedial learning procedures have been carried out. In the second cycle, the students were seen to be more severe and profound in paying attention. Therefore, the researcher directs and advises students not to be noisy and anticipates students leaving the class during the learning process. Furthermore, the researcher permits to take out the trash and go to the toilet before the learning process begins so that learning is not disturbed by the number of students allowed to leave the class.

The researcher motivates students, so they are no longer ashamed when they come forward. In this cycle, students are more confident, but some students still disturb their friends. As a result of the ability to observe in this cycle, 82% of students got good grades.

In the second cycle, the data obtained in this cycle was evaluated through the evaluation of the results of the reading test assessment assisted by subject educators and audio aids to record the research process. The practice test scores for reading vocabulary in Arabic subjects increase after applying remedial learning. The average value in the second cycle is 82%, or an increase of 23% points from the first cycle value, which is 59%.

From the value above, although some students are still unable to reach the specified limit value (KKM), as many as three students (18%) if it is seen from the 70% completeness of learning, then the target has been met. Hence, the researcher decided that the research was stopped in the second cycle.

Improving Students' Reading Ability

Based on the observation that students' reading ability has increased from each stage of the cycle. This can be seen from the student's reading ability scores in each lesson. This remedial learning method makes the learning experience of students meaningful. In Arabic lessons, students can read fluently and well in writing, listening, and listening. The following data is presented on the results of the ability to read tables and diagrams:

Table 1. Results of Students' Reading Ability Cycle I-II

No.	Stages	Rating Percentage	Completeness Percentage
1.	Cycle I	68%	59%

2.	Cycle II	74%	82%
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An overview of the research results can also be seen in the following diagram:

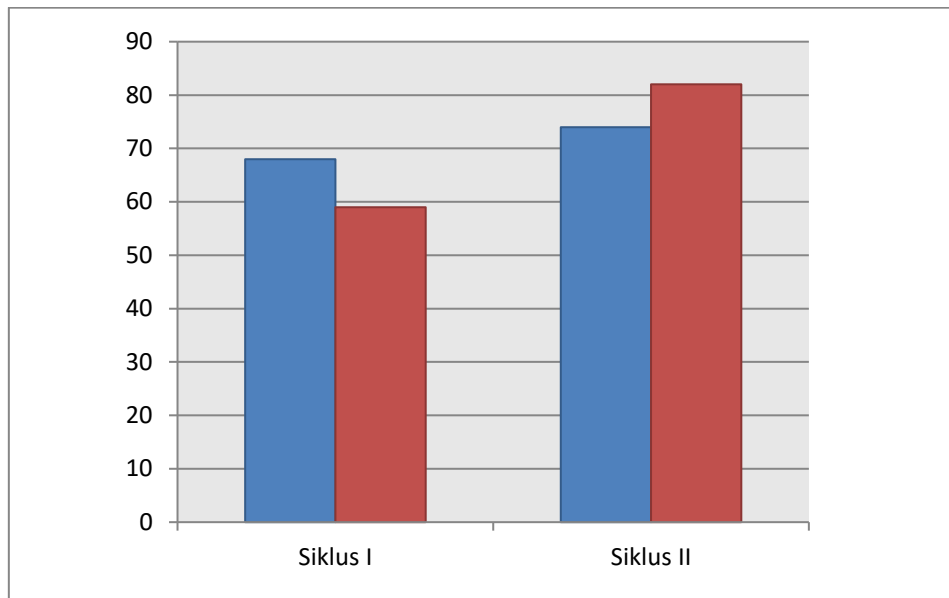


Figure 1. Diagram of Students' Reading Ability Score Results

Based on the diagram above, it can be seen that the student's reading ability scores increased from the first cycle to 59%, then at the end of the second cycle, it became 82%. Therefore, this research is said to be successful because it has met the criteria for research success, namely 70%, and students get an achievement percentage of 82%, so the research is completed until the second cycle.

CONCLUSION

Referring to the research data, it can be concluded that applying remedial teaching methods can improve students' reading skills. This increase in reading ability is indicated by the increase in students' reading ability scores from cycle I to cycle II. Namely, in cycle I, students' reading abilities get an average score of 68 with classical completeness of 58.82%. In the second cycle, the reading ability obtained an average score of 74 with classical completeness of 82.35% with the criteria achieved.

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