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Enhancing arabic morphology learning for beginners: the effectiveness of the eclectic method in modern islamic boarding school

Syahrani Dewi Ajie^{*)}, Asep Sopian, Shofa Musthofa Khalid
Universitas Pendidikan Indonesia, Bandung, Indonesia

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ABSTRACT

For beginner learners of Arabic, morphology is difficult to master because of many changes in word form, so an appropriate learning method is needed to make learning more effective. This research intends to test the effectiveness of the eclectic method in learning Arabic morphology for beginners. This research uses a quantitative method, the design used is a quasi-experiment design with the type of nonequivalent control group design. The data comes from the pretest and the posttest outcomes. The data is analyzed using descriptive statistics and non-parametric statistics. The samples in this research are 42 students of class VIII A and B of Manāhij As-Sādāt Modern Boarding School. The results of this research show that the eclectic method average is 65.14% which means it is quite effective to be used in learning morphology for beginners. The results of this research are expected to provide more information about the variation of learning methods that can be used to learn Arabic morphology. Teachers are expected to apply the eclectic method by combining all language skills in one learning time; listening, reading, writing, and speaking so that learning becomes more effective.



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Corresponding Author:

Syahrani Dewi Ajie,
Universitas Pendidikan Indonesia
Email: raniajie04@upi.edu

Introduction

Learning *ṣaraf* (morphology) cannot be separated from learning Arabic (Rohman, 2022). Morphology is a part of Arabic language science that is likened to the mother and *naḥwu* (syntax) is likened to the father, both of which are considered the most important sciences in learning Arabic (Aprila & Husein, 2020; Thobib & Amirudin, 2023).

Morphology is included in the basic science of Arabic linguistics which functions as a primary need that examines the processing of lexemes into words (Nurmala et al., 2022). Studying Arabic in depth requires knowing morphology in detail because without morphology the knowledge of Arabic will be considered not basic (Hamsiati, 2018). The use of morphology protects spoken and written language from errors in the formation of vocabulary that can damage the pronunciation and *uslūb* of speech and writing can reduce the fluency of the word (Nurkholis, 2018; Hamsiati, 2018).

Morphology focuses on changes in word forms in the form of inflection (*tagyīr al-kalimah*) as well as in the form of derivation word formation (*isytiqāq*) such as “*ka-ta-ba*” changes to “*yaktubu*”, “*kātīb-un*”, “*maktūb-un*”,

"*maktabah*", "*maktab-un*", "*kitāb-un*", "*kitābah*", etc (Muzakki, 2021). The purpose of morphology is to know about the change of words from one to another by getting different meanings (Ali & Sopian, 2018). Morphology knows how to change the form of words according to the meaning to be made through *taṣrīf*. As for *taṣrīf*, it is a term that means the development of the meaning from the original word by changing it into a variety of word forms that have been regulated in morphology (Naseha, 2018). Inflection is usually due to the subject, which is called *taṣrīf luḡawī*, while derivation is a change in the form of a word into a new word that is different from its base word, which is called *taṣrīf iṣṭilāḥī* (Muzakki, 2021).

Although morphology is an important foundation of knowledge to learn, there will be difficulties if the objectives of the learning process are not achieved (Rois, 2019). So, an accurate and efficient method is needed for learning to recognize Arabic morphology for beginners. The importance of a method has been conveyed in a saying that *aṭ-ṭarīqatu aḥammū minā al-māddah* "the method is more important than the material" (Fauzi, 2021).

In the aspect of education, effective learning can be seen from the side of the teacher who teaches and from the side of the students who learn (Wekke et al., 2017). Effective learning is an effort to discover the success of the implementation of learning, specifically in the field of the Arabic language can be seen from the perspective of strategy and results (Ayatullah, 2016). Learning implementation is the responsibility of a teacher, but the process and results of learning depend on the cooperation between teachers and students (Sururoh, 2021).

In teaching Arabic morphology rules, the method used must be considered, because the method becomes the standard of success in teaching Arabic morphology rules. Therefore, a significant method is needed to make the rules of Arabic morphology easier to grasp so that learning can be achieved efficiently (Rois, 2019).

Methods of learning Arabic morphology are very diverse, both ancient and modern all have advantages and disadvantages that serve to complement each other (Irawan, 2020). One of them is the eclectic method (*al-inṭiqā'iyyah*). The eclectic method was formed due to the dissatisfaction of language teachers with the pre-existing methods that may not provide results by the learning objectives (Hafid et al., 2023). This method is a collaboration of various Arabic language learning methods, like the grammar and translation method, the reading method, and the direct method (Awaluddin, 2018). The purpose of the eclectic method is to make learners understand the foreign language material that has been learned so that they can memorize, read, and write it correctly. Therefore, the eclectic method is a learning method that pairs various language skills in one learning process, including listening skills (*istimā'*), reading skills (*qirā'ah*), writing skills (*kitābah*), and speaking skills (*kalām*) (Hafid et al., 2023).

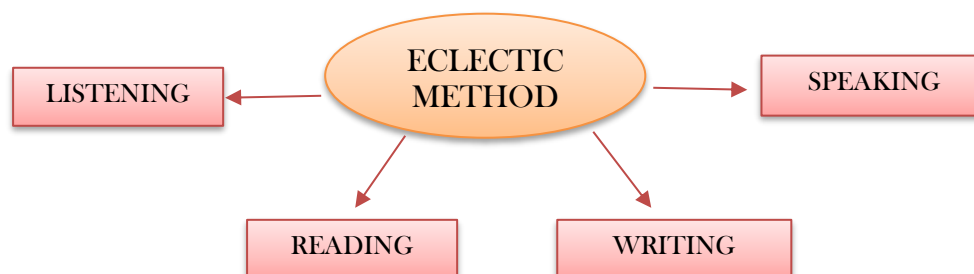


Figure 1 <Eclectic Method Language Skills Framework (Source: Hafid, 2023)>

The eclectic method is considered to have high flexibility and adaptability because educators are not fixated on just one method so that they can adjust the needs and characteristics of various learners (Jumadi, 2022). The selection of eclectic methods is very suitable to be taught to beginners because the various background conditions of students make the teacher more flexible in delivering material by applying eclectic methods so that students' understanding of morphology can be maximized (Rois, 2019). In Islamic boarding schools, morphology is taught using the traditional education system, so that students only memorize the vocabulary and rules given without learning how the word change process occurs (Pein et al., 2023).

Based on the interview with morphology subject teachers at the Manāhij As-sādāt Islamic boarding school, it was found that students have difficulty understanding the inflection, especially in *fi'il māḍī*, *fi'il muḍāri'* and *maṣḍar* (Rohman, 2022). This is due to the dominant use of memorization and translation methods in daily learning.

The explanation above determines the importance of choosing the right learning method for learning morphology among them, namely the eclectic method. Because it's an eclectic method that combines all language skills in one lesson (Janah & Nashoih, 2019).

Some previous research that discusses the eclectic method has been done. There is relevant previous research, namely research by Rois and Izani in 2019 discusses the use of the eclectic method for beginners in learning the rules of the Arabic language. However, discussions about the eclectic method are more often done in the general scope of the Arabic language (Zarkani, 2019). In this case, research that discusses the use of eclectic methods in morphological studies has never been done. This research is needed because it can inform the learning methods that are suitable for learning morphology. The results can also be used by teachers in applying a variety of learning methods. So, the goal of this research is to verify the effectiveness of the eclectic method in learning Arabic morphology for beginners.

Method

A research method that researchers use is a quantitative research method which uses a quasi-experiment design with the type of nonequivalent control group design. This experiment was held in July 2024. This study involved 8th-grade students of Manāhij As-Sādāt Modern Islamic Boarding School Banten as the research population. In all, there are four 8th grade classes in this school with learners' abilities at the same level. In this study, the experimental group and control group were selected using a simple random sampling technique by considering the equal ability of students. The classes VIII A and VIII B were selected as the research samples. Number of students in the class VIII A is 21 people, while class VIII B students are also 21 people.

This research involved two classes experimental and control groups. Class VIII A was positioned as the experimental group, while Class VIII B was positioned as the control group. Both classes were taught with the same teacher and different methods. Class VIII B learned morphology using the grammar and translation methods because this method is a common form of learning that is usually practiced by teachers at the research school. In addition, class VIII A received learning using the eclectic method. Although both classes received different learning methods, the research in both classes was conducted with the same number of meetings, which was 4 meetings with 45 minutes of learning time. The subject matter presented in both classes was the same as that of *fi'il māḍī*, *fi'il muḍāri* and *maṣḍar*. Then the two classes were given a pretest and posttest. The pretest was held at the beginning of the class, while the posttest was held at the end of the class.

The research can be depicted as follows:

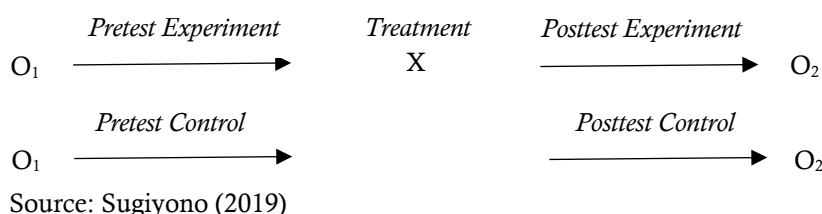


Figure 2. <Research Design of Nonequivalent Control Group Design>

This research uses several instruments, such as observation, tests that contain several questions, and documentation. Test questions for pretest and posttest were tested for validity and reliability. For this research, two techniques were used to analyze the data, which are descriptive analysis techniques and non-parametric analysis. The non-parametric analysis is carried out through three stages, including a data normality test, homogeneity test, and hypothesis testing.

Results and Discussions

Process of Implementing the Eclectic Method

Implementing the eclectic method in foreign language learning, especially Arabic has the benefit of dealing with the shortcomings of other Arabic language learning methods (Mardiyah, 2020). Mastering morphology can be said to be good if students can fulfill the indicators of mastery of morphology. There are three indicators of mastery of morphology, they are (1) able to understand the distribution and definition of *ṣiḡah* correctly, (2) able to use the inflection from the original form into another form well, (3) able to mention *taṣrīf iṣṭilāḥī* and *taṣrīf luḡawī* correctly (Ihwan et al., 2022).

According to Sari (2018) the steps taken in the learning process, are (1) introduction as in other methods, (2) the teacher explains the grammatical concepts, (3) the teacher reads orally the vocabulary of *fi'il māḍī*, *fi'il muḍāri*, and *maṣḍar* alternately accompanied by students who imitate aloud together and repeated several times, (4) the teacher made a table of the learned vocabulary on the blackboard and asked the students to fill in the

blanks, (5) the teacher gave the task of looking up the meaning of the learned vocabulary in the dictionary and correcting it together, (6) the lesson was closed by asking the students to re-explain the learned vocabulary of *fi'il māḍī*, *fi'il muḍāri'*, *maṣḍar*, and their meanings.

The reason this method is the right method for learning Arabic is because (1) each method has its advantages and we can take the good things, (2) there is no perfect method and no bad method, but all methods have their advantages and disadvantages, (3) it would be nice to think that one method will only be perfect if it is juxtaposed with other methods, not assuming that one method and other methods are contradictory, (4) there is no one method that is suitable for all objectives, students, teachers and types of foreign language teaching curriculum (Awaluddin, 2019).

The obstacle during implementing this eclectic method is the lack of lesson time so the learning process is sometimes less than optimal. However, there are advantages to applying the eclectic method, namely that students become more enthusiastic in learning because they memorize together out loud, compared to using the grammar and translation methods, students memorize by themselves and submit to the teacher, this way many students feel bored when memorizing.

In this research, the researcher focuses on learning using the eclectic method with the material of *taṣrīf ṣulāṣī mujarrad* (trilateral root) on *fi'il māḍī*, *fi'il muḍāri'* and *maṣḍar*. Before learning, a pretest was held for the experimental class and control class. After the pretest, the researchers treated the experimental class by applying the eclectic method, and the control class learned by using the same method which is the grammar and translation method. The next step in discovering the effectiveness of a method is to conduct a posttest in both classes to evaluate student learning results before and after receiving their treatment.

Learning Results Using the Eclectic Method

A method can be said to be effective if there is an improvement in student learning results (Mahmud & Hamzah, 2020). This research analyzes the effectiveness of the new method applied, which is the eclectic method with the previously applied method, which is the grammar and translation method. Learning results can be analyzed with student pretest and posttest data.

Table 1 <Descriptive Analysis Test>

	Min	Max	Mean	Median	Standard Deviation
Pretest Experiment	30	80	60.48	60.00	12.836
Posttest Experiment	70	100	86.19	90.00	9.207
Pretest Control	30	60	43.81	40.00	8.047
Posttest Control	40	80	53.33	50.00	9.129

Based on Table 1, pretest results in the experimental group scored the highest learning result of 80 with the lowest score of 30 and the mean earned was 60.48. Results from the posttest conducted in the experimental group have increased by obtaining the highest learning outcome score of 100 with the lowest score of 70 and the mean earned was 86.19. In the pretest results conducted by the control group, the highest learning outcome score was 60 with the lowest result of 30 and the mean earned was 43.81. The posttest results in the control class experienced an increase by obtaining the highest learning outcome score of 80 with the lowest score of 40 and the mean earned was 53.33.

From the descriptive analysis test data, the conclusion was that there was a significant improvement in the experimental class with a mean of 25.71 compared to the control group which got a mean of 9.52. The next step is to do a normality test.

Normality Test

The normality test is used to fulfill the prerequisites before carrying out hypothesis testing. The normality test is also used to find out if the sample data used is normally distributed or not. So, when continuing the hypothesis test it is by the suggestions from the normality test results. Normality test results have 2 forms, they are Kolmogorov-Smirnov and Saphiro-Wilk. This research uses the Saphiro-Wilk test because the sample data analyzed is less than 30 (Matondang et al., 2020). The sample data used by researchers amounted to 21 students.

Based on Table 2, the pretest and posttest student variable normality test results were conducted with the IBM SPSS 25 application. There are two kinds of hypotheses from the normality test, they are: H_0 : Data is normally distributed and H_1 : Data is not normally distributed.

Table 2 <Normality Test Results>

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experiment	.200	21	.029	.923	21	.100
Posttest Experiment	.226	21	.007	.883	21	.017
Pretest Control	.301	21	.000	.853	21	.005
Posttest Control	.262	21	.001	.833	21	.002

a. Lilliefors Significance Correction

The base to conclude the normality test is by comparing the significance value (Sig.) which is 0.05. If the value of significance (Sig.) > 0.05 then H_0 is accepted and can be concluded that the research data is normally distributed, but if the significance value (Sig.) < 0.05 then H_0 is rejected, and can be concluded that the research data is not normally distributed (Nasrum, 2018). The normality test that the researchers have done can be concluded that the posttest results get a significance value of 0.017 which is in the conclusion ($0.017 < 0.05$), so H_0 is rejected. So, this normality test is included in the non-parametric statistical requirements with the next step conducting the Wilcoxon test.

Wilcoxon Test

The sample research data tested for normality is found to be not normally distributed, so the Wilcoxon test is used to discover a difference in the mean of two paired sample data and test whether there is effectiveness from the treatment that has been carried out (Utami et al., 2018). The hypotheses used in the Wilcoxon test are: H_0 : There is no difference between pretest results and posttest results and H_1 : There is a difference between the pretest results and the posttest results.

Table 3 <Hypothesis Test Results with Wilcoxon Test>

	Test Statistics	
	Posttest Experiment - Pretest Experiment	Posttest Control - Pretest Control
Z	-4.046 ^b	-3.038 ^b
Asymp. Sig. (2-tailed)	.000	.002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The base to conclude the Wilcoxon test is the Asymp.Sig value < 0.05 the hypothesis is accepted, but if the Asymp.Sig value > 0.05 the Hypothesis is rejected (Wulansari, 2023). The results of the Wilcoxon test contained in Table 3 show the Asymp. Sig (2-tailed) results are 0.000 and 0.002, so (0.000 and $0.002 < 0.05$) then H_1 is accepted. H_1 is accepted, which means there's a difference between pretest and posttest learning outcomes.

Homogeneity Test

The next step after conducting the Wilcoxon test is to conduct a homogeneity test. The basic concept of the homogeneity test aims to determine a variation in data from two groups whether it is homogeneous (the same) or heterogeneous (not the same) (Usmadi, 2020). In this research, the homogeneity test was used to find out if the variation of posttest data of the experimental class using the eclectic method and posttest data of the control class using the grammar and translation method was homogeneous or heterogeneous.

Table 4 <Homogeneity Test Results>

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Student Learning Results	Based on Mean	.264	1	40	.610
	Based on Median	.457	1	40	.503
	Based on the Median and with adjusted df	.457	1	38.908	.503
	Based on trimmed mean	.356	1	40	.554

The base to conclude the homogeneity test is the Signification data (Sig.) Based on Mean > 0.05 the data is homogeneous, but if data Signification (Sig.) Based on Mean < 0.05 the data is heterogeneous (Sugiyono, 2019). So, based on Table 4, shows that the Signification value (Sig.) Based on the Mean is $0.610 > 0.05$, concluded that

the variation of the experimental class posttest data and the control class posttest data is homogeneous (the same).

Mann-Whitney Test

The Mann-Whitney test is part of non-parametric statistics. The purpose of the Mann-Witney test is to discover if there is a difference in the means of two unpaired samples. The Mann-Witney test does not require normally distributed research data. The Mann-Witney test is used as the option for the independent sample t-test if the data sample is not normally distributed. So, the researcher wants to know whether there is a difference in learning results after treatment using the eclectic method for the experimental class and the use of the grammar and translation method for the control class.

Table 5 <Mann Whitney Test Results>

Test Statistics	Student Learning Results
Mann-Whitney U	6.000
Wilcoxon W	237.000
Z	-5.488
Asymp. Sig. (2-tailed)	.000

The basis to conclude the Mann-Whitney test is Asymp.Sig value <0.05 the hypothesis is accepted, but if Asymp.Sig value > 0.05 the Hypothesis is rejected (Pamungkas et al., 2023). The results from Table 5 show that the value of Asymp.Sig. (2-tailed) value of $0.000 < 0.05$. So, it concluded that the hypothesis is accepted. It means there's a significant difference in learning results between the experimental class using the eclectic method and the control class using the grammar and translation methods. The final step to test a method's effectiveness can be seen from the N-Gain score.

N-Gain Test

The N-Gain test was held to find out the effectiveness of the eclectic method. After doing the pretest-posttest, the n-gain analysis is used to get the scores which became a measuring tool for improving student learning outcomes. Hake, R.R (1999) suggests a category of division of gain scores to assess effectiveness, they are:

Table 6. <Percentage Distribution of Gain Score>

Percentage % N-Gain Score	Interpretation
< 40	Ineffective
$40 - 55$	Less Effective
$56 - 75$	Quite Effective
> 76	Effective

Table. 7 <N-Gain Test Results>

Class	Mean	Min	Max	Std. Deviation
Experiment	65.1474	33.33	100.00	23.12020
Control	15.7483	25.00	50.00	19.73611

Based on table 7, shows that the mean of the results of the N-Gain Score test calculation in the experimental class that received the eclectic method was 65.14%, according to Meltzer (in Oktavia 2019) the moderately effective category is 56 - 75%, so 65.14% is included in the moderately effective category. With the lowest score of 33.33% and the highest score of 100%. While for the average of the results of the N-Gain Score test calculation in the control class using the grammar and translation methods is 15.8%, including in the ineffective category. With the lowest mean of 25% and the highest mean of 50%. So, it concluded that using the eclectic method is quite effective for morphology beginners at the Manāhij As-Sādāt Modern Islamic Boarding School. It is also in line with the research of Jumadi (2022) the results that the application of eclectic methods in Arabic language learning is very influential and effective, as seen from the results of the average value of 7.15%.

Conclusions

The results of this study show a significant difference in the post-test results of the experimental class with the control class. The increase in posttest scores in the experimental class showed 65.14%, while in the control class, the increase in posttest scores was only 15.8%. In addition, the Mann-Whitney test analysis shows that Asymp.Sig value. (2-tailed) of $0.000 < 0.05$, the hypothesis is accepted and shows that there is a significant

difference in learning results between the experimental class using the eclectic method and the control class using the grammar and translation methods. It concluded that the eclectic method is quite effective and can be an alternative for teachers to apply this method to beginner learners of Arabic morphology, especially in class VIII at Manāhij As-Sādāt Modern Islamic Boarding School. The researcher realizes that there is a weakness in this study, namely not identifying other factors that can increase the effectiveness of learning methods other than the eclectic method. For further research, it is hoped that it can analyze more deeply the learning factors of the eclectic method, especially in the field of Arabic morphology.

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