



Contents lists available at [Journal IICET](https://journal.iicet.org)

**JRTI (Jurnal Riset Tindakan Indonesia)**

ISSN: 2502-079X (Print) ISSN: 2503-1619 (Electronic)

Journal homepage: <https://journal.iicet.org/index.php/jrti>



## Improving students' arabic reading skills through cooperative learning strategy type team games tournament

Ikke Wulan Dari<sup>1</sup>, Nova Asvio<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

### Article Info

#### Article history:

Received Apr 14<sup>th</sup>, 2022

Revised May 21<sup>th</sup>, 2022

Accepted June 18<sup>th</sup>, 2022

#### Keyword:

Cooperative learning  
Type team games tournament

### ABSTRACT

This study aims to help students overcome problems in learning in order to achieve the desired learning outcomes. This research is classroom action research (CAR), using three cycles for six meetings. From the results of the first cycle, it can be seen that the average student test results were 63.96. In the second cycle, the average score of the students' test results was 64.69, in the second cycle, learning mastery increased 33.34% from the initial data. In cycle III seen from the average value of the test results of students is 77.52, students who achieve completeness are 25 people with a percentage of 83.33%, while students who have not completed reach 5 students with a percentage of 16.66%, in Cycle III learning completeness increased by 13.33% from the initial data. It was concluded that the cooperative learning type TGT strategy could improve Arabic reading skills of class VIII C students at SMP Muhammadiyah I Kalirejo Central Lampung with very good results.



© 2022 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license  
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

### Corresponding Author:

Dari, I. W.,  
Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia  
Email: [ikkewulandari@iainbengkulu.ac.id](mailto:ikkewulandari@iainbengkulu.ac.id)

## Introduction

Learning is basically an effort to direct students into the learning process, so that they can obtain learning objectives in accordance with what is expected (Kosasih, 2014). With this learning, students are required to interact with other students in order to build good communication to more easily acquire knowledge (Djamaluddin & Wardana, 2019).

Learning is a process of interaction between students and educators and learning resources in a learning environment (Sisdiknas, 2003). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur (Djamaluddin & Wardana, 2019). In other words, learning is a process to help students learn well. "Learning is essentially closely related to how to build good interactions between the two components, namely teachers and students. Good interaction can be described as a situation where teachers can make students learn easily and are motivated by their own will to learn what is in the curriculum as their needs" (Nasih & Kholidah, 2010).

Language is important in education (Valentika, 2022). Arabic is the language used widely on this earth. Arabic is the main language of 22 countries, and is the language of worship in Islam because it is the language used by the Qur'an: "Indeed we have made the Qur'an 'an in Arabic, so that you can understand it (Surah Az

Zukhruf: 3)" (Effendy, 2012). Arabic is a word used by Arabs to express their hearts, meaning that Arabic is the fifth language used by Arabs to express their goals (Al-Gulayaini & Zuhri, 1991).

In language learning, especially Arabic, the strategies used are very influential in improving student learning outcomes. Every learning that is most important is the learning process. Learning that rarely uses strategies makes students bored and lazy to pay attention to the material. Students are only instructed to listen, take notes and then work on the questions. This condition is often found in the learning process. In this case, students need to be given strategies that are used to arouse students' enthusiasm for learning so that students do not feel bored and lazy. In learning Arabic there are several language skills that must be achieved by students or for those who want to learn and understand Arabic. In learning a foreign language (Arabic) there are four skills to be mastered: 1) Listening skills; 2) speaking skills; 3) Reading skills; and 4) Writing skills (Saepudin, 2012).

Starting from the language skills above, the authors are interested in researching in terms of reading skills (Maharoh Al-qiro'ah) because by reading we will gain knowledge and experience. Reading is seeing and understanding the contents of what is written (orally or only by heart) (Zulhanan, 2004). Reading is one of the important factors in fostering one's personality, in addition to providing its own motivation. By reading automatically a person gains knowledge and experience. So, without reading, don't dream that someone can broaden their thinking horizons, let alone get adequate knowledge and experience.

Broadly speaking, reading can be classified into several types, including: 1) Reading in the Heart; 2) Reading Aloud; 3) Reading Comprehension; 4) Critical Reading; 5) Reading Ideas; 6) Al-Qira'ah al-Mukasysyafah; dan 7) Al-Qira'ah al-Muwassa'ah (Nuha, 2015). Of the seven types of reading, the author is more inclined to use the type of al-qira'ah al-mukasysyafah, on the grounds that this type of reading is in accordance with the strategy that will be used by the author, namely using a cooperative learning type team games tournament strategy (TGT). In this reading skill, there are two aspects that become the central point. First, recognize written symbols. Second, understanding the content of the writing (the essay that is meant to recognize written symbols is that students are introduced to the Arabic alphabet first, because the writing system is different from the Latin alphabet. What is meant by understanding the content of writing is to introduce students to new words from the reading by giving syakal (this is especially for novice students) In addition, students are provided with sufficient treasury, especially those that include Indonesian treasury (Nuha, 2015).

Based on pre-survey observations conducted by researchers on January 4, 2013 at SMP Muhammadiyah 1 Kalirejo, that during the learning process they still use expository strategies and use lecture and question and answer methods (Ariyanto, 2013b). The results of the documentation with the Arabic teacher at SMP Muhammadiyah 1 Kalirejo, namely Mr. Ariyanto said that most of class VIII, especially VIII C, were not fluent in reading Arabic, and only a few students were fluent in reading. He has used strategies and methods, but has never used a cooperative learning type TGT strategy. In the learning process at SMP Muhammadiyah 1 Kalirejo only use traditional methods and rarely use strategies. The teacher only uses the lecture and question and answer method. The teacher explains the material, students are instructed to write the material, translate then the teacher gives questions and if there is time left will ask questions. The teacher plays an active role in the learning process, so that students just stay silent and listen to what the teacher has to say. Students become lazy, and lack enthusiasm in learning.(Ariyanto, 2013a).

From the results of pre-survey observations conducted by the author on class VIII students at SMP Muhammadiyah 1 Kalirejo, for Arabic subjects, it was found that learning outcomes using the lecture method and student learning outcomes were still very low. Like the table below.

Based on the data on the table 1 and 2, it shows that the learning outcomes of Arabic students in class VIII C at SMP Muhammadiyah 1 Kalirejo, Central Lampung are still very low, so they have not achieved mastery in learning. The Minimum Completeness Score (KKM) in Arabic class VIII at SMP Muhammadiyah 1 Kalirejo Central Lampung is 65 while the data in the table above shows that students who have not achieved mastery in learning are 78%. The table above shows the number of students who have not achieved mastery in learning. Therefore, researchers are interested in researching reading skills, because according to researchers reading is the most important way to be able to add a lot of knowledge.

In improving students' reading skills, strategies are needed that are able to make students feel happy to learn Arabic. The right strategy will make it easier and faster for students to understand the material. This type of TGT cooperative learning strategy is considered appropriate to be used to quickly understand the material.

Table 1 &lt;Results of the Arabic Reading Proficiency Test for Students&gt;

No	Name	Assessment Criteria				Information
		1	2	3	4	
1	Andres Setiawan	10	15	15	15	55
2	Ahmad Yusuf	15	15	15	15	60
3	Andy Novianto	20	15	20	20	75
4	Anjar Riyadi	10	15	15	10	55
5	Della Karmila	15	20	15	10	60
6	Dera Aangraini	15	20	15	10	70
7	Febri Irawan	10	10	10	10	40
8	Hermansyah	15	10	20	10	55
9	Indri Tri Wahyuni	20	10	15	10	55
10	M Nurdin Wahid	15	10	10	15	55
11	Melly Aulya Nisa	15	10	15	10	55
12	Mia Lusianti	10	15	10	15	55
13	Muhammad Ihsan	10	10	15	15	55
14	Muhammad Rendy	20	20	20	20	80
15	Nanang Risnanto	15	15	20	15	65
16	Niki Fara Dina U	15	10	15	10	55
17	Nirmala Sari	20	20	20	15	75
18	Nur Syamsiyah	10	20	15	15	60
19	Nuri Yanti Livia	15	15	15	15	60
20	Oktariani	10	10	10	10	40
21	R.Syakur Dwiyanto	20	20	20	20	80
22	Ranggo Darmawan	20	10	15	15	60
23	Rayi Koko Sandi	15	15	15	15	60
24	Rike Safitri	20	20	20	15	75
25	Rizal Kurniawan	15	15	15	15	60
26	Robiatun A	15	15	10	15	55
27	Saeripudin	10	10	10	10	40
28	Sri Sofati	20	20	20	20	80
29	Yustiana Sasmita	15	15	15	15	60
30	Yusuf Sofyan H	10	15	10	15	55

Table 2 &lt;Percentage of Arabic Text Reading Proficiency Test Results for Students&gt;

No	Value Criteria	Total students	Percentage	Information
1	1.2.3.4	3	10%	Very well
2	1.2.3	4	13,3%	Well
3	1.2	8	26,7%	Enough
4	1	15	40%	Not Enough
<b>Jumlah</b>		<b>30</b>	<b>100</b>	

Description of Value Criteria: 1) Correct *makhraj*; 2) The smoothness is good; 3) Correct punctuation; and 4) Correct length and short.

## Method

This is a classroom action research (CAR). CAR is one of the techniques so that learning managed by teachers increases through continuous improvement (Sanjaya, 2013). This indicates that the quality of learning must be assessed from two sides, namely the learning process and the assessment of learning outcomes/assessments. Therefore, every educator is required to always conduct classroom action research so that the quality of learning increases (Jalaludin, Novita, & Asvio, 2022).

This classroom action research was conducted in Class VIII C at SMP Muhammadiyah I Kalirejo, Central Lampung. The school was chosen because most of class VIII, especially class VIII C, were not fluent in reading Arabic, and only a few students were fluent in reading. The Arabic teacher has never used the TGT

type of cooperative learning strategy. In this study, the research subjects were students of class VIII C SMP Muhammadiyah I Kalirejo Central Lampung with a total of 30 people.

Classroom action research is a descriptive qualitative. In analyzing the data, qualitative data analysis must be used. Data analysis in qualitative research is based on the time period, data is analyzed at the time of data collection and after data collection (Margono, 2010).

The data analysis procedure begins by examining all available data from sources, namely interviews, experiences that have been written in field notes, documents and so on. Qualitative research includes three elements, namely: 1) data reduction is the process of selecting, determining focus, simplifying, summarizing, and changing the form of raw data in field notes (Kunandar, 2011). From this opinion, it can be understood that reducing data means summarizing, choosing the main things, focusing on important things, looking for themes and patterns and discarding unnecessary ones; 2) data display (data presentation), after the data is reduced, then the next step is to display the data. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories and the like. By displaying data, it makes it easier to understand what is happening, to plan further work based on what has been understood; 3) verification is drawing conclusions (Kunandar, 2011). The initial conclusions that have been put forward are still temporary and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. The percentage of students' listening learning outcomes using audio media is obtained using the following methods:

$$P = \frac{F}{N} \times 100\%$$

Information:

**P** = number percentage  
**F** = the frequency being searched for the percentage  
**N** = *Number of cases (number of frequency / number of individuals)* (Sudjiono, 2010).

## Result and Discussion

Learning Arabic reading skills through the TGT Strategy in this study was declared successful if the students' istima' results reached 75% in the last cycle, thus the research could be stopped. This classroom action research was carried out by the authors in collaboration with educators or teachers of Arabic subjects in class VIII C students at SMP Muhammadiyah I Kalirejo to improve Arabic reading skills. To find out whether the use of cooperative type TGT strategy can help improve the reading skills of class VIII C students at SMP Muhammadiyah I Kalirejo, Central Lampung. From the observation sheet and learning outcomes, it can be seen as follows:

### Cycle I

Action Planning Stage: Before the classroom learning is carried out, the observer and the teacher have prepared learning tools such as the syllabus, lesson plan (RPP), observation sheet, and the end-of-cycle test sheet. Action implementation stage: Meeting I: Cycle I class action was held on Friday, April 12, 2013 at 07.20-08.50. It was attended by 30 students. At this first meeting the action or research was assisted by a teacher in the field of Arabic studies, namely Ariyanto as a teacher, while the author as an observer. And students act as research subjects, it can be seen as follows:

The teacher opens the lesson by greeting, taking attendance of students, starting the lesson by reading the basmalah, conveying learning objectives, conveying basic competencies and explaining the learning procedures for the team games tournament. The teacher instructs the students to prepare Arabic books, the teacher divides the students into 5 study groups, then gives individual numbers. Students are asked to ask for unknown vocabulary. Then the teacher asks students individually to read the qiro'ah text silently in order to understand the content of the material. After that, students in groups began to read together, correcting incorrect readings individually and corrected in their respective groups. At the same time, the teacher asks students at random to read the text. After everyone has had a turn to read, the teacher begins to give examples of correct reading to students.

2nd meeting: The second meeting was held on Friday, 19 April 2013 at 07.20-08.50. It was attended by 30 students. At the second meeting, the action or research was assisted by a teacher in the field of Arabic studies, namely Ariyanto as a teacher, while the researcher as an observer. And students act as research subjects, it can be seen as follows:

The teacher reviews a little material last week. The teacher asks students to sit back in the group last week. After that the teacher started the game. The games consist of 3 rounds, namely: 1) Group Stage, 2) Contest round 3) Final round. Each group was instructed to choose an available envelope. After that the match started. The match was finished and won by groups I, III, IV.

Observation Stage: The teacher opens the lesson with greetings and prayers. Followed by taking attendance of students. Today all students are present. Then the teacher did an apperception by asking how the students were today by saying كيف حالكم جميعا but none of the students answered they looked confused, then the teacher explained if there was a question like that then the answer was الحمد لله بخير. Then the teacher repeated the same question and only some of the students answered. The teacher emphasizes the students to always answer questions الحمد لله بخير with كيف حالكم جميعا. Then the teacher conveys the purpose of studying the material about الى المكتبة.

The teacher divides students into 5 heterogeneous groups consisting of 6 people then asks them to gather with their respective groups. The division of groups in the first cycle is as follows:

Table 3 &lt;Division of Cycle I&gt;

GROUP				
1	2	3	4	5
- Nanang	- Dera	- Rayi	- Indri	- Saeripudin
- Nuri	- Ahmad	- Rizal	- Nurdin	- Yusuf
- Rodiatun	- Della	- Sri Sofati	- Melly	- Oktariani
- Andy	- Rike	- Andres	- Mia	- Yustiana
- Nirmala	- Syakur	- Anjar	- Ihsan	- Febry
- Nur	- Ranggo	- Hermansyah	- Fara	- Rendy

The students looked noisy because they wanted to form their own group, then the teacher distributed numbers to each group and individual and explained the function of each group. At this stage, it looks like the students are still awkward. Next, the teacher distributes student worksheets that contain *qira'ah* material. Then the teacher gives students the opportunity to ask questions about the new vocabulary. Only some students from each group dared to ask questions and others looked confused and embarrassed to ask. After that, students were asked to silently read the text in order to understand the contents of the text and instruct them to work on the questions that were already available on the worksheet. The atmosphere became uncontrollable because they cheated on each other. Then the teacher told them to be quiet because it would randomly ask students to read the *qira'ah* text aloud. The students looked tensed. They read the *qira'ah* text individually for fear of one of them being appointed by the teacher.

Of the 5 groups there are only 2 groups whose readings are fluent. After completing the reading aloud stage, the teacher continues with the game. This game consists of three rounds, group stage and contest round and final round. In the first round each group gets each envelope with 3 questions. Likewise in the second round, the difference is a fight, and in the third round is the round where students fight for 1st, 2nd and 3rd place. In this game, some group members don't seem to care, they are still busy with their own business. After finishing the game, the teacher calculates the score of each group. And the winners of this game are groups I, III, and IV. Then the teacher gives a reward to the winning group at the end of the lesson.

By implementing this game in order to determine the level of student proficiency in reading. And in reading this has 8 indicators, including: 1) Correct *makhraj*, 2) Correct punctuation, 3) Fluent in reading, 4) Correct *waqaf*, 5) Correct in short length, 6) Enriching vocabulary, 7) Explaining information in the form of facts about something from the reading text, 8) Assessing the quality or benefits of the text being studied, both concerning the systematics and the ideas contained in the text. From the results of the evaluation of students who have reached the sub-indicator of reading texts with the correct *makhraj* as much as 52.2%, Reading texts with correct punctuation as much as 60%, reading texts fluently as much as 48.8%, reading texts with 68.8% of correct *waqaf*/stop signs, 55.5% of correct short-length reading texts, 68.8% of new vocabulary knowledge, 68.9% of explanations, and 68.9% of explanations for teacher questions. fill in the readings correctly as much as 63.3%, Happy with *qira'ah* lessons as much as 75.5%, Enthusiastic in learning *qira'ah* as much as 78.8%. So that students who completed the *qira'ah* lesson were 36.66%, namely 11 students, who did not complete as many as 63.3% as many as 19 students.

Reflection Stage: Based on the observation data of the first cycle of the learning process, it can be seen that: Teachers are not used to using cooperative learning type team games tournament strategies so that it looks a bit stiff and not conducive and some are still chatting alone with their classmates. However, by using this strategy, learning goes quite well with students' interest in this strategy because answering questions by competing is very fun. 52.2% correct reading texts with correct punctuation marks 60%, reading texts fluently as much as 48.8%, reading texts with correct short lengths as much as 55.5%, and Answering questions from the teacher about the contents of the readings correctly as much as 63.3%. So that students who complete *qira'ah* learning are 11 students or 36.66% who meet the KKM of 30 students. And those that have not been completed are 19 students or 63.33%, with an average value of 63.92. Unfinished students are caused because many students do not understand the material about "*Ilal Maktabah*" in the sub-indicators reading texts with the correct *makhraj*, reading texts with correct punctuation, reading texts smoothly, reading long texts correct short answer and answer questions from the teacher about the contents of the reading correctly at the end of cycle I.

To develop a plan for class action in cycle II, it is necessary to carry out a planned revision from cycle I. Based on the results of the reflection of cycle I, several revisions agreed between the researcher and educator are as follows: 1) Reading the text with the correct *makhraj*, 2) Reading the text with correct punctuation, 3) Reading the text fluently, 4) Reading the text with the correct and short length, and 5) Answering questions from the teacher about the contents of the reading correctly.

## Cycle II

Action Planning Stage: the action plan in cycle II is based on the results of analysis and reflection in cycle I. It is known that the obstacles that occur in the first cycle are the result of students not being accustomed to learning to read using games. Thus, in cycle II, educators improve the quality and quantity in providing learning: 1) Reading the text with the correct *makhraj*, 2) Reading the text with correct punctuation, 3) Reading the text fluently, 4) Reading the text with the correct short length. and, and 5) Answer questions from the teacher about the contents of the reading correctly.

Action Implementation Stage: Meeting I: Cycle II is an improvement from cycle I, in cycle II it was held on Friday, May 3, 2013 and was attended by 30 students. In this second cycle, the action actor is the writer as an observer. Meanwhile, Ariyanto as a teacher uses TGT. And students act as subjects, it can be seen as follows: The teacher opens the lesson by saying greetings and leading prayers, taking attendance of students, starting the lesson by reading the *basmalah*, conveying learning objectives, conveying basic competencies and informing the use of cooperative learning type team games tournament strategies. The teacher ordered to prepare Arabic books, the teacher divided the students into 5 study groups, then gave individual numbers. Students are asked to ask for unknown vocabulary. Then the teacher asks students individually to read the *qira'ah* text silently in order to understand the content of the material. After that, students in groups began to read together, correcting incorrect readings individually and corrected in their respective groups. At the same time, the teacher asks students at random to read the text. After everyone has had a turn to read, the teacher begins to give examples of correct reading to students.

2nd meeting: The second meeting was held on Friday, 10 May 2013 at 07.20-08.50. The class was attended by 30 students. At the second meeting, the action or research was assisted by a teacher in the field of Arabic studies, namely Ariyanto as a teacher, while the author as an observer. As well as students acting as subjects, it can be seen as follows: The teacher reviews a little material last week. The teacher asks students to sit back in the group last week. After that the teacher started the game. The games consist of 3 rounds, namely: 1) Group Stage, 2) Contest round 3) Final round. Each group was instructed to choose an available envelope. After that the match started. The match was finished and won by group II, V, IV.

Observation stage: the teacher opens the lesson by greeting, together saying *basmalah* and prayer. Then the teacher takes the attendance of the students. Next, the teacher asked how the students were today by saying: كيف حالكم جميعا and students are able to answer with answers الحمد لله بخير but not yet compact. Then the teacher repeats the same question and all the majority students answer الحمد لله بخير. Next, the teacher conveys the purpose of studying the material about الزيارة.

The teacher divides the students into 5 heterogeneous groups and asks them to gather with their respective groups. The group divisions in table 4:

Then the teacher distributes numbers to each group and individual and explains the function of each group. At this stage, it looks like students are no longer awkward. Next, the teacher distributes student worksheets that contain *qira'ah* material. Then the teacher gives students the opportunity to ask questions about the new vocabulary. each group has started to dare to ask even though there are still some students who are

embarrassed to ask. After that, students were asked to silently read the text in order to understand the content of the text. In this case, some students read silently and worked on their own worksheets, while some other students were still reading quietly and busy translating the reading text.

Table 4 &lt;Division of Cycle II&gt;

GROUP				
1	2	3	4	5
- Ahmad	- Dera	- Rayi	- Indri	- Fara
- Nuri	- Nanang	- Rizal	- Andy	- Saeripudin
- Rodiatun	- Della	- Melly	- Mia	- Oktariani
- Nirmala	- Nur	- Andres	- Ihsan	- Sri sofati
- Nurdin	- Ranggo	- Anjar	- Rendy	- Febry
- Rike	- Yusuf	- Hermansyah	- Syakur	- Yustiana

Then the teacher asked each group to read the *qira'ah* text aloud. The students didn't seem tense anymore. They read the *qira'ah* text which was corrected by their respective group of friends. And the teacher appointed randomly from each group to read the *qira'ah* text aloud. After each group finished reading, the teacher corrected the wrong reading, and gave examples of the correct reading to the students. Students are seen listening and only a few students are busy alone. From the existing 5 groups, 3 groups had fluent reading. After finishing the reading aloud stage, the teacher continued with the game. This game consists of three rounds, group stage and contest round and final round. In the first round each group gets each envelope with 3 questions. Likewise in the second round, the difference is a fight, and in the third round is the round where students fight for 1st, 2nd and 3rd place. In this game, some group members don't seem to care, they are still busy with their own business. After finishing the game, the teacher calculates the score of each group. And the winners of this game are groups II, V, and IV. Then the teacher gives a reward to the winning group at the end of the lesson.

Reflection Phase: Based on the observation data of the second cycle of the learning process, it can be seen that: the teacher is used to using the cooperative learning type team games tournament strategy unlike last week, and students are starting to be active in learning. From the results of the evaluation of students through the team games tournament strategy that has been implemented. reached the sub indicator reading text with correct *makhraj* as much as 61.1%, Reading text with correct punctuation as much as 70%, Reading text fluently as much as 54.44%, Reading text with correct *waqaf*/stop sign as much as 68.88% , Reads the correct short length text as much as 66.66%, Knowing a lot of new vocabulary as much as 68.88%, Explaining the contents of the reading as much as 68.88%, Answering questions from the teacher about the contents of the reading correctly as much as 71.11%, Happy with *qira'ah* lessons as much as 74%, enthusiastic in learning *qira'ah* as much as 81.11%. So that 70% of students who complete the *qira'ah* lesson are 21 students, and 30% who are not complete are 9 students.

To develop a plan for class action in cycle III, it is necessary to carry out a planned revision from cycle II. Based on the results of the second cycle of reflection, several revisions were agreed between the researcher and the educator as follows: 1) Reading the text with the correct *makhraj*, 2) Reading the text fluently.

### Cycle III

Planning Phase: The plan in cycle III is based on the results of analysis and reflection in cycle II. It is known that the obstacles that occur in the second cycle are the uneven mastery of the material, there are still students who have not read correctly. Thus, in cycle III, educators improve the quality and quantity in providing learning: 1) Reading the text with the correct *makhraj*, 2) Reading the reading text fluently.

Action implementation stage: Meeting I: cycle III is an improvement from cycle II, in cycle III it was held on Friday, May 17, 2013 attended by 30 students. In this third cycle, the action actor is the writer as an observer. Meanwhile, Ariyanto as a teacher uses TGT. As well as students acting as subjects, it can be seen as follows: the teacher opens the lesson by greeting and leading a prayer, taking attendance of students, starting the lesson by reading *basmalah*, conveying learning objectives, conveying basic competencies and informing the use of cooperative learning strategies type TGT. The teacher ordered to prepare Arabic books, the teacher divided the students into 5 study groups, then gave individual numbers. Students are asked to ask for unknown vocabulary. Then the teacher asks students individually to read the *qira'ah* text silently in order to understand the content of the material. After that, students in groups began to read together, correcting incorrect readings individually and corrected in their respective groups. At the same time the teacher asks students at random to

read the text. After everyone has had a turn to read, the teacher begins to give examples of correct reading to students.

The second meeting: the second meeting was held on Friday, May 24, 2013 at 07.20-08.50. It was attended by 30 students. At the second meeting, the action or research was assisted by a teacher in the field of Arabic studies, namely Ariyanto as a teacher, while the researcher as an observer. As well as students acting as research subjects, it can be seen as follows: the teacher reviewed a little material last week. The teacher asks students to sit back in the group last week. After that the teacher starts the game. The games consist of 3 rounds, namely: 1) Group Stage, 2) Contest round 3) Final round. Each group was instructed to choose an available envelope. After that the match started. The match ended and was won by groups I, II, V.

Observation stage: the teacher opens the lesson by greeting, together saying basmalah and prayer. Then the teacher takes the attendance of the students. Next, the teacher asked how the students were today by saying: كيف حالكم جميعا and students are able to answer with answers الحمد لله بخير compactly. Next, the teacher conveys the purpose of studying the material about الاسرتي. Students look enthusiastic and excited.

The teacher divides the students into 5 heterogeneous groups and asks them to gather with their respective groups. The group divisions are as follows:

Table 5 <Division of Cycle III>

GROUP				
1	2	3	4	5
- Della	- Dera	- Rayi	- Ranggo	- Anjar
- Nuri	- Nanang	- Rizal	- Saeripudin	- Andy
- Rodiatun	- Ahmad	- Melly	- Nirmala	- Oktariani
- Mia	- Nur	- Andres	- Ihsan	- Sri sofati
- Nurdin	- Indri	- Fara	- Rendy	- Febry
- Hermansyah	- Yusuf	- Rike	- Mely	- Syakur

Then the teacher distributes numbers to each group and individual and explains the function of each group. Up to this stage, students are seen to be no longer awkward and look cheerful and enthusiastic. Next, the teacher distributes student worksheets that contain *qira'ah* material. Then the teacher gives students the opportunity to ask questions about the new vocabulary. Each group had the courage to ask. After that, students were asked to silently read the text in order to understand the content of the text and instruct them to work on the questions that were already available on the worksheet. The time used is very efficient, because students and teachers can interact well, making learning easy. Then the teacher asked each group to read the *qira'ah* text aloud. Many students are fluent in reading. They read the *qira'ah* text which was corrected by their respective group of friends. And the teacher appoints one representative from each group to read the *qira'ah* text aloud. After each group finished reading, the teacher corrected the wrong reading, and gave examples of the correct reading to the students. Students seem to be listening. Of the 5 groups, the majority of them can read correctly and fluently. After completing the reading aloud stage, the teacher continues with the game.

This game consists of three rounds, group stage and contest round and final round. In the first round each group gets each envelope with 3 questions. Likewise in the second round, the difference is a fight, and in the third round is the round where students fight for 1st, 2nd and 3rd place. In this game, some group members don't seem to care, they are still busy with their own business. After finishing the game, the teacher calculates the score of each group. And the winners of this game are groups I, II, V. Then the teacher gives a reward to the winning group at the end of the lesson.

Reflection stage: the teacher is used to and enjoys using a cooperative learning type team games tournament strategy, and students are also active in learning and the time used is very effective and conducive. From the results of the evaluation of students through the team games tournament strategy that has reached the sub-indicator of reading text with the correct *makhraj* as much as 74.44%, reading text with correct punctuation as much as 82.22%, reading text fluently as much as 71.11%, Reading texts with correct *waqf*/stop signs as much as 76.66%, Reading texts with correct short lengths as much as 73.33%, Knowing a lot of new vocabulary as much as 74.44%, Explaining the contents of reading as much as 73.33%, Answering questions from teachers about the content of reading correctly as much as 75.55%, Happy with *qira'ah* lessons as much as 80%, Enthusiastic in learning *qira'ah* as much as 91.11%. So that students who completed the *qira'ah* lesson were 83.33%, namely 25 students, who did not complete as many as 16.66% as many as 5 students. With an average value of 77.52, it can be seen that through a cooperative learning type team games tournament



strategy can improve Arabic reading skills of class VIIIC students at SMP Muhammadiyah I Kalirejo on 10 sub indicators, namely reading texts with the correct *makhraj*, reading texts with the correct punctuation, reading text fluently, reading the text with the correct *waqaf*/stop sign, reading the text with the correct short length, knowing a lot of new vocabulary, explaining the content of the reading, answering questions from the teacher about the content of the reading with, happy with *qira'ah* lessons, enthusiastic in *qira'ah* learning, so the research was stopped, and there was no need for the next cycle.

## Conclusion

Based on the discussion of the results of the data analysis, it can be concluded that the improvement of Arabic reading skills for students of Class VIII C at SMP Muhammadiyah I Kalirejo, it can be concluded: According to the action hypothesis that through the cooperative learning strategy type team games tournament can improve Arabic reading skills of students in Class VIII C in SMP Muhammadiyah I Kalirejo, and this research answers this hypothesis. This can be seen from the results of the data analysis of learning to read before using the cooperative strategy type TGT. Thus, it was concluded that through the implementation of the cooperative learning type team games tournament strategy, it was able to improve Arabic reading skills for class VIII C students at SMP Muhammadiyah I Kalirejo, Central Lampung, because researchers had seen a satisfactory improvement in cycle III in the learning process by using cooperative strategies. learning type team games tournament.

## References

- Al-Gulayaini, S. M., & Zuhri, M. (1991). *Jami'ul Durusil Arabiyyah*. Semarang: CV. As-Syifa.
- Ariyanto, H. (2013a). *Dokumentasi*. Bandar Lampung.
- Ariyanto, H. (2013b). *Observasi*.
- Djamiluddin, A., & Wardana. (2019). *Belajar dan Pembelajaran: 4 Pilar Peningkatan Kompetensi Pedagogis*. Parepare: CV. Kaaffah Learning Center. Retrieved from [http://repository.iainpare.ac.id/1639/1/Belajar Dan Pembelajaran.pdf](http://repository.iainpare.ac.id/1639/1/Belajar%20dan%20Pembelajaran.pdf)
- Effendy, A. F. (2012). *Metodologi Pengajaran Bahasa Arab*. Malang: Misykat.
- Jalaludin, J., Novita, M., & Asvio, N. (2022). *Print-Based Media in Methodology Course of Classroom Action Research*. 2(3), 208–218. <https://doi.org/https://doi.org/10.52690/jswse.v2i3.250>
- Kosasih, E. (2014). *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*. Bandung: Yrama Widya. Retrieved from [http://repo.iain-tulungagung.ac.id/14271/4/BAB I.pdf](http://repo.iain-tulungagung.ac.id/14271/4/BAB%20I.pdf)
- Kunandar. (2011). *Penelitian Tindak Kelas*. Jakarta: Raja Wali Pers.
- Margono. (2010). *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Nasih, A. M., & Kholidah, L. N. (2010). *Metode dan Teknik Pembelajaran Pendidikan Agama Islam*. Bandung: PT Refika Aditama.
- Nuha, U. (2015). *Metodologi Super Efektif Pembelajaran Bahasa Arab*. Yogyakarta: Diva Press.
- Saepudin. (2012). *Pembelajaran Keterampilan Berbahasa Arab: Teori dan Aplikasi*. Yogyakarta: TrustMedia Publishing. Retrieved from [http://repository.iainpare.ac.id/1285/2/Pembelajaran Keterampilan Berbahasa Arab.pdf](http://repository.iainpare.ac.id/1285/2/Pembelajaran%20Keterampilan%20Berbahasa%20Arab.pdf)
- Sanjaya. (2013). *Strategi Pembelajaran Berorientasi Standar Proses*. Jakarta: Kencana.
- Sisdiknas. *Undang-undang Sistem Pendidikan Nasional (UUSPN) No. 20 tahun 2003*. , (2003). Republik Indonesia.
- Sudjiono, A. (2010). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.
- Valentika, R. (2022). Students' Error Spoken Language Production Through Monitor Theory. *EJIP: Educational Journal of Innovation and Publication*, 1(1), 36–44. Retrieved from <https://ejournal.periexca.org/index.php/ejip/article/view/ejip>
- Zulhanan. (2004). *Paradigma Baru Pembelajaran Bahasa Arab*. Bandar Lampung: An-Nur Press.