

Research Article

The Technique of Reading Aloud with Student Learning Achievements in Arabic Language Class VIII MTS Bogor City State

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Abstract: The Technique of Reading Aloud with Student Learning Achievements in Arabic Language Class VIII MTS Bogor City State. The aims of the research are (1) to know the definition of reading aloud, (2) to know the type of reading technique, (3) to know the advantage and disadvantage of reading, (4) to know the factors that influence student in learning achievement, (5) to know the relationship between technique of reading aloud and student achievement in reading course. This study was conducted in approximately 3 months, from January up to March 2019 which carried out in MTS Bogor City State. The population of this study was all eighth grade students of MTS Bogor City State. The respondents of this study were determined randomly. This type of research uses quantitative data collection techniques with questionnaires, interviews and documentation. The technique of collecting data is by interviewing the teacher. While the questionnaire was given to respondents who were selected randomly. Then the data obtained were analyzed quantitatively by product moment statistical test. The result of this research is about The Relationship between Technique of Reading Aloud and Student Learning Achievements in Arabic Language Class VIII MTS Bogor City State, shows that there is a significant relationship between reading aloud technique and student achievement with a value of 0.409 which is in the range of the numbers 0.400-0.599 which means that it is related ONLY.

Keywords: Technique of Reading Aloud, Student Learning Achievements, Arabic Language.

INTRODUCTION

According to Undang-Undang Republik Indonesia Number 20 (2003) Pasal 1 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Al-Qur'an has explained the importance of this education in accordance with the word of Allah SWT in Al-Baqarah verse 21:

يَا أَيُّهَا النَّاسُ اعْبُدُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ وَالَّذِينَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

“O people, worship your Lord who created you and those who were before you so that you fear”.

There are many definitions of reading. In the narrow sense of reading is an activity to understand the meaning contained in writing. While in the broadest sense, reading is a process of managing critical reading creatively carried out by the reader to obtain a thorough understanding of the reading, followed by an assessment of the circumstances, values, functions, and effects of the reading..

Reading activity is important, even in the Qur'an the first verse is revealed, namely Al-Alaq: 1-5 is a verse about the command to read, not another command.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

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(Basri, H. (2015) Read by (mentioning) the name of your Lord Who created (Bukhari. 2010). He has created humans from a blood clot (Herman, A. 2018). Read, and your Lord is most merciful (Sugiyono. 2016) The one who teaches (human) with the intercession of kalam (Basri, H. 2015). He taught people what they did not know.

Reading aloud is an activity or activity that is a tool for teachers, students or readers together with other people or listeners to capture and understand the information, thoughts and feelings of an author. People who read aloud must first understand and feel contained in reading material. He also must learn the skills of interpretation of written institutions so that the compilation of words and emphasis is in accordance with the utterances of living speech. Good reading aloud demands that the reader has a high eye speed and a distant eye because the reader must look at the passage for saving eye contact with the listeners. The reader also have to know for grouping the words correctly in order to make an agreement of the meaning to the listeners. So, the reader must use the skill that they have learnt in reading by the heart (silent reading) as the skill addition for connecting to the mind and people's feeling (Bukhari, 2010: 36-37).

The word "achievement" comes from Dutch, namely *prestatie*. Then in Indonesian it becomes "achievement" which means "hasil usaha". The term "learning achievement" is different from "learning outcomes". Learning achievement is generally related to aspects of knowledge, while learning outcomes include aspects of forming student characteristics. The words of

learning achievement are widely used in various fields and activities including in arts, sports, and education, especially learning.

Arabic is one of the subjects of Islamic religious education. Learning Arabic is a very long and complex job, and is not a series of easy steps that can be observed or programmed in a concise guide. So many problems that are not simple in language. Because, in it involves phenomena that can be broken down into thousands of separate and structured parts and in Arabic language learning has long been done in Indonesia but the results have not been fully maximized. Various problems still often appear and are almost rarely solved. The problem of teaching Arabic is now very urgent to get serious treatment (Fathul Mujib, 2011: 5-6).

METHOD

Looking at the research title in this thesis, the type of research is quantitative research. The author uses quantitative methods by using correlation analysis, to find out whether there is a relationship between the loud reading technique of students and learning achievement on Arabic subjects in Bogor City MTsN 2019/2020 academic year.

The population in this study were eighth grade students of Bogor City MTsN, while the total population for this study was 305 students. In determining the sample, there is a technique for collecting data according to Sugiyono, divided into two groups, namely probability sampling and nonprobability sampling. In this study using probability sampling techniques.

Table 2. Samples for each class by gender

gender	class									TOTAL
	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G	VIII H	VIII I	
male	6	5	5	4	5	5	5	5	4	44
female	6	4	5	5	4	6	4	4	5	43

In data collection there are several techniques that can be done, as follows:

- Questionnaire method
- Interview method
- Documentary Method

The data analysis technique that will be used is the product moment correlation technique, with the help of SPSS 20 for Windows. The reason for using product moment correlation is because in this study requires

results from collaboration between loud reading techniques and learning achievement.

RESULTS

To give an interpretation of r_{xy} can be occupied by a simple interpretation. From the above calculation, r_{xy} 0.409 has been obtained if seen from the interpretation table obtained (i.e. = 0.409), it turns out that it is located between 0.400 - 0.599.

Table2. Correlations

	teknik_membaca_nyaring	prestasi_belajar
teknik_membaca_nyaring	Pearson Correlation	1
	Sig. (2-tailed)	.409**
	N	87
prestasi_belajar	Pearson Correlation	1
	Sig. (2-tailed)	.409**
	N	87

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3. Value Interpretation

The amount of value	Interpretation
0,00 – 0,199	Lowest
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Strongest

Then from these data it can be stated that there is a MEDIUM relationship between the loud reading technique and student achievement

Table 4. Variable Validity Test Results (X)

Variable	Item Amount	Number of Falling Items	Falling No Item	Number of Valid Items
Reading technique	30	3	9, 28, 29	27

Based on the table above, it can be concluded that the number of items that have a valid loud reading technique is 30 in the number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, and 30. The number of validity scores is above 0,5. While the number of items that fall or invalid 3 are in numbers 9, 28 and 29. Thus it can be seen that the highest number of answers is the number of items with a score of 27 above 0.5.

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.699	31

Based on the above output, it is found that the Cronbach'Alpha coefficient is at the level of good reliability of 0.730. The value of 0.730 turns out > from 0.05 so it can be concluded that the questionnaire in this study is reliable.

CONCLUSION

Based on the results of the study on "The Relationship of Reading Hard Techniques to Student Learning Achievements in Arabic Language Class VIII in MTS Bogor City". Then it can be concluded as follows:

- The technique of reading aloud, reading aloud is a satisfying approach and fulfills a variety of objectives and develops a number of interest skills. Therefore, in teaching loud reading skills the teacher must understand the two-way communication process. The communication circle

is not complete if the listener has not given enough response to the thoughts or feelings expressed by the reader. Reading aloud by the teacher is a fun activity for students

- Factors Affecting Learning Achievement Are Internal Factors and External Factors. Faktor (Basri, H. (2015) internal is a factor that arises in oneself such as the physical or spiritual condition of students, namely physiology where the physical condition that is healthy and fresh and strong will benefit and give good results. While the psychological factors include: IQ, attention, interest, talent, motivation, (Bukhari. 2010) External factors are factors that originate from outside a person including: family environment factors, school environment and community environment. These three factors influence student achievement. If the family environment is always educated and given good learning then when in school students will better understand the subjects in the class. So that when in the community it can also provide good attitudes and behaviors.

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