

The Effectiveness Of Arabic Cartoon As Audiovisual Media On The Mastery Of *Insya*

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Abstract: This present study was motivated by the fact that student's Arabic writing ability is still relatively weak. This research intends to provide innovation on Arabic learning and particularly to examine the effectiveness of using audio-visual media in learning *Insya*. In attempt to achieve the objectives, quasi-experimental method under the frame of Non-Equivalent Control Group Design was utilized. In regard to testing the hypothesis, the normal gain to both of the classes is also employed. Tested through the use of Mann Whitney U-test with significance level of 0.05, the result indicated $Asymp\ Sig\ (2\text{-tailed})\ 0.00$. Based on the testing criteria, H_a (alternative hypothesis) is accepted if it is lower than 0.05. Therefore, it can be concluded that H_a is accepted and H_0 (null hypothesis) is rejected. This signifies that there is significant influence of audiovisual media i.e. Arabic cartoon on student's *Insya* ability.

Index Terms: Aliyah Al-Ihsan Baleendah, arabic cartoon, audiovisual media, *insya*, *kitabah*, learning, writing.

1 INTRODUCTION

Writing is one of the important language skills that is used as a means of indirect communication; not face-to face interaction. With respect to its function, writing can be used as a means to report, inform, and influence one's intention or idea. Such purpose can only be well-achieved by people who are able to construct and put their idea in the writing concisely. The clarity of a writing lies on the idea, the organization of the ideas, the choices of words, and sentence structures. In Arabic, writing is translated as *Kitabah* or *Insya*. In the case of teaching and, it is essential to include students in learning environment learning with rich of interactive media in order to promote their Arabic writing ability (*Insya*). In practice, however, teaching and learning Arabic is identified to be monotonous and uninteresting. It is perceived to be caused by teacher's way of delivering material which is realized only through the use of conventional method and old media. It causes students to be unmotivated to follow through which eventually affects their learning outcome. Thus, by including audiovisual media in teaching and learning Arabic, it is expected to assist teachers in delivering the materials, as well as stimulating and motivating students to learn Arabic. Its involvement is also expected to promote effective learning that help students improve their learning achievement on *Insya*. Based on the aforementioned issues, this present study attempted to provide potential solution that is by using Arabic cartoon as audiovisual media to improve student's *Insya* ability.

2 THEORETICAL FRAMEWORK

2.1 Media

Media is a means to deliver messages from sender to receiver which can stimulate the mind, feelings, interests and attention of students, and hence the process of learning occurs [1]. Media enables people to send, forward and receive the information to and from other users (Messengers).

In educational context, the sender of the message is teacher and the recipients are students, and the information which is delivered is the teaching and learning materials [2]. The function of instructional media in teaching and learning is as a teaching aid that can positively influence learning atmosphere and conditions [3]. Other functions of instructional media are to stimulate learning in a way that it can; a) create a duplication of the real object, b) turn abstract concepts into concrete ones, c) provide similar perception, d) overcome the barriers of time, place, number and distance, e) present the information consistently, and f) provide a learning environment that is not depressing, boring and etc. Thus, its existence in the classroom will likely help students in the achievement of their learning objectives [4].

2.2 Audiovisual Media

Audiovisual media is a medium which comprises of visual media that is synchronized with the audio media [5]. It also makes the establishment of two-way communication between teachers and students in the learning process become possible. Media or audiovisual tools consist of audible and visible tools that can be used to achieve effective communication [6]. The advantages of using audiovisual media have been regarded to be able to, a) facilitate and accommodate students' different learning (styles). Students have different learning styles and it will be difficult to accommodate the learning process if teachers only use verbal language (lecturing). With the use of audiovisual media in the classroom, all students may take advantage of the learning. b) overcome the problem of space and time, c) allow direct interaction between students and their surrounding [5]. Visual learners tend to prefer reading and studying charts, drawing, and other graphic information, while auditory learners prefer listening to lectures and audiotapes. Of course, most successful learners utilize both visual and auditory input [7].

2.3 Writing Skill

Writing is a) to create letter (numbers, etc.), b) to express ideas and feeling (composing, create a work with words) [8]. Writing can also be defined as one of the important language skills which is used for indirect communication; not face to face interaction [9]. Moreover, writing itself is a skill that necessarily should be acquired by students [10]. In regard to its functions, writing can a) stimulate the mind when it is done intensively, can facilitate optimal brain's ability, that is, to produce ideas and thoughts that exist in one's subconscious,

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b) writing can help organize any idea or concept which may train our objective evaluation, c) in the fields of science, writing activities empower someone to be active recipient of any information, d) writing activities can help us in absorbing and processing information [11]. Based on those statements, it can be concluded that writing can stimulate and facilitate brain capacities to express ideas and thoughts that exists in our subconscious. Writing also allows us to be an active recipient who can absorb and process the information effectively.

3 RESEARCH METHODOLOGY

This study was conducted with quasi-experimental model under the frame of non-equivalent control design group. There are two groups involved in this study, categorized as experimental and control groups. Due to the fact that the participants were already grouped in class, they were not randomly selected. Both groups were assigned to join pretest in order to determine their initial state prior to treatment. Then, the experimental group was given intervention or treatment i.e. the use of Arabic cartoon in teaching and learning *Insya*, meanwhile the other group, control group, was not given any treatment. After that, the two groups were given posttest in order to examine the effectiveness of using Arabic cartoon as audiovisual media in teaching and learning *Insya*.

4 FINDINGS AND DISCUSSION

4.1 Observation Result

In the preliminary observation, the researcher encountered a situation in which students of Aliyah Al-Ihsan Baleendah did not comprehend the lesson well. The monotonous learning was perceived to be the main cause of the problem, and it appears to affect the students learning outcome. After assigning pretest, treatment and posttest, the researcher found that there is significant improvement in students' *Insya* which is caused by the involvement of Arabic Cartoon as during the teaching and learning process.

4.2 Questionnaire Results

The results of questionnaire administered to the respondents can be illustrated as follow:

1. Eighty five percent (85%) of the students in grade XI MA Al-Ihsan Baleendah Bandung liked the teaching and learning of *Insya* and only 15% of students who did not.
2. Sixty four percent (64%) of the students in grade XI MA Al-Ihsan Bandung Baleendah stated that they faced difficulty in writing *Insya*, and 36% of students did not.
3. Ninety three percent (93%) of the students in grade XI MA Al-Ihsan Bandung Baleendah stated that the Arabic cartoon has not been used in teaching and learning *Insya*, and 7% of students stated that it has been used before.
4. Eighty percent (80%) of the students in grade XI MA Al-Ihsan Bandung Baleendah stated that the audiovisual media i.e. Arabic Cartoon helped them in learning *Insya* and 20% of the students said no.
5. Seventy five percent (75%) of the students XI MA Al-Ihsan Bandung Baleendah stated that the audiovisual media i.e. Arabic cartoon provides numerous benefits in learning *Insya*, and 25% said no.

4.3 The Result of Normality Test of Experimental and Control Group's Pretest

Analyzed through the use of quantitative analysis using SPSS software, the data of the normality test result can be described as in the following table:

TABLE 1
THE RESULT OF NORMALITY TEST OF EXPERIMENTAL AND CONTROL GROUP'S PRETEST

Statistical Procedures	Result
Mann-Whitney U	98.500
Wilcoxon W	218.500
Z	-.585
Asymp. Sig. (2-tailed)	.559
Exact Sig. [2*(1-tailed Sig.)]	.567 ^a

The Table 1 indicated that by using 0,05 as the significance level (α), it results in Sig. value (2-tailed) which was divided by 2 was 0.2835. Due to the result, 0.2835 was greater than $\alpha = 0.05$, thus H_0 (null hypothesis) was accepted and H_a (alternative hypothesis) was rejected. Therefore, based on the test, it can be concluded that there is no significant difference between two groups.

4.4 The Result of Normality Test of Experimental and Control Group's Posttest

Based on the table above, the Significance value of experimental group was 0.173. The Significance was greater than 0.05. Because the significance value was greater than 0.05, then H_0 is accepted. This indicated that experimental group was from normally distributed sample. Because the scores of experimental groups were normally distributed and control groups was not, it can be considered the normality test result was not normally distributed. If the data was not normally distributed, the non-parametric; Mann-Whitney test should be used to test the hypothesis.

TABLE 2
THE RESULT OF NORMALITY TEST OF EXPERIMENTAL AND CONTROL GROUP'S POSTTEST

Statistical Procedures	Result
Mann-Whitney U	.500
Wilcoxon W	120.500
Z	-4.693
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^a

According to the Table 2, the significant results was found from both experimental group and control group, $0.00 < 0.05$, then H_a was accepted. It implied that there is significant contribution of audiovisual media i.e. Arabic Cartoon on the improvement of students' *Insya*.

4.5 The Result of Index Gain Test of Experimental and Control Group

The test results in Gain Significance value of experimental group 0.000 and control group at 0.004. The Significance value was lower than 0.05. Thus, H_0 is rejected. This finding indicated that control and experimental group were not normally distributed. If the result was not normally distributed, the non-parametric; Mann-Whitney test should be used to test the hypothesis.

TABLE 3

THE RESULT OF INDEX GAIN TEST OF EXPERIMENTAL AND CONTROL GROUP

Statistical Procedures	Result
Mann-Whitney U	.000
Wilcoxon W	120.000
Z	-4.841
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^a

Based on the Table 3, the significance value was 0.000 < 0.05, which means that H_a was accepted and H_0 was rejected.

4.6 The Result of Two Sample Test of Experimental and Control Group

Based on the results of previous calculation, it can be concluded that the scores of Experimental group pretest was not normally distributed, but the score of control group pretest was normally distributed. The hypothesis testing was carried out by using non-parametric statistical tests, namely Mann-Whitney test.

TABLE 4

THE RESULT OF NORMALITY TEST OF EXPERIMENTAL AND CONTROL GROUP'S PRETEST

Statistical Procedures	Result
Mann-Whitney U	.000
Asymp. Sig. (2-tailed)	.000

The Table 4 indicated that by taking 0.05 as significance level (α), the Sig. value (2-tailed) was divided by two was 0.05. Because 0.05 is equal with Significance level (α) = 0.05, thus H_0 is rejected. It means that there is a difference of the mean scores of both experimental and control group's pretest.

5 CONCLUSIONS AND RECOMMENDATIONS

In accordance with the result of the data analysis, the researcher concluded the following:

1. The mean score of experimental group pretest in learning *Insya* was 79.07 and the mean score of its posttest was 82.27. The improvement from the initial mean was 3.2
2. The mean score of control group pretest was 75.87 and the mean score of its posttest was 78. The improvement from the initial mean was 2.13. The improvement of mean of experimental group was greater than that of the control group.
3. Based on the result of statistical calculation, the Sig.value (2-tailed) divided by two was 0,000. Because 0,000 was lower than $\alpha = 0.05$, H_0 was rejected and H_a was accepted. Therefore, it can be concluded that there is significant effect of audiovisual media i.e. Arabic cartoon on students' *Insya* ability.

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