EFFECTIVENESS OF BITHAQATUL JUMLAH HUNTING GAME IN IMPROVING ARABIC TEXT READING ABILITY

EFEKTIVITAS PERMAINAN BERBURU BITHAQATUL JUMLAH UNTUK MENINGKATKAN KEMAMPUAN MEMBACA TEKS BAHASA ARAB

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Abstract: This study aims to determine the effectiveness of bithaqatul jumlah hunting game in improving students' Arabic text reading ability of MTs Al-Inayah, Bandung City. This study used quantitative research with a quasi-experimental design of non equivalent control group designs. The experimental class was VIII D consisting of 23 students and the control class was VIII B consisting of 23 students. Data collection technique used in this study is test. The results of this study prove that using the bithaqatul jumlah hunting game is more efficient in improving students' Arabic reading skills when compared to conventional methods. From the normalized gain test results, it can be seen that the experimental class achieved a score of 0.713 (high category), while the control class obtained a score of 0.453 (medium category). A language educator should consider this approach as a teaching strategy. Especially on the innovation of learning methods through language games, which can be implemented in schools to improve students' reading skills. This research provides further recommendations for the mastery of intensive reading skills using the bithaqatul jumlah hunting game technique.

Keywords: bithaqatul jumlah, hunting game, reading skills, Arabic text.

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memberikan rekomendasi lebih lanjut terhadap penguasaan keterampilan membaca intensif dengan menggunakan teknik permainan berburu bithagatul jumlah.

Kata kunci: bithagatul jumlah, permainan berburu, kemampuan membaca, teks bahasa Arab.

INTRODUCTION

Arabic plays a central role in Islamic teachings and the language of the Quran, so the ability to understand and read Arabic is very important for Muslims (Kosim, 2021). Of the four Arabic language proficiencies, reading skill is the most important material in the lesson. Students who excel in reading are guaranteed to excel in other areas of education at all levels (Rosyidi & Ni’mah, 2021). Reading is a productive behavior that exercises almost all human operational abilities, including thinking, physical, and psychological (Alnashr, 2019).

Reading skills encompass two main components: the ability to pronounce written symbols and the capacity to comprehend meaning based on the context conveyed by these symbols and sounds (Alias, 2021). There are two types of reading skills in terms of activities, namely reading aloud (qira’ah jahriyyah) and reading silently (qira’ah shamitah) (Nisa et al., 2022). Reading aloud means reading out loud, and one of the objectives of this method is to assess how well students can pronounce or pronounce Arabic letters correctly. Things that need to be considered when reading aloud are the pronunciation of vowels and consonants, tone of voice, mastery of punctuation, grouping words or phrases into concept units, eye speed, and expression (Gianistika, 2021).

Arabic is one of the subjects that must be taught in MTs. However, some educational institutions, prioritize the material contained in cognitive abilities only, compared to the affective and psychomotor aspects in teaching Arabic (Masitoh, 2016). Because the cognitive aspect is the main role in the process of seeking knowledge. The process of seeking knowledge will not be achieved except with the ability to read (Bahri, 2016). Therefore, research on reading ability in Arabic is relevant to ensure that affective, cognitive, and psychomotor aspects can be fulfilled in Arabic language learning.

In the MTs curriculum created by the Ministry of Religious Affairs, more lessons are religion-based. For example, Fikih, Islamic Cultural History, Al-Quran Hadith, and Morals (Kholifah, 2019). All of these lessons use Arabic as the language of instruction. So, all of these lessons require good Arabic reading skills to be able to understand them. If students’ Arabic reading skills are poor, then students will have difficulty in understanding these lessons.

At the primary level, the focus of Arabic language learning lies on listening and speaking skills as the basis of language. Language skills are taught in balance a secondary level, while at the higher education level, the emphasis is on reading and writing skills (Khotiah, 2020). Therefore, it needs to be emphasized that mastery of reading skills at the MTs / SMP level is the initial capital to continue to advance to the next level (Lathifah et al., 2017).

The basic competencies (KD) of maharah qira’ah at the MTs / junior high school level begin with the ability to read a text, namely reading in a loud voice with correct makhraj and intonation, then finding the meaning of words and explicit information, then translating (Ainin, 2018). However, in the past year, students faced problems developing Arabic reading skills, especially at MTs Al-Inayah, Bandung City. Based on observations and interviews conducted by researchers in May 2023 at MTs Al-Inayah Bandung City, it was found that there were problems in the Arabic reading ability of class VIII students.
The lack of understanding of makhraj, intonation, and punctuation in reading Arabic influences students' reading ability (Nurrohmah et al., 2020). This internal factor is also exacerbated by the ability to read texts that are still stammering, such as reading the Koran and students' Arabic language experiences that differ in terms of their backgrounds. On the other hand, teachers as an external factor need to create a learning environment that stimulates students to practice reading (Arianti, 2017).

With these problems, teachers need to pay attention to the selection and application of appropriate learning methods, especially in students' reading skills. The learning method that can be used as an alternative to improve the ability to read aloud is the bithaqatul jumlah hunting game technique. It is named bithaqatul jumlah (بطاقة الجملة) because it is taken from Arabic which means sentence card because it uses cards containing fragments of sentences taken from Arabic reading texts. This game is inspired by the treasure hunt game and flashcard media which are modified and combined in one game. The treasure hunt game is a game with the help of clues to find hidden objects in a place (Nuha, 2018). This game can be played indoors or in an open space. According to Arsyad in (Fauji et al., 2020) flashcards are cards containing images, text, or symbols that remind students' memories of the subject matter. So, the bithaqatul jumlah hunting game is a language game of searching and finding cards containing Arabic sentences to be read aloud by students.

The use of the game technique of hunting bithaqatul jumlah has several urgencies. First, it can increase students' motivation and interest in learning Arabic. Using various language games in learning can provide a more pleasant and interesting atmosphere for students (Gumiandari, 2021). In recent years, the study of language games in the field of education has received increasing attention. Secondly, this approach has proven to be effective in increasing student engagement to take part in games and cooperate with classmates (Sugiarsih, 2010). Third, these games can also support students' confidence in demonstrating their Arabic language skills fluently (Nihayati & Agustriasih, 2021). Therefore, the application of the game of hunting bithaqatul jumlah in Arabic language learning has great potential to overcome difficulties in understanding makhraj, intonation and punctuation while improving reading fluency.

There have been many studies of language games in improving Arabic language skills. So that it becomes a reference and spurs for researchers to participate in researching similar things, with a different focus. Here are three previous studies that researchers used as reference material; First, research conducted by (Fauzia et al., 2020) with the title "The Use of Tarkib Hunting Game Techniques on Students' Ability in Arabic Language Learning Tarkib Material". The study states that the use of the tarkib hunting game technique shows effectiveness in increasing student understanding in tarkib lessons. Second, research conducted by (Zakiyah & Hajib, 2021) with the title "The Effectiveness of Grammatical Hunting Game Method towards Students' Arabic Learning Motivation". The results showed that the grammar hunting game could improve the grades and motivation of Arabic learning of VIII students of MTsN 9 Bantul Yogyakarta (Zakiyah and Hajib, 2021). Third, research conducted by (Fauji et al., 2020) with the title "The Effectiveness of Flashcard Media on the Ability to Read Aloud and Read by Heart Arabic Language Students in Class VIII Mts Negeri 1 Purbalingga". The results of this study indicate that flashcard media is effective in reading out loud and silent reading skills. As well as making students motivated and easy to understand lessons after using flashcards.
From the three previous studies, it can be concluded that applying the hunting game method to improve students' understanding of Arabic can positively impact students. However, these three studies have not explored further the application of hunting games using sentence cards on the ability to read Arabic text aloud. Therefore, this study aims to find out the process of applying the *bithaqatul jumlab* hunting game and how much effectiveness it has when applied in the ability to read Arabic text out loud. This research can also provide innovations in learning methods through language games, which can be applied in schools to improve students' reading aloud skills.

This study focused on improving the ability to read Arabic texts among VIII grade students at MTs Al-Inayah by considering the effectiveness of the game method of hunting *bithaqatul jumlab*. The research subjects were selected from class VIII, chosen based on the results of the preliminary study which showed the existence of difficulties in reading Arabic texts in class VIII. This research will be conducted with a quasi-experimental approach, by dividing students into two groups: control class and experimental class. The research subjects will consist of students in grades VIII B and VIII D, and the data collection process will involve tests. In addition, this research has the potential to provide important guidance for educational practitioners and policy makers in developing more effective learning strategies (Noer & S.A.P, 2023). By applying sentence card hunting game technology, it is hoped that MTs students will be able to overcome difficulties in reading Arabic and better understand Arabic texts.

**METHODS**

This study uses a type of quantitative research and a quasi-experiment research design non-equivalent control group design. This design is almost the same as the pretest posttest control group design, except that the experimental or control group is not randomly selected in this design (Sugiyono, 2011). Researchers chose this approach because the quasi-experimental approach can provide stronger evidence of effectiveness and has a higher level of internal validity due to better control of variables (Ratminingsih, 2010). Researchers intend to gain an understanding of the changes that occur between before and after treatment. This research focuses on measuring how effective students' learning in reading Arabic text before and after using the *bithaqatul jumlab* hunting game technique.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>O₁</td>
<td>X</td>
<td>O₂</td>
</tr>
<tr>
<td>Control</td>
<td>O₁</td>
<td>-</td>
<td>O₂</td>
</tr>
</tbody>
</table>

Description:
- O₁: Pretest conducted before treatment
- X: Treatment given to the experimental class with the application of *bithaqatul jumlab* hunting game
- O₂: The final test (posttest) was conducted after the treatment

The data collection location is at MTs Al-Inayah, Bandung City. The research participants were class VIII students with a total of 46 students. Furthermore, the data collection methods used in this study include tests. In analyzing the data, researchers used the Paired Sample Test to compare differences in the results before and after the test of each group. The stages of analysis carried out are as follows: (1) Calculating
the average value of the pretest and posttest (2) Conducting a normality test with the Shapiro-Wilk method (3) After conducting a normality test, then conducting a data homogeneity test (4) After obtaining normal and homogeneous distribution data, then calculating the t test for hypothesis testing. With testing standards, if the tcount > ttable or sig. < 0.05, then Ho is rejected and Ha is accepted, which means there is a significant difference. But if on the contrary, the value of tcount < t table, then Ho is accepted and Ha is rejected means that there is no significant difference (Sugiyono, 2011) (5) The gain test is conducted to get an overall picture of the increased effectiveness of student learning before and after treatment (Sundayana, 2016). The increase is calculated using the formula developed by Hake in (Sundayana, 2016). Normalized Gain (g) = posttest score - pretest score: ideal score (max) - pretest score.

RESULTS AND DISCUSSION

Research on the effectiveness of bithaqatul jumlah hunting game to improve the ability to read Arabic texts began with a preliminary study in the form of observations and interviews with Arabic language teachers conducted by researchers. The results of the preliminary study showed that students at MTs Al-Inayah have a unique learning method, namely language games. Arabic teachers always apply language games in every Arabic lesson.

The reason teachers use games in the lesson method is so that students have the mindset that learning Arabic is easy and fun to learn. In addition, so that learning is also more interesting and makes students more excited when learning (Saleh et al., 2022). Because so far, Arabic has always been considered a boring and difficult lesson to learn because Arabic in terms of writing and pronunciation alone is different. The games that are often done are guessing the mufradat in chains, relaying the number of mufidah, and quizzing in pairs.

From the game method carried out by the Arabic teacher, namely language games have been very supportive in maharah istima’ and maharah kalam. The Arabic teacher stated that, the students already have the ability to listen and speak Arabic quite well. However, for reading skills, many students still have to be guided and directed. Because they are not used to reading, let alone reading long Arabic texts.

There are two factors that cause students to lack in reading skills, namely internal factors and external factors. The internal factors are students' lack of reading practice and students' lack of understanding of makhraj, intonation, and punctuation in reading Arabic. This causes students to stutter in reading Arabic texts. The external factor is that students have different educational backgrounds, so their Arabic language skills also vary. Plus the teacher does not stimulate students to practice reading. From this, the researcher concluded that students need a method to support reading skills. The researcher also saw that there was no game about mabarab qira’ab conducted by the teacher. Therefore, the researcher had the idea of a game of hunting bithaqatul jumlah to support students' reading skills in Arabic lessons.

This study raised the research variables, namely the independent variable of bithaqatul jumlah hunting game and the dependent variable, namely the ability to read aloud Arabic text. Oral test of reading Arabic text obtained data on student learning outcomes. In this study, data were obtained from pretest and posttest test conducted in the experimental class, namely class VIII D and the control class, namely class VIII B. In this design, the two classes were chosen with certain considerations. First, the number of students is almost the same and second, the students’ test scores
are almost the same. The researcher used the pretest results as initial data, then treated the experimental class by applying the \textit{bithaqatul jumlah} hunting game technique and the control class using conventional methods. The steps of applying \textit{bithaqatul jumlah} hunting game in reading learning are described in figure 1:

![Diagram showing the steps of applying bithaqatul jumlah hunting game](image)

\textbf{Figure. 1 Implementation stages of \textit{bithaqatul jumlah} hunting game}

After the treatment, a second posttest was given to assess the students' final ability after receiving the treatment. Based on the student data collected, the pretest and posttest scores of the control and experimental classes were obtained and then descriptive analysis was carried out on each variable. Descriptive analysis using the help of the SPSS version 26.0 program with the results in table 2 below:

\textbf{Table 2. Descriptive Table}

<table>
<thead>
<tr>
<th>No.</th>
<th>Descriptive</th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pretest</td>
<td>Post test</td>
</tr>
<tr>
<td>1</td>
<td>Mean</td>
<td>47,91</td>
<td>71,22</td>
</tr>
<tr>
<td>2</td>
<td>Variance</td>
<td>260,174</td>
<td>192,632</td>
</tr>
</tbody>
</table>
From the table above, it is known that the smallest value of the experimental posttest was 66 and the largest was 98. The smallest value of the control class posttest was 42 and the largest was 90. Meanwhile, the smallest value of the experimental pretest was 26 and the largest was 74. The control class pretest had the smallest value of 22 and the largest value of 78. The average value of the experimental class was 48.09 from the pretest and 82.70 from the posttest. The average value of the control class was 47.91 from the pretest and 71.22 from the posttest. From the average pretest and posttest scores of the experimental class and control class, it can be seen that the average score of the experimental class is higher than the control class. The next step is to conduct a data analysis prerequisite test, the first is the normality test.

Researchers conducted a normality test using the Shapiro-Wilk method to determine whether the data followed a normal distribution. The Shapiro-Wilk test is a technique or formula for measuring data distribution developed by Shapiro and Wilk (Hidayat, 2013). This method is effective and valid for testing normality with small sample data, namely, less than or equal to 50 samples (Komputer, 2017). If the significance level is <0.05, then the data is not normally distributed. If the significance level is > 0.05, then the data is normally distributed. For more details, the research results are shown in table 3.

Table 3. Pretest and Posttest Normality Test

<table>
<thead>
<tr>
<th>Normality Test</th>
<th>Group</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td><strong>Pre-test</strong></td>
<td>VIII Grade Students of B Class</td>
<td>.924</td>
</tr>
<tr>
<td></td>
<td>VIII Grade Students of D Class</td>
<td>.960</td>
</tr>
<tr>
<td><strong>Post-test</strong></td>
<td>VIII Grade Students of B Class</td>
<td>.949</td>
</tr>
<tr>
<td></td>
<td>VIII Grade Students of D Class</td>
<td>.936</td>
</tr>
</tbody>
</table>

According to table 3, the normality test of the pretest of reading text using Shapiro Wilk obtained the significance value for students of class VIII D (experimental class), the score is 0.459. The significance value on the pretest of reading text for students of class VIII B (control class) is 0.08. The scores of both classes are greater than 0.05, indicating that the experimental and control classes on the pretest have a normal distribution.

For the posttest normality test using Saphiro Wilk and SPSS 26. The significance value for students in class VIII D (experimental class) was 0.147. The significance value on the posttest for
students in class VIII B (control class) was 0.284. It can be interpreted that the posttest of the experimental class and control class is normally distributed because the score is higher than 0.05.

After knowing that the normality test data is normally distributed, a homogeneity test is carried out to assess the variance similarity between the two groups, experimental and control. To accept or reject the hypothesis, the homogeneity test results were compared with the value of 0.05 (sig > 0.05) Leven's statistic. For more details, the homogeneity test results are shown in table 4.

<table>
<thead>
<tr>
<th>Table 4. Homogeneity Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
</tr>
<tr>
<td>Based on Mean</td>
</tr>
<tr>
<td>Based on Median</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
</tr>
</tbody>
</table>

According to table 4, the homogeneity test results show that Sig. Based on the average for the experimental and control group posttest variables is 0.336 > 0.05, this it can be said that the data variance is homogeneous. This, one of the requirements of the t test has been fulfilled.

After obtaining the results that the control class and experimental class were normally distributed and homogeneous, the t-test was conducted. The t-test is used to determine whether there is a difference in the posttest results of students from the experimental group and the posttest results from the control group with the help of SPSS 26 using the paired sample test with a significance level <0.05. The following is the hypothesis formulation:

*Ha*: There is a significant difference between before and after the *bithaqatul jumlah* hunting game technique on the Arabic text reading skills of 8th grade students of MTs Al-Inayah.

*H0*: There is no significant difference between before and after the *bithaqatul jumlah* hunting game technique on the Arabic text reading skills of 8th grade students of Mts Al-Inayah.

With testing standards, if the Sig. (2-tailed) <0.05, then there is a significant difference between pretest and posttest learning outcomes. Conversely, if the Sig. (2-tailed) > 0.05, then there is no significant difference between the pretest and posttest learning outcomes displayed in table 5 below:

<table>
<thead>
<tr>
<th>Table 5. Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Experim ental class</td>
</tr>
<tr>
<td>Pretest</td>
</tr>
<tr>
<td>Postest</td>
</tr>
</tbody>
</table>
From the results of the above calculations it can be seen that the Sig. (2-tailed) value of 0.000 <0.05, it can be concluded that there is a significant difference before and after the use of *bitbaqatul jumlah* hunting game technique on students' Arabic text reading skills.

The study used the N-Gain Score test to assess the significance of the *bitbaqatul jumlah* hunting game method with the help of SPPSS 26 with the results in table 6 below:

**Table 6. Summary of Average Normalized Gain Test**

<table>
<thead>
<tr>
<th>Normalized Gain Test</th>
<th>Gain</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment Class</td>
<td>0.713</td>
<td>High</td>
</tr>
<tr>
<td>Control Class</td>
<td>0.453</td>
<td>Medium</td>
</tr>
</tbody>
</table>

The grouping of N-Gain values refers to the following table 7:

**Table 7. N-Gain Score Distribution**

<table>
<thead>
<tr>
<th>N-Gain Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>g &gt; 0.7</td>
<td>High</td>
</tr>
<tr>
<td>0.3 ≤ g ≤ 0.7</td>
<td>Medium</td>
</tr>
<tr>
<td>g ≤ 0.3</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Melzer in Syahfitri (2008:33)

N-Gain score division table, according to Melzer in (Syahfitri, 2008) about the N-gain score category, the higher the N-Gain score, the higher the effectiveness of the *bitbaqatul jumlah* hunting game method. If the effect size criteria range score is less than 0.3, the category is low. If the effect size criteria range score is 0.3 or more and less than 0.7, the category is medium. If the effect size criterion range score is greater than 0.7, the category is high. Based on the table above, it is concluded that the average N-Gain of the experimental class is 0.713 (high category), while the control class is 0.453 (medium category). These results indicate that the game method of hunting *bitbaqatul jumlah* is more effective in improving students' comprehension in reading Arabic texts compared to the conventional method.

The results of the research based on the students' response questionnaire showed that; the *bitbaqatul jumlah* hunting game was stated to make learning Arabic more interesting and fun at 94%, students felt more motivated to actively learn to read with this game at 88%, and this game technique made students feel more confident with a score of 87%. The results of interviews with teachers also explained that *bitbaqatul jumlah* hunting game can train students' concentration in learning cooperation with peers, and students are more courageous to be able to read, as well as make the learning atmosphere more fun and not monotonous.

At first glance, the benefits of the game method of hunting bithaqatul jumlah for learning to read Arabic texts aloud seem quite large and can improve students' reading ability. However, it does not rule out the possibility of weaknesses in this method. First, regarding students' understanding of the technicalities of the game, try when the teacher explains the technicalities of the game all students pay close attention. Second, regarding the accuracy of students in finding the *bitbaqatul jumlah*. Third,
regarding the atmosphere of the game which must be more exciting so that students focus their attention on the game.

Based on the process of the game method of hunting *bithaqatul jumlah* mentioned above, it is suggested to the teacher to further liven up the atmosphere of the game, the teacher must also pay attention to students to be careful in finding the correct card, and finally the teacher must be able to build students to be confident and have the willingness to be able to read Arabic texts.

**CONCLUSION**

Based on this study concluded that the application of *bithaqatul jumlah* hunting game technique can significantly improve the ability to read Arabic texts of class VIII students at MTs Al-Inayah Bandung City. The results showed that the method not only succeeded in overcoming students' obstacles in understanding *makbrij*, intonation, and punctuation, but also had a positive impact on students' motivation and interest in learning. This conclusion specifically answers the research question regarding the effectiveness of the game technique of hunting *bithaqatul jumlah* as an alternative learning method.

The main findings of this study provide new insights into the development of Arabic language learning strategies at the MTs/SMP level. The implication of this study creates an opportunity to improve the method of teaching reading skills in Arabic lessons, especially in an environment where students have different educational backgrounds. This conclusion can serve as a direction for further research in this area, focusing on the application of innovative learning methods through language games.

In a broader context, the findings of this study highlight the importance of developing learning strategies that meet the needs of students to understand and master the Arabic language. This is an important question given that Arabic is a subject that students often find difficult (Baroroh & Rahmawati, 2020). This conclusion also confirms that investing in creative learning methods can have a significant positive impact. Not only on academic success, but also on students' overall motivation and interest in learning.

**REFERENCES**


