

Improving Arabic Grammar Mastery of Nursing Department Students Using Domino Card Game Teaching Media

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ABSTRACT

This paper conveys that the media in each learning is very important, one of which is because the presence of this medium is part of one component of learning. In the writing is conveyed that the media domino card is applied to qowa'id learning or the term Indonesian language learning Arabic grammar. The purpose of applying this medium to awaken students' ability to follow learning, besides how students can follow learning pleasantly, not get bored, not feel burdened because they are new to Learning Arabic. As a result, domino card play media, after being applied and tested in harmony and relavan once on learning Arabic grammar material (qowa'id).

Keywords: *Domino's game media, Arabic grammar learning, Nursing, qowa'id.*

1. INTRODUCTION

Language is a tool for communication that will be used by every individual and group of people. Each language can be used to communicate with similar environments. While Fataawa Mujib [1] revealed that language is the main key to digging up science. As the main key therefore the language means holding the key to the window of the world. Because of what? For, a million th of knowledge, a thousand inserts created all exist and are spoken, even history will not be in the form of history if there is no language. Language is the only key path of enlightenment for the future of man. Language is very important to learn and learn.

Learning Arabic is the same as learning other languages. Arabic baahasa learning there are several skills that will be forged or more precisely will be lived by the first learner of istima's abilities, qiroah abilities, kalam abilities, kitabah abilities and also grammar skills (qowa'id). to pursue these learning skubs, it takes a strategy to achieve success in learning.

And in addition to that each learning there are learning components that are unaware that the relationship between learning components there is a very close relationship that is sometimes unaware that in

learning between components is inseparable. Therefore, a person must be able to understand the principles and criteria in the selection of the right media on the learning materials to be delivered.

Learning Arabic for beginners is very difficult for students who do not like the subjects (subjects) of Arabic language, therefore as educators in demand must make the students to be happy by giving motivation to the students, bring them before learning to relax by singing the rhythm of the content of the learning material so that the material is conveyed or repeated and the learner is happy.

The presence of media in the learning process is a term that includes; educational facilities (التعليمية الوسائل), educational facilities (التدريبية الوسائل), props (الوسائل الأيضاح), and some express with a made-up saranna explanation (التوضيحية الوسائل). Using the right media will grow the results of the learning goals achieved.

Each study requires a medium to clarify the material that will be conveyed including Arabic language learning materials. According to Alfauzan et al. in Abdul Hamid et al reveals that language learning media can be classified into three types of namely; the first means of device / equipment (الاجهزاه), the second

means of learning materials (al mawad al ta'limiyah al ta'allumiyah), and the three facilities of learning support activities (al nasyathath al ta'limiyah) [2]

Media device types are categorized into the first two devices of technical devices and the second electronic devices such as computers. The technical device is divided into three devices that can be heard such as tape re-order, voice recorder, radio and CD. Then the device that can be viewed or viewed is a tool to display images, props, and projectors for transparency, as well as hearing devices namely TV, video, LCD. [3]

The use of media when associated with the five senses used by the recipient of the message then to obtain media knowledge is classified into three kinds: Bashariyah, Sam'iyah, and Sam'iyah-Basharid. [4]

Bashariyah Media (visual media) is a medium in the form of sabburatun, and tools that can be demonstrated such as tools or natural objects that are around it such as human beings, images and an event, or also objects that can be utilized designed by the educator such as paper samples made cards that have pictures, papers or cards that have Arabic, there are Arabic words, or also papers that are written sentences, in addition to which tools or media can be seen this OHP and LCD.

Sam'iyah Media is the medium that the human senses can hear Sam'iyah media that can be founded on learning Arabic e.g. recording, either special recording tools or recordings from handpone then language laboratory Media Sam'iyah The median that the human senses can hear. Sam'iyah media that can be founded on learning Arabic e.g. recording, either special recording tools or recordings from handpone then language laboratory. Media Sam'iyah-Basharid; Median that can be heard and can also be seen by the human senses.

In Arabic learning this medium is said to be perfect. Because we apply the students heard say and directly imitate also there is demonstrated, and the media also make clarifying the material because in heard and seen, examples of this media TV, VCD, computer and language laboratory.

There are some media that can help in the implementation of Arabic learning process in a nutshell as follows:

- a) Learning can be conducted in the "Language Laboratory".
- b) Learning can be implemented audio tools, for example if it used to be radio, disc (CD), or can if there is an educational radio.
- c) Learning can be implemented visual tools, consisting of:
- d) Printing tools, such as media in the form of manuscripts of explanations and descriptions,

magazines, pictures, leaflets, newspapers and various kinds of cards.

- e) Projection tools, such as OHP (Over Head Projector), slide projector, and movie strip. [5]

Goods, models of goods, and museums. This media can be used in Arabic language learning, introducing the culture of the community owner of the language learned, lifestyle, and more is indified to motivate students in learning Arabic.

Based on some of the above descriptions, it can be analyzed that in the implementation of Arabic learning, to create a fun learning for students in the path to the success of learners in Arabic, many things can be done such as creating a simple Arabic language learning medium or facilitating the media that is already available, using arabic learning methods and Arabic learning approaches relevant to the material. Thus, the child will be interested and passionate in following arabic learning.

Using learning time is very helpful to educators, for example, teachers want explain the word tree and the adjective. By using media, it will help students visualize the meaning. [6]

This domino game is a form of Arabic learning media that can be used as a form of verbal expression that is written in the form of writing through pieces of paper or thickly cut into pieces according to the educator or the user, thus becoming unique and interesting Arabic game cards. Then this domino card game media is one contextual media because it can indirectly bring students into the real world through domino card props. There are 12 game cards in Arabic learning that are easy to use: question and answer cards (Bithoqoh al As-ilah wal Ijabah), answer improvement cards (Bithoqoh al Takmilah), Answer Imitation Cards (Bithoqoh al mushoghor), Stick Figures card answers (hand drawn) or so-called bithoqoh taswir al yadi, Answer Word Stacking Card (Bithoqoh tarkin al mufrodat), Puncke Card, Picture Move Card, The Whiteboard says and my spouse's card. And in this time we try to improve the ability to understand Arabic grammar by using domino game media. [7]

As for this research is carried out how so that Arabic grammar learning can be successful or improved through the use of media learning media playing domino cards. Because an educator certainly tries and thinks how so that learning can succeed and improve to be good.

At the time of learning, the media contribution is very high because this medium in learning can make the quality of an educator's teaching good and improve. The media in learning is very helpful for an educator in channeling knowledge only, but the media is able to add value to learning activities. There are a number of roles and importance of media in the learning process of teaching. [8] The media to be used should be adjusted to

the environment, then the media to be used should also be adapted to the surrounding support facilities, the media should also be adjusted to the allocation of learning time.

Media in the learning of any course is very needed and the role is very important, in learning during the learning process without media can still take place, but it feels less interesting if the learning is without the participation of media. Then the media is also in the learning of an educator to use or apply a method there are things to be aware of; such as the alignment between the media and the material to be conveyed, an educator who implements the media understands in applying and using it, then pay attention to the facility there or not such as electricity, the room as well as the tools.

Furthermore, with the presence of this media we as educators can help the absorption rate of material delivered to our students. With the media we present will also facilitate the understanding of the material we convey, save time in the delivery of material, reduce the sense of confusion of children towards the material delivered by educators.

Thus, we recognize that it is very important to exist and the presence of a medium. And unknowingly we are stepping up both in the world of education and learning and in our lives beyond education and learning we always and need media, because we are basically social beings, and we humans also definitely need people around and others, because humans are also part of the media. From the observations that take place learning Arabic that makes it easy to learn or called supporting factors, and some are in teaching or finding difficulties or also called inhibition factors in learning.

Supporters of Arabic grammar learning include: (1) There are some learners who have learned Arabic. With some students who know and learn Arabic, then learning grammar can make it a little easier to carry out learning, because at least the learners understand what to do in Arabic learning. For examples in Arabic learning there is the ability to listen, read, speak, write and also grammar, (2) There is a high spirit of learners in learning. This high spirit of learners, then this is also an ease for learners to understand why? Because although there are some who do not know the letter but because of the high spirit, in learning, then learning can still be done, (3) There is high cooperation and cooperation in learners. With high cooperation and anointing makes it easy for educators to carry out Arabic language learning. Why? If there are some students who have never learned Arabic or learning difficulties, then this cooperation and cooperation makes students learn to help each other and help each other in learning to succeed.

While according to Acep Hermawan [4] in addition to the linguistic problems faced by non-Arab students, non-linguistic problems are also an obstacle to learning success, namely the sociocultural condition of Arabs with non-Arabs, such as Indonesia and the consideration

of teaching materials. Sociocultural factors, the problem that will arise is that the expressions, terms and names of objects that are not found in Indonesian are not easy and are not quickly understood by Indonesian students who are not at all familiar with the social and cultural of the Arab nation. The teaching material factor, the factor of using teaching materials in learning becomes something that is urgent, because its role alongside the teacher to this day, is still a sufficient instrument to determine the success of learning. Social environment factor, effective learning is bringing students into the learned language environment. In that environment, each student will be "forced" to use the language, so that the development of language mastery he learns is relatively faster than those who are not in that language environment.

Furthermore, the inhibition of the implementation of Arabic grammar learning includes, (1) There are some students who do not know hijaiyyah; With some students who do not know hijaiyyah letters, then this means educators have to fight how to get the learning done in accordance with the curriculum that must be achieved. And arabic learning can't be done if arabic letters are not understood or not yet known, because it can be Arabic because it is at least familiar with hijaiyyah letters. (2) The majority of students have not learned Arabic in depth; Educators if ever learned means to need extra struggle also because educators introduce in a way especially the letters first introduced then string them together then just gradually introduce vocabulary and other materials.

Based on the explanation above, it can be analyzed that in learning Arabic as a non-Arabic student / Indonesian student certainly encounters difficulties because in terms of; grammar, vocabulary, sentence and writing are much different from the mother language or language that first learners know. Thus, an Arabic language educator must understand the state of the student, as well as in the selection of materials should be considered as well as the way the presentation should be considered. And from the picture of the two problems above that appear to affect the most successful or not learning Arabic are non-linguistic problems, one of which is the method.

2. METHOD

This is a class-room action research in which the teaching of Arabic Grammar in Sriwijaya University. The students were treated using domino card game as teaching media in their teaching and learning process. The subjects of the study were 29 students of Nursing Department who took Arabic language course. They underwent two cycles in the process.

The data were collected from post-test from each cycles, observation, and interview.

The score from the test were categorized and compared to see the improvement trend. Data from

observation and interview were used to strengthen the results from test.

3. RESULTS AND DISCUSSION

The results data can be seen in the improvement of grammar skills through the use of Domino Game Card Media in Nursing Faculty of Medicine from pre cycle, cycle I, cycle II has improved. For more details can be seen in the table below.

Table 1. Results of post-test in every cycle

| No | Improve grammar skills by using domino games | Pre Cycle | | Cycle I | | Cycle II | |
|--------|--|-----------|------|---------|------|----------|------|
| | | F | % | F | % | F | % |
| 1 | BB (not yet Good /Understand) | 11 | 40% | 7 | 20% | 0 | 0% |
| 2 | MB (start Good /Understand) | 13 | 50% | 19 | 65% | 13 | 45% |
| 3 | BSH (Good /Understand accordingly hope) | 5 | 10% | 3 | 15% | 16 | 55% |
| 4 | MSB (Very good understanding) | 0 | 0% | 0 | 0% | 0 | 0% |
| Amount | | 29 | 100% | 29 | 100% | 29 | 100% |

In addition, based on the observation results when the direct learning of students is very happy, there is cooperation with his friend because the media of domino card game needs a discussion to pair or combine between one card with another card, in addition students are curious about the lessons or materials to be delivered.

Then the observation results above are supported also from the results of interviews with students; Learning Arabic by using domino card game media as a learner, feel comfortable, easy to understand grammar material in the way of sentences (sum), besides that which makes happy and relaxing besides in learning using domino card game media, there is a method of singing that the contents of the content convey arabic grammar materials.

The findings were supported by the results of the interview. The results reveal that the domino card game media is very relevant to Arabic learning. It can be on grammar, hijaiyyah letter recognition, and other material that can be in line with this domino card game media. Furthermore, it is also supported by that an educator must be able to understand the principles and criteria for selecting media in learning. The results are also in line with the result from the study of Faizin, Zikrul and Zulfah [8] and Hasanah [9] in which the use

of domino card as teaching media can increase students' vocabulary mastery.

Domino's game card media can be applied to the learning of any subject or subject, but an educator in demand must be able to weld the learning materials that will be in tempu then the media of this domino card game content in his card must also be aligned, for example in the Arabic learning that I have done in the Arabic language class nursing science faculty of medicine Sriwijaya University , as a result students (students) are very enthusiastic in following the learning happens to be we apply the media of this domino card game in qowa'id material (grammar) at the time of learning participants feel comfortable and happy not only because of the media, but because in the use or application of the media the learning system is in groups, and this is done to be as good as learning and so that students are comfortable in learning to think in the extension of sentences (words) towards the number (sentences) they can discuss with their friends.

4. CONCLUSION

As a professional educator, surely an educator should be able to understand his students, create a pleasant atmosphere in the learning process, understand or understand what students do not understand in learning, this domino card game medium is very relevant to help students to improve their Arabic grammar skills. The media of domino card games can hypnotize students because the results of observations during learning take place without the student being happy, comfortable, and working with his friend well, and intertwined with each other in learning.

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