

## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA

#### 3. 1. REALIZATION OF THE RESEARCH

##### 3. 1. 1. BEFORE TREATMENT

A pre test was performed on 7 December 2000. This test was given to 31 respondents from the first class of *Madrasah Aliyah Keagamaan YKUI Maskumambang*. They were 9 students from IA which is a boy class and 22 students from IC which is a girl class.

The test was designed to measure the students' vocabulary mastery and their competence in comprehending Arabic reading texts before treatment. This means that the method applied in teaching process before pre test given was *the grammar translation method*. In MA YKUI Maskumambang, *the grammar translation method* has been applied for teaching reading Arabic classic texts since previous time up to now.

The type of test used was multiple choice items, since multiple choice tests tend to have superior reliability and validity. Besides, the scoring can be done quickly and involves no judgements as to degrees of correctness (David P. Harris, 1974: 7). In its 'classic' form, the multiple choice item consists of (1) a *stem* or *lead*, which is either a direct question or an incomplete statement, and (2) two or more choices or responses of which one is the answer and the others are distracter, i.e. the incorrect responses (see Appendix 4 & 6).

The results of pre test are presented as follows. The data are written in order based on their scores.

**Table 1. The Result of Pre Test**

<b>NO</b>	<b>NAME OF RESPONDENTS</b>	<b>SCORE</b>
1.	Isvi Himyati	92,5
2.	Mawaddatin	90
3.	Zuliani	90
4.	Winarsih	85
5.	Khoirum Mafluhah	85
6.	Wihdatin	85
7.	Muh. Zuhul	85
8.	Rukaeni	82,5
9.	Lilik Sakdiyah	82,5
10.	Fathul Jannah	82,5
11.	Muhibbul Khoiri	80
12.	Dzanur Roin	80
13.	Ahmad Prasetya	80
14.	Abdul Hakim	80
15.	Abdur Rozag	80
16.	Erni Rusifatin	80
17.	Zunailah	80
18.	Fiftin Aqif NAO.	77,5
19.	Isnani Nur F.	77,5
20.	Sri Astutik N.	77,5
21.	Mardiyaningsih	77,5
22.	Bariah Subarocha	75
23.	M. Dlimamul Abror	70
24.	Mazidah	70
25.	Uswatun Hasanah	70
26.	Nurul Hidayah	70
27.	Masrofidah	70
28.	Karmiani	70
29.	Mukhofifah	67,5
30.	Hasan Abdul Wahab	62,5
31.	Ahmad Syaifuddin	60

The data from table 1 might be further simplified and classified as follows:

**Table 2. Frequency Distribution of Pre Test Score**

<b>Test Score</b>	<b>Probable Class Performance</b>	<b>Frequency</b>
90 – 100	Excellent	3
80 – 89	Good	14
70 – 79	Average	11
60 – 69	Poor	3

50 – 59	Very Poor	-
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From table 2, it can be seen that only 3 respondents or 9,6 % have the score equal to or more than 90. It indicates their excellent competence. About 14 respondents or 45,2 % have the score equal to or more than 80, and 11 respondents or 35,5 % of them have the score equal to or more than 70. Those respondents who belongs to the excellent and good level of Arabic competence know the word choice (diction) and its meaning since they have knowledge of the subject matter.

There are 3 respondents whose scores are less than 70. It means that their proficiency is considered low. The highest score in pre test is 92,5 and the lowest score is 60. The mean value of this test is 77,906.

### 3. 1. 2. TREATMENT

This study applies *the pre-experimental design*. It fits to the formulation proposed by James H. Mc Millan (1992: 174) and John W. Creswell (1994: 132) as follows: Group A O1 ----- X ----- O2. This design includes a pre test measure followed by an experimental treatment and a post test for a single group.

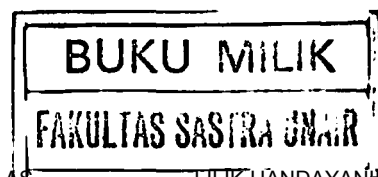
The pre-experimental design is chosen for two reasons:

1. To eliminate the difference inter-subjects, so it can control the possible errors caused by the fluctuation of subject sampling.
  2. To investigate the influence of experiment towards the subjects one by one.
- Because pre test and post test are given to the same subject group, from the

obtained scores of both tests, we can see which subjects have increased and decreased scores.

Considering the result of pre test, the experimental treatment was performed in the following procedures:

1. Treatment was given to the first class of Madrasah Aliyah Keagamaan Maskumambang for about a month.
2. The method applied in teaching process was *the communicative approach* and the learning activity in the class was learner-centred rather than teacher-centred. The respondents must prepare themselves to comprehend the Arabic reading texts by finding the difficult or new vocabulary in the texts and try to define its meaning from the context and later recheck the meaning in the dictionary.
3. There are two teachers who handle the experimental treatment, namely Ust. Abdul Basith, LC. who teaches *Ilmu Tafsir* and Ust. Farid Dhofir, LC. who teaches *Ilmu Fiqih*, i.e. the Arabic classic texts as the object of the study. Both of them have the same schedule in teaching the first class of *Madrasah Aliyah Keagamaan YKUI Maskumambang*, either in a boy class (IA) or in a girl class (IC). They teach for about 2 hours in a week.
4. The teacher instructs and explains the materials in Arabic, but he sometimes translates some difficult materials into Javanese or Indonesian language.
5. The teacher can observe and analyze the students' comprehension through discussion and the assignment, i.e. reading comprehension questions taken from task-based materials.



### 3. 1. 3. AFTER TREATMENT

Post test was performed on 15 February 2001. This test was also given to the first class of *Madrasah Aliyah Keagamaan YKUI Maskumambang*. The results of post test are presented as follows:

**Table 3. The Result of Post Test**

NO	NAME OF RESPONDENTS	SCORE
1.	Isvi Himyati	95
2.	Mawaddatin	85
3.	Zuliani	85
4.	Winarsih	90
5.	Khoirum Mafluhah	90
6.	Wihdatin	90
7.	Muh. Zuhal	92,5
8.	Rukaeni	75
9.	Lilik Sakdiyah	82,5
10.	Fathul Jannah	80
11.	Muhibbul Khoiri	92,5
12.	Dzanur Roin	95
13.	Ahmad Prasetya	95
14.	Abdul Hakim	95
15.	Abdur Rozaq	90
16.	Erni Rusifatin	80
17.	Zunailah	80
18.	Fiftin Aqif NAO.	80
19.	Isnanik Nur F.	85
20.	Sri Astutik N.	85
21.	Mardiyaningsih	87,5
22.	Bariah Subarocha	72,5
23.	M. Dlimamul Abror	72,5
24.	Mazidah	85
25.	Uswatun Hasanah	75
26.	Nurul Hidayah	70
27.	Masrofidah	85
28.	Karmiani	75
29.	Mukhofifah	70
30.	Hasan Abdul Wahab	80
31.	Ahmad Syaifuddin	85

The data from table 3 might be further simplified and classified as follows:

**Table 4. Frequency Distribution of Post Test Score**

Test Score	Probable Class Performance	Frequency
90 - 100	Excellent	10
80 - 89	Good	14
70 - 79	Average	7
60 - 69	Poor	-
50 - 59	Very Poor	-

From the result of post test and the frequency distribution of post test score, it is known that 10 out of 31 respondents or 32,2 % get the score equal to or more than 90. About 14 respondents or 45 % have good ability in comprehending Arabic reading texts and mastering vocabulary. The remaining 7 respondents or 22,6 % are considered as part of the average level. Their scores are between 70 – 79. The highest score in post test is 95 and the lowest score is 70. The mean value of this test is 83,871.

**Table 5. The Results of the Tests**

NO	NAME OF RESPONDENTS	SCORE OF PRE TEST	SCORE OF POST TEST
1.	Isvi Himvati	92,5	95
2.	Mavaddatin	90	85
3.	Zuliani	90	85
4.	Winarsih	85	90
5.	Khoirum Mafluhah	85	90
6.	Wihdatin	85	90
7.	Muh. Zuhail	85	92,5
8.	Rukaeni	82,5	75
9.	Lilik Sakdiyah	82,5	82,5
10.	Fathul Jannah	82,5	80
11.	Muhibbul Khoiri	80	92,5
12.	Dzanur Roin	80	95
13.	Ahmad Prasetya	80	95
14.	Abdul Hakim	80	95

15.	Abdur Rozaq	80	90
16.	Erni Rusifatin	80	80
17.	Zunailah	80	80
18.	Fiftin Aqif NAO.	77,5	80
19.	Isnanik Nur F.	77,5	85
20.	Sri Astutik N.	77,5	85
21.	Mardiyaningsih	77,5	87,5
22.	Bariah Subarocho	75	72,5
23.	M. Dlimamul Abror	70	72,5
24.	Mazidah	70	85
25.	Uswatun Hasanah	70	75
26.	Nurul Hidayah	70	70
27.	Masrofidah	70	85
28.	Karmiani	70	75
29.	Mukhofifah	67,5	70
30.	Hasan Abdul Wahab	62,5	80
31.	Ahmad Syaifuddin	60	85

From table 5, it can be seen that most of the respondents obtain an increasing score. It is about 70,9 % of the whole respondents. Ahmad Syaifuddin who obtained the lowest score in pre test now obtains the highest increased score {25}. About 22 respondents get high increased score {2,5 – 17,5}, while 12,9 % of them get the same score in both tests: Pre Test and Post Test. The remaining 16 % have decreased score. The decreased score ranges between 2,5 – 7,5. In general, the applied method, i.e. *the grammar translation method* or *the communicative approach* is assumably one of the factors which influence respondents' abilities in comprehending Arabic reading texts and mastering vocabulary. It is indicated by the mean value of post test which is higher than that of pre test. It has 5,87 points of difference: from 77,906 to 83,871.

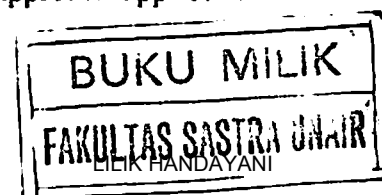
### 3. 2. QUANTITATIVE ANALYSIS

Quantitative analysis use the t – test to prove whether the two means of score groups are significantly different from each other. There are some particular qualifications in the use of the t – test, namely: Having normal distribution and the obtained data must be in an interval / ratio scale.

To examine whether the data used in this study has normal distribution, the Kolmogorov Smirnov test is applied. The testing result of Kolmogorov Smirnov shows that the first score group (pre test) has the KS value: 0,874 with the significant probability: 0,430 ( $p > 0,05$ ). It means that the data has normal distribution. The second score group (post test) has the KS value: 0,774 with the significant probability: 0,587 ( $p > 0,05$ ). It means that the data has normal distribution. In this research, the data scale is interval.

According to Bambang Soepeno (1997:134) in his book entitled *Statistik Terapan dalam Penelitian Sosial & Pendidikan*, the t-test can be applied to analyze the data based on the difference between two means either with large sample case ( $= / > 30$ ) or small sample ( $< 30$ ). Related to the number ( $N = 31$ ) and the kind of sample (the clustering Sample) with two score groups, the use of the t-test in data analysis is based on the mean value of those two score groups.

From the statistical computation, the mean value of pre test is 77,906 with the standard deviation: 7,855, while the mean value of post test is 83,871 with the standard deviation: 7,687. It shows that the mean value of post test is higher and has more homogeneous distribution when it is compared to the result of pre test. In other words, the post test given after the communicative approach applied in





treatment for about a month reflects better result than the pre test (before the use of the communicative approach). It means that before pre test is given, the grammar translation method was used in teaching process.

To verify the tenability of the hypothesis which consists of a null hypothesis [H<sub>0</sub>] and an alternative hypothesis [H<sub>1</sub>], it is decided either to accept H<sub>0</sub> / H<sub>1</sub> as tenable or to reject H<sub>0</sub> / H<sub>1</sub> as tenable. The tenability of the hypothesis is proved by using the t - test.

From the statistical computation, the value of the t-test is 4,355 with 95 % confidence interval of the difference and the significant value: 0,000 ( $p < 0,05$ ). The significance test can be done by the orientation on the  $df = N - 1 = 31 - 1 = 30$  in the t - critical table. The df is equal to 1,697 in the level of significance for one-tailed test and 2,042 in the level of significance for two-tailed test. When the result of the t-test (4,355) is compared with the df in the t - critical table [1,697 and 2,042 ], it is in fact obtained that the result of the t-test is higher than the t-critical value.

Finally, from the statistical analysis by using the t-test, it is known that the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant difference between *the grammar translation method* and *the communicative approach* in comprehending Arabic reading text and mastering vocabulary. Therefore, the proposed method, i.e. *the communicative approach* is more applicable for teaching reading in Arabic as a second language in MA YKUI Maskumambang. It is represented by the mean value of post test which is higher than the mean value of the pre test.

### **3. 3. INTERPRETATION OF THE RESULT**

The teaching process involves some factors, which directly influence the students' competence in comprehending Arabic reading texts and mastering vocabulary. Among those factors are the methods of teaching reading in Arabic as a second language and the internal factors in reading comprehension process.

#### **3. 3. 1. THE METHOD OF TEACHING READING IN ARABIC AS A SECOND LANGUAGE**

The method of teaching reflects a dominant effect to the students' competence in comprehending Arabic reading texts and mastering vocabulary. Based on the observation in the learning activity, the respondents tend to be passive when the grammar translation method is applied in the teaching process. They come to school, listen and write a note when the teacher is reading the passages from Arabic reading text. In a later week, some of them are ordered to read the passages in the front of the class.

With the above method, the teacher plays a primary role in learning activity, and he can observe and analyze the students' comprehension only on their fluency in reading and translating the passages. The students' vocabulary mastery is limited. It fits to the principal characteristics of the grammar translation method in which vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists and memorization (Richards & Rodgers, 1991: 3).

Although Akmal Ibrahim Badry stated that the grammar translation method (*Thoriqoh Al Qowa'id wat Tarjamah*) concerns the vocabulary enrichment, it is still limited to the literary vocabulary of the established texts by memorization of its long pattern.

In other case, when the communicative approach is applied in the teaching process, the respondents are demanded to be active. This is because the learning activity in the class is learner-centred rather than teacher-centred. The respondents must prepare themselves to be able to comprehend the Arabic reading texts by finding the new vocabulary in the texts and trying to define its meaning from the context and later recheck the meaning in the dictionary.

According to Akmal Ibrahim Badry (1987: 6), the communicative principles can be applied by using the target language actively between teacher and learners and avoiding the use of the first language or mother tongue. Therefore the teacher attempts to stimulate the learners to communicate actively in Arabic as a second language. He creates a conducive condition where the learners trained to be able to understand the messages or ideas and then transfer that information or ideas.

In explaining the difficult materials, the teacher sometimes use Javanese or Indonesian language. He usually defines the new vocabulary or idiom by mentioning the synonymous or antonymous word in Arabic. This is why the process of vocabulary enrichment by applying the communicative approach is more effective than the grammar translation method.

### 3. 3. 2. THE INTERNAL FACTORS IN READING COMPREHENSION PROCESS

In the reading comprehension process particularly in second language (L2), *the meaning of words and the knowledge of the subject matter* are the internal dominant factors. It fits to Batia Laufer (1985) who found that in interpretation of texts learners relied on word meaning first, then on their knowledge of the subject and least of all on syntax. Thus, it seems that the nature of the language threshold for reading purposes is largely lexical.

According to Ulijn (1984), *the background knowledge* is the most important element for comprehension. He explained that readers more deal with the content words rather than syntactic knowledge. The syntactic function will be necessary if the readers face difficulties in comprehension.

Related to the previous theories, respondents' competence in comprehending Arabic reading texts is good, even excellent when they are absolutely familiar with the topics such as: *Prayer in Ramadhan Fasting Month, The Dog in Islamic Perspective, and The Philosophical Background of The Holy Qur'an*. Most of the respondents have the knowledge of those subject matters, and so they obtained good score in comprehending Arabic reading texts.

Meanwhile, they face difficulties in answering the vocabulary items. This condition can happen because the questioned vocabulary usually exists in the isolation position not in the context. This phenomenon is supported by Koler's observation. He pointed out that word meanings do not exist in isolation in the reader's mind like so many entries in a dictionary. What a word means to the

reader depends on what he is reading and what he expects to read, the phrase, clause, or sentence in which the words appear (Richards, 1991: 182).

### 3. 3. 3. PROBLEMS IN THE RESEARCH

In this subchapter, the writer presents some essential problems in designing a quantitative method for the research, specifically in an experimental project. Due to the components of an experimental method that must follow a standard form: subjects, materials, procedures, and measures (Creswell, 1994: 126), this study is attempted to fulfill the standard form.

In describing the selection and number of subjects who will participate in the experiment, the writer needs to settle for a convenience sample (not random selection) by the use of the cluster sampling because an entire group of individuals, e.g. the first class of *Madrasah Aliyah Keagamaan Maskumambang* is available to participate in the study.

During an experiment, the writer makes observation and obtains measure by using instruments at a pre test and post test stage of design. Actually the writer faces difficulties in determining the experimental design, considering the condition of the population and the sample. The first class of *Madrasah Aliyah Keagamaan* as a sample of this study consists of two groups : I A which is a boy-class with 9 total number of students and I C which is a girl-class with 22 total number of students. It is a well-understood information that students or santris in most of pesantrens, the traditional or the modern ones are separated based on the gender perspective.

It is quite difficult to establish and compare a control group and an experimental group from different classes: the first, the second or the third classes. It is the reason why the writer finally decides to use *the pre-experimental design*. It is an appropriate choice to eliminate the difference inter-subjects, to avoid possible error caused by the fluctuation of subject sampling and to investigate the influence of experimental treatment towards the subjects one by one. But it still contains shortcoming, namely 'carry over effects', because the subject group who participates in the experimental treatment and follows a post test is the same with the subject group who joins pre test (Sutrisno Hadi, 1970: 429). However at least, the procedures and the measures, i.e. the instruments used in this study are formatted in accordance with the standard of validity and reliability.

Furthermore, the limited time and fund indirectly influence the result of the research. Although the verification of the hypothesis by the use of t-test has proven that there is a significant difference between *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary, the writer believes that more optimal result will be obtained when the treatment by applying *the communicative approach* had taken a longer time, although it consequently spent more fund.

### 3.3.4. PROBLEMS FOR LATER WORKS

Before drawing conclusions, the writer will point out issues that need further verification by later works:

1. The various kind of factors affecting the process and the result of second language learning particularly in comprehending Arabic reading texts and mastering vocabulary, either from learner-side, teacher-side, or environmental input and the instrumental input, need to be investigated.
2. The new innovation in language teaching method which reflects the changes in social need and educational program, need to be investigated. It will encourage the raise of a new method which is more effective and efficient.

## **CHAPTER IV**

## **CONCLUSION**