

## Peer Teaching Method Integrated with Card Media: Its Implementation in Arabic Syntax Learning

Muhammad Rizal\*<sup>1</sup>, Mohamad Zaka Al Farisi<sup>2</sup>, Asep Sopian<sup>3</sup>

Universitas Pendidikan Indonesia, Indonesia<sup>1,2,3</sup>

[muhammadrizal@upi.edu](mailto:muhammadrizal@upi.edu)\*, [zaka@upi.edu](mailto:zaka@upi.edu), [asepsopian@upi.edu](mailto:asepsopian@upi.edu)

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### Abstract

This research aimed to determine the effectiveness of peer teaching with card media in Arabic syntax learning. This goal was based on the problem of students' low abilities to understand Arabic syntax. These students' low abilities were caused by the application of inappropriate learning methods and media while learning Arabic syntax. Moreover, this research also determined students' responses on the topic above. This research used a quasi-experimental design method with a non-equivalent control group design model. This research incorporated a sample of 58 students. Furthermore, the researchers collected the data using tests and questionnaires (with the Likert scale) and analyzed them with descriptive statistics and N-Gain test. The results showed that the average score of the N-Gain in the experimental group was 56.18; while the one in the control group was 17.87. The former was higher than the latter regarding students' abilities in Arabic syntax. This indicated that peer teaching using card media was effective in Arabic syntax learning (especially in the moderate category). The questionnaire results also demonstrated that the average of students' responses to the application of the method above and media was 78.95%; hence it belonged to a positive category. This signifies that the method and media are of essential components in learning processes.

**Keywords:** Peer teaching; card media; Arabic syntax

## Introduction

The term teaching-learning process refers to a process that contains a series of teacher and student activities that stand on the foundation of reciprocal relationships that take place in educational situations in order to achieve certain purposes.<sup>1,2</sup> Learning is the most basic activity throughout the whole educational process.<sup>3</sup> The learning process will not run perfectly without paying attention to the aspects that support its success, those aspects are the learning method and media. Thus, it is important for teachers to be attentive to these aspects in order to achieve the objective of learning. Both the learning method and media are the two key factors that can aid the educators in accomplishing the objectives of learning effectively. This indicates that the achievement of educational purposes in the form of students' being able to master Arabic syntax will depend on whether or not the planning of the learning process is appropriate and professional.<sup>4</sup> Students can easily master Arabic syntax, if in their learning activities, the teacher uses the right method<sup>5,6</sup> and media<sup>7</sup>.

A correct method and medium for learning Arabic syntax will help students comprehend the material with ease.<sup>8</sup> Method itself refers to a series of ways that teachers use to achieve certain educational purposes.<sup>9, 10, 11</sup> This

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<sup>1</sup> Nasiruddin and Endah, "Eksperimentasi Metode Mind Map Pada Pembelajaran Nahwu Bahasa Arab Untuk Meningkatkan Hasil Belajar Siswa," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 85–100, <https://doi.org/10.14421/ALMAHARA.2019.051-05>.

<sup>2</sup> Umi Hijriyah et al., "Development of Digital Comic Media for Learning Qira'ah for Fifth Grade Students of Madrasah Ibtidaiyah," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 November (November 4, 2022): 693–710, <https://doi.org/10.29240/jba.v6i2.4361>.

<sup>3</sup> Abdul Mukhlis, "Pembelajaran Tutor Sebaya: Solusi Praktis Dalam Rangka Menyongsong Pembelajaran Sastra Yang Menyenangkan Bagi Siswa SMP," *JP-BSI (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)* 1, no. 2 (September 1, 2016): 68–72, <https://doi.org/10.26737/JP-BSI.V1I2.93>.

<sup>4</sup> Arif Rahman Hakim, "Mempermudah Pembelajaran Ilmu Nahwu Pada Abad 20," *Jurnal Al-Maqayis* 1, no. 1 (2014), <https://doi.org/10.18592/JAMS.V1I1.96>.

<sup>5</sup> Fajar Syarif, "Analisis Metode Pembelajaran Ilmu Nahwu Pada Majelis Taklim Al-Amanah Kebon Jeruk Jakarta Barat," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (June 12, 2017): 31–60, <https://doi.org/10.14421/ALMAHARA.2017.031-03>.

<sup>6</sup> Galih T. Lesmana, Ono Wiharna, and Sulaeman, "Penerapan Metode Pembelajaran Peer Teaching Untuk Meningkatkan Prestasi Belajar Siswa SMK Pada Kompetensi Dasar Menggunakan Alat Ukur," *Journal of Mechanical Engineering Education* 3, no. 2 (December 27, 2016): 167–73, <https://doi.org/10.17509/JMEE.V3I2.4546>.

<sup>7</sup> Wa Muna, "Kartu Permainan: Media Pembelajaran Bahasa Arab Kontekstual," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 7, no. 1 (January 1, 2014): 84–100, <https://doi.org/10.31332/ATDB.V7I1.245>.

<sup>8</sup> Ach. Sholehuddin and Muallim Wijaya, "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 Mei (May 14, 2019): 47–64, <https://doi.org/10.29240/jba.v3i1.708>.

<sup>9</sup> Zainal Aqib and Ali Murtadlo, *Kumpulan Metode Pembelajaran Kreatif Dan Inovatif: Buku Wajib Guru, Mahasiswa Dan Dosen* (Bandung: Satu Nusa, 2016).

requires them to prepare, process, and seek new innovations in Arabic syntax learning, so as to obtain the maximum result.<sup>12,13</sup> They must possess skills in teaching, or be familiar with many methods. Similarly, in Arabic syntax learning, they must also have plenty of learning methods and the ability to adapt to the students' current state.<sup>14</sup> The monotonous method also serves as a factor that can make Arabic syntax learning less interesting. Moreover, Hidayat and Wahyudi,<sup>15</sup> as well as Gunawan and Afyuddin<sup>16</sup>; also state that the students' learning results on Arabic syntax are experiencing setbacks due to the fact that the teachers fail to understand the inclination of their students during the learning process, inappropriate learning methods, as well as the lack of use of learning media.

Nasaruddin's research<sup>17</sup> argues that students' ability in Arabic syntax is still extremely low, even at the university level. Their lack of skills in reading and the grammatical errors they make when they speak prove that statement. The monotonous method also serves as a factor that can make Arabic syntax learning less interesting. Moreover, Hidayat and Wahyudi<sup>18</sup>, as well as Gunawan and Afyuddin<sup>19</sup>; also state that the students' learning results on Arabic syntax are experiencing setbacks due to the fact that the teachers fail to understand the

<sup>10</sup> Mahmud Ahmad Nahlah, *Ushul An-Nabwi Al-'Arabiyy* (Beirut: Daar al-Ma'rifah al-Jaami'ah, 2002).

<sup>11</sup> Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT. Remaja Rosdakarya, 2011).

<sup>12</sup> Ahmad Fatah, "Inovasi Pembelajaran Bahasa Arab (Respon, Tantangan Dan Solusi Terhadap Perubahan)," *Arabia* 8, no. 1 (2017), <https://doi.org/10.21043/ARABIA.V8I1.1942>.

<sup>13</sup> Rini Rini and Renti Yasmar, "Peningkatan Kompetensi Istima' Wa Takallum Melalui Media Film," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 Mei (May 8, 2020): 155–78, <https://doi.org/10.29240/jba.v4i1.1384>.

<sup>14</sup> Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Di Kota Padang," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 3, no. 1 (2016): 1–12, <https://doi.org/10.15408/A.V3I1.2879>.

<sup>15</sup> Hakmi Hidayat and Hakmi Wahyudi, "Ta'limu Qawaid Al-Lughah Al-Arabiyyah Bi Uslum Anton Dahdah," *Al-Manar: English and Arabic Journal* 10, no. 1 (2020), <http://ejournal.uin-suska.ac.id/index.php/almanar/article/view/10502>.

<sup>16</sup> Riski Gunawan and Moh Sholeh Afyuddin, "Fa'aliyah Istikhdam Istitratijyah Kharitati Al-Mafahimi Fi Ta'lim," *Asalibuna* 3, no. 2 (2019), <https://doi.org/10.30762/asa.v3i2.1578>.

<sup>17</sup> Nasarudin, "Ta'alumu Al-Qawa'idi Al-Nahwiyyah Wa Muḥāwalatu Taisīrihā," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 6, no. 2 (2018): 125–43, <https://doi.org/10.23971/ALTARIB.V6I2.1069>; Endang Munawar, Uril Bahruddin, and Nurhadi, "Al-Manhaj Al-Waṣfī Wa 'Alāqatuhu Bi Muḥāwalati Taisīri Ta'Līmi Al-Nahwi," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 5, no. 1 (2021): 62–77, <https://doi.org/10.33650/IJATL.V5I1.2002>.

<sup>18</sup> Hidayat and Wahyudi, "Ta'limu Qawaid Al-Lughah Al-Arabiyyah Bi Uslum Anton Dahdah."

<sup>19</sup> Gunawan and Afyuddin, "Fa'aliyah Istikhdam Istitratijyah Kharitati Al-Mafahimi Fi Ta'lim."

inclination of their students during the learning process, inappropriate learning methods, and a lack of use of learning media. The results from Mukhlis' observation<sup>20</sup> also indicate that Arabic syntax learning still often bumps into several issues. This is because the students are still not interested in the material, which only focuses on the principles of learning without enough implementation. Widodo<sup>21</sup> argues that when a student is learning Arabic syntax; he or she will only learn the theory, meaning they tend to neglect the practice. Therefore, many students might master Arabic syntax, yet it will not equal to their Arabic skills.

Teachers can use several methods to solve this problem, one of which is changing the learning method. They can also use simple learning media, thereby making the learning process more interesting.<sup>22, 23, 24</sup> Moreover, they can ask the students who already have high fluency to teach their peers who still have a lot to catch up on. This will allow them to possess better comprehension of the material, since they will apply the vernacular which they use daily. Besides, they will ditch their feelings of embarrassment or doubt (to ask a question), since it is their peers who are teaching them.<sup>25</sup> They will feel free to ask questions about the material that they still fail to understand, without feeling awkward. This method is a term for peer teaching, in which student(s) who have higher fluency than their peers teach them for them to fully understand the material.<sup>26</sup>

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<sup>20</sup> Mukhlis, "Pembelajaran Tutor Sebaya: Solusi Praktis Dalam Rangka Menyongsong Pembelajaran Sastra Yang Menyenangkan Bagi Siswa SMP."

<sup>21</sup> Arif Widodo, "Ṭaṭwīr Namūzāj Ta'limi Al-Nahwi 'Alā' Asās Al-Madkhal Al-Ittiṣālī Limahārati Al-Kalām Bi Al-Ṭaṭbīqī 'Alā' Ṭalabah Qismi Ta'limi Al-Lughah Aal-'Arabiyyah Bi Jāmi' Ah Sunan Derajat Lamongan," *Al-Arabi: Journal of Teaching Arabic as a Foreign Language* 1, no. 1 (May 1, 2017): 37–57, <https://doi.org/10.17977/UM056V111P37-57>.

<sup>22</sup> Sapriyah, "Media Pembelajaran Dalam Proses Belajar Mengajar," in *Prosiding Seminar Nasional Pendidikan FKIP*, 2019, 470–77.

<sup>23</sup> Elvia Susanti, Mahyudin Ritonga, and Bambang Bambang, "Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 Mei (May 8, 2020): 179–92, <https://doi.org/10.29240/jba.v4i1.1406>.

<sup>24</sup> Rois Hidayah Darajat and Zukhaira Zukhaira, "The Development of Lauhul Qilab (Flip Chart) Media for the Introduction of Arabic Vocabularies to Students at Kindergarten/RA/Pengembangan Media Lauhul Qilab (Flip Chart) Untuk Pengenalan Kosakata Bahasa Arab Pada Anak TK/RA," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 Mei (May 7, 2021): 23–38, <https://doi.org/10.29240/jba.v5i1.1966>.

<sup>25</sup> Yopi Nisa Febianti, "Peer Teaching (Tutor Sebaya) Sebagai Metode Pembelajaran Untuk Melatih Siswa Mengajar," *Edunomic Jurnal Pendidikan Ekonomi* 2, no. 2 (2014).

<sup>26</sup> Santi Farmasari, "Peer-Learning in Young Learners English Speaking Tasks: An Ecological Analysis," *International Journal of Language Education* 6, no. 3 (November 1, 2022): 254–66, <https://doi.org/10.26858/ijole.v6i3.32000>.

Peer teaching is a method of teaching and learning between one student and another without any intervention from the teacher.<sup>27</sup> It can happen when one student acts as a tutor or teacher.<sup>28</sup> It is a form of teaching where students who have high fluency help their peers who are less fluent to learn, either in pairs or small groups.<sup>29, 30</sup> The researchers draw a conclusion from the description above, namely: peer teaching is a learning method which involves a process where students who have high fluency and comprehension on a particular subject teach their peers who are less fluent.

Several researchers also indicate that peer teaching can overcome various problems in learning Arabic. For instance, Azizah's research<sup>31</sup> states that the learning results of the students (in reading) successfully increase after using peer teaching. Every student is able to achieve the minimum criteria of mastery, with a class average of 88.7. Moreover, Setiadi's research<sup>32</sup> also mentions that the aforementioned method and media can increase students' ability to write Arabic. It positively affects students' learning behavior. Furthermore, Hasana's research<sup>33</sup> also states that the aforementioned method and media successfully increase students' reading ability. Student(s) who have high fluency will focus on teaching their peers who face difficulties.

In the Publish or Perish application, the researchers found that there were plenty of studies that used the title, "peer teaching with card media". However, those studies still used a general scope, such as the utilization of peer teaching in learning Arabic or other common subjects. The researchers seldom

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<sup>27</sup> Farmasari; Martin Stigmar, "Peer-to-Peer Teaching in Higher Education: A Critical Literature Review," *Http://Dx.Doi.Org/10.1080/13611267.2016.1178963* 24, no. 2 (March 14, 2016): 124–36, <https://doi.org/10.1080/13611267.2016.1178963>.

<sup>28</sup> Nurul Fitria, Harum Masitoh, and Rico Fenda Pradana, "Metode Pembelajaran Nahwu Dengan Pendekatan Tutor Sebaya," in *Semnasbama*, vol. 4, 2020, 428–40, <http://prosiding.arab-um.com/index.php/semnasbama/article/view/637>.

<sup>29</sup> Henna Asikainen et al., "The Development of Approaches to Learning and Perceptions of the Teaching-Learning Environment During Bachelor Level Studies and Their Relation to Study Success," *Higher Education Studies* 4, no. 4 (July 30, 2014): p24, <https://doi.org/10.5539/HES.V4N4P24>.

<sup>30</sup> Brad A. Dufrene et al., "Peer Tutoring for Reading Fluency as a Feasible and Effective Alternative in Response to Intervention Systems," *Journal of Behavioral Education* 19 (2010): 239–56, <https://doi.org/https://doi.org/10.1007/s10864-010-9111-8>.

<sup>31</sup> Malihatul 'Azizah, "Application Of All In One System Method In Arabic Learning At MI Al-Falahiyah Mlangi, Nogotirtogamping Sleman Yogyakarta," *THORIQTUNA: Jurnal Pendidikan Islam* 1, no. 1 (September 4, 2018): 163–75, <https://doi.org/10.47971/TJPL.V1I1.100>.

<sup>32</sup> Syamsi Setiadi, "Peningkatan Keterampilan Kitabah Arabiyah Mahasiswa Melalui Metode Tutor Sebaya," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 1 (July 21, 2017): 31–39, <https://doi.org/10.24042/albayan.v9i1.1094>.

<sup>33</sup> Temu Nurul Hasanah, "Efektivitas Penggunaan Metode Tutor Sebaya (Peer Tutoring) Untuk Meningkatkan Maharah Qira'ah Pada Peserta Didik Kelas XI IPA Di Madrasah Aliyah Negeri 1 Yogyakarta," *Shant Al Arabiyah* 8, no. 2 (December 10, 2020): 101–12, <https://doi.org/10.24252/saa.v8i2.15142>.

found research which discussed peer teaching with card media in Arabic syntax learning. This motivated the researchers to do further research on that topic. That research aimed to determine the effect of peer teaching with card media on improving students' grammatical ability in Arabic. Furthermore, that research also aimed to determine students' responses to the implementation of the method and media.

Based on the problems that the researchers mentioned, that research used a quasi-experimental design with a non-equivalent control group design.<sup>34</sup> Prior to the provision of treatment, the researchers did a pre-test on both the experimental and control groups to determine the students' initial abilities in each group. After conducting the treatment, the researchers did a post-test for both groups to determine students' post-treatment abilities. The population of that research was the students from Dayah Darul Quran Junior High School, Aceh (academic year 2021–2022). The researchers divided them into 12 classes, with a total of 348 students. Due to the large population, the researchers took the samples using the purposive sampling method.<sup>35</sup> That research used samples which consisted of 29 students from class 2C (the experimental group) and 29 students from class 2B (the control group). The sampling used the results of the pre-test, which the researchers had provided to classes 2A, 2B, and 2C, as the foundation. Of those three classes, only class 2B and class 2C obtained pre-test scores that were nearly similar, hence the researchers chose them as the research sample. In that study, the researchers used two variables consisting of an independent variable and a dependent variable. The independent variable referred to the learning through the application of the peer instruction technique utilizing card media. Conversely, the dependent variable referred to the proficiency in comprehending Arabic syntax.

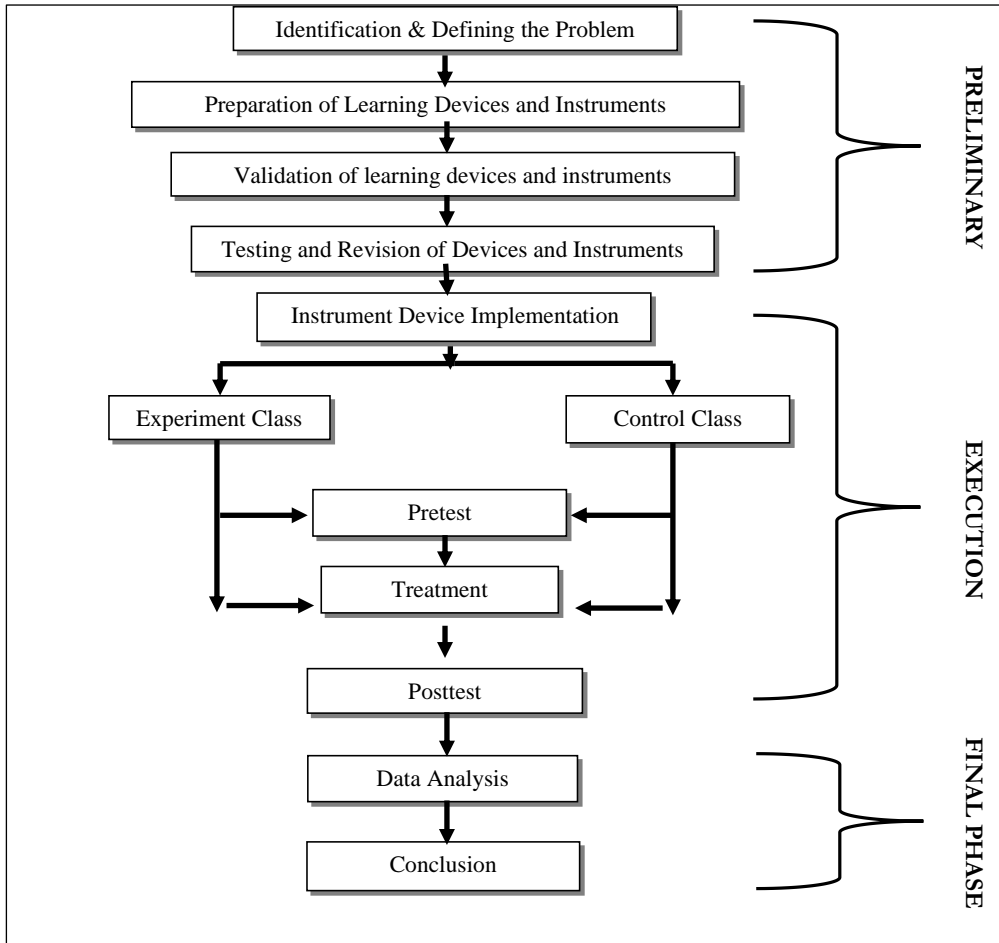
The researchers used two instruments in that research, namely test and non-test instruments. The former was the test to check the students' ability in Arabic syntax. The questions were in the form of multiple choices (in accordance with the material that the students learned). In measuring their ability on Arabic syntax, the researchers used two learning materials, which were *mubtada' khabar* and *kāna wa akhwātuhā*. Meanwhile, the latter was in the form of questionnaires. The researchers used them to determine students' responses in Arabic syntax learning which applied peer teaching with card media. The researchers conducted the filling of the questionnaires after they conducted the post-test. That study was conducted in three phases, namely: (1) preliminary phase, (2) execution phase, (3) final phase. Those phases are as shown in the figure below:

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<sup>34</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 2nd ed. (Bandung: ALFABETA, 2020).

<sup>35</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

**Figure 1. Research Phase**



**Findings and Discussion**

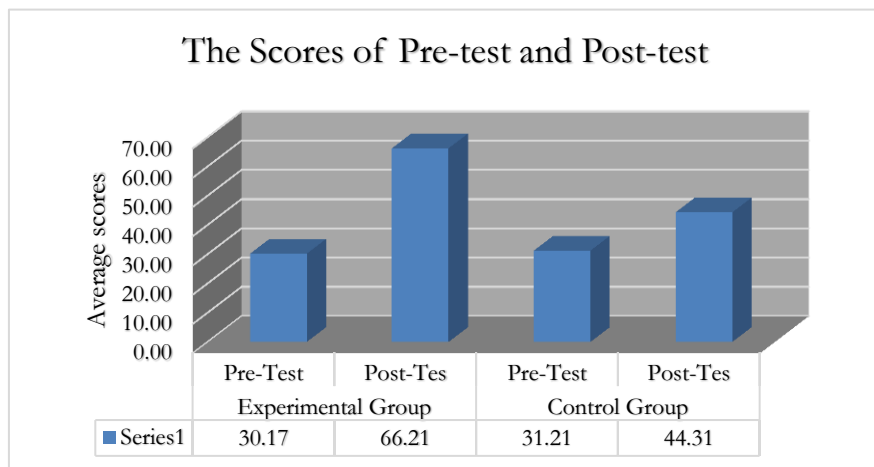
This research was carried out in six meetings in the control class and in the experimental class, with a time allocation of 2 x 40 minutes in each meeting. Different approaches were implemented in each class during the sessions. To evaluate the progress in the pupils' proficiency in Arabic syntax, the researchers administered a test to the students in both classes. The researchers conduct two stages of testing in the control and experimental groups, which are pre-test and post-test. The former aims to determine the students' ability in Arabic syntax, both prior to and after the implementation of peer teaching with card media. The researchers later analyze the scores of both the pre-test and post-test by

using SPSS 25 software. After the implementation of the analysis process is complete, the researchers find the results of the descriptive analysis as follows:

**Table 4.3** The Scores of Pre-test and Post-test of the Students' Ability in Arabic syntax

Groups	S	Min	Max	Average	Std. Dev
Pre-test of Experiment Class	29	5	70	30,17	21,107
Post-test of Experiment Class	29	25	90	66,21	20,118
Pre-test of Control Class	29	5	70	31,21	19,023
Post-test of Control Class	29	25	85	44,31	17,151
Valid S (Listwise)	29				

The average pre-test score in the experimental group is 30.17, while the average pre-test score in the control group is 31.21. Both scores do not show a significant difference. Meanwhile, the average post-test score in the experimental group is 66.21, while the average post-test score in the control group is 44.31. The former is higher than the latter. To find the difference between the two groups, one can see the following diagram.



**Diagram 1. The Scores of Pre-test and Post-test**

The results indicate that the implementation of peer teaching with card media significantly influenced students' proficiency in Arabic syntax. This is evidenced by the pre-test and post-test scores of both the experimental and control groups. Before introducing that specific teaching method to each class, the researchers administered a pre-test to assess students' proficiency in Arabic syntax. The average scores of the pre-test were almost identical in each class. The score distribution was still considerably low, and the students failed to meet the minimum mastery criteria. This was expected since Arabic syntax is a



challenging subject, especially for Indonesian (or any other foreign) students, which accounted for their poor performance. Khitam<sup>36</sup> supports this idea by stating that Arabic syntax is a difficult material since it has many rules, therefore one requires more ability to master it - and not everyone can do it easily.

After applying peer teaching with card media in the experimental group and inductive learning in the control group; the researchers conduct a post-test in each class to measure students' abilities after the application of those methods. The results show that there is an increase in the scores of the students who learn through peer teaching with card media, which is higher than the scores of the students in the control group. This is in accordance with Wali, Winarko and Murniasih's research<sup>37</sup> which indicates that the application of peer teaching can increase students' enthusiasm in learning, therefore it might produce better results. Overall, this shows that increasing their ability in Arabic syntax by using peer teaching with card media is more effective than using inductive method.

That increase happens in both classes; however, the one that happens in the experimental group is more significant. The acquisition of the average value of both classes proves it. The average value of the experimental group is higher than the one in the control group. Azzahroh's research<sup>38</sup> on the increase of students' reading skills after using peer teaching shows a similar result. Students who learn through that method manage to increase their reading skills. However, the increase is not as significant as when applying that method to card media. After taking a closer look at the results of the post-test in the experimental group, the researchers manage to find that students who act as teachers tend to have higher scores compared to their peers whom they teach. This shows that when they are teaching Arabic syntax material to their peers, they are also learning for themselves.<sup>39</sup>

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<sup>36</sup> Achmad Khusnul Khitam, "Ta'lim Al-Qawāid Al-Naḥwiyyah: Baina Al-Masyakil Wa Al-Ḥilli," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (June 27, 2018): 57–76, <https://doi.org/10.14421/ALMAHARA.2018.041-04>.

<sup>37</sup> Gaspar Naju Kaduwu Wali, Wignyo Winarko, and Tatik Retno Murniasih, "Peningkatan Keaktifan Dan Hasil Belajar Siswa Dengan Penerapan Metode Tutor Sebaya," *RAINSTEK: Jurnal Terapan Sains & Teknologi* 2, no. 2 (2020): 164–73, <https://doi.org/10.21067/jtst.v2i2.3574>.

<sup>38</sup> Aida Lutfi Azzahroh and Mohammad Ahsanuddin, "Penerapan Model Pembelajaran Tutor Sebaya Untuk Meningkatkan Keterampilan Membaca Bahasa Arab Kelas X IIS Di SMA Babul Khairat," *JoLLA: Journal of Language, Literature, and Arts* 2, no. 7 (2022): 1005–19, <https://doi.org/DOI: 10.17977/um064v2i72022p1005-1019>.

<sup>39</sup> Kurniawansyah, "Pengaruh Strategi Pembelajaran Tutor Sebaya Terhadap Hasil Belajar Fiqh Materi Taharah Siswa Kelas Vii MTs Ulumul Qur'an Kecamatan Medan Kota Tahun Pembelajaran 2019/2020," *Tausyiah: Jurnal Hukum, Pendidikan Dan Kemasyarakatan* 10, no. 2 (2020): 102–10.

This will also enhance what they have learned from their responsibilities<sup>40</sup>. Therefore, it is not shocking if they get better results than their peers. They understand the material before they teach it to their peers. This makes them better able to remember the materials. Similar to this, Djamarah and Zian<sup>41</sup> also state that learning through peer teaching can enhance the "teachers" knowledge of the particular material. The reason is because when they teach their peers about it, they are also reviewing and memorizing that material.

In order to determine the effect of the application of peer teaching with card media in improving students' ability in Arabic syntax; the researchers perform N-gain test.<sup>42</sup> Afterwards, the researchers found that the average score of N-Gain in the experimental group is 56.18. In the interpretation table for N-Gain score, that score belongs to the moderate category. Meanwhile, the average score of N-Gain in the control group is 17.87, in which it belongs to the low category. Hence the researchers conclude that there is a difference between the average N-Gain scores in the experimental and control groups - with an average difference of 38.31. This shows that there is an increase in the experimental group. Furthermore, this increase is higher than the one in the control group, therefore the researchers conclude that the application of peer teaching with card media can really improve students' ability in Arabic syntax.

### Students' Responses

In order to determine students' responses to the application of peer teaching with card media, the researchers use a research instrument in the form of questionnaires with Likert Scale. The questionnaires contain five choices, namely *SS* (Strongly Agree), *S* (Agree), *N* (Neutral), *TS* (Disagree), and *STS* (Strongly Disagree).<sup>43</sup> If the questionnaire results range from 81% - 100%, it can be considered a very positive response. A response ranging from 61% - 80% is positive, while a response ranging from 41% - 60% is less positive. A response ranging from 21% - 40% is negative, and a response ranging from 0% - 20% is considered very negative. The assessment criteria consist of two aspects: responses and reactions. The former comprises two indicators: format and

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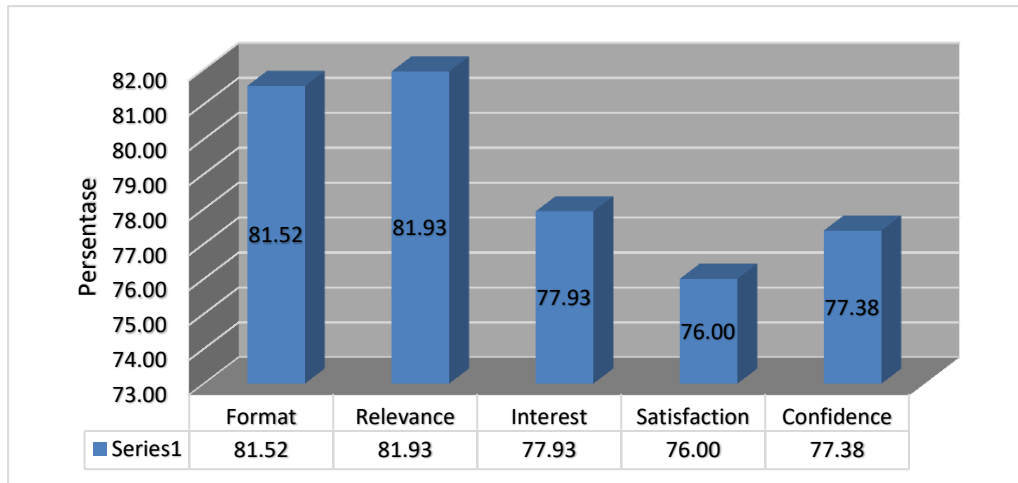
<sup>40</sup> Nining Mariyaningsih and Mistina Hidayati, *Bukan Kelas Biasa* (Surakarta: CV Kekata Group, 2018).

<sup>41</sup> Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006).

<sup>42</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

<sup>43</sup> Febblina Daryanes and Deci Ririen, "Efektivitas Penggunaan Aplikasi Kahoot Sebagai Alat Evaluasi Pada Mahasiswa," *Journal of Natural Science and Integration* 3, no. 2 (October 31, 2020): 172, <https://doi.org/10.24014/jnsi.v3i2.9283>; Wakhidati Nurrohmah Putri, "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah," *LIS-ANLA: Journal of Arabic Education and Literature* 1, no. 1 (July 1, 2017): 1-16, <https://doi.org/10.18326/lisania.v1i1.1-16>.

relevance, while the latter comprises three indicators: interest, satisfaction, and confidence. The research findings reveal that the average response rate of students was 78.95%, which falls into the positive category. The detailed information is presented in the following diagram.



**Diagram 2. The Percentage of Students' Responses Questionnaire**

The researchers use the students' responses to a questionnaire to determine the results of the students' responses in Arabic syntax learning, which applies peer teaching with card media. The questionnaires contain 26 statements, which are based on the students' respective indicators, in which they have both positive and negative statements to have an objective assessment. In this section, the researchers discuss the results of the students' responses to questionnaires, which they classify into two aspects, namely response and reaction. One can use two criteria to measure students' responses: their responses towards the learning process as well as their reactions after they finish it.<sup>44</sup>

The format indicator is related to media usage. In Arabic syntax learning, which uses peer teaching, the researchers also use a learning medium in the form of cards. In this indicator, there are five statements, which consist of three positive statements and two negative statements. The average students' responses to this indicator are 81.52% (meaning it belongs to the positive category). This indicates that the card media are good and the writings there are legible, so students can read them with ease. In order to make the card media

<sup>44</sup> Lijana, Ruqiah Ganda Putri Panjaitan, and Eko Sri Wahyuni, "Respon Siswa Terhadap Media Pembelajaran Komik Pada Materi Ekologi Di Kelas X SMA," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 7, no. 3 (March 21, 2018), <https://doi.org/10.26418/JPPK.V7I3.24511>.

look more attractive, the creators use color and neat writing. The presentation of a medium must be clear and neat for it to be considered a good one<sup>45</sup>.

Furthermore, students' responses related to the relevance indicator are higher than those related to the other indicators. Relevance itself refers to the consistency of learning with students' learning purposes and suitability with their learning methods, as well as the usefulness of the study for their lives. The results of students' responses to this indicator show that the average score is 81.93% (meaning it belongs to the very positive category). This shows that learning through the aforementioned methods and media is in accordance with the learning purposes of the students. That method can give good results to students [1]. Moreover, that particular method and media also suit the students' learning styles due to the fact that it is a method where one student (or more) teaches the others who still need a lot of catching up to do.

Meanwhile, students' interest in the application of that method and media in their learning process also greatly influences the learning process itself. The average students' responses to the interest indicator are 77.93% (meaning it belongs to the positive category). This signifies that peer teaching with card media makes them more interested in learning Arabic syntax. Lijana<sup>46</sup> argues that teachers can attract students' attention through a media, as well as through simple explanation; in order for the students to understand the material easier<sup>47</sup>. Students' satisfaction in learning Arabic syntax through peer teaching with card media shows a positive result as well. Its average percentage is 76.60. Although this is the lowest percentage than the other indicators; it still shows positive students' responses. This signifies that learning Arabic syntax through peer teaching with card media can really create positive feelings for the students in the learning process. They feel that the learning atmosphere is more exciting since they can discuss and exchange ideas with their peers.

Finally, the confidence indicator refers to a positive expectation (from the students) that they will succeed. The average students' responses to it are 77.38% (meaning it belongs to the positive category). This indicates that the application of peer teaching with card media in Arabic syntax learning makes the students feel more confident. With that method, students who teach their peers

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<sup>45</sup> Ely Savitri, Ruqiah Ganda Putri Panjaitan, and Titin, "Respon Siswa Terhadap E-Comic Bilingual Saluran Dan Kelenjar Pencernaan," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 5, no. 8 (August 16, 2016), <https://doi.org/10.26418/JPPK.V5I8.16254>.

<sup>46</sup> Lijana, Panjaitan, and Wahyuni, "Respon Siswa Terhadap Media Pembelajaran Komik Pada Materi Ekologi Di Kelas X SMA."

<sup>47</sup> Jennifer Charteris, "Learner Agency and Assessment for Learning in a Regional New Zealand High School," *Australian and International Journal of Rural Education* 25, no. 2 (2015): 2–13, <https://doi.org/https://doi.org/10.47381/aijre.v25i2.12>.

will have high self-confidence, since they can teach them.<sup>48</sup> Similarly, those who receive guidance tend to feel confident as well, since they will understand Arabic syntax easily with the help of their peers and card media.

Based on the elaboration and results of the research on students' responses to learning Arabic syntax through peer teaching with card media, the researchers have concluded that the implementation of this method and media in the eighth grade of Darul Quran Junior High School, Aceh, is appropriate for Arabic syntax learning. In summary, the research has found that the average of students' responses is 78.95, indicating that it falls into the positive category. Similarly, Susanti and Falah's research<sup>49</sup> on the application of inductive method with NHT model and card media in Arabic syntax learning also shows a very positive response. Despite both methods receiving positive responses from the students, they belong to different categories. The research results indicate that learning Arabic syntax through peer teaching with card media is suitable for the students' needs and learning style. The positive students' response after learning is 78.95%, which shows that this method is beneficial, provides more attention to the students, gives satisfaction, and enhances their confidence, resulting in an improvement in their understanding of Arabic syntax.

## Conclusion

Drawing from the research results and discussion, the researchers reach the conclusion that the average post-test score in the experimental group increased significantly compared to the average pre-test score in the control group. Additionally, significant differences were found in the average N-Gain score between the experimental and control groups based on the N-Gain test results. These findings prove that the implementation of peer teaching with card media effectively enhances students' proficiency in Arabic syntax, falling within the moderate category.

Moreover, students respond positively to learning Arabic syntax through peer teaching with card media. The researchers measure the positive responses of the students using the indicators of format, relevance, interest, satisfaction, and confidence. Overall, the researchers discover that the average of students' responses belongs to the positive category. The positive responses to the use of peer teaching with card media in their learning process demonstrate that

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<sup>48</sup> Haris, "Model Pembelajaran Peer Teaching Dalam Pembelajaran Pendidikan Jasmani"; Lin Gu, "Language Ability of Young English Language Learners: Definition, Configuration, and Implications," *Language Testing* 32, no. 1 (2015): 21–38, <https://doi.org/https://doi.org/10.1177/0265532214542670>.

<sup>49</sup> Dewi Susanti and Moch Fajarul Falah, "Tatbiq Al-Tariqah Al-Qiyasiyyah Wa Uslub NHT Bi Al-Bitaqah Al-Takammulah Li Tarqiyah Qudrah Al-Talibat 'ala Fahm Al-Qawa'Id Al-Nahwiyyah Bi Ma'Had Dar Al-Ihsan," *EL-MAQALAH: Journal of Arabic Language Teaching and Linguistics* 1, no. 1 (June 24, 2020): 56–69, <https://doi.org/10.22373/MAQALAH.V1I1.518>.

implementing this method and media in Arabic syntax learning is highly suitable for their needs and learning style. Additionally, it is beneficial, provides more attention to the students, offers satisfaction, and enhances their confidence; therefore, improving their understanding of Arabic syntax. This study also provides a broader opportunity for other researchers to conduct further research on the implementation of the peer tutor method with card media in other Arabic language materials.

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