

How to Improve through Media Strip Story?

Isma Maryamah¹, Yayan Nurbayan², Mia Nurmala³, Anpas Tohir Maulana⁴

^{1,2,3}Universitas Pendidikan Indonesia Bandung, Indonesia

⁴University College Bedër, Albania

E-mail: ismamaryam@upi.edu

Abstract:

Reading ability is a person's ability to understand written content and then manifest it by reciting it orally. The ability to read is the basis for developing one's language skills because Arabic is always related to Arabic texts. The problem found by researchers at Madrasah Diniyah Almunawarotul Banat is the need for students' ability to read and understand the contents of Arabic texts. This study aims to improve the reading skill (*maharah qiraah*) of fifth-grade students at Madrasah Diniyah Almunawarotul Banat in learning Arabic using the Strip Story method. This research is a classroom action research (CAR) that focuses on action research, which consists of two cycles, with the subject being fifth-grade students at Madrasah Diniyah Almunawarotul Banat, a total of 20 people. The results of this study indicate that the method of story strips can improve students' ability to read Arabic texts. In the first cycle, only a small number of students could read Arabic sentences, with an average of 66.5%. In the second cycle, almost 80% of students could read Arabic texts; judging from the average obtained, it was 75.45%.

Keywords:

Learning method; Reading ability; Strip story method

INTRODUCTION

Language ability, or *maharah al-lughah*, is a fundamental ability that everyone must possess when learning a language. Because through language, one can express ideas, thoughts, and ideas to one another in obtaining information (Rahman, 2016). Language serves as an aspect that is often carried out in daily activities to communicate with each other so that language skills are essential for everyone to learn. Every language learner must know and understand the various skills and be able to develop these skills (Amri & Kurniawan, 2023). As Arabic is a foreign language that is learned a lot after English by language learners, mastery of Arabic must be based on the ability to acquire a good language good, namely verbal communication that begins with listening to letters until Arabic sentences are correctly, then they can be spoken clearly, then manifested by written communication, namely through the ability to read and write sentences (Ussolichah, et.al. 2021).

Apart from communication purposes, Arabic is also used as a capital in understanding the Al-Qur'an, Hadith, and books in Arabic which contains other Islamic scholarship that is always studied by every Arabic learner (Supriyadi et al., 2021; Mursalin, 2021). So this encourages many people who want to learn Arabic. In addition to scientific interests, Arabic is

used as a foreign language to study for global information. Of course, for this to be achieved, it must be supported by someone's mastery of reading Arabic source books (Munawaroh, 2020; Ghozi, 2022).

Similarly, learning Arabic cannot be separated from maharah qiro'ah because maharah qiro'ah is a person's essential capital in language acquisition. Maharah qiro'ah itself requires primary capital, namely mastery of microdata because maharah qiro'ah itself is closely related to texts or texts whose sentences use Arabic. Maharah qiro'ah can be interpreted as the ability to read, namely the ability to observe and understand the contents written in an article. Reading means that the writer and the reader communicate in the written text, so reading can create a cognitive relationship between written and spoken (Harianto, 2020; Hidayah, 2020). So it can be concluded that maharah qiro'ah is a skill that uses the ability of the mind to understand and read an Arabic text that is expressed orally. Maharah qiro'ah aims to recognize Arabic letters and know the elements of language in texts or texts (Judge, 2021). So maharah qiro'ah is very important for students in learning Arabic, maharah qiro'ah itself occupies a level second in the maharah lughah stage after maharah istima' and takallum, then this becomes the basis for language learners in learning and improving the language skills they already have (Lahlali, 2021; Laili, 2022).

Tierney argues that "reading is a fundamental ability and one of the most complex human skills", or it can be interpreted that reading is one of the primary and complex human skills (Tierney, 2021). But, learning maharah qiro'ah arabiyah found in madrasas has several obstacles that cause a lack of language skills acquired by students. Maharah qiro'ah in learning Arabic is still tricky due to several obstacles. First, because of the lack of students' knowledge and mastery of microdata. Second, students are not able to read Arabic texts thoroughly. Third, students do not get complete information regarding the Arabic text or texts they read (Musthafa & Maymunah, 2021). So that a lot of stigmas have emerged, stating that Arabic is a language that is difficult to learn because educators teach Arabic passively, so students feel bored and less motivated when learning Arabic. Therefore, educators in teaching Arabic must be able to upgrade innovative and creative teaching methods tailored to students' needs and levels. The learning method is a way of working that is used to facilitate educators in the learning process so that the knowledge conveyed is appropriate and maximal (Abicandra, 2022; Syamsidah, 2017). According to Sudjani (2020), learning methods are very diverse, and each has its advantages and disadvantages; therefore, an educator must consider methods relevant to

students' needs (Sudjani, 2020). With learning methods designed innovatively and creatively by each teacher, a teaching and learning process will be created that will make students interested in learning Arabic, and learning objectives will be achieved optimally (Uliyah & Isnawati, 2019).

Facts found by researchers at Madrasah Diniyah Almunawarotul Banat show that there are problems that occur when students still have difficulties in learning Arabic, especially in mastering maharah qiblah. Among them can be concluded by researchers; first, students who already know and master the microdata introduced by the educator related to the material taught before have not been able to realize it in students' reading activities when presented with a text narrative or a series of sentences. Second, students cannot distinguish between reading the Qur'an and Arabic texts. Arabic language learning in madrasah diniyah has been carried out a lot to understand the sources of Arabic books; students' maharah qiro'ah should be perfect because learning Arabic in madrasah diniyah generally takes quite a long time compared to learning Arabic in other Islamic schools (Hasan & Muslim, 2021). However, learning within the scope of the diniyah tends to prioritize the lecture method as a way of teaching and learning (Aprianto et al. 2020); this causes students to experience problems in understanding Arabic microdata, especially in improving their language skills. So educators at madrasah diniyah should be able to evaluate the learning process that has been carried out and know what needs to be improved in further learning Arabic (Pawestri et al., 2020).

Thus this is the focus of the problem for researchers that there is a need to increase students' maharah qiroah in Arabic texts or texts, namely by using innovative methods and by student levels as a success factor in learning (Rohman, 2022). The method is part of the learning strategy, so in the teaching and learning process, educators must have innovation and creativity in using teaching methods in each learning process (Budianingsih & Qadriani, 2021). Apart from that, it is necessary to have strong motivation and good enthusiasm from educators and students in the teaching and learning because this is the basis for someone to learn science. A method allows teachers to create an active and creative learning atmosphere (Hamid, 2019). Therefore, teachers and students must be interdependent, meaning there must be interaction with each other to optimise learning (Widiasri et.al., 2022). One method that can be used as a reference for educators is the educational game method. According to Hasriadi (2022) who argues that by using games in language learning will require students to play an active role optimally in following the flow of the game ordered by the educator; when the educator focuses

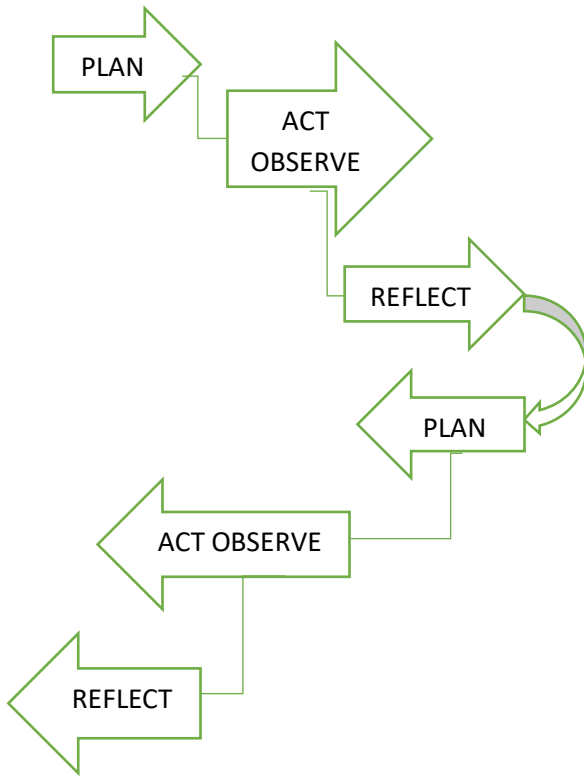
on the linguistic aspect, namely Arabic in the game, then the use of Arabic as the target language will be intertwined naturally (Hasriadi, 2022).

The researcher specializes in the role of the strip story educational game method at the madrasah to increase maharah qiro'ah to students as one of the fundamental aspects of learning Arabic (Yurisa, 2019; Ulfa, 2019). Strip story is a learning media initiated by Prof. E. Gibson in the form of cards containing text and then made into several pieces of cards. This method is often found in foreign language learning and can also be used for learning Arabic. In previous studies, this method is usually used in traditional schools such as SD/MI. Therefore researchers provide innovations with the strip story method, which is an alternative method for teachers in madrasah diniyah because the strip story method is capable of creatively producing student creativity creatively so that students like it. Using strip story can develop students' cognitive language by making efforts to compose stories from sentences so that they become intact and can be understood by students (Fitri, 2021; Shaban & Himood, 2021).

As for learning Arabic, students are encouraged to be able to read and communicate in Arabic through enjoyable activities; reading ability is a level that students must master after mastering listening and reading skills (Ubadah, 2020). When reading skills are understood and mastered by students, they can easily understand information from the text they read. Researchers also hope that students can read books in the target language as the primary goal of maharah qiro'ah in learning Arabic (Mustafa, 2020). So therefore, to improve students' maharah qiro'ah in understanding Arabic texts quickly, it is necessary to have media tools, namely by using the role of the strip story educational game method, which is capable of being the needs of every teacher, especially madrasah diniyah teachers in learning Arabic (Andarwati, 2019).

METHODS

In this study, the researcher chose the research subject, namely class V students of DTA Al-Munawarotul Banat Bandung, for the 2022/2023 school year because the researcher is one of the teachers at the school. The method used in this study is a naturalistic-qualitative approach. The type of this research is Classroom Action Research (PTK) called the Kemmis and Taggart action research model.



As for the research planning, the researcher first prepares the lesson plans, then determines the research instruments, makes teaching media and prepares the material to be presented in the learning process.

This study only uses one class as a research subject with repeated actions until the researcher is satisfied enough with the results that lead to excellent and significant development (Lao et al., 2022). The research was carried out in two cycles with the aim that the problems that occurred in the learning process could be resolved. In each cycle, the pattern of planning – action and observation - reflection is applied. The initial assessment instrument was measured through tests and non-tests. Students were tested on how to read Arabic texts before and after treatment. Then conducted interviews and questionnaires for students. So that data collection is observed based on the process and results. As for analyzing data, researchers focused on research subjects that could be seen from activities during the learning process, such as learning readiness, active answering, teamwork, and others. And for the following data, both numerical and non-numerical are analyzed and described to determine the progress of each cycle. The teacher, as a researcher, observes changes in student behaviour from each cycle (Kemmis, 1988).

RESULTS AND DISCUSSION

Arabic learning is carried out by fifth-grade students at DTA Al-Munawarotul Banat once a week with an allotted time of ninety minutes. Before determining the suitable method, every teacher must understand healthy students' abilities in participating in the learning process (Nurgiansah et al., 2021). The researcher previously observed students knowing their ability to read Arabic texts because one way to determine class action research materials was to find students' problems in learning Arabic (Qodir, 2021). Researchers conducted interviews with several students which further researchers can understand in the following points.

1. Students cannot distinguish between reading Arabic texts and reading the Qur'an.
2. Students do not understand what is read
3. Students have not been able to read properly in terms of the sound of letters.

This research was conducted in two cycles.

1) First Cycle

a. Planning (Plan)

At the planning stage, researchers prepare several aspects of them.

- 1) Make lesson plans
- 2) Prepare teaching materials
- 3) Setting up *Strip Story* media
- 4) Prepare test and observation sheets

b. Action and Observation (Act Observe)

1) Introduction

The teacher starts the lesson by reading a prayer together, then reading the verses of the Koran as well as ziyadah memorizing juz 30. Before the teacher explains the material to be taught, the teacher first reviews the material that has been taught before, namely memorizing microdata with the theme "عنوان". The next step is the teacher presenting Arabic texts to be read individually by all students as a pre-test. From these activities, it can be seen that students are still not fluent in reading. Students have difficulty distinguishing the letters contained in each sentence that is taken from other sentences (Putra & Supatmi, 2022).

2) Core activities

The teacher then began to practice the strip story by presenting Arabic texts in the form of pieces of paper. Each student is divided into 4 groups, so that of the total number of students, each group consists of 5 people. Then each group makes a small circle to use the media in rotation. The teacher divides pieces of Arabic story text into 5-7 pieces of paper, each in one paragraph, and each group gets different pieces of paragraph text.

Then one by one, they are given pieces of paper containing random sentences, so students must first read them properly and correctly and loudly until the other groups hear them. One group must be able to assemble several pieces of paper so that it becomes a correct sentence. From there, the ability to cooperate internally and externally in groups is enthusiastic.

3) closing

At this stage, the teacher reviews the material that has been taught. The teacher provides material reinforcement by asking questions about the conclusions of the reading, which are then conveyed differently according to each student's understanding (Ridho et al., 2021).

At the time of observation, the researcher had an observation sheet that the researcher and other teacher friends would review in assessing the learning process that had been carried out (Azizah & Fatamorgana, 2021).

c. Reflection

At this stage, the researcher and other teacher colleagues analyzed and identified the results of observations made during the learning process through the assessment instrument sheet. This is where the researcher determines the planning to be carried out in the second cycle (Suryaatmaja, 2021).

2. Second Cycle

a. Planning (Plan)

At the planning stage, researchers prepare several aspects of them.

- 1). Make lesson plans and teaching materials
- 2). Preparing Strip Story media
- 3). Prepare an observation sheet

b. Action and Observation (Act Observe)

1). Introduction

The teacher starts the lesson with greetings, then reads a prayer together, then reads the verses of the Koran as well as ziyadah memorizing juz 30. In the next meeting, the teacher already knows the results of the first cycle. Before the teacher explains the material to be taught, the teacher first reviews the material that has been taught in the first cycle, namely the Qur'an text with the theme "عنوان".

2). Core activities

The teacher then began to practice the strip story again, but in group placements, it was done randomly so that they could find out do students still remember the sentences that had been read in the previous meeting. Each student is divided into 2 groups, so that of the total number of students, each group consists of 10 people. Each group is challenged to find out what reading is excellent and correct on a scale of increasing and different numbers of people. Furthermore, the technical matters of implementation are equated with the implementation in the previous cycle.

Furthermore, at the observation stage, the researcher observed the results of the learning process during the students' oral tests in reading texts related to the material.

3). Closing

The teacher concludes the material and conducts a question-and-answer session with the students.

a. Reflection

At this stage, the researchers concluded the results of the implementation of the second cycle.

Observation results of cycles I and II

From the results of research that has been done, it is proven that the strip story educational game method in learning Arabic is very effective. The students became enthusiastic because they felt that this method was very interesting for students so that learning was fun.

During the pre-cycle research, the researchers obtained initial data on the qiblah abilities of the fifth-grade DTA Almunawarotul Banat students, totalling 20 people, including 6 boys and 14 girls. The research was conducted in two cycles. Before the treatment, the

researcher made an initial test to determine the student's ability to read Arabic texts presented in Table 1.

Table 1. Student Oral Test Results (Initial Value)

Student's name	initial values	Second Value	Student's name	Initial Value	Second Value
OF	70	73	QI	80	85
AN	55	57	RI	50	50
WITH	75	78	RF	70	78
ASY	80	85	RG	70	75
BE	60	60	SS	75	78
GA	50	50	TJ	70	70
ME	65	67	WE	75	75
MZ	70	72	FOR	60	65
THAT	75	80	she	65	68
NAZ	65	69	FAJ	50	50

From this table, the frequency of values presented in table 2 can be obtained.

Table 2. Preliminary Data on the Frequency of Student Oral Tests

Value Term	f(TL1)	F(TL2)
50-59	4	4
60-69	5	3
70-79	9	5
80-89	2	7

90-100

0

0

Based on the results of the students' first pre-cycle oral tests on reading Arabic texts, an average of 66.50 was obtained. As for the pre-cycle oral test, the two students obtained an average of 69.25.

Cycle I Research Results

In the first cycle of research, the teacher tried to introduce mufrodat from Arabic material entitled "عنوان" Then the teacher starts the *Strip Story* method by dividing the group into 4 mixed groups. However, there are still some difficulties experienced by students. Among them 14 people still have difficulty reading Arabic texts.

Cycle II Research Results

In the second cycle of research, the teacher saw an increase after the second cycle was carried out, namely in cycle I it was 74.56% and in cycle II it was 77.05% which can then be presented in Table 3.

Table 3. Recap of Data on Students' Oral Reading Test Results in Arabic

Cycle	X	Percentages
I	4	74.56%
II	4	77.05%

Information: X = the number of groups that took an oral test reading Arabic texts. Each group consists of 5 people.

In testing how students' reading skills the researcher determined indicators of assessment of reading Arabic texts from the following data presented in Table 4.

Table 4. Oral Test Results Cycle I and Cycle II

Student's name	initial values	Second Value
OF	72	78

AN	58	64
WITH	80	86
ASY	84	90
BE	64	67
GA	53	56
ME	70	75
MZ	73	85
THAT	76	85
NAZ	66	72
QI	82	90
QI	82	90
RI	54	58
RF	76	85
RG	73	75
SS	77	80
TJ	76	78
WE	79	82
FOR	65	75
She	68	72
FAJ	54	56
The highest score	53	56

Lowest Value	84	90
---------------------	----	----

Table 5. Frequency of Cycles I and II Results

Value Term	f(TS1)	F(TS2)
50-59	4	3
60-69	4	2
70-79	9	7
80-89	3	6
90-100	0	2

Based on the results of the students' first pre-cycle oral tests on reading Arabic texts, an average of 70.00 was obtained. As for the pre-cycle oral tests, the two students obtained an average of 75.45.

From the results of the first cycle test, it can be broken down as follows:

Lowest score: 53

Highest score: 84

The second cycle can be detailed as follows:

Lowest score: 56

Highest score: 90

This research was conducted to know how to increase the ability of students' maharah qiro'ah in learning Arabic through the use of strip story media that has been applied to provide a change to increase students' reading ability in Arabic texts.

Before implementing the strip story in madrasah diniyah, teachers only relied on the lecture method and microdata memorization without any innovations that could arouse students' passion for learning Arabic. In previous research, strip stories were only carried out on general subjects,. However, currently the use of strip story media can be used on any subject, referring to the effectiveness of the subject itself (Hasanah, 2021).

Based on the results of student's ability to read Arabic texts through strip story media, it can be seen from the indicators of reading ability in cycle I, including the pronunciation of makers' letters, namely 72.66%. In language skills or dialect, the percentage is 75.50%. And on reading fluency amounted to 70.85%. In cycle II, students experienced an increase from the three indicators of success in reading, including in pronunciation, the score was 78.92%; in speech or dialect, it was 80.05%; and in reading fluency, it was 74.70%. Thus, students' maharah qiroah abilities are increased based on scores that have reached and exceeded the assessment indicators. So it can be concluded that success has increased and been achieved.

"Usually, learning in Madrasah Diniyah only relies on traditional teaching methods, which have an impact on the tedious learning process. However, the Strip Story method, which has been practised in the learning process, especially learning Arabic, makes students participate actively and in the end can read texts properly and correctly."

Thus, the educational game method strip story can improve students' maharah abilities and become an innovative method for learning Arabic, especially in the scope of madrasah diniyah. Because in essence, the Strip Story method gives a positive impression that can inspire students to be active and feel the excitement during the learning process (Purnama et al., 2022).

CONCLUSION

Based on the discussion, it can be concluded that the Strip Story method can improve students' maharah qiro'ah, which can be seen from the indicators of students' reading success which increase from each cycle because the strip story media is designed so creatively that it can increase students' enthusiasm in the learning process, especially Arabic. Researchers suggest that every teacher, especially teachers in madrasah diniyah, be able to develop methods that can encourage students to be active and creative during the learning process. And the strip story method is expected to be an alternative method for teachers in teaching Arabic, especially in improving students' maharah qiblah.

REFERENCES

- Abicandra, M.N.H. (2022). Tathbiq al-Taqyim al-Waqi'iy Fi Ta'lim al-Lughah al-'Arabiyah Fi Barnamaj Dirasah al-Lughah al-'Arabiyah Bi al-Ma'had al-Islamiy al-Idrisiy Li al-Banin Jember. *ARKHAS, Arabic KH. Achmad Siddiq*, 2(1), 1-16.
<http://digilib.uinkhas.ac.id/18334/1/1267>

- Aprianto, A., Ritonga, M., Marlius, Y., Nusyur, R. (2020). The Influence of Using Audio- Lingual Method on Students' Speaking Skill at Madrasah Diniyah Takmiliyah Awwaliyah. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(2), 147-160. <https://doi.org/10.22219/jiz>
- Amri, C., & Kurniawan, D. (2023). Strategi Belajar & Pembelajaran dalam Meningkatkan Keterampilan Bahasa. *Journal of Student Research (JSR)*, 1(1), 202-214. <https://doi.org/10.55606/jsr.v1i1.980>
- Azizah, A. (2021). Pentingnya Penelitian Tindakan Kelas Bagi Guru dalam Pembelajaran. *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 15-22. <https://doi.org/10.36835/au.v3i1.475>
- Budianingsih, T., & Qadriani, N.L. (2021). Analisis Kebutuhan Pengembangan Kolaborasi Metode Pembelajaran Bahasa. *Al-Azhar*, 6(1), 22-32. <https://10.36722/sh.v%vi%i.471>
- Fitri, K. (2021). An Analysis of Improving Reading Comprehension Skill by Using Strip Story. *Thesis*.
- Ghozi, M. (2022). Bahasa Arab sebagai Komunikasi Orang Islam. *Pena Islam: Jurnal Pendidikan Agama Islam*, 5(2), 60-67. <https://ejournal.uluwiyah.ac.id/>
- Hakimah, N. (2021). Fa'aliyatu Thoriqotul Qowa'id wa at-Tarjamah Biwasilati Qitho'ul Qishoh "Strip Story" Fi Darsil Muthola'ah Litarqiyati Qudrotu at-Thullab 'ala Mahaarotil Qiroah fi Ma'had al-Mujaddid al-Mutakaamil al-Islamiy. *Skripsi. UIN Ar-Raniry Banda Aceh*.
- Hamid, A. (2019). Berbagai Metode Mengajar Bagi Guru dalam Proses Pembelajaran. *Aktualita: Jurnal Penelitian Sosial dan Keagamaan*, 9(2), 1-16. <https://ejournal.an-nadwah.ac.id/index.php/aktualita/article/view/97>
- Hariato, E. (2020). Keterampilan Membaca dalam Pembelajaran Bahasa. *Didaktika*, 9(1), 1-8. <https://doi.org/10.58230/27454312.2>
- Hasan, N., & Muslim, M. (2021). Peningkatan Kualitas Pembelajaran bahasa Arab pada Tingkat Madrasah Diniyah Tanwirul Futuh Kabupaten Pasuruan. *Karinov*, 4(2), 140-143. <http://dx.doi.org/10.17977/um045v4i2p140-143>
- Hasanah, M. (2021). Penggunaan Media Strip Story dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Alquran Hadits di Madrasah Ibtidaiyah. *Skula: Jurnal Pendidikan Profesi Guru Madrasah*, 1(2), 285-296. <http://studentjournal.iaincurup.ac.id/index.php/skula>

- Hasriadi, H. (2022). Metode Pembelajaran Inovatif di Era Digitalisasi. *Jurnal Sinestesia*, 12(1), 136–151. <https://sinestesia.pustaka.my.id/>
- Hidayah, N. L. (2020). Metode Pembelajaran Bahasa Arab Maharah Al-Qiro'ah (Keterampilan Membaca) Bahasa Arab Dengan Cara Membaca di Depan Kelas dan Ditirukan. *Konferensi Nasional Bahasa Arab VI*.
- Kemmis, S. A. (1988). *The Action Research Planner*. Deakin University: Geelong.
- Lahlali, S. A. (2021). Tadris Maharah Al-Qiroah li An-Nahtiqliin bi Ghairiha Al-Usus An-Nazhariah wa Al-Istiratijiyat Ath-Thatbiqiyah. *Huruf Journal: International Journal of Arabic Applied Linguistic*, 1(2), 131-17. <http://dx.doi.org/10.30983/huruf.v1i2>
- Laili, S. Z. ., & Ainin, M. (2022). Pengembangan Aplikasi Hayya Naqro' sebagai Media Alternatif Pembelajaran Maharah Qiraah Bahasa Arab pada Jenjang SMP/MTs. *JoLLA: Journal of Language, Literature, and Arts*, 2(8), 1189–1208. <https://doi.org/10.17977/um064v2i82022p1189-1208>
- Lao, A.E., Tari, E., Koroh, L.I.D., Liufeto, M.C.H., & Sodak, H. (2022). Tips dan Trik Penulisan Penelitian Tindakan Kelas di Lembata. *Abdimas Universal*, 4(1), 93-97. <https://doi.org/10.36277/abdimasuniversal.v4i1.182>
- Munawaroh, M. S. (2020). Pengaruh Metode Tebak Kata Terhadap Peningkatan Keterampilan Berbicara Bahasa Arab di Madrasah Diniyah Al-Hidayah Gempol Pasuruan. *Studi Arab*, 11, No. 2, 130-136. <https://doi.org/10.35891/sa.v11i2.2474>
- Mursalin, H. & Mirawati. (2021). Ahammiyatu Ad-Dirosah As-Sabiqah Lada Baahitsina Fi Jaami'ati Ar-Raayah. *Rayah Al-Islam*, 15(1), 129-139. <https://doi.org/10.37274/rais.v5i1.392>
- Mustafa. (2020). Dinamika Metode Pembelajaran Bahasa Arab. *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, 1(2), 56-71. <https://doi.org/10.36915/la.v1i2.17>
- Musthafa, F.A.D., & Maymunah, N.S. (2021). Efektivitas Penggunaan Media Strip Story dalam Meningkatkan Keterampilan Membaca. *Konferensi Nasional Bahasa Arab*. <https://prosiding.arab-um.com/>
- Nurgiansah, T.H., Pratama, F.F., Nurchotimah, A.S.I. (2021). Penelitian Tindakan Kelas dalam Pendidikan Kewarganegaraan. *Jurnal Pendidikan Pancasila dan Kewarganegaraan*, 2(1), 10-23. <http://dx.doi.org/10.26418/jppkn.v2i1.41752>

- Pawestri, N. A., Jalil, A., & Sufiyana, A. Z. (2020). Analisis Hambatan Belajar Bahasa Arab di Madrasah Diniyah Takmiliyah Awaliyah Ainul Ulum Kecamatan Senduro, Kabupaten Lumajang. *Vicratina: Jurnal Pendidikan Islam*, 5(4), 102-108.
- Purnama, B., Jon, R.B., Wadi, A.S. (2022). EFL Students' Perceptions on Using Picture Strip Story in The Teaching Speaking Skills. *Ijeal: International Journal of English and Applied Linguistics*, 2(2), 281-286. <https://doi.org/ijead.v2i2.1589>
- Putra, R.M., & Supatmi, R. (2022). Implementation of Picture Strip Story Teach Reading Comprehension of SMP TQ Ibaadurrohman Way Jepara. *Jurnal Pendidikan Tambusai*, 6(2), 11946-11953. <https://jptam.org>
- Qodir, A. (2021). *Penilaian Pendidikan dalam Penelitian Tindakan Kelas (PTK)*. Parama Ilmu.
- Rahmah, D (2019). Fungsi Bahasa Indonesia dan Fungsi Teks dalam Kehidupan Sehari-hari. *Center for Open Science*. <https://doi.org/10.31227/>
- Ridho, A.M.A., Wildani, A.I., & Musthafa, A.A. (2021). Pembelajaran Kooperatif Tipe Card Sort dalam Pembelajaran Mufrodat Bahasa Arab. *Multaqa Nasional Bahasa Arab IV*, 4(1), 89-97. <https://munasbauai.com>
- Rohman, A. H. (2022). Analisis Metode Pembelajaran Bahasa Arab di Madrasah Diniyah Al-Amiriyyah Blokagung. *Tadris Al-Arabiyyat*, 2(1), 122-139. <https://10.30739/arabiyat.v2i1.1426>
- Shaban, I.G., & Himood, Z.F. (2021). Investigating the Use of Picture Strip Story Strategy and Video Strategy in Teaching Listening Comprehension to EFL Learners at University Level. *College of Basic Education Researchers Journal*, 17(3), 1521-1556. <https://researchgate.net>
- Sudjani, D. (2020). Thariqah Mubasyarah: Metode Pembelajaran Bahasa Arab pada Perguruan Tinggi. *Tastqify: Jurnal Pendidikan Bahasa Arab*, 1(1), 39-46. <https://doi.org/10.30997/tjpb.v1i1.2573>
- Supriyadi, M., Baihaki, B., Al-Farisi, S., & Burhanuddin, B. (2021). Ahammiyatu Idarati Ta'lim al-Lughah al-Arabiyyah fi 'Ashri al-Idthirob. *ICoIS: International Conference on Islamic Studies*, 2(1), 1-5. <https://ejournal.iaforis.or.id/>
- Suryaatmaja, M. (2021). Meningkatkan Kemampuan Guru Kelas dalam Menyusun Alat Penilaian Pembelajaran melalui Penerapan Supervisi Akademik Kepala Sekolah. *Jurnal Pedagogiana*, 8(84), 9-17. <https://10.47601/AJP.23>

- Tierney, A. J. (2021). "Reading Ability in Children Relates to Rhythm Perception Across Modalities". *Elsevier: Journal of Experimental Child Psychology*, 210.
- Ubadah. (2020). Metode Pembelajaran bahasa Arab untuk Meningkatkan Kemampuan Membaca Kitab Kuning Mahasiswa Jurusan Pendidikan Bahasa Arab Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. *Al-Bariq: Jurnal Pendidikan Bahasa Arab*, 1(2), 1-15. <https://doi.org/10.24239/albariq.v1i2.6>
- Ulfa, M. (2020). Peningkatan Hasil Belajar PKN dengan Model Pembelajaran Kooperatif Tipe Inside Outside Circle berbantuan Media Strip Story pada Siswa Kelas III MI Ma'arif Gedangan. *Skripsi, Universitas Islam Negeri Salatiga*. <http://e-repository.perpus.iainsalatiga.ac.id/>
- Uliyah, A., & Isnawati, Z. (2019). Metode Permainan Edukatif dalam Pembelajaran Bahasa Arab. *Shaut Al-Arabiyah*, 7(1), 31-43. <https://doi.org/10.24252/saa.v1i1.9375>
- Usscholihah, A. N., Indra, A., & Indriani, L. (2021). Corpus Linguistics Project: Seeking the Use of Demonstrative in Songs Written by Eminem. *Mimesis*, 2(2), 105-112. <https://doi.org/10.12928/mms.v2i2.4203>
- Widiasri, D. A., Fitri, N., & Farhan, R. S. (2022). Methods of Learning Indonesian Language Ethnopragma-Educative Perspective in High School. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, 8(1), 22-37. <https://doi.org/10.22202/jg.2022.v8i1.5683>
- Yurisa, P.R. (2019). Maharah al-Qiraati wa Ta'limuha wa Muasyiratuha. *Ijalt: International Journal of Arabic Language Teaching*, 1(1), 43-52. <https://doi.org/10.32332/ijalt.v1i01.1596>