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Utilizing Complementary Cards with Formulate Share Listen Create Media to Enhance Arabic Text Understanding

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ABSTRACT

This study evaluates students' proficiency in understanding Arabic texts before and after implementing the Formulate Share Listen Create (FSLC) learning model with complementary card media. It employs a Pretest-Posttest Control Design, a quasi-experimental approach, to assess improvements in students' comprehension of Arabic texts. The population of this study comprises 36 students each from class 10 Science A and B at SMA Muhammadiyah 4 in Bandung, totaling 72 students. Class 10 Science A was the control group, while Class 10 Science B was the experimental group. The research was conducted between January 31, 2024, and February 7, 2024. The findings show that the FSLC learning model with complementary card media significantly increased learning outcomes compared to other learning models and media. The experimental class had an average pre-test score of 45.55 and a post-test score of 82.36, while the control class had an average pre-test score of 44.44 and a post-test score of 78.47. The N-gain score was 62% for the control and 68% for the experimental classes. Therefore, the FSLC model with cards significantly improves student comprehension. The implications of this research suggest that the FSLC model with card media can be adapted for other subjects to enhance student learning outcomes.

1. INTRODUCTION

Arabic has unique characteristics that set it apart from other languages, presenting distinct challenges for students learning it (Al Farisi et al., 2024). These difficulties can be seen in various language skills, such as speaking, writing, listening, and reading. For instance, learners may find reading and writing especially challenging due to the intricacy of Arabic script, which has numerous forms and diacritical markings. (Mousa et al., 2024). Additionally, Arabic's phonetic and grammatical structures differ significantly from many other languages, which can create obstacles in listening comprehension and oral expression (Al-Zoubi, 2019). The learning process is further complicated by the need for students to master these skills simultaneously while developing an understanding of the language's cultural and contextual nuances (Nafisah et al., 2022). Addressing these challenges requires innovative and effective teaching strategies that can help students overcome these barriers and achieve proficiency in Arabic.

Arabic language learning in Indonesia generally still employs traditional methods, where the learning process is teacher-centred with a focus on grammar and translation. As a result, the outcomes of Arabic language education in Indonesia have not yet achieved the goal of fully communicative and functional language use (Sarip et al., 2024). Among the four linguistic skills is reading. One of the linguistic skills that pupils need to master is reading (Aziza & Muliansyah, 2020). A student's proficiency in reading is the yardstick by which the teaching and learning process at school is judged. Reading abilities impact learning activities; illiterate students struggle to participate, particularly in Arabic classes (Ubay et al., 2023).

Understanding and analyzing Arabic texts is critical for students learning the Arabic language. However, many learners struggle with comprehending complex texts due to traditional teaching methods that often lack interactive and engaging elements. Educators are increasingly seeking innovative approaches that enhance student engagement and comprehension to address this challenge (Al-Hasanat, 2016). One such approach is the Formulate Share Listen Create (FSLC) learning model, which emphasizes active participation and collaborative learning (Arman, 2019). This model encourages students to engage deeply with the material through a structured process that involves formulating questions, sharing ideas, listening to peers, and creating content. Integrating complementary card media into this model offers a novel way to support and reinforce these activities, potentially leading to more effective learning outcomes (Clark et al., 2016).

In recent years, there has been growing interest in using multimedia and interactive tools in education to supplement traditional teaching methods. Complementary card media, which include visual aids and interactive elements, can enhance the learning experience by making abstract concepts more tangible and accessible (Feng, 2023). Combined with the FSLC model, these tools can provide a multifaceted approach to language learning, addressing various learning styles and needs. Using such media allows for a more dynamic and engaging learning environment, which is crucial for subjects like Arabic that require cognitive and

contextual understanding (Oktavianti et al., 2020).

Pre-research observations at SMA Muhammadiyah 4 revealed several issues, including students' slow comprehension of Arabic texts, causing qiro'ah material to take up to three sessions to complete. This issue arises from the diverse backgrounds of the students, as not all come from Islamic junior high schools. Additionally, students often feel unmotivated during lessons because they initially perceive Arabic as a difficult subject.

The urgency of this study lies in the need for a shift in Arabic language teaching methods in Indonesia. Given the numerous challenges students face in understanding Arabic texts, traditional teaching methods are no longer sufficient. The FSLC learning model offers an innovative solution that has not yet been widely applied in the context of Arabic language learning. The novelty of this study lies in the use of complementary card media, which has not been explored before in relation to Arabic text comprehension. This study aims to fill that gap by evaluating the effectiveness of the FSLC model in improving students' understanding of Arabic texts.

Previous studies provide insightful information about implementing the Formulate Share Listen Create (FSLC) approach in various educational settings. For instance, the FSLC model was explored to enhance academic achievement in chemistry, while the current study adapted it to improve Arabic text comprehension (Mustika et al., 2021). Similarly, the FSLC model for mathematical communication without media, whereas this study incorporates complementary cards to support Arabic learning (Oktavianti et al., 2020). Defitasari (2018) Evaluated the FSLC model in mathematics, and Nisa & Selly (2022) used TTS media in chemistry, contrasting with the current study's focus on Arabic texts using complementary cards. Lastly, Ariani & Meutiawati (2020) aimed to enhance chemistry learning outcomes, while this study focuses on Arabic language proficiency. These variations highlight the model's adaptability and the potential benefits of integrating specific media to address unique learning challenges.

Thus, this research not only offers an innovative solution to the challenges faced in Arabic language learning but also contributes to the field of language education by integrating the FSLC learning model with complementary card media. This novel combination could lead to more effective and engaging learning outcomes in the classroom.

Several studies have examined the application of the FSLC learning model in subjects such as chemistry, science, and mathematics. However, there has been no research on this learning model in Arabic language learning. Therefore, the researcher is interested in conducting a study titled "Using FSLC with complementary cards media to improve understanding of Arabic texts."

2. METHODS

Given that the research is presented numerically, a quantitative approach was taken in its methodology. Quantitative research involves collecting data, interpreting it, and delivering results numerically (Musthafa & Hermawan, 2018). This research aims to measure the effect

of the Formulate Share Listen Create (FSLC) learning model with complementary card media on students' comprehension of Arabic texts, making the use of a quantitative method appropriate. Quantitative research is discovering knowledge that uses numerical data to analyze data. To achieve this goal, this study uses a quasi-experimental design, which allows for the comparison between groups and offers greater internal validity than pre-experimental designs. Specifically, the study employs a Pretest-Posttest Control Group Design as its experimental framework, where one group receives the experimental treatment while the other serves as a control group for comparison. This design is suitable for investigating cause-and-effect relationships while controlling extraneous variables.

The population in this study consists of 10th-grade Science A and B students at SMA Muhammadiyah 4, Bandung, with each class comprising 36 students, making a total of 72 students for the entire study. Class 10 Science A is the control group, while Class 10 Science B is the experimental group. The research was conducted from January 31, 2024, to February 7, 2024.

In terms of sampling, this study employs purposive sampling, selecting classes that meet specific criteria relevant to the research objectives. This ensures that the chosen sample can accurately reflect the population's characteristics and allows for more reliable generalization of the findings.

The FSLC learning model was applied to the experimental group, integrating complementary card media into the teaching process, while the control group used traditional methods without these enhancements. The independent variable in this study is the FSLC learning model with complementary card media, while the dependent variable is the students' comprehension of Arabic texts, as measured by pre- and post-test scores.

Two categories of data are employed in this research: quantitative and qualitative data. The qualitative data mainly serve to complement the quantitative findings by providing context and deeper insights into the students' learning experiences. Qualitative data concerns the state of the research subjects, including the quantity of pupils, their skills, traits, and all of the following. Qualitative data includes records, observations, and documentation (Ramdhan, 2021). For example, observations during class activities and student responses were used to assess engagement and interaction during the learning process. Quantitative data refers to numbers obtained from measurements or transformed from qualitative data into a quantitative form.

Pre-test and post-tests, interviews, documentation, and direct observation are some techniques used to collect data. The pre-test and post-test were designed to assess students' comprehension of Arabic texts before and after the implementation of the FSLC learning model with complementary card media. In the opinion of Izzuddin & Hermawan, tests are instruments for gathering information on students' capacities in cognitive domains or the degree of system mastery they have attained (Musthafa & Hermawan, 2018). In both the control and experimental classes, the pre- and post-tests were administered. Before receiving

therapy, the pre-test was given, and following treatment, the post-test was carried out.

Data analysis in this study involves both descriptive and inferential statistics. Descriptive statistics are used to summarize the test results, while inferential statistics, such as t-tests, are applied to determine whether the differences between the pre- and post-test scores of the control and experimental groups are statistically significant. This approach helps to draw conclusions about the effectiveness of the FSLC model in improving Arabic text comprehension.

In summary, this research design provides a clear framework for evaluating the impact of the FSLC learning model with complementary card media on students' comprehension of Arabic texts, employing both qualitative and quantitative methods to ensure a comprehensive analysis.

3. RESULTS AND DISCUSSION

Cooperative Learning Model

According to Slavin, Cooperative learning is a style of learning that involves studying and working together in small groups of four to six people. It can encourage students to be more excited about their studies (Peterson, 2023). Small groups are a feature of the cooperative learning paradigm, which considers the diversity of group members as a way to help students work together and solve problems through social contact with their peers. It gives pupils the chance to study something well at the same time and to use one another as resources (Murdani et al., 2019). A learning model known as cooperative learning strongly emphasizes students working together to accomplish learning goals (Nugrawiyati, 2017). Based on these criteria, the researcher concludes that cooperative learning is a learning approach in which students are split up into small, diverse groups, each with four to six members. Students collaborate within each group to meet the learning goals.

Cooperative learning differs from other types of learning. The difference lies in the learning process, which emphasizes collaboration within groups (Sholihah, 2023). The goals are not only academic skills but also the element of teamwork. Cooperation is a hallmark of cooperative learning. Cooperative learning includes team-based learning founded on cooperative management, the ability to work together, and the skills needed for collaboration (Mei et al., 2022). The goals of this cooperative learning model include 1) improving students' academic achievement, 2) fostering acceptance of individual differences such as race, culture, social class, abilities, and disabilities, and 3) developing social skills by teaching students how to work together and collaborate (Aslan Berzener & Deneme, 2021). Using the cooperative learning approach involves six key steps: 1) explaining learning objectives and inspiring students; 2) presenting material; 3) splitting students into multiple groups; 4) assisting the groups in their work; 5) evaluation; and 6) awarding incentives (Jannah, 2018).

The cooperative learning model has several benefits, such as letting students participate in lesson planning and management, establishing a relaxed and pleasurable learning environment, giving them lots of chances to express their happy emotions, and

encouraging positive interdependence (Noor et al., 2023). However, it takes much time for the pupils to meet curriculum objectives. Cooperative learning necessitates certain characteristics from students, such as a willingness to cooperate; therefore, not all teachers can use it. It also calls for specialized skills from the instructor (Fauziah et al., 2023).

Formulate Share Listen Create Learning Model

Students can collaborate in two- to three-person groups using a cooperative learning framework such as Formulate Share Listen Create (Oktavianti et al., 2020). Under the teacher's direction, students in the Formulate Share Listen Create model must actively participate in group discussions while independently honing their foundational abilities (Mahartini et al., 2020). Consequently, it can be said that the Formulate Share Listen Create cooperative learning model emphasizes autonomous beginning skills and active thinking in students by having groups of two to three people.

The Formulate Share Listen to steps Develop the lessons that Johnson and Smith outline. 1) Prepare several questions to help learners understand the material well. Then, form several small groups and explain what students should do during the lesson and the importance of working together to find answers. 2) Present the lesson material as an introduction and provide initial knowledge to students. 3) Pose several questions related to the lesson material as problems. Then, ask students to solve these problems using the Formulate Share Listen Create method. 4) The instructor requests that delegates from every group report back to the class on the outcomes of their group talks. 5) Ask one student to summarize what has been learned and understood during that day's lesson. (Sepriyanti et al., 2019)

Advantages of the FSLC learning model include: 1) Each student has more opportunities to participate in generating ideas. 2) During the formulation stage, students not only consider individual opinions but also think about various possibilities for a given problem. 3) students can formulate the best ideas from their group members' presentations during the creation stage (Sutika et al., 2021). Disadvantages include: 1) Due to the small number of group members, there are many groups to manage, which can be overwhelming. 2) Fewer ideas were generated because of the small group size (Nisa & Selly, 2022).

Supplemental Card Media

Learning media is one way to assist and facilitate educators in delivering learning materials so that learning objectives can be achieved effectively. By incorporating various types of media, such as visual aids, interactive tools, and digital resources, educators can cater to diverse learning styles and preferences, making complex concepts more accessible and engaging for students. Effective use of learning media enhances comprehension, retention, and application of knowledge by providing multiple avenues for students to interact with and understand the material. It also promotes active learning and pushes students to engage more

fully in the process, resulting in better learning outcomes and a livelier classroom atmosphere (Ardiansyah et al., 2023).

Flashcards stimulate students' imaginations and interests to make learning more effective by helping students remember or point out information connected to the card's image, text, or symbolic sign (Mulyanto et al., 2022).

The supplemental card media is a learning tool designed to facilitate learning. This media is made of paper sized 7x5 cm with text or sentences in the middle that are tailored to the learning material. Supplemental cards assess students' understanding of sentences in Arabic language learning (Zubaidillah & Hasan, 2019).

The steps for using supplemental card media are: 1) Prepare several pieces of paper in card form. 2) Write an incomplete sentence on one card and write the completed sentence on another card. 3) Adjust the number of cards and sentences according to the student's needs (Zuraidah et al., 2022).

Figure 1. Supplemental Card Media

Ability to Comprehend Arabic Texts

Reading is a process performed to obtain a message that a writer intends to convey to readers through written language or words and to pick out and understand the meanings contained within the written material (Ghani et al., 2012). Reading is considered one of the most important skills acquired and learned by someone to achieve what they want in their lives because it is a necessary means of communication (Ardiansyah & Aziz, 2019).

When students develop reading skills, they can comprehend and filter information from texts. This aligns with Dedi Wahyudi et al. 's view that the main purpose of reading is to seek and obtain information, encompassing the content of the reading material and understanding its meaning. Reading is crucial for students to learn what they want to know. It also stimulates curiosity about various subjects (Wahyudi et al., 2023).

According to Amin Santoso, a student can be considered proficient in reading skills

based on several indicators: 1) Pronouncing letters, words, and sentences in the qira'ah text. 2) Recognizing sentence structures by giving appropriate intonation to letters, words, and sentences found in the qira'ah text. 3) Understanding the meaning of the text being read. It can be concluded that a student can be said to have good reading skills if, after evaluation, they can perform all three indicators well. Conversely, if a student cannot perform these three indicators, it can be said that they do not yet possess reading proficiency as intended in the reading learning objectives (Maryamah et al., 2023).

According to Al-Tamimi et al., reading comprehension is extracting or obtaining meaning from the text (Al-Tamimi et al., 2021). Understanding a text involves rationalizing what is read by analyzing and critiquing it to generate new knowledge, activating the entire brain network, aided by knowledge experience, and utilizing all aspects of one's abilities. Therefore, understanding Arabic text involves comprehending its implicit and explicit content using visual senses to observe and analyze the reading source and using reason to interpret the text, identify its main ideas, and respond to the content or information found (Wahyudin et al., 2021).

Results and Discussion

As a consequence of this study, classes X IPA A and B at SMA Muhammadiyah 4 Kota Bandung will benefit from implementing the Formulate Share Listen Create cooperative learning approach with additional card media to improve Arabic text comprehension skills. By using this approach and medium, teachers may ensure that students efficiently receive the material, avoid monotony, and increase their enthusiasm for participating in the learning process.

Table 1. Results of the Experimental Class's Pre- and Post-tests

No	Name	Pre-test	Post-test
1.	Adly Naufal Alfarizi	35	80
2.	Arini Salsya Billa	50	90
3.	Aya Wiwit Binangkit	50	85
4.	Bilqis Shafira Aghni Sholihah	35	75
5.	Ceisya Maharani	35	90
6.	Chandra Bela Sofyana	40	55
7.	Cut Nabilla Nayyarra	30	75
8.	Dwi Nanda Fauzia	50	80
9.	Dwiki Juliansyah	40	85
10.	Farah Sani	40	90
11.	Fawziyyah Atasya	40	90
12.	Faruq Aula Fahmi	40	85
13.	Fiena Himmatul Aliyah	35	75
14.	Fuzhi Zhiwa Pratiwi	50	95

15.	Ghinaya Haniva Nursetya	45	70
16.	Ghody Rizal Abdullah	50	95
17.	Hisyam Muhammad Naufal	50	85
18.	Ibrahim	45	90
19.	Muhammad Rafli Putra J	45	90
20.	Latisya Alfisyahrin Mahpudin	45	80
21.	Mutiara Nurzanah	45	90
22.	Nadhira Atha Shauma	50	90
23.	Najib Khoir Mahbubi Suryaman	60	85
24.	Najma Nur Azizah	45	60
25.	Nanda Indy Astuti	50	80
26.	Naufal Athalariq	30	80
27.	Nur Afni Riyanti	55	70
28.	Nur Fitria	55	95
29.	Reisha Putri Ramadhani	35	55
30.	Reysa Aftsani Maimanati	55	100
31.	Ripal Maulana	45	90
32.	Riska Nurmalasari	55	85
33.	Sakina Anka Humaira Somantri	45	55
34.	Syara Maulidiya Putri	55	100
35.	Syifa Nur Hafizah	55	80
36.	Zahrah Ufairah	55	90
	Rata-Rata	**45,55**	**82,36**

In the first stage, a pre-test was administered to the experimental class to gauge the students' starting proficiency before starting a treatment. In the next stage, Using the Formulate Share Listen Create cooperative learning paradigm in conjunction with other card media, students were instructed on teaching and learning processes. A post-test was administered in the last stage following the implementation of the treatment plan to evaluate students' abilities. For the experimental class, the pre-test score was 45.55, while the post-test score was 82.36.

Table 2. Results of the Control Class's Pre- and Post-tests

No	Name	Pre-test	Post-test
1.	Arsylia Kahila Evanthe R	45	90
2.	Asri Melani	40	80
3.	Asri Nur Akmaliyah	40	80
4.	Akmal Rabbani Alrisyah	55	85
5.	Alifvia Frysisca	35	50

6.	Al Khoerul Akbar	30	70
7.	Amelia	55	80
8.	Cahyanida Khairunisa	55	90
9.	Diandra Firstaskiyah	55	95
10.	Fardhan Harfiansyah	50	90
11.	Fathiya Rahma Dini	45	90
12.	Ilmi Ilyasa Supriatna	40	65
13.	Indah Anggraeni Ridwan	50	85
14.	Intan Kayla Vitriyani	30	70
15.	Janika Rahmadani Putri	40	75
16.	Jason Tedjakusumah	30	70
17.	Khayla Rejina Putri	55	80
18.	Muhammad Dzaky Azhar	30	80
19.	Naailah Rusyda Al'afifah	50	90
20.	Ocky Anggara	35	80
21.	Putri Nadzia Azahra	55	90
22.	Raden Siti Sarah Zofiyah	50	85
23.	Rafi Firdaus	45	80
24.	Restu Wildani	50	90
25,	Rifki Rahmawan	35	50
26.	Rizki Rahayu	50	65
27.	Riskika Deafanka S	55	100
28.	Salwa Rizqi Auliya	35	65
29.	Sarah Rhoudotul Janah	35	70
30.	Sofi Tsaqilah Tasib	45	50
31.	Tanzila Annurtiansyah	55	60
32.	Viola Marsyada Putri	45	90
33.	Widia Anisa Zahra	50	90
34.	Yahya Ibnu Hannan	35	80
35.	Zakya Nur Ilahi	55	90
36.	Zahra Athira Ramadhani	40	75
	Rata-Rata	**44,44**	**78,47**

In the first stage, the control class was given a pre-test to assess students' initial abilities before implementing a treatment. In the next stage, students received the treatment involving teaching and learning processes using a different model from the experimental class. A post-test was administered at the end to evaluate the student's performance following the use of the treatment model. For the control class, the post-test result was 78.47, while the pre-test was 44.44.

Table 3. Results of the Experimental Class and Control Class's Pre- and Post-tests

Class	Pre-test	Post-test
Experimental	45,55	82,36
Control	44,44	78,47

Based on the table above, the difference in average scores between the pre-test and post-test results of the experimental and control classes can be concluded.

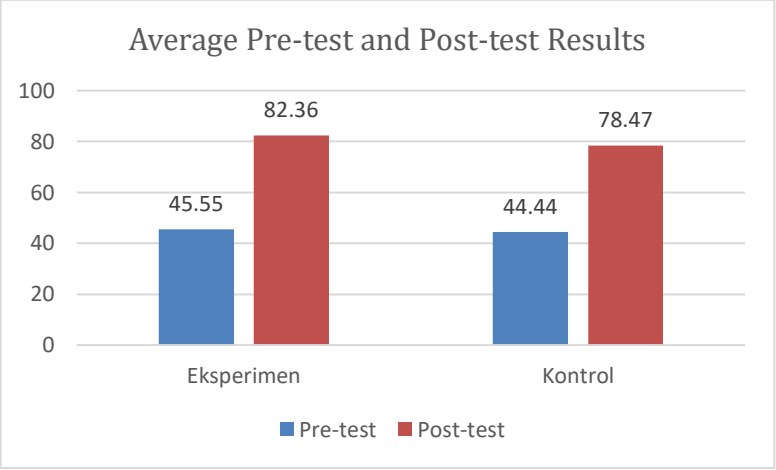

Figure 2. Average Pre-test and Post-test Results

Pre-test scores averaged 45.55, and post-test scores averaged 82.36 for the experimental class, which received the Formulate Share Listen Create cooperative learning approach with additional card media, according to the calculations. In contrast, the control group scored 78.47 on the post-test and 44.44 on the pre-test because of using a different teaching methodology and media. The calculated N-Gain results were 68% for the experimental and 62% for the control classes.

4. CONCLUSION

According to the research findings, the Formulate Share Listen Create (FSLC) learning approach with complementary card media significantly enhances students' comprehension of Arabic texts. The FSLC model was applied in the experimental class, which showed a substantial improvement in comprehension abilities, with an average pre-test score of 45.55 and a post-test score of 82.36. In contrast, the control class, which did not use the FSLC model, had an average post-test score of 78.47 and a pre-test score of 44.44. The N-Gain results further support these findings, with the experimental class achieving a 68% improvement, compared to the 62% improvement observed in the control class. This confirms that the FSLC model, when combined with complementary card media, effectively enhances students' comprehension of Arabic texts.

The significant improvement observed in the experimental group answers the primary research question: the FSLC model, with its interactive and student-centered approach, positively impacts Arabic text comprehension. By engaging students in activities such as formulating questions, sharing ideas, listening to peers, and creating content, the FSLC model fosters deeper understanding and retention of Arabic texts. This research contributes to the field of language instruction by demonstrating that incorporating interactive and collaborative strategies can lead to more effective learning outcomes.

The implications of this research are clear: the FSLC model, with complementary card media, not only improves comprehension but also encourages active participation, critical thinking, and collaborative learning, making it a valuable tool in Arabic language instruction. Educators are encouraged to adopt similar methodologies to create more engaging and dynamic learning environments catering to diverse student needs. However, this study has some limitations. It was conducted over a short period with a relatively small sample size from one school, limiting the generalizability of the findings. Additionally, the research focused solely on reading comprehension without exploring other language skills such as speaking, writing, and listening.

Future research should address these limitations by exploring the long-term effects of the FSLC model on Arabic language acquisition and expanding the study to include a larger, more diverse sample across different educational levels and contexts. Furthermore, research could investigate the applicability of the FSLC model to other language skills, such as speaking, writing, and listening, to determine its overall impact on language learning. In conclusion, this study highlights the potential of the FSLC learning model with complementary card media to improve Arabic text comprehension, suggesting that interactive and collaborative learning strategies can lead to more meaningful educational outcomes.

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