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The Implementation of Broken Text Method to Improve Class X Arabic Learning Activity in MA al-Hikmah Kotamobagu

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui keaktifan belajar siswa dengan menggunakan metode Broken Text kelas X MA Al-Hikmah Mogutat Kotamobagu, Tahun Ajaran 2021/2022. Metode ini dapat diterapkan untuk melatih siswa dalam menyusun sebuah naskah yang sistematis. Jenis penilitian ini menggunakan penelitian tindakan kelas (action classroom research), yang dilaksanakan secara kolaboratif. Desain penelitian yang digunakan adalah model John Elliot. Penelitian ini dilaksanakan dalam dua siklus setiap siklus terdiri dari empat tahapan yaitu perencanaan, pelaksanaan, pengamatan dan refleksi. Subjek penelitian adalah siswa kelas X MIPA MA Al-Hikmah Kotamobagu yang berjumlah 16 orang dan objek dalam penelitian ini adalah keaktifan belajar siswa. Hasil penelitian menunjukkan bahwa keaktifan belajar siswa meningkat selama proses pembelajaran bahasa Arab dengan menggunakan metode Broken Text. Hasil tersebut dapat ditunjukkan pada hasil penelitian pra-siklus dengan persentase 49,13%, tindakan siklus I meningkat 62,81% dan tindakan siklus II mencapai 75,13%. Dengan demikian, penggunaan metode Broken Text, dapat meningkatkan keaktifan belajar siswa.

Kata Kunci: Bahasa Arab; Brokent Text; Keaktifan Belajar Siswa

ABSTRACT

This study aims to determine student learning activity using the Broken Text method for class X MA Al-Hikmah Mogutat Kotamobagu, Academic Year 2021/2022. This method can be applied to train students in compiling a systematic script. This type of research uses classroom action research, which is carried out collaboratively. The research design used is the John Elliot model. This research was carried out in two cycles, each cycle consisting of four stages, namely planning, implementation, observation, and reflection. The research subjects were students of class X MIPA MA Al-Hikmah Kotamobagu, totaling 16 people and the object of this study was student learning activity. The results showed that students' learning activity increased during the Arabic learning process using the Broken Text method. These results can be shown in the results of the pre-cycle research with a percentage of 49.13%, the first cycle action increased 62.81% and the second cycle action reached 75.13%. Thus, the use of the Broken Text method can increase student learning activities.

Keywords: *Arabic Learning; Brokent Text Method; Student Learning Activity*

A. *Introduction*

Arabic is one of the subjects that requires the teacher's ability to manage the class. Learning Arabic as a foreign language for Indonesian students is definitely different from learning Indonesian for them as their mother tongue.[1] Especially the teacher's ability to determine learning methods so that they can attract interest and activate students to take lessons both independently and in groups, for example through the Broken Text method. According to Sukrima in Siti Fatimah, the Broken Square/Text method is a method of arranging square fractions carried out by four or five groups. Meanwhile, according to Komalasari that Broken Text is also called a puzzle. Through this learning model, students must group separate material into one unified concept.[2] Thus, what is meant by Broken Text is to reassemble reading that has previously been cut into a single unified reading concept. This method can be applied to train students in compiling a systematic script. Students are also trained to understand the contents of the reading not only globally, but down to the smallest parts until finally being able to rearrange the readings in a coherent manner.[3]

The activity is an important factor in the learning process. This is because with the activeness of students, the learning process can take place well. Thus, teachers must be able to optimize the activity of students to the maximum in the Arabic learning process.[4] In this case, teachers must master a variety of methods and strategies and understand how to practice them flexibly so that learning objectives can be achieved in accordance with the curriculum that has been prepared.[5]

It can be concluded that student activity in learning is all activities that are physical and emotional in nature of students in the process of optimal learning activities so as to create a conducive classroom atmosphere.

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1 Miolo, Mukhtar I., and Sinta Djafar. "Implementing E-Learning on arabic Language Subject During Covid 19 Pandemic in Madrasah Aliyah Negeri 1 Boalemo." *A Jamiy: Jurnal Bahasa dan Sastra Arab* 11.1 (2022): 192-205.

2 Siti Fatimah, "Best Practice Through Broken Triangle, Square and Heart Can Grow Constitutional Awareness and Increase Citizenship Values," *Pedagogia : Jurnal Pendidikan* 11, no. 1 (2021): 1–14.

3 Muhammad Khalilullah, "Strategi Pembelajaran Bahada Arab Aktif" 8, no. 01 (2011).

4 Aulia Mustika Ilmiani and Mukhtar I Miolo, "Digital Literacy: Exploration Of Social Media-Based Arabic Language Learning," *Journal of Applied Studies in Language* 5, no. 2 (2021): 215–221.

5 Mabruri dan Hamzah, "Pemanfaatan Media Pembelajaran Game Interaktif Dalam Pembelajaran Kosakata Bahasa Arab," *Al-arabiyah*, Vol. 2, No. 2 (2020): h. 12, http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203.

In learning activities, many complex things are found by the teacher, due to the varied backgrounds, abilities and characteristics of students. One of them is the low activeness of students in learning Arabic at the Al-Hikmah Private MA Mogutat Kotamobagu. Arabic learning takes place only in the form of material delivery. The model used still places the teacher as the center in learning Arabic. Submission of material with a monotonous method results in students not being actively involved in learning activities, so that students do not have the opportunity to convey their ideas in the process of teaching and learning activities (KBM). In teaching, every teacher is required to rack their brains so that they teach not in a single way, but in various ways so that learning activities become effective and efficient.[6]

As for the results of interviews with Arabic language teachers at the Al-Hikmah Mogutat Private MA, Kotamobagu, the learning activity of students in grade 10 is still low. This is due to the monotonous way of delivering teacher material and students who still need an introduction from the Arabic teacher to ask questions or give opinions. Students are still passive in responding to the teaching given. Therefore, teachers must be able to create a good learning atmosphere and be able to actively involve students so that students can understand the material taught by the teacher well. One way to actively involve students in learning is when the teacher uses the Broken Text method during the learning process, as an effort in the process of student interaction with the teacher and with the learning environment.[7]

Based on the explanation of the background above, the authors raised the issue to conduct research on the Use of the Broken Text Method to Improve Arabic Learning Activeness of Grade 10 Students at Al-Hikmah Mogutat Private MA, Kotamobagu.

This research is classroom action research, because this research was carried out according to CAR steps that aim to overcome problems in classroom learning practices. Research steps are attempted to improve students' reading skills through the Broken text method.

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6 Mabruri dan Hamzah, "Pemanfaatan Media Pembelajaran Game Interaktif Dalam Pembelajaran Kosakata Bahasa Arab," *Al-arabiyah*, Vol. 2, No. 2 (2020): h. 12, http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203.

7 Muh. Arif and Mukhtar I Miolo, "فعالية تعلم اللغة العربية باستخدام الوسائط البصرية في المدرسة العالية الحكومية المثالية غورونتالو," *'A Jamy: Jurnal Bahasa dan Sastra Arab* 8, no. 2 (2019): 86–100.

Research design is the entire process needed in planning and carrying out research, which helps research in collecting and analyzing data to answer research questions.[8]

This research is an action research that focuses on efforts to change the real conditions towards the expected conditions. This research relates to the use of the broken text method in increasing students' qira'ah maharah. This research was conducted collaboratively, meaning that in this research the researcher and collaborators determine the problem of planning, acting, observing and reflecting. These efforts are carried out in a cycle to form a cycle.[9]

B. Research Finding and Discussion

1. Cycle Action I

In the first cycle, there were 2 meetings (2x45 minutes). The steps carried out in the first cycle of action are as follows:

a. Cycle I . action planning

Pre-cycle data obtained before the research was carried out were used as a reference in carrying out the first cycle of action research with the aim of increasing student learning activity. At this planning stage, the researcher and the Arabic teacher discussed the use of the Broken Text method and drew up an action plan to be implemented. The following are the steps used in learning Arabic using the Broken Text method, namely Pre-cycle data obtained before the research is carried out as a reference in carrying out action research in cycle I with the aim of increasing student learning activity. At this planning stage, the researcher and the Arabic teacher discussed the use of the Broken Text method and drew up an action plan to be implemented. The following are the steps used in learning Arabic using the Broken Text method, namely:

1) The teacher prepares a lesson plan (RPP) before teaching.
2) The teacher prepares the material or discourse text that will be taught along with observation tools to determine the activity and level of creativity in teaching and learning.
3) The teacher gives the Arabic text and reads the text with the students.
4) Students are asked to read the Arabic text and understand the text as a preliminary test.

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8 Asep Kurniawan, *Metodologi Penelitian Pendidikan,* PT Remaja Rosdakarya Cet: I, 2018, h. 101.

9 H. Salim, dkk., *Penelitian Tindakan Kelas (Teori dan Aplikasi bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikakn Agama Islam di Sekola*), Perdana Publishing Cet: I, 2015, h. 35-36.

5) The teacher assesses the ability to read and understand the text discourse.
6) The teacher distributes reading texts to students in the form of broken texts
7) Students are asked to read the text in turn in their respective groups.
8) Students are asked to rearrange the reading text that is cut into pieces sequentially.
9) Students and their respective groups are asked to present the results of the discussion in front of the class.

b. Action Implementation Cycle I

At the stage of implementing the class action based on the action plan as outlined in the lesson plan (RPP) that has been prepared. Therefore, the implementation of these actions is sought so as not to get out of the predetermined plan. The implementation stage of the first cycle of actions was carried out in 2 meetings.

a) First Meeting

Held on Wednesday, April 13, 2022 in the fourth hour of the lesson, which is at 08.45-10.15. Interspersed with rest time at 10.15-10.30, then resumed in the fifth hour of the lesson, which is at 10.30-11.15. The material discussed at the first meeting was a reading text about "Ilaa Shuuqi Al-Markadziiy". The indicator is to explain the contents of the reading text related to the topic “Ilaa Shuuqi Al-Markadziiy”.

1) Initial Activities

The learning process opened with greetings and greetings then the teacher conveyed the learning objectives and provided motivation about the importance of learning Arabic both for deepening Islamic scholarship and as a communication language.

The activity was continued by conditioning the students' readiness to learn by tidying the seats, then checking the students' attendance and asking them to introduce themselves.

2) Core Activities

a) In this activity the teacher distributes the reading text to students, then asks students to read the qira'ah text after the teacher reads it. After that, the teacher asked the students to read the qira'ah text themselves according to what had been taught earlier. After reading the teacher and students discuss the translation of the

qira'ah text and ask students to write down the meaning of the words from the reading text.

b) Ask challenging questions. The teacher gives challenging questions in order to attract the attention of students and students can also play an active role in learning. The teacher asks the students the meaning of the Arabic text sentences. If anyone can answer, they can say their name while raising their finger to answer.

c) Provide simple study aids and Organize students into several study groups. At this stage the teacher provides simple learning aids in the form of Broken Text and divides students into several study groups. Then the teacher distributes the reading text to students in the form of broken text and students are asked to rearrange the reading text that is cut into pieces in sequence.

d) Each group presents the results of the discussion in front of the class in turn. From the presentation group, it gives other groups the opportunity to ask questions or give suggestions.

e) The teacher gives feedback to students with some questions orally. Then students respond to the questions on their own.

f) The teacher gives appreciation to students by giving applause and cheering Mumtaz to the group that has finished presenting and students who have finished responding to questions from the teacher.

3) Final Activities

At this stage the teacher provides an evaluation to measure students' abilities by providing questions in the form of Sahih/Khatha 'and questions in the form of essays. After students collect evaluation questions given by the teacher, the teacher then motivates students to be more enthusiastic in seeking knowledge and in subsequent learning students will be more active.

b) Second Meeting

The second meeting of the first cycle was held on Thursday, April 14, 2022. The second meeting The material discussed at the first meeting was reading text about the central market. At this second meeting, the time taken in learning is (2x45) minutes.

1) Initial Activities

The learning process opened with greetings and greetings then the teacher conveyed the learning objectives and provided motivation about the importance

of learning Arabic both for deepening Islamic scholarship and as a communication language.

The activity was continued by conditioning students' readiness to learn by tidying the seats. After that, continued with ice breaking before entering the lesson.

2) Core Activities

a) In this activity the teacher distributes the reading text to students, then asks students to read the qira'ah text after the teacher reads it. After that, the teacher asked the students to read the qira'ah text themselves according to what had been taught earlier. After reading the teacher and students discuss the translation of the qira'ah text and ask students to write down the meaning of the words from the reading text.

b) Give challenging questions. The teacher gives challenging questions in order to attract the attention of students and students can also play an active role in learning. The teacher asks the students the meaning of the Arabic text sentences. If anyone can answer, they can say their name while raising their finger to answer.

c) Providing simple learning aids and Organizing students into several study groups. At this stage the teacher provides simple learning aids in the form of Broken Text and divides students into several study groups. Then the teacher distributes the reading text to students in the form of broken text and students are asked to rearrange the reading text that is cut into pieces in sequence.

d) Each group presents the results of the discussion in front of the class in turn. From the presentation group, it gives other groups the opportunity to ask questions or give suggestions.

e) The teacher gives feedback to students with some questions orally. Then students respond to the questions on their own.

f) The teacher gives appreciation to students by giving applause to the group that has finished presenting and students who have finished responding to questions from the teacher.

3) End activities

At this stage the teacher provides an evaluation to measure students' abilities by providing questions in the form of Sahih/Khatha 'and questions in the form of essays. After students collect evaluation questions given by the teacher,

the teacher then motivates students to be more enthusiastic in seeking knowledge and in subsequent learning students will be more active.

c. Cycle I . Observation Results

1. Teacher activities in using the Broken Text method

The teacher's activity in this case is the researcher himself, in the first cycle it is observed with the observation sheet that has been prepared by the researcher. Teacher activities with learning activities using the Broken Text method at the first meeting only reached an average value of 62.5%, at the second meeting it reached 66.71%, teacher activities in the first cycle increased from the first meeting to the second meeting with an average value 64.61% which is included in the good category.

Based on these activities, it can be seen that the average teacher activity in each meeting increases, although it has not shown a high increase. At the time of learning there are several aspects that have not been raised by researchers such as during group discussions, researchers have not determined the time limit used by students for discussion. Therefore, it is necessary to make improvements so that the activities carried out by researchers can increase and be better.

2. The results of students' psychomotor observations in using the Broken Text method

The results of the observation of the psychomotor assessment of students in learning Arabic using the Broken Texti method at each meeting have increased student activity even though they have not reached the success criteria. At the first meeting the results of observations with a value of 72% and the second meeting has a value of 77%. So that in the first cycle the average value of the first meeting and the second meeting reached 74.5%.

Based on the results of the observation on the assessment of student learning activities above, in the first cycle of action, it has been shown that in general students have participated in learning activities well. Although there are still some aspects that students do, such as not being serious in participating in learning, students still play with their chairs when the learning process takes place.

3. The results of the student learning activity scale

The results of the student learning activity scale in cycle I showed that the student's activeness in participating in the learning process had not reached the criteria determined by the researcher. Therefore, at the first and second meetings, student learning activities can be seen in the scale table so that it can

be seen how many percent of students are active in the learning process. Can be seen in the following scale table:

No	Student's name	Presentation cycle I (%)
1	Alia	70
2	Canda	71
3	Dewa	57
4	Edo	53
5	Fadila	69
6	Ilham	68
7	Hikmah	61
8	Masrifai	58
9	Sahrul	58
10	Putri	59
11	Rangga	57
12	Sulis	62
13	Azzahra	67
14	Farhan	65
15	Rizal	66
16	Rafsya	65
Average Amount		**1006**
Percentage of student learning activity		**62,81%**

Based on the table above, it can be seen that the active learning of students has only reached 62.81% and has not yet reached the success criteria. The percentage of the student's learning activity scale before the action (Pre-Cycle) obtained 49.13% data. While in the first cycle it increased to 62.81%. From the data obtained, it can be concluded that after taking the first cycle of action, there was an increase in student learning activity in the learning process. However, it is still below the success criteria, so the researcher proceeds to the second cycle of action.

d. Cycle reflection stage I

At this stage the reflection is carried out by examining the results of observations of teacher activity, student psychomotor and student activity scales as well as problems that occur during the action in the first cycle, data obtained that students have started to look active during learning although not all students are active. There are several weaknesses faced in cycle I, among others:

a) There is no stipulation for the length of the discussion so that it is not in accordance with the schedule and the presentation time is not effective. Questions and answers were still lacking and could not solve the evaluation questions. Due to the limited vocabulary of students so that in the next cycle the form of the question will be changed to the form of multiple choice questions.
b) Some students do not rewrite the meaning of Arabic words/sentences
c) Some students have not fully participated in group work.
d) Giving rewards is not fun because it is only in the form of applause.

2. Action Implementation Cycle II

This action is carried out according to a previously designed plan. These activities are carried out in the learning process using the Broken Text method. The implementation stage of the second cycle of action was carried out in 2 meetings.

a. The first meeting

The first meeting was held on Tuesday, May 17, 2022 in the fourth hour of the lesson, at 08.45-10.15. Interspersed with rest time at 10.15-10.30, then resumed in the fifth hour of the lesson, which is at 10.30-11.15. The material discussed at the first meeting was about "Al-Hiwayah" which consists of three indicators, namely: a) Presenting vocabulary and texts related to the theme of Al-Hiwayah. b) Identifying facts from the text read by Al-Hiwayah. c) Recite the reading text about Al-Hiwayah. Cycle II learning activities are as follows:

1) Initial Activities

The learning process opened with greetings and greetings then the teacher conveyed the learning objectives and provided motivation about the importance of learning Arabic both for deepening Islamic scholarship and as a communication language.

The activity was continued by giving Ice breaking before entering the lesson. The teacher gives apperception by asking students questions, "Anyone know the meaning of Al-Hiwayah? Al-Hiwayah is an activity that you like, such as playing football, watching movies, cooking and others. There are students who answered in a low voice "Hobby", then answered together with other students in a loud voice.

2) Core activities
a) Organize students into several study groups and the teacher distributes the reading text to students, then asks students to read the qira'ah text after the teacher reads it. After that, the teacher asked the

students to read the qira'ah text themselves according to what had been taught earlier. After reading the teacher and students discuss the translation of the qira'ah text and ask students to write down the meaning of the words from the reading text.

b) Ask challenging questions. The teacher gives challenging questions in order to attract the attention of students and students can also play an active role in learning. The teacher asks the students the meaning of the Arabic text sentences. If anyone can answer, they can say their name while raising their finger to answer.

c) Providing simple learning aids At this stage the teacher provides simple learning aids in the form of Broken Text. Then the teacher distributes the reading text to students in the form of broken text and students are asked to rearrange the reading text that is cut into pieces sequentially. After the reading text is composed in its entirety, the teacher asks students to re-record the meaning of the text pieces.

d) Each group presents the results of the discussion in front of the class in turn. From the presentation group, it gives other groups the opportunity to ask questions or give suggestions.

e) The teacher gave feedback to the students with several questions orally, "Ma Ismuka?" and “Maa Hiwayatuka?”. Then students respond to the question on their own.

f) The teacher gives appreciation to students by giving applause and cheers "Mumtadz" to the group that has finished presenting and students who have finished responding to questions from the teacher.

3) End activities

At this stage the teacher provides an evaluation to measure students' abilities by providing multiple choice questions and questions in the form of Sahih/Khatha '. After students collect evaluation questions given by the teacher, the teacher then motivates students to be more enthusiastic in seeking knowledge and in subsequent learning students will be more active.

b. Second meeting

The second meeting will be held on Thursday, 18 May 2022 at 08.45-10.15 or 90 minutes. The material discussed at the first meeting was about "Al-Hiwayah" which consists of three indicators, namely: a) Presenting vocabulary and texts related to the theme of Al-Hiwayah. b) Identifying facts from the text read by Al-Hiwayah. c) Recite the reading text about Al-Hiwayah. Cycle II learning activities are as follows:

1) Initial activity

The learning process opened with greetings and greetings then the teacher conveyed the learning objectives and provided motivation about the importance of learning Arabic both for deepening Islamic scholarship and as a communication language.

The activity was continued by giving Ice breaking before entering the lesson. The teacher gives apperception by asking students questions, "Anyone know the meaning of Al-Hiwayah? Al-Hiwayah is an activity that you like, such as playing football, watching movies, cooking and others. There are students who answered in a low voice "Hobby", then answered together with other students in a loud voice.

2) Core Activities

a) Organize students into several study groups and the teacher distributes the reading text to students, then asks students to read the qira'ah text after the teacher reads it. After that, the teacher asked the students to read the qira'ah text themselves according to what had been taught earlier. After reading the teacher and students discuss the translation of the qira'ah text and ask students to write down the meaning of the words from the reading text.

b) Ask challenging questions. The teacher gives challenging questions in order to attract the attention of students and students can also play an active role in learning. The teacher asks the students the meaning of the Arabic text sentences. If anyone can answer, they can say their name while raising their finger to answer.

c) Providing simple learning aids At this stage the teacher provides simple learning aids in the form of Broken Text. Then the teacher distributes the reading text to students in the form of broken text and students are asked to rearrange the reading text that is cut into pieces sequentially. After the reading text is composed in its entirety, the teacher asks students to re-record the meaning of the text pieces.

d) Each group presents the results of the discussion in front of the class in turn. From the presentation group, it gives other groups the opportunity to ask questions or give suggestions.

e) The teacher gives feedback to students with several questions orally, "Ma Ismuka?" and “Maa Hiwayatuka?”. Then students respond to the question by using Arabic according to their own abilities.

f) The teacher gives appreciation to students by giving applause and cheers "Mumtadz" and giving candy to the group that has finished presenting and students who have finished responding to questions from the teacher.

3) Final Activities

At this stage the teacher provides an evaluation to measure students' abilities by providing multiple choice questions and questions in the form of Sahih/Khatha '. After students collect evaluation questions given by the teacher, the teacher then motivates students to be more enthusiastic in seeking knowledge and in subsequent learning students will be more active.

c. Hasil Pengamatan Siklus II

1. Aktifitas guru dalam penggunaan metode *Broken Text*

Aktifitas guru dalam hal ini adalah peneliti sendiri, pada siklus I diamati dengan lembar observasi yang telah disiapkan oleh peneliti. Dapat dilihat pada tabel berikut.

No	Pertemuan	Nilai Rata-rata Tiap Pertemuan
1	Pertemuan Pertama	72,91%
2	Pertemuan Kedua	83,33%
Total		**156,24%**
Nilai Rata-rata Siklus II		**78,12%**

Tabel 8. Hasil Observasi Guru dalam Menggunakan Metode *Broken Text* Siklus II

Berdasarkan tabel hasil observasi dapat dilihat bahwa aktifitas guru dengan kegiatan pembelajaran menggunakan metode *Broken Text* pada tindakan siklus II mengalami peningkatan pada pertemuan pertama sampai pertemuan kedua dengan nilai rata-rata 78,12% yang termasuk dalam kategori sangat baik. Aktifitas guru/peneliti pada pertemuan pertama mencapai nila rata-rata 72,91%, pada pertemuan kedua mencapai 83,33% dengan nilai rata-rata aktifitas guru/peneliti pada siklus II adalah 78,12%. aktifitas guru pada siklus II, telah mengalami peningkatan dari pertemuan pertama hingga pertemuan kedua.

Berdasarkan aktifitas tersebut dapat diketahui bahwa rata-rata aktifitas peneliti dalam setiap pertemuan mengalami peningkatan dan aktifitas guru dalam kegiatan pembelajaran sudah sangat baik.

2. The results of students' psychomotor observations in using the Broken Text method

At each meeting, student activity increased and achieved the criteria for success. At the first meeting the results of observations with a value of 85.93%

and the second meeting a value of 88.28%. So that in the second cycle the average value of the first meeting and the second meeting reached 87.21%.

In the first cycle there were several aspects that were lacking, so they were corrected and given action in the second cycle and had been raised by the researcher. When the group discussion, the researcher has determined the time that students use for discussion and giving rewards/praises is fun, because the researchers give applause and give small prizes in the form of candy.

3. The results of the student learning activity scale

The results of the student learning activity scale in cycle II showed that students were already active in following the learning process. Therefore, student learning activity at the first and second meetings can be seen through a scale so that it can be seen how many percent of students are active in participating in the learning process. The following are the results of the student learning activity scale:

No	Student's name	Presentation cycle II (%)
1	Alia	78
2	Canda	77
3	Dewa	73
4	Edo	74
5	Fadila	76
6	Ilham	76
7	Hikmah	74
8	Masrifai	74
9	Sahrul	73
10	Putri	75
11	Rangga	71
12	Sulis	72
13	Azzahra	76
14	Farhan	78
15	Rizal	79
16	Rafsya	76
Average Amount		**1202**
Percentage of student learning activity		**75,13%**

Based on the table above, it can be seen that the scale of student learning activity reaches 75.13%. From the data above, it can be concluded that after the second cycle of action, there was an increase in student learning activity in the Arabic learning process.

Before the implementation of the action, the scale of student learning activity only reached 49.13%, of all students. After the first cycle of action, the scale of student learning activity reached 62.81%. Therefore, researchers and teachers try to improve the shortcomings faced in the first cycle. So that the researchers continued in the second cycle stage, the second cycle of student learning activity scale increased and reached a value of 75.13%.

d. Action Reflection Cycle II

At the reflection stage, it is carried out to see and examine data from the results of researchers' observations in using the Broken Text method and the scale of student activity in following the learning process faced during the action in cycle II which has obtained data that students are already active in participating in learning. After the learning activities in cycle II were completed, the researcher and the Arabic teacher reflected on the activities that had been carried out. Researchers see an increase in student learning activity in the learning process.

From its implementation in cycle II, it turns out that there are no visible obstacles. Everything can be seen from the results of the second cycle reflection as follows:

a) The time for group discussion has been effective so that the time for presentations, questions and answers and completing worksheets is fulfilled.
b) Researchers have given rewards in the form of applause and small prizes in the form of candy.
c) Researchers at the beginning of each lesson always provide ice breaking so that students look enthusiastic and participate when learning takes place.

Based on the results of the study, it can be seen that students' learning activities increase during the Arabic learning process using the Broken Text method. These results can be shown in the results of the pre-cycle research with a percentage of 49.13%, the first cycle action increased 62.81% and the second cycle action reached 75.13%. So it can be said that by using the Broken Text method, student learning activity increases.

The use of the Broken Text method in learning Arabic must involve teachers and students, so that the learning atmosphere is created well. Therefore, teachers must always organize and guide students in study groups so that students have the courage to express their opinions and actively do something. This is in line with the theory put forward by Moh. Uzer in Sesri Yunita, he

stated that teachers have a very important role in determining the quality of the teaching they carry out. Teachers must consider and plan something in increasing learning opportunities for their students.

In addition to teachers, students also take an active role in learning. Student learning activity can be seen from student involvement during the learning process such as students paying attention to the teacher's explanation, being involved in study group discussions, expressing opinions, asking questions, writing learning summaries, solving problems and doing assigned tasks.

In grade 10 students of MA Al-Hikmah Mogutat Kotamobagu, student learning activity already looks good, because in the learning process the researcher tries to create a learning atmosphere that attracts students' attention and involves students actively. As the theory put forward by Martinis Yamin in Sesri Yunita that teachers do not only carry out activities to convey knowledge, skills and attitudes to students, but teachers must be able to bring students to be active in various forms of learning such as discovery learning, independent learning, group learning and learning in solving problems. problems in learning.[10]

C. Conclusion

Based on the results of research and discussion, it is concluded that the use of the Broken Text method has increased student learning activity in learning Arabic. These results can be shown in the results of the pre-cycle research with a percentage of 49.13%, the first cycle action increased 62.81% and the second cycle action reached 75.13%. So that it can be said that by using the Broken Text method, students' learning activity increases in learning Arabic for grade 10 MA Al-Hikmah Mogutat Kotamobagu. As for the shortcomings or obstacles faced, namely a) the discussion time used by students has not been effective, so they use a little time in the break so that the planning for the evaluation is carried out b) Some students are seen still talking to their seatmates during the learning process.

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