EMPOWERING THE PROPHET'S MOVIE SERIES IN TEACHING THE ARABIC READING COMPREHENSION

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Abstract

The article aimed to measure the effectiveness of the Prophet's movie series in enhancing the students' Arabic reading comprehension. The sample of the study was 68 students that were selected randomly which divided into 34 students in both of the experimental and control group. The instrument was the reading test used collecting the data and has been analyzed using the SPSS program. The results found that the application of the Prophet's movie series improved the students' Arabic reading comprehension more significantly. The three levels of the comprehension improved after conducting the treatment. The highest improvement was in the level of the literal with 2.17 point followed by the inferential with 2.03 point and the critical with 2.82 points. These results led to the generalization that the empowering of the Prophet's movie series in teaching the Arabic reading is effective to enhance the students' reading comprehension.

Keywords: Arabic learning, reading comprehension, movie series

INTRODUCTION

Reading is one of the essential language skills that need to master by any of language learners. Unfortunately, the way of teaching the reading has not been given the more attention to the university students. The traditional perspective in teaching reading shows that teaching the reading must begin at the early of the childhood mastering the letters and the vocabulary followed by mastering the letter-sounds relationship, and finally, they will learn the simple stories with highly controlled vocabulary (Harp and Brewer, 1996). Therefore, the reading skill is more than just a visual process of spelling and mentioning the words loudly with the right pronunciation, but it also involved the development of the way of thinking and learning process in which the eyes and mind work together in seeking and comprehending the meaning. The process was named by Thorndike (in Otto, 1979) as the "verbal reasoning".

Through the reading, a teacher could distinguish between the passive (unskilled) and the active (skilled) readers. The skilled readers do not only read the texts but also interact with the meaning of the texts been read (Mufidah & Bin-Tahir, 2018). They will predict what will happen further from the story by using some clues from the texts and make some questions

about the main idea, message, or the plot from the texts, and try to comprehend the sequence, context, and even a character in the story (Sanders, 2001).

Reading is the complex skill that needs the mental and physical effort. As a result, the students will have low motivation and desire to read and hate to recite indeed. They only read the required textbook to get the score achievement and pass the exams. The phenomena show that the students lacked the intention to read, even if they read, they will act and behave with a negative attitude and overwhelming. This view is strengthening by the result of students' score in the final semester examination. These prove indicated that they still lack the reading comprehension. Most of the students felt that reading is the incredibly tricky habit and skill that required the integrated body and mental abilities which also does not get more comfortable with the passage and the accumulation of the experiences.

All teachers have the right intention to create their students as a kind and motivated reader. But not most of them are aware of the appropriate method to adopt in their teaching the reading (Rinantanti et al., 2017). The practical strategy of teaching the reading method does not only require the accurate of reading skill but also the ability to understand the text easily and automatically (Lyon, 2001). Basically, many students who struggle in learning how to read quickly through an appropriate teaching instruction will compensate with the initial of reading problems, but they fail to achieve the level of sufficient fluency to be the quick and efficient readers (Adams, 1990). Furthermore, the systematic study is required to give the most comprehensive of the problem-solving concerning the best of the teaching reading strategy and method.

There are many strategies and methods of teaching to enhance the students' Arabic reading comprehension. One of the relevant methods is to employ the media of the Prophet's movie series that can help in achieving the objective of learning. The media, of course, will help the teacher to manage the subject, planning the instruction and evaluation, and control the students' reading activity. The media also will help the students to identify the main idea, organize the concept, and comprehend the reading text through the movie easily. The Prophet's movie series can be useful for introducing the important vocabulary in a selected theme to explore the students' background of language skills. Thus, it can be as a helpful reference for students to clarify the confusing points while they are reading. When they are familiar with the nature and content of the story from the movie, they can create their own comprehension as in the during-reading or post-reading activity. This possibility had motivated the researchers to empower the Prophet's movie series in teaching the Arabic reading to measure the improvement of the students' of PBA-UIN Malang reading comprehension.

REVIEW OF LITERATURE

Richard in Rahmi (2007) defined that reading comprehension as the process of understanding the text been red or the process of the meaning construction from the reading text mentally (Salikin et al., 2017). The comprehension is a process of creation that involved

all the elements of the text while reading (Bin-Tahir et al., 2018). Thinker and McCullough (1975) argue that reading is the written symbolic identification as the stimulator to serve the recall of the meaning built through the experiences.

It is in line with what stated by Wender and Rubbin (1982) that reading comprehension is a sophisticated intellectual process that involves the mental and physical abilities. Pearson and Johnson (in Burn, 1989) argue that reading comprehension is the unitary process at once and a set of discrete processes to explore the full understanding. Moreover, the students must have a habit in reading as one of the essential aims in learning a language and various instructional purposes that served by the written text to receive the particular focus (Richards and Renandya, 2002).

Richards (1995) distinguishes different types of reading comprehension based on the purpose of the reader and the style of reading they did. These types can be grouped as components of the reading comprehension as follows:

1. Literal comprehension

According to Berg (2010), the literal reading is reading specific words printed on a text. Unfortunately, this type of reading is rarely used widely in most learning situations. The literal reading is very accurate. The information obtained will be very concrete and very detailed. But, having details without understanding what is meant or how to use it is at the core of the many problems encountered by readers while reading.

2. Inferential comprehension

This is the ability to read and conclude some information from the text that has been read. For example, in reading a story and understanding what the whole atmosphere is, or what character and personality can be obtained from the description of the story. This is the process of moving the ideas implied rather than being directly stated. This level requires a higher level of thinking ability because the questions in the interpretation category are related to answers that are not mentioned directly in the text but are suggested or implied. Smith (1980) states that in interpretation, read the outline, make connections, read between the lines to get conclusions or the implicit meaning of the text.

3. Critical or evaluative comprehension

Critical reading is the evaluation of written material compared to ideas found from standard materials then concludes to understand accurately. The critical reading compares previous experiences with elements in new material such as content, style, expression, information, and ideas or ideas from the author. In this level or reading comprehension, the reader must be an active reader, question the fact-finding, and postpone the assessment until he has considered all the material. Reading activity is comparing information in a section with the knowledge and value of the reader. The process requires students to criticize and actively evaluate the information disclosed and presented by the author is valuable enough to be absorbed. The types of reading comprehension will be investigated in this study.

METHOD

This research applied the quasi-experimental method, which involved two groups. They were experimental and control group. The experimental group was given a treatment using the Prophet's movie series, a treatment under investigation, while the control group was given the treatment without using the conventional method. The researchers just provided the same material and were treated by the other English teacher. The control group was needed for comparison purpose to prove if the treatment by using the Prophet's movie series was more effective than other (Gay, 2006). Both groups were given pre-test and posttest. The pretest was administered before treatment to assess the students' prior knowledge on reading comprehension and the post-test was administered to measure treatment effects.

This study applied a quasi-experimental design which involves two groups. They are the experimental and control groups. The experimental group was treated using the Prophet's movie series, while the control group was treated using the conventional method. The researchers only provided the same material and were treated by other English teachers in his/her classroom. The control groups are needed for comparative purposes to prove that the treatment using the Prophet's movie series is more effective than others (Gay, 2006). Both groups were given a pre-test and posttest. The pretest was given before the treatment to assess students' prior knowledge of the Arabic reading comprehension, and the post-test was given to measure the treatment effects.

The researchers applied the random sampling technique to choose the participants. One class is selected as the experimental group and one class for the control group. From the random sampling, the researchers determined the PBA 1 class to be the experimental group and PBA 2 to be the control class. The number for each group is 34 students. So, the total number of samples is 68 students.

In collecting data, researchers used tests in the form of pretest and posttest using objective tests. It consists of 30 items. Pretest has been given before treatment and posttest is given after treatment to check students' reading achievement. In analyzing data, researchers used percentage analysis. The use of percentage analysis is to find out the percentage of students' reading achievements through the Prophet's movie series. To find out the average score, standard deviation and t-test value between pretest and posttest, the researchers used the SPSS 17 program (Gay, 2006).

RESULTS

The findings of this study relate to the effectiveness of the Prophet's movie series in improving students' Arabic reading comprehension which consists of increasing literal, inferential, and critical understanding of students.

1. The impact of the Prophet's movie series in improving students' reading comprehension

a. *The improvement of the literal comprehension*

The students' Arabic literal comprehension achievement in the pretest and posttest of both groups can be presented in table 1 below.

Table 1: The mean score of students' literal comprehension

Groups	Mean scores		Standard deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	5.94	8.11	1.18	1.50
Control	6.06	7.18	1.28	1.03

Table 1 shows that the average score of students for the experimental and control groups was low or classified as poor. The mean score of pretest students for experimental was 5.94 with a standard deviation of 1.18 and the control was 6.06 with a standard deviation of 1.28. However, after applying the treatment, students' literal understanding increases. This is evidenced by the average score of students in the posttest, for both experimental groups was 8.11 with a standard deviation of 1.50 and control of 7.18 with a standard deviation of 1.03. The following will explain the results of the achievement of students' scores on types of reading comprehension namely literal, inferential, and critical in both experimental and control groups.

Table 2: The percentage of students' literal scores in the pretest

Classification	Score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	0	0
Good	76-85	1	2.94	3	8.82
Fairly good	66-75	5	14.70	11	32.35
Fair	56-65	13	38.28	11	32.35
Poor	36-55	14	41.18	7	20.58
Very poor	00-35	1	2.94	2	5.88
Total		34	100	34	100

Table 2 shows that most of the students in the experimental group were in the poor category, or their score ranges only spread from 0 scores to 85.00 score ranges that only 1 student (2.94%) in the good category and the remaining 14 students (41.18%) were in the bad category, 1 student (2.94%) was in the very bad category, 13 students (38.23%) were in the good category and 5 students (14.70%) were in the pretty good category. In the control group showed differences in scores where students scores also spread in 0 to 85 range scores or 2 students (5.88%) categorized as very poor categories, 7 students (20.58%) categorized as poor students, 11 students (32.35%) categorized as fair and good enough, and there were 3 students (8.82%) in the good category.

Table 3: The percentage of students' literal score in the posttest

Classification	Score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	3	8.82	0	0
Very good	86-95	11	32.35	3	8.82
Good	76-85	11	32.35	10	29.41
Fairly good	66-75	5	14.70	13	38.23
Fair	56-65	4	11.76	6	17.64
Poor	36-55	0	0	2	5.88
Very poor	00-35	0	0	0	0
Total		34	100	34	100

Table 3 describes the scores of students at the literal level in reading Arabic at the posttest where the experimental and control groups increased. In the experimental group, the scores of students were grouped from fair to very good. There were 3 students (8.82%) in the very good category, 11 students (32.35%) were in the very good and good category, 5 students (14.70) in the pretty good category and 4 students (11.76%) in a bad category. Unlike what happened in the control group, student scores were classified as poor to very good. None of the students are categorized as good. There were 3 students (8.82%) categorized as very good, 10 students (29.41%) categorized as good enough, 6 students (17.64%), 2 students (5.88%) categorized as poor.

The distribution of scores for the experimental group and the control group at the literal level in the posttest shows the difference from the pretest. After treatment by the two groups, both showed improvement, but in the experimental group, the application of the Prophet's movie series provided a higher increase than conventional teaching.

b. The students' inferential scores improvement

The students' inferential comprehension in Arabic reading can be seen in table 4.

Table 4: The mean score of students' inferential comprehension

Groups	Mean score		Standard deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	5.73	7.76	1.08	1.28
Control	5.97	7.14	1.14	1.10

Table 4 shows that there is a difference between student scores and standard deviation of inferential understanding students in reading Arabic where the average score of students for the experimental and control groups is low or classified as poor. This is evidenced by the average score of students in the posttest, for both experimental groups was 7.76 with a standard deviation of 1.28 and a control of 7.14 with a standard deviation of 1.10. Although, the average score of students increased in posttest, but the scores of students in the experiment

were greater than the control group or $7.76 > 7.14$. That is, using the Prophet's series of movie is effective in increasing the inferential understanding of students in reading Arabic.

Table 5: The percentage of students' inferential score in the pretest

Classification	Score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	0	0
Good	76-85	2	5.88	3	8.82
Fairly good	66-75	5	14.70	7	20.58
Fair	56-65	13	38.23	14	41.18
Poor	36-55	13	28.23	9	26.47
Very poor	00-35	1	2.94	1	2.94
Total		34	100	34	100

Table 5 shows that most students in the experimental group were in the poor category or their score range only spread from 0 scores to 85.00 range of scores in the experimental group only 2 students (5.88%) in the good category. Whereas in the control group showed differences where the scores of students were also spread in 0 to 85 range scores or 3 students (8.82%) categorized as good categories, 7 students (20.58%) were categorized as good enough, and 1 student (5.88%) categorized as very poor.

Table 6: The percentage of students' inferential scores in the posttest

Classification	Score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	3	8.82	0	0
Very good	86-95	6	17.64	4	11.76
Good	76-85	13	38.23	8	23.53
Fairly good	66-75	5	14.70	14	41.18
Fair	56-65	5	14.70	4	11.76
Poor	36-55	1	2.94	3	8.82
Very poor	00-35	0	0	0	0
Total		34	100	34	100

Table 6 illustrates the frequency and percentage value of student scores at the literal level of Arabic reading comprehension at posttest, which tends to spread from the poor category to very good. The distribution of scores for the experimental group and the control group at the literal level in the posttest shows the difference from the pretest. After treatment was carried out on both groups, both showed improvement, but in the experimental group, the application of the Prophet's film series provided a higher increase than conventional teaching.

c. The improvement of students' critical comprehension

The students' critical comprehension in reading can be seen in table 7.

Table 7: The mean score of students' critical comprehension

Groups	Mean score		Standard deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	5.47	8.29	1.16	1.24
Control	5.79	7.50	1.32	1.35

Table 7 explains that there are differences in student scores and standard deviations in students' critical understanding of reading Arabic where the average scores of students for group and control experiments are low or classified as poor. In the experimental group, the mean value of pretest students for experimental was 5.47 with a standard deviation of 1.16 and the control was 5.79 with a standard deviation of 1.35. However, after applying treatment, students' critical understanding increases. That means that using the Prophet's movie series is effective to improve students' critical understanding of reading Arabic.

Table 8: The percentage of students' pretest score on critical level

Classification	Score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	0	0
Good	76-85	1	2.94	3	8.82
Fairly good	66-75	5	5.88	8	23.53
Fair	56-65	12	35.29	10	29.41
Poor	36-55	5	5.88	12	35.29
Very poor	00-35	1	2.94	1	2.94
Total		34	100	34	100

Table 8 describes that most students in the experimental group were in the poor category or their score range only spread from 0 scores to 85 range scores in the experimental group only 1 student (2.94%) in the good category, 5 students (14.70 %) in the category of quite good and bad, 12 students (35.29%) were in a fair condition and 1 student (2.94.70%) was in a very bad category. Meanwhile, in the control group showed the color difference where the scores of students were spread in 0 to 85 range scores or 3 students (8.82%) categorized as good categories, 8 students (23.53%) categorized as good enough, and 10 students (29.41%) categorized as fair, 12 students (35.29%) in the bad category and 1 student (2.94) in the very bad category.

Table 9: The percentage of students' posttest score on critical level

Classification	Score	Experimental group		Control group	
		F	%	F	%

Excellent	96-100	8	23.52	0	0
Very good	86-95	7	20.58	12	35.29
Good	76-85	7	20.58	6	17.64
Fairly good	66-75	11	32.35	4	11.76
Fair	56-65	1	2.94	11	32.35
Poor	36-55	0	0	1	2.94
Very poor	00-35	0	0	0	0
Total		34	100	34	100

Table 9 illustrates the frequency and percentage value of student scores at the literal level of Arabic reading comprehension in the posttest that the achievement of students in the experimental group and control group increased after treatment. In the experimental group, student scores tend to spread from the fair category to the very good. The distribution of scores for the experimental group and the control group at the literal level in the posttest shows the difference from the pretest. After treatment for both groups, both showed improvement but in the experimental group the Prophet's film series application provided a higher increase than conventional teaching.

2. The mean score of the students' pretest and posttest

The tabulation data for the students' achievement in their reading comprehension can be seen as follows:

Table 10: The mean score and standard deviation of the students' pretest and posttest

Paired Sample Statistics		Mean	N	Std. Deviation
Pair 1	Pretest Experimental	17.14	34	2.29
	Posttest Experimental	24.17		1.73
Pair 2	Pretest Control	17.82	34	2.54
	Posttest Control	21.82		1.80

Table 10 shows that the total number for each group from the experimental group was 34 students and the control group was 34 students. Average scores and standard deviations are shown differences in pretest and posttest for both groups. Data based on calculations using SPSS. 17.0 showed the average score of the experimental group and the control group were mostly in the same score before giving treatment, where the pair of experimental pretest was 17.14 and pretest control was 17.82. The posttest of the two groups shows the score of the average score difference. In the experimental posttest was 24.17 and the posttest was 21.82. This means that there is an increase after treatment. However, the use of the Prophet's movie series is more effective in improving students' Arabic reading comprehension than the use of conventional methods.

DISCUSSION

Based on the results of student scores in either the control or experimental group before and after treatment, the researchers assumed that students often misunderstand the questions in the text. They will copy something from the text, sometimes completely losing the core of the question. When the researchers analyzed students' difficulties in understanding Arabic reading, the researchers predicted that they lacked linguistic competence in Arabic which affected their reading. Some of the researchers' findings support that the lack of students' vocabulary knowledge causes them to not recognize the reading ideas, even when the questions are literal and factual in the exam. They are also lack in interpreting the texts given, and that also makes them difficult to read critically.

This proves that the problem in the background of knowledge still occurs, however, the use of the Prophet's film series has succeeded in maximizing students' reading comprehension of Arabic. Students are encouraged by the use of the Prophet's film series in their reading. Buzan (2009) states that the Prophet's movie series is a way of recording the story in mind. This is based on the results of research into the way the brain processes and information to keep information not linear, phase by phase, but the brain stores information and processes information randomly. From the other side, the brain stores information in the form of images, and not in the form of articles or letters.

In addition, using the Prophet's film series to present lessons, the teacher can explain the meaning of each part of the story in a creative and easy way for his students to conceptualize. Besides, students can have an interactive role in the lesson by providing an explanation of the story given by the teacher. The visuals and colors contained in the story continue to strengthen the meaning of the story by giving several points of mental association for students. Thus, students are able to internalize the meaning of each part of the story.

The movies make students creative in doing their reading texts. Furthermore, students of the experimental group gained greater autonomy in the development of their reading than the control group students. However, during and after the treatment period, the experimental group students were more concerned with their own activities. Through systematic practice the Prophet's film series techniques are like brainstorming that can help students understand what they are reading. Rosenshine (1997) states that creating questions does not lead directly to understanding. Instead, students search for text and combine information when they generate questions; then they understand what they have read. In fact, students have progressively gained the ability to monitor and control their reading comprehension and progress.

In applying the Prophet's film series, students can increase their level of Arabic reading comprehension. They are literal, inferential, and critical. Richards (1995) states that different types of reading comprehension are distinguished according to the purpose of the reader and the type of reading they use. In this case, students show their interest in making temporary and after reading assignments. Students can also improve their understanding of text elements such as orientation, text resolution, how the character looks like, and the moral value of the text. In understanding reading Arabic, students can be improved by reading

comprehension questions. Day and Park (2005) states that five forms of question words can be used to motivate students to become more interactive readers.

Based on the results of the research and discussion presented above, students have experienced the significant progress in reading Arabic after they were given the treatment. The Prophet's movie series is very useful for directing students to recognize how ideas are organized in a text or concept. Apart from this, students can build their own ideas using the Prophet's movie series. Thus, the achievement of students in Arabic reading comprehension is better by using the Prophet's movie serial technique than the conventional method.

CONCLUSION

Based on the findings and discussion of the study, the researchers concluded that the application of the Prophet's movie series increased students' understanding of reading Arabic more significantly for the second semester students of PBA-UIN Malang than using the conventional methods. The posttest' means score of the experimental group was higher than the control group (24.17 > 21.82). In addition, all three levels of the comprehension are improved after providing the treatment; literal level gets the highest increase with 2.17 points. This is followed by inferential level which gets 2.03 points and a critical level that gets 2.82 points. These results lead to the conclusion that the application of the Prophet's movie series increases students' reading comprehension of Arabic. This means that the empowerment of the Prophet's movie series in teaching Arabic reading is very effective in improving students' reading comprehension.

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