



Application of Team Quiz Strategy to Improve Speaking Skills of Class VIII MTs. N 3 Gorontalo Regency

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Abstract: The purpose of this study is to determine the improvement of the maharah kalam ability of class VIII MTs Negeri 3 Kabupaten Gorontalo students by using a team quiz strategy. This research is a Class Action Research conducted at MTs Negeri 3 Gorontalo Regency. This research was carried out in 2 cycles. The data collection techniques used are observation, interviews, tests and documentation. The data analysis techniques used are descriptive and quantitative qualitative data analysis. The subjects of this study were students of class VIII C MTs Negeri 3 Gorontalo Regency, totaling 25 students. This research was conducted through 4 stages, namely the planning stage, implementation of actions, observation and reflection. The results of this study show that the application of the team quiz strategy can improve students' maharah kalam. This increase can be seen from the average value of the pre-test results, which is 33.2. After applying the team quiz strategy on the post test cycle 1 the average score result increased to 62.2, then in the post test cycle II the average score result increased to 79.8. With a successful pre-test result of 0%, post test cycle I 24% and post test cycle II 80%. Thus, it can be concluded that the team quiz strategy can improve the maharah kalam of class VIII MTs Negeri 3 students of Gorontalo Regency.

Keywords: Strategy Team Quiz; Maharah Kalam

Abstrak: Tujuan dari penelitian ini yaitu untuk mengetahui peningkatan kemampuan maharah kalam siswa kelas VIII MTs Negeri 3 Kabupaten Gorontalo dengan menggunakan strategi team quiz. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan di MTs Negeri 3 Kabupaten Gorontalo. Penelitian ini dilaksanakan sebanyak 2 siklus. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, tes dan dokumentasi. Teknik analisis data yang digunakan adalah analisis data kualitatif deskriptif dan kuantitatif. Subjek penelitian ini adalah siswa kelas VIII C MTs Negeri 3 Kabupaten Gorontalo yang berjumlah 25 orang siswa. Penelitian ini dilakukan melalui 4 tahap yaitu tahap perencanaan, pelaksanaan tindakan, observasi dan refleksi. Hasil dari penelitian ini menunjukkan bahwa penerapan strategi team quiz dapat meningkatkan maharah kalam siswa. Peningkatan ini dapat dilihat dari nilai rata-rata hasil pre test yaitu 33,2. Setelah diterapkan strategi team quiz pada post tes siklus 1 hasil nilai rata-rata meningkat menjadi 62,2, Selanjutnya pada post test siklus II hasil nilai rata-rata meningkat menjadi 79,8. Dengan hasil keberhasilan pre test 0%, post tes siklus I 24% dan post tes siklus II 80%. Dengan demikian dapat disimpulkan bahwa Strategi team quiz dapat meningkatkan maharah kalam siswa kelas VIII MTs Negeri 3 Kabupaten Gorontalo.

Kata Kunci: Strategi Team Quiz, Maharah Kalam

INTRODUCTION

Arabic language teaching in Indonesia has progressed along with the spread of Islam. Over time, Arabic became an important lesson in schools and universities under the auspices of the ministry of religion. Therefore, those who are familiar with this field are trying to make efforts to improve the process of teaching Arabic.¹ One such effort is to find the right strategy to convey information to students.

The strategy according to Muhaimin Shah is one of the tactics or plans. Meanwhile, according to Syaiful Bahri in his book entitled "Teaching and learning strategies", which is an outline of the direction to act in an effort to achieve predetermined goals. Meanwhile, in general, strategi if it is connected with teaching and learning can be interpreted as a general pattern of teacher actions of students in the manifestation of teaching.²

The Team Quiz strategy is one type of *active learning* strategy that functions to activate students to be able to ask and answer questions, liven up the learning atmosphere and increase student responsibility for what has been learned in a fun and not boring way so that students are active in the classroom. In this strategy students are involved continuously, both mentally and physically. They must constantly think, study ideas, solve problems, and apply what has been learned.³

A language learning has four aspects that support the achievement of language proficiency, namely reading, writing, listening and speaking.⁴ From some of these aspects, the researcher chose speaking skills for further research, since speaking skills (maharah kalam) are one of the very important language skills and as evidence of the success of other basic components.⁵

¹ Mukhtar I Miolo, "المعجم في المصطلحات التعليمية وتطويره في تعليم اللغة العربية," *A Jamy: Jurnal Bahasa dan Sastra Arab* 9, no. 1 (2020): 154.

² Khoirul Budi Utomo, "Strategi Dan Metode Pembelajaran Pendidikan Agama Islam MI," *MODELING: Jurnal Program Studi PGMI* 5, no. 2 (2018): 147.

³ Yessi Wulandari, Agus Wahyuni, and Elisa, "Efektifitas Metode Pembelajaran Aktif Tipe Team Quiz Terhadap Hasil Belajar Siswa Pada Pokok Bahasan Pesawat Sederhana," *Jurnal Ilmiah Mahasiswa (JIM) Pendidikan Fisika* 2, no. 2 (2017): 203.

⁴ Muzia Ranselengo, Mukhtar I Miolo, and Nurul Aini Pakaya, "Kesalahan Siswa Dalam Menerjemahkan Materi Bacaan Bahasa Arab Ke Dalam Bahasa Indonesia," *Al-Kilmah : Jurnal Pendidikan Bahasa Arab dan Humaniora* 1, no. 2 (2020): 61.

⁵ Lina Marlina, "Efektifitas Metode Langsung Dalam Pengajaran Keterampilan Berbicara Bahasa Arab," *al-Tsaqafa* 13, no. 2 (2016): 212.

Maharah Kalam is the ability to mention articulated sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the person being spoken to. In Arabic subjects, *Maharah Kalam* is a basic skill that students must master and is one of the main goals in learning a foreign language. However, learning Arabic is considered difficult by most students. Therefore, an appropriate learning strategy is needed so that students do not feel difficult.⁶ Learning strategies have a very important role in improving the quality of Arabic learning and teachers must be able to plan it and carry it out properly. The team quiz strategy is one of the learning strategies that is considered to be able to increase the maharah kalam of students, because it creates an interesting learning atmosphere and can involve students playing an active role and thinking critically dalam learning.⁷

MTs N 3 Kabupaten Gorontalo is one of the madrasahs located in Gorontalo district. The author chose MTs N 3 Gorontalo Regency for the research location because this Madrasah is the location of researchers during the Introduction to School field 2 (PLP 2) *Maharah Kalam*, a grade 8 MTs N 3 student in Gorontalo Regency is still low, this is evidenced by the data obtained by pa da researchers when conducting the initial test (pre test), of the 25 students who took the test, no student achieved the Minimum Completion Criteria, and the grade point average obtained was 33.2%. At the time of the initial test, many students who when spoken to using Arabic were still afraid of being wrong and still had a lot of silence. This is based on students' knowledge of Arabic and mastery of vocabulary that is still lacking. One of the contributing factors is that the strategies used by teachers in learning Arabic for *Maharah Kalam* prioritize reading methods.

Therefore, in order for the learning objectives of maharah kalam to be achieved, it is necessary to have alternative learning models or strategies that provide opportunities for students to speak Arabic more often. In this case, researchers are interested in implementing a team quiz strategy to improve the speaking skills of grade 8 MTs N 3 students of Gorontalo Regency.

⁶ Muhammad Zainuri, "Perkembangan Bahasa Arab Di Indonesia," Tarling : Journal of Language Education 2, no. 2 (2019): 233. Tarling: jurnal of language Education 2, No2 (2019)

⁷ Umi Adibah, "Penerapan Model Pembelajaran Kooperatif Team Quiz Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab Pada Siswa Sekolah Madrasah Aliyah," *Nusantara: Jurnal Pendidikan Indonesia* 1, no. 3 (2020): 592.

METHODS

The type of research used in this study is *classroom action research*, because this research is carried out in accordance with ptk steps starting from the planning, implementation, observation and reflection stages which aim to overcome problems in learning practice in grade 8 Madrasah Tsanawiyah Negeri 3 Gorontalo Regency. through *the team quiz strategy*.

This *classroom action research* focuses on efforts to change the current condition towards the expected condition. The research conducted deals with the use of realistic approaches to improve arabic speaking skills. This research was conducted collaboratively, meaning that in this study together with collaborators since contemplation to determine the problem, *planning* (planning), *acting* (action), *observing* (observation), and *reflecting* (reflection). In this study, the steps used in conducting the study were to refer to the Kemmis and McTaggart models. To make it easier to understand this PTK model can be seen in the following figure.⁸

RESULTS AND DISCUSSION

This research was carried out at the MTs Negeri 3 school in Gorontalo Regency from April 11 to June 9 , 2022. The results of the study were obtained in stages in the form of a learning cycle in the teaching and learning process in the classroom. Before conducting the research, the researcher contacted the principal to ask for permission to conduct research, as well as provide a letter of introduction or research permit from the Faculty of Tarbiyah Sciences and iain Sultan Amai Gorontalo teacher training. The researcher is given permission to observe the state of the class and consult with the teacher of the field of Arabic studies class VIII about the research plan to be carried out in the classroom . Before teaching and learning activities are carried out, researchers first prepare all research instruments consisting of Learning Implementation Plans (RPP) for learning cycles I and II, observation sheets of teachers and students.

1. The stage before the execution of the action

This research is a class action research (PTK), which is carried out in two cycles in each cycle carried out planning, implementation, observation and reflection

⁸ Yoyok Soesatyo et al., "Pelatihan Penulisan Proposal Penelitian Tindakan Kelas (PTK) Bagi Guru Ekonomi Kabupaten Sidoarjo," *Jurnal Pemberdayaan Masyarakat Madani (JPMM)* 1, no. 2 (2017): 162–178.

activities. As for planning and implementation, it is carried out by the researcher himself. Before the researcher carries out the learning process by using the *strategy of the team quiz*, the researcher gives a pre-test first to the students to find out the initial students ability of maharah kalam

Tabel 2. *Pre-test data on students' speaking ability*

No	Student name	Assessment Aspects					Score	Value
		1	2	3	4	5		
1	Natasya Mobilingo	2	2	1	1	2	8	40
2	Vanessia Mutia Rahman Yahya	1	1	1	1	1	5	25
3	Rizky Galas Dj Sondakh	1	1	2	1	2	7	35
4	Istiqomah Abdurrahman Doc	2	2	1	1	2	8	40
5	Moh. Indra Thalib Usman	1	1	1	1	1	5	25
6	Tiara Mointi	2	1	1	1	2	7	35
7	Jonatan Putra Fatahilih	1	1	1	1	2	6	30
8	Nur Mutya Lihawa	1	1	2	1	2	7	35
9	Amelia Ishak	1	1	2	1	1	6	30
10	Madina Hasnawia Aswar Palangka	2	2	1	1	2	8	40
11	Muhamad Bayu Apriliansyah Hasan	1	1	1	1	2	6	30
12	Rizka Aprilia Harun	2	2	2	2	2	10	50
13	Kirana Putri Amar	1	1	2	1	2	7	35
14	Saida Hasim	1	1	2	1	1	6	30
15	Nafyla Ramadhani Bagoec	1	1	1	2	2	7	35
16	Andin Dinimullah Ibrahim	2	2	2	2	2	10	50
17	Fatmawati Bakari	1	2	2	1	2	8	40
18	Abdul Rajak Zubair	1	1	1	1	2	6	30
19	Elsafira Igrisa	1	2	2	1	2	8	40
20	Rasya Huwoyon	1	1	1	1	1	5	25
21	Mohamad Zulfikar Eti Hama	1	1	1	1	1	5	25

22	Moh. Fazrin B. Saleng	1	1	1	1	1	5	25
23	Wahyu Putra Kurniawan	1	1	1	1	1	5	25
24	Farrel Fadhlurrahman Pakaya	1	1	1	1	1	5	25
25	Hairun Hasan	1	1	1	1	2	6	30
Sum = 830								
Average = 33,2								

Based on the table above, it can be seen that of the 25 students on the initial *test* or *pre test*, no student has been completed in accordance with the KKM that has been set by the school. The KKM set is 73. The average score of the class obtained in the *pre test* is 33.2.

The results of the completeness of student learning clerically on the initial test (*pre test*) are calculated by using the formula set by Oleh Zainal Aqib, namely:

$$P = \frac{\sum \text{siswa yang tuntas}}{\sum \text{siswa}} \times 100$$

$$P = \frac{0}{25} \times 100 = 0\%$$

From the results of classical learning completion, the criteria for student learning success rates on the initial test are categorized as very low. This is in accordance with the criteria for student learning success set by Zainal Aqib which can be seen in the table below:

Success rate (%)	Category
80%	Very High
60-79%	High
40-59%	Middle
20-39%	Low
20%	Very Low

Based on the above results, it can be seen that the success rate on the initial test is categorized as very low because it is at a success rate of 20%. Furthermore, the researcher carried out the action stage by using cycle I to be able to improve the maharah kalam of students using the team quiz strategy. This strategy is expected to improve students' Arabic speaking skills.

1. Cycle 1

a. Planning

At the planning stage in cycle 1, the researcher determines the class to be used as a research class, then the researcher determines and prepares the material that has been consulted with the Arabic teacher at the school to be taught, after that draws up a Learning Implementation Plan (RPP) on the material "المهنة".

b. Implementation of Actions

The implementation of class action research in cycle 1 was carried out on May 25, 2022, at 09.00 to 10.00 with a time allocation of 60 minutes. The learning process is divided into three stages of activity, namely the initial activity stage, the Core activity stage, and the final activity stage. These steps are presented in the Learning Implementation Plan. The stages are as follows:

1. Initial activities;

- a. Greeting and greeting students
- b. Conditioning the classroom
- c. Start learning while inviting learners to pray before starting learning
- d. Checking learners' attendance,
- e. Providing aperception and motivation to students.

2. Core Activities;

- a. Teachers present learning objectives.
- b. Minvites students to recall the mufradat that has been learned
- c. Memberi explanation of materi to be studied
- d. Expand students into several groups, namely teams A, B and C.
- e. Minvites students to discuss the material المهنة
- f. Masked each group to prepare questions related to the material, after which the teacher asked group A to give questions to group B. If group B could not answer, the questions were thrown into group C, and so on.

3. Final activities;

- a. Invite students to both provide conclusions about the material that has been studied.
- b. Invite students to take wisdom from the material that has been learned.

c. Closing learning by inviting students to pray.

From the results of the implementation of cycle I, the application of the team quiz strategy on learning students' Arabic speaking skills obtained assessment results. The assessment is carried out based on five indicators, namely pronunciation or pronunciation, mufrodat, fluency, understanding and courage. The results of the percentage of completion of students' Arabic speaking skills in the first cycle have increased compared to the results before the action or *pre test*. The following is data on the assessment of speaking skills in cycle 1.

No	Student name	Assessment Aspects					Score	Value
		1	2	3	4	5		
1	Natasya Mobilingo	3	3	3	3	3	15	75
2	Vanessia Mutia Rahman Yahya	2	2	2	2	2	10	50
3	Rizky Galas Dj Sondakh	3	3	3	3	3	15	75
4	Istiqomah Abdurrahman Doc	2	3	3	3	3	14	70
5	Moh. Indra Thalib Usman	2	2	2	2	2	10	50
6	Tiara Mointi	2	2	3	3	3	13	65
7	Jonatan Putra Fatahilah Usman	2	2	2	3	3	12	60
8	Nur Mutya Lihawa	3	2	2	2	3	12	60
9	Amelia Ishak	2	3	2	3	3	13	65
10	Madina Hasnawia Aswar Palangka	3	3	3	3	3	15	75
11	Muhamad Bayu Apriliansyah Hasan	2	2	2	2	2	10	50
12	Rizka Aprilia Harun	3	3	3	4	4	17	85
13	Kirana Putri Amar	3	3	3	3	3	15	75
14	Saida Hasim	2	3	2	3	3	13	65
15	Nafyla Ramadhani Bagoce	2	3	2	3	3	13	65

No	Student name	Assessment Aspects					Score	Value	
		1	2	3	4	5			
16	Andin Dinimullah Ibrahim	3	3	3	4	4	17	85	
17	Fatmawati Bakari	2	3	2	3	3	13	65	
18	Abdul Rajak Zubair	2	2	2	2	3	11	55	
19	Elsafira Igrisa	2	3	2	2	3	12	60	
20	Rasya Huwoyon	2	2	2	2	2	10	50	
21	Mohamad Zulfikar Eti Hama	2	2	2	2	2	10	50	
22	Moh. Fazrin B. Saleng	2	2	2	2	2	10	50	
23	Wahyu Putra Kurniawan	2	2	2	2	2	10	50	
24	Farrel Fadhlurrahman Pakaya	2	2	2	2	2	10	50	
25	Hairun Hasan	2	2	2	2	3	11	55	
Sum = 1555									
Average= 62,2									

Based on the table, it can be seen that students' Arabic speaking skills in cycle 1 have increased compared to *pre-test scores*, in cycle 1, student completion increased to 24%.with an average student score of 62.2. Of the 25 students, there were 6 students who achieved scores above the Minimum Completion Criteria while the other 19 students have not been able to achieve the Minimum Completion Criteria scores. The value of the Miniml Completion Criteria set by the school is 73.

From the results of classical learning completion, the criteria for student learning success rates in cycle 1 are categorized as low. From the results of the explanation above, it can be concluded that the completion of classical learning in cycle I, which is 24%, is relatively low. Thus, student learning outcomes in the first cycle have not been able to reach the classical completion stage that has been set at 80%. Based on this, the researcher will take action again to be able to improve students' Arabic speaking skills. For this reason, the research will continue in cycle II.

c. Observations

During the learning process, the researchers conduct assessments and observations during the learning process by using the observation sheets provided. Researchers conduct field notes as material for observation and evaluation of the results of the first cycle of action, as for the results of the observations, namely, there are still students who do not care and do not pay attention to the explanations submitted by the teacher, there are still many students who seem to lack confidence so that many students seem to be inactive.

d. Reflection

At this reflection stage, the researcher makes improvements to the problems in cycle 1 so that they can be corrected in the learning process of cycle II. The improvements that the researcher will make are:

1. Researchers must be more optimal in directing the course of learning, so that there are no more students who do not care and do not pay attention during class hours.
2. Increase students' courage and self-confidence by giving additional points to students who actively ask questions and dare to answer questions.

Based on the results of the observation of action research in cycle I and the reflection above, researchers and teachers of Arabic subjects feel that research should be continued in cycle II to obtain the expected increase in understanding in order to achieve the researcher's objectives at the beginning of the study and to affirm and strengthen the results of research in cycle I carried out the same stage in cycle II which is expected to achieve the objectives of this study.

2. Cycle II

a. Planning

The planning stage in cycle II is an improvement over the actions in the previous cycle. Basically, the implementation in cycle II is almost the same as cycle I, but in order to obtain maximum results, researchers and teachers are trying to correct the shortcomings in cycle I. At this stage the researcher prepares the material to be implemented at the time of the implementation of the action, prepares the Implementation Plan that will be used when implementing the action, compiles an assessment sheet for the speaking skills test.

b. Implementation

The implementation of class action research on the klus 1 was carried out on June 2, 2022, at 09.00 to 10.00 with a time allocation of 60 minutes. The learning process is divided into three stages of activity, namely the initial activity stage, the Core activity stage, and the final activity stage. These steps are presented in the Learning Implementation Plan. The stages are as follows:

1. Initial activities;
 - a. Greeting and greeting students.
 - b. Conditioning the classroom.
 - c. Start learning while inviting learners to pray before starting learning.
 - d. Examining the presence of learners.
 - e. Providing apperception and motivation to students.
2. Core Activities;
 - a. Teachers present learning objectives.
 - b. Invite students to recall the vocabulary that has been learned.
 - c. Give an explanation of the material to be studied.
 - d. Divide students into groups, namely teams A, B and C.
 - e. Invite students to discuss the material المهنة .
 - f. Having each group prepare questions related to the material, after which the teacher asks group A to give questions to group B. If group B cannot answer the questions are thrown to group C, and so on.
3. Final activities;
 - a. Invite students to both provide conclusions about the material that has been studied.
 - b. Invite students to take wisdom from the material that has been learned.
 - c. Closing learning by inviting students to pray.

The results of the percentage of completion of students' Arabic speaking skills in cycle I I amian increase from the results of cycle I . The following is data on the assessment of berbicara skills in cycle II:

No	Student name	Assessment Aspects					Score	Value	
		1	2	3	4	5			
1	Natasya Mobilingo	3	3	3	3	4	16	80	
2	Vanessia Mutia Rahman Yahya	3	3	3	3	3	15	75	
3	Rizky Galas Dj Sondakh	3	4	3	3	4	17	85	
4	Istiqomah Abdurrahman Doe	3	4	3	4	4	18	90	
5	Moh. Indra Thalib Usman	3	3	2	3	3	14	70	
6	Tiara Mointi	3	4	3	4	4	18	90	
7	Jonatan Putra Fatahilih Usman	3	3	3	3	4	16	80	
8	Nur Mutya Lihawa	3	3	3	3	4	16	80	
9	Amelia Ishak	3	3	3	4	4	17	85	
10	Madina Hasnawia Aswar Palangka	3	4	3	4	4	18	90	
11	Muhamad Bayu Apriliansyah Hasan	3	3	3	3	4	16	80	
12	Rizka Aprilia Harun	3	4	4	4	4	19	95	
13	Kirana Putri Amar	3	4	3	4	4	18	90	
14	Saida Hasim	3	4	3	3	3	16	80	
15	Nafyla Ramadhani Bagoe	3	4	3	3	4	17	85	
16	Andin Dinimullah Ibrahim	3	4	4	4	4	19	95	
17	Fatmawati Bakari	3	3	3	4	4	17	85	
18	Abdul Rajak Zubair	3	3	3	3	4	16	80	
19	Elsafira Igrisa	3	3	3	4	4	17	85	
20	Rasya Huwoyon	2	3	2	3	3	13	65	
21	Mohamad Zulfikar Eti Hama	2	2	2	3	3	12	60	
22	Moh. Fazrin B. Saleng	2	2	2	3	3	12	60	
23	Wahyu Putra Kurniawan	3	3	3	3	3	15	75	
24	Farrel Fadhlurrahman Pakaya	2	2	2	3	3	12	60	
25	Hairun Hasan	3	3	3	3	3	15	75	
Sum = 1995									
Average = 79,8									

Based on the table above, it can be seen from 25 students in cycle II, the completed students are 20 people or with a percentage of 80% and the students who are not complete are 5 people or with a percentage of 20%. With a grade point average of 79.8. So the indicator of success in cycle II is 80%.

From the results of classical learning completion, the criteria for student learning success rates in cycle II are categorized as very high. From the results of the explanation above, it can be concluded that the completeness of learning classically in the class II, which is 80% of the target, is very high. Thus, the learning rate of students in cycle II has been able to reach the classical completion stage that has been set at 80%. Based on the results, the research is considered sufficient until the second cycle.

c. Observation

During the learning process, the researchers conduct assessments and observations during the learning process by using the observation sheets provided. The results of his observations are an increase in student understanding, a more orderly classroom atmosphere, and increased student activity.

d. Reflection

The results of the reflection in cycle II carried out by the research of Arabic teachers are, namely, the increase in student mastery of Arabic so that what the researcher expects at the beginning of the study is achieved. Almost all students have reached KKM, which means that what researchers expect has been achieved. The application of the team quiz strategy is very suitable to be applied.

From the results of the reflection above, it shows that the increase in mastery of Arabic students following the learning process using the team quiz strategy, it can be concluded that what the researcher wants at the beginning of the study has been achieved so that the research is not continued in the next study.

Based on the above, it can be seen that there is an increase from the initial test to cycle I to cycle II. The increase was shown by an increase in the average class which in the initial test of 33.2 increased to 62.2 in cycle I. From cycle I it increased again in cycle II to 79.8.

The increase in results can also be seen from the percentage of increase in the achievement of the Minimum Completion Criteria from the initial test to cycle I to cycle II. In the initial test, the number of students who were completed was not there (0%),

then in cycle 1 the completed students were 6 students (24%), then it became an increase in cycle II to 20 complete students (80%).

It can be seen in the bar chart above that the percentage of completeness of learning outcomes of class VIII students has increased until they reach the minimum completion criteria score. From the average pre-test results of 33.2%. then to cycle 1 it increased to 62.2%. in cycle 1 this has increased from the results of the average pre-test value but has not yet reached the KKM value, then the researcher continued the 2nd cycle and after the implementation of the strategy action in the 2nd cycle the average result in cycle two managed to increase to 79.8%

From the results of the explanation above, it shows that there is an increase in student Maharah kalam with the application of the team quiz strategy, it can be concluded that what the researcher wants at the beginning of the study has been achieved.

CONCLUSION

The results of the speaking skills of class VIII C MTs N 3 students in Gorontalo Regency were still very low before the implementation of the team quiz strategy, because of the 25 students, none of them got a complete score in accordance with the KKM that had been set by the school. The average score of the class on the pre test is 33.2

The results of the speaking skills of class VIII C MTs N 3 students of Gorontalo Regency after applying the team quiz strategy on the post test cycle 1 out of 25 students, students who completed totaled 6 people or with a percentage of 24% and students who did not complete amounted to 19 or with a percentage of 76% with an average grade score of 62.2. Furthermore, in the post test cycle II of 25 students, the completed students were 20 students with a percentage of 80% and the students who were not completed were 5 students with a percentage of 20% with an average grade point of 79.8. This shows that students' speaking skills using team quiz strategies have increased and are included in the very high category, so as to achieve the classical completion that Zainal Aqib has set at 80%..

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