
The Influence of The Lecture Method on The Learning Nahwu at PBA Students Of INKAFA Gresik

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ABSTRACT

Lectures are methods that can be applied in teaching, that is, how to carry out teaching by conveying information and knowledge to students. Student interest in learning in the Nahwu course is a sense of interest in the course without coercion from outside parties, resulting in changes in individual behavior. This study aimed to determine the influence of the lecture method on Nahwu's learning interest in PBA students in the second semester at Inkafa Gresik. This research method is a pre-experiment that uses a quantitative approach. The population of the researchers made respondents amounted 22 students. Tests and questionnaires were used for the data collection. The data analysis used the Likert scale formula and Product Moment. The results of the data analysis show that the application category of the lecture method is "Good." This is evident from the results of the questionnaire, which was 61.92%, which is in the range of 61%–80%. The category of Nahwu students' learning interest is "High," as evidenced by the results of the questionnaire obtained, which was 68.46%, which is in the range of 61%–80%. The application of the lecture method influences interest in learning the nahwu of PBA students in the second semester at INKAFA Gresik. This is evident from $r_{xy} = 0.765$, which is greater than the significance level values of 1% = 0.388 and 5% = 0.496. If the result $r_{xy} = 0.765$ is consulted on the interpretation table "r" Product Moment which is between 0.60 – 0.799 which means strong.

Keywords: Lecture Method, Interest, Nahwu, Arabic Language Education

I. INTRODUCTION

Education for every human being must be constantly preserved and maintained. Although formally a person is declared to

have graduated from a higher education institution, this does not mean that the person must withdraw from the process of

seeking knowledge, adding insight, and sharpening knowledge. In essence, humans are constantly educated (Wahyuddin, 2016).

Education can enable people to face all problems or challenges and be ready to adjust to new situations. Education in life plays a very important and urgent role because without education (Aziz, 2020), we can be sure that humans today are no different from humans in previous generations who would not be able to progress and continue in ignorance. The scientific and technological advances achieved by nations in various parts of the world are the result of education. Law number 20 of 2003 concerning SISDIKNAS article 1 paragraph 1 explains that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have strength religious spirituality, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state".

Talking of education directly involves learning and learning. Education is synonymous with learning processes. Learning is an activity that must be done and given to students, because learning is the key to success in achieving a better and brighter future, preparing the nation's generation

with insight into vast science, which will ultimately be useful to religion, nation, and state (Aziz & Dewi, 2019).

In the learning process, there is an interaction between educators and students. Educators in the learning process have an important role, namely determining the achievement of learning goals (Aziz & Cahyani, 2022). Because in the learning process it is the educator who chooses the teaching material to be delivered, as well as designing, managing and evaluating it. Educators who are only armed with courage and experience, without being equipped with knowledge of teaching methods, will be able to reduce their interest in learning students. To anticipate the decline in student learning interest, it is appropriate for educators to review teaching methods that are in accordance with the teaching material or subjects to be delivered, as well as the purpose of the learning .

Educators use teaching methods to deliver courses to learners. The teaching method can also be interpreted as a way used by educators in establishing relationships with students during teaching. Of the many teaching methods that exist, there are several that are most often used in learning, including the lecture method, since long ago educators in an effort to channel their

knowledge were oral. Although not a few people think that the lecture method cannot maintain information that has been received by students for a long time, because the information they or students get is only verbal, then there is In their memory are only words that have been conveyed by educators. Therefore, students need to record materials that are considered important so that at home they can be studied again and to find out the level of understanding of students, educators need to ask questions about the material that has been delivered.

The lecture method is also monotonous; not infrequently, students feel bored when educators use the lecture method. Thus, students' interest in learning also decreased. A person's interest is a strong tendency towards something or activity, and the person will express it by following the activity. The essence of the learning process is the reciprocity or response of learners. So in the application of the lecture method, educators need certain skills, so that the presentation style is not boring and attracts the attention of students .

The starting point in successful teaching is to arouse students' interest in learning, because sometimes students do not like a course; it is necessary to have stimuli that bring students pleasure to the course and

arouse their enthusiasm for learning. If students already feel interested in following the course, then they will be able to understand easily and vice versa if students are not interested in carrying out the learning process, they will feel burdened in following the course because they feel compelled to follow him.

A person will not achieve the desired goal if there is no interest or desire from the soul to achieve the goal to which he aspires. Thus, the purpose of learning cannot be achieved. Likewise, the interest in learning students in the Nahwu course is not innate from birth, but it arises due to a need for students and the interest of students in the Nahwu course and the existence of external stimuli that can cause interest in learning students. In this case, interest is an important foundation for a person to perform their activities well. As a psychological aspect, interest can not only influence a person's behavior, but can also encourage people to keep doing and getting things.

The application of the lecture method to the delivery of Nahwu courses at INKAFA is often used, and the learning outcomes of the application of the lecture method are good. Even though according to what the author knows that the lecture method is boring, the learning outcomes of students are not as

good. This underlies the author's test of the lecture method on the learning interests of PBA students in the second semester at UNKAFA Gresik.

II. LITERATURE REVIEW

A. *Lecture Method*

The lecture method consists of a series of two words: method and lecture. Some experts argue that method is a term used to express the notion of "the most appropriate and fast way of doing something. This method was used to achieve a predetermined goal. Method in general is everything that is contained in every teaching process. Method can also be understood as a general systematics for the selection, preparation and presentation of linguistic material (Hamid, n.d.).

What is meant by the lecture in the learning method here is the delivery of subject matter directly through oral narration or verbal communication, which uses language and is also called speech. In English it is termed Lecture Method which comes from Latin Lacture, Lecturu, Legu which means reading aloud. This refers to history, the origin of the use of this method that emerged and was widely used starting in the 5th century by the Greeks, who then adopted its widespread use by Middle Easterners and Europeans in the Middle

Ages when writing was very rarely used. And what is meant by this method when it is the reading of information aloud is similar to the reading of announcements that are usually done when this is done.(Wirabumi, 2020)

For the Arabic language, several terms were used:

أسلوب أو طريقة المحاضرة

Uslub or Thariqah Muhadharah. It is just that some distinguish between uslub and thariqah. Uslub refers more to a model or style, whereas thariqah is a way. Therefore, uslub is more specific than thariqah, where someone can teach the same thariqah but with a different uslub or style. Like the two teachers who use the lecture method, one with a standing style and the other just sitting.

According to some experts, the understanding of the lecture method in the teaching and learning process is:

- a. The lecture method is a teaching method by conveying information and knowledge orally to a number of students who generally follow passively (Fathurrohman, 2009).
- b. The lecture method is a way of carrying out teaching carried out by educators in

monologues and one-way relationships (Syah, 2010).

- c. According to Surakhmad in the book *The Process of Teaching and Learning in Schools*, lectures as a teaching method are enlightenment and oral narration by educators to their classes (Suryosubroto, 2009).

So, the lecture method is a way of carrying out teaching by conveying information and knowledge orally by an educator to his students who generally follow passively.

In this method, educators provide descriptions or explanations to learners at certain times and locations. Carried out with spoken language to provide an understanding of the problem. On campus, this method is often called the lecture method (Nasih, 2009).

The lecture method is very popular among educators. This method is most often used and is the most economical method for conveying information. In addition, this method is also considered the most effective in overcoming the scarcity of literature or references that are in accordance with the range of purchasing power of students, because simple learning materials can be processed in such a way as to match what educators know.

In teaching using the lecture method, student activities only listen while occasionally recording the points of discussion delivered by the educator, and the attention of students is only focused on the educator. Therefore, it is not uncommon for people to assume that this method will create students who are passive in the teaching and learning processes. This is because they only accept what is conveyed by the educators. In the learning process at school, the purpose of the lecture method is to deliver material that is a lot of information and broad (Majid, 2009).

B. Advantages and Disadvantages of the Lecture Method

Every learning method has advantages and disadvantages. Therefore, all methods cannot stand alone without other methods (Hisyam Zaini, 2008). Some of the advantages of the lecture method are as follows:

- a. Practical in terms of preparation and media used.
- b. Time and cost efficient.
- c. Can deliver a lot of material.
- d. Encourage lecturers to master the material.
- e. Easier to control classes.
- f. Learners don't need preparation.

- g. Students can immediately receive the materials.
- h. Can be followed by students in large numbers.
- i. Educators easily explain large amounts of course material (Bukhori Alma, 2009).

There are several weaknesses in the lecture method, experts try to express some of the disadvantages of the lecture method, including:

- a. The formulation of appropriate instructional objectives is only up to the level of comprehension.
- b. Hanya cocok untuk kemampuan kognitif.
- c. Communication tends to be one-way.
- d. Depends heavily on the verbal communication skills of the presenter.
- e. Lectures that are less inspirational will reduce participants' enthusiasm for learning (Gintings, 2008).
- f. It is difficult to control the extent of learning acquisition of students.
- g. When it's too long boring (Bukhori Alma, 2009).
- h. Easily distracted by visual things and prone to noise.
- i. Brain factors that quickly forget the information obtained.

- j. Attention is centered only on educators, and educators are always considered learners right. Here it appears that educators are more active while students are passive only.

In the lecture method there is an element of coercion, because the educator speaks (actively) while the learners only hear, see and quote what the educator is talking about (Hisyam Zaini, 2008).

C. Steps to Use the Lecture Method

To organize learning with the lecture method effectively, the steps of the expected lecture method are as follows:

- a. Preparatory stage, meaning the educator's stage to create good learning conditions before teaching begins.
- b. Presentation stage, meaning that each educator delivers lecture material.
- c. The association stage (comparison) provides opportunities for students to connect and compare the lecture material they have received. For this reason, at this stage, questions and answers and discussions are provided.
- d. Stage of generalization or conclusion. At this stage students conclude the

results of the lecture, generally students record the material that has been lectured.

- e. Application/evaluation stage. This last stage is an assessment of students' understanding of the material provided by the educators. Evaluation can be in the form of oral, written, assignments and others (Sudjana, 2005)

If the educator has tried to carry out the various steps above, another important factor that must be considered by educators in implementing the lecture method is the ability to behave and carry themselves in class. The lecture method was based on certain conditions of the educator. Good sound, nice to hear, clear. Educators with speech disorders are advised not to use this lecture method.

To increase the level of effectiveness in giving explanations, things that need to be considered are:

- a. Clarity of language, both in choosing words, sentence structure, and avoiding vagueness limits the understanding of the term "new".
- b. Use examples adequately and relevant to the ideas, concepts or generalizations of what is described. also adjusted to the level of ability of

the learners who are given an explanation.

- c. Emphasis on certain forms of information. For example, by repeating explanations, looking for other words or expressions that are the same, and using images. The purpose of this emphasis is to draw the attention of learners to what is being explained.
- d. The preparation of the learning material described must be logical and clear.
- e. Use feedback (Asra, 2007).

A thing that needs to be considered by educators when teaching using the lecture method are as follows:

- a. The educator will be the sole center of attention. Therefore, before starting the lecture, it is necessary to correct yourself, among others, related to clothing, how to dress, make up and others.
- b. To direct the attention of students, lectures should begin by conveying teaching objectives to be achieved after learning activities.
- c. Present an outline of teaching materials, both orally and in writing.

- d. Connect the course material to be delivered with the knowledge and experience that students have gained.
- e. Start from the general to the particular, from the simple to the complicated.
- f. Intersperse with examples that are closely related to the lives of students, occasionally do humor that supports learning.
- g. Direct attention to all students and do not do movements that can interfere with smooth learning.
- h. Use props/media that are in accordance with the material being lectured.
- i. Control, so that the conversation is not monotonous, emphasizes certain materials. (Mulyasa, 2010)

D. The steps to explain a learning material include::

- 1. Planning as preparation:
 - a. Regarding the content of the explanation to be conveyed (understanding or subject matter to be explained).
 - b. Based to whom the explanation will be given.
- 2. Implementation of course materials or teaching materials, namely how and techniques to convey explanations that have been prepared (Marno, 2008).

The implementation of course materials that can be presented using the lecture method is:

- a. As a useful course for *attitude* formation, the use of the lecture method is very effective.
- b. A number of courses that intend to increase attention.
- c. There are important subjects that are not contained in the course book, as well as the unity of difficult material, even though it is contained in the course book.

E. Learning Interest

Interest in learning is the combination of two words: interest and learning. Interest is the high tendency of the heart towards something (KBBI, 2003:744). Some experts argue that:

- a. Interest is an involuntary concentration of attention that is born willingly and depends on talent and the environment.
- b. Interest is a sense of preference and attachment to something or activity, without anyone telling you to.
- c. Interest is the tendency of a sedentary subject to feel interested in a particular field of study or subject matter, and to feel good about studying that material.

- d. Interest is a high inclination and passion or a great desire for something (Slameto, 2010).

As with interest, the Big Indonesian Dictionary also found the notion of learning, namely trying to gain intelligence or knowledge and changing behavior or responses caused by experience. While some experts also expressed their opinion that:

- a. Learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment.
- b. Learning is a relatively sedentary stage of change in an individual's behavior as a result of experience and interaction with the environment involving cognitive processes.
- c. Learning is the process of changing an individual's behavior through interactions with the environment.
- d. Learning is a series of mental activities to obtain a change in behavior as a result of individual experiences in interaction with the environment that concern cognitive, affective, and psychomotor (Hamalik, 2008).

From some expert opinions about interest and learning stated above, it can be concluded that interest in learning is a sense

of preference and attachment to a particular field of study or subject without anyone telling and feeling happy to learn it resulting in changes in individual behavior.

Great interest has influenced learning activities. Students who are interested in a course will study it seriously because it attracts them. Students can easily memorize courses that interest them. The learning process runs smoothly when accompanied by interest.

III. METHOD

This study uses a pre-experimental research design, in which there are still external variables that affect the formation of dependent variables. The population involved in this study is the Second Semester Students of Arabic Language Education Study Program (PBA) INKAFA Gresik Academic Year 2021/2022 with a population of 22 students. This study uses two variables: the lecture method as variable X and Nahwu's interest in learning as variable Y. The design used in this research method was a one-group pre-test and post-test with research instruments in the form of tests and questionnaires. Tests were used to measure their Nahwu ability, while questionnaires were used to measure the level of perception and interest in the use of the lecture method. To analyze the test data, the researchers used

product moment analysis techniques with the help of the SPSS 2.5 application. Provide data from the results of the analysis researcher questionnaire using Likert scale measurements.

The researchers used a selected (closed) questionnaire. The choice questionnaire asked the respondent to choose one of the answers from a statement provided by the researcher. To make it easier for researchers to make questionnaires, they need to use grids. The grids were as follows:

No.	Variable	Indicator	No Item
1.	Lecture method	- Interest in learning - Learning process - Understanding - Attitude - Learning outcomes	1,2, and 3 4,5,6, and 7 8 9 10
2.	Nahwu students' interest in learning	- Interest in learning - Liveliness - Order - Learning outcomes	1, 2, and 3 4,5,6,7, and 8 9 10

Picture 1. PBA student questionnaire grid in the second semester.

IV. RESULT AND DISCUSSION

The Influence of the Lecture Method on the Learning Interest of PBA Students in the Second Semester of Nahwu Course

The results of the analysis conducted by the researcher show that the category of using the lecture method in the Nahwu course at INKAFA Gresik is "Good." This is evident from the value of the questionnaire results obtained by the researcher, which was 61.92% for the 22 students. Which is at a standard value percentage between 61% - 80%.

The learning process includes various components that interact with one another. In particular, the interaction between educators and students, where the interaction intermediary tool is the learning method used by educators to deliver material to students. Therefore, educators must master and understand learning methods. The method that is most often used is the lecture method, where in every delivery of material, the use or application of the lecture method must be present.

The lecture method is monotonous and boring. To overcome these weaknesses in the application of the lecture method, educators must master students and materials to achieve learning objectives. In addition, educators must know how to make the

lecture method more effective. Because not only the lecture method, but all of these methods have weaknesses and advantages.

For this reason, educators must explore and integrate the skills contained in themselves in order to apply the lecture method as much as possible and students do not feel bored when the learning process takes place.

Learning Interest of PBA students in the second semester of Nahwu course at INKAFA Gresik

The results of the analysis conducted by researchers show that the category of learning interest of PBA students in the second semester of the Nahwu course at INKAFA Gresik is "High." This is evident from the value of the questionnaire results obtained by the researcher, which were 68.46% of the 22 students. Which is at the standard value of percentage between 61% - 80%.

In essence, the interest in learning grows within students, but sometimes the interest in learning grows because of encouragement or motivation from outside that can grow their interest in learning. Therefore, an educator must know the character of each student to increase their interest in learning. So that they can be enthusiastic in following

the learning process that will produce better grades.

A person's interest can be said to be "like something," while it can be reflected in how they pay attention, explore, and actively participate in their learning process of what they like. However, if these three behaviors decline, interest in them is reduced. Therefore, to maintain the interest of students, educators must know how to process the learning process as interesting as possible. To keep students focused on the material.

Pengaruh Metode Ceramah Terhadap Minat Belajar Mahasiswa PBA pada Mata kuliah Nahwu di INKAFA Gresik

From the results of the previous analysis, it can be observed that the calculation result of r_{xy} is 0.765. After consultation with the Product Moment "r" price, which is at a significant level of 1% is 0.388 and at a significant level of 5% is 0.496.

From the results mentioned above, it can be seen that the application of the lecture method affects the interest in learning Nahwu PBA students in the second semester at INKAFA Gresik.

If the result $r_{xy} = 0.765$ is consulted on the Product Moment "r" interpretation table, which is between 0.60 - 0.799 (strong). So it

can be seen that the influence of the application of the lecture method on the learning interest of Nahwu PBA students in the second semester at INKAFA Gresik is "Strong".

The use of the lecture method in the learning process can affect the students' understanding when the material is delivered. Therefore, when applying the lecture method, educators must be good at processing the words to be delivered so that students do not misinterpret them. Educators must also pay attention to the way or style of delivery of learning materials used.

V. CONCLUSION

Departing from the series of things described by the author, some content can be obtained. First, the implementation of the lecture method at INKAFA Gresik is good. This is evident from the percentage of the questionnaire results on the lecture method, which is 61.92%, which is in the range of standard percentage values between 61% and 80%. Second, the study rate of Nahwu PBA students in the second semester of INKAFA Gresik was high. This is evident from the percentage results of the questionnaire about the learning interest of PBA students in the second semester of the Nahwu course at INKAFA Gresik, which is 68.46%, which is in the range of standard percentage values

between 61% and 80. Third, the application of the lecture method influences the learning interest of Nahwu PBA students in the second semester at INKAFA Gresik. Because the value of $r_{xy} = 0.765 >$ the value of "r" at the level of significance of 1% = 0.388 and 5% = 0.496. Meanwhile, the influence of the application of the lecture method on the interest of PBA students in the second semester of the Nahwu course at INKAFA Gresik is classified as "Strong" because the value of $r_{xy} = 0.765$ is located in the range of 0.60 – 0.799 (strong).

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