The Implementation of *Fi'il* to Improve English Grammar Skills

Dina Nuhyatul Muna, Rochyani Lestiyanawati*
Universitas Sains Al-Qur'an, Indonesia
*Corresponding E-mail: yannealsyannie@gmail.com
Phone Number: 082153639762

ABSTRACT

This study aims to determine the implementation of fi'il and isim in improving English grammar skills. This research is a qualitative study with the type of Classroom Action Research (CAR), conducted at SMK Pelita Al-Quran Wonsobo. Samples taken from 1 class, eleventh grade AKL. This research is conducted following the Kurt Lewin model. The research is conducted in two cycles. The instruments used are tests, observation, and documentation. The results show that the grammar skills of eleventh grade AKL students at SMK Pelita Al-Quran Wonosobo, academic year 2023/2024, are improving. This is evidenced by students' progress in understanding on the observation sheet at each meeting of each cycle, and also reinforced by students' scores after the implementation of the action. Student scores increase from the pre-test to the second post-test. In the pretest, 13.63% of students passed the KKM. While in post-test I, 45.45% and in post-test 2, 81.81% of students passed the KKM.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi fi'il dan isim dalam meningkatkan kemampuan tata bahasa Inggris. Penelitian ini merupakan penelitian kualitatif dengan jenis Penelitian Tindakan Kelas (PTK), yang dilaksanakan di SMK Pelita Al-Quran Wonsobo. Sampel yang diambil dari 1 kelas yaitu kelas XI AKL. Penelitian ini dilakukan dengan mengikuti model Kurt Lewin. Penelitian dilakukan dalam dua siklus. Instrumen yang digunakan adalah tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: kemampuan tata bahasa siswa kelas XI AKL di SMK Pelita Al-Quran Wonosobo tahun ajaran 2023/2024 meningkat. Hal ini dibuktikan dengan adanya kemajuan pemahaman siswa pada lembar observasi pada setiap pertemuan di setiap siklus dan juga diperkuat dengan nilai siswa setelah pelaksanaan tindakan. Nilai siswa mengalami peningkatan dari pre-test hingga post-test kedua. Pada pretest, 13,63% siswa lulus KKM. Sedangkan pada post-test I 45,45% dan post-test 2, 81,81% siswa lulus KKM.

A. Introduction

The Arabic language is one of the most widely spoken languages in the world, and as many speak it, it becomes an international language and is recognized by the world. The realities and facts that happen in Indonesia especially in

educational institutions prove, that the Arabic language in Indonesia has been studied since childhood, even for the Muslims from the first minute he was born to the world has been introduced with Arabic, that is, the *adzan* which notabene speaks Arabic. Arabic is the language used in the writing of yellow books, and yellow books are reference books that are widely used in boarding schools in Indonesia, while *nahwu* is the science of studying the structure of the Arabic language.

Fi'il is any words that show meaning relating to a time (past, now, and future). *Fi'il* in Arabic is often referred to as an English verb (Nurdianto, 2018). *Fi'il* is linguistically defined as al-hadts (events). While according to the term, it is defined as a word that shows its own meaning and is accompanied by one of three times, namely *madhi* (past), *hal* (present), and *istiqbal* (future). *Fi'il* can also be interpreted as any sentence that refers to an event at a certain time (Muhammad). It can be concluded that *fi'il* is any words that indicates an activity at a specific moment (Zakariya; Kurhi, 2007). Based on its type, *fi'il* is divided into three, namely *fi'il madhi* (past tense), *fi'il mudhori'* (present tense), and *fi'il amar* (command word) (Jarim, Ali; Amin, n.d.).

1. *Fi'il Madhi*

Fi'il madhi is a verb that shows the time when the event occurred event in the past, before the speaker speaks (Nurdianto, 2018). *Fi'il madhi* is composed of up of two language components: *fi'il* and *madhi*. *Fi'il* refers to action, and *madhi* ماضِي is the *ism fa'il* (ماضٍ) that follows it with *ya'* for feminine reference. *Madhi* is derived from the Arabic *madha* (مَضَى), meaning to go, pass, or have passed. So, *fi'il madhi* refers to a past tense verb. In the field of grammar, *fi'il madhi* refers to a sentence that expresses an activity in the past. For instance, "كَتَبَ" signifies "he has written". Another definition of *fi'il madhi* is a phrase that refers to the successful accomplishment of an activity (*hadats*) prior to its explicit statement or writing. In the example given above, it signifies that the process of writing was already accomplished before the word "*kataba*" (Mustofa, 2017). *Fi'il madhi* is *mabni* (fixed), i.e., it does not change the *harokat/syakal* of the verb. In simple terms, the definition of *fi'il madhi* is any action that occurs in the past tense.

2. *Fi'il Mudhori'*

The definition of *fi'il mudhori'* in systematic Arabic grammar is *fi'il*," which shows ongoing or upcoming work or activities (Zumaroh, 2012). *Fi'il mudhori* are verbs that show actions that will take place or are taking place (Jarim, Ali; Amin, n.d.). Arabic present tense which is called *fi'il mudhori'* is a verb that told about activity in the present time, and it is could be future tense if the word added by –*sa* (س) as a prefix at the beginning of words. *Fi'il mudhori'* are verbs that show an action will happen, is happen, or is happening repeatedly. In English grammar, it is commonly referred to as simpe present tense and simple future tense. *Fi'il mudhori'* has prefixes such as *"alif, ta, ya, and nun"*(Latifah, 2023)*.*

More countries than any other in the world speak and use English, which has emerged as the primary language for communication in a variety of international contexts. English is a foreign language that is taught in schools and other educational facilities in Indonesia. English is listed by the Indonesian government as the country's first foreign language. English is a required subject at all educational levels and is included in the curriculum (Agustin, 2011). Grammar is an essential component of every language, as it encompasses the rules that guide language use. Understanding grammar is crucial because without it, individuals might speak, read, listen, and write in an inconsistent manner, leading to difficulties in being understood by others. Arabic and English share numerous similarities and have relatively few major differences.

Basic English grammar are tenses, tenses are basic language formulas related to the simple construction of sentences. Grammar is the structure used in forming a sentence, whereas tenses are part of grammar, which is a grammatical category that emphasizes the change in verb shape to indicate the time of an activity or situation (Badroeni et al., 2020). Tenses are a very familiar grammar. Some people assume that grammar in English is just about tenses. So, tenses are sentence patterns that are formed based on the time and nature of an event. There are 16 types of English tense that are divided into four categories: present tense, future tense, past tense, and past future tense. This research examines basic grammatical issues that focus on the study of simple present and simple past tenses in relation to the subject matter that has been studied.

1. Simple Present Tense

Simple present tense is used to discuss subjects in general (Ikrima et al., 2020). According to Murphy (2019), we are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is rue in general. It is not important whether the action is happening at the time of speaking. The simple present tense formula is Subject + Verb 1(s/es) + Complement for positive sentences with verbal patterns. The present tense formula is Subject + Auxiliary Verb (to be) + Complement if the noun is nominal.

2. Simple Past Tense

The simple past tense can be used to convey previous actions or occurrences. The simple past tense is most frequently used to describe the past. The past tense is occasionally used to depict circumstances and occurrences from the past. Furthermore, past tense is particularly useful for reporting thoughts or words. For positive sentences with verbal patterns, the formula for the simplexpast tense is Subject + Verb 2 + Complement. The present tense formula is Subject + Auxiliary Verb (was/were) + Complement if it is nominal.

There are some comparisons between English and Arabic language that have been taught to students:

1. *Fi'il madhi* can change depending on the subject, whereas the simple past tense does not.
2. *Fi'il madhi* does not have the terms regular and irregular verbs, as the simple past tense does.
3. *Fi'il madhi*, the verb is always placed before the subject, whereas in the simple past tense, the verb are is placed after the subject.
4. In English, verb markers used for four tenses, however in Arabic, they are only used for three.

A contrastive analysis of two or more languages aims to give an objective, rule-based explanation of the characteristics of difference between the languages under comparison. The results of contrastive analysis can be used as a starting point for textbook preparation, second language instruction, and the reduction of challenge or mistakes in the target language. Whether translating from one language to another or from one language to another, contrastive analysis also advances the field of translation by providing a more accurate understanding of the original text's

meaning. In addition to helping us understand the cultures of other countries through linguistic differences, contrastive analysis is very beneficial to the advancement of linguistics itself.

B. Method

1. Identify Subsections

This research used qualitative methods with the type of Classroom Action Research (CAR) Action research is a form of self-reflective research conducted by participants in social situations (including education) to improve social situations to improve their own practice. Thus, a comprehensive understanding of practice and situations in which such practice are implemented will be gained (Djajadi, 2019). Kurt Lewin (1946) describes action research as a spiral process that includes planning, implementation, observation and reflection. These steps are carried out sequentially and carried out in cycles.

2. Participant (Subject) Characteristics

The research was conducted at SMK Pelita Al-Quran Wonosobo for student eleventh grade. The school is located in Krasak, Mojotengah, Wonsobo. The population of this study was the entire eleventh grade students of SMK Pelita Al-Quran. In this study, the research subjects are eleventh grade students of financial accounting and institutions (AKL), 2023/2024 academic year. Data collection method was: Test, observation, and documentetion. The researcher analyzed the result of the observation after implemented learning method that had been conducted, then researcher gave the student test. The test used multiply choices questions for pre-test and post-test. Then, he data from each cycle was analyzed through the formula (Kemendikbud, 2016):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Class percentage

F = Total percentage score

N = Number of students

The researcher utilized the following formula to compare the improvement in students score before and after implementation of the action research:

$$P = \frac{Y2-Y1}{Y1} \times 100\%$$

Where:

P = Percentage students' improvement

X = Post-test I

X2 = Post-test II

After collecting the data, the researcher classified the score students. Students learning outcomes with the following qualifications score:

No.	Range of Total Weighted Scores	Grade
1.	900-100	Excellet
2.	80-89	Good
3	69-79	Sufficient
4.	< 60	Poor

(Kemendikbud, 2016)

3. Research Design

This study employs a **quantitative approach** using a **Classroom Action Research (CAR)** design, aimed at improving students' English grammar skills through the application of the *fi'il* concept from Arabic grammar. The research consists of two cycles, and each cycle includes four stages: **planning**, **acting**, **observing**, and **reflecting**.

The participants are eleventh-grade students at SMK Pelita Al-Quran who already possess a basic understanding of *fi'il* from their Arabic language studies. In the planning stage, the researcher prepares learning materials that integrate the concept of *fi'il* into English grammar instruction, particularly in teaching verb tenses.

During the acting stage, the teacher delivers lessons using a contextual approach that connects Arabic and English verb structures. The observing stage involves monitoring students' responses, participation, and their progress in

understanding grammar concepts. The reflecting stage is used to evaluate the effectiveness of the actions and to plan for improvements in the next cycle.

Data is collected through grammar pre-tests and post-tests, observation sheets, and field notes. The data is analyzed quantitatively to measure improvements in student scores and descriptively to assess the learning process. Through this design, the implementation of *fi'il* is expected to contribute positively and measurably to students' English grammar proficiency.

B. Result and Discussion

The method used in this research was Classroom Action Research (CAR). The data collection was started from August until Sepetember 2023. In this case, the research aimed to find out how was the result of implemetation of *fi'il* in improving students English grammar at eleventh grade students of SMK Pelita Al-Quran academic year 2023/2024. This research was conducted with 2 cycles with each cycle consisted of 3 meetings.

The research would have been successful if 75% of students achieved any improvement of the Minimum Passing Grade (KKM) in learning the English language. The Minimum Passing Grade (KKM) score at SMK Pelita Al-Qur'an was 70. If students reached this score, the action research was considered effective. If the success criterion was met, the research was terminated.

1. Pre-Observation and Pre-Test Results:

At first, the pre-observation stage was conducted to understand the existing teaching methods and student interactions. The classroom environment was observed using the lecture method which mostly used Indonesian as language of instruction.

Based on the result of the pre-test, the data showed that the mean of the pre-test was 56,50, with the percentage of students that achieved the KKM was only 13,63% or 3 students from 22 students in a class. It means that the other 19 students were under the criterion that already set by the shool.

2. Cycle I

a. Planning: The first cycle focused on planning teaching strategies. Lessons were designed to improve understanding of simple present and past verb tenses, incorporating *fi'il* principles. Three meetings were held, with detailed lesson plans and post-tests prepared.

b. Acting: During the cycle, lessons were implemented as planned, emphasizing the differences between Arabic and English grammatical structures. The average post-test score increased to 68.55, and 45.45% of students achieved the KKM, a moderate improvement.

c. Observing: Observations showed an increase in student participation and enthusiasm, although there were still some challenges in terms of student attention.

d. Reflecting: Analysis of the post-test results highlighted the improvements made, but indicated the need for further interventions to meet the success criteria. Based on the result of the post-test cycle I, the data showed that the mean of the post-test cycle I was 68,55, with the percentage of students that achieved the KKM was 45,45% or 10 students from 22 students in a class. It means that the other 12 students were under the criterion that already set by the shool.

However, the student observations showed that the learning activities had been successfull even though there were some obstacless. While there was a visible improvement in the test scores during the first cycle of the cycle I, the students had not fully met the criteria set for this study. Altough most students demostrated an understanding of the material, there were some students who struggled to answer question from the researcher. After reviewing the result from the cycle I, the researcher concluded that it was necessary to proceed to the cycle II. Student progress had not reached the desire target, indicating the need for further interventions and teaching strategies.

3. Cycle II

a. Planning: Cycle II incorporated feedback and focused on refining teaching strategies. The lesson covered regular and irregular nouns, integrating Nahwu insights.

b. Acting: Lessons were implemented with modifications to increase student understanding and engagement. The second post-test showed significant improvement, with an average score of 77.73 and 81.81% of students achieving the KKM.

c. Observing: Observation results showed improved classroom dynamics and student interactions, which contributed to improved learning outcomes.

d. Reflecting: Cycle II results showed substantial progress from Cycle I, validating the efficacy of *fi'il* integration in improving English grammar skills. Based on the result of the post-test cycle II, the data showed that the mean of the post-test cycle II was 77,73 with the percentage of students that achieved the KKM was 81,81% or 18 students from 22 students in a class. Despite all these improvements, there were still some students who were not yet suitable for this application method, as could be seen from their post-test cycle II results which were still below the minimum completeness criteria set by the school for English subject. Then, the researcher decided that the cycle could be stopped at the end of cycle II.

Therefore, the classroom action research was completed. The test results were attached in Table 1. below:

Table 1. The Comparison of Students' Scores

Name	Post-Test 2	Grade
ASM	65	Poor
ARZ	*85	Good
CH	*90	Excellent
DP	65	Poor
FA	*80	Good
FFM	*85	Good
F	*80	Good
FF	*80	Good
FJK	*75	Sufficient
LLYC	*70	Sufficient
NFC	*90	Excellent
NK	*90	Excellent
NN	*80	Good
NNM	*85	Good
NS	65	Poor
PR	*70	Excellent
RR	*80	Good
SA	*80	Good
TK	*75	Excellent
UN	*70	Excellent
VKEP	*85	Good
SAA	65	Poor

	Test	Students' Score		Average	Percentage
		Lowest	**Highest**		
1.	Pre-Test	40	80	56,50	13,63%
2.	Post-Test Cycle I	57	86	68,55	45,45%
3.	Post-Test Cycle II	65	90	77,73	81,81%

Based on the students' pre-test scores, that the class as a whole averaged 56.50, it showed that only 3 students or 13.63% passed the Minimum Passing Grade (KKM), and 19 students still scored below the KKM. This showed that the achievement of students' basic grammar skills in class 11 AKL was still poor. Meanwhile, the average score of students' post-test I results was 68.55, showing an increase compared to the pre-test. However, 45.45% of students passed the KKM, with 10 out of 22 students meeting the passing criteria. This was still far from the desired goal of at least 75% of students passing the KKM.

Therefore, it was necessary to did the next cycle in order to achieve the success criteria of the action. Furthermore, the average score of students in the post-test II was 77.73, which showed an increase in their ability compared to the previous test, with the percentage of students who achieved the KKM was 81.81% or 18 students from 22 students in a class. With the number of these students already meeting the passing criteria increased from 3 to 18 students in cycle II. Lastly, the average of the students increased more from the test of the students before implementing action to the test of the students in the cycle II. It indicated that there was 37,58% of mean score improvement.

After all, from all the scores above, researcher interpreted the results of the pre-test, post-test 1, and post-test 2. The following researcher described these result through the graph below:

	Pre-Test	Post-Test I	Post-Test II
■ Success	13.63	45.45	81.81
■ Unsuccess	86.37	54.55	18.19
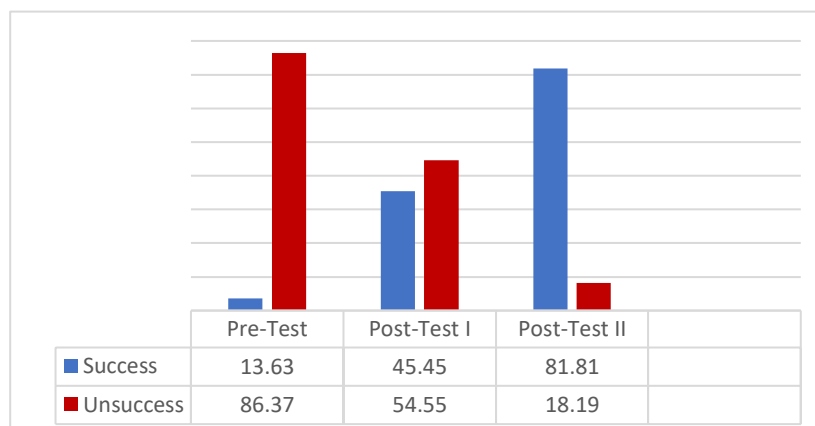
Picture 1. Students' Improvement

The study concluded that integrating *fi'il* principles effectively improved students' English grammar proficiency. Contrastive analysis facilitated understanding and application of grammar rules, fostering better student engagement and learning outcomes. Challenges such as student attentiveness were mitigated through interactive teaching methods.

Overall, the research highlighted the benefits of utilizing *fi'il* in teaching English grammar, underscoring its role in enhancing language learning strategies and student performance. Future studies could explore additional methods to sustain and further improve student outcomes in language education.

C. Conclusion

The researcher uses *fi'il* in teaching English grammar to learn Simple Present, Simple Past tense. By applying this method, students are able to understand basic grammar in their material. To compare two languages, this research uses contrastive analysis. It helps that language researcher and students to more easily teach or learn a language and avoid difficulties in understanding and using the language being studied. Based on students' pre-test scores, the overall class average is 56.50. Meanwhile, the average value of students' post-test I results is 68.55, showing an increase compared to the pre-test. Finally, the average student experiences a greater increase from the student test before the implementation of the action to the student test in cycle II. The average score of students in post-test II is 77.73, showing an improvement in students' abilities compared to the previous test, with 81.81% of students reaching the KKM, which equals 18 students out of 22 in one class.

D. References

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