



Comparison of the Effectiveness of the Running Dictation Method and the Conventional Method in Improving Nahwu Comprehension of MTsN Students in Batu City

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Abstract

Nahwu learning is an important aspect in mastering the Arabic language, but in practice, students' comprehension levels remain low due to the use of passive and less interactive learning methods. This condition indicates the need to apply more varied, interesting learning strategies that are able to directly involve students' activities. This study aims to compare the effectiveness of the Running Dictation method with conventional learning methods in improving the nahwu comprehension of MTsN Kota Batu students. This study uses a quantitative approach with a quasi-experimental design of the Nonequivalent Control Group Design type. The sample consisted of two intact classes selected through purposive sampling based on the school's existing class arrangement, with 34 students assigned as the experimental class and 32 students as the control class. The research instrument was an objective test administered at the pretest and posttest stages to measure changes in students' comprehension abilities. Data analysis was performed using descriptive statistics, normality tests, homogeneity tests, Mann-Whitney U test, which was used because the data did not fully meet the assumptions for parametric testing, and N-Gain Score calculations to assess learning outcome improvements. The results showed that the average posttest score of the experimental class was higher than that of the control class, namely 67.97 and 59.09. The Mann-Whitney U test produced a significance value of 0.063, indicating that there was no statistically significant difference between the two groups. However, the N-Gain Score of the experimental class was 0.2260, which was higher than that of the control class, which was 0.1065. Thus, it can be concluded that the Running Dictation method tends to be more effective than the conventional method in improving students' understanding of nahwu, especially in the context of learning that requires active and collaborative involvement.

Keywords: Nahwu, Running Dictation, Conventional, Methode

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INTRODUCTION

مقدمة

Arabic Language Education is one of the important components of national education which aims not only to instill religious knowledge but Arabic is also a science that is able to accommodate all aspects of science. (Bustam & Perawironegoro, 2021) In the development of the current era, especially in the 4.0 era, the world of education is required to always innovate. (Tiara & Palembang, 2023) Included in the learning methods used in delivering Arabic materials. (Firmadani, 2020) Learning methods are not only a means of delivering knowledge, but also play a role in the success of the learning process. (Supriyadi, 2018) Therefore, the use of learning

methods must be studied and updated to keep pace with technological developments that continue to develop in order to face the challenges of education today.(Azhari, 2025)

Conventional learning methods are still often used in schools, this is due to the limitations of students and teachers in using technological facilities.(Sherly Zakia Ningtyas & Sugeng Pradikto, 2025) The preliminary pretest results showed that students' average nahwu score was 54.21, indicating a relatively low level of comprehension before the implementation of the learning intervention. Conventional method generally uses lecture activities, memorization, and the use of makeshift learning media such as books and whiteboards. (Widiya, 2023) In addition, technology-based learning methods are starting to be looked at to support learning. (Aly, 2025) The use of various media in defense such as multimedia presentations, interactive videos, and digital applications is considered capable of increasing the attractiveness of the presentation of the material. (Destiana et al., 2024) The variation in learning methods shows the urgency of conducting a comprehensive study of the effectiveness of each method in improving student understanding. In the context of language learning, especially Arabic, there is a need to develop methods that not only focus on memorization, but also facilitate cognitive processes, communication, collaboration, and structural understanding of language as a whole. One alternative method is the running dictation method.

The Running Dictation method is a learning method that emphasizes physical activity, collaboration and thoroughness of students in listening and writing information.(Salim et al., 2024) In this method, students work together in groups. One student is assigned as the writer and the other students take turns as runners to pick up the text in front of the class, this activity lasts until the text is finished. (Wangge & Timu, 2020) This method not only trains listening and writing but also increases concentration and cooperation between teams. (Chua & Rickard Liow, 2014) In addition, the Running Dictation method also trains students to be responsible for the texts/messages they get. This activity is motivating and fun because it is learning with peers who are more supportive to understand the material being studied. (Zulkifli & Aisyah, 2014)

Learning arabic grammar (nahwu) is an important aspect of learning Arabic because nahwu serves as the basis for understanding sentences in Arabic. (Nasution, 2023) Abstract nahwu learning is often a challenge for students. (Firdaus, 2021) Therefore, a method that attracts students is needed to make it easier to understand the basic concepts of nahwu.(Ulum, 2023) Because nahwu requires an understanding of word functions, sentence structures, and syntactic relationships, and uses active, collaborative, and multisensory methods. One of the methods that can be used in learning arabic grammar (nahwu) is the Running Dictation method. This method can assist students in processing deeper information through physical and cognitive activities at the same time. Previous research has shown that running dictation is a learning strategy that is able to improve students' skills through activities that combine kinesthetic, collaborative, and language processing aspects simultaneously. Sumantri said that the Running Dictation method not only increases learning motivation, but also encourages more intense student engagement in the language learning process. The increase in involvement has implications for students' learning outcomes, as can be seen from the significant increase in the results of the second cycle of evaluation. These findings confirm that running dictation has a strong basis for adapting to learning.(Sumantri, 2022)

Another study by Yuliana and Wilhelma also expanded the theoretical study of the Running Dictation method on English learning outcomes which showed an increase in the second cycle of 77.14% compared to 58% in the first cycle.(Wangge & Timu, 2020) These two studies show that the running dictation method is able to improve concentration, memory, cooperation, and

learning outcomes. Although the language context studied is English, the findings are relevant for the study of Arabic as well, because running dictation facilitates the analytical process and mechanism of language through integrated reading, listening and writing activities. Thus, previous research has proven this potential to support structure-based learning.

However, previous studies have not placed running dictation on nahwu learning. In fact, nahwu has learning characteristics that demand precision, analysis, and understanding between words, as well as the ability to identify syntactic functions in a sentence.(Cholidah & Muid, 2024) The limitations of previous research are an academic gap that needs to be bridged, especially because there has been no study that has systematically tested the effect of running dictation on improving nahwu understanding. Therefore, the integration of this method in nahwu learning is relevant as an effort to find a more effective and adaptive pedagogical approach to the needs of students.

Based on the empirical foundation and research gaps, this research was carried out at MTsN Batu City as an effort to provide scientific contributions regarding the effectiveness of the running dictation method in nahwu learning. With a comparative study of the running dictation method and the conventional method that has been predominantly used in MTsN Batu City. This research will produce a more comprehensive analysis related to the differences in the achievement of Arabic language structural understanding in students. The selection of MTsN Batu City as the research location is based on the characteristics of nahwu learning which is still centered on the lecture method. Thus, this research is expected not only to enrich the treasures of nahwu learning methodology, but also to provide data-based recommendations for teachers at MTsN Batu City in developing more effective and relevant learning strategies. In other words, this study specifically states that the main focus of the study is the comparison of running dictation methods and conventional methods in nahwu learning in MTsN Batu City.

METHOD | منهج

This research employed a quantitative approach, which uses statistical procedures to collect, analyze, and interpret numerical data in order to describe, explain, and examine the relationships among variables (Ardiansyah et al., 2023). The study aimed to compare the effectiveness of the conventional learning method and the Running Dictation method in improving students' understanding of nahwu at MTsN Kota Batu. The research sample consisted of 66 seventh-grade students from classes 7H and 7K. Class 7H, consisting of 34 students, was assigned as the experimental class, while class 7K, consisting of 32 students, served as the control class. The classes were selected using a purposive sampling technique because the researcher intentionally chose intact classes with relatively similar academic characteristics based on recommendations from the Arabic language teacher and the school's class arrangement, rather than assigning participants randomly.

The research was conducted through several stages, beginning with the selection of the research subjects, preparation and validation of the research instruments, administration of the pre-test, implementation of the learning treatments in both classes, administration of the post-test, and finally data analysis.

This study employed a quasi-experimental method using the Nonequivalent Control Group Design, in which both the experimental and control groups were administered a pre-test and a post-test. The experimental class received instruction using the Running Dictation method, whereas the control class was taught using the conventional learning method. The research

design can be represented as O_1-X-O_2 for the experimental group and O_1-C-O_2 for the control group, where O_1 represents the pre-test, X represents the Running Dictation treatment, C represents the conventional learning method, and O_2 represents the post-test. The effect of the treatment was determined by comparing the improvement in learning outcomes between the two groups.

The research instruments consisted of a 25-item multiple choice objective test, interview guidelines, and documentation. The objective test was administered during the pre-test and post-test to measure students' understanding of nahwu, including their ability to identify grammatical structures, determine *i'rab*, apply nahwu rules, and analyze simple Arabic sentence patterns. Before administration, the test items were evaluated for content validity by two experts in Arabic language education, while the instrument reliability was assessed using Cronbach's Alpha in IBM SPSS Statistics 23.. The interview guidelines were used with the Arabic language teacher to obtain information regarding students' initial understanding of nahwu, the learning methods commonly implemented in the classroom, and the teacher's responses to the implementation of the Running Dictation method. Documentation was used to support the research data through school records and learning activities.

Data analysis was conducted using IBM SPSS Statistics 23. The analysis began with descriptive statistics, followed by prerequisite tests consisting of the normality test and homogeneity test. Since the data did not fully satisfy the assumptions required for parametric analysis, the Mann–Whitney U test was employed to test the research hypothesis regarding differences in students' nahwu comprehension between the experimental and control groups. The hypotheses tested were H_0 , stating that there is no significant difference between the two learning methods, and H_1 , stating that there is a significant difference. Furthermore, the N-Gain Score was calculated to determine the extent of improvement in students' learning outcomes after the implementation of the treatments.

RESULT | نتائج

To provide an overview of the implementation of the study, Figures 1–4 illustrate the learning activities conducted in both the control and experimental classes. The control class was taught using conventional instruction, whereas the experimental class applied the Running Dictation method. These figures present the learning procedures and students' participation during the implementation of the treatment before the statistical results are discussed.



Figure 1 Conventional Method of Learning

This image describes the Arabic language learning process that takes place in a control class, which is a class that uses conventional learning methods during the research. In this situation, the teacher provides material directly through explanations and writing on the board.

The teacher becomes the main information center, while the students follow the lesson by taking notes, listening and paying attention to the teacher's explanation.



Figure 2. Explanation of the Running Dictation Method

This picture describes the atmosphere of learning Arabic in an experimental class, which is a class that applies the running dictation method as an active learning strategy. In this picture, the teacher provides instructions related to the procedures of the running dictation method to students.



Figure 3. Role Change

This image shows the condition of students when carrying out learning activities using the Running Dictation. It can be seen that students regularly take turns playing the role of text readers and conveying information to group writers. The activity took place in an orderly manner, accompanied by high enthusiasm from students in working together. The collaboration that emerged during this activity showed active, interactive, interactive learning dynamics and supported the understanding of the material more effectively.

Description of Experimental Class Data

Table 1. Description of Experimental Posttest Scores Using the Running Dictation Method

No.	Statistics	Value
1.	N	34
2.	Mean	67,97
3.	Median	73
4.	Mode	73
5.	Varians	443,73
6.	Std. Deviation	21,07
7.	Highest Score	93
8.	Lowest Score	0
9.	Range	93

Based on Table 1, the experimental class had 34 students with a mean posttest score of 67.97. The median and mode were the same 73 indicating that most students scored around that

number. The highest score was 93, while the lowest was 0, with a range of 93. The standard deviation of 21.07 indicates that student learning outcomes varied considerably. Overall, the posttest results indicate that students in the experimental class achieved relatively high learning outcomes after participating in learning using the Running Dictation method. However, the average score remained below the Minimum Passing Criteria (KKM).

Table 2. Frequency Distribution of Experimental Classes

Interval Values	Frequency (f)
0-15	1
16-31	0
32-47	6
48-63	4
64-79	10
80-95	13

Based on Table 2, the frequency distribution of posttest scores in the experimental class shows that most students scored in the 80–95 range 13 students followed by 10 students in the 64–79 range. Meanwhile, 6 students scored in the 32–47 range, 4 students in the 48–63 range, and only 1 student scored in the 0–15 range. No students scored in the 16–31 range. This indicates that most students achieved relatively high scores after participating in instruction using the Running Dictation method, even though the class average score still did not meet the Minimum Passing Criteria (KKM).

Description of Control Class Data

Table 3. Description of Control Posttest Values Using Conventional Methods

No.	Statistics	Value
1.	N	32
2.	Mean	59,09
3.	Median	60
4.	Mode	53
5.	Varians	453
6.	Std. Deviation	21,3
7.	Highest Score	93
8.	Lowest Score	0
9.	Range	93

Based on Table 3, the control class had 32 students with a mean posttest score of 59.09. The median score of 60 and the mode of 53 indicate that most students scored within that range. The highest score obtained by a student was 93, while the lowest was 0, with a score range of 93. The standard deviation of 21.3 indicates that student learning outcomes in the control class varied considerably. In general, the posttest results indicate that students in the control class achieved moderate learning outcomes. However, the average score remained below the Minimum Passing Criteria (KKM) and was lower than that of the experimental class.

Table 4. Frequency Distribution of Control Class

Interval Values	Frequency (f)
0-15	1
16-31	3
32-47	3
48-63	13
64-79	6
80-95	6

Based on Table 4, the frequency distribution of posttest scores in the control class shows that most students scored in the 48–63 range—specifically, 13 students. Furthermore, 6 students scored in the 64–79 range and 6 students in the 80–95 range. Meanwhile, three students each

scored in the 16–31 and 32–47 intervals, and only one student scored in the 0–15 interval. This indicates that the majority of the control class students' scores were concentrated in the moderate category, resulting in the control class's average learning outcomes being lower than those of the experimental class and still falling below the Minimum Passing Criteria (KKM).

Overall, the descriptive statistics indicate that the experimental class achieved higher posttest scores than the control class. Nevertheless, the average scores of both classes remained below the Minimum Passing Criteria (KKM). Therefore, inferential statistical analyses were conducted to determine whether the observed difference was statistically significant.

Testing Analysis Requirements. Normality Test

Table 5. Normality Test Results Data
Tests of Normality

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Itself.	Statistic	df	Itself.
Result	Pretest H (Control)	.190	32	.005	.934	32	.049
	Posttest H (Control)	.170	32	.019	.946	32	.111
	Pretest K (Experiment)	.156	34	.035	.895	34	.003
	Posttest K (Experiment)	.211	34	.001	.891	34	.003

a. Lilliefors Significance Correction

Based on Table 5, the results of the normality test using the Shapiro–Wilk test show that the pretest data for the control class had a significance value of 0.049, the pretest data for the experimental class had a value of 0.003, and the posttest data for the experimental class had a value of 0.003—all of which are less than 0.05, indicating that the data are not normally distributed. Meanwhile, the control class's posttest had a significance value of 0.111 (>0.05), so the data were normally distributed. Thus, since most of the data did not meet the assumption of normality, further hypothesis testing was conducted using the nonparametric Mann–Whitney U test.

Homogeneity Test

Table 6. Homogeneity Test Results Data
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Itself.
Value	Based on Mean	.032	1	64	.858
	Based on Median	.016	1	64	.899
	Based on Median and with adjusted df	.016	1	63.698	.899
	Based on trimmed mean	.008	1	64	.927

Based on Table 6, the results of the homogeneity test using Levene's Test showed a significance value of 0.858, which is greater than 0.05. These results indicate that the variances of the data in the experimental and control groups are homogeneous, or have equal variances. Thus, both groups have relatively similar variance characteristics, so the differences in learning outcomes are not caused by differences in variance between the groups but rather by the treatment administered.

These findings indicate that the Running Dictation method contributed to greater improvement in learning outcomes than the conventional method, as reflected in the higher posttest mean score of the experimental class (67.97) compared with the control class (59.09). However, both mean scores remained below the Minimum Passing Criteria (KKM). Furthermore, the Mann–Whitney test showed that the difference between the two classes was not statistically

significant ($p = 0.063$). This finding suggests that although the Running Dictation method provided positive practical benefits for improving students' learning outcomes, the magnitude of the improvement was not sufficient to produce a statistically significant difference compared with the conventional method.

DISCUSSION

مناقشة

From the description of the data above, it can be concluded that the learning in this study is divided into two groups, namely the experimental class that uses the Running Dictation method and the control class that uses the conventional learning method. The data obtained came from the posttest scores of 66 respondents, consisting of 34 students in the experimental class and 32 students in the control class. These results are the basis for analyzing the comparison of the Running Dictation method and the conventional method in nahwu learning.

Based on the statistical description of the experimental class, an average value (mean) of 67.97 was obtained with the same median and mode of 73, this indicates a relatively centralized data distribution on this value. The highest score achieved is 93 and the lowest score is 0. So that a range of values of 93 was obtained. The variation of 443.73 and the standard deviation of 21.07 shows that there is a fairly wide spread of values in the experimental class.

The distribution of score frequencies in the experimental class showed that the largest group of students was in the 80-95 score range of 13 students, followed by the 64-79 range of 10 students. Only one student was in the low category, which was 0-15. This distribution pattern indicates that most students achieve good results after participating in learning with the Running Dictation method, with a tendency to increase scores in the middle category.

In contrast, in the control class that used conventional methods, the average posttest score was 59.09, lower than in the experimental class. The median obtained was 60 and the mode was 53, indicating a lower concentration of values. The highest and lowest scores are the same as the experimental class, which is 93 and 0, with a range of 93. The variance of 453 and the standard deviation of 21.3 showed a spread of scores that was almost as wide as that of the experimental class, but with a tendency to achieve less.

In the distribution of control classes, the largest number of students in the 48-63 score range was 13 students, then the 64-79 and 80-95 ranges were filled by 6 students each. Meanwhile, there were 3 students in the low category (16-31) and 1 student in the very low category (0-15). This distribution shows that Most students are still in the intermediate grade category after receiving conventional learning.

The normality test conducted using SPSS showed that both the pretest and postes data in both groups showed significant values below 0.05 which means that the data was not distributed normally. Therefore, parametric statistical tests cannot be used, so advanced analysis using non-parametric statistical testers becomes more precise. Meanwhile, in the homogeneity test, the calculation results showed a significance value of 0.858 which was greater than 0.05. This shows that the two groups have homogeneous variance, so comparative analysis between groups can be performed even if the data are not normally distributed.

Furthermore, to find out the significant difference between the learning outcomes of the experimental class and the control class after treatment, the Mann-Whitney U test was carried out because the data from the study results were not distributed normally. The test results showed a Mann-Whitney U value of 400,000, with a value of $Z = -1.858$ and a significant Asymp. Sig (2-tailed) = 0.063. Because the significance value was greater than the applied significance

level ($p > 0.05$), it can be concluded that there was no statistically significant difference between the results of the posttest of the experimental class and the control class. Although semian, the Z value that is close to the significance limit shows a tendency to differ in learning outcomes between the two groups. In addition, the effect size (R) value obtained of 0.23 indicates a small influence category. Thus, statistically, the Running Dictation method has a less strong influence compared to conventional learning methods, but still shows signs of increased learning outcomes in the experimental group compared to the control group.

To measure the improvement of student learning outcomes before and after treatment, an N-Gain Score was calculated. The calculation results on the control class show the value of N-Gain of 0.1065, which includes the category low. This shows that conventional learning methods have a very limited impact on improving nahwu comprehension skills. This low increase is in line with the pattern of value distribution that shows dominance in the medium and low value ranges.

On the other hand, in the experimental class, the N-Gain value obtained was of 0.2260, which is also in the category low, but the value is higher than that of the control class. This shows that the Running Dictation method is able to provide better learning outcomes than conventional methods, even though the improvement has not reached the medium or high category. When compared between the two classes, the difference in N-Gain score showed almost twice as large an increase in the experimental class as in the control class. This fact indicates that Running Dictation is more effective in improving students' understanding of nahwu material, although it has not significantly changed learning outcomes on an inferential statistical scale.

By combining the descriptive statistics, Mann–Whitney U test, and N-Gain analysis, this study indicates that the Running Dictation method showed a positive tendency to improve students' learning outcomes. Students in the experimental class achieved a higher mean posttest score (67.97) than those in the control class (59.09), and their N-Gain score (0.2260) was also higher than that of the control class (0.1065). However, although the experimental class demonstrated better learning outcomes, the Mann–Whitney U test indicated that the difference between the two groups was not statistically significant ($p = 0.063$). Moreover, both classes still obtained average scores below the Minimum Passing Criteria (KKM), suggesting that the magnitude of the improvement was insufficient to produce a statistically significant difference. This finding may be explained by the relatively small sample size, the short duration of the intervention, and the complexity of nahwu learning, which requires continuous practice for students to master grammatical concepts.

The findings of this study are also supported by previous research that emphasizes that the teaching of nahwu learning should move beyond rule memorization toward contextual, meaningful, and learner-centered instruction. (Rahma et al., 2026) According to their framework, students develop a deeper understanding of grammatical concepts when they actively construct meaning through observation, discussion, interpretation, and authentic language use rather than merely memorizing grammatical rules. This theoretical perspective is reflected in the implementation of the Running Dictation method in the present study, where students actively participated in reading, memorizing, communicating, and reconstructing grammatical structures collaboratively. Although the statistical difference between the experimental and control groups was not significant, the higher posttest means score and N-Gain value obtained by the experimental class suggest that active and contextual learning activities contributed positively to students' understanding of nahwu.

These findings are partly consistent with previous research reporting that the Running Dictation technique significantly improved students' writing achievement compared with conventional instruction, which reported that the Their study concluded that the experimental group performed significantly better than the control group and emphasized that Running Dictation increased students' motivation, cooperation, creativity, and active participation during the learning process. (Nurdianingsih & Rahmawati, 2018). However, unlike their study, the present research did not find a statistically significant difference between the two groups. This discrepancy may be attributed to differences in the learning objectives, instructional materials, research participants, and treatment duration. While the previous study focused on developing writing skills, the present study investigated students' understanding of nahwu, which involves abstract grammatical concepts that generally require longer learning periods and more intensive practice to achieve significant improvement.

Nevertheless, the classroom observations in this study support the pedagogical benefits of the Running Dictation method reported by previous research. Students in the experimental class were more actively involved in the learning process through collaborative activities, took turns reading and dictating the text, communicated with group members, and showed greater enthusiasm during the lesson. These learning activities created a more interactive and student-centered learning environment, suggesting that the Running Dictation method contributed positively to the learning process even though its statistical effect on learning outcomes was not significant. Therefore, the method has the potential to be used as an alternative instructional strategy for teaching nahwu, particularly to increase students' engagement, motivation, and participation in classroom learning.

Pedagogically, these results show that the Running Dictation able to facilitate more active, collaborative, and memory-based, thus providing an opportunity for students to understand the structure of Arabic, especially nahwu through learning experiences that involve kinesthetic, visual, and cognitive elements simultaneously. Thus, the results of this study indicate that Running Dictation is an alternative method that has the potential to be applied in nahwu learning to improve student understanding. However, because the improvement in learning outcomes is still in the low category and the statistical differences are not significant, follow-up research is recommended with a longer treatment duration, a wider variety of materials, and reinforcement strategies during the learning process so that the effect of the method can be maximized. In addition, increasing learning motivation, class interaction dynamics, and teachers' readiness to apply active methods need to be the focus in future research to optimize learning outcomes.

In addition, this research has several limitations that need to be objectively acknowledged. The limited number of samples, relatively short treatment time, and limited control over external variables such as classroom conditions, differences in students' initial abilities, and the level of mastery of the material by teachers can affect the research achievements. Therefore, future research is recommended to involve a larger sample, use an experimental design with stronger controls, extend the duration of the intervention, and include additional measurement instruments such as standardized observation sheets and authentic assessments to make the results more comprehensive and valid.

CONCLUSSION | خاتمة

Based on the results of the data analysis that has been carried out in this study, it can be concluded that learning using the Running Dictation method provides better learning outcomes compared to conventional methods in nahwu learning. This can be seen from the average score

of the experimental class posttest of 67,97, which is higher than the control class that obtained an average 59,09. This difference in values reflects a tendency to increase the ability to understand nahwu in students who learn using the Running Dictation method.

Based on all the research results, it can be concluded that the Running Dictation method is worthy of being considered as an alternative learning method in nahwu material because it shows a positive tendency in improving student learning outcomes. This model encourages active student engagement, collaboration, and multisensory information processing, providing a more varied learning experience than lecture or conventional methods.

Thus, this study implies that the use of more interactive and activity-based learning methods such as Running Dictation needs to continue to be developed in Arabic language learning at the madrasah level. Follow-up research is recommended to be conducted with a longer time frame, a wider variety of materials, and a larger sample to obtain more representative and statistically significant results. Overall, the results of this study confirm that there is a clear comparison between the Running Dictation method and the conventional method in nahwu learning. The Running Dictation method has been proven to provide higher learning outcomes descriptively, both from the average posttest score and the distribution of student achievements. Meanwhile, conventional methods show a lower increase and a distribution of values that tend to be in the middle to lower category. Although statistically the differences produced are not significant, the tendency of descriptive data and N-Gain results suggests that the two methods have different impacts on the development of students' understanding. Thus, this study provides empirical evidence that the Running Dictation method has superior potential to conventional methods, so it is worthy of being used as an alternative in increasing the effectiveness of nahwu learning.

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