Development of Arabic Language Learning Model Based on Bi'ah Lugawiyyah to Improve Student's Speaking Skills in Islamic Religious College

Takdir[1*], Muhammad Arifin Ahmad[2], Hamsu Abdul Gani[3]

[123]Pascasarjana Universitas Negeri Makassar
Makassar, Indonesia

[*]*Corresponding author's email: takdirziyadrizky [AT] gmail.com*

_____

ABSTRACT---- *Learning Arabic in universities has not yet utilized the language environment as a learning resource. Improve speaking skills in Arabic cannot be separated from the language environment. This study aims to produce a valid, practical, and effective Arabic learning model to improve students' Arabic speaking skills at Islamic religious colleges. This research is research and development by adopting the ADDIE design by Branch, which consists of five phases: analysis, design, development, implementation, and evaluations. The research subjects involved 23 university students for the practicality and effectiveness test and two experts for the validity test. Data collection techniques were carried out using instruments such as questionnaires, interviews, observation sheets, and tests of Arabic speaking skills. Qualitative and quantitative methods then analyzed the data. The data analysis showed that the bi'ah lugawiyyah-based Arabic learning model was tested to be valid, practical and effective in improving students' Arabic speaking skills at Islamic universities.*

Keywords: Learning Model, Arabic Language, Speaking Skills, Bi'ah Lugawiyyah

_____

1. INTRODUCTION

Arabic today is experiencing rapid development; even some schools in Indonesia add Arabic subjects as the main subjects (Rahmi, 2017). This is because Arabic issues can provide positive values in everyday life in Indonesia, which is predominantly Muslim. According to (I. Fahri, 2007) suggests that the purpose of learning Arabic, in general, is for students to master four language skills, namely listening skills, reading skills, writing skills, and speaking skills. (Tarigan, Henry Guntur, 1986) suggests that the primary purpose of teaching is to grow and develop language skills.

Developing language skills requires a particular method. Various methods and approaches appear in Arabic learning from Time to Time. Each way cannot be said which is the best because each plan has a theoretical and empirical basis (Burhan et al., 2013). Behaviourists view language as a habit that is easy to control and master. Language is part of human behaviour shaped and influenced by the surrounding environment. (Musni, 2009) The domain is the most critical learning resource in developing speaking skills.

Learning Arabic speaking skills that have been taught in universities has not shown maximum results. Students still have difficulty conveying ideas, thoughts, and questions in Arabic. Students still have difficulty communicating in Arabic. Students of the Islamic Religious Institute of Muhammadiyah Sinjai also experience this.

The results of observations made by researchers from August to October 2019 at IAI Muhammadiyah Sinjai found several things: (1) lack of interest in student learning due to monotonous learning. (2) students' potential is less than the maximum because no learning media is available. (3) Students' different characteristics affect the acceptance of Arabic subjects. (4) Environmental factors are less supportive in the teaching and learning process of Arabic subjects. (5) lack of mastery of language learning methods for Arabic lecturers. (6) Lack of mastery of Arabic vocabulary (mufrodat) owned by students, (7) the absence of a language environment that can assist students in achieving competence in speaking skills.

Based on these observations, it is essential to develop a learning model that can improve students' Arabic speaking skills. The language environment (bi" ah lughawiyah) is considered an alternative that can be used to enhance students' speaking skills. According to (Hamid, 2010), the role of the environment as a source of stimulus becomes dominant and crucial in helping

the language learning process because language acquisition is a process of habituation. In addition, the results of research (Himmah, 2017) show that the language environment dramatically influences the improvement of Arabic speaking skills. In addition, the study's results (Abdurochman, 2017) show that mastery of Arabic vocabulary can be done by utilizing the existing environment.

The language environment is supportive of supporting Arabic language proficiency. Learning a language will be easier if it occurs with reinforcement and there is continuous repetition so that it forms a habit (Iqbal, 2021; Mustaqim, 2016). Because, in principle, language is a habit. This strengthening process can be carried out with the language environment, both in an artificial environment and in a natural form, so that a student indirectly gains proficiency (Prono & Soenarto, 2014; Suja'i, 2008).

Bi'ah lugawiyyah-based Arabic learning is expected to improve students' Arabic speaking skills. This study aims to develop a valid, practical, and effective bi'ah lugawiyyah-based Arabic learning model to enhance Arabic speaking skills in college students.

2. RESEARCH METHOD

This type of research is research and development (R & D), which aims to produce products in the form of learning models and learning tools. Assessment of the Quality of Learning Models and learning tools based on their validity, practicality, and effectiveness (Akker et al., 1999; Joyce, 2015; Wilson, 1996). The development procedure uses the ADDIE model design, which consists of five main stages: analysis, design, development, implementation, and evaluations (Branch, 2009).

The subjects of this study were Islamic college students at four levels. In the needs analysis stage, the research subjects were 80 people and 3 Arabic language lecturers; at the content and construct validation stage, the research subjects were two education experts, and the research subjects in the practicality and effectiveness test were 23 students.

Data collection techniques used instruments such as observation sheets, documentation, questionnaires, interviews, and tests. The instruments in question are the model implementation observation sheet, student activity observation sheet, lecturer and student response questionnaires, and Arabic speaking skills test.

The data needed in this study are in the form of quantitative and qualitative data. Quantitative data are the implementation of the model, the ability of lecturers to manage to learn, student activities in education, student responses to the performance of knowledge, and Arabic speaking skills. Furthermore, qualitative data is the result of lecturer interviews. The data is then analyzed to determine the validity, practicality, and effectiveness of the bi'ah lugawiyyah-based Arabic learning model.

3. RESEARCH RESULTS AND DISCUSSION

3.1. The results of the design for the bi'ah lugawiyyah-based Arabic learning model

The results of developing an Arabic learning model based on bi'ah lugawiyyah to improve students' Arabic language skills are arranged in six learning phases, namely as follows.

Table 1. Syntax of Arabic Learning Model Based on Bi'ah Lugawiyyah

Phase	Learning steps
Phase1 *Delivering goals and Students Preparation*	*1. Delivering the learning objectives that will be carried out* *2. Describe the importance of studying an Arabic language material based on bi'ah lugawiyyah*
Phase 2 *Plan*	*Develop a lesson plan to improve students' speaking skills which will be implemented to achieve the predetermined goals. The implementation of the bi'ah lugawiyyah-based Arabic learning plan was arranged based on the achievement targets in the performance of learning activities.* *Develop various teaching programs according to the approaches, methods, and theories used in bi'ah lugawiyyah-based Arabic learning.*
Phase 3 *Concept understanding*	*Providing lecture material in the learning process through bi'ah lugawiyyah* *Checking students' understanding through practising Arabic speaking skills*
Phase 4 demonstrate	*Practice Arabic conversation in front of the class in pairs.* *Checking the results of students' Arabic speaking skills*
Phase 5 practice and feedback	*Provide independent practice opportunities to re-practice or re-demonstrate how to speak Arabic correctly and adequately* *Give questions to students to respond to*

3.2. Validity test results

Products developed through research and development procedures are tested for quality to determine the level of validity. The product validity score is obtained from the average value of the two experts who have provided an assessment. There are five products developed and assessed by experts: model books, lecturer books, student books, and Semester Learning Plans. The test results of the four products can be seen in Table 2 below.

Table 2. Product Validity Test Results

Learning products	Median	Category
Model Book	3,15	Valid
Lecturer's Book	3,50	Very Valid
Student Book	3,40	Valid
Semester Lesson Plan	3,57	Very Valid
Average	3,41	Valid

Based on table 2, it is known that the learning product that has been developed is declared valid based on expert judgment. This is indicated by the overall average score of 3.41 with details as follows: (1) model books with an average score of 3.15, (2) lecturer books with an average score of 3.50, (3) student books with an average score of 3.50. an average of 3.40, and (4) lesson plans with an average score of 3.77. Therefore, the bi'ah lugawiyyah-based Arabic learning model is considered very valid because it has an average score between 2.5 and < 3.5 according to the validity criteria.

Table 3. The analysis of the observation data on the implementation of the learning

Meeting	Average score	Classification	Criteria Description
I	3,45	Mostly Done	$3,00 < \bar{x} \leq 3,50$
II	3,50	Mostly Done	$3,00 < \bar{x} \leq 3,50$
III	3,53	All Done	$3,00 < \bar{x} \leq 3,50$
IV	3,53	All Done	$3,00 < \bar{x} \leq 3,50$
V	3,55	All Done	$3,00 < \bar{x} \leq 3,50$
VI	3,53	All Done	$3,50 < \bar{x} \leq 4,00$
VII	3,58	All Done	$3,50 < \bar{x} \leq 4,00$
VIII	3,60	All Done	$3,50 < \bar{x} \leq 4,00$
Median	3,53	All Done	$3,50 < \bar{x} \leq 4,00$

Based on the analysis of the observation data on the implementation of the learning, the average score of the lecturer's ability to manage to learn Arabic learning models based on bi'ah lugawiyyah was 3.53. Overall, the average value of the implementation of the learning is all carried out. Thus, during eight meetings, it can be stated that the bi'ah lugawiyyah-based Arabic learning model was implemented very well/very practically.

Table 4. Results of Observation of Student Activities

Aspects of Observing Student Activities	Average Student Activity (%)	Percentage of Conformity (P)	
		Ideal Time (%)	5% tolerance
Listen to lecturers and student friends about explaining objectives and material concepts seriously and calmly.	16.58	17	12 - 22
Read student books and student worksheets seriously	25.05	22	17 - 27
Complete independent exercises by seriously summarizing the lesson material.	24.65	22	17 - 27
Ask, respond, provide feedback about the concept of material given by the lecturer seriously and confidently, and prepare practical simulations	25.94	22	17 - 27
Demonstrating/simulating conversations/simulating the conversations that have been modelled	16.39	17	12 - 22
Behaviour that is not relevant to teaching and learning activities	2.39	0	0 - 5

Based on table 4, it can be described that student activities related to learning Arabic with the bi'ah lugawiyyah-based Arabic learning model for the six aspects observed have met the ideal percentage of Time. So, in terms of student activities in the learning process through the bi'ah lugawiyyah-based Arabic learning model, it was declared to meet the practicality criteria.

Table 5. Results of Lecturer Responses to the Learning Model

Rated aspect	Average value ($\overline{X}$)	Information
Learning Media	3,83	Very Practical
Serving Eligibility	3,60	Very Practical
Language eligibility	3,67	Very Practical
Assessment in improving Arabic speaking skills	3,92	Very Practical
Total Average	3.72	Very Practical

The results of the analysis shown in table 5 above explain that the average value of the total lecturer response to the practicality of implementing the bi'ah lugawiyyah-based Arabic learning model is = 3.72. If this value is confirmed on the assessment criteria, it is included in the positive category or very practical. So, in terms of the implementation process of the bi'ah lugawiyyah-based Arabic learning model, the lecturer's response was declared to meet the practicality criteria.

Table 6. Results of Student Responses to the Learning Model

Rated aspect	Average value ($\overline{X}$)	Information
Learning model	3,53	Very Practical
Learning atmosphere	3,56	Very Practical
Student Response to Lecturer	3,71	Very Practical
Total Average	3,60	Very Practical

The results of the analysis shown in table 6 above explain that the average value of the total student response to the practicality of the bi'ah lugawiyyah-based Arabic learning model is = 3.60. If this value is confirmed on the assessment criteria in the interval 3.5 – 4.0, it is included in the positive category or very practical to use. So, in terms of the implementation process of the bi'ah lugawiyyah-based Arabic learning model, the student's response was declared to meet the practicality criteria.

3.3. Effectiveness Test

The results of the model's effectiveness test are based on the increase in the Arabic speaking skills test in the experimental class described based on the analysis of the pretest and posttest results. The categories for improving students' speaking skills are presented in table 7 below.

Table 7. Normalized Gain Category

Coefficient Normalizes Gain	*Percentage (%)*	*Category*
g < 0,3	*0*	*Low*
0,3 ≤ g < 0,7	*56,52*	*Fair*
g ≥ 0,7	*43,48*	*High*

Based on table 7, it can be seen that the increase in students' Arabic speaking skills after being taught using the bi'ah lugawiyyah-based Arabic learning model is in the medium classification.

4. CONCLUSION

The bi'ah lugawiyyah-based Arabic learning model obtained through development has met the valid, practical and effective criteria for improving students' speaking skills at Islamic universities. Therefore, lecturers as lecturers on campus must be able to develop an Arabic learning model that can improve students' Arabic speaking skills.

5. REFERENCES

[1] Abdurochman, A. (2017). STRATEGI PEMBELAJARAN KOSAKATA BAHASA ARAB BAGI NON ARAB. *An Nabighoh*, *19*(1), 63–83. https://doi.org/10.32332/an-nabighoh.v19i1.758

[2] Akker, J. V. D., Branch, R. M., Gustafson, K., Nieveen, N., & Plomp, T. (1999). *Design Approaches and Tools in Education and Training* (1st Ed). Springer Netherlands. https://ris.utwente.nl/ws/portalfiles/portal/14472302/Introduction_20to_20education_20design_20research.pdf

[3] Branch, R., M. (2009). *Instructional Design: The ADDIE Approach*. Springer.

[4] Burhan, A., Mu'in, A., & Basith, A. (2013). PERANAN PEMBELAJARAN MATA KULIAH BAHASA ARAB PADA KEMAMPUAN MENULIS BERBAHASA ARAB BAGI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA ARAB (PBA) ANGKATAN 2009 JURUSAN TARBIYAH STAIN PEKALONGAN. *JURNAL PENELITIAN*, *10*(1), Article 1. https://doi.org/10.28918/jupe.v10i1.358

[5] Fahri, A. (2009). *IMPLIKASI PENGUASAAN NAHWU-SHOROF SISWA TERHADAP PEMAHAMAN BAHASA ARAB DI MADRASAH TSANAWIYAH NEGERI YOGYAKARTA 1* [Skripsi, UIN Sunan Kalijaga Yogyakarta]. https://digilib.uin-suka.ac.id/id/eprint/2690/

[6] Fahri, I. (2007). *Handout Metode Penelitian Bahasa Arab*. FBS Unnes.

[7] Hamid, A. (2010). *Teori belajar dan pembelajaran*. Rineka Cipta.

[8] Himmah, R. H. (2017). Lingkungan Bahasa dalam Peningkatan Kemahiran Berbicara Bahasa Arab Bagi Siswa Madrasah Bertaraf Internasional Amanatul Ummah Pacet Mojokerto Jawa Timur Tahun 2012. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, *6*(1), 209–224.

[9] Iqbal, M. (2021). Pengenalan Bahasa Arab untuk Anak-anak di Lingkungan Transmigrasi Desa Sikerabang. *WARAQAT : Jurnal Ilmu-Ilmu Keislaman*, *6*(1), 32–45. https://doi.org/10.51590/waraqat.v6i1.151

[10] Joyce, B. R. (2015). *Models of Teaching* (9th Edition). Pearson.

[11] Musni, J. (2009). *Psikolinguistik Pembelajaran Bahasa Arab*. Humaniora.

[12] Mustaqim, M. (2016). اكتساب اللغة العربية في معهد دار الدراساتواللغة الإسلامية سنينان اكور بالنجائن باميكاسن مدورا. *Analisis: Jurnal Studi Keislaman*, *16*(2), 229–254. https://doi.org/10.24042/ajsk.v16i2.1123

[13] Prono, H., & Soenarto, S. (2014). Evaluasi program SMK kelas jauh di Pondok Pesantren Darul Qur'an Kabupaten Gunungkidul. *Jurnal Pendidikan Vokasi*, *4*(1), Article 1. https://doi.org/10.21831/jpv.v4i1.2532

[14] Rahmi, N. (2017). RELEVANSI KURIKULUM DAN WUJUD KONGKRET TUJUAN PEMBELAJARAN BAHASA ARAB. *An Nabighoh*, *19*(1), 107–126. https://doi.org/10.32332/an-nabighoh.v19i1.760

[15] Suja'i. (2008). *Inovasi pembelajaran bahasa arab: Strategi dan metode pengembangan kompetensi*. Walisongo Press.

[16] Tarigan, Henry Guntur. (1986). *Berbicara Sebagai Keterampilan Berbahasa*. Angkasa.

[17] Wilson, B. G. (1996). *Constructivist learning environments: Case studies in instructional design*. Educational Technology Publications.