



Analyzing Aspects of Speaking Ability in Conversation Learning

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Abstract. Everyone is required to master four language abilities of which one is speaking that has an important role as a means of communication. Learning speaking skill continuously will not be separated from conversation. There are various ways to apply conversation itself, one of them is making conversation as a subject like what happened at MA Darussalam Kejawanan. The purpose of this research was conducted in order to find out the results of student's speaking skills; both outside and inside the classroom from the learning process that has been taken. This research is a qualitative research with subject from class X B MA Darussalam Kejawanan amounted to 30 students using three kinds of instruments with observation, interviews, and documentation. The results showed that Arabic speaking skill for class X B Darussalam Kejawanan was relatively adequate, but also had deficiencies in intonation, telling certain topics in their own language, or retelling a text using their own language, when many of them still had difficulties in applying it, thus affecting the structure of the language and the placement of end vowels in each vocabulary.

Keywords: speaking ability, conversation, arabic language

1 Introduction

Language is a means of communication in the form of speech, writing,[1] sounds, symbols, or anything[2] which is used as a form of conveying feelings, thoughts, ideas, or ideas between humans.[3] While Arabic is a saharan desert or barren land that has no trees growing on it. So Arabic is the language spoken by residents in the saharan desert / Arabian Peninsula.[4] It is different from learning science or natural science,[5] in language learning, four abilities are needed that must be mastered, namely listening, speaking, reading, and writing.[6] Each skill certainly has its own role in the process of mastering Arabic. As well as speaking skills which are the most important ability after listening skills,[7] being a basic tool in learning Arabic and supporting other skills, where in Arabic speaking skills require a lot of vocabulary and adequate sentences.[8] so that it can express thoughts, ideas, and ideas through oral and the ability to sort out the appropriate vocabulary well.[9] So in improving students' Arabic speaking skills, often using muhadatsah activities, namely conversation activities or can be interpreted as the ability in language used to communicate with others through the pronunciation of sounds properly and correctly.[10] So that from these activities can add new vocabulary for students.[11] and

requires fellow students and between students and educators to have more active interactions.[12] In addition to being an activity that supports students in improving their Arabic speaking skills, muhadatsah has also stood alone as a subject in some Islamic boarding schools.[13] in Indonesia. In muhadatsah subjects that have been implemented in various boarding schools often present learning using certain Arabic books that contain readings or conversations with predetermined themes then imitated by students according to the educator's instructions.[14] However, some boarding schools also do not specify a particular book but learning is carried out according to what has been provided by the educator. This is expected to improve students' speaking skills.

MA Darussalam Kejapanan was established in 2018 with the current principal, Noor Halimah, S. Pd. This school has students and female students whose education system is carried out separately. This school consists of three classes with 88 students and 15 teachers. In addition, the school's excellent programs include graduates who meet the standards of the Ministry of Education and Culture and the Ministry of Religious Education Section and have a minimum memorization of 7juz and 112 hadiths (Bukhori and Sittun). In addition, students are also equipped with skills such as cooking, sewing, making crafts for female students. While male students are equipped with skills in the fields of electricity, automotive, plantation and animal husbandry.

Arabic language learning at MA Darussalam Gempol refers to the curriculum according to the standards of the Ministry of Education and Culture and the Directorate General of Religious Education of the Ministry of Religion which is modified according to the needs of the madrasah. Students who are also students at Darussalam boarding school are required to communicate using Arabic in their daily lives. Therefore, the standardized lesson hour load of 3 lesson hours is modified to 1 lesson hour for the standard Arabic curriculum and 2 lesson hours for practice in language which is contained in the Muhadatsah subject. The proportion of practice that is more than theory / understanding is expected to help students to be able to smooth Arabic speaking skills for everyday life. *Muhadatsah* learning is carried out using the *Al-Muhadatsah Al-Arobiyah* textbook with one teacher.

Based on a search of previous literature that has relevance, including research conducted by Aina Salsabila entitled "Mahasiswa's Perception of the Muhadatsah Learning Process at IAIN Lhokseumawe" with a quantitative research method that has the aim of knowing the perceptions of PBA IAIN Lhokseumawe students towards muhadatsah learning that has been implemented.[15] Furthermore, Darmisa and Syarifah Fatimah Al Ilmullah's research entitled "Arabic Speaking Skills (Maharah Al-Kalam) of Class XI MA Al-Balad Kemande District Tutar Polewali Mandar Regency" which uses quantitative research methods and aims to obtain data related to the level of Arabic speaking skills of female students and factors that influence Arabic speaking skills.[16] And the last research conducted by Sadam Samal entitled "Speaking Skills { Maharah Al-Kalam } Arabic speaking skills of students of the Department of Islamic Religious Education (PAI) Semester I and III TA. 2016 / 2017 Faculty of Tarbiyah and Keguruan IAIN Ambon" with a qualitative research method that aims to determine the ability to speak Arabic students.[17]

Judging from the three studies above, it is known that two of them focus on knowing the students' Arabic speaking ability and the factors that influence students' abilities. While the rest only focuses on the perceptions of students in muhadatsah learning carried out. Based on preliminary observations made by researchers, the learning of muhadatsah subjects at the Darussalam Islamic Boarding School tends to lack variety / lean more on lesson plans where learning is carried out by writing vocabulary and Arabic sentences, reading and translating texts that have been given by the teacher and explanations given by the muhadatsah teacher regarding

the text read previously. So that learning seems monotonous and easily makes students feel bored. In addition, the learning that is carried out seems to lack active interaction between students and teachers. Therefore, researchers want to know more about the learning process from planning to evaluation so that they can find out the results of students' Arabic speaking skills from the learning process that has been carried out.

This study aims to find out the muhadatsah learning process in the Darussalam Kejawanan Islamic Boarding School in terms of planning, methods, strategies, media, learning process and evaluation. In addition, it is also to trace the results of the students' speaking ability from the activities and interactions of researchers during the muhadatsah learning process.

2 Research Methods

This research is a qualitative research with a case study approach, which is an in-depth study of an individual or a group that is directed to collect data, take meaning, and reach conclusions from the case under study.[18]

The research is intended to be able to know the results of students' speaking ability in muhadatsah learning and the learning process carried out in class X students of the Darussalam Kejawanan Islamic Boarding School, totaling 30 children. The subjects in this study were teachers and students of Class X with the object of research in the form of muhadatsah learning to determine the ability to speak Arabic. The type of data taken uses primary data and secondary data. Primary data is taken from the results of observations, interviews. While secondary data is taken from the results of documentation.

The data collection technique in this study is observation, in which researchers explore information related to the activities of female students in the classroom during muhadatsah lessons. Second in the form of interviews, by asking questions to teachers and female students, and documentation is displayed with photos, documents, and voice recordings.

The data analysis technique used is the Miles and Huberman model, which has three stages including: *data* reduction is done by summarizing the data obtained, processed, and selecting the most important data to be presented. [19] Data presentation (*data display*) is done by showing the results of data that has been selected through observation, interviews, and documentation in a narrative manner and *conclusion drawing/verification* is carried out as the final stage to take what value is obtained in research.

3 Results and Discussion

3.1 Learning process of muhadatsah class X B at MA Darussalam Kejawanan

The research was conducted over a period of two months by obtaining data from observation, interviews, and documentation. This research was conducted from February 5, 2023 to April 10, 2023. The research was conducted at the Darussalam Kejawanan Islamic Boarding School by presenting the results and discussions related to the learning process of Muhadatsah subjects starting in terms of planning, strategies, methods, media, learning

processes, and evaluation as well as the results of analyzing the Arabic speaking ability of 30 Class X B students in muhadatsah subjects.

3.1.1 Planning

To make learning run well and effectively, good planning is needed so that the expected goals can be achieved. Quoted from a book entitled "learning planning teaching materials" written by Dr. Yowelna Tarumasely, M.Pd, it is stated that learning planning is a process of preparing steps in the learning process which includes material, approaches, methods, media,[20] strategies, and evaluation in accordance with the specified time allocation.[21] The existence of learning planning is an important role for teachers as a guide and precursor in carrying out a learning process. [22]

The researcher began the initial stages of the study on February 5, 2023. The research was mostly conducted in the morning, paying attention to the learning activities that were carried out entirely at that time. From the results of the interview, the researcher found that the learning planning carried out at MA Darussalam Kejawanan includes making a syllabus, Effective Week Plan (RPE), and Learning Implementation Plan (RPP). The syllabus is made from the MGMP (subject teacher deliberation) of Arabic language at school which is then reviewed by the subject teacher. The syllabus is made only once, then used in subsequent semesters. The content of the syllabus includes themes in each semester that will be used in learning in each subject. The details of the syllabus can be seen in appendix 1.

As for the RPE and lesson plans, it is a task for each teacher of each subject (including muhadatsah). RPE is data related to months, days, weeks, and weights per week in each semester, so that teachers can calculate better learning according to the available days. Meanwhile, lesson plans are made once a year or once a semester including learning materials, classes, semesters, time allocations, learning models, and media. The details related to RPE and lesson plans can be seen in appendix 2.

In addition, researchers also found that there was no particular strategy used in the learning process of muhadatsah subjects. So that learning will run as it should using a package book entitled, "*Al-Muhadatsah Al-Arobiyah*" prepared by Ustadzah Habibah as the muhadatsah subject teacher. The package book contains readings and conversations taken from various authors according to the theme of the discussion in the syllabus. Details related to the package book are in appendix 3.

3.1.2 Learning process

From the results of interviews with Ustadzah Habibah as the muhadatsah subject teacher and observation in class X when muhadatsah learning takes place, it is found that learning is carried out twice a week (Tuesday and Saturday) with a duration of 45 minutes. For Tuesday starts at 08:00-08:45 WIB. And Saturday starts at 10:30-11:15 WIB. Learning begins with the teacher saying greetings and prayers. The teacher also briefly asks about the material that will be discussed and then goes directly to the core activities.

The core learning activities use the *Al-Muhadatsah Al-Arobiyah* textbook which consists of ten pages along with the book cover. The book includes three major titles, of which two major titles contain conversations that the girls will translate and practice in pairs and one title contains readings that will be practiced individually. These three major titles are used for one semester.

Based on what is stated in the lesson plan, learning is carried out using the lecture method. However, from the observation, researchers found that learning did not only use this one method, but used two methods, namely experimentation, and question and answer.

When the time showed that the learning duration was less than 10 minutes, the teacher began to prepare to end the class by taking attendance, reminding students to prepare the readings and conversations that would be discussed at the next meeting, and finally saying greetings and prayers while leaving the class.

Regarding the two methods used in the classroom, the experimental method itself is used when learning refers to the discussion of a reading or conversation where students are asked to read and translate the reading or conversation in turn.

As Hamdani stated that the experimental method is one of the learning methods that requires students to be actively involved in solving a problem or experiment conducted.[23]. During the learning process, teachers can create cooperative learning, where students actively read, translate, and understand the reading or conversation being discussed in turn.

The teacher will help when students have difficulty understanding or adjusting the appropriate vocabulary in a reading or conversation. So it is found that the experimental method can make students play an active role in gathering the necessary information or data. But it also does not deny the existence of shortcomings when the method is used. As well as students failing to understand a reading or conversation from the information obtained appropriately,[24] so that the teacher must take over the class in explaining precisely a reading or conversation.

Next is the question and answer method, where the teacher has prepared several Arabic questions related to the readings and conversations that have been learned. Then the teacher requires each student to answer the question in turn as directed by the teacher using Arabic. This is in line with research which reveals that the question and answer method is a feedback between teachers and students in the ongoing learning, making it easier for students who do not understand to be able to ask the teacher.[25]

In addition, using the question and answer method can train students in developing memory and thinking power, accustoming students to be brave in expressing their opinions, so that in learning students can remain active and not feel bored.[26] This activity is a routine evaluation carried out at the end of each discussion of a reading or conversation to recheck the understanding of students.

These two methods were used by the teacher in different situations, where the experimental method was given during the presentation of the material and the question and answer method was given near the end of the lesson. During the lesson, the students were quite enthusiastic and able to answer various questions fluently. However, the researcher found that the practice of speaking skills inside and outside the classroom has not shown equal development.

This is indicated by the students' mistakes when reading the final harocate of the word when doing practice in front of the class. In addition, a small number of students found it difficult to understand the context of the available reading due to their lack of Arabic vocabulary.

3.1.3 Learning evaluation

Evaluation is a process in assessing the success of students in achieving the goals of a program.[27] where evaluation activities will not be separated from a learning process.[28] It is the same at MA Darussalam Kejawanan, where the evaluation is carried out twice a semester which is also called Mid-Semester Assessment (PTS) and End of Semester Assessment (PAS). From the results of the interview, Ustadzah Habibah as the teacher of this subject explained that the evaluation was carried out orally, where she took several MA teachers to act as examiners

by giving four to five questions to students from the material that had been discussed with a duration of five minutes for each student.

Referring to the observation results, it was found that the PTS and PAS evaluations were carried out in writing. The stages of PTS and PAS implementation are similar in the form of the teacher entering the classroom by saying greetings and sholawat, followed by taking attendance of students and providing direction regarding the test to be carried out. After each student prepares blank paper and stationery to be used and stores all school equipment next to their respective benches neatly, the teacher begins to write one question that covers the reading that has been discussed.

With a total time of 45 minutes, each student looks solemn in doing the exam with a conducive classroom situation. Thirty minutes passed, the researcher found several students who began to get sleepy, looking for their own activities or just looking here and there to see other friends who were still working. The atmosphere became crowded due to some students chatting with each other when the teacher left the class for a moment and returned to calm when the teacher entered the class. When the time showed less than 10 minutes and 5 minutes, the teacher reminded the remaining time to the students so that each of them could prepare to collect when the time was up. After all the answer sheets were collected, the teacher packed up and left the class along with a greeting.

3.2 Results of analysis of arabic speaking ability of class X B students in muhadatsah subjects

Speaking ability (*maharah al-kalam*) is an ability to express the sounds of a word to be able to express ideas or ideas correctly so that it is easily understood by others / in order to communicate well with others.[29] The importance of mastering the ability to speak when learning a language, making it mandatory learning in all languages including Arabic. There are many methods that can be used in mastering speaking skills (*maharah al-kalam*) including, direct methods, combination methods, or auditory-oral methods.[30]

MA Darussalam Kejawanan which raises the concept of an Islamic school where Arabic is a language that must be mastered and learned. Not just one lesson to cover everything in Arabic, but various lessons related to Arabic are made separate so that students and teachers can focus more on learning every detail, such as nahwu, shorof, and muhadatsah subjects. Especially in the muhadatsah subject that researchers studied, where each student can hone their speaking skills. Armed with knowledge from each Arabic subject, it is in muhadatsah learning that students can practice freely in order to get better skills.

From the results of the muhadatsah learning process of class X B, it shows that their Arabic speaking skills (*maharah al-kalam*) are in the sufficient category, seen from the results of PTS and PAS scores. Meanwhile, based on the results of observations made by researchers based on five indicators, namely, pronunciation (including segmental features-vowel and consonant stress and intonation), grammar, vocabulary mastery, *fluency*, and understanding (the ability to respond to an utterance properly), it was found that the speaking ability (*maharah al-kalam*) of class X B students was classified as sufficient. This can be seen when researchers interact through daily conversations with each student using Arabic outside of class hours and during class hours, where in terms of vocabulary, grammar, fluency in answering each question, understanding the questions given and fluency in mentioning each word well become more value for them, although sometimes it looks difficult to answer each question or takes more time to answer questions. While in terms of pronunciation of each letter, intonation in speaking,

telling a topic freely using their own language, and retelling a text look difficult and messy, resulting in chaotic grammar.

4 Conclusions

The conclusions that researchers can provide in this study are: 1) The learning process starts from planning, implementation and evaluation. Planning starts from the preparation of syllabus, RPE and lesson plans by the teacher, implementation is given using textbooks containing readings and conversations, and evaluation in the form of PTS and PAS with a written test system; 2) The results of the analysis of the Arabic speaking ability of Class X B students in general are in the sufficient category seen from the results of PTS and PAS scores and observations made based on five indicators, namely, pronunciation (including segmental features-vowel and consonant stress and intonation), grammar, vocabulary mastery, *fluency*, and understanding (the ability to respond to an utterance properly).

Acknowledgments

The researcher's gratitude goes to Allah Subhanahu Wa Ta'ala, both parents, brothers and sisters for their prayers and support, as well as the MA Darussalam Kejawanan school, UMSIDA lecturers and friends who helped the process of completing this article from the beginning of the research to the end.

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