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Development of *Nabr Al-Ashwat Al-Arabiyyah* Materials to Enhance the Arabic Speaking Skills of Students

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ABSTRACT

The purpose of this study was to determine how the development of *nabr al-ashwat al-arabiyyah* material improved the Arabic speaking skills of Muhammadiyah 3 Yogyakarta Junior High School students. This research utilised a research and development method with the ADDIE model, namely analysis, design, development, implementation and evaluation. The data collection process employed observation, questionnaires, interviews and tests. The results explain that judging from the average pre-test value, it can be said that *nabr* material has proven effective in improving the speaking proficiency of the material Arabic lessons in grade IX of Muhammadiyah 3 Yogyakarta Junior High School students. The researcher concluded that the development of *nabr* material from the pre-test results obtained an average value (mean) of 60.27, the minimal value being 48, the maximum value being 70 and the standard deviation being 6.036. while in the post-test table the average student score (mean) is 82.77, the minimum value being 70.00, the maximum value being 98.00 and the standard deviation being 8.149, which was proven by the effectiveness test using the JASP application. The paired samples t-test showed an increase in self-regulation ($t(36) = -21.761, p < .001$). This data shows that the p-value is < 0.05 ; hence, it can be concluded that the data is significant. Furthermore, the Cohen's d table shows an effect of -3.627 .

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Keyword

Development; Maharah Kalam; Nabr Material

مستخلص البحث

هدف هذا البحث هو تطوير يركز على تطوير مواد النبر في تحسين مهارات الكلام لطلاب المدرسة المتوسطة 3 جوكرجاكارتا. يستخدم هذا البحث طريقة بحث وتطوير مع نموذج ADDIE ، وهي تحليلات (والتصميم والتطوير والتنفيذ والتقييم). يستخدم جمع البيانات الملاحظة والاستبيانات والمقابلات والاختبارات. توضح نتائج هذه الدراسة أنه بناءً على متوسط قيمة ما قبل الاختبار، يمكن القول أن مادة النبر أثبتت فعاليتها في تحسين الكفاءة الناطقة لدروس اللغة العربية المادية في الصف التاسع من المدرسة المتوسطة 3 جوكرجاكارتا. وخلص الباحث إلى أن تطوير مادة النبر من نتائج ما قبل الاختبار حصل على متوسط قيمة (متوسط) من 60.27 ، والقيمة المحورية هي 48، القيمة القصوى هي 70 والانحراف المعياري هو 6.036. بينما في جدول ما بعد الاختبار ، متوسط درجة الطالب (يعني) هو 82.77 ، والحد الأدنى للقيمة هو 70.00 والقيمة القصوى هي 98.00 والانحراف المعياري هو 8.149. يمكن إثبات ذلك من خلال اختبار الفعالية باستخدام تطبيق JASP. بعد ذلك ، أظهر اختبار العينة المزدوجة T زيادة في التنظيم الذاتي ($t(36) = -21.761, p < .001$). توضح هذه البيانات أن قيمة $p > .05$ ، لذلك يمكن استنتاج أن البيانات مهمة. علاوة على ذلك ، يوضح جدول كوهين تأثير -3.627 .

تطوير ، مادة نبر ، مهارة كلام .

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INTRODUCTION

In the Arabic language, speaking skills (*Maharah kalam*) are an important first step in understanding the concept (Asy'ari, Hasyim, 2020). *Maharah kalam* refers to one's ability to speak and communicate orally in Arabic (Wulandari, 2020). It involves the use of appropriate vocabulary, correct grammar and clear pronunciation, as well as the ability to interact fluently in real communicative situations. In the context of language learning, *maharah kalam* becomes one of the essential components in mastering Arabic as a whole. By developing *maharah kalam*, one can communicate more effectively and deeply in Arabic. This is an important step in a comprehensive language-learning journey.

Maharah kalam in Arabic language learning has many interests and benefits, which go beyond just the ability to speak the language. *Maharah kalam* plays a crucial role in understanding Arabic holistically. It is a skill that opens the door to comprehending and engaging in the world of Arabic language and culture more deeply.

Intonation in Arabic refers to the variation in the pitch, or the high and low tones of the voice when speaking (Anam & Maltuf, 2023). It is how Arabic speakers change the frequency of their voice during a conversation to express different meanings, emotions, emphases and nuances. Intonation is important in oral communication because it can change the meaning of the words or message being conveyed. Thus, through intonation, one can convey messages more accurately and effectively.

Muhammadiyah 3 Yogyakarta Junior High School is a school that not only teaches general science lessons but also religious lessons and Arabic lessons. By practising the *muhadatsah* reading in the Arabic textbook and having discussions by utilising the *mufradat* that has been understood, Muhammadiyah 3 Yogyakarta Junior High School students are expected to be able to master four language skills, including Arabic speaking skills. When learning Arabic, *Muhadatsah* deserves special attention as one of the models of speaking practice. If the students' mastery of vocabulary and sentence structure is still very limited, speaking activities through reading exercises may turn into uninteresting activities that do not enhance students' active involvement and disrupt the learning environment.

This study mentions several previous studies related to the theme of the author's research, which is a comparison between the author's previous research and the author's current research. First, the study about the Arabic cartoon entitled *Muhsin Wa Mahasin* episode *at-tafakhur* uploaded by the *Jam'iyyatu Nama'i Al-khairiyah* YouTube channel to identify the position of *An-Nabr* in the number (sentence). This study produced findings regarding the position of *an-nabr* in the cartoon film *Muhsin Wa Mahasin* episode *at-tafakhur*, as many as 46

positions, which are divided into three categories: (1) according to the rules of context; (2) the speaker's desire; and (3) the existence of *adawatul istifham, nafi* and conditions (Zahroh & Fitriani, 2020).

Second, the article about Learning Arabic Speaking Based on Phonetic Accuracy to Improve Arabic Speaking Ability. The results of the study are described as follows. There are two forms of phonetic errors in students' pronunciation, namely segmental and suprasegmental errors. Most teachers and students do not care about phonetic errors in students' speech; however, most of them consider that it is important to have a special emphasis on phonetic elements in *kalam* learning. The teaching materials of Arabic-speaking subjects used so far do not emphasise specifically phonetic accuracy and the teachers and students suggest that Arabic-language textbooks should be equipped with special exercises on phonetic accuracy and done early. Based on these results, an Arabic-speaking learning model needs to be designed (Kholisin, 2015).

Third, research on male and female dialects in the Arabic context. The results reveal the differences between the two sexes, which are that men tend to speak with a high tone, a rather sharp voice, are to the point, clear, quick to respond and not afraid to argue and provide rebuttals to things that are not right for them. Women's voices are sharper and higher (squeaky), clearer in pronunciation and women are more ambitious about pronouncing vocabulary and sentences correctly than men. In addition, generally, women use certain vocabulary that is not used by men. Among other things, women use a large number of colours, such as *muf, tarkawaz, bij, zuhri* and *bunai*, which are typical for women and rarely used by men, while men use colours that are typical for men. Furthermore, men's language shows more of the power of ratio while women's language reveals more of the power of taste (Raswan, 2019).

In some of the above previous studies, there are some similarities and differences between previous research and current research. The similarity is that both discuss the problem of *maharah kalam* (speaking skills). The differences between previous research and current research are the research objectives, research methods used and research locations. Previous research used qualitative research methods, while the author's current research uses developmental research methods (R&D).

The purpose of this current study is to determine how the development of *nabr al-ashwat al-arabiyyah* material improves the speaking skills of Muhammadiyah 3 Yogyakarta Junior High School students. This study expects to provide additional information as a basis for consideration, support and contribution of thought to readers and become a reference for further researchers. Based on the above background, it is urgent and important to

conduct research to develop *nabr* materials to improve students' speaking skills in Arabic language learning at Muhammadiyah 3 Yogyakarta Junior High School.

METHOD

This research used research and development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation).

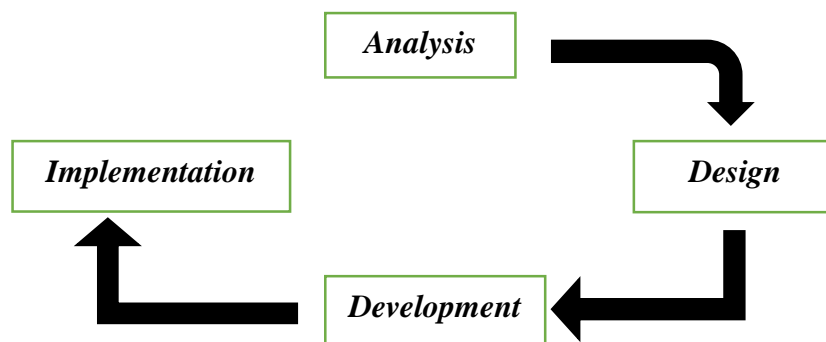


Figure 1. ADDIE Steps

Figure 1 shows The concept map provides a visual representation of the steps in the ADDIE research method. Each step has a specific goal and action to be taken within that stage. It helps to illustrate how each stage is interconnected.

The population in this study were ninth-grade students of Muhammadiyah 3 Yogyakarta Junior High School, which amounted to 36 students, and the research sample was students who were in class IX and were divided into two classes, namely control and experimental. The data collection techniques involved observation, interviews, tests and documentation. The data analysis technique used descriptive analysis. After the data was obtained, it then describes systematically the results of the study.

RESULTS & DISCUSSION

Analysis of *Nabr* Materials in Improving *Maharah Kalam*

In general, students at Muhammadiyah 3 Yogyakarta Junior High School already have a basic understanding of *maharah kalam* and have heard examples of correct pronunciation and expression from subject teachers. These efforts should be an asset for them to advance their comprehension; however, they face many challenges in conducting dialogues appropriately and according to *nabr* standards.

During conversations with friends or teachers, native speakers often hear phrases that sometimes leave the other person unsure of the message being conveyed. The most important aspect of this event is how often people use their native language intonation patterns when speaking the language they are learning. The following are some illustrations of Arabic discussion for grade IX students at Muhammadiyah 3 Yogyakarta Junior High School.

الجَوَارِ الْأَوَّلُ
 عَائِشَةُ: مَنْ أَنْتِ ؟
 فَاطِمَةُ: أَنَا فَاطِمَةُ.
 عَائِشَةُ: هَلْ أُمُّكَ أُسْتَاذَةٌ؟
 فَاطِمَةُ: نَعَمْ، أُمِّي أُسْتَاذَةٌ.
 عَائِشَةُ: مَتَى ذَهَبْتِ أُمُّكَ إِلَى الْمَدْرَسَةِ؟
 فَاطِمَةُ: ذَهَبْتِ أُمِّي إِلَى الْمَدْرَسَةِ فِي السَّاعَةِ السَّادِسَةِ وَالْبَتِّصِفِ.

In the conversation above, the author identifies several mistakes that are often made by students of Muhammadiyah 3 Yogyakarta Junior High School in placing the stress as follows (a) In the sentence مَنْ أَنْتِ in the conversation, the student emphasises the sound on the word أَنْتِ, while the word مَنْ should be emphasised. (b) In the sentence هَلْ أُمُّكَ أُسْتَاذَةٌ in the conversation, the student emphasises the sound on the word أُمُّكَ, while what should be emphasised is the words هَلْ and أُسْتَاذَةٌ (c) In the sentence أُمِّي أُسْتَاذَةٌ نَعَمْ in the conversation, the student emphasises the sound on the word نَعَمْ, while the words أُمِّي and أُسْتَاذَةٌ should be emphasised. (d) In the sentence مَتَى ذَهَبْتِ أُمُّكَ إِلَى الْمَدْرَسَةِ in the conversation, the student emphasises the sound on the word مَتَى, while the word ذَهَبْتِ أُمُّكَ should be emphasised. (e) In the sentence ذَهَبْتِ أُمِّي إِلَى الْمَدْرَسَةِ فِي السَّاعَةِ السَّادِسَةِ وَالْبَتِّصِفِ in the conversation, the student emphasises the sound on the words إِلَى and فِي, while the words ذَهَبْتِ أُمِّي، السَّاعَةِ، السَّادِسَةِ، وَالْبَتِّصِفِ should be emphasised.

الجوار الثاني
 فَرِيدٌ : نَهَارِكِ سَعِيدًا!
 فَرِيدَةٌ : سَعِيدٌ مُبَارِكٌ
 فَرِيدٌ : هَلْ أَنْتِ فَرِيدَةٌ؟
 فَرِيدَةٌ : نَعَمْ، أَنَا فَرِيدَةٌ
 فَرِيدٌ : أَيْنَ أَبُوكَ؟
 فَرِيدَةٌ : ذَهَبَ أَبِي إِلَى السُّوقِ.

In the conversation above, the author identifies several mistakes that are often made by SMP Muhammadiyah 3 Yogyakarta students in placing stress as follows: (a) In the sentence *فَرِيدٌ : نَهَارِكِ سَعِيدًا!* in the conversation, the student emphasises the sound on the word *نَهَارِكِ*, while the word *سَعِيدًا* should be emphasised. (b) In the sentence *فَرِيدَةٌ : سَعِيدٌ مُبَارِكٌ* in the conversation, the student emphasises the sound on the word *مُبَارِكٌ*, while the word *سَعِيدٌ* should be emphasised. (c) In the sentence *فَرِيدٌ : هَلْ أَنْتِ فَرِيدَةٌ؟* in the conversation, the student emphasises the sound on the word *فَرِيدَةٌ؟*, while the words *هَلْ* and *فَرِيدَةٌ* should be emphasised. (d) In the sentence *نَعَمْ، أَنَا فَرِيدَةٌ* in the conversation, the student emphasises the sound on the word *نَعَمْ*, while the word *فَرِيدَةٌ* should be emphasised. (e) In the sentence *فَرِيدٌ : أَيْنَ أَبُوكَ؟* in the conversation, the student emphasises the sound on the word *أَبُوكَ*, while what should be emphasised is the word *أَيْنَ* (f) In the sentence *فَرِيدَةٌ : ذَهَبَ أَبِي إِلَى السُّوقِ* in the conversation, the student emphasises the sound on the word *ذَهَبَ*, while the words *أَبِي* and *السُّوقِ* should be emphasised.

After researching how students emphasise the pronunciation of *maharah kalam* at SMP Muhammadiyah 3 Yogyakarta, several results and discussions can be explained by the researchers.

Development of *Nabr Al-Ashwat Al-Arabiyyah* Materials

The development of *Nabr Al-Ashwat Al-Arabiyyah* materials to improve *maharah kalam* of Muhammadiyah 3 Yogyakarta Junior High School students was conducted through five stages, namely:

Analysis Stage

The analysis stage was conducted to collect the data needed in the development of *nabr al-ashwat al-arabiyyah* material to improve *maharah kalam*

of students of Muhammadiyah 3 Yogyakarta Junior High School. At this stage, the researcher analysed how the pronunciation and the location of the students' *maharah kalam* emphasis in Arabic language learning.

Design Stage

In the planning stage, the development of *nabr* material was formulated based on the data obtained from the analysis stage. And, at this stage, the researcher began to design how to pronounce and emphasise *maharah kalam* properly and correctly, with both the emphasis on the word and the sentence.

Material Development

In this stage, the teacher must (a) Compose a conversation text consisting of *hiwar 1* and *hiwar 2* with the title of introduction. After compiling the conversation text is completed. (b) Add instructions for using *nabr* in the pronunciation of words and sentences. (c) Modify the form of the question's text so that it is not monotonous. (d) Provide some alternative methods that can be used in teaching *nabr*.

Implementation

Teachers at the implementation stage of the lesson plan must also be able to assess students' abilities before and after going through learning by doing a pre-test and post-test.

Regarding the instructions for using *nabr* in speaking, there are several things to note: (a) The teacher reads, trains and understands the syllables that should be stressed. (b) The teacher explains the syllables that can be given *nabr* or stress clearly. (c) The teacher models the pronunciation of stressed syllables.

Provision of pre-test and post-test (Evaluation)

Evaluation of learning is carried out on each provision of material and questions, namely pre-test and post-test, to determine and improve students' speaking skills, including improving learning outcomes and motivation. The implementation of *nabr* at Muhammadiyah 3 Yogyakarta Junior High School aims to make students recognise the correct pronunciation in putting stress on syllables, not just being able to pronounce words in the Arabic language.

It is believed that the use of *nabr* is considered difficult by some, but with some development on the materials and methods it can attract attention and can also arouse students' interest in acquiring new information that initially feels less interesting when they learn Arabic. Students love new things – so do the ninth graders at Muhammadiyah 3 Yogyakarta Junior High School who also tend to

enjoy learning about new things in life. Data collection took place using pre-test and post-test methods:

List of pre-tests and post-tests in the study

The [Table 1](#) is a table of the pre-tests and post-tests that took place in class IX.

Table 1. Pre-Test and Post-Test Frequency Distribution

Pre-Test		Post-Test	
Value Range	Frequency	Value Range	Frequency
48-51	5	70-74	6
52-55	3	75-79	3
56-59	3	80-84	8
60-63	10	85-89	9
64-67	11	90-94	4
68-70	4	95-98	6

Table 2. Descriptive Statistic

	Pre-test	Post-test
Valid	36	36
Missing	0	0
Mean	60.278	82.778
Std. Deviation	6.036	8.149
Minimum	48.000	70.000
Maximum	70.000	98.000

In the [Table 2](#), the number of respondents studied amounted to 36 students. In the pre-test table, it can be seen that the average value (mean) is 60.27, the minimum value is 48, the maximum value is 70 and the standard deviation is 6.036, while in the post-test table the average student score (mean) is 82.77, the minimum value is 70.00, the maximum value is 98.00 and the standard deviation is 8.149.

Table 3. Normality Test

Test of Normality (Shapiro-Wilk)

		W	p
Pre-test	- Post-test	0.914	0.009

Note. Significant results suggest a deviation from normality.

By using the JASP application, it can be seen in the [Table 3](#) that the normality test using the Shapiro-Wilk theory showed that the p-value = 0.009. This means that from the p-value <0.05, it can be concluded that the data is normally distributed.

Table 4. Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
Pre-test	- Post-test	-21.761	35	< .001	-3.627	0.382

Note. Student's t-test.

By using the JASP application, it can be seen in the [Table 4](#) that the p-value = <.001; this data shows that the p-value is <0.05. Hence, it can be concluded that the data is significant. Furthermore, the Cohen's d table shows an effect of -3.627. According to Ghozali, the paired samples t-test is a test of the difference between two paired samples (Rahmawati, Lusiana, 2015). Paired samples are the same subjects but experience different treatments. This testbed model is used to analyse the pre-test and post-test research models. Thus, the results above are in accordance with the basis for deciding to accept or reject Ho in this test. As a rule, if the significant value is > 0.05, Ho is accepted or Ha is rejected (the performance difference is not significant). If the significant value is <0.05, Ho is rejected or Ha is accepted (significant performance difference).

In the *Nabr al-Ashwat al-Arabiyyah* material to increase the *maharah kalam*, Yogyakarta Muhammadiyah 3 Middle School students show a great influence so that the *Nabr al-Ashwat al-Arabiyyah* material can be used in Muhammadiyah 3 Middle School Yogyakarta. This research also complements previous research, in which, in previous studies, the dialect between men and women is different, that is, men show more power of ratios while women's language reveals more power of feeling (Raswan, 2019b). Therefore, in the material offered by the researcher, there is a significant difference in the results of the pre-test and post-test.

Based on the discussion above, the application of *Nabr* in speaking Arabic does have its own context, and thus it requires students to understand the context of using *Nabr* in Arabic and the Al-Qur'an. Thus, in learning speaking skills, one should pay attention to aspects of suprasegmental sounds, which are

not symbolised, and which will be visible when spoken, in addition to sound pronunciation, grammar, word choice, fluency and message (Rosyidi, 2016). Hence, when learning speaking skills, suprasegmental sounds and names are given the best possible attention, because errors in their application will result in the loss of the characteristics and character of the language and may even lead to errors in meaning.

Mistakes in *nabr* placement are very significant, from words that have a special meaning to a broad meaning, because they lose their particles. Meanwhile, other expressions that do not heed the *nabr* rules that have been created by Arabic linguists only lose the characteristics and character of the language, and this will also have an impact on the hearing of language owners who feel unfamiliar with these expressions. Thus, importantly, the *nabr* pressure in speaking needs to be considered (Alfirdaus, 2021).

CONCLUSIONS

Based on the research conducted in this study, the researcher concluded that the development of *nabr* material from the pre-test results obtained an average value (mean) of 60.27, the minimal value being 48, the maximum value being 70 and the standard deviation being 6.036, while the post-test results reveal the average student score (mean) is 82.77, the minimum value is 70.00, the maximum value is 98.00 and the standard deviation is 8.149. This can be proven by the effectiveness test using the JASP application. Then, the paired samples t-test showed an increase in self-regulation ($t(36) = -21.761, p < .001$). This data shows that the p-value is < 0.05 , and thus it can be concluded that the data is significant. Furthermore, the Cohen's d table shows an effect of -3.627. The suggestion for future researchers is that there is a need to develop special materials or special modules for *nabr al-ashwat* to increase students' *maharah kalam* so that it will be easier for them to learn and practise *nabr al-ashwat* while learning Arabic.

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