Development of the "*Al-muhdastah Al-yaumiyyah*" Textbook to Improve Arabic Speaking Skills at an Islamic Boarding School

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ABSTRACT

This study aimed to improve Arabic speaking skills textbooks which were developed in such a way that interactive exercises and topics were adapted to the student's language by adding appropriate vocabulary and pictures to the learning material. This research was used as a template for ADDIE's research and development (R&D). The study sample was first-grade students at the Mawaridussalam Islamic Boarding School, with class 1C (30 students) used to assess student interest and the textbooks' effectiveness. The data were collected by observations, interviews, and tests before qualitative and quantitative analyses. The significance of the average student's test score after using the designed textbook (80.50) was higher than the average score before using the textbook (59.17) to learn Arabic speaking skills. These results confirmed that the proposed educational approach is practical, simple, and attractive.

Keyword   Arabic Textbooks; Conversation; Development, Islamic Boarding Schools, Speaking skills.

مستخلص البحث

الهدف لهذا البحث تطوير الكتب المدرسية بحيث يتم تكييف التدريبات و الموضوعات التفاعلية مع لغة الطلاب من خلال إضافة المفردات و الصور المناسبة إلى المواد التعليمية. تم استخدام هذه الدراسة كنموذج للبحث والتطوير في ADDIE، مما يجعل هذا الدليل أفضل و أكثر كفاءة و فعالية و ذات مغزى. يعتبر الكتاب الأخير أكثر فاعلية و فائدة ككتاب مدرسي لتحسين مهاراتهم في اللغة العربية و إظهار فعالية تنفيذه باستخدام الأساليب الكمية و النوعية. جمع البيانات باستخدام الاختبارات و ملاحظات الطلاب. وكانت أهمية متوسط درجات اختبار الطالب بعد استخدام الكتاب المدرسي المصمم (٨٠,٥٠) أعلى من متوسط درجاته قبل استخدام الكتاب المدرسي (٥٩,١٧) في تعلم مهارة الكلام باللغة العربية. وأكدت هذه النتائج أن المنهج التعليمي المقترح عملي وبسيط وجذاب.

كلمات أساسية   تطوير: الكتاب المدرسي : المحادثة : مهارة الكلام: تعليم العربية

INTRODUCTION

Arabic is difficult for non-Arabic students (Zarkasyi et al., 2022) but is crucial because it is the primary language of the Islamic texts, the Qur'an and the Hadith (Hamidah Mat & Wan Ubaidillah Wan Abas, 2016). Arabic is not only a language of communication but also culture and science (Satrio, 2019). A learner of Arabic must acquire four linguistic skills, listening, speaking, reading, and writing (Taubah, 2019). However, since Arabic is a foreign language, it is difficult for teachers to teach it to non-Arab students (Al-Sobhi & Preece, 2018).

Humans are social beings who use language to communicate, with speech motivated by the desire to impart thoughts or ideas to others (Toifah & Faruq, 2021). In the context of acquiring a first or second language, speaking is a language skill that can be gained. When students effectively express their opinions and ideas to others, their desires come true, therefore speaking is the most important skill for good communication in the global world (Mart, 2012) and has been developed and improved as an effective communication tool (Leong et al., 2017). Students must learn it and improve their communication skills to realise their dreams, wishes, and objectives.

The success of the Arabic learning process is dependent on the success of the learning strategies (Puspitarini & Hanif, 2019), including the methods (Che Haron, 2012) and media used (Barkah Nur Fauziah et al., 2021). Learning Arabic in Indonesia has multiple problems, such as the unavailability of learning media (Nasution & Walad, 2022). The textbook is particularly important (Rifiyanti & Saragih, 2018; Pratama & Retnawati, 2018) and can make learning more productive (Azhari, 2015) because it can be used to support the teaching programme (Kokom & Saripudin, 2018). Educational media is defined as anything used to convey a message or lesson content and stimulate the students' thoughts, feelings, attention and skills (Abdullah, 2017).

Roziqi (2020) stated that one of the functions of Arabic skills textbooks is to develop students' skills, especially speaking regarded as one of the most important language skills for learners of any language, but particularly for Arabic language learners. These study findings are consistent with the findings of Hilmi (2017), showing that the purpose of the learning will be achieved using the media. Textbooks allow students to study independently with available instructions to gain a good understanding of the presented content (Marleni & Asilestari, 2019). Innovative learning activities are important (Mardhiah & Akbar, 2018), therefore, the textbook can help students improve their Arabic skills, particularly their speaking skills (Kafi & Husna, 2022).

The researcher's observations of the students of the Mawaridussalam Islamic Boarding School revealed that conversation activities are not interesting for their dialogue activities. They have difficulty understanding this vocabulary

and idioms, and they feel that this activity is not fun because they cannot understand the textbook contents sufficiently so their speaking skills do not improve (A. A. Faridh Hasyim Al-Askary, personal communication, July 2020). The students felt there needed to be an adjustment between the textbook themes based on their language in their everyday activities and that pictures should be added to explain vocabulary so that it was easy to remember.

The outcomes of interviews with educators indicated that this textbook should be further developed because many words still use idioms that should be used in upper grades (B. Maharani Tarigan, personal communication, July 2020). Therefore, the language and material must be both relevant to the student's language and accompanied by interesting pictures because they are very important in language learning (Hasaniyah et al., 2021).

This research was motivated by the intention to improve this textbook to make it more interesting for the students and assist their language learning (Rifiyanti & Saragih, 2018). Textbooks should be equipped with instructions for use, materials, interactive exercises, and language styles (Nufus et al., 2022) based on their daily conversations at Mawaridussalam Islamic Boarding School, North Sumatra. This development was undertaken to strengthen teaching and learning, particularly Arabic language skills (Torkar et al., 2022) so that students can use the vocabulary independently and in everyday life, without feeling like they're struggling to remember it. This research will have a substantial impact on the learning process.

METHOD

This study focuses on research and development as a creative, productive, and significant form of educational research (Haviz, 2016) using ADDIE as a research and development (R&D) model, namely Analysis, Design, Development, Implementation, and Evaluation (Nisak et al., 2021). Curriculum, coursework, and instructional strategies are just a few of the many examples of educational products that undergo research and development (Tajuddin et al., 2020). This model comprises a series of strategies to help students who are having trouble learning with the materials they are using (Widyastuti & Susiana, 2019).

The study design was One-Group Pretest and Posttest Design. The One-Group Pretest-Posttest Design experiment involved: a) conducting a pre-test to determine the students' initial capacity, b) extending the vocabulary of daily conversations in two meetings of 45 minutes duration, c) post-test to evaluate the changes and additions to the students' vocabulary due to using the textbook.

The book development stage involved several steps: analysis of student needs, data collection, book design, expert certification, modification based on expert feedback and the results of validity testing, finalising the design and finally, developing the textbook (Pamessangi, 2022). The product should make work easier and more enjoyable, especially regarding education (Haviz, 2016). Before writing a textbook, the first responsibility of the authors and editors is to develop material that meets the course objectives and students' needs (Baig et al., 2021). This study includes four validation steps: (1) linguist validation, (2) content expert validation, (3) design expert validation, and (4) educator or tutor validation (Abdul Ghani & Wan Daud, 2018).

The textbook "al-Muhadatsah" was used to create first-year Arabic language education at the Mawaridussalam Islamic Boarding School for the 2021-2022 academic year. The researcher and teachers worked together to apply textbooks to learning speaking skills and the students' skills before and after using the developed textbook were compared (Wuryani et al., 2018). Based on this concept, research, planning, design, and testing comprise the curriculum for research and development. The researcher applied the fourth step of the research and development method, that is, to research the new product while it was being made and tested.

The needs analysis was performed in the first stage using Class 1C as a sample of new first-grade students at Mawaridussalam Islamic Boarding School (Alimohamadi & Sepandi, 2019). Class 1C (30 students) was used to assess student interest and textbook effectiveness through qualitative and quantitative methods. The qualitative data consisted of students' and experts' comments and suggestions, while the quantitative data consisted of the scores obtained from the expert validation survey. The data were collected through interviews with students and teachers, questionnaires, and pre- and post-tests and processed using t-tests to evaluate the effectiveness of textbooks in improving the Arabic speaking skills of 30 students from Class 1C.

RESULTS & DISCUSSION

Books and educational materials are the determining factors and main elements of learning (Rahmi et al., 2022). Textbooks should be prepared according to students' needs and abilities with the primary objective of serving as a resource for learning activities in a particular field of research by adhering to the guidelines for writing and distributing scientific publications. In addition, textbooks assist teachers in delivering material that can aid student learning (Wuryani et al., 2018), therefore, helping students become competent and understand learning activities.

The observations of Arabic language learning at Mawaridussalam Islamic Boarding School revealed that the language, design, and content of the textbooks used do not correspond to the students' abilities (Roziqi, 2020). The language used in the textbook was too difficult for new students starting to learn Arabic and the book design was very unattractive in black and white with poor quality paper. Likewise, the content was very difficult for students to understand because it was intended for second grade rather than first-grade. Consequently, their speaking skills did not improve well. In fact, this is very important for language learning (Kafi & Husna, 2022), so the language and material in the textbook must be relevant to the student's language and accompanied by interesting pictures. This study proposes a solution to address this problem. The study results were based on data presentation and analysis of the development of a textbook for Arabic speaking skills for first-grade students at Mawaridussalam Islamic Boarding School in 2020-2021.

A good learning process should be fun, so teachers must find the best ways to make students feel at ease and welcome during teaching and learning activities (Takdir, 2019). Based on the observations, the teachers developed a textbook suitable for students' academic interests or curricula so that they could learn and use Arabic vocabulary and expressions in their daily activities (Figure 1). The first volume of "*Al-muhādastah*" contained 63 A4 pages with each section separated by a section separator page, images with appropriate vocabulary and learning materials, and the exercises and interactive topics adjusted according to the students' language.
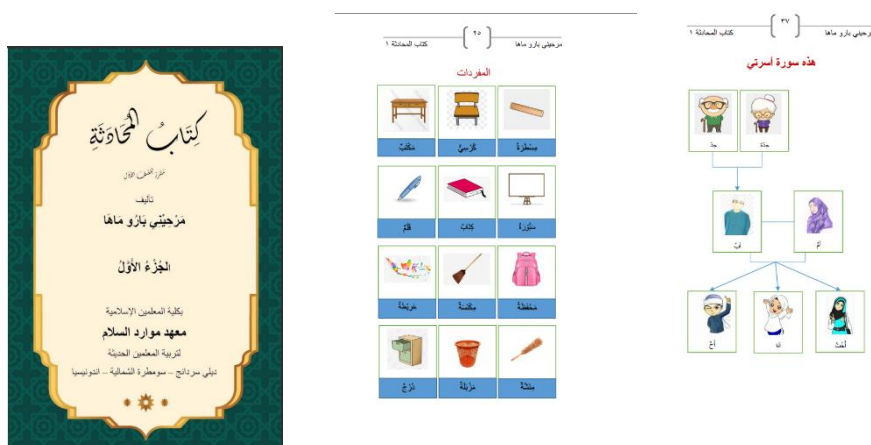

Figure 1. Front Cover and Textbook Materials

In addition, the practice pages were designed to make it easier for students to practice their Arabic speaking skills. The educational aid in terms of colour, selected images, materials, and content was developed corresponding to the student's abilities as follows:

First, The colours brown, yellow, orange, red, green, blue, grey, black, and white were selected and assigned distinct goals and purposes. *Second*, Images play an important role in teaching language abilities and their constituent aspects, such as vocabulary and structures, so specific images were selected to finish and beautify each session. When introducing new linguistic situations and clarifying vocabulary and structures, the graphic can serve as a substitute for the teacher's blackboard drawings. *Third*, The learning guide consisted of the introduction, activities, and closing as follows: (a) Introduction, greeting the students and asking about their conditions and then some questions to link the new topic to the last lesson. (b)Explain new vocabulary and ask the student to put it into a sentence. Then the teacher and student talk about the new topic until the student remembers all of the vocabulary and they can put it into a new sentence. (c)The teacher closes his lessons with instructions and a message about the topic.

Fourth, The content was arranged into five chapters consisting of 1) Introduction, 2) Family, 3) Activities at School, 4) Activities in the Dormitory, and 5) Activities in the Library. *Fifth*, The chapter was arranged as follows: (a)There were verses of the Al-Qur'an or hadith or Arabic proverbs on the first page to provide encouragement and words of wisdom to students according to the topics discussed. Example: طلب العلم فريضة علي كلّ مسلم (رواه مسلم) (b) Two example conversations to practice pronunciation and make it easier for students to understand new vocabulary or topics. (c) Vocabulary is presented in pictures ([Figure 1](#)) so that it is easy for students to directly understand the new material. (d) Exercises adjusted according to the topics in the usage guide exercise and exercises in each topic (answer the question, and complete the texts with their friends). Then, the student converses with a friend in front of the teacher.

There were two criteria for the exercises: 1) questions that aim to improve reading skills, and 2) questions that aim to improve speaking skills.
Example:
Answer the following questions according to the text!

أجب هذه الأسئلة مناسبة بالحوار السابق!

١.   ماذا عمل محمّد؟

Complete the conversation and practice it!

أكمل ما يأتي!

أنت   : يا أحمد! ماذا في الفصل؟

أحمد: في الفصل ...

Since the language used in the old textbook was too difficult and not per the students' abilities, the new textbook was developed according to the students'

needs. The language used was adjusted with pictures, colours, and interesting sentence structures added for the students. Then, to determine the effectiveness of the developed textbook, the pretest and post-test results were compared showing that the mean score significantly improved after using the textbook. This indicated that the developed textbook facilitated first-grade students' understanding, effectively developing their speaking skills and motivating them to learn Arabic.

These findings are in line with research conducted by Roziqi (2020) who reported a 7.9% increase in learning Arabic using a developed textbook at the Islamic Studies Faculty Universitas Muhammadiyah Malang. Hilmi (2017) also stated that images or photos are effective in learning Arabic. The study of innovative Arabic speaking skill development with comic media at MTs Mabdaul Ma'arif Jember (Kafi & Husna, 2022) also stated that a textbook can be used as an alternative to learning Arabic to hone students' Arabic speaking skills. However, previous studies have not discussed the development of Arabic textbooks in improving students' speaking skills at MTS/MA. Therefore, the research is expected to provide solutions for learning Arabic speaking skills for class VII MTs students, especially at the Mawaridussalam Islamic Boarding School. Further improvements to the book will produce a better textbook.

The effectiveness of textbooks depends on factors such as design (Almekhlafi, 2021), the suitability of the content to the needs and abilities of students, as well as materials that are rich in vocabulary (Al-Sobhi & Preece, 2018). The effectiveness of the textbook "*al-Muhadastah al-Yaumiyyah*" developed to improve the Arabic language skills of first-grade students at the Mawaridussalam Islamic Boarding School was determined by a group of four experts and validators who checked the correctness of the Arabic textbook based on constructivism. The verification test results were as follows: the rate of language verification tests was 84%, content approval was 94%, format approval was 84%, and teacher approval was 86%. This proves that the developed textbook was ready to be tested, so pre- and post-tests were conducted on thirty students, revealing that the average value of learning Arabic for students at the Mawaridussalam Islamic Boarding School increased by 21% after using this textbook. This proves that the developed textbook can effectively improve students' Arabic speaking skills.

CONCLUSIONS

The textbook cover, introduction, lesson content, material, vocabulary, and exercises were developed so that it was easy for students to understand new

material and make it interesting to learn Arabic. The developed textbook effectively improved the speaking skills of first-grade students at the Mawaridussalam Islamic Boarding School in the 2020-2021 academic year, thereby helping students learn to better speak and understand Arabic. It is hoped that future researchers will be able to develop it at a higher level to perfect the Arabic speaking skills material.

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