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Interactive Electronic Book (IE-Book) of Arabic Speech Material for Undergraduate Students

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ABSTRACT

This research aimed to find students' and lecturers' needs for Arabic speech material design with an interactive electronic book (IE-Book) model for undergraduate students. Currently, books for this material are limited and do not fulfill the students' needs. This need analysis study used the descriptive analysis method: the data was collected from observation, interview, questionnaire, and other supporting documents. Then the data analysis technique used a judgment expert. There were four steps to analyze the data; data collection, data reduction, data display, and conclusion. This research indicated that 72% of the students had difficulty learning Arabic speech. At the same time, 73% of students struggle to make excellent and correct Arabic speech. IE-Book for Arabic public speaking design is the proper and best solution to be used as guidance for speech courses and learning processes in Arabic speaking material at universities based on the problem above and students' needs analysis that showed the high level for designing of alternative materials.

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Keyword

Arabic Speech; IE-Book; Need Analysis; Public Speaking

مستخلص البحث

هدف هذا البحث لمعرفة احتياجات الطلاب والمحاضرين لتصميم مواد الخطابة العربية مع نموذج الكتاب الإلكتروني التفاعلي للطلاب. حالياً، الكتب لهذه المادة محدودة ولا تلي احتياجات الطلاب. هذا البحث هو البحث التحليلي بطريقة التحليل الوصفي. طريقة جمع البيانات بالملاحظة والمقابلة والاستبيان والوثائق الداعمة الأخرى. هناك أربع خطوات لعملية التحليل: جمع البيانات وتقليل البيانات وعرض البيانات والاستنتاج. أشارت نتيجة هذا البحث إلى أن 72% من الطلاب يجدون صعوبة في تطبيق الخطابة العربية وفي نفس الوقت 73% من الطلاب لديهم مشكلة في الخطابة العربية بشكل ممتاز وصحيح. الكتاب الإلكتروني التفاعلي للخطابة العربية هو الحل الأمثل والأفضل لاستخدامه كدليل لمادة الخطابة وعملية التعلم في مادة الكلام في الجامعات بناءً على المشكلة أعلاه وتحليل احتياجات الطلاب الذي أظهر المستوى العالي لتصميم المواد البديلة.

تحليل الاحتياجات: الكتاب الإلكتروني التفاعلي: الخطابة العربية: الكلام

كلمات أساسية

INTRODUCTION

Language is not just a simple symbol system but a meaningful symbol (Wekke, 2017). It plays a vital role in social life (Mangaleswaran & Aziz, 2019); (Cook, 2017). Additionally, Moore (2019) stated that language is used to express culture and earn knowledge. Arabic is one of the most used international languages. Al-Khresheh et al. (2020) confirm that the Arabic language has an important place in human life, whether it is the language of religion or science. In learning Arabic, four language skills must be mastered: listening, speaking, reading, and writing (Darancik, 2018). According to M. Sihotang et al. (2021), speaking is a fundamental skill that must be possessed for students to communicate. Therefore, this skill needs to be developed. One of the steps that can be taken to develop speaking skills is by public speaking (Aburezeq, 2020).

Public speaking is a lifelong necessity. Ivanova et al. (2020) reported that public speaking is part of a step to improve speaking skills. This skill is necessary to increase societal self-confidence (Abella & Cutamora, 2019). Public speaking is defined as an organized way of speaking in public to inform, influence, or entertain. Bylkova et al. (2021) also explained that public speaking is an activity of speaking in public by engaging the speaker to play an active role and the audience as the listeners. The main criterion for measuring success in the language is the ability to speak appropriately (Çağrı Bozkırlı & Er, 2018). Various studies conducted by Yee and Abidin (2014), Sosas (2021), and Steawrt (2019) showed the importance of public speaking in language learning. However, one of the techniques for improving public speaking is through speech.

Speech is an effective strategy for learning a difficult language. The problems facing public speaking are varied, including how to reduce anxiety and increase students' self-confidence (Gorsev, 2021); (Brosh, 2019). These problems can be overcome by providing good knowledge and experience to students through learning. Regarding the above issues, the presence of public speaking is essential and required to improve students' speaking skills. This makes the Department of Arabic Language Education at universities make a speech as a course or introduce the topic of speech into the course of speaking skills. The main objective of having this material is to make an effort to have a significant impact on improving the four language skills.

However, based on the result of the questionnaire with some students who had participated in the course of speech and speaking course in the Department of Arabic Language Education and Department of Arabic Language and Literature from some universities in Indonesia, most students still find it difficult in Arabic speech both theoretical and practical materials. These problems are due to students' lack of knowledge and experience in public speaking. Besides that, based on the result of observation and interview, the researcher presented

the educational activities of the speech course. In the implementation of the Arabic speech course, there is no evidence and a course book for students. However, the textbook is one factor that plays a vital role in improving students' abilities in learning Arabic speech. To achieve success in the learning process, it must be three factors; students, lecturers, and teaching materials. The educational materials determine the success and quality of the continuous learning process. From these findings, the researcher will develop educational materials that contribute to solve the problems mentioned. It has been designed as an interactive e-book (IE-Book) that discusses Arabic speech in detail.

The researcher found many previous studies, such as the research on the development of public speaking learning materials based on content and integrated language learning (CLIL) conducted by Sarip et al. (2018). The results showed that the development of speaking skills using the Qur'an, hadith, jurisprudence, and Islamic culture is an effective model for improving speaking skills in Arabic. Second, the research conducted by Hidayah et al. (2021) is to develop a guide for the presentation of the session in Arabic, with research results showing that the book significantly impacts students' speaking skills. Then, the development of interactive e-books with the Qiraiya program to improve the results of Arabic reading for third-grade students conducted by Athiyyah (2022). The results of this study indicate that the product effectively enhances students' reading results in Arabic. The previous research by Turabaeva (2021) is the development of electronic training materials to improve language and speech skills. The results of this study indicate that the effect of this media is a practical step for mastering the material.

From the previous studies above, the use of educational materials and technology in learning speaking skills has a significant role and has been shown to achieve maximum educational outcomes. However, the above research has gaps with further research. No development products were found for Arabic speaking skills through interactive e-books. IE-Book is an alternative media solution to improve language skills. Several studies have proven that using the IE-Book can improve student learning outcomes, such as the research by Lim et al. (2020) regarding the impact of IE-Book on student academic outcomes and research by Asrowi et al. (2019) using an interactive e-book (IE-Book) on learning outcomes shows significant results.

Based on the background above, this research initiated the need analysis of IE-Book development. Thus, the purpose of this research is to identify and describe the need for designing IE-Book of Arabic speech material as a solution to improve students' speaking skills. The results of this research can be used as a guide in developing IE-Book to provide materials focused on the art of Arabic

speech for university students that can be used comprehensively in various universities and non-formal education.

METHOD

This research needed analysis study, the first part of the research and development (R&D) with the ADDIE model. This need analysis study is critical in identifying and solving problems in a specific context (Mohd Firdaus et al., 2021). This study was qualitative research using the descriptive qualitative approach. This method aimed to identify the needs of Arabic undergraduate students for speech material to improve their speaking skills. Thus, this research described students' and lecturer's needs for analysis of Arabic speech material through the guidebook.

Participant of Research

The main participants for this research are students of the Arabic Study Program in Indonesia from various universities such as Universitas Negeri Malang, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Universitas Islam Negeri Sunan Ampel Surabaya, and STAI Attanwir Bojonegoro and who teach Arabic speech material. The participants were from various universities. They are the lecturers and students with a random sample.

The Data Collection Techniques

This research used documentation, observation, questionnaires, and interviews to collect data. The explanation of these instruments is (1) documentation. This technique describes the lesson plan of Arabic speech and the material used in their learning process. (2) observation. It is to identify students' and lecturers' needs in Arabic speech material using observation sheets. (3) questionnaire. This technique is used to know the data about students' needs for Arabic speech material. Data were obtained using a questionnaire presented in Google Forms and shared through students' WhatsApp groups. The researcher made simple questions by asking students to fill out questions containing the need for Arabic speech material. The questionnaire consisted of three sections: personal information, 12 questions using a Likert scale of 1 (strongly disagree) to 4 (strongly agree), and one open-ended question. Meanwhile, (4) interviews. This step collected data about implementing the Arabic speech learning process.

The Data Analysis Techniques

This research used a qualitative method with four steps: data collection, data reduction, data display, and conclusion. Besides, the data analysis technique used a judgment expert to analyze the interview, observation, and questionnaire data.

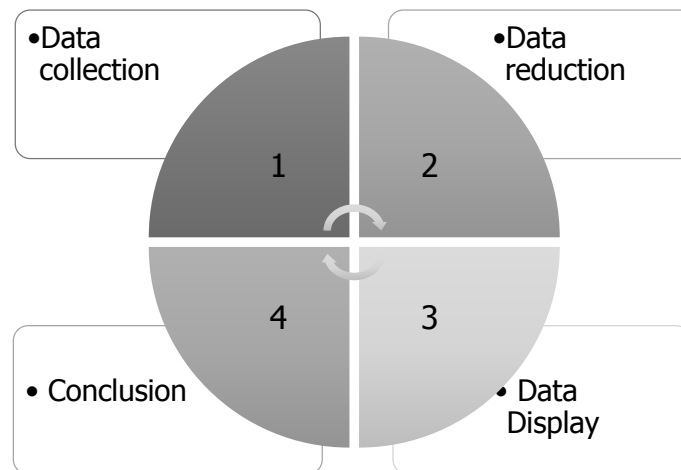


Figure 1. The Data Analysis Techniques

The Data Analysis Techniques based on the Figure 1 was started with data collection. Ats this step, the researcher collected data of needs analysis from students and lecturers on Arabic speech material. Next step was data reduction. The researcher reduced the data that has been found from collecting data using instruments; documentation, observation and questionnaires. And the next was followed by data display which is carried out after sorting data related and in accordance with the research. And the last step is to conclude the data that has been obtained from the research.

RESULTS & DISCUSSION

The needs analysis study is carried out on students, lecturers, and learning-related matters, such as the devices used, the learning process, and evaluations carried out in learning speech courses. This study will discuss the results of the needs analysis study that has been carried out from these various aspects by emphasizing three crucial points of discussion: (1) evaluation of the Learning Process in Arabic Speech Material; (2) students and Lecturer's perception of Arabic speech material development; dan (3) design IE-Book of Arabic Speech Material for Undergraduate Students.

Evaluation of Learning Process in Arabic Speech Material

Field studies were conducted to analyze the need for product development of the IE-Book for Arabic Public Speaking in 3 ways: observation, interviews, and questionnaires. In this research and development, the first step taken by the researcher was observation. This observation was conducted to determine the theoretical and practical process of lecturing Arabic speech material in Arabic

speech courses. The results of observations that have been carried out showed that (1) learning is carried out with practice without giving theoretical material; (2) the method used is in the form of *muhadharah*; (3) there is no companion book in learning; (4) students have difficulty in practicing good speech.

The learning that has been carried out only consists of learning speech practices packaged in *muhadharah* activities. This is like what has been stated in the lesson plan that the lecturer has designed at each meeting. Students are asked to practice speeches with different themes in each meeting. However, this is not in line with the learning outcomes that have been determined in the lesson plan, which are expected to be (1) students can master the theory of good and correct speech; 2) students can apply Arabic speech theory and techniques; 3) students can convey ideas in the form of Arabic speeches on predetermined themes. The first and second achievements cannot be achieved only by direct speech practice. Students still need to be given excellent and correct speech theory material. This kind of learning is not following the criteria of good understanding. Students cannot balance the theoretical and practical content of the material. These results indicated that the learning methods and activities carried out in learning are one of the factors that determine the success of the learning process. This is in line with what Samsun Baharun et al. (2021) said: teaching methods and activities can be the most significant weaknesses in the learning process.

Moreover, students are still classified as having a low ability to master Arabic speech. They still have difficulty delivering Arabic speech properly and correctly in front of the class. In addition, in the learning process, there is no companion book for students to develop their skills in making speeches. Thus, the results of the speech practice that are carried out are less structured and do not have appropriate speech guidelines. With this finding, it is recommended that to design the Arabic speech course material, it is vital to reconsider the issue and provide the students' needs (Aladdin, 2016). This companion book is helpful for students to understand Arabic speech both from a theoretical and practical point of view, such as various Arabic speeches, excellent and correct speech tips, and so on.

Furthermore, after observations, the next stage was interviews with lecturers who teach Arabic speech courses. Interviews were conducted by answering ten questions. The interview results can be concluded on the following points: 1) students are enthusiastic about improving their speaking skills, especially Arabic speech. This is supported by the highest number of participants in the speech competition commemorating International Arabic Language Day; 2) students do not have teaching materials for learning Arabic speech. This is evident from the statements of interviews with lecturers and the lesson plan he

prepared. The teaching materials are limited to examples of sermon performance videos from YouTube. The limitations of these teaching materials also make the existing learning less effective, resulting in less than optimal learning outcomes; 3) students have difficulty finding references to Arabic speech texts and how they are arranged. This is concluded from the lecturers' observations when students practice speeches. The text used is still monotonous and less varied; 4) lecturers need additional teaching materials to support the smooth learning process with the criteria that these teaching materials can combine video and theory material in Arabic.

The third step was distributing questionnaires to determine students' interest in learning Arabic speech. Questionnaires were given via Google Forms to several students at various universities for the sample, including students from Universitas Negeri Malang, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Universitas Islam Negeri Sunan Ampel Surabaya, and STAI Attanwir Bojonegoro. This was done to determine the students' interest in learning Arabic speech and their needs for developing Arabic speech books. The results of the questionnaire are as follows

Table 1. Students' Interest in Arabic Speech Material

No	Fields	Percentage
[P1]	Student enthusiasm in learning Arabic speaking skills	86%
[P2]	Public speaking skills are important	94%
[P3]	Public speaking in Arabic is an effective way to improve speaking skills in Arabic	90%
[P4]	One of the ways to apply public speaking skills is by giving a speech	83%
[P5]	I used to give a speech in Arabic	80%

Table 1 shows that 86% of students are enthusiastic about participating in learning speaking skills. Then 94% of them agree that public speaking skills are essential. They also argue that public speaking in Arabic is an effective way to improve Arabic speaking skills. The percentage results show that 90% of students agree with this. One of the ways to improve public speaking skills is by giving a speech which is agreed by 83% of students.

Furthermore, of the 25 students of the Arabic Literature Education Study Program in Indonesia as the sample of this research, 80% of them have given speeches in Arabic. This shows that the enthusiasm for learning speech is high. This finding indicated that students' learning motivation to take speech courses is high. Books or materials can also influence students' motivation in learning.

This is in line with Muhammad Kamal bin Abdul Hakim (2019) that if learning is provided with well-prepared materials, it will increase students' motivation. On the other hand, if the material is not available adequately, it will have a negative impact on students' motivation to continue learning well.

However, after a more in-depth study, using a questionnaire with a Likert scale of 1-4 with the following criteria (1) learning the procedure for giving a speech using good Arabic [P6]; (2) learning about how to give an excellent Arabic speech is important [P7]; (3) difficulties learning about Arabic speech procedures well [P8]; (4) difficulties in making or searching for Arabic speech texts [P9].

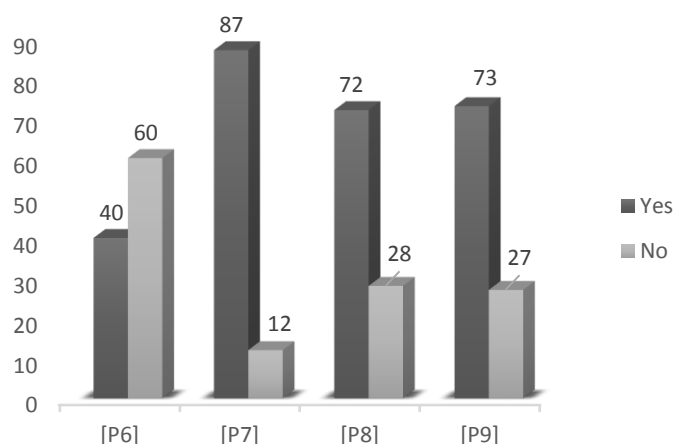


Figure 2. Students' Perception of Arabic Speech Learning Process

The analysis results about students' perception of Arabic speech learning process based on the diagram in Figure 2 found that [P6] showed 40% of students had learned about the theory of difficulties in learning Arabic speech procedures, while 60% had never studied it. So, most of them, 87% agree that learning how to give an excellent Arabic speech is important. In addition, while having problems in learning Arabic speech procedures, students also experience difficulties making Arabic speech texts. This is corroborated by the results of interviews conducted with the lecturers in charge of the course. Students are still not varied in writing speech texts. Some of them only use speech texts available in books and the internet, the quality of which cannot be ascertained. The results showed that in point [P8] showed that 72% of the students had difficulty in learning about Arabic speech procedures. At the same time, point [P9] showed that 73% of students have a problem making excellent and correct Arabic speech texts according to the criteria for compiling texts and essential points in Arabic speech texts. To respond to these issues, Muhammad Al Saadi et al. (2020) argued that the material or book is an important pillar and has a strategic position in the learning process. The learning materials also provide the primary reference

for both students and lecturers. Because of their essential role, books must be developed and designed especially for speaking courses to reduce students' difficulties and help the learning process run well.

Lecturers' and Students' Perception and Needs of Arabic Speech Material Development

From the evaluation results regarding the existing Arabic speech learning process, it is necessary to know the students' perceptions about the importance of developing teaching materials to support their learning fluency. Therefore, interviews with lecturers and questionnaires were distributed to students to find out these perceptions. Based on interviews with lecturers in Arabic speech courses, the need to develop Arabic speech material books is essential. He also stated that the development book is expected to integrate the material as theoretical and practical, such as examples of delivering Arabic speeches via video. Meanwhile, based on the results of the questionnaire to students who have taken Arabic speech courses with two statements (1) students' need an alternative teaching material that can be used to help learn about Arabic speech procedures well [P1], and (2) students' support about the development of teaching materials in the form of IE-Book containing guides and a collection of Arabic speech texts accompanied by videos of practice examples when giving Arabic speeches [P2], the percentage results are found as follows

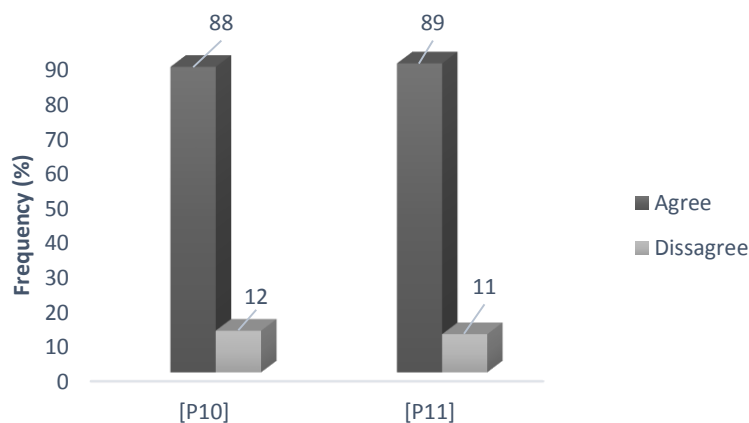


Figure 3. Students' Perception of Arabic Speech Material Development

The results of the percentage on students' perception of arabic speech material development in Figure 3 above showed that 88% of students need alternative teaching materials that can be used to help them learn about Arabic speech procedures well, while 12% do not need them. Meanwhile, 89% of them agreed and supported the alternative teaching materials were developed as an IE-Book containing guides and a collection of Arabic speech texts accompanied

by videos of practice examples when giving Arabic speeches. Based on the results of interviews with lecturers who teach Arabic speech courses, it is stated that there is a need for a development book that integrates learning materials and videos. In addition, the material written in the book should be in simple Arabic so that it can increase students' abilities. In more detail, based on the results of questionnaires that students have filled out via Google Forms, the researcher concludes several criteria for the book to be developed

Table 2. Students' Needs for Arabic Speech Material Design

No.	Focus	Students' need in Arabic Speech Material Design
1	Content	Arabic speech theory and criteria
		Good Arabic speech tips
		Steps for making Arabic speech text
		Group of expressions used in speaking from opening, content, and closing
		Examples of Arabic speech texts with various themes
		Example of a video of a person making a speech in Arabic
2	Appearance	There is an image or audio as a support
		A collection of Arabic speech video links
		Recording feature to practice Arabic speech
3	Language	The language used is easy to understand, concise, and clear
		Present expressions starting from simple to complex
		A short but thorough discussion
		Detailed explanation

Based on the criteria of students' need in Arabic speech material design, Table 2 shows that they are three focuses in material design; content, appearance, and language. First, the content of Arabic speech material design must contain about 1) Arabic speech theory and criteria, 2) tips for good Arabic speech, 3) steps for making Arabic speech text, 4) the expressions used in speech from opening, content, and closing, 5) examples of Arabic speech texts with various themes and 6) example of a video of Arabic speech performant. Meanwhile, the appearance of the material design concluded with an image or audio supporting the material, a collection of Arabic speech video links, and a Recording feature to practice Arabic speech. Third, the language they need for material design is 1) the language used is easy to understand, concise, and clear;

2) present expressions starting from simple to complex; 3) simple with the discussion; 4) detailed explanation. This finding of the lecturers' and students' perception and needs of Arabic speech material development expressed their concern on the importance of speech material development. Most agreed that they still need new references for learning speech material. The course material should be variative with examples and practical aspects. In this case, designing and developing the material requires well preparation. The development must be concerned with what and how to make, select, adapt, and enrich the material to sustain the lecturers' and students' needs in the learning process (Aladdin, 2016).

Design IE-Book of Speech Material for Arabic Undergraduate Students

The analysis of existing Arabic speech material and learning process in Arabic speech courses or speaking skill courses that have been done so far indicated that the existing Arabic speech learning books are not following the needs of lecturers and students. For this reason, it is necessary to develop based on analyzing the needs of students and lecturers. Based on the interview results and the table, the researchers made a design framework for developing an IE-Book, which will develop for Arabic Public Speaking and as an alternative to facilitate the learning process of Arabic speaking skills. In addition, to provide material on the theory of speech, this book is also equipped with a collection of Arabic speech videos selected from several reliable sources. In addition, the attractive illustrations are expected to be able to make users not bored in utilizing and absorbing the material in the book. Product specifications consist of content and media specifications.

Content Design of Speech Material in IE-Book for Arabic Public Speaking

This IE-Book consists of five chapters: 1) recognizing speech, 2) preparing a speech, 3) making a speech outline, 4) writing a speech text, 5) the secret of how to make a good speech, 6) being more courageous and confident, and accompanied by 7) practice in each material. All of the developmental material should be matched with today's globalization era. It will significantly help students keep up and encourage them to be rich in knowledge and learning resources. The speech themes must be up to date according to global development, curriculum, and students' interest (Zulharby et al., 2019).

Media Design of Speech Material in IE-Book for Arabic Public Speaking

The output specifications of this IE-Book development innovation product consist of Arabic speech recognition material starting with the presentation of 1) cover, 2) usage instructions, 3) menu display, 4) core material, 5) references, 6)

developer biodata, and 7) interactive exercises. Researchers use Adobe Photoshop CS6 program for design. The development of this IE-Book consists of text, audio, animation, and interactive quizzes with the Kvisoft Flipbook Maker Pro application with an output equipped with a QR-Code symbol to get an electronic link to a video about the latest Arabic speech art.

This developmental research on the interactive e-book in the art of Arabic speech course is necessary with the following objectives: First, the development of the interactive e-book in the art of Arabic speech aims to meet the learning needs of the twenty-first century (Hamid et al., 2020), which is famous for the era of technological developments. Second, the product of the interactive e-book on the art of Arabic speech contains the applied theory in the art of Arabic speech according to the needs of students. It contains texts of Arabic speech on topics from authoritative references. It also includes video. No previous interactive e-book has these features. This is the reason R&D product is so important.

CONCLUSIONS

The results of the need analysis study showed that students had a high enthusiastic for learning speech. On the other hand, they had difficulty learning about Arabic speech procedures and had a problem making correct Arabic speech texts according to the criteria for compiling texts and essential points in Arabic speech texts. Furthermore, students need alternative teaching materials that can be used to help them learning about Arabic speech procedures well and agreed with supporting the alternative teaching materials were developed as an IE-Book containing the theory of speech, guides and a collection of Arabic speech videos selected from several reliable sources. For this reason, it is necessary to develop IE-Book based on analyzing the needs of students and lecturers that showed high level of their need on alternative teaching material development. In addition, the attractive illustrations are expected to be able to make users not bored in utilizing and absorbing the material in the book. Then for further research, the researcher hoped that this need analysis study research could be developed into products according to the students' and lecturers' needs from the design described above. In addition, it is hoped that the effectiveness of using the IE-Book for Arabic Public Speaking can be tested.

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