Developing Hiwaruna as Arabic Conversation Book for Speaking Skills in Islamic Boarding School

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ARTICLE INFO	ABSTRACT
	This study aims to develop an Arabic conversation textbook at the Islamic Boarding School Themes For Students of Al Kamal Islamic Boarding School Blitar, East Java. The development is a solution of unavailability textbook to speak daily Arabic in Islamic boarding schools. This study uses the ADDIE development model. The subjects of the product trial were class 1D students at the Al Kamal Islamic Boarding School. The data collection techniques used were observation, interviews, and questionnaires. The result of this research is a daily Arabic conversation book entitled "Hiwaruna" for learning speaking skills at the Al Kamal Islamic Boarding School Blitar. This book contains themes that are closely related to daily life in Islamic boarding schools. The results of product validation from material and media experts obtained an average value of 82.50% with the information that it is very suitable for use in Arabic speaking learning at Islamic boarding schools.
Keyword	Arabic Language; Conversation Book; Islamic Boarding School

مستخلص البحث

تهدف هذه الدراسة إلى تطوير كتاب المحادثة العربية عن موضوعات المعهد الإسلامي لطلاب مدرسة الكمال الإسلامية بليتار جاوا الشرقية. التطوير هو حل لعدم توفر الكتب المدرسية للتحدث باللغة العربية اليومية في المدارس الإسلامية. تستخدم هذه الدراسة نموذج تطوير ADDIE. كان موضوع تجربة المنتج طلاب الصف الأول د في معهد الكمال الإسلامي. كانت تقنيات جمع البيانات المستخدمة هي الملاحظة والمقابلات والاستبيانات. وكانت نتائج هذا البحث هي كتاب نقاش يومي باللغة العربية بعنوان "حوارنا" لتعلم مهارات الكلام في معهد الكمال الإسلامي بليتار. يحتوي هذا الكتاب على موضوعات وثيقة الصلة بالحياة اليومية في المعاهد الإسلامية. حصلت نتائج التحقق من صحة المنتج من خبراء المواد والإعلام على متوسط قيمة ٨٢٫٥٠٪ مع المعلومات التي تفيد بأنه مناسب جدًا للاستخدام في تعلم اللغة العربية في المعاهد الإسلامية.

اللغة العربية؛ كتاب المحادثة؛ المعهد الإسلامي	كلمات أساسية

INTRODUCTION

Pesantren and madrasas are Islamic educational institutions that are the main institutions in the development of the Arabic language. Pesantren plays an important role in the development of the Arabic language, namely the development and dissemination of the academic aspect and the development of the cultural aspect.

Learning Arabic in Islamic boarding schools according to Haq (2014) still oriented towards mastering Arabic rules to understand Islamic books written in Arabic, such as the Qur'an, hadith, monotheism, and morality. Meanwhile, teaching Arabic for linguistic purposes such as oral communication has received less attention in its development. Suja'i (2008, p. 14) said, "learning Arabic is not only for studying the Qur'an, but also learning Arabic is actually aimed at learning communication tools". In addition, Aflisia (2020) also argues that learning Arabic is no longer a tool in studying classical books, but Arabic has become a goal, namely the skills inherent in an Arabic learner, especially the ability to speak Arabic. Izzan (2011) said, with such a teaching method, pesantren graduates only mastered Arabic according to the rules, and lacked Arabic skills. However, with the development of Islamic boarding schools in Indonesia, Arabic language teaching began to become a mandatory curriculum in some Islamic boarding schools, such as integrated Islamic boarding schools and modern Islamic boarding schools.

The educational environment is the main place for the occurrence of educational practices in everyday life, one of them is the practice of language education. Students apply communication practices in accordance with the communication patterns that are taught in accordance with the context of the learning environment. Islamic boarding schools have a good environment for educating students because they implement an educational environment that provides direct educational practices in daily life, supported by the provision of a language environment that makes Arabic the language of daily communication. Therefore, the language environment (bi'ah lughawiyah) as a training facility for learning Arabic for students makes a major contribution to the development of language skills, especially speaking skills (Wekke, 2013). Learning Arabic is quite similar to learning other foreign languages, which also require four skills. To be able to communicate both oral and writing in Arabic, that capacity must be investigated (Mauludiyah, Syarofah, & Fauzi, 2021), requires more practice than the delivery of theory (Fauzi & Anindiati, 2021), and notices the rule patterns of the target language (Rachmawaty & Hermagustiana, 2010).

One of the Islamic boarding schools that implement *bi'ah lughawiyah* is the Al Kamal Integrated Islamic Boarding School. In addition to teaching the yellow books like the Salaf Islamic boarding school, this Islamic boarding school

also teaches Arabic intensively. This Islamic boarding school applies *bi'ah lughawiyah*. All students are required to speak Arabic and English according to the specified language period while at the Islamic boarding school.

Al Kamal Integrated Islamic Boarding School is an Islamic boarding school that has an integrated education system, namely an education system that combines the traditional system (salafi) and the modern system (khalaf). Based on this education system, the Al Kamal Integrated Islamic Boarding School maintains *diniyah* education whose curriculum is predominantly religious in various branches of disciplines, and also makes language learning a mandatory curriculum. In addition to participating in learning at the madrasah diniyah, new students are also required to take part in an intensive Arabic and English language program for two semesters. After the first semester, new students are required to speak Arabic and English, both to fellow students as well as ustadz and ustadzah in their daily lives while in the boarding school environment.

Based on the abovementioned phenomenon, it can be concluded that the purpose of the Arabic language learning program is not only passive, but also active speaking. This condition is supported by the opinion of Izzan (2011, p.116), "the purpose of learning Arabic is so that students are able to communicate with Arabic in everyday life. Realizing these goals requires new learning that is more effective and efficient."

As an innovation in learning speaking skills (maharah al kalam), it is necessary to innovate in the aspect of the teaching materials used. Ainin (2013) revealed that teaching materials are an integral part of the overall existence of education. Teaching materials or textbooks serve as a source of information for students, even for teachers at the same time. The success rate of the learning process depends on three main factors, namely teachers, students, and textbooks. In fact, textbooks occupy an important position in learning because the three main factors often depend on textbooks. Ahmad (2005) stated that textbooks are an important aspect of successful learning. On the other hand, textbooks can be a factor in learning failure if the textbooks are not in accordance with the needs and characteristics of students. Musthofa (2017) said that the existence of textbooks can be a solution to the problem of the limited ability of students in understanding knowledge in the classroom. Syairi (2013) revealed that teaching materials can help teachers improve the effectiveness of learning and can help students understand the material. The preparation of teaching materials needs to be based on learning objectives, up-to-date research results, and in accordance with the principles of preparing teaching materials. Without a good arrangement, the learning objectives will not be realized optimally (Nidak 1998).

A good textbook is one that is equipped with exercises (tadrib). The exercise given for mastery and enrichment of speaking skills (maharah al kalam) is to practice the material that has been heard in listening practice (istima') into speaking practice. Izzan (2011, p. 137) said that, "the difficulty of achieving understanding of Arabic is caused by the lack of intensive speaking practice". In addition, Kholisin (2014) revealed that one of the factors of difficulty speaking is anxiety. Anxiety can occur due to lack of exercise. Hendri (2017) said that speaking skills are the result of habituation, namely repeated practice or even application in daily communication. Lack of habituation is one of the weaknesses of the old system and method of learning Arabic in Indonesia so that students are less able to express ideas, thoughts and feelings orally. With appropriate textbooks, students can learn, discuss, and practice speaking Arabic both inside and outside the classroom. In addition, students can also determine when and where they want to learn. Teaching materials of foreign language are also able to reduce the dependence of students on teachers as a source of knowledge (Shofiyani & Rahmawati, 2020) and involves teaching pupils academic material in a language that is neither their native tongue nor the primary medium of instruction in the system in question (Dalton-Puffer, & Nikula, 2014).

Based on the phenomenon, a textbook for learning Arabic speaking skills was carried out, especially daily conversation for new students at Islamic Boarding Schools with the title "Hiwaruna" Islamic Boarding-Based Arabic Conversation Book for Learning Kalam at Al Kamal Integrated Islamic Boarding School. The resulting product is a daily Arabic conversation book for students at the Al Kamal Integrated Islamic Boarding School Blitar. This book contains Arabic expression patterns, vocabulary, examples of Arabic dialogue and exercises with themes that are closely related to the lives of students in Islamic boarding schools.

The development of these teaching materials needs to be considered important on the basis of several factors, including: (1) the main purpose of intensive Arabic learning for new students at the Al Kamal Integrated Islamic Boarding School is so that students can speak Arabic in daily communication, (2) the materials and exercises used in learning are still not in accordance with the learning objectives, (3) due to the lack of muhadatsah materials and exercises, the daily Arabic conversation patterns of students still contain interference patterns of mother tongue expressions, (4) the unavailability of Arabic conversation teaching materials which is in accordance with the characteristics of the santri and the Islamic boarding school environment based on the principles of preparing teaching materials.

The book "Hiwaruna" is intended as a textbook for learning maharah al kalam in Islamic boarding schools to train students to converse in Arabic in

everyday life. In addition, the book "Hiwaruna" is useful as a solution for students to get practical and efficient learning resources for learning Arabic conversation based on Islamic boarding schools.

METHOD

The type of research is research and development of educational products. This development is a combination of the two notions of development described by Kholisin (2015), namely development by compiling new material and refining existing material so that the teaching material becomes more effective. This development uses the ADDIE development model by Reiser and Mollenda in the 1990s which contains five steps in development, namely (1) analysis, (2) design, (3) development, (4) implementation (implementation), and (5) evaluation (evaluation).

As a basis for determining product validity, product trials are carried out in the form of validation tests and field trials. The data obtained are qualitative data and qualitative data. Quantitative data are in the form of product validity assessments from material expert and media expert validation questionnaires, as well as product practicality assessment results from Arabic tutor response questionnaires and student responses to the developed product. Qualitative data in the form of interviews, observations, and input from material experts and media experts. The data obtained were then analyzed using descriptive percentage analysis techniques.

Table 1. Qualification Level

No	Score (%)	Qualification
1	81—100%	Completely good/Completely valid/Completely practical
2	61—80%	Mostly good/Mostly valid/Mostly practical
3	41—60%	Moderately good/Moderately valid/Moderately practical
4	21—40%	Slightly good/Slightly valid/Slightly practical
5	<20%	Not good at all/Not valid at all/Not practical at all

Table 1 is table of qualification level table. The scores obtained in percentage were consulted with the criteria in Table 1. The score in range 81-100% indicates that the educational product is completely good, valid, and practical. If the percentage is under 20%, it means that the educational product is not good at all.

RESULTS & DISCUSSION

The first stage of this research was analysis with two data collection techniques, namely observation and interviews. Observations were made to identify the teaching and learning process of "Intensive Arabic" learning in the first class at the Al Kamal Integrated Islamic Boarding School. Meanwhile, the interview was conducted with a teacher resource person from one of the "Intensive Arabic" tutors at the first level.

Al Kamal Integrated Islamic Boarding School is one of the Islamic boarding schools that combines the *salafi* system (traditional) and the *ashri* (modern) system. In addition to studying religion by studying the yellow books, language programs are included in the compulsory pesantren curriculum. New students are required to take intensive learning in Arabic and English for two semesters or one academic year. As for the old students, grades 2 and 3 are required to follow the language idhafiyah after the *Maghrib* prayer. Intensive language learning is a mandatory program for new students at the Al Kamal Integrated Islamic Boarding School, both at the junior high school level (junior high school/equivalent) and *wustha* (high school/equivalent) level. Language intensive is held from Monday to Saturday from 05.00 to 06.00 WIB. Intensive English is held on Mondays, Tuesdays, and Wednesdays. The intensive Arabic language is held on Thursday, Friday, and Saturday.

The researcher conducted an interview with one of the "Arabic Intensive" tutors, Ustadzah Agustina Nur Azizah at the Al Kamal Integrated Islamic Boarding School Blitar on November 10, 2019. Based on the results of the interview, Agustina explained that the purpose of intensive language learning is for students to be able to speak Arabic and English in daily communication. In intensive Arabic learning, Agustina faced several obstacles, namely the absence of textbooks and the lack of enthusiasm of students in learning, as Agustina said, "Because there are no special books for language intensive, sometimes tutors and I use existing books, the contents are summaries, *Nahwu*, a collection of mufradat, and example sentences. Sometimes I and other tutors are confused about teaching material." The textbook that is sometimes used based on the speaker's words is a book compiled by one of the teachers of the Al Kamal Integrated Islamic Boarding School in 2005 which contains a summary of various Arabic language materials, namely nahwu, sharaf, a collection of *mufradat*, and sentences.

Based on the interviews that have been conducted, it can be concluded that in intensive Arabic learning at the Al Kamal Islamic Boarding School, the tutors face the main problem, namely the unavailability of textbooks that are in accordance with the objectives of intensive language learning. With this problem, the solution that needs to be implemented is the preparation of textbooks. There needs to be an update and development of communicative teaching materials

such as conversational texts and sentence patterns that can be developed by students independently. Therefore, the researcher developed a pesantren-based conversation book entitled "Hiwaruna". This maharah al-kalam-oriented book contains sentence patterns, mufradat, conversational texts, and exercises with themes that are close to the lives of students in Islamic boarding schools so that students can develop Arabic speaking skills for daily conversation.

The second stage is product design. The product design process begins with preparing the themes in each chapter and then develops them into conversational texts and sentence pattern material. The choice of theme in the conversation book is based on aspects of the environment or where the students are located. In this case, students are students in Islamic boarding schools, therefore the determination of the theme of the conversation refers to places or activities that are close to the daily lives of students. The selection of teaching materials for speaking skills needs to pay attention to the use of language in the context of real communication. In addition, the selection of themes in the developed books is adjusted to the purpose of language learning at the Al Kamal Integrated Islamic Boarding School, namely so that students can speak Arabic in their daily lives at the Islamic boarding school.

In this study, the researcher also pays attention to the principles of selecting teaching materials according to a communicative approach, namely: (1) the principle of meaningfulness, i.e. each form of language presented must be clear in its context, participants, or situation, (2) the principle of using language instead of knowledge of language, meaning teaching materials in the form of language elements (vocabulary, grammar) must not be separated from the context of sentences or discourses, because the goal is not only to understand vocabulary and language attributes, but to use them in communicative expressions, (3) the principle of attractiveness of teaching materials. In this case, it is necessary to pay attention to variations in materials, interests, and needs of students (Effendy & Ainin, 2012). In addition, it also pays attention to psychological, socio-cultural, educational, and language characteristics as suggested by Al-Ghali and Abdullah (Syaifullah & Izzah, 2019). The school environment was conducive for students to practice speaking Arabic (Haron, Ahmed, Mamat, Ahmad, & Rawash, 2016).

Researchers determine the themes used in the book as the title of each chapter. Then the researcher made conversational texts that matched the theme, patterns of conversation in conversational texts, examples of the use of sentence patterns and exercises related to conversational texts and sentence patterns. However, in its preparation, the sentence pattern is placed at the beginning after the mufradat. It is intended that students can practice speaking using appropriate

patterns before doing hiwar, so that students can understand the pattern and intent of the hiwar text when reading and practicing hiwar. The following is a chart of the material for the book "Hiwaruna".
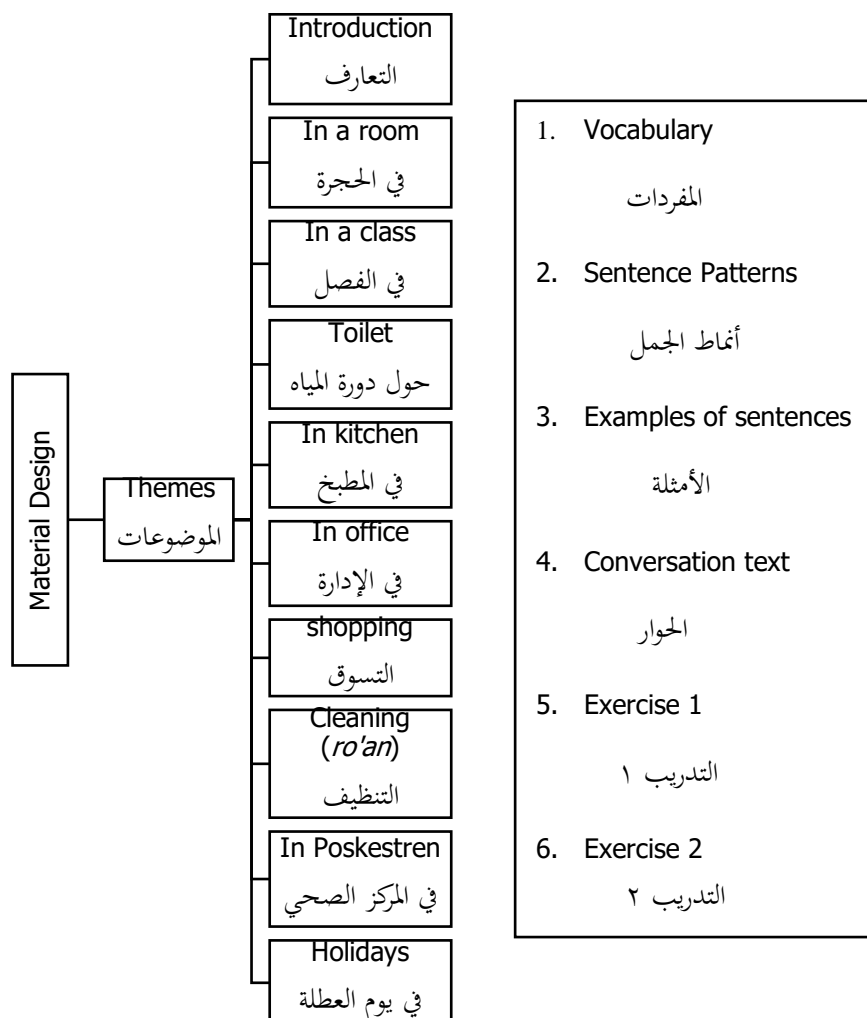

Figure 1. Book Material Design of Hiwaruna

Based on the abovementioned considerations, the researchers determined the theme according to the place and activities related to the daily life of the *santri* in the Islamic boarding school as shown in Figure 1. The themes chosen were ten themes, namely (1) at-ta'aruf (introductions), (2) fi al-hujrah (in a room), (3) fi al-fashl (in a class), (4) fi al-mathbakh (in the kitchen), (5) haula lumpur al-miyah (in the bathroom/toilet), (6) fi al-idara (in the office), (7) at-tasawwuq (shopping), (8) at-tandhif (cleaning), (9) fi al markaz as shihhiy (at the poskestren), (10) fi yaum al-uthlah (holidays).

The order of the themes is based on the arrangement of the material from easy to difficult material in terms of conversational material and sentence patterns in the book. The researcher determined ten themes based on the

number of "Intensive Arabic" learning meetings for six months. Each theme in this book is taught for three learning meetings. If there are 3 meetings per week, then there are 72 meetings for 6 months. The researcher determined 30 meetings for speaking skills and 42 meetings for other maharah. with this "Hivaruna" book. The determination of the time allocation is based on the Arabic language learning curriculum at the Al Kamal Integrated Islamic Boarding School which provides a portion of 40% for maharah al kalam and 20% each for other maharah, namely istima', qira'ah, and kitabah.

The display design of the book "Hiwaruna" contains the design of the components contained in the product. The cover of the book is printed on Art Cartoon paper and the contents of the book are using HVS 80 gsm paper measuring A5 14.8 cm long and 21 cm wide. The following is the design for the book "Hiwarana".

This book is printed with a size of 148 mm x 210 mm (A5). This book is entitled "Hiwaruna" which means "Our Conversation". The material in this book contains sentence patterns and example sentences, *mufradat*, and conversational texts, as well as exercises.

Figure 2. Front Cover of the Book

The third stage is product development. Figure 2 shows the front cover design of the book. The product development process is carried out based on the product design that has been designed. The "Hiwaruna" book is A5 in size with a length of 210 mm and a width of 148 mm. Material preparation using Microsoft Word 2013. Then to create graphics in the book, Corel Draw X7 software was

used. Next, the researcher designed the contents of the book by adding header and footer images, page numbers, conversational illustrations, and other supporting pictures. The initial part consists of an outer cover, an inner cover, the identity of the book, a preface, instructions for using the book, basic competencies and indicators, and a table of contents.
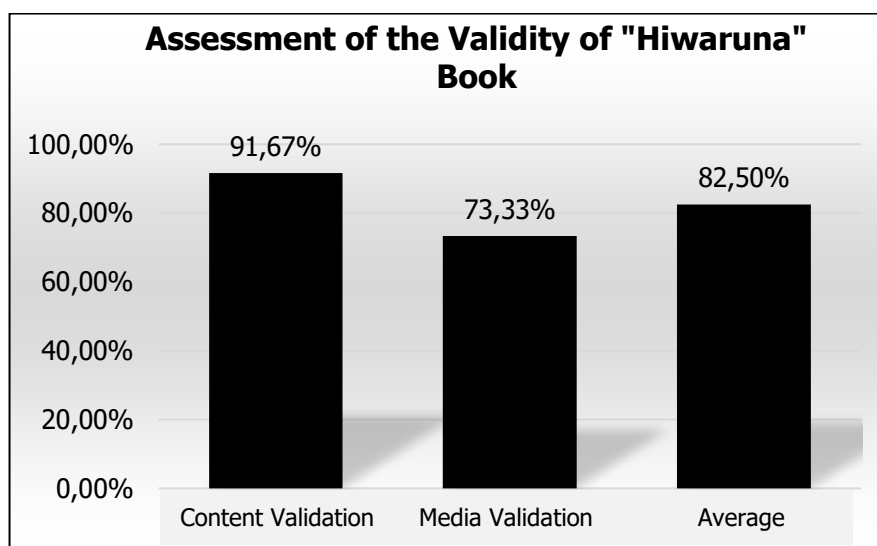

Figure 3. Assessment of the Validity of the Book "Hiwaruna"

Figure 3 shows the results of assessment of Hiwaruna book. After the product development stage is complete, product validation is carried out by material experts and media experts. This is done to determine the feasibility/validity of the product in terms of material and learning media. Material expert product validation was carried out by Moh. Fauzan, S, Pd., M.Pd.I. Validation is carried out by filling out a validation questionnaire containing assessments on 12 aspects using a Likert scale of 1-5 accompanied by a suggestion and input column. Based on the results of the validation questionnaire assessment from the material expert, the product assessment on the material aspect got a score of 55 out of a maximum total score of 60.

The percentage of product feasibility on the material aspect is 91.67% with very valid information. Revisions needed based on material expert input include: (1) replacement of the hiwaruna writing font on the cover, (2) replacement of the word aiwah with another word, (3) replacement of the word al hujrah font in the header, (4) replacement of the vowel sukun in the word na'malha with dlammah, (6) the addition of the word al islamii after the word al ma'had, (7) the replacement of the vowel of sukun in the word nunadzddzif with dlammah.

The media expert product validation was carried out by Dr. Mohammad Ahsanuddin, M.Pd. Validation is carried out by filling out a validation

questionnaire containing assessments on 15 aspects using a Likert scale of 1-5 accompanied by a suggestion and input column. Based on the results of the validation questionnaire assessment from media experts, the product assessment in the media aspect got a score of 55 out of a total score of 75.

The percentage of product feasibility on the material aspect is 73.33% with valid recommendations. Revisions needed based on input from media experts include: (1) removal of the boarding school logo on the outer cover, (2) replacement of incorrect pronunciation, vocabulary, and sentences, (3) replacement of images that do not match vocabulary, (4) addition of validator biography.

After the validation and product revision stages are based on suggestions and input from the validator. At this stage, a product trial was conducted on 26 students of class 1 D at the senior level of the Al Kamal Integrated Islamic Boarding School. The data obtained from the field trials are the results of the "Intensive Arabic" tutor response questionnaire and 26 students of grade 1 D at the senior level of the Al Kamal Integrated Islamic Boarding School. The results of the analysis of the questionnaire responses of tutors and students showed the practicality of the product.

The response questionnaire uses a Guttman rating scale with a yes and no rating scale. The "yes" scale contains a score of 1 and the "yes" scale contains a score of 0. The questionnaire contains 19 indicators. Based on the results of the response questionnaire assessment, a score of 19 was obtained from the total maximum score of 19. Based on the results of the above calculation, the percentage of practicality of the product based on the tutor's response was 100% with very practical information.

After intensive teaching of Arabic using the book "Hiwaruna" by the tutor for two chapters, namely the second theme fi al hujrah and fi al fashl, the students filled out a response questionnaire to the book "Hiwaruna". The questionnaire contains 10 indicators. Based on the results of the questionnaire response assessment of 26 students of class 1D at the ula level to the product, it was obtained a score of 247 out of a maximum total score of 260.

The percentage of practicality of the product based on the response of students is 95% with very practical recommendations. After completing all the stages in the development of this book, it can be concluded that the Arabic conversation book "Hiwaruna" is very suitable to be used for learning kalam at the Al Kamal Integrated Islamic Boarding School based on the criteria for product validity and feasibility by Arikunto (2010) with an average validation value of 82.50%.
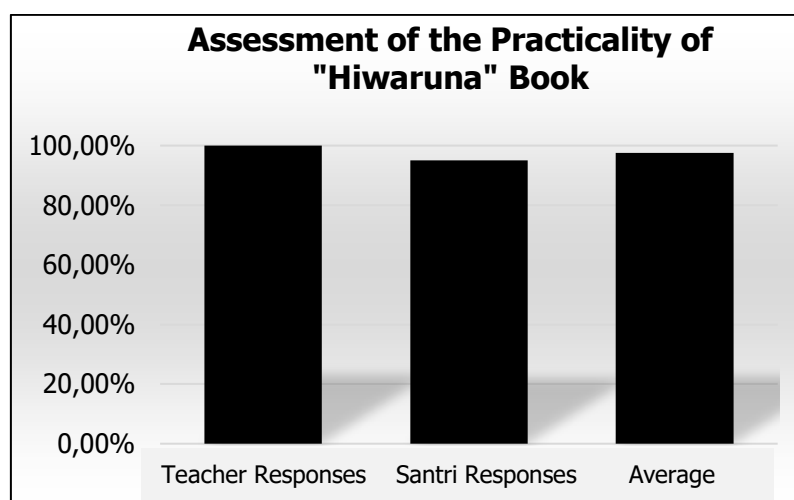
Figure 4. Assessment of the Practicality of Hiwaruna Book

Figure 4 shows the assessment of the practicality of the educational product. As for the product practicality test, the Arabic conversation book "Hiwaruna" is very practical to use for learning kalam at the Al Kamal Integrated Islamic Boarding School with an average practicality value of 97.5%. Various experts, learners and teachers was also among the steps taken to evaluate the usability and practicality of the prototype during the design and development phases (Sahrir, Alias, Ismail, & Osman, 2012. Practicality influences several facets of a test and is a component of the usefulness of a trial concept. Practicality is sometimes characterized as a measurement of the extent. It is possible to generate and govern context and its use through practice (Hasmawaty, Syam, & Saman, 2020) and the user-friendliness of research findings (Van Velzen, 2013).

The Arabic speaking skills course should give the students a chance to apply those concepts orally and receive feedback in order to boost their development (Haron, 2013). For instructors and students, textbooks are the primary sources of information and knowledge regarding curricula and subject matter (Khaizal, Nasir, Rahimi, & Fatimah, 2021) because every student has a right to receive the quality education (Demiroz & Yesilyurt, 2015) so must adapt to the characteristics of students practically. The process of recreating subject themes and associated cognitive processes through a foreign or second language is necessary for language acquisition in context (also known as learning through the language) (Coyle, 2007). Both the subject and the method of acquiring it are the same in the teaching of foreign languages. In other words, the message is the medium for teaching a foreign language (Borg, 2006).

CONCLUSIONS

This research and development has succeeded in developing a pesantren-based Arabic conversation book product entitled "Hiwaruna" for learning kalam at the Al Kamal Integrated Islamic Boarding School Blitar. The results of material expert validation obtained a value of 91.67% with very valid information. The product validation by media experts obtained 73.33% results with valid information. The results of the tutor response questionnaire analysis showed a value of 100% with very valid information and the results of the student response questionnaire analysis showed a value of 95% with very valid information. With results like this the book "Hiwaruna" is considered feasible to use. The use of the "Hiwaruna" book product is expected to provide value for students as book users, Arabic tutors as mentors and catalysts for the use of the "Hiwaruna" book, and further researchers so that the "Hiwaruna" book product can be developed by adding language skills materials. other Arabs. In addition, the book "Hiwaruna" can be analyzed for errors, shortcomings and tested for effectiveness. This "Hiwaruna" book, based on the results of the validation of material and media experts, is in the very valid category, however, the effectiveness of this book has not been tested in the form of giving a pre-test before using this book in learning and post-testing after using this book in learning because of its limitations. time and constraints due to the covid-19 pandemic. However, the book product "Hiwaruna" can be disseminated to the general public, especially Islamic boarding schools whose mission is to develop active Arabic learning. Of course, while using this book can be tested for its effectiveness for improvement.

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