Application of the Arabic Book in Your Hands in Learning Speaking Skills for Students in Higher Education

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Abstract:

"Speech skill" Speech in the sense of a dialogue that occurs naturally between the members of the speaker and the speaker when communicating. This is the main tool for building mutual understanding and language is used as a medium. In the course of learning Arabic, students are given motivations to develop speech skills, i.e. skills to express desires, feelings and needs to others. This research aims to find out about the application of the book "Arabic in your hands" in learning the skill of speech. The participant of this research was a student in the program of the Department of Teaching Arabic at the Islamic State University of Hosmawi and using the Arabic book in your hands as an educational resource for speech skill. The research methodology used is qualitative, with data collected through observation, interview and documentation. The data is analyzed and concludes that this book helps students acquire Arabic speech skills and improve their vocabulary proficiency, as evidenced by the assessment results that showed an increase in students' vocabulary mastery.

Keywords: *Application, Arabic in Your Hands, Speech Skill*

Abstrak:

"Keterampilan berbicara" Berbicara dalam artian dialog yang terjadi secara alamiah antara anggota pembicara dan lawan bicara ketika berkomunikasi. Ini merupakan alat utama untuk membangun saling pengertian dan bahasa digunakan sebagai medianya. Dalam pembelajaran bahasa Arab, siswa diberikan motivasi untuk mengembangkan keterampilan berbicara, yaitu keterampilan untuk mengungkapkan keinginan, perasaan, dan kebutuhan kepada orang lain. Penelitian ini bertujuan untuk mengetahui penerapan buku "Bahasa Arab di Tangan Anda" dalam pembelajaran keterampilan berbicara. Partisipan penelitian ini adalah mahasiswa program studi Jurusan Pendidikan Bahasa Arab Universitas Islam Negeri Hosmawi dan menggunakan buku Bahasa Arab di Tangan Anda sebagai sumber belajar keterampilan berbicara. Metodologi penelitian yang digunakan adalah kualitatif, dengan data yang dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data tersebut dianalisis dan disimpulkan bahwa buku ini membantu siswa memperoleh keterampilan berbicara bahasa Arab dan meningkatkan penguasaan kosakata mereka, terbukti dari hasil penilaian yang menunjukkan adanya peningkatan penguasaan kosakata siswa.

Kata Kunci: *Aplikasi, Bahasa Arab di Tangan Anda, Keterampilan Berbicara*

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INTRODUCTION

Arabic language learning has evolved significantly and increasingly rapidly in today's era. This is recorded by the increase in the number of Arabic language teaching institutions at various levels, from early childhood to higher education(Ashour et al., 2021; Ritonga et al., 2021). The number of Arabic language teaching institutions has increased and is increasingly emerging and all institutions are demonstrating a serious commitment to improving education systems and quality. I have non-Arabic speakers in Indonesia, there is a variety of orientations that encourage them to learn Arabic(Al Rawashdeh et al., 2021; Fauzi & Anindiati, 2021; Ritonga, Febriani, et al., 2022). First, Religious Orientation: Learning Arabic aims to understand and deepen Islamic teachings, including mastering passive skills (listening and reading) and active skills (speaking and writing). Second, Academic Orientation: It is related to understanding science and mastering the four Arabic language skills(Wargadinata et al., 2020). Third, Vocational and Practical Guidance: Works Learn Arabic for professional or practical purposes such as the ability to communicate in Arabic. Fourth, the ideological and economic orientation: it includes the use of the Arabic language as a means of communication for interests such as Orientalism, capitalism, imperialism and others.

The use of technology in the educational context has become commonplace in Indonesia(Albantani & Madkur, 2019; Arifin et al., 2021). It uses technology with the aim of creating an engaging learning experience. The era of the twenty-first century is characterized by major technological developments, and their impact is evident in aspects of daily life, as well as in the field of education(Fikri et al., 2021; Ilham, 2021; Ritonga, Sobhan, et al., 2022). The use of technology in the context of education has grown rapidly, with alternatives available to provide access to and improve the use of existing learning resources.

Technological advances and paradigm shifts affecting the software development that have led to open source software (OSS) and educational materials (OER) are two factors that have played an important role in exploring and promoting the development of online learning(Shemy & Al-Habsi, 2021; Tlili et al., 2020; Zhang et al., 2020). Online learning refers to the process of learning that occurs online. In the specific context of the Department of Arabic Language Teaching in Islamic State University, online learning is carried out using an online platform, with the help of the Zoom application what it chooses because of its ease of use and sufficient capacity to accommodate a large number of participants(Arifin et al., 2021; Fauzi & Anindiati, 2021). If online learning is done – the four aspects of Arabic language skills – listening, speaking, reading and writing – can still be well developed. One of these skills is the speech skill which is an integral part of the Arabic language curriculum.

Speech skill includes the ability to produce clear sounds or words to convey thoughts, views, desires, or feelings to a conversation partner(Al-Busaidi, 2019; Jannah & Thohir, 2020). More broadly, speaking refers to a communication system that includes audio and visual signals that use different muscles and muscle tissues in the human body to transmit ideas to meet its needs(El-Ebiary et al., 2022; Zulharby et al., 2019). In the context of language learning, these four skills cannot be separated from each other. Listening supports speech skills, reading supports writing skills, and so on(Albantani & Madkur, 2019; Hamid et al., 2022). In the language learning environment of the Department Teaching Arabic at the Islamic State University, these four skills are the main

focus of teaching Arabic.

Most current education systems have used Arabic as a medium of instruction. To increase global competitiveness, organizing Arabic language learning that encourages the development of oral communication skills and awareness of the importance of the Arabic language is important(El-Ebiary et al., 2022; Hamid et al., 2022; Zurqoni et al., 2020). A wise choice in choosing books and references as teaching materials is a procedure that greatly affects students' understanding(Abdelrady et al., 2022; Al-Qatawneh et al., 2020). It is important not only to choose learning resources carefully, but also to provide encouragement and motivation during the learning process, both individually and in a group context(Al-Dajani, 2019; Ghani et al., 2019). This is because the teacher not only acts as a teacher, but must also have the ability to provide motivation to students.

Arabic in Your Hands (ABY) is a three-volume Arabic book, designed to accommodate beginner, intermediate and advanced levels of learning Arabic. This book was authored by Dr. Mohamed Abdel Khaleq Mohamed Fadl, an Arabic language expert from an Arab country. The content includes the development of all four language skills, with diverse vocabulary enrichment and support in the form of illustrations. The language used in this book is Classical (Fusha), allowing students to learn it accurately and according to Arabic grammar.

Based on previous studies conducted by Ismani et al. (2022), the results of the research indicated that students, even without basic knowledge of Arabic, showed competitive progress after receiving teaching using the Arabic book in your hands. Previous research by Torshizi and Bahraman (2019) has shown that using ABY books increases students' understanding because the learning material is guaranteed and provides flexibility for teachers to conduct various assessments that support learning. In their previous research, Katz and Kedem-Yemini (2021) have emphasized that using audiovisual media through platforms such as Zoom makes learning easier, combining effective hearing and sight in knowledge transfer. This research is similar to previous research in terms of focusing on speech skill. However, the main difference between this research and previous research is its specific focus on speech learning and its focus on one particular topic.

Thus, based on the constellation of statements described, the researcher concludes that the research carried out is of fundamental importance. The main objective of this research is to provide a comprehensive description of the application of the Arabic book in your hands Volume I in the process of learning speech skill in the Department of Arabic Language Teaching (PBA) at the Islamic State University of Hosmawi which was implemented connected.

RESEARCH METHOD

The research approach applied in this research is the qualitative research methodology. A qualitative approach is a research technique that produces metadata in the form of words, spoken or written, describing the behavior and perspectives of the subjects of the research(Pregowska et al., 2021). This research aims to provide an overview of the application of the book "Arabic in your hands" in learning the skill of speech. The research topic was students of the Department of Arabic Language Teaching at the Islamic State University of Hosmawi, using the book "Arabic in Your Hands" as one of Mahra Kalam's learning resources. Present the presentation of data and search results in the form of descriptive sentences,

and what is used to describe the research topic.

The basic data in this research is the lecturer who teaches the speech skill of the Department of Arabic Language Teaching at the Islamic State University of Hosmawi, and the excess data from the relevant literature of the research. The data collection method used is four methods, including observation, interview and documentation. An interview is a meeting between two people who exchange information and opinions through questions and answers, allowing the construction of meaning around a particular topic(Correia et al., 2020). Teachers and students of the Department of Arabic Language Teaching were interviewed.The purpose of using observation is to collect data related to the learning process directly in the context of learning Arabic using the book "Arabic in your hands" as a material, monitor the allocation of time and, in particular, know how to implement the book in the skill of speech learning.

With regard to data analysis, the researcher used the qualitative descriptive analysis method, which included three stages, namely data collection, data reduction, data presentation, and drawing conclusions. To verify the validity of the data, the researcher applied the triangulation of the source, that is, comparing and examining the results of observations and interviews from different sources.

FINDINGS AND DISCUSSION
Apply the Arabic book in your hands

Teaching Arabic is one of the departments in the Faculty of Education and Teacher Training at the Islamic State University of Haismawi which was established in 2011. This Arabic language teaching department has received a very good rating and is also one of the superior programs. This section uses the Arabic book in your hands as a reference book in the process of learning andlearning. This book is used as an educational resource or reference because this book is one of the books used by non-native speakers and has many successful outputs and has the hope that students can understand and master the Arabic language easily.

The four Arabic language skills – listening, speaking, reading and writing – are the main pillars and sources of strength in the effort to master the Arabic language. Therefore, courses related to these aspects are mandatory in the Arabic language teaching department. This is consistent with the often held view that these four skills are inseparable and interrelated. The book "Arabic in Your Hands" is systematically and interestingly designed, covering the four aspects of Arabic language skills. Therefore, this book is very suitable as an educational resource in the context of teaching Arabic. This book is able to motivate students and make it easier for them to learn Arabic. The importance of matching the learning materials with the level of understanding of students is very important, and this is an essential aspect. This ensures that each subject taught is appropriate to the level of students' understanding and development. The topics presented in this book are also relevant to students' daily activities, with the aim of facilitating the understanding of the Arabic language and its application to students in practical contexts.

Learn Arabic in the Department of Arabic Language Teaching according to the schedule and the number of credits determined by the study program. In the context of this research, the researcher focuses on one aspect of Arabic language

skills, which is the skill of speech. Speech skill is of great importance because humans use oral communication more than written communication to interact or convey messages. Speech skills make major contributions to improving Arabic language proficiency. To achieve satisfactory and effective learning outcomes, speech skills must be studied carefully and accurately. Speech skill involves several stages, from triggering stimuli, thinking, formulating words, to pronouncing them.

The researcher conducted learning the speech skill of students in the Department of Arabic Language Teaching online using Zoom application programs. The researcher conducted the teaching process in one meeting with a sample of 18 second-level students in the conversation lesson 1. Thursday, March 30, 2023, 11:10 - 12:50 WET. The researcher used the Arabic book in your hands under the title "Population" and audiovisual media sourced from the account "Pasca Iqro - Learning Arabic becomes easy" as a source, media and educational reference. Although learning and teaching activities are conducted online, the researcher found a good enthusiasm for learning among students in the study of Arabic speech. This research also shows that students are motivated in a learning process supported by the use of audiovisual media. Through the assessment the researchers found, the students were more active and courageous in presenting the results of their dialogue.
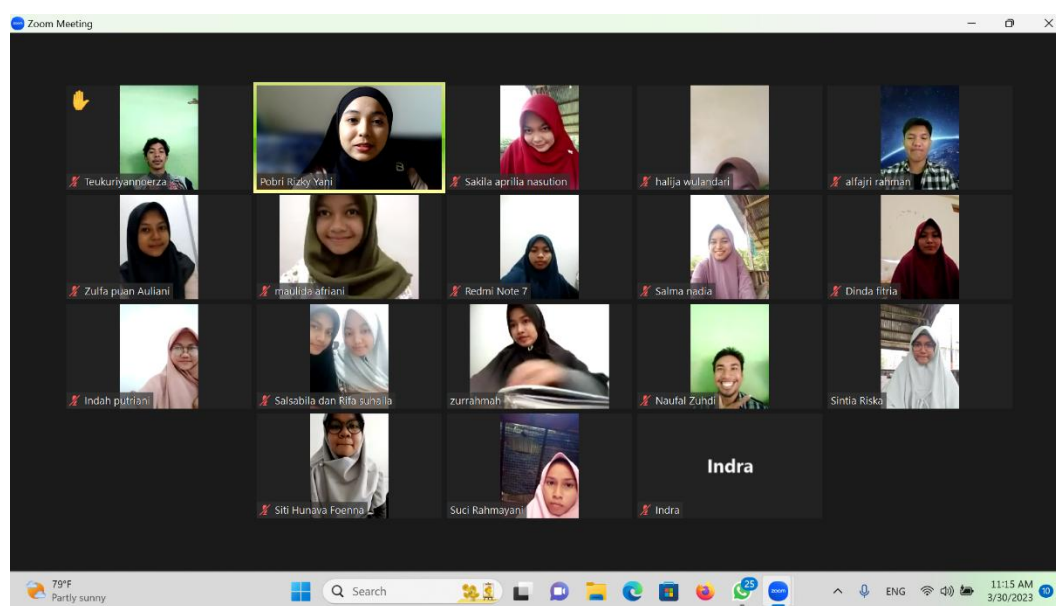

Figure 1. Zoom Application Programs

Based on the results of the observations initiated by the researcher, there are several steps in the application side in implementing learning the skill of speech using the Arabic book in your hands with the help of audiovisual media via the Internet using the application programs Zoom Department of Arabic Language Education.

The technical application of audiovisual media through Zoom Cloud Meetings for speech skills development unfolds in several key stages. Initially, the lecturer prepares an audio-visual video tailored to the topic being discussed. Following this, they set up their laptop and speaker system. The next step involves

opening the Zoom Cloud Meeting app, where the lecturer assumes the role of host and invites students by sharing the meeting ID and password. Once the meeting is set up, the lecturer begins the lesson by playing the relevant audio and video clips for the students. During the session, the lecturer offers clear instructions for the students to follow, beginning with the task of identifying foreign vocabulary from the video. Subsequently, students are asked to speak on the video's content, using their own language to explain the topic, similar to how a TV reporter would do so, via Zoom.

In a practical classroom setting with students from the Arabic Language Teaching Department at the Islamic State University of Hismawi, speech skills are developed through a series of structured stages. Prior to beginning the learning process, students are encouraged to participate in communication rituals and supplications as part of their preliminary activities. The learning session starts with greetings, asking for updates, and registering attendance(Cronje & Van Zyl, 2022; Renfrew et al., 2020). Once the students are settled, the lecturer typically recaps the previous lesson, engaging students by randomly selecting individuals to contribute or act out parts of the previous material(Holt et al., 2020). This review serves as a transition into the new topic, for which the lecturer provides clear guidance on both the subject and the expectations for the class.

Dialogue in The Arabic Book

The learning process continues with a focus on vocabulary acquisition, where the students are trained to understand the meaning of new words. Listening skills are developed by using an audio guide, followed by questions to assess comprehension. Subsequently, the students practice their speech skills through dialogue exercises from the book "Arabic in Your Hands." This stage encourages them to relate the material to their own personal experiences. For example, when discussing the topic of "residence" or "population," students are expected to engage in conversations with their peers, creating new dialogues in Arabic that relate to the subject matter(Zakariah et al., 2022). As part of the learning process, students are also asked to note down any unfamiliar vocabulary they encounter during these conversations.

To evaluate the students' progress, the lecturer concludes the lesson by asking them to tell a story in Arabic about the topic of "residence." This exercise challenges the students to incorporate vocabulary from the "Arabic in Your Hands" textbook, while also applying question forms and interrogative language structures. Through this comprehensive approach, the students develop both their listening and speaking skills in Arabic, with a focus on vocabulary retention and practical language use.

From the results of the above research, it is concluded that speech learning in the Arabic language teaching department was evaluated as successful and created great enthusiasm for the development of speech skills. These results were reinforced by the acceptance of the lecturer who taught the course, who stated that after teaching the students, understanding vocabulary and listening to the conversation in Arabic, there was a significant increase in the students' ability to speak. They become more adept at discussing and speaking Arabic through the use of vocabulary they have learned and understood. Apart from that, students

also become more active in asking questions and giving answers, and are able to apply the interrogative noun in Arabic correctly and fluently. After the students have mastered the text of the dialogue, the researcher invites the students to answer the exercises on the topic of dialogue in the Arabic book *At Your Fingertips*. For example as follows:
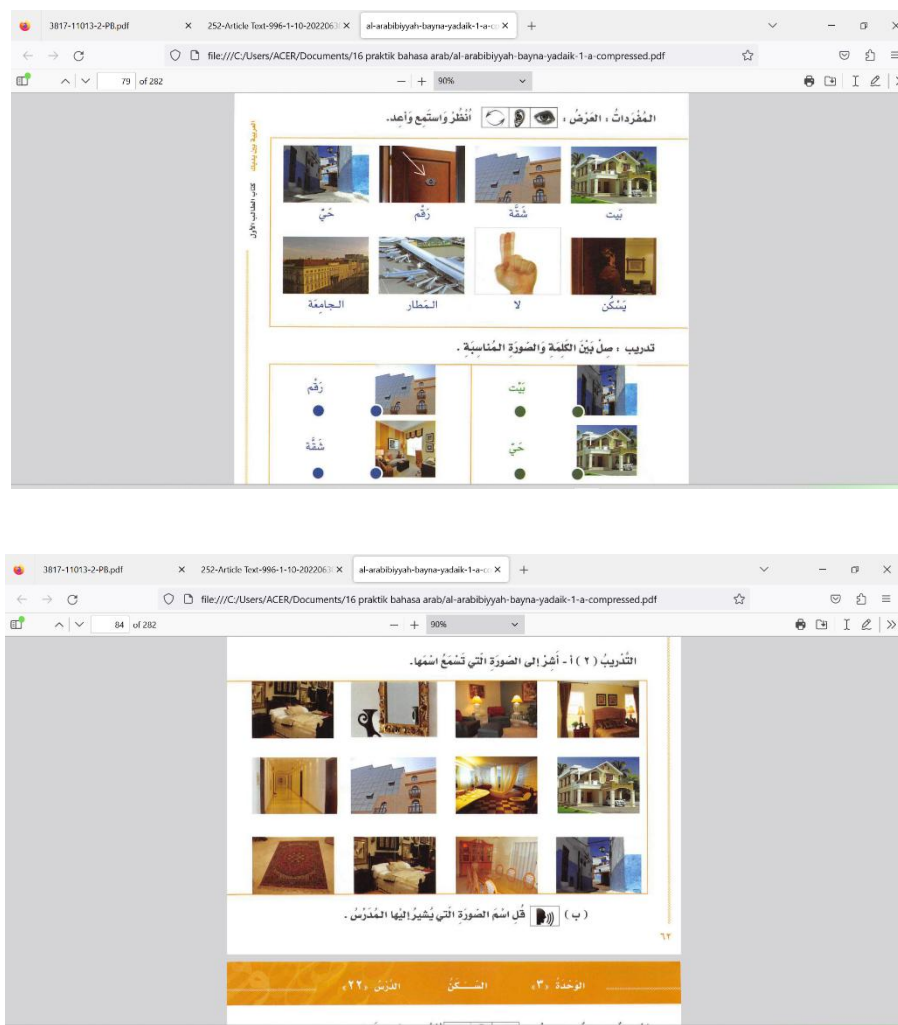

Figure 2. The Topic of Dialogue in The Arabic Book

The function of these exercises is to train the students' ability to remember individual vocabulary or phrases that they have learned from relevant conversation topics. In this way, students will be more adept at forming sentences or speaking spontaneously in the context of the topics they have studied. Success in language proficiency is one of the essential aspects of learning a foreign language(Hisham & Hamouda, 2021; Mohammed, 2022). This is in line with Nourlaila's view that in learning foreign languages, including Arabic, increasing new vocabulary is very important. The main goal is to enrich vocabulary so that students can translate sentences with good language skills.

Apart from exploring new vocabulary, teachers should also ensure a deep understanding of the use of these words. Arabic has very rich grammar, as the use of a single word can differ in two different sentences(Albantani & Madkur, 2019; Marlius et al., 2021).   Therefore, students need ample opportunities to

practicespeech so that they can develop this skill naturally, fluently, and fun, whether in small groups or inspeech situations in front of larger audiences. In the process, students need to build strong confidence through continuous practice.

CONCLUSION

The research demonstrates that the use of the book "Arabic in Your Hands" at Islamic State University has been highly effective in improving students' oral communication skills in Arabic. The students were able to engage in dialogues about topics such as housing, applying interrogative principles, and showing significant improvement in their speaking abilities. The positive results were evident as students gained better vocabulary mastery, became more active in asking and answering questions, and enhanced their overall speaking skills. It is hoped that these findings will serve as a valuable reference for teachers aiming to improve students' speech skills using the book, and that future research can explore its application further to deepen the understanding of how this resource contributes to Arabic language learning

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