

Evaluation of Speaking Skills Learning in Intensive Language Program for New Students

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Abstract:

Evaluation provides an overview of student progress in achieving set program goals, as well as identifying areas that need improvement to increase learning effectiveness. This research aims to identify the extent to which this program can improve the speaking competence of new students, as well as analyzing the supporting and inhibiting factors that influence the success of the program. The research method used is descriptive qualitative with data collection through observation, interviews and documentation. Data is analyzed using an interactive data analysis model to understand program effectiveness. The research results show that the intensive language program at the Al-Mashduqiah Islamic Boarding School aims to improve the speaking skills of new students through direct teaching methods, conversation exercises and group discussions. And there are several challenges and obstacles in this program, such as the diversity of new students' backgrounds and external factors that can influence the results of learning evaluations.

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INTRODUCTION

Learning Evaluation of reading skills is still very much needed by teachers. It provides an overview of students' progress in achieving set program objectives and identifies areas for improvement to enhance learning effectiveness. Through evaluation of speaking skills learning, teachers can systematically and purposefully monitor students' progress in developing the speaking skills that are the focus of the program. Evaluation Learning of speaking skills based on existing realities can be evaluated through tests or direct assessment of the speaking ability of new students. In addition, direct observation can also be done to see the progress of students in speaking in real situations (Yoon et al., 2020; Zou, Guan, et al., 2023). The data from this evaluation can be used to evaluate the effectiveness of the Speaking Skills Learning in Language Intensive Program and make necessary changes.



In the opinion of some figures in the field of education, evaluation of learning speaking skills can provide significant benefits to language intensive programs. Grondlund and Linn (1990) define learning evaluation as a process of systematically collecting, analyzing and interpreting information to determine the extent to which learning objectives are achieved (Asselborn et al., 2020; Ortega et al., 2020; Bashori et al., 2021). So learning evaluation is the process of determining the value of learning carried out, through measuring and assessing learning activities. Evaluation Learning of speaking skills in the Intensive Language Program for new santri at Al-Mashduqiah Islamic Boarding School has various approaches and schools that can be chosen. Commonly used approaches include direct teaching methods and group discussion methods. The direct teaching method can provide clear guidance and an organized learning structure, but it provides less space for students to be creative and actively participate (De Pinto et al., 2020; Benny et al., 2021). Meanwhile, the group discussion method can improve speaking skills and cooperation between students, but requires good facilitator skills to ensure that every student is actively involved.

Learning Evaluation of speaking skills in the Intensive Language Program for new students at Al-Mashduqiah Islamic Boarding School has its own uniqueness and characteristics. One of the uniqueness of this program is that it focuses on developing speaking skills in a particular language, which are Arabic and English used in the boarding school environment. Thus, learning speaking skills in the Intensive Language Program at Al-Mashduqiah Islamic Boarding School can provide new santri with the opportunity to improve their speaking skills in a context that is relevant to daily life at the boarding school. In addition, the characteristics of this program also include intensive time allocated for speaking training, both through classroom activities and extracurricular activities.

Learning speaking skills in the Intensive Language Program for new students at Al-Mashduqiah Islamic Boarding School also has several challenges and obstacles that need to be evaluated. The level of diversity in the background of new santri can affect the level of difficulty in understanding and using the language taught. In addition, external factors such as the learning environment and support from families can also affect the results of evaluating the learning of speaking skills in this program.

In order to improve the Learning Evaluation of speaking skills in the Intensive Language Program for new students at Al-Mashduqiah Islamic Boarding School, it is important to involve all relevant parties, including teachers, students, and the boarding school management. Good collaboration and communication between all parties can help in identifying the strengths and weaknesses of learning, as well as formulating effective improvement programs.

Based on previous research written Hanson et al (2020) entitled "Evaluation of the Arabic Intensive Program in accelerated classes at Islamic Boarding Schools" and research written by Amoah & Yeboah (2021) on "Training Arabic Speaking Skills (Maharah Kalam) Through the Yaumul 'Arabiyah Program for teachers and employees at Pondok Pesantren Adzkiya Tanjungpinang. there are some similarities and differences with the research being conducted. All of these studies focus on the development of Arabic language skills, both through intensive programs and learning

evaluation, using an evaluation approach. However, there are differences in the context and target participants of the program, where this study focuses on an intensive Arabic language program for new students in Islamic boarding schools, while other studies focus on training for teachers/employees of Islamic boarding schools or evaluating Arabic language learning in general.

The purpose of this study on the Evaluation of learning speaking skills in the language intensive program is important to identify the extent to which this program can improve the speaking competence of new santri. In addition, this article aims to analyze the supporting and inhibiting factors that affect the success of the program, so that it can be used as input for the improvement and development of language intensive programs in the future. This research was conducted at Al-Mashduqiah Islamic Boarding School, which is one of the modern Islamic educational institutions in Probolinggo. This boarding school has implemented an intensive language program for two years and continues to improve the quality of its learning. Therefore, an in-depth evaluation of this program is expected to make a valuable contribution to the development of language learning in the boarding school environment.

RESEARCH METHOD

This research applies a descriptive qualitative approach. Qualitative research methods are used to explain, understand, and describe phenomena holistically in their natural context. Meanwhile, qualitative research is often referred to as descriptive research because its main focus is to describe and describe the phenomenon under study in detail. In the context of qualitative research, the main data is obtained from humans and the results of the research are in the form of words or statements that reflect the actual or natural situation.

In this study, researchers used three different data collection techniques. First, they used the observation method to complement and test the interview results provided by the informants. Observation is used because interviews may not cover the full extent or be able to describe all the situations that exist. Secondly, researchers used the interview method, which is a form of conversation with a specific purpose between the interviewer and the respondent. The interviewer asks questions, while the respondent provides answers. Third, the researcher also used the documentation method. In this method, research data is collected through analyzing documents relevant to the research objectives. The documentation method is easier because if an error occurs in the data source, the data is still there and has not changed. In the documentation method, what is observed is not a living object, but a non-living object (Al-Ahdal, 2020).

In this research, the data obtained is in the form of descriptive, words, actions, and documentation and others. Then the data sources come from human and non-human sources. Sources of human-derived data in this study are, first, the head of the language development section called the LDC (Language Development Council), because he knows extensively about the state of new students in learning speaking skills in the Language Intensive Program. Second, Al-Mashduqiah boarding school teachers, because teachers have an important role in developing and educating the

character of new students, especially about Arabic Language Learning, especially in Learning speaking skills in the Language Intensive Program. Third, santri, because they are expected to develop speaking skills learning in the Language Intensive Program. These three people who are informants in this study are those who will provide information about the evaluation of learning speaking skills in the Language Intensive Program. Meanwhile, non-human data sources in this study come from documentation related to the data obtained from the previous sources. This non-human data source is in the form of documents of linguistic activities and speaking skill learning in the Language Intensive Program.

Based on Miles & Huberman (1992), data analysis in this study consists of three stages that are carried out simultaneously, namely data reduction, data presentation, conclusion drawing, and verification (Chen et al., 2020; H. Li et al., 2020). The data analysis process of this research uses an interactive data analysis model, which consists of three main flows. Data obtained from principals, teachers, and new students of Pondok Pesantren Al-Mashduqiah Kraksaan Probolinggo will be analyzed in depth, focusing on word analysis.

RESULT AND DISCUSSION

Result

Intensive Program to Improve New Students' Speaking Skills

The Intensive Language Program at Al-Mashduqiah Islamic Boarding School aims to enhance the speaking skills of new students in Arabic and English. Evaluation was conducted through live speaking tests and observations in real-life conversational situations. Test results showed significant improvements in students' vocabulary, grammar, and fluency after participating in the program. The learning method employed involved paired conversations, self-introductions, and role-playing, with an emphasis on active student participation. This evaluation aimed to measure the program's effectiveness in improving speaking skills and to provide an overview of students' progress over the six-month learning period.

To illustrate the evaluation results of students' speaking skills, data from the speaking tests before and after the program are presented in tabular form. This table shows the percentage of improvement in vocabulary, grammar, and fluency among students. For example, 80% of students showed significant improvements in their use of a more varied vocabulary, while 70% of students reported improvements in their fluency in everyday conversation.

Table 1.
Speaking Skill Improvement

Aspect	Pre-Program (%)	Post-Program (%)
Vocabulary Mastery	55%	85%
Grammar Mastery	50%	78%
Speaking Fluency	60%	82%

The first finding indicates that the Intensive Language Program had a positive

impact on improving students' speaking skills. Most students experienced significant improvements in vocabulary, grammar, and fluency after participating in the program. Through structured instruction, students developed their speaking skills more effectively, which forms the basis for their communication in Arabic and English within the Islamic boarding school environment. This improvement was also evident in speaking tests and real-life conversational situations conducted during the program.

The interpretation of these findings suggests that the intensive program implemented at Al-Mashduqiah Islamic Boarding School was highly effective in improving students' speaking skills. The improvements in vocabulary and fluency indicated that the methods used, such as paired conversations and role-playing, provided students with opportunities for intensive practice in relevant contexts. This success also reflects the importance of an approach that focuses on active student participation in learning, providing them with practical experience in using language in everyday situations.

Interactive Learning Methods in Improving Speaking Skills

The interactive learning methods implemented in the Intensive Language Program have proven highly effective in improving students' speaking skills. Methods such as pair conversations, role-playing, and class presentations allow students to practice speaking in more realistic and challenging situations. These activities not only improve students' speaking skills but also strengthen their confidence in communicating. Interviews with the head of language development revealed that these methods help students become more engaged in learning and accelerate their mastery of speaking skills.

Data regarding student engagement in interactive learning activities can be visualized in the form of a graph depicting the frequency of student engagement in pair conversations, role-playing, and presentations. The graph shows that 85% of students actively participated in pair conversations, 75% participated in role-playing, and 60% participated in class presentations.

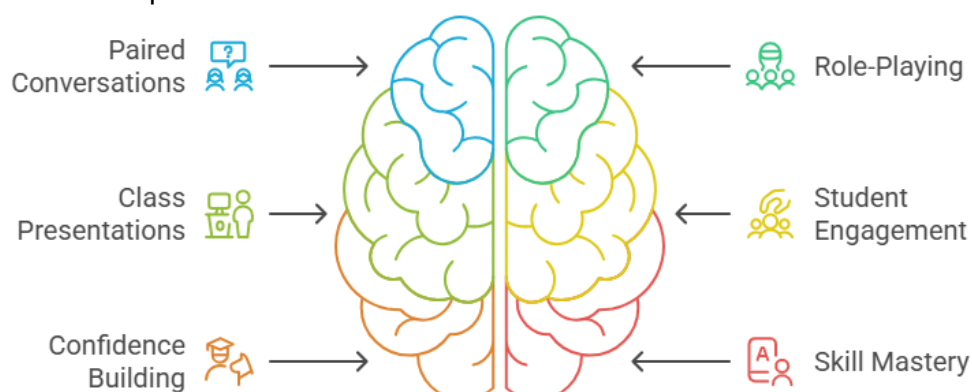


Figure 1. Enhancing Speaking Skills Through Interaction

This second finding highlights the importance of interactive learning methods in improving students' speaking skills. Paired conversations, role-playing, and presentations provide students with opportunities to practice speaking in real-life situations, thereby significantly supporting their development of speaking skills. Active

participation in these activities enables students to practice their communication skills more effectively and comprehensively, thereby boosting their confidence in speaking a foreign language.

The interpretation of these results suggests that the interactive learning methods implemented in this program not only help students master speaking skills but also accelerate their development through engaging and relevant learning experiences. Through paired conversations, role-playing, and presentations, students can practice in realistic situations, making it easier for them to adapt and master the speaking skills necessary for everyday life. Furthermore, active involvement in these activities also contributes to increased student motivation and confidence in their communication skills.

Determining Factors for Program Success

The success of an Intensive Language Program depends not only on the learning method but also on the management and selection of materials that are appropriate to the students' needs. Selecting relevant materials and adjusting the level of difficulty to the students' abilities helps ensure effective learning. Interviews with LDC administrators revealed that materials tailored to students' ability levels allow them to learn gradually and without feeling overwhelmed. The materials used include everyday conversation, self-introduction, and vocabulary and grammar mastery that support speaking skills.

The results of interviews and observations regarding the selection of learning materials can be illustrated in the form of a bar chart showing the distribution of the materials taught: everyday conversation, self-introduction, and vocabulary/grammar. The distribution of learning materials is as follows:

- Everyday Conversation (65%)
- Self-Introduction (20%)
- Vocabulary and Grammar (15%)

Below is a diagram to illustrate these proportions:

Table 2.
Learning Material Distribution Table

Learning Material	Percentage(%)
Everyday Conversation	65%
Self-Introduction	20%
Vocabulary/Grammar	15%

This third finding reveals that selecting materials appropriate to students' needs and abilities is crucial to the program's success. By adapting the material taught to the ability level of new students, the program enables them to learn effectively and avoids frustration caused by material that is too difficult. Most of the material taught focuses on everyday conversation, which is a skill that students can immediately apply in their lives at the Islamic boarding school.

The interpretation of this finding suggests that effective material management and selection are essential to the program's success. Material relevant to everyday life, such as social conversation and self-introduction, provides students with the opportunity to directly apply their speaking skills in real-life situations. This allows them to feel more confident and prepared for communication in academic and social contexts at the Islamic boarding school. Therefore, selecting appropriate materials is a key factor in the success of this Intensive Language Program.

DISCUSSION

Intensive Program for Improving New Students' Speaking Skills

The implications of these findings suggest that the Intensive Language Program at Al-Mashduqiah Islamic Boarding School can serve as an effective model for enhancing the speaking skills of new students. With results showing significant improvement, this program can serve as a reference for other educational institutions seeking to develop students' speaking skills, particularly in foreign languages (Palmas et al., 2021; Rivera Mindt et al., 2021; Tsai, 2023). This improvement in speaking skills not only impacts students' communication skills but can also positively impact their self-confidence. Therefore, developing similar programs at other educational institutions can further enhance students' communication skills, strengthen foreign language learning, and prepare students for real-life communication situations in various contexts.

The significant improvement in speaking skills is directly related to the learning methods used, namely pair conversations, self-introductions, and role-playing. These interactive methods encourage students to be more actively involved in learning and practice speaking in more realistic contexts (Buac & Kaushanskaya, 2020; Yuan et al., 2023; Zou, Lyu, et al., 2023). The correlation between interactive methods and improved speaking skills indicates that learning that actively engages students and provides them with opportunities for hands-on practice is more effective than passive learning that does not involve real-life practice. Activities that require students to speak directly improve fluency and language acquisition, while also reducing communication anxiety (W. Li et al., 2020; Du & Qian, 2022; Yang et al., 2024).

The Involvement of Interactive Learning Methods in Improving Speaking Skills

The implication of these findings is the importance of implementing interactive learning methods in improving students' speaking skills. Learning that directly engages students, such as pair conversations and role-playing, not only improves their speaking skills but also strengthens their confidence in communicating (Zhao et al., 2021; Luo & Yang, 2022). By engaging students in real-life communication situations, these programs provide them with practical experience that can be applied in everyday life. Therefore, other educational institutions can adopt similar approaches to enhance students' speaking skills, which in turn will facilitate better language acquisition in more functional and practical contexts (Amini et al., 2021).

The correlation between interactive learning methods and improved speaking skills is evident from observations and interviews. The pair-based conversation method, role-playing, and presentations in front of the class create situations where students

practice speaking directly, strengthening their skills. This participatory learning provides students with the opportunity to refine their speaking skills in a more realistic context (Duo-Terron et al., 2022; Kirkpatrick et al., 2024). It also demonstrates that practice-based learning has a highly influential role in foreign language acquisition. This method accelerates the learning process because students not only listen to theory but also directly implement what they learn in real-life situations.

Determining Factors for Program Success: Management and Selection of Learning Materials

These findings imply that appropriate material management in Intensive Language Programs is crucial to ensuring effective learning. Focusing on everyday conversation and adapting materials to students' needs allows them to practice speaking in directly applicable contexts. Therefore, other educational institutions should pay attention to the appropriate selection and management of materials to make language learning more relevant to students' needs (Baraldi et al., 2020; Nguyen, 2020; Rust et al., 2020). By ensuring that the material taught is appropriate to students' ability levels, intensive language programs can be more effective and help students master speaking skills more quickly and effectively (Imsa-Ard, 2020).

The selection of appropriate materials and their effective management are directly related to the success of this program. Everyday conversation material is prioritized because it is directly relevant to students' lives, especially in the context of Islamic boarding schools (pesantren) that prioritize communication in a foreign language (Hidayah et al., 2024; Putri et al., 2024; Qushwa, 2024). This correlation shows that teaching based on real-life situations and everyday communication needs is more effective in improving students' speaking skills. With materials tailored to students' ability levels, they can follow the learning more easily without feeling overwhelmed, thereby increasing the overall effectiveness of the program. Proper management of materials enables students to receive learning that meets their needs, ultimately improving their learning outcomes (Onia, 2024).

CONCLUSION

The intensive language program at Al-Mashduqiah boarding school has several teaching approaches, such as direct teaching methods, conversational exercises and group discussions, each of which has advantages and disadvantages. The unique characteristics of this program are the focus on developing speaking skills in Arabic and English used in the boarding school environment, as well as the intensive time allocation for speaking training. Evaluation of the learning of speaking skills in the intensive language program at Al-Mashduqiah Islamic boarding school is very important to provide an overview of the progress of new santri in achieving program objectives and identifying areas that need improvement.

Evaluation can be done through direct tests/assessment of the students' speaking skills as well as observation in real situations. Evaluation data can be used to evaluate the effectiveness of learning and make necessary changes. To improve learning evaluation, there needs to be good collaboration and communication between teachers, students, and the boarding school management. There are several challenges

and obstacles in this program, such as the diverse backgrounds of new students and external factors that can affect learning evaluation results.

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The evaluation results highlight the importance of continuous assessment, feedback, and learner-centered approaches to address individual speaking challenges. Furthermore, the study reveals that an intensive program can accelerate students' speaking proficiency when supported by qualified instructors, adequate learning resources, and an immersive language environment. This knowledge contributes to understanding best practices in language pedagogy, especially in bridging the gap between theoretical language learning and practical oral communication competence for new learners.

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