DEVELOPMENT OF A POCKET BOOK (ARABIC-ENGLISH-INDONESIAN) TO IMPROVE SPEAKING SKILLS AT MADRASAH ALIYAH BAHRUL ULUM MALANG

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ABSTRACT

This pocket book (Arabic-English-Indonesian) was developed for students of Madrasah Aliyah class X. The development of this book was carried out as a solution, because there are still few textbooks that focus on *maharah kalam* that are applicable and can be directly applied in everyday life. In addition, some of the exercises in the textbook do not match the skills learned. The large and colorless book size makes students feel bored and bored while studying. The objectives of this research are (1) to develop a pocket book (Arabic-English-Indonesian) to improve speaking skills. (2) To find out the effectiveness of the books that have been developed and applied to class X Madrasah Aliyah Bahrul Ulum Malang students. This research uses Borg and Gall Research and Development (R&D) research which has been modified from ten steps into six main steps, namely, (1) Needs analysis, (2) Planning, (3) Product development, (4) Validation of material experts. and media, (5) Revision, (6) Field trial, and produce the final product. (1) This book consists of six main materials with the development of themes related to daily activities and is equipped with pictures of conversations that are adapted to the themes being studied, and there is a quick response code (QR-Code) which contains videos of interesting conversational practices. The design of this book is made in color and not too big, so students can easily carry it and can use it. Wherever and whenever. Instruments of data collection were obtained through interviews with Arabic teachers, field observations conducted by researchers, and questionnaires given to students. As a research sample, the researcher tested the validity of the book to the tenth grade students of Madrasah Aliyah Bahrul Ulum Malang. (2) Based on the average assessment results from the material validation test with the presentation of the material validation results 92%, while for media validation 73% and learning practitioners 92%. The results of the assessment show that this book is valid for learning maharah kalam for class X Madrasah Aliyah.

Keywords: Development, Pocket Book (Arabic-English-Indonesian), Speaking Proficiency

1) INTRODUCTION

The Arabic language has four skills that students must assimilate, also known as English Language Skills (ELA) and is meant to study and improve language skills. Language skills instruction typically consists of a combination of reading, writing, and speaking (Sorkatti and Haruon, 2018). Speaking skill is a basic skill for understanding language skills and knowledge about language, as it is an important language skill in learning a foreign language, especially the Arabic language. Speech skill is the most important language arts. This is because people use speech more than they use reading and writing (Zaid, 2014).

As for what we know, that speaking skills in learning Arabic receive less attention from teachers. teachers use student books that only focus on reading and writing skills (Dajani, Mubaideen and Omari, 2014). In addition, there is a lack of supporting books specifically related to speaking skills. so that the ability of students in terms of speaking is less honed. Now, the textbooks used in teaching Arabic have a relatively large size, and most of these books do not use pictures and are not coloured. So its appearance is less attractive. Some of the materials and related conversation texts are too long and do not fit with the topic of discussion and these things cause a decrease in the learner's interest in learning, especially in mastering speaking skill (Saputra, 2019). Therefore, students feel difficulty in using the Arabic language textbook, and they find it difficult to develop their skills due to boring teaching, non-innovation and creativity(Fitrianingsih, 2018).

Based on the above, the researcher wants to develop an educational book for teaching speaking skill an Arabic-English-Indonesian pocket book to improve speaking skill (Subu *et al.*, 2018). With this book, the researcher hopes that the students will be able to understand the Arabic language with a deep understanding and they feel easily when they learn Arabic, especially for speaking skill. The Arabic-English-Indonesian pocket book contains the appropriate materials for students' needs, where students not only learn Arabic, but can also learn English at the same time.The conversation texts (dialogue) in this book are arranged according to the educational material and can be applied in daily life.

Bahr Al Uloom Islamic High School of Malang is one of the schools under the umbrella of the Religious Ministry. This school is the school of the Islamic Institute Organization. According to an interview with an Arabic language teacher and the researcher noted in the field, the researcher found the problem in the process of learning Arabic in the Islamic school Bahr Al Uloom, which is the teacher's lack of interest in teaching speaking skill and the students do not get good means and resources when learning speaking skills and the training is few in the educational book used The exercise in the textbook used is less effective for students. Therefore, this school needs to develop the speech skill textbook to measure students' language proficiency.

After looking at the background of the research, the researcher agreed on the research questions as follows: (1) How to develop the Arabic-English-Indonesian-Indonesian pocket book to upgrade speaking skill at Bahr Al-Ulum Islamic Secondary School - Malang, (2) What is the validity of the product of the Arabic pocket book - English-Indonesian-Indonesian to improve speaking skill at Bahr Al-Ulum Islamic Secondary School-Malang.

2) METHODS

This research uses a research and development model that aims to develop the product and verify the product that has been developed. The research model used by Brugg and Gall (1983) is ten steps, (1) needs analysis, (2) design, (3) project preparation, (4) first field experiment, (5) first correction, (6) second field experiment, (7) the second correction, (8) the operational field experiment, (9) the last correction, (10) the publication and implementation (Sugiyono, 2009). The researcher used the development steps of Burg and Gall, but by acting in view of the research 6 steps, which are as follows: (1) needs analysis, (2) product design, (3) development process, (4) expert investigation, (5) product correction and (6) Field experience.
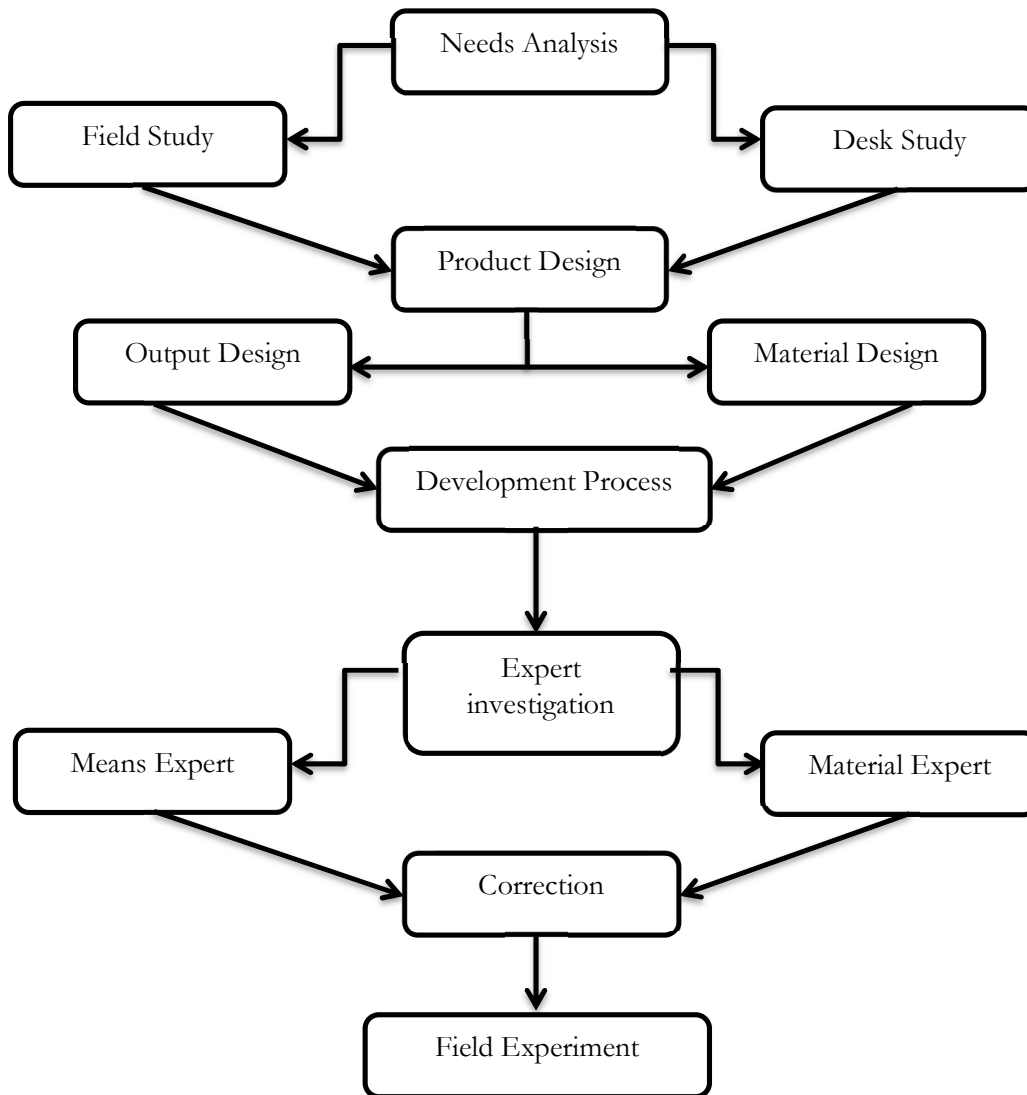
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                          │  Needs Analysis │
                          └─────────────────┘
        ┌──────────────┐                      ┌──────────────┐
        │ Field Study  │                      │  Desk Study  │
        └──────────────┘                      └──────────────┘
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                          │ Product Design  │
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        ┌──────────────┐                      ┌──────────────┐
        │ Output Design│                      │Material Design│
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                          │   Correction    │
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                          │Field Experiment │
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Figure 1. Development steps when Borg and Gal briefly

Data and its sources

In this research, it is divided into two parts: quantitative data and qualitative data. The following are the data obtained from the sources in this study:

Quantitative Data

1. The result obtained by the experts on the investigation paper of the developed book, about the validity of the language used and its content from the materials expert, and about the validity of the product developed by the teaching aids expert.

2. The result of the questionnaire by students at Bahr Al Uloom Islamic Secondary School about the book developed.

Qualitative Data

The qualitative data of this research consists of (1) the comments and suggestions from experts written in the investigation paper, (2) the interview guide with teachers, and (3) the results of observations about problems in teaching Arabic, especially in speaking skill.

In this section, tell the readers what did you find. It presents your findings. Typically, the Results section contains only the findings, not any explanation of or commentary on the findings (it is also usually written in the past tense. Make sure all tables and figures are labelled and numbered separately. See example below.

3) DICUSSION

The students need the special book to teach speaking skill. Pocket book (Arabic-English-Indonesian) helps students when learning. Rahma (2020) also emphasized that the assistant book has an important role in the teaching and learning process. By means of a pocket book (Arabic-English-Indonesian) that helps teachers achieve educational goals, especially in speaking skill. Speech skill is the most important main component in teaching Arabic and in pronunciation of the language is an essential part of learning a foreign language (Mustofa, 2019).

The researcher developed this book with a purpose in achieving the goals of education, i.e. developing the ability to communicate in Arabic orally and in writing, and it includes four language skills: listening, speaking, reading and writing (Zaid, 2014), especially for students at Bahr Al Uloom Islamic High School - Malang. And the researcher's work by analyzing the needs, the researcher designed the forms of the book in terms of the cover and the studied materials. After the design process, the researcher started developing the book based on the needs analysis and design of the book before. The next step is to bring the book to the experts, and the researcher obtained three statements from the experts(Sulistyani, 2012).

After completing the development, the researcher presented the result of her development to the two qualified experts, who are the content expert and the media expert. The researcher chose Dr. Muhammad Waheb Daryadi to be an expert on the material that is included in the product because he is meticulous in inspecting materials and he produces many articles on teaching Arabic. And his biography of it in the appendices. The researcher, Dr. Muhammad Ahsan, chose to be an expert in media because he is an expert in educational aids, especially in electronic media. He has produced many innovative educational means and circulated them in the workshop and scientific symposium and many articles on teaching Arabic in the Department of Arabic Literature at the State University of Malang. His biography is written in the appendices. Both are teachers of Arabic at the Department of Arabic Literature at State University of Malang.

Result from Material Expert

The results of the development were presented to the educational materials expert by submitting questionnaires to find out the validity of the language and writing from what was in the book. The result is done from the process of investigating the material expert. There are eight points on the result of 4 and the twelfth on the result of 5, and their details are written in the appendices.

The first data was from the materials expert, and the development results were presented to the educational materials expert by submitting questionnaires to find out the validity of the language and writing from what was in the book (Madkour, 2019). In the material validation tool, there are five points, namely: 1) the relevance of the materials to the teaching objectives and indicators, 2) the accuracy of the content, 3) the accuracy of coverage, and 4) the evaluation of grammar.
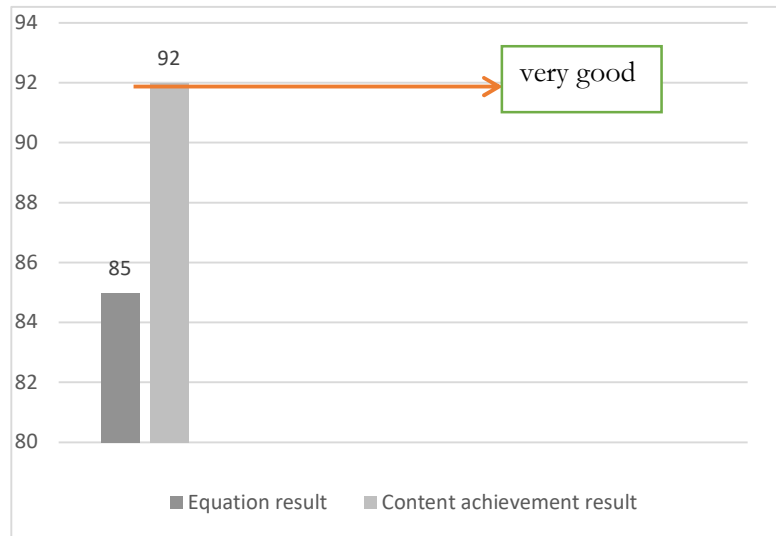
Figure 2. Content achievement result

The final result from the investigation of the material expert is 92% and based on the statement from the result of the code written in the third topic, it indicates that the product is very good, meaning that the materials presented in the product are valid to be applied to the research sample, but the researcher needs to fix some deficiencies according to the input from the expert.

Result from an Expert in Teaching Aids

The researcher presented items of expressions, any questions of the questionnaire about the validity of the book as a teaching tool. In addition to presenting the product to an expert, the researcher has to present the product to the media expert to know the validity of the developed method for use in the educational process. The researcher presented the product of the development, as well as the questionnaires on the validity of the product. In the eleven questionnaires, points and the highest score for each point is five.

The second aspect of achieving the educational means of developed material design consists of ten expressions, which are: 1) the cover design is attractive and clear, 2) the shape and size of the illustration of the content or material corresponds to the proportions of writing, 3) the size and type of characters used are appropriate to the educational level of the students, 4) The presentation of the text structure corresponds to the educational level of the students. As for the graphic aspect related to the developed book, such as book size and characters, paper, typography, font size, color, and illustrations, they are important aspects to consider when developing the book (Nisa, 2021).
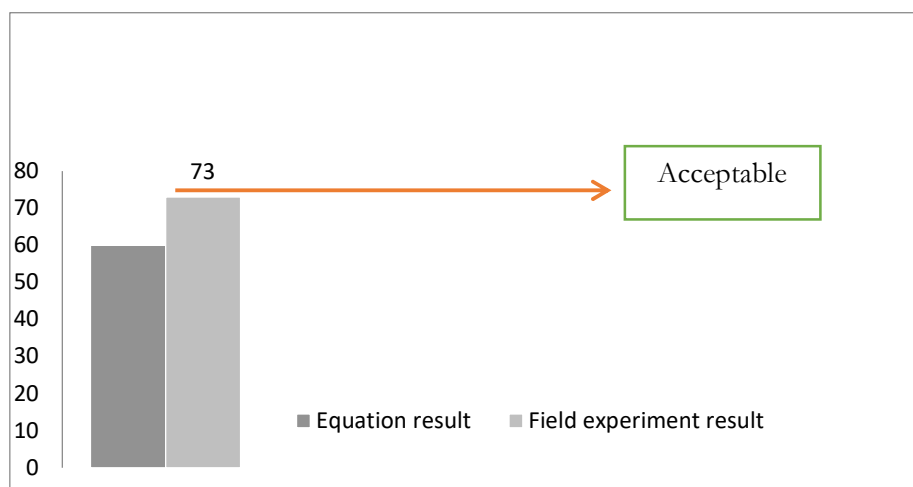
Figure 2. Content achievement result

Relying on the statement from the result of the code written in the third topic, it indicates that the product is acceptable, that is, it needs correction. The result from the material expert's investigation obtained 92% indicated that the product is very good. As for the second data, the researcher obtained from an expert in teaching aids, including comments to correct the wrong words and to increase the specific purposes of each chapter. As a result of the educational liquid expert's investigation, I got 73%, indicating the product is acceptable. And then the third data, which is the last data in the process of applying the developed book, which are the comments from the field expert that he said that the book was designed and applied by the researcher with a very good design and application, but the researcher should increase some appropriate vocabulary with the studied materials. The result from the field education expert's investigation, which got 92%, indicated that the product is very good. Therefore, it is necessary to arrange the researcher developed a pocket book (Arabic - English -Indonesian) to improve the speaking skill of students in the tenth grade at the Islamic High School Bahr Al Uloom Malang.

As for the shortcomings of this book, there are still many themes that are not systematic according to the titles studied. the vocabulary presented is still too little, the video presented is not too communicative. The developer should simplify this book in terms of its use and dialogue.

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