Preparing Arabic Language Teaching Materials Based on Curriculum Components to Train Speaking Skills

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ABSTRACT
The research aims to reveal the procedural stages in compiling Arabic language teaching materials to practice speaking skills by referring to the components of the educational curriculum. This research uses a qualitative approach with inductive descriptive analysis techniques. The results of this research show that there are 7 stages in compiling teaching materials to practice speaking skills divided into curriculum construction. Determine the target users of teaching materials. Determine speaking skills material according to the student's skill level. Review the material that has been determined, and analyze the advantages and disadvantages of the method to be used. Choose one teaching method that suits the teaching material. Review the types of speaking skills that will be evaluated, whether for conversation or to express ideas, then formulate appropriate test questions. Determine the aspects of speaking skills that will be evaluated. Develop a test model that will be used to evaluate speaking skills.

Keywords: Procedural Stages, Arabic Language, Speaking Skills

INTRODUCTION
The latest data from the Ministry of Religion of the Republic of Indonesia since October 2021, shows that the number of MI, both public and private, is 25,816, at MTs level it is 18,346, while MA is 9,131. (EMIS | Dashboard | Pendis Kemenag, n.d.) Meanwhile, in 2020, there were still 25,579 MI institutions, 18,080 MTs, and 8,871 MA institutions. (EMIS | Dashboard | Pendis Kemenag, n.d.) Based on this data, this means that around 237 MI, 266 MTs and 260 MA have just been formed.

The basic thing needed by a new institution is a curriculum that functions as a guideline that guides every daily learning activity to achieve goals. (Pinontoan, 2023, p. 27) This includes the Arabic and English curriculum, where these two languages
are mandatory subjects which are found at all levels of Islamic schools, both public and private.

Generally, the arabic language curriculum such as English and Arabic in newly established Islamic schools will follow the KEMENAG (Ministry of Religion) curriculum. However, arabic language teaching materials from the Ministry of Religion generally do not focus on one particular skill, but rather prioritize thematic titles that contain four language skills at once. This is found at every level, both ibtidaiyyah (basic), (Syafullah & Izzah, 2021, p. 4) mutawassithah (intermediate), (Handayani, 2018) and Aliyah (high), (Garancang et al., 2022, p. 5)

Most of these Islamic schools require teaching materials that hone certain skills such as speaking skills as the main goal of their teaching. (Ahmadi & Ilmiani, 2020, p. 73) So theoretically of course, this textbook is unsuitable for use, especially for privately managed Islamic schools with different learning objectives.

So it is natural that the teaching materials that function as a means of achieving goals also vary, according to the needs and interests of students at the Islamic school. One of the skills that students are quite interested in is speaking skills, one of the reasons is because students have a great interest in communicating with native speakers of arabic languages. (Sa’diyah & Abdurahman, 2021, p. 11)

Moreover, speaking skills have their urgency, as stated by a language expert, Muhammad Kamil an-Naqah, who said:

"Speaking is one of the basic skills in teaching arabic languages. It is considered the most important goal in studying a arabic language by linguists, because speaking is a broad practical aspect of language learning." (الناقة, 1985, p. 143)

If we look at these considerations, the need for an appropriate arabic language curriculum for new Islamic schools becomes an obligation, and updating the curriculum becomes inevitable. However, the need for updating the arabic language curriculum is not supported by practical guidelines in preparing teaching materials, especially in training oral communication skills which have quite a strong power in attracting students’ interest in learning arabic languages.

Based on this, this article aims to reveal the steps for preparing arabic language teaching materials to practice speaking skills? Knowing the results of this article will make it easier for each curriculum developer to develop teaching material designs that are by the learning objectives at their respective institutions. Because good teaching materials, as mentioned by experts, are teaching materials that are relevant to the school curriculum itself. (Kosasih, 2020)

Research with a theme similar to this title has existed before. Among his research is an article entitled "Redesign of Teaching Materials to Improve Arabic Speaking Skills for State Madrasah Aliyah Students". This topic was raised because the author considered that the available teaching materials were less relevant to current developments. At the same time, Arabic language teachers only focused on
delivering the material thoroughly without paying attention to the actual results of Arabic language learning activities, so that the learning objectives were still not achieved properly. (Satrio, 2021, pp. 2–3)

This research used a descriptive qualitative approach to reveal the ideal design of teaching materials to improve Arabic language skills. Data was obtained through interviews, observations and discussion groups (FGD) at MAN 1 Tanjungpinang. The data was analyzed using an inductive approach and the results explained that the design of Arabic teaching materials needed to support speaking skills is to contain several vocabulary words that are complemented by the use of these vocabulary words according to the context, the grammar must be applicable, various forms of exercises and sentence patterns must be highlighted. (Satrio, 2021)

The difference between this research and the one that will be studied now is that the previous research aimed to reveal an overview of the design of teaching materials needed to improve speaking skills. In contrast, this research aims to formulate procedural stages in compiling teaching materials to practice speaking skills.

**METHOD**

The approach chosen in this research is a descriptive qualitative approach. Qualitative research means a procedure that uses descriptive data in the form of written or spoken words from people and actors who can be observed. (Fitrah & Luthfiyah, 2017, p. 44) Meanwhile, descriptive research is a research method that attempts to interpret objects according to their conditions. (Sukardi, 2017, p. 119)

Regarding the place of study, it can be said that this study is a library research. Library research is research carried out in libraries by conducting studies of literature, previous research, journals and other sources in the library. (Sarwono, 2006, p. 18)

To collect data, data sources in qualitative research do not use samples or populations, because qualitative research starts from cases in certain social situations and the study results are not applied to the population, but are transferred to similar social situations. (Sugiyono, 2016, p. 216)

The research data source is the subject from which the data was obtained. (Arikunto, 2006, p. 172) In this study, the research subject is scientific literature available in libraries, including books, articles and others. And the instrument for collecting data in qualitative research is the researcher himself. This is as stated by Arikunto who quoted L. Moleong’s view that qualitative research is research on the study of a case, so everything depends on the researcher’s position, thus the researcher is positioned as the main research instrument. (Arikunto, 2006)

The data obtained will later be analyzed inductively. Where inductive analysis is a characteristic of qualitative research. Cresswel states that callitative research
aims to build their patterns, categories and themes from the bottom up, by organizing data into increasingly abstract units of information. This inductive process illustrates how themes and data work iteratively until researchers establish a comprehensive set of themes. (Creswell, 1991, p. 175)

Creswell's statement has a similar meaning to what JW. Best said, that inductive analysis in qualitative design starts from specific data to find relationships between one another, certain categories and dimensions which begins with open exploration of questions. (Best & Kahn, 1995, p. 185)

RESULTS AND DISCUSSION
Teaching materials are one of the four curriculum components, as mentioned by S. Nasution, namely curriculum components. He stated that the components of the curriculum are: (1) learning objectives both generally and specifically, (2) teaching materials that are arranged systematically, (3) learning strategies and each activity, and (4) evaluation. (Fauzan, 2017, p. 58)

Learning Objectives for Speaking Skills
Determining goals in learning activities must pay attention to the learning stages that students will take. Because these teaching materials certainly cannot be separated from the conditions of the students who will later use these teaching materials. Abdulaziz Al-Ushaili said that student learning stages can be divided into three levels: beginner, intermediate, and advanced. Each stage is contained in four language skills, including speaking skills. (العصيلي, 2006, p. 267)

The three stages of language learning mentioned by al-Ushaili can be integrated with national education goals, because if we refer to Permendiknas No. 22 of 2007 states that the educational objectives at the primary and secondary education unit levels are formulated referring to the following general educational objectives:

a. Basic education aims to lay the foundation of intelligence, knowledge, personality, noble character and skills for living independently and pursuing further education.

b. Secondary education aims to improve intelligence, knowledge, personality, noble character, and skills for living independently and pursuing further education.

c. Vocational secondary education aims to improve intelligence, knowledge, personality, noble morals, and skills to live independently and participate in further education according to one’s vocation. The objectives of institutional education are then further elaborated into curricular objectives; namely the
educational goals to be achieved from each subject developed in each school or educational unit. (Hasan Baharun, 2017, pp. 41–42)

So in formulating the objectives for learning speaking skills it can be divided into three stages:

a. Beginner Stage: the aim of learning Arabic at this stage is to lay the foundation of students' knowledge and speaking skills.

b. Intermediate Stage: the aim of learning Arabic at this stage is to improve students' knowledge and speaking skills to participate in the advanced stages.

c. Advanced Stage: the aim of learning Arabic at this stage is to improve students' vocational knowledge and speaking skills, either in preparation for further education or in a professional direction.

Teaching Materials for Speaking Skills

Teaching materials are the second component of the curriculum elements. Material or teaching materials in a curriculum is an arrangement of learning materials to achieve educational goals. When determining the content of a curriculum, several criteria need to be considered, including:

a. The significance or urgency of the material presented in the discipline being studied. For example, if the teaching materials are focused on practicing Arabic speaking skills, how important is it to include material about questioning tools (adawatul istifham)?

b. Validity, namely the truth of the curriculum content according to its scientific discipline. For example, if the teaching material is focused on practicing speaking skills, is it correct if the i’rab kalimah material is included?

c. Social relevance, namely the connection of the curriculum with moral values, social problems and the like so that it can help students become useful members of society. For example, if teaching materials are focused on practicing speaking skills, what conversation themes are presented to students to practice speaking skills useful in their social activities? such as his role as a student, child, friend and other social roles.

d. Utility means that the content of a curriculum is useful for students. For example, if the teaching materials are focused on practicing speaking skills, will the device materials (adawatul istifham) be useful for students’ daily Arabic speaking activities?

e. Learnability, meaning that students’ learning abilities can reach the material contained. For example, is the use of abstract vocabulary included for students at the elementary level?
f. Interest, that the content of a curriculum is attractive so that students study it. For example, will the theme around learning activities attract students to stimulate students to actively talk? (Hamalik, 2007)

In general, speaking skills are divided into two, the first part is conversation and the second part is expressing ideas verbally. At the conversation stage, the learning process is identical to questions and answers between the teacher and students or between students. Meanwhile, in the expression of thought stage, students are trained to express certain themes descriptively, or express an attitude of agreement or rebuttal to the discussed theme. (الخالق, 1976, p. 167)

The book al-Idho’at states that training students’ speaking skills can be achieved through various methods adapted to the student’s stage of learning to speak.

a. First stage: Conversation with limited answers (Hiwarot Mughlaqotul Ijabah)
   This stage is the basic stage in the Arabic speaking practice process, characterized by repetition of examples with several word changes. Example questions:

   ما اسمك؟
   What is your name?

   من أين أنت؟
   Where are you from?

b. Second stage: Conversation with open answers (Hiwarot Maftuhatul Ijabah)
   This stage is an advanced stage by providing thinking and language demands from students in the context of simple dialogue. Example questions:

   ماذا اشترى؟
   What did you buy?

   ما آخر مرة ذهبت إلى السوق؟
   When was the last time you went to the market?

c. Third stage: Expressing ideas in a directed manner (At-Ta’bir Al-Muqoyyad)
   At this stage students take a full role in the thinking process with a little help at the beginning. Example: Show image to describe, show a series of pictures to tell about them

d. Fourth stage: Expressing ideas in depth (At-Ta’bir ‘an Afkar ‘Amiqoh)
   This stage is most suitable for advanced level students, where students present integrated topics depending on their abilities in organizing language and thinking. Example questions:

   كيف ينهض العالم الإسلامي؟
   How does the Islamic world rise? (الفوزان, 2014, pp. 214–215)
At the stage of determining teaching materials here, it can be understood that the determination of teaching materials must not be subjective or follow the tastes of teaching material developers, but must follow the criteria for ideal teaching materials. Each material is placed according to the stages of teaching speaking skills.

a. If the target for using teaching materials is students with basic level abilities, then speaking skills material is more appropriate to focus on conversations with limited answers (*Hiwarot Mughlaqotu Ijabah*).

b. If the target for using teaching materials is students with intermediate level abilities, then speaking skills material is more appropriate to focus on conversations with open answers (*Hiwarot Maftuhatul Ijabah*) and a small part of the material expresses ideas in a directed manner (*At-Ta’bir Al-Muqoyyad*).

c. If the target use of teaching materials is students with advanced level abilities, then speaking skills material is more appropriate to focus on material expressing ideas in a directed manner (*At-Ta’bir Al-Muqoyyad*) and material expressing ideas in depth (*At-Ta’bir ‘an Afkar ‘Amiqoh*)

**Methods for Learning Speaking Skills**

When using teaching materials, of course maximum results will not be obtained if the user of the teaching materials does not master the method used to deliver the material to students. So, apart from requiring teaching material content in accordance with existing criteria, there is also a need for teaching methods and technical matters that must be understood in using these teaching materials.

If the teaching materials will be used publicly, the teaching methods and techniques need to be written down as a guide for other people who use the teaching materials. This makes the teaching material more ideal if there is a guidebook for teachers. This teacher’s book will make it easier for users of teaching materials to apply them optimally. (Syairi, 2013) However, this is not a necessity if the teaching materials are used on a limited basis, so that the users of the teaching materials understand enough the concept of teaching methods that are appropriate to the teaching materials.

Abdurrahman Al-Fauzan stated that at least 5 methods of teaching Arabic speaking skills can be chosen, namely the method and translation method, the direct method, the communicative method, the selective method and finally the aural-oral method.

a. The grammatical and translation method.
It is considered to be the oldest of other language teaching methods, where this method aims to introduce foreign language rules and memorize them, then finish with a translation based on the rules being taught. (الفوزان, 2014)

b. The Direct method
Meanwhile, the direct method’s purpose is to present foreign language material - including Arabic - where the teacher directly uses the foreign language as the language of instruction. Teachers do not need to use students’ language to translate student material. (الفوزان, 2014)

c. The communicative method
The essence of the aim of using this method is to train students to use the foreign language they are learning as a means of communication with one another to realize the objectives of the reason they are learning the language without paying attention to matters related to the language’s rules and regulations. (الفوزان, 2014)

d. The Selective Method
And the selective method, where a teacher who uses this method gives students the freedom to choose the learning method that best suits them and the language skills they want to achieve. (الفوزان, 2014)

e. Aural-Oral Method
And the last one is the aural-oral method, a language teaching approach emphasizing practice and mechanical repetition. This approach focuses on mechanical repetition through verbal exercises, leading to the neglect of creative use of language and cognition. (Sujariati, 2020, p. 4) This method begins with repeated reading by the teacher and listening to it by the students, who then follow the reading repeatedly, so that the language becomes soft to pronounce.

Before determining the teaching method that will be chosen in delivering teaching material, a teacher should analyze the advantages and disadvantages of each method and review the material prepared to see whether it is suitable if delivered using that method or not.

**Learning Evaluation**
In the learning evaluation process, at least two approaches can be used, namely test and non-test evaluation. Both test and non-test evaluation tools have the same goal. In an educational context, the general objectives of this evaluation are:

a. Obtain accurate and objective information about the program (education) process being implemented.

b. Knowing the impact/results achieved

c. As a reference for making decisions for education administrators whether the program in question is continued, improved or terminated.
Meanwhile, specifically for the non-test function, it is to determine affective and psychomotor behaviors that test evaluation tools cannot reach. (Ridho, 2018, p. 14)

In learning Arabic, evaluation tests are divided into two, namely oral tests and written tests. The abilities that can be measured in the oral test are as follows:

a. Ability to express thoughts verbally. Such as expressing simple sentences in conversation material or short lectures
b. The ability to read, pronounce the sounds of letters seen from the nature of the letters and makhraj, length and short, reading style and other things
c. Listening ability, to know the symbols of letter sounds

Meanwhile, the written test means an assessment carried out through questions in writing. This type of test is suitable for collective assessment, but not all students’ language skills, such as reading and speaking, can be reached. Written tests have various models including essay questions, true and false answers, multiple choice questions, complete question tests and short answer tests. (Munir, 2017, pp. 139–140)

Based on this, if speaking skills are a learning objective, then an oral test is the appropriate media to measure learning outcomes for speaking skills. Aspects of speaking that can be an object of evaluation in learning Arabic are:

a. Aspects of correct sound pronunciation
b. Pronunciation of short and long letters
c. Pronunciation of letters with similar sounds
d. Use of voice intonation
e. Expressing ideas and thoughts verbally
f. Sequential arrangement of ideas and ideas
g. Skills in discussing fluently. (محفوظ, 2017, p. 15)

Even though oral tests are more suitable for practicing speaking skills, this does not mean that written tests cannot be used. Because some written test models are still relevant for measuring oral skills, namely essay tests and short answer tests, this can be used to train students’ ability to organize ideas or answers sequentially. Having a written test will make it easier for teachers to convert the written test into a structured oral test.

CONCLUSION

Based on the research findings, compiling Arabic language teaching materials for practicing speaking skills involves three stages aligned with elements from the general education curriculum. The initial stage focuses on formulating objectives and selecting appropriate teaching materials, divided into steps such as determining the target users and selecting materials tailored to their skill levels. For basic level
students, the focus is on conversations with limited answers, while intermediate level materials emphasize open-ended conversations and directed expression of ideas. Advanced level materials concentrate on expressing ideas directly and delving into more profound concepts. The second stage involves determining teaching strategies, emphasizing understanding rather than explicit documentation, including steps to review selected materials and choose suitable teaching methods. The final stage encompasses the selection of evaluation tools, involving a review of speaking skills types, identification of aspects for evaluation, and the development of test models, converting written test questions into oral formats when necessary. These procedural steps, spanning seven stages and organized into four curriculum elements, provide a comprehensive guide for educators and curriculum developers in creating tailored Arabic language teaching materials conducive to effective speaking skill development. Adhering to these stages is anticipated to facilitate the broader education community’s engagement with curriculum development, particularly in Arabic language education.

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