



IMPROVING ARABIC SPEAKING SKILLS THROUGH LANGUAGE ART EXHIBITION

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Abstract

The purpose of this study was to determine the application of the Language Art Exhibition event at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus and the effect of the Language Art Exhibition event on the speaking skills of grade 2. This type of research is quantitative research with a survey method at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus. Researchers want to know the effect of Language Art Exhibition as variable X on Arabic speaking skills as variable Y. Based on the data generated, it can be concluded that this event has an effect on self-improvement and development as well as vocabulary development with its direct application and there is an influence on Language Art Exhibition (X) on Arabic speaking skills (Y) in grade 2 of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

Keywords: Arabic, Speaking Skill, Language Art Exhibition, Gontor

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INTRODUCTION

مقدمة

The Arabic language is seen as the link that binds Muslim societies and strengthens relationships. The link between Islam and the Arabic language is one of the most remarkable phenomena in Islam. (Solimando, 2022) Ten of the world's richest entrepreneurs speak twenty or more languages. This is because they know how important language skills are in building global business relationships. (Amjad Ali et al., 2022) One of the most valuable languages to learn is Arabic. In learning Arabic, one will not only be able to communicate with more people in more places but also be able to understand and appreciate the rich Arab culture. By learning Arabic, one can open the door to developing a civilization. (Abdelhadi, 2022)

Arabic is one of the foreign languages spoken by more than 400 million people in various parts of the world. (Khasawneh & Khasawneh, 2022) As an international language that is considered part of the educational curriculum in educational institutions in Indonesia, (Ritonga et al., 2020) Arabic is the main principle for understanding the teachings of Islam. (Harisca et al., 2023)

Speaking ability is a key skill in mastering a foreign language. (Rachmawati et al., 2020) Speaking ability is also a crucial element of language that must be mastered, (Izza et al., 2021), especially for educational stakeholders in responding to the era of Society 5.0. (Daffa Faqiha Fawwaz Hanjowo et al., 2023) Conveying messages orally, speaking effectively using the right words, correct sentence structure, and the ability to interact well in various situations are some

aspects of good speaking skills. (Hilwa Wafin Nur et al., 2024) Therefore, as one of the three centers of education, schools are tasked with preparing adequate learning to fulfill one of the urgent speaking skills to be mastered by students in facing the times.

This paper is based on the argument that Arabic is the “key” to unlocking the treasures of Islamic literature and other sciences. Because language is a tool, the most effective way to learn and master it is to use it directly and intensively in communication, both in teaching and learning activities and other activities outside the classroom. (Zaid, 2012)

Pondok Modern Darussalam Gontor creates an optimal and supportive language environment as a means to achieve success in second language learning. (Rochmat, Khusaini, et al., 2023) For this reason, Arabic is used as the language of instruction by Pondok Modern Darussalam in the entire process of teaching and learning activities inside and outside the Gontor classroom. (Syamsu, 2018) As stated in the second point of the waqf charter “Pondok Modern Darussalam Gontor must be a source of Islamic religious knowledge, Arabic, and general knowledge but still have the spirit of the cottage.” (Arroisi & Syamsuri, 2020)

Learning media has a very important role in accelerating learners' understanding. (Rochmat et al., 2022) One of the learning media for language activities at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus is the Language Art Exhibition. This activity has been modified and mobilized very effectively so that students are interested in participating in the event. (Setiawan et al., 2023)

In previous literature, efforts to improve Arabic speaking skills were carried out through the use of audiolingual methods, (Maspalah, 2015) Picture Storytelling Learning Methods, (Erlita & Gumiandari, n.d.) Humanistic Learning Theory Approaches, (Nuridin et al., 2024) and also mobile applications (Yahaya et al., 2019) Therefore this paper intends to complete the shortcomings in previous studies and outline the role and influence of the Language Art Exhibition Program in improving the Arabic speaking skills of students grade 2 of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

METHOD

منهج

Approaches and Types of Research

The approach in this study is a quantitative approach with the type of survey research (Queirós et al., 2017) which uses two variables, namely the independent variable (X) and the dependent variable (Y). (Abdullah et al., n.d.) The independent variable (X) in this study is Language Art Exhibition and the dependent variable (Y) is speaking skill. This research was conducted at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

Data and Data Sources

The population in this study amounted to 666 respondents of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus. The sample of this study amounted to 90 respondents of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

Data Collection Techniques

Data collection in this study through four appropriate methods based on a quantitative approach: questionnaires, interviews, documentation, and observation (Mohajan, 2020)

Researchers used questionnaires to obtain data on the effect of Language Art Exhibition on the speaking ability of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus. Interviews were conducted with grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus. Researchers examined documents about the history of Pondok Modern Darussalam Gontor, especially the Girls Campus. Researchers made observations of Language Art Exhibition activities by knowing its application and its impact in improving the speaking skills of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

Data Analysis Methods

After collecting all the data, the data is analyzed systematically following the following steps:

1. Descriptive Statistics is used to analyze data by describing or describing the data collected as it is without the intention of providing general conclusions or generalizations. These statistics are used to describe sample data.

2. Requirement Test Analysis

In the requirements test, some of the data to be examined are tested using:

a. Normality test

The normality test is used to analyze the feasibility of the data. This research is a normal state test used with the help of the SPSS 25.0 statistical program, with the provision that if the result is < 0.10 important, the search data is normally distributed, and if the result is > 0.10 important, the search data is not normally distributed.

b. Linear Test (linearity)

The linear test is used to check the linear relationship between the independent variable and the dependent variable. If the result is greater than 0.10 then the residual values are normally distributed and if the importance value is less than 0.10 the residual values will not be normally distributed.

c. Homogeneity test

The homogeneity test is a test to see if the differences between two or more distributions are the same, and the homogeneity test is carried out to see whether the data in the two variables X and Y are homogeneous or not. In this case, if the importance value is more than 0.10, it can be concluded that the differences between one or more data sets are said to be equal.

3. Research hypothesis testing is used for decision-making based on data analysis, either from controlled experiments or from observations (uncontrolled). In statistics, a result is said to be statistically significant if it is unlikely to be caused by chance factors, within predetermined probability limits. In this step, if the r number is smaller than the r table, H_0 will be accepted and H_a will be rejected, otherwise if the r number is greater than the r table, H_a .

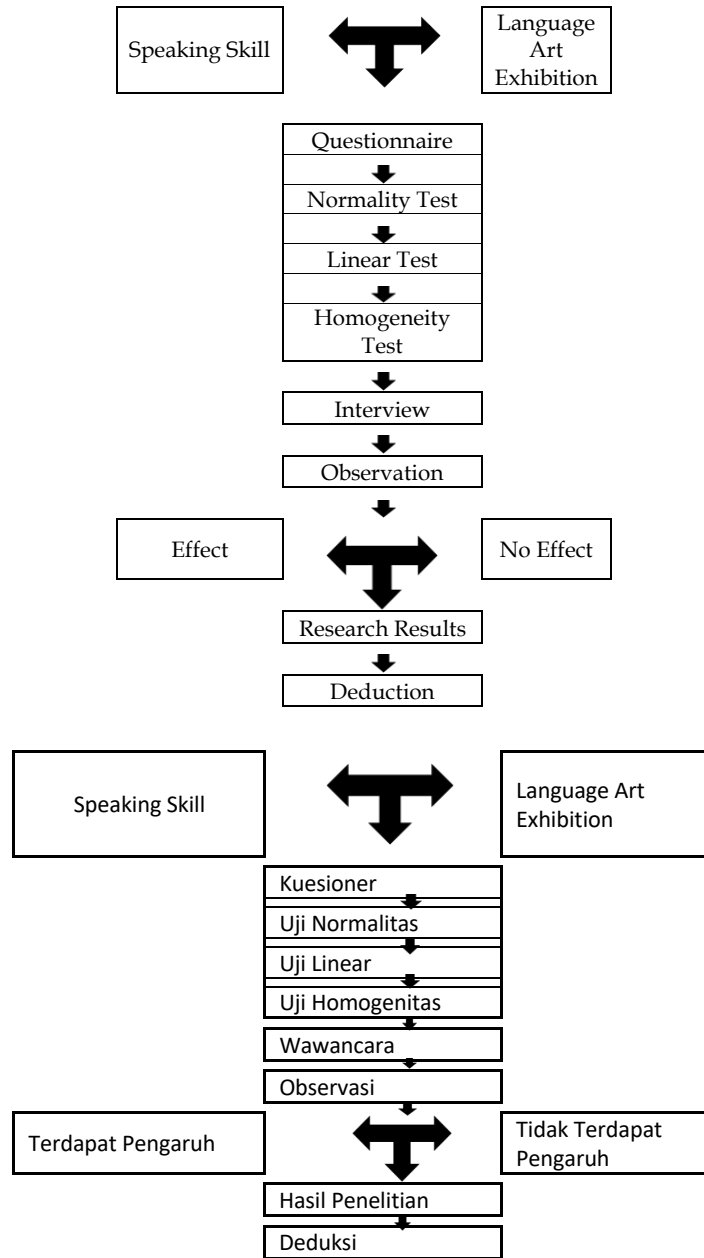
4. A Statistical hypothesis, with the following:

a. H_0 : There is no effect of the Language Art Exhibition on the speech skills of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

b. H_a : There is an effect of language art on the speech skills of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

RESULT | نتائج

In this section, two types of data are attached as a result of this research. The process of Language Art Exhibition activities and data on increasing the speaking ability of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus. The following is the mind mapping of this research:



In Pondok Modern Darussalam Gontor, the tasks and rules of Arabic language discipline are very strict. Because without discipline, Arabic learning will not be able to run effectively and efficiently. However, without a good example, discipline will be difficult to carry out. And, the habit of using Arabic at Modern Islamic Boarding School Darussalam Gontor has become a common sight. The leaders, teachers, and administrators of student organizations and dormitories show good examples in Arabic. (Aminudin & Setyaningsih, 2019)

Pondok Modern Gontor is often highlighted as one of the educational institutions in Indonesia that focuses heavily on teaching foreign languages, especially Arabic and English. In teaching foreign languages, Gontor adopts the Direct Method with certain modifications that suit the situation in the school. (Zaid, 2012)

Grade 2 is a child who has just learned Arabic at the cottage so his language is not good and still lacks motivation (Qasem, 2023) Grade 2 at Pondok Modern Darussalam Gontor, began to be taught Arabic as the language of instruction. This means that all teaching materials containing Arabic are translated and dissected in Arabic as well. Although the explanation is still quite simple. (Syamsu, 2018)

The process of Language Art Exhibition

Language Art Exhibition activities began in 2019 and are routinely held every two weeks with guidance from the Deputy Caregivers and Deputy Directors as well as direct coordination from the Language Advisory Council and Central Language Improvement. It is attractively packaged through events that are not boring, such as; Arabic musical dramas, singing Arabic songs together, broadcasts and Arabic poems.

Students have the right to education according to their interests, talents and education that benefits them. (Rochmat, Yoranita, et al., 2023) Language Art Exhibition is one of the educational activities at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus which is held to train the Arabic and English speaking skills of student, increasing students interest in language, and improving the quality of language vocabulary used by studentswati in their daily lives in the pesantren.

From the results of data collection, the Language Art Exhibition is a means of language teaching to realize the language motto at Pondok Modern Darussalam Gontor, namely language is our crown. This means that everything related to language is one of the keys to improving skills, especially for speaking skills. This knowledge is not seen by those watching but by all participants and the organizing committee.

In addition, this program aims to develop the vocabulary that has been applied immediately to practice speaking correctly to others and teachers with a more polite quality of speech. And also train courage in the hearts of students to always use formal grammar. (Qureshi et al., 2022)

The Impact of Language Art Exhibition on improving the speaking ability of students

Descriptive Test

Descriptive tests conducted by researchers with the following results:

Table 1 Descriptive Analysis Results

	N	Minimum	Maximum	Sum	Mean
LAE	90	13.00	39.00	2663.00	29.5889
KB	90	15.00	37.00	2596.00	28.8444
Valid N (listwise)	90				

Based on the descriptive test conducted by the researcher, the following data were obtained:

- a. The data for variable x can be described as follows, the minimum value is 13, while the maximum value is 39, and the average is 2663.00

- b. Data for variable y can be described as follows, the minimum value is 15, while the maximum value is 37, and the average is 2596.00

In addition, researchers also describe the frequency of Language Arts Exhibition scores as follows:

Table 2 Frequency Value Language Art Exhibition

LAE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	1.1	1.1	1.1
	16.00	2	2.2	2.2	3.3
	23.00	1	1.1	1.1	4.4
	24.00	3	3.3	3.3	7.8
	25.00	4	4.4	4.4	12.2
	26.00	3	3.3	3.3	15.6
	27.00	7	7.8	7.8	23.3
	28.00	6	6.7	6.7	30.0
	29.00	14	15.6	15.6	45.6
	30.00	18	20.0	20.0	65.6
	31.00	5	5.6	5.6	71.1
	32.00	7	7.8	7.8	78.9
	33.00	5	5.6	5.6	84.4
	34.00	4	4.4	4.4	88.9
	35.00	5	5.6	5.6	94.4
	36.00	1	1.1	1.1	95.6
	37.00	2	2.2	2.2	97.8
	38.00	1	1.1	1.1	98.9
	39.00	1	1.1	1.1	100.0
Total		90	100.0	100.0	

From the data, it can be seen that the highest frequencies of Language Art Exhibition scores are 29 and 30 with repetitions 14 and 18 times at 15.6% and 20% while the lowest frequencies in the data are 13,23,36,38 and 39 with 1 repetition and 1.1%.

Then related to the data obtained, the author can describe the frequency of speaking skills as follows:

Table 3 Frequency of Speaking Skill Score

KB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.00	1	1.1	1.1	1.1
	16.00	1	1.1	1.1	2.2
	23.00	2	2.2	2.2	4.4
	24.00	2	2.2	2.2	6.7
	25.00	5	5.6	5.6	12.2
	26.00	2	2.2	2.2	14.4
	27.00	15	16.7	16.7	31.1
	28.00	10	11.1	11.1	42.2
	29.00	13	14.4	14.4	56.7
	30.00	16	17.8	17.8	74.4
	31.00	5	5.6	5.6	80.0
	32.00	8	8.9	8.9	88.9
	33.00	3	3.3	3.3	92.2
	34.00	5	5.6	5.6	97.8
	35.00	1	1.1	1.1	98.9
	37.00	1	1.1	1.1	100.0
	Total		90	100.0	100.0

From the data, it can be seen that the highest frequency levels for speaking ability scores are 27,29 and 30 with 15,13 and 16 repetitions of 16.7%, 14.4% and 17.8% while the lowest repetitions in the data are 15,16 and 35, and 37 with a repetition rate of one time and 1.1%.

Linear Test

To learn more about what the linear relationship is between Language Art Exhibition and Speech Skills or variable X and variable Y, a linear test was conducted with the following data results:

Table 4 Linear Analysis Results

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
KB*LAE	(Combined)	743.063	18	41.281	10.080	.000
	Between Group Linearity	668.881	1	668.881	163.333	.000
	Deviation from Linearity	74.182	17	4.364	1.066	.403
	Within Groups	290.760	71	4.095		
	Total	1033.822	89			

From the table above, the significant value of deviation from linearity is $0.403 > 0.10$ and it can be concluded that there is a linear relationship between variable X and variable Y.

Homogeneity Test

To learn more about the differences between the two variables, the homogeneity test is used to see if there are variables in a homogeneous set or not. From the calculation of the homogeneity test value as follows, the significance value or sig. Greater than 0.10 The variances between two or more sets of data are said to be equal or homogeneous.

Variance Homogeneity Test		Levene Statistic	df1	df2	Sig.
X	Based on Mean	1,561	1	178	,213
	Based on Median	1,437	1	178	,232
	Based on Median and with adjusted df	1,437	1	166,953	,232
	Based on trimmed mean	1,553	1	178	,214

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	668.881	1	668.881	161.291	.000b
	Residual	364.941	88	4.147		
	Total	1033.822	89			

a. Dependent Variable: KB
 b. Predictors: (Constant), LAE

Hypothesis Test

To test the hypothesis, researchers used a simple linear regression test with the following data results:

Based on the results of the table above, it can be understood that the urgency value is $0.00 < 0.10$ and this shows the impact on the language arts exhibition and the speaking ability of students in grade 2 of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus.

Coefficientsa					
Unstandardized Coefficients		Standardized Coefficients		t	Sig.
B	Std. Error	Beta			
9.819	1.513			6.488	.000
.643	.051	.804		12.700	.000

a. Dependent Variable: KB

Based on the calculation tested by linear regression, the regression value between Language Art Exhibition (X) and Speaking Skills (Y) is $y = 9.819 + 0.643x$ so every added value of Language Art Exhibition adds to the value of speaking skills by 0.643 or 64.3%. The data results show that the Language Art Exhibition has a significant impact on speaking skills.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 ^a	.647	.643	2.03643

a. Predictor: (Constant), LAE

b. Dependent Variable: KB

Based on the calculation tested for linear regression, the regression value is obtained. From the table above, it can be seen that the square number R (coefficient of determination) is 0.647 which is equivalent to 6.47%, this shows that the contribution given by the Language Art Exhibition problem-solving is 6.47%.

From this, it can be concluded that the Language Art Exhibition has a very strong influence on the speaking ability of students in grade 2 of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus, to be precise at 6.47%.

DISCUSSION

مناقشة

Analysis of the implementation of a Language Art Exhibition to improve the speech skills

Language Art Exhibition is held to improve skills in learning Arabic, one of which is speaking skills, and this activity is influential in adding and applying new vocabulary, with the side of improving the procedure for speaking in Arabic correctly. And correctly, and also as an activity to train applications to be confident. This following research (Bahruddin et al., n.d.) that students experience a transformation process when they attend activities conducted in Arabic as part of their learning journey. The change that occurs is an improvement. The practice of listening to lecturers speak in Arabic and engaging in discussions with their peers using Arabic fosters confidence and proficiency in using spoken Arabic among students.

Drama performance, singing Arabic songs together, broadcasting, and poetry in Language Art Exhibition at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus have advantages in improving students' speaking skills. It significantly encourages students to communicate orally and express their ideas. According to research conducted by (Antar, 2023) drama provides satisfaction and contributes to the improvement of individual behavior, (Olyvia & Azzah, 2019) singing songs can enrich students' Arabic vocabulary, and (Hengki et al., 2017) broadcasting and similar poetry as learning medium that can train students to have more fluent language.

Language Art Exhibition participated by Grade 2 students can train and foster their courage in speaking their speaking skills and become better at choosing vocabulary so that it can be implemented in life at school or outside school as research conducted by (Saputri, 2021) with the results that education outside school can affect students' mentality in communication.

Analysis of the impact of Language Art Exhibition to improve the speaking skills

After researchers obtained research data in the second grade of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus Mantingan Ngawi, the sample studied was 87, which was rounded up to 90 for female students. The significance value is $0.00 < 0.10$ and this shows the influence between Language Art Exhibition and the speaking skills of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus. The R Square number shows a value of 0, 840 or 80.4% indicating that speaking skills are influenced by Language Art Exhibition by 80.4% and 19.6% is influenced by other variables not mentioned in this study.

H_0 rejects researchers who say 'Language Art Exhibition does not affect on speaking skills'.

H_a accepted by researchers who say 'there is an impact of Language Art Exhibition on speaking skills'

Simultaneously, the Language Art Exhibition has a positive and significant effect on the speaking skills of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus so the hypothesis 'there is an influence of X on Y on grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus is accepted. The results of this study are following research (Mohammed, 2022) which concluded that activities outside the classroom can affect the improvement of students' speaking skills.

CONCLUSSION

خاتمة

Based on the results of the research that has been carried out, it can be concluded that: The implementation of the Language Art Exhibition at Modern Islamic Boarding School Darussalam Gontor for Girls First Campus is an integral part of efforts to train students's ability to speak Arabic and English. The purpose of the Language Art Exhibition is to improve the students' language skills, influence the addition of new vocabulary, and improve the students' speaking skills in good and correct Arabic, especially grade 2, through activities in the form of musical dramas, singing songs, broadcasts and poems in Arabic and English.

Based on the results of the simple linear regression test, the significance value is $0.00 < 0.10$, this shows that there is an influence between Language Art Exhibition and the speaking ability of grade 2 students of Modern Islamic Boarding School Darussalam Gontor for Girls First Campus, the R Square figure of 0.804 or 80.4% indicates that speaking ability is influenced by Language Art Exhibition by 80.4% and 19.6% is influenced by other variables not mentioned in this study.

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