
Implementation of Qurma Learning in Developing Speaking Skills in Fourth Grade Students at Islamic Elementary School (MI) Narrative Qur'an Lamongan

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Abstract. Speaking skill is a very important role in elementary school. Speaking skills are mechanistic, meaning that speaking skills are acquired through a continuous process of practice. The purpose of this research is to describe an implementation of Qur'an learning (Qur'an and meaning) in developing speaking skills in fourth-class students at Elementary school Islamic Narrative Qur'an Lamongan. This research used a qualitative approach with a qualitative descriptive research type. The data collection techniques in this research were interviews, observation, and documentation. This research used data analysis in the form of data reduction, data presentation, and conclusion. The validity of the data was tested using triangulation of sources and techniques. The results of the research indicate the implementation of Qurma learning at Elementary schools Islamic Narrative Qur'an Lamongan includes planning, implementing, and evaluating learning. The growth of speaking skills in students through learning Qurma is marking by choosing words that are easy to understand, placement of appropriate intonation, self-confidence, mastering the topic of the story being told, fluency and accuracy of speech, and courage.

Keywords: *Qurma Learning; Speaking Skills; Story*

Abstrak. Keterampilan berbicara memegang peranan yang sangat penting di sekolah dasar. Keterampilan berbicara bersifat mekanistik, artinya keterampilan berbicara diperoleh melalui proses latihan terus menerus. Tujuan dari penelitian ini yaitu untuk mendeskripsikan implementasi pembelajaran Qurma (qur'an dan makna) dalam menumbuhkan keterampilan berbicara pada siswa kelas IV di MI Narrative Qur'an Lamongan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu wawancara, observasi, dan dokumentasi. Penelitian ini menggunakan analisis data berupa reduksi data, penyajian data, dan penarikan kesimpulan. Pengujian keabsahan data dilakukan dengan cara triangulasi sumber dan teknik. Hasil penelitian yang didapatkan oleh peneliti menunjukkan bahwa pelaksanaan pembelajaran Qurma di MI Narrative Qur'an Lamongan meliputi perencanaan, pelaksanaan, dan evaluasi pembelajaran. Tumbuhnya keterampilan berbicara pada diri siswa melalui pembelajaran Qurma ditandai dengan pemilihan kata yang mudah dipahami, penempatan intonasi yang sesuai, percaya diri, menguasai topik cerita yang disampaikan, kelancaran dan ketepatan ucapan, serta keberanian.

Kata Kunci: *Pembelajaran Qurma, Keterampilan Berbicara, Kisah*

INTRODUCTION

Humans were created by Allah SWT as social beings who need the help of others and cannot be separated from communication activities to meet their needs. Communication activities require language skills that must be possessed. Language is an expression to convey something to other people (Mulyati, 2009). Language skills include listening, reading, speaking, and writing. Of the four skills, speaking skill is the main skill in the communication process. Speaking skills can be interpreted as a person's ability to pronounce articulation sounds or words in expressing and conveying something in the form of ideas, thoughts, or feelings to others verbally (Yanti & Suhartono, 2018). Speaking skills need to be mastered because it will support someone in communicating orally. So, everyone is required to have good speaking skills.

Speaking skills at the elementary school level have decreased. There are some students who have difficulty in expressing information well to others. This proves that, there are still students who are less able to express themselves through speaking activities or it can be said that students' speaking skills are low. Low speaking skills at the elementary school level are characterized by fear, lack of self-confidence, feeling embarrassed, even breaking out into cold sweats. This also happened at MI Narrative Qur'an Lamongan according to the results of an interview with the Qurma 4th grade teacher who said that, during the learning process the student experienced difficulties in speaking skills, whether asked to tell stories, express their opinions, or explain something in front of the class. The students felt insecure, embarrassed, scared, always nervous when in front of their friends, could not control the situation, and even broke into cold sweats.

It should be noted that language skills in high grades, especially in 4th grade, expect students to be able or skilled in speaking. This is consistent with aspects of speaking skills in high grades which are focused on students' abilities in telling stories, making speeches, lecturing, giving responses, and discussions (Zulela, 2012). According to Henry Guntur Tarigan, speaking skills apart from being productive are also mechanistic, meaning that speaking skills are acquired through a continuous training process (Tarigan, 2008). So, the more often students practice, the more skilled they will be in speaking.

MI Narrative Qur'an Lamongan is one of the madrasahs that tries to familiarize its students with practicing speaking skills through telling stories related to the meaning or content of the Qur'an which has been summarized in the story of each sura they are studying. This is done through studying the Qur'an (Qur'an and its meaning). Qurma learning is a noble subject whose existence is very much needed in educational institutions. This is in accordance with the Education Regulation of the Republic of Indonesia Number 28 of 1990 concerning Primary Education Article 14 Paragraph 3 which states that an education unit can add subjects according to environmental conditions and the characteristics of the education unit concerned, without reducing the curriculum that applies nationally and not deviate from the goals of national education. Article 14 Paragraph 4 also states that primary education units can describe and add study material from subjects according to local needs (Arifin, 2014).

In the Qurma learning process, the teacher presents a story according to the sura

that is being studied in an interesting style. Then, each student is given the opportunity to retell the story in their own language in front of their friends. This is expected to be able to train students' speaking skills and in accordance with the vision of Qurma learning itself, which is to produce students who don't just memorize verses of the Qur'an, but are skilled in narration expressed orally or in writing related to the meaning of al-Qur'an or the contents of the Surah globally. The purpose of learning Qurma for students is to be able to understand and narrate or tell the contents of the Qur'an contained in the stories in each sura that are learned orally or in writing.

Learning Qur'an at MI Narrative Qur'an Lamongan is a local content subject. According to E. Mulyasa local content is a set of plans and arrangements regarding the content of learning materials determined by the regions according to the circumstances and needs of each region and the methods used as guidelines for organizing teaching and learning activities (Mulyasa, 2009) . The definition of local content was also stated by Rusman, that local content is an activity that aims to develop potential that is tailored to the characteristics and potential of the area, including regional advantages whose material cannot be grouped into existing subjects. The substance of local content subjects is also determined by the education unit and is not limited to skills subjects (Rusman, 2012) . Given that Qurma learning is a local content subject, the material taught is determined by the madrasa itself, namely focusing on the distribution of surahs in the Koran which will be distributed in each class. In Qurma learning materials in class IV according to this research, it focuses on studying QS. Al-Hajj-QS. Al-Mu'min.

Thus, it can be seen that in Qurma learning there are also some uniqueness which are summarized in the nomenclature of learning activities that are in accordance with the learning approach, namely students will learn about Qurma seeds (narrating in verses), Qurma stems (reading long stories), Qurma fruit (evidence and results), Qurma juice (short essay answers), Qurma leaves (narrative verse discussion), Qurma roots (story in an essay), Qurma fronds (writing memorized recitation).

Judging from the process, learning the Qur'an is closely related to learning the Qur'an in general. Ahmad Lutfi provides terminology for learning the Koran as a process of interaction between students and teachers through teaching and learning activities, as well as fostering students' ability to be able to read, write, memorize, interpret, understand, and practice the contents of the contents of the Koran in daily life (Luthfi, 2012) . Thus, learning the Qur'an which emphasizes students to be able to achieve learning objectives in accordance with the graduation competency standards, is also applied in local content of Qur'an learning for fourth grade students at MI Narrative Qur'an Lamongan.

In the implementation, learning the Qur'an is taught to be able to understand the meaning of the Qur'an. In understanding the meaning of the Qur'an, students are taught to know the asbabun nuzul or the events behind the revelation of the verse being studied. According to Al-Wahidi, understanding the meaning of the Qur'an requires knowledge of the story of the verse or its asbabun nuzul (Muslimah, 2017) . This is also in accordance with the workings of the contextual interpretation method, namely understanding the meaning of the Qur'an by paying attention to its context or the events associated with the revelation of the verse, to whom and for what purpose the verse was revealed

(Hasbiyallah, 2016) . So knowing asbbaun nuzul will make it easier for someone to understand the meaning of the Qur'an. The benefits of studying asbabun nuzul are helping someone to understand the verses of the Qur'an and avoiding misunderstandings, explaining to us who the verse was revealed to, knowing how a law is prescribed (Al-Qattan, 2017) .

With the Qurma learning, it is hoped that it will be able to help students to develop their own speaking skills. It should be noted that speaking skills are not a talent possessed by someone, but a skill that requires continuous practice. Djago Tarigan also believes that besides being productive, speaking skills are also mechanistic, meaning that speaking skills are acquired through a continuous training process. So, the more you practice, the more skilled you will be in speaking. With this practice, it can be done through pronunciation exercises, organizing ideas, using correct and good language, choice of words, and pronunciation (Tarigan, 2008) .

Meanwhile, the purpose of speaking skills is a) influencing, meaning that speaking skills must be mastered by someone to communicate. In these communication activities, one must be able to influence, convince listeners. This can be done if the speaker can know the listener's wishes, interests, and needs, b) convincing, the point is to speak well when the speaker can convince the listener. The listener will believe and understand related to the information conveyed by the speaker, c) move, meaning that a good speaker must be able to move his listeners. Moving here means that a listener can do something according to the information conveyed by the speaker. Therefore, an authoritative speaker is needed to serve as a good example for others. A speaker can move his listeners through his skills in speaking and taking advantage of situations and having broad insights, d) informing, meaning that when a speaker wants to convey something to listeners, it is hoped that listeners can receive new information or knowledge, e) entertaining, meaning is a speaker able to attract the attention of the listeners so that the atmosphere becomes calmer, happy, and not tense.

According to Arsyad, the factors in speaking skills include linguistic factors and non-language factors. The language factor is a) the accuracy of speech. This is indicated by the clarity of vowel or consonant sounds, the absence of mixing of regional pronunciations, clarity in pronunciation, b) placement of intonation. This is indicated by the high and low voice, syllable emphasis, attention to tone or short length of tempo, c) choice of words (diction). This is indicated by the use of words that are easy to understand, the use of words adapted to the listener, the use of words that vary on target, d) the speaker must be precise. This is indicated by the use of standard sentences, the use of sentences that are effective and easy to understand.

While the non-linguistic factors are a) being able to control yourself and be calm. This is shown by not being stiff, calm in nature, not nervous, b) the gaze must be directed to the listener. This is shown by the speaker paying attention to his listeners, avoiding glances at just one point, such as only downwards, upwards, sideways, and so on, c) being open to other people's opinions. This is shown by being willing to accept other people's input, being willing to change his opinion if proven guilty, d) facial expressions or expressions. This is indicated by gestures or gestures, facial expressions, inspiration, e) volume of voice. This is indicated by the sound that can be heard by people around

them, being able to adjust the volume according to the conditions of the place, atmosphere, and also the number of listeners, being able to adjust the volume very well, f) fluency and accuracy. This is indicated by the delivery of information carried out smoothly without halting, paying attention to punctuation correctly, g) mastery of the topic. This is shown by not reading when speaking, understanding the content of the information to be conveyed, conveying information according to the theme of the conversation, the series of information conveyed are interconnected, h) courage. This is shown by being confident in conveying the topic of conversation, not being shy, not nervous, not afraid of being wrong in conveying something (Darmuki, 2019) .

According to Saleh Abbas, the types of speaking skills include dialogue, making announcements, conveying arguments, telling stories, discussions, speeches. In addition, there are several forms of speaking skills that can be given to students in the learning process, namely: a) guided speaking. For example, dialogue and poetry reading, b) semi-guided speaking. For example, story reproduction, chain stories, constructing sentences in conversations or stories, reporting the contents of readings or stories that have been learned orally, c) speaking freely. For example discussions, interviews, role playing (Yaqin, 2009) .

Speaking skills are interconnected with other language skills, namely listening, reading, and writing. Speaking skills are interconnected with other language skills, namely listening, reading, and writing. The development of speaking skills in a person when preceded by listening skills. In addition, the vocabulary used in speaking activities is obtained from reading skills and listening skills. Speaking skills are also related to writing skills, this can be proven by making outlines and scripts which can later help in carrying out speaking activities (Saddhono & Slamet, 2014) .

The application of learning Qurma (Quran and its meaning) can be an effective way of cultivating speaking skills in fourth grade students. In learning Qurma, students will be invited to study the meaning of the verses of the Al-Quran in depth and understand the related context (Andriani et al., 2021) . In the process, students will be trained to speak more fluently and clearly in conveying their understanding of these verses. Apart from that, learning Qurma also teaches the moral and ethical values contained in the verses of the Al-Quran (Shahir & Partono , 2020) . In the process of studying and discussing these values, students will be trained to speak politely and respect the views of others. This ability will be useful for students to communicate properly and effectively in everyday life.

In applying Qurma learning, the teacher can integrate it with speaking activities such as presentations, discussions or group debates. In these activities, students will be given the opportunity to talk and interact with their friends. Thus, students will be more confident and accustomed to speaking in front of many people. Overall, the application of Qurma learning can help fourth grade students to develop their speaking skills better and more effectively. In addition, learning Qurma can also help students to become individuals who have good morals and ethics in communicating with others (Rasikh, 2019) .

The application of learning the Qur'an and meaning (Qurma) in cultivating speaking skills in fourth grade students has a very important urgency in everyday life,

including the following (Fauziah, 2021) .

1. Teaching good and correct language

In learning Qurma, students will be taught to use good and correct language, including speaking. That way, students will get used to using the right words and not wrong in speaking, so they can improve their speaking skills.

2. Enrich Vocabulary

In learning Qurma, students will learn to understand the meaning of each verse and words in the Qur'an. This will help students enrich their vocabulary and understand the meaning of every word they say. With more vocabulary, students can express their ideas better in oral communication.

3. Improving Logical Thinking Skills

In learning Qurma, students will be taught to think logically and systematically in understanding the meaning of the verses of the Qur'an. This will help students understand how to compose the right words and sentences in speaking. Thus, students can develop better and more structured speaking skills.

4. Building Good Character

Qurma learning can also help students build good character, such as honesty, patience, and exemplary. This good character can help students become more confident in speaking and encourage them to speak firmly and clearly.

5. Improving Understanding of Islamic Religion

Qurma learning can also help students understand the Islamic religion better. By understanding the meaning of each verse and words in the Qur'an, students can develop a better understanding of Islam and can practice Islamic teachings in everyday life, including in speaking.

Thus, the application of Qurma Learning in cultivating speaking skills in fourth grade students is important because it not only improves students' speaking skills, but also builds good character and improves their understanding of the Islamic religion.

Applying Qurma learning at MI Narrative Qur'an Lamongan is caused by an initial problem, where students do not yet have the speaking skills in class IV. This is influenced by several factors, such as the lack of learning materials related to the Qurma that are in accordance with the level of understanding of students in grade IV, the lack of student motivation to study the Qurma which is related to reading skills, the lack of practice in the learning process adapted to the Qurma. So, this is what makes students do not have skills in speaking. Therefore, it is necessary to apply Qurma at the fourth grade level as an effort to develop the fourth grade students' speaking skills.

The application of learning Qur'an at MI Narrative Qur'an Lamongan is carried out to develop students' speaking skills, namely by habituation of continuous practice through the Qur'an learning process itself. The application of Qurma learning is carried out with several learning activities namely Qurma seeds (narration in verses), Qurma stems (reading long stories), Qurma fruits (evidence and results), Qurma juice (short essay answers), Qurma leaves (narrative verse discussion), roots Qurma (story in the essay), the fronds of Qurma (writing memorized recitation).

Students in learning Qurma are accustomed to rewriting the contents of the story

related to the sura they are studying. Then, the students one by one narrated the story in front of their friends. This was also confirmed by the coordinator of Qurma that the purpose of learning Qurma is so that students can understand and narrate the contents of the Koran contained in the stories in each sura that are learned orally or in writing. This also underlies the importance of learning Qurma which is expected to be able to help in the process of developing students' speaking skills.

In the study of the originality of this research, it is illustrated in several analysis of studies that have similarities with research and differences with the research studied as follows:

1. The results research from Ivone YK Bulan in 2016 entitled *Improving Speaking Skills Through the Jigsaw Type Cooperative Learning Model for Grade IV Students at SDN 1 Blunyahan*, thesis, Department of Elementary School Education, Faculty of Education, Yogyakarta State University. The conclusion of this study shows that speaking skill can be improved through jigsaw cooperative type. Evidenced by the class average which was initially 64.7 increased to 66.4 in cycle I, and increased again to 76 in cycle II. This research uses a type of classroom action research (Month, 2016)
2. Results research from Atika Rachmawati in 2017 with the title *The Influence Buzz Group Technique on the Speaking Skills of Class V Students in Indonesian Subjects at Madrasah Ibtidaiyah Najahiyah Palembang*, thesis, Department Teacher Education Madrasah Ibtidaiyah, Faculty of Tarbiyah and Teacher Training, Islamic University The Land of Raden Fatah Palembang. The results of this study can be concluded that there is an increase in the speaking skills of class V students through the Buzz Group technique. Evidenced by the increase in the average value of the experimental group, namely 62.8 increased to 79.05. Meanwhile, the average value of the control group was 62.45, increasing to 71.55. Quantitative research methods with experimental research types were used in this study (Rachmawati, 2017)
3. Based on research conducted by Bagus Aji Santoso in 2015 entitled *Improving Speaking Skills in Delivering Responses Through the Talking Stick Model Assisted by Picture Media in Grade III Students at SDN Tugurejo 03 Semarang*. Thesis, Department of Elementary School Education, Faculty of Science Education, Semarang State University. The results of this study are that speaking skills in conveying responses can be increased through the talking stick model assisted by media images. Evidenced by the presence increase in cycle I with a score of 66.67%, cycle II increased to 83%, cycle III increased to 96.67%. This research uses a type of classroom action research (Santoso, 2015)
4. Based on research conducted by Eli Nur Widiati in 2017 entitled *Implementation of Learning to Read the Qur'an in One-Stop Modern MI Al-Azhary Ajibarang, Banyumas Regency*. Thesis, Department of Islamic Religious Education, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Purwokerto. The results of this study are that the application of learning the Koran to fourth grade students goes through the stages of

planning, implementing, and evaluating. At the planning stage, the teacher makes reference targets that have been set as preparatory material. Meanwhile, at the implementation stage, the method used in learning to read the Koran is using the Iqro' method to accelerate students' reading of the Koran with the addition of the sorogan method, the tartil method, and the peer method. At the evaluation stage carried out routinely after learning. This research uses a type of qualitative research (Widiati, 2017)

5. Based on research conducted by Sumiyarsih in 2009 entitled Implementation of Al-Qur'an Learning for Class I Students of Madrasah Ibtidaiyah Negeri Tempel Ngaglik Sleman. Thesis, Department of Teacher Education Madrasah Ibtidaiyah, Faculty of Tarbiyah, UIN Sunan Kalijaga Yogyakarta. The result of this study is that the implementation of reading the Koran at MIN Tempel uses the iqra' method. The materials taught are private iqra' and the Koran, tajwid, memorizing juz 'amma, daily prayers, prayer readings. Meanwhile, the evaluation is carried out with the final stage evaluation system. The type of research used in this study is a type of qualitative research (Sumiyarsih, 2009) .

Based on the latest study of this research, it was found that this study has a different scope of discussion and a different study theme from the 5 previous studies above. So that it has a valid updating value to be used as a research theme. The difference between this research and previous research is that this research relates to the application of learning using the Qurma or Quran and Meaning method which is used as an effort to train students' reading skills. Because reading skills for students are needed, especially in everyday life.

Based on this description, the formulation of the problem in this study is how to implement Qurma learning in developing speaking skills in fourth grade students at MI Narrative Qur'an Lamongan. From the formulation of the problem, the purpose of this study is to describe the implementation of learning Qur'an in developing speaking skills in fourth grade students at MI Narrative Qur'an Lamongan.

METHOD

This research uses a qualitative approach with a qualitative descriptive research type. This research is research by collecting data presented in descriptive form in the form of written or spoken words from the behavior of the people being observed (Anggito & Setiawan, 2018) . The research location in this study is located at MI Narrative Qur'an Lamongan which is located at Jl. Veteran No. 9A, Jetis, Kecamatan Lamongan, Kabupaten Lamongan, East Java which was held on November 17th, 2020. The reason for choosing this location is because the madrasa stands on three pillars, one of which is Qurma which is the uniqueness and superiority of the madrasa. The data sources in this study consisted of primary data sources and secondary data sources. Primary data sources include the Headmaster of MI Narrative Qur'an Lamongan, Deputy Headmaster of Curriculum, Coordinator of Qurma, 4th grade of Qur'an, and two 4th grade students. Secondary data sources are in the form of lesson plans, student test scores, as well as

supporting documents related to research. Data collection techniques used in this study were interviews, observation, and documentation. However, before carrying out the data collection technique the researcher validated the interview instrument and ensured that the questions to be asked to the informant were in accordance with the theme raised, besides that the researcher also made research guidelines in terms of observation, and finally the researcher documented each research result.

In this interview technique, the researcher conducted structured and unstructured interviews with the headmaster of the madrasah, deputy headmaster of curriculum, Qurma coordinator, 4th grade of Qur'an, and several 4th grade students with interview instruments that had been prepared. Meanwhile, the observation technique was carried out by researchers, namely researchers coming directly to MI Narrative Quran Lamongan to observe the process of implementing Qurma learning and observations related to the speaking skills of 4th grade students in learning Qurma. In addition, the documentation technique was carried out by researchers, namely researchers collecting important documentation which included madrasah profiles, photos of Qurma learning activities process and speaking skills, student values, and so on. This study uses data analysis in the form of data reduction, data presentation, and drawing conclusions. Testing the validity of the data is done by means of triangulation of sources and techniques.

RESULTS AND DISCUSSION

The results of this study indicate a number of things related to the answers to the formulation of the problems raised, namely:

1. Implementation of Qurma Learning at MI Narrative Quran Lamongan

Planning in learning Qurma that is, starting with the Qurma teacher having made a lesson plan that will make it easier to carry out the learning process. This is in with PP No. 19 of 2005 Article 20 which states that planning the learning process includes syllabus and learning implementation plans (RPP) which contain at least learning objectives, teaching materials, learning methods, learning resources, and assessment of learning outcomes (Luthfi, 2012) .

In learning Qur'an, students also learn about read verses of the Koran, interpret, memorize, write, understand, and also practice the contents of the Koran in everyday life.

This is in accordance with the SKL for Al-Qur'an Hadith MI that the Graduate Competency Standards (SKL) for Al-Qur'an Hadith subjects at Madrasah Ibtidaiyah include reading, writing, memorizing, interpreting, understanding, and practicing surahs. short in the Qur'an starting from surah al-Fatihah, an-Naas to ad-Dhuha (Ministry of Religion, 2019) .

Meanwhile, the implementation of Qurma learning is carried out by familiarizing and training students to be skilled at narrating or telling stories related to the meaning or content of the contents of the Qur'an that have been summarized in the stories in each sura being studied. This is in line with the objectives of learning Qur'an, namely that students are expected to be able to understand and narrate the meaning or contents of the contents of the Qur'an which are conveyed in their own language either in writing or orally.

This is also reinforced by the vision and mission of learning Qurma. The vision of

Qurma learning is to produce students who do not just memorize verses of the Qur'an, but are skilled in narratives expressed orally or in writing related to the meaning of the Qur'an or the contents of surahs globally. Meanwhile, its mission is to instill the values of the Koran in students. Familiarize students to appear in public. Provide opportunities for students to be able to narrate. Carry out a fun and not boring learning process. So that with the Qurma learning it is hoped that it will be able to help develop speaking skills in students through storytelling activities related to the meaning or content of the contents of the Qur'an.

In implementing Qurma learning, the Qurma teacher also uses the storytelling method to convey the story contained in the Qurma stem (reading long stories). After telling the story, the students were assigned to rewrite the story using their own language with the aim that students could easily understand the meaning or content of the contents of the surah they were studying and made it easier for students to tell the story in front of their friends. According to Kundharu Saddhono and Slamet in their book entitled *Indonesian Language Skills*, it is revealed that speaking skills are interconnected with other skills, namely listening skills, reading skills, and also writing skills. From this opinion it can be concluded that, students' writing skills in making stories in their own language are very helpful in developing their speaking skills. With these writing skills, students will know what to tell about the stories they have made in front of friends or other people. This process will also help in developing speaking skills in him.

In addition, the evaluation used in Qurma learning is using written and oral tests, and is carried out during the learning process or during Mid-Test and Past Test. This is in accordance with the theory expressed by Ridwan Abdullah in his book entitled *Scientific Learning for Implementation of the 2013 Curriculum*, that one of the components in learning is evaluation. Formative evaluation is an evaluation carried out by the teacher at the end of each lesson with the aim of knowing students' understanding of the material that has been taught. In addition, it is used as material for further evaluation. While the summative evaluation, namely the evaluation carried out at the end of the semester, aims to determine the achievement of students' abilities and learning outcomes in accordance with what has been determined. This evaluation can be in the form of PAS, exams every quarter (Sani, 2014).

2. The Growth of Self-Speaking Skills in Students Through Learning Qurma

Practicing students' speaking skills can be done through activities that allow students to always interact with their peers, teachers, and people around them. Teachers can prepare for this by making the teaching and learning process fun. In this case, the Qurma teacher assigned the students to tell a story in front of their friends. And the results show that students are able to interact better with their peers, are better able to express their opinions to their teachers and those around them. Some of the learning strategies that have been carried out by the Qurma teacher include carrying out role playing activities, playing in groups and telling stories in front of their friends. This is very consistent with Sri Hastuti's theory in her book entitled *Indonesian Language Education* that several activities can be carried out to help speaking skills, namely role playing, storytelling, and group play (Srihastuti, 2014).

From the explanation above, it can be concluded that the existence of learning Qurma at MI Narrative Qur'an Lamongan is very effective and helps students to train themselves in speaking skills, this is also in accordance with Sri Hastuti's opinion. In addition, by training students to be skilled in telling the meaning of the Qur'an with the aim that students are skilled in speaking also in accordance with Henry Guntur Tarigan's theory with his book entitled *Speaking as a Language Skill* reveals that besides being productive speaking skills are also productive. mechanistic, meaning that speaking skills are acquired through continuous practice (Tarigan, 2008) . So, the more practice the students will be skilled at speaking.

In helping to develop speaking skills in students, this can be done in the learning process, namely through semi-guided speaking. Semi-guided speaking, namely speaking activities that follow certain signs or instructions, but students still have the opportunity to bring out creativity within themselves. For example, story reproduction, chain stories, constructing sentences in conversations or stories, reporting the contents of readings or stories that have been learned orally (Yaqin, 2009) . From this theory it can be concluded that, several activities that can help students grow their speaking skills are through telling stories or playing drama. This has also been implemented in learning Qurma. Where, the students one by one will narrate or tell stories in front of their friends either individually or in groups like playing a drama.

From the explanation above, it can be concluded that with lots of practice, students' speaking skills will get better. This is also applied in learning the Qur'an where students are trained to tell stories or narrate the meaning of the Qur'an.

From the practice and habit of narrating or telling stories in the Qurma learning process, indicators of students' speaking skills are obtained. This is also in accordance with the results of documentation, interviews, and observations that have been carried out by researchers that these indicators are choosing words that are easy to understand, placing appropriate intonation, self-confidence, mastering the topic of the story conveyed, fluency and accuracy of speech, and courage. This is in accordance with the theory expressed by Arsyad quoted from the *Kredo Journal* written by Agus Darmuki, which states that speaking skills can be observed through several factors, namely linguistic and non-linguistic factors. Linguistic factors include the accuracy of speech, placement of intonation, use of diction, the target of the conversation must be precise. While the non-linguistic aspects are self-mastery and being calm, views must be directed to listeners, open to other people's opinions, accuracy in body movements and expressions, fluency, mastery of topics, and courage (Darmuki, 2019).

From the theory above, it can be concluded that the indicators of speaking skills that exist in students through learning Qurma are in accordance with the theory put forward by Arsyad

CONCLUSION

The implementation of Qurma learning at MI Narrative Qur'an Lamongan is adjusted to the lesson plans that have been made before. Apart from that, students will also learn about Qurma seeds (narrating in verse), Qurma stems (reading long stories), Qurma fruit (proof and results), Qurma juice (answers to surahs), Qurma leaves

(discussion of narrative verses), the roots of Qurma (story in essays), and the fronds of Qurma (writing memorized recitation). The implementation of learning Qur'an in MI Narrative Qur'an Lamongan is in cultivating students' speaking skills by habituating continuous practice through the learning process of Qur'an itself. In addition, students are also accustomed to rewriting the contents of the story related to the surah they are studying. Then, the students one by one narrated the story in front of their friends. This was also confirmed by the Qurma coordinator that the purpose of learning Qurma is so that students can understand and narrate the contents of the Koran contained in the stories in each sura that are learned orally or in writing.

- a) This also underlies the importance of learning Qurma which is expected to be able to help in the process of developing students' speaking skills. In practice too, students will be trained and accustomed to telling stories related to the stories contained in the sura being studied. In addition, through learning Qurma it can also foster students' speaking skills, this is indicated by several indicators, namely choosing words that are easy to understand, shown by students being able to choose words or diction that are easily understood by others, and being able to use words varied and not monotonous.
- b) Appropriate placement of intonation, indicated by students being able to adjust the pitch of the voice, being able to emphasize syllables that are considered important, and being able to pay attention to the short length of the tempo.
- c) mastering the topic of the story, indicated by students being able to tell the meaning of the Koran without reading or looking at the writing, the rest are able to understand the contents of the story contained in the Qurma stem, and the storylines conveyed are interconnected.
- d) fluency and accuracy of speech, marked by telling the story, spoken smoothly without halting, clarity of pronunciation, not accompanied by the use of regional languages, and paying attention to proper punctuation.
- e) courage, marked by students not being shy when telling the meaning of the Qur'an in front of their friends, not nervous, very confident, and not afraid of being wrong .

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