



## Arabic Speaking Skills Training through Intensive Program Activities for Boarding Students in Pone Village, West Limboto District

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**Keywords:** Arabic Speaking Skills Training, Intensive Activities, Boarding Students.

**Abstract:** *The application of an Arabic-speaking environment for boarding students in their learning experiences obstacles such as limited social space for boarding students, and Arabic is not seen as a mother tongue. Learning Arabic in this case refers to the Ma'had curriculum in Pone Village, Kec. West Limboto. through intensive program activities for boarding students in Pone Village, Kec. West Limboto. With the application of the Muhadtsah method using various techniques, such as observation, interviews, outreach, and training. The approach used in this learning process is a humanistic approach, which places students as the center of learning, with an emphasis on their emotional, social, and psychological aspects. In addition, learning also adopts a media-based approach by using a modul pembelajaran as a learning tool. By combining these various approaches, it is hoped that students can be more actively involved in the teaching and learning process of Arabic and improve their speaking skills. The implementation of this service is in August-September 2022 with the result of the service, namely an increase in learning Arabic through the Muhadtsah Method's Speaking Skills (Maharah al-kalam) by Using a Learning modules seen from the results of the pretest and posttest scores.*

**Abstrak:** Penerapan lingkungan berbicara bahasa arab bagi mahasiswa berasrama dalam pembelajarannya mengalami kendala seperti terbatasnya ruang sosial bagi mahasiswa berasrama, dan bahasa arab dipandang bukanlah sebagai bahasa Ibu. Pembelajaran bahasa Arab dalam hal ini mengacu pada kurikulum Ma'had di Desa Pone, Kec. Limboto Barat. melalui kegiatan intensive program bagi Mahasiswa berasrama di Desa Pone, Kec. Limboto Barat. Dengan penerapan keterampilan berbicara dengan menggunakan berbagai teknik, seperti observasi, wawancara, sosialisasi, dan pelatihan. Pendekatan yang digunakan dalam

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proses pembelajaran ini adalah pendekatan humanistik, yang menempatkan mahasiswa sebagai pusat pembelajaran, dengan penekanan pada aspek emosional, sosial, dan psikologis mereka. Selain itu, pembelajaran juga mengadopsi pendekatan berbasis media dengan menggunakan modul pembelajaran (modul pembelajaran) sebagai salah satu alat pembelajaran. Dengan menggabungkan berbagai pendekatan ini, diharapkan mahasiswa berasma dapat lebih aktif terlibat dalam proses belajar mengajar bahasa Arab dan meningkatkan keterampilan berbicara mereka. Pelaksanaan pengabdian ini dimulai pada bulan Agustus-Semptember 2022. dengan hasil pengabdian yaitu adanya peningkatan dalam pembelajaran bahasa Arab melalui Keterampilan Berbicara (*Maharah al-kalam*) Metode *Muhadtsah* dengan Menggunakan Modul pembelajaran dilihat dari hasil nilai pretest dan postest.

**Kata Kunci:** Pelatihan Keterampilan berbicara berbahasa arab, Kegiatan Intensive, Mahasiswa Berasma

## INTRODUCTION

The importance of learning Arabic for boarding students cannot be ignored, given the high urgency of Arabic in today's world society, for both Muslim and non-Muslim individuals.<sup>1</sup> Problems arising from boarding students in Pone Village, West Limboto District in learning Arabic include limited social space, Arabic which is not seen as a mother tongue, and lack of mastery of mufradhat. As a result of this, they have difficulty in speaking and understanding readings and are unable to master Arabic well, both in terms of grammar and communication skills.

Based on the needs analysis conducted that students have dormitories in Pone Village, West Limboto District in their learning which refers to the Ma'had curriculum, In the process and results of teaching and learning interactions obtained, there are two main factors that are very influential, namely the coaching factor as a learning subject and the student factor as a learning object. The presence and role of coaches, together with the various cognitive, affective, and psychomotor potentials possessed by dormitory students, are important keys in ensuring the smooth and successful intensive activities of teaching and learning interaction programs in other environments. The use of media and learning instruments has a positive impact in assisting coaches in demonstrating materials or learning materials to students, so as to create an effective teaching and learning process. In other words, media is used with the aim of helping coaches so that the student learning process becomes more effective and efficient.

Speaking is an activity that involves giving, receiving, and conveying language and messages or ideas to the interlocutor, or vice versa. This is so that the message conveyed can be received and responded directly by the interlocutor.<sup>2</sup>

Terminology kalam comes from Arabic (*al-kalam*) which means word or speech.<sup>3</sup>

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<sup>1</sup> Moh In'ami, Mualimul Huda, and Masrukhin Masrukhin, "Islamic Nationalism in Pesantren (Study on Pesantren in Pantura Region of Central Java)," *Tsaqafah* 19, no. 1 (2023): 207–236.

<sup>2</sup> Burhan Nurgiantoro, *Competency-Based Language Learning Assessment* (Yogyakarta: BPFE, 2013).

<sup>3</sup> Indy G. Khakim, *Intelligent Dictionary of Islamic Knowledge* (Blora: Pustaka Kaona, 2008).

Speaking (*al-kalam*) is the main means of fostering mutual understanding, mutual communication using language as a medium.<sup>4</sup> Speaking skills (*mahārat al-kalām*) become a very important element in learning Arabic.<sup>5</sup> Practically, speaking skills (*mahārat al-kalām*) mean the ability to construct words and sentences precisely according to one's thoughts and feelings, following a good and correct sentence structure.<sup>6</sup>

Speaking skills (*mahārat al-kalām*) are one of the abilities in language that are active and productive. Speaking is an activity in which a person gives, receives, and conveys messages or ideas to the interlocutor, so that the message conveyed can be received and responded directly by the interlocutor.<sup>7</sup>

Speaking proficiency is the ability to express articulated sounds or speak words to express, convey thoughts, ideas, and feelings.<sup>8</sup> In the context of this study, *muhadtsah* proficiency refers to the learner's ability to conduct conversations and express thoughts and feelings using Arabic. Meanwhile, *muhadtsah* learning refers to a learning method that aims to train students in speaking and expressing thoughts and feelings using Arabic.<sup>9</sup>

Among the learning methods that can be used in practicing Arabic speaking skills are:

1. Shaw and Tell method Shaw and Tell is an activity by showing something either in the form of objects, pictures or something else to the audience then explaining or describing something. This method can practice speaking skills directly in front of the class. In addition, this method can also train students to train to dare to appear and speak in public.<sup>10</sup>
2. Language Game Method (*al-Lu'bah al-Lughawiyah*) play is an activity that is often chosen by children, because playing is a fun activity and not caused by getting prizes or rewards. Play can be used as a medium or means for children to actualize themselves actively and creatively. So that games can be used in the form of language games that support the speaking skills (*mahārat al-kalām*) of the child.<sup>11</sup>
3. The singing method is one way that can be done by singing because singing can make children happier in learning so that it helps them to be faster in achieving learning goals.<sup>12</sup>

<sup>4</sup> Ministry of Education and Culture, *Big Dictionary of Indonesian* (Jakarta: Balai Pustaka, 2008).

<sup>5</sup> I R N Hula, N H Basarata, and S Sarif, "The Effectiveness Of The Al-Ta'bir Al-Mushawar Strategy In Improving Maharah Al-Kalam," *ULIL ALBAB: Jurnal Ilmiah ...* 1, no. 6 (2022): 1763–1774, <https://ulilalbabinstitute.com/index.php/JIM/article/view/405%0Ahttp://ulilalbabinstitute.com/index.php/JIM/article/download/405/343>.

<sup>6</sup> Nur Hasaniyah et al., "Development of Arabic Speaking Teaching Materials Based on Tourism Anthropology : A Validator's Assessment" 10, no. 2 (2023): 1130–1143.

<sup>7</sup> Umi Hanifah, "Development of Arabic Speaking Literacy (Mahārat Al-Kalām) in Madrasah Ibtidaiyah (MI)," *ELEMENTARY: Islamic Teacher Journal* 6, no. 2 (2018).

<sup>8</sup> Lisa. Gitleman and Johannes Kleberger, "Application of Team Quiz Strategy to Improve Speaking Skills of Class VIII MTs. N 3 Gorontalo Regency," *Paper Knowledge . Toward a Media History of Documents* 1, no. 1 (2014): 1–16.

<sup>9</sup> Ina Magdalena, Dhita Safitri, and Astri Putri Adinda, "Analysis of Speaking Skills of Grade 3 Students in Indonesian Learning in Mi. Roudhotul Jannah Tangerang City," *Journal of Education and Da'wah* 3, no. 2 (2021): 386–395, <https://ejournal.stitpn.ac.id/index.php/pandawa>.

<sup>10</sup> Tadkirotun Musfiroh, "Educational Show and Tell for Empathy Development, Conflict Resolution Affiliation, and Early Childhood Positive Habits," *Journal of Education* 41, no. 2 (2011).

<sup>11</sup> Conny R. Semiawan, *Landasan Pembelajaran Dalam Perkembangan Manusia* (Jakarta: CHDC, 2007).

<sup>12</sup> Nur Anisah Nurhidayati. & Ridwan, *Arabic Learning Strategies for Children. Due-Like Program*

In addition, there are several exercises that can be used in practicing Arabic speaking skills are:

a. Association and Identification Exercises

To increase the speed and spontaneity of students in identifying and associating the meaning of speech being listened to, special training was carried out

b. Sentence Pattern Practice

Regarding Qawa'id (structure) teaching techniques, various training models have been described which can generally be divided into three types, namely:

1. Mechanical Exercises: These exercises focus on mastering the mechanics and rules of language with a more formal and structured approach.
2. Meaningful Exercises: These exercises focus on applying language structure in the context of sentences and situations that have real meaning and relevance to students.
3. Communicative Exercise: This exercise focuses more on using language structures in communicative situations similar to everyday life, so that students can develop effective communication skills.

c. Conversation Practice

These conversation exercises are based on everyday topics or activities that students are close to. Some of the conversation models used include:

1. Q&A: Students interact by asking and answering questions related to conversation topics.
2. Memorize dialogue models: Students learn and memorize predefined conversations for use in specific situations.
3. Free conversation: Students are given the freedom to speak spontaneously and creatively about relevant topics without specific scripts or guidelines

*Muhadtsah* means conversation or conversation. A conversation is an exchange of thoughts or opinions on a particular topic between two or more people. The ability to speak (*muhadtsah*) is an important foundation for both students and adults in learning Arabic. The *muhadtsah* method is an approach used to present Arabic learning materials through conversation. This method became the first stage of learning Arabic taught. *Muhadtsah* is a method of presenting Arabic learning materials through conversation, which can involve interaction between <sup>13</sup>the coach and students, as well as between fellow students. In the process of such conversations, the vocabulary can continue to grow and be enriched more widely. The purpose of *muhadtsah* specifically at the beginner and intermediate levels is for students to be able to communicate orally simply in Arabic<sup>14</sup>.

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(Malang : Department of Arabic Literature, Faculty of Letters, State University of Malang, 2005).

<sup>13</sup> Wa Muna, *Arabic Language Learning Methodology Theory and Application* (Yogyakarta: TERAS, 2011).

<sup>14</sup> Dayu Ummul Chusna et al., *IMPLEMENTATION OF ARABIC LANGUAGE LEARNING IN MI AL MUNTAFIAH SUMBER URIP SILIRAGUNG AL MUNTAFIAH SUMBER URIP SILIRAGUNG*, 2022.

One of the educational programs that we often find that is designed to support the academic process of students is boarding school. A boarding school is a school that requires students to live in dormitories while participating in the teaching program.<sup>15</sup> The intensive Arabic program is formed to be interactive and synergistic against the background of the Arabic learning system as a reference for Arabic learning so that the language program can be arranged systematically.<sup>16</sup> This program incentive activity for boarding students in Pone Village, West Limboto District involves the use of modules as a medium for learning Arabic. Module as a learning tool or tool that contains material that aims to make students learn independently or with the guidance of coaches in teaching and learning activities so as to facilitate users in the learning process. The module contains material related to the Arabic language.<sup>17</sup>

Based on the coaching carried out by the service, it shows that the training of Arabic Speaking Skills through Intensive Program Activities for boarding students in Pone Village, Kec. Limboto emphasizes simple learning themes so that students can familiarize themselves with these themes using learning modules. This program has strategic value for boarding students in socializing their programs, because this program involves several alumni of the PBA Department who have communicative competencies as their mentors.

## METHOD

The target of this kalam-based Arabic (speaking skills) training activity is boarding students in Ma'had Al-Jami'ah, Pone Village, West Limboto District, Gorontalo Regency. The method of community service activities uses observation, interview and training methods. The observation method is carried out by directly reviewing the field and distributing questionnaires analyzing the needs of this service activity, then the interview method is carried out through socialization activities for Arabic language learning and introduction to intensive Arabic learning modules. While the training method is carried out after learning on campus by students. The approaches used in the method are humanistic approach and media-based approach. The humanistic approach is an approach where a student is given the opportunity to talk about himself and his feelings, then have a balanced discussion. While the media-based approach aims to complete the context through images or everything that can explain the meaning of foreign words to Ma'had Al-Jami'ah students so that in this service using intensive Arabic learning modules. Through this training activity, it is expected to solve the problems faced by students. The following table displays solutions as solutions.

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<sup>15</sup>Tuti, Wantu and Jumadi, Mori Salam Tuasikal, "The Effect of Dormitory Tutor Performance on Interpersonal Communication of Gorontalo State University Students," *JAMBURA Guidance and Counseling Journal* 1, no. 1 (2020): 1–7.

<sup>16</sup>Ibid.

<sup>17</sup>Ahmad Fuad Affendy, *Metodologi Pengajaran Bahasa Arab* (Jakarta: Misykat, 2012).

**Table 1.** Problem Solution Design

No.	Problems	Solution
1	Student learning attraction and interest	1. Needs Analysis 2. Socialization
2	Arabic learning on speaking skills ( <i>Maharah al-kalam</i> ) to hone students' ability to speak Arabic for beginners	1. Theory 2. Practice 3. Presentation

This activity will achieve success and smoothness due to cooperation with partners (targets) where the source of the problem is obtained from the partner. This implementation is participatory, where the proposer team and partners are jointly and proactively involved in each activity. The implementation of community service activities will be carried out in August-September 2022. Activities are carried out in the form of socialization, training, and mentoring through several meetings or face-to-face.

## RESULT

This community service activity has been carried out kalam-based Arabic language training activities in October 2020 involving students in Ma'had Al-Jami'ah as the target. This activity consists of several stages that have been carried out as follows:

### 1. Coordination with Partners

At the beginning of this community service activity program, what was carried out was to carry out initial coordination through an implementation permit together with the leadership of Ma'had Al-Jami'ah Mr. Dr. Dulsukmi Kasim, Lc., M.H.I and the relevant supervisors. The result of the coordination finally received permission from the partner regarding the implementation of activities according to a predetermined schedule. After that, further coordination was carried out on how to learn Arabic in Ma'had Al-Jami'ah.

Based on the results of the interview, it turns out that students are less interested in learning Arabic. This is a problem that students are less interested in learning Arabic and what is an obstacle again, because of regulations that force schools not to do face-to-face learning, this causes coaches to not be able to provide face-to-face learning and coaches Nor can they monitor the progress of their students directly whether the child has understood or not about the material that has been given through mass media.

### 2. Material Preparation

The preparation of material in this activity is prepared by the implementation team by referring to learning materials that are suitable for students at the general level. In addition, the material is provided as supporting material for training by the implementation team, the provision of supporting media is to make it easier for students to learn Arabic. The activities carried out are by piloting and providing Arabic language learning with the kalam method with media in the form of learning modules to students at Ma'had Al-Jami'ah.

### 3. Program Implementation

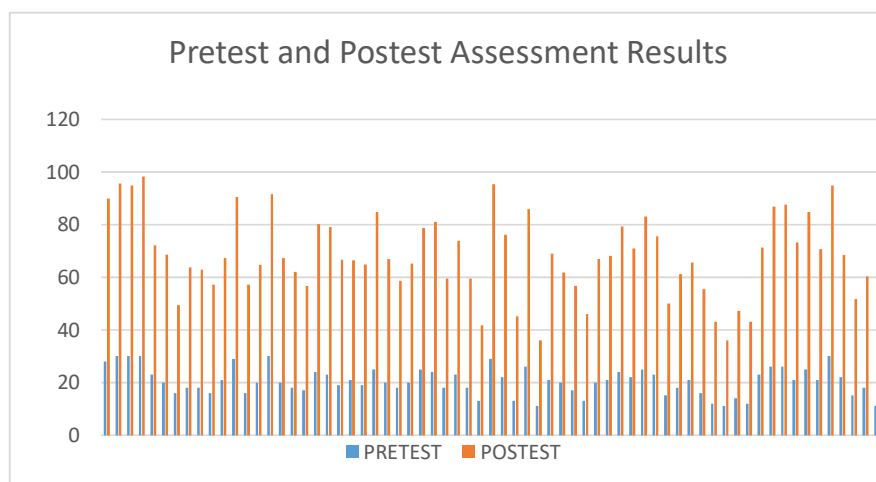
The implementation of socialization activities is carried out by providing

introduction and insight / initial knowledge to students about Arabic and providing an understanding of the importance of learning Arabic for students. This activity began on August 16 - September 7, 2022 with speakers from the implementation team itself. The next activity was a question and answer session about Arabic and wanted to know from the students' answers which caused them to be less interested in learning Arabic. It turns out that the cause of the lack of interest of students to learn Arabic they consider that learning Arabic is boring and difficult to learn. it is true that there is very little interest in students to learn Arabic, which is the problem. After the socialization activity on the next day, there was a pretest to students where the pretest contained questions aimed at students to find out how far students understood Arabic.

Further training in learning Arabic through Speaking Skills (*Maharah al-kalam*) *Muhadtsah* Method by Using Learning Modules. This activity includes: a) providing learning modules, b) early introduction to Arabic material for beginners, c) inviting students to learn to memorize vocabulary while singing which refers to the learning modules that have been given before, d) After having memorized enough, the next step is to provide games and guesses, and e) Giving prizes to students. This activity was carried out for 18 times face-to-face. This activity can also help students learn Arabic in a fun way and this activity can also facilitate or help coaches in providing lessons to support learning in class.

After the end of the training activity, students will be given a post test whose content is the same as the pre-test given before the training. This aims to find out whether the child already understands and understands the learning or training that has been given. This is a benchmark for the success or failure of an activity program that has been implemented, without it cannot know the benchmark of success or failure. The following are the results of the pretest and post test assessments learning Arabic through Speaking Skills (*Maharah al-kalam*) *Muhadtsah* Method Using Learning Modules

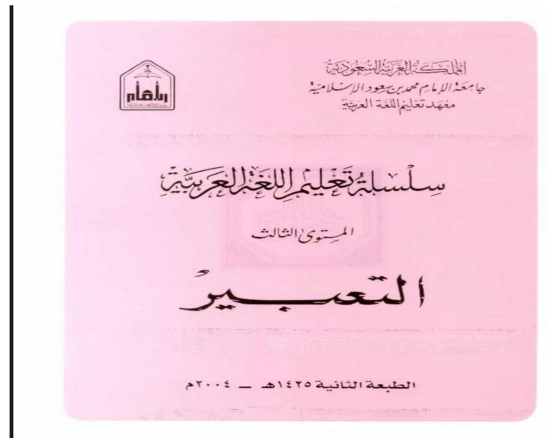
**Figure 1.** *Pretest and Posttest Assessment Results*



From the description above, it has been found that from 67 students of Ma'had Al-Jami'ah has experienced a great improvement in kalam-based Arabic language learning. With the improvement of the quality of education and the high interest and motivation of

student learning, the higher the success of a learning. Intensive Arabic learning assistance and training ends on September 7, 2022. This activity aims to provide attraction and interest to students to be more interested in Arabic. This activity provides assistance to students in learning Arabic with the kalam method.

**Figure 2.** Intensive Arabic Learning Module



## CONCLUSION

Based on the results of community service activities on, the following can be concluded.

1. Provide experience and knowledge to Ma'had Al-Jami'ah students related to kalam-based Arabic language learning, especially for beginners.
2. Improve students' ability and understanding of the implementation of kalam-based Arabic learning.
3. Fostering students' attractiveness and interest to be more active in learning Arabic
4. Assisting coaches in supervising students in terms of learning.

This community service activity did not take long. However, we have applied the application of learning. It should be noted that this activity does not stop only when the activity is carried out. However, this activity can be implemented and implemented with other educational institutions with different characteristics and circumstances. Things that need to be done so that the ability of participants increases.

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