

Conference Paper

A Phonetic-Accuracy-Based Learning Model of Kalam to Improve Students' Arabic Speaking Skill

Kholisin and Irhamni

The Study Program of Arabic Language Teaching State University of Malang-Indonesia

Abstract

This research aims to develop a learning model of Arabic speaking based on phonetic accuracy. The specific objectives of the study are (1) to develop instructional materials of Arabic speaking based on phonetic accuracy, and (2) to evaluate the effectiveness of the use of the product to improve the quality of Arabic speaking. The research was conducted in two steps; they are: developmental research which focuses on the development of instructional materials of Arabic speaking based on phonetic accuracy, and evaluation research on the use of the materials which have been prepared for further revision and dissemination. The results of this research are (1) the completion of Arabic speaking textbook based on phonetic accuracy that comes with the instructions for use for teachers and students, and (2) the results of the tryout showed that this textbook has a good value of efficiency, effectiveness and attractiveness in terms of its general description, presentation of the material, and types of exercises, and is thus worthy to be used in Arabic speaking course.

Keywords: Arabic teaching, kalam, instructional material, phonetic accuracy

Corresponding Author:

Kholisin
kholisin.fs@um.ac.id

Received: 17 February 2020

Accepted: 20 February 2020

Published: 27 February 2020

Publishing services provided by
Knowledge E

© Kholisin and Irhamni. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the Isolec Conference Committee.

1. Introduction

Kalam (speaking) is one of the important language skills in the teaching of foreign languages. The ability in speaking has internal and external functions (Tomlinson dan Masuhara, 2010: 399). In the process of teaching and learning a foreign language, speaking ability is considered a productive skill (Nunan, 1999). Speaking requires the simultaneous use of various kinds of abilities which cover (1) pronunciation; (2) grammar; (3) fluency; and (4) intelligibility (Harris at Effendy, 2012). Consequently, students often encounter problems in speaking. Students who already have sufficient vocabulary might have problems in pronunciation. Others might have mastered the grammar patterns, but they are not able to speak as they are not accustomed to the vocabulary or the expressions needed.

 OPEN ACCESS

In the context of teaching Arabic language to Indonesian speakers, students often encounter phonetic difficulties, such as, in: (1) pronouncing similar sounds; (2) pronouncing long and short vowels (*harakat*); (3) putting correct stress and intonation; and (4) pronouncing certain phones accurately. Making mistakes in pronouncing words create different meanings from what is intended by the speakers. There are five phonetic problems that create the changing of meaning, they are: (1) mispronouncing two similar sounds; (2) making mistakes on giving syllable-stress; (3) making mistakes in vowel length; (4) using wrong intonation; and (5) giving wrong sentence intonation (Nasution, 2006).

Another thing to consider in developing instructional materials for speaking is the choice of language varieties as the Arabic language has a lot of varieties. Those varieties include *fusha* (standardized language) and *amiyah* (colloquial language). The *amiyah* Arabic has various dialects (Al-Ghamidi, 2008; Hidayat, 2003). Other principles to consider in developing instructional materials are: (1) meaningfulness, (2) the use of language instead of language knowledge, and (3) attractiveness. Those aforementioned concerns may become both threat and opportunities for language teachers and lecturers to develop speaking learning model. As the fundamental issue in the teaching and learning of Arabic speaking is phonetic problems, this research and development study on developing phonetic-accuracy based learning model of speaking to improve students' Arabic speaking skills needed to be conducted.

Based on the description, the research aims at (1) developing speaking instructional material based on phonetic accuracy; and (2) evaluating the effectiveness, the attractiveness and the efficiency of the instructional material developed.

2. Research Method

This research was conducted through seven steps; they are: (1) having a theoretical review; (2) developing syllabus; (3) developing the draft of the instructional material based on the syllabus; (4) having expert validation; (5) conducting draft revision; (6) trying out; and (7) having final revision. The research subjects included (a) lecturers and an expert, whom the researcher asked for comments and feedback, and (b) university students as the try out subjects. The expert in this study is one prominent figure in Universitas Negeri Jakarta (UNJ), Dr. Andy Hadiyanto who teaches speaking in Arabic Language Teaching study program and is the General Secretary of the association of Arabic language teachers in Indonesia (*Ikatan Pengajar Bahasa Arab di Indonesia*

(IMLA)). The students are those who are in their third semester studying Arabic Language and Literature in the State University of Malang.

The instrument used in this research is questionnaires distributed to lecturers, students and the expert. The questionnaires are developed based on the purposes and the characteristics of the product. The data analyzed in this study were gathered from questionnaires, observation and interview. The questionnaires distributed to the lecturers and students were to get their feedback and comments on the effectiveness of the product. Observation was conducted to find out both verbal and non-verbal responses on the tray out products. Interview was conducted with the expert on speaking teaching and learning to complete the data from the questionnaires and observation. The data were analyzed using interactive model which consists of data reduction, data display and verification (Miles & Huberman, 1992).

3. Findings and Discussion

This part covers (a) the process and the product of developing a phonetic-accuracy based instructional material of Arabic speaking; and (b) the effectiveness and efficiency of the instructional material in the teaching and learning process.

3.1. The Development of a Phonetic-accuracy-based Instructional Material

There are two important points in the process of developing the instructional material; they are: (a) the process of developing the textbook and (b) the product or the textbook developed.

3.1.1. The Process of Developing the Textbook

As stated previously, the process of developing the instructional material involves seven stages, that is: (1) theoretical review, (2) syllabus development, (3) developing the instructional material draft, (4) expert validation, (5) draft revision, (6) try out, and (7) final revision.

As the starting point to develop the instructional materials, the researcher reviewed a number of textbooks and references. There are 3 textbooks that are used as the basis for the development of the instructional material in this research, namely: (1) *Al-Arabiyyah lin*

Nasyi'in (Shiny at al, 1983),(2) *Al-Arabiyyah baina Yadaik* (Al-Fauzan, at al, 2003), (3) *Al-Arabiyyah Jisr li al-Tsaqafah al-Islamiyyah* (Mohamed, 2012). The textbooks are for the teaching of Arabic to non-native speakers and are published in Middle East countries. A lot of important things can be found from those books in terms of the Arabic language, context and culture. In addition, some reference books that the researcher used to develop the instructional material are: *ThuruqTadris al-Lughah al-Arabiyyah* Nashr & Fauzi (2010), *Research for Material Development in Language Learning* by Masuhara & Tomlinson (2010), *Curriculum Development in Language Teaching* by Richards (2001), *Intaj al-Mawad at-Ta'limiyah li Baramij Ta'lim 'an Bu'd* by Al-Mahdawi (2000), and *Modul Pendalaman Materi Bahasa Arab* by Effendy & Ainin (2012).

There are two ways to develop teaching and learning materials; first is to develop new material which has never existed and next is to improve the available materials based on the needs (Richards, 2001). In this study, we applied the second way that is improving the available instructional materials. The draft of *Kalam* instructional material was developed on the basis of the syllabus of *Kalam* course with some modification. The design of the content of the instructional material includes cover, acknowledgment, table of contents, user's guide, main contents, and glossarium.

A textbook draft based on the contents planned was developed based on phonetic accuracy. After the draft was completed, it was validated by the expert. The expert read the whole contents of the draft and completed questionnaires to provide some feedback on the textbook. The draft of the textbook was then revised and tried out to the students. The try out was conducted for a month in eight meetings (two meetings in a week), based on the schedule in *Kalam* course. The subjects were third semester students of Arabic Language and Literature. There were two classes used as the subject: class A (28 students) and class B (30 students). In the end of meeting 8, students were asked to fill out the questionnaires related to the strengths and weaknesses of the instructional material draft before it was published. The results of the students' evaluation are described in point B of this report.

3.1.2. The Instructional Material

The *Kalam* textbook developed in this research has specific characteristics as follows: (1) The book emphasizes not only the diction accuracy, structure and theme, but also phonetic accuracy. As a result, every part of the book emphasizes on phonetic accuracy; (2) The book starts with vocabulary exercises with emphasis on phonetic accuracy in terms of individual Arabic phones, words, and sentences. The exercises include segmental

aspects (consonants and vowels) and suprasegmental (stress, length, and intonation); (3) The whole part of this book gives more emphasis on phonetic accuracy (Flege & Hillenbrand, 2019) without ignoring other linguistic aspects, such as morphological, syntactical and semantic accuracy.

This book consists of three main parts; they are (1) user's guide, (2) the main lesson, and (3) glossarium. The user's guide covers how to use the book in general. The main lesson includes the title and the theme, learning objectives, indicators, exercises on phonetic accuracy, *mufradat* (vocabulary) and *ibarat* (expressions), examples of conversation, exercises, and individual assignments. Glossarium contains a number of words with their meanings and explanation.

The themes are in line with the syllabus of the *Kalam* course, the students' characteristics and the principles of developing instructional materials for speaking. According to experts on material development, themes suitable for conversations at beginner's level are those related to self introduction, surrounding environment, and concrete activities that require less thoughts (Nashr & Fauzi, 2010).

At the beginning of each unit in the book, there is a description of the learning objectives and the indicators, namely: (1) ability to pronounce words and expressions with phonetic accuracy; (2) ability to repeat a dialogue with phonetic accuracy and fluency; (3) ability to perform a dialogue or monologue on certain themes with phonetic accuracy and fluency; and (4) ability to respond to questions and do exercises appropriately and with phonetic accuracy. Emphasis is given on the use of phonetically accurate words as it forms the basis of this textbook. In every lesson unit, 15 to 20 new vocabularies related to the theme are given. The choice of vocabularies in each theme is based on effectiveness, meaningfulness, and suitability to the topic of conversation. Furthermore, 5 to 8 new expressions are provided, especially the typical expressions which are in accordance with the Arab culture and *uslub* (language style).

After mastering the vocabulary and expressions, the students are given three examples of dialogues based on the theme. The examples are meant to be a model that the students can repeat or develop. The dialogues contain examples of expressions of greetings, terms of address, small talk, and politeness, as well as the use of the vocabularies based on the context.

To enhance the students' mastery of the material, exercises are provided in each unit. The types of exercises include: (1) Connect between column "a" and column "b"; (2) Answer the following questions briefly; (3) Make questions from the following statements; (4) Arrange the following statements orally to form a good paragraph; (5) Make questions and answers based on the following reading text; (6) Read the text

above one more time, understand the contents, and retell it orally; (7) Perform a dialogue with your friend; (8) Tell about students experience.

Individual assignments are given in the end of each unit to be done by the students outside the class. The aim is to motivate the students to enhance their ability in Arabic outside the class. The kinds of assignments include (1) interviewing lecturers, friends, or other people that can become sources of information, and (2) making a report on their reading of books, magazines, and others. The results of the interview and reading should be reported in the class orally and in written. The assignments can also be in the form of reporting an experience related to the themes of the dialogues. Interview results should be reported both orally and in written although it is *Kalamcourse*. By seeing the written report, the lecturer can also correct the students' mistakes.

3.2. Effectiveness and Efficiency of the Instructional Material Developed

The instructional material developed was tried out and evaluated to measure the efficiency and effectiveness of its use. The tryout was done for one month in 8 meetings. At the end of the tryout, the students were given questionnaires to answer based on their evaluation of the instructional material developed. The evaluation uses scores ranging from 1 to 5, with 1 = very insufficient, 2 = insufficient, 3 = moderate, 4 = good, and 5 = very good. The results of the students' evaluation are elaborated as follows.

3.2.1. General Description of the Instructional Material

One of the aspects evaluated in the instructional material is its general description, which includes the size of the textbook, the number of the pages, the suitability of the number of units with the time allocation, the appearance of the book, and so on. The evaluation of the textbook concerning its general description covers 13 aspects and the results show that the opinions of the respondents are quite varied. Overall, the number of answers of the respondents to the questions is $13 \times 58 = 754$. The number 13 represents the number of aspects evaluated while 58 is the number of the respondents. In terms of percentage, from the 13 aspects, 66 answers or 8.75% are of 3 (moderate), 280 answers or 37.13% of 4 (good) and 408 answers or 54.12% of 5 (very good). It can therefore be concluded that more than 50% of the students consider the general description of the textbook very good, 37% good, and only 8.7% consider it moderate.

3.2.2. The Presentation of the Material in the Textbook

Evaluation on the presentation of the material in the textbook covers 10 questions. The results are quite varied. Overall, the number of answers of the respondents to the questions is $10 \times 58 = 580$. The number 10 represents the number of aspects evaluated while 58 is the number of the respondents. In terms of percentage, from the 10 aspects evaluated, 18 answers or 3.1% are of 3 (moderate), 228 answers or 39.31% of 4 (good) and 344 answers or 59.1% of 5 (very good). It can therefore be concluded that almost 60% of the students consider the presentation of the material in the textbook very good, 39% good, and only 3.1% consider it moderate.

3.2.3. The Types of Exercises

The next question concerns the types of exercises in the textbook. There are 9 aspects evaluated with regard to this. The analysis shows that the answers of the respondents are, again, quite varied. Overall, the number of answers of the respondents to the question is $9 \times 58 = 522$. The number 9 represents the number of aspects evaluated while 58 is the number of the respondents. From the 9 aspects evaluated, 40 answers or 7.6% are of 3 (moderate), 162 answers or 31.03% of 4 (good) and 320 answers or 61.3% of 5 (very good). It can therefore be concluded that more than 60% of the students consider the types of exercises provided in the textbook very good, 31% good, and only 7.6% consider it moderate. No respondent rates the type of exercises given as insufficient.

Based on the description of the students' opinions on the textbook developed, compared to the opinions of the expert on material development, several things can be discussed. First of all, concerning the general description of the textbook, the expert give "good" evaluation on seven aspects and "very good" on six while 37% of the students give "good" and 54% "very good". It can be concluded that both the students and the expert give similar evaluation on the general overview of the textbook, that is, "good" and "very good". Secondly, in terms of the presentation of the material in the textbook, from the 10 aspects evaluated, the expert consider 8 aspects "very good", one aspect "good", and one other "insufficient". Similarly, 39% of the students rate the textbook "good" and 59% "very good". The opinions of both the expert and the students are then quite the same, that is, "good" and "very good". Finally, with regard to the types of exercises in the textbook, from the 9 aspects evaluated, the expert give "very good" to 5 aspects, "good" to two aspects, and "insufficient" to two aspects. From the students,

61% consider the types of exercises “very good”, 31% “good” and 7% “insufficient”. As with the other two points of evaluation, it can be concluded that both the students and the expert give similar evaluation to this third aspect, that is, “good” and “very good”.

However, this does not mean that this book has no shortcomings. There are still many things that can be considered as the shortcomings of this book. Among other things, the forms of exercise in this book are still monotonous, less varied when compared to books developed by experts. For example the work of Boon & Halliday (t.t.) whose developed a book for conversation in the form of three training stages, namely (1) small talk, (2) transactions, and (3) storytelling. in this *kalam* textbook, storytelling exercises are still very minimal.

If related to the results of Miura’s study (2000), the textbook that was developed is sufficient to meet the criteria. Miura created five different scales for analyzing textbooks in speaking ability, namely (1) topic consistency—topic inconsistency, (2) syllabus organization, (3) the uses of drill, (4) activities for students to express their own ideas, and (5) interactive and creative activities. For these five scales, the *kalam* textbooks are sufficient. it’s just that in terms of interactive and creative activities still need to be developed.

4. Conclusions

The results of the tryout and expert validation show that the general description of the textbook, the presentation of the material in the textbook, and the types of exercises in the developed textbook are within the range of good and very good scores. It can therefore be concluded that this *Kalam* textbook based on phonetic accuracy is deemed worthy to be used as a reference in *Kalam* course in Arabic study programs in universities.

References

- [1] Al-Fauzan, AR.; Mukhtar A.H.; Muhammad A.K.; Muhammad AR. 2003. *Al-Arabiyyah baina Yadaik*. Riyadh: Muassasah al- Waqf al Islami.
- [2] Mohamed, Mamduh N. 2002. *Al-Arabiyyah Jisr li al-Tsaqafah al-Islamiyyah*. Jeddah: Dar Al-Andalus Al-Khadra’a
- [3] Shiny, Mahmud I; Nashif M.A.; Mukhtar A.H. 1983. *Al-Arabiyyah lin Nasyi’in*. Riyadh: Wizarat al Ma’arif
- [4] *Al-Kitab al-Asasi fi Ta’lim al-Lughah al-Arabiyyah*,

- [5] Al-Mahdawi, Yusri. 2000. *Marahil l'dad al-Ma:ddah at-Ta'limiyah fi al-Ta'lim 'an Bu'd. In A'dla' Hai'ah at_Tadri:s Jami'ah Quds al-Maftuhah. Intaj al-Mawad at-Ta'limiyah li Baramij Ta'lim 'an Bu'd.* Marocco: Isesco
- [6] Boon, Andy & Darren Halliday. *Discover Conversation; Teacher's Book.* Halico Creative Education. Online: <https://halico.jp/discover-conversation>. accessed July' 13, 2019
- [7] Effendy, A. Fuad & Moh. Ainin. 2012. *Modul Pendalaman Materi Bahasa Arab [Module on Understanding Arabic Language Material].* Malang: PSG rayon 115 Universitas Negeri Malang
- [8] Effendy, A. Fuad. 2005. *Peta Pengajaran Bahasa Arab di Indonesia Dewasa Ini [Mapping of Arabic Language Teaching in Indonesia Today]. [Paper Presented in an International Seminar]: Raf'u Mustawa al-Lughah al-Arabiyah wa Dauriha fi Muwajahat al-Tahaddiyat fi 'Ashril Awlamah wa Mayadin al-Amal.* Makassar 8-10 September 2005.
- [9] Fak. Sastra UM. 2012. *Katalog Jurusan Sastra Arab UM edisi 2008.* Fak. Sastra UM
- [10] Flegel, James Emil & James Hillenbrand. (1987). *Limits on phonetic accuracy in foreign language speech production.* Online: www.jimflege.com/files/Flege_in_loup_1987.pdf
- Hidayat, D. 2003. *Mencairkan Kebekuan Komunikasi dalam Bahasa Arab Lisan [Breaking the Ice of Communication in Spoken Arabic].* Paper Presented in National Scientific Meeting of Arabic Language III], Jakarta 4-6 September 2003
- [11] Masuhara, H. & Tomlinson, B. 2010. Applications of the Research Results for Materials Development. In Brian Tomlinson & Hitomi Masuhara (Eds). *Research for Material Development in Language Learning* (pp. 411-424). New York: Continuum
- [12] Miles, M. B. & Huberman, A. M. 1992. *Qualitative Data Analysis.* London: Sage Publication
- [13] Miura, Takashi. 2000. An Analysis of 'Aural/Oral Communication A' English Textbooks In Japanese Upper Secondary School". *JALT Journal* Volume 22, No.1, pp.6-26 published in May 2000.
- [14] Nashr, Mu'athi M. & Fauzi A. M. 2010. *Thuruq Tadris al-Lughah al-Arabiyah.* Ismailia: *Jami'ah Qanat Suez*
- [15] Nasution, A. S. A. 2006. *Bunyi Bahasa [Language Sounds].* Jakarta: UIN Jakarta Press
- [16] Nunan, D. 1999. *Second Language Teaching and Learning.* Boston: Heinle & Heinle Publisher
- [17] Richards, J. 2001. *Curriculum Development in Language Teaching.* Cambridge: Cambridge University Press.

[18] *Silsilah fi Ta'lim al-Lughah al-Arabiyyah*,

[19] Tomlinson, B. & Masuhara, H. 2010. Application of the Research Result for Second Language Acquisition Theory and Research. In Brian Tomlinson & Hitomi Masuhara (Eds). *Research for Material Development in Language Learning* (pp. 411-424). New York: Continuum