
Effectiveness of Using Learning Modules Based on Communicative Approaches in Improve Arabic speaking skills in Specialization Classes

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Abstract

This study aims to develop an Arabic language teaching module based on a communicative approach to improve speaking skills in the Arabic specialization class. Based on observations and interviews conducted, it was found that Arabic learning in the specialization class still uses the same textbooks as regular classes, and the teaching method primarily relies on lectures. Furthermore, teachers have not yet used a specific teaching module that aligns with the needs of the specialization class. The research method employed is Research and Development (R&D), using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. Based on the calculation of the N-gain score, the average value obtained was 0.7, which falls into the high category, with an improvement percentage of 75%, interpreted as fairly effective. In addition, the results of the paired sample t-test showed a significance value (2-tailed) of 0.01, which is less than 0.05. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. This indicates a significant difference between students pretest and posttest scores after using the module. The findings of this study indicate that the communicative approach-based teaching module is highly effective in improving the speaking skill of students in the specialization class. It is recommended that teachers utilize and integrate this module into the learning process to create an active, interactive, and efficient learning environment.

Keywords: Effectiveness, teaching module, communicative approach, speaking skills, Arabic language.

INTRODUCTION

In the midst of the implementation of the independent curriculum, the use of teaching modules is one strategy that is considered to be able to support a more independent and active learning process. Teaching modules as structured teaching materials can give students the freedom to access information, understand materials, and develop the skills needed.

Based on the results of interviews conducted with Arabic language teachers in interest classes, it was stated that when delivering learning materials, teachers used the same teaching materials as those applied in formal classes. This shows that speaking skills in interest classes do not increase and students' interest in learning also decreases. When students learn Arabic, it is speaking skills. Based on the results of research on Arabic language learning in interest classes, there are obstacles experienced by students in speaking skills. The obstacles found by students in Arabic language interest classes are due to the lack of materials and methods provided by the teacher. As well as student involvement in learning is lacking, because teachers teach material in interest classes

using the lecture method. This makes researchers interested in developing teaching materials that can improve Arabic speaking skills. One approach that can improve students speaking skills is a communicative approach.

The use of teaching materials is one of the determining factors for the success of a learning process. Teaching materials that meet good criteria will produce an effective learning process. However, on the other hand, if the teaching materials used are less in accordance with the criteria and demands of basic competencies, then various problems will arise in learning (Husada, Taufina, and Zikri 2020). In the field application of teaching materials available at school, teacher assistance and modification are required in their use so that the teaching material sources can be utilized by students in the learning process in order to gain meaning from the material being studied by students. (Suprihatin and Manik 2020)

The advantages of using textbooks in learning are that textbooks contain a lot of information presented to students according to the curriculum, can be used individually as a learning resource, can encourage students motivation and critical thinking, can help design learning and can help with learning methodology. The functions of teaching materials for educators include: saving time for educators in teaching, changing the role of educators from a teacher to a facilitator, improving the learning process to be more effective and interactive, as a guideline for educators who will direct all their activities in the learning process and is the substance of competencies that should be taught to students and as a tool for evaluating achievement or mastery of learning outcomes. The functions of teaching materials for students include: students can learn without having to have an educator or other student friends, students can learn anytime and anywhere they want, students can learn at their own pace, students can learn according to the order they choose themselves, helping students potential to become independent students/learners, and as a guideline for students who will direct all their activities in the learning process and is the substance of competencies that should be learned and mastered. (Andi Prastowo 2019)

One approach in learning Arabic is the communicative approach. The communicative approach is an approach that is based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. Language is not only seen as a set of rules (qawā'id), but more broadly as a means of communication. This means that language is placed according to its function, namely the communicative function. (Slamet 2017) The communicative approach positions grammar and vocabulary in a communicative function. The focus of the communicative approach is not only on the structure, but in terms of its use in communication. This communicative approach places more emphasis on helping students develop strategies in connecting language structure with the communicative function of the language.

The communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. It appears that language is not only seen as a set of rules, but more broadly, namely a means of communication. This means that language is placed according to its function, namely the function of communication. The implementation of the communicative approach is fully carried out by students (student center) while the teacher is only a facilitator. Basically, the communicative approach is a language learning approach that emphasizes learning on mastering language skills rather than mastering language structures. (Utami 2020)

This study focuses on the effectiveness of using a communicative approach-based teaching module in an interest class to improve students speaking skills. Effectiveness is a level of achievement measurement that indicates success. The closer to the desired

results or goals, the higher the effectiveness required. Effectiveness is a change that brings certain influences, meanings and benefits. Effective learning is characterized by its nature that emphasizes the active empowerment of students.

METHOD

This research uses a development model or in English it is called Research and Development (R&D). Development research is a research method used to produce a particular product, and to test the effectiveness of the product.(Sugiyono 2015) This development research uses the ADDIE model. The ADDIE model consists of five stages including Analysis, Design, Development, Implementation and Evaluation.

The analysis stage identifies the constraints, needs, and potential for developing teaching modules based on a communicative approach in MA Bani Khozin Jember interest class. The planning stage outlines the steps for developing the material, while the development stage involves creating a communicative teaching module based on the plan. The evaluation stage collects feedback through expert reviews and small group testing. Two types of data are collected: qualitative data through interviews, observations, and documentation, and quantitative data using a Likert scale questionnaire to assess the percentage of product feasibility. The formula used is as follows:

$$\text{Percentage} = \frac{\text{Validator Score Sum}}{\text{Total Score Sum of all items}} \times 100\%$$

Validity Criteria	Qualification
81% - 100%	Very Valid
61% - 80%	Valid
41% - 60%	Valid with revisions
21% - 40%	Less Valid
0% - 20%	Invalid

RESULT AND DISCUSSIONS

Planning the development of Arabic language teaching modules based on a communicative approach

Analysis

This analysis aims to knowing the needs of teachers and students in the learning process. This analysis was conducted to explore information about the obstacles faced by teachers in teaching and the difficulties experienced by students in understanding the material. By understanding these needs, developers can design more targeted learning solutions. The results of the study were to determine the effectiveness of using Arabic language teaching modules in interest classes using a communicative approach to improve students speaking skills.

The needs of teachers and students of the Arabic language interest class at MA Bani Khozin Jember

Based on interviews with Arabic teachers and school principals, it can be concluded that Arabic language interest classes are held in response to student interest in learning Arabic. The main goal is to develop Arabic language skills actively, specifically in speaking skills, as well as prepare students to take part in various competitions such as Arabic speech and debate. However, in its implementation there are still several limitations, among others:

1. There is no special teaching module yet which is adjusted to the characteristics of the interest class.
2. Teacher still using the same books as regular classes
3. Additional references come from LKS and social media, not from structured teaching materials.
4. The teaching methods used are still conventional, namely the lecture method which tends to be less supportive of the development of active speaking skills.
5. The school has not provided any specific training or support in the development of teaching media based on a communicative approach.

The gap between high student interest and conventional learning approaches shows that there is an urgent need to develop teaching module based on communicative approach. This module is expected to support more active, contextual learning and encourage students to use Arabic in real-life oral and written communication. These findings indicate that development of teaching modules based on a communicative approach is very necessary, so that learning in interest classes is more effective in achieving the goal of mastering active language skills.

Teaching materials have a very important function in learning activities, such as providing clear instructions for learners in managing teaching and learning activities, providing complete materials/tools needed for each activity, being a connecting medium between learners and learners, can be used by learners themselves in achieving predetermined abilities, and can be used as an improvement program. (Joni 1984)

The functions of teaching materials for students include: students can learn without having to have an educator or other student friends, students can learn anytime and anywhere they want, students can learn at their own pace, students can learn according to the order they choose themselves, helping students potential to become independent students/learners, and as a guideline for students who will direct all their activities in the learning process and is the substance of competencies that should be learned and mastered. (Aandi Prastowo 2014)

Material Arabic language teaching that contains speaking skills material must be arranged by considering the following:

1. The material should not start from difficult words to pronounce but should start from familiar words.
2. Presentation of material gradually by starting from short and easy sentences consisting of two or three syllables, and according to the needs of the students, so that they are more motivated to know and learn it.

3. Avoid using words containing mad letters at the beginning of the lesson.
4. The context of the time and place of communication needed and its theme must be considered.
5. Practice is increased in various forms.

Based on the explanation above, it can be understood that this speaking skills teaching material in teaching materials is often combined with learning material and the delivery of learning materials is always accompanied. This is because to find out the mastery of learning skills of students, a teacher must give tests in the form of speech and speaking.

Design

At this stage, the researcher plans the main tasks and specific steps required in developing teaching materials based on a communicative approach, including:

1. Identify relevant teaching materials
2. Collect learning materials that are in accordance with the communicative approach
3. Design the appearance of the teaching module
4. Inserting material into the teaching module
5. Validate the teaching module with experts, expert tests are carried out on material expert validators, design expert validators and learning expert validators.
6. Implementing a teaching module based on a communicative approach to Arabic language interest classes.
7. Evaluating teaching modules based on a communicative approach
8. Evaluate teaching modules based on communicative approaches based on validation and trials.

Approach plays an important role in language learning. An educator, whether a language teacher, will not achieve his/her teaching goals effectively and maximally if the approach he/she uses is not in accordance with the material being taught. The communicative approach is a language learning approach that emphasizes learning on mastering language skills rather than mastering language structures, in other words, this approach is a communication tool, so that the target is that students are able to communicate actively and practically. (Arsyad 2019)

Development

The level of development aims to produce learning products ready to use. The following is a design of the Arabic language teaching module based on a communicative approach.



The purpose of providing illustrations at the beginning of each chapter according to the design test notes is to:

1. Attracting students attention and interest in learning from the beginning of the chapter
2. Provides an initial impression of the material to be studied, so that students can predict the content and context of learning.
3. Facilitate understanding specially for students with a visual learning style.
4. Make the module display more interesting, informative and communicative, in accordance with modern learning approaches.

With relevant illustrations, students will be more prepared and motivated to face the material to be discussed.



Before revision

After revision

Purpose of material change image description from the form narrative text become form of conversation according to the advice of material experts is to:

1. Improve your speaking skills practice through two-way interaction, not just monologue
2. Customize with communicative approach which emphasizes the use of language in a real context,
3. Helping students practice active dialogue with a more natural and applicable sentence structure

4. Encourage direct student involvement in practice speaking through dialogic roles.

With the conversational format, students are more motivated to interact and practice Arabic communicatively and contextually.



The purpose of providing a barcode containing a voice over in the teaching module is to:

1. Helping students hear the correct pronunciation in Arabic to improve speaking skills.
2. Support independent learning outside the classroom by accessing audio via barcode.
3. Adapting to the approach communicative so that students are more active in listening and speaking.
4. Facilitating students with learning styles auditorium to make it easier to understand the material

Each chapter has a voice over in the form of a barcode that aims to Helping students hear the correct pronunciation and Facilitate students with learning styles auditorium to make it easier to understand the material. Selection of teaching module materials according to the students environmental conditions, namely at school, at home, and in the school dormitory. From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students. (Lander and Brown 1995)

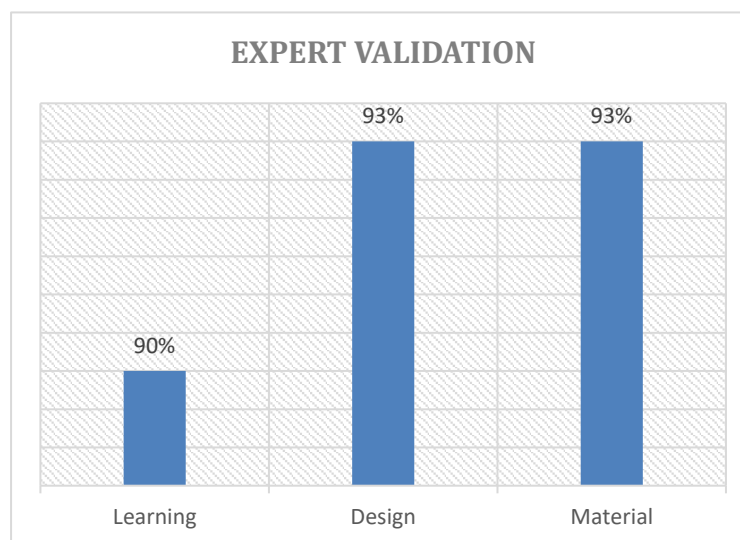
Teaching materials need to be selected and developed by educators, so that learning is in accordance with the learning goals to be achieved and does not require a long time to achieve the expected competencies. (Majid 2012)

The feasibility of the results of developing teaching materials based on a communicative approach

To find out the advantages and disadvantages of the product produced, researchers conducted a product trial. There were two trials conducted, namely expert trials and field trials. Expert trials were conducted by three experts, namely design experts and material experts and learning experts.

Expert trial

Meanwhile, the field trial was conducted on a small group of Arabic language interest classes. To obtain data, validation sheets, questionnaires, and interviews were used. Results of Expert Validation of Material, design, and Learning :



The effectiveness of using teaching modules based on a communicative approach in improving students speaking skills in the MA Bani Khozin Jember specialization class

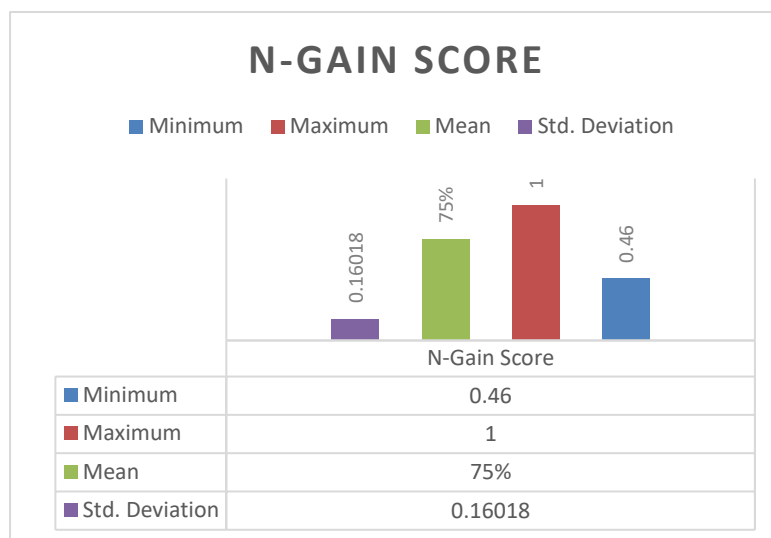
Effectiveness can be done if the product developed has been valid and practical, it can be seen from the learning outcomes of students in Arabic language courses using Arabic language teaching materials with a communicative approach. Teaching materials are said to be effective if the results obtained by students are in accordance with expectations. Learning will be effective if the experiences, materials, and results applied are in accordance with the maturity level of the students and their background. The learning process will go well if students can see positive results for themselves and make progress if they master and complete their learning process.(Bistari 2018)

To measure the effectiveness of using teaching modules based on a communicative approach in improving speaking skills, two types of analysis are used, namely the test N-Gain Score And Paired Sample t-Test. These two tests aim to determine the extent to which the developed teaching module is able to significantly improve students speaking skills.

1. N-Gain test score

The N-Gain score test is conducted by calculating the difference between the pretest and posttest scores, by calculating the difference

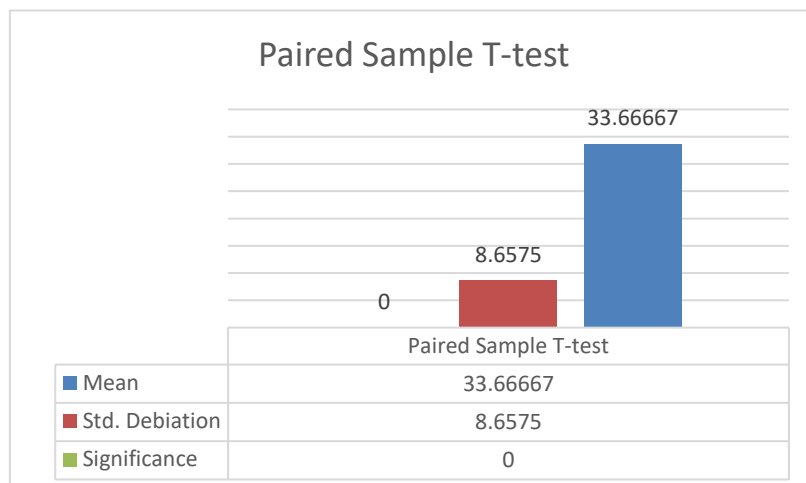
between these scores we can find out whether the use of the Arabic language learning module based on the communicative approach is effective to use. The N-Gain test is a quantitative descriptive analysis used to measure effectiveness in learning, especially in research involving pretest and posttest. The following data is presented from the results of the pretest and posttest using the n-gain score measurement shown in the following table:



Based on the results of the table, the average N-gain score shows a value of 0.7 with a high category and a percentage of 75% with a fairly effective interpretation category. From these figures, it shows an increase in learning outcomes and students speaking skills through the use of Arabic language teaching modules based on a communicative approach getting a valid and effective category for use.

2. Paired sample t test

Paired sample t-test is a test used to compare the difference between two means from two paired samples assuming the data is normally distributed. Paired samples come from the same subject. The following data is presented from the results of the pretest and posttest using the paired sample t-test measurement shown in the following table:



From the data, it can be seen that the value obtained is 0.01, which means that the value is significant. If the probability value is less than $\text{sig} < 0.05$, then there is a significant difference between the pretest and posttest values. The results of the paired sample t-test show a sig.(2-tailed) value = $0.01 < 0.05$, which means that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected. This shows that there is a significant difference between the pretest and posttest values and the use of Arabic language teaching modules based on a communicative approach is very effective in improving the maharah kalam of students in Arabic language interest classes.

Characteristics of Successful Speaking Skill Activities

Among the characteristics of successful speaking activities are the following:(Wahab Rosyidi and Ni'mah 2011)

1. Students talk a lot
2. Active participation from students
3. Have high motivation
4. The language used is the accepted language

The characteristics of the communicative approach are reviewed from the perspective of students, the role of teachers, learning tools, and learning objectives. First, students, in the communicative approach, a student shows an active attitude in learning, this is based on the communicative skills that must be mastered by students both orally and in writing. Second, the role of the teacher, in the communicative approach, the teacher acts as a facilitator in learning activities, this is based on the teacher being the main source in learning. Third, learning tools, in the communicative approach, the learning tools that will be used must be supportive of learning, for example in speaking skills, teachers can provide learning syllabuses, teaching materials, and even teaching materials in learning. Fourth, the purpose of learning through the communicative approach is to make students active in communicating orally and in writing in conveying ideas or concepts in the phis conscience to the listener or reader.

CONCLUSION

Based on the results of the needs analysis and research conducted in the Arabic language interest class of Bani Khozin Jember Islamic high school, it was found that Arabic language learning still faces various obstacles, especially the absence of special teaching modules that are in accordance with the characteristics and needs of students. The existing modules do not support the strengthening of speaking skills optimally because they still use conventional approaches and less structured teaching materials. The development of teaching modules based on a communicative approach that is adjusted to the student's environment (school, home, dormitory), and equipped with an audio barcode feature to support auditory learning styles, has been validated by material, design, and learning experts with very valid results (above 90%). The use of this module has proven effective in improving student learning outcomes, especially speaking skills, as indicated by the high n-gain value (0.7) and significant t-test results ($p = 0.01$). Therefore, this module is suitable for use in learning and is recommended to be implemented optimally by teachers, supported by schools, and further developed by researchers to cover other language skills.

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