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Mumārasah Extracurricular Learning and Its Effectiveness in Improving Arabic Speaking Skills

Alsuna: Journal of Arabic and English Language

Abstract

Purpose - This study aims to determine the implementation of the extracurricular mumārasah program at MA Ali Maksum and the extent to which the extracurricular mumārasah in improving Arabic speaking skills.

Design/methodology/approach - This research is a quantitative descriptive. To collect data, researchers used a questionnaire. To test the effectiveness of mumārasah extracurricular, the authors used to pre-test and post-test tests.

Findings - The study results indicate that implementing extracurricular activities for mumārasah runs with a learning model using direct methods, small group discussions, role-playing, memorizing dialogue, role-playing, and group conversations. However, the extracurricular implementation is considered ineffective due to several factors, such as the unformed lughāwiyah and the low discipline level. The mumārasah extracurricular effectiveness test results in improving students' Arabic speaking skills proved effective with a significant increase, namely, 3.388.

Originality/value - Extracurricular mumārasah teacher also expected to make rules or agreements discipline with students in class each individual, so that students more disciplined and follow classes with regular.

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Introduction

Teaching and learning languages Arabic in the country of Indonesia intended to several destinations. First, as a tool to study and deepen Islamic knowledge. Therefore, Arabic is the language of the Quran and al-Hadith that became the basis of the development of Islam's scientific knowledge (Rosyadi 2020, 50). Learning with this purpose is predominantly taught

in Madrasahs, Islamic boarding schools, and Islamic colleges. The goal next is to form personnel expert language Arabic to produce alumni who can use the language of Arabic as a means of communication for a variety of purposes, professional and practical (Izan 2004, 4–5).

In learning languages, Arabic is known as the four skills of language that must be mastered by the student, hearing, speaking skills, reading skills, and writing skills. Speaking skills are one of the primary skills that students must master in language. The ability to speak requires mastery of several aspects and rules of language use. (N and Wahab 2011, 88) said that the speaking element is the main objective of the foreign language learning program (Al Naqah 1985).

Proficiency in speaking is a kind ability to speak that wants to be achieved in teaching the modern era's language, including the teaching of languages Arabic. Given the function of primary language as a means of communication, speaking skills are essential to master (Lailus 2011). Speaking skills can be say quite complicated because it combines the ability to pronounce a sentence with a language intended to express the mind, ideas, and feelings to the opponents talked (Harahap 2017, 157).

The urgency of teaching speaking proficiency is also in line with the views of Kamal Ibrahim Badri, known as the foreign language teaching method (Badri, n.d., 15–16). First, language is an utterance, not writing. The teaching was to be sequential and continuous starts from the teaching skills of hearing, speaking, reading, and writing. Second, the environment and habits have a significant influence. Pattern and repetition determine the success of the language process. Third, learning the language is practicing the use of language, not learning about language. Language is definite as an active activity, by practicing habits that train productivity, such as writing and speaking. Fourth, the language in the speech is different. The spoken, structure, and semantics of the mother tongue are different from foreign languages.

Because it is learning a language foreign to beginners requires habituation that is not affected by the language mother (Muradi 2014, 30).

The urgency of teaching language is active by the principles of the communicative approach in speaking Arabic. In essentially the communicative approach, one of the approaches of learning languages is more stressed learning the mastery of skills speaks rather than the structure of the mastery of language. Communicative language teaching can generate the ability to create sentences, grammar, incorporate aspects of the pragmatic to the skills of language, and adjust the speech with communication (Muradi 2014, 40). Learning that managed to involve a combination of various factors such as a human, facilities, or equipment in which the procedure between one with other mutual influence to achieve the goal (Rahmawati and Laila 2019, 59). In an era that is generally defined as globalization, communication is very easy, not only in front of the real audience, but actually before the exchange, effective public speaking becomes crucial. Whether it is a company speech, a paper presentation at a conference, a board meeting or any other form of speech, public speeches play a strategic role in interpersonal relationships, because this level of interaction is becoming more common (Hadi, Izzah, and Maharani 2021, 3).

To reach the level of communication skills, adequate training activities are needed that support students to develop their speaking ability in Arabic. These activities and exercises can be carried out in the teaching and learning process in class or outside school hours which are known as extracurricular activities. Several previous studies have listed the effectiveness of extracurricular activities in improving Arabic language skills. Among them is Nuha's research, (Nuha 2019) states that the extracurricular activities of the Al-Mujaddid Arabic Language UKM at UMY are effective in improving students' speaking ability in Arabic. This shows that students who take part in these UKM have more value in terms of experience and practice in speaking skills. Students who take part in UKM Al-Mujaddid are also superior in their application in class

because they are accustomed to the Arabic language environment that they have created in UKM.

In Mahrus's research (Mahrus 2012, 67) explains that the advantages of the tariqoh al-mubasyaroh method which emphasizes the ability to speak Arabic can make students motivated to be able to apply short sentences in daily activities. Students gain direct and practical experience and are familiar with the direct use of vocabulary. This method is used in extracurricular activities at the boarding school. In a study conducted by Dian (Ramadhayanti 2020), Muhadharah extracurricular activities are able to form students' self-confidence in speaking and communicating Arabic well. This extracurricular trains students' ability in speaking and making speeches so that they can master public speaking skills from an early age.

Islamic boarding schools can know as the center of the development of the study of literacy language Arabic evolving quite rapidly in Indonesia. The curriculum used in lodges schools includes the material matter of Islam that reference comes from the book of books speak Arabic. In the beginning stage, the teaching languages of Arabic in schools are learn with methods Grammar-Translations. Using the methods of this educator learning material Arabic with by language area or using the language of Indonesia and translating the material of the books speak Arabic to the area's language (Zaid 2012, 311).

The Arabic language developed in Islamic boarding schools has special characteristics. Arabic as the eyes of subjects geared to encourage, guide, develop and nurture abilities and cultivate an attitude positive towards languages Arabic, both receptive and productive. Receptive ability, namely the ability to understand the speech of others and understand the reading. Productive ability is the ability to use language as a communication tool either in oral or in writing. (KEMENAG RI, n.d.)

Boarding School, which still preserves the language of Arabic as part of the tradition of science, is the cottage boarding Krapyak foundation Ali infallible. Krapyak boarding school a cottage boarding school that learns Arabic languages is active, through the establishment of bi'ah lughowiyah, activities extracurricular obliged to speak Arabic, and passively through the study of literature book talk to Arabic which is known by the book of yellow. The Ali Maksum Islamic Boarding School also has formal educational institutions in the form of Madrasah Tsanawiyah and Madrasah Aliyah. MA and MTs Ali Maksum have targets listed in the institution's vision and mission: the participant students are required capable of mastering a language alien in active and passive, namely, language Arabic and English language. Because it's, agencies have organized several extracurricular activities to distribute and develop the potential and talents of participants learners to become a human being that creative and able to compete with the students of the world. As for the types of extracurricular language, that is extracurricular mumārasah and extracurricular conversation.

Extracurricular mumārasah the program featured are required for the program are expected to assist students in learning Arabic language in class. The inline, great program featured extracurricular mumārasah aims to train Arabic language students are active (practice speaking). Because of its developmental nature, extracurricular activities require the initiative of the students themselves in their implementation. In extracurricular activities, participant students have the freedom full in choosing the form - the form of activities that correspond to the potential and talent that there is in him and in line with the ideals of education that is being practiced (Agama 2016).

From the explanation above, the writer has examined student learning outcomes after participating in the extracurricular mumārasah in terms of the aspects of Arabic speaking skills of students at Madrasah Aliyah Ali Maksum Yogyakarta in odd semesters. Problems of research that will be answered are " Is there an increase in student Arabic speaking skills

languages after following the program of extracurricular mumārasah? Is the model of learning extracurricular mumārasah already running effectively in Madrasah Aliyah Ali infallible ?"

State of The Arts and Distinguish

In extracurricular studies Arabic Teaching and Learning, there are very few complex discussions about the case of Arabic extracurricular activities in the field. Among the studies that focus on extracurricular activities is (Khusnah, Kholisin, and Nasih 2020) research that tries to develop Arabic language extracurricular programs in Islamic boarding schools. Furthermore, Zulqarnain's research is almost similar to what the researcher did, only the locations and cases studied were different (Zulqarnain et al. 2019).

In the field of foreign languages in general there are studies that have explored extracurricular activities in the form of drama classes, please read Theresia's research (Schenker 2020). In other fields, there are studies that are not related to language, but the results of this study inform that psychologically extracurricular activities really help students' creativity and need to be familiarized so that students participate in extracurricular activities from an early age (Romanov and Zavertyayeva 2020).

Method

The research is using the quantitative approach with descriptive methods. Research is carried out in Madrasah Aliyah Ali infallible with the subject of research that students grade 1 Mumārasah Madrasah Aliyah Ali infallible with the number of 29 students. There are several techniques for collecting the data of the research were conducted by researchers, namely questionnaires and tests. Data wants to be obtained from the questionnaire are concerning the effectiveness of extracurricular mumārasah relation with the skills to speak the language Arab students grade 1 mumārasah MA Ali infallible.

The questionnaire is use by rating scale 1-4. The aspects of effectiveness that are write in the questionnaire include programs, rules and processes, goals, or ideal conditions. Before distributing the questionnaire to respondents, the researcher conducted a validity test and a reliability test to determine the questionnaire's validity. To determine the increase in students' kalam ability after participating in mumārasah learning, researchers used test methods in pretest and posttest. Because the data were not normally distributed, researchers performed the Mann-Whitney U test. The normality test in this study used SPSS 23. In addition, the researcher also collected data by conducting interviews, observation, and documentation. Test try implemented during the semester years of lessons in progress.

Findings and Discussion

The mumārasah extracurricular is one of the extracurricular activities in the field of language and is also a superior program that must be followed by students of class X and XI Madrasah Aliyah Ali Maksum. This extracurricular is divided into three levels which are determined based on the student's selection of Arabic language skills. Students with good abilities occupy grade 3, students with moderate abilities occupy grade 2 and students with fewer abilities occupy level 1 mumārasah.

Mumārasah Learning Objectives

Objectives are a determining factor that students must master, know, or do after they have finished teaching and learning activities (Joyce, Gitomer, and Iaconangelo 2018). The objectives of learning mumārasah at Madrasah Aliyah Ali Maksum are a) So that students can speak Arabic properly and correctly and fluently according to Arabic grammar. B) So that students can converse in Arabic and Arabic debate. C) to make it easier for students to learn lessons that use Arabic.

While the objectives of learning kalam are: a) Students pronounce the hijaiyah letters properly and correctly. b) Students can describe what is around them using Arabic. c) students can express ideas, ideas, and opinions using Arabic. The measure of success expected by Madrasah Aliyah Ali Maksum in learning mumārasah is that students can practice Arabic speaking and can apply it in student daily activities.

Mumārasah Learning Materials

Learning material is a material that must be mastered by the teacher and studied by students. The material is a very important means of the success of the educational process because the material is one of the goals to achieve learning objectives including in the implementation of extracurricular mumārasah (Becker, Waldis, and Staub 2019).

Mumārasah learning materials for grades 1-3 using the manual used are 'Arabiyatul Linnasi'in volumes 1-4. Mumārasah extracurricular teachers are allowed to use guidebooks other than 'Arabiyatul Linnasi'in. In delivering mumārasah material, the teacher uses the direct method, but occasionally, the teacher uses Indonesian. "I am more interested in mumārasah material, not based on textbooks, but its application in everyday life. Like a conversation-starting from waking up to going to sleep again".

Mumārasah Learning Procedure in Class 1 Girls

Based on the results of observations of student learning class 1 extracurricular mumārasah. This observation is also a treatment that is carried out after the students take the pretest. Mumārasah lessons on Thursday, May 5 at 16.00-17.00 with the teaching teacher, Mr Tajuddin. The learning stages are as follow: a) At the beginning of the lesson, the teacher makes an apperception by asking questions about today's lesson using Arabic. b) All students have the reading text in front of each of them. Today's lesson is a review of material that will be tested during UAS including, Madrasah, Al-Utlah, A'malul Yaumiyah. c) The teacher guides the students to practice the pronunciation of words. The teacher asks the students several

questions about some unfamiliar vocabulary. d) The teacher asks students to translate some of the texts that are distributed jointly. e) The teacher instructs students to practice conversations with the theme " Madrasah fil " with their peers without looking at the text in the book. f) Students practice conversation with body movements by the conversation. g) The teacher asks students to memorize some vocabulary related to the theme, which has been written on the board. h) The teacher gives assignments to memorize the vocabulary, to deposit in the next meeting. i) The teacher closes the lesson with a prayer.

Mumārasah Learning Techniques and Methods

From observations and interviews that the author conducted, it was obtained data that the method used in mumārasah learning was :

Direct Method, is one way of presenting foreign language subject matter where the teacher uses the foreign language as the language of instruction. In learning mumārasah, the teacher uses Arabic as the language of instruction. If in explaining the material, there are words that students have not understood, the teacher will explain to them using perfect sentences, synonyms, and antonyms.

Small-Group Discussion Method, is a learning method that allows students to learn more actively by working together in groups to achieve set goals. In small group discussions, students are stimulated to explore ideas, increase understanding of new things, and encourage development and effective communication. Students are asked to form 4 groups in this lesson, and then the teacher asks students to discuss a theme/reading. Then the teacher asks representatives from students to present the discussion result.

Role-Playing Method, students try to explore the relationships between humans by demonstrating and discussing them together. The techniques used by the teacher in learning mumārasah are as follows : (1) Memorization of the Dialogue. The teacher gives the reading text, and the students are asked to memorize the hiwar, then practice it with their peers.

Through this exercise, students are expected to achieve good skills in conversation and practice continuously. (2) Role Play. So that students don't get bored, sometimes the teacher asks students to act out a role in a mini-drama. As in Mr Rozi's learning in grade 3 mumārasah with the theme of Tourism. (3) Group Conversation. By using this method, the teacher divides students into small groups and then asks students to read hiwar in turn with other groups.

Mumārasah Learning Evaluation

Evaluation is defined as a process of considering a thing or symptom by considering certain qualitative benchmarks—for example, good-not good, strong-weak, adequate-inadequate, high-low, and so on. Educational or learning evaluation activities generally function to determine the level of delivery of the goals or objectives of a program. Through evaluation the success or failure of a program can be seen.

The evaluation of learning in the extracurricular mumārasah is (1) Mid- Semester Exam (UTS) . (2) Final Semester Examination (UAS). In this study, researchers used a questionnaire instrument to determine the effectiveness of the extracurricular mumārasah. The effectiveness of program implementation is measured by 27 questions on a scale of 1-4. The results of the questionnaire will be calculated using the following conversion pattern:

—————→	A
$M + 1,5 SD$	B
—————→	C
$M + 0,5 SD$	D
—————→	E
$M - 0,5 SD$	E
—————→	E
$M - 1,5 SD$	E

Based on the results of the total calculation of the mumārasah extracurricular effectiveness questionnaire, it can be seen that the highest score is 79 from the achievable score of 108 and the lowest score is 54 from the lowest possible score of 27. The mean is 63.83, and the standard deviation is 6.459. The data above shows the categorization of the

effectiveness of the extracurricular implementation of mumārasah at Madrasah Aliyah Ali Maksum Class 1 Mumārasah for the 2015/2016 academic year. The results are as follows:

No	Category	Range	Total	Presents
1	Very Effective	>74	2	6,9 %
2	Effective	68 - 74	6	20,7 %
3	Effective Enough	62 - 67	10	34,5 %
4	Less Effective	54 - 61	11	37,9 %
5	Ineffective	< 54	0	0
Total Project			29	100

Based on the above results it can be seen that there is 6.9% of students who choose a category very effective, 20.7% students demonstrate effective category, 34.5% students showed a quite effective category and 37.9% female students showed less effective category. From these results, it can be concluded that the extracurricular mumārasah in grade 1 Madrasah Aliyah Ali Maksum runs less effectively.

The result of learning is the value of a formula that awarded teachers field of study regarding the progress or achievement of learning during the period specified. As a result of the learning process, as stated by Benyamin S Bloom, learning achievement has three domains: cognitive, affective, and psychomotor (Makruf 2016). As in the case of this, the researchers only measuring the achievement of learning are of the realm of cognitive by considerations of objectivity in assessment and simplicity in measurement.

Gagne and Ibrahim said that learning as a process of change that indicates a change in performance, skills, knowledge and values were obtained by individuals (Ibrahim 2001). Results are things that are made, made, and so by efforts, thoughts and others. Results of studying Arabic are an ability that an or individual can achieve in the eyes of subjects languages Arabic, after through the process of learning. Learning outcomes that are shown in the form

of values are a description of students' mastery of the subject. In studying the language of Arab domination are expected soon is Maharah al-kalam, Maharah al-kitabah , Maharah al-istima 'and Maharah al-qiraah.

Learning outcomes are measured in two stages, namely the pretest and posttest. The pretest was done before teachers teaching materials teaching mumārasah who want to be tested by the researchers, in order to determine the ability of the beginning of the student before getting treatment. At the same time, the posttest is carried out after the learning material is taught. The students ' learning achievement test questions in this study, both pretest and posttest, consisted of 10 mufradat questions and 5 conversation questions. Problem category mufradat weighted value of 1, while the matter of the category conversation weighted 2. Both questions are compiled on the terms of the syllabus and SK KD eyes lessons language Arabic the second half that applies in Madrasah Aliyah. Of the four aspects of language, namely Qiraah, Kitabah, Kalam and Istima', the author only takes the Kalam aspect because it is related to the research theme.

The purpose of research it is proved there or whether the increase in teaching beginning and end after the performed treatment. To determine the increase in the program of researchers using a pretest and posttest students are planned in Chapter, I with a t-test or Mann-Whitney U- determination of the use of data analysis methods is based on tests of normality. The normality test in this study was carried out on student learning outcomes and in this case in the form of a pretest and posttest. The goal is to find out whether the data is normally distributed or not. The normality test in this study used SPSS 23.

The results of the student data normality test in the experimental class are as follows:

Data	Sig. Shapiro-Wilk	Information
Nilai Pretest	0,147	Distttribution not normal
Nilai Posttest	0,001	Distribution not normal

Tabel 1: Normality Test Results Data

Based on the results of the test of normality in the above can be seen that the value of pretest mumārasah had Sig. = 0.147. From the results, it can be withdrawn a decision that H₀ is rejected because $0.147 > 0.05$. by thus can be concluded that the data distribution is not normal. From this, it can be concluded that H₀ is rejected because $0.001 < 0.05$. by thus can be concluded that the data distribution is not normal. Based on the calculation above, because the data distribution was not normal then the researchers used a test Mann-Whitney U. The results of Mann-Whitney U are as follows:

	Value
Mann-Whitney U	10,000
Wilcoxon W	388,000
Z	-6,173
Asymp. Sig. (2-tailed)	,000

Tabel 2: Uji Mann – Whitney U

Based on the results of the Mann-Whitney U test above, it can be seen that the pretest and posttest scores of the mumārasah have Asymp values. Sig. = 0,000. The results can be withdrawn decision-making that H₀ is rejected because $0.000 < 0.05$. By thus can be concluded that there is a difference that is significant between pretest and posttest.

Interpretation of Research Results

After knowing there is a difference that is significant between the value of pretest and posttest, to strengthen the measurement of the researcher doing the measurement of the value of the gain or increase the value of the pretest to the value posttest. The results of the calculation are as follows:

Type of Test		Value	Conclusion
Comparison			
Nilai Pretest dan Posttest	Gain	3,388	There is a difference significant

Tabel 3: Calculation of Gain value

From the table at the top can be seen that the ratio of the value of pretest and posttest is 3.388. It is demonstrated that the ability to speak Arabic skills after their treatment is higher than before treatment with the improvement, which is quite significant. Or in other words, the application of treatment effectively improve achievement learn mumārasah students grade 1. Based on the calculation and testing results, the results of studying the form of proficiency speaking students after a given material learning extracurricular mumārasah much higher than before given the treatment of mumārasah learning. It because learning takes place with methods that are very varied and dynamic. Learning to walk is not monotone and fun for the students to practice the ability to speak. Secondly, methods are varied are the factors that can help improve the skills of speaking students are significant. Estuary of all the strategies or methods used in the study is how learning it can run good and interesting for students who learn(Izan 2004).

Based on the results of testing the effectiveness through the questionnaire, 65.5% female students or 19 students like the method that is used teacher in learning. The method

that is used teachers in learning covers, the method of role-playing, method of direct, method of small group discussion. As for the teaching techniques, memorizing dialogue, role-playing and group conversations.

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Third, the teacher is able to control learning in the classroom so that students are active in learning. This activity can be seen from the students who actively ask questions. The teacher is able to create an atmosphere in such a way that students actively ask questions and surface ideas. The active role of students is very important in forming a creative generation, which is able to produce something for the benefit of him and others. The success of the achievement of the competence of the eyes of subjects depends on some aspects. One of the aspects that greatly influence is how the way a teacher in implementing the learning (B Uno 2011, 157). in addition, digital storytelling can help teacher in creating a creative media in order that the students will have high enthusiasm in teaching and learning process. This media also can help students for improving their speaking skills. By using this media, the students are forced to be more creative in expressing their ideas through speaking (Mujtaba 2018, 28).

Conclusion

Based on the results of research and discussion about the effectiveness of extracurricular mumārasah in improving skills of speaking a language Arabic class 1 Mumārasah Madrasah Aliyah Ali Maksum Krapyak , can be drawn a conclusion that implementation of extracurricular mumārasah run with either each meeting, will however still many students who arrive late and sometimes occasionally present every week. Material learning mumārasah grade 1-3 use the book guide that is used is ' Arabiyatul Linnasi'in vols 1-4 but allowed to use books guides other than ' Arabiyatul Linnasi'in. The method of learning that used the teacher is a method directly, methods of group discussion, and role-playing methods. Then, the

effectiveness of the extracurricular mumārasah in grade 1 mumārasah is in the less effective category with a percentage of 37.9%. And ability skills speak languages Arabic after the treatment is higher than before treatment with the improvement which is quite significant, namely 3.388. Extracurricular mumārasah can run with the effective causes, methods of learning are varied, and the ability of teachers to manage the classroom so that students are involved actively in learning.

Implications of Findings

There are suggestions given by researchers that need to be followed up by the Madrasah Aliyah Ali Maksum curriculum program in order to continue to improve discipline and provide support to teachers to be more active and creative in teaching. Master extracurricular mumārasah also expected to make rules or agreements discipline with students in class each individual, so that students more disciplined and follow classes with regular. In addition, teachers can provide interesting appreciation to increase student motivation. The appreciation can be in the form of a reward in a quiz game. Teachers can also hold annual events by taking students to several tourist attractions to practice their Arabic speaking skills with native speakers or tourists who speak Arabic.

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