Improving Arabic Speaking Learning through Content and Language Integrated Learning Approach in PSPBA FBS UNJ

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Abstract

The aim of the study is to examine the effect of content and language integrated learning (CLIL) approach to Arabic speaking learning. The study was used action research method. The sampling was taken by 25 students. The validity of data used credibility, transferability, dependability, and conformability. The analysis data used independent sample t-test. The result of a study that t-test result is t-stat (5.12) > t-table (2.68). It means that there is a significant difference was found in Arabic speaking learning in favour of the student who studied before and after the use of CLIL.

Keywords: Arabic language, CLIL, Speaking Learning

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh dari pendekatan pembelajaran terintegrasi isi dan bahasa (*Content and Language Integrated Learning*/CLIL) pada pembelajaran berbicara bahasa Arab. Penelitian ini menggunakan metode penelitian tindakan. Sampel penelitian sebanyak 25 orang mahasiswa. Validitas data menggunakan kredibilitas, transferabilitas, dependabilitas, dan konformabilitas. Teknik analisis data yang digunakan adalah pengujian t-test pada sampel. Penelitian ini menunjukkan bahwa hasil t-test adalah t-stat (5.12) > t-table (2.68). Hasil tersebut menunjukkan adanya perbedaan signifikan yang ditemukan pada pembelajaran berbicara bahasa Arab yang menguntungkan mahasiswa, khususnya pada keterampilan berbicara mahasiswa sebelum dan sesudah menggunakan pendekatan CLIL.

Kata Kunci: Bahasa Arab, CLIL, Pembelajaran Berbicara

INTRODUCTION

In recent years, much of the discussion relating to proficiency of foreign language skills focused on the development of oral skills. It emphasizes on speaking proficiency that is able to contribute to people's mobilization, like as for this era, Arabic has important position in international communication. Therefore, the interest oral communicative competence continues till today, as contemporary communicative language teaching. Recent research in second language acquisition

has also considered oral interaction as important factor in the shaping of the learner's developing language ability (Yaqub, 2012:140). In this study, speaking skills are chosen because it is one of the types of language skills to be achieved in modern language. More Muslims including Indonesian Muslims are motivated to learn Arabic. This condition certainly provides an opportunity for both formal and informal educational institutions that teach Arabic material. The Arabic Language and Literature Study Program of UNJ in order to fulfil the need, has prepared the teaching materials to achieve the competence of speaking Arabic, to full the needs of the professional Arabic teacher even in the learning process which is faced with various obstacles. Among the competencies that must be achieved is the competence of speaking Arabic as a material that must be taken by every student.

In the process of learning Arabic speaking skills according to the observation, researchers experienced various constraints factors, both linguistic factors and non-linguistic factors. Constraints faced by students from linguistic factors include: difficulties in pronouncing sounds (*ashwat*) especially Arabic letters that do not have an equivalent in the Indonesian language, errors in stringing the word position (*nahwu* and *sharaf*), and the word (*uslub*) is still affected from source language, limited vocabulary (*mufrodat*).While the non-linguistic constraint factor which becomes the obstacle for the students, among others, psychologically the students have the fear of being wrong so that they have difficulty in expressing the idea, because the students are more emphasized on memorizing the dialogue text than reconstructing the phrases and ideas that are trained and developed through the theme of the dialogue they learn.

The obstacles described above have been confronted by Haron, et.al (2016) who conducted the research investigates the challenges and barriers in speaking Arabic faced by Arabic speakers who have difficulties. The findings reveal two types of barriers, namely internal and external barriers. Aladdin's research results are related to needs analysis of Arabic learning needs. The Arabic language study at the Faculty of Law of the National University of Malaysia is offered to all first graders of the second semester as compulsory subjects. Students who take this course have different backgrounds and ethnicities of Malay, Chinese, Indian, Sikh, Iban, Kadazan. For Malay ethnic students who are Muslims, Arabic is a familiar language compared to students of ethnicity and other religious backgrounds who have never studied Arabic before. It cannot be denied that students face challenges and difficulties during the teaching and learning process. One of the challenges faced is difficult course material (Aladdin, 2016).

Obstacles that come from lecturers is the method of teaching. During this learning, the teacher used Audio-Lingual method as a characteristic of the book Al-Arabiyah Bayna Yadaik. The results of the analysis have integrated audiovisuals with technological advances so that the learning process has been quite good. However, this method has constraints when applied to learning Arabic. Learning that begins directly by listening to the dialogue through audio without seeing a book makes it difficult for students to understand speaking content. Moreover, the content of the material learned is not derived from Indonesian culture. This makes it difficult for students to understand the contents of the dialogue. These obstacles are not only experienced by students in Indonesia who use Indonesian as a second language. But for undergraduate students and graduate English speakers also face the same

difficulty. As Nazzal et.al. (2014) has reviewed difficulties faced by undergraduate and graduate students of English-speakers in the interpretation and translation of the English idiomatic / formulation into Arabic. The problem proves that in the use of Foreign language like Arabic is not easy. Students tend to be influenced by the mother tongue or the second language.

Based on the problem above, Arabic speaking learning requires an appropriate method of learning. One of the methods offered is *Content and Language Integrated Learning* (CLIL) . This is due to several reasons; first, CLIL is one of the learning approaches that combines language and content approach, wherein a second language or a foreign language is used not only as a language in instructional but also as a very important tool for building knowledge. The second, CLIL gives every student the opportunity to learn Arabic speaking in an integrated manner with other language competencies. The third reason that CLIL is the alternative to the latest approach in Arabic speaking learning process and becomes a challenge for lecturers. The fourth is an attempt to optimize the vision and mission of Arabic program study UNJ. These reasons serve as a strong foundation that shows the novelty value in this study. Many researches had proven the effectiveness of CLIL on language learning, such as Escudero (2013); Alimi (2013); and Dourda (2014).

Therefore, the aims of this study are know the effect of CLIL on Arabic speaking skills for the Arabic Education Program Study students. Thus, the problems that will be discussed in this study are (1) How is the Arabic speaking learning through CLIL? and (2) How is the increasing of the students' Arabic speaking skill that has gotten the experiment using CLIL?

RESEARCH METHOD
The method research was used action research method. It is qualitative research that will measure the research from the process of learning using content and language integrated learning (CLIL). The research will be stopped when the students get good score minimum 75 or average score of 75. The process of learning in the research held for 4 weeks. During the research, students will receive pre-test, learning process, and post-test. The participant of research consists of 25 students from Arabic Education Study Program at State University of Jakarta (Universitas Negeri Jakarta/UNJ). The process of collecting data used observation, learning process, documentation, interview, questionnaire, and test (pre-test and post-test). Analysis data used qualitative and quantitative data. Qualitative data were taken from observation, interview, questionnaire, and learning process. Quantitative data were taken from pre-test and post-test. The result of the test was implemented using the independent t-test technique. Validity and reliability data used Lincoln and Guba theory, which is credibility, transferability, dependability, and conformability.

RESULT AND DISCUSSION
The process of Improving Arabic Speaking Learning through Content and Language Integrated Learning (CLIL)
Arabic speaking learning activity in the class had done using CLIL. Each step of learning using four frameworks. So that, the process of learning of Arabic speaking learning has four frameworks like as Coyle, Hood, and Marsh (2010) theory. The

first is content. In this step, the teacher managed the warming up through the introduction of theme that is related to the daily life is taken from religion theme. In here, the teacher shows some video or audiovisual. Then, the student listens carefully and do the worksheet. After this process, the students request to do practice the dialogue as coupled. Implementing of CLIL focus on language and taught the content (Dalton-Puffer, 2011:182). The second is communication. In this step, the teacher created the classroom interaction between peers and teacher. The third is cognition. In this step contained the development of lower and higher order thinking skills like as recall of factual information, defining, classifying, predicting, comparing. The students make a practice using the theme that relates with *Qur'an, Hadith,* and *Tsaqofah Islamih*. Therefore, for CLIL teaching to support effective understanding, it has to take into account not only students' knowledge and skills base, but also their cognitive engagement. On the basis of such an awareness can students' responsibility be promoted as a preliminary step towards the development of autonomy, and, ultimately, to the achievement of more successful learning outcomes (Pérez-Vidal, 2009). The fourth is culture. The students concerned awareness of preserving the environment and Indonesia's culture. It means that students have to understand about the theme with Indonesia context. Besides, they learnt how to comprehend the ways Arabic speaking with Arabic culture. There is intercultural understanding and global citizenship (Coyle, Hood, & Marsh 2010:41).

The CLIL approach is oriented to the needs of students in an integrated manner with other skills and material content related to the Indonesian context through the themes taken from the *Qur'an, Hadith,* and *Tsaqofah Islamih*. Moreover, students have been familiar with the religious themes of daily life. However, which provides ease of use of this teaching material is the introduction language that is not dominated by the Arabic language. So that student who are still difficult to understand and practice teaching materials well. From the cultural elements appear on all teaching materials so that CLIL approach builds the students mind and self-reliance. The teacher has been optimal in improving Arabic speaking skills learning using CLIL. It showed the average score of activity is 88,5%. While the students' response to CLIL implementation shown in the below chart.
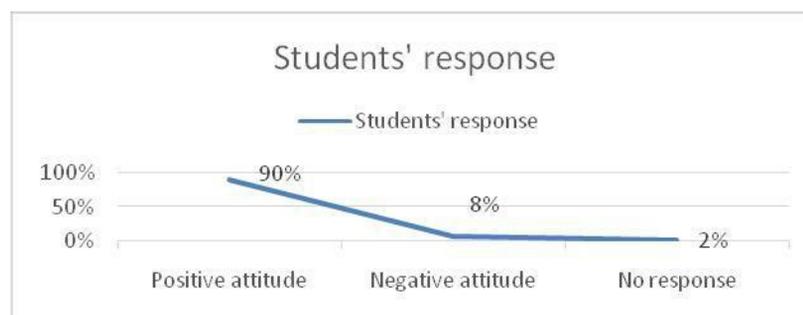

Figure 1. Students' response to CLIL application in the class

The Difference of Arabic Speaking Skills Before and After the Application of Content and Language Integrated Learning (CLIL)

To know of the result of differences in Arabic speaking skills before and after using the CLIL, it is taken from the result of the test. Based on the results of

pre-test and post-test on Arabic speaking ability test data can be described as follows.

Table 1. Description of Pre-testand Post-testScore

Statistic	Pre-test Score	Post-test Score
Sum (N)	25	25
Average	76,92	85,36
Median	75	80
Mode	75	80
Minimal	68,5	76,5
Maximum	84,5	92
Standard Deviation	3,80	4,22
Variant	14,41	17,78

From the table above, it can be concluded that the students' speaking ability has increased as significantly. It can be seen from the data that the average score of the Pre-Test is 76.92 and the Post-Test is 85.36. These data indicate that there is a fairly good increase of 8.44. While the minimum pre-test score is 68.5 and the post-test increased to 76.5, it increased as 8 points and it is in grade B (good). The maximum score of the pre-test is 84.5, while the post-test is 92, it increased as 7.5 points and it is in grade A (very good). Therefore, the mode of the score in *pre-test* is 75 and *post-test* is 80. It is shown that almost of students get a good score. To know the significance of increasing score of Arabic speaking learning based on CLIL used test of different statistic technique that is the independent t-test. Test results can be displayed as follows.

Table 2. The Result of significance Test of Model Effectiveness

Test					account	table $\alpha=0,05$	$\alpha=0,01$
	sum		Df	s^2	t		
Pre Test	25	76,92	24	14,41	5,12*	2,01	2,68
Post-test	25	85,36	24	17,78			

* The differences of significance data, taccount = (5,12)>ttable(α=0,01) and dk(48) = 2,68.

The results calculation above obtained t account = 5.12, it is greater than t table, with a significant level of 0.01 and df = 48 obtained t table value = 2.68. Thus, it can be concluded that the mean of post-test and pre-test is significantly different. In the implementation of CLIL as Coyle, et.al (2010) said that the process of learning a foreign language (Arabic) requires a blend of content and the language itself. This means that students must learn Arabic speaking teaching materials to learn languages and lecturers as facilitators need to know how to teach the language. In this CLIL learning method appears to complete the requirement on every teaching material presentation. In the findings of data analysis and test results that the teaching materials become more efficient and effective use because it is directly equipped with the right method of learning. Of the four CLIL elements that complement the presentation of teaching materials generate a unique blend to show different characteristics of the study of the Arabic speaking learning.

As the research has been done by Yaqub (2012). This study aims to improve speaking skills of Arabic students using an integrated approach between processes and products, research results show that product and process approaches influence the speaking skill. A unified approach to learning Arabic speaking provides a simple example of Arabic language-specific learning materials. The results of this study show that the students have different speaking ability after they get an experiment.

Therefore, problems relating to learning Arabic speaking are due to (a) lack of practice, (b) poor vocabulary, (c) poor learning environment, (d) low self-confidence, (e) lack of partners to communicate, (f) bad Arabic command, and (g) shame and feel intimidated. That problems have also been found by researchers such as Arifin and Ismail (2011); Ali Bani Khaled (2014); and El -Tingari (2016). The findings of the problem are also faced by researchers. But after this action research, the problem can be resolved in the right way. So Arabic should be spoken at all times, inside and outside the educational environment. In addition, the provision of co-curricular activities such as activities requiring students to speak in Arabic may support the development of Arabic language skills. Thus, CLIL is suitable for the learning process of subjects other than language that uses a foreign language. The strategy designed for the CLIL approach in this study is practical and provides an opportunity for all students to study independently. Therefore, this teaching material is suitable for use in the learning process of *Kalam III.*

CONCLUSION

Based on the result of the analysis, the CLIL have significant influence on students' Arabic speaking skills. It showed the differences in score that has improved. Mean of post-test and pre-test is significantly different. Learning process that has arranged is appropriate for students' need using CLIL. The activities ordered by (1) varying task and integrated language skills; (2) choosing the activities that are most useful to particular group of learners; (3) the task of real-life application; (4) connecting activity to the next (like as from receptive to productive skills); (5) sequencing the content in order to recycle language; (6) varying media of learning like as video, audio or picture. The result of the study has some recommendation. Those are the CLIL has appropriate the learning process for the Arabic speaking skills, the teacher makes instruction more comprehensible because the theme creates a meaningful context, the CLIL involved in real language use in various situations, so the teachers have to know students' background previously, and the teacher can use various media or learning and connect with the content, language, and culture.

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