The Influence of the Extemporaneous Method on Junior High School Students Arabic Speaking Skills

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Abstract

Arabic learning is a process in which students learn Arabic with the help of a teacher. In this process, various components are arranged with the main aim of achieving mastery of Arabic knowledge and skills, including comprehension of Arabic material, making sentences in Arabic and the like. The importance of mastering Arabic language skills is one of them, namely speaking skills. In this study proposed the extemporan method as an approach in Arabic speaking skills. This study used a quantitative approach with experimental research techniques using pre-experiment with a one group pretest-posttest design model. The analytical techniques used in this study are Normality Test, Homogeneity Test, Correlation Coefficient, and T Test (Partial) with a sigification level of 5%. The sample used in this study was grade VIII students of SMP Muhammadiyah 2 Kota Tangerang. The results showed that the extemporan method had a significant effect on improving the Arabic speaking skills of grade VIII students of SMP Muhammadiyah 2 Tangerang City with a significance value (p-value) of < 0.05. Based on the results of the study, it can be concluded that the extemporan method is effective in improving the Arabic speaking skills of grade VIII students of SMP Muhammadiyah 2 Tangerang City.

Keywords: *Contemporary Methods, Speaking Skills, Arabic Language Learning*

Introduction

Arabic learning is a process in which students learn Arabic with the guidance of a teacher. In this process, the different components are arranged with the main objective of achieving mastery of knowledge and skills in Arabic, including comprehension of Arabic material, Arabic sentence making, and other aspects (Jaya et al, 2019). Learning is inseparable from history, which is a reference standard to improve the quality of learning (Nurchasanah et al, 2024). For Arabic learners, it is important to master the four components of language skills well, which consist of , Speaking skills, listening skills, reading skills,and writing skills (Beta, 2019; Baroroh et al, 2020; Harianto, 2020).

Speaking skills are the ability to express an idea, emotion or information verbally (Younes et al, 2017). Active listening can be explained as an act of active understanding in order to obtain information and attitudes conveyed by the speaker with the aim of understanding the conversation objectively (Sari, 2018). The ability to read in Arabic involves two important aspects: the ability to convert written symbols into sounds, and the ability to capture the meaning of the entire context conveyed through these written symbols and sounds (Hardiansah et al, 2024). Writing is the process of creating or drawing graphic symbols that represent language

that other individuals can understand, allowing them to read those symbols (Saito et al, 2017). Speaking skills are one of the language skills that you want to improve in learning Arabic (Hendri, 2017). Speaking proficiency is the ability to express thoughts and feelings using appropriate words and sentences, paying attention to grammar and sound, and involving other aspects of language skills such as listening, reading, and writing (Alosh, 2017).

In this context, speaking skills refer to a person's ability to communicate orally to convey ideas, thoughts, and opinions fluently in Arabic (Hercula et al, 2023). One of them is by using the speech method, the speech method can be a means to hone speaking skills, such as mastery of material, intonation, and facial expressions. Speech is the art of public speaking to convey a message or achieve a specific goal (Isaacs et al, 2018). While speech has 4 types, namely the Impromtum Method, manuscript method, Memoriter Method, Extemporaneous Method (Cruz et al, 2021; Nkrumah, 2023). Meanwhile, the results of observations at SMP Muhammadiyah 2 Kota Tangerang, there is still a lack of grade VIII students who are not able to pronounce sentences or words in Arabic correctly, this study proposes the application of the extemporan method (speech method) as a learning approach. This method was chosen to help students improve their Arabic speaking skills. Through this approach, the study aims to identify the influence of the extemporan method on the Arabic speaking skills of grade VIII students at SMP Muhammadiyah 2 Kota Tangerang. This study will explore how the extemporane method affects the Arabic speaking ability of grade VIII students at SMP Muhammadiyah 2 Kota Tangerang.

In a study entitled, "The Effect of Speech Learning on the Speaking Skills of Class IX-A MTs Students of Virtue for the 2018/2019 Academic Year" (Hadi et al, 2021). The result of this study, that speech learning is an effective method to improve students' speaking skills. In the research entitled, "Implementation of the Can Do Strategy on the Speech Ability of PBSI Students of Muhadi Setia Budi Brebes University" (Shalaby, 2023). The results of this study, that the Can Do strategy is an effective method to improve students' oratory skills. In a study entitled, "The Effect of Using the Extemporanian Method in Online Learning on Speech Text Listening Skills of Class IX Students of Christian Private Junior High School 5 Medan" (Bigelow et al, 2017). The results of this study, that the application of the online extemporan method has a significant impact on improving speech listening skills in grade IX students. As for several previous studies, the fundamental difference in this study is the influence of the extemporan method on offline speaking skills with the sample population, namely grade VIII students at SMP Muhammadiyah 2 Tangerang City. Based on a review of the problems that have been described by researchers, is the extemporanse method effective in improving speaking skills? The purpose of this study is to determine the effect of the extemporan method on the Arabic speaking skills.

Method

This type of research uses a quantitative approach with experimental research techniques. The types of experiments that can be done in this study are, *Pre Experimental* with *One Group Pretest-Posttest Design*. *One Group Pretest-Posttest Design* is a design that is carried out in one group without a comparison group (Mohammedain, 2021).
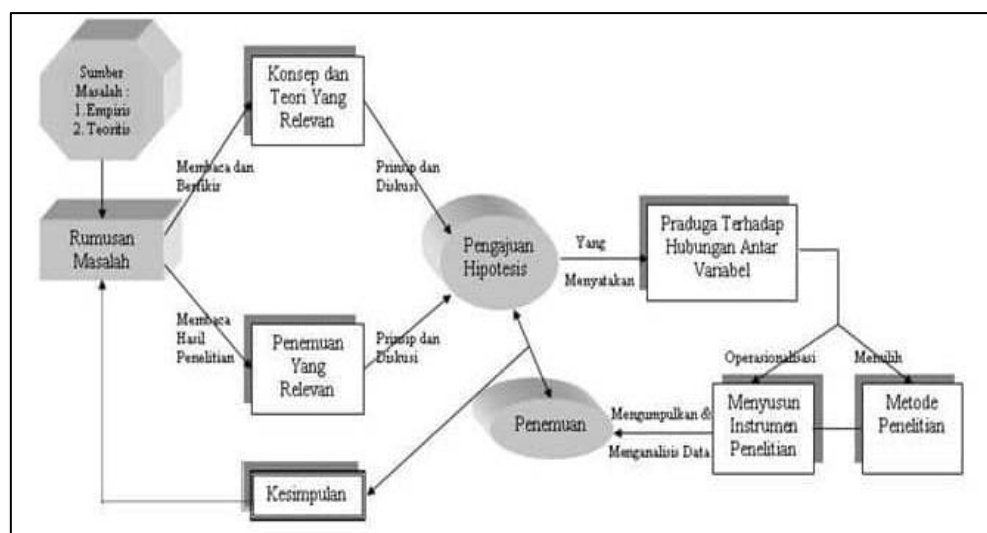
Figure 1. Research Quantitative

This research was conducted at SMP Muhammadiyah 2 Kota Tangerang located on Jl.Lembang I Raden Fatah No.63 West Sudimara, West Sudimara, Kec. Ciledug, Tangerang City Prov. Bantam. There is also a population that is the object of this study, namely all grade VIII students at SMP Muhammadiyah 2 Kota Tangerang, totaling 28 people. The sample used in this study was class VIII which amounted to 28 students. There is also a *pre-experimental* research model scheme with *a pretest-posttest one group design*, as follows:

Table 1. One Group Pretest and Posttest

Pretest	Treatment	Posttest
01	X	02

This study did not use samples but used population research because the study subjects < 100, so this study used the entire population. The sampling technique in this study is to use *Non-Probabiity Sampling*. *Non-Probabality Sampling* Sampling is not random. The point is that sampling does not provide equal opportunities to every sample selected (Tao et al, 2017). The sampling technique used in this study is to use all class VIII who are the object of this study by doing a pretest first, namely by mentioning spontaneously without the help of any text related to the theme at the first meeting, which is about explaining their daily activities using Arabic. Then the researcher will apply it using the extemporan method to all grade VIII students at SMP Muhammadiyah 2 Tangerang City. Furthermore, in taking posttest scores, all grade VIII students will reassess by applying the extemporan method, namely by bringing or seeing mufrodat or vocabulary that they have prepared to make presentations related to their daily activities during Ramadan.

Data collection techniques in this study used several techniques, including observation, speaking skills tests that use pretest-posttest and documentation. Observation is a data collection technique carried out by observing and recording directly what happens in the field. Tests can be used to assess aspects of language, such as pronunciation, grammar, and vocabulary. The documentation used is in the form of photo and video recordings during the research (Lou et al, 2017). The data analysis techniques used in this study are normality test, homogeneity test, correlation coefficient and T test (partial) with a significant level of 5%.

Results and Discussion

Arabic language learning is an educational process that aims to stimulate, guide, expand, and develop Arabic language skills, both in speaking and listening activities, as well as forming a positive attitude towards Arabic (Alhomoud et al, 2016). Arabic language learning is a process to equip Arabic learners or learners to be able to use Arabic effectively and beneficially in various areas of life. Arabic language learning is the result of a learning process that changes student behavior, which can be seen from their ability to use Arabic (Ulya, 2017). Arabic language learning is the teacher's effort to equip students with adequate knowledge and skills of Arabic (Mira, 2022) . Learning Arabic as a second language has different challenges and obstacles from learning a mother tongue. This is because Arabic has significant differences with the mother tongue, both in terms of structure, vocabulary, and culture. These characteristics demand the need and achievement of more specialized competencies (Assaf et al, 2020).

The Extemporaneous Method is a speech method that is considered the most effective in conveying messages to listeners. This method allows the speaker to deliver the speech in a more natural and more interesting way (Harista, 2017). This extemporaneous method is applied to students so that they are trained in Arabic speaking skills so that they become accustomed to the pronunciation of words or sentences in Arabic. This Arabic language skill is easy to understand and can be applied in everyday life. Here are some of the analytical tests used in this study, as follows:

Normality Test

The Normality Test is to find out whether in a regression model, confounding or residual variables have a normal distribution (Ranti, 2017). Therefore, it is necessary to conduct a normality test to ensure that the research data is normally distributed.

Table 2. Normality Test

pretest	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Hasil pretest	. 156	28	.080	.947	28	.171
posttest	. 161	28	.060	.948	28	.181

The normality test used used the *Shaphiro-Wilk* test with a significant level (0.05). Testing the normality of a data can be done by doing the rule of significance *(p)*. If the significant value is taken > 0.05, then the residual value is normally distributed. And if the significant value < 0.05, then the residual value is not normally distributed. The results of One Group pretest and posttest Control Design obtained a p pretest score of 0.171 and a p posttest score of 0.181. Based on the results of the normality test, the pretest and posttest data showed that the samples used in this study were normally distributed, namely *(p)* > 0.05.

Homogeneity Test

Homogeneity Test is data that tests whether two data have similarities (homogeneous) or inhomogeneous (Sari, 2018). In other words, a homogeneity test is used to ensure that the data from each group have the same distribution.

Table 3. Test of Homogeneity of Variances

result

Levene Statistic	df1	df2	Sig.
.008	1	54	.928

To find out the data is homogeneous or cannot be seen from the signification score (p) obtained. If the significance value > 0.05 then the data is homogeneous. And if the significance value < 0.05 then the data is not homogeneous. From the results of the homogeneity test in *levene statistics*, the results obtained at a significance of 0.928 and the score showed that the *p* score > 0.05. So, it can be concluded that at the level of significance of 0.05, the pretest and posttest results used in this study have the same variations.

Koefisen Correlation

This correlation coefficient refers to the use of methods to evaluate the strength of the relationship between several independent variables against the dependent variable together (Rukmayanti et al, 2021). The correlation test aims to determine the level of closeness of the relationship between variables expressed by the correlation coefficient (r). The type of connection between x and y variables can be both positive and negative. The correlation coefficient can range from -1 to 1. The value of the correlation coefficient can be used to measure the influence of one variable on another. If the value of the correlation coefficient is close to 1, then it can be concluded that one variable has a significant influence on other variables.

Tabel 4. Correlations

		Pretest	posttest
Pretest	Pearson Correlation	1	.997[**]
	Sig. (2-tailed)		.000
	N	28	28
posttest	Pearson Correlation	.997[**]	1
	Sig. (2-tailed)	.000	
	N	28	28

From table 4 correlation coefficient, it can be concluded that the correlation value is r = 0.997. This correlation value indicates that the extemporaneous method has an influence on students' speaking skills. A positive correlation value indicates that the extemporaneous method has a unidirectional relationship with students' Arabic speaking skills. The effect of the extemporancy method on Arabic speaking skills in students was 0.997 with a range of 0 – 1, namely 0 < 0.997 < 1. If the significance value < 0.05 then the results are correlated. And if the significance value > 0.05 then the results are not correlated. So it can be concluded that this extemporaneous method has a relationship with Arabic speaking skills in students.

Test T-test

The T-test is used to test whether a particular independent variable has a significant influence on the dependent variable, after taking into account the influence of other variables that may be influential (Trofimovich et al, 2017). The t-test can be used if the research data is normally

distributed and has a large enough sample size. The hypothesis used in testing the results of this study is as follows:

Table 5. T Test

Model	Unstandarized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1. (Constant)	12.845	1.082		11.875	.000
PRETEST	. 999	.015	.997	67.565	.000

From the T-test table, we can know that the tcount value is 67,565, while the ttable of 1.706 means tcount > ttable. Based on the results of the above hypothesis, it can be concluded that H1 is accepted, which means that the extemporaneous method affects the Arabic speaking skills of junior high school students. This extemporant method can hone their Arabic speaking skills and can also add vocabulary and also to their fluency in speaking Arabic by applying this extemporaneous method. This is according to research conducted by (Clark et al, 2015).

The results show that speech learning is very influential on students' speaking skills, especially in the aspect of loudness, students are clearer in speaking and delivering speeches so that it is easy to understand about what is conveyed by students and easily understood by listeners. Then, the lowest score in this aspect is found in the mimic aspect or the movements of students do not use too many gestures when giving speeches. In addition, other studies have also been conducted by by (Hendri, 2017). The results showed that the application of the online extemporancy method had a significant impact on improving speech listening skills in grade IX students. As for the positive value of nilat t, it can be concluded that this extemporaneous method has a positive impact on students' Arabic speaking skills. Therefore, the extemporaneous method affects the speaking skills. This is in accordance with research that has been conducted by (Jaya et al, 2019). The results show that Ha is accepted and Ho is rejected. Ha said that there is an influence of ICT based media on the ability to listen to the speeches of grade X students of Free Methodist 2 Medan Private High School for the 2023/2024 school year. In addition, other studies have also been conducted by (Rosyid, Rofi, Fitri, 2024). The results showed that muhadharah activities affected the emotional intelligence of students of Roudlotul Qur'an Darul Falah III Islamic Boarding School.

Conclusion

In speaking skills, Arabic has some unique and interesting traits. One is its often complex sentence structure, with a very rich grammar. This allows speakers to express their thoughts and feelings with great detail and nuance. However, with consistent practice and a deep understanding of Arabic grammar, speaking skills in Arabic can be mastered well. Based on the results of the study, it can be concluded that the extemporanean method analyzed using the normality test obtained the results that the results of the research data are normal. The result of the homogeneity test is that the results of the study are homogeneous. From the calculation of the correlation coefficient of the extemporane method, it can be concluded that the extemporane method has a relationship with Arabic speaking skills in students at SMP Muhammadiyah 2 Tangerang City. And for the calculation of the t-test, from the results that

have been obtained that the extemporanse method affects the Arabic speaking skills of students at SMP Muhammadiyah 2 Tangerang City.

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