

THE INFLUENCE OF GROUP WORK METHODS IN IMPROVING SPEAKING ABILITY AND INTEREST OF STUDENTS LEARNING ARABIC AT THE AL-ITTIHAD PONCOL SEMARANG

Mubarok Fatahillah¹, Abd Razak Zakaria², Ella Susilawati³ & Yovian Yustiko Prasetya¹

ABSTRACT

This article discusses the effect of group work methods in improving students' speaking skills and interest in learning Arabic. This research uses a quantitative approach. The data collection techniques used were observation, interview, documentation, and questionnaire. The analysis technique used is test analysis. The data source in this study is primary data, which is data taken directly without going through intermediaries so that it is obtained in the form of raw data. The results showed a significant effect of the group work method in improving students' speaking skills. This is evident from the results of Pair 1 output, that the Sig. (2-tailed) of $0.000 < 0.05$ obtained by students in the pretest of 62.78 then the results of speaking skills in the post-test of 84.17. Thus, it can be concluded that there is a difference in the value of speaking skills between the pretest and post-test. The results of the t coefficient test data processing based on the coefficient table, the t value for the Group Work Method variable is $t \text{ count } (3.022) > t \text{ table } (2.086)$, it can be stated that the Group Work Method variable has an influence and significance in increasing students' interest in learning.

Keywords: *Group Work Method, Speaking Skills, Interests*

[1]
Sekolah Tinggi Agama Islam
Kuningan,
Indonesia

[2]
Fakulti Pendidikan,
Universiti Malaya,
Kuala Lumpur

[3]
UIN Sunan Kalijaga Yogyakarta,
Indonesia

INTRODUCTION

Arabic, as the oldest historical language in the Middle Semitic language group, holds a significant position with over 200 million speakers worldwide (Al-Jallad, 2018. 571-605). Its importance is further amplified by its association with Islam and the Quran, making it the primary language for billions of Muslims globally. In Indonesia, Arabic is a mandatory subject in Islamic boarding schools due to its relevance to Islamic teachings and the fact that many religious texts are written in Arabic.

Islamic boarding schools in Indonesia have long been recognized for their success in teaching Arabic, employing traditional methods such as *thoriqotul qowa'id wat tarjamah* (Al-Mahrooqi & Denman, 2017. 97-112). However, the field of Arabic language learning has undergone several developments in response to changes in the education sector. One aspect that has seen significant changes is the teaching of speaking skills, which has been influenced by the evolving learning environments and the need for effective language acquisition.

The group work method has emerged as a valuable approach to language learning, as it provides students with a conducive environment for practicing and developing their speaking skills (Johnson & Johnson, 1999. 67-73). By dividing students into groups and assigning them specific tasks, the group work method encourages collaborative learning and allows students to engage in meaningful conversations. However, the application of this method in Arabic language learning in Islamic boarding schools is still limited.

During observations at Al-Ittihad Poncol Islamic Boarding School, researchers identified several challenges in teaching Arabic, particularly in *Maharah Kalam* (speaking skills). Students were found to struggle with speaking Arabic, as they were only accustomed to textbook conversations and lacked the confidence to engage in spontaneous conversations. Additionally, some students showed a lack of interest in learning Arabic, further hindering their progress in developing speaking skills (Al-Mahrooqi & Denman, 2018. 1-12).

To address these issues, the researchers aim to improve *Maharah Kalam* by implementing the group work method for grade IV students. The goal is to enhance students' speaking skills and foster their interest in learning Arabic. By restructuring study time and schedules, the researchers hope to create a more engaging and interactive learning environment that promotes active participation and collaboration among students.

The success of Arabic language learning depends on various factors, including the level of teacher involvement, student interests, and individual motivation (Al-Khatib, 2016. 1-7). Students are more likely to excel in Arabic if they have a genuine interest in the language and perceive it as an enjoyable and accessible subject, despite its inherent difficulty.

Considering the challenge of the lack of understanding of the effect of the group work method on improving speaking skills and interest in learning Arabic among students at PP Al-Ittihad Poncol Semarang, this study aims to investigate the impact of the group work method in improving speaking skills and fostering interest in learning Arabic at PP Al-Ittihad Poncol Semarang (Al-Mahrooqi & Denman, 2019. 97-112). By examining the effectiveness of this alternative learning approach, the researchers hope to contribute to the improvement of Arabic language education in Pesantren.

METHODOLOGY

This study used a pure experimental design with a quantitative descriptive approach. Data was collected through pre-test and post-test to measure the difference in students' speaking skills before and after the group work method intervention.

The Pre-test and Post-Test designs will be employed to assess the differences in learning outcomes between the group that utilizes the group work method and the group that does not. The population for this study consists of all students in class IV at PP Al-Ittihad Poncol Semarang, totaling 23 male students.

To gather data, various instruments will be utilized. Firstly, tests will be administered to measure students' speaking skills before and after the intervention. Additionally, interview observations will be conducted to gain insights into students' experiences and perceptions of the learning process. Lastly, an interest questionnaire will be administered to assess students' level of interest in learning Arabic.

By employing these instruments, the researchers aim to collect comprehensive data that will enable them to analyze the impact of the group work method on students' speaking skills and interest in learning Arabic. The findings of this study will contribute to the existing body of knowledge on effective teaching methods in Arabic language education.

This research employs a pure experimental design with a quantitative descriptive approach to investigate the causal relationship between variables. As Al-Mahrooqi and Denman (2018. 1-12.) state, experimental research aims to determine the impact of different factors on the variables of interest. In this study, the focus is on examining the effect of the group work method on students' speaking skills and interest in learning Arabic.

To assess the impact of the group work method, the Pre-test and Post-Test designs will be utilized. This design allows for the comparison of learning outcomes between the group that utilizes the group work method and the group that does not. The population for this study consists of all male students in class IV at PP Al-Ittihad Poncol Semarang, totaling 23 students.

Several instruments will be employed to gather data for this study. Firstly, tests will be administered to measure students' speaking skills before and after the intervention. This aligns with the study conducted by Al-Mahrooqi and Denman. (2018. 1-12.), who also utilized tests to assess the impact of cooperative learning on language acquisition. Additionally, interview observations will be conducted to gain insights into students' experiences and perceptions of the learning process. Finally, an interest questionnaire will be administered to assess students' level of interest in learning Arabic.

RESULTS AND DISCUSSION

The interest questionnaire will consist of a series of questions designed to measure students' level of interest in learning Arabic. The questions may include inquiries about their motivation to learn Arabic, their enjoyment of Arabic language activities, and their perceived relevance of Arabic language skills in their lives. The questionnaire will be administered before and after the intervention to assess any changes in students' interest in learning Arabic because of the group work method. The data collected from the interest questionnaire will provide valuable insights into the impact of the group work method on students' interest in learning Arabic.

Based on the research conducted, the following results were obtained:

Pretest-Posttest Descriptive Statistics of Speaking Skills

Pretest		Posttest	
N	Valid	23	23
	Missing	0	0
Mean		62.7826	84.1739
Median		62.0000	84.0000
Std. Deviation		13.03825	6.79339
Variance		169.996	46.150
Minimum		42.00	70.00
Maximum		90.00	97.00
Sum		1444.00	1936.00

Table 1: Pretest-Posttest Descriptive Statistics of Student's Speaking Skills

Based on Table 1 above, it can be concluded that the results of the post-test reading skills increased after being treated in terms of mean, median, variance, minimum value, and maximum value.

First Hypothesis Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-21.39130	12.08959	2.52085	-26.61923	-16.16338	-8.486	22	.000

Table 2: First Hypothesis Test

Based on the output of Pair 1, the value of Sig. (2-tailed) of 0.000 < 0.05. So, it can be concluded that there is a difference in the value of speaking skills between the pretest and the post-test, meaning that the hypothesis is accepted so that it can be stated that there is a significant effect between group work methods on students' speaking skills.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	21.832	7.225		3.022	.006
	Group Work Method	.408	.194	.417	2.103	.048

a. Dependent Variable: Interest to Learn

Table 3: Second Hypothesis Test

From the results of processing the t coefficients test data based on the table above, values are obtained t_{count} for the variable Group Work Method of $t_{count} (3,022) > t_{table} (2,086)$, it can be stated that the group work method variable has a significant and significant effect on increasing students' interest in learning H2 be accepted.

The Effect of Group Work Methods on Increasing the Speaking Skills and Learning Interests of Student

By conducting experiments in this study, it was found that there was a significant effect of the group work method on improving students' speaking skills. This is evidenced by the results of the Pair 1 output, that the Sig. (2-tailed) of $0.000 < 0.05$. So, it can be concluded that there are differences in the scores of speaking skills between the pre-test and the post-test.

No	Date and time	Results Obtained
1	May 15, 2023	Knowing the problem of needs at Islamic boarding schools, namely the lack of realization of activities in a cooperative approach..
2	May 16, 2023	Study problems and find alternative solutions to be able to overcome problems in the needs analysis that has been identified.. Create a cooperative learning approach with group work methods.

3	May 18, 2023	Making a cooperative learning approach with group work methods on learning material from the book of jurisprudence through maharah kalam and interest in learning Arabic and then consulting the supervisor.
4	May 20, 2023	To find out the opinions of the validators on the learning tools developed by researchers.
5	May 24, 2023	Make improvements (revisions) to the learning tools that are developed based on the results of consultations from supervisors and validators.
6	May 27, 2023	Testing learning tools with the research object of Al Ittihad Poncol Islamic Boarding School students. Obtain data regarding teacher responses, student responses, and learning outcomes
7	May 28, 2023	Evaluate learning based on the validators' validation of validity and practicality, the teacher's response to practicality, and the results of authentic assessments of learning effectiveness.
8	May 30, 2023	Produced a thesis entitled "The Influence of Group Work Methods in Improving Speaking Skills and Increasing Interest in Learning Arabic".

Table 4: Details of Learning Time and Activities

Based on the analysis above, it shows that there is a significant influence of the group work method in increasing students' interest in learning. This can be seen from the results of the t coefficient test which shows that the group work method variable has a significant effect on student interest in learning.

CONCLUSION

This study investigates the effect of group work methods on improving speaking skills and interest in learning Arabic. This study used a pure experimental design with a quantitative descriptive approach to test the cause-and-effect relationship between the variables under study.

The results showed a significant difference between the pre-test and post-test scores in students' speaking skills after the group work method intervention. This shows that the group work method has a significant positive influence in improving students' speaking skills. In addition, this study also found that the group work method has a significant influence in increasing students' interest in learning Arabic.

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