

THE INFLUENCE OF USING THE BOOK 'USLUB NAHWU' IN ARABIC LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS (MAHARAH KALAM) AT SUMATERA THAWALIB PARABEK

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ABSTRACT

Salah satu masalah dalam pembelajaran bahasa Arab di sekolah ini adalah siswa belum memahami uslub nahwu (gaya tata bahasa Arab), sehingga kemampuan berbicara mereka masih rendah. Dalam buku Silsilah al-Lughah al-'Arabiyyah, materi tentang uslub nahwu hanya disebutkan tanpa disertai contoh dan penjelasan penggunaannya. Akibatnya, siswa kesulitan menerapkan struktur bahasa dengan benar saat berbicara. Karena itu, penulis ingin menerapkan materi "Uslub Nahwu" di sekolah ini agar siswa memahami bentuk dan penggunaannya secara lengkap. Penelitian ini menggunakan metode kuantitatif dengan pendekatan eksperimen dan desain quasi-eksperimen. Subjek penelitian dibagi menjadi kelas eksperimen dan kelas kontrol dengan instrumen tes dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan uslub nahwu berpengaruh signifikan terhadap peningkatan keterampilan berbicara siswa. Hal ini dibuktikan dengan hasil uji F ($F = 8,652$; sig. 0,05) dan uji t ($t = 6,596$; sig. 0,000). Pengaruhnya bersifat positif, artinya semakin baik pemahaman siswa terhadap uslub nahwu, semakin meningkat kemampuan berbicara mereka. Dengan demikian, uslub nahwu terbukti menjadi faktor penting dalam meningkatkan kemampuan berbicara siswa dalam pembelajaran bahasa Arab.

Kata Kunci: Keterampilan Berbicara, Materi kaidah nahwu, Pengajaran bahasa arab.

ABSTRACT

One of the main problems in teaching Arabic at this school is that students do not understand Uslub Nahwu (Arabic grammatical style), which causes their speaking skills to remain low. In the textbook Silsilah al-Lughah al-'Arabiyyah, the material on Uslub Nahwu is mentioned only briefly without examples or clear explanations of how to use it. As a result, students struggle to apply correct grammatical structures in spoken Arabic. Therefore, the researcher aims to implement the "Uslub Nahwu" material in this school so that students can fully understand its forms and applications. This study used a quantitative research method with an experimental approach and a quasi-experimental design. The participants were divided into an experimental class and a control class, using tests and documentation as research instruments. The results showed that the use of Uslub Nahwu had a significant positive effect on improving students' speaking skills. This was supported by the F-test results ($F = 8.652$; sig. 0.05) and the t-test results ($t = 6.596$; sig. 0.000). The findings indicate that the better the students understand Uslub Nahwu, the more their speaking ability improves. Thus, Uslub Nahwu is proven to be an important factor in developing students' speaking skills in learning Arabic.

Keywords: Instructional materials on nahwu, teaching Arabic as a foreign language, speaking proficiency.

INTRODUCTION

Language is derived from the root *lagha – yalghu – laghwan* (meaning to speak nonsense or meaningless talk). As for its technical definition, language has been defined in various ways. Mustafa Al-Ghalayini said in the book *Jāmi' ad-Durūs*: "Language is the

words by which every people express their intentions. Language is a human, social, and psychological phenomenon that arises and spreads through social interaction, physiological readiness, and psychological readiness.

The Arabic language is a foreign language: Teaching Arabic to foreigners means teaching it to those who belong to a non-Arab ethnic group, whose languages and cultures differ significantly from Arabic language and Arab culture. The people of Indonesia, for example, have known the Arabic language since the arrival of Islam there in the 7th century AD with the coming of Muslim Arab traders.

The Arabic language still exists to this day because God chose it as the language of the Holy Qur'an and as a religious language (in prayer, remembrance, and supplication). Allah Almighty says in the Holy Qur'an: "Indeed, We have sent it down as an Arabic Qur'an that you might understand." (Yusuf: 2) And in another verse, Allah says: "In a clear Arabic language." Imam Al-Shafi'i said: "It is obligatory upon every Muslim to learn from the language of the Arabs as much as their effort allows, so that they may testify that there is no god but Allah, and that Muhammad is His servant and messenger, and recite the Book of Allah in it."

Arabic language skills and positive attitudes toward the Arabic language are very important in helping to understand the sources of Islamic teachings, namely the Qur'an and Hadith, as well as Arabic books related to Islam for students. For this reason, Arabic is prepared in schools to achieve basic language proficiency, which includes four integrated language skills taught together: listening (listening skill), speaking (speaking skill), reading (reading skill), and writing (writing skill). Speaking skill is the most important skill in language teaching because it is the fundamental skill in teaching a foreign language. This skill is part of the active and productive language skills.

The science of grammar (Nahw) is the knowledge of principles derived from the rules of the Arabs, through which the conditions of the endings of words are known in terms of *i'rāb* (case endings) and *bina'* (construction). Grammar is the set of language rules that emerged after the development of the language. These rules appeared due to mistakes in language usage. Therefore, teaching grammar enables users to express and understand the language well, both in writing (reading and writing correctly) and in speaking (speaking correctly).

It is not enough for students to memorize grammatical rules during their study; rather, they must be able to apply these rules in reading and writing Arabic texts after learning them. In other words, grammatical competence is not the ultimate goal in language learning.

The important role of teaching grammar is that it is the tool that helps students pronounce, write, and read correctly. It also serves as a way to evaluate their understanding and protect them from linguistic errors. Grammar teaching assists students in understanding the Arabic language well and accurately, enabling them to be proficient in this area. Moreover, teaching grammar helps students understand Arabic expressions, which allows them to comprehend the purpose of conversations in Arabic.

The writer uses printed educational materials in this study, specifically the book "*Grammar Structures*", written by Dr. Nasr al-Din Idris Johar. This book discusses grammatical structures and helps in understanding how to express everyday language in Arabic according to its rules. The writer wants to apply this educational material because

the book is very useful for students in understanding how to express everyday language using correct grammatical structures according to the rules. What distinguishes this book is that it provides examples of sentences using grammatical structures, which differs from other grammar books that only mention the grammatical structure without providing examples of its use.

Based on the results of the first observation, the writer discovered a problem in this school: the students do not understand grammatical structures, which leads to a deficiency in speaking skills. In this school, the book *"Al-Kawakib al-Durriyah"* is used for teaching grammar, and the book *"Silsilat al-Lughah al-'Arabiyyah"* is used for teaching Arabic, especially in the religious department. Meanwhile, in other departments, books from the Ministry of Religious Affairs are used.

The lack of explanation on how to use grammatical structures in teaching makes the students weak in speaking skills. Therefore, the writer wants to apply the materials from *"Grammar Structures"* in this school because it covers grammatical structures comprehensively, including their meanings and examples of their use, which can help improve students' speaking skills and their understanding of grammatical structures.

RESEARCH METHODS

The writer uses a quantitative approach in order to solve the identified problem carefully and systematically. The data collected consists of a series of numerical values, as the writer used the experimental method. Experimental research can be defined as a research approach used to investigate the effect of a treatment on another variable under controlled conditions.

The writer uses a quasi-experimental research design, specifically the Nonequivalent Control Group Design. This design includes a reference (control) group, but it is not entirely sufficient to control for external variables that may affect the implementation of the experiment.

The research design used by the researcher involves the use of two groups: the experimental group and the control group. Thus, Grade 4 (1) is the group that uses *"Grammar Structures Materials in Teaching Arabic"* and serves as the experimental group. Meanwhile, Grade 4 (3) is the group that does not use *"Grammar Structures Materials in Teaching Arabic"* and serves as the control group. In this study, the writer used two tests: a pre-test and a post-test. The following is the research design table.

Research Design

البعدي	علاج	القبلي	الصف
O ₂	X	O ₁	التجريبية
O ₄	—	O ₃	الضابطة

Information:

- **O1** = The result of the pre-test for the performance of the students in the experimental group.
- **O2** = The result of the post-test for the performance of the students in the experimental group.
- **O3** = The result of the pre-test for the performance of the students in the control group.
- **O4** = The result of the post-test for the performance of the students in the control group.
- **X** = The treatment, in which *Grammar Structures Materials* are applied in teaching Arabic to the experimental group.
- **-** = The normal condition, in which students learn naturally or through the traditional teaching method provided by the teacher.

This scientific research is conducted by the writer at the Sumatra Thawalib Parabek School. The research is carried out on Grade 4 students at this school. The duration of the research is three months, from April to July 2024.

The research population refers to all individuals targeted by the study. Therefore, the population in this study consists of all students at Sumatra Thawalib Parabek School.

As for the research sample, it consists of the Grade 4 Religious Class 1 and Grade 4 Religious Class 3 students. Sampling was done using the purposive sampling technique. Purposive sampling is a method of selecting samples based on specific considerations. This sampling method is used with the understanding that the selected individuals or cases can represent those most likely to provide answers to the research problems.

The writer chose to use tests as a tool or procedure designed to detect specific aspects in a given environment, using predefined methods and rules. The test is used to measure students' learning outcomes through a pre-test and a post-test. This is done to examine the impact and differences in learning outcomes between using *Grammar Structures Materials* in teaching Arabic and traditional teaching methods. The test results completed by the students are recorded, and scores are assigned to obtain quantitative data. For example, if a student answers a standard test question correctly, they are given a score of **1**; if the answer is incorrect, they receive a score of **.** Therefore, the population in this study consists of all students from Grade 4 Religious Class 1 and Grade 4 Religious Class 3, with a total of **48** students, divided into two classes.

RESULTS AND DISCUSSION

The descriptive analysis results of the pre-test and post-test data from both the experimental and control classes—based on the normality test, homogeneity test, and hypothesis test—were carried out at Madrasah Sumatera Thawalib Parabek, with respondents consisting of 24 students from Class IV-1 and 24 students from Class IV-3. Students in Class IV-1 were given treatment using *Uslub Nahwu* (Grammar Structures) materials, while students in Class IV-3 did not receive any treatment.

Based on the research conducted by the researcher at Madrasah Sumatera Thawalib Parabek, data were collected through test instruments, allowing for the assessment of students' learning outcomes in the form of numerical scores from Class IV-1 (Experimental Class) and Class IV-3 (Control Class). The students' learning outcome data

from both classes after the treatment can be seen in the following table.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	24	77	83	80,00	1,588
PostTest Eksperimen	24	89	94	91,04	1,334
PreTest Kontrol	24	74	82	77,71	2,010
PostTest Kontrol	24	83	91	87,46	2,303
Valid N (listwise)	24				

The learning outcome in Arabic language on the topic of *Uslub Nahwu* for Grade IV.1 students after the post-test was 88.81. The highest score reached 92, and the lowest score was 74, with a standard deviation of 2.010. It can be seen that the average score indicates that the learning outcomes using the *Uslub Nahwu* material can be categorized as high.

Then, the researcher conducted inferential statistical analysis by performing the following tests:

1. Normality Test

Tests of Normality

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTest	,236	24	,051	,917	24	,162
	Eksperimen						
	PostTest	,199	24	,200*	,920	24	,060
	Eksperimen						
	PreTest Kontrol	,141	24	,130	,972	24	,705
	PostTest Kontrol	,135	24	,200*	,955	24	,346

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the previous calculations, it can be determined that the significance values for the pre-test and post-test results of both the experimental and control groups are greater than 0.05. Therefore, it can be concluded that the obtained data are normally distributed.

2. Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa Based on Mean	8,652	1	46	,605
Based on Median	6,434	1	46	,629
Based on Median and with adjusted df	6,434	1	36,862	,629
Based on trimmed mean	8,662	1	46	,560

Based on the calculation results, it can be seen that the significance values for the pre-test and post-test exceed 0.05. Therefore, it can be concluded that the research data show similarity in variance (homogeneity).

3. Hypothesis Testing (t-test)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	8,652	,005	6,596	46	,000	3,583	,543	2,490	4,677
	Equal variances not assumed			6,596	36,883	,000	3,583	,543	2,482	4,684

Based on the future sample test, it appears that the students' learning outcomes in the table can be seen as follows: $F=8.652$ with a significance level of 0.005, which equals 0.005. Based on this significance level, it can be said that the variance of the students' learning outcomes between the experimental class and the control class is equal.

Then, a t-test was conducted assuming equal variances (equal variances assumed). Based on the t-test, the calculated t-value was 6.596 with a significance level of 0.000. The critical t-value with degrees of freedom $df=46$ at the 5% significance level is 2.0129. Since the calculated t-value is greater than the critical t-value at the 5% significance level ($6.596 > 2.0129$), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

After finding a significant difference in the students' learning outcomes between the class using the *Uslub Nahwu* textbook in teaching Arabic and the class not using it, the next step is to examine the effect size to assess the effectiveness of the textbook used. The effect size is calculated using Cohen's *d* formula. The criteria for effect size success are:

- Small effect if $0 < d < 0.2$
- Medium effect if $0.2 \leq d < 0.5$
- Large effect if $d \geq 0.5$

CONCLUSIONS

Based on the research problems, the data collected, and the analysis conducted in this study, it can be concluded that there is an effect from using *Uslub Nahwu* materials in

teaching Arabic on the speaking proficiency of fourth-grade students at Sumatra Thawalib Parabek School. This conclusion is based on the students' learning outcomes in both the experimental and control classes, as measured by the post-test results.

In these learning outcomes, there is a significant difference between the experimental and control classes, as demonstrated by the difference in their average scores: the experimental class had a higher average score than the control class. The average score of the experimental class was 91.04, while the average for the control class was 87.45.

Based on the test results in the experimental class and the control class for teaching Arabic to fourth-grade students at Sumatra Thawalib Parabek School, the experimental class that used *Uslub Nahwu* materials in Arabic instruction achieved an average score of 91.04, while the control class had an average of 87.45, with a large effect size of 1.69.

This indicates a difference between students who used the *Uslub Nahwu* textbook in Arabic instruction and those who did not. So, what is the conclusion of this study regarding the effect of using the *Uslub Nahwu* textbook on students' speaking skills? Yes, there is an effect — the use of the *Uslub Nahwu* textbook in teaching Arabic does influence the speaking skills of students at Sumatra Thawalib Parabek School.

How did students understand *Uslub Nahwu* in relation to their speaking skills at the school? Before being taught *Uslub Nahwu*, students only understood Arabic grammar in a limited way and merely translated from Indonesian to Arabic inaccurately. However, after being taught using *Uslub Nahwu*, they became able to understand Arabic grammar properly and use it correctly and effectively in their daily lives.

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